Royal Economic Society Survey on the Gender and Ethnic Balance of Academic Economics 2000

Jonathan Burton
(ISER Essex University)

with

Amanda Rowlatt
(Office for National Statistics)
and
Heather Joshi
(Institute of Education)

ISER Working Papers
Number 2002-4

Institute for Social and Economic Research

The Institute for Social and Economic Research (ISER) specialises in the production and analysis of longitudinal data. ISER incorporates the following centres:

- ESRC Research Centre on Micro-social Change. Established in 1989 to identify, explain, model and forecast social change in Britain at the individual and household level, the Centre specialises in research using longitudinal data.

- ESRC UK Longitudinal Centre. This national resource centre was established in October 1999 to promote the use of longitudinal data and to develop a strategy for the future of large-scale longitudinal surveys. It was responsible for the British Household Panel Survey (BHPS) and for the ESRC's interest in the National Child Development Study and the 1980 British Cohort Study

- European Centre for Analysis in the Social Sciences. ECASS is an interdisciplinary research centre which hosts major research programmes and helps researchers from the EU gain access to longitudinal data and cross-national datasets from all over Europe.

The British Household Panel Survey is one of the main instruments for measuring social change in Britain. The BHPS comprises a nationally representative sample of around 5,500 households and over 10,000 individuals who are re-interviewed each year. The questionnaire includes a constant core of items accompanied by a variable component in order to provide for the collection of initial conditions data and to allow for the subsequent inclusion of emerging research and policy concerns.

Among the main projects in ISER's research programme are: the labour market and the division of domestic responsibilities; changes in families and households; modelling households' labour force behaviour; wealth, well-being and socio-economic structure; resource distribution in the household; and modelling techniques and survey methodology.

BHPS data provide the academic community, policymakers and private sector with a unique national resource and allow for comparative research with similar studies in Europe, the United States and Canada.

BHPS data are available from the Data Archive at the University of Essex
http://www.data-archive.ac.uk

Further information about the BHPS and other longitudinal surveys can be obtained by telephoning +44 (0) 1206 873543.

The support of both the Economic and Social Research Council (ESRC) and the University of Essex is gratefully acknowledged. The work reported in this paper is part of the scientific programme of the Institute for Social and Economic Research.

Readers wishing to cite this document are asked to use the following form of words:

> **Burton, Jonathan with Amanda Rowlatt and Heather Joshi (January 2002) 'Royal Economic Society Survey on the Gender and Ethnic Balance of Academic Economics 2000.", *Working Papers of the Institute for Social and Economic Research*, paper 2002-4. Colchester: University of Essex.**

For an on-line version of this working paper and others in the series, please visit the Institute's website at: http://www.iser.essex.ac.uk/pubs/workpaps/

Institute for Social and Economic Research
University of Essex
Wivenhoe Park
Colchester
Essex
CO4 3SQ UK
Telephone: +44 (0) 1206 872957
Fax: +44 (0) 1206 873151
E-mail: iser@essex.ac.uk
Website: http://www.iser.essex.ac.uk

ABSTRACT

The third survey of gender balance in the economics departments of UK universities in 2000 monitors continuing but gradual increase in the participation of women and ethnic minorities. The under-representation of these groups is likely to represent under-utilisation of skills and may suggest inequality of opportunity.

Women make up about one third of graduate students and one fifth of academic economists: they occupy 44% of temporary lecturer posts, 20% of full-time permanent lecturers, 12% of readers and senior lecturers, and almost 7% of professors. Since 1998 the proportions of women in all academic grades have increased but remain below the proportion of women employed by the university sector as a whole.

NON-TECHNICAL SUMMARY

Academic Employment

- Men in standard full-time academic jobs (i.e. excluding research-only posts) are 2.5 times as likely to be professors as women. This imbalance has reduced since 1998, when men were four times as likely to be professors. Men are 1.5 times as likely as women to hold senior research positions. This figure has also improved since 1998, when men were 2.4 times as likely to hold senior research posts.
- Few standard academic jobs are part-time and men hold over two thirds of them.
- Women are less under-represented in fixed term than permanent jobs.
- If current trends persist, it will take 6½ years for the relative stock of female permanent lecturers to equal the proportion (27%) of women in the inflows to that grade, or twice that to reach one third of the stock
- Proportionately more women than men in academic economics are in non-standard (research only) jobs (33% compared with 14%). This gap has widened slightly since the 1998 survey.
- The grade with a large increase in the proportion of women is fixed-term lecturers. In 1998 women made up 28% of fixed-term lecturers, by 2000 this had increased to 44%.
- Departments with at least one female professor have a higher number of women than those without a female professor, but they actually have a lower *proportion* of female staff.

Students

- Overall, the proportion of PhD students who were female has increased from 28% in 1996 to 32% in 1998 and to 36% in 2000. This mirrors an increase in the proportion female among MA students: 31% in 1996, 34% in 1998 and 36% in 2000.
- 28% of research and PhD economics students are from the UK; 26% of the females and 29% of the males. This is a slight decrease from 1998, when 29% of PhD students were from the UK (27% female and 30% male).

Ethnicity

- Academic economics is dominated by white ethnic groups. Nearly three-quarters of all professors are white and from the UK.
- Academics who are not in the ‘white’ ethnic category were proportionately more likely to be professors, readers, permanent lecturers and fixed-term lecturers in 2000 than they were in 1998.

Further work

- In its next investigation, the Committee is planning to focus on women's differential progress and drop-out at various stages of academic economics careers, as well as repeating this survey to monitor progress, probably in 2002.

Royal Economic Society Survey on the Gender and Ethnic Balance of Academic Economics 2000

Introduction

This paper outlines the results from the survey carried out by the Royal Economic Society in 2000 on the gender and ethnic balance of the employment of economists in British universities. After a brief introduction, it discusses the results on the gender split of academic economists, looking in turn at the aggregate figures, economists in full time employment, research grades, new staff and students. This is followed by an assessment of the changes in gender balance for those institutions that have replied to more than one survey. The paper goes on to discuss the position of ethnic minority groups, and then finishes with some brief concluding observations.

In 1996 and 1998 the Royal Economic Society (RES) carried out surveys examining the gender balance of academic economics in Britain (Mumford 1997, Booth and Burton 2000). In 1998, the RES also conducted a survey into the ethnic balance of academic economics (Blackaby and Frank, 2000). For 2000 it was decided that these purposes should be combined in a single survey. The objective is to monitor the under-representation of these groups in the profession, in view of the possible under-utilization of skill and possible inequality of access to the profession or promotion within it.

