



**Shreyasee Das**  
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## FOCUS Introduction

### A Guide for Non-Tenure Track Faculty

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A growing number of guides and mentoring workshops for young economists focus on the hidden curriculum of the job market and publishing, with the ultimate goal of getting tenure. While there is some discussion on non-academic careers, these guides often overlook a substantial group of people—those in non-tenure track (NTT) positions. Today, one-third of entry-level positions in US academic departments are NTT. Additionally, many tenure-track (TT) faculty don't get tenure and move on to NTT positions where career paths are less clear. This issue aims to create a guide on how to navigate an NTT career. Pathways for NTTs include being at the forefront of innovative teaching at their university, developing a relationship and curriculum with high schools, conducting teaching-related research, directing undergraduate studies, and much more.

Without formal guides on navigating an NTT academic career, many economists often turn to Twitter. It was on Twitter that one of us (Shreyasee) started the conversation on how we could support and guide non-tenure track faculty. As a result, the two of us decided to create a session at the Southern Economic Association meetings in November 2021 with an all-star panel of non-tenure track faculty.

We are thankful to the panelists—Gina Pieters (University of Chicago), Kim Holder (University of West Georgia), Jadrian Wooten (Pennsylvania State University), and Melanie Fox

(Virginia Tech University). Our panelists have also contributed to this issue, along with Christopher Roark (University of Chicago) and Darshak Patel (University of Kentucky). In addition, we are incredibly grateful to José Fernandez (University of Louisville), who is part of the Committee on the Status of Minority Groups in the Economics Profession (CSMGEP), for sponsoring and enthusiastically supporting our session (along with CSWEP). We had an extremely successful session despite the hybrid format and the difficulty faced by many NTT faculty during the pandemic.

One-fifth of academic economists are NTTs (Pieters & Roark). Based on data gathered in the Job Openings for Economics (JOE), the demand for these positions seems to be stable. One thing that may be changing is a promotion system for NTT faculty—such as Assistant Professor of Instruction, Associate Professor of Instruction, and Full Professor of Instruction. Pieters & Roark also find an emerging NTT line of purely research-focused faculty.

The significant focus on teaching in an NTT career could deter those who want to stay research active. As Jadrian Wooten suggests, conducting pedagogical research is a great strategy for NTT faculty. Most importantly, this line of research complements teaching. Moreover, in the absence of a set tenure clock, NTTs have more flexibility in conducting research, both in terms of topics and rigid publishing timelines.

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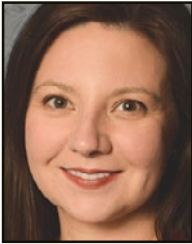
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## From the Chair

### Anusha Chari

Spring is here, and I am happy to present Issue 2 of the CSWEP *News*! This issue provides a guide to navigating non-tenure-track academic career paths.

CSWEP's 2021 Annual Survey highlighted that while women economists account for 26.2% of all faculty in Ph.D.-granting departments, approximately 30% of all female faculty in Ph.D.-granting departments are in non-tenure-track positions. In the top 10 (20) departments, 24 (73) of the 87 (209) female professors, 28% and 35%, respectively, are not in tenure track ranks. Within non-tenure-track ranks, two-fifths of faculty are women.

While non-tenure-track (NTT) faculty numbers rise across universities accounting for one-third of entry-level academic postings, career paths within these ranks have received relatively little systematic attention. This issue's *Focus* section addresses this gap. Shreyasee Das and Seth Gitter organized a stellar panel discussion at the 2021 SEA meetings on NTT academic careers. Based upon this session, they have curated a collection of five essays for this issue of the *News* on different aspects of professional development for NTT faculty.

In the opening piece, Das and Gitter discuss the role of NTT faculty-led innovations in pedagogical approaches, contributions to teaching-related research, potential pathways to higher administration, and the growing need for NTT focused mentoring. They underscore the need for understanding race and gender issues facing those on NTT tracks especially given the fixed-term nature of the appointments and the lack of protections afforded by tenure.

Gina Pieters and Christopher Roark analyze the growing market share of non-traditional NTT academic positions after the global financial crisis of 2008 to provide valuable context for the rising institutional demand for NTT faculty on the economics Ph.D. job market. They use data from the Universal Academic Questionnaire (UAQ) and the AEA's Job

Openings for Economists (JOE) to bring to light some thought-provoking trends about how the composition of economics departments has changed over time. Kim Holder talks about her passion for teaching and how NTT faculty have close connections with the student body, are more immersed in the university community, and therefore natural candidates for leadership and administrative faculty roles. Melanie Fox highlights the parallel promotion pathways that exist at many universities for NTT faculty and uses departmental data to analyze the role of the Director of Undergraduate Studies in particular.

Darshak Patel outlines strategies for staying relevant outside the classroom by networking, designing experiential programs, and engaging with university-wide learning initiatives. Jadrian Wooten highlights the advantages of publishing without a tenure clock demonstrating that NTT faculty are ideally placed to conduct pedagogical research. We echo the hope of the contributors, that this issue's *Focus* section encourages more support for the advancement of NTT faculty in economics departments.

In addition to our *Focus* section, this issue contains information about several upcoming calls for papers, award nominations, and professional development opportunities. Please see a call for paper submissions for the 2022 APPAM meetings in November in Washington, DC. In November, Catherine Maclean is organizing CSWEP's graduate student mentoring workshop for third and fourth-year women and non-binary students. Please circulate our call for applications for the workshop to be held in conjunction with the Southern Economics Association Meetings in Ft. Lauderdale, FL. In addition, please see information about CSWEP sessions at the Eastern Economic Association Meetings in Montego Bay, Jamaica, in May and at the Western Economic Association meetings in late June/early July in Portland, Oregon.

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Kim Holder's and Melanie Fox's articles highlight pathways to higher administration. Holder is President of the National Association of Economic Educators, a group that helps promote economic and financial literacy in K-12 education, and Director of the Center for Economic Education and Financial Literacy at the University of West Georgia. Fox is the Director of Undergraduate Studies at Virginia Tech. This is a position (typically in Ph.D. granting departments) that focuses on building a curriculum and maintaining quality teaching.

Finally, Darshak Patel writes on how to stay relevant outside of the classroom. Patel suggests networking and building relationships with teaching faculty from other departments, making efforts to connect with universities' teaching centers and investing in creating experiential learning programs.

**The Econ Games** that Patel started with Dr. Abdullah Al Bahrani (Northern Kentucky University) is a great resource to learn how these programs can benefit students in the core economics classes to apply the theory to solve real-world problems.

One issue that was not discussed in the session directly was how gender, race, or their intersection may influence the experience of those on the NTT. An extension of Pieters and Roark's work

may be to look at the demographics of NTT faculty as Bayer and Rouse (2016) suggest that both women and minorities drop out at each part of the pipeline. Given the lack of protections for NTT faculty, advice based on lived experience of NTT with similar identity groups is

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*The economics Twitter community is a great place to ask questions or advice for NTT. . . . So, our first bit of advice to NTT faculty would be to get on Twitter and follow all the people in this session.*

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likely very important. This may be a place where CSWEP or CSMGEP may provide specific mentor matching based on experience as an NTT and gender and/or race.

We found two commonalities among all the speakers. The first was an evident passion for teaching. Their first priority remains providing the best classes for their students through continued innovation and effort. The second was that all participants came together through Twitter. The economics Twitter community is a great place to ask questions or advice for NTT. It is also a great place to promote work and meet co-authors. So, our first bit of advice to NTT faculty

would be to get on Twitter and follow all the people in this session. Our second would be to attend teaching-focused conferences such as CTREE or regional meetings (e.g. Southern, Midwestern etc.) where NTT faculty often gather.

