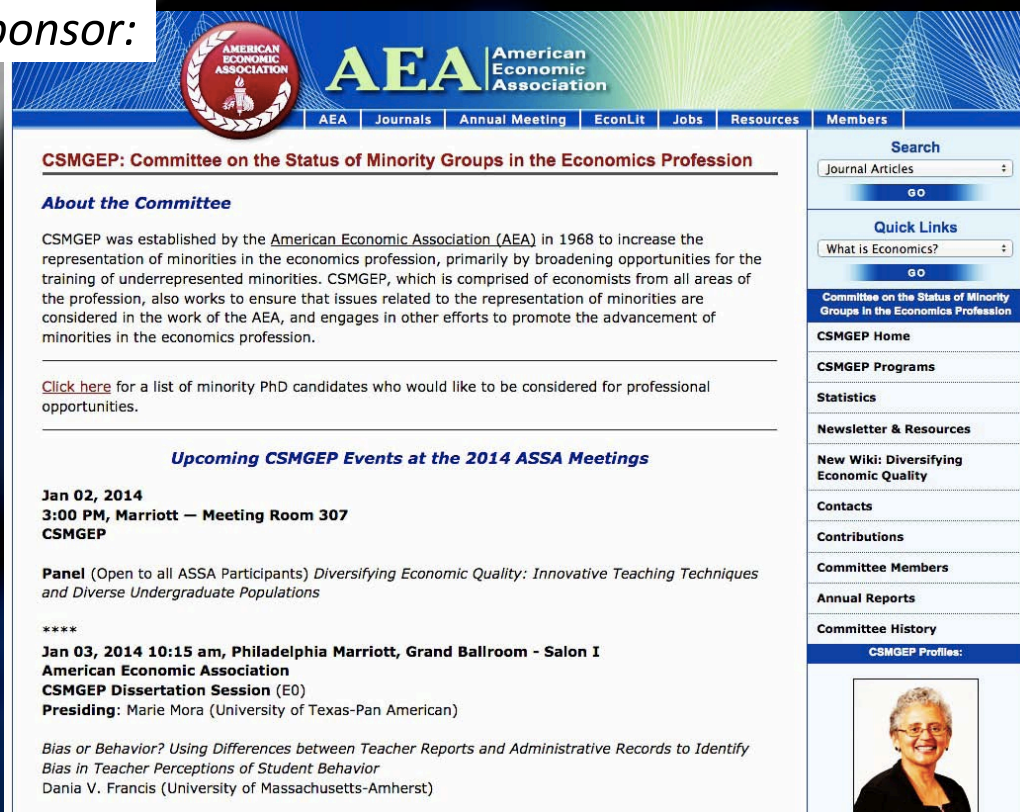


Diversifying Economic Quality: A WIKI FOR INSTRUCTORS AND DEPARTMENTS

Amanda Bayer
2014 ASSA Meetings
Philadelphia, PA
January 2, 2014

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Sponsor:



The screenshot shows the website for the Committee on the Status of Minority Groups in the Economics Profession (CSMGEP). The header features the AEA logo and navigation links for AEA, Journals, Annual Meeting, EconLit, Jobs, Resources, and Members. The main content area is titled "CSMGEP: Committee on the Status of Minority Groups in the Economics Profession" and includes an "About the Committee" section, a link to a list of minority PhD candidates, and "Upcoming CSMGEP Events at the 2014 ASSA Meetings". The events listed are for January 02, 2014 (3:00 PM, Marriott - Meeting Room 307) and January 03, 2014 (10:15 am, Philadelphia Marriott, Grand Ballroom - Salon I). The right sidebar contains a search bar, quick links, and a list of navigation options including CSMGEP Home, Programs, Statistics, Newsletter & Resources, and a profile picture of Marie Mora.

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

About the Committee

CSMGEP 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. CSMGEP, 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 CSMGEP Events at the 2014 ASSA Meetings

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

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
CSMGEP Dissertation Session (E0)
Presiding: Marie 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
Dania V. Francis (University of Massachusetts-Amherst)

Search
Journal Articles :
GO

Quick Links
What is Economics? :
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Committee on the Status of Minority Groups in the Economics Profession

CSMGEP Home

CSMGEP Programs

Statistics

Newsletter & Resources

New Wiki: Diversifying Economic Quality

Contacts


Contributions

Committee Members

Annual Reports

Committee History

CSMGEP Profiles:

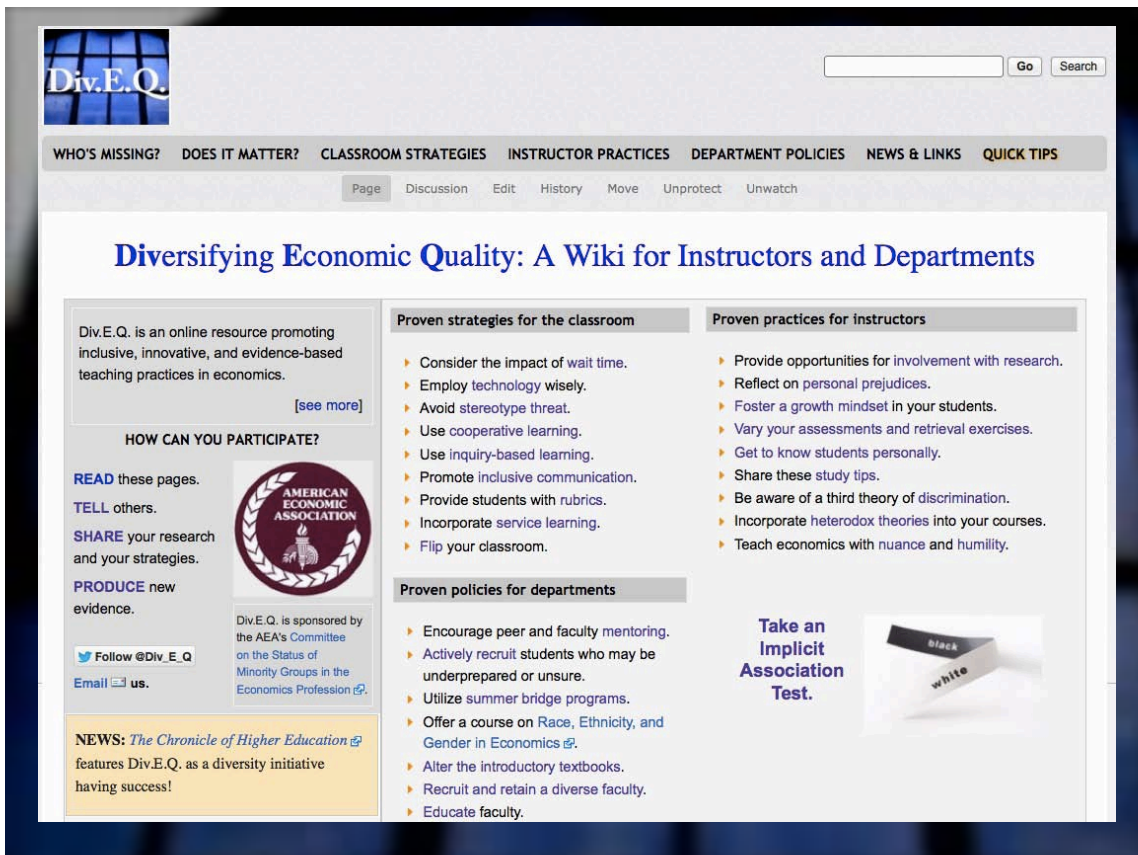


Diversifying Economic Quality (Div.E.Q.)

- 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

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The screenshot shows the homepage of the Div.E.Q. website. At the top left is the Div.E.Q. logo. To the right is a search bar with 'Go' and 'Search' buttons. Below the logo is a navigation menu with links: WHO'S MISSING?, DOES IT MATTER?, CLASSROOM STRATEGIES, INSTRUCTOR PRACTICES, DEPARTMENT POLICIES, NEWS & LINKS, and QUICK TIPS. Underneath the navigation menu is a sub-menu with links: Page, Discussion, Edit, History, Move, Unprotect, and Unwatch. The main heading is 'Diversifying Economic Quality: A Wiki for Instructors and Departments'. The page is divided into several sections:

- Introduction:** Div.E.Q. is an online resource promoting inclusive, innovative, and evidence-based teaching practices in economics. [see more]
- HOW CAN YOU PARTICIPATE?:**
 - READ** these pages.
 - TELL** others.
 - SHARE** your research and your strategies.
 - PRODUCE** new evidence.
- Proven strategies for the classroom:**
 - Consider the impact of wait time.
 - Employ technology wisely.
 - Avoid stereotype threat.
 - Use cooperative learning.
 - Use inquiry-based learning.
 - Promote inclusive communication.
 - Provide students with rubrics.
 - Incorporate service learning.
 - Flip your classroom.
- Proven practices for instructors:**
 - Provide opportunities for involvement with research.
 - Reflect on personal prejudices.
 - Foster a growth mindset in your students.
 - Vary your assessments and retrieval exercises.
 - Get to know students personally.
 - Share these study tips.
 - Be aware of a third theory of discrimination.
 - Incorporate heterodox theories into your courses.
 - Teach economics with nuance and humility.
- Proven policies for departments:**
 - Encourage peer and faculty mentoring.
 - Actively recruit students who may be underprepared or unsure.
 - Utilize summer bridge programs.
 - Offer a course on Race, Ethnicity, and Gender in Economics.
 - Alter the introductory textbooks.
 - Recruit and retain a diverse faculty.
 - Educate faculty.
- Take an Implicit Association Test:** Accompanied by an image of a scale with 'black' and 'white' weights.
- Footer:** Div.E.Q. is sponsored by the AEA's Committee on the Status of Minority Groups in the Economics Profession. Includes social media links for Twitter (@Div_E_Q) and Email (us).
- NEWS:** The Chronicle of Higher Education features Div.E.Q. as a diversity initiative having success!

