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Board Member Biography
Linda Bell

Throughout my childhood I had career ambitions that changed and evolved, none of which involved economics directly. As a girl who loved sports, my first ambitions were athletic—professional tennis player the most dominant and long lasting, with ambition of center court at the US Open. Competitive sports, however limited for girls in the 1970s, helped to shape and define my childhood. I learned about team work and commitment, and I gained confidence in my ability to achieve through hard work beyond expectation.

I recall vividly the turmoil surrounding the Civil Rights movement and the Vietnam War and their effect on my sense of urgency for social contribution—specific events like the assassinations of Robert Kennedy and Martin Luther King Jr., the uprising at Attica State Penitentiary, and the student deaths at Kent State. In looking back, it is clear to me that the passions and the tensions of these years collectively shaped my interest in public policy and that these early passions formed my commitment to pursuing economics as a way to contribute to and better understand the policies that governments pursued.

I attended the University of Pennsylvania as

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Susan Athey Wins John Bates Clark Award

Susan Athey, Professor of Economics at Harvard University, is the 2007 winner of the American Economic Association's John Bates Clark medal. The John Bates Clark medal is awarded biennially to that American economist under the age of forty who is adjudged to have made the most significant contribution to economic thought and knowledge. Her research has focused on developing mathematical methods and tools for theoretical modeling, auctions, industrial organization, econometric identification, and organizational design. This is the first time that a woman economist has received this award. She also received CSWEP's Elaine Bennett Research Prize in 2000. For insight into her early career read her interview with CSWEP at *http://www.cswep.org/PDFs/2000ElaineB_Athey.pdf*.

Q & A: Barbara Fraumeni

by Caren Grown

What made you decide to become an economist?

At Wellesley, I had intended to major in chemistry, but I discovered that even the most introductory, easiest math course was calculus, which required knowledge of trigonometry. Even though I did advanced math at a private women's high school in Seattle, I had no trig or calculus. It would have taken me five years to get a degree in chemistry, so I took a sociology and an economics class. I decided that sociology was too easy and became an economist. I'm a numbers person, so I enjoyed the quantitative analysis.

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TOP TEN WAYS TO DEAL WITH EDITORS & REFEREES

When submitting an article:

1. Make sure your paper is a good 'fit' for the journal. Consider whether your paper fits within the range of topics published recently in that journal. Here's a simple test: if your reference list does not include any papers published in

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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.

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From the Chair

We have lots of great news to report on CSWEP mentoring activities. We are planning a national mentoring workshop of CeMENT, our National Science Foundation funded project, to follow after the American Economic Association annual meetings in New Orleans in January 2008. Information about how to apply for this workshop will be posted on our website and published in the CSWEP newsletter. We plan to hold a future mentoring workshop in conjunction with a regional meeting in the Fall of 2008 or Spring of 2009. In addition, the American Economic Association has also agreed to fund, after the expiration of our NSF grant, two national and two regional workshops for mentoring young female economists over the period 2011 to 2014. We are very grateful for this support from the AEA as this will allow us to involve more young scholars in our mentoring activities and to evaluate the impact of this program over a longer period of time. I also want to remind you about the Joan Haworth Mentoring Fund, a program that supports the professional advancement of women economists by providing funds for senior women to engage directly in the professional development of junior women. Further information is provided at www.cswep.org/mentoring/MentoringFund.htm.

CSWEP and CSMGEP, the Committee on the Status of Minority Groups in the Economics Profession, have partnered to establish the American Economic Association and National Science Foundation Summer Fellows Program. The purpose of this new initiative is to increase the participation and advancement of women and underrepresented minorities in economics. The fellowship is available to graduate students at the dissertation stage and junior faculty and allows the fellow to spend a summer in residence at a sponsoring research institution such as a Federal Reserve Bank or other public agency. We had over 70 applications for this summer's pilot program at the Federal Reserve—the Board of Governors and three regional Feds located in Boston, New York and San Francisco. Next year we plan to enlarge this program to include more government agencies and think tanks.

I am also pleased to report that a CeMENT group from the 2004 Eastern Regional workshop has been awarded an NSF grant to support a conference to foster collaborative research relationships among macroeconomists at liberal arts colleges. The group members include Roisin O'Sullivan (Smith College), Bob Rebelein (Vassar College), and Nicole Simpson (Colgate University). Ann Owen (Hamilton College) was the group's mentor and is also an investigator on the grant, along with Marc Tomljanovich (Drew University).

Planning ahead, I hope to see many of you at the annual meetings in January 2008 in New Orleans. We will sponsor three gender related sessions including "Marriage, Divorce, and Fertility," "Education and Occupational Choice," and "Saving and Investment Decisions: How Do Women Fare?" along with three sessions in development economics including "Marriage and Motherhood in Developing Countries," "Political Economy in Developing Countries: Evidence from India," and "Health and Education in Developing Countries." Remember to submit your abstracts to CSWEP if you would like to be considered for the 2009 ASSA meetings in San Francisco. We are sponsoring three gender-related sessions and three non-gender related sessions on public economics. Please 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 11, 2008 to cswep@tufts.edu.

Finally, CSWEP wants to hear from you. I encourage you to send me announcements of grants received, promotions and/or tenure decisions, and new appointments so that we can put them in our brag box. You can email them to me at cswep@tufts.edu.

—Lisa M. Lynch

Work and Family in Academia: Striking the Balance

—Introduction by Donna K. Ginther, University of Kansas

Balancing a professional career with raising a family is a tricky proposition. Although academics have significant control over their time, it is often the case that we have the luxury of choosing which 60 hours a week that we can work. This is further complicated by coincident timing of the tenure track and a woman's fertility, creating a potential tradeoff between getting tenure and having a family. Unfortunately, colleges and universities are not leaders in providing family-friendly policies. This symposium describes research on the work-family climate in academia as well as the personal experiences of women economists who have chosen to have children pre- and post-tenure.

Robert Drago, Professor of Labor Studies and Employment Relations and Women's Studies at Pennsylvania State University summarizes his research with Carol Colbeck on the work-family climate in academia. They conducted a national survey of faculty to identify factors associated with bias against care-giving in academia and find extensive 'bias avoidance' on the part of male and female faculty. In particular, women faculty members are more likely to limit or delay having children and return to work too soon after childbirth than their male colleagues. More women than men did not request a reduced teaching load for family reasons because of the negative impact on their careers. Their research also documents 'daddy privilege' where male academics are praised for putting families ahead of careers whereas females are penalized. His essay concludes with a call for improved work-family policies on campus.

Lisa Wolf-Wendel, Professor of Education Leadership and Policy Studies at the University of Kansas and Kelly Ward, Associate Professor of Higher Education at Washington State University report on a series of qualitative studies of women faculty who have had children prior to tenure and their department administrators. These women find balancing a career and family both challenging and rewarding. However, Wolf-Wendel and Ward echo Drago's research, finding that academia does not, on balance, provide a family-friendly environment. Those women who did have children pre-tenure go to great lengths to make arrangements for parental leave, often presenting a solution to the department chair. In the previous CSWEP newsletter, Fiona Scott Morton described raising the topic of parental policies with department chairs as a 'difficult discussion' (http://www.cswep.org/newsletters/CSWEPnsltrWinter2007.pdf). Wolf-Wendel and Ward's research shows that these parental leave policy discussions are difficult because they are often imbued with fear and cloaked in a culture of silence.

Terra McKinnish, Associate Professor of Economics at the University of Colorado, offers her personal perspective and advice on having children while on the tenure-track. At the top of her list is to know the university's parental leave policy. She recommends asking about the leave policy after receiving an offer but before accepting. McKinnish suggests being proactive in presenting a proposal for parental leave to one's department chair. She also advises to get the best childcare one can afford. Finally, Terra recommends setting limits on both work and family commitments. Although having children on the tenure-track adds to career uncertainty, she concludes that having a family allows one to have a better perspective on both work and family.

Anne Winkler, Professor of Economics and Public Policy Administration at the University of Missouri-St. Louis discusses the advantages of having children after the tenure decision. A strategy of getting tenure first gives a faculty member time to develop their research, teaching, and professional identity without the distraction of balancing work with childrearing. Furthermore, delaying children allows one to avoid the negative perceptions of colleagues and avoid some of the bias against care-giving discussed by Drago.

This collection of essays demonstrates the complexity of balancing an academic career with raising a family. Although the climate is at times difficult, it is possible to do both. My advice echoes the research and personal experiences discussed in the essays that follow. First, it is important to know and to be proactive about your institution's parental leave policy. Second, you cannot be a productive teacher or researcher if you are worried about your childcare arrangements. I recommend that you make inquiries about parental leave and childcare arrangements *before* you have a child. Third, set realistic expectations for yourself as a parent and faculty member. It is the rare infant that eats and sleeps according to plan. Likewise, it will take time (and consistent sleep) for you to return to your pre-parenthood productivity level. Finally, take time to enjoy the experience of being a parent and a faculty member—both are challenging yet extremely rewarding pursuits.

In closing, it is my sincere belief that the work-family climate will only improve if faculty are willing to take advantage of existing parental leave policies and to ask for and expect reasonable accommodations including stopping the tenure clock and reduced teaching loads. I hope that women who ask for parental accommodations receive the support of their senior colleagues in the profession.

Faculty and Family Commitments

—*Robert Drago, Pennsylvania State University*

In economics and many other professions, it is difficult to simultaneously achieve career success while making and meeting commitments to family. To change this situation requires an understanding of both the general issues and the specific institutional context involved. Below I summarize results of recent studies of faculty, discuss how these apply to economics, and discuss policy options.

