



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

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Olivia S. Mitchell Named Recipient of the 2007 Carolyn Shaw Bell Award



Lisa Lynch, Barbara Fraumeni and Olivia Mitchell at the Bell Award Ceremony

Olivia S. Mitchell is the International Foundation of Employee Benefits Plans Professor and Professor of Insurance and Risk Management and Business and Public Policy at the Wharton School of the University of Pennsylvania. She is also the Executive Director of the Pension Research Council and the Director of the Boettner Center for Pensions and Retirement Research. In her areas of expertise, these directorships are only a small portion of her leadership roles and she has published extensively in the area

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Report of the Committee on the Status of Women in the Economics Profession 2007

The Committee on the Status of Women in the Economics Profession was established by the American Economic Association to monitor the status of women in the profession and to engage in other efforts to promote the advancement of women in economics. This report presents results from our annual survey of economics departments, a supplemental survey of economists in the top twenty business schools and CSWEP's activities over the past year.

Data on Women Economists

The 2007 CSWEP surveys were sent to 124 economics departments with doctoral programs and 147 non-Ph.D. departments listed in the Carnegie Classification of Institutions of Higher Education (2000 Edition) "Baccalaureate Colleges—Liberal Arts" and six departments with an under-

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DIRECTORY OF CSWEP BOARD MEMBERS

Lisa Lynch, Chair

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

Joan G. Haworth, Membership-Chair

ERS Group
4901 Tower Court
Tallahassee, FL 32303
(850) 562-1211
FAX (850) 562-3838
jhaworth@ersgroup.com

Debra A. Barbezat

Colby College
5239 Mayflower Hill
Waterville, Maine 04901-8852
207-859-5239
dabarbez@colby.edu

Linda A. Bell

Economics Department
Haverford College
370 Lancaster Avenue
Haverford, PA 19041-1392
(610) 896-1253
Fax: (610) 896-1041
lbell@haverford.edu

Donna Ginther

Department of Economics
University of Kansas
Summerfield Hall
Lawrence, KS 66045-7585
dginther@ku.edu

Julie Hotchkiss

Research Department
Federal Reserve Bank of Atlanta
1000 Peachtree Street N.E.
Atlanta, Georgia 30309-4470
404-498-8198
julie.l.hotchkiss@atl.frb.org

Karine S. Moe

Macalester College
1600 Grand Avenue
St. Paul, MN 55105
(651) 696-6793
FAX (651) 696-6746
moe@macalester.edu

Fiona M. Scott Morton

Professor of Economics and Strategy
Yale School of Management
Box 208200
New Haven, CT 06520-8200
(203) 432-5569
Fax: (203) 432-6974
fiona.scottmorton@yale.edu

Patricia C. Mosser

Senior Vice President
Markets Group
Federal Reserve Bank of New York
33 Liberty Street
New York, NY 10045
(212) 720-6416
Fax: (212) 720-2947
Trading desk: (212) 720-6860/6880
patricia.mosser@ny.frb.org

Martha L. Olney

University of California
Department of Economics
549 Evans Hall, #3880
Berkeley CA 94720-3880
510-642-6083 (o)
molney@econ.berkeley.edu
http://socs.berkeley.edu/~olney

Anna Paulson

Federal Reserve Bank of Chicago
230 South LaSalle Street
Chicago, IL 60604-1412
Anna.Paulson@chi.frb.org



CeMENT Mentees in New Orleans

Amy Ellen Schwartz

Professor of Public Policy, Education
and Economics
Wagner School of Public Service
New York University
295 Lafayette Street
New York, NY 10012
(212) 998 - 7461/7405
amy.schwartz@nyu.edu

Richard Startz

Department of Economics
University of Washington
Box 353330
Seattle, WA 98195-3330
startz@u.washington.edu



From the Chair

CSWEP has been busy over the last three months sponsoring sessions at the Southern Economic Association and ASSA annual meetings in New Orleans, conducting the annual survey of economics departments, and expanding our mentoring activities. I would like to especially thank all the CSWEP Associates who assisted us in completing our annual survey. During the January 2008 ASSA meeting CSWEP sponsored 24 papers presented in three sessions on gender-related issues and three on development. We presented the Carolyn Shaw Bell award to

Olivia Mitchell at our business meeting and I reviewed key findings from the annual survey. I also updated both the CSWEP board and those at the business meeting about a review process that the AEA is currently undertaking to examine its practice of allocating papers for publication in the *American Economic Review Papers and Proceedings* to standing committees of the AEA. Currently CSWEP publishes 6–8 papers in the Papers and Proceedings after conducting a rigorous vetting process of abstracts and final papers. It is my position and that of the CSWEP board that any reduction in the number of CSWEP vetted papers would represent a significant step backwards in the AEA's efforts to increase the

visibility of women and junior economists. I will keep you posted on further developments on this front. The January ASSA meeting is always a little bittersweet since part of our board cycles off. All of us on the CSWEP board would like to thank the following members who completed their terms: Katharine Abraham from the University of Maryland, Gail Hoyt from the University of Kentucky, and Nancy Rose from MIT. We welcome incoming board members: Debra Barbezat from Colby College, Julie Hotchkiss from the Federal Reserve Bank of Atlanta (new Southern rep), and Amy Schwartz from New York University.

Following the January ASSA meetings in New Orleans we held our third NSF sponsored national mentoring workshop. This highly successful workshop included 43 participants who were organized into 10 mentoring groups and matched with 20 senior mentors. Special thanks to Dan Newlon and Nancy Lutz from the NSF, Dan Hamermesh from the University of Texas, KimMarie McGoldrick from the University of Richmond, Rachel Croson from the University of Texas at Dallas, and Donna Ginther from the University of Kansas for their help. We have also expanded our Summer Fellows program (run jointly with the Committee on the Status of Minority Groups in the Economics Profession) and now have thirteen sponsors. We welcome new sponsors including the Federal Reserve Bank of Atlanta, the Federal Reserve Bank of Chicago, the Federal Reserve Bank of Kansas City, the Brookings Institution, Mathematica Policy Research, the Rand Corporation, Resources for the Future, the Urban Institute, and the W.E. Upjohn Institute for Employment Research. Further details on how to participate in this program can be found at www.cswep.org/summerfellows/index.htm.

Please check the CSWEP website www.cswep.org for calls for abstracts for the national and regional meetings, along with upcoming mentoring activities. Do not hesitate to contact the CSWEP regional reps if you are interested in participating in the regional meetings, including organizing a session or being a discussant. Finally, please consider offering your assistance to CSWEP including distributing copies of our top ten tips to students and colleagues. If you have feedback

on the newsletter or other CSWEP activities just send me an email at cswep@tufts.edu.

—Lisa M. Lynch

CSWEP NEWSLETTER STAFF

Lisa Lynch, Editor
Richard Startz, Co-editor
Kathy Spagnoli, Assistant Editor
Karine Moe, Oversight Editor
Larry Clarkberg, Graphic Designer

What is CSWEP?

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

On Being the Boss



—Introduction by Richard Startz,
University of Washington

The increasing number of women economists in leadership positions is a sure sign of progress, and one all the more impressive in light of the very slow progression of women into senior academic positions. We are fortunate that three very distinguished, early “pioneers” have agreed to share their insights on “being the boss.” All three have combined personal success in academics with managing, leading, and promoting successful organizations. Some of the advice they offer is “gendered,” but, unsurprisingly, much of it provides a guide for anyone thinking of being the boss.

Alice Rivlin is a Senior Fellow at the Brookings Institution and a visiting professor at Georgetown University. She shares her experiences founding the Congressional Budget Office, running OMB, as well as other experiences. Joan Haworth is the founder of the consulting firm ERS Group, having previously been on the faculty at Florida State. Haworth has long played a leadership role in CSWEP, and has mentored a number of economists (including me) on how to be effective in litigation consulting. Katharine Lyall is President Emeritus of the University of Wisconsin System, where she was the first woman president. Lyall has taught at Syracuse, Cornell, and Johns Hopkins as well as at Wisconsin.

Being the Boss

—Alice M. Rivlin, Senior Fellow at the Brookings Institution and visiting professor at Georgetown University.



I remember when people found the idea of a female boss remarkable and even disquieting. In the late 1960s, when I was appointed to a sub-cabinet post in the Department of Health, Education and Welfare, one of my new staff told me he could not work for a woman and would look for another job. I urged him stick it out for a few months and promised that if he were still unhappy I would help him find another position. He became one of my most loyal supporters and later, when I was leaving, said he was equally anxious about working for my male replacement. By then he realized his anxiety related to change, not gender.

In 1975, when I was chosen by Congress to set up the Congressional Budget Office (CBO), some members were openly skeptical about a woman's capacity to do this big new job. (Political correctness came later.) In fact, although I had the enthusiastic backing of the Senate Budget Committee, the House Budget Chairman asserted he would not accept a woman for the post. The impasse was resolved accidentally, when he resigned to take another chairmanship and the Senate choice prevailed. A few of the good ole boys on the Hill engaged in what would now be called "harassment." Others resorted to exaggerated deference. I was too busy recruiting staff, finding a building, figuring out what we ought to do, and responding to requests for instant product to think much about gender.

Creating a new agency was an enormously exciting opportunity to become a public sector entrepreneur. Congress needed credible nonpartisan analysis on which to base budget decisions. They distrusted the numbers coming out of the executive branch and wanted their own budget office on which both houses of Congress and both political parties could rely. They envisioned forecasts of economic activity, projections of federal spending and revenues, unbiased estimates of what new legislation would cost, and analysis of the benefits and costs of alternative federal policies. They created the CBO and charged me with getting going. I had a pretty free hand. The legislation contained a list of tasks for CBO to perform, but no guidance about how it was to be staffed or how big it was to be. I was supposed to figure that out.

It was a daunting assignment and success was by no means guaranteed. Budget Committee members were sup-

portive, but some of their staff viewed CBO as competitors and were less than friendly. The Appropriations Committees saw the new budget process, including the fledgling CBO, as a threat to their power, and were eager to see it fail. Some of the congressional "barons" were openly hostile.

Like most academic economists, I had never had any management training, so I learned on the job. When reporters asked about my management style I just winged it. Fortunately, I figured out the key to success in a new organization is: hire people who are smarter than you and get them to help you figure out what to do. The first management team included some pretty amazing people. Robert Reischauer, who later became CBO Director and President of the Urban Institute, was my special assistant. Alan Blinder, later at the Council of Economic Advisers (CEA) and Vice Chair of the Federal Reserve, came from Princeton to write our first economic report. Paul McCracken, former CEA Chairman, pulled together a distinguished panel of economists to give us macro-economic advice. A former congressman from Iowa helped me navigate the arcane customs of the Hill. Our team included a future head of the Environmental Protection Agency and a future Deputy Secretary of Defense. Our collective enthusiasm and sense of mission made it easier to recruit talented hard-working young people to the staff. We took risks and made mistakes, but few of them twice. More than three decades later CBO is a robust organization with a strong reputation for high quality policy analysis.

