



From the Chair

After three and a half years on the CSWEP board, first as Associate Chair and then Chair, I write my last letter for CSWEP *News*. Over the summer, I joined the President's Council of Economic Advisers and stepped down from CSWEP. The experience is bittersweet as I will always cherish the extraordinary camaraderie of the wonderful CSWEP board members whose dedication and commitment to advance the status of women in our profession is genuinely awe-inspiring. It has been an incredible honor to serve as Chair and a privilege to interact with so many dynamic, passionate women economists from around the country as we organized activities, implemented new initiatives, and navigated some tough times with the rolling back of reproductive rights, and tackling the painful issue of sexual harassment in our profession. I am immensely grateful for the wise counsel and unwavering support of an amazing community of women. We have come a long way but there is more work to be done.

With that, I am truly delighted to welcome Linda Tesar as the new Chair of CSWEP. Linda is the Alan V. Deardorff Collegiate Professor of Economics in the Department of Economics at the University of Michigan and the Senior Faculty Advisor to the Dean on Strategic Budgetary Affairs. She is also the Co-Director of the International Finance and Macroeconomic Program at

Anusha Chari

the National Bureau of Economic Research. Linda is a fearless advocate and proponent for women in economics. She has mentored and supported countless women economists as they navigate their way through a career in economics. I have personally benefitted immensely from Linda's mentorship from the early days in my career. She is deeply committed to improving the climate for women and underrepresented groups in economics and I look forward to the advances CSWEP will make under her leadership. We are very fortunate to have her at the helm!

This Issue's Focus section provides a fresh take on navigating the post-pandemic job market in economics. As we head into this year's job market season, Orgul Ozturk, the Southern representative on CSWEP's board, has compiled a collection of articles with excellent advice for both candidates and recruiters. What is also of note is that many of the articles are written by male economist allies!

In the first article, John Cawley and Sammy Gold analyze data from Economics job market surveys highlighting how the pandemic has accelerated the shift to online interviews and disrupted market dynamics. They examine interview processes, application patterns, and demographic details emphasizing that room for improvements in

continues on page 2 ↓

IN THIS ISSUE

Focus on Post-pandemic Economics Job Market

- Introduction to Market Version N.0
by *Orgul Ozturk* ➔ [page 4](#)
- The Post-COVID Job Market for New Ph.D. Economists
by *John Cawley and Sammy Gold* ➔ [page 6](#)
- How to Deal with the New Post-COVID Job Market
by *Anne M. Burton* ➔ [page 11](#)
- The Post-COVID Academic Job Market from a Search Chair Perspective
by *Mike Kofoed* ➔ [page 13](#)
- Pulling the Curtain Behind the Academic Job Market
by *Sebastian Tello Trillo* ➔ [page 15](#)
- The Rise of the Economics Teaching Specialist
by *Todd Yarbrough* ➔ [page 17](#)

Regular Features

- From the Chair
by *Anusha Chari* ➔ [page 1](#)
- Brag Box ➔ [page 10](#)
- Call for Liaisons ➔ [page 18](#)
- Calls, Announcements, and Sessions at Upcoming Meetings ➔ [page 19](#)
- Board Member Directory ➔ [page 24](#)

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↑ From the Chair

market functioning remain. In the second article, Anne Burton offers practical guidance for job market candidates on managing online interviews and negotiating offers in an evolving job market, where first round interviews have shifted away from ASSA meetings also impacting the timing and coordination of offers.

The changing job market impacts both candidates and hiring committees, who are now exploring effective strategies for successful searches. In a third piece, Mike Kofoed offers valuable advice for hiring committee chairs based on his experience leading two search committees. In a fourth article, Sebastian Tello Trillo, famous for his “Hidden Curriculum” podcast, provides guidance on navigating the hidden aspects of the job search process. Finally in a fifth article, Todd Yarbrough offers tips to candidates targeting clinical and teaching-focused tenure-track positions at large public universities. He highlights the unique aspects of these roles, offering detailed advice on how to excel in interviews, filling a crucial gap in available resources for positions that are rising in significance across university campuses. I encourage you to read the articles in this issue’s Focus section and importantly to share them with your job candidates and recruitment committees.

It’s award season and CSWEP welcomes nominations for the Carolyn Shaw Bell award and the Elaine Bennett prize. The deadline is September 20, 2024. Please send in recommendations in recognition of the talented women in our profession.

We are updating our lists of CSWEP liaisons and have identified several institutions

currently without a CSWEP liaison. See the list of institutions on page 18 and please volunteer if you are able to!

We would like to take this opportunity to extend our sincere thanks to Anna Paulson, at-large member of the CSWEP board and the Federal Reserve Bank of Chicago, for hosting the 2024 CeMENT Mentoring Workshops, which were held over the summer in Chicago. We owe immense gratitude and thanks to the 28 senior women mentors who generously shared their time and expertise by participating as mentors. Our 2024 mentees will be ever appreciative.

We welcome Kristin Broady from the Chicago Fed who is replacing Dan Newlon in the Summer Economics Fellow Program. We extend our heartfelt thanks to Dan who had served in this role since its inception. This issue also features our Brag Box celebrating the achievements of women economists as they progress through their careers. We received just one submission this year from a woman who was promoted to Full Professorship. Please do share your good news in the upcoming year—CSWEP would love to celebrate you!

The issue contains information about several upcoming calls for papers and professional development opportunities. Please see a call for paper submissions to

[continues on page 3](#) ↓

CSWEP News Staff

Anusha Chari, Editor
Gina Pieters, Oversight Editor
Orgul Ozturk, Co-editor
Leda Black, [Graphic Designer](#)

CSWEP sessions for the 2025 Eastern Economic Association meetings in New York in February 2025 and the 2025 Midwestern Economic Association meetings in Kansas City in March 2025. The issue lists an extensive lineup of CSWEP sessions at both the Southern Economics Association meetings and the 2024 APPAM meetings in Washington DC in November 2024. The Southern meetings will also host a graduate student mentoring workshop for third- and fourth-year female and non-binary students. Please encourage women and non-binary graduate students on the market this year to sign up!

Finally, we have an important reminder about the 2024 CSWEP Survey from our Associate Chair and Survey Director, Joanne Hsu. Since 1972, CSWEP has collected data on the gender composition of faculty and students in both Ph.D. granting and non-Ph.D. granting U.S. economics departments. These data are unique in the social sciences and beyond. The results are presented in the CSWEP Annual Report and at the ASSA meetings in January. Previous years are available at <https://doi.org/10.3886/ICPSR37118.v5>. The 2024 survey, sent to all department chairs in mid-September, is due October 30. CSWEP appreciates the work of the 200+ department chairs and staff and the CSWEP liaisons who work to complete these surveys promptly every year.

In addition to the opportunities detailed in this issue of the News, please check our [website](#) and [@aeacswep](#) on Twitter/X or [aeacswep.bsky.social](#) on Bluesky for up-to-date information about several upcoming events and opportunities. To sign up for our mailing list or volunteer as a mentor or CSWEP liaison, please email info@csweb.org. As always, we invite feedback and ideas for new initiatives.

Farewell to Anusha Chari

CSWEP bids farewell to Anusha Chari, who served as CSWEP chair from 2022–2024.

Anusha accepted an assignment to serve on the President's Council of Economic Advisers (CEA) beginning in June 2024. Anusha's expertise will be utilized to provide insights into the role and operations of the CEA in its advisory role to the President. While Anusha's accomplishments as CSWEP chair are many, we highlight a few noteworthy initiatives. She helped broaden CSWEP's scope by instituting new mentoring initiatives, such as fireside chats with economics and finance journal editors during the pandemic and a peer-to-peer mentoring program for mid-career economists. Under her leadership, CSWEP also engaged in record fundraising efforts. These include a \$1 million grant from the Sloan Foundation in collaboration with the Social Sciences Research Council to establish a Women in Economics and Mathematics Research Consortium and another \$1 million grant from Co-Impact to fund work to improve the climate in the economics profession. We thank Anusha for her service to CSWEP and wish her the very best in this exciting new endeavor.

Summer Economic Fellows Program News

We would like to share our deep appreciation for [Dan Newlon](#). Dan has served as the as the chair of the [Summer Economic Fellows Program](#) since its inception and after decades of service has decided to retire. We are beyond grateful for his leadership and dedication and the success he has brought to the fellows program. We are also excited to announce that [Kristen Broady](#), Senior Economist and Economic Advisor and Director of the Economic Mobility Project at the Federal Reserve Bank of Chicago will serve as the new chair.

Survey Reminder

Remember the Fall 2024 CSWEP Survey Deadline: October 30, 2024

Since 1972 CSWEP has undertaken the collection of data on the gender composition of faculty and students in both Ph.D. granting and non-Ph.D. granting U.S. economics departments. These data are unique in the social sciences and beyond. The results are presented in the CSWEP Annual Report and at the ASSA meetings in January. Previous years are available at <https://www.aeaweb.org/about-aea/committees/cswep/about/survey/annual-survey>. The 2024–25 survey was sent to all department chairs in mid-September and the completed survey is due October 30, 2024. CSWEP is very appreciative of the work of the department chairs and staff and the CSWEP liaisons who work to complete these survey.

Links on this page

CSWEP website:

<https://www.aeaweb.org/about-aea/committees/cswep/programs/resources>

Dan Newlon:

<https://www.aeaweb.org/about-aea/committees/csmgep/members/dan-newlon>

Summer Economic Fellows Program:

<https://www.aeaweb.org/about-aea/committees/summer-fellows-program>

Kristen Broady:

<https://www.chicagofed.org/people/b/broady-kristen>

Introduction to Market Version N.0

Orgul Ozturk

The stressful time of the job market is rivaled only by prelims for many Ph.D. candidates. The uncertainty surrounding both the outcome of the job search and the nature of any potential job, combined with the constant feeling of being judged, can be exhausting. Recent shifts in the economics job market, particularly in the junior market, have only heightened the uncertainty. Many of my colleagues admit that their own experiences are no longer as relevant when advising students, and the stress among job market candidates is particularly noticeable.

