



# NEWS

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## From the Chair

Shelly Lundberg

This issue of News includes the 2016 CSWEP Annual Report to the American Economic Association, which documents CSWEP activities for the past year and presents a summary of results from our annual survey on the status of women in academic economics. The overall picture that emerges from our survey of economics departments (see Figures 1 and 2) continues to be one of stalled progress, in both PhD-granting and non-PhD departments. For at least a decade, there has been no increase in the representation of women among new PhDs and assistant professors, and there is a drop-off at the associate professor level that indicates women are less likely to advance to tenured positions than men. The fraction of full professors who are female continues to increase slowly, but is currently only 13 percent in PhD-granting departments and 24 percent

in non-PhD departments. In our failure to increase the inflow of women and ensure their equal advancement, economics stands apart from other STEM fields, which have seen continued improvement in the status of women.

What is to be done? CSWEP has continued to expand our programs to help women succeed in academic, government, and private sector careers, and has launched a few new initiatives in recent years. At the 2017 AEA meetings in Chicago, senior economists counseled junior women and men at our two junior mentoring breakfasts and the intensive and effective CeMENT mentoring workshop, organized by Director Kosali Simon, was held in the days following the conference. In response to requests from department chairs and other senior faculty and managers, Amanda

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## FOCUS: Managing Your Service and Administrative Workload at Mid-Career When to Say 'Yes' and How to Say 'No'

### Terra McKinnish

While CSWEP has a history of organizing mentoring activities for junior women, we kept hearing from senior women that they would like opportunities to receive advice on mid-career issues. Out of these requests grew our annual mid-career peer mentoring breakfasts, offered annually at the ASSA meetings.

At these breakfasts we have heard from women that once they receive tenure, or advance to more senior levels in non-academic positions, they often find they are overwhelmed with service and administrative duties. In fact, research shows that women do perform more service than men (Porter 2007; Mitchell and Hesli 2013). Other recent research points to one potentially important factor: women are more likely to accept

service requests, in turn making them more likely to be targeted by administrators who need to fill positions (Babcock et al. 2017).

This issue draws on the collective wisdom of three senior women who have spoken at our mid-career breakfasts as well as senior mentors from the CeMENT workshops to provide women with strategies for managing their professional lives at mid-career. Our

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## From the Chair

Bayer organized an expert panel discussion on recruiting and mentoring diverse faculty (co-sponsored by CSWEP and CSMGEP). Participants lauded the “practical suggestions” and “problem-solving strategies” provided by the panelists. As a follow-up to last year’s popular roundtable on women economists and the media, Diane Schanzenbach facilitated two training sessions by media consultant Anne Dickerson. Designed to encourage researchers to “own” their contributions and expertise, these sessions led more than 90 percent of survey-responding attendees to say that they will be more likely to respond to press inquiries. Many thanks to all of the organizers and mentors who devoted their time and energy to making these events happen!

The 2017 AEA meetings also saw the third year of our mid-career mentoring breakfasts, which feature short talks about issues of concern to women at least 7 years past their PhD and themed discussions guided by senior mentors. An issue of particular concern to the participants in these breakfasts has been the tendency of women in mid-career to be overburdened with service and administrative duties. These conversations have motivated the Focus section of this issue: “Managing Your Service and Administrative Workload

at Mid-Career: When to Say ‘Yes’ and How to Say ‘No.’” Co-edited and introduced by Terra McKinnish, this collection brings together advice from more than a dozen senior women who have been there, including scripts for declining requests firmly yet kindly and full articles by Laura Argys, Donna Ginther and Adrianna Kugler. Not to be missed by the overwhelmed among us—there is a great deal of accumulated wisdom here. This issue also marks the debut of CSWEP’s new Oversight Editor, Kate Silz-Carson, who gets it all together.

