



Newsletter of the  
**Committee on the Status of Women  
in the Economics Profession**

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### Dr. Hoffman and Dr. Field named winners

Congratulations to Elizabeth Hoffman who has won the 2010 Carolyn Shaw Bell Award and to Erica Field who has won the 2010 Elaine Bennett Research Prize. The Award ceremony will be held during the CSWEP Business Lunch, 12:30 p.m. January 7, 2011, Tower Court D room in the Downtown Denver Sheraton Hotel. Also that evening at 6 p.m. in the Tower Court B room there will be a CSWEP joint reception with CSMGEP and CeMENT which will in part be honoring Dr. Hoffman and Dr. Field.

#### Board Member Biography



#### Jennifer Imazeki

I once read somewhere that a professor is someone who thinks the world would be better off if everyone knew a little more about his or her subject; that pretty much sums up how I feel about economics. I believe that understanding economics can help students make better decisions in their lives and my love of teaching is a direct extension of my love of economics. I honestly can't imagine anything else I'd rather be doing.

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#### Board Member Biography



#### Terra McKinnish

When I started my undergraduate education at the University of Richmond as an economics and political science major, I planned to go to a top MBA program when I was done. Increasingly, however,

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**TOP TEN QUESTIONS  
TO THINK ABOUT BEFORE YOUR  
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## From the Chair

### Continuing a new tradition!

Congratulations to **Esther Duflo**, the 2002 winner of CSWEP's Elaine Bennett research prize, who has been named as this year's winner of the American Economic Association's John Bates Clark medal. The prize citation highlights Esther's work in development economics. See the CSWEP home page for more information. This is another indication that the CSWEP Elaine Bennett award is a predictor of Clark winners, as both female winners of the Clark Medal previously won the Elaine Bennett Research Prize. As I quipped for Amy Finkelstein, "Next a Nobel prize!" as the Clark medal predicts the Nobel Prize.

### Make an investment!

The new data base is up-and-running, waiting for you to input your information and make a contribution to CSWEP. It is a one-time and continuing money investment to do so, but remember your contributions account for about 30% of our funding. CSWEP benefits you and particularly junior economists! The potential of the new data base can be realized only with your help. Access to your personal information is by password only, using a system similar to the AEA member ship database. For more information and to contribute, go to [cswep.org](http://cswep.org).

### Congratulations to this year's award winners!

The recipient of the Elaine Bennett research prize is Erica Field of Harvard University. The recipient of the Carolyn Shaw Bell award is Elizabeth Hoffman of Iowa State University. Remember that the business meeting is now a luncheon event, on January 7th, the first full day of the meetings. It will be held in Tower Court D room at the Downtown Denver Sheraton Hotel starting at 12:30 p.m. Honor the recipients, hear about the results from the latest survey, and enjoy the company of others. All are welcome.

### Joint events in Denver!

There are two joint events at the AEA Annual Meetings in Denver.

We are co-sponsoring a session with WREN, the Women's Real Estate Network of AREUEA, the American Real Estate and Urban Economics Association. The session is entitled "Re-Thinking House Price Models" and will be on January 8th, at 2:30 pm in the Sheraton Gold room of the Downtown Denver Sheraton Hotel. This is just one of the six CSWEP sponsored sessions!

Also, on January 7th at 6:00 p.m. there is a joint reception with CSMGEP and CeMENT in the Tower Court B room of the Downtown Denver Sheraton Hotel. Come and enjoy, all are invited!

### Apply to be a Summer Fellow!

Go to the Summer Fellows tab on the CSWEP homepage for more information. Preference in consideration will be given to applications received by February 18, 2011.

—Barbara M. Fraumeni

## What is CSWEP?

CSWEP (the Committee on the Status of Women in the Economics Profession) is a standing committee of the AEA (American Economics Association). It was founded in 1971 to monitor the position of women in the economics profession and to undertake activities to improve that position. Our thrice yearly newsletters are one of those activities. See our website at [www.cswep.org](http://www.cswep.org) for more information on what we are doing.

# Academic Women and Shrinking State Budgets



Introduction by Ronald L. Oaxaca, University of Arizona

Depending on geographic location, state funding for higher education has been stagnating or declining for some time. Public institutions of higher education have had to look to tuition revenues as an increasing share of their total revenues. The latest recession punctuates these trends. By all accounts, stimulus funding has at least postponed the full fiscal consequences faced by public colleges and universities from the latest recession. Ideally, stimulus funding for public education bridges the gap to economic recovery. At the very least it buys time for public higher education to find ways to manage shrinking resources. Historically, it seems that some state university systems never quite recover from each previous recession. Certainly a fair amount of momentum has been lost.

It is perhaps too early to know exactly how the most recent recession has impacted career paths for academic women. However, the articles in this CSWEP newsletter attempt to make sense of what state budget cutbacks can be expected to mean for the advancement of women in academia. These articles point to strategies for minimizing impediments to women academics and to even advancing their professional interests in times of budget adversity. The authors are women full professors who are currently serving as academic administrators in public universities.

Despite substantial increases in tuition at public colleges and universities, enrollments have risen considerably. Laura Argys cautions in *Lean Years at State Universities: What's an Economist to Do?* that women faculty members, especially those serving in departments, colleges, and institutions in which very few women faculty are present, are particularly vulnerable to service work overloads. Ironically, this stems from an institutional desire to seek more female representation in the academic decision making process. Laura is Associate Dean for Research and Creative Activities in the College of Liberal Arts and Sciences, and Professor of Economics at the University of Colorado–Denver. Elizabeth Hoffman is Executive Vice President and Provost at Iowa State University. In *Some Thoughts on the Effect of the Recent Recession on the Status of Women in*

*the Economics Profession*, she identifies important factors that will contribute to the increased representation of women among full professors. One important factor is that recovery from the most recent recession surely will be followed by male retirements. This factor coupled with growth in the proportions of women among new Ph.D.s in economics, assistant professors, and associate professors should lead to increased representations of academic women economists in all ranks. These advances are in addition to whatever progress is made by proactive faculty diversity policy. It is commonly believed that in the presence of tight budgets, the goal of diversity in the academy is a luxury that has to be set aside for better times. In *Are Budget Crises and Achieving the Goals of Diversity and Gender Equity Incongruent?* Beth Mitchneck challenges this belief. Beth is Associate Dean, Colleges of Letters, Arts, and Science and a full professor in the School of Geography and Development at the University of Arizona. In keeping with the universally shared objective of maximizing the return to faculty retention and new hiring, especially in periods of budget stress, it is cautioned that academic units not lose sight of the educational benefit of having a professoriate that reasonably resembles the ethnic and gender composition of the students served by the institution.

## Lean Years at State Universities: What's an Economist to Do?

—Laura M. Argys, University of Colorado—Denver



The declining health of the U.S. economy has altered the expected career trajectory of the academic economist. A struggling financial sector, high unemployment, and shaky consumer confidence are taking their toll on private colleges and universities as well as state supported institutions of higher education. As reported in the *Wall Street Journal* and *Businessweek*, endowments at some of the country's top private universities have declined nearly 30 percent (Lavelle, 2010; Damast, 2010a). At the same time, most state governments have balanced their declining budgets at the expense of their public institutions of higher education (Damast, 2010b).

