



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

Winter 2007

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## Announcing New Summer Economics Fellows Program

The American Economic Association and the National Science Foundation are sponsoring a new fellowship program designed to increase the participation and advancement of women and underrepresented minorities in economics. This fellowship allows the fellow to spend a summer in residence at a sponsoring research institution such as a Federal Reserve Bank or other public agency. During their residency, fellows participate as members of the research community while engaged in a research project of their own choosing. Fellows will be mentored by experienced economists both on scientific issues, and career issues such as negotiating publications, the job market, and advancement strategies. Fellows are typically either junior faculty or graduate students at the dissertation stage. For more details and application materials please see the program webpage at <http://www.cswep.org/summerfellows>.



### Monika Piazzesi Receives the 2006 Elaine Bennett Research Prize

Monika Piazzesi, Professor of Finance and the John Huiyinga Faculty Fellow at the University of Chicago Graduate School of Business, works at the intersection of macroeconomics, financial economics and applied time series econometrics. She has developed

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### Barbara Fraumeni Receives the 2006 Carolyn Shaw Bell Award

Barbara Fraumeni, Professor of Public Policy and Chair of the Ph.D. Program in Public Policy at the Muskie School of Public Service, University of Southern Maine, is a leading authority on economic growth, productivity, non-market accounts, and human and nonhuman capital. In November 2006 the U.S. Department of Commerce awarded Professor Fraumeni the Gold Medal, its highest honor, for creating an R&D Satellite Account that treats R&D as investment and can be used to assess its contribution to economic growth and competitiveness during her tenure as Chief Economist at the Bureau of Economic Analysis. A former CSWEP board member, Professor Fraumeni is a tireless champion for women's advancement in the economics profession. As a program officer at the National Science Foundation she shepherded the Creating Career Opportunities for Female Economists (CCOFFE) junior faculty mentoring grant proposal through its early phase and she subsequently served as a mentor in the first national workshop and coordinator of the Eastern regional workshop. 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.

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## From the Chair

After a wonderful celebration of CSWEP's 35th anniversary at the ASSA meetings in January I am delighted to report that CSWEP has been involved in a wide range of activities over the past three months. In November CSWEP sponsored sessions at the Southern Economic Association meetings including an always popular panel discussion led by Daniel Hamermesh on how to Jump Start Your Career. One of our major activities in the fall is the annual survey of departments, the results of which are presented in this newsletter. The response rate to this survey increased this year in part due to the wonderful support we have received

from CSWEP Associates who prodded their department chairs to complete this survey. During the January 2007 ASSA meetings in Chicago CSWEP sponsored four sessions on gender-related issues and one on long-term growth. In addition we had a panel discussion entitled, "Looking Down the Pipeline: Female Economists in the Making." Eight papers from these sessions will be published this May in the American Economic Review Papers and Proceedings. We had a packed house at our business session where we presented the Carolyn Shaw Bell award to Barbara Fraumeni and the Elaine Bennett award to Monika Piazzesi. Monika gave a terrific overview of her work on modeling interest rate movements over time and helped shed light on the so-called "interest rate conundrum". Following the business meeting we celebrated the 35th anniversary with a CSWEP reception for over 100 associates and friends. All who attended received our now infamous 35th anniversary "Econ Diva" tee-shirts.

As some of you may be aware, concern was raised this past fall about the American Economic Association ad policy in Job Openings for Economists that did not allow language that indicated interest in receiving applications from specific groups even if legally allowable. Several groups and individuals contacted the AEA, including CSWEP, urging a change in policy. I am pleased to report that the AEA's Executive committee has adopted a new policy that now states that Listings in JOE may encourage or welcome applications from either: (a) identifiable underrepresented groups, or (b) identifiable groups for which the Civil Rights Act and other applicable laws permit preferences in hiring decisions. However, listings may not include language that indicates discriminatory preferences in hiring.

The January ASSA meeting is always a little bittersweet since part of our board cycles off. All of us on the CSWEP board would like to thank the following members who completed their terms: Rachel Croson from the University of Pennsylvania, Lori Kletzer from University of California at Santa Cruz, Sharon Oster from Yale University, and Ann Owen from Hamilton College. We welcome incoming board members: Linda Bell (Eastern rep) from Haverford College, Patricia Mosser from the Federal Reserve Bank of New York, Martha Olney (Western rep) from University of California at Berkeley, and Fiona Scott Morton from Yale University.

Please watch the CSWEP website [www.cswep.org](http://www.cswep.org) for Calls for Abstracts for the 2009 ASSA meetings that will be held in San Francisco (we will sponsor sessions on gender-related topics and industrial organization), regional meetings, and upcoming mentoring activities. Do not hesitate to contact the CSWEP regional reps if you are interested in participating in the regional meetings, including organizing a session or being a discussant.

Finally, please consider offering your assistance to CSWEP. We are in the process of updating our "CSWEP Associates" list so if you are interested in helping ensure that graduate students know about their free access to CSWEP newsletter, getting your department survey completed, and providing some feedback to the Board on the newsletter and other CSWEP activities just send me an email at [cswep@tufts.edu](mailto:cswep@tufts.edu).

—Lisa M. Lynch



## 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.

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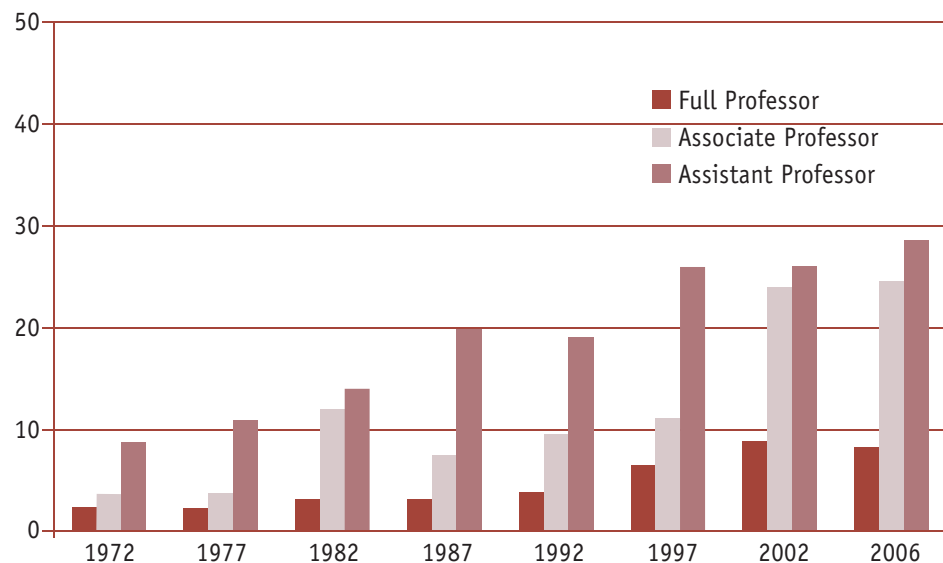
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Thirty five years ago at the December 1971 annual meeting of the American Economic Association in New Orleans, the Committee on the Status of Women in the Economics Profession, CSWEP, was founded to monitor the status and promote the advancement of women in the economics profession. Much has changed over the past thirty-five years as shown in Figure 1. In 1972, the first year that

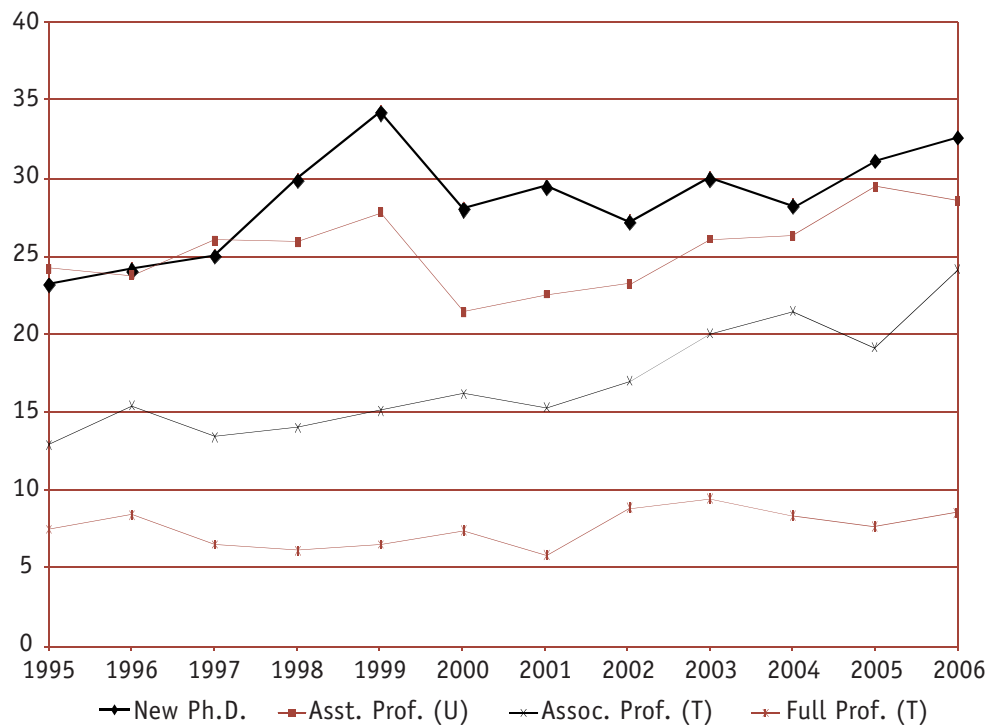
CSWEP administered a survey of faculty and students in economics departments, women represented 8.8 percent of assistant professors, 3.7 percent of associate professors and 2.4 percent of full professors. By 2006 women more than tripled their representation to 28.6 percent of assistant professors, increased by almost seven fold their share of untenured associate professors to 24.6 percent and represented 8.3 percent of all full professors in

Ph.D. granting economics departments. Between 1972 and 2006 women's share of Ph.D.'s awarded in economics departments more than quadrupled from 7.6 to 32.7 percent. This report presents results from our annual survey of departments for 2006 with particular attention to the trends over the past decade. It will then summarize CSWEP's activities more generally over the past year.

**Figure 1: Percentage Female Faculty by Rank**



**Figure 2: Percentage of Economists in the Pipeline Who Are Female—All Ph.D.-Granting Departments**



### Data on Women Economists

For the 2006 CSWEP survey 124 Ph.D. economics departments were contacted. Responses were received from 96 departments yielding a high response rate of 77.4 percent. The CSWEP liberal arts survey was sent to 147 schools included in the listings of "Baccalaureate Colleges—Liberal Arts" from the Carnegie Classification of Institutions of Higher Education (2000 Edition) and augmented this year to include 6 departments in research universities that offer a Master's degree but not a Ph.D. degree program in economics. The number of schools who responded was 87 yielding a response rate 59.2 percent, up from last year's rate of 56 percent.

