

the MINORITY REPORT

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

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Marginalization of Indigenous People in Education Data Produces a False Narrative

By Jeffrey D. Burnette, Rochester Institute of Technology

Statistics have great power: they help us understand society and shape the research questions we ask. Yet we often forget that statistics reflect the preferences and constraints of those with the power to define what data to collect and how the data are reported. Statistics institutionalize population groups as researchers decide which questions and experiences are worth documenting. This report illustrates how these issues play out in race and ethnicity data in education for those who identify as American Indians or Alaska Natives and demonstrates how the process results in a false narrative.

How the Department of Education Categorizes Race and Ethnicity

Department of Education datasets are maintained by the National Center for Education Statistics (NCES). Historically, these datasets have required individuals to self-identify with one distinct

identity category: American Indian or Alaska Native, Asian, Black or African American, White, or Hispanic or Latino. This changed in 2010 when the department revised its process for maintaining, collecting, and reporting race and ethnicity data to align with the standards established by the Office of Management and Budget in 1997. The Hispanic/Latino designation was separated from racial identification, and individuals were able to indicate more than one racial category. The Department of Education then decided to require schools to categorize any individual who indicated Hispanic/Latino ethnicity, regardless of their racial identity, into a singular Hispanic/Latino category for aggregation. Similarly, people who identified with multiple races were categorized as "Two or more races." The specific race categories therefore included only those individuals who selected a single race and did not indicate Hispanic/Latino

ethnicity (U.S. Department of Education 2007).

Problems with Race- and Ethnicity-Based Categories for American Indians and Alaska Natives

The most commonly used metric to determine citizenship eligibility for Indigenous nations in the continental United States is the rule of at least one-quarter blood quantum; the vast majority of these nations use a qualification other than blood quantum or require less than one-half blood quantum (Rodriguez-Lonebear 2021). Consequently, it is quite likely that the racial or ethnic background of tribal citizens includes something other than American Indian or Alaska Native. For most federal datasets, classification as American Indian or Alaska Native is not based on tribal citizenship status or on the ability to receive a certificate of

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Advancing Minority Representation in the Economics Field

The Minority Report is 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), the Association for Economic Research of Indigenous Peoples (AERIP), and the National Economic Association (NEA). Published annually, The Minority Report showcases the people, programs, research, and activities of the four groups, which together work to increase and improve the representation of minorities in the economics profession.

Committee on the Status of Minority Groups in the Economics Profession

CSMGEP was established by the American Economic Association (AEA) in 1968 to increase the representation of minorities in the economics profession, primarily by broadening opportunities for the training of underrepresented minorities. CSMGEP, which is composed of economists from all areas of the profession, also works to ensure that issues related to the representation of minorities are considered in the work of the AEA, and engages in other efforts to promote the advancement of minorities in the economics profession.

www.aeaweb.org/about-aea/committees/csmgpep

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American Society of Hispanic Economists

ASHE is a professional association of economists whose primary goals are promoting the vitality of Hispanics in the economics profession, promoting rigorous research on economic and policy issues affecting U.S. Hispanic communities, and engaging more Hispanic Americans to effectively participate in the economics profession.

www.asheweb.net

ASHE Officers

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Association for Economic Research of Indigenous Peoples

AERIP is a professional association of economists, political scientists, sociologists, policy practitioners, and others who are interested in economic research related to Indigenous peoples across the globe. Its mission is to facilitate intellectual exchange, foster networking and information sharing, and encourage and promote teaching and research on topics related to the social and economic development of Indigenous peoples.

www.aeripecon.org

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President: **Randy Akee**, *University of California-Los Angeles*
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National Economic Association

NEA was founded in 1969 as the Caucus of Black Economists to promote the professional lives of minorities within the profession. In addition to continuing its founding mission, the organization is particularly interested in producing and distributing knowledge of economic issues that are of exceptional interest to promoting economic growth among native and immigrant African Americans, Latinos, and other people of color.

www.neaecon.org

NEA Officers

President: **Nina Banks**, *Bucknell University*
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STAY
CONNECTED
WITH
CSMGEP!

- ✓ **Visit the CSMGEP website** (<https://www.aeaweb.org/about-aea/committees/csmgpep>) for a listing of minority job candidates (get added to the list!), profiles of “economists to watch,” information about our programs, and resources for teaching and research.
- ✓ **Don't miss any CSMGEP news.** Get added to our email list: http://mail.aeapubs.org/mailman/listinfo/aea_csmgpepnews
- ✓ **Follow us on Twitter:** @aeacsmgpep

PIPELINE PROGRAMS

Summer Training Program and Scholarship Program

The AEA Summer Training Program and Scholarship Program promote diversity by preparing talented undergraduates for doctoral programs in economics and related disciplines. Hosted at Howard University, students receive eight weeks of intensive training in microeconomics, mathematics, econometrics, and research methods from prominent faculty and economists at the Federal Reserve Board. Students have the opportunity to earn up to 12 college credits, participate in experiential learning, and join inclusive mentoring groups.

- **For more information and to apply:** Go to <http://economics.howard.edu/aeasp>
- **Application deadline:** January 31, 2022

Mentoring Program

Established in the mid-1990s, the AEA Mentoring Program (formerly known as the Pipeline Program) is generously supported by the National Science Foundation. The program matches Black/African American, Hispanic/Latino, and Native American economics PhD students and new PhD graduates with mentors in the field, and facilitates networking between senior economists and students at all stages of the educational and career pipelines. One of the program's main activities is the Summer Mentoring Pipeline Conference, which brings together the mentees in the program, their mentors, other senior economists in and outside of academia, and the undergraduate students in the AEA Summer Training Program. Moreover, the Mentoring Program provides limited funding to support the research and travel of the mentees, including for presentations at major conferences.

- **For applications and more information:**
See the AEA website at <https://www.aeaweb.org/about-aea/committees/csmgep/mentoring> and contact AEAMentoring@gmail.com
- **Deadlines for funding requests:** March 1, August 15, and October 1, 2022

Summer Economics Fellows Program

Sponsored by the American Economic Association and the National Science Foundation, the Summer Economics Fellows Program is designed to increase the participation and advancement of women and underrepresented minorities in economics. Fellows spend a summer in residence at a sponsoring research institution, such as a Federal Reserve Bank, another public agency, or a nonprofit research institution. Summer economics fellowships are available to senior graduate students and junior faculty.

Fellowships are open to all economists without regard to gender or minority status, although the goal of the program—advancing the careers of women and underrepresented minorities—will drive the selection process.

- **Application deadline:** February 1, 2022
- **For more information:** Visit the AEA website at <https://www.aeaweb.org/about-aea/committees/summer-fellows-program>

A Twenty-Year History of the American Society of Hispanic Economists

By Sue Stockly, Eastern New Mexico University

In January 2002, a small group of economists gathered during the American Economic Association (AEA) annual meeting in Atlanta and founded the American Society of Hispanic Economists (ASHE). Sue Stockly and Joseph Guzmán organized the gathering, with dinner funded by the RAND Corporation. Their vision was to emulate the outstanding accomplishments that Black economists had achieved with the National Economic Association (NEA).

ASHE's first major decision was to focus on Hispanic American communities in the United States. Economists from other countries were gladly welcomed, but the consensus was that their backgrounds were fundamentally different in that they did not face race-driven barriers to achievement in a society where Hispanics are sorely underrepresented in social and political leadership. Moreover, organizations focused on Hispanic communities outside the U.S., such as the Latin American and Caribbean Economic Association, already existed.

By the end of this first meeting, the organization's mission was cemented: "ASHE seeks to promote the vitality of Hispanics in the economics profession through education, service, and

excellence." Its primary goals were (1) promoting rigorous research on economic and policy issues affecting U.S. Hispanic communities and the nation as a whole and (2) engaging more Hispanic Americans to effectively participate in the economics profession. Guzmán and Stockly were charged with

“

Much more needs to be accomplished. Progress has been made, but Hispanics in the economics profession, especially in leadership roles, remain underrepresented.

”

organizing the election of officers. In October 2002, Dr. Adela de la Torre was elected as the first president of ASHE. In January 2019, de la Torre became president of San Diego State University, the first female Hispanic economist to achieve this leadership level in a U.S. university. The table on page 7 lists members who have served as president of ASHE from 2002 through 2022.

Soon after de la Torre's election, a committee met with the AEA staff member in charge of the application process for organizations to join the Allied Social Science Associations (ASSA). They were told that ASHE met all criteria for membership except the requirement of a minimum of 300 members. In spite of the fact that ASHE was established to represent a minority of less than 3% of PhD economists, no exception was made to this requirement after formal submission of two applications. By 2008, ASHE achieved 300+ official members through extensive recruitment of Hispanic economists and through the support of colleagues and students who agreed to join the organization as placeholders rather than active members. In late 2008, ASHE again applied to the AEA for recognition as a member of the ASSA. The application was not reviewed until the April 2009 AEA Executive Board meeting. However, ASHE members attending the annual meetings in January in San Francisco had good reason to suspect the application would be approved since the AEA crossword puzzle in the program included the clue "Organization of Hispanic Economists," and the answer

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was “ASHE.” The official confirmation of the approval came soon after.

Prior to this achievement and ever since, the ASHE Board of Officers made sure members had opportunities to participate in academic conferences. The NEA was happy to help the new organization and permanently made one of its ASSA sessions a joint session with ASHE.

Both the Southern Economic Association and the Western Economic Association International offered ASHE unlimited sessions at their annual meetings. ASHE has sponsored two to five sessions in these meetings every year. In 2007, ASHE and the Department of Economics at Texas A&M University began an annual conference in College Station where the only requirement for presenting papers was that authors needed to bring students with them. Roughly 50 to 60 economists and students attended each year. Starting in 2020, the conference was held virtually, open to anyone in the United States.

ASHE requested official sessions when it joined the ASSA. That same year, CSMGEP asked for official sessions for the first time. Other AEA committees already had ample sessions. Unfortunately, this was the year the AEA Executive Committee decided to cut sessions from the annual meetings. CSMGEP was given only two sessions, the NEA had its sessions cut from eleven to nine, and ASHE was given only one official session. With the NEA/ASHE joint session, ASHE has since sponsored two sessions every year.

The NEA and CSMGEP each had one slot to publish a session’s papers in the annual *American Economic Review Papers and Proceedings*. They decided to make all papers presented in any of the ASHE, NEA, or CSMGEP sessions eligible for submission. Every year, CSMGEP, the NEA, and ASHE appoint members to review the submissions for publication. Many ASHE scholars have had papers published through this avenue.

Much more needs to be accomplished. Progress has been made, but Hispanics in the economics profession, especially in leadership roles, remain underrepresented. Current plans include the creation of programs designed to increase the participation of Hispanic economists in every level of achievement. Another goal is to establish a peer-reviewed journal dedicated to issues affecting U.S. Hispanic communities. As always, ASHE will keep the mission and goals at the forefront of every activity and will continue to depend on a growing network of supportive allies.

Membership in ASHE is open to anyone who supports our mission and goals. You may sign up as an individual or within an institutional membership. Get details on our website (asheweb.org/membership). Help us achieve greater momentum on our path to excellence! ■

In 20 years, ASHE has achieved much, including these major activities:

- Annual publication of the *Hispanic Economic Outlook* (asheweb.org/heo), which offers research articles and less formal essays by ASHE members that are relevant to current events.
- Creation of a website (asheweb.org) that includes online membership management. Dozens of individuals, university economics departments, and other research institutions have joined ASHE in recent years.
- An annual scholarship for PhD candidates designed to help with travel costs for meetings and other costs of completing the dissertation.
- Biennial conferment of the ASHE Award for Academic Achievement, intended to honor a lifetime of scholarship, and the ASHE Award for Outstanding Achievement in Service, given to an institution and an individual.
- Participation of ASHE members in the Diversity Initiative for Tenure in Economics sponsored by the Samuel DuBois Cook Center on Social Equity at Duke University.
- Forging of strong ties with the NEA, CSMGEP, the AEA Summer Training Program, and the AEA Mentoring Program.
- Support of the annual NEA/ASHE Peace and Justice Conference.
- Development of a mentoring program (asheweb.org/mentoring-program/) designed to help tenured faculty achieve full professorship and/or leadership roles in the academy and the nonprofit sector.



Participants in the first business meeting of the American Society of Hispanic Economists. Joseph Guzmán is fourth from the left in the front row, next to him are Marie T. Mora and Adela de la Torre, and Sue Stockly is at the right end.