Each state faces unique circumstances, and while some have fared better than others, none appear to have escaped unscathed. The most well-publicized responses among state universities and colleges include unpaid furloughs at California's state universities, faculty layoffs in Arizona, Louisiana and Florida, and sizable faculty pay cuts in Hawaii. Some institutions have responded to a reduction in instructional resources by restricting admissions and reducing course offerings to cut costs while others chose to supplement their declining budgets with tuition revenue by admitting more students. State funding for higher education has been on the decline in the majority of states, and the outlook is bleak for the 2011 fiscal year as the safety net provided to higher education in the form of stimulus funding disappears. It is remarkable that even as tuition has increased rapidly, many state colleges and universities have experienced growing enrollment.

The state of Colorado has been buffeted by a combination of declining state revenue and a number of constitutional and statutory requirements that restrict spending and mandate a balanced budget. As a result the University of Colorado system now receives less than ten percent of its total revenue from the state. In response to dwindling state support, the University has implemented near double-digit tuition increases.

Despite this sharp increase, enrollments have risen at 4–8% per year. Having recently served as chair of an economics department hiring new assistant professors, and now as an Associate Dean charged with, among other things, helping to establish salary and startup packages for over 30 new faculty members in my college, I've had a close-up view of the effect of current economic conditions on the academic labor market at a state university. From this vantage point, I share some of my impressions and experiences.

So how has the market for assistant professors been affected by the economic downturn? New economics Ph.D.s should not rely on the experiences of their recently graduated classmates as a roadmap for their job search. Following expansion of the tenure-track faculty in my college by well over 10% each year in 2008 and 2009, only a handful of crucial replacement hires and second attempts to fill previously vacant positions were filled in 2010. Other universities and colleges find themselves in similar situations. Academic jobs for economics professors listed in *Job Openings for Economists* declined 19% from 2008 to 2009 and non-academic jobs openings fell by 24% (Siegfried, 2010). The actual decline in jobs may have been somewhat larger than these numbers suggest since some institutions cancelled searches after posting a job opening as their budget situation worsened.

The good news for current applicants is that although job openings are declining, universities and colleges, government agencies, and private firms who are hiring may see this as an opportunity to "hire up." When authorized to fill a position, our departments sought out exceptional candidates and the administration made a concerted effort to attract such faculty by offering competitive salaries and start-up packages. Nationwide, the salary of newly hired assistant professors in economics rose 1.4% from 2008 to 2009 despite the grim economic outlook (Scott and Siegfried, 2010). Salary surveys conducted by the American Association of University Professors, suggest a similar pattern across all disciplines (AAUP, 2010).





As the employment scramble continues through this economic downturn, a newly minted Ph.D. may not be matched with the employer of her dreams and competition for fewer jobs means that it is more important than ever for a candidate to stand out among the crowd. Last year, economics departments at public universities and liberal arts colleges often received over 400 applications for a single position. A candidate may improve the chances of landing with her preferred employer by strategically using her AEA job market signals and candidly discussing her preferences with the right employer. Despite a strong graduate school record and her best effort, a candidate hoping to work at a research university may not receive an offer. Concerned about financial security, some of these candidates may consider a job at a smaller institution without research resources and graduate programs or at a consulting firm, the federal government, a private sector firm or a research think-tank. On the other hand, candidates whose ideal position is at a liberal arts college or teaching college may face stiff competition for these limited jobs and be forced to consider research-sector jobs that don't provide the meaningful interactions with students that they seek.

What strategy works best if a candidate doesn't get an offer from her first choice? If graduates during a recession are more likely to accept jobs that do not match their interests, then after the recovery, when job listings become more plentiful, the market for Ph.D. economists may experience a large-scale reshuffling of workers. My impression is that the ease with which one can move from an initial nonacademic job into a faculty position will depend upon whether the candidate has established a research agenda and publication record during her first job. There are a variety of job alternatives available and if the goal is to make an eventual transition to a tenure-track faculty position the candidate should choose carefully. Though not as common in economics as in some other disciplines, newly minted Ph.D.s might consider taking a post-doctoral fellowship. Research mentoring, publications, and professional networking in such a setting can pay off in the long run in ways that a year or two in a high-paying private sector job without such opportunities cannot. A short-term position as a visiting professor or employment in a government agency or private research group in one's field may provide similar opportunities. Even remaining at one's Ph.D. granting institution may be a productive option. As universities and

colleges turn to non-tenure track teachers to meet the needs of expanding enrollment, it may be tempting to accept such a teaching-intensive position, but a new faculty member is likely to enhance her eventual marketability at a university or liberal arts college most effectively by publishing early and in highly-ranked journals. It is always difficult to complete research in one's first year in any new position, but it is nearly impossible to publish in the first year while teaching four or five new courses each term. Universities hiring at the early part of the upturn will have their pick of candidates and are typically

*... a new faculty member is likely to enhance her eventual marketability at a university or liberal arts college most effectively by publishing early and in highly-ranked journals.*

much less likely to choose an adjunct with considerable teaching experience and no publication record.

Another feature of an ideal job may be its proximity to employment for a spouse or partner. Dual academic job searches are always challenging, but particularly so when administrators have few discretionary funds available. Though universities have often worked hard to accommodate joint hires in previous years, at many institutions, mine included, it would be nearly impossible to add an unplanned and unfunded hire today. Fewer female economics Ph.D.s report being married than their male counterparts, but among those who are, many are part of a dual academic career couple. Though women may have shed the perception of being a "trailing spouse," a couple may have to choose between living apart and one partner accepting a less desirable job offer. Although the odds are long, inquiring about job prospects for a spouse during a promising interview or campus visit can increase the chances of joint employment.

Whether it is an offer from the ideal employer or not, new graduates shouldn't lose sight of one fact that is true in this or any market: your bargaining power is rarely higher than when the ink is wet on the letter of offer.

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## Some Thoughts on the Effect of the Recent Recession on the Status of Women in the Economics Profession

—Elizabeth Hoffman, Iowa State University



The recent recession has had profound effects on funding for institutions of higher education, both public and private. Beginning in the fall of 2008 with the dramatic fall in the stock market, private universities first felt the impact through declines in their endowment returns. Public universities were not far behind as state tax returns began to decline. While private returns are beginning to return to positive territory, many states are still facing deep economic problems. Some states are emerging from the recession. Others are just beginning to feel its effects. More seriously, some states may be experiencing long-term structural problems in their ability to meet public obligations, suggesting a protracted problem with public funding for higher education. Two rounds of federal stimulus funding are providing some relief such that some states may actually see permanently stable revenues, but others may take several years to stabilize. A number of public universities now receive less than 10% of their budgets from the states.

Most universities responded quickly with short-term and long-term cost cutting and revenue enhancing moves. These included hiring, salary, and travel freezes; temporary and permanent reductions in employee benefits; early retirement programs without replacement; program closures; departmental, programmatic, and collegiate reorganizations; building moratoria; increases in tuition and fees; even planned reductions in student admissions. Many of these moves had significant negative impacts on graduate students and young economists, both men and women. The number of new positions advertised dropped dramatically and normal turnover declined, either because retirees were not replaced or because faculty were concerned about retiring at all in the current economic environment.