Past CSWEP Newsletters have offered valuable advice on navigating the job market. However, the rapid changes of the past several years warrant a fresh discussion. We are now facing what could be called “Market 3.0” (or maybe 4.0—I’ve lost count), and there’s a lot to cover. This newsletter features an excellent lineup of articles with advice for both candidates and recruiters navigating the post-pandemic economics job market.

In the first article, John Cawley and Sammy Gold from Cornell University share data from surveys of economics job market candidates over the past five years and compare outcomes by gender. While some elements of the market, such as online interviews, predate COVID-19, the pandemic has accelerated their adoption. Their article offers valuable insights into various aspects of the market, from the timing and medium of interviews, to the number and types of applications candidates submit, all broken down by race, gender, and field of study. The authors also examine the nature and number of offers and contracts extended to candidates. They conclude that the shift to online interviews and the decoupling of interviews from the ASSA meetings have disrupted the market’s equilibrium, leaving

room for improvement in its functioning. The AEA is using these insights to drive positive change, and they encourage all candidates to participate in their survey to support these efforts.

The second article, titled “How to Deal with the New Post-COVID Job Market,” by Anne Burton of UT-Dallas, offers practical advice for rookie job market candidates. She covers several aspects of the new job market, including how to approach online interviews (from attire to maintaining eye contact) and how to handle negotiations when the timing of offers is no longer as coordinated as it once was. As we’ve moved away from holding first-round interviews at the ASSA meetings, the process of receiving and comparing offers has also changed—though Burton reminds us that the timing of econ-adjacent markets has always been earlier than the main econ job market.

The changes in the job market doesn’t just affect candidates; those of us on the demand side are also grappling with the new job market dynamics and seeking best practices for conducting successful searches. To address this, Mike Kofoed shares helpful advice for hiring chairs, drawing from his experience leading two search committees as well as his own recent job search. He covers topics such as timing interviews and offers, delivering both good and bad news effectively, and planning successful campus visits.

Sebastian Tello Trillo, well-known to many for his podcast “Hidden Curriculum,” has previously provided guidance on various aspects of the economics profession, from publishing a book to writing tenure recommendation letters. In this newsletter, he offers insights into the often-overlooked elements of the job market, as well as more commonly discussed aspects,

Many of my colleagues admit that their own [job search] experiences are no longer as relevant when advising students . . .

continues on page 5 ↓

PAGE 5 ↑ Focus Introduction

providing a guide to navigating the hidden curriculum of the job search.

Our final article is from Todd Yarbrough, a Clinical Assistant Professor at Purdue University. Yarbrough's advice is geared toward candidates interested in clinical positions at large public universities and teaching-focused tenure-track jobs. These roles are an increasingly important part of the job market, but they differ significantly from traditional tenure-track academic positions and many institutions currently have no advice for job market candidates seeking these roles. His essay fills a crucial gap, offering detailed information on the various types of teaching positions and how to best signal interest and perform well in interviews for these roles.

While this issue covers many important aspects of the academic economics job market, there are still topics we haven't addressed, such as industry versus academic job interviews for junior candidates, navigating the job market as a couple, mid-to-late career transitions for senior positions, or moving between private, public, and academic sectors. Some of these topics have been covered in previous CSWEP Newsletters, including "[Managing a Job Search as a Couple](#)" (edited by Shelly Lundberg) in 2016, "[Navigating the Job Market 2.0](#)" (edited by Cecilia Conrad) in 2014, "[The International Job Market for Economists](#)" (edited by Kevin Lang) in 2012, "[Navigating the Job Market as Dual Career Economists](#)" (edited by Julie Hotchkiss) in 2009, and "[Navigating the Job Market](#)" (edited by Anna Paulson) in 2007. Additionally, some of our contributors have more to say on these topics, and we have provided links to these resources in the side panel.

We hope this issue helps reduce uncertainty for both recruiters and candidates, while also sparking productive discussions to improve our job market. After all, we are economists, trained to seek and improve efficiency. If the past is any indication, our next equilibrium will be even better.

Happy reading everyone and best wishes for a successful job market season! ■

Links in Introduction

Managing a Job Search as a Couple:

<https://www.aeaweb.org/content/file?id=2327>

Navigating the Job Market 2.0:

<https://www.aeaweb.org/content/file?id=506>

The International Job Market for Economists:

<https://www.aeaweb.org/content/file?id=504>

Navigating the Job Market as

Dual Career Economists:

<https://www.aeaweb.org/content/file?id=501>

Navigating the Job Market:

<https://www.aeaweb.org/content/file?id=499>

Resources with Links

AEA [Webinars on the Economics Ph.D. Job Market](#)

- <https://www.aeaweb.org/about-aea/committees/job-market#memos-guidance>

[The Cawley Guide](#), with an accompanying [hidden curriculum episode](#)

- <https://www.aeaweb.org/content/file?id=869>
- <https://podcasts.apple.com/us/podcast/s1e10-tips-on-advising-students-towards-the-market/id1526729667?i=1000497178061>

Eck, Marquardt, and Shaat, [Job Market Mental Health Guide](#)

- <https://sites.google.com/view/ejm-mentalhealth/home>

All 48 CSWEP *News* articles on the Job Market are available in [the CSWEP News Archive](#).

- <https://www.aeaweb.org/about-aea/committees/cswep/newsletters/topics#jobmarket>

Hidden Curriculum Episodes: [The basics of making a great pitch](#), and [Tips to prepare for online interviews and presentation](#)

- <https://podcasts.apple.com/us/podcast/e42-pitch-perfect-the-basics-of-making-a-great/id1526729667?i=1000589024616>

- <https://podcasts.apple.com/us/podcast/s1e14-tips-to-prepare-for-online-interviews-and/id1526729667?i=1000503397511>

Alex Albright [aggregate lists](#)

- <https://www.albrightalex.com/public-goods>

Jennifer Doleac's [aggregate list of job market advice tweets](#)

- <https://jenniferdoleac.com/resources/>

Sebastian Tello Trillo [aggregate list of job market advice](#)

- <https://wakelet.com/wake/BH7EnO6NZRDY57LTDzsGh>

Use social media to introduce yourself as a job market candidate—include your name, a link to your website, a link to your job market paper and an “elevator pitch” introduction (remember to include an image from the paper!). Consider allowing private messages during this time.

- X/Twitter: Use hashtags #EconTwitter and #EconJMP or #EconJMC.
- BlueSky: Use hashtags #EconSky and #EconJMP. BlueSky has a dedicated feed that aggregates and displays posts using the #EconJMP run by Aaron Sojourner. You can also sign up for the econ job market candidate starter pack for 2024/2025 run by Gina Pieters.

The Post-COVID Job Market for New Ph.D. Economists

John Cawley and Sammy Gold

COVID affected many aspects of society, including the market for new Ph.D. economists. In this essay, we describe how the job market for new Ph.D. economists has changed since 2019, provide results from surveys of job candidates regarding those changes, and compare the outcomes of women and men in the economics job market.

How the Economics Ph.D. Job Market Changed in Response to COVID

The market for new Ph.D. economists has continually evolved, but COVID led to more rapid and dramatic change in the job market than usual. Concerned about the welfare of job candidates, the AEA Executive Committee in mid-2020 created the Committee on the Job Market and charged it with monitoring the job market for new Ph.D. economists and making recommendations to improve its functioning.

COVID had immediate implications for the mode of initial interviews. For several decades prior to 2021, initial interviews for new Ph.D. economists took place in-person during the annual meeting of the Allied Social Sciences Association (ASSA). However, continuing that practice became impossible during COVID. The ASSA meetings in January 2021 and January 2022 were entirely online, which led the AEA to recommend that all initial interviews in those job market seasons take place online (e.g. by Zoom).

In subsequent years the ASSA resumed in-person conferences, but feedback from search committee members and job candidates indicated that they favored job interviews remaining online, because of the savings

in travel costs and the ability to spread interviews out over a longer period; these benefits were seen as outweighing the disadvantage of a potentially less rich interaction. For those reasons, the AEA has continued to recommend that initial job interviews be conducted online.

A benefit of having initial interviews in person at the ASSA meetings was that it anchored an important stage of the job market to a specific point in time, ensuring a thick market. When interviews became virtual, it risked unraveling the market. For the 2020-21 through 2022-23 job market seasons, the AEA recommended that employers wait until early January to conduct their initial interviews; i.e. to maintain the earlier timing (although, notably, not to conduct interviews during the ASSA meetings themselves in order to allow interviewers and candidates to take part in it). This is not enforceable—the AEA has no way to compel employers to adhere to a specific schedule in their searches. Some employers disregarded the recommendation and began interviewing candidates in December. Recognizing this, and seeking to synchronize the market to ensure that it is thick, the AEA guidance for the 2023-24 job market season included that initial interviews may take place any time after the AEA's job market signals were transmitted (around December 1).

Evidence from Surveys of Job Candidates

At its creation, the AEA Committee on the Job Market recognized that it should consistently collect data from job candidates about their experiences. Accordingly, the committee began surveying job candidates at the end

continues on page 7 ↓

of the job search season; specifically, during mid-summer. This was done for the first time in the summer of 2020, surveying those who were on the market in 2019-20, who had in-person interviews at the January 2020 ASSA meetings, but who may have had flyouts cancelled or moved online when COVID severity spiked in March 2020.

The universe for the survey is anyone who applied to at least one job through the JOE Network during that job search season. That is a heterogeneous group, and includes some people whose Ph.D. is not in Economics, senior faculty seeking to make lateral moves, and people earning their Ph.D. outside the U.S. and applying to just a handful of jobs in the U.S. For this essay the sample is restricted to rookie job candidates (i.e. current Ph.D. students seeking their post-Ph.D. employment) who are in an Economics Ph.D. program at a U.S. university. The response rate was 16.5% in 2020, 20.1% in 2021, 19.0% in 2022, and 17.3% in 2023. Those are for complete responses; including partial responses to the survey adds roughly 2 percentage points to the response rate in each year.

Timing of Initial Interviews

For the 2021–22 and 2022–23 job market cohorts, the survey asked the month of their first interview. Pooling those two years, roughly 10% had their first interview in October, 25% in November, 50% in December, and only 13% had their first interview in January or later. The lack of pre-COVID interview data makes it difficult to say the extent the market has unraveled since interviews became virtual; even when most interviews took place in person at the January ASSA meetings, many people may have had their *first* interview before that. This is especially common for certain fields which have conferences before January (e.g. public policy and agricultural economics) and for those who participate in the European job market. Still, it is important for current job candidates to recognize that they must be well-prepared for job interviews in November and December.