American Society of Hispanic Economists Presidents: 2002–2022

Term	Name and Affiliation at Time of Presidency	Current Position and Affiliation (as of Summer 2021)
Oct. 2002–Sept. 2003	Adela de la Torre , University of California, Davis	President, San Diego State University
Oct. 2003–Sept. 2004	Mark Hugo Lopez , University of Maryland	Director, Race & Ethnicity Research, Pew Research Center
Oct. 2004–Sept. 2006	Sue Stockly , RAND Corporation	Professor Emeritus of Economics, Eastern New Mexico University
Oct. 2006–Sept. 2010	Marie T. Mora , University of Texas–Pan American	Provost & Executive Vice Chancellor for Academic Affairs, University of Missouri–St. Louis
Oct. 2010–Dec. 2013	David Molina , University of North Texas	Department Chair, Department of Economics, and Associate Professor of Economics, University of North Texas
2014	Catalina Amuedo–Dorantes , San Diego State University	Professor of Economics, University of California at Merced
2015	Alberto Dávila , University of Texas–Pan American/University of Texas Rio Grande Valley	Dean, Harrison College of Business and Computing, Southeast Missouri State University
2016	Joseph Guzmán , Michigan State University	Executive Director, Economic Policy Institute, Northern Arizona University
2017	Luisa D. Blanco , Pepperdine University	Professor of Public Policy, Pepperdine University
2018	Susan Pozo , Western Michigan University	Director, Global & International Studies Program, and Professor of Economics, Western Michigan University
2019	Fernando Lozano , Pomona College	Professor of Economics, Pomona College
2020	Mónica García–Pérez , St. Cloud State University	Professor of Economics, St. Cloud State University
2021	Jose Manuel Fernandez , University of Louisville	Department Chair, Department of Economics, and Associate Professor of Economics, University of Louisville
2022	Sandra Orozco–Aleman , Mississippi State University	Associate Professor of Economics, Mississippi State University

Notes: Joseph Guzmán and Sue Stockly served as interim co-chairs from January to September 2002. Presidential terms were one to two years. Marie Mora served two two-year terms.

ECONOMISTS TO WATCH

A Study of Why People

Do What They Do

Alberto Dávila

Dean, Harrison College of Business and Computing,
Southeast Missouri State University

Some people come to economics because they want to put their interest and skills in math to good use. But Alberto Dávila, “a social scientist by heart,” was drawn to the study first by a desire to understand why people do what they do.

“I learned math after I was passionate about econ, not the other way around,” he says. Now, of course, he’s well versed in the math, the social science, and the academic sides of economics as dean of the Harrison College of Business and Computing at Southeast Missouri State University. He’s also a founding member and current treasurer of the American Society of Hispanic Economists (ASHE).

As a kid growing up in his native Texas, and then Mexico, Dávila was surrounded by economics—not just in the way we all are, but firsthand as he watched his father return to school for an economics degree. It seemed to Dávila that everyone he encountered with high-level jobs had economics degrees as well.

During college at Pan American University (now University of Texas Rio Grande Valley) in pursuit of his own economics degree, he got a front-row seat on economics at work via a part-time job at a customs brokerage house on the border with Mexico.

“My job was to do the paperwork, so that trucks with cantaloupe and strawberries and whatever that came from Mexico, I’d cross them over,” he

says. “And I would see a lot of people cross illegally into the U.S. I wondered—this is back in the ’70s—had people really studied why people move from one place to another? It doesn’t take econ rocket science to understand that people might move because there were better conditions here. But that became a research question for me.”

“

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”

Accordingly, much of Dávila’s research has centered on migration, particularly on how enforcement policies impact migration flows.

As he started his economic research on the topic in the early 1990s, he

noticed that many U.S. policies aimed at stemming the flow of undocumented workers were based on “this assumption that Mexican immigrants are dumb, that the policy is going to work assuming that they’re dumb,” he says. “For example, the Border Patrol would locate in certain key areas of the border, because that’s where Mexicans cross illegally. And I thought, no, they’re very rational. If you do that, they’re going to go around. If you target the ag industry, they’re going to go into another industry. So I spent a lot of time doing research supporting that hypothesis.”

Later in his career, a book project and a chaired professor position shifted his focus toward entrepreneurship—especially as it affects migrants. He dug into why Mexican Americans choose to launch their own businesses, which then expanded into comparing the factors driving entrepreneurship among Cubans, Puerto Ricans, and other Hispanic groups. He also studied how language skills come into play for Hispanic entrepreneurs, exploring advantages and disadvantages among bilingual and monolingual business owners. Most recently, he’s been studying the economic crisis in Puerto Rico, a project made even more complex when Hurricane Maria hit in 2017.

Back on the mainland, Dávila has had a window to the future of economics in the administrative positions he’s held since the late 1990s—first as economics



and finance department chair at University of Texas–Pan American, then as an associate dean in the College of Business and Entrepreneurship at the University of Texas Rio Grande Valley, and, since 2018, in his current position as the business college dean at Southeast Missouri State University.

He's seen student interest in economics flag over the years, as young people set their sights on degrees that have a more obvious pipeline to employment.

"It's not that students don't like economics," he explains. "It's that perception out there that if you are going to get a bachelor's degree in business and something, why not get it in finance and accounting, for example. ... The rational student is selecting fields where they think they're likely to get a good job."

At Pan American, he had some success overcoming that perception by creating a double major that paired economics with finance, giving students exposure

to the social science side of economics along with the more practical tools of finance and accounting.

In today's data-driven world, though, students are starting to see a renewed relevance in the study of economics, he says. "There is a movement of promoting areas such as business analytics, financial econometrics, which are in much demand in the labor market. And econ is a good, strong basis for business analytics and financial econometrics."

In his work with ASHE, Dávila hopes to attract both students and professors to join the profession and stay there. While diversity is a goal at many schools, he questions how some are going about it. Some schools claim that they're diversifying as they recruit faculty from South America or Europe, but Dávila wants to open opportunities for Hispanic economists who have come through the American educational system.

"I'm of the view that diversity means diversifying the American populations in higher education," he says. "And by that I don't necessarily mean that it's a person who was born in this country as I was, but a person who has flourished in the American educational system."

When Dávila needs a break from that American educational system he's so much a part of, he and his wife, a provost at University of Missouri–St. Louis, like to travel the world. But even then he can't fully tear himself away from his curiosity about people and what moves them, that same question that first sparked his interest in economics.

Wherever their travels take them, he says, "I'm the type of guy that's going to sit down in the café and have a glass of wine and just observe people." ■

PROUST QUESTIONNAIRE

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

▶ **What's on your nightstand?**

A Weevil (from the "Dr. Who" spinoff "Torchwood").

▶ **What job would you like to have if you weren't an economist?**

Singer-songwriter.

▶ **What is an ideal day?**

Eating out with my wife and having a glass of wine, watching an NFL game afterwards.

▶ **What trait do you deplore in other people?**

I am a racist against racists.

▶ **What trait do you most admire in people?**

Humility.

▶ **What historical figure do you most admire?**

General Patton.

▶ **What is your favorite extravagance?**

Flying business first to Japan.

▶ **What is your worst habit?**

Not waking up in a timely manner in the morning.

▶ **Which talent would you most like to have?**

Play piano.

▶ **Maynard Keynes or Milton Friedman?**

Milton Friedman.

▶ **What's the hardest thing you've ever done?**

Telling the vet that it was OK to put down my beloved dog Jack.

degree of Indian blood from the federal government. Instead, it is based on an individual's self-identification of a connection to the Indigenous community.

Researchers and government reports have responded to the lack of data on tribal citizenship status by using individuals classified as single-race, non-Hispanic American Indian or Alaska Natives to serve as a proxy for tribal citizens (Miniño and Hedegaard 2021; Huyser et al. 2021; Feir and

Era, the federal government ended its recognition of approximately 110 tribes and bands and therefore ended their ability to receive federal resources allocated for federally recognized tribal nations (Wilkinson and Biggs 1977). Classification of multiracial and Hispanic tribal citizens into a non-Indigenous category is especially troubling when considered along with the federal government's urban relocation program in the 1960s. The subsequent diaspora of American Indian

authors encouraged researchers to consider combining these groups or including both in their analysis (Liebler et al. 2016).

The incomplete or inaccurate portrayal of Indigenous nations and communities resulting from inadequate data collection and the lack of data sovereignty facilitates the marginalization of these nations and people. Walter and Andersen (2013) describe in detail the way population statistics reflect and construct how non-Indigenous people understand Indigenous nations and communities. Recent scholarship underscores the importance of Indigenous data sovereignty in designing effective policy (Walter et al. 2021; Kukutai and Taylor 2016) and documents the institutionalized erasure of Indigenous people through the use of identity categories (Burnette et al. 2021; Andersen 2016; Kukutai and Walter 2015).

The incomplete or inaccurate portrayal of Indigenous nations and communities resulting from inadequate data collection and the lack of data sovereignty facilitates the marginalization of these nations and people.

Gillezeau 2018). While this may reduce the likelihood of including nontribal citizens, it also provides an incomplete picture. The data of any individual who possesses tribal citizenship but refuses to reject the non-Indigenous portion of their background is ignored, and single-race, non-Hispanic American Indian/Alaska Native people are institutionalized as "real Indians" in the data.

The classification of tribal citizens as non-Indigenous is problematic because Indigenous nations frequently ceded land to the federal government in exchange for promises of services like education and healthcare (Ryan 1982). Furthermore, the assimilation of tribal citizens by redefining them as non-Indigenous has been used in the past as a way of reducing the federal government's Indian trust responsibility.¹ For example, during the Termination

and Alaska Native people and the prevalence of intermarriage of American Indian and Alaska Native people has combined to make them the second most likely racial group to identify with multiple racial categories (Becker et al. 2021).

The focus on single-race, non-Hispanic American Indian/Alaska Native people is further drawn into question by Liebler and colleagues (2016). They examine the fluidity of American Indian/Alaska Native identity and whether individuals identified as single-race, multiple-race, or Hispanic. Using data linked across the 2000 and 2010 censuses, they discovered that only 53% of reported individuals who identified as single-race, non-Hispanic American Indian/Alaska Native did so in both surveys. On the basis of this finding, along with the similarities between single-race and multiple-race non-Hispanic American Indian/Alaska Native people, these

A False Narrative from Education Data

Education statistics demonstrate how prioritization and constraints on data collection and reporting can impact marginalized communities when changes occur. Fortunately, data from the American Community Survey (ACS) are available to rebut the inaccurate picture offered by the NCES data. This is possible because the ACS consistently maintains its production of race and ethnicity data collection and reporting over the entire period for elementary and secondary students as well as undergraduate and graduate students. While the questions concerning race and ethnicity in the ACS parallel those in post-2010 NCES datasets, the ACS makes it possible to aggregate the data using many different strategies. These include not only the categorizations used by the NCES, but also multiple

¹ A legally enforceable fiduciary obligation deriving from treaties with Indigenous nations, first discussed by Chief Justice John Marshall in *Cherokee Nation v. Georgia* (1831).

subgroups like Hispanic and non-Hispanic, American Indian and Alaska Native, or American Indian and Alaska Native in combination with any race category, among many others.

The ACS includes data on all students within a single dataset regardless of age or school level and is collected by the Census Bureau. In contrast, the NCES collects and maintains data for the Department of Education, separated according to whether students are in elementary and secondary education or in college. Data on elementary and secondary students are located within its Common Core of Data (CCD) database, while data on college students are in the Integrated Postsecondary Education Database System (IPEDS).

Figure 1 depicts the percentage of students enrolled in various levels of education who identify as American Indian/Alaska Native. Each graph in the figure displays the author's calculations from data published by the NCES and 1-year estimates of the ACS. In all three graphs in Figure 1, the NCES data (CCD data on elementary and secondary students and IPEDS data on post-secondary students)—the black lines with circle markers—exhibit a decline in the percentage of students who identify as American Indian/Alaska Native that starts in 2010, whereas these values in the ACS data—the maroon lines with dashes and orange lines with hatches—are relatively stable for all education levels. Note that the false trend in the NCES data for American Indian/Alaska Native identification is only revealed because a question was raised and the ACS data provide an alternate data source for comparison.

The Department of Education was made aware through comments to its announcement in the *Federal Register* that its new reporting process was likely

to produce the type of result detailed here (U.S. Department of Education 2007). In response, the agency explained that its new process would result in more accurate data because of the two additional categories and the expectation that the “Two or more races” category was unlikely to significantly shift student demographics. The Department of Education’s decision to ignore the racial identity of those identifying as Hispanic/Latino was also criticized. In response, the agency cited research suggesting that the current approach would help prevent an undercount of the Hispanic/Latino community and addressed its desire to reduce the reporting burden for educational institutions (U.S. Department of Education 2007, p. 59270). This last

(U.S. Department of Education 2007, p. 59270). The trade-off is that the changes unnecessarily created the opportunity for the data to falsely support the myth of the vanishing Indian,² an especially egregious outcome considering that the U.S. government’s treaty obligations and federal trust responsibility require it to provide educational services to tribal citizens.

This case demonstrates the power of deciding what data to collect and how to report the data. Ultimately, it tells a story of the social construction of data. We are reminded of the potential for research in and of itself to impact historically marginalized communities: Data modeling decisions not only validate existing processes but also shape the data creation process and

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point was also used to explain why it decided to refrain from reporting more detailed race and ethnicity combinations for individuals selecting American Indian or Alaska Native and other race designations (U.S. Department of Education 2007, p. 59270).

