Newsletter of the
Committee on the Status of Women in the Economics Profession
Fall 2008

Published three times annually by the American Economic Association's Committee on the Status of Women in the Economics Profession

Academic Leadership

Anne Carter, Amy Finkelstein to Receive CSWEP Honors

For 2008, Anne Carter has won the Carolyn Shaw Bell Award and Amy Finkelstein has won the Elaine Bennett Research Prize. The Award ceremony will be held during the CSWEP business meeting, January 3, 2009, 5–6 p.m., in the Golden Gate 4 room of the Hilton San Francisco Hotel.

TOP TEN TIPS ON HOW TO BE MENTORED

1. Mentors come in all shapes and sizes. Your junior colleagues who have been in the department a year or two longer can provide valuable

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Interview with Olivia Mitchell

Recipient of the 2007 Carolyn Shaw Bell Award

by Barbara Fraumeni

In Olivia Mitchell's case, the apple did not fall far from the tree, as both of her parents were trained in economics. Her training began at a tender age: when she was but 6 years old, her father explained that she should weed the vegetable patch, because after all, his time was worth more than hers. That incontrovertible logic led her to think about how she might do something about enhancing the value of her time! After meeting in Korea where they worked for the U.S. government, her parents both applied to Harvard for graduate study in economics on the GI Bill. At the time, her mother was discouraged from applying, as Harvard did not fancy woman graduate students; eventually they let her in on the condition that she serve as secretary to her adviser. Olivia's experience

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What is CSWEP?

CSWEP (the Committee on the Status of Women in the Economics Profession) is a standing committee of the AEA (American Economics Association). It was founded in 1971 to monitor the position of women in the economics profession and to undertake activities to improve that position. Our thrice yearly newsletters are one of those activities. See our website at www.cswep.org for more information on what we are doing.

It is a particular honor to become the Chair of CSWEP due to my close association with Carolyn Shaw Bell over my professional career. Carolyn was the first Chair of CSWEP over 35 years ago. She was the professor at Wellesley who introduced me to my national income accounting specialty within economics and eventually became my mentor and friend. I do miss her, but know that her spirit lives on through CSWEP and the network of female economists she created. I have begun to think about helping junior professors by considering how to address the needs of female academics that were raised in a culture significantly different from that of most Americans.

Although I have served on the CSWEP Board, becoming CSWEP Chair has led me to greatly appreciate all the work done by Lisa Lynch and the long list of previous Chairs of CSWEP. The Fall is an exciting, but also a challenging time for CSWEP. The Ph.D. and liberal arts surveys go out to continue the long tradition of collecting data to help monitor the position of women in the profession. Applications are reviewed to determine the next winners of the Elaine Bennett and Carolyn Shaw Bell awards. Plans are finalized for the AEA Annual Meeting in San Francisco in January and calls for papers go out for the January of 2010 AEA Annual Meeting and for regional meetings.

See the CSWEP web site for more information on the activities listed below!

Plan to submit paper proposals! CSWEP will be organizing three sessions on gender-related topics and three sessions on personnel economics topics for the January 2010 AEA meetings in Atlanta. Accepted papers will be considered for publication in the Papers and Proceedings issue of the American Economic Review, a fantastic opportunity. E-mail a cover letter (specifying to which set of sessions the paper is being submitted) and a copy of a one- to two-page abstract (250–1000 words), clearly labeled with the paper title, authors' names, and contact information for all the authors by January 9, 2009 to cswep@usm.maine.edu. Check out the call for papers for the Eastern Economic Association Meetings in New York City February 27 to March 1, 2009, with proposals due by November 7, and for the Western Economic Association in Vancouver, BC June 29–July 3, 2009, with proposals due by December 1.

Come join us in San Francisco in January! We are sponsoring three sessions on gender-related topics and three sessions on personnel economics topics. We are hosting several events in the San Francisco Hilton. Please stop by the CSWEP hospitality suite for a continental breakfast or a beverage in Golden Gate 5. This a great place to network and to get away from the frenzy of the meetings. On January 3, come to our business meeting in Golden Gate 4 to find out the results from the most recent survey of economics departments and meet the latest Bell and Bennett award winners. Enjoy the refreshments in the reception following in Golden Gate 5.

Don't forget that there is a continuing line-up of mentoring events! The next regional mentoring workshop is to be held in conjunction with the 2009 Southern Economic Association (SEA) in San Antonio, Texas, tentatively to start just prior the SEA conference on the afternoon of November 19th. Applications are due by April 1. The next national workshop will be held in conjunction with the January 2010 AEA Annual Meeting in Atlanta, GA. If you are a junior professor, plan to submit an application to attend. If you are a senior professor, think of individuals who you think would benefit and encourage them to apply. Preliminary results analyzing national CeMENT attendees, to be reported in a CSWEP and CSMEP sponsored session in Atlanta, indicate that attending these mentoring sessions makes a difference!

CSWEP provides even more opportunities for women in economics! Summer fellowships are a relatively new, but a very popular addition to our programs. Preference is given to applications received by February 13, 2009. And the Joan Haworth mentoring fund facilitates visits by senior women to campuses across the United States.

—Barbara M. Fraumeni

Board Member Biography

Amy Schwartz

I grew up in the Penn South Coops in Chelsea, a mixed income neighborhood in Manhattan. Built by the International Ladies Garment Workers Union (ILGWU), it was a world of political activism—my parents were leaders in the teacher's union, neighbors included leaders in the ACLU, the Brotherhood of Sleeping Car Porters, the ILGWU. My interest in public policy was natural. In high school, I focused on the environment, and, after attending an NSF summer program, I enrolled in the environmental science program at Cornell's College of Agriculture and Life Sciences. There, I discovered that, while science was interesting, economics was powerful. Policymakers listened to economists. I switched to Resource Economics and worked as a research assistant on a project investigating the electric utility industry. The job was interesting and I learned a good deal—most importantly, that I needed a Ph.D. in economics and solid training in econometrics to do research on my own.

I enrolled in Columbia's Ph.D. program in the Fall following graduation, thrilled to have solved the joint location problem with my (now) husband who enrolled in another program at Columbia. Looking to "tool up," I did my primary fields in micro theory and econometrics, with a third field in labor with Jacob Mincer. I worked as an RA—most notably at the Manpower Demonstration Research Corporation (MDRC) and with Doug Holtz-Eakin on a project in public finance. Doug became my dissertation advisor and, later, co-author. His support and friendship throughout my career has been crucial.

As I finished my dissertation, I applied for jobs in and out of academe and planned a baby in the brief interregnum between school and work. In retrospect, it went quite well. A job at the Treasury tempted me, but I chose an assistant professorship at Tufts. I finished my dissertation a little late, but we had solved the joint location problem for a second time (my husband took a post-doc at Harvard) and the baby was born in August.

Life at Tufts was good. I enjoyed teaching and the vibrant Boston public finance community. When my husband's post-doc ended, I was sorry to leave. This time my job search was complicated by the birth of my second daughter just prior to the meetings, but I have enjoyed my fifteen years at NYU's policy school (Wagner).

Over time, my research has reflected my interest in informing critical policy decisions, changing with the policy debate and the potential for empirical research to contribute usefully. I have written on a wide range of topics including infrastructure, education, housing, intergovernmental aid, and taxation.

Certainly, combining career and childrearing has been challenging. It might have been easier to have done things differently, maybe waited until tenure. (My third daughter was born just before.) On the other hand, I appreciate the diminution of my responsibilities at home as my children grow and I can focus more on work and career. A few years back, I took on the directorship of the Institute for Education and Social Policy at NYU and a joint appointment at the Steinhardt School of Education. This year, I'm the president of the American Education Finance Association (AEFA) and I joined the CSWEP board. These are pleasures I enjoy sharing with my family.

Board Member Biography

Julie Hotchkiss

A Series of Fortunate Events

My career path has developed more from a sequence of fortunate events (and some hard work) rather than from the evolution of a detailed master plan. I considered a lot of career possibilities, but economist was not one of them. What strikes me in thinking back, however, is how diverse my concept was of what I might do as an adult. I attribute this boundless view of my future to the support and encouragement of my parents. Fortunately, in my parents' eyes there was nothing my two sisters and I weren't capable of doing.