Exploding Job Offers

The committee received anecdotal feedback that some employers had begun making exploding offers—giving job candidates relatively little time to decide. Applying time limits to offers can, in certain circumstances, be socially optimal. For example, not allowing top candidates to hold a large number of offers for a long period of time allows the market to clear—i.e. for offers to more quickly get to other well-suited candidates who are more likely to accept. However, at the extreme, giving candidates only a few days to consider an offer can be abusive, in the sense that it may prevent those candidates from receiving other offers or negotiating. Moreover, the acceptability of a given time limit depends on when the offer is extended. Late in the season (e.g. May), employers may be at risk of having their search fail and thus may have a legitimate reason to require rapid responses. In contrast, demanding a quick response early in the market (e.g. December) may seem coercive. For the 2023–24 job market, the AEA strongly recommended that employers give candidates at least two weeks to consider their job offer. For offers being made in March or later, employers were recommended to give candidates at least one week.

To better understand the prevalence and consequences of exploding offers, the committee added questions on that topic to the survey of job candidates from 2022–23. On the survey, an exploding offer was defined as one that gave candidates less than a week to decide.

45.2% of respondents indicated that they had received at least one exploding offer. Candidates were asked their level of agreement with the statement, “As a result of being given too few days to decide on an offer, I exited the market before hearing from other jobs I thought were a better match.” 18.3% agreed and 54% disagreed (the rest were neutral or said it wasn’t applicable).

continues on page 8 

For the 2023–24 job market, the AEA strongly recommended that employers give candidates at least two weeks to consider their job offer. For offers being made in March or later, employers were recommended to give candidates at least one week.

Candidates were also asked their level of agreement with the following statement: “I felt additional stress on the job market due to having too few days to decide on an offer,” 38% agreed and 33% disagreed (the rest were neutral or said it wasn’t applicable).

Those who accepted an exploding offer had somewhat different outcomes than those who did not. Among those taking academic jobs, their salary was \$21,110 less (\$87,141 compared to \$114,251; $p < .01$). They were 10.1 percentage points less likely to say they were extremely satisfied with their new job (67.7% versus 77.8%; $p = .051$). They were twice as likely to say that they intended to go back on the job market the following year (13.2% versus 6.6%; $p = .06$).

A clear majority - 74% - of all respondents agreed with the AEA’s recommendation that job candidates be given at least two weeks to consider job offers.

Women in the Market for New Ph.D. Economists

Consistent with many studies and reports by CSWEP about the under-representation of women in economics, only one-third (32.6%) of the respondents to our survey of job candidates are women. In this section, we compare the outcomes of women and men over the last four job markets (2019-23) pooled.

Among economics job candidates, women and men differ on other characteristics as well. For example, a smaller percentage of women than men identify as white (50.5% versus 62.8%; $p < .01$) or Hispanic (10.6% versus 17.9%; $p < .01$), whereas a larger percentage of women than men identify as Asian (39.6% versus 27.1%; $p < .01$). Similar percentages of men and women are non-US citizens: roughly 54%. The average age of women is about a year younger than that of men (33.2 versus 34.1; $p < .01$). The percent married is similar for both groups, roughly 57%.

There are also differences in the primary fields of research. The primary field of Mathematical and Quantitative Economics (JEL code C) is reported by 1.8% of women but 8.9% of men ($p < .01$). The primary field of

Table 1. Job Market Offers and Placement Alignment with Pre-Market Interest

Pre-Market Interest	Received Job Offer			Accepted Job		
	Male	Female	Diff. in Means	Male	Female	Diff. in Means
Very Interested	0.86 (0.35)	0.92 (0.26)	0.069 ($p = 0.001$)	0.79 (0.4)	0.83 (0.38)	0.035 ($p = 0.199$)
Somewhat Interested	0.33 (0.47)	0.36 (0.48)	0.032 ($p = 0.339$)	0.13 (0.34)	0.09 (0.29)	0.042 ($p = 0.05$)
No Interest	0.07 (0.26)	0.07 (0.25)	0.005 ($p = 0.781$)	0.05 (0.21)	0.03 (0.16)	0.022 ($p = 0.085$)
N	1014	1014	1014	1014	1014	1014

Note: Sample restricted to US-trained Economics Ph.D. rookie candidates. Respondents had the choice of choosing “Very Interested”, “Somewhat Interested”, or “Not Interested” for the following job sectors: Academia (Assistant Professor, Postdoc, Lecturer, Research Scientist), Government, Non-Profit or IGO, Policy Research Organization, or Private Sector. Standard errors are reported in parentheses in columns (2)-(3) and (5)-(6) while p-values are reported in parentheses in columns (4) and (7).

Macroeconomics and Monetary Economics (JEL code E) is reported by 12.7% of women but 21.4% of men ($p < .01$). Other fields are more common among women than men. Health, Education, and Welfare (JEL code I) is reported as the primary field by 14.5% of women and 7.2% of men ($p < .01$), and Labor and Demographic Economics (JEL code J) is the primary field of 19.0% of women and 14.3% of men ($p = .07$).

Women report applying to fewer jobs (a mean of 146 for women versus 163 for men; $p = .01$) but women have a higher average number of interviews (mean of 19.6 versus 16.8; $p < .01$), flyouts (6.9 versus 5.1; $p < .01$) and job offers (3.3 versus 2.7; $p < .01$).

The committee asked respondents about their level of interest in jobs in various sectors at the beginning of their job search. Women were less likely than men (77% versus 84%) to say they were “very interested” in assistant professor jobs ($p < .01$).

Table 1 shows that 92% of women versus 86% of men received a job offer in a sector in which they had been “very interested” at the beginning of their search ($p < .01$). 83% of women versus 79% of men accepted a job in a sector in which they had been “very interested” at the beginning of their search, a difference which is not statistically significant ($p = .2$).

continues on page 9 

Table 2. Job Acceptance, Salary, Market Intent, and Job Satisfaction

	Male	Female	Diff. in Means
Accepted Job	0.99 (0.12)	0.99 (0.1)	0.005 (p = 0.485)
Salary (Thousands)	117.83 (52.7)	117.55 (53.18)	0.283 (p = 0.94)
Intend to go on Market Again Next Year	0.13 (0.34)	0.09 (0.29)	0.036 (p = 0.125)
Satisfied with Job	0.91 (0.29)	0.96 (0.2)	0.052 (p = 0.001)
N	1014	1014	1014

Note: Sample restricted to US-trained Economics Ph.D. rookie candidates. Job satisfaction was asked as a 7-type Likert scale from extremely dissatisfied to extremely satisfied. “Satisfied with Job” is the proportion of respondents who reported being somewhat, very, or extremely satisfied with their job placement. Standard errors are reported in parentheses in columns (2)-(3) while p-values are reported in parentheses in column (4).

Table 2 shows that there was no significant difference between women and men in the probability of accepting a job at the time of the (mid-summer) survey—it was 99% for both groups. There was also no statistically significant difference in starting salary; it was approximately \$117,000 for both groups. 80% of women said that, overall, they were extremely satisfied with their new job, compared to 71% of men (p<.01). Combining those who said they were somewhat, very, or extremely satisfied, 96% of women and 91% of men said they were satisfied with their new jobs (p<.01). Women were less likely than men to say they intended to go back on the job market the following year—that was true of 9% of women but 13% of men, although the difference was not statistically significant (p=.13).

Table 3 shows the percent of respondents who accepted jobs in various sectors, and, within academia, different types of academic jobs. Women were more likely than men to have an assistant professor position (48% versus 42%), although this falls just short of statistical significance (p=.101). It is important to keep in mind that women represent only one-third of the sample, so even if women have a somewhat higher

Table 3. : Job Market Outcome Type of Academic Job

Type of Job	Male	Female	Diff. in Means
Academia	0.61 (0.49)	0.65 (0.48)	0.044 (p = 0.188)
Assistant Professor	0.42 (0.49)	0.48 (0.5)	0.057 (p = 0.101)
Post-Doc	0.12 (0.32)	0.07 (0.25)	0.047 (p = 0.015)
Lecturer	0.02 (0.13)	0.03 (0.17)	0.013 (p = 0.243)
Adjunct	0 (0)	0 (0.06)	0.003 (p = 0.318)
Visiting Professor	0.05 (0.22)	0.03 (0.16)	0.025 (p = 0.049)
Research Scientist	0.01 (0.08)	0.01 (0.11)	0.006 (p = 0.378)
Government	0.18 (0.39)	0.13 (0.34)	0.05 (p = 0.044)
Non-Profit	0.05 (0.22)	0.06 (0.23)	0.007 (p = 0.655)
Contract Research Firms	0.02 (0.13)	0.04 (0.19)	0.022 (p = 0.067)
Private Sector	0.14 (0.34)	0.12 (0.32)	0.02 (p = 0.379)
N	1014	1014	1014

Note: Sample restricted to US-trained Economics Ph.D. rookie job candidates. Government jobs were described as any role in government, including central banks. Non-profit jobs were described to include quasi-governmental organizations including the IMF and World Bank. Policy research organizations were described to include think tanks and organizations such as RAND, Mathematica, and Research Triangle Institute (RTI). Private sector jobs were described as banking, finance, business, industry, and consulting. Standard errors are reported in parentheses in columns (2)-(3) while p-values are reported in parentheses in column (4).

probability of taking an assistant professor position, the majority of those taking assistant professor positions are men. Men were more likely than women to take a post-doc (12% versus 7%; p=.015) and to take a position in government (18% versus 13%; p=.04).

Starting in the second survey (i.e. of 2020–21 job candidates), we asked people whether they had been personally discriminated against or been treated unfairly based on any of a variety of factors during their time on the economics job market. Regarding whether they had experienced discrimination on the basis of their sex

continues on page 10 

while on the job market, 16% of women said yes, 29% said they were uncertain, and 55% said no. In contrast, 11% of men said yes, 18% said they were uncertain, and 72% said no. The difference between women and men in each type of answer is statistically significant ($p < .10$).