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>

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Female Tenured and Tenure-Track Faculty

2012-2013 AEA UAQ, <http://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.103.3.678>

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Consequences

- in allocating people to professions
- in generating knowledge within the discipline
- in making government policy

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Women economists are

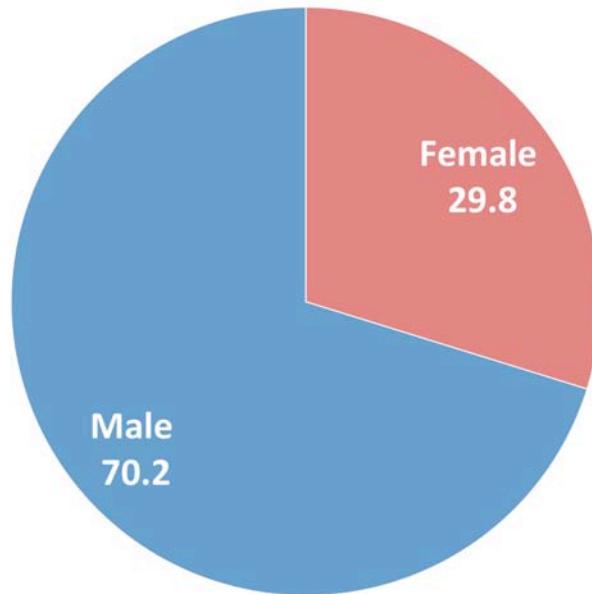
- 21 percentage points more likely to disagree that the U.S. has excessive government regulation of economic activity.
- 32 percentage points more likely to agree with making the distribution of income more equal.
- 30 percentage points more likely to agree that the U.S. should link import openness to labor standards.
- 42 percentage points more likely to disagree that labor market opportunities are equal for men and women.

May, A.M., Mcgarvey, M.G. & Whaples, R. (2013). Are Disagreements Among Male And Female Economists Marginal At Best?: A Survey Of AEA Members And Their Views On Economics And Economic Policy. *Contemporary Economic Policy* 32(1) 111-132.

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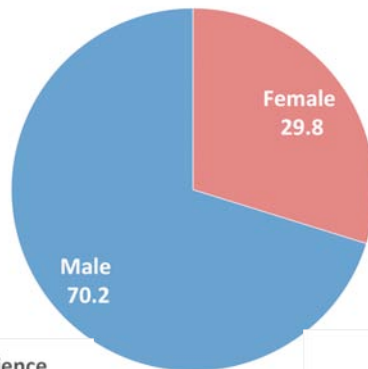
Digging deeper:

Bachelor's Degrees in Economics by Gender, 2012

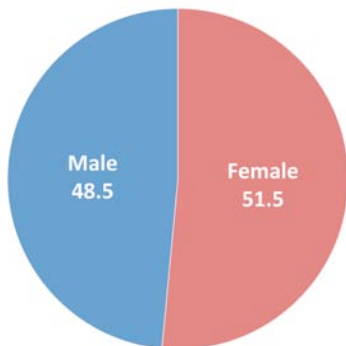


U.S. Department of Education, National Center for Education Statistics; Integrated Postsecondary Education Data System Completions, 1995-2012 (Washington, D.C.: NCES, 2013). Created with data provided by WebCaspar.

