



Best and Worst Practices in Economics Departments: A Brunch and Workshop for Department Chairs

*January 4th at 10:15 am—12:15 pm
Hilton Union Square, Continental Ballroom 1&2*

The event is sponsored by the American Economic Association Committee on Equity, Diversity, and Professional Conduct (CEDPC) and the AEA Committee on the Status of Women in the Economics Profession (CSWEP), with generous support from the Co-Impact Foundation.



**Chairs'
Conference**

2025

Best and Worst Practices in Economics Departments: A Brunch and Workshop for Department Chairs

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Agenda

Welcome and Introduction

Linda Tesar, Alan V. Deardorff Collegiate Professor of Economics, University of Michigan and Joshua Rosenbloom, Professor of Economics and Chair of the Department of Economics, Iowa State University

Opening Remarks

Janet Currie, President of the AEA, Henry Putnam Professor of Economic and Public Affairs, Princeton University

Remarks by AEA Ombuds

Nnena Odim, Mediator, Ombuds, Attorney, Trainer, and Consultant, MWI

Discussion of Chair Survey Results

Donna Ginther, Roy A. Roberts and Regents Distinguished Professor of Economics and the Director of the Institute for Policy and Social Research, University of Kansas

Best and Worst Practices in Economics Departments (Part I)

Amanda Bayer, Franklin and Betty Barr Professor and Chair of the Economics Department, Swarthmore College

Break

Fireside Chat with Kerwin Charles, Indra K. Nooyi Dean and Frederick W. Beinecke Professor of Economics, School of Management, Yale University

Led by Renee Bowen, Dean's Professor, McDonough School of Business and Walsh School of Foreign Service, Georgetown University

Best and Worst Practices in Economics Departments (Part 2)

Amanda Bayer, Franklin and Betty Barr Professor and Chair of the Economics Department, Swarthmore College

Open Discussion and Close

Linda Tesar, Alan V. Deardorff Collegiate Professor of Economics, University of Michigan

Organizers and Speakers



Amanda Bayer, AEA Executive Committee

Amanda Bayer is Chair of the Economics Department and Franklin and Betty Barr Professor at Swarthmore College, where she teaches courses in advanced microeconomic theory, game theory, and race, ethnicity and gender in economics, as well as in microeconomic and macroeconomic principles. She is a visiting senior adviser at the Federal Reserve Board of Governors and holds a B.A. in economics and psychology from Williams College and an M.Phil. and Ph.D. in economics from Yale University.

Professor Bayer is a member of the AEA Executive Committee and chairs the AEA's Advisory Committee on Editorial Appointments. She previously served as a longtime member of the AEA's Committee on Equity, Diversity, and Professional Conduct and the Committee on the Status of Minority Groups in the Economics Profession. She is the lead author of the AEA's [Best Practices for Economists: Building a More Diverse, Inclusive, and Productive Profession](#), co-author of the [AEA Professional Climate Survey](#), and the creator and editor of [Diversifying Economic Quality](#).

Other relevant scholarship by Professor Bayer includes “Diversity in the Economics Profession: A New Attack on an Old Problem” (with Cecilia Rouse, *Journal of Economic Perspectives* 2016), “How You Can Work to Increase the Presence and Improve the Experience of Black, Latinx and Native American People in the Economics Profession” (with Gary Hoover and Ebonya Washington, *Journal of Economic Perspectives* 2020), “Does Simple Information Provision Lead to More Diverse Classrooms?” (with Syon Bhanot and Fernando Lozano, *AEA Papers and Proceedings* 2019), and “Expanding and Diversifying the Pool of Undergraduates who Study Economics” (with Gregory Bruich, Raj Chetty, and Andrew Housiaux, *The Journal of Economic Education* 2020).



Renee Bowen, Chair, AEA Committee for Equity, Diversity and Professional Conduct (CEDPC)

Renee Bowen is an Economist and Dean's Professor of International Business and Global Affairs at Georgetown University. She is jointly appointed in the McDonough School of Business and the Walsh School of Foreign Service. She has held previous academic positions at the Stanford Graduate School of Business, UC San Diego's Department of Economics and School of Global Policy and Strategy (GPS). In 2019 she founded the Center for Commerce and Diplomacy at UC San Diego, and served as its Director until 2023. She is an Economic Theory Fellow at the Society for the Advances in Economic Theory, a Council Member of the Game Theory Society, has published in top economics journals including the *American Economic Review*, and the *Quarterly Journal of Economics*, and is on the editorial boards of the *American Economic Review: Insights*, *Journal of Economic Literature* and the *Review of International Organizations*. Her professional memberships include the National Bureau of Economic Research (NBER), the Council on Foreign Relations (CFR) and a Board member of the Pacific Council on International Relations. She has held

other positions at the Hoover Institution, the World Bank, J.P. Morgan Securities, the Inter-American Development Bank, and is currently a member of the California Governor's Council of Economic Advisors, where she chaired the Workforce Development Subcommittee. She holds a PhD in Economics from Georgetown University, and a BSc in Civil Engineering from the Massachusetts Institute of Technology. Her recent research examines the design of global multilateral institutions and formation of political beliefs in societies.



Kerwin Charles, AEA Committee for Equity, Diversity and Professional Conduct (CEDPC)

Kerwin joined Yale in 2019 as the Indra K. Nooyi Dean and Frederick W. Beinecke Professor of Economics, Policy, and Management at the Yale School of Management (SOM). He moved to Yale from the University of Chicago, where he was the Edwin A. and Betty L. Bergmann Distinguished Service professor. He has studied and published on a range of topics in labor and applied economics. Among other professional duties, he has served as the vice president of the American Economic Association and is on the Board of several academic and nonprofit entities. He is also a Research Associate at the National Bureau of Economic Research. He is an elected Fellow of the Society of Labor Economics; of the American Academy of Political and Social Science; and of the American Academy of Arts & Sciences.



Janet Currie, AEA President

Janet Currie is the Henry Putnam Professor of Economics and Public Affairs at Princeton University and the co-director of the Program on Families and Children at the National Bureau of Economic Research. Currie is a pioneer in the economic analysis of child development. Her current research focuses on socioeconomic differences in health, environmental threats to health, child mental health, and the long-run impact of child health. She has presented her work at universities around the world and in venues ranging from the White House to the European Investment Bank. She holds honorary degrees from the University of Lyon, the University of Zurich, and the Università della Svizzera Italiana and is a member of the U.S. National Academy of Sciences, the National Academy of Medicine, the American Academy of Art and Sciences, and the British Academy. She is the 2024 President of the American Economic Association. She is a distinguished CES Fellow, and a fellow of the Econometric Society, the Society of Labor Economists, and the American Academy of Political and Social Science. She was chosen as a NOMIS Distinguished Scientist in 2019 and won the Klaus J. Jacobs Research Prize in 2023. She was named one of the top 10 women in Economics by the World Economic Forum in 2015. Currie has served on the Board of Reviewing Editors of Science, as the Editor of the Journal of Economic Literature, and on the editorial boards of many other journals.



Donna Ginther, AEA Committee for Equity, Diversity and Professional Conduct (CEDPC)

Donna Ginther is the Roy A. Roberts & Regents Distinguished Professor of Economics and Director of the Institute for Policy & Social Research at the University of Kansas and a Research Associate at the National Bureau of Economic Research. Dr. Ginther has published in several journals, including *Science*, *Journal of the American Statistical Association*, *Journal of Economic Perspectives*, *Demography*, *Psychological Science in the Public Interest*, and the *Papers and Proceedings of the American Economic Association*. She has also received research funding from the National Science Foundation, the National Institutes of Health, the Alfred P. Sloan Foundation, and the Ewing Marion Kauffman Foundation. Her research has been featured in several media outlets including the *Economist*, *New York Times*, *Washington Post*, *USA Today*, *NPR*, and the *Boston Globe*.

Dr. Ginther testified before the Subcommittee on Research and Science Education of the U.S. House of Representatives on the *Fulfilling the Potential of Women in Academic Science and Engineering Act of 2008* and the Working Group on Women in the 21st Century Workforce, U.S. House of Representatives. She has also testified before the Kansas Legislature on several occasions about social safety net and tax policy. Dr. Ginther has advised the National Academies of Science, the National Institutes of Health, and the Alfred P. Sloan Foundation on the diversity and future of the scientific workforce. She is currently President-elect of the Southern Economic Association and previously served as Vice President and on its Board. She is a member of the American Economic Association Committee on Equity, Diversity and Professional Conduct and previously served on the Nominations Committee and the Board of the Committee on the Status of Women in the Economics Profession. Dr. Ginther received the Public Service Award from the American Society for Cell Biology in 2021 and was named a Fellow of the American Association for the Advancement of Science in 2023.



Gwyn Loftis, AEA CEDPC Committee Coordinator

Gwyn Loftis has worked at the AEA Nashville office for 25 years. She was the ASSA Annual Meeting Convention Manager for the last seven years until her retirement from that position last year. She now has a part-time role at the AEA as the committee coordinator for CEDPC.



Nnena Odim, AEA Ombuds

Nnena Odim is an experienced mediator, ombuds, attorney, trainer, and consultant with over 25 years of expertise in conflict resolution. As an Ombuds, she brings her skills to various clients, addressing complex issues and fostering productive dialogue. Nnena also serves as a Conference Ombuds, offering specialized support to large-scale professional organizations, including the American Economic Association (AEA), American Planning Association (APA), and the Coastal and Estuarine Research Federation (CERF). In her conference ombuds role, Nnena provides conflict resolution assistance, supports attendee well-being, and cultivates respectful and inclusive event environments. Her mediation experience, dating back to 1997, covers employment, housing, business, and family/domestic relations disputes. She has designed and led conflict management training for organizations such as the Boston Public Schools, Coca-Cola, and Netflix. She recently retired from her position as director and senior clinical instructor of the Family/Domestic Violence Law Clinic at Harvard Law School.



Orgul Ozturk, AEA Co-Impact Chairs' Conference Committee

Orgul Demet Ozturk is the James A. Morris Professor of Economics and Chair of the Department of Economics at the Darla Moore School of Business, University of South Carolina. She earned her Ph.D. (2006) and M.S. (2003) in Economics from the University of Wisconsin-Madison and graduated with honors in Economics and Sociology (B.A., 2000) from Koç University in Istanbul.

Dr. Ozturk is affiliated with the Institute for Research on Poverty at the University of Wisconsin-Madison and the Nutrition Consortium at the Arnold School of Public Health, University of South Carolina. She serves as the Southern Representative for the American Economic Association's Committee on the Status of Women in the Economics Profession and is the founding Executive Director of the South Carolina Economic Policy and Innovation Center (EPIC).

As an applied microeconomist, Dr. Ozturk's research focuses on health, education, and social welfare policy. Her work has been published in leading academic journals, including the *Journal of Human Resources*, *Journal of Health Economics*, *Journal of Economic Behavior and Organization*, *Food Policy*, and *Economics of Education Review*. Her research has also been featured in prominent media outlets such as *National Public Radio* and *The Wall Street Journal*.



Joshua L. Rosenbloom, AEA Co-Impact Chairs' Conference Committee

Joshua L. Rosenbloom is a Professor of Economics and Chair of the Department of Economics at Iowa State University. He is a Research associate of the National Bureau of Economic Research (Cambridge, MA) and an elected fellow of the American Association for the Advancement of Science, the Cliometric Society and the Economic History Association. He joined Iowa State University in 2015, when he was appointed as Chair of

the Department of Economics. From 1988 until 2015 he was on the faculty at the University of Kansas. During that time he served as Associate Vice Chancellor for Research & Graduate Studies from 2006 to 2012, and as Interim Dean of Graduate Studies during the Fall of 2011. He earned his B.A. degree from Oberlin College in 1981, and his Ph.D. in Economics from Stanford University in 1988. His primary research interests include the economic history of the United States, labor economics and the economics of science, technology, and innovation. He is the author of more than 30 peer-reviewed journal articles in *Economic History*, *Labor Economics*, and *Science Policy*, and is the author or editor of three books. He earned an A.B. degree in History from Oberlin College in 1981 and a Ph.D. in Economics from Stanford University in 1988.

As Chair of the Iowa State University Department of Economics, Rosenbloom has had the privilege for the last nine years of convening the annual Department Chairs' Breakfast and Symposium at the ASSA meetings. This session has now shifted to a virtual format and no longer involves breakfast, but it provides an opportunity for department chairs to hear from representatives of a number of AEA committees, as well as the National Science Foundation, as well as to learn the results of the annual job market survey conducted by the University of Arkansas.