After growing up in Los Angeles and moving with my family to a small logging community in Oregon when I was 13, I headed to Willamette University with the latest vision of my adult self—a lawyer. I chose to major in economics because it was more practical than political science, and (fortunately) there wasn't a "business" major option at that time. I also majored in French since I tested into French II and it seemed like a waste not to continue. In addition, I minored in computer science because...well, I could fit it in my schedule.

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Academic Leadership

Introduction by Linda Bell,
Provost and Professor of Economics, Haverford College

Until I did it myself—for over one year now—I really did not fully appreciate the enormity of the job. This fall newsletter is devoted to the topic of Academic leadership. The three women who have contributed to this newsletter—Therese McCarty, the Dean of the Faculty and Vice President of Academic Affairs at Union College, Cecelia Conrad, the Dean of Faculty and Vice President for Academic Affairs at Scripps College, and Bobby Wolfe, the former Director of the Institute for Research on Poverty and now the Director of the LaFollette School of Public Affairs at the University of Wisconsin—have offered three unique perspectives on the challenges and opportunities of women in Academic leadership. Each of their stories tells us something about the complexity of the job, the significance of the decision making, and the nuances of the interpersonal dynamics of university administration. Each of these academic leaders finds great satisfaction in what they do. And each, for their part, offers a glimpse as to why economists in general, and women in particular, may be especially well suited for these leadership jobs.

Fundamental Economics on the Job

Therese McCarty,
Dean of Faculty and VP of Academic Affairs, Union College

Just as most academics learn to teach on the job, guided in part by their own experience as students, academic administrators learn on the job, guided in part by observation of their own college or university administration. Of course one's own particular life experiences inform the approach one takes and the priorities one develops in any job, including administration. In the three years since I became Dean of the Faculty and Vice President of Academic Affairs at Union College, I have been struck repeatedly by the ways in which my experiences as an economist and as a woman have affected my path to administration and my approaches to my position.

I suppose I shouldn't be surprised to find that fundamental precepts of microeconomics apply well to academic administration. In a very broad sense, I can see that my education as a social scientist has taught me not to make policy by anecdote, but rather to seek evidence of patterns. Some fundamental economic ideas that guide me on a regular basis include understanding the potential importance of information and transaction costs as well as watching for diminishing returns to time spent perfecting policies and decisions.

Making information widely available and minimizing transaction costs raise welfare. Every effort I have made to provide information about decisions and college policies clearly and uniformly to faculty, staff, and students has been richly rewarded with a decrease in complaints and requests for special deals. When information about policies is readily available and widely known, saying "no" becomes much easier. In contrast, when information is doled out behind closed doors, the path to an administrator's door becomes well worn with people seeking favors as they have little context for knowing what they can reasonably expect.

It's also helpful to think explicitly about what transaction costs exist in running a college and try to minimize them. Aside from the rather obvious transaction costs created by inefficient business systems, others arise in the context of interpersonal relationships. During my years as an administrator, I have become convinced, if I wasn't before, that pride truly is the greatest sin. The waste of time and energy that follows from egotistical behavior and attitudes can be staggering. Leadership involves modeling and encouraging positive approaches to interactions with people that minimize such costs.

Perfection is too costly. It nearly always represents moving well beyond the point at which the marginal benefit of change exceeds the marginal cost. It is very difficult to formulate perfect policy. Once people have worked on developing a policy for a long time, they start to know a lot about the subject and can have a hard time disengaging from the project of making it even better. At some point, it's important to say "enough" and go on to another project.

I'm convinced that the greatest opportunities and satisfactions associated with administrative work are the most available to those who do not want them too much. If I knew more about eastern philosophy, I'm quite sure I could find applicable teachings therein, along these lines. I feel that the fact that I did not initially seek my position has given me strength in doing the job. I came to my position in a somewhat unusual way and for somewhat unusual reasons. My predecessor in the dean's office died suddenly in May 2005. At the time, I had no ambition to enter administration. I had been heavily involved in faculty governance for about a decade, which I found interesting, though very time consuming, and had just finished a three-year stint as department chair. I was very content teaching and doing research.

A presidential transition was planned for late June 2005, meaning that there would be a new interim president. He found himself with no chief academic officer and asked me if I would serve. Under the circumstances, it would have been difficult to

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refuse to help out. But I found myself wanting to say yes for a very personal reason. A few months previously, my mother had died in a car accident. Before she retired, my mother was Director of Finance and Facilities at the Washington International School. Like many women of her generation, she started her adult life with no expectation of doing anything beyond the home sphere but later built a very successful career in mid-life. Moving to administration felt like an opportunity to carry on my mother's work and to feel close to her. Once I found myself situated in the dean's office, a desire to see what I could do to facilitate the work of my colleagues and to advance the College has been the motivation that has had staying power. The knowledge that I would be just as happy returning to my faculty position gives me the freedom to think and act in ways that aren't motivated by my own desire to hold onto this job.

The waste of time and energy that follows from egotistical behavior and attitudes can be staggering.

If you are inclined towards taking an administrative job, here's a simple test to figure out whether or not you have motives that are compatible with a fulfilling experience as an administrator. Imagine that your appointment as dean has just been announced. Would you rather have people thank you or congratulate you? If your attitude towards an administrative position is that you consider it an achievement for which you should be congratulated, I humbly suggest that you consider a different career path. Preferring to be thanked signals that you are more focused on service than on power, which is an attitude that will assist you in using power primarily in the service of others rather than in service of yourself.

My 22-year career at Union College has spanned a time during which tremendous change has taken place in institutions of higher education that have become co-educational after having been all male. Being part of this transition has been exciting for me and fortunately has not been very trying. I was the first woman tenured in the economics department and the first woman to serve in various faculty governance positions. My economics department colleagues have been very supportive of me and I never felt disrespected or undermined in governance positions as a woman.

When the opportunity arose to serve as the first woman Chair of the Faculty Executive Committee, I felt I owed it to the college and my colleagues to advance gender equity in this particular way. My economics colleagues Lek Yaisawarng and Ellen Foster have walked with me as women who arrived on campus shortly after I did. I am very grateful for their presence in the department. There were a couple of years during which they were both away from campus for various reasons, during which I found that it's a lot harder being the only woman than it is being one of a small number of women. I am grateful to have been educated at a women's college, Bryn Mawr, which has helped me to understand how a previously all-male college needs to change in order to become a place that feels made for women as well. My graduate school years at the University of Michigan taught me how to work effectively in an environment in which women were relative newcomers since the economics department was populated mostly by men, but before coming to Union I had no experience of a college or university that had a dominantly-male culture throughout campus life. I saw this as an opportunity to be a part of institutional transformation.

While change often comes more slowly than one would like, with setbacks accompanying advances, it truly has been exciting to participate in and witness cultural change that is happening fast enough to notice. In order to diversify fully, any institution has to get past thinking of the "different" people as being guests and transform curriculum, pedagogy, and culture to be a place where the "different" truly belong. Helping to make this a reality at Union has been an on-going and rewarding project.

Working with members of the Board of Trustees is a particularly interesting facet of a senior-level administrative job in academe. One member with whom I have worked closely is John Kelly, a Union alum who is Senior Vice President and Director of Research at IBM. John and I co-chaired a strategic planning committee. John and I had initial inclinations about how to approach the project that were shaped by the different cultures in which we both work, which led us to come at this project differently. At a small liberal arts college, there's a

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Using Economics Training within a Consortium and Single-sex Setting

Cecelia Conrad,
Dean of Faculty and VP for Academic Affairs, Scripps College

I did it for the money. I am somewhat embarrassed to admit it, but it is true. My son was about to graduate from high school and start college and I worried that, even with the tuition remission benefit, it would be a stretch to pay the mortgage and the college bill. So, when I was asked to consider a three-year rotation as Associate Dean of Faculty at Pomona College—my first administrative position—I said yes. Not only would my salary be higher for at least the first two years of college, but at the end of my rotation, I would have a one-year leave fully paid. So, I said yes.