We hope that this guide provides the much-needed impetus for developing more support for NTT faculty. Avenues of support should include NTT focused mentoring, more sessions at conferences focused on advice for NTT, and groups specifically for NTT. These conversations should also include those unsuccessful at tenure but continuing in academia as NTTs. These folks are experienced teachers and seasoned faculty, thus bringing a fresh and different perspective to teaching and their new department. For those with the protection and benefits of tenure, we hope this issue will always be a call to help colleagues improve their departments and inequities in the profession. Moreover, we hope that folks with tenure also reach out to their NTT colleagues on pedagogical approaches. Finally, for those with or considering NTT jobs, we hope this issue provides support to you, and we are available if you would like to reach out to us one on one.

Reference: Bayer, A., & Rouse, C. E. (2016). Diversity in the economics profession: A new attack on an old problem. *Journal of Economic Perspectives*, 30(4), 221–42.

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## From the Chair

We enthusiastically invite nominations for the 2022 Carolyn Shaw Bell Award and Elaine Bennett Research Prize. Please think about talented women economists we could honor with these prestigious CSWEP awards and send in your nominations! And yes, it is already time to submit applications for our eagerly awaited flagship mentoring workshop, CeMENT 2023. After two years of being online, CSWEP will be hosting two CeMENT Workshops for junior faculty following the 2023 ASSA meetings in New Orleans: one for junior faculty in Ph.D.-granting institutions and one for junior faculty in

non-Ph.D.-granting institutions. This issue contains a call for applications. We are pleased to announce that the non-doctoral department workshop will be held on an annual cadence.

In addition to the opportunities detailed in this issue of the News, please check our website and [@aeacswep](https://twitter.com/aeacswep) on Twitter for up-to-date information about several upcoming events and opportunities. To sign up for our mailing list or volunteer as a mentor or CSWEP liaison, please email [info@cswep.org](mailto:info@cswep.org). As always, we invite feedback and ideas for new initiatives. ■

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## About CSWEP

A standing committee of the American Economic Association, the Committee on the Status of Women in the Economics Profession (CSWEP) is charged with serving professional women economists by promoting their careers and monitoring their progress. CSWEP sponsors mentoring programs, surveys economics departments and freely disseminates information on professional opportunities, career development and how the profession works, both on the web and via free digital subscriptions to the CSWEP News. To subscribe, email [info@cswep.org](mailto:info@cswep.org).



# The Job Market for Non-Tenure Track Academic Economists

Gina Pieters  
Chris Roark

Placement directors for economics programs often do not have information or ignore the non-tenure track (NTT) side of the job market, this could make the NTT side of the Ph.D. job market a daunting and unknown adventure. In advance of other columns providing advice for NTT positions, we want to provide readers some data and context for institutional demand for NTT faculty on the Econ Ph.D. job market, and how the composition of economics departments has changed over time.

We source data from the Universal Academic Questionnaire (UAQ) (an annual survey of positions in academic economics departments conducted by the AEA that allows us to create a representative department) and the job posting data from the AEA's Job Openings for Economists (JOE) website. An encouraging fact for those seeking a job in academic economics is that the representative economics department has been growing in size: The average department has grown from approximately 16 economists in 2005 to 21 economists in 2018. Consistent with changes across US higher education institutions, this reflects an increase in the hiring of Full-Time NTT faculty. However, unlike many other academic disciplines we also find an increase in Full-time Tenure or Tenure Track (TT) faculty within economics departments. Thus, the growth of NTT positions does not obviously result from the cannibalization of tenure lines.

The growth rate of non-tenure track positions rose sharply after the 2008 recession, presumably reflecting budget constraints providing an incentive to innovate in hiring practices. As a result, the average economics department now employs approximately as many full time research- or teaching-specialized NTT economists as tenure-track assistant professors.

In addition, the growth rate of tenured faculty (those of Associate rank or higher) has slowed considerably relative to the growth rate of Assistant professors. We believe this implies that a non-negligible share of Assistant Professors is not achieving tenure, which is something worth consideration (especially for newly-minted Ph.D.s) as it runs counter to the conventional wisdom of the stability and safety of the tenure-track career path relative to the perceived risk of the 3–5 year renewable contract offered by a non-predatory NTT position.

JOE data also gives us a more refined look at the demand side for entry level academic economics positions. Ultimately, academic postings have remained a roughly constant share of all postings on JOE, and the share of non-tenure track positions in academic postings has only slightly increased. Taken together with the representative department employment data, these observations again imply that NTT positions are not cannibalizing the standard Tenure Track positions, and instead are helping departments fill specific roles (such as hiring a dedicated Director of Undergraduate Studies instead of adding duties to an already hired faculty member, for example), or provide specialization competencies within academic departments (for example, pedagogy experts or research specialists).

Given how little dedicated discussion can be found on NTT positions in standard job market preparation materials, it is both worthy to note and potentially surprising that approximately one third of all academic JOE

postings are consistently these “non-traditional” NTT positions. We can further group NTT positions by type: research focused positions (primarily post-docs), teaching focused positions (primarily clinical, lecturers, or instructional professors), and adjunct or visiting positions. We find that advertisements for teaching-focused positions are approximately a constant 10% of academic JOE postings, with the exception of a drop during the Covid 19 pandemic job cycle. In the past ten years post-docs have become increasingly more prevalent rising from nearly non-existent to 12% of all academic postings. Finally,

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*Taken together with the representative department employment data, these observations again imply that NTT positions are not cannibalizing the standard Tenure Track positions . . .*

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we find that adjunct and visiting positions are becoming less common - dropping from 9% to 6.5% of academic positions posted to JOE. This indicates the evolution of the nature of NTT positions on the job market, with post-docs most clearly replacing adjunct/visiting positions and teaching focused positions remaining at about one third of NTT positions.

The other pattern important for anyone looking for either a tenure or non-tenure track career to note is the seeming bifurcation of the timing of the JOE market. Primary cycle postings, coinciding with interviews conducted at the ASSA meetings, are largely dominated by tenure-track positions but also have a sizable number of non-tenure track position postings. Meanwhile the off-cycle is dominated by non-tenure track positions. That said, the raw number of non-tenure track positions is roughly equal between both cycles and this is especially

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## Publishing Without a Tenure Clock

Jadrian Wooten

The significant teaching focus often associated with a non-tenure-track (NTT) career might deter some who prefer to maintain a more traditional and/or active research agenda. There is a strong assumption among many in the profession that tenure track jobs are the only avenue toward developing a research agenda. Graduate programs often emphasize the importance of research and placement in tenure-track positions and may even neglect the importance of teaching in many academic positions. A graduate degree (whether it's a Masters or Ph.D.) often culminates with a significant research project, but relatively few programs require any graduates to demonstrate their ability to teach a course.

For academics interested in switching off the tenure track toward a NTT position, most have accumulated significantly more teaching experience relative to a late-stage graduate student. Regardless of which avenue one takes to a NTT path, it's important to accumulate evidence of teaching effectiveness. For those with teaching experience, this often comes in the form of standardized teaching evaluations that are administered at the end of a term. For graduate students, that often means classroom experience in front of students as either a teaching assistant or lead instructor. Depending on program structure, class could range from relatively small field courses to large lecture principles courses. For graduate students without the ability to formally teach courses, there may be alternatives available at the college or university level. Many universities offer summer campus for high school students that cover a wide variety of topics, including economics.