It will take some time to determine whether there was any differential impact on women as a result of the short-term steps taken to respond to the recent economic downturn. Ironically, the longer term effects of the steps taken to respond to the economic

downturn may have positive effects on the status of women in economics. Table 1 of the “2009 CSWEP Annual Report” shows the percentage women among new Ph.D.’s, assistant professors, associate professors, and full professors. In 2009, only 10% of full professors were women, while nearly 35% of new Ph.D.’s and nearly 30% of assistant professors were women. Over the past decade, the proportion of assistant professors has increased about 10 percentage points and the proportion of associate professors has increased 5%,

*Ironically, the longer term effects of the steps taken to respond to the economic downturn may have positive effects on the status of women in economics.*

reflecting the continuing increase in the proportion of new Ph.D.’s and the progression of women through the ranks. The proportion of female full professors has increased only slightly, probably reflecting the large number of male full professors such that the increasing numbers of women at lower ranks do not make as large an impact on the proportion of full professors.

However, as we recover from the recession there is a strong possibility that the proportion of women will continue to increase at all ranks. First, the combination of retirement incentives and stock market recovery will speed up the retirement of full professors, 90% of whom are male. In fact, most studies of the age distribution of faculty indicate that the median age already exceeds 55 years, the age many universities are using as the minimum age to take advantage of early retirement programs. Second, universities are beginning to rehire and will accelerate rehiring once the recovery is underway. Since economics is an increasingly popular major for undergraduates, it is likely that economics departments will be restored with some additional

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## Are Budget Crises and Achieving the Goals of Diversity and Gender Equity Incongruent?

—Beth Mitchneck, University of Arizona



No. The simple answer is no. Have you heard this at your institution: “the budget is so bad that we can’t think about diversity now”? or “We have other priorities now.” I suggest that the right time to think about diversity and to reinvigorate our efforts aimed at equity and inclusion is now,

and at every other moment as well. Commitment to a diverse array of perspectives will help provide the best possible education for our students and help promote higher graduation and success rates for our students. A recent longitudinal study found that at-risk undergraduates who were mentored by faculty members of similar ethnic backgrounds had higher rates of graduation and attendance at graduate school than those who were not.\* While there are many arguments to promote faculty-student interaction across all social groups, it appears important for student success to have the professoriate reflect our students.

From a dollars and cents perspective, it is good business to make the best hiring and retention decisions. Starting from the premise that universities want to retain and hire the best, it follows that universities should protect the possibility of return on investment and create the conditions so that the return can be the highest possible.

First, consider the issue of retention. In hard budget times, it is more important than at almost any other time to send messages to faculty that they and their work are valued. Satisfied faculty members are generally more productive than those who are not. Satisfied faculty generally do not seek employment elsewhere. Faculty loss is very expensive in terms of lost investment in human resources and equipment given that hiring packages have become very expensive. Faculty loss can also detrimentally affect morale and subsequently productivity.

In addition to the issue of retention, it is important to consider the issue of new hiring. Some may argue that at a time of constrained resources, hiring without risk is the best course to follow. Some colleagues suggest that hiring accomplished scholars at the senior level is the best course to follow as a means to achieving greater return on the investment and lowering risk. Of course, in some circumstances, this may be the best course of action. Alternatively, if this person does not have what it takes to meet the

*at-risk undergraduates who were mentored by faculty members of similar ethnic backgrounds had higher rates of graduation and attendance*

diverse needs of both students and research programs, the hire may be safe yet not add as much as possible to institutional goals. In terms of moving the institution in a direction leading to potentially higher rankings, more funded research, and the ability to hire additional rising stars, more creative and cost-effective smart hires may not be the “safe” hire.

At a time of constrained resources, hiring efficiently and protecting prior investments makes good academic and financial sense. As an administrator who formerly managed faculty recruitment and retention for eight years, I know that when administrators at any level are asked to support a potential recruitment or retention, they ask: is this the best use of limited funds? Is this the right investment that will pay off with prestige for the institution, grants and contracts dollars, and stellar classroom talent? When a unit receives authorization to hire or to retain, protecting investments in equipment or talent often is discussed. A clear commitment to diversity is a crucial part of protecting those investments now and into the future.

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\*Campbell, T. A. & Campbell, D. E. (2007). Outcomes of Mentoring At-Risk College Students: Gender and Ethnic Matching Effects. *Mentoring & Tutoring*, 15(2), pp.135-148.

### What are some low cost ways of protecting an investment in faculty resources?

#### Hire and retain the best faculty with the best fit with your institution

There are many web-based resources to assist in hiring the best faculty. I cite a few below but these are by no means the only resources. The key benefit of these resources is that they draw attention to finding ways to hire faculty members that are most likely in sync with the goals of the institution. Hiring the best means extending the net wide and not engaging in risk averse behaviors such as calling around and hiring your favorite colleagues' students or your favorite colleagues themselves. Hiring the best means hiring for the future and doing your homework. The National Science Foundation ADVANCE program ([http://www.nsf.gov/funding/pgm\\_summ.jsp?pims\\_id=5383](http://www.nsf.gov/funding/pgm_summ.jsp?pims_id=5383)) has funded many universities to develop programs aimed at institutional transformation. ADVANCE has other competitions many of which have resulted in widely accessible resources and tool kits to promote best practices in hiring that will also lead to diversity. Social sciences are included in the program. A portal to many of the ADVANCE funded programs may be found at <http://www.portal.advance.vt.edu/>.

Several institutions have online resources to provide tutorials or information on hiring the best and expanding the candidate pool. The cost for engaging in these kinds of programs and toolkits is generally limited to the time that it takes faculty to sit and read or participate in a workshop. The University of Arizona has a series of no-cost recommendations for deepening the candidate pool (<http://www.advance.arizona.edu/resources.cfm#hiring>). The WISELI program at the University of Wisconsin at Madison (<http://wiseli.engr.wisc.edu/library.php>) provides a very useful set of resources including *Searching for Success and Diversity: A Guide for Search Committee Chairs*. The City University of New York's Gender Equity Project (<http://www.hunter.cuny.edu/genderequity/>) also has numerous resources available including downloadable printouts and tutorials.

The resources noted above are examples of many others that are found effective in engaging faculty in a shared project of making the most of limited resources. Faculty often are persuaded by learning about the rigorous research on topics related to learning how to hire the best and minimizing noise in the hiring process, e.g., the role of unconscious bias in choosing and evaluating job candidates.

#### Promote professional development and retain the best faculty for your institution.

Once the best hire is made, then setting in place any number of programs and activities can insure that the investment is

as secure as possible. Low cost options include mentoring and academic community building programs. There are many models available for mentoring programs including one on the website of CSWEP, CeMENT Mentoring for Junior Faculty. Mentoring is one of those activities that generally only costs time but has the potential to have high payoffs in increasing productivity and stability, thus insuring greater productivity of our limited resources.

While the literature on mentoring is not conclusive about what works best in every situation, it is clear that some forms of mentoring do work and that junior faculty in particular desire mentoring. The Collaborative on Academic Careers in Higher Education based at Harvard University (<http://isites.harvard.edu/icb/icb.do?keyword=coache&tabgroupid=icb.tabgroup104863>) surveys junior faculty at institutions around the United States and shares the findings from those surveys. A recent qualitative survey of junior faculty, (<http://isites.harvard.edu/icb/icb.do?keyword=coache&pageid=icb.page337630>) found that mentoring is very important to junior faculty and that many have and desire multiple mentors. This study also points out the importance of informal mentoring as well as formal mentoring programs.

