Economics Needs Inclusiveness. Let's Make That Happen!

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March 2019

I. We Have a Problem.

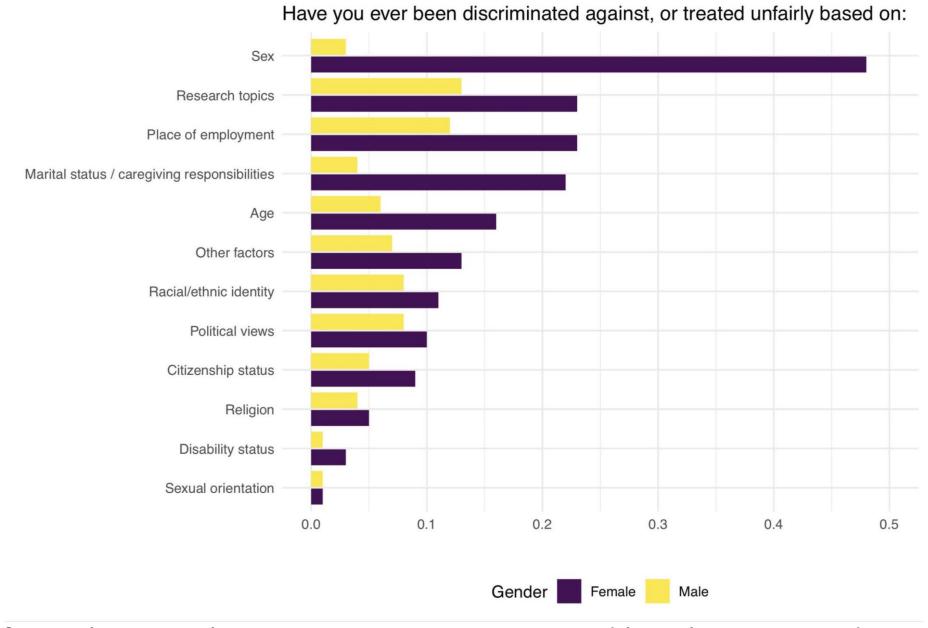
AEA Member Announcements (March 18, 2019)



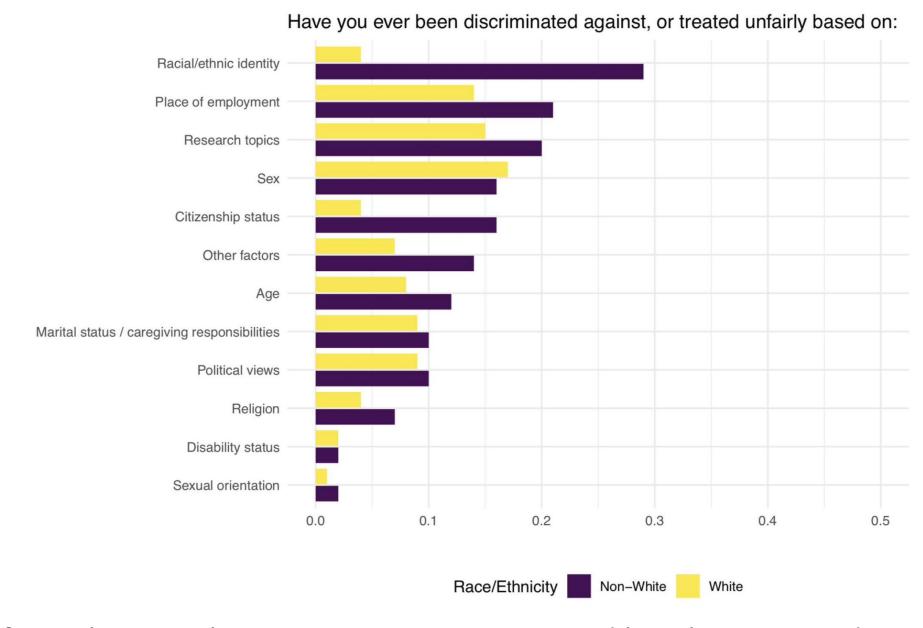
March 18, 2019

To the members of the American Economic Association:

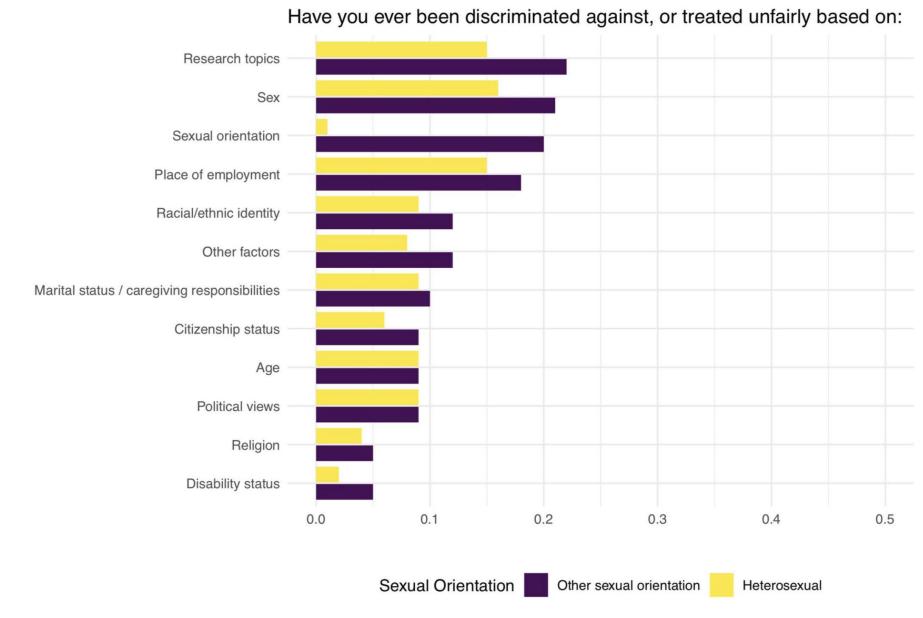
The American Economic Association is today releasing results from a survey of current and former members about the professional climate in economics, conducted under the auspices of the AEA's recently created standing Committee on Equity, Diversity, and Professional Conduct (CEDPC). For the Committee's summary report of the survey results, see here.



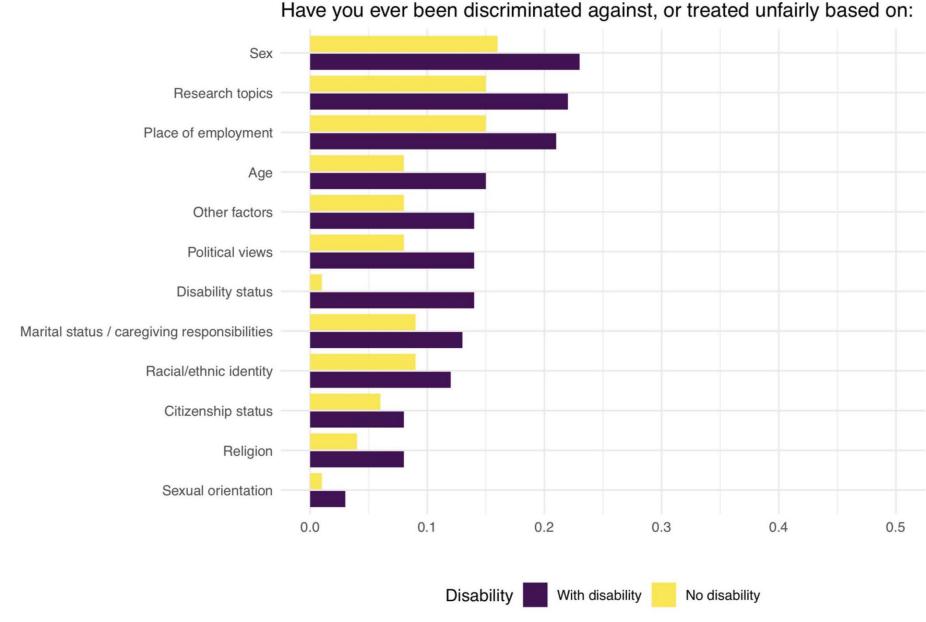
Data from the AEA climate survey report, curated by Olivier Simard-Casanova; graphs created by Paul Goldsmith-Pinkham



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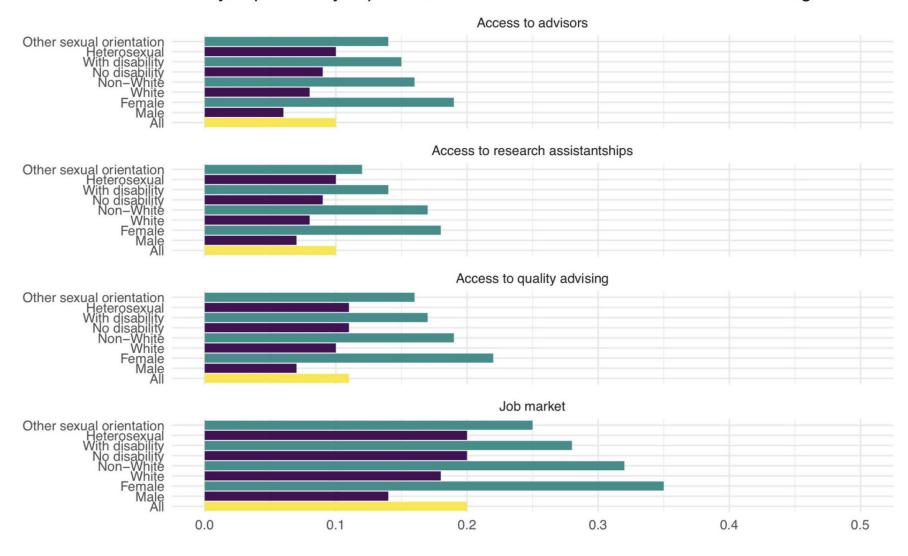


