

the Minority *winter 2009* report

CSMGER

The annual news of the
AEA's Committee on the Status
of Minority Groups in the
Economics Profession, the
National Economic Association,
and the American Society of
Hispanic Economists

Minority Faculty Representation in Academia

Marie T. Mora,
University of Texas-Pan American

Intellectual environments are enriched by racial and ethnic diversity and the variety of perspectives such diversity brings. A diverse faculty creates role models and mentors for its students. Minority scholars also frequently bring greater personal interest in exploring issues of importance to minority communities. For all these reasons, addressing the underrepresentation of racial and ethnic minorities in their profession is a concern for many.

Hispanics, for example, currently represent more than 15 percent of the total U.S. population, but only 3.1 percent of doctoral degree recipients in the 2006-2007 academic year (see Table 1), or approximately one-fifth of their overall population representation. Blacks fare slightly better at 5.7 percent of the new doctorates, but this figure still falls considerably below their 13.1 percent representation in the population. Native Americans received 0.4 percent of doctoral degrees in 2006-2007 while they made up 1.5 percent of the general population. Asians and Pacific Islanders, in contrast, were slightly overrepresented (at 5.4 percent) among the new doctorates relative to their population share (5.1 percent).

Academic Gains in Perspective

Such low representation of racial-ethnic minorities among newly minted doctorates has implications for the long-term profile of academics. Consider Figure 1, which shows the population representation of Hispanics and blacks among adults and among college and university professors since 1950.¹ (The shares of Native Americans in these data are too small to observe much variation in Figure 1.)

On the surface, it appears that both groups have increased their representation among academics. However, compared with their representation among the entire adult population, their academic gains are not as dramatic.²

¹ These figures are based on the author's estimates using data from U.S. decennial censuses and from the 2007 American Community Survey made available in the Integrated Public Use Microdata Series (IPUMS) for individuals ages 21 and above. Sampling weights are employed to maintain the national representation of the data. (To access the IPUMS, see Steven Ruggles et al., Integrated Public Use Microdata Series: Version 4.0 [machine readable database]. Minneapolis: Minnesota Population Center, 2008, available at <http://www.ipums.org>.)

² The 12.9 percent share of Hispanics among adults is lower than their overall population representation of 15.1 percent because Hispanics represent an even higher share of children.

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Committee on the Status of Minority Groups in the Economics Profession

CSMGEP was established by the American Economic Association in 1968 to increase the representation of minorities in the economics profession, primarily by broadening their opportunities for training.

www.vanderbilt.edu/AEA/CSMGEP/index.html
csmgep@aeaweb.org

American Society of Hispanic Economists

ASHE, established in 2002, is a professional association of economists who are concerned with the under-representation of Hispanic Americans in the economics profession at a time when Hispanics represent 15 percent of the U.S. population.

Our primary goals include:

1. Promoting the vitality of Hispanics in the economics profession through education, service, and excellence;
2. Promoting rigorous research on economic and policy issues affecting U.S. Hispanic communities and the nation as a whole;
3. Engaging more Hispanic Americans to effectively participate in the economics profession.

ASHE is an open membership society; anyone who is interested in our mission can join.

www.asheweb.org

National Economic Association

NEA was founded in 1969 as the Caucus of Black Economists to promote the professional lives of minorities within the profession. Through its journal (*The Review of Black Political Economy*) and its annual paper sessions/meeting, the organization produces and distributes knowledge of economic issues that are of exceptional interest to native and immigrant African Americans, Latinos, and other people of color.

www.neaecon.org

The Minority Report: Advancing Minority Representation in the Economics Field

Welcome to the second issue of *The Minority Report*, a joint publication of the American Economic Association's Committee on the Status of Minority Groups in the Economics Profession (CSMGEP), the American Society of Hispanic Economists (ASHE), and the National Economic Association (NEA). Published annually, *The Minority Report* showcases the people, programs, research, and activities of the three groups, which together help to increase the representation of minorities in the economics profession.

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Editor: Barbara Ray, Hiredpen, inc.
hiredpen@hiredpenchicago.com

Design: The Glasoe Group
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CSMGEP Pipeline Programs

CSMGEP OFFERS A VARIETY OF PROGRAMS TO ADVANCE YOUR CAREER AND VISIBILITY IN THE FIELD.

The Summer Training Program

The American Economic Association Summer Training Program (AEASTP) at the University of California, Santa Barbara, is an intensive eight-week program to encourage and prepare talented undergraduates for success in economics doctoral programs. The program and a related scholarship program fund participants who are U.S. citizens or permanent residents; preference for the scholarships is given to members of underrepresented minority groups historically disadvantaged in the U.S. context and who have demonstrated financial need.

The program is designed for two summers of participation, although students with strong undergraduate training can forgo the first summer. Hands-on research experience is a central feature of the summer program. The program enables students to solidify their understanding of analytic tools, apply their skills in examining real-world issues of interest to them, and work closely with peers and advisers. Students come away with a renewed excitement for the everyday relevance of economics and a better understanding of what a career as a research-oriented economist entails. Doug Steigerwald is director of the program. For more information, contact aeastp@econ.ucsb.edu.

Summer Economic Fellows Program

This exciting new program provides an opportunity for senior graduate students and junior faculty in economics to spend a summer (8–12 weeks) in the research department of a sponsoring institution, such as a Federal Reserve Bank or other public agency. By providing research resources and mentoring, the program helps to promote women and underrepresented minorities in economics. Fellowships are open to all economists without regard to gender or minority status, although the goal of the program drives the selection process.

During their residency, fellows participate as members of the research community while engaged in a research project of their own choosing. Fellows are mentored by experienced economists both on scientific and career issues. Fellows are encouraged to present a research seminar at the sponsoring agency during their fellowship. Fellows are typically either junior faculty or graduate students at the dissertation stage.

For further information, contact Dick Startz at aeansf@u.washington.edu.

The Mentoring Program

The Mentoring Program matches African American, Latino, and Native American economics Ph.D. students and new doctorates with mentors in the field, and also facilitates networking between minority economics students at all stages of the educational and early-career pipeline. The Mentoring Program also hosts an annual Pipeline Conference for all participants and their mentors, as well as others. The conference, held annually at the AEA Summer Training Program, facilitates contacts among minority students in different schools and at different stages in the pipeline.

For more information about joining and supporting the mentoring program, contact William M. Rodgers III, wrodgers@rci.rutgers.edu or 732-932-4100, x6203. ■

The CSMGEP Pipeline Program is vital to advancing minorities in the economics profession. The success of the Pipeline Program hinges on adequate funding. The AEA welcomes contributions to one or all of its Pipeline Programs. Contributions can be sent to:

CSMGEP Pipeline Program
c/o American Economic Association
2014 Broadway, Suite 305
Nashville, TN 37203

FOR MORE INFORMATION ON ANY OF THESE PROGRAMS, SEE WWW.VANDERBILT.EDU/AEA/CSMGEP/PIPELINE

continued from page 1 » In 1950, 9 percent of adults were black, 2.3 times their share among academics. By 2007, that share had declined only slightly, to 2.0. Moreover, Figure 1 indicates that Hispanics, relative to their overall population share, have lost ground among academics since 1950. In that year, their share of adults was 1.7 percent, about 2.1 times their representation among academics. Over time, the Hispanic population has increased more rapidly than the overall population, while rising only moderately among college and university faculty. Indeed, in every decade since 1950, the difference between Hispanic representation among academics and the general population has widened. In 2007, the 12.9 percent share of Hispanics among adults was 2.4 times their share among academics.

Part of the striking growth in the Hispanic population is from immigration, which helps explain at least part of this growing gap in academia. In 2007, Hispanic immigrants composed a greater share of U.S. adults (7.5 percent) than U.S.-born Hispanics (5.5 percent). This was not the case in 1950. Yet, despite the rapidly growing numbers of Hispanic immigrants, there has not been a proportionate

increase in the share of foreign-born Hispanic faculty. This suggests that U.S.-born Hispanics have made greater progress in increasing their representation in academia than foreign-born Hispanics.

Figure 2 shows that among faculty members, U.S.-born blacks have maintained a larger presence than their foreign-born counterparts, although the gap has narrowed over time. Yet relative to their overall population numbers, foreign-born blacks are overrepresented in the ranks of faculty in the United States. In 2007, 1.5 percent of professors were foreign-born blacks, yet only 1.3 percent of adults were members of this group. In contrast, in both 1950 and 2007, there were 2.3 times more U.S.-born blacks in the population than there were among U.S. college and university professors, indicating that their increased presence in academia between 1950 and 2007 reflects their overall population growth, and not necessarily greater propensities to enter academia.

