Committee on the Status of Women in the Economics Profession
AMERICAN ECONOMIC ASSOCIATION
Established 1971

CSWEP NEWS

Published three times annually by the American Economic Association's Committee on the Status of Women in the Economics Profession.

2019 ISSUE I

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FOCUS
Best Practices in Mentoring Underrepresented Minority Women in Economics: An Introduction

Marie T. Mora

Recognizing the importance of mentoring in diversifying the economics profession, CSWEP and CSMGEP have both designed and implemented a variety of mentoring programs aligned with their missions. Traditionally there had been few coordinated collaborations with respect to identifying and providing mentoring initiatives specifically for women from traditionally underrepresented minority (URM) groups in economics, but in recent years this has been changing. Such collaborations are important given that the underrepresentation of women in economics is compounded by the underrepresentation of minority groups in the profession. To demonstrate, data in the latest annual CSMGEP report (2018) show that in 2016–17 only one-third (380) of the 1,150 PhD degrees awarded in economics were awarded to women. Of these, 0.6% (only seven) and 0.3% (four) were awarded to Black and Hispanic women, respectively, who were U.S. citizens and permanent residents; none were awarded to American Indians and Native Alaskans.[1]

This Focus of *CSWEP News* is an example of such a collaboration,[2] which had its genesis in a brief Twitter exchange between Trevon Logan (Ohio State University), Shelly Lundberg (University of California, Santa Barbara and then-CSWEP Chair), Lisa Cook (Michigan State University), and me in the summer of 2017. At the time, Alice Wu's now infamous study on the toxicity of the economics profession toward women was reverberating in the media and social media, including Twitter. Logan kick-started the discussion by pointing out that much of the reaction focused on women but did not consider URM women. In less than an hour, we shifted away from Twitter into email and identified potential speakers for what became the joint CSWEP-CSMGEP luncheon panel on Best Practices in Mentoring Underrepresented Minority Women held at the 2018 ASSA meetings.[3] The

1 It is worth noting that 2016–17 was not an outlier; recent CSMGEP annual reports show similar numbers. Also see Rhonda Sharpe's National Economic Association Presidential Address for a recent discussion of trends in economics degrees conferred along the lines of race and gender over the past two decades (Sharpe 2018).

2 It should be noted this issue of CSWEP *News* is not the first one resulting from collaborations between CSWEP and CSMGEP. The focus of the 2017 CSWEP *News* Issue II is on recruiting and mentoring diverse economists that also grew out of an ASSA panel discussion; the articles in that issue are particularly relevant here.

3 This panel, which was recorded and posted online at the CSWEP website (https://www.aeaweb.org/about-aea/committees/cswep/programs/annual-meeting/roundtables), received support from the National Science Foundation through the AEA Mentoring Program—one of CSMGEP's programs that focuses on traditionally underrepresented

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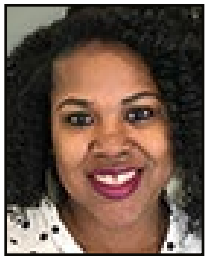

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From the Chair

Judith A. Chevalier

I am delighted to be writing my first "From the Chair" letter as I take over the reins from Shelly Lundberg. CSWEP thrived during Shelly's tenure and she was particularly instrumental in working with the American Economic Association to adopt a code of conduct and to launch the Association's first-ever climate survey. I am looking forward to continuing Shelly's work with the AEA in improving the representation of women and the climate for women in the profession. On that point, this issue of News includes the 2018 CSWEP Annual Report to the AEA, which documents CSWEP activities for the past year and summarizes results from our annual survey on the status of women in academic economics.

Unfortunately, the survey continues to paint a picture of stalled progress. In particular, for more than a decade, in both PhD-granting and non-PhD departments, there has been no increase in the representation of women among new PhDs and assistant professors, and there is decline at the associate professor level. While the fraction of full professors who are female has increased slowly over the last decade, the stagnation and decline at the assistant and associate level does not portend well for future increases in the full professor share.

In my CSWEP role, I am particularly interested in exploring ways that we can inspire diverse young people to take economics courses and consider the economics major. There are some nascent projects that we are working on and I welcome the thoughts and ideas of readers of this News.

As concerning as our survey findings are about the representation of women in economics in general, many data sources suggest particularly low representation of minority women. The Focus section of this issue of News, co-edited by Marie Mora, contains important advice about mentoring minority women scholars. The perspectives in the News come from an anthropologist, a psychologist, a biologist, and an economist, who bring both personal experience and research expertise to this question. As some of the authors note, given the low representation of minorities, women, and especially minority women in economics, many students who major in economics or pursue graduate education in economics will never have the experience of being taught by an underrepresented minority woman faculty member. Many men and women who are not themselves underrepresented minorities can have opportunities to mentor minority women. The News contributors explore how to accomplish that. One theme that emerges in several of the pieces is the importance of viewing mentoring as a bilateral activity—an exchange in which both the mentor and mentee are listening and actively participating. As Lisa Cook puts it "Listen first, ask question seconds, and talk last." One theme that emerged for me in reading these thoughtful pieces was the extent to which mentorship can be as much of a learning opportunity for the mentor as it is for the mentee.

The 2019 AEA meetings in Atlanta were a great success for CSWEP. We held two junior mentoring breakfasts, a mid-career mentoring breakfast, our business meeting and awards ceremony, and a very well-attended cocktail reception. We had seven paper sessions. Sessions in theory and economic development showcased the work of junior women economists. We also held sessions on the economics of gender and gender in the economics profession. Finally, CSWEP co-hosted a special session with CSEMGEP on using Twitter effectively.

Videos are available online of our business meeting. The business meeting video includes the Carolyn Shaw Bell Award winner speech by Rohini Pande. She delivers an inspiring—and practical—lecture on how to advance

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panelists included Cecilia Conrad (MacArthur Foundation); India Johnson (Elon University); Beronda Montgomery (Michigan State University); and me (as the panel moderator).

While the discussion in the following four articles is framed around best practices in mentoring URM women in economics, these practices also pertain to other disciplines in which women and minorities tend to be disproportionately underrepresented, such as many of the sciences, technology, engineering, and mathematics (STEM) fields. In fact, only one of the four contributors (Lisa Cook) is an economist. Moreover, as readers will notice, the literature from which these articles draw covers a wide range of disciplines. (Note that these references have been combined at the end of this Focus in the "For Further Reading" section.)

In her article, Rosalyn Vega (Assistant Professor of Anthropology at The University of Texas Rio Grande Valley) provides a brief overview of the theoretical framework underpinning intersectionality, and then proceeds with a practical "step by step" guide to effectively mentor URM women in academia. She emphasizes the importance of listening and recognizing that each mentee will have unique experiences, goals, and ambitions, such that a "one size fits all" mentoring approach should be avoided. India Johnson (an Assistant Professor of Psychology) then discusses research on identity and the sense of belonging as it pertains to URM women in STEM. Of interest, she discusses experiments in which race/ethnicity appears to be a stronger factor than gender in identifying with role models, although allyship with non-URMs can also serve as an effective tool to increase a sense of belonging. Based on these findings, Johnson provides concrete suggestions that can be used to increase inclusion among URM women in economics, such as inviting URM women scholars as guest speakers or showing video clips in classes.

. . . race/ethnicity appears to be a stronger factor than gender in identifying with role models . . .

Lisa Cook (Associate Professor of Economics and Director of the AEA Summer Training Program) in the third article provides a series of practical suggestions for mentoring URM women in economics at the undergraduate level. As with Johnson, these suggestions include exposing URM women to role models, such as through including the work of URM women in course syllabi/reading lists and inviting them to present in seminars. Finally, Beronda Montgomery (MSU Foundation Professor of Biochemistry & Molecular Biology and Microbiology & Molecular Genetics and Associate Provost for Faculty Development–Research) highlights how mentoring is much more than simply "supporting" individuals; mentoring success should be bilaterally cultivated. She underscores the importance of not "imprinting" one's self on the mentee; because mentees all have different needs, effective mentors should take an individualized approach to each mentee in the context of tending an ecosystem.

In my own work over the past couple of decades to increase access and inclusion in the economics profession, in STEM, and in higher education more broadly, I have often emphasized the importance of networking in effective mentoring, which includes peer mentoring. With respect to URM women, it is important that the mentors open their networks, including through inviting and accompanying their mentees to activities sponsored by CSWEP, CSMGEP, the National Economic Association, the American Society of Hispanic Economists, and the newly formed Sadie Tanner Collective. Other ways to expand mentees' networks include having them "shadow" their mentors at conferences and workshops to be introduced to members of the mentors' networks; inviting mentees when organizing conference sessions and conferences (such that they not only present their work, but they meet other scholars with similar research interests); and attempting to identify other potential mentors for one's mentees following a common thread in the four articles in this Focus—taking the time to listen as they discuss their mentoring needs. ■

minority Econ PhD students and new PhDs. It follows that I gratefully acknowledge the NSF for this special Focus as well through NSF Awards #1357478 and 1730661. Moreover, it is worth noting that the Twitter origins of this panel were used by Beronda Montgomery (2018) as an example on how social media platforms can be used to promote diversity in STEM and the academy.

From the Chair

women in economics. Melissa Dell, the Elaine Bennett Prize winner explains her fascinating research in economic history. The diverse group of Twitter personalities provided very helpful advice on using Twitter and video of that session is also posted online.

Many thanks to all of the organizers and mentors who contributed to these events! As always, we encourage you to forward this issue of News to your students and colleagues. Help us get in touch with them early in their careers! Send a message to info@cswep.org to get on our mailing list for announcements and other news, to volunteer to help out with CSWEP activities, or to share your comments and suggestions. Also, follow us on Twitter @AEACSWEP. We are cautious in how many emails we send to our subscribers, so following us on Twitter is one way to make sure to stay maximally informed. ■

An Intersectional Framework for Effectively Mentoring Women of Color in Academia: A Best Practices Guide

Rosalynn Vega

It is clear that women of color are severely underrepresented in academia, especially in science, technology, engineering, and mathematics (STEM) fields. According to data from the National Science Foundation (2017), women of color made up 11.7% of tenure-track faculty, 6.1% of tenured faculty, and 4.0% of full professors across all Science and Engineering (S&E) fields in 2015.[1]

Since the percentages tend to be so small, disaggregated data for individual races and ethnicities across each specific discipline are difficult to locate, and in many cases, do not exist in publicly available data, particularly at the senior-level academic ranks. A natural question that arises is why are women of color so acutely underrepresented in STEM fields, including economics? The answer to this question necessitates interdisciplinary perspectives.

The lives of women of color unfold at the intersection of multiple axes of inequality. That is, harking back to Kimberlé Crenshaw's (1989) theory of intersectionality, multiple types of inequality combine to produce a unique set of challenges (which, at times, may involve discrimination and exclusion). Crenshaw, a critical race studies scholar, provides the following explanation: while a black man may suffer the consequences of race-based inequality and a white woman may struggle with gender-based inequality, a black woman's experience cannot be encompassed by the sum of race- and gender- based inequality. She is sometimes discriminated against on the basis of her gender, at other times on the basis of her race, and still at other times because she is a *black woman*. Thus, different types of inequity are not additive, but collude in "complementary" ways, often with noxious consequences. Crenshaw's term "intersectionality" is inspired by the analogy of a black woman standing in the center of an intersection and getting struck by cross traffic.

If we attempt to translate Crenshaw's arguments into statistical terms, Crenshaw is signaling a multi-variate model for a given socioeconomic outcome in which the interaction term between race and gender as a regressor has a relatively large and statistically significant coefficient. Crenshaw insists that we notice the effects of this interaction term on the outcome of the entire model.

Others, such as Paul Farmer (1999), a physician and medical anthropologist, have highlighted the potentially dire effects of intersecting axes of inequality by coining the term "structural violence." In doing so, Farmer signals that the underlying cause for many of the challenges faced by women of color are structural in nature, such as the increased likelihood that marginalized groups are impoverished. That is, intersectional inequality can be traced back to social structure.

These theoretical concepts, culled from disciplines ranging from critical race studies to statistics and anthropology, provide an abstract framework for the concrete recommendations I propose for effective mentoring in this article. In what follows is a "best practices," step-by-step guide for how to effectively mentor women of color in academia, particularly in economics and other STEM fields in which they are disproportionately underrepresented.

Be prepared to listen.

Crenshaw's example crisscrosses race- and gender-based discrimination. Farmer includes these same axes while also underscoring the importance of socioeconomic class as an outcome of social structure. That is, Farmer's work underscores the important role that poverty plays in the lives of women of color. Building upon these authors, I (and others) have argued that many other axes exist, which include but are not limited to nationality and documentation status, gender orientation, educational opportunities, religion, rural versus urban upbringing, etc.

The list of potential axes is extensive and it would be impossible to explore each of them in this newsletter. The takeaway, however, is that it is impossible to know what challenges your mentee has faced on the path to success in academia if you do not listen. We often think of the mentor's role in giving advice—the mentor is the source of expert knowledge for mentees hoping to benefit from the mentor's wisdom and experience. While this is a part of the mentor's role, it is my view that a vital part of mentorship is providing personalized support. Furthermore, a mentor cannot know how to furnish the personalized support the mentee needs if he or she does not first offer a listening ear.

There is no single best way to mentor women of color because no singular experience nor set of challenges exists that all women of color face. Thus, the best way is a tailored approach. To accomplish this, the first step involves discussing with the mentee about her unique pathway to her profession and any obstacles she has faced along the way. Then listen.

Meet her where she is at.

After you have an awareness of the particular barriers that your mentee has had to overcome thus far, tailor your mentorship to meet her specific needs.

➡

1 For the purpose of these statistics, women of color include Asians, Blacks, Hispanics, American Indians, Alaska Natives, Native Hawaiians, Other Pacific Islanders, as well as women reporting more than one race.

Keep in mind that what your mentee needs will likely be different from what you needed at a similar stage in your academic career (even if you are a woman of color). Also, be mindful not to assign disparate values to different types of needs, even when they are distinct from what you may have usually encountered with other mentees.

I often think of productive mentorship, like many relationships in life, as the product of mutual effort. Here, I will offer the analogy of a ping-pong game. Whenever the ball is on your side of the table, you have to hit the ball back before it falls off the table. That is, as long as your mentee demonstrates effort, it is my belief that good mentors match that effort—shifting their weight to hit the ball back, wherever and whenever it lands on their side. More concretely, whenever your mentee seeks your mentorship, do your best to provide that mentorship in a flexible, adaptable, and timely way, working through multiple iterations if necessary.

Help her get to where she wants to go.

Just as your mentee's pathway to the profession may be different from yours and from other mentees you serve (even other mentees of color), her future trajectory may differ as well. Our goals are strongly determined by our values, personal histories, and identity. Do not assume that your mentee's goals are the same as your own or others whom you mentor. Just as important, be careful not to provide a mold in which you expect your mentee to grow and learn to fill. That is, be wary of imposing your expectations on your mentee, especially when they contrast to the goals your mentee has for herself. Again, your mentorship begins with the art of asking.

Once you have comprehended your mentee's professional goals, remember that your role as mentor is to guide your mentee. At first blush, we might assume that mentorship is the act of teaching by example so that your mentee can emulate your accomplishments. The mentor usually leads while the mentee follows in the mentor's footsteps. I am suggesting, however, that mentorship is less about creating a replica of yourself and more about illuminating the path that your mentee has chosen for her own future.

Help her transition from reproducer to producer.

Successful learners become adept at the skill of receiving and processing knowledge. This is the most basic level of Bloom's taxonomy of educational objectives (Bloom et al., 1956). From there, budding scholars become skillful in reproducing the theories of others. (My comments on how women academics' roles as reproducers in society may provide a restrictive framework encouraging them to reproduce academic theories, and furthermore, how those responsible for the majority of reproductive labor in society are women of color, could fill another article.) However, good mentorship encourages women of color to move past reproduction to being the source of knowledge *production*. Transitioning from the role of reproducer to that of producer is a significant leap considering that many women of color have been positioned as reproducers their whole lives. Thus, holding back your own perspective (again, resisting self-replication) so that you can encourage your mentee to produce her own is one of the most influential, liberating, and empowering things a mentor can do.

. . . be wary of imposing your expectations on your mentee, especially when they contrast to the goals your mentee has for herself. ***Again, your mentorship begins with the art of asking.***

Say "yes!"