The National Academies published in 2009 its study *Gender Differences at Critical Transitions in the Careers of Science, Engineering, and Mathematics Faculty* ([http://www.nap.edu/catalog.php?record\\_id=12062](http://www.nap.edu/catalog.php?record_id=12062)). A key finding is that female junior faculty with mentors had a higher probability of receiving grants than those who did not have a mentor. The report recommends developing mentoring programs for all junior faculty. Developing mentoring programs for those having achieved tenure but not promotion to full professor may also be effective in promoting faculty development and retention.

A number of resources can be consulted to allow individuals and institutions to develop programs and provide resources that they think will work best for them (see <http://www.portal.advance.vt.edu/index.php/categories/onthe-job/mentoring>). A number of effective and low cost strategies are found on this website including speed mentoring, mentoring circles, and general recommendations. Cornell University (<http://advance.cornell.edu/mentoring.html>) has a number of resources available to promote a variety of effective mentoring strategies including guides for the mentee as well as the mentor and also individual as well as group mentoring.

Mentoring is not the only way to promote professional development and productivity among faculty. Creating intellectual community and promoting collaborative relationships may also help achieve desired results of improving research productivity (possibly improving the rate of successful



proposals for external research funds) and developing professional networks at home that lead to greater stability. In these cases we are looking for both a greater return on investment in faculty resources as well as reducing the chances of lost investment. The University of Arizona has developed a series of thematic short talks where faculty members give bullet-like presentations on their research, the Data Blitz, and other activities to promote professional networking. These kinds of activities can result in productive working relationships that would increase the level of transaction costs associated with leaving an institution.

### **Are there some higher cost ways of protecting investment in faculty?**

A key area found to promote hiring the best and retaining them is family friendly policies. While work-life balance policies can be costly, it is worth even at this time of financial crisis in higher education to think about what is most important for your institution and what policies or activities may be most effective at protecting investments and promoting diversity. The University of California at Berkeley produced a useful document outlining many of the issues and suggesting ways to make departments more family friendly <http://ucfamilyedge.berkeley.edu/toolkit.html>.

Partner hiring may be viewed by some as a costly complication of hiring and retaining faculty; yet, it is also viewed by many as a key component of investing in faculty and achieving equity and diversity especially in locations where the university may be the largest employer. In my experience, partner hiring is one of the most effective mechanisms at hiring and retaining the best faculty in general. A recent article in the *Chronicle of Higher Education* by David A. Bells the (<http://chronicle.com/article/The-Intricacies-of-Spousal-/65456>) highlights how important partner hiring is to building a world-class faculty.

### **Does being in the middle of a budget crisis mean that we forget core institutional, professional and personal values like the importance of diversity?**

Budget crises have the potential to produce a hunker down mentality as well as risk averse behavior. Those directions also have the potential to lose important ground with respect to achieving all forms of equity in the academy. Crises can also be times that bring people together to work toward shared goals like hiring and retaining the best faculty. The above discussion of low cost ways of protecting investment in faculty resources is a start. The academic labor market is not as robust now as in the recent past. Using tools to protect human resource investments may help achieve desired goals of achieving returns on investment and may even help promote more satisfied faculty members during very difficult times.

faculty during the recovery. Finally, there is an interesting trend in faculty hiring that may ironically benefit women who want to teach, but are not interested in the time commitment associated with the tenure process. Many scholars worry about the increasing reliance on non-tenure eligible teaching faculty and the rise of for-profit institutions. But, there is also evidence that more women than men opt for this track in fields such that this is a choice rather than a necessity. I use this example advisedly because we lack data on faculty at for-profit institutions.

All of these developments suggest that women will constitute a higher proportion of economics faculty at all ranks as we fully emerge from the current recession. As older full professors, most of whom are male, retire, the proportion of women full professors is likely to increase even without a substantial change in the rate of promotion from associate to full. Moreover, as departments begin to hire again, it is likely they will hire new assistant professors from the ranks of current Ph.D. candidates, an increasing proportion of whom are women.

Of course, this somewhat positive forecast could be derailed if the recession is so protracted that young people are dissuaded from attending or finishing graduate school. Mary Ann Mason's work on the progression of women in STEM (Science, Technology, Engineering and Mathematics) suggests that women are more likely to drop out of Ph.D. programs and out of academic careers than men if there are significant impediments to advancement. They simply have more alternative opportunities to pursue.

On balance, however, I think we may see positive changes in the status of women in the economics profession coming out of a very difficult period in our history. Perhaps I have been administrator too long, but I always look for the opportunities that can emerge from challenging situations.

***Application Deadline for CSWEP  
Summer Economics Fellowship***

***is February 18, 2011.***

***Visit the  
Summer Economics Fellows  
section on the CSWEP website!***

## McKinnish Biography continued from page 1

I found that I was fascinated by social science research and was particularly interested in poverty issues. I entered the doctoral program in public policy at Carnegie Mellon University and eventually ended up sliding into a Joint Ph.D. program with the Statistics Department. Despite the unorthodox nature of my doctoral background, I surrounded myself primarily with labor economists in my graduate career and emerged looking pretty much like a standard la-

*As a result of my experiences, I have become an advocate for parental leave policies and a culture that allows women to take advantage of them.*

bor economist. I had a number of truly valuable mentors, the first being my advisor Seth Sanders. He introduced me to Dan Black and Jeff Smith. Most of what I learned about research in graduate school came from talking and co-authoring with these three wonderfully creative and skilled economists. I was also fortunate that all three continued to act as mentors throughout my early tenure-track career.

I met my husband, a doctoral student in electrical engineering, in graduate school. So I had that increasingly common experience: the anxiety of not only going on the market but also having to deal with joint location issues as well. In our case, we were very, very fortunate. I received an offer from University of Colorado in Boulder, CO, which in the private sector also happened to be a top location for my husband's area of expertise in data storage. To top it all off, Boulder is a fantastic place to live and raise a family. We are continually grateful that we have dodged some of the more difficult tradeoffs that dual-career couples often face.

My first few years at Colorado I was one of only two women in the department, but again I was extremely fortunate that the other woman was Ann Carlos, who was chair of the department at the time. Ann has been a valuable colleague and mentor. I have many wonderful male colleagues, but none of them can replace the support and guidance she provided when I decided to start a family while still on the tenure track.

I had my first child, a daughter, two years after I arrived at Colorado, a son three years after that, and my third child, another son, the year I received tenure. At the time my daughter was born, over 9 years ago now, it was still relatively uncommon at my university for untenured women to take advantage of the parental leave policy, but I did

take time off with each child and took advantage of the policy that allowed me to stop my tenure clock when I did so. I know that most tenure-track women feel the pressure to continue making progress on their research while on leave, but in my case I benefited enormously from the fact that I went into my maternity leave planning to put my research aside while I spent time with my new baby. I say that because in my case my first child was such a colicky, ear-ringing loud screamer of a difficult child that if I had added the stress of forgone research gains on top of the stress of surviving our first 6 months together, it may well have driven me out of the profession. As a result of my experiences, I have become an advocate for parental leave policies and a culture that allows women to take advantage of them. Board member Donna Ginther asked me to write an article about having children on the tenure track several years ago for the Summer 2007 CSWEP newsletter, back before I was asked to join the CSWEP board.