Concluding Remarks

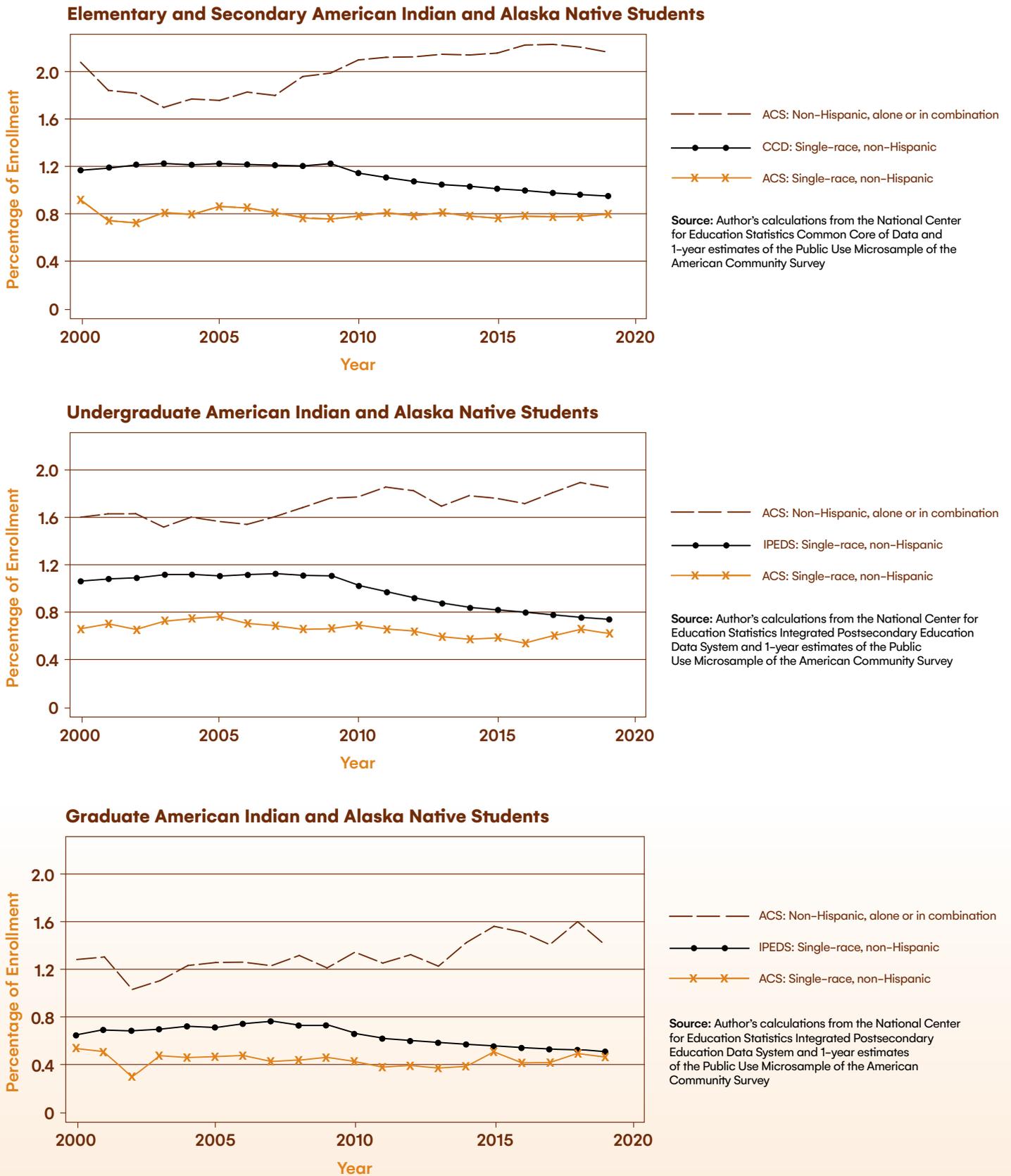
In deciding to alter its process for collecting and reporting race and ethnicity information, the Department of Education explicitly demonstrated that it took into account the time constraints of educational institutions and proactively sought to prevent further marginalization of the Hispanic/Latino community by avoiding underreporting

how groups are seen. This case also illustrates that, to ensure that data accurately reflect each community and society as a whole, underrepresented communities must be included in the data creation process and have the power to influence its creation. Lastly, it demonstrates the clear need for organizations like the Association for Economic Research of Indigenous Peoples, the American Society of Hispanic Economists, and the National Economic Association. Each of these associations supports the creation and acceptance of statistics directly shaped by marginalized communities and their scholars. ■

² Berry (1960) details the long existence of the myth of the vanishing Indian.

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Figure 1: Proportion of American Indian and Alaska Native Students by Data Source and Education Level from 2000 to 2019



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ECONOMISTS TO WATCH

Bringing Women's Work into the Light



Nina Banks

Associate Professor of Economics, Bucknell University

From a young age, Nina Banks understood that she was seeing the effects of economics in the racial inequities of her Pennsylvania hometown.

“I looked around and noticed in my racially segregated town that there were tremendous economic disparities between Black people and White people,” says Banks, an associate professor of economics at Bucknell University.

“Nearly all the Black people in my town lived on the ‘wrong side of the tracks,’ and nearly all the Black people were poor or working class and lived in housing projects. And so it really got me to think about economic issues and how to create a better economic society, a more equitable economic society.”

“At a really young age, I could appreciate the fact that we needed to have structural changes in place. And so economics seemed like the appropriate route to bring about structural changes in production and work arrangements that would be more equitable,” she says.

By the time she was in graduate school at the University of Massachusetts Amherst, Banks had found a focus on feminist economics, and a friend studying history showed her a book on

Black women in American history. One entry that attracted Banks’s notice was on Sadie Tanner Mossell Alexander, the first Black person to attain a doctorate degree in economics, in 1921. It was the first time Banks heard the name of the person who would dominate her research for years to come. Banks published a book of Alexander’s speeches¹ in June 2021, to be followed by a biography, both via Yale University Press.

Years after first seeing Alexander’s name in a history book, Banks encountered her again while co-teaching a course on African American feminist thought with a political science professor. An anthology they used for the class included an article that Alexander had written for *Opportunity* magazine in 1930.²

“All kinds of light bulbs came on,” Banks recalls, “because what I realized is that in 1930 Sadie Alexander was talking about issues that feminist economists were thinking about in later decades, when I was in graduate school in the 1990s.”

Finally, after reading economist Julianne Malveaux’s article³ on the loss to the economics profession from not having Alexander within it, Banks decided to conduct archival research in search of Alexander’s economic views. What

she found was extensive evidence that Alexander had continued to practice economics in the public realm despite becoming a lawyer. Banks’s discovery led to a determination to restore Alexander’s economic thinking to the economics profession.

Banks found that Alexander was “probably the first” U.S. economist to advocate for a federal job guarantee. She also found that the public speeches Alexander gave from the 1920s through the 1960s provide a detailed view into the economic lives of African Americans in those times.

“She gave speeches throughout the decades that spoke to the pressing issues that African Americans were dealing with throughout that period of time,” Banks says. “So my book of her speeches and writings is not just a book of her economic thought, but it’s also an economic history of African Americans.”

The speeches Alexander gave were also remarkable because of their audience: not economists, not even academics, but “ordinary folk,” Banks says.

Alexander did all this while raising children, an angle that piqued Banks’s interest as a feminist economist who has long focused on questions of women and work.

¹ Nina Banks, ed., *Democracy, Race, and Justice: The Speeches and Writings of Sadie T. M. Alexander* (New Haven, CT: Yale University Press, 2021).

² Sadie T. M. Alexander, “Negro Women in Our Economic Life,” *Opportunity* 8, no. 7 (1930): 201–3.

³ Julianne Malveaux, “Missed Opportunity: Sadie Tanner Mossell Alexander and the Economics Profession,” *American Economic Review* 81, no. 2 (1991): 307–10.

In an article in *The Review of Black Political Economy*⁴ in December 2020, Banks sought to shine light on Black women's unpaid work in America—not only child care, cooking, and housework, but also community activism and collective action.

“My research takes it back to the late 19th, early 20th century, where African American women were organizing in response to living in racially segregated environments where city officials were not responsive to the needs of the African American community,” she explains. “So African American women were coming together in small clubs, small gatherings of women, and they were assessing the needs of their community, raising money to fund projects that they thought were needed.” The article garnered a write-up in *The New York Times*.⁵

“

Economics seemed like the appropriate route to bring about structural changes.

”

Banks explains, “This work is always in response to disparities. And so the objective is to get a sense not just of this disproportionate amount of work that women are performing”—already a difficult task because the work is unseen and market prices that could be assigned would undervalue the social gains—but also to call attention to systemic racial disparities and to change them.”

Change is something she has also strived for during her term as president of the National Economic Association (NEA). Much as she's worked to restore

Sadie Alexander's place in history, Banks has spotlighted the contributions of the NEA and of Black economists to current and future economic thought. That starts with bringing more visibility to the organization and its members, and in making decision-makers aware of it—and its members—as a resource.

“A lot of people aren't aware that there is an association of Black economists, and that Black economists have always been at the forefront of thinking about and challenging racial injustice within the economics profession and economic disparities throughout our society,” she says. “So I want to call attention to that because I think that people in the media and perhaps even in the administration aren't aware of that, and aren't looking to this really vital source of knowledge about the economy.” ■

⁴ Nina Banks, “Black Women in the United States and Unpaid Collective Work: Theorizing the Community as a Site of Production,” *The Review of Black Political Economy* 47, no. 4 (2020): 343–62, <https://journals.sagepub.com/doi/abs/10.1177/0034644620962811>.

⁵ Eshe Nelson, “The Economist Placing Value on Black Women's Overlooked Work,” *The New York Times*, February 5, 2021, <https://www.nytimes.com/2021/02/05/business/black-women-economists-nina-banks.html>.

PROUSTQUESTIONNAIRE

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

- ▶ **What's on your nightstand?**
Ghanaian shea butter, satin sleep cap, sleep mask, and a copy of *We Do This 'Til We Free Us* by Mariame Kaba.
- ▶ **What job would you like to have if you weren't an economist?**
Filmmaker.
- ▶ **What is an ideal day?**
Having all of my extended family together in Louisiana. The kids would spend the day crabbing and later we would all enjoy a blue crab boil on my sister's patio—with the crabs that we ended up having to buy!
- ▶ **What trait do you deplore in other people?**
Indifference to suffering.
- ▶ **What trait do you most admire in people?**
Kindness.
- ▶ **What historical figure do you most admire?**
Fannie Lou Hamer.
- ▶ **What is your favorite extravagance?**
Staying at luxury hotels.
- ▶ **What is your worst habit?**
Impatience.
- ▶ **Which talent would you most like to have?**
Pottery making.
- ▶ **Maynard Keynes or Milton Friedman?**
Keynes.
- ▶ **What's the hardest thing you've ever done?**
Raise two children on my own.



COVID-19 and the Digital Divide Across Ethnic Groups in the United States

By James Peoples, University of Wisconsin–Milwaukee;
Tom Larson, California State University, Los Angeles;
Don Mar, San Francisco State University; and
Paul Ong, UCLA Luskin School of Public Affairs and Center for Neighborhood Knowledge

The 21st-century U.S. economy is characterized by continued movement away from industrialization toward increasing dependence on information technology (IGI Global 2021). While internet and computer availability is crucial for social and economic connections, Black and Hispanic people have had a lower probability of access to such technology, compared with other people (Fairlie 2014). A major barrier for Black and Hispanic households to attain internet and computer services is the relatively high cost of these services. A 2015 Pew Research Center survey revealed that 43% of U.S. non-broadband users age 18 and older reported cost as the most important reason for not having home broadband service (Horrigan and Duggan 2015).

Prior to the pandemic, the federal government initiated actions to address the digital divide in the U.S. Notably, the Federal Communications Commission supported funding of school and library internet connectivity through the E-rate program, which was

established in 1996 (The White House 2015). Indeed, government and private sector efforts apparently contributed to a shrinking digital divide since the turn of the century; the National Telecommunications and Information Administration (NTIA) reports that internet use increased substantially for Black and Hispanic households (Goldberg et al. 2019). According to NTIA data, the percentage of Black and Hispanic households in which at least one member uses internet services increased from 19% and 17% in 1998 to 73% and 72% by 2018, respectively. These rates increased from 38% to 80% for White households in the same period.

These gains, however, did not continue during the COVID-19 pandemic. The closing of schools and libraries to in-person services posed a major internet and computer availability challenge to Black and Hispanic households, given their dependence on these institutions for internet connectivity. In addition, these households are at high risk of job loss due to COVID-19, and hence are

less likely to be able to afford home internet connectivity. Indeed, our earlier research revealed that Black and Hispanic workers were most at risk of job displacement during the COVID-19 pandemic (Ong et al. 2020). If adults from these socioeconomic groups are able to continue working and their children's school discontinues in-person teaching due to COVID-19, they then face the dilemma of having to pay for child care and internet connectivity.