Women of color may sometimes struggle to have their voices and desires heard. At the same time, their unique experiences provide fertile ground for a greater diversity of ideas within the academy and outside (ideas which are often used to shape public policy) if mentors stimulate their intellectual growth and embrace their independent paths (both past and future). Once your mentee has positioned herself as a producer, she may challenge the status quo. This may range from an innovative research approach or topic, an unfamiliar teaching style or pedagogical method, or new ideas for institution building, etc.

When your mentee comes to you with a proposal for something she would like to explore, say "yes!" If the proposal is unorthodox, even better! Good mentors are eager to open doors. So, make sure that no matter which way your mentee wants to go, to the extent that you are able to facilitate, there will always be an open door.

Returning to Crenshaw's analogy, being caught in the center of an intersection, hoping not to be struck by cross traffic, can feel like a trap...but the greatest mentors are like the wind beneath their mentee's professional wings. I acknowledge the very real structures that even the best mentorship cannot remove. Even so, when a mentee feels trapped, the mentor should remind her she can fly.

You Belong Here: Promoting a Sense of Belonging among Underrepresented Minority Women in Economics

India Johnson

When I received an invitation to write a guest piece about best practices for mentoring underrepresented minority (URM) women in economics after having been a panelist at the joint session of the Committee of the Status of Women in the Economics Profession and the Committee of the Status of Minority Groups in the Economics Profession session on the same topic at the 2018 Allied Social Science Association (ASSA) meetings, I happily, though hesitantly, accepted. As a diversity and intergroup relations scholar in social psychology, my body of work examines the development and evaluation of interventions geared towards promoting healthier interactions between persons of different identities. Most recently, I have focused on interventions to support URM women in science, technology, engineering, and math (STEM) environments. My experience with such investigations has taught me that as I embark on new areas of inquiry, more questions inevitably arise. That said, this piece aims to shed light on best practices to support URM women in economics and other STEM fields based on questions my work has addressed thus far.

Much of my research investigates how the use of *identity-safety cues*, or a signal indicating that one's identity is valued (Avery, Hernandez, and Hebl, 2004), can alert members of often negatively stereotyped groups (e.g., racial and ethnic minorities, women) that they are valued in environments where they are underrepresented. My work evaluates the efficacy of relatable and successful role models to act as identity-safety cues, and signal "YOU BELONG" to members of traditionally underrepresented groups. Indeed, a large and rapidly growing volume of research highlights the benefits of role models as identity-safety cues. For example, both cursory and long-term contact with successful and relatable ingroup experts has been shown to promote belonging in fields where women have traditionally been underrepresented (e.g., Asgari, Dasgupta, and Cote 2010; Stout, Dasgupta, Hunsinger, and McManus 2011). Of importance, women who report a sense of belonging in fields which have few women are more likely to persist and continue in their field (Lewis et al. 2017). Thus, providing access to role models should not only serve to attract URM women to economics and other STEM fields, but may also serve as a resource to ensure they remain within the discipline.

Who Serves as an Effective Role Model for URM Women?

The first question my research collaborators and I have aimed to answer is *who* serves as an effective role model for URM women in STEM. Interventions using role models are prevalent; however, large-scale interventions examining who acts as an effective role model and promotes belonging among individuals possessing *multiple* identities, such as URM women, are greatly lacking. Consequently, it was unclear from previous research if URM women benefit more from role models sharing their racial/ethnic identity, gender identity, or both identities.

To address this question, I, along with Pietri and Ozgumus, examined who might act as an effective identity-safety cue by having Black women view scientist role models sharing their racial and/or gender identity. We found that only Black women and Black men scientists—role models sharing a *racial* identity with Black women—encouraged a sense of belonging, while in general White women scientists did not (Pietri, Johnson, and Ozgumus, 2018). We have since replicated this finding among student populations of Black women in various educational settings, including among STEM majors (Johnson, Pietri, Fullilove, & Mowrer, in press). We have also conducted similar investigations among samples of Latinas. Like their Black women counterparts, Latinas reported a greater sense of belonging in STEM environments when exposed to successful role models sharing a common ethnic identity (Pietri & Johnson, 2017). In short, this information suggests that one fundamental way to increase the sense of inclusion and belonging among URM women in fields like economics in which they are vastly underrepresented would be to increase their exposure and contact with role models sharing a racial/ethnic identity.

How to Provide URM Women with Access to Role Models

After answering the question of "*who*" serves as an effective role model, the next question relates to how to provide URM women access to racial and ethnic role models. Given the shortage of URM women in STEM fields like economics, expecting them to actively serve as role models runs the risk of further exhausting and overburdening those already active in the field. Admittedly, answering the question of *"how"* has been more challenging than "*who*", but the literature points to several potential solutions. One is peer-mentoring. The results of a year-long study among engineering students found advanced female students acted as peer role models and mentors for younger female students and in turn, encouraged their sense of confidence, self-efficacy, and belonging (Denehy and Dasgupta, 2017). Working in small female peer groups has also shown similar benefits among women in other fields where they are traditionally underrepresented (Dasgupta, Scircle and Hunsinger, 2015). However, the adoption of such

interventions may be challenging to implement in economics given the small numbers of URM women majoring in the discipline.

Other easier-to-implement interventions to expose URM women to role models sharing common racial or ethnic identities include organizing events, such as panels and group discussions, with multiple role models (Pietri & Johnson, 2017). Such events not only encourage a greater sense of belonging in fields with few URM women, but they also spark interest in pursuing such fields among URM college students. Likewise, even a brief exposure to a relatable role model sharing a racial identity in a video format can encourage greater interest and belonging among URM students (Pietri, Johnson, Majid, & Chu, 2019). Other researchers have found that even subtle features of the classroom environment—such as posters and books—can encourage a sense of belonging (Cheryan, Plaut, Davies, and Steele 2009).

In all, these studies suggest the value in exposing URM women to role models through presentations and other academic settings to promote belonging. It follows that inviting URM women guest speakers and including videos in economics classes that highlight relatable and successful racial and ethnic minority women represent easy-to-implement strategies to promote a sense of inclusion in economics among URM women. Ultimately, such practices could normalize the integration of minority women in economics and help signal that such groups are welcome in the field. If more URM women pursue degrees in economics as a consequence, this has the additional benefit of producing more URM role models in the future.

How Can Non-URM Groups Increase the Inclusion of URM Women?

Answering the question of how to provide successful role models for URM women raises another equally important "*how*" question: how can non-URM individuals (women and men) serve as role models and encourage belonging among URM women? To identify possible answers, my colleagues and I have explored *perceived allyship*, or perceptions that advantaged group members (i.e., non-Hispanic white men and women) value the success of URM women and act to combat the challenges such groups face (Pietri, et al. 2018). Overall, we found that URM women did not perceive non-Hispanic white men and women as allies. At the same time, we also found that URMs are quite vigilant for some indication of allyship from advantaged group members, and when perceptions of allyship exist, this encourages feelings of belonging (Pietri et al. 2018). In short, our work highlights the importance of advantaged group members signaling allyship for URM women.

In terms of how non-Hispanic whites can act as allies, solutions can be found in a wealth of research examining intergroup contact and best practices in promoting healthy interactions between persons of differing identities. Allyship is an action word that demands the adoption of egalitarian ideals and continually striving to cultivate an inclusive environment for all (Ashburn-Nardo 2018). However, quite frankly, allyship is not easy in practice. It requires an ongoing commitment to adopt behaviors to reduce and control one's or others' biases, better support negatively stereotyped groups, and taking the perspective of groups frequently the target of prejudice, such as URM women. These actions can be challenging, as concerns about doing or saying the wrong thing or appearing prejudiced can lead to feelings of anxiety, undermining the quality of interactions between those of different racial identities (Shelton, Richeson, Salvatore, and Trawalter 2005).

At the same time, one of the best ways to confront the challenges in practicing allyship involves seeking frequent quality contact with racial and ethnic minorities. Indeed, intergroup contact is associated with many benefits for advantaged group members, including increased knowledge of URMs, reduced feelings of anxiety in intergroup interactions, and enhanced feelings of closeness to racial and ethnic minorities (Pettigrew and Tropp, 2008). Thus, seeking opportunities to interact and develop friendships and collaborations with URM women represents one way to signal allyship. In fact, our work with URM women suggests knowledge of contact between non-Hispanic whites and URM women not only encourages positive perceptions of non-Hispanic whites, but it also promotes perceptions of allyship (Foster and Johnson 2018).

In economics, volunteering to serve as a faculty sponsor for student groups supporting URM women; getting involved with mentoring initiatives in CSWEP and CSMGEP; working with groups such as the National Economic Association and the American Society of Hispanic Economists; and simply asking URM women students and colleagues out for coffee all represent simple strategies to facilitate intergroup contact and serve as allies.

Concluding Remarks

Increased access to role models sharing a common racial or ethnic identity as well as allies from advantaged group members are promising interventions to promote belonging among URM women in economics and other STEM fields. However, I acknowledge more work needs to be done to better understand determinants of the sense of inclusion and belonging among URM women in STEM. That said, the suggestions provided here based on the literature (including my own research) provide insight into best practices to support URM women in the economics profession and other STEM disciplines in which they are disproportionately underrepresented. ■

Mentoring Undergraduate Women Who are Students of Color

Lisa D. Cook

As an economist, I have likely had an unusual path to and through the economics profession. I grew up on the campus of, have attended, or been at an historically black women's college, small and large public universities, and top-ranked private universities in the U.S. and abroad. I have also spent time at Federal Reserve Banks, public and private financial institutions, and in the federal government. I am lucky to have had or witnessed good mentors in each place. In what follows I largely draw on my experience and that of colleagues at top 30 departments, colleges, and universities to provide some insights for mentoring undergraduate women who are members of underrepresented minority (URM) groups in the economics profession. Equally importantly, I draw on lessons from my time as Director of the AEA Summer Program, which, in most of the years it has been at Michigan State University, has had a larger share of women than men enrolled in the program.[1]

Get to and advise URM women students early.

In 2016–2017, only seven (4.7 percent) of the 148 economics Ph.Ds. awarded to female U.S. citizens and permanent residents were awarded to black women, and four (2.7 percent) of these economics Ph.Ds. were awarded to Hispanic women (CSMGEP 2018). Therefore, it is highly unlikely that URM students would have been exposed to a woman economist from a URM group in their social networks or in their economics courses. In particular, at predominantly white institutions (PWIs), they may not have the social networks or knowledgeable advisors to advise them to do required math courses early, on which economics courses to take, etc. At one large engineering-focused university I attended to take higher-level math courses, I learned midway through the term that white sororities and fraternities had years of notes and exams that I did not have access to as a non-member. Athletes also had a lot of information they shared among themselves and with friends. As a short-term student who was neither an athlete nor in a relevant sorority, I did not have access to these networks. Similarly, at another large public university, the URM students I met in a differential equations course largely studied as singletons and fended for themselves. Advising URM women to form and participate in study groups when possible has been a critical bit of advice to students who appear in small numbers in economics departments, whether or not they plan to study economics beyond their undergraduate training. Another dimension of these groups is that they can serve as means of transmitting information and of giving and receiving peer support.

Approach URM women students from a mindset of possibilities and not deficits.

As we know from the National Science Foundation (NSF), the number of black women majoring in math fell from 4.5 percent in 1997 to 2.4 percent in 2014, and the research of Francis et al. (2018) finds that black women are disproportionately tracked out of Advanced Placement (AP) calculus courses. If URM women appear in your class, they likely have been told, with little or no evidence, that they cannot do math. When discussing the possibility of doing a Ph.D. in economics with an American graduate student at Oxford, I was asked in the middle of a crowd to "take a third derivative." Naively, I started setting up such a problem to solve it and then asked what was special about third-order polynomials in economics. He was stunned that I knew how to approach and solve the problem and that I was undeterred. While visiting economics departments, another male graduate student also challenged me in a crowd of graduate students to translate a page of Varian's classic graduate text *Microeconomics*. This problem involved multivariable differential calculus, too, and I translated it in mathematical terms despite not knowing the terms in economics being used. Despite my responding successfully, the challenges from both men were clearly meant to shock and deter, and it was striking that neither asked me about my previous training in mathematics nor about my background more generally.

Potential mentors, please **listen to URM women students first, ask questions second, and talk last**. In the past, the soft bigotry of low expectations has permeated the way economists have approached URM students, and this should no longer be the case. (I refer to the past. However, the case in Fall 2019 where black undergraduate students in the economics department of a large public university were systematically told they could not do Ph.Ds. in economics because they could not do math suggests that the past is still present.) When you do talk, talk to female URM students first about what is possible rather than what you might perceive to be impossible.

Some advice URM female students often receive is inappropriate – possibly appropriate for URM men or white women, but not for black and other URM women. Because most economists offering the advice have never interacted with black and other URM women, generic advice is often offered.

1 The American Economic Association Summer Program has existed for more than 40 years and is responsible for roughly 20 percent of the PhDs awarded to underrepresented minorities at U.S. institutions. The objective of the program is to encourage and prepare students from traditionally underrepresented minority groups in the economics profession to pursue PhDs in economics.

In my experience, some of the tactics and strategies emerging from the Women in Economics experiments (Bayer, Bhanot, and Lozano 2019), such as sending women notes encouraging them to take the next course or to major in economics or offering to write letters of recommendation for internships and fellowships, have worked and would likely work with URM women, too. Given their small numbers at PWIs, they would appreciate being "seen" by someone, anyone who was an instructor in a course.

Encourage URM women students to come to faculty office hours and participate in class.

Whether in courses I have taught at Harvard or at MSU, initially men raise their hands and women do not. Then, I call on everyone using some obvious formula, such as alphabetically by their first or last name. Consequently, some women are encouraged to speak up before I start calling on students formulaically. The other women, among whom will likely be the one or two URM women, I invite to office hours in a nonthreatening way to engage them in conversation about the class, assignments, majoring in economics, etc. The experience of being the only or one of only a few URMs in economics courses, especially when race or the gender variable is often discussed in a way that implies there is something deficient about minorities (and women), has often left URM women with eroded confidence. The informal invited visits to office hours are meant to reverse this erosion of confidence. Typically, the ratio of men to women raising their hands and talking in class is much closer to one later in the semester than at the beginning of the class.

Check your syllabus and seminars.

Representation matters for encouraging undergraduate women in economics, and the same holds for URM women. Specifically, research such as Porter and Serra (2017) finds that having a woman faculty member teach in the introductory economics course encourages women undergraduates to perform better in that course and to take more courses in economics. Most economics departments do not have a URM woman faculty member, and this might be difficult to do without complementary changes in hiring practices.

Accomplishing representation through the syllabus is as important as accomplishing it through the instructors. Exposing students to a broad range of papers and authors of papers, including papers by URM female economists, is another way to encourage students to engage in studying problems of interest to them and to economists. In the AEA Summer Program, my first talk to students focuses on channeling their talent and interest in economics to address issues about which they are passionate. If students do not see themselves represented on the syllabus, it is difficult to imagine becoming a part of and doing research in that discipline. Recently, economists on Twitter exchanged ideas to increase interest among women in studying economics. A popular suggestion was showing a photo of authors to show that women were doing research. At many colleges and universities, students believe that the producers of knowledge are metaphysically distant "dead white men". Posting interviews with economists talking about their work has also been suggested.[2] Others suggested inviting economists from diverse backgrounds as guest speakers in class and as seminar presenters. The seminar series during the AEA Summer Program brings in such speakers; although not exclusively URM women, they are among the speakers each year.

A syllabus and a seminar series that include interesting, diverse topics and a diverse set of people writing on them would help to inspire URM women to major in economics at best and keep their attention at worst.

2 As an example, here is one of mine recently conducted by the Federal Reserve Bank of Minneapolis series on economists: https://www.minneapolisfed.org/publications/the-region/lisa-cook-interview.

Have a list of opportunities, summer and year-round, to present to undergraduate URM women.