TABLE 1:
Representation of Racial-Ethnic Minority Groups
in the Population and among Doctoral Degree Recipients

Racial-Ethnic Group	Percentage of Total U.S. Population in 2007	Percentage of All Doctoral Degree Recipients in 2006-07 Academic Year	Percentage of Male Doctoral Degree Recipients in 2006-07	Percentage of Female Doctoral Degree Recipients in 2006-07
Hispanics	15.1%	3.1%	2.7%	3.4%
Blacks	13.1%	5.7%	3.9%	7.5%
Asians/Pacific Islanders	5.0%	5.4%	5.1%	5.6%
Native Americans	1.5%	0.4%	0.3%	0.5%
Non-Hispanics Only:				
Non-Hispanic Blacks	12.8%	n/a	n/a	n/a
Non-Hispanic Asian/Pacific Islanders	4.8%	n/a	n/a	n/a
Non-Hispanic Native Americans	1.3%	n/a	n/a	n/a

Notes: Hispanics can be of any race. The 2007 total population includes 301,621,159 individuals, while the 2006-07 doctoral degree recipients include 60,616 individuals (30,251 men and 30,365 women).

Sources: Author's estimates using the 2007 American Community Survey data from the U.S. Census Bureau for the total population estimates, and U.S. Department of Education data on doctoral degrees from Laura Knapp, Janice E. Kelly-Reid, and Scott A. Ginder, *Postsecondary Institutions in the U.S. Fall 2007 and Degrees and Other Awards Conferred 2006-07*, and *12-Month Enrollment 2006-07 (First Look)*. (Washington, DC: National Center for Education Statistics, Institute for Education Sciences, U.S. Department of Education, October 2008).

Gender Imbalances

Another facet to consider is gender. In recent years, the number of doctorates awarded to women is similar to that awarded to men. Interestingly, greater shares of black and Hispanic women have received doctorates than their male counterparts, and particularly for black women. In the 2006-2007 academic year, 7.5 percent of female doctoral degree recipients were black, almost twice the share among male recipients (see Table 1). Of female doctorates, 3.4 percent were Hispanics, compared with 2.7 percent of male recipients.

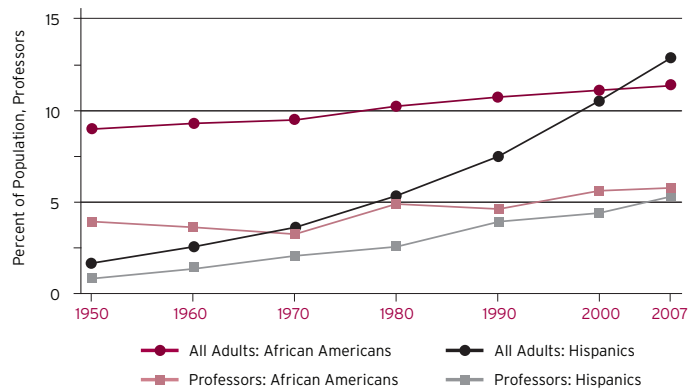
This is not a new trend. Since 1950 among U.S. faculty, black women have been more common than black men, as seen in Figure 3. Since 1980, this has been the case among Hispanics as well, although the gender gaps are, and have been, much narrower.

Will the Disparities Continue?

Combined, Hispanics and Blacks represent nearly 28 percent of the U.S. population, but only 11 percent of professors at colleges and universities. Both groups, particularly Hispanics, are expected to continue growing more rapidly than the overall population.

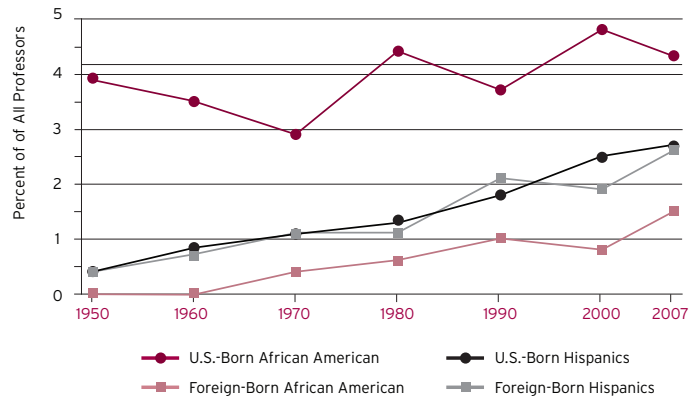
At the same time, recent trends among new doctorates suggest that the underrepresentation of these groups is likely to continue. As such, universities and colleges could experience a growing divergence between the demographic profiles of their student bodies and their faculty. Such disparities could also reduce the number of role models for student, potentially exacerbating the problem. Moreover, increased faculty diversity enriches academic environments with a variety of perspectives and experiences. As James Peoples alludes in his article in this issue, minority faculty members might also be more likely than other academics to analyze issues of significance to their own racial-ethnic communities. Academic societies could therefore enhance the intellectual environments and expand the breadth of topics studied by working to increase the participation of underrepresented populations in their professions. ■

FIGURE 1:
The Representation of African Americans and Hispanics among All Adults and among College and University Professors in the United States: 1950 to 2007



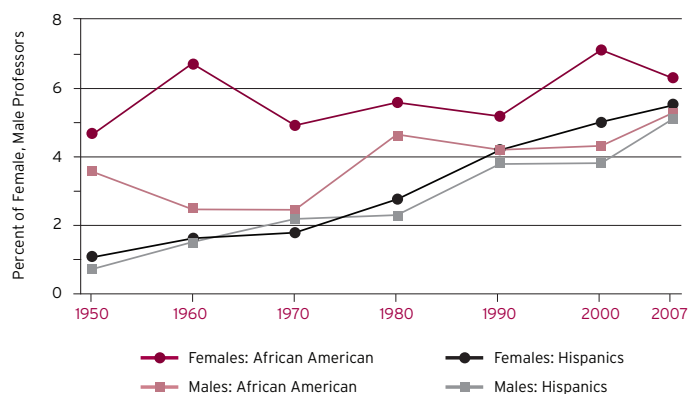
Note: The population represents individuals ages 21 and above. Source: Author's estimates using IPUMS data.

FIGURE 2:
The Representation of U.S.- and Foreign-Born African-Americans and Hispanics among College and University Professors in the United States: 1950 to 2007



Note: The population represents university and college professors ages 21 and above. Source: Author's estimates using IPUMS data.

FIGURE 3:
The Representation of African Americans and Hispanics among Male and Female College and University Professors in the United States: 1950 to 2007



Note: The population represents university and college professors ages 21 and above. Source: Author's estimates using IPUMS data.

T is for Teaching

Ensuring Success in the Classroom

Ngina Chiteji, Skidmore College

Some people make teaching look so easy. How about that Professor Epps on *Numb3rs*? His students always look so captivated in his classes! Plus he always has just the right analogy to get through to those math-challenged FBI agents. And what about *Bones*? This season we've been treated to a succession of grad students who all admire her and aspire to work as her assistant in that esteemed Jeffersonian lab. If you're not into television, there's always Julie Andrews' Maria from the *Sound of Music*. Learning is never more fun than when singing and dancing in the Alps.

If fictional mathematicians and anthropologists can inspire admiration and appreciation among their students, why not real-life economists? Economics might be (wrongly) called the dismal science, but teaching it doesn't have to be. Here are some tips that might help in those daunting first years of balancing teaching responsibilities with research requirements.

Managing the Course Load

The first decisions you face when you start your career are what and how many classes to teach, and when to teach them. These decisions may be dictated largely by departmental needs and institutional policy, but you can still offer input.

The easiest classes to teach are courses you have taught before as a graduate student, courses related to your research, or those similar to classes you took in graduate school. Your built-in expertise not only allows you to cover material you know, but it will be easy to assemble a reading list. Teaching classes on topics you know means you can talk

naturally about the topic and draw from a number of real-world examples or analogies to illustrate your points. This all makes it easier to explain things to students. While it is tempting to offer to develop new courses as a new hire, doing so is easier after you have a year or two of teaching under your belt.

Another way to keep class preparation manageable is to try for repetition—teach two sections of the same course in a single semester rather than teaching two different courses. Teaching the same class in different terms of the school year is another option. The obvious advantage is that after you have prepped for the class once, you will have only minor work to do when teaching it a second time.

When to teach is another question. If you have any say about the time slots, choose strategically. For example, if you are teaching two sections of introductory macroeconomics in a given semester, schedule them, if possible, for the same days and at similar times (both sections in the morning, for example). This allows you to separate your week into teaching days and days devoted exclusively to research. It also allows you to divide your days into teaching times and time for other activities (like research or office hours and grading). Setting your schedule this way avoids days of constantly shifting back and forth between activities or a week of constantly rushing off to class.

A related issue is where you will teach. Ideally you want a setting that is consistent with your teaching style. If you like to use technology in the classroom, make sure you ask for a classroom that supports that approach. If you plan to run your class in discussion format, try to get a room where the chairs are not bolted to the floor.

Finally, although you will likely have less say in this matter, it is still worth a conversation with your department chair about the number of classes you are to teach. Even though most universities have guidelines dictating what constitutes a full teaching load, institutions sometimes offer course releases to new hires. Moreover, if your research is funded by a grant, you may be able to use grant funds to “buy out” some of your teaching time. Many institutions also allow course reductions for new parents. Talking with your department chair when you begin your job (if not before) is helpful because institutions may award reductions on an “ad hoc” basis even without a formal policy.