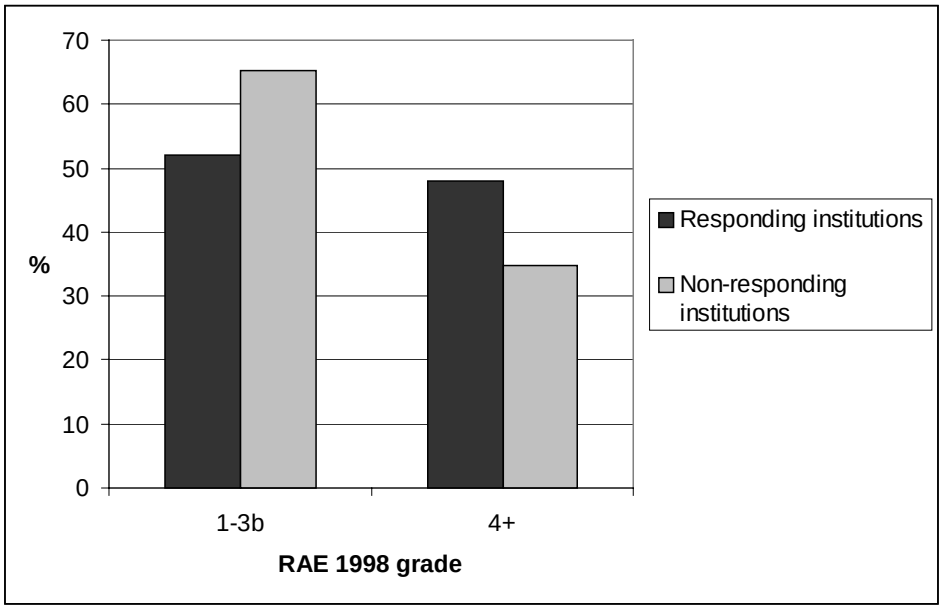
At the end of November 2000, the Gender and Ethnic Balance survey was sent out to around 150 institutions. These include all departments of economics (90), business schools (35) and research institutions (10). The survey aimed to collect information on the numbers of staff (full-time and part-time) at various levels in academia, the promotions and new hires in academia, information about research staff, PhD students and Masters students. The information collected was very basic, the numbers in each department – broken down by grade, gender and ethnic group. Although the information was basic, some departments reported that it was not an easy task to collate such information. Another common complaint was that some departments were in the middle of, or about to be subjected to, the QAA inspection and that there was no time for this survey.

This paper reports on the forms returned by the end of June 2001; 79 completed questionnaires had been sent back. In 1998 we finished with a total of 82 completed questionnaires. The 2001 returns equate to a response rate of around 60%. The response was better from research institutes (66%) and departments of economics (59%) than for business schools (43%). Institutions which received a higher RAE grade in the 1998 assessment were also more likely to participate. Four of the five departments with a 5* rating and ten of the thirteen departments with a 5 rating participated in the survey.

Figure 1 shows the proportion of departments, responding and non-responding, that scored either a 1 to 3b grade or a grade of 4 or higher. This graph excludes the departments where the rating could not be found or which were not rated (2 in responding institutions and 12 in non-responding institutions). The responding departments are fairly evenly split with just over 50% rated from 1 to 3b and just under 50% rated 4 or above, however there is a great difference in the non-responding institutions: 65% were rated 1-3b and just 35% rated 4+. The results of this survey are therefore likely to be skewed towards the higher-rated departments. If higher-rated departments are different in their approach towards female academic economists or those from ethnic minorities than lower-rated departments then the results of this survey are likely to be biased.

From a comparison of the data from the 1998 survey there does not seem to be much difference in the size of the departments who responded in 1998 but refused in 2000. The average number of full-time staff in responding departments in 2000 was 14.6 whilst the average number of full-time staff in those institutions who responded in 1998 but not 2000 was 14.4.

Figure 1: 1998 RAE ratings of responding and non-responding institutions



The gender balance: aggregate results

The results in this section are based on the returns from the 2000 survey, at this point we are not looking across time at those departments who have participated in previous rounds of the survey. According to Table 1, below, as at November 30th 2000, there were 1511 economists working in economics departments of the academic institutions who participated in the survey. Almost 20% of all these staff are women. This compares favourably to the 1998 survey where 19% were female.

Table 1: Primary Employment Function – All Academic Staff in Economics Departments and Research Institutes

Primary Employment Function	Female	Male	Total	% Female
All Staff : full time				
Professors	21	282	303	6.94
Readers & Senior Lecturers	38	279	317	12.01
Lecturers - permanent	101	406	507	19.92
Lecturers - fixed term	30	38	68	44.12
Senior Researchers	8	21	29	27.59
Researchers - permanent	0	1	1	0.00
Researchers - fixed term	65	95	160	40.44
Totals	**263**	**1121**	**1384**	**18.97**
All Staff : part time				
Professors	1	19	20	5.00
Readers & Senior Lecturers	2	14	16	12.50
Lecturers - permanent	9	17	26	34.62
Lecturers - fixed term	24	41	65	36.92
Totals	**36**	**91**	**127**	**28.35**
Grand Total	**299**	**1212**	**1511**	**19.76**

The representation of women in academic economics remains below the proportion in the University sector as a whole. About one third of all full-time university academic staff are female and about 12% of professors (HESA figures for 1999/2000).

Between the 1996 and 1998 surveys there was a slight increase in the proportion of academic economists who worked full-time (from 84.3% to 85%). By 2000 this proportion had increased to 92%. Women made up just 19% of full-time academic workers (up from almost 17% in 1998) and over 28% of part-time workers (virtually no change from 1998). Of all women in academic economics, 88% worked full-time, as do 93% of men.

The survey distinguishes between standard academic positions (professor, reader, senior lecturer, lecturer) and research-only positions. Most of the jobs in academic economics are of the standard type, 87.5% in 2000. This is an increase on the 1996 and 1998 figures (85.7% and 86% respectively). In common with previous years, proportionately fewer women than men were in standard academic jobs (75.7% compared with 90%). This gap has widened slightly since the 1998 survey.

Full-time standard academic positions

A closer look at the positions of women in full-time academic economics shows that there has been a general – if small – increase in the proportion of women at all grades. In 1998 just 4% of professors were women, and in 2000 this has increased to almost 7% (6.9%). There was little change within the rank of readers and senior lecturers: 12% were women in 2000, and 11% in 1998. The proportion of female permanent lecturers has increased from just over 17% in 1998 to around 20% in 2000. However, one of the largest increases in the proportion of women academics in economics is in the grade of fixed-term lecturers. In 1998 women made up 28% of fixed-term lecturers, by 2000 this has increased to 44%.

Figure 2 shows full-time standard academic grades, across all responding institutions. As in previous years the female proportion decreases as the grade increases, although the proportion of female academic economists is higher than in previous surveys.

