

November 5, 2020

Draft: To be revised in consultation with economics department students

Economics Department Diversity and Inclusion Agenda

- Created this summer in response to the June 2020 BSRFI Open Letter to the Bi-College Community and to President Wendy Raymond's communications about DEI.
- Two designated faculty members of the econ department will be appointed each year to lead the agenda and to guide the formulation and implementation of policy: this year Anne Preston and Richard Ball fill these roles.
- The department would like to add at least two student liaisons, perhaps a student committee, to inform the agenda. We seek student input on what the form should take, and those individuals who choose to participate will be paid either a stipend or an hourly rate similar to TAs.
- Primary functions (as conceived of now—we welcome other ideas):
 - Initiate discussions on a regularly (monthly) recurring basis among econ faculty and econ students, about how our classes, curriculum, and department as a whole are serving, or failing to serve, marginalized students. Particular topics include:
 - Course content and organization of 104/105
 - Incorporation of material of high interest to BIPOC, FGLI and other marginalized students
 - TA sessions; learning communities
 - Assignments
 - Core course content and examples of high interest to marginalized students
 - New electives of high interest to marginalized students
 - Pedagogical strategies that create space in which students with a range of learning styles can succeed. Consider bringing in an expert speaker/consultant as part of the department's ongoing participation in the teaching and learning initiative (TLI).
 - A new set of questions that can be included in course evaluations to elicit feedback on the experiences of marginalized students.
 - An end of the year semester survey of majors and minors to evaluate their overall experience with the economics department, both in class and out of class, the results of which will be discussed in the monthly meetings.
 - Increased diversity among TAs and RAs hired by economics faculty
 - Formal training for our TAs including training on diversity issues
 - Seminars organized by the economics department that:
 - Are given by a diverse set of speakers

- Have topics that are of interest to a diverse student body
 - Guidance on hiring visitors or new tenure track faculty
 - A data base to keep track of all the above over time so that we can assess how much progress is being made
- Actions related to outreach and information:
 - Support and implement micro-aggression/anti-racism training/discussions for faculty and students
 - Create a platform where students can anonymously submit questions or concerns related to the climate for marginalized students in the economics department or report incidents
 - Maintain a web page and list-serve to publicize opportunities available to marginalized students: summer and post-graduation internships and jobs; grad school; training programs; programs offered by the American Economic Association; other local and national events that advocate for and promote the success of marginalized students in economics
 - Contact HC economics alumni to request that they send us information about internship/job/training/etc. opportunities for marginalized students, and share this information via web page and list-serve.
 - Establish a BIPOC alumni speaker series (one per semester) where BIPOC graduates come back to campus to discuss their careers as an economics alum (or whatever they feel is most worthwhile) and interact socially with students.
 - Establish robust lines of communication with marginalized students in the economics department (e.g., through liaisons or a student committee or monthly meetings as described above).
 - Create a voluntary paid mentoring program where senior economics students mentor first years and sophomores interested in joining the major with the intention of making sure all BIPOC and FGLI students have a mentor and have the opportunity to become a mentor.
 - Reach out to marginalized students in their first and second years to give information about the economics major, minor, and math/econ concentration, with the goal of making economics accessible to them and of discovering where they face obstacles or discouragement in the economics program. This would include mini workshop opportunities in job interview training/tips, public speaking, job search strategies, and other practical extracurricular skills that contribute to both academic and professional success.
 - Send information about the economics department to incoming first year students from marginalized groups as they prepare to enter Haverford, to

provide information about taking economics courses and majoring/minoring/concentrating in economics

- Survey all students having taken Econ 104/105 each year, collecting demographic information and asking why each student enrolled in the course, whether, and if so why, they will take further courses, in the hopes of identifying and understanding issues of retention of BIPOC & FGLI students and possibly formulating policy to increase retention.
- Create a data base to keep track of all the above over time so that we can assess how much progress is being made

Many of the ideas presented here were stimulated by information from the American Economic Association about promoting diversity, equity and inclusion in the economics profession, available at <https://www.aeaweb.org/resources/best-practices>.