

# **Diversity, Equity and Inclusion in the Field of Economics: Evidence from Atlantic Canada with Comparisons to the Country as a Whole**

**Angela Daley**

Associate Professor of Economics, University of Maine, [angela.daley@maine.edu](mailto:angela.daley@maine.edu)

**Janice Compton**

Associate Professor of Economics and Econometrics, University of Manitoba, [janice.compton@umanitoba.ca](mailto:janice.compton@umanitoba.ca)



Age

Disability

Ethnicity

Family and Marital Status

Gender Identity

Language

Place of Origin

Political Perspective

Race

Religion

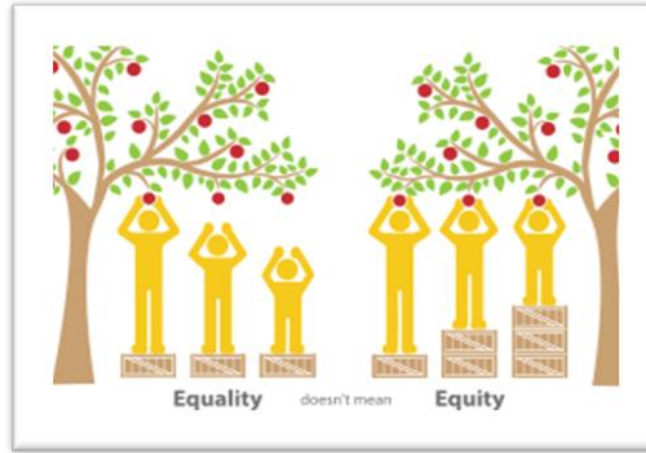
Sexual Orientation

Socio-Economic Status

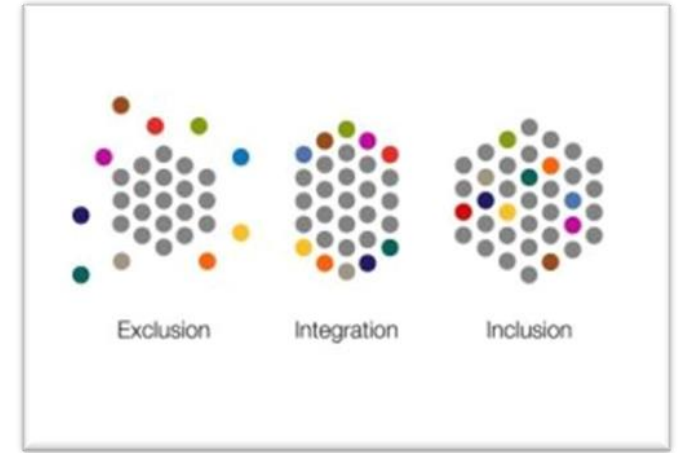
Sources: Lunsford (2022); Social Sciences and Humanities Research Council (2023)



**Diversity**



**Equity**



**Inclusion**

**“A more diverse profession would foster a more vibrant discipline. Economists with different lived experiences ask different questions and come up with different ways to answer” (Bayer et al. 2021, 824).**

# Efforts to Diversify the Economics Profession

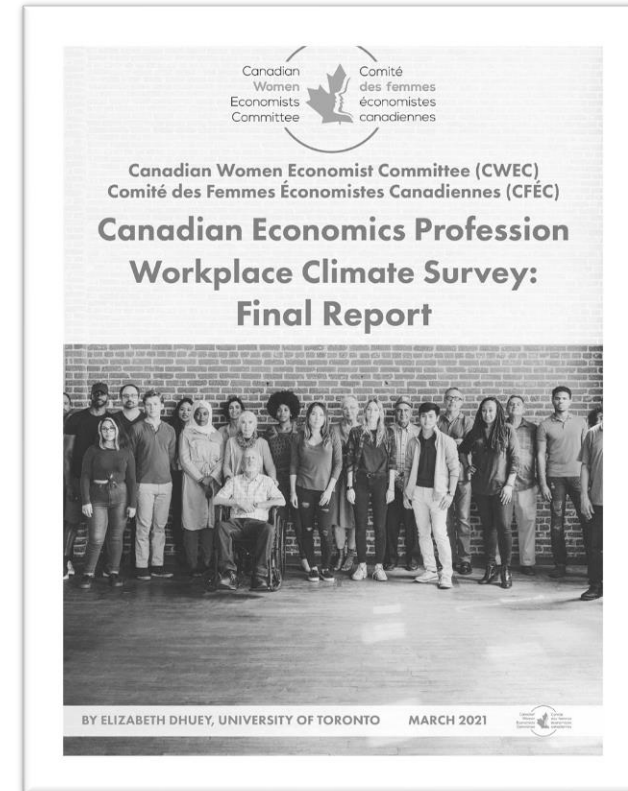
- Supply-Side and Demand-Side Factors
  - The latter include behaviours and attitudes of economists throughout the pipeline – from recruiting, admitting and teaching/mentoring students to hiring, promoting and engaging with colleagues (Bayer and Rouse 2016).

**Workplace climate refers to "behaviors and attitudes within a workplace or learning environment, ranging from subtle to cumulative to dramatic, that can influence whether an individual feels personally safe, listened to, valued, and treated fairly and with respect" (Allgood et al. 2019, 81).**

# National Workplace Climate Surveys



Allgood et al. (2019). *AEA Professional Climate Survey: Final Report*. American Economic Association.



Dhuey (2021). *Canadian Economics Profession Workplace Climate Survey: Final Report*. Canadian Women Economist Committee.

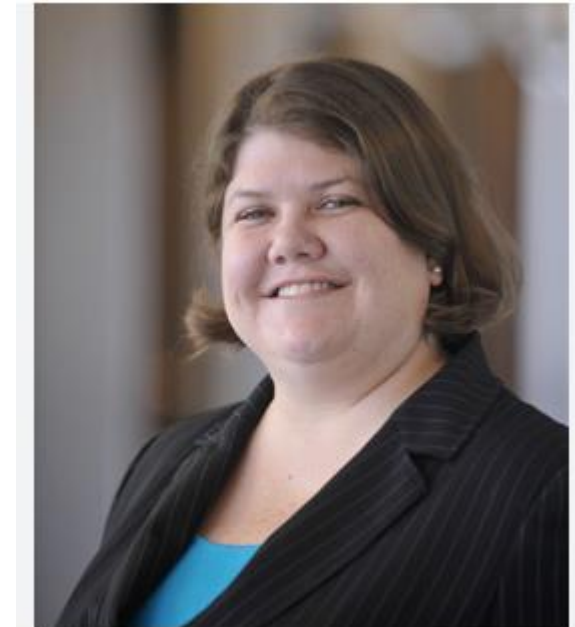
# *Canadian Economics Profession Workplace Climate Survey*

## **Canadian Women Economist Committee**

The study was spearheaded by Elizabeth Dhuey (then Chair of CWEC) in 2019, following a similar survey in the US. It was administered by the National Opinion Research Center (NORC) at the University of Chicago.

The Canadian survey included questions on general climate, experiences of discrimination, avoidance, exclusion and harassment.

The target sample: “The universe of practicing economists or currently training to be economists in Canada. This includes: all faculty with PhDs in economics; graduate students in economics departments; practicing economists in government; and practicing economists in industry.”



# ***Canadian Economics Profession Workplace Climate Survey***

## **Canadian Women Economist Committee**

The response rate was relatively high: 33.3% from a list of 4,954 economists or students. These included 67% academics, 22% government, 10% other.

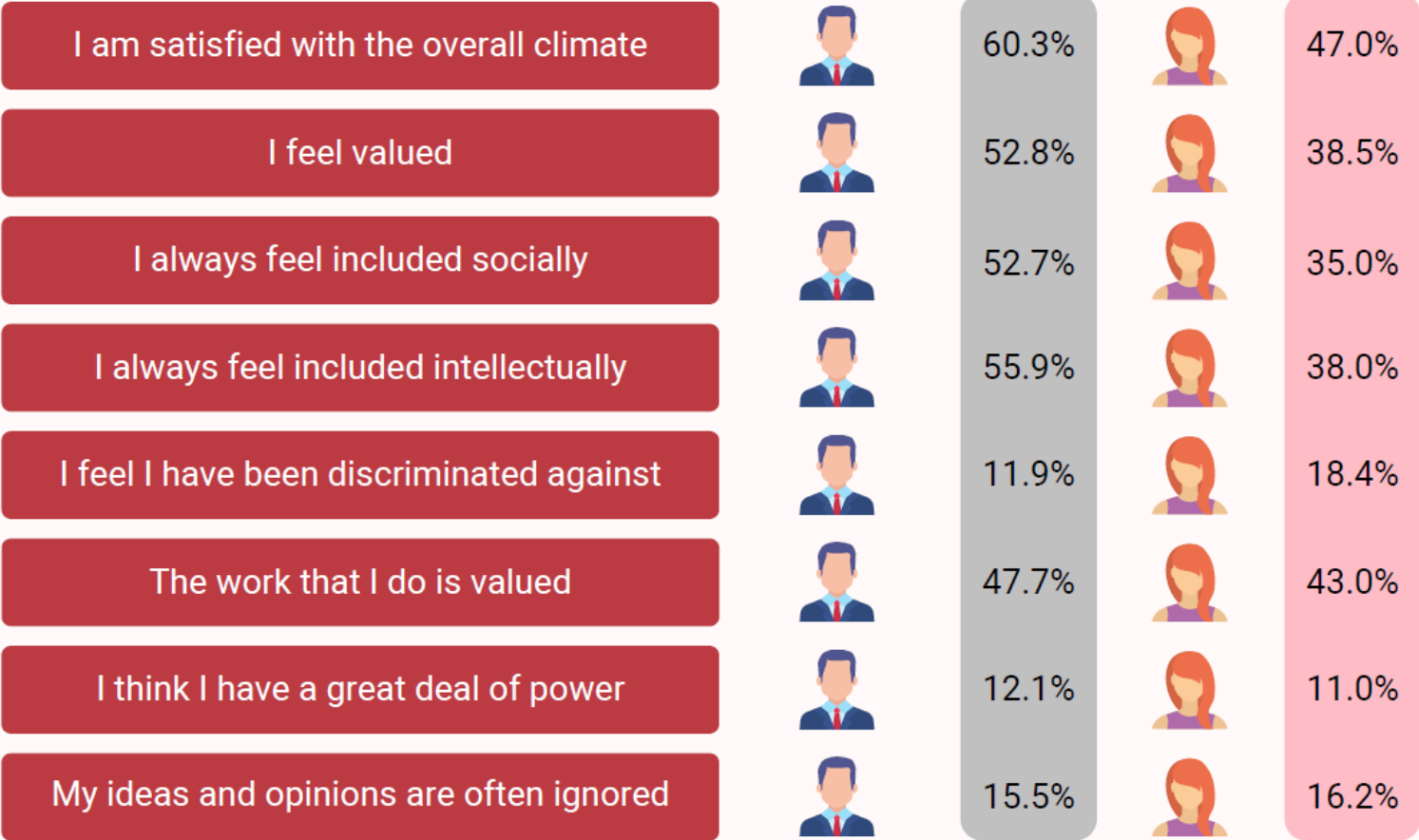
Results are compiled by gender, race and ethnicity, LGBTQIA+ status, disability status, language, early (<10 years) and late (>10 years) experience, place of work, etc.

Data has not been released to protect confidentiality.



