



Yan Chen

Interview with Bell Award Winner Yan Chen

Elizabeth (Betsy) Hoffman

Dr. Yan Chen, Daniel Kahneman Collegiate Professor of Information in the School of Information at the University of Michigan, is the recipient of the 2019 Carolyn Shaw Bell Award. The award is given annually by the American Economic Association's Committee on the Status of Women in the Economics Profession (CSWEP), to recognize and honor an individual who has furthered the status of women in the economics profession. Professor Chen is also Research Professor in the Research Center for Group Dynamics at the Institute for Social Research at the University of Michigan. In addition, she serves as Distinguished Visiting Professor in the School of Economics and Management at Tsinghua University, where she is Director of the Economics Science and Policy Experimental Lab. Professor Chen has held visiting positions at Stanford University, UC Berkeley, and the University of Bonn. She earned her Ph.D. in Social Science (Economics) at Caltech in 1995.

Professor Chen is a meticulous scholar and award-winning teacher, whose contributions to advancing women in economics are many. She was a participant in the first CSWEP-sponsored mentoring program (COFFE) in 1998, and her cohort continues to support each other today. This experience no doubt shaped Professor Chen's own efforts as a mentor for a cohort of women through CSWEP's CeMENT workshop in 2006.

As President of the Economic Science Association in 2015–2017, Professor

Chen spearheaded numerous changes designed to make the ESA more supportive of its many women members. The ESA is an international organization of experimental economists with about 2000 members which holds four conferences per year (one international and three regional—US, Europe, Asia Pacific). Although the ESA membership has been nearly half women, Professor Chen was only the second female president of ESA. Under Professor Chen's leadership, the ESA moved to enhance the gender balance of its journal editors, its keynote speakers, and the three ESA sessions at the annual ASSA meetings. When Professor Chen took office, she added many specific mentoring activities to the program of the annual and regional meetings. First, she developed a Junior Mentoring Program consisting of peer cohorts, modeled on the CeMENT structure. These groups met at the annual World Meeting of the ESA, making CSWEP-style mentoring available to women outside the US. She organized sessions at each of the organization's annual meetings, assembling panels of leading scholars to focus on topics such as pathways to tenure, publishing research, writing grants, and targeting top journals. She also organized "women's tables" at the conference lunches, where women could meet and chat informally. These activities have been hugely popular, and have made the ESA meetings a more welcoming environment for women and for junior

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From the Chair

Judith A. Chevalier

I am delighted to share with you this new issue of the CSWEP *News*. We are moving from three to four issues this year. In this issue, we share our annual report to American Economic Association and recap our activities. The Focus sections of articles will appear in the second, third, and fourth issues of the *News* this year.

For readers who attended this year's ASSA meetings, I think it is clear that changes are afoot in the economics profession. I have been serving on the AEA's new outreach committee which is strategizing about informing high school and college students about the exciting opportunities in economics. The Best Practices Committee also reported out at the AEA meetings. Their Best Practices Guidelines can be found on the AEA website here: <https://www.aeaweb.org/resources/best-practices/introduction>.

One of my continuing goals as Chair is to work with other AEA groups and committees to promote inclusiveness in the profession.

At CSWEP, we have also begun to explore cooperation with women's groups in adjacent fields or different geographies. At the ASSA meetings, I participated in a session organized by Karen Pence, CSWEP Board Member and Vice President of the American Real Estate and Urban Economics Association. The session was a conversation among leaders of different organizations on how we can cooperate and coordinate on disseminating best practices, collecting data, and organizing activities. Karen Pence will be co-editing an issue of the *News* later this year that describes these efforts from around the world.

This issue of *News* includes the 2019 CSWEP Annual Report to the AEA, which documents CSWEP activities for the past year and summarizes results from our annual survey on the status of women in academic economics. The survey continues to show many areas of concern including a stalled representation of women at the assistant professor, associate professor, and full professor ranks. However, one bright spot in this year's survey is the growth in the fraction of new Ph.D. students that are women. The survey shows that, for all Ph.D. programs, this number is 34.7%. It remains to be seen whether this is a blip or a point of inflection. I recommend the reading the entire survey.

I also would like to point readers of the *News* to another recent study that I think is an important complement to the CSWEP survey. David Wessel, Louise Sheiner, and Michael Ng of the Brookings Institution have produced a new report, "Gender and Racial Diversity of Federal Government Economists", which can be found here: <https://www.brookings.edu/wp-content/uploads/2019/09/>

[Diversity-report_updated-3.pdf](#). This report represents an effort to count the Ph.D. economists at Federal agencies. They find that 30 percent of Ph.D. economists in the federal government are women, compared to roughly 23% of economics faculty. They also find that the share of women in the Federal Reserve System has been stable at roughly 24% since 2013 but the share of women in other agencies has grown somewhat over the 2010 to 2019 period. The CSWEP board is very eager for government economists and other economists outside of academia to participate in CSWEP. We are undertaking an initiative to appoint a CSWEP liaison at government agencies. This liaison will disseminate announcements and information about professional development opportunities to their networks. If *News* Readers are interested in undertaking this role for an agency, please contact us at info@CSWEP.org.

The 2020 AEA meetings in San Diego were a busy time for CSWEP. We held two junior mentoring breakfasts and a mid-career mentoring breakfast. We are very grateful to the mentors who volunteered their time at these sessions. We also held our business meeting and awards ceremony, and a very well-attended cocktail reception. We hosted seven paper sessions plus co-sponsored a session on women in economics joint with other organizations. Sessions on the economics of crime and on the economics of globalization showcased the work of junior women economists. We also held sessions on the economics of gender and gender in the economics profession. There were many great papers at these sessions. I will point out two that may be of particular interest to readers of the *News*. Donna Ginther, Janet Currie, Fran Blau, and Rachel Croson presented the results of the randomized control trial evaluating the efficacy of the CSWEP CeMENT mentoring workshops. I will also point

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scholars more generally. At the end of her term as President, the ESA asked Professor Chen to stay on the Executive Committee in the newly-created position of ESA Mentor.

Betsy Hoffman: Why did you decide to become an economist?

Yan Chen: I went to Tsinghua University and majored in what, at the time, was a new major, called English for Science and Technology. Tsinghua is like the MIT equivalent in China. Regardless of what you major in, you have to take the first year calculus, physics and programming classes. At the time, I really enjoyed my time as an English major, but I ran into the identity issue, as lot of humanities majors probably have at some point. I was working on a paper on George Bernard Shaw and I realized that, no matter how much research I do and what I say about George Bernard Shaw, it was not going to matter a lot to the world. Meanwhile, the most exciting thing that was going on in China was

the economic reform.

When I was growing up, China was a planned economy. Many commodities were rationed. After 1977, Deng Xiaoping came to power and said that farmers can be residual claimants of their products. In one year, agricultural output went up by 70% without major technological innovations!

What we observed was that the empty shelves suddenly became filled. I saw that at my parents' research institute, the incentives changed and people's work attitudes also changed. I was fascinated by the economic reform and decided to become an economist. I took a course from the Economics Department called Western Economics, which was intermediate microeconomics using Henderson and Quandt.

I found the perspectives in microeconomics really interesting and decided to go to graduate school to study economics. I went to ask an economics professor whether I could take the

graduate school entrance exam. I told him about my math preparation and he said, "Oh, but we don't want English majors." I went back to my friend (who was an econ major) and said, "I can't become an econ major in Tsinghua." And she said, "Why don't you apply directly to Ph.D. programs in North America? They might be more flexible." So I applied and I was very fortunate to be admitted by the Caltech program.

What do you see as your most important research contribution?

My research on group identity is probably the most impactful. I started to work on identity during an NSF ITR grant, joint with psychologists and computer scientists. Through interactions with our psychologist colleagues, such as Sara Kiesler and Bob Kraut, I was exposed to social identity research in psychology.

Sherry Li, who was a graduate student at the time, and I discussed the concept of identity and we thought it



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out the paper by Cleo Chassonnery-Zaigouche, Beatrice Cherrier, and John D. Singleton. This paper, based on the hitherto closed archives of the AEA reconstructs the history of the establishment of CSWEP. These papers can still be found on the ASSA program website.

Videos are available online of our business meeting lunch. The business meeting video features the speech by Carolyn Shaw Bell Award winner Yan Chen. I recommend the video to anyone who missed the lunch; Yan Chen gives an inspiring speech. I have reflected often since the meeting on her words about the role that economists can play in "rescuing" other economists who are discouraged about their work. This issue of the *News* features Betsy Hoffman's interview with Yan Chen. Betsy Hoffman was the 2010 recipient of the Carolyn Shaw Bell Award and a mentor to Yan Chen.

CSWEP and CSMGEP also hosted a panel discussion entitled "Launching

a Professional Development Initiative: A Conversation among Mentoring Veterans, Eager Mentors, and Founders of New Mentoring Initiatives." The panel, moderated by Peter Henry of NYU, featured very practical advice for individuals considering starting up a mentoring initiative to help grad students, undergraduates, research assistants, or junior faculty members. I would recommend the video on the site to anyone who wants to launch a new initiative.

Following the meetings, the CeMent mentoring workshops were held. This was the last year as director of the workshop for faculty in Non-Doctoral Programs for Ann Owen of Hamilton College. We are thrilled that Jessica Holmes of Middlebury College is stepping up to take her place. Martha Bailey continued her directorship of the Doctoral Programs workshop. We are grateful to them and to the AEA staff that make these workshops happen. I enjoyed stopping by and meeting the

women at both workshops and we are grateful to the AEA for supporting these important initiatives.

Many thanks to all of the organizers and mentors who contributed to all of our CSWEP events and initiatives. As always, we encourage you to forward this issue of *News* to your students and colleagues. Help us get in touch with them early in their careers! Send a message to info@cswep.org to get on our mailing list for announcements and other news, to volunteer to help out with CSWEP activities, or to share your comments and suggestions. Also, follow us on [Twitter @AEACSWEP](https://twitter.com/AEACSWEP). We are cautious in how many emails we send to our subscribers, so following us on Twitter is one way to make sure to stay maximally informed. Finally, we have made an effort to create a comprehensive and ongoing compendium of professional development resources on our website. Please visit the website and check it out. ■

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might go through social preferences. We did a sequence of experiments in the lab to formalize the idea and empirically calibrate a model of group identity as group-contingent social preferences. That was our 2009 AER paper. Later on, I worked with Roy Chen to apply this idea to equilibrium selection, leading to our 2011 AER paper.

Then I was very curious about how social identity would apply in the field. We conducted a sequence of field experiments on team identity, joint with computer scientists because we use recommender systems and machine learning on this online microfinance community, Kiva. That paper was published in PNAS. Starting in the lab, then going back to theory and then going into the field, this sequence of work is probably the most impactful in terms of how they might have impacted practice both in online communities such as Kiva, and in the gig economy.

We started to apply this idea to the gig economy about three years ago. We worked with a dominant ride sharing platform in China, Didi, and proposed to organize drivers into teams and create team identity through team contests. They really liked the results and now driver teams are part of their organization structure.

To summarize, I think that the sequence of identity papers turn out to be more influential than my earlier mechanism design papers, both in terms of influencing practice in organizations and also in terms of the academic impact of getting economists to pay attention to social identity research.

You've already made a transition from English to economics. Tell me about the transition from economics to the Information School.

I started as an assistant professor of economics in Michigan but was denied tenure. At the time, my husband had just gotten tenured in the physics department at Michigan and he was very happy there. He had moved once from Penn to Michigan so that we could be

together. I was considering staying local so he could continue his career. I would go into industry.

Around that time, I was working on the economics of internet. Several of my senior colleagues worked together to help create a position for me in the new School of Information. Paul Courant, Jeff MacKie-Mason, Roger Gordon, Michelle White and other senior colleagues helped facilitate my move within the university. In addition to Jeff, who was the only economist in the school, we also had a large group of HCI (Human Computer Interaction) colleagues. Some of them were trained in social psychology. Our computer scientists also did online field experiments, which opened up a whole venue for running experiments. I was exposed to new methods and new ideas, primarily from social psychology and computer science.

In terms of exposure and access to new technologies, the School of Information was a fantastic place. I came in and plunged into the school. Before I left the Economics Department, I asked one of my colleagues for advice. "I'm moving to the School of Information and they're going to put me up for tenure in my first year. Do you have any advice for me?" He said, "Have lunch with everyone and find out what they're working on." And so that's what I did. It opened up a lot of opportunities for exchanging ideas and for collaboration.

Over the years I have worked with Jeff and other deans to build up a behavioral economics group. Now Michigan has a sizeable group of behavioral and experimental economists, forming a vibrant community.

That's wonderful. I'd like to move to talk about your mentoring. You've been able to make the changes in your life that you have from English to economics to information. Do you think that your ability to make those transitions has assisted you in mentoring other young women?

Yes. I was very fortunate to sit next to Catherine Eckel on an airplane when I

was a third year assistant professor. She told me about the COFFE workshop and said, "You should apply." I applied, and you know what happened. We had this fantastic mentoring group. You and Catherine were our senior mentors and I had Rachel Croson, Laura Razollini, Sarah Solnick, and Lise Vesterlund in my group. I learned a lot about the importance of mentoring from our group. The fact that you and Catherine would drop everything and reply to our emails or read our tenure statements meant a lot to me and also to my teammates. Rachel, Laura, Sarah and Lise have been extremely supportive all the way through. My experience with COFFE taught me about the importance of mentoring junior women. I was tenured the first year I came to the School of Information and then I was asked by Rachel to be a mentor for the behavioral and experimental economics group in CeMENT. You and I served as co-mentors for this group of remarkable young women, which was a very meaningful experience. It's been wonderful to watch how their careers flourished.

For my graduate students, because I'm Chinese I can be more blunt. For my international students, if I think that their English needs improvement I will say, "Your English needs to get better. You should have a roommate who doesn't speak your language so you'll be forced to speak English on a daily basis. You'll learn a lot more this way compared to just from the classroom."

The ESA mentoring program that I started when I was ESA President-elect, came from the idea that we had experimentalists all over world. We have a lot of junior experimentalists who get jobs in Japan, China, Singapore, Taiwan, Korea, Turkey and other countries. The mentoring programs like CeMENT at the time was not open to international scholars. I went to talk to Jacob Goeree who was President at the time and said that there are very few mentoring opportunities for experimentalists, especially junior



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women who are now placed outside of North America. Can we set one up? At the time, we planned to have a mentoring panel during the ESA international meetings. Then there's a more structured component where we'll match assistant professors into groups of four to five mentees and two mentors.

The first component went well, whereas the second component did not work as expected. The fact that the mentees had not met each other meant that they didn't quite have the same rapport with each other. We recruited 20 assistant professors the first time we ran the program. Half of the groups were active, the other half just never got started. For this new cohort we just admitted 29 assistant professors. Now we have a budget from the ESA, so they will get together before the ESA meeting and give each other feedback on their working papers. Hopefully, they will get to know each other a little better, which is a more effective way to kick start the program.

I think it's great that you were able to take the CeMENT model and apply it internationally through the ESA. I wish you continued success with the program.



Join the CSWEP Liaison Network!

Three cheers for the 150+ economists who have agreed to serve as CSWEP Liaisons! We are already seeing the positive effects of your hard work with increased demand for CSWEP paper sessions, fellowships and other opportunities. Thank you! 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. We are looking for liaisons from the following colleges and universities:

Beloit College	Rhodes College
City College of New York, CUNY	Ripon College
Eastern Mennonite University	Susquehanna University
Franklin and Marshall College	University of Cincinnati
Howard University	University of Miami
Hunter College, CUNY	University of Minnesota
Lawrence University	University of Nevada, Las Vegas
Lehigh University	University of Texas at Dallas
Muskingum University	West Virginia University
Randolph-Macon College	

If you know individuals at these institutions who you think might be interested in serving as a CSWEP Liaison, please encourage them to contact us at info@csweb.org. We are also seeking liaisons from outside the academy. To indicate your willingness to serve, send an e-mail with your contact information to info@csweb.org.

Thank you to 2020 AEA/ASSA Session Organizers

CSWEP says thank you to the following individuals who helped organize CSWEP sessions for the 2020 AEA/ASSA annual meetings. Thank you for continuing to ensure the high quality of CSWEP's sessions at the ASSAs!

Sandra Black, Columbia University
Jennifer Doleac, Texas A & M University
Jonathan Guryan, Northwestern University
Sebnem Kalemli-Ozcan, University of Maryland
Melissa Kearney, University of Maryland
Claudia Olivetti, Dartmouth College

Thank you to CeMENT Mentors

CSWEP says thank you to the following individuals who served as mentors during the 2020 CeMENT Mentoring Workshops, which followed the 2020 AEA/ASSA annual meetings. We thank you for your generous gift of time and expertise to all of our 2020 mentees.