Managing Classes

We all want to teach classes where students learn a lot. Thinking carefully about your syllabus and about

day-to-day delivery of course material will help you attain these goals. Your syllabus sets the tone for your class. Its course objectives should be clear so students know what to expect, and it should list course policies so students understand the rules. For example, what is your policy for missed assignments? Will you give makeup tests? Do you reweight other test scores if the absence is excused? If so, what kinds of absences are excusable? Are late assignments accepted? Is there a point deduction for these? One policy new to the digital age is on cell phones and laptops in class. If you do not want phones ringing during class, you must remind your students that phones are distracting and list any sanctions on the syllabus.

Although no one likes to feel like a disciplinarian, you will likely encounter at least one or two students who fail to live up to your image of the ideal student. It is important to determine your policies for these students prior to the start of the semester. This will prevent you from making policies haphazardly, and your students will know what to expect from the first day of class. Clear policies help you and the department avoid conflicts with students, and they also thwart any perceived unfairness or resentment should penalties be imposed. The classroom is like the marketplace in this respect. It operates best when there is full information.

Being Prepared

Your primary responsibility in class is to impart a deeper understanding of how the economy operates. This will not happen unless you present clear and organized lectures during class. It also means that you must plan and prepare *each day* before you walk into a class. When you are a senior instructor you may be able to wing it, but when you are new, it is best to rehearse your lecture in your head before you give it. Delivery is key. We all have a lot of information in our heads, and there is so much we want to tell our students about the economy. But a good lecture is like good comedy: the lead must work and the punch line must be in the right place. If you go into class unprepared and deliver a convoluted or rambling lecture, students won't learn much.

For seminars or other discussion-based classes, remember that some students may lack significant prior experience with this format, particularly when the class is dominated by freshmen or first-year graduate students. Accordingly, you may want to devise a list of discussion questions for each class. An alternative is to as-

» sign students to discussion teams, which also encourages them to take ownership of the class. They often are quicker to respond to discussion questions posed by other students because they feel bad leaving their classmates hanging.

Another way to integrate more reluctant or shy students into class discussions is to not always call on the first hand that goes up—and don't be uncomfortable with silence. It is tempting, as a new instructor, to fill any silent void with an immediate response to a discussion question. However, students are typically more uncomfortable with silence than instructors, so waiting will likely be rewarded with a student-led discussion. (Waiting also gives students time to think.)

Talk to Others and Educate Yourself

Your campus' center for teaching and learning has many other resources to consult for ideas about how to run your class, as well as other instructional supports such as web design software for home pages, discussion forums, readings posts. Your colleagues are no doubt also willing to share their experiences and campus culture, such as whether teachers tolerate lateness or absences, or whether professors are on a first-name basis, or whether students skip class the Wednesday before Thanksgiving. You also can consult the *Journal of Economic Education* for ideas about in-class exercises, such as economic experiments, or other "active learning" devices.

A final thought: establish a rapport with your students by learning their names. Classroom exchanges feel more natural and relaxed when individuals can address one another by name.

Special Challenges for Instructors of Color

If you are a person of color, you may encounter instances in which a student has difficulty according you the same respect automatically given to a white instructor. Sometimes this behavior is unconscious. Whatever the reason, getting worked up and angry will not help the situation.

As instructor, it is your job to manage your classroom and your relationships with students, so you should handle any discord diplomatically. For example, you may perceive that you are being challenged often in the classroom early in the semester, ostensibly because some student is having a hard time accepting your authority. It is best to respond patiently to the student's persistent questioning. Use your knowledge of economics to establish

your authority rather than telling the student to stop questioning you or getting flustered or short-tempered.

Alternatively, you might consider inviting the student into your office to chat. If you can depersonalize the situation by establishing a level of comfort, the student may stop questioning your abilities in class. It also gives you the opportunity to show that you are willing to field the student's questions to ensure that he or she understands economics, while reminding the student that you cannot accommodate too many questions from the same person during class because it deprives other students the opportunity to speak. Although in-class challenges can rattle one's confidence, remembering that you know more about economics than your students can help you maintain your composure in class.

You can also seek advice from fellow colleagues.

If you are the only person of color in your department, or one of only a handful at your institution, you also may find yourself inundated with students of color approaching you for informal advice. It is important to be accessible, particularly if you want to function as a role model for minority students. However, remember to balance your desire to help with your other responsibilities. When possible, you may want to formalize your role by taking the students on as official advisees or as graduate students that you supervise. This way your efforts are recognized officially and counted toward your department's service requirements.

As an educator you are imparting knowledge to the next generation. This is a huge responsibility, but it also can be incredibly rewarding. Let your love for economics show in the classroom. Enthusiasm is contagious. If your students see that you are excited about our discipline, they are going to get fired up too. ■

FOOD FOR THOUGHT

» William Becker, "Teaching Economics in the 21st Century," *Journal of Economic Perspectives*, 14(1) (Winter 2000), pp. 109-119.

» Kenneth Elzinga, "Fifteen Theses on Classroom Teaching," *Southern Economic Journal*, 68(2) (October 2001), pp. 249-257.

Economics Jobs beyond Academia

Economists have the choice of a wide range of jobs outside academia. Below are three examples from the perspectives of economists who currently hold them.

[one]

U.S. International Trade Commission, Office of Economics

Economists at the USITC provide expert economic advice to Congress and the Office of the U.S. Trade Representative on the impact of potential trade policy. The Research Division economists provide the technical economic modeling used in analyzing future trade agreements and other broad policies to investigate their impact on the U.S. and other economies.

The job, says **Assistant Director Sandra A. Rivera**, is always interesting, but what she enjoys is the chance to understand and learn more about trade policy before it becomes a reality. To see her group's work used by negotiating teams as the actual agreement is being developed is very rewarding, and it is always satisfying to gain insight into the issues in an agreement before it hits the press. The most challenging aspect of the job, she says, is having one's work seemingly "over reviewed."

Sandra started her career in the EC's Research Division as an International Economist. She found out about the job through the AEA's *Job Openings for Economists*.

Rivera's office has recruited a very diverse staff, most recently hiring two Latino research assistants, and a management analyst who is African American. In the past three years, they have hired a Latino Ph.D. economist and another Ph.D. economist who is biracial. "And every time," says Rivera, "these folks have been the best candidates."

Rivera's advice to newly minted economists who might be interested in this type of work: Regularly check www.USAJobs.gov where the positions are advertised, and be sure to have an easily digestible curriculum vitae. Not all who make decisions are economists. Finally, she says, work on your presentation and communication skills. She recommends joining Toastmasters and invest in your skills weekly.

[two]

The Board of Governors of the Federal Reserve System - Economist, Emerging Market Economies Section, Division of International Finance

The Emerging Market Economies Section of the Federal Reserve "provides the Board with reports, policy analysis, forecasts, and basic research on the economic problems and policies of developing countries and their implications for the U.S. and the rest of the world." Economist **Brahima Coulibaly** and his colleagues in the emerging markets section do economic forecasts, write memos on economic development, and conduct both academic and directed research. For Coulibaly, the most interesting aspects of his job are the mix of policy and research and having highly intelligent and enjoyable colleagues. On the other hand, he says, juggling both policy and research can also be a challenge. Nevertheless, "the Board of Governors of the Federal Reserve System," he says, "is an excellent place for cutting-edge policy work and academic research."

Coulibaly did the research on his position through both the ASSA website (which links to the AEA's *Job Openings for Economists*) and his placement office at the University of Michigan.

[three]

Pew Hispanic Center

The Pew Hispanic Center is a nonpartisan "fact tank" based in Washington and funded by the Pew Charitable Trusts. Its main mission is to chronicle the lives of Latinos in a growing and diverse America, conducting timely public opinion surveys, and producing timely empirical reports.

As associate director of the center, **Mark Hugo López** handles many tasks. He conducts research on politics, civic engagement, and the Latino vote; public opinion on immigration policy; the criminal justice system; and Latino youth. He also plays a key role in managing the center's National Survey of Latinos. Finally, he is the face of the center

SUPPLY *and Demand*

African-American Economists More Often Specialize in Fields in Low Demand by Academic Employers

James Peoples,
University of Wisconsin-Milwaukee

Developing minority scholars in economics is part of the mission of research funding agencies such as the Ford Foundation and the National Science Foundation, and professional organizations such as the American Society of Hispanic Economists, Committee on the Status of Minority Groups in the Economics Profession, and the National Economic Association. This push to increase minority participation is in part a response to the relatively small share of minorities receiving their advanced degrees in economics compared with social sciences as a whole.

Cecilia Rouse's "Report on the Status of Minority Groups in Economics" published in the *American Economic Review* in May 2008, for example, finds that that 6.3 percent of economic Ph.D. recipients in 2003 were minorities compared with 13.2 percent of all social science Ph.D. recipients belonging to an ethnic minority group for the same year. Gregory Price in the winter 2008 issue of *Minority Report* finds an even smaller share of minorities employed in academic economics positions relative to the share of minority students receiving their Ph.D. in economics.