Linda Tesar, Chair, AEA Committee on the Status of Women in the Economics Profession (CSWEP)

Linda Tesar is the Alan V. Deardorff Collegiate Professor of Economics in the Department of Economics at the University of Michigan and the Senior Faculty Advisor to the Dean on Strategic Budgetary Affairs. She is the Co-Director of the International Finance and Macroeconomic Program at the National Bureau of Economic Research and Vice-President (2023) of the American Economic Association. Professor Tesar has served on the Academic Advisory Council of the Federal Reserve Banks of Chicago and New York. During 2014-15, Professor Tesar served as a Senior Economist on the Council of Economic Advisers. She was the Editor of the *IMF Economic Review* and is on the Advisory Board of the Carnegie-NYU-Rochester Conference on Public Policy. She is actively engaged in efforts to improve the climate for women and underrepresented groups in the economics discipline.

Professor Tesar's research focuses on issues in international finance, with particular interests in the international transmission of business cycles and fiscal policy, the benefits of global risksharing, capital flows to emerging markets, the determination of long-run interest rates, international tax competition, labor mobility, and the challenges facing the euro area. Some of her work has been published in the *American Economic Review*, the *Journal of International Economics*, and the *Journal of Monetary Economics*.

CEDPC Board

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AEA BEST PRACTICES FOR ECONOMISTS:

BUILDING A MORE DIVERSE, INCLUSIVE, AND PRODUCTIVE PROFESSION

Visit www.aeaweb.org/resources/bestpractices to find practical suggestions for implementation and supporting research and resources.

Best and Worst Practices in Economics Departments: A Workshop for Chairs

Amanda Bayer

Chair of the Economics Department and Franklin and Betty Barr Professor, Swarthmore College
Executive Committee Member, American Economic Association

ASSA Annual Meeting
January 4, 2025

TODAY'S GOALS

This workshop gathers chairs of economics departments across the country so that each participant can

- share needs and strategies with others in their position
- engage with relevant AEA resources
- walk away with a set of **concrete, welfare-enhancing actions to take** when they return home

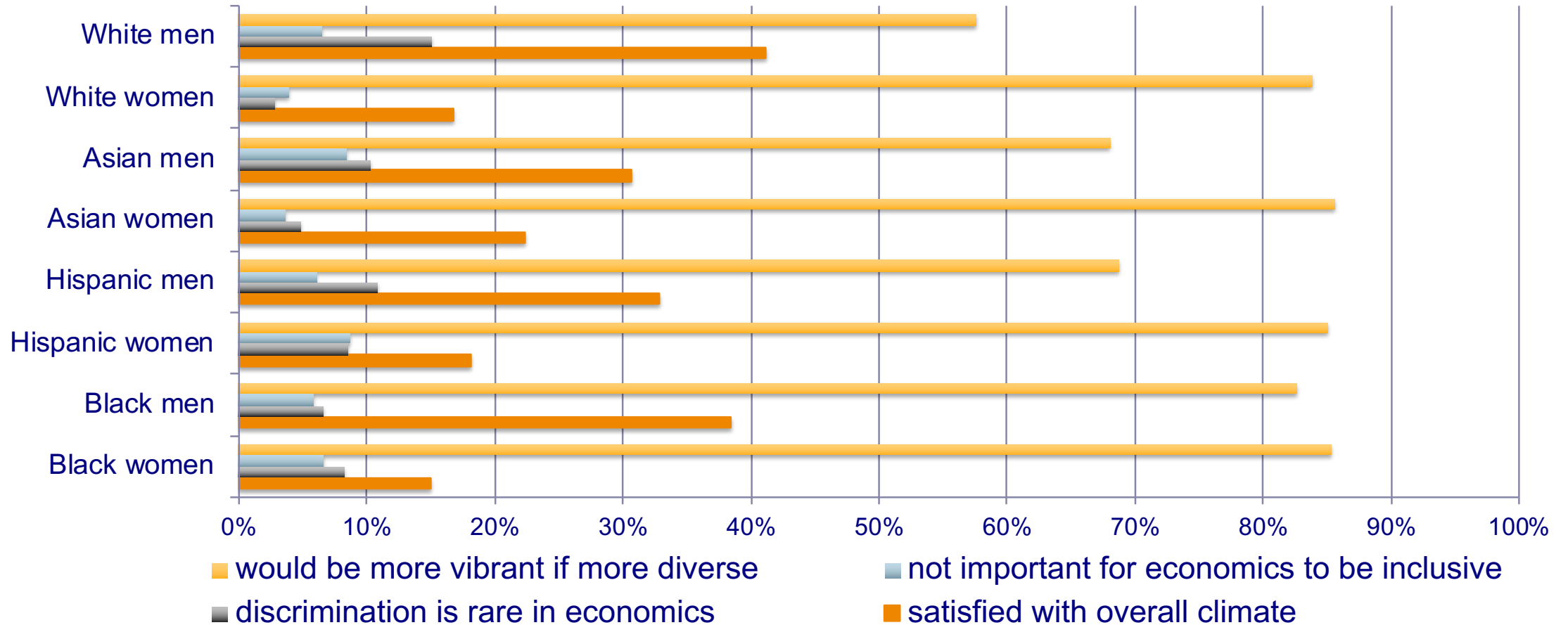
PART 1: PROBLEMS AND MOTIVATION

- Some aggregate indicators of suboptimal practices in economics
- The aggregate effects of suboptimal practices in economics
- Examples from participants

(PART 2 will be SOLUTIONS AND CONCRETE STEPS)

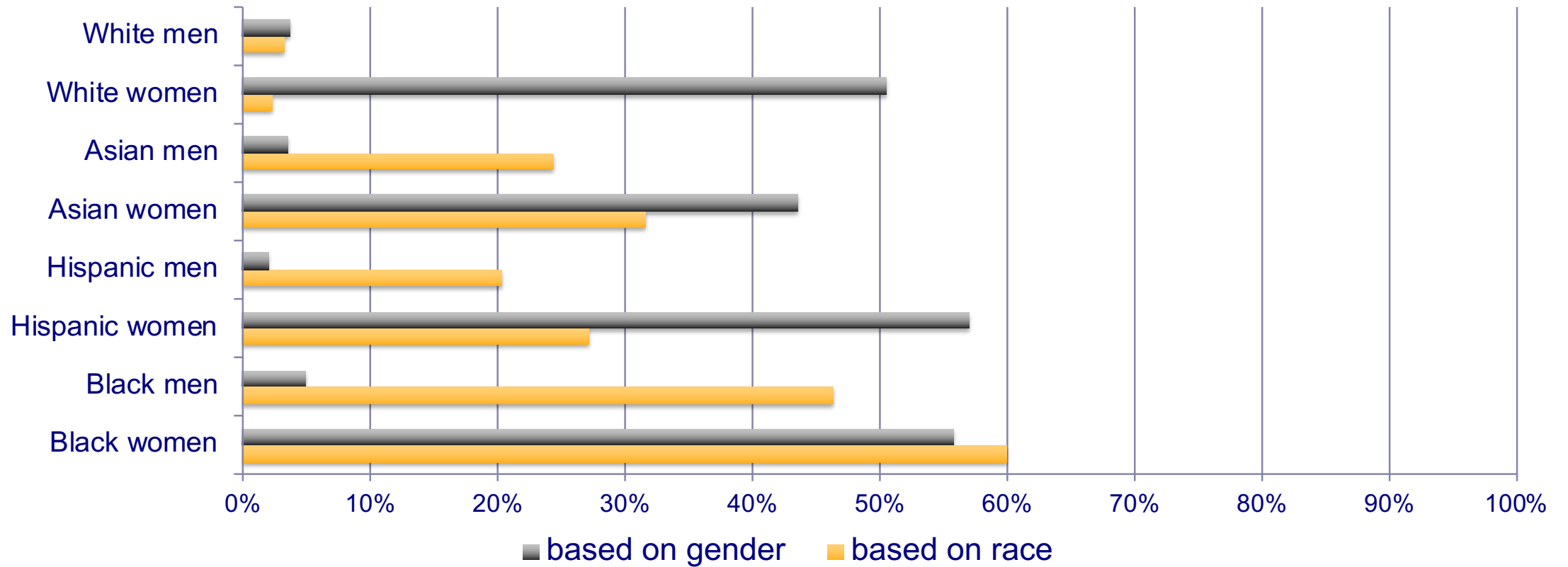
Some aggregate indicators of suboptimal practices in economics

Views on the economics profession



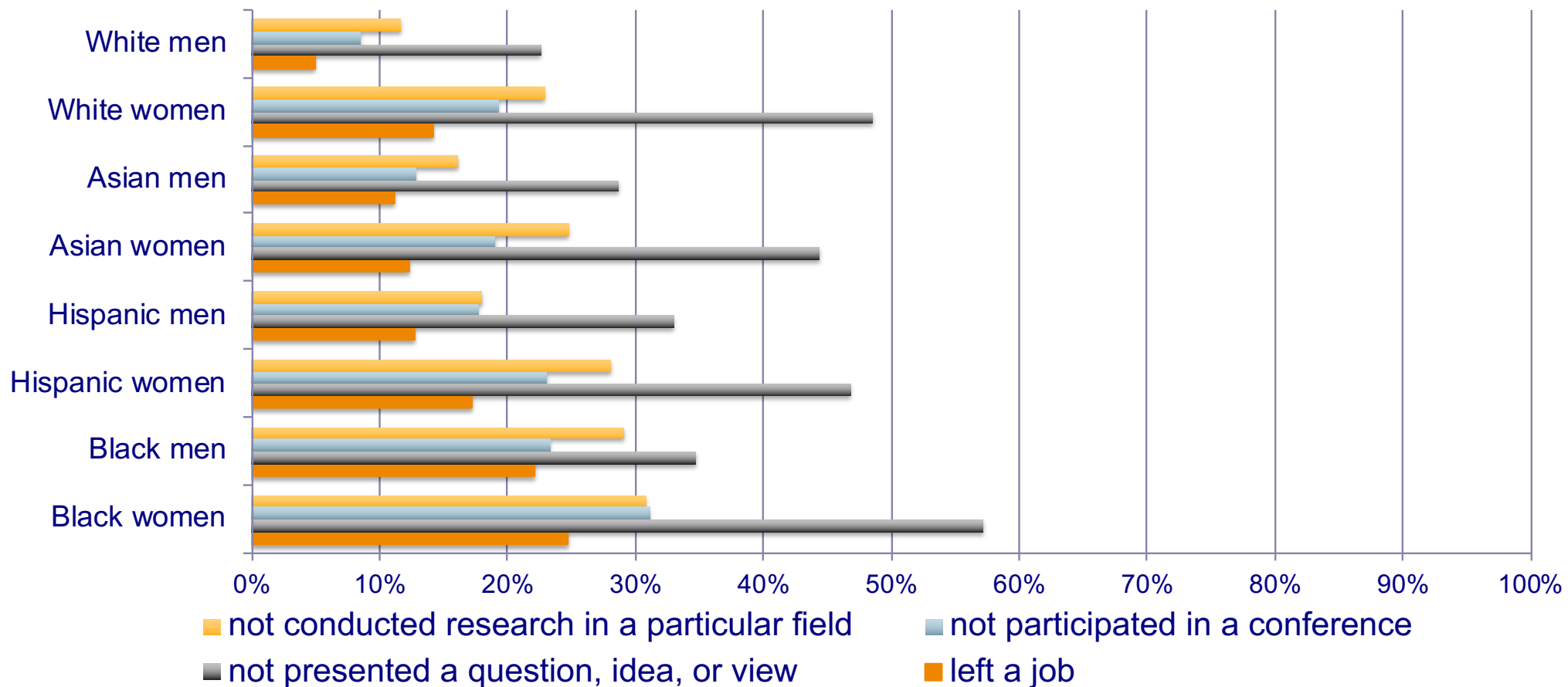
Some aggregate indicators of suboptimal practices in economics

Experiences of discrimination or unfair treatment in economics



Some aggregate indicators of suboptimal practices in economics

Costly avoidance activities



Some aggregate indicators of suboptimal practices in economics

Disproportionately few members of Economics departments are women or members of historically underrepresented racial and ethnic minority groups

