



# Newsletter of the Committee on the Status of Women in the Economics Profession

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## Report of the Committee on the Status of Women in the Economics Profession 2004

by Francine D. Blau, Chair

The Committee on the Status of Women in the Economics Profession (CSWEP) was established by the American Economic Association (AEA) in 1971 to monitor the status of women in the profession and formulate activities to improve their status. This report begins by summarizing trends in the representation of women in the economics profession focusing particularly on the past decade. It then takes a more detailed look at newly collected data for the current year and summarizes the Committee's activities over the past year.

### Data on Women Economists

Since its inception, CSWEP has been concerned with collecting and analyzing data on the representation of women in the economy—  
*continued on page 3*

## Marianne Bertrand Receives 2004 Elaine Bennett Research Prize

Professor Marianne Bertrand, a Professor of Economics at the University of Chicago Graduate School of Business, is an applied microeconomist who has done work on racial discrimination, CEO pay and incentives, the effects of regulation on employment, and a host of other topics in labor economics and corporate finance. Professor Bertrand received her Ph.D. from Harvard University in 1998, has been an Alfred P. Sloan Fellow and is a Faculty Research Fellow of the National Bureau of Economic Research.



## Barbara Bergmann Receives 2004 Carolyn Shaw Bell Award

Barbara Bergmann, Professor Emerita of Economics at American University and University of Maryland, is a renowned scholar whose work has combined theory, quantitative modeling, and policy analysis on issues such as unemployment, urban development, discrimination, poverty, and women's status. She has mentored senior and junior scholars, and has hastened the progress of women in the economics profession. During her long career, Professor Bergmann has served in many leadership roles in the profession, including as chair of CSWEP, and president of the International Association for Feminist Economics, the Eastern Economics Association, the Society for the Advancement of Socio-Economics, and the American Association of University Professors. Her public service includes terms at the Bureau of Labor Statistics and the Council of Economic Advisors. In the words of one of her nominators, "Barbara fully lives up to your requirements of vision, intellectual curiosity, informed willingness to take risks, and most particularly determination to make the world a better place. Further, she always takes great joy in being able to do what she does."

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## From the Chair

CSWEP was very active at the ASSA meetings in January with three CSWEP-sponsored sessions on gender-related issues, and three on non-gender issues, including technology effects on trade, competition, and labor markets. Four of the gender related session papers and four of the non-gender papers were selected for publication in the AER Papers and Proceedings issue that is forthcoming in May. There was a lot of excitement at the CSWEP Business Meeting where Barbara Bergmann received the Carolyn Shaw Bell Award and Marianne Bertrand received the Elaine Bennett Research Prize. Warmest congratulations to both of them for their outstanding contributions.

Please watch for the Call for Papers for the 2007 ASSA Meetings that will be posted on our website and will also appear in the JEP this summer. We will hold two sets on sessions: gender related sessions and sessions on topics related to long-term growth. We especially encourage submissions by more junior women economists.

The regional meetings are also full of activities sponsored by CSWEP. The Eastern and Midwest meetings are scheduled for March, the West in late June and the South in November. Please contact your regional representative if you wish to participate in any of these activities.

In 2004 CSWEP continued its mentoring initiative, which is funded by the National Science Foundation's (NSF) ADVANCE and Economics Panels, to implement and evaluate a series of mentoring workshops for junior economists at the beginning of their careers. The first national workshop was held at the 2004 ASSA meetings in San Diego and a second set will follow in January 2006 in Boston. The first two of the four planned regional workshops were held in February 2004 at the Eastern Economic Association meetings in Washington, DC and in November 2004 at the Southern Economic Association meetings in New Orleans. All these workshops have been extremely well received by participants. Check our web site for announcements of upcoming workshops.

We would like to thank the following board members who recently ended their terms: Judy Chevalier, Barbara Fraumeni and KimMarie McGoldrick. We also welcome new members Katharine Abraham from University of Maryland, Gail Hoyt from University of Kentucky and Nancy Rose from the Massachusetts Institute of Technology.

We encourage you to offer your assistance to Board members. CSWEP activities include reviewing papers for sessions at both the regional and national meetings, contributing to the newsletter, and working on projects to evaluate the status of women in the economics profession, obtaining data on the presence of women in academia, government and business. If you would like to participate in these projects please let either the Chair or your regional representative know.

—Francine Blau

## 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](http://www.cswep.org) for more information on what we are doing.

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ics profession. The first CSWEP-administered survey of economics departments was conducted in the fall of 1972. Since that time each *CSWEP Annual Report* has presented data on the status of women in the economics profession based either on CSWEP's own survey of economics departments or the AEA's Universal Academic Questionnaire.

### The 2004 CSWEP Survey

For the CSWEP 2004 survey, the number of Ph.D. economics departments surveyed was decreased to 122 from 139 in 2003, based on careful verification of whether or not departments currently have a Ph.D. program. Responses were received from 100 departments, yielding a very high response rate of 82 percent. The CSWEP liberal arts survey was sent to 140 schools included on the listing of "Baccalaureate Colleges—Liberal Arts" from the *Carnegie Classifications of Institutions of Higher Education* (2000 Edition). The number of schools responding was 74, yielding a response rate of 52.9 percent, higher than the 41.6 percent response rate obtained last year.

This year CSWEP also fielded a new data collection effort focused on business schools. This segment of our data collection used a web-based approach described in greater detail below.

### Trends in Women's Representation

The representation of women in the economics profession has increased dramatically since CSWEP was established. For example, women's share of Ph.D.'s awarded in economics more than tripled between 1972 and 2003, from 7.6 to 27.9 percent.<sup>1</sup> Similarly, women have dramatically increased their representation among faculty. In 1972 women were only 8.8 percent of assistant professors, 3.7 percent of associate professors and 2.4 percent of full professors—comprising, overall, less than

five percent of faculty members in these ranks. By 2004, their representation among assistant professors had tripled to 26.5 percent; gains at the higher ranks were proportionately even larger as women's share of associate professors increased to 20.5 percent and of full professors to 8.5 percent—with women comprising 15.0 percent of all faculty in these ranks.<sup>2</sup>

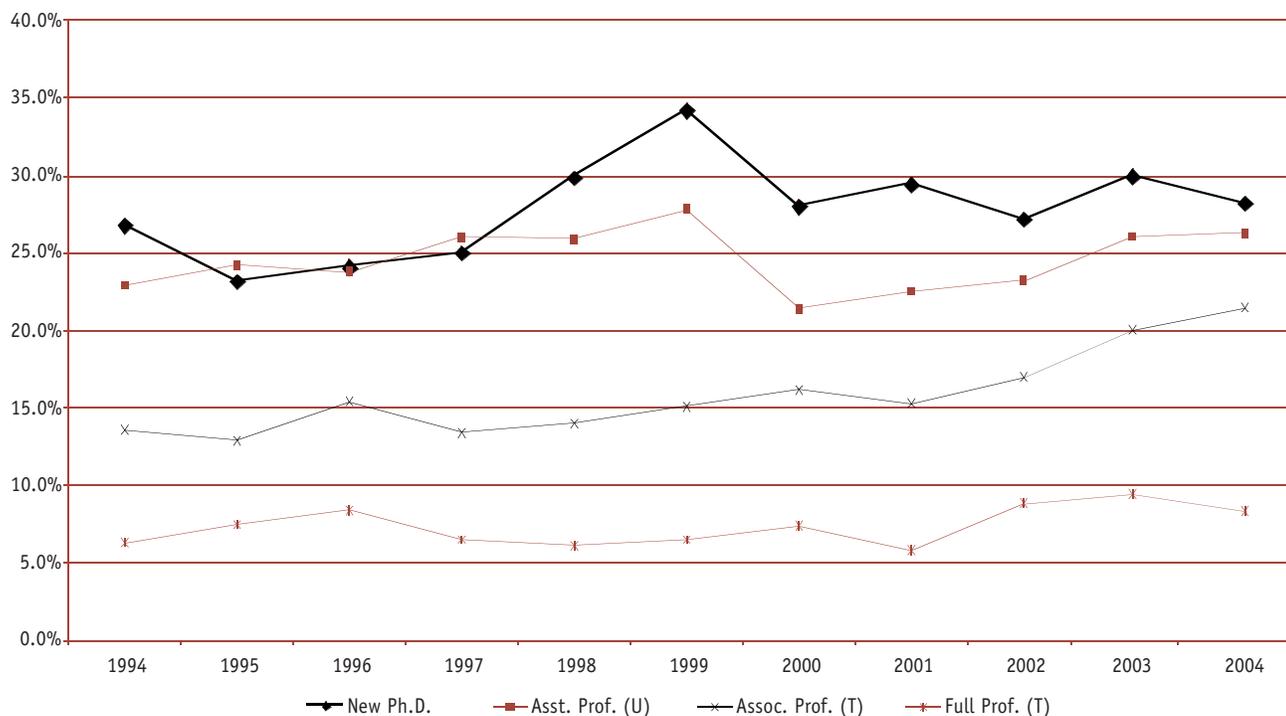
Table 1 and Figure 1 summarize the trends over a more recent period, 1994–2004. The heading of the table refers to female representation in "the pipeline" calling attention to the normal progression up through the ranks in academe from graduate student to full professor, and the time it takes to do so. Of course the pipeline may be a "leaky" one for women, a concern alluded to in previous CSWEP reports. In evaluating recent progress it is important to note that the size and composition of the CSWEP sample varies from one year to the next depending on survey response, so year-to-year fluctuations in female representation are to be expected. To partly address this issue, we focus our discussion on two-year averages, comparing women's representation in each category in 2003–4 with their representation in 1994–5. The data suggest at best modest growth in the representation of women in the economics profession over the past decade.

Growth in the representation of women in the profession is dependent on infusions at the entry level. It is thus of concern that gains have been particularly weak at the entry end of the pipeline. Between

<sup>1</sup> Data for 1972 are from the National Center for Educational Statistics (NCES); the 2003 data are from the CSWEP Survey reported below. Note that NCES data are available only through 2002; the female share of Ph.D.'s for that year is 28.1.

<sup>2</sup> Data are from CSWEP Surveys; see Blau (2004b) and results reported below. Figures include both tenured and untenured faculty at each rank.

**Figure 1: Percentage of Economists in the Pipeline Who Are Female—All Ph.D.-Granting Departments**



**Table 1: The Percentage of Economists in the Pipeline Who Are Female**

|  | 1994  | 1995  | 1996  | 1997  | 1998  | 1999  | 2000  | 2001  | 2002  | 2003  | 2004  |
|--|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| <b>All Ph.D. Granting Departments</b>    |       |       |       |       |       |       |       |       |       |       |       |
| 1st yr students                          | 29.0% | 30.5% | 30.5% | 31.3% | 32.2% | 35.6% | 38.8% | 31.9% | 33.9% | 34.0% | 33.9% |
| ABD                                      | 25.7% | 27.8% | 28.3% | 26.8% | 28.2% | 33.0% | 32.3% | 30.2% | 30.6% | 32.7% | 33.1% |
| New PhD                                  | 26.8% | 23.2% | 24.1% | 25.0% | 29.9% | 34.2% | 28.0% | 29.4% | 27.2% | 29.8% | 27.9% |
| Asst Prof (U)                            | 22.9% | 24.2% | 23.8% | 26.0% | 25.9% | 27.8% | 21.4% | 22.5% | 23.2% | 26.1% | 26.3% |
| Assoc Prof (U)                           | 6.4%  | 14.1% | 9.1%  | 11.1% | 15.9% | 27.3% | 17.2% | 10.0% | 17.2% | 24.0% | 11.6% |
| Assoc Prof (T)                           | 13.6% | 12.9% | 15.4% | 13.4% | 14.0% | 15.1% | 16.2% | 15.3% | 17.0% | 19.9% | 21.2% |
| Full Prof (T)                            | 6.3%  | 7.5%  | 8.4%  | 6.5%  | 6.1%  | 6.5%  | 7.4%  | 5.8%  | 8.9%  | 9.4%  | 8.4%  |
| N departments                            | 111   | 95    | 98    | 95    | 92    | 77    | 76    | 69    | 83    | 95    | 98    |
| <b>Top 10 Ph.D. Granting Departments</b> |       |       |       |       |       |       |       |       |       |       |       |
| 1st yr students                          | 23.8% | 24.5% | 26.5% | 20.3% | 27.2% | 29.6% | 29.5% | 26.9% | 28.5% | 21.2% | 26.0% |
| ABD                                      | 20.2% | 24.1% | 23.9% | 25.0% | 22.0% | 25.2% | 25.2% | 26.6% | 27.0% | 26.1% | 26.3% |
| New PhD                                  | 27.9% | 19.6% | 18.6% | 16.5% | 25.9% | 24.3% | 23.0% | 30.5% | 25.7% | 26.3% | 25.5% |
| Asst Prof (U)                            | 18.8% | 14.1% | 21.1% | 20.0% | 17.7% | 14.7% | 18.2% | 18.8% | 15.8% | 21.9% | 21.3% |
| Assoc Prof(U)                            | 6.7%  | 6.7%  | 0.0%  | 12.5% | 36.4% | 45.5% | 30.8% | 13.3% | 7.7%  | 11.1% | 12.5% |
| Assoc Prof(T)                            | 18.6% | 12.0% | 20.0% | 12.5% | 7.7%  | 28.6% | 36.4% | 23.5% | 28.6% | 17.6% | 6.7%  |
| Full Prof (T)                            | 2.9%  | 4.7%  | 5.3%  | 5.0%  | 3.7%  | 3.9%  | 7.1%  | 6.3%  | 5.6%  | 7.0%  | 8.2%  |
| N departments                            | 10    | 9     | 9     | 8     | 7     | 7     | 7     | 10    | 9     | 10    | 10    |
| <b>Top 20 Ph.D. Granting Departments</b> |       |       |       |       |       |       |       |       |       |       |       |
| 1st yr students                          | 27.8% | 26.1% | 30.2% | 21.5% | 28.8% | 31.1% | 32.8% | 30.5% | 31.9% | 26.1% | 27.7% |
| ABD                                      | 22.6% | 26.8% | 26.4% | 28.6% | 24.1% | 25.4% | 26.2% | 27.2% | 27.2% | 28.4% | 29.7% |
| New PhD                                  | 28.4% | 21.8% | 22.7% | 24.9% | 27.1% | 28.1% | 24.6% | 26.8% | 24.7% | 24.8% | 28.2% |
| Asst Prof (U)                            | 18.9% | 17.5% | 18.2% | 17.8% | 16.4% | 21.6% | 17.7% | 18.8% | 21.5% | 25.1% | 24.1% |
| Assoc Prof (U)                           | 5.0%  | 5.9%  | 0.0%  | 7.7%  | 36.4% | 46.2% | 26.7% | 13.3% | 13.3% | 23.1% | 20.7% |
| Assoc Prof (T)                           | 10.7% | 12.1% | 16.7% | 16.0% | 8.3%  | 16.3% | 12.8% | 19.6% | 22.9% | 18.9% | 12.1% |
| Full Prof (T)                            | 4.2%  | 5.4%  | 5.5%  | 5.9%  | 4.7%  | 4.8%  | 7.4%  | 7.0%  | 9.0%  | 6.3%  | 7.6%  |
| N departments                            | 20    | 19    | 19    | 17    | 16    | 15    | 15    | 18    | 18    | 19    | 19    |

Notes: U refers to untenured and T refers to tenured. ABD indicates students who have completed "all but dissertation."

