



NEWS

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2022 ISSUE I

Interview with Bell Award Winner Joyce P. Jacobsen

**Richard S.
Grossman**



Joyce P. Jacobsen

IN THIS ISSUE

Interview

2021 Carolyn Shaw Bell Award
Winner Joyce P. Jacobsen
by Richard S. Grossman **1**

2021 Report on the Status of Women in the Economics Profession

by Judith Chevalier & Margaret
Levenstein **7**

Regular Features

From the Chair
by Anusha Chari **2**

Thank You! **6**

Calls, Announcements, and
Sessions at Upcoming
Meetings **26**

Board Member Directory **28**

Joyce P. Jacobsen, President of Hobart and William Smith Colleges, is the recipient of the 2021 Carolyn Shaw Bell Award. The Carolyn Shaw Bell Award is given annually to an individual who has furthered the status of women in the economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring others.

Professor Jacobsen completed an A.B. degree in economics, *magna cum laude*, at Harvard, an M.Sc. degree in economics at the London School of Economics, and a Ph.D. in economics at Stanford. Professor Jacobsen spent most of her career at Wesleyan University, joining the faculty there in 1993 after five years at Rhodes College. She has had visiting assistant professor appointments at Harvard University and Northwestern University, among other institutions. She was tenured in 1996, became Full Professor in 2000, and was appointed as the Andrews Professor of Economics in 2003. At Wesleyan she also served in many leadership positions, including Chair of the Economics Department, Dean of Social Sciences and Director of Global Initiatives, and Provost and Senior Vice President for Academic Affairs. She received Wesleyan's Binswanger Prize for Excellence in Teaching in 2007. Professor Jacobsen assumed the presidency of Hobart and William Smith Colleges in July of 2019.

Professor Jacobsen has authored nearly 50 articles in journals in

economic and social sciences. She may be best known for the textbooks she has written, including *The Economics of Gender*, which is in its third edition. She has also written extensively in labor economics, including the economics of gender, sex segregation, migration, and the effects of labor force disruptions on women's earnings, as well as on the economics of cigars, collectibles, and wine. She co-edited *Queer Economics: A Reader* with a former student and *Labor Markets and Employment Relationships*, with her colleague Gil Skillman. In 2020, she published *Advanced Introduction to Feminist Economics*, which uses the lens of feminist economics to examine economics as a whole as well as numerous subtopics, including addressing issues in economic development, environmental and ecological economics, and international trade and finance from a feminist perspective.

Professor Jacobsen is an award-winning teacher, generous citizen of the profession, an exceptional advisor and mentor, and a respected and skillful academic leader. Her commitment to women's issues is unquestionable. She has served on a variety of organizations central for women in the economics profession, including as a board member and president of the International Association for Feminist Economics (IAFFE), as an associate editor of *Feminist Economics*, and as a board member of CSWEP. She was also a member of the Advisory Committee for Status of Women

continues on page 4 ↓

From the Chair

Anusha Chari

Contributors



Anusha Chari,
Professor of Economics,
University of North
Carolina at Chapel Hill



Judith A. Chevalier,
William S. Beinecke
Professor of Economics
and Finance, School
of Management, Yale
University



Richard Grossman,
Professor of Economics,
Wesleyan University and
Visiting Scholar, Institute
for Quantitative Science,
Harvard University



Margaret Levenstein,
Research Professor
& Director, Institute
for Social Research,
University of Michigan

CSWEP News Staff

Anusha Chari, Editor

Kate Silz-Carson, Oversight Editor

Margaret Levenstein, Co-editor

Leda Black, [Graphic Designer](#)

About CSWEP

A standing committee of the American Economic Association, the Committee on the Status of Women in the Economics Profession (CSWEP) is charged with serving professional women economists by promoting their careers and monitoring their progress. CSWEP sponsors mentoring programs, surveys economics departments and freely disseminates information on professional opportunities, career development and how the profession works, both on the web and via free digital subscriptions to the CSWEP News. To subscribe, email info@cswep.org.

Happy New Year! I am delighted to write my first “From the Chair” letter. I take over from Judy Chevalier as her extraordinary term ends. We are deeply grateful for her leadership and service as she shepherded CSWEP through challenging pandemic times. During her tenure as Chair, CSWEP programming quickly transformed from the in-person to the virtual space, and the elevated levels of online programming reached economists around the world. Whether it be managing the trials of Covid, practical advice from journal editors about how to publish our research successfully, discussions about the climate for women and minorities in the economics profession, or opportunities to mentor and connect with our junior colleagues virtually when treasured in-person contact was not possible, CSWEP rose to the occasion under Judy’s leadership. I am personally grateful, as I am sure are other board members, for her encouragement and openness to experimentation and new ideas as we developed CSWEP programming over the last two years. I hope to continue the activities that CSWEP successfully began during COVID times, remaining open to the possibility of hybrid programming even as the pandemic recedes into what I very much hope is our rearview mirror.

I look forward to my term as Chair as CSWEP’s mission underscores my long-held beliefs and values about gender equality. I am particularly interested in steps to demystify the hidden curriculum in economics to make our profession more inclusive, whether by gender, race, or institution. In my view, the discipline stands to gain enormously by welcoming diverse perspectives. To that end, the virtual programming developed by CSWEP during the pandemic proved to be an opportunity to make economics more democratic and equitable. Economists around the world could tune in without needing an invitation to the undoubtedly more exclusive in-person events. And I believe deeply

in continuing CSWEP’s core mission of purposeful mentorship and targeted interventions to promote the advancement of women in economics and address issues of climate or other barriers that may impede women’s progress in the profession. Importantly, I would like to continue our efforts to reach and encourage young women at the undergraduate and high school levels to become economists.

Despite some movement towards restored normalcy, in-person events continued to be elusive in 2021. Undeterred, I am happy to report that CSWEP could still host several activities online and a couple in person. I will summarize these activities in this letter. This issue of News includes the eagerly awaited 2021 CSWEP Annual Report to the AEA that summarizes results from our annual survey on the status of women in academic economics. We also present an interview with our Carolyn Shaw Bell Award winner, Joyce P. Jacobsen.

Maggie Levenstein is the driving force behind CSWEP’s annual departmental survey. Similar to 2020, the pandemic continued to pose challenges for collecting data for the survey. We are grateful to Maggie, her team, and all the departments for their efforts in completing the survey. I am pleased to report that 237 doctoral and non-doctoral departments responded to the survey. The 2021 survey brings cause for optimism! After a long period of stagnation in the representation of women, the last few years have begun to show a promising uptick in the entry of women into the economics profession. At every level of the professoriate, the female share is higher in 2021 than at any point in the past. The percentage of women entering Ph.D. programs increased in each of the last three years, reaching an all-time high of 38.4% in 2021. The share of female assistant professors also reached a new high of 32.6%. Rising every year since 2017, the overall share of women faculty in Ph.D.-granting economics

From the Chair

departments reached 26.2% in 2021. While the share of women at the undergraduate level does not approach parity and women continue to be over-represented in non-tenure-track jobs, the increases in female shares of incoming Ph.D. classes and assistant professors are welcome developments indeed. I highly recommend Maggie's excellent report on the complete survey and a video presentation on our website.

I take this opportunity to extend sincere thanks to our outgoing board members, Catalina Amuedo-Dorantes, Jonathan Guryan, Petra Moser, and Karen Pence. We are immensely grateful for their service in organizing AEA sessions, mentoring breakfasts, curating newsletters, and providing fantastic advice and support to the committee. I am delighted to welcome our new board members, Francisca Antman, Ina Ganguli, Marionette Holmes, Anna Paulson, and Rohan Williamson. I also look forward to working together with Kasey Buckles, who stepped into the role of Associate Chair and Director of Mentoring.

The 2021 CSWEP Annual Report summarizes the wide-ranging activities we organized over the year. In 2021, we continued our newly instituted webinar tradition and hosted ten professional development webinars. In addition to the virtual fireside chats with the editors of the AEA family of journals, we hosted the social science editor for *Science*, got valuable tips from the AEA data editor, and together with our sister organization AFFECT, co-hosted a series of conversations with finance journal editors. Along with CSMGEP and CEE, CSWEP organized panel discussions on helping students get into graduate programs in economics. We also hosted a panel discussion featuring research on the seminar culture and disparities in representation in economics seminars. We organized a workshop event on building resilience featuring a career coach to help us thrive in a time of uncertainty. Collectively, our webinar events were extremely popular, with a record turnout of over 2,900 live attendees and many

more viewing the recordings posted on our website. I encourage you to share the archived recordings with graduate students and younger members of our profession.

CSWEP continued its strong show of strength at the ASSA 2022 annual meetings held virtually for a second time. Our tenth annual junior mentoring "breakfast" drew about 130 junior participants, and about 30 mid-career women joined senior mentors at the eighth annual mid-career "breakfast." A sincere thanks to the senior mentors who volunteered their time and staffed topics tables, including research and publishing, networking, work-life balance, and many more. Although held virtually, post-event surveys elicited highly positive responses from the participants. We sincerely hope to resume our breakfasts tradition in person next year.

We also organized seven competitive-entry paper sessions at the 2022 annual meetings. We showcased the work of junior economists at our sessions on public economics and labor economics. We also held our longstanding sessions on the economics of gender and gender in the economics profession. We are grateful to Kate Silz-Carson, Terry-Ann Craigie, Eva DeFrancisco, Jen Doleac, Delia Furtado, Austan Goolsbee, Jon Guryan, Petra Moser, Marta Murray, and Jesse Rothstein for organizing the sessions. This edition of the News carries the call for papers for CSWEP sessions at the 2023 annual meetings scheduled to be held in New Orleans.

Our annual business meeting and awards ceremony was held virtually at the 2022 annual meetings. I encourage you to view the nomination video and the speech by our 2021 Carolyn Shaw Bell award winner, Joyce P. Jacobsen, on our website. Nominations all around emphasized that she is a fabulous recipient of the award, highlighting her research on challenges facing women in the labor market, leadership in advancing the cause of women's issues, and empowering women in the profession with generous mentorship, practical wisdom, and as an exceptional role

model. Her textbook on the Economics of Gender is a standard in the field. This issue features an excellent in-depth interview with her. She underscores the importance of group mentoring and networking, emphasizing that activities centered on helping others build their careers make economics a more compassionate and pleasant discipline and thus also more inclusive.

To this end, CSWEP's flagship CEMENT workshops continued virtually this year. Martha Bailey of UCLA and Jessica Holmes directed the workshops for faculty from Ph.D. and non-Ph.D. granting institutions, respectively. We are delighted that the AEA executive committee committed to funding the non-doctoral workshop on an annual cadence compared to its previous biennial frequency. For the first time in recent years, however, we went from a position of excess demand to a substantial decline in applications for both workshops. Informal feedback pointed to the later timing of the 2022 annual meetings and a reluctance of both mentors and mentees to participate virtually. Martha and Jessica worked extremely hard to conduct the workshops in a remote format, and I am very grateful for their efforts and the mentors for committing their time to this vital work. We remain eager to return to holding in-person workshops next year and expect demand to surge once again.

CSWEP continued its strong presence at all four Regional Economic Association Meetings with well-attended paper sessions, career development panels, mentoring breakfasts, and virtual networking events. We are grateful to the Regional Representatives (Shahina Amin, Catalina Amuedo-Dorantes, Terry-Ann Craigie, and Jen Doleac) who worked hard to organize and host CSWEP's events at the Regionals. Our DC CSWEP representative, Stephanie Aaronson, organized two panels for the Association for Public Policy Analysis and Management (APPAM). APPAM postponed to Spring 2022. Focused on women economists at policy institutions and in settings outside academia,

continues on page 28 

Joyce P. Jacobsen Interview continued from page 1

in the States project at the Institute for Women's Policy Research.

When did you first become interested in economics and when did you decide to become an economist?

My own involvement with economics began in 1978 in my first year at Harvard, when I took ECON 10, the giant introduction to economics course. 1000 undergraduates sat in Sanders Theater's imposing high Victorian Gothic surroundings listening to a procession of Harvard's most famous economists—all men—deliver lectures on their specialties within economics. John Dunlop, John Kenneth Galbraith, Otto Eckstein, and others expounded on the transformative power of economics and its potential to change the world for the better. I was hooked. The idea of academic knowledge also being practical knowledge was powerful. In addition, economics appeared to be the study of everything, attractive to someone who was interested in everything and didn't want to have to narrow down too soon.

What drew you to labor economics and the economics of gender? Were any mentors particularly influential in your intellectual development?

Early in my junior year in college, I began working for Richard Freeman, who had already trained a generation of labor economists and written innumerable articles. Working with him and the rest of the group of undergraduates, graduate students, and postdocs who often toiled late into the night at the National Bureau of Economic Research, I learned how to “do” economics.

Note that woman mentors were in short supply in those days. Harvard at that time had two women on the economics faculty: Elizabeth Allison and Rachel McCullough. I took macroeconomics from Professor Allison and had one woman graduate teaching assistant, Anne Preston. Other than them, all my professors and teaching assistants were men. A number of graduate students were supportive of my work, including my ECON 10 teaching fellow, Charlie

Kahn, who was also the economics tutor for my residence hall, and Jeff Zax, the teaching assistant for urban economics and for my senior thesis seminar. I studied with the brilliant economics of inequality group at LSE, including Anthony Atkinson, Frank Cowell, and Tony Shorrocks. At Stanford, Victor Fuchs was my mentor, and I developed my dissertation topic on employment and earnings differences by race and gender while working as his research assistant.

Were you looking around at that time and thinking, “No women in this field...I wonder what's going on?”

It's ironic because most of my research is on gender and feminism, but I wasn't very gender aware in college, and I never felt discriminated against. But you couldn't miss the fact there weren't very many women around, which was also true in grad school. At LSE, the only woman on the economics faculty was lecturer Mary Morgan, and when I arrived at Stanford there were no women on the economics faculty until my third year, when there was one, Julie Schaffner. I did have many women classmates at Stanford and met other women economists early in my career, including Becky Blank and Robin Bartlett, both of whom served as CSWEP chairs, who were supportive role models.

Are there things that you think that the profession ought to be doing to make it more gender equitable?

When I am asked to serve on panels regarding career paths, whether in academia in general, or for economics in particular, I emphasize the importance of group mentoring and networking, not only for one's own career development, but to help others. By helping others, it makes our professional lives, which are already the source of so much stress and competition, a little more friendly and supportive. For example, signaling a willingness to write a tenure review letter and following through, offering to read a junior colleague's paper and give them constructive comments on it; introducing people to each other who

you think could engage in fruitful collaboration. These are ways to help make the not always user-friendly discipline of economics somewhat more compassionate and pleasant, and thus also more open to a wider range of people.

There were always people in the profession who were doing these kind things, but it has become clearer through research how vital these activities are for building careers. Particularly in the current pandemic situation when it is harder for people to make personal contacts, it will be very important to

For an economist to run an organization, that's putting your money where your mouth is.

keep them up. The importance of formal organizations like the AEA and CSWEP in supporting these activities should not be underestimated. It is important to create and maintain learned societies and other organizations within the profession because they provide structures within which people can do these sorts of kind things more easily, and also they provide clearer pathways for how to advance one's career. By sponsoring sessions, associations give you a place to present your paper; they create journals so then there is a place to publish your paper. You become a member of an association, you meet people, you become an officer. Economics is in many ways well-structured: it has large associations, regional associations, topic-specific associations; young economists should take advantage of that structure and work within it to develop their networks to find the closest colleagues in terms of affinity, subject area, and geography.

I have been lucky to have had experience with several organizations in economics. I served a three-year term on the CSWEP board, and it proved invaluable in terms of understanding how boards operate and how decisions are made. Suddenly I was one of the people choosing which papers would be on

Joyce P. Jacobsen Interview

the CSWEP sessions and deciding what articles would be published. It gave me great insight into the range of projects people work on and how selection processes operate. Subsequently, as co-editor for five years of the *Eastern Economic Journal*, I learned even more about academic publishing and became familiar with a huge range of mainstream and heterodox economics and all different subject areas. With the Eastern Economic Association and with IAFFE, I learned about how to run conferences and organizations. Keeping all of these behind-the-scenes processes open and inclusive is important for making the profession more equitable.

Can you talk a little bit about your path in university administration? A lot of academics run away from it, but I always got the sense that in addition to being good at it, it's something you enjoy.

Learning to run an organization dates back to when my violinist roommate nominated me to be president of the Harvard-Radcliffe Orchestra. I only won because the guy running against me was a bassist and I was a cellist, and the cello section outnumbered the bass section, but after I got over the thrill of victory, I did enjoy managing the orchestra. Administration for me has always been about serving the institution. At Rhodes and at Wesleyan, when people asked me to step up and do things or if it was my turn to step up, I always did. There are some people who don't say no as much as perhaps they should, but they are rewarded by feeling more engaged and more involved in an institution because they stepped up.

Nobody goes into the professoriate thinking they want to be an academic administrator—certainly I didn't. But if you turn out to have any knack for it at all, you get pulled into it. So it started with being voted onto a faculty committee, and then chairing committees and chairing the department and chairing the faculty, and then dean of the division, and then provost.