Data

This research brief uses the U.S. Census Bureau's weekly Household Pulse Survey (HPS) Public Use Files to empirically examine whether COVID-19 exacerbated the digital divide in the U.S. This multi-agency collaborative dataset collects information on the social and economic effects of COVID-19 on Americans. The first wave of the HPS collected information from late April to late July 2020 using a short questionnaire pertinent to the pandemic crisis. Hence, this wave allows analysis of the period

immediately after the closing of schools, libraries, and many businesses. The second wave reports information from August 19 to September 28, 2020,¹ enabling comparative analysis of internet availability and computer usage for spring and fall 2020. The HPS asked questions about internet and computer service availability in households with children in kindergarten through 12th grade: “How often is a computer or other digital device available to children for educational purposes?” and “How often is the internet available to children for education purposes?” The survey allowed five responses: always, usually, sometimes, rarely, or never available. Respondents could choose only one answer. This brief focuses on the percentage of the sample answering that computer and internet service is always available.

Virtual Learning Connectivity by Race/Ethnicity

Figure 1 presents changes in virtual learning connectivity by race/ethnicity for the April 23 to July 21 period. These findings show that in the initial four weeks (April 23–May 19), the combination of computer access and internet service was always available to 75% and 78% of Black and Hispanic households, compared with 85% and 82% of Asian and White families.² All four racial/ethnic groups experienced a decrease in learning connectivity during this early period of the pandemic. This decrease was most pronounced for Hispanic households, with only 67% of these respondents having both computer access and internet service for learning by the last four-week observation interval. This decrease in total connectivity contributed to a widening digital divide of 7 and 6 percentage points relative to Asian and White households. The percentage of Hispanic households with virtual learning

Figure 1: Computer and Internet Always Available by Household Race, April 23–July 21, 2020

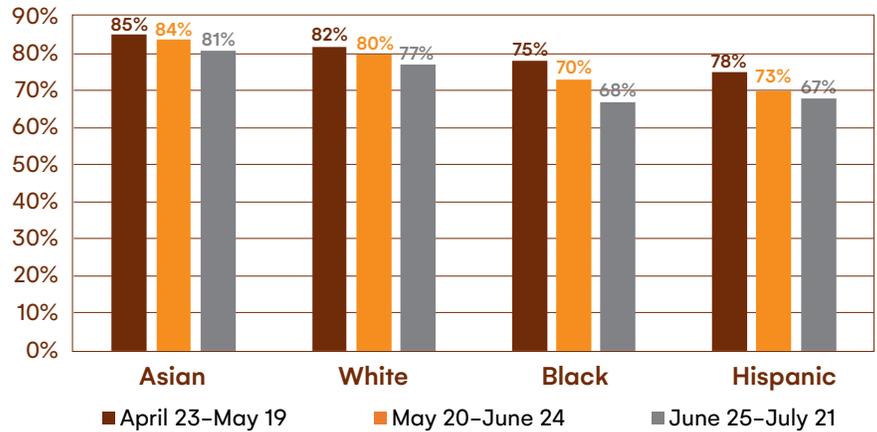
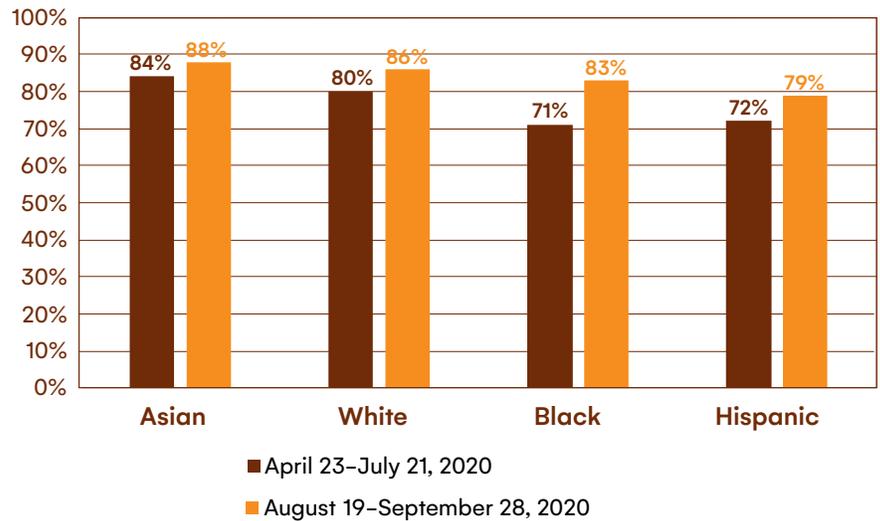


Figure 2: Computer and Internet Always Available by Household Race, April 23–July 21 and August 19–September 28, 2020



connectivity closely resembles that of Black households in the last four-week interval (June 25–July 21) of this period.

Figure 2 shows that virtual learning connectivity improved for all racial/ethnic groups from the late spring/early summer (April 23–July 21) to the late summer/early fall (August 19–September 28) of 2020. For example, households with computers and internet access

always available increased from the late spring/early summer period to the late summer/early fall period by 4, 6, 12, and 7 percentage points, respectively, for Asian, White, Black, and Hispanic households. Despite these impressive gains, Black and Hispanic households are still less likely than White households

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¹ The initial sample observation period covers two weeks (April 23–May 5), while the remaining observation periods cover one week each.

² Racial/ethnic coding for this study categorizes individuals as non-Hispanic White, non-Hispanic Black, non-Hispanic Asian, Hispanic, and other non-Hispanic minorities. These groups are listed as White, Black, Asian, and Hispanic in this report for ease of exposition.

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to have computer and internet access always available for virtual learning.

Remarks and Recommendations

The digital divide posed a major impediment to economic growth and to the reduction of income inequality in the U.S. even before the COVID-19 pandemic. The loss of jobs and reduction of in-person K-12 instruction during this crisis places Black and Hispanic families at great economic risk. Our empirical analysis reveals that the digital divide gap for Black and Hispanic households widened amid the challenges posed by the pandemic during spring and early summer 2020. These gaps declined by early fall 2020. This improvement may be due in part to

school systems having the summer to make adjustments. In addition, a hybrid approach to remote learning and a limited return to in-person teaching may have lowered the need for computers and internet access. Nonetheless, Black and Hispanic households were still more likely to have limited internet access and computer availability to engage in virtual learning.

The continued digital divide that Black and Hispanic families face in comparison with other ethnic groups reveals that it is essential for elected officials and business leaders to act now to address the potential long-term social and economic effects of this health crisis. The REACT initiative, which facilitates educational partnerships

with businesses, presents a model for addressing the widening of the digital divide (Theirworld 2020). Local governments also addressed the growing digital divide caused by the pandemic. Several cities, including Philadelphia, New Orleans, San Jose, and Los Angeles, partnered with school districts to rapidly disseminate thousands of hotspots and connected devices to students in the early weeks of the pandemic (Brown et al. 2020). Continued expansion of business-educational collaborations and innovative leveraging of technology are recommended as the pandemic highlights the challenges Black and Hispanic families face in educating their children in the new information age. ■

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Predocctoral Positions: A New Pathway to a Career in Economics?



By Jevay Grooms, Howard University

The path to becoming a PhD economist seems to look slightly different from when I first began to travel this path 15 years ago. I remember wanting to get experience working in economics; however, I did not think research assistantships would pay enough to live on. I was advised to ask my parents to help with my living expenses, which I refused to do as a college graduate. Instead, I spent a few years working a corporate job loosely related to economics after my undergraduate studies and then taking master's-level courses before applying to doctoral programs. But now, talking with students and taking a glance at the Twitter account @econ_ra, I see many more opportunities available for recent undergraduates looking to gain research experience in economics before deciding if a PhD is right for them. Some of these positions seem to pay a more reasonable wage than the research assistantships I had chosen not to pursue at that stage in my career, and they also seem to be more readily available. Yet, there still seems to be some uncertainty about what these positions are and what

scholars expect once they get one of these positions.

What is a predoctoral program? Is it a post-baccalaureate position? Is it a research assistantship? Is it a research professional appointment? Over the last five years, there has been a shift in the pathway to a career in economics. As a result, *pre-doc* has become an all-encompassing term used to describe any economic or quantitative position that will make a recent college graduate better suited for a doctoral program in the coming years. These positions are often housed at an academic institution, research institution, or government agency.¹ In this article, I will try to demystify what a *pre-doc* is and discuss how students and a recently established organization, Pathways to Research and Doctoral Careers² (PREDOC), are trying to help create an informational pathway and eliminate some of the frictions in the market for these positions.

What is the actual definition of a *pre-doc*? That is still up for debate in economics, in contrast to other academic fields where *pre-doc* seems to have a very specific definition.

The Econ RA Guide³ identifies predoctoral appointments and research assistantships that would be considered a *pre-doc* as full-time, office-based positions. In a recent conversation with Pietro Veronesi, deputy dean for faculty and Chicago Board of Trade Professor of Finance at the University of Chicago and board member of PREDOC, he offered what I thought to be the most clear-cut way to think of a *pre-doc*: A *pre-doc* position is not an academic position per se but rather a job or paid apprenticeship where scholars can also hone their training via coursework.

Thus far, surveys have found these characteristics typical of *pre-doc* positions:

- Two years in duration
- Average pay \$45,000 to \$60,000 (nonacademic positions pay on the higher end)
- Most people in *pre-doc* positions have an undergraduate degree (not a master's)
- Typical 40-hour work week

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¹ While some opportunities at private and public consulting firms could help advance one's career in economics, in some instances they can look very different from positions at academic institutions, research institutions, or government agencies. For that reason, those opportunities are not fully explored in this piece.

² More information can be found at <https://predoc.org/>.

³ The Econ RA Guide (<https://raguide.github.io/>) is a community resource and a living document compiling the experiences of current and former research assistants in economics. It was compiled by Coly Elhai, Quan Le, Kai Matheson, and Carolyn Tsao (2020).

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- Majority of the time spent on data cleaning and data analysis
- Most researchers in these positions report having regular (daily to weekly) interactions with the principal investigator
- 75% of scholars who did a pre-doc went on to pursue a PhD

Dr. Veronesi mentioned that he had seen the number of pre-docs or research professionals, as they are called at the University of Chicago Booth School, grow exponentially in just the last few years. He offered a different way to view pre-docs than I had previously considered. As illustrated in the flow chart in Figure 1, he sees these positions as a rough substitute for master's programs, particularly for students interested in pursuing a PhD who feel they need additional coursework and/or experience. They can take coursework to sharpen their skills or address any deficit they think they have while also

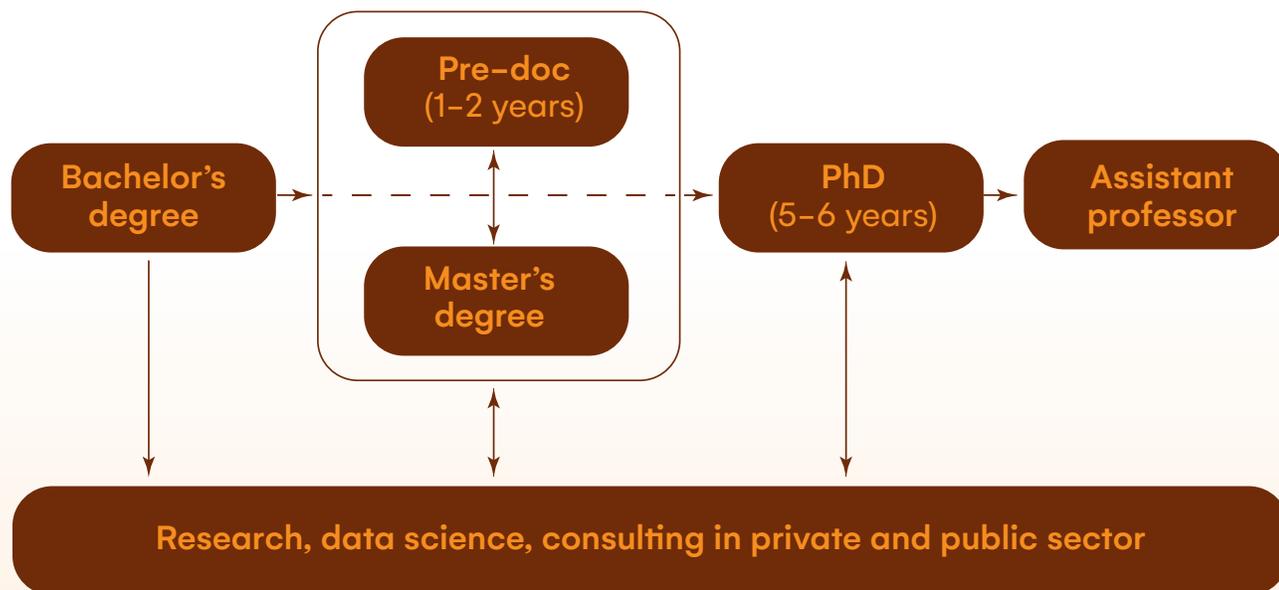
working as a paid apprentice under well-established researchers. The benefits of pre-doc positions can vary. Some institutions promote further education and training by financially covering the costs of taking courses or offering reimbursements for coursework, but not all do, and this is where PREDOC, established in 2020, steps in.

