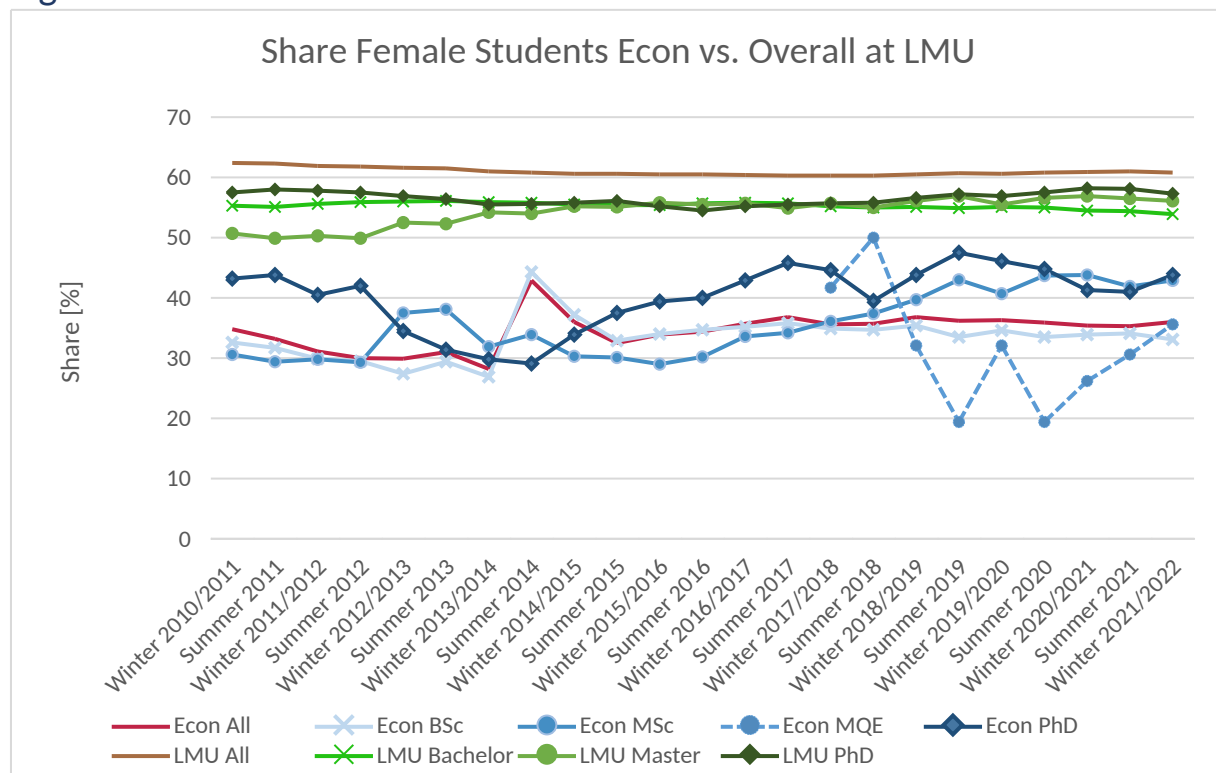


Diversity Report 2022/23

Women and historically marginalized groups remain under-represented within our department. Acknowledging our responsibility, we are committed to driving the progress of these underrepresented groups across all levels.

This document serves as a report detailing the proportion of women across various hierarchical levels, and where feasible, the percentage of individuals from non-German backgrounds within our department. Where data is available, we include benchmarks for contextual comparison, drawing from both the LMU and the broader discipline. Additionally, we add information about the initiatives undertaken in the previous year to bolster diversity within our department.

