



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

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# Managing Your Career Post-Tenure

**Introduction**

by *Fiona Scott-Morton*  
 page 3

**Managing Your Career as  
 an Economist after Tenure**

by *Robert E. Hall*  
 page 4

**Sometimes Even Negotiation  
 Professors Forget to Ask**

by *Linda C. Babcock*  
 page 6

**Keeping Careers on Track while  
 Engaging in International Research**

by *Christopher R. Udry*  
 page 8

## 2008 REPORT of the COMMITTEE on the STATUS of WOMEN in the ECONOMICS PROFESSION

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 2008 CSWEP surveys were sent to 123 economics departments with doctoral programs and 145 non-Ph.D. departments.

continued on page 10

### REGIONAL CeMENT MENTORING APPLICATIONS

NOW AVAILABLE *details on page 15*



CSWEP Board Member Amy Schwartz presents Carolyn Shaw Bell Award plaque to winner Anne Carter.

## Carter and Finkelstein Win CSWEP Awards

Anne Carter has been awarded the 2008 Carolyn Shaw Bell Award and Amy Finkelstein has been awarded the 2008 Elaine Bennett Research Prize.

Anne Carter is Fred C. Hecht Professor Emerita of Economics at Brandeis University. The author of several books and dozens of academic articles, she has made important contributions to the study of input-output analysis and productivity. She is a fellow of the American Association for the Advancement of Science, of the Econometric Society, and of the Union of Concerned Scientists, a member of the Advisory Board on the Future of Work of

continued on page 15

## CONTENTS

CSWEP Board, Directory	page 2
From the Chair	page 2
Bell & Bennett Awards	pages 1, 15
2008 CSWEP Report	pages 1, 10-14
Feature Articles: Managing Your Career Post-Tenure	pages 3-9
CeMENT Mentoring Workshops	page 15
CSWEP Sessions at the 2009 Eastern Economic Association Meeting	page 16
CSWEP Sessions at the Midwest Economic Association Meeting	page 16-17
Call for Papers	page 17
Session Summaries	available online
Published Sessions	page 18
Brag Box	page 18
Nominations Sought	page 19
Membership Form	page 19
Upcoming Regional Meetings	back cover

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## From the Chair

The AEA Meetings in San Francisco in January were great! Many of you visited the CSWEP hospitality room or attended the reception crowded with CSWEP associates and CeMENT/CCOFFE alumnae. We will get a bigger space next year! Both the Carolyn Shaw Bell Award and the Elaine Bennett Research Prize were given out, to Anne Carter and Amy Finklestein respectively. Referring to the Bennett prize, because in 2007 Susan Athey became the

first woman to win the John Bates Clark Medal, I asserted a new fundamental rule at the CSWEP Business Meeting. Since the Bennett prize now predicts the Clark Medal, and the Clark Medal predicts the Nobel prize, by transitivity the Bennett prize now predicts the Nobel prize. We also sponsored 6 sessions at the meetings. I'm happy to report that due to the hard work of Lisa Lynch CSWEP is continuing to have two May *American Economic Review* papers and proceedings sessions. These sessions with the titles of the published papers are listed later in the newsletter; congratulations to the authors who have won this honor!

In writing the CSWEP annual report, which is included in this newsletter, I realized that it has been ten years since David Warsh, then the economist columnist for the *Boston Globe*, featured some of the CSWEP survey statistics in his column. A retrospective is on my list of things to do.

Department chairs and senior faculty, bring to the attention of junior women in your department the opportunity to participate in the regional CeMENT mentoring workshop, to be held just before the Southern Economic Association Meetings. Applications are due by April 1st; details about the application process and the program are included later in this newsletter. Also, consider bringing a senior woman on-campus, supplementing travel expenses with funds the Joan Haworth Mentoring Fund. Everyone, check out the call for abstracts for the Southern Economic Association Meetings.

It is that time of the year when some Board members step-down and others join. Join me in thanking Karine Moe from Macalester College, Anna Paulson from the Federal Reserve Bank of Chicago, and Dick Startz from the University of Washington for their service on the Board. New Board members include Kaye Husbands Fealing from the University of Minnesota, Rohini Pande from Harvard University, and Ron Oaxaca from the University of Arizona.

—Barbara M. Fraumeni

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## What is CSWEP?

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



In the CSWEP hospitality suite at the recent AEA Meetings in San Francisco.

## Managing Your Career Post-Tenure



*Introduction by Fiona Scott-Morton, Yale University*

The articles that follow all address aspects of managing an academic career post-tenure. I asked the authors to consider the case of someone who already knows how to write good research papers, has focused on doing that, and has succeeded in getting tenure. Now that our hypothetical professor is more senior, she will be asked to participate in a range of new activities. Many of these will drive her career forward, but they all take time. She wants to make choices that enhance her status in the profession and her department or professional school, and then get appropriate credit—whether in salary, rank, outside offers, students, or office location—for those accomplishments.

In “Managing Your Career as an Economist after Tenure” Bob Hall writes about the many activities other than research that are both time-consuming, but potentially valuable for a senior faculty member. The theme that persists in his advice is that a focus on the fundamentals of good, active research continues to be necessary—no matter what else a faculty member takes on. In “Sometimes Even Negotiation Professors Forget to Ask,” Linda Babcock describes her research that finds that women do not negotiate as often or as successfully as men. If you have accomplishments and activities that are valuable to your department or school, do not expect to be compensated automatically. You will likely have to ask for the reward for your efforts; the article describes how to do that and offers resources to improve negotiation skills. Lastly, in “Keeping careers on track while engaging in international research,” Chris Udry shares some thoughts on managing a research agenda that involves substantial travel—e.g. field research in developing countries—while simultaneously sustaining other professional and personal obligations and activities.

## Managing Your Career as an Economist after Tenure

—Robert E. Hall,  
*Robert and Carole McNeil Professor of Economics and Senior Fellow,  
Hoover Institution, Stanford University*



The economist I have in mind in this essay is committed to an academic career and is not looking to make a transition soon to government, consulting, financial management, or university administration. She wants to advance in the profession and spend most of her time in research and teaching. But she may spend some of her years or part of her time in these related activities.

I believe that the economics profession is close to a meritocracy. One advances mostly on merit—and merit means research ideas that catch on, published in professional journals. There is no outer limit to the people who participate in this process—good ideas get lots of discussion even if they come from previously obscure researchers and institutions. So the core activity of a committed economist academic is to think hard about a topic, find a new result or fact, write it up as a serious professional paper, present it where you can, and publish it in the most prominent journal that will take it.

Now that you have tenure, the number of papers you produce is amazingly irrelevant. One good paper a year would put you at the very top of productivity. Consequently, you should generally spend your research time on the most promising of the projects you are working on. A related principle is that you should try to maintain a lot of slack in your time allocation, so that if a great research idea pops into your head or a great opportunity comes along in another way—an offer of collaboration or access to a data set—you can exploit it quickly.

It's almost impossible to give advice about where good research ideas come from. Out of the blue seems to be the most common answer. I have only one comment: Research shows that good ideas are more likely to spring into your head when it is fuzzy and relaxed, not when you are focused and concentrating, with caffeine at its maximum dose. Another principle is that if you get away from a problem for a bit—say by taking a vacation or spending a weekend with your family—the answer may come to you easily when you return to work on the problem.

Managing lower-value research activities calls for a lot of judgment. Once you attract some attention for a line of research, you will be invited to conferences and possibly asked to write derivative papers for conference volumes.

Conferences yield lots of benefits to you and are opportunities to help others. But committing to derivative papers should be done with care. Sometimes they help establish you as a player in a line of research but often they clog up your work schedule and impede more serious research. Always remember that writing a paper is three times more work than you think it will be in advance, even if you are completely aware of this principle.

One of the hardest aspects of research is getting good criticism at an early stage. It's amazing how often you can give a paper before multiple audiences and get a positive reaction, and then find out only from the referees that your idea is both well known (with cites nobody told you about before) and wrong (with more cites, often to the referee's own work). You should push your colleagues for candid criticism of your research. A useful principle is to be sure each year what paper you regard as your best current unpublished work and look for places to present it. NEVER waste a presentation opportunity with anything but your best work. In addition to seminars at other universities and research institutions, there are more and more conferences and workshops that solicit papers. Most of these do not involve any publication. Avoid those that do, unless you feel that the outlet is the best one for the paper. Do not publish in conference volumes that are not available online—the prevailing view in academics today is that if it is not online, it does not exist. Avoid burying your work.