# KEY RESULTS BY GENDER

## General Climate by Gender Difference in the Field of Economics

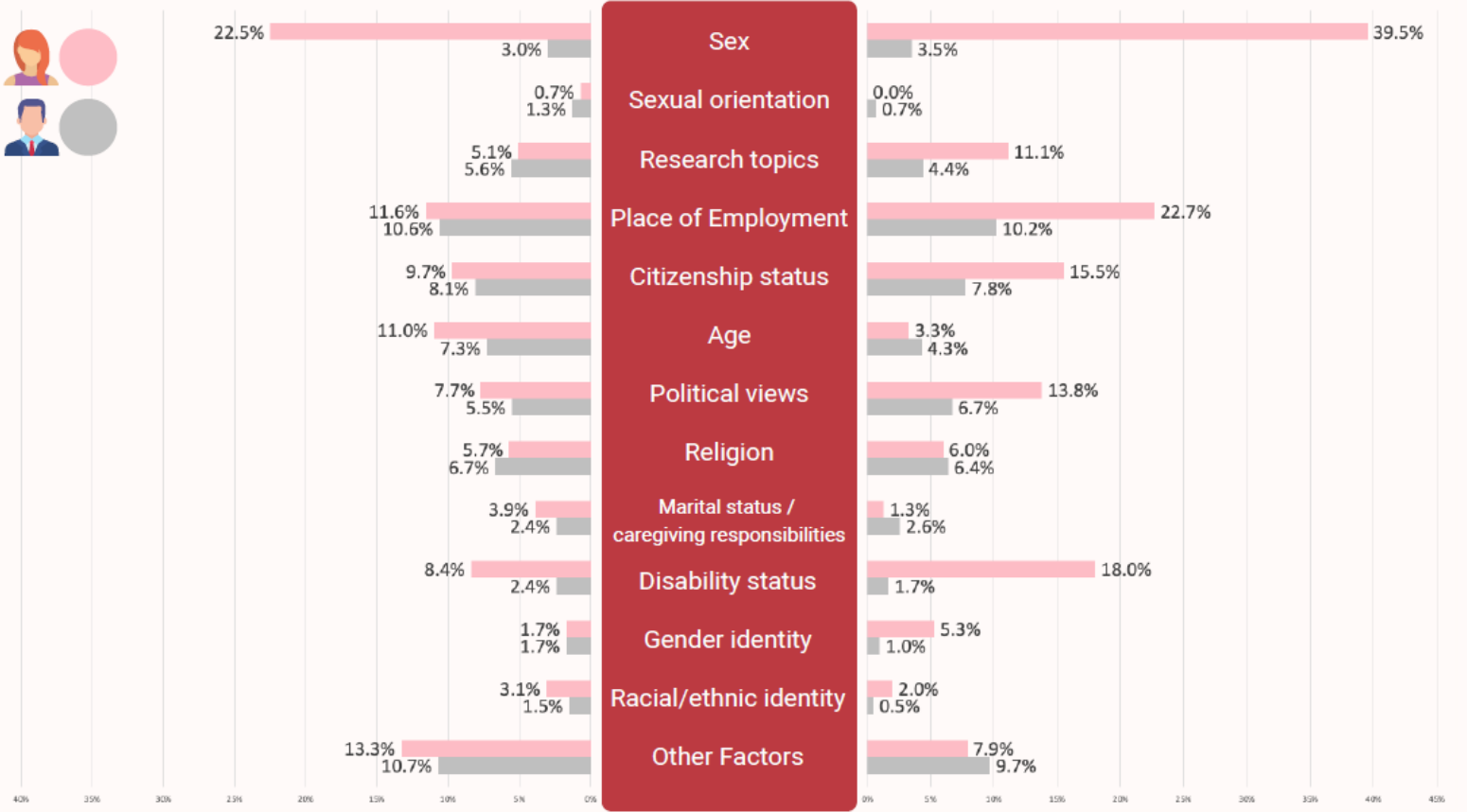


# KEY RESULTS BY GENDER

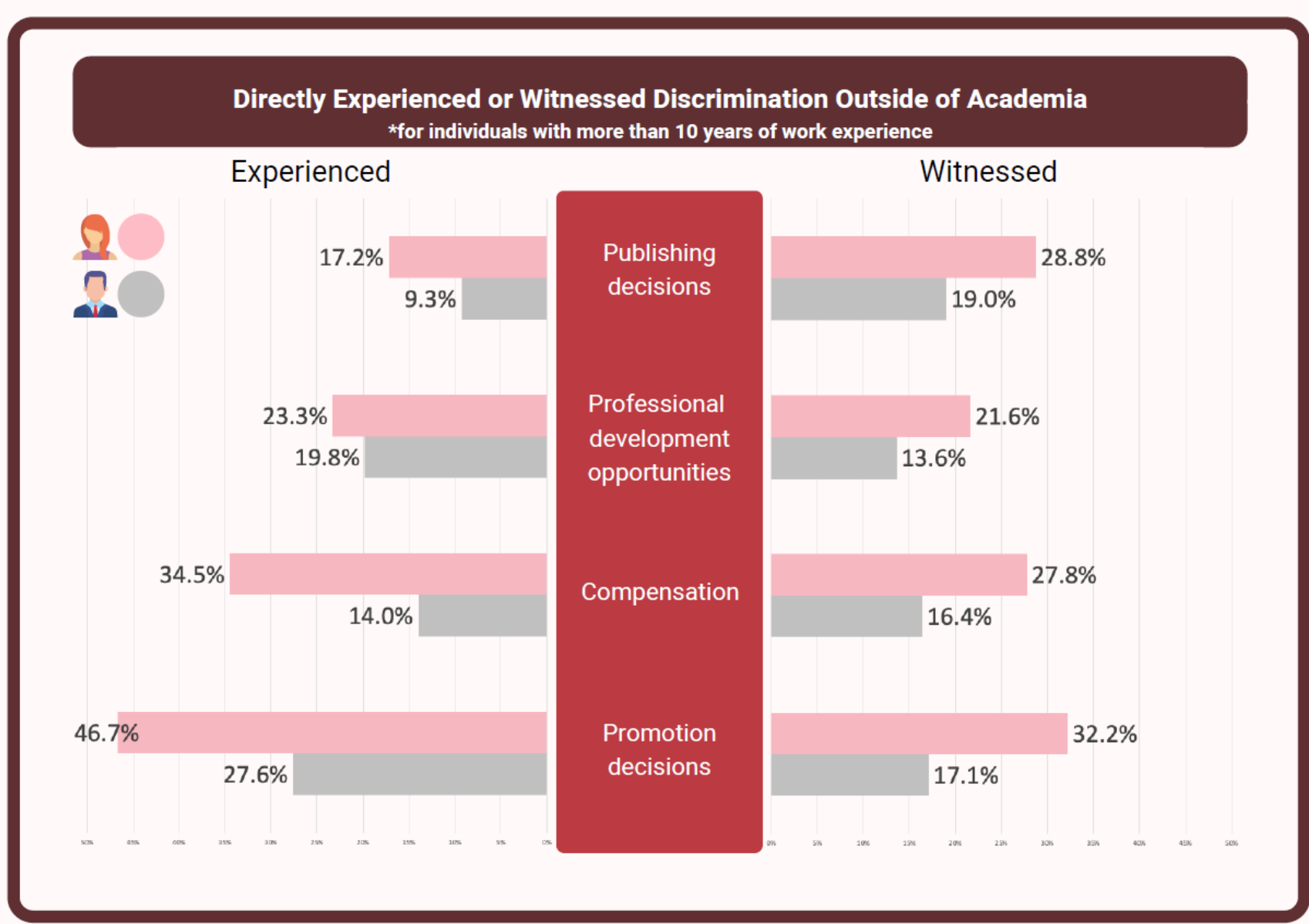
## Directly Experienced of Discrimination by Type of Discrimination

Less than 10 years work experience

More than 10 years work experience



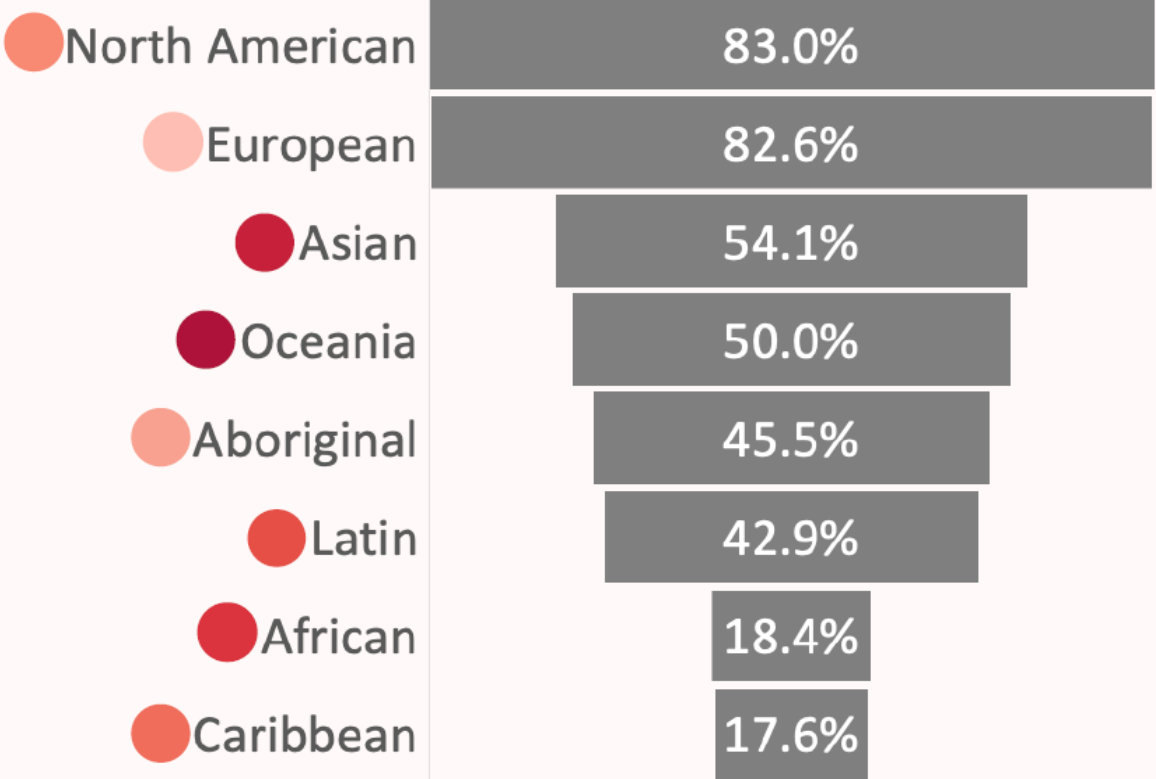
# KEY RESULTS BY GENDER



# KEY RESULTS BY RACE/ETHNICITY

## Perceptions and Opinions by Detailed Ethnic Origin Difference in the Field of Economics

People of my race/ethnicity are respected within the field



## Actions Taken To Avoid Possible Harassment, Discrimination, or Unfair or Disrespectful Treatment

\*for individuals with less than 10 years of workexperience

- Not presented your question, idea, or view at your school or place of work
- Not participated in a conference
- Not spoken at a conference or during a seminar presentation
- Not made a professional visit to a particular place
- Not attended social events after class, at work, or at conferences
- Changed the topic, content, or method of a class you teach
- Not applied for or taken a particular employment position
- Not presented your question, idea, or view at your school or place of work
- Not participated in a conference
- Not made a professional visit to a particular place
- Change the content, method, or conclusions of a research paper
- Not started or continued research in a particular field
- Not applied for or taken a promotion at your place of employment
- Left a particular employment position
- Not spoken at a conference or during a seminar presentation
- Not attended social events after class, at work, or at conferences
- Paused or ceased enrollment at a particular grad school

# *Canadian Economics Profession Workplace Climate Survey*

## **Canadian Women Economist Committee**

I encourage all to check out the full report and accompanying graphics.

Additionally, CWEC hosted numerous discussion panels following the survey report release. Videos of these are also available on the CWEC website.

<https://www.economics.ca/cpages/cwec-workplace-climate-survey>



# *Canadian Economics Profession Workplace Climate Survey*

## **Canadian Women Economist Committee**

What is not known from the report:

- Differences across regions in Canada
- Differences across types of universities (primarily undergraduate vs. Ph.D. granting)
- Differences across size of institution

A first step – there are many more to take.

*“I think that, under the comfortable blanket of Canadian politeness, problems of exclusion, power imbalances and discrimination are an uncomfortable reality that many in the old (white) boys club do not even manage to recognize. I think that the survey is a useful first step, and should be repeated.”*

# Objectives of the Atlantic Study

1. Examine the distribution of economists in Atlantic Canada by dimension of diversity.
2. Characterize workplace climate in the economics profession in Atlantic Canada.
3. Solicit input about what individuals, employers and/or professional associations could do to improve diversity, equity and inclusion in the economics profession in Atlantic Canada.



# Overview of Methods

- We conducted an anonymous online survey of economists in Atlantic Canada during the fall of 2022.
- The survey was developed based on the national workplace climate surveys, Statistics Canada and input from executive members of the ACEA and AAAE.
- The survey was distributed via email to potential participants and leaders in the economics profession. The survey was also advertised on Twitter/X, LinkedIn, and during ACEA and AAAE events.
- Preliminary results were presented to the ACEA and AAAE.

## Do you work in the field of economics in Atlantic Canada?

If so, then you are invited to participate in a study led by Dr. Angela Daley, Associate Professor of Economics at the University of Maine (USA). She is also Vice President of the Atlantic Canada Economics Association and Chair of its Diversity, Equity and Inclusion Committee.

The purpose of this study is to characterize diversity, equity and inclusion in the field of economics in Atlantic Canada, including academic and non-academic settings. This information will be used to identify challenges and potential solutions that are tailored to the region.