The annual reports of CSWEP identify persistent leaks in the academic pipeline, with the percentages of women declining as we move from Ph.D. attainment to assistant to associate and finally to full professor. Until recently, many attributed women's slow advancement in this and other professions to sex discrimination. While it seems unlikely that discrimination has magically disappeared, it is also likely that prospective and actual family commitments inhibit women's advancement.

I trace the role of families in academic careers to two gendered norms identified by Joan Williams (1999). The ideal worker norm generates expectations of total career commitment. The norm is reinforced in the academy by the rat-race dynamics of obtaining a tenure-track position at an elite university, career mobility in moving 'up' from one university to another, and most fundamentally through the tenure process. The motherhood norms yield expectations that women will and should bear and raise children and, more broadly, perform needed carework for love rather than money.

These norms collide in the academic workplace when women attempt to simultaneously perform as ideal workers and mothers. In part, this collision flows from continuing inequality in the division of household labor. But the collision also stems from a conflict between the tenure clock and the biological clock. Given the average woman Ph.D. recipient is aged 34, waiting to bear children until tenure is achieved would place childbearing at age 40 or beyond, a time when fertility declines dramatically.

Women who elect to rear children while on the tenure track may face what we label "bias against caregiving." Consider a male assistant professor who brags about working late at night to complete revisions to an article, and contrast that behavior to a woman who admits that she was up all night with an ill infant. The prior statement supports the male's status as an ideal worker, while the latter statement may stir up biases against caregiving. It is irrelevant whether colleagues are sympathetic or hostile to the woman's caregiving commitments; if they respond to her comment with the claim that 'she will never make tenure' or 'she's not getting her research done,' then bias against caregiving is at work.

However, elements of this story are unrealistic. The assumption that colleagues would explicitly exhibit biases against caregiving in response to the woman's statement is problematic. Although a few curmudgeonly faculty might say something, perhaps almost in jest, most would likely keep quiet, perhaps waiting until the privacy of a promotion and tenure committee meeting to discuss the issue, or perhaps allowing their response to influence a promotion decision without any explicit discussion. An additional deficiency is the assumption that the woman would mention her ailing child. If she understands the dynamics of the situation, she will remain silent, thereby utilizing a strategy to avoid stirring up biases against caregiving, or engaging in what we label "bias avoidance."

For analytical purposes, bias avoidance is divided into the sub-categories of productive and unproductive bias avoidance. Common patterns among academic women of delaying or denying childbearing are forms of productive bias avoidance, i.e., behaviors that improve work performance at the expense of family commitments. Hiding family commitments in order to maintain the appearance of ideal worker performance with minimal or even adverse impacts on actual work performance represent unproductive bias avoidance.

Evidence of Bias Avoidance

To provide a quantitative context for bias avoidance, Carol Colbeckk and I undertook a national survey of faculty. The survey was administered during 2002 to a random sample of 5,087 Chemistry and English faculty at 507 colleges and universities, with the institutions selected at random from within each of the Carnegie categories, except for oversampling of research universities and undersampling of small, 2-year schools.

Results for bias avoidance behaviors by gender are provided in Figure 1. The first item refers to whether the faculty member "stayed single because I did not have time for a family and a successful academic career." A full 16 percent

Stories of new mothers returning to the classroom in a matter of days or hours are not uncommon.

of women, but 10 percent of men denied themselves the opportunity for the most basic of family commitments as a form of productive bias avoidance. Further, around one-quarter of women had "fewer children than I wanted… to achieve academic success," as did 13 percent of the men. When a reduced teaching load was needed for family reasons, a third of the women and almost one-fifth of the men did not request a reduction "because it would lead to adverse career repercussions." Similarly, sizeable fractions of women, and smaller proportions of men, delayed a second child until after tenure or took no parental leave when needed. Productive bias avoidance is both common and gendered.

Turning to unproductive bias avoidance, relevant results for faculty parents are presented in Figure 2. Just under one-fifth of fathers and mothers did not stop the tenure clock for a new child "even though it would have helped me to take it." Given that tenure clock stoppages are virtually costless for the institution, this finding strikes us as strong evidence of bias avoidance. Of greater prevalence, over a third of the fathers and over two-fifths of mothers "missed some of my children's important events when they were young, because I did not want to appear uncommitted to my job." Assuming

Figure 1: Productive Bias Avoidance

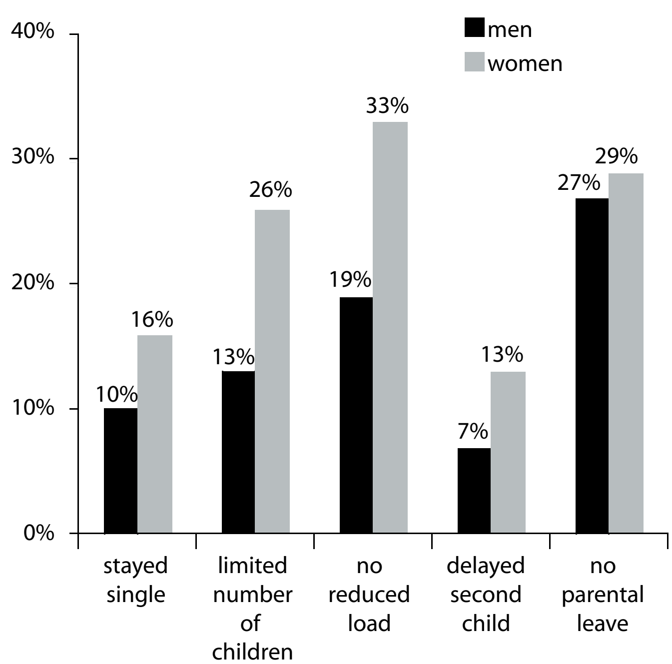
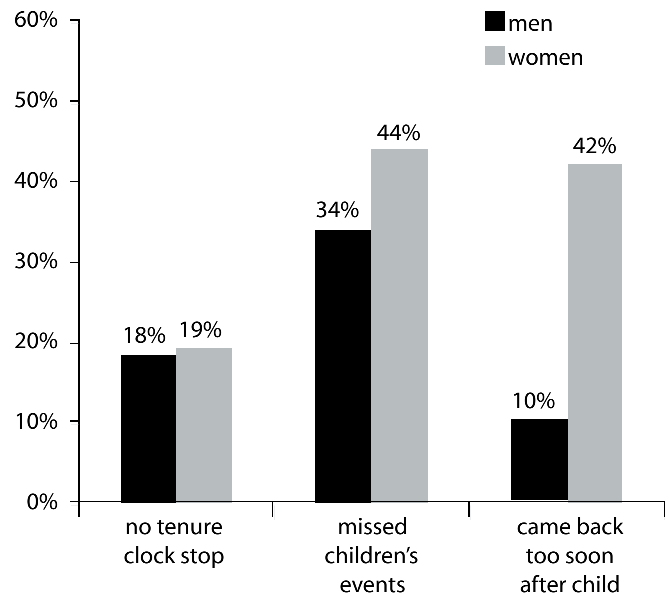


Figure 2: Unproductive Bias Avoidance



respondents interpreted "important events" as relatively rare, the time involved was minimal, but the behavior is undoubtedly a source of regret later in life. Finally, 10 percent of the fathers and over 40 percent of the mothers reported coming back to work too soon after a new child "because I wanted to be taken seriously as an academic." Stories of new mothers returning to the classroom in a matter of days or hours are not uncommon.

We cannot know for certain that bias avoidance behaviors are prevalent in the economics profession, but the proposition seems reasonable. Much of the research discussed above was replicated in a survey of University of California faculty (with similar results), and for a comparable sample of Australian academics (who exhibited even higher levels of bias avoidance).

Other Responses to Bias Against Caregiving

In addition to the basic findings regarding bias avoidance, related qualitative research led us to discover three novel concepts that extend the theory of bias avoidance: 1) Bias acceptance: the making and meeting of family commitments with resulting career penalties either assumed or planned for. 2) Daddy privilege: circumstances wherein men are lauded for the intrusion of family on work commitments, while women would experience bias against caregiving for similar intrusions. 3) Bias resistance: actions that challenge bias against caregiving involving either switching time and effort away from work and towards family, or by making commitments to family explicit in the workplace.

Bias acceptance first appeared in a focus group where a woman discussed moving through a series of jobs to facilitate her husband's career, and took as a given the "facts" that her career should be sacrificed in order to meet family commitments, and that neither the institutions involved nor her husband bore any responsibility for the situation. By extension, faculty engaging in bias acceptance might obtain a Ph.D. then seek contingent employment or a position at a school with relatively light demands.

Daddy privilege initially appeared in a focus group as well. Mentioned by both men and women as being unfair, it involves circumstances wherein men are viewed as leading a healthy, balanced life when admitting caregiving commitments in the workplace, while women are seen as less than ideal workers for similar admissions.

Bias resistance appeared in shadowing studies wherein some faculty viewed biases against caregiving as unfair, and challenged these biases either explicitly or implicitly. Explicitly, one faculty member made family commitments public during the hiring process. Implicitly, faculty members may "steal" time from work for family without letting others know. The gendered character of the ideal worker and motherhood norms, as well as the persistence of sex discrimination, suggest that men are in a stronger position to engage in bias resistance relative to women.