In other words, I had no plan to become a Dean or a Provost or to join the "dark side" as some have put it, but, at the end of the three years, I wanted more administrative responsibility and so accepted my current position as Vice President for Academic Affairs and Dean of Faculty at Scripps College. I didn't want to stop teaching, and I haven't. I teach at least one course a year. I didn't want to stop being actively engaged in scholarship and I have stayed actively engaged through my editorial work at *Feminist Economics* and *The Review of Black Political Economy*. I stayed in administration because I don't see it as that separate from my scholarly work. Academic administration has been an opportunity for me to apply my economics training to solve real world problems and that is immensely gratifying.

Incentives, Opportunity Costs and the Planning of Academic Buildings

There are two Associate Deans at Pomona, both drawn from the faculty, with staggered terms. My portfolio was faculty development and research, but this also encompassed construction and renovation of campus buildings, chemical hygiene, animal welfare and radiation safety. The other Associate Dean dealt with curriculum, faculty recruitment, diversity initiatives and the appointments, promotion and tenure procedures.

The faculty development and research support activities were the most gratifying, but I spent the majority of my time on building and construction, the job I initially felt least prepared to do. My first construction meeting was a "value engineering" session with the Assistant Vice President for Campus Planning and his deputy. The college had completed architectural drawings for two new science buildings, the largest project in the college's history, but now with increases in the prices of steel and concrete, the building was over budget. Value engineering is just a euphemism for cost-cutting.

I learned some valuable lessons at this first meeting. For one, building and construction people use a specialized vocabulary peppered with acronyms in hopes that you won't understand what they're talking about, and in this respect they are not so different from many academics.

I also realized that there are serious incentive incompatibility issues in the planning of academic building projects. The architect's payment is a percentage of the total project budget so the architect has no incentive to keep the project budget low. The client, the group with whom the architect consults in designing the building, are faculty who do not pay for the project directly and hence have no incentive to think about costs. The facilities director, whose performance is assessed by his ability to bring projects in under budget and on time, has an incentive to worry about costs, but weak incentives to pay attention to the needs of the faculty and students who will occupy the space. He also has an incentive to shift expenses from the project budget to the academic budget because he generally reports to the Vice President for Finance or Administration, not to the Vice President for Academic Affairs. For example, the director of facilities might value-engineer white boards out of the project, but since we still need whiteboards to teach, the funding comes from the academic budget. He gets praised at a board meeting for being under budget and on time. I am scrambling for funds.

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Finally, a project will be more successful if you can help your colleagues in other disciplines understand opportunity costs—just don't use the phrase "opportunity cost". I began to talk about amenities in terms of number of scholarship or research dollar equivalents. Here is a not completely invented illustration: "Installing a water supply in your department office so that you can install a cappuccino machine is the equivalent of X conference trips per year or one scholarship for a deserving student. Which would you prefer?"

I also identified a future research topic—what explains the gender division of labor in architectural firms. Within the major firms, where there aren't many women architects, the women who are there do different work from men. Men are the artists; women are the executors. Women are left with the task of telling you that the design you approved can't actually be done within your budget or probably can't be done at all. If you want a realistic assessment of feasibility, talk to the woman.

Fixed Costs, Variable Costs and College Budgets

Scripps College is only two blocks north of Pomona College, but it is a different cultural and economic environment. Scripps has a distinctive curriculum. In the not so distant past, all Scripps students participated in a three-year sequence of courses in the interdisciplinary humanities, not unlike the great books curriculum at St. John's. The college offered majors only in the humanities, the fine arts and child psychology—no economics, political science or physics. The college now offers a broad-based liberal arts curriculum and the Core Curriculum in the Interdisciplinary Humanities (affectionately known as the Core) has shrunk from three years to three semesters, but the legacy of this curriculum is a strong influence over the college today.

Core is a resource intensive enterprise. It is a three-semester sequence of courses that begins with a lecture course taught by fifteen to sixteen faculty. Each professor gives a major lecture to the entire first year class. Each of the faculty participants in the CORE also leads a discussion section. The second semester of Core is a team-taught course with roughly thirty students in each section. Core III is a project based course taught by a single professor. Every faculty participant in Core I, Core II and Core III gets a full-course teaching credit.

I almost didn't get the job at Scripps. During my interview, I questioned whether there wasn't a more efficient way to organize the Core which requires roughly 10 more faculty members than would be required with a standard curriculum. Not only that, but the required faculty resources are very sensitive to the size of the first year class. In a standard curriculum with no first year only courses, 30 extra students in a first year class probably make little difference to the number of faculty required to teach courses. Even if there is a first-year seminar requirement, 30 extra first year students might require 0.40 FTE (assuming 5 course load). With the Core, 30 extra first year students require 0.6 to 0.8 additional FTE.

And this is where one of the other differences between Scripps and Pomona becomes important. Scripps is not as rich as Pomona. Tuition is a more important source of revenue at Scripps than at Pomona. The budget of almost any college is driven by costs that are essentially fixed costs—administration, buildings, the tenured faculty, the information technology network. As those costs increase, the college looks for new revenue and, in the short term, there are really only three ways to increase revenue—increase donations to annual fund, raise tuition (assuming inelastic demand), and admit more students. In colleges that are more dependent on tuition, admitting more students seems the surest strategy to increase revenue and that would work well if you pay no attention to the impact on variable costs—like the Core. My latest challenge is to expand the budget model to incorporate those costs.

Economic Incentives and Parental Leave—Are Faculty Parents Irrational?

During my first few weeks as Dean, faculty arrived one-by-one to complain about the administration of our parental leave policy. The real problem was that we didn't have one. Arrangements were negotiated one-on-one with the dean. The arrangements were fairly generous, but there was a perception on the part of each professor that another professor had gotten a better deal. I began to work with our Faculty Executive Committee to write a formal and transparent policy. Our new policy is similar to policies at other liberal arts colleges. A professor with a new baby (or other medical/family issues) can elect one of two options. With Option A, the professor declares himself or herself the primary caregiver and enjoys a 2-course reduction in teaching; with Option B, the professor declares himself or herself to be a secondary

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Administration in a University Setting

Barbara Wolfe,
Director of the LaFolette School of Public Affairs, University of Wisconsin-Madison

I have been fortunate to have held two temporary administrative jobs in a major research university. They were temporary in the sense that the tradition is for an individual to hold the position for a limited term and indeed the appointment is only for a limited term.

The first position was Director of the Institute for Research on Poverty (a university-based center for research into the causes and consequences of poverty and social inequality in the United States) a position I held from 1994–2000 (not so temporary you might say!). This is an Institute that I have been part of since I first arrived at the University of Wisconsin and has been my primary intellectual home. It is composed of affiliated faculty in a number of departments and schools at the University of Wisconsin-Madison, some research and administrative staff as well as affiliated faculty in other institutions.

The position is viewed and funded as a half time position so while it reduced some of my other responsibilities, it certainly did not substantially reduce them. (I believe that most of us who are "temporary administrators" find ourselves very busy as we try to maintain most of our traditional activities but for reduced teaching, while taking on these added responsibilities.)

I think holding a position of this sort is certainly a way to enhance one's visibility and to engage in a number of new and exciting activities. First there is visibility that comes from being director of a nationally known organization and second there are all the activities that expose the director to a far broader set of people. Invitations arrive simply directed to the director. But added to this, I was Director during a period with a good deal of interest in poverty related issues. This was a period during which welfare reform took place and there was a great deal of interest in evaluation of these changes. And the interest was not limited to only those in the U.S.—our welfare reform was closely watched abroad as well, adding to the opportunities for all of us at IRP and especially the director.

Some of the activities included running a series of briefings in Washington D.C. for policymakers (and getting panel participants to limit their comments to five minutes); working with foundations who wished to cooperate to mount a high quality evaluation of welfare reform, and helping to organize symposiums at "home" and in Washington on focused topics such as measurement of poverty.