URM women, like most undergraduates, seek interesting experiences related to their (prospective) major. As a mentor, I keep a running list of potential opportunities for students, especially paid ones, ready for them to consider. In the past, these opportunities might have been recommended to a small handful of students through closed networks. With the advent of social media and more open recruitment processes instituted by the organizations themselves, these opportunities have ostensibly become more accessible. Such opportunities have also become important pathways to Ph.D.'s in economics and provide first-hand information on a broad range of careers. Among them are the AEA Summer Program (of course!); post-baccalaureate programs, such as at Harvard and Stanford; internships and research assistantships through the Federal Reserve System, J-PAL, think tanks, and other organizations and individual faculty members. During my entire career, I, like many other faculty members, have attempted to include undergraduates in my research projects to give them early exposure to research in economics. I also promote extracurricular activities, such as the Fed Challenge, and encourage them to send papers to undergraduate economics journals, essay contests, and research conferences, whether on or off campus. Colleagues have also taken their undergraduate URM students to talks by economists in other departments and to conferences to show them what economists actually do.

Tell URM women that graduate school is largely funded.

Recently, during a series of recruiting trips, I noticed that undergraduate URM women posed questions about the cost of graduate school in economics. Telling them up front that PhD's in economics were largely paid for, unlike professional programs that require

Beronda L. Montgomery

Mentoring as Environmental Stewardship

Mentoring is critical for promoting success in higher education and professional arenas. While the benefits of mentoring are many, specific benefits include socioemotional or psychosocial support, academic and professional skills development and progress, and both short- and long-term career advancement and success (Montgomery 2017). Traditional mentoring approaches center on conveying information from a top-down mode, and typically align with goals of advancing individuals along institutionally- or disciplinarily-defined paths of success (Montgomery 2018a; Yun, Baldi and Sorcinelli 2016). Such mentoring frequently takes place in hierarchical one-on-one pairings of a senior or experienced individual (i.e., the mentor) in a dyad with a more junior or novice individual (i.e., the mentee). Classic power differentials exist in these relationships that frequently result in maintaining "business as usual" (Darwin 2000) or status quo dynamics in particular contexts (Darwin 2000; Thomas, Bystydzienski, and Desai 2015).

I believe ideal mentoring is about so much more than "supporting" an individual to be successful towards some recognized, and customarily institutionally determined, goal or milestone. Optimally enacted, mentoring is about success of the individual in and with contributions to a particular context. That is, mentoring success is bilaterally cultivated between mentor and mentee. Reciprocity and bilateral engagement increasingly are recognized as critical in improving mentoring outcomes (Clarke 2004; Pololi et al. 2002; Yun et al. 2016). True reciprocity and effective bilateral mentoring include adapting mentoring approaches to individual mentee goals and aspirations (see Montgomery 2017, and the references therein).

Mentoring as adapted for individual aspirations is distinctly different from advising, the latter of which consists of recommendations for *anyone* attempting to progress on a particular academic path or to accomplish a specific achievement (Montgomery, Dodson and Johnson 2014). Mentoring is also not imprinting. That is, mentoring is not a process of training someone to pattern her or his behavior *after yours* or after the general norms of a group (e.g., to get safely to a destination). Many people imprint in their environments while mistakenly calling it mentoring. Moreover, imprinting is often championed as a means of acculturation for immigrant youth (Liao and Sánchez 2015; Pryce, Kelly and Lawinger 2018). I also argue that mentoring should not be wielded as a weapon of acculturation or assimilation. Acculturative mentoring has been associated with reductions in perceptions of racism (Liao and Sánchez 2015), but perhaps not with actually mitigating racial biases based on persistent underrepresentation and marginalization of particular groups in many spaces, including specific disciplines such as those in science, technology, engineering, and mathematics (STEM) fields, and academia as a whole.

Truly individual-centered mentoring is about offering specific advice and insights based on a personal relationship and developed understanding of an individual. Effective mentoring emerges from awareness of their accrued and potential capital, from supporting them

Mentoring Undergraduates

incurring lots of debt, seemed to pique their interest. Given the resources (wealth) URM households have to support such endeavors relative to their white counterparts, the knowledge that Ph.D. programs are funded likely reduces the anxiety associated with the prospect of substantially taxing the household's resources.

Encourage URM undergraduate women to find and create supportive communities.

Get them on Twitter (#EconTwitter) and other social media platforms to find and participate in supportive virtual communities. Other "real" communities might be formed as a result of participating in various activities (such as the Fed Challenge, the Women in Economics initiative and conferences, or the AEA Summer Program) or in various groups (such as the newly-formed Sadie Alexander Collective which targets undergraduate women of African descent). Given the isolation of most URM women students, they will need these supportive networks as undergraduates, which can further develop as they become graduate students and faculty.

Chairs and departments should compensate this work and hire more URM women in their departments.

The work outlined above is time-consuming and not traditionally rewarded by economics departments. Chairs and deans should compensate this work to diversify the profession with release time from other service commitments and with money. For example, invited speakers should be paid an honorarium. Research already shows that URM faculty earn less than their counterparts, and it is unfair to ask them to be doubly taxed by having to volunteer their time for these efforts. If diversifying the economics profession is in fact a goal, this work should also be evaluated as part of annual merit reviews and hiring decisions. It is hoped that colleagues would become more open to hiring and actually hire and tenure URM women, and not just as instructors, adjunct faculty, and faculty with joint appointments.

in using these forms of capital, and in gaining additional skills and capital in pursuit of a specific path of achievement (Montgomery et al. 2014). Individual-focused mentoring can be cultivated in-person as well as online for individuals or in larger communities of support for personal and professional advancement (Montgomery 2018b).

Ultimately, bilateral mentoring prioritizes cultivating the intersection of individual interests or goals and aspirations with the production of "*currencies of success*" that contribute to local and disciplinary contexts. Academic currencies of success, or scholarly currency (Montgomery 2018a), are the recognized and highly valued forms of output associated with validating successful scholarly engagement with a topic and the production of knowledge. In many cases, these currencies are peer-reviewed publications, the acquisition of funding, chairing sessions or panels at disciplinary society meetings, or the bestowal of highly prized awards and honors, among others. The production of currencies of success is critical for most forms of formal reward and recognition. Yet, the production of these can originate from personal scholarly interests or intended community contributions. When mentors are able to cultivate mentees in being productive in service to both personally defined career aspirations and the needs of the mentees' community is likely to lead to increased retention. Indeed, why would individuals be eager to leave an environment where they can work at the intersection of their motivations and local needs, while producing markers needed to externally demonstrate success?

Mentoring effectively and in ways that support the production of recognized currencies in service to personal aspirations will likely require radical re-envisioning of the "spaces" in which mentoring occurs, to facilitate the construction and cultivation of environments that promote self-efficacy broadly, especially for women and other individuals from backgrounds underrepresented in STEM (Emdin 2016). This level of support can transcend mentoring to encompass advocacy. Mentoring combined with advocacy is not about guiding someone through a pipeline with blockages and inequities, but about clearing the pipeline. This view departs from our common conceptualizations of the primary problems of the pipeline being supply driven, i.e., a lack of sufficient diverse individuals who enter *and* advance as well as individuals who "leak" from the pipeline. Rather, I focus on the problem being failure to assess accurately the structural problems with the pipe itself. In this regard, as Weiston-Serdan states: "It is not about using mentoring to manage symptoms, but leveraging mentoring to address root causes" (Torie Weiston-Serdan 2017, p. 6).

Mentoring combined with advocacy is not about guiding someone through a pipeline with blockages and inequities, but about clearing the pipeline.

If we break from the pipeline analogy altogether and see the context in which mentoring, goal attainment, and advancement occur as an ecosystem, then effective and progressive mentoring is not about helping those mentored "adapt to toxic water and polluted air", but to "help them purify the water and clear the air" according to Weiston-Serdan's (2017) concept of critical mentoring. Impactful and effective mentoring is then centered in a learning environment or context of tending an ecosystem in support of an individual pursuing specific goals therein (Montgomery 2018c). The beauty of this approach is that the environment better serves the particular individual, while ultimately being changed into a better state to support others as well. This is mentoring as transformation. This is mentoring as progressive environmental stewardship.

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Join the CSWEP Liaison Network!

Three cheers for the 150+ economists who have agreed to serve as CSWEP Liaisons! We are already seeing the positive effects of your hard work with increased demand for CSWEP paper sessions, fellowships and other opportunities. Thank you! Dissemination of information—including notice of mentoring events, new editions of the CSWEP News and reporting requests for our Annual Survey and Questionnaire—is an important charge of CSWEP. For this key task, we need your help. Visit CSWEP.org to see the list of current liaisons and departments for whom we'd like to identify a liaison. We are also seeking liaisons from outside the academy. To indicate your willingness to serve, send an e-mail with your contact information to info@cswep.org.

Thank you to 2019 AEA/ASSA Session Organizers

CSWEP says thank you to the following individuals who helped organize CSWEP sessions for the 2019 AEA/ASSA annual meetings. Thank you for helping to make CSWEP's sessions at the 2019 ASSAs some of the best ever!

Shahina Amin, University of Northern Iowa

Leah Boustan, Princeton University

Carola Frydman, Northwestern University

Marina Halac, Columbia University

Jeanne LaFortune, Pontifica Universidad Catolica de Chile

Amalia Miller, University of Virginia

Vasiliki Skreta, University of Texas at Austin

Thank you to CeMENT Mentors

CSWEP says thank you to the following individuals who served as mentors during the 2019 CeMENT Mentoring Workshop, which followed the 2019 AEA/ASSA annual meetings. We thank you for your generous gift of time and expertise to all of our 2019 mentees.

Sandra Black, University of Texas at Austin

Kasey Buckles, University of Notre Dame

Patricia Cortes, Boston University

Jennifer Doleac, Texas A & M University

Kathryn Dominguez, University of Michigan

Susan Dynarski, University of Michigan

Hulya Eraslan, Rice University

Jessica Goldberg, University of Maryland

Hilary Hoynes, University of California, Berkeley

Sarah Jacobson, Williams College

Pamela Jakiela, Center for Global Development

Erin Krupka, University of Michigan

Olivia Mitchell, University of Pennsylvania

Kathleen Mullen, RAND Corporation

Laura Razzolini, University of Alabama

Mar Reguant, Northwestern University

Claudia Sahm, Federal Reserve Board of Governors

Katja Seim, University of Pennsylvania

Manisha Shah, University of California, Los Angeles

Abigail Wozniak, University of Notre Dame

The 2018 Report on the Status of Women in the Economics Profession

I. Introduction

A standing committee of the American Economic Association since 1971, the Committee on the Status of Women in the Economics Profession (CSWEP) serves professional women economists by promoting their careers and monitoring their progress. In 1972, CSWEP fielded the first survey of economics departments regarding the gender composition of faculty and, since 1993, has surveyed some 250 departments annually with findings reported in the *American Economic Association: Papers & Proceedings* and reprinted in the CSWEP Annual Report. The CSWEP Board, staff, non-Board committee members and CSWEP's network of liaisons to more than 200 departments and institutions provide substantial public goods to the profession as a whole. CSWEP organizes mentoring programs that serve several hundred economists annually. These include the internationally renowned CeMENT Mentoring Workshops for junior women and the Mentoring Breakfasts at the Annual AEA/ASSA Meetings as well as career development roundtables and panels at the Annual AEA/ASSA Meetings and at the meetings of the four regional economics associations. CSWEP provides professional opportunities to junior women through competitive-entry paper sessions at both the Annual AEA/ASSA Meetings and at regional economic association meetings. CSWEP also endeavors to raise awareness among men and women of the challenges that are unique to women's careers in economics and of best practices for increasing diversity in the economics profession. To recognize and celebrate the accomplishments of women, CSWEP awards the Carolyn Shaw Bell Award annually (for furthering the status of women in the economics profession) and the Elaine Bennett Prize biennially (for fundamental contributions to economics by a woman within seven years of the PhD). On the web at CSWEP.org and via the thrice-yearly CSWEP News, CSWEP disseminates information on women in economics, professional opportunities, and career development.

The centerpiece of this report is the summary of the 2018 Annual Survey in Section IV. Briefly, we find that there has been little progress in increasing the representation of women in economics during the past decade, with stagnation or decline in the number of women entering economics at both the undergraduate and graduate level and increasing attrition of women as assistant professors. With the support of the AEA, we have completed a project to document and harmonize our 45 years of data and have made it available to individual researchers via ICPSR.

Section II reports on the administration of CSWEP activities and changes taking place as Shelly Lundberg's term as chair ends and Judith Chevalier's begins. Section III describes CSWEP activities addressing the challenges women continue to face in the economics profession. Associate Chair Sebnem Kalemli-Ozcan oversees CSWEP mentoring programs. Associate Chair Margaret Levenstein directed the 2018 CSWEP Annual Survey, analyzed the results and wrote the report on the status of women in the economics profession in Section IV. Section V concludes with well-deserved acknowledgements of many who have contributed to CSWEP's mission. Appendix A lists the 2018 Board members.

II. CSWEP Administration

A. CSWEP Office and Upcoming Transition

Judy Chevalier at Yale University will take over as CSWEP Chair in January 2019 from Shelly Lundberg at the University of California at Santa Barbara (UCSB). CSWEP has a new full-time Administrative Assistant, Lauren Lewis, who began in September 2018 and will be working from the AEA's office at Vanderbilt University in Nashville, TN. This new base for the CSWEP administrative full-time assistant will facilitate improved communication between CSWEP and the AEA administration, allow for direct control over the CSWEP website, and will ease future leadership transitions.

Following the sudden resignation of the previous CSWEP assistant, two part-time assistants, Christine Weidner and Tina Giurguis (UCSB PhD students), kept CSWEP operations going through the spring and summer and made further improvements to the portability of the CSWEP office. Databases for CSWEP affiliates, liaisons, and department chairs have been consolidated in MailChimp (a flexible customer relationship management tool). All files have been migrated to Dropbox. The Wordpress site that makes CSWEP policies and procedures available to all Board and Committee members—and provides CSWEP with an institutional memory as the Board, Chair, and staff change—has been updated and expanded.

B. CSWEP Communications

The success of CSWEP programs in advancing the status of women in

economics depends upon our ability to communicate broadly and effectively to our community, junior and senior, within and outside the academy, and also to the profession as a whole. Our traditional communications tools, the CSWEP website, our subscriber email list, and *News*, have been augmented in recent years by email networks and social media.

The CSWEP Liaison Network (created in 2014) has continued to expand the distribution of the CSWEP newsletter and announcements and to streamline the yearly collection of departmental gender data for the CSWEP Annual Survey. The goal has been to recruit a tenured faculty liaison in every department of economics including, where appropriate, economics groups in business, public policy and environmental schools as well as government and private research units.[1] This year, we surveyed liaisons to learn how they distribute CSWEP materials to their networks. The majority of respondents distributed the emails to a select audience depending on the content of the message (51%). This contact also helped us update and expand the liaison network.

Our Twitter account, @AEACSWEP, was launched in 2017 and we have been tweeting prize announcements, calls for papers, and other notices as a supplement to our email list and liaison network. With more than 2K followers, our Twitter presence seems to have improved our communications with younger economists, as suggested by the increased rate at which our mentoring programs fill up.

C. Historical Data Harmonization Project

In 2016, the AEA provided funds to CSWEP to create a research-ready, documented, database integrating the CSWEP and UAQ data and to generate reports to be provided annually to interested PhD-granting departments on the current and historical status of women in their department relative to their peers. We have completed the integration, harmonization, and documentation of data for the years 1993-2017 for doctoral departments. These data have been deposited at ICPSR for researcher use, and have already been used for a couple of papers forthcoming in a symposium on women in economics in the *Journal of Economic Perspectives*. We are continuing this work for the non-PhD departments and for the years before 1993 (using UAQ data only).

This year, CSWEP generated a longitudinal report for each PhD-granting economics department based on its previous twenty years of individual submissions to CSWEP. Distribution of this year's reports was hampered by staff turnover, but we plan to update and send these individual reports to departments each year.

III. CSWEP Activities in 2018

A. CSWEP and AEA Initiatives on Equity, Diversity and Professional Climate

The CSWEP Board applauds the adoption of a Code of Professional Conduct by the AEA Executive Committee in 2017. CSWEP Chair Lundberg served on an AEA Ad Hoc Committee on the Professional Climate in Economics that made a series of recommendations to the Executive Committee, including the establishment of a new Standing Committee on Equity Diversity, and Professional Climate to consider, implement, and oversee the other recommendations of the ad hoc committee. Such a committee has been established, and CSWEP Board Member Sandra Black is currently serving on it. Other recommendations included the conduct of a professional climate survey, consideration of methods to monitor and reduce harassment and discrimination, and the development and dissemination of best practices for reducing bias in economics. CSWEP looks forward to productive cooperation with this new committee in our work to advance the careers of women and other underrepresented groups in economics.