Figures



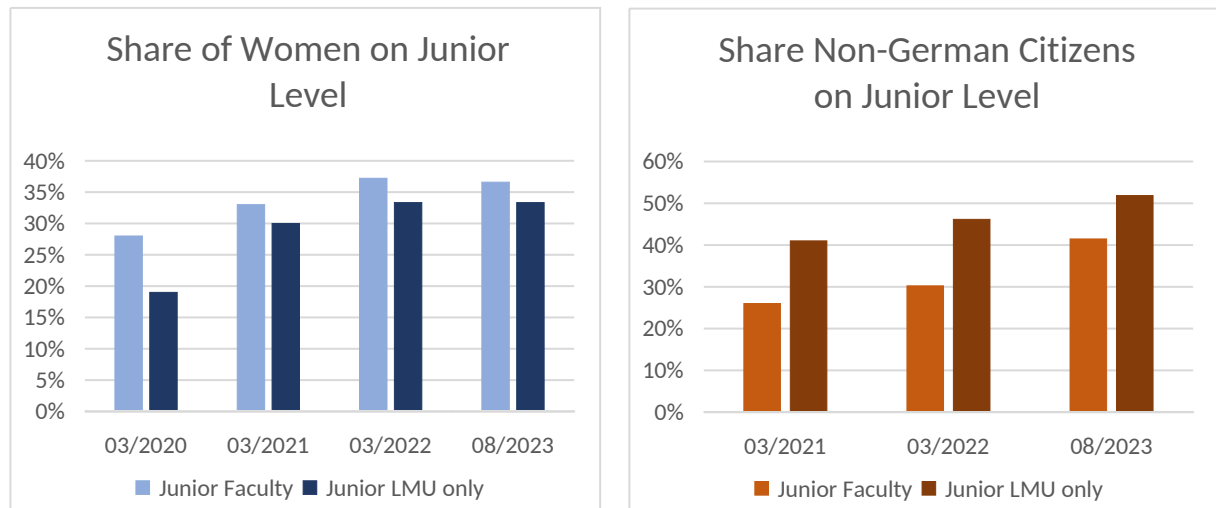
Studierendenstatistiken der LMU WS 2010 – WS 2022. The overall share of female students at LMU is higher than BSc, MSc & PhD because of other forms of qualifications (e.g. "Staatsexamen")

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 1995-2014¹. The US data show that the share of female economics Bachelor students has stagnated at around 30% between 1994

¹ Amanda Bayer and Cecilia Elena Rouse (2016). Diversity in the Economics Profession: A New Attack on an Old Problem

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 August 2023. 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 March 2022 and continued to grow in the last year, amounting to 41% (52%) as of August 2023.

Associate Professor Level (W2)

Among the Associate Professors at our Department 50% (3/6) are women. Across German Economics Departments this figure is lower with 25% female Associate Professors.² The corresponding figure is 27% for the US³. 17% (1/6) of Associate Professors at our Department are non-German citizens.

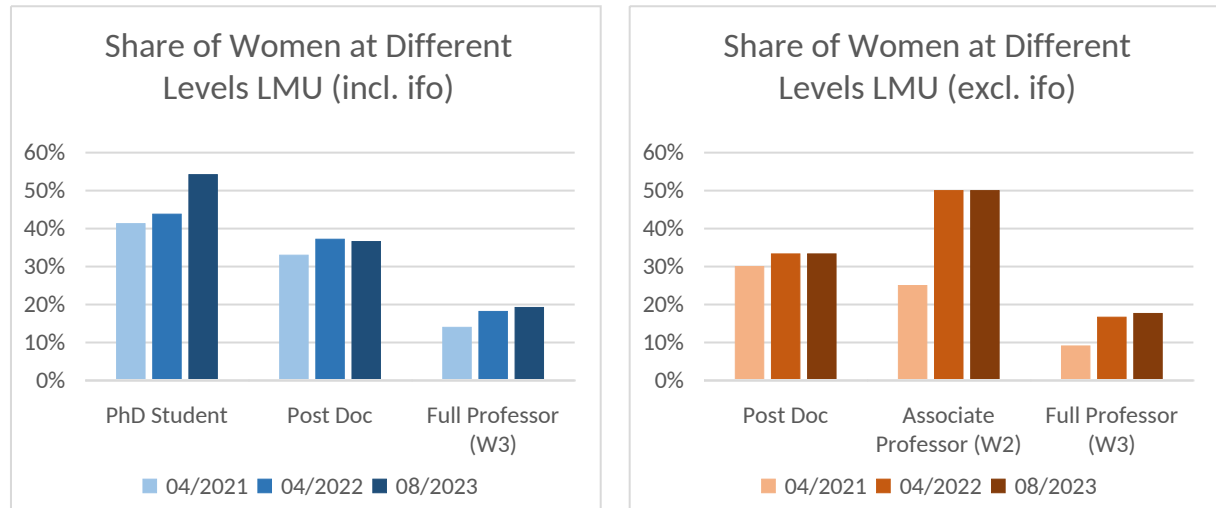
Senior Level (W3)