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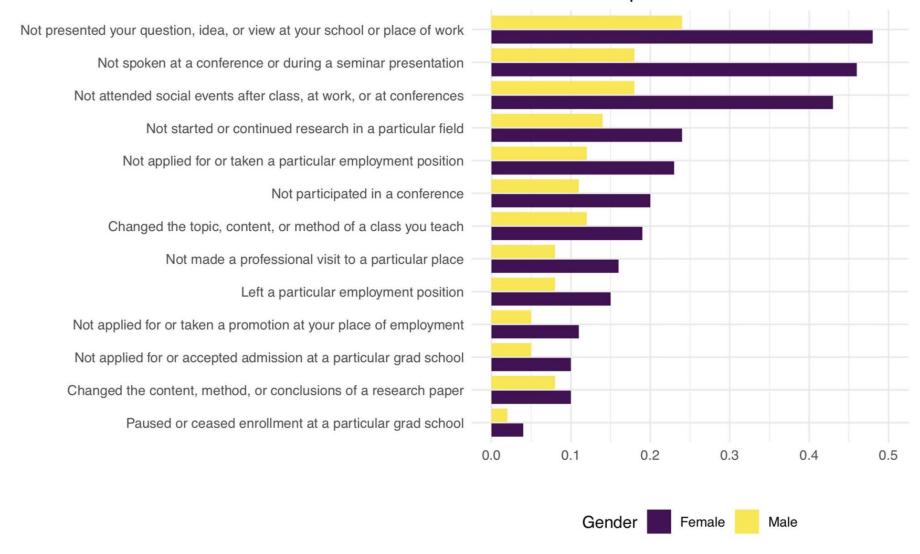
Data from the AEA climate survey report, curated by Olivier Simard-Casanova; graphs created by Paul Goldsmith-Pinkham

During your time as a student studying economics, have you personally experienced discrimination or unfair treatment with regard to:

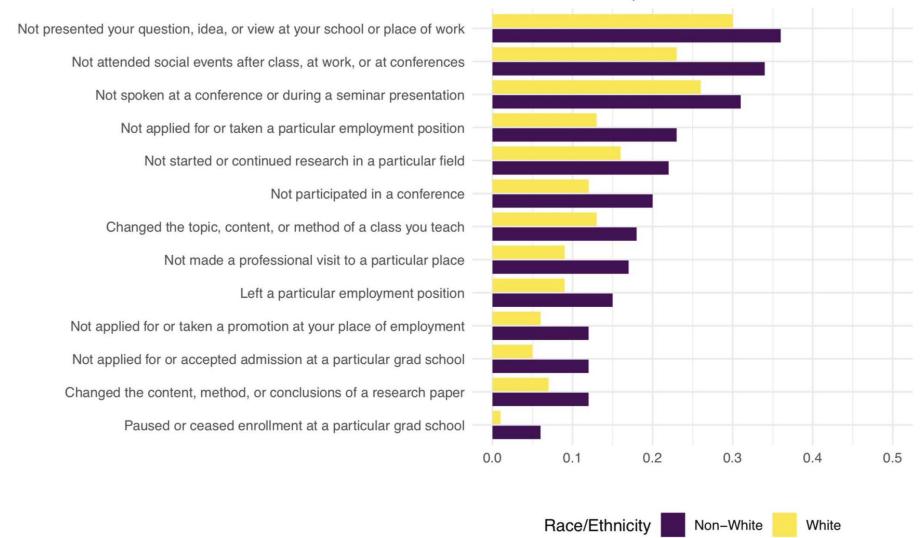


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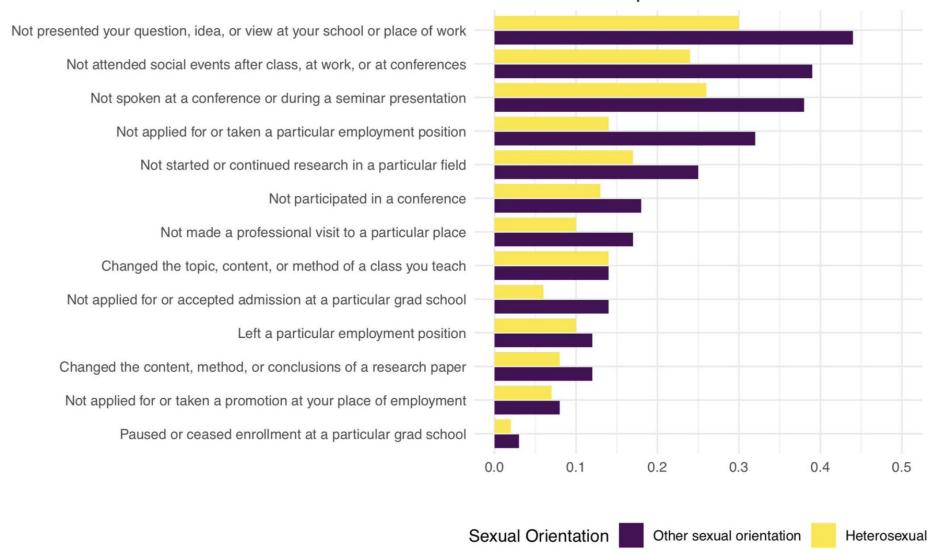
Have you ever done any of the following to avoid possible harassment, discrimination, or unfair or disrespectful treatment:



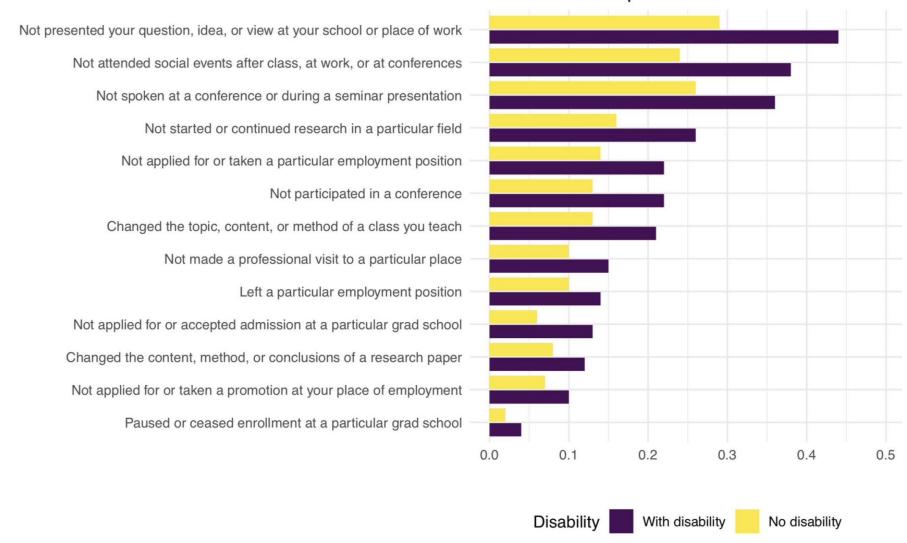
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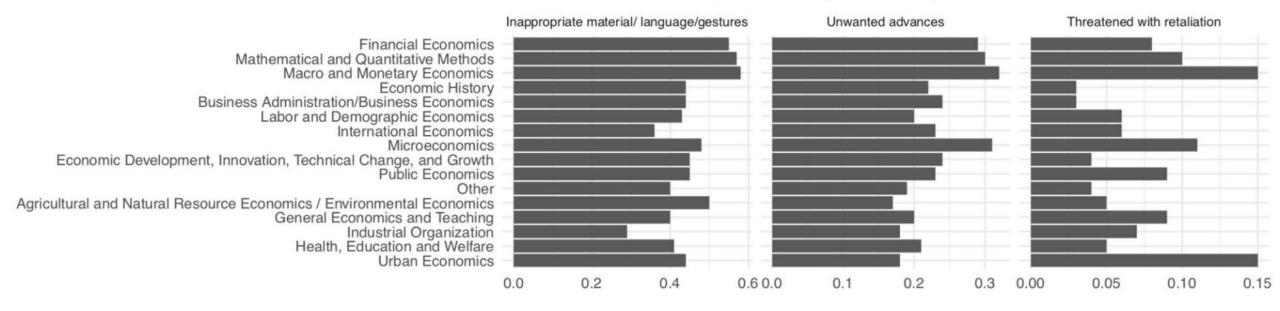
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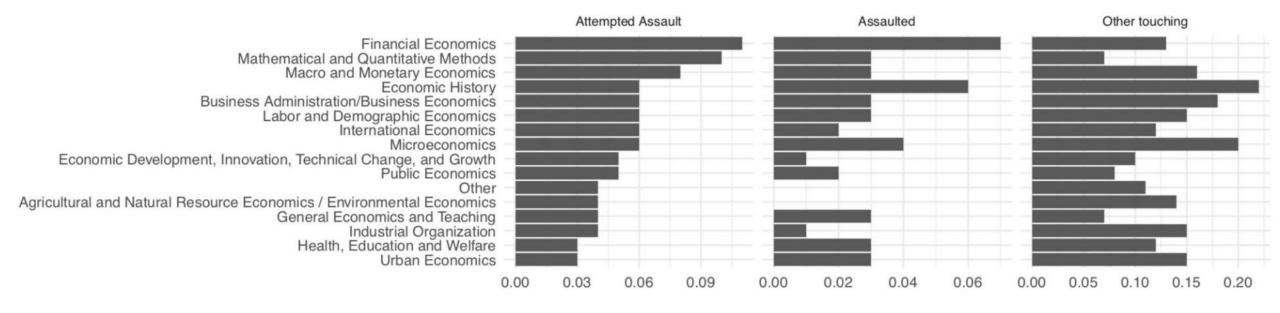