Implication for Economics

Many readers will be tempted to cast these issues in traditional economic terms. Bias acceptance might reflect a selection problem, with the pool of available talent effectively constrained by long hours—rather than quality—requirements. Bias avoidance can be cast in game-theoretic terms, with women (and some men) facing incentives to engage in strategic behavior. Bias against caregiving *per se* can either be viewed in terms of statistical discrimination—women are more likely to engage in caregiving at the expense of academic work—or in terms of traditional theories of discriminatory attitudes that the labor market may break down in a never-ending search for high-quality faculty.

I deny none of these possibilities, but believe the issues should be seen in the broader light of norms. For an example, I recall speaking to an administrator who asked whether it was reasonable to expect a woman who bore three children while on the tenure track to achieve tenure. I winced at the time, believing such behavior was arguably crazy. Only later did I realize that it was the gendered framing of the question that generated my response; I would not have winced if the story concerned a man. My response reflected an implicit acceptance of the collision of the norms of the ideal worker and of motherhood in the academy.

If norms around ideal workers and motherhood are as important as I believe, then policy solutions alone will likely fail, because we also need to challenge norms. I therefore conclude with brief discussions of both *policies* and of *inclusive practices*.

Implications for Policy and Practice

A growing number of colleges and universities are addressing these problems with formal policies. Virtually all colleges and universities are covered by the Family and Medical Leave Act, a law that permits faculty up to 12 weeks of unpaid leave for a new child. Many and perhaps most institutions allow for paid maternity and sometimes paternity leave, stoppage of the tenure clock at least once for a new child, modified duties (typically involving no or a low teaching load) during the semester following the arrival of a new child. In each case, the question of whether the policy should be limited to women arises, and there are no simple answers. If men use the policy, adverse selection may result with borderline male faculty using the additional resources to pad a tenure file. If men are not allowed to use the policy, then we are implicitly accepting the norm of motherhood; caring is a 'woman-only' matter.

Some institutions are introducing a half-time tenure track, prorating workload, pay and benefits, while running the tenure clock at half-speed. The systems are controversial in part because of the potential for adverse selection (particularly for men using the system), but also because tenure files are often evaluated with a close eye on the timing of the Ph.D., employment, and publications. Nonetheless, the system appears to be catching on. In unpublished data collected by Lotte Bailyn, April Jones, Joan Williams and myself in 2006, we discovered three universities where, collectively, almost 300 faculty had used the system. Whether the system will become pervasive, however, remains very much an open question.

Research on work and family indicates that, in practice these types of policies are rarely used. In retrospect, the main reason is obvious: policy utilization by faculty undercuts the appearance of ideal worker performance, particularly for women, thereby raising the probability of career penalties. To make policies usable, the employer (e.g., university or department) needs to recast the definition of ideal workers around indicators of performance quality rather than continuous levels of extreme commitment to career. A growing body of evidence suggests that inclusive processes can contribute to such a shift. For example, involving faculty in course scheduling allows individuals to bring non-work commitments into decision-making processes, thus highlighting that faculty are not simply ideal workers, and thereby humanizing the workplace. Using similar logic, the universities that have recently introduced a half-time tenure track have involved faculty heavily in the design of the systems, implicitly inviting individuals to challenge traditional understandings of ideal workers.

Are a majority of economists open to these possibilities? At present, I would guess the answer is 'no.' Regardless, much work lies before us if we are to achieve gender equity and a more humane academy.

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Managing to Have Children on the Tenure Track: A Qualitative Study

—Lisa Wolf-Wendel, University of Kansas and Kelly Ward, Washington State University

The labor market is shifting and an increasing number of academics find themselves in dual career partnerships that make balancing the demands of work and family more precarious. In order for campuses to recruit and retain highly qualified faculty it is necessary to create an environment where faculty can combine work and family without risk to their careers and/or personal well being. Thus, while largely unnecessary when a majority of academic professionals were men with stay-at-home wives, colleges and universities must consider how to accommodate faculty with familial demands.A review of the current literature is heartening in that it reveals that institutions are starting to deal more forthrightly with work and family issues. But for women faculty, the challenge of balancing work and family, and the harrowing decision to attempt such a feat while on the tenure track, is still a major issue — one that is largely a matter of individual responsibility. Part of the concern can be attributed to the unique academic context. Faculty members, particularly those on the tenure track, are known for working long hours, which have become an unwritten expectation of the profession. Tenure track faculty must prove themselves through their research productivity and demonstrate their commitment to their positions, departments, and institutions through "face time." It should come as no surprise that the "ideal" faculty member is often described as being "married to his work". While the faculty work load can quite literally never end—there are always papers to grade, grants to write, manuscripts to publish, and students to advise—this is juxtaposed against the considerable independence and autonomy a faculty career offers. This commentary addresses how this independence and autonomy interact with the unending expectations when family is added to the equation.

For the past five years, we have undertaken a research project on how junior women faculty members combine work and family while on the tenure track. Initially, the project included interviews with 120 women at four different types of institutions (research universities, regional/comprehensives, liberal arts colleges, and community colleges) and from a variety of disciplines. (See for example, Wolf-Wendel & Ward, 2006a & Wolf-Wendel & Ward, 2006b for the research findings). In an ongoing attempt to understand work and family more fully, we also interviewed department chairs, senior faculty, and junior faculty (male and female) with and without children within given departmental contexts. In addition, we are now in the process of conducting follow-up interviews with the women in the initial study to learn more about ongoing work and family concerns. The purpose of this article is to briefly outline the major findings of our research.

Faculty with young children are managing their roles quite admirably. The roles of faculty and mother are not impossible to reconcile and there are many successful examples of women who do both well. This is an important finding, as so much of the prior research literature stresses the "peril" and "doom" of attempting to have both an academic career and a family, especially for women. We found that being a parent can lead to being a better professor, certainly a more efficient one. Similarly, being a professor can mean being a better parent, at least a more patient one. Women talked about the joy of being a parent and the joy of being a professor. They explained that going home to a family (despite "second shift" obligations—like cooking, cleaning, taking care of children) offered reprieve from the endless amounts of work, the ambiguity of tenure and the high stakes nature of not being successful as a professor. Balancing multiple roles seems to offer these women a sense of perspective—tenure is important, but so are other parts of life.

Faculty careers offer autonomy and flexibility, but academic work never ends. Autonomy and flexibility are hallmarks of the academic career, and these characteristics are helpful and appreciated when it comes to combining work and family. New parents can be home with their sleeping newborn and work on an article simultaneously. Certainly, this is a privilege not afforded to many other careers or jobs. Workplace autonomy and flexibility, as compatible with combining work and family, was mentioned repeatedly in the interviews, as was the flipside—that academic work never ends. In an effort to get work done and also manage a new family, the women described getting up at 4am to work before the baby got up, staying up late to grade papers after the baby went to bed, and "sneaking" in work anytime it was possible.

Unclear expectations. Lack of clarity was particularly pronounced at institutions that were in some way shifting their mission (e.g., "moving up" the academic ladder, increasing emphasis on research). For women on these campuses, there was uncertainty about how much work (and in what areas) was enough to get to tenure. To be sure, this was an issue for all faculty at these institutions, but was particularly pronounced for the new mothers we talked to who were suddenly not able to work all the time.

The situation is imbued with fear. We were struck and troubled by the extent to which the entire work process for new parents was imbued with fear. Faculty talked about fear of using policies, as well as fear about not getting tenure. Faculty also expressed fear that having a baby would be viewed as a sign of not being serious and fear that colleagues would be harsh critics about the choice to have a baby.

Don't ask, don't tell. A natural outgrowth of fear is silence. We found that there exists a culture of silence surrounding work and family in higher education. This silence was especially pronounced in our interviews with department chairs and senior colleagues, who felt uncomfortable talking to their colleagues about having children. No one wanted to talk about having a baby. Of course, niceties are exchanged and baby showers are planned, but straight talk about what type of leave arrangement a faculty member may need or how having a baby might affect productivity at work is a conversation that is avoided by all involved.

Faculty go to great lengths to "make it work" when it comes to having a baby. Faculty members manage work and family in spite of policy environments, not because of it. Our interview transcripts are replete with examples of individual women going to great lengths to make arrangements to "cover" for when they took leave associated with having a child. In many instances, chairs were the last to know about the solutions being created. The typical response we heard with regard to this finding is "I had everything worked out and then talked to my chair about what I planned to do." While we are in favor of individual faculty members being proactive and taking initiative, the findings show that faculty members are going to great lengths to create solutions so that it appears that they do not need "help," and they also endeavor to miss as little work as possible.

The department level is key to making work and family issues work for faculty members. Typically, work and family polices are created at the institutional level, but a recurring finding from our research is the importance of the departmental context to help faculty manage work and family.

Faculty and department chairs are not sure of the availability of policies and, in particular, are not sure how to create situations where they can use the policies. Departments are the key to arranging solutions to work and family for faculty. Faculty, as members of departments, need to work with their department chairs to find the best arrangements to use policies associated with work and family.

The findings in the project thus far point to the need for an institutionalized policy environment surrounding work and family concerns for faculty, as well as departmental level responses. Some campuses use an integrative model, in which a series of policies is adopted that can be used alone or in combination with one another as needed by employees (Academe, 2004). Such a model recognizes the way people work and supports the coherence faculty want with regard to work and home life. Creating appropriate and adequate institution-level policy is only the first step in creating a supportive work/family faculty climate. Indeed, research demonstrates that tenure track faculty members are frequently unaware of policies and, even if they know they exist, are hesitant to use them. Institutions need to also change their climate to be more receptive to faculty with work/family needs. These are important concerns and ones not easily solved—but every effort should be made to make higher education more family friendly—the recruitment and retention of the best faculty members demands that we take these issues seriously.