1994-5 and 2003-4, the female share of new Ph.D.'s increased by less than 4 percentage points, from 25.0 to 28.8 percent. Of particular concern is that, as may be seen in Figure 1, the female share of new Ph.D.'s appears to have plateaued in the early 2000s. Further, data from the National Center for Educational Statistics (NCES) indicate that, in 2002 (the most recent year for which data are available), women comprised 34 percent of bachelor's degrees awarded in economics. This is approximately women's current share of 1<sup>st</sup> year students in Ph.D. granting departments, suggesting that further growth from this source will be limited unless the share of female undergraduate majors increases.<sup>3</sup> Nonetheless, at least for the near term, CSWEP data suggest further small increases in the percentage female of new Ph.D.'s may be expected. Women currently comprise 33.9 percent of 1<sup>st</sup> year students. And, while the attrition rate for female graduate students is somewhat higher than male graduate students, the difference is very small (Blau 2004b). Thus, it is likely that five to six years hence, the female share of new Ph.D.'s will increase to about one third.

Mirroring the trends in women's representation among new Ph.D.'s, growth in the female share of (untenured) assistant professors

has also been weak, rising by less than 3 percentage points between 1994-5 and 2003-4, from 23.6 to 26.2 percent. Moreover, as may be seen in Figure 1, growth over the decade has been uneven. The female share peaked in 1999 and then fell off sharply between 1999 and 2000. And, while the female share of these positions has increased steadily since then, it is still slightly below its peak 1999 level.<sup>4</sup>

In contrast to the experience at the entry level, the early 2000s have shown some encouraging trends at the more senior levels. Between 1994-5 and 2003-4, the female share of (tenured) associate professors increased by 7.3 percentage points, from 13.3 to 20.6 percent, with most of the gains concentrated in the early 2000s. Similarly, there has

<sup>3</sup> According to John Siegfried and Wendy A. Stock (2004), economics majors comprised 76 percent of new Ph.D.'s in economics in recent years (including double majors). And, while a large and growing proportion of Ph.D. students are not U.S. citizens, the female share of Ph.D.'s going to non-U.S. citizens is lower than for U.S. citizens and has increased more slowly in recent years (Francine D. Blau 2004a).

<sup>4</sup> Even were we to discount the figure for 1999, a year when the number of schools responding to the CSWEP survey was low, the current percentage female is at about the 1997-98 level.

**Table 2: Percentage Female for Ph.D.-Granting Economics Departments (2004)**

|   | Women | Men   | Percentage Female |
|---|-------|-------|-------------------|
| <b>A. Faculty Composition (2004-2005 Academic Year)</b> |       |       |                   |
| <b>Assistant Professor</b>                              | 157   | 435   | 26.5%             |
| Untenured   | 155   | 432   | 26.3%             |
| Tenured   | 2     | 3     | 40.0%             |
| <b>Associate Professor</b>                              | 98    | 380   | 20.5%             |
| Untenured   | 4     | 31    | 11.6%             |
| Tenured   | 94    | 349   | 21.2%             |
| <b>Full Professor</b>                                   | 121   | 1,308 | 8.5%              |
| Untenured   | 1     | 4     | 20.0%             |
| Tenured   | 120   | 1,304 | 8.4%              |
| All tenured/tenure track                                | 376   | 2,122 | 15.0%             |
| Other (non-tenure track)                                | 126   | 264   | 32.3%             |
| <b>All Faculty</b>                                      | 502   | 2,386 | 17.4%             |
| <b>B. Students and Job Market</b>                       |       |       |                   |
| <b>Students (2004-2005 Academic Year)</b>               |       |       |                   |
| First-year Ph.D. students                               | 500   | 977   | 33.9%             |
| ABD students  | 1,087 | 2,200 | 33.1%             |
| Ph.D. granted (2003-2004 Academic Year)                 | 268   | 693   | 27.9%             |
| <b>Job Market (2003-2004 Academic Year)</b>             |       |       |                   |
| U.S.-based job  | 187   | 355   | 34.5%             |
| Academic, Ph.D. granting department                     | 69    | 162   | 29.9%             |
| Academic, Other   | 42    | 55    | 43.3%             |
| Public sector   | 44    | 71    | 38.3%             |
| Private sector  | 32    | 67    | 32.3%             |
| Foreign Job obtained                                    | 39    | 152   | 20.4%             |
| Academic  | 30    | 90    | 25.0%             |
| Nonacademic   | 9     | 62    | 12.7%             |
| No job found  | 22    | 39    | 36.1%             |

Note: ABD indicates students who have completed "all but dissertation."

been a small but noticeable increase in the female share of full professors of 2 percentage points, from 6.9 to 8.9 percent, again concentrated in the early 2000s. While these trends suggest that women are meeting with some success in working their way up through the ranks, they do not necessarily indicate that women are progressing at the same rate as their male counterparts. Indeed a recent study found substantial unexplained gender differences in advancement to the tenured ranks in economics during the past decade that considerably exceeded those in related disciplines (Donna K. Ginther and Shulamit Kahn 2004).

*Results for Ph.D.-Granting Departments and Liberal Arts Schools (2004-2005)*

Tables 2 and 3 present the results from the 2004 CSWEP survey described above for Ph.D.-granting departments in greater detail, first for all departments and then for the top 10 and top 20 ranked departments separately.<sup>5</sup> As noted in past *Annual Reports*, we find for 2004 that

women are less well represented in the top tier departments at all levels than in all Ph.D.-granting departments. This includes their representation among students (1<sup>st</sup> year students, ABD's and new Ph.D.'s) and faculty, particularly at the assistant and associate professor ranks.

Looking first at faculty, female representation among untenured assistant professors was 5.0 percentage points lower at the top ten departments than for all departments, with a smaller disparity of 2.2 percentage points for the top 20. These differences are roughly in line with last year's. Disparities are particularly large at the tenured associate professor level where female representation lagged by 14.5 percentage points at the top 10 departments and by 9.1 percentage points at the top 20 departments compared to all Ph.D.-granting institutions. These differences are considerably larger than last year's and likely represent promotions of female associate professors, since the number of women full professors has increased compared to last year.<sup>6</sup> As a consequence the representation of women at the full professor rank in the top 10 and top 20 departments is now quite comparable to that in all Ph.D.-granting institutions. This is clearly a positive development. However, the loss of ground at the top schools at the associate professor level means that, at present, the representation of women at this level has not been replenished by promotions from the assistant professor ranks.

Just as female faculty are better represented among all Ph.D.-granting institutions than in the top-ranked departments, as noted in many prior CSWEP *Annual Reports*, they are also better represented at liberal arts institutions than at Ph.D.-granting institutions (Table 4). So, at liberal arts institutions, women were 38.9 percent of untenured assistant professors, 37.3 percent of tenured associate professors, and 16.2 percent of tenured full professors; comprising 27.7 percent of tenured or tenure track faculty—considerably exceeding comparable figures for the Ph.D.-granting institutions.

The CSWEP survey also collects information on non-tenure track faculty. As may be seen in Tables 2-4, at all types of institutions this category is disproportionately female. Among all Ph.D.-granting economics departments, 32.3 percent of the non-tenure track faculty is female compared to 15.0 percent of the tenured/tenure track faculty. Similarly, in the top 10 and top 20 departments, women comprise 43.8 and 46.8 percent of the non-tenure track faculty compared to 11.9 and 12.8 percent of the tenured/tenure track faculty, respectively. And, despite the relatively high representation of women in tenured/tenure track positions in liberal arts institutions, there too they are over represented in non-tenure track positions, comprising 38.8 percent of faculty in those positions compared to 27.7 percent of faculty in tenured/tenure track positions.

Turning to Ph.D. students, we see that, as in the case of faculty, the

<sup>5</sup> These rankings are taken from *US News and World Report 2004* Edition. The top ten departments include, Massachusetts Institute of Technology; Harvard University; Princeton University; Stanford University; University of Chicago; University of California-Berkeley; Yale University; Northwestern University; University of Pennsylvania; and University of Wisconsin-Madison. The top twenty departments additionally include University of California-Los Angeles; University of Michigan-Ann Arbor; University of Minnesota-Twin Cities; California Institute of Technology; Columbia University; University of Rochester; Cornell University; University of California-San Diego; Carnegie Mellon; and New York University. These are the same rankings used in the 2002 and 2003 CSWEP *Annual Reports* but represent an updating compared to previous reports. This updating seems advisable since this breakdown is designed to measure women's representation at what are generally regarded as the leading departments rather than at a fixed set of schools.

<sup>6</sup> Note that there has also been a change in the composition of reporting schools; one school that reported last year did not report this year, and one that did not report last year did so this year.

**Table 3: Percentage Female for Top 10 and Top 20 Ph.D.-Granting Economics Departments (2004)**

| A. Faculty Composition<br>(2004-2005 Academic Year) | Top 10 |     |                   | Top 20 |     |                   |
|---|--------|-----|-------------------|--------|-----|-------------------|
|   | Women  | Men | Percentage Female | Women  | Men | Percentage Female |
| <b>Assistant Professor</b>                          | 23     | 85  | 21.3%             | 45     | 140 | 24.1%             |
| Untenured   | 23     | 85  | 21.3%             | 45     | 140 | 24.1%             |
| Tenured   | 0      | 0   | --                | 0      | 0   | --                |
| <b>Associate Professor</b>                          | 2      | 21  | 8.7%              | 7      | 41  | 14.7%             |
| Untenured   | 1      | 7   | 12.5%             | 3      | 12  | 20.7%             |
| Tenured   | 1      | 14  | 6.7%              | 4      | 29  | 12.1%             |
| <b>Full Professor</b>                               | 21     | 236 | 8.2%              | 32     | 387 | 7.6%              |
| Untenured   | 0      | 0   | --                | 0      | 0   | --                |
| Tenured   | 21     | 236 | 8.2%              | 32     | 387 | 7.6%              |
| All tenured/tenure track                            | 46     | 342 | 11.9%             | 84     | 568 | 12.8%             |
| Other (non-tenure track)                            | 14     | 18  | 43.8%             | 22     | 25  | 46.8%             |
| <b>All faculty</b>                                  | 60     | 360 | 14.3%             | 106    | 593 | 15.1%             |
| <b>B. Students and Job Market</b>                   |        |     |                   |        |     |                   |
| <b>Students</b>                                     |        |     |                   |        |     |                   |
| <b>(2004-2005 Academic Year)</b>                    |        |     |                   |        |     |                   |
| First-year Ph.D. students                           | 68     | 194 | 26.0%             | 119    | 311 | 27.7%             |
| ABD students  | 220    | 616 | 26.3%             | 409    | 966 | 29.7%             |
| Ph.D. granted (2002-2003)                           | 51     | 149 | 25.5%             | 89     | 227 | 28.2%             |
| <b>Job Market</b>                                   |        |     |                   |        |     |                   |
| <b>(2003-2004 Academic Year)</b>                    |        |     |                   |        |     |                   |
| U.S. based job                                      | 39     | 109 | 26.4%             | 65     | 159 | 29.0%             |
| Academic,   |        |     |                   |        |     |                   |
| Ph.D.-granting department                           | 19     | 62  | 23.5%             | 27     | 86  | 23.9%             |
| Academic, Other                                     | 2      | 4   | 33.3%             | 4      | 11  | 26.7%             |
| Public sector                                       | 8      | 24  | 25.0%             | 18     | 36  | 33.3%             |
| Private sector                                      | 10     | 19  | 34.5%             | 16     | 26  | 38.1%             |
| Foreign Job obtained                                | 8      | 38  | 17.4%             | 16     | 72  | 18.2%             |
| Academic  | 7      | 24  | 22.6%             | 14     | 46  | 23.3%             |
| Nonacademic   | 1      | 14  | 6.7%              | 2      | 26  | 7.1%              |
| No job found  | 1      | 5   | 16.7%             | 4      | 7   | 36.4%             |

Note: ABD indicates students who have completed "all but dissertation."

representation of women among new Ph.D.'s in the top-ranked Ph.D.-granting departments also tends to be lower than for all Ph.D.-granting departments, though in 2003-04, the female share of new Ph.D.s in the top 10 departments was only slightly (2.4 percentage points) below the percentage for all Ph.D.-granting institutions, and, taking the top 20 schools as a whole, female share of new Ph.D.'s was about the same as for all Ph.D.-granting departments. The disparities are larger for first year Ph.D. students; women's representation in this group was 6.2 to 7.9 percentage points lower for the top 10 and top 20 schools than for all Ph.D.-granting institutions. However, this represents some improvement for both categories (particularly the top 10 schools) relative to last year.

Finally, Tables 2 and 3 give us the opportunity to take a look at how women fare in the job market for new Ph.D.'s. First, it may be noted that the majority of both male and female economics Ph.D.'s for whom data are available take jobs in the United States, and further that women are more likely to take a U.S.-based job than their male counterparts (75.4 vs. 65.0 percent),<sup>7</sup> likely reflecting their lower representation among foreign Ph.D. recipients (Blau 2004a). Thus, while women constituted 27.9 percent of new Ph.D.'s in economics in 2003-04, they comprised 34.5 percent of those obtaining U.S.-based jobs. (This is very similar to their share last year.) In terms of their sector of employment, the data are in line with past trends. Traditionally, women

<sup>7</sup> Those who did not locate jobs are also included in the denominator.

**Table 4: Percentage Female for Economics Departments in Liberal-Arts Institutions (2004)**

| <b>A. Faculty Composition (2004-2005 Academic Year)</b> | <b>Women</b> | <b>Men</b> | <b>Percentage Female</b> |
|---|--------------|------------|--------------------------|
| <b>Assistant Professor</b>                              | 57           | 90         | 38.8%                    |
| Untenured   | 56           | 88         | 38.9%                    |
| Tenured   | 1            | 2          | 33.3%                    |
| <b>Associate Professor</b>                              | 62           | 106        | 36.9%                    |
| Untenured   | 3            | 7          | 30.0%                    |
| Tenured   | 59           | 99         | 37.3%                    |
| <b>Full Professor</b>                                   | 45           | 231        | 16.3%                    |
| Untenured   | 1            | 3          | 25.0%                    |
| Tenured   | 44           | 228        | 16.2%                    |
| All tenured/tenure track                                | 164          | 427        | 27.7%                    |
| Other (non-tenure track)                                | 54           | 85         | 38.8%                    |
| <b>All faculty</b>                                      | <b>218</b>   | <b>512</b> | <b>29.9%</b>             |
| <b>B. Student Information</b>                           |              |            |                          |
| <b>Student Majors (2003-2004 Academic Year)</b>         | 1,157        | 1,924      | 37.6%                    |

have been underrepresented in academic positions in Ph.D.-granting institutions and over represented in academic jobs in non-Ph.D.-granting institutions and in public-sector nonacademic jobs. And, this is the case this year. It is worth noting that last year broke with this pattern, and women's share of jobs in Ph.D.-granting departments was approximately equal to their representation in the U.S. job market. However, again, as we have seen, the past pattern has reasserted itself, so the representation of women on the faculty of Ph.D.-granting institutions at the entry level remains a concern. Both men and women graduating from top 10 and top 20 economic departments were more successful in landing positions in Ph.D.-granting departments than all Ph.D.'s. However, the gender gap in obtaining jobs in Ph.D.-granting departments was at least as large at these institutions as for all Ph.D.'s.