Figure 2: Academic grade by gender – full-time academic

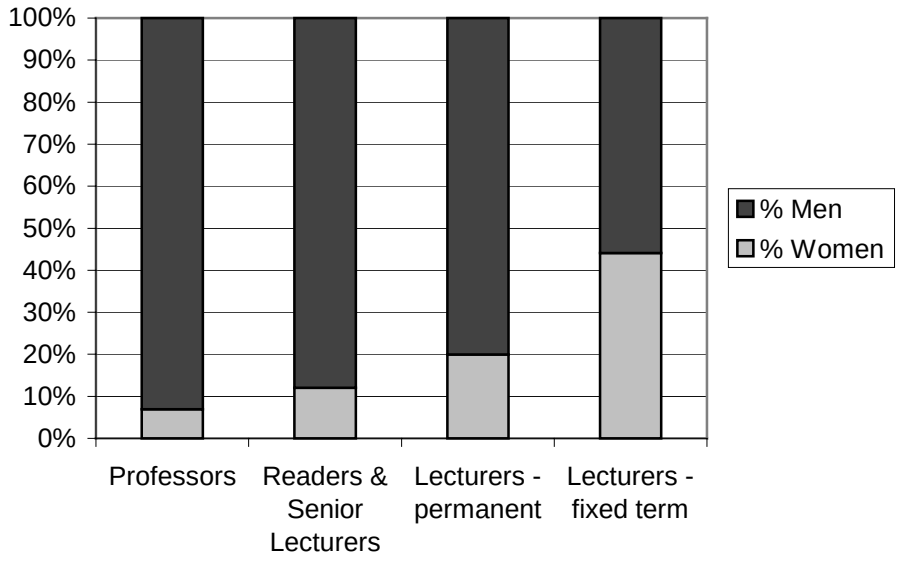


Figure 3, shows the grade distribution for all women in full-time standard academic jobs. Some 11% of women in full-time standard academic positions are professors, 20% are readers or senior lecturers, 53% are permanent lecturers and 16% are fixed-term lecturers. There is not a great deal of difference between this distribution and that surveyed in 1998 –

the largest shift has been a 5% increase in the proportion of women who are professors with the other grades being reduced by a similar amount.

Figure 3: Women by grade – full-time standard academic

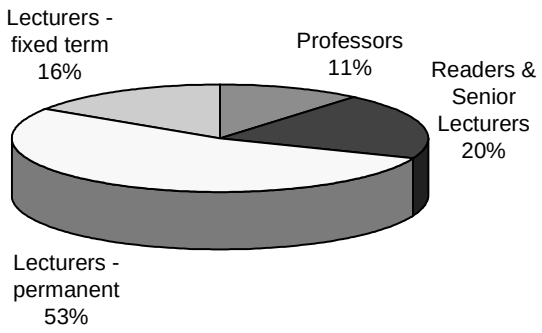
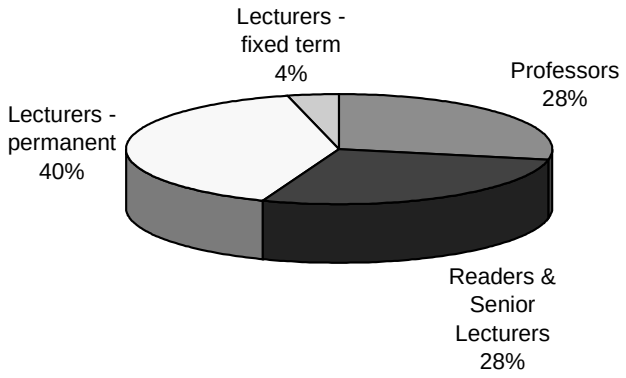


Figure 4, shows the same analysis for men. A much larger proportion of men in academic economics are professors, almost three in ten. A similar proportion of men are readers and senior lecturers, with 40% being permanent lecturers and just 4% as fixed-term lecturers. Compared to the 1998 results men have increased their proportions at the professorial grade and at the reader and senior lecturer level, with slight decreases amongst the lecturer grades. Men are therefore over 2.5 times more likely to be professors than women. This is less of a lead than previous surveys: in 1996 men were 3.7 times more likely to be professors and in 1998 they were 4 times more likely. Men are also more 1.4 times more likely to be readers or senior lecturers; this is a similar chance to that found in 1996, but further from equality than in 1998 when men were only 1.2 times more likely to be in these grades.

Figure 4: Men by grade – full-time standard academic



As in the 1998 survey, we look for possible signs of a female role model effect. The hypothesis is that departments with female professors may encourage the recruitment and promotion of other women. Table 2, below, looks at the relationship between the presence of a female professor in a department, and the proportion of female readers, senior lecturers and lecturers. The first column of Table 2 shows the percentage of staff below the professorial grade who are female. The first column of figures are for those departments with at least one female professor, the second column is for those departments where there are no female professors. The table shows that two-fifths of all departments with a female professor have no female readers, senior lecturers or lecturers, whilst under 7% of departments with a female professor have women as over 30% of their academic staff below professor level. A comparison of means suggests that whilst departments with at least one female professor have a higher number of women than those without a female professor, they actually have a lower *proportion* of women. This is because those departments with at least one professor are more likely to be large departments with a higher number of staff in total, (but a smaller than average proportion of women per department). The mean number of staff below the rank of professor for departments without a female professor is 9.3, compared to 13.8 for those with a female professor.

Table 2: Proportion of female academic staff below professor

	Female professor	No female professor	*n*
0	40.0	19.7	*18*
1%-9%	6.7	8.2	*6*
10%-19%	33.3	32.8	*25*
20%-29%	13.3	24.6	*17*
30%+	6.7	14.8	*10*
average number of staff below professor	13.8	9.26	
average proportion of female staff below professor	10.7	16.5	
Departments	*n=15*	*n=61*	*76*

Part-time employment

The 2000 survey suggests that there has been a decrease in the proportion of academic economists who work part-time. Whilst 15% of all academic economists worked part-time in the 1998 survey, this has fallen to just 8.4% in the 2000 survey. The proportion of women working part-time has also decreased, from 32% of the part-time workforce in 1998 to 28% in 2000.

In 1998, almost 27% of part-time permanent academics were women, but by 2000 this has fallen to 19.4% whilst the proportion of female part-time fixed-term academics has increased to almost 37% from 27.7%. Men take up the majority of part-time jobs: 80.6% of permanent and 63% of fixed-term jobs are held by men. This is an increase in the proportion since 1998 of permanent jobs, and a decrease in the proportion of fixed-term jobs. The number of part-time academics is small, however, with just 127 reported in the survey overall, with just under half (62) of these being permanent (just 12 women) and just over a half (65) being

fixed-term positions (24 of these women). Holders of part-time posts, particularly men, may well have other appointments in other sectors.

Research grades

In the 2000 survey there were 190 research-only jobs, and this is a decrease on the 1998 survey. Women make up 38.2% of researchers and just 17% of standard academic positions. These figures are slightly higher that the 1998 figures, but only by about 1%. A higher proportion of women who work full-time are in research-only positions: 24.3% compared to 9.7% of the full-time male academic workforce. Both of these figures have also decreased since 1998 suggesting perhaps that the research-only sector has decreased in proportion to the standard academic positions. As in previous surveys most research-only jobs are fixed-term: 84% of full-time research-only jobs are fixed-term in the 2000 survey, and this is an increase from 1998 where only 71% were fixed-term. Women working in full-time research-only positions are more likely to be on a fixed-term contract than men: 89% of women and 81% of men who work in full-time research positions are on a fixed-term contract. This is an increase of around 5% for women and 17% for men since 1998, suggesting a move away from permanent contracts and towards fixed-term contracts.

There has been a large increase in the proportion of senior researchers who are women. In 1998 just over 19% of senior researchers were female, in 2000 this has increased to 27.6%. One change between 1998 and 2000 is in the grade of permanent researchers. Whilst in 1998 there were 20 permanent researchers, in 2000 there is only one reported (male). The proportion of fixed-term researchers who are women has decreased slightly over the years (41% in 1998, 40.4% in 2000).