After I realized I was good at being an administrator and enjoyed solving

challenging problems that weren't solely in the realm of economics research, then to become president of a college was the logical next step. I did it partly for personal growth, as I was curious to see what it would be like to be at an institution other than the one that I'd been at for 26 years, to see if I could successfully transfer the managerial principles I'd developed at a place where I knew everyone over to a place where I knew no one.

Do you have advice for people who are thinking about stepping up to academic administration?

Economists are well-equipped to be effective academic administrators because they understand relevant concepts like opportunity costs and general equilibrium, and indeed quite a few economists are college or university presidents. The big challenge for economists as administrators is learning to work with all those other people who don't see the logic of the economics framing on how to solve problems. You need to understand issues from their positionality as well and be ready to craft a compromise position.

People have to decide at various points in their career what they are going to do next, but it doesn't always feel decisive. I went through several years of dithering about whether to go back to being a professor full time and double down on research and teaching, or whether to go further down the administrative path. But if you're good at administration, it can be a fulfilling part of your career. It's also a way to experience the business world without having to leave academia. I'm running an institution with 600 employees and \$500 million in assets, so that's a pretty large company actually. For an economist to run an organization, that's putting your money where your mouth is.

Administration is not for everyone, but for those who are leaning that way, it can be at least as meaningful as staying with research and teaching. And you can of course still do those activities too, just not as much. I'm an administrator,

but I'm also still an academic economist. I find the variety helps with life balance. You have to think of it in that way, as opposed to thinking, ugh, I have to keep all these different balls in the air all the time, because there are naturally times during the year, but also during the course of your career, when different activities come to the forefront. Your career can be particularly satisfying at points when the different parts actually mesh together. Right now, I'm preparing to co-teach a course with my general counsel next semester on the law and economics of higher education, and we are also co-authoring a book on the "lawyerization of higher education." I find it an interesting intellectual challenge to analyze the higher education sector through both the economist and presidential lenses.

Everyone's career challenge is how to construct a fulfilling, meaningful work life for yourself. I would argue that the three critical elements are to diversify your activities, to remember why you were drawn into the field in the first place and keep working on topics that interest you, and to develop connections and networks so that you find congenial and supportive colleagues. ■

Join the CSWEP Liaison Network!

Three cheers for the 150+ economists who have agreed to serve as CSWEP Liaisons! We are already seeing the positive effects of your hard work with increased demand for CSWEP paper sessions, fellowships and other opportunities. Thank you! Dissemination of information—including notice of mentoring events, new editions of the CSWEP News and reporting requests for our Annual Survey and Questionnaire—is an important charge of CSWEP. For this key task, we need your help. Visit [CSWEP.org](https://www.cswep.org) to see the list of current liaisons and departments for whom we'd like to identify a liaison. We are also seeking liaisons from outside the academy. To indicate your willingness to serve, send an e-mail with your contact information to info@cswep.org.

Thank you to 2022 AEA/ASSA Session Organizers

CSWEP says thank you to the following individuals who helped organize CSWEP sessions for the 2022 AEA/ASSA annual meetings. Thank you for continuing to ensure the high quality of CSWEP's sessions at the ASSAs!

Terry-Ann Craigie, Smith College
Eva de Francisco, Federal Reserve Board of Governors
Delia Furtado, University of Connecticut
Austan Goolsbee, University of Chicago
Jonathan Guryan, Northwestern University
Petra Moser, New York University
Marta Murray-Close, U.S. Census Bureau
Jesse Rothstein, University of California, Berkeley
Katherine Silz Carson, United States Air Force Academy

Thank you to CeMENT Mentors

CSWEP says thank you to the following individuals who served as mentors during the 2022 CeMENT Mentoring Workshops, which followed the 2022 AEA/ASSA annual meetings. We thank you for your generous gift of time and expertise to all of our 2022 mentees.

Mentors for the CeMENT Workshop for Doctoral Program Faculty

Jennifer Alix-Garcia, Oregon State University
Panle Barwick, Cornell University
Yoosoon Chang, Indiana University
Sarah Cohodes, Columbia University
Laura Dague, Texas A & M University
Jennifer Doleac, Texas A & M University
Ana Espinola-Arredondo, Washington State University
Cecile Gaubert, University of California, Berkeley
Paola Giuliano, University of California, Los Angeles
Sarah Jacobson, Williams College
Ilyana Kuziemko, Princeton University
Adrienne Lucas, University of Delaware
Amanda Starc, Northwestern University
Cynthia Wu, University of Notre Dame
Vivan Yue, Emory University
Jing Zhang, Federal Reserve Bank of Dallas

Mentors for the CeMENT Workshop for Non-Doctoral Program Faculty

Jessica Hoel, Colorado College
Amanda Griffith, Wake Forest University
Yeva Nersisyan, Franklin and Marshall College
Jessamyn Schaller, Claremont McKenna College
Julie Smith, Lafayette College

Thank you to “Breakfast” Mentors!

CSWEP says thank you to the following individuals who served as “breakfast” mentors during the 2022 AEA/ASSA annual meetings. We thank you for your generous gift of time and expertise to all of our 2022 mentees.

Mentors for the CSWEP Junior Mentoring “Breakfast”

Laura Argys, University of Colorado, Denver
Eric Bahel, National Science Foundation
Linda Bell, Barnard College
James Berry, University of Delaware
Marianne Bitler, University of California, Davis
Audra Bowlus, University of Massachusetts, Amherst
Kate Bundorf, Duke University
Kristy Buzard, Syracuse University
Eva Carceles, Stony Brook University
John Cawley, Cornell University
Daniel Cooper, Federal Reserve Bank of Boston
Sonia Dalmia, Grand Valley State University
Shatakshree Dhongde, Georgia Institute of Technology
Nisvan Erkal, University of Melbourne
Bilge Erten, Northwestern University
Emel Filiz Ozbay, University of Maryland
Barbara Fraumeni, University of Maine
Ina Ganguli, University of Massachusetts, Amherst
Joshua Goodman, Boston University
Nora Gordon, Georgetown University
Louise Grogan, University of Guelph
Grace Weishi Gu, University of California, Santa Cruz
Sarah Hamersma, Syracuse University
Kristine Hankins, University of Kentucky
Misty Heggeness, U.S. Census Bureau
Chris Herbst, Arizona State University
Brad Hershbein, W.E. Upjohn Institute for Employment Research
Jennifer Imazeki, San Diego State University
Lakshmi Iyer, University of Notre Dame
Sarah Jacobson, Williams College
Naureen Karachiwalla, CGIAR – International Food Policy Research Institute
Peter Kuhn, University of California, Santa Barbara
Jan Lafortune, Pontifical Catholic University of Chile
Darren Lubotsky, University of Illinois–Chicago
Nancy Lutz, National Science Foundation
Beth Munnich, University of Louisville
Caitlin Myers, Middlebury College
Lauren Nicholas, University of Colorado, Denver/Anschutz Medical Campus
Orgul Ozturk, University of South Carolina
Jooyoun Park, Kent State University
Nina Pavcnik, Dartmouth College
Nicholas Petrosky, Federal Reserve Bank of San Francisco
Li Qi, Agnes Scott College
Michelle Robinson, U.S. Bureau of Economic Analysis
Jesse Rothstein, University of California, Berkeley
Tatevik Sekhposyan, Texas A & M University
Rhonda Sharpe, Women’s Institute for Science, Equity, and Race
Olga Shemyakina, Georgia Institute of Technology
Kosali Simon, Indiana University, Bloomington
Patricia Smith, University of Michigan–Dearborn
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Valerie Suslow, Johns Hopkins University
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Hale Utar, Grinnell College
William Wheeler, National Center for Environmental Economics
Justin Wolfers, University of Michigan
Yilan Xu, University of Illinois, Urbana-Champaign
Basit Zafar, University of Michigan
Ying Zhen, Wesleyan College
Sarah Zubairy, Texas A & M University

Mentors for the CSWEP Mid-Career Mentoring “Breakfast”

Stephanie Aaronson, Brookings Institution
Sandra Black, Columbia University
Courtney Coile, Wellesley College
Raquel Fernandez, New York University
April Franco, University of Toronto, Scarborough
Rachel Goodhue, University of California, Davis
Galina Hale, University of California, Santa Cruz
Adrienne Lucas, University of Delaware
Sophie Mitra, Fordham University
Ana Kovner, Federal Reserve Bank of New York
Vasiliki Skreta, University of Texas, Austin

The 2021 Report on the Status of Women in the Economics Profession

December 8, 2021

Judith A. Chevalier, Chair

Introduction

The Committee on the Status of Women in the Economics Profession (CSWEP) has served women economists by promoting their careers and monitoring their progress through the profession since its founding as a standing committee of the American Economic Association in 1971. Our regular activities are myriad: In 1972, CSWEP fielded the first survey of economics departments regarding the gender composition of faculty and, since 1993, has surveyed some 250 departments annually with findings reported in the *American Economic Association: Papers & Proceedings* and reprinted in the *CSWEP Annual Report*. CSWEP organizes mentoring programs that serve several hundred economists annually. These include the CeMENT Mentoring Workshops for junior women which have been shown in randomized control trial studies to improve outcomes. CSWEP offers one CeMENT program designed for faculty in Ph.D.-granting institutions or research-oriented nonacademic positions and another for faculty in non-Ph.D.-granting institutions. At the annual AEA/ASSA Meetings, we typically also host three Mentoring Breakfasts as well as a variety of career development roundtables and panels. These were held virtually in 2021. We also typically host career development panels and mentoring events at the meetings of each of the four regional economics association. These were a mix of virtual and in-person in 2021.

CSWEP provides professional opportunities to junior women through competitive entry paper sessions at both the Annual AEA/ASSA Meetings and

at regional economic association meetings. CSWEP also endeavors to raise awareness among men and women of the challenges that are unique to women's careers in economics and of best practices for increasing diversity in the economics profession. To recognize and celebrate the accomplishments of women, CSWEP awards the Carolyn Shaw Bell Award annually (for furthering the status of women in the economics profession) and the Elaine Bennett Prize biennially (for fundamental contributions to economics by a woman within seven years of the Ph.D., adjusted for leaves). CSWEP disseminates information on women in economics, professional opportunities, and career development through both the CSWEP website and the *CSWEP News* (which successfully moved from 3 annual issues to 4 in 2020). The *CSWEP News* articles provide valuable career development advice for both men and women and subscriptions have grown to over 3400 subscribers. Our website provides and tracks resources for women economists and for economists who seek to create a more inclusive profession.

During 2021, we continued many initiatives launched in 2020 as well as some new initiatives. First, we hosted several career development webinars including our extremely popular "Fire-side Chats with Journal Editors" series, launched in 2020. Following last year's new mentoring event for graduate students, we hosted two graduate student mentoring events. The first, organized by Marika Cabral and Maya Rossin-Slater, was held virtually, and attended by 120 women and nonbinary graduate student participants and 35 volunteer mentors. This focused on graduate students pursuing health economics. The

second, organized by Jen Doleac, Danila Serra, Javaeria Qureshi, and Catherine Maclean, was held in person in Houston in association with the Southern Economics Association meetings. This session was attended by 35 graduate student mentees and 14 mentors.

In addition to continuing our longstanding initiatives and the initiatives that we launched in 2020, we also undertook new initiatives in 2021. We launched a new virtual networking initiative, organized by Kasey Buckles, Econopalooza. At Econopalooza, we hosted 12 individual meetings of economists divided by field over the course of 3 days. Roughly 220 junior economists and 60 senior economists participated in this event. We also organized a virtual coaching event in which career coach Jill Hinson led a workshop entitled Thriving in Times of Uncertainty. There were about 40 economists that attended.

The centerpiece of this Annual Report of CSWEP's activities is the summary of the 2021 Annual Survey in Section IV. The CSWEP data are available to individual researchers via ICPSR.

Section II reports on the administration of CSWEP. Section III describes CSWEP activities. Associate Chair Margaret Levenstein of the University of Michigan directed the 2021 CSWEP Annual Survey, analyzed the results and wrote the report on the status of women in the economics profession in Section IV. Section V concludes with well-deserved acknowledgements of many who have contributed to CSWEP's mission. Appendix A lists the 2021 Board members.

CSWEP Administration

CSWEP Office

Judy Chevalier of Yale University is in her third and final year as CSWEP chair. In September 2018, CSWEP began a new model of administration. CSWEP coordinates with the AEA's Nashville office to house CSWEP's Committee Coordinator, rather than at the home institution of the chair as had been done previously. This improves communication between CSWEP and the AEA administration will ease future leadership transitions. In the summer of 2019, the Committee Coordinator for CSWEP undertook a similar role assisting CSMGEP. The Committee Coordinator's time is divided between CSWEP duties, CSMGEP duties, and occasional tasks as needed for the Association. Rebekah Loftis assumed this role in December 2019. Each year, we have made some system improvements. For example, previously, the Coordinator worked with the Pittsburgh office to build a common intake form for applicants to our CeMENT mentoring programs. This year, the Coordinator worked with the Pittsburgh office to design an intake form for economists interested in being a mentor for our CeMENT mentoring programs. Submissions for volunteer mentors to CeMENT took place via this intake form for both our doctoral and nondoctoral programs this year.

A central goal of the staffing reorganization was to facilitate smoother and more efficient chair transitions. We look forward to a smooth chair transition this year when Anusha Chari of University of North Carolina at Chapel Hill steps in as Chair. Similarly, a central goal of establishing the submission portals for CeMENT was to facilitate smoother and more efficient transitions of the CeMENT program directors. Martha Bailey plans to step down as CeMENT program director following the 2022 program.

CSWEP Communications

The success of CSWEP programs in advancing the status of women in economics depends upon our ability to communicate broadly and effectively to members of the profession both inside and outside of academia. Our main communications tools are our subscriber email list, our twitter account, our website, our webinars, and our newsletters.

Our subscriber list remains our primary form of communication. In order to receive communications from CSWEP, members of the profession must send an email to info@csweb.org. We currently have nearly 3500 subscribers. A subset of our subscribers are CSWEP Liaisons. The CSWEP Liaison Network (created in 2014) recruits an individual at each institution who is willing to ensure that their department completes our annual survey and who is willing to distribute CSWEP newsletters, announcements, and professional development opportunities to potentially interested individuals. Our goal had been to recruit a tenured faculty liaison in every department of economics including, where appropriate, economics groups in business, public policy, and environmental schools. In 2019, we began an effort to establish a CSWEP liaison in every branch of government that employs Ph.D. economists as well as to establish a liaison within each of the major foundations that conducts economic research.

This year, we worked with the AEA office to improve our website and make it easier to navigate. We have also made a substantial effort to improve the professional development resources available on our website. For example, we keep a list of conferences, workshops, and events focused on mentoring or professional development. We have resources for job-seekers, resources for chairs looking to hire diverse talent, etc. This organization of resources can be found at <https://www.aeaweb.org/about-aea/committees/csweb/programs/resources>. Our website also archives recordings of our webinar series.

Our Twitter account, [@AEACSWEP](https://twitter.com/AEACSWEP), was launched in 2017 and we have been tweeting prize announcements, calls for papers, and information about our board members since that time. Our Twitter account has been instrumental in building awareness of our webinar series and advertising our mentoring opportunities. We also use our Twitter account to flag non-CSWEP professional development resources of interest to our followers and point our followers to the larger set of resources available on our webpage. Our Twitter followers total 6758 as of this writing, more than double our total from two years ago.

CSWEP Activities in 2021

CSWEP and AEA Initiatives on Equity, Diversity and Professional Climate

The CSWEP Board continues to support AEA efforts on Equity, Diversity, and Professional Climate. Board member Petra Moser from New York University serves on the committee to design and award the departmental diversity awards. CSWEP Chair Chevalier also serves on the AEA's outreach committee. Our Board continues to stand ready to assist the Executive Committee and Officers in diversity and inclusion efforts that the AEA may launch.

Mentoring Programs

The effective mentoring of women economists is central to CSWEP's mission. Clearly, our CeMENT Mentoring Workshops are a crucial part of this endeavor. The CSWEP Mentoring breakfasts at the AEA/ASSA meetings (virtual this year), mentoring events at five regional economic association meetings, our graduate student mentoring workshops, and our new Econopalooza initiative are all important components of our mentoring work. CSWEP also participates in coordinating the AEA Summer Fellows Program, which provides

The 2021 Report

mentoring and research support for Ph.D. students and junior faculty.

CeMENT Mentoring Workshop for Faculty in Doctoral Programs and CeMENT Mentoring Workshop for Faculty in Non-Doctoral Programs.

Our CeMENT Mentoring workshops are the cornerstone of CSWEP's mentoring efforts. This workshop has been demonstrated to be effective in helping junior scholars earn tenure in a randomized controlled trial study.¹

Responding to the enormous demand for our mentoring workshops, CSWEP increased the number of mentees accommodated in both our workshop for Faculty in Doctoral Programs as well as our workshop for Faculty in Nondoctoral Programs. In early 2020, we also received permission from the Executive Committee to increase the frequency of our workshop devoted to faculty in nondoctoral programs from every other year to every year. Both programs were held virtually in 2021 and are scheduled to be held immediately following the AEA meetings in January 2022.

