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## 1 Shelly Lundberg

- We know far less about minorities in economics relative to women in econ because the sample and population sizes are so small
- Papers mentioned:
  - Ginter and Kahn, “Women and STEM”. Forthcoming. [Link here](#)
  - Antecol, Bedard and Stearns, “Equal but Inequitable: Who Benefits from Gender-Neutral Tenure Clock Stopping Policies?”. 2018. [Link here](#)
  - Hengel, “Publishing while female.” 2017. [Link here](#)
  - Ductor, Goyal and Prummer. “Gender and Collaboration.” 2018. [Link here](#)
- Resources for undergrads:
  - CSMGEP for graduate student mentoring
  - AEA undergraduate research opportunities: [Link here](#)
  - AEASP: [Link here](#)
  - EconTrack
  - EconSpark
- Powerpoint from the talk available [here](#)

## 2 Improving pedagogy

- Homogeneous curriculum across universities, but heterogeneous student bodies + deviating from this format and improving introductory econ education is uncompensated
- Trevon D. Logan: why do we talk so much about firms, rather than people?
  - Micro principles can be described using people rather than firms (e.g., home production)
  - Macro: can discuss unemployment, credit constraints and other topics that students from diverse backgrounds may be interested in

\* ... but then need to think about how to get diverse students interested in “white cis male topics,” like finance and taxes

- Recommendation: move away from textbooks!
  - Use scholarly articles and empower students to see where the literature is not settled
  - Exposure to the literature can change how students interact with one another and act in class
  - Find papers that are interesting to people! Our tools are used far and wide, so turn to the data and show how we can use our tools to understand different aspects of the world
  - Example: Marty Olney’s [syllabus](#)
- Recommendation: promote supportive high expectations, where instructor makes it clear that expectations are high, but it is their job to help students meet those expectations
- Recommendation: there are gender-based differences in perceived approachability. Male faculty (and TAs!) should be clear about their approachability and act on their promise of approachability
- Recommendation: call on *everybody*
  - “Whatever happens in the classroom gets replicated elsewhere” (Lisa Cook)
- Recommendation: create community as a pedagogical tool
  - E.g.: advanced micro has a study group component
  - These communities don’t need to be spatial
- Recommendation: train your TAs to support diverse student bodies; give incentives so that diverse TAs are not doing the diversity work for free

### 3 Early career advice

- **Mary Daly**
  - Take all the opportunities, but no need to say yes to everything
  - Keep your opportunity set open (different coauthors, etc)
  - Be brave and ask people to work with you
  - Continue to build your network
- **Ebonya Washington**
  - Mental health and emotional support are *essential*
  - Keep your eyes and ears wide open – some of the best ideas come from outside of economics
- **Pascaline Dupas**
  - On imposter syndrome:
    - \* Find the balance between seeking the people who will challenge you and who will make you lift you up
    - \* Be confident that at your own scale, you can make a difference
    - \* Value your own work even if not everyone values it
- **Juan Carlos Suárez Serrato**
  - Success in this field is a Leontief production function of grit, mentorship, time and luck. Some of it you cannot control.

- Fail a lot and fail better!
- “If you are not taking your mentors’ advice seriously, you are not valuing their time” (Valerie Ashby)
- You want advisors who are not prescriptive
- How to transition to being an independent researcher?
  - Structure your time
  - Start by coauthoring with professors and peers
  - Be out there! You never know when you’ll come up with an idea
  - Don’t go looking for ideas, go looking for questions!

#### 4 Advising underrepresented students (Ebonya Washington)

- Successful relationship not necessarily field-dependent
- Successful relationship also no necessarily within same race, gender, sexuality, etc
- Need mentors who can connect mentees to resources and help mentees be successful by *mentee’s* standards

#### 5 Dept policies for students

- Students should feel empowered to demand services to help them
  - E.g., maybe research methods course should both require that students bring their papers to the writing center for research writing practice (and maybe even presentation practice)