As stated on its website, PREDOC is a consortium of universities and research institutions whose mission is to foster a talented and diverse population of researchers in the quantitative social sciences, focusing on predoctoral programs in economics departments and business schools. PREDOC does not manage pre-docs but provides a central location for pre-doc opportunities. As an organization, PREDOC also works to help close what its members have identified as leaks in the pipeline to diversify the profession. One way it accomplishes this is by ensuring that researchers have access to opportunities for furthering

their knowledge and skills without the financial burden. The organization provides courses and professional development workshops to predoctoral researchers. For example, in the past six months, PREDOC offered a course in social science analytics and hosted several events on navigating the PhD application process and research careers. Just as important, the organization works with the member institutions to create a set of best practices in hiring and managing pre-docs. Moving forward, institutions will likely be expected to have concrete guidelines for managing pre-docs and to incorporate the voices of the scholars to ensure their needs and concerns are adequately heard and addressed.

PREDOC is focused not only on being a clearinghouse for predoctoral positions⁴ but also on helping to address the lack of diversity in the profession. As the prevalence of pre-doc positions continues to grow, the organization

Figure 1: PREDOC.org flow chart illustrating the new pathway through the academic pipeline



⁴ See <https://predoc.org/opportunities>.

hopes to cultivate a community that places significance on diversity and inclusivity. Given a recent survey of pre-docs in economics in which only six of the 203 respondents identified as Black, this goal of the organization would address a significant and urgent need.⁵

When I asked the authors of the Survey of Pre-Doctoral Research Experiences in Economics⁶ what motivated all the work they put into compiling the information for scholars, Zong Huang responded that their desire “was to help increase awareness on how the pre-doc application process works as well as what the day-to-day of being a pre-doc looks like.” While there is still some uncertainty around the pre-doc application process, scholars and faculty alike are working to ensure that pre-doc opportunities that traditionally passed through informal networks are something of the past and that all students have equal access to these positions.

Over the last several years, there has been an undeniable shift in the path to a doctoral program in economics. According to PREDOC, in the 2020–2021 academic year, over 400 pre-doc openings were available. After exploring what is meant by *pre-doc*, I am left with several unanswered questions. How can

we be assured that this new pathway to a PhD in economics is not undermining efforts to increase diversity by reinforcing the structural barriers that have plagued the profession since its inception? Are pre-docs simply a new way of finding

“

It is also essential that as a profession we examine these questions with careful attention to how pre-doc positions might best serve the needs of a field that has faced scrutiny over its lack of diversity and how they might help to diversify the pipeline of future economists.

”

the cream of the crop? Are reference letters from pre-doc supervisors going to be a new requirement for admission into a doctoral program in economics?

My most burning question is whether, as a profession, we are merely moving the finishing line. Is it now expected to have done a pre-doc to gain admission into a PhD program? While building human capital during a pre-doc is great, is it the same human capital traditionally thought to be developed in graduate school? If recent undergraduates are skilled enough to contribute significantly to research labs, especially those housed at academic institutions, then why are they not qualified enough to be admitted directly into a doctoral program? As pre-doc positions continue to become more prevalent and their definition continues to evolve, PREDOC is stepping up to ensure all undergraduates have access to these positions and to fill any informational gaps that may currently exist. It is also essential that as a profession we examine these questions with careful attention to how pre-doc positions might best serve the needs of a field that has faced scrutiny over its lack of diversity and how they might help to diversify the pipeline of future economists.⁷ ■

⁵ Gender representation is near half, and Hispanic/Latino representation is proportionate to their national representation.

⁶ “Survey of Pre-Doctoral Research Experiences in Economics” (2020) by Zong Huang, a predoctoral research fellow at Stanford University, Pauline Liang, a PhD student in finance at the Stanford Graduate School of Business, and Dominic Russel, now a PhD student at Harvard University, was developed to make information on pre-docs more transparent and widely available. Slides can be found at https://z-y-huang.github.io/predoc_survey/slides.pdf, and the Data Appendix can be found at https://z-y-huang.github.io/predoc_survey/data_appendix.pdf.

⁷ Thank you to all those who have made information on pre-docs publicly available, including Huang, Liang, and Russell (2020) and Elhai, Le, Matheson, and Tsao (2020), as well as Alvin Christian, Garrison Schlauch, and Richard Startz for their contributions. Thank you to individuals who responded to my Twitter poll and sent messages about their personal experiences. Thank you to Dr. Pietro Veronesi for taking the time to discuss PREDOC and the organization’s future. Special thanks to Quan Le, a graduate student at Princeton University, for all his help.

ECONOMISTS TO WATCH

Making the Most of Measurements

Juan Carlos Suárez Serrato

Associate Professor of Economics, Duke University

A lot of Juan Carlos Suárez Serrato's work in economics has been cutting through the smoke to see the fire.

Before you can address your burning research question, before you can really understand the mountain of data you've gathered, you need to understand what you're measuring and whether you're measuring it properly, says Suárez Serrato, an associate professor of economics at Duke University and a faculty associate at the National Bureau of Economic Research. Getting that right is the foundation for everything that follows, but it's not always easy.

"It's taken me some years to really understand that," he says. "Many times we think numbers mean what they mean, but really understanding how different data sets or variables are put together, and really understanding what it is that things are measuring—I think it's harder to do, but also very important."

Suárez Serrato applies that meticulousness of measurement to his work studying public finance—how the government provides services and the methods it uses to fund those services.

While much of his previous research looked at taxation and incentives within the U.S., particularly how such programs affect where people and businesses decide to locate, his recent work has shifted his focus to China.

"What I've been working on is, how do companies in China respond to tax incentives? And then, also, how do multinationals respond to taxes?" he says.

“

I thought economics combined the really interesting parts of [accounting and finance], but had to do with decision-making, but then also brought it back to this idea of how do we think about designing systems that address some of these issues of inequality and poverty.

”

His work has zeroed in on research and development incentives and how companies game these systems in ways that seem murky on the surface—but that careful measurement reveals.

"Part of what we're trying to figure out is, to what extent does this idea of having these relabeled [activities], that's not real activity, prevent us from figuring out what are the actual returns from R&D investment?" he says. "Even though

some of these firms are doing this, does it still make sense for the government to incentivize investment if it gets some real investment? What we ended up finding is that somewhere around 25% of the investment is not new, real R&D—but even then the incentives are pretty effective at getting more investment in R&D in China."

Similarly, companies in China have developed ways of skirting compliance with environmental regulations, which makes it hard to understand whether energy efficiency and cleaner technology goals are really being met. But by homing in on the right measurements, Suárez Serrato has found so far that a lot of energy is expended on shifting paperwork without much real-world energy saved in actual operations.

But determining whether a tax incentive is good or bad, or effective or ineffective, isn't the whole story, Suárez Serrato has come to appreciate.

One "light-bulb moment" in his career, he says, was understanding that "sometimes there could be complementarity between behavior that seems to be not necessarily desirable from a social perspective with real economic activity." A company might be hiding income or bending rules by muddying where activities take place or which affiliated company handles what operations, for example, in order

to dodge taxes or regulations. But that might allow the company to hire more people in the locality the incentives are designed to help.

“I think sometimes we’re too focused in the economics profession on just looking at the causal effect of something on something,” he says. “And we’re not really focused enough on really thinking about what is it that we’re measuring and what else should we be measuring.”

Even before he was an economist, Suárez Serrato looked closely at the world around him and sensed there was something more beyond the surface.

On street corners in Mexico City, where he grew up before moving to Texas with his father before college, he frequently saw panhandlers, and he also saw a problem.

“I remember thinking that there was a fundamental failure of coordination

He started college with an eye toward accounting, then finance, but found himself looking for something that offered more tools for solving society’s problems.

of how society was not able to take care of people,” he recalls. “It seemed to me like there’s a lot of people that have a lot and many more people that would benefit greatly from sharing in their prosperity. And at the same time, there could be more structured ways that society and the government could care for them. Looking back, that’s something that now I realize I understand from the lens of the toolkit that I use these days. It just felt like something that had to be solved.”

He started college with an eye toward accounting, then finance, but found

himself looking for something that offered more tools for solving society’s problems.

“I thought economics combined the really interesting parts of some of those disciplines, but had to do with decision-making, but then also brought it back to this idea of how do we think about designing systems that address some of these issues of inequality and poverty.”

That, to Suárez Serrato, was exactly the right thing to measure. ■

PROUSTQUESTIONNAIRE

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

▶ **What’s on your nightstand?**

Four books: *Wild Milk* by Sabrina Orah Mark, *Public Finance and Public Choice* by James M. Buchanan and Richard A. Musgrave, *Black Reconstruction in America* by W.E.B. Du Bois, and *These Truths* by Jill Lepore.

▶ **What job would you like to have if you weren’t an economist?**

Diving instructor in Palau.

▶ **What is an ideal day?**

OK, so we are in Cozumel. The kids somehow manage to sleep in until noon while my wife and I go diving. We then hang out by the beach and eat seafood.

▶ **What trait do you deplore in other people?**

Elitism.

▶ **What trait do you most admire in people?**

Grace.

▶ **What historical figure do you most admire?**

I don’t really admire historical figures, but I enjoy reading about them and learning from their successes and mistakes. I recently enjoyed learning more about Ulysses S. Grant from Ron Chernow’s biography.

▶ **What is your favorite extravagance?**

Guitars. Old guitars. New guitars. All kinds of guitars.

▶ **What is your worst habit?**

Checking my phone in the middle of the night and then not being able to fall asleep again.

▶ **Which talent would you most like to have?**

Patience.

▶ **Maynard Keynes or Milton Friedman?**

Keynes.

▶ **What’s the hardest thing you’ve ever done?**

Parenting through a pandemic.

ECONOMIC JOBS BEYOND ACADEMIA

While many people are familiar with the responsibilities of academic jobs, less is known about jobs for economists outside of academia. Following are profiles of three economists working in nonacademic positions, including their advice to those entering the field.

RAND Corporation

Washington, DC

Jhacova Williams is an associate economist at the RAND Corporation, a nonprofit, nonpartisan institution headquartered in Santa Monica, California, that helps improve policy and decision making through research and analysis. Williams joined RAND in Washington, DC, in 2020 after spending a couple of years working in academia and in think tanks.

Williams's work—like that of most other economists at RAND—spans various types of research projects. In her first year in the job, for example, she participated in projects related to national security, crime, reparations, health, and civic participation. “Most of these projects are comprised of researchers across departments at RAND,” she explains, “so I get to work with engineers, criminologists, biostatisticians, and sociologists.”

When asked about the most exciting aspect of her job, Williams highlights writing internal and external

commentaries and op-eds. “Explaining my research findings to a broader audience takes a lot of work,” she notes, “since most of us are taught to write to an academic audience in graduate school. Yet, I find great pleasure in educating and engaging in debate with a larger audience.” The main challenge of her

job? “RAND is a soft-money environment, and writing proposals can be a bit exhausting,” Williams explains. “However, much of this work is a team effort, so that eases some of the heavy lifting.”

Jhacova Williams's advice to newly minted economists interested in this type of job:

“Reach out to us and apply!” She adds: “RAND researchers would love to discuss employment opportunities and our research projects. Being open to working on projects with researchers from different areas and being able to communicate your findings to a lay audience is also beneficial.”

Williams notes that RAND actively recruits from underrepresented populations using an analytic approach. For example, RAND uses data to look at where PhDs are awarded to underrepresented populations and targets recruitment at these universities.

Federal Reserve Bank of Chicago

Chicago, IL

Jane Dokko is vice president for community development and policy studies at the Federal Reserve Bank of Chicago—one of the twelve regional Reserve Banks that, together with the Board of Governors in Washington, DC, make up the Federal Reserve System. Dokko joined the Chicago Fed in 2018 after spending many years in Washington, DC, working as an economic researcher and policy advisor.

Dokko leads a team of diverse professionals with expertise in economics, finance, urban planning, law, bank regulation, and other fields. Her team works together to strengthen economic opportunity and improve outcomes for low-income people and communities. They do this by influencing public policy, publishing original research on policy and practice, convening diverse stakeholders to address current and emerging challenges, cultivating and formalizing collaboration opportunities with community development organizations, and helping to bring development and investment opportunities to historically underserved communities, such as through housing construction, youth development, or workforce training. Her key responsibilities are to steer the strategic direction of the team, identify opportunities where original research and insights from community engagement can improve economic mobility, and mentor and develop staff.

Dokko finds that the most exciting aspect of her job is that she gets to focus directly on the Federal Reserve’s mission and obligations to the public, including historically marginalized people and communities. “In my job,” she notes, “I have the privilege of using the tools of economics to improve public policy and to make a positive difference in people’s lives.”

Dokko’s team at the Chicago Fed actively supports the recruitment of economists from underrepresented populations. Dokko stresses why inclusion is extremely important for her and her team. “I use this term in the broadest sense,” she explains, “to

encompass not just recruitment but also inclusion in the research questions we pursue, in analyzing economic problems and policy solutions from many different angles, and in our treatment of the work of underrepresented economists who already work at the Chicago Fed. To me, inclusion means having strong and credible signals to exemplify that we are a desirable place where underrepresented economists and their contributions to the profession are valued. My team and I feel a personal responsibility to contribute to the diversity, vibrancy, and excellence of our profession. And to pay it forward so that things are better for future generations of economists.”

Jane Dokko’s advice to newly minted economists who might be interested in this type of work is to listen to their inner voice, find the kind of work they find meaningful, and find people who will genuinely advocate for their work and values.