The 2021 CeMENT Mentoring Workshop for Faculty in Doctoral Programs was held after the virtual ASSA meetings on January 6th–8th, 2021. The program was organized and directed by Martha Bailey, University of California, Los Angeles. The workshop consisted of large group discussions on career development topics and small group sessions pairing mentors with four to five junior economists with similar research interests. One unique feature of the CeMENT workshops is the small group sessions. The small group sessions allowed each junior participant to receive detailed feedback on a working paper from the other members of their small group. The basis of small

group discussions were the research papers, CVs, and research statements provided by junior participants. Preparation for these sessions is intensive for both the mentors and the mentees. We received 165 applications from junior economists; fifty-five junior economists participated in the workshop and were matched with twenty-four senior mentors.²

Based on informal and formal feedback we received, the workshop was a great success. Based on the exit survey, the average junior participant rating of the workshop was 6.63 (on a scale of 1-7 where 1 is "not at all helpful" and 7 is "extremely helpful"). The average mentor rating of the workshop was 6.65. Junior participants rated the group sessions at 6.56, Getting published rated 6.47, breakout discussions rated 5.94, Teaching panel rated 6.14, Networking panel rated 6.35, Managing service rated 6.22, Getting tenure rated 6.56, Recharging and sustaining yourself rated 6.08, NSF discussion rated 6.09, and Keynes writing discussion rated 5.72

The CeMENT workshop for faculty at institutions that do not offer a Ph.D. in Economics was held online on January 5th-7th, 2021. Forty-eight junior faculty and twelve senior mentors attended the workshop organized by Jessica Holmes of Middlebury College.³

² We are grateful to the faculty mentors for the workshop for faculty in doctoral programs: Lori Beaman (Northwestern University), Pascaline Dupas (Stanford University), Sarah Jacobson (Williams College), Katrina Jessoe (University of California, Davis), Muriel Niederle (Stanford University), Lise Vesterlund (University of Pittsburgh), Marika Cabral (University of Texas at Austin), Leomore Dafny (Harvard Business School), Laura Alfaro (Harvard Business School), Ina Simonovska (University of California, Davis), Ying Fan (University of Michigan), Ginger Jin (University of Maryland), Alessandra Voena (Stanford University), Sara Reber (University of California, Los Angeles), Anusha Chari (University of North Carolina at Chapel Hill), April Franco (University of Toronto), Ivana Komunjer (Georgetown University), Rosa Matzkin (University of California, Los Angeles), Liz Cascio (Dartmouth College), Emily Owens (University of California, Irvine), Marina Halac (Yale University), Kareen Rozen (Brown University), Anat Admati (Stanford University), and Michelle Lowry (Drexel University).


³ We are grateful to the following faculty mentors for their valuable insights and contributions: Amy Damon (Macalester College), Teresa Harrison (Drexel University), Pinar Keskin (Wellesley College), Kathy Kiel (Holy Cross University), Jenn Mellor (College of William and Mary), Lucie Schmidt (Williams College), Gina Shamshak (Goucher College), Katherine Smith (United States Naval Academy), Sara

This was the first time this workshop was held two years in a row and the first time it was held over Zoom.

The workshop is designed to assist faculty who are at institutions that place emphasis on both research and undergraduate teaching. Participants at the 2021 workshop received advice about publishing, grant-writing, teaching, creating an inclusive classroom, networking, the tenure process, goal setting, and achieving a work/life balance. Small group sessions allowed each participant to receive detailed feedback on research papers. Overall, the workshop was rated as extremely helpful, with a mean overall rating of 6.7/7 (1 being "not at all helpful" and 7 being "extremely helpful"). Many participants commented on the support they received and the usefulness of the network that they started at the workshop. Below are some quotes from the participants:

This was an absolutely wonderful experience. I am so appreciative of Jessica, Rebekah, and all of the mentors. I have almost a full 10 pages of notes from the workshop and I know that a ton of time went in behind the scenes and during the event to provide such a gold mine of information. This was the exact mental reset I needed, particularly in the midst of the pandemic. I now have concrete goals established for the semester, a small group for accountability and encouragement going forward, and reinforcement that everyone faces challenges/disappointments in their journey towards tenure. I believe I heard that the workshop will be offered every year going forward, which is great news for junior female economists.

I hope this workshop continues on a regular basis. This is an incredible resource for tenure-track faculty. The workshop provided the space to learn tips and strategies to succeed AND to broaden our network (an important resource in itself). Thank you

Solnick (University of Vermont), Leslie Stratton (Virginia Commonwealth University), Kirsten Wandschneider (Occidental College), and Marketa Wolfe (Skidmore College). The following guest speakers added additional valuable insights: Jenn Pate (Loyola Marymount University), Amanda Bayer (Swarthmore College), Nancy Lutz (National Science Foundation), Korin Davis (Washington Center for Equitable Growth), and Leana Chatrath (Russell Sage Foundation). 

¹ See Donna K. Ginther, Janet M. Currie, Francine D. Blau, and Rachel T.A. Croson. "Can mentoring help female assistant professors? Evaluation by randomized trial" working paper (2019) and Francine D. Blau, Janet M. Currie, Rachel T.A. Croson, and Donna K. Ginther. "Can mentoring help female assistant professors? Interim results from a randomized trial." *American Economic Review* 100, no. 2 (2010): 348-52.

The 2021 Report

for organizing this and constructing such amazing and incredibly useful sessions!

Thank you so much for your hard work in putting this together! I feel very lucky to have had the opportunity to benefit from so much combined knowledge and to meet so many great women in econ.

I loved everything about the workshop! The support we all got is truly invaluable. Thank you so much!!

This workshop was outstanding, and I will be recommending it to many other junior women!

Just wish the program were larger so that more women could participate! Thank you for this amazing experience. It has been wonderful in many ways. I appreciate all the work by all involved to make this happen.

For the 2022 virtual workshops, Martha Bailey of UCLA will continue in her direction of the program for faculty in Ph.D.-granting institutions (and for researchers outside academia with similar research expectations). Jessica Holmes of Middlebury College will continue her directorship of the program for faculty from institutions that do not grant Ph.D.s. In 2021, we announced that the 2022 workshop would be virtual; we made this announcement prior to receiving applications. The 2021 applications for the 2022 workshop represent the first time in recent years that we have seen a substantial drop-off in applications. We received 62 applications for the program for faculty in Ph.D.-granting institutions and 30 applications for the program for faculty in non-Ph.D.-granting institutions. We informally received feedback that junior faculty were very reluctant to participate virtually (despite the high ratings from the 2021 session) due to general fatigue regarding virtual events. We also informally received the feedback that the late timing of the program (following later-than-typical meetings) made the workshop impossible for economists who had to return to teaching obligations.

Mentoring “Breakfasts” for Junior Economists

In place of our typical mentoring breakfasts, CSWEP held a virtual mentoring event for junior economists during the AEA meetings. This was organized by Sandy Black of Columbia University and our Associate Chair for Mentoring Sebnem Kalemli-Ozcan of the University of Maryland. Approximately 200 junior economists participated across the two breakfasts. Senior mentors staffed topical tables (Research/Publishing, Teaching, Tenure/Promotion, Non-Academic Careers/Grant-Writing, Work/Life Balance, Job Market, Networking, and Getting Involved in Policy) and junior participants rotated between the virtual tables at 20-minute intervals based on their own interests. In a post-event survey of participants, the median rating was 87 out of 100.

Peer Mentoring Breakfast for Mid-Career Economists

In place of our typical Mid-Career mentoring breakfast, CSWEP held a virtual mentoring event for mid-career economists during the AEA meetings. This was organized by Petra Moser of New York University at the 2021 ASSA meetings. Approximately 40 mid-career women attended the event with senior mentors. The breakfast was devoted to informal discussion at virtual tables using Remo. Each table consisted of 4-6 mid-career participants and 1-2 senior mentors who moderated the discussions about promotion to full professor, whether to accept administrative roles, managing research time, work/life balance, career transitions, and negotiating with department and university administrators.

AEA Summer Economics Fellows Program

Begun in 2006 with funding from the National Science Foundation (NSF) and designed and administered by a joint AEA-CSMGEP-CSWEP committee, the AEA Summer Economics Fellows Program aims to enhance the

careers of underrepresented minorities and women during their years as senior graduate students or junior faculty members. Fellowships vary from one institution to the next, but generally, senior economists mentor the fellows for a two-month period, and fellows, in turn, work on their own research and have a valuable opportunity to present it. The sponsoring institutions are largely government agencies. Many fellows have reported this experience as a career-changing event.

Dan Newlon directs the summer fellows program. Our Committee Coordinator manages incoming applications. Two members of our board (Karen Pence and Shahina Amin) were a part of the committee to assess applicants.⁴ This was an exceptionally good year for the AEA Economics Summer Fellows Program, despite a pandemic related freeze on hiring by some of the government agencies that have in the past hired fellows. Seventeen fellows were hired in 2021, a substantial increase from the fourteen hired last year. Of these five were from disadvantaged minority groups (one-woman post-doc and four women graduate students). The hiring was spread across twelve different sponsors.

The number of applications dropped from 230 to 105 applications, but 105 is still a relatively high number of applications over the history of the program. The overall success rate for applicants rose from 6% last year to 16%. The number of minority applications dropped slightly from 19 to 17 and the success rate for minority applications increased from 21% to 35%.

The hiring was spread across twelve different sponsors, an increase from

⁴ Many thanks to the 2021 committee for screening and matching fellows to sponsors: Daniel Newlon from the AEA (chair), CSWEP Board member Karen Pence of the Board of Governors of the Federal Reserve System, Shahina Amin of University of Northern Iowa, Ivan Vidangos of the Board of Governors of the Federal Reserve System, Ebonya Washington of Yale University, and Lucia Foster of the Center for Economic Studies at the U.S. Bureau of the Census. More information on the AEA Fellows Program is available at <https://www.aeaweb.org/about-aea/committees/summer-fellows-program>

The 2021 Report

the eight sponsors that hired fellows last year. One fellow was hired by a new sponsor, the Washington Center for Equitable Growth. The rest were hired by the Federal Reserve Board and by Federal Reserve Banks in Atlanta, Chicago, Dallas, Kansas City, Minnesota, New York, Philadelphia, Richmond, and St. Louis.

Workshops for Graduate Students

The first workshop, organized by Mari-ka Cabral and Maya Rossin-Slater, was held virtually on September 17, 2021. In health economics and health policy fields, a successful research career is often dependent on access to restricted administrative data sets (e.g., insurance claims data), ability to raise grant funding, interdisciplinary collaborations, and ability to publish in interdisciplinary outlets. Thus, the challenges faced by under-represented groups in the profession are compounded because these benefits and skills tend to be disseminated through networks and the “hidden curriculum.” The goal of this workshop was to begin to lower these barriers. Given the virtual nature of the workshop and the willingness of volunteer mentors, we were able to accept all 120 women and non-binary graduate student participants who applied. There were 35 volunteer mentors.

Jen Doleac, Danila Serra, Javaeria Qureshi, and Catherine Maclean organized and hosted an in-person workshop in Houston in association with the Southern Economics Association meetings. This workshop was held on November 17, 2021. Participants were organized into small groups based on shared research interests, and each group will be matched with two mentors. Mentors were women/non-binary economists in early stages of their careers—assistant and associate professors in economics and other departments, as well as those employed outside academia (e.g., research think tanks, government positions). The workshop focused on a variety of issues, including generating research ideas, finding advisors, collaboration, and co-authorship, finding

opportunities to present research and get feedback, networking, and work-life balance. We accepted 43 mentees out of the overall 81 applicants. Thirty-five mentees ultimately attended and were paired with 14 mentors.

Econopalooza

On June 15–17, CSWEP held an event to promote networking entitled “Econopalooza.” The event, organized by board member Kasey Buckles, consisted of 12 field-specific sessions featuring breakout rooms, each breakout group led by a senior facilitator. Each junior researcher was asked to prepare a one-minute “elevator pitch” to introduce themselves and their research. The goal of the event was to provide a low-time-commitment opportunity for individuals to meet other people in their field. As we wrote in the instructions “the event will be a success if it facilitates any new connections, for example: (1) one person in your group follows up with another about an idea or data after the event; (2) one person adds another person to a seminar invitation list; (3) one person thinks of another person when organizing a session to submit to a conference; (4) one person in your group seeks out another at a subsequent in-person or virtual conference break to talk about work.” Overall, we had 60 senior facilitators participate and 220 junior participants. We solicited feedback from both the senior facilitators and the junior participants. When asked if this virtual event should continue even after in-person events resume, 80% of respondents replied that it should continue.

Professional Development Webinars

In June 2020, CSWEP launched our first webinar. In the subsequent 18 months, we have hosted roughly 3000 people at our webinar events. Our 2021 webinars are summarized below:

After the 2021 AEA meetings, CSWEP co-hosted with CSMGEP and CEE a panel discussion entitled “Helping Graduate Students Get into Economics Graduate School.” Organized by

Dick Startz, the panelists consisted of John List, University of Chicago; James Peoples, University of Wisconsin-Milwaukee; Nancy Rose, MIT; Danila Serra, Texas A&M; and Dick Startz, University of California-Santa Barbara. Overall, 228 people attended the webinar. We plan to host another, similar event on January 28, 2022, cosponsored again with CSMGEP and CEE, but also adding CSQIEP as a co-sponsor this time.

In 2021, we also continued our successful “Fireside Chats with Journal Editors” series, organized by CSWEP board member and incoming chair, Anusha Chari. Following up on our 2020 interviews with the editors of the *AER*, *AER Insights*, and *AEJ: Economic Policy*, we hosted interviews with the AEA data editor, the social science editor of *Science*, *AEJ: Macro*, *AEJ: Micro*, *AEJ: Applied*, the *Journal of Financial Economics*, the *Journal of Finance*, and the *Review of Financial Studies*. All in all, 2366 people attended our fireside chat webinar series from a diverse set of institutions. Anusha Chari organized this initiative.

In 2021, we also hosted a webinar entitled “Disparities in Economics Seminars: Research and Responses.” Organized by CSWEP chair Judy Chevalier, the event featured four speakers who had conducted research on seminars, representation, and seminar behavior in economics and finance. 275 people attended this webinar.

Finally, in 2021, we hosted a workshop discussion event organized by Stephanie Aaronson and featuring career coach Jill Hinson, entitled “Thriving in Times of Uncertainty: A workshop on building resilience.” This event arose out of interests expressed by our members. This event had a capped participation and was designed as an interactive workshop in which participants strategized as to how to navigate the current challenges. Forty people attended.

Awards

Carolyn Shaw Bell Award

Dr. Joyce P. Jacobsen, President of Hobart and William Smith Colleges, is the

The 2021 Report

recipient of the 2021 Carolyn Shaw Bell Award. Professor Jacobsen is the first woman to serve as the president of Hobart and William Smith Colleges. Dr. Jacobsen is an important scholar of labor economics and the economics of gender. Her textbook, *The Economics of Gender* has become the standard in the field. In addition to her scholarship, Professor Jacobsen is an award-winning teacher, generous citizen of the profession, an exceptional advisor and mentor, and a respected and skillful academic leader. The award will be presented at the 2022 virtual AEA meetings.

CSWEP's Presence at the Annual Association Meetings and Regional Economic Association Meetings

The 2021 American Economic Association Meeting

In addition to mentoring activities, presentation of the Annual Report, and the presentation of awards, CSWEP sponsored seven competitive-entry paper sessions at the virtual AEA/ASSA Meetings. For the 2021 meetings, Shahina Amin of University of Iowa, Petra Todd of the University of Pennsylvania, and Lise Vesterlund of the University of Pittsburgh organized four sessions in the economics of gender, including one on gender in the economics profession. Petra Moser of New York University and Antoinette Schoar of MIT Sloan School of Management organized two sessions on Innovation and Entrepreneurship. Jonathan Guryan of Northwestern University and Jesse Rothstein of University of California, Berkeley organized one session on Inequality. These committees selected seven papers for publication in three pseudo-sessions in the *AEA: P&P*. To be considered for these sessions, papers must have at least one junior author and, in non-gender-related sessions, at least one author must be a junior woman.

The submissions process for these sessions is highly competitive—there were 95 abstract submissions for the

2021 sessions. Women consistently report that these sessions, which put their research before a wide audience, are professionally valuable.

Five 2021 Regional Economic Association Meetings

CSWEP maintains a strong presence at all four of the Regional Economic Association Meetings and, through our DC rep, intends to have a presence at the annual conference of the Association for Public Policy Analysis and Management. Our pre-pandemic practice was to host a networking breakfast or lunch as well as paper sessions and career development panels at the regional meetings. These events are typically well-attended by people of all genders and provide an informal opportunity for CSWEP representatives and senior women to network and mentor one-on-one. We are grateful to the Regional Representatives who organize and host CSWEP's presence at the Regionals.

Due to the pandemic, the 47th Annual **Eastern Economic Association Conference** was held virtually on February 25–28, 2021. CSWEP Eastern Representative Terry-Ann Craigie organized three paper sessions, two career development panel sessions, and hosted a virtual cocktail hour. The paper sessions consisted of high-quality papers on gender, health, and development. Despite the virtual format, CSWEP presentations elicited vibrant discussions and useful feedback from all attendees.

In addition to the paper sessions, CSWEP organized two career development panel sessions on Navigating the Publication Process in Economics and Demystifying Tenure and Promotion in the Academy. The panelists for these events were women highly esteemed in their fields. Attendees all lauded these career development panels as providing helpful information for navigating publishing, tenure, and promotion in the academy.