B. Mentoring Programs

The effective mentoring of women economists is central to CSWEP's mission. While mentoring and creating professional networks is an ongoing aspect of most CSWEP activities, the internationally recognized CeMENT Mentoring Workshops hold center stage, and the CSWEP Mentoring Breakfasts have expanded our reach to more junior and mid-career economists. At the 2018 AEA/ASSA meetings, CSWEP also partnered with CSMGEP for a panel discussion on mentoring underrepresented minority women economists. Responding to several suggestions for additional mentoring programs, we have established an ad hoc committee to consider future directions for CSWEP mentoring.

1. CeMENT Mentoring Workshop for Faculty in Doctoral Programs

The CSWEP CeMENT workshop for faculty in doctoral programs is aimed at mentoring female faculty in tenure-track positions at PhD granting economics departments in the U.S. or at institutions with similar research expectations. The 2018 CeMENT mentoring workshop for PhD-Granting Institutions was on Sunday January 7–Tuesday January 9, 2018, at the Sheraton Philadelphia Downtown Hotel, Philadelphia, PA. CeMENT Director Martha Bailey served as the main coordinator for this workshop and was joined by 42 participants and 20 senior mentors.[2] The workshop consisted of large

1 For a list of current members of the CSWEP Liaison Network, visit https://www.aeaweb.org/about-aea/committees/cswep/participate/liaison-network.

2 We are grateful to the mentors who volunteered their time for the January 2018 workshop: Amy Ando (University of Illinois at Urbana-Champaign), Manuela Angelucci (University of Texas–Austin), Kelly Bedard (University of

group discussions on career development topics and small group sessions pairing two mentors with four (or five) junior economists with similar research interests. The five large group panel sessions focused on the topics of: getting published, efficient and effective teaching, networking, managing service, getting tenure, and work-life balance. Each large group session began with advice from a panel of four of the senior mentors, but a lot of time was reserved for Q&A. Based on informal and formal feedback we received, the workshop was a great success. Based on the exit survey, the average junior participant rating of the workshop was 6.79 (on a scale of 1–7 where 1 is "not at all helpful" and 7 is "extremely helpful").

In response to significant excess demand, in January 2014 the Executive Committee of the AEA approved moving the workshop from a biennial to an annual frequency, effectively doubling the capacity. Funding is currently allocated through 2021. For the 2018 workshop, 106 applications were received, 80 of which were judged to meet the workshop criteria. Of these 80 applications, 15 were given priority admission as applicants who were randomized out in 2017. The remaining participants were chosen by random selection from the remaining 66 applications, stratified into 3 broad research areas. Excess demand for the workshop remains very high. Given the intensity and duration of the workshop, recruiting senior mentors at the top of their field is challenging.

California, Santa Barbara), Linda Bui (Brandeis University), Monica Capra (Claremont Graduate University), Anusha Chari (University of North Carolina–Chapel Hill), Shin-Yi Chou (Lehigh University), Karen Clay (Carnegie Mellon University), Pascaline Dupas, Stanford University, Ying Fan (University of Michigan), Shoshana Grossbard (San Diego State University), Ginger Jin (University of Maryland), Amanda Kowalski (Yale University), Kathleen McGarry (University of California, LA), Terra McKinnish (University of Colorado, Boulder), Linda Tesar (University of Michigan), Lise Vesterlund (University of Pittsburgh), Maisy Wong, University of Pennsylvania.

2. CeMENT Mentoring Workshop for Faculty in Non-Doctoral Programs

At the recommendation of Director Ann Owen, the CSWEP Board agreed to move the next non-doctoral CeMENT workshop from the Southern Economic Association meetings in late 2019 to after the main AEA Meeting in 2020. The main reasons for this change are to make it easier to find mentors in conjunction with the main national meeting, and to elevate the profile of the workshop. AEA staff report that there will also be logistical efficiencies if the two CeMENT workshops are held at the same time.

3. Mentoring Breakfasts for Junior Economists

CSWEP hosted two mentoring breakfasts for junior economists, organized by Amalia Miller, at the 2018 AEA/ASSA meetings. Over 180 junior economists and 46 senior mentors signed up to participate across the two breakfasts. Bad weather and travel difficulties lowered actual turnout, but both events were well-attended by junior economists and mentors. The junior mentoring breakfasts are open to both male and female participants, and roughly 5% of the junior participants at the 2018 breakfasts were male. Senior mentors staffed topical tables (Research/Publishing, Teaching, Tenure/Promotion, Non-Academic Careers/Grant- Writing, Work/Life Balance, Job Market and Job Market Special Topics—Dual Career Couples, Job Search 4+ Years post PhD) and junior participants rotated between tables at 20-minuteb intervals based on their own interests. In a post-event survey of participants, the average rating was 86 out of 100.

4. Peer Mentoring Breakfast for Mid-Career Economists

CSWEP hosted a mid-career mentoring breakfast, organized by Ragan Petrie, at the 2018 AEA/ASSA meetings. 30 mid-career women and 12 mentors registered to attend the event. The breakfast kicked off with series of short talks. Julia Lane (New York University), talked about "The pros and cons of academic, government and private sector work" and Catherine Wolfram (University of California-Berkeley), talked about "Some good advice I have received". The remainder of the breakfast was devoted to informal discussion at the breakfast tables. Each table consisted of 4-6 mid-career participants and 2 senior mentors who moderated the discussions about promotion to full professor, whether to accept administrative roles, managing research time, work/life balance, career transitions, and negotiating with department and university administrators. The average rating for the event was 88 out of 100.

4. Best Practices for Mentoring Underrepresented Minority Women Economists

Marie Mora organized and moderated a lunch-time panel discussion on Best Practices for Mentoring Underrepresented Minority Women Economists at the 2018 AEA Meetings in Chicago (jointly sponsored by CSWEP, CSMGEP, and the NSF-funded AEA Mentoring Program). Panelists included Cecilia Conrad (Managing Director, MacArthur Foundation), India Johnson (Professor of Psychology, Elon University), and Beronda Montgomery (MSU Foundation Professor of Biochemistry & Molecular Biology and Microbiology & Molecular Genetics at Michigan State University). Dr. Johnson's research on developing and testing interventions to attract and support underrepresented groups in STEM fields, and Dr. Montgomery's on understanding how individuals perceive, respond to, and are impacted by environments, enabled them to provide unusual (and often moving) insights to the economists in the audience. A video of this event and the ensuing discussion is available on CSWEP's website here. A total of 99 participants registered for this event. In a participant

survey after the event, the average approval rating was 95 on a 1-100 scale.

6. AEA Summer Economics Fellows Program

Begun in 2006 with funding from the National Science Foundation (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 generally senior economists mentor the fellows for a two-month period, and fellows, in turn, work on their own research and have a valuable opportunity to present it. Many fellows have reported this experience as a career-changing event.

Under the direction of Daniel Newlon, the AEA Summer Fellows Program rebounded dramatically in 2018 from last year's slump. The number of applicants placed by the AEA Summer Fellows Program jumped from 15 in 2017 to 25 in 2017, a record number of placements. The number of minority placements also increased from three in 2017 to five in 2018, another record. The number of applications increased from 105 in 2017 to 123 in 2018, and the percentage of applicants placed increased from 14% to 20%. The percentage of female applicants placed was 25%; minority applicants, 21%; and U.S. citizen/permanent residents/HIB visas, 25%.[3]

Of the 25 fellows placed, 17 were female non-minority graduate students, one was a female non-minority postdoc and two were female non-minority faculty members. The five minority hires included three female graduate students and one male and one female faculty member. Twelve of the fellows were U.S. citizens/permanent residents or had HIB Visas. The AEA Summer Fellows Program has twenty sponsors in 2018: the U.S. Census Bureau, U.S. Bureau of Economic Analysis, Mathematica, the Federal Reserve Board and Federal Reserve Banks in Atlanta, Boston, Chicago, Cleveland, Dallas, Kansas City, Minnesota, New York, Richmond and St. Louis.

C. Carolyn Shaw Bell Award and Elaine Bennett Research Prize

1. Carolyn Shaw Bell Award

Awarded annually since 1998, the Carolyn Shaw Bell Award recognizes an individual for outstanding work that has furthered the status of women in the economics profession. Dr. Rohini Pande, Rafik Hariri Professor of International Political Economy, Harvard Kennedy School, Harvard University, is the recipient of the 2018 Carolyn Shaw Bell Award. Professor Pande is an accomplished development scholar and gifted academic leader. She mentors all along the economics pipeline, from undergraduates to graduate students, postdocs to junior colleagues at her own and other universities, to support their future success. In scholarship, Professor Pande is one of the most influential development economists of her generation.

The full prize announcement is available online.

2. Elaine Bennett Research Prize

Melissa Dell, Professor of Economics at Harvard University, is the recipient of the 2018 Elaine Bennett Research Prize. Established in 1998, the Elaine Bennett Research Prize recognizes and honors outstanding research in any field of economics by a woman not more than seven years beyond her PhD. Professor Dell is recognized for her impressive contributions to economic development, economic history, and political economy. Her research focuses on understanding the importance of state institutions for economic development. She finds novel sources of variation in state institutions and undertakes extensive data collection to provide compelling evidence that has changed the way we think about economic development. The full prize announcement can be found on CSWEP's website.

We owe an enormous debt to the prize selection committees and also thank those who did the hard work of nominating the candidates and those who wrote the thoughtful, detailed letters in support of each candidacy.

D. CSWEP's Presence at the Annual Association Meetings

1. The 2018 American Economic Association Meeting

In addition to mentoring activities, presentation of the Annual Report, and the presentation of awards, CSWEP sponsored seven competitive-entry paper sessions at the AEA/ASSA Meetings in Philadelphia. In 2018, Ragan Petrie and Claudia Olivetti organized three sessions in the economics of gender, including one on gender in the economics profession. Olivia Mitchell and Gopi Shah Goda organized two sessions on Aging and Retirement and Petra Todd and Manuela Angelucci organized two sessions on Development Economics. These committees selected nine papers for publication in three pseudo-sessions in the *AEA: P&P*. To be considered for these sessions, papers must have at least one junior author and, in non- gender-related sessions, at least one author must be a junior female.

The submissions process for these sessions is highly competitive—there were 137 abstract submissions for the 2018 sessions. Women consistently report that these sessions, which put their research before a wide audience, are professionally valuable. Even though many included papers have male coauthors, CSWEP sessions still account for a substantial share of women on the AEA Program.

3 Many thanks to the 2018 committee for screening and matching fellows to sponsors: Daniel Newlon from the AEA (chair), CSWEP Board member Amalia Miller, Gustavo Suarez of the Board of Governors of the Federal Reserve System and Lucia Foster of the Center for Economic Studies at the U.S. Bureau of the Census. More information on the AEA Fellows Program is available at https://www.aeaweb.org/about- aea/committees/summer-fellows-program

2. Four 2018 Regional Economic Association Meetings

CSWEP maintains a strong presence at all four of the Regional Economic Association Meetings. At most regional meetings, CSWEP now hosts a networking breakfast or lunch, as well as paper sessions and career development panels. The events are well attended by men as well as women and provide an informal opportunity for CSWEP representatives and senior women to network and mentor one-on-one. We are grateful to the four Board Regional Representatives who organize and host CSWEP's presence at the Regionals.

The first regional meeting of 2018 was the Eastern Economic Association Meeting in Boston in March, where Karen Conway (CSWEP Board Eastern Representative) organized eight paper sessions and a networking breakfast. The paper sessions spanned a wide range of topics, including econometric methods, fertility, marriage, the criminal justice system, child outcomes and the effects of ridesharing apps. Despite a freak winter storm that stranded or delayed many travelers, attendance at CSWEP events was good, and the networking breakfast had 45 attendees. A career panel, organized by Natalia Smirnova, featured five economists' diverse job experiences including private firms, nonprofits and government agencies as well as in academics.

The Midwest Economic Association Meeting was held in Evanston, Illinois on March 23, 2018, and two career panels were organized by Midwest Representative Shahina Amin— "Advice for Job Seekers" and "Academic Career Challenges and Opportunities". These panels were well-attended and 47 people registered for and attended the networking luncheon held between the two events. There were senior economists, junior economists, and graduate students at each table and many lively conversations.

The Western Economics Association Meeting was held on June 26-30 in Vancouver, Canada. Western Representative Catalina Amuedo-Dorantes organized three paper sessions and several other events. A well-attended hospitality/networking breakfast co-sponsored with CSMGEP provided participants with a casual setting to greet and meet. A panel of journal editors from the *American Economic Review*, *Contemporary Economic Policy*, *Economic Inquiry*, and the *Journal of Public Economics* attracted about 60 people, and a round table on "Jobs for Economists: A Panel Discussion on Work/Family Management in Government, Academic, Research and Private Sector Jobs", organized by Heather Antecol, had approximately 30 attendees.

Finally, Southern Representative Ragan Petrie organized four paper sessions at the Southern Economic Association Annual Meeting in Washington, DC, on November 18–20, 2018. A professional development panel, "Advice for Job Seekers and Early Career," was chaired by Sarah Jacobson and a joint CSWEP/CSMGEP professional development session, "Meet the Editors: Advice from the Gatekeepers," was organized and chaired by Jose Manuel Fernandez. CSWEP also held a professional networking lunch, hosted by Laura Argys, with 50 attendees. All events were well-attended and well received by participants.

E. CSWEP News: 2018 Focus and Features

Under the able direction of *CSWEP News* Oversight Editor Kate Silz-Carson and with the graphic design expertise of Leda Black, CSWEP published three newsletter issues in 2018.[4] Each issue features a Focus section of articles with a theme chosen and introduced by a guest editor who solicits the featured articles. The quality of these Focus articles is consistently high, with many proving to be enduring career resources for junior economists.[5] The CSWEP Board extends our thanks to the authors and other contributors.

1. Dealing with Sexual Harassment

The 2018 *CSWEP News*, Issue I contains the CSWEP 2017 Annual Report, including results and analysis by Maggie Levenstein from the 2017 survey of economics departments on the progress of women in academic economics.

The issue's Focus is *"Dealing with Sexual Harassment"* and it includes articles from experts on effective institutional responses to sexual harassment in the academy and one on using technology to fight harassment, as well as first-hand accounts by members of our community. The guest co-editor of this timely issue is Jennifer Bennett Shinall, Associate Professor of Law at Vanderbilt University, and she brings her economic and legal expertise, as well as personal experience, to her introductory essay. As the AEA considers concrete actions as a follow-up to the adoption of a new Code of Professional Conduct, we hope that these articles can inform a forceful response to a pervasive source of gender bias in economics.

2. Working With the Media

The 2018 *CSWEP News*, Issue II features a Focus section with a series of sage and entertaining essays, commissioned by co-editor Catalina Amuedo-Dorantes, on working with the media, both as a researcher explaining your own work and as an expert providing commentary on current events of policy interest. It includes advice on preparing for interviews, tips for effective communication, and thoughts on the benefits and potential downsides of talking to journalists. Another article shares the secrets of a successful op-ed writer and the final entry addresses a crucial modern element of media skills—what to do when your research goes viral. Overall, the material in this issue should

4 Current and past issues of the CSWEP News are archived at http://www.aeaweb.org/committees/cswep/newsletters.php.

5 The feature articles have provided the bulk of professional development materials for the binder for CeMENT workshop participants, now online at http://www.aeaweb.org/committees/CSWEP/mentoring/reading.php.

increase economists' confidence and willingness to engage with the media.

3. Proactive Efforts to Increase Diversity and Inclusion

Issue III of *CSWEP News* reflects on a set of active institutional efforts to reduce gender bias and increase diversity, including adoption of inclusion criteria for conference programs and establishing clear metrics for promotion. In her introduction, co-editor Elizabeth Klee notes that information structures are a key element of these reforms, many of which include "conscious steps to make opaque processes transparent." This issue also includes an interview with Rachel Croson, the recipient of the 2017 Carolyn Shaw Bell Award, by Tanya Rosenblat.