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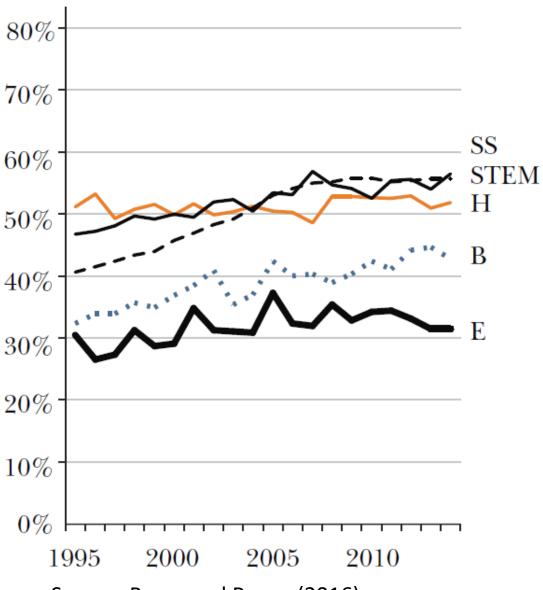


Explicit harassment experienced by women by field



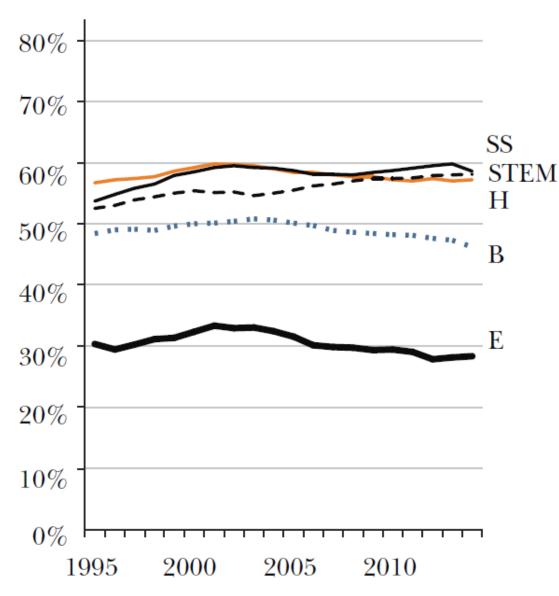


A: Percentage of Doctorate Degrees Awarded to Women

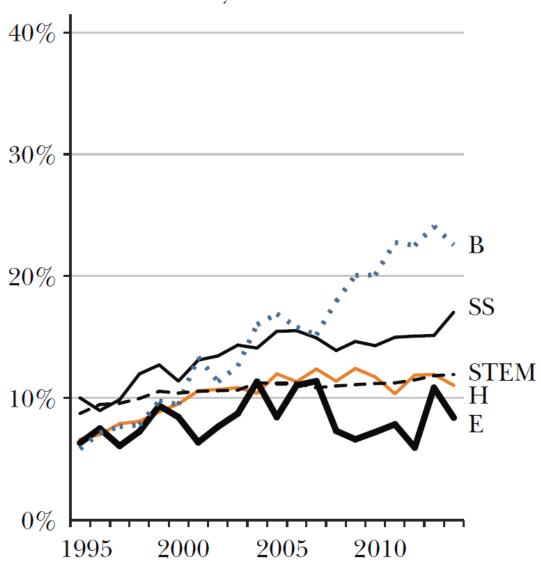


Source: Bayer and Rouse (2016)