The CSWEP breakfast usually held at the Easterns was replaced with a virtual cocktail hour. We used breakout

rooms to discuss various topics such as tenure and promotion, research, teaching, and work/life balance. The virtual cocktail hour was well-attended and brought a sense of community to the virtual format of the conference.

The **Midwest Economic Association Conference** was held virtually in March 2021. CSWEP Sessions were on Friday, March 26, 2021. CSWEP Midwestern representative Shahina Amin organized two career development panels and a virtual mentoring “breakfast.” The first session topic was Advice for Job Seekers; there were four great speakers who covered academic and non-academic jobs—Evan Buntrock from Amazon, Frances Lee from Loyola University, Ruoyun Mao from Grinnell College, and Shahnaz Parsaeian from the University of Kansas. The second session topic was Academic Challenges and Opportunities; four panelists discussed research, teaching, and service during COVID-19 era. The panelists were Jill S. Harris from the United States Air Force Academy, Debra Israel from Indiana State University, Georgia Kosmopoulou from the University of Oklahoma, and Anne Villamil from the University of Iowa. Both sessions were lively and well-attended. The virtual mentoring “breakfast” for junior faculty in nondoc-toral programs was capped at 15 people and featured lively discussion.

For the **Western Economic Association International Meetings** (June 27–July 1, 2021), Catalina Amuedo-Dorantes (CSWEP Board Western Representative) organized two virtual paper sessions—one featuring five research papers focused on immigration (“Immigrants and Immigration Policy”), and a second one featuring five researchers’ work on issues related to women and labor markets during the COVID-19 pandemic (“Gender, Social Networks, Labor Markets and COVID-19”). All sessions were well attended, offering junior researchers an opportunity to present their work, get valuable feedback on their work, and meet other academics and researchers through the



The 2021 Report

online platform. Despite its virtual nature, all sessions ran smoothly, and everyone was pleased and happy to have the opportunity to share this work and talk with other academics.

CSWEP DC rep Stephanie Aaronson organized 2 sessions for the **Association for Public Policy Analysis and Management (APPAM)**. APPAM was originally scheduled for Fall 2021 but has been postponed to Spring 2022. CSWEP will host two panels: one Employment and Training panel titled “Economic Recovery from the Coronavirus Pandemic” and one Social Equity and Race panel titled “Equitable Data/Advancing Racial Equity and Support for Underserved Communities.” Each panel will feature the research from women in the academic and policy communities, including junior and minority scholars as presenters and discussants.

In addition to the forthcoming plans for APPAM, the CSWEP DC group (DCSWEP) held one virtual networking event attended by 47 women economists in nonacademic jobs around the country. In December 2021, DCSWEP and the Brookings Institution co-hosted an in-person networking event at the Brookings offices.

The **Southern Economics Association Meeting** in Houston in November 2021 was the only regional meeting to meet in person. As already discussed, Southern representative Jen Doleac co-organized a mentoring session for graduate students the day before the meeting. Jen Doleac also organized three research sessions (two on crime, one on education), and two professional development sessions (“Welcome to #EconTwitter” and “Strategies to Increase Gender Diversity in Economics”). CSWEP also hosted a coffee break each day of the meeting to facilitate networking among women in the profession. The events at the Southern Economics Association all received positive feedback from those in attendance.

CSWEP News: 2021 Focus and Features

Under the able direction of *CSWEP News* Oversight Editor Kate Silz-Carson of the U.S. Air Force Academy and with the graphic design expertise of Leda Black, CSWEP published four newsletter issues in 2021.

The first issue of the year contains the CSWEP annual report and interviews with the CSWEP prize winners. The other three issues of the year each feature a *Focus* section of articles with a theme chosen and introduced by a guest editor who solicits the featured articles. The quality of these *Focus* articles is consistently high, with many proving to be enduring career resources for junior economists. The CSWEP Board extends our thanks to the authors and other contributors.

Issue 2: Alternative Career Paths in Economics—DC economists

This *Focus* section, organized by Gray Kimbrough of Society of Government Economists continues the theme of highlighting economists across sectors. It grows out of a session that Gray Kimbrough organized at the Society of Government Economists in 2020. In the session, Washington, DC-area economists with interests in policy described their jobs and career paths. In the *Focus* section, some of the original panel participants, plus others, wrote pieces describing their career paths, the nature of the hiring process at their workplace, and the nature of work at their workplace. The *Focus* section featured economists from academia, a policy organization, and several government agencies.

Issue 3: The Status of Women in the Economics Profession Around the World

Karen Pence of the Federal Reserve Board co-edited an excellent *Focus* section in which international women leaders in economics presented recent surveys measuring the status of women in economics in Canada, Australia and New Zealand, and the UK. As reported in the *Focus*, colleagues in Canada launched a climate survey patterned

after the AEA survey. Many of the findings reported in the *Focus* section articles echo findings in our annual CSWEP survey and in the AEA climate survey.

Issue 4: Finding \$\$\$ for Your Research

Our Southern Representative, Jen Doleac, hosted a series of panels at the Southern Economics Association meetings in 2020 on the topic of obtaining research funding. In this *Focus* Section, she interviews funders and economists who have been successful in getting funding. As noted in her excellent introduction, obtaining funding is an important element of the “hidden curriculum.” Website instructions of how to apply are not explicit in explaining the role of program officers. Often, it is not easy to tell if a proposed project would at all fit in the purview of the funder’s interests. The interviews presented in this *Focus* are extraordinary in providing a window into this process and how it varies across funder organizations.

CSWEP wishes to extend our thanks to all those who took the time to write contributions to newsletters during 2021. Professional development features of these and past issues of *CSWEP News* are now more easily accessible at [CSWEP.org](https://www.cswep.org), where one can find them archived by year as well as by target audience and topic.

Status of Women in the Economics Profession⁵

Women’s Status in the Economics Profession: Summary

This report presents the results of the 2021 CSWEP survey of U.S. economics departments. It compares the top ranked economics departments—which produce the vast majority of faculty in

⁵ This survey report is written by Margaret Levenstein, CSWEP Associate Chair and Survey Director. We gratefully acknowledge the assistance of Dawn Zinsser in the administration and analysis of the survey.

The 2021 Report

Table 1. The Pipeline for Departments *with* Doctoral Programs: Percent and Number of Students and Faculty Who Are Women*

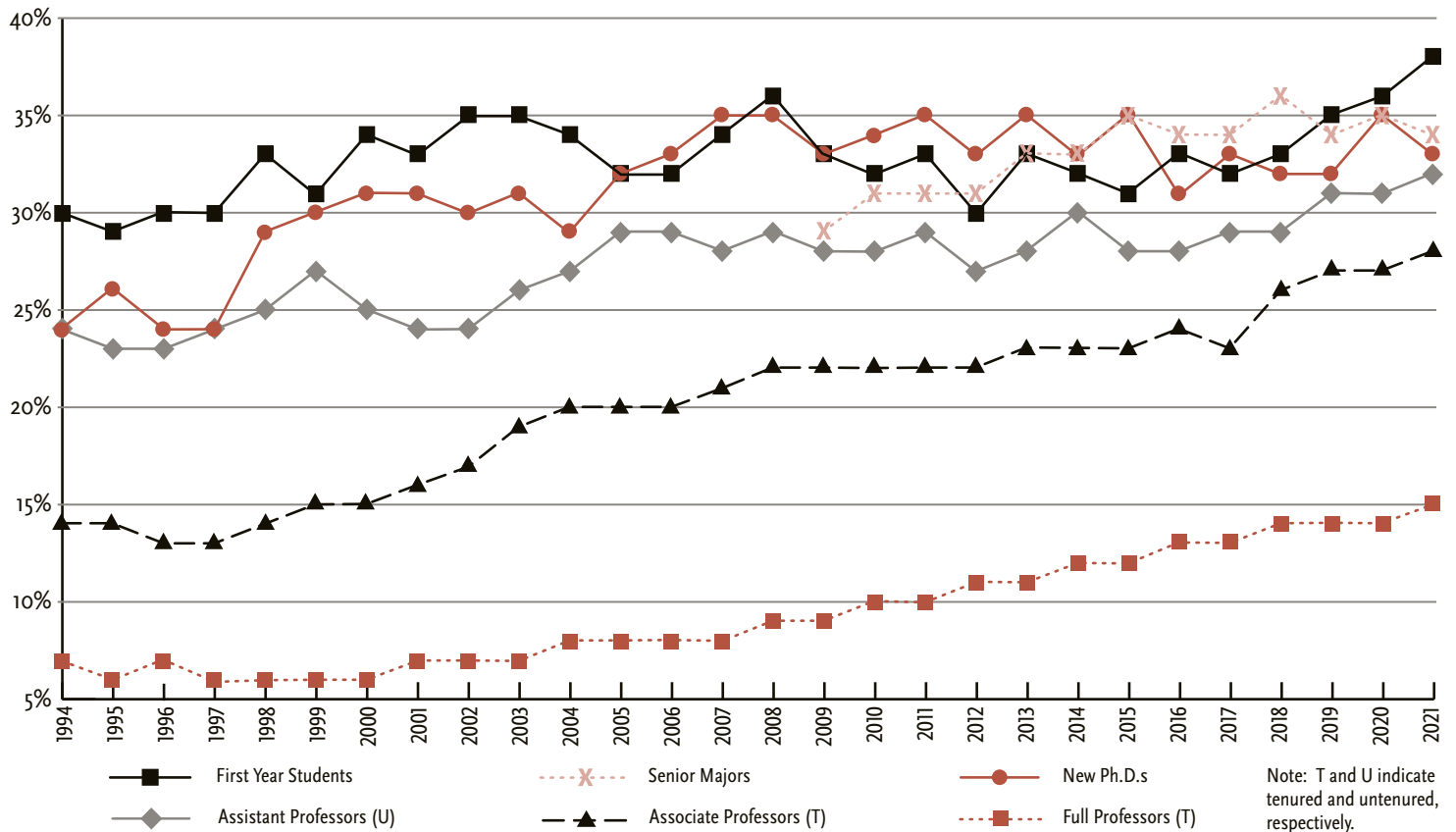
Year	1994–1997	1998–2002	2003–2007	2008–2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Faculty													
Full Professor													
Percent	6.7%	6.4%	7.7%	10.1%	10.9%	11.8%	12.2%	12.9%	12.6%	14.0%	14.3%	14.7%	15.5%
Number	93.7	94.9	122.7	160.8	169.2	185.5	194.2	204.0	193.0	221.0	229.0	234.0	250.0
Associate Professor													
Percent	13.4%	15.5%	20.2%	22.4%	23.2%	23.2%	23.8%	25.2%	23.5%	26.0%	26.1%	27.2%	28.1%
Number	74.5	85.4	113.6	136.0	139.8	150.9	155.9	173.5	157.0	174.0	184.0	190.5	196.0
Assistant Professor													
Percent	23.6%	24.4%	27.9%	28.3%	27.8%	29.0%	28.3%	27.9%	28.5%	28.5%	30.2%	31.4%	32.6%
Number	137.2	146.6	199.7	223.8	212.2	228.5	233.7	233.0	246.5	237.0	248.0	255.0	274.5
All Tenure Track (Subtotal)													
Percent	12.1%	12.4%	15.2%	17.4%	17.9%	18.7%	19.0%	19.6%	19.5%	20.5%	21.1%	21.9%	22.9%
Number	305.4	326.9	436.0	520.7	521.3	564.8	583.9	610.5	596.5	632.0	661.0	679.5	720.5
All Non-Tenure Track													
Percent	33.2%	30.8%	33.2%	34.4%	35.1%	37.8%	34.7%	35.1%	34.9%	36.9%	37.9%	39.3%	40.1%
Number	39.2	91.0	150.7	209.0	180.0	222.0	295.5	311.0	325.0	234.0	285.3	263.0	298.0
All Faculty													
Percent	13.0%	14.2%	17.7%	20.3%	20.5%	21.8%	22.4%	23.1%	23.1%	23.3%	24.4%	25.0%	26.2%
Number	344.7	418.0	586.7	729.6	701.3	786.8	879.4	921.5	921.5	866.0	946.3	942.5	1018.5
Ph.D. Students													
Ph.D. Granted													
Percent	24.7%	30.0%	32.1%	33.9%	35.3%	32.7%	34.7%	31.0%	32.7%	31.9%	32.4%	34.8%	32.8%
Number	214.0	265.9	326.1	367.1	390.7	358.0	404.0	372.0	359.0	368.0	349.0	378.0	359.0
ABD													
Percent	27.4%	30.7%	33.9%	33.9%	32.1%	32.2%	31.7%	31.7%	33.0%	32.6%	32.9%	32.6%	34.9%
Number	647.2	850.4	1219.8	1317.7	1227.5	1346.0	1324.5	1430.0	1469.0	1477.0	1457.0	1464.5	1610.0
First Year													
Percent	29.9%	33.2%	33.5%	32.9%	32.6%	31.8%	31.5%	33.4%	32.5%	33.0%	34.7%	35.5%	38.4%
Number	445.4	518.2	568.4	557.6	481.0	508.0	500.0	517.0	498.0	474.0	542.0	452.0	483.0
Undergraduate													
Economics Majors Graduated													
Percent	32.0%	32.1%	31.6%	30.5%	32.1%	33.6%	33.2%	32.9%	34.0%	34.1%	33.4%	34.9%	34.7%
Number	2498	3281	5114	5785	5733	6998	7756	7577	7894	8225	8336	9202	8316
Senior Majors*													
Percent	missing	missing	missing	30.6%	32.8%	32.7%	34.6%	34.1%	34.5%	35.9%	33.9%	34.7%	34.4%
Number	missing	missing	missing	7603	5767	6687	7247	7534	7774	8417	8356	8084	7989

*Notes: Entry and exit change the population universe. Any known Ph.D. programs are considered members of the population. Any non-respondents were imputed first with UAQ survey responses and, if those are unavailable, with linear interpolation. All programs responded to the 2019 survey. For five year intervals, simple averages are reported.



The 2021 Report

Figure 1. The Pipeline for Departments *with* Doctoral Programs: Percent of Doctoral Students and Faculty who are Women, 1994–2021



Ph.D. granting departments—to all Ph.D. and non-Ph.D. granting departments. It also examines gender differences in outcomes in the Ph.D. job market and progress (and attrition) of women through the academic ranks. After a long period of stagnation in the representation of women in economics, the last few years have begun to show a promising uptick in the entry of women into the economics profession. The share of women entering Ph.D. programs has increased each of the last three years, reaching 38.4% in 2021, the highest ever (Table 1). There has been no increase in the share of new Ph.D.s going to women, but the female share of assistant professors has also reached a new high of 32.6%. The overall share of women in the faculty of Ph.D.-granting economics departments has increased each year since 2017, reaching 26.2%, its highest level ever, in 2021 (Table 1). At every level of the professoriate, the female share is higher in 2021 than at

any point in the past. Another sign of progress is that again in 2021 twelve top-twenty departments have first year classes that are at least 35% female (Table 7). The number of top-twenty departments with incoming classes with fewer than 25% women has declined from 9 in 2017 and 2018 to three in 2021. Note that despite this progress, there are still more women in non-tenure track positions (298) in Ph.D.-granting economics departments than either full (250) or associate (196) professors (Table 1).

The share of women among undergraduate economics majors at these same schools has increased (from 32.1% in 1998 to 34.7% in 2021), but is still well below parity, and does not approach the 55% share of women in the undergraduate population.⁶

6 According to the National Center for Science and Engineering Statistics report on *Women, Minorities, and Persons with Disabilities in Science and Engineering*, 55% of full-time undergraduates are female (National Science Foundation, National Center for Science and Engineering Statistics. 2019. *Women, Minorities, and Persons with*

In 1971 the AEA established CSWEP as a standing committee to monitor the status and promote the advancement of women in the economics profession. In 1972 CSWEP undertook a broad survey of economics departments and found that women represented 7.6% of new Ph.D.s, and 8.8% of assistant, 3.7% of associate, and 2.4% of full professors. In the two decades after CSWEP's first survey, there was significant improvement in women's representation in economics. By 1994, women made up almost a third of new Ph.D. students and almost a quarter of assistant professors in economics departments with doctoral programs. The share of associate and full professors who were women had almost tripled.

Progress at increasing the representation of women continued through the early 2000s and then essentially

Disabilities in Science and Engineering: 2019. Special Report NSF 19-304. Alexandria, VA. Available at <https://www.nsf.gov/statistics/wmpd/>.