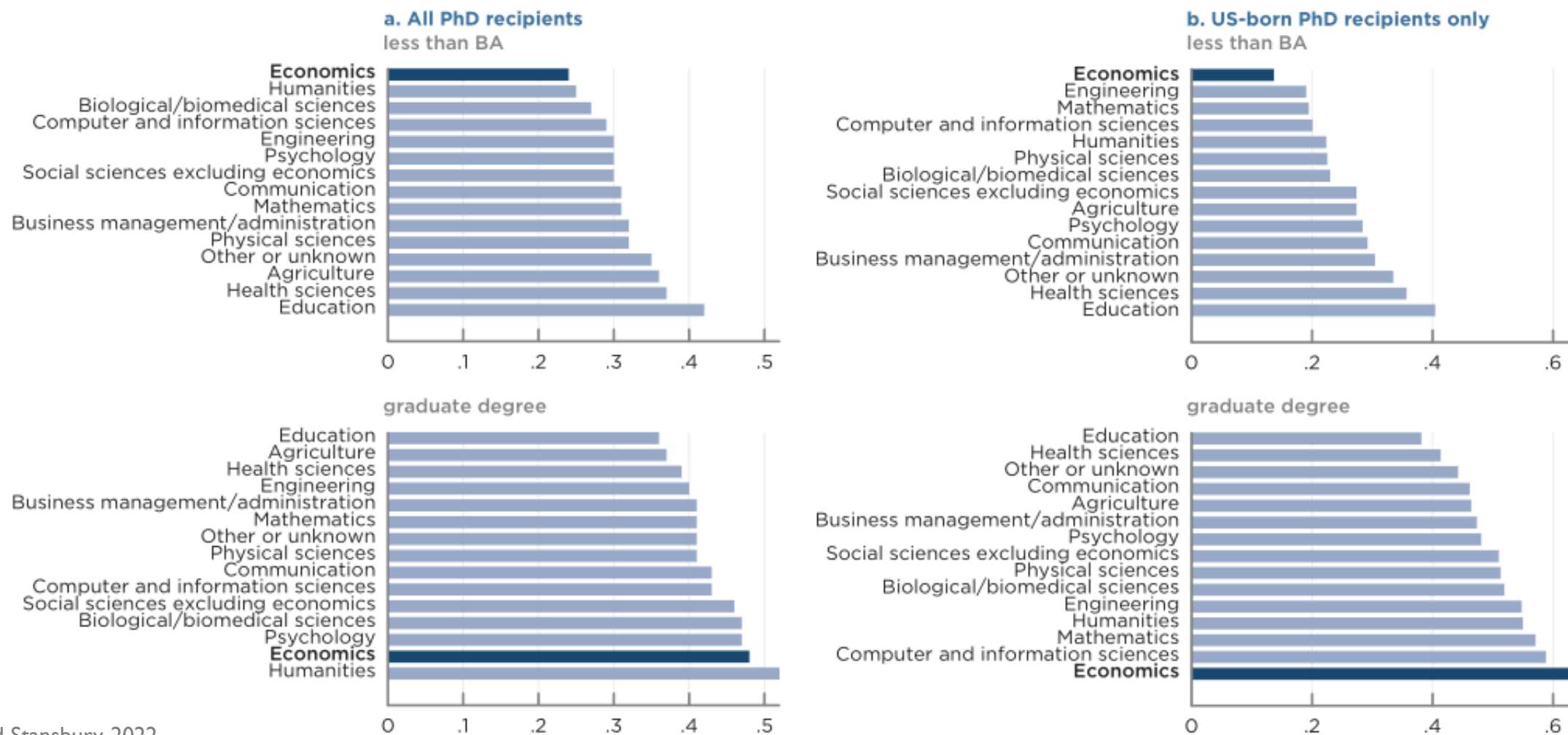
	U.S. Population	Postsecondary Faculty across all fields	U.S. Government Economists	Postsecondary Faculty in Economics
Percent Women	51	48	36	26
Percent URM	34	14	13	9

URM identifies members of historically underrepresented minority groups in the U.S. (Black or African American, Hispanic or Latinx, Native American and Indigenous).

Some aggregate indicators of suboptimal practices in economics

Disproportionately few (many) economists come from low (high) SES backgrounds

Highest level of parental education of US PhD recipients in different fields, 2010-18 (share)



The aggregate effects are far-reaching. Suboptimal practices in economics harm (individuals and)...

➤ the allocation of talent

Hsieh, Hurst, Jones, and Klenow (2019, *Econometrica*) estimate that up to 40% of aggregate growth in U.S. market GDP per person between 1960 and 2010 is explained by improved allocation of talent as discrimination and barriers to occupational choice for white women, black men, and black women fell.

➤ how effectively we work together

e.g., Woolley et al. *Science* 2010; Hong & Page *PNAS* 2004; Phillips, Northcraft & Neale *Group Processes & Intergroup Relations* 2006; Hoogendoorn, Oosterbeek & van Praag *Management Science* 2013; Levine et al. *PNAS* 2014; Freeman & Huang *Journal of Labor Economics* 2015

➤ the education we deliver to our students

e.g., DiversifyingEcon.org and many others

➤ the development of economic knowledge and policy insights

e.g., Chattopadhyay & Duflo *Econometrica* 2004; May, McGarvey & Whaples *Contemporary Economic Policy* 2014; Malmendier, Nagel, & Yan *Journal of Monetary Economics* 2020; Bayer, Hoover, Washington JEP 2020; Owen & Temesvary *Journal of Banking & Finance* 2018

What are your experiences in economics departments?

What are your examples of worst (or best) practices?

PART 2: WHAT CAN DEPARTMENT CHAIRS DO?

Key takeaway:

You are not alone.

There are a multitude of research projects, resources, and concrete steps to help you build a more productive and equitable department.

What is appropriate behavior?

AEA Code of Professional Conduct

Adopted April 20, 2018

The American Economic Association holds that principles of professional conduct should guide economists in academia, government, nonprofit organizations, and the private sector.

The AEA's founding purpose of "the encouragement of economic research" requires intellectual and professional integrity. Integrity demands honesty, care, and transparency in conducting and presenting research; disinterested assessment of ideas; acknowledgement of limits of expertise; and disclosure of real and perceived conflicts of interest.

The AEA encourages the "perfect freedom of economic discussion." This goal requires an environment where all can freely participate and where each idea is considered on its own merits. Economists have a professional obligation to conduct civil and respectful discourse in all forums, including those that allow confidential or anonymous participation.

The AEA seeks to create a professional environment with equal opportunity and fair treatment for all economists, regardless of age, sex, gender identity and expression, race, ethnicity, national origin, religion, sexual orientation, disability, health condition, marital status, parental status, genetic information, political affiliation, professional status, or personal connections.

Economists have both an individual responsibility for their own conduct, and a collective responsibility to promote professional conduct. These responsibilities include developing institutional arrangements and a professional environment that promote free expression concerning economics. These responsibilities also include supporting participation and advancement in the economics profession by individuals from all backgrounds, including particularly those that have been historically underrepresented.

The AEA strives to promote these principles through its activities.

AEA Policy on Harassment, Discrimination, and Retaliation

As stated in the AEA Code of Professional Conduct, the AEA seeks to create a professional environment with equal opportunity and fair treatment for all economists, regardless of age, sex, gender identity and expression, race, ethnicity, national origin, religion, sexual orientation, disability, health condition, marital status, parental status, genetic information, political affiliation, professional status, or personal connections.

The AEA does not tolerate harassment or discrimination in any of its activities. Unacceptable behavior includes but is not limited to:

- Solicitation of emotional or physical intimacy despite expressions or indications that it is unwelcome
- Solicitation of emotional or physical intimacy accompanied by real or implied threat of personal or professional harm
- Intentionally intimidating, threatening, harassing, or abusive actions or remarks (both spoken and in other media)
- Prejudicial actions or comments that undermine the principles of equal opportunity, fair treatment, or free academic exchange
- Deliberate intimidation, stalking, or following
- Harassing photography or recording
- Sustained or aggressive disruption of talks or other activities that undermine free academic exchange
- Physical assault (including unwelcome touching or groping)
- Real or implied threat of physical harm

It is also a violation of this policy to retaliate in any manner against a person who reports or files a complaint alleging harassment, discrimination, or retaliation prohibited by this policy or who assists in the investigation of such a report or complaint.

Individuals violating this policy may be subject to disciplinary action. The AEA reserves the right to take such actions, including, but not limited to, removing an individual from participating in an AEA activity without warning, prohibiting an individual from participating in any future AEA activities, terminating an individual's AEA membership, and notifying an individual's employer.

The AEA views it as the responsibility of each individual member to be proactive in helping to mitigate or avoid harm when the member witnesses any unacceptable behavior.



Appropriate behavior is expected at all times and in all venues

and includes responsibility for own actions and for promoting appropriate behavior more broadly.

GENDER ISSUES IN ECONOMICS

Gendered Language on the Economics Job Market Rumors Forum[†]

By ALICE H. WU*

Women are underrepresented in math-intensive fields (Ceci et al. 2014; Kahn and Ginther 2017), and analysts have noted that the representation gap is as large or larger in economics than in STEM (science, technology, engineering, and math) fields on average (e.g., Bayer and Rouse 2016). Among various mechanisms that have been proposed to explain this gap,¹ one that seems particularly relevant but that has not yet been evaluated systematically, is the role of an unwelcoming culture that reinforces stereotypical beliefs of men as an in-group in the field and women as an out-group (e.g., Tajfel and Turner 1986; Tonso 1996).

issues. Anonymity presumably eliminates social pressures that constrain participants' speech in other public settings, leading to a record of postings that reveal what participants believe but would not otherwise openly express.

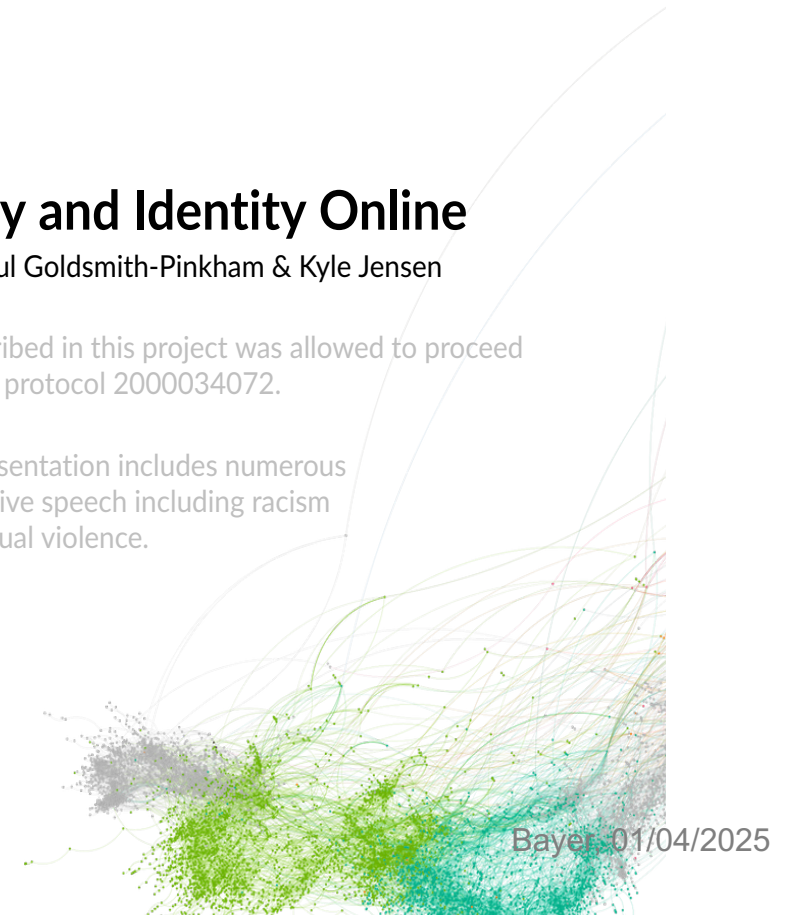
I use a Lasso logistic model to measure gendered language in EJMR postings, identifying the words that are most strongly associated with discussions about one gender or the other. I find that the words most predictive of a post about a woman (*female* words) are generally about physical appearance or personal information, whereas those most predictive of a post about a man (*male* words) tend to focus on academic or professional characteristics. Despite some inter-

Anonymity and Identity Online

Florian Ederer, Paul Goldsmith-Pinkham & Kyle Jensen

The analysis described in this project was allowed to proceed by the Yale HRPP, protocol 2000034072.

Warning: This presentation includes numerous excerpts of offensive speech including racism and threats of sexual violence.



What steps can a department chair take?

[aeaweb.org/resources/best-practices](https://www.aeaweb.org/resources/best-practices)

grounded in research and specific to economics



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Resources

[EconTrack Job Market Information Board](#)

[EconSpark Discussion Forum](#)

[AEA Formal Complaint Procedures](#)

[AEA Ombudsperson](#)

Best Practices for Economists

[Introduction](#)

[Conducting Research](#)

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Best Practices for Economists

Building a More Diverse, Inclusive, and Productive Profession



This site presents best practices for economists in four areas of professional conduct. **Click on the buttons to find practical suggestions for implementation and supporting research and resources.**

Please cite this resource as: Bayer, Amanda, Şebnem Kalemli-Özcan, Rohini Pande, Cecilia Elena Rouse, Anthony A. Smith Jr., Juan Carlos Suárez Serrato, and David W. Wilcox. 2019. *Best Practices for Economists: Building a More Diverse, Inclusive, and Productive Profession*. American Economic Association. <https://www.aeaweb.org/resources/best-practices> (accessed <date of access>).