[https://umaine.qualtrics.com/jfe/form/SV\\_6rFZqRcQK2L934W](https://umaine.qualtrics.com/jfe/form/SV_6rFZqRcQK2L934W)

You must be at least 18 years old to participate in this voluntary study. If you decide to participate, then you will be asked to take an anonymous online survey. It should take about 10 minutes. Please use the above link or QR code to take the survey, which will close on November 15, 2022.

If you have questions about this study, please contact Dr. Angela Daley at 207.581.3159 or [angela.daley@maine.edu](mailto:angela.daley@maine.edu).

## Results — Overview of Sample

Table 1. Response Rate and Distribution of Respondents by Employer Type and Rank (%)

	Atlantic Canada (n = 80)	National Estimates (n = 1,652)
Response Rate	34.2	33.3
Employer Type		
Academic	61.4	67.2
Non-Academic	38.6	32.9
Rank as % of Academic Sample (n = 50)		
Lower than Full Professor	62.7	68.7
Full Professor	37.3	31.3
Rank as % of Non-Academic Sample (n = 30)		
Entry- or Mid-Level Position	65.6	—
Senior-Level Position	34.4	—

Notes: The sample size has been rounded to protect privacy and confidentiality. As available, national estimates are provided for comparison.

## Results — Distribution by Dimension of Diversity

Table 2. Proportion of Respondents in Each Group (%)

	Atlantic Canada (n = 80)	National Estimates (n = 1,652)	Census in Atlantic Canada (N = 2,409,874)
Female	30.1	31.7	51.1
Single	16.0	30.6	36.2
Major Caregiving	48.2	41.4	—
Disability	15.9	12.7	—
Foreign Born	43.9	—	5.9
Visible Minority	28.0	—	7.0
Ethnic Minority	31.6	43.5	9.2
Different Language	14.6	—	1.2
Religious	49.4	51.2	70.6

Notes: The sample size has been rounded to protect privacy and confidentiality. As available, national estimates are provided for comparison, in addition to estimates from the 2021 Census of Population in Atlantic Canada.

# Results — Overview of Climate

Table 3. Proportion of Respondents Who Agree with Each Statement (%)

	Atlantic Canada (n = 80)	National Estimates (n = 1,652)
<b>Work-Life Balance</b>		
I am satisfied with my work-life balance.	61.4	—
<b>General Climate — Field of Economics</b>		
I feel intellectually included in the field of economics.	75.9	50.4
I feel socially included in the field of economics.	66.3	47.2
I feel respected in the field of economics.	59.0	48.3
I feel that people from diverse backgrounds are respected in the field of economics.	56.6	—
I am satisfied with the overall climate in the field of economics.	45.1	56.2
<b>General Climate — Workplace</b>		
I feel intellectually included in my workplace.	84.1	61.2
I feel socially included in my workplace.	74.4	61.8
I feel respected in my workplace.	84.0	60.2
I feel that people from diverse backgrounds are respected in my workplace.	69.1	—
I am satisfied with the overall climate in my workplace.	67.1	61.1

Notes: The sample size has been rounded to protect privacy and confidentiality. As available, national estimates are provided for comparison.

## Results — Overview of Climate

Table 4. Proportion of Respondents Who Agree with Each Statement (%)

	Atlantic Canada (n = 80)	National Estimates (n = 1,652)
<b>Discrimination and Harassment — Field of Economics</b>		
I have personally experienced discrimination in the field of economics.	28.9	13.9
I have personally experienced harassment in the field of economics.	10.8	—
I have witnessed discrimination in the field of economics.	43.4	—
I have witnessed harassment in the field of economics.	20.7	—
<b>Discrimination and Harassment — Workplace</b>		
I have personally experienced discrimination in my workplace.	29.3	12.8
I have personally experienced harassment in my workplace.	17.1	—
I have witnessed discrimination in my workplace.	41.5	—
I have witnessed harassment in my workplace.	31.7	—

Notes: The sample size has been rounded to protect privacy and confidentiality. As available, national estimates are provided for comparison.

# Results — Climate by Employer Type and Rank

Table 5. Percentage of Academic and Non-Academic Respondents Who Agree with Each Statement and Difference in Proportion of Respondents Who Agree in Rank of Interest versus Comparison Rank (% Relative to Comparison Rank)

	Academic Economists (n=50)	Non-Academic Economists (n=30)	Rank Lower than Full Professor versus Full Professor (Academic)	Entry- or Mid-Level Position versus Senior-Level (Non-Academic)
<b>Work-Life Balance</b>				
I am satisfied with my work-life balance.	52.9	75.0	-25.8	57.1*
<b>General Climate — Field of Economics</b>				
I feel intellectually included in the field of economics.	76.5	75.0	-14.7	-12.7
I feel socially included in the field of economics.	66.7	65.6	-24.8	4.8
I feel respected in the field of economics.	58.8	59.4	-32.1	-28.0
I feel that people from diverse backgrounds are respected in the field of economics.	54.9	59.4	-20.8	-10.2
I am satisfied with the overall climate in the field of economics.	46.0	43.8	14.9	-47.6
<b>General Climate — Workplace</b>				
I feel intellectually included in my workplace.	74.5	100.0	-26.7*	0.0
I feel socially included in my workplace.	68.6	83.9	-29.5*	7.1
I feel respected in my workplace.	76.5	96.7	-23.2*	-4.8
I feel that people from diverse backgrounds are respected in my workplace.	62.7	80	-32.7*	4.1
I am satisfied with the overall climate in my workplace.	56.9	83.9	-26.9	29.3

Notes: The sample size has been rounded to protect privacy and confidentiality. When assessing differences by rank, statistical significance is denoted by \*p<0.1, \*\*p<0.05 and \*\*\*p<0.01.

# Results — Climate by Employer Type and Rank

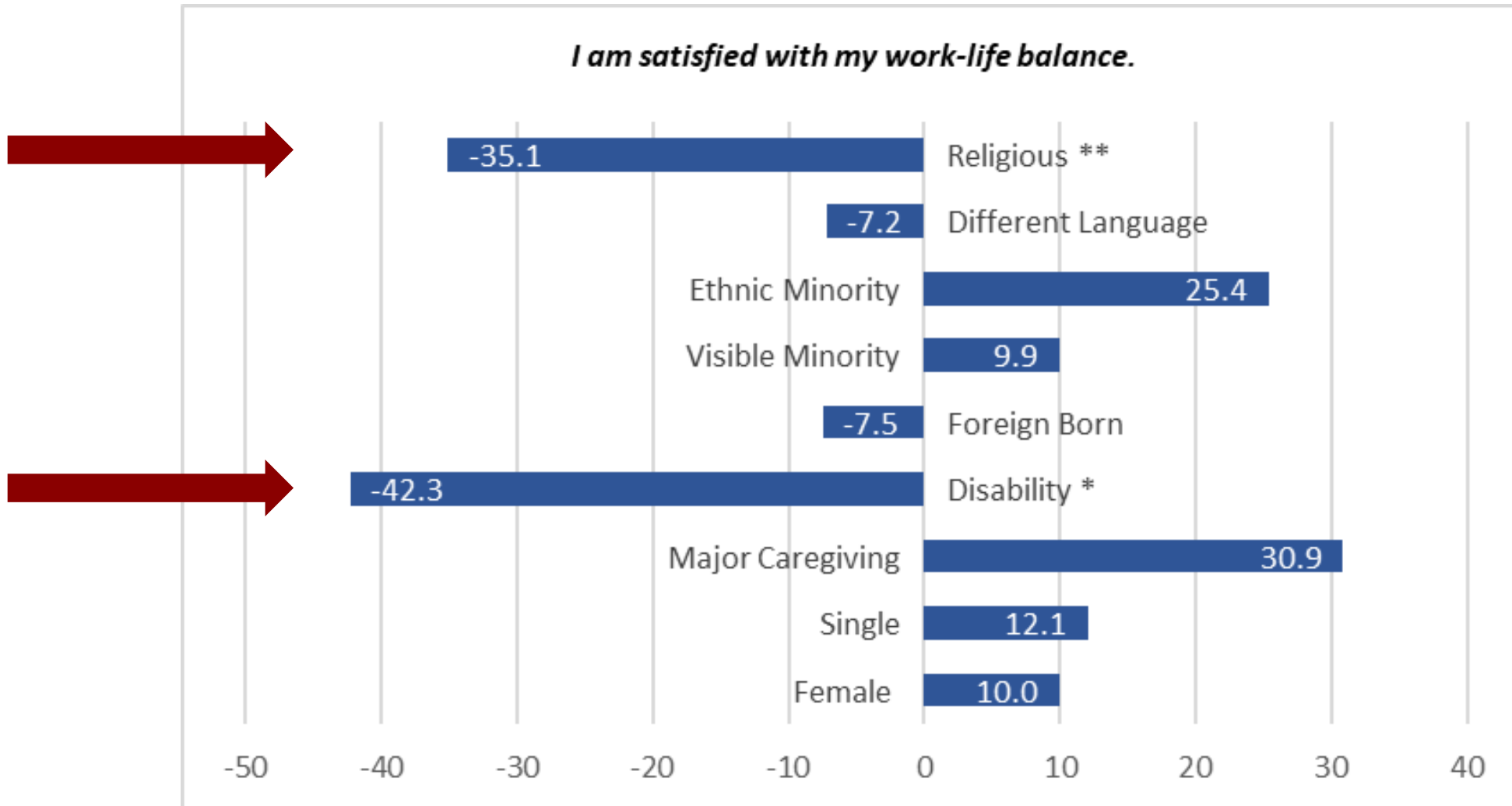
Table 6. Percentage of Academic and Non-Academic Respondents Who Agree with Each Statement and Difference in Proportion of Respondents Who Agree in Rank of Interest versus Comparison Rank (% Relative to Comparison Rank)

	Academic Economists (n=50)	Non-Academic Economists (n=30)	Rank Lower than Full Professor versus Full Professor (Academic)	Entry- or Mid-Level Position versus Senior-Level (Non-Academic)
<b>Discrimination and Harassment — Field of Economics</b>				
I have personally experienced discrimination in the field of economics.	33.3	21.9	42.5	-30.2
I have personally experienced harassment in the field of economics.	11.8	—	197.0	-73.8
I have witnessed discrimination in the field of economics.	51.0	31.3	33.6	-47.6
I have witnessed harassment in the field of economics.	30.0	—	12.5	—
<b>Discrimination and Harassment — Workplace</b>				
I have personally experienced discrimination in my workplace.	30.0	28.1	22.6	4.8
I have personally experienced harassment in my workplace.	18.0	15.6	-23.4	-65.1
I have witnessed discrimination in my workplace.	44.0	37.5	7.3	-26.7
I have witnessed harassment in my workplace.	36.0	25.0	-3.7	-68.6*

Notes: The sample size has been rounded to protect privacy and confidentiality. When assessing differences by rank, statistical significance is denoted by \*p<0.1, \*\*p<0.05 and \*\*\*p<0.01.