For late-stage graduate students considering NTT careers, it can often be challenging to completely switch from spending the remaining year(s) of a graduate program completing research to a career that is almost entirely focused on teaching. Even tenure track faculty

considering the move must recognize the differences in research expectations. NTT positions are often teaching-focused positions, which means most of a person's attention must be on the classroom. For some, the decision is a sudden one that may not allow for enough time to fully invest in the appropriate signals. While leading a course as the instructor of record and receiving high marks on teaching evaluations is more ideal, there are small-scale certifications that can be done in the short run that demonstrate a willingness to invest in more long-term learning. One such opportunity to improve involves connecting with a university-sponsored center for teaching and learning. These centers often focus on delivering research-based pedagogy techniques that are administered as formal workshops or webinars. In some instances, faculty may be able to request a representative attend class and provide a formal review of effective teaching. Depending on the university, some colleges, or the university itself, may offer faculty development opportunities that are geared toward topics like online teaching or teaching non-traditional students. For off-campus opportunities, some colleagues have found success after joining a local Toastmasters club. This non-profit organization focuses on enhancing public speaking, communication, and leadership skills. Each of these skills is important in the classroom.

Maintaining a research agenda is dependent on each person's own preferences but opting for a teaching-focused position doesn't preclude an educator from research. Without the expectation of publishing at journals based on journal rank, researchers can focus on topics and projects they are interested in pursuing. A wide range of topics that may not be acceptable while on the tenure track are now acceptable options off the tenure track. Moreover, in the absence of a set tenure clock, NTTs have

more flexibility in conducting research, both in terms of topics and rigid publishing timelines. Pedagogical research is a great strategy for NTT faculty and often complements teaching. If you're unsure about this line of research, an easy starting point is attending a sponsored session or the American Economic Association's (AEA) annual meeting or a regional conference like the Southern Economic Association's annual meeting. These meetings, along with many others, often have sessions sponsored by the Committee on Economic Education (CEE) and the National Association of Economic Educators (NAEE). The topics in these sessions range from empirical estimates of various teaching techniques or policies to innovative ways to teach topics. There are also several peer-reviewed journals focused on economics education that allowed educators to share successful examples of classroom innovations.

Many of the same professional opportunities are available to both tenure track and NTT faculty. There are seminar and conference opportunities for teaching-focused faculty and many schools provide travel and research funds for all faculty, regardless of tenure status. In addition to sponsored sessions at major conferences, there are conferences devoted solely to economics education including the AEA's Conference on Teaching and Research in Economic Education (CTREE), the *Journal of Economics Teaching's* Symposium on Economics Teaching, and the National Economics Teaching Association's annual conference. These meetings, and many other regional meetings, are held throughout the year and highlight both empirical and pedagogical work.

There are also opportunities to present both pedagogy and more traditional research through various Centers for Economic Education housed in each

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# Navigating a New Fishbowl: Exploring the Non-Tenure Track Role

Kim Holder

Nobody that I know of sits around as a little kid and dreams of being a lecturer, senior lecturer, clinical professor, professor of practice, or whatever creative title your institution bestows upon its non-tenure track (NTT) faculty. My own goal was simply graduation since I dropped out of college multiple times due to financial strain. I attempted to solve my struggles by 1) getting married, 2) working in various industries and holding multiple jobs simultaneously, and 3) having kids—none of which, by the way, solved those financial problems. When I came back to work on my undergraduate degree, I had a toddler and a baby and I just wanted to finish my economics degree that I had started so many years ago. I offer my own story as an opportunity to demonstrate how my set of experiences as an NTT faculty member helps me add value to my university.

It was 15 years from the day I graduated from high school until the day I graduated from college. I was set on a path to become a dentist and through a number of odd twists of fate, I ended up in a Ph.D. program in economics. Eventually, due to family and medical issues, I took a break and stumbled into teaching as a limited term instructor. The agreement was a one-year contract to teach large principles of macroeconomics and microeconomics courses at my alma mater with the understanding that it would not be renewed.

Today, I am in my twelfth-year teaching economics and personal finance courses. While I do not hold tenure, I am a senior lecturer in economics and also hold an administrative faculty role as the Director of the University of West Georgia Center for Economic Education and Financial Literacy, which is housed in the Office of the Provost. I also serve as the Director of Financial Literacy for the

university community and am currently serving as President of the National Association of Economic Educators which is an organization of economic educators from state councils, university-based centers, the Federal Reserve Bank system and non-profits that focuses on economic education for K-12 students and teachers.

Just like being a former college dropout did not limit me, being a non-tenure track faculty member does not define me. In fact, I rarely use the term. As a teaching professor, I still am involved in academic research, I actively write grants, provide educational consulting, and make an impact in the spaces around me off the tenure track. The difference, to me, is that I am free to do what I am passionate about which is teach students, while at the same time I can conduct research because I want to, not because I am required to. I can pursue projects that I am passionate about, not just those that support tenure and promotion, and importantly, I have come to a deep understanding that I am more than my job title.

Are there downsides to this non-traditional path? Of course! There are times I've had to work a bit harder to learn, understand, and navigate academic politics since formalized mentorship for NTT faculty did not exist within my departments or colleges. There are jobs that perhaps I am qualified for that are reserved for tenured or tenure track faculty and sometimes (not often), there are those who act in ways that make it known that my voice, my input, or even my presence

is not welcomed. But on the whole, my different path and unexpected destination has somehow taken me to the right place.

I've found that because of my life experiences and because I teach more classes and more students than my counterparts I have a better understanding of what students need, how their needs are changing, and how to connect with them. Simply due to the sheer volume of students in my

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*The feedback loop of teaching to outreach to community investment was fascinating to become a part of and contributed to my professional success, but it all started with great teaching.*

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teaching load versus my tenured colleagues I have a deeper grasp of what was going on in the student body and the university community. This informed my research about where the gaps were, what students were struggling with, helped me work on textbook materials, run class experiments, and even develop award-winning programs like Rockonomix®, a national economics music competition for high schools and colleges established in 2010.

My large classes were conducive to everything from class testing materials to student services outreach and student-led research projects. That in turn led to external outreach such as placing interns, matching employees to employers, and building the reputation of the university in the surrounding community through alumni connections. All this was highly visible work and funders began to find me. My teaching activity and involvement also brought me to the attention of members of the university administration who were working to build town and gown connections. The feedback loop of teaching to outreach to community investment was fascinating

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# The Role of the Director of Undergraduate Studies

Melanie Fox

Non-tenure track roles have the perception of being limited to instructional faculty with limited room for growth. However, this is increasingly not the case. For example, many institutions are adopting parallel promotion pathways for non-tenure-track faculty (such as “Collegiate” or “Clinical” tracks). Moreover, the nature of many of these roles that focus on teaching, curriculum development, and service foster the development of skills that make such faculty ideally suited for administrative roles.

A good example of such an administrative role is the Director of Undergraduate Studies (DUS), a role that is becoming increasingly common in departments that grant graduate degrees (as opposed to non-Ph.D.-granting institutions, where this role is typically part of the Department Chair’s duties).

In an ongoing project exploring this role, I examined the departmental websites of the Economics Departments listed on the American Economic Association’s list of U.S. Graduate Programs in Economics. Because the list contains some duplications (for example institutions that had related economics programs through other departments), this list yielded 203 departments with at least one undergraduate major in economics and at least one graduate degree (masters or Ph.D.) in economics. The analysis focused on programs that have both undergraduate and graduate programs because the duties involved in the DUS role are usually a standard part of the administrative duties of the department chair, or distributed among faculty members, in institutions with only an undergraduate economics major. I was able to determine the existence of a role of Undergraduate Director (or the equivalent) for 79.8% of these departments (n=162), either through the department’s website or by directly contacting the department.

Of those 162 departments, 71.6% had a faculty member who was not the Department Chair with a dedicated administrative role with a title of Director of Undergraduate Studies, Undergraduate Director, or similar. A further exploration is underway of the curriculum vitae and professional websites of those holding this role. Preliminary results of this examination show approximately 44% of the faculty filling these positions are non-tenure track faculty. Although these non-tenure track faculty have a wide range of backgrounds and experiences, there are commonalities emerging. For example, these roles are typically held by someone with at least 5 years of experience as a faculty member post-graduate school. People holding this role are also typically highly involved in economic pedagogy, with evidence of high-quality teaching (such as teaching awards), heavy involvement in pedagogic development activities such as publications related to economic pedagogy, and high involvement in extra- or co-curricular activities such as being a sponsor of honors societies such as Omicron Delta Epsilon and sponsoring competitive teams such as the Fed Challenge, the EconGames, or similar events.