Conclusion

Due to COVID, the job market for new Ph.D. economists has moved its initial interviews from in-person to online. This provides savings and convenience for job candidates, but the unmooring of initial interviews from the ASSA meetings may have led to some degree of unraveling - initial interviews may be moving earlier, from early January to early-to-mid December. The reduced synchronization may be tempting some employers to strategically use exploding offers. Survey results indicate that those who accepted exploding offers were less likely to be extremely satisfied with their jobs and were twice as likely to intend to go back on the market the following year. Higher turnover of those hired using exploding offers may lead employers to back away from the practice.

The surveys of job candidates provide important and interesting information about the market for ourselves. As noted consistently in the CSWEP reports and newsletter, women are underrepresented among economics Ph.D. job candidates relative to their numbers in the population. Responses to our surveys indicate that women are particularly underrepresented in some fields (mathematical and macro) rather than others (health, education, and labor). A bright spot is that there is no detectable gender difference in employment rates or starting salary. Although they apply to fewer positions, women receive on average more interviews, flyouts, and offers than men. Women are more likely to end up in assistant professor positions and to say that they are very satisfied with their new job.

The AEA committee on the job market will continue to monitor the market and make recommendations to the AEA EC to improve its functioning. In order to ensure that we have high-quality data, we strongly encourage all job candidates to complete the AEA survey (which is fielded after the market, in mid-summer). We welcome your feedback and suggestions. ■

Brag Box

"We need every day to herald some woman's achievements . . . go ahead and boast!"
—Carolyn Shaw Bell

Shatakshee Dhongde was promoted to Full Professor rank at Georgia Institute of Technology. She is the first female faculty who as an Assistant Professor received promotion and tenure and then went on to become a full professor in the School of Economics at Georgia Tech. Shatakshee's research lies in the field of economics of poverty. She is one of the first scholars to provide consistent estimates of multidimensional poverty in the United States over time. She is currently serving as the college's Associate Dean.

Thank you to CeMENT Mentors!

CSWEP says thank you to Anna Paulson and the Federal Reserve Bank of Chicago for hosting the 2024 CeMENT Mentoring Workshops, which were held over the summer. We are grateful for the following individuals who served as mentors for your generous gift of time and expertise to all of our 2024 mentees.

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How to Deal with the New Post-COVID Job Market

Anne M. Burton

The job market for economics Ph.D.s (particularly the rookie market) used to be highly centralized and coordinated. This coordination, anchored by the annual AEA/ASSA meetings hosting the first-round interviews in early January every year, had the advantage of providing a relatively clear and transparently structured process that kept job candidates and hirers (academic departments, government agencies, consulting firms, and others), on a similar timeline. Interview requests would go out after Thanksgiving and before winter break, first-round in-person interviews would occur in the first week of January at the AEA/ASSAs, flyouts would follow shortly thereafter, and job offers would be made typically in February. If candidates or hirers did not end up matched in this first cycle, they could go on the AEA's "scramble" in March to try again.

Like it did with many other things, COVID upended the economics job market timeline. Although the AEA encourages those hiring to follow the old timeline and hold interviews in early January, some employers schedule virtual first-round interviews as early as November or December. For particularly fast-moving employers, that could mean flyouts are conducted and an offer has gone out before the January meetings have even begun.

Broadly speaking, job market preparation remains very similar to the process prior to COVID. Having a solid draft of a job market paper you have presented numerous times internally or at [conferences](#) to get a good range of feedback and practice presenting is the single most important thing you can do to prepare. In this focus piece I provide techniques to prepare for virtual interviews and the unravelling timing of offers in the new job market.

Virtual Interviews

The main difference between the old market and the new to prepare for are the virtual interviews: employers have decided that virtual first-round interviews are good enough (and much cheaper).

Prepare as if it's in-person: You may be tempted to pull up a list of likely interview questions with written answers while you are interviewing. However, people can usually tell when you are doing that and you don't want to sound like you are reading from a script. You should pretend the interview will be in person and practice your answers so you remember them and sound natural.

Screen sharing: Unless you are told otherwise—and you should check with the interviewer—you should not expect or plan to use slides or to have access to screen sharing tools. Slides are almost exclusively reserved for job talks during a flyout.

Clothing: Dress as if this is an in-person interview! You never know what may happen, and you may need to leave your seat.

Make eye contact: Perhaps the hardest part of a virtual interview is remembering where to look. There's a natural tendency to look at yourself or at the other faces on your computer screen, but in order to make eye contact with your interviewers, you will need to look at your camera the whole time. Practice looking into the camera so it feels less awkward.

Check your background: Whether candidates or interviewers have access to a professional-looking background or location may not be within their control. That being said, at the very least, your background should be

An exploding offer is a job offer that is made under a tight deadline to force the candidate to express their preference . . .

Links in this Article

conferences:

<https://annemurton.com/economics-conferences>

continues on page 12 ↓

clean and free of distractions. Pick up any clutter and make sure it doesn't look like there's anything coming out of your head (e.g., something on a shelf behind you). You can try using a background blurring feature but it doesn't always work well: for example, if you are in a shared space, anytime someone moves or walks around behind you it will unblur. Same goes every time you take a sip from your water bottle.

Exploding Offers

An exploding offer is a job offer that is made under a tight deadline to force the candidate to express their preference—for example, you need to accept or reject an offer in less than a week. Anecdotally it seems that exploding offers are becoming more frequent on the market, though this could simply reflect the unravelling of the job market timeline. What should you do if you have an exploding offer before you have finished your interviews or flyouts?

Plan ahead: As you receive interview requests you should determine where institutions rank for you. While you can never be certain ex-ante that you are making the correct choice, knowing how much you covet a position—relative to coveting the certainty that comes from accepting a job—is important before you have the ticking of an exploding offer over your head. Indeed, a [recent paper](#) in the *Quarterly Journal of Economics* finds that women accept job offers earlier than men partially due to being more risk averse, and that accepting offers earlier creates a gender gap in earnings (Cortés et al., 2023).

Talk to your advisor and other members of your job market team: The first thing is talk to your advisor about your options, and about the potential or norm for negotiating an extended deadline with the employer.

Reach out to other employers: Other places may be able to speed up the process on their end once they can present this reason to their internal committee. This advice also applies to places where you've had a flyout but they

have not yet made an offer. The answers you receive may also inform how long the deadline extension may need to be.

Make the decision: Ultimately, you may have to decide whether to risk holding out for a better match or accepting the offer you have.

Reneging on exploding offers: With the new market and the seeming increase in exploding offers, reneging is also anecdotally becoming more common. Say you receive an offer in November or December, but in the new year you interview and receive an offer at a much better match for you. If you are considering accepting that offer (and reneging on your existing offer), talk to your advisor and other members of your job market team. One option may be to ask the place that just extended you an offer to delay your start date for a year or however long your current contract is in place. Keep in mind that reneging outright may have reputational costs or consequences.

Take Things One Day at a Time

What is a job candidate to make of this new process? On the one hand, yes, the timeline has changed. However, if you plan to apply to economics-adjacent jobs (e.g., policy schools and non-economics departments in business schools), those markets have always moved earlier than the traditional economics job market.

There are helpful guides that remain relevant and are worth reading in the years before you go on the market. John Cawley provides a comprehensive guide to the market that is available on the [AEA website](#). Chase Eck, Kelli Marquardt, and Dana Shaat have compiled a guide on [how to mentally prepare for the job market](#). I wrote an article awhile back for the ASHEcon newsletter about [professional development opportunities for graduate students](#) that is geared towards health economists but includes some professional development opportunities for a broader audience (e.g., the West-erns graduate student workshop and the University of

Chicago price theory summer camp). These opportunities can help distinguish you on the job market, help you meet other economists (potential future coauthors or senior researchers), or help you prepare for other aspects of the job market.

The job market has always been stressful and filled with uncertainty (and lots of waiting), but it's not all bad, even with this new timeline. You will still get to meet many nice and friendly people who are interested in your work in a way that rarely happens. You will get a lot of good feedback on your job market paper (and possibly your other research) that will strengthen those projects. And at the end of it all, you will most likely end up with a job that you are excited about, one that likely pays well, has some nice colleagues, and is in a sector or city you've always wanted to end up in (if you're lucky, both). So don't stress too much and find a way to enjoy the process one day at a time.

Links in this Article

recent paper:

<https://academic.oup.com/qje/article-abstract/138/4/2069/7146242?redirectedFrom=fulltext>

AEA website:

<https://www.aeaweb.org/content/file?id=869>

How to Mentally Prepare for the job market:

<https://sites.google.com/view/ejm-mentalhealth/home>

Professional Development Opportunities for Graduate Students:

<https://www.ashecon.org/newsletter/newsletter-20203/professional-development-opportunities-for-graduate-students-in-health-economics/>

The Post-COVID Academic Job Market from a Search Chair Perspective

Mike Kofoed

While all of us have experience as a job market candidate, we may not know how to run an efficient and successful search. Having served on and chaired search committees for tenure-track positions at the United States Military Academy and a served on a search for a non-tenure track position at the University of the Tennessee, Knoxville) I am happy to share some best practices I have learned and heard from others in the profession.

Committee Formation and Expectation Setting: The department should meet and agree on the department recruitment goal (i.e. academic rank, duties, subject area, course needs). After the department sets these expectations, the department chair usually appoints a chair and committee (usually three people including the chair). The search committee chair becomes the primary point of contact for search.

Communication and Record Keeping: Communication is key to a successful search both internally and among job market candidates. However, people are busy, and memory is a very faulty thing. I try to take great notes and have a designated search committee member to serve as a note taker. Every step of the way should be well documented with email and minutes. Keeping things in writing protects the institution and the candidates.

Writing the job ad: The job ad is really important to match applicants. Too general and you may be flooded by applicants who are not a good fit or will decline offers once hidden details are revealed. Include position-specific information (a specific field or academic rank, teaching load, service duties, tenure-requirements, etc.) and institution-specific information if allowed

(visa sponsorship, salary ranges, religious-practice requirements, etc.). The job ad is also an appropriate place to describe unique location-based qualities. For example, few people know that West Point is located close to NYC and opens professional opportunities in that ecosystem. Once written, post the ad on AEA-JOE and any university required outlets. Your departmental colleagues, even ones not involved in the committee, should leverage their networks to encourage a diverse applicant pool.