[Introduction](#)

[Download Best Practices Brochure](#)

Conducting Research

1. **Organize conferences, seminars, and visitor programs that are inclusive.**

Each conference, panel, seminar series, or other forum should feature a diverse group of economists.

2. **Ensure that the conferences and seminar discussions you host are constructive.**

Setting and enforcing rules of responsible behavior by attendees at conference and seminar presentations can increase the quality of the intellectual exchange.

3. **Provide equitable access to journals.**

Ensuring that boards of editors at journals are diverse, that high standards of ethical and equitable behavior are set, and that referees adhere to them may help reduce biases in the editorial process.

4. **Read and cite diversely; think inclusively.**

Citing a diverse set of authors on syllabi and bibliographies and finding value in alternative research approaches can improve your research and the discipline.

5. **Share research opportunities broadly.**

Seeking diversity when identifying research assistants and potential collaborators can help counter existing biases.

Bayer, A., S. Kalemli-Özcan, R. Pande, C. E. Rouse, A. A. Smith Jr., J. C. Suárez Serrato, and D. W. Wilcox. 2019. *Best Practices for Economists: Building a More Diverse, Inclusive, and Productive Profession*. American Economic Association. <https://www.aeaweb.org/resources/best-practices>

Serving as Colleagues

1. **Discuss and enforce a code of conduct.**

Establishing rules for unbiased conduct facilitates important conversations, sets clear expectations, and creates a more productive and inclusive environment.

2. **Be an effective bystander.**

Signaling a willingness to listen and to speak up when you observe inappropriate behavior helps set norms for fair conduct.

3. **Be a good mentor.**

Improving your mentoring skills encourages those around you to do the same. A more supportive environment attracts better colleagues and creates productive work relationships.

4. **Create room for your colleagues' work-life choices.**

Supporting one another's need for fulfilling professional and personal lives improves mental health and productivity.

5. **Meet your colleagues where they are.**

Valuing differences helps individuals, and the profession, thrive. There is no set profile of what an economist should look like, and there is no rulebook for what constitutes economics research.

Working with Students

1. **Use outreach to counter stereotypes about economics and close other information gaps.**

When faculty proactively offer information about the breadth of the field of economics, more students from underrepresented groups study economics. Simple changes can help students who are less familiar with academia.

2. **Offer course content that is relevant for diverse students.**

Students come to our classes with a wide range of life experiences and interests, but standard economics curricula often fall short of engaging diverse students.

3. **Use effective and inclusive classroom techniques.**

Active learning and other evidence-based pedagogical approaches are effective, inclusive, and straightforward to implement. These techniques have especially large benefits for members of underrepresented groups.

4. **Build a sense of belonging for all students.**

The extreme demographic imbalances in economics departments present an unhealthy environment and an unlevel playing field. When students from underrepresented groups receive explicit and implicit messages that they belong in the field, their performance and persistence improve.

5. **Help your students understand and enjoy the learning process.**

When students and faculty understand that abilities are developed through education, effort, and experience, academic performance improves, satisfaction increases, and race and gender gaps narrow.

Leading Departments and Workplaces

1. **Implement a structured and fair recruiting process.**

Adopting best practices in recruiting can increase the diversity of candidate pools and decrease the influence of human biases on hiring decisions.

2. **Conduct promotion, tenure, and annual performance reviews in a transparent and equitable manner.**

Being transparent about the criteria that will determine evaluation outcomes, and thinking carefully about what those criteria should be, can reduce the biases that taint evaluation processes.

3. **Implement an inclusive process for admitting and developing graduate students.**

Departments can structure their admissions and advising processes to identify, recruit, and develop a much wider range of talent.

4. **Create an inclusive, constructive culture and deal firmly with instances of exclusion, harassment, discrimination, and disrespectful treatment.**

Clear and consistent communication about expectations for behavior and firm action when those expectations are not met can help establish a positive, productive, and inclusive culture.

5. **Structure your meetings and workplaces to be inclusive.**

Inclusive procedures and practices can increase productivity, avoid marginalizing certain voices, and ensure all members of the community have access to the resources and opportunities they need to thrive.

>> [Learn more](#)

Best Practices for Economists

Ensure that the conferences and seminar discussions you host are constructive.

Setting and enforcing rules of responsible behavior by attendees at conference and seminar presentations can increase the quality of the intellectual exchange.

How to Implement

- Develop a set of guidelines for your department and/or conference series. As an example, refer to the “[Guidance for a Constructive Culture of Exchange in MIT Economics Seminars](#)” (MIT Department of Economics 2019).
- Mitigate power dynamics in seminars. For example, if a powerful person dismisses a good question from a junior, female, URM, or less-connected person, help to flatten the power dynamic by asking to hear the answer to that question.
- Repeated interruptions or refusals to accept an answer to a question should also be addressed. If it is not possible to do so during the seminar, follow up immediately afterward and explain how destructive the behavior is.
- Track how you and your colleagues behave. As a model, see the statistics collected in [World Bank recruitment seminars](#) (Ozler 2019).
- As a participant, your primary objective in attending a seminar is to learn from the speaker. You can also collaboratively help the speaker improve the quality of their scholarship. The objective should never be to prove that you are the smartest person in the room.
- Recognize the needs of different-abled economists when planning conferences. Ensure venues are accessible to those with visual and mobility impairments. Provide captioners to aid people with hearing disabilities, and make sure presenters use microphones when available to ensure proper delivery of captioning services.

Research and Resources

The economics profession is infamous for its aggressive seminar culture. “An adversarial and aggressive culture within academic economics is often advanced as a causal force in women’s stalled progress in the profession, though its impact is difficult to quantify. Economics seminars, for example, have a reputation for being particularly hostile environments. The culture of an academic discipline can have gendered implications if women either fail to fully adapt to the culture or if they receive differential treatment as a result of it” (Lundberg and Stearns 2019).

New efforts to collect quantitative data on seminar dynamics suggest that women are treated differently than men (e.g., Modestino, Dupas, Niederle, and Wolfers 2019; Ozler 2019). These findings are consistent with a striking disparity recorded in the recent AEA professional climate survey (Allgood, Badgett, Bayer, Bertrand, Black, Bloom, and Cook 2019): 91 percent of respondents agree that men are respected within the field, while 41 percent overall (and only 16 percent of female respondents) agree that women are respected. The hostility and lack of respect can be detrimental to both the field and its practitioners; for example, to avoid possible harassment, discrimination, or unfair or disrespectful treatment, 40

The AEA Best Practices pages offer practical suggestions for implementation and link to a multitude of relevant AEA resources and beyond

Leading Departments towards Better Practices

The following slides present an array of good first steps for department chairs to take.

What actions will you take this year?

Leading Departments towards Better Practices

1. Share the [AEA Code of Professional Conduct](#) (or your department's own code) and the [AEA Policy on Harassment, Discrimination, Retaliation](#) with all faculty and graduate students in the department, and communicate to them the importance of appropriate behavior at all times, including in the workplace, at gatherings outside business hours, and in anonymous online postings.
2. Read and bookmark the [AEA Best Practices for Economists](#).
3. Share the [AEA Best Practices for Economists](#) with all faculty and graduate students in the department, and recommend that they read and bookmark the resource and select one personal action item.
4. Enlist two other department members to help digest, prioritize, and act on the [AEA Best Practices for Economists](#) within your department.

(1-4 of 12)

Leading Departments towards Better Practices

5. Attend at least one workshop led by the [AEA Ombuds Team](#).
6. Contact the [AEA Ombuds Team](#) if a relevant question or concern arises.
7. Review your department's recruiting process and structure it to align with best practices (<https://www.aeaweb.org/resources/best-practices/leading-departments#p1>).
8. Ensure each junior faculty member in your department has at least one mentor and point mentors and mentees to helpful resources (<https://www.aeaweb.org/resources/best-practices/serving-as-colleagues#p3>).

(5-8 of 12)

Leading Departments towards Better Practices

9. Create a spreadsheet that tracks the allocation of service work in the department and use it to ensure an equitable allocation among department members (<https://www.aeaweb.org/resources/best-practices/leading-departments#p5>).
10. Gather and review information on salaries, promotion, and tenure and work to make these processes more transparent and equitable (<https://www.aeaweb.org/resources/best-practices/leading-departments#p2>).
11. Start preparing your department to apply for the [AEA Award for Outstanding Achievement in Diversity and Inclusion](#).
12. Commit to taking the following step(s) to create a more productive and equitable department.
[enter your steps here]

(9-12 of 12)

Leading Departments towards Better Practices

Individually,

- Read over the sample steps. Also reflect on what you do well.

With your table,

- Discuss the benefits and barriers of taking action.

With the large group,

- Share insights and questions.

diversifyingecon.org/chairs/

2025 AEA Chair Survey Preliminary Results

Donna K. Ginther

Roy A. Roberts and Regents Distinguished Professor of Economics
Director, Institute for Policy & Social Research, University of Kansas
Research Associate, National Bureau of Economic Research

Member, American Economic Association Committee on Equity, Diversity & Professional Conduct

January 4, 2025

KU INSTITUTE FOR
POLICY &
SOCIAL RESEARCH
The University of Kansas

Acknowledgements

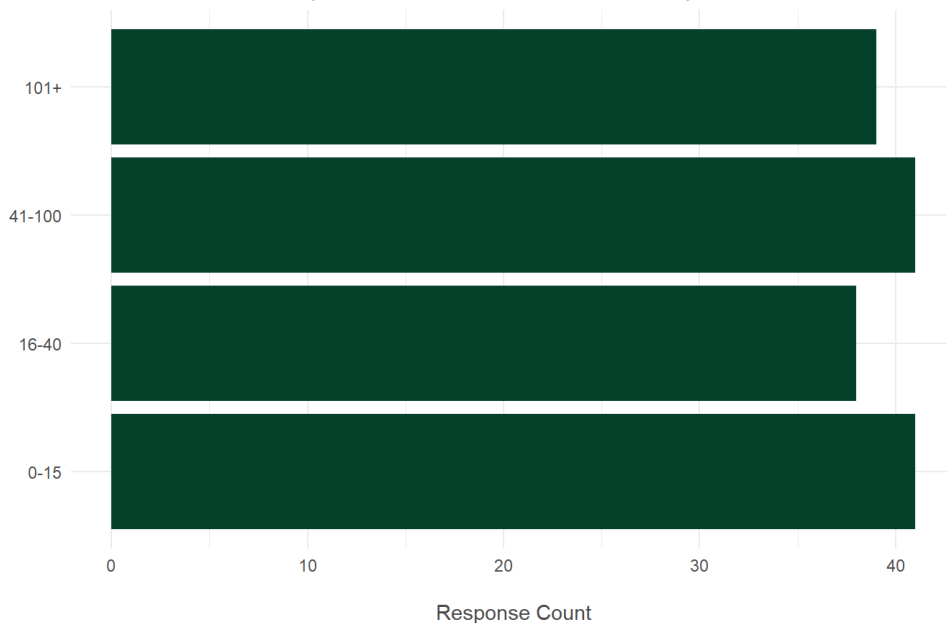
- We thank Co-Impact for funding CSWEP and CEDPC to perform this survey.
- The organizers of this meeting provided input and feedback on this survey instrument. Thanks to Amanda Bayer, Renee Bowen, Orgul Ozturk, Joshua Rosenbloom and Gwyn Loftis.
- Whitney Onasch at the Institute for Policy & Social Research at the University of Kansas implemented the survey and provided input on this presentation.
- If you have not done so, please fill out the survey! It will remain open through mid-January.