Starting a new organization is challenging, but becoming the boss of an existing one is actually harder. When I left CBO after more than eight years, I succeeded Joseph Pechman as Director of the Economic Studies Program at the Brookings Institution. Joe had built the program and given it his stamp. I had been a protégé of Joe's early in my career and I admired him enormously, so I was surprised that managing the program was so hard. My new colleagues did not show up at meetings, were not eager to share the administrative load, and did not show any enthusiasm for my perky ideas for innovations. The program was tiny compared to CBO, so I was puzzled at the difficulties. Was it because I wasn't Joe? Perhaps, but most of the problem was that my colleagues were academics, not bureaucrats. They had come to Brookings to be individual scholars, not team players, and I had not figured that out. Once I stopped trying to be the coach and became the facilitator I was more



successful. Success meant raising money, helping to recruit younger scholars, and organizing conferences.

Like a lot of university department chairmen, I decided after four years that I had done my duty and it would be more fun to go back to being a scholar myself. Academic administration needs to be done well and can make a huge difference in how an academic institution functions. To me, however, it lacked the reward of combining policy with management that makes the public sector so exciting.

In the first Clinton Administration, I got another chance to be a public sector manager at the Office of Management and Budget (OMB)—first as Leon Panetta’s deputy and then as Director. OMB had a strong staff of budget analysts and other professionals about three times the size of CBO. Many of them had been with the agency for years, through Republican and Democratic administrations. They understood the details of complex federal programs, had a deeply entrenched culture of meticulous hard work, and were understandably skeptical of newly arrived political appointees trying to change the government in a hurry. I realized it would take time and effort to absorb their knowledge and experience, and win their confidence while pushing ahead as fast as possible to accomplish the President’s priorities.

I spent as much time as I could in small meetings and brown-bag lunches with the working level OMB staff, trying to find out exactly what they were doing, how they thought about their work and what suggestions they had for improving the agency. (Later I did the same at the Federal Reserve.) We reorganized OMB to make the budget and management functions work more smoothly together, and the results were positive.

Managing OMB was one of the more satisfying parts of the job—when I had time to do it. The real challenge of being OMB Director was the constantly shifting interaction with the President and his staff, other cabinet officers, the Congress, the press and the public, as events unfolded rapidly and crises hit. Almost everything the government does involves funding, so OMB played a role—not just in moving the budget from deficit to surplus, which I am proud to say we did—but in welfare reform, the failed attempt to fix the health care system, finding a home for nuclear waste, paying for the intervention in Haiti, and funding disaster relief in floods and earthquakes. There were also regulatory issues involving everything from food safety to power plant emissions. It was exhilarating and exhausting.

I would get to work around seven in the morning prepared to focus on the six or eight high-priority issues on the docket for the day. By nine there were ten other urgent matters on the schedule that I had not even been briefed on. I learned to absorb information fast and carry my lunch in a bag to eat at mid-day meetings. There was rarely time for a real meal. Important

*The keys are learning to listen,
not being afraid to say what you think,
and enjoying the experience.*

meetings with the President were often squeezed into the early evening between the President’s day schedule and his after dinner speech. By then, we were all tired and hungry. When stewards brought in plates of cookies, cabinet officers would grab for them like unruly five-year olds.

In the Clinton Administration so many high level positions were held by women that no one thought much about gender any more. For the first time in my career, there were sometimes more women in the room than men. Some of my colleagues had young families, and the long hours and constant pressure took their toll. I was grateful to have a reasonably patient husband and grown-up children. My younger colleagues, both men and women, had to deal with conflicts between writing the presidential memo and being there for the homework or the soccer game.

After the White House, becoming Vice Chair of the Federal Reserve was like discovering an oasis of calm and order. I got to focus on economics again as we tried to figure out why the economy was growing so fast without inflation, what to do about the stock market boom, and how to handle the Asian financial crisis. I wasn’t the boss at the Fed, but I was simultaneously chairing the “control board” that helped the District of Columbia recover from its fiscal crisis. That fascinating—and successful—experience showed me how rewarding it is to make a difference in your own community.

Over a long career I had extraordinary opportunities to mix scholarship, policy, and administration—and I’m still doing it. I like being the boss and I’ve gotten pretty good at it. The keys are learning to listen, not being afraid to say what you think, and enjoying the experience.

How to be a GOOD “Boss”

—Joan Haworth, Director, ERS Group



It is somewhat ironic that the topic of this note is “how to be a good Boss” when the academic world typically urges collegiality rather than dictatorial leadership. My professional perspective of a “boss” came from that collegiality model—although I have since come to understand other leadership models over the course of my career as the founder and owner of my own economic consulting firm.

I define “GOOD” as someone who can accomplish the goals of the organization in a constructive way without damaging the organization. This requires Leadership, it requires Knowledge, it requires Situational Awareness, and it requires Understanding. There are different types of leaders that might be characterized as the Boss, the Benevolent Dictator and the Chairwoman. These types of leaders will express these traits in different ways, but all will possess them if they are good leaders. A good leader makes it clear to her reports what is expected, provides consistent and focused leadership and enhances opportunities for her reports to develop, improve and move ahead. It is much easier to do this when she knows where the organization is going, what is important in reaching those goals and how her reports will help achieve the goals. But it is essential that her reports also believe that she is supporting them in reaching those goals.

A Boss is usually perceived as a person who manages from the top down and makes the necessary decisions without developing support for them at the lower levels. The Boss expects all employees to perform at her directive and may not even concern herself with whether this performance is enhanced or deterred by the decisions she makes. A good example of that model is the Fire Chief during a five alarm fire who simply orders teams of firefighters to different locations to perform different functions. The decisions are made by one person who is responsible for controlling the fire and minimizing the damage. Another example is the corporate CFO who establishes next year’s financial goals for each division based on a fixed increase over prior years without input from the various divisions. In this situation each division knows its goal but the appropriateness of the goal will differ substantially from division to division. Some will find these new goals are too easy—because they are growing and could have met much more difficult

goals, while other divisions will find the goals impossible—because they have been assigned developing functions that require more than a year to reach full performance levels. Even in the academic world there are situations in which a Chairwoman may take on the role of the Boss. When the Chair needs to prepare the department for an outside accreditation review, she may need to set goals that will affect professors and programs within the department differently in order to reach the common goal. The assumption by the Boss is that everyone will do what they need to do to attain their goal.

The Benevolent Dictator differs from the Boss model because she seeks to make decisions that are consistent with her perception of what is good for her employees’ individual development over the more abstract goals of the organization. One example of this type of leadership occurred at ERS Group when we organized the staff into teams of professionals. Departing from the single organization where each senior person worked with a variety of different professionals to complete a project the firm decided to allocate employees to specific senior professionals so that those responsible for the production and quality of products could work with the same individuals on all their projects. I finalized the allocation but permitted the employees to express preferences as to their team assignment. While this information was useful in forming the teams I did not always follow the employees’ requests—either because I thought that team already had sufficient numbers of resources or because I wanted specific employees to be on teams that really needed some help in a particular area. In this case I discussed my decision with the employees who didn’t receive their first choice of assignment but only to let them know that their request had been considered—not to make sure that they agreed with my decision.

The Chairwoman operates in an environment in which her direct reports are her colleagues and those she reports to may also be colleagues. She makes decisions but she needs the support of her direct reports to implement these directives. She also has the opportunity to influence those she reports to by acting as a transmitter of views and providing assessments of colleague behavior. Managing a group of professionals whose work and reputation are the basis for the firm’s reputation requires a more collegial approach, whether in the academic or consulting settings. At ERS Group, when we decided that we wanted to expand our



firm's research into economic areas outside of labor and employment we realized that it would be necessary to find a way to integrate the original group of labor economists with economists and researchers in other fields. We worked together with the newer professionals to develop compensation policies, financial models and quality goals so that everyone could feel as if we were all working for the same firm—and not half of us on one bus and the other half on another bus. This required good communication with each of the professionals, listening skills to be sure we understood how each person's goals fit into the organization and consistent focus on the overall firm goal. Many decisions were made in this environment that help to strengthen the entire collegial environment. Attitudes change and goals are dynamic so this environment requires considerable effort to maintain the firm's focus.

Clearly all of these leadership models have their challenges and rewards; and each one is more appropriate in particular organizations or situations. Leaders may adopt any or all of these models at different points in time. Therefore, rather than compare all three and choose the best, I would like to describe what makes a "GOOD" Boss, Benevolent Dictator, or Chairwoman.

Knowledge is understanding how the purpose of the organization and its goals align. The leader must know the role of each constituency in the organization and how that constituency can best contribute to achievement of goals. Part of understanding goals is recognizing which compete and which are complementary so that you can focus on re-aligning them. At its core, knowledge is knowing the strengths and weaknesses of an organization.

Leadership is best demonstrated by being a good role model for those who report to you. Recognize contributions of those who report to you. Seek opportunities and make the contacts necessary to obtain support from outside the organization where necessary. Keep your priorities so that direct reports find consistency in the methods by which the organization reaches its goals.

Understanding the way decisions are made and implemented in your organization is essential. Discuss the need to ensure that management and personnel decisions meet legal and ethical thresholds. Know that you won't be able to conduct every review or authorize every raise, etc. and that as leader, you are responsible for ensuring that the processes are implemented fairly. Understand the limits of your responsibility and your ability to influence your organization.

Situational Awareness is when the leader's experience comes to bear. All leaders must have mechanisms in place that allow her to be aware of changes in the dynamics of your organization. Even minimal changes may affect the organization's goals—both the opportunity to reach them and the hurdles before you. Being aware of changes in attitudes as well as people in your constituency will help you plan for the future.

I define "GOOD" as someone who can accomplish the goals of the organization in a constructive way without damaging the organization.

Whether Boss, Benevolent Dictator or Chairwoman, being a good leader requires that you set your goals in a way that permit you to lead with your strengths, make use of your knowledge of the organization and your constituents, align the goals of the organization and your constituents, and develop constructive responses to the hurdles that develop. You will then lead your constituents in productive and constructive ways that help them reach their goals, moves toward the goals of the organization and develops the productivity and leadership of your constituents. Most importantly, be aware of your own style and understand that your greatest resource is your staff. Recognize that your reports walk out of the door each evening and may not return in the morning.

Should You Consider Academic Administration?

—Katharine C Lyall, President-emeritus, University of Wisconsin System



In these pages recently, Susan Athey (“Negotiating Senior Job Offers”, CSWEP Winter 2007) noted that women are often asked to shoulder disproportionate advising, administrative, and committee work early in their careers as faculty. If, as a result, colleagues come to trust your judgment and skills, they

will begin to nominate you for entry-level administrative openings (department chair, associate dean, director); this is flattering and tempting, but how do you know if it is right for you?