*Results for Business Schools (2003-2004)*

A significant, and perhaps growing, proportion of economists on University campuses are employed outside the boundaries of traditional economics departments. For this reason, CSWEP has for some time now been concerned that the focus of the CSWEP Survey on economics departments gives us an incomplete picture of the representation and status of female economists at Universities. This year we began to address this concern by fielding a major data collection initiative focusing on the representation of women among economists at business schools. While we focus on business schools, we acknowledge that a similar problem exists for other units like policy schools, agricultural economics departments, and industrial relations units to name a few. And we would at some point like to secure information about these other units as well. We have begun with business schools due to our belief that they comprise a particularly large group of economists employed outside traditional economics departments.

Collecting data on the employment of economists at business schools is not a straightforward matter. Within business schools, economists may be located in a separately designated economics department but may also be found in other departments such as finance or marketing. This means that if survey based methods were used, it is not clear to whom the survey should be sent. The response to a survey sent to chairs of economics departments might not include all the economists at the school. (Indeed some business schools that employ economists have no specifically designated economics department.) On the other hand, deans of business schools may not be able to readily identify which of their faculty members are economists. To address this issue we pursued a different data collection approach from that used for the main CSWEP survey. Specifically, we collected data via the web. The Chair is extremely grateful to Committee members Judith Chevalier and Sharon Oster for designing and undertaking this data collection.

In order to keep the project manageable, the data collection was focused on

the top 20 business schools.<sup>8</sup> The most important decision that was made in assembling the data was creating a definition of "economist." It was decided to define business school faculty as economists if the faculty member's Ph.D. was in economics. Thus, "economists" were identified without regard to their department of the business school. Nearly all members of business school "economics groups" met the definition of economist, but some members of finance groups, marketing groups, etc. also met the definition.

The starting point of the research was to download from the web the faculty list from each of the business schools. The list was based on the faculty identified on staff in March of 2004. The faculty members' field of Ph.D. was determined by inspection of the faculty member webpage or faculty member curriculum vitae when available. When that was unavailable, contact was made with the individual faculty member to determine the field of Ph.D. As a last resort, the faculty member's

<sup>8</sup> These were identified based on the most recent *Business Week* Rankings (2002) and include: Harvard Business School; Stanford Graduate School of Business; The Wharton School (University of Pennsylvania); Sloan School of Management (Massachusetts Institute of Technology); Kellogg School of Management (Northwestern University); University of Chicago Graduate School of Business; Columbia Business School; The Fuqua School of Business (Duke University); The Amos Tuck School of Business Administration (Dartmouth College); Yale School of Management; The Johnson School of Management (Cornell University); The University of Michigan Business School (Now the Stephen M. Ross School of Business); The Haas School of Business (University of California at Berkeley); Darden Graduate School of Business Administration (University of Virginia); Leonard N. Stern School of Business (New York University); Anderson School of Management (University of California at Los Angeles); Kenan-Flagler Business School (University of North Carolina at Chapel Hill); Tepper School of Business (Carnegie Mellon University); Kelley School of Business (Indiana University); Goizueta Business School (Emory University).

**Table 5: Percentage Female of Faculty for Business Schools and Ph.D.-Granting Economics Departments, 2003-2004 Academic Year**

| <b>A. Top 20 Business Schools</b> | <b>Women</b> | <b>Men</b> | <b>Percentage Female</b> |
|-----------------------------------|--------------|------------|--------------------------|
| Assistant Professor               | 40           | 114        | 26.0%                    |
| Associate Professor               | 15           | 70         | 17.6%                    |
| Full Professor                    | 32           | 278        | 10.3%                    |
| <b>All faculty<sup>a</sup></b>    | <b>87</b>    | <b>462</b> | <b>15.8%</b>             |

| <b>B. Top 20 Economics Departments</b> | <b>Women</b> | <b>Men</b> | <b>Percentage Female</b> |
|--|--------------|------------|--------------------------|
| Assistant Professor                    | 44           | 131        | 25.1%                    |
| Associate Professor                    | 10           | 40         | 20.0%                    |
| Full Professor                         | 27           | 385        | 6.6%                     |
| <b>All faculty<sup>a</sup></b>         | <b>81</b>    | <b>556</b> | <b>12.7%</b>             |

| <b>C. All Ph.D.-Granting Economics Departments</b> | <b>Women</b> | <b>Men</b>   | <b>Percentage Female</b> |
|--|--------------|--------------|--------------------------|
| Assistant Professor                                | 151          | 419          | 26.5%                    |
| Associate Professor                                | 87           | 346          | 20.1%                    |
| Full Professor                                     | 131          | 1,249        | 9.5%                     |
| <b>All faculty<sup>a</sup></b>                     | <b>369</b>   | <b>2,014</b> | <b>15.5%</b>             |

<sup>a</sup> Includes the above ranks only.

Notes: Data on economics departments are from the 2003 CSWEP Survey. See text for information on how data on business schools were collected.

Ph.D. record in “Digital Dissertations” was obtained and the field of Ph.D. determined from the cover page of the dissertation. The gender of faculty members was determined largely by the faculty member’s name or photo. In case of any uncertainty, gender was determined by personal contact with the faculty member.

The results of this data collection are reported in Table 5. Since the faculty lists were obtained during March 2004, the figures relate to academic year 2003-2004. For this reason, selected results from the 2003 CSWEP survey of Ph.D.-granting economics departments have been reproduced in the table for purposes of comparison. The first point to make in reference to these results is that there are indeed a large number of economists employed at the top 20 business schools. There were 549 economists in tenured/tenure track positions in these schools in 2003-2004, compared to 637 in the these positions in the 19 out of the top 20 economics departments that responded to the CSWEP survey in that year.<sup>9</sup> The representation of women is somewhat higher in the top 20 business schools than in the top 20 economics departments overall (15.8 vs. 12.7 percent) and among assistant professors (26.0 vs. 25.1 percent). And, while women are less well represented at the associate professor level at business schools than at the top 20 economics departments (17.6 vs. 20.0), they are considerably better represented at the full professor rank (10.3 vs. 6.6). Overall, the representation of women in the faculty and each rank in business schools is quite comparable to the figures for all Ph.D.-granting economics departments, with, again, a lower female share of associate professors but a somewhat higher share of full professors.

<sup>9</sup> The economics group at the Tepper School of Business (Carnegie Mellon University) has primary responsibility for teaching undergraduate economics, and offers a Ph.D. in economics. Thus, the Tepper School is included in both the CSWEP Survey of Ph.D.-granting economics departments (and is ranked in the top 20 departments) and the business school data collection. This is the only such case of which we are aware.

## The Committee’s Recent Activities

### *CSWEP Mentoring Initiative*

In this past year, CSWEP continued its mentoring initiative, which is funded by the National Science Foundation’s (NSF) ADVANCE and Economics Panels, to implement and evaluate a series of mentoring workshops for junior (nontenured) economists, focusing especially on issues relevant to women economists at the beginning of their careers. The four-year CSWEP program (CeMENT) includes two rounds of mentoring workshops at the national meetings and one workshop program at each of the four regional association meetings. The first national workshop was held at the 2004 ASSA meetings in San Diego and a second set will follow in January 2006 in Boston. The first two of the four planned regional workshops were held in February 2004 at the Eastern Economic Association meetings in Washington, DC and in November 2004 at the Southern Economic Association meetings in New Orleans. All these workshops were extremely well received by participants and we expect the remaining national and re-

gional workshops to be equally successful.

The Chair would like to take this opportunity to thank the Committee for its hard work on this mentoring initiative and particularly Rachel Croson (Chair of the Committee on the National Workshops), Janet Currie (Chair of the Research Committee) and KimMarie McGoldrick (Chair of the Committee on the Regional Workshops), who, along with John Siegfried, Secretary-Treasurer of the AEA and Francine Blau, CSWEP Chair, comprise the PI’s on the NSF grant. We are especially indebted to Rachel Croson for spearheading our effort to secure NSF support for this initiative and also appreciate her willingness to remain on the Committee for a second term both to shepherd the national programs through and to contribute generally to this initiative throughout the grant period. The Chair additionally thanks Janet Currie who, although she has left the Committee, continues to chair the research committee; and KimMarie McGoldrick who, although she is leaving the Committee, has generously agreed to continue chairing the committee on the regional workshops. CSWEP is also deeply grateful to John Siegfried and his staff for support and assistance and for allowing us to house the NSF grant at AEA headquarters in Nashville. The Committee would like to express special thanks to AEA staff members Edda Leithner, Patricia Fisher, Diane Fawkes, Gwyn Loftis, Marlene Hight and Norma Ayres, for their hard work on grant-related activities and for their continued support and commitment to CSWEP.

### *On-going Activities*

One of CSWEP's major activities is the production of our thrice-yearly newsletter. The Winter Newsletter, co-edited with Judith Chevalier, focused on women and academics as well as a summary of the research presented at the 2004 ASSA meetings in CSWEP-sponsored sessions. Lisa Barrow co-edited the Spring Newsletter that included articles on mentoring along with information on the second round of CeMENT workshops. The Fall Newsletter, co-edited by Catherine Mann, provided articles on women in academe, government and business and an interview with Robin Bartlett, the 2003 recipient of the Carolyn Shaw Bell Award (see below). These newsletters also provided information on upcoming regional and national association meetings, calls for papers and news of interest to women economists. The Chair would like to thank Karine Moe for her hard work and dedication in overseeing the newsletters.

As part of its ongoing efforts to increase the participation of women on the AEA program, CSWEP members organized six sessions for the January 2004 ASSA meetings. Andrea Beller and Shoshana Grossbard-Shechtman organized three sessions on gender-related issues and Rachel Croson, along with Yan Chen and Lise Vesterlund, organized three sessions on Experimental Economics. CSWEP held its usual business meeting in which reports were made to its associates and other interested AEA members concerning its activities and suggestions were heard from those present for future activities.

During the 2004 business meeting the Carolyn Shaw Bell Award was presented to Robin Bartlett, the BankOne Chair of Economics at Denison University. Professor Bartlett has been at Denison since 1974 and chaired CSWEP from 1996-2000. She is a founding member of the International Association for Feminist Economics, and is a longstanding member of the Committee on Economics Education. She earned her Bachelors degree in economics and mathematics from the former Western College for Women (1969), now part of Miami University in Oxford, and her Masters (1972) and Doctoral (1974) degrees at Michigan State University. Professor Bartlett is an excellent representative of this award, which is given annually to a woman who has furthered the status of women in the economics profession, through her example, through her achievements, through increasing our understanding of how women can advance through the economics profession, and through her mentoring of other women. Along with public recognition accorded her accomplishments, she also received a 2'x 3' plaque with her name and that of previous winners on it to display prominently at her place of work. The Chair thanks Caren Grown, Adele Hayutin, and Andrea Beller for their service on the Carolyn Shaw Bell Awards Committee.

Another activity of CSWEP during the past year has been to add past copies of the CSWEP newsletter to the CSWEP web site. With the assistance of past CSWEP Chairs, especially Joan Haworth, and the AEA archivist Robert Byrd, we have obtained almost a full set of past newsletters and have scanned most of them for posting on the web. Visit <http://www.cswep.org/pub.htm> to peruse these newsletters, all of historical interest and many of continued applicability and relevance to the current day. We will continue these activities until we are able to include the full set of past newsletters.

### *CSWEP's Regional Activities*

CSWEP's regional representatives also organized sessions at each of the regional association meetings—including the Eastern, Southern, Midwest, and Western Economic Association. Our thanks go to Lisa Barrow (Midwest), Ann Owen (Eastern), Catherine Mann (Southern) and Lori Kletzer (Western), for their excellent programs and efforts to help women economists in their regions maintain and increase their professional networks. Abstracts of the papers presented at these association meetings are presented in the newsletters each year.

### **Additional Words of Thanks**

The Chair would like to thank, membership chair, Joan Haworth and her staff, including Lee Fordham and Donya Samara, for their essential contribution to our outreach mission. They maintain the CSWEP roster of women economists that includes over 4000 women with whom we currently have contact. Joan Haworth has also generously contributed to CSWEP this year by establishing the Joan Haworth Mentoring Fund to which women or institutions may apply for funds to support or develop mentoring activities or relationships to facilitate the professional advancement of women. See <http://www.cswep.org/mentoring/MentoringFund.htm> for further details about this program.

The terms of three of our Committee members ended in December—Judith Chevalier, Barbara Fraumeni and KimMarie McGoldrick. They all made outstanding contributions and we are enormously grateful to them for their willingness to serve. The Chair would also like to especially thank Judith Chevalier for agreeing to continue work with Sharon Oster on collecting data on economists at the top 20 business schools. This year we welcomed new Committee members Lori Kletzer, Sharon Oster, and Ann Owen. We are pleased to have them aboard and thank them for the very significant contributions they have already made. The Chair also thanks the other members of the Committee for their exceptional efforts in the past year to advance the goals of CSWEP.

Finally the Chair warmly thanks Liane O'Brien who has provided excellent and indispensable administrative support for the Committee and served as Assistant Editor of the *Newsletter* over the past year. The Chair is also warmly thanks Annie Buchberg for additional administrative support. The Chair is also extremely grateful to Cornell University and the staff of the School of Industrial and Labor Relations for their administrative support of CSWEP's activities and for providing CSWEP with office space and other resources.

***“Overall, the representation of women in the faculty and each rank in business schools is quite comparable to the figures for all Ph.D.-granting economics departments, with, again, a lower female share of associate professors but a somewhat higher share of full professors..”***

# Women Academic Economists: Early and Late Career Issues

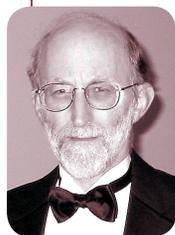
*Introduction by Daniel Hamermesh, University of Texas at Austin*

Women economists beginning their academic careers face various problems, many of which are unique or much more important for them than their male counterparts. In my article here I focus on some of these, offering an “old man’s” advice to young women based on my observations as a professor and administrator since 1969. Saranna Thornton reports on the results of a survey of practices regarding “stopping the tenure clock” done in conjunction with the annual AEA survey of economics departments. She asks how widespread the practice is, both *de jure* and *de facto*, and how it affects women’s promotion prospects. One reward in an academic career is the recognition of one’s achievements by professional colleagues. Since early in its history that recognition has included election to leadership positions in the American Economic Association. Evelyn Forget provides insightful biographies of the first eight women nominated for such positions.

## An Old Male Economist's Advice to Young Female Economists

by Daniel S. Hamermesh, Centennial Professor of Economics, University of Texas at Austin; NBER and IZA

With thanks to Valerie Bencivenga, Lisa Dickson, Caitlin Myers, Linda Tesar, Saranna Thornton and Jessica Woolpaw Reyes for helpful suggestions.



