Racism and the Economy focus on the Economics Profession

Racism and the Pipeline into Economics: The Numbers





The Federal Reserve Banks of Atlanta | Boston | Chicago | Cleveland | Dallas Kansas City | Minneapolis | New York | Philadelphia Richmond | San Francisco | St. Louis

Ebonya Washington

Racism and the Pipeline

Representation in the Economics Profession

Sector	Percent URM	Entities Reporting
All Employed PhD Economists	?	?
Academia (UAQ)	7.56	341
Government (OPM)	8.06	130
Industry	?	?
Think Tanks (Brookings)	16.67	1

Sources: AEA Universal Academic Questionnaire 2019-2020 (UAQ), U.S. Office of Personnel Management FedScope Database December 2020 (OPM), and Wessel, Sheiner, and Ng 2019 (Brookings). Notes: URM is defined as Black, Latinx and Native Americans.

Washington (Yale and CSMGEP)

April 13, 2021

3

・ロト ・ 国 ト ・ 国 ト ・ 国 ト

Representation Among PhD Recipients

Recipient Race/Ethnicity	Economics	STEM	All Degrees	U.S. Population
Percent Native American	0.00	0.34	0.44	0.74
Percent Black	2.80	4.19	11.50	12.54
Percent Latinx	5.82	7.17	8.15	18.45
Percent URM	8.62	11.70	20.08	31.73
Percent Asian	15.52	12.06	7.54	5.76
Percent White	64.87	66.66	62.12	60.11

Sources: NCES, IPEDS and U.S. Census, Population Division. Notes: Degrees awarded to US citizens and permanent residents in 2019.

Washington (Yale and CSMGEP)

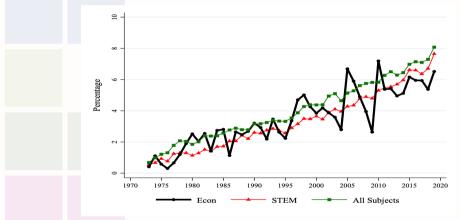
Racism and the Pipeline

April 13, 2021

э

・ロト ・ 日 ・ ・ ヨ ・ ・ 日 ・

Historic Representation Among PhD Recipients: Latinx Scholars, 1973-2019

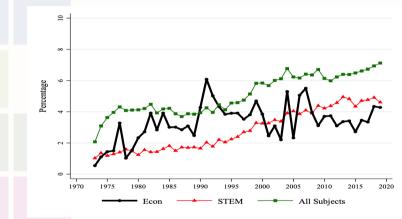


Source: National Science Foundation, National Center for Science and Engineering Statistics, Survey of Earned Doctorates. Note: Observations are of US citizens and permanent residents. Because of changes in the Survey of Earned Doctorates' race categories beginning in 2001 with the additional option "More Than One Race," 2001-2019 data on race are not directly comparable with data from earlier years.

Washington (Yale and CSMGEP)

Racism and the Pipeline

Historic Representation Among PhD Recipients: Black Scholars, 1973-2019



Source: National Science Foundation, National Center for Science and Engineering Statistics, Survey of Earned Doctorates. Note: Observations are of US citizens and permanent residents. Because of changes in the Survey of Earned Doctorates' race categories beginning in 2001 with the additional option "More Than One Race," 2001-2019 data on race are not directly comparable with data from earlier years.

Washington (Yale and CSMGEP)

Racism and the Pipeline

Recipient Race/Ethnicity	Economics	STEM	All Field Majors
Percent Native American	0.19	0.35	0.45
Percent Black	5.16	6.50	9.56
Percent Latinx	12.14	13.21	15.13
Percent URM	17.50	20.06	25.14
Percent Asian	15.63	13.37	7.62
Percent White	58.97	59.09	59.72

Source: NCES, IPEDS.

Notes: Bachelors degrees conferred to U.S. citizens and permenant residents in 2019.

Washington (Yale and CSMGEP)

Racism and the Pipeline

April 13, 2021

э

イロト 不得 トイヨト イヨト

Relative Representation in Principles Courses

Source	School(s)	Year(s)	Percent URM in Principles	Percent URM in School(s)
Bayer, Bruich, Chetty, and	Harvard	2018-2020	18.0	20.0
Housiaux 2020				
Bayer, Bhanot, Bronchetti, and O'Connell 2020	Swarthmore	2017 - 2019	15.8	21.2
Emerson and McGoldrick 2019	6 MIDFIELD schools	1987-2010	9.0	12.4
Mumford and Ohland 2011	6 MIDFIELD schools	1990-2003	12.9	13.5

Additional Source: NCES, IPEDS.

Notes: Emerson and McGoldrick 2019 and Mumford and Ohland 2011 do not provide percent URM for schools. The percent URM was calculated by taking the weighted average of the Black, Latinx, (and Native American for Emerson and McGoldrick 2019) share of school enrollment for the schools and school years sampled using beginning in 1994, the start of the IPEDS data.

Washington (Yale and CSMGEP)

Not Just Counting Bodies: Tallying Experiences

- 28%: Black, Latinx, and Native Americans personally discriminated or treated unfairly, on the basis of race/ethnicity, by someone in the field of economics.
- Black and women of color respondents, both students and professionals, are the most likely to report having experienced discrimination and are the most likely to have taken costly actions, such as leaving a job, to avoid bias.

Source: Allgood et al. 2019 (AEA Professional Climate Study).