Often such opportunities appear just as you are beginning to feel at home in your faculty role, perhaps as you’ve just published your first book, or recently received tenure. What factors should you consider when this happens? There are two sets of questions to ask as you weigh an administrative opportunity: questions about the job and question about yourself.

Questions about the job include: *What is the job/portfolio?* It is remarkable how often candidates assume they know this from the job title or by osmosis, but you may be surprised about what the hiring authority thinks the position should be/accomplish. You should consider/ask about this explicitly, read the formal job description carefully, and if you decide to interview for the position, check your understanding of what’s expected during that process. Do not assume that the job of “associate dean”, for example, is the same at your institution as at others just because the title is the same.

To whom would I report? You will work more closely with an administrative superior than you have as a faculty member with your department chair or dean, and the reporting relationship is more formal. You will be expected to take on and complete assignments given to you by others, working to their timetable and general expectations. They will want your analysis and suggestions on an assignment, but you should expect less than the total flexibility to define your work that you enjoy as a faculty member. So, you need to think about the relationship you could forge with your superior in the organization. Ask yourself: Is this a person of integrity, someone I can work with? What valuable skills could I learn from them? How much latitude would there be for me to pursue some goals of my own and how much does the job entail supporting the institutional agenda?

What is the staffing for this position and is it adequate to the expectations of the job? Recognize that in most universities these days there are not enough staff in any department; however, you want to be able to deliver on the expectations of your office and your position, so the standard should not be the “ideal”, but the “feasible”. Are staff locked in or would I have some latitude to select them? In academia, it is common for administrative staff to carry over from one ‘chief’ to the next, in contrast to government or corporate settings where there may be clean sweeps of the staff when a new ‘boss’ comes in. However, you need to be aware of any ‘problem cases’ on the staff you would inherit and be clear with your superior at the start about whether you have the authority to replace them. In effect, there should be no “untouchables” who can’t be changed if they fail to work effectively with you on a new agenda.

What are the terms and conditions with respect to pay, vacation time, ‘return rights’ to your faculty position, etc.? I deliberately put this at the bottom of the list because none of the “terms and conditions” matter if you are uncomfortable with the answers to the other questions. You should be aware, however, that most administrative appointments are for 12 months, not nine months, and that an apparent pay increase may not be much more than your faculty compensation on a time-adjusted basis. In my view, entry-level administrative positions should be approached as new learning opportunities, a chance to make different kinds of contributions to an improved teaching and research environment and institutional goals. In this spirit, if this is a department chairmanship or other entry-level administrative position, it is not uncommon to retain your faculty appointment (unpaid) for a year or two while you serve in administrative capacity, with retreat rights back to the faculty if you (or others) decide administration is not your thing. (If you are part of a unionized faculty, be sure you check the latest contract to see what is permitted.)

Questions about yourself include: *Am I ready to suspend my own scholarship and teaching while I try this?* Do not be naïve about the time commitments of an administrative job; it is very unlikely that you can continue significant research or writing in your discipline as you learn a new administrative job with new responsibilities. It may be feasible to continue some teaching, although you should be very wary of this in your first year of new duties. This does not mean you go brain-dead; you can still read and work in



your discipline, but you should be realistic about the time you will have for this and the output you can achieve. Your goal cannot be to maintain pace with your full-time faculty colleagues, but to maintain your basic knowledge of the field so that you can work steadily but more slowly on your next book, article, etc. For many people, this comes at a time when they are ready to focus their scholarship more narrowly anyway, or are looking for new intellectual directions.

How well do I tolerate ambiguity? Can I wait for issues and outcomes to 'ripen' or do I feel a need to push everything on my own timetable? Obviously, many administrative tasks (budgets, hiring, etc) run on an established schedule that must be met. But other policy changes and initiatives require a more elaborate dance of advance, debate, revise, before action is possible. Consider whether you have the patience for this process. *Can I consider and weigh criticism (even when it seems unfair) and can I find ways to work with difficult personalities?* As we know, universities are not top-down command organizations; for the most part, key changes are made by persuasion with many different groups and individuals. A few will be difficult to work with in this process; as an administrator (unlike a faculty member), you cannot always ignore or just circumvent obstructers, sometimes you will have to keep the conversation going and the communication open, even in very difficult circumstances. *Am I willing to learn new skills, such as working with the press, mastering the budget process, getting comfortable with public speaking to diverse audiences?* Speaking effectively to the Rotary Club is quite different from delivering a terrific lecture in the classroom. *Can I balance collegial friendships with professional decision-making in a way that honors the individual but respects the institution and my job responsibilities?*

After you've pondered these questions, consult a handful of colleagues whose judgment and experience you respect the most as well as previous holders of the job, if possible. See who you might rely on for candid advice and help if you take the job and what your predecessors found to be the most rewarding and the most trying aspects of the position. Think about how you would decide whether you were succeeding in the job or should return to the faculty in a year or two.

Here are some reasons to say "yes" to an administrative position. I like organizing and getting things done.

I think I might have an 'average' faculty career, but could have a 'distinguished' administrative career. I like variety in daily challenges. I like working with and persuading people. I see compromise as a tool, not a failing.

And, here are some reasons to say "no." I have exciting work/goals in teaching and research I want to pursue, and I'm not willing to defer these at this point in my life. I can't

Your goal cannot be to maintain pace with your full-time faculty colleagues, but to maintain your basic knowledge of the field so that you can work steadily but more slowly on your next book, article, etc.

work with/respect the person who'd be my boss. I have little patience with people—I prefer the controlled environment of the library or laboratory. The timing of this opportunity is not right; I have particular family or other obligations that would regularly compete for my time and attention. I'm not very interested in where this administrative job might lead; that is, while I might do this job out of obligation to my department or my colleagues, I really don't want an administrative career.

In conclusion, colleges and universities need thoughtful administrators as never before. The basic values of academia, from academic freedom to shared governance to careful teaching and economic survival, depend on such leadership, to help higher education institutions evolve into a greater sense of collective (university wide) purpose. Without this, we are in danger of succumbing to corporatization and mediocrity. Administrative leadership from the ranks of faculty experience can make all the difference. It's a matter of "fit" for you and your institution.

graduate and Masters only economics degree. We obtained our highest response ever for the Ph.D. survey of 82.2 percent (102 departments responded) and a lower rate of 52.4 percent (77 departments) for our non-Ph.D. programs survey.

Figure 1 and Table 1 summarize the trends in women's representation in Ph.D. granting departments over the past decade. These charts are labeled as female economists "in the pipeline" to show the progression of women through the ranks from newly minted Ph.D.s to tenured full professors. As shown in Table 1, after reaching a peak of 38.8 percent in 2000 the share of 1st graduate students who are women fell to a low of 31 percent in 2006 but recovered somewhat to 32.7 percent by 2007. The female share of newly completed Ph.D.'s has increased for the third year in a row to a new high of 34.5 percent in 2007. Assuming 5 years or more to complete a

doctorate in economics this suggests that the pipeline is not very leaky at least through completion of the Ph.D.

However, the female share of untenured assistant professors fell for the second year in a row to 27.7 percent from its peak of 29.4 percent in 2005. In addition, the female share of tenured associate professors declined from 24.1 percent in 2006 to 21.2 percent in 2007. Finally there has been little growth in women's representation in the ranks of tenured full professors over the past decade with the fraction tenured who are women at just 8.1 percent in 2007. All of this suggests that while the pipeline is not leaky through completion of the Ph.D., there are some worrying developments once women enter the job market.

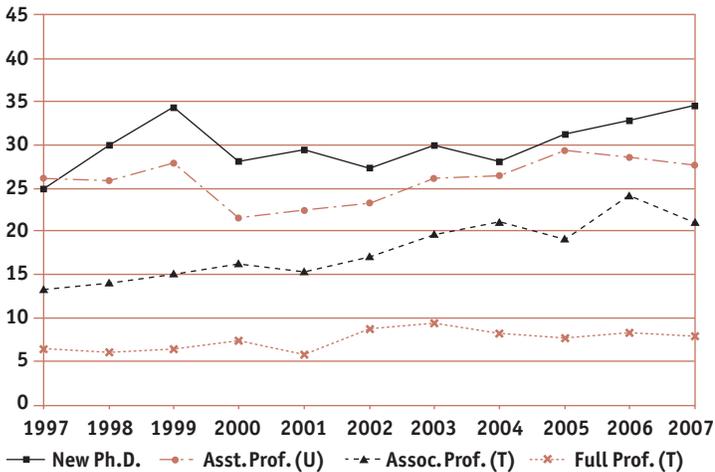
Figure 2 presents data on the status of women in economics departments located in liberal arts institutions over the past five

Table 1: The Percentage of Economists in the Pipeline Who Are Female, 1997–2007

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
All Ph.D.-Granting Departments											
1st yr students	31.3%	32.2%	35.6%	38.8%	31.9%	33.9%	34.0%	33.9%	31.9%	31.0%	32.7%
ABD	26.8%	28.2%	33.0%	32.3%	30.2%	30.6%	32.7%	33.1%	33.9%	33.6%	32.7%
New PhD	25.0%	29.9%	34.2%	28.0%	29.4%	27.2%	29.8%	27.9%	31.1%	32.7%	34.5%
Asst Prof (U)	26.0%	25.9%	27.8%	21.4%	22.5%	23.2%	26.1%	26.3%	29.4%	28.6%	27.7%
Assoc Prof (U)	11.1%	15.9%	27.3%	17.2%	10.0%	17.2%	24.0%	11.6%	31.2%	24.6%	17.1%
Assoc Prof (T)	13.4%	14.0%	15.1%	16.2%	15.3%	17.0%	19.9%	21.2%	19.2%	24.1%	21.2%
Full Prof (T)	6.5%	6.1%	6.5%	7.4%	5.8%	8.9%	9.4%	8.4%	7.7%	8.3%	8.1%
N departments	95	92	77	76	69	83	95	98	93	96	102
Top 10 Ph.D.-Granting Departments											
1st yr students	20.3%	27.2%	29.6%	29.5%	26.9%	28.5%	21.2%	26.0%	26.0%	24.8%	29.5%
ABD	25.0%	22.0%	25.2%	25.2%	26.6%	27.0%	26.1%	26.3%	26.3%	27.8%	27.6%
New PhD	16.5%	25.9%	24.3%	23.0%	30.5%	25.7%	26.3%	25.5%	31.4%	30.3%	27.5%
Asst Prof (U)	20.0%	17.7%	14.7%	18.2%	18.8%	15.8%	21.9%	21.3%	24.1%	27.4%	25.6%
Assoc Prof (U)	12.5%	36.4%	45.5%	30.8%	13.3%	7.7%	11.1%	12.5%	30.0%	27.3%	0.0%
Assoc Prof (T)	12.5%	7.7%	28.6%	36.4%	23.5%	28.6%	17.6%	6.7%	14.3%	10.0%	18.5%
Full Prof (T)	5.0%	3.7%	3.9%	7.1%	6.3%	5.6%	7.0%	8.2%	7.3%	8.0%	7.9%
N departments	8	7	7	7	10	9	10	10	10	10	10
Top 20 Ph.D.-Granting Departments											
1st yr students	21.5%	28.8%	31.1%	32.8%	30.5%	31.9%	26.1%	27.7%	27.0%	27.4%	29.0%
ABD	28.6%	24.1%	25.4%	26.2%	27.2%	27.2%	28.4%	29.7%	28.9%	28.9%	27.1%
New PhD	24.9%	27.1%	28.1%	24.6%	26.8%	24.7%	24.8%	28.2%	30.7%	30.7%	30.8%
Asst Prof (U)	17.8%	16.4%	21.6%	17.7%	18.8%	21.5%	25.1%	24.1%	27.0%	26.2%	25.1%
Assoc Prof (U)	7.7%	36.4%	46.2%	26.7%	13.3%	13.3%	23.1%	20.7%	26.7%	24.4%	23.1%
Assoc Prof (T)	16.0%	8.3%	16.3%	12.8%	19.6%	22.9%	18.9%	12.1%	14.3%	12.5%	14.5%
Full Prof (T)	5.9%	4.7%	4.8%	7.4%	7.0%	9.0%	6.3%	7.6%	7.5%	7.9%	8.6%
N departments	17	16	15	15	18	18	19	19	20	20	20