CSWEP is always working on improving our outreach to junior economists and graduate students. One recent innovation, the liaison network, is continuing to expand and has been tremendously successful in getting out CSWEP announcements and circulating News. See the call for new liaisons on [page 26](#) and make sure your department or organization has this link to us. Our latest move? CSWEP is now on Twitter [@AEACSWEP!](#) We’ll be tweeting CSWEP announcements and news about women in economics—follow us. Finally, we encourage you to forward this issue of News to your students and junior colleagues—getting them involved and on our email list early is the way to jump-start women’s progress in economics. ■

## Focus Introduction

CeMENT mentors weigh in with concrete language and strategies for “saying no” to service and administrative requests. Laura Argys, Professor of Economics and Associate Dean for Research and Creative Activities at the University of Colorado, Denver, provides an article full of practical advice as a “reformed volunteer.” Adriana Kugler, Full Professor in the McCourt School of Public Policy at Georgetown, draws on her extensive experience as a former Vice Provost at Georgetown and previous Chief Economist at the Department of Labor to discuss the “art of making your own choices.” Finally, Donna Ginther, Professor of Economics and Director of the Center for Science, Technology, and Economic Policy at the University of Kansas, weighs in with advice on time management and managing staff.

As an additional note, if you would like to join us at a future mid-career breakfast, please watch our webpage for announcements: <https://www.aeaweb.org/about-aea/committees/cswep/annual-meeting#breakfast2>

Also, join our distribution list by emailing [cswep@econ.ucsb.edu](mailto:cswep@econ.ucsb.edu) so that you always receive our newsletters and announcements. ■

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## About CSWEP

A standing committee of the American Economic Association, the Committee on the Status of Women in the Economics Profession (CSWEP) is charged with serving professional women economists by promoting their careers and monitoring their progress. CSWEP sponsors mentoring programs, surveys economics departments and freely disseminates information on professional opportunities, career development and how the profession works, both on the web and via free digital subscriptions to the CSWEP News. To subscribe, email [cswep@econ.ucsb.edu](mailto:cswep@econ.ucsb.edu).

## Tips and Language for Saying ‘No’ from CeMENT Mentors

Asked to give examples of language and strategies they have used in the past to turn down service requests, our CeMENT mentors came up with some great advice:

I appreciate you thinking of me for this committee but unfortunately I must decline. Recall that I’m already serving on committee X, which requires a significant time commitment. Taking on additional committee work at this point would adversely affect my teaching and research; I know the quality of both is highly valued by the college.

—Mary Evans,  
Claremont McKenna College

*More fundamentally, I learned to never say ‘yes’ or ‘no’ on the spot.*

What a fantastic opportunity to [fill in the blank]. I really appreciate the invitation—it sounds exciting and impactful. As you may know, I am already committed to {fill in the lots of blanks}, so if you think I could better serve the institution in this new capacity, let’s think about which of these other commitments we should take off my already overflowing plate.

—Jessica Holmes, Middlebury College

If it is something I don’t mind doing: First, I like to say thank you, as in “thank you for thinking of me for this important task/responsibility.” Then I might say something to indicate how busy I am, such as “As you know, my plate is pretty full at present.” You could include an example, such as “My biggest service time commitment is...” or, I have two new preps this year and I’m chairing our search committee, I have a new grant that requires me to spend a lot of time on project X, etc. Then (if true) make it clear that you are happy to do

it, but will need to be relieved of something else, such as, “I’m happy to do this for you/the university, but I’ll need you to help me decide what I should stop doing (or take off my plate) in order to make the time to do this.” You can suggest relief of your most onerous commitment. This will usually do it. If you make it clear that your doing the task has a high opportunity cost, the requester will usually find someone else, or indeed relieve you of another committee or prep. If it is something you don’t want to do: say you really need to focus on your research and teaching right now, and sadly must decline the opportunity.

—Catherine Eckel,  
Texas A&M University

1. I’d be happy to serve as your XXX. I recognize the importance of this work and given how much time it would take and the value of my own research agenda, the only way I’d be able to do it is to have a course release. It is my understanding that this is also what my predecessor had (last sentence only necessary if true).