² Own calculations based on Guido Friebel, Nicola Fuchs-Schündeln and Alisa Weinberger (2021)

³ CSWEP Report 2022

Among full professors at our Department, 19% (18% if excluding ifo) are women. This is slightly higher than the share of female professors at German economics departments (15.5%)⁴ and comparable to the share of women full professors at US economics departments (17.8%)⁵.

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 charts above plot the changes in the shares of women in different hierarchy levels at LMU, (including ifo and excluding ifo) over the past years. We see an increase in the share of women in all hierarchy levels between 2021 and 2022 and no change between 2022 and 2023, except for the share of female PhD students, which has increased. We continue to observe a decreasing share of women as one moves higher in the hierarchy⁶, a common problem that is referred to as leaky pipeline.

Seminar Speakers

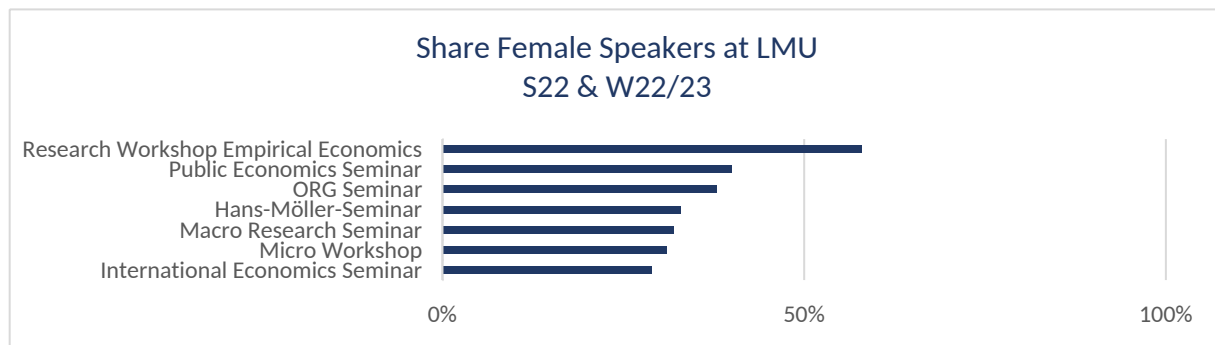
Jennifer Doleac, Erin Hengel and Elisabeth Pancotti (2021) have analyzed the composition of speakers in economics research seminars. Given that holding talks in seminars is important for improving one's research and for expanding networks, it is vital to monitor who holds talks at (and who gets invited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

⁴ Guido Friebel, Nicola Fuchs-Schündeln and Alisa Weinberger (2021)