Of all women in research-only jobs, 11% are at the senior researcher level, with the rest at the fixed-term researcher level. For men, 17.9% of all those in research-only jobs are at the senior researcher level. This means that men are over 1½ times more likely to be at a senior level than women.

To summarise the results for the primary employment function of all staff, it appears that the proportion of women in academic economics has increased at nearly every level over the last two years. Meanwhile there has been a move away from part-time positions and from permanent contracts to fixed-term contracts.

New staff

Table 3 refers to new staff, these are staff who have been employed at the responding institutions since November 1998.

Table 3: Primary Employment Function – New Staff

New Staff	Female	Male	Total	% Female
Full time				
Professors	5	50	55	9.09
Readers & Senior Lecturers	5	26	31	16.13
Lecturers - permanent	32	87	119	26.89
Lecturers - fixed term	24	21	45	53.33
Totals	**66**	**184**	**250**	**26.40**
Part time				
Professors	0	8	8	0.00
Readers & Senior Lecturers	0	3	3	0.00
Lecturers - permanent	1	1	2	50.00
Lecturers - fixed term	5	6	11	45.45
Totals	**6**	**18**	**24**	**25.00**

Table 4, below, shows the proportion of women in each grade as at November 2000, and also the proportion of women who were new hires between 1998 and 2000 – this is information taken from Tables 1 and 3. New hires are those who were appointed between 30 November

1998 and 30 November 2000. This figure includes promotions into a new rank. For all of the standard academic grades the proportion of women who were new hires was higher than the proportion of all staff. New staff have been appointed at some time since the 1998 survey and so are also included in the all staff column. Unless there was a corresponding excess of women among outflows from these jobs this would imply that the proportion of women in academic economics is increasing and the figures for all staff confirm that this is the case.

Comparing new hires between 1998 and 2000 are compared with the new hires between 1996 and 1998 shows that the proportion of women being hired has increased. Between 1996 and 1998, just over 23% of new hires were female, compared to 26% between 1998 and 2000. In each grade, except readers and senior lecturers, the proportion of new hires who were women has increased since 1996-1998. At the top of the profession between 1996 and 1998 5.6% of new professors were female, and between 1998 and 2000 this had increased to 9% of new professors. However there has been a fall for new readers and senior lecturers: between 1996 and 1998 20.6% were female, but between 1998 to 2000 16% of new hires into these grades were female. One of the largest increases is for fixed-term lecturers, where well over half of new hires between 1998 and 2000 were female (53%); this compares to almost a third in the 1996-1998 period (33%).

Table 4: Proportion of women in "new" staff, compared with all staff in current and feeder grades

	all staff	new staff	'feeder' grade
Professors	6.9	9.1	12.0
Readers & Senior Lecturers	12.0	16.1	19.9
Lecturers - permanent	19.9	26.9	44.1
Lecturers - fixed term	44.1	53.3	--
Senior Researchers	27.9	28.6	39.8
Researchers - fixed term	39.8	38.6	--

Table 4 also shows stocks in the 'feeder grade to the next one up, i.e. the proportion of women in the grade below the grade in question (the data in column one moved up a row).

Whilst only 6.9% of professors are female, the proportion of new professors is higher – at 9.1% - but it is as not as high as the proportion of women in the grade below, where 12% of readers and senior lecturers are female. This suggests that while women are being appointed at a higher rate than their current stock, it is not as high as the proportion of women in the lower grade.

As in previous surveys, we can use the statistics collected for 'new' staff at 2000 to estimate the inflows into academia since 1998. The bold assumption this makes is that academic economics is a closed system and any outflows in this period are proportional to the original gender composition. This can also be seen as a rate-of-hiring within the departments. New hires do seem to change the relative employment position of women. By subtracting the figures of 'new' staff from the total of 'all' staff, it is possible to see the effect that the hiring of new staff had upon the composition of the faculty.

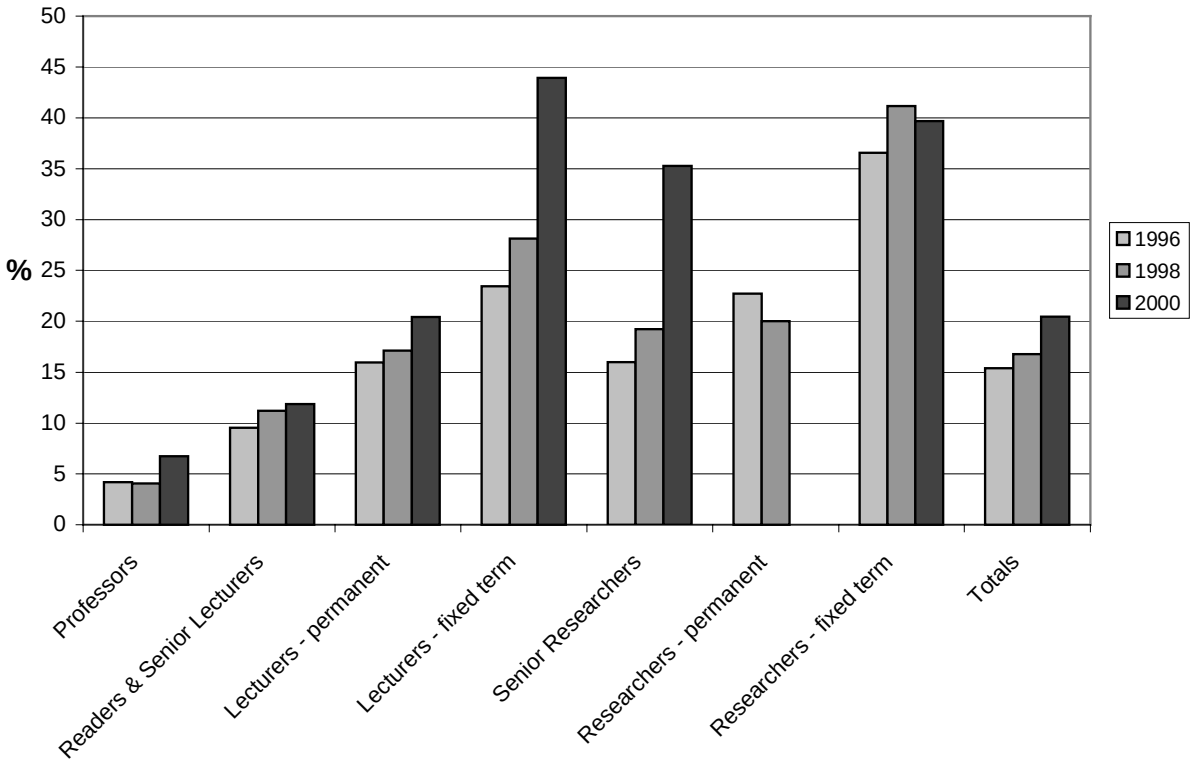
Based on the returns of the 2000 survey, the hiring of female professors (or promotion into that rank) shifted the proportion of female professors from 6.5% to 6.9% between 1998 and 2000. There was a slightly smaller change in the grade of readers and senior lecturers where the new hires changed the proportion of women at this grade from 11.6% to 12%. There were larger increases for the grade of permanent lecturers (from 17.8% to 19.9%) and fixed-term lecturers (26.1% to 44.1%).