Survey Logistics / Objectives

- The Committee on Equity, Diversity & Professional Conduct (CEDPC) received funding from Co-Impact to conduct the survey and provide feedback to department chairs:
- Goals:
 - Access to climate-related resources in economics departments.
 - Knowledge and use of AEA Best Practices
 - How are departments conducting job searches since 2020
 - How can the AEA support department chairs.
- 159 responses as of January 2, 2025
 - ~15% response rate

Department Types

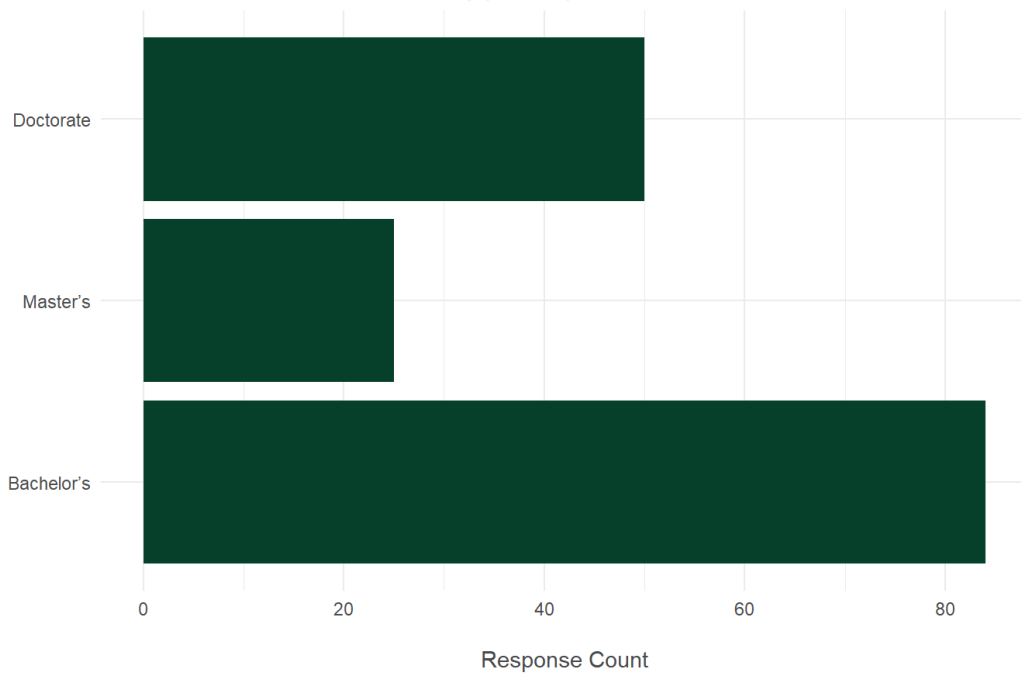
Approximately how many undergraduate degrees did your department confer in the last academic year?



- Responses were equally distributed among departments with small numbers of majors and large numbers of majors.

Department Types

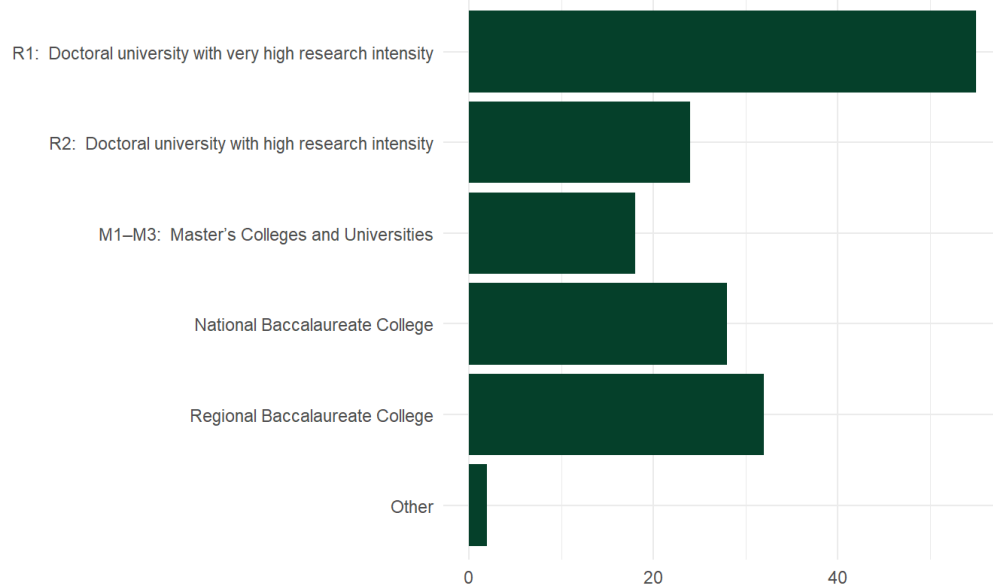
What is the highest degree offered by your department?



More departments with undergraduate majors responded than those with doctoral programs.

Department Types

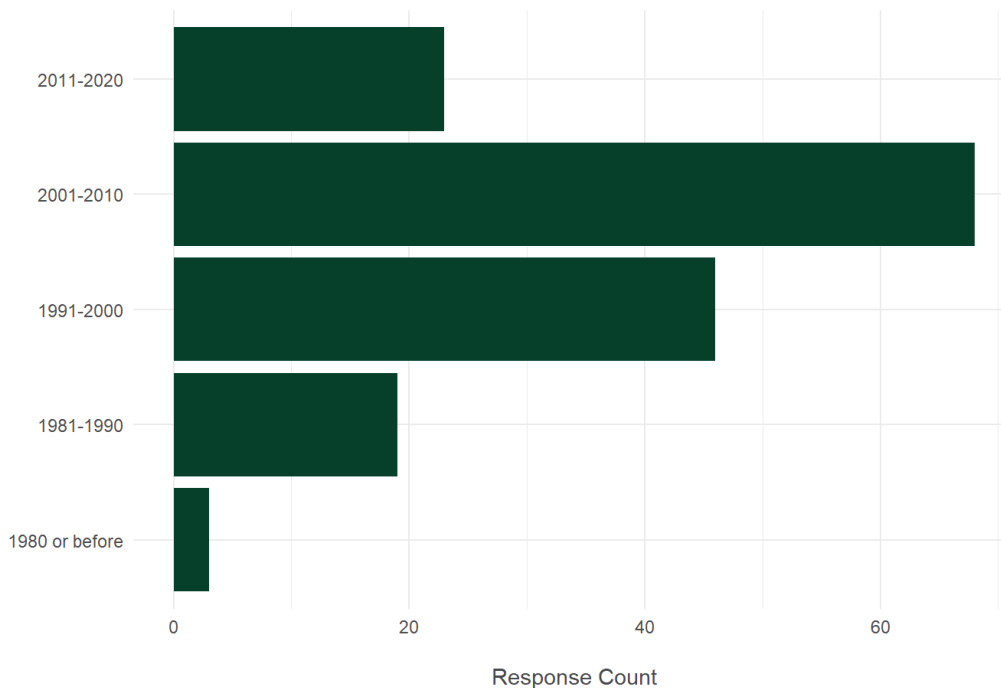
What best describes the college or university where you are employed?



- Over half of the sample respondents came from doctoral granting universities.
 - The majority of these programs had small doctoral classes of <10.

Chair Demographics

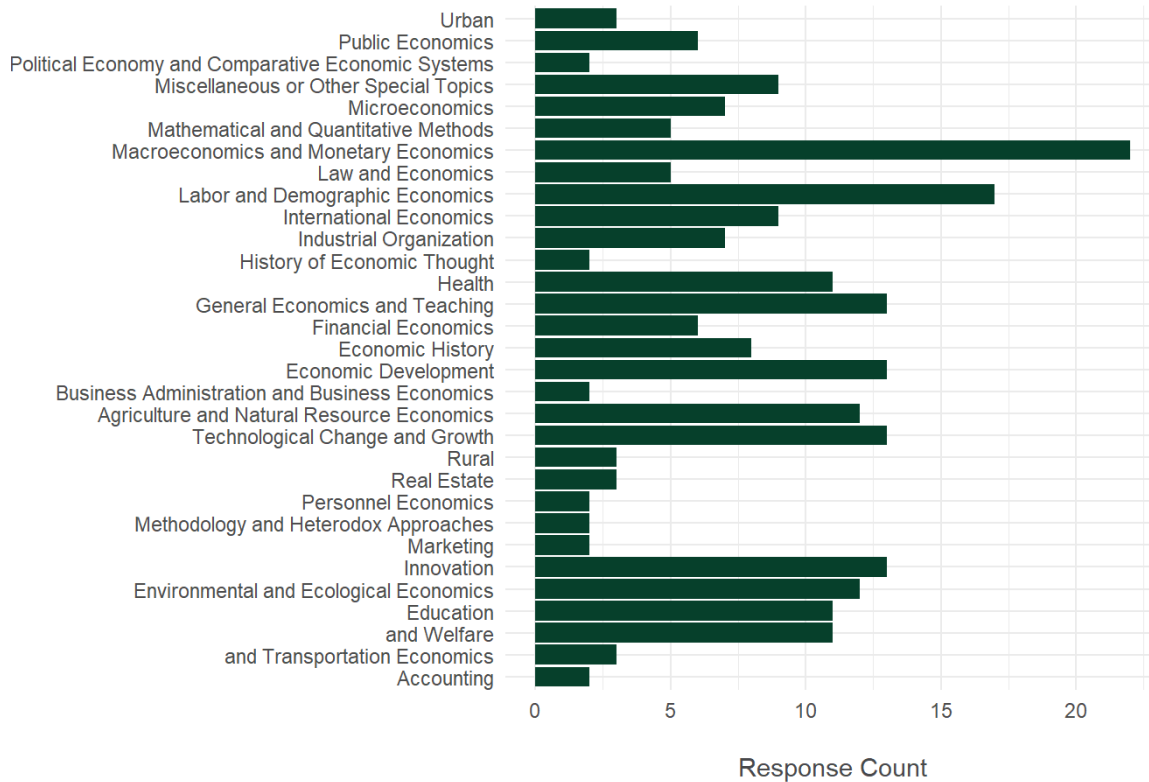
What year did you receive your doctorate or terminal degree?



- Median chair tenure is 2-6 years. About 10 people have served as chair for more than 10 years.
- Most chairs are male (70%), heterosexual (97%), white (75%) and non-Hispanic.
- About half of chairs got their degree before 2000.

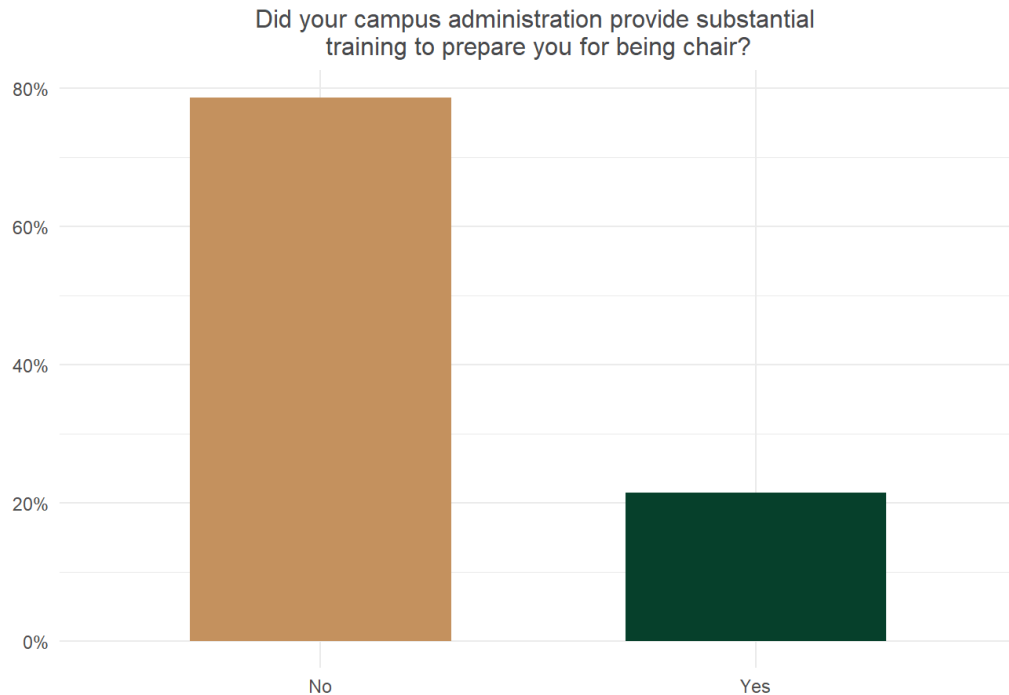
Chair Field of Economics

What is your primary field of Economics?



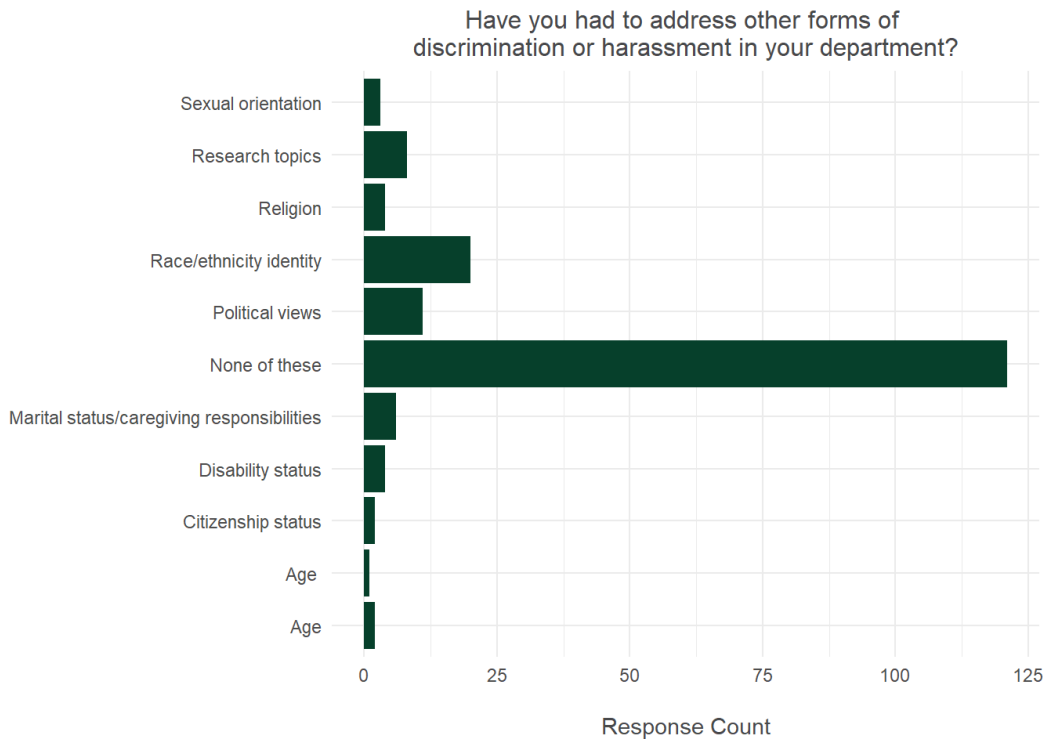
- Chairs are more likely to be Macro or Labor Economists.
- However, the primary field of department chairs is very diverse.