I take up this issue again here by examining the mismatch between academic employer demand and what minority economists study. The results suggest that both supply and demand incentives might be reconsidered if minority representation in economics departments is to rise.

Areas of High Research Demand in the Economics Profession

Table 1 lists fields that are in high demand by academic employers. Mathematical and quantitative methods is by far the field in greatest demand, with 13 percent of job openings. Microeconomics, macroeconomics, international economics, and financial economics is in the next highest-demand group, offering from 8 to 9 percent of job openings. The share of job openings in labor economics and urban economics—two areas with strong minority interest—are 5 percent and 3 percent, respectively.

The question is whether the research interests of minority economists align with this demand by field.

Areas in Which Minorities Show Strong Research Interest

One way to gauge the interests of minority economists is to examine the sessions organized by the National Economic Association (NEA) and American Society of Hispanic Economists (ASHE), key venues for minority economists to share research. Of the eight NEA/ASHE sessions in 2008, six were on economic development; health, education, and welfare; or urban economics (see Table 2). These areas traditionally encompass research topics that analyze the causes and consequences of economic challenges disproportionately faced by U.S. minorities and citizens residing in developing countries, largely Africa. The health, education, and welfare sessions frequently examined poverty among African-Americans and the link between human and social capital and wealth among Hispanics in the United States. The urban economics session examined reconstruction and redevelopment efforts in post-Katrina New Orleans.

Of course, the mission of ASHE and NEA is to enhance research on economic issues of significance to minorities, which likely distorts the picture. Table 3, therefore, shows the distribution of select published research by African-American economists.¹ Again comparing Tables 1 and 3 reveals a mismatch between employer demand and African-American research specialization. For example, minority economists are most likely to research labor economic topics,² followed (distantly) by international economics, economic development and health, education and welfare economics.³ Although minority economists also contribute to research in high-demand fields, it is the third most popular topic and includes the core theory fields of micro and macroeconomics.

This mismatch appears to be unique to minority economists. Table 4 shows the research interests of U.S. economists worldwide. Economists

Table 1:
Distribution of Academic Job Openings
for Economists by Field Specialization (2008)

Field	JEL Code	Percentage of Job Listings
General economics and teaching	A	3.9%
History of economic thought	B	0.77
Mathematical and quantitative methods	C	13.16
Microeconomics	D	8.82
Macroeconomics	E	7.62
International economics	F	8.29
Financial economics	G	8.03
Public economics	H	5.31
Health, education and welfare	I	5.16
Labor and demographic economics	J	5.18
Law and economics	K	1.97
Industrial organization	L	6.77
Business administration	M	1.47
Economic history	N	1.23
Economic development	O	4.08
Economic systems	P	0.38
Agricultural economics	Q	5.77
Urban, rural and regional economics	R	2.54
Miscellaneous categories	Y	0.30
Other special topics	Z	0.57
Any field	AF	8.18
Administrative positions	ZZ	0.44

Source: "Report of the Director—Job openings for Economist," American Economic Review, May 2008, pp 605–607.

JEL = *Journal of Economic Literature*. The American Economics Association randomly assigns alphabetic codes to each field specialty.

The contents in Column (3) do not sum to 100 due to rounding.

» continued on page 12

¹ See Agesa, Granger, and Price, "The Research Productivity of Black Economist: A Rejoinder," *Review of Black Political Economy*, 2006, pp. 51–63. This publication reports publication in JEL listed journals for 52 African-American researchers. This list, however, excludes Hispanic and Native American economists. Information identifying non-black minority economists is not easily collected.

² Though not reported on Table 3, a significant share of the research in labor economics by minority economists examines racial disparities in earnings and employment.

³ There is significant overlap of the research on health education and welfare economics (HEW) and labor economics

continued from page 11 » as a group are more likely than African-American economists to publish in the high-demand fields of mathematical economics (12 percent of all economists versus 4 percent of African-American economists), microeconomics (21 percent versus 6 percent) and macroeconomics (12 percent versus 6 percent). As is the case with African-American economists, a significant share of economists in the worldwide sample also contributes research in labor economics and in health, education and welfare. However, these choices are markedly less concentrated in labor economics than among African-American economists.

Concluding Comments

A benefit of this focus among African-American economists is that these topics gain attention they might not otherwise receive. Indeed, fields such as labor economics, economic development, and health economics have benefited greatly from the contribution of these scholars. However, these do not appear to be the fields that are in highest demand. Therefore, continued focus on these topics may come with some associated costs for young scholars.

Such a focus also raises other questions. For example, one might ask whether departmental (or the discipline's) hiring priorities might be discouraging minority researchers from making greater contributions to high-demand fields in the core areas of economics. The high concentration of minorities in relatively low-demand fields could be viewed as a by-product of departments supporting minority research on issues of importance to the minority community.

One might also ask whether the discipline's emphasis on certain areas causes minority economists to seek jobs outside economics departments, in policy schools or urban studies departments, for example, or outside universities altogether. This might explain the lower proportion of minorities employed in economics departments than receiving Ph.D.'s in economics.

While the economics profession profits from topics of special interest to minorities, such a research concentration may limit their scope of job opportunities in economics. Greater research and teaching among minorities in the core theory courses may help bolster the share of minorities in the economics profession, given the strong interest by academic employers in economists trained in these areas. ■

Table 2:
Field Classification of NEA
and ASHE Sessions at the
2008 Allied Social Science
Association Meetings

Field*	JEL Code**	Session Title
Economic Development	O	African Development and African Immigration
Economic Development	O	The Opportunities and Obstacles to Southern African Development
Micro-economics	D	Political Economy of Recovery from Katrina: Comparative Perspectives
Micro-economics/ Finance	D	Credit Knowledge and Usage Among Minority Consumers and the Subprime Lending Market
Health, Education and	I	Macroeconomic Factors Impacting Poverty Welfare and Income Distribution among African-Americans
Health, Education and Welfare	I	Human Capital, Social Capital, and Wealth among Hispanics in the United States
Health, Education and	I	Is Diversity Enough to Increase the Welfare Doctorate to Faculty Pipeline: The Influence of Welfare Earnings and

* Field classifications are self-reported by session chairs.

** JEL = *Journal of Economic Literature*. The American Economics Association randomly assigns alphabetic codes to each field specialty.

Table 3:
Distribution of Field Specialization of
African-American Economists (top
52 publishers)

Field	JEL Code	Percentage of African-Americans Publishing In This field
General economics and teaching	A	0.0%
History of economic thought	B	0.0
Mathematical and quantitative methods	C	3.85
Microeconomics	D	5.77
Macroeconomics	E	5.77
International economics	F	9.61
Financial economics	G	3.85
Public economics	H	1.92
Health, education and welfare	I	7.69
Labor and demographic economics	J	42.31
Law and economics	K	0.0
Industrial organization	L	3.85
Business administration	M	0.0
Economic history	N	0.0
Economic development	O	9.61
Economic systems	P	0.0
Agricultural economics	Q	0.0
Urban, rural and regional economics	R	0.0
Miscellaneous categories	Y	0.0
Other special topics	Z	1.92
Any field	AF	----
Administrative positions	ZZ	----

Source: The list of African-American researchers is taken from Agesa, Granger, and Price, "The Research Productivity of Black Economists: A Rejoinder," *Review of Black Political Economy* (2006), pp. 51-63. Field of specialization is obtained from the *EconLit* data base. The field of specialization is chosen as the one which is listed first by *EconLit* when reporting research output for a given researcher.

JEL = *Journal of Economic Literature*. The American Economics Association randomly assigns alphabetic codes to each field specialty.

The contents in Column (3) do not sum to 100 due to rounding.

Table 4:
Distribution of Field Specialization
of Economists World-Wide (top 52
publishers)

Field	JEL Code	Percentage of Economists Publishing In This field
General economics and teaching	A	0.0%
History of economic thought	B	0.0
Mathematical and quantitative methods	C	11.54
Microeconomics	D	21.15
Macroeconomics	E	11.54
International economics	F	5.77
Financial economics	G	1.92
Public economics	H	5.77
Health, education and welfare	I	13.46
Labor and demographic economics	J	11.54
Law and economics	K	1.92
Industrial organization	L	7.69
Business administration	M	1.92
Economic history	N	0.0
Economic development	O	1.92
Economic systems	P	0.0
Agricultural economics	Q	0.0
Urban, rural and regional economics	R	3.85
Miscellaneous categories	Y	0.0
Other special topics	Z	0.0
Any field	AF	----
Administrative positions	ZZ	----

Source: The list of world wide economist is taken from Tom Coupe's "Ranking of Economists—Top 1000," available at <http://homepages.ulb.ac.be/~tcoupe/rank1000.html>. Field of specialization is obtained from the *EconLit* data base. The field of specialization is chosen as the one which is listed first by *EconLit* when reporting research output for a given researcher.

JEL = *Journal of Economic Literature*. The American Economics Association randomly assigns alphabetic codes to each field specialty.