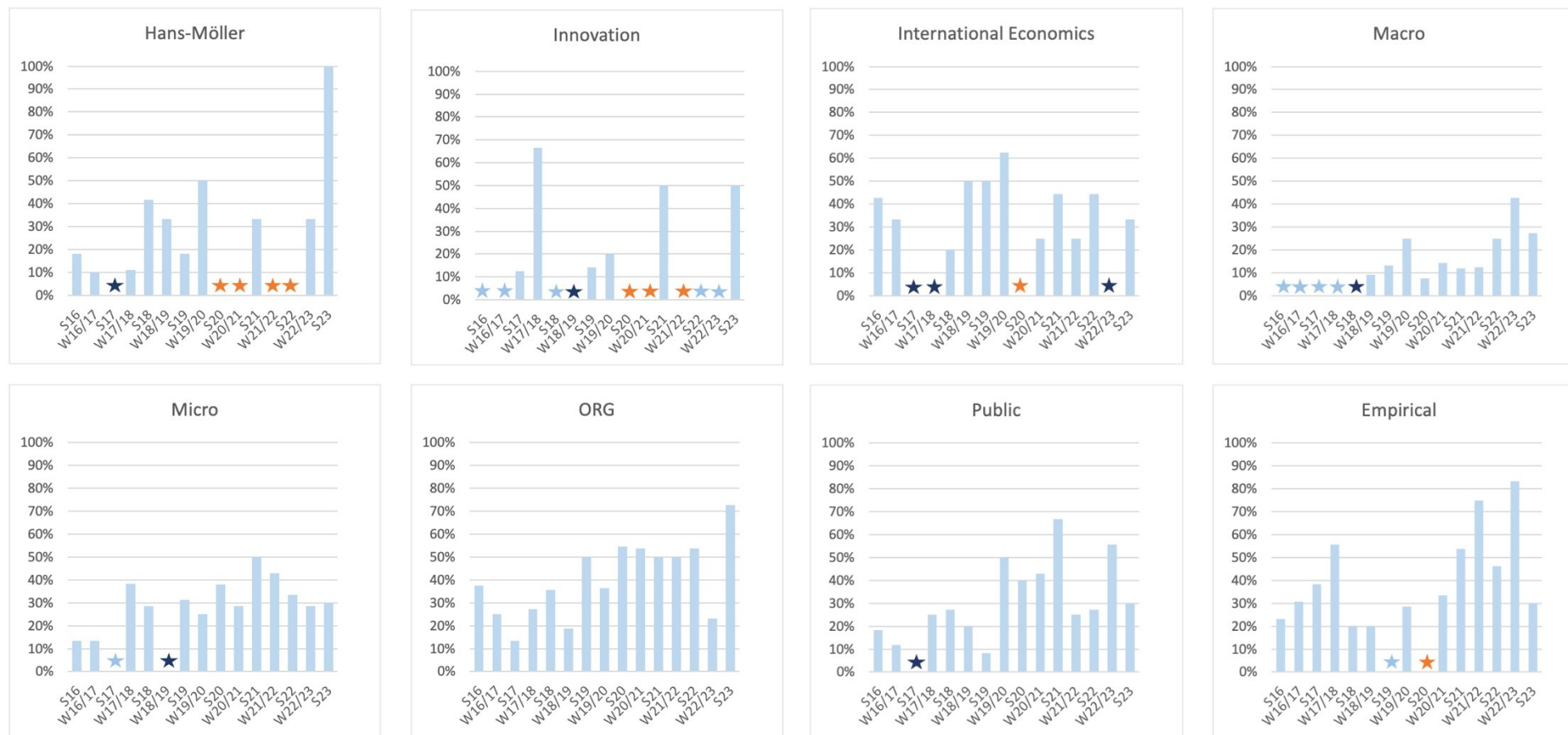
⁵ CSWEP Report 2022

⁶ Taken W2 and W3 professors together, the share of female professors at LMU (excl. ifo) is 26%.

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



Share Female Speakers at LMU over Time



★ No Data ★ No Women ★ No Seminar

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 analyses⁷. To provide better understanding of the topic, 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 third time in summer 2022, 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 2022 Summary” you can find a summary of the most important results.