Evaluating applications: For a broad search that generates a large applicant pool, the chair can allocate packets either by field (for a general search) or split by the first letter of the last name. Generally, there is one reviewer per packet, but we then discuss candidates that we either clearly want to interview or those on the fence as a group. For a more limited search, the entire committee can review all applicants. From cover letters you can sometimes glean information about location preferences or courses taught. Each member should rank their candidates and then feel free to see how others ranked in their pool but not is as much detail. I've also used a rubric that was pre-approved by the department or committee. I use either a shared Excel or Google Sheets file. You will sometimes get emails from friends with students on the market. Be very careful here: I remind myself to under-promise and over-deliver. You should not reach out to candidates for more information unless you are offering an interview. You can contact their advisor if you have any questions.

Scheduling Interviews: Since 2020 first round interviews are conducted online. I have usually followed the

The negotiation stage is where trust is built or destroyed down the line. In this spirit, departments should avoid exploding offers . . .

continues on page 14 ↓

AEA guidelines on dates to interview. Those dates are after the holiday and candidates have multiple interviews during that time. We usually plan for 20 to 25 interviews. I enjoy calling candidates to let them know we are interested in interviewing them. It is a fun part of the process. I follow up the call with an email describing the school, position, and include the link to the AEA interview scheduler. Use the AEA interview scheduler as it will save you much work!

First round interviews: Remember that interviews are a two-way matching market. Candidates are learning about the department and the department is learning about them. Have a few scripted questions and make clear assignments to each member of the committee. Remind the committee that we are not to ask the questions about their religion, racial background, family background (i.e. married or have children). If the candidate volunteers the information it is fine, but the interviewers cannot bring it up. Be prepared to ask about their JMP, classes taught, what their goals are, next research ideas, etc. Stay within a 30 minute time window, and allow yourself breaks to take good notes. Be careful to not fall for recency bias, either the first or last candidate feels the best because she is the most salient. Zoom fatigue is real!

Flyouts: While first-round interviews are online, second-round interviews (flyouts to the institution) should be in person if possible. Flyouts usually involve 3–4 candidates flown to the institution one at a time. I like to call candidates we are inviting for a flyout and email candidates who are not initially chosen on the same day. Rumors fly quickly and transparency is key. If your institution offers “second round flyouts”, I will let candidates who did not get an initial flyout know this as well. Generally, the department usually takes ownership of the search at this point. The department chair becomes the negotiating partner or point of contact, and an office manager or admin staff works with the candidate to schedule flights. This change should be

clear to the candidate, so they know who to talk with next. Any expenses that the department can cover in advance (flight, hotel, etc.) is really helpful for cash-strapped candidates.

Flyouts usually involve two nights in a hotel. Faculty take the candidate out to dinner the first night, while the second day starts with breakfast accompanied by a faculty member, office calls, meetings with students, and the job talk. Each meeting communicates information about the department to the candidate and vice versa. Provide the schedule to candidates a few days in advance so they want to prepare for each person they are interacting with.

The final decision to extend an offer should be a shared choice by the whole department. However, this shared governance can be different at each institution. At minimum, faculty vote on whether candidates are acceptable and then advise the decision maker. Some institutions, the faculty may cast a binding vote. Ranked choice voting can work well here; especially with more than three candidates. We have also used feedback forms where people can use pre-determined categories or text for given anonymous reasoning.

Negotiations: This is the most crucial part for success. It needs to be handled by the person who is the final decision maker (chair or dean). Each step of the negotiation can happen on a Zoom or phone call but needs to be followed up with an email. Both sides benefit by clearly putting each part of the offer in writing. Remember to under-promise and over-deliver. Make it clear what things are set, which is negotiable, what is uncertain, and what is not possible. It seems tedious, but it is incredibly important. The negotiation stage is where trust is built or destroyed down the line. In this spirit, departments should avoid exploding offers (meaning having a timeline to respond less than a week). These offers don't respect the weight of the candidate's decision and can ruin a department's reputation. Candidates should get at least a week to decide if not a few

days more. One way to avoid any issues is to inform candidates of how long they have to respond during the flyout stage or when the department can issue an informal offer while a formal offer is still forthcoming. This action will properly set expectations.

Closing the Search: If a candidate accepts an offer, inform all the other candidates. Also inform other members of the department and encourage them to reach out to their new colleague.



Pulling the Curtain Behind the Academic Job Market

Sebastian Tello Trillo

What's happening behind the curtain?

As we approach the 51st Econ “Job Market” (or 50th, AKA the [Second Quarter Quell](#)), it's an excellent opportunity to reflect on what has been said, which is a lot! My first time in the job market, I found it helpful to read several articles about it and talk to people who had just been in the market. The year after, I had a lot of tips and tricks to give. However, once I started being part of hiring committees and seeing “how the sausage was made” my overall advice to job-seekers shifted again: focus on things you can control and prevent avoidable disasters: the rest is up to chance.

I want to discuss some examples that illustrate this point. Before I start, the usual caveat applies; this comes from my experience and the experience of my peers in other institutions. Others may disagree with my views, so please consume this information at your own risk and disposal.

The importance of fit

There are two types of fit: The first kind is “Is this the right job for you?”. I recommend reading Cecilia Conrad's article on “[Finding the Right Match](#)” and Misty Heggeness's introduction to [this article](#) for the non-academic job market. The other type of fit is “Do employers believe you are the right person for the job?” I'll focus on this second type.

I've learned that before a job gets posted, personal preferences exist in the institution regarding the type of person they want to bring in (preferences about fields, approaches, etc.). When these preferences align an ad clearly states something specific: “An advanced junior in health economics” or “Person who works on sanitation topics in developing countries.” In other cases,

there is either a preference for having a broader search “work in public economics” or a lack of consensus or multiple interests drives to have searches of the flavor “We strongly encourage applicants that work in political economics and econometrics to apply.”

Does fit matter?

The answer is both yes and no. I recall a “rookie” Ph.D. candidate with multiple publications (extremely impressive!) who wasn't offered a position due to a stringent fit requirement. Similarly, institutions may initially seek candidates in one field but hire from another due to persuasive applicants. During the hiring process, preferences can change due to new information or updated priorities. This means fit is important but not the only factor. Given the low cost of applying, it's generally advisable to apply as long as there's some overlap between your skills and the job requirements. For instance, I wouldn't apply for a monetary policy position, as my expertise is in public and health sectors. On the other hand, I would apply to a position which objective is to teach research methods, as I've been teaching that for the past few years.

Do my submission documents matter?

Opinions vary on whether cover letters and other documents matter, ranging from “Only your JMP or presentations matter” to “Yes, they matter.” Some institutions value certain documents, while others don't. Instead of guessing which ones matter where, focus on submitting high-quality materials for all applications, with adjustments for different jobs. I had a standard set of documents and customized versions for health policy, government, and private sector jobs. Balancing effort is key. You know your time constraints, so if more

Links in this Article

Second Quarter Quell:

https://thehungergames.fandom.com/wiki/50th_Hunger_Games

Finding the Right Match:

<https://www.aeaweb.org/content/file?id=506>

this article:

<https://www.aeaweb.org/content/file?id=10740>

continues on page 16 ↓

PAGE 16 ↑ Pulling the Curtain

fine-tuning is something you have time for, great, if not, then do not put the effort on that margin.

What about letters? I don't control those. Do they matter?

In short, it depends. Anne E. Winkler wrote a great piece [on this issue](#) in a previous CSWEP newsletter.

What about interviews? Can I hack those?

Committees do interviews; and committees are made up of people. People can have many different reactions to your performance in an interview. That is, your answer may be one that “everyone loves” or that some people hate. You cannot control this. What is more feasible is learning to be aware of the main things most people don't like or respond well to. I like Alex's recommendation of [Natalia Emaniel's](#) thread, but I'll mention a couple of broad tips:

Prepare for interviews. [John Cawley's guide](#) has several questions your peers can ask you in a mock interview. Ask past peers in the market to give you a mock interview. At my sister's Ph.D. (Yale), they made her fill out a set of questions she could ask about her paper during the interview. It was a way of “pre-thinking” a question. Natalia's thread fits under this approach to preparing for interviews.

You can't prepare for all questions, so be ready to listen. Many, many times, we've asked questions to a candidate who gave us a canned answer to a similar question but not the exact question we asked. Prepare for your interviews so you can feel confident, but do not use these to answer questions you are not getting asked. Listening is important.

Take your time to answer (if needed). We value being quick on your feet in this profession, and many of my peers are. I'm not, so I choose to take my time to understand the question and then answer it.

Balance being concise with having a natural conversation. Sometimes, I've seen candidates aware of the time constraints and provide short, direct answers to the

questions given. I appreciate the concise nature of some of the responses but make sure to balance them to make them feel natural and not memorized. Similarly, long answers that take a while to get to the point may not be ideal as you could run out of your limited interview time.

For the industry market prep, refer to [this article](#) by Evan Buntrock

Flyouts

Flyouts serve two purposes: they allow the broader faculty to get to know you and give you information about the institution. Institutions evaluate candidates based on feedback from faculty who attended the talk or met with you. This means that you are being evaluated based on an individual's criteria. Opinions may be given sequentially or after seeing all candidates. Some institutions may only ask interviews for a ranking of their preferred candidates, and committees might weigh feedback from certain individuals more heavily (they may not say so formally, but this happens).

What does this mean for you? It's similar to first round interviews: it may be hard to find out how to nail each particular flyout, so a good strategy is to avoid a lousy performance. The same tips on the resources I've provided apply.

The General Equilibrium takeaways

Let's think about the equilibrium: if many candidates create excellent materials, put forth their best effort, and avoid disasters, then distinctions between candidates become very challenging. In my experience, when most candidates are fantastic decisions often hinge on either fit or minor details beyond the candidate's control which might feel “nitpicky” or “random.” I imagine hearing that is stressful for some people. The uncertainty of the market and the process is stressful, and I won't hide that. So, I won't end with a “relax and have fun” but with a “practice and put your best foot forward that your context allows you to have.” I hope you

can be at peace with that. Know that sometimes you may make mistakes, but that's ok because everyone will and there are other things about the process (for example, fit) that can still make it so you could get an offer.