The 2021 Report

Table 2a. The Pipeline for Top Departments: Percent and Numbers of Faculty and Students who are Women at All Top 10 Schools

Year	1994–1997	1998–2002	2003–2007	2008–2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Faculty													
Full Professor													
Percent	4.7%	7.1%	8.3%	8.9%	9.6%	9.7%	9.6%	9.2%	9.1%	10.7%	12.2%	12.5%	12.7%
Number	10.8	17.8	21.5	25.8	28.0	27.0	27.0	26.0	27.0	33.0	39.0	39.0	34.0
Associate Professor													
Percent	12.5%	21.1%	16.4%	22.5%	23.3%	21.9%	25.0%	28.9%	30.8%	26.3%	21.2%	22.2%	31.2%
Number	4.5	6.1	4.8	7.7	7.0	7.0	8.0	13.0	12.0	10.0	7.0	8.0	10.0
Assistant Professor													
Percent	20.4%	18.0%	22.7%	23.1%	17.0%	20.0%	21.6%	18.0%	20.2%	17.9%	19.8%	22.4%	21.1%
Number	20.8	19.0	23.7	23.0	15.0	18.0	21.0	18.0	22.0	17.0	19.0	22.0	19.0
All Tenure Track (Subtotal)													
Percent	9.9%	11.1%	12.7%	13.3%	12.2%	13.0%	13.6%	13.3%	13.7%	13.6%	14.5%	15.5%	16.2%
Number	36.0	42.9	50.0	56.5	50.0	52.0	56.0	57.0	61.0	60.0	65.0	69.0	63.0
All Non-Tenure Track													
Percent	34.7%	31.4%	40.0%	35.9%	35.2%	33.9%	44.3%	39.3%	33.3%	34.4%	35.7%	34.2%	32.9%
Number	5.3	7.6	15.2	20.0	19.0	20.0	43.0	35.0	29.0	22.0	30.3	25.0	24.0
All Faculty													
Percent	10.8%	12.3%	15.1%	15.8%	14.8%	15.7%	19.5%	17.8%	16.9%	16.2%	17.9%	18.1%	18.8%
Number	41.3	50.5	65.2	76.5	69.0	72.0	99.0	92.0	90.0	82.0	95.3	94.0	87.0
Ph.D. Students													
Ph.D. Granted													
Percent	24.6%	24.8%	28.6%	26.7%	31.3%	25.9%	25.9%	26.4%	28.4%	23.6%	29.9%	23.6%	23.6%
Number	51.3	51.0	57.0	54.0	67.0	51.0	52.0	58.0	57.0	49.0	64.0	49.0	49.0
ABD													
Percent	22.9%	24.4%	28.0%	26.1%	30.4%	25.4%	25.1%	25.4%	24.6%	26.9%	25.2%	24.7%	27.0%
Number	134.8	184.0	240.2	218.8	255.0	217.0	225.0	247.0	221.0	264.0	234.0	233.0	265.0
First Year													
Percent	24.5%	28.1%	26.3%	24.4%	27.9%	24.0%	23.9%	29.8%	25.8%	26.1%	32.1%	32.6%	36.2%
Number	69.3	72.5	66.8	61.0	65.0	62.0	52.0	68.0	66.0	59.0	71.0	71.0	68.0
Undergraduate													
Economics Majors Graduated													
Percent	31.1%	34.1%	35.7%	35.5%	39.6%	37.2%	36.9%	36.0%	39.6%	36.3%	37.1%	36.5%	40.7%
Number	372	668	777	744	866	849	895	907	990	866	965	944	1051
Senior Majors													
Percent	missing	missing	missing	38.7%	38.0%	38.6%	37.3%	36.6%	38.3%	38.9%	37.1%	37.7%	38.8%
Number	missing	missing	missing	967	994	1003	898	924	984	959	1014	1023	1066



The 2021 Report

Table 2b. The Pipeline for Top Departments: Percent and Numbers of Faculty and Students who are Women at All Top 20 Schools

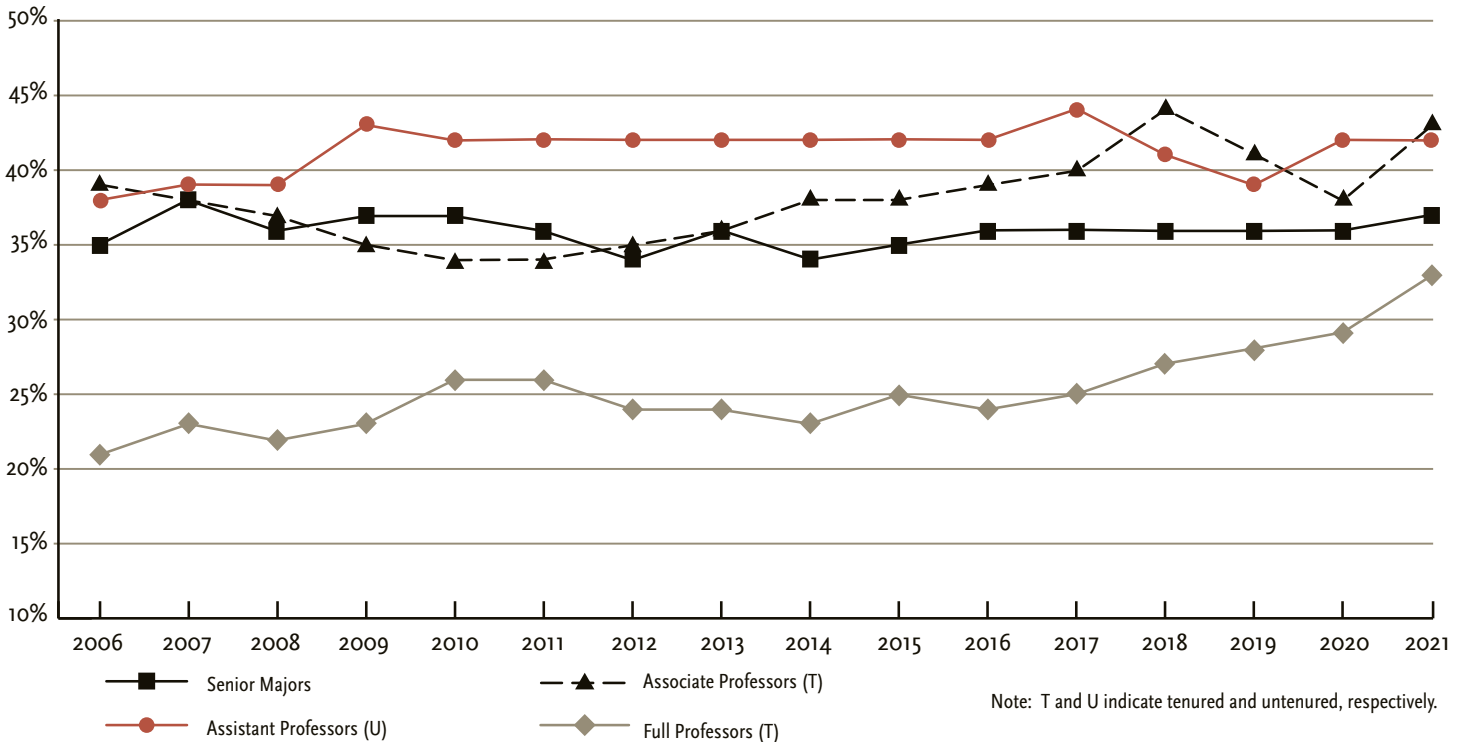
Year	1994–1997	1998–2002	2003–2007	2008–2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Faculty													
Full Professor													
Percent	4.3%	6.4%	7.7%	8.8%	9.6%	10.0%	10.1%	11.3%	10.2%	11.6%	12.7%	13.1%	13.4%
Number	17.3	29.5	36.5	42.8	49.0	49.0	50.0	58.0	53.0	62.0	69.0	72.0	69.0
Associate Professor													
Percent	11.9%	17.1%	16.3%	22.5%	19.1%	20.4%	19.6%	20.2%	20.6%	20.6%	16.8%	16.4%	21.2%
Number	9.8	11.6	10.1	19.9	17.0	19.0	19.0	22.0	20.0	20.0	16.0	15.0	19.0
Assistant Professor													
Percent	18.0%	18.2%	24.5%	22.9%	18.7%	21.3%	21.5%	21.2%	20.7%	21.5%	22.3%	25.0%	22.7%
Number	31.8	35.3	50.6	49.4	37.0	43.0	44.0	44.0	43.0	45.0	43.0	50.0	48.0
All Tenure Track (Subtotal)													
Percent	9.0%	10.6%	13.1%	14.1%	12.9%	14.1%	14.2%	14.9%	14.0%	15.1%	15.4%	16.3%	16.7%
Number	58.8	76.4	97.2	112.1	103.0	111.0	113.0	124.0	116.0	127.0	128.0	137.0	136.0
All Non-Tenure Track													
Percent	37.3%	32.3%	41.5%	34.3%	38.9%	39.6%	42.8%	39.3%	38.2%	32.5%	39.0%	40.4%	39.5%
Number	11.5	16.7	30.2	46.5	44.0	57.0	83.0	70.0	72.0	48.0	75.3	70.5	73.0
All Faculty													
Percent	10.2%	12.0%	15.6%	17.0%	16.1%	18.1%	19.8%	19.2%	18.5%	17.7%	19.8%	20.4%	20.9%
Number	70.3	93.1	127.4	158.6	147.0	168.0	196.0	194.0	188.0	175.0	203.3	207.5	209.0
Ph.D. Students													
Ph.D. Granted													
Percent	25.0%	24.9%	29.5%	28.2%	33.2%	29.3%	28.4%	26.2%	26.9%	25.3%	32.0%	27.7%	26.3%
Number	84.3	84.1	102.1	100.6	124.0	102.0	110.0	112.0	98.0	98.0	123.0	103.0	94.0
ABD													
Percent	23.4%	26.2%	29.9%	28.2%	30.3%	26.5%	25.7%	26.7%	27.0%	27.3%	25.9%	26.9%	31.6%
Number	218.9	297.4	407.1	401.5	444.0	427.0	390.0	451.0	444.0	447.0	396.0	439.0	521.0
First Year													
Percent	25.8%	29.3%	28.4%	27.6%	28.4%	27.4%	24.9%	29.5%	26.0%	29.9%	32.5%	34.4%	35.3%
Number	124.1	142.5	135.4	129.2	121.0	123.0	112.0	130.0	116.0	126.0	167.0	128.0	129.0
Undergraduate													
Economics Majors Graduated													
Percent	32.2%	33.9%	35.5%	35.5%	39.3%	37.4%	37.2%	37.3%	38.8%	37.0%	36.9%	37.6%	41.2%
Number	866	1362	1906	1943	2241	2290	2494	2502	2512	2431	2324	2385	2430
Senior Majors													
Percent	missing	missing	missing	36.1%	39.1%	37.8%	38.3%	37.9%	37.8%	38.6%	37.7%	38.1%	37.8%
Number	missing	missing	missing	2326	2627	2676	2643	2601	2602	2699	2590	2522	2626

For each category, the table gives women as a percentage of total. For the five-year intervals, simple averages of annual percentages are reported.



The 2021 Report

Figure 2. The Pipeline for Departments *without* Doctoral Programs: Percent of Students and Faculty who are Women, 2006–2021



stopped for nearly two decades. The small but positive changes in the last three years suggest that improvement in the representation of women in the economics profession is possible. Continuing commitment at the department and discipline level to make the field inclusive and equitable are critical to continuing this progress so that the field is more representative of the people it studies.

The CSWEP Annual Surveys, 1972–2021

In fall 2021 CSWEP surveyed 127 doctoral departments and 124 non-doctoral departments. This report analyzes the responses provided by 127 doctoral and 110 non-doctoral departments.⁷

⁷ We handle missing data as follows. We impute responses for missing items or non-responding departments. In years when non-responders to the CSWEP survey did respond to the AEA’s Universal Academic Questionnaire (UAQ), we use UAQ data to impute missing responses. When the department responded to neither CSWEP nor UAQ, we use linear interpolation from survey responses in other years. Table 8 and appendix figures provide more detail on response rates and the impact of imputation on reported results. We are

The non-doctoral sample is based on the listing of “Baccalaureate Colleges—Liberal Arts” from the *Carnegie Classification of Institutions of Higher Learning* (2000 Edition). Starting in 2006 the survey was augmented to include departments in research universities that offer a Master’s degree but not a Ph.D. degree program in economics. We have harmonized and documented the departmental-level data from the 1990s to the current period to improve our analysis of long-run trends in the profession. Department-level longitudinal reports are provided to all responding departments; these reports are shared with department chairs and CSWEP liaisons on an annual basis. Previous years of the survey are accessible as ICPSR study [37118](#).

2021 Survey Results

In 2021 the share of tenure-track faculty in Ph.D.-granting economics

very grateful to Charles C. Scott and the American Economic Association for sharing the UAQ data with us.

departments who are women reached an all-time high at 22.9% (Table 1). The shares of women at each level of the professoriate—assistant, associate, and full—reached all-time highs (Figure 1). Perhaps most importantly, after having been flat since 2005, the share of assistant professors in Ph.D.-granting departments increased in each of the last three years. Similarly, the share of women in the entering Ph.D. class, which had stagnated over the previous two decades, increased in each of the last three years. Even with the progress of the last three years, women make up barely a quarter of all faculty in Ph.D.-granting departments, and over a quarter of all female faculty in Ph.D.-granting departments are in non-tenure track positions (Table 1): there is still a long way to creating an equitable and inclusive economics profession.

Turning to the 21 economics departments that make up the “top twenty” and produce the vast majority of faculty who teach in Ph.D.-granting

Table 3. Percent Women Faculty and Students: Economics Departments without Doctoral Programs

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
Faculty																
Full Professor																
Percent	20.7%	22.2%	21.2%	22.9%	25.2%	25.2%	23.9%	23.6%	23.5%	23.9%	23.7%	25.0%	27.4%	27.9%	28.5%	33.1%
Number	79.4	88.8	92.0	107.7	116.2	118.7	111.4	106.0	105.5	107.0	102.5	111.5	125.5	128.2	128.3	150.2
Associate Professor																
Percent	38.2%	36.5%	35.2%	33.6%	32.6%	33.0%	33.8%	35.6%	36.1%	37.7%	38.6%	40.3%	44.5%	41.6%	39.0%	41.7%
Number	92.0	92.1	92.7	89.6	92.0	92.3	90.9	90.2	95.7	97.8	97.6	106.8	119.5	119.5	107.0	128.1
Assistant Professor																
Percent	38.2%	39.4%	39.4%	42.3%	40.6%	41.0%	40.4%	40.8%	42.0%	42.6%	41.4%	43.1%	40.5%	39.8%	41.4%	41.5%
Number	87.7	95.5	102.2	110.8	116.1	121.3	119.3	111.1	116.3	126.2	125.1	131.0	132.2	137.2	147.7	141.2
All Tenure Track (Subtotal)																
Percent	30.3%	30.9%	30.0%	30.8%	31.5%	31.7%	31.2%	31.5%	32.1%	33.0%	32.9%	34.4%	35.8%	35.3%	35.4%	38.1%
Number	259.1	276.3	286.9	308.1	324.3	332.2	321.6	307.3	317.5	331.0	325.2	349.3	377.2	384.8	383.0	419.6
All Non-Tenure Track																
Percent	34.0%	34.7%	36.9%	29.0%	36.4%	34.2%	31.3%	34.6%	33.6%	34.4%	33.9%	30.9%	25.7%	32.3%	24.4%	36.8%
Number	80.6	87.1	98.4	82.2	93.2	89.7	100.6	64.3	84.0	129.5	112.7	90.8	48.2	81.0	49.3	112.0
All Faculty																
Percent	31.1%	31.8%	31.5%	30.4%	32.5%	32.2%	31.2%	32.0%	32.4%	33.4%	33.2%	33.6%	34.3%	34.7%	33.7%	37.8%
Number	339.8	363.4	385.3	390.2	417.5	421.9	422.2	371.5	401.5	460.5	437.8	440.2	425.3	465.8	432.3	531.6
Students																
Undergraduate Economics Majors Graduated																
Percent	34.2%	33.7%	33.7%	34.8%	35.5%	34.4%	33.6%	34.6%	35.2%	33.1%	35.4%	35.4%	34.7%	35.1%	36.6%	35.9%
Number	1398.6	1427.2	1562.5	1652.5	1696.8	1661.2	1543.2	1519.0	2003.6	2044.9	2302.5	2167.3	2279.5	2234.8	2206.7	2120.1
Undergraduate Senior Majors																
Percent	35.0%	37.8%	36.3%	36.6%	36.9%	35.8%	34.2%	35.6%	33.8%	35.2%	35.7%	36.0%	35.6%	35.7%	36.5%	37.3%
Number	1492.0	1747.4	1735.6	1855.2	1852.1	1827.0	1759.4	1708.9	1830.3	2154.2	2281.4	2281.2	2249.3	2249.0	2257.7	2436.5
M.A. Students Graduated																
Percent	31.9%	43.1%	32.4%	39.2%	36.7%	40.1%	36.6%	34.7%	40.7%	37.7%	36.9%	40.2%	35.6%	32.5%	39.4%	33.7%
Number	19.0	58.5	72.7	89.7	86.1	74.8	61.3	46.0	66.5	57.0	43.5	49.0	22.0	63.5	41.0	29.0
M.A. Students Expected to Graduate																
Percent	missing	missing	missing	missing	missing	missing	missing	42.6%	37.9%	35.7%	44.5%	34.4%	33.2%	34.6%	35.2%	40.9%
Number	missing	missing	missing	missing	missing	missing	missing	40.0	58.8	43.3	39.3	54.0	47.0	78.0	34.0	63.0
N Respondents	106.0	106.0	107.0	107.0	108.0	108.0	108.0	109.0	109.0	109.0	110.0	110.0	110.0	110.0	107.0	118.0

Notes: For each category, the table gives women as a percentage of women plus men.

departments, we see both hopeful and concerning news in 2021 (Tables 2a and 2b). The number of female tenure-track faculty fell in both top 10 and top 20 departments last year. Perhaps most disturbing, the number and share of female assistant professors fell. There are 19 female assistant professors in top ten departments, below the average for the 1990s. Women make up a smaller share of assistant professors in top departments than they did in the beginning of the 21st century. On the other hand, the share of women in the entering Ph.D. classes in both top ten and top 20 departments increased last year

and in every year for the last three years. In 2021 women make up 36.2% of new students in top ten departments, the highest fraction ever.