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

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



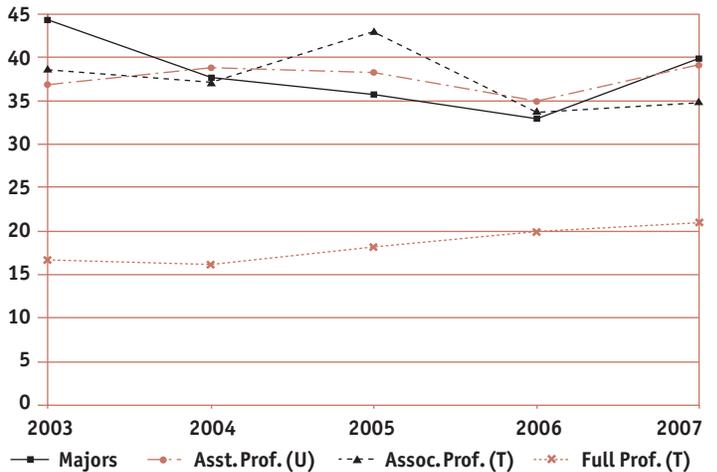
years. Here the pipeline is much less leaky with the share of female economics majors, assistant professors, and tenured associate professors very similar. The share of tenured full professors in liberal arts institutions who are women is more than double that in Ph.D. departments and has been rising over time to just over 20 percent in 2007.

Detailed Results for Ph.D.-Granting Departments (2007–2008)

Tables 2 and 3 present results from the 2007 CSWEP survey for Ph.D. granting departments in greater detail, first for all departments and then for the top ten and twenty ranked departments separately. There is little difference between the share of women faculty by rank for all Ph.D.-granting programs and those in the top ten or twenty at the assistant and full professor level. At the associate professor level however, the share of tenured women is lower for the top twenty departments (14.5 percent) versus all Ph.D. granting departments (21.2 percent). In terms of students, there is a gap in the share of women at the student level for all Ph.D. programs and the share of women in the top twenty programs. Women are 32.7 percent of first year Ph.D. students in all Ph.D. departments but 29.5 percent in the top ten departments and 29.0 percent in the top twenty departments. The gap is larger for those who received their Ph.D. in 2006–2007. For all Ph.D. programs the female share of doctorates granted was 34.5 percent, but just 27.5 percent in top ten departments and 30.8 percent in top twenty departments.

Tables 2 and 3 also show how women have fared in the job market for new Ph.D.’s relative to their male counterparts. The vast majority of male and female graduate students in economics end up taking jobs in the United States and women are somewhat more likely to take a U.S.-based job than their male counterparts (81 vs. 75 percent). Historically women have been underrepresented in academic positions in Ph.D.-granting institutions and “over-represented” (relative to their share of all graduates) in academic

Figure 2: Percentage of Economists in the Pipeline Who Are Women—Liberal Arts Departments



positions in non-Ph.D. granting institutions and in public sector jobs. Focusing just on the U.S. job market, women constituted 29.4 percent of new hires in Ph.D. granting departments and 44.7 percent in non Ph.D. granting academic programs. Table 4 provides more detailed analysis of where male and female Ph.D.’s end up becoming employed by rank of department—the top ten departments, the top 11-20 departments, and all the remaining departments. While there is a slightly higher fraction of males in the top ten programs that end up in an academic position in a PhD program than females, there is little other difference in the types of other positions students in these departments end up in by gender. However in the top 11–20 departments a much higher fraction of male students end up as faculty members in Ph.D. departments than female students (61.4 versus 41.4 percent), while a much higher fraction of female students leave academia for public or private sector jobs. For students in the remaining 104 doctoral programs a slightly higher share of male students end up in academic positions in Ph.D. departments while a slightly higher share of female students end up as faculty in non-Ph.D. departments. Interestingly for those who end up in non-US based employment, women are much more likely to end up in an academic job 72% than men 57%.

The CSWEP survey also includes information on non-tenure track faculty. As seen in Tables 2–3, this category is disproportionately female. Among all Ph.D.-granting economics departments in the US, 40.5 percent of the non-tenure track faculty is female in 2007 compared to 15.5 percent of the tenured/tenure track faculty. Similarly, in the top ten(twenty) departments women comprise 34.7(35.7) percent of the non-tenured faculty versus 13.5(14.1) percent of the tenured/tenure track faculty. More generally we see an increase in the share of all faculty in non-tenured positions increasing from 10.8 percent in 2005 to 13.1 percent in 2007.

Detailed Results for non-Ph.D. programs (2007–2008)

As shown in Figure 2 female faculty are better represented at liberal arts institutions than at Ph.D.-granting institutions. In our

... while the pipeline is not leaky through completion of the Ph.D., there are some worrying developments once women enter the job market

2007 survey of liberal arts institutions (plus 6 departments that only granted BA/MA economics degrees) women were 39.1 percent of untenured assistant professors, 34.9 percent of tenured associate professors and 21.0 percent of tenured full professors; comprising 29.3 percent of tenured or tenured track faculty versus just 15.5 percent in Ph.D.-granting programs. In terms of the pipeline of women entering doctoral programs in economics there is good news in this year's survey as the fraction of undergraduate majors who were women at these institutions rose to almost forty percent.

Liberal arts institutions are not the only place in academia where economists become faculty members. Many academic economists are also employed in schools of public policy, public health, agricultural economics, employment and labor relations, and business schools. Therefore the annual CSWEP on economics provides an incomplete picture of the representation and status of female economists at universities, especially if women economists are more likely by the nature of their field of study to be located in these other types of programs. To begin to address this gap CSWEP conducted in 2004 its first survey of economists at business schools and we conducted a second survey this year. It is not trivial to collect data on the employment of economists at business schools. 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. Therefore, we have replicated the methodology used in 2004 (see the Winter 2005 CSWEP Newsletter for more details) and collected data on faculty via the web. The Chair is extremely grateful to Nancy Rose and Fiona Scott Morton for designing and undertaking this data collection. In order to keep the project manageable and comparable to our 2004 survey we focused on the top 20 business schools as designated in 2002. We define a faculty member as an "economist" if they have a Ph.D. in economics regardless of what department they are actually teaching in. We downloaded from the web the list of faculty on staff in the Fall term of 2007 from each of these business schools and identified the economists from this list. The results of this data collection are reported in Table 6 with data from 2004 for comparison. Note that there is a very large number of economists in these twenty business schools (689 compared to 802 in the top 20 Ph.D. programs) and this number has been growing over time. The representation of women economists at these business schools is similar to the share of women in the top twenty Ph.D. departments at the assistant professor level (26.0 versus 25.1 percent) but higher at the associate professor level (18.5 versus 14.5) and full professor level (10.7 versus 8.6 percent). Since 2004 the share of women faculty in these business schools has remained constant at the assistant professor level but increased at both the associate and full professor rank.

Table 2: Percentage Female for Ph.D.-Granting Economics Departments (2007)

	Women	Men	Percentage Female
A. Faculty Composition (2007–2008 Academic Year)			
Assistant Professor	183	493	27.1%
Untenured	182	474	27.7%
Tenured	1	19	5.0%
Associate Professor	97	367	20.9%
Untenured	6	29	17.1%
Tenured	91	338	21.2%
Full Professor	114	1,289	8.1%
Untenured	1	8	11.1%
Tenured	113	1,281	8.1%
All tenured/tenure track	394	2,149	15.5%
Other (non-tenure track)	155	228	40.5%
All Faculty	549	2,377	18.8%
B. Students and Job Market			
Students (2007–2008 Academic Year)			
First-year Ph.D. students	464	955	32.7%
ABD students	1,104	2,273	32.7%
Ph.D. granted (2006-2007 Academic Year)	314	597	34.5%
Job Market (2006–2007 Academic Year)			
U.S.-based job	207	396	34.3%
Academic, Ph.D. granting department	80	192	29.4%
Academic, Other	51	63	44.7%
Public sector	25	49	33.8%
Private sector	51	92	35.7%
Foreign Job obtained	47	129	26.7%
Academic	34	74	31.5%
Nonacademic	13	55	19.1%
No job found	9	20	31.0%

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

Table 3: Percentage Female for Top 10 and Top 20 Ph.D.-Granting Economics Departments (2007)

A. Faculty Composition (2007–2008 Academic Year)	Top 10			Top 20		
	Women	Men	Percentage Female	Women	Men	Percentage Female
Untenured Assistant Professor	30	87	25.6%	52	155	25.1%
Associate Professor	5	27	15.6%	11	57	16.2%
Untenured	0	5	0.0%	3	10	23.1%
Tenured	5	22	18.5%	8	47	14.5%
Tenured Full Professor	21	244	7.9%	38	405	8.6%
All tenured/tenure track	56	358	13.5%	101	617	14.1%
Other (non-tenure track)	17	32	34.7%	30	54	35.7%
All faculty	73	390	15.8%	131	671	16.3%

