

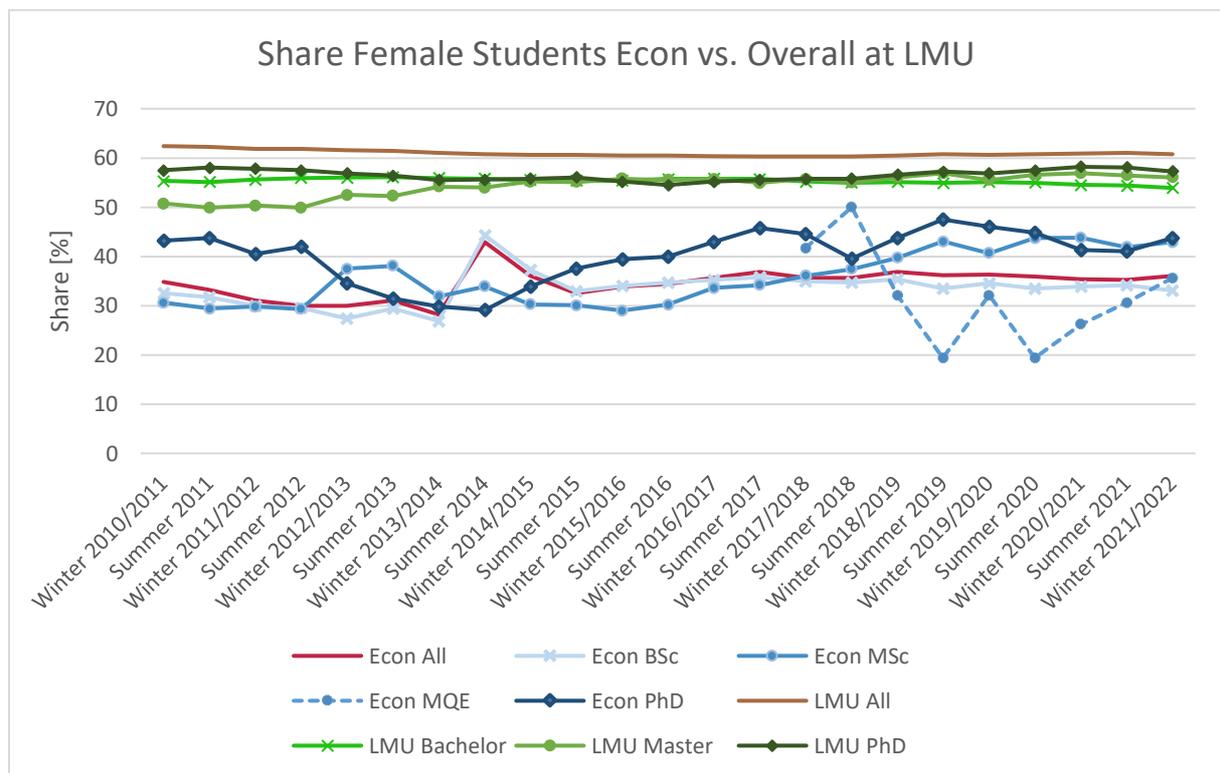
## Diversity Report 2021

Women and historically under-included groups are under-represented at our department. We take responsibility for promoting the inclusion of under-represented groups at all levels and continue these efforts in the diversity initiative that we have started in 2020.

The diversity report aims to inform about the state and development of diversity at our department, focusing on women and whenever possible non-Germans<sup>1</sup>. Furthermore, we provide information about measures taken in the previous year that aim to enhance diversity at our department. Additionally, we summarize the main results of the 2021 PhD Survey and provide a brief outlook on planned measures. Furthermore, we highlight contributions from research on diversity in the economics profession.

### Figures

#### Study Level

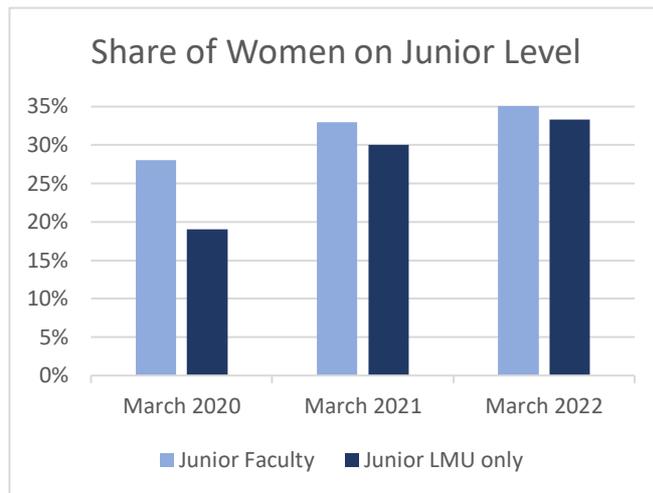


Studierendenstatistiken der LMU WS 2010 – WS 2022. The overall share of female students at LMU is higher than BSc, MSc & PhD because of other forms of qualifications (e.g. "Staatsexamen")