## Results — Climate by Dimension of Diversity

Figure 1. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)

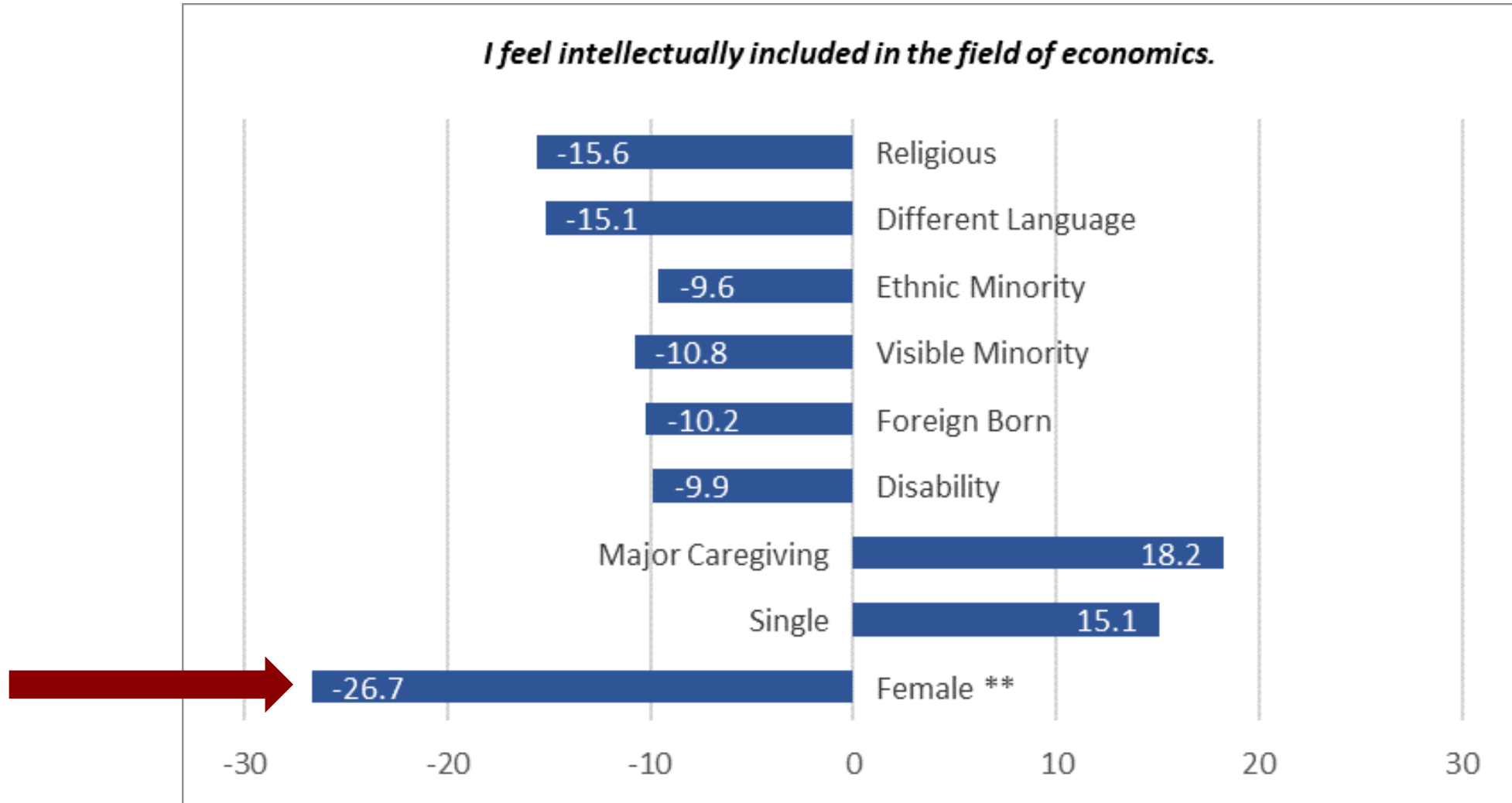


Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .



## Results — Climate by Dimension of Diversity

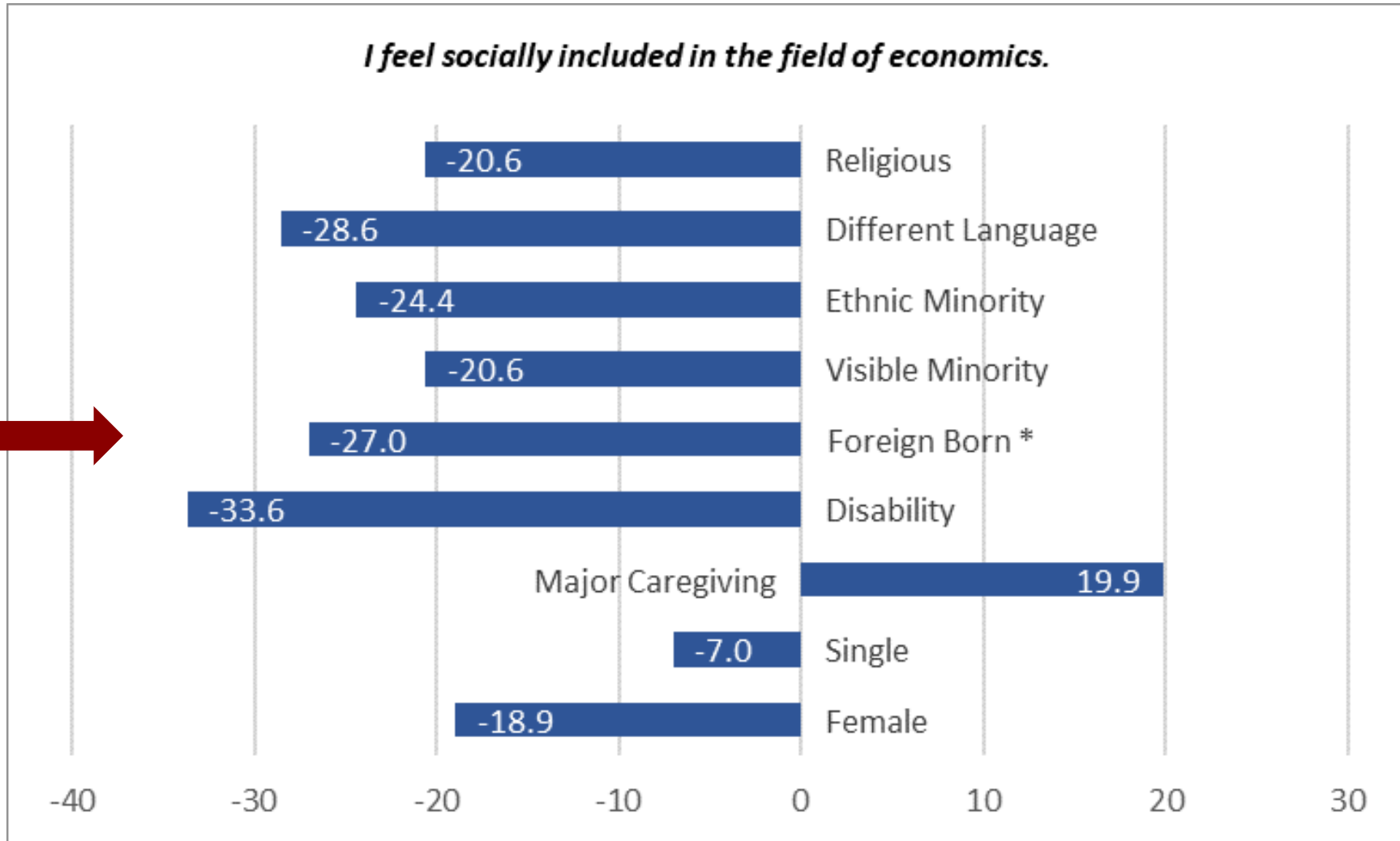
Figure 2. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

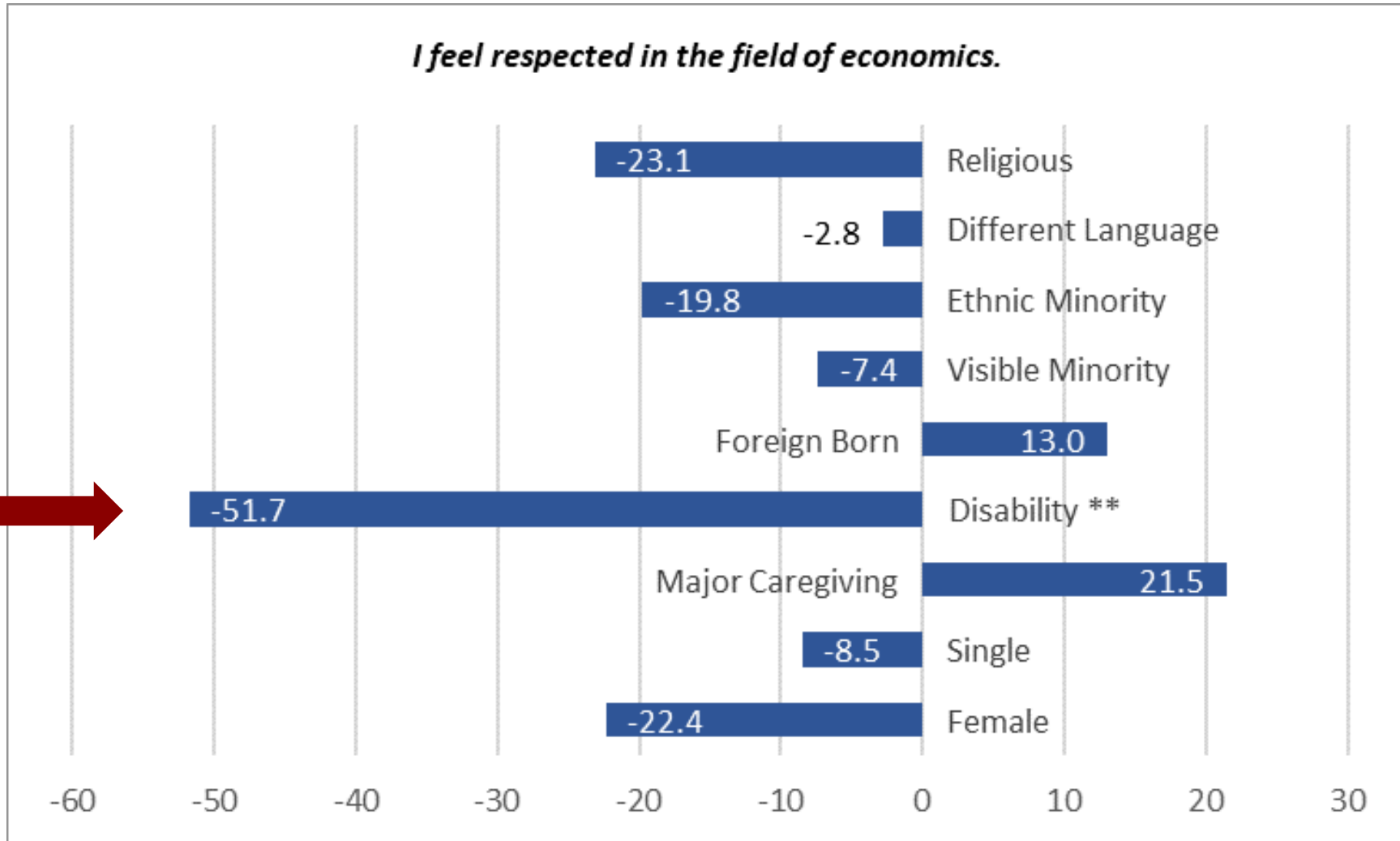
Figure 3. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

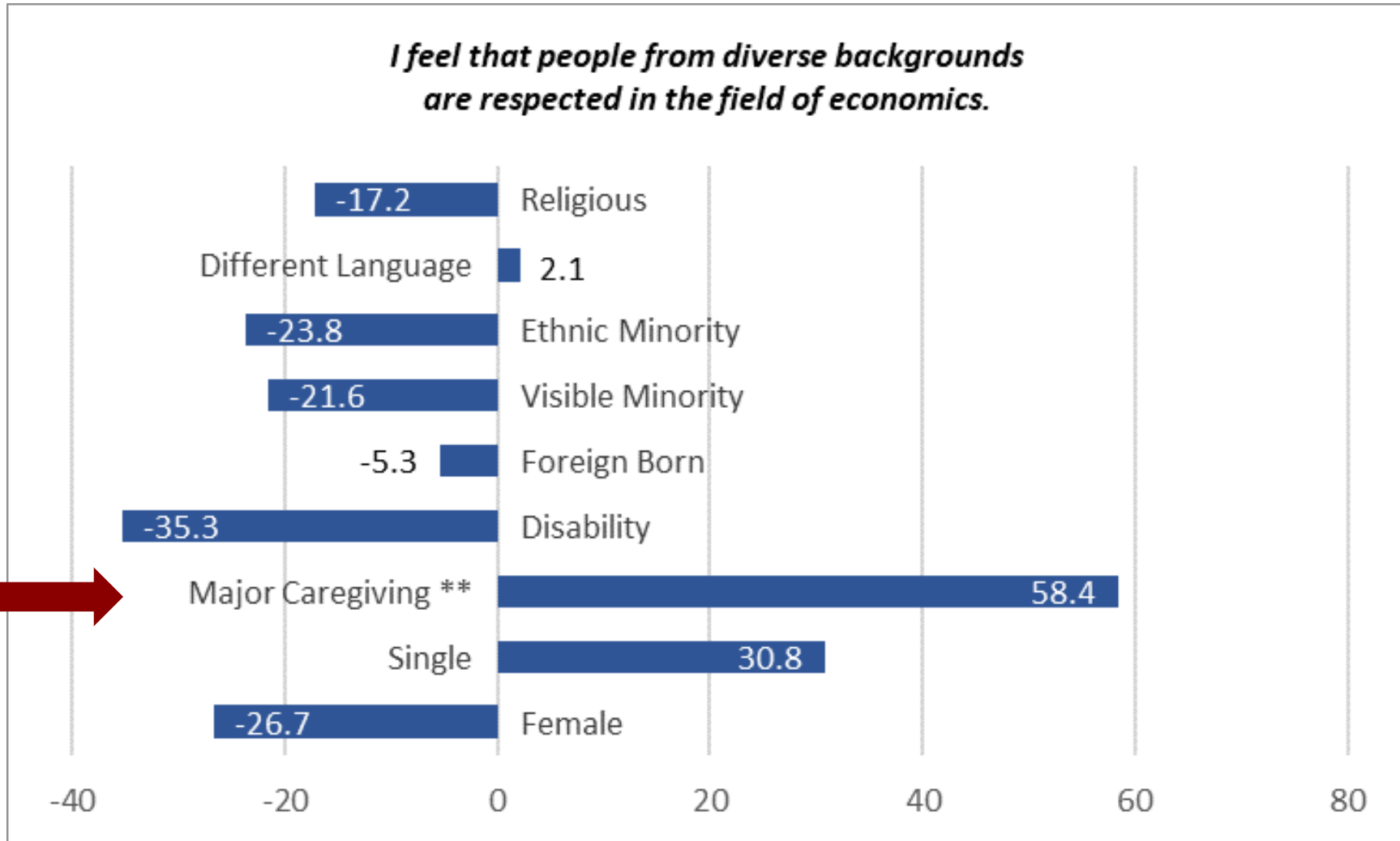
Figure 4. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