Links in this Article

on the issue of letters:

<https://www.aeaweb.org/content/file?id=506>

Natalia Emaniel's thread:

<https://x.com/NataliaHEmanuel/status/1468596059375083527>

John Cawley's Guide:

<https://www.aeaweb.org/content/file?id=869>

this article (market prep):

<https://www.aeaweb.org/content/file?id=10740>

The Rise of the Economics Teaching Specialist

Todd Yarbrough

Useful and advantageous advice for the current job market tends to lag behind the dynamics of the market. Moreover, in the case of Economics Ph.D. students, general advice and suggested strategies tend to focus on a narrow set of job types—those of traditional tenure track (TT) positions in research-focused institutions such as those inhabited by their advisors. This despite a full one-third of the jobs posted to the American Economic Association’s Jobs for Economists (JOE) website being non-tenure track (NTT) positions (Fox et al., 2022).

The job market for Ph.D. economists seeking academic jobs has evolved in recent years, with the number of NTT positions growing (Pieters and Roark, 2022). Gone are the days of teaching positions serving as mere consolation for unsuccessful tenure pursuits or as a means to accommodate a spousal hire. It is certainly no longer the case that these roles can be counted on as a guaranteed “back up” option in the job market. For those entering a job market, either for the first time or fifth, a better understanding of these new teaching-specialist jobs is crucial.¹

Teaching-Specialist Jobs

Long story short, the market for teaching specialists is getting stronger, and the positions available to such academics more robust.

First, let’s distinguish between TT at teaching schools and NTT teaching-specialist roles at research institutions. There are many so-called teaching schools which offer TT teaching-focused positions with some research expectation. Typically these are smallish liberal arts colleges/universities (Gitter and Gitter, 2024).

The teaching loads are heavy (4-4 with no research, 3-3 with some research)² and the service/administrative expectations high. Meanwhile, research-focused institutions hire for NTT positions, either as Lecturer or Clinical Assistant Professor (AKA Professor of Practice, Assistant Teaching Professor, etc.) which generally have little to no research requirement, but come with renewable contracts usually between two and five years in duration.³ Lecturer positions tend to have no promotion track, heavy teaching loads (4-4), and low service/administrative expectation. Clinical positions have promotion tracks, lighter teaching loads (3-3), and greater service/administrative expectations.^{4,5}

There is perhaps no better evidence of an increase in demand for teaching specialists than the recent proliferation of clinical positions among research focused institutions (Pieters and Roark, 2022). This is an important development because not only are the number of jobs for teaching specialists growing, but clinical positions offer salaries much closer to traditional TT positions. Moreover, clinical positions, in addition to their “tenure-like” promotion tracks, may also provide avenues for advancement on the administrative side with director or even dean-level roles being carried out by clinical professors.

Moreover, clinical positions, in addition to their “tenure-like” promotion tracks, may also provide avenues for advancement on the administrative side with director or even dean-level roles being carried out by clinical professors.

¹ For a robust and excellent take on this issue, see Fox et al. (2022).

² 4-4 means four courses across two semesters, or eight courses in a year.

³ Although most departments will still encourage research.

⁴ It should be noted that titles and expectations vary significantly across institutions, but these descriptions generally hold.

⁵ With respect to salary, clinical positions at research institutions tend to earn the highest among teaching focused jobs (average = \$94,000), with TT at teaching schools and lecturer positions at research institutions carrying similar salaries (average = \$76,000) according to Glassdoor.com.

Approaching the Teaching-Specialist Job Market

What are schools looking for in teaching specialists? If interested in these positions you should have teaching experience. This includes positions as a teaching assistant, summer teaching, solo-teaching regular school year classes, and adjuncting at other schools. Beyond the experience being materially valuable, it addresses the reality that anyone can say they love teaching. Departments need evidence.

A big benefit for departments when hiring teaching specialists is their perceived ability to teach many different courses. In baseball you have “utility players” who can be plugged in at many positions—a teaching specialist is a “utility educator” who can do just that. This isn’t to say one shouldn’t have specialties, only that a robust competency set is a great signal to a potential department.

This need for flexibility also carries over to class modalities and degree level, such as online and synchronous remote instruction. A teaching specialist should be able to use any potential modality to produce quality instruction to their students. This helps the department to be more flexible to their own scheduling needs/conflicts and those of the students. This is also true for levels of instruction, with experience teaching to undergraduate and graduate students alike very beneficial. This requires training. Remember that Economics Pedagogy is a research field—though not one many students (or even professors!) have exposure to. Attending teaching workshops or conferences (such as AEA-CTREE), where you can be exposed to current and developing teaching techniques and literature. Attending teaching-focused conferences or on-campus workshops are also a good way to signal your genuine interest if you are not able to obtain a teaching position in your current institution, or funding to attend teaching conferences.

The teaching specialist doesn’t just teach! Departments also prioritize curricular development, needing their teaching specialists to be on the front lines designing and curating effective and forward looking degree requirements, sequencing, and skill outcomes. It is important to have a vision for economics education and an ability to elucidate that vision to others. What do you want students equipped with as they move through classes and graduate? How do you scaffold them to that goal? Again, attending economics pedagogy conferences will help you understand the current issues and goals in this field.

Departments need faculty interested in enhanced service, whether it’s advising student organizations, serving on university committees, and/or instigating community engagement. An eagerness to perform and take part in these community-building tasks raises the profile of a teaching specialist considerably. It illustrates that an interest in teaching extends to an interest in creating opportunities for students beyond the classroom, in understanding how the institution works and evolves, and in raising the profile of the department and institution.

Take-away

It goes without saying that an economics teaching specialist needs to have a deep passion for economics and education. As these roles become more professionalized and career focused, these passions combine to ensure courses are robust and pertinent, instruction is rigorous and inclusive, and outcomes are significant and durable. Current job market candidates interested in teaching-specialist roles should build a portfolio that reflects their interest in teaching, and their intent to grow into other aspects of departmental and institutional success.

Call for Liaisons

Are you interested in connecting with others to improve the status of women in the economics profession? Consider becoming a CSWEP liaison. CSWEP liaisons have three responsibilities: (1) Distributing the CSWEP newsletter four times a year to interested parties at their institution; (2) Forwarding periodic emails from CSWEP about mentoring activities, conference opportunities, etc.; and (3) For those in economics departments, making sure that the department answers the annual CSWEP survey.

To see if your institution has a liaison, take a look at the list of over 300 amazing people at <https://www.aeaweb.org/about-aea/committees/cswep/participate/liaison-network>.

We are specifically looking for people to be liaisons at the following institutions:

California Institute of Technology
 Centre College
 Dartmouth College
 Eastern Michigan University
 Georgia Institute of Technology
 Hanover College
 Hartwick College
 Hobart and William Smith Colleges
 Indiana University - Bloomington
 Iowa State University
 Middlebury College
 Nebraska Wesleyan University
 New College of Florida
 Oklahoma State University
 Queens College, City University of New York
 Rensselaer Polytechnic Institute
 Sewanee University of the South
 Texas Tech University
 University of Kentucky
 University of Miami
 University of Minnesota, Morris
 University of Texas at Austin
 Washington University in St. Louis
 Western Michigan University
 Wheaton College (IL)
 Willamette University
 Yale University

Calls, Announcements, and Sessions at Upcoming Meetings

Summary

Call for Nominations

1. CSWEP Carolyn Shaw Bell Award
Deadline: 24 September, 2024
2. CSWEP Elaine Bennett Research Prize
Deadline: 24 September, 2024

Call for Applications

1. Successfully Navigating Your Economics Ph.D.: A Mentoring Workshop for 3rd, 4th, 5th, and higher year Women/Non-Binary Economics Ph.D. Students.
November 22nd, Washington D.C.
Deadline: 18 September, 2024

Call for Papers

1. 89th Annual Midwest Economics Association Meeting, March 21–23, 2025, Kansas City
Deadline: 18 October, 2024
2. Eastern Economic Association Conference, 21–23 February 2025, New York, NY
Deadline: 25 October 2024

CSWEP Sessions at Upcoming Meetings

1. 2024 APPAM Fall Research Conference, 21 November–23 November 2024, National Harbor, Maryland
2. Southern Economic Association 94th Annual Meeting, 23 November–25 November 2024, Washington D.C.

Call for Nominations CSWEP's Carolyn Shaw Bell Award

Deadline: 24 September 2024

The annual Carolyn Shaw Bell Award is given 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. Nominations should include a nomination letter, updated CV, and three or more supporting letters, with preferably at least two letters from mentees. Nomination letters should be focused on examples of how the nominee has fulfilled the criterion of advancing the position of women in economics, rather than strictly on academic achievements.

A CSWEP-appointed committee reviews nominations and the prize will be awarded at the January 2025 AEA Meetings in San Francisco, California. The Award Committee automatically retains and considers applications for a period of three years, and previous nominators are encouraged to update nomination packages if appropriate.

Nominations are **due by September 24, 2024**. Send nominations for this award to Kristine Etter, CSWEP Committee Coordinator, at info@csweb.org.

For more information and a list of past recipients of the Bell Award, visit <https://www.aeaweb.org/about-aea/committees/csweb/awards/bell>.

Call for Nominations CSWEP's Elaine Bennett Research Prize

Deadline: 24 September 2024

The annual Elaine Bennett Research Prize supports, encourages, and recognizes outstanding contributions by young women in the economics profession. Nominees should be at the beginning of their career, normally within ten years of completing their dissertation and earning their Ph.D.. However, adjustments will be made for nominees who have had childrearing or medical leave. Nominees will have demonstrated exemplary research contributions in their field. Nominations should contain the candidate's CV, relevant publications, a letter of nomination, and two supporting letters. The Bennett Prize is for fundamental intellectual contributions to economics. Correspondingly, the nomination letter should describe the candidate's research and its significance, and supporting letters should come from experts in the field who are best able to speak to these contributions, regardless of departmental or agency affiliation. A CSWEP-appointed committee reviews nominations and the prize will be awarded at the January 2025 AEA Meetings in San Francisco, California.

Nominations are **due September 24, 2024**. Send nominations for this award to Kristine Etter, CSWEP Committee Coordinator, at info@csweb.org.