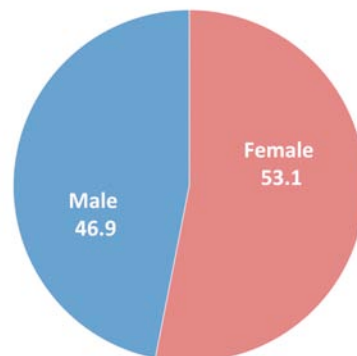
Bachelor's Degrees in Economics by Gender, 2012



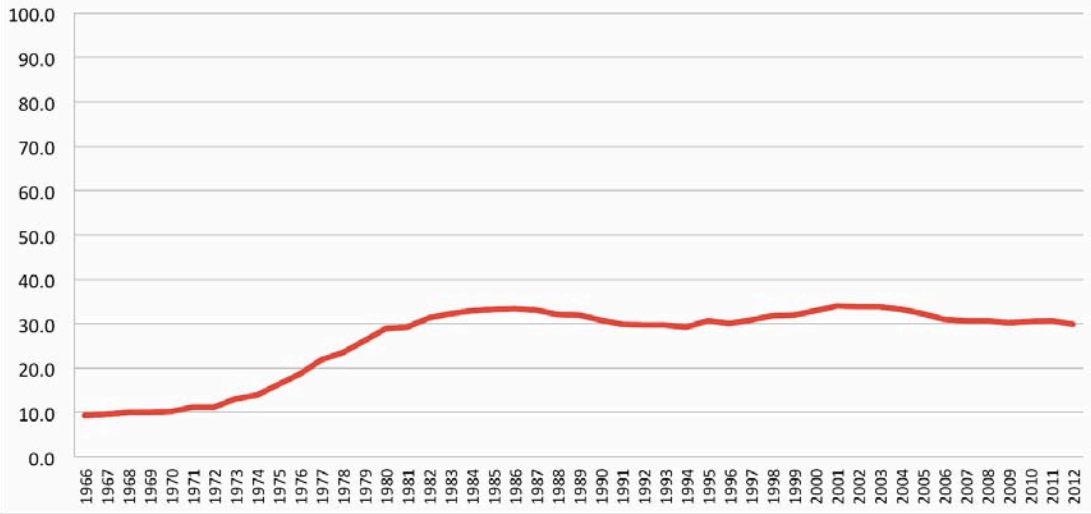
Bachelor's Degrees in Political Science by Gender, 2012



Bachelor's Degrees in STEM by Gender, 2012

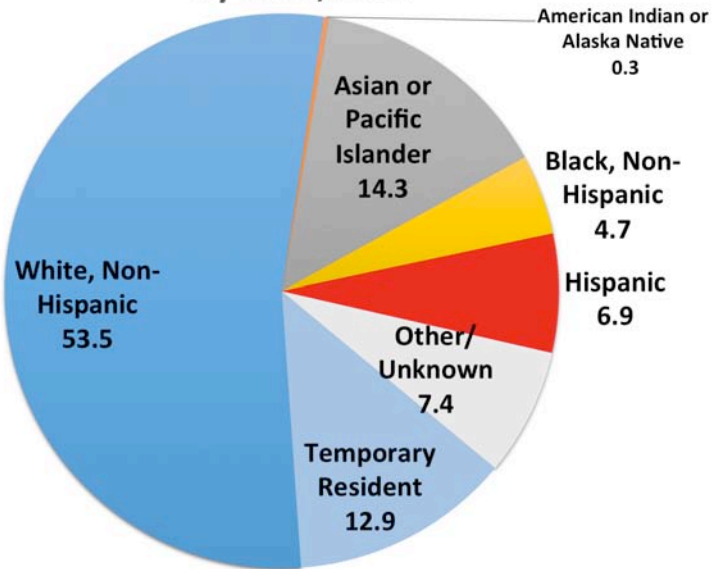


Percentage of Bachelor's Degrees in Economics Awarded to Women, 1966-2012



U.S. Department of Education, National Center for Education Statistics; Integrated Postsecondary Education Data System Completions, 1995-2012 (Washington, D.C.: NCES, 2013). Created with data provided by WebCaspar.

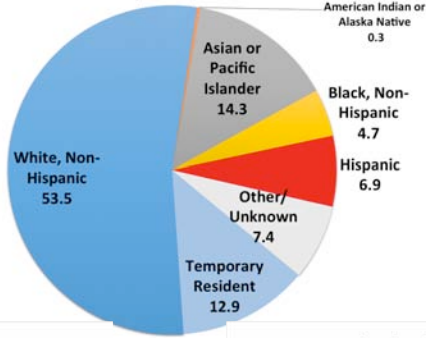
Bachelor's Degrees in Economics by Race, 2012



U.S. Department of Education, National Center for Education Statistics; Integrated Postsecondary Education Data System Completions, 1995-2012 (Washington, D.C.: NCES, 2013). Created with data provided by WebCaspar.

