



# NEWS

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## IN THIS ISSUE

### Feature Section

#### Getting Research Done in Departments without PhD Programs

Introduction by Anne E. Winkler... [3](#)

*How I Get Research Done: A View from a Public Master's Program* by Catalina Amuedo-Dorantes . . . . . [3](#)

*Getting Research Done at a Teaching-Intensive University: Advice from a Recently Tenured Associate Professor* by Christina Peters . . . . . [5](#)

*Four Steps to Getting Research Done at an Institution without Graduate Programs* by Lonnie Golden . . . . . [6](#)

*Tips on How to be a Productive Scholar at a Liberal Arts College* by Susan L. Averett . . . . . [8](#)

### From the CSWEP Chair

*Chair's Letter* by Marjorie B. McElroy . . . . . [2](#)

*2013 Annual Report* by Marjorie B. McElroy . . . . . [10](#)

### Tributes & Commendations

*CSWEP Celebrates* by Marjorie B. McElroy . . . . . [1](#), [26](#)

*Remembering Marianne A. Ferber* by Francine D. Blau and Anne E. Winkler . . . . . [25](#)

*CeMENT Mentor Gratitude* . . . . . [26](#)

*Brag Box* . . . . . [28](#)

### Calls & Announcements

*Bell Award* . . . . . [27](#)

*Bennett Prize* . . . . . [27](#)

*Joan Haworth Mentoring Fund* [27](#)

*2014 EEA Sessions* . . . . . [27](#)

*2014 MEA Sessions* . . . . . [27](#)

*2014 SEA Call* . . . . . [27](#)

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## 2014 Business Meeting CSWEP Celebrates



(Left to right: Marjorie McElroy, Anna Mikusheva, Nancy Rose, Rachel McCulloch and Linda Goldberg.)

Excitement and joy permeated the CSWEP Annual Business Meeting at the January 2014 AEA/ASSA Meeting in Philadelphia. Packed to overflowing, the room buzzed with congratulations

from the colleagues, friends and families of Anna Mikusheva and Rachel McCulloch, recipients of the 2012 Elaine Bennett Research Prize and 2013 Carolyn Shaw Bell Award, respectively.

[continues on page 26](#) ↓

## The 2013 Report of the Committee on the Status of Women in the Economics Profession

### Marjorie B. McElroy

The American Economic Association (AEA) created the Committee on the Status of Women in the Economics Profession (CSWEP) and charged it to monitor the status of women in the profession and to undertake professional activities to improve this status. In addition to surveying all U.S. economics departments for its annual statistical report, CSWEP sponsors six competitive-entry paper sessions at the annual AEA Meeting, publishes a thrice-yearly newsletter

(chock full of articles and information for those at the beginning of their career), and celebrates the research accomplishments of young female economists by awarding the Elaine Bennett Research Prize, as well as the exceptional mentoring and promotion of women's careers by conferring the Carolyn Shaw Bell Award. CSWEP also conducts a variety of formal and informal mentoring activities, most notably the oversubscribed Mentoring Breakfasts

[continues on page 10](#) ↓

Forward the *CSWEP News* to colleagues and graduate students.

## About the Authors



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## From the Chair

It was wonderful to see so many old and new friends of CSWEP gathered at our Mentoring Breakfasts, our Business Meeting, and lingering in the hospitality suite during the 2014 AEA Meeting. At the Business Meeting in particular, I was thrilled to see the outpouring of support for Rachel McCulloch and Anna Mikusheva, recipients of the 2013 Carolyn Shaw Bell Award and the 2012 Elaine Bennett Research Prize, respectively. The celebration of the work of such outstanding female economists is central to the mission of CSWEP. The Board is thankful to all those who nominated and wrote in support of the outstanding slate of candidates for each award. Please consider nominating your candidate for the 2014 Bell Award or Bennett Prize; see the calls and announcements in this *CSWEP News* and visit [cswep.org](http://cswep.org) for full details.

The big news from CSWEP is that, with the generous support of Executive Committee of the AEA, going forward the CeMENT National Mentoring Workshops will be held annually rather than biennially. Always over subscribed, this important change doubles their capacity. In addition, the National as well as the biennial Regional CeMENT Mentoring Workshops have been funded through 2018. Look for the call for participants in the Spring/Summer *CSWEP News*.

I invite you to learn about CSWEP activities in the “Annual Report” featured in this issue. The first half covers the fruits of the labor of CSWEP’s hardworking Board, including the expansion of the Mentoring Workshops, Breakfasts, and many other undertakings. Using data from CSWEP surveys from 1997-2013, the second half reports on the status of women in the economics profession with a look to changes over the last 17 years. While there are many healthy developments, it appears that the share of women baccalaureates going on for a PhD in economics is in decline and that one particular step on the academic ladder, promotion from untenured assistant to tenured associate, remains especially problematic.

I would like to take this opportunity to thank the CSWEP Board for their continued outpouring of valuable ideas and follow-up with hard work. A special thanks goes to outgoing Board members, Terra McKinnish and Shelley White-Means. Terra directed the CeMENT National for two years and was instrumental in launching the Mentoring Breakfasts; Shelley served as the Southern Representative. Both will be missed.

Finally, a hearty welcome to the Board goes to Kosali Simon of Indiana University. She will serve as the new Director of the CeMENT National Mentoring Workshops.

As always, I welcome your feedback on CSWEP activities as well as your ideas for the future: email me at [cswep@econ.duke.edu](mailto:cswep@econ.duke.edu). ■

# Getting Research Done in Departments without PhD Programs

Anne E. Winkler

While the bulk of economic research produced at colleges and universities continues to be produced at PhD institutions, especially those in the top tier, research is also produced by faculty in non-PhD programs. In fact, as my research with Sharon G. Levin, Paula E. Stephan and Wolfgang Glänzel, recently published in the *Eastern Economic Journal* shows, there is a good amount of overlap in the number of publications produced at lesser-ranked PhD and MA programs. There is also a high level of publishing productivity at more selective liberal arts institutions, adjusting for smaller faculty size.

How do faculty located in departments without PhD students get research done? The constraints are many—a generally higher teaching load (and/or more course preps) and greater expectations for teaching quality, fewer resources to support research (whether for travel to professional meetings, to purchase software and data, or to sponsor a seminar series that can pay travel expenses for speakers), and, typically, fewer in-house colleagues with whom to collaborate. It seems reasonable to suspect that the rapid diffusion of Information Technology, which has increased opportunities for virtual networking, sharing data and collaboration, might have somewhat levelled the playing field for those located at less-elite institutions. However, my coauthors and I find that the story about trends in relative publishing productivity from 1991 to 2007 across elite and non-elite institutions is more one of constancy than of change.

I know something about this topic firsthand. I have been in the economics department at University of Missouri-St. Louis (UMSL), a large urban public university, since 1989. UMSL is part of the four-campus University of Missouri system, which includes the flagship campus in Columbia. For me, it has been a great fit. I very much like teaching at an

institution with so many first-time college-goers and nontraditional students. Moreover, I am located in a department that has a long history of being research active, and so I have many colleagues who similarly value and balance teaching and research. Nonetheless, access to sufficient resources to support research has remained a never-ending obstacle over the 20+ years I have been here.

In this newsletter, four economists located in academic programs without PhDs share their experiences and, most importantly, offer tips on how to get research done. These authors differ in their institutional context (e.g., public/private, institutional size, terminal MA or undergraduate only) and career stage. Catalina Amuedo-Dorantes is a full professor in mid-career at a large public institution, San Diego State University (SDSU). SDSU has 31,000 students; the economics department offers a bachelor's degree and a

terminal MA. Christina Peters is early in her career and was just recently promoted with tenure to associate professor at Metropolitan State University of Denver (MSU). MSU is a large urban public university with 23,000 students; the economics department does not offer an MA. Lonnie Golden is a full professor in mid-career in the Division of Business and Social Science, Penn State Abington. Penn State Abington is an exclusively undergraduate branch campus of Penn State with 3,500 students. Finally, Susan Averett is a full professor in mid-career at Lafayette College, a selective undergraduate institution with just 2,400 students. For new PhDs, these essays show that, with strategizing, you can be research-active at a non-PhD institution. For those of us at such institutions, the essays reaffirm what we have likely been doing and offer new ideas about how to get research done. ■

## How I Get Research Done: A View from a Public Master's Program

Catalina Amuedo-Dorantes

Inevitably, I am looking at this title and wondering the same thing right at this very moment, yet I am supposed to explain how I face this challenge on a daily basis. Let me start humbly by saying that I wish I were actually much better at getting research done than I currently am! In other words, I am still searching for a better method myself.

That said, let me give you my perspective on this topic. I am a professor in the department of economics at San Diego State University (SDSU). SDSU is a large public university. Given recent funding challenges faced by the state of California, our funding has been severely reduced in recent years. This has led

to an increasingly large number of students in each class. We also have a fairly large teaching load consisting of three courses per semester. Lastly, we do not have a PhD program. Our terminal degree is an MA in what I would consider Applied Economics. All these characteristics—limited funds, large number of students and no PhD program—certainly pose a challenge when it comes to getting research done. Nevertheless, I have been fortunate in various regards.

In the area of teaching, I have benefited from having a friendly department with a flexible department chair who has managed to meet the faculty's

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teaching preferences whenever feasible. That has enabled my colleagues and me to focus on a number of courses within our areas of expertise as well as to teach those courses over and over, thus reducing the class preparation time. I have also been able to design new courses focused on my ongoing research area, immigration. While this did not reduce the time I have to dedicate to teaching, it has made it much more fun and enriching from a professional development point of view. It is also helpful that we all have research assistants who assist us with grading, tutoring and other related class work. Lastly, in some instances, we have been able to merge two classes into one, reducing the number of classes we teach each semester to two in place of three. Still, we all have a similarly large number of students.

There are a couple of things I find particularly helpful when juggling teaching and research responsibilities. First, I work much better if I can compartmentalize my time. Therefore, I normally try to delimit, as much as possible, my teaching and my research time. Sometimes I can do that more successfully than other times, of course. But, for example, I try to hold office hours on the same two days that I teach, freeing three days a week for getting research done. Second, I take advantage of the many online tools publishers offer nowadays to help with the assignment and grading of homework, projects and even tests. For some courses, this is a bit more feasible than for others, but I think these online tools fulfill an important task—namely, to provide students with weekly assessments and immediate feedback as well as to free some of your teaching time to accomplish more important tasks, such as enriching your lectures.

In addition to the time and preparation that teaching entails, there is the question of resources. As noted above, these are not abundant in public universities and yet they might be crucial in completing our research. Many of us need funds to purchase data or to travel

to conferences. In this regard, we have also been relatively fortunate at San Diego State. Due to other sources of funding, we have been able to purchase data, computers and software when we needed to, attend conferences or carry out other research related tasks, such as using labs for experiments. I must note, however, that, to that end, having a flexible and understanding department chair, someone who does not get bogged down in the details but rather moves forward with research requests and finds a way to accommodate them, is definitely crucial. In my experience, it can make a world of difference. If you do not have such a person, my advice would be to try to collaborate with

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*I have also been able to design new courses focused on my ongoing research area . . . it has made it much more fun and enriching from a professional development point of view.*

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colleagues who do in order to indirectly benefit from the data and resources available to them. This brings me to an obvious point—the importance of coauthors in getting research done.

Many people have pointed out the benefits of coauthoring with others in the various issues of the *CSWEP News*. Coauthoring helps us to learn from others how people view different issues and how they approach research challenges. It also helps us move research forward when we get stuck on a particular question, and, in my experience, it can also make research much more enjoyable. Finally, if your department lacks a PhD program, it is possible that the research focus might be a bit mellow than when it has one. Exposure to new research methods and approaches might also differ, although that depends on the composition of your department. In any case, in those instances, having coauthors at different institutions, some of them with PhD programs, can help bridge that gap. All these things,

however, may not materialize if you choose the wrong coauthors. And by wrong, I mean wrong for you. For example, a coauthor can be wrong for you because you have very different research styles that do not work well together. In those instances, you might have more research challenges than when working alone. It may also become a struggle to move research forward, and it can prove quite difficult to finish the project you started. While what I am going to say will sound obvious, choose your coauthors wisely. If you think like me, you might want to choose coauthors you can learn with and, perhaps equally as important, coauthors you can relate to. It makes a world of difference. Collaborating with them becomes much easier and way more fun. Equally important, in my experience, is to have somewhat of a division of tasks or contributions that each of you will tackle or make. Be willing to go the extra mile and be understanding. Your coauthor might get stuck on a particular task and you might be able to help. If so, do it. But also expect your coauthors to do their share of work; otherwise, you run the danger of cultivating bad habits in them—relying on you to finish or do most of the work at the last minute. That is not a good collaboration, and my advice would be to avoid those situations if you can.

I should also go back to the importance of taking time to do your research. I have learned that, sometimes, it helps to disconnect from your email to get things done. If you need to do so, do it. I typically try to have a plan of what I want to tackle that day, and, even if I only get through the first couple of tasks, I try to follow my plan the next day, the day after, and so on, until I am done. While technology has made it much easier for all of us to do a lot of work on the go, I would recommend against relegating research tasks or talking about important points to your coauthors while walking to your car or driving. While you might think that you are transmitting an image of a very busy and productive person, they might take it to signal

# Getting Research Done at a Teaching-Intensive University: Advice from a Recently Tenured Associate Professor

Christina Peters

When I accepted a tenure-track position at an institution with a teaching load of four courses per semester, I knew I was taking a risk. I love doing academic research, and I was nervous about working in an environment where it might become a low priority. My dissertation advisor warned me that most newly-minted PhDs will rise or sink to the expectations of their first job. In other words, by taking a job at an institution that places a high value on teaching, it was likely that I would soon stop valuing research.

As I cautiously navigated my first tenure-track year, I followed the research advice I had gathered over the years from faculty mentors. The most frequently repeated advice I had received was to schedule research days into my week. If I taught on Monday and Wednesday, then I should devote every Tuesday and Thursday to research. I know this advice works for many of my colleagues. Unfortunately, I soon realized that if I thought about research only one or two days a week, I wasted time each week reviewing where I left off before I could start again. In addition, even on my research days, my time in the office inevitably ended up being hijacked by students, administrators, or other faculty members.

Another recommendation I heard was to negotiate a reduced course load for my first year. I followed this advice and was able to obtain two course releases. However, I did not anticipate that I would spend much of that year preparing all the new courses I was teaching. For this reason, a better strategy for new faculty may be to negotiate course releases to come in their second year, when the extra time can be used to truly focus on research.

A third piece of advice I received was to avoid committee work as long as possible. This is great advice but not

always feasible. At many teaching institutions, serving on committees is an important part of earning tenure. If that is the case for you, there are two strategies you can take: (1) Seek out service opportunities on committees that do not involve much work and do not meet very often. Your colleagues can point you toward those committees; (2) If your institution offers reduced course loads to encourage committee work, then seek out service opportunities on those specific committees. This second strategy has worked well for me, allowing me to fulfill my university's expectations for service without taking on extra work. Instead, I simply supplant some of my teaching load with committee work.

Thus, I have learned that some common research strategies do not quite work for me at my particular institution. On the other hand, other pieces of

advice from faculty mentors were right on target. For example, since the emphasis at my university is on the quality of teaching, I found that the temptation to continually revise course lectures and materials was always present, even after the first heavy year of new course preparations. The advice I received and religiously follow in this area is not to revise a course every single time I teach it. We all strive to be the best teachers we can be, but spending a substantial amount of time each semester making small changes to courses leaves little time for research. Instead, choose to revise a course only once every few years.

I recently was awarded early tenure and promotion. As I move into the middle stages of my career, I have taken the opportunity to reflect on the time-honored advice I received at the start

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## Amuedo-Dorantes ↑ continued from page 4

quite the opposite, e.g., that you have no time for the work you committed to and that you are not truly taking it seriously. Also avoid committing to too many research projects at once. I think it is easy to fall into that trap. But, if your coauthors are also over committing, the project might never see the light of day and, if they are not, they might not be very happy with the fact that you are not dedicating enough time to work on it.

While setting time aside to do your research and thinking of your own productivity, it is also very important to remain helpful to others in the profession. Do not over commit in this arena either. But, at the same time, make sure you do your share of social and professional service, e.g., committee work, refereeing papers, organizing conference sessions or helping out in professional organizations. If you cannot help in a particular way or time, offer to do so in

another manner that might be useful to the person, committee or group seeking your help.

We all face different challenges, and what I just described might not make any sense for you. So please take my approach to research and my advice with a grain of salt. Some of it might be relevant to you, some of it might not. I am going to conclude by telling you something I was told a long time ago. At the time, it seemed pretty obvious to me, so I did not place too much weight on it. The advice was, "If you don't like something, get out of it." With time, I have discovered that was, indeed, great advice! Life can be pretty simple. Choose projects that you enjoy working on and coauthors who will make the work an enjoyable and enriching experience. You will be more productive and, more importantly, happier while accomplishing your research goals. ■

of my career and on the strategies I have found to work best for me. By no means do I consider myself an expert on balancing research and teaching, but I hope I can offer a few additional tips to junior faculty starting out at non-research institutions.

First, devote time to exploring new research ideas during the summer. That period provides a large block of time and the freedom to delve into a few different ideas. Several of them may not pan out, but by the time fall semester begins, some good leads should be evident. The key for me has been to set aside half days or full days of uninterrupted time to engage in the necessary creative thinking and exploratory analysis that comes at the front end of a research project. During the academic year itself, I focus on revising my working papers, giving conference presentations, and submitting to journals. Once a project is in working paper form, it is much easier to break up the research tasks into pieces that can be managed in smaller blocks of time such as during office hours or between classes.

Second, work with coauthors. They keep you focused and force you to make time for research. When possible, collaborate with coauthors at more research-oriented institutions. They conduct research on a faster timeline, have larger networks, and can open doors that can be hard to reach coming from a lower-ranked institution. They also often have access to greater resources, such as research assistants or funds that your own institution might not provide.

Finally, make the time to have lunch with your colleagues and talk about research ideas. This is especially important for faculty at institutions like mine, which do not offer research seminars. On a day-to-day basis, conversations with colleagues may be the only way to generate ideas and keep your research mind sharp.

Another unexpected strategy that has worked well for me has been to pursue an additional research agenda on the scholarship of teaching and learning alongside my traditional agenda. I

believe that academics at teaching institutions have a comparative advantage in this line of research. In part, this is due to the incredible support that many teaching institutions give to the scholarship of teaching and learning; faculty and administrators outside of our own departments are interested in and value this avenue of research. Moreover, economists are particularly well-positioned to be successful in this research area. Much of the empirical literature on teaching, learning, and pedagogy has been written by social scientists or educators in other fields. As economists, we have a more sophisticated empirical toolkit with which to analyze the issues.

For example, a few years ago, after reading the literature on the effectiveness of online courses, a colleague and I realized that all the studies were simply comparing performance outcomes of students in online courses to those of students enrolled in traditional courses, ignoring the selection bias inherent in that strategy. The next semester, we obtained university approval to set up an experiment within my courses that randomized the assignment of online vs. pen-and-paper homework

among students in the same course. This means I was able to collect the data within the context of the teaching tasks I already had to do. After that, the data analysis and write-up took only a few weeks during the summer. It turned out to be the easiest paper I have written so far! As a bonus, it provided key elements for my tenure portfolio not only in the area of research but also in the area of teaching, by providing evidence that I had been innovative in analyzing new pedagogies.

In the end, my advisor was right. Given all the demands of teaching and service at my university, I did learn that I have to make compromises. My institution will not support or even reward research to the extent that I had come to expect during graduate school. However, over the past few years, I have found that the prospect of the joy of doing research has made me very efficient at getting my teaching and service tasks done, so that I can focus on what I love. Ultimately, I have learned that it is still possible to do research that I value and that excites and fulfills me, and that is why I became an economist in the first place.

## Four Steps to Getting Research Done at an Institution without Graduate Programs

**Lonnie Golden**

So, how does one become, and stay, research productive, when your faculty position is at a college with a heavy dose of teaching, and considerable service as well? I consider myself mid-career and have pondered this question frequently. Being located at Penn State University, Abington College, an exclusively undergraduate branch campus within Pennsylvania's public university system, presents significant but not insurmountable challenges to producing and sustaining scholarly research activity. Not the least of these is the standard

3-3 teaching load, which is usually 7 courses per year when summer supplemental teaching is included.

To answer, let's begin the same way we start a course in Economics, dispassionately, with the Production Possibilities. There is the short run context—how to produce up to one's inherent potential, given the constraints—trying to achieve productive efficiency, using all the resources at your disposal currently, or “doing things right.” Then, there is the medium term, allocative efficiency, i.e., “doing the right things.”

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Third, there is the long run, dynamic efficiency. That is, sustained productivity growth by improving the quantity and quality of resources over time, i.e., “doing things better.” I can’t claim to have ever accomplished all of these, or that the same recipe works across all institutions. For the grand prize of tenure, there is a rising floor of minimum expectations regarding economists’ productivity levels. For the additional prize of full professor rank, there may be an escalator. Non-elite colleges require ever more published scholarship even though resources remain disproportionately concentrated, for the foreseeable future, at elite institutions. The last step is not to forget that productivity may be also instrumental for utility. If all you have accomplished is greater output without realizing at least some intrinsic rewards along the way—including process utility—then the well-being benefits of your productivity spurt might not be as long lasting.

First, some assumptions. It is difficult to achieve your publishing output goal by skipping any of what I suggest below are four steps. This involves tradeoffs with other desirable ends—which contribute positively to our current utility level—such as non-work time and other sources of income. This time reallocation is challenging and taxing (particularly for mothers and for egalitarian-oriented fathers). Research in the field of happiness suggests that we derive more utility from family, social relationships and leisure activities than from work. Happiness research also shows, however, that mastery of craft and being engaged in your flow also increase your well-being. Taking time off regularly sufficient for recuperation and reflection will feed both utility and productivity growth.

So, step 1: Find the least costly methods of producing your output, either in the form of time or money. That means first take advantage of all possible available internal opportunities for funds or time off in your college, university, department or region. No amount is too small (unless the input time required is

long and the chances of winning slim). Then, demonstrate that this was a good investment by publishing the output, even if that means delaying your unsponsored projects. Seek out all available tools at your disposal—quiet office space, econometric software, IT consulting, support staff, etc. Leave no available

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*Upgrading your courses every semester may be ideal, but sometimes the marginal cost of that time exceeds the marginal benefit.*

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travel funds on the table. Apply for everything in sight. I have the unique perspective in that I had the fortune to become affiliated with a department at the University Park campus and have served as a University faculty senator, and so I have seen the Promised Land, rich in resources. While expectations of those “R-1” university positions require such resource support, there are opportunities within the university system if you turn over every stone. A \$10k grant I once received from one of the interdisciplinary research institutes was a godsend at that time, the difference between having to take on summer courses or overloads and having more research time. If you can leverage success at internal grants for securing external funds, you may be able, as I was, to then find graduate student research assistants for hire to help you with your project at local institutions that have PhD-granting economics programs.

Step 2: Reallocate your available time and effort resources wisely, including some set aside toward your long run strategic goals, even if it must come at the expense of necessary short run operations. Upgrading your courses every semester may be ideal, but sometimes the marginal cost of that time exceeds the marginal benefit. There is only one person who truly cares about whether your powerpoint slides and your reading list are up-to-date—YOU. Sometimes we are forced to settle and focus elsewhere if we aim to be doing the right things. (Oh, if I could just practice

what I preach....) Those of us at more teaching-intensive institutions have a seemingly infinite amount of time-intensive, mundane tasks and requests from students, advisees and even chairs and deans who ought to be facilitating our research striving.

It is never too late to start your professional networking by going to conferences, as long as they fit your strategic plan. There is still no substitute for showing up. Eventually, the smaller, more intimate the conference the better. They allow for longer interactions and opportunities for forming synergistic collaborations. Even if your plans never make it out of your inbox, a call for proposals for a grant, a special or symposium issue of a journal might spark it forward. The key is to find scholars who are at institutions with somewhat greater access to resources than you have, which means you might have to provide their missing resource—labor time—for the collaboration to be worthwhile for them. There is no shame in reallocating your time and effort toward conferences in emerging markets or hot topics where financial and intellectual resources are moving, as long as there is a connective thread that relates to your past or future planned work. For me, this meant branching out from my initial training and perspective as a labor economist to the forming networks in work-life and behavioral economics. I can attribute any success I have had in landing external grants to taking this risk. I am now trying to parlay that into securing more medium-sized grant funding.

Disseminating knowledge, not just producing knowledge, is a goal of our profession. Most appearances in the broadcast or print media should not be passed up. Not only do they get you public exposure, but they generally garner as much kudos and credibility with your administrators and colleagues as the projects that take you literally years to complete.

Step 3: Between my early and mid-career stages, I was generously hosted for a day by a very successful scholar in

# Tips on How to be a Productive Scholar at a Liberal Arts College

Susan L. Averett

When finishing graduate school in 1991, I was somewhat naïve about what it would be like to be an academic economist. I really wanted to be at a liberal arts college because I wanted to teach smaller classes and mentor students on an individual basis, but I was also very committed to my research. When I accepted the job at Lafayette College many of my fellow graduate students and professors were certain that this spelled the end to a promising research agenda. My

publication record—several dozen refereed journal articles, eight invited book chapters, a textbook in its second edition and an appointment as a research fellow of the Institute for the Study of Labor (IZA)—demonstrates that top liberal arts colleges have high expectations for scholarship and provide ample research support to their faculty. Yet many of my colleagues at research universities still tell me that I am underplaced. There seems to be a pervasive

belief that liberal arts colleges are anathema to active research and publication. Truth be told, I love my job, both the teaching and the scholarship, and I am convinced that my ongoing engagement in research makes me a much better teacher.

At Lafayette College, the teaching load is five courses per year. Despite this relatively high load, faculty members are expected to conduct research and to publish in peer-reviewed journals. Although the college clearly values research, the reality is that teaching and individualized undergraduate advising are an important and time-consuming part of my job. Carving out time for research is challenging. We do not have any graduate students forcing us to keep up with the latest scholarship or working for us as research assistants. We are also expected to teach our own classes. This means that buying out a course because you received funding from a grant is typically not possible. And, although my institution is relatively generous when it comes to computing support and funds for purchasing data, our travel allowance has not appreciably increased in several years.

Given these constraints, how does one go about combining scholarship with teaching at a liberal arts school? Reflecting back on my 22 years as a teacher/scholar, several strategies have worked well for me. First and foremost, you have to be committed to scholarship because during the semester, it is often a 70 hour work week. At the outset of my career, I received the invaluable advice that if I did not earn tenure at Lafayette College, any other job I might apply for would care primarily about my research record.

Building a network of collaborators has been absolutely essential to my research success. When I first arrived at Lafayette, there was no one who did the type of empirical work I did, and thus

**Golden**  continued from page 7

my area of interest who repeatedly characterized her colleagues in terms of how fast they were. So, how does one reduce the start to finish time of a project, given one's inherent work speed? For one, just as with production possibilities, one must be in continuous training on time-saving production processes, including positive externalities from classroom and communication technologies. Indeed, the most important technological input can be shifting the timing of work itself. Productivity that involves thinking derives more from having continuous blocks of time than from having an equal amount of time split into non-continuous blocks. We seek a virtuous cycle—or more realistically, to avoid the vicious cycle—of finding time to find resources that would free up time.

As many job seekers at the AEA realize, in the context of a highly credentialed, often segmented labor market between institutions, some initial jobs offer greater time and support for research. Indeed, my times of highest productivity were those following periods of temporarily reduced teaching loads or course release time, summers without teaching and, of course, my two sabbatical leaves. Hard as it was, I chose the sabbatical option of taking the full year at a proportionately reduced pay rather than just one semester at full pay. Of course, as a labor economist

who studies working time and advocates more flexible work options, I was acutely aware that I might be simply self-transitioning from a state of overemployment to underemployment by reducing my work hours for reduced pay! Talk about research informing your teaching—in this case it informed my work-life! However, I arranged in advance to make up some of the income gap and have never really regretted it. You might also have to consider temporarily compromising your prior preference for a segmented rather than an integrated approach toward work and non-work time and place, and cope with your boundaries between work and life being encroached upon.

Step 4: Seek only the opportunities that would help feed your own fulfillment—the research questions in which you are most motivated to generate a continual stream of scholarship. This may generate some positive spillovers or even psychic income—choices which would enhance your overall utility despite their apparently irrational high cost. For me, one such fulfillment has been staying part of a public university in an urban region, helping the all too often resource-deprived, next generation get the opportunities that I have found—which I hope I have also delivered with this article! ■

continues on page 9 



there were limited opportunities for collaboration. This obliged me to reach out to others, and I began to partner with contemporaries from graduate school and soon expanded that to include colleagues I met at conferences. Building my own research network has helped me keep abreast of developments in the field and enhanced my knowledge of the subject area and the latest econometric techniques. Regular meetings with my coauthors whether via phone or Skype or occasionally in person keeps my work on track and helps me move papers toward publication.

I have also found that conferences are the best commitment device. Because of my geographic location, I regularly attend both the Southern and the Eastern Economic Association meetings. These conferences are likely to accept your work and provide a friendly venue to try out new papers. They also provide an invaluable time to network. I set up meetings with collaborators and potential collaborators at the conferences. Most conferences also welcome the submission of entire sessions. Organizing a session is a great way to ensure that you are on the program while getting to know others who work on similar topics. Rarely have I been turned down when I've asked people to be part of a session. Likewise, volunteer to be a discussant at these conferences. It will allow you to meet others and exposes you to the work of others. In addition to these general conferences, I find it is valuable to also try to attend at least one conference per year that is focused more on my area of research, which for me usually means attending the health economics meetings (American Society of Health Economists or the International Health Economics Association) or the Population Association of America annual meetings.

I always try to keep my "pipeline" stocked. At any given time, I have around half a dozen papers in various stages of progress. While it can be stressful at times, not everything is active at once. Something may be under review while another project is in the data phase. Prioritizing the projects can get tricky

sometimes, particularly when it also involves the schedule of a coauthor. Papers which have a revise and resubmit or are due to be presented at a conference naturally come first in the queue, but every time a conference deadline rolls around, I strive to submit something new.

Don't be afraid to ask your institution for support. At a small institution, there are usually pockets of money to support faculty research, including summer stipends to support research and advanced study, particularly if the research can be tied broadly to pedagogic innovations or if the research involves a student.

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*Building a network of collaborators has been absolutely essential to my research success.*

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If you are at a smaller school without a seminar series, ask your department head or dean if there is any money to support such a series. It need not be cost prohibitive. Just invite scholars who are within driving distance. This will help you to keep abreast of trends in research and aid in networking. By the same token, ask colleagues at other universities if you can come and give a research seminar. Trying out your ideas is an important part of the research process.

Consider breadth versus depth in your projects. My own research interests are varied and have been somewhat driven by opportunities that have arisen usually because someone contacts me about working on a topic with them or I approach someone with an idea. Over the years, I have also built up specific human capital in several areas and this has paid off in many ways. For example, I have written many invited book chapters related to economics and obesity because of work I've done in this area.

Work on your research all year long—don't wait until the summer to concentrate your efforts. Set aside time to work on your research every day if possible, but a minimum of three days per week. Even an hour can make a big difference.

Break tasks on a particular paper into manageable chunks—spend an hour writing up results for one paper and several hours doing data analysis for another.

If it makes sense and your institution supports it, try to work collaboratively with students. I have found that undergraduates at Lafayette College are interested in working on research projects and they enjoy using Stata to manipulate data to address research questions. On occasion, I have published articles with students, and some of my former students are in graduate school and we continue to collaborate.

It is important to design your teaching in an efficient manner so that it supports your research agenda. For example, I save my most productive hours for working on my research, and for me that is the first part of the day. Thus, I tend to schedule my classes in the afternoons, and I do all of my grading in the evening. While I assign problem sets, I don't usually collect or grade them. When I do grade them, it is on a completed/not completed basis. I also offer review sessions before exams—I find this to be more efficient than seeing students one by one in office hours, although there is still plenty of that. Being at a liberal arts college, I have great leeway in the electives I teach, and thus I offer electives in the area of my research—this helps me generate new research ideas and also helps me recruit students who might want to work with me on a research project.

Lastly, do not be afraid to outsource household obligations. Consider the money spent on a cleaning service to be an investment in your future earnings. When my children were small, I hired students as babysitters and chauffeurs. My children loved getting to know college students, and my students appreciated the extra money. Overall, it is possible to have a productive research program while teaching at a liberal arts college. ■

during the AEA Meeting and the CeMENT National and Regional Mentoring Workshops.

The first part of this report covers new developments and CSWEP's ongoing activities. The second part updates the annual statistical report on the status of women in the economics profession. The third contains well-deserved acknowledgements.

Before recounting CSWEP activities, it is worth noting that there are likely many spillovers from CSWEP activities that are impossible to list or quantify. CSWEP activities raise awareness among men and women of the challenges that are unique to women's careers and that can be addressed with many types of actions—from inclusive searches to informal mentoring activities. In addition, much of the information and advice freely disseminated by CSWEP can be of great value not only to female economists but to all economists, and especially to any junior economist, whether male or female and whether minority or not.

CSWEP Board members individually and collectively do the work of the Board. In gratitude, this report highlights their work by bolding their names as well as bolding the names of past board members. Also bolded are the names of the many others who have advanced CSWEP's work, both male and female and from new acquaintances to long-time stalwart supporters.

## CSWEP Activities in 2013

### Mentoring Programs

As success breeds success, the effective mentoring of young women economists has become ever more central to CSWEP's mission. While mentoring and creating professional networks is an ongoing informal aspect of most every CSWEP activity, the CeMENT Mentoring Workshops hold center stage, and the new CSWEP Mentoring Breakfasts have already proved their worth.

Held biennially up to this point, the internationally recognized<sup>1</sup> CeMENT (previously CCOFFE) Mentoring Workshops target either the women in departments where research accomplishments determine promotion (the *National Workshops*) or women at schools where teaching receives more weight (the *Regional Workshops*). The success of these workshops has been rigorously documented<sup>2</sup> and they are now funded by the AEA on an ongoing basis.

This section reports on plans to expand the National Mentoring Workshops, on the Regional Mentoring Workshops, and on the new Mentoring Breakfasts.

### CeMENT National Mentoring Workshops: From Biennial to Annual

Funded by the AEA and internationally known for providing young women economists with know-how and networks that boost their careers, CSWEP's biennial National Mentoring Workshops target junior women facing research expectations commensurate with U.S. departments with PhD programs in economics. Going back to the first CCOFFE workshop in 1998 and morphing into the CeMENT National Mentoring Workshops (in 2004, 06, 08, 10 and 12, with the next one January 5-7, 2014) these national workshops have been consistently oversubscribed.<sup>3</sup> Moreover, at the January 2013 meeting of the Executive Committee of the AEA

1 Using CeMENT as a model, the American Philosophical Association and the Royal Economic Society's Women's Committee have both run successful mentoring workshops; WiNE (the European Economic Association's women's group) and economists in China, Japan and South Korea are working on similar workshops.

2 Based on random assignment to participation and tracking the subsequent careers of both participants and those who were randomized out of participation, a rigorous evaluation showed that "CeMENT increased top-tier publications, the total number of publications, and the total number of successful federal grants in treated women relative to controls," Blau et al., "Can Mentoring Help Female Assistant Professors? Interim Results from a Randomized Trial" (*American Economic Review*, May 2010: 352).

3 With only 40 spots in each, both the 2012 and 2014 workshops received over 100 applicants (with justified disappointment on the part of qualified applicants who were randomized out).

there was considerable sentiment to expand the capacity of the national mentoring program.

Hence, pending the approval of funding by the AEA Executive Committee (in January 2014), CSWEP will move from biennial to annual national mentoring workshops, thus doubling their capacity. While a CSWEP committee considered other ways to expand capacity, moving to annual workshops seemed the only practical way to preserve the current format that lies at the heart of their success and feasibility. The main alternative was to double the size (mentors and mentees) of each workshop and keep the biennial schedule. However, those who have recruited mentors strongly felt that recruiting 32 at one time biennially would be a far more difficult task than recruiting 16 annually. Even more importantly, moving from a biennial to an annual frequency better enables junior women to time their workshop participation in the context of pressing tenure clocks.

Past workshop participants have received binders of professional development materials relating to publishing, teaching, grants and other relevant topics. Starting last year, **Terra McKinnish**, Director of the 2012 and 2014 National Mentoring Workshops, took the initiative to make these materials publicly available on CSWEP's webpage.<sup>4</sup>

### CeMENT Regional Mentoring Workshop, November 2013, Tampa, Florida

**Ann Owen** of Hamilton College organized the Regional CeMENT Workshop immediately preceding the 2013 annual Southern Economic Association Meeting. Seven senior and 31 junior women economists gathered for this two-day event.<sup>5</sup> Participants received advice

4 <http://www.aeaweb.org/committees/CSWEP/mentoring/reading.php>.

5 We are grateful to the mentors who volunteered their time for this workshop: **Susan Averett** (Lafayette College), **Lisa Daniels** (Washington College), **Betsy Jensen** (Hamilton College), **Nicole Simpson** (Colgate University), **Sarah Stafford** (College of William and Mary) and **Tara Watson** (Williams College). **Jenny Minier** (University of Kentucky and co-editor of the *Southern Economic Journal*) participated in a session providing tips from an editor's perspective.

continues on page 11 

about publishing, teaching, networking and the tenure process as well as on juggling work and family. They also worked together in small groups on goal setting and provided feedback on research papers to other group members. Overall, the workshop was rated as extremely helpful, with participants commenting on the quality of the tips they received and the usefulness of the network that they started at the workshop. Many of the participants left the workshop with important career goals and the plans to achieve them.

### Mentoring Breakfasts: From Experiment to Expansion

In January 2013 at the AEA Meeting, CSWEP held its inaugural Mentoring Breakfast. The brainchild of Board members **Terra McKinnish** and **Linda Goldberg**, this event was originally conceived as a stand-in for the biennial CEMENT National Mentoring Workshop during its off years. It is fair to say no one had imagined just how successful this event would be. The first 120 junior applicants to apply were admitted and gathered with about forty senior mentors (mostly women, some men) for a modest breakfast and a rich networking experience. Participants could pick a table with a topic (such as research, handling referee reports, teaching, grants, work-life balance, and so forth) or an open-ended dialogue. Discussions continued long after the breakfast had officially ended. Echoing the National Mentoring Workshops, this Mentoring Breakfast was oversubscribed, as evidenced by a telltale waiting list and still others who had to be turned away at the door. Clearly, this mentoring and networking experience served a need that went well beyond the original conception.

In response, CSWEP is experimenting with expansion here as well. Under the leadership of Board members **Linda Goldberg** and **Bevin Ashenmiller**, the 2014 AEA Meeting will see two Mentoring Breakfasts (January 3 and 4). Registrants have already welcomed this expansion as they could select a morning

that avoided conflicts with job interviews and other events. CSWEP has commitments from 60 senior mentors and preregistration stands at 147 and counting. If these Mentoring Breakfasts go as expected, going forward CSWEP will sponsor two Mentoring Breakfasts annually at the AEA meetings.

### Bennett Prize and Bell Award

The January 3, 2014, annual CSWEP Business Meeting will see the presentation of both the Bennett Prize and the Bell Award to their most recent recipients.

Awarded biennially since 1998, the **Elaine Bennett Research Prize** recognizes and honors outstanding research in any field of economics by a woman at the beginning of her career. The 2012 prize went to **Anna Mikusheva** for her work on econometric inference. Mikusheva is the Castle-Krob Associate Professor of Economics at the Massachusetts Institute of Technology. The press release is available on line, as is the insightful interview of Mikusheva by **Nancy Rose** in the Fall 2013 *CSWEP News*.<sup>6</sup>

Given annually, and also since 1998, the **Carolyn Shaw Bell Award** recognizes an individual for outstanding work that has furthered the status of women in the economics profession. The 2013 award went to **Rachel McCulloch**, Rosen Family Professor Emerita of International Finance at Brandeis University and a leader in the field of international trade. An inspiring role model for many women, McCulloch folded mentoring into all aspects of her of scholarship, teaching and service and has motivated innumerable individuals, both male and female, to pursue careers in the discipline. The press release is available on line.<sup>7</sup> **Kathryn Graddy** will interview McCulloch for the Spring/Summer 2014 *CSWEP News*.

Sincere thanks are due to those who nominated and wrote letters in support

<sup>6</sup> [http://www.aeaweb.org/committees/cswep/PDFs/2012Bennett\\_Mikusheva.pdf](http://www.aeaweb.org/committees/cswep/PDFs/2012Bennett_Mikusheva.pdf); [http://www.aeaweb.org/committees/cswep/newsletters/CSWEP\\_nsltr\\_Fall\\_2013.pdf](http://www.aeaweb.org/committees/cswep/newsletters/CSWEP_nsltr_Fall_2013.pdf).

<sup>7</sup> [http://www.aeaweb.org/committees/cswep/PDFs/2013Bell\\_McCulloch-Rachel.pdf](http://www.aeaweb.org/committees/cswep/PDFs/2013Bell_McCulloch-Rachel.pdf).

of all of the highly competitive candidates for these awards as well as to the hard-working selection committees.<sup>8</sup>

### AEA Summer Economics Fellows Program

Begun in 2006 with seed monies from the National Science Foundation (NSF) and designed and administered by a joint AEA-CSMGEP-CSWEP committee, the AEA Summer Economics Fellows Program aims to enhance the careers of underrepresented minorities and women during their years as senior graduate students or junior faculty members. Fellowships vary from one institution to the next, but experienced economists mentor the fellows who, in turn, work on their own research and have a valuable opportunity to present it. Selected from forty-six applicants, Summer 2013 saw 11 summer fellows immersed in research environments at the Federal Reserve Banks in Atlanta, Chicago, Cleveland, Dallas, Kansas City, New York and Richmond. Valued by the sponsors as well as Fellows, we owe thanks to these sponsors for their active support of this program. Evaluations from 2013 Fellows heaped praise on the program. In the works are efforts to increase the number of successful minority applicants and to smooth out the number of applicants each year.<sup>9</sup>

<sup>8</sup> Many thanks to the 2013 Bell committee: Board member **Linda Goldberg** (Chair) and previous Bell recipients **Elizabeth Hoffman** (2010) and **Sharon Oster** (2011); and also to the 2012 Bennett committee: former Board member **Nancy Rose** (Chair), Board member **Petra Todd** and former Bennett winner **Monika Piazzesi** (2006). **Susan Athey**, the 2000 Bennett winner, graciously pinch hit for Nancy Rose when she recused herself from the final decision. For holding to high standards and spotlighting the extraordinary accomplishments of women in economics, we owe an enormous debt to the each committee member on both of these committees. Finally, while they must remain anonymous, this debt extends with equal weight to all those who did the hard work of nominating the highly competitive field of candidates for each award as well as to all those who wrote the thoughtful, detailed letters in support of each candidacy.

<sup>9</sup> Many thanks to the 2013 committee for screening and matching: **Daniel Newlon** from the AEA (Chair) whose efforts have undergirded this program from the get go in 2006, CSWEP Board member **Cecilia Conrad**, CSMGEP Board member **Gustavo Suarez** and **Lucia Foster** of the Center for Economic Studies at the U.S. Bureau of the Census. More information on the AEA Fellows Program is available at <http://www.aeaweb.org/committees/cswep/summerfellows/history.php>.

## CSWEP at the 2013 Annual American Economics Association Meeting

Critical to CSWEP's mission, CSWEP sponsors six highly competitive paper sessions at the annual AEA meeting. The year 2013 saw three gender sessions, organized by **Kevin Lang** and **Susan Averett**, as well as three health and development economics sessions, organized by **Frank Sloan** (Duke University) and **Shelley White-Means**. These committees then selected eight papers for two pseudo-sessions that were published in the *May 2013 Papers & Proceedings* issue of the *American Economic Review*.

The highly competitive submissions process encourages quality research, particularly in the area of gender-related topics. More generally, women consistently report these sessions get their research before a profession-wide audience and are instrumental in their success as economists.

## CSWEP at the 2013 Regional Economics Association Meetings

At the Eastern Economic Association Meetings (May in NY, NY) **Susan Averett** (former CSWEP Board Eastern Representative) organized a grand total of eight high-quality paper sessions. For the remaining Regional Meetings, the focus of CSWEP has shifted from paper sessions to panel discussions. The year 2013 saw four such panels.

For the Southern Economic Meeting (November in Tampa, FL), **Shelley White-Means** (outgoing CSWEP Board Southern Representative) organized a panel discussion, "Securing External Funding for Your Research: the Roles of Gender, Race and Ethnicity," with panelists **Donna Ginther** (University of Kansas), **Laura Razzolini** (Virginia Commonwealth University and editor of the *Southern Economic Journal*) and **Catherine Eckel** (Texas A&M University and 2012 winner of the Carolyn Shaw Bell Award).

For the Western Economic Association Meetings, **Jennifer Imazeki** (outgoing CSWEP Board Western Representative and inveterate evangelist for updating our uses of the internet) put

together a highly successful panel on "Flipping, Clicking and Other Contortions to Make Your Class Interactive;" this despite the difficulties getting panelists to travel to Seattle for these June 28–July 2 meetings.

Finally, for the Midwest Economics Association Meeting (March in Columbus, OH), **Anne Winkler** (CSWEP Board Midwestern Representative) put together two panels, "Academic Careers: A CSWEP Panel on Opportunities and Challenges" and "Jobs for Economists: A CSWEP Panel on the Employee-Employer Match."

As is the tradition, CSWEP hosted a reception at each regional meeting. In line with expanding career development opportunities for young women economists, these CSWEP receptions at the Regional Meetings are being transformed into mentoring and networking opportunities. Anne Winkler created a model that was quite effective. At the Midwestern Meeting, she nestled a CSWEP Networking Lunch (similar in form and enthusiastic reception to the Mentoring Breakfast at the 2013 AEA Meeting) in between the two panel discussions. The eight panelists plus Winkler herself were there to mentor and network with the other participants, many of whom lingered after the first panel or arrived early for the second.

All of these panels, receptions and paper sessions drew appreciative audiences and well served the missions of CSWEP and the AEA more generally. More details can be found in the last three issues of *CSWEP News*.<sup>10</sup>

## Haworth Mentoring Fund

CSWEP continues to administer the fund given by the late **Joan Haworth**, a stalwart CSWEP supporter. Upon satisfactory application, the Haworth Committee recommends small grants for recipients to piggy back mentoring activities onto campus visits of external seminar speakers and the like. This year the fund supported extended visits of **Marcelle Chauvet** (UC Riverside)

<sup>10</sup> <http://www.aeaweb.org/committees/cswep/newsletters.php>

and **Anne Stevens** (UC Davis) to George Washington University and Georgia Tech, respectively, for the purpose of mentoring. The fund also defrayed the travel expenses of multiple mentors to a pre-conference junior mentoring workshop at the 2013 Meeting of the Midwest Econometrics Group, held at Indiana University.

## CSWEP News in 2013

Under the able direction of oversight editor, **Madeline Zavodny**,<sup>11</sup> CSWEP published three issues in 2013.<sup>12</sup> With the intent of streamlining and modernizing our publication, the newsletter underwent both a design change (now in two colors, no less) and a name change. The Fall 2013 issue was the first to sport the new design and the new name, *CSWEP News*. For this transformation, credit goes to the newsletter's long-standing graphic designer, **Leda Black**; to **Madeline Zavodny**, now in her fourth year as our oversight editor; and to **Jennifer Socey**, this Chair's overqualified administrative assistant.

In a long-standing tradition, each issue has featured a theme chosen and introduced by a guest editor who, in turn, enlists several authors to write the featured articles. The quality of these articles is consistently high, and many go on to be long-lived career resources for junior economists<sup>13</sup>. On behalf of the CSWEP Board, the Chair, (who is the

<sup>11</sup> The contributions of **Madeline Zavodny** cannot be overstated. Organizer par excellence, she helps guest editors match with a topic and generally facilitates their work, she makes sure that each issue covers the appropriate materials, writes up missing pieces, makes continued improvements, oversees all of those boxes of announcements, coordinates with the Chair's administrative assistant and drags the column "From the Chair" from its author. She is also a selfless, lightning-quick copy editor and we are all in her debt. Last but not least among her endless list of tasks, **Jennifer Socey**, CSWEP administrative assistant, formats the Newsletter, makes innovative suggestions and does substantive editing. She also puts up with the flow of last-minute changes from the Chair, coordinates with the printer and sees to distribution.

<sup>12</sup> Current and past issues of the *CSWEP News* are archived at <http://www.aeaweb.org/committees/cswep/newsletters.php>. For a free digital email subscription, visit <http://cswep.org> and click "Subscribe."

<sup>13</sup> The feature articles have provided the bulk of professional development materials for the binder for CeMENT workshop participants, now online at: <http://www.aeaweb.org/committees/CSWEP/mentoring/reading.php>.

official editor but does almost none of the work), extends a warm thanks to all these contributors.

Petra Todd guest edited the Winter 2013 issue featuring articles on “Navigating the Tenure Process.” Todd also contributed the article, *The Tenure Process at Research Universities*; this ran paired with Cecilia Conrad’s article, *The Tenure Process at Liberal Arts Colleges*. Also included was (former Board member) Rachel Croson’s advice, *Tenure Letters*, and (former Board member) Donna Ginther’s, *Should I Stay or Should I Go Now?* Feedback on this issue was very positive, with John Solow, Professor and Departmental Executive Officer in the Department of Economics at the University of Iowa, writing in to say it “will be assigned reading for junior faculty.”

The Spring/Summer 2013 issue was born of a happy coincidence as Guest Editor Cecilia Conrad chose the topic “Where are the Women Economics Majors?” and learned that, quite independently, Claudia Goldin was working on *Notes on Women and the Economics Undergraduate Major*, an effort to document the gender gap and delve into causal factors as preliminary work to figuring out what can be done. The authors spanned the discipline’s career phases. Maria Boya Zhu, winner of a NSF Graduate Fellowship who took her Pomona BA to Duke’s PhD program, wrote *An Undergraduate Major’s Perspective*. Amanda Griffith, Assistant Professor at Wake Forest University, shared her research on *The Importance of Role Models*. Susan Feigenbaum, Professor at the University of Missouri–St. Louis, contributed her experience on *Attracting More Women and Minorities into Economics*, and Lisa Saunders, Professor at the University of Massachusetts Amherst, wrote *On Being the Other in the Classroom*. The authors asked difficult questions and provided insights on a topic of great, even grave import to the future of women in the economics profession.

Newly formatted and renamed, the Fall 2013 *CSWEP News* broke with tradition by publishing the content of the April 2013 NBER-sponsored NYC

memorial service for the late monetarist Anna J. Schwartz. Highlighting her life and accomplishments, NBER President James Poterba opened and eight distinguished speakers (Michael Bordo, Martin Feldstein, Alan Greenspan, Allan Meltzer, Edward Nelson, William Poole, Eloise Pasachoff and Christina Romer) described her life and remarkable contributions to economics. With the encouragement and support of NBER President James Poterba, The *CSWEP News* was able to preserve these tributes and thus the memory of an economist who was ahead of her time and under-recognized.

### CSWEP Communications and Social Media

To study CSWEP’s presence on the web via social media and our communications more generally, Anne Winkler (Chair), Jennifer Imazeki and Shelly White-Means comprised the ad hoc Committee on Communications and Contacts. This year the Committee was instrumental in revising and streamlining the content on CSWEP’s AEA web site.<sup>14</sup> The work on the web site could not have been done without the excellent assistance of Susan Houston and Michael Albert. In addition to making CSWEP’s activities more accessible to younger economists, an anticipated side effect is the expansion of circulation of the *CSWEP News*.

CSWEP is most interested in learning more about the AEA’s plans to move forward with a new online subscription service where members can sign-up for email subscriptions to a variety of AEA committees and opportunities. We find that with CSWEP no longer requiring membership dues, our “subscriber” database does not stay as current as in the past. We believe an overall AEA subscription service would help us to better communicate with CSWEP’s audience for event notification and *CSWEP News* dissemination.

<sup>14</sup> <http://cswep.org>

### CSWEP Subchapters?

Under the leadership of former CSWEP Chair Barbara Fraumeni, CSWEP began an informal association with economists in the Washington, D.C., area. The group came to be called CSWEP-DC. While a very good relationship between CSWEP-DC and CSWEP was established, in 2013 CSWEP constituted an ad hoc Subchapters Committee to think about how subchapters or local groups might be formed, guidelines created and so on. Chaired by Linda Goldberg and working with Kevin Lang and Anne Winkler, the Committee asked, “Why is this needed and, if needed, what is an appropriate structure?”

In response to the first question, the Committee noted that while CSWEP has done a great job serving academic women in liberal arts schools and research universities, CSWEP has not been able to serve non-academic women who work in the public or private sectors nearly as well. Thus, for the well served, there is no need for subchapters, but subchapters may well be an appropriate means to serve others.

Given that a need is determined, the Committee recommended two types of outreach efforts: (1) Unaffiliated Groups, and (2) Affiliated Groups to be called Subchapters. In the first instance, CSWEP does not have to take responsibility for the group, but could, upon appropriate application, provide minor funding for one-off events consistent with CSWEP’s mission. In the second instance, CSWEP needs to articulate rules for operation, including a mission statement consistent with CSWEP’s, and then work with the Subchapter on sponsoring and possibly funding events.

The committee report will be discussed at the January 2014 CSWEP Board Meeting and the expectation is that a more formal proposal to the AEA Executive Committee will follow.

In the meantime, in 2013 CSWEP experimented with providing minor funding to encourage two such outreach efforts. In both cases the returns seemed large relative to the costs and

informed the work of the Subchapters Committee.

First, CSWEP provided supplemental funds (paired with a grant from the Haworth Fund and also with direct support of the host institution, Indiana University) to defray the travel expenses of multiple mentors to a pre-conference junior mentoring workshop at the 2013 Meeting of the Midwest Econometrics Group.

Second, CSWEP contributed to a Speed Mentoring<sup>15</sup> event held in May 2013 and organized by CSWEP-DC under the leadership of **Susan Fleck** (Bureau of Labor Statistics (BLS)), and event committee members **Maureen Doherty** (BLS), **Judy Yang** (World Bank) and **Xiaotong Niu** (Congressional Budget Office). The participants came from government, academia and international and non-profit organizations and praised the new format. In total, 27 graduate students and young professionals met with 16 mid-career and senior economist mentors. The event was very well received and afterwards participants continued conversations at a more leisurely pace over lunch.

## The Status of Women in the Economics Profession

### Introduction, the Survey and Summary

In 1971 the AEA established CSWEP as a standing committee to monitor the status and promote the advancement of women in the economics profession. In 1972 CSWEP undertook a broad survey of economics departments and found that women represented 7.6% of new PhDs, 8.8% of assistant, 3.7% of associate and 2.4% of full professors. Much has changed. This year marks the 40th survey year. At doctoral institutions, women have more than quadrupled their representation amongst new PhDs to 35%, more than tripled their representation amongst assistant professors

<sup>15</sup> Speed mentoring is a variation on speed dating. It is a face-to-face venue of quick introductions to connect people who share similar interests. Mentees came prepared to share a two-three minute introduction with mentors and were provided with guidelines on how to follow-up with the mentor who most closely matched their interests.

to 27.8%, increased their representation at the associate level more than six fold to 24.5% and increased their representation at the full professor level five-fold to 12.0%. This report presents the results of our 2013 survey, with emphasis on changes over the last 17 years as well as the progress of cohorts of new PhDs as they progressed through the academic ranks.

The remainder of this section describes a change in the survey, summarizes the main results, and offers key findings. Subsequent sections provide more detailed results.

### The CSWEP Annual Surveys, 1972–2013

In Fall 2013 CSWEP surveyed 124 doctoral departments and 146 non-doctoral departments. The non-doctoral sample is based on the listing of “Baccalaureate Colleges—Liberal Arts” from the *Carnegie Classification of Institutions of Higher Learning* (2000 Edition). Starting in 2006 the survey was augmented to include six departments in research universities that offer a Master’s degree but not a PhD degree program in economics. This report uses the terms “non-doctoral” and “liberal arts” interchangeably.

This year a new question was added to the non-doctoral survey and it revealed that 18 hitherto would-be economics departments were in reality departments of business administration and the like, departments in which economists comprise a small minority of the faculty. Phone calls to non-responding departments revealed another three. All 21 of these will be expunged from future surveys, and the remainder of this report treats the 2013 non-doctoral base as if these business departments had never been included. After expunging these, of the 125 economics departments remaining in the survey, 72% responded  $[(108-18)/(146-21)]$ . This is the relevant response rate for the analysis that follows. It is a bit lower than the naïve rate in the previous paragraph because the 21 business departments actually had a better response rate than the economics departments.<sup>16</sup>

<sup>16</sup> All non-doctoral response rates recorded in earlier CSWEP Reports are analogous to the naïve rate above.

## Summary of Results

This overview begins with an oft-neglected group, **teaching faculty outside of the tenure track**. These faculty typically hold multiyear rolling contracts and carry titles such as adjunct, instructor, lecturer, visitor or professor of the practice. In doctoral departments, the representation of women in these positions runs high, currently standing at 36.1%, exceeding that not just of assistant professors but even that of new PhDs. In 2013 the share of women in these positions was nearly double their share of all tenure track positions combined (19.4%), and this disparity is greater still in the top 20 departments.

**With regard to doctoral departments**, with one exception, broadly speaking the last 17 years show some growth in the representation of women at each level of the academic hierarchy. The exception is the representation of women amongst first year PhD students. For nearly two decades this has hovered around 33%. As noted in the 2006 Report and reinforced by Goldin (*CSWEP Newsletter*, Spring/Summer 2013), since the share of baccalaureates going to women is rising, this constant 33% means the fraction of women baccalaureates pursuing a PhD in economics is actually shrinking. Two proverbial truths continue to hold: (i) At every level of the academic hierarchy, from entering PhD student to full professor, women have been and remain a minority. (ii) Moreover, within the tenure track, from new PhD to full professor, the higher the rank, the lower the representation of women. In 2013 new doctorates were 35% female, falling to 27.8% for assistant professors, to 24.5% for tenured associate professors and to 12% for full professors. This pattern has been characterized as the “leaky pipeline.”

Because the growth in women’s representation has differed across ranks, the gaps in representation between adjacent ranks have changed. Thus, following some earlier convergence between women’s representation at the associate level to that at the assistant

level, convergence seems to have ceased some 14 years ago and a 6.2 percentage point difference has stubbornly persisted to the present. Thus the gap between women's representation at the full and associate levels has increased considerably over the last 17 years. It is worth noting that the latter is not necessarily an unwanted development. It is the result of relatively good growth in women's representation at the associate level as compared to the full level combined with the stock of full professors reflecting something like a 25-year history of promotions from associate to full.

**Comparing non-doctoral with doctoral departments**, at every level in the tenure track women's representation in liberal arts departments runs higher—roughly 10 percentage points higher—than in doctoral departments (see Figures 1 and 2). Similar to the trend in doctoral departments, women's representation at the assistant professor level has mildly trended up and at the full level somewhat more so. However, the liberal arts departments do not share the strong upward trend at the associate level exhibited by doctoral departments. For liberal arts departments for the past 11 years the trend for women's representation at the associate level is, if anything, down.

A consequence of this last fact is that **for the liberal arts departments**, during the last 11 years, while the leak in the pipeline between associate and full professor has shown some tendency to lessen, that between assistant and associate seems to have grown.

A further comparison of liberal arts to a trifurcation of doctoral programs by rank shows that for all tenure track ranks combined, the representation of women declines as the emphasis on research increases, averaging 30.8% for non-doctoral departments, 18.6% for all doctoral departments, 12.9% for the top-20 departments and 12.2% for the top 10 departments.

**With regard to the advance of cohorts of academics through the ranks**, we use a simple lock-step model of these advances. With a maximum of 40 years

of data on each rank we can track the gender composition of some relatively young cohorts from entering graduate school through the PhD and of other older cohorts from receipt of the degree through the assistant and associate professor ranks. Unfortunately, these data do not suffice to analyze the advance of cohorts from associate to full professor. The analysis indicates that if recent trends continue, then 2001 marks the advent of policies in PhD programs that maintain women's representation from matriculation through graduation. In addition, the cohort analysis indicates little in the way of a serious loss of women relative to men as cohorts advanced from earning the degree to becoming assistant professors.

In contrast and as found in earlier studies, the data show a significant and persistent loss of women relative to men in the transition from assistant to tenured associate professor. Of 26 cohorts of new PhDs (1974–1999), fully 23 saw a drop in the representation of women.<sup>17</sup> The drop was usually greater than 5 percentage points and shows no obvious improvement over time.<sup>18</sup>

### Key Findings

Past intakes and subsequent advancements of women and men determine the contemporaneous distribution of men and women on the academic economists' ladder. *This report points to two critical junctures: the failure to grow of the representation of women at the intake; and, relative to men, the subsequent poorer chance of advancing from untenured assistant to tenured associate professor.* With regard to the first, in the face of the growing representation of women at the baccalaureate level, the stagnation of the share of women in entering PhD classes means that entering PhD students represent a declining fraction of new baccalaureate women. This latter

<sup>17</sup> Under our lock-step assumptions, the 1999 PhD cohort became seventh-year associate professors in 2013 (= 1999 + 14).

<sup>18</sup> While a proper adjustment for a presumed overrepresentation of older men with extended years in rank as associate professor would reduce the size of the drop, this adjustment would grow smaller over time. Thus, it seems unlikely to account for the persistence of this gap.

decline is no doubt rooted in the analogous decline in the fraction of women undergraduates who major in economics and may in part stem from the way we teach economics at the undergraduate level, as stressed by Goldin (*CSWEP Newsletter*, Spring/Summer, 2013). *This is an issue for both doctoral and non-doctoral departments.*

With regard to the second juncture, the advancement of women from untenured assistant to tenured associate professor is no doubt intertwined and jointly determined with family-related decisions. Moreover, with rational expectations these decisions, in turn, feed back to the decision to major in economics and to enter a PhD program in the first place. Here, the institutional setting and expected institutional setting (length of the tenure clock, gender-neutral family leave, on site child care and so forth) can play significant roles.

Finally, it is worth *recognizing the high representation of women in non-tenure track teaching jobs* and that the CSWEP data do not cover placement into these jobs, contracts, durations in such jobs or exits therefrom. The data also do not cover non-academic jobs.

In another vein, the 42 years of CSWEP data on the evolution of faculty composition at the department level are unique in the social sciences and beyond. *It is time to document and maintain these data in a way that meets professional standards, to put in place a system for maintenance for future years and to make the descriptive statistics at group levels (e.g., doctoral, non-doctoral and others) available online.* This would be a major undertaking and this comment is offered by way of getting a discussion going on how to do this. It is important to start now, before too many more of the early creators of the database pass from the profession.

### Women's Representation on the Rungs of the Academic Ladder

#### Doctoral Departments, 1997–2013

Before analyzing the women's representation at various ranks in the tenure track, it is worth noting their

continues on page 16 

Table 1: The Pipeline for Departments with Doctoral Programs: Percent of Doctoral Students and Faculty who are Women

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
1st yr students	31.3%	32.2%	35.6%	38.8%	31.9%	33.9%	34.0%	33.9%	31.9%	31.0%	32.7%	35.0%	33.5%	32.1%	32.4%	29.3%	32.7%
ABD	26.8%	28.2%	33.0%	32.3%	30.2%	30.6%	32.7%	33.1%	33.9%	33.6%	32.7%	33.7%	33.5%	34.2%	34.3%	32.5%	31.9%
New PhD	25.0%	29.9%	34.2%	28.0%	29.4%	27.2%	29.8%	27.9%	31.1%	32.7%	34.5%	34.8%	32.9%	33.3%	34.7%	32.5%	35.0%
Asst Prof (U)	26.0%	25.9%	27.8%	21.4%	22.5%	23.2%	26.1%	26.3%	29.4%	28.6%	27.5%	28.8%	28.4%	27.8%	28.7%	28.3%	27.8%
Assoc Prof (U)	11.1%	15.9%	27.3%	17.2%	10.0%	17.2%	24.0%	11.6%	31.2%	24.6%	20.0%	29.2%	25.0%	34.1%	30.8%	40.0%	25.9%
Assoc Prof (T)	13.4%	14.0%	15.1%	16.2%	15.3%	17.0%	19.9%	21.2%	19.2%	24.1%	21.0%	21.5%	21.8%	21.8%	21.9%	21.6%	24.5%
Full Prof (T)	6.5%	6.1%	6.5%	7.4%	5.8%	8.9%	9.4%	8.4%	7.7%	8.3%	7.9%	8.8%	9.7%	10.7%	12.8%	11.6%	12.0%
All Tenured/ Tenure Track	13.4%	11.9%	missing	missing	15.2%	15.2%	15.5%	15.0%	16.1%	16.3%	15.5%	16.9%	16.9%	17.5%	19.0%	20.9%	18.6%
Other (Non- tenure Track)	50.8%	31.8%	missing	missing	32.3%	38.4%	32.7%	32.3%	39.6%	34.4%	40.5%	33.5%	36.1%	33.0%	34.1%	39.5%	36.1%
N departments	120	118	120	120	120	120	128	122	122	124	124	123	119	121	122	122	124

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

representation outside of these ranks, that is, amongst non-tenure track faculty. These are typically teaching faculty who hold multiyear rolling contracts and carry titles such as adjunct, instructor, lecturer, visitor or professor of the practice. As shown in Table 1, for the universe of doctoral departments in 2013, women's representation amongst non-tenure track faculty averaged almost twice that in the tenure track. As of Fall 2013, women constituted 36.1% of non-tenure track teaching faculty but only 18.6% of tenure track faculty.

Turning to the tenure track, for the universe of doctoral departments, Table 1 and Figure 1 summarize women's representation for years at each level of the academic hierarchy, from first year PhD students to new PhD and then the assistant, associate and full professor. With the exception of entering PhD students, broadly speaking the last 17 years show some growth in the representation of women at each level of the hierarchy. Focusing on the gaps between levels this so-called "pipeline" representation of women in the stock of economists at each rank (from first-year PhD students to tenured full professor) emphasizes the decline or "leaks" in the representation of women with increased in rank. Table 1 and Figure 1 document

two well-known relationships: (i) at every level in the academic hierarchy, women have been and remain a minority, and (ii) the higher the rank, the lower is the representation of women.<sup>19</sup> This latter fact has been described as the "leaky" pipeline. After first examining the trends in representation at the various ranks, we will see how the size of these leaks has changed over time.

Table 1 and Figure 1 show varied levels of growth in women's representation across the different ranks. For example, the first row of Table 1, as well as the black line with squares in Figure 1, trace the share of first-year PhD students who are women over the most recent 17 years. As can be seen, over the last 17 years, the representation of women grew at different rates for different ranks. Despite two notable peaks (38.8% in 2000 and 35% in 2008) and one notable trough last year (29.3% in 2012), (a) the share of first-year PhD students who are women hovered around 33% with no obvious trend. As President Goldin would likely note, since the share of baccalaureates

19 At every stage subsequent to attaining the PhD, the percentage of women declines: roughly over the last six years, over 5.5 percentage points between new PhDs and assistant professors, about 6.5 percentage points between assistant professors and tenured associates, and over 11 percentage points between tenured associates and full. The sizes of these declines have been remarkably stable over time.

going to women is rising, this constant 33% means the fraction of women baccalaureates pursuing a PhD in economics is actually shrinking (CSWEP Newsletter, Spring/Summer 2013). Within the tenure ranks, growth in the share of women has been (b) lowest at the assistant professor rank, (c) highest at the new PhD and associate professor levels and (d) in between at full rank.<sup>20</sup>

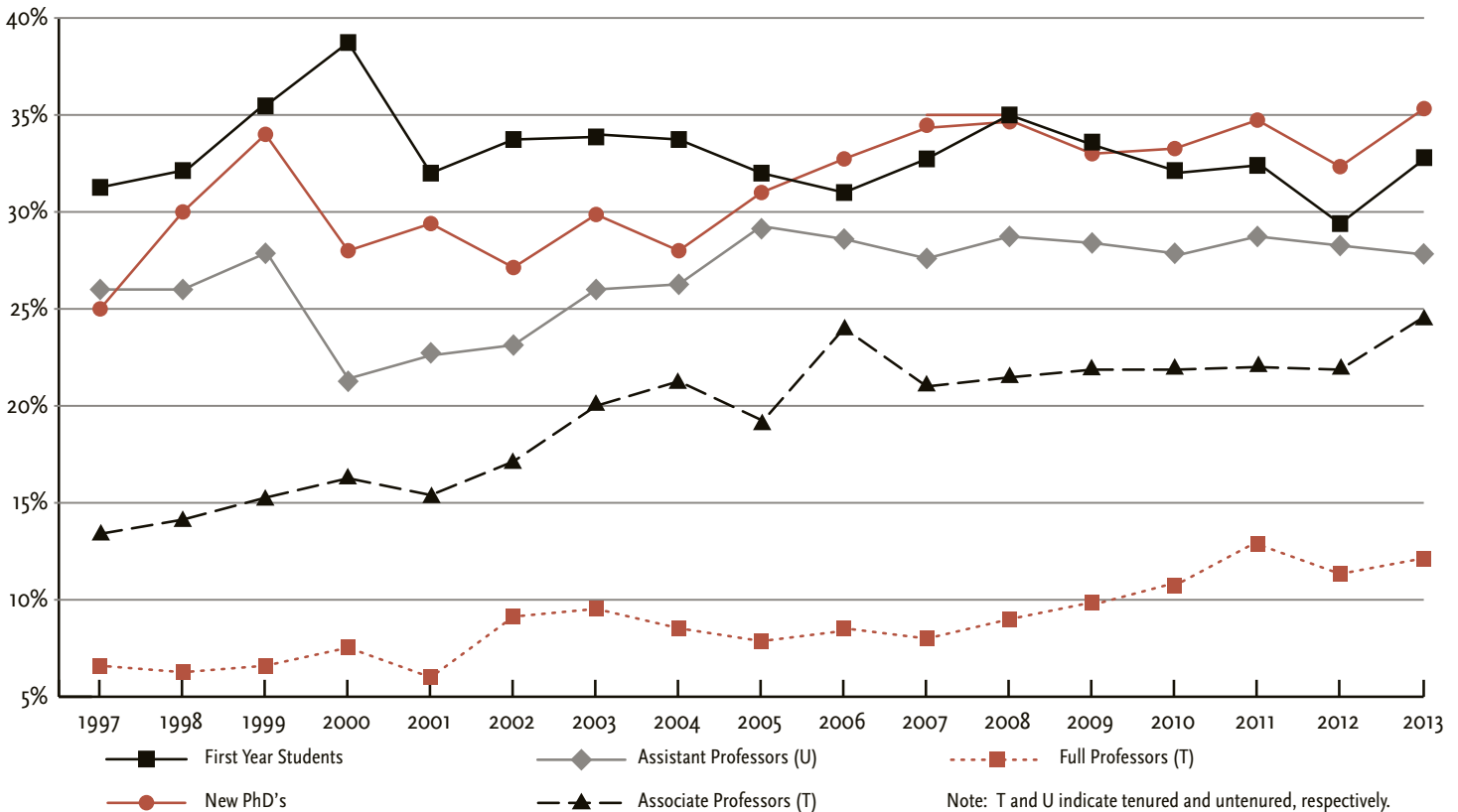
Turning from trends in the various levels to trends in the differences in the levels (the size of the "leaks"), we first compare the representation of women in the untenured assistant and tenured associate ranks. Earlier CSWEP Reports<sup>21</sup> showed a drop hovering close to 11 percentage points in the five years preceding 1997, the earliest year shown in Table 1 and Figure 1. Hence, we can compare the differences between the assistant and associate levels in the eight years preceding 2000 to the 14 years beginning with 2000 and ending with 2013. The earlier differences (1992-1999) hovered around 11.6 percentage points whereas the drop in the

20 Simple comparisons of 2013 to 1997 show that over these 17 years, women's share of first-year PhD students, new PhDs, assistant professors, tenured associates and full professors grew 1.4, 10.0, 1.8, 11.1 and 5.5 percentage points, respectively.

21 E.g., Joan Haworth, "2002 Report on the Status of Women in the Economics Profession."



Figure 1: The Pipeline for Departments with Doctoral Programs: Percent of Doctoral Students and Faculty who are Women



representation of women from the assistant to the associate levels in the 14 later years averaged 6.3 percentage points with no trend. Thus, while there was a definite drop in the difference around the turn of the century, for the last 14 years there has been no further convergence in women's representation at the associate level to women's representation at the assistant professor level; an average difference of 6.3 percentage points stubbornly persisted through 2013.<sup>22</sup>

Moving up one rung, we access the trend in the drop in women's representation between the associate and full levels. As a result of the considerably slower gain in women's representation at the full as compared to the associate level noted above, the gap in women's representation between the associate and full levels has increased. In percentage points it went

22 In 2013, due to a sizable uptick (2.9 percentage points) in representation at the associate level and a downtick at the assistant level, this 2013 gap was only 3.3 percentage points (= 2.9 - (-0.4)). Only future years can reveal if 2013 reversed a persistent gap or recorded a transient narrowing.

from 6.9 in 1997 to 12.5 in 2013, averaging 10.6 percentage points over the most recent 17 years.<sup>23</sup> This divergence could go on for a number of years as women become better represented in younger cohorts and thus in the associate professor rank, but when promoted have a small impact on the share of women at the full professor rank, a rank which contains disproportionately older, more male cohorts.

#### Liberal Arts Departments, 2003–2013

As noted above, in Fall 2013, CSWEP surveyed 125 non-doctoral economics departments (not counting the 21 business departments). Some of these may not fit well under the liberal arts terminology. Nonetheless, for the sake of

23 However tempting, the futility of focusing on short-term trends is illustrated by the six years preceding 2013. In that interval the percent of associate professors who are women was flat while the corresponding percent of full professors was rising. Consequently the gap narrowed from the all-time recorded high of 15.8 percentage points in 2006 to 10.0 in 2012. As of 2012, one might have thought the gap was closing.

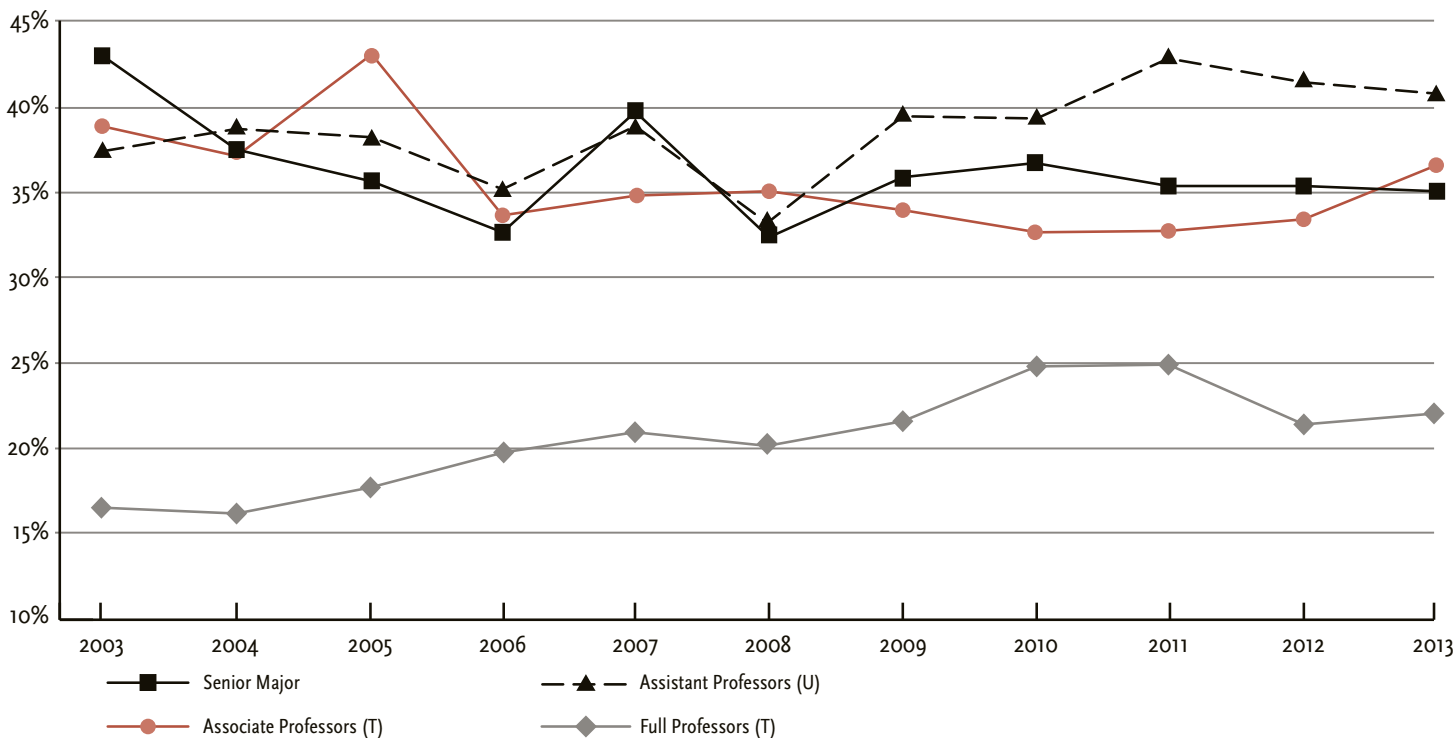
continuity with earlier reports, the remainder of this report refers to all of these non-doctoral departments as the "liberal arts" departments in the "liberal arts" survey.

With that caveat, Figure 2 shows the representation of women amongst seniors in the major and amongst faculty in tenure track ranks for the liberal arts departments over the last 11 years. Over the first six years, representations at the assistant and associate levels track each other closely, but a noticeable gap characterizes the last five. In contrast, the gap in representation between the associate and full levels began at over 20 percentage points, declined fairly steadily to about 7 percentage points in 2011, but has since widened to about 14.

Table 6 details the responses for 2013 showing that for the tenure track faculty as a whole 30.8% were women. A comparison of Figures 1 and 2 with Tables 1 and 6 shows that representation of women amongst seniors in the

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**Figure 2: The Pipeline for Departments without Doctoral Programs: Percent of Students and Faculty who are Women (n = 108 Responding Departments)**



major ran about three percentage points higher in liberal arts departments than in doctoral departments. Conversely, the representation amongst faculty in the tenure ranks is more than ten percentage points higher in liberal arts as compared to doctoral departments.

In sum, over the 11 years for which we have data, *for liberal arts departments, while the leak in the pipeline between associate and full professor has shown some tendency to lessen, that between assistant and associate seems to have grown.*

### Cohorts of Academics and their Advances Up the Ranks

The above picture of the general fall in women’s representation with increase in rank (the leaky pipeline) tells us where we have been and where we are now—it does not tell us how we got here or where improvement is most critical.<sup>24</sup> Past studies have found that,

<sup>24</sup> One could isolate earlier sentences and mistakenly interpret some as showing our profession is doing well and others as it is doing poorly with regard to advancing the representation of women. This highlights the difficulty of assigning meaningful interpretations to differences in a characteristic

conditioning on years since degree and other observables, women have a lower probability of attaining tenure, take longer to attain tenure and have a lower probability of being promoted to full.<sup>25</sup> To see how the annual CSWEP survey results fit with these past results, we turn to tracking the progress of academic cohorts over time.

### Up the Academic Ladder: A Lock-Step Model

In order to track the progress of academic cohorts over time we employ a bare-bones model of lock-step progression through the ranks. At each step some men and some women are lost. The focus is on whether a disproportionate

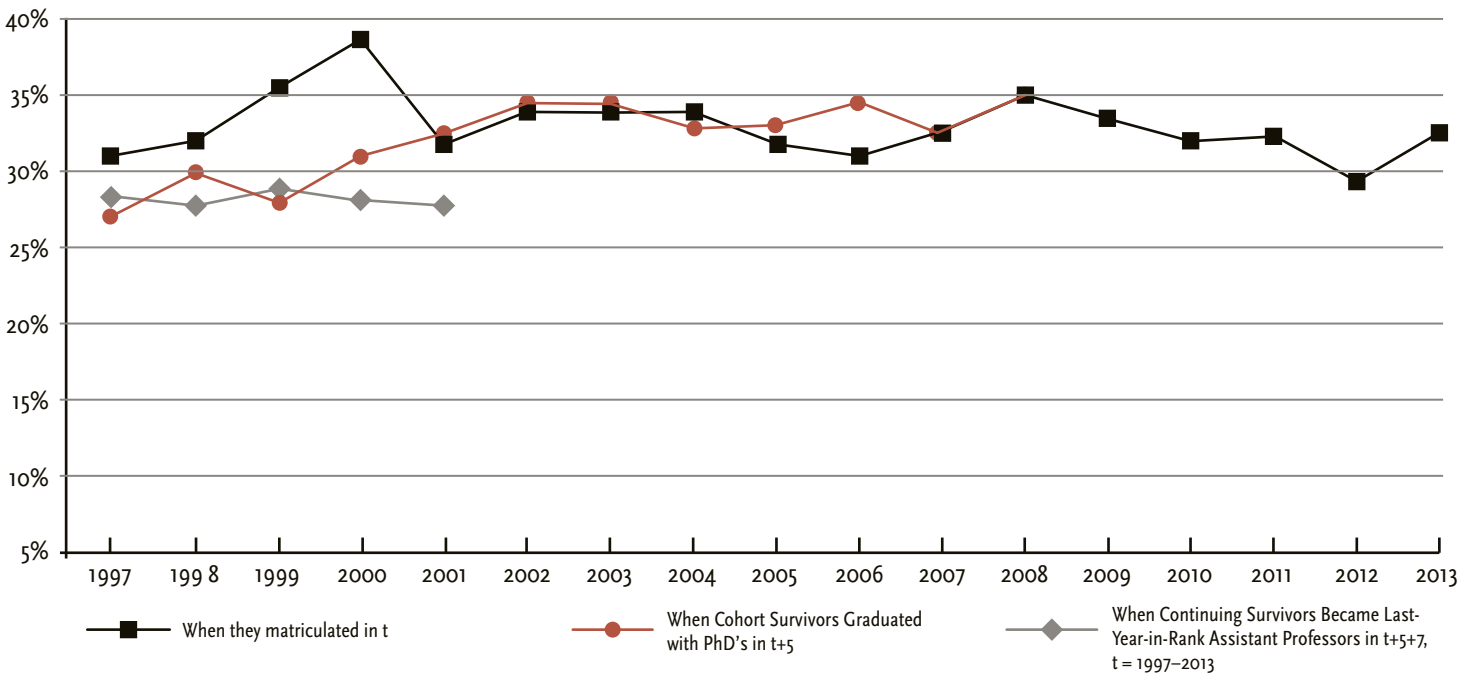
(percent female) of two stocks (associate and full professors) when the two stocks are comprised of individuals from different cohorts.

<sup>25</sup> Donna Ginther and Shulamit Kahn, “Women in Economics: Moving Up or Falling Off the Academic Career Ladder?” *Journal of Economic Perspectives*, Summer 2004; and Donna Ginther and Shulamit Kahn, “Women’s Careers in Academic Social Science: Progress, Pitfalls, and Plateaus” in *The Economics of Economists*, Alessandro Lanteri and Jack Vroman, eds. Cambridge: Cambridge University Press, forthcoming.

share of women is lost. Assume that movements through the ranks for those who survived occurred as follows: five years elapsed from matriculation through earning the PhD, assistant professors were in rank for seven years and then were either promoted to associate or left the tenure track (within the universe of doctoral departments) and associate professors were in rank for seven years and then were either promoted to full or left the tenure track (within the universe of doctoral departments). In addition, assume that relative to men, women in later cohorts had at least as good a chance at advancement as women in earlier cohorts. Under these assumptions we can track the representation of women in a cohort that entered a PhD program in year  $t$  by looking at degree recipients in  $t+5$ , assistant professors in  $t+5+7$  (by which time no assistant professors remain from cohorts older than the  $t^{\text{th}}$ ) and associate professors in  $t+5+7+7$  (by which time no associate professors remain from cohorts older than the  $t^{\text{th}}$ ).

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**Figure 3: The Percentage of Women in the  $t^{\text{th}}$  Cohort of First-year PhD Students When They Matriculated in  $t$ , When Cohort Survivors Graduated with PhDs in  $t+5$ , and When Continuing Survivors Became Last-Year-in-Rank Assistant Professors in  $t+5+7$ ,  $t = 1997-2013$**



Turning to deviations of the model from reality, some assistant professors get promoted in years four through six while others extend their tenure clocks by taking leaves or making lateral moves from one doctoral department to another. As we exclude tenured assistant professors, the seven-year approximation for assistant professors is likely reasonable. More troublesome is the assumption of seven years in rank for associate professors. While some get promoted earlier and others somewhat later, the real issue is small numbers of tenured associate professors in rank essentially until retirement. An overrepresentation of men in this anomalous group would drag down the percentage of female associate professors, a caveat to bear in mind.<sup>26</sup> However, because the size of this anomalous group changes very slowly over time, an overrepresentation of men would have little impact

<sup>26</sup> This problem cannot be solved except with more information on the distribution of time in rank or micro data. Arbitrarily increasing the assumed time in rank of associate professors to, say, 10 years would not work because something like 30-year lags would be required. For this we do not have the data.

on serial changes in the percentage of females at the associate level.

Using this lock-step model, we create synthetic cohorts and graph their progress from newly matriculated, new PhD students, to obtaining the degree, to becoming seventh-year assistant professors and then to becoming seventh-year associate professors. In every graph we use all of the available data, which necessarily means that we observe fewer transitions for younger cohorts. The extreme case is the transition to full professor. Unfortunately, even CSWEP's 40-year time series of departmental data is insufficient to present a meaningful number of cohort transitions to full professor.

### The PhD Program: From Matriculation to Graduation

Figure 3 plots the percentage of women in cohorts of first year PhD classes (black with squares) and in their graduating class five years later (brown with circles).<sup>27</sup> If these plots were co-

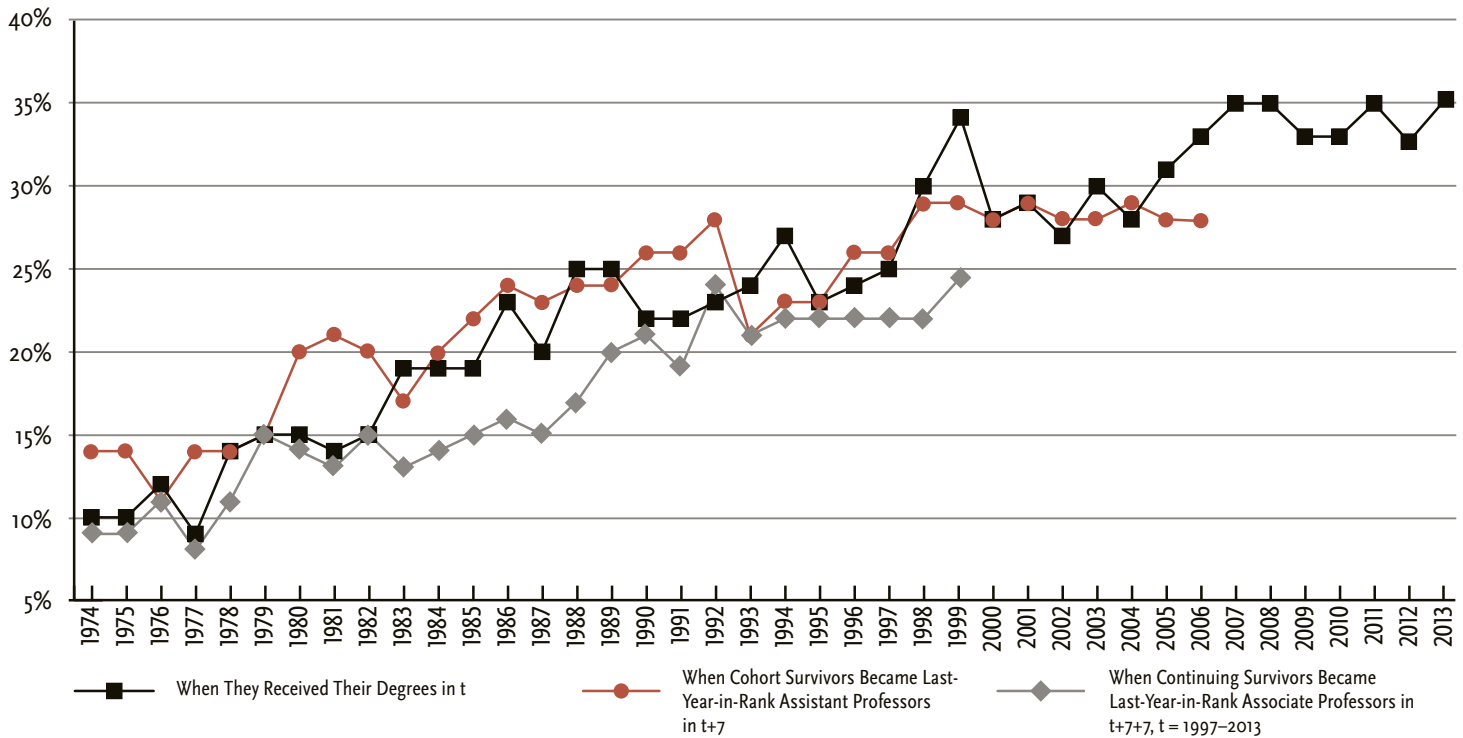
<sup>27</sup> CSWEP first collected data on entering PhD classes in 1997. In the model graduate students who enrolled in 2008 graduated in 2013 and so 2008 is the last cohort we can observe.

terminous, for each cohort of entering graduate students, the representation of women relative to men would not then have changed between matriculation and graduation. Observe that the four oldest cohorts (matriculated 1997-2000) experienced a drop in the representation of women between entry and graduation from their PhD programs (brown line below black). In contrast, the younger cohorts (matriculated 2001-2008) experienced no such decline. *If this result continues to hold for the 2009 and subsequent cohorts, then 2001 marks the advent of policies in PhD programs that maintain women's representation from matriculation through graduation.*

### The Tenure Track: From the PhD to Assistant and to Associate

Figure 4 graphs the representation of women in 40 cohorts of new PhDs at graduation (black with squares), when cohort survivors became seventh-year assistant professors (brown with circles) and when continuing survivors became seventh-year associate professors (gray

**Figure 4: The Percentage of Women in the  $t^{\text{th}}$  Cohort of New PhDs When They Received Their Degrees in  $t$ , When Cohort Survivors Became Last-Year-in-Rank Assistant Professors in  $t+7$ , and When Continuing Survivors Became Last-Year-in-Rank Associate Professors in  $t+7+7$ ,  $t = 1997-2013$**



with diamonds).<sup>28</sup> Hence, for example, the square, circle and diamond above 1999 depict the fall in the percentage of women in the 1999 cohort of PhDs as survivors advanced from obtaining the PhD (square) to seventh-year assistant professors (circle) and then to seventh-year associate professors (diamond). If these three points were coincident, there would have been no drop in women’s representation as this 1999 cohort advanced through the ranks.

As manifested in the truncations in the graphs, cohorts who received their PhD in 2007 or later are too young to have been seventh-year assistant professors by 2013. Hence, Figure 4 depicts the representation of women in 33 cohorts as they progressed from new PhDs to seventh-year assistant professors. For the oldest cohorts (PhDs dated 1974–1992), women’s representation most often rose between PhD receipt and the last year as assistant professor.

<sup>28</sup> Because these data go back to the first CSWEP survey in 1974, Figure 4 permits a considerably longer look back than was the case in Figure 3.

Among the 14 more recent cohorts (1993–2006), several experienced noticeable drops. But overall these two lines track each other reasonably well. *For the observable 33 cohorts, these data reveal no worrisome drop in the representation of women in their transition from new PhD to assistant professor.*

Turning to the transition from assistant to tenured associate professor, the picture is less rosy. Cohorts that received their PhDs in 2000 or later are still too young to have been seventh-year associate professors by 2013. Thus, Figure 4 depicts this transition for 26 cohorts of new PhDs, 1974–1999. Fully 23 of these cohorts saw a drop in the representation of women.<sup>29</sup> The drop was most often greater than 5 percentage points and shows no obvious improvement over time.<sup>30</sup> This cohort analysis

<sup>29</sup> Under our lock-step assumptions, the 1999 PhD cohort became seventh-year associate professors in 2013 (= 1999 + 14).

<sup>30</sup> While a proper adjustment for a presumed overrepresentation of older men with extended years in rank as associate professor would reduce the size of the drop, this adjustment

likely provides the best available evidence on the extent to which women fall off of the academic ladder at the point where they would become tenured associates. As found in other studies, *the evidence shows a sizable and persistent fall in women’s representation in the transition from assistant to tenured associate professor.*

Turning from the advance of cohorts through the ranks, we return to the analysis of stocks of academic economists, this time breaking out the data on top departments and also recording the job placements of new PhDs in the job market last year.

### The Top 10 and Top 20 Departments

Tables 2 and 3 break out survey results for the top 10 and the top 20 ranked doctoral departments.<sup>31</sup> As seen by compar-

would grow smaller over time. Thus, if anything, over time this effect would reduce the size of these drops in representation.

<sup>31</sup> The motive for using the top 20 rather than those ranked 11–20 is to have more individuals in the cells. The rankings are the 2013 rankings from *US News and World Report*. Due to a three-way tie for 19th, for the purposes of this report,

**Table 2: The Pipeline for the Top 10 and Top 20 Departments: Percent and Numbers of Faculty and Students Who are Women**

Doctoral Departments	Top 10					Top 20				
	1997–2001	2002–2006	2007–2011	2012	2013	1997–2001	2002–2006	2007–2011	2012	2013
<b>Faculty (Fall of year listed)</b>										
<b>Assistant Professor</b>										
Percent	20.4%	22.0%	24.5%	20.6%	17.0%	18.8%	25.0%	23.4%	20.5%	18.7%
Number	21.0	23.0	23.7	22.0	15.0	32.5	44.9	48.3	44.0	37.0
<b>Associate Professor</b>										
Percent	13.2%	16.0%	18.8%	23.3%	23.3%	14.6%	18.1%	22.4%	22.4%	19.1%
Number	4.5	4.2	5.7	7.0	7.0	11.0	9.4	17.3	17.0	17.0
<b>Full Professor</b>										
Percent	5.9%	7.0%	8.7%	9.5%	9.6%	6.2%	7.6%	9.6%	8.7%	9.6%
Number	12.0	17.0	22.0	28.0	28.0	26.0	32.1	43.5	41.0	49.0
<b>All Tenured/Tenure Track</b>										
Percent	11.0%	12.0%	13.5%	13.2%	12.2%	10.4%	13.2%	14.7%	13.4%	12.9%
Number	37.5	44.2	51.3	57.0	50.0	69.5	86.4	109.2	102.0	103.0
<b>Other (Non-tenure Track)</b>										
Percent	34.8%	45.0%	31.6%	42.9%	43.4%	38.8%	42.3%	32.6%	39.4%	42.9%
Number	4.0	13.0	19.8	21.0	23.0	9.5	23.4	40.0	50.0	48.0
<b>All Faculty</b>										
Percent	18.2%	25.0%	18.2%	16.3%	15.7%	17.5%	27.6%	19.2%	17.1%	16.6%
Number	63.0	101.4	80.5	78.0	73.0	119.5	196.2	166.0	152.0	151.0
<b>PhD Students</b>										
<b>First Year (Fall of year listed)</b>										
Percent	26.7%	25.0%	25.9%	22.3%	27.9%	30.3%	29.3%	27.3%	27.0%	28.4%
Number	61.5	65.6	61.7	66.0	65.0	147.0	125.5	124.7	126.0	121.0
<b>ABD (Fall of year listed)</b>										
Percent	12.2%	27.0%	25.9%	24.8%	30.4%	14.3%	28.0%	28.0%	28.3%	30.3%
Number	165.5	216.8	206.0	246.0	255.0	269.0	380.8	393.5	430.0	444.0
<b>PhD Granted (AY ending in year listed)</b>										
Percent	24.5%	28.0%	26.4%	27.9%	31.3%	24.7%	24.7%	28.4%	27.2%	33.2%
Number	49.5	54.4	49.2	60.0	67.0	85.0	94.0	97.5	97.0	124.0
<b>Undergraduate Senior Majors (AY ending in year listed)</b>										
Percent	missing	missing	38.0%	37.7%	31.7%	missing	missing	35.5%	35.9%	38.6%
Number	missing	missing	898.50	1123.0	1505.0	missing	missing	2019.0	2223.0	2000.0

Notes: For each category, the table gives women as a percentage of women plus men. For the five-year intervals, simple averages are reported. Due to missing data, the columns for the 1997–2001 interval report averages over 1997, 1998 and 2001. The assistant, associate and full ranks all include both tenured and untenured faculty.

ing Tables 1 and 2, at each rank in the tenure track and at each stage in the PhD program, the average representation of women in top-20 departments is

there are 21 departments in the “top 20.” The top 10 are Harvard University, Massachusetts Institute of Technology, Princeton University, University of Chicago, Stanford University, University of California-Berkeley, Northwestern University, Yale University, University of Pennsylvania and Columbia University. The next 11 are New York University, University of Minnesota-Twin Cities, University of Michigan-Ann Arbor, University of Wisconsin-Madison, California Institute of Technology, University of California-Los Angeles, University of California-San Diego and Cornell University at 18th with Brown University, Carnegie Mellon University (Tepper) and Duke University all tied for 19th.

lower than for all doctoral departments. Note that *for all tenure track ranks combined, the representation of women declines as the emphasis on research increases, averaging 30.8% for non-doctoral departments, 18.6% for all doctoral departments, 12.9% for the top 20 departments and 12.2% for the top 10 departments.*

Of special note are the data for non-tenure track (rolling contract) teaching positions. *For the top 20 departments, women’s representation in non-tenure track jobs was over three times as high as their representation in tenure track jobs (Table 2*

shows  $42.9/12.9 = 3.32 > 3$ ). This ratio is substantially higher than for all doctoral departments (Table 1 shows  $36.1/18.6 = 1.94$ , or about 2).

Going back to 1997, Table 3 gives placements of PhD students from the top 10 and the top 11–20 departments. The number of women in any category tends to be small. With this warning, the reader is invited to assess these data.

### Placements of New PhDs

Table 4 shows the types of jobs obtained by new PhDs in the 2012–13 job

continues on page 22 

**Table 3: Placements of Women from the Top 10 and Top 20 Economics Departments in the New PhD Job Market**

Doctoral Departments	Top 10					Top 20				
	1997–2001	2002–2006	2007–2011	2012	2013	1997–2001	2002–2006	2007–2011	2012	2013
<b>U.S. Based Job Obtained</b>										
Percent	25.6%	24.8%	25.2%	28.5%	30.8%	25.9%	21.9%	32.7%	27.6%	26.6%
Number	22.0	37.0	32.3	41.0	41.0	41.0	59.0	59.8	59.0	68.0
<b>Doctoral Departments</b>										
Percent	15.9%	30.3%	25.3%	26.4%	24.4%	17.6%	25.6%	27.2%	28.2%	28.5%
Number	14.5	27.0	19.0	23.0	22.0	22.0	38.0	32.5	35.0	35.0
<b>Academic Other</b>										
Percent	38.9%	42.1%	41.9%	50.0%	66.7%	44.4%	30.7%	26.0%	25.0%	50.0%
Number	3.5	3.0	2.2	3.0	4.0	8.0	7.0	5.5	3.0	8.0
<b>Non Faculty, Any Academic Department</b>										
Percent					66.7%					35.3%
Number					4					6
<b>Public Sector</b>										
Percent	22.9%	26.2%	28.1%	36.8%	30.4%	30.1%	27.3%	30.5%	24.4%	28.0%
Number	4.0	2.0	7.2	7.0	7.0	11.0	14.0	12.7	10.0	14.0
<b>Private Sector</b>										
Percent	40.3%	20.4%	26.4%	25.0%	26.7%	37.9%	31.3%	30.1%	24.4%	32.0%
Number	9.5	5.8	8.2	8.0	8.0	12.5	12.8	13.5	11.0	16.0
<b>Foreign Based Job Obtained</b>										
Percent	15.9%	26.1%	21.3%	22.0%	34.0%	17.9%	17.2%	24.0%	21.4%	33.3%
Number	3.5	9.0	9.5	9.0	16.0	7.0	17.0	23.7	18.0	37.0
<b>Academic</b>										
Percent	60.0%	27.0%	20.4%	19.4%	25.8%	20.0%	18.2%	23.0%	13.3%	32.1%
Number	1.5	7.0	6.7	6.0	8.0	3.5	12.0	15.8	8.0	25.0
<b>Nonacademic</b>										
Percent	5.9%	16.0%	26.9%	30.0%	25.8%	6.3%	11.5%	28.8%	41.7%	36.4%
Number	1.5	2.0	2.8	3.0	8.0	2.5	4.0	7.8	10.0	12.0
<b>No Job Obtained</b>										
Percent	29.2%	22.6%	33.3%	0.0%	0.0%	32.3%	33.3%	21.9%	16.7%	0.0%
Number	7.0	1.0	0.2	0.0	0.0	10.5	4.0	1.2	1.0	0.0
<b>Total On the Job Market</b>										
Percent	20.6%	31.1%	26.3%	26.6%	27.9%	21.9%	31.7%	28.8%	25.7%	28.6%
Number	32.5	59.0	46.2	50.0	57.0	69.0	100.0	90.3	78.0	105.0

Notes: The (2,4) cell shows that among PhD's from top-10 schools in the 2011-12 job market, 23 women placed in U.S.-based doctoral departments and these women accounted for 26.4% of such placements. For five-year intervals, simple averages are reported.

market. The first column shows that of the 58 women in the job market from top-10 departments, 77.6% took a job in the U.S. Of those who took a job in the U.S., 48.9% landed jobs in doctoral departments and 8.9% in non-doctoral departments. The remaining 8.9%, 21.1% and 17.8% went to non-faculty jobs and the public and private sectors, respectively. As shown in the second to last line, virtually all graduates of top-20

departments found a job. Success in the market was also high for other doctoral departments, with no job found for women at 7.6% and no job found for men at 5.8%.

Focusing on U.S.-based jobs, as line 2 shows, on average, and for women and men, the higher the rank of the department granting the PhD, the more likely the first job was in a doctoral department. With regard to gender disparities

in placements in doctoral departments, a single year of data provides no reliable evidence. Indeed, looking over these same gender comparisons in this and in the previous three *CSWEP Reports*, for departments ranked 21 and below male new PhDs were slightly more likely to place into doctoral departments than their female counterparts. However, in the analogous comparisons for both top-10 and 11–20 ranked departments,

continues on page 23 

**Table 4: Employment Shares for New PhD's in the 2012–2013 Job Market**

	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
<b>U.S. Based Job</b> (Share of all individuals by gender)	<b>77.6%</b>	<b>75.3%</b>	<b>58.6%</b>	<b>62.6%</b>	<b>67.8%</b>	<b>61.4%</b>
Doctoral Departments	48.9%	61.8%	38.2%	29.9%	22.4%	23.6%
Academic, Other	8.9%	1.8%	11.8%	9.0%	25.2%	31.6%
Non Faculty Job	8.9%	1.8%	5.9%	13.4%	7.7%	12.7%
Public Sector	15.6%	14.5%	20.6%	29.9%	14.7%	13.7%
Private Sector	17.8%	20.0%	23.5%	17.9%	30.1%	18.4%
<b>Foreign Job Obtained</b> (Share of all individuals by gender)	<b>22.4%</b>	<b>23.3%</b>	<b>41.4%</b>	<b>37.4%</b>	<b>24.6%</b>	<b>32.8%</b>
Academic	61.5%	67.6%	70.8%	75.0%	75.0%	72.6%
Nonacademic	38.5%	32.4%	29.2%	25.0%	25.0%	27.4%
<b>No Job Found</b> (Share of all individuals by gender)	<b>0.0%</b>	<b>1.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>7.6%</b>	<b>5.8%</b>
<b>Total Number of Individuals</b>	<b>58</b>	<b>146</b>	<b>58</b>	<b>107</b>	<b>211</b>	<b>345</b>

**Table 5: Gender Composition of Faculty and Students: Economics Departments with Doctoral Programs**

Faculty Composition (Fall 2013)	Women	Men	Percent Female
<b>Assistant Professor</b>	<b>196</b>	<b>515</b>	<b>27.6%</b>
Untenured	185	481	27.8%
Tenured	11	34	24.4%
<b>Associate Professor</b>	<b>142</b>	<b>436</b>	<b>24.6%</b>
Untenured	7	20	25.9%
Tenured	135	416	24.5%
<b>Full Professor</b>	<b>175</b>	<b>1288</b>	<b>12.0%</b>
Untenured	1	14	6.7%
Tenured	174	1274	12.0%
<b>All Tenured/Tenure Track</b>	<b>513</b>	<b>2239</b>	<b>18.6%</b>
<b>Other (Non-tenure Track)</b>	<b>125</b>	<b>228</b>	<b>35.4%</b>
<b>All Other Full Time</b>	<b>52</b>	<b>85</b>	<b>38.0%</b>
<b>All Faculty</b>	<b>690</b>	<b>2552</b>	<b>21.3%</b>
<b>Students and Job Market</b>			
<b>Students</b>			
Undergraduate Senior Majors (2011–12 AY)	4175	9234	31.1%
First-year PhD students (Fall 2012)	468	963	32.7%
ABD Students (Fall 2012)	1179	2514	31.9%
PhD Granted (2011–2012 Academic Year)	370	687	35.0%
<b>Job Market (2011–2012 Academic Year)</b>			
<b>U.S. Based Job</b>	<b>222</b>	<b>389</b>	<b>36.3%</b>
Doctoral Departments	67	138	32.7%
Academic, Other	44	75	37.0%
Non Faculty	17	38	30.9%
Public Sector	35	65	35.0%
Private Sector	59	73	44.7%
<b>Foreign Job Obtained</b>	<b>89</b>	<b>187</b>	<b>32.2%</b>
Academic	64	135	32.2%
Nonacademic	25	52	32.5%
<b>No Job Found</b>	<b>16</b>	<b>22</b>	<b>42.1%</b>
<b>Number on Job Market</b>	<b>327</b>	<b>598</b>	<b>35.4%</b>

about half of the comparisons show a male bias and the other half show a female bias. The only caveat here is that the CSWEP data on placements of new PhDs into doctoral departments likely includes placements into non-tenure track teaching positions.

Turning to other types of placements, as lines four and five show, the representation of women among new PhDs landing in the public as opposed to the private sector varies with departmental rank. With regard to foreign placements, overall, those who take jobs outside the U.S. tend to take academic jobs. In previous years, regardless of the rank of her graduate school, a woman was more likely to take a job in the U.S. than her male counterpart. Table 4, lines 1 and 7 show an exception in 2013—women graduates from departments ranked 11–20 were four percentage points more likely than their male counterparts to take jobs outside of the U.S. This pattern, as well as others exhibited by the data on foreign placements, is difficult to interpret. As incomes and the quality of economics departments in foreign countries improve, so too may the representation of women both amongst foreign students in U.S. graduate schools and amongst new doctorates obtaining jobs in foreign countries. However, with no data on the prevalence of foreign students in the CSWEP survey, meaningful interpretations of gender differences in foreign placements are simply not possible.

On the whole the evidence from the 2013 Survey indicates that our profession is doing well, finding jobs for nearly 96% of its new PhDs and with men and women having an equal chance at a first job in a doctoral department.

### 2013 Survey Details

Tables 5 and 6 contain more details from the 2013 surveys of doctoral and non-doctoral departments, respectively. This is the fifth year that CSWEP has asked departments to report their numbers of male and female senior economics majors. Here we simply note that the combined total of seniors in the

continues on page 24 

**Table 6: Gender Composition of Faculty and Students: Economics Departments without Doctoral Programs**

Faculty Composition (Fall 2013)	Women	Men	Percent Female
<b>Assistant Professor</b>	<b>97</b>	<b>145</b>	<b>40.1%</b>
Untenured	89	129	40.8%
Tenured	8	16	33.3%
<b>Associate Professor</b>	<b>87</b>	<b>152</b>	<b>36.4%</b>
Untenured	3	6	33.3%
Tenured	84	146	36.5%
<b>Full Professor</b>	<b>92</b>	<b>322</b>	<b>22.2%</b>
Untenured	5	13	27.8%
Tenured	87	309	22.0%
<b>All Tenured/Tenure Track</b>	<b>276</b>	<b>619</b>	<b>30.8%</b>
<b>Other (Non-tenure Track)</b>	<b>54</b>	<b>86</b>	<b>38.6%</b>
<b>All Faculty</b>	<b>330</b>	<b>705</b>	<b>31.9%</b>
<b>Student Information (2012–2013 Academic Year)</b>			
<b>Student Majors</b>	1504	2835	34.7%
<b>Completed Masters</b>	60	98	38.0%

Notes: N Departments: 108

major for all departments responding to the 2013 CSWEP survey was 17,748, of which 32% were women.

## Acknowledgements

The terms of Board members **Shelly White-Means** and **Terra McKinnish** ended in January 2014. Both have made outstanding contributions. Terra McKinnish must be singled out for her major contributions to greatly advancing CSWEP’s mentoring programs, including directing the National CeMENT Workshops in 2012 and 2014 and conceiving (jointly with **Linda Goldberg**) the highly successful mentoring breakfasts at the AEA Meetings.

Thanks are also due to new Board members **Bevin Ashenmiller** (our new Western Representative) and **Amalia Miller** (our new Eastern Representative). Both have already assumed important committee roles. Finally, the quality of the ideas and the work of the continuing board members are remarkable. Some of their contributions were noted above in Section I of this report, but it is impossible to report anything close to all of their contributions. They enthusiastically advanced the mission of CSWEP and it is my joy to work with them.

I thank **Jennifer Socey**, my Administrative Assistant. She has embraced the mission of CSWEP, using her skills as organizer, writer, editor, communicator and web-user to do the mundane with precision and to take welcome initiatives to advance the mission of CSWEP and make my role as chair enjoyable. I also thank **Diadelfa O’Campo** who produced the figures and tables for this report *gratis* from her home in Mexico City under a tight deadline.

CSWEP is fully funded by the American Economic Association. We are especially grateful to **Peter Rousseau**, Secretary-Treasurer and his excellent staff: **Regina H. Montgomery**, **Barbara H. Fiser** and **Susan B. Houston** as well as **Michael P. Albert**, **Jenna Kensey**, **Gwyn Loftis**, **Linda Hardin** and **Julia Merry**.

The Committee is indebted to Duke University for the administrative support of CSWEP’s activities, office space, IT support, supplies and other resources. ■

## What is CSWEP?

CSWEP (the Committee on the Status of Women in the Economics Profession) is a standing committee of the American Economic Association charged with serving professional women economists in academia, government agencies and elsewhere by promoting their careers and monitoring their progress.

CSWEP activities endeavor to raise the awareness among men and women of the challenges that are unique to women’s careers and can be addressed with a wide variety of actions, from inclusive searches to formal and informal mentoring activities. CSWEP freely disseminates information on how the profession works as well as advice to junior economists. We intend this information to be of value to all economists, male or female, minority or not.

### Annually, CSWEP

- Organizes mentoring workshops, paper presentations sessions at the annual AEA Meetings, and professional development sessions at the annual meetings of the four regional economics associations (the Eastern, Mid-Western, Southern and Western);
- Conducts a survey and compiles a report on the gender composition of faculty and students in academic economics departments in the United States;
- Publishes three editions of the *CSWEP News*, containing a feature section written by senior economists that highlights career advice or other topics of interest to the economics profession; and
- Awards the Carolyn Shaw Bell Award, given to a person for their outstanding work to promote the careers of women economists as well as the Elaine Bennett Research Prize, given biennially to a young woman economist for fundamental contributions to academic economics.

Our business meeting is held during the annual AEA Meetings and is open to all economists. It is a time for us to recognize our award recipients, present the Annual Report on Women in the Economics Profession and to hear your input on CSWEP’s activities. The CSWEP Board meets three times yearly and we encourage you to attend our business meeting or contact a Board Member directly to convey your ideas for furthering CSWEP’s mission.

Visit [cswep.org](http://cswep.org) for more information.



# Remembering Marianne A. Ferber

Francine D. Blau and  
Anne E. Winkler

Marianne Ferber, a collaborator, mentor, and friend to so many, passed away in May 2013. She was born in the former Czechoslovakia in 1923, and in 1938 she and her family fled to Canada to escape the Nazis. After graduating from McMaster University, she went on to the economics PhD program at University of Chicago, where she met her beloved husband, Bob Ferber. Marianne and Bob spent their academic careers at the University of Illinois (Bob, until his untimely death in 1981). At first unable to find employment at all, from 1956–1971, Marianne was relegated to the position of lecturer. In 1971, she became an assistant professor. She was promoted to full professor in 1979. She began a prolific research career at an age when many others were slowing down and remained an active researcher until nearly the end of her life.

Marianne had a long relationship with CSWEP, including serving on the Board from 1978 to 1980. In 2001, she (and co-recipient Francine Blau) received CSWEP's Carolyn Shaw Bell Award in recognition of a lifelong commitment to improving the status of women through research and mentoring. Among her many other professional recognitions, she received the Distinguished Alumna Award from McMaster University in 1996 and served as president of the International Association for Feminist Economics (IAFFE) and the Midwest Economics Association.

Marianne was a leading scholar in the economics of gender. One hallmark of her research was its sheer breadth, from a study on workers' preferences for male bosses to the rise of the non-standard workforce. Some of her research was on topics very close to her heart, such as work on academic couples and women's status in the Czech Republic. In the early 1980s, Marianne and Francine Blau collaborated on *The Economics of Women, Men, and Work*, the

first-ever textbook on this topic. Anne Winkler joined with the 3rd edition, and the book is now in its 7th edition. Marianne was clear to say that she was not a neoclassical economist, and her research reflects this. With Bonnie Birnbaum, she offered a critique of Becker's model of the household in their 1977 paper, "The New Home Economics: Retrospects and Prospects." With Julie Nelson, she co-edited two seminal volumes on feminist economics, both published by University of Chicago Press: *Beyond Economic Man: Feminist Theory and Economics* (1993) and *Feminist Economics Today: Beyond Economic Man* (2003). Indeed, she was one of the founders of IAFFE.

Marianne Ferber was a very special person. Her career was marked by many fruitful collaborations, and it was our privilege to work with her and share ideas. An added bonus was that, although not a native speaker, she wrote beautifully and eloquently in English. She had strong views and didn't hesitate to express them forcefully. However, while people savored her wit and intelligence, her views were never expressed at the expense of others. Her positive outlook and enormous persistence in the face of obstacles were an inspiration to all who knew her. She also never failed to offer sage advice, such as, "[Young women] need to think very carefully whether they are willing to give up doing the work they are really interested in, speaking up when they feel strongly about a subject and, in general, feeling free to be themselves, in order to enhance their chances of achieving greater status and more recognition in the profession," (Fall 2002 *CSWEP Newsletter*). ■



Marianne Ferber, December 1978.  
Courtesy of the University of Illinois Archives.

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*"[Young women] need to think very carefully whether they are willing to give up doing the work they are really interested in, speaking up when they feel strongly about a subject and, in general, feeling free to be themselves, in order to enhance their chances of achieving greater status and more recognition in the profession"*

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## Related CSWEP Articles

"An Interview with Marianne Ferber, 2001 Carolyn Shaw Bell Co-Recipient," Fall 2002 *CSWEP Newsletter*, [http://www.aeaweb.org/committees/cswep/newsletters/CSWEP\\_nsltr\\_FALL2002.pdf](http://www.aeaweb.org/committees/cswep/newsletters/CSWEP_nsltr_FALL2002.pdf).

"CSWEP Session Honoring Ferber a Huge Success!" Spring/Summer 2011 *CSWEP Newsletter*, [http://www.aeaweb.org/committees/cswep/newsletters/CSWEP\\_nsltr\\_SprSum\\_2011.pdf](http://www.aeaweb.org/committees/cswep/newsletters/CSWEP_nsltr_SprSum_2011.pdf).

Nancy Rose introduced Anna Mikusheva, the Castle-Krob Associate Professor of Economics at the Massachusetts Institute of Technology (MIT). She noted that the Bennett Committee found that Mikusheva’s research combined a powerful command of econometric theory with a keen interest in developing tools that will be useful for tackling problems in applied econometric practice—significantly advancing econometric inference in time series and dynamic stochastic general equilibrium models. Rose also noted Mikusheva’s awards for outstanding teaching. A sizable contingent of the MIT economics department was present to show their appreciation of Mikusheva’s work. The winner gave a brief, intuitive overview of some of her research on *Econometric Inference in Non-Standard Models*; see her slides at <http://economics.mit.edu/faculty/amikushe/papers>.

Linda Goldberg introduced Professor Rachel McCulloch, the Rosen Family Professor Emerita of International Finance in the Department of Economics and International Business School at Brandeis University. Speaking for the Bell Committee, Goldberg noted the many testimonials from mentees and colleagues that demonstrated how, over a 40-year career as a leader in international trade and economic policy, McCulloch folded mentoring into all aspects of her of scholarship, teaching and service to the economics profession. It is clear that she caused many to see the excitement in economics and she served as an inspiring role model for many women, and also for many men. McCulloch’s talk was a delightful stroll down memory lane depicting what it was like to be a woman when she went to graduate school and beyond. The audience responded to her droll-humored stories with laughter and heartfelt applause.

Marjorie McElroy concluded the meeting with a brief presentation of CSWEP’s 2013 Annual Report. ■

## In Gratitude

CSWEP thanks the following senior mentors for their dedicated service at CeMENT workshops at the 2013 SEA meetings or the 2014 AEA meetings.

**Susan Averett**, Lafayette College  
**Aimee Chin**, University of Houston  
**Lisa Daniels**, Washington College  
**Linda Goldberg**, Federal Reserve Bank of New York  
**Brit Grosskopf**, University of Exeter  
**Justine Hastings**, Brown University  
**Judy Hellerstein**, University of Maryland  
**Betsy Jensen**, Hamilton College  
**Melissa Kearney**, University of Maryland  
**Adriana Kugler**, Georgetown University  
**Adriana Lleras-Muney**, University of California, Los Angeles  
**Amalia Miller**, University of Virginia  
**Muriele Niederle**, Stanford University  
**Laura Schechter**, University of Wisconsin  
**Lucie Schmidt**, Williams College  
**Amy Schwartz**, New York University  
**Nicole Simpson**, Colgate University  
**Sarah Stafford**, College of William and Mary  
**Linda Tesar**, University of Michigan  
**Petra Todd**, University of Pennsylvania  
**Tara Watson**, Williams College  
**Catherine Wolfram**, University of California, Berkeley

CSWEP also thanks the following special guests at the CeMENT workshops.

**Nancy Lutz**, National Science Foundation  
**Jenny Minier**, University of Kentucky

### Elaine Bennett Research Prize

Established in 1998 to recognize and honor outstanding research in any field of economics by a woman at the beginning of her career, the Elaine Bennett Research Prize has been awarded to:

**Erica Field** (2010)  
**Amy Finkelstein** (2008)  
**Monika Piazzesi** (2006)  
**Marianne Bertrand** (2004)  
**Esther Duflo** (2002)  
**Susan Athey** (2000) and  
**Judith Chevalier** (1998).

### Carolyn Shaw Bell Award

Named after the first Chair of CSWEP, the Carolyn Shaw Bell Award was created in January 1998 as part of the 25th Anniversary celebration of CSWEP’s founding and 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 and mentoring others. Prior recipients were:

<b>Catherine C. Eckel</b> (2012)	<b>Barbara Bergmann</b> (2004)
<b>Sharon Oster</b> (2011)	<b>Robin L. Bartlett</b> (2003)
<b>Elizabeth Hoffman</b> (2010)	<b>Margaret Garritsen de Vries</b> (2002)
<b>Elizabeth E. Bailey</b> (2009)	<b>Francine Blau</b> (2001)
<b>Anne Carter</b> (2008)	<b>Marianne Ferber</b> (2001)
<b>Olivia S. Mitchell</b> (2007)	<b>Eva Mueller</b> (2000)
<b>Barbara Fraumeni</b> (2006)	<b>Sandra Ohrn Moose</b> (1999) and
<b>Claudia Goldin</b> (2005)	<b>Alice M. Rivlin</b> (1998).

# Calls & Announcements

Visit [cswep.org](http://cswep.org) for full details on each of the below opportunities including submission guidelines for paper and application calls; as well as participant, panelist and paper titles for currently scheduled sessions.

## CSWEP Call for Papers @ 2014 Southern Economic Association Meeting

November 22–24, 2014, Atlanta, GA

Individual papers or entire sessions or professional development panel submissions in gender or any area of economics are welcome.

Deadline: April 1, 2014.

## CSWEP Call for Nominations for the 2014 Elaine Bennett Research Prize

The Elaine Bennett Research Prize is awarded every other year to recognize, support, and encourage outstanding contributions by young women in the economics profession. Nominees have demonstrated exemplary research contributions in their field at the beginning of their career and within seven years of completing their dissertation. Nominations should contain the candidate's CV, relevant publications, a letter of nomination and two supporting letters. The letters of the nomination and supporting letters should describe the candidate's research and its significance.

Deadline: September 22, 2014.

## CSWEP Call for Nominations for the 2014 Carolyn Shaw Bell Award

The Carolyn Shaw Bell Award is given annually to an individual (male or female) 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, and mentoring others. Nominations should include a nomination

letter, updated CV and three or more supporting letters, with preferably at least two from mentees. As this award celebrates mentoring, nomination letters should be geared toward that activity, rather than toward academic achievements. All nominations are automatically kept alive for consideration by the Award Committee for a period of three years.

Deadline: September 29, 2014.

## CSWEP Call for Applications for the Joan Haworth Mentoring Fund

CSWEP welcomes applications to the Joan Haworth Mentoring Fund, which was established to encourage senior mentoring women and institutions to incorporate mentoring of junior professionals into their programs. The fund provides small grants (typically less than \$1K) to permit mentors to either extend a visit to an institution for the purpose of mentoring or to visit an institution for that purpose alone. Applications for funds may be submitted by the institution, junior women or the mentor herself. The application must include cost-sharing with the home institution and the mentoring must benefit more than an individual faculty member. Mentoring does not need to be field specific and can also include professional development advice. Successful applicants will be asked to write a summary of what they have gained from the mentoring effort.

Deadline: Ongoing.

## CSWEP Sessions @ 2014 Eastern Economic Association Conference

Boton, MA. Organizer: Amalia Miller, University of Virginia

Friday, March 7, 2014

10:00am–11:30am

Factors Affecting Healthcare Utilization

12:30pm–2:00pm

Career/Family Conflict

Saturday, March 8, 2014

8:15am–9:45am

CSWEP Networking Breakfast

1:00pm–2:30pm

Effects of US Policies on Low Income Populations

2:45pm–4:15pm

Effects of US Industrial Regulation and Policy

Sunday, March 9, 2014

8:00am–9:30am

Child Health

9:45am–11:15am

Risky Behavior and Health

11:30am–1:00pm

Public Policy Effects on Labor and Health in Developing Countries

## CSWEP Sessions @ 2014 Midwest Economics Association Meeting

Evanston, IL. Chair: Anne E. Winkler, University of Missouri-St. Louis

Friday, March 21, 2014

10:00am–11:45am

Advice for Job Seekers

Panelists: Maria Canon, Federal Reserve Bank of St. Louis, Working for the Fed; Marta Lachowska, Upjohn Institute, What Policy Institutes are Looking For; Amanda Felkey, Lake Forest College, A View from a Liberal Arts Institution; and Patricia Smith, University of Michigan-Dearborn, Teaching and Doing Research at a Branch Campus of a Public University.

11:45am–1:15pm

CSWEP Networking Luncheon

1:15pm–3:00pm

Academic Careers

Panelists: Debra Israel, Indiana State University, Children and the Tenure Clock; Lonnie Golden, Penn State University Abington, Being Proactive in Your Career; Andrea Ziegert, Denison University, Facing Administrative Overload; and Anne Winkler, University of Missouri-St. Louis, Moving Up the Academic Ladder.

Questions?

Contact [cswep@econ.duke.edu](mailto:cswep@econ.duke.edu).

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## Call for CSWEP Contact Persons

Dissemination of information—including notice of mentoring events, new editions of the *CSWEP News* and reporting requests for our Annual Survey and Questionnaire—is an important charge of CSWEP. For this key task, we need your help. CSWEP is seeking to identify individuals who would be willing to regularly forward CSWEP information to colleagues and other interested persons. If you would be willing to serve in this capacity, please send an e-mail with your contact information to [cswep@econ.duke.edu](mailto:cswep@econ.duke.edu).

## Brag Box

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

**Luciana Echazu**, Clarkson University, **Shanti Gamper-Rabindran**, School of Public and International Affairs, University of Pittsburgh, and **Valerie Kepner**, King's College, were awarded tenure and promoted to Associate Professor.

**Ilyana Kuziemko** and **Emi Nakamura** of Columbia University were both awarded Alfred P. Sloan Research Fellowships.

**Loretta J. Mester** was appointed President and CEO of the Federal Reserve Bank of Cleveland.

**Sandra Trejos**, Professor of Economics at Clarion University of Pennsylvania, was awarded the Outstanding Latina Faculty in Higher Education (Teaching Institutions) Award by the American Association of Hispanics in Higher Education.

**Janet Yellen** was confirmed as the Chair of the Board of Governors of the Federal Reserve System.

**We want to hear from you!**

*Send announcements of honors, awards, grants received, promotions, tenure decisions and new appointments to [cswep@econ.duke.edu](mailto:cswep@econ.duke.edu). It will be our pleasure to share your good news with the CSWEP Community.*

## Upcoming Regional Meetings

### Eastern Economic Association

<http://www.ramapo.edu/eea/conference/>  
2014 Annual Meeting,  
March 14–16, 2014

Boston, MA: Boston Park Plaza

### Midwest Economics Association

<http://web.grinnell.edu/mea>  
2014 Annual Meeting,  
March 21–23, 2014

Evanston, IL: Hilton Orrington

### Western Economics Association International

<http://www.weainternational.org>  
89th Annual Conference,  
June 27–July 1, 2014

Denver, CO: Grand Hyatt Denver

### Southern Economics Association

<http://www.southerneconomic.org>  
2014 Annual Conference,  
November 22–24, 2014

Atlanta, GA: Atlanta Marriott Marquis