The contents in Column (3) do not sum to 100 due to rounding.

Walter Cronkite *Made Me Do It*

Every evening growing up, Philip Jefferson watched the CBS Evening News with Walter Cronkite. “It was a ritual in our house. My dad would come home, tired from a day of work and turn on the t.v. No noise, no fighting. We all had to be quiet and watch the news.”

It was the late 1970s and the economy, inflation, and financial news filled the screen. Jefferson was beginning to think about the future, and there were two things he knew. He didn’t want to be a civil servant like his father and he didn’t want to be a manual laborer. However, “whenever I saw bankers on t.v., they were very well dressed, so I decided to become a banker.”

A banker was a world apart from his working class neighborhood in Washington, DC, but Jefferson knew it would give him the security he’d need in life. He knew too well just how quickly life could derail when you lacked the luxury of second chance. “I understood early on that it’s a very thin line between coming out ok and slipping down a slope. On my block as a kid, there were good outcomes and there were examples of people who ended up in prisons. It really can be as minute as making a bad decision one weekend and getting caught up in the legal system or staying in that night and waking up in your own bed.”

It is the fickleness of fate that still fascinates Jefferson today in his research on poverty. “We live in a society where the individual and household are on their own. When simple bad luck hits—job loss, a health problem—there’s little to fall back on in terms of wealth or social connections. These type of shocks happen everywhere, but the difference is when you’ve accumulated wealth and a rich social and economic network, you can weather the storm.”

Jefferson learned first-hand how those networks and supports can make all the difference. “A counselor in high school pushed me to apply to Vassar, which I’d never heard of. My SAT scores were awful, but Vassar took me on the word of a counselor, who had personal connections there. If not for that I would have gone to a commuter state college, and my life would have been different. Vassar put me in a certain strata. It signals ‘he’s one of us’ even though he looks different.”

Vassar, however, offered no banking and business courses, but an economics course seemed close enough. It was all it took to hook him. “I’ve been studying economics ever since,” he says.



Philip N. Jefferson
Professor of Economics,
Swarthmore College

However, it wasn't always easy. There was a moment, in fact, when he was almost derailed. Grades had just come out after his first semester of graduate school. His adviser called him and gently suggested that Jefferson might want to reconsider whether he was cut out for economics. "I went home and shut my door and cried," he said. He'd recently spent a summer at Yale for the AEA pipeline program with about 30 top students who were considering graduate school in economics, and he vividly remembered the answer to a student's question of how many of the summer residents would make it in graduate school. Without blinking the professor had said, "two, maybe three. The rest will be sent home with the turkey."

"And I just couldn't believe that I was going to be one of those sent home with the turkey. I turned it around from then on."

"I have to give my neighborhood credit for this—I'm not the type of person who is going to give you the opportunity to see me fail. No one can tell me I can't do this. It's something very primal. The point is, overall failure is not an option. You can lose some battles, but not the war."

Another turning point in his early career was his participation in the AEA Pipeline Program at Yale University. He had toyed with the idea of going on for the Ph.D. However, the experience of seeing Don Brown and Gerald Jaynes strengthened his resolve.

"Just the fact that I saw two African American men standing in front of the classroom opened my mind to the possibilities. Until then I'd never been taught economics by African Americans, either at Vassar and or the London School of Economics. That is also one of the reasons why I've chosen to teach at predominantly white institutions. I know the impact of seeing minorities at the front of the classroom, not only for the minority students, but the majority students as well. It's maybe even more important for them to know that intelligence comes in all packages. That exposure is crucial. Otherwise they're left to believe what they see on t.v."

After finishing graduate school at the University of Virginia in 1990, Jefferson took a job as an Assistant Professor at Columbia University. He later was a visiting professor for two years at the University of California at Berkeley before returning to Columbia. "By this time, moving was a habit, so I left Columbia for a second time to work as an economist at the Board of Governors of the Federal Reserve System." He returned to the academy in 1997, moving to Swarthmore College, where he teaches today. In 2004, he was elected to president of the National Economic Association, whose mission is to promote the professional lives of minorities in economics.

Jefferson's current research focuses on the macroeconomics of poverty, the cyclical sensitivity of employment by educational attainment, and how shocks to a technology for making transactions affect asset prices in an economy where monetary policy is conducted using an interest rate rule. "I'm willing to work on almost any topic if it's interesting and if I have something novel to say about it."

He also loves the fact that economics gives him the set of tools to answer almost any question, even one as seemingly remote to the field as hate groups. An article in the newsletter of the Southern Law Poverty Center on the location of known hate groups in the United States piqued he and a coauthor's interest. They wondered whether poverty and other economic conditions in those counties where hate groups are located could explain the persistence of those groups. Turns out, they don't. What was more important was whether the county had been

The Proust Questionnaire*

Philip Jefferson

» *What is your idea of a perfect day?*

My perfect day includes swimming, a massage, dinner with my family, and learning one interesting thing that I did not know the day before.

» *What's on your nightstand?*

The Essential Swimmer by Steve Tarpinian

Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong by James W. Loewen

» *How do you treat yourself?*
What's your favorite indulgence?

Treat: Once a month, I get a full body massage. Indulgence: On most Friday nights, I consume a large malt - half chocolate, half vanilla.

» *What trait do you most deplore in others?*

Wasted talent.

» *Whom do you most admire?*

My wife, for putting up with me.

» *What is your greatest regret?*

That I am not better at verbalizing my feelings about personal matters.

» *What's your favorite sport?*

To watch: American Football. To play: Basketball (although I am in retirement due to injury)

» *What's your most annoying/bad habit?*

I tend to over-analyze situations instead of just letting life flow.

» *What's your favorite movie?*

It's a Wonderful Life

» *What's your personal motto*

I can't say that I have one. If I did, I think it would be: "I tried my best."

**A salon and parlor game of the 19th century, made most famous by Marcel Proust's answers, the Proust Questionnaire (adapted here) gets to the heart of things.*

79 WORDS
6 LINES
OVERSET

Building

the

Next

Generation

of

Poverty

Scholars



Sheldon Danziger
Henry J. Meyer Distinguished
University Professor of Public
Policy, University of Michigan
and Co-director, National
Poverty Center

The 1960s had just come to a close when Sheldon Danziger arrived at MIT fresh from Columbia to study economics. Race riots, Vietnam war protests, and another war, the War on Poverty, had left cities, and the country, forever changed. The field of economics was expanding to analyze the effects of income inequality and urban economics, and Danziger enrolled in courses at MIT taught by Lester Thurow and Sam Bowles (at Harvard)—an interest that would last more than 40 years.

In 1974, Danziger would follow his interests to a postdoctoral fellowship at the Institute for Research on Poverty at University of Wisconsin, Madison—a pivotal career move. “At IRP, I had the opportunity to work with the leading poverty researchers of the day, including Robert Lampman, Robert Haveman, and Eugene Smolensky. They treated me both as a colleague and an apprentice. I quickly learned that my graduate studies had taught me how to complete my dissertation, but not how to launch a coherent research agenda—a common experience I find for many who move immediately from graduate school to an assistant professorship.”

Shaped by excellent mentors at Wisconsin, Danziger has since returned the favor. In 1989, he launched the **Research and Training Program on Poverty and Public Policy** at the University of Michigan, where he is currently the Henry J. Meyer Distinguished University Professor of Public Policy, and co-director of the National Poverty Center.

The program offers underrepresented scholars in poverty research—largely women and minorities—the opportunity for up to two years of interdisciplinary research and extensive training. (For more information, [visit here](#)).

As Danziger found so invaluable at Madison, the Michigan program emphasizes strong mentorship and collaborative research.

"The level of support that Sheldon is willing and able to provide as a mentor is truly amazing," says Ngina Chiteji, a post-doctoral fellow in 1995-1997 and currently a tenured associate professor of economics at Skidmore. "If you talk to any one of the former students, I am sure they will tell the same story. We were all amazed at how much Sheldon was willing to help each of us, all while managing a team of graduate students at the same time."

"It's hard," says Danziger, "for young scholars, including minorities and women, to break through. All young researchers need strong mentorship. It's a minority of doctoral students—white, black, male, female—who have the opportunity to apprentice with a faculty member who is interested in promoting students' careers." At Michigan, he says, "students work on their own projects and have access to leading scholars in their specialties. It is a true partnership."

Danziger also volunteers his time in CSMGEP's Mentoring Program, created in the mid-1990s for students in a Ph.D. program in economics as well as new doctorates. The program matches participants with a mentor who sees them through the critical junctures of their graduate program or early careers, including the transition from course work to research. "CSMGEP's pipeline program was one of the most important undergrad experiences I had," says Rucker Johnson, Assistant Professor in the Goldman School of Public Policy at the University of California, Berkeley. "The program itself is a huge catalyst for minorities to apply for doctoral programs in economics."

Rodney Andrews, a Robert Wood Johnson fellow in Health Policy Program at Harvard University, was on his way to the University of Michigan for his graduate studies, and the CSMGEP program had lined up Danziger as his mentor.