<sup>1</sup> We acknowledge that citizen status is an insufficient measure for tracking the representation of minority groups. We work on implementing a way to do so more effectively for the future. Citizen status was obtained directly from CVs or inferred based on a combination of CV information such as German language proficiency and educational history.

The Economics department at LMU has a lower share of female students than LMU overall at all levels of study throughout time. We begin to see an upward trend in the share of women studying Economics at the MQE program. In other study programs the share of women is stagnating. This is in line with data from the US for 1995-2014<sup>2</sup>. The US data show that the share of female economics Bachelor students has stagnated at around 30% between 1994 and 2014. During this period the share of Bachelor degrees awarded to women in STEM fields increased from around 50% to just below 60%.

### Post Doc / Junior Level



The share of women among our Junior Faculty increased from 28% (19% excluding ifo Institute) in 2020 to 37% (33% excluding ifo Institute) as of March 2022. The Department continues to make attracting excellent female candidates a priority for the junior Jobmarket. To this end we have committed to monitor the share of women at every step of the application stage and to avoid all-male interview panels. However, no formal targets or quotas have been set.



In March 2021, the share of non-German citizens among our Junior Faculty was 26% (41% excluding the ifo Institute). These figures increased to 30% (46% excluding the ifo Institute) in the last year.

### Associate Professor Level (W2)

Among the Associate Professors at our Department 50% (2/4) are women. Across German Economics Departments this figure is lower with 30% to 35%<sup>3</sup> female Associate Professors. The

<sup>2</sup> Amanda Bayer and Cecilia Elena Rouse (2016). Diversity in the Economics Profession: A New Attack on an Old Problem

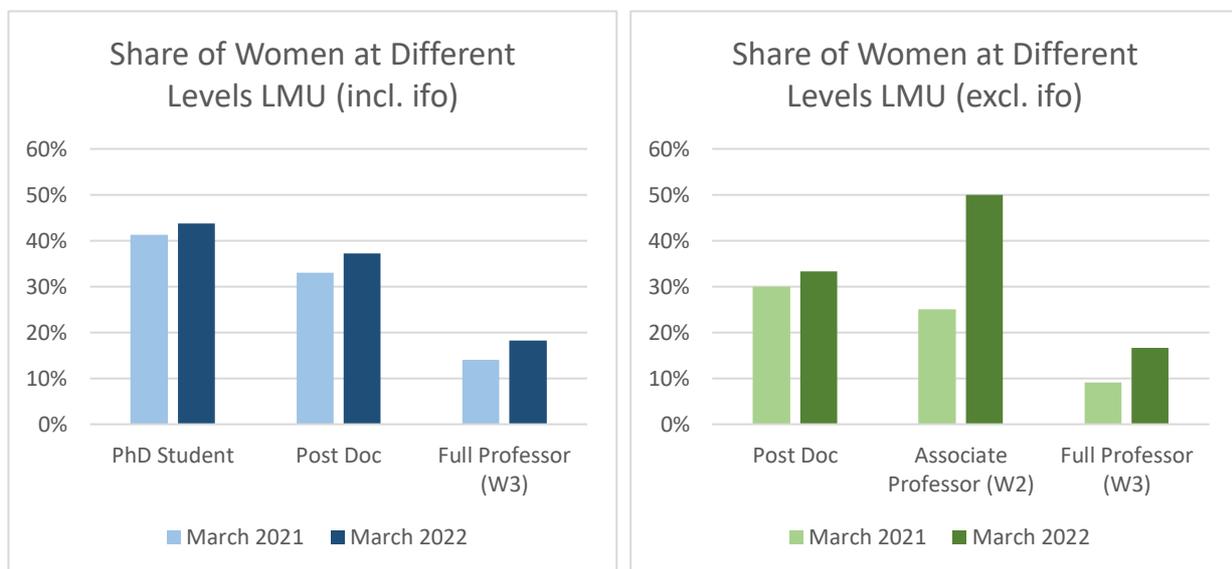
<sup>3</sup> Depending on the definition of "Associate Professor" at other institutions. Emmanuelle Auriol, Guido Friebel, Sascha Wilhelm (2019) for Germany and Europe

corresponding figures are 37% for Europe and 27% for the US<sup>4</sup> respectively. 25% (1/4) of Associate Professors at our Department are non-German citizens.