B: Percentage of Bachelor's Degrees Awarded to Women

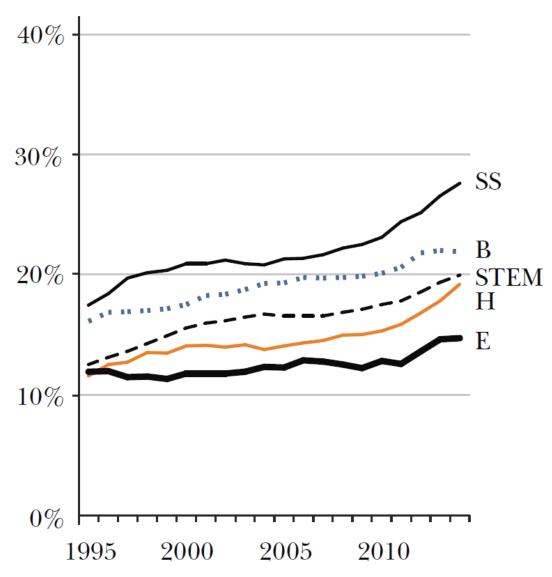


C: Percentage of Doctorate Degrees Awarded to Minority Students

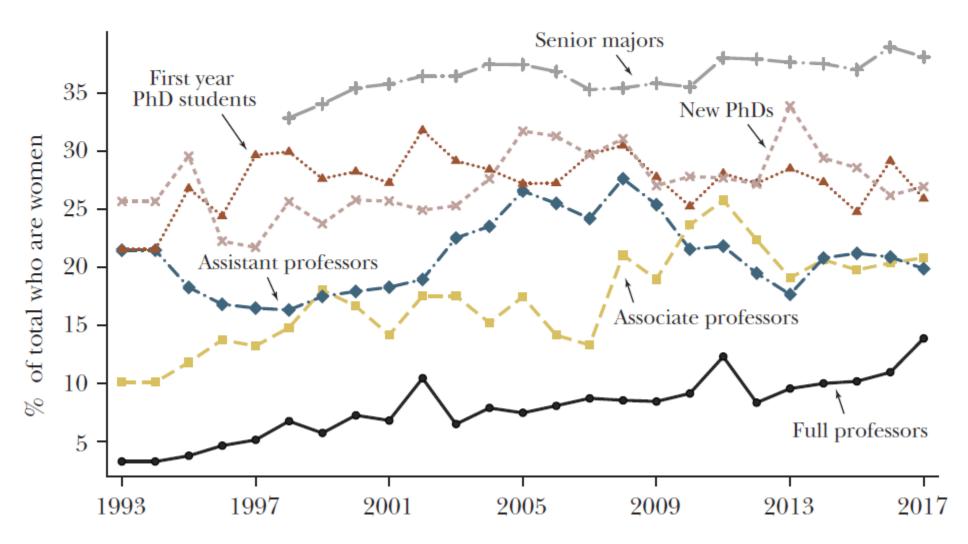


Source: Bayer and Rouse (2016)

D: Percentage of Bachelor's Degrees Awarded to Minority Students

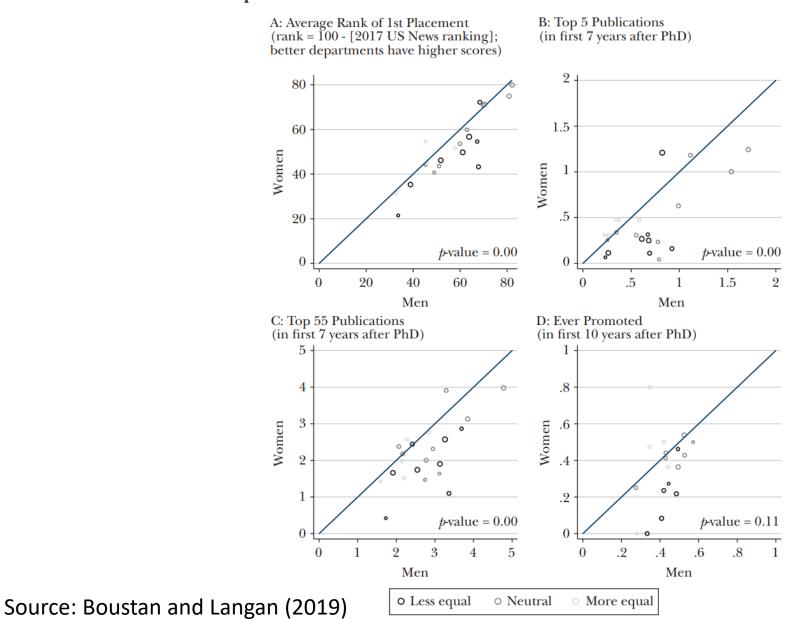


Representation of Women among First-Year PhD Students, New PhDs, and Faculty by Rank: Top 20 Economics Departments, 1993–2017