As director of a research organization I avoided many of the administrative tasks more commonly associated with running a department. We do not hire faculty directly or have tenure lines. We also do not offer courses (since my time as director a graduate fellows program has been added) but we do need to pull together proposals for funding and bear funding uncertainty. This means negotiation and marketing of our activities. It means negotiation with university administrators, negotiation with our project managers, negotiating with foundations and finally staying in touch with policy makers.

As director of a research organization I was called upon to speak with members of the press, to meet with a variety of visitors and to help set up our research activities. We have an executive committee and an associate director that help form the program and an outside board of advisors that provides feedback on our plans. Clearly forming these plans is one of the most time intensive of activities as they also form the core of our proposals. They also offer an opportunity to move a research agenda forward which is an exciting if intimidating task.

Much of this would be very difficult without the great staff in place at IRP. One of my only conditions for accepting the position was to speak to a few of the key staff members to make sure they did not plan on leaving in the near future. Without them the job would be far more difficult and less rewarding.

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Of course there are negatives with such a position; the stress of making sure that staff will be paid, of lobbying for funds, endless meetings and so on. But all in all I would have to say that the benefits far outweighed the costs. (But I was delighted to step down after six years in this position.) One of the other personal rewards of being director is that I broke ground as the first woman to hold this position and another woman has now held this position (and done a fantastic job of it.) One of the unique negatives occurred during a trip to Portugal. After attending a conference, my husband and I were on a trip we had planned some time in advance. But the competition for funding for poverty centers was due only a few weeks later. I received a fax of part of the proposal—that was printed out on a roll of paper such that as the paper wound down the print got larger and larger so that by the end each letter was more than an inch high. I sat at the large table in the lobby in a hotel in a forest—the only place large enough to open a part of the roll, in order to work on the proposal. What a sight I must have been.

I believe that having a woman as head of an organization/department improves opportunities for women.

My more recent administrative position is as director of a school of public affairs. This is a position with similar responsibilities of a department head but with an important added outreach role. This position offered opportunities to create new programs (annual policy symposium and a seminar series are examples), less pressure to obtain funds but many more administrative tasks than directing a research organization. All in all I think they are quite different. I was the first woman to hold this position and I am pleased to say that women on our faculty now have a bigger role in decision making and that my successor, who took over this July, is also a woman. I believe that having a woman as head of an organization/department improves opportunities for women. It is a form of investment in the future of women that I hope others will consider when offered such a position. But be prepared to get hundreds of emails a day: no hiding anymore!

Julie Hotchkiss

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My conviction to become a lawyer lasted all the way until the summer before my senior year. It occurred to me, at that time, that I didn't know very many lawyers, and I didn't really like the ones I knew (that has since changed, I'm happy to say). I had also figured out that I liked and seemed to have a knack for economics and I couldn't imagine a more delightful future than spending the rest of my life in college, so why not go to graduate school and become a college professor? I managed to squeak in Calc II and half a semester of mathematical economics before heading to Cornell, whose faculty, fortunately, decided to take a gamble on me. Why Cornell? It was the school farthest to the East that accepted me. Why labor economics? Because I had done my economics senior thesis at Willamette on the returns to human capital and I really liked saying "Psacharapoulos."

Four years later, I left Cornell with my Ph.D. and...a husband, also an economist. For twenty years now, he has been my compass, always helping me find my way in the forest when I got lost in the trees. Since my husband is a native of Atlanta, we were fortunate to both get jobs at Georgia State University and to have offices side by side for 15 years. Two other fortunate events have also helped me keep my bearings—my children. Their presence in my life helps me to put professional accomplishments and disappointments into healthy perspective; I hope they're getting as much out of this relationship as I am!

I had both children before my first promotion at GSU; my husband and I decided there was no point putting those important events on hold for something as capricious as tenure. After being promoted through the ranks to Full Professor at GSU, I took a permanent position at the Federal Reserve Bank of Atlanta—enticed by a colleague who left GSU for the Fed a year earlier. As a Research Economist and Policy Advisor, I determine my own research agenda and contribute my expertise in labor economics to deliberations related to monetary policy as carried out by the FOMC.

In the end (although I'm far from through) my path has been pretty straight-forward—some would say focused and narrow. But not having a grand plan does not necessarily mean one has to wallow in uncertainty. There's a lot to be said for liking what you do and doing what you like, even if you are not sure where it's going to lead. As Jean-Paul Sartre, the subject of my French senior thesis, would put it, "man first of all exists, encounters himself, surges up in the world—and defines himself afterwards" (*L'existentialisme est un humanisme,* 1946). We should all sit down and define ourselves through autobiography every once in a while.

Consortium and Single-sex Setting

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caregiver and enjoys a 1-course reduction in teaching load. A professor receives the same pay under both options.

Now, if your economist brain is anything like mine, it's saying, "Who would ever pick Option B?" I had a long discussion with the faculty executive committee on just this point. "Shouldn't we require some documentation of primary caregiving responsibilities? Or, shouldn't we reduce pay for the 2-course option relative to the 1-course option?" They insisted that we rely on an honor system and, so far, they were right. A professor with a full-time stay at home spouse elected the 1 course "infant-bonding" course reduction. A professor with a spouse who is employed full-time elected the two-course reduction and so on. Why? I suspect the small size of our community and the repeated interactions within the small community discourage misrepresentation of the caregiving role. If my hypothesis is correct, we should see the proportion of faculty claiming the 2-course reduction positively correlated with the size of the faculty and with the degree of turnover on the faculty, other things equal. So, that's another research topic—are faculty parents behaving rationally when they pass up Option A?

The Consortium, Gains from Trade, Underinvestment in Public Goods

Both Scripps and Pomona are part of the Claremont Colleges Consortium. The consortium consists of seven institutions, two graduate programs and five undergraduate colleges. We share a library, a power plant and a security force. We also negotiate jointly for health insurance. Within the Consortium, there are other cooperative arrangements. Scripps, Harvey Mudd and Claremont McKenna share sports teams and athletic facilities. Scripps, Pitzer and Claremont McKenna share a science program. Scripps, Harvey Mudd, Claremont McKenna and Pitzer share a music program. And, the list goes on.

The Consortium is a benefit to all of the colleges, most especially to a small institution like Scripps, but it also means giving up autonomy. I can't make many things happen until a consensus is reached with both the Scripps faculty and the Academic Deans at the other institutions, who in turn must consult with their own faculty. The process is slow.

There are multiple examples of free-rider problems and the resulting tendency towards underproduction. I find it useful to consult the economics literature for possible solutions. The most prominent solution within the consortium is the lead college model, which is akin to the concept of the privileged group. One college pays because the benefit to that college is greater than the cost and then tries to induce others to contribute.

We sometimes have problems reaching agreement using majority rule. The majority votes for something, but the minority voters then refuse to participate or contribute financially or just complain it isn't fair. I find myself explaining the merits and demerits of different voting schemes and Arrow's Impossibility Theorem.

Selling a Women's College

Part of the appeal of coming to Scripps was that it is a woman's college. I attended a women's college (Wellesley) and taught at Barnard for ten years before moving west.

I have gathered the empirical studies of the benefits of single sex colleges and realize they probably would not withstand serious scrutiny by an econometrician. There are no random assignment studies where high school seniors are assigned either to a coed liberal arts college or a single-sex college with the same general characteristics. However, I see the transformation that occurs for some young women over their four years and I believe that these changes might not have happened had they attended a different kind of institution.

Last night I listened as one of our juniors described her experience to a group of prospective students—all either first in their family to go to college or from under-represented minority groups. She talked about the cultural expectations placed on Latinas to be caregivers. She talked about the resistance to her leaving home to go to college. (Even though her family lives in East Los Angeles, they saw coming to Claremont as moving away.) She described her reluctance to speak up in class until one day, with the help of a faculty member, she realized that she had something to contribute. Now, she was giving a public address to a room of over 100. I'm not convinced that this transformation would have happened at a large university. It might happen at a small college like Pomona, but there she would contend not only with the racial/ethnic/cultural differences, but also with the issue of gender. At Scripps, she can focus on just one of those dynamics at a time.