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A Survival Guide to Having Children While On Tenure Track

—Terra McKinnish, University of Colorado

I started my tenure track appointment at the University of Colorado in 1999, right out of graduate school at Carnegie Mellon University. I had a daughter two years later at the age of 29 and a son three years after that at 32. I received tenure this year and am due with my third child in September.

The decision of whether and when to have children is a matter of personal preference. Regardless of one's own preferences, I believe female economists should work to make our profession one that supports women who chose to have children earlier in their careers. Most CSWEP members would like to see growth in the number of female economists in tenured academic positions. This will be difficult if the eligible pool is largely restricted to those women willing to delay or forgo fertility. Real and perceived barriers to combining a family and a tenure-track position affect decisions talented women make about completing a PhD in economics and pursuing tenure-track jobs at top research departments.

In this article, I describe some of the strategies I used to survive while having children on the tenure track. There is no one perfect path; I have seen women make very different choices on these matters. Network with other female academics with children to get more than one perspective. Here is my advice:

1) Know Your University's Leave Policy. I took a semester of leave for the birth of each child. I was allowed to delay my tenure decision one year for each leave I took (up to two delays), and ultimately chose to take only one year of delay before coming up for tenure. Unfortunately, parental leave policies vary tremendously across universities, and not all allow junior faculty to stop the tenure clock for parental leave. I asked in advance whether or not Colorado allowed stops: *after* I received the offer, but before I accepted. Pro-actively research your university's policy before you discuss the matter with your chair (who may not even be familiar with the policy). Based on the policy, develop your own proposal for your leave rather than asking your chair how he or she would like to handle it.

2) Accept the Uncertainty. Female economists are a talented bunch, used to taking charge and making their own way. We tend to assume that we will have an easy pregnancy, easy delivery and a baby that sleeps and eats on a perfect schedule because we will make it so. Oh, if it were only true! It does not help that many of us know one of those very rare women who was running 5 miles a day merely one week after giving birth. We assume that if she can do it, we certainly can, too. I regularly hear of pregnant women making commitments to go on the job market, move across country, or attend a major conference within a month after the birth of a child.

The problem is that you have far less control over these matters than you would like. Many women have unrealistic expectations of how they will feel just a few weeks after delivery. It comes as a particular surprise to many professional moms that those little infants are born with their own little temperaments, and in those early months, are amazingly uninterested in changing to suit your needs. Some lucky mothers get a draw out of one tail of the distribution, bringing home sweet-tempered babies who sleep for long stretches and occasionally cry to signal their interest in a meal. I, on the other hand, got a draw out of the other tail of the distribution, and brought home a daughter who screamed so much and at such high volume for the first six months that I became concerned about permanent hearing damage. When my child was one month old, not only was I not presenting at a major conference, I threw out all my houseplants because watering them once a week was an insurmountable task.

3) Consider "Real" Leave. I took a relatively unorthodox approach to having children on the tenure track. I took six months off from work with each child. I had my children in the summer, took leave for the Fall semester, and during this time I did not do *any* research. I did check my email regularly, met (at my house) with students for whom I was a primary advisor, and occasionally fielded a phone call from a co-author or made minor revisions to a manuscript.

It is very difficult for tenure-track faculty to feel comfortable taking this sort of leave. It does not help that many senior faculty seem to assume that new parents have hours each day to work on the computer while the baby sleeps peacefully in a bassinet. And, in fact, there are babies with whom this arrangement is possible (see point #2). I, on the other hand, always had a good laugh over this image while I was rushing to get a sandwich or shower during a rare 30-min stretch of peace and quiet.

While my leave was costly in terms of my productivity, and I did get cabin fever, it paid off in other ways. I got six months to enjoy and get to know my new babies. I was better rested and my children were in a more settled routine by the time I returned to work. I was able to make a more gradual transition of turning the childcare over to someone else. I did not experience the extreme exhaustion and stress that many women experience returning to work with younger infants. I enjoyed my work-life, in part because I felt less conflicted about how I was balancing work and family.

It would be great if all women had the option, whether or not they chose to exercise it, to take this type of leave without dire professional repercussions. I feel it would make our profession even more attractive to talented young women, and reduce the leakage of women out of the pipeline between graduate school and tenured positions. We seem, unfortunately, to be in an equilibrium where there are women (and some men) who would like to take more time off with a new child, but feel they can't because no one else is. I am a bit on the belligerent side and decided to ignore this pressure, and feel it paid off for me in terms of my mental health, my enjoyment of my family life, and my job satisfaction; nevertheless, it was a risk. Your senior colleagues are supposed to treat your leave as time off the clock when reviewing your tenure case, but there is little guarantee they will do so. If you take leave, you should ask your chair how the senior faculty will be advised to take your leave into account when they review your tenure case. Some universities have a specific policy on this matter, but at a minimum it should encourage your chair to think about his or her responsibilities in this matter.

4) Get the Best Childcare You Can Afford. My husband and I are very fortunate that, with some budgeting, we can afford an extremely experienced, reliable, and loving nanny. For me, this made the transition back to work particularly smooth. I was delighted with the quality of care my children were receiving. An additional bonus was that my husband and I could still go to work on days when our children had mild illnesses that would have kept them out of daycare. The point that I am making is not that you must hire a nanny, but that your comfort level with your childcare will hugely affect your satisfaction with your work-family balance. Research your options and go over your budget. This is not the place to skimp.

5) Contract with Your Spouse. Babies and children make a whole host of demands that are very disruptive to the workday. They expect to be taken to doctor's and dentist's appointments, they expect to be taken care of when they are sick, and they get a ludicrous number of days off from school. For those of us that are partnered with individuals outside of academia, the risk is that we will always be the ones to take on these responsibilities because our workday is more flexible. If you are in this situation, it is important that you and your partner reach an agreement about how these duties are divided and, if you take on a larger role, how you will recoup this time outside of normal business hours.

6) Say "No" at Work. Every hour of work is precious. The opportunity cost is too high to over-allocate time to teaching, service or research projects with low return. Negotiate hard to keep teaching preparations to a minimum. Recognize that you can get acceptable teaching evaluations both with modest inputs or with enormous inputs. I chose to replace homework and papers with ungraded in-class exercises. I found that not only did this save me time grading; students enjoyed the break from lecture and retained more of the day's material. Some service assignments, such as faculty recruiting, are important and must be given appropriate effort. In all others, you must ruthlessly evaluate whether your time input is warranted. The truth is many junior women are doing too much service, and will be surprised to realize that no one notices if they start doing much less.

Write out a list of your research ideas and evaluate each one for potential payoff and for how much initial investment must be made before you can determine if the project will be viable. Don't say yes to participate in research projects proposed by others just to be collegial; use the same system of evaluation. I found it helpful to focus my attention on a few projects at a time, given that I was planning around two 6-month disruptions. With only a few projects to manage, I generally got new submissions and revisions off to journals right before a baby came. This way papers were sitting with editors and referees rather than on my desk during my leave. Focusing on a few projects at a time made it easier to pick up where I left off after my leaves.

7) But, Stay Visible at Work. One strategy for combining work and family is to work from home, come in to teach class, and avoid most department activities. There can be benefits to this strategy in terms of productivity, but, particularly for junior women, there are also costs in how one is perceived by their department. I was out of sight during my leaves, but once I returned I was in the office during normal business hours and actively participated in key faculty events (seminars, meetings, lunches). I worked hard to communicate to my faculty that my time off the clock had been used to care for children and not for teaching-free time for research. Once I returned, I wanted to also communicate that I was successfully combining work and family, that I was making progress on my research, and that I was a contributing member of the department. Remaining visible in the department allowed me to remain in the loop on department matters, make sure the department was aware of my successes, receive mentoring, and develop supporters among the faculty.

8) Say "No" at Home. I live in Boulder, CO, where birthday parties are gala events and children are considered deprived if they aren't proficient at the violin, skiing and rock-climbing at the age of 4. Think about how much you remember from your second birthday before you spend 80 hours making hand-made invitations and personalized gift bags for 30 of your two-year-old's closest friends. Someday my kids may sue me for the fact that they spend much of their afternoons and weekends playing with sand, flowers and sticks in our yard instead of learning yoga and calligraphy, but so far they seem pretty darned happy.

9) Keep Some Perspective. The tenure track has many ups and downs. I spent my first few years on the tenure track bouncing right up and down with them. One of the great things about having children is that it encourages you to evaluate what is important about your life. I realized that while I was ambitious and wanted to succeed in my job, in the absolute worst-case scenario I would almost certainly still end up with a job that was interesting and that paid pretty well. Looking around the world, few people can say that. So, I decided to choose projects I enjoyed, work hard, deal with praise and rejection as it came, and at the end of the day leave work behind me and go home and enjoy my family.

Think about how much you remember from your second birthday before you spend 80 hours making hand-made invitations and personalized gift bags for 30 of your two-year-old's closest friends.

"Tenure First" as an Optimizing Strategy

—Anne Winkler, University of Missouri-St. Louis

My personal story is one of "tenure first, think about children later," where this strategy, fortunately, worked. I started as a new assistant professor at University of Missouri-St. Louis in 1989, at age 28, shortly after receiving my Ph.D. from University of Illinois at Urbana-Champaign. My position required both teaching (a 2-2 load) and research. Given the dual demands of teaching and research (and some service, but not a lot), I could not even envision children as part of mine or my husband's lives at that point. Teaching was a particular challenge for me because I had spent most of my graduate years as a research assistant. As you quickly learn, teaching can consume all of your time, if you are not careful. To get research done, I found that I needed to work in large blocks of time. Our graduate program and some undergraduate offerings are in the evenings, and I regularly chose courses taught at those times to leave my days free for research projects.