The extent to which departments hire specifically for this role versus assigning it to a current faculty member is an area of analysis that is still under development as a part of this project. However, anecdotally from conversations with many holding this role, the DUS frequently acts as the chief academic officer of an undergraduate program and allows department administrators like heads/chairs and associate heads/chairs to focus on managing graduate programs and faculty research and mentorship. This may involve the typical day-to-day operation of a program such as determining whether the department can support allowing courses

in the department to count towards other majors or minors; determining how a transfer credit might count as a course in the department; approving special topics courses not in the course catalog; or managing assessment requirements of the department. The DUS may also compile and communicate to department heads data on course enrollment to more effectively manage classroom and course staffing. The DUS also may manage important and delicate matters such as acting as student ombudsman, navigating issues such as student complaints about teaching by acting as a liaison between the instructor and the student. They may also serve as a thought leader for the program by working with department heads to develop strategic plans for curricular development and course offerings. Finally, the DUS may serve as leadership on department committees developing new majors, new minors, or new partnerships with other units across campus.

Additionally, the DUS serves as a liaison between the department and other institutional stakeholders, such as fundraising and assisting with admissions recruiting events, to serve the needs of the department. This involvement can range from attending events to developing and communicating departmental strategic goals in these areas in institutions where departments may have some input. For example, such goals may include the desire to increase the number of majors accepted into an institution or targeting potential donors for the purpose of expanding scholarships for undergraduate economics majors.

Someone who is attuned to developments in the undergraduate economics curriculum and who has an affinity for academic service and administration would be a natural fit for the typical responsibilities and skill set required

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# Strategies to Stay Relevant Outside the Classroom

Darshak Patel

In our profession, an educator's brand is often related to their level and quality of research in their fields where tenure provides a mantle of protection. Though teaching track instructors participate in research, the distribution of efforts for such lines is mostly dedicated towards teaching with some effort towards service and little or no expectations towards research. Faculty evaluations are largely focused on the overall teaching portfolio. It is commonly assumed that a non-tenure track portfolio should include only in-class assessments and student evaluations. Keeping students engaged outside the classroom is a key aspect of such jobs and valued highly by departments. I share ideas and strategies for instructors on how to shape their overall brand through creation/participation of experiential programs and building partnerships within and between institutions. To build one's brand and to be able to provide support and resources where needed, I would suggest the following 1) Network outside your department; 2) Get involved with the institution-wide teaching and learning centers; and 3) Create experiential program opportunities for students.

Before engaging in these programs, focus on settling into the new position. Be conscious of your time before making commitments as adopting all of the above at once could be quite daunting. Start with networking with faculty as soon as possible. Then, in the first couple of years build a relationship with the institution-based teaching center. Experiential programs take plenty of time to develop for institution specific goals and hence should be a focus once you feel established or settled at your institution.

Networking and building faculty relationships will create opportunities for you to understand the culture and the students of the institution. I initially learned about this idea at my first job orientation at Roanoke College (RC)

where the administration offered to pay for lunch if we invited a faculty member from a different department. As always, incentives matter! I was fortunate enough to have my lunch request accepted by Dr. Julie Lyons, faculty member in the Business Administration unit at RC. Fresh out of graduate school, I felt lost and overwhelmed. Dr. Lyon was very helpful in providing her expertise and advice on teaching and engaging students at RC. We continued to have a great relationship during my time at RC and she was pivotal in helping me understand the general culture at RC. I felt comfortable in reaching out to her for any assistance including how to balance service, research, and teaching. Since then, I have continued the practice of taking colleagues/peers out for lunch and have been fortunate enough to engage with peers from all types of departments. Every campus has many faculty success stories. Many have won department, college and institution teaching awards. Reach out and invite the various non-tenure track faculty members from different colleges and departments for individual monthly lunches to get to know them and learn about their path to success. They have so much wisdom and tips to share. This helps in both getting new ideas for effective practice and reflecting on your own practice. The networking also allows for recognition across campus that will create many opportunities to build your brand.

Getting involved with your institution's teaching and learning center(s) allows you to build rapport with specialists in teaching. These centers provide guidance and resources to instructors throughout their careers to create engaging and inclusive learning environments for their students. They help instructors explore pedagogical innovations and navigate classroom challenges. They also provide ample opportunities to highlight your innovations

to other instructors. I was fortunate enough to be selected for several exciting projects at the University of Kentucky (UK) with the Center for the Enhancement of Learning and Teaching (CELT). Through the relationships fostered by our center, I was invited to be part of a Faculty Learning Community—a group of non-tenure track instructors that teach large classes at the UK. This community focused broadly on innovative pedagogies and strategies that are currently being used in face-to-face, blended, and/or online classes with 100 or more students. Through collaboration with 10 other faculty members across the university, we developed a training manual, video, and blog on effective large lecture instruction that can be used by UK faculty and graduate students as well as those at other institutions. Another initiative of CELT is the Teaching Innovation Institute. I am part of the second cohort community whose primary focus is to enhance student engagement with inclusive and digital pedagogies. Such opportunities would be limited if it weren't for my continuous engagement with our teaching center. Other invitations from these centers include but are not limited to podcasts, focus groups, and advisory committees.

Creating experiential programs allows for civic engagement, career development, cultural awareness, leadership, and other professional and intellectual skills. To start, keep it simple and don't be pressured to reinvent the wheel. Start by adopting successful programs already in place at different institutions. Examples include stock pitch competitions, fiscal challenges, independent research study, and data-oriented courses. In my experience, I was able to learn about existing programs through conferences, teaching workshops, and social interaction through social media, especially Twitter. Twitter has a very supportive economics network that is





## Strategies to Stay Relevant

proactive in providing information and suggestions for any request. The eventual goal is to build student rapport with the economics profession. Then, find a gap/need that your economics students are missing at your institution to help them build necessary skills for a successful post-bachelor pathway. For example, we at The Econ Games realized that our students often struggled with making a connection between their economics degree and career choices. The Econ Games was created to fill that

need where students work on solving a business problem in a constrained setting and connect with industry leaders and engage in meaningful discussion. Participating in such programs creates value for your students and highlights your commitment towards students' success. Find ways to have your chair, dean, or alumni to get involved. Administration looks very favorably towards such programs. Other popular programs include study abroad. This allows for brand awareness for your

department (and you) and for potential future majors. A well-designed study abroad program provides opportunities for networking and an environment to develop the multicultural career skills that provide a great learning experience for your students. Every institution has a study abroad center that faculty can reach out to for assistance in planning a study abroad trip. These centers are experienced in planning and organizing a variety of study abroad programs. They also work with specialized partners that help with planning the trip. Faculty play the majority of role in planning the course content, but the partners assist with all the planning including and not limited to accommodation, classroom space, guest lectures, in-country transportation, and site visits. The study abroad center will help with detailed communication and support to students and continuously assess risk for all destinations. So far, UK education abroad has helped me plan several successful study abroad trips to Germany, Australia, Scotland, Ireland, Portugal, Spain and England.