There were 119 new permanent lecturers hired in the 2 years covered by the survey – just 1 less than reported in 1998. Of these new permanent lecturers 32 (26.9%) were female (an increase on 1998). This led to an increase in the proportion of female permanent lecturers of 2.1% in two years. At this rate it would take 6½ years to bring the relative stock of female permanent lecturers up to the proportion of the inflows of 26.9%. Among fixed-term lecturers the flow proportions would equal the stock proportions in a year. On a more speculative note, to bring the proportion of permanent female lecturers up 33% would take about 13 years.

Figure 5 shows the changes in the proportion of women in academic economics based on the total return of the 1996, 1998 and 2000 surveys. These figures are for full-time academic positions. This figure shows that the total proportion of women in academic economics has increased over the years. For most grades there has been a monotonic increase in every survey. This is not the case for the research grades though; whilst there has been a very large

increase in the proportion of female senior researchers, there has been a slight decrease in the number of fixed-term researchers and there are no female permanent researchers (although there is only 1 male reported in this position). The fact that this figure uses the total return for each survey means that we are not looking at the same sample of institutions in each year, since some institutions do not participate in one or more of the surveys. Figure 8, later in this report, shows a similar graph to this, except it uses a balanced panel (which only includes those institutions that responded to each survey), so whilst we know we are comparing the same institutions over time, the numbers of institutions included is lower.

Figure 5: Changing levels in the proportion of women in academic economics, 1996-2000 (Cross-sectional surveys)



Students

Turning to students, once again the story appears to be that women are increasing their participation in postgraduate economics. From the returns to the 2000 survey it appears that

there are 2385 students enrolled in an economics postgraduate program. This is a large decrease from 1998 when 3720 were reported. One possible reason for this would be non-response. Since the survey can be quite a burden on the Heads of Department it is likely that in many cases those institutions with a lot of students would be less likely to complete and return the survey. Of those who do, some may omit the student section of the questionnaire. In addition, whilst a Head of Department is likely to know his or her staff well enough to complete the ethnicity sections for the staff tables, they are less likely to be able to complete this for their students, and the information about ethnicity may be confidential and kept by the university rather than the department.

Of the students reported 36% are female; this is an increase on the 33% reported in 1998. Just under 39% of all graduate students are enrolled in research degrees – this is the same proportion as in 1998.

In the 1998 survey under a third of all PhD students, full-time and part-time, were female (32.3% and 32.4% respectively). In 2000 this appears to have increased to 36% and 37.6% for full-time and part-time PhD students.

The survey also asked about geographical origin of the students (this is different to ethnic group of the students). Female PhD students were slightly more likely to come from the EU (non-UK) area, where they made up 42% of PhD students. Female part-time PhD students were more likely to come from outside the UK (whether EU or non-EU) than male part-time PhDs.

Table 5: Primary Function – PhD Students

Research Students	Female	Male	Total	% Female
Full Time				
UK	60	105	165	36.36
Non-UK, EU	92	132	224	41.07
Non-EU	109	228	337	32.34
Totals	**261**	**465**	**726**	**35.95**
Part Time				
UK	28	62	90	31.11
Non-UK, EU	26	32	58	44.83
Non-EU	19	27	46	41.30
Totals	**73**	**121**	**194**	**37.63**

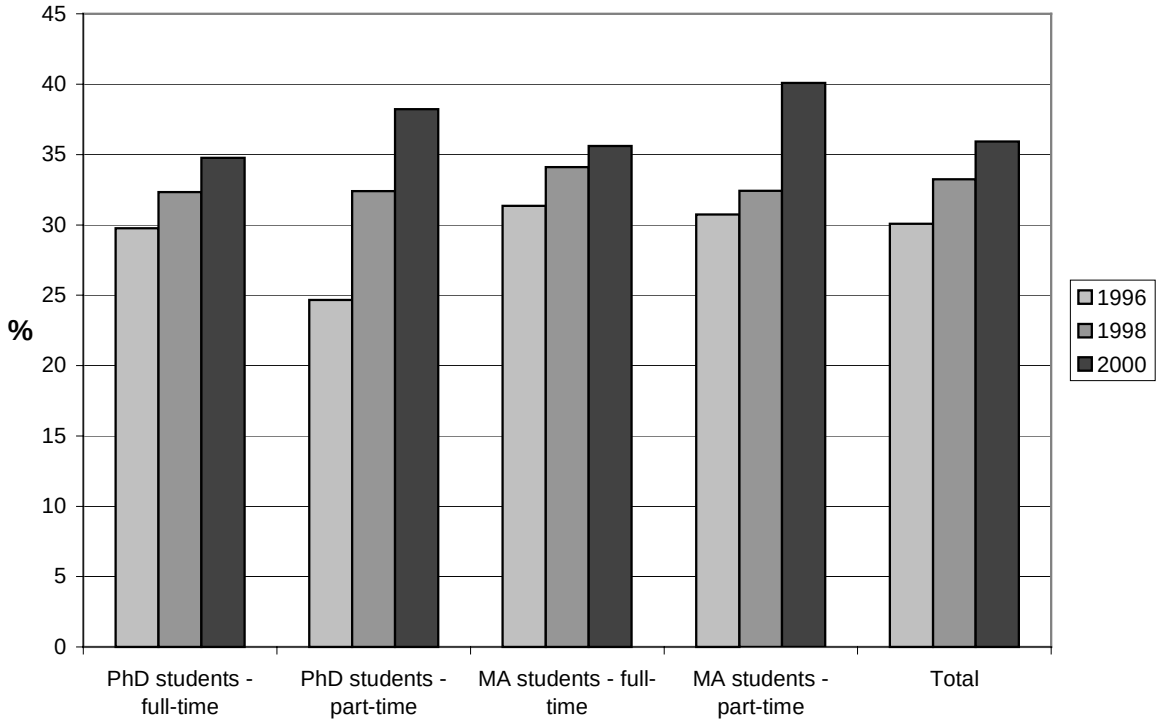
Masters students have seen a similar increase over the last two years (Table 6 below). In 1998 just over 34% of full-time Masters students and nearly 32.5% of part-time Masters students were female. By 2000 these proportions had increased to 35.7% and just under 40%.

Table 6: Masters Students

Masters Students	Female	Male	Total	% Female
Full Time				
UK	137	281	418	32.78
Non-UK, EU	145	254	399	36.34
Non-EU	176	289	465	37.85
Totals	**458**	**824**	**1282**	**35.73**
Part Time				
UK	52	81	133	39.10
Non-UK, EU	18	21	39	46.15
Non-EU	3	8	11	27.27
Totals	**73**	**110**	**183**	**39.89**

Figure 6 shows the changes in the proportion of women in postgraduate economics based on the total return of the 1996, 1998 and 2000 surveys – note; this is not a balanced panel. There has been an increase in the proportion of female students at all levels in every year of the survey. The largest increases in the proportion seem to be at the level of part-time study – both for PhDs and Masters degrees.