After six years at U.M.-St. Louis, as my tenure case was going forward, I had a planned pregnancy. My first son was born in May 1995 (when I was age 34) and my second son in June 1997. After the birth of each son, I was granted a teaching leave for the following fall semester. Each leave was negotiated between my Department Chair and the College Dean. A number of factors contributed to the success of my plan. First, I was fairly young when I started my tenure-track position so this strategy could potentially work. Second, I have a supportive husband. He wanted to have children sooner, but patiently waited. Third my senior female colleagues, Sharon Levin and Susan Feigenbaum, provided me with well-needed advice about balancing family and career based on their own experiences, and helped me understand how to navigate the waters at our own institution. Finally, I became pregnant immediately, as planned. Of course, the reality is that despite the best planning, things do not always work out.

In my experience, the strategy of "obtain tenure first and think about children later" brings with it many professional advantages. Principally, you can concentrate on the new job. A first tenure-track job out of a Ph.D. program can be overwhelming. When September arrives, you must prepare lectures and syllabi, often for courses you are teaching for the first time, get acquainted with a new department and campus culture, and, in most cases, initiate a serious research program. These first months and years are critical in establishing your professional reputation.

The actions you take or don't take during these first years provide signals to your department colleagues about your current and future productivity. These are the same people who will later be asked to assess your teaching and research accomplishments and vote on tenure. An advantage of delaying children is that you do not have to worry about whether your colleagues negatively perceive the choice to have children pre-tenure, nor must you concern yourself with how to counteract such views. Regrettably, I think it is still the case that more senior (generally male) faculty question the choice of motherhood for female colleagues on the tenure track, but do not feel the same way regarding fatherhood for junior male colleagues. For young women, delaying family obviates this problem, although this is not a satisfactory reason, in and of itself, to wait.

Another advantage of putting tenure first is that you can exclusively focus on your research without the distraction of children. The time right after graduate school is a prime opportunity to get ideas and projects based on your dissertation and other work started in graduate school into shape for journal review and to get started on new projects. Time away from research is extremely costly because it is so hard to gear up on a project after being away from it for some time. There are also advantages to getting your teaching "going" right away. Right after graduate school, while the knowledge is still fresh, is the time to teach new preps. It is amazing how fast knowledge depreciates if you don't regularly use it.

It is also a whole lot easier to attend conferences without worrying about the well-being of your children, especially when they are small. Without question, the IT revolution has brought remarkable changes and made it much easier to "virtually" connect, but conference participation continues to play a central role during the first years in establishing professional relationships, disseminating your research, and receiving feedback.

In sum, a "tenure first" strategy gives you an opportunity to figure out how to successfully balance the demands of teaching and research before adding children into the equation. Moreover, after tenure, you can more readily take advantage of the perks associated with the flexibility of an academic job, such as attending children's daytime performances and school parties.

Yet this strategy is not without risks. In light of the fact that fertility difficulties and birth risks rise with maternal age, I think that women on the tenure track who think they may want to have children at some point should at least *consider the possibility* of juggling tenure and children. My recommendation is to learn more about how your institution operates, and how other women at your institution, if not in your department, have combined career and family. The importance of networking and learning from others cannot be underestimated in making an informed decision.

Here are questions that you need to get answered about your institution before having children:

- Can the tenure clock be stopped and for how long? What has been the experience of women in the department and college who have followed this path? Did they feel like more research was expected of them, when all was said and done, because they "had an extra year?"
- Is the process for obtaining a leave formal or informal? If formal, understand the policy and see if there is any room for further negotiation. If informal, talk to other women on campus and find out what arrangement they negotiated.

For women academics, both pre- and post-tenure, there is also the all important question: How will you get back "on track" after the birth? A plan to minimize future start-up costs is essential. Also, you have to be thinking well in advance about infant care and back-up care. If you plan to use organized care, you should sign up the *moment* you find out you are pregnant. Also, you have to be realistic and realize that with children you have to "expect the unexpected." Planning only goes so far.

While my personal experience is anecdotal, it provides some useful lessons to academic women who give birth to or adopt children both pre- or post-tenure. As it turns out, I very much needed the leave following the birth of my children because I found the days, weeks, and even months after childbirth exhausting, and at times, overwhelming. Sleep deprivation can be cruel, and babies are totally unpredictable. I know of academic women who quickly return to their professional activities, but I was not able to do this, even with my first child, who it turns out was a lot easier to take care of than my second child. In both cases it took me several months to resume my research projects at the previous level of intensity, even without a teaching load to manage. A crucial ingredient in my ability to return to work with peace of mind and remain productive is that I had the benefit of an excellent child development center on campus, about a 15 minute walk from my office. The faculty and staff at the center became our extended family (neither my husband nor I are from St. Louis). Without family nearby, it can be tricky to figure out care arrangements for a sick child, or organize a pick-up at school. It took time but we have developed a network of friends (often colleagues from work), neighbors, and our children's friends' parents, who we can call upon. It is a constant juggling act, but the rewards are immense.

In conclusion, for someone who starts their first job at about the same age as I did, the path I took is one to seriously consider, but it is not risk-free. Whatever decision you make, it is important to fully understand the tradeoffs. After writing about my own experience and thoughts on this topic, I went back and read CSWEP articles that preceded the birth of my own children.[1] What is so striking to me is that the issues that are raised in my piece are very much the same as those discussed 13 to 16 years ago.

[1] See articles on combining family and career by Jennifer F. Reinganum and Beth Ingram from Fall 1991 and Summer 1993, respectively at http://www.cswep.org/newsletters.htm.

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Barbara Fraumeni continued from page 1

Did you pick Wellesley because Carolyn was there?

As I was applying to college, I picked schools where I thought I could train to row at the national championship level. I already had won four national titles, and I wanted to continue to compete. Few colleges at that time allowed women to row. I picked Wellesley because I thought I could row there, but it turned out that initially the college did not allow me to bring my boat on campus. They arranged for me to row at MIT. But freshmen were not allowed to have cars, so it was hard to get there, and MIT would not allow me to row under the bridges or change the rigging on their boats, so I only rowed there once! The Wellesley boatman found me a racing shell and convinced Wellesley to allow me to bring it on campus so I could train for about a month before the nationals in June. I won a national title and went to Europe in the fall as a substitute on apparently the first U.S. women's national team. I retired from rowing when I returned.

Coincidentally, my mother was an economics major at Wellesley before World War II, but she never worked as a professional economist.

The Wellesley economics department in 1968-1972 was as great as it is today. It was a small department but very supportive. It was said at that time that the number of female economics majors there was greater than the number at any other school in the country. Wellesley was already the place to be in order to become a woman economist.

What was your relationship with Carolyn Shaw Bell?

I did not take a class from Carolyn until my junior year. It was an upper-level seminar class called "Economic Accounting." Carolyn used the Socratic Method, which is really hard to do. Part of the class was on business accounting and part of the class covered national income accounting. I liked the course so much that I tried to take a class in business accounting at MIT (Wellesley students were allowed to cross-register) but I had to get permission because I didn't have the pre-requisite. I met the MIT professor. He told me he wouldn't allow me to take the class because I would be the only female in a class of about 100 and he didn't want me batting my eyelashes at the male students. That was the end of my formal accounting instruction until Dale Jorgenson hired me as his research assistant.

I got married in between my junior and senior year, which was unusual in those times. My husband had been in Vietnam, and we married a few months after his return. In those days it was not common to live with someone, and we knew that if we did so it would anger my in-laws. So, we got married. In my senior year, I took a consumer finance seminar with Carolyn. She stopped the class mid-way through one seminar, looked at me, and said, "I'm sorry Barbara, but you are going to get divorced within two years." It was funny! But I think her comment reflected more on her own situation. Her first husband was a serviceman in World War II. Sometime after the birth of their daughter, they divorced.

How was Carolyn as a teacher?

She was demanding but insightful and supportive. She wasn't my mentor at that point; her mentorship came later.

How did you decide to continue your career as a professional economist?

After Wellesley, I found a job with Dale Jorgenson. A secretary in the department told me he was looking for a research assistant. (I always believed that secretaries are powerful people!) I was initially Dale's only research assistant. He had several graduate students but no RA's. He taught me most of what I learned about national income accounting, and that led to my lifetime interest in the subject.

My first project was to set up a national income data bank for the U.S. It was known as the Christensen –Jorgenson database, and it is still being updated and used today. Wellesley helped me to develop the confidence in my own knowledge. Early on I found a mistake in the program for the database. It took me a while to convince myself, and the author of the program, that I was right but I prevailed.

I decided to go to graduate school in 1974. I didn't tell my husband that I wanted a PhD; rather, I implied that I was getting an MA. I was in school for seven of my first nine years of marriage! I worked part time in the first two years and then full-time while I was in graduate school at Boston College.

I swore I would never teach. But at some point I decided I would be a good teacher. I had been helping visiting scholars and graduate students learn about measurement. So, I taught part-time at Wellesley for a year and a half. My eldest son was born during that time. I then taught at Tufts part-time and later joined Northeastern as a full-time faculty member. I had done research in and around Harvard for 10 years before I became a full-time academic. I took the money from whoever paid me through Jorgenson!