Turning to an examination of non-doctoral departments, we see a similarly mixed, but somewhat more positive, pattern (Figure 2 and Table 3).⁸ The share of faculty who are women is higher than in Ph.D.-granting departments at every level of the professoriate and has increased from around thirty

percent in the early 2000s to 38.1% in 2021. The female share of both assistant professor and associate professors is above 40%. Both doctoral and non-doctoral programs rely on women to teach, with women making up 40.1% of all non-tenure track faculty in the former and 36.8% in the latter (Tables 1 and 3).

At every level of the academic hierarchy, from entering Ph.D. student to full professor, women have been and remain a minority. Moreover, within the tenure track, from new Ph.D. to full professor, the higher the rank, the lower the representation of women (Figure

⁸ We report data on non-Ph.D. departments beginning in 2006. The sample changed considerably in that year, expanding to include departments in universities that give Masters degrees. Figure 2 and Table 3 use a consistent panel of departments over time.

Table 4. Percent Women in Job Placements of New Ph.D.s from the Top Economics Departments

	All Top 10 Schools										All Top 20 Schools								
	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	2019	2020	2021		1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	2019	2020	2021
U.S.-based, All Types																			
Percent	24.9%	29.7%	30.1%	26.2%	27.7%	20.7%	37.7%	25.9%	24.7%		26.7%	29.1%	31.6%	29.3%	28.3%	23.8%	35.6%	28.8%	26.9%
Number	35.8	39.1	45.3	35.6	38.2	31.0	52.0	42.0	38.0		58.9	59.9	80.0	66.1	71.0	64.0	88.0	78.0	67.0
Faculty, Ph.D. Granting Department																			
Percent	22.1%	25.9%	29.8%	24.5%	28.0%	17.6%	42.6%	23.0%	27.5%		24.0%	26.3%	30.9%	27.8%	27.3%	20.2%	40.9%	24.4%	30.8%
Number	16.0	18.9	26.8	17.8	19.4	13.0	29.0	14.0	11.0		27.0	29.5	44.4	33.2	29.4	22.0	38.0	22.0	16.0
Faculty, Non-Ph.D. Granting Department																			
Percent	42.1%	50.1%	26.5%	35.1%	34.4%	14.3%	0.0%	20.0%	100.0%		41.8%	50.2%	30.8%	41.2%	33.0%	14.3%	28.6%	10.0%	80.0%
Number	6.8	5.3	2.4	2.5	2.0	1.0	0.0	1.0	2.0		8.8	7.3	6.6	6.9	6.0	1.0	4.0	1.0	4.0
Non Faculty, Any Academic Department																			
Percent	missing	missing	missing	missing	35.4%	26.7%	28.6%	33.3%	33.3%		missing	missing	missing	missing	28.9%	28.6%	19.2%	34.8%	34.5%
Number	missing	missing	missing	missing	3.4	4.0	2.0	5.0	6.0		missing	missing	missing	missing	6.0	8.0	5.0	8.0	10.0
Public Sector																			
Percent	24.1%	30.3%	31.4%	29.9%	27.2%	10.0%	36.4%	32.3%	12.0%		28.3%	28.8%	33.6%	28.9%	26.4%	23.1%	37.5%	32.7%	16.7%
Number	6.5	8.5	7.3	6.9	4.6	1.0	8.0	10.0	3.0		12.3	12.9	14.2	11.5	9.8	9.0	15.0	16.0	9.0
Private Sector																			
Percent	22.4%	30.8%	28.6%	24.1%	25.7%	27.3%	34.2%	24.0%	23.2%		25.2%	28.9%	31.7%	28.5%	29.7%	27.9%	35.1%	31.3%	25.7%
Number	6.5	6.4	8.8	8.4	8.8	12.0	13.0	12.0	16.0		10.9	10.2	14.8	14.5	19.8	24.0	26.0	31.0	28.0
Foreign-based, All Types																			
Percent	17.8%	14.5%	23.1%	22.9%	20.2%	27.7%	24.2%	25.9%	16.7%		17.8%	19.6%	22.7%	24.4%	24.8%	26.7%	28.8%	25.4%	20.0%
Number	5.8	4.3	9.1	12.3	8.4	13.0	15.0	15.0	11.0		10.8	11.2	18.4	26.8	22.0	28.0	34.0	29.0	23.0
Academic																			
Percent	24.5%	13.4%	25.3%	23.0%	23.1%	27.3%	25.0%	28.3%	27.8%		19.8%	19.9%	25.2%	22.3%	26.5%	26.7%	32.2%	27.3%	25.4%
Number	5.3	3.0	7.1	9.3	6.8	9.0	11.0	15.0	10.0		8.5	8.2	13.6	17.7	16.8	20.0	28.0	27.0	17.0
Nonacademic																			
Percent	6.1%	17.7%	18.1%	22.6%	11.6%	28.6%	22.2%	0.0%	3.3%		13.2%	17.7%	17.6%	29.6%	20.6%	26.7%	19.4%	13.3%	12.5%
Number	0.5	1.3	2.0	3.1	1.6	4.0	4.0	0.0	1.0		2.3	3.0	4.8	9.1	5.2	8.0	6.0	2.0	6.0
Unknown Placement																			
Percent	missing	missing	missing	missing	missing	100.0%	100.0%	50.0%	0.0%		missing	missing	missing	missing	missing	33.3%	33.3%	50.0%	100.0%
Number	missing	missing	missing	missing	missing	2.0	1.0	1.0	0.0		missing	missing	missing	missing	missing	2.0	1.0	1.0	1.0
No Placement																			
Percent	19.6%	31.7%	6.7%	0.0%	6.7%	50.0%	0.0%	0.0%	100.0%		18.5%	34.7%	23.4%	18.1%	25.7%	50.0%	33.3%	16.7%	50.0%
Number	6.5	2.5	0.6	0.0	0.2	1.0	0.0	0.0	1.0		9.0	4.0	3.5	1.2	0.8	2.0	2.0	1.0	1.0
Total on the Market																			
Percent	23.3%	27.1%	28.0%	24.8%	25.9%	23.2%	33.3%	26.0%	22.6%		24.1%	27.2%	29.4%	27.5%	27.4%	25.0%	33.4%	27.7%	25.1%
Number	48.0	45.9	55.0	47.9	46.8	46.7	68.0	58.0	50.0		78.6	75.1	101.9	94.1	93.8	95.7	125.0	109.0	92.0

Notes: For five year intervals, simple averages are reported.

1). In 2021 new doctorates were 32.8% female, falling to 32.6% for assistant professors, to 28.1% for tenured associate professors, and 15.5% for full professors. This pattern has been characterized as a “leaky pipeline.” Our reliance on this leaky pipeline for incremental progress in women’s representation in the profession depends on continued growth in entry, which has not occurred in this century. To the contrary,

the pipeline seems to leak earlier in the academic pipeline, as the share of assistant professors who are female is no longer tracking those who complete their Ph.D.s.

To provide a visual representation and estimates of this leaky pipeline, this report presents a simple lock-step model of typical academic career advancement (Figures 3 and 4). We track the gender composition of younger cohorts

from when they enter graduate school and older cohorts from receipt of their degree. We compare the share female as the cohort progresses through academic ranks. CSWEP’s model has long shown that women complete their Ph.D.s and enter into assistant professor positions at proportions roughly equal to their share as new graduate students for each cohort. Women have been less likely to transition to tenured associate or full



The 2021 Report ▲

Figure 3. Lock-Step Model: Percentage of women, by entering Ph.D. cohorts—Matriculation, graduation and entry into first-year assistant professorship

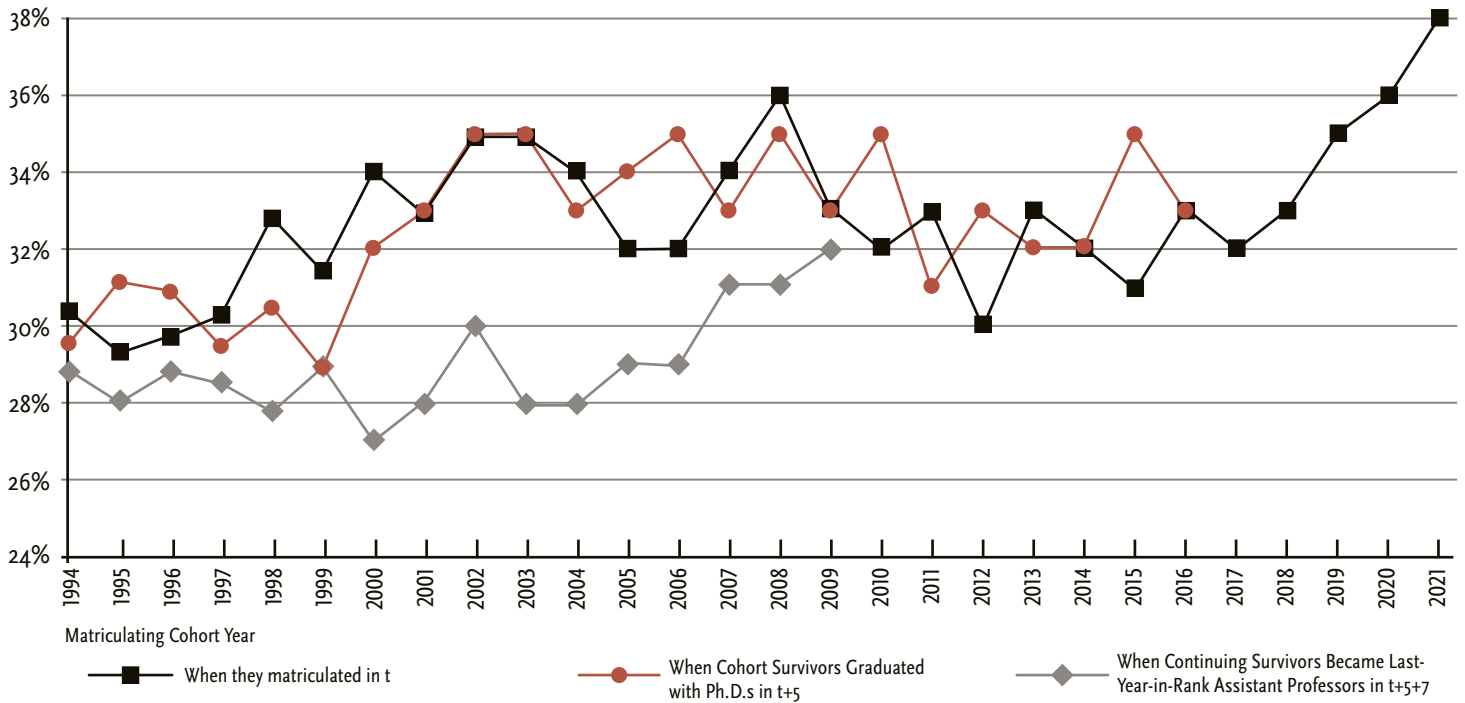
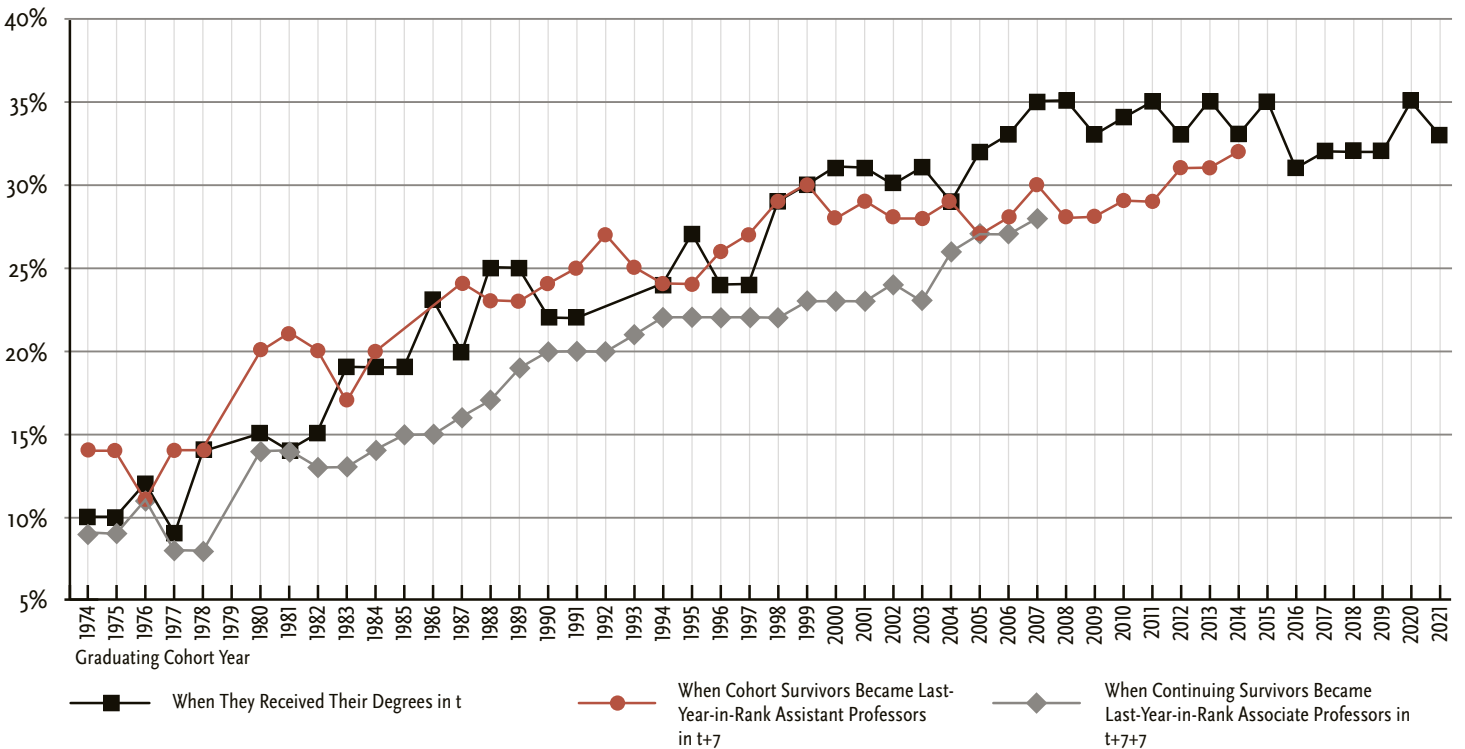


Figure 4. Lock-Step Model: Percentage of women, by receiving-Ph.D. cohort—Graduation, last year-in-rank assistant professorship, and last year-in-rank associate professors



The 2021 Report

Table 5. Percent Women in Job Placements of New Ph.D.s from All Other Economics Departments

	All Other Schools								
	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	2019	2020	2021
U.S.-based, All Types									
Percent	29.4%	33.5%	35.6%	38.8%	37.6%	36.7%	34.7%	36.2%	37.2%
Number	91.2	120.2	169.5	210.8	171.1	174.0	160.0	141.0	165.2
Faculty, Ph.D. Granting Department									
Percent	31.4%	30.5%	31.7%	36.8%	33.3%	38.8%	36.9%	35.7%	40.4%
Number	28.2	32.7	50.9	65.7	36.5	30.0	31.0	25.0	29.5
Faculty, Non-Ph.D. Granting Department									
Percent	29.1%	35.8%	40.9%	38.9%	38.6%	35.7%	35.7%	40.0%	45.6%
Number	29.4	33.4	57.4	62.7	49.0	50.0	41.0	29.0	41.7
Non Faculty, Any Academic Department									
Percent	missing	missing	missing	missing	30.8%	40.8%	34.8%	31.5%	32.6%
Number	missing	missing	missing	missing	15.4	29.0	23.0	17.5	29.0
Public Sector									
Percent	30.8%	35.6%	36.5%	36.9%	35.5%	28.0%	31.1%	31.9%	38.5%
Number	18.9	27.0	28.8	37.1	22.5	14.0	19.0	23.0	25.0
Private Sector									
Percent	25.0%	32.9%	33.3%	44.4%	45.1%	37.5%	34.1%	39.1%	31.7%
Number	14.6	27.1	32.4	45.3	47.7	51.0	46.0	46.5	40.0
Foreign-based, All Types									
Percent	17.7%	27.3%	26.5%	30.2%	31.9%	29.3%	24.6%	35.8%	30.0%
Number	23.8	30.5	42.9	69.2	58.1	66.0	42.0	66.5	51.0
Academic									
Percent	21.1%	30.7%	29.9%	32.4%	34.6%	30.6%	26.0%	34.6%	29.9%
Number	17.6	19.1	27.0	44.1	42.7	49.0	33.0	46.5	35.0
Nonacademic									
Percent	12.1%	22.9%	22.3%	26.9%	26.2%	26.2%	20.5%	39.2%	30.2%
Number	6.2	11.4	16.0	25.0	15.4	17.0	9.0	20.0	16.0
Unknown Placement									
Percent	missing	missing	missing	missing	missing	14.5%	7.7%	48.7%	35.3%
Number	missing	missing	missing	missing	missing	2.7	1.0	9.5	18.0
No Placement									
Percent	21.7%	26.0%	35.3%	37.1%	42.7%	53.7%	35.9%	29.6%	38.7%
Number	21.1	13.8	19.7	35.6	15.3	51.0	14.0	17.0	12.0
Total On the Market									
Percent	25.1%	31.3%	33.4%	36.4%	36.3%	36.1%	31.7%	35.9%	35.4%
Number	136.0	164.5	232.2	315.5	244.5	293.7	217.0	234.0	246.2

*Notes: For five year intervals, simple averages are reported.

professors, creating a leaky pipeline. While women continue to complete their Ph.D.s at the same rate as men (compare the blue and red lines in Figure 3), they have disproportionately exited (or perhaps never entered) the assistant professor ranks prior to coming up for tenure (compare the red and green lines in Figures 3 and 4). The progress of the last three years is also evident here, as the green line representing

assistant professors has converged to the red line of grad students to the point that they are now almost equal. The estimated leakage of associate professors was also smaller in the last three years (note the convergence of the green and purple lines for the graduating classes of 2005 and 2006).