B. Students and Job Market	Women	Men	Percentage Female	Women	Men	Percentage Female
Students (2007–2008 Academic Year)						
First-year Ph.D. students	71	170	29.5%	131	321	29.0%
ABD students	245	644	27.6%	377	1,012	27.1%
Ph.D. granted (2006–2007 Academic Year)	50	132	27.5%	101	227	30.8%
Job Market (2006–2007 Academic Year)						
U.S. based job	46	107	30.1%	75	164	31.4%
Academic,						
Ph.D.-granting department	28	72	28.0%	40	107	27.2%
Academic, Other	3	6	33.3%	5	10	33.3%
Public sector	5	10	33.3%	13	19	40.6%
Private sector	10	19	34.5%	17	28	37.8%
Foreign Job obtained	4	29	12.1%	16	59	21.3%
Academic	2	18	10.0%	11	35	23.9%
Nonacademic	2	11	15.4%	5	24	17.2%
No job found	1	2	33.3%	2	4	33.3%
TOTAL	51	138	27.0%	93	227	29.1%

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

Table 4: Employment Share by Gender for US-Based Jobs 2007

	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
number of job seekers	46	107	29	57	132	232
Academic Ph.D. department	60.9%	67.3%	41.4%	61.4%	30.3%	36.6%
Academic Other	6.5%	5.6%	6.9%	7.0%	34.8%	22.8%
Public Sector	10.9%	9.3%	27.6%	15.8%	9.0%	12.9%
Private Sector	21.7%	17.8%	24.1%	15.8%	25.8%	27.6%

Table 5: Percentage Female for Economics Departments in Liberal Arts Institutions (2007)

A. Faculty Composition (2007–2008 Academic Year)			
	Women	Men	Percentage Female
Assistant Professor	69	109	38.8%
Untenured	68	106	39.1%
Tenured	1	3	25.0%
Associate Professor	63	120	34.4%
Untenured	3	8	27.3%
Tenured	60	112	34.9%
Full Professor	61	236	20.5%
Untenured	0	7	0.0%
Tenured	61	229	21.0%
All tenured/tenure track	193	465	29.3%
Other (non-tenure track)	57	96	37.0%
All faculty	250	561	30.8%
B. Student Information			
Student Majors (2006–2007 Academic Year)	1,356	2,057	39.7%

Table 6: Percentage Female of Top 20 Business School Faculty 2004 and 2007

Rank	Women		Men		% Female	
	2004	2007	2004	2007	2004	2007
Assistant Professor	40	41	114	117	26.0%	26.0%
Associate Professor	15	17	70	75	17.6%	18.5%
Full Professor	32	37	278	307	10.3%	10.7%
All Faculty	87	95	462	594	15.8%	16.0%

Mitchell Receives Bell Award

continued from page 1

of retirement security, often with a focus on women’s wellbeing at older ages. She has actively sought to improve the status of women through service to the profession and mentorship of other women. For example, she chaired a Task Force on Women in the Wharton Learning Environment, has been a member of the Executive Committee of the American Economic Association, and a CSWEP Board member. A number of letters from women testified to the impact her mentoring had on their careers. One student said in her dissertation acknowledgement: “I have never benefited from any other people as much as I did from her.” Her influence as a mentor has extended beyond her own students; she has given many her attention willingly and with enthusiasm. The Bell award is given annually to an individual who has furthered the status of women in economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, and the mentoring of others.

The Committee’s Recent Activities

On-going Activities

One of CSWEP’s major activities is the production of our thrice-yearly newsletter. In addition to reporting on the annual survey of departments, the Winter newsletter, co-edited by Nancy Rose, included articles on how to have difficult discussions with your department chair or Dean including how to negotiate job offers and discuss parental leave. Donna Ginther co-edited the Spring Newsletter that included articles on striking the balance on work and family in academia. This issue also included an interview with 2006 Carolyn Shaw Bell Award winner, Barbara Fraumeni. The Fall newsletter was co-edited by Anna Paulson and featured a timely discussion on navigating the job market. These newsletters would not be possible without the tireless efforts of Karine Moe.

As part of its ongoing efforts to increase the participation of women on the AEA program, CSWEP organized five sessions plus a panel discussion on the pipeline of female economists for the January 2007 ASSA meetings in Chicago. Ann Owen and David Weil organized two sessions on long-run growth and Gail Hoyt and Karine Moe organized three sessions on gender-related issues.

In 2007 CSWEP celebrated its 35th anniversary and as part of these celebrations we had a lively business meeting at the 2007 January national meetings in Chicago attended by close to 100 people. I presented results on the annual department survey and summarized CSWEP activities over the past year. During this meeting the Carolyn Shaw Bell Award was presented to Barbara Fraumeni of the University of Southern Maine and the Elaine Bennett Research Prize was presented to Monica Piazzesi of the University of Chicago. As part of this prize Professor Piazzesi presented a special lecture that summarized her research. The Carolyn Shaw Bell award is given annually to a woman who has furthered the status of women in the economics profession through her example, achievements, contributions to increasing our understanding of how women can advance through the economics profession, and mentoring of other women. The Elaine Bennett Research Prize was established in 1998 to recognize and honor outstanding research in any field of economics by a woman at the beginning of her career. The Chair thanks Sharon Oster, Patricia Moser and Caren Grown for their service on the 2006 Carolyn Shaw Bell Awards Committee and Susan Athey, Marianne Baxter and Judith Chevalier for their service on the 2006 Elaine Bennett Research Prize. The 2007 winner of the Carolyn Shaw Bell award is Olivia Mitchell and the Chair would like to thank Barbara Fraumeni, Patricia Mosser and Caren Grown for all their work on this award committee.

As part of our ongoing mentoring efforts CSWEP sponsored one regional mentoring workshop for junior faculty in economics after the February 2007 Eastern Economic Association meetings in Boston. Participants were enthusiastic in their exit survey about the quality and usefulness of the panels and overall activities of the workshop. We thank all the mentors and organizers who participated in these workshops especially Rachel Croson and Kim Marie McGoldrick. We conducted an additional national workshop after the January 2008 national meetings in New Orleans. The National Science Foundation has extended our funding for

these national and regional workshops through 2010. From 2011–2014 the American Economic Association has agreed to fund two additional national workshops and two regional workshops for mentoring junior faculty. In addition, we also started a new Summer Fellows initiative in 2007 supported by NSF and the AEA and run jointly with CSMGEP. The purpose of this program is to increase the participation and advancement of women and underrepresented minorities in economics. The fellowship allows the fellow to spend a summer in residence at a sponsoring research institution such as a Federal Reserve Bank, other public agencies, and think-tanks. We had over 70 applications for 6 positions in 4 Federal Reserve Banks. In the upcoming year we plan to increase number of sponsoring institutions, broaden field coverage, provide help on visas for non-citizen fellows, and increase outreach to under-represented minority candidates.

CSWEP's Regional Activities

CSWEP's regional representatives organized sessions at each of the regional association meetings—including the Eastern, Southern, Midwest, and Western Economic Association. Our thanks go to Anna Paulson (Midwest), Ann Owen and Linda Bell (Eastern), Gail Hoyt (Southern) and Martha Olney (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 the membership chair, Joan Haworth and her staff, including Lee Fordham and Donya Samara, for their essential contribution to our outreach mission. The terms of three of our Committee members ended in January 2008—Katharine Abraham, Gail Hoyt and Nancy Rose. They have all made outstanding contributions and we are enormously grateful to them for their willingness to serve. The Chair thanks new committee members Fiona Scott Morton, Patricia Mosser, and Martha Olney along with all the other members of the Committee for their exceptional efforts over the past year to advance the goals of CSWEP. CSWEP receives both financial and staff support from the American Economic Association. We are especially grateful for all the help we receive from John Siegfried and his staff—Edda Leithner, Barbara Fiser and Susan Houston. The Chair also warmly thanks Kathy Spagnoli from Tufts University who has provided extraordinary and indispensable administrative support for the Committee over the past year. Finally the Committee is deeply indebted to Tufts University for their administrative support of CSWEP's activities and for providing CSWEP with office space and other resources.

Recent Sessions at the 2008 AEA Annual Meeting in New Orleans—January 2008

Marriage and Motherhood in Developing Countries

Session Chair: Nancy Qian (Brown University)

Discussants: Adriana Camacho (Universidad de los Andes), Michele Tertilt (Stanford University), Andrea Lleras-Muney (Princeton University), Erica Field (Harvard University)

Jorge Agüero (University of California-Riverside with Mindy Marks) presented “Motherhood and Female Labor Force Participation: Evidence from Infertility Shocks.” Using data from Latin America, the authors show how having children influences a mother's decision to work. The paper exploits variation in infertility to aid in identification and concludes that exogenous variation in the presence of children does not influence women's labor force participation.

Manisha Shah (University of Melbourne with Raj Arunachalam), presented “Prostitutes and Brides?”. Using data they collected in Mexico and Ecuador from legal sex workers, they examine the relationship between prostitution and marriage. They find that many women who work as prostitutes are in fact married, and that young prostitutes are more likely to be married than similar women who are not prostitutes. This is in contrast to the predictions of the theoretical literature and casts doubt on the theory that the higher wages of prostitutions represent a premium for foregone fertility within marriage.

Adriana Camacho (Universidad de los Andes) presented “Stress and Birthweight: Evidence from Terrorist Attacks”. Using data from Colombia, this paper analyzes the relationship between in utero exposure to mine explosions and subsequent birth weight. The paper finds that babies born to mothers who were exposed to mine explosions during the first trimester of pregnancy were smaller at birth.

Rajeev Dehejia (Tufts University and NBER with Kathleen Beegle, World Bank, and Roberta Gatti, World Bank and CEPR) presented “Work and Marriage: Child Labor, Marriage Matches, and Bride Prices in Rural Tanzania”. Using data from Rural Tanzania this paper examines the influence of child labor on subsequent marriage matches. The paper finds that children who

work as farm laborers in response to a weather shock make better marriage matches, as measured by the wealth of the family that they marry into and bride prices.

Political Economy in Developing Countries: Evidence from India

Session Chair: *Anna Paulson (Federal Reserve Bank of Chicago)*

Discussants: *Amrita Dhillon (University of Warwick), Abigail Payne (McMaster University), Lori Beaman (Northwestern University), Sujata Visaria (Boston University)*

Joydeep Roy (Georgetown University and Economic Policy Institute with Rajashri Chakrabati, Federal Reserve Bank of New York) presented “Effect of a Redrawing of Political Boundaries on Voting Patterns: Evidence from State Reorganization in India”. This paper examines how voting patterns were impacted by the 2000 sub-division of Madhya Pradesh, then the biggest state in India, into two states. The paper provides evidence that voting patterns in Chhattisgarh changed following sub-division in a way that is consistent with voting being influenced by the mechanism for allocating public goods.

Nandini Krishnan (Boston University) presented “Political Reservations and Rural Public Good Provision in India”. This paper examines the impact of mandated representation of historically disadvantaged groups on the provision of public goods in rural India. Using exogenous variation derived from the process of the reservation of seats for disadvantaged groups, the paper finds that Scheduled Caste legislators provide better access to educational facilities for their districts and constituencies. However, Scheduled Tribe legislators do not perform differently than their counterparts from unreserved constituencies.