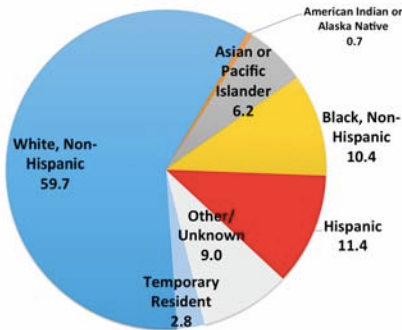
Bachelor's Degrees in Economics

by Race, 2012



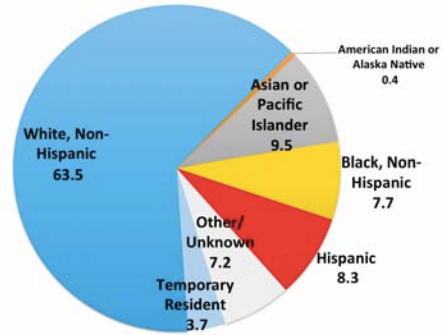
Bachelor's Degrees in Political Science

by Race, 2012

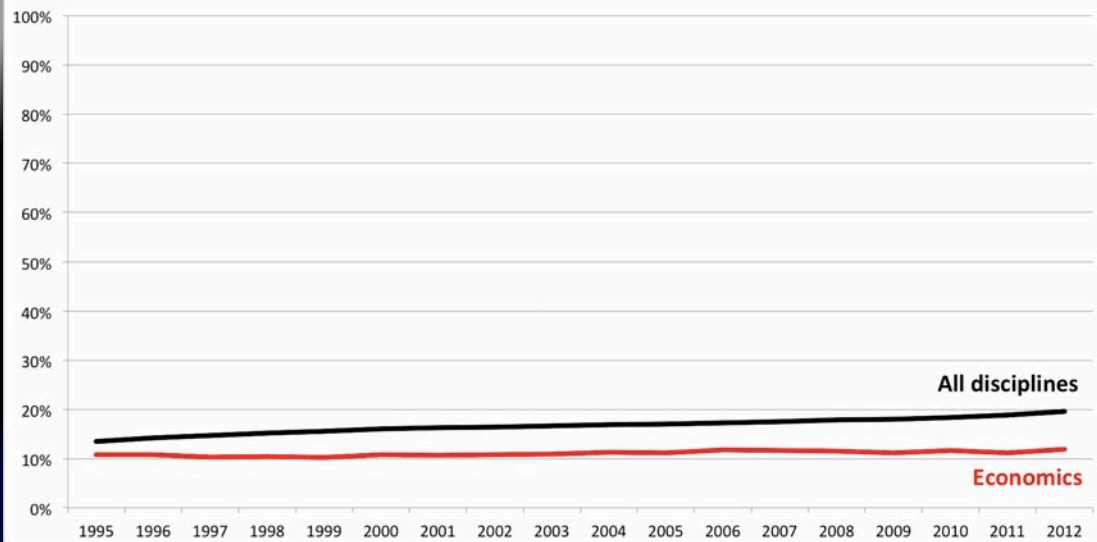


Bachelor's Degrees in STEM

by Race, 2012



Percentage of Bachelor's Degrees Awarded to Minority Students, 1995-2012



U.S. Department of Education, National Center for Education Statistics; Integrated Postsecondary Education Data System Completions, 1995-2012 (Washington, D.C.: NCES, 2013). Created with data provided by WebCaspar.

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.
Watts, M. and G. Schaur, "Teaching and Assessment Methods in Undergraduate Economics: A Fourth National Quinquennial Survey," The Journal of Economic Education, 2011, 42(3), 294-309.
- 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.
Goffe, W.L., Kauper, D. (2013). "A Survey of Principles Instructors: Why Lecture Prevails." Unpublished manuscript.
- 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.

Evidence: Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the Effects of Stereotype Threat on African American College Students by Shaping Theories of Intelligence. *Journal of Experimental Social Psychology*, 38, 113-125.

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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.

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Facilitate interaction.

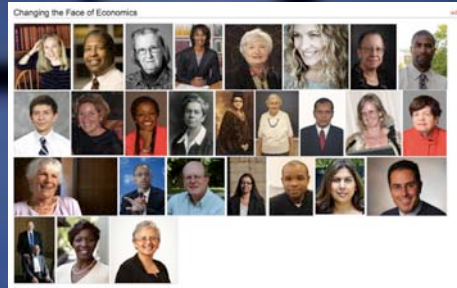
Help students interact with you, with other students, and with ideas.

Evidence: Lorenzo, M., Crouch, C.H., Mazur, E. (2006). Reducing the gender gap in the physics classroom, *Am. J. Phys.*, 74, 118-122.

Other panelists present specific strategies to facilitate interaction in economics courses.

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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.

 Follow @Div_E_Q

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