Figure 6: The proportion of women in postgraduate economics, 1996 - 2000



Change over time: institutions participating at more than one survey

In this section we will look at the change since 1998, using a balanced panel of data – that is, using just those institutions which responded to the survey in both 1998 and 2000. There are 71 institutions that co-operated in both surveys, and it is the data from these which will form the basis of the comparison over time. This means that the whilst the previous analyses had been based upon 79 institutions, the comparison between 1998 and 2000 is based on only 71 institutions.

Figure 7, below, shows the change in the figures between the two surveys for those institutions for whom we have data for both periods. These figures are for the total number of full-time staff. Apart from the post of permanent researchers – where there was just 1 male reported in the 2000 survey – women have increased their number at every grade. In 1998 there were 8 female professors in these departments; they now employ 20 female professors. This represents an increase from 3.4% to 7% of the professors in these departments. The biggest percentage increases between the two surveys for these departments were in the

proportion of women who were fixed-term lecturers (28.7% to 46%) and senior researchers (17.5% to 29.6%).

Figure 7: Changing levels in proportion of female staff: 1998-2000, Balanced Panel, two surveys

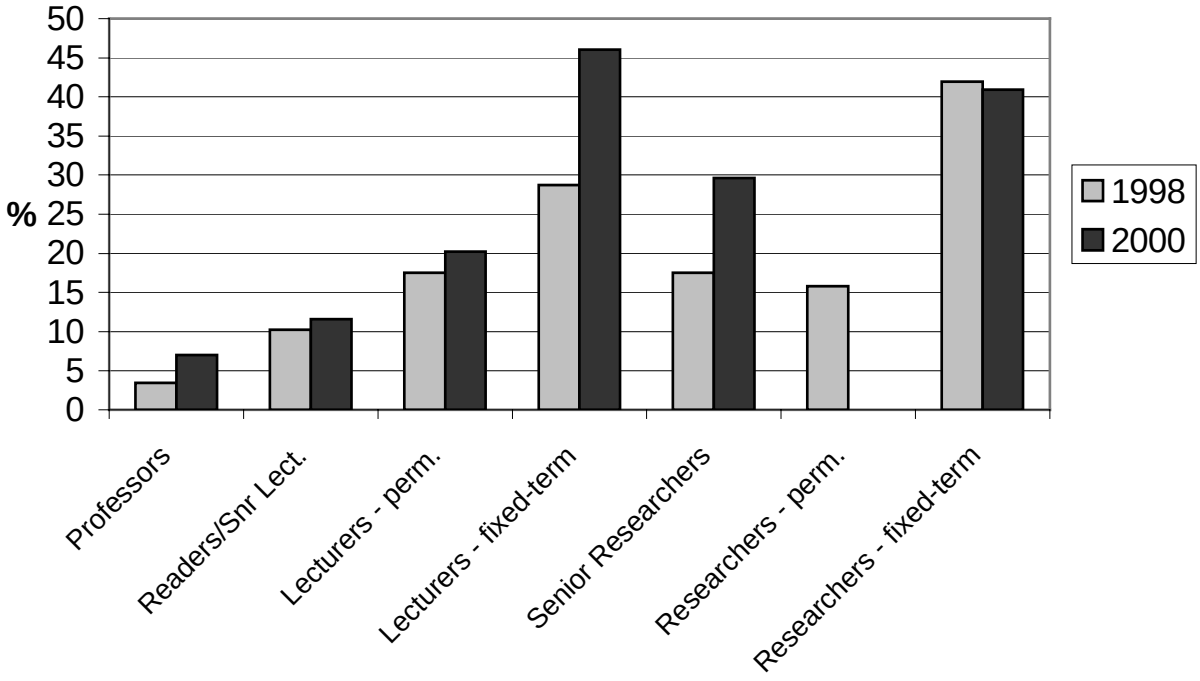
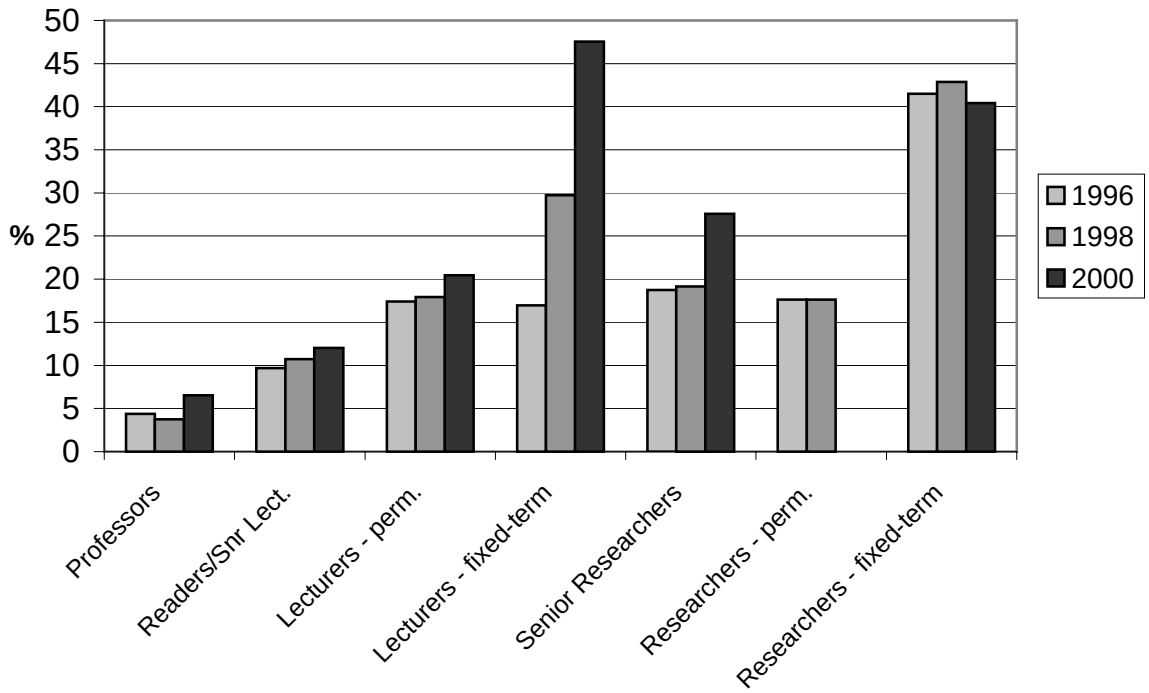


Figure 8, below, looks at a comparison across the full life of the survey, from 1996 through 1998 and up to 2000. Again, this is a balanced panel and so only the 65 institutions that responded to all three waves are included in this analysis. For most grades there has been an increase over time in the proportion of female staff. The exceptions to this are for fixed-term researchers, where the percentage is fluctuating around 42%, permanent researchers, where there are no women in 2000, and professors where there was a slight decline between 1996 and 1998. The biggest percentage increase over the time of the surveys is in the fixed-term lecturer grade where the proportion of women has increased from 16.9% to 47.5%.