Figure 5 shows the trend for women undergraduate senior majors over time. The female share of undergraduate

Table 7. Distribution of Top 20 Departments by Female Share of First Year Ph.D. Class, 2014–2020

Share of women in first year Ph.D. class	Number of Programs				
	2017	2018	2019	2020	2021
40% or above	2	7	9	7	6
35–39%	1	0	0	5	6
30–34%	8	2	5	3	5
25–29%	1	3	5	1	1
20–24%	3	3	0	4	2
Below 20%	6	6	2	1	1

*Note: This table classifies departments by the unweighted average share of women in their entering class over the period 2017–2021. This differs from the average share of women entering Ph.D. programs, each year, because of differences in the size of different programs.

majors seems have been flat at around 35% since 2015. The share female fell in 2021, driven by declines in undergrads in Ph.D.-granting departments, despite increases in women undergrads in non-Ph.D. departments.

Tables 4, 5, and 6 provide snapshots of the job market experiences of women from different types of Ph.D. programs. Women made up 25.1% of job candidates from the top 20 schools last year (Table 4) and almost 35.4% of all Ph.D. students on the market (Table 5). Table 6 presents placement data slightly differently, showing where last year's job market candidates placed, by the rank of the originating department. The most striking change in placement patterns is the growing number of students from top ranked departments who are taking jobs in the private sector. This seems to be equally true of new female and male economists.

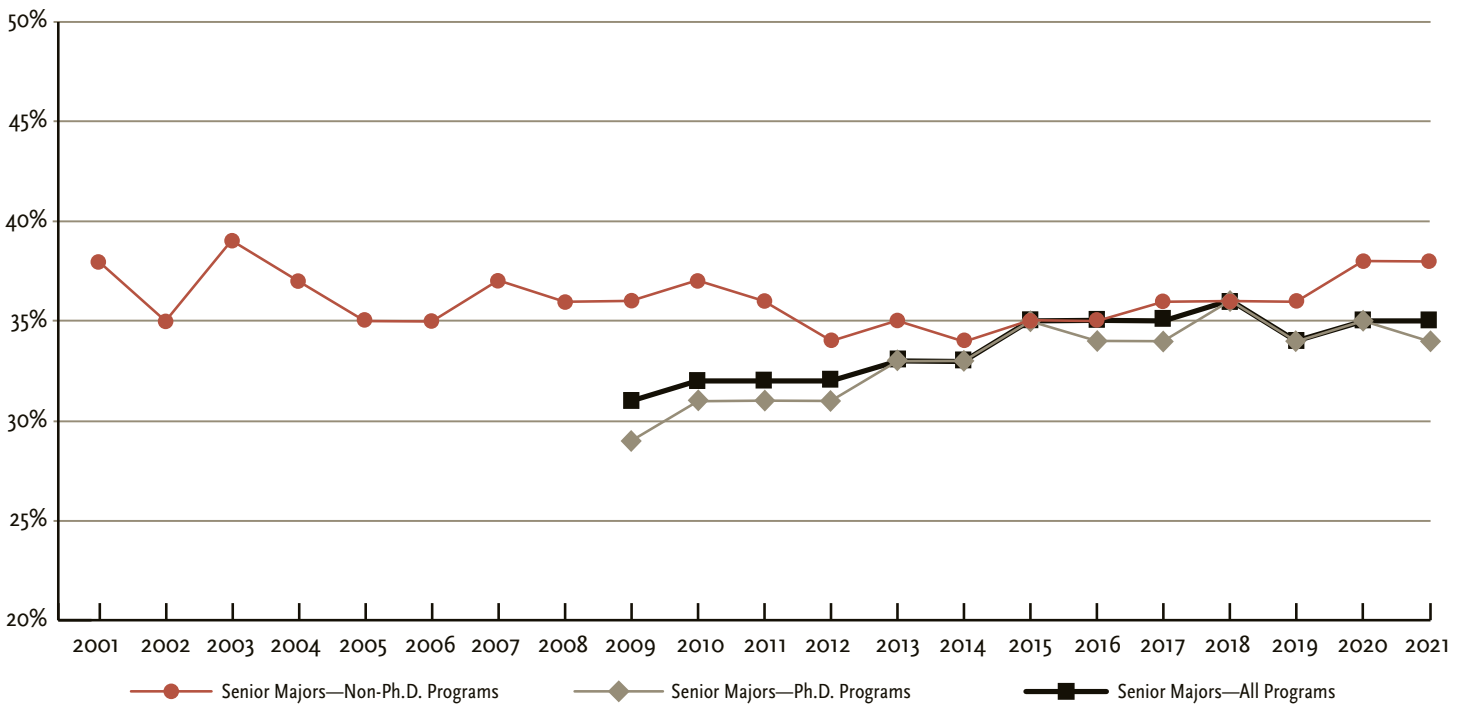
Conclusions

This report is more optimistic than those of previous years, with small increases in women's representation at all levels of tenure track faculty. The share of women in first year Ph.D. programs has increased in each of the last three years and now exceeds the levels reached at the turn of the century. However, at the undergraduate level the share of women does not approach parity and has not been increasing. Women

Table 6. New Ph.D. Job Placement by Gender and Department Rank, Current Year

2020–2021	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
U.S.-based, All Types (Share of all individuals by gender)	76.0%	67.8%	69.0%	63.5%	67.1%	61.8%
Faculty, Ph.D. Granting Department	28.9%	25.0%	17.2%	10.6%	17.9%	15.7%
Faculty, Non-Ph.D. Granting Department	5.3%	0.0%	6.9%	1.5%	25.2%	17.9%
Non-Faculty, Any Academic Department	15.8%	10.3%	13.8%	10.6%	17.6%	21.6%
Public Sector	7.9%	19.0%	20.7%	34.8%	15.1%	14.1%
Private Sector	42.1%	45.7%	41.4%	42.4%	24.2%	30.7%
Foreign-based, All Types (Share of all individuals by gender)	22.0%	32.2%	28.6%	35.6%	20.7%	26.6%
Academic Job	90.9%	47.3%	58.3%	64.9%	68.6%	68.9%
Nonacademic Job	9.1%	52.7%	41.7%	35.1%	31.4%	31.1%
Unknown Placement (Share of all individuals by gender)	0.0%	0.0%	2.4%	0.0%	7.3%	7.4%
No Placement (Share of all individuals by gender)	2.0%	0.0%	0.0%	1.0%	4.9%	4.2%
Total on the Market	50	171	42	104	246	448

Figure 5. Undergraduate Senior Economics Majors



Note: CSWEP Ph.D. survey began collecting major counts in 2009

are over-represented in non-tenure-track teaching jobs. Over forty percent of the female faculty in top twenty economics departments are in non-tenure track teaching positions. This may play a role in shaping how undergraduate women view the economics profession. The increases in the female share of the incoming Ph.D. class and in assistant professors, where rapid change is most

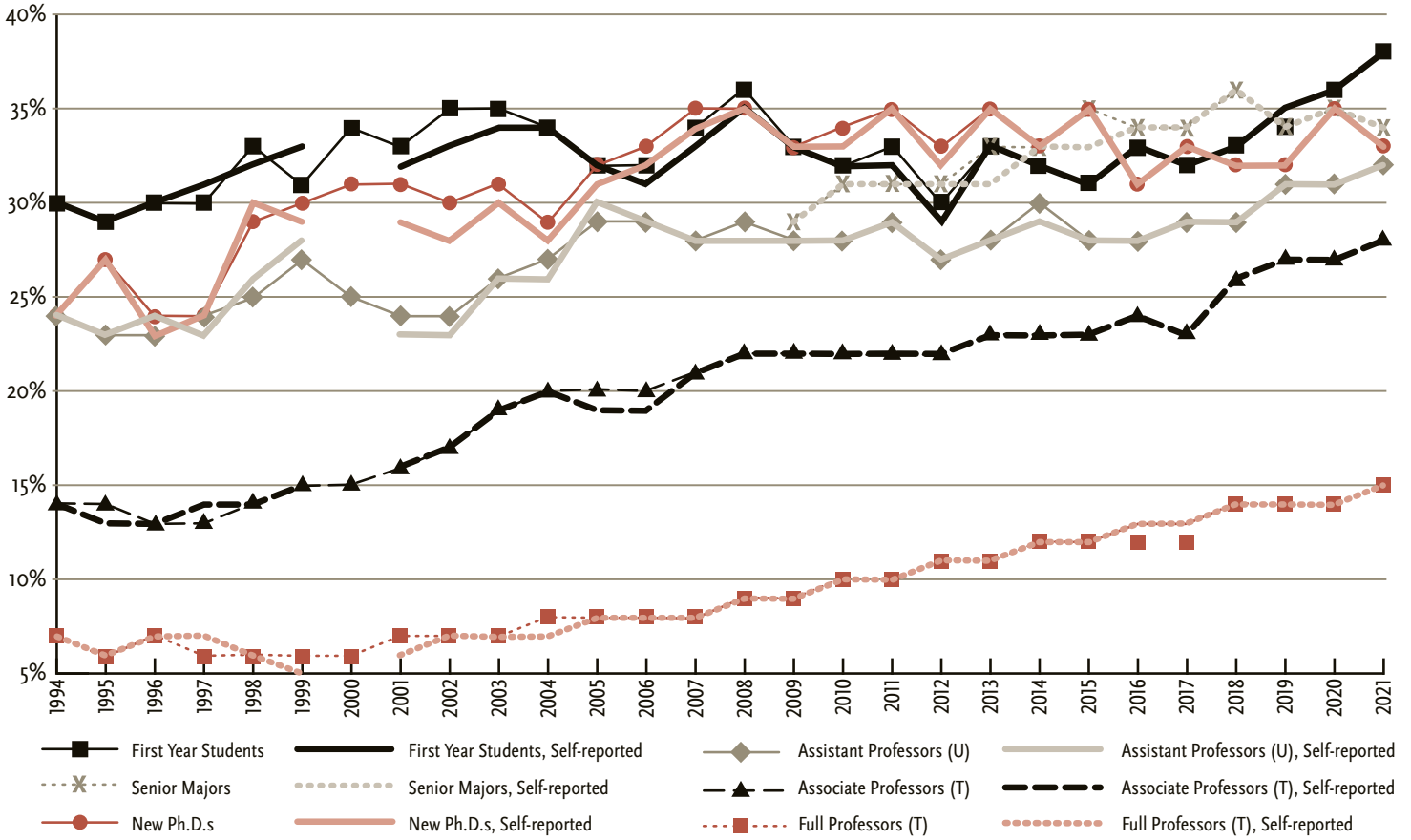
possible, suggest that the efforts and attention to the status of women in economics over the past few years can have a measurable impact.

CSWEP’s many years of data on the evolution of faculty composition at the department level are unique in the social sciences and beyond. CSWEP now makes department-level longitudinal data available to individual departments

so that they have this information to determine appropriate steps to achieve gender equity. Annual aggregate data and departmental-level data are available for research purposes in a manner that protects the confidentiality of the responding departments through the Inter-university Consortium for Political and Social Research and will be updated annually.

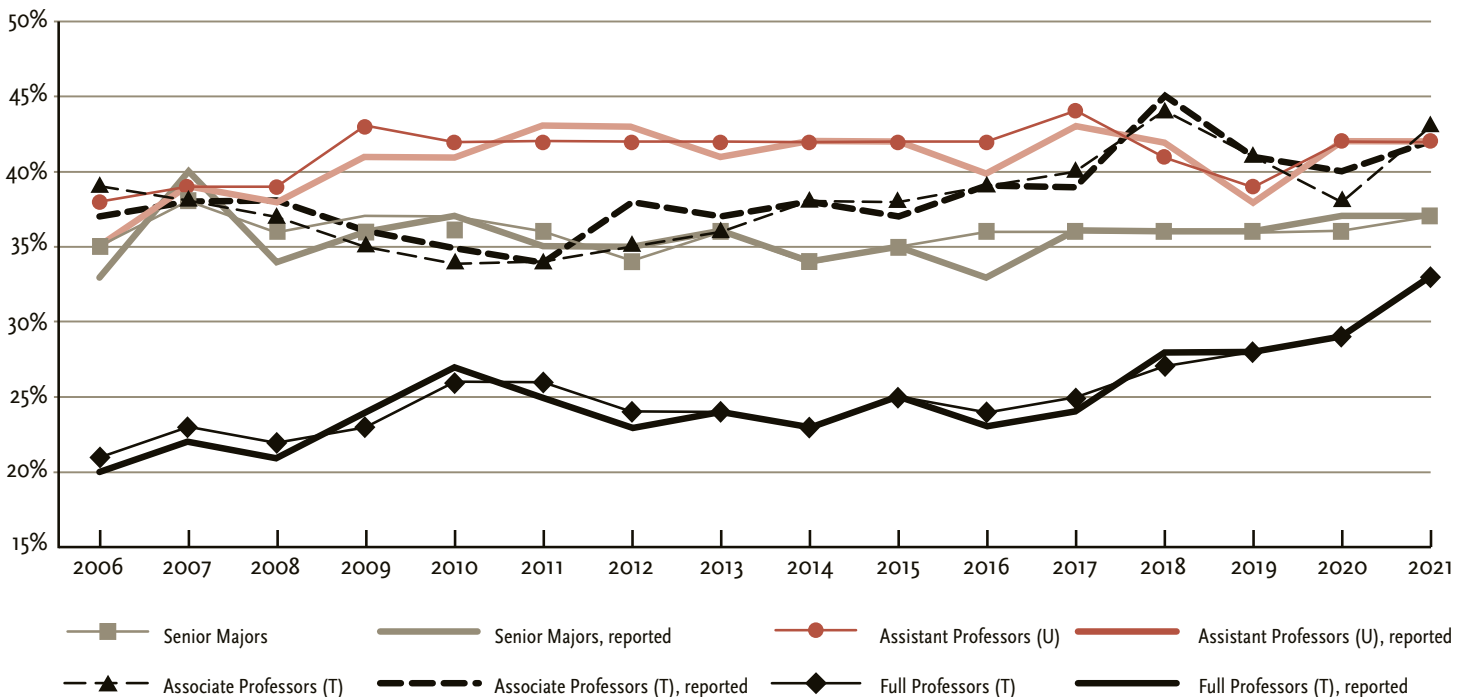
Appendix A: Figures and Tables on Data Quality and Reporting

Figure 6a. Comparison of self-reported and imputed data from Figure 1



Note: T and U indicate tenured and untenured, respectively.

Figure 6b. Comparison of self-reported and imputed data from Figure 2



Note: T and U indicate tenured and untenured, respectively.

Table 8. Number of Economics Departments in the CSWEP Survey, by Year and Type of Program

	Year of survey																				
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
With Doctoral Programs																					
Number responded CSWEP	68	77	92	98	91	93	100	109	120	122	122	117	122	124	125	126	127	127	127	125	127
Number of programs (UAQ or CSWEP)	95	104	106	106	100	110	108	119	123	124	123	121	125	126	127	126	127	127	127	125	127
Number of programs (analysis)	121	122	122	123	123	124	124	124	124	126	126	126	127	127	127	126	127	127	127	127	127
Without Doctoral Programs																					
Number responded CSWEP	47	30	49	57	61	64	61	62	59	72	78	58	96	100	99	83	102	100	95	91	107
Number of programs (UAQ or CSWEP)	69	60	71	75	74	78	81	90	91	87	91	83	103	104	105	100	108	104	102	91	107
Number of programs (analysis)	88	92	96	101	105	105	105	106	106	107	107	107	108	108	108	109	109	109	109	106	110

Notes: To minimize entry and exit changes to the population universe, all Ph.D. programs surveyed are considered members of that population. Non-Ph.D. programs with two or more responses since 2006 and at least one in the last two years are included. Any non-respondents in a given year are imputed first with UAQ and then with linear interpolation.