For more information and a list of past recipients of the Bennett Prize, visit

<https://www.aeaweb.org/about-aea/committees/csweb/awards/bennett>.

Call for Applications Successfully Navigating Your Economics Ph.D.

A Mentoring Workshop for 3rd, 4th, 5th, and higher year Women/Non-Binary Economics Ph.D. Students

Deadline: Wednesday, 18 September, 2024

The mentoring workshop will take place the day before the main SEA meeting at Washington DC (Friday, November 22nd) and will be held in-person. Workshop mentees are not required to attend the SEA.

Purpose

In most economics Ph.D. programs, students will have completed their coursework and chosen their fields by the completion of their second year. Then, students face the daunting and exciting task of conducting their own independent research, sometimes for the first time in their lives. Students can feel overwhelmed and lost at this juncture in their studies and may not always have access to support and resources that can help them navigate graduate school successfully and make the most out of their Ph.D. experience.

Women and non-binary students, who are substantially under-represented in economics education and the profession

continues on page 20 ↓

and face a variety of systemic barriers, may be at a particular disadvantage, and may lack women/non-binary peers, role models, or mentors in their own departments and networks. The goal of this workshop is to begin to address this need.

The material in this call and used in the workshop is based on the work of Professor Maya Rossin Slater (National Science Foundation Grant SES-1752203).

History and Details

The workshop will be modeled after the first workshops of this kind, the first of which was held at Stanford University in September 2019 for students from California (organized by Professor Maya Rossin-Slater) and the second which was held virtually in November 2020 (organized by Professors Maya Rossin-Slater and Jennifer Doleac). The workshop is also inspired by the CeMENT workshop for women assistant professors in economics, which is hosted by the Committee for the Status of Women in the Economics Profession (CSWEP) and the American Economic Association (AEA).

All 3rd or higher years women/non-binary economics Ph.D. students are encouraged to apply. Students from under-represented minority backgrounds are *strongly encouraged* to apply.

Student participants will be organized into small groups based on shared research interests, and each group will be matched with two mentors. Mentors will be women or 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 po-

sitions, industry). The workshop will focus 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.

The workshop will be held in-person in Washington DC prior to the 94th SEA Conference (November 23 to 25). It will include panels and Q&A sessions, as well as small-group activities and informal discussions, and will be followed by a networking reception for participants. Student participants will also receive feedback on their research proposals from the mentors. Student participants and mentors are not required to attend the SEA conference.

To Apply

Please use [this form](#)* to apply AND submit your CV and a one-page research proposal by **Wednesday, Sept 18, 2024**.

At the top of the research proposal, please clearly state which of the following fields are most closely related to your research idea. You can specify **two to three fields**.

- Labor Economics*
- Education Economics Public Finance*
- Crime Economics*
- Health Economics*
- Development Economics Macroeconomics*
- International Trade*
- Microeconomic Theory Finance*
- Behavioral Economics Econometrics*
- Industrial Organization Political Economy*
- Other (Please specify)*

* <https://docs.google.com/forms/d/e/1FAIpQLScilwvUwFnLAqdAModRzHvHfzsUdkcEHeZvSpoGA52q4q77g/viewform?pli=1>

The research proposal should outline at least one research idea that you are planning to pursue. You may include more than one research idea. The purpose of the research proposal is to allocate mentees and mentors into groups based on common research interests.

Admission to Workshop

The workshop will be able to accommodate **approximately 35 mentees** this year. If demand for the workshop exceeds this number, slots will be randomly allocated among all applicants who meet the workshop eligibility criteria.

Applicants will be notified about their admission status by Sept 20, 2024.

Funding for the Workshop

We will provide support for mentee travel.

Acknowledgements

We are grateful to Professor Rossin-Slater for permitting us to use workshop material and for her contributions to the CSWEP mentoring programs.

Call for Papers 89th Annual Midwest Economics Association Meeting

March 21–23, 2025
Kansas City

CSWEP Panels will be on Friday,
March 21, 2025

DEADLINE: October 18, 2024

CSWEP is organizing **two** panels on topics related to career development at the 89th Annual Midwest Economics Association Meetings in Kansas City. The panels will be held on **Friday, March 21, 2025**. One panel will be geared to

those looking for jobs (academic and nonacademic) and the other panel will focus on mid-career issues. Each panel will have four participants who will each speak for about 10 minutes. The sessions are organized to allow for plenty of time for an active exchange of ideas and advice among the panelists and session attendees.

If you have specific suggestions regarding the topics to be covered or ideas for potential panelists (you can also suggest yourself), please submit your topics and ideas as soon as possible (no later than **October 18, 2024**) to Didem Tuzemen, CSWEP Midwest Rep, didem.tuzemen@coleridgeinitiative.org. To foster the exchange of new ideas, we especially seek individuals who have not previously served as panelists.

In addition to the CSWEP panels, the MEA meetings provide a great opportunity to present your own research. For those interested in presenting a paper, you can find paper submission information on [the MEA website](https://mea.sites.grinnell.edu/), <https://mea.sites.grinnell.edu/>. Note that to attend the MEA, all panelists must register.

Call for Complete Sessions and Individual Papers for CSWEP Sessions @ Eastern Economic Association Conference 2025

21–23 February 2025
Sheraton New York Times Square Hotel, New York, NY

DEADLINE: 25 October 2024

CSWEP will sponsor a number of sessions at the annual meeting of the Eastern Economic Association.

Sessions are available for persons submitting an entire session (3 or 4 papers) or a complete panel on a specific topic in any area in economics, as well as topics related to career development. The organizer should prepare a proposal for a panel (including chair and participants) or session (including chair, abstracts, and discussants) and submit online following the instructions below. Please be sure to include the appropriate JEL code(s) and the names, affiliations, and emails of all participants.

Additional sessions will be organized by the CSWEP Eastern Representative. Abstracts for papers in the topic areas of gender, health economics, labor economics and public economics are particularly solicited, but abstracts in other areas are also encouraged. Abstracts should be approximately one page in length and include the paper title, appropriate JEL code(s), names of authors, affiliation and rank, and email contact information.

Final decisions will be made before the regular EEA deadline.

Instructions for submission

1. Click or copy and paste the following link:
<https://www.meetingsavvy.org/eea>
2. Log-in or create a new account if you have not used Meetingsavvy before
3. Click on the yellow button “Click here to visit the e-store”
4. Scroll down and click on “Add to Cart” next to “CSWEP Submission Fee 2025 Conference”. The cost is \$0.00
5. Click on the cart in the top right-hand corner
6. Click on “Checkout” and “This purchase is for me”

7. Click on “Proceed to Payment” and you should see a message that your payment is complete.
8. Click on “Submit a Paper or Session” on the left-hand menu panel
9. Enter your paper title and abstract (if you are submitting a full session then complete the full session information)
10. Under submission type, click on “CSWEP submission”
11. Complete the rest of the necessary information

Note that the main EEA website may not yet be updated with the dates and other information for the conference as of the time of this call for papers. The organizers will update it shortly. In the meantime, you are still welcome to submit your paper or session directly via meetingsavvy.

If you have questions, specific suggestions regarding career topics to be covered, potential panelists, or ideas on how CSWEP can offer resources in career development at the Eastern meetings, please contact CSWEP at info@cswep.org.

CSWEP Sessions @ 2024 APPAM Fall Research Conference

21 November–23 November 2024

Gaylord National Resort & Conference Center
National Harbor, Maryland

The Causes and Consequences of Immigration

Session Chair: Tara Watson, Brookings Institution

Organizer: Sarah Reber, Brookings Institution

Immigration and Provision of Public Goods: Evidence at the Local Level in the US

Anna Maria Mayda, Georgetown University, Mine Senses, Johns Hopkins University and Walter Steingress, Bank of Canada

From Arrivals to Sales: The Effect of Immigration on Sales Tax Revenue

Alisha Saini, University of Illinois at Chicago

Immigrant Peers and the Short-Run Academic and Long-Run Outcomes of US-Born Students

Briana Ballis, UC Merced, Derek Rury, University of Chicago and Christina Sun, UC Davis

No Point Crying over Spilled Oil: Impact of Crude Oil Spills in out-Migration in Nigeria

Bhavya Srivastava, Georgetown University

Discussant: Andrea Valasquez, University of Colorado Denver

K12 Education Policy

Session Chair: Sarah Reber, Brookings Institution

Organizer: Sarah Reber, Brookings Institution

Schools and Social Capital: School Organization, Cross-Income Exposure and Determinants of Economic Mobility
Farah Mallah, Harvard University

Immigrant Integration and Success in K-12 Schools

Kirsten Slungaard Mumma, Teachers College, Columbia University and Elizabeth Setren, Tufts University

Effects of Grade Retention on English Learner Students: A Gateway or a Gatekeeper?