Mentors for the CeMENT Workshop for Doctoral Program Faculty

Anat Admati, Stanford University
Anna Aizer, Brown University
Marianne Bitler, University of California, Davis
Stephanie Curcuru, Federal Reserve Board
Janet Currie, Princeton University
Angela De Oliveira, University of Massachusetts, Amherst
April Franco, University of Toronto
Stefania Garetto, Boston University
Laura Gee, Tufts University
Kelsey Jack, University of California, Santa Barbara
Neha Khanna, Binghamton University
Paulina Oliva, University of Southern California
Marianne Page, University of California, Davis
Susan Parker, University of Maryland
Yana Rodgers, Rutgers University
Aysegul Sahin, University of Texas at Austin
Fiona Scott Morton, Yale University
Tavneet Suri, Massachusetts Institute of Technology
Mo Xiao, University of Arizona

Mentors for the CeMENT Workshop for Non-Doctoral Program Faculty

Shahina Amin, University of Northern Iowa
Emily Conover, Hamilton College
Jill Caviglia-Harris, Salisbury University
Sharon Harrison, Barnard College
Melanie Khamis, Wesleyan University
Mahnaz Mahdavi, Smith College
Shaianne Osterreich, Ithaca College
Li Qi, Agnes Scott College
Kartini Shastry, Wellesley College
Julie Smith, Lafayette College
Tara Watson, Williams College

The 2019 Report on the Status of Women in the Economics Profession

I. Introduction

The Committee on the Status of Women in the Economics Profession (CSWEP) has served women economists by promoting their careers and monitoring their progress through the profession since its founding as a standing committee of the American Economic Association in 1971. Our regular activities are myriad: In 1972, CSWEP fielded the first survey of economics departments regarding the gender composition of faculty and, since 1993, has surveyed some 250 departments annually with findings reported in the *American Economic Association: Papers & Proceedings* and reprinted in the CSWEP **Annual Report**. CSWEP organizes mentoring programs that serve several hundred economists annually. These include the CeMENT Mentoring Workshops for junior women which have been shown in randomized control trial studies to improve outcomes. CSWEP offers one CeMENT program geared to faculty in Ph.D.-granting institutions or research-oriented nonacademic positions and another, held biennially, geared to faculty in non Ph.D.-granting institutions. At the annual AEA/ASSA Meetings, we also host three Mentoring Breakfasts as well as a variety of career development roundtables and panels. We also host career development panels and mentoring events at the meetings of each of the four regional economics associations.

CSWEP provides professional opportunities to junior women through competitive-entry paper sessions at both the Annual AEA/ASSA Meetings and at regional economic association meetings. CSWEP also endeavors to raise awareness among men and women of the challenges that are unique to women's careers in economics and of best practices for increasing diversity in the

economics profession. To recognize and celebrate the accomplishments of women, CSWEP awards the Carolyn Shaw Bell Award annually (for furthering the status of women in the economics profession) and the Elaine Bennett Prize biennially (for fundamental contributions to economics by a woman within seven years of the Ph.D.). CSWEP disseminates information on women in economics, professional opportunities, and career development through both the CSWEP website and the *CSWEP News* (moving from 3 annual issues to 4 in 2020). The *CSWEP News* articles provide valuable career development advice for both men and women and subscriptions have grown to nearly 3000 subscribers. Our website provides and tracks resources for women economists and for economists who seek to create a more inclusive profession.

The centerpiece of this Annual Report of CSWEP's activities is the summary of the 2019 Annual Survey in Section IV. Briefly, as we have reported for several years, we find that there has been little progress in increasing the representation of women as economics faculty during the past decade. This is not just due to the so-called "leaky pipeline" but due to stagnation or decline in the number of women entering economics at both the undergraduate and graduate level over the decade. This year, 2019, does show an uptick in the first year Ph.D. students that are women. The extent to which this represents an inflection point cannot be predicted. The CSWEP data are available to individual researchers via ICPSR.

Section II reports on the administration of CSWEP activities in this, the first year of Judy Chevalier's term and the first year of our office support transition. Section III describes CSWEP activities addressing the challenges women continue to face in the economics

profession and our joint efforts with the Committee on the Status of Minority Groups in the Economics Profession and with the Committee on the Status of LGBTQ+ Individuals in the Economics profession. Associate Chair Margaret Levenstein directed the 2019 CSWEP Annual Survey, analyzed the results and wrote the report on the status of women in the economics profession in Section IV. Section V concludes with well-deserved acknowledgements of many who have contributed to CSWEP's mission. Appendix B lists the 2019 Board members.

II. CSWEP Administration

A. CSWEP Office

Judy Chevalier at Yale University took over as CSWEP Chair in January 2019 from Shelly Lundberg at the University of California at Santa Barbara (UCSB). In September 2018, CSWEP began a new model of administration by coordinating with the AEA's Nashville office to house and hire CSWEP's Committee Coordinator through the AEA (rather than at the home institution of the chair). This new base for the CSWEP administrative full-time assistant was intended to facilitate improved communication between CSWEP and the AEA administration, allow for direct control over the CSWEP website, and ease future leadership transitions. In the summer of 2019, Lauren Lewis, the Committee Coordinator for CSWEP, undertook a similar role assisting CSMGEP. This fall, we learned that Lauren Lewis, who has held the position since its inception in Nashville, would be leaving to pursue other opportunities. We have coordinated with the Nashville office to

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hire Rebekah Crowe who has not yet, as of this writing, begun in the position. We have used our co-location with the Nashville office to make operational improvements. For example, the Committee Coordinator now has a permanent email address that is independent of the holder of the position; the Coordinator has worked with the Pittsburgh office to design a new submission portal for the Summer Fellows Program; the Coordinator has worked closely with the AEA staff in planning our ASSA activities.

The Wordpress site that makes CSWEP policies and procedures available to all Board and Committee members—and provides CSWEP with an institutional memory as the Board, Chair, and staff change—continues to be updated and expanded.

B. CSWEP Communications

The success of CSWEP programs in advancing the status of women in economics depends upon our ability to communicate broadly and effectively to our community, junior and senior, within and outside the academy, and also to communicate to the profession as a whole. Our traditional communications tools, the CSWEP website, our subscriber email list, and *News*, have been augmented in recent years by email networks and social media and we have made improvements to all our communications.

The CSWEP Liaison Network (created in 2014) has continued to expand the distribution of the CSWEP newsletters, announcements, and professional development opportunities. The goal had been to recruit a tenured faculty liaison in every department of economics including, where appropriate, economics groups in business, public policy and environmental schools.¹ This year, we have begun an effort to establish a liaison in every branch of government that employs Ph.D. economists as well as to establish a liaison within each of

¹ For a list of current members of the CSWEP Liaison Network, visit <https://www.aeaweb.org/about-aea/committees/cswep/participate/liaison-network>.

the major foundations that conduct economic research.

We have also made a substantial effort to improve the professional development resources available on our website. For example, we keep a list of conferences, workshops and events focused on mentoring or professional development. We have resources for job-seekers, resources for chairs looking to hire diverse talent, etc. This organization of resources can be found at <https://www.aeaweb.org/about-aea/committees/cswep/programs/resources>.

Our Twitter account, [@AEACSWEP](https://twitter.com/AEACSWEP), was launched in 2017 and we have been tweeting prize announcements, calls for papers, and information about our board members. We also use our Twitter account to flag professional development resources of interest to our followers and point our followers to the larger set of resources available on our webpage. With more than 3K followers, our Twitter presence seems to have improved our communications with younger economists; our presence on Twitter may have played a role in our subscriber increase and recent increases in applications for CSWEP mentoring programs.

III. CSWEP Activities in 2019

A. CSWEP and AEA Initiatives on Equity, Diversity and Professional Climate

The CSWEP Board applauds the creation of the AEA Ad Hoc Committee on the Professional Climate in Economics, the Ad Hoc Committee on Best Practices, and the Ad Hoc Committee on Outreach. CSWEP board members serve on each of these committees—Sandra Black on the Climate Committee, Associate CSWEP Chair for mentoring Sebnem Kalemli-Ozcan on the Best Practices Committee, Judy Chevalier and Ann Owen on the Outreach Committee. To

further support these AEA efforts, we wrote about the Climate Survey in our newsletter, from our Twitter (where we tweeted out visualizations of some of the tables), and in our email communications with subscribers. We also profiled and interviewed the AEA Ombudsperson in our newsletter. We look forward to continued productive interface with these committees.

B. Mentoring Programs

The effective mentoring of women economists is central to CSWEP's mission. Clearly, our CeMENT Mentoring Workshops are a crucial part of this endeavor. The CSWEP Mentoring breakfasts at the AEA/ASSA meetings, mentoring events at the four regional economic association meetings, and support for chapter events allow us to supplement these mentoring efforts. CSWEP also participates in the coordinating the AEA Summer Fellows Program, which provides mentoring and research support for Ph.D. students and junior faculty. As discussed below, responding to enormous demand for our mentoring workshops, we have (with the assistance of the AEA) increased the number of mentees for the two CSWEP CeMENT workshops to be held in January 2020.

1. CeMENT Mentoring Workshop for Faculty in Doctoral Programs

The CSWEP CeMENT workshop for faculty in doctoral programs is aimed at mentoring female faculty in tenure-track positions at Ph.D. granting economics departments in the U.S. or at institutions with similar research expectations. The 2019 CeMENT mentoring workshop for Ph.D.-Granting Institutions was on Sunday, January 6–Tuesday January 8, 2019, at the Atlanta Marriott Marquis, Atlanta, GA. CeMENT Director Martha Bailey served as the main coordinator for this workshop and was joined by 40 participants and 20 senior mentors.²

² We are grateful to the mentors who volunteered their time for the January 2019 workshop: Sandra E. Black (University of Texas at Austin), Kasey Buckles (University of Notre Dame), Patricia Cortes (Boston University), Jennifer Doleac

History of Doctoral CeMENT Applications

	2016	2017	2018	2019	2020
a) Total applications (b+e)	110	122	106	180	201
b) Applications eligible to randomize (c+d)	73	80	80	99	158
c) Randomized in*	40	40	43	42	50
d) Randomized out	33	40	37	57	108
e) Deemed ineligible*	42	42	26	81	43

*Note: 40 of the 42 invited attended in 2019; 42 of the invited 43 attended in 2018.

The workshop consisted of large group panel sessions and small group sessions. The five large group panel sessions focused on the topics of: getting published, efficient and effective teaching, networking, managing service, getting tenure, and work-life balance. Each large group session began with advice from a panel of three to four of the senior mentors, but a lot of time was reserved for Q&A. The unique feature of the CeMENT workshops is the small group sessions. The small group sessions allowed each junior participant to receive detailed feedback on a working paper from the other members of the small group. The basis of small group discussions were the research papers, CVs, and research statements provided by junior participants. Preparation for these sessions is intensive for both the mentors and the mentees.

Based on both formal and informal feedback, the workshop continues to be a huge success. The average junior participant rated the workshop 6.88 on a scale of 1–7 and many wrote long comments about the workshop. For example, one participant wrote, “The workshop was—undoubtedly and by a long shot—the highlight of my professional career.”

(Texas A&M University), Kathryn Dominguez (University of Michigan), Susan Dynarski (University of Michigan), Hulya Eraslan (Rice University), Jessica Goldberg (University of Maryland), Hilary Hoynes (University of California, Berkeley), Sarah Jacobson (Williams College), Pamela Jakiela (Center for Global Development), Erin Krupka (University of Michigan), Olivia Mitchell (University of Pennsylvania), Kathleen Mullen (RAND Corporation), Laura Razzolini (The University of Alabama), Mar Reguant (Northwestern University), Claudia Sahm (Federal Reserve Board), Katja Seim (University of Pennsylvania), Manisha Shah (University of California, Los Angeles) and Abigail Wozniak (University of Notre Dame).

The 2019 workshop was described and discussed in an article in the Economist. At the upcoming 2020 AEA meetings, Donna Ginther, Janet Currie, Francine Blau, and Rachel Croson will present “Can Mentoring Help Female Assistant Professors in Economics: An Evaluation by Randomized Trial”.³ This paper assesses outcomes from the CSWEP CeMENT workshops. The study updates the authors’ interim evaluation of the program in 2010. The authors examine, as of 2018, the progress of all six cohorts of program participants and applicants who were randomized out for the biannual program from 2004-2014. The authors find that women in the treatment group have 0.185 more top five publications than the control group and 0.548 more second-tier publications. The treatment significantly increased the probability of women having a tenured or tenure track position both overall and in an institution ranked in the top 100 in economics. The treatment increased the probability of a tenured job in an institution ranked in the top 30 by 6.6 percentage points and the probability of tenure in a top 50 ranked institution by 10.3 percentage points.

In response to significant excess demand, in January 2014 the Executive Committee of the AEA approved moving the workshop from a biennial to an annual frequency, effectively doubling the capacity from the earlier years of the

³ See Donna K. Ginther, Janet M. Currie, Francine D. Blau, and Rachel T.A. Croson. “Can mentoring help female assistant professors? Evaluation by randomized trial” working paper (2019) and Francine D. Blau, Janet M. Currie, Rachel T.A. Croson, and Donna K. Ginther. “Can mentoring help female assistant professors? Interim results from a randomized trial.” *American Economic Review* 100, no. 2 (2010): 348-52.

program. The Executive Committee also committed to fund the program through 2021. Demand continues to be increasing. The table at left shows the applications and attendance for each workshop held since the January 2016 workshop. The 2019 workshop held in Atlanta and discussed above is highlighted. The 2020 workshop will be held in San Diego following the AEA meetings. Due to the persistent excess demand for this workshop, the CSWEP chair discussed with the AEA President and Secretary-Treasurer the possibility of redeploying the expected CSWEP 2019 budget surplus to enable expanding the available slots for the 2020 workshop. For the 2020 workshop, 50 potential participants have been offered slots.

2. CeMENT Mentoring Workshop for Faculty in Non-Doctoral Programs

The CeMENT Mentoring Workshop for Faculty in Non-Doctoral Programs was not held in 2019. Given the biennial cadence of this workshop, 2019 would normally have been the year when this event was held. However, at the recommendation of Director Ann Owen, the CSWEP Board, and the AEA organizing staff agreed to move the next non-doctoral CeMENT workshop from the Southern Economic Association meetings in late 2019 to right after the main AEA Meeting in January 2020. For this workshop, as with the Workshop for Faculty in Doctoral Programs, applications were large this year relative to prior years. In total, 75 fully-eligible applications were received. For the 2015 and 2017 workshops, we averaged 44 applications and thus, we were able to meet demand for this workshop with 40 slots. The CSWEP Chair discussed this situation with the AEA President and Secretary-Treasurer, as with the Doctoral Programs workshop, it was agreed that the expected CSWEP 2019 budget surplus could be deployed to enable expanding the available slots for the 2020 workshop.



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For the 2020 workshop, 57 potential participants have been offered slots. The January 2020 program will be the last meeting with Ann Owen as director. Jessica Holmes of Middlebury has agreed to take on this role going forward and will assist at the upcoming workshop.

3. Mentoring Breakfasts for Junior Economists

CSWEP hosted two mentoring breakfasts for junior economists at the 2019 ASSA meetings. These were organized by Amalia Miller and our Mentoring Associate Chair Sebnem Kalemli-Ozcan. Over 160 junior economists and 55 senior mentors signed up to participate across the two breakfasts. Both events were well-attended by junior economists and mentors. The junior mentoring breakfasts are open to both male and female participants, and roughly 9% of the junior participants at the 2019 breakfasts were male. Senior mentors staffed topical tables (Research/Publishing, Teaching, Tenure/Promotion, Non-Academic Careers/Grant-Writing, Work/Life Balance, Job Market and Job Market Special Topics—Dual Career Couples, Job Search 4+ Years post Ph.D.) and junior participants rotated between tables at 20-minute intervals based on their own interests. In a post-event survey of participants, the average rating was 89 out of 100.

4. Peer Mentoring Breakfast for Mid-Career Economists

CSWEP hosted a mid-career mentoring breakfast, organized by Ragan Petrie, at the 2019 AEA/ASSA meetings. 37 mid-career women and 11 mentors registered to attend the event. The breakfast kicked off with series of short talks. Susan Dynarski (University of Michigan), talked about “Saying no” and Ulrike Malmendier (University of California, Berkeley), talked about “Navigating post-tenure careers”. The remainder of the breakfast was devoted to informal discussion at the breakfast tables. Each table consisted of 4-6 mid-career participants and 2 senior mentors who moderated the discussions about promotion to

full professor, whether to accept administrative roles, managing research time, work/life balance, career transitions, and negotiating with department and university administrators. The average rating for the event was 80 out of 100.

5. @Twitter Tips for Success: Social Media for Economists

Marie Mora organized and Susan Dynarski moderated a Sunday morning panel discussion on @Twitter Tips for Success: Social Media for Economists at the 2019 AEA Meetings in Atlanta (jointly sponsored by CSWEP and CSMGEP). Panelists included Jennifer Doleac (Texas A&M University), Darrick Hamilton (New School for Social Research), Sarah Jacobson (Williams College) and Mark Hugo Lopez (Pew Research Center). A video of this event and the ensuing discussion is available on CSWEP’s website [here](#). A total of 50 participants registered for this event. In a participant survey after the event, the average approval rating was 89 on a 1–100 scale.