"Sheldon brought me into the National Poverty Center and gave me the opportunity to develop as a scholar. More than any other senior scholar I know, he takes the mentorship aspect very seriously. He believes strongly that there is a place for minority scholars and for women in economics. I'm at Harvard due in no small part to Sheldon's influence."

And the legacy of those efforts is evident today. "You see the influence," says Andrews. "At APPAM meetings, you run into those who are making it because of people like Sheldon, and they're smiling, there's talk of work. And you feel you're part of something." ■

The Proust Questionnaire

Sheldon Danziger

>> *What's on your nightstand?*

The *New Yorker* magazine. I read so much at work that I don't have time to read anything but the *New Yorker*.

>> *How do you treat yourself?
What's your favorite indulgence?*

I'm a foodie—so a fancy meal and good bottle of wine. At the moment, anything syrah.

>> *What trait do you most deplore in others?*

Arrogance

>> *Whom do you most admire?*

President Johnson for launching the War on Poverty because it was unexpected of him.

>> *What's your favorite sport?*

Basketball

>> *What's your most annoying/
bad habit?*

Sarcasm—it can get me in trouble.

>> *What's your favorite movie/tv?*

The Wire, especially the next to last season, and for movies, Godfather I

Economics Calls from Across the Globe

It was 1997 and the Asian financial crisis was cresting. Larry Chavis's extended family on his wife's side was visiting from Indonesia, where they had lived for decades. Violence was exploding on the streets of Jakarta, as the country's political and economic forces collided.

"We'd come home from sight-seeing with my in-laws to messages on the answering machine from family saying, 'don't worry we'll be ok, we're keeping our heads low, staying indoors.' It was just so hard seeing a place you know falling apart."

Chavis knew Indonesia well, having focused his doctoral work in anthropology on ethnicity and class in that country. He'd spent significant time studying the language, and he had devoted two years to "really being about Indonesia all the time."

What he couldn't understand at the time, however, was what he was reading in the papers. "I felt, wow, I don't even have the skills to read the news to understand what exactly happened. What are these macroeconomic terms I'm reading? What are the forces that are driving this crisis?"

Always the student, he took a few classes in economics to better understand, and it became a turning point in his life, one that would lead him from anthropology and Asian studies at Johns Hopkins and Cornell to Stanford, where he received his doctorate in economics, and ultimately to his assistant professorship of entrepreneurship at University of North Carolina Kenan-Flagler Business School. Along the way, he and his wife raised three children, now ages 15, 7 and 3 in three states. "It

goes without saying, my wife has been very patient with me," he says.

While he initially approached economics as a way to better understand the economic forces tragically unfolding in Asia, "the process also helped me to realize that if you have a heart for developing economies, it's just as fulfilling to be an economist as an anthropologist. Economic forces can shape people's lives in good and bad ways. In anthropology I was concerned with how things like race and class come together. I realized that being interested in economics wasn't antagonistic to that." He also realized that telling stories with numbers, which economics does, was very satisfying. "So much can be conveyed with statistics and mathematical models," he says, "and I find this a very natural way of thinking."

Today his anthropology roots are still evident in his own research on how government regulation, or lack of it, affects a firm's access to financing. His research compares different approaches in 100 countries, both developed and developing. "In Canada or New Zealand, you can start a business quickly and at relatively low cost," he says. "In developing countries, it can take months and months to start a new business, and it costs more than the average person makes in a year." It is



Larry Chavis
Assistant Professor
of Strategy and
Entrepreneurship
University of
North Carolina,
Kenan-Flagler
Business School

often a Catch-22 he finds, where only those older, more established firms in developing countries have easy access to the needed credit to grow, while entrepreneurs, who arguably need credit the most, are blocked.

"On the surface," he says, "this is pretty far away from my economics thesis that focused on villages competing for public goods in Indonesia. But the common thread is the effect of poor governance on economic incentives and behavior."

This interest also aligns with that of the late John McMillan of Stanford, whom Chavis deliberately sought out when applying to PhD programs and who would become an integral mentor in his scholarly life. McMillan's bio on the business school's website piqued Chavis's interest, seeing in it a potential intersection of pursuits. He got on the phone and they talked. "We hit it off pretty well. He called me when they offered me admission, and then we met every week, even before I was working on research."

This kind of intense mentorship was key to his success, he says. "I saw other folks go months and months without seeing their adviser, and then be dismayed when they realized that the things they were working on were not, in the adviser's eyes, considered useful."

He found similar guidance and encouragement through another mentoring program, the AEA's pipeline project. In the difficult days of math course after math course that a doctorate in economics entails, "The pipeline program really helped me feel a part of something bigger than myself and bigger than economics," he says. "There were times when the only reason I did not leave the PhD program was because I wanted to re-

turn to the Pipeline program and continue to be a part of that community."

Chavis understood the importance of mentoring and a connection to a larger community because of his own early life surrounded by a culture, the Lumbee Indians, that prized teaching and whose teachers in his tight-knit community were always there for him.

"Despite the countless negative statistics associated with my home town and with my tribe," he says, "my background helped me get where I am today. For the Lumbee, teachers have always played a special role in our culture." The nearby Pembroke branch of the University of North Carolina began as a school to train Native American teachers, and was the first public four-year college for Native Americans in the country. "Being around that really influenced my decision to be a professor," he says.

"In many ways I am still a poor Indian kid from Robeson County—a county with the highest poverty rate in the state. In that sense sometimes I feel uncomfortable with how much my life has changed now that I am on the other end of the income spectrum. Being Native American from a poor area really pushed me toward studying poverty on a global scale, and since the day I got my first *National Geographic* magazine, I had an interest in world affairs, so my focus wasn't a stretch. Now that I have returned to North Carolina, I hope to begin more research on Native Americans and how their lives have been changed by global economic forces."

In the meantime, he can be found at Tar Heels games. "In North Carolina, the sign that you've really made it," he says, "is when you can look out your window at work and see the Dean Dome." ■

The Proust Questionnaire

Larry Chavis

>> *What is your idea of a perfect day?*

I am crazy about my home state, so any day I wake up here is pretty great.

>> *What's on your nightstand?*

A collection of picture books I picked up for the kids at the library. Right now we particularly like anything by Mo Willems.

>> *How do you treat yourself? What's your favorite indulgence?*

Last week after arriving home from a conference I went by a local fast food chain and had a ham biscuit and a sweet tea. I get goose bumps just thinking about it! I also have North Carolina pulled pork barbecue whenever I get a chance.

>> *What trait do you most deplore in others?*

Intolerance.

>> *Whom do you most admire?*

My parents for their willingness to sacrifice for education, mine and theirs.

>> *What is your greatest regret?*

I am an economist so it's all sunk costs.

>> *What's your favorite sport?*

Since I attended Duke and work at Carolina, college basketball is an obsession.

>> *What's your most annoying/bad habit?*

You'd have to ask my wife, she has amassed quite a list over the years.

>> *What's your favorite movie?*

Finding Nemo, it is still as funny the 100th time as it was the first.

>> *For a vacation, beach or mountains?*

Beach. We recently visited Charleston and when we got to the beach the children were absolutely ecstatic. They couldn't have been happier if it were Christmas morning.

>> *If you weren't in economics, what would you want to do?*

I think in another life I would have been a Wiggle. Sounds silly but I would really love to sing and dance and make kids smile. Unfortunately I have no musical skills to speak of so I will settle for being an economist.

>> *What's your personal motto?*

New CSMGEP Listserv

Join the new CSMGEP listserv and stay abreast of news and issues related to minorities in the economics profession. To join, visit http://mail.aeapubs.org/mailman/listinfo/aea_csmgepnews, or visit the main CSMGEP website at www.vanderbilt.edu/AEA/CSMGEP

CSMGEP Pipeline Conference a Success

The AEA held its annual pipeline mentoring conference at University of California, Santa Barbara on July 11-13, 2008. The conference is a key component in the National Science Foundation's efforts to increase the number of minorities who earn doctorates in economics.

Participating mentors included chairs of economics departments, professors with outstanding publishing and teach records, and professionals from government research institutions. Panels discussed the many facets of pursuing careers in economics both inside and outside the academy.

Belinda Acuña Winner of ASHE Summer Dissertation Fellowship Award

Belinda Acuña, a Ph.D. student in economics at the University of California, Santa Barbara, was the first recipient of the ASHE Summer Dissertation Fellowship Award in Summer 2008. Acuña's dissertation is an empirical evaluation of the unintended consequences of agricultural subsidies.

The award supports those who show promise of future achievement as a scholar and teacher, particularly if this achievement is in line with the goals of ASHE. The \$1500 award stipend provides summer support for scholars working on a dissertation leading to a Ph.D. in economics or a closely related field. The award includes an optional review of an academic paper by an ASHE Board member and a one-year student membership to the AEA or a subscription to a journal of their choice.

Two honorable mentions each received \$100 stipend and an optional review by ASHE board member of an academic paper.

