



Dear Chairs:

Colleagues have been reaching out to us at [CSMGEP](#) to ask how departments can respond with more than words to the protests for racial equality. We are writing to provide suggestions:

1. Teach applications early: It would be great for schools to be able to point to undergraduate economics courses with relevance to this moment. If you have or can get a quality course on economics of race and/or inequality on the books for this fall, then do it. In classes more generally, teach applications early, starting in principles. Have applied electives that students can take before investing in intermediate micro. Students give up on economics when they don't see the relevance. The [div e q website](#) offers great advice for inclusive teaching in economics.
2. Provide information: Time and time again, minority students with policy interests do not major in economics (or even take economics) because they do not know what it is. Use contact with students in classrooms, information sessions, through your webpage and even office hours to describe the questions that applied economists tackle and how they tackle them. Information provision can even begin before students register for their first semester. [Bayer, Bhanot and Lozano \(2019\)](#) randomized emails that described economics as a field to incoming first year students at liberal arts colleges and saw 20 percent increases in the rates that minorities and women registered for an economics course in their first year, as a result of the treatment. On campus, you can bring in guest speakers from a variety of backgrounds and a variety of economic jobs to illustrate the breadth of the field. Even better, encourage the formation of an economics club for women and minorities and have club members set an agenda of speakers and activities that they believe would attract students to economics.
3. RA Ships/Bridge programs: Create formal programs that help minority students anywhere from high school to post baccalaureate prepare for an economics PhD program. These programs do not need to be large. You can start with one underrepresented student. These new programs could take the form of initiatives that combine economics coursework and research assistantships for undergraduate students, such as at the economics departments of UMBC or Spelman; post-bacs where those with BAs combine research and coursework full time such as at Columbia University or the PhD Excellence Initiative at NYU or bridge programs such as at the University of Oklahoma where students can be accepted fully funded to the PhD plus an additional pre-doctorate year of preparatory coursework.
4. [Diversify your speaker series.](#)
5. Rethink your [admissions](#) and [hiring](#) processes.

**Committee on the Status of Minority Groups in the Economics Profession**

Co-Chairs Gary A. Hoover and Ebonya Washington

University of Oklahoma · Department of Economics · 308 Cate Center Drive, Rm. 170 · Norman, OK 73072



6. Use economics: We know that people respond to incentives. Incentivize behaviors that increase diversity.
7. People have asked about giving. The CSMGEP has a giving page [here](#). You can designate if you want the gift to go to the Summer Program, the Mentoring Program or best use.

We hope these guidelines are helpful. We would love to hear from you with questions as you craft your response and with any new programs or measures you put in place. If you take even one action that will be a step forward. Email us at [ghoover@ou.edu](mailto:ghoover@ou.edu) and [ebonya.washington@yale.edu](mailto:ebonya.washington@yale.edu).