

Course Checklist for Diversity, Equity, and Inclusion

Course Intro:

- Do your students have a way to communicate any accommodation needs to you (on top of the process offered through ODS)?
- Do you ask for pronunciation guides for names you may be unsure of?
- Do your students have a way to communicate their pronouns to you?

Course Materials:

- Do you have “protagonists” from different genders and racial/ethnic backgrounds in your slides/examples?
- If you assign papers, do you include papers written by women and URM scholars?
- Have you adjusted your default pronoun for an agent to not always be “he”?
- Have you checked all course examples for outdated gender roles or cultural stereotypes?
- Have you proactively sought out international examples, examples of women-led firms, and other ways to avoid focusing on the “usual suspects”?
- Do you try to minimize examples that rely on knowledge of American sports? Where they occur, do you make sure that you or a student explains it, and similarly offer this opportunity to international students to explain something American students may not be familiar with?
- Do you have examples from “female-typed” and other under-represented domains as well?

Pedagogical Support:

- Do you avoid homework or exam questions that rely on a quantitative background beyond what is listed in the course requirements? If not, can you adjust your course materials to ensure that the pre-requisites (and only the pre-requisites) suffice for excelling in your class?
- For those teaching core classes, or other classes without any pre-requisites: when you encounter students who did not have equal access to a rigorous quantitative background, do you provide resources or guidance to allow them to understand the current course materials?
- When material builds on concepts that are not included in the course pre-requirements, do you provide a way for students without equal access to those background concepts to understand the current course material?
- Are there ways to lower barriers to access the material in your course so that accumulated inequalities play less of a role? Note this does not mean lowering the rigor,

but rather finding ways to be rigorous in a way that relies on what students learn from you, not disproportionately what they came in with.

- When students ask questions which may indicate a misunderstanding or even a gap in fundamentals, do you avoid a dismissive or annoyed response, and instead offer resources the student can seek out to fill in any gaps in their preparation?
- Do you make the “hidden curriculum” explicit by, e.g., making it clear what office hours are for, what will be evaluated on assignments, and how to get help?

Teaching practices

- Does your language allow for the fact that not every male student is interested in women, not every female student is interested in men, and not everyone identifies as male *or* female?
- If a student has a disability accommodation need, do you avoid making them feel like an inconvenience or a burden, and do you maintain student confidentiality?
- Do you treat learning disability accommodations with the same matter-of-factness as physical disability accommodations, as what is required for that student to have equal access to education?
- If a student brings up a mental health accommodation need (e.g., requesting an extension) do you treat it similarly to how you treat physical health needs?
- If a micro-aggression occurs in class (a student says something that offends another student based on their gender, race, religion, sexual orientation, or national origin) do you immediately address it and call out inappropriate behavior?
- If you make a mistake in saying something perceived by students as a microaggression, do you immediately apologize and correct yourself?
- Do you correct yourself if you mispronounce names, rather than saying the name is difficult or tricky? Do you intentionally learn how to correctly pronounce names? Do you neutrally ask students to repeat if you do not understand a question or comment in class, and avoid commenting on accents or responding differently to dialects other than your own?
- Do you proactively make space for under-represented students to speak in your class, and ensure that it is not always the same students who are dominating all conversations?
- Do you allow flexibility in your course for different learning styles and strengths? Do you allow students whose learning is disrupted by cold calls to opt out, and receive participation credit through other means?
- Do you proactively encourage under-represented students to take more economics or quantitative classes and pursue research?