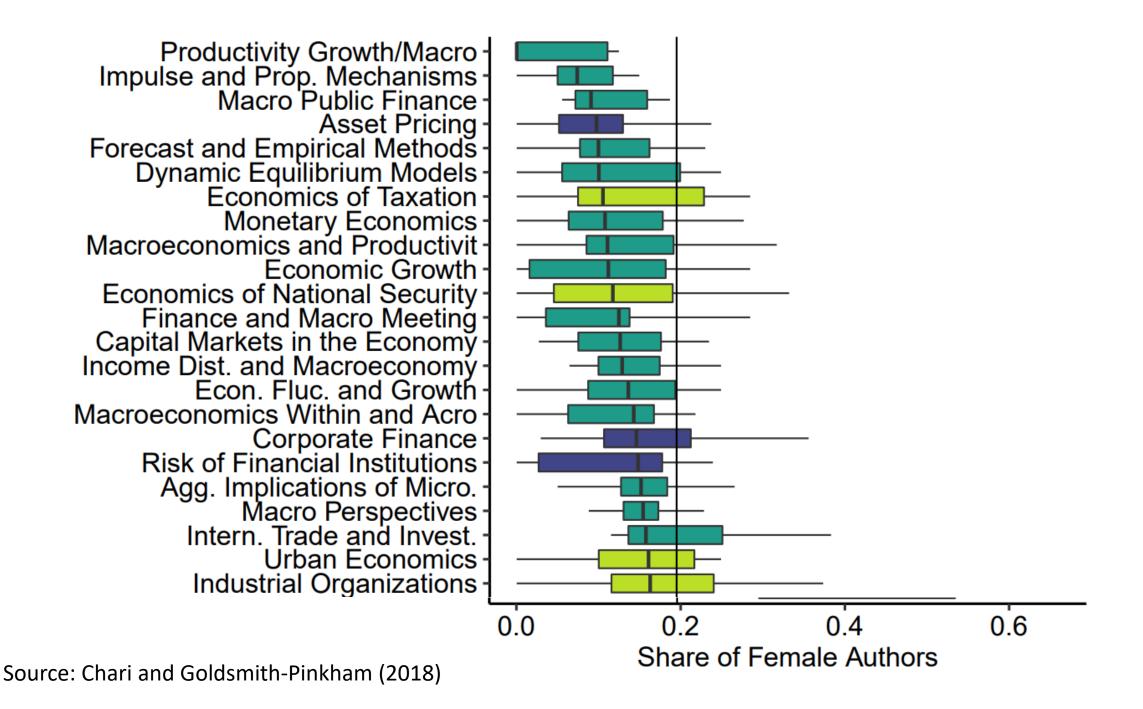


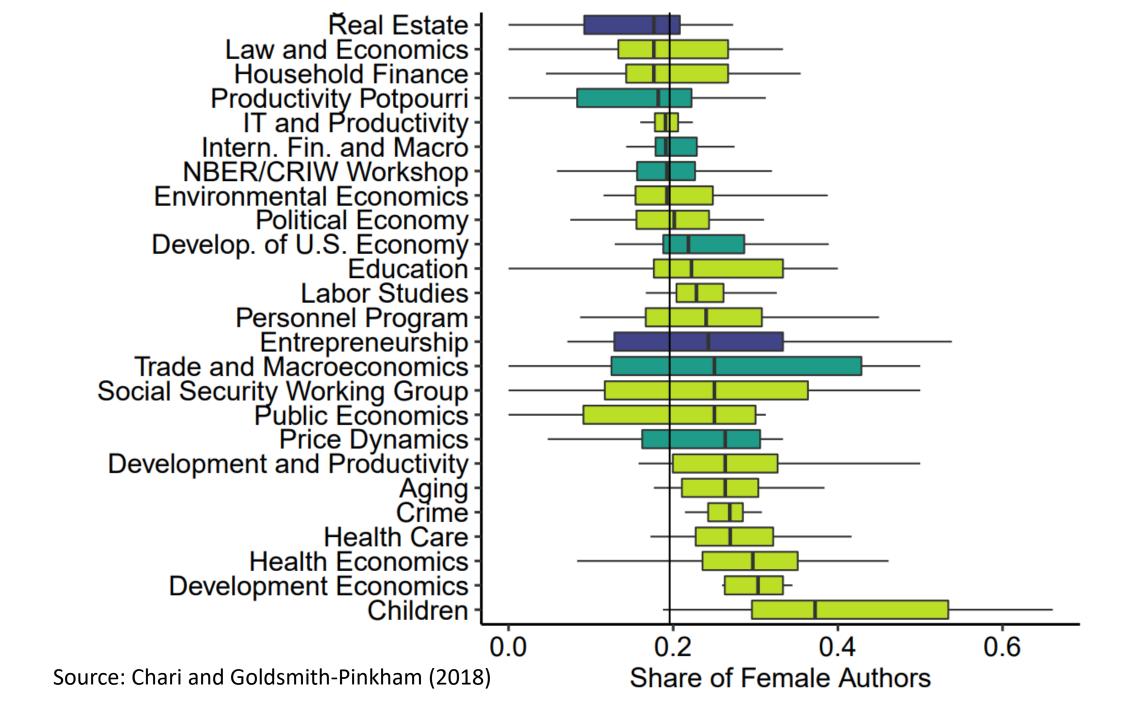
Source: Lundberg and Stearns (2019)