Chair Preparation



- Close to 80% of chairs said that their university did not provide substantial training to become chair.
 - Over 45% report receiving Title IX training
 - Half reported being prepared to handle harassment claims.

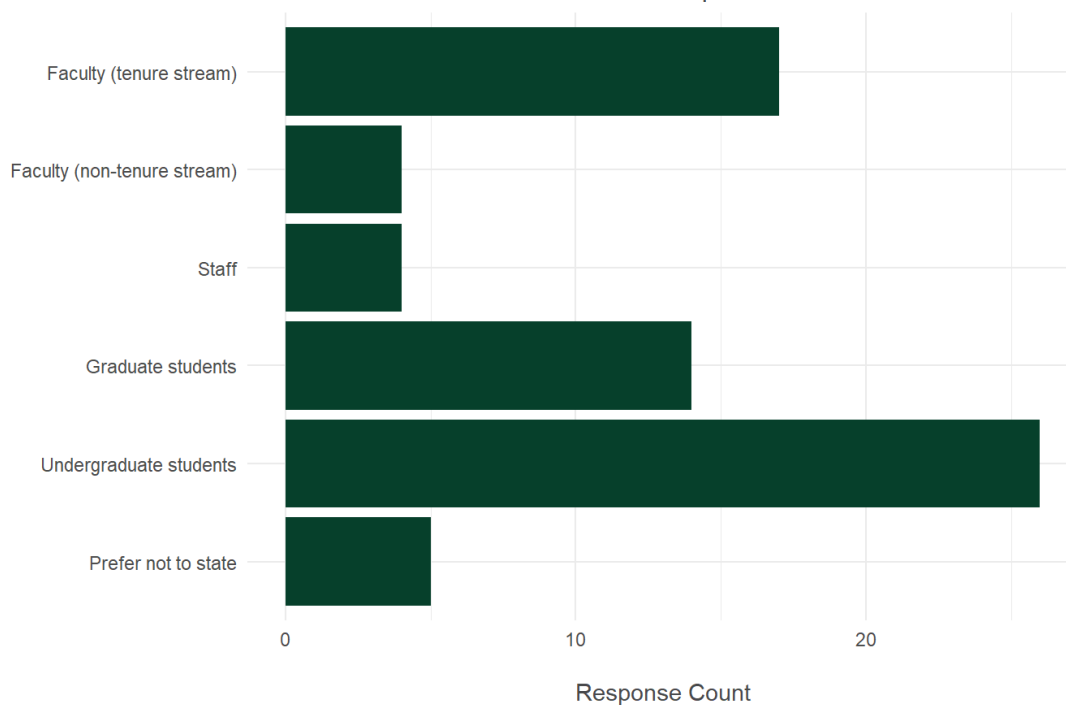
Harassment Claims Reported to Chairs



- Close to 20% of chairs reported having to address sexual harassment claims (~29 claims)
- About 13% report having to address race/ethnicity harassment or discrimination.
- Political views were also mentioned.

Harassment Reports

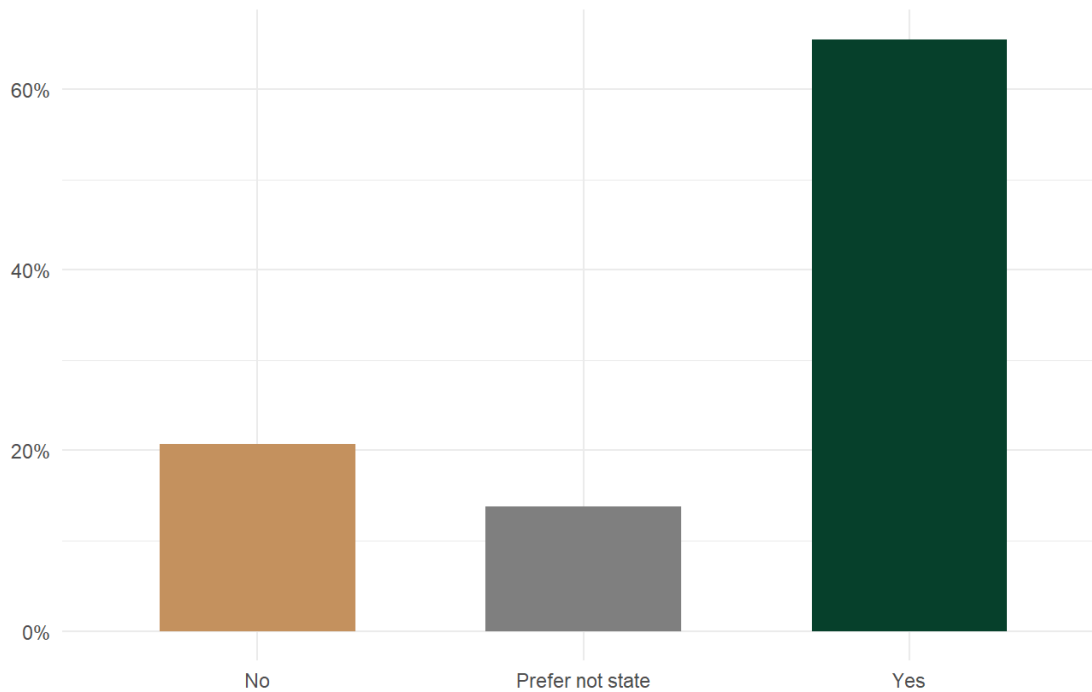
If issues of discrimination or harassment were reported, who were these reports from?



- Harassment/discrimination reports were most likely to come from:
 - Undergraduates
 - Tenure stream faculty
 - Graduate students.

Chairs Take Responsibility for Addressing These Issues

Besides required reporting of the issue, did you take any action in your role as chair to resolve the issue, punitive or otherwise?



- When problems arise, chairs are on the front line of having to address them.



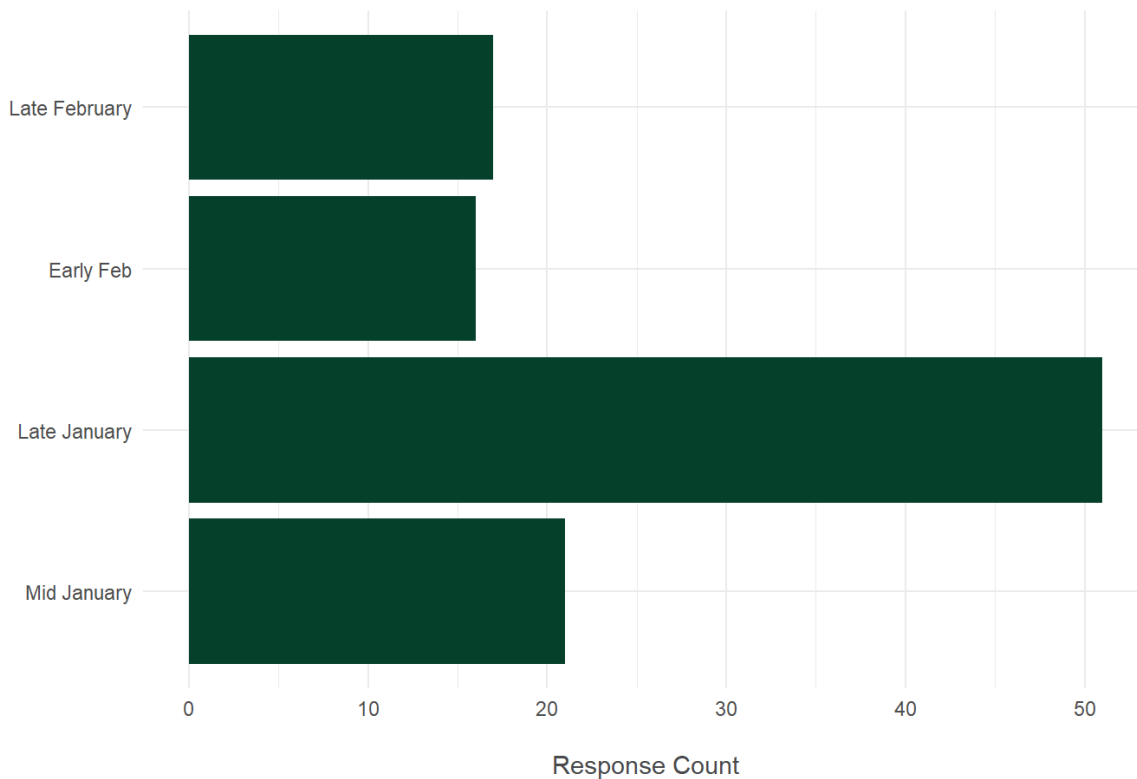
The Changing Job Market

Job Market Basic Facts

- 120 Chairs report hiring in the past three years.
- Over 95% report first-round interviews taking place online.
- Over 65 report holding first-round interviews in November or December.
- About 35 report holding interviews 4 days before/after the ASSA meetings.
- Over 90 percent held in-person second round interviews.
- The majority hosted 3 campus visits.

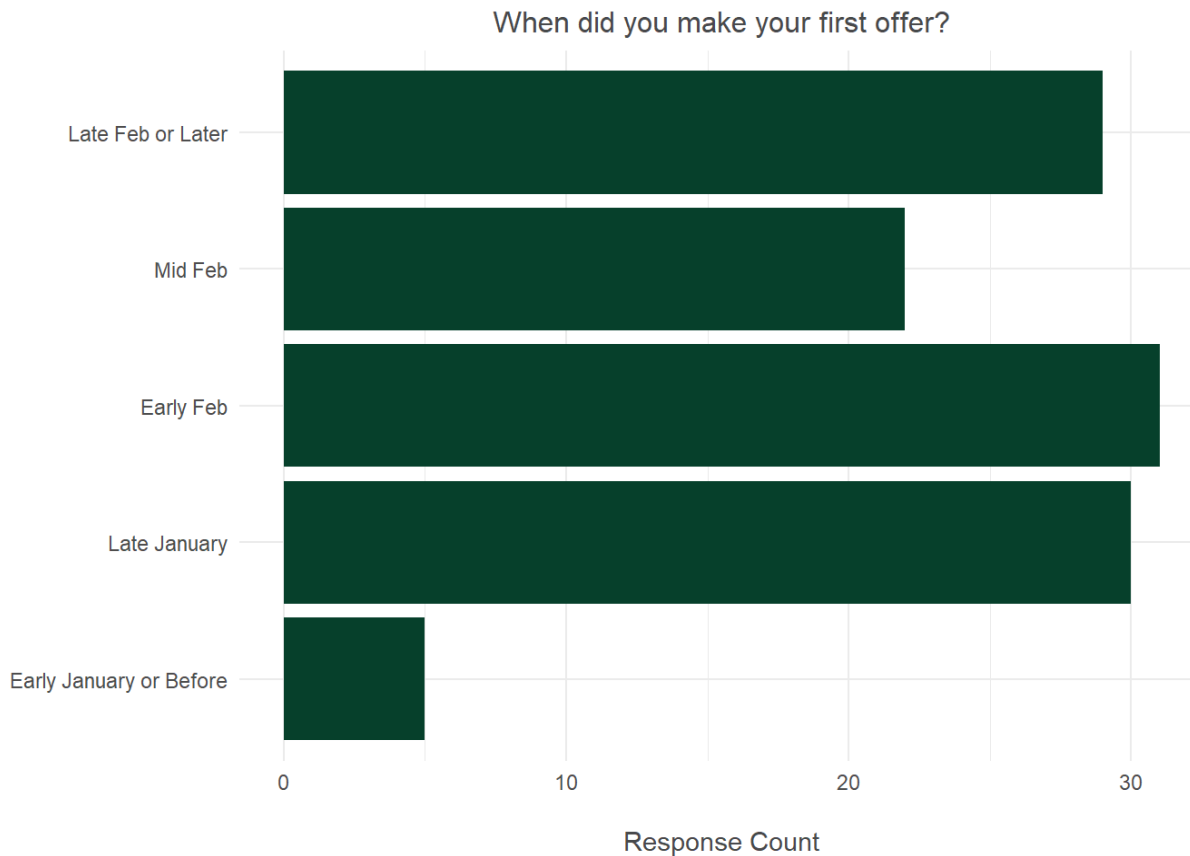
Job Market Second Round

When did you conduct your second round online interviews/campus visits?