You probably know a lot about the frustrations of publication already, but be prepared for them to continue. As soon as a paper is thoroughly developed and tested in presentations, submit it to the best journal where it has a chance, and work down from there. Even the most hostile referee has some useful things to say, so always revise on the basis of referees' comments when your paper is rejected. Aim to resubmit a paper to the same or a different journal within a month after you hear from the journal. Never forget that two journals rejected George Akerlof's lemons paper.

Pay close attention to the appearance and dissemination of your work. I hold the following controversial view that my economist wife thinks betrays a lack of spiritual development: There is a separating equilibrium between researchers who put out nicely typeset papers in Latex and those who struggle with the infirmities of Microsoft Word. I realize this varies by field and that my field, macro, is



approaching a pooling equilibrium with LaTeX. The same issue arises with slides. Nice clean slides in Beamer give your work a much more professional air than does anything in PowerPoint. Sadly, Beamer can produce cluttered, distracting slides too. One good rule is to pay close attention to the way new Ph.D. job-market candidates present their work—it's not too early in your career to be sure that you are not being left behind by the younger cohort.

Maintain a first-class website. I'm surprised how many economists fail to take advantage of the powers of the web. The gold standard in economists' websites is Chad Jones's. Take a look. Also, be aware that economics journals now permit authors to post the published pdfs of their own papers on their own websites. Don't make your fans go to Jstor or journals to get your publications.

Always have an up-to-date CV on your website. Keep it brief and classy. Make it look unpadding. List college degree (no honors), Ph.D., editorial and similar positions, any significant prizes for teaching or research, recent unpublished papers, and publications, in reverse chronological order. Omit: anything related to high school or college, presentations, conferences, refereeing, and the like. No more than three pages.

Just as you should seek the benefit of careful reading of your own work from others, you owe others similar attention. And you will benefit from this process as well. Read papers from people doing work related to yours and send them comments at an early stage. Agree to discuss papers at conferences. Be a diligent referee.

Should you become a research entrepreneur, seeking big grants from the government and establishing a research center that you direct? Robert Solow once remarked that the most powerful tool for research was one economics professor with one research assistant. But some activities do require resources and scale. Definitely a judgment call. But a reputation as a research entrepreneur does not put you on the list for a professorship at another school—good research does.

As for the rest of your time budget, first, it goes without saying that careful attention to departmental duties is essential. The question will arise soon if you should take on an elective administrative duty such as deputy chair of your department. The main advice I can give is to avoid taking on so many of these kinds of duties that you feel frustrated and disappointed about spending so little time on creative activities. Your standing in your department depends on your standing in the profession and your contributions to the department. You should balance your efforts accordingly.

Serving for a journal in an editorial capacity is a common outside activity at your stage. Offers to be an associate editor (editorial board member), co-editor, or chief editor go largely to people who have published influential work in the subject area of a journal. Though some of these positions are paid, the main reward is service to the profession and improved

professional visibility. Success in editorial work is almost entirely a matter of staying on top of your duties. One of the most successful current chief editors does not leave his office each day until every paper under his control has advanced the next notch in the process. If you are not that kind of a person, be careful about accepting an editorial position.

What if you have an opportunity to serve in the government temporarily? The main observation I have is that you stand a good chance of permanent alteration from even a year or two in Washington. Potomac fever is contagious and incurable. I know one economist who deliberately hired an undocumented nanny as a commitment device to avoid the temptation of government. But now more than ever the government needs topflight economists.

Testifying before Congress, consulting for government agencies, and serving on advisory committees are another matter. Most congressional testimony gets little attention—be prepared for an empty hearing room and only one or two members of the committee—but occasionally you can have some effect and it is not time-consuming.

Should you publish a textbook? Some textbooks add luster to the author's academic reputation and some make a bundle of money (very, very few). Mostly textbooks are a huge amount of work. It's tempting to think that you can take your notes for a successful course and whip them into a book, but once you have finished whipping, you are about 5 percent of the way to a published book. You should decide upon your objective before you launch. Don't be impressed by the enthusiasm of a publisher—you will be doing the hard work.

What about hourly consulting? This can be an excellent way to keep the children in shoes. Most opportunities arise from your writings. The remuneration depends on three factors: your professional standing, your skills as a consultant (or testifier, in litigation consulting), and the nature of the work. If an opportunity arises, a good idea is to consult with your most senior colleagues who do consulting. They can advise you on how to set a rate. Consulting is highly distracting—it tends to make demands on your time without regard to your other obligations. It is rare, but not unknown, for a consulting project to stimulate successful academic research.

To sum up, the big danger for an economist at your career stage is to get involved in so many seemingly meritorious activities on campus, at journals, in Washington, at conferences, writing textbooks, serving clients, and the like, that your life becomes crowded and you feel hassled. Worst of all, you find yourself starved of time for creative research. When this happens, take out a piece of paper and write down all of the activities that fill your work day and decide which ones to cross off. This sounds like trite self-help book advice, but it works.

## Sometimes Even Negotiation Professors Forget to Ask

—Linda C. Babcock,  
James M. Walton Professor of Economics,  
Carnegie Mellon, Heinz College



For 20 years, I've been a faculty member at Carnegie Mellon conducting research on negotiation; teaching negotiation; coaching people to negotiate; doing negotiation consulting for companies, nonprofits, and governments; and basically being obsessed with negotiation. My research in the past decade has been about sex differences in the propensity to negotiate, and I have written two popular press books (*Women Don't Ask* and *Ask For It*) that document how women are much less likely than men to initiate negotiations. The sex differences are large and have enormous consequences for the lives and careers of women. For example, men are approximately four times more likely than women to initiate a negotiation about their salary and are also more likely to negotiate about getting the things they need to be productive and move to the next level. I take every opportunity to talk to groups of women all over the country about the importance of negotiating for what you want and how to do it effectively. So shouldn't I be an expert negotiator?

A number of years ago, two of my male colleagues who were hired the same year as I, were put up for promotion from Associate Professor to Full Professor. Both sailed through the promotion process and were granted Full. They were certainly qualified to move to the next level, but so was I. I figured it was just a matter of time before my Dean stopped by my office with the good news that he was putting my case up for promotion, too. So I waited. And waited. And endlessly complained about the situation to my husband, who finally said: "Hey, aren't you always telling women to ask for what they want? Go ask to be promoted and quit whining." So the next day I stopped by the Dean's office to talk about a promotion. I vividly remember his reaction. A big smile spread across his face. "Great! Let's promote you, too!" he said. Apparently, my two male colleagues had asked to be promoted and my boss, seeing that they'd met the threshold, readily agreed to put them up for promotion. Since he was a busy man, he didn't stop to think about who else was ready for promotion.

To me, this story illustrates how ingrained these differences between men and women are and how vigilant we must continually be to not let opportunities to negotiate pass. Because sometimes even negotiation professors forget to ask. Even ones obsessed with negotiation!

So what else is negotiable besides the timing of promotions? Salary! A few years ago when I was Acting Dean of my school, I hired two people with similar credentials, a woman and a man. I made them each the same salary offer. The woman accepted the offer without negotiating. The man bargained hard, and I had to raise his offer by about 10 percent before he'd agree to come. Because I study sex differences in negotiating, I immediately noticed the disparity and adjusted the woman's salary. But when I've discussed this situation with other administrators and HR professionals, I find very few who would have taken this action. So unfortunately, it may be up to you to make sure you are appropriately compensated. A 10 percent difference in salary may not seem like an enormous amount, but consider this calculation. For an employee earning \$100,000 versus \$110,000 at age 30, if each receives a 3 percent raise every year, the person earning the larger figure will earn an extra \$632,758 over the course of a career (assuming retirement at 65). That's a lot of money gained from a onetime negotiation.

Salary and promotion schedule may be obvious things to negotiate, but the list is large and can have a big impact on your productivity and career success. Here are some other items that can be negotiated:

- Research funding (buying data access, payments for human subjects, books)
- Hiring of research assistants or post-docs
- Summer support
- Travel to conferences or other training
- Teaching assistants
- Laboratory resources
- Sabbatical leave
- Teaching load (number of courses, which courses, number of preps)
- Maternity leave (time off teaching, stopping the tenure clock)
- IT resources and administrative support
- Decorating your office (I get mine painted regularly and have a nice couch!)
- Committee assignments (within department and at the university level)
- Project assignments (for those working outside academia)



I'm sure I've left some things off the list, so don't think of this as the final word. Also, don't forget to use your negotiation skills when your organization is making important decisions such as whom to hire, which graduate students to admit, and which speakers to invite. Inviting a speaker whose work you admire could lead to a future collaboration.