“Inside and outside academia,” she explains, “being an economist can be tough because of the profession’s hierarchies and culture. And you will need your own anchor to survive the day-to-day, stay focused on the reasons why you became an economist, and do your work.” She adds that at the Chicago Fed, she and her colleagues “work especially hard on maintaining a positive and inclusive business culture because it’s so integral to our mission. In doing this work, it helps to have supportive colleagues who share your values and commitment to the mission.”

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Goldman Sachs

Hong Kong

Hui Shan is the chief China economist at the Global Investment Research (GIR) division of Goldman Sachs, an American multinational investment bank and financial services company headquartered in New York City. After spending three years working at the Federal Reserve Board in Washington, DC, Shan joined the New York office of Goldman Sachs in 2011 to research the U.S. housing sector. She then moved to the Goldman Sachs commodities research team in 2016 and joined the firm's China economics team, which is based in Hong Kong, in 2019.

Shan's current job responsibilities fall broadly into three categories: (1) to closely follow China's economic data and news and forecast China's growth, inflation, and policy; (2) to write thematic research on a wide range of topics (from decarbonization to population aging) of importance for forecasting economic trends; and (3) to communicate her team's views and analysis with market participants on a daily basis.

The most interesting aspects of her job, Shan finds, are "to be following the most topical issues in the market, to leverage our economics training to understand

the implications of market-moving news, and to explain our thinking to investors." The main challenge of the job is that the analysis needs to be forward-looking (forecasting what will happen) rather than backward-looking (explaining what has happened). She notes: "It is not fun to have your forecasts proven wrong. But it forces you to reexamine the data and methodology and makes you better at your job."

Goldman Sachs is actively engaged in recruiting economists with diverse backgrounds. Shan is a member of the firm's GIR Inclusion and Diversity Council (IDC), which actively looks for ways to recruit a diverse group of

economists. During the last American Economic Association recruiting season, for example, the IDC hosted a virtual event for female economist candidates. She explains: "When we have a strong economist candidate from an underrepresented group, we leverage IDC members from around the globe to help the candidate visualize what a career at the firm might look like for them. We also have mentoring programs and affinity groups to make sure our diverse hires have sufficient resources for them to have a long and successful career with us after onboarding."

Hui Shan's main advice to newly minted economists interested in exploring career opportunities in this industry:

"Reach out (e.g., via your alumni network or LinkedIn), try it out (e.g., there are intern opportunities to test if this would be your dream job), and ask lots of questions (e.g., what do sell-side economists do on a daily basis, what is the career path, and what are the skills valued by the industry)."

ANNOUNCEMENTS

CSMGEP

» **Minority Students on the Junior Job Market**

Organizations looking to hire new PhD economists may see the [CSMGEP website](#) for the websites and CVs of underrepresented minority candidates on the market. We also invite employers to our Dissertation Session at the ASSAs to hear candidates present their research.

» **Diversifying Economic Quality (Div.E.Q.) 10th Anniversary**

CSMGEP encourages all economists to visit [Diversifying Economic Quality \(Div.E.Q.\)](#) at [diversifyingecon.org](#) to discover how to make your departments and classes more effective, inclusive, and welcoming to members of groups underrepresented in economics. Div.E.Q. presents information in an efficient manner, digesting the relevant research and identifying practicable recommendations with empirical support. Created by CSMGEP member Amanda Bayer in 2011, Div.E.Q. is celebrating its 10th anniversary with a new look and fresh content.

» **Webinar: Helping Faculty Help Students Get into PhD Programs in Economics**

CSMGEP will once again sponsor a webinar aimed at helping faculty help students get into PhD programs. Panelists will include Sandile Hlatshwayo, International Monetary Fund; John List, University of Chicago; James Peoples, University of Wisconsin–Milwaukee; Nancy Rose, MIT; and Dick Startz, University of California–Santa Barbara. The event, scheduled for **January 28, 2022**, at 1:00 pm Eastern, is co-sponsored by the Committee on the Status of LGBTQ+ Individuals in the Economics Profession and the Committee on Economic Education. Interested persons can register [here](#).

» **New Diversity Award**

In addition to the five individual and department-level awards introduced in 2020 to promote diversity, CSMGEP helped the AEA launch a sixth diversity award in 2021. The Professional Development Grant for Underrepresented Minorities, sponsored by Pearson Education, awards \$2,000 each year to the junior economist winner of an essay com-

petition on how the writer's research relates to economics education. The competition is open to junior economics faculty members from groups traditionally underrepresented in the economics profession.

AERIP

» **Introducing the Association for Economic Research of Indigenous Peoples**

The Association for Economic Research of Indigenous Peoples (AERIP) is a professional association of economists, political scientists, sociologists, and other scholars who are interested in economics research related to Indigenous peoples across the globe. The mission of AERIP is to facilitate intellectual exchange, foster networking and information sharing, and encourage and promote teaching and research on topics related to the social and economic development of Indigenous peoples.

AERIP also seeks to educate students, prospective scholars, and the public about the field by holding an annual meeting, sponsoring research events and conference sessions, and publicizing related research via email notices and a newsletter. The group is open to anyone who has an interest in this topic and activities. At this time, there are no dues. Interested individuals may sign up to become a member at [www.aeripecon.org](#). Current board members include Randy Akee, University of California–Los Angeles; Valentina Dimitrova–Grajzl, Virginia Military Institute; Stefanie Schurer, University of Sydney; and Jonathan Taylor, The Taylor Policy Group.

» **2022 ASSA Session**

While AERIP is not yet officially recognized by the AEA and so cannot yet host conference sessions, board members **Miriam Jorgensen**, University of Arizona; **Dara Kelley**, Simon Fraser University; **Randy Akee**, University of California–Los Angeles; **Valentina Dimitrova–Grajzl**, Virginia Military Institute; and **Jonathan Taylor**, The Taylor Policy Group, will participate in the History of Economics Society's session "Economists, Economics and Indigenous Peoples," presenting their paper "The Economist and Indigenous Economics: Challenging Realities?" Come out to support AERIP in this session in 2022 and look out for AERIP's own sessions in 2023.

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ANNOUNCEMENTS *continued*

» Virtual Brown Bag Series

AERIP has partnered with the Indigenous Economics Study Group (IESG) of the Canadian Economic Association to host a virtual brown bag seminar series featuring scholars, policymakers, and practitioners working in Indigenous economic development. Currently on a winter hiatus, the seminar will start up again in March 2022. Several invited guest speaker events are also planned. Interested individuals may sign up for email notifications through the AERIP website. If you are interested in presenting, email indigenousecon@gmail.com. Include the authors' names, the paper title, and a brief abstract.

AEA MENTORING PROGRAM

» Summer Mentoring Pipeline Conference

Held virtually in June, the 2021 AEA Summer Mentoring Pipeline Conference included research paper presentations by program mentees and shorter talks by AEA Summer Training program students; panel discussions on best practices in mentoring, thriving in graduate school, and navigating the PhD job market; the 2021 Lewis–Oaxaca Distinguished Lecture delivered by Adela de la Torre, president of San Diego State University; and opportunities for mentees to network among themselves and with professional economists (including members of allied groups such as AEASP, CSWEP, CSQIEP, NEA, ASHE, and DITE). The conference drew approximately 275 registrants.

The 2022 AEA Summer Mentoring Pipeline Conference is scheduled for June 17–18 in Washington, DC. Details will be announced early in 2022. For more information, email AEAMentoring@gmail.com.

» 2021 Impactful Mentor Award

Peter Blair Henry, the William R. Berkley Professor of Economics and Finance and dean emeritus at New York University Leonard N. Stern School of Business, has received the 2021 Impactful Mentor Award, to be presented at the 2022 ASSA meetings. This award recognizes and celebrates the excellence and impact of mentors on diversity, access, and inclusion in the economics profession. Dr. Henry has an outstanding record in this area, demonstrated by his leadership of the PhD Excellence Initiative, an intensive pre-doctoral fellowship program that prepares high-achieving Black, Native, and Hispanic American college graduates for top-tier PhD programs in economics. His work in this role, as well as his one-on-one mentoring, has had a critical impact on diversity at the highest levels of the economics profession.

In his nomination letter, Dr. Conrad Miller, assistant professor at the University of California, Berkeley Haas School of Business, wrote, “There is no doubt that Professor Henry has a sizable treatment effect on Black and Hispanic American enrollment in top economics PhD programs today. ... His dedication, kindness, and acumen as a mentor is something I strive to emulate.”

» 2021 Job Market Bootcamp

Nine job market candidates and four mentors from academic and government institutions participated in the 2021 Job Market Bootcamp, held virtually. Created in 2018, this annual bootcamp helps candidates prepare for the economics PhD job market and increase their chances of securing positions best suited to their interests, training, and goals. Monthly sessions from August to December covered the job market paper, preparing job market packets, interviewing strategies, presentations, and more. This year students received additional support from a professional speech coach and an academic writing editor.

» Mentoring Program Participants at Regional Conferences

In response to the decline in presentation opportunities due to COVID, the AEA Mentoring Program sponsored three 2021 regional conference sessions consisting entirely of program mentees. Presenting at the Westerns were **Luis Armona**, Stanford University, “Federal Student Aid Design and Quality Provision in U.S. Higher Education”; **Carycruz M. Bueno**, Brown University, “Eyes on the Virtual Prize: The Impact of Goal Setting on Virtual Learning Engagement”; **Marco del Angel**, California State University, Los Angeles, “Child Labor, Temperature Shocks and Intra-Firm Trade”; **Yolunda Nabors**, Middle Tennessee State University, “Wage Gap and Disability Types”; **Christine Strong**, Old Dominion University, “The Impact of Fiscal Rules on Government Debt: Evidence from the CFA Zone”; **Alexis Villacis**, Arizona State University, “Linking Risk Preferences and Risk Perceptions of Climate Change: A Prospect Theory Approach”; and **Britni Wilcher**, American University, “Recessions, Childcare, and Maternal Health in the U.S.” Presenting at the Southern were **Sergio Barrera**, University of Minnesota, “Beliefs, Credit Constraints, and Inequality in Higher Education Outcomes”; **Romeo Eric Neuyou Nana**, University of Arkansas, “Measuring the Upstreamness and Downstreamness of a Country Position in the Global Value Chain: Does the Financial Development Level Matter?”; and **Enrique Valdes**, Florida International University, “Are Poor Countries Better Off Forming Customs Unions or Signing Free Trade Agreements?” Presenting at both conferences was **Adir dos Santos Mancebo**

Junior, Florida International University, “Earnings Inequality, Household Heterogeneity, and Macroeconomic Volatility.” Mentees **René Crespin**, Cornell University, and **Aisha Udochi**, Howard University, served as discussants.

Thank you to Marta Bengoa-Calvo, City College of New York, CUNY; Sylvain Chassang, Princeton University; Kalena E. Cortes, Texas A&M University; Robert Garlick, Duke University; Ellen Meara, Harvard University; Leonce Ndikumana; University of Massachusetts Amherst; Maya Rossin-Slater, Stanford University; and David Wilcox, Peterson Institute for International Economics, who kindly served as discussants.

ASHE

» 2022 Academic Achievement Award

In honor of outstanding scholarship, this award was presented to **Marie T. Mora**, professor of economics and associate vice chancellor for strategic initiatives at the University of Missouri–St. Louis (UMSL). She also holds a courtesy appointment as professor of economics and entrepreneurship in UMSL’s College of Business Administration. For more than 25 years, Mora has written extensively on the labor market outcomes of Hispanics in the U.S. Areas of focus include Hispanic entrepreneurship, educational attainment, earnings differentials (including for subethnic groups), and the effect of English fluency on socioeconomic outcomes. Mora has received over \$4 million in external grants as principal investigator (PI) or co-PI since 2006. She has authored/coauthored over 55 refereed journal articles and book chapters, and coedited/coauthored six books, including *Hispanic Entrepreneurs in the 2000s: An Economic Profile and Policy Implications* (with Alberto Dávila), which received the 2014 Choice Outstanding Academic Title Award. More recently, Mora has written about Puerto Rico’s economic crisis and net outmigration, including in a coedited volume (with Havidán Rodríguez and Alberto Dávila), *Hurricane Maria in Puerto Rico: Disaster, Vulnerability & Resiliency*. Mora has also written about increasing diversity within the profession, including seven articles for *Hispanic Economic Outlook* and several pieces for previous editions of *The Minority Report*.

Mora has been invited to share her research expertise with the White House Initiative for the Educational Excellence of Hispanics, the White House Council of Economic Advisers, the Board of Governors of the Federal Reserve System, and the U.S. Department of Labor, among other agencies and institutions.

» 2021 ASHE Dissertation Award

Since their creation in 2011—initially as a summer dissertation fellowship—ASHE dissertation awards have supported young scholars who share ASHE’s goals. The 2021 ASHE Dissertation Award was granted to **Jason Baron**. Since graduating from Florida State University in 2020, Baron has worked in prestigious postdoctoral positions affiliated with the University of Michigan and Duke University and is now an assistant professor in the Department of Economics at Duke. This remarkable career trajectory underscores the fact that Baron is already an outstanding scholar with several publications. Baron’s dissertation research focused on critical issues in education policy, including the importance of public school funding and teacher compensation reform for student outcomes as well as the role that teachers’ unions play. It is a testament to Baron’s impressive academic productivity that all three chapters of his dissertation have already been published or are forthcoming in highly regarded journals including *AEJ: Economic Policy*, *Economics of Education Review*, and the *AEA Papers and Proceedings*.