Participating in these opportunities helps with brand recognition—helping both the instructor's brand and generating positive brand spillovers to the department. Embarking on these professional growth and development opportunities will help increase your capital, maybe to the point of being indispensable to the department. ■

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## The Role of the Director of Undergraduate Studies continued from page 7

for the DUS role. A person interested in such a role should be aware that this is likely a role that requires experience beyond the classroom and research, and this is not likely to be a position obtained as a newly minted Ph.D. In addition to the training that would prepare one for instructor and other non-tenure track faculty roles, such as holding a Ph.D., developing a skillset that demonstrates managerial skills and understanding of trends in higher education would be valuable. For example, developing a portfolio of involvement in student-facing extracurriculars that require a degree of management (such as those previously mentioned). Additionally, reading publications such as the Chronicle of Higher Education and Inside Higher Ed can develop a better understanding of issues facing higher education administrators. For those interested in such a position in a business school, websites such as Poets and Quants for Undergrads can help understand the business school setting. For those considering this path who are still in graduate school, conversations with current holders of this role, department heads, and Associate or Assistant Deans for Undergraduate Programs would be especially helpful in better understanding what the role entails and what programs that hire specifically for these roles are seeking.

There is potential for career development, particularly in administrative roles, for non-tenure-track faculty.

These roles are often critical to the functioning of the department and allow for greater specialization within department administration. Those interested in such roles or currently holding such roles should consider networking with faculty in similar roles for advice and guidance on skill set development, as well as with faculty who have advanced from such roles to higher roles within college and university administration. While such connections and conversations would ideally be through working groups or panels at conferences such as the ASSA annual meetings or CTREE annual meetings, an ongoing group of this nature has not yet been developed. In the meantime, those interested should consider joining the newly created listserv for Director of Undergraduate Studies Listserv ([dusecon@googlegroups.com](mailto:dusecon@googlegroups.com)). ■

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## Publishing Without a Tenure Clock continued from page 5

state or at regional universities looking to bring researchers in to give less formal academic talks. Instead of presenting as part of a formal seminar series, NTT faculty may be invited to speak to undergraduate economics clubs or in a more general interest setting on a particular topic. In addition to seminar and conference opportunities, academic journals may not care whether researchers are on a tenure track and may even invite prolific researchers to serve in editorial positions. If academic publishing

isn't suitable, NTT faculty may find new opportunities to write editorials, popular press books, and even textbooks. Because NTT faculty tend to be comfortable in front of larger audiences, the speaking opportunities become a bit more varied than a standard seminar. NTT positions offer a wider range of flexibility for educators to serve the profession based on their own unique skills and interests. ■

## The Job Market for NTTs

continued from page 4

true for full-time teaching-focused positions. Individuals searching in the non-tenure track should take note of this fact and look in both cycles and not necessarily be discouraged or feel the pressure of needed success during the primary cycle.

Ultimately our findings support a growing, robust and healthy job market for those looking for non-tenure track positions in academic economics departments. As a potential job candidate interested in the non-tenure career path, the stability of the teaching-focused positions and the decrease in adjunct or visiting positions is a welcome sign of career stability. Interpreting the rise of post-doc positions in the NTT group is more difficult, as it potentially correlates to additional delay for individuals seeking success in a tenure track position to offset the increase in publication lag. On the other hand, it could also reflect the changing nature of economic research and research support demand, with academic economics labs needing individuals with Ph.D. level data skills to support large and intricate research projects.

For job market seekers this means that careers outside the traditional tenure-track are not only possible but a growing share of the market for academic economists. The postings data and the compositional data ultimately suggest departments themselves are seemingly looking for individuals to specialize within specific roles to meet their various needs, and show that they value those roles with full-time benefits-eligible positions. In addition, when combined with the decline in the growth rate of fully tenured faculty, these positions may offer a more stable and rewarding career path that is at least parallel to the traditional tenure track. Job seekers should be encouraged at the potential growth in this area of academic economics departments. ■

## Navigating a New Fishbowl

continued from page 6

to become a part of and contributed to my professional success, but it all started with great teaching.

How did I become a better teacher? By teaching a ton of students with lots of sections, because I had a larger load as an NTT. My role as a teaching professor focused me on the very thing that forms the connection between the discipline, the students, the administration, and the community. That special something is the educational space, our classroom, which is the heart of the university and the place where lives are transformed.

Is research important? Absolutely. But it isn't the only thing. Is tenure amazing? Probably, but it may not be the right fit for everyone. As you think of your own answers to these questions, remember our economics lessons: People choose. People weigh the MC and the MB and make the choice that works for them. People specialize. People use their comparative advantage. One size does not fit all and one job title doesn't fit everyone.

Ultimately, wherever you have landed in your journey, I hope you find your path and the strength to navigate academia which is full of lots of opinions. I hope that while traveling on whatever road you choose that you find a way to use your platform to amplify the needs of those who don't have a voice and use it to enact change, because that is how universities move forward. And most of all, I hope you trust yourself, believe in yourself, and understand that you can make a huge difference in whatever route you take.

I recently read that in a world that prizes hyper specialization above all else, the power of breadth can differentiate you from the crowd. The tenure track world is an area that rewards hyper specialization—and we need that—but we also need people who are willing to explore the breadth of a whole new fishbowl.

For more about Rockonomix®, see: Holder, K., Hoffer, A., Al-Bahrani, A., & Lindahl, S. (2015). Rockonomix. *The Journal of Economic Education*, 46(4), 443.

### 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. Visit [CSWEP.org](https://www.cswep.org) to see the list of current liaisons and departments for whom we'd like to identify a liaison. 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@cswep.org](mailto:info@cswep.org).

# Calls, Announcements, and Sessions at Upcoming Meetings

## Call for Abstracts, DCSWEP Sessions at 2022 Association for Public Policy Analysis and Management Fall Research Meeting

17–19 November 2022

Washington Hilton  
Washington, DC

DEADLINE: 13 May 2022

The Washington, DC, Chapter of CSWEP (DCSWEP) invites abstract submissions for paper presentations at two CSWEP-sponsored sessions at the 2022 APPAM Fall Research Meeting to be held in Washington, DC. This year's conference theme is Advancing Policy Research with Cross-Disciplinary Perspectives. We are planning two sessions, with the following themes:

### Interdisciplinary Research and Approaches Towards Creating More Gender-Aware, Gender-Equal Economic Policies

One of the primary values of interdisciplinary research is how it results in stronger policy solutions, and this especially applies to economic policy.

This panel seeks to explore the inclusive research practices from other social sciences that allow for more equitable and comprehensive economic policies, with an emphasis on ensuring gender equality in economic outcomes.

### Interdisciplinary Approaches to Understanding Innovation Incentives

Innovations resulting in new products or processes and diffusion of those innovations are important for economic growth. In order to design effective policies to promote innovation, it is important to understand what drives incentives to innovate.

This panel explores through interdisciplinary approaches how innovation incentives might be shaped by various public policies such as antitrust en-

forcement, public funding of research, intellectual property protection, and diversity and inclusion in STEM fields.

Please email abstracts (1–2 pages, including names of all authors, as well as their affiliations, addresses, email addresses, and paper titles) to Stephanie Holzbauer ([sholzbauer@brookings.edu](mailto:sholzbauer@brookings.edu)) by 5:00 PM EST on Friday, May 13, 2022. Please denote which author will present the paper if accepted. In addition to individual paper submissions, complete session proposals may be submitted, but the papers in the session proposal will be considered individually.

DCSWEP's goal 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, we will prioritize submissions where the presenting author is a junior woman. The term junior woman usually refers to anyone identifying as a woman or nonbinary who is untenured, or who has received a 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.

Duplication of paper presentations at multiple APPAM sessions is not permitted. Therefore, authors will be expected to notify DCSWEP immediately and withdraw their abstract if their paper is accepted for a non-DCSWEP session at the 2022 APPAM Meeting. Similarly, authors whose paper is accepted to a 2022 DCSWEP session will be expected to withdraw it from consideration by any other organization at the same meetings.