When I make decisions as a dean, I keep the young women like her at the forefront of my analysis. I want to allocate our resources wisely so that a Scripps education can be accessible to young women like her. That thought toughens me up for the battles with directors of facilities, treasurers and, yes, faculty. It is fulfilling work and sometimes quite fun.

Olivia Mitchell

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at Harvard was rather different; she recalls a graduate micro class which she took as an undergraduate, in which she was the only female. The very proper professor entered the classroom each day, scanned the student body, and began his lecture with the "Good morning, *Lady* and Gentlemen." Before moving to the U.S., Olivia lived and studied in several countries (Chile, Peru, Brazil, Pakistan, Mexico, Colombia, and Italy) since her father worked for the United Nations. That global exposure confirmed her interest in economics and international travel.

Olivia was young (25) when she finished her Ph.D., not only because she finished it quickly, but also because she skipped a number of grades as she moved around the world growing up. With spectacular timing, she received tenure at Cornell the same week she gave birth to the first of two daughters. Olivia was able to schedule the following term off from teaching, making the first year less of a strain than many must face. Her second daughter was born four years later, and both girls are now enrolled at the University of Pennsylvania, one at Wharton and the other in the Medical School.

In a business school, younger female professors are often challenged by older MBA students fresh from the "macho" Wall Street world.

Olivia has served on many groups during her distinguished career, among them three of particular note: the Task Force on Women in the Wharton Learning Environment, the Executive Committee of the American Economic Association (AEA), and the President's Commission on Strengthening Social Security (CSSS).

The Task Force on Women focused to a large degree on women faculty's classroom experience. In a business school, younger female professors are often challenged by older MBA students fresh from the "macho" Wall Street world. The work of the Task Force helped inform new rules for classroom comportment; for instance, students today are explicitly asked to arrive to class on time, not leave early, be respectful of others, and display their name placards to ensure accountability. Some Task Force members felt that the chances of getting strong teaching evaluations can be increased if younger faculty "dress the part." In fact, early in her own career at Cornell, Olivia was advised by an older male faculty member to "buy a black suit and wear it all the time," so as to command more classroom respect. The Task Force also recommended the appointment of an Ombudsperson at the University of Pennsylvania, available to faculty and staff to facilitate dispute resolution. Olivia has also worked with other Penn faculty to codify policy procedures for re-appointment and promotion, essential for a clearer promotion process. Naturally these changes were valuable to all junior faculty, but she feels that female faculty are particularly likely to benefit.

When Olivia served on AEA's Executive Committee and the CSWEP Board, these both offered fascinating opportunities. The CSWEP board organizes sessions for the annual AEA meetings, some of which are published in the AER. The Executive Committee provided her a chance to meet and work with new people, and it gave her a sense of the challenges facing this key association. The group debated and eventually launched four new AEA field journals during her tenure, which required market survey efforts, discussion about the mission of each journal, and selection of editors and editorial board members. As publishing in the AER had become extremely competitive and slow, these four new field journals were intended to offer more opportunities for researchers to have their work appear in an AEA publication.

The most visible committee on which Olivia served was the 2001 President's Commission on Strengthening Social Security (CSSS). This was a bipartisan committee (half Republican, half Democrat) charged with coming up with viable plans to reform Social Security, a system where revenues will fall below benefit payments in just a few years. Olivia found this a particularly important commitment as the serious solvency problems facing the system were taken seriously at the national level for the first time, at the behest of the President. The group's final report presented three reform options, each of which included voluntary private accounts as a means to wrest from Congress the revenue that otherwise would be spent. After the Commission delivered its report within days of the 9/11 attack in 2001, the President's focus shifted to national security issues; upon reelection, the President announced he would revisit social security reform with a tour of "60 cities in 60 days" campaign to push for change. Olivia accompanied the President at several of these meetings, which she found fascinating even if no concrete action has yet been taken. Indeed, the stock market scandal around Enron and other firms raised questions about letting people invest in personal accounts, though the Commission had recommended including safer assets in the retirement portfolios as well. Most importantly, few in the government proved to have the political fortitude to take on the more serious challenge of changing Social Security's benefit formulas. In her view, the Commission's proposal to slow the growth rate of benefits was both a simple and sensible option, which did not require any cuts in benefits. Olivia's ongoing worry is that the financial system

bailout underway will leave nothing with which to make much-needed Social Security and Medicare changes.

As a faculty member at Wharton and previously at Cornell, Olivia has greatly enjoyed working with students at all levels. She regularly publishes with them, most recently with an undergraduate. She finds it exciting to take her research into the classroom and to enlist students to work with her on research. This joint work not only infects students with a love for new knowledge, but also it teaches them the organizational skills to develop an idea, implement a research plan, and successfully translate that research into a publication. She enjoyed working with Gary Fields as a mentor who taught her how to write several papers and a book they co-authored. Olivia feels it is particularly important to teach students how to position their contribution within the literature so that others will readily understand the value-added of their work. She has bi-weekly group meetings with her doctoral students from a variety of disciplines, where they discuss their research and establish an intellectual network. She also engages her students in the wider research community by taking them with her to conferences, most recently in Germany and Australia, and encouraging them to present their work at seminars all over the United States.

In view of the times, Olivia's greatest concern has to do with the world financial system and how economies will respond to the meltdown. Her commitment to research on retirement security leads her to worry not only how the financial bailouts will work, but also to broader questions of how the nation will pay for Social Security and Medicare if the economy is in a long-term recession and tax rates rise to depressingly high levels. She notes that the consequences of these economic failures will inevitably trickle down to the average worker's bank accounts, mutual funds, insurance policies, and pensions. Retirement security for the common man and woman seems to be receding quickly into the distance.

When asked what her life-lesson advice is, she replies "never stop learning." This helps ensure that she is never bored and continues to acquire new skills to share with future employers, students, colleagues, and policymakers. She finds her career both tremendously enjoyable and hard work, and she says that if she had 24 more hours per day, she'd hope to do even more! She continues to travel, always looking for interesting pension systems in countries where she and her husband can visit (with a side trip to scuba dive!) in the winter months.

How To Be Mentored

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advice about how things work. Likewise, friends from graduate school can provide advice, support, and comment on your work. Even colleagues outside of the economics department can provide support and useful information about your institution's culture.

2. Seek advice according to the individual strengths of members of your department. That is, you can have many different mentors, each with a characteristic that you admire.

3. Good mentors should be able to give advice that matches a mentee's preferences and needs rather than their own. Keep in mind that your mentor might not be the average person in the profession and reflects a certain age cohort, subfield, preferences etc. This is not to say anyone should "discount" the advice of the mentor, but rather weight parts of it according to the match with self. In short, you want to get a standard error around the advice and imitation is not necessary.

4. When attending conferences, introduce yourself to senior scholars who do work in your area. Tell them a little bit about yourself (where you're at and what you're working on). Even if it feels awkward, every economist likes to be asked, "What are you working on these days?"

5. When at conferences, ask your senior colleagues to introduce you to economists who work in your area. Make plans to have lunch and dinner with friends and colleagues. Do not hide in your room! Similarly, invite your senior colleagues to lunch: professional and personal relationships are complements.

6. Ask your mentor specific questions about conferences, publications, and journal policies; the economics profession has a lot of tacit knowledge that can only be discovered by experience or asking someone who knows the score.

7. Ask senior colleagues in your area to read and comment on your work, at the same time, offer to give feedback on their work. Don't be disappointed if your colleagues don't provide any comments, though. Your senior colleague may not have the time to be helpful. If that's the case, give a seminar in your department and ask them to attend.

8. When you're evaluated for reappointment or tenure make sure to ask senior colleagues about the process. Solicit their opinions when you're preparing personal statements, summaries of your research, or choosing external reviewers for your dossier. You might even ask senior colleagues if you can view some of the materials they prepared for their own evaluations.