Diana Quintero Castellanos, Vanderbilt University

SNAP Disbursement and Student Disciplinary Outcomes

Liliane Nienstedt, Vanderbilt University and Leah R. Clark, US Census Bureau

Discussant: Nora Gordon, Georgetown University

CSWEP Sessions @ Southern Economic Association 94th Annual Meeting

23 November–25 November 2024

Washington Hilton
Washington DC

Evolution of Fertility Preferences across the Globe

Session Chair: Melanie Guldi, University of Central Florida

Organizers: Orgul Ozturk, University of South Carolina and Melanie Guldi, University of Central Florida, and Manan Roy, Appalachian State University

Harmony in Diplomacy, Convergence in Choices: Lowest-Low Fertility Diffusion through Sino-Korean Normalization

Ahmad Shah Mobariz, University of Pittsburgh; and Seunghun Chung, Cornell University

The Impact of Co-Resident Grandparents on Maternal Labor Supply among Asians in America

Madeline Zavodny, University of North Florida; Cynthia Bansak, St. Lawrence University; and Eva Dziadula, University of Notre Dame

Effect of a Girls' Education Program on Son-Biased Fertility Preference and Behavior

Sadia Priyanka, Connecticut College; and Sara Raisa, Sam Houston State

The Impact of Teenage Pregnancy on Educational Attainment

Leticia Donoso Pena, Tufts University

Discussants: Miranda Lambert, Texas A&M University, Teresa Molina, University of Hawaii at Manoa, Shoshana Grossbard, San Diego State University and Alexa Prettyman, Towson University

Food Insecurity and Food Assistance

Session Chair: Orgul Ozturk, University of South Carolina

Organizer: Orgul Ozturk, University of South Carolina

The Effect of SNAP Participation on Mental Health: A Partial Identification Approach of the Average Treatment Effect

Hannah Wich, Stephen F. Austin State University; Santiago Acerenza, Universidad ORT Uruguay; Otavio Bartalotti, Monash University; and Brent Kreider, Iowa State University

SNAP Participant Access and Retailer Application Denials

Charlotte Ambrozek, University of Minnesota; and Qingxiao Li, Louisiana State University

How Do Families Spend a One-Time Increase in Nutritional Assistance? Evidence from the Roll-Out of Pandemic EBT

Krista Ruffini, Georgetown University; Diane Whitmore Schanzenbach, Northwestern University; and Therese Bonomo, Northwestern University

Understanding SNAP Timing Effects on Emergency Department Visits

Sabrina Young, U.S. Department of Agriculture; Alicia Atwood, Vassar College; and Victoria Udalova, U.S. Census Bureau

Discussants: Krista Ruffini, Georgetown University, Hannah Wich, Stephen F. Austin State University, Di Fang, University of Florida, Chris Barrett, Cornell University

Regional Changes and Effects in Hospital and Provider Markets

Session Chair: Manan Roy, Appalachian State University

Organizers: Orgul Ozturk, University of South Carolina and Melanie Guldi, University of Central Florida, and Manan Roy, Appalachian State University

Access to Maternal Healthcare and Home Births: Evidence from Midwifery Regulation

Jessica Kiser, Vanderbilt University

Hospital and OB/GYN Clinic Closure and Maternal Health in North Carolina: A Difference-in-Difference Study

Manan Roy, Appalachian State University; Jennifer Runkle, North Carolina State University; Danielle Nunnery, Appalachian State University; and Maggie Sugg, Appalachian State University

Healthcare Organization Model: Evidence from Change in Hospital Ownership

Sukriti Beniwal, Georgia State University

Effects of the Affordable Care Act's Medicaid Expansion on Physician Residency Programs

Ricardo Ang, Tulane University; and Sukriti Beniwal, Georgia State University

Life Happens: The Impact of Life Events on Socioeconomic Outcomes

Session Chair: Manan Roy, Appalachian State University

Organizers: Orgul Ozturk, University of South Carolina and Melanie Guldi, University of Central Florida, and Manan Roy, Appalachian State University

War, Abduction, and Bilateral Intimate Partner Violence: Evidence from Uganda

Miranda Lambert, Texas A&M University

The Orphan Train Experiment: The Impact of America's First Large-Scale Child Welfare Program

Maxwell Bullard, Texas A&M University; and Jacob Van Leeuwen, Texas A&M University

Black Reparations and Child Well-Being: A Framework and Policy Considerations

Lisa Gennetian, Duke University; Christina Gibson-Davis, Duke University; and William Darity, Duke University

Impacts of the 2021 Child Tax Credit Advanced Payment on Maternal Health and Well-Being

Katlyn Hettinger, Western Kentucky University; and Claire Margerison, Michigan State University

Discussants: Madeline Zavodny, University of North Florida, Bilge Erten, Northeastern University, Leticia Donoso Pena, Tufts University, Manan Roy, Appalachian State University

Advancing Economics Education: Diverse Strategies for Enhanced Learning

Session Chair: Organizers: Orgul Ozturk, University of South Carolina, Mary Kimberly (Kim) Holder, The University of Tennessee at Chattanooga

Mary Kimberly (Kim) Holder, The University of Tennessee at Chattanooga

Diversity, Economics, and Inclusion: Exploring the Impact of Diversity Program Initiatives in Economics Classrooms

Whitney Buser, Georgia Institute of Technology; Danny Woodbury, Georgia Institute of Technology; and Samuel Wunderly, Georgia Institute of Technology

Reflect and Progress: Student Self-Assessment for Post-Exams in Introductory Economics

Noreen Templin, Butler Community College

Can SIs save the Economics Major?

Alexa Prettyman, Towson University; Seth Gitter, Towson University; Melissa Groves, Towson University; Raquel Frye, Towson University; and Lucienne Karszen, Towson University

Student Perceptions of Learning through SoftChalk Lessons for Economics

Mary Kassis, University of West Georgia; Melanie Hildebrandt, University of West Georgia; Mary Kimberly (Kim) Holder, The University of Tennessee at Chattanooga; and David Boldt, University of West Georgia

Advancing Global Economic Education: Insights and Interventions

Organizers: Orgul Ozturk, University of South Carolina

Mary Kimberly (Kim) Holder, The University of Tennessee at Chattanooga

Chair: Leah Lakdawala, Wake Forest University

An RCT to Investigate the Impact of a Nudge on Students' Declaration of Economics Major

Shelby Frost, Georgia State University; Lorenzo Almada, Georgia State University; Amy Eremionkhale, DePauw University; and Ian Jung, Georgia State University

Sad! I Got Talent but My Mom Doesn't Know It

Qinyou Hu, Rice University; Pedro Carneiro, University of College London; Yiming Xia, Southwestern University of Finance and Economics; and Yijuan Deng, Tianli Education

The Primary-School-Age Impacts of an At-Scale Preschool Construction Program in Highly Deprived Communities

Saravana Ravindran, National University of Singapore; Lelys Dinarte-Dias, The World Bank; Marina Bassi, The World Bank; Ana Reynoso, University of Michigan; and Bruno Besbas, Independent Researcher

The Effect of School-based Internet Access on Educational Attainment and Labor Market Outcomes

Leah Lakdawala, Wake Forest University; and Eduardo Nakasone, Michigan State University

Economic Education: Tools for Teaching Economics to Varied Student Populations

Organizers: Orgul Ozturk, University of South Carolina

Mary Kimberly (Kim) Holder, The University of Tennessee at Chattanooga

Chair: Mary Kimberly (Kim) Holder, The University of Tennessee at Chattanooga

Rules of the Game and the Built Environment as an Economic Education Tool for Institutions and Incentives

Scott Niederjohn, Concordia University Wisconsin; and Mary Kimberly (Kim) Holder, The University of Tennessee at Chattanooga

More Cowbell: Using Inside Economics to Develop Data Literacy and Camaraderie

Alice Kassens, Roanoke College

Experiential Learning in Introductory Economics Courses

Michelle Vachris, Virginia Wesleyan University

10 Ways that Artificial Intelligence Can Help Make Economics Learning Easier

Florencia Gabriele, Emmanuel College; and Martin Mont, Emmanuel

Cannabis Policy and Spillover Effects

Organizers: Orgul Ozturk, University of South Carolina, Joshua Hess, University of South Carolina

Chair: Joshua Hess, University of South Carolina

No Smoking Gun: The Brady Act, Medical Cannabis, and Violent Gun Crime

Cameron Ellis, University of Iowa; J. Bradley Karl, Florida State University; and Rhet Smith, The University of Texas at El Paso

The Evolution of Cannabis Consumption: Evidence from Traffic Fatalities

Fatemah Lashkaripour, University of Kentucky; Amani Rashid, Washington State Institute for Public Policy; and Caroline Weber, University of Kentucky

Legalization of Cannabis and Respiratory Healthcare Use

Jayani Jayawardhana, University of Kentucky; Catherine Maclean, George Mason University; and Jialin Hou, University of Kentucky

The Effect of ENDS Taxes on Substance Use

Dhaval Dave, Bentley University, NBER and IZA; Yang Liang, San Diego State University; Catherine

Maclean, George Mason University; Caterina Muratori, San Diego State University; and Joseph Sabia, San Diego State University

The Effect of Liberalized Cannabis Policy on Risky Teen Sexual Behavior: Evidence from YRBSS

Joshua Hess, University of South Carolina; and Agnitra Roy Choudhury, Auburn University at Montgomery

Aging, Labor Supply, and Health

Organizers: Orgul Ozturk, University of South Carolina, Melanie Guldi, University of Central Florida, Manan Roy, Appalachian State University

Chair: Melanie Guldi, University of Central Florida

Beyond Double Trouble: Twins, Maternal Labor Supply, Family Formation, and Fertility

Isabel Pastoor, University of Minnesota

The Menopause 'Penalty'

Barton Willage, University of Colorado Denver; and Gabriella Conti, University College London

Long-Term Mortality Impacts of Childhood Disease Exposure: Evidence from the 1916 Polio Epidemic

Hamid Noghanibehambari, Austin Peay State University; and Jason Fletcher, University of Wisconsin- Madison

Growing Old in Rural America: Measuring Late-life Health and Economic Well-being

Sayorn Chin, Lafayette College; Yuulin An, Colorado State University; and Ray Miller, Colorado State University

Discussants: Melanie Guldi, University of Central Florida, Isabel Pastoor, University of Minnesota, Barton Willage, University of Colorado Denver, Anaka Aiyar, University of Vermont

Fertility, Policy, and Economics of the Household

Organizers: Orgul Ozturk, University of South Carolina, Melanie Guldi, University of Central Florida, Manan Roy, Appalachian State University

Chair: Melanie Guldi, University of Central Florida

Migration Responses to Abortion Policy Changes

Teresa Molina, University of Hawaii at Manoa; and Nicole Siegal, University of Hawaii at Manoa

↑ Calls, Announcements, Sessions

Reproductive Policy Uncertainty and Defensive Investments in Contraception

Joanna Venator, Boston College; and Kate Pennington, U.S. Census Bureau

Can Increasing Access to Contraception Mitigate the Effects of Dobbs? Evidence From a Randomized Control Trial

Alexa Prettyman, Towson University; Martha Bailey, University of California, Los Angeles; Vanessa Lang, University of Michigan; Deniz Gorgulu, University of California, Los Angeles; and Kelsey Figone, University of California, Los Angeles

Are These Marriage Laws Good for Women and Society at Large?

Shoshana Grossbard, San Diego State

Discussants: Ahmad Shah Mobariz, University of Pittsburgh, Hamid Noghani-behambari, Austin Peay State University, Teresa Molina, University of Hawaii at Manoa, Madeline Zavodny, University of North Florida

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