Much of the advice that junior female economics Ph.D.s should heed is the same as one would offer to male economists: Work 60 hours a week, with the research/teaching mix depending on the teaching load at your school; keep exposing your ideas to seminar audiences at home, at conferences and at national and international meetings; aim your submitted publications high, and do not be discouraged by journal rejections. Within this broad advice, though, there is a wide range of issues that my observation of contemporaries and young female colleagues suggests are specific to women. These potential female-specific problems arise the first day of grad school; but I deal with them “only” from the time the young woman becomes an economist—when she has passed her prelims and starts dissertation work.

The choice of dissertation topic and specific subject is important (although not so important that anyone should dither over it for years!). In the 1960s and 1970s a large fraction of (the relatively small representation of) female economists chose “women’s topics”—female labor force behavior, gender discrimination, economics of the family, etc. The fraction is smaller today, but such topics are still disproportionate among new female Ph.D.s. Of course you should work on what interests you—otherwise you are unlikely to complete a thesis; but the scarcity value of working in an area where women are under-represented—theory, econometrics, international economics—should not be underestimated. At the margin the potential benefits of this scarcity make it worth choosing such areas and avoiding those that are crowded with women.

Do not hide from your thesis advisor; a guaranteed way to slow progress on a dissertation, or even derail it, is to avoid frequent meetings with your advisor. My experiences suggest that this is more of a problem for female grad students, perhaps because of their mistaken view that their ideas must be very well formulated before presenting them. Your advisor expects/wants to spend time with you; and trying out ideas is essential to their development and improvement.

In rare cases advisors and other faculty may be sexual predators—their interest in dealing with you goes beyond the professional. Such activity should lead to revocation of tenure,

as it potentially clouds the advisor-advisee relationship for all students. It behooves you, if you reasonably believe that you have confronted such behavior, to have a confidential talk with a trusted senior faculty member. For your sake and that of your fellow and future students, do not put up with unprofessional behavior. More commonly, advisors or other faculty may take female students less seriously than males. This is a lesser problem, but it is also harder to handle. The best solution is to be persistent and adopt a tone and conversational strategy that help make sure your ideas are heard.

As a young faculty member you are likely to be the only woman in your department or one of very few. You are there to be an academic economist—to teach and do research, not to represent a “woman’s view” to your colleagues or to your students. Nonetheless, your near gender uniqueness always puts you in the spotlight and creates pressures on you that should be resisted. Occasional counsel from women in related departments on your campus can be helpful.

University administrators love committees that are balanced by gender; but the relative supply of women, especially from economics departments, is small. Even as a junior professor you may be asked to serve on university- or college-wide committees, a request that is flattering. Do not be flattered—avoid these like the plague unless the exposure/effort ratio is huge. The time spent on them eats up research time and usually generates minimal credit in your tenure decision. Requests like this are another form of sexual exploitation.

Even within a department junior female faculty are disproportionately asked to do administrative/committee work. Some of this is probably okay, and some credit is given at tenure time. Here too, though, the excess demand is not something you should give in to. And doing stereotypical committee work—nurturing undergraduates or grad students, being the secretary of a committee—is a particularly bad idea.

Until recently young female faculty members occupied the two offices next to mine. The constant stream of students during their office hours was striking, as was their willingness to talk with students for long periods outside regular office hours. Students do not view old guys as mother figures—even teaching huge classes my office hours are only crowded before exams.



Many students apparently believe that you are there to nurture them, but you are not their mother. Seeing them outside of a restricted set of office hours; devoting excessive amounts of time to substantive questions by one or a few students, and dealing with their personal problems (a job best left to your institution's counseling service) all do a disservice to other students and to yourself.

I have seen male students attempt to bully young professors, especially women, into allowing more points on exams, providing extra exam time, postponing exams, and other grade-badgering. This subtle, and often less subtle coercion does not belong in a university. Giving in to such requests often means more work for you and gives the student the idea that he (once in a while she) can play the system. You are the authority, and erring on the side of toughness with such students will save you further troubles.

When I was a new associate professor, one student asked, "Are you a real professor?" I finally inferred that she wondered if I was a faculty member or a TA. For young women, especially those who look even younger than their age, it is crucial to establish social distance from students, even grad students and TAs. They are not your colleagues or your pals. Professional dress can help reinforce the distinction in students' minds.

Most generally, and crucially if you are in a heavily research-oriented department, make it clear by your manner and your behavior to your students and your colleagues that teaching and all it entails is only one of your professional activities. In such a department any faculty member who devotes more than 20 hours a week to teaching, preparation and office hours is not likely to have enough time for all the other professional activities that will lead to tenure and make you a respected scholar. Time spent on teaching beyond that is not rewarded; indeed, it is not clear that it even raises your instructional productivity. The optimal mix is different in liberal-arts colleges; but there too research accomplishments are increasingly expected and require substantial time inputs.

Readers and tenure referees tend to assume that a young economist who coauthors with a more senior economist, especially a thesis advisor, is doing the dirty work rather than providing the central innovation of the study. This is regrettably especially true when the junior person is a woman and the senior economist is male. It is important to become an independent researcher—to leave the nest of one's dissertation

advisor's ideas and co-authorships—well before tenure time, and that is particularly so for women. Beyond that I see little in areas of professional endeavor outside the department or university where young women economists need advice different from young men.

I have not mentioned the "C word"—children. In a recent time-budget survey married women with kids under 18 spent over three times as many minutes per day on childcare as their husbands. Although young female economists may have sensitive husbands and greater intra-household incentives to share childcare more equally, I have met none who provides demonstrably less than half the childcare; and most do much more than half. I doubt that this will change soon, but at least there are things you can do to reduce the unequal sharing of the burden (and also, one should point out, of the joys).

Louis XIV remarked that he could not reward someone whom he did not see at court at Versailles. Implicitly the same thing is true in academe. Even with kids it is important for young female professors to attend seminars by internal and external speakers, to interview job candidates at the January meetings and to talk with them during campus visits. More generally, despite your extra family burdens you must take full part in the professional life of the department and to engage in activities that generate the "bonding" that is crucial in any work environment. This is difficult indeed, but it is necessary in tenure-track positions at an increasing number of both "research" and "teaching" institutions. While senior economists recognize the burdens of motherhood and childcare intellectually, the evidence in Saranna Thornton's discussion in this *Newsletter* suggests that at tenure time they are not always able to accord them full weight. One hopes, however, that unvoiced sentiments and even comments, like that from a department chair to a job candidate in the late-1980s, "Anyone serious about getting tenure should not ask about paid leave and would not have children," are becoming scarcer.

I doubt that the need for gender-specific professional advice is going to disappear soon. But I am optimistic enough to believe that the greater representation of women (AEA membership up from 7 percent in the 1960s to 17 percent today) and the growing number of young female role models will reduce the productivity of such counsel. The size of the reduction will partly be the endogenous result of how you and your peers integrate yourselves into professional life.

# Extended Tenure Clock Policies: Theory...and Practice

by Saranna Thornton, Elliot Associate Professor of Economics, Hampden-Sydney College

Special thanks to Hampden-Sydney College for supporting this research through the Summer Faculty Fellowship Fund and to Daniel Hamermesh for inspiring and guiding this research.



Extended tenure clock (ETC) policies allow faculty to lengthen their pre-tenure, probationary periods by one or more semesters for pre-specified reasons.<sup>1</sup> This article explains how ETC policies may benefit faculty and the schools that employ them, examines why and how often tenure clocks can be stopped, and analyzes the results of a 2003 survey that examined availability, utilization and implementation of the policies.

## I. Distinguishing Signal from Noise During the Evaluation of Tenure-Track Faculty

Before colleges and universities offer lifetime contracts they demand evidence that tenure recipients will be productive over their careers. Reviewers attempt to forecast accurately a pre-tenure professor's lifetime productivity by observing the "signal" present during a probationary period that typically lasts five years (with the tenure decision made in year six).

But, what should a rational decision maker do when the signals that tenure reviewers rely on become contaminated with noise and hamper the formation of accurate predictions of lifetime productivity – especially if female faculty are more likely than males to have "noisy" probationary work records?<sup>2</sup> Given the significant costs, in time and money, of reentering the labor market to replace a professor denied tenure, and given the benefits of tenuring high quality faculty, even when their probationary records do not reflect their true productivity, a rational decision maker attempts to increase the amount of signal relative to the noise.

In the 1990s many colleges and universities adopted ETC policies (Friedman, Rimsky, and Johnson, 1996). They also expanded the number of qualifying reasons for stopping the clock, as it became clear that many factors could introduce substantial noise into a professor's pre-tenure record. Qualifying reasons vary across institutions and include: birth or adoption of a child; disability or chronic illness experienced by the pre-tenure professor; serious illness or death of a spouse, domestic partner, child or parent; catastrophic residential property loss; military service; legal concerns (e.g., settling an estate, processing a divorce, custody dispute, civil suit, or defense of a felony criminal charge); unavoidable delays in the completion

of a research facility; natural disaster that destroys research materials; unexpected bankruptcy of a publishing company after a book has been accepted for publication; and periods of administrative service.

Some colleges and universities allow faculty to extend the clock regardless of whether a leave of absence is also requested. Some institutions permit the clock to be stopped only once, twice, or three times, while others impose no limits. At some schools variations exist in how the tenure dossier of a professor is evaluated when the clock has been stopped.

To use an analogy, imagine you are a college basketball coach who attends high school games to observe and recruit outstanding players. In four games you observe an athlete consistently score over twenty points. But, in a fifth game the athlete scores much less. You also know that the player experienced an unusually stressful event before the low-scoring game and suspect the athlete's performance was *temporarily* diminished. Do you recruit him/her or search elsewhere?

If the costs, of your time and money, of attending another game are low, compared to the costs of starting from scratch with another player, you benefit by seeing the first athlete play again. If the athlete again scores well, you may dismiss the low-scoring game as an outlier. Otherwise, you renew your search.

Properly implemented ETC policies do not demand a full semester's worth of work output for each additional semester on the tenure clock (e.g., reviewers do not expect six years' worth of publications from a professor who stops the clock for one year and stands for tenure review in the seventh year). Moreover, in order to discern the signal from the noise, the reviewers *should not* ignore quality work performed during the year(s) the clock is stopped.

Referring to the analogy, the coach does not average the points the athlete scored in all six games. Because one game is designated as an outlier, only the points scored in the five other games are utilized to forecast the athlete's likely scoring abilities. Simultaneously, the coach considers *all* the favorable information gathered during the low-scoring game. Although scoring poorly, maybe the athlete played outstanding defense, or otherwise excelled. That information is relevant and therefore utilized.

A total perversion of ETC policies occurs when tenure reviewers make a blanket assumption that probationary professors who decide to extend the clock are signaling a lack of commitment to meeting the demands of academic work (Schneider, 2000). Given lower demand for assistant professors in the later stages of their probationary periods relative to the demand for junior assistant professors, or new Ph.D.s, the rational pre-tenure professor will not extend the tenure clock merely to postpone a negative decision. Instead, the professor will re-enter the labor market in order to seek a better match once he/she calculates that the tenure requirements of the current institution are beyond reach.<sup>3</sup> Reviewers' responsibilities are to examine each individual tenure candidate carefully to determine if the qualifying reason for stopping the clock reflects a temporary or permanent reduction in a professor's work output.<sup>4</sup>

## II. Extended Tenure Clock Policies in Practice

Although many academic personnel policies are adopted at the college or university level, implementation is often at the department level, with a significant amount of flexibility given to department chairs in exactly how policies will be applied (Wilson, 2003). Another complication in trying to understand utilization and implementation of ETC policies is that many institutions have unwritten, ad hoc faculty personnel policies (Thornton, 2003; Tillinghast-Towers Perrin, 1999). Under informal policies, the details of each clock extension are negotiated between individual professors and department chairs, leading to considerable variations based on the relative negotiating

skills of the individuals involved.

When the Center for Business and Economic Research at the University of Arkansas sent out its 2003 labor market survey to 371 organizations (mostly four-year colleges and universities), they graciously added four ETC policy-related questions (Deck, Collins, and Curington, 2004). Of the 180 colleges and universities responding, 76 answered the ETC survey questions. Examining the average course loads of the seven respondents that did not identify their Carnegie classification led me to speculate that five were baccalaureate colleges, one was a comprehensive college, and one was a Ph.D.-granting university.<sup>5</sup> This inference, combined with information from schools that identified their institutional type, yielded forty-five Ph.D. granting universities, ten comprehensive colleges, and twenty-one baccalaureate colleges.<sup>6</sup>

Survey results appear in Table 1. Institutional type clearly affects the availability, utilization and implementation of ETC policies. Eighty percent or more of the Ph.D.-granting universities and comprehensive colleges offer ETC policies, compared to less than 50 percent of the baccalaureate colleges. Additionally, within the sub-sample of the Ph.D.-granting universities and comprehensive colleges, two-thirds or more had formalized their policies, while only 23.8 percent of the B.A. colleges had done so. Ph.D.-granting universities were also much more likely than other institutions to let the clock be stopped for both birth and adoption of a child. Although policy utilization is low, between 1993-2003 female faculty members were more likely to utilize ETC policies than males; and both male and female fac-

**Table 1: Extended Tenure Clock Policies: Survey Results**

|   | Ph.D.-<br>Granting | Comprehensive<br>College | Baccalaureate<br>College | All Types |
|---|--------------------|--------------------------|--------------------------|-----------|
| N =   | 45                 | 10                       | 21                       | 76        |
| Policy (%)  | 88.9               | 80.0                     | 47.6                     | 75.0      |
| Informal policy (%)*  | 17.8               | 10.0                     | 9.5                      | 14.5      |
| Formal policy (%)*  | 66.7               | 70.0                     | 23.8                     | 55.3      |
| ETC for birth or adoption (%)*  | 66.7               | 40.0                     | 28.6                     | 52.6      |
| ETC for birth only (%)*   | 15.6               | 40.0                     | 28.6                     | 19.7      |
| No. of women eligible   | 49                 | 16                       | 15                       | 80        |
| No. of women using policy   | 17                 | 3                        | 2                        | 22        |
| Utilization rate (%)  | 34.7               | 18.8                     | 7.5                      | 27.5      |
| No. of men eligible   | 182                | 40                       | 8                        | 230       |
| No. of men using policy   | 42                 | 1                        | 0                        | 43        |
| Utilization rate (%)  | 23.1               | 2.5                      | 0                        | 18.7      |
| Avg. no. of times clock can be stopped                                | 1.6                | 1.0                      | 2.0                      | 1.5       |
| <b>Directions to tenure review committees (% offering direction):</b> |                    |                          |                          |           |
| Use your own judgment (%)   | 60.6               | 0                        | 50                       | 53.1      |
| Evaluate as years in rank – ETC years (%)                             | 33.3               | 85.7                     | 25                       | 36.7      |
| Evaluate as years in rank (%)   | 6.1                | 14.3                     | 25                       | 6.2       |
| Course load/year  | 3.92               | 5.30                     | 6.29                     | 4.8       |

\*Percentages may not sum to the percentage of institutions with a policy because of missing answers to some survey questions.

ulty at Ph.D.-granting universities were more likely to stop the clock than faculty at the other institutions.