### Senior Level (W3)

Among full professors at our Department 14% (10% if excluding ifo) are women. This is lower than corresponding figures for German (17.5%), European (22.1%)<sup>5</sup> or US institutions (15%)<sup>6</sup>. There is one colleague with dual citizenship among the full professors at LMU and at Ifo, respectively. Among the full professors three colleagues are non-German citizens, two of them work at Ifo.

The table below plots the changes in the shares of women in different hierarchy levels at LMU, (including Ifo and excluding Ifo) over the past year. We see an increase in the share of women in all hierarchy levels. We also observe a decreasing share of women as one moves higher in the hierarchy, a common problem that is referred to as leaky pipeline.



### Seminar Speakers

Jennifer Doleac, Erin Hengel and Elisabeth Pancotti (2021) have analyzed the composition of speakers in economics research seminars. Given that holding talks in seminars is important for improving one's research and for expanding networks, it is vital to monitor who holds talks at (and who gets invited to) seminars.

Their analysis shows that an alarmingly low share of presenters are members of minority groups. Also, just roughly one out of five speakers in economics seminars is a woman.

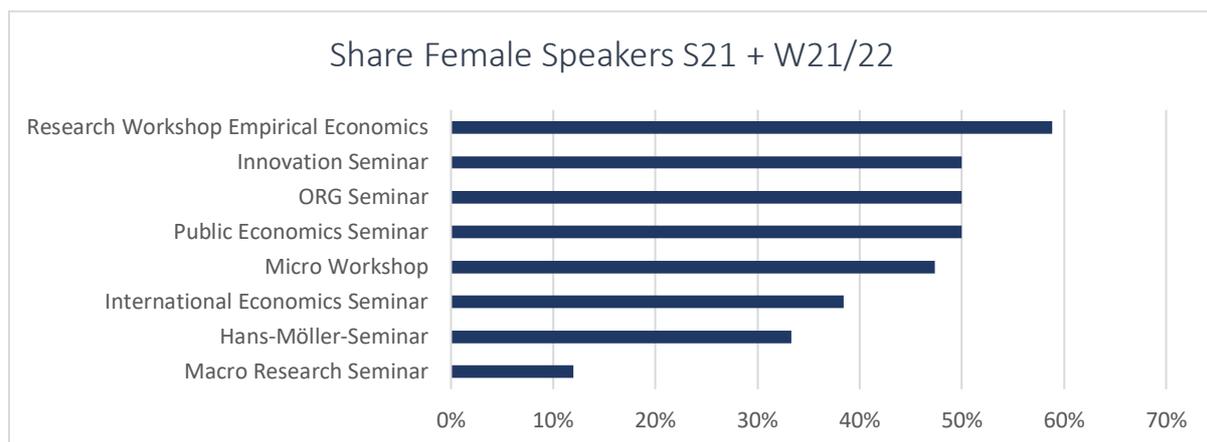
Research seminars at our department show great variation in the share of female speakers, both over time and across fields.

<sup>4</sup> CSWEP Report 2020

<sup>5</sup> Emmanuelle Auriol, Guido Friebel, Sascha Wilhelm (2019) for Germany and Europe

<sup>6</sup> CSWEP Report (2020)

## Share Female Speakers at LMU



## Measures taken in the previous year

### Teaching

#### Bachelor-Level Course “Schlüsselqualifikationen”

Our Bachelor students are mandated to attend one lecture on key transferable skills. We believe that apart from the formal tools necessary to work and study in the scientific environment, students ought to acquire basic gender and diversity competences. Therefore, since 2019 the lecture focuses on the dimensions of diversity and their consequences for economic outcomes.