I received tenure in 2007, and am now trying to learn how to balance research, teaching, family and the sudden large increase in my service load that apparently goes with tenure. Despite my attempt to keep my service assignments in check, I could not turn down the opportunity when Donna Ginther asked me to take over the next round of CSWEP's national mentoring program for women economists (CEMENT). I attended the 2004 workshop (Donna was actually one of my mentors) and saw how really valuable the experience was for so many women. I was also impressed with the intensity of the experience; it is jam-packed with insider information, networking and research feedback. Not a minute is wasted! The truth is that being successful in any profession, including ours, is not only a matter of being skilled and working hard. It really is important to have advice from senior colleagues on how to navigate journal submission and revision, balancing teaching and research, networking, and understanding the tenure standards and process at your institution and others. I am still in denial about how busy I am going to be next year putting this together, but I look forward to doing my part!

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**MEMBERSHIP PORTAL**

*direct your browser to*

**www.cswep.org**

## Imazeki Biography continued from page 1

However, this certainly wasn't my original plan. I started undergrad at Pomona College as an International Relations major, intending to become a diplomat and then eventually the first female Secretary of State. As might be evidenced by those ambitions, I was raised by a serious feminist. My mom is also a diehard liberal and she raised her daughters to believe that it is our duty to support and advocate for those less fortunate than ourselves. Because of that, I have always

*I had always enjoyed math ... but had never really seen the point. Now, suddenly, someone was showing me that math could be used to analyze public policy!*

wanted to work on public policy in ways that would reduce social inequalities. In college, I thought that would mean doing something related to race, gender and discrimination but I soon focused on education ("the great equalizer") instead.

At Pomona, I took economics my very first semester and was instantly hooked. I had always enjoyed math—I was good at it—but had never really seen the point. Now, suddenly, someone was showing me that math could be used to analyze public policy! I switched majors but it wasn't until my very last semester that I finally took public finance; that was my first exposure to economics applied to education issues and that's when I knew I definitely was in the right place. I have several relatives who are teachers and education advocates, and it was exhilarating to discover that I could apply the tools of economic analysis to issues of education policy.

But even though I loved economics, I wasn't sure I wanted to pursue it further. Instead, I was seriously considering graduate programs in higher ed administration; my ambition at that point was to become the president of a small liberal arts school. A mentor strongly suggested I get my degree in an academic field, pointing out that many administrators in liberal arts schools come out of the faculty and getting my degree in economics would give me more options, so I ended up in the econ program at Wisconsin.

The one question mark for me about going into academia was teaching. Although I was interested in studying K-12 education policy, I had never had any interest in teaching, largely because I knew that I do not have the patience to deal with young kids all day. But I hoped that college would be do-able, and my experience at Pomona had shown me how powerful good teaching can be. So I was incredibly

relieved when I found that I loved teaching. In particular, I found that teaching gave me a whole new appreciation for the "economic way of thinking," something that often helped me retain perspective when surrounded by theorists and structural econometricians. At the same time, I was fairly appalled at the huge classes at Wisconsin (I recall telling the students in my discussion sections that their 400-person lecture class was bigger than my entire graduating class at Pomona), and I thought the pure chalk-and-talk lectures were a crime. I was determined to get a job at a liberal arts college where the classes would be "normal" sized and I could incorporate more active learning techniques.

But again, fate knew better. I ended up at San Diego State, a school I almost didn't apply to because I thought they were just another big state university where the classes would be huge and faculty would care only about research, not teaching. Having gone to Pomona and Wisconsin, I had no idea about all the schools in between where teaching and research really are balanced. Ironically, once I decided to apply, I had to work extra hard to convince the San Diego folks that I was seriously interested in them; coming from Wisconsin, they assumed I was only interested in research, not teaching.

And so although it is not at all what I intended, I have ended up with the perfect job for me. My students are incredibly diverse, in every dimension, which is both challenging and rewarding. My colleagues value applied policy research and they care about teaching so I feel rewarded and appreciated for doing the things I love. I have had opportunities to work directly with policymakers on education reform in the state where I grew up. And I have become more and more interested in pedagogy and economic education, even blogging about it at <http://economicsforteachers.blogspot.com>. I'm sure my mom wasn't envisioning teaching economics when she encouraged me in my desire to "make the world a better place" but I honestly can't imagine a better use of my time than to help the next generation of young people understand how to make better decisions.

**CSWEP can not run without**

**YOU!**

**You ARE CSWEP!**

My experience suggests that receipt of an initial offer is the ideal time to discuss what you need. Although making commitments from continuing funds for additional salary is difficult in this economic climate, administrators may be amenable to making one-time funds available for a new employee who makes a compelling case. Women, even women economists, are reluctant and often ineffective negotiators (Barron, 2003; Babcock et al., 2006; Bowles et al., 2007). Though a candidate will need to carefully consider the potential risks of taking an inflexible stand on very expensive demands, a job offer affords the best opportunity to ask for resources to hit the ground running. A sought-after candidate who inquires about resources to make her a more productive worker sends a positive signal about future productivity and professional drive. If handled tactfully, the worst that the university is likely to do is stick with the original offer. There are a number of good resources that provide insight into negotiating patterns and strategies (See for example, Babcock and Laschever, 2003, and Cawley, 2009).

It is not only those entering the job market for the first time who are adversely affected by the economic downturn. As faculty across the country can attest, working conditions have become increasingly difficult. The mantra across public institutions of higher education has been “we do more with less” as faculty workload increases during the recession. Many institutions are faced with growing enrollment without a commensurate increase in faculty, and although it seems that an increase in contractual course load is relatively rare, existing faculty may be asked to increase class sizes and advising loads and may be required to provide additional faculty service. To the extent that these changes are not distributed evenly across all faculty members, women economists are likely to bear a disproportionate share of the burden. In part because of their own response to requests for help, and in part because of gender-specific patterns of fields and teaching assignments women may face larger increases in their workload (Park, 1996; Acker and Feuerverger, 1996). Women in units that are predominantly male, such as those in economics departments and in business schools, may be solicited for work on university committees in an effort to ensure equal gender representation. Furthermore, in keeping with the mantra, workload increases may be exacerbated by reductions in the resources available to perform one’s work. The budget axe typically falls most quickly on discretionary resources, and for faculty, this often translates into reduced support for research release time, student assistants, and travel for conferences or collaboration.

For many faculty at state institutions it is also the case that “we do more for less.” Faculty forced to take furloughs

and pay cuts feel the pinch directly, and most faculty members who escaped a nominal salary reduction have, at a minimum, been without salary increases for the past year or two. In response to two years without pay increases, faculty and administrators at my university have recommended revising the annual merit process to consider accomplishments occurring during years with no raise pool as part of the merit process in subsequent years. The strategy of realizing financial reward for a string of exceptionally productive years by garnering an offer from a competing institution or accepting a counteroffer is increasingly difficult to implement in today’s market, and senior faculty may have to wait until endowments bounce back and state governments are able to refill their coffers to be fully compensated for their productivity.

This recession and the accompanying decline in stock market returns have also altered the decision-making of long-time faculty. Nearly 13% of U.S. universities and colleges have reduced the institutional contribution to ongoing retirement accounts in order to reduce their expenditures (AAUP, 2010). Retirements seem to have slowed as faculty retirement funds wither in response to reduced contributions and substantial stock market declines. An economic recovery that is reflected in a healthier financial market will likely result in a flurry of retirements, but until that time, colleges and universities recognize that encouraging retirement may ease budget pressures. Faculty anticipating retirement should inquire about all of their options. It is precisely in times like these that one-time enhanced retirement plans may be introduced.