Figure 2 and Table 1 summarize the trends in women's representation in Ph.D. granting departments over the past decade. We have labeled these charts as female economists "in the pipeline" to show the progression of women through the ranks of newly minted Ph.D.s to tenured full professors. A concern that has been raised in previous CSWEP annual reports and in the Fall 2006 CSWEP newsletter is that this pipeline may be "leaky". As discussed by John J. Siegfried and Judith S. Ricks (2006) in the Fall 2006 CSWEP newsletter and Siegfried (2006), thirty years ago women represented approximately a quarter of all undergraduate economics majors. That share then gradually rose to 35 percent by 1985 and then declined to near



**Table 1: The Percentage of Economists in the Pipeline Who Are Female, 1996-2006**

	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
<b>All Ph.D. Granting Departments</b>											
1st yr students	30.5%	31.3%	32.2%	35.6%	38.8%	31.9%	33.9%	34.0%	33.9%	31.9%	31.0%
ABD	28.3%	26.8%	28.2%	33.0%	32.3%	30.2%	30.6%	32.7%	33.1%	33.9%	33.6%
New PhD	24.1%	25.0%	29.9%	34.2%	28.0%	29.4%	27.2%	29.8%	27.9%	31.1%	32.7%
Asst Prof (U)	23.8%	26.0%	25.9%	27.8%	21.4%	22.5%	23.2%	26.1%	26.3%	29.4%	28.6%
Assoc Prof (U)	9.1%	11.1%	15.9%	27.3%	17.2%	10.0%	17.2%	24.0%	11.6%	31.2%	24.6%
Assoc Prof (T)	15.4%	13.4%	14.0%	15.1%	16.2%	15.3%	17.0%	19.9%	21.2%	19.2%	24.1%
Full Prof (T)	8.4%	6.5%	6.1%	6.5%	7.4%	5.8%	8.9%	9.4%	8.4%	7.7%	8.3%
N departments	98	95	92	77	76	69	83	95	98	93	96
<b>Top 10 Ph.D. Granting Departments</b>											
1st yr students	26.5%	20.3%	27.2%	29.6%	29.5%	26.9%	28.5%	21.2%	26.0%	26.0%	24.8%
ABD	23.9%	25.0%	22.0%	25.2%	25.2%	26.6%	27.0%	26.1%	26.3%	26.3%	27.8%
New PhD	18.6%	16.5%	25.9%	24.3%	23.0%	30.5%	25.7%	26.3%	25.5%	31.4%	30.3%
Asst Prof (U)	21.1%	20.0%	17.7%	14.7%	18.2%	18.8%	15.8%	21.9%	21.3%	24.1%	27.4%
Assoc Prof (U)	0.0%	12.5%	36.4%	45.5%	30.8%	13.3%	7.7%	11.1%	12.5%	30.0%	27.3%
Assoc Prof (T)	20.0%	12.5%	7.7%	28.6%	36.4%	23.5%	28.6%	17.6%	6.7%	14.3%	10.0%
Full Prof (T)	5.3%	5.0%	3.7%	3.9%	7.1%	6.3%	5.6%	7.0%	8.2%	7.3%	8.0%
N departments	9	8	7	7	7	10	9	10	10	10	10
<b>Top 20 Ph.D. Granting Departments</b>											
1st yr students	30.2%	21.5%	28.8%	31.1%	32.8%	30.5%	31.9%	26.1%	27.7%	27.0%	27.4%
ABD	26.4%	28.6%	24.1%	25.4%	26.2%	27.2%	27.2%	28.4%	29.7%	28.9%	28.9%
New PhD	22.7%	24.9%	27.1%	28.1%	24.6%	26.8%	24.7%	24.8%	28.2%	30.7%	30.7%
Asst Prof (U)	18.2%	17.8%	16.4%	21.6%	17.7%	18.8%	21.5%	25.1%	24.1%	27.0%	26.2%
Assoc Prof (U)	0.0%	7.7%	36.4%	46.2%	26.7%	13.3%	13.3%	23.1%	20.7%	26.7%	24.4%
Assoc Prof (T)	16.7%	16.0%	8.3%	16.3%	12.8%	19.6%	22.9%	18.9%	12.1%	14.3%	12.5%
Full Prof (T)	5.5%	5.9%	4.7%	4.8%	7.4%	7.0%	9.0%	6.3%	7.6%	7.5%	7.9%
N departments	19	17	16	15	15	18	18	19	19	20	20

Notes: U refers to untenured and T refers to tenured. ABD indicates students who have completed "all but dissertation."

30 percent in 1990. For the past decade, the female percentage of undergraduate economics majors has plateaued to a narrow range, between 30 and 32 percent, except briefly during 2001-2003, when it rose to its post-1990 peak of 35 percent. As detailed in John J. Siegfried and Wendy A. Stock (2006), selective liberal arts colleges and universities that offer a Ph.D. in economics provide the undergraduate training for almost three-quarters of new economics Ph.D.s. Therefore, trends in undergraduate economics majors help us predict the potential inflow into the academic pipeline. Given that the share of women of all undergraduate students has risen over this period to now 57% this means the propensity by women to become an economics major has actually fallen even as their share of majors has remained constant.

Taking two year averages to smooth the survey data, we see in Table 1 that the female share of 1st year students in economics Ph.D. programs went from 30.9 percent in 1996-7 to 31.45 percent in 2005-6, very close to the share of women undergraduate economics majors. Again looking at the 1996-7 to 2005-6 time period, the female share of new Ph.D.'s

increased from 24.55 percent to 31.9 percent. This suggests that the pipeline is not very leaky through completion of the Ph.D. but further growth in the share of Ph.D.s in economics granted to women will be limited until the share of female undergraduate majors increases.

Turning to the faculty ranks there has been significant progress in women's share of assistant and associate professorships. The female share of assistant professors rose from 24.9 percent in 1996-7 to 29 percent in 2005-6. Over the same period the female share of tenured associate professors grew from 14.4 to 21.7 percent with a sharp increase in 2006 to a new high of 24.6 percent. Looking at Figure 2 there seems to have been acceleration in the share of women who are tenured associate professors since 2000. Unfortunately, there has been little growth in women's representation in the ranks of tenured full professors over the past decade. When we look at the share of tenured full professors in top ten or twenty departments<sup>1</sup> we see that there has been considerable growth, although the share (7.9 percent) is still lower than the average for all Ph.D.-granting departments (8.3 percent).

**Table 2: Percentage Female for Ph.D.-Granting Economics Departments (2006)**

	Women	Men	Percentage Female
<b>A. Faculty Composition (2006-2007 Academic Year)</b>			
<b>Assistant Professor</b>	164	415	28.3%
Untenured	160	400	28.6%
Tenured	4	15	21.1%
<b>Associate Professor</b>	100	313	24.2%
Untenured	8	25	24.6%
Tenured	92	288	24.1%
<b>Full Professor</b>	105	1,166	8.2%
Untenured	0	7	0.0%
Tenured	105	1,159	8.3%
All tenured/tenure track	368	1,894	16.3%
Other (non-tenure track)	116	221	34.4%
<b>All Faculty</b>	484	2,115	18.6%
<b>B. Students and Job Market</b>			
<b>Students (2006-2007 Academic Year)</b>			
First-year Ph.D. students	411	914	31.0%
ABD students	1,023	2,026	33.6%
Ph.D. granted (2005-2006 Academic Year)	261	536	32.7%
<b>Job Market (2005-2006 Academic Year)</b>			
U.S.-based job	202	393	33.9%
Academic, Ph.D. granting department	80	186	30.1%
Academic, Other	48	63	43.2%
Public sector	33	60	35.5%
Private sector	41	84	32.8%
Foreign Job obtained	57	143	28.5%
Academic	38	79	32.5%
Nonacademic	19	64	22.9%
No job found	14	34	29.2%

Note: ABD indicates students who have completed "all but dissertation."

## Results for Ph.D.-Granting Departments and Liberal Arts Schools (2006)

Tables 2 and 3 present results from the 2006 CSWEP survey for Ph.D. granting departments in greater detail, first for all departments and then for the top 10 and 20 ranked departments separately. In contrast to past reports we find in 2006 that the gap between the share of women faculty by rank for all Ph.D.-granting programs and those in the top ten or twenty has virtually disappeared for untenured assistant and associate professors and has narrowed for full professors.

However this is not true for tenured associated professors where the share of women is 24.1 percent for all faculty in Ph.D.-granting institutions and just 12.5 in the top twenty departments. In addition, there is a difference in the gender composition of graduate students.

Women make up 31 percent of first year Ph.D. students in all departments but only 24.8 percent in top ten departments and 27.4 percent in top twenty. Interestingly the total number of male and female first year students in the top ten departments decreased sharply from 2005 to 2006 from 304 to 238. However, the total number of first year students in all Ph.D. programs remained roughly constant over this period. In terms of the pipeline this means that absolute number of women students completing a Ph.D. from the top departments will be smaller in the future.

Tables 2 and 3 also show how women have fared in the job market for new Ph.D.'s relative to their male counterparts. The majority of male and female graduate students in economics end up taking jobs in the United States and women are somewhat more likely to take a U.S.-based job than their male counterparts (74 vs. 69 percent). Thus while women constituted 32.7 percent of new Ph.D.'s in the 2005-2006 academic year, they comprised 33.9 percent of those obtaining U.S. based jobs and 28.5 percent of those obtaining foreign jobs. Traditionally women have been underrepresented in academic positions in Ph.D.-granting institutions and "over-represented" (relative to their share of all graduates) in academic positions in non-Ph.D. granting institutions and in public sector jobs. While this was not the case in data presented in last year's survey this pattern has returned in 2006 with women constituting 30.1 percent of new hires in U.S. Ph.D. granting departments and 43.2 percent in non Ph.D. granting academic programs. Their share of public sector employment was 35.5 percent. However, when we examine the employment patterns of those women graduating from top ten and top twenty departments we see a different pattern. Women in top twenty departments constituted 30.7 percent of newly minted Ph.D.'s from these departments in 2005-2006. They represented 30.7 percent of new hires in U.S. based Ph.D. granting departments and 23.5 percent of those in non Ph.D. degree programs.

The CSWEP survey also includes information on non-tenure track faculty. As seen in Tables 2-3, this category is disproportionately female. Among all Ph.D.-granting economics departments in the U.S., 34.4 percent of the non-tenure track faculty is female in 2006 compared to 16.3 percent of the tenured/tenure track faculty. Similarly, in the top ten (twenty) departments women comprise 37.5(32.3) percent of the non-tenured faculty versus 13.9(13.8) percent of the tenured/tenure track faculty. So women are more likely to be in non-tenured track jobs rather than tenure tracked jobs compared to men. More generally, we see an increase in the share of all faculty, male and female, in non-tenured positions from 10.8 percent in 2005 to 13 percent in 2006.

If the absolute number of women economists is small in a department it could be limiting for female students or female junior faculty who may feel that they are a token appointment. As shown in Table 4 only 3.1 percent of all departments have no women faculty at all in 2006. This is down from 5.4 percent in 2005. Over thirty five percent of departments have 3 or more women faculty members in all Ph.D. programs and 40 percent of top twenty departments have

<sup>1</sup> These rankings are taken from US News and World Report 2005 Edition. The top ten departments include Massachusetts Institute of Technology; Harvard University; Princeton University; Stanford University; University of Chicago; University of California-Berkeley; Yale University; Northwestern University; University of Pennsylvania; and the University of California-San Diego. The top twenty departments additionally include, University of California-Los Angeles; University of Michigan-Ann Arbor; University of Wisconsin-Madison; University of Minnesota-Twin Cities; California Institute of Technology; Columbia University; University of Rochester; Cornell University; Carnegie Mellon; and New York University.