Sujata Visaria (Boston University with Erica Field, Matthew Levinson and Rohini Pande, Harvard University) presented “Segregation, Rent Control and Riots: The Economics of Religious Conflict in an Indian City”. This paper uses data from Ahmedabad, India to examine the link between residential segregation and religious violence. The paper finds that neighborhoods that are more religiously diverse are more violent. Conditional on religious diversity, neighborhoods with incomplete property rights, due to the historical placement of textile mills, are even more violent.

Lakshmi Iyer (Harvard Business School with Anandi Mani, University of Warwick) presented “Traveling Administrators: Political Change and Bureaucratic Turnover in India”. This paper uses data on bureaucrat assignments from the Indian Administrative Service to study how politicians who face short term electoral pressures motivate bureaucrats with longer term career concerns. They find that bureaucrats are significantly more likely to be reassigned to a different post when a new politician takes office, consistent with politicians using transfers as a tool to control the actions of bureaucrats.

Health and Education in Developing Countries

Session Chair: *Alicia Menendez (University of Chicago)*

Discussants: *Harsha Thirumurthy (University of North Carolina-Chapel Hill), Pascaline Dupas (Dartmouth College), Rema Hanna (New York University), Elaina Rose (University of Washington)*

Adrienne Lucas (Wellesley College) presented “The Impact of Malaria Eradication on Fertility and Education”. The paper examines how the very successful 1935 to 1963 malaria eradication program in Sri Lanka impacted fertility and education. In contrast to the predictions of the theories of demographic transition, the study finds that the initial impact of malaria eradication was an increase in fertility.

Adeline Delavande (Rand Corporation and Universidade Nova de Lisboa with Hans-peter Kohler, University of Pennsylvania) presented “HIV Testing and Subjective Expectations in Rural Malawi. The authors find that most individuals who are told that they are HIV-positive do not persistently believe that they are infected. In addition, the study shows that individuals who learn they are HIV-negative have subsequent HIV expectations that suggest that they believe their tests results and that they take into account their sexual behavior after testing in updating their expectations about the probability of current infection.

Seema Jayachandran (Stanford University with Paul Glewwe, University of Minnesota) presented “Incentives to Teach Badly? After-School Tutoring in Developing Countries”. The paper develops a model where teachers may have an incentive to teach badly if they are also working as privately paid tutors for students who are performing poorly in school. Evidence from Sri Lanka supports the predictions of the model: teachers appear to teach less during school as a strategy to generate demand for tutoring and they give out lower subjective grades (conditional on objective performance) to students who take tutoring from third-party tutors rather than from them.

Stacey Chen (State University of New York-Albany with Jintan Liu, National Taiwan University, and Yen-Chien Chen, National Taiwan University) presented “We Prefer Sons But Does it Matter? Evidence from Matched Administrative Data from Taiwan”. The paper examines data from Taiwan to see if son-preferring families divert resources from daughters to sons. Using information on twins, they find no evidence of a diversion of resources and conclude that sibling gender has no effect on children’s educational attainment.

Marriage, Divorce, and Fertility

Session Chair: *Lisa Giddings (University of Wisconsin—La Crosse)*

Discussants: *Joyce P. Jacobsen (Wesleyan University), Lisa Giddings (University of Wisconsin—La Crosse), Shelly Lundberg (University of Washington), Lucie Schmidt (Williams College)*

Kasey Buckles (University of Notre Dame) presented “Understanding the Returns to Delayed Childbearing for

Working Women.” Using NLSY data, the paper analyzes the wage premium associated with delayed childbearing. The paper finds a wage premium of 3% per year that women delay childbearing and that the motherhood wage penalty that high-skilled women experience is more modest for delayers. The paper finds as much as 90% of the delay premium can be explained by differences in observable characteristics among early and late child bearers, with education and experience having the most explanatory power.

Kristin Mammen (Barnard College, Columbia University) presented “The Effects of Children’s Gender on Living Arrangements and Child Support.” Using the March CPS from 1988 to 2006, this paper examines whether girls are at a double disadvantage in terms of living in single-mother families, and in the likelihood of receiving child support from absent fathers. The findings show that girls are more likely to live in single mother homes and boys are overrepresented in married-parent and single-father families, with higher average household incomes. However, for child support receipt, the results suggest if anything that single mothers are slightly disadvantaged by having sons.

Betsey Stevenson (University of Pennsylvania) presented “Divorce Law Changes, Household Bargaining, and Married Women’s Labor Supply Revisited.” Divorce law changes made in the 1970s affected the returns to specialization in household production by reducing the amount of time women could expect to spend in marriage and by increasing the returns to investing in one’s options outside of marriage. Investigating the relationship between the adoption of unilateral divorce and female labor force participation, the paper finds that states that adopted unilateral divorce experienced a persistent rise in female employment of 1-2 percentage points.

Education and Occupational Choice

Session Chair: Gail Hoyt (University of Kentucky)

Discussants: Caroline Minter Hoxby (Harvard University), Raquel Fernandez (New York University), Alan Krueger (Princeton University), Thomas Dee (Swarthmore College)

Suqin Ge (Virginia Tech) and Fang Yang (SUNY-Albany) presented “Marriage, Intergenerational Schooling Effect, and Gender Gap in College Attainment.” The authors develop a model to study the effects of changes in relative earnings, parental education, and the marriage market on changes in gender gap in college attainment. They find that the increases of parental education and relative earnings between college and high school persons have important effects on the increase in college attainment for both genders, while the decrease of marriage rates is crucial in explaining the reversal of gender gap in college attainment.

Justine Hastings (Yale University and NBER) and Jeffrey M. Weinstein (Yale University) presented “Does Gender Influence Gains from Increased Academic Opportunities.” This paper examines the impact that peers and schools have on academic performance using variation in peer group and school attributes generated by exogenous changes to school assignments

under busing for integration in the Charlotte-Mecklenburg School district. The authors find that attending a school and grade with higher-achieving peers leads to significant increases in test score outcomes; however they do not find significant impacts of other peer characteristics such as race and income. When broken out by gender, they find that all gains from attending schools with higher performing peers and/or higher value-added accrue to girls rather than to boys.

Jennifer Thacher, Melissa Binder, Janie Chermak, and Kate Krause (University of New Mexico) presented “Faculty Compensation and Preferences: Can Differences in Job Preferences Help Explain Why Men and Women are Paid Differently?” Using data from a choice-question survey of faculty at a public university, the authors find that men and women do not have different preferences over compensation, teaching load, the rank of their department, or salary equity within a department. Thus, differences in preferences cannot explain the small but persistent gap in male and female salaries that is observed after controlling for human capital and departmental affiliation.

Alaka Holla (Brown University) presented “Missing Students: Why Girls Outperform Boys in Secondary School in India.” The paper shows that human capital investment fluctuates considerably in response to weather shocks on both the extensive and intensive margins; that girls’ school participation disproportionately suffers in response to shocks; and that the timing of shocks throughout childhood matters. Deficits of rain experienced in very early childhood have lasting positive impacts on both the extensive and intensive margins, while once children reach school-age and are less vulnerable to water-borne diseases; the same deficits appear to contract both participation and achievement observed in secondary school.

Saving and Investment Decisions: How Do Women Fare?

Session Chair: Olivia Mitchell (University of Pennsylvania)

Discussants: Enrichetta Ravina (New York University), Olivia Mitchell (University of Pennsylvania), Pascaline Dupas (Dartmouth College), Silvia Ardagna (Harvard University)

Annamaria Lusardi (Dartmouth College) presented “Planning and Financial Literacy: How Do Women Fare?” The paper uses data from a special module we devised on planning and financial literacy in the 2004 Health and Retirement Study. It shows that women display much lower levels of financial literacy than the older population as a whole. In addition, women who are less financially literate are also less likely to plan for retirement and be successful planners. These findings have important implications for policy and for programs aimed at fostering financial security at older ages.

Julie Agnew (College of William and Mary) presented “Who Chooses Annuities? An Experimental Investigation of the Role of Sex, Information Bias and Financial Literacy.” Using data from a large experimental study of non-student participants, the paper investigates the role gender, framing and defaults play in an investor’s choice between purchasing an annuity or

investing her savings on her own. The paper finds that women are more likely to choose the annuity and this is only partly explained by differences in risk aversion and financial literacy. Furthermore, biases in a five-minute presentation of information significantly affect choices in ways that differ across men and women.

Nava Ashraf (Harvard Business School) presented “Female Empowerment: The Impact of a Commitment Savings Product in the Philippines.” Using a randomized controlled trial, the paper examines whether access to an individually-held commitment savings product leads to an increase in female decision-making power within the household. The paper finds positive impacts, particularly for women who have below median decision-making power in the baseline, and that this leads to a shift towards female-oriented durable goods purchased in the household.

Vickie Bajtelsmit (Colorado State University) presented “Are Self-employed Women More Financially Savvy?” The paper examines whether previous experience with risk-taking and financial decision-making through small-business ownership can also have a beneficial effect on the financial savvy of women. The paper finds that female entrepreneurs are more likely to seek professional advice and they are more likely to be financial risk-takers. They also have significantly higher asset accumulations than women who are not business owners.

risks hazards model with multiple destinations. Estimates indicate that patient, physician and hospital characteristics influence the length of stay and discharge destinations, but patient and physician characteristics are more likely to affect the in hospital mortality risks.

Linda Carter (Vanderbilt University) presented “Earned Income Tax Credit and the Educational Progress of Single Mothers.” This paper examines how changes in the Earned Income Tax Credit (EITC) alter education incentives for adult single mothers. Using a reduced form strategy commonly employed in the EITC literature, and exploiting variation in states’ EITC supplements, the author finds evidence consistent with a role of EITC in promoting school enrollment for single mothers.

Aparna Lhila (The University of Georgia) presented “Does Government Spending on Healthcare Explain the Relationship Between Income Inequality and Birth Weight?” The goal of this paper is to explore whether the negative relationship between income inequality and birth weight may be attributed to lower government spending by unequal states. Contrary to expectation the author finds that change in government spending on healthcare due to change in income inequality in fact dampens the negative effect of inequality on birth weight.

Marriage and Children

Session Chair: Martha Bailey (University of Michigan)

Discussants: Joanna Lahey (Texas A&M), Lisa Dickson (University of Maryland- Baltimore), Martha Bailey (University of Michigan), and Melanie Guldi (Mount Holyoke).

Kasey Buckles (University of Notre Dame) and Melanie Guldi (Mt. Holyoke) presented “Starter Wives.” Two principle explanations for the rise in cohabitation in the United States have emerged—cohabitation is either a substitute for marriage, or it has become a step in the marriage process. The authors seek to distinguish between these alternatives by documenting how cohabitation rates respond to within- and across-state variation in blood test requirements for marriage licenses.