Post-Graduation Outcomes for Men and Women, PhD Economists by Graduate Department



II. Exclusion Affects the Work We Do





Group 2 Proposition: Market Solutions and Government		
Interventions $N = 122$	Gender	$E(R/\overline{X})$
The European Union has an excessive amount of	Female	3.11***
government regulation of economic activity	Male	(0.15) 3.65***
		(0.12)
The United States has an excessive amount of government regulation of economic activity	Female	2.38*** (0.14)
	Male	2.93***
		(0.14)
The United States should drill for oil in the Arctic	Female	2.21***
National Wildlife Refuge		(0.18)
	Male	2.75***
		(0.20)
Parents should be given educational vouchers which can	Female	2.99***
be used at government-run or privately run schools	or privately run schools Male	(0.18)
		3.75***
		(0.16)
A Wal-Mart store typically generates more benefits to society than costs	Female	3.30***
		(0.14)
	Male	4.07***
		(0.13)

Source: May, McGarvey, and Whaples 2014

	Group 3 Proposition: Government Spending,		
	Taxing, & Redistribution $N = 115$	Gender	E(R/X)
	The distribution of income in the United States should	Female	3.86***
	be made more equal		(0.16)
		Male	3.14***
			(0.16)
	Increases in the minimum wage will increase unemployment among unskilled workers	Female	2.91***
			(0.17)
		Male	3.85***
			(0.12)
	The United States should link import openness to the labor standards of its export partners	Female	3.34***
			(0.17)
	Male	2.41***	
		(0.14)	
	Employers in the United States should be required to provide health insurance to their full-time employees The United States should implement a tax on consumption and rely less on income taxes for revenue The size of government in the United States is 1 = much too large, 2 = too large, 3 = about right, 4 = too small, 5 = much too small	Female	3.31***
		3.6.4	(0.17)
		Male	2.39***
			(0.14)
		Female	2.51***
		3.6.1	(0.16)
		Male	3.31***
			(0.16)
		Female	2.80***
			(0.11)
		Male	2.34***
		(0.12)	
	The U.S. tax structure should be: $1 = \text{made less}$	Female	2.81***
progressive, $2 = \text{kept at its current level of}$ progressivity, $3 = \text{made more progressive}$		(0.08)	
	Male	2.11***	
Source: May, McGarvey, and Whaples 2014			(0.11)

III. But WE Can Be Part of the Solution!

Let's Make a Better Climate

Before you engage, ask yourself:

Are you being rigorous or are you just being a jerk?

Police Our Own Biases

- Recommendation letters check for bias
- Honor diverse scholars for their work
- If this was written by a scholar of a different identity, would I be responding differently to it?
- When putting together a session, workshop, seminar series, leadership team, reading group, etc.: check the demographics! Can you do better? Think beyond your own networks.

Circumvent the Gatekeepers

- EconSPARK instead of ... that other thing
- Organize your own sessions and workshops
- Guest edit a journal issue

Mentoring Programs Work

- CeMENT
- AEA Pipeline Mentoring Program

• Show up, be mentored, spread the word, and mentor others

Diversity Begets Diversity

- Role models matter
- Peer support networks matter

• Let's be there for each other and for the next generation!

Step Up for Others – Lifting as We Climb!

- Amplify voices that are not being heard
- Take your share of service burdens no less and no more
- Teach in inclusive ways (see Diversifying Economic Quality website), and diversify your reading list
- Listen and care

WiER at Williams!



References

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- Chari, A., Goldsmith-Pinkham, P., 2018. Gender Representation in Economics Across Topics and Time: Evidence from the NBER Summer Institute. National Bureau of Economic Research Working Paper Series, No. 23953.
- http://diversifyingecon.org/
- Paul Goldsmith-Pinkham's Twitter thread on the AEA climate survey report: https://twitter.com/paulgp/status/1108564236857298944
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