Figure 8: Changing levels in the proportion of female staff: 1996-2000, Balanced Panel, three surveys



Ethnic Minorities

Table 7, below, shows the proportion of ethnic group within each academic grade. Overall, 66.4% of academic economics staff are white and from the UK. There is a higher proportion of white (UK) academics at the higher levels – nearly 72% of professors are white and from the UK. Amongst the other ethnic groups the largest are white (other European) and white (other). These three groups make up 87.1% of academic economics overall, higher than that among professors and senior lecturers reflecting the relative mobility of economists between countries of the European Union, North America and the Old Commonwealth. There were some departments which were unable to classify the ethnic group of staff, this 'unspecified' group makes up 3.4% of academic economists.

Table 7: Ethnic Group by Academic Grade – all full-time economists

Full-time – All	**Professor**	**Reader**	**Senior Lecturer**	**Lecturer - perm.**	**Fixed-term staff**	**Total**	*n*
White - UK	71.9	65.7	77.4	61.5	42.6	66.4	*793*
White - other Euro	8.9	9.9	7.1	17.6	26.5	13.3	*159*
White - other	7.3	11.0	5.8	6.9	11.8	7.4	*88*
Indian	4.3	2.2	4.4	4.7	4.4	4.4	*52*
Chinese	0.3	1.1	0.9	1.6	4.4	1.3	*15*
Other Asian	1.7	4.4	0.4	2.8	4.4	2.3	*27*
Black - Caribbean	0.3	0.0	0.0	0.4	0.0	0.3	*3*
Black - African	0.3	0.0	0.0	1.2	0.0	0.6	*7*
Other Ethnic group	0.0	0.0	0.4	1.2	2.9	0.8	*9*
Unspecified	5.0	5.5	3.5	2.2	2.9	3.4	*41*
n	*302.5*	*90.5*	*226*	*507*	*68*	*1194*	

Table 8, below, looks at new full-time academic economists. Once again the majority group is white (UK), although with a lower proportion than amongst all full-time economists. Around 3 out of every 10 new full-time academics are from the white (other European) ethnic group. Within the new hires, the proportion of Asian economists was higher than for all staff. However, the proportion of Africans was lower, just 0.6% of all full-time economists and just 0.4% among the new hires. The increase in the proportions of ethnic minorities among the new hires suggests that the composition of academic economics is moving away from the dominance by white (UK) economists, although the groups who are making most head-way are the white (European) and white (other) groups.

Table 8: Standard Academic Grade, by ethnic group – new full-time economists.

Full-time – New	**Professor**	**Reader**	**Senior Lecturer**	**Lecturer - perm.**	**Fixed-term staff**	**Total**	*n*
White - UK	58.2	54.5	50.0	42.0	33.3	45.2	*113*
White - other Euro	23.6	27.3	30.0	31.1	31.1	29.2	*73*
White - other	12.7	0.0	5.0	10.9	11.1	10.4	*26*
Indian	0.0	0.0	15.0	6.7	8.9	6.0	*15*
Chinese	0.0	0.0	0.0	3.4	2.2	2.0	*5*
Other Asian	1.8	18.2	0.0	2.5	6.7	3.6	*9*
Black - Caribbean	0.0	0.0	0.0	0.0	0.0	0.0	*0*
Black - African	0.0	0.0	0.0	0.8	0.0	0.4	*1*
Other Ethnic group	0.0	0.0	0.0	0.8	2.2	0.8	*2*
Unspecified	3.6	0.0	0.0	1.7	4.4	2.4	*6*
n	*55*	*11*	*20*	*119*	*45*	*250*	

Part-time academics are the subject of Table 9, below. Amongst part-time workers the majority ethnic group is white (UK), indeed all the white groups make up over 91% of part-

time academics. There are relatively few part-time academics (127, compared to 1194 full-time academics) and few of these are from a non-white ethnic minority. There are even fewer new part-time economists, of these 50% are white (37.5% UK, 8.3% European and 4.2% other) and 50% are 'unspecified'.

Table 9: Standard Academic Grade, by ethnic group – all part-time economists.

Part-time – All	**Professor**	**Reader**	**Senior Lecturer**	**Lecturer - perm.**	**Fixed-term staff**	**Total**	*n*
White - UK	55.0	66.7	84.6	84.6	67.7	70.9	*90*
White - other Euro	20.0	0.0	7.7	0.0	16.9	12.6	*16*
White - other	20.0	33.3	0.0	3.8	6.2	7.9	*10*
Indian	0.0	0.0	0.0	0.0	7.7	3.9	*5*
Chinese	0.0	0.0	0.0	0.0	0.0	0.0	*0*
Other Asian	0.0	0.0	0.0	0.0	0.0	0.0	*0*
Black - Caribbean	0.0	0.0	0.0	3.8	0.0	0.8	*1*
Black - African	0.0	0.0	0.0	0.0	0.0	0.0	*0*
Other Ethnic group	0.0	0.0	0.0	0.0	1.5	0.8	*1*
Unspecified	5.0	0.0	7.7	7.7	0.0	3.1	*4*
n	*20*	*3*	*13*	*26*	*65*	*127*	

Table 10, below, looks at the research grades. White (UK) researchers make up over four-fifths of senior researchers, and just over half of fixed-term researchers. The only other ethnic groups represented at the senior researcher level are white (European) and white (other), Chinese and black (African). A study of the new hires in the research field (not shown) suggests that whilst there are proportionally fewer white (UK) hires at senior researcher level, albeit still the largest group at 48%, most of the increase in new hires is among the other

white groups (29.4% white Europeans and 8.8% white (other) researchers). There are new researchers in the other ethnic groups, but none at a share larger than 4%.

Table 10: Standard Academic Grade, by ethnic group – all researchers.

Research – All	**Senior Researcher**	**Researcher Fixed-term**	**Total**	*n*
White - UK	79.3	52.0	56.5	*107*
White - other Euro	6.9	27.0	23.7	*45*
White - other	6.9	6.9	6.9	*13*
Indian	0.0	3.4	2.9	*5.5*
Chinese	3.4	1.3	1.6	*3*
Other Asian	0.0	2.5	2.1	*4*
Black - Caribbean	0.0	1.3	1.1	*2*
Black - African	3.4	1.3	1.6	*3*
Other Ethnic group	0.0	1.3	1.1	*2*
Unspecified	0.0	3.1	2.6	*5*
n	*29*	*1*	*159.5*	*189.5*