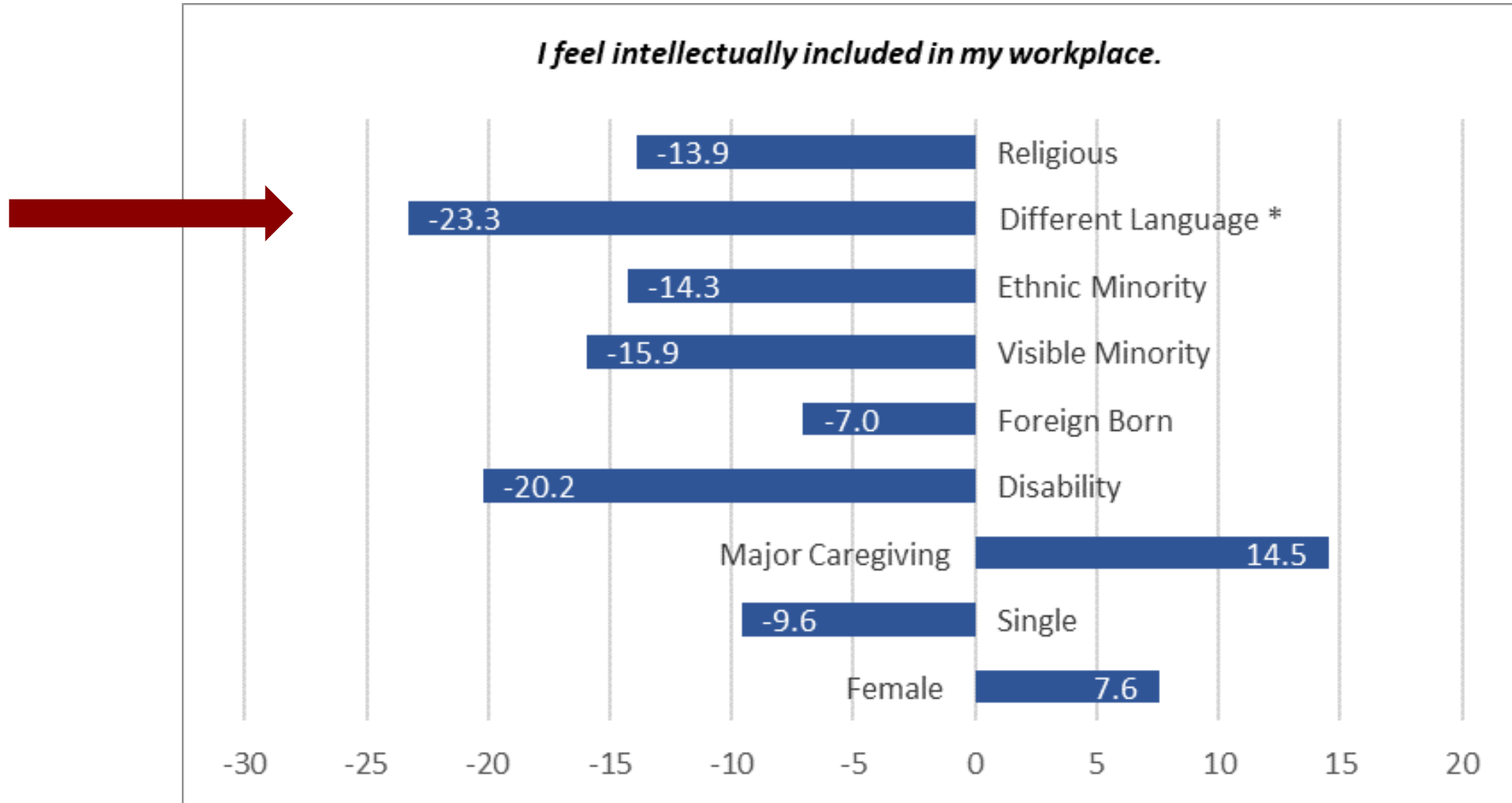
Figure 5. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

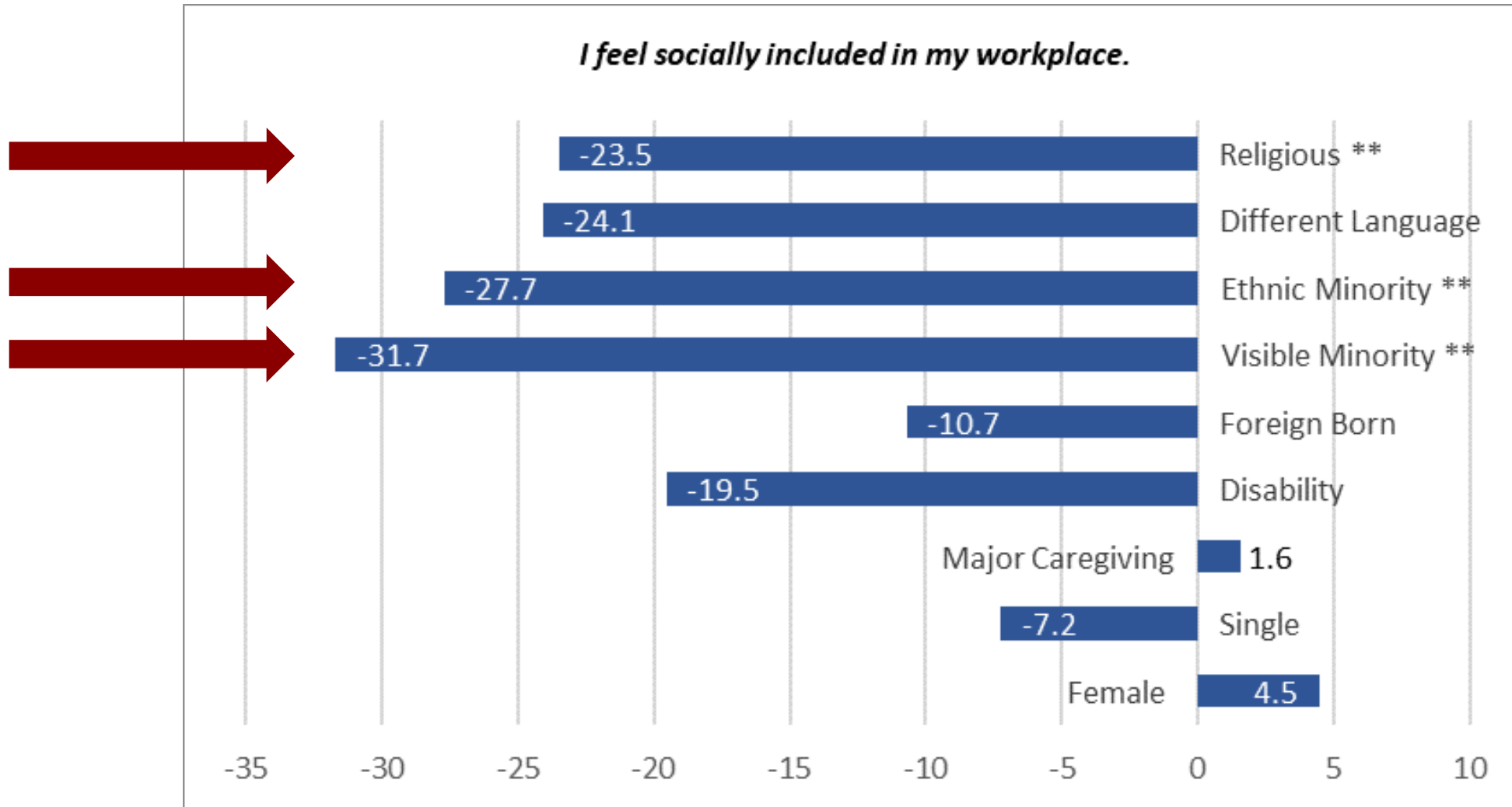
Figure 7. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

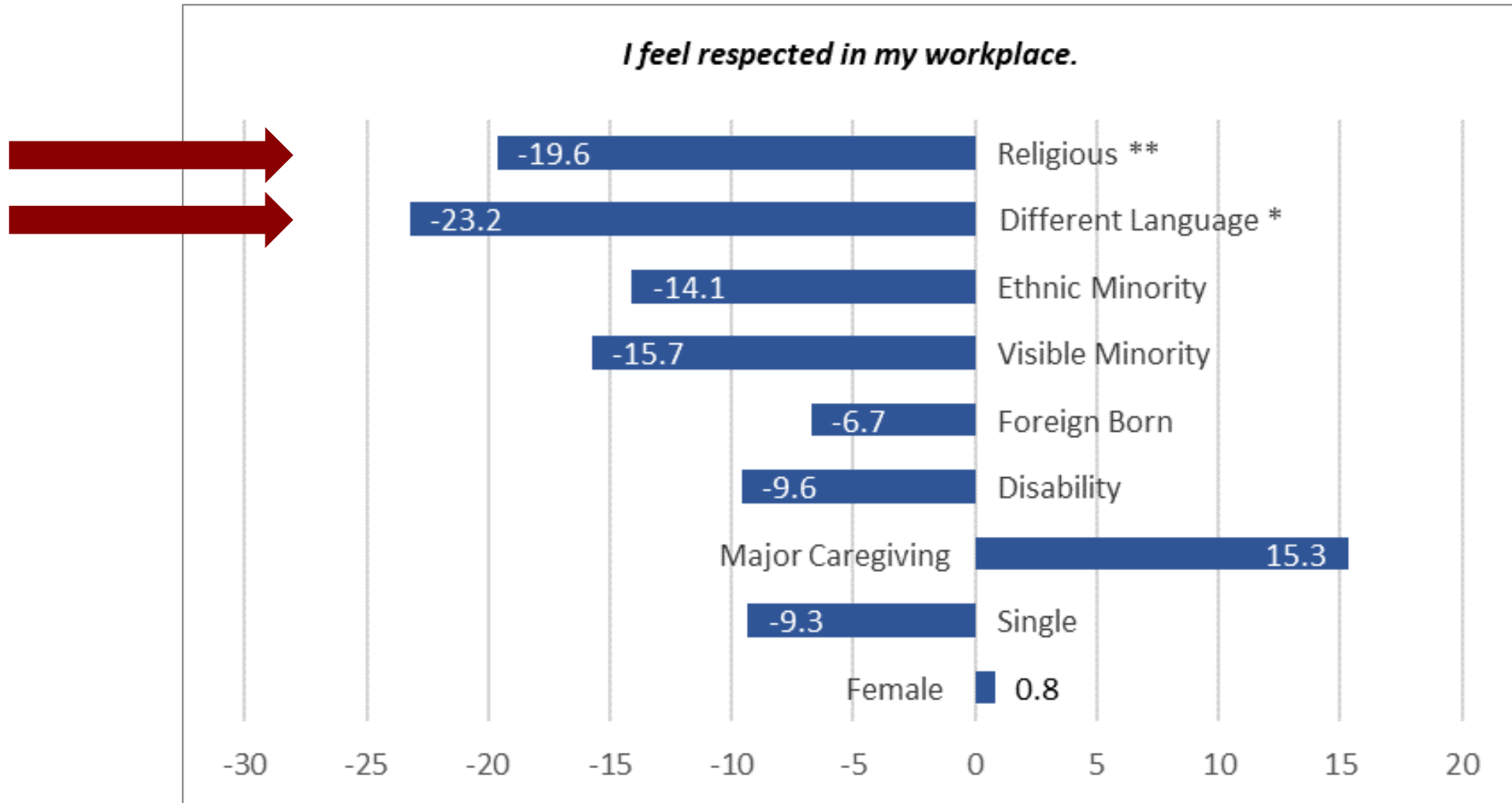
Figure 8. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