Adoption and utilization of ETC policies may vary across institutions because the usefulness of the policies to faculty members may vary across them. Teaching is typically weighted more heavily in baccalaureate college tenure decisions, while research is relatively more important at Ph.D.-granting universities. With an average six-course load, extending the clock following a “noise-producing” event may not be necessary for a baccalaureate college professor to have made clear the quality of his/her teaching. If research demands are low, the probationary professor may be able to demonstrate his/her research skills without extending the clock. In contrast, delaying the tenure decision costs the professor a substantial salary increase that is often granted following tenure and promotion.

For a professor at a Ph.D.-granting university the opportunity to extend the tenure clock, and publish in the additional probationary year, may substantially aid in a demonstration of the requisite research skills. Moreover, lower quality teaching that might result from a noise-producing event may not need to be offset by extending the clock to build up a record of better course evaluations, because teaching ability is less important.

One of the most important findings of the survey is that professors who stop the clock cannot be certain that they will not be expected to produce an equivalent amount of additional output for each *additional* semester on the tenure clock. Institutional variation is large. Only one-third of the responding Ph.D. granting universities and one-quarter of baccalaureate colleges instruct tenure reviewers to evaluate the probationary professor’s work output correctly.

Over 83 percent of comprehensive colleges provided accurate instructions to tenure reviewers. But, a surprisingly large percentage of Ph.D.-granting universities and baccalaureate colleges with ETC policies allow reviewers to exercise complete discretion when evaluating tenure dossiers. Consequently, different tenure reviewers could potentially evaluate the output of the tenure candidate differently, with some expecting equivalent additional semesters/years of output and some not. Without polling all the likely tenure reviewers before electing to extend the clock, a probationary assistant professor at these schools cannot know how his or her work record will be evaluated when under tenure review. Consequently, low rates of utilization could reflect many probationary professors following the dictum *caveat emptor* on the decision to extend the tenure clock.

With so few colleges and universities instructing tenure reviewers how to evaluate the work record of a probationary professor who extends the clock, ETC policies are probably not accomplishing the goal of producing fairer and more accurate

evaluations of faculty members who experience a noise-producing event during their probationary periods. Moreover, this failure is likely to have a larger impact on female faculty because they are more likely to utilize these policies.

### III. Conclusion

These research results do not suggest that ETC policies should be abandoned. The goal of raising the signal to noise ratio in probationary professors’ work records is still desirable, particularly because the benefits of achieving this goal are likely to have a bigger impact on female faculty and thus reduce their under-representation in the higher ladder ranks. Rather than eliminate ETC policies, professional academic associations (e.g., AAUP, American Association of University Women, CSWEP, etc.) should work in concert with academic deans to ensure that reviewers know how to evaluate tenure candidates properly when the clock has been stopped.

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<sup>1</sup>These are also known as “stop the tenure clock” policies.

<sup>2</sup>The median age for female Ph.D. recipients is 34, which typically puts the tenure decision at 40 or later. Female professors who desire children and who seek to avoid significant fertility declines associated with age, may try to conceive during their probationary periods. This introduces more noise into women’s work records because only women experience short-term medical disabilities due to childbirth.

<sup>3</sup>At one college where the clock could be stopped for one year by female faculty following the birth of every child, an economist once complained that women would get pregnant *every* year, in order to postpone their tenure decisions. Cost-benefit analysis decrees otherwise.

<sup>4</sup>If work output is affected by a qualifying disability, the Americans with Disabilities Act may require “reasonable accommodations”. Check [www.eeoc.gov](http://www.eeoc.gov) for more information.

<sup>5</sup>Highest degree granted is typically a Masters.

<sup>6</sup>The small number of comprehensive and baccalaureate colleges imposes limits on this study.

# Early Women Leaders of the American Economic Association

by Evelyn Forget, Professor of Economics, Faculty of Medicine, University of Manitoba

Much of this material is taken from Dimand R.W., Dimand M.A., Forget E.L. (eds) 2000. *A Biographical Dictionary of Women Economists*. Cheltenham: Edward Elgar Publishing.



Who were the earliest women nominated for leadership positions in the American Economic Association (AEA)? Most were the daughters of farmers and small-town lawyers, who saw economics as a policy tool that could improve the lives of ordinary Americans.

**Katharine Coman** was the first woman elected to the executive of the AEA, in 1903. Born in 1857, in Newark Ohio, Coman was the child of abolitionists. Her father was a lawyer and teacher, and her mother an early graduate of an Ohio seminary. Encouraged by parents who supported her education, she received a B.Ph. from the University of Michigan in 1880, and joined Wellesley College as an instructor of rhetoric. A self-taught economist, she was made Professor of Political Economy in 1883. Coman founded the Department of Economics and Sociology in 1900, which she chaired until her retirement in 1915, the year she died.

Coman published her work in prestigious journals, including the *Journal of the American Statistical Association*, and the *Journal of Political Economy*. In 1911, she published the first article in the very first issue of the *American Economic Review*. "Some Unsettled Problems of Irrigation" examines the development of the American West, focusing on irrigation and water rights. Primarily interested in issues of agricultural development, Coman traveled throughout the American continent, gathering data, interviewing policy-makers and settlers, and examining the institutional factors responsible for important legal decisions. She wrote about key issues of the period: capital accumulation, growth and income distribution. Coman examined the fur trade, the railways, wages and prices, and surveyed European systems of unemployment insurance.

Far from a disinterested commentator, Katharine Coman was an advocate for settlers, farmers and laborers. She acknowledged the roles of race and of history in American economic development, and she used the tools of an economist to clarify the institutional factors that impeded or encouraged economic growth and well-being.

**Edith Abbott** (1876-1957) was the second woman nominated to the AEA leadership, in 1918. She was born in Nebraska, the daughter of a father who was a lawyer and a mother with advanced education. For seven years, she taught high

school, while completing summer and correspondence courses. Eventually she registered in full-time studies at the University of Nebraska, from which she earned a degree in 1901. She won a fellowship to study political economy at the University of Chicago. In 1905, Abbott became its second female Ph.D. in economics.

After her graduation, Abbott moved to Boston to work for the Women's Trade Union League, and to serve as research assistant to labor economist and first Bureau of Labor Statistics Commissioner Carroll Wright. In 1906, The Carnegie Institution and the Association of Collegiate Alumnae began to support her work and financed a year of study in London with Beatrice and Sidney Webb. On her return, she began lecturing at Wellesley College, but soon returned to Chicago to teach statistics at the Chicago School of Civics and Philanthropy. From 1908 until 1920, Abbott lived in Hull House, where she shared the social reform agenda of its thriving resident community.

Until the 1920s, Abbott wrote primarily about labor statistics and employment trends, publishing her articles in the *Journal of Political Economy*, the *American Economic Review* and the *American Journal of Sociology*. Sophonisba Breckinridge, another early woman economist, encouraged Abbott to write her most important book, *Women in Industry* (1910), which studied the history of women in the labor force. She examined available statistics to trace the development of women's wages and labor force participation. In Chicago, Abbott expanded her interests to write about contemporary social problems, including housing and the poor, criminology, poverty, education and truancy, public assistance, immigration and child labor.

In 1920, she helped persuade the University of Chicago to absorb the struggling Chicago School of Civics and Philanthropy, which was subsequently renamed the Graduate School of Social Service Administration. Hired as an Associate Professor of Social Economy, Abbott was named Dean in 1924. She helped transform the School to focus on social statistics and social science. In 1927, she co-founded the *Social Service Review* and served as co-editor until 1934. In 1939, Abbott returned as editor and stayed until 1952.

**Susan M. Kingsbury** (1870-1949) served as Vice-President of both the AEA and the American Sociological Association in 1919. Born in San Pablo, California, Kingsbury's physician father



Katharine Coman



died when she was seven. Her mother supported herself and her two children as Dean of Women at the College of the Pacific in Stockton, California. Kingsbury earned her first degree there in 1890, and subsequently taught school. In 1899, she received a Masters degree in history from Stanford. In 1900, she entered Columbia to study history and economics. In 1903-4, she received a fellowship to study in England, where she too came under the influence of the Webbs. On her return, she spent a year teaching history at Vassar, and received her doctorate in 1905. For the next ten years, she taught at Simmons College and served as research director at the Women's Educational and Industrial Union. In 1915, she accepted an invitation to chair the newly created Department of Social Economy and Social Research at Bryn Mawr. She was Chair of the National Committee on the Economic and Legal Status of Women of the American Association of University Women, and helped to found the American Association of Schools of Social Work.

Kingsbury's academic work emphasized study of employment patterns of women, men and children in the USSR. She wrote two books on post-Revolution socialization programs in the Soviet economy. Perhaps her most important book was *Factory, Family and Woman in the Soviet Union*, co-authored with Mildred Fairchild in 1935. It examines the impact on society of the reorganization of the Soviet economy.

**Jessica Blanche Peixotto** (1864-1941) was elected Vice-President of the AEA in 1928. Like Abbott and Kingsbury, her work was in the area of social economics. She was born in New York in 1864, but her family moved to San Francisco soon after her birth. She received little support for higher education from her family. Her father, a wealthy merchant, believed university education to be inappropriate for a young lady with the advantages of a cultivated home, and arranged instead a series of tutors. Finally, at the age of 27, Peixotto enrolled at Berkeley as a special student not seeking a degree. After an undistinguished first year, she became a serious student and earned a B.A. in 1894. The next year she entered the department of political science, and began to pursue graduate work in economics. She spent 1896-97 at the Sorbonne, researching her thesis on the French Revolution and modern French socialism. In 1900, Peixotto became the second woman to earn a Ph.D. from Berkeley, and the first in economics.

In 1904, Peixotto joined the faculty at Berkeley as a lecturer in sociology where she was primarily responsible for teaching courses on socialism. She lectured in various departments until she was promoted to full professor of Social Economics in 1918, the first woman at Berkeley in any field to hold that rank. Within the economics department, Peixotto created the specialization in social economics.

Peixotto was a founding member of the Berkeley Commission of Public Charities, a member of the California State Board of Charities and Corrections, and in 1931 served on the consumers' Advisory Board of the National Recovery Administration.

Peixotto is remembered for her empirical studies of consumption decisions among various income groups. In a very clear way her work was a precursor of an immense amount of subsequent research showing the role of expectations about consumption and about the importance of relative income in affecting consumption expenditures.

**Alzada Peckham Comstock** (1888-1960) was born in Waterford Connecticut, in 1888. She received an A.B. from Mount Holyoke in 1910, and a Master's from Columbia in 1913. Afterwards, she began teaching economics at Mount Holyoke College, and was promoted to full professor in 1927. She was chair of the American Association of University Women for five years, and was elected to the Executive Board of the AEA in 1936.

Comstock wrote textbooks and other publications on issues related to taxation policy and to the Canadian economy. She was recognized internationally as an expert on tax policy, and was awarded a Guggenheim Fellowship in 1926. In 1954, her students presented her with a collection of essays entitled "*Those Bearing Torches...*", a touching tribute to a dedicated teacher.

**Mabel Newcomer** (1891-1983) was the third woman to serve as Vice-President of the AEA, elected to that position in 1938. Newcomer received her A.B. in 1913, her M.A. in 1914 from Stanford and her Ph.D. in 1917 from Columbia. Her thesis was published in 1917 by Columbia University Press as a monograph, *Separation of State and Local Revenues in the United States*.

Newcomer published four books, one bibliography and many articles on public finance, taxation and the impact of government policies on the economy. Her articles appeared in such journals as the *American Economic Review*, *Journal of Political Economy*, *National Tax Journal* and *Political Science Quarterly*. Her professional work is largely empirical and policy-oriented, supplemented by a number of articles aimed at educating the public about economic matters. Newcomer's work illustrates the growing professionalization of economics during the mid-twentieth century. Newcomer grounded her professional contributions clearly in the developing body of economic science and only tangentially in the area of social reform. She was not uninterested in social policy, but did not see social advocacy or social work as part of her mandate.

Newcomer served on a number of research teams and panels. In 1944, she became the only woman among the nine representatives President Roosevelt sent to the Bretton Woods conference. She spent the following year traveling throughout the country, lecturing on the significance of the IMF and the roles women could play in the new world order.

**Anne Bezanson** (1881-1980) was born in Nova Scotia, and earned her A.B. from Radcliffe College. She worked at the Gillette Razor Company as a department manager from 1903 to 1911, then earned her A.M. (1915) in economics from Radcliffe College. Her 1929 Ph.D. was granted by Harvard University and Radcliffe College.

In 1921, she helped Joseph Willits found the Department of

Industrial Research at Wharton, today called the Center for Human Resources. She was made professor in 1929, the first tenured female professor at the University of Pennsylvania. She served as director of the Department from 1929 to 1945. Bezanson spent 1922 at the United States Coal Commission, where she directed studies of earnings of coal miners in the bituminous and anthracite industries. From 1936 to 1944, she was on the Executive Committee of the Conference on Prices at the National Bureau of Economic Research. In 1941, she was first elected to the Executive Board of the AEA. In 1946, she was elected President of the Economic History Association. In 1939, Bezanson joined Willits at the Rockefeller Foundation, as a part time consultant, where she stayed until 1950.

**Eveline Burns** (1900-1985) was born in London, and received a B.S. and Ph.D. in economics. Burns served as a lecturer in economic theory while she was a graduate student at the London School of Economics, but the school would not agree to hire both her and her husband, Arthur Burns, at the end of their fellowships. After several years of searching, both obtained appointments at Columbia University. In 1928, she was appointed the first female member of the graduate faculty at Columbia, where she stayed until 1942. In 1946, after government service, Burns returned to Columbia as a professor in the School of Social Work, where she remained until 1967.

During the 1920s, most of her research debated issues of economic security, including wage regulation and minimum wage legislation in New Zealand, Canada, the U.S. and France. She began to develop her own approach to economic analysis, which she outlined in a 1930 paper presented to the AEA. In it she called for a "pragmatic" approach that examined the interaction between social institutions and economic behavior. In 1934, Roosevelt appointed her as a consultant to the Committee on Economic Security, which designed the Social Security Act of 1935. In the late 1930s, she traveled to Europe to complete a comparative study of social security in other institutional contexts. Burns served as chief of the Economic Security and Health section of the National Resources Planning Board between 1939 and 1943, which recommended the extension of active government involvement in the economy after the war. From 1943 to 1945, Burns was a consultant on social security to the National Planning Association. In 1954 she was one of a group of consultants to the Secretary of Health, Education and Welfare whose recommendations led to the expansion of Old Age Survivors' Insurance.

Burns shared the belief, held by so many early women economists in America, that economics was a tool of social reform. She worked to ensure that schools of social work equipped students with the tools necessary for public policy analysis. Burns served on the Executive Board of the AEA from 1945 to 1948, and was elected Vice-President in 1953.

## Carolyn Shaw Bell Biography

by Barbara M. Fraumeni, with the editing assistance of Carolyn and her daughter, Tova Solo.



[Note: An interview of Carolyn Shaw Bell appears in the Fall 1993 CSWEP Newsletter.]