**Table 3: Percentage Female for Top 10 and Top 20 Ph.D.-Granting Economics Departments (2006)**

A. Faculty Composition (2006-2007 Academic Year)	Top 10			Top 20		
	Women	Men	Percentage Female	Women	Men	Percentage Female
<b>Assistant Professor</b>	29	77	27.4%	49	138	26.2%
Untenured	29	77	27.4%	49	138	26.2%
<b>Associate Professor</b>	5	26	16.1%	10	51	16.5%
Untenured	3	8	27.3%	5	16	24.4%
Tenured	2	18	10.0%	5	35	12.5%
<b>Full Professor</b>	20	231	8.0%	34	391	7.9%
Untenured	0	0	0.0%	0	0	0.0%
Tenured	20	231	8.0%	34	391	7.9%
All tenured/tenure track	54	334	13.9%	93	579	13.8%
Other (non-tenure track)	12	20	37.5%	20	42	32.3%
<b>All faculty</b>	66	354	15.7%	112	621	15.3%
B. Students and Job Market	Women	Men	Percentage Female	Women	Men	Percentage Female
<b>Students (2006-2007 Academic Year)</b>						
First-year Ph.D. students	59	179	24.8%	120	318	27.4%
ABD students	256	664	27.8%	384	943	28.9%
Ph.D. granted (2005-2006 Academic Year)	59	136	30.3%	103	232	30.7%
<b>Job Market (2005-2006 Academic Year)</b>						
U.S. based job	42	112	27.3%	74	160	31.6%
Academic,						
Ph.D.-granting department	27	69	28.1%	42	95	30.7%
Academic, Other	1	6	14.3%	4	13	23.5%
Public sector	6	16	27.3%	11	22	33.3%
Private sector	8	21	27.6%	17	30	36.2%
Foreign Job obtained	12	25	32.4%	26	57	31.3%
Academic	10	15	40.0%	18	32	36.0%
Nonacademic	2	10	16.7%	8	25	24.2%
No job found	0	8	0.0	0	9	0.0

Note: ABD indicates students who have completed "all but dissertation."

more than 3 women faculty. However, this is down from the previous year when 50 percent of top twenty departments had 3 or more women. In addition, one in five departments have no women faculty at the rank of associate or full professor and this is up from the previous year for all Ph.D. programs (18.3 %) and for top twenty programs (15%). This is cause for concern.

As already discussed in analyzing hiring patterns, female faculty are better represented at liberal arts institutions than at Ph.D.-granting institutions (see table 5). In 2006 in liberal arts institutions and

those research universities that only granted BA/MA economics degrees, women were 35 percent of untenured assistant professors, 33.7 percent of tenured professors and 19.9 percent of tenured full professors; comprising 27.6 percent of tenured or tenure track faculty versus just 16.3 percent in Ph.D.-granting programs. In terms of the pipeline of women entering doctoral programs in economics, however, we see a worrying trend in liberal arts institutions. The fraction of student undergraduate majors who were women at these institutions was 32.8 percent in 2006 down from 35.7 in 2005 and 37.6 in 2004.

**Table 4: Distribution of Departments by Number of Women on the Faculty (2006)**

Number of Women	All Ph.D Granting Economics Departments			Top 20 Economics Departments		
	All	Assistant	Associate or Full	All	Assistant	Associate or Full
0	3.1	19.8	20.8	0.0	10.0	20.0
1-2	27.1	57.3	43.8	20.0	45.0	40.0
3-4	38.5	17.7	24.0	35.0	35.0	25.0
5 and over	31.3	5.2	11.4	45.0	10.0	15.0

**Table 5: Percentage Female for Economics Departments in Liberal-Arts Institutions (2006)**

A. Faculty Composition (2006-2007 Academic Year)	Women	Men	Percentage Female
<b>Assistant Professor</b>	67	121	35.6%
Untenured	62	115	35.0%
Tenured	5	6	45.5%
<b>Associate Professor</b>	68	138	33.0%
Untenured	6	16	27.3%
Tenured	62	122	33.7%
<b>Full Professor</b>	64	262	19.6%
Untenured	0	5	0.0%
Tenured	64	257	19.9%
All tenured/tenure track	199	521	27.6%
Other (non-tenure track)	62	122	33.7%
<b>All faculty</b>	261	643	28.9%
<b>B. Student Information</b>			
<b>Student Majors</b> (2005-2006 Academic Year)	1,209	2,482	32.8%

## The Committee's Recent Activities

### On-going Activities

One of CSWEP's major activities is the production of our thrice-yearly newsletter. The Winter 2006 newsletter, co-edited by Ann Owen, included information on the annual survey of departments, along with articles on teaching economics to three different types of students – graduate students, undergraduates at a small college and MBA students. It also included interviews with the 2004 Elaine Bennett research prize recipient, Marianne Bertrand, and the 2005 Carolyn Shaw Bell Award winner, Claudia Goldin. Katharine Abraham co-edited the Spring Newsletter that included articles on research careers outside academia and biographies of board members Nancy Rose and Donna Ginther. The Fall newsletter was co-edited by Gail Hoyt and featured articles on “the pipeline” in economics and biographies of board members Dick Startz and Anna Paulson. These newsletters would not be possible without the tireless efforts of Karine Moe.

As part of its ongoing efforts to increase the participation of women on the AEA program, CSWEP organized six sessions plus a panel discussion for the January 2006 ASSA meetings in Boston. Lisa Barrow, Daniel Hamermesh and Lori Kletzer organized three sessions on gender-related issues and Sharon Oster and Judith Chevalier organized three sessions on industrial organization. Daniel Hamermesh also organized and chaired a panel discussion entitled “How to jump start your career”. Francine Blau, past CSWEP Chair, led the CSWEP business meeting discussion on results from the annual survey and other CSWEP activities with its associates and other interested AEA members. Suggestions for future activities, especially with respect to the CSWEP NSF funded CeMent mentoring program, were made.

During 2006 CSWEP sponsored two mentoring workshops for junior faculty in economics. After the January ASSA meetings in Boston we held the second annual National Science Foundation funded CeMent mentoring workshop for female junior faculty in economics. This was followed by a regional mentoring workshop held in

*“...there seems to have been acceleration in the share of women who are tenured associate professors since 2000. Unfortunately, there has been little growth in women's representation in the ranks of tenured full professors over the past decade...”*

March at the Midwest Economics Association meetings in Chicago. Participants were enthusiastic in their exit survey about the quality and usefulness of the panels and overall activities of the workshop. We thank all the mentors and organizers who participated in these workshops especially Rachel Croson, Donna Ginther and Kim Marie McGoldrick. We will conduct an additional regional workshop in February 2007 at the Eastern Economic Association meetings and hope to be able to offer more workshops in the future.

During the 2006 business meeting the Carolyn Shaw Bell Award was presented to Claudia Goldin, the Henry Lee Professor of Economics at Harvard University. The Carolyn Shaw Bell award is given annually to a woman who has furthered the status of women in the economics profession through her example, achievements, contributions to increasing our understanding of how women can advance through the economics profession, and mentoring of other women. Professor Goldin has taken the tools of quantitative economics to historical data in ways that inform us at the deepest level about a range of current economic issues. Her work on the long-term evolution of female labor force participation stands as a model in the field of economic history. Professor Goldin has been a Vice President of the AEA, a board member of CSWEP, the President of the Economic History Association, the Editor of the Journal of Economic History, and served on numerous editorial boards for both general purpose economics journals and more specialized history journals. As the first tenured woman in the economics departments at both the University of Pennsylvania and Harvard, Professor Goldin has been an inspiration to many other women, readily sharing her own experiences while simultaneously demonstrating the possibilities of success with her own stellar record. The Chair thanks Sharon Oster, Catherine Mann and Caren Grown for their service on the Carolyn Shaw Bell Awards Committee.

### **CSWEP's Regional Activities**

CSWEP's regional representatives organized sessions at each of the regional association meetings—including the Eastern, Southern, Midwest, and Western Economic Association. Our thanks go to Anna Paulson (Midwest), Ann Owen (Eastern), Gail Hoyt (Southern) and Lori Kletzer (Western), for their excellent programs and efforts to help women economists in their regions maintain and increase their professional networks. Abstracts of the papers presented at these association meetings are presented in the newsletters each year.

### **Additional Words of Thanks**

The Chair would like to thank the membership chair, Joan Haworth and her staff, including Lee Fordham and Donya Samara, for their essential contribution to our outreach mission. Joan Haworth has also generously contributed to CSWEP by establishing the Joan Haworth Mentoring Fund to which women or institutions may apply for funds to support or develop mentoring activities or relationships to facilitate the professional advancement of women. See <http://www.cswep.org/mentoring/MentoringFund.htm> for further details about this program. The terms of four of our Committee members ended in December – Rachel Croson, Lori Kletzer, Sharon Oster and Ann Owen. They have all made outstanding contributions and we are enormously grateful to them for their willingness to serve. This was my first as Chair along with new Committee members Dick Startz, Donna Ginther and Anna Paulson. We are delighted to have them aboard and thank them for the very significant contributions they have already made. The Chair also thanks the other members of the Committee for their exceptional efforts in the past year to advance the goals of CSWEP. CSWEP receives both financial and staff support from the American Economic Association. We are especially grateful for all the help we receive from John Siegfried and his staff—Edda Leithner, Barbara Fiser and Susan Houston. The Chair also warmly thanks Anne Hurst, Diana Stockwell, Karin McMaster, and especially Kathy Spagnoli from Tufts University who have all provided excellent and indispensable administrative support for the Committee over the past year. Finally the Committee is deeply indebted to Tufts University for their administrative support of CSWEP's activities and for providing CSWEP with office space and other resources.

—*Lisa M. Lynch, Chair*

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# Difficult Discussions:

## How to Approach Conversations with your Chair or Dean



—Introduction by Nancy Rose, Massachusetts Institute of Technology

Conversations with your department chair may range from relatively routine—your teaching load next year, a request to take on a new committee assignment, the results of your teaching evaluations or reappointment review—to exceptional—a leave request for an expectant parent, the department’s response to an outside offer, schedule accommodations for a dual-career couple in different cities, teaching relief to cope with a medical crisis. Even in departments in which the chair possesses little direct authority over resources, enlisting their support can be crucial in how your requests are presented to, and perceived by, the Dean. In this symposium, three leading economists provide advice on how to initiate some of the more difficult discussions and then bring them to successful conclusions.

Fiona Scott Morton, Professor of Economics at the Yale School of Organization and Management and parent of three, describes the landscape for maternity and parental leave. While there are some legal protections for maternity or child care leaves (see Saranna Thornton’s 1998 CSWEP newsletter article at <http://www.cswep.org/maternit.htm>), these policies were not designed with faculty jobs in mind, and their implementation may be poorly matched to the needs of expectant faculty parents. Even in schools with well-articulated parental leave policies, discretion over teaching assignments may make those more or less effective for any given faculty member. This article describes a range of alternatives and provides some sense of their advantages and disadvantages, particularly for junior faculty. Whether you choose to negotiate maternity leave terms ex ante, or to enlist your department chair or dean in an effort to redesign school policies that boost recruitment and retention, particularly of women faculty, it is important to decide what outcome is both beneficial to you and reasonable for the department and to gather evidence on peer institution policies before initiating discussions.

Susan Athey, Professor of Economics at Harvard University, shares her thoughts on negotiating outside job offers from the vantage of personal experience and extensive conversations

with colleagues at major research universities. After navigating the highly-structured and well-documented market for new Economics Ph.D. positions (see John Cawley’s article on the U.S. job market in the 2004 Job Openings for Economists at [http://www.aeaweb.org/joe/articles/2004/cawley\\_2004.pdf](http://www.aeaweb.org/joe/articles/2004/cawley_2004.pdf)), the prospect of undertaking the search for a lateral move or a tenured position outside your home institution can seem daunting. Even if you receive the proverbial “call from out of the blue,” asking whether you would consider an offer from another department, what do you say and when do you say it? This article suggests strategies for initiating a search, describes an exhaustive set of parameters to consider when comparing offers, provides tips for closing on an attractive final offer, and highlights ways to ensure that your future colleagues are at least as enthusiastic about your acceptance as they were about their initial decision to offer you a position.

In the final selection, Nancy Marion, Professor of Economics at Dartmouth College, provides the perspective of a former Department Chair. Chairs can be important allies on many fronts, as the previous articles suggest. But many chairs report “providing unpaid therapy” as the least attractive job demand. What issues are appropriate for a faculty member to bring to the Chair, and which ones are better dealt with in conversations with a mentor, senior field colleague, or even non-academic friend? When is a chair likely to perceive your request as “win-win” rather than “whining”?

Much of the advice offered below applies broadly: Do your homework in advance, reflect on your strengths and refine your goals, search for solutions that benefit both parties, avoid personalizing the exchanges. Some reflects the idiosyncrasies of a particular situation: What are the salient parameters of a senior offer? How might you approach the chair of a department with no maternity leave policy when you’ve just learned that you’re expecting your first child at the beginning of your teaching-intensive semester? Regardless of the subject, the perspectives these economists bring to the table may change the way you approach your next conversation with your chair or dean.

# Negotiating Senior Job Offers

—Susan Athey, Harvard University



When you are on the “rookie” job market, the rules of the game are fairly clear. But what happens after that? The negotiation is much more subtle. What follows draws on my experience and those of colleagues, department chairs and administrators at top 20 research universities, but many of the principles apply more broadly.

## Preparing for a Job Search

Unlike the new PhD market, the senior market doesn’t follow any particular timing. Some schools take months to get you terms after an offer has been voted; others have them within weeks. There is a convention (not always honored) that you make a decision no later than May 1 for the following year. Nothing much happens in summer.

**1. Maintain your visibility and networks.** Be easily findable by Google, have an up-to-date web page with CV and research papers, and realize that anything not on your web page might as well not exist. You can write “coming soon!” for papers you are not ready to post. Send your working papers to researchers in your field—especially potential letter-writers and those at schools you may be interested in. Invite them to present their work at your department’s seminars. It is imperative that potential letter-writers are up to date on your work, but the sad truth is that popular letter-writers have little time to read (they are too busy writing letters!). Remember that every seminar you give is a potential job talk. Put your best foot forward: present your best paper, prepare for your individual meetings, and prepare a coherent discussion of your latest work and your overall agenda. See the CSWEP Top 10 Web and Networking tips in the Fall 2006 CSWEP newsletter and at [http://www.vanderbilt.edu/AEA/CSWEP/PDFs/top10\\_list\\_Networking.pdf](http://www.vanderbilt.edu/AEA/CSWEP/PDFs/top10_list_Networking.pdf).

**2. Decide when to act.** If you are young, start with your advisors and most trusted mentors. Get their advice about timing and your prospects. Should you think about going on the market just before you would come up for tenure at your home institution? Where do they think you could get a job now, and how that would change in two years or if you got a few more publications? Do your best to understand your market value before venturing into the market. As you approach a decision, let people you see at conferences, seminar dinners, etc. know you are “thinking about” going on the job market,

unless that creates a problem at your home institution. If true, emphasize your flexibility on location, a commuting relationship with your partner, etc.

**3. Start your search.** Send emails to a larger circle of colleagues. Let them know you are on the market and ask for advice, leads on open positions, and ask them to pass your name on. For schools that have contacted you in the past, send a strong signal. For schools that are more of a stretch, ask a senior colleague there for advice or any leads they may have. That avoids sounding presumptuous.

**4. Be prepared to limit your search.** This may sound counter intuitive. A very important, difficult, and complex issue (too complex to do justice to within this article) is what outside offers will be credible and how they interact with internal negotiations. You may want to discourage or delay a potential offer. For example, if you are untenured, your home department may not respond to an early tenured offer from a perceived lower-ranked school. It’s risky to back yourself or your colleagues into a corner; a too-early, negative evaluation could “stick.” If you turn down an early tenure offer, you have signaled something to the market and you may not get another one until tenure time.

More is not necessarily better, either. Too many offers, and no one may want to invest time in you or take your candidacy seriously (and this may burn bridges for the future). Two or three offers usually offer plenty of choice and competition. Sometimes a “herd” will start when it is clear someone is on the market (especially if they’re perceived to be underplacated, had a surge of productivity that generates a lot of buzz, or are especially mobile). As long as the later entrants are much better than the earlier ones, it probably won’t be held against you—but you probably can’t seriously negotiate five or six contemporary offers, and will waste a lot of time trying to do so.

## Components of a Senior Offer

Once a department has voted you an offer, you’ll negotiate terms. Think about all the components of the potential offer and divide them into two groups: items that need to be dealt with in an initial offer, and items you are flagging that will need to be discussed before you accept an offer. Review the whole list as well as your grouping with the department chair. Think about your trade-offs and a department’s opportunity



cost. Key components to consider are:

**1. Income.** 9-month salary; Summer month matches, “top-ups” (since the NSF summer cap is often below senior salaries), guarantees, and limits (2 or 3- month summers); Initial moving/relocation expenses.

**2. Cash-equivalent Benefits.** Health insurance, housing assistance, children’s college tuition assistance, retirement plans. Benefit differences may be greater than first apparent-- college tuition has been rising faster than inflation, so even if your kids are years away from college, differences in the present value of tuition programs can be substantial. Even minor retirement plan differences compound over your career. Deans may offer additional summer months to compensate for differences across offers in benefit values, but only if asked.

**3. Non-cash Benefits.** Sabbatical and unpaid leave policies (professional or personal). Maternity/parental leave policy (you may wait to bring this up until the final negotiations; see also Fiona Scott Morton’s article in this newsletter). If the school has a policy allowing course buybacks, you may want to ask about reduced-rate buybacks in years immediately subsequent to having children, or ask about relaxing relevant restrictions on when and how often you can buy back a course.

**4. Teaching and Research.** Teaching: steady-state load, initial reduction, initial courses, circumstances under which new preparations will be required, teaching assistant allocation, course buyback policies and rates. Research: Research funds, computer, and research assistant support, travel funds, seminar funds. If you are supposed to be anchoring a group, ask about graduate fellowships and funds and office space for future visitors or post-docs.

**5. Administration.** Office location (furniture if necessary); initial committee assignments and future expectations; secretarial support.

## Dealing with the Dean or Chair

In some universities, the chair has a lot of power over resources and offer terms, while at other schools the chair is mainly an intermediary to the Dean who decides the terms based on how important the chair says you are to the department and its future.


**1. Do your homework.** If you have a trusted colleague who knows, ask, “Is there anything you can tell me that

would help prepare for my meeting with the department chair or dean? What are the priorities for the department?” But recognize that this decision ultimately matters most to you and that everyone involved—future colleagues, the department chair, and Dean—is very busy. Acknowledge your appreciation of the time put into recruiting you, and avoid taking more than necessary.

**2. Connect with future colleagues.** Getting an offer does not mean that everyone in the department loves you. You may have been a compromise or a gamble. People may change their minds about you. Think carefully about the image you project, and in particular statements you make that could interact with subtle departmental politics. Show respect by making some effort at contact with key people, but keep it brief. Listen rather than just talk. Have specific goals for conversations. Your colleagues are an important source of information about the chair and dean. Do people get raises without outside offers? How inverted is the salary structure? The most prominent department members are often not the most highly paid, especially in state schools, and there is much heterogeneity across departments. That affects negotiations on the incoming package.

**3. Demonstrate your value.** You want the department chair to want to help you. Be sure that the chair sees the value you will bring. (Be subtle, of course!). Ask and listen first. Ask about the chair’s own vision of the department’s strengths and weaknesses and where it is going. Ask about teaching needs. Offer to meet with students (it’s insightful and a positive signal). Ask for guidance on negotiating with the university, particularly over public goods you may both care about such as seminar funds, graduate support, etc.

A Dean interview is mostly a defensive interview; a bad interview can lead to no offer, or a diminished offer. However, if you need something special (a lab, a job for your spouse, an unusually good offer), your meeting with the dean may be your one chance to get her inspired. Find out what issues are important to her. Try to convey: (i) you are an exciting, dynamic researcher with a lot of great work ahead of you, (ii) the undergraduates (or MBAs) will love you (citing whatever plays to your strengths), (iii) you will help move the department in the direction that will be good for the university. Use questions such as “I understand that the undergraduates have complained about large class sizes. What types of initiatives



might help that? How can I fit in?"

**4. Understand what requests deans are accustomed to granting.** Deans often use rules of thumb that may be counterintuitive to an economist. Most common is matching what you currently have. Even if you are coming from a lesser school, they generally don't want to offer you a pay cut, a housing cut, etc. Be sure the dean knows key components of your current situation. They may understand your reluctance to go from a 4000 square foot house to a 2000 square foot one, even when the smaller house costs twice as much, or the need for sufficient space to house your live-in nanny so you can work efficiently. Many deans will move some distance towards matching offers component-wise, rather than aggregating the values of individual offers and comparing them. It may also help to frame some things in terms of "needs" rather than "wants."

**5. Look for win-win outcomes.** Schools may not discount payout streams the same way you do, or weight dollars from different "pots" equally. There may be a wedge you can exploit between the school's perceived cost of a particular item in your offer and its value to you. One "tax" on your offer is equity—will the dean have to raise everyone else's salary too? Thus, if your offer creates equity problems, ask for summer support, research support, housing packages, tuition benefits, etc. Look for anything that is unique to you, does not set a precedent, and is non-transparent.

**6. Don't try to extract all the surplus.** Avoid being perceived as greedy, manipulative, dishonest, and/or disrespectful. Being organized and clear can help. Your recruitment package will likely give you better terms than people inside the department who consider themselves your equal or superior. Be sensitive. They have mixed incentives—your good deal may spill over to them through equity considerations. On the other hand they may have a sense of a budget constraint, or just be competitive.

**7. Ending negotiations.** Avoid multiple rounds—target an initial negotiation and a final one. Before you get initial terms of an offer be sure it addresses as many as possible (hopefully all) of your issues, and be clear if you are expecting a large raise from your home institution. When you meet with the Chair or Dean, be prepared for the question, "What will it take for you to accept this offer?" This is good news, and invites a discussion of your preferences and how

they relate to budgetary flexibility, or a final statement of "I will take the offer if you do X." However you respond, make sure you convey excitement about the offer. If they don't ask, consider the terms of your offers and come back to your first choice with a statement of what it would take to close the deal. It can be useful to have a deadline. Examples are school application deadlines; spousal issues; a house you have found that you want to bid on; etc. This can motivate even slow deans to put their best foot forward.


**8. Keep it professional.** This process can be unexpectedly stressful. Maintain a thick skin. Academic administrators aren't trained in personnel management and their interpersonal skills may not be perfect. If you find yourself angst-ridden about your decision, find non-economist friends with whom to share your emotional reactions. Chairs and deans are not unpaid therapists, and may get annoyed or spooked if treated as such!

## Gender-Specific Issues

**1. Are you one of the guys?** Social situations in recruiting can pose a dilemma for a woman when spouses attend but all of the economists are men. Should you talk to the men or talk to the women? It is probably best to spend at least some time talking to the women. Avoid offense by skirting discussions about being a stay-at-home mom, decorating taste, the lack of culture or career opportunities in the university town, etc. You may not know whether the wives are C.E.O.'s, stay-at-home moms, or stay-at-home-moms that used to be C.E.O.'s, and it is easy to stumble since people can be sensitive and the attention you are getting can grate. Think in advance about neutral topics for discussion.

**2. Reflect on your negotiating style.** See Linda Babcock's CSWEP newsletter article on negotiations ([www.cswep.org/babcock.html](http://www.cswep.org/babcock.html)). Some women have difficulty asking for things. Some men have difficulty hearing women ask for things. Some men assume that women are not competitive or won't be offended by unequal treatment. Even if a male colleague acts like a prima donna and manages to get a lot out of it, it doesn't mean that "bad" behavior will necessarily work for you. Take a deep breath, be honest with yourself, and vent your frustrations with a close outside friend so you can make intentional decisions in your professional conversations. If you get a knot in your stomach thinking about it,





or if you tend to spout off to your spouse when the subject comes up, these are warning signs that you may not be your own best advocate. Then, enlist a trusted colleague for help.

**3. Consider dual career constraints.** The difficulty of creating two positions reduces your options and bargaining power. If you are open to commuting, make that clear. A few years at a much better institution can have a lasting impact on your career. But be realistic; commuting more than a couple of years can be a real drain on your relationship, productivity, and social life. Highlight binding co-location constraints early, provided you are serious-- you don't want someone to waste time looking for a position for your spouse if you aren't interested in accepting the offer. Never take for granted opportunities, especially at the senior level. If a position is created for your spouse, be incredibly appreciative. This takes enormous work.

Have reasonable expectations. If two members of a couple are academics and a woman is the "lead" partner looking for a position for the man, people may assume that the man would be insulted to be offered a non-tenure-track position. This may work in your favor since they may stretch to offer a tenure-track position to the man, but if this is not in the cards and he would in fact accept a lectureship, make that clear. If you are a woman and the "trailing" partner, you have to contend with the confluence of gender stereotypes and the issues associated with having potentially lower status. Be absolutely sure your relationship can stand up to inequities in your status. Being clear and honest with yourself and others helps minimize misunderstandings.

Most department chairs cannot control the rest of the university, and coordination across departments can be slow. Don't focus on rumors of whether one department is reluctant-- once you have offers you can spend time visiting to assess whether both spouses are really welcome. Saying "I will come if XX happens" will motivate everyone to close the deal. You give up a lot of leverage this way, so it may make sense to take a two-stage approach: get the basic financial terms on the table, and then you tell them they are acceptable subject to resolving your spousal issue—if it's true. A challenge is that you may need two places to be exploring options at the same time. Be honest.

**4. Probe the environment.** A school with fewer women than its peers may well have powerful faculty that have subtle or not-so-subtle gender biases. The department may have been under some pressure to hire you and some may resent it. They may discount your opinion if you support female candidates, or they may behave awkwardly or inappropriately if you get pregnant. Try to assess what's going on before you accept the offer.

**5. Protect against gender overload.** If you are one of relatively few senior women, you may be immediately called upon to do extra work mentoring graduate students or junior faculty, teaching large classes that expose you to more students, or serving on school or university committees. Discuss this with the chair in the final stages of negotiation. Ask questions like, "If the university asks me to be on extra committees because I am female, will I have a lighter load in the department? If not, can you help protect me from a disproportionate amount of university work? If I take on extra responsibilities for mentoring the female graduate students, can that be formalized as part of my committee load?" Explain that being a successful woman means that you are asked to do extra work by all parts of the profession and university, and the hours have to add up somehow. Ask for the chair's help and advice in prioritizing competing requests so that you are available for the most important jobs.

***"If your offer creates equity problems, ask for summer support, research support, housing packages, tuition benefits, etc. Look for anything that is unique to you, does not set a precedent, and is non-transparent."***

## Discussing Parental Policies with Your Dean or Department Chair

—Fiona Scott Morton, Yale University



Bearing or adopting a child can be immensely rewarding personally and intensely stressful professionally. Uncomplicated pregnancies may leave you exhausted (especially in the first trimester) and reduce your productivity; complications can extend that impact for months. Caring for a newborn is the ultimate 24/7 job for someone, and the effects of sleep deprivation may limit your effectiveness even when “off-duty.” Some parents want time at home with their newborn and no outside responsibilities; others may look forward to early childcare assistance and rapid re-engagement with the more intellectual, predictable, and controllable challenges of their job. Moreover, these impacts vary greatly across parents and children, and may be impossible to predict and therefore to plan for. Finding ways to balance across these demands, and to compensate professionally through reduced commitments around the birth or adoption date, can be very important, especially for women junior faculty.

There is considerable variation across departments and schools in the existence and/or terms of policies to facilitate these transitions. Some schools offer tenure clock extensions and paid parental leave; others may have unpaid leave policies. Some leaves are maternity (available only to women giving birth), some are parental (available to a newborn’s primary caregiver of either gender), and some are available to both biological and adoptive parents. Casual empiricism suggests that employers are expanding the scope of coverage – we are seeing more parenting leave available to either gender, automatic tenure clock extensions, part-time or unpaid leave options post-tenure for childcare (and often medical or elder care), and so on. Despite this, you may find yourself at an employer without clear leave policies, or in a situation that requires some deviation from established policies. A conversation about parental policies of a Department has the potential to be awkward because you have to reveal something about a normally private decision: views you and your spouse may have on the desire for, and timing of, children. And this continues to often be a more awkward conver-

sation for women than for men.

I found that a comfortable time to bring up the subject was when I received my first job offers on the rookie market. I was not married at the time, and had no immediate plans for children, but expected that I might in the future. This enabled me to ask about maternity policies as another characteristic of the job, at the same time I would ask about housing programs, retirement benefits, or tuition assistance. As a young woman, I don’t think whoever is hiring you is unaware that you are in the risk set for childbearing, so you are probably not giving away any information to your senior colleagues that they didn’t already know.

I engaged in my second round of maternity conversations when I was actively planning to have a baby, and indeed I was pregnant when I eventually changed jobs. I encountered two types of institutions in that job change. One Dean insisted that his institution treated its faculty well, but had a policy of having no maternity policy. Each parent was handled on a case by case basis. This made me very nervous, as my situation would clearly depend on how favorably I was viewed by those in power at the relevant time. If I had chosen to work there, I would have attempted to extract something written with more specifics in it; see Susan Athey’s discussion of negotiating outside job offers in this issue.

The second institution offered no benefits at all: no teaching load reduction, no clock extension, etc. At the time of the negotiation, no tenure-track faculty member of this institution had given birth in living memory! If you find yourself in this situation, there are some legal protections available. See Saranna Thornton’s article on Maternity Leave in the Winter 1998 CSWEP newsletter (<http://www.cswep.org/maternit.htm>). If an employer has a temporary disability leave policy for any conditions, federal nondiscrimination law requires that this be made available on the same terms for pregnancy or childbirth. Note that disability leaves cannot be used by fathers or adoptive parents as they are not suffering from a temporary disability (pregnancy). However, the Family and Medical Leave Act (<http://www.jan.wvu.edu/media/FMLA.html>) requires employers to grant up to 12 weeks of unpaid leave during a 12 month period for a variety of family situations including birth or adoption of a child.

If the institution offers no maternity benefit, one has to be creative and explore all options. Is unpaid personal leave



a viable option? Is there a way to organize teaching at particular times of year that would be convenient for you? Is there a merit or sabbatical leave that could be used at the time the baby is born? Are there other tasks that could substitute for teaching, such as giving talks at alumni events or new course development? Could an extra course be taught in another year to enable a lighter load at the time of the birth? Could funding be found for more TAs and RAs to leverage your time? Could the institution's policies be moved? Gather data to show the Department Chair or Dean what standards are in peer institutions or the "outside world." I developed a spreadsheet of the competitors of my institution with a terse description of the maternity policies of each ("1 of 3 courses reduced; 1 year clock extension"). It's probably worth listing not only direct peers, but institutions a little higher in the pecking order. I collected the information by contacting friends at other schools, and in some cases, administrators.

The ensuing conversation may be tricky, especially if your department Chair or Dean is not interested in helping you find a solution. Be calm, professional and persistent. If you are not yet pregnant, you can have this conversation in the relaxed manner of someone who still has an outside option. "What if I were to have a baby – some day my husband and I would like to, you know - how could I get a semester cleared of courses with impacting my research time?" If you're expecting a child, the need for resolution will be more immediate. Decide on your goals ahead of time: a particular semester freed up, flexibility across semesters to deal with uncertainty about the arrival of a child, a research assistant to push your agenda forward while you are not in the office, etc. Point to the data that you have collected. This allows you to focus the negotiation on the specifics and not get sidetracked into conversations about babies. I gave the data to the Dean with a note saying our institution would have a hard time attracting qualified women if we remained so much below the standard of our peers. By this time I was at another business school, again with no policy. However, happily, a maternity teaching load reduction and a clock extension were adopted in time for the arrival of my second baby. (You can suggest or design your own policy as illustrated by this story <http://chronicle.com/jobs/2005/02/2005020701c.htm>.)

Even if your institution has a leave policy, its implementation may be unclear. And unfortunately, pregnancy occurs

with a long enough lead time that, provided you admit to being pregnant, administrators may want to schedule your teaching in a time of year when the baby is not actually being born, leaving the research part of your schedule to absorb the birth and potentially requiring new teaching preparations. This can be very costly to you. In theory, one could invoke the disability policy or FMLA when the baby arrives and stop teaching part way through a semester; one may be unpaid for a couple of months (under FMLA), but not teaching either. While drastic, I do think this scenario is useful as the classic 'outside option' in a nice conversation (negotiation) with your Department Chair. While one does not want to "win the battle and lose the war" by threatening to abandon classes mid-semester, this foil may help your Chair appreciate how relatively costly piling up the teaching would be. Again, with a calm and professional approach, and a clear sense of your goal, it may be possible to negotiate a Pareto improvement, leaving you better off and your Chair reasonably satisfied.

What might a solution look like? I personally found it was optimal to teach fairly shortly (a few weeks) after my children were born. A lot of teaching preparation could be done at home, and my classes were sufficiently short to nurse or use a breast pump conveniently between them. I was so tired that there was no way I could sit at a desk and read quietly or think without falling asleep. However, I could draw on the blackboard and talk just fine. So I allocated time for research during my pregnancies and then when my baby was born I told my co-author he was in charge for a while, and did nothing but teaching for a few months. If your usual teaching load doesn't mesh with this schedule, you may consider exploring unpaid personal leave. This may be your only option if your employer doesn't have any disability or maternity leave, but some have found it attractive in combination with paid leave when the alternative is to undertake new (especially one-time) teaching preparations immediately before or after your maternity leave. This can facilitate a transition period from infant care back to research without administration or new teaching preparations. This clearly works better if you have a spouse with plenty of income or have saved in advance to finance the temporary income reduction—but you might consider this, like a good nanny, as an investment in your career. Not everyone agrees, but I do not feel that part-time status is a good solution. If you want to stay active in

research and return to fulltime status shortly, you go to seminars, read journals, attend conferences, and engage in other professional activities. So working halftime results in no reduction in research time, traveling, writing referee reports, etc, only a reduction in teaching, in exchange for getting paid half as much!

Having said all this, each person's preferred solution depends greatly on what support from family and spouse is available, what financial resources can be brought to bear, and what the work habits of each parent are (can you work at night, do you need extended uninterrupted periods for research, can you work at home, can you research and teach in the same semester, etc). So ultimately the best solution is personalized. A negotiated package that yields more on the dimensions you care about most is very likely to be superior to a standard policy. However, the need for personalization indicates how important is the negotiation with the Chair or Deans and how worthwhile it is to be informed about your outside options and articulate about what would be most helpful to you.

Naturally, a friendly negotiation is likely to get you further, so it may be useful to treat the pregnancy as an exogenous event that you and your Chair need to find a way around together, rather than as something you chose to do in order to disrupt the smooth functioning of the Department. Blame your spouse for the arrival of the child, or simply don't refer to it as a choice (after all, having children is quite common in the general population)! Instead, focus on finding a solution that preserves your research time and satisfies the Department's constraints. That will generally be in everyone's interest.

## Conversations with your Chair

—Nancy Marion, Dartmouth College



In putting together an article on the theme "Conversations with Your Chair," it seemed sensible to solicit the perspective of someone who has served as chair. Since I have held that position, I was asked to provide some advice for junior faculty on how to interact with their chair in productive ways.

Most often, junior faculty have conversations with their chair to discuss next year's teaching schedule, preparation for upcoming departmental evaluations, such as a third-year review, and service on departmental and university-wide committees. A good chair will explain the rationale for proposed departmental course and committee assignments, listen to alternative suggestions from the junior faculty member, and hopefully guide the discussion to a mutually agreeable resolution. A chair can provide helpful advice on preparing documents for review, such as the vitae or the research statement. A chair also can be an ally in confronting excessive university-wide committee demands.

On occasion, junior faculty may believe the department is making excessive demands on them in terms of class preps, teaching terms, or committee assignments. In such a case, I believe the best strategy for junior faculty is to get full information about established policies and norms. This information can be gathered by having conversations with more experienced junior faculty and trusted tenured faculty and by reading university policy handbooks. If you still have concerns about extra work being asked of you relative to these norms, you should express these concerns to your chair, honestly and candidly. If the chair persists in making an extraordinary request because of special circumstances, I believe you should probably acquiesce. By assisting, you are being a good department citizen. In addition, your cooperative spirit normally will give you credit for favorable consideration if you have special needs in the future.

What about approaching your chair with a special request? You should recognize that it is difficult on equity grounds for most departments to grant special favors to individual faculty





members. Good chairs want to preserve a sense of equity and fairness across faculty. Nevertheless, it is possible that your institution lags behind its peers in terms of addressing some issue important to you, such as maternity/parental leave, unpaid leave for personal reasons, a professional leave for government service, or a leave to spend time at an institution where a partner is employed. In that case, you might be effective in getting your department/institution to look favorably on your request by putting it in a broader context. For example, you might suggest to your chair that you are willing to work with some other faculty to gather information about institutional policies elsewhere that could inform new practices for your own department/institution. Fiona Scott Morton's article in this newsletter describes one such approach to an institution's lack of maternity leave.

Although I was seen as friendly and easily approachable, no junior faculty ever came to me with a special request while I was chair. Maybe that was because my own institution had a clear set of policies related to paid and unpaid leaves and other matters. Maybe that was because my department successfully protected junior faculty from career-impeding demands on their time. Or maybe it was because no junior faculty had a health crisis, family emergency, child care nightmare, or relationship breakdown on my watch.

In the absence of a personal crisis, it is difficult for me to conceive of a case where junior faculty would ask their chair for special treatment. At my institution, junior faculty have the same course load as everyone else (barring buy outs from grants) and are usually hired with a reduced teaching load for the first year or so. Our junior faculty have one or two preps in the first three years, not the three or four preps per year that I had as a junior faculty years ago. Our junior faculty are protected from university-wide committee assignments in the first three or four years (i.e. encouraged to say no), so we rarely have to invoke the advice I was given when I arrived—to serve on no more than one time-consuming and one minimalist university-wide committee per term. Junior faculty are encouraged to focus their efforts on research and teaching, attend all recruiting seminars and all workshops in their field, attend (infrequently scheduled) department meetings, and participate actively in department committees to which they are assigned. This focus pays off at

tenure time, since institutions evaluate excellence in scholarship and teaching, with some consideration to departmental and university service.

As a chair, I don't think I would have been amenable to granting requests for special favors from a junior faculty bold enough to ask for them (apart from deals negotiated in the process of keeping a faculty member from taking an outside job offer, but that is another matter; see Susan Athey's article on negotiating job offers in this issue.) On the other hand, I never had a junior faculty member suddenly confronting a serious health condition, a family emergency, child care nightmares, or a relationship meltdown. If I had, I would have welcomed their approach to me on the issue, rather than trying to struggle with it alone. I hope I would have listened sympathetically and then taken some time to understand and communicate university policy. Usually, a reduced teaching load, leave or delay in the tenure decision is granted fairly automatically in cases of serious, long-term illness, arrival of a child, or prolonged family emergency. If the university does not have clear and fair policies in place, chairs can assist junior faculty by initiating requests for policy changes or clarification, pointing out appropriate policies that are in place at other universities.

For personal concerns that don't come under the category of "crises," such as trying to balance a commuting marriage/relationship, your chair may be a helpful resource in finding a creative solution, especially when it can be framed as a win-win outcome. That is when the department can keep a valuable member and the faculty member can function more productively.

I suspect the most common reason for junior faculty to feel they need special support is a sense of being overwhelmed by the stress of publishing, class preparation, concerns about poor teaching evaluations, or short-term crises related to child care or other conflicting time demands. For these problems, I question whether the chair is their best source to share confidences and seek support. Better resources to deal with these concerns would be close colleagues, friends, or professional counselors.

## Recent Sessions at the 2007 AEA Annual Meeting in Chicago-January 2007

### Session Long-Run Growth

*Session Chair: David Weil, Brown University*

*Discussants: Peter Howitt (Brown University), Nils-Petter Lagerloef (York University), Ann Owen (Hamilton College), David Weil (Brown University)*

Jenny Minier (University of Kentucky) presented “Nonlinearities and Robustness in Growth Regressions.” This paper found that allowing variables to enter growth equations nonlinearly by including interaction terms, squared variables, and different sample splits increases the number of variables that are found to be robustly related to growth even when strict criteria such as extreme bounds analysis is employed. The findings were particularly strong for fiscal policy variables.

Antonia J. Swann (York University) presented “Competition and Growth: The Key Role of R&D Duplication behind the Inverted U Relationship.” This paper described the impact of competition in R&D on growth. Whether competition is good for growth depends on the degree of duplication and the paper suggests that the degree of duplication is low on average and concludes that the relationship between competition and growth is consistently positive.

Fali Huang (Singapore Management University) presented “The Coevolution of Economic and Political Development.” This paper developed a theoretical model that explains the joint evolution of the economic and political system. In the model, the main form of capital evolves from land to physical capital to human capital, allowing the owners of the capital to gain power in the same sequence.

Marc Tomljanovich (Drew University) presented “Public Education Expenditures, Taxation and Growth: Linking Data to Theory” (with William Blankenau, Kansas State University and Nicole Simpson, Colgate University). This paper developed a simple endogenous growth model in which growth is a function of both government education expenditures and taxation. The empirical results showed that, once the method of finance is taken into account, education spending has a positive effect on growth in rich countries. Similar effects were not found in poor countries.

### Session: Looking Down the Pipeline: Female Economists in the Making

*Session Chair: Lisa Lynch, Tufts University*

*Panelists: Charley Ballard, Michigan State University*

*Karen Dynan, Federal Reserve Board*

*Ann Owen, Hamilton College*

*Martha Starr, American University*

*Catherine Weinberger, University of California, Santa Barbara*

Lisa Lynch, current CSWEP chair, opened the discussion with some remarks regarding the current status of women in the profession and

commented on the stability of the percent of female undergraduate economics majors, in spite of the fact that the number of women, as a share of all undergraduates, was increasing. The panelists then each spoke about different aspects of women's interest in economics prior to graduate school. Ann Owen, Hamilton College, spoke about the importance of peer advice in choosing courses while Karen Dynan, Federal Reserve Board, discussed the role that serving as a Research Assistant at the Federal Reserve may play in the decision to go to graduate school. Catherine Weinberger, University of California, Santa Barbara discussed the role of math in the economics profession while Charley Ballard spoke about work he did with Marianne Johnson (University of Wisconsin, Oshkosh) that shows that female students expect to do less well in economics than male students do. Martha Starr concluded the panelists' remarks by discussing her work examining student's perceptions about what economists do. The panelists' remarks were followed by discussion with the audience.

### Session: Issues in Family/Household Decision Making

*Session Chair: Gail Hoyt – University of Kentucky*

*Discussants: Kristin Butcher (Federal Reserve Bank of Chicago), James Ziliak (University of Kentucky), Dan Black (Syracuse University), and Robert Pollak (Washington University)*

Sabrina Pabilonia (U.S. Bureau of Labor Statistics) and Jennifer Ward-Batts (Claremont McKenna College) presented “The Effect of Child Gender on Parents' Labor Supply: An Examination of Natives, Immigrants, and Their Children.” The authors use March Current Population Supplement data and OLS techniques to examine American-born and foreign-born U.S. parents to see whether having a son rather than a daughter has a significant effect on parents' labor supply. They find some evidence that there are differential child gender effects on parents' labor force behavior among immigrants relative to natives. However, they find stronger evidence that the effect of child gender on men's labor supply is different for different racial groups.

Lucie Schmidt (Williams College) and Purvi Sevak (Hunter College) presented “Marriage Delay and Private Savings.” The authors use data from the 1960, 1970, and 1980 Decennial Census IPUMS and an instrumental variables approach to examine the effect of marriage timing on private savings. Using state and year variation in minimum age at marriage laws, legalization of abortion, and laws giving unmarried women access to birth control as instruments for marriage timing, they find that each year of marriage delay significantly reduces the probability that an individual reports receipt of investment income, and significantly reduces the amount of investment income for those reporting this income.

Kasey Buckles (University of Notre Dame) presented “Adoption Subsidies and Adoption Outcomes: An Instrumental Variables Approach.” This paper considers how a child's time to adoption and the characteristics of his or her adoptive family are affected by subsidies that are provided as a result of the Adoption Assistance and Child Welfare Act of 1980. Using an instrumental variables approach and variation in states' definition of special needs by age to identify the effect of subsidy receipt and amount on adoption outcomes, the author finds that being designated special needs is positively cor-

related with subsidy receipt and negatively correlated with subsidy amount for whites. Also, subsidy receipt increases time to finalization, while greater subsidy amounts decrease time to finalization for whites.

Terra McKinnish (University of Colorado at Boulder) presented “Earnings and Spousal Mobility: Power Couples and Trailing Spouses.” The author studies the effect of having a spouse in a more or less mobile occupation on an individual’s migration and earnings outcomes as well as how these affects differ by gender. Using 2000 census data, cross-state migration measures are calculated by occupation and education. Results indicate that the mobility rates in both husband’s and wife’s occupations affect the household migration decision, but mobility in the husband’s occupation matters considerably more.

## **Session: Getting Ahead: The Determinants of Professional Success**

*Session Chair: Donna Ginther (Kansas University)*

*Discussants: Joseph Altonji (Yale University), Charlie Brown (University of Michigan), Donna Ginther (Kansas University), and Shulamit Kahn (Boston University).*

Kristin J. Kleinjans (University of Aarhus and RAND) presented “The Role of Career Aspirations in Education Choice: Can Gender Differences Explain the Lower Intergenerational Correlations in Education for Girls.” To determine if gender differences in aspirations and social norms might shed light on the mechanism through which nurture affects intergenerational correlation of gender differences in educational attainment, the author investigates the impact of gender on fulfilling a social norm: to achieve a higher socioeconomic status than one’s parents. Using a unique data set from Denmark and basic Probit techniques, the author finds that the effect of being a woman on fulfilling the social norm of higher attainment is positive for lower parental socioeconomic status and negative for higher parental socioeconomic status compared to men.

Deborah Garvey (Santa Clara University), Mark Lopez (University of Maryland), and Marie Mora (University of Texas-Pan American) presented “The Earnings of Female Faculty: A Story of Field and Gender?” In this study, the authors analyze the female-earnings penalty for faculty members across academic disciplines by estimating standard earnings equations and using the National Study of Postsecondary Faculty. Their findings affirm that differences in productivity and other characteristics play a significant role in earnings of academics, but they do not fully explain why female faculty members earn significantly less than their otherwise similar male peers. Females in the social sciences and humanities appear to have achieved average earnings parity with their male counterparts than women in science and engineering, professional fields, and education.

Bruce Sacerdote (Dartmouth College), Alan Durell (Harvard University), and Heidi Williams (Harvard University) presented “Does Same Gender Mentoring Help?” The authors examine field choice and research output for economics PhD students from eight top PhD programs between 1993 and 2002 using the UMI/Proquest Digital Dissertation online database. They find that recent years have not seen large increases in the number of female economists produced in these programs and the number of women graduating in fields such as microeconomic theory and econometrics has been constant over this time period. Female students are much more likely to choose female advisors within field and across fields there is no evi-

dence that field choices of females are influenced by availability of female faculty within those fields. There is no evidence that having a female student matched to a female advisor has a positive effect on the future research productivity of female students.

Christina Hilmer (San Diego State University) and Michael Hilmer (San Diego State University) presented “Women Helping Women, Men Helping Men? Same-Gender Mentoring, Initial Job Placements, and Early Career Research Productivity for Economics PhDs.” Authors quantify the potential impact of same-gender mentoring on the early-career outcomes of Ph.D. students. A sample of 1,900 individuals receiving economics Ph.D.s from top 30 programs between 1990 and 1994 is created using the Dissertation Abstracts database and Econlit. They find that female students with male advisors are significantly more likely to accept research-oriented first jobs than other student/mentor gender matches. They also find that female students average significantly fewer early career publications than their male counterparts, regardless of the gender of either group’s advisor, and they attribute most of the shortfall to relative differences in the reputation of the student’s Ph.D. program and rank of the student’s dissertation advisor.

## **Session: Understanding the Gender Gap in Wages**

*Session Chair: Francine Blau (Cornell University)*

*Discussants : Barry Hirsch (Trinity University), Lawrence Kahn (Cornell University), Judy Hellerstein (University of Maryland) and Ken Troske (University of Kentucky)*

Julie L. Hotchkiss (Federal Reserve Bank of Atlanta) presented “The Role of Labor Market Intermittency in Explaining Gender Wage Differentials,” coauthored with Melinda Pitts (Federal Reserve Bank of Atlanta). Using data from the Health and Retirement Survey (HRS), the authors find that, among the older workers in the HRS, 19 percent of the overall male-female wage gap and 61 percent of that portion of the wage gap due to differences in men’s and women’s observed characteristics is accounted for by the fact that women’s labor market experience is more intermittent than men’s.

Quinn Moore (Mathematica Policy Research) presented “The Importance of Cohorts in Understanding the Gender Gap in Wages,” coauthored with Heidi Shierholz (University of Toronto). The authors find that the pattern of the gender wage gap began to change fundamentally with the Baby Boomers, who exhibited very large increases in women’s relative wages as compared to the cohorts that preceded them. Each cohort that entered the labor market after the Baby Boomers made further, though less dramatic, progress toward narrowing the gap relative to the previous cohort.

Alicia C. Sasser (Federal Reserve Bank of Boston) presented “The Impact of Managed Care on the Gender Earnings Gap Among Physicians.” Using data from the Young Physicians Survey, Sasser compares changes in the gender earnings gap for physicians in states with high versus low managed care growth during the 1980s. She finds that the gender gap in hourly earnings among physicians in states with high managed care growth narrowed by 10 percentage points relative to states with low managed care growth, suggesting that the spread of managed care has been an important factor in improving the relative earnings of female physicians.

Jessica Wolpaw Reyes (Amherst College) presented “Reaching Equilibrium in the Market for Obstetricians and Gynecologists.” Many women prefer to be treated by a female ob-gyn and only a small portion of ob-gyns are female, leading to excess demand for



female doctors in this specialty. Among other findings, Reyes reports that, in contract settings in which money prices are flexible, female ob-gyns charge higher prices, whereas in managed care settings where prices are fixed, patients wait longer for appointments with female ob-gyns.

### **Session: Gender Implications of Social Welfare Policy Choices**

*Session Chair: Katharine G. Abraham (University of Maryland)*

*Discussants: Amitabh Chandra (Harvard University), Lara Shore-Sheppard (Williams College), Rebecca Blank (University of Michigan), and Richard Burkhauser (Cornell University)*

Virginia Wilcox-gok (Northern Illinois University) presented “Old, Poor and Untreated? Demand for Antidepressants among Older Women in the United States.” Wilcox-Gok addresses the barrier to treatment of depression presented by the high out-of-pocket cost of prescription medications. Using data from the Medical Expenditure Panel Survey, she documents the importance of insurance coverage for the probability that an older woman uses antidepressants and, among older women who are poor, for the number of prescription antidepressants received.

Hope Corman (Rider University) presented “Why Do Poor Children Lose Health Insurance in the SCHIP Era? The Role of Family Health,” written jointly with Kelly Noonan (Rider University), Nancy E. Reichman (Robert Wood Johnson Medical School), and Anne Carroll (Rider University). Even if they do not have private health insurance, most low-income children should be eligible for coverage under either the State Children’s Health Insurance Program (SCHIP) or Medicaid. In data from the Fragile Families and Child Wellbeing study on publicly-insured births to unmarried mothers, however, 13% of babies did not have any health insurance one year later. Corman et al find that children of mothers who have physical health problems are less likely to lose coverage, while children of mothers who have mental health problems are more likely to lose coverage.

Cynthia Bansak (San Diego State University) presented “Gender Differences in the Labor Market Impact of IRCA’s Amnesty Provisions”, written jointly with Catalina Amuedo-Dorantes (San Diego State University) and Steven Raphael (University of California, Berkeley). Using the Legalized Population Survey (LPS) and the National Longitudinal Survey of Youth (NLSY79) from 1987-1992, the authors assess the differential impact of the amnesty offered by the 1986 Immigration Reform and Control Act (IRCA) on the affected population relative to a comparison group of already-legal U.S. residents. After the amnesty, employment fell for newly legalized residents relative to the comparison group and wages rose.

Michael S. Simpson (Congressional Budget Office) presented “Earnings Sharing and Social Security Solvency”, written jointly with Jonathan A. Schwabish (Congressional Budget Office) and Julie H. Topoleski (Congressional Budget Office). This paper revisits a reform idea popular in the 1980s under which earnings are split equally between spouses during marriage for Social Security purposes. The authors simulate the effects of such a change on payroll tax collections, benefit payments, and the solvency of the system overall.

## **Southern Economic Association Meeting CSWEP Sessions Summaries**

### **Session: Issues in Family Decision Making**

*Session Chair: Kasey Buckles – University of Notre Dame*

*Discussants: Julie Hotchkiss (Federal Reserve Bank of Atlanta), Chris Jepsen (University of Kentucky), and Katherine Anderson (Vanderbilt University)*

Shahina Amin, Kenneth Brown, and Lisa Jepsen (all at University of Northern Iowa) presented “Does a Husband’s Education Benefit his Wife’s Earnings? An Economic Investigation of Mr. Mom Households.” Authors consider whether a husband’s education affects his wife’s earnings giving particular attention to couples in which one member stays at home to raise young children. Using Census data, the authors find there are positive “cross-productivity” spillover effects within households, but that working dads may reap larger benefits from their stay-at-home wives than do working moms from their stay-at-home husbands.

Nancy Ammon Jianakoplos (Colorado State University), Lynnette St. Jean (Pace Economics), and Frank Caliendo (Colorado State University) presented “What do DINKs Do With Their Dough?” This paper investigates how the household wealth accumulated by double-income, no-kids households differs from the wealth accumulation patterns of non-DINK households. Using data from the Survey of Consumer Finances, they find that DINKs accumulate significantly less wealth, financial assets, and retirement assets than non-DINK households.

Jennifer Keil (Hamline University) and Karine Moe (Macalester College) presented “The Labor Market Experience of Women: An Economics Investigation of the ‘Opt-Out’ Hype.” In response to recent attention to potential “opting out” of the labor force by women, the authors of this paper investigate the labor market experience of women to document changes in full-time participation of highly education married women in the past decade. They find dramatic declines in participation, especially among women with professional degrees.

### **Session: Fertility, Technology, and Women’s Human Capital**

*Session Chair: Shahina Amin – University of Northern Iowa*

*Discussants: Lisa Jepsen (University of Northern Iowa), Sonia Oreffice (Clemson University), Frank Scott (University of Kentucky), and Eugenia Toma (University of Kentucky)*

Melanie Guldi (Mount Holyoke College) presented “Title IX and Human Capital Formation in Teens.” The author uses data from the CPS, Vital Statistics, and Census to examine the impact of Title IX legislation that made it illegal for an institution receiving federal funding to exclude pregnant women from the classroom. Results indicate that in states with relatively higher pre-policy levels of teen births, Title IX increased high school graduation by age 19, had not measurable impact on school attendance and lead to a relative rise in the teen birthrate.

Kasey Buckles (University of Notre Dame) presented “Career



Interruptions Around the First Birth: The Effect of Mother's Age." In this paper the author studies the sources of the birth delay earnings premium by studying differences in observed characteristics and behaviors among women with different ages at first birth. The author uses NLSY data and observes a 3% per year premium per year of birth delay. Approximately 90% of the delay premium is explained by differences in observable characteristics, where education and experience have the most explanatory power.

Martha Bailey (University of Michigan) presented "Momma's Got the Pill: Assessing the Labor Market Effects of Griswold." This paper argues that the introduction of oral contraception accelerated fertility decline after 1960. The author uses cross-state variation in the restrictiveness of anti-obscenity statutes to estimate the effect of the birth control pill on aggregate birth rates. Estimates suggest that at least 50 percent of the fertility decline from 1960 to 1965 can be attributed to the introduction of the first birth control pill.

Amalia Miller (University of Virginia) presented "The Effects of Motherhood Timing on Career Path." This paper estimates the causal effects of motherhood timing on female career path, using national panel data from the 1979 NLSY, and biological fertility shocks to instrument for the age at which a woman bears her first child. Motherhood delay leads to a substantial increase in earnings of 10% per year of delay, a smaller increase in wage rates of 3%, and an increase in hours worked of 5%.

### **Panel: Jump Starting Your Career: Ph.D. 0 to +4 Years**

*Panel Chair: Dan Hamermesh (University of Texas)*

*Panelists included Glenn Blomquist (University of Kentucky), Charles Clotfelter (Duke University), Jonathan Hamilton (University of Florida), and Susan Vroman (Georgetown University).*

Over 60 graduate students and new Ph.D. economists attended this panel in which excellent advice was provided on establishing a successful research agenda, new professor etiquette, how to respond to referee suggestions, how to form effective relationships with mentors, and a variety of other topics.

## **CSWEP Sponsored Sessions at the 2007 Eastern Economic Association Meeting**

**February 23–25, New York, NY**

### **Session: Health and Education**

*Session Chair: Ann Owen, Hamilton College*

**The Academic Cost of Being Overweight: A National Longitudinal Study of American Middle School Seniors**

Authors: Prathibha Joshi, Gordon College, and Chirstian Nsiah, Black Hills State University

Discussant: Ann Owen, Hamilton College

**Women Under-Representation in Science and the Gender Pay Gap**

Authors: Mo-Yin S. Tam, University of Illinois at Chicago, Xin Xu, University of Illinois at Chicago, and Gilbert W. Bassett, Jr., University of Illinois at Chicago

Discussant: Melanie Guldi, Mt. Holyoke College

**Does Enhanced Health Insurance Coverage Induce Ex Ante Moral Hazard?**

Author: Pallavi Sai Seth, Boston College

Discussant: Shirley Johnson-Lans, Vassar College

**College Quality and the Texas Top 10% Plan: Implications for Minority Students**

Author: Kalena E. Cortes, Syracuse University

Discussant: Randall Reback, Barnard College

## **CSWEP Sponsored Sessions at the 2007 Midwest Economic Association Meeting**

**March 23–25, 2007, Minneapolis, MN**

CSWEP will sponsor three sessions:

### **Session 1: Topics in Development Economics**

*Chair: Anna Paulson, Federal Reserve Bank of Chicago*

**The Impact of Eyeglasses on the Academic Performance of Primary School Student: Evidence from a Randomized Trial in Rural China**

Authors: Paul Glewwe, University of Minnesota, Albert Park, University of Michigan, Meng Zhao, University of Minnesota

Discussant: Una Okonkwo Osili, UIPUI

**Civil War, Crop Failure, and the Health Status of Young Children**

Authors: Richard Akresh - University of Illinois at Urbana Champaign, Philip Verwimp - Institute of Social Studies, The Hague

Discussant: Aparna Lihla, University of Georgia

**Differences in Food Insecurity and Hunger Between Girls and Boys: Evidence from Zimbabwe**

Authors: Craig Gundersen, Iowa State University, Yemisi Kuku, Iowa State University, Thomas Kelly, Millennium Challenge Corporation

Discussant: Paul Glewwe, University of Minnesota

**Happiness and Immigration**

Authors: Linnea Polgreen, University of Iowa, Nicole Simpson, Colgate University, Michelle Wiggins, Colgate University

Discussant: Shahina Amin, University of Northern Iowa

### **Session 2: Economics of the Family**

*Chairs: Amanda Felkey, Lake Forest College and Aparna Lihla, University of Georgia*

**Causes of Changes in Family Structure: Evidence from Longitudinal Data on U.S. States**

Authors: Tristan Coughlin and Scott Drewianka

Discussant: Nathan Grawe, Carleton College

**Married Women in the U.S.—Opting Out or Not?**

Authors: Jenny Keil, Hamline University, Karine Moe, Macalester College

Discussant: Amanda Felkey, Lake Forest College

### Gender, Household Decision-Making and Environmental Giving

Authors: Debra K. Israel, Indiana State University  
Discussant: Craig Gunderson, Iowa State University

### Household Bargaining and Prenatal Investments in the Health of Sons and Daughters

Authors: Aparna Lhila, University of Georgia, Amanda J. Felkey, Lake Forest College  
Discussant: Richard Akresh, University of Illinois at Urbana Champaign

### Session 3: Economic Outcomes of Young People

Chair: Karine Moe, Macalester College

### College Enrollment and Default Incentives under the Federal Student Loan Program

Authors: Felicia Ionescu, Colgate University  
Discussant: Andrew Sfekas, Northwestern University

### The Effect of Advertising on Youth Smoking

Authors: Dean Lillard, Cornell University, Andrew Sfekas, Northwestern University  
Discussant: Karine Moe, Macalester College

### Does Sports Participation Affect Adolescent Academic Performance?

Authors: Daniel I. Rees, University of Colorado-Denver, Joseph J. Sabia, University of Georgia  
Discussant: Felicia Ionescu, Colgate University

### Does Globalization Affect Child Labor?

Authors: Imam Alam, Shahina Amin, Janet Rives, all University of Northern Iowa  
Discussant: Debra Israel, Indiana State University

## Southern Economic Association Meeting Call for Abstracts

CSWEP will sponsor up to three sessions at the annual meeting of the Southern Economic Association to be held in New Orleans, Louisiana November 19-21, 2007.

One or two 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. The organizer should prepare a proposal for a panel (including chair and participants) or session (including chair, abstracts, and discussants) and submit by e-mail before March 1, 2007.

One or two additional sessions will be organized by the Southern Representative. Abstracts for papers in the topic areas of gender; health economics; labor economics, and industrial organization are particularly solicited, but abstracts in other areas will be accepted by e-mail by March 1, 2007. Abstracts should be approximately one page in length and include paper title, names of authors, affiliation and rank, and e-mail contact information as well as mailing address. All information should be e-mailed to:

Dr. Gail Mitchell Hoyt, CSWEP Southern Representative  
Professor of Economics, University of Kentucky  
e-mail: ghoyt@uky.edu  
phone: (859) 257-2517  
FAX: (859) 323-1920

## Announcements

### IN MEMORIAM

*Eva Mueller, 1920-2006*

CSWEP is saddened to report the death of Eva Mueller. Eva Mueller, Professor Emerita of the Department of Economics and Research Scientist of the Population Research Center of the University of Michigan, died on November 19, 2006. Throughout her long and distinguished career, Dr. Mueller had a substantial influence on women in the economics profession, and in recognition of her achievements, she was named the 2001 recipient of the Carolyn Shaw Bell Award. For insight into her many contributions, see the University of Michigan Population Studies Center tribute at <http://www.psc.isr.umich.edu/events/archive/2006/muellerObit.html>.

### NOMINATIONS SOUGHT FOR THE 2007 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, the Katharine Coman Chair Professor Emerita of Wellesley College, was the first Chair of CSWEP. The Carolyn Shaw Bell Award ("Bell Award") is given annually to an individual who has furthered the status of women in the economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring others. Inquiries, nominations and donations may be sent to:

Lisa Lynch, CSWEP Chair  
Fletcher School of Law and Diplomacy  
Tufts University  
160 Packard Avenue  
Medford, MA 02155  
[cswep@tufts.edu](mailto:cswep@tufts.edu)

Closing date for nominations for the 2007 prize is September 15, 2007.

### Bennett Research Prize continued from page 1

influential models of the yield curve for bonds, incorporating crucial macroeconomic factors such as the actions of central banks and measures of business cycle fluctuations. The Federal Reserve has changed its forecasting models directly in response to her research. Professor Piazzesi received her Ph.D. from Stanford University in 2000, is a Research Associate at the National Bureau of Economic Research and a Research Affiliate at the Centre for Economic Policy Research. The Elaine Bennett Research Prize was established in 1998 to recognize and honor outstanding research in any field of economics by a woman at the beginning of her career. The prize is given in honor of Elaine Bennett, who mentored many women economists at the start of their careers and made significant contributions to economic theory and experimental economics during her short professional career.

## BRAG BOX

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

**Marianne Bertrand** is the recipient of the 2006 John T. Dunlop award in recognition of her outstanding academic contribution to research that addresses an industrial relations/employment problem of national significance.

**Rebecca Blank** and **Janet Currie** have been elected fellows of the Society of Labor Economists.

**Judith Chevalier** has been elected a Fellow of the American Academy of Arts & Sciences.

**Barbara Fraumeni** has been awarded the Gold medal by the Secretary of Commerce for her work on R&D while she was Chief Economist at the Bureau of Economic Analysis of the US Department of Commerce.

**Sherry Glied** has been elected to the Institute of Medicine.

**Claudia Goldin** has been elected a Fellow of the National Academy of Sciences and as a Fellow of the American Academy of Political and Social Science.

**Lisa M. Lynch** has been named Chair of the Board of Directors, Federal Reserve Bank of Boston as of January 1, 2007.

**Olivia Mitchell** has received an honorary Doctorate in Economics by the University of St. Gallen.

**Lynne Pepall** has been appointed academic dean of the Graduate School of Arts and Sciences at Tufts University.

## 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 2007-December 2007) we urge you to renew your status. If CSWEP is new to you, please visit 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 BY CREDIT CARD

Go to [www.cswep.org/howto.htm](http://www.cswep.org/howto.htm) and follow the "Online Payment by Credit Card" link. It's quick, convenient and secure. We accept Mastercard, Visa and American Express.

### OPTION 2: MAIL

If you prefer to mail your donation, fill out this form and send it to the address below. If you are a student, you may mail or fax your form to (850)562-3838.

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Please visit our website [www.cswep.org](http://www.cswep.org).

To no longer receive mail from CSWEP, please email [cswepmembers@ersgroup.com](mailto:cswepmembers@ersgroup.com) or write to the address provided above.

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## Upcoming Regional Meetings:

### Eastern Economic Association

<http://www.iona.edu/eea/>

2007 Annual Meeting February 23-25, 2007

New York: Crowne Plaza Times Square Manhattan Hotel

### Midwest Economics Association

<http://web.grinnell.edu/mea>

2007 Annual Meeting: March 23-27, 2007

Minneapolis: Hilton Minneapolis

### Western Economic Association

<http://www.weainternational.org/>

2007 Annual Meeting June 29 - July 3, 2007

Seattle: Westin Seattle

### Southern Economic Association

<http://www.etnetpubs.com/conferenceprograms/sea/>

2007 Annual Meeting November 19-21, 2007

New Orleans: New Orleans Marriott Hotel



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