6. AEA Summer Economics Fellows Program

Begun in 2006 with funding 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 generally senior economists mentor the fellows for a two-month period, and fellows, in turn, work on their own research and have a valuable opportunity to present it. Many fellows have reported this experience as a career-changing event.

Under the direction of Daniel Newlon, the AEA Summer Fellows Program had another very good year. The number of applicants placed by the AEA Summer Fellows Program for 2019 was nineteen, the second most fellows ever hired. The number of minority

placements also increased from five in 2018 to six in 2019, another record. The number of applications increased from 123 in 2018 to 125 in 2019, the second most ever. The overall success rate was only 15%, but for US citizen/permanent resident/H1B1 visa holders it was 37% and for minority applicants it was 40%.⁴

Of the 125 applications, 105 were from women, 15 from underrepresented minority groups, and 35 from U.S. citizens/permanent residents/H1B visas. Twelve of the nineteen fellows hired were female non-minority graduate students. One female non-minority faculty member was also hired. The six minority hires were two female graduate students, one female faculty member and three male graduate students. Thirteen of the fellows were U.S. citizens/permanent residents or had H1B Visas.

The AEA Summer Fellows Program has twenty sponsors, the same number as last year. The

U.S. Bureau of Economic Analysis, the International Trade Commission, and the Federal Reserve Banks in Atlanta, Boston, Chicago, Cleveland, Dallas, Minnesota, New York, Richmond and St. Louis hired summer fellows.

During 2019, Committee Coordinator Lauren Lewis worked with the AEA Pittsburgh office to redesign the application portal. This portal will make it feasible to organize applicant packets and recommendations more quickly in order to better serve fellowship sponsors.

C. Carolyn Shaw Bell Award

Awarded annually since 1998, the Carolyn Shaw Bell Award recognizes an individual for outstanding work that has furthered the status of women in the economics profession. Dr. Yan Chen, Daniel Kahneman Collegiate Professor

⁴ Many thanks to the 2019 committee for screening and matching fellows to sponsors: Daniel Newlon from the AEA (chair), CSWEP Board member Karen Pence of the Board of Governors of the Federal Reserve System, CSMGEP Board member Ivan Vidangos of the Board of Governors of the Federal Reserve System 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 <https://www.aeaweb.org/about-aea/committees/summer-fellows-program>

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of Information in the School of Information at the University of Michigan, is the recipient of the 2019 Carolyn Shaw Bell Award. Professor Chen is a meticulous scholar and award-winning teacher, whose contributions to advancing women in economics are many. As a researcher, Yan Chen is an intellectual leader and role model in the experimental economics community. Her work is rigorous and insightful, and she has made important contributions in formal theory and in experimental research both in the lab and in the field. The full award announcement is available [online](#).

D. CSWEP's Presence at the Annual Association Meetings and Regional Economic Association Meetings

1. The 2019 American Economic Association Meeting

In addition to mentoring activities, presentation of the Annual Report, and the presentation of awards, CSWEP sponsored seven competitive-entry paper sessions at the AEA/ASSA Meetings in Philadelphia. In 2019, Amalia Miller, Shahina Amin and Jeanne Lafortune organized four sessions in the economics of gender, including two on gender in the economics profession. Carola Frydman and Leah Boustan organized one session on Economic History. Marina Halac and Vasiliki Skreta organized two sessions on Microeconomics. These committees selected nine papers for publication in three pseudo-sessions in the *AEA: P&P*. To be considered for these sessions, papers must have at least one junior author and, in non-gender-related sessions, at least one author must be a junior female.

The submissions process for these sessions is highly competitive—there were 92 abstract submissions for the 2019 sessions. Women consistently report that these sessions, which put their research before a wide audience, are professionally valuable. Even though many included papers have

male co-authors, CSWEP sessions still account for a substantial share of women on the AEA Program.

2. Four 2019 Regional Economic Association Meetings

CSWEP maintains a strong presence at all four of the Regional Economic Association Meetings. At most regional meetings, CSWEP now hosts a networking breakfast or lunch, as well as paper sessions and career development panels. The events are well attended by men as well as women and provide an informal opportunity for CSWEP representatives and senior women to network and mentor one-on-one. We are grateful to the four Board Regional Representatives who organize and host CSWEP's presence at the Regionals.

The first regional meeting of 2019 was the Eastern Economic Association Meeting in New York City in March, where Karen Conway (CSWEP Board Eastern Representative) organized 10 paper sessions and a networking breakfast. The topics spanned a wide range, including econometric methods, health outcomes and policy, labor markets and discrimination, and teaching pedagogy. The career panel featured six economists who shared their tips for surviving and thriving in the profession, including how to say no, how to both develop and cull research projects and how to balance competing demands. The networking breakfast included Ph.D. students, faculty at all stages and economists from non-academic institutions, leading to wide-ranging discussions on research, teaching, the job market and challenges faced once on the job.

The Midwest Economic Association Meeting was held in St. Louis, MO, on March 15, 2019, and two career panels were organized by Midwest Representative Shahina Amin—"Advice for Job Seekers" and "Academic Career Challenges and Opportunities". These panels were well-attended and 36 people registered for and attended the networking luncheon held between the two events. There were senior economists, junior economists, and graduate

students at each table and many lively conversations. A mentoring breakfast was held with 12 people in attendance.

The Western Economics Association Meeting was held on June 28-July 2 in San Francisco, CA. Western Representative Catalina Amuedo-Dorantes organized four paper sessions and a panel. The panel of journal editors offered advice on publishing, co-sponsored with CSMGEP and ASHE. Editors from the *American Economic Review*, *AEJ: Macroeconomics/B.E. Journals in Macroeconomics/Journal of Economic Growth/Journal of Economic Perspectives/QJE*, *Contemporary Economic Policy*, and *Economic Inquiry* kindly offered recommendations for publishing in their respective journals. All the events were well attended. They offered primarily junior researchers an opportunity to meet other academics and researchers, present their work, get valuable feedback on their work, as well as advice on a publishing and on balancing work and family in various job settings for economists.

Finally, at the Southern Economic Association Meeting (November, Fort Lauderdale, FL), Ragan Petrie (Texas A&M University, CSWEP Board Southern Representative) organized four CSWEP events. There was a professional development "Advice for Job Seekers and Managing an Early Career," chaired by Ragan Petrie, with Sheena Murray (University of Tennessee–Chattanooga), Sarah Reed (Chowan University), Marie Petkus (Centre College), Orgul Ozturk (University of South Carolina), Elaine Frey (California State University–Long Beach) and Joy Buchanan (Samford University). Two paper sessions were also on the program, "Enduring Effects of Gender Norms" and "Gender Gap in Labor Market and Learning Outcomes." A joint CSWEP/CSMGEP professional development session, "Department Chairs Offer Advice on Getting Appointed, Promoted and Tenured," was co-organized and co-chaired by Ebonya Washington (Yale University) and Ragan Petrie, with Scott L. Baier (Clemson University), Maureen Cropper



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(University of Maryland), Marionette Holmes (Spelman College), Omari H. Swinton (Howard University) and Laura Taylor (Georgia Institute of Technology). CSWEP also held a professional networking lunch, with 50 attendees. The discussions in the sessions were all lively, and the professional development panels were popular and well received.

E. CSWEP News: 2019 Focus and Features

Under the able direction of *CSWEP News* Oversight Editor Kate Silz-Carson and with the graphic design expertise of Leda Black, CSWEP published three newsletter issues in 2019.⁵ We are moving to a production schedule of four issues per year commencing in 2020. Each issue features a *Focus* section of articles with a theme chosen and introduced by a guest editor who solicits the featured articles. The quality of these *Focus* articles is consistently high, with many proving to be enduring career resources for junior economists.⁶ The CSWEP Board extends our thanks to the authors and other contributors.

1. Best Practices for Mentoring Minority Women

The 2019 *CSWEP News*, Issue I contains the CSWEP 2018 Annual Report, including results and analysis by Maggie Levenstein from the 2018 survey of economics departments on the progress of women in academic economics.

The issue's *Focus* is "*Best Practices for Mentoring Minority Women*", co-edited by Marie Mora, currently Professor of Economics and Associate Provost for Academic Affairs at the University of Missouri–Saint Louis. The perspectives in the *News* come from an anthropologist, a psychologist, a biologist, and an economist, who bring both personal

experience and research expertise to this question. As some of the authors note, given the low representation of minorities, women, and especially minority women in economics, many students who major in economics or pursue graduate education in economics will *never* have the experience of being taught by an underrepresented minority woman faculty member. Many men and women who are not themselves underrepresented minorities can have opportunities to mentor minority women. The *News* contributors explore how to accomplish that. One important theme of these thoughtful pieces was the extent to which mentorship can be as much of a learning opportunity for the mentor as it is for the mentee.

2. Advice for Job Seekers

The 2019 *CSWEP News*, Issue II features a *Focus* section addressing a topic of perennial interest to economists—the job market. These articles, commissioned by Board member and co-editor Shahina Amin address aspects of the job market that have received less attention: non-academic job search, the employer-side of hiring, interviewing for an industry job, and online interviews. These excellent articles represent part of CSWEP's continuing effort to demystify access points into the profession and level the playing field between job seekers who have access to mentors and job seekers who do not. These articles will be useful not only for job seekers but also for those of us who want to do better at advising graduate students. In addition to the *Focus*, this issue contained an interview with AEA Ombudsperson Leto Copley.

3. Academic Career Challenges and Opportunities

Our *Focus* section in this issue grows out of a panel on academic career challenges and opportunities sponsored by CSWEP at the 2018 Midwest Economics Association meetings, chaired by Abigail Wozniak, now director of the

Federal Reserve Bank of Minneapolis' Opportunity & Inclusive Growth Institute. Dr. Wozniak worked the panelists to enshrine their reflections on the process of growing into one's position as an academic economist into articles for the *News*. A unifying thread in each of these articles, and in Dr. Wozniak's introduction, is a recognition of the extent to which academics are constantly faced with choices that can shape their career trajectories—choices about the tradeoffs between the personal and professional, about whether and how to make new contacts at a conference, about how much to invest in teaching, about whether to invest in new skills, among myriad others. In this *Focus* section, four academic economists reflect on the choices they have made and offer advice to others as they navigate the many stages of an academic career.

This issue also includes interviews with Rohini Pande, the recipient of the 2018 Carolyn Shaw Bell Award and Melissa Dell, the recipient of the 2018 Elaine Bennett Research Prize.

CSWEP wishes to extend our thanks to all those who took the time to write contributions to newsletters during 2019. Professional development features of these and past issues of *CSWEP News* are now more easily accessible at CSWEP.org, where you can find them archived by year as well as by target audience and topic.⁷

4. CSWEP-CSMGEP-Div.E.Q. Video Resources Project

The CSWEP Chair, Judy Chevalier, worked with CSMGEP board member Amanda Bayer, with assistance from David Wessel of the Brookings Institution on a video resources project. With the help of research assistants, we watched many videos of economists from various places on the web and curated a set of videos of economists talking about

⁵ Current and past issues of the *CSWEP News* are archived at <http://www.aeaweb.org/committees/cswep/newsletters.php>.

⁶ 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>.

⁷ <https://www.aeaweb.org/committees/cswep/newsletters.php>, <https://www.aeaweb.org/committees/cswep/newsletters-audience.php> and <https://www.aeaweb.org/committees/cswep/newsletters-topics.php>.

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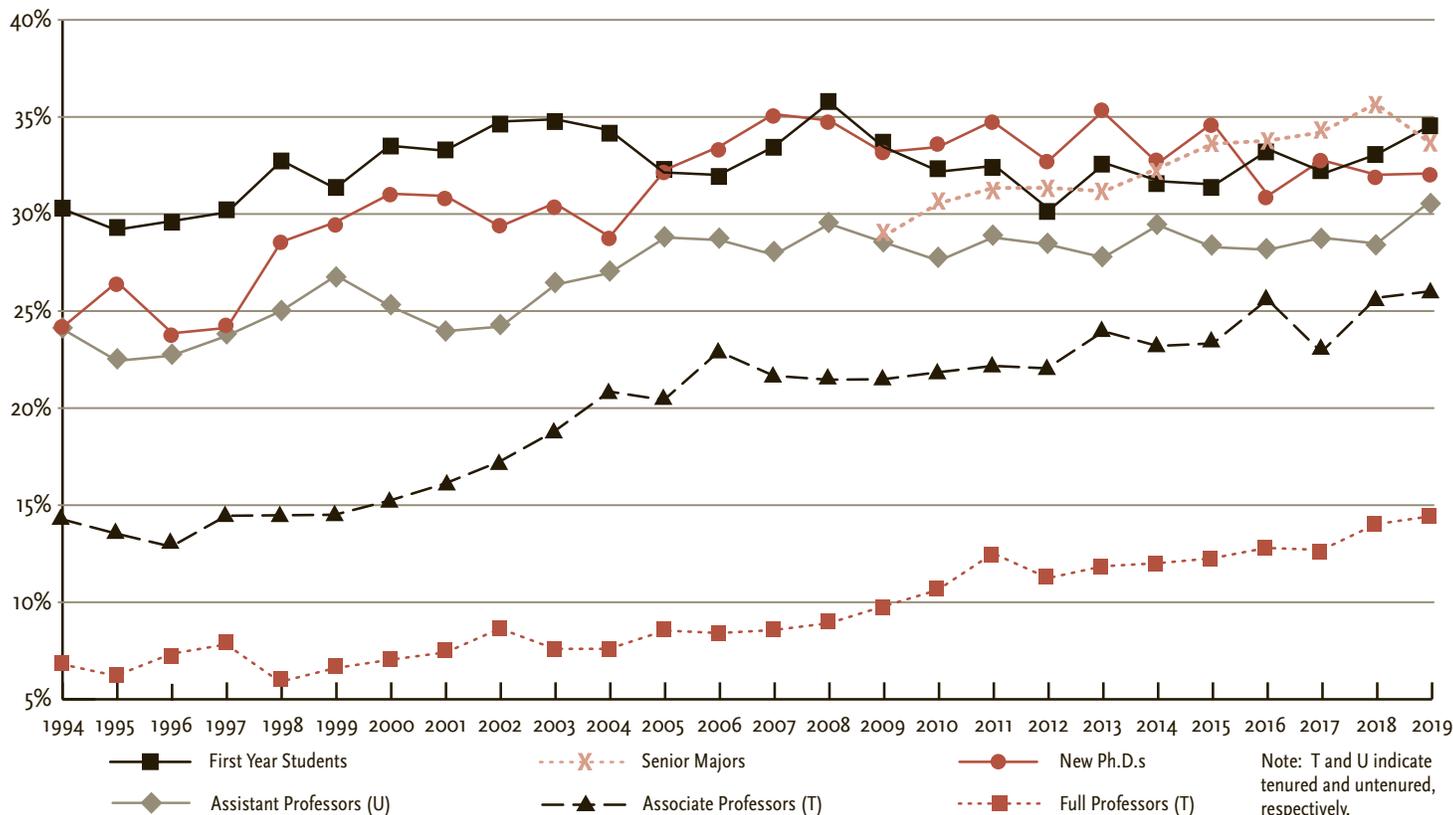
Table 1. The Pipeline for Departments *with* Doctoral Programs: Percent and Number of Students and Faculty Who Are Women*

Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Faculty																											
Full Professor																											
Percent	6.9%	6.1%	7.1%	8.2%	6.0%	6.6%	6.8%	7.1%	8.1%	7.2%	7.2%	8.4%	8.1%	8.1%	8.5%	9.6%	10.6%	12.7%	12.5%	11.8%	12.1%	12.3%	12.9%	12.7%	14.0%	14.5%	
Number	80.0	91.5	101.0	125.0	87.0	98.9	102.1	111.5	130.2	111.5	114.0	127.9	125.4	127.5	136.5	152.0	171.3	193.0	195.7	183.0	190.3	195.7	204.0	194.0	219.0	234.0	
Associate Professor																											
Percent	13.9%	13.1%	13.2%	14.2%	14.1%	14.1%	14.5%	16.0%	16.5%	19.4%	20.1%	20.6%	22.9%	21.9%	22.5%	21.8%	22.7%	22.6%	22.7%	24.1%	23.1%	23.8%	26.1%	23.2%	25.8%	25.8%	
Number	61.0	81.5	76.0	84.2	84.5	83.4	83.6	93.1	93.0	108.4	114.8	111.7	126.1	123.3	131.5	129.5	137.8	135.1	134.9	145.5	151.0	156.0	179.0	154.0	170.0	179.5	
Assistant Professor																											
Percent	24.9%	22.7%	22.5%	24.1%	24.5%	25.7%	24.3%	23.1%	24.4%	27.2%	27.3%	29.7%	28.9%	27.7%	29.5%	28.0%	27.6%	29.1%	28.7%	27.4%	29.0%	28.2%	28.3%	28.6%	28.4%	30.3%	
Number	126.3	146.0	133.8	142.8	140.9	152.7	148.2	149.8	152.9	187.2	188.9	208.4	205.0	212.5	230.6	212.5	211.6	212.4	224.2	208.5	228.7	233.8	236.0	241.0	233.0	247.0	
All Tenure Track (Subtotal)																											
Percent	12.7%	11.5%	12.0%	12.9%	11.9%	12.5%	12.5%	12.7%	13.4%	14.5%	14.7%	16.2%	16.3%	15.9%	16.8%	16.8%	17.4%	18.9%	18.9%	18.4%	18.9%	19.0%	19.9%	19.4%	20.5%	21.2%	
Number	267.3	319.0	310.8	352.1	312.4	335.0	333.9	354.4	376.2	407.1	417.6	448.0	456.5	463.3	498.6	494.0	520.8	540.5	554.8	537.0	570.0	585.5	619.0	589.0	622.0	660.5	
All Non-Tenure Track																											
Percent	29.6%	24.3%	35.5%	43.4%	30.5%	29.4%	31.3%	29.7%	33.0%	32.3%	31.2%	35.7%	33.3%	33.3%	32.5%	34.8%	33.0%	33.2%	38.8%	35.2%	37.8%	34.8%	35.2%	35.0%	37.0%	37.6%	
Number	29.0	37.0	37.0	53.9	62.0	79.3	120.8	97.1	95.9	130.1	149.5	138.1	154.9	181.1	183.0	196.9	229.3	224.3	214.7	181.5	223.3	296.7	312.0	320.0	233.0	276.3	
All Faculty																											
Percent	13.5%	12.2%	12.9%	14.3%	13.2%	14.1%	14.8%	14.4%	15.3%	16.7%	17.1%	18.6%	18.7%	18.7%	19.3%	19.7%	20.3%	21.7%	22.0%	20.9%	22.0%	22.4%	23.3%	23.1%	23.3%	24.3%	
Number	296.3	356.0	347.7	406.0	374.4	414.3	454.7	451.5	472.1	537.1	567.1	586.1	611.4	644.3	681.6	690.9	750.1	764.8	769.4	718.5	793.3	882.2	931.0	909.0	855.0	936.8	
Ph.D. Students																											
Ph.D. Granted																											
Percent	24.3%	26.5%	23.9%	24.1%	28.6%	29.6%	31.2%	31.0%	29.5%	30.6%	28.9%	32.3%	33.4%	35.3%	34.9%	33.3%	33.6%	34.9%	32.9%	35.4%	32.7%	34.7%	31.0%	32.9%	32.1%	32.2%	
Number	180.0	230.5	219.2	226.2	259.0	262.2	274.6	285.9	247.9	290.2	313.6	323.8	335.1	368.0	432.9	364.2	338.3	350.0	352.8	392.2	358.7	404.8	372.0	361.0	370.0	347.0	
ABD																											
Percent	27.3%	26.4%	27.9%	28.1%	28.2%	30.6%	31.2%	31.7%	31.8%	34.5%	33.3%	34.2%	34.0%	33.7%	34.1%	33.9%	34.1%	34.5%	32.7%	32.1%	32.2%	31.7%	31.7%	33.0%	32.8%	32.9%	
Number	689.0	309.5	763.7	826.7	792.2	835.9	838.8	841.8	943.2	1117.4	1221.1	1230.3	1225.3	1305.0	1280.2	1298.9	1366.9	1329.7	1313.0	1227.5	1346.0	1324.5	1430.0	1469.0	1469.0	1450.0	
First Year																											
Percent	30.4%	29.3%	29.7%	30.3%	32.9%	31.5%	33.6%	33.4%	34.8%	35.0%	34.3%	32.3%	32.1%	33.6%	35.9%	33.4%	32.4%	32.5%	30.3%	32.7%	31.8%	31.6%	33.4%	32.3%	33.2%	34.7%	
Number	404.5	469.0	454.2	454.0	471.9	479.6	504.6	552.3	582.6	620.0	587.3	542.3	533.8	558.4	603.3	597.0	569.5	541.5	472.5	479.0	504.0	500.0	517.0	492.0	474.0	540.0	
Undergraduate																											
Economics Majors Graduated																											
Percent	--	30.6%	33.0%	32.5%	32.0%	30.6%	32.0%	32.6%	33.3%	32.8%	32.4%	31.6%	31.3%	30.2%	30.9%	30.3%	30.3%	30.7%	30.4%	32.1%	33.6%	33.2%	32.9%	34.1%	34.1%	33.5%	
Number	--	5818	8714	8757	7755	7811	10185	11329	13725	15762	15691	16687	16427	16259	15636	19067	19840	20078	20175	17851	20867	23376	22380	22793	23902	24638	
Senior Majors*																											
Percent	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	28.8%	30.7%	31.4%	31.5%	31.2%	32.4%	33.8%	33.9%	34.3%	35.9%	33.7%	
Number	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	20215	23290	26169	29245	14882	19510	18579	19908	20699	21872	23239	

*Notes: Entry and exit change the population universe. Any known Ph.D. programs are considered members of the population. Any non-respondents were imputed first with UAQ survey responses and, if those are unavailable, with linear interpolation. All programs responded to the 2019 survey.



Figure 1. The Pipeline for Departments with Doctoral Programs: Percent of Doctoral Students and Faculty who are Women, 1994–2019



their research. These videos show a diversity of economists talking about a diversity of research topics. A resource is included that links these videos to topics in an introductory curriculum so that high school and college instructors can show them to students. This project builds from research⁸ that suggests that underrepresented students’ academic interest in economics increases when they see how economics can be used to examine issues important to them and when they are presented with diverse role models. We are working with Hoai-Luu Nguyen and various researchers to obtain new content for this project in conjunction with Nguyen’s Econimate channel. These videos are linked and available from the Div.E.Q. website, from the CSWEP website, and from the

8 See Amanda Bayer, Syon P. Bhanot, and Fernando Lozano. “Does simple information provision lead to more diverse classrooms? Evidence from a field experiment on undergraduate economics.” *AEA Papers and Proceedings*, 109: 110-14 (2019) and Catherine Porter and Danila Serra. “Gender differences in the choice of major: The importance of female role models.” *American Economic Journal: Applied Economics* (2019).

new AEA “Should I Major in Economics?” website.

G. CSWEP Chapter Events

There is a challenge in reaching and assisting geographically dispersed women junior faculty, graduate students, research assistants, and undergraduates. Thus, CSWEP has participated in and assisted with a limited number of “Chapter Events” in which CSWEP provides some support for a significant mentoring activity undertaken outside the ASSA meetings or four regional meetings. For example, this year, we provided support for a mentoring workshop of similar design to the CeMENT workshop that was held at the annual meeting of the Midwest Econometrics Group Annual Meeting. The workshop page can be found here: <https://u.osu.edu/meg2019/mentoring/>. We continue to look for opportunities to distribute information about CSWEP at geographically dispersed meetings and conferences.

IV. Status of Women in the Economics Profession⁹

A. 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 Ph.D.s, and 8.8% of assistant, 3.7% of associate, and 2.4% of full professors. This report presents the results of the 2019 CSWEP survey. It compares the top ranked economics departments—which produce the vast majority of faculty in Ph.D. granting departments—to

9 This survey report is written by Margaret Levenstein, CSWEP Associate Chair and Survey Director. We gratefully acknowledge the assistance of Dawn Zinsser in the administration and analysis of the survey.

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Table 2a. The Pipeline for Top Departments: Percent and Numbers of Faculty and Students who are Women at all Top 10 Schools

Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Faculty																											
Full Professor																											
Percent	4.1%	4.3%	5.6%	4.9%	6.2%	6.3%	8.2%	8.3%	7.8%	7.1%	8.6%	8.8%	8.7%	8.8%	8.0%	8.7%	9.6%	10.0%	9.2%	9.6%	9.7%	9.6%	9.2%	9.1%	11.3%	12.2%	
Number	9.0	10.0	13.0	11.0	15.0	15.5	19.0	20.0	23.0	18.0	22.0	21.0	22.0	24.0	23.0	25.0	28.0	26.0	27.0	28.0	27.0	27.0	26.0	27.0	33.0	39.0	
Associate Professor																											
Percent	11.8%	13.9%	11.8%	12.7%	20.0%	25.9%	20.4%	13.6%	19.4%	18.5%	15.1%	21.1%	12.3%	15.2%	24.7%	20.0%	20.0%	19.6%	25.9%	23.3%	21.9%	25.0%	28.9%	30.8%	26.3%	21.2%	
Number	4.0	5.0	3.7	5.3	6.0	7.0	5.5	4.0	6.0	5.0	4.0	6.0	4.0	5.0	9.0	6.0	7.0	9.0	7.0	7.0	7.0	8.0	13.0	12.0	10.0	7.0	
Assistant Professor																											
Percent	22.1%	20.4%	18.7%	20.4%	16.7%	18.7%	18.3%	19.3%	17.1%	20.2%	19.1%	22.5%	25.2%	26.2%	26.7%	26.1%	22.6%	20.9%	19.4%	17.0%	20.0%	21.6%	18.0%	20.2%	17.9%	19.8%	
Number	21.0	22.0	19.7	20.3	16.0	20.0	20.5	21.5	19.0	21.0	20.5	24.0	26.0	27.0	27.0	24.0	21.0	18.0	18.0	15.0	18.0	21.0	18.0	22.0	17.0	19.0	
All Tenure Track (Subtotal)																											
Percent	9.7%	9.8%	9.9%	10.1%	10.1%	11.1%	12.1%	11.9%	11.0%	11.5%	11.9%	13.6%	13.4%	13.7%	13.9%	13.4%	13.3%	13.5%	12.6%	12.2%	13.0%	13.6%	13.3%	13.7%	14.1%	14.5%	
Number	34.0	37.0	36.3	36.7	37.0	42.5	45.0	45.5	48.0	44.0	46.5	51.0	52.0	56.0	59.0	55.0	56.0	53.0	52.0	50.0	52.0	56.0	57.0	61.0	60.0	65.0	
All Non-Tenure Track																											
Percent	33.3%	17.4%	48.6%	39.6%	27.2%	29.1%	27.7%	28.6%	44.4%	33.3%	28.6%	55.0%	34.4%	48.6%	39.4%	42.2%	34.0%	23.1%	40.8%	35.2%	33.9%	44.3%	39.3%	33.3%	34.4%	35.7%	
Number	4.0	4.0	6.0	7.0	6.2	8.8	9.0	6.0	8.0	14.0	12.0	22.0	11.0	17.0	14.0	19.0	17.0	30.0	20.0	19.0	20.0	43.0	35.0	29.0	22.0	30.3	
All Faculty																											
Percent	10.5%	10.3%	11.2%	11.4%	11.1%	12.4%	13.4%	12.8%	12.4%	13.6%	13.6%	17.6%	14.9%	16.4%	15.9%	16.3%	15.5%	15.9%	15.6%	14.8%	15.7%	19.5%	17.8%	16.9%	16.8%	17.9%	
Number	38.0	41.0	42.3	43.7	43.2	51.3	54.0	51.5	56.0	58.0	58.5	73.0	63.0	73.0	73.0	74.0	73.0	83.0	72.0	69.0	72.0	99.0	92.0	90.0	82.0	95.3	
Ph.D. Students																											
Ph.D. Granted																											
Percent	24.4%	31.3%	22.7%	20.1%	25.7%	22.7%	23.0%	27.2%	25.5%	26.1%	27.0%	31.6%	29.6%	28.7%	31.2%	24.0%	24.7%	25.3%	28.2%	31.3%	25.9%	25.9%	26.4%	28.4%	23.6%	29.9%	
Number	42.0	68.0	50.0	45.0	56.5	43.0	48.5	54.0	53.0	49.0	55.0	71.0	58.0	52.0	64.0	52.0	46.0	50.0	58.0	67.0	51.0	52.0	58.0	57.0	49.0	64.0	
ABD																											
Percent	22.2%	22.1%	25.0%	22.2%	21.8%	23.6%	24.5%	25.7%	26.3%	32.3%	27.8%	27.0%	27.2%	26.0%	25.0%	29.1%	25.1%	26.6%	24.6%	30.4%	25.4%	25.1%	25.4%	24.6%	26.9%	25.2%	
Number	150.0	57.0	182.0	150.0	173.3	185.0	176.3	167.5	218.0	256.0	231.0	245.0	251.0	218.0	209.0	231.0	221.0	226.0	207.0	255.0	217.0	225.0	247.0	221.0	264.0	234.0	
First Year																											
Percent	18.1%	22.5%	23.8%	33.6%	28.7%	27.0%	29.9%	27.8%	27.0%	23.3%	25.7%	27.7%	24.6%	30.0%	24.4%	23.7%	23.7%	28.1%	22.1%	27.9%	24.0%	23.9%	29.8%	25.8%	26.1%	32.1%	
Number	42.0	67.0	76.3	91.7	75.7	78.8	70.0	65.0	73.0	59.0	61.0	83.0	58.0	73.0	58.0	59.0	59.0	71.0	58.0	65.0	62.0	52.0	68.0	66.0	59.0	71.0	
Undergraduate																											
Economics Majors																											
Percent	--	30.8%	31.8%	30.7%	33.0%	32.2%	34.8%	34.4%	36.2%	34.9%	36.8%	35.9%	35.6%	35.4%	34.7%	35.7%	36.5%	36.1%	34.6%	39.6%	37.2%	36.9%	36.6%	40.7%	36.3%	37.8%	
Number	--	348	378	390	647	558	740	688	707	752	817	874	743	697	564	834	770	822	729	866	849	895	832	924	866	923	
Senior Majors																											
Percent	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	37.9%	38.7%	39.2%	39.2%	31.7%	37.3%	36.4%	36.5%	39.0%	40.3%	37.9%	
Number	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	662	958	1249	999	311	780	715	780	841	787	851	



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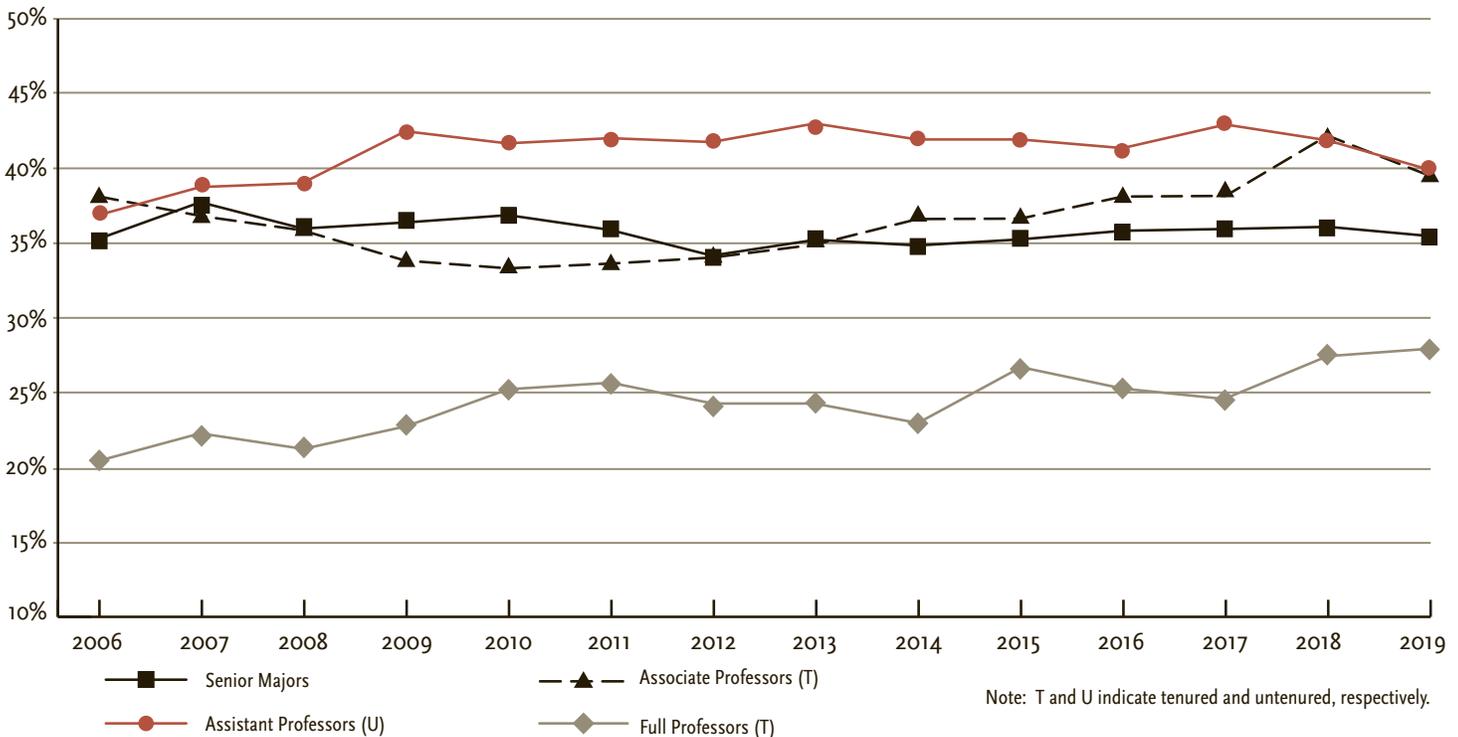
Table 2b. The Pipeline for Top Departments: Percent and Numbers of Faculty and Students who are Women at all Top 20 Schools

Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	
Faculty																											
Full Professor																											
Percent	4.0%	3.7%	4.6%	5.1%	6.7%	5.6%	7.1%	6.9%	10.2%	6.6%	7.9%	7.8%	7.9%	8.5%	8.5%	8.3%	9.2%	13.1%	8.5%	9.6%	10.0%	10.1%	11.3%	10.2%	11.9%	13.0%	
Number	16.0	15.0	18.0	20.0	27.0	25.5	30.5	33.0	51.0	30.0	37.0	36.0	36.5	42.0	42.0	40.0	46.0	59.0	41.0	49.0	49.0	50.0	58.0	53.0	62.0	72.0	
Associate Professor																											
Percent	9.9%	11.4%	13.3%	12.9%	14.4%	17.6%	16.4%	14.0%	16.9%	18.6%	15.0%	18.7%	14.8%	13.9%	21.2%	19.3%	23.7%	25.5%	22.1%	19.1%	20.4%	19.6%	20.2%	20.6%	20.6%	17.3%	
Number	8.0	10.0	10.7	10.3	10.0	13.0	11.0	10.0	10.0	11.0	8.0	10.0	10.0	11.0	19.0	16.0	22.0	25.0	17.0	17.0	19.0	19.0	22.0	20.0	20.0	16.5	
Assistant Professor																											
Percent	20.8%	18.5%	16.5%	16.3%	17.6%	19.1%	17.0%	18.5%	19.9%	23.4%	22.6%	26.2%	25.3%	24.0%	26.9%	23.5%	21.9%	22.3%	20.0%	18.7%	21.3%	21.5%	21.2%	20.7%	21.5%	22.7%	
Number	35.0	33.0	29.7	29.3	29.5	36.5	33.5	38.5	38.0	47.0	45.5	53.0	50.5	53.0	58.0	48.0	48.0	45.0	41.0	37.0	43.0	44.0	44.0	43.0	45.0	44.0	
All Tenure Track (Subtotal)																											
Percent	9.1%	8.7%	8.9%	9.1%	10.3%	10.4%	10.8%	10.7%	13.2%	12.3%	12.5%	13.8%	13.3%	13.4%	14.8%	13.5%	14.3%	17.2%	13.0%	12.9%	14.1%	14.2%	14.9%	14.0%	15.4%	15.7%	
Number	59.0	58.0	58.3	59.7	66.5	75.0	75.0	81.5	99.0	88.0	90.5	99.0	97.0	106.0	119.0	104.0	116.0	129.0	99.0	103.0	111.0	113.0	124.0	116.0	127.0	132.5	
All Non-Tenure Track																											
Percent	34.6%	18.6%	53.4%	42.4%	32.1%	28.4%	35.6%	27.0%	38.3%	38.4%	39.3%	54.5%	36.2%	38.9%	30.0%	37.5%	36.4%	28.5%	39.1%	38.9%	39.6%	42.8%	39.3%	38.2%	33.1%	38.0%	
Number	9.0	11.0	13.0	13.0	10.2	16.8	28.5	10.0	18.0	28.0	26.5	36.0	23.3	37.0	48.5	39.0	44.0	51.0	50.0	44.0	57.0	83.0	70.0	72.0	48.0	67.3	
All Faculty																											
Percent	10.1%	9.5%	10.5%	10.6%	11.4%	11.8%	13.4%	11.5%	14.7%	14.7%	14.8%	17.3%	15.2%	16.1%	17.4%	16.3%	17.1%	19.3%	16.7%	16.1%	18.1%	19.8%	19.2%	18.5%	18.0%	19.6%	
Number	68.0	69.0	71.3	72.7	76.7	91.8	103.5	91.5	117.0	116.0	117.0	135.0	120.3	143.0	167.5	143.0	160.0	180.0	149.0	147.0	168.0	196.0	194.0	188.0	175.0	199.8	
Ph.D. Students																											
Ph.D. Granted																											
Percent	25.5%	29.6%	22.7%	22.1%	25.0%	24.0%	24.4%	26.1%	24.9%	26.1%	28.0%	31.6%	31.1%	30.5%	31.0%	26.8%	28.1%	27.8%	27.3%	33.2%	29.3%	28.4%	26.2%	26.9%	25.3%	32.0%	
Number	77.0	98.0	82.0	80.0	89.5	76.0	81.0	90.0	84.0	86.0	92.0	118.0	109.5	105.0	115.0	101.0	92.0	96.0	99.0	124.0	102.0	110.0	112.0	98.0	98.0	123.0	
ABD																											
Percent	23.0%	21.8%	25.6%	23.2%	24.0%	25.6%	26.5%	27.5%	27.5%	33.0%	30.1%	29.3%	29.3%	27.6%	27.7%	28.9%	27.0%	29.5%	27.9%	30.3%	26.5%	25.7%	26.7%	27.0%	27.3%	25.9%	
Number	232.0	80.0	303.5	260.0	278.3	286.6	288.4	290.3	343.5	384.0	444.5	418.0	401.0	388.0	355.0	404.5	395.0	438.0	415.0	444.0	427.0	390.0	451.0	444.0	447.0	396.0	
First Year																											
Percent	21.4%	27.4%	24.7%	29.9%	30.2%	28.1%	29.6%	27.4%	31.1%	29.4%	28.1%	27.3%	27.2%	29.9%	30.1%	27.9%	25.1%	27.8%	27.3%	28.4%	27.4%	24.9%	29.5%	26.0%	29.9%	32.5%	
Number	93.0	132.0	128.8	142.7	141.2	143.3	134.0	138.0	156.0	145.0	133.0	132.0	126.0	141.0	139.0	129.0	122.0	132.0	124.0	121.0	123.0	112.0	130.0	116.0	126.0	167.0	
Undergraduate																											
Economics Majors																											
Percent	--	32.1%	31.6%	33.0%	33.6%	32.6%	33.4%	34.3%	35.3%	35.3%	36.1%	36.2%	35.9%	34.2%	34.8%	35.0%	35.5%	36.2%	36.2%	39.3%	37.4%	37.2%	37.6%	39.2%	37.0%	37.2%	
Number	--	821	769	1009	1259	1061	1313	1461	1718	1925	1961	2136	1841	1666	1554	2000	1970	2114	2077	2241	2290	2494	2427	2446	2431	2282	
Senior Majors																											
Percent	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	34.0%	35.2%	38.1%	37.3%	37.6%	37.7%	37.1%	38.7%	38.1%	38.8%	37.8%	
Number	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1588	2164	3004	2548	1505	2319	1674	1817	1994	2202	2126	



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Figure 2. The Pipeline for Departments *without* Doctoral Programs: Percent of Students and Faculty who are Women, 2006–2019



all Ph.D. and non-Ph.D. granting departments. It also examines gender differences in outcomes in the Ph.D. job market and progress (and attrition) of women through the academic ranks. In the two decades after CSWEP's first survey, there was significant improvement in women's representation in economics. By 1994, women made up almost a third of new Ph.D. students and almost a quarter of assistant professors in economics departments with doctoral programs. The share of associate and full professors who were women had almost tripled (Table 1). The increased entry of women into economics in the late twentieth century is now reflected in later stages of the academic pipeline; in 2019, women made up 14.5% of full professors and 25.8% of associates (in Ph.D. granting departments). Despite this progress, there are still more women in non-tenure track positions (276) in Ph.D.-granting economics departments than either full (234) or associate (180) professors (Table 1). Moreover, progress at increasing the flow of women *into* the pipeline stopped earlier in

the century. The female share of assistant professors, now at 30.3%, and of the entering cohort of Ph.D. students, at 34.7%, plateaued around 2005 (Table 1). The share of women among undergraduate economics majors at these same schools has increased (from 30.0% in 1998 to 33.5% in 2019), but is still well below parity, and does not approach the 55% share of women in the undergraduate population.¹⁰

One sign of progress in 2019 is that a record nine top twenty departments have first year classes that are at least 40% female (Table 7). On a more sanguine note, the pipeline for women in academic departments seems to have gotten leakier. CSWEP's model has long shown that women complete their Ph.D.s and enter into assistant professor positions at proportions roughly equal to their share as new graduate students for each cohort. Women have been less likely to transition to tenured associate or full professors,

¹⁰ According to the National Center for Science and Engineering Statistics report on *Women, Minorities, and Persons with Disabilities in Science and Engineering*, 55% of full-time undergraduates are female.

creating a leaky pipeline. While women continue to complete their Ph.D.s at the same rate as men (Figure 3), they have disproportionately exited (or perhaps never entered) the assistant professor ranks prior to coming up for tenure (Figure 4). This new leakage emerged after 2004, at the same time that women's entry into Ph.D. programs stopped increasing, suggesting that there may be a common underlying cause.

B. The CSWEP Annual Surveys, 1972-2019

In fall 2019 CSWEP surveyed 126 doctoral departments and 112 non-doctoral departments. This report analyzes the responses provided by all 126 doctoral and 104 non-doctoral departments.¹¹

¹¹ We handle missing data as follows. We impute responses for missing items or non-responding departments. In years when non-responders to the CSWEP survey did respond to the AEA's Universal Academic Questionnaire (UAQ), we use UAQ data to impute missing responses. When the department responded to neither CSWEP nor UAQ, we use linear interpolation from survey responses in other years. Table 8 and appendix figures provide more detail on response rates and the impact of imputation on reported results. We are very grateful to Charles C. Scott and the American Economic Association for sharing the UAQ data with us.

Table 3. Percent Women Faculty and Students: Economics Departments without Doctoral Programs

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Faculty														
Full Professor														
Percent	19.8%	21.8%	20.3%	22.2%	25.2%	25.0%	23.5%	23.9%	23.1%	25.4%	25.2%	24.2%	27.8%	28.0%
Number	88.7	100.7	106.1	109.4	125.1	121.4	112.1	113.3	109.5	122.0	118.0	114.0	127.5	130.4
Associate Professor														
Percent	35.5%	34.2%	34.4%	32.9%	32.5%	31.2%	32.7%	35.5%	35.8%	36.7%	38.5%	38.7%	42.3%	40.1%
Number	97.9	94.1	105.5	101.7	102.2	95.3	93.5	99.0	105.0	104.5	108.0	110.0	112.0	117.1
Assistant Professor														
Percent	35.2%	37.8%	37.2%	40.7%	40.1%	41.4%	41.0%	39.8%	41.0%	41.8%	40.3%	42.0%	41.3%	39.6%
Number	95.4	109.1	117.2	117.5	121.5	121.7	119.8	116.2	121.4	131.3	129.9	133.0	135.0	134.6
All Tenure Track (Subtotal)														
Percent	28.4%	29.6%	28.7%	30.2%	31.3%	31.2%	30.8%	31.4%	31.6%	33.1%	33.2%	33.3%	35.7%	34.8%
Number	282.0	303.9	328.8	328.6	348.8	338.3	325.4	328.4	335.9	357.8	355.9	357.0	374.5	382.2
All Non-Tenure Track														
Percent	34.5%	34.7%	36.8%	30.6%	37.2%	36.2%	33.0%	36.5%	36.0%	36.3%	33.8%	31.8%	28.5%	34.9%
Number	86.6	90.4	103.8	86.7	92.9	92.2	102.4	64.3	85.0	138.0	109.5	93.0	47.0	79.9
All Faculty														
Percent	29.6%	30.6%	30.3%	30.2%	32.4%	32.1%	31.3%	32.1%	32.4%	34.0%	33.4%	33.0%	34.7%	34.8%
Number	368.7	394.4	432.6	415.3	441.7	430.5	427.9	392.7	420.9	495.8	465.4	450.0	421.5	462.1
Students														
Undergraduate Economics Majors Graduated														
Percent	34.4%	33.2%	33.9%	35.8%	35.5%	34.4%	34.2%	34.4%	34.0%	33.6%	36.0%	35.9%	35.3%	35.1%
Number	1460.1	1598.0	1801.7	1875.5	1698.0	1659.6	1565.8	1508.0	1873.1	1999.8	2272.6	2188.3	2300.5	2152.5
Undergraduate Senior Majors														
Percent	35.1%	37.7%	36.0%	36.4%	36.8%	35.9%	34.1%	35.3%	34.7%	35.2%	35.8%	35.8%	36.0%	35.4%
Number	1627.4	1865.3	1828.0	1951.1	2098.9	2025.8	1893.9	1682.2	1964.1	2212.2	2326.9	2387.7	2246.5	2144.5
M.A. Students Graduated														
Percent	38.0%	43.9%	32.1%	39.4%	34.9%	39.4%	38.0%	37.1%	39.9%	41.2%	42.0%	41.7%	47.6%	38.6%
Number	23.0	59.5	76.7	87.3	81.8	68.4	65.3	57.0	65.0	56.0	47.0	48.0	39.0	72.9
M.A. Students Expected to Graduate														
Percent	--	--	--	--	--	--	--	46.7%	40.1%	32.3%	44.3%	41.7%	42.0%	35.2%
Number	--	--	--	--	--	--	--	56.0	68.5	36.7	49.3	50.0	34.0	63.0
N Departments	106.0	106.0	107.0	107.0	110.0	110.0	110.0	111.0	111.0	111.0	112.0	112.0	112.0	112.0

Notes: For each category, the table gives women as a percentage of women plus men. For the five-year intervals, simple averages of annual percentages are reported.

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 departments in research universities that offer a Master’s degree but not a Ph.D. degree program in economics. We have harmonized and documented the departmental-level data from the 1990s to the current period to improve our analysis of long-run trends in the profession. Department-level longitudinal reports are provided to all responding departments; these reports are shared with

department chairs and CSWEP liaisons on an annual basis. Previous years of the survey are accessible as ICPSR study 37118 at <https://doi.org/10.3886/ICPSR37118.v2>.¹²

C. 2019 Survey Results

In 2019 the share of full professors in Ph.D.-granting economics departments who are women reached an all-time high at 14.5% (Table 1, Figure 1). In most other categories, the share of women in Ph.D. granting departments is essentially flat. The share of

¹² Aggregate time series data are publicly available. Department-level panel data are available with a restricted data use agreement. The data are updated annually.

new Ph.D.s granted (32.2%) is exactly the same as the average for the previous decade. The share of the incoming cohort of Ph.D. students increased from 33.2% in 2018 to 34.7% in 2019. The total number of women entering Ph.D. programs in 2019 bounced back from its very low level in 2018, increasing from 474 to 540, suggesting that the increase in women entering Ph.D. programs was concomitant with an overall increase in new Ph.D. students. This appears to be similar to a pattern in the early 2000s, when small increases in the share of women in the profession occurred along with increases in

Table 4. Percent Women in Job Placements of New Ph.D.s from the Top Economics Departments

	All Top 10 Schools							All Top 20 Schools						
	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	2019	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	2019
U.S.-based, All Types														
Percent	24.9%	29.7%	30.1%	26.2%	27.7%	20.7%	37.7%	26.7%	29.1%	31.6%	29.3%	28.3%	23.8%	35.6%
Number	35.8	39.1	45.3	35.6	38.2	31.0	52.0	58.9	59.9	80.0	66.1	71.0	64.0	88.0
Faculty, Ph.D. Granting Department														
Percent	22.1%	25.9%	29.8%	24.5%	28.0%	17.6%	42.6%	24.0%	26.3%	30.9%	27.8%	27.3%	20.2%	40.9%
Number	16.0	18.9	26.8	17.8	19.4	13.0	29.0	27.0	29.5	44.4	33.2	29.4	22.0	38.0
Faculty, Non-Ph.D. Granting Department														
Percent	42.1%	50.1%	26.5%	35.1%	34.4%	14.3%	0.0%	41.8%	50.2%	30.8%	41.2%	33.0%	14.3%	28.6%
Number	6.8	5.3	2.4	2.5	2.0	1.0	0.0	8.8	7.3	6.6	6.9	6.0	1.0	4.0
Non Faculty, Any Academic Department														
Percent	--	--	--	--	35.4%	26.7%	28.6%	--	--	--	--	28.9%	28.6%	19.2%
Number	--	--	--	--	3.4	4.0	2.0	--	--	--	--	6.0	8.0	5.0
Public Sector														
Percent	24.1%	30.3%	31.4%	29.9%	27.2%	10.0%	36.4%	28.3%	28.8%	33.6%	28.9%	26.4%	23.1%	37.5%
Number	6.5	8.5	7.3	6.9	4.6	1.0	8.0	12.3	12.9	14.2	11.5	9.8	9.0	15.0
Private Sector														
Percent	22.4%	30.8%	28.6%	24.1%	25.7%	27.3%	34.2%	25.2%	28.9%	31.7%	28.5%	29.7%	27.9%	35.1%
Number	6.5	6.4	8.8	8.4	8.8	12.0	13.0	10.9	10.2	14.8	14.5	19.8	24.0	26.0
Foreign-based, All Types														
Percent	17.8%	14.5%	23.1%	22.9%	20.2%	27.7%	24.2%	17.8%	19.6%	22.7%	24.4%	24.8%	26.7%	28.8%
Number	5.8	4.3	9.1	12.3	8.4	13.0	15.0	10.8	11.2	18.4	26.8	22.0	28.0	34.0
Academic														
Percent	24.5%	13.4%	25.3%	23.0%	23.1%	27.3%	25.0%	19.8%	19.9%	25.2%	22.3%	26.5%	26.7%	32.2%
Number	5.3	3.0	7.1	9.3	6.8	9.0	11.0	8.5	8.2	13.6	17.7	16.8	20.0	28.0
Nonacademic														
Percent	6.1%	17.7%	18.1%	22.6%	11.6%	28.6%	22.2%	13.2%	17.7%	17.6%	29.6%	20.6%	26.7%	19.4%
Number	0.5	1.3	2.0	3.1	1.6	4.0	4.0	2.3	3.0	4.8	9.1	5.2	8.0	6.0
Unknown Placement														
Percent	--	--	--	--	--	--	100.0%	--	--	--	--	--	--	33.3%
Number	--	--	--	--	--	--	1.0	--	--	--	--	--	--	1.0
No Placement														
Percent	19.6%	31.7%	6.7%	0.0%	6.7%	50.0%	0.0%	18.5%	34.7%	23.4%	18.1%	25.7%	50.0%	33.3%
Number	6.5	2.5	0.6	0.0	0.2	1.0	0.0	9.0	4.0	3.5	1.2	0.8	2.0	2.0
Total on the Market														
Percent	23.3%	27.1%	28.0%	24.8%	25.9%	22.6%	33.3%	24.1%	27.2%	29.4%	27.5%	27.4%	24.9%	33.4%
Number	48.0	45.9	55.0	47.9	46.8	45.0	68.0	78.6	75.1	101.9	94.1	93.8	94.0	125.0

Notes: For five year intervals, simple averages are reported.