Carolyn Shaw Bell was raised in Framingham, Massachusetts, not far from Wellesley College. As a teenager in 1930 she learned early about some of the harsh realities of the time when her father, an executive at Dennison Manufacturing, corrected her use of the term "fired" instead of "let go." A high school history teacher impressed upon her the importance of primary sources and encouraged her to read Adam Smith's *The Wealth of Nations*. In that year she also read Taussig's *Principles of Economics*, a text her older brother brought home from college. Carolyn attended Mt. Holyoke College, her father's choice. She had not planned to become an economics major, although she took courses in economics, as well as courses in history, writing, and philosophy. As a senior and a member of Phi Beta Kappa she was in risk of not graduating with her class when she dropped out of a class required of philosophy majors. She was allowed to obtain credit for independent studies in economics and as a result graduated on time as an economics major.

After graduation in 1941 she moved alone to Washington, DC to her parent's dismay to take a government position as a junior economist. She became an assistant in the office of John Kenneth Galbraith, who was second-in-command of the Office of Price Administration (OPA). She later described her job as a "superb learning experience" in which she learned a lot of economics and read about what others across the agency were doing. She moved from Washington, DC with her new Navy husband, who was also an economist, eventually ending up in San Francisco, where she continued to work for OPA while her husband was in the Pacific. At the end of World War II, they moved to England to pursue graduate studies at the London School of Economics. Carolyn completed her doctorate in 1949, then moved back to Framingham to live with her parents as she was recently divorced and had an 18-month old daughter, Tova, to care for. She taught briefly at Holyoke Junior College (no relationship to her alma mater), but Wellesley College was the logical place at which to teach. It was close and in those days there was little point in a woman's applying to teach any place but at a women's college.

In the article authored by Carolyn describing the reasons for CSWEP, she outlines some personal anecdotal evidence of the way things used to be. Her father had to co-sign a loan for a used car even though she had evidence of sufficient current and future income to be the sole signer. A few years later, when she and her new husband (Nelson) applied for a home mortgage, her income was totally disregarded. Some years later she learned that the presumption of Massachusetts inheritance tax law was that husbands earned all income. Even in the late sixties, Nelson, because of the number of comments he was still receiving, sorted male friends into those who

disapproved of Carolyn's working and those who ignored it.

Carolyn had intended to stay at Wellesley only 4-5 years until her daughter was old enough to attend school. She was planning then to resume her career as a professional (non-academic) economist, but remained in teaching in part because she published a very successful article in the *Quarterly Journal of Economics* in 1952 and found that academe suited her. It offered opportunities for research and writing as well as for teaching. Throughout her career she pursued an interest in consumer economics, including consumer expenditures and saving, and data, including survey data, survey methodology, and statistical analysis. Carolyn published in the *American Economic Review* and wrote two books on consumer economics, but her impact on the profession and the general public's knowledge of the profession is far greater than a listing of books written or publications in top-level economic journals would suggest.

By the mid-seventies she had become a columnist for the *Boston Globe*, and her columns also appeared in the *Christian Science Monitor*, *Los Angeles Times*, *New York Times*, *Wall Street Journal*, and *Washington Post*. She was also called upon to provide commentary on CBS, PBS, NET, WGBH, and local stations and to provide testimony for Congressional committees. She particularly notes



Carolyn Shaw Bell at her desk in 1985. Photo courtesy of Wellesley College Archives.

her Chairmanship of the Federal Advisory Committee of the AEA, also serving on its Executive Committee; was a Trustee of the Teachers' Insurance and Annuity Association, and served as a director, trustee, or member of the board of editors or advisory board of a large number of other groups and associations.

At some point Carolyn and Marshall Goldman, also an economics professor at Wellesley College, started the FEM files. FEM first started out as standing for Former Economics Majors, but later became Friend of Economics at Wellesley College. When Marshall started a newsletter sent to alumnae and friends of the department, Carolyn began to write these individuals asking them to write letters back describing what they were doing and their experiences. These letters provided an invaluable resource to generations of Wellesley-trained economists. Both Marshall and Carolyn kept in touch with these generations.

Carolyn described in her Wellesley College oral history interview how she believed personally that all young women should be trained so that if at some point in their life they had

to support themselves and their offspring, they could do so. She also firmly believed that women could combine successful careers, a marriage, and children if they so choose. She describes being depressed after a speech given by Claudia Goldin, the first woman tenured in the Harvard Department of Economics, sometime during the eighties. Claudia believed that combining successful career, marriage, and children was impossible without significant social changes. Carolyn's conclusion, echoed by a student, was that at Wellesley students took it for granted that it was possible, even if Radcliffe students did not.

Carolyn categorized the formation of CSWEP as one of the outcomes of the women's movement and credited the actions of a group of female economists at Yale University at the December 1971 American Economic Association meetings for being the catalyst. After a meeting advertised by posted notices, a resolution

was written and adopted by AEA which called for the end to discrimination against women at all levels of the economics profession and called for the creation of CSWEP to advance the status of women in the economics professions. Carolyn became the first chair of CSWEP. In Fall of 1972, CSWEP sent out a questionnaire to document the numbers of female economics doctoral students and faculty at all levels to over 2000 colleges and universities

in the United States. Only about 400 schools responded. The respondents included all but one of the 43 "Chairman's Group," which accounted for almost two-thirds of the doctorates granted. In 1972, at the 43 schools, 11.7% of bachelor's degrees and 7.6% of all doctorates in economics went to women and 4.6% of the faculty were women. In 2003, for the 95 schools that responded, then representing almost three quarters of all doctoral granting institutions in the U.S., the comparable figures were 34.1%, 29.0%, and 15.5% respectively. By this one measure, women have come a very long way in economics.

It is no surprise that CSWEP would initiate a survey of women in economics under Carolyn's leadership. Her stated philosophy of economics acknowledges the importance of empirical data and the understanding of primary sources and data collection methodology. In fact, she stated in her *American Economist* article that economists should inform the public how they can find data themselves, including referrals to basic data sources purchased by public libraries and personal copies

***“Today, it is unusual to have an AEA session without at least one woman presenting or discussing and the CSWEP organized sessions are a cornerstone of CSWEP-sponsored events.”***

of *The Statistical Abstract of the United States*. The scope of her economic understanding extended from original writings, such as John Maynard Keynes' *General Theory of Employment and Money*, to first-hand knowledge of trade practices, accounting, and market efficiency from her time at OPA, to data and data collection methodologies, with a recognition that students learned best when they spoke.

In 1971 Carolyn urged then AEA President-elect Kenneth Arrow to include more women in the AEA program. He responded that he knew only a few qualified women. Undaunted by this assertion, Carolyn came up with a list of some 300 female economists from the AEA directory. Using a variety of criteria, such as having earned the doctorate 10-15 years earlier, Carolyn selected and contacted a group of qualified women economists to determine their interest in presenting a paper. She asked for basic information about the proposed paper such as title, subject, and field. This yielded a list of 150 proposals. Although it was too late for these to be included in the program Arrow organized, this event was arguably a turning point for women's participation in the AEA meetings. Today, it is unusual to have an AEA session without at least one woman presenting or discussing and the CSWEP organized sessions are a cornerstone of CSWEP-sponsored events.

It is difficult to know the full breadth of the impact of Carolyn on the advancement of women in the economics professions. At least 58 Wellesley graduates received their doctorates in economics from distinguished graduate schools during her tenure there. Upwards of 30 were in doctorate programs when she retired. A 1995 *New York Times* article documented the disproportionate number of Wellesley women who are top-level executives and noted Carolyn's role in these women's unusual successes. Her influence extends beyond Wellesley women. Direct and indirect effects, e.g., spillovers, are difficult to measure, yet her important role in the progress of women in the economics professions is without doubt. The Carolyn Shaw Bell award, whose winners have been government economists, business economists, international agency economists, and academic economists, acknowledges her contribution and that of the recipients.

### **Postscript**

Carolyn Shaw Bell's impact on the economic profession is far greater than the sum of the articles written or the speeches delivered. Capturing her unmeasured contribution in words and transmitting a sense of how she made a difference, particularly to the careers of women in the economics professions, is a daunting task. I took my first course from Carolyn as a junior economics major at Wellesley College. She taught a course in

economic accounting, in which I was introduced to national income accounting, my specialty and passion for more than 30 years. She also imparted to me the importance of data and its interpretation. While an undergraduate, I had little or no contact with her outside of the classroom. One of my more vivid memories is of her stopping the discussion in a small seminar class, to say "I'm sorry Barbara, but you are going to be divorced within two years." (I was married between my junior and senior year to my fiancé who had just returned from Vietnam.) Only much later did I understand that her comment reflected in part the circumstances of her first marriage. However, at some point after graduation I became a FEM (Former Economics Major) who relied upon Carolyn for advice, support, and "old girl" connections to other female economists. For this I am eternally grateful.

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## CSWEP Gender Sessions Summary: 2005 ASSA

### Session Summary: Health and Gender

*Chair: Karine Moe (Macalester College)*

*Discussants: Saranna Thorton (Hampton Sydney College), Tiffany Green (University of North Carolina-Chapel Hill), Janet Currie (University of California-Los Angeles), Jessica Reyes (University of Texas-Austin)*

“Employment-Based Health Insurance, Illness, and Labor Supply of Women: Evidence from Married Women with Breast Cancer.” Cathy Bradley (Michigan State University), Heather Bednarek (St. Louis University), and David Neumark (Public Policy Institute of California and Michigan State University) investigate the role of spousal health insurance on the labor supply of women with breast cancer. Many women are diagnosed with breast cancer during their working years, and health insurance is usually linked to the (usually) full-time employment of one or more family members. Thus, the labor supply decisions of these women are likely to be determined in part by cancer and in part by the employment-health insurance relationship. The authors examine the effect of spousal vs. own employment-based health insurance on a woman’s labor supply decisions. They find that women who receive their health insurance through their spouses indeed reduce participation and hours worked, as compared to those who receive health insurance through their own employers.

“Household Demand for Employment-Based Health Insurance.” Irena Dushi (International Longevity Center-USA) and Marjorie Honig (Hunter College and the Graduate School of CUNY and the International Longevity Center-USA) use a joint family optimization framework to examine the insurance coverage decision. Findings from a model that jointly estimates married workers’ take-up of their own employer-based insurance with both their own and their spouses’ insurance offers indicate that both own insurance price and opportunities for coverage under spouses’ employer-based plans are statistically important determinants of insurance take-up in dual-earner households. Relative take-up elasticities with respect to own price and spouse’s offer indicate that potential coverage by spouses plays the larger role for both husbands and wives in the decision of whether to take their own coverage. The authors find evidence of selection into jobs offering health insurance among wives in dual-earner households, but not among husbands. Their findings also suggest that dual-earners may not be aware of the potential trade-off between wages and health benefits. Data are taken from the 1996 panel of the Survey of Income and Program Participation (SIPP).

“Effects of Child Health on Sources of Public Support.” Kelly Noonan (Rider University and NBER), Nancy Reichman (University of Medicine and Dentistry of New Jersey), and Hope Corman (Rider University and NBER) use the Fragile Families and Child Wellbeing study to examine the effects of poor child health on mothers’ reliance on TANF and other sources of public support. They find that mothers of children in poor health were 5 percentage points more likely to receive TANF than those with healthy children. They find that families with unhealthy children who are particularly needy get extra financial help through cash assistance, health insurance and housing. On the negative side, these mothers may have difficulty complying with the work re-

quirements and other restrictions.

“Effects of Infertility Insurance Mandates.” Lucie Schmidt (Williams College) investigates the effect of mandated insurance coverage for infertility treatment on birth rates. In 1995, roughly 6.2 million women reported experiencing fertility problems. As of 2003, 15 states have enacted some form of infertility insurance mandate. Schmidt uses a difference-in-difference approach to exploit variation in the enactment of mandates both across states and over time in order to determine whether the mandates increase first births. She finds that the presence of a mandate increases first birth rates for women over age 35 by 32%, but that this result is largely dictated by the experiences of the white women in her sample.

### Session Summary: Marriage and the Family

*Chair: Daniel Hamermesh (University of Texas-Austin)*

*Discussants: George Johnson (University of Michigan), Lisa Barrow (Federal Reserve Bank of Chicago), Daniel Hamermesh (University of Texas-Austin and NBER) and Elizabeth King (World Bank)*

“Labor Market Performance and the Timing of Births: A Comparative Analysis across European Countries.” Professor Alicia Adsera (University of Illinois at Chicago) examines the role of labor-market institutions and gender differences in unemployment outcomes in affecting fertility patterns. Using the 1994-2000 waves of the European Community Household Panel (a micro data set with common methodology across the EU), Adsera estimates proportional hazard models of time to a birth. The central variables are the gap between men’s and women’s unemployment rates, and the long-term unemployment rate. She demonstrates that as the male-female unemployment gap and the long-term unemployment rate decrease, the fertility hazard rises. The effects are especially strong for the transition to a third birth. The other effects are large too: Lowering the long-term unemployment rate to the EU minimum and wiping out the gender gap in unemployment would increase the percentage of women having their first birth before age 35 from 60 to 82 percent.

“Love at What Price? Estimating the Value of Marriage.” Professors Stacy Dickert-Conlin and Michael Conlin (Syracuse University) and Melissa Koenig (Social Security Administration) estimate the marriage penalties created by rules within Social Security that deal with widows. A widow who is eligible for benefits based on her deceased spouse’s earnings record may begin receiving benefits at age 60. However, if she remarries before age 60, she forfeits these benefits and must wait until 62 to claim spousal benefits based on her new husband’s record. Those benefits are usually less than the full benefit generated by her deceased husband’s earnings, because as a spouse of a living recipient she receives only a 50 percent benefit. In a large sample of widows the authors show that the cost in terms of lost benefits of marrying before 60 averages nearly \$40,000.

“Does Access to Credit for Women in Developing Countries Exacerbate the Problem of Child Labor?” Professor Nidhya Menon (Brandeis University) studies the influence of credit on children’s schooling using data from Pakistan. She shows that credit does not always increase the likelihood of school attendance for children who work in their household’s non-farm enterprise. Moreover, credit obtained for investment purposes may actually reduce the likelihood of schooling for children who currently work in their family business. On average, results suggest that for a thousand rupees (approximately 17 dollars) increase in credit obtained for non-farm business reasons, the odds of schooling for children employed in the home enterprise decrease by about 7 percent. This may be because investment loans increase children’s labor productivity, which in turn increases the op-

portunity cost of schooling. The results suggest that improving access to credit may not, by itself, constitute a solution to the problem of child labor in developing countries.

“Parental Child Care in Single Parent and Married Couple Families: Time Diary Evidence from The United States and the United Kingdom.” Professors Charlene Kalenkoski (Ohio University), David Ribar (George Washington University) and Leslie Stratton (Virginia Commonwealth University), use the 2000 British Time Use data to examine women’s and men’s time inputs into child care. Aside from the somewhat novel use of diary rather than recall data, the completely novel contribution is the distinction among married mothers, single mothers and cohabiting mothers. The model is estimated account for censoring (which is substantial) and for the relationships among market work, child care as a primary activity, and child care as a secondary activity. For young children of the same age single parents spend more time in child care than married parents, but the latter spend the same amount of time in child care as cohabitators. The crucial determinants of time allocation to child care are the age of the child and the number of adults in the home. An extremely interesting additional finding is that having a disabled child increases a woman’s child care time but has no effect on her hours of market work; and it has no impact at all on men’s time use.