The Summer Dissertation Fellowship is now seeking applications for its 2009 award.

Deadline is March 2, 2009.

For more information about the 2009 ASHE SDF Award, including the application form, please contact ASHE at ASHE_mail@att.net.

Oaxaca and Rochin Winners of ASHE Academic Achievement Awards in 2008

ASHE awarded its first two Academic Achievement Awards to Ronald Oaxaca and Refugio Rochin. The award recognizes outstanding contributions to the field, to ASHE, and to the Hispanic and other under-represented communities.

Ronald Oaxaca pioneered the famous "Oaxaca Wage Decomposition Technique" assess wage differentials among various racial, ethnic, and gender groups. He chaired CSMGEP for four years and is a long-time member, as well as co-editor of the *AER* Papers and Proceedings and *Economic Inquiry*. He has served in numerous advisory positions, and he is a frequent and valued participant in ASHE discussions and events.

Refugio Rochin has served as executive director of the Society for Advancement of Chicanos/Latinos and Native Americans in Science, and as a senior fellow and associate director of the Inter-University Program for Latino Research (of the Institute for Latino Studies) at the University of Notre Dame. He was the Founding Director of the Smithsonian Center for Latino Initiatives and the Latino Initiatives Fund in Washington D.C., and served as the first permanent director of the Julian Samora Research Institute at Michigan State University. His involvement in international projects for rural reform and economic development is equally notable, as is his willingness to serve in numerous advisory positions and within ASHE.

Future Hispanic Economists?

Several members of the American Society of Hispanic Economists have been talking with students at Dominguez High School in Compton, California, to help them complete their latest assignment—researching the work of Hispanic economists. Their economics teacher, George Youngblood, has asked his students (96 percent of whom are Hispanic) to research and create a presentation for the class on three Hispanic economists. Youngblood believes this assignment offers students an opportunity to identify with Hispanic economists, gain positive role models, and to realize the importance of economics while working on their reading, writing, and presentation skills.

Economic Issues Affecting Hispanic American Communities Conference

The Department of Economics at Texas A&M University sponsored its second annual conference on Economic Issues Affecting Hispanic American Communities, October 25, 2008. Marie T. Mora (University of Texas-Pan American and President of the American Society of Hispanic Economists) and Rajiv Sarin (Texas A&M University) were the conference hosts. Researchers from universities throughout Texas shared research on the topic with the goal of advancing a network of researchers analyzing a broad set of economic issues important to

Hispanic Americans. The conference also provided a forum for students interested in graduate studies in economics and related fields. Twelve researchers presented papers, and more than 25 students (both undergraduate and graduate) participated representing 10 different universities in the state.

New Job Market Website

CSMGEP and ASHE are launching a new website for coordinating information on job-market candidates. This information will be accessible through ASHE's website at www.asheweb.net or on the CSMGEP website at www.vanderbilt.edu/AEA/CSMGEP

ASHE is now a nonprofit organization; dues change

Starting in 2009, ASHE will begin collecting donations in lieu of membership dues in compliance with its new nonprofit status. The recommended donations will be \$25 for professional-level members and \$10 for graduate students. Undergraduate students and associate-level members are free. For more information, contact ASHE at ASHE_mail@att.net.

Recognition Pending

ASHE is currently in the process of applying for official recognition by the American Economic Association, which will provide ASHE with all of the rights and privileges enjoyed by the academic societies that comprise the Allied Social Science Association. ASHE had not been able to receive such recognition in previous years because the AEA mandates that new organizations must have a minimum of 300 members to be eligible. ASHE has met all of the other conditions set forth by the AEA.

Mora Re-elected

Marie T. Mora was re-elected as ASHE President in August 2008; her new term will expire in October 2010. This re-election also resulted in maintaining the same ASHE Board, with Sue Stockly as the First Vice President, and Mark Hugo López as the Second Vice President.

2008 SEA Annual Meetings

ASHE and CSMGEP organized the following sessions at the November 2008 Southern Economic Association Meetings in Washington, DC

ASHE SESSION 1: ISSUES IN HISPANIC LABOR MARKET OUTCOMES

Presiding: Marie T. Mora, The University of Texas-Pan American

Discussants: Benjamin Matta, New Mexico State University; Sue K. Stockly, Eastern New Mexico University; Marie T. Mora, The University of Texas-Pan American; Carlos Vargas-Silva, Sam Houston State University

■ The Unintended Consequences of Agricultural Subsidies: An Empirical Evaluation of the Agricultural Labor Market

Belinda Acuña, University of California, Santa Barbara

This paper examines the market for total agricultural labor as well as immigrant agricultural labor using the USDA Agricultural Resource Management Survey, the Current Population Survey, and the National Agricultural Statistics Service Quick Stats database.

■ When Sex Is Not Enough: Policy Strategies to Increase Condom Use among High-Risk Female Sex Workers in Tijuana

Katie Pittenger and Adela De La Torre, University of California, Davis

This study investigates supply-side policy mechanisms aimed at increasing the probability that female sex workers in Tijuana regularly use condoms during sex with clients, given a full set of inputs into her decision, including compensating wage differentials for occupational risk.

■ Measuring the Wage Costs of Limited English: Issues with Using Interviewers Versus Self-Reports in Determining Latino Wages

Darrick Hamilton, The New School; Arthur H. Goldsmith, Washington and Lee University; William A. Darity, Jr., Duke University

This paper explores the impact of limited-English proficiency on the wages of workers of Mexican ancestry in the Los Angeles metropolitan area, using interviewer and self reports from the MultiCenter Study of Urban Inequality.

■ The International Transferability of Skills and the Labor Market Outcomes of Recent Immigrants

Karla Diaz Hadzisadikovic, Columbia University

This study analyzes how the international transferability of skills affects labor market outcomes of recent immigrants.

ASHE SESSION 2: TOPICS IN EDUCATIONAL OUTCOMES AMONG HISPANICS

Presiding: Alberto Dávila, The University of Texas-Pan American

Discussants: Alberto Dávila, The University of Texas-Pan American; Marie T. Mora, The University of Texas-Pan American; Sandra Trejos, Clarion University of Pennsylvania

■ The Status of Economics Literacy among Hispanic High School Students

Benjamin Matta, New Mexico State University; **Robert Sacnof**, FERC; **Luis Sáenz**, New Mexico State University

This study explores differences in various economics literacy content areas among Hispanic and non-Hispanic high school students in New Mexico by race-ethnicity, gender, geographic location, and socioeconomic status.

■ Student Achievement of Limited English Proficient Students in Texas Under TAKS Assessments

Noelia R Paez, Timothy J. Gronberg, and **Dennis W. Jansen**, all at Texas A&M University

This paper examines the current state of bilingual education, the Texas accountability system, and performance measures of limited English proficient students in Texas using TAKS test score data provided by the Texas Education Agency.

■ Why Don't Hispanics Earn More Doctorates?

Sue K. Stockly and **Daniel Gifondorwa**, Eastern New Mexico University

This study explores graduate program entrance rates of Hispanic and non-Hispanic college graduates, based on a broad array of demographic, academic, and socioeconomic characteristics, using data from the Baccalaureate and Beyond Longitudinal Study.

■ Baccalaureate College Origins of Hispanic Doctorate Recipients

Omari H. Swinton, Howard University; **William A. Darity, Jr.**, Duke University; **Rhonda Vonshay Sharpe**, University of Vermont

This paper examines Hispanic undergraduate "feeders" into doctoral programs.

CSMGEP SESSION: TOPICS IN SAVINGS, GROWTH, AND OTHER SOCIOECONOMIC OUTCOMES

Presiding: Sue K. Stockly, Eastern New Mexico University

Discussants: Sue K. Stockly, Eastern New Mexico University; Luisa Rocio Blanco Raynal, Pepperdine University; Carlos Vargas-Silva, Sam Houston State University

■ Hate Crimes and Labor Market Conditions

Marie T. Mora, The University of Texas-Pan American; **Mark Hugo Lopez**, Pew Hispanic Center

This study investigates the relationship between reports of hate

crimes and the labor market conditions using state-level data on hate crime reports from the Federal Bureau of Investigation as well as socioeconomic and demographic data from the American Community Survey. The analysis also explores whether there was a measurable "September 11th Effect" in state-level hate crimes.

■ Savings Incentives and Prices: A Study of the 529 College Savings Plan Market

Vicki Bogan, Cornell University

This paper analyzes the market for 529 plans using a plan-level panel data set of 529 College Savings Plan information spanning 2002 through 2006. The author finds evidence of limited market competition and a positive relationship between state tax rates and 529 plan fees. A \$100 increase in potential wage benefit from investing in a 529 plan is associated with a 3 to 5 basis point increase in fees for direct sold 529 College Savings Plans.

