

Diversity and inclusion statement

I have long been committed to diversity and I acknowledge the barriers faced by women, ethnic minorities and individuals from a low socio-economic status in engaging in academia. In recent years, economists have recognized the profession's problem and are starting to take steps to improve these imbalances. Recent research has shown that economics is among the least diverse disciplines in terms of socio-economic status, and that it is becoming less diverse (Stansbury and Schultz, 2023). Unequal access to PhD degrees and academic posts based on gender, ethnicity or SES this poses issues of fairness and should be tackled on those grounds. However, lack of diversity also threatens the quality and quantity of academic production. How many outstanding researchers are we losing because of barriers to women, ethnic minorities and low SES individuals?

I believe that there are two complementary approaches that can be taken to make academia more open and meritocratic. The first approach specifically addresses the issue that women are less likely than men to apply to economic undergraduate degrees. One way to increase that proportion is to provide them with more information. When I started my undergraduate studies, I was lacking information on what economics was about. I remember professors who were key in shaping my aspirations and career vision during my undergraduate studies. I believe that at the root of the diversity problem is that many students lack information and do not see economics as an interesting option. That is the reason why for me, it is important to make research more accessible to the general audience, and in particular, to economics students. I believe that transmitting to students how useful economics can be as a tool to answer social questions can help increase diversity representation in economics.

The second approach aims at making the teaching and research environment more friendly. I think that the use of language is key. I will give an example from my field, labor economics. Researchers in labor economics often refer workers with a high-school diploma or less formal education as 'low-skill', whereas workers with a college degree or more are called 'high-skill'. This use of language is imprecise and value-laden. It could estrange low SES individuals, who could be first-generation college graduates. There are more precise and less problematic alternatives. For example, 'college graduate' and 'non-college graduate' or 'low-wage' and 'high-wage'.

I have a solid commitment to diversity and inclusion. I believe diversity is key for fairness and quality of research. In the future, I would like to take an active role in furthering diversity in economics. I hope to serve as a mentor for women, minority or first-generation students and help them pursue their careers.