I was at Northeastern for 17 years. I continued to focus on national income accounting and other measurement issues. In those days, other economists did not think much of folks who worked on those topics because we didn't use econometrics. In fact, the list of JEL codes had eliminated the category of national income accounting, so I didn't say on my resume that I was a national income accountant. Instead, I said that I worked on capital measurement, productivity, and economic growth. Unfortunately, the views of the profession toward national income accounting have not changed much. Still today, this research is still looked down upon by the rest of the profession even though it is so vital to our estimates of economic growth.

The research derived from my thesis "The Role of Capital in the United States," which became part of a co-authored book with Jorgenson and Frank Gollop, is the foundation for the Bureau of Labor Statistics measurement of capital input in their industry multifactor measures, and was a precursor of research by Jorgenson and Kevin Stiroh and the EU KLEMS project. The EU KLEMS project is creating a public industry-level productivity database from 1970-on for all European member countries. Since that early work, I have continued to think about all types of capital (computers, R&D, human capital and investment in education).

Why did you become a government economist?

The idea of becoming the Chief Economist of the Bureau of Economic Analysis (BEA) occurred to me while I was developing a methodology to estimate depreciation for BEA under an arrangement with the then-Chief Economist, Jack Triplett. Jack and I plotted to make it happen. The first thing I did was to accept an Economics Program Director position at the National Science Foundation to try out commuting from Boston for a year in 1995-6. Jack left BEA near the end of 1997; I became Chief Economist in January 1999, commuting weekly for six and a half years from Boston to Washington. It was a dream job for someone whose specialty is national income accounting as it is the top Federal government research position in the field.

What was your biggest accomplishment as Chief Economist of the BEA?

Creating the R&D satellite account with Sue Okubo! This was very difficult. Because of the potential changes to GDP estimates, national income accountants tend to be conservative and it is therefore difficult, particularly when you are making imputations, to get new ideas accepted. Creating the R&D satellite accounts was a huge project, and the estimates embedded in GDP won't be ready until 2012.

The decision-makers involved with the international system of national accounts, called the System of National Accounts (SNA), have just approved a whole set of proposals, at least in concept, that some of us have been pushing for a number of years. Some of these proposals have to do with capitalizing R&D and including estimates of capital services in the SNA. These changes are so important to me that I have been self-financing trips abroad to work on this issue since leaving BEA. I put this accomplishment as a close second to the R&D satellite account.

How did you become interested in non-market work?

In measuring productivity or economic growth, when female labor force participation increases, there is a movement from non-market to market work. There isn't necessarily any more economic activity but it appears that the economy is growing faster and perhaps is more productive. So I thought we needed to know both about market and non-market activity in order to get a sense of what's going on.

I picked up on the work of a demographer/economist Alvaro Pachon, who had worked with Dale, and extended it. I tried to branch out into things such as investment in children (which is still an unfinished agenda) and investment in education (work which is now complete but needs to be updated). I look at most everything as investment capital.

Unfortunately, work on non-market activity has not been integrated to the extent that feminist economists would like it to be. This is because of the perception that the work done by women does not count. I have always thought that it is important to confront this issue at our professional conferences and through mainstream economics. It is very nice to have conferences where feminists get together, but more time needs to be spent going to conferences where you're the odd ball!

What are the prospects for satellite household accounts in the U.S.?

The prospects for creating satellite household accounts in the U.S. are dim. The reason is related to BEA's experience with developing environmental accounts. On Earth Day in 1993, former Vice-President Gore said that the U.S. should have a set of green accounts, so the BEA developed an outline of environmental accounts. It was published in the April 1994 *Survey of Current Business*. An appropriations committee took umbrage because of the probable interests of their powerful constituents and forbade BEA for many years from constructing environmental satellite accounts. A Harvard Business School case study has been written which talks about this experience ["National Economic Accounting: Past Present, and Future" by David A. Moss and Sara Brennan, December 4, 2002]. As a result BEA will not construct official satellite accounts, including household production accounts, unless outside funders agree to support the work.

There is interest within the agency on non-market accounts. The director of BEA, Steve Landefeld, previously developed a household production account. Accordingly, we have co-authored an article on a new household production account with Cindy Vojtech that is under review for publication in a journal. He also gave me permission to serve on the non-market accounts panel while working at BEA. However, it is very unlikely that a set of accounts will be adopted—it is a much bigger extension of market accounts than the R&D accounts. So, independent researchers should plug away but official progress will be slow.

I intend to continue to work on this issue. I would like to revive my old project on investment in education, which requires the development of non-market accounts. I hope to do enough work so that someone can put it into production. I have also received funding to work on the contribution of highways to economic growth.

You recently left the BEA and are directing a PhD program at the Muskie School of Public Service at the University of Southern Maine. Can you tell us more about your plans for this program?

I loved my job at the BEA, but I had a commuting marriage (my husband lived in Massachusetts). When your husband of 35 years asks you to come home so that you can see each other during the week, you do it! We also had always intended to move to Maine.

Our first class of PhD students was admitted in 2000. One of my priorities is to help students who frequently have full-time jobs to get through the dissertation. The first student to complete her dissertation graduated in May. When I arrived at Muskie last year, we had 28 PhD students, but only one had presented a dissertation proposal. Now, four have proposals, but I hope to increase that number soon. Unfortunately, we're not in a position to offer anything but a small amount of financial aid, so this year we received an unusually small number of applicants. As a result we suspended admissions in 2007 and it has been recommended to the Dean of Muskie that we suspend admissions until sufficient resources are available to run the program.

What do you see as the main challenges facing women in the profession today?

I'm pleased to see that the percentage of Associate Professors at PhD granting institutions who are women is rising. This gives me hope that the percentage of full professors will soon rise significantly as well. I'm also very pleased that Susan Athey won the John Bates Clark medal. Incidentally Susan was the second winner of CSWEP's Elaine Bennett award.

Notwithstanding the Associate Professor trend, many young women today do not realize they will face challenges because of their gender, including the challenge of work-family balance. (Note that Susan Athey has two young children!) Women economists still face the tension between getting tenure and raising families. When I was at Northeastern, we did a study and found that no woman who took family-related leave got tenure in Arts and Sciences, but 60 percent of the women who had not taken family related leave did receive tenure. This is an important issue for CSWEP to continue to address. We need to continue to push for policies that recognize women's maternal roles and not be penalized for fulfilling them.

Moreover, young women do not receive the informal mentoring that is necessary for success as an economist. That is why the CSWEP CeMent program is critical, and I hope it will continue to reach many more junior faculty members.

I would also like to see more women get involved in CSWEP, especially women who weren't born in the United States. Compared to IAFFE (the International Association for Feminist Economics), CSWEP is far less international. Of course, CSWEP has tried to diversify, but more needs to be done.

Do you have any advice for women starting out?

I have two suggestions: Get a mentor and network, network, network!

I was fortunate to have had three mentors. The first was Olivia Abelson, a friend of my family. She was involved in the creation of social security, and was a strong feminist and anti-war activist. She was a surrogate mother to my husband, my children and me. Dale Jorgenson was my second mentor. He taught me how to succeed in economics and how to do economic research. He was a mentor by example. Carolyn Shaw Bell was the third. She gave me both career and personal advice. She was the consummate networker, and that was her major gift to me.

Linda Bell continued from page 1

a University Scholar, which gave me access as an undergraduate to all graduate programs at the University. I debated between law school and economics, but I chose economics because I loved what it offered in terms of the ability to critically analyze real world events. I became engaged in graduate level study while an undergraduate at Penn but decided to pursue graduate study at Harvard. While at Harvard, I worked with Richard Freeman on a paper on wage flexibility that would eventually become a part of my thesis. Richard helped to shape my thinking in many directions, and his excitement for new ideas and his unbounded creativity are lessons that I retain most today.

I've been many places in my career as an economist. I started at the Federal Reserve Bank in NY, because I loved the idea of being in Manhattan, because I wanted to be outside academia for a while, and because I knew that I'd have access to great data and economists who could teach me about important institutions. I went on to teach as a visitor at the Woodrow Wilson School and at the Kennedy School, and then took a tenure-track job at Haverford, where I remain today.

Along the route I fell in love with the most incredibly supportive and loving man who makes my life happy. And together, we created the true passions of my life—our two sons, now 14 and 11—who are wonderfully intelligent and loving boys. I juggle work and family commitments and at times lose sleep, but never the sense that my boys are for me my top priority and that I'm a lucky woman to have them.

My current research is focused on executive gender pay differences and the importance of top women mentoring other women. Extensions of the work on the US are on-going using data in several other countries. I'm also working on an interesting data set—derived from surveys of recent college graduates—on the labor market impacts of male and female participation in athletics. And this summer I will also begin a new role, as Provost at Haverford College, anticipating more exciting challenges and opportunities in the years to come.

CSWEP Sessions at the Eastern Economic Association Meetings

The Easterns were held February 23-25 in New York City. There was one CSWEP-sponsored session.

Session Title: Health and Education

Session Chair: Ann Owen, Hamilton College

Discussants: Melanie Guldi (Mt. Holyoke), Shirley Johnson-Lans (Vassar), Ann Owen (Hamilton College), Randall Reback (Barnard College)

1. Prathibha Joshi (Gordon College) presented "The Academic Cost of Being Overweight: A National Longitudinal Study of American Middle School Seniors" (with Christian Nsiah, Black Hills State University)

This paper finds a negative relationship between 8th grade students' body mass index (BMI) and the students' self-perception of their weight and academic performance.

2. Xin Xu (University of Illinois at Chicago) presented "Women Underrepresentation in Science and the Gender Pay Gap" (with Mo-Yin S. Tam and Gilbert Bassett).

This paper found that if women majored in science and technology fields at the same rate as men, the gender pay gap would be reduced, however, gender discrimination is greater in the science and technology fields than in other fields.