The look of public higher education is changing. Smaller and smaller state contributions have led many institutions to increasingly rely on less permanent non-tenure track faculty and many new Ph.D.s may have difficulty moving immediately into a tenure-track position. The combination of delayed hiring, growing enrollment and an eventual increase in retirements as baby-boomers move out of the academic workforce, suggests an eventual surge in hiring into academic positions. Then-emerging Ph.D.s will face a much improved job market, but one that likely includes many more experienced assistant professors in the pool as these faculty members search for improved job matches. Until then, we watch as public higher education is transformed and wait to see when, or if, states restore the funding to their colleges and universities.

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## Top Ten Questions to Think about before Your Tenure Review

**1) Do you know the process?** Collect information from faculty handbooks as well as colleagues inside and outside your department. Know your deadlines and, to the extent that you can, make sure your committee members are working within the pertinent deadlines as well.

**2) Do you have a potential pool of letter writers?** You need to be visible in the profession. Some suggestions: You might generate future letter writers by sending your research out to other economists working in your field or the editorial board of the leading journal in your field. Ask senior colleagues about prospective reviewers. Obviously, if someone is known to write “bad” letters of recommendation, avoid him or her.

**3) Do you know the expectations of your department?** Do college and university level committees have additional or different expectations?

**4) Have you received earlier evaluation (e.g. reappointment) and reviewed such documents with an administrator or department colleagues?**

**5) Do you know the CVs and outcomes of the most recent tenure votes (last 5–8 years) in your department?** Ask colleagues for examples of tenure dossiers in order to understand how the documents are written and assembled.

**6) If your department sets up an internal committee to review your file, have you discussed the membership of this committee with your chair?**

**7) Do you know how your external reviewers are selected?** On a related note, if your department asks you to suggest external reviewers, give them full contact information as well as a summary as to why they are the most appropriate reviewers (i.e. make it easy for them to choose the reviewers you prefer).

**8) Have you reviewed your teaching evaluations and are prepared to explain any anomalies?**

**9) If asked to write a personal statement or research overview:**

**a. Have you included all information that works in your favor** (e.g. journal impact factors, citations to your work, current status of all your papers)?

**b. Have you explained any working gaps, leaves, or anything that might have affected your productivity or time to tenure?**

**c. Have you asked colleagues and mentors to critique these documents before including them in your tenure dossier?**

**10) Have you established a champion in your department?** It is always important to have an ally, although, in the end, it is your responsibility to build and present your tenure case.

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## CSWEP Sponsored Events at the 2011 AEA/ASSA Annual Meetings

*January 7–9, 2011, Denver, Colorado*

Please note that all CSWEP Events will take place at the Sheraton Downtown Denver Hotel. The preliminary program for the 2011 AEA/ASSA Annual Meeting is available online at: <http://www.aeaweb.org/aea/2011conference/program/preliminary.php>

### CSWEP Meetings and Receptions

**Friday, January 7th**

**12:30 pm**

CSWEP Business Meeting (light lunch) 12:30 in Sheraton Downtown Denver Hotel Tower Court D room. All are welcome!

This meeting will include results from the annual survey of economics departments and presentation of the Carolyn Shaw Bell Award and Elaine Bennett Research Prize.

**6:00 pm**

CSWEP, CSMGEP and CeMENT Joint Reception at 6 p.m. in the Sheraton Downtown Denver Hotel Tower Court B room. All are welcome!

Come and meet new people! Refresh acquaintances! We're looking forward to seeing you there!

**January 7–9**

**7:30 a.m. to 4:30 p.m. (3:30 p.m. on the 9th)**

Stop by the Hospitality Room for refreshments and networking in the North Convention Lobby, Tower Building, second level in the Sheraton Downtown Denver Hotel. All are welcome!

### CSWEP Sessions

**January 7**

**10:15 am, Sheraton, Director's Row H**

#### Neighborhood Effects

**Chair:** Amy Schwartz (New York University)

**Discussants:** Andrew Haughwout (Federal Reserve Bank of New York), Peter Zorn (Freddie Mac),

Claudia Sitgrave (New York University) and Claudia Gartenberg (Harvard Business School)

*Does Cleaning Up Contaminated Sites Raise Housing Prices?* Shanti Gamper-Rabindran (University of Pittsburgh) and Chris Timmins (Duke University)

*The Impact of Financial Development on Homeownership and Housing Quality: Evidence From Turkey*, Tansel Yilmazer (University of Missouri–Columbia), Fikret Adaman (Bogazici University) and Mehment Kaytaz (Isik University)

*Impacts of Neighborhood Economic Transitions on Retail Services*, Jed Kolko (Public Policy Institute of California), Rachel Meltzer (The New School) and Jenny Schuetz (University of Southern California)

*Homebuilders, Affiliated Financing Arms and the Mortgage Crisis*, Sumit Agarwal, Gene Amromin, Anna Paulson (Federal Reserve Bank of Chicago) and Sriram Villupuram (Colorado State University), Claudine Gartenberg (Harvard Business School)

**2:30 pm, Sheraton, Director's Row E**

#### House, Homeownership, and Life Cycle Impacts

**Chair:** Amy Crews Cutts (Freddie Mac)

**Discussants:** Marsha Courchane and Rajeev Darolia (Charles River Associates), Cynthia Holmes (York University, Toronto), Andrea Heuson (University of Miami)

CSWEP joins CSMGEP and CeMENT to host a

**RECEPTION**

at 6 p.m. on January 7 in the Tower Court B room of the Downtown Denver Sheraton! Come and find out about CSWEP, CSMGEP and/or CeMENT! Come and meet new people! Refresh acquaintances! We're looking forward to seeing you there! All are welcome!

*Owner-Occupied Housing: Life-cycle Implications for the Household Portfolio*, Marjorie Flavin (University of California, San Diego) and Takashi Yamashita (Nova Southeastern University)

*Housing Prices and Divorce*, Purvi Sevak (Hunter College) and Martin Farnham (University of Victoria)

*Effects of Child Health on Housing*, Marah A. Curtis (Boston University), Hope Corman and Kelly Noonan (Rider University & NBER) and Nancy E. Reichman (Robert Wood Johnson Medical School & Princeton University)

*Superstition in the Housing Market*, Nicole M. Fortin, Andrew Hill and Jeff Huang (University of British Columbia)

## January 8

8:00 am, Sheraton, Director's Row J

### Gender and Social Policy

**Chair:** Shirley Johnson-Lans (Vassar College)

**Discussants:** Tracy Falba (Duke University), Paul Glewwe (University of Minnesota), Anne Winkler (University of Missouri, St. Louis) and Ann Mari May (University of Nebraska, Lincoln)

*Have Gender Gaps in Access and Affordability of Health Care Narrowed Under Health Reform in Massachusetts?* Sharon K. Long and Karen Stockley (Urban Institute)

*Does Free Primary Education Narrow Gender Differences in Schooling? Evidence from Kenya*, Adrienne Lucas (Wellesley College) and Isaac Mbiti (Southern Methodist University)

*Women and Drug Crime: the Role of Welfare Reform*, Hope Corman (Rider University), Dhaval M. Dave (Bentley College & NBER) and Nancy E. Reichman and Dhiman Das (Robert Wood Johnson Medical School)

*Women's Work as Represented in the American Economic Review Papers & Proceedings Issue*, Ellen Meade and Martha Starr (American University)