Washington (Yale and CSMGEP)

Racism and the Pipeline

Not Just Counting Bodies: Letting Them Speak

The most disappointing time in the academy was training the next generation of minority economics and policy students who would confide: "Why should I do a PhD in Economics and put in all of the time and effort, only to face what I see you facing?" My best and brightest students opted for professional degrees as first-generation students but were not interested in a PhD program in economics because of all the constant micro-aggressions they witnessed.

- Former Tenure-Track Professor

Source: Bayer, Hoover, and Washington 2020.

= nar

Not Just Counting Bodies: Letting Them Speak

It is very difficult to imagine belonging in a field that (on whole) doesn't do the work to enact structural change, is very resistant to seriously incorporating other social sciences' work and doesn't even really allow much scholarship that names and/or addresses racism directly.

- PhD Student

Source: Bayer, Hoover, and Washington 2020.

Washington (Yale and CSMGEP)

Racism and the Pipeline

April 13, 2021

= nar

Thank you

Washington (Yale and CSMGEP)

Racism and the Pipeline

Works Cited

Allgood, Sam, Lee Badgett, Amanda Bayer, Marianne Bertrand, Sandra E. Black, Nick Bloom, and Lisa D. Cook. 2019. AEA Professional Climate Survey: Final Report. Nashville, TN: AEA. https://www.aeaweb.org/resources/member-docs/final-climate-survey-results-sept-2019.

Bayer, Amanda, Syon P. Bhanot, and Fernando Lozano. 2019. "Does Simple Information Provision Lead to More Diverse Classrooms? Evidence from a Field Experiment on Undergraduate Economics." AEA Papers and Proceedings, 109: 110-14. DOI: 10.1257/pandp.20191097

Bayer, Amanda, Syon P. Bhanot, Erin T. Bronchetti, and Stephen A. O'Connell. 2020. "Diagnosing the Learning Environment for Diverse Students in Introductory Economics: An Analysis of Relevance, Belonging, and Growth Mindsets." AEA Papers and Proceedings, 110: 294-98. DOI: 10.1257/pandp.20201051.

Bayer, Amanda, Gregory Bruich, Raj Chetty, and Andrew Housiaux. 2020. "Expanding and diversifying the pool of undergraduates who study economics: Insights from a new introductory course at Harvard." The Journal of Economic Education, 51 (3-4): 364-379. DOI: 10.3386/w26961.

Bayer, Amanda, Gary A. Hoover, and Ebonya Washington. 2020. "How You Can Work to Increase the Presence and Improve the Experience of Black, Latinx, and Native American People in the Economics Profession." Journal of Economic Perspectives, 34 (3): 193-219. DOI: 10.1257/jep.34.3.193.

Emerson, Tisha LN, and KimMarie McGoldrick. 2019. "Switching majors-into and out of economics." The Journal of Economic Education, 50 (3): 321-332. DOI: 10.1080/00220485.2019.1618763.

FedScope Database, U.S. Office of Personnel Management, U.S. 2020. "Federal Workforce Data; Status Data: Diversity Cubes - December 2020." Date Accessed: April 2021. https://www.fedscope.opm.gov/diversity.asp.

▲ロ ▶ ▲周 ▶ ▲ 国 ▶ ▲ 国 ▶ ● の Q @

Works Cited

Integrated Postsecondary Education Data System, National Center for Education Statistics, U.S. Department of Education. 1995-2019. "Completions Survey; Awards/degrees conferred by program (6-digit CIP code), award level, race/ethnicity, and gender." Retrieved August 2020 from https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx?goToReportId=7.

National Science Foundation, National Center for Science and Engineering Statistics. 1973-2019. "Survey of Earned Doctorates: Doctorate recipients, by subfield of study, citizenship status, ethnicity, and race, 1973-2019." Retrieved April 2021 from https://www.nsf.gov/statistics/srvydoctorates/#tabs-2.

Mumford, Kevin J., and Matthew W. Ohland. 2011. "Student performance in undergraduate economics courses." The Journal of Economic Education, 42 (3): 275-282. DOI: 10.1080/00220485.2011.581949.

Population Division, U.S. Census. 1990-2000. "State and County Intercensal Datasets: 1990-2000; Intercensal State and County Characteristics Population Estimates with 1990-Base Race Groups." Retrieved July 2020 from https://www.census.gov/data/datasets/time-series/demo/popest/intercensal-1990-2000-state-and-county-characteristics.html.

Population Division, U.S. Census. 2010-2019. "2019 Population Estimates by Age, Sex, Race and Hispanic Origin; Annual Estimates of the Resident Population by Sex, Age, Race, and Hispanic Origin for the United States: April 1, 2010 to July 1, 2019." Retrieved July 2020 from https://www.census.gov/newsroom/press-kits/2020/population-estimates-detailed.html.

Population Division, U.S. Census. 2000-2010. "National Intercensal Datasets: 2000-2010; Intercensal Estimates of the Resident Population by Five-Year Age Groups, Sex, Race, and Hispanic Origin for the United States: April 1, 2000 to July 1, 2010." Retrieved July 2020 from https://www.census.gov/data/datasets/time-series/demo/popest/intercensal-2000-2010-national.html.

Scott, Charles E., and John J. Siegfried. 2020. "American Economic Association 2019-2020 Universal Academic Questionnaire Summary Statistics." AEA Papers and Proceedings, 110: 639-41. DOI: 10.1257/pandp.110.639.

Wessel, David, Louise Sheiner, and Michael Ng. 2019. Gender and Racial Diversity of Federal Government Economists. Washington, DC: Brookings Institution.