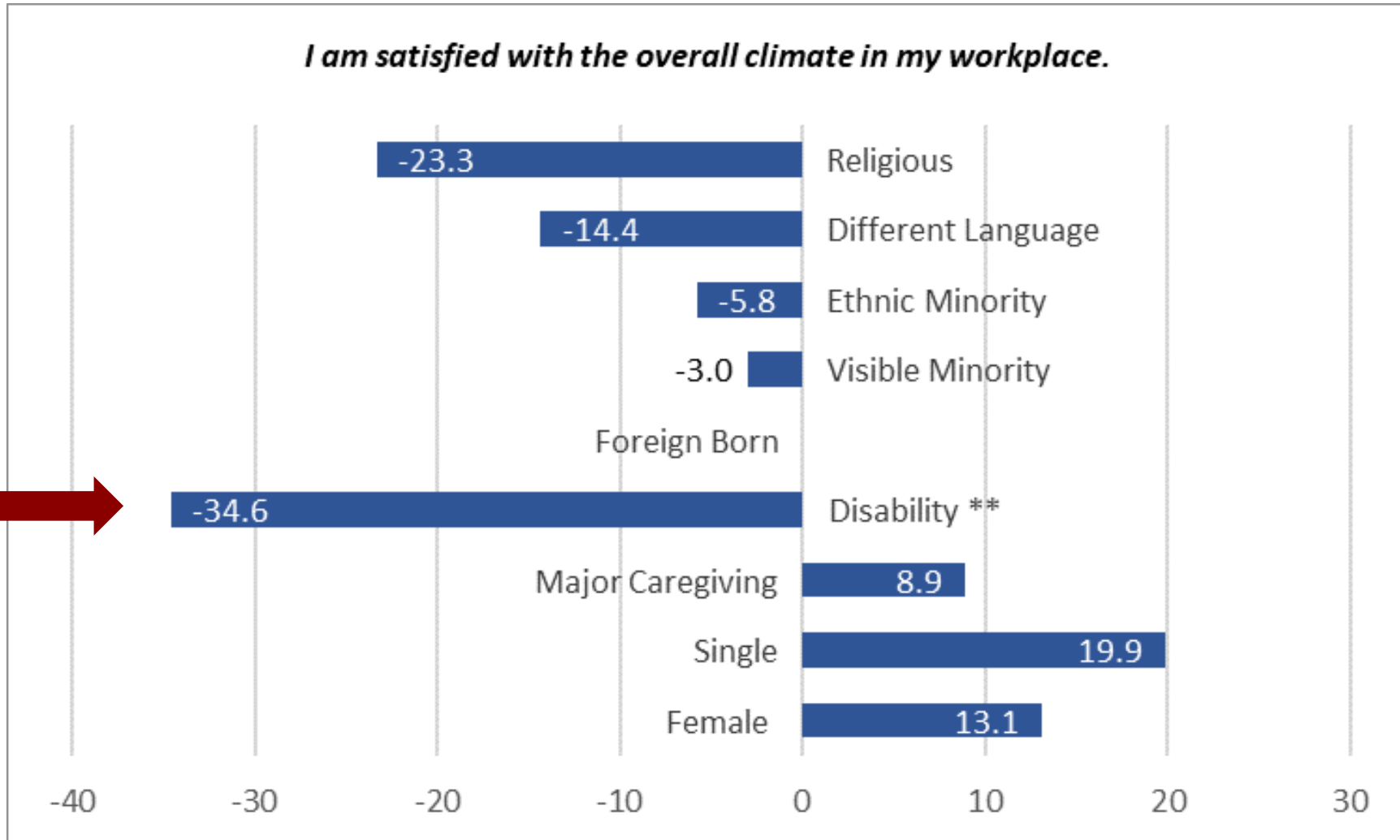
Figure 9. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

Figure 11. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)

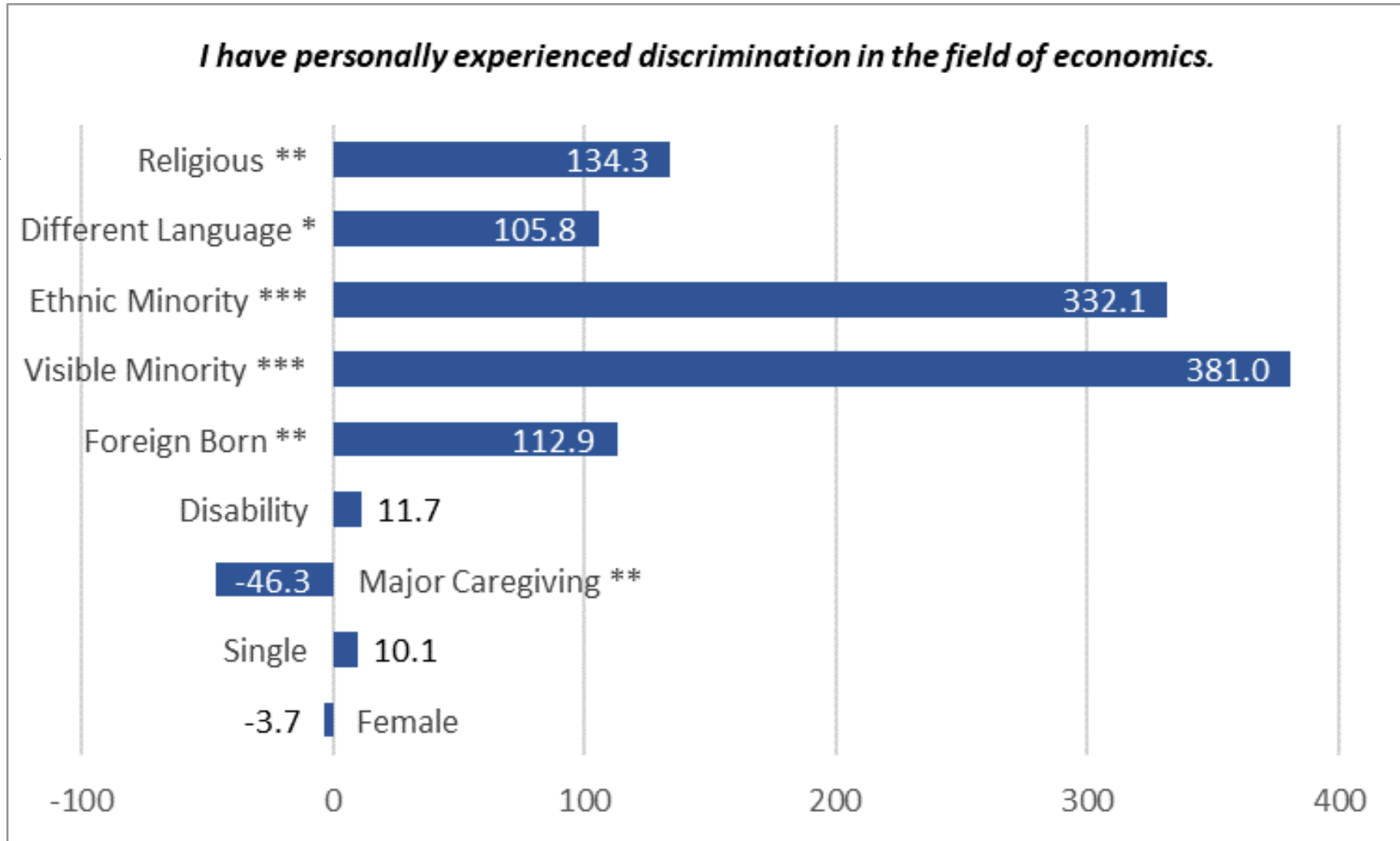
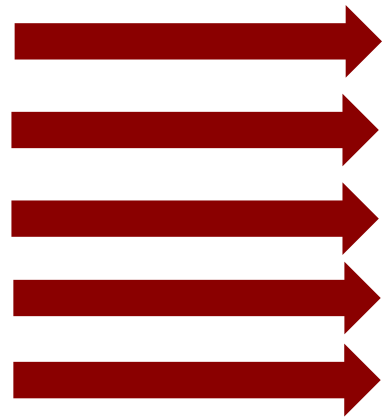


Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .



## Results — Climate by Dimension of Diversity

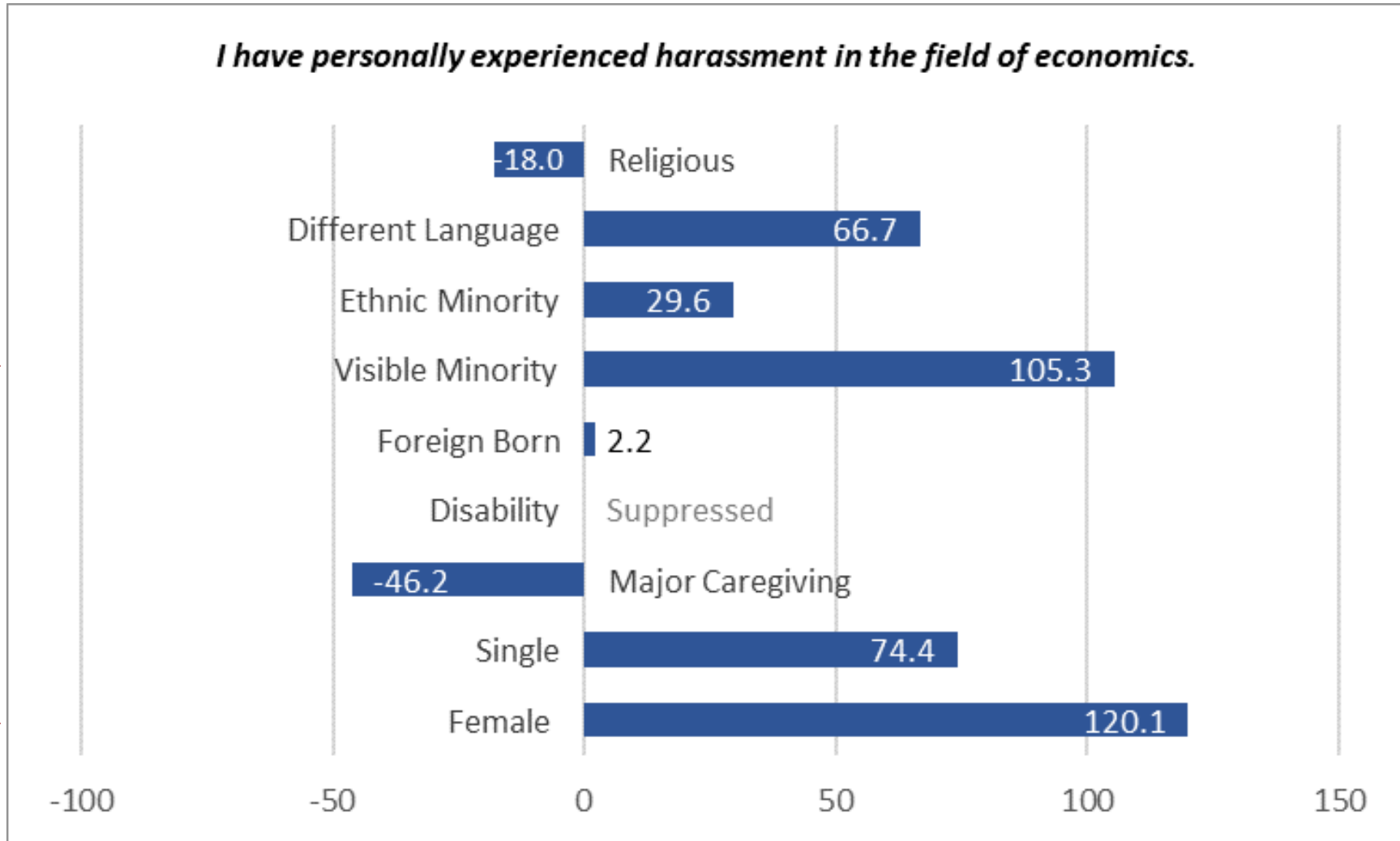
Figure 12. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