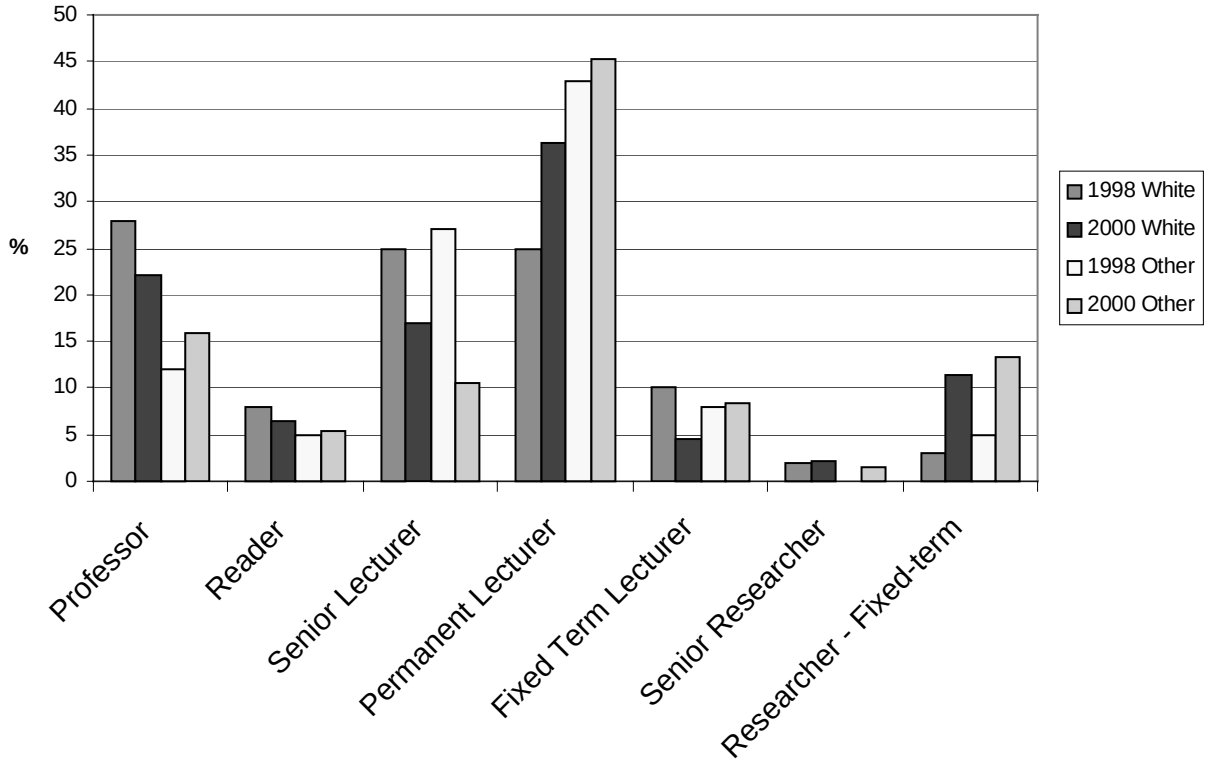
Table 11, below, looks at the proportions of students by ethnic group. Some care has to be taken with these figures, in particular the figures for full-time Masters students, because of the size of the 'unspecified' group. However, it appears that white (UK) students are disproportionately more likely to be part-time students than other ethnic groups. Almost 56% of all full-time students and 82% of part-time students are white (UK, European or other). Within the part-time sector 77% of PhD students and 86% of part-time Masters students are white. The UK has proportionately fewer students than academics, reflecting the international mobility of graduate training.

Table 11: Students, by ethnic group

Students	**PhD**		**Masters**		*n*
	Full-time	**Part-time**	**Full-time**	**Part-time**	
White - UK	16.5	49.0	25.2	79.2	*683*
White - other Euro	30.0	23.7	25.5	2.7	*596*
White - other	10.5	4.6	4.4	4.4	*149*
Indian	4.5	2.6	4.0	2.2	*93*
Chinese	6.3	2.6	9.4	0.5	*172*
Other Asian	13.4	8.2	8.3	1.6	*223*
Black - Caribbean	1.1	0.0	0.9	3.3	*26*
Black - African	5.5	3.6	4.4	2.2	*107*
Other Ethnic group	8.0	5.7	4.3	2.2	*128*
Unspecified	4.1	0.0	13.7	1.6	*208*
n	*726*	*194*	*1282*	*183*	*2385*

Figure 9, below, is a graph of the change in proportion of ethnic minorities in academic economics, 1998-2000. The 1998 figures were taken from Table 4 in Blackaby and Frank (1999) and their survey of the ethnic balance of academic economics. This research was carried out using a different method to that used in the 2000 survey and so the data do not refer to a balanced panel but a comparison of aggregate results. The table gave academic rank by ethnic group, splitting ethnic group into 'white' and 'other'. The figures for 2000 are from the findings of the 2000 survey and, to maintain comparability, are also grouped into 'white' and 'other'. Those in the 'unspecified' group were not included in the 2000 figures. The figures are the proportion of each ethnic group in each grade.

Figure 9: Change in the proportion of ethnic groups in grade of academic economics, 1998-2000



As Figure 9 shows, in 1998 28% of those academic economists in the 'white' ethnic group were professors, 8% were readers and a quarter (25%) were senior lecturers and permanent lecturers. Between 1998 and 2000 the proportions who were professors, readers and senior lecturers declined as the proportion who were permanent lecturers increased. Academics who are in the 'other' ethnic category were proportionately more likely to be professors, readers, permanent lecturers and fixed-term lecturers in 2000 than they were in 1998.

Conclusion

The proportion of women in academic employment has risen slowly to 19%. The proportion of women among graduate students is around one third. The composition of employment is not broadly dissimilar to the position described for the Government Economic Service in 2000 by Rowlatt (2001). The proportion of top (Grade 5 and above) government economists who were women, 10%, is still above the 7% of economics professors, the 21% of Economic Advisers who are female can be compared with 20% of permanent lecturers. At the more junior level, 31% female among Economic Assistants is below our 44% of fixed term lecturers. Thus the gradient of sex ratio with seniority, which exists in many professions, is shallower in the civil service than academe. It is the combined effect of any differences between successive cohorts, differential promotion and differential drop-out.

In a hypothetical situation where there was equal chance of recruitment and promotion the gender balance of the profession might tend towards equal numbers of men and women, but it might be a more realistic target to see how far academic employment is away from recruiting women in the proportion they are found among graduate students - namely one in three, (abstracting from the fact that many graduate students will not be looking for work in the UK). On this basis, fixed term employment already 'over-represents' women, permanent lecturers are about 15% below target (and at current rates of differential recruitment could reach 33% in about 13 years) readers and senior lecturers are 21% points off being one third female and professors 26% points off.

The closing of these gaps will involve continued efforts to improve gender balance on recruitment but also on promotion conversion from fixed term to permanent contracts and retention of staff once careers are underway.

The RES Committee on Women in Economics is planning to focus on the reasons for women's differential progress and drop out at various stages of academic economics careers in its next investigation, and also to repeat this survey to monitor progress, probably in 2002.

References

Blackaby, David and Jeff Frank, “Ethnic and Other Minorities in UK Academic Economics”, in *The Economic Journal*, June 2000.

Booth, Alison L., and Jonathan Burton, “The Position of Women in UK Academic Economics”, in *The Economic Journal*, June 2000, F312-F333.

Mumford, Karen, “The Gender Balance of Academic Economists in the UK”, report to the Royal Economic Society Women’s Committee, June 1997.

Rowlatt, Amanda, “Women in the Government Economic Service”, RES Newsletter 114, July 2001, P15.