» Mentoring Program for Mid-Career Minority Economists

The lack of advancement of underrepresented economists has been described as a “leaky pipe.” Hispanics or Latinos make up 18.7 percent of the population, but at each stage of advancement there is a notable decline: bachelor’s degrees, 12 percent; master’s degrees, 9 percent; and PhDs, 6 percent. The percentages continue to decrease when we look at faculty rank: assistant professors, 5.9 percent; associate professors, 5.7 percent; and full professors, 3.8 percent. A similar pattern is seen within administrative roles. The percentage of Latinx department heads is 3.4 percent across all departments—and only 2.7 percent in business/social science departments. Between 2001 and 2016, the percentage of Latinx university presidents remained unchanged at 4 percent.

This new ASHE mentoring program for mid-career minority economists is aimed at helping current faculty members advance to full professor and/or advance to an administrative role. Created by Luisa Blanco, the program will pair rising candidates with established full professors and administrators as well as conduct three workshops (open to the public) about how to advance in their career goals. If you are interested in participating, email luisa.blancoraynal@pepperdine.edu.

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ANNOUNCEMENTS *continued*

» Hispanic Economists Highlights

ASHE President Jose Manuel Fernandez featured the following Latino economists on Twitter during Hispanic Heritage Month: Mary Lopez, Francisco Rivera-Batiz, Joseph Guzmán, Belinda Roman, Jose Pagan, Richard Santos, David Molina, Refugio Rochin-Rodriguez, Sue Stockly, Noelia Paez Huaroto, Julio L. Ortiz, Alfredo Romero, Robert Santillano, Magdalena Bennett, Daniela Vidart, Alberto Ortega, Eduardo Montero, Johanna Fajardo-Gonzalez, Jose Pacas, Chris Campos, María Padilla-Romo, Jetson Leder-Luis, Claudia Allende Santa Cruz, Felipe Barrera-Osorio, Alma A. Bezares Calderón, Núria Rodríguez-Planas, Andrea Velasquez, M. Jimena González Ramírez, Joaquin Rubalcaba, and Raffi E. García. Read more [here](#).

» ASHE Virtual Seminar Series

Due to pandemic-imposed travel restrictions during 2021, ASHE launched a virtual research seminar series. The series attracted both new and established scholars and provided an opportunity to come together and share ideas while being physically apart. 2021 presenters included Monica Deza, Luisa Blanco, Alfonso Flores-Lagunes, Catalina Amuedo-Dorantes, Sebastian Tello-Trillo, Angelica Meinhofer, Ariel Ortiz-Bobea, Francisca Antman, Gilbert Gonzales, Juan Moreno-Cruz, and Camila N. Morales. The series will continue in 2022. If you are interested in attending, email jose.fernandez@louisville.edu.

NEA

» 100 Years of African American Economists Webinar Series

Since fall 2020, the NEA has been commemorating the 100th anniversary of Sadie T. M. Alexander's doctoral degree conferral—on June 15, 1921—through a webinar series. Episodes, which are available on the [NEA webinar page](#), include “Recovering and Reclaiming the Economic Life of Sadie Tanner Mossell Alexander,” “Celebration of Women's History Month,” “Black Women and the ‘Double Gap’ in Wages in the American Labor Market,” “*Democracy, Race, & Justice: The Speeches and Writings of Sadie*

T. M. Alexander Book Launch on the 100th Anniversary of Her Doctoral Degree,” “Reflections on the Journey with a View Towards the Future—a Conversation with Dr. Bernard Anderson,” “100 Years Celebration with the Incomparable Julianne Malveaux,” “NEA Recognition of the Founders of the Caucus of Black Economists, Parts I and II,” and “Westerfield and Cornerstone Economists.” The series will conclude on January 26, 2022, with “From Here to Equality,” featuring Sandy Darity and Kirsten Mullen on reparations in conversation with Dania Francis. You can register for that event [here](#).

» New Webinar Series

Following on the great interest in the 100 Years of African American Economists webinar series, the NEA has launched a new webinar series that will feature policy discussions with leading researchers and professional development opportunities for NEA members. The inaugural webinar, “Impacts of Climate Change,” featured Belinda Archibong in conversation with Tihitina Andarge on who bears the costs of climate change. To learn about upcoming webinars, [become a member of the NEA or join the email list](#). Once aired, all webinars are stored on the [NEA webinar page](#).

» Live Celebrations Postponed

The NEA had planned to host two luncheons honoring the achievements and contributions of several members during the 2022 ASSA Annual Meeting. The first was to honor Samuel Z. Westerfield Award recipient James Stewart. The Westerfield Award is presented periodically to a Black economist in recognition of distinguished service, outstanding scholarship, and achievement of high standards of excellence. The second, the National Economic Association Luncheon to Commemorate 100 Years of African American Economics, also referred to as the “Cornerstone Luncheon,” was scheduled to include reflections by prominent African American economists who attended graduate programs in economics during the 1960s and 1970s. The NEA has postponed both events until we are able to meet in person at the 2023 ASSA Annual Meeting. In the interim, James Stewart, past Westerfield recipients, and distinguished Cornerstone economists were recognized in a webinar (see above).

ACTIVITIES

CSMGEP

ALLIED SOCIAL SCIENCE ASSOCIATIONS, 2022

■ CSMGEP DISSERTATION SESSION

Organizer/Chair: **Kalena E. Cortes**, Texas A&M University

Student Housing, Gentrification and Affordability: The US Context

Haydar Kurban, Howard University
Deniz Baglan, Howard University
Kirsten McLeod, Howard University

Redesigning Federal Student Aid in Higher Education

Luis Armona, Stanford University
Shengmao Cao, Stanford University

The Value of School Social Climate Information: Evidence from Chicago Housing Transactions

René Crespin, Cornell University

Credit Constraints, Beliefs and Inequality in Higher Education

Sergio Barrera, University of Minnesota

Discussants:

Michael F. Lovenheim, Cornell University
Lesley J. Turner, Vanderbilt University
Joshua Goodman, Boston University
Susan Dynarski, Harvard University

■ RACE, MEASUREMENT, AND ALGORITHMIC BIAS

Organizer: **Isaiah Andrews**, Harvard University
Chair: **Jose Manuel Fernandez**, University of Louisville

Algorithmic Bias on Social Media

Amanda Agan, Rutgers University
Diag Davenport, University of Chicago
Jens Ludwig, University of Chicago
Sendhil Mullainathan, University of Chicago

Measuring Declines in Disparity Gaps, with an Application to Health Insurance

Paul Goldsmith-Pinkham, Yale University
Karen Jiang, Yale University
Zirui Song, Harvard University
Jacob Wallace, Yale University

Modelling Discrimination, Job Competition and Race: Locomotive Firemen, and the Railroad Industry 1880–1950 and Technological Advance

William E. Spriggs, Howard University

Abolition and Algorithmic Evaluations of “Risk”

Robynn Cox, University of Southern California
Megan Stevenson, University of Virginia

Discussants:

Hunt Allcott, Microsoft Research
Augustine Denteh, Tulane University
Robert Margo, Boston University
Morgan Williams Jr., Barnard College

■ THE HISTORY AND RESOURCES OF THE COMMITTEE ON THE STATUS OF MINORITY GROUPS IN THE ECONOMICS PROFESSION (CSMGEP)

Organizer/Chair: **Gary Hoover**, Tulane University

Panelists:

Isaiah Andrews, Harvard University
Amanda Bayer, Swarthmore College
Vicki Bogan, Cornell University
Kalena E. Cortes, Texas A&M University
Jose Manuel Fernandez, University of Louisville
James Peoples, University of Wisconsin–Milwaukee
Ebonya Washington, Yale University

SOUTHERN ECONOMIC ASSOCIATION, 2021

■ LEARN ABOUT PROGRAMS OFFERED BY CSMGEP, NEA, AND ASHE

Organizer/Moderator: **Jose Manuel Fernandez**, University of Louisville

Panelists:

Gary Hoover, Tulane University
Jose Manuel Fernandez, University of Louisville
Miesha Williams, Morehouse College

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ACTIVITIES continued

■ NAVIGATING A NON-TENURE TRACK ACADEMIC CAREER

Organizer: Jose Manuel Fernandez, University of Louisville
Chair: Shreyasee Das, Temple University

Navigating a Non-Tenure Track Academic Career

Seth Gitter, Towson University

Trends in Non-Tenure Track Positions within U.S. Economics Departments

Gina C. Pieters, University of Chicago
Christopher Roark, University of Chicago

Navigating the Non-Tenure Track Role as an Agent of Change

Kim Holder, University of West Georgia

Strategies to Stay Relevant Outside the Classroom

Darshak Patel, University of Kentucky

Publishing without a Tenure Clock

Jadrian James Wooten, Pennsylvania State University

Director of Undergraduate Studies: The Role, the People, and Its Purpose

Melanie Elizabeth Fox, Virginia Polytechnic Institute and State University

WESTERN ECONOMIC ASSOCIATION INTERNATIONAL, 2021

■ WHAT SHOULD RESEARCHERS KNOW BEFORE SUBMITTING A GRANT? A (VIRTUAL) CHAT WITH THE PROGRAM DIRECTORS AT NSF, NIH, AND THE WASHINGTON CENTER FOR EQUITABLE GROWTH

Organizer/Moderator: Kalena E. Cortes, Texas A&M University

Panelists:

Nancy Lutz, National Science Foundation
Kwabena Gyimah-Brempong, National Science Foundation

John Phillips, National Institute on Aging
Korin Davis, Washington Center for Equitable Growth

AERIP

ALLIED SOCIAL SCIENCE ASSOCIATIONS, 2022

Please see “2022 ASSA Session” in the Announcements section (page 27)

SOUTHERN ECONOMIC ASSOCIATION, 2021

■ ECONOMICS OF INDIGENOUS PEOPLES

Organizer/Chair: Valentina Dimitrova-Grajzl, Virginia Military Institute

The Long-Run Distributional Effects of Land Titling: Evidence from American Indian Allotment

Melinda C. Miller, Virginia Polytechnic Institute and State University

Matthew Gregg, Roger Williams University

Community Development Financial Institutions and Individuals' Credit Risk in Indian Country

A. Joseph Guse, Washington and Lee University

Peter Grajzl, Washington and Lee University

Valentina Dimitrova-Grajzl, Virginia Military Institute

Michou Kokodoko, Federal Reserve Bank of Minneapolis

Native Nations and Support for Financial Institutions: Ownership Effects and Perceived Legitimacy

Donna Feir, University of Victoria

Rachel Wellhausen, The University of Texas at Austin

Calvin Thrall, The University of Texas at Austin

Long-Run Growth, Transitions, and Development in Inuit Communities: Lessons for Sustainability

Brooks A. Kaiser, University of Southern Denmark

Discussants:

Valentina Dimitrova-Grajzl, Virginia Military Institute

A. Joseph Guse, Washington and Lee University

Sara Helms, Samford University

Jorge Aguero, University of Connecticut

ALLIED SOCIAL SCIENCE ASSOCIATIONS, 2022

■ **U.S.–MEXICO BORDER**

Joint Session with NEA

Chair: **Mónica García-Pérez**, St. Cloud State University

Effectiveness and Implications of Restrictive Asylum Policies

Catalina Amuedo-Dorantes, University of California-Merced
José R. Bucheli, New Mexico State University

Which Mexicans Are White? Enumerator-Assigned Race in the 1930 Census and the Socioeconomic Integration of Mexican Americans

Brian Duncan, University of Colorado-Denver
Stephen J. Trejo, University of Texas-Austin

Business Ownership and Mexico–U.S. Immigration

Alejandro Gutierrez-Li, North Carolina State University

Border Crossings from Mexico to the U.S. and the Role of Border Homicides

René Cabral, Monterrey Institute of Technology
André Varella Mollick, University of Texas–Rio Grande Valley
Eduardo Saucedo, Monterrey Institute of Technology

Discussants:

Valerie Wilson, Economic Policy Institute
Rhonda V. Sharpe, Women’s Institute for Science, Equity and Race
Kristen Broady, Brookings Institution
Nicholas J. Hill, Clafin University

■ **HISPANICS AND FINANCE**

Chair: **Jose Manuel Fernandez**, University of Louisville

Does a Tax Haven for Individuals and Services Stimulate Economic Growth?

