

DIVERSITY, EQUITY, AND INCLUSION STATEMENT

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One of my core objectives as an educator, researcher, and specialist on economic and climate inequalities is to promote diversity, equity, and inclusion for underrepresented groups. By centering my research on the causes of income and wealth disparities, and examining how climate change affects vulnerable countries and communities, I have come to understand how economics can improve our understanding of the roots of social injustice and equip us with the suitable tools to address it.

Academic environments in economics can feel unwelcoming for minorities such as women, students of color, low-income and first-generation students, members of the LGBTQ+ community, or students with disabilities. For instance, as highlighted by Prof. C. Goldin in a conference held at UChicago, which I attended in 2019, women do not major in economics at the same rate as men in US universities (at a 1:3 conversion rate) due to women changing major after a few classes despite similar interest at the start. Similarly, among college graduates, the share of both first-generation students and Black and Hispanic students is two times smaller in economics than in other fields. These patterns become even more pronounced at the PhD level and in academia. Recognizing these systemic barriers and acknowledging my position of privilege as a white heterosexual, cisgender European male has motivated me to take concrete action toward building a more inclusive environment.

For these reasons, I have been particularly interested in initiatives like the summer institute “Expanding Diversity in Economics” at UChicago or the results of the “Undergraduate Women in Economics”, which serve as examples of how to promote diversity and inclusion through guidance, networking, and information provision. During my experience as a lecturer and teaching assistant, I have devoted time to adapting my teaching to the diversity of students’ backgrounds. I regularly held additional tutoring and review sessions for struggling students, particularly those from minority backgrounds who lacked confidence. Their subsequent academic success in the classes demonstrated the effectiveness of this targeted mentoring approach. I also participated in the Women in Economics program at UChicago (WinEc) in 2019, where I provided guidance to two undergraduate students, and I have served as a peer mentor to incoming PhD students, regularly discussing research ideas and giving them advice on how to navigate the PhD program. I plan to continue a similar strategy throughout my career in academia: providing mentorship to promising junior students and scholars from diverse backgrounds.

Moreover, economic seminars and workshops have been criticized for perpetuating and crystallizing a culture detrimental to the inclusion of marginalized groups. According to survey data from Marianne Bertrand’s group in Chicago Booth, women have felt discouraged from speaking in public seminars or talking about research with their peers and professors in fear of being treated unfairly or not as seriously as their male counterparts. As a PhD student, I actively worked to address these challenges by investing significant time and dedication in organizing student seminars. In 2019, I established a workshop-reading group for 2nd-year students, helping build confidence in research presentation and public speaking, especially beneficial for non-native English speakers. Throughout my 4th and 5th years, I organized the advanced macro reading group, despite COVID restrictions or the absence of faculty – who were on leave – while also managing the “Capital theory” student macro workshop. Additionally, I also coordinated the “Job Market Fair” enabling job market candidates to practice with peers before faculty presentations. Despite taking time away from research, these public goods created, in my opinion, valuable opportunities for all PhD students to interact and exchange research ideas. On all these occasions, I fostered an inclusive environment and encouraged students from underrepresented groups or from younger cohorts to

present and get feedback on research. Given the success of these reading groups and seminars, I have no doubt that implementing those initiatives in other universities would be also constructive in supporting a diverse and equitable environment.

Finally, as a member of the Graduate Student Liaison, I have represented my cohort and advocated for the needs of my peers in front of the faculty and administration. In particular, regarding issues about mentorship or job market preparation, I made sure that the voice of everyone was represented. Moreover, as president of the Political Economy Club in 2021, I oversaw the organization of social events, dinners among graduate students, coffee with faculty, and “What I Wish I Knew” lectures with alumni. In the aftermath of the pandemic, these events were immensely profitable to all graduate students.

Ultimately, I believe in teaching and mentoring as an act of empowerment – unlocking students’ potential while fostering their critical understanding of economic research. As an educator and researcher, I am committed to this transformative work of nurturing student growth and cultivating the next generation of rigorous scholars and global citizens.