Amalia Miller (University of Virginia) presented “Did Welfare Reform Improve the Academic Performance of Children in Low-Income Households?” During the 1990s, U.S. welfare policy underwent dramatic reforms aimed at promoting employment and reducing dependence. Using a decade of national math achievement data, and controlling for contemporaneous changes in education policy and environment, the authors show that welfare reform is associated with relative test score gains for low-income children.

Liz Oltmans Ananat (Duke University) and Joanna Lahey (Texas A&M) presented “Vice and Comstockery: Abortion and Birth Control Access and the 19th Century Demographic Transition.” This paper exploits laws restricting access to birth control and abortion during the 19th century to show that an unmet demand for fertility control existed and demand-side explanations alone do not account for the reduction in fertility.



Southern Economic Association Meeting CSWEP Sessions Summaries

Impacts of Social Policy on Family Well-Being and Health

Session Chair: Ken Troske (University of Kentucky)

Discussants: Kasey Buckles (University of Notre Dame), Aparna Lhila, (University of Georgia), Ken Troske (University of Kentucky)

Rashmi Barua (Boston University) presented “Intertemporal Substitution in Maternal Labor Supply: Evidence using State School Entrance Age Laws.” This paper explores the dynamic aspect of the relation between school entry age and maternal labor supply. The author uses an exogenous source of variation in maternal net earning opportunities, generated through school entrance age of children, to study intertemporal labor supply behavior.

Lara Gardner (Southeastern Louisiana University) and Sharmila Vishwasrao (Florida Atlantic University) presented “Does Physician Quality Affect Hospital Length-of-Stay and Discharge Destination?” The authors investigate the length-of-stay/discharge destination decision employing a competing

Angela Fertig (University of Georgia) and Tara Watson (Williams College) presented “Minimum Drinking Age Laws and Infant Health Outcomes.” The authors examine whether changes in minimum drinking age (MLDA) laws affect the likelihood of poor birth outcomes. Using data from the National Vital Statistics for the years 1978-88, they find that a drinking age of 18 is associated with adverse birth outcomes, in part because of an increase of births to young women with uninvolved partners.

Issues in Environmental Economics

Session Chair: John Whitehead (Appalachian State University)

Discussants: John Whitehead (Appalachian State University), Jonathan Hamilton (University of Florida), and Brandon Koford (University of Kentucky).

Lea Kosnik (University of Missouri) presented “Balancing Environmental Protection and Energy Production in the Federal Hydropower Licensing Process.” Energy needs and environmental concerns are two of the most pressing issues facing the world today. This research paper models and analyzes the tradeoff choices between energy generation and environmental protection that are actually being made at the U.S. federal level, in particular, in the context of hydroelectric power generation.

Stephen J. DeCanio (University of California, Santa Barbara) and Catherine S. Norman (Johns Hopkins University) presented “An Economic Framework for Coordinating Climate Policy with the Montreal Protocol.” The physical processes and international legal frameworks around ozone and climate protection interact in complex ways, and individual policy choices may not be jointly optimal. Joint assessment of projects can lead to accelerated progress on environmental protection while reducing costly inefficiencies; the authors propose a flexible and transparent methodology for either a single treaty or a joint body to use in making abatement decisions.

Lynne Lewis (Bates College), Curtis Bohlen (Colby College) and Sarah Wilson (Bates College) presented “Dams, Dam Removal and River Restoration: A Hedonic Property Value Analysis.” This paper presents the results of hedonic property value analyses of residential property sales in towns near the Penobscot River project dams in Maine. The authors examine the potential effects of river restoration and dam removal on residential property values. They also compare the results to findings from a similar (but ex-post dam removal) data set for properties along the Kennebec River, where the Edwards Dam was removed in 1999.”

Jennifer Brown, Fred Loxsom, and Mary Curran (Eastern Connecticut State University) presented “The Distributional Impacts of Climate Change.” Using a panel of historical, country level data, this paper analyzes the impact of global climate change on the gross domestic product of countries of varying levels of economic development. The results indicate that, while the gross domestic product of developed and developing countries does not appear to be sensitive to temperature anomalies,

the gross domestic product of least developed countries is statistically significantly negatively impacted by the divergence of temperatures from country specific norms.

Mothers and Public Policy

Session Chair: Sarah Hamersma (University of Florida)

Discussants : Scott Hankins (University of Kentucky), Amalia Miller (University of Virginia), Ken Troske (University of Kentucky), and Sally Wallace (University of Georgia).

Angela R. Fertig (University of Georgia) presented “Selection and the Effect of Prenatal Smoking.” The author examines the importance of selection on the effect of prenatal smoking by using three British cohorts where the mothers’ knowledge about the harms of prenatal smoking varied substantially. She finds that the effect of smoking on the probability of a low birth weight birth conditional on gestation is slightly more than twice as large in 2000 compared to 1958, implying that selection explains 54 percent of the current association between smoking and birth outcomes.

Joe Sabia (University of Georgia) presented “Do Minimum Wages Help or Hurt Single Mothers? Evidence on Poverty Effects in the Welfare Reform Era.” Following the passage of state and federal welfare reforms in the 1990s, many policymakers argued that increases in the minimum wage were necessary to prevent single mothers from falling into poverty. Using pooled cross-sectional data from the 1992 to 2005 March Current Population Survey, this study provides estimates of the effect of minimum wage increases on the economic well-being of low-skilled single mothers with evidence showing that minimum wage increases failed to reduce poverty among single mothers.

Sarah Hamersma (University of Florida) presented “The Consequences of Welfare Reform for Prenatal WIC Participation and Birth Outcomes.” Pregnant women’s participation in the prenatal WIC program fell dramatically in Florida following welfare reform, but recovered to the previous level within about a year. The authors find that this substantial drop in participation was not focused on any particular demographic groups, and that it likely had some adverse consequences for infant health as measured by gestational age (but no apparent effect on birth weight).

Molly Dahl (Congressional Budget Office) and Thomas DeLeire (Congressional Budget Office and Michigan State University) presented “The Earned Income Tax Credit Reduces Poverty Among Single Mothers by Encouraging Employment.” This paper examines the impact of the earned income tax credit on the after-tax poverty rate, as defined by the Census Bureau. The authors’ preliminary findings indicate that both the direct transfer of income and the employment incentive provided by the EITC significantly reduced after-tax poverty among single mothers and their children.

Open Economy Macroeconomics

Session Chair: Jenny Minier (University of Kentucky)

Discussants: Doug Waldo (University of Florida), Georg Schaur (Purdue University and University of Tennessee Knoxville), Jenny Minier (University of Kentucky), and Robert Reed (University of Alabama)

Enrique G. Mendoza (University of Maryland, IMF and NBER) and Vivian Z. Yue (New York University) presented “Solving the Country Risk-Business Cycles Disconnect: Endogenous Output Collapse in a Model of Sovereign Default.” This paper proposes a solution to the default risk-business cycle disconnect based on a model of sovereign default in which working capital financing introduces an endogenous link between default risk and output dynamics. The model replicates V-shaped output dynamics around default episodes, the cyclical correlation of sovereign spreads, and observed debt ratios, as well as several key business cycle facts.

Huiran Pan (University of California, Davis and Oklahoma State University) presented “The Dynamics of Valuation and Trade Adjustments in an Emerging Economy: Evidence from South Korea.” This paper investigates external adjustment via trade and asset revaluation for an emerging economy, South Korea. Using a data set constructed for Korean international portfolio positions, the author finds that the asset valuation adjustment in South Korea differs from the US because both Korean foreign assets and liabilities are denominated in foreign currencies and are subject to exchange rate changes.

Sirsha Chatterjee and Kanda Naknoi (Purdue University) presented “The Marginal Product of Capital, Capital Flows and Convergence.” This paper estimates the gains from capital inflows in 41 countries during 1970-2003. The gains are found to be less than 1 percent of output per worker for almost all countries.

Katherine Smith (United States Naval Academy) and Diego Valderrama (Federal Reserve Bank of San Francisco) presented “Asset price dynamics and the composition of capital inflows in emerging market economies.” In most emerging market economies, total inflows are pro-cyclical, with debt and portfolio equity flowing in first, followed later in the expansion by foreign direct investment (FDI). To understand the timing of these flows, the authors use a small open economy (SOE) framework to model the composition of capital inflows as the equilibrium outcome of emerging market firms’ financing decisions.



CSWEP Sponsored Sessions at the 2008 Eastern Economic Association Meeting

CSWEP will sponsor three sessions at the Eastern Economic Association Meetings to be held in Boston, MA on March 7–9, 2008

Women’s Choices

Chair: Jennifer Brown, Eastern Connecticut State University

Discussants: Jennifer Brown (Eastern Connecticut State University), Maryanne Clifford (Eastern Connecticut State University), Delia Furtado (Florida State University)

Fertility and the Labor Force Participation of American Women: The Role of Low-Skilled Immigrant Labor—Delia Furtado and Heinrich Hock, Department of Economics and Center for Demography and Population Health, Florida State University.

“Geraldine Ferraro ... Size Six”: For-Profit and Not-for-Profit Constructions of Gender in the News Media—Nicole R Krassas, Eastern Connecticut State University.

Differences by Race and Gender in Expected Starting Salaries of Bachelor Degree Recipients in Connecticut: Effects of Major Field of Study—Rhona Free, Jennifer Brown, and Maryanne Clifford, Eastern Connecticut State University

The Impact of Policy on the Labor Market Outcomes of Women and Teens

Chair: Linda Bell, Haverford College

High School Exit Exam and Its Impact on Student Dropouts: A Regression Discontinuity Analysis—DongShu Ou, Columbia University

Migrants Remittances and Investments in Children’s Human Capital: The Role of Asymmetric Preferences in Mexico—University of California at Santa Cruz.

Policy Evaluations of Affirmative Action in Korea: Approach to Compliance Leve—Taehee Kwon, School of Economics, Sungkyunkwan University, Korea

The Effect of Changes in Maternity Leave Policy on Labor Market Outcomes for Young Females in Brazi—Viviane Bastos, Andrew Young School of Policy Studies, Georgia State University.

Competitiveness, Heterogeneity, and Industrial Structure: The Impact on Organizations and Firms

Chair: Nancy Rose, MIT

Post-Patent Pharmaceutical Firm Price Response to Generic Competition: An Empirical Case Study—Antonia Swann, York University.

The Effect of Heterogeneity on the Performance of Employees and the Organizational Divisions of the Firm—Fidan Ana Kurtulus, University of Massachusetts, Amherst.

Institutional Characteristics and the Decline of Women's Colleges—Ihsuan Li, Wesleyan College.