CSWEP wishes to extend our thanks to all those who took the time to write contributions to newsletters during 2018. Professional development features of these and past issues of *CSWEP News* are now more easily accessible at CSWEP.org, where you can find themarchived by year as well as by target audience and topic.[6]

IV. Status of Women in the Economics Profession[7]

A. Women's Status in the Economics Profession: Summary

In 1971 the AEA established CSWEP as a standing committee to monitor the status and promote the advancement of women in the economics profession. In 1972 CSWEP undertook a broad survey of economics departments and found that women represented 7.6% of new PhDs, and 8.8% of assistant, 3.7% of associate, and 2.4% of full professors. In the next two decades, there was significant change. By 1994, the CSWEP survey of economics departments with doctoral programs found that women made up 30.4% of new PhD students, and 24.9% of assistant, 13.9% of associate, and 6.9% of full professors (Table 1). Over the next 15 years those increases gradually affected the academic pipeline, so that women now make up 14.3% of full professors and 25.9% of associates (in PhD granting departments). Despite this progress, there are still more women in non-tenure track positions in PhD-granting economics departments than there are either full or associate professors (Table 1). Moreover, progress at increasing the flow of women *into* the pipeline has been limited. The female share of assistant professors, at 28.3%, and of the entering cohort of PhD students, at 33.2%, are just slightly above their 1994 levels (Table 1). The share of women among undergraduate economics majors at these same schools has increased (from 28.5% in 1998 to 34.1% in 2018), but is still well below parity, let alone the 55% share of women in the undergraduate population.[8] This report presents the results of the 2018 CSWEP survey. It compares the top ranked economics departments—which produce the vast majority of faculty in PhD granting departments—to all PhD and non-PhD granting departments. It also examines gender differences in outcomes in the PhD job market and progress (and attrition) of women through the academic ranks.

B. The CSWEP Annual Surveys, 1972–2018

In fall 2018 CSWEP surveyed 126 doctoral departments and 128 non-doctoral departments. This preliminary report analyzes the responses provided by 123 doctoral and 105 non- doctoral departments.[9] The non-doctoral sample is based on the listing of "Baccalaureate Colleges—Liberal Arts" from the *Carnegie Classification of Institutions of Higher Learning* (2000 Edition). Starting in 2006 the survey was augmented to include departments in research universities that offer a Master's degree but not a PhD degree program in economics. We continue to harmonize and document the departmental-level data from the 1970s to the current period to improve our analysis of long-run trends in the profession. As a result of this work, we have produced department-level longitudinal reports for all responding PhD departments; these reports will be shared with department chairs and CSWEP liaisons on an annual basis. All years of the survey are now accessible as ICPSR study 37118 at https://doi.org/10.3886/ICPSR37118.v3.[10]

B. 2018 Survey Results

In 2018 the share of full professors in PhD-granting economics departments who are women reached at an all-time high at 14.3% (Table 1, Figure 1). In most other categories, the share of women in PhD granting departments is essentially flat or even declining. The share of new PhDs granted (31.8%) is below the average for the previous decade (33.6%).

6 https://www.aeaweb.org/committees/cswep/newsletters.php, https://www.aeaweb.org/committees/cswep/newsletters-audience.php and https://www.aeaweb.org/committees/cswep/newsletters-topics.php.

7 This survey report is written by Margaret Levenstein, CSWEP Associate Chair and Survey Director. We gratefully acknowledge the assistance of Aneesa Buageila and Dawn Zinsser in the administration and analysis of the survey.

8 According to the National Center for Science and Engineering Statistics report on *Women, Minorities, and Persons with Disabilities in Science and Engineering*, 55% of full-time undergraduates are female.

9 We handle missing data as follows. We impute responses for missing items or non-responding departments. In years when non-responders to the CSWEP survey did respond to the AEA's Universal Academic Questionnaire (UAQ), we use UAQ data to impute missing responses. When the department responded to neither CSWEP nor UAQ, we use linear interpolation from survey responses in other years. Appendix tables and figures provide more detail on response rates and the impact of imputation on reported results. We are very grateful to Charles C. Scott and the American Economic Association for sharing the UAQ data with us.

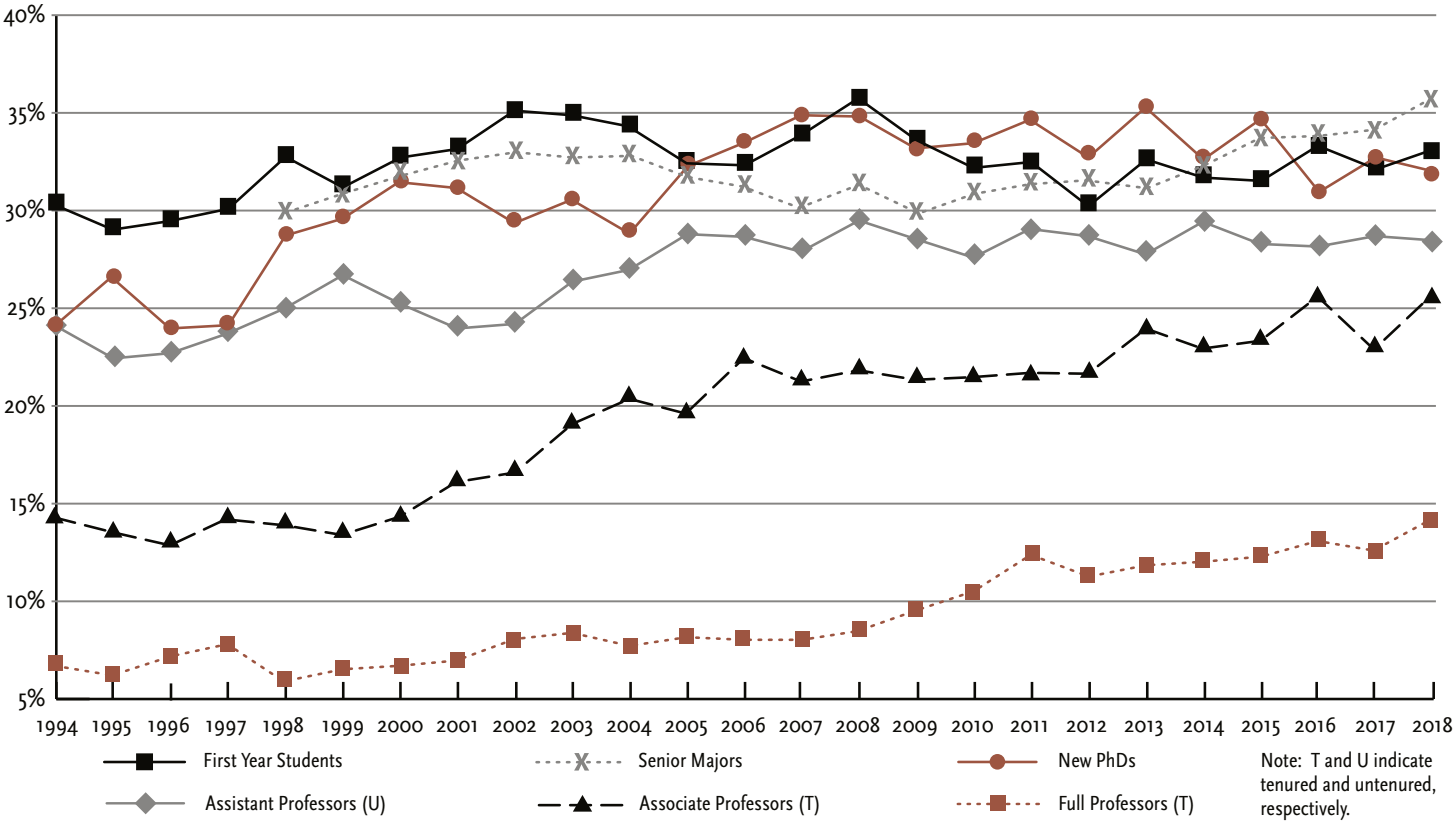
10 Aggregate time series data are publicly available. Department-level panel data are available with a restricted data use agreement.

Table 1. The Pipeline for Departments *with* Doctoral Programs: Percent and Number of Students and Faculty Who Are Women*

Year	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Faculty																									
Full Professor																									
Percent	6.9%	6.1%	7.1%	8.1%	5.9%	6.6%	6.8%	7.1%	8.1%	8.5%	7.8%	8.3%	8.1%	8.1%	8.5%	9.6%	10.5%	12.6%	12.5%	11.8%	12.1%	12.3%	13.2%	12.7%	14.3%
Number	80.0	92.5	101.7	125.3	87.0	98.9	102.1	111.5	130.2	135.5	125.0	127.9	125.4	127.5	136.5	152.0	171.3	193.0	195.7	183.0	190.3	195.7	210.0	194.0	223.0
Associate Professor																									
Percent	13.9%	13.1%	13.1%	14.1%	14.0%	14.0%	14.4%	15.9%	16.3%	19.3%	20.0%	20.5%	22.8%	21.8%	22.4%	21.6%	22.6%	22.5%	22.6%	24.1%	23.1%	23.8%	26.1%	23.2%	25.8%
Number	61.0	82.5	76.6	84.6	84.5	83.4	83.6	93.1	93.0	108.4	114.8	111.7	126.1	123.3	131.5	129.5	137.8	135.1	134.9	145.5	151.0	156.0	179.0	154.0	170.0
Assistant Professor																									
Percent	24.9%	22.7%	22.5%	24.0%	24.5%	25.6%	24.3%	23.1%	24.4%	27.2%	27.2%	29.6%	28.8%	27.7%	29.4%	28.0%	27.6%	29.3%	28.9%	27.4%	29.0%	28.2%	28.3%	28.6%	28.4%
Number	126.3	146.0	133.8	142.8	140.9	152.7	148.2	149.8	152.9	187.2	188.9	208.4	205.2	212.9	231.2	213.3	212.6	215.4	227.2	208.5	228.7	233.8	236.0	241.0	233.0
All Tenure Track (Subtotal)																									
Percent	12.7%	11.5%	11.9%	12.9%	11.8%	12.4%	12.4%	12.6%	13.4%	15.2%	15.0%	16.1%	16.2%	15.9%	16.8%	16.8%	17.4%	18.9%	18.9%	18.4%	18.9%	19.0%	20.1%	19.4%	20.6%
Number	267.3	321.0	312.1	352.7	312.4	335.0	333.9	354.4	376.2	431.1	428.6	448.0	456.7	463.7	499.2	494.8	521.8	543.5	557.8	537.0	570.0	585.5	625.0	589.0	626.0
All Non-Tenure Track																									
Percent	29.6%	24.3%	35.5%	43.4%	30.5%	29.4%	31.3%	29.7%	33.0%	32.5%	31.4%	35.6%	33.2%	33.3%	32.4%	34.8%	33.0%	33.0%	38.5%	35.2%	37.8%	34.8%	35.2%	35.0%	37.0%
Number	29.0	37.0	37.0	53.9	62.0	79.3	120.8	97.1	95.9	132.1	151.5	138.1	155.1	181.5	183.6	197.7	230.3	224.3	214.7	181.5	223.3	296.7	312.0	320.0	233.0
All Faculty																									
Percent	13.5%	12.1%	12.8%	14.2%	13.1%	14.0%	14.8%	14.4%	15.2%	17.3%	17.3%	18.5%	18.6%	18.6%	19.3%	19.7%	20.3%	21.6%	22.0%	20.9%	22.0%	22.4%	23.5%	23.1%	23.4%
Number	296.3	358.0	349.0	406.6	374.4	414.3	454.7	451.5	472.1	563.1	580.1	586.1	611.8	645.1	682.8	692.5	752.1	767.8	772.4	718.5	793.3	882.2	937.0	909.0	859.0
Ph.D. Students																									
Ph.D. Granted																									
Percent	24.3%	26.6%	24.0%	24.2%	28.8%	29.6%	31.6%	31.3%	29.5%	30.7%	29.0%	32.4%	33.6%	35.0%	34.9%	33.3%	33.6%	34.8%	32.9%	35.4%	32.7%	34.8%	31.0%	32.9%	32.1%
Number	180.0	233.5	221.2	227.2	259.5	264.0	278.8	287.4	247.9	291.0	313.4	321.9	326.3	366.6	434.2	364.3	340.6	349.8	354.5	394.3	361.2	406.6	372.0	361.0	370.0
ABD																									
Percent	27.3%	26.4%	27.9%	28.1%	28.2%	30.6%	31.2%	31.7%	31.8%	34.5%	33.3%	34.2%	34.0%	33.7%	34.1%	33.9%	34.2%	34.5%	32.7%	32.1%	32.2%	31.7%	31.7%	33.0%	32.8%
Number	689.0	312.5	767.0	830.4	796.2	837.9	839.8	841.8	947.2	1117.4	1221.6	1231.3	1226.5	1306.5	1281.9	1300.9	1369.2	1332.2	1315.7	1227.5	1346.0	1324.5	1430.0	1469.0	1469.0
First Year																									
Percent	30.4%	29.2%	29.6%	30.2%	32.8%	31.3%	32.8%	33.3%	35.2%	35.0%	34.4%	32.5%	32.4%	34.0%	35.8%	33.7%	32.3%	32.5%	30.4%	32.7%	31.8%	31.6%	33.4%	32.3%	33.2%
Number	404.5	470.0	455.2	455.0	473.0	480.9	503.7	553.3	584.1	620.0	587.8	543.4	539.3	566.0	603.7	604.9	570.8	548.6	477.9	479.5	504.7	499.8	517.0	492.0	474.0
Undergraduate																									
Economics Majors Graduated																									
Percent	--	--	--	--	28.5%	30.2%	30.9%	31.7%	32.7%	32.9%	31.8%	31.9%	31.1%	31.6%	30.9%	30.9%	30.7%	30.3%	30.6%	32.0%	33.3%	33.2%	32.9%	34.1%	34.1%
Number	--	--	--	--	6270	7267	7793	8310	9251	11676	13066	14704	15832	15384	14425	17222	18180	18938	20085	17821	20699	23325	22380	22790	23902
Senior Majors*																									
Percent	--	--	--	--	30.0%	30.9%	32.0%	32.5%	33.1%	32.8%	32.9%	31.8%	31.4%	30.2%	31.5%	28.8%	30.7%	31.0%	31.1%	31.2%	32.5%	33.8%	34.0%	34.2%	35.9%
Number	--	--	--	--	6340	7521	8309	8915	11201	13420	13917	15094	15399	15238	16065	20215	23290	25703	27880	15032	19988	19128	19918	20799	21872

*Notes: Entry and exit change the population universe. Any known Ph.D. programs are considered members of the population. Any non-respondents are imputed first with UAQ survey responses and, if those are unavailable, with linear interpolation.

Figure 1. The Pipeline for Departments *with* Doctoral Programs: Percent of Doctoral Students and Faculty who are Women, 1993–2017



The share of the incoming cohort of PhD students increased very slightly from 32.3% in 2017 to 33.2% in 2018, but is below the levels maintained from 2001 to 2011. The total number of women entering PhD programs in 2018 was the lowest level in the 21st century (Table 1). The proportion of assistant professors who are women (28.3% in 2018) fell slightly from 2017 (28.6%) and is below the level reached a decade ago (29.4%). Women make up less than a quarter of all faculty in PhD-granting departments, and over a quarter of all female faculty in PhD-granting departments are in non-tenure track positions.

The situation is similar if one examines the 21 economics departments that make up the "top twenty." These departments produce the vast majority of faculty who teach in PhD-granting departments, so their trends determine the characteristics of the supply of economists to the profession. In 2018, the top 20 departments increased the representation of women very slightly in most dimensions. The share of full professors, associate professors, assistant professors, and entering PhD students increased slightly (Table 2). The share of women among PhDs granted, and, interestingly, non-tenure track instructors fell slightly. There was more progress in the schools ranked 10-20 than in the top ten, where the share of assistant professors and incoming PhD students actually fell in 2018. Women still make up less than 30% of incoming students (Table 2). The share of economics PhDs granted to women fell to the lowest level this century.