### Topics in Economics Lecture

Evaluations from prior lectures have shown that some Bachelor students at our faculty believe that diversity and discrimination are not relevant topics for economic analyses<sup>7</sup>. To enhance students’ understanding of the relevance of these topics for economic policy and to correct

<sup>7</sup>Evaluations of Schlüsselqualifikationen-Lecture

these false beliefs, Andreas Peichl gave two lectures on “Gender in Economics” as part of the “Topics in Economics” lecture series, discussing data describing the leaky pipeline in Academia, the Gender Pay Gap and Child Penalties and providing background on the problem of the Glass Ceiling in industry jobs. He further discussed some of the latest research about discrimination in Academia and interventions that were successful in increasing the share of underrepresented groups in Economics.

### Bachelor-PhD Fireside Chats

The department’s student representatives organized Fireside chats for Bachelor students, where PhD students talk about how to do a PhD, which requirements exist and what to do to enhance the chances of being admitted to a PhD program. This initiative is very valuable: often, students that are the first to study in their families, lack access to (informal) information about how to pursue an academic career.

### PhD

#### Soft Skill Course

PhD students were offered a soft-skill course on “Gender, Gender Equality, and Diversity in Academia” in autumn 2021. The course covered both general topics (e.g., key concepts and terminology) as well as Academia specific issues. The course covered the gender dimension as well as other diversity dimensions.

#### Survey

The MGSE has conducted the PhD survey for a second time in summer 2021, to assess how satisfied PhD students are with their experience at the MGSE. We also aimed to understand whether there are differences in the experiences between men and women and between German and non-German PhD students. In section “PhD Survey 2021 Summary” you can find a summary of the most important results.

#### Fireside Chats

Results from the PhD survey 2021 revealed large variation in the degree of networking activities among the PhD students. Following the survey results, it seemed that there were systematic differences between women and men as well as between non-German and German native speakers. Male (German) PhD students at MGSE reported speaking with more economists about their research, to more frequently visit other universities during their PhD, to more often present their work in internal seminars and at international conferences and to have more co-authors and more funding than female (non-German) PhD students.

Given the observed heterogeneities, we wanted to make more information available to all PhD students at MGSE and level the playing field in case that some PhD students may have better access to information than others. Junior Faculty kindly agreed to share their experiences and best practices at fireside chats with the PhD students.

The chats covered information about attending conferences, going abroad, diversity in economics, networking with (senior) economists, and general best practices.

#### Mentoring Sessions for female PhD Students

Claudia Steinwender joined the senior faculty at LMU in July 2021. She scheduled multiple mentoring sessions with female PhD candidates, such that in total roughly 20 female PhD

students had the opportunity to ask her questions and advice about best practices.

The questions of the students can be grouped into the following four categories; interestingly only one of them (discriminatory comments) was clearly gender-specific, the other topics should in principle be relevant to all PhD students independent of gender:

- **Discriminatory comments/behavior:** How to react in situations when male colleagues/professors make discriminatory comments (e.g., remarks that a woman does not deserve a certain position and that she was only hired because of her gender) or show disrespect towards women in other ways (e.g., ignoring their comments in seminars)
- **Family & academic career:** Is it possible to have an academic career and family, and how?
- **How to be successful in the PhD:** E.g., how to find a good research question, how to be productive during the PhD, or how to decide whether to pursue an academic career
- **Mental health during the PhD:** E.g., how to deal with receiving mainly negative and rarely positive feedback, how to keep up motivation, how to deal with the uncertainty of research success, how to deal with failure despite hard work

## Post Doc and Senior Level

### New Hires<sup>8</sup>

#### Junior Faculty:

- Antoine Ferey (CREST Paris)
- Christopher Busch (Universitat Autònoma de Barcelona)
- Corinna Hartung (LMU Munich)

#### Senior Faculty:

- Claudia Steinwender (MIT, W3)
- Mirko Wiederholt (Sciences Po, W3)
- Ines Helm (Stockholm University, W2)

## Ombudspersons

The faculty has specified acceptable practices and behavior for maintaining a constructive work environment. However, if individuals feel that others depart from this specified behavior, they have to be able to discuss these incidences in a professional and safe manner. Therefore, we have appointed Ombudspersons for the department. Their purpose is to mediate conflicts in an impartial and constructive manner. Valeria Burdea, Carsten Eckel, Claudia Steinwender and Gregory Veramendi have kindly agreed to serve as Ombudspersons at our department.

