For years, women have worked to break the invisible barrier that keeps underrepresented groups from climbing the corporate ladder. But even with that hard work, women remain underrepresented in the “glass ceiling” and are still underrepresented in certain careers.

In the field of economics, women represented only 7 percent of new Ph.D.s in 1972, according to a 2018 report from the American Economic Association’s Committee on the Status of Women in the Economics Profession (CWEPP). In nearly 50 years, the representation of women receiving an economics Ph.D. has grown, but only to 22.9 percent nationally in 2017. That statistic has remained stagnant since the early 2000s, hovering between 30-35 percent.

Georgia College’s economics department bucks that national trend. Of the spring 2020 graduating majors in economics, 30 percent of those were women and 25 percent of those went on to pursue graduate school.

Hanna Kagele graduated in 2018 with double majors in economics and math. More than half of her fellow economics majors were women and 44 percent of them went to graduate school. “Georgia College was not an environment where women in the field are treated differently,” she said. “I don’t even remember that was a thing in economics until I left Georgia College.”

In the 1970s, nearly 70 percent of economics Ph.D.s awarded each year were to men. By 2017, that statistic has remained stagnant since the early 2000s, according to a 2018 report from the American Economic Association’s Committee on the Status of Women in the Economics Profession (CWEPP). In nearly 50 years, the representation of women receiving an economics Ph.D. has grown, but only to 32.9 percent nationally in 2017.

“Glass ceiling” is the term economist through the years to describe the invisible wall that keeps underrepresented groups from climbing the corporate ladder. “It was the only person in my cohort that was double majoring in economics and math, so that’s what you want to do, you would definitely make it through grad school’?“

More recently, Dr. Michael Riley, an assistant professor of economics, noted: “I was the only person in my cohort that was double majoring in economics and math, so that’s what you want to do, you would definitely make it through grad school’?“

Dr. Clark replied with ‘oh yeah, 100 percent. If that’s what you want to do, you would definitely make it through grad school’?”

The rest is history. Kagele said. She credits the research project she completed her senior year to helping her stand out to Emory University.

“I was only part of my cohort that was coming straight from undergrad. Everyone else had a master’s or they had been doing research-type jobs before they came to the Ph.D. program. Kagele. “I was a little bit nervous because I kind of felt like the underdog. But Georgia College prepared me so well. I definitely didn’t have a disadvantage.”

The research project for students during fall semester senior year. In the economics course, they learn how to formulate research questions, collect, and analyze data, and use appropriate econometric techniques to answer those research questions.

“These simple project means projects that eventually become the basis for their final papers, research”, said Dr. Brooke Conaway, assistant professor of economics. “Their papers are completed, published and presented in the spring during our senior seminar course.”

These projects give our students an edge as they apply to grad school since this is the kind of research experience employers are looking for,” said Conaway. “It also benefits them as they apply for jobs, since the paper is a signal of many qualities employers are looking for in new hires.”

Georgia College’s economics curriculum focuses on the development of analytical and critical thinking, deductive reasoning, quantitative and qualitative research skills, and skill sought by employers in all fields. Majoring in economics can open doors for students to graduate school, law school or the workforce.

“At Georgia College, we are wholeheartedly dedicated to the success of our students, and many credit professors with helping them along their journey. In economics, there are professors who have given us the opportunity to provide our graduates with the best opportunities possible. The teaching process is a continuous one.”

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“Economics is a really unique field in that different perspectives and views are needed and valued in the field. “Economics is a really unique field in that different perspectives and views are needed and valued in the field.”

This performance is pre-recorded and will be online at 7 p.m. and is sponsored by Georgia College’s Department of Music, the Therapy Program and the Creative Expression Program at the Life Enrichment Center in Milledgeville. Students and scholars performing groups—Harmonettes Vocal Choir, Good Vibrations Percussion Ensemble, Music in Motion, The Rock and Rollers and The Jungle Rayoises—will perform solo violin.

Both performances are available online https://www.facebook.com/GEORGIA.COLLEGE.MUSIC/ and https://www.facebook.com/GEORGIA.COLLEGE.CREATIVE.EXPRESSIONS/.