CSWEP Sponsored Sessions at the 2008 Midwest Economic Association Meeting

March 14–16, Chicago Illinois

Gender

Chair: Aparna Lihla, University of Georgia

Discussants: Ofer Malamud, University of Chicago, Kripa Freitas, University of Texas, Austin, Aparna Lihla, University of Georgia, Patricia Cortes, University of Chicago

Understanding the Gender Gap in the Choice of College Majors—Basit Zafar, Northwestern University

The Effects of Sexual Harassment Law on Gender Inequality—Daniel Chen, Harvard University, and Jasmin Sethi

Household Bargaining and Portfolio Choice—Ana Fava, Angela Lyons, and Urvi Neelakantan, all University of Illinois at Urbana-Champaign

Quality of Available Mates, Education and Household Labor Supply - Brighita Negrusa, NERA Consulting, Sonia Oreffice, City College of New York

Immigrants and Labor Markets in the U.S.

Chair: Mary Arends-Kuening, University of Illinois at Urbana-Champaign

Discussants: Susan Pozo, University of Western Michigan, Yukako Ono, Federal Reserve Bank of Chicago, Gabriella Bucci, DePaul University

The Impact of Hispanic Immigrants on Occupation and Wages—Maude Toussaint Comeau, Federal Reserve Bank of Chicago

How do U.S. Employers Evaluate Foreign Training? Evidence from the nursing labor market—Mary Arends-Kuening, University of Illinois at Urbana-Champaign

The Effects of H-1B Visa Increase on Native Workers in Computer Science and Engineering—Serena Hsueh-Chin Huang, University of Kansas

Economics and Adversity

Chair: Anna Paulson, Federal Reserve Bank of Chicago

Discussants: Alicia Asdera, University of Illinois, Chicago, Lisa Barrow, Federal Reserve Bank of Chicago, Emily Oster, University of Chicago, Itzhak Ben-David, University of Chicago

The Effect of Adolescent Sexual Activity on Psychological and Emotional Well-Being—Joseph J. Sabia, University of Georgia, and Daniel I. Rees, University of Colorado at Denver

What's Driving the Racial and Ethnic Differences in Birthweight in the US?—Aparna Lihla, University of Georgia, and Sharon K. Long, The Urban Institute

The Long Term Impact of Civil War: Evidence from Nigeria—Richard Akresh, University of Illinois at Urbana-Champaign, and Una Okonkwo Osili, Indiana University-Purdue University Indianapolis



Southern Economic Association Meeting Call for Abstracts

CSWEP will sponsor up to three sessions at the annual meeting of the Southern Economic Association to be held in Washington, D.C., November 20–22, 2008.

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 before April 1, 2008.

One or two additional sessions will be organized by the Southern Representative. Abstracts for papers in the topic areas of gender; health economics; labor economics, and industrial organization are particularly solicited, but abstracts in other areas will be accepted by e-mail by April 1, 2008. Abstracts should be approximately one page in length 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 to:

Dr. Julie L. Hotchkiss, CSWEP Southern Representative
Research Department, Federal Reserve Bank of Atlanta
e-mail: Julie.L.Hotchkiss@atl.frb.org

phone: (404) 498-8198

FAX: (404) 498-8058

New Due Date: February 29, 2008

Purpose: To increase the participation and advancement of women and underrepresented minorities in economics, the fellowship allows the fellow to spend a summer in residence at a sponsoring research institution such as a Federal Reserve Bank or other public agency.

Overview: Sponsored by the American Economic Association and the National Science Foundation, summer economics fellowships are available to senior graduate students and junior faculty. During their residency, fellows participate as members of the research community while engaged in a research project of their own choosing. Fellows will be mentored by experienced economists both on scientific issues, and career issues such as negotiating publications, the job market, and advancement strategies. Fellows are encouraged to present a research seminar at the sponsoring agency during their fellowship. Fellows are typically either junior faculty or graduate students at the dissertation stage. Fellows are to be chosen by the program with the agreement of the sponsoring institution in line with the goal of advancing the participation of women and underrepresented minorities in the economics profession, the fit of a candidate with the activities of the research group at the sponsoring institution, and the value of the proposed research to advancing the sponsoring institution's own goals.

Participating Programs for Summer of 2008

Board of Governors of the Federal Reserve • Brookings Institution
• The Federal Reserve Bank of Atlanta • The Federal Reserve Bank of Boston • The Federal Reserve Bank of Chicago • The Federal Reserve Bank of Kansas City • The Federal Reserve Bank of New York • The Federal Reserve Bank of San Francisco
• Mathematica Policy Research, Inc. • Rand Corporation • Resources for the Future • Urban Institute • W.E. Upjohn Institute for Employment Research

Application: Applicants are asked to apply directly to the program, but are welcome to indicate a preference for a particular sponsor. Applicants should include a c.v. and one page description of their proposed research, as well as the applicant information form. (A cover letter is not necessary.) Graduate students should include a letter of recommendation from a faculty member; junior faculty may include such a letter from a senior faculty member. Fellowships are open to all economists without regard to gender or minority status, although the goal of the program, advancing the careers of women and underrepresented minorities, will drive the selection process. For example, in seeking to advance women in the economics profession an institution may sponsor a couple, or a male partner of a female economist, or otherwise sponsor a male economist whose participation would assist the general goal of advancing women in the profession. Please send applications to CSWEP@tufts.edu. **Preference in consideration will be given to applications received by February 29, 2008.**

Administration: The program is administered by an ad hoc committee appointed by the Chairs of CSWEP and CSMGEP.

For further information, visit <http://www.cswep.org/summerfellows/index.htm> or contact Dick Startz, Summer Fellows Program Coordinator at aeansfsf@u.washington.edu.

Announcements

Nominations Sought for the 2008 Carolyn Shaw Bell Award

The Carolyn Shaw Bell Award was created in January 1998 as part of the 25th Anniversary celebration of the founding of CSWEP. Carolyn Shaw Bell, the Katharine Coman Chair Professor Emerita of Wellesley College, was the first Chair of CSWEP. The Carolyn Shaw Bell Award ("Bell Award") is given annually to an individual who has furthered the status of women in the economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring others. All nominations should include a nomination letter, updated CV and two or more supporting letters, preferably at least one from a mentee.

Inquiries, nominations and donations may be sent to:

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

Effective July 1, 2008 all nominations should be sent to Barbara Fraumeni at cswep@usm.maine.edu.

Closing date for nominations for the 2008 prize is **September 15, 2008.**

Nominations Sought for the 2008 Elaine Bennett Research Prize

The Elaine Bennett Research Prize is awarded every other year to recognize, support, and encourage outstanding contributions by young women in the economics profession. The next award will be presented in January 2009.

The prize is made possible by contributions from William Zame and others, in memory of Elaine Bennett, who made significant contributions in economic theory and experimental economics and encouraged the work of young women in all areas of economics.

Nominees should be at the beginning of their career but have demonstrated exemplary research contributions in their field. Nominations should contain the candidate's CV, relevant publications, a letter of nomination and two supporting letters. The letters of the nomination and supporting letters should describe the candidate's research and its significance. Nominations will be judged by a committee appointed by CSWEP.

CSWEP represents women's points of views in the committee work of the American Economic Association (AEA), monitors the progress of women within the profession, and makes an annual report to the AEA on the status of women in economics. CSWEP associates are women and men in diverse professional environments—academia, government and business.

Inquiries, nominations and donations may be sent to:

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

Effective July 1, 2008 all nominations should be sent to Barbara Fraumeni at cswep@usm.maine.edu.

The Next Nomination Deadline is September 15, 2008.

BRAG BOX

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

Ana Aizcorbe has been named Chief Economist of the Bureau of Economic Analysis.

Rachel Connelly has been awarded an endowed chair, the Bion R. Cram Professorship in Economics at Bowdoin College.

Deb DeGraff has been promoted to the rank of full professor at Bowdoin College.

Lisa Lynch is the Labor and Employment Relations Association's 2007 recipient of the Susan C. Eaton Scholar Practitioner award. In addition, she will become the Dean of the Heller School for Social Policy and Management at Brandeis University effective July 1.

KimMarie McGoldrick received the 2008 State Council of Higher Education for Virginia (SCHEV) Outstanding Faculty Award, the highest honor for faculty at Virginia's public and private colleges and universities. This award recognizes superior accomplishments in teaching, research, and public service.

Already a CSWEP Associate? Consider joining the American Economic Association. CSWEP is a subcommittee of the AEA, which subsidizes many of our activities. In addition to all the perks associated with AEA membership, part of your dues will help to support CSWEP-sponsored programs, like the mentoring program. To join, go to <http://www.vanderbilt.edu/AEA>.



Committee on the Status of Women in the Economics Profession

HOW TO RENEW/BECOME A CSWEP ASSOCIATE

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

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

Thank you!

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

OPTION 1: ONLINE PAYMENT BY CREDIT CARD

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

OPTION 2: MAIL

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

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

NAME: _____

MAILING ADDRESS: _____

CITY, STATE, ZIP: _____

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

check here if currently an AEA member

check here if currently a student Institution: _____

Expected graduation date: _____

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

Donation Amount: \$25.00 (associate level) \$50.00 \$75.00 \$100.00 Other _____

If paying by check please send your donation to CSWEP, c/o Joan Haworth, Ph.D.; 4901 Tower Court; Tallahassee, FL 32303 (Please make check payable to CSWEP).

Please visit our website www.cswep.org.

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

CSWEP Directory

General Policy Matters:

Lisa Lynch

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

Dues, Change of Address, Roster:

Joan Haworth

Membership Secretary
ERS Group
4901 Tower Court
Tallahassee, FL 32303
jhaworth@ersgroup.com

CSWEP East:

Linda A. Bell

Economics Department
Haverford College
370 Lancaster Avenue
Haverford, PA 19041-1392
lbell@haverford.edu

CSWEP Midwest:

Anna Paulson

Federal Reserve Bank of Chicago
230 South LaSalle Street
Chicago, IL 60604-1412
Anna.Paulson@chi.frb.org

CSWEP South:

Julie Hotchkiss

Research Department
Federal Reserve Bank of Atlanta
1000 Peachtree Street N.E.
Atlanta, Georgia 30309-4470
404-498-8198
julie.l.hotchkiss@atl.frb.org

CSWEP West:

Martha L. Olney

University of California
Department of Economics
549 Evans Hall, #3880
Berkeley CA 94720-3880
molney@econ.berkeley.edu

Upcoming Regional Meetings:

Eastern Economic Association

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

2008 Annual Meeting March 7-9, 2008

Boston: Boston Park Plaza Hotel

Midwest Economics Association

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

2008 Annual Meeting: March 15-18, 2008

Chicago: Hyatt Regency Chicago

Western Economic Association

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

2008 Annual Meeting June 29-July 3, 2008

Waikiki: Sheraton Waikiki

Southern Economic Association

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

2008 Annual Meeting: November 20-22, 2008

Washington, D.C.: Grand Hyatt Hotel

SEA deadline: April 1, 2008

CSWEP deadline: April 1, 2008



Tufts University
American Economic Association
CSWEP
c/o Lisa Lynch
Fletcher School of Law and Diplomacy
160 Packard Avenue
Medford, MA 02155

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