2. I’d love to serve on that committee and I see why you’ve asked me given my past experience. Right now, I’ve got a terrific project underway and just can’t spare the time. John also has expertise in this area and might be interested.

3. I know that we need someone to teach an overload and I appreciate that you’ve asked me. This is not a good time for me to engage in that given that I am also mentoring several honors students. I believe John might be available.

—Susan Averett, Lafayette College

“Yes, I would like to do X but at the moment I have too many obligations.” Followed by:

“Could you come back to me next time you need help with this?” or “Could you relieve me of another

committee assignment to free up time for this work?” or “Yes but I think person Y would be even better for this role.” More fundamentally, I learned to never say “yes” or “no” on the spot. I would let an email message with a request for my involvement sit for a few days or if I’d received a request by phone would make myself say “I’ll get back to you.” That gives me time to think through what’s involved, to think about whether I want to take on the task, whether it fits with my schedule, etc. My immediate instinct is always to say “yes” and this has helped me overcome that.

—Ellen Magenheimer, Swarthmore College

I’ve found that saying no can be a useful way to broadcast some of the other things you’re doing:

“I wish I could, but I’ve just agreed to be the co-editor of this journal and I don’t think I’ll have enough time.” Or, “This sounds interesting, but since I just agreed to chair the search committee, I think I’ll be pretty busy with that.”

—Jenny Minier, University of Kentucky

My guiding principle about service commitments is to ask yourself the following question: “Is this opportunity interesting to me and a good use of my time?” If the answer is not a clear “yes,” then politely turn it down. The best way to turn down a request is to simply say that you have many competing priorities and cannot find the time to commit to this project right now. I am on the other side right now (having to ask colleagues to do service) and believe me, lots of people say no for lots of reasons.

—Nicole Simpson, Colgate University

“Thanks for thinking about me for this job. It is a great opportunity although it comes at a time when I have already accepted many commitments, among which XXX and YYY: I will seriously think about it and let you know in due course.” This leaves me time to think

## Language for Saying ‘No’

about whether it is feasible for me to accept the job and, if not, how to say no.

—*Barbara Rossi,*

*Universitat Pompeu Fabra*

My advice would be to keep in mind that for the most part, Chairs want their faculty to continue to be productive researchers. In negotiating with your Chair, you might consider both making the case that the additional service will negatively affect your productivity and providing your chair with multiple options that will allow you to continue to be productive. Options might include funding an RA, course relief or some additional research funds.

—*Anna Aizer, Brown University*

The best strategy is the “yes-no-yes” strategy: “Yes, I would love to do this at some point in the FUTURE. Thanks so much for thinking of me. No, I can’t do this right now because \_\_\_\_\_ (fill in the blank—research excuses and teaching excuses are good ones, or other service commitments).

Yes, thanks so much for thinking of me .....

—*Ann Harrison,*

*University of Pennsylvania*

I think it is most effective to discuss in the context of productivity—too much service comes at the cost of higher productivity, so I have said no (firmly) in order to preserve my productivity. (I generally highlight the other service I am already doing). The key is to be firm. It isn’t a question, it is a statement.

—*Sandra Black, University of Texas*

## Advice from a Reformed Volunteer

### Laura Argys

Saying no at work—what a great idea for a panel and particularly in a newsletter that reaches professional women. When I was asked to give advice to CSWEP newsletter readers, I immediately replied that “I’d be happy to.” Although this response may disqualify me from writing this piece, I urge you not to dismiss my advice too quickly. If you have a natural inclination to jump in and serve, mine may be exactly the advice you need. I hope that what follows helps those of you who struggle with deciding when to say no and, even when convinced it is the right decision, have difficulty declining an offer.

Offers to contribute to service at work can come in many forms and from people in a variety of positions. Sometimes it is as ‘simple’ as a request from a colleague or a student to help them out in ways that go beyond typical expectations. Other times it can involve relatively routine service assignments, like committee membership, that individually may not be terribly time consuming but, in total, eat up valuable time. Finally, there are requests, often from Deans and Provosts, that really should be classified more as administration than service. Examples include serving as a program director, department chair, or chair of an important campus or institutional committee. Obviously, these are more time consuming, require more independence and responsibility, and ideally are offered only after one has earned tenure or been promoted to a more senior position in a non-academic institution. Although agreeing to serve in each of these capacities imposes different costs, the decisions to say no involve the same considerations.