- While the first round was earlier, the second round started at roughly the same time as the pre-2020 job market.

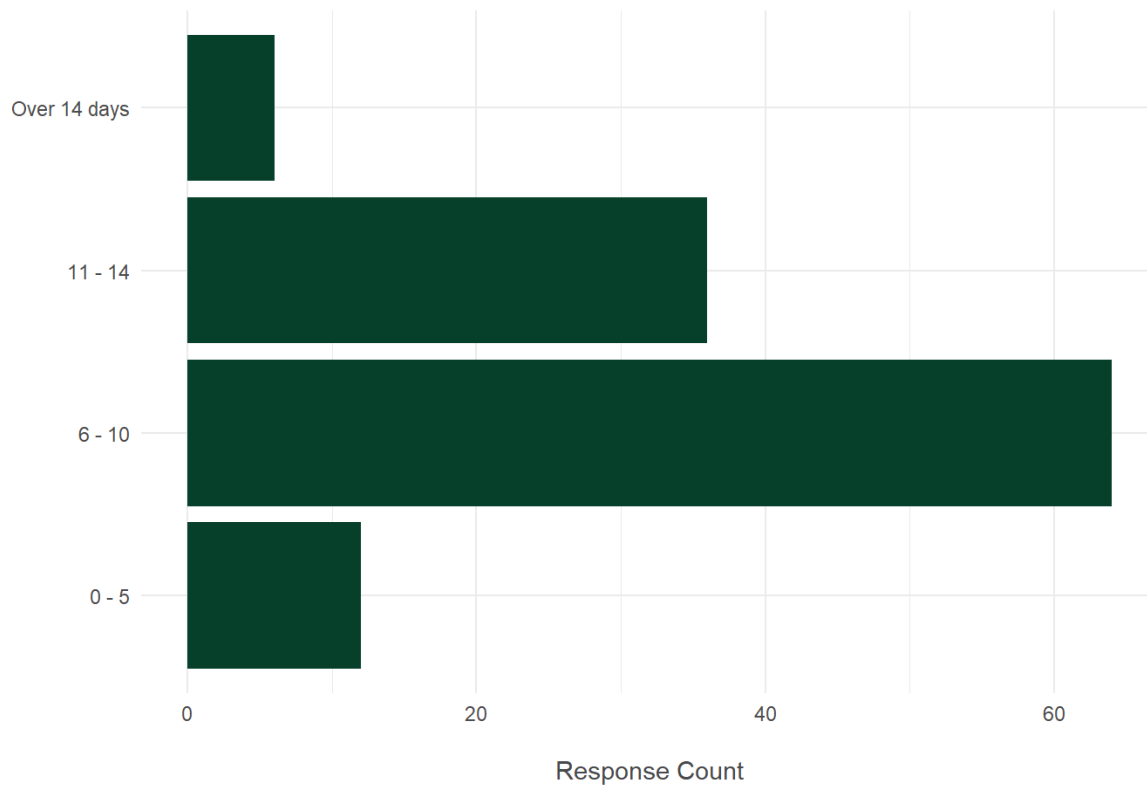
Job Market Second Round: Offers



- Very few offers happened early.
- Most offers go out after the first round flyouts.

Job Market Second Round: Offers

On average, how many days did you give a candidate to decide?



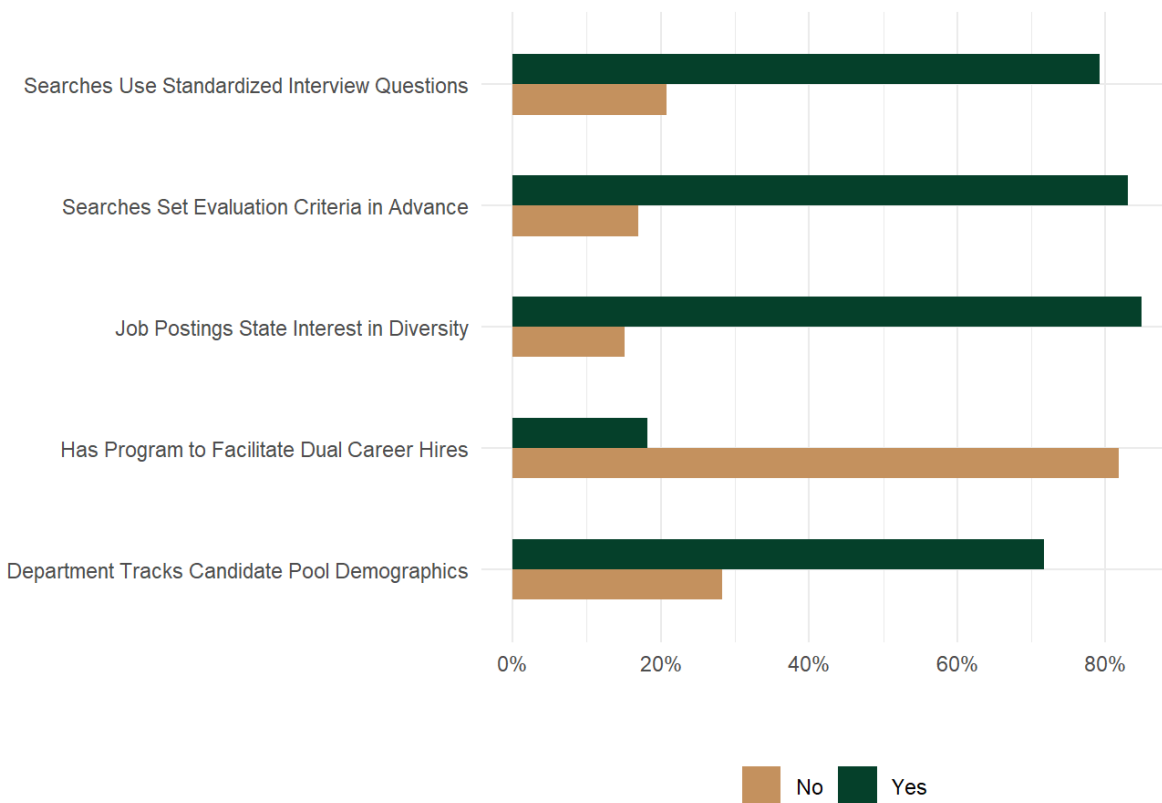
- The median offer lasts for about a week.
- About 45% granted extensions for offers.



Department Processes and Procedures

Recruitment Procedures

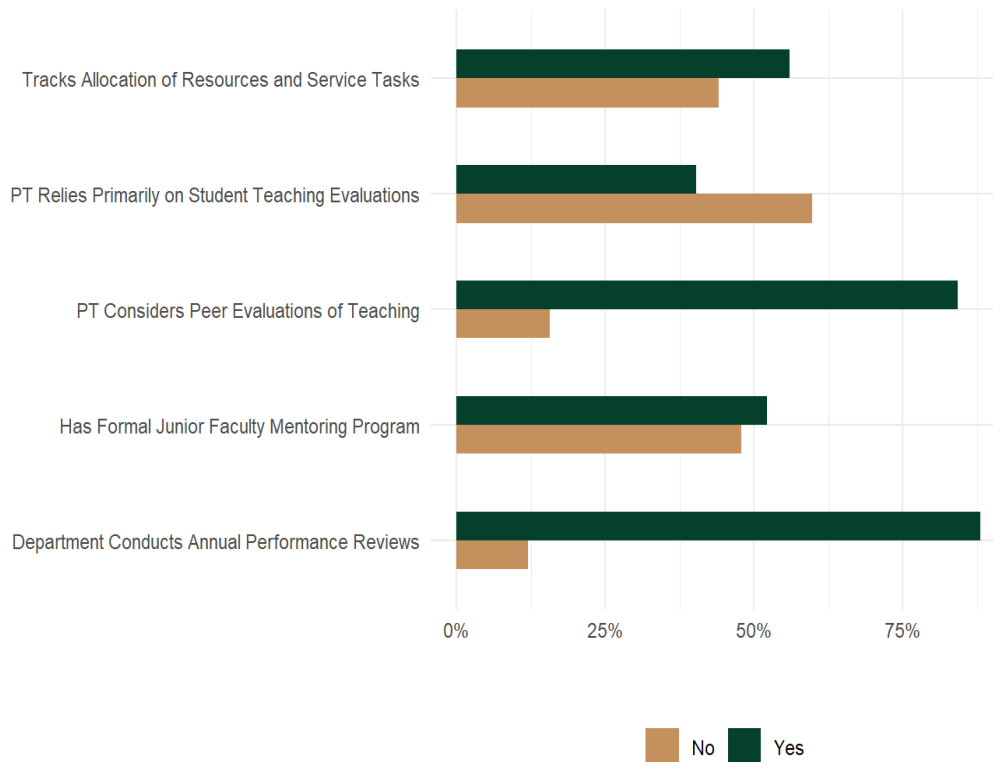
Recruitment Programs and Processes



- Most departments used standardized questions, set evaluation criteria in advance, and state an interest in diversity.
- Less than 20% report Dual Career hiring programs.

Promotion & Tenure Procedures

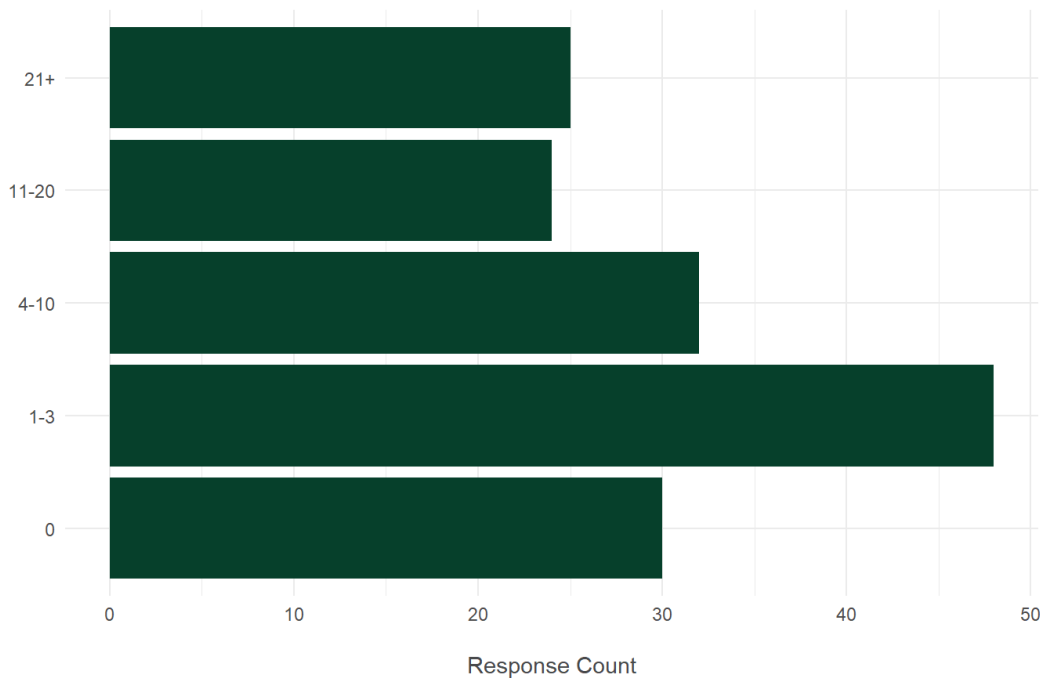
P&T Programs and Processes



- Half of departments track allocation of resources and service tasks; use student teaching evaluations and have a formal junior mentoring program.
- Most departments conduct annual performance reviews and peer reviews of teaching.