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<sup>8</sup> Includes PostDocs hired through the Academic Job Market 2020/2021 and PostDocs hired at LMU (not ifo) outside the JM. Information on past institution in parenthesis.

## PhD Survey 2021 Summary

In Summer 2021 the MGSE has surveyed its PhD students for the second time. The survey aims to continuously monitor PhD Students' experiences at the department and associated institutes. Survey responses are also analyzed with respect to differences in the experiences between German native speakers and non-German native speakers and between men and women. Below you can find a summary of the main insights we were able to gain and on whether we find differences with regard to the past year.

RESEARCH and NETWORKS: PhD students at MGSE cooperate on average with 3.83 distinct co-authors. Non-German PhD students have much less co-authors than their German fellow students do.

Nearly 40% of men do not have a single female co-author, whereas this is only true for 20% of women. In last year's survey, 60% of male and 40% of female PhD students did not have a female co-author. Only 10% of respondents have at least one co-author who is a person of color, but every respondent has at least one white co-author.

On average, PhD students receive regular feedback on their research from 4.3 economists. Compared to the 2020 results, there are no longer (stark) differences between women and men or Germans and Non-Germans. In terms of supervision quantity, two thirds of the respondents would like to receive more feedback from their advisor(s). The share is especially high for non-German PhD students. In last year's survey PhD students also expressed the desire for more supervision.

Overall, students feel mostly comfortable in the seminars, with, however some variation in how individual seminars are rated. Overall, the ratings are slightly better than 2020. There are no systematic differences between women and men or German and non- German PhDs.

21% of the respondents have encountered inappropriate classroom behavior over the past year with the share being much higher for women than for men (37% vs 9%), which is consistent with last year's survey results. Examples include instances of sexism, racism, and disrespectful or rude communication of students.

MENTAL HEALTH: PhD students feel mostly valued by their fellow PhDs as well as by their advisors. Unfortunately, the stark differences between German and Non-German native speakers that were documented last year, persist. Non-German native speakers feel much less valued by their advisors and colleagues than their counterparts.

Overall, PhD students report low satisfaction their PhD trajectory. Compared to last year, satisfaction is lower with the largest reductions drops for men and Germans.

The vast majority of PhD students have experienced a loss in confidence in themselves over the past 12 months, less than 5% report that they have not done so. Women and Non-Germans have, just like last year, experienced a larger loss in confidence than their counterparts. Especially women's confidence has suffered. More than half of PhD students report that their mental health got worse in the past year. When asked for reasons, 38% cited the PhD (among other factors), again with the share being highest for women. PhD students feel under pressure

due to perceived high expectations about workload and productivity. Especially during the global pandemic some PhD students felt constrained in their capacity to make progress in their PhD and are concerned about their ability to hand in their dissertation within the deadline specified in their contracts.

Regarding a career in academia, the results are mixed and many PhD students have not made a decision yet. 15% definitely consider a career in academia while 10% definitely do not. Especially non-German PhDs, but also women more often consider an academic career. The stronger inclination to pursue an academic career by non-Germans is consistent with last year's results. The main reasons against academia are uncertainty about the career path, doubts about own suitability and local preferences.

Non-German speakers report having difficulties because German is not their first language, especially when interacting with the administration.

DIVERSITY: About half of the respondents think that the economics faculty at LMU has shortcomings in the inclusion of minorities and women, respectively. Female and non-German PhDs are much more likely to see such shortcomings, for both dimensions. The differences are huge: 33% of men see shortcomings in the inclusion of minorities compared to 62% of women. Strikingly, 24% of men and 20% of Germans report to never have thought about whether we have shortcomings on these dimensions.

This can be considered a surprising result, given that the lack of diversity in the economics profession has been highly discussed in the recent past, not only at our department, but in top institutions and in the entire profession in general. However, these patterns are consistent with what we found in last year's survey.

When asked about the department's effort to increase diversity, 65% rate the effort as about right. There are stark differences between demographic groups. 44% of non-Germans think there is too little effort compared to 24% for Germans. Differences across gender are even stronger: while nearly 90% of men consider the effort about right, this is only true for 40% of women. Strikingly, not a single man considers the effort to be too low compared to 60% of women. Overall, 7% of the respondents believe that there is too much effort. This group consists entirely of German men. Again, these patterns are consistent with last year's responses.