## Call for Applications, Successfully Navigating Your Ph.D.: A Mentoring Workshop for 3rd + Year Women & Non-Binary Ph.D. Students in Economics and Economics-Adjacent Fields

DEADLINE: 3 June 2022

Friday, September 30, 2022 (On Zoom)

Organizers: Amanda Agan, Vellore Arthi, Marianne Bitler, Rowena Gray, Erin Hengel, Elaine Hill, Bhagyashree Katare, Maya Rossin-Slater, Carolyn Sloane, Jenna Stearns, Lucy Xiaolu Wang, Sabrina Young

*With Support from AEA-CSWEP*

### Purpose

In most economics and economics-adjacent Ph.D. programs, students will have completed their coursework and chosen their fields by the completion of their second year. Then, students face the daunting and exciting task of conducting their own independent research, sometimes for the first time in their lives. Students can feel overwhelmed and lost at this juncture in their studies, and may not always have access to support and resources that can help them navigate graduate school successfully and make the most out of their Ph.D. experience.

Women and non-binary students, who are substantially under-represented in the profession and face a variety of systemic barriers may be at a particular disadvantage, and may lack women/non-binary peers, role models, or mentors in their own departments and networks. They may therefore miss out on valuable “hidden curriculum” information and feel unsupported. The goal of this workshop is to begin to address this need.

### Details

The workshop will be modeled after earlier workshops of this kind, which



## Calls, Announcements, Sessions

targeted women and non-binary Ph.D. students in economics and health policy. It is also inspired by the successful CeMENT workshop for female assistant professors in economics, which is hosted by the Committee for the Status of Women in the Economics Profession (CSWEP) and the American Economic Association (AEA).

### Eligibility Criteria

- Must be in 3rd or higher year of the Ph.D. program as of fall 2022
- Identify as woman or non-binary
- In Economics Department or concentrating in Economics in other departments/schools (e.g. Public Policy, Health Policy)
- No restrictions on location (although be mindful that the workshop will take place via Zoom from approximately 9am to 3pm PT)
- Students from under-represented minority (URM) backgrounds are strongly encouraged to apply.

Student participants will be organized into small groups based on research fields, and each group will be matched with 2 mentors. Mentors will be women/non-binary economists in various stages of their career—assistant/associate/full professors in economics and other departments, as well as those employed outside academia (e.g., research think tanks, government positions, industry). The workshop will focus on a variety of issues, including generating research ideas, finding advisors, accessing data, collaboration and co-authorship, finding opportunities to present research and get feedback, grant writing, networking, mental health, and work-life balance.

### To Apply

Please use [this form](#) to apply AND please send your CV and 1-page research proposal to [info@cswep.org](mailto:info@cswep.org).

The research proposal should outline at least one research idea that you are planning to pursue, and include details about the research question, setting,

theoretical model (if applicable), data and research design (if applicable). You will be asked to prepare a slightly longer research proposal in advance of the workshop, on which you will get feedback from your mentors and peers.

[Applications are due June 3, 2022.](#)

### Admission to Workshop

We hope to be able to accommodate as many students as we can with this workshop. Our slots are limited by the number of mentor volunteers that we have. If demand for the workshop exceeds supply of slots, then slots will be randomly allocated among all applicants who meet the workshop eligibility criteria. Preference will be given to students who have not participated in this type of workshop in prior years.

[Applicants will be notified about their admission status in summer 2022.](#)

## Call for Applications, Oversight Editor of the CSWEP News

**DEADLINE: 30 June 2022**

The Committee on the Status of Women in the Economics Profession invites volunteers to apply for the Newsletter Oversight Editor position on the CSWEP Board. Since 1972, CSWEP has actively promoted increased awareness of the challenges unique to women's careers in economics. The CSWEP News distributes information about the CSWEP Survey and Annual Report, interviews with CSWEP award winners, calls for CSWEP sessions at ASSA and regional meetings, and information about other professional opportunities and events hosted by CSWEP. Three times per year, the News also contains a Focus section on career development and other issues relevant to members of the economics profession. Below is a brief description of the role, the skills we are looking for in a suitable candidate, and application submission criteria.

### Description

The CSWEP News Oversight Editor oversees the production of the CSWEP News and serves as a voting member of the CSWEP Board.

Duties include:

- Overseeing the production of four issues per year of the News.
- Soliciting and developing ideas with co-editors or guest editors for three Focus sections per year.
- Working with co-editors and contributors to produce Focus sections.
- Tracking regular features for each issue and coordinating with the Chair, regional, and other members of the CSWEP Board to produce regular content for each issue.
- Editing (can range from minor to major) all contributions to the News; and
- Working with the graphic designer to produce the News.

### Requirements

- Strong interest in communicating [CSWEP's mission](#) to economists
- Logistical organization and excellent written communication skills
- Ability to prioritize work, multi-task, and be meticulous
- Ability to collaborate with guest editors, the Committee Coordinator, and the graphic designer for each issue

### Application Materials

1. A current CV
2. A brief (half to one page) statement outlining your motivation and interest in communicating CSWEP's mission to economists. Please tell us your ideas and vision for the newsletter.

Please submit these materials to Rebekah Loftis, the Committee Coordinator at [info@cswep.org](mailto:info@cswep.org), by June 30, 2022.

## Calls, Announcements, Sessions

### Call for Applications, Successfully Navigating Your Economics Ph.D.: A Mentoring Workshop for 3rd and 4th Year Women/ Non-Binary Economics Ph.D. Students

Friday, 18 November 2022

11:00 AM–5:00 PM (Optional networking reception to follow)

Prior to the 92nd Southern Economic Association Annual Meeting (19–21 November 2022)

Fort Lauderdale Marriott Harbor Beach Resort & Spa, Fort Lauderdale, FL

DEADLINE: 29 July 2022

#### Purpose

In most economics Ph.D. programs, students will have completed their coursework and chosen their fields by the completion of their second year. Then, students face the daunting and exciting task of conducting their own independent research, sometimes for the first time in their lives. Students can feel overwhelmed and lost at this juncture in their studies and may not always have access to support and resources that can help them navigate graduate school successfully and make the most out of their Ph.D. experience. Women and non-binary students, who are substantially under-represented in economics education and the profession and face a variety of systemic barriers may be at a particular disadvantage, and may lack women/non-binary peers, role models, or mentors in their own departments and networks. The goal of this workshop is to begin to address this need.

#### Details

The workshop will be modeled after the first three workshops of this kind, the first of which (organized by Maya Rossin-Slater) was held at Stanford University in September 2019 for students from California, the second (organized by Jennifer Doleac and Maya Rossin-Slater) which was held virtually in November 2020, and the

third (organized by Jennifer Doleac, Catherine Maclean, Javaeria Qureshi, and Danila Serra) held in person in November 2021 in Houston, Texas, just prior to the 2021 Southern Economic Association conference. It is also inspired by the successful CeMENT workshop for women assistant professors in economics, which is hosted by the Committee for the Status of Women in the Economics Profession (CSWEP) and the American Economic Association (AEA).

**All third- and fourth-year women/non-binary economics Ph.D. students are eligible to apply. Students from under-represented minority backgrounds are strongly encouraged to apply.**

Student participants will be organized into small groups based on shared research interests, and each group will be matched with 2 mentors. Mentors will be women/non-binary economists in early stages of their careers—assistant and associate professors in economics and other departments, as well as those employed outside academia (e.g., research think tanks, government positions). The workshop will focus on a variety of issues, including generating research ideas, finding advisors, collaboration and co-authorship, finding opportunities to present research and get feedback, networking, and work-life balance.

The workshop will be held in-person in Fort Lauderdale, Florida, prior to the 92nd Southern Economic Association Conference (November 19–21). It will include panels and Q&A sessions, as well as small-group activities and informal discussions, and will be followed by a networking reception for participants. Students will also receive feedback on their research proposals from the mentors.

#### To Apply

Use [this form](#) to apply AND submit your CV and a 1-page research proposal via email to [info@cswep.org](mailto:info@cswep.org) by Friday, July 29, 2022. **Please write “SEA Mentoring Workshop” in the subject line.**

The research proposal should outline at least one research idea that you are planning to pursue. You may include more than one research idea. The purpose of the research proposal is to allocate mentees and mentors into groups based on common research interests. At the top of the research proposal, clearly state which of the following fields are most closely related to your research idea. You may specify **up to 2 fields**.

- Applied Microeconomics (including Labor, Public, Health, Education, Crime, etc.)
- Development Economics
- Macroeconomics
- International Trade
- Microeconomic Theory
- Finance
- Behavioral Economics
- Econometrics
- Industrial Organization
- Political Economy
- Other (Please specify)

Contact Catherine Maclean ([catherine.maclean@temple.edu](mailto:catherine.maclean@temple.edu)) with any questions.

#### Admission to Workshop

This year’s workshop will be able to accommodate **approximately 35 mentees**. If demand for the workshop exceeds this number, slots will be randomly allocated among all applicants who meet the workshop eligibility criteria. CSWEP routinely studies the effectiveness of its programming using participant surveys as well as quasi-experimental methods that rely on randomly allocated workshop participation (e.g., Blau et al. 2010)<sup>1</sup>. The application form gives you the opportunity to opt out of any future research related to this workshop. Study participation is not a workshop eligibility criterion. Applicants will be notified about their admission status in August 2022.

<sup>1</sup> Blau, F. D., Currie, J. M., Croson, R. T., & Ginther, D. K. (2010). Can mentoring help female assistant professors? Interim results from a randomized trial. *American Economic Review*, 100(2), 348-52.

## Calls, Announcements, Sessions

### Mentors

If you are a female or non-binary economist within six years of completing your Ph.D. and are interested in serving as a mentor, please contact Catherine Maclean ([catherine.maclean@temple.edu](mailto:catherine.maclean@temple.edu)).

### Call for Applications, CeMENT Mentoring Workshops for Junior Faculty

8–10 January 2023

Hilton Riverside, New Orleans, LA

DEADLINE: 15 August 2022

CSWEP will be hosting two CeMENT Workshops for junior faculty following the 2023 ASSA meetings in New Orleans: one for junior faculty in Ph.D. granting institutions and one for junior faculty in non-Ph.D. granting institutions. Each workshop mentors women and non-binary junior faculty in tenure-track positions in economics departments or at other institutions with similar research, teaching, and service expectations.

The workshops will consist of a two-and-a-half-day program, beginning directly after the 2023 ASSA meetings in New Orleans, LA, on Sunday, January 8th, and ending by 3 pm on Tuesday, January 10th. The AEA will pay for participants' lodging and food during the workshop, but attendees must arrange their own transportation. Participants will be arranged into small groups and assigned to mentors based on their research area. Group members and mentors discuss and offer feedback on the participants' research. In addition, the workshops include sessions on topics such as: publishing, managing service, effective and efficient teaching, developing a tenure case, and networking. We are excited about the opportunity to continue CSWEP's tradition of mentoring female junior faculty. We hope you will apply and look forward to seeing you at one of our workshops.

The application portal will open on July 1, 2022, and close August 15, 2022. You will be informed of your acceptance by the end of October

2022. Our expectation is that, as was the case in past years, the number of qualified applicants will far exceed capacity of the workshops (which is approximately 40 junior participants per program). In this case, we will exercise a slight preference for women earlier in their tenure clock. Then, workshop acceptance is determined by random selection. Those who were randomized out last year will receive priority in the next year as we no longer have an evaluation component to the workshop. For more information and application details please visit: <https://www.aeaweb.org/about-aea/committees/cswep/programs/cement-mentoring-workshops>

We look forward to seeing you there!

### Call for Nominations, CSWEP Carolyn Shaw Bell Award

DEADLINE: 15 September 2022

The annual Carolyn Shaw Bell Award is given to an individual who has furthered the status of women in the economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring others. Nominations should include a nomination letter, updated CV and three or more supporting letters, with preferably at least two letters from mentees. Nomination letters should be focused on examples of how the nominee has fulfilled the criterion of advancing the position of women in economics, rather than strictly on academic achievements.

A CSWEP-appointed committee reviews nominations and the prize will be awarded at the January 2023 AEA Meetings in New Orleans, LA. The Award Committee automatically retains and considers applications for a period of three years, and previous nominators are encouraged to update nomination packages if appropriate. **Nominations will open in May and are due September 15, 2022.** Send nominations for this award to Rebekah Loftis, CSWEP Committee Coordinator, at [info@csweb.org](mailto:info@csweb.org)

For more information and a list of past recipients of the Bell Award, vis-

it: <https://www.aeaweb.org/about-aea/committees/cswep/awards/bell>

### Call for Nominations, CSWEP Elaine Bennett Research Prize

DEADLINE: 15 September 2022

The biennial Elaine Bennett Research Prize supports, encourages and recognizes outstanding contributions by young women in the economics profession. Nominees should be at the beginning of their career, normally within seven years of completing their dissertation and earning their Ph.D. However, adjustments will be made for nominees who have had childrearing or medical leaves. Nominees will have demonstrated exemplary research contributions in their field. Nominations should contain the candidate's CV, relevant publications, a letter of nomination and two supporting letters. The Bennett Prize is for fundamental intellectual contributions to economics. Correspondingly, the nomination letter should describe the candidate's research and its significance and supporting letters should come from experts in the field who are best able to speak to these contributions, regardless of departmental or agency affiliation.

A CSWEP-appointed committee reviews nominations and the prize will be awarded at the January 2023 AEA Meetings in New Orleans, LA. **Nominations are due September 15, 2022.** Send nominations for this award to

Rebekah Loftis, CSWEP Committee Coordinator, at [info@csweb.org](mailto:info@csweb.org)

For more information and a list of past recipients of the Bennett Prize, visit: <https://www.aeaweb.org/about-aea/committees/cswep/awards/bennett>

### CSWEP Sessions Eastern Economic Association 48th Annual Conference

5–7 May 2022

Hilton Rose Hall, Montego Bay, Jamaica

The Economics of COVID-19 and Vaccine Compliance (JEL Code: I)



## Calls, Announcements, Sessions

**Friday, 6 May 2022**

**8:00–9:15 AM**

Session Chair: Belinda Archibong  
(Barnard College)

Session Organizer: Terry-Ann Craigie  
(Smith College)

***Impact of COVID-19 on labor supply:  
evidence from time use***

Gregory Coleman (Pace University  
& NBER) and Dhaval Dave (Bentley  
University)

Discussant: Patricia Ritter (University  
of Connecticut)

***'We are not guinea pigs': the effects of  
negative news on vaccine compliance***

Belinda Archibong (Barnard College)  
and Francis Annan (Georgia State  
University)

Discussant: Gregory Coleman (Pace  
University & NBER)

***Fetal origins of COVID-19: evidence  
from Peru***

Patricia Ritter (University of  
Connecticut) and Ricardo A. Sanchez  
(Peru Ministry of Education)

Discussant: Belinda Archibong  
(Barnard College)

**Migration and Remittances  
(JEL Code: F)**

**Friday, 6 May 2022**

**9:30–10:45 AM**

Session Chair: Nicole Simpson (Colgate  
University)

Session Organizer: Terry-Ann Craigie  
(Smith College)

***Should I stay or should I go? The  
impact of granting legal driving  
privileges to undocumented  
immigrants on hit and run accidents***

Eva Dziadula (University of Notre  
Dame)

Discussant: Chad Sparber (Colgate  
University)

***Buying lottery tickets for foreign  
workers: search cost externalities  
induced by H-1B policy***

Chad Sparber (Colgate University  
and IZA) and Rishi Sharma (Colgate  
University)

Discussant: Eva Dziadula (University of  
Notre Dame)

***Parametric versus semiparametric  
analyses of immigrant remittances***

Amelie Constant (Princeton University,  
UNU-MERIT, and GLO) and Agnieszka  
Postepska (University of Groningen  
and GLO)

Discussant: Nicole Simpson (Colgate  
University)

***The resiliency of remittances during  
the pandemic: the importance of  
sending country economic conditions***

Cynthia Bansak (IZA, GLO, and St  
Lawrence University), Norbert Oros  
(Sciences Po) and Nicole Simpson  
(IZA, GLO, and Colgate University)

Discussant: Amelie Constant  
(Princeton University)

**Health Insurance, State Laws, and  
Health Outcomes (JEL Code: I)**

**Friday, 6 May 2022**

**11:00 AM–12:15 PM**

Session Chair: Dhaval Dave (Bentley  
University)

Session Organizer: Terry-Ann Craigie  
(Smith College)

***Health insurance coverage and health  
outcomes among transgender adults  
in the U.S.***

Travis Campbell (University of  
Massachusetts Amherst) and Yana  
Rodgers (Rutgers University)

Discussant: Molly Jacobs (University of  
Florida)

***Recreational marijuana laws and  
adult tobacco use***

Dhaval Dave (Bentley University), Yang  
Liang (San Diego State University),  
Michael Pesko (Georgia State  
University), Serena Phillips (Georgia  
State University) and Joseph Sabia (San  
Diego State University & IZA)

Discussant: Yana Rodgers (Rutgers  
University)

***Chronic disease and minimum wage:  
disparities in diagnoses among Black  
and Hispanic workers***

Molly Jacobs (University of Florida)  
and Lee Ann Johnson (University of

Virginia)

Discussant: Dhaval Dave (Bentley  
University)

**CSWEP Mentoring Breakfast**

**Saturday, 7 May 2022**

**8:00–9:15 AM**

**Topics in Labor Economics  
(JEL Code: J)**

**Saturday, 7 May 2022, 9:30–10:45 AM**

Session Chair: Gabrielle Pepin (W.E.  
Upjohn Institute for Employment  
Research)

Session Organizer: Terry-Ann Craigie  
(Smith College)

***Suppliers and demanders of flexibility:  
the demographics of gig work***

M. Keith Chen (UCLA Anderson  
School of Management), Judy Chevalier  
(Yale University), Peter E. Rossi (UCLA  
Anderson School of Management) and  
Lindsey Currier (Uber Technologies)

Discussant: Laura Meinen-Dick  
(Villanova University)

***Occupational sorting, multidimen-  
sional skill mismatch, and the child  
penalty among working mothers***

Gabrielle Pepin (W.E. Upjohn Institute  
for Employment Research) and Bryce  
Vanderberg (Michigan State University)

Discussant: Sadia Priyanka  
(Connecticut College)

***Markets and child nutrition in rural  
Burkina Faso***

Laura Meinen-Dick (Villanova  
University) and Steve Vosti (University  
of California-Davis)

Discussant: Bryce Vanderberg  
(Michigan State University)

***Long-term effects of an education  
stipend program on domestic violence:  
evidence from Bangladesh***

Raisa Sara (Sam Houston State  
University) and Sadia Priyanka  
(Connecticut College)

Discussant: Gabrielle Pepin (W.E.  
Upjohn Institute for Employment  
Research)

## Calls, Announcements, Sessions

### Western Economic Association 97th Annual Conference

29 June–3 July 2022

Hilton Portland Downtown and The Duniway, Portland, OR

*Editor's Note:* At the time of publication, dates and times of sessions are not confirmed. In addition, some presenters and discussants may change prior to the event. CSWEP will provide updates as the dates of the WEAs approach via email and our Twitter feed.

#### Innovation, Immigration, Productivity, and Intergenerational Transfers (JEL code: O)

In person, Date and time TBD

Session Chair and Organizer: Francisca Antman (University of Colorado, Boulder)

##### *Innovation nation: the impact of broadening access to graduate education on Ph.D. outcomes*

Francisca Antman (University of Colorado, Boulder), Kirk Doran (University of Notre Dame), Xuechao Qian (The Ohio State University) and Bruce Weinberg (The Ohio State University)

Discussant: Monica Carney (College of the Holy Cross)

##### *Trade-offs in intergenerational family care provision*

Monica Carney (College of the Holy Cross)

Discussant: Francisca Antman (University of Colorado, Boulder)

##### *Home-country productivity spillovers from U.S. multinational activity*

Ebehi Iyoha (Federal Reserve Bank of Boston and Harvard University Business School)

Discussant: Crystal Zhan (University of South Carolina)

##### *Economic preference and the self-selection of immigrants into Europe*

Crystal Zhan (University of South Carolina) and Sumit Deole (Bundeswehr University Munich)

Discussant: Ebehi Iyoha (Federal Reserve Bank of Boston and Harvard University Business School)

#### Helping Faculty Help Students get into Ph.D. Programs in Economics (JEL code: A)

Co-sponsored by the AEA Committee on the Status of Women in the Economics Profession (CSWEP), AEA Committee on the Status of Minority Groups in the Economics Profession (CSMGEP), and AEA Mentoring Program

In person, Date and time TBD

Session Chair and Organizer: Francisca Antman (University of Colorado, Boulder)

Panelists:

Francisca Antman (University of Colorado, Boulder), Dick Startz (University of California, Santa Barbara), Christina Romer (University of California, Berkeley), John List (University of Chicago), Prashant Bharadwaj (University of California, San Diego), Trevon Logan (The Ohio State University)

#### Labor Market Disparities (JEL code: J)

Virtual, Date and time TBD

Session Chair: Evelyn Skoy (Hamilton College)

Session Organizer: Francisca Antman (University of Colorado, Boulder)

##### *Impacts of transparent California*

Evelyn Skoy (Hamilton College) and Jeffrey Skoy (Hamilton College)

Discussant: Ying Zhen (Wesleyan College)

##### *Gender and racial discrimination in the U.S. music industry*

Ying Zhen (Wesleyan College) and Alan Krueger (Princeton University)

Discussant: Evelyn Skoy (Hamilton College)

##### *Occupational sorting, multidimensional skill mismatch, and the child penalty among working mothers*

Gabrielle Pepin (W.E. Upjohn Institute for Employment Research) and Bryce

VanderBerg (Michigan State University)

Discussant: Babita Srivastava (William Paterson University)

##### *The effects of brain drain at the international level*

Babita Srivastava (William Paterson University)

Discussant: Gabrielle Pepin (W.E. Upjohn Institute for Employment Research)

#### Health Inputs and Outcomes (JEL code: I)

Virtual, Date and time TBD

Session Chair: Priti Kalsi (Rochester Institute of Technology)

Session Organizer: Francisca Antman (University of Colorado, Boulder)

##### *Pregnancy loss and female labor market outcomes*

Priti Kalsi (Rochester Institute of Technology) and Maggie Liu (Smith College)

Discussant: Jiayin Hu (Peking University)

##### *Is working from home here to stay? Evidence from job posting data after the Covid-19 shock*

Jiayin Hu (Peking University), Hongcheng Xu (Peking University), Yang Yao (Peking University) and Liuyi Zheng (Peking University)

Discussant: Priti Kalsi (Rochester Institute of Technology)

##### *Health beliefs, health involvements, and food choices*

Afrin Islam (Temple University) and Jill McCluskey (Washington State University)

Discussant: Adelina Gschwandtner (University of Kent)

##### *Combining stated and revealed preferences for valuing organic chicken meat*

Adelina Gschwandtner (University of Kent)

Discussant: Afrin Islam (Temple University)

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