Newsletter of the

Committee on the Status of Women in the Economics Profession

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Navigating the Tenure Process

2012 REPORT *of the* COMMITTEE *on the* STATUS *of* WOMEN *in the* ECONOMICS PROFESSION

submitted by Marjorie B. McElroy, CSWEP Chair

The American Economic Association created the Committee on the Status of Women in the Economics Profession (CSWEP) and charged it to monitor the status of women in the profession and to undertake professional activities to improve this status. In addition to surveying all U.S. economics departments for its annual statistical report, CSWEP sponsors six competitive-entry paper

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TOP TEN TIPS FOR WRITING RESEARCH, TEACHING, & SERVICE STATEMENTS

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Finkelstein wins John Bates Clark Medal

Amy Finkelstein, the 2008 winner of the Elaine Bennett Award, won the John Bates Clark medal awarded biennially by the American Economics Association to the top economist under age 40. Finkelstein is the Ford Professor of Economics at the Massachusetts Institute of Technology, from which she received her PhD in Economics in 2001. She holds an undergraduate degree in Government from Harvard University and an M.Phil in Economics from Oxford University, where she was a Marshall Scholar.

Finkelstein works at the intersection of public economics and health economics. The award committee recognized Professor Finkelstein for her ability to identify important and policy-relevant research areas and her careful and convincing empirical work. The committee also noted her sophisticated methods and important contributions to the literature on insurance markets.

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From the Chair

CSWEP at the ASSA/AEA Meetings, January 2013

Some 65 old and new friends of CSWEP gathered Business Meeting to review CESWEP activities and the status of women in the profession and to celebrate the recipient of the Carolyn Shaw Bell Award, Catherine Eckel of Texas A&M. Given annually to an individual who has furthered the status of women in the economics profession, Eckel presented an inspiring view of mentoring. In addition, given biennially for outstanding research by a woman near the beginning of her career, this year the Bennett Prize was awarded to Anna Mikusheva of MIT. Three of the six winners to date have gone on to win the Clark Medal. Mikusheva will receive her prize at the 2014 Business Meeting.

The 2013 AEA Meeting in San Diego saw the first CSWEP Mentoring Breakfast. Thirty senior women mentors and the first 110 junior economists who applied gathered for a modest breakfast and a rich networking experience. A meet and greet affair, participants could pick a table associated with a topic such as research, handling referee reports, teaching, grants, work-life balance or they could enter more open-ended discussions. Many had their immediate questions answered. Others initiated peer-to-peer or junior-senior mentoring relationships. The discussions went on long after the breakfast officially ended. Congratulations to Linda Goldberg and Terra McKinnish for creating and organizing this new way to mentor. Look for repeats at future AEA meetings.

The Executive Committee of the AEA continued to endorse the CeMENT national and regional mentoring workshops by continuing funding for the workshop organizers through 2014. The sentiment of the Executive Committee favored expanding these workshops and work is underway to find a feasible way to do so.

The Executive Committee of the AEA continued to endorse the CeMENT national and regional mentoring workshops by continuing funding for the workshop organizers. The sentiment of the Executive Committee favored expanding these workshops and work is underway to find a feasible way to do so.

As usual, competitive submissions to CSWEP generated six lively AEA paper sessions, three on gender-related issues organized by Susan Averett and Kevin Lang and three on health organized by Frank Sloan and Shelley White-Means. After reviews, eight of these 24 papers were selected for publication and are forthcoming in the Papers and Proceedings issue of the AER in May 2013.

Looking forward to the 2014 ASSA/AEA Meetings in Philadelphia, CSWEP will organize three sessions on gender-related topics and three sessions on structural econometrics. Look for the AEA 2013 call for papers in this *Newsletter,* in the summer *Journal of Economic*

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What is CSWEP?

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

Navigating the Tenure Process

Introduction by Petra Todd, University of Pennsylvania

The theme of the articles in this CSWEP newsletter is navigating the tenure process at different kinds of institutions. The articles describe how the process works and offer tips on steps that a junior faculty member can take to maximize the chances of a favorable outcome. One article also considers the relative benefits of going on the market during the tenure-track period.

In "The Tenure Process at Research Universities," I provide an overview of how the tenure process works at research-oriented institutions. The article describes how the process starts, the people involved, the different elements of the dossier, the different types of evaluation criteria, and the weight based on different criteria. With multiple demands on a junior faculty member's time, it can be difficult to decide where best to allocate effort in a way that ultimately will support a case for tenure. This article provides guidance as to how to divide your time between activities, such as research, teaching, applying for grants, attending conferences, giving seminars, and advising students and where to concentrate your efforts early in your career.

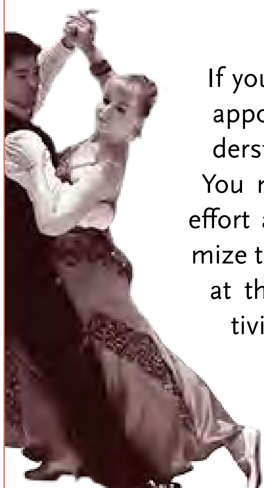
Having served as a dean and as a trustee at several leading liberal arts institutions, Cecilia Conrad has extensive experience in mentoring and evaluating tenure-track faculty. Although the stated evaluation criteria at liberal arts institutions are often the same as at research-intensive schools (research, service, and teaching), there are also important differences in the weights placed on these activities. Conrad describes the evaluation criteria at liberal arts institutions, which generally place greater weight excellence in teaching than in research-intensive institutions. She suggests ways of integrating research into teaching activities so that the two activities do not conflict, how to form collaborations with other researchers even when you may be the only person in your department working in your field, and how to continually improve your teaching skills.

Most institutions require that people who come up for tenure get so-called tenure letters from external evaluators. Although it may seem that this part of the tenure process is completely uncontrollable, given that the evaluators are not usually from the candidate's institution and most are not chosen by the candidate, there are in fact several strategies that junior faculty can pursue during the time leading up to tenure. Rachel Croson discusses ways of getting senior people to know about you and your work. She explains the importance of thinking about future potential letter writers very early on in your academic career and how you can, over time, cultivate professional relationships with them.

Donna Ginther discusses the pros and cons of going on the job market as an advanced junior economist. Her article describes the expectations that the market will have for an advanced junior economist in terms of publications and new research projects beyond the Ph.D. It also considers what factors can help you make a move from a non-academic job into an academic job. Junior economists often go on the market the year that they come up for tenure. Ginther discusses multiple reasons why going on the job market may be a good idea even if the prospects for tenure at your current institution are good. ■

The Tenure Process at Research Universities

—*Petra Todd, University of Pennsylvania*



Petra Todd (right), master of the Tango *and* the Tenure Process.

If you are just beginning a tenure-track appointment, it is critical that you understand how the tenure process works. You must decide how to allocate your effort across multiple activities to maximize the chances of a favorable outcome at the tenure review stage. These activities include conducting research, teaching, applying for grants, attending conferences, traveling to other universities to give seminars, refereeing, doing university service, and advising graduate and undergraduate students. This article provides an overview of how the tenure process typically works at a research-oriented university.

First, when does the tenure process begin? The formal tenure process begins about one year before your untenured appointment ends, or earlier if you decide that you would like to be reviewed for tenure ahead of schedule. The length of an untenured appointment varies across institutions but is usually around six years. Some institutions promote assistant professors to an untenured associate position, in which case someone may not come up for tenure for up to 10 years.

For faculty at research-oriented institutions, the primary consideration is your research output. However, most academic institutions also care about teaching quality, so your teaching performance is an important consideration.

The first step in the tenure process is usually a request that you write up a research and teaching statement. The research statement is a detailed outline of your research agenda. The teaching statement describes the teaching you did as well as your views on teaching. Before writing these statements, ask for samples of statements that have been used successfully in the past.

The second step in the process is that the tenured faculty form a committee to conduct an *internal review* of your research and teaching. The committee usually consists of tenured faculty members from your department who work in a similar research area. The research committee members read both your published and unpublished papers. They often summarize the main contributions in writing and form a recommendation about whether you should receive tenure.

A similar committee may be formed to evaluate your teaching. The teaching committee (which may or may not be the same as the research committee) will review the history of your teaching in terms of classes taught, teaching scores, and comments received from students in the classes that you taught. A teaching review may include a polling of students to get additional feedback on your quality of teaching. The members of the teaching committee will usually also comment on your advising of graduate and undergraduate students, including the number of students advised and whether you supervised graduate students, either as a thesis committee member or as a main adviser.

Another important part of the tenure process at most research-oriented institutions is the *external review.* It is usually mandatory to solicit outside letters for tenure-track faculty who wish to be considered for tenure. Typically, senior faculty decide on a list of names of tenured faculty at outside institutions (usually leading institutions) from whom to request review letters. You may be asked to also suggest a few names. Letters are requested from 10-15 people, which may include your graduate adviser. The reviewers from outside institutions are supplied with your c.v. and sometimes with a set of your main papers. They may also get your research and teaching statements. If you have gone on parental leave at some point, the reviewers are usually advised to disregard the time spent on leave. (For example, someone who is at the tenure review stage after seven years with one year leave would be regarded in the same way as someone who has been out for six years.)

External reviewers are asked to comment on the quality of your research, the impact that your research is having on the profession, and to make comparisons between you and other people of a similar vintage or working in a similar area who have been promoted. For example, the reviewers are asked to make statements such as "Candidate X's research productivity is of higher quality than that of Y, who recently received tenure as institution Z." At leading institutions, there is an expectation that you have become reasonably well known for some of your research. The main purpose of the external review is for your own institution to get an outside assessment of the quality of your research and contributions, but the process of sending for outside letters also is a signal to individuals at many other universities that you are up for tenure and therefore possibly also on the job market.

After the outside review letters are received, the letters and the research and teaching statements are then distributed among the tenured faculty in the department. The faculty vote on whether to recommend tenure. If a sufficient fraction vote affirmatively (the rules vary across institutions), then a *dossier* is assembled that includes your c.v., the research and teaching review statements produced by the committees, your teaching and research statements, a record of your teaching scores, all of the external review letters, the results of the faculty vote, and usually a letter from someone like the chair of the department discussing the merits of your tenure case.

The dossier then typically gets reviewed by a university-level committee, in some cases a standing committee and in others an ad hoc committee appointed by the Dean. That committee will include faculty from other departments across the university (for example, from the college of arts and sciences if the economics department is housed in the college of arts and sciences.) The precise process and the size and composition of the committee will differ by institution. This committee again reviews the evidence on your research and teaching/advising. They will also make note of other ways in which you may have contributed to the university (for example, by receiving major grant awards or by doing university service). This committee often writes another review of your dossier and votes on whether you should be recommended to the Dean for tenure. If so, the dossier then proceeds to a higher-level university administrator (for example, the provost), where it is subject to another review and approval process.

Now, let us return to the question of how to best allocate your effort across multiple competing activities: conducting research, doing teaching, applying for grants, attending conferences, organizing seminars, refereeing, doing university service, and advising graduate and undergraduate students. Given the time lags involved in the publications process and the primary weight given to research in the tenure review process, your primary focus should be on getting publications in the best outlets possible, especially early in your career. Because many external faculty will be asked to assess your research, it is also important to make your research known by attending conferences and traveling places to give seminars, especially if you have an opportunity to present in front of audiences

. . . your primary focus should be on getting publications in the best outlets possible, especially early in your career.

that eventually may be involved in your tenure review process. It is not very useful, though, to go to conferences/seminars if doing so interferes with your capacity for getting your own research done.

With regard to teaching, universities keep records on past teaching performance, including scores and comments received from students. Bad teaching can come back to haunt you. It is therefore important to not have scores that are systematically below the average for your department, and also to try to not have any particularly bad comments in your teaching portfolio that could raise questions about your ability to teach. Clearly, evidence of good teaching, such as teaching awards, will only increase your chances of being awarded tenure. But good teaching will not compensate for inadequate research, especially at leading research-oriented institutions. If you are unfortunate enough to have low teaching scores early in your career, your teaching record will look a lot better if there is improvement over time, as more recent teaching receives a higher weight than teaching done years earlier.

If you are assigned to a course in which you are having a very hard time getting decent teaching ratings, you may want to consider asking for a reassignment. It is often harder to get good scores in large, mandatory classes. Many universities have teaching centers that will help

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you to improve your teaching, but you may have to take the initiative and seek help. Even if nobody in your department tells you that your teaching is a problem, you should be proactive and try to improve your teaching on your own because low teaching scores are almost always a problem at the tenure review stage.

What about other activities that take a lot of time, like refereeing? Many faculty receive numerous requests to do referee reports for various journals. When someone asks you to referee a paper, here are some questions you should ask yourself. Is this a referee request from a journal you might submit a paper to someday? Are the members of the editorial board that are going to read your referee report the kinds of people who might eventually be reviewing your work? Is this paper related to your research, and will you potentially learn something from reviewing this paper? If the answer to most or all of these questions is "no," then you should not feel obligated to referee the paper. You do not have to referee every paper you get asked to referee. On the other hand, if you say no to refereeing a paper that is clearly in your area or from a well-known editor and/or from a leading journal, then the editor is likely to view that negatively. You should do refereeing, but you do not need to referee excessively, particularly if you have a backlog of reports to do and in cases there is no benefit from doing so.

. . . success in getting grants will not be viewed as favorably as success in getting research published. You should allocate effort to applying for grants to the extent that it facilitates your research . . .

Lastly, should a junior faculty member spend a lot of time applying for grants? Getting an NIH or NSF grant or other large grant will be viewed positively at the time of the tenure review. However, success in getting grants will not be viewed as favorably as success in getting research published. You should allocate effort to applying for grants to the extent that it facilitates your research (for example, when the grant allows you access to better data, makes it possible to hire productive research assistants, or facilitates collaboration with coauthors). Grant applications can be complementary with writing research papers. However, sometimes grant money is available for working on topics that may not lead to important research contributions. Sometimes the time delay before getting the grant is such that the grant will not facilitate research that can reasonably be done prior to the tenure review stage. Grants for doing data collection would fall into this category. If the data collection is unlikely to lead to a research publication in time for your tenure review, then it may be best to postpone the project until later.

It is a good idea as a junior professor to meet periodically with the chair of your department, or with some other senior faculty member with whom you feel comfortable, to talk about your progress. If such a meeting is not mandatory, then try to arrange a regular meeting on your own. That way, you can learn whether the senior faculty member thinks you are making good progress and get any recommendations for improvement.

You should also seek out advice from senior faculty when you are responding to an editor's letter and to referee reports on a paper that you submitted, particularly for your first few submissions. Senior faculty have a lot of experience responding to editors' letters and to referees, and they are usually happy to provide advice in this regard. There is an art to crafting responses to referees, and it usually takes a while to develop these skills. If your paper gets turned down at some journal, senior faculty can often provide good guidance on other places to try. They usually keep track of what kinds of editors are working at which journals and who is likely to be favorable to the type of research that you do. Do not hesitate to seek out advice from more experienced faculty, even if no formal advising system may be in place.

The tenure process is unquestionably one of the most important times in your career, but it should not be a mystery. Understanding the process can hopefully help you prepare for it. Every department has its own idiosyncrasies, though, and you should talk to your chair or other senior colleagues about how the tenure process works at your institution well before it officially starts. ■

The Tenure Process at Liberal Arts Colleges

—Cecilia Conrad, MacArthur Foundation

On paper, liberal arts colleges base tenure decisions on the same criteria as master's degree or research-intensive (R-1) institutions: research, teaching, and service. However, teaching and service generally receive more weight at a liberal arts college than at an R-1 university. How much more weight will depend on the institution, and the expectations for research vary widely.

The guidance that I provide here is based on my experience as the academic dean at Scripps College and Pomona College and as a trustee at Muhlenberg College. It is general guidance and you will need to adapt it to the specifics of your institution. If you haven't already done so, read the relevant section of your faculty handbook for your institution and make an appointment with the Dean or the chair of the faculty personnel committee to review the procedures.

Teaching

What distinguishes liberal arts colleges from other types of institutions is the close interaction between faculty and students, an emphasis on excellence in teaching, and the integration of academic and residential life. A teaching load of 3-3 is standard, but a few wealthy, highly selective colleges have a 2-2-course load. In addition, you are expected to hold regular office hours, to be available for appointments outside of office hours, to supervise independent student work or senior theses, and, at most institutions, to serve as a pre-major academic advisor. In other words, you will be devoting considerable time and effort to formal and informal teaching activities. Hence, it makes sense that those activities will count in the tenure decision.

To evaluate teaching effectiveness, some colleges supplement the standard Likert-scale, end-of-the-semester course evaluations with personal narratives from students. For example, Pomona College, Muhlenberg College, and Amherst College solicit retrospective letters of evaluation from students and former students. Evaluations of teaching effectiveness may also include classroom visit reports and assessments of teaching materials by external reviewers.

I list below, in no particular order, tips on how to meet the standards for teaching effectiveness:

- Before you begin, find out about the department's standards for grading, the typical workload for readings and assignments, etc. If you plan to deviate from the department norm, communicate this to students in the syllabus or on the first day of class.
- Don't wait until the end of the semester to solicit student feedback. Periodically ask individual students, ideally representing a range of performance, whether the pace of the class is too fast or too slow, how much time they are spending on homework assignments, etc., and recalibrate as needed. One-on-one conversations are likely to be more informative than responses to a formal survey, and they build relationships. A student who has been asked once is likely to volunteer feedback in the future.
- Read the narrative comments on your end of semester course evaluations.
- If you receive feedback from students or peers suggesting the need for improvement, seek expert advice on what changes are needed and make them. Liberal arts colleges may have formal resources such as a teaching and learning center or a teaching consultant to assist you. If not, identify a senior colleague, perhaps someone in a different department, with a reputation for quality teaching and ask for advice. One oft-neglected resource is auditing the classes of other professors.
- Read articles on pedagogy, and attend a teaching workshop or sessions on economics education at the ASSA meetings.
- Document your efforts to improve teaching. The teaching statement in your tenure dossier should show that you have been self-reflective about your teaching and conscientious about making adjustments as needed. Keep copies of syllabi, course assignments, web pages, and even lecture notes.

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Finally, a liberal arts college is a small place. Informal information—I call it "the buzz"—will influence the assessment of your teaching. If enrollments are good and if your colleagues, particularly those in other departments, hear good things from their advisees about your classes or hear you talk about your teaching, they will lean toward a positive assessment.

Professional Activity (Research)

Just as at an R-1 institution, successful candidates for tenure in economics at liberal arts colleges will have published articles in peer-reviewed journals. Expectations as to the number of articles published and the quality of journals in which articles are publications vary considerably across institutions. Although a few institutions have begun to publish specific guidelines regarding research expectations, liberal arts college faculty are reluctant to codify a number of publications or other specific criteria. The best source of information will be senior colleagues both within your department and in related disciplines. Generally, the expectation for the number of publications will be lower at a liberal arts college than at R-1 institution, with some tradeoff between quality and quantity.

The biggest challenge at a liberal arts college is finding time to produce research.

Peer-reviewed economics research published in scholarly journals is the gold standard at liberal arts colleges, but liberal arts colleges may be receptive to other forms of scholarly work. For example, the dossier of a successful candidate might include three or four peer-reviewed articles and a policy monograph issued by a well-respected think tank or cited in legislative testimony. Research on teaching and learning that is published in peer-reviewed journals may be given nearly the same weight as more traditional scholarship. In addition, liberal arts colleges are likely to value interdisciplinary work.

The highest-ranked liberal arts colleges solicit external evaluations of professional activity, but this practice is a new one at many other institutions and there are still a few liberal arts colleges that rely entirely on internal assessments of professional activity. Typically, the list of external referees will include individuals recommended, either directly or indirectly, by the candidate under review. The list of referees will also include individuals with experience at liberal arts colleges.

The biggest challenge at a liberal arts college is finding time to produce research. Teaching is a time-intensive activity, and the students at liberal arts colleges have high expectations with respect to faculty engagement. The immediate rewards from working with students are seductive as compared with the long-term, sometimes frustrating experience of getting an article published. Tasks can't be delegated to graduate research assistants. You will need to customize a research strategy to your institution and your personality. Here are some examples of strategies that have worked:

- If you have high-quality undergraduate students, identify ways in which they can make meaningful contributions to your research. Engaging undergraduates in your research will help you finish the project and will count as part of the teaching dossier. Undergraduate assistants can prepare annotated bibliographies or literature reviews, collect and format data, conduct preliminary analyses of data, and keep you thinking about your research.
- Collaborations with colleagues at R-1 universities can give you indirect access to graduate research assistants and other resources. One challenge for maintaining a research agenda at a liberal arts college is isolation. You are likely to be the only person with your sub-specialty (e.g., labor economics, public economics) in your department. Participate in seminars at nearby universities. Invite senior researchers to give presentations at your college. If geography permits, explore whether there is office space that you might use once a week or even once a month.
- Join a peer-mentoring group either with economists at other institutions or with faculty from other disciplines at your institution. A recently tenured faculty member at Pomona finished a book manuscript in part by organizing weekly writing sessions where faculty from across disciplines gathered in a classroom with laptops to write.

When you prepare your tenure dossier, be aware of the membership of your college's tenure review committee. Typically, the committee will not include economists. The

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Tenure Letters

—*Rachel Croson, University of Texas at Dallas*

Almost every institution, from the top research universities to liberal arts colleges, requires that faculty who are coming up for tenure be externally reviewed by scholars in their field. In this article, I discuss some challenges specific to the external review process and provide some advice on how to manage those challenges.

Research-intensive universities typically seek 10-15 letters for each tenure candidate while other colleges and universities often seek from three to eight letters. Letters come from above-rank faculty (usually full professors, but sometimes tenured associate professors). Although most letters come from faculty at peer or aspirational institutions, individuals who are themselves well respected but are at lower-ranked institutions are sometimes solicited to write letters as well.

However, not everyone who is asked to write a letter agrees to do so, and an exceptionally low positive response rate is considered a negative signal. How do you as a tenure candidate ensure that your letters are written by the right evaluators, and who are the right evaluators anyway?

Who Should Be Asked?

Ideally, letters should be written by leading scholars in your field of specialization who have no conflict of interest and can objectively evaluate your work. The latter two conditions (no conflicts and objective evaluation) typically exclude co-authors and sometimes exclude dissertation advisors, although occasionally these individuals are asked to write an additional, "non-arms-length" letter for other purposes. However, the biggest challenge is ensuring that the letters are requested from appropriate individuals in your field.

This challenge especially emerges when the tenure committee includes members who are not in your field of specialization, for two reasons. First, the committee members may simply not know who the leading scholars in your field are. One strategy that I have found helpful is to identify *objective* sources that list those individuals and to communicate that information to the chair of the tenure committee. This does not mean that you should name your friends. It means that you should find resources to help your committee identify the right letter writers. For example, the masthead of a field journal, the attendance list of an NBER or similar specialty conference, or examples of ASSA sessions where this type of work is presented can provide guidance to tenure committees and ensure that the people who are asked to write letters are indeed specialists in the field.

When you finish a paper and are ready to send it to a journal . . . go through the reference list and send a copy to everyone who isn't dead

Second, each field has its own idiosyncrasies. Perhaps there is a political or philosophical divide or a famous senior faculty member who is particularly challenging. Having a frank discussion with your tenure committee chair about any "minefields" in your area can ensure that letters are solicited and interpreted appropriately.

Developing Letter Writers

Ideally, when your letter writers are asked to write on your behalf, they are already familiar with your work. Indeed, the most common reason why letters are declined (and one of the most damaging things that a letter can say) is "I've never heard of her."

To avoid this challenge, you need to identify and develop your letter writers early in your career. This means thinking *now* about who might write your letters at tenure time and engaging in interactions with them well beforehand. These interactions can take multiple forms; for example, you might invite potential letter

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Should I Stay or Should I Go Now? Going on the Job Market Prior to Tenure

—*Donna K. Ginther, University of Kansas*

There are many reasons to consider going on the job market after obtaining your first job and before receiving tenure. You may have personal reasons to relocate, such as a joint location problem or a regional preference. You may have professional reasons, such as finding a department that is a better match for your research and advancing your career. Or you may want to change sectors from academic to non-academic or vice versa. In this essay, I discuss navigating the job market as a pre-tenure junior economist and the special case of going on the job market when you are coming up for tenure.

When going on the job market as an advanced junior economist, it is important to send a strong signal to potential employers. These days, many new PhDs have a publication before finishing their degree. Thus, if you are looking to stay within academia, it is best to wait 2-4 years after the PhD so that you have published some of your dissertation and have had a chance to develop new research projects. A strong junior candidate should have published one or two papers from her dissertation, presented at conferences, given seminars at other universities, and have one or two working papers in addition to the dissertation research. It is ideal to have a letter writer who knows your work but is not part of your dissertation committee.

If you started in a non-academic job and want to move into academia, your job market signal needs to be very strong in order to be competitive. In particular, you need at least two publications in good journals (top general or field journals) and professional activities that resemble those of junior academics. If you are desperate to move into academia and have no time to publish, I strongly encourage you to consider a post-doc in order to have sufficient time to develop your research and become competitive for academic jobs.

In general, a pre-tenure economist will apply for assistant professor listings and be competing against the regular crop of new PhDs. Some institutions express a preference for advanced junior economists, and I recommend that you apply to those positions if they are a good fit. In addition, the Federal Reserve banks often have a preference for hiring seasoned junior economists. Most Federal Reserve banks have strong research departments, so if you want a research job you should consider these positions.

Moving from a current job to a new job has its benefits. You can and should be picky. Don't apply for positions that you would not seriously consider taking. It is a waste of your time and the institution's time for you to do so. If you know someone at a prospective employer, I suggest calling and asking about the position and whether you would be a good fit. Sometimes universities list "Any Field," but they really want to hire a macroeconomist. Knowing that information will be helpful to you as you decide to apply. Your colleague at the prospective employer should be able to provide information on the job search and let you know whether they think you are a good fit. If you do apply based on their advice, your colleague will likely advocate for your candidacy within the department.

In order to preserve relationships at your current employer, I suggest that in most cases you be discreet about going on the market. Your chair and colleagues may resent your wanting to leave, and if you do not manage to get an offer, that will send a negative signal and may affect your treatment at your current employer in the future. Discretion is not always possible given *Econ Job Market Rumors,* but most potential employers will understand your desire to be discreet. However, if you are leaving as the result of a joint location problem—to find two jobs at the same institution or to be closer to your partner or spouse—then you should tell your department chair. It may provide the institution with needed impetus to assist with your joint location issues.

Since it will be difficult to keep your status on the market entirely secret, you need to be careful about how you describe your current department, colleagues, and reasons for being on the market. Prospective employers want to hire people who will have a positive impact on their department, and no one wants to hire a negative or disgruntled colleague.

Going on the Job Market When You're Up for Tenure

Going on the job market when you are up for tenure is generally a good idea. It is more difficult to move with tenure, and if you do want a new or better job, the year before or during your tenure process is a good time to go on the market. Your job market signal should be strong at that stage of your career, and there may even be an opportunity for you to get a tenured offer at another institution. There are several issues to consider when going on the market near your tenure review.

First, if your department has signaled that you are unlikely to get tenure, I recommend that you forgo the tenure process and go on the market as soon as possible. This will give you an opportunity to go on the market without the negative signal of being denied tenure. In some cases you may get a tenured offer at a lesser-ranked department or the opportunity to reset your tenure clock. The exception to this advice could be for those at the very top departments, where tenure rates are so low that a negative outcome is not a particularly negative signal. In this case, the process of recruiting letter writers might serve as an advertisement of the quality of your record and generate interest in you as a potential hire. You should seek advice from senior mentors on your decision if you think this situation applies to you.

Second, if you really want a new job, even if you have your department's support for tenure, I recommend going on the market the year before or during your tenure year. Your job market signal should be strong, and you should have developed a set of potential letter writers who could provide references for your job search. As before, you should be discreet in this case in order to preserve your existing relationships.

Third, if your department is supporting your tenure case, but the outcome is uncertain, you may want to go on the market as an insurance policy. The tenure process can be noisy—you may have your department's full support, but the higher levels of the administration may view your tenure case with skepticism. Having another job opportunity while being considered for tenure can be beneficial. If you are turned down for tenure, you can change jobs immediately. If you receive another offer, you may be able to improve your current situation. However, you should find out whether your institution takes a dim view of going on the market while being reviewed for tenure. Each institution is different, and you need to know how this will be viewed at all levels of the institution. Although economists understand rational utility-maximizing behavior, this may not be true of the dean or the administration. If you learn that your institution does not appreciate candidates going on the market while being considered for tenure, you should weigh this information carefully when you consider entering the market.

Even minor issues can be important for your long-term productivity. I always have regretted not asking for better access to parking.

If you do receive a tenured offer, it may help your situation at your current employer. Generally, it is more difficult to get a tenured outside offer than tenure internally, so this signals that your record is strong. A tenured offer will also be helpful if you want to come up for tenure early. If you have a tenured offer from another comparable or better institution, this is a strong, positive signal to your current institution and will likely improve your probability of getting tenure. You can also use this offer to negotiate improvements in your job at your current institution. However, a tenured offer at a lesser-ranked institution may not even be countered. Be careful here—trying to use an offer from a lesser-ranked institution to get tenure or to negotiate higher pay, a lower teaching load, or the like may alienate your current colleagues.

Negotiating When You Get an Offer

In academia, a faculty member only has bargaining power between when they receive an offer and before they accept it. This is the best time to negotiate the terms of your employment. I recommend reading one of Linda Babcock and Sara Leschever's books, *Women Don't Ask: The High Cost of Avoiding Negotiation—and Positive Strategies for Change* or *Ask For It: How Women Can Use the Power of Negotiation to Get What They Really Want,* prior to going on the job market so that you can prepare yourself for the negotiation process.

Start by knowing the market price for economists and asking for a salary that is competitive. Salary results from

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the AEA's Universal Academic Questionnaire are published in the *Papers and Proceedings of the American Economic Review*. The latest article was published in 2012 and is available at **http://pubs.aeaweb.org/doi/pdfplus/10.1257/aer.102.3.631**. The article provides information on the average starting salary by academic rank and institution type. I suggest that you use this information to evaluate whether your salary offer is competitive. If your starting salary is a bit below the market, as your salary is adjusted over time as a percentage of your base, you will fall further and further behind the market salary for economists. Thus, it is important to maximize your starting salary offer.

Next, know thyself. What is important for you in taking a new job? Is it money, research support, a reduced teaching load, or other considerations? I would start by making a list of everything that you need and want from your new position and asking for it once you receive your first offer. For example, if you want tenure or a shorter tenure clock, now is the time to get this in writing. One-time expenditures (e.g. computers, data, office furniture) are often easier for universities to accept than paying salaries above the market rate. You will only get what you need if you ask.

Other considerations can be very important. There's an old saying, "If Mama Ain't Happy, Ain't Nobody Happy." The same is true for your partner, spouse, and children. You want to negotiate an offer that maximizes your household utility and minimizes the costs of relocating. Always ask the institution to cover your packing and moving expenses. Moving is stressful and disruptive, and any assistance the university can provide in defraying the financial and psychic costs is very important. If you have a joint location issue, ask for assistance now. Universities are increasingly willing to assist with another academic job or in some cases placement services for your non-academic spouse or partner. If you need daycare for your children or want paid parental leave, these are also important considerations. Read the relevant sections of the faculty handbook before negotiating.

Even minor issues can be important for your long-term productivity. I always have regretted not asking for better access to parking. While parking far from my office gives me an opportunity to get more exercise, it makes it time consuming to get to meetings because I always have to search for the elusive parking space. When I suggested making a list of everything that is important for you and your work, I did mean everything!

Unless you are certain that you want to leave your current institution, you will also want to negotiate with your current employer to see whether they would be willing to improve your compensation and working arrangements once you have an outside offer. Few new job offers are perfect, and you will want to weigh your potential new job against what is hopefully an improved position at your current employer. I recommend negotiating the best deal with your prospective employer and then showing that written offer to your current department chair. As before, I suggest writing down a list of changes that will improve your current employment situation and sharing that with your chair as well. The chair will most likely take this to the Dean's office and ask for support in providing a counter offer. Most likely, your current institution will not fully meet your offer. Your chair is an economist who knows that you will be indifferent iff the Benefit of New Job – Cost of Moving = Improved Benefit of Current Job. Also, you need to know your current employer's policies. Some institutions are very explicit about not countering offers from nonacademic employers or lesser-ranked institutions. You should keep this in mind as you negotiate with your current employer. If the institution refuses to counter or barely attempts to counter when you have an offer from a comparable or better institution, then you should seriously consider changing jobs.

Making the Decision to Move

In some cases, one offer dominates the other and the decision is easy. In other cases, the decision to move is not so clear. You need to carefully weigh the costs of moving. In my experience, it takes about one year to reestablish your household in a new location where you know how to get to where you need to be, where to buy groceries, where to have fun, and where to find appropriate activities for your family. I recommend asking for a reduced teaching load to assist with making this transition. If you are moving a spouse, partner, or family, it's important to have their support. If the move causes personal difficulties it will likely create professional difficulties as well, and you need to keep this in mind as you weigh your decision.

In conclusion, it is easier to move prior to tenure than after receiving tenure. As you consider going on the job market prior to tenure, make sure that you have a strong signal, apply for jobs that you would seriously consider taking, and negotiate an offer that meets both your personal and professional needs. ■

Liberal Arts Colleges continued from page 8

membership may include faculty from the Arts, the Sciences, and the Humanities. Your research statement will need to translate your research into language that they can understand, and it will need to contextualize your work so that they can appreciate its significance for your discipline or for society.

Service

Faculty at liberal arts colleges have the governance responsibilities common to all faculty but may also have responsibility for tasks performed by professional staff at larger institutions. Examples of these tasks include pre-major advising, fellowship advising, oversight of animal welfare, and assessment of educational learning outcomes. Generally, institutions protect pre-tenure faculty from major service responsibilities, but I've seen examples in which pre-tenure faculty have been asked to serve as department chair or on major committees related to college accreditation (my own experience).

Many colleagues will tell you to avoid college service at all cost. I disagree. College service is one way to build relationships outside of your department. At a liberal arts college, the individuals who will make the tenure recommendation on your case will largely come from outside of your department. Knowledge of who those people are and having those people know you can be very helpful.

- Choose your college service wisely. You want a committee that meets, but not too frequently. Ideally, the committee should not have much homework; most of the committee's work happens at the committee meeting.
- Once you are on a committee, take the work seriously: attend the meetings; let the committee chair know if you will be absent; be attentive—do not read email, grade papers, etc.
- Identify a senior colleague to give you advice on when to say "no" to service assignments or, even better, who will intervene on your behalf to protect you from excessive service.
- Find out if your college values service to your profession, e.g., editorial boards, organizing conference panels, etc.
- Find out if your college values service to the local community. (The letter for my promotion to full professor applauds my volunteer work in the community, but I am certain that service would not have helped me get tenure.)

Service is not weighted very heavily at the tenure review stage, but faculty personnel committees will look for evidence that you will be a full participant in faculty governance and in the life of the college post-tenure.

The Review Process

Liberal arts colleges tend to hire tenure-track faculty with the expectation of a life-time appointment. At most (not all) liberal arts colleges, the review process is designed to maximize your chances of tenure with many opportunities to get feedback and advice before the final decision. Fully exploit those opportunities!

- By the end of the first year, you should expect some feedback on teaching effectiveness. If a first-year review is not part of the formal process at your institution, ask one or two senior colleagues to visit your classes, read your course evaluations, and discuss them with you.
- At the time of contract renewal, the college's personnel committee should conduct a formal review encompassing teaching, professional activity, and possibly service. Even though this review should give you very clear direction on what is needed to achieve tenure, I suggest meeting one-on-one with senior colleagues in your department to hear individual assessments of your dossier.
- As you prepare for the tenure review, discuss with senior colleagues whether you should include or exclude works-in-progress; ask someone outside of economics to review your research and teaching statements for clarity and accessibility; and if you have the opportunity to suggest external referees, ask close colleagues at other institutions for recommendations.

My last piece of advice might be impossible to follow. Once you submit your dossier, relax. In packing for my recent move, I found a journal that I kept during my review for tenure at Barnard. I was a complete wreck! I even contemplated buying a Red Wing shoe franchise and withdrawing my file. So I can't tell you how to relax, but try to do it. And, good luck!

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writers to your institution to give a talk, you might arrange to give a talk at their institution, or you might attend conferences where they present. Ensure that you send them your papers, whether electronically or on paper, and provide feedback on their own work in progress when possible. Meeting and engaging in substantive discussions with these individuals is an important investment, and it should be one of your major goals when attending a conference.

Note that this is *not* about getting these individuals to like you. It is about getting them to know you as a scholar in their field and to become familiar with and to respect your work. One wonderful piece of advice I received as a junior faculty member involved circulating your working papers. When you finish a paper and are ready to send it to a journal, my mentor suggested, go through the reference list and send a copy to everyone who isn't dead. Indicate where in the paper they are cited and ask for any comments or suggestions they might have. Very few individuals will respond (although you should be profoundly grateful to the ones who do). But even without response, this will ensure that they have at least seen your work.

Taking Turns and Naming Names

At most institutions, you will name some number of potential letter-writers, and your committee or other institutional bodies will name others. These lists will be pooled, and letters will be requested from all or a subset of those names. Tenure candidates sometimes worry (excessively) about whose name should go on which list. This worry is typically unfounded.

You should name letter writers who are experts in your field and who you believe will write you strong and positive letters. If there is an unusual or somewhat unknown individual who would be particularly appropriate and who your committee members might not know, you should also name them on your list. While the final report will indicate which letter writer came from which list, this information is not typically pivotal in the discussion of a tenure case.

External letters are, and are perceived to be, a particularly frightening part of the tenure process. Active engagement with the process can help to ease some of this fear. Some strategies mentioned in this article include identifying potential letter writers early in your career and ensuring that they are familiar with your work, and providing objective resources to tenure committees to ensure that the people who are asked to evaluate your work are indeed specialists in your field.

Top 10 Tips for Writing Research, Teaching, and Service Statements

1. Read the relevant sections of the faculty handbook or tenure and promotion handbook thoroughly, and follow them carefully. If your institution does not require a statement (sometimes called a narrative), ask your department chair and your tenure committee chair if you should include one anyway.

3. Start working on your statement well in advance of the deadline. It may take far longer to write than you anticipate.

3. Ask recently-tenured colleagues at your institution—and not just in your department—if you can read their statements. Pay attention to length, topics, and tone.

4. Non-departmental faculty and administrators typically put more weight on the statement than departmental faculty, who are more familiar with your research, teaching, and service. Try to avoid jargon, and make sure your statement is comprehensible to people outside of economics.

5. You probably want to write a different statement aimed at fellow economists who work in your area, or at least have part of the research section aimed at this audience. This group is more interested in the technical details of your research whereas readers at your institution are more interested in your contributions to the field.

6. Include a forward-looking component in your statement. What directions do you expect your research to take in the future? What courses would you like to offer? What department or university committees are you interested in serving on? Your colleagues want to know that you are committed to the institution and will continue to do research and be a good teacher and colleague after earning tenure.

7. Ask your department chair, your tenure committee chair, and colleagues both inside and outside your institution to read and comment on a draft of your statement. Give them the draft far enough in advance for you to get and incorporate their feedback.

8. Acknowledge and address any weaknesses and what constructive actions you've taken to address them. If your pre-tenure review included any areas for improvement, your statement should indicate how you addressed those areas.

9. Don't cover your entire life history. You don't want to be terse, but no one wants to slog through an overly-long statement. You should showcase your strengths while acknowledging areas for growth. Your annual reports are also part of the tenure file, and those list everything you've done every year.

10. Proofread it, and ask someone else to proofread it for you. If your institution has a writing center, ask them to help you.

sessions at the annual AEA Meeting, publishes a thrice-yearly newsletter (choc full of articles and information for those at the beginning of their career), and celebrates the research accomplishments of young female economists by awarding the Bennett Prize as well as the exceptional mentoring and promotion of women's careers by conferring the Bell Award. CSWEP also conducts a variety of formal and informal mentoring activities, most notably the CeMENT Mentoring Workshops.

The first part of this report covers new developments and CSWEP's ongoing activities. The second part updates the annual statistical report on the status of women in the economics profession. The third contains well-earned acknowledgements.

Before recounting CSWEP activities it is worth noting that there are likely many spillovers from CSWEP activities that are impossible to list or quantify. CSWEP activities raise the awareness among men and women of the challenges that are unique to women's careers and that can be addressed with many types of actions, from inclusive searches to informal mentoring activities. In addition, much of the information and advice freely disseminated by CSWEP can be of great value not just to female economists but to all economists and especially to any junior economist, whether male or female and whether minority or not.

I. CSWEP Activities

First Biennial Mentoring Breakfast held January 2013 in San Diego

In January 2013 at the AEA Meeting, CSWEP held the first Biennial CSWEP Mentoring Breakfast. Organized by Board members **Linda Goldberg** and **Terra McKinnish**, this was a meet and greet affair. Thirty senior women and the first 110 junior economists who applied gathered for a modest breakfast and a rich networking experience. Participants could pick a table where the discussion was open-ended or a table with a topic such as research, handling referees reports, teaching, grants, work-life balance, and questions unique to junior women. Many had their immediate questions answered. Others initiated peer-to-peer or junior-senior mentoring relationships. The discussions went on long after the breakfast officially ended. With a waiting list of applicants who had to be turned away, this event was a tremendous success. There are plans to repeat this event, or if feasible an expanded version, in 2015.

Bennett and Bell Winners

Established in 1998 and awarded biennially, the 2012 **Elaine Bennett Research Prize** recognizes and honors outstanding research in any field of economics by a woman at the beginning of her career. This year's prize went to **Anna Mikusheva** for her work on econometric inference. Mikusheva is the Castle-Krob Associate Professor of Economics at the Massachusetts Institute of Technology.

Catherine C. Eckel

Also established in 1998 but given annually, the **Carolyn Shaw Bell Award** recognizes an individual for outstanding work that has furthered the status of women in the economics profession. The 2012 award went to **Catherine C. Eckel** for making mentoring of and advocacy for women an integral part of her career and modeling this for the rest of us. A leader in experimental economics, Eckel is the Sara and John Lindsey Professor of Economics at Texas A&M University.

Press releases for both awards are available at http://www.aeaweb.org/committees/cswep/. Sincere thanks are due to all involved in determining these awards.[1]

CeMENT National Mentoring Workshop

As success breeds success, the effective mentoring of young women economists has become ever more central to CSWEP's aims. Taking center stage are the internationally recognized[2] annual CeMENT (previously CCOFFE) Mentoring Workshops which, in alternate years, target either women in departments where research accomplishments determine promotion (the *National* Workshops) or women in liberal arts schools at which teaching receives more weight (the *Regional* Workshops). The success of

1 Many thanks to the 2012 Bell committee: Board member **Susan Averett** (Chair), Board member **Linda Goldberg,** and previous Bell recipients **Elizabeth Hoffman** (2010) and **Sharon Oster** (2011); and also to the 2012 Bennett committee: former Board member **Nancy Rose** (Chair), Board member **Petra Todd,** and former Bennett winner **Monika Piazzesi** (2006). **Susan Athey,** the 2000 Bennett winner, graciously pinch hit for **Nancy Rose** when she recused herself from the final decision. For holding to high standards and spotlighting the extraordinary accomplishments of women in economics, we owe an enormous debt to the challenging work of each member of these distinguished committees. This debt extends to all those who nominated the extremely competitive field of candidates for each award as well as to all those who wrote supporting letters for the candidates.

2 Using CeMENT as a model, the American Philosophical Association and the Royal Economic Society's Women's Committee have both run successful mentoring workshops; WiNE (the European Economic Association's women's group) and economists in China, Japan, and South Korea are working on similar workshops.

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these Workshops has been rigorously documented[3] and they are now funded by the AEA on an ongoing basis.

The National Workshops are held in even numbered years during the 2.5 days immediately following the AEA Annual Meeting. Organized by board member **Terra McKinnish**, 2012 saw the ninth CeMENT National Mentoring workshop. Forty-one junior and 16 senior women economists gathered as mentees and mentors for plenary talks and small group sessions. Large group discussions on career development topics were interspersed with small group sessions, pairing two mentors with five junior economists with similar research interests. The six large group sessions focused on the topics of research and publishing, teaching, grants, work-life balance, the tenure process, and professional networking. The small group sessions allowed each junior participant to received detailed feedback on a working paper. **Nancy Lutz**, Program Director for Economics at NSF, helped to kick off the workshop and spoke on the grants panel. The Chicago Fed graciously hosted the main workshop dinner. In the planning stage is the next Regional Workshop, to be held at the Southern Economic Association Meeting in November 2013.

Thanks to the initiative of **Terra McKinnish**, CSWEP has posted all of the reading materials for the 2012 CeMENT National Mentoring Workshop at http://www.aeaweb.org/committees/cswep/mentoring/reading.php. Many of these readings are drawn from feature articles in past issues of the CSWEP Newsletter. Most are germane to the career of any junior economist, male or female.

Sponsored Paper Sessions at the AEA Meetings

As described in the Fall 2011 Newsletter found at http://www.aeaweb.org/committees/cswep1/newsletters/CSWEP_nsltr_Fall_2011.pdf, CSWEP sponsored six paper sessions totaling 24 papers on gender and on international and development economics at the AEA Meeting in Chicago. Two committees selected these papers from an open and highly competitive field of entries. The high quality of these sessions reflected the open and highly competitive selection procedure. Eight papers, in turn, were published in two synthetic sessions in the May 2012 *Papers and Proceedings of the AEA*.[4]

AEA Summer Economics Fellows Program

Begun in 2006 with seed monies from NSF and designed and administered by a joint AEA-CSMGEP-CSWEP committee, the AEA Summer Economics Fellows Program aims to enhance the careers of underrepresented minorities and women during their years as senior graduate students or junior faculty members. Fellowships vary from one institution to the next, but experienced economists mentor the fellows who, in turn, work on and often present their own research. Selected from 43 applicants, Summer 2012 saw 13 summer fellows immersed in the research environments of the Federal Trade Commission, International Monetary Fund, Bureau of the Census, Board of Governors, and six regional Federal Reserve Banks. Thanks to the hosts for their active support of this program, one that is valued by hosts as well as Fellows. Evaluations from 2012 Fellows heaped praise on the program. In the works are efforts to increase the number of successful minority applicants and to smooth out the number of applicants each year.[5]

Additional networking activities

CSWEP conducts numerous other activities. Each year CSWEP orchestrates receptions for networking and seeing old friends at the AEA meetings (joint with CSMGEP) as well as at the Eastern, Southern, Western, and Midwestern Association Meetings. Getting accepted into a paper session at a regional meeting tends to be straightforward. Thus, except for the large Southern Economics Association Meeting, CSWEP has shifted its focus to growing the number of professional development sessions and panels. For example, **Kaye Husbands Fealing** (former CSWEP Midwestern representative) put together a well-attended session at the MEA meetings in Evanston that included **Anne Winkler** on "Balancing Research and Teaching," **Nancy Lutz** (NSF) on "Getting Grants," **Seema Jayachandran** (Northwestern) on "Research Funding and Promotion," and **Meredith Crowley** (FRB-Chicago) on "Non-Academic Careers." For this work and lots more, thanks are due to the CESWEP Board's 2012 regional representatives: **Susan Averett** (Eastern), **Shelley White-Means** (Southern), **Jennifer Imazeki** (Western), and **Anne Winkler** (Midwestern).

CSWEP continues to administer the Haworth Mentoring Fund (which enables potential mentees to piggy back mentoring activities onto the visit of seminar speakers).

2012 CSWEP Newsletters

Under the able direction of oversight editor **Madeline Zavodny**, CSWEP published three issues.[6] In a

3 Based on random assignment to participation and tracking the subsequent careers of both participants and those who were randomized out of participation, a rigorous evaluation showed that "CeMENT increased top-tier publications, the total number of publications, and the total number of successful federal grants in treated women relative to controls." Blau et al., "Can Mentoring Help Female Assistant Professors? Interim Results from a Randomized Trial" (American Economic Review, May 2010: 352).

4 Thanks to **Susan Averett, Ron Oaxaca, Linda Goldberg,** and **Rohini Pande** for evaluating the many submitted abstracts and composing the sessions.

5 Many thanks to the 2012 committee for screening and matching: **Dan Newlon** from the AEA (Chair) whose efforts have undergirded this program from the get go in 2006, CSWEP Board member **Cecilia Conrad,** CSMGEP Board member **Janice Shack-Marquez,** and lastly **Dick Startz,** the moving force in creating this program when he served on the CSWEP Board and who has guided it ever since.

6 Current and past issues of the Newsletter are archived at http://www.aeaweb.org/committees/cswep/newsletters.php. Readers who are not receiving the Newsletter can become subscribers at https://www.aeaweb.org/committees/cswep/members/index.php?new or

long-standing tradition, each featured a theme chosen and introduced by a guest editor who, in turn, cajoled several authors to write the featured articles. The quality of these articles is consistently high, and many live on as advice to junior economists long after the "pages" of the *Newsletter* have "yellowed." Speaking for CSWEP, the Chair (who is the official editor but does almost none of the work) extends a warm thanks to all these contributors.[7]

In the Winter *Newsletter* Board member and Guest editor **Jennifer Imazeki** put together a special feature on "An Introduction to Social Media in Economics." **John Whitehead** wrote on teaching with blogs and **David McKenzie** and **Berk Özler** on their impact. **Rachael Connelly** wrote on the necessity and the how's of self-promotion. While *Newsletter* features typically target the career development of junior economists, this one was definitely to the benefit of senior economists!

For the Spring issue the guest editor was Board member **Shelly White-Means.** She directed attention to "Working in an Interdisciplinary Context." **Ramona Zachary** helped us to understand what colleagues from other disciplines hope to get from an economist. Two other authors showed us interdisciplinarity at its best. **Elizabeth Peters** did so for population and social policy programs, and **Joni Hersch** did so for interdisciplinary Ph.D. programs.

In the third and final Fall 2012 issue, Board member **Kevin Lang** took over as guest editor and directed our attention to the "International Job Market for Academic Economists," an increasingly important segment of the job market that had not been covered in earlier issues. **Denise Doiron** and **William Schworm** wrote on Australia, **Lin Zhou** on China, **Maia Güell** and **José V. Rodríguez Mora** on Europe, and **Yukiko Abe** on women in Japan. **Shulamit Kahn** and **Megan MacGarvie** assessed the effect of working outside of the U.S. on scientific productivity.

CSWEP and Social Media

In addition to carrying out CSWEP's normal functions, an ad hoc committee is studying CSWEP's presence on the web via social media and communications more generally. In addition to making CSWEP's activities more accessible to younger economists, an anticipated side effect is the expansion of circulation of the Newsletter.

update their account at https://www.aeaweb.org/committees/cswep/members/index.php?step=1

7 The contributions of **Madeline Zavodny** cannot be overstated. Organizer *par excellence,* she is the real brain behind the Newsletter. She works with the guest editors, writes up missing pieces, makes continued improvements, oversees all of those boxes of announcements, coordinates with the Chair's administrative assistant, and drags the column "From the Chair" from its author. She is also is a selfless, lightning-quick copy editor and we are all in her debt. Last but not least among her endless list of tasks, **Helen Kalevas,** CSWEP administrative assistant, formats the *Newsletter,* puts up with the flow of last-minute changes from the chair, coordinates with the printer, and sees to distribution.

II. The Status of Women in the Economics Profession

As noted above, the Committee on the Status of Women in the Economics Profession is charged by the American Economic Association with monitoring the status of women in the profession. This section presents results from our annual survey on the gender composition of economics departments. We surveyed 122 economics departments with doctoral programs (henceforth called doctoral departments) and 147 economics departments without doctoral programs.[8]

Because of the poor response rate of liberal arts departments, this report does not include the results from liberal arts departments. Efforts to increase the number of responses from liberal arts schools are still underway, and these will be reported in the *2013 Report*.

Starting with the intake of students into Ph.D. programs, *(i) the percentage of women entering Ph.D. programs has declined steadily over the last five years and stands at 29.3%. This is less than the 31.3% in 1997 when CSWEP first tracked this variable and much less than the peak of 38.8% in 2000.* Unless reversed, this constitutes a serious problem in the representation of women at every rank for generations going forward.

Additional facts stand out. *Broadly speaking (ii) except for entering Ph.D. students, the last 16 years show notable growth in women's representation at all other levels; (iii) at every level in the hierarchy, women have been and remain a minority; and (iv) the higher the rank, the lower the representation of women.*[9]

Tracking the representation of women in cohorts of academics as they moved though graduate school up through the academic ranks shows that *(v) since 2000, cohorts of new Ph.D. students saw no loss of women relative to men between matriculation and graduation with a Ph.D., and (vi) there has been little in the way of serious relative losses of women between earning the degree and becoming an assistant professor.* In contrast and as found in earlier studies, *(vii) there appears to be a significant relative loss of women in the transition from assistant to associate professor.* To assess the transition from associate to full, the data are simply inadequate.[10]

8 The 2012 CSWEP surveys were sent to 122 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 – Liberals Arts" as well as to six additional departments with only undergraduate and Masters degrees. We received responses from 120 of the departments with doctoral programs and harvested the data for the remaining two departments from the web.

9 At every stage subsequent to attaining the Ph.D., the percentage female declines: about 5 percentage points between new Ph.D.'s and assistant professors, about 6.5 percentage points between assistant professors and tenured associates, and about 10 percentage points between tenured associates and full professors.

10 Because full professors can be in rank for more than 25 years, at a minimum we would need data on the age distribution within the full professor ranks and perhaps somewhat less crucially, the associate professor ranks.

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Table 1: The Pipeline for Departments with Doctoral Programs: Percent of Doctoral Students and Faculty who are Women

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
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%	35.0%	33.5%	32.1%	32.4%	29.3%
ABD	26.8%	28.2%	33.0%	32.3%	30.2%	30.6%	32.7%	33.1%	33.9%	33.6%	32.7%	33.7%	33.5%	34.2%	34.3%	32.5%
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%	34.8%	32.9%	33.3%	34.7%	32.5%
Asst Prof (U)	26.0%	25.9%	27.8%	21.4%	22.5%	23.2%	26.1%	26.3%	29.4%	28.6%	27.5%	28.8%	28.4%	27.8%	28.7%	28.3%
Assoc Prof (U)	11.1%	15.9%	27.3%	17.2%	10.0%	17.2%	24.0%	11.6%	31.2%	24.6%	20.0%	29.2%	25.0%	34.1%	30.8%	40.0%
Assoc Prof (T)	13.4%	14.0%	15.1%	16.2%	15.3%	17.0%	19.9%	21.2%	19.2%	24.1%	21.0%	21.5%	21.8%	21.8%	21.9%	21.6%
Full Prof (T)	6.5%	6.1%	6.5%	7.4%	5.8%	8.9%	9.4%	8.4%	7.7%	8.3%	7.9%	8.8%	9.7%	10.7%	12.8%	11.6%
All Tenured/ Tenure Track	13.4%	11.9%	missing	missing	15.2%	15.2%	15.5%	15.0%	16.1%	16.3%	15.5%	16.9%	16.9%	17.5%	19.0%	20.9%
Other (Non-tenure Track)	50.8%	31.8%	missing	missing	32.3%	38.4%	32.7%	32.3%	39.6%	34.4%	40.5%	33.5%	36.1%	33.0%	34.1%	39.5%
N departments	**120**	**118**	**120**	**120**	**120**	**120**	**128**	**122**	**122**	**124**	**124**	**123**	**119**	**121**	**122**	**122**

Note: T and U indicate tenured and untenured, respectively.

The remainder of Section II details these conclusions.

Women's representation in the stocks of academics, 1997–2012

For departments with doctoral programs, Table 1 and Figure 1 summarize women's representation for the past 16 years. "The Pipeline" emphasizes the representation of women in the stock of economists at each rank, from first-year students to tenured full professors.

The first row of the table (and the blue line with squares in the figure) show that after reaching a peak of 38.8% in 2000, the share of first-year graduate students who are women slumped to 29.3% in 2012, a 9.5 percentage point decline. Notably, the 29.3% is the lowest percentage since 1997, the first year CSWEP collected data on first-year students. A longer-term comparison of 2012 to 1997, one that totally disregards the peaks in between, shows "only" a 2.0 percentage point decline. *However measured, a 16 year decline in percentage of women in first-year graduate programs does not bode well for the future representation of women at all ranks over the long term.*

Looking again at Figure 1, three additional facts jump out. *First, except for first-year Ph.D. students, the last 16 years show notable growth in women's representation at all other levels.*[11] *Second, at every level in the hierarchy, women have been and remain a minority. Third, the higher the rank, the lower the representation of women.*[12] This third fact has been described as the "leaky" pipeline, and we turn to examining this phenomenon more closely.

To compare the percentage of women who are assistant and tenured associate professors over time we note that earlier Reports[13] showed differences hovering close to 11 percentage points in the five years preceding 1997, the earliest year show in Table 1 and Figure 1. Hence, we can compare the differences between the assistant and associate levels in the eight years preceding 2000 to the 13 years beginning with 2000 and ending with 2012. The earlier differences (1992–1999) hovered around 11.6 percentage points whereas the difference in the 13 later years averaged 6.5 percentage points. Thus, while there was a definite drop in the difference around the turn of the century, there has been no further convergence, with an average difference of 6.5 percentage points stubbornly persisting to the present.

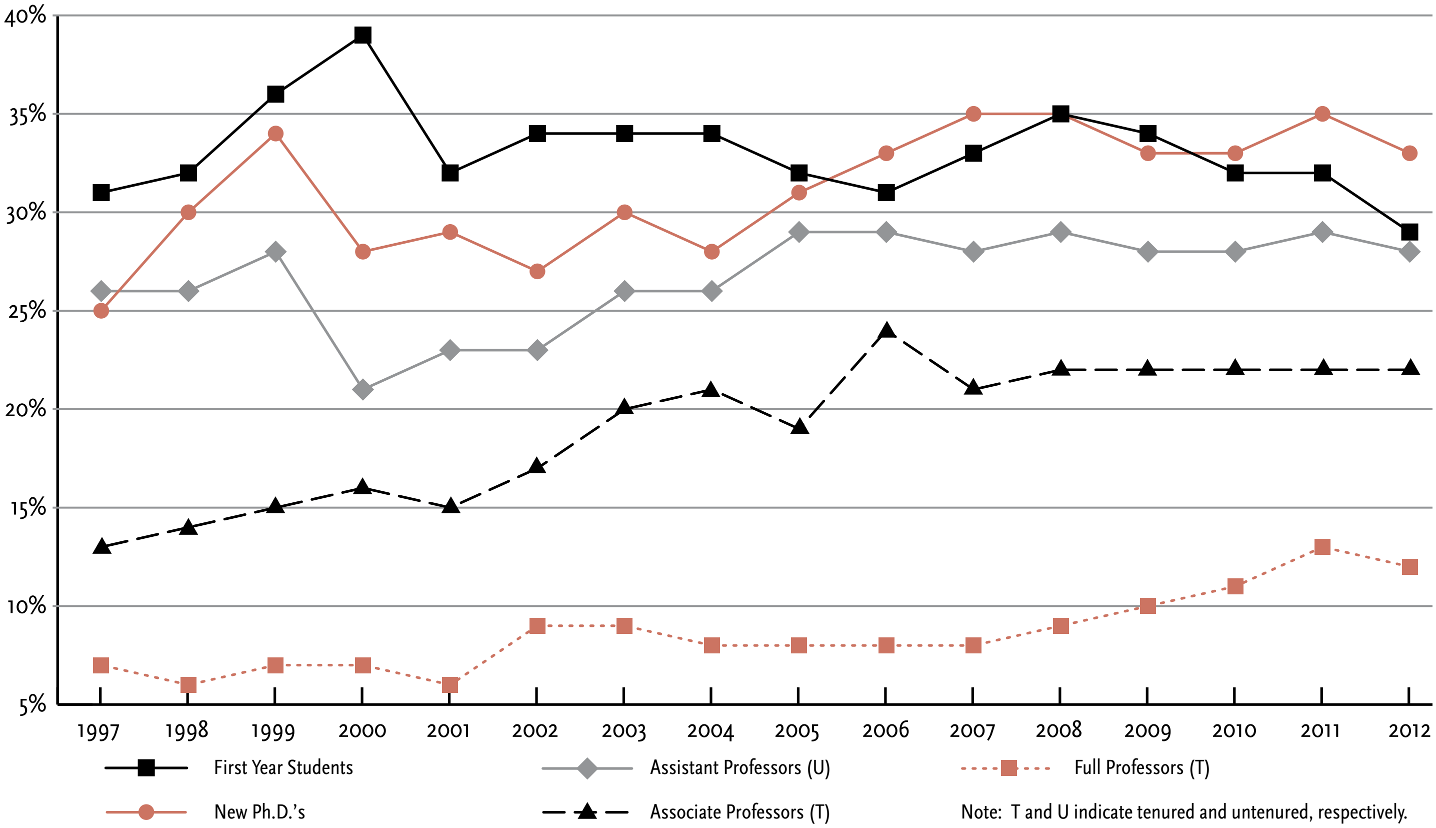
Over the 16 years shown in Figure 1, the percentage of tenured associate professors who are women grew from 13.4% in the first year to 21.6% in the last, an 8.2 percentage point increase. By comparison, the percentage of full professors who are women grew faster as a share of their initial level, but nonetheless rose only 5.1 percentage points (from 6.5% to 11.6%). The result is that the gap between the percentage of professors who are women at the associate and full levels has grown from 6.9 percentage points to 10.0. The gap between the two series averaged 10.5 percentage points over these 16 years. Interestingly, for the most recent six years the percent of associate professors who are women has been flat while the corresponding percent of full professors has been rising. Consequently the gap between the two has narrowed from the all-time recorded high of 15.8 percentage points

11 Simple comparisons of 2012 to 1997 show that over these 16 years, women's share of new Ph.D.'s, assistant professors, tenured associates, and full professors grew 7.5, 2.3, 8.2, and 5.1 percentage points, respectively.

12 At every stage subsequent to attaining the Ph.D., the percentage of women declines: about 5 percentage points between new Ph.D.'s and assistant professors, about 6.5 percentage points between assistant professors and tenured associates, and about 10 percentage points between tenured associates and full professors.

13 Joan Haworth, "2002 Report on the Status of Women in the Economics Profession."

Figure 1. The Pipeline for Departments with Doctoral Programs: Percentages of Doctoral Students and Faculty who are Women Fall 2000-Fall 2011, All Ph.D. Granting Departments



in 2006 to the current 10.0 percentage points mentioned above. Optimism is checked by the fact that the gap still stands at 10 percentage points, over 3 percentage points higher than it was 16 years ago.

While the picture of women's representation for the various ranks over the years presented above tells us where we have been and where we are now, it does not tell us how we got here or how to improve women's representation.[14] Past studies have found that, conditioning on years since degree and other observables, women have a lower probability of attaining tenure, take longer to attain tenure, and have a lower probability of being promoted to full.[15] To see how the CSWEP survey results fit with these past results, we turn to tracking the progress of academic cohorts over time, using a bare-bones model of lock-step progression through the ranks.

14 One could isolate earlier sentences in the last paragraph and mistakenly interpret each one as showing either that our profession is doing well or that it is doing poorly with regard to advancing the representation of women. This highlights the difficulty of assigning meaningful interpretations to differences in a characteristic (percent female) of two stocks (associate and full professors) when the two stocks are comprised of individuals from non-overlapping cohorts.

15 Donna Ginther and Shulamit Kahn, "Women in Economics: Moving Up or Falling Off the Academic Career Ladder?" Journal of Economic Perspectives, Summer 2004; and Donna Ginther and Shulamit Kahn, "Women's Careers in Academic Social Science: Progress, Pitfalls, and Plateaus" in The Economics of Economists, Alessandro Lanteri and Jack Vromen, eds. Cambridge: Cambridge University Press, forthcoming.

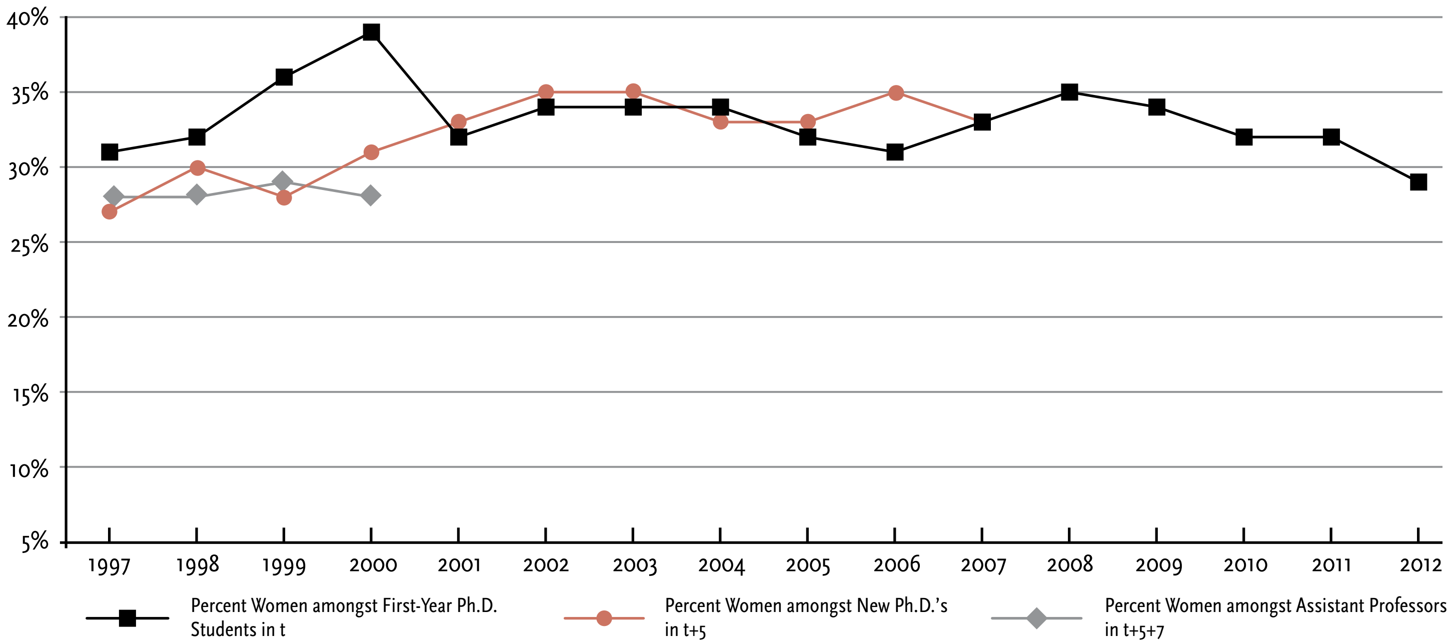
A lock-step model

In order to track the progress of academic cohorts over time we employ a bare-bones model of lock-step progression through the ranks. Assume that for our data movements through the ranks occurred as follows: five years elapsed from matriculation through earning the Ph.D., assistant professors were in rank for seven years and then were either promoted to associate or left the tenure track (within the universe of doctoral departments), and associate professors were in rank for seven years and then were either promoted to full or left the tenure track (within the universe of doctoral departments). In addition, assume that relative to men, women in later cohorts had at least as good a chance at advancement as women in earlier cohorts. Under these assumptions we can track the representation of women in a cohort that entered a Ph.D. program in year t (call them cohorts of vintage t matriculation) by looking at degree recipients in t+5, assistant professors in t+5+7 (by which time there are no assistant professors from vintages earlier than t), and associate professors in t+5+14 (by which time there are no associate professors from vintages earlier than t). We proceed to interpret the data in the light of this model.

Turning to deviations of the model from reality, some assistant professors get promoted in years four through

continued on next page

Figure 2: Tracing the Percentage Women in the t^{th} Cohort of First-Year Ph.D. Students: from Matriculation to Obtaining the Ph.D. to the Last Year as Assistant Professor, Lockstep Model for Departments with Doctoral Programs



six while others extend their tenure clocks by taking leaves or making lateral moves from one doctoral department to another. As we exclude tenured assistant professors, the seven-year approximation for assistant professors is likely reasonable. More troublesome is the assumption of seven years in rank for associate professors. While some get promoted earlier and others somewhat later, the real issue is small numbers of tenured associate professors in rank essentially until retirement. An overrepresentation of men in this anomalous group would drag down the percentage female of associate professors, a caveat to bear in mind.[16] However, because the size of this anomalous group changes very slowly over time, an overrepresentation of men would have little impact on serial changes in the percentage female at the associate level.

The representation of women in cohorts, from matriculation to graduation

Figure 2 plots the percentage of women in cohorts of first year Ph.D. classes (black with squares) and in their graduating class five years later (red with circles).[17] If these plots were coterminous, then for each cohort of entering graduate students the representation of women relative to men would not have changed between matriculation and graduation. Observe that the four earliest cohorts (first-year Ph.D. students 1997–2000) experienced a drop in the representation of women between entry and graduation from their Ph.D. programs (for those years, the red line is below the blue line). Later cohorts (first-year Ph.D. students 2001–2007) experienced no such decline. If this result continues to hold for the 2008 and later cohorts of entrants, then 2001 marks the advent of policies in Ph.D. programs that maintain women's representation from matriculation through graduation.

The representation of women in cohorts, going forward from graduation

Figure 3 graphs the representation of women in cohorts of new Ph.D.'s (black with squares) and their representation seven years later as seventh-year assistant professors (red with circles), and seven years after that as seventh-year associate professors (gray with diamonds).[18] Under the assumed model, at time t the heights of these three lines trace the representation of women in the tth cohort of Ph.D.'s as members of that cohort advanced first to the rank of assistant professor and then to the rank of associate professor. If all three lines were coterminous, then for every cohort of new Ph.D.'s the representation of women would not have changed as that cohort moved through the ranks.

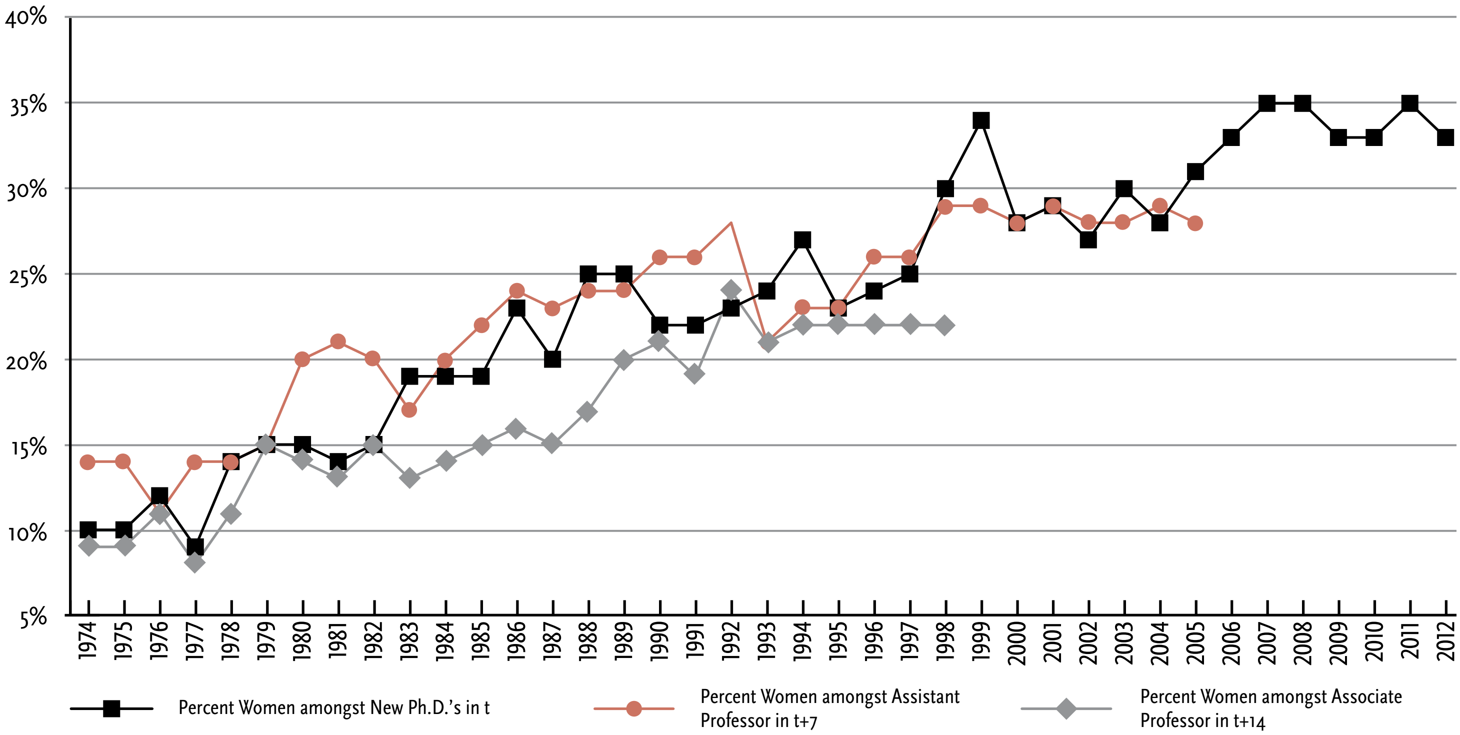
Looking first at the transition from new Ph.D. to seventh-year assistant professor, a comparison of the top two curves shows this transition for 32 cohorts. For the

16 This problem cannot be solved except with more information on the distribution of time in rank or micro data. Arbitrarily increasing the assumed time in rank of associate professors to, say, 10 years would not work because something like 30-year lags would be required. For this we do not have the data.

17 CSWEP first collected data on entering Ph.D. classes in 1997. In the model graduate students who enrolled in 2007 graduated in 2012 and so this is the last cohort we can observe.

18 Because these data go back to the first CSWEP survey in 1974, Figure 3 permits a considerably longer look back than was the case in Figure 2.

Figure 3: Tracing the Percentage Women in t[th] Cohort of New Ph.D.'s: from Attaining the Ph.D. to the Last Year as Assistant Professor to the Last Year as Associate Professor, Lockstep Model for Departments with Doctoral Programs



earlier cohorts of new Ph.D.'s (1974–1992) women's representation most often rose between Ph.D. receipt and the last year as assistant professor. Of the 13 more recent cohorts (1993–2005), three experienced a noticeable drop in women's representation between Ph.D. receipt and the last year as assistant professor. With some caution, it can be said that overall the data do not point to the transition from new Ph.D. to assistant professor as a worrisome one.

Turning to the transition from seventh-year assistant professor (red with circles) to seventh-year associate professor (gray with diamonds), the picture is less rosy. We can observe this transition for 25 cohorts of new Ph.D.'s (1974–1998).[19] For 22 of these, the representation of women fell during this transition (albeit a proper adjustment for a presumed overrepresentation of men with extended years in rank would reduce the size of the drop).

Disquietingly, among the last (youngest) five cohorts of new Ph.D.'s for whom we can observe the transition from assistant to associate (1994–1998), the fall for each successive cohort was larger than for its predecessor. It seems unlikely that any overrepresentation of men with extended years in the associate rank could explain this recent trend of what appears to be an increasingly leaky pipeline for women from assistant to associate professor.

With regard to the transition from associate to full, a lock-step model is not useful because the required long lags means that the data are available only for three cohorts with Ph.D.'s from the mid-seventies, telling us little if anything about how the profession is doing now.[20]

Breaking out the top 10 and top 20 departments

Tables 2 and 3 break out the survey results for the top 10 and the top 20 ranked departments separately. Over the 16 years covered, entering Ph.D. students are more heavily female at top 20 than at top 10 schools, but by completion of the Ph.D., the reverse holds. With regard to faculty, these departments currently have shares of women faculty at the assistant and full professor levels that are lower than the national average, but higher shares of women at the associate level. By far the most striking feature of Table 2 is that the percentage of women in non-tenure track positions is about three times as high as that for tenure track positions.

Table 3 contrasts placements of Ph.D. students from top departments versus others. For the top 10 and top 11-20 departments, the number of women in any category tends to be small. With this warning, the reader is invited to assess these data.

19 Under our lock-step assumptions, the 1998 Ph.D. cohort would have been seventh-year associate professors in 2012 (=1998+14).

20 We can track at most four cohorts who got their Ph.D.'s in the mid 1970's, such a different era that their experience is likely irrelevant for the present. Tracking a cohort from when they were seventh-year associate professors to when they were 25th year full professors requires in excess of 25 years of data.

continued on next page

Table 2: The Pipeline for the Top 10 and Top 20 Departments: Percent and Numbers of Faculty and Students Who are Women

	Top 10				Top 20			
Doctoral Departments	**1997–2001**	**2002–2006**	**2007–2011**	**2012**	**1997–2001**	**2002–2006**	**2007–2011**	**2012**
Faculty (Fall of year listed)								
Assistant Professor								
Percent	20.4%	22.0%	24.5%	20.6%	18.8%	25.0%	23.4%	20.5%
Number	21.0	23.0	23.7	22.0	32.5	44.9	48.3	44.0
Associate Professor								
Percent	13.2%	16.0%	18.8%	23.3%	14.6%	18.1%	22.4%	22.4%
Number	4.5	4.2	5.7	7.0	11.0	9.4	17.3	17.0
Full Professor								
Percent	5.9%	7.0%	8.7%	9.5%	6.2%	7.6%	9.6%	8.7%
Number	12.0	17.0	22.0	28.0	26.0	32.1	43.5	41.0
All Tenured/Tenure Track								
Percent	11.0%	12.0%	13.5%	13.2%	10.4%	13.2%	14.7%	13.4%
Number	37.5	44.2	51.3	57.0	69.5	86.4	109.2	102.0
Other (Non-tenure Track)								
Percent	34.8%	45.0%	31.6%	42.9%	38.8%	42.3%	32.6%	39.4%
Number	4.0	13.0	19.8	21.0	9.5	23.4	40.0	50.0
All Faculty								
Percent	18.2%	25.0%	18.2%	16.3%	17.5%	27.6%	19.2%	17.1%
Number	63.0	101.4	80.5	78.0	119.5	196.2	166.0	152.0
Ph.D. Students								
First Year (Fall of year listed)								
Percent	26.7%	25.0%	25.9%	22.3%	30.3%	29.3%	27.3%	27.0%
Number	61.5	65.6	61.7	66.0	147.0	125.5	124.7	126.0
ABD (Fall of year listed)								
Percent	12.2%	27.0%	25.9%	24.8%	14.3%	28.0%	28.0%	28.3%
Number	165.5	216.8	206.0	246.0	269.0	380.8	393.5	430.0
Ph.D. Granted (AY ending in year listed)								
Percent	24.5%	28.0%	26.4%	27.9%	24.7%	24.7%	28.4%	27.2%
Number	49.5	54.4	49.2	60.0	85.0	94.0	97.5	97.0
Undergraduate Senior Majors (AY ending in year listed)								
Percent	missing	missing	38.0%	37.7%	missing	missing	35.5%	35.9%
Number	missing	missing	898.50	1123.0	missing	missing	2019.0	2223.0

Notes: For each category, the table gives women as a percentage of women plus men. For the five-year intervals, simple averages are reported. Due to missing data, the columns for the 1997–2001 interval report averages over 1997, 1998, and 2001. The assistant, associate, and full ranks all include both tenured and untenured faculty.

Placements of New Ph.D.'s

Table 4 shows the types of jobs obtained by the most recent crop of new Ph.D.'s.[21] The first column shows that of the 50 women in the job market from top 10 departments, 82% took jobs based in the U.S. Of those who took a job in the U.S., 56.1% and 7.3% went to departments with and without doctoral programs, respectively, and 17.1% and 19.5% went to the public and private sectors, respectively. As shown in the first line, regardless of the rank of department granting her Ph.D., a woman is more likely to take a job in the U.S. than her male counterpart. As lines two and three show, given a job in the U.S., a new female Ph.D. is less likely to land a job in a doctoral department than her male counterpart and more likely to land one in a non-doctoral department.[22] As lines four and five show, the representation of women among new Ph.D.'s landing in the public as opposed to the private sector varies with departmental rank. Overall, those who get jobs outside the U.S. tend to get academic jobs, with this tendency stronger for newly minted males

21 We do not have data on the prevalence of foreign versus domestic students. Since men are likely overrepresented among foreign students, foreign students are more likely go to jobs in foreign countries, and jobs in foreign countries may be easier to land than domestic jobs, it is difficult to interpret the gender differentials shown here.

22 As compared to the doctoral versus non-doctoral contrast, if the contrast were instead between tenure-track jobs in departments with a doctoral program versus more teaching oriented jobs (rolling contracts to teach in departments with doctoral programs plus all jobs in non-doctoral economics departments), women from other than top-20 departments would be even less likely to get a tenure-track job in a department with a doctoral program and still more likely to get a teaching-oriented jobs. Unfortunately, the current and earlier surveys do not permit this breakdown.

Table 3: Placements of Women from the Top 10 and Top 20 Economics Departments in the New Ph.D. Job Market

	Top 10				Top 20			
Doctoral Departments	1997–2001	2002–2006	2007–2011	2012	1997–2001	2002–2006	2007–2011	2012
U.S. Based Job Obtained								
Percent	25.6%	24.8%	25.2%	28.5%	25.9%	21.9%	32.7%	27.6%
Number	22.0	37.0	32.3	41.0	41.0	59.0	59.8	59.0
Doctoral Departments								
Percent	15.9%	30.3%	25.3%	26.4%	17.6%	25.6%	27.2%	28.2%
Number	14.5	27.0	19.0	23.0	22.0	38.0	32.5	35.0
Academic Other								
Percent	38.9%	42.1%	41.9%	50.0%	44.4%	30.7%	26.0%	25.0%
Number	3.5	3.0	2.2	3.0	8.0	7.0	5.5	3.0
Public Sector								
Percent	22.9%	26.2%	28.1%	36.8%	30.1%	27.3%	30.5%	24.4%
Number	4.0	2.0	7.2	7.0	11.0	14.0	12.7	10.0
Private Sector								
Percent	40.3%	20.4%	26.4%	25.0%	37.9%	31.3%	30.1%	24.4%
Number	9.5	5.8	8.2	8.0	12.5	12.8	13.5	11.0
Foreign Based Job Obtained								
Percent	15.9%	26.1%	21.3%	22.0%	17.9%	17.2%	24.0%	21.4%
Number	3.5	9.0	9.5	9.0	7.0	17.0	23.7	18.0
Academic								
Percent	60.0%	27.0%	20.4%	19.4%	20.0%	18.2%	23.0%	13.3%
Number	1.5	7.0	6.7	6.0	3.5	12.0	15.8	8.0
Nonacademic								
Percent	5.9%	16.0%	26.9%	30.0%	6.3%	11.5%	28.8%	41.7%
Number	1.5	2.0	2.8	3.0	2.5	4.0	7.8	10.0
No Job Obtained								
Percent	29.2%	22.6%	33.3%	0.0%	32.3%	33.3%	21.9%	16.7%
Number	7.0	1.0	0.2	0.0	10.5	4.0	1.2	1.0
Total On the Job Market								
Percent	20.6%	31.1%	26.3%	26.6%	21.9%	31.7%	28.8%	25.7%
Number	32.5	59.0	46.2	50.0	69.0	100.0	90.3	78.0

Notes: The (2,4) cell shows that among 2012 Ph.D.'s from top-10 schools in the 2011-12 job market, 23 women placed in U.S.-based doctoral departments and these women accounted for 26.4% of such placements. For five-year intervals, simple averages are reported.

Table 4: Employment Shares for New Ph.D.'s in the 2011–2012 Job Market

	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
U.S. based job (Share of all individuals by gender)	**82.0%**	**74.6%**	**64.3%**	**59.1%**	**70.1%**	**61.5%**
Doctoral Departments	56.1%	62.1%	66.7%	48.1%	29.0%	33.2%
Academic, Other	7.3%	2.9%	0.0%	11.5%	32.3%	32.0%
Public Sector	17.1%	11.7%	16.7%	21.2%	16.8%	22.0%
Private Sector	19.5%	23.3%	16.7%	19.2%	21.9%	12.7%
Foreign job obtained (Share of all individuals by gender)	**18.0%**	**23.2%**	**32.1%**	**38.6%**	**18.6%**	**29.9%**
Academic	66.7%	78.1%	22.2%	79.4%	56.1%	60.3%
Nonacademic	33.3%	21.9%	77.8%	20.6%	43.9%	39.7%
No job found (Share of all individuals by gender)	**0.0%**	**2.2%**	**3.6%**	**2.3%**	**11.3%**	**8.6%**
Total Number of individuals	**50**	**138**	**28**	**88**	**221**	**421**

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Table 5: The Gender Composition of Faculty and Students in Economics Departments with Doctoral Programs, Fall 2012

	Top 10			Top 20			All Departments		
	Women	Men	Percent Female	Women	Men	Percent Female	Women	Men	Percent Female
Faculty Composition (Fall 2012)									
Assistant Professor	**22**	**85**	**20.60%**	**44**	**171**	**20.50%**	**218**	**555**	**28.20%**
Untenured	14	61	18.70%	36	147	19.70%	198	502	28.30%
Tenured	8	24	25.00%	8	24	25.00%	20	53	27.40%
Associate Professor	**7**	**23**	**23.30%**	**17**	**59**	**22.40%**	**129**	**443**	**22.60%**
Untenured	5	3	62.50%	6	5	54.50%	12	18	40.00%
Tenured	2	20	9.10%	11	54	16.90%	117	425	21.60%
Full Professor	**28**	**266**	**9.50%**	**41**	**428**	**8.70%**	**191**	**1312**	**12.70%**
Untenured	0	0		0	1	0.00%	21	12	63.60%
Tenured	28	266	9.50%	41	427	8.80%	170	1300	11.60%
All tenured/tenure track	**57**	**374**	**13.20%**	**102**	**658**	**13.40%**	**538**	**2310**	**18.90%**
Other (non-tenure track)	**21**	**28**	**42.90%**	**50**	**77**	**39.40%**	**201**	**308**	**39.50%**
All faculty	**78**	**402**	**16.30%**	**152**	**735**	**17.10%**	**739**	**2618**	**22.00%**

than for females.[23] Finally, except for graduates of top 10 departments, women are more likely than men to report no job found.

For 2012, Table 5 contains more details for departments with doctoral programs. This is the fourth year that CSWEP has asked departments to report their numbers of male and female senior economics majors. As seen in Tables 2 and 5, at doctoral departments, the fraction of these majors who are women increases, on average, with the ranking of the department and stands at 31% for all departments and at 38% for top 10 departments.

III. Acknowledgements

The terms of five of our Board members ended in January 2012: Debra Barbezat (Professor of Economics, Colby College), Donna Ginther (Professor of Economics, University of Kansas), Ron Oaxaca (Professor of Economics, University of Arizona), Rohini Pande (Professor of Public Policy, Harvard Kennedy School of Public Policy), and Kaye Husbands Fealing (Senior Program Officer, Committee on National Statistics). They have all made outstanding contributions and we are grateful for their willingness to serve.

Also ending her extraordinary term was Chair Barbara Fraumeni (Professor of Public Policy, Muskie School of Public Service, University of Southern Maine). In this space it is impossible to adequately thank her for her outstanding service and I am especially in her debt for laying the path for a smooth transition.

I would also like to thank new committee members Cecilia Conrad (Vice President and Dean of Pomona College and Director of the MacArthur Fellows Program), Kevin Lang (Professor of Economics, Boston University), Serena Ng (Professor of Economics, Columbia University), Petra Todd (Professor of Economics, University of Pennsylvania), and Anne Winkler (Professor of Economics, University of Missouri-St. Louis) along with all the other Board members for their exceptional efforts over the past year to advance the goals of CSWEP.

I am very grateful to my Administrative Assistant Helen Kalevas, who has provided extraordinary and indispensable support over the past year, as well as Diadelfa Ocampo, who produced the figures and tables for this report.

CSWEP is fully funded by the American Economic Association. We are especially grateful to John Siegfried who recently retired as secretary-treasurer, his successor Peter Rousseau, and their staff: Barbara Fiser and Susan Houston. The Committee is indebted to Duke University for the administrative support of CSWEP's activities as well as for office space, IT support, and other resources.

23 Of new female Ph.D.'s from departments ranked 11-20, only 9 took foreign-based jobs, precluding any sensible analysis by departmental rank.

BRAG BOX

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

Erica Groshen was appointed Commissioner of the Bureau of Labor Statistics by President Obama and was confirmed unanimously by the Senate.

Caitlin Knowles Myers was promoted to associate professor with tenure at Middlebury College.

Rachel Croson was appointed Dean of the College of Business at the University of Texas at Arlington.

Donna Ginther was awarded the Byron Shutz Award for exceptional teaching in economics and business and the University Scholarly Achievement Award in recognition of significant research contributions by the University of Kansas.

Clark Medal continued from page 1

As Jeffrey Brown of the University of Illinois, one of her coauthors, said about Finkelstein, "No one has had a bigger impact on the study of insurance markets over the past decade. Much of our understanding of how to more precisely test for adverse selection, our views about how the introduction of Medicare affected health spending, and our knowledge of how Medicaid affects the market for private long-term care insurance is due to Amy's insightful and penetrating analyses."

Finkelstein was the winner of 2008 Elaine Bennett Research Prize, awarded biannually by CSWEP to recognize and honor outstanding economic research by a woman at the beginning of her career. The award recognized her for finding 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.

She is the third woman to win the John Bates Clark medal, following Susan Athey from Harvard University in 2007 and Esther Duflo from MIT in 2010. Athey was also awarded the Elaine Bennett Research Prize in 2000, and Duflo in 2002.

The John Bates Clark medal is regarded as a precursor to the Nobel Prize in Economic Sciences. Twelve medal winners have gone on to win the Nobel Prize. Only one woman, Elinor Ostrom of Indiana University, who passed away in 2012, has won the Nobel Prize in Economic Sciences thus far.

Kathryn Shaw's interview with Finkelstein in the Fall 2009 CSWEP newsletter is available at http://www.aeaweb.org/committees/cswep1/newsletters/CSWEP_nsltr_Fall_2009.pdf. ■

Be sure to check out the

2013 Fellowships & Awards

opportunities listed on our Funding Sources Web Page!

http://www.aeaweb.org/committees/cswep/funding.php

Looking for advice on

publishing, teaching, tenure, grants, and work/life balance?

CSWEP materials on all these topics and more are available at

http://www.aeaweb.org/committees/cswep/mentoring/reading.php

CSWEP has available online the materials distributed at its biennial CeMENT mentoring workshops for junior economists.

Check it out!

In Memory of Joan Haworth

Joan Gustafson Haworth, who played a key role in CSWEP for many years, passed away in November 2012. Haworth was a member of CSWEP for 29 years. She served as a board member in 1981 and in 2003, and as chair of the committee in 2001-2002. She was instrumental in the creation of CCOFFE, the mentoring program for female junior economists that later became CeMENT.

Haworth earned a bachelor's degree in mathematics from Stanford University and then taught high school mathematics in California and Oregon. She earned a doctorate in economics from the University of Oregon. She earned tenure at Florida State University, where she was a member of the economics department faculty for 21 years. She was a national expert in employment discrimination litigation, and her research focused on statistical analysis of employment patterns.

Haworth founded the consulting firm Economic Research Services, which later became ERS Group, together with her husband, Charles Haworth, who is also an economist. Through her generosity, ERS Group paid for the printing and mailing of the CSWEP newsletter for many years.

Haworth was a valuable mentor, teacher and confidant to her colleagues and friends. She is survived by her husband, their three children and seven grandchildren.

From the Chair continued from page 2

Perspectives, and on our website (http://www.aeaweb.org/committees/cswep). Provided your paper has at least one female author, entry is competitive and open to all. I would like to especially encourage junior women economists to submit. The deadline is March 1.

The next national mentoring workshop (CeMENT) is planned to follow the January 2014 ASSA/AEA Meetings in Philadelphia. Be on the lookout for the announcements and application information in Summer 2013.

CSWEP at Regional Meetings

Focusing on junior faculty at institutions where teaching is heavily emphasized in promotion decisions, the next CeMENT regional mentoring workshop will be held at the Southern Economics Meetings in November 2013 in Tampa, FL. "Regional" is somewhat of a misnomer and applications are encouraged from anywhere in the US. Look for announcements and application information in the spring 2013 *Newsletter.*

Packed with CSWEP-sponsored activities, the Eastern meetings are scheduled for May 9-11, the Midwest for March 22-24, the Western for June 28-July 2, and the Southern for November 23-35. If you wish to participate, please contact your regional representative http://www.aeaweb.org/committees/cswep/board_members).

We are excited to note that Susan Fleck, Sabrina Pabilonia and others recently established a Washington, DC-based group of professional women in economics. Called "CSWEP in DC" and with an official connection to CSWEP in the works, the energy and talent in this group bodes well for its success.

Passing the Baton

January was bittersweet as two excellent regional representatives, Susan Averett of Lafayette College (East) and Jennifer Imazeki of San Diego State University (West), having generated great ideas and accomplished much, finished their terms and cycled off of the Board. A heartfelt thanks is due to each. Taking their places are Bevin Ashenmiller of Occidental College (West) and Amalia Miller of University of Virginia (East); on behalf of the Board I extend each one a hearty welcome. Board members Linda Goldberg of the Federal Reserve Bank of NY and Terra McKinnish of the University of Colorado have both agreed to continue innovating strategies and bringing them to fruition by serving second terms on the Board. Continuing board members whose good works and creative ideas have significantly advanced the mission of CSWEP include last year's newbies, Kevin Lang of Boston University, Cecilia Conrad of the MacArthur Foundation, Serena Ng of Columbia University, Petra Todd of University of University of Pennsylvania, and Anne Winkler of University of Missouri-St Louis (Midwest); as well as two-year veterans Shelly White-Means (South) of the University of Tennessee, and Madeline Zavodny of Agnes Scott College and the indefatigable oversight editor of this Newsletter. If you have an interest in serving on the Board and in CSWEP functions, please email me at cswep@econ.duke.edu.

Mentoring opportunities!

Mentoring funding is available through the Joan Haworth Mentoring Fund. If you want to bring mentors to or organize mentoring at your institution, contact cswep@econ.duke.edu.

Help us update the CSWEP data base and support our continuing activities

To ensure continuing receipt of this Newsletter, update or create your data base at (https://www.aeaweb.org/committees/cswep/members/index.php?step=1). If you have any problems with the site, please contact cswep@econ.duke.edu. Your support in this way ensures CSWEP's continuing programs in support of women in the economics profession.

Let us know of your ideas for CSWEP and of your willingness to serve.

Marjorie McElroy

Annual and Regional Meetings

CSWEP Sessions at the Midwest Economics Association Annual Meeting

March 22–24, 2013
Sheraton Columbus Hotel at Capitol Square, Columbus, OH

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

Friday, March 22
10:00–11:45 am

Academic Careers: A CSWEP Panel Discussion on Opportunities and Challenges

Chair: Mark Montgomery, Grinnell College

Panelists: *Balancing Teaching and Research* Charlene Kalenkoski, Ohio University

Being Proactive in Your Career Lea-Rachel Kosnik, University of Missouri–St. Louis

Being at the Same Institution (and Department) as Your Spouse Mark Montgomery, Grinnell College

Going up for Tenure Sucharita Sinha Mukherjee, College of St. Benedict/St. John's University

Friday, March 22
11:45 am–1:15 pm

CSWEP Networking Luncheon

Organized by Anne Winkler, University of Missouri–St. Louis

Friday, March 22
1:15–3:00 pm

Jobs for Economists: A CSWEP Panel Discussion on the Employee-Employer Match

Chair: Anne Winkler, University of Missouri–St. Louis

Panelists: *A View from a Liberal Arts Institution* Christie Byun, Wabash College

Taking a Job in a PhD-Granting Department Joyce Chen, Ohio State University

Perspectives on Working in Government Rebecca Chenevert, U.S. Census

Shifting from a 25-Year Career in the Financial Industry to Academia Catherine Lau, Carthage College

Calls for Papers and Abstracts

Southern Economic Association Meeting Call for Papers

November 23-25, 2013, Marriott Waterside Hotel and Marina, Tampa, FL

CSWEP will sponsor sessions at the November 2013 Southern Economic Association meetings in New Orleans.

Abstracts of individual papers and complete session proposals will be considered. Abstracts for papers in the topic areas of g**ender, health economics, labor economics, and urban/regional** are particularly solicited, but abstracts in other areas will be accepted. Abstracts should be approximately one to two pages in length (250–1000 words) and include paper title, names of authors, affiliation and rank, and e-mail contact information as well as mailing address. Proposals for panels should include a panel abstract, names and contact information of panel chair and participants. Session proposals should also include names and contact information for discussants.

All information should be e-mailed to:

Professor Shelley White-Means
NCMHD Exploratory Center of Excellence in Health Disparities
University of Tennessee Health Science Center
66 N. Pauline, Suite 316
Memphis, TN 38105
e-mail: swhiteme@uthsc.edu

Deadline for abstracts is April 1, 2013.

January 2014 ASSA Annual Meeting

CSWEP will sponsor sessions at the January 2014 ASSA Annual Meeting in Philadelphia, PA. We will be organizing three sessions on gender-related topics and three sessions on econometrics topics. Accepted papers will be considered for publication in the Papers and Proceedings issue of the American Economic Review. Abstracts of individual papers and complete session proposals will be considered. E-mail a cover letter (specifying to which set of sessions the paper is being submitted) and a copy of a one- to two-page abstract (250–1000 words), clearly labeled with the paper title, authors' names, affiliation, and contact information for all the authors by **March 1, 2013** to cswep@econ.duke.edu

American Economic Association
CSWEP
c/o Marjorie McElroy, Chair
Duke University, Box 90097
Durham, NC 27708-0097

Upcoming Regional Meetings:

Midwest Economics Association

http://web.grinell.edu/mea

2013 Annual Meeting, March 22-24, 2013
Columbus, OH: Sheraton Columbus Hotel at Capitol Sq.

Eastern Economic Association

http://www.ramapo.edu/eea/conference.html

2013 Annual Meeting, May 9–11, 2013
New York, NY: Sheraton New York Hotel and Towers

Western Economics Association

http://www.weainternational.org/

88th Annual Conference, June 28–July 2, 2013
Seattle, WA: Grand Hyatt

Southern Economics Association

http://www.southerneconomic.org/

2013 Annual Conference, November 23–25, 2013
Tampa, FL: Tampa Marriott and Waterside Hotel and Marina

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.

Are you an AEA member? **Consider joining the American Economic Association.** CSWEP is a subcommittee of the AEA, which fully funds 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