Turning to an examination of non-doctoral departments, Figure 2 and Table 3 show a similar pattern to that observed in PhD-granting departments.[11] The share of faculty who are women is higher than in PhD-granting departments, at every level of the professoriate, but there has been remarkably little change in this century. In general, the share female falls as the research intensity of the department increases (e.g., from top 20 to top ten). The one exception is among undergraduates. In the top ten departments, women made up 40.3% of senior majors in 2018; 38.8% of majors in the top 20; 35.8% in all PhD granting departments; and 36.1% in non-doctoral departments (Tables 1, 2, and 3). Both doctoral and non-doctoral programs rely on women to teach, with women making up 36.2% of full-time non-tenure track faculty in the former and 34.4% in non-doctoral departments.

At every level of the academic hierarchy, from entering PhD student to full professor, women have been and remain a minority. Moreover, within the tenure track from new PhD to full professor, the higher the rank, the lower the representation of women (Figure 1). In 2018 new doctorates were 31.8% female, falling to 28.3% for assistant professors,

11 Unlike in previous years, here we report data on non-PhD departments only beginning in 2006. The sample changed considerably in that year, expanding to include departments in universities that give masters. Figure 2 and Table 3 use a consistent panel of departments over time.

Table 2. The Pipeline for Top Departments: Percent and Numbers of Faculty and Students who are Women

	All Top 10 Schools Annual Average						All Top 20 Schools Annual Average					
	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018
Faculty												
Full Professor												
Percent	4.7%	7.4%	8.4%	9.1%	9.4%	11.3%	4.3%	7.3%	7.8%	9.5%	10.2%	11.9%
Number	10.8	18.5	21.4	25.8	27.0	33.0	17.3	33.4	36.3	45.6	51.8	62.0
Associate Professor												
Percent	12.5%	19.8%	16.4%	22.0%	26.0%	26.3%	11.9%	15.9%	16.2%	22.4%	20.0%	20.6%
Number	4.5	5.7	4.8	7.6	9.4	10.0	9.8	10.8	10.0	19.8	19.4	20.0
Assistant Professor												
Percent	20.4%	18.0%	22.7%	23.1%	19.4%	17.9%	18.0%	18.4%	24.3%	22.9%	20.7%	21.5%
Number	20.8	19.4	23.7	21.6	18.8	17.0	31.8	35.2	49.8	48.0	42.2	45.0
All Tenure Track (Subtotal)												
Percent	9.9%	11.3%	12.8%	13.3%	13.2%	14.1%	9.0%	11.1%	13.1%	14.5%	14.0%	15.4%
Number	36.0	43.6	49.9	55.0	55.2	60.0	58.8	79.4	96.1	113.4	113.4	127.0
All Non-Tenure Track												
Percent	34.7%	31.4%	40.0%	35.9%	37.2%	34.4%	37.3%	32.3%	41.5%	34.3%	39.8%	33.1%
Number	5.3	7.6	15.2	20.0	29.2	22.0	11.5	16.7	30.2	46.5	65.2	48.0
All Faculty												
Percent	10.8%	12.4%	15.2%	15.8%	16.9%	16.8%	10.2%	12.6%	15.6%	17.4%	18.3%	18.0%
Number	41.3	51.2	65.1	75.0	84.4	82.0	70.3	96.1	126.3	159.9	178.6	175.0
Ph.D. Students												
Ph.D. Granted												
Percent	24.6%	25.1%	28.6%	26.7%	27.6%	23.6%	25.0%	25.2%	29.5%	28.2%	28.8%	25.3%
Number	51.3	51.1	57.0	54.0	57.0	49.0	84.3	84.3	102.1	100.6	109.2	98.0
ABD												
Percent	22.9%	24.4%	28.0%	26.1%	26.2%	26.9%	23.4%	26.2%	29.9%	28.2%	27.2%	27.3%
Number	134.8	184.0	240.2	218.8	233.0	264.0	218.9	297.4	407.1	401.5	431.2	447.0
First Year												
Percent	24.5%	28.0%	26.3%	24.4%	26.3%	26.1%	25.8%	29.2%	28.4%	27.6%	27.3%	29.9%
Number	69.3	72.6	66.8	61.0	62.6	59.0	124.1	141.2	135.4	129.2	120.4	126.0
Undergraduate												
Economics Majors Graduated												
Percent	missing	35.6%	37.2%	36.5%	38.2%	36.3%	missing	33.8%	35.6%	35.4%	38.1%	37.0%
Number	missing	460.8	660.5	644.4	873.2	866.0	missing	929.5	1634.9	1778.4	2377.5	2431.0
Senior Majors*												
Percent	missing	37.3%	38.2%	38.2%	36.2%	40.3%	missing	34.9%	36.6%	35.6%	37.8%	38.8%
Number	missing	466.8	669.4	860.9	710.8	787.0	missing	992.1	1576.3	2066.1	1908.6	2202.0

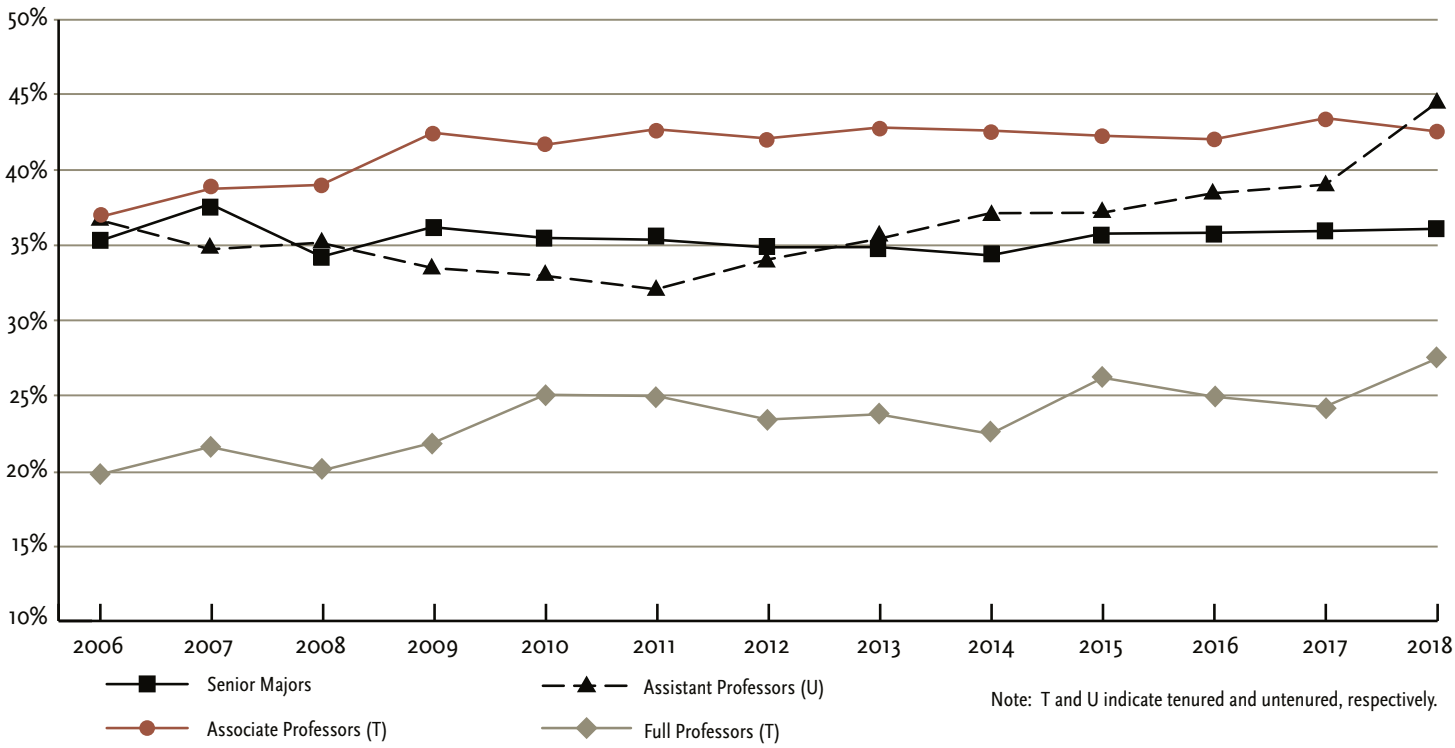
*Notes: For each category, the table gives women as a percentage of women plus men. For the five-year intervals, simple averages of annual percentages are reported.

to 25.9% for tenured associate professors, and 14.3% for full professors. This pattern has been characterized as a "leaky pipeline." Our reliance on this leaky pipeline for incremental progress in women's representation in the profession depends on continued growth in entry, which no longer appears to be forthcoming.

To provide a visual representation and estimates of this leaky pipeline, this report presents a simple lock-step model of typical academic career advancement (Figures 3 and 4). We track the gender composition of younger cohorts from when they enter graduate school and older cohorts from receipt of their degree. We compare the share female as the cohort progresses through academic ranks. Figure 3 shows that the proportion of women receiving their PhDs has been almost exactly the same as the proportion of women entering PhD programs six years prior. There does not appear to be excess attrition of women in graduate school.

However, there is evidence of attrition from graduate school into academia and during the academic probationary period: women's share of assistant professors is considerably smaller than would be predicted from the number receiving PhDs seven years earlier (Figure

Figure 2. The Pipeline for Departments *without* Doctoral Programs: Percent of Students and Faculty who are Women, 2003–2017



3). This same pattern is reproduced in Figure 4, as the share female receiving the PhD diverges from the share of assistant professors for the cohorts of women who finished their degrees in 2004 and later. The pipeline has gotten leakier for younger women in the last decade. Figure 4 demonstrates as well the continuing excess attrition as women move (or don't) through the ranks. The female share of associate professors is consistently about 5% lower than the share who were assistant professors seven years earlier.

Tables 4, 5, and 6 provide snapshots of the job market experiences of women from different types of PhD programs. Table 4 reports that women made up about a quarter of job candidates from the top 20 schools last year. They made up smaller fractions of academic placements in both PhD and non-PhD granting departments. Women constituted disproportionately larger fractions of new economists who took jobs in the public and private sector. Women's representation in foreign job placements was, if anything, higher than their placements in U.S. academic jobs, suggesting that the continued underrepresentation of women in US economics departments is not driven by changes in US and international composition of students. Table 5 presents the share female and outcomes for job market candidates in PhD-granting departments outside the top 20. Fully 40% of job market candidates overall from these departments were female. This suggests a potential supply of female economists if schools are willing to look more broadly outside the elite departments. Table 6 presents placement data slightly differently, showing where last year's job market candidates placed, by the rank of the originating department. Gender differences in placement are consistent across rank of the originating department, despite differences in placement outcomes. For example, men are more likely to place in a PhD- granting department whether their PhD is from a top ten department (43.8% of women and 55.2% of men), a top 11-20 department (29.6% versus 35.3%) or PhD program outside the top 20 (14.7% versus 16.2%).

The female share of the entering class of students in PhD programs overall has been flat over the last twenty years (Figure 1 and Table 7). For the top 20 programs, the share has been flat or even slightly downward over the last twenty years. 2018 shows a slight increase, and we can hope this is the beginning of a trend. Within the top 20, there is considerable variation in the share of females in the first PhD class across the 21 schools (Table 8). Over half of top 20 departments have student bodies that are over 70 percent male and over a quarter of top 20 departments are over 80% male. Note that while we are not breaking out the top ten, to protect the confidentiality of individual school data, this pattern is not different between the top ten and the schools ranked 11-20.

D. Conclusions

This report is depressingly similar to those of previous years. *There has been no progress in the representation of women either entering the economics profession*

Table 3. Percent Women Faculty and Students: Economics Departments without Doctoral Programs

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Faculty													
Full Professor													
Percent	19.4%	21.4%	19.7%	21.8%	24.7%	24.8%	23.2%	23.4%	22.9%	25.2%	24.9%	24.2%	27.8%
Number	90.5	102.3	106.5	110.3	126.6	125.4	115.1	115.3	112.5	125.0	121.0	118.0	131.4
Associate Professor													
Percent	35.8%	34.6%	34.5%	33.0%	32.7%	31.8%	33.3%	35.8%	36.0%	37.2%	38.8%	39.9%	44.7%
Number	101.3	97.9	110.5	105.3	107.5	101.3	99.5	105.0	111.0	110.5	114.0	118.0	122.9
Assistant Professor													
Percent	35.3%	37.7%	37.7%	40.7%	40.1%	42.1%	41.7%	40.2%	41.8%	42.4%	41.0%	42.5%	42.2%
Number	101.3	115.5	126.4	125.5	129.0	132.7	128.8	123.2	130.4	139.3	138.9	139.5	144.0
All Tenure Track (Subtotal)													
Percent	28.3%	29.6%	28.7%	30.1%	31.2%	31.6%	31.1%	31.5%	31.8%	33.4%	33.5%	33.8%	36.6%
Number	293.1	315.7	343.4	341.2	363.1	359.3	343.4	343.4	353.9	374.8	373.9	375.5	398.4
All Non-Tenure Track													
Percent	34.6%	34.9%	37.0%	29.6%	37.0%	35.7%	32.6%	36.2%	35.7%	36.0%	33.4%	32.4%	33.4%
Number	89.6	94.4	107.8	88.9	99.3	98.2	107.4	65.3	86.0	143.5	125.5	98.5	62.6
All Faculty													
Percent	29.6%	30.7%	30.4%	30.0%	32.3%	32.4%	31.4%	32.1%	32.5%	34.1%	33.4%	33.5%	36.1%
Number	382.7	410.1	451.2	430.1	462.3	457.5	450.9	408.7	439.9	518.3	499.4	474.0	461.0
Students													
Undergraduate Economics Majors Graduated													
Percent	35.3%	33.5%	32.4%	33.4%	34.8%	35.4%	34.6%	34.5%	34.9%	34.2%	35.7%	35.9%	35.4%
Number	1546.5	1634.6	1660.8	1786.7	1767.5	1709.6	1686.7	1567.9	1988.4	2115.0	2343.2	2252.3	2379.9
Undergraduate Senior Majors*													
Percent	35.3%	34.2%	34.3%	36.2%	35.5%	34.4%	34.2%	34.9%	34.4%	35.6%	35.8%	35.9%	36.1%
Number	1536.3	1663.3	1863.1	1958.8	1771.7	1760.9	1685.6	1809.5	2074.8	2381.2	2474.6	2435.5	2301.7
M.A. Students Graduated													
Percent	34.9%	42.6%	33.4%	39.4%	35.0%	37.8%	38.7%	36.6%	39.6%	40.1%	40.9%	41.7%	47.2%
Number	15.0	25.1	50.5	65.2	64.5	52.1	72.1	58.0	71.0	63.0	54.0	48.0	44.4
M.A. Students Expected to Graduate													
Percent	--	--	--	--	--	--	--	45.9%	40.3%	34.0%	44.6%	36.2%	36.5%
Number	--	--	--	--	--	--	--	62.0	75.8	45.3	60.3	68.0	52.0
N Respondents	**112.0**	**112.0**	**113.0**	**113.0**	**116.0**	**116.0**	**116.0**	**117.0**	**117.0**	**117.0**	**118.0**	**118.0**	**118.0**

*Notes: For each category, the table gives women as a percentage of women plus men. For the five-year intervals, simple averages of annual percentages are reported.

or advancing from untenured assistant to tenured associate professor. If anything, we see stagnation or decline in women entering economics at both the undergraduate and graduate level and increasing attrition of women as assistant professors. The most recent job market data shows that women are disproportionately likely to leave academia altogether. Women make up a larger share of undergraduate majors, though those numbers do not approach parity and are not increasing over time. Moreover, even though economics majors are more likely to be female in top ten PhD-producing economics departments, that experience does not appear to be creating a pipeline of young women entering economics. This lack of progress is particularly striking given the increasing representation of women in other STEM fields and in the college-going population overall. Finally, it is worth recognizing the high representation of women in non-tenure-track teaching jobs. Over a quarter of the female faculty in top 20 economics departments are in non-tenure track teaching positions. This may play a role in shaping how undergraduate women view the economics profession.

CSWEP's many years of data on the evolution of faculty composition at the department level are unique in the social sciences and beyond. CSWEP is now making department-level longitudinal data available to individual departments so that they have this information to determine appropriate steps to achieve gender equity. Annual aggregate data and departmental-level data are available for research purposes in a manner that protects the confidentiality of the responding departments through the Inter-university Consortium for Political and Social Research and will be updated annually.

Table 4. Percent Women in Job Placements of New PhDs from the Top Economics Departments

	All Top 10 Schools						All Top 20 Schools					
	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018
U.S.-based, All Types												
Percent	24.9%	29.7%	30.1%	26.2%	27.7%	21.4%	26.7%	29.1%	31.6%	29.3%	28.3%	24.8%
Number	35.8	39.1	45.3	35.6	38.2	29.7	58.9	59.9	80.0	66.1	71.0	60.1
Faculty, PhD Granting Department												
Percent	22.1%	25.9%	29.8%	24.5%	28.0%	17.6%	24.0%	26.3%	30.9%	27.8%	27.3%	20.2%
Number	16.0	18.9	26.8	17.8	19.4	13.0	27.0	29.5	44.4	33.2	29.4	22.0
Faculty, Non-PhD Granting Department												
Percent	42.1%	50.1%	26.5%	35.1%	34.4%	14.3%	41.8%	50.2%	30.8%	41.2%	33.0%	14.3%
Number	6.8	5.3	2.4	2.5	2.0	1.0	8.8	7.3	6.6	6.9	6.0	1.0
Non Faculty, Any Academic Department												
Percent	--	--	--	--	35.4%	50.0%	--	--	--	--	28.9%	50.0%
Number	--	--	--	--	3.4	1.0	--	--	--	--	6.0	2.0
Public Sector												
Percent	24.1%	30.3%	31.4%	29.9%	27.2%	30.3%	28.3%	28.8%	33.6%	28.9%	26.4%	28.0%
Number	6.5	8.5	7.3	6.9	4.6	3.9	12.3	12.9	14.2	11.5	9.8	8.0
Private Sector												
Percent	22.4%	30.8%	28.6%	24.1%	25.7%	25.1%	25.2%	28.9%	31.7%	28.5%	29.7%	28.8%
Number	6.5	6.4	8.8	8.4	8.8	10.9	10.9	10.2	14.8	14.5	19.8	27.1
Foreign-based, All Types												
Percent	17.8%	14.5%	23.1%	22.9%	20.2%	15.3%	17.8%	19.6%	22.7%	24.4%	24.8%	23.9%
Number	5.8	4.3	9.1	12.3	8.4	6.0	10.8	11.2	18.4	26.8	22.0	18.1
Academic												
Percent	24.5%	13.4%	25.3%	23.0%	23.1%	17.7%	19.8%	19.9%	25.2%	22.3%	26.5%	23.7%
Number	5.3	3.0	7.1	9.3	6.8	5.0	8.5	8.2	13.6	17.7	16.8	13.3
Nonacademic												
Percent	6.1%	17.7%	18.1%	22.6%	11.6%	9.2%	13.2%	17.7%	17.6%	29.6%	20.6%	24.6%
Number	0.5	1.3	2.0	3.1	1.6	1.0	2.3	3.0	4.8	9.1	5.2	4.9
No Placement												
Percent	19.6%	31.7%	6.7%	0.0%	6.7%	33.3%	18.5%	34.7%	23.4%	18.1%	25.7%	34.6%
Number	6.5	2.5	0.6	0.0	0.2	0.4	9.0	4.0	3.5	1.2	0.8	1.3
Total On the Market												
Percent	23.3%	27.1%	28.0%	24.8%	25.9%	20.1%	24.1%	27.2%	29.4%	27.5%	27.4%	24.7%
Number	48.0	45.9	55.0	47.9	46.8	36.1	78.6	75.1	101.9	94.1	93.8	79.6

*Notes: For five year intervals, simple averages are reported.

Figure 3. Lock-Step Model: Percentage of women, by entering PhD cohorts—Matriculation, graduation and entry into first-year assistant professorship

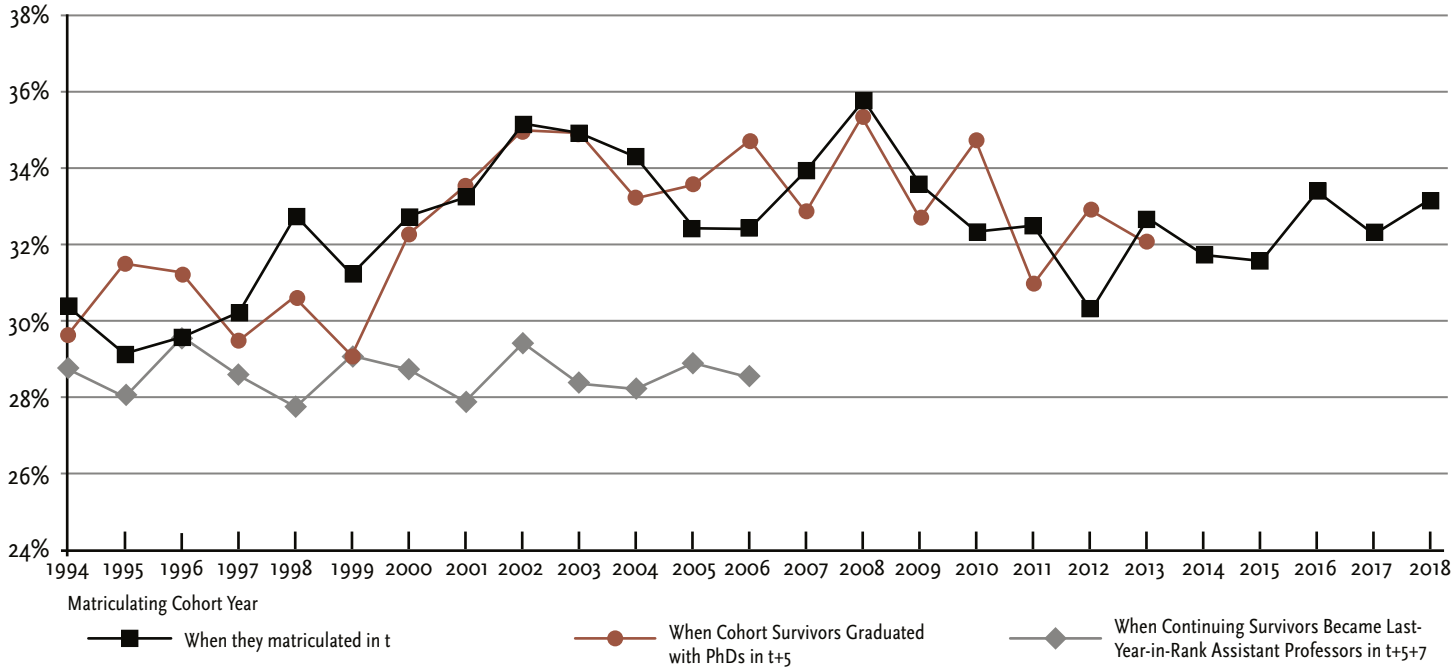


Figure 4. Lock-Step Model: Percentage of women, by receiving-PhD cohort—Graduation, last year-in-rank assistant professorship, and last year-in-rank associate professors

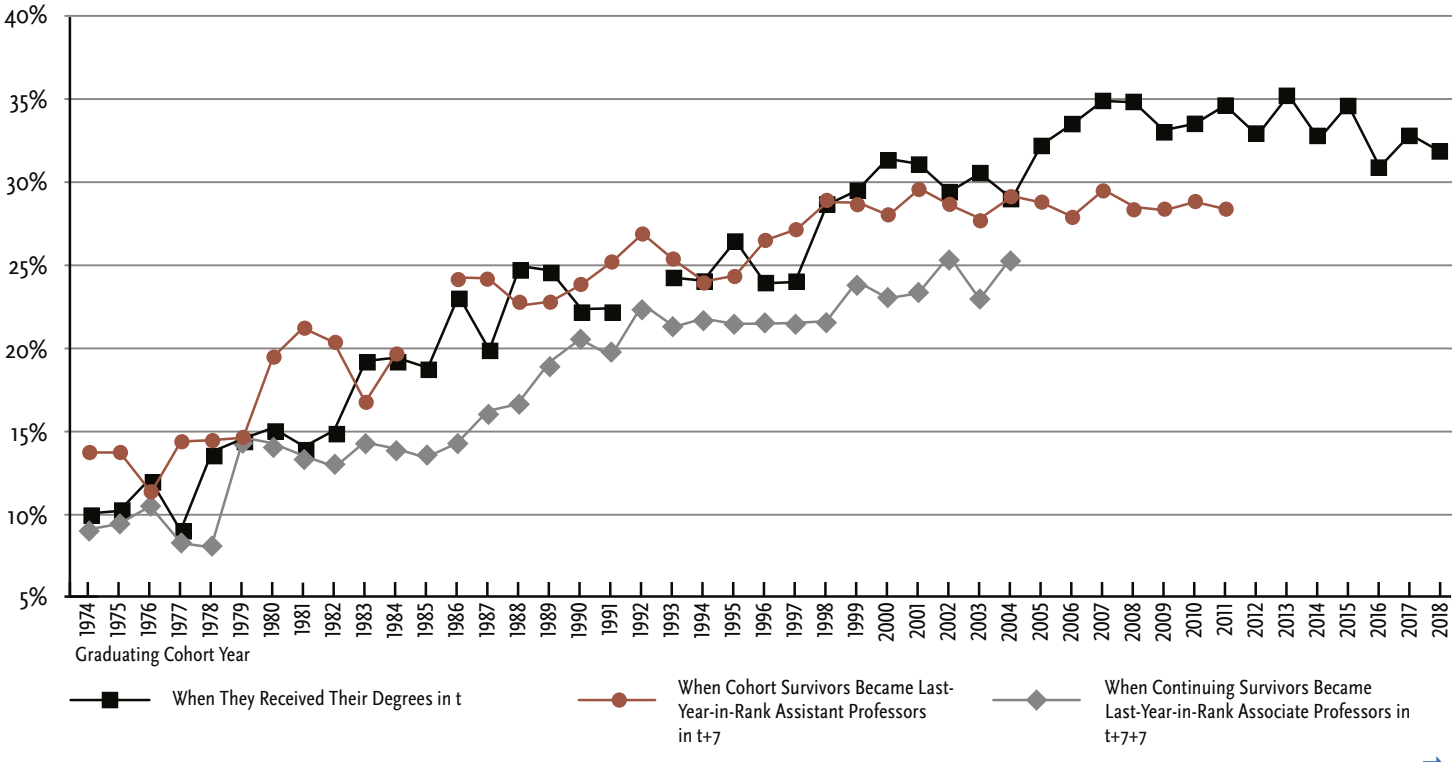


Table 5. Percent Women in Job Placements of New PhDs from All Other Economics Departments

	All Other Schools					
	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018
U.S.-based, All Types						
Percent	29.1%	33.3%	35.6%	38.8%	37.6%	41.2%
Number	91.2	121.1	170.1	210.8	171.1	206.3
Faculty, PhD Granting Department						
Percent	31.1%	30.1%	31.7%	36.8%	33.3%	39.0%
Number	28.2	32.7	50.9	65.7	36.5	30.0
Faculty, Non-PhD Granting Department						
Percent	28.5%	35.7%	41.1%	38.9%	38.6%	35.7%
Number	29.4	34.0	58.0	62.7	49.0	50.0
Non Faculty, Any Academic Department						
Percent	--	--	--	--	30.8%	53.7%
Number	--	--	--	--	15.4	51.0
Public Sector						
Percent	30.6%	35.5%	36.5%	36.9%	35.5%	37.9%
Number	18.9	27.0	28.8	37.1	22.5	25.2
Private Sector						
Percent	24.9%	33.0%	33.2%	44.4%	45.1%	40.8%
Number	14.6	27.4	32.4	45.3	47.7	50.1
Foreign-based, All Types						
Percent	17.7%	27.3%	26.5%	30.2%	32.0%	36.3%
Number	23.8	30.5	42.9	69.2	58.2	64.7
Academic						
Percent	21.1%	30.7%	29.9%	32.4%	34.6%	39.6%
Number	17.6	19.1	27.0	44.1	42.8	46.7
Nonacademic						
Percent	12.1%	22.9%	22.3%	26.9%	26.3%	29.9%
Number	6.2	11.4	16.0	25.0	15.4	18.0
No Placement						
Percent	21.7%	26.0%	35.3%	37.1%	42.7%	52.2%
Number	21.1	13.8	19.7	35.6	15.3	15.6
Total On the Market						
Percent	24.9%	31.2%	33.4%	36.4%	36.3%	40.4%
Number	136.0	165.4	232.8	315.5	244.6	286.7

*Notes: For five year intervals, simple averages are reported.

V. Board Rotations and Acknowledgements

At the end of 2018, Shelly Lundberg's term as CSWEP Chair will come to an end and Judy Chevalier will be stepping up as Chair in the new year. The terms of at-large CSWEP board members Elizabeth Klee and Justin Wolfers and the second term of Amalia Miller will also be ending, and they will be replaced by Jonathan Guryan, Petra Moser, and Karen Pence.

CSWEP is very grateful to the outgoing Board members for their generous contributions to CSWEP's mission, and welcome our new members.

Staff turnover caused considerable disruption in CSWEP's operation this year, and Lundberg wishes to thank Christine Weidner and Tina Guirguis, who kept things moving, remained unfailingly cheerful, and repaired the damage. Lauren Lewis, who has taken charge in Nashville since September, has proven to be a quick study and an organizer *par excellence*, and we are happy to be in her capable hands going forward.

CSWEP is fully funded by the American Economic Association. Funding increases in recent years have made the expansion of CSWEP's services possible, and for this we are grateful. Very special thanks are due to the AEA Secretary-Treasurer, Peter Rousseau, for his support and counsel and to his excellent staff: Barbara H. Fiser, and Susan B. Houston as well as Michael P. Albert, Jenna Kensey, Gwyn Loftis, Linda Hardin, Allison Bridges, Kristine Etter, Melissa Smith, Jonnda Burner and Julia Merry.

Finally, the Committee is indebted to the Economics Department of the University of California, Santa Barbara for their administrative support of CSWEP's activities through fall of 2018, including the provision of office space, IT support, computer equipment, office supplies and substantial additional resources.

Table 6. New PhD Job Placement by Gender and Department Rank, 2017–2018

	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
U.S.-based, All Types (Share of all individuals by gender)	**82.2%**	**75.9%**	**70.1%**	**71.9%**	**72.0%**	**68.1%**
Faculty, PhD Granting Department	43.8%	55.2%	29.6%	35.3%	14.5%	15.4%
Faculty, Non-PhD Granting Department	3.4%	5.4%	0.0%	0.0%	24.2%	29.5%
Non-Faculty, Any Academic Department	3.4%	0.9%	3.3%	1.4%	24.7%	14.4%
Public Sector	13.0%	8.7%	13.6%	16.3%	12.2%	15.0%
Private Sector	36.5%	29.8%	53.5%	47.1%	24.3%	25.8%
Foreign-based, All Types (Share of all individuals by gender)	**16.6%**	**23.4%**	**28.0%**	**26.2%**	**22.6%**	**27.4%**
Academic Job	83.3%	68.2%	68.2%	74.5%	72.1%	62.7%
Nonacademic Job	16.7%	31.8%	31.8%	25.5%	27.9%	37.3%
No Placement (Share of all individuals by gender)	**1.2%**	**0.7%**	**2.0%**	**1.9%**	**5.5%**	**4.5%**
Total on the Market	36	146	43	103	287	449

Table 7. Share of Women in First Year Class in PhD Programs, Five-year Averages

	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018
All PhD Programs	30.3%	34.1%	35.1%	34.9%	34.5%	33.5%
Top 20 Programs	26.2%	28.8%	28.8%	27.9%	27.8%	30.7%

Table 8. Distribution of Top 20 Departments by Female Share of First Year PhD Class, 2014–2018

Share of Women	Number of Programs				
	2014	2015	2016	2017	2018
40% or above	2	3	6	2	7
35–39%	1	0	1	1	0
30–34%	5	2	2	8	2
25–29%	6	6	5	1	3
20–24%	2	6	3	3	3
Below 20%	5	4	4	6	6

*Note: This table classifies departments by the unweighted average share of women in their entering class over the period 2014-2018. This differs from the average share of women entering PhD programs, each year, because of differences in the size of different programs.