Women are particularly likely to struggle with balancing service requests with other, more highly-rewarded work expectations like research and teaching. Women in academia spend more time doing service than their male

counterparts (Misra et al. 2011) and this additional service is often associated with lower probabilities of (or longer time until) tenure and advancement. Professional women who are asked to do more frequently are not as highly regarded as men for saying yes, and are regarded less favorably when they say no (Heilman and Chen 2005). Knowing when and how to say no are important skills for success in the workplace.

### To serve? Or not to serve?

Although the focus of this column is on saying no, it may not always be in your best interest. There are some important questions to ask yourself.

- 1) Do I want to do it? If so, this is pretty simple—but economists know that the question really should be: Do I want to do it more than the things that I’ll have to give up? From experience, saying yes often involves sacrificing research time, time with friends and family, or sleep.
- 2) Will I gain something from doing it? Refereeing papers or reviewing grants provides you with insight into the process and connections in the profession, but keep in mind that overcommitting can have a negative effect. Be sure that you can meet your obligations with high quality and prompt reports. Common requests to serve on committees can be beneficial by interacting with colleagues throughout the institution. This type of networking can be valuable, but with diminishing returns. It can be important to consider who is asking you to participate. When being considered for promotion to full professor, it is valuable to be seen as a contributor by one’s Provost or Dean, so take this into account if they are the ones making the request. It is useful to be more than a name in a promotion file when it is decision time.
- 3) What will I have to give up if I say yes? Particularly pre-tenure and

## Reformed Volunteer

prior to promotion to full, this is an important question. Teaching, and particularly research, have disproportionately more impact on promotion decisions. It is also often the case that at precisely the time that the pressure is on to be strong in the classroom and to ramp up research productivity, family demands are most acute.

- 4) Is it a change I (might) want to make in my career? At a more senior level, decisions to take on initial administrative responsibilities can be a stepping stone to an administrative career. If you aren't sure about pursuing administration, serving as a program director or a term as department chair can be a way to test the waters. Just be sure that you are at the right stage in your career to take the plunge. If you want to be a successful administrator at high levels, earn the title of full professor before taking on substantial administrative duties.
- 5) In all of these cases, the question that you should not use to make your decision is "Do other people want me to do it?" Of course they do! The right question to keep in mind is, "Can it be done by someone else?" Of course it can!

### How to say no.

You've decided. Now how do you say no? Although you can find all kinds of advice about how to say no, in my experience it is much more effective if you find the way that fits you. The standard advice is to include something positive, "thanks for the opportunity" or "what a great project" and then decline. This helps avoid the impression that you don't value the person's contribution or cause.

My first attempts to decline offers of academic service or assignments were largely unsuccessful. To try to be sure that the person recruiting me wasn't left with the impression that their offer wasn't worth considering or that I was trying to avoid doing my fair share, I tried to provide a good reason why I wouldn't be able to serve. Early in my

career I was asked to serve on a (time-consuming) search committee with a group of administrators. Knowing that I had a big research project in the works, and feeling like there were many qualified people who could fulfill this role, I decided not to participate. My response went as follows, "I'm flattered that you've asked me to serve on this important committee, but I have a number of obligations through March and into April. I'm afraid I wouldn't have time to really contribute to the search." Be careful. If you explain why you must say no, they might solve the problem. In this case, the response was: "This is great! We have just posted the ad for the position and will gather applications for 6 weeks. The timing for reviews and interviews will be perfect." I spent April and May interviewing job candidates and showing finalists around the campus. Hence, I advise you to keep your response short. Don't give them an explanation that they can solve for you. In fact, I began practicing the following, all-purpose response: I'm very sorry, but I won't be able to.

