Diversifying Economic Quality: A WIKI FOR INSTRUCTORS AND DEPARTMENTS

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2014 ASSA Meetings
Philadelphia, PA
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Sponsor:

CSMGEF: Committee on the Status of Minority Groups in the Economics Profession

About the Committee

CSMGEF was established by the American Economic Association (AEA) in 1968 to increase the representation of minorities in the economics profession, primarily by broadening opportunities for the training of underrepresented minorities. CSMGEF, which is comprised of economists from all areas of the profession, also works to ensure that issues related to the representation of minorities are considered in the work of the AEA, and engages in other efforts to promote the advancement of minorities in the economics profession.

Click here for a list of minority PhD candidates who would like to be considered for professional opportunities.

Upcoming CSMGEF Events at the 2014 ASSA Meetings

Jan 02, 2014
3:00 PM, Marriott — Meeting Room 307
CSMGEF

Panel (Open to all ASSA Participants) Diversifying Economic Quality: Innovative Teaching Techniques and Diverse Undergraduate Populations

Jan 03, 2014 10:15 am, Philadelphia Marriott, Grand Ballroom - Salon I
American Economic Association
CSMGEF Dissertation Session (C0)
Presenting: Maria Mora (University of Texas-Pan American)

Bias or Behavior? Using Differences between Teacher Reports and Administrative Records to Identify Bias in Teacher Perceptions of Student Behavior
Daniele V. Francis (University of Massachusetts-Amherst)
Diversifying Economic Quality (Div.E.Q.)

– an online resource promoting best teaching practices in economics, particularly practices that encourage members of underrepresented groups to continue their study of economics.

DiversifyingEcon.org
A problem:

Black & Hispanic Tenured and Tenure-Track Faculty
2012-2013 AEA UAQ, http://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.103.3.678
Female Tenured and Tenure-Track Faculty
2012-2013 AEA UAQ. http://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.103.3.678

Black & Hispanic Tenured and Tenure-Track Faculty
2012-2013 AEA UAQ. http://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.103.3.678

Consequences
– in allocating people to professions
– in generating knowledge within the discipline
– in making government policy
Women economists are

– 21 percentage points more likely to disagree that the U.S. has excessive government regulation of economic activity.

– 32 percentage points more likely to agree with making the distribution of income more equal.

– 30 percentage points more likely to agree that the U.S. should link import openness to labor standards.

– 42 percentage points more likely to disagree that labor market opportunities are equal for men and women.

Percentage of Bachelor's Degrees in Economics Awarded to Women, 1966-2012

Bachelor's Degrees in Economics by Race, 2012

We can advance diversity by changing the way we present economics to undergraduates.

What are our profession’s habits in the classroom?

- We love to lecture.
  

- References to “gender, race, and ethnic issues” are rare.
  
  Ibid.

- Most economists are either not aware of alternatives or think preparation is too time consuming.
  

- There is solid evidence that other methods are more effective.
Two broad examples of effective and inclusive teaching approaches:

(Div.E.Q. presents many more.)

Foster a growth mindset.

Encouraging students to see intelligence as malleable can raise academic enjoyment, engagement, and performance.

Foster a growth mindset.

Inform students and instructors that:

• Intelligence is not a fixed trait.
• Intelligence expands through effort, mistakes, and perseverance.
• Math ability can be developed.
• Economic intuition can be acquired.

Facilitate interaction.

Help students interact with you, with other students, and with ideas.


Other panelists present specific strategies to facilitate interaction in economics courses.
Support effective, inclusive teaching practices.

- **READ**...Div.E.Q. for teaching and research ideas.
- **TELL**...others about Div.E.Q.
- **SHARE**...your research and your strategies.
- **PRODUCE**...new evidence.

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