Fireside Chats

Results from the past PhD surveys indicate large variation in the degree of networking activities among the PhD students. It also seems that there are systematical differences between women and men as well as between non-German and German native speakers. Male

⁷ Evaluations of Schlüsselqualifikationen-Lecture

(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 in the past. 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 and networking and about keeping motivation and confidence up while pursuing the PhD.

First Generation Mentoring Sessions

Hidden curriculum can make an academic career more challenging for first generation academics. Therefore, we offered mentoring sessions hosted by junior and senior faculty members, targeted towards PhD students with non-academic family backgrounds.

LMU x WiE Initiative Event

The Women in Economics Initiative has hosted an event at LMU. At this event, Dr. Sandra Kretschmer and Carolin Formella from WiE and Dr. Theresa Kuchler (NYU), Dr. Beatrice Scheubel (ECB) and Kira Engelhardt (EON) talked about the state of female representation in economics and shared details about their career development, their experiences and insights.

Diversity Workshop

Teresa Veramendi (Playwright, Director, Performer, Educator) and Greg Veramendi (Associate Professor of Economics, Royal Holloway) have conducted a workshop with a small number of PhD students and junior faculty. The workshop delved into the significance of embracing diversity and promoting inclusivity at our Department.

Mentoring Session for female PhD students

Erina Ytsma (Tepper School of Business at Carnegie Mellon University) held a mentoring session for female PhD candidates, where she answered questions and shared her experiences and perspectives on challenges and opportunities faced by women in academia.

Senior Professors' Insight

Our senior faculty has filled in a survey, answering questions regarding how to navigate a PhD and academic work in general. Various topics, such as time management, holding up motivation, or successful networking were covered. The answers were distributed by topic to PhD students.

Begin of Semester Email

We have installed a beginning of semester Email, where, amongst other things, we highlight our Department's Code of Conduct and provide a list of contacts that can be contacted when members of the faculty experience different problems, like discrimination.

New Hires⁸ at PostDoc and Senior Level

Junior Faculty:

- Moritz Drechsel-Grau (University of Zurich)
- Raphael Brade (University of Erfurt)
- Juliette Fournier (MIT)
- Isabel Gödl-Hanisch (University of Notre Dame)
- Kalle Kappner (HU Berlin)
- Adrian Lerche (Institute for Employment Research)
- Davide Pace (University of Amsterdam and Tinbergen Institute)
- Michaela Paffenholz (University of Mannheim)
- Caterina Pavese (University of Padua)
- Andrew Proctor (Stockholm School of Economics)
- Lukas Rosenberger (LMU Munich)
- Shogo Sakabe (Columbia University)
- Xuan Teng (University of Michigan)
- Simon ter Meulen (University of Amsterdam)
- Francis Wong (University of California, Berkeley)
- Ingrid Hägele (University of California, Berkeley)
- Sili Zhang (University of Zurich)

Senior Faculty:

- Christopher Busch (LMU, W2)
- Ingrid Hägele (LMU, W2)
- Emanuel Hansen (LMU and University of Cologne, W2)
- Lea Heursen (HU Berlin, substitute Professor)
- Daniel Wilhelm (UCL, Professor by courtesy, W3 Department of Statistics)

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, and Claudia Steinwender have kindly agreed to serve as Ombudspersons at our department.

PhD Survey 2022 Summary

In Summer 2022 the MGSE has surveyed its PhD students for the third 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

⁸ Includes PostDocs hired through the Academic Job Market 2021/2022 and PostDocs hired at LMU (not ifo) outside the JM. Information on past institution in parenthesis.

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 years.

RESEARCH and NETWORKS: PhD students at MGSE cooperate on average with 4.68 distinct co-authors. 22% of men and the same share of women do not have a single female co-author. In 2021 (2020), 40% (60%) of men did not have a single female co-author, whereas this was only true for 20% (40%) of women. Only 7% of respondents have at least one co-author who is a person of color, but over 97% of respondents have at least one white co-author.