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Figure 3. Lock-Step Model: Percentage of women, by entering Ph.D. cohorts—Matriculation, graduation and entry into first-year assistant professorship

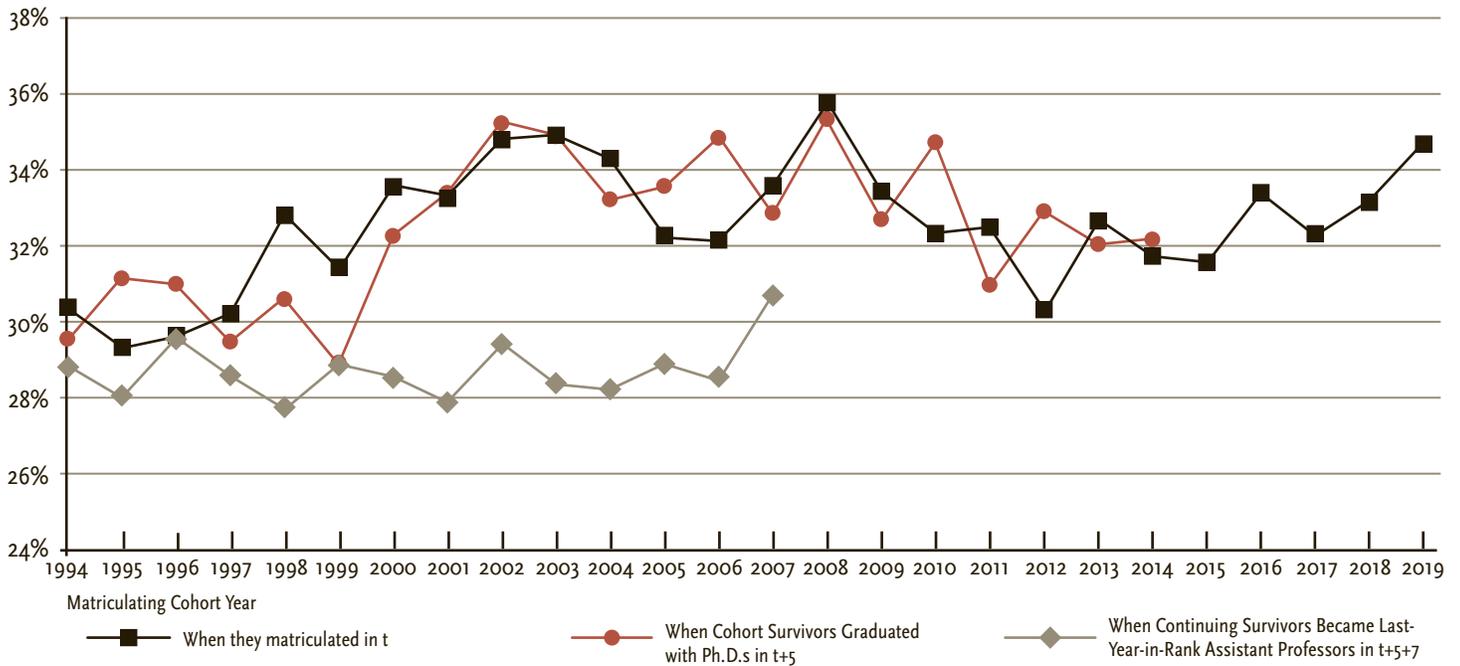


Figure 4. Lock-Step Model: Percentage of women, by receiving-Ph.D. cohort—Graduation, last year-in-rank assistant professorship, and last year-in-rank associate professors

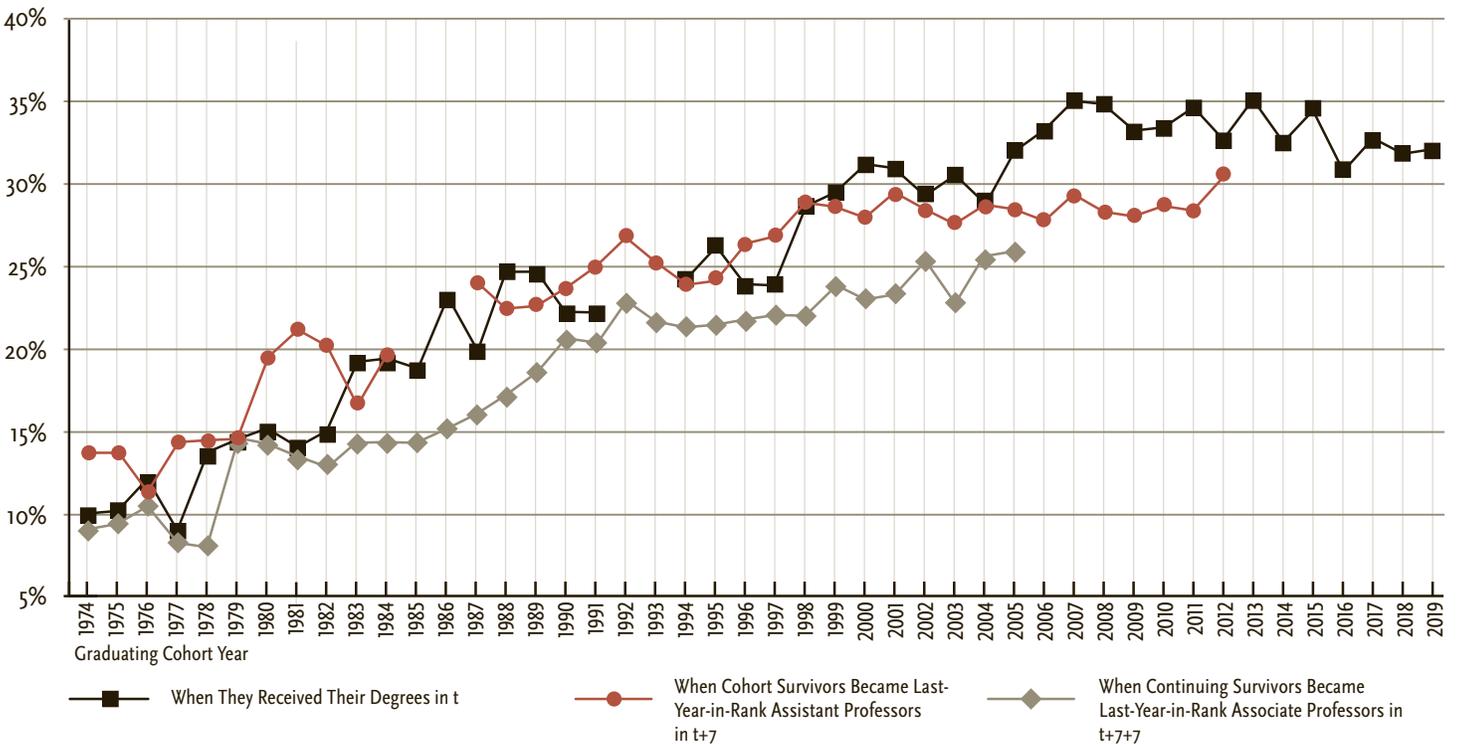


Table 5. Percent Women in Job Placements of New Ph.D.s from All Other Economics Departments

	All Other Schools						
	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	2019
U.S.-based, All Types							
Percent	28.9%	32.6%	34.7%	39.5%	37.5%	36.8%	34.7%
Number	80.5	75.5	111.0	153.2	169.2	174.0	160.0
Faculty, Ph.D. Granting Department							
Percent	31.1%	29.2%	30.6%	36.7%	33.2%	39.0%	36.9%
Number	26.0	21.3	35.4	48.6	36.0	30.0	31.0
Faculty, Non-Ph.D. Granting Department							
Percent	28.3%	36.5%	41.0%	39.3%	38.3%	35.7%	35.7%
Number	26.0	19.3	35.2	46.4	48.0	50.0	41.0
Non Faculty, Any Academic Department							
Percent	--	--	--	--	30.7%	41.4%	34.8%
Number	--	--	--	--	15.2	29.0	23.0
Public Sector							
Percent	30.1%	33.9%	34.2%	36.4%	35.5%	28.0%	31.1%
Number	16.3	18.0	18.0	24.2	22.4	14.0	19.0
Private Sector							
Percent	24.6%	32.9%	33.5%	48.5%	45.2%	37.5%	34.1%
Number	12.3	17.0	22.4	34.0	47.6	51.0	46.0
Foreign-based, All Types							
Percent	17.9%	25.4%	25.1%	29.5%	31.8%	29.3%	24.6%
Number	21.5	17.3	26.8	50.0	57.4	66.0	42.0
Academic							
Percent	21.5%	30.8%	28.7%	31.7%	34.5%	30.6%	26.0%
Number	16.0	12.0	17.4	32.4	42.2	49.0	33.0
Nonacademic							
Percent	12.1%	19.0%	20.3%	26.1%	26.1%	26.2%	20.5%
Number	5.5	5.3	9.4	17.6	15.2	17.0	9.0
Unknown Placement							
Percent	--	--	--	--	--	--	7.7%
Number	--	--	--	--	--	--	1.0
No Placement							
Percent	21.1%	26.4%	33.6%	36.8%	43.1%	53.7%	35.9%
Number	18.5	8.3	13.4	26.0	15.2	51.0	14.0
Total On the Market							
Percent	24.7%	30.4%	32.3%	36.6%	36.2%	36.7%	31.7%
Number	120.5	101.0	151.2	229.2	241.8	291.0	217.0

*Notes: For five year intervals, simple averages are reported.

the total number of incoming students (Table 1). The proportion of assistant professors who are women increased slightly, from 28.4% in 2018 to 30.3% in 2019. Women make up less than a quarter of all faculty in Ph.D.-granting departments, and over a quarter of all female faculty in Ph.D.-granting departments are in non-tenure track positions. In top departments, almost half of all female faculty are in non-tenure track positions.

Turning to the 21 economics departments that make up the “top twenty,” and produce the vast majority of faculty who teach in Ph.D.-granting departments, we see a similar pattern. In 2019, the top 20 departments increased the representation of women very slightly in most dimensions. The share of full professors, assistant professors, and entering Ph.D. students increased slightly (Tables 2a and 2b). The share of women among Ph.D.s granted increased substantially, as did, interestingly, the share of non-tenure track instructors. The stagnation of the last 15 years is now showing up as a declining share of associate professors who are female. Older cohorts are continuing to increase women’s share at the full professor rank, but they are not being replaced in equal numbers. One sign of progress is that both the top 10 and the top 20 increased both the share and the number of women in the entering Ph.D. class. Women make up 32.1% of new students in top ten departments, the highest fraction ever.

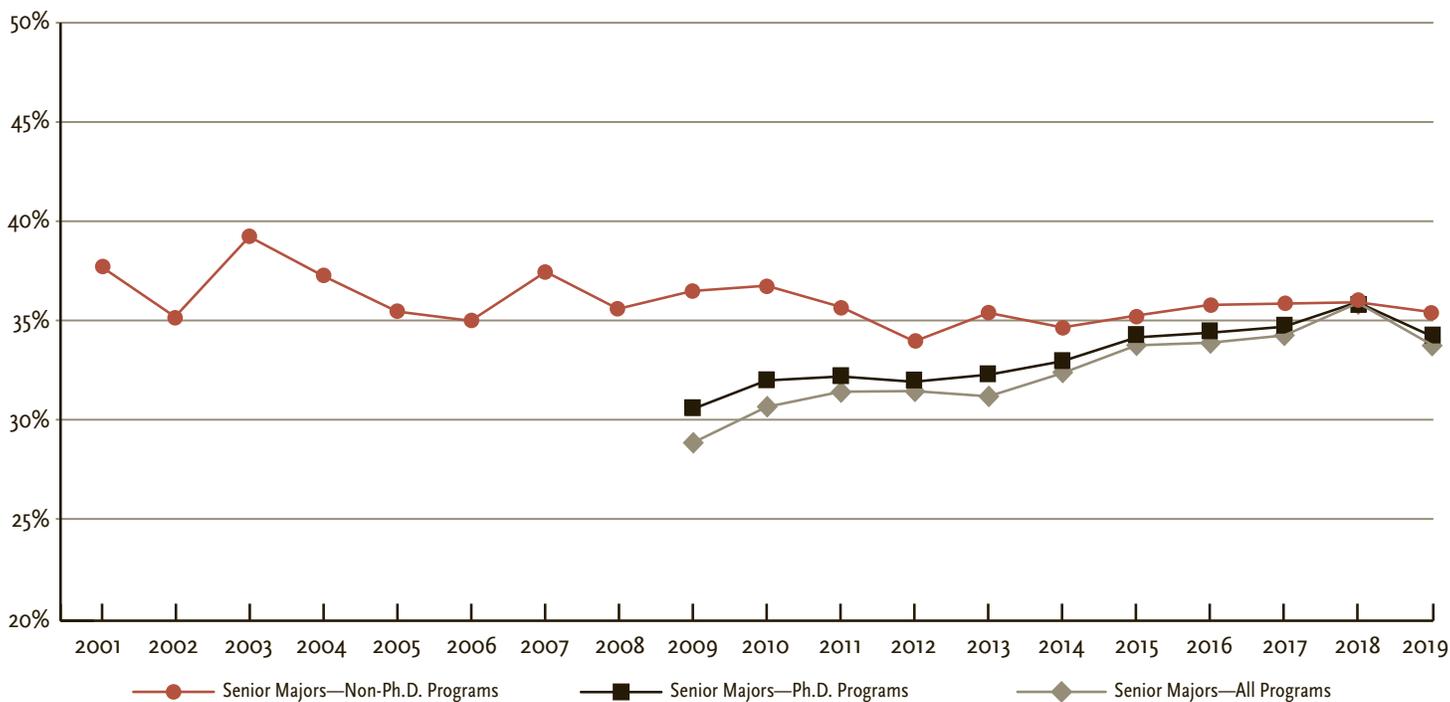
Turning to an examination of non-doctoral departments, Figure 2 and Table 3 show a similar pattern to that observed in Ph.D.-granting departments.¹³ The share of faculty who are women is higher than in Ph.D.-granting departments, at every level of the professoriate, but there has been remarkably little change in this century. In general, the share female falls as the research

¹³ We report data on non-Ph.D. departments beginning in 2006. The sample changed considerably in that year, expanding to include departments in universities that give masters. Figure 2 and Table 3 use a consistent panel of departments over time.