## Session Summary: Women’s Formation of Human Capital

*Chair: Maria Marta Ferreyra (Carnegie Mellon University)*

*Discussants: Rebecca Blank (University of Michigan-Ann Arbor) and Ron Ehrenberg (Cornell University)*

Four very interesting papers were presented in this session, two of them concerning issues in K-12 education and the other two regarding issues in higher education. Marigee Bacolod (University of California at Irvine) presented her paper “Who Teaches and Where They Choose to Teach: The Role of Female Labor Markets”, where she investigates the key determinants of entry into the teaching profession, and the subsequent sorting of new teachers across urban, suburban, and rural schools. Of particular interest is the relative importance of teacher salaries, alternative labor market opportunities, and non-pecuniary job attributes or working conditions on this decision process. Results from a nested logit model applied to the Baccalaureate and Beyond Longitudinal Study suggest that work conditions play a relatively more important role in determining where new teachers end up choosing to teach, rather than differences in teacher salaries. However, wages do play a relatively more important role at the occupational entry decision, when male and female college graduates are deciding to teach. In addition, consistent with earlier findings, there is significant variation in teacher quality indicators across schools.

Diane Whitmore (University of Chicago) presented her paper “Resource and Peer Impacts on Girls’ Academic Achievement: Evidence from a Randomized Experiment”. In this paper, she investigates whether a class-size reduction’s effectiveness varies by the gender composition of the classroom. Theory predicts that a class-size reduction will have a larger impact in classrooms where there are more disruptions, and since girls are less prone to disrupting classes, one might expect for smaller classes to be more beneficial when there is a larger fraction of boys in the classroom. Whitmore finds, however, that the impact of smaller classes does not vary with the gender composition of classes. Next, exploiting random composition of peers in classrooms, she tests whether students perform better in classes with a higher share of girls -- regardless of class size. In general, students are better off if a higher share of their peers are girls, but the impact seems to be driven by the fact that girls have higher

test scores (i.e., they are “higher quality” peers on average), and not by the presence of girls per se.

M. Kathleen Thomas (Mississippi State University) presented her paper “Advanced Placement and Gender Differences in College Persistence”, coauthored with Kristin Klopfenstein (Texas Christian University). Advanced Placement (AP) courses are designed to expose high ability secondary school students to a structured college-level curriculum. Accordingly, a student with AP experience should be better prepared for college than a student without similar experience. The College Board makes frequent and sweeping claims about the advantages of the AP Program, and these claims have been echoed by the media and program proponents enough to have become the conventional wisdom. However, this study finds that, after controlling for the balance of a student’s high school curriculum, family, and school characteristics, AP students are generally no more likely than non-AP students to return for a second year of college or to have higher first semester grade point averages. These results are likely due, at least in part, to the rapid expansion of the AP Program since 1990. While expanding access to and participation in AP are laudable goals, they must be coupled with diligent attention to program quality.

Bridget Terry Long (Harvard University) presented her paper “The Reversal of the College Gender Gap: How have Women Surpassed Men?”. During the last decade, women have surpassed men in a number of postsecondary outcomes including college enrollment. Currently, 55 percent of college students are women (NCES, 2004). This trend could have serious implications for returns in the labor market as well as social outcomes such as marriage and fertility. This paper explores several possible explanations for the reversal of the gender gap. While past work has focused on the college wage premium, Long also takes into account the role of secondary school performance by gender, non-labor market alternatives such as incarceration, and changes in the availability of different kinds of colleges (e.g. community colleges). The empirical framework uses state-level variation in these factors during the last three decades to examine these hypotheses.

## CSWEP Non-Gender Sessions Summary: 2005 ASSA

### Session Title: Technology and Labor Markets

*Presiding: Kathryn Shaw, Stanford University*

*Discussants: Richard Murnane (Harvard University), Kathryn Shaw (Stanford University), Marianne Bitler (Public Policy Institute of California), and Peter Kuhn (University of California, Santa Barbara)*

In her paper “Who’s Information Age? Employment Prospects for Non-College Women and Men in the New Economy”, Sharon Mastracci (University of Illinois-Chicago) considers whether non-college workers are less likely to hold fast-growing, well-paying information technology (IT) jobs. She examines the probability of holding a number of IT services jobs based on educational attainment. Using individual-level Current Population Survey data from 1990 to 2002, she estimates a likelihood model to determine whether a non-college penalty exists in IT employment, and whether any such penalty has grown over time. The results indicate that non-college workers were less likely than college graduates to hold an IT job. This penalty remains over time, supporting the hypothesis that a non-college penalty exists in IT employment. Because the magnitudes are small, it can be argued that the results are negligible in practical terms. In sum, results are mixed: although statistically-significant effects are found that would support the contention

that one needs a college degree to get an IT job, it is debatable whether they represent practically significant differences. These findings have implications for educators and career counselors.

In the second paper “Returning to the Returns to Computer Use”, Sabrina Pabilonia and Cindy Zoghi (Bureau of Labor Statistics) re-examine the returns to computer use using a new matched workplace-employee data from Canada. They control for potential selection using instrumental variables, noting that their instrumental variable estimation is preferable to either fixed effects analysis, which estimates the wage changes from transitions into and out of computer use, or a cross-sectional analysis, which fails to control for selection. Results suggest that it is not merely the employee having a computer on his desk, but rather having complementary computer skills that causes wages to increase.

Julie Hotchkiss (Georgia State University and Federal Reserve Bank of Atlanta) presented joint work with M. Melinda Pitts and John C. Robertson “Employment and Earnings on the Technology Roller Coasters: Insight from State Administrative Data” that uses ten years of linked employee-employer administrative data from Georgia to examine workers’ earnings and employment experience through the technology industry’s labor market boom of the mid-1990s and bust in the early 2000s. Between 1993 and 2000 IT employment in Georgia increased by 63.5 percent, compared to a 49.7 percent increase in the US as a whole. From 2000 to 2003, Georgia experienced a decline of 20 percent in IT employment (similar to the US as a whole). Results are mixed on the impact of working within the IT sector during the boom. Workers whose modal employment during the boom was in the IT sector and who subsequently worked in the non-IT sector experienced lower post-boom earnings than industry counterparts who worked elsewhere in Georgia during the boom. There were, however, large gains associated with continuing employment post-boom in the IT sector and from entering the IT sector post-boom.

Betsey Stevenson’s (University of Pennsylvania) paper “Improved On-the-Job Search? The Internet and Employer-to-Employer Flows” considers the question of whether the Internet has changed the process by which firms and workers match, either by raising match quality or reducing the duration of unemployment. She focuses on the job changing behavior of the currently employed, using the 2000 and 2001 Current Population Survey Computer and Internet Use supplements. She finds that workers who are online are 15% to 30% more likely to change jobs than workers who are not online, controlling for observable worker and job characteristics. Aggregating to the state level, her results show that a 10 percentage point increase in a state’s Internet penetration leads to a 5 percentage point increase in state-level employer-to-employer flows and a more than 15% increase in job changing by the college educated. The paper points to the importance of employed online job search and the econometric difficulties of comparing online and offline on-the-job search.

## Session Title: Technology and Competition

*Chair: Amy Jocelyn Glass*

*Discussants: Judith Ann Schinogle (University of South Carolina), Amy Jocelyn Glass (Texas A&M University), Shane Greenstein (Northwestern University), and Bob Hunt (Federal Reserve Bank of Philadelphia)*

The CSWEP session on Technology and Competition began with “Information Technology Erodes Cross-Border Market Segmentation: Welfare Implications for the Case of Antiretrovirals”, Rebecca Hellerstein (Federal Reserve Bank of New York) examines the role of information and communications technology in eroding the abili-

ty of pharmaceuticals manufacturers to price discriminate across rich and poor market. Using data from the 2000–2003 period, she examines pricing for the same antiretroviral (ARV) drugs in different countries. The study finds that ARB prices had little relationship to countries’ per-capital incomes in the year 2000, before the onslaught of generics competition in this market. The paper then develops a model in which the imperfect information of wealthy consumers cause a monopolist to consider their reactions when setting prices for poor consumers in a separate segmented market. Firms’ first-best strategy is always to price discriminate, given the conditions to do so. Cross-border information flows erode the conditions necessary for price discrimination in the global pharmaceutical market as firms’ profits depend in part on imperfectly informed consumers in high-income countries. Firms’ profit losses in high-income markets following the release of information about their marginal costs may outweigh expected profit gains from setting prices that poor countries’ consumers can afford to pay. The data show how that variation in the price of retrovirals has fallen over time with the build out of information technologies.

Antonia Swann (York University) presented “Competition, R&D, Innovation and Quality-Generated Growth.” In this paper, Swann models R&D rivalry for firms competing to make drastic quality improvements that will allow them to dominate the market for their products. The main questions asked are two. First, does an exogenous increase in the number of firms competing for the market increase or decrease each individual firms R&D effort? Numerical simulations suggest that each rival decreases effort when the number of rivals increase. Second, does an increase in competition increase the overall growth of the sector? Here, despite the increase in individual firm effort, the results suggest that competition can be good for the overall growth of the sector. This result holds even if the R&D efforts across firms are modestly duplicative. However, the results show that too much competition can be harmful to growth.

Ana Aizcorbe (Bureau of Economic Analysis and Brookings Institution) presented “Moore’s Law, Competition, and Intel’s Productivity in the Mid-1990s.” Dale Jorgenson, in his Presidential Address to the American Economic Association in 2001 argues that accelerated technological change in the production of semiconductors drove the increased productivity growth in the U.S. economy in the late 1990s. Aizcorbe examines the increase in productivity in the chip-making sector and the corresponding decline in price indices for chips in the context of a possible shift during the period in Moore’s Law. Moore’s Law is a widely-believed stylized description of technology in the semiconductor industry, which states that the number of electrical components on a chip will double every eighteen months. The paper examines theoretically how prices in the chip-making sector would respond to an exogenous increase in Moore’s Law. The model shows that price profiles such as were observed in the mid-1990s could result, as increases in the quality of tomorrow’s chips push down the prices for today’s chips. However, the framework suggests that the shift in Moore’s Law is not the only possible explanation for observed pricing patterns. However, the framework suggests that the shift in Moore’s Law is not the only possible explanation for observed pricing patterns. Changes in the attributes of *contemporaneous* substitutes can have the same effects. The author suggests that the changing price patterns could result from the increasing competition between Intel and AMD during the mid-1990s.

In “The Patent Explosion: Quantifying Changes in the Propensity to Patent”, Paroyma Sanyal (Brandeis University) examines the tremendous increase in U.S. patent applications and grants over the past 15 years. In the paper, the author examines institutional changes that in the U.S. during the early 1980s and 1990 as explanations for the mid-

eighties and early nineties patent surge. Sanyal models the possible effects of two institutional changes. The 1980s pro-patent court hypothesis argues that the law changes lowered the cost of patenting in the U.S., and this affects the two classes of applications differentially. Foreign patent applications to the U.S. are, on average, of a higher quality than domestic patent applications. The change in the cost threshold should affect foreign patents less as they already face a higher internal threshold. In addition, small inventors should increase as an applicant and grant cohort if the above hypothesis is true. The regime laxity hypothesis argues that the 1990s IP regime change lowered examination standards. If this caused the 1990s patent surge we would expect a further increase in grants rates and a greater variance of patent quality for foreign inventors when compared to the pre-1990 period. Using the US, OECD and EPO patent data, the author tests the validity of the theoretical predictions. Although the evidence is somewhat mixed, the pro-patent court hypothesis is rejected as a primary source of the eighties patent surge. The nineties surge is attributed partly to the regime laxity hypothesis.

### **Session Title: Technology, Trade, and Foreign Direct Investment**

*Chair: Catherine Mann (Institute for International Economics)*

*Discussants: Pol Antras (Harvard University), Keith Maskus (University of Colorado), Catherine Mann (Institute for International Economics), Stephen Yeaple (University of Pennsylvania)*

Fuat Sener (Union College) presented his paper “Intellectual Property Rights and Rent Protection in a North-South Product-Cycle Model.” In this general equilibrium model, a strengthening of IP protection in the South raises imitation costs and reduces imitation, which decreases the rent protection outlays in the North. However, rather than the North innovating more, increased labor demand in the North (due to less imitation from the South), raises wages so much that in fact the North innovates less. An important feature of the model is endogenous rent protection activities in the North, which removes the scale effects from the growth structure.

Michelle Connelly (Duke University) presented her paper with Diego Valderrama (Federal Reserve Bank of San Francisco), “Implications of Intellectual Property Rights for Dynamic Gains from Trade.” In this paper of intellectual property rights in a dynamic quality-ladder model of technological diffusion, the presence of technological spillovers and feedback effects between firms in the two countries demonstrate that preferred IP regimes can positively affect welfare in *both* countries. In most such models, IP enforcement by imitators leads to welfare gains in the innovating country at the expense of the imitating country. The model also shows that steady-state effects can be dominated by transitional effects.

Jane Ihrig (Federal Reserve Board) presented her paper “The Effect of Technology on Foreign Direct Investment.” This empirical investigation takes off from Carr, Markusen, and Maskus to investigate how productivity differences between countries influence direct investment between these countries. Using data on U.S. direct investment abroad, as well as direct investment into the United States, the findings suggest that productivity similarities enhance horizontal direct investment whereas productivity differences stimulate vertical direct investment. These effects are particularly evident in comparative analysis of emerging and industrial FDI partners.

Beata Smarzynska Javorcik (World Bank) presented her paper with Kamal Saggi (Southern Methodist University) and Mariana Spatareanu (World Bank). In “Does It Matter Where You Come From?

Investor Nationality and Vertical Spillovers from FDI,” they use a detailed firm-level panel data set from Romania to investigate whether the nationality of foreign investors affects the degree of vertical spillovers from FDI. They find that, compared with European investors, companies with American and Asian investors have greater spillovers to downstream sectors. American and Asian investors are associated with higher productivity of Romanian firms in the supplying industries whereas European investment is negatively associated with the productivity of Romanian suppliers.

## **Southern Economic Association Meeting, New Orleans 2004**

### **Session Summary: Topics in Economic Education**

*Chair: KimMarie McGoldrick (University of Richmond)*

*Discussants: Gail Hoyt (University of Kentucky) and Andrea Ziegert (Denison University), Pete Schuhman (UNC-Wilmington) and Steve Greenlaw (Mary Washington College).*

Gwendolyn Alexander (Fordham University) presented her paper “An Experiment with Illegal Drugs”. The paper presents an adaptation of Bergstrom & Miller’s Prohibition experiment in which students are assigned roles as Addicts, Casual Users or Drug Dealers. The experiment covers how government interventions, including fines, confiscation and education, impact the market for illegal drugs. Students are able to graph supply and demand curves from class data, calculate consumer surplus and profits, and explore the relationship between total revenue and the price elasticity of demand. The paper concludes with a discussion of empirical research on the illegal drug market and how legalization or decriminalization might impact supply and demand curves.