That statement often feels abrupt. It is not a bad idea to wrap up on a positive note. You can decline the offer and still convey the importance of the task. For example, "I'm so sorry, I won't be able to participate in the search" could be followed by "It is such an important position and it is great that you will have faculty participating to help make the decision." Or even, "Thanks for thinking of me, I'd like to contribute to these types of decisions in the future, so please keep me in mind." If you take this approach, know that they may well 'keep you in mind.' A positive comment can go a long way to combat the sometimes negative perception of women who say no. It is a delicate balance to be "powerful enough to be heard, but likeable enough to be followed" (Celestino 2016).

There is a tendency to want to be sure that by saying no, you are not giving the impression that you are not willing to work hard. Sometimes it is appropriate to highlight other substantial

contributions that you are making in other areas, but don't carry this too far. Saying no does not require a list of all of the other things demands on your time—family responsibilities in particular.

### What if you've decided to say yes?

Not only are women more likely to serve, they are less likely to negotiate or set the terms for their service (Babcock and Laschever 2009). If you have decided that you'd like to consider an important opportunity but it requires a substantial commitment on your part, perhaps you can help offset the costs. If you've been asked to attend an event, or introduce someone or be a guest speaker in a class, no big deal. If you're being asked to serve as department chair, that's another matter entirely. Take some time to think about what you need to make it work. Do you need funding for a Graduate Assistant to keep your research on track? More resources to build the department? These requests have something in common—they will help you to be successful in the position at the same time that they help keep the institution productive.

I know that I'm hard-wired to be the 'volunteer' but I have found ways to temper my natural tendencies. You'll have to find the approach(es) that work for you. Better balance in your workload is worth it. I would note that the request to me to contribute to this CSWEP Newsletter was followed by the statement "If you know of anyone else who would be good for this panel let me know." My response: "I know someone who'd be great, but she'd say no."

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# Making Your Own Choices: The Art of Saying No & the Art of Saying Yes

Adriana Kugler

As one moves up the career ladder, responsibilities and expectations grow. For those in academia, teaching loads may increase. One may also be more sought after by students and class sizes and advising may increase. Finally, administrative duties may also grow as others view you as a responsible professional with good judgment to handle these duties. Likewise, for those in non-academic careers, management of teams and projects may be part of jobs higher up the ladder and may require more time but also new skills.

At the same time, as you move up in your career, you may have new choices to make. Should you focus more on teaching or manage a new program or take a role in policy circles? A temptation is to try to do it all! Of course, time is scarce and so is attention and capacity to do a good job on different ends. It is important to understand one's bandwidth and one's capacity to multitask. Even more important, however, is to know what you are good at and play to your strengths and exploit your comparative advantage. It is crucial to know what will help you advance your long-term career goals and to know what you enjoy. Enjoying doing these new tasks is crucial since they may require quite a bit of your time and energy. If you don't enjoy doing these new activities, you may end up not doing a great job.

Once you decide whether a task plays to your comparative advantage, whether it advances your long-term career goals, and whether you enjoy doing these tasks, then you can decide whether to say yes or no to this new possibility. When you first move up, you may be able to say yes to a lot of new opportunities and still be able to handle them all. However, as more and more opportunities with more responsibility come your way, you will have to become more selective. Clearly saying yes to everything is not wise, but likely saying

no to everything is also unwise. If you just say no all the time, people in the profession or people in your institution will perceive you as someone who is not interested in taking on these new roles.

Sometimes you may be undecided. This may mean that you may be willing to accept a new position or role if the conditions are right for you.

This is where, if you are on the fence, you may want to explore and negotiate for the right conditions for you and this may sway you to say yes. If you are negotiating, think about what is reasonable and make the case that you need what you are asking for to do the job well. After all, no one would want to recruit someone to do a job badly, so they should want to set you up for success. Of course they have limited resources, but if their entire goal is to get you at the best conditions for them then this job may not be the right job for you. Some things you may want to think about negotiating are:

- a. a reduction in teaching,
- b. a research assistant to help you out,
- c. a research fund,
- d. an extended sabbatical leave,
- e. an increase in salary.