Table 6. New Ph.D. Job Placement by Gender and Department Rank, Current Year

2018–2019	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
U.S.-based, All Types (Share of all individuals by gender)	76.5%	63.2%	63.2%	64.6%	73.7%	64.5%
Faculty, Ph.D. Granting Department	55.8%	45.3%	25.0%	21.9%	19.4%	17.6%
Faculty, Non-Ph.D. Granting Department	0.0%	3.5%	11.1%	9.6%	25.6%	24.6%
Non-Faculty, Any Academic Department	3.8%	5.8%	8.3%	21.9%	14.4%	14.3%
Public Sector	15.4%	16.3%	19.4%	15.1%	11.9%	14.0%
Private Sector	25.0%	29.1%	36.1%	31.5%	28.7%	29.6%
Foreign-based, All Types (Share of all individuals by gender)	22.1%	34.6%	33.3%	32.7%	19.4%	27.6%
Academic Job	73.3%	70.2%	89.5%	70.3%	78.6%	72.9%
Nonacademic Job	26.7%	29.8%	10.5%	29.7%	21.4%	27.1%
Unknown Placement (Share of all individuals by gender)	1.5%	0.0%	0.0%	1.8%	0.5%	2.6%
No Placement (Share of all individuals by gender)	0.0%	2.2%	3.5%	0.9%	6.5%	5.4%
Total on the Market	68	136	57	113	217	467

Figure 5. Undergraduate Senior Economics Majors



Note: CSWEP Ph.D. survey began collecting major counts in 2009



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Table 7. Distribution of Top 20 Departments by Female Share of First Year Ph.D. Class, 2014–2019

Share of women in first year Ph.D. class	Number of Programs					
	2014	2015	2016	2017	2018	2019
40% or above	2	3	6	2	7	9
35–39%	1	0	1	1	0	0
30–34%	5	2	2	8	2	5
25–29%	6	6	5	1	3	5
20–24%	2	6	3	3	3	0
Below 20%	5	4	4	6	6	2

*Note: This table classifies departments by the share of women in their entering class. This differs from the average share of women entering Ph.D. programs, each year, because of differences in the size of different programs.

intensity of the department increases (e.g., from top 20 to top ten). The one exception is among undergraduates. In the top ten departments, women made up 37.9% of senior majors in 2019; 37.8% of majors in the top 20; 33.8% in all Ph.D. granting departments; and 35.4% in non-doctoral departments (Tables 1, 2, and 3). Both doctoral and non-doctoral programs rely on women to teach, with women making up 37.6% of all non-tenure track faculty in the former and 34.9% in non-doctoral departments.

At every level of the academic hierarchy, from entering Ph.D. student to full professor, women have been and remain a minority. Moreover, within the tenure track, from new Ph.D. to full professor, the higher the rank, the lower the representation of women (Figure 1). In 2019 new doctorates were 32.3% female, falling to 30.3% for assistant professors, to 25.9% for tenured associate professors, and 14.6% for full professors. This pattern has been characterized as a “leaky pipeline.” Our reliance

on this leaky pipeline for incremental progress in women’s representation in the profession depends on continued growth in entry, which no longer appears to be forthcoming. To the contrary, the pipeline seems to leak earlier in the academic pipeline, as the share of assistant professors who are female is no longer tracking those who complete their Ph.D.s.

To provide a visual representation and estimates of this leaky pipeline, this report presents a simple lock-step model of typical academic career advancement (Figures 3 and 4). We track the gender composition of younger cohorts from when they enter graduate school and older cohorts from receipt of their degree. We compare the share female as the cohort progresses through academic ranks. Figure 3 shows that the proportion of women receiving their Ph.D.s has been almost exactly the same as the proportion of women entering Ph.D. programs six years prior. There does not appear to be excess attrition of women in graduate school.

However, there is evidence of attrition from graduate school into academia and during the academic probationary period: women’s share of assistant professors is considerably smaller than would be predicted from the number receiving Ph.D.s seven years earlier (Figure 3). This same pattern is reproduced in Figure 4, as the share female receiving the Ph.D. diverges from the share of assistant professors for the cohorts of women who finished their degrees in 2004 and later. The pipeline has gotten leakier for younger women in the last decade. Figure 4 demonstrates as well the continuing excess attrition as women move (or don’t) through the ranks. The female share of associate professors is consistently about 5% lower than the share who were assistant professors seven years earlier.

Figure 5 shows the trend for women undergraduate senior majors (for Ph.D. and non-Ph.D. granting departments) over time. The female share is somewhat higher in non-Ph.D. departments than in Ph.D.-granting departments, but they have converged in recent years. Unfortunately, they have converged at around 35%, the maximum reached by Ph.D.-granting departments, well below the 40% reached by undergrad-focused schools earlier in the century. The share female fell in 2019, perhaps as a result of the negative publicity received by the discipline in the last year.

Tables 4, 5, and 6 provide snapshots of the job market experiences of women from different types of Ph.D. programs. Table 4 reports that women made up over 35% of job candidates from the top

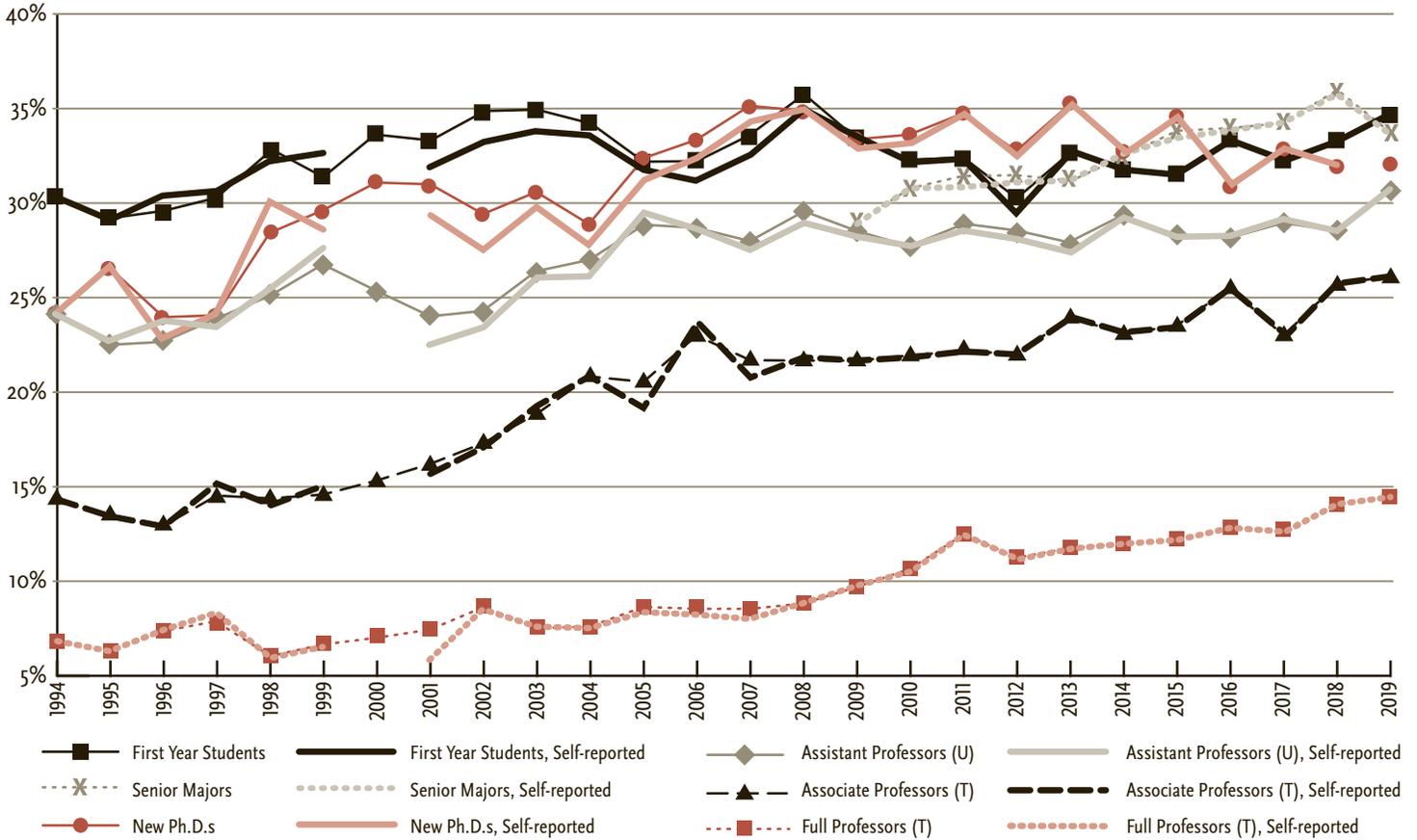
Table 8. Number of Economics Departments in the CSWEP Survey, by Year and Type of Program

	Year of survey																		
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
With Doctoral Programs																			
Number responded CSWEP	68	77	92	98	91	93	100	110	120	122	122	117	122	124	124	126	126	126	126
Number of programs (analysis)	121	122	122	123	123	124	124	124	124	126	126	126	127	127	127	126	126	126	126
Without Doctoral Programs																			
Number responded CSWEP	49	33	49	61	65	69	63	71	66	80	82	62	101	104	107	84	109	108	104
Number of programs (analysis)	89	92	96	102	106	106	106	107	107	110	110	110	111	111	111	112	112	112	112

Notes: Any non-respondents are imputed, with UAQ if they responded to that survey, and then with linear interpolation for any remaining non-responding years.

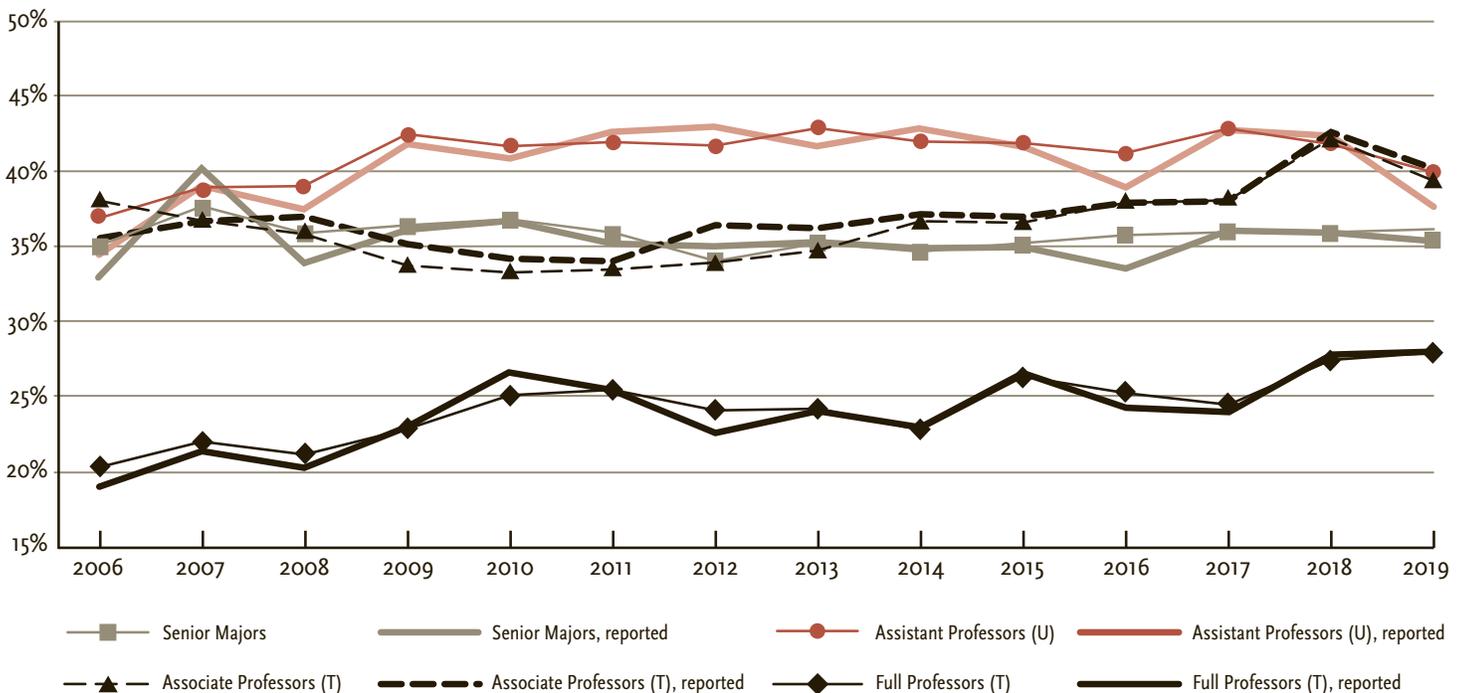
Appendix A: Figures and Tables on Data Quality and Reporting

Figure 6a. Comparison of self-reported and imputed data from Figure 1



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

Figure 6b. Comparison of self-reported and imputed data from Figure 2



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

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20 schools last year. They made up larger fractions of academic placements in Ph.D.-granting departments, perhaps reflecting the increased attention given to the status of women in the economics profession over the last year.¹⁴ Note that this placement was not as assistant professors in top 20 departments, which did not show much of an increase in 2019 (Table 2b). Instead, there was a large increase in the number of women in non-tenure track positions in Top 20 departments. Consistent with a recent Brookings report on *Gender and Racial Diversity of Federal Government Economists*, women were disproportionately placing in the public and private sectors.¹⁵ Women's representation in foreign job placements was similar to prior years. Table 5 presents the share female and outcomes for job market candidates in Ph.D.-granting departments outside the top 20. Just under 35% of job market candidates from these departments were female. Table 6 presents placement data slightly differently, showing where last year's job market candidates placed, by the rank of the originating department. Unlike in prior years, women job candidates, especially those in top 10 schools, were more likely than men on the job market to take positions in Ph.D.-granting institutions. This seems to represent a shift from other academic jobs, not from non-academic to academic positions.

Women's representation in economics seemed to have peaked at the beginning of the turn of this century, with little improvement in new entrants to doctoral programs or the professoriate

(Figure 1). For the top 20 programs, the share was flat or even slightly downward over the last twenty years. In 2019 the share of women in the top 20 programs increased, and nine programs have first year classes that are over 40% female (Table 7). This suggests that it is possible for the economics profession to change, and hopefully represents an inflection point toward a more inclusive and egalitarian profession.

D. Conclusions

This report is unsurprisingly similar to those of previous years, showing stagnation in the representation of women either entering the economics profession or advancing from untenured assistant to tenured associate professor. There seems to be increasing attrition of women as assistant professors. Women make up a larger share of undergraduate majors, though those numbers do not approach parity and are not increasing over time. Women are over-represented in non-tenure-track teaching jobs. Almost 40% of the female faculty in top 20 economics departments are in non-tenure track teaching positions. This may play a role in shaping how undergraduate women view the economics profession. 2019 did see a slight uptick in the female share of the incoming Ph.D. class, the area where rapid change is most possible. Hopefully this is the beginning of a shift in the inclusiveness of the field.

CSWEP's many years of data on the evolution of faculty composition at the department level are unique in the social sciences and beyond. CSWEP now makes department-level longitudinal data available to individual departments so that they have this information to determine appropriate steps to achieve gender equity. Annual aggregate data and departmental-level data are available for research purposes in a manner that protects the confidentiality of the responding departments through the Inter-university Consortium for Political and Social Research and will be updated annually.

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 confer awards and celebrate 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](https://www.cswep.org) for more information.

¹⁴ See, for example, Alice Wu, "Gender Bias in Rumors Among Professionals: An Identity-based Interpretation" *Review of Economics and Statistics*, forthcoming; Alice Wu, "Gendered Language on the Economics Job Market Rumors Forum" *AEA Papers and Proceedings*, 108: 175-79 (2018); Alice Wu, "Gender Stereotyping in Academia: Evidence from Economics Job Market Rumors Forum." (Undergraduate Thesis, UC Berkeley, 2017); Justin Wolfers, "Why Women's Voices are Scarce in Economics" *New York Times* February 2, 2018; and "Economics is Uncovering its Gender Problem" *The Economist* March 21, 2019, available at <https://www.economist.com/leaders/2019/03/21/economics-is-uncovering-its-gender-problem>.

¹⁵ David Wessel, Louis Sheiner, and Michael Ng, Hutchins Center on Fiscal and Monetary Policy report, September 2019, available at <https://www.brookings.edu/research/gender-and-racial-diversity/>.

Appendix B: Directory of 2019 CSWEP Board Members

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Calls, Announcements, and Sessions at Upcoming Meetings

Call for Abstracts CSWEP Sessions @ 2021 American Economic Association Meeting

January 3–5, 2021, (Sunday,
Monday & Tuesday)
Hyatt Regency Chicago, Chicago, IL

DEADLINE: 6 MARCH 2020

CSWEP invites abstract submissions for paper presentation at six CSWEP-sponsored sessions at the 2021 ASSA/AEA Meeting in Chicago. Two sessions will be focused on **Gender-related topics**. We are particularly interested in papers on gender in the economics profession, although the decision to sponsor a session on this topic will depend on the number and quality of submissions. Two sessions will include papers on **Innovation and Entrepreneurship**, and two sessions will be in the field of **Inequality**.

CSWEP's primary intention in organizing these sessions is to create an opportunity for junior women to present papers at the meetings; and to provide an opportunity to meet with and receive feedback from leading economists in their field. For this reason, the presenting author of each paper should be a junior woman. The term *junior woman* usually refers to a woman who is untenured, or who has received her Ph.D. less than seven years ago; but could also refer to a woman who has not yet presented papers widely. There are no restrictions on the gender or seniority of coauthors. There are two exceptions to the requirement that the presenting author be a junior woman—the gender-related sessions are open to all junior economists, and potential sessions on gender in the economics profession are open to all.