Jennifer Keil (Hamline University) then presented her paper “A Writing Intensive Approach to Intermediate Macroeconomics: Assignments and Assessments”. Building off the body of literature that encourages writing assignments in economics courses, Keil offers suggestions for a variety of assignments specifically tailored to Intermediate Macroeconomics courses. Suggestions range from short, informal, in-class assignments, to memos/position papers, group newsletters, and longer term papers. Initial assessments indicate that writing does help students develop personal thoughts around many macroeconomics issues. While very time consuming for the instructor, adding writing assignments does not seem to adversely impact course evaluations.

Prathibha Joshi (Gordon College) presented “Gender Differences Among High School Students’ Academic Choice Behavior”. This study determines gender choice behavior with regard to the program of study. The data for the study come from the National Longitudinal Survey of Youth (NLSY97). The study employs a multinomial logit model. The results indicate that compared to male students, female students tend to have a higher probability of participating in the college preparatory program and a lower probability of choosing the vocational program of study.

Ann Owen and Elizabeth Jensen (Hamilton College), presented their paper “Learning about Learning: Students’ Course Choice”. This paper used a social learning framework to empirically study the process students use to choose courses. Consistent with a learning model, they found that students with more years of college experience select courses that are a better match because they make better use of the information available to them. Owen and Jensen also find evidence for a social learning process in that students rely heavily on advice from peers in selecting courses. An interesting result of their study was that students appear to be learning how to learn: As they gain college experience, they become more sophisticated in the use of social learning.

## Session Summary: Co-integration and Empirical Applications to Inflation Dynamics and Expectations Hypotheses

Chair: Barbara Rossi (Duke University)

The empirical analysis of macroeconomic time series data is plagued by non-stationarities, which manifest through unit roots and structural breaks. The papers in this session addressed both. Elena Pesavento's (Emory University) paper, "Near-Optimal Unit Root Test with Stationary Covariate with Better Finite Sample Size," examined a new procedure to perform pre-tests for unit roots that have good properties, which is important because they are generally used as a first-step in macro-modeling procedures, and common tests do not perform well in small samples. DoAnne Sanchez (University of Hawaii-Manoa) presented "Inflation Dynamics in Japan: Estimates of An Optimization-Based Sticky-Price Model". In particular, she analyzed inflation dynamics in Japan, and whether it has been stable over time. This is important because policymakers rely on inflation analyses and forecasts, and the inflation dynamics can change over time. In "Expectations Hypotheses Tests at Long Horizons" Barbara Rossi (Duke University) analyzed a new approach to evaluate present value models and predictive regressions in the presence of close to unit roots, which is important because many economic models are present value models, and predictive regressions are common in finance, where the data used have unit roots.

## Session Summary: Economic Analysis of the Status of Women

Chair: Catherine L. Mann (Institute for International Economics)

"A Cross-Country Analysis of Status of Women: A Structural Equation Approach" by Kruti Dholakia (University of Texas at Dallas) splits the Status of Women in a country into two latent gender difference variables. Indicators for the first latent variable are female-to-male ratios of gross enrollments, economic participation rates, expected incomes (PPP\$), life expectancies, participation in government ministries, and literacy rates. Indicators for the second latent variable are the observed human development index (HDI) value and the fertility rates in a country. The latent variable analysis indicates that the latent factor measured by HDI and fertility rates should cause higher gender discrimination as its value falls.

In "Gender Inequality in Education: The Impact of Socio-economic Restrictions," Mustafa Seref Akin (Southern Illinois University) considers whether lower socio-economic outcomes influence the 'conditional altruistic' view to explain the bias in education against women in developing countries. He finds that increases in civil liberties, income per capita and international trade increase the opportunities for women. But, an increase in education expenditure has no impact on the reduction of gender bias in education.

Saranna Thornton (Hampden-Sydney College) presented "'Stop the Tenure Clock' Policies in the Economics Departments of U.S. Colleges and Universities: Theory and Practice". Using data collected by the American Association of University Professors (AAUP), an analysis is conducted of how stop-the-tenure-clock (STC) policies are implemented in economics departments at a sample of four-year U.S. colleges and universities. Results from a sample of 75 U.S. colleges and universities indicate: (1) Where institutions allow both male and female faculty to utilize STC policies, utilization varies dramatically by gender, with women having much higher utilization rates than men; (2) Utilization of STC policies varies substantially across institutional types, with liberal arts colleges having the lowest utilization rates and Ph.D. granting institutions having the highest utilization rates; (3)

Evaluation of the tenure portfolios of junior faculty who stop the tenure clock appears to be not consistent across (or within) institutions.

Pamela B. Peele (University of Pittsburgh) presented her paper with Miguel Gouveia. In "Taxes, Transplants, and Women: Impact of Public Policies for Live Kidney Donation on Women," Peele uses the uneven diffusion of new donor surgical techniques across states and over time. In conjunction with state-level data on live kidney donations in the U.S., they estimate elasticities of live kidney donations with respect to donor income (0.81) and donor cost (-0.47). In simulation with the model, they find that tax benefits such as those recently implemented in Wisconsin would have generated a 2.3 percent increase in live organ donations and would have cost \$5,264 in lost tax revenue per additional organ donor. However, given the gender distribution of donors, little impact occurs on women as a result of this type of public policy.

## Southern Economic Association Meeting

### Call for Papers

CSWEP will sponsor up to three sessions at the annual meeting of the Southern Economic Association to be held in Washington DC, November 18-20, 2005. Deadline for submitting information is May 15, 2005.

**One or two sessions are available for persons submitting an entire session (3 or 4 papers) or a complete panel on a specific topic in any area in economics.** The organizer should prepare a proposal for a panel (including chair and participants) or session (including chair, abstracts, and discussants) and submit by e-mail by May 15, 2005.

**One or two additional sessions** will be organized by the Southern Representative. Abstracts for papers in the topic areas of **gender; health economics; international economics; or banking, finance and monetary policy** are particularly solicited, but abstracts in other areas will be accepted by e-mail by May 15, 2005. Abstracts should be 1-2 pages and include paper title, names of authors, affiliation and rank, and e-mail contact information as well as mailing address.

All information should be e-mailed by May 15, 2005 to:

**Dr. Catherine L. Mann**, CSWEP Southern Representative  
Senior Fellow, Institute for International Economics  
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fax: 703-759-5145

## Eastern Economic Association Meetings

### New York City, March 2005

CSWEP is sponsoring five sessions at this year's Eastern Economic Association meetings.

### Session 1: Issues in Labor Economics

Chair: Jennifer Keil (Hamline University)

Discussants: Amelie Constant (IZA), Sabrina Wulff Pabilonia (U.S. Bureau of Labor Statistics), Anne Marie Golla (Economic Research Service), Nuria Calvo Babio (University of Coruna Spain)

- Jennifer Keil (Hamline University) and Karine Moe (Macalaster College) "Skill Deterioration and Women's Labor Market Choices"
- Sherrilyn Billger (Illinois State University) "Reconstructing

School Segregation? The Impact of Single-Sex Schooling on Labor Market Outcomes”

- Eva Sierminska (Luxembourg Income Study) and Jack Chang “Income and the Effect of Health on Elderly Employment in Taiwan”
- Joey Smith and Saranna Thornton (Hampden-Sydney College) “The Effects of Institutional Variables on Male/Female Salary Differentials in Higher Education”

## Session 2: Women and Work

*Chair: Saranna Thornton (Hampden-Sydney College)*

*Discussants: Yana van der Meulen Rodgers (Rutgers University), Jennifer Keil (Hamline University), Sherrilyn Billger (Illinois State University), Eva Sierminska (Luxembourg Income Study), and Saranna Thornton (Hampden-Sydney College)*

- Amelie Constant (IZA) “The Labor Market Position of Immigrant Women”
- Sabrina Wulff Pabilonia (U.S. Bureau of Labor Statistics) “Working at Home Part of the Time: An Analysis of Telecommuting in Canada”
- Anne Marie Golla (Economic Research Service) “The Time Cost of a Marginal Newborn: A Twins Approach”
- Nuria Calvo Babio (University of Coruna Spain) “Analysis of Female Managers in the Spanish Public Administration. An Approach from the Business Dynamics Methodology”
- William M Rogers III and Yana van der Meulen Rodgers (Rutgers University) “Labor Market and Political Economy Issues in the Reform of Child Support Guidelines”

## Session 3: Women, Political Freedom and Development

*Chair: Yana van der Meulen Rodgers (Rutgers University)*

*Discussants: Adeola Akinsanmi (Universitat Hohenheim), Prathibha Joshi (Gordon College), Kruti Dholakia (University of Texas at Dallas), Jessica Holmes (Middlebury College)*

- Kruti Dholakia (University of Texas at Dallas) “Human Development Index and the Status of Women: A Structural Equation Model”
- Jessica Holmes (Middlebury College) “Do Community factors have a differential impact on the nutrition of boys and girls? Evidence from Rural Pakistan”
- Adeola Akinsanmi (Universitat Hohenheim) “Opportunities for improving rural women’s economic contribution through food processing in Southwest Nigeria”
- Prathibha Joshi (Gordon College) “The Dynamic Effects of Political Freedom Distribution”

## Session 4: Issues in Macroeconomics

*Chair: Ann Owen (Hamilton College)*

*Discussants: Marc Tomljanovich (Colgate University), Robert Rebelein (Vassar College), Roisin O’Sullivan (Smith College), and Nicole Simpson (Colgate University)*

- Roisin O’Sullivan (Smith College) “Assessing the Impact of Financial Innovation on Monetary Policy: An Empirical Approach”
- Nicole Simpson (Colgate University) “Public Education Expenditures, Taxation and Growth”
- Marc Tomljanovich (Colgate University) “We’re All Connected: Business Cycle Synchronization in G-& Countries”
- Kirsten Wandschneider (Middlebury College) “The Stability of the Inter-war Gold Exchange Standard—Did Politics Matter?”

## Session 5: Issues and Methods in Environmental Economics

*Chair: Julio Videras (Hamilton College)*

*Discussants: Julio Videras (Hamilton College), Daniel Osgood (Columbia University), Georgina Moreno (Scripps College), and Bevin Ashenmiller (Claremont McKenna College and UC Santa Barbara)*

- Silvia Secchi (Iowa State University) “The Influence of Landscape Amenities on Property Values”
- Gwendolyn Aldrich (University of New Mexico) “The Economics of Juniper Control: The Case of North-Central Oregon”
- Jill P. Collins (University of Tennessee) “Valuing Air Quality Policy Options Using a Conjoint-Based Choice Model”
- Jennifer Thacher (University of New Mexico) “Limiting Non-Compensatory Behavior in Stated-Preference Methods: An Application to Animal Welfare in the Egg Industry”

**"We need every day to herald some woman's achievements...go ahead and boast!"**

**—Carolyn Shaw Bell**

**Rhona Campbell Free**, Professor of Economics at Eastern Connecticut State University in Willimantic, CT, was named one of only four national winners of the 2004 U.S. Professors of the Year Award.

**Sheryl Ball** and **Catherine Eckel**, both from the Economics Department at Virginia Polytechnic Institute have received the 2004 Diggs Teaching Scholar Award.

**Francine Blau** has been elected as a Fellow of the American Academy of Political and Social Science.

Do you have an item for the brag box about yourself or a colleague? Send it to: [cswepnews@cornell.edu](mailto:cswepnews@cornell.edu)

### CAROLYN SHAW BELL AWARD

The Carolyn Shaw Bell Award was created in January 1998 as part of the 25<sup>th</sup> 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.

Professor Bell wrote in the 25<sup>th</sup> Anniversary Newsletter, in the Fall of 1997, the following:

"We need every day to herald some woman's achievements, to tout a woman's book or painting or scholarly article, to brag about a promotion or prize and to show admiration for the efforts and influence of women, in their professional and technical and social and human endeavors of all kinds."

In the spirit of these words, the award requires that the traveling plaque be displayed prominently in a public place in the winner's local area so that others can see the achievements of the winner.

Inquiries, nominations and donations may be sent to:

Francine D. Blau, CSWEP Chair  
Cornell University  
School of Industrial and Labor Relations  
265 Ives Hall  
Ithaca, NY 14853-3901  
607-255-2438  
[cswep@cornell.edu](mailto:cswep@cornell.edu)

The next nomination deadline is September 15, 2005.

## HOW TO BECOME A CSWEP ASSOCIATE

CSWEP depends on all of its associates to continue its activities. In addition to publishing the newsletter, CSWEP organizes sessions at the meetings of the AEA and the regional economics associations and publishes an annual report on the status of women in the economics profession. If you have not sent in your \$25 for the current year (January 1, 2005 – December 31, 2005) we urge you to do so. If you have already done so, please pass this on to a student, friend, or colleague and tell them about our work. Students receive complimentary CSWEP membership. Thank you!

### OPTION 1: ONLINE PAYMENT BY CREDIT CARD

Go to [www.cswep.org/howto.htm](http://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/FAX

If you prefer to mail or fax your \$25.00, or you are a student, fill out the form below and send it to the address at the bottom.

NAME: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY, STATE, ZIP: \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

check here if currently an AEA member

check here if currently a student      Institute name: \_\_\_\_\_

Expected graduation date: \_\_\_\_\_

Paying by:  check (please make check payable to CSWEP)

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If paying by check please send \$25.00 to:

CSWEP, c/o Joan Haworth, Ph.D.  
4901 Tower Court  
Tallahassee, FL  
32303

(Please make check payable to CSWEP).

If paying by credit card, you may fax this form to (850) 562-3838.

For more information please visit our website [www.cswep.org](http://www.cswep.org).

### DONATIONS WELCOME

CSWEP is currently in accepting donations for our annual Carolyn Shaw Bell Award to help defray the cost associated with the Award. Donations go into a separate account specifically earmarked for this award. If you would like to make a donation, please send your tax-deductible check made out to the "American Economics Association" to:

Liane O'Brien  
CSWEP  
Cornell University  
204 Ives Hall  
Ithaca, NY 14853

### CREDIT CARDS ACCEPTED!

CSWEP has updated some of its membership services and is now accepting credit card payment information for donations you send to CSWEP. As in past years, you may also choose to pay by check. By keeping your membership current, you not only support CSWEP activities, you ensure that we have your current mailing address allowing us to remain in contact with you. If you have not contributed \$25 or more for the current year (January 1, 2005 through December 31, 2005) please do so.

## CSWEP Directory

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## Upcoming Regional Meetings

### Eastern Economic Association

<http://www.iona.edu/eea/>

**2005 Annual Meeting: March 4-6, 2005**

New York City: Sheraton New York Hotel and Towers

CSWEP submission date: November 1, 2004

EEA submission date: November 12, 2004.

### Midwest Economic Association

<http://web.grinnell.edu/mea>

**2005 Annual Meeting: March 11-13, 2005**

Milwaukee: Hilton Milwaukee City Center

CSWEP submission date: September 15, 2004

MEA submission date: October 3, 2004

### Western Economic Association

<http://www.weainternational.org/>

**2005 Annual Meeting June 29-July 3, 2005**

San Francisco: San Francisco Marriott

CSWEP submission date: TBA

WEA submission date: TBA

### Southern Economic Association

<http://www.etnetpubs.com/conferenceprograms/sea/>

**2004 Annual Meeting November 18-20, 2005**

Washington DC

CSWEP submission date: TBA

SEA submission date: TBA



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