■ An Instrumental Variable Analysis of the Impact of the HIV/AIDS Epidemic in Low- and Middle-Income Countries

Juan J. Delacruz, Lehman College - CUNY

In the absence of substantial differences in growth rates of per capita GDP across countries, what are the factors that explain the rapid spread of the HIV infection within a nation? This is an empirical question that needs to be explained. In order to elucidate the correlation between HIV prevalence and economic growth in a sample of 74 low- and middle-income countries, circumcision as well as ethnic diversity can be used as main instruments to produce estimates of the effect of HIV prevalence on the growth rate of real GDP per capita that are not affected by the presence of simultaneity.

2008 AEA Annual Meetings

CSMGEP and AEA sponsored the following sessions at the 2008 annual meeting of the American Economics Association January 4, 2008, in Chicago

AEA/CSMGEP SESSION RACIAL AND ETHNIC GAPS IN EDUCATION: THEORY, POLICIES, PRACTICE

Co-chairs: Ngina Chiteji & Cecilia Rouse

Discussants: Ngina Chiteji, Skidmore College; **Mark Lopez**, University of Maryland; **Kerwin Charles**, University of Chicago; **William Darity, Jr.**, Duke University

■ Leaving No Child Behind: Two Paths to School Accountability

David Figlio, University of Florida; **Cecilia Rouse**, Princeton University; **Analia Schlosser**, Princeton University

This paper examines whether the No Child Left Behind Act of 2001 or the A+ Plan for Education in Florida that focused on the educational gains of "low-performing" students improved the academic outcomes

of black, Hispanic and economically disadvantaged students in Florida. These two systems provide incentives for schools to concentrate differently on students even though they both ostensibly focus attention on similar sets of students, those most likely to be marginalized in public education. We find evidence that schools that are labeled as failing or near-failing in Florida's system tend to boost performance of students in these subgroups, while schools presented with incentives under NCLB to improve subgroup performance appear to be much less likely to do so. However, Hispanics appear to benefit from the NCLB subgrouping requirements if they attend schools with low accountability pressure under Florida's grading system.

■ The Impacts of Choice and Accountability on African American versus Latino Children in Chicago

Brian Jacob, University of Michigan

This paper reanalyzes the effects of two recent education reforms in Chicago, focusing on the differential effects on African-American versus Latino children. The first policy is high-stakes testing, and the paper examines its effects on both student achievement scores and unintended consequences such as placement in special education and grade retention. The second policy, public school choice, allows Chicago students to attend a school other than their neighborhood school. The paper examines both the types of schools to which children apply and the academic and nonacademic outcomes associated with winning a random lottery to attend the school.

■ Within School Variation in the Quality of Instruction Across Course Levels and Racial Groups

Ronald Ferguson, Harvard University

This paper relies on data from the Tripod Project for School improvement, in which whole schools administer a classroom survey during two periods of the day, such that many students take the survey twice. Responses from students who complete the survey in one honors and one regular-level class are used to identify honors/nonhonors differences in instructional practices and conditions. The paper identifies racial differences in course-taking patterns and draws conclusions concerning differing access to high-quality instruction as well as pointing to implications for academic engagement and learning. Survey responses are also used to predict score gains in middle-school math and language arts classes, which serve as additional ways of identifying instructional quality.

■ Racial Gaps in College Preparation: Exploring the Role of Postsecondary Remediation Using a Regression-Discontinuity Approach

Eric Bettinger, Case Western Reserve University; Bridget Terry Long, Harvard University

Each year, approximately one-third of entering students require remedial or developmental work before taking college-level courses. Black students are twice as likely to be placed in the remedial courses than white students. However, little is known about how the causal impact of remediation varies based on the intensity of the courses

and the types of students or the role of particular institutional inputs. This project addresses these critical issues by examining the effects of math and English remediation using a detailed, longitudinal data set of students in public higher education in Tennessee. We exploit variation in college placement test scores to identify the effects of remediation on college outcomes using a regression discontinuity design. The paper provides causal estimates of the impact of remediation, and unlike other research, explores how the effects vary at different parts of the ability distribution and by racial group.

2008 ASSA Annual Meetings

The NEA (organized by ASHE) and CSMGEP sponsored the following sessions at the 2008 annual meeting of the Allied Social Science Association (ASSA) in New Orleans

NEA SESSION: HUMAN CAPITAL, SOCIAL CAPITAL, AND WEALTH AMONG HISPANICS IN THE UNITED STATES

Presiding: Alberto Davila, University of Texas-Pan American

Discussants: Mark Hugo Lopez, University of Maryland; Teofilo Ozuna, University of Texas-Pan American; Sue Stockly, Eastern New Mexico University

■ The Educational Attainment of Hispanic Youth in New Settlement States

Richard Fry, Pew Hispanic Center

This study uses 25 years of census data to examine the trends in the educational attainment of Hispanic adolescents in new settlement states and compares it to the trends of students of other racial-ethnic backgrounds and their Hispanic peers in states with a long history of educating Hispanic students. Preliminary analysis reveals that the educational outcomes of Hispanic youth in new settlement states diverge from other youth, even after controlling for youths' background characteristics.

■ Income Inequality between Homogeneous Race/Ethnic Households and Mixed Race/Ethnic Households

David J. Molina, University of North Texas.

Using the Gini decomposition method, this study shows that although education is a contributing factor to the income inequality, race and ethnicity and the composition of the individual households (that is, same or different race-ethnic spouses) also contribute to this differential. Moreover, the largest difference comes from non-wage income, regardless of the household composition

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The annual news of the AEA's Committee on the Status of Minority Groups in the Economics Profession, the National Economic Association, and the American Society of Hispanic Economists

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■ **Articulating the Economic Importance of Nonparental Child Care for U.S. Hispanics: Challenges for Policy**

Rene Rosenbaum, Michigan State University

This study measures the economic significance of non-parental child care for U.S. Hispanics in terms of the three distinctive dimension of the economic importance of child care: child development and the availability and quality of child care; the network of child care arrangements and parental labor force mobilization; and the economic development importance (in terms of jobs and income) of addressing the child care needs for Latino children and parents. The findings inform child care policy reform and the use of federal resources to provide sufficient quality child care to meet the needs of Latino children and their families.

CSMGEP DISSERTATION SESSION

Chair: Sue K. Stockly, Eastern New Mexico University

Discussants: Ngina Chiteji, Skidmore College; Gary A. Dymski, University of California-Riverside; Susan Collins, University of Michigan; Mark Hugo Lopez, University of Maryland

■ **Prison Labor in a Model of Dynamic and Complete Information**

Robynn Cox, Georgia State University

This dissertation investigates the effects of prison labor on individual choices to supply crime. Prison labor is incorporated into a simple, dynamic game of complete information. After prison labor is taken into consideration, the probability of detection and conviction has an ambiguous effect on the supply of offenses. Moreover, the results of the model become ambiguous and heavily dependent on the relative magnitude of the benefits to prison labor to the costs imprisonment imposes on society. The model suggests that prison labor could theoretically increase the supply of offenses through lowering the costs of committing a crime. Faculty sponsor: Jorge Martinez (Georgia State University)

■ **Poverty Reduction, Aid, and Economic Freedom**

Maharouf Ouyolola, University of Wisconsin-Milwaukee

This paper examines the short-term and long-run impact of foreign aid on poverty reduction. The analysis regionally divides the data into three major continents: Africa, Latin America and Asia. The author uses Arrelano-Bond dynamic panel data within fixed effects and random effects models. The empirical results indicate that (1) aid has no impact

on poverty reduction, (2) aid intended to improve institutions have a strong effect on poverty reduction, (3) being landlocked and the country's historical background affect poverty reduction in the short-run, but the effects disappear in the long-run; and (4) inequality has a strong short-term and long-term impact on poverty. Faculty sponsor: Mohsen Bahmani (University of Wisconsin-Milwaukee)

■ **An "A" for Effort: Should College Dropouts Try Harder?**

Omari H. Swinton, Duke University

This dissertation uses a unique and rich administrative data set to analyze the impact of introducing a new grading policy on performance and retention rates at Benedict College, a historically black college in Columbia, South Carolina. The policy was intended to inspire a sense of discipline in student attitudes toward academic work in the hope of improving learning and graduation rates. However, the data show that the new grading policy was followed by an increase in dropout rates, disproportionately due to students with pre-college GPAs above the mean. This dissertation describes a simple theoretical model that illustrates how this observed change can be a result of the interaction between the increased disutility caused by the larger effort required by the new policy, and the uncertainty that relates effort to knowledge grades, an uncertainty that only disappears after the final grades are assigned. Overall, student SAT composite scores, ACT composite scores, and high school GPAs are not great predictors of survival after the policy change. Faculty sponsor: Marjorie McElroy (Duke University)

■ **The Dynamics of Jobholding among Contingent Workers and the Effect on Family Income**

Leslie Wallace, University of California, San Diego

This dissertation examines the impact on family income of the family unit of a change in the work status of one of the spouses from regular, full-time employment to contingent employment. The author uses National Longitudinal Study of Youth 1979-2004 in a differences-in-differences model. The results indicate that family income is adversely affected by a change to contingent work. The behavioral response of the spouse is to increase hours worked but this does not fully compensate for the initial fall in family income. Faculty sponsor: Julian Betts (University of California, San Diego)