Jose Caraballo-Cueto, University of Puerto Rico

Neuroeconomics for Development: Eye-Tracking to Understand Migrant Remittances

Eduardo Nakasone, Michigan State University
Maximo Torero, Food and Agriculture Organization
Angelino Viceisza, Spelman College

COVID–19 Pandemic and Its Impact on Minority-Owned Banks

Salvador Contreras, University of Texas–Rio Grande Valley
Amit Ghosh, Texas A&M International University

Mind the Gap between Older Hispanics and Whites in the United States: Insights from the Retirement Knowledge Scale (RKS)

Luisa Blanco, Pepperdine University
Sylvia Paz, University of California–Los Angeles
Ron Hays, University of California–Los Angeles

Discussants:

André Varella Mollick, University of Texas–Rio Grande Valley
Joy Buchanan, Samford University
Raffi E. García, Rensselaer Polytechnic Institute
Mónica García-Pérez, St. Cloud State University

SOUTHERN ECONOMIC ASSOCIATION, 2021

■ **COVID–19 AND HISPANIC HEALTH**

Organizers: **Sandra Orozco-Aleman**, Mississippi State University, and **Heriberto Gonzalez-Lozano**, Mississippi State University

Chair: **Juan J. DelaCruz**, Lehman College, City University of New York

The Consequences of the COVID–19 Pandemic on Self-Employment among Hispanics

Alfredo A. Romero, North Carolina A&T State University
Huan Li, North Carolina A&T State University

Health-Related Disparities Caused by COVID–19 among Hispanic/Latinx in New York City

Juan J. DelaCruz, Lehman College, City University of New York

COVID–19–Related Medicaid Enrollment in Medicaid Expansion and Non-expansion States: New Evidence from the Household Pulse Survey

Joseph Benitez, University of Kentucky
Lisa Dubay, The Urban Institute

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ACTIVITIES continued

Non-Pharmaceutical Interventions and COVID-19: Do County- and State-Level Policies Predict the Spread of COVID-19?

Mehmet Erdem Yaya, Eastern Michigan University
Amanda Stype, Eastern Michigan University
Jayson Osika, Eastern Michigan University

Discussants:

Joaquin Alfredo-Angel Rubalcaba, University of
North Carolina

José R. Bucheli, New Mexico State University

Alberto Ortega, Indiana University

Myriam Quispe-Agnoli, Mercer University

WESTERN ECONOMIC ASSOCIATION INTERNATIONAL, 2021

■ COMMUNITIES, BUSINESS OWNERSHIP AND GREAT RECESSION IMPACTS

Organizers: **Zadia M. Feliciano**, Queens College and
The Graduate Center, CUNY, and **Luisa Blanco**,
Pepperdine University

Chair: **Luisa Blanco**, Pepperdine University

Business Ownership and Mexico-US Immigration

Alejandro Gutierrez-Li, North Carolina State University

Regional Diversity and Its Impact on Family and Nonfamily Firms from the American Community Survey

Myriam Quispe-Agnoli, Mercer University

Eric Kushins, Berry College

Impact of Great Recession Bank Failures on the Use of Financial Services among Racial/Ethnic and Income Groups

Luisa Blanco, Pepperdine University

Salvador Contreras, University of Texas-Rio Grande Valley

Amit Ghosh, Texas A&M International University

Discussants:

Marco del Angel, California State University, Los Angeles

Raffi E. García, Rensselaer Polytechnic Institute

John Nana Francois, West Texas A&M University

■ IMMIGRATION, CHILD LABOR AND CONSUMPTION IN DEVELOPING COUNTRIES

Organizers: **Zadia M. Feliciano**, Queens College and The
Graduate Center, CUNY, and **Luisa Blanco**, Pepperdine
University

Chair: **Zadia M. Feliciano**, Queens College and The
Graduate Center, CUNY

Immigration Enforcement and the Local Housing Market: Evidence Using Fintech Data

Raffi E. García, Rensselaer Polytechnic Institute

Joaquin Alfredo-Angel Rubalcaba, University of
North Carolina

José Bucheli, New Mexico State University

Child Labor, Temperature Shocks and Intra-Firm Trade

Marco del Angel, California State University, Los Angeles

Habit Formation, Utility-Enhancing Public Consumption, and Rule-of-Thumb Households in a Developing Country

John Nana Francois, West Texas A&M University

Discussants:

Alejandro Gutierrez-Li, North Carolina State University

Myriam Quispe-Agnoli, Mercer University

Zadia M. Feliciano, Queens College and The Graduate
Center, CUNY

MIDWESTERN ECONOMIC ASSOCIATION, 2021

■ HISPANIC EMPLOYMENT AND ENTREPRENEURSHIP

Employment and Wealth Accumulation among Working Age Latinos

Mónica García-Pérez, St. Cloud State University

The Consequences of the Covid-19 Pandemic on Self-Employment amongst Hispanics

Alfredo A. Romero and Huan Li, North Carolina A&T State
University

Business Ownership and Mexico-US Immigration

Alejandro Gutierrez-Li, North Carolina State University

ALLIED SOCIAL SCIENCE ASSOCIATIONS, 2022

■ RACE, INEQUALITY AND CRIMINAL JUSTICE POLICY

Chair: **Alberto Ortega**, Indiana University

Taxation and Punishment: Prison Labor and Fiscal Policy in British Colonial Africa

Belinda Archibong, Barnard College
Nonso Obikili, ERSA and Stellenbosch University

The Impact of Income Inequality on Police Contact and Crime

Thomas H. Byrne, Boston University
Robynn Cox, University of Southern California
Jamein Cunningham, Cornell University
Benjamin F. Henwood, University of Southern California
Anthony W. Orlando, California State Polytechnic University–Pomona

The Effects of Female Incarceration on Racial Differences in Foster Care

Janna E. Johnson, University of Minnesota
Samuel L. Myers Jr., University of Minnesota
Gregory N. Price, University of New Orleans
William J. Sabol, Georgia State University
Man Xu, University of Minnesota

Where Statutory Inequality Meets Social Inequality: Racial Disparities in Arrests and the Imposition of Monetary Sanctions in California

Bryan L. Sykes, University of California–Irvine
Anjali C. Verma, University of California–Santa Cruz

Discussants:

Cody Tuttle, Princeton University
Marcus Casey, University of Illinois–Chicago
Chantal Smith, Washington and Lee University
Luisa Blanco, Pepperdine University

■ RACIAL INEQUALITY IN MACROECONOMIC CONTEXTS

Chair: **Jamein Cunningham**, Cornell University

How Much Student Debt Is Too Much?

Gerald Eric Daniels Jr., Howard University
Venoo Kakar, San Francisco State University
Deniz Baglan, Howard University

The Impact of ACA Medicaid Expansion on Racial Disparities in Economic Well-Being

Matt Hampton, Austin Peay State University
Otto Lenhart, University of Strathclyde

How Do Federal Dollars Spent Impact Returns to Primary and Secondary Education?

Miesha Williams, Morehouse College

The Racial Wealth Gap and the Role of Firm Ownership

Avi Lipton, Wesleyan University

Inequality Hysteresis

Karl David Boulware, Wesleyan University
Kenneth N. Kuttner, Williams College

Discussants:

Dania V. Francis, University of Massachusetts–Boston
Ejindu Ume, Miami University
Carycruz M. Bueno, Brown University
Edouard Wemy, Clark University
Shamar Stewart, Virginia Tech

■ MODELING REPARATIONS

Chair: **Samuel L. Myers Jr.**, University of Minnesota

Racial Discrimination Accounting and Reparations Policies

Illenin Kondo, Federal Reserve Bank of Minneapolis
Teegawende H. Zeida, Brock University
William A. Darity Jr., Duke University
Samuel L. Myers Jr., University of Minnesota

The One Thing Needful: Free Land and Black Mobility, 1880–1900

Melinda C. Miller, Virginia Polytechnic Institute and State University

Reparations and the Right To Return

Deborah N. Archer, New York University

Parental Wealth and Educational Attainment

Audrieanna T. Burgin, Zearn

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ACTIVITIES continued

Parental Wealth, Personality Traits, Immigrant Status, and Educational Attainment

Ketsia S. Dimanche, Oklahoma Tax Commission

Discussants:

Illenin Kondo, Federal Reserve Bank of Minneapolis

Deborah N. Archer, New York University

Melinda C. Miller, Virginia Polytechnic Institute and State University

Kwabena Gyimah-Brempong, National Science Foundation

Neepta Gaekwad Babulal, State University of New York-Fredonia

■ LESSONS LEARNED IN CRISIS: PANDEMICS, RECESSIONS, REFORMS, AND RACIAL INEQUALITIES

Chair: **Leonard Wantchekon**, Princeton University

Identity during a Crisis: COVID-19 and Ethnic Divisions in the United States

Jakina Debnam Guzman, Amherst College

Marie Christelle Mabeu, World Bank Group and University of Ottawa

Roland Pongou, University of Ottawa and Harvard University

An Economic Model of Health-versus-Wealth Prioritization during COVID-19: Optimal Lockdown, Network Centrality, and Segregation

Roland Pongou, University of Ottawa and Harvard University

Jean-Baptiste Tondji, University of Texas-Rio Grande Valley

Guy Tchuente, University of Kent

The Economics of Pandemics for Subsistence Workers

Marius Amba, University of Yaoundé II-SOA

Pierre Nguimkeu, Georgia State University

Obamacare and Ethnic Disparity in Access to Care

Hector Galindo-Silva, Javeriana University

Nibene Habib, Western University

Guy Tchuente, University of Kent

Impact of Great Recession Bank Failures on Use of Financial Services among Racial/Ethnic and Income Groups

Luisa Blanco, Pepperdine University

Salvador Contreras, University of Texas-Rio Grande Valley

Amit Ghosh, Texas A&M International University

Discussants:

Belinda Archibong, Barnard College

Francis Annan, Georgia State University

Andinet Woldemichael, African Development Bank

Samuel Asare, American Cancer Society

Karim Nchare, African School of Economics and Princeton University

■ THE EFFECTS OF GOVERNMENT PROCUREMENT POLICIES AND PRACTICE IN ADVANCING SMALL BUSINESS CONTRACTING OPPORTUNITIES

Chair: **William E. Spriggs**, Howard University

The Effects of Covid-19 on Bid Success Rates of DBE Prime Contractors and Subcontracting Activity

Inhyuck “Steve” Ha, Western Carolina University

Samuel L. Myers Jr., University of Minnesota

Man Xu, University of Minnesota

Subcontracting Requirements and the Cost of Government Procurement

Benjamin Rosa, Virginia Tech

Effects of the 8(a) Program in Increasing the Utilization of Small Disadvantaged Businesses in Federal Government Contracting

Sadaf Asrar, Optimal Solutions Group

Yash Kothari, Optimal Solutions Group

The Effects of Set-Aside Procurement on the Availability of Women-Owned Small Businesses in Federal Contracting

Mark Turner, Optimal Solutions Group

Andrey Vinokurov, Optimal Solutions Group

Discussant:

Thomas “Danny” Boston, Georgia Institute of Technology

■ ECONOMIC GROWTH PERFORMANCE AND LABOR ISSUES IN AFRICA

Joint Session with the African Finance and Economics Association

Chair: **Kwabena Gyimah-Brempong**, National Science Foundation

Sustainability Implications of Informal Artisanal and Small-Scale Mining on Rural Poverty and Child Labor in Cocoa Districts of Ghana

Samuel Amponsah, Tokyo International University
Nathan Munier, Tokyo International University
Samreth Sovannroeun, Saitama University

Trade and Women's Wage Employment: Is Africa Different?

Mina Baliamoune-Lutz, University of North Florida

Empirical Investigation into Economic Growth Episodes and Institutional Clusters in Africa

Jean-Claude Maswana, Ritsumeikan University
Jean-Paul Tsasa, University of Québec
Ben Onyumbé Lukongo, Southern University and A&M College

Revisiting the Quality of Economic Growth (QGI) in Sub-Saharan Africa

Bichaka Fayissa, Middle Tennessee State University
Christian Nsiah, Baldwin Wallace University
Herman Sahni, Baldwin Wallace University

Discussants:

Linda Loubert, Morgan State University
Rhonda V. Sharpe, Women's Institute for Science, Equity and Race
Willene Johnson, Komaza, Inc.
Juliet Elu, Morehouse College

■ DISPARITIES IN LAW ENFORCEMENT AND CRIMINAL JUSTICE

Chair: **Kwabena Gyimah-Brempong**, National Science Foundation

The Dualities of Race and Space: Use of Force in Black and East African Neighborhoods

James E. Wright, Florida State University
Brittany Houston, Florida State University
Kenneth Dukes, Florida State University

Racial Isolation and Marginalization of Economic Research on Race and Crime

Patrick L. Mason, Florida State University
Samuel L. Myers Jr., University of Minnesota
Margaret Simms, Urban Institute

The Historical Origins and Evolution of Criminal Records—Occupational Licensing Requirements

Peter Q. Blair, Harvard University
Darwyn Deyo, San Jose State University
Jason F. Hicks, University of Minnesota
Morris M. Kleiner, University of Minnesota

Black Lives: The High Cost of Segregation

Robynn Cox, University of Southern California
Jamein Cunningham, Cornell University
Alberto Ortega, Indiana University
Kenneth Whaley, Houston University

Discussants:

Patrick L. Mason, Florida State University
Kwabena Gyimah-Brempong, National Science Foundation
Jamein Cunningham, Cornell University
Leonce Ndikumana, University of Massachusetts Amherst

theMINORITYREPORT

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