PhD students only rarely feel treated differently because of their gender, sexual orientation or background. Men and Germans are most likely to never have made such experience. They are also least likely to report that they have experienced that their colleagues have been treated differently because of one of these reasons. Experiences, both own and of others, include instances of sexism and racism.

COVID: The COVID-19 pandemic has had strong negative impacts on the productivity of PhD candidates at MGSE. 56% report having been less productive during the pandemic, including about 20% who have been much less productive. The reported productivity decrease is stronger for non-German and male PhD students

## Spotlight on Research

[“Covid-19 Disruptions disproportionately affect female academics”](#) by Tatyana Deryugina, Olga Shurchkov and Jenna E. Stearns (2021)

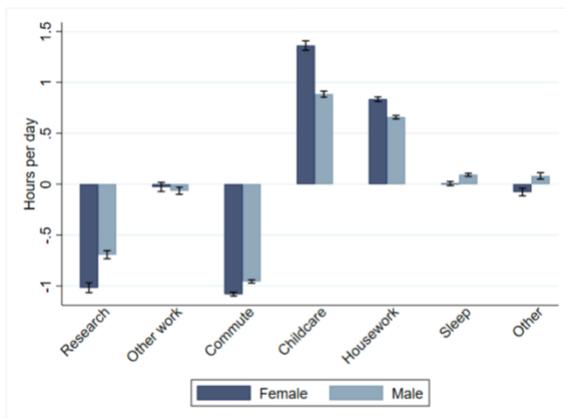


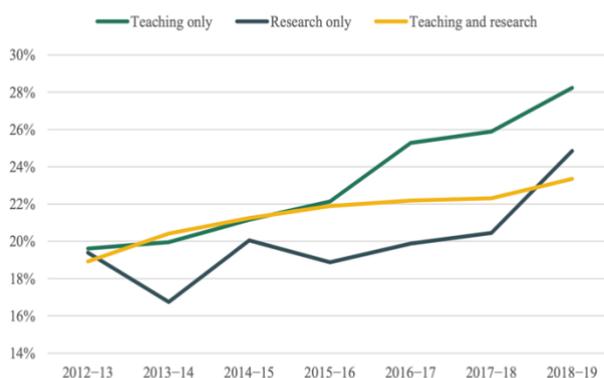
FIGURE 2. CHANGES IN THE NUMBER OF HOURS SPENT ON EACH ACTIVITY BY GENDER  
 Note: Error bars represent 95% confidence intervals using robust standard errors.

The authors examine the effects of the Covid-19 pandemic on the gender gap in academia. Using a global survey of academics across various disciplines, they find that female academics report disproportionate reductions in time spent on research relative to men.

The greater productivity decline found for women is driven by the lack of available child-care due to the pandemic, that is disproportionately compensated by women.

[“Ethnic diversity within the academic economics profession in the UK”](#) by Arun Advani, Sonkurt Sen, Ross Warwick (2020)

Figure 2.2. Ethnic minority representation among academic economists



Note: This figure uses FTE staff. For 8% of staff, ethnicity is unknown; these are excluded. Economics staff defined as those whose primary or secondary academic discipline is economics.

The authors examine the development of ethnic diversity in UK economics departments. They find that ethnic diversity is increasing over time, with 23-28% (depending on contract type) of economics researchers having a non-white background in 2019, whereas this share was about 19% in 2012.

However, there is still room for progress as they are less likely than their white colleagues to hold senior academic or managerial positions.

## Outlook

- We will work on making our efforts to increase diversity at our department more visible. This includes, but is not limited to, highlighting the information we provide on our new department website. The same applies to our efforts to make our work environment more constructive.
- We need to inform every member of our faculty about the role of our Ombudspersons and how to access their help when needed.
- We will continue monitoring (PhD Survey and this report) the department's progress in increasing diversity.
- To discuss diversity in Economics academically and in an informed way, we will offer a PhD Reading Course about Gender and Economics and/or organize CES Lectures on Gender and Economics
- Next to the gender dimension, also ethnicity, citizenship/language, sexual orientation, educational background, etc. are important aspects of diversity and we are committed to be inclusive along all these dimensions and effectively monitor our progress in this endeavor.
- We work on establishing the Fireside chats for PhD students and offer them regularly. We also want to expand the range of topics covered there.
- Hidden curriculum can make an academic career more challenging for first generation academics. Therefore, we will offer mentoring sessions hosted by junior and senior faculty members, targeted towards PhD students with non-academic family backgrounds.