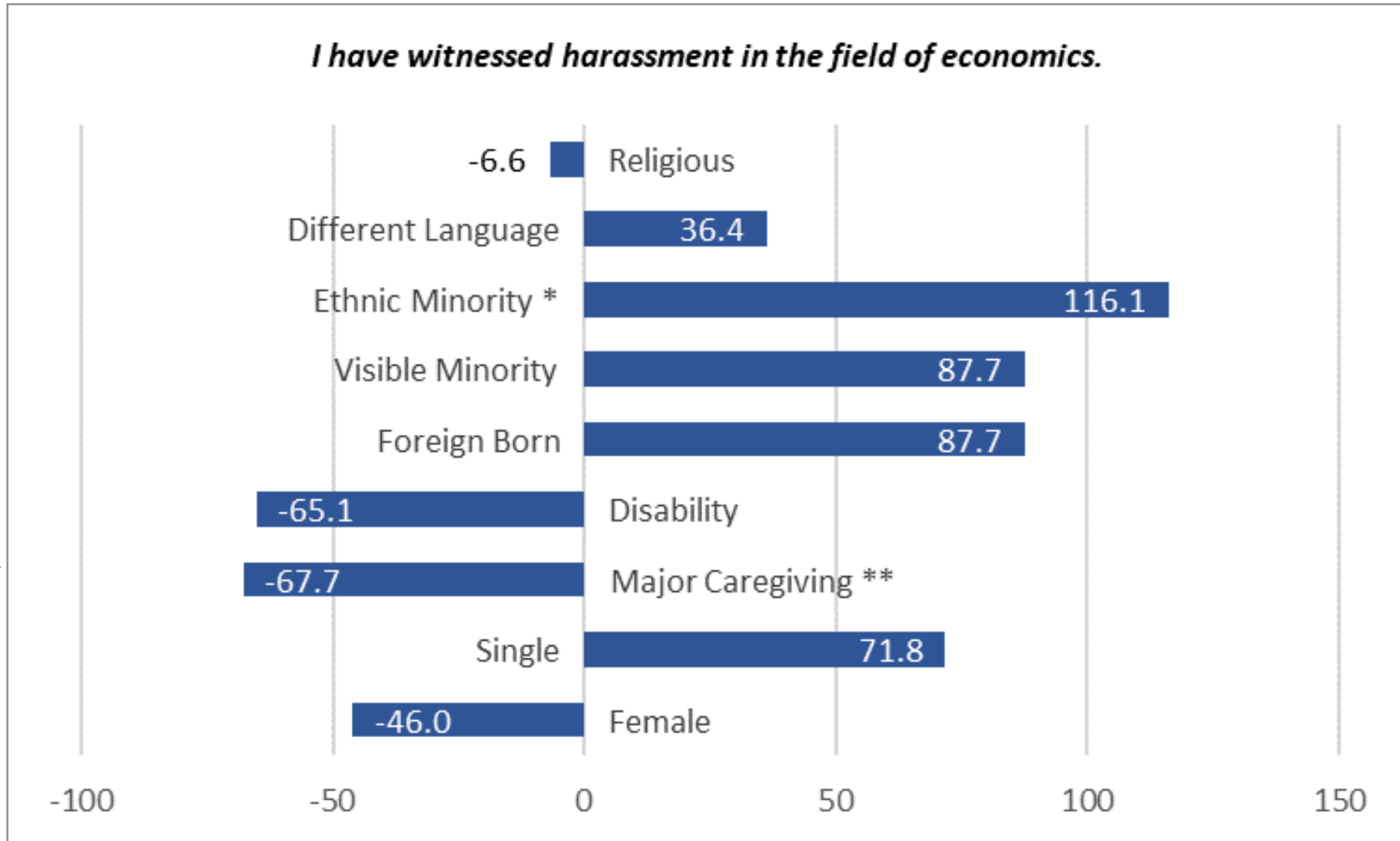
Figure 13. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

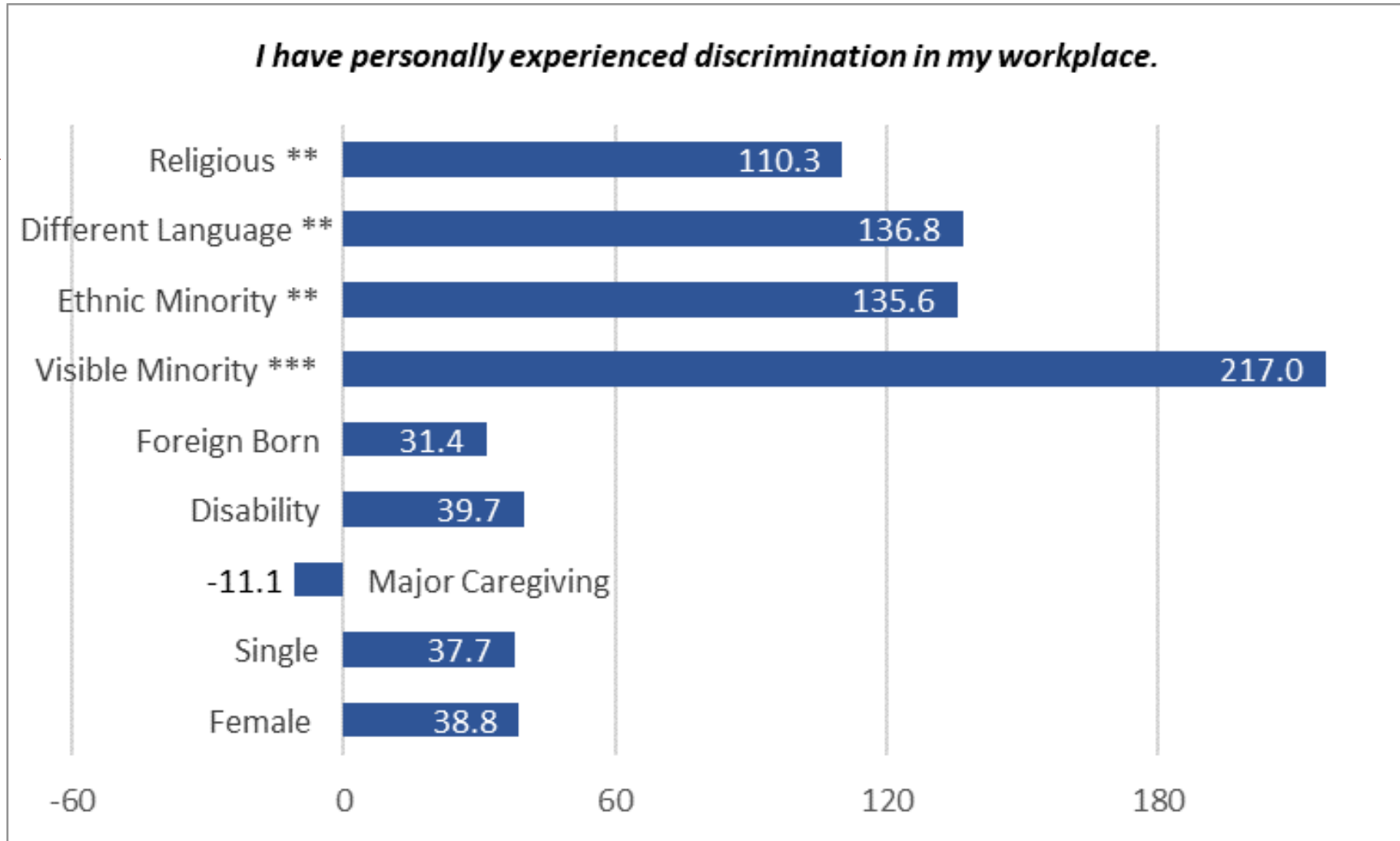
Figure 15. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

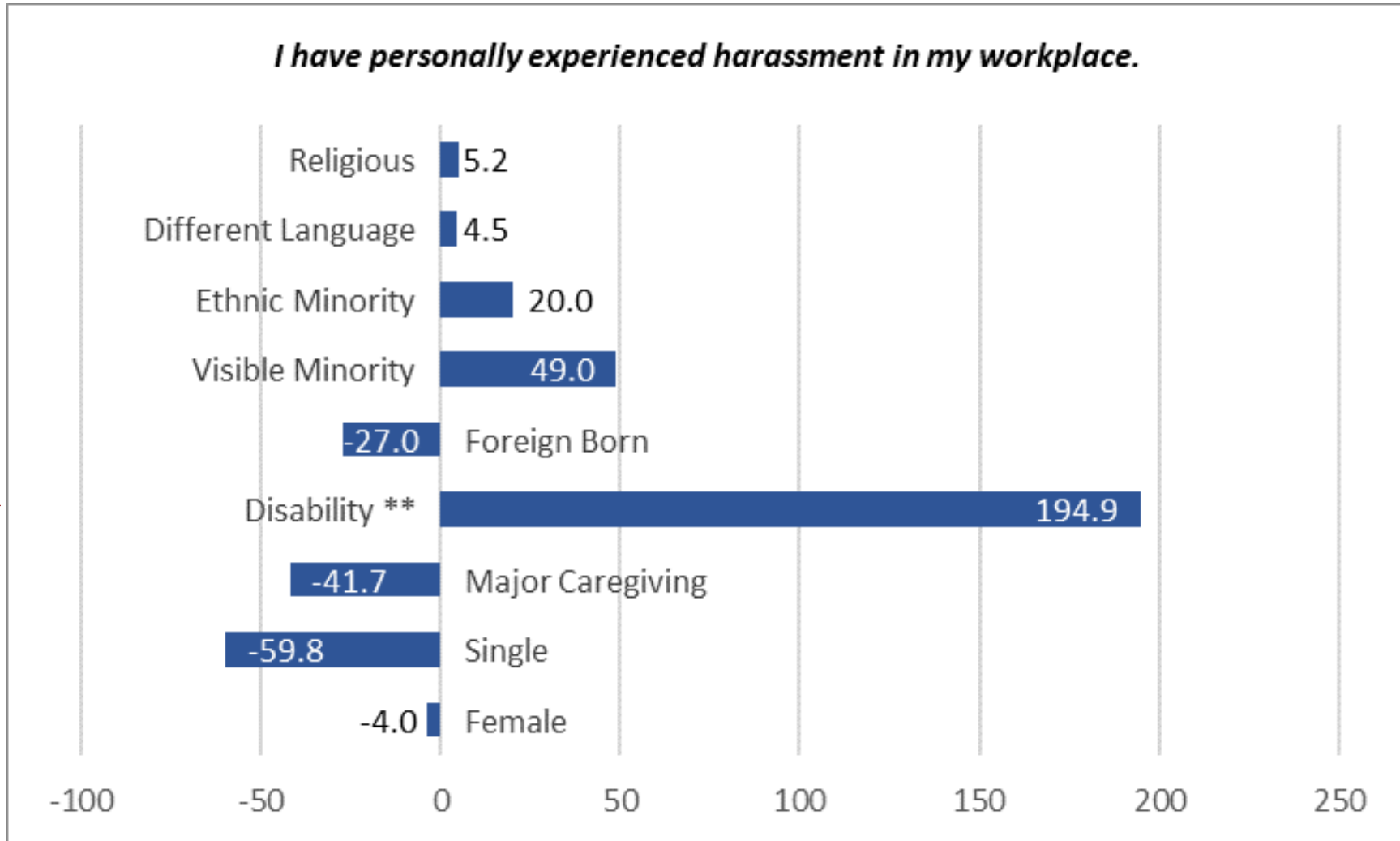
Figure 16. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

## Results — Climate by Dimension of Diversity

Figure 17. Difference in Proportion of Respondents Who Agree with Statement in Group of Interest versus Comparison Group (% Relative to Comparison Group)



Statistical significance is denoted by \* $p < 0.1$ , \*\* $p < 0.05$  and \*\*\* $p < 0.01$ .

# Summary of Results

## **Objective 1: Examine the distribution of economists in Atlantic Canada by dimension of diversity.**

- Relative to the national survey and/or regional population, there are differences in the distribution of economists by gender, place of origin, race, ethnicity, language, family and marital status.

## **Objective 2: Characterize workplace climate in the economics profession in Atlantic Canada.**

- Relative to the national survey, economists in Atlantic Canada tend to report more favourably about general climate. However, there is room for improvement, and discrimination and harassment are more pervasive.
- There are differences by employer type (i.e., academic vs. non-academic) and rank (i.e., lower than full professor vs. full professor, entry- or mid-level vs. senior-level).
- There are differences by dimension of diversity, such that female economists, those who have a disability, those who are foreign born, economists who identify as a visible and/or ethnic minority, and those who speak a different language at home and work are more likely to face challenges.