What can you do to learn to initiate more negotiations and to negotiate more effectively? Here are five basic steps.

1. **Recognize more opportunities to negotiate.** Start by more actively thinking about what you want (and not just what you can get by with—what would make you truly happy?). More money? More time to concentrate on your research? A more equitable distribution of household chores and child care? Think about your goals, wishes, dreams, desires, hopes, and fantasies. Stop accepting situations the way they are and start trying to change the status quo by negotiating. You'll be surprised how many things you can change via negotiation.
2. **Do your homework.** Gather as much information as you can about the situation you will be negotiating and with whom you will be negotiating. If you were going to buy a new car, odds are that you will do a significant amount of tracking down information relevant to the negotiation. Do the same for your other negotiations, especially those at the workplace! Find out:
  - What special arrangement have other people at your level negotiated?
  - Is there any precedent for what you will be negotiating about?
  - How is the other negotiator going to respond to your request?
  - What obstacles are between you and what you want?
  - What salary, benefits and perks do people in comparable organizations receive?

Sometimes this information can be collected on the Web, but typically finding it involves using your networks. Don't be shy. There are ways to ask about even sensitive information. (For example, you might feel anxious asking someone what they earn, but wouldn't it be easy to ask someone what they thought you should earn? You'll get valuable information by asking this question.) Also, don't just ask the other women in your network. You need to ask men, too. Don't forget administrative assistants as wonderful sources of data!

3. **Be careful how you ask.** My new research with Hannah Bowles finds that people have strong preferences about the style women use to negotiate (but the style men use makes no difference). Our research shows that when a woman uses a direct approach (where she simply asks for what she wants), people like her a lot less, think she is too demanding, and are less favorably inclined to work

with her. While this is quite disturbing, we also find that women face no penalty for negotiating when they use a "relational style"—pairing a cooperative (think win/win) approach with a signal that relationships are important. In practical terms, if you are asking for a raise, this means saying something like, "I really love working in this department and have developed great collaborations with people here. But I realize that I'm getting paid less than my colleagues at my level. I'd like to talk about adjusting my salary to be more in line with my colleagues." This is effective because people perceive negotiation to be a fairly masculine behavior that is not typically expected of women. While this might sound straight out of the 1950s, these attitudes are surprisingly current. Women

*... women face no penalty for negotiating when they use a "relational style"—pairing a cooperative approach with a signal that relationships are important.*

can escape the penalties that arise from deviating from prescribed norms by showing their concern for their relationships (a behavior consistent with prescribed norms for women). This may sound like quite a balancing act, but the benefits (getting what you want!) will be well worth the effort.

4. **Make a plan.** Planning is one of the most important things you can do to improve the chance your negotiation will be successful. You first need to figure out your BATNA—your best alternative to a negotiated agreement. This is one of your major sources of power: what you can do without the agreement of the other side. Your BATNA might be to accept the status quo, but you might have another alternative, such as to change jobs or alter where you spend your efforts. After you think about your BATNA, set a target or goal for the negotiation. Your target will be the backbone of your negotiation strategy. Your target should be ambitious, but it also needs to be potentially doable. Suppose my target is to raise my salary to \$1 million. While this is good because it is ambitious, it is completely out of the question, so it won't serve me well if I attempt to negotiate to achieve it. You should use your homework, your assessment of your BATNA, and your belief about how much the other side would be willing to

continued on page 16

## Keeping Careers on Track while Engaging in International Research

—Christopher R. Udry, Yale University



For me, an essential aspect of my career as a scholar is the freedom it provides. We have extraordinary liberty to be guided by our own ideas and passions. This makes me uncomfortable in the role of advice-provider. Ignoring advice is often an important element in becoming an academic economist! However, we can sometimes learn from each others' experience as we construct careers in economics. So, I will venture to offer a few words about the challenges presented by an effort to balance life at home, in the university, and at research sites abroad in developing countries.

Over the past few decades, there has been a dramatic increase in the ease and decrease in the cost of doing research in developing countries. This has been an important contributor to the extraordinary boom that we have witnessed over this period in development economics, and has had similar effects on neighboring fields like international economics, health economics, and agricultural and resource economics. Many more scholars than in the past are now spending substantial time and devoting increasing shares of their intellectual effort on research projects in developing countries. The benefits of this to the larger scholarly community are apparent; there has been an efflorescence of fascinating and innovative research. But this type of research often involves novel tensions vis-à-vis other obligations. The compromises involved with resolving these tensions are the focus of this note.

Why bother with a research project based in a developing country? Most of the time it is unnecessary even for development economists. There has been a tremendous expansion in the variety and quality of publicly available datasets from developing countries. In many cases these datasets are collected by large, well-managed teams with contributions from specialists in a wide variety of disciplines. It is difficult for individuals or small groups of economists to match the professionalism of these enterprises. If your research question makes it feasible, it will typically be wise to let the division of labor play itself out. Economists usually have their comparative advantage in the analysis of data, not its collection.

Of course, in many cases existing data will not suffice. There may be an opportunity for an innovative randomization that will permit you to examine a crucial question, you

may have an idea for an experiment that would be revealing in a developing country context, existing datasets may lack a crucial set of variables, or the institutional setting may be sufficiently obscure that it demands your presence and sustained qualitative research to figure out how to measure what you want to measure. In these cases, initiating a project to collect your own data becomes essential.

At this point, you have multiple balancing acts to perform. I'll focus on two. One is that you have a job at a university (I suspect that the tradeoffs are quite different for economists in government, international organizations, or the private sector). Second, you perhaps have a life outside work, and juggling family and research abroad can pose some challenges.

Doing good research is fundamental to your role in the university. That's the primary motivation for your research abroad, so there is no immediate conflict here. However, with a few apparently superhuman exceptions, most people aren't particularly productive in actually writing papers while they are in the field collecting data or running experiments. It's important to plan the timing of spells doing fieldwork to minimize the disruption of your writing plans. One of the most valuable conversations I've ever had with a mentor occurred the year before I came up for tenure, when it was suggested to me that I put off an extended period of fieldwork until I finished the set of rough working papers sitting on my desk.

You're also expected to teach, to participate in the life of the department, to advise undergraduates, supervise graduate students, and so on. These obligations are in more direct tension with extended periods of time in developing countries. The obvious solutions are leaves and summers. But sometimes travel outside those periods would be particularly valuable for your research. It may be worth investigating possibilities for flexibility with your department chair. Try to understand as well as possible the expectations in your particular institution. Is it appropriate to be away for long periods when you're not teaching? Is co-teaching with a flexible colleague a possibility so that you can make short trips during teaching terms? As a department chair myself, I welcome these kinds of conversations. We share the goal of finding a way to let the research flourish without sacrificing our teaching mission. In the end, though, it does often come down to a balancing act, where time away from the University



doing research abroad is really costly in terms of your other obligations.

Balancing family and research in a developing country is more personal and I think the solutions are more varied. My ideal is to go somewhere for a long period (a year or more), with family. This is a lot of work—coordinating jobs and careers with your spouse, arranging schools for kids, but it can be tremendously rewarding for everyone involved. This fits well with a certain type of research project that is grounded in a particular place, but not so well with a more flexible research style in which one scours the globe for uniquely interesting research opportunities.

A different option, more compatible with the latter model of seizing opportunities when they arise, is to rely on multiple shorter trips. You're away less time at any given point and the whole family need not be uprooted. Daily telephone or skype conversations can happen, and perhaps a subset of the family can come with you. This may be the only practical option for many families, depending on demographics and career paths, and, it may be an ideal model for a scholar who is working on multiple projects around the world.

There are a multitude of strategies that can be used to mitigate the intensity of these tradeoffs. Many of these shade into overall issues of organizing projects abroad in developing countries. There are a lot of nuggets of good and bad advice spread throughout the literature (often in footnotes explaining why some ex post obvious bit of data couldn't be collected, or why a particularly odd feature snuck into an experimental design). A good source to start is Christopher Barrett and Jeffrey Cason, *Overseas Research: A Practical Guide*. This is obviously not the place for a thorough discussion, but I'll mention a few strategies that are particularly relevant for the general issue of fitting this kind of research into the rest of your life.

First, collaboration with a broader research team can provide a degree of flexibility and support that can resolve many of the tensions between field research and university and family life. Many of the exciting research projects associated with MIT's J-PAL (<http://www.povertyactionlab.org/>), for example, incorporate multiple principle investigators in a larger organization that provides rich administrative and academic support. In many cases it will be wise to share the burden of supervising and managing a project abroad.

Second, a superb host institution can make all the difference. An ideal situation is one in which you have a professional colleague at the host institution who can serve as a co-principle investigator with you. Obviously, if you are working with an institution or government program on a randomized intervention, it is essential to have a close working relationship. If, instead, it is a survey or an experiment, you will need to find the best institution to work with. In those cases in which you don't already have such a connection, this is often a mat-

ter of drawing on your own network: economists who have worked in the area, or other people in your university with personal connections. "Friends-of-friends" introductions are often what is needed to get an institutional connection started. One of the primary reasons for a preliminary visit to the area in which you are planning research is to initiate and develop a relationship with an institution that can serve as the host for the project.

Third, it is often possible and advisable to subcontract much of the project. In many cases, you should hire somebody else to do data collection for you. Survey firms exist in most countries. Depending upon their capacity and the nature of the project you can have more or less direct involvement in the project. It is sometimes difficult to judge the appropriate

*We're scholars because we are driven to follow our ideas wherever they lead us. Sometimes, that path runs through the tropics.*

contractual terms for such work. There seems to be astonishing variety across the world. I've heavily relied on local colleagues for advice on such contracts; World Bank resident missions have also been helpful (although typically they pay at the high end).

Finally, research assistants can be a great help in monitoring project progress. It is easy to find recent college graduates who are highly motivated, bright and flexible and excited to have a chance to live in a developing country working on a research project. They typically don't have the technical skill to run their own project, but by working full-time with your host institution they can help troubleshoot the emergencies that inevitably arise, and can help you keep track of what is going on in the project, even when you are at work teaching your courses.

We're scholars because we are driven to follow our ideas wherever they lead us. Sometimes, that path runs through the tropics. Doing research abroad can introduce a complex set of tradeoffs in your life. They are not trivial to resolve and in the end everyone I know ends up sacrificing some in each of the dimensions I've discussed. I hope that some of these suggestions can reduce the ferocity of those tradeoffs.

# 2008 CSWEP Report continued from page 1

Most of schools represented in the non-Ph.D. survey came from the Carnegie Classification of Institutions of Higher Education (2000 Edition) “Baccalaureate Colleges—Liberal Arts” list as less than ten are schools with economics departments offering an undergraduate and Masters only economics degree. We obtained our highest response ever for the Ph.D. survey of 90.2 percent (102 departments responded) and a lower rate of 55.9 percent (81 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. The fraction of first-year Ph.D. students in all Ph.D. granting departments who are women increased between 2007 and 2008 to 34.9 percent, but this figure is still lower than the 38.8 percent peak in 2000. The female share

of newly completed Ph.D.’s has increased for the fourth year in a row to a new high of 35.1 percent in 2007. Assuming 4–5 years 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 figures for women at top ten or twenty Ph.D. granting departments are less encouraging.<sup>1</sup> The fraction of first-year Ph.D. students who are women at top ten Ph.D. granting depart-

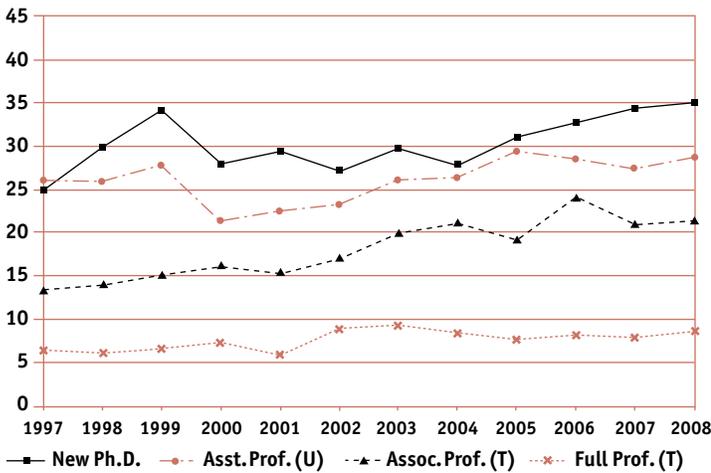
<sup>1</sup> These rankings are taken from *US News and World Report* 2008 Edition. The top ten departments in order are the Massachusetts Institute of Technology; University of Chicago; Harvard University; Princeton University; Stanford University; University of California–Berkeley; Yale University; Northwestern University; University of Pennsylvania; and the University of California–San Diego. The next ten top departments in order are Columbia University; University of California–Los Angeles; University of Michigan–Ann Arbor; University of Wisconsin–Madison; New York University; University of Minnesota–Twin Cities; California Institute of Technology; Cornell University; University of Rochester; and Carnegie Mellon.

**Table 1: The Percentage of Economists in the Pipeline Who Are Female, 1997–2008**

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>All Ph.D.-Granting Departments</b>												
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%	34.9%
ABD	26.8%	28.2%	33.0%	32.3%	30.2%	30.6%	32.7%	33.1%	33.9%	33.6%	32.7%	33.4%
New Ph.D.	25.0%	29.9%	34.2%	28.0%	29.4%	27.2%	29.8%	27.9%	31.1%	32.7%	34.5%	35.1%
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%	28.8%
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%	30.0%
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%	21.4%
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%	8.7%
N departments	95	92	77	76	69	83	95	98	93	96	102	111
<b>Top 10 Ph.D.-Granting Departments</b>												
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%	25.6%
ABD	25.0%	22.0%	25.2%	25.2%	26.6%	27.0%	26.1%	26.3%	26.3%	27.8%	27.6%	24.4%
New Ph.D.	16.5%	25.9%	24.3%	23.0%	30.5%	25.7%	26.3%	25.5%	31.4%	30.3%	27.5%	30.3%
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%	26.7%
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%	33.3%
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%	16.0%
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%	7.0%
N departments	8	7	7	7	10	9	10	10	10	10	10	10
<b>Top 20 Ph.D.-Granting Departments</b>												
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%	28.3%
ABD	28.6%	24.1%	25.4%	26.2%	27.2%	27.2%	28.4%	29.7%	28.9%	28.9%	27.1%	27.4%
New Ph.D.	24.9%	27.1%	28.1%	24.6%	26.8%	24.7%	24.8%	28.2%	30.7%	30.7%	30.8%	29.4%
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%	25.7%
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%	35.3%
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%	15.1%
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%	8.5%
N departments	17	16	15	15	18	18	19	19	20	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 Female—All Ph.D.-Granting Departments**



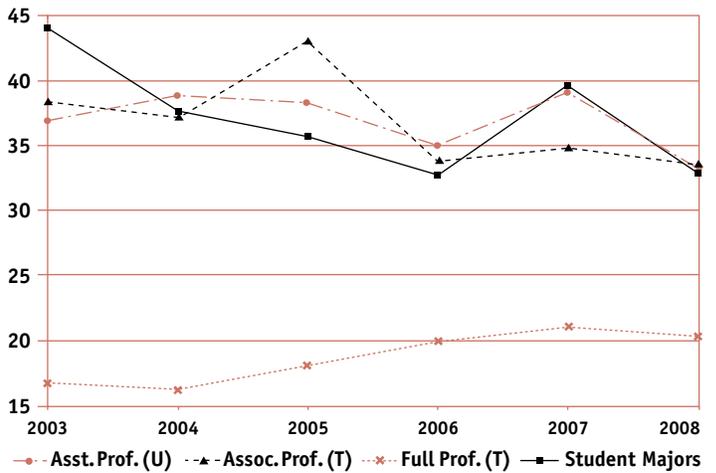
ments declined substantially between 2007 and 2008. The fraction of first-year Ph.D. students who are women at top twenty Ph.D. granting departments is about 5 percentage points lower than the corresponding figure for all Ph.D. granting departments. In addition, the fraction of new Ph.D.'s who are women at top ten or twenty Ph.D. granting economics departments is about 5 percentage points lower than that for all Ph.D. granting departments.

The female share of professors at all ranks shown in Figure 1 and Table 1 increased between 2007 and 2008, but in each case the 2008 figure is still lower than the previous peak. The share for female untenured assistant professors increased to 28.8 percent, the share for female tenured associate professors increased to 21.4 percent, and the share for tenured female full professors increased to 8.7 percent.

Computations based on figures in Table 2 shows that for 2008 a smaller share of women than men from top twenty departments are obtaining academic jobs, whether these jobs are in the United States or abroad (52.7 versus 64.0 percent). In 2008, about 30 percent of all doctorates granted to women were to women receiving doctorates from a top twenty department; also about 30 percent of all women finding jobs were from top twenty departments. While the pipeline is not leaky through completion of the Ph.D., this suggests that there will be proportionately fewer top-twenty-department trained female (than male) role-models and mentors in academic settings in the future .

Figure 2 presents data on the status of women in economics departments located in liberal arts institutions over the past five 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 2008.

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



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

Tables 3 and 4 present results from the 2008 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 are some differences between the share of women faculty by rank for all Ph.D. granting programs and those in the top ten or twenty departments at the assistant and full professor level. For example, although the share of women at the full professor level is approximately equal for all Ph.D. granting departments and for the top twenty Ph.D. granting departments, the share of female full professors at the top ten Ph.D. granting departments is 7.0 percent, while it is 8.7 percent for all Ph.D. granting departments. The greatest differences are at the associate professor level where the share of tenured women is lower for the top twenty departments (15.1 percent) versus all Ph.D. granting departments (21.4 percent). In terms of students, there is a gap in the share of women for all Ph.D. programs and the share of women in the top twenty programs. Women are 34.9 percent of first-year Ph.D. students in all Ph.D. departments but 25.6 percent in the top ten departments and 28.3 percent in the top twenty departments. The gap is larger for those who received their Ph.D. in 2007-2008. For all Ph.D. programs the female share of doctorates granted was 35.1 percent, but just 30.3 percent in top ten departments and 29.4 percent in top twenty departments.

Tables 2, 3 and 4 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. 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 positions in non-Ph.D. granting institutions and in public sector jobs. Focusing just on the U.S. job market (Table 3), women constituted 33.6

**Table 2: Employment Share by Gender 2008\***

	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
<b>U.S.-based job obtained, share by gender</b>	<b>77.2%</b>	<b>70.4%</b>	<b>75.0%</b>	<b>57.5%</b>	<b>73.5%</b>	<b>65.2%</b>
Academic, Ph.D.-granting department	52.3%	58.0%	33.3%	60.9%	36.1%	38.3%
Academic, Other	4.5%	3.0%	11.1%	8.7%	28.4%	29.6%
Public Sector	15.9%	11.0%	22.2%	13.0%	10.3%	11.3%
Private Sector	27.3%	28.0%	33.3%	17.4%	25.2%	20.9%
<b>Foreign job obtained, share by gender</b>	<b>22.8%</b>	<b>26.8%</b>	<b>22.2%</b>	<b>42.5%</b>	<b>20.4%</b>	<b>28.0%</b>
Academic	53.8%	65.8%	62.5%	70.6%	60.5%	50.5%
Nonacademic	46.2%	34.2%	37.5%	29.4%	39.5%	49.5%
<b>No job found, share by gender</b>	<b>0.0%</b>	<b>2.8%</b>	<b>2.8%</b>	<b>0.0%</b>	<b>6.2%</b>	<b>6.8%</b>
<b>Number of individuals</b>	<b>57</b>	<b>142</b>	<b>36</b>	<b>80</b>	<b>211</b>	<b>353</b>

Shares by detailed type of job, e.g., academic, public or private sector, sum to 100, except for rounding.

**Table 3: Percentage Female for Ph.D.-Granting Economics Departments 2008**

111 responding institutions

	Women	Men	Percentage Female
<b>A. Faculty Composition (2008–2009 Academic Year)</b>			
<b>Assistant Professor</b>	<b>200</b>	<b>493</b>	<b>28.9%</b>
Untenured	188	464	28.8%
Tenured	12	29	29.3%
<b>Associate Professor</b>	<b>107</b>	<b>377</b>	<b>22.1%</b>
Untenured	12	28	30.0%
Tenured	95	349	21.4%
<b>Full Professor</b>	<b>125</b>	<b>1,287</b>	<b>8.9%</b>
Untenured	4	13	23.5%
Tenured	121	1,274	8.7%
<b>All tenured/tenure track</b>	<b>432</b>	<b>2,157</b>	<b>16.7%</b>
<b>Other (non-tenure track)</b>	<b>150</b>	<b>299</b>	<b>33.4%</b>
<b>All Faculty</b>	<b>582</b>	<b>2,456</b>	<b>19.2%</b>
<b>B. Students and Job Market</b>			
<b>Students (2008–2009 Academic Year)</b>			
First-year Ph.D. students	498	928	34.9%
ABD students	1,092	2,177	33.4%
Ph.D. granted (2007–2008 Academic Year)	384	711	35.1%
<b>Job Market (2007–2008 Academic Year)</b>			
<b>U.S.-based job</b>	<b>226</b>	<b>376</b>	<b>37.5%</b>
Academic, Ph.D. granting department	88	174	33.6%
Academic, Other	49	75	39.5%
Public sector	29	43	40.3%
Private sector	60	84	41.7%
<b>Foreign Job obtained</b>	<b>64</b>	<b>171</b>	<b>27.2%</b>
Academic	38	99	27.7%
Nonacademic	26	72	26.5%
<b>No job found</b>	<b>14</b>	<b>28</b>	<b>33.3%</b>

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

percent of new hires in Ph.D. granting departments and 39.5 percent in non-Ph.D. granting academic programs. Table 2 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 eleven to twenty departments, and all the remaining departments. While there is a higher fraction of males in the top ten programs that end up in an academic position in a Ph.D. program than females, there is a fairly similar pattern in the types of other positions students in these departments end up in by gender. However there is a large difference in the occupational distribution by gender of students in the top eleven to twenty departments. A much higher fraction of male students end up as faculty members in Ph.D. departments than female students (60.9 versus 33.3 percent) while a much higher fraction of female students leave academia for public or private sector jobs. For students in the remaining 103 doctoral programs a slightly higher share of male students end up in academic positions in Ph.D. and non-Ph.D. departments. Focusing on jobs abroad, men from top twenty departments are more likely to end up in an academic job. Interestingly, women from other than top twenty departments are more likely to end up in an academic job than men (60.5 percent versus 50.5 percent).

The CSWEP survey also includes information on non-tenure track faculty. As seen in Tables 3 and 4, this category is disproportionately female. Among all Ph.D. granting economics departments in the United States, the female share of non-tenure track faculty is double that for the female share of all tenured/tenure track faculty (33.4 versus 16.7 percent). Similarly, in the top ten (twenty) departments women comprise 32.7 (26.8) percent of the non-tenured faculty versus 13.9 (15.0) percent of the tenured/tenure track faculty. More generally we see an increase in the share of all faculty at all Ph.D. granting institutions in non-tenured positions increasing from 10.8 percent in 2005 to 14.8 percent in 2008.

### 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 2008 survey of liberal arts institutions (plus less than ten departments that only granted BA/MA economics degrees) women were 33.1 percent of untenured assistant professors, 35.7 percent of tenured

associate professors and 20.7 percent of tenured full professors; comprising 27.6 percent of tenured or tenured track faculty versus just 16.7 percent in Ph.D. granting programs. The fraction of undergraduate majors who were women at these institutions fell to 32.8 percent from almost 40 percent in the 2007 survey.<sup>2</sup>

## 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 Dick Startz,

<sup>2</sup> Because of the historically substantially lower response rate to the liberal arts department survey than to the Ph.D. granting departments survey, there is less confidence in year-to-year trends and overall results in the liberal arts department survey. In early 2009 efforts will be made to obtain responses from a higher fraction of liberal arts departments.

included articles on being the boss, as there are an increasing number of female economists in leadership positions. Trish Mosser co-edited the Spring Newsletter that included articles alternative careers in economics. The Fall newsletter was co-edited by Linda Bell and featured a discussion on academic leadership. This issue also included an interview with 2007 Carolyn Shaw Bell Award winner, Olivia Mitchell and "Top Ten Tips on How to be Mentored." 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 six sessions for the January 2008 ASSA meetings in New Orleans. Anna Paulson organized three sessions on developing countries issues and Karine Moe organized three sessions on gender-related issues. After an extended discussion with AEA's Executive Committee, it was concluded that two CSWEP sessions would be published in

**Table 4: Percentage Female for Top 10 and Top 20 Ph.D.-Granting Economics Departments 2008**

A. Faculty Composition (2008–2009 Academic Year)	Top 10			Top 20		
	Women	Men	Percentage Female	Women	Men	Percentage Female
<b>Untenured Assistant Professor</b>	<b>23</b>	<b>63</b>	<b>26.7%</b>	<b>49</b>	<b>142</b>	<b>25.7%</b>
<b>Associate Professor</b>	<b>6</b>	<b>25</b>	<b>19.4%</b>	<b>14</b>	<b>56</b>	<b>20.0%</b>
Untenured	2	4	33.3%	6	11	35.3%
Tenured	4	21	16.0%	8	45	15.1%
<b>Tenured Full Professor</b>	<b>19</b>	<b>254</b>	<b>7.0%</b>	<b>39</b>	<b>418</b>	<b>8.5%</b>
<b>All tenured/tenure track</b>	<b>57</b>	<b>352</b>	<b>13.9%</b>	<b>111</b>	<b>627</b>	<b>15.0%</b>
<b>Other (non-tenure track)</b>	<b>17</b>	<b>35</b>	<b>32.7%</b>	<b>38</b>	<b>104</b>	<b>26.8%</b>
<b>All faculty</b>	<b>74</b>	<b>387</b>	<b>16.1%</b>	<b>149</b>	<b>731</b>	<b>16.9%</b>
B. Students and Job Market	Women	Men	Percentage Female	Women	Men	Percentage Female
<b>Students (2008–2009 Academic Year)</b>						
First-year Ph.D. students	61	177	25.6%	125	317	28.3%
ABD students	186	576	24.4%	349	923	27.4%
Ph.D. granted (2007–2008 Academic Year)	63	145	30.3%	107	257	29.4%
<b>Job Market (2007–2008 Academic Year)</b>						
<b>U.S. based job</b>	<b>44</b>	<b>100</b>	<b>30.6%</b>	<b>71</b>	<b>146</b>	<b>45.2%</b>
Academic,						
Ph.D.-granting department	23	58	28.4%	32	86	27.1%
Academic, Other	2	3	40.0%	5	7	22.7%
Public sector	7	11	38.9%	13	17	26.5%
Private sector	12	28	30.0%	21	36	36.8%
<b>Foreign Job obtained</b>	<b>13</b>	<b>38</b>	<b>25.5%</b>	<b>21</b>	<b>72</b>	<b>22.6%</b>
Academic	7	25	21.9%	12	49	19.7%
Nonacademic	6	13	31.6%	9	23	28.1%
<b>No job found</b>	<b>0</b>	<b>4</b>	<b>0%</b>	<b>1</b>	<b>4</b>	<b>20.0%</b>
<b>TOTAL</b>	<b>57</b>	<b>142</b>	<b>28.6%</b>	<b>93</b>	<b>222</b>	<b>29.5%</b>

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

the May Papers and Proceedings (P&P) edition of the *American Economic Review*. Lisa Lynch, the previous CSWEP Chair, made convincing arguments about how reducing the number of CSWEP sessions in the P&P to one would make a significant difference in the number of published P&P papers authored or co-authored by women. To make room for more sessions in the Papers and Proceedings, CSWEP's annual reports will no longer be published in that edition. The reports will be continued to be posted to the CSWEP web site and printed in the CSWEP newsletter.

In 2008 the American Economic Association Annual Meeting was held in New Orleans. At the business meeting Lisa Lynch 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 Olivia Mitchell of the Wharton School of the University of Pennsylvania. 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 Chair thanks Patricia Mosser and Caren Grown for their service on the 2008 Carolyn Shaw Bell Awards Committee. The 2008 winner of the Carolyn Shaw Bell award is Anne Carter and the Chair would like to thank Amy Schwartz, Patricia Mosser and Caren Grown for all their work on this award committee. The 2008 winner of the Elaine Bennett Research Prize is Amy Finklestein of MIT. This 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 Kathryn Shaw, Judith Chevalier and Monika Piazzesi for their service on the Bennett Prize award committee.

**Table 5: Percentage Female for Economics Departments in Liberal Arts Institutions 2008**

81 responding institutions

<b>A. Faculty Composition</b> (2008–2009 Academic Year)	<b>Women</b>	<b>Men</b>	<b>Percentage Female</b>
<b>Assistant Professor</b>	<b>49</b>	<b>99</b>	<b>33.1%</b>
Untenured	49	99	33.1%
Tenured	0	0	0.0%
<b>Associate Professor</b>	<b>53</b>	<b>105</b>	<b>33.5%</b>
Untenured	3	15	16.7%
Tenured	50	90	35.7%
<b>Full Professor</b>	<b>49</b>	<b>192</b>	<b>20.3%</b>
Untenured	0	4	0.0%
Tenured	49	188	20.7%
<b>All tenured/tenure track</b>	<b>151</b>	<b>396</b>	<b>27.6%</b>
<b>Other (non-tenure track)</b>	<b>52</b>	<b>82</b>	<b>38.9%</b>
<b>All faculty</b>	<b>203</b>	<b>478</b>	<b>29.8%</b>
<b>B. Student Information</b>			
<b>Student Majors</b> (2007–2008 Academic Year)	852	1,745	32.8%

As part of our ongoing mentoring efforts CSWEP sponsored one national mentoring workshop for junior faculty in economics after the January 2008 American Economic Association meetings in New Orleans. 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 Donna Ginther. We will conduct a regional workshop after the November 2009 Southern Economic Association meetings in San Antonio. The National Science Foundation has extended our funding for these national and regional workshops through 2008. 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 are continuing a Summer Fellows initiative in 2009 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 80 applications for 10 positions. For the summer 2008 program the number of sponsoring or cooperating institutions has been increased to almost twenty. In addition, field coverage has been broadened and outreach to under-represented minority candidates has increased.

### 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), Linda Bell (Eastern), Julie Hotchkiss (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, particularly Lee Fordham, for their essential contribution to our outreach mission. The terms of four of our Committee members ended in January 2009—Donna Ginther, Karine Moe, Anna Paulson and Dick Startz. Donna Ginther has agreed to serve a second term, continuing in her role as the CeMENT coordinator for one more year. Karine Moe has served two terms as the editor of the newsletter and Anna Paulson has served as the Midwest representative. Dick Startz has agreed to serve as the Summer Fellows coordinator for one more year even though he will not be on the Board. They have all made outstanding contributions and we are enormously grateful to them for their willingness to serve. The Chair thanks new committee members Kaye Husbands Fealing, Rohini Pande, and Ron Oaxaca 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—particularly Barbara Fiser and Susan

continued on back page

## CeMENT: Mentoring for Junior Faculty

The next Regional Mentoring Workshop is to be held in San Antonio, Texas, November 19 & 20, 2009, just prior the Southern Economic Association Conference (SEA). **Applications are due by April 1st.** Go to the CSWEP website Mentoring Programs page or type this address into your browser title bar:

<http://www.zoomerang.com/Survey/?p=WEB228PK2J4US2>

The next National Mentoring Workshop will be held in conjunction with the January 2010 AEA Annual Meeting in Atlanta, GA. If you are a junior professor, plan to submit an application to attend.

*If you are a senior professor, think of individuals who you think would benefit and encourage them to apply to either the regional or the national mentoring workshop.*

Preliminary results analyzing national CeMENT attendees, to be reported in a CSWEP and CSMGEP sponsored session in Atlanta, indicate that attending these mentoring sessions makes a difference!

CSWEP has received funding through 2012 from the American Economic Association to continue a series of mentoring workshops to help junior economists overcome the tenure hurdle, with a special focus on addressing the unique challenges that women face at the beginning of their careers.



Informal Mentoring in the CSWEP Suite at the recent AEA Annual Meeting

National workshops are designed for junior faculty whose institutions promote primarily on research and publications. Regional workshops are aimed at helping junior faculty in institutions where tenure is based on teaching, research and service.

At the regional mentoring workshops, participants are arranged into small groups based on their teaching/research areas and matched with a senior mentor. At the national mentoring workshops, participants are arranged into small groups based on their research areas and matched with a senior mentor. At both workshops the format and curriculum are designed to create and cement relationships among the participants, as well as between the participants and the mentors. Small and large group sessions will address issues such as identifying successful teaching strategies, tips from journal editors, networking strategies, balancing work and family, and issues regarding the tenure process.

We are pleased and excited to continue CSWEP's tradition of mentoring junior faculty. We hope you will apply, and look forward to seeing you at one of our workshops!

Visit our website for testimonials from past CeMENT participants: <http://cswep.org/mentoring/register.htm>



Kathryn Shaw (right) presents the Elaine Bennett Research Prize plaque to Amy Finkelstein at the CSWEP business meeting in January, 2009.

## Carter and Finkelstein Win Awards

continued from page 1

the Russell Sage Foundation and of the Corporation of Resources for the Future. She was founding president of the International Input-Output Association. A former dean of the faculty at Brandeis, she has also taught at Harvard University, Brooklyn College, and Smith College. A graduate of Queens College, Professor Carter earned her Ph.D. at Harvard-Radcliffe. Throughout her career as researcher, mentor, and colleague she has, truly, "furthered the status of women in the economics profession," as the Bell award recognizes. Letters from colleagues cite her "devotion to research and teaching in economics... tempered by an equal devotion to family, friends and the arts." They describe her as "brilliant," a "seminal force" in guiding both personal and professional development, "a demanding critic (in matters of research and administration), a voice for keeping ambitious goals for research and other endeavors, an inspiration for clear thinking and writing, and a source of encouragement and support." Her legacy of research, leadership, and collegiality are truly achievements "worthy of great admiration and celebration."

Professor Finkelstein, a Professor of Economics at the Massachusetts Institute of Technology, works at the intersection of public economics and health economics. She has found creative ways to identify the impact of changes in health care policy, such as the introduction of Medicare, the variation in tax subsidies for health insurance purchase, and the reform of federal liability rules relating to the vaccine industry, on health insurance and the utilization of medical services. Her path-breaking empirical work will influence the policy debate on the design of public interventions in health insurance markets in both the near term and over longer horizons. Professor Finkelstein received her Ph.D. from the Massachusetts Institute of Technology in 2001 and is a Research Associate and Co-Director of the Public Economics Program at the National Bureau of Economic Research. Prior to joining the MIT faculty she was a Junior Fellow at the Harvard Society of Fellows (2002–2005). She earned her Masters in Philosophy at Oxford University and completed her undergraduate degree, *summa cum laude*, at Harvard University.

## Even Negotiation Professors Forget to Ask continued from page 7

give up to determine your target. (For a detailed planning worksheet and other helpful planning documents, go to the tools section on my Website, [www.askforit.org](http://www.askforit.org).)

5. **Get ready.** There are three components to getting ready: building your negotiation muscles in the negotiation gym, role-playing, and psyching yourself up right before the negotiation. The negotiation gym is my six-week workout plan to build negotiation muscles (for more details, see my book, *Ask For It*, or email me and I'll send you the workout plan I give my negotiation students). It's also important to role-play before any important negotiation. Recruit a friend to play the other negotiator and practice the negotiation a few times. Brief them on the situation, the likely responses of the other negotiator (including your greatest fear about what they might say), and try out a few different strategies. Role-playing will greatly increase your confidence in your ability to handle yourself no matter what happens. And you'll be less likely to back down. Finally, right before the negotiation, make sure that you get yourself "psyched up." You want to be in a positive, upbeat frame of mind. Listen to music, go to the gym, chat with a friend to get you pumped up. The goal is to walk in feeling in a great mood, not angry or desperate.

Negotiation is a remarkable tool that can be used to advance your career, increase your happiness, and even save you some money. Every day, you'll find numerous opportunities to negotiate. Some may pass you by (as they did me), but it is never too late to ask for what you want!

---

### Resources:

Babcock and Laschever (2003), *Women Don't Ask: Negotiation and the Gender Divide*, Princeton University Press.

Babcock and Laschever (2008), *Ask For It: How Women Can Use the Power of Negotiation to Get What They Really Want*, Bantam Books.

Babcock, Laschever, Gelfand, and Small (2003), "Nice Girls Don't Ask," *Harvard Business Review* (October).

Babcock, Gelfand, Small, and Stayn (2006), "Propensity to Initiate Negotiations: A New Look at Gender Variation in Negotiation Behavior," in *Social Psychology and Economics*, (D. De Cremer, M. Zeelenberg, & J.K. Murnighan, Eds.). Mahwah, NY: Lawrence Erlbaum Associates, pp. 239-259.

Bowles and Babcock (2008), "Relational Accounts: An Answer for Women to the Compensation Dilemma," [http://ksgnotes1.harvard.edu/Research/wpaper.nsf/rwp/RWP08-066/\\$File/rwp\\_08\\_066\\_bowles.pdf](http://ksgnotes1.harvard.edu/Research/wpaper.nsf/rwp/RWP08-066/$File/rwp_08_066_bowles.pdf).

Bowles, Babcock, and Lai (2007), "Social Incentives for Gender Differences in the Propensity to Initiate Negotiations: Sometimes It Does Hurt to Ask," *Organizational Behavior and Human Decision Processes*, 103(2), pp. 84-103.

Bowles, Babcock, and McGinn (2005), "Constraints and Triggers: Situational Mechanics of Gender in Negotiation," *Journal of Personality and Social Psychology*, 89(6), pp. 951-965, 2005.

## Annual and Regional Meetings

### CSWEP Sponsored Sessions at the Eastern Economic Association Meeting

*February 27–March 1, 2009, New York, NY*

Friday, February 27, 2 p.m.

#### Financial and Labor Market Cyclicity

*Presiding: Linda Bell (Haverford College)*

Erica Groshen (Federal Reserve Bank of New York)  
"Turbulent Firms: Turbulent Wages"

Marianna Kudlyak (Federal Reserve Bank of Richmond)  
"The Cyclical Price of Labor When Wages are Smoothed"

Yuanyan Zhung (University of California, Los Angeles)  
"The Impact of Credit Market Imperfection and Sectoral Asymmetry on Chinese Business Cycles"

Beverly Hirtle (Federal Reserve Bank of New York)  
"Disclosure and Market Discipline in Banking"

Friday, February 27, 4 p.m.

#### Applied Topics in Health and Experimental Labor Economics

*Presiding: Erica Groshen (Federal Reserve Bank of New York)*

Anne Preston (Haverford College) "Differences in Preferences by Gender"

Anandi Mani (University of Warwick) "Mine, Yours, Ours? The Efficiency of Household Decisions: An Experimental Approach"

Janet Currie (Columbia University and the National Bureau of Economic Research) "Long-Term Effects of Health Shocks in Childhood"

Lenisa Vangjel (Michigan State University) "State Policies and Variation in Child Immunization Rates"

### CSWEP Sponsored Sessions at the Midwest Economic Association Meeting

*March 20–22, 2009, Cleveland, OH*

Friday, March 20, 8 a.m.–9:45 a.m.

#### Topics in Development Economics

**Presiding:** *Kaye Husbands Fealing (University of Minnesota, Humphrey Institute)*

**Discussants:** *Kaye Husbands Fealing (University of Minnesota, Humphrey Institute), Scott Drewianka (University of Wisconsin-Milwaukee), James Payne (Illinois State)*

Nirupama Devaraj (Valparaiso University) and Suchandra Basu (Rhode Island College) “Collective Action and International Carbon Dioxide Regulations”

Louise Grogan (University of Guelph) “Community Electrification and Labour Market Development”

Yuanyan Zhang (UCLA) “Credit Market Imperfection and Sectoral Asymmetry in China”

**Friday, March 20, 10 a.m.–11:45 a.m.**

### **Topics in Finance**

**Presiding:** *Anna Paulson (Chicago Federal Reserve)*

**Discussants:** *Jerry Marshke (Harvard University), Yuanyan (Sophia) Zhang (UCLA), Silvia Prina (Case Western), Shreemoy Mishra (Oberlin College)*

Sumit Agarwal (Chicago Fed) and Faye Wang (U of Illinois, Chicago) “Motivating Loan Officers: An Analysis of Salaries and Piece Rates Compensation”

Lakshmi Balasubramanyan (Indiana State University) “Measuring the Efficiency of Financial Inputs for Entrepreneurship”

Urvi Neelakantan and Angela Lyons (University of Illinois, Champaign-Urbana) “Household Bargaining and Portfolio Choice”

Jennifer Steele (Washington State University) “Diversion as a Screening Tool in Principal-Agent Models with Private Information”

**Friday, March 20, 3:15–5 p.m.**

### **Gender, Education and Labor Markets**

**Presiding:** *Mary Hamman (Michigan State University)*

**Discussants:** *Joyce Chen (Ohio State), Yee Fee Chia (Cleveland State), Ye Zhang (IUPUI)*

Daniel Rees (University of Colorado, Denver) and Joseph Sabia (American University) “The Effect of Breastfeeding on Educational Attainment: Evidence from Sibling Data”

Mary Hamman (Michigan State University) “Making Time for Well-Baby Care: The Effect of Maternal Employment and Paid and Unpaid Time Off”

Yi Qian (Northwestern University) and Basit Zafar (New York Fed) “Do Female Faculty Influence Female Students’ Choice of Undergraduate Major?”

## **Calls for Papers and Abstracts**

### **Southern Economic Association Meeting Call for Papers**

CSWEP will sponsor a number of sessions at the annual meeting of the Southern Economic Association to be held in San Antonio, Texas, November 21–23, 2009.

**One or two sessions are available for persons submitting an entire session (3 or 4 papers) or a complete panel on a specific topic in any area 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, 2009.

**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, 2009. 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

## **Session Summaries**

### **CSWEP Sessions at the Southern Economic Association Meeting**

Visit the CSWEP website for a description of these Sessions on the “Session Summaries” page at:  
[http://cswep.org/session\\_summaries.htm](http://cswep.org/session_summaries.htm)

### **CSWEP Sessions at the 2009 AEA Meetings**

Visit the CSWEP website for a description of these Sessions on the “Session Summaries” page at:  
[http://cswep.org/session\\_summaries.htm](http://cswep.org/session_summaries.htm)

## Two CSWEP sessions to be in the May *American Economic Review 2009 Papers and Proceedings*

### Session I: “Public Policies, Public Funding, and Their Impact”

Sharon Long (Urban Institute), Karen Stockley (Urban Institute) and Alshadye Yemane (Urban Institute) “Early Evidence on the Impacts of Health Reform in Massachusetts”

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

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

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

### Session II: “Human Capital Acquisition and Entrepreneurship”

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

Cynthia Bansak (St. Lawrence University) and Brian Chezum (St. Lawrence University) “How do Remittances Impact Human Capital Formation of School Age Boys and Girls?”

Stacey H. Chen (University of London), Yen-Chien Chen (National Taiwan University) and Jin-Tan Liu (National Taiwan University and NBER) “The Impact of Unexpected Maternal Death on Education—First Evidence from Three National Administrative Data Links”

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

## BRAG BOX

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

Professor **Christina Romer** (UC Berkeley) was nominated chair of President Obama’s Council of Economic Advisors and Professor **Cecelia Rouse** (Princeton) was nominated as a member of the Council of Economic Advisors.

Professor **Donna Ginther** (Director of the Center for Economic and Business Analysis at the U of Kansas) and Professor **Anne Winkler** (U of Missouri-St. Louis) were both quoted in *USA TODAY* (Jan 9) regarding recent unemployment among men and women. In terms of occupational sector and part-time status, women’s jobs may be partly shielded from the economic downturn and the increased number of dual earner families may be better able to withstand job loss.

**Rohini Pande** (Harvard University) a new CSWEP Board member, has been appointed to a three-year term as an Associate Editor of the *Journal of Economic Perspectives*.

Previous Bell Award winner, **Francine Blau**, has been named one of the five inaugural Academic Fellows of the Labor and Relations Association (LERA).

Kudos to the UC Davis Economics Department! Professors **Marianne Page** and **Ann Stevens** were promoted to full professor this year, joining **Martine Quinzii**, **Hilary Hoynes**, and **Deborah Swenson**. With women holding 5 of the 15 full professor positions in economics, UC Davis may have achieved the highest proportion of female full professors among U.S. universities.

Professor **Saranna Thornton’s** (Hampden-Sydney College) paper on “Stop the Tenure Clock” policies was reviewed in *Inside Higher Education* after she presented the research at a CSWEP/ASSA session in San Francisco.

**Esther Duflo** of MIT, past CSWEP Elaine Bennett Research Prize winner, has been awarded the position of Editor for the new American Economic Association *Journal of Applied Economics*.

**Monica Galizzi** was awarded the Eckstein Prize by the Eastern Economic Association for her article titled “Wage Changes, Establishment Growth and the Effect of Composition Bias.” The article was published in the *Eastern Economic Journal*.

**Sharon Oster** was appointed Dean of the Yale School of Management.

December 30, 2008 *The Economist* print edition article “International bright young things” named **Amy Finkelstein** and **Esther Duflo**, both winners of the CSWEP Elaine Bennett Research Prize, among 8 young economists (and the only women) who are “making a big splash in their discipline and beyond.”

**NOMINATIONS SOUGHT**  
*for the 2009*  
**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:

Barbara Fraumeni, CSWEP Chair  
 Muskie School of Public Service  
 University of Southern Maine  
 P.O. Box 9300  
 Wishcamper Center  
 Portland, ME 04104-9300  
 cswep@usm.maine.edu

**Closing date for nominations for the 2009 prize is September 15, 2009.**

**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 1, 2009–December 31, 2009) we urge you to renew your status. All donations are tax-deductible. If CSWEP is new to you, please explore our website, [www.cswep.org](http://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**

Visit the CSWEP website at <http://cswep.org/howto.htm> It's quick and secure. We accept Mastercard, Visa and American Express. (this site only works in Internet Explorer—Mozilla Firefox and Netscape have problems with the code)

**OPTION 2: MAIL**

If paying by check, please fill out the information below and send your donation to:

**CSWEP Membership**  
**4901 Tower Court**  
**Tallahassee, FL 32303**

(Please make check payable to CSWEP Membership)

**If you are a student, please fill out the information and send to the address below.**

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

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

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

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

Please supply your email address which will enable us to deliver your CSWEP Newsletter electronically. Doing so saves CSWEP postage costs and is another way to support our activities.

**NEWSLETTER DELIVERY: We would prefer to send your CSWEP Newsletter to you via email.**

**If for some reason you need to have this newsletter sent by U.S. Post, which will increase your donation by \$10 per year, please check here**

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, receiving the CSWEP Newsletter via email)

\$35.00 (associate level, receiving the CSWEP Newsletter via post)  \$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 <http://www.cswep.org/>**

To no longer receive mail from CSWEP, please email [cswepmembers@ersgroup.com](mailto:cswepmembers@ersgroup.com) or write to the address provided above.

## 2008 CSWEP Report

continued from page 14

Houston. The Chair also warmly thanks Deborah Arbique from the Muskie School of the University of Southern Maine who has provided extraordinary and indispensable administrative support for the Committee during the second half of 2008. The Chair also appreciates that the Muskie School and the University of Southern Maine is willing to host CSWEP for the next three years.

Finally, the Committee wishes to express their gratitude to Lisa Lynch for leading CSWEP for the past two-and-a-half years. Lisa Lynch stepped down from being Chair at the end of June to assume the position of Dean of the Heller School of Brandeis University. Being Chair is a very substantial time and effort commitment and Lisa has performed her duties at an extraordinary level. Finally, the Committee also thanks Kathy Spagnoli, who provided administrative support through the first half of 2008, and, along with Lisa, continues to be indispensable in facilitating the transition to a new Chair in a new location.

—Barbara M. Fraumeni

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## Please Note!

We would like to encourage you to keep your donation status current as we will be deleting older addresses from our mailing list. If you have not made your donation for the current association year (**January 1, 2009–December 31, 2009**) we urge you to do so. Post-docs: remember to make a donation once you graduate!

Check the label on your newsletter—it will list your last donation year.

Change to Donation amounts: The recommended donation amount is \$25.00 minimum donation today for receiving the CSWEP Newsletter via email and \$35.00 for those receiving the newsletter via post. CSWEP donations are for the current year only and are not carried into future years. **Remember there is no fee to become an Associate if you are a student!**

## Upcoming Regional Meetings:

### Eastern Economic Association

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

2009 Annual Meeting February 27–March 1, 2009

New York: Sheraton New York Hotel & Towers

### Midwest Economic Association

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

2009 Annual Meeting March 20–22, 2009

Cleveland: Marriot Cleveland Downtown at Key Center

### Western Economic Association

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

2009 Annual Meeting June 29–July 3, 2009

Vancouver, British Columbia: Sheraton Wall Centre

### Southern Economic Association

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

2009 Annual Meeting November 21–23, 2009

San Antonio: Marriott San Antonio Rivercenter

SEA deadline: April 1, 2009

CSWEP deadline: April 1, 2009

## CSWEP Activities

As a standing Committee of the American Economic Association since 1971, CSWEP undertakes activities to monitor and improve the position of women in the economics profession through the Annual CSWEP Questionnaire (results of which are reported in the CSWEP Annual Report), internships with the Summer Fellows, mentoring opportunities through CeMENT and the Joan Haworth Mentoring Fund, recognition of women in the field with the Carolyn Shaw Bell Award and Elaine Bennett Research Prize, support of regional and annual meetings, organizing paper sessions and networking opportunities.



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