10:15 am, Sheraton, Director's Row I

### Gender and Labor Markets

**Chair:** Nicole Fortin (University of British Columbia)

**Discussants:** Joyce Jacobsen (Wesleyan University), Saranna Thornton (Hapden-Sydney College) Kai Li (University of British Columbia) and Wayne Grove (Le Moyne College)

*Gender Segregation in Occupations: The Role of Tippling and Social Interactions*, Jessica Pan (University of Chicago)

*Compensating Differentials for Sexual Harassment*, Joni Hersch (Vanderbilt University)

*Shattering the Glass Ceiling: Gender Spillovers in Corporate Leadership*, David Matsa (Northwestern University) and Amalia Miller (University of Virginia)

*Is the Risk Worth the Reward for Top Women Executives*, Karen Selody (University of California, Berkeley)

2:30 pm, Sheraton, Gold

### Re-Thinking House Price Models

*A JOINT SESSION WITH WREN (Women in Real Estate Network, a Committee of the American Real Estate and Urban Economics Association)*

**Chair:** Marsha Courchane (Charles River Associates)

**Discussants:** David Harrison (Texas Tech University), Tsur Somerville (University of British Columbia), John Clapp (University of Connecticut) and Tom Thibodeau (University of Colorado)

## Remember, CSWEP hosts its own Hospitality Room!

Come meet new people! Sit, relax and have some refreshment! Prep for your talks or interviews! Meet a mentor! The Hospitality room is open from 7:30–4:30 January 7 and 8, and from 7:30–3:30 on January 9. All three days will be hosted in the North Convention Lobby, Tower Building, second level.

**ALL ARE WELCOME!**

*Ranking Up by Moving Out: The Effect of the Texas Top 10% Plan on Property Values*, Kalena E. Cortes (Syracuse University) and Andrew Friedson (Syracuse University)

*State Misallocation and Housing Prices: Theory and Evidence from China*, Shing-Yi Wang (New York University)

*The Relationship between Willingness-to-Pay Estimates in the Hedonic and Discrete Choice Models*, Maisy Wong (University of Pennsylvania)

*A Dynamic Model of Property Value Hedonics: Incorporating Forward-Looking Behavior into the Hedonic Approach*, Kelly Bishop and Alvin Murphy (Washington University in St. Louis)

## January 9

10:15 am, Sheraton, Terrace

### Gender and the Economics of the Household and Family

**Chair:** Shoshana Grossbard (San Diego State University)

**Discussants:** Robert Pollak (Washington University), Shelly Lundberg (University of Washington), Olivia Mitchell (University of Pennsylvania) and Nabanita Datta Gupta (Aarhus University)

*Care Provision to Elderly Parents and Women's Hours Worked in the Labor Market*, Jennifer Graves (University of Oklahoma)

*International Migration, Spousal Control, and Gender Discrimination in the Intrahousehold Allocation of Resources*, Francisca Antman (University of Colorado at Boulder)

*Intra-household Bargaining under Asymmetric Information: Modeling Income Hiding within the Household*, Carolina Castilla (Ohio State University)

*Marital Histories and Economic Well-Being*, Julie Zissimopoulos (RAND), Benjamin Karney (UCLA) and Amy Rauer (Auburn University)

## CSWEP Sponsored Sessions at the Southern Economic Association Meeting

November 20–22, 2010, Atlanta, Georgia

CSWEP will sponsor four sessions at the Southern Economic Association meetings in Atlanta, GA, November 20–22, 2010.

### Crises, Employment, Wealth, and Credit

*Recession Effects on Returns to Employment: Are Less Educated Workers Differently Affected By Economic Cycles?* Helen Connolly (Luxembourg Income Study)

*Making Work Pay in an Economic Crisis: The Irish Case*, Karina Doorley (CEPS/INSTEAD)

*Net Worth and the Middle Class: Patterns of Wealth and Debt, Before and After Financial Crisis*, Eva Sierminska (CEPS/INSTEAD)

*Redlining or Not? An Analysis of Credit Card Lines by Neighborhoods*, Yan (Jenny) Zhang (Senior Financial Economists, Compliance Risk Analysis Division)

### Time Allocation: Women Caring for Themselves and Others

*Giving and the Nature of Communities: An Analysis of How Community Characteristics Affect an Individual's Likelihood of Engaging in Volunteer Work*, Theodoros Diasakos (Collegio Carlo Albert) and Florence Neymotin (Kansas State University)

*Care Provision to Elderly Parents and Women's Hours Worked in the Labor Market*, Jennifer Graves (University of Oklahoma)

*Immigration and Its Impact on Mothers' Child Care Time and "Quality:" Evidence from the American Time-use Survey*, Catalina Amuedo-Dorantes (San Diego State University), Almudena Sevilla Sanz (University of Oxford)

*Female Autonomy and Health Care in Developing Countries: A Closer Look at Uttar Pradesh and Bihar*, Sharmistha Self (Missouri State University) and Richard Grabowski (Southern Illinois University)



CeMENT, which has been funded by the American Economic Association and the National Science Foundation, will hold regional workshops aimed at mentoring junior faculty at the **2011 Southern Economic Association meetings** in Washington, DC.

### **Marriage, Risk, and Veterinarians**

*A Semi-parametric Approach to Finding a Married Woman's Wage Premium*, Neha Nanda (Florida State University)

*Women in Top Management and Job Self Selection*, Suresh L Paul (NuNine) and Herman Sahni (California State University-San Marcos)

*Risk in Human Capital Investment and Gender Difference in Adult College Enrollment*, Xueyu Cheng (Alabama State University)

*Impact of Gender and Rurality on Veterinarian Practice*, Tong Wang (Iowa State University) and David A. Hennessy (Iowa State University)

### **Issues of Migration and Multi-nationals**

*Taxes, Welfare, and Migration of the American Poor*, Hui-chen Wang (The University of Mississippi)

*Coming to America: Does Home Country's Economic Status Matter for Self-employment in the U.S.?* Ruth Uwaiwo Oyelere (Georgia Institute of Technology) and Willie Belton (Georgia Institute of Technology)

*Immigrant Homeownership in the U.S. through Recent Housing Boom and Bust*, Kusum Mundra (Rutgers University)

*FDI, Agglomeration Economies, and Labor Poaching: Evidence from China*, Fariha Kamal (Syracuse University)

## **MAKE A DIFFERENCE!**

**YOU** are the reason CSWEP can offer mentoring, awards to recognize women in economics, summer economic fellowships, informative newsletters which keep you in touch with women in economics!

### **Calls for Papers and Abstracts**

## **American Economic Association Meeting Call for Abstracts**

*January 2012, Chicago*

CSWEP will sponsor sessions at the January 2012 American Economic Association meetings in Chicago. We will be organizing three sessions on gender-related topics and three sessions on development. Accepted papers will be considered for publication in the Papers and Proceedings issue of the *American Economic Review*.

Abstracts of individual papers and complete session proposals will be considered. E-mail a cover letter (specifying to which set of sessions the paper is being submitted) and a copy of a one- to two-page abstract (250–1000 words), clearly labeled with the paper title, authors' names, and contact information for all the authors by **February 24, 2011** to [cswep@usm.maine.edu](mailto:cswep@usm.maine.edu).