# Summary of Results

**Objective 3: Solicit input about what individuals, employers and/or professional associations could do to improve diversity, equity and inclusion in the economics profession in Atlantic Canada.**

- Recruiting and teaching/mentoring future economists
- Mentoring and supporting current economists
- Hiring and promotion practices
- Education related to diversity, equity and inclusion
- Other policies and practices
- Continued data collection and analysis

**For more information,  
please visit:**

[https://sites.google.com  
/view/aceadei/survey](https://sites.google.com/view/aceadei/survey)

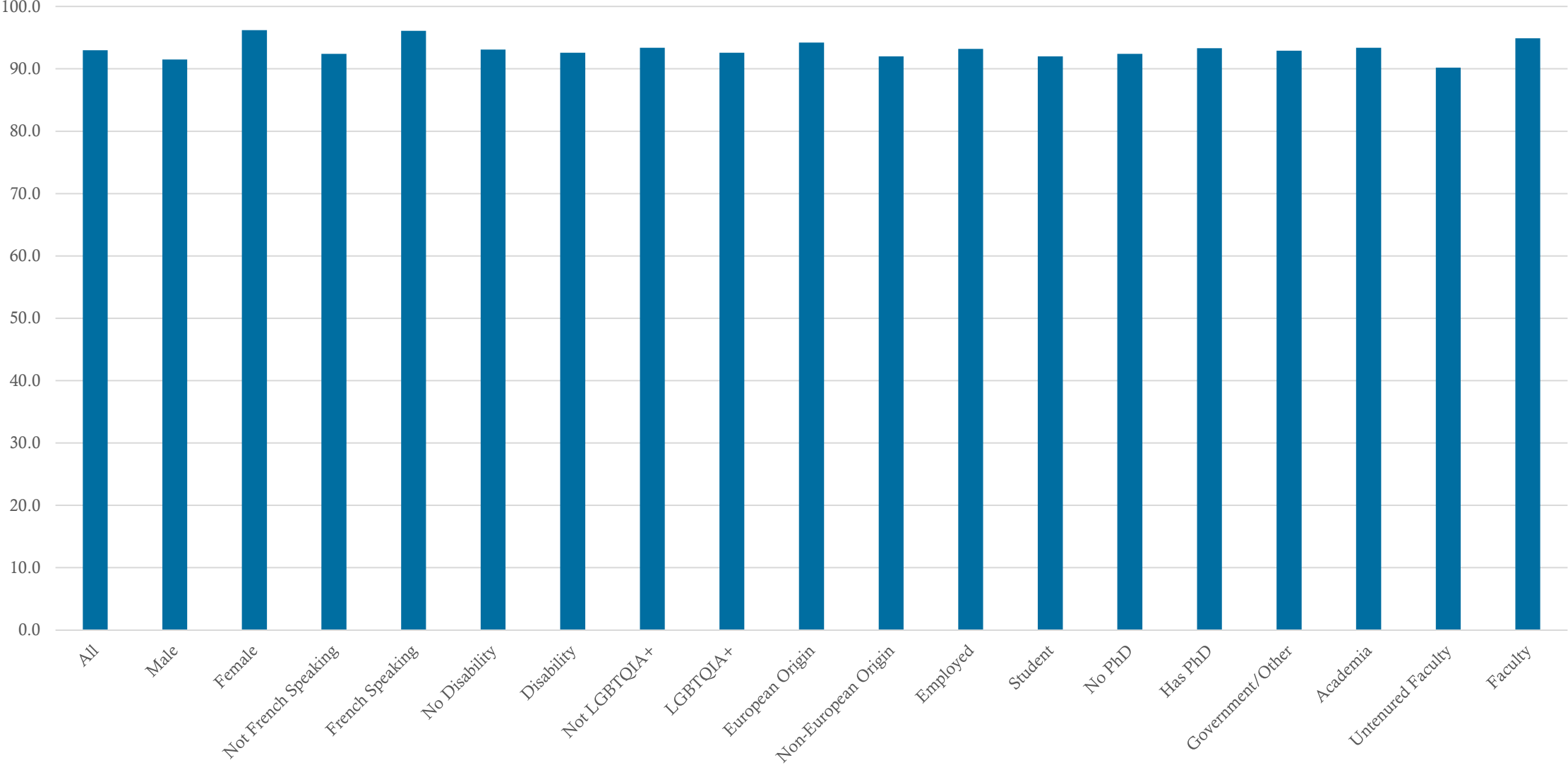
# ACEA Initiatives

- Training, mentoring and research sessions at the annual conference and in the interim
- Biannual newsletter/teaching resource
- New project on diversity, equity and inclusion in economics education
- Your suggestions?

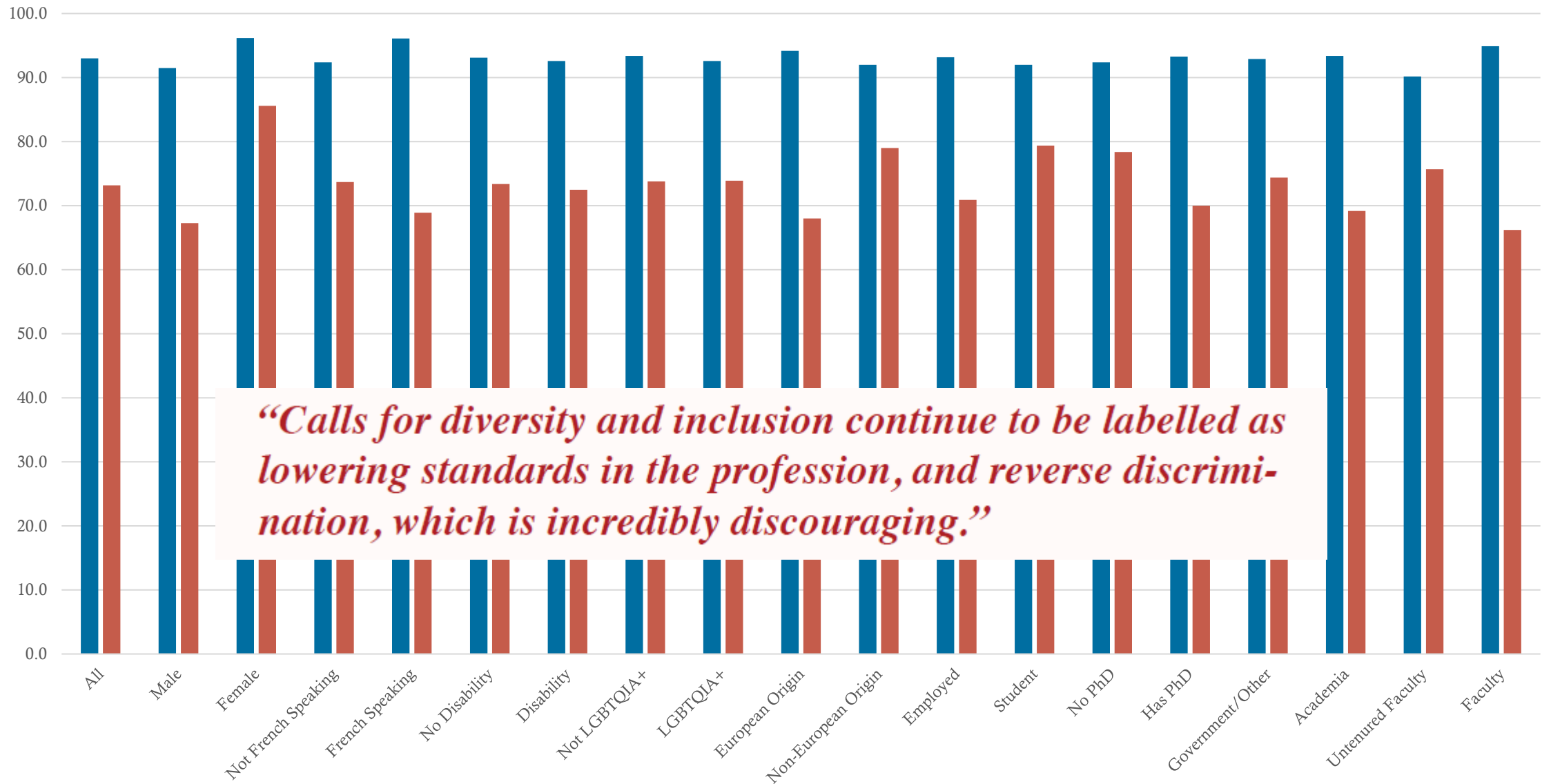




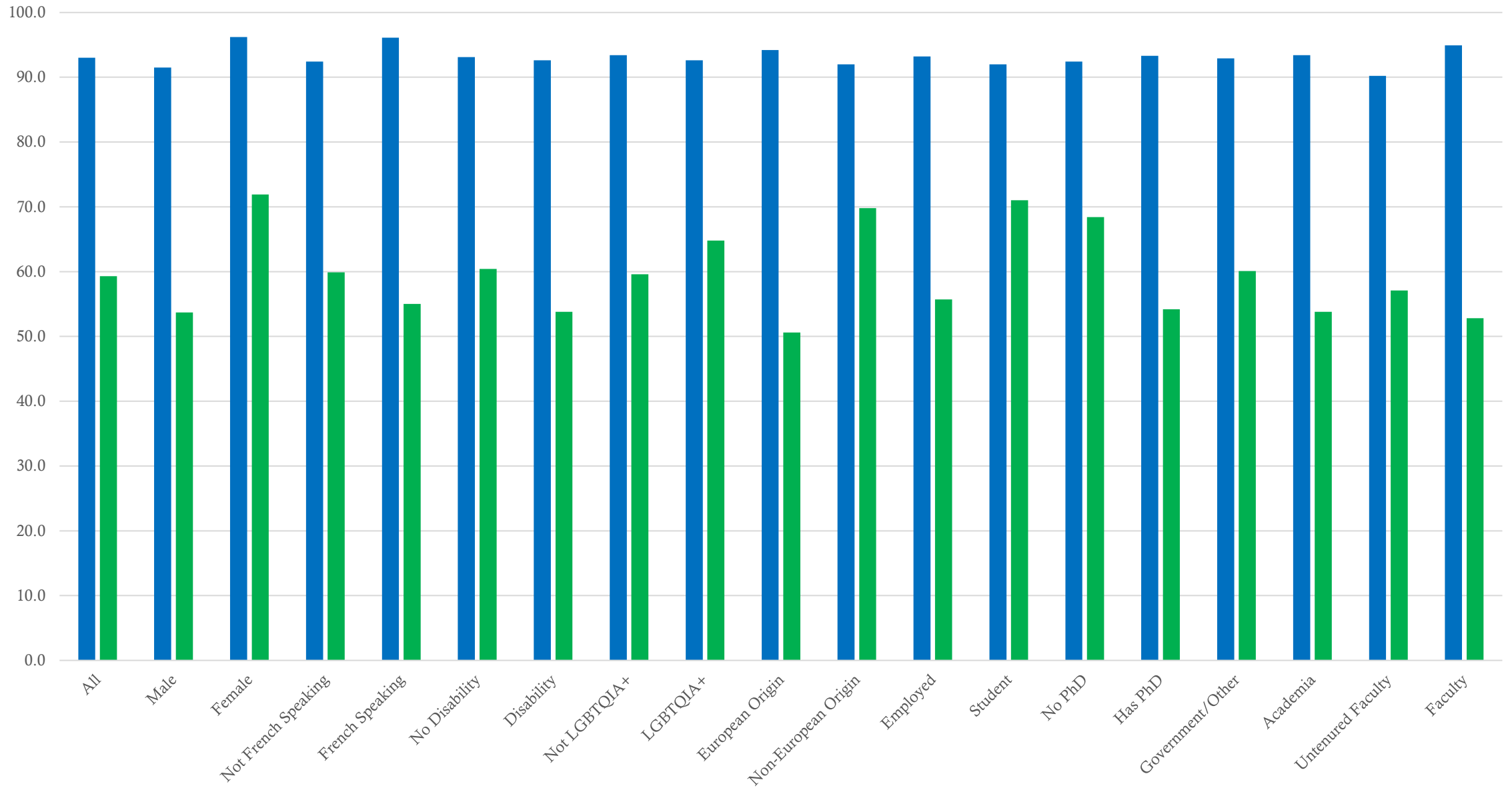
It is important for the field of economics to be inclusive toward people with different backgrounds



## Economics would be a more vibrant discipline if it were more diverse



# The CEA should expend much effort to improve diversity within its ranks



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# CEA INITIATIVES

- Canadian Economics Diversity Committee
  - Best Practices Committee
  - Affinity Groups (LGBTQIA+, Indigenous Economists, Black Economists)
  - Mentoring Committee (Joint with CWEC)
- Economics Profession Data Committee
- “Embrace Day”
- Code of Conduct



**For more information about the Atlantic study, please visit:**

<https://sites.google.com/view/aceadei/survey>

**For more information about the national survey, please visit:**

<https://www.economics.ca/cpages/cwec-workplace-climate-survey>

**For questions about this presentation, please contact:**

**Angela Daley ([angela.daley@maine.edu](mailto:angela.daley@maine.edu)) and/or Janice Compton ([Janice.Compton@umanitoba.ca](mailto:Janice.Compton@umanitoba.ca))**