If you say yes to new responsibilities, it is important to think about how to rebalance your time to continue to have time to do the things that are very important to you. Since new things are likely to consume more of your energy and attention, it is easy to leave other things behind. Be sure to allocate specific times to those other activities that you want to keep in your professional and personal life.

If you are clearly not on the fence and not interested, then it is better to turn down a possibility rather than negotiate and drag out the process. Also, it is wise to say no in a way that will not close off these opportunities in the future. After all, something that may not be right for

you now could be very attractive later in your career. For instance, you may be in the middle of an important cutting-edge research project that you need to finish or you may just have just moved recently and are dealing with personal and professional issues related to your move. If that's the case, you can explain that it is not possible for you to take on this responsibility at this time but that you would be interested in the future.

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*Enjoying doing these new tasks is crucial since they may require quite a bit of your time and energy.*

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As you progress in your career, it is most important that you feel that you are in charge of which direction it takes. Others may want to help you and may think they know what is good for you. At the end though, you know yourself best: you know your goals, your strengths and what you enjoy most. This may mean that you will want to weigh different factors and decide what will be a good career and personal move for you.

Enjoy the journey as you reach your new goals! ■

# Thoughts on Managing Time and Administrative Work

Donna K. Ginther

Economics is a “greedy profession” where the work we are expected to do expands to fill the time we give it. As we progress from early to mid-career, our work evolves to include leading committees, running organizations, and managing people. The demands on our time can literally expand at an exponential rate beyond the expected research, teaching, and service. Currently, I have seven doctoral students various stages of completion, chair a faculty governance committee, direct a research center and have four funded research projects. My work has several moving parts, and keeping track of everything can seem like a full-time job. Time is my most-precious resource, and here I provide advice on how to manage your own time and how to manage the time of people who work with you.

There are no right answers when it comes to time management because the demands on your time are always changing. The best you can hope to achieve is a local optimum; some days and weeks will go smoothly while others will leave you scrambling to make every commitment that appears on your calendar. I recommend three time management strategies: know how you spend your time, know yourself, and experiment with new strategies to improve your time use.

I suffer from the planning fallacy—I underestimate the time it will take to complete a task. That said, if I give a project or activity too much time, I will invariably take all of the allocated time and then some. So it is important to gain a firm grasp on how you spend your time. I did an experiment where I kept track of my work time by activity for an entire semester. I divided my time into teaching, research (including refereeing/editing), service, administration/management, emails, and meetings and kept a spreadsheet of every 15 minutes that I was working. The results were

revealing—over the course of one semester, I spent nearly 20 percent of my time responding to email, and I spent nearly 30 percent of my time managing projects, people or in meetings. My time was also being lost to transitions, for example, having to drive to or walk across campus to a meeting. Something had to give, and when I complained to my husband about all the time I spent on email, he asked the obvious question, “Well why are you answering your email? If I’m on a project, I will ignore my inbox for up to a week.” I immediately made a change, becoming much more selective about when and how I dealt with my inbox.

Once I had a firm grasp on how I was spending my time, I chose to be more deliberate about when, where and how I did my work. I try to organize my life around the principle of doing more of the work I like to do (e.g. research) and less of the work that I dislike (e.g. meetings/email). This means doing the work that I like when I am most-focused and productive. That occurs for me mid-morning and early afternoon and in the evening after my children have gone to bed. I save my “best focused” time for my most-important work (like research) and my “less focused” time for meetings and email. I group meetings on teaching days, and work on research on non-teaching days as much as possible.

I also like to experiment with new strategies for managing my time. About a year ago, I was feeling completely overwhelmed with having too many obligations. I felt that my work was careening out of control. At that time, I had about six Ph.D. students in various stages of completion, several research projects, activities at my center, editing and refereeing, and an undergraduate course that increased my teaching burden. I needed to make a change. My mantra for a year became, “no new students, no new projects.” That meant saying no to

students and even more difficