Online Appendix for "Does Advisor Gender Affect Women's Persistence in Economics?"

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January 2, 2021

Table A1: Balanced covariates test

	Math SAT	Verbal SAT	Legacy Status	High School GPA
	(1)	(2)	(3)	(4)
Effect on male students (β_1)	-0.011	0.039	0.070	-0.004
	(0.088)	(0.147)	(0.046)	(0.031)
Effect on female students ($\beta_1 + \beta_3$)	-0.081	-0.048	0.051	0.020
	(0.067)	(0.085)	(0.039)	(0.030)
Effect on gender gap (β_3)	-0.070	-0.086	-0.019	0.024
	(0.110)	(0.141)	(0.049)	(0.036)
Observations	1,317	1,317	1,317	1,317

Note: Sample includes first time enrolling Economics majors at the American University of Beirut from the academic years 2002-2003 to 2014- 2015. Each column represents estimates from separate regressions. Math and Verbal SAT scores standardized by year. High School GPA is standardized by school and year. All regressions include academic year fixed effects. Standard errors are clustered at the advisor-year level and are reported in parentheses. *** p <0.01 ** p <0.05 * p <0.1

Table A2: Random Assignment Check

	Female Student Empirical P-Value (1)	Math SAT Empirical P-Value (2)	Verbal SAT Empirical P-Value (3)
A. Kolmogorov-Smirnow test			
Number of failed/total test	0/13	0/13	1/13
B. χ^2 goodness of fit test			
Number of failed/total tests	0/13	0/13	0/13

Notes: Sample includes first time enrolling Economics majors at the American University of Beirut from the academic years 2002-2003 to 2014- 2015. The empirical p-value of each advisor represents the proportion of the 10,000 simulated groups of students with a summed value less than that of the observed group. The Kolmogorov-Smirnov and χ^2 goodness of fit test results indicate the number of tests of the uniformity of the distribution of p-values that failed at the 5 percent level. *** p $<$0.01 ** p $<$0.05 * p $<$0.1.

Table A3: The effect of advisor-student gender match for students majoring in Economics

	Year 1 dropout	Year 1 GPA	Graduate on time	Graduate
	(1)	(2)	(3)	(4)
Effect on male students (β_1)	-0.001	-0.041	0.067*	0.049
	(0.029)	(0.071)	(0.038)	(0.033)
	[0.993]	[0.369]	[0.010]	[0.056]
Effect on female students $(\beta_1 + \beta_3)$	-0.049*	0.025	0.096**	0.081**
	(0.028)	(0.063)	(0.039)	(0.032)
	[0.016]	[0.578]	[0.001]	[0.002]
Effect on gender gap (β_3)	-0.049	0.067	0.029	0.032
	(0.045)	(0.078)	(0.046)	(0.044)
	[0.087]	[0.284]	[0.393]	[0.345]
Year Fixed Effects	Yes	Yes	Yes	Yes
Student Controls	Yes	Yes	Yes	Yes
Advisors Controls	Yes	Yes	Yes	Yes
Observations	1,317	1,317	1,317	1,317

Note: Sample includes first time enrolling Economics majors at the American University of Beirut from the academic years 2002-2003 to 2014- 2015. Each column represents estimates from separate regressions. Graduating on time is defined as obtaining an Economics BA within 3 years of enrollment. Graduating is defined as obtaining an Economics BA within 5 years of enrollment. Student controls include verbal and math SAT scores, high school GPA, legacy status. Advisor controls include faculty rank. Standard errors clustered at the advisor-year level and reported in parentheses. Randomization inference based p-values reported in brackets. *** $p < 0.01$ ** $p < 0.05$ * $p < 0.1$