On average, PhD students receive regular feedback on their research from 4.38 economists. In 2020 women (non-Germans) received feedback from fewer economists than men (Germans) and in 2021 this difference was not detectable anymore. In 2022, women report to seek feedback from on average 4.81 economists, while men report to seek feedback from on average 4.22 economists. Also, German-speaking PhD students report to regularly seek feedback from on average 4.5 economists, while this number is substantially lower for non-German-speakers (3.8). In terms of supervision quantity, two thirds of the respondents would like to receive more feedback from their advisor(s), which is equivalent to last year's survey results. Non-German speaking PhD students are more content with supervision quantity.

Overall, students feel mostly comfortable in the seminars, with, however the Empirical Workshop being rated as having the least comfortable atmosphere. Overall, the ratings continue to improve since 2020. There are no systematic differences between groups.

Encouragingly, fewer PhD students have reported inappropriate classroom behavior by students than last year. The 2 respondents who did report such incidences are female non-German speakers.

MENTAL HEALTH: On average, PhD students feel mostly valued by their fellow PhDs as well as by their advisors. Fortunately, the stark differences between German and Non-German native speakers that were documented in the past do not persist. However, women feel less valued by their advisors than their male counterparts.

Overall, PhD students report low satisfaction with their PhD trajectory. Around 20% of respondents report being dissatisfied with their trajectory in the past 12 months with women and non-German speakers reporting substantially lower average satisfaction than their counterpart. One third of respondents report that their mental health got worse or is unaltered and still not good in the past year. Women report so at substantially higher rate than men and non-German speakers also report so at a higher rate than German-speaking PhDs. An overwhelming majority quote the PhD as one of the reasons for this.

Regarding academic career, the results are mixed and many PhD students have not made a decision yet. 13% 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 past results. The main reasons against academia are uncertainty about the career path, doubts about own suitability and many respondents feel that an academic position is not family-friendly.

DIVERSITY: Over 60% (46%) of respondents think that the economics faculty at LMU has shortcomings in the inclusion of minorities (women). In past year's survey, 50% of respondents thought so for both dimensions of diversity. Female PhD students are much more likely to see shortcomings in the inclusion of women than men (61% versus 33%). There is no difference between German-speakers and non-German speakers in seeing shortcomings in the inclusion of minorities. 20% (10%) report never having thought about whether we have shortcomings in the inclusion of minorities (women).

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 past surveys.

When asked about the department's effort to increase diversity, 51% rate the effort as about right. There are stark differences between demographic groups. 43% of non-Germans think there is too little effort compared to 38% for Germans. Differences across gender are even stronger: while nearly 67% of men consider the effort about right, this is only true for 44% of women.

On average, around 60% of PhD students report never or almost never having felt treated differently because of their gender, sexual orientation or background. Men and Germans are most likely to report so. Germans are also more likely to report that they never or almost never have experienced that their colleagues have been treated differently for one of these reasons.

In the past year, non-German speakers don't report having had difficulties because German is not their first language.

Spotlight on Research

["Gender Differences in the Choice of Major: The Importance of Female Role Models"](#)

Catherine Porter and Danila Serra (2020)

The authors examine the effect of exposing students to successful and charismatic women who majored in economics at the same university. Conducting a field experiment, they find that exposure to female economists significantly increases female enrollment in further economics classes. The effects are sizable: while in Control Classes around 11% of women were majoring in economics, the intervention increases this likelihood by 7.7 pp.

Outcome	Control classes	Treatment classes	p-value diff.
Took Intermediate Micro within year	10.73%	18.46%	0.05
Took another econ class	17.51%	28.46%	0.02
Number of further econ classes taken	0.85%	1.42%	0.08
Majored in economics	7.91%	15.38%	0.04
Table adapted from Table 2, n= 627 women			

Outlook

- The Department of Economics and its Diversity Team will continue making 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 enhance the visibility of our Ombudspersons.
- 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 plan to 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.