

# DIVERSITY STATEMENT

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My commitment to diversity, equity, and inclusion (DEI) is motivated by a desire to do my part to create a welcoming culture for everyone regardless of their identity or background. I am conscious of my privileged position. It is a continuous process to ensure that all my students, mentees, research assistants, and colleagues feel equally supported and valued as members of the academic community, both in class and beyond. In this document, I am describing some of my current efforts to promote DEI. I am looking forward to learning additional strategies from equally motivated colleagues to build inclusive communities in the next stage of my career.

**Teaching:** I aim to make my classroom an inclusive and welcoming space. Simple efforts, like soliciting feedback from students at the beginning of each class on which concepts from last week they found the most challenging, can go a long way to signal that I care about their progress. Other efforts extend beyond the class room. For example, for students who could not attend regular office hours due to family commitments, I provided more flexible solutions (including alternative times or detailed email responses or handouts).

**Mentoring Undergraduate Students:** During the last four years, I have made multiple efforts to contribute to DEI when selecting and advising undergraduate students as part of the Undergraduate Student Researcher Mentoring Program at U.C. Berkeley's Department of Economics. Unstructured interviews can lead to biased recruiting. In recent years, I have therefore primarily relied on standardized hiring exercises. The identities of applicants are blinded before submissions are reviewed by current research assistants. I conduct short structured interviews as a final check before making offers. While these efforts alone could not achieve equal representation of women and underrepresented minorities on our research team, they ensure equal opportunity for applicants from every background. In addition, I encouraged applications from underrepresented students in the classes I taught to diversify the applicant pool.

When advising undergraduate mentees, I always tailor my advice to their career plans. This involves asking them for their interests and listening to their plans. But it can also mean pointing out alternative paths, since students from underrepresented backgrounds are often not aware of all opportunities for which they could be a good fit. For example, some of my students were not aware that tech companies now frequently employ economists. For students interested in academia, one important opportunity that I highlight is the AEA Summer Training Program.

**Service to Promote an Inclusive Academic Community:** I contributed to efforts by Berkeley Economists for Equity (BEE) to redress the lack of women and underrepresented minorities in the profession. My main involvement, jointly with many other students in BEE, consisted of identifying job market candidates and junior faculty from underrepresented groups in sub-fields that U.C. Berkeley wanted to recruit in.