Seminars

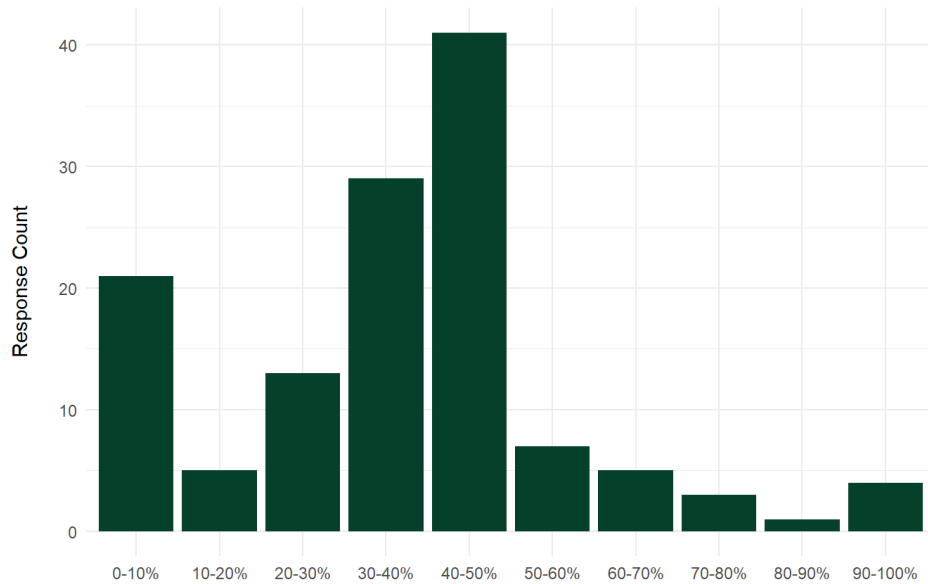
Approximately, how many external seminar speakers are hosted by your department each year?



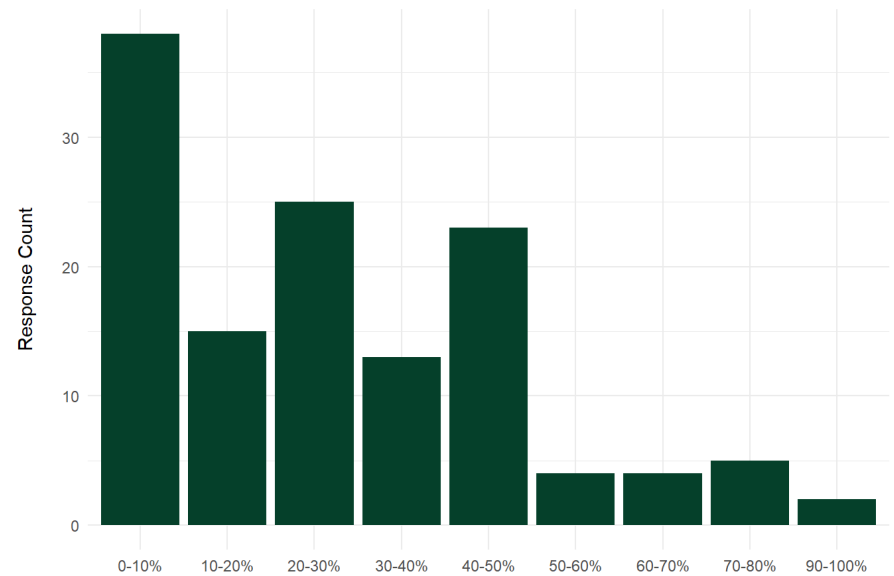
- There is a wide diversity in the number of seminar speakers hosted each year.
- The median number of speakers was 3 to 4.

Gender and Race Distribution

What was the approximate share of women who were external seminar speakers in your department last academic year?



What was the approximate share of non-white speakers?



- Reported distribution of speakers is more diverse than the profession.



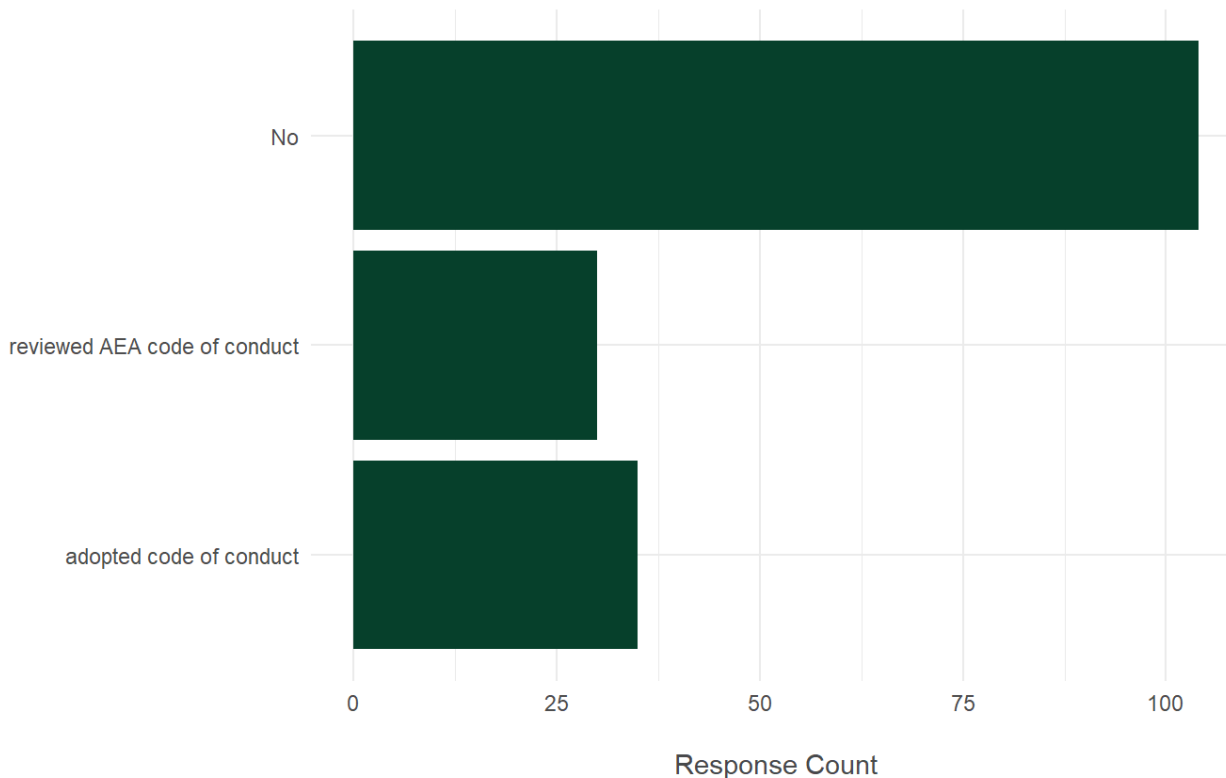
Knowledge and Use of Best Practices

Best Practices Used

- Just over 40% of departments are taking deliberate steps to improve the climate for women and members of underrepresented groups.
- About 25% of departments are planning accessible events for people with disabilities.
- About 22% of chairs have shared AEA Best Practices with their departments.

Departments with Code of Conduct

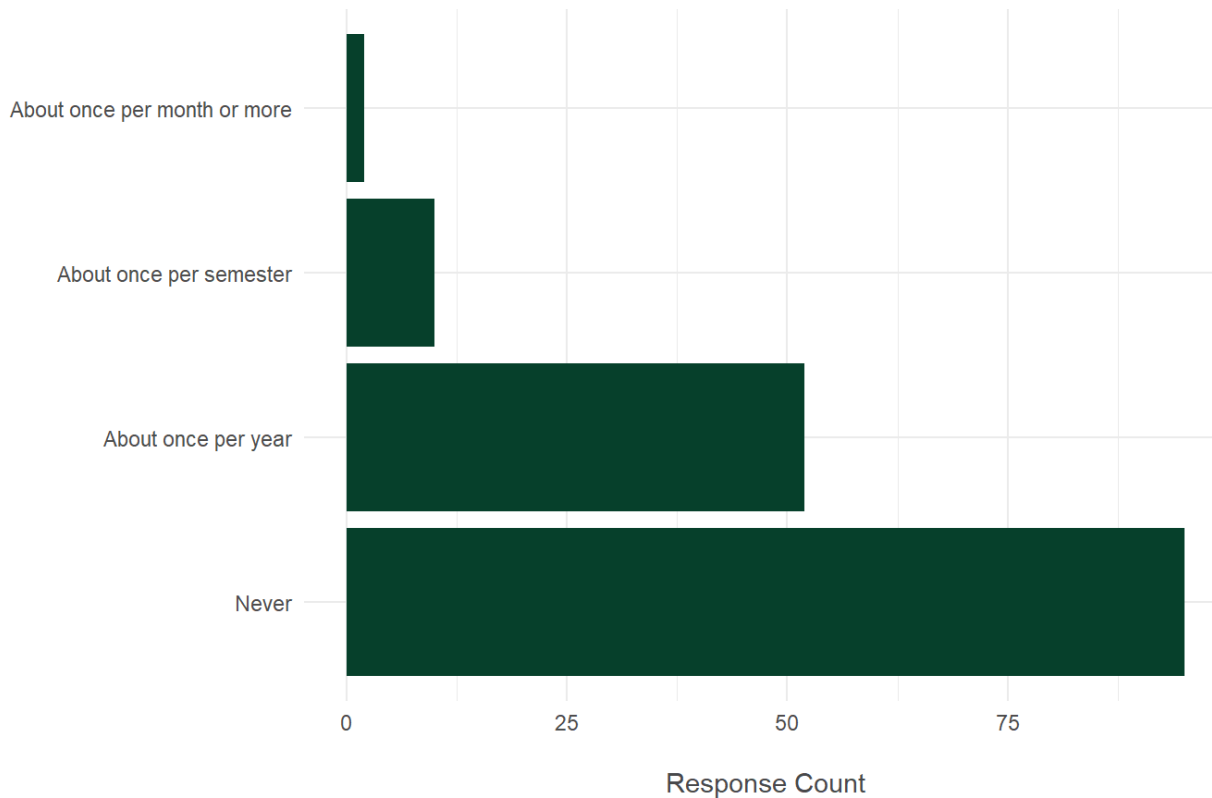
Department has adopted a code of conduct that outlines expectations for respectful behavior and/or has reviewed the AEA Code of Conduct



- Most departments do not have a code of conduct.
- About 30 departments have reviewed the AEA's code of conduct.
- About 35 departments have adopted a code of conduct.

Knowledge of AEA's Best Practices

How frequently have you personally...
referred to the AEA's Best Practices Recommendations?



- Most departments have not referred to the AEA's Best Practices Recommendations.
- 50 departments have reviewed the AEA's Best Practices about once per year.



Results from Open Responses



AEA
Survey Open
Ended
Questions

If you have had to deal with [discrimination and harassment] in your department, do you feel that your university adequately prepared you? Please elaborate.



If your department has taken deliberate steps to assess and improve the department's climate for women and members of underrepresented groups, please describe.

Do you have suggestions for how the AEA could support department chairs?

Adequacy of Preparation to Handle Issues of Discrimination and Harassment

- **Reporting requirements and institutional procedures are clear.**
- **Institutional infrastructure is generally adequate.**
 - Chairs report access to support from university counsel, the Provost's office, HR representatives, Title IX offices, minority affairs offices, and the ombudsperson.
- **Critiques focus on the inadequacy of training and institutional processes:**
 - Training not provided proactively.
 - Lack of support for navigating difficult interpersonal situations.
 - Title IX processes are cumbersome and primarily concerned with legal protection.
 - Inadequate guidance on situations that don't meet Title IX criteria.
 - Even when formal processes are followed, perpetrators face minimal consequences.



 Formal DEI Role or Committee DEI Focused Events Climate Surveys/Data Collection Affinity Group Organizations Hiring/Evaluation Policy Changes Mentoring/Consultation DEI Policy Statement

What steps have departments taken to assess and improve the department's climate for women and members of underrepresented groups?



Support Needed from the American Economic Association

Consider establishing a standing committee on departmental administration

Provide a forum for chairs to meet, share problems and discuss with peers

Consider providing additional training events and resources for new chairs, particularly those at small colleges and BA only programs.

Coordinate with other professional associations on fostering more inclusive departments.

Provide job-market insights to facilitate student advising

More Robust Communication about AEA resources and events

Thank You!

Thank You *Mahalo*
Kiitos
Tack
Grazie **Thanks**
Toda
Obrigado
Takk **Gracias** *Merci*
Danke

Leading Departments Towards Better Practices – A Starter Kit for Department Chairs

The [AEA Best Practices](#) lay out actions economists can take to improve the profession and the quality of its work. The recommendations are grounded in research and specific to economics, with practical suggestions for implementation and links to relevant resources.

This document presents an array of concrete steps for department chairs. Please consider which actions you will take this year as well as a specific time frame for each. To take notes or make your own checklist, you can download or copy this document.

1. Share the [AEA Code of Professional Conduct](#) (or your department's own code) and the [AEA Policy on Harassment, Discrimination, Retaliation](#) with all faculty and graduate students in the department, and communicate to them the importance of appropriate behavior at all times, including in the workplace, at gatherings outside business hours, and in anonymous online postings.
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7. Review your department's recruiting process and structure it to align with best practices (<https://www.aeaweb.org/resources/best-practices/leading-departments#p1>).
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