### **Session Summary**

## **Western Economic Association International Annual Conference**

*June 29–July 3, 2010, Hilton Portland & Executive Tower, Oregon*

### **Family ties and the labor force**

*Chair:* Jennifer Imazeki, San Diego State University

Visit the CSWEP website for descriptions of the papers on Western Economic Association International Annual Conference, June 29–July 3, 2010 on the "Sessions Summaries" page at: [http://www.aeaweb.org/committees/cswep/session\\_summaries.php](http://www.aeaweb.org/committees/cswep/session_summaries.php)

## 2011 Carolyn Shaw Bell Award

The Carolyn Shaw Bell Award was created in January 1998 as part of the 25th Anniversary celebration of the founding of CSWEP. Carolyn Shaw Bell, who was the Katharine Coman Chair Professor Emerita of Wellesley College, was also the first Chair of CSWEP. (To see a short biography of Carolyn Shaw Bell, see the Winter 2005 CSWEP Newsletter.) The Bell award is given annually to an individual who has furthered the status of women in economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, and the mentoring of others.

Previous winners included Alice Rivlin of the Brookings Institute; Sandra Ohrn Moose of the Boston Consulting Group; Eva Mueller, deceased, formerly Professor Emerita of the University of Michigan; Francine Blau of Cornell University; Marianne Ferber, Professor Emerita of the University of Illinois at Urbana-Champaign; Margaret Garritsen de Vries, deceased, formerly from the International Monetary Fund; Robin Bartlett of Denison University; Barbara Bergmann, Professor Emerita of the American University and the University of Maryland; Claudia Goldin of Harvard University; Barbara Fraumeni of the University of Southern Maine, and Olivia Mitchell of the University of Pennsylvania, Elizabeth Bailey of the University of Pennsylvania and Elizabeth Hoffman of Iowa State University.

All nominations should include a nomination letter, updated CV and two or more supporting letters, preferably at least one from a mentee.

Inquiries, nominations and donations may be sent to:  
Barbara Fraumeni, CSWEP Chair  
Muskie School of Public Service  
University of Southern Maine  
P.O. Box 9300  
Wishcamper Center  
Portland, ME 04104-9300  
cswep@usm.maine.edu

**Closing date for nominations for the 2011 award is September 15, 2011.**

**Check out our  
👉 ONLINE HYPERLINKED 👈  
Newsletter which can be emailed  
to you as a condensed pdf!**

**Already a CSWEP Associate? Consider joining the American Economic Association. CSWEP is a subcommittee of the AEA, which subsidizes many of our activities. In addition to all the perks associated with AEA membership, part of your dues will help to support CSWEP-sponsored programs, like the mentoring program. To join, go to <http://www.aeaweb.org>.**

## BRAG BOX

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

This year's IZA (Institut zur Zukunft der Arbeit, the Institute for the Study of Labor) Prize in Labor Economics is awarded to U.S. economist **Francine D. Blau** (Cornell University). The prestigious award recognizes Blau's seminal contributions to the economic analysis of labor market inequality. She has written extensively on the role of women in the labor market and on gender differences in pay and many other aspects of economic life. Her work has profoundly shaped the view of scholars and policymakers on the causes and consequences of gender differences in economic outcomes, and on policies for advancing women's labor market position and well-being. The award ceremony will take place at the ASSA annual meetings in Denver on January 8, 2011. Read more about Francine and the award at: <http://www.iza.org/prize>

**Pinelopi Goldberg**, of Yale University, has been named the first female editor in chief of the *American Economic Review*. Read a story by Zoe Gorman about this and the issue of female tenure at: <http://www.yaledailynews.com/news/2010/sep/28/the-rise-of-women-in-economics/>

**Joni Hersch** has won the Southern Economic Association election and will be a new Vice President of that organization starting November 2010.

**Mary Beth Walker** has been appointed to the position of Dean of the Andrew Young School of Georgia State University.



## Committee on the Status of Women in the Economics Profession

### HOW TO RENEW/BECOME A CSWEP ASSOCIATE

CSWEP is a subcommittee of the AEA, charged with addressing the status of women in the economics profession. It publishes a three-times-a-year newsletter that examines issues such as how to get papers published, how to get on the AEA program, how to network, working with graduate students, and family leave policies. CSWEP also organizes sessions at the annual meetings of the AEA and the regional economics associations, runs mentoring workshops, and publishes an annual report on the status of women in the economics profession.

CSWEP depends on the generosity of its associates to continue its activities. If you are already a CSWEP associate and have not sent in your donation for the current year (January 1, 2010–December 31, 2010) we urge you to renew your status. All donations are tax-deductible. If CSWEP is new to you, please explore our website, [www.cswep.org](http://www.cswep.org) to learn more about us.

**Students receive free complimentary CSWEP associate status. Just indicate your student status below.**

Thank you!

If you wish to renew/become an associate of CSWEP you have two options:

#### OPTION 1: ONLINE PAYMENT

Use the membership portal at <http://www.cswep.org> and click on **Join CSWEP** or **Renew Membership** on the right hand menu. It's quick, convenient and secure. We accept Mastercard, Visa and American Express.

#### OPTION 2: MAIL

If paying by check or if you are a student, please send your donation to:

**CSWEP Membership**  
c/o Barbara Fraumeni  
University of Southern Maine  
Muskie School  
PO Box 9300  
Portland, ME 04104-9300  
(Please make check payable to CSWEP Membership)

NAME: \_\_\_\_\_

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CITY, STATE, ZIP: \_\_\_\_\_

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Please supply your email address which will enable us to deliver your CSWEP Newsletter electronically. Doing so saves CSWEP postage costs and is another way to support our activities.

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check here if currently an AEA member

check here if currently a student Institution: \_\_\_\_\_

Expected Graduation Date: \_\_\_\_\_

I authorize CSWEP to release my contact information to other organizations that wish to share information of interest with CSWEP members.  yes  no

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**Please visit our website <http://www.cswep.org/>**

To no longer receive mail from CSWEP, please email [cswep@usm.maine.edu](mailto:cswep@usm.maine.edu) or write to the address provided above.



American Economic Association  
CSWEP  
c/o Barbara Fraumeni  
770 Middle Road  
Dresden, ME 04342

## Upcoming Regional Meetings:

### Southern Economic Association

<http://www.southerneconomic.org/>  
2010 Annual Meeting November 20–22, 2010  
Atlanta, Atlanta Sheraton

### Eastern Economic Association

<http://www.ramapo.edu/eea/conference.html>  
2011 Annual Meeting February 25–27, 2011  
New York City: Sheraton New York Hotel and Towers

### Midwest Economic Association

<http://web.grinell.edu/mea>  
2011 Annual Meeting March 18–20, 2011  
St. Louis, MO, Hilton St. Louis

### Western Economic Association

<http://www.weainternational.org/>  
2011 Annual Meeting June 29–July 3, 2011  
San Diego, San Diego Marriott Hotel & Marina

**30 PERCENT** *of the*  
**CSWEP BUDGET**  
*comes from* **DONATIONS**

### CSWEP Activities

As a standing Committee of the American Economic Association since 1971, CSWEP undertakes activities to monitor and improve the position of women in the economics profession through the Annual CSWEP Questionnaire (results of which are reported in the CSWEP Annual Report), internships with the Summer Fellows, mentoring opportunities through CeMENT and the Joan Haworth Mentoring Fund, recognition of women in the field with the Carolyn Shaw Bell Award and Elaine Bennett Research Prize, support of regional and annual meetings, organizing paper sessions and networking opportunities.