Appendix A: Directory of CSWEP Board Members

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Appendix: Figures and Tables on Data Quality and Reporting

Figure 5. Comparison of self-reported and imputed data from Figure 1

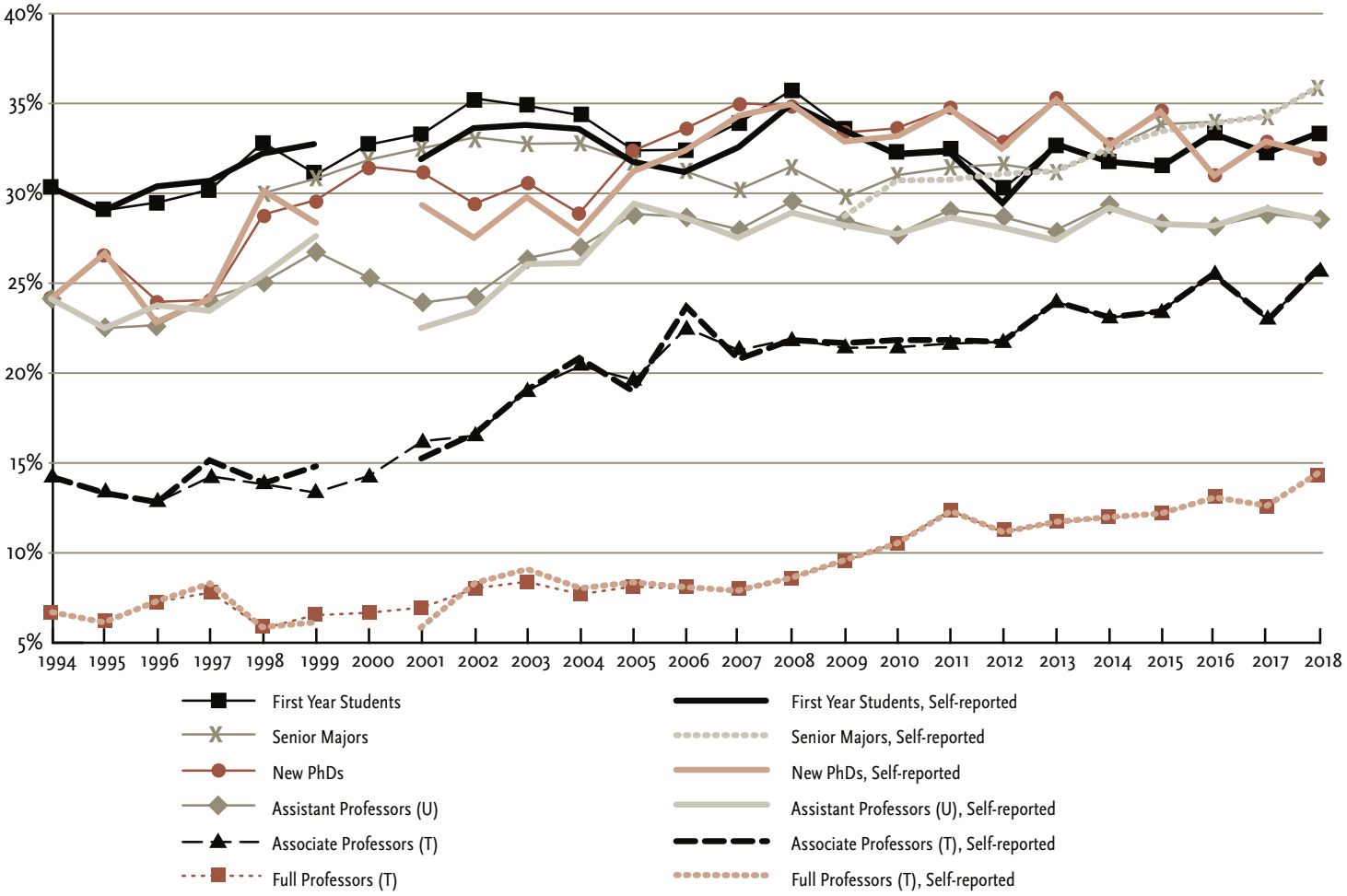
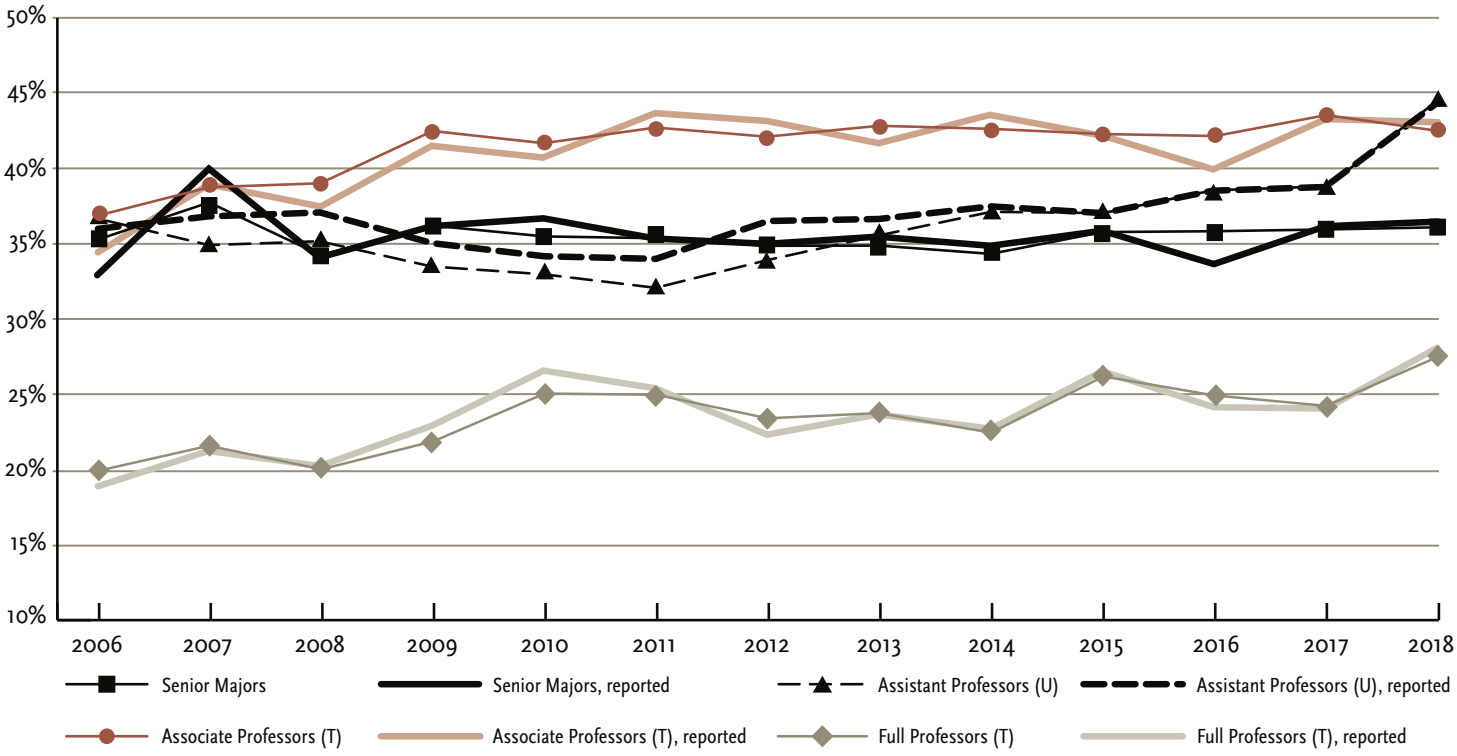


Table 9. Number of Economics Departments, by Year and Type of Program

	Year of Survey																	
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
With Doctoral Programs																		
Number responded CSWEP	69	78	93	98	92	93	100	109	120	123	123	117	122	124	124	126	126	126
Number of programs (UAQ or CSWEP)	96	105	107	107	101	110	108	120	124	125	124	122	125	126	127	126	126	126
Number of programs (analysis)	122	123	123	124	124	125	125	125	125	127	127	127	127	127	127	126	126	126
Without Doctoral Programs																		
Number responded CSWEP	52	35	51	64	66	70	65	69	65	79	85	65	107	110	111	90	114	110
Number of programs (UAQ or CSWEP)	74	66	77	80	81	81	82	96	95	94	97	90	111	114	114	105	117	110
Number of programs (analysis)	94	98	102	108	112	112	112	113	113	116	116	116	117	117	117	118	118	118

Notes: To minimize entry and exit changes to the population universe, all Ph.D. programs surveyed are considered members of that population. Non-Ph.D. programs with two or more responses since 2006 and at least one in the last two years are included. Any non-respondents in a given year are imputed first with UAQ and then with linear interpolation.

Figure 5a. Comparison of self-reported and imputed data from Figure 1



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CSWEP Sessions @ Upcoming Meetings

Western Economic Association 94th Annual Conference

28 June–2 July 2019
Hilton San Francisco Union Square, San Francisco, CA

Race, Ethnicity, Immigration Status and Slavery: Policies and Implications

Friday, 28 June 2019, 8:15 am–10:00 am

Session Chair: Mary Lopez (Occidental College)

Session Organizer: Catalina Amuedo-Dorantes (San Diego State University)

Racial bias and prevalence of masking in motorist stops

Elizabeth Luh (University of Houston)

Discussant: Anita Alves Pena (Colorado State University)

Bias-motivated incidents and racial & ethnic attrition: relating the prevalence of racially-motivated hate crimes to the reported identity of Americans

Cassandra Duchan (Federal Reserve Board of Governors)

Discussant: Francisca M. Antman (University of Colorado, Boulder)

Should we be concerned about sanctuary cities? The use (and misuse) of ICE detainers

Catalina Amuedo-Dorantes (San Diego State University), Thitima Puttitanun (Kasetsart University), Mary Lopez (Occidental College)

Discussant: Sarah Bohn (Public Policy Institute of California)

Slavery in America and the Industrial Revolution

Xi Mao (Georgia Institute of Technology), Juan B. Moreno-Cruz (University of Waterloo and CESifo)

Discussant: Reagan Baughman (University of New Hampshire)

Education and Health Implications of Refugees, Migrant Workers and Transfers

Friday, 28 June 2019, 10:15 am–12:00 pm

Session Chair and Organizer: Catalina Amuedo-Dorantes (San Diego State University)

Refugee students and peer effects

Camila N. Morales (Georgia State University)

Discussant: Josefina Kalaj (George Washington University)

The impact of refugees on natives' academic achievement and postsecondary education

Cynthia van der Werf (University of California, Davis)

Discussant: Marie C. Hull (University of North Carolina Greensboro and Institute of Labor Economics (IZA))

The effect of immigration on staffing in long term care

Reagan Baughman (University of New Hampshire)

Discussant: Xi Mao (Georgia Institute of Technology)

Relationships between pesticide exposure and economic outcomes on immigrant farmworkers

Anita Alves Pena (Colorado State University) and Bryanna Dixon (Colorado State University)

Discussant: Cassandra Duchan (Federal Reserve Board of Governors)

The impact of income and use of health care among the elderly: evidence from China

Rebecca Myerson (University of Southern California) and Tianyi Lu (University of Southern California)

Discussant: Lorien Rice (Mills College)

Implications of Migration on Education, Language Acquisition and Housing

Friday, 28 June 2019, 2:30 pm–4:15 pm

Session Chair and Organizer: Maude Toussaint-Comeau, Federal Reserve Bank of Chicago

Do remittances compensate for the negative impact of migration on children's schooling?

Josefina Kalaj (George Washington University)

Discussant: Catalina Amuedo-Dorantes (San Diego State University)

What divides the first and second generations? Educational inputs and outputs for children of immigrants

Marie C. Hull (University of North Carolina Greensboro and IZA)

Discussant: Lorena Hakak (University of São Paulo)

Social contacts, Dutch language proficiency and immigrant economic performance in the Netherlands

Zhiling Wang (Erasmus University Rotterdam) and Barry Chiswick (George Washington University and IZA)

Discussant: Maude Toussaint-Comeau (Federal Reserve Bank of Chicago)

The joint choice of location and housing in the United States: the role of preferences for housing service

Jiajun Lu (University of California, San Diego)

Discussant: Soo Yoon Ahn (University of Illinois, Chicago)

CSWEP Sessions

Marriage and Gender Roles

Friday, 28 June 2019, 4:30 pm–6:15 pm

Session Chair and Organizer: Catalina Amuedo-Dorantes (San Diego State University)

Marriage and gender norms

Francisca M. Antman (University of Colorado, Boulder), Priti Kalsi (Rochester Institute of Technology), Soohyung Lee (Sogang University)

Discussant: Zhiling Wang (Erasmus University Rotterdam)

Matching across markets: theory and evidence from cross-border marriage

Soo Yoon Ahn (University of Illinois, Chicago)

Discussant: Jiajun Lu (University of California, San Diego)

Marriage in the time of AIDs epidemic: an empirical analysis of Brazil

Lorena Hakak (University of São Paulo) and Paula Pereda (University of São Paulo)

Discussant: Rebecca Myerson (University of Southern California)

New evidence on board gender diversity from a large panel of European firms

Joanna Tyrowicz (FAME|GRAPE, IAAEU, University of Warsaw and IZA), Siri Terjesen (American University and Norwegian School of Economics), Jakub Mazurek (FAME|GRAPE)

Discussant: Elizabeth Luh (University of Houston)

Movie director gender: resources, reviews and revenues

Ekaterina (Kate) Karniouchina (Mills College), Lorien Rice (Mills College), Siobhan Reilly (Mills College)

Discussant: Cynthia van der Werf (University of California, Davis)

Panel of Journal Editors Offering Advice on Publishing (co-sponsored with CSMGEP and ASHE)

Saturday, 29 June 2019, 10:00 am

Organizers and Chairs: Catalina Amuedo-Dorantes (San Diego State University) and Renee Bowen (University of California, San Diego)

Panelists:

Hillary Hoynes, *American Economic Review*

Brad Humphreys, *Contemporary Economic Policy*

Chad Jones, *American Economic Journal: Macroeconomics, B.E. Journals in Macroeconomics, Journal of Economic Growth, Journal of Economic Perspectives,* and *Quarterly Journal of Economics*

Wes Wilson, *Economic Inquiry*

Brag Box

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

Effective February 2019, **Abigail Wozniak** (formerly of the University of Notre Dame) began a new position as a senior research economist and the first director of the Federal Reserve Bank of Minneapolis' Opportunity and Inclusive Growth Institute. In her new role, she will oversee the Institute's research, partnership, and outreach activities. According to the press release, the mission of the Institute is "...to conduct and promote research that will increase economic opportunity and inclusive growth, and help the Fed achieve its maximum employment mandate." Congratulations Abbie on your new position!

We want to hear from you!

Send announcements to info@cswep.org.

What is CSWEP?

CSWEP (the Committee on the Status of Women in the Economics Profession) is a standing committee of the American Economic Association charged with serving professional women economists in academia, government agencies and elsewhere by promoting their careers and monitoring their progress.

CSWEP activities endeavor to raise the awareness among men and women of the challenges that are unique to women's careers and can be addressed with a wide variety of actions, from inclusive searches to formal and informal mentoring activities. CSWEP freely disseminates information on how the profession works as well as advice to junior economists. We intend this information to be of value to all economists, male or female, minority or not.

Annually, CSWEP

- Organizes mentoring workshops, paper presentations sessions at the annual AEA Meetings, and professional development sessions at the annual meetings of the four regional economics associations (the Eastern, Mid-Western, Southern and Western);
- Conducts a survey and compiles a report on the gender composition of faculty and students in academic economics departments in the United States;
- Publishes three editions of the *CSWEP News,* containing a feature section written by senior economists that highlights career advice or other topics of interest to the economics profession; and
- Awards the Carolyn Shaw Bell Award, given to a person for their outstanding work to promote the careers of women economists as well as the Elaine Bennett Research Prize, given biennially to a young woman economist for fundamental contributions to academic economics.

Our business meeting is held during the annual AEA Meetings and is open to all economists. It is a time for us to confer awards and celebrate recipients, present the Annual Report on Women in the Economics Profession and to hear your input on CSWEP's activities. The CSWEP Board meets three times yearly and we encourage you to attend our business meeting or contact a Board Member directly to convey your ideas for furthering CSWEP's mission.

Visit cswep.org for more information.

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