The organizers of the AEA sessions will select a subset of the presented pa-

pers for publication in the 2021 *AEA Papers & Proceedings*. Authors of accepted abstracts will be invited to submit their paper for publication consideration in December.

In addition to individual paper submissions, complete session proposals may be submitted, but the papers in the session proposal will be considered individually. Duplication of paper presentation at multiple AEA Sessions is not permitted, therefore authors will be expected to notify CSWEP immediately and withdraw their abstract if their paper is accepted for a non-CSWEP session at the 2021 AEA Meeting. Similarly, authors whose paper is accepted to a 2021 CSWEP session will be expected to withdraw it from consideration by any other organization at the same meetings.

Call for Papers NBER Study Group on Gender in the Economy

24–25 July 2020
Cambridge, MA

DEADLINE: 18 March 2020

To promote research on the role of gender in both developing and developed economies, the National Bureau of Economic Research (NBER), with the support of the Bill and Melinda Gates Foundation, has formed a Study Group on Gender in the Economy. This initiative will bring together researchers who study economic aspects of gender in a variety of economic sub-fields, and in a range of different institutional settings, to share and discuss current research findings and to identify promising directions for future research. The Study Group will be directed by Claudia Goldin (Harvard University and NBER), Seema Jayachandran (Northwestern University and NBER), and Claudia Olivetti (Dartmouth College and NBER). Further information on the Study Group, including its inaugural

members, may be found at <http://projects.nber.org/drupal/GITE>

The Study Group will convene a two-day research meeting on Gender in the Economy in Cambridge, Massachusetts, on Friday and Saturday, July 24–25, 2020, as part of the NBER Summer Institute. The meeting will feature nine research presentations. The organizers welcome submissions of research papers that address the impact of gender on economic outcomes at both the microeconomic and macroeconomic level, develop frameworks for understanding why gender matters, and analyze the economic impact of gender-linked policies. While the meeting will focus primarily on empirical research, conceptual papers are also welcome. Potential topics of interest include, but are not limited to:

- The role of women in both formal and informal labor markets, including the effect of market conditions on labor supply, the role of public policies in affecting lifecycle labor supply patterns, the impact of the gender composition of the labor force on unemployment dynamics, and the productivity and compensation of women and men;
- The role of women in financial markets, including women's roles in informal capital markets in developing nations, the impact of financial knowledge and education on household well-being, and the behavior of women as investors in both households and in corporate settings;
- The effect of women on health outcomes, and of health considerations on women's role in the economy, including the link between education for women and family health outcomes, the role of women as caregivers in both formal (nursing) and informal (late life care for the elderly) settings, and the impact of a nation's health care and child care

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institutions on women's economic outcomes;

- The economic determinants of and consequences of fertility choices, including the factors that affect the aggregate birth rate in both developed and developing nations, and the impact of policies such as universal child care or paid family leave on fertility.

To be considered for presentation at the meeting, papers must be submitted by noon EDT Wednesday, March 18, 2020, via the following link:

<http://papers.nber.org/confsubmit/backend/cfp?id=SI20GE>

Papers by researchers with and without NBER affiliations, by early career scholars, and by researchers from under-represented groups, are welcome. Papers that will be published by July 2020 will not be considered. Authors will be notified about whether their papers have been selected by late April, 2020.

The NBER will cover the travel cost for up to two authors per paper; other co-authors are also welcome to attend at their own expense. Please direct questions about this conference to confer@nber.org.

Call for Papers CSWEP Sessions @ 90th Southern Economic Association Annual Meeting

21–23 November 2020
New Orleans, LA

DEADLINE: 20 March 2020

CSWEP will sponsor several sessions at the Southern Economics Association Meetings to be held November 21–23, 2020 at the New Orleans Marriott, New Orleans, LA.

Jennifer Doleac (CSWEP Southern representative) will organize one or more sessions on the economics of crime and discrimination. Abstracts of papers in those areas are particularly solicited, although submissions in other areas will also be considered for

potential separate sessions. Proposals for complete sessions (organizer, chair, presenters and discussants) are particularly encouraged. Please email abstracts (1–2 pages, include names of all authors, as well as all their affiliations, addresses, email contacts, paper title).

The deadline to submit a paper or session is March 20, 2020. All submissions should be sent to Jennifer Doleac, CSWEP Southern Representative, jdoleac@tamu.edu.

CSWEP Graduate Student Mentoring Workshop @ 90th Southern Economic Association Annual Meeting

20 November 2020
New Orleans, LA

DEADLINE: TBD

CSWEP is organizing a half-day mentoring workshop for female/non-binary third-year economics Ph.D. students the Friday afternoon before the SEA meetings begin (November 20, 2020). A call for applications will be posted later this spring. For more information in the meantime, contact Maya Rossin-Slater (mrossin@stanford.edu).

CSWEP Sessions @ Upcoming Meetings

CSWEP Sessions @ Eastern Economic Association 46th Annual Conference

27 February–1 March 2020
Boston Sheraton, Boston, MA

Gender in the Home, at Work, and in Prison

Session Chair: Hope Corman (Rider University)

Session Organizer: Karen Conway (University of New Hampshire)

Child-bride marriage and fetal sexing technology

Paola A. Suarez (Seton Hall University)

Discussant: Patralekha Ukil (University of Connecticut)

Gender division of labor in the making: unpaid household work of adolescents in Mongolia

Chimedlkham Zorigtbaatar (University of Utah)

Discussant: Debra Israel (Indiana State University)

Leaning in: is higher confidence the key to women's career advancement?

Leonora Risse (Harvard University/RMIT University)

Discussant: Jennifer Meredith (Colby College)

A comparison of the female and male racial disparities in imprisonment

Anne-Charlotte Suoto (University of Pittsburgh), Junsoo Lee (University of Alabama), Paul Pecorino (University of Alabama)

Discussant: Hope Corman (Rider University)

Health Outcomes

Session Chair: Dhaval Dave (Bentley University)

Session Organizer: Karen Conway (University of New Hampshire)

Lead in drinking water and birth outcomes: a tale of two water treatment plants

Muzhe Yang (Lehigh University), Dhaval Dave (Bentley University)

Discussant: Viviane Sanfelice (Temple University)

Mosquito-borne diseases and newborn health

Viviane Sanfelice (Temple University)

Discussant: Dhaval Dave (Bentley University)

The birthweight gains from trade: Chinese imports and infant health in sub-Saharan Africa

Patralekha Ukil (University of Connecticut), Jorge M. Aguero (University of Connecticut)

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Discussant: Paola A. Suarez (Seton Hall University)

Is there a sequel out of goodwill? Pain management and subsequent opioid-related hospitalizations

Pei-Chuan Ho (Lehigh University), Shin-Yi Chou (Lehigh University)

Discussant: Molly M. Jacobs (East Carolina University)

Environment, Migration and Politics

Session Chair: Ama Baafrá Abeberese (Wellesley College)

Session Organizer: Karen Conway (University of New Hampshire)

Gender, household decision-making patterns, and green giving: evidence from a regional environmental organization

Debra Israel (Indiana State University)

Discussant: Leonora Risse (Harvard University/RMIT University)

Fish or flight: the long-run impact of property rights in the rural Alaskan salmon fishery

Jennifer Meredith (Colby College)

Discussant: Stephanie Brockmann (University of New Hampshire)

Place-based policies and migration

Ama Baafrá Abeberese (Wellesley College), Ritam Chaurey (Johns Hopkins University), Radhika Menon (Analysis Group)

Discussant: Mahvish Shaukat (The World Bank)

Too close to call: electoral competition and politician behavior in India

Mahvish Shaukat (The World Bank)

Discussant: Ama Baafrá Abeberese (Wellesley College)

Adolescent and Young Adult Outcomes

Session Chair: Kelly Noonan (Princeton University)

Session Organizer: Karen Conway

(University of New Hampshire)

Marijuana legalization and risky behaviors

Anca Grecu (Seton Hall University)

Discussant: Anne-Charlotte Souto (University of Pittsburgh)

School and community involvement of adolescents with chronic health conditions

Kelly Noonan (Princeton University), Hope Corman (Rider University), Nancy E. Reichman (Rutgers University), Manuel E. Jimenez (Children's Health Institute of New Jersey)

Discussant: Yuanwei Xu (Leibniz University of Hannover)

Behavior and genetics: confounding effect on adolescent BMI

Molly M. Jacobs (East Carolina University)

Discussant: Kelly Noonan (Princeton University)

Major complexity and college skill production

Xiaoxiao Li (Villanova University), Sebastian Linde (Grand Valley State University), Hajime Shimao (Santa Fe Institute)

Discussant: Muzhe Yang (Lehigh University)

Economics of Housing Markets

Session Chair: Kusum Mundra (Rutgers University)

Session Organizer: Karen Conway (University of New Hampshire)

Marriage market signals and homeownership for the never married women

Kusum Mundra (Rutgers University), Ruth Uwaifo-Oyelere (Agnes Scott College and IZA)

Discussant: Mallory Vachon (2M Research)

The health consequence of rising housing prices in China

Yuanwei Xi (Leibniz University of Hannover), Feicheng Wang (Georg-August University of Goettingen)

Discussant: Anca Grecu (Seton Hall University)

Market predictors of homelessness in communities across the United States

Mallory Vachon (2M Research), Hiren Nisar (2M Research), Charles Horseman (2M Research), Jim Murdoch (2M Research)

Discussant: Kusum Mundra (Rutgers University)

Mixed-methods evaluation of landlord participation in HUD's housing choice voucher (HCV) program

Hiren Nisar (2M Research), Jim Murdoch (2M Research), Dallas Elgin (2M Research), Mallory Vachon (2M Research)

Discussant: Xiaoxiao Li (Villanova University)

Distributional Benefits and Cost of Public Goods

Session Chair: Viviane Sanfelice (Temple University)

Session Organizer: Rhiannon Jerch (Temple University)

Universal public childcare and labor force participation of mothers in Brazil

Viviane Sanfelice (Temple University)

Discussant: Jessica Brown (University of South Carolina)

Does public pre-K have unintended consequences on the child care market for infants and toddlers?

Jessica Brown (University of South Carolina)

Discussant: Viviane Sanfelice (Temple University)

Food access with supply disruptions in Nicaragua

Margaret Triyana (Wake Forest University), Wyatt Brooks (University of Notre Dame), Kevin Donovan (Yale University) 

Calls, Announcements, Sessions

Discussant: Rhiannon Jerch (Temple University)

Road rationing policies and housing markets

Rhiannon Jerch (Temple University), Panel Jia Barwick (Cornell University), Shanjun Li (Cornell University), Jing Wu (Tsinghua University)

Discussant: Margaret Triyana (Wake Forest University)

Emerging Evidence on Economics of Violence against Women

Session Chair: Nishith Prakash (University of Connecticut)

Session Organizer: Bilge Erten (Northeastern University)

Under pressure: effects of policing quality on domestic violence decisions

Sofia Amaral (Center of Labour and Demographic Economics ifo Institute, University of Munich), Victoria Endl-Geyer (Center of Labour and Demographic Economics ifo Institute, University of Munich), Helmut Rainer (Center of Labour and Demographic Economics ifo Institute, University of Munich)

Discussant: Nishith Prakash (University of Connecticut)

Female employment and intimate partner violence: evidence from Syrian refugee inflows to Turkey

Bilge Erten (Northeastern University), Pinar Keskin (Wellesley College)

Discussant: Sofia Amaral (Center of Labour and Demographic Economics ifo Institute, University of Munich)

Gender, crime and punishment: evidence from women police stations in India

Nishith Prakash (University of Connecticut), Sofia Amaral (Center of Labour and Demographic Economics ifo Institute, University of Munich), Sonia Bhalotra (University of Essex)

Discussant: Bilge Erten (Northeastern University)

Health Issues and Policies in Developing Countries

Session Chair: Catalina Herrera-Almanza (Northeastern University)

Session Organizer: Catalina Herrera-Almanza (Northeastern University)

Women's access to family planning: the role of peers and voucher subsidies

Catalina Herrera-Almanza (Northeastern University), S. Anukriti (Boston College), Mahesh Karra (Boston University), Praveen Pathak (Delhi School of Economics)

Discussant: Naveen Sunder (Harvard T.H. Chan School of Public Health)

Mental health effects of education: evidence from China

Naveen Nunder (Harvard T.H. Chan School of Public Health), Yanan Li (Beijing Normal University)

Discussant: Margaret Triyana (Wake Forest University)

Social interventions, health, and well-being: the long-term and intergenerational effects of a school construction program

Maria Rosales-Rueda (Rutgers University), Bhashkar Mazumder (Federal Reserve Bank of Chicago and University of Bergen), Margaret Triyana (Wake Forest University)

Discussant: Mahesh Karra (Boston University)

Innovative Approaches to Using Art in the Economics Classroom

Session Chair: Natalia V. Smirnova (University of Connecticut)

Session Organizer: Natalia V. Smirnova (University of Connecticut)

Economic lessons from the Dutch Golden Age

Oleg Pavlov (Worcester Polytechnic Institute), James A. Welu (Worcester Art Museum)

Discussant: Steven Pressman (Colorado State University)

Norman Rockwell to the rescue: using illustrations in teaching economics

Natalia V. Smirnova (University of Connecticut), Tom Daly (Norman Rockwell Museum)

Mary L. Lo Re (Touro College Graduate School of Business)

Heuristics for using the arts in teaching economics

Steven S. Taylor (Worcester Polytechnic Institute)

Discussant: Nancy Fox (Saint Joseph's University)

Public Policy, Risky Behaviors, and Vulnerable Population

Session Chair: Joseph J. Sabia (San Diego State University and IZA)

Session Organizer: Joseph J. Sabia (San Diego State University and IZA)

Marriage equality laws and youth suicidal behaviors

Joseph J. Sabia (San Diego State University and IZA), D. Mark Anderson (Montana State University, NBER, and IZA), Kyutaro Matsuzawa (San Diego State University)

Discussant: Bryce Stanley (University of New Hampshire)

Information and the persistence of the gender wage gap: early evidence from California's salary history ban

Drew McNicolas (Center of Health Economics and Policy Studies, San Diego State University and University of California, San Diego), Benjamin Hansen (University of Oregon)

Discussant: Laura Argys (University of Colorado-Denver)

You booze, you lose? Spillover effects of alcohol sales at college football games

Zach Fone (University of New Hampshire)

Discussant: Joseph J. Sabia (San Diego State University)

Calls, Announcements, Sessions

The effects of state e-Verify mandates on crime

Brandyn Churchill (Vanderbilt University), Andrew Dickinson (University of Oregon), Taylor Mackay (University of California, Irvine), Joseph J. Sabia (San Diego State University and IZA)

Discussant: Resul Cesar (University of Connecticut)

CSWEP Sessions @ Midwest Economics Association 2020 Annual Meeting

27–29 March 2020

Hilton Orrington-Evanston
Evanston, IL

Advice for Job Seekers

Friday, 27 March 2020, 10:00–11:45 AM

Session Chair and Organizer: Shahina Amin (University of Northern Iowa)

Lessons learned from the academic job market

Molly Schnell (Northwestern University)

The good, the bad, and the ugly: experiences from 20 years on the interviewer side at a liberal arts college

Sarah West (Macalester College)

Industry interviews on the job market

Evan Buntrock (Amazon.com)

Economic consulting versus academia

Frances Z. Xu Lee (Loyola University Chicago)

Networking Lunch

Friday, 27 March 2020, 12:00–1:00 PM

Academic Career Challenges and Opportunities

Friday, 27 March 2020, 1:15–3:00 PM

Session Chair and Organizer: Shahina Amin (University of Northern Iowa)

Gender diversity in economics: the role of the department chair

Debra Israel (Indiana State University)

Grant funding in economics: do's and don'ts of the application process

Georgia Kosmopoulou (University of Oklahoma)

Balancing teaching, research, and service in mid-career

Anne Villamil (University of Iowa)

Staying research active in a non-tenure-track position

Jill S. Harris (United States Air Force Academy)



Brag Box

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

Kate Anotonovics was recently appointed the Provost of Seventh College at the University of California, San Diego. Congratulations, Kate!

Marie Mora recently became the associate provost for academic affairs at the University of Missouri-St. Louis. In her role, Mora will serve as the point person in the provost's office for strategic planning, assessment and accreditation as well as programs and curriculum. She will also be a key partner in ongoing diversity and equity initiatives, faculty engagement, development and academic personnel matters. To read more about Marie's selection for this position, read the [press release](#). Congratulations, Marie, on your new position!

Pending approval by the Board of Regents, **Rachel Croson** will become the next Executive Vice President and Provost of the University of Minnesota. In this role, she will serve as the chief academic officer for the University of Minnesota System and as provost for the Twin Cities campus. She will have system-wide oversight responsibility for undergraduate, graduate, and professional education, promotion and tenure, academic and research programs and policies, and faculty development. To read more about Rachel's selection for this position, read the [press release](#). Congratulations, Rachel, on your outstanding achievement!

We want to hear from you!

Send announcements to
info@cswep.org.

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