3. Pallavi Sai Seth (Boston College) presented "Effects of Health Insurer Monopsony."

This paper found that in large markets with high industry concentration of HMOs, physician earnings are lower and there are fewer primary care physicians per capita. Interestingly, no evidence for these effects is found in smaller markets.

4. Kalena Cortes (Syracuse University) presented "College Quality and the Top 10% Plan: Implications for Minority Students."

This paper examined if there are benefits to attending more selective colleges and how the change from race-sensitive admissions policies to the Top 10% Plan in Texas affected college completion rates for minority students. The paper found that both minority and non-minority students have higher completion rates if they attend a more selective college, but that college completion rates of minority students in the lower deciles declined after the implementation of the Top 10% Plan.

CSWEP Sessions at the Midwest Economic Association Meetings

Session Title: Topics in Development Economics

Chair: Anna Paulson (Federal Reserve Bank of Chicago)

Discussants: Una Okonkwo Osili (Indiana University-Purdue University Indianapolis), Aparna Lihla (University of Georgia), Paul Glewwe (University of Minneosota), Shahina Amin (University of Northern Iowa)

Paul Glewwe (University of Minnesota) presented "The Impact of Eyeglasses on the Academic Performance of Primary School Students: Evidence from a Randomized Trial in Rural China" written jointly with Albert Park and Meng Zhao (both from the University of Minnesota). Their paper reports on the results of a randomized experiment on the effect of providing eyeglasses to children with poor vision in rural Chinese schools. They find that eyeglasses improve test scores by scores by 0.15 to 0.30 standard deviations.

Richard Akresh (University of Illinois at UrbanaChampaign) presented "Civil War, Crop Failure, and Child Stunting" written jointly with Philip Verwimp (Université Libre de Bruxelles), and Tom Bundervoet (Vrije Universiteit Brussel). They exploit district and time variation in crop failure and civil conflict to measure the impact of exogenous shocks on child stature using data from Rwanda. They find that both boys and girls are shorter (for a given height) following civil conflict, but that only girls are negatively impacted by crop failure.

Yemisi Kuku (Iowa State University) presented "Differences in Food Insecurity between Adults and Children in Zimbabwe based on Adult and Child Reports" written jointly with Craig Gunderson (Iowa State University). This paper examined differences between adults and children in self reports of food insecurity using data from a survey of over 6,000 households in Zimbabwe. They find that children report less food insecurity than adults in the same households.

Linnea Polgreen (University of Iowa) presented "Happiness and Immigration" written jointly with Nicole Simpson (Colgate University) and Michelle Wiggins (Colgate University). They combine data from the World Values Survey on happiness and life satisfaction with information on immigration to examine whether people are more or less likely to leave countries with greater levels of happiness. The paper finds that emigration is more prevalent in countries with higher happiness scores.

Session Title: Economics of the Family

Chairs: Amanda Felkey (Lake Forest College) and Aparna Lhila (University of Georgia)

Discussants: Nathan Grawe (Carleton College), Amanda Felkey (Lake Forest College), Yemisi Kuku (Iowa State University), Richard Akresh (University of Illinois at Urbana Champaign)

Scott Drewianka (University of Wisconsin-Milwaukee) presented "Earnings Inequality and Changes in Family Structure: Evidence from Longitudinal Data on U.S. States" written jointly with Tristan Coughlin (University of Wisconsin-Milwaukee). Their paper examines the relationship between trends in marriage across states and earnings inequality and labor market uncertainty. They find that higher long-term unemployment is associated with lower entry into marriage.

Jenny Keil (Hamline University) and Karine Moe (Macalester College) presented "The Labor Market Experiences of Women: An Economic Investigation of the "Opt-Out" Hype". Their paper examines the recent labor market experiences of women. The paper finds that in the aggregate the labor market participation of women with professional degrees continues to be very high, in contrast to anecdotes discussed recently in the popular press.

Debra K Isreal (Indiana State University) presented "Gender, Household Decision-Making and Environmental Giving". This paper examines the effect of gender on charitable donations to environmental causes using data from the 1995 and 1998 "Giving and Volunteering in the United States" data. The paper finds that among single person households there is no gender gap in environmental giving. However in married households, when a woman is the sole decision maker, the household is more likely to report charitable giving to environmental organizations.

Aparna Lhila (University of Georgia) and Amanda J. Felkey (Lake Forest College) presented "Bargaining for Prenatal Investment: How decision-making power affects the health of unborn children". This paper develops a model of household decision-making that describes and empirically investigates how the balance of power between partners impacts investments in unborn children in the U.S. The authors' find that when there is greater equality in power (as measured by education and age) between parents, there is higher investment in prenatal health.

Session Title: Economic Outcomes of Young People

Chair: Karine Moe (Macalester College)

Discussants: Karine Moe (Macalester College), Felicia Ionescu (Colgate University), Debra Israel (Indiana State University)

Felicia Ionescu (Colgate University) presented "College Enrollment and Default Incentives under the Federal Student Loan Program". This paper uses a life cycle model of human capital accumulation to examine how college enrollment, borrowing and default rates were impacted by the consolidation program and the relaxation of eligibility requirements under the Federal Student Loan Program. The paper finds that financial constraints do not impede college participation, that relaxed eligibility requirements have little impact on enrollment but that a change in policy that allows students to lock in interest rates or switch repayment plans will increase college enrollment substantially.

Joseph J. Sabia (University of Georgia) presented "Does Sports Participation Affect Adolescent Academic Performance?" written jointly with Daniel I. Rees (University of Colorado-Denver). This paper shows that participation in sports is associated with better academic outcomes, including higher grade point averages. The authors go on to investigate whether this correlation is causal and find no evidence that it is and that instead unobserved individual heterogeneity is likely to be an important determinant of both academic achievement and participation in sports.

Shahina Amina (University of Northern Iowa) presented "Determinants of Child Labor in Bangladesh's Export Industries" written jointly with Imam Alam and Janet Rives (both from the University of Northern Iowa). Their paper examines whether child labor is more prevalent in industries that are more export oriented. They find that the factors that explain child labor are similar for export and non-export oriented industries.

Western Economic Association Annual Meeting CSWEP Sessions

The 2007 Western Economic Association Meetings will be held in Seattle, WA from June 29—July 3 at the Westin Hotel. CSWEP will sponsor two sessions:

Session Title: Trade, FDI, and Government Policy

Session 59, Saturday, June 30, 4:30—6:15 p.m.
Session Chair: Katheryn Russ (University of California, Davis and NBER)
"Pollution Control and Foreign Direct Investment in Mexico: An Industry-Level Analysis"
Author: Andreas Waldkirch (Colby College)
Discussant: Carolyn L. Evans (Federal Reserve Board of Governors and Santa Clara University)
"Interdependence of Restructuring by Host Governments and Foreign Firms in Transition Economies"
Author: Rossitza Wooster (California State University and Portland State University)
Discussant: Andreas Waldkirch (Colby College)
"The Impact of FDI in the Financial Sector on Borrowing Costs"
Authors: Katheryn N. Russ (University of California, Davis and NBER, with Beatriz de Blas Perez, Universidad Autonoma de Madrid)
Discussant: Rossitza Wooster (California State University and Portland State University)
"Are Antidumping Duties for Sale? Case-Level Evidence on the Grossman-Helpman Protection for Sale Model"
Author: Carolyn L. Evans (Federal Reserve Board of Governors and Santa Clara University)
Discussant: Katheryn N. Russ (University of California, Davis and NBER)

Session Title: Topics in Immigration

Session 131, Sunday July 1, 2007, 2:30—4:15 p.m.
Chair: Mary Lopez (Occidental College)
"The Gender Earnings Gap among Mexican Immigrants along the U.S.-Mexico Border"
Authors: Marie T. Mora (University of Texas-Pan American, with Alberto Dávila and André Varella Mollick)
"Border Enforcement as a Deterrent of Illegal Immigration: Evidence from Return Mexican Migrants"
Authors: Cynthia Bansak (San Diego State University, with Catalina Amuedo-Dorantes)
"The Economics of Ethnic Enclaves: An Analysis of Wage and Employment Outcomes"
Author: Roberto Pedace (Claremont Graduate University)
"Labor Market Outcomes of Mexican Women in Mexico and the United States"
Authors: Mary Lopez (Occidental College, with Fernando Lozano, Pomona College and Ben Widner, New Mexico State University)

January 2009 American Economic Association Meeting Call for Abstracts

CSWEP is soliciting abstracts for the sessions it will sponsor at the January 2009 American Economic Association meetings in San Francisco. CSWEP will organize three sessions focused on research on gender-related topics, and three sessions on research related to public economics. Accepted papers will be considered for publication in the Papers and Proceedings issue of the *American Economic Review.* E-mail a cover letter (specifying to which set of sessions the paper is being submitted) and 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 11, 2008 to cswep@tufts.edu.

Eastern Economics Association Meetings

CSWEP will be sponsoring sessions at the Eastern Economics Association meetings. The meetings will be held in Boston at the Boston Park Plaza Hotel on March 7-9, 2008. 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 7, 2007** to:
Linda Bell
Haverford College
370 Lancaster Avenue
Haverford, PA 19041
lbell@haverford.edu
Phone:610-896-1014

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/

Midwest Economics Association Meeting Call for Papers

CSWEP will sponsor up to three paper sessions at the 2008 Midwest Economics Association meetings to be held in Chicago, IL, March 14-16, 2008, at the Hyatt Regency Chicago. Session topics will depend on the abstracts received. Submissions in all areas of economics are encouraged.