Appendix B: Directory of 2021 CSWEP Board Members

Judith A. Chevalier, Chair
William S. Beinecke Professor of Economics and Finance
School of Management
Yale University
165 Whitney Avenue
New Haven, CT 06511
(203) 432-3122
judith.chevalier@yale.edu

Anusha Chari, Associate Chair & Director of Mentoring
Professor of Economics
Department of Economics
University of North Carolina, Chapel Hill
Gardner Hall 306B
University of North Carolina
Chapel Hill, NC 27599
(919) 966-5346
Anusha_Chari@kenan-flagler.unc.edu

Margaret Levenstein, Associate Chair & Survey Director
Research Professor & Director
Institute for Social Research
University of Michigan
330 Packard Street
Ann Arbor, MI 48109-1248
(734) 615-8400
maggiel@umich.edu

Kate Silz-Carson, Newsletter Oversight Editor
Professor of Economics
United States Air Force Academy
2354 Fairchild Drive, Suite 6K110
USAF Academy, CO 80840-6299
(719) 333-2597
Katherine.Silz-Carson@afacademy.af.edu

Terry-Ann Craigie, Eastern Representative
Associate Professor of Economics
Wright Hall 225
Smith College
Northampton, MA 01063
tcraigie@smith.edu

Shahina Amin, Midwestern Representative
Lawrence Jepsen Professor of International Economics
Department of Economics, College of Business Administration
University of Northern Iowa
1227 West 27th Street
Cedar Falls, IA 50614-0129
(319) 273-2637
shahina.amin@uni.edu

Jennifer Doleac, Southern Representative
Associate Professor of Economics
Texas A & M University
4228 TAMU
College Station, TX 77843-4228
jdoleac@tamu.edu

Catalina Amuedo-Dorantes, Western Representative
Professor of Economics
University of California-Merced
Economics Department, COB2-367
University of California, Merced
5200 North Lake Rd.
Merced, CA 95343
(619) 300-6362
camuedo-dorantes@ucmerced.edu

Stephanie Aaronson, Washington, DC, Representative
Vice President, Director and Fellow,
Economic Studies
Brookings Institution
1775 Massachusetts Avenue, NW
Washington, DC 20036
Phone: (202) 797-6414
saaronson@brookings.edu

Kasey Buckles, At-Large
Associate Professor of Economics and Concurrent Associate Professor of Gender Studies
University of Notre Dame
3052 Jenkins Nanovic Hall
Notre Dame, IN 46556
(574) 631-6210
kbuckles@nd.edu

Jonathan Guryan, At-Large
Professor of Human Development and Social Policy
Institute for Policy Research
Northwestern University
2040 Sheridan Road
Evanston, IL 60208
(773) 848-9408
j-guryan@northwestern.edu

Petra Moser, At-Large
Jules Blackman Faculty Fellow Associate Professor of Economics
Leonard N. Stern School of Business
New York University
44 West Fourth Street, 7-69
New York, NY 10012
pmoser@stern.nyu.edu

Karen Pence, At-Large
Assistant Director
Division of Research and Statistics
Federal Reserve Board
20th Street and
Constitution Avenue NW
Washington, DC 20551
(202) 452-2342
karen.pence@frb.gov

Martha Bailey, Ex-Officio, CeMENT Director
Professor of Economics
Department of Economics
University of California, Los Angeles
315 Portola Plaza, Bunche Hall 9349
Los Angeles, CA 90095
marthabailey@ucla.edu

Jessica Holmes, Ex-Officio, CeMENT Director
Professor of Economics
Middlebury College
303 College Street
Middlebury, VT 05753
(802) 443-3439
jholmes@middlebury.edu

Calls, Announcements, and Sessions at Upcoming Meetings

Call for Abstracts for the 2023 Allied Social Science Association Annual Meetings

6–8 January 2023

Hilton Riverside
New Orleans, LA

DEADLINE: 4 March 2022

CSWEP invites abstract submissions for paper presentations at seven CSWEP-sponsored sessions at the 2023 ASSA/AEA Meeting in New Orleans. At least two sessions will focus on **Gender-related topics**. We are particularly interested in papers on gender in the economics profession and gender disparities in the impacts of COVID-19. We are also planning sessions focused on **Education Economics** and the **Economic Uses and Applications of Big Data**. Within these sessions, we may devote a session to studies of the impacts of social safety net programs. The decision to sponsor particular sessions will depend on the number and quality of submissions received.

CSWEP's primary intention in organizing these sessions is to create an opportunity for junior women to present papers at the meetings, and to provide an opportunity to meet with and receive feedback from leading economists in their field. For this reason, the presenting author of each paper should be a junior woman. The term *junior woman* usually refers to anyone identifying as a woman or nonbinary who is untenured, or who has received a Ph.D. less than seven years ago; but could also refer to a woman who has not yet presented papers widely. There are no restrictions on the gender or seniority of co-authors. There are two exceptions to the requirement that the presenting author be a junior woman—the gender-related sessions are open to all junior economists, and potential sessions on gender in the economics profession are open to all.

The organizers of the AEA sessions will select a subset of the presented papers for publication in the 2023 *AEA Papers & Proceedings*. Authors of accepted abstracts will be invited to submit their paper for publication consideration in December.

In addition to individual paper submissions, complete session proposals may be submitted, but the papers in the session proposal will be considered individually. Duplication of paper presentation at multiple AEA Sessions is not permitted, therefore authors will be expected to notify CSWEP immediately and withdraw their abstract if their paper is accepted for a non-CSWEP session at the 2023 AEA Meeting. Similarly, authors whose paper is accepted to a 2023 CSWEP session will be expected to withdraw it from consideration by any other organization at the same meetings.

The deadline for submission is 4 March 2022.

To have research considered for the CSWEP-sponsored sessions at the 2023 AEA Meeting, the Corresponding Author must complete an online submission form and upload an abstract here: [2023 Application Form](#).

The application form will ask for the following information:

1. Indication of submission to one of the sessions:
 - Gender-related Topics
 - Economics of Gender in the Economics Profession
 - Education Economics
 - Economic Uses and Applications of Big Data
- ***Note:** All applications submitted to the “Economics of Gender in the Economics Profession” will automatically be considered for the Gender-related Topics as well.
2. Indication of a single abstract submission or a complete session submission.

3. The Name, Title, Affiliation, Mailing Address and Email for the corresponding author or session organizer.
4. Name(s), Title(s), Affiliation(s) and Email address(es) for any co-author(s) or for each corresponding author in a complete session submission.

The abstract should be a PDF document, not exceeding two pages in length, double-spaced, with a maximum of 650 words. Name of the file: “Abstract_Corresponding Author Last Name-First Name.pdf”

The abstract should contain details on motivation, contribution, methodology and data (if applicable) and be clearly identified with the author(s) name(s). Completed papers may be sent but may not substitute for an abstract of the appropriate length.

Any other questions can be addressed to Rebekah Loftis, Committee Coordinator, at info@cswep.org.

This call is also posted on our website [here](#).

Call for Papers, CSWEP Sessions @ 92nd Southern Economic Association Annual Meeting

19–21 November 2022

Fort Lauderdale Marriott Harbor Beach Resort & Spa
Fort Lauderdale, FL

DEADLINE: 1 April 2022

CSWEP will sponsor several sessions at the Southern Economics Association Meetings to be held November 19–21, 2022, at the Fort Lauderdale Marriott Harbor Beach Resort & Spa in Fort Lauderdale, FL.

Jennifer Doleac (CSWEP Southern representative) will organize one or more sessions on the economics of crime. Papers in that area are particularly solicited, although submissions

Calls, Announcements, Sessions

in other areas will also be considered for potential separate sessions. (Extended abstracts will be considered if a full paper draft is not available.) Proposals for complete sessions (organizer, chair, presenters and discussants) are encouraged. Session submissions should include: (1) paper abstracts; (2) name, email address, and affiliation of all authors and session participants; and (3) which author will present each paper if accepted.

The deadline to submit a paper or session is April 1, 2022. All submissions should be sent to Jennifer Doleac, CSWEP Southern Representative, jdoleac@tamu.edu.

CSWEP Sessions at Midwest Economics Association 86th Annual Meetings

25–27 March 2022

*Hyatt Regency Minneapolis
Minneapolis, MN*

Advice for Job Seekers

Friday, 25 March 2022, 10:00–11:45 AM

Chair and Organizer: Shahina Amin (University of Northern Iowa)

*Regional comprehensive universities:
What are we looking for?*

Ken Brown (Missouri State University)

*Liberal arts college jobs: they aren't only
about teaching*

Amy Damon (Macalester College)

*Reflections from a recent job market
experience*

Irene Jacqz (Iowa State University)

*Finding Fed employment in under 14
years*

Abigail Woznaik (Federal Reserve Bank of Minneapolis)

Academic Career Challenges and Opportunities

Friday, 25 March 2022, 1:15–3:00 PM

Chair and Organizer: Shahina Amin (University of Northern Iowa)

*Developing a productive research agenda
at a teaching-centered institution*

Stacie Bosley (Hamline University)

*The Benefits of Mentoring and
Networking Throughout Your Career*

Karine Moe (Macalester College)

*Moving the Needle in Attracting a
More Diverse Student Population in the
Economics Curriculum*

Nicole Simpson (Colgate University)

How to get your paper published

Xiaoxia Shi (University of Wisconsin-Madison)

CSWEP Sessions at Association for Public Policy and Management (APPAM) 2021 Fall Conference

27–29 March 2022

*JW Marriott Austin
Austin, TX*

Employment and Income Policy: Economic Recovery from the Coronavirus Pandemic (Panel ID #: 16224)

Sunday, 27 March 2022, 3:30–5:00 PM

Session Chair: Carolyn Heinrich (Vanderbilt University)

Organizer: Stephanie Aaronson (Brookings Institution)

*Social distancing, stimulus payments,
and domestic violence: evidence from the
U.S. during COVID-19*

Bilge Erten (Northeastern University), Pinar Keskin (Wellesley College), and Silvia Prina (Northeastern University)

Discussant: Cassandra Benson (US Air Force Academy)

*Consumer response to economic impact
payments during the COVID-19
pandemic and the role of subjective
assessments of well-being: a view from the
U.S. using a rapid response survey*

Jake Schild (Bureau of Labor Statistics) and Thesia Garner (Bureau of Labor Statistics)

Discussant: Joelle Abramowitz (University of Michigan)

*Ten days late and billions of dollars
short: the employment effects of delays in
Paycheck Protection Program financing*

Cynthia Doniger (Federal Reserve

Board) and Benjamin Kay (Federal Reserve Board)

Discussant: Sarah Charnes (University of Washington)

*Not by land nor by sea: the rise of formal
remittances during COVID-19*

Lelys Dinarte (The World Bank), David Jaume (Central Bank of Mexico), Eduardo Medina-Cortina (University of Illinois, Urbana-Champaign) and Hernan Winkler (The World Bank)

Discussant: Belinda Romàn (St. Mary's University)

Social Equity and Race Panel: Equitable Data/Advancing Racial Equity and Support for Underserved Communities (Panel ID #: 16225)

Monday, 28 March 2022, 10:15–11:45 AM

Session Chair: Laura Evans (University of Washington)

Session Organizer: Stephanie Aaronson (Brookings Institution)

*Reparations: policy context and
considerations*

Kathryn Edwards (RAND Corporation) and Jhacova Williams (RAND Corporation)

Discussant: Shatakshee Dhongde (Georgia Institute of Technology)

*Does the glass cliff exist? An empirical
analysis*

Xiaoxiao Li (Villanova University), Raisa Velthuis (Villanova University), Peter Zaleski (Villanova University)

Discussant: Li Feng (Texas State University)

*From fear to hate: how a pandemic
sparks racial animus in the United States*
Runjing Lu (University of Alberta) and Sophie Yangying Sheng (University of California, San Diego)

Discussant: Li Feng (Texas State University)

the DC chapter also held a virtual networking event and an in-person reception at the Brookings Institution that I was fortunate to attend.

A special thanks to Karen Pence and Shahina Amin for representing CSWEP on the jointly administered AEA-CSMGEP-CSWEP committee to select candidates for an excellent year for the AEA's Summer Fellows Program. Spread over twelve different sponsors, seventeen fellows were hired in 2021, of which five women were from disadvantaged minority groups, including one post-doc and four graduate students. CSWEP also hosted two graduate student mentoring workshops. The first workshop, held virtually and organized by Marika Cabral and Maya Rossin-Slater, focused on being a successful researcher in health economics and health policy fields—120 women and non-binary graduate student participants and 35 volunteer mentors participated. In association with the Southern

Economics Association meetings, Jen Doleac, Danila Serra, Javaeria Qureshi, and Catherine Maclean organized and hosted an in-person workshop in Houston attended by 35 mentees paired with 14 mentors.

Kasey Buckles spearheaded and organized our first and highly successful mid-year mentoring “Econopalooza” event. The online event featured twelve field-specific sessions that allowed junior economists to meet people in their field. Sixty senior men and women facilitators and 220 junior economists participated, with 80% of post-survey respondents encouraging CSWEP to continue the event, which we hope to do once again in 2023.

I want to celebrate the historic nomination of two women, Lisa Cook and Sarah Bloom Raskin, to the Federal Reserve Board of Governors, the highest monetary policy-making institution in the nation. Committed to enhancing shared prosperity, if confirmed, both

will bring valuable perspectives to the making of monetary policy. Lisa Cook is a steadfast friend and supporter of CSWEP and a phenomenal human being. In 2019, she wrote a powerful piece for Issue I of this very newsletter with advice about how to mentor undergraduate women of color from a mindset of possibilities and not deficits.

A very hearty thanks to the organizers and mentors who make our many events and initiatives possible. Please forward this issue of News to your students and colleagues. They can send a message to info@cswep.org to be part of our mailing list for announcements and other news. Drop us a line if you'd like to volunteer for CSWEP activities or share comments and suggestions. Also, follow us on Twitter [@AEACSWEP](https://twitter.com/AEACSWEP), where we have a robust presence and get timely reminders about our events and initiatives. I wish you all the best for a productive year ahead. Stay safe! ■

Directory of 2022 CSWEP Board Members

Anusha Chari, Chair
Professor of Economics

University of North Carolina,
Chapel Hill
Gardner Hall 306B
Chapel Hill, NC 27599
(919) 966-5346
Anusha_Chari@kenan-flagler.unc.edu

Kasey Buckles, Associate Chair and Director of Mentoring

Associate Professor of
Economics and Concurrent
Associate Professor of Gender
Studies
University of Notre Dame
3052 Jenkins Nanovic Halls
Notre Dame, IN 46556
(574) 631-6210
kbuckles@nd.edu

Margaret Levenstein, Associate Chair & Survey Director

Research Professor & Director
Institute for Social Research
University of Michigan
330 Packard Street
Ann Arbor, MI 48109-1248
(734) 615-8400
maggie@umich.edu

Kate Silz-Carson, Newsletter Oversight Editor

Professor of Economics
United States Air Force
Academy
2354 Fairchild Drive, Suite
6K110
USAF Academy, CO 80840-6299
(719) 333-2597
katherine.silz-carson@afacademy.af.edu

Terry-Ann Craigie, Eastern Representative

Associate Professor of
Economics
Smith College
Wright Hall 225
Northampton, MA 01063
tcraigie@smith.edu

Shahina Amin, Midwestern Representative

Lawrence Jepsen Professor of
International Economics
University of Northern Iowa
1227 West 27th Street
Cedar Falls, IA 50614-0129
(319) 273-2637
shahina.amin@uni.edu

Jennifer Doleac, Southern Representative

Associate Professor of
Economics
Texas A & M University
4228 TAMU
College Station, TX 77843-4228
jdoleac@tamu.edu

Francisca Antman, Western Representative

Associate Professor
University of Colorado at
Boulder
Campus Box 256
Boulder, CO 80309
(303) 492-8872
Francisca.Antman@Colorado.edu

Stephanie Aaronson, Washington, DC, Representative

Vice President, Director and
Fellow, Economic Studies
Brookings Institution
1775 Massachusetts Avenue,
NW
Washington, DC 20036
(202) 797-6414
saaronson@brookings.edu

Ina Ganguli, At-Large

Associate Professor of
Economics
University of
Massachusetts–Amherst
304 Crotty Hall
(413) 545-6230
iganguli@econs.umass.edu

Anna Paulson, At-Large

Executive Vice President and
Director of Research
Federal Reserve Bank of
Chicago
230 South LaSalle Street
Chicago, IL 60604
(312) 322-2169
Anna.Paulson@chi.frb.org

Marionette Holmes, At-Large

Associate Professor and Chair
of Economics
Spelman College
350 Spelman Lane
Atlanta, Georgia 30314
(404) 270-5569
MHolmes@spelman.edu

Rohan Williamson, At-Large

Vice Provost for Education and
Professor of Finance
McDonough School of
Business
Georgetown University
Washington, DC 20057
(202) 687-1477

Rohan Williamson@georgetown.edu

Martha Bailey, Ex-Officio, CeMENT Director

Professor of Economics
University of California-Los
Angeles
315 Portola Plaza, Bunche Hall
9349
Los Angeles, CA 90095
marthabailey@ucla.edu

Jessica Holmes, Ex-Officio, CeMENT Director

Professor of Economics
Middlebury College
303 College Street
Middlebury, VT 05753
(802) 443-3439
jholmes@middlebury.edu