9. Be a good department citizen. The more active and engaged you are in the department, the better others in the department will know you and will be inclined to mentor you.

10. Finally, remember that making yourself vulnerable is part of being mentored. This said, making yourself vulnerable may not be the smart thing to do with every one of your senior colleagues.

Fundamental Economics on the Job

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college-wide expectation that an exercise such as writing a strategic plan will be very collaborative and "bottom-up." It is not unusual for colleges to spend two or three years writing a strategic plan as a whole campus community discusses priorities at length.

John works in a world in which this sort of time expenditure is an impossible luxury. His experience with making big things happen quickly was invaluable as we found ourselves in a situation in which we had to move quickly as well. We had changed presidents in the middle of a capital campaign. Our new president needed to be able to articulate a vision and plan for the college to keep the capital campaign moving successfully, which has happened. Time and time again, John's memos and actions taught me how to move the planning process forward more rapidly than I would have known how to do. This did not mean abandoning campus discussion and collaborative effort; rather, it meant focusing that discussion and finding partners on campus who could help drive the process forward. Our work together was successful because John and I share the same desire to transform Union to a 21st century scholarly community that is truly diverse and global in reach while being small and intimate. While I still occasionally have some of the "stranger-in-a-strange-land" feelings that I had as a young woman at Union, the experience of articulating a shared vision through this planning process has virtually erased them. We were also successful because John has the important trait of selflessness that I touted above, in spades. His interest is in helping the college rather than in promoting himself or in exercising power—he would rather be thanked than congratulated. We finished the strategic plan in nine months. It has stood the test of time in the subsequent eighteen months. When the plan was formally affirmed by the Board, John and I were presented with matching Union t-shirts that said "Agent of Change"—a fun way to conclude the project.

Perhaps my closest working relationship as chief academic officer is with the college's president, Stephen Ainlay. Stephen has been at Union for two years, having previously been chief academic officer for ten years at Holy Cross. With Stephen, I share the cultural affinity of having had careers as social scientists at small liberal arts colleges. Thanks to him, my interest in my position remains high. He leads by example and is determined to see that Union remains a top-notch scholarly community where everyone has the opportunity to learn more about being an effective administrator.

Annual and Regional Meetings

CSWEP Sponsored Events at the 2009 Allied Social Science Associations (ASSA) Meeting

January 3–5, 2009, San Francisco, CA

*Please note that all events will take place at the **Hilton San Francisco Hotel.** Room information for paper sessions will be provided at registration.*

Saturday Jan. 3–5

CSWEP Hospitality Room, 7:30 a.m.–4:00 p.m., Golden Gate 5 (7:30 to Noon on the 5th)

Saturday Jan. 3

CSWEP Business Meeting, 5:00–6:00 p.m., Golden Gate 4

This meeting will include results from the annual survey of economics departments and presentation of the Carolyn Shaw Bell Award and the Elaine Bennett Award.

CSWEP Reception, 6:00–7:30 p.m., Golden Gate 5

Children's Program Fees Reduced!

Fees for **childcare** by KiddieCorp at the ASSA's **Jan. 2009** Annual Meeting in San Francisco have been **reduced** from the 2008 levels. Go to the AEA Annual Meeting web page for more information. **http://www.vanderbilt.edu/AEA/Annual_Meeting/**

CSWEP Sponsored Sessions at the 2009 Allied Social Science Associations (ASSA) Meeting

Saturday, January 3

2:30 p.m.

Topics in International Public Economics

Chair: *Leora Friedberg (University of Virginia)*

Discussants: *Leora Friedberg (University of Virginia), Kathleen McGarry (Dartmouth College), Norma Coe (Tilburg University), Wojciech Kopczuk (Columbia University)*

Justine Hastings (Yale University), Lydia Ashton (Yale University) presenting "Gender and Investment in

Privatized Social Security Markets: Evidence from Mexico"

Laura Juarez (Centro de Investigacion Economica CIE-ITAM) presenting "Altruism, Exchange and Crowding Out of Private Support to the Elderly:Evidence from a Demogrant in Mexico"

Sophie Mitra (Fordham University) presenting "The Labor Market Effects of the Disability Grant Program in KwaZulu-Natal, South Africa"

Monica Singhal (Harvard University) presenting "Quantifying Preferences for Redistribution"

Sunday, January 4

8:00 a.m.

Education Policy and Public Economics

Chair: *Jessica Howell (California State University, Sacramento)*

Discussants: *Nora Gordon (University of California, San Diego), Jessica Howell (California State University, Sacramento), Sarah Turner (University of Virginia), Judith Scott-Clayton (Harvard University)*

Sherrilyn M. Billger (Illinois State University) presenting "What Happens when the Local High School Closes? 'Economies of Size' in Illinois"

Anamaria Felicia Ionescu (Colgate University), Linnea Polgreen (University of Iowa) presenting "A Theory of Brain Drain and Public Funding for Higher Education in the U.S."

Joydeep Roy (Georgetown University & Economic Policy Institute), Rajashri Chakrabarti (Federal Reserve Bank of New York) presenting "Can State Merit Aid Programs have Unintended Consequences? A Closer Look"

Tansel Yilmazer (University of Missouri-Columbia), Patryk Babiarz (Purdue University) presenting "The Impact of College Financial Aid Rules on Household Portfolio Choice"

10:15 a.m.

Public Economics and the Low Income Population

Chair: *Hilary Hoynes (University of California, Davis)*

Discussants: *Bill Evans (University of Notre Dame), Hilary Hoynes (University of California, Davis), Thomas Buchmueller (University of Michigan), Kosali Simon (Cornell University)*

Andreea Balan Cohen (Tufts University) presenting "Healthy, Wealthy and Wise? The Impact of the Old Age Assistance Program on Elderly Mortality in the United States"

Sara LaLumia (Williams College) presenting "The Persistence of Tax Refunds: Evidence from Panel Data"

Sharon Long (Urban Institute) presenting "Early Evidence on the Impacts of Health Reform in Massachusetts"

Lara Shore-Sheppard (Williams College), John Ham (University of Southern California), Xianghong Li (York University) presenting "Public Policy and the Dynamics of Children's Health Insurance, 1986–1999"

2:30 p.m.

Changes in Women's Labor Supply

Chair: *Patricia Anderson (Dartmouth College)*

Discussants: *Elizabeth Cascio (Dartmouth College), Patricia Anderson (Dartmouth College), Elaina Rose (University of Washington), Andrea Weber (University of California, Berkeley)*

Natalia Kolesnikova (Federal Reserve Bank of St. Louis), Dan Black (University of Chicago), Lowell Taylor (Carnegie Mellon University) presenting "Why do so few women work in New York (and so many in Minneapolis)? Labor Supply of Married Women Across U.S. Cities"

Speaker cancellation: Sharmila Choudhury

Suqin Ge (Virginia Tech), Fang Yang (University at Albany, State University of New York) presenting "Labor Supply of Married Households: A Gender Specific Analysis"

Blen Solomon (Grand Valley State University), Jean Kimmel (Western Michigan University) presenting "The Effect of Fertility on the Labor Supply of Married Women in Ethiopia"

Monday, January 5

8:00 a.m.

The Interface Between Family and Work

Chair: *Ronald Oaxaca (University of Arizona)*

Discussants: *Jing Cai (Upjohn Institute), Ronald Oaxaca (University of Arizona), Cordelia W. Reimers (Hunter College), Debra Barbezat (Colby College)*

Tami Gurley-Calvez (West Virginia University), Amelia Biehl (University of Southern Indiana), Katherine Harper (University of Tennessee, Knoxville) presenting "Time Use Patterns and Women Entrepreneurs"

Arif Mamum (Mathematica Policy Research) presenting "Effects of Employment on Marriage and Cohabitation: Evidence from a Randomized Study of the Job Corps Program"

Annalisa Mastri (Mathematica Policy Research) presenting "Family-Friendly Benefits: Helping Women but Hurting the Firm?"

Saranna R. Thornton (Hampden-Sydney College) presenting "An Examination of the Implementation and Utilization of 'Stop the Tenure Clock' Policies in Canadian and U.S. Economics Departments"

10:15 a.m.

Human Capital Acquisition

Chair: *Kristin Butcher (Wellesley College)*

Discussants: *Lauren Malone (CNA Corporation), Deborah Reed (Public Policy Institute of California), Melinda Pitts (Federal Reserve Bank of Atlanta), Niels-Hugo Blunch (Washington and Lee University)*

Cynthia Bansak (St. Lawrence University), Brian Chezum (St. Lawrence University) presenting "How do Remittances Impact Human Capital Formation of School Age Boys and

Girls? A Longitudinal Analysis Using the Nepal Living Standards Survey"

Stacey H. Chen (University of London), Yen-Chien Chen (National Taiwan University), Jin-Tan Liu (National Taiwan University and NBER) presenting "Rivalry and Spillover Effects of Male Siblings on Women's Education"

Amalia R. Miller (University of Virginia) presenting "Motherhood Delay and the Human Capital of the Next Generation"

Joseph J. Sabia (University of Georgia), Daniel I. Rees (University of Colorado at Denver and Health Sciences Center) presenting "The Effect of Sexual Abstinence on the Educational Attainment of Females"

Southern Economic Association Meeting CSWEP Sponsored Sessions

November 21–23, 2008, Washington, D.C.

Friday, November 21

10:00 a.m. to 11:45 a.m.

Government (and quasi-Government) Policies

Presiding: *Melinda Pitts (Federal Reserve Bank of Atlanta)*

Discussants: *Lisa Barrow (Federal Reserve Bank of Chicago), Robert Moffitt (Johns Hopkins University), Ellis Tallman (Oberlin College)*

Denvil Duncan (Georgia State University), Klara Sabirianova Peter (Georgia State University), CEPR, IZA Bonn) presenting "Tax Progressivity and Income Inequality"

Hui-chen Wang (University of Mississippi) presenting "Access to Education under A Welfare Program and The Return to Schooling"

Ellen E. Meade (American University), Daniel L. Thornton (Federal Reserve Bank of St. Louis) presenting "The Phillips Curve and US Monetary Policy: What the FOMC Transcripts Tell Us"

1:00 p.m. to 2:45 p.m.

Poverty Programs

Presiding: *Tara Watson (Williams College, University of Michigan and NBER)*

Discussants: *Melissa Kearney (University of Maryland), Anna Aizer (Brown University), Jessica Vistnes (Agency for Healthcare Research and Quality), Angela Fertig (University of Georgia)*

Martha Bailey (University of Michigan and NBER) presenting "Family Planning Programs and the Poverty of U.S. Women and Children, 1960–1980"

Tara Watson (Williams College, University of Michigan and NBER) presenting "Social Networks and "Chilling" Effects in the Take-up of Public Programs Among Immigrants"

Thomas Buchmueller (University of Michigan and NBER), Lara Shore-Sheppard (Williams College and NBER) presenting "Does Continuity of Coverage Improve Access to Care? Evidence from Sub-Annual Measures of Coverage"

Jason M. Fletcher (Yale University), David Frisvold (University of Michigan), Heather N. Royer (Case Western Reserve University) presenting "Does Head Start Participation Influence Parents' Behavior?"

Saturday, November 22

8:00 a.m. to 9:45 a.m.

Behavior

Presiding: *Susan Averett (Lafayette College)*

Discussants: *Daniel Rees (University of Colorado at Denver and Health Sciences Center), Lina Walker (Georgetown University and Brookings Institution), Pia Orrenius (Federal Reserve Bank of Dallas), Debra Holt (U.S. Federal Trade Commission),*

Asia Sikora and H. Elizabeth Peters (Cornell University), Kara Joyner (Bowling Green State University) presenting "Child Support Policies and Information about Fathers on Birth Certificates"

Willie Belton and Ruth Uwaifo Oyelere (Georgia Institute of Technology) presenting "The Racial Saving Gap Enigma: Unraveling the Role of Institutions"

Holger Bonin (ZEW), Amelie Constant (DIW D.C., Georgetown University and IZA), Konstantinos Tatsiramos (IZA), Klaus F. Zimmermann (IZA, Bonn University and DIW Berlin) presenting "Ethnic Persistence, Assimilation and Risk Proclivity"

Yan Chen (University of Maryland) presenting "Information, Advertising, and Consumer Choice: an Application to the Ready-to-Eat Cereal Market"

10:00 a.m. to 11:45 a.m

Issues in Economic Development

Presiding: *Ruth Uwaifo Oyelere (Georgia Institute of Technology)*

Discussants: *Catherine Shelly Norman (Johns Hopkins University), Katherine Terrell (University of Michigan), Xavi Gine (The World Bank), Jonathan Munemo (The World Bank)*

Yi Song (George Washington University) presenting "Determinants of Outward Direct Investment from Developing Countries: A Firm-Level Study of China"

Louise Grogan and Asha Sadanand (University of Guelph) presenting "Electrification and the Household"

Hazel Jean Malapit (American University) presenting "Are Women from Low-Income Urban Households More Likely to be Credit Constrained? Evidence from the Philippines"

Sharri Byron (University of Georgia) presenting "Foreign Aid and the Real Exchange Rate—A Theoretical Model"

2:00 p.m. to 3:45 p.m.

Divorce, Child Support, and Substitute Families

Presiding: *Marjorie Baldwin (Arizona State University)*

Discussants: *Ken Troske (University of Kentucky), Angela Fertig (University of Georgia), David Macpherson (Florida State University), Laura Argys (University of Colorado-Denver)*

Tongyai Iyavarakul and Marjorie McElroy (Duke University) presenting "Coasian Complications: How the interactions of waiting times, no-fault, and unilateral divorce laws affect divorce rates"

Kristin Mammen (Columbia University) presenting "The Long Term Effects of the Divorce Revolution: Health, Wealth, and Labor Supply"

Yunhee Chang (University of Mississippi) presenting "Child Support Enforcement and Gender Disparity in Retirement Wealth"

Mary Eschelbach Hansen (American University, Center for Adoption Research, University of Massachusetts Medical School), Paul Jacobs (American University) presenting "Valuing Substitute Families: Financial Support for Foster and Adoptive Families"

Sunday, November 23

8:00 a.m. to 9:45 a.m.

Earnings Differentials

Presiding: *Robert E. Moore (Georgia State University)*

Discussants: *Bruce Fallick (Federal Reserve Board), Solomon Polachek (SUNY Binghamton), Rachana Bhatt (Georgia State University), Barbara Morgan (Johns Hopkins University)*

Elsie Echeverri-Carroll and Sofia G. Ayala (University of Texas at Austin) presenting "Do High Tech Industries Promote Wage Equality?"

Jill Kearns (University of Kentucky) presenting "Interrupted at What Cause? A Closer Look at the Gender Wage Differential and Why the Type of Interruption Matters"

Kusum Mundra (Rutgers University) presenting "A Panel Study of Earning Differentials Across Gender"

Nola Ogunro (University of Kentucky) presenting "The Effects of Racial Differences in The Pattern of Experience Accumulation on the Black-White Wage Gap"

10:00 a.m. to 11:45 a.m.

Wealth, Expenditures, and Economic Well-being

Presiding: *Yelena Takhtamanova (Federal Reserve Bank of San Francisco)*

Discussants: *Johanna Francis (Fordham University), Kasey Buckles (University of Notre Dame), Kevin B. Moore (Federal Reserve Board), Thesia Garner (U.S. Bureau of Labor Statistics)*

Kasey Buckles and Daniel M. Hungerman (University of Notre Dame) presenting "Season of Birth and Later Outcomes: Old Questions, New Answers"

Katie Winder (University of California, Merced) presenting "Schedule Flexibility and Labor Market Outcomes for Men, Women, and Parents"

Berna Demiralp (Old Dominion University), Johanna Francis (Fordham University) presenting "Wealth, Industry and the Transition to Entrepreneurship"

Yelena Takhtamanova (Federal Reserve Bank of San Francisco), Eva Sierminska (CEPS/INSTEAD and DIW Berlin) presenting "Consumption Patterns and Changes in Wealth: Cross Country and Family Type Comparisons"

Western Economic Association Meeting CSWEP Session Summary

June 29–July 3, 2008, Waikiki, Hawaii

Education and Its Impacts

Session Chair: *Martha Olney (U.C. Berkeley)*

Discussants: *Fidan Kurtulus (University of Massachusetts, Amherst), Kathleen N. Wong (University of California, Irvine), Ruth Uwaifo (Georgia Institute of Technology)*

Fidan Kurtulus (University of Massachusetts, Amherst) presented "The Effect Of Heterogeneity On The Performance Of Employees And Organizational Divisions Of The Firm." Using a dataset containing detailed personnel records of a large U.S. firm from 1989–1994, the author finds evidence that heterogeneity in age, race, firm tenure, and performance are associated with lower worker performance, while heterogeneity in gender, division tenure, function, wages, and education levels are associated with higher worker performance. Divisions with greater heterogeneity in age, race, work function and performance among workers experience lower division performance, while divisions with greater heterogeneity in gender, wages, and education levels experience higher division performance.

Kathleen N. Wong (University of California, Irvine) presented "Looking Beyond Test Score Gains: State Accountability's Effect on the Differential Black-White Levels of Education Attainment and Labor Market Outcomes." This paper evaluates the effect of school accountability programs on long-run student educational attainment and labor market outcomes, with a particular attention to different treatment effects on black and white students. Using the US Census and the American Community Survey, the results imply that the programs had minimal effect on males, regardless of race, and led to small improvements to the educational attainment of white females with no long-run impacts on individuals' labor market outcomes. The analysis suggests that the rules states use to shape their accountability programs may have a large impact on a program's success.

Ruth Uwaifo (Georgia Institute of Technology) presented "Africa's Education Enigma: The Nigerian Story." In this study, Uwaifo uses instruments based on the exogenous timing of the implementation and withdrawal of free primary education across regions in Nigeria to consistently estimate the returns to education in the late 1990s. The results show the average returns to education are particularly low in the nineties, in contrast to conventional wisdom for developing countries (2.8% for every extra year of schooling between 1997 and 1999). Surprisingly, the author finds no significant differences between OLS and IV estimates of returns to education when necessary controls are included in the wage equation.

Calls for Papers and Abstracts

Western Economic Association Meeting Call for Papers

CSWEP will be sponsoring sessions at the 2009 Western Economic Association International (WEAI) meetings, to be held at the Sheraton Wall Centre Vancouver, British Columbia, June 29–July 3, 2009. Deadline for submission of session proposals is **January 10, 2009.**

One or two sessions are available for persons submitting an entire session (3 or 4 papers) or a complete panel on a specific topic in any area of economics. The organizers should prepare a proposal for a session (including chair, abstracts, and discussants) or panel (including chair and participants) and submit by email before January 10, 2009.

One or two additional sessions will be organized by the Western representative. Abstracts for papers in the topic areas of gender or race/ethnicity; economic history; macroeconomics; finance and financial crises; or economics of education are particularly solicited. Abstracts in other areas are also welcome.

Please email complete session proposals, panel discussion proposals, or abstracts (1–2 pages, include names of authors, affiliations, addresses, email contacts, paper title) by **January 10, 2009** to:

Martha Olney, CSWEP Western Representative
Adjunct Professor of Economics
University of California, Berkeley
Email: olney@berkeley.edu
Phone: 510-642-6083
Fax: 510-642-6615 (include cover sheet; fax is for entire department)

Please note that this submission is separate from any submission sent in response to the WEAI's general call for papers. For more information on the WEAI meetings, please see http://www.weai.org/conferences.htm

Eastern Economic Association Meeting Call for Papers

CSWEP will be sponsoring sessions at the Eastern Economics Association meetings. The meetings will be held in New York City at the Sheraton New York Hotel and Towers on February 27 – March 1, 2009. In addition to a session on gender differences, CSWEP session topics are open and all abstracts are welcome. One-page abstracts should include your name, affiliation, mail and e-mail address, and phone and fax numbers. Abstracts can be sent via mail or e-mail.

Abstracts should be submitted by **November 14, 2008** to

Linda Bell — lbell@haverford.edu
Haverford College — Phone: 610-896-1014
370 Lancaster Avenue
Haverford, PA 19041

Please note that your CSWEP abstract submission is distinct from submissions in response to the EEA general call for papers. Any abstract not accepted for a CSWEP sponsored session will be passed on to the EEA. Further information on the EEA meetings is available at http://www.iona.edu/eea/

January 2010 American Economic Association Meeting Call for Abstracts

CSWEP will be organizing three sessions on gender-related topics and three sessions on personnel economics topics for the January 2010 meetings in Atlanta. Accepted papers will be considered for publication in the Papers and Proceedings issue of the *American Economic Review,* a fantastic opportunity. E-mail a cover letter (specifying to which set of sessions the paper is being submitted) and a copy of a one- to two-page abstract (250–1000 words), clearly labeled with the paper title, authors' names, and contact information for all the authors by **January 9, 2009** to cswep@usm.maine.edu

BRAG BOX

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

Donna Ginther testified before the U.S. House of Representatives Subcommittee on Research and Science Education on "Fulfilling the Potential of Women in Science Act of 2008" during May 2008. She commented on specific provisions of the legislation and discussed how the CeMENT mentoring workshops could serve as a model for mentoring women in other science disciplines.

Debra Barbezat was recently appointed the Mitchell Family Professor of Economics at Colby College. The previous and original chair holder was Professor Tom Tietenberg, the respected environmental economist who retired in May 2008.

Already a CSWEP Associate?

Consider joining the American Economic Association.

CSWEP is a subcommittee of the AEA, which subsidizes many of our activities. In addition to all the perks associated with AEA membership, part of your dues will help to support CSWEP-sponsored programs, like the mentoring program. To join, go to **http://www.vanderbilt.edu/AEA.**

Committee on the Status of Women in the Economics Profession

HOW TO RENEW/BECOME A CSWEP ASSOCIATE

CSWEP is a subcommittee of the AEA, charged with addressing the status of women in the economics profession. It publishes a three-times-a-year newsletter that examines issues such as how to get papers published, how to get on the AEA program, how to network, working with graduate students, and family leave policies. CSWEP also organizes sessions at the annual meetings of the AEA and the regional economics associations, runs mentoring workshops, and publishes an annual report on the status of women in the economics profession.

CSWEP depends on the generosity of its associates to continue its activities. If you are already a CSWEP associate and have not sent in your donation for the current year (January 2008–December 2008) we urge you to renew your status. All donations are tax-deductible. If CSWEP is new to you, please visit our website, www.cswep.org to learn more about us.

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Upcoming Regional Meetings:

Eastern Economic Association
http://www.iona.edu/eea/
2009 Annual Meeting February 27–March 1, 2009
New York City: Sheraton New York Hotel and Towers
"Early Bird" submissions deadline: October 6, 2008
Final deadline for papers: November 3, 2008
(sessions November 10, 2008)
CSWEP deadline: November 14, 2008

Midwest Economics Association
http://web.grinnell.edu/mea
2009 Annual Meeting: March 20–22, 2009
Cleveland: Marriott Cleveland Downtown at Key Center

Western Economic Association
http://www.weainternational.org/
2009 Annual Meeting June 29–July 3, 2009
Vancouver, British Columbia: Sheraton Wall Centre
Deadline for papers: December 15, 2008
CSWEP deadline: January 10, 2009

Southern Economic Association
http://www.etnetpubs.com/conferenceprograms/sea/
2008 Annual Meeting November 20–23, 2008
Washington D.C.: Grand Hyatt Hotel

American Economic Association
CSWEP
c/o Barbara Fraumeni
770 Middle Road
Dresden, ME 04342