Please submit one page abstracts including paper title, name, affiliation, address, email and phone for all authors. Complete session proposals (3—4 papers) are also very welcome. The deadline for submission of abstracts or session proposals is September 15, 2007. Please email submissions to:

Anna Paulson, CSWEP Midwest Representative
Economic Research, Federal Reserve Bank of Chicago
Anna.paulson@chi.frb.org
Phone: (312) 322-2169

Top Ten Tips continued from page 1

the journal to which you are submitting your work, your paper is likely not a good fit. "Fit" can be a somewhat elastic concept. Sometimes it pays to go out looking for a paper or two published in the journal to which you are submitting that you can cite, as a way of signaling to the journal editor that your paper fits within the journal's scope.

2. Pay attention to any publication guidelines provided by the journal. A journal editor generally will not reject a good paper because it is a little long (though you may be asked to shorten the paper if it is accepted), but sending an 80 page paper to a journal that generally publishes 25 page papers will irritate both the reviewers and the journal editor. This will not help your chances of getting the paper accepted. If the journal does not have explicit guidelines, look at papers they have published in the past.

When you receive a decision letter from the editor:

3. If it sounds negative, make sure that it is a rejection before you move on to another journal. Editors' letters regarding their decisions often are written in code. A letter offering you the opportunity to submit a revised version of your paper is a very good outcome, even if the letter also sternly states that there is no guarantee that the revised paper will be accepted. If you're not sure how to interpret a letter you have received from a journal editor, ask a senior colleague or two to look at it.

4. If you are given the opportunity to submit a revised version of your paper, do it as soon as possible. Even if the editor does not give you a deadline for resubmission, it is in your best interest to resubmit the paper quickly. Journal editors rotate, and while one editor may be positively predispose toward your work, her replacement may not be so inclined. Delaying can only hurt the chances of your paper ultimately being accepted.

When you resubmit a paper:

5. Include detailed letter that explains how you addressed referee concerns. The first few paragraphs of your letter should discuss how you have addressed any major issues raised by the reviewers; a discussion of your responses to more detailed comments should follow. You do not need to make changes to your paper in response to every single reviewer comment, but if you don't accept a reviewer's suggestions, you should explain why. Editors and referees may want you to change your paper in ways that you are uncomfortable with, and so you need to balance your desire to get the paper published against conceding particular points.

6. Be polite in your response to the referees. The original reviewers are likely to see the letter you send to the editor about how you have revised the paper. Thank the referees for their comments. Even if you think that the reviewer did a careless job or completely misunderstood your paper, be as courteous as you can. Keep in mind that referees are chosen to represent the readership of the journal. If the referees (who have read your paper carefully) don't understand or misinterpret your results, then you haven't explained them well enough for the casual reader to get them either.

If you are asked to serve as a referee:

7. It is okay to occasionally turn down requests to referee. Reviewing papers is a part of being a practicing economist, and the peer review system only works because people are willing to volunteer their time to referee papers. Also, reviewing papers helps you to build a reputation with journal editors (see tip number 10). That said, it is acceptable to tell an editor that a paper is not one you feel comfortable evaluating, in which case you might let the editor know what types of papers you could review, or that you are too busy at the moment to return the review in the time frame requested by the editor, in which case you should let the editor know when you would have the time. To avoid becoming overburdened with referee responsibilities, you might consider setting a 'referee budget' of a reasonable number of papers to review, and then use that to guide your decisions on accepting to review papers.

8. Let the editor know promptly whether or not you are willing to referee the paper. Journal editors become very aggravated if they wait weeks to hear from a potential reviewer, only to have that person then turn it down. At that point the editor has to start over with another potential reviewer. If you have refereed the paper for another journal, also notify the editor to see if she or he would like to send it to a different reviewer (and ask for a change if you've already written negative reports on the paper for more than one journal—give the author a new draw). If the paper has not been changed since you reviewed it, you could send your earlier report with a note indicating it is the report you wrote for a different journal.

9. Budget the time you allocate to writing a referee report. Triage the papers you are asked to review. Don't spend a lot of time on papers that you think are hopeless — explain relatively briefly why you think this and move on. Journal editors will appreciate your spending more time on papers that are stronger candidates for publication, especially if you have constructive suggestions for improving the paper.

10. Do a careful job when refereeing a paper. Reviewers acquire reputations with journal editors. While you should not spend too much time reviewing other people's papers, you should not do a sloppy job either. The positive impression that you make on a journal editor may turn out to be valuable to you professionally at a later stage. Journal editors tend to be well-regarded senior researchers, and if they have a positive impression of you based on reviews you have written for them, they may think of you when looking for people to present papers at conferences, serve as discussants, present papers at their university's seminar series, etc.

Remember your goal is to get the paper published. So if the response sounds negative, take a deep breath, drink some water, go for a walk, and then return to re-read the editor's letter and the referee reports.

CeMENT ANNOUNCEMENT

Mark your calendars: The Committee on the Status of Women in the Economics Profession will be holding a National workshop aimed at mentoring junior faculty at institutions where tenure is primarily based on research output in conjunction with the ASSA meetings in New Orleans in January 2008. Application and registration material will be available at http://www.cswep.org/mentoring/register.htm in August 2007. The deadline for applications is October 1, 2007. Please share this announcement with junior faculty who you think might be interested in or benefit from these workshops.

NOMINATIONS SOUGHT FOR THE 2007 CAROLYN SHAW BELL AWARD

The Carolyn Shaw Bell Award was created in January 1998 as part of the 25th Anniversary celebration of the founding of CSWEP. Carolyn Shaw Bell, the Katharine Coman Chair Professor Emerita of Wellesley College, was the first Chair of CSWEP. The Carolyn Shaw Bell Award ("Bell Award") is given annually to an individual who has furthered the status of women in the economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring others. Inquiries, nominations and donations may be sent to:

Lisa Lynch, CSWEP Chair
Fletcher School of Law and Diplomacy
Tufts University
160 Packard Avenue
Medford, MA 02155
cswep@tufts.edu

Closing date for nominations for the 2007 prize is September 15, 2007.

BRAG BOX

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

Nava Ashraf is co-recipient of the 2006 TIAA-CREF Paul A. Samuelson Certificate of Excellence for her paper with Dean Karlan and Wesley Yin on "Tying Odysseus to the Mast: Evidence From a Commitment Savings Product in the Philippines" in the May 2006 QJE.

Linda Bell has been appointed Provost at Haverford College.

Rachel Croson is moving from the Wharton School at the University of Pennsylvania to become Professor at the University of Texas at Dallas, and Director of the UT Dallas Negotiations Center.

Amy Finkelstein was awarded the Research!America 2006 Eugene Garfield Economic Impact of Medical and Health Research Award for her 2004 QJE paper on "Static and Dynamic Effects of Health Policy."

Shelly Lundberg has been appointed Director of the Center for the Study of Demography and Ecology at the University of Washington.

Terra McKinnish has been promoted to Associate Professor with tenure in the department of economics at the University of Colorado at Boulder.

Anna J. Schwartz of the National Bureau of Economic Research in New York has been elected a Fellow of the American Academy of Arts and Sciences.

Caren Grown will be leaving Bard College to become "Economist-in-Residence" at American University.

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 2007-December 2007) 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. Students receive free complimentary CSWEP associate status. Just indicate your student status below.

Thank you!

If you wish to renew/become an associate of CSWEP you have two options:

OPTION 1: ONLINE PAYMENT BY CREDIT CARD

Go to www.cswep.org/howto.htm and follow the "Online Payment by Credit Card" link. It's quick, convenient and secure. We accept Mastercard, Visa and American Express.

OPTION 2: MAIL

If paying by check please send your donation by mail to:
CSWEP, c/o Joan Haworth, Ph.D.
4901 Tower Court
Tallahassee, FL 32303

(Please make check payable to CSWEP.) If you are a student, fill out the form below and send it to the same address.

NAME: ______________________________

MAILING ADDRESS: ______________________________

CITY, STATE, ZIP: ______________________________

E-MAIL ADDRESS: ____________________ Please supply this information if you are willing to receive emails from us. It saves CSWEP money and is another way to support our activities.

☐ check here if currently an AEA member

☐ check here if currently a student Institution: ____________________

Expected graduation date: ____________________

I authorize CSWEP to release my contact information to other organizations that wish to share information of interest with CSWEP members. ☐ yes ☐ no

Donation Amount: ☐ $25.00 (associate level) ☐ $50.00 ☐ $75.00 ☐ $100.00 ☐ Other ________

Please visit our website www.cswep.org.

To no longer receive mail from CSWEP, please email cswepmembers@ersgroup.com or write to the address provided above.

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Upcoming Regional Meetings:

Eastern Economic Association
http://www.iona.edu/eea/
2008 Annual Meeting March 7-9, 2008
Boston: Boston Park Plaza Hotel
Deadline for submission: November 7, 2007
CSWEP deadline: November 7, 2007

Midwest Economic Association
http://web.grinnell.edu/mea
2008 Annual Meeting: March 15-18, 2008
Chicago: Hyatt Regency Chicago
Deadline for submission: October 3, 2007
CSWEP deadline: September 15, 2007

Western Economic Association
http://www.weainternational.org/
2007 Annual Meeting June 29—July3, 2007
Seattle: Westin Seattle

Southern Economic Association
http://www.etnetpubs.com/conferenceprograms/sea/
2007 Annual Meeting November 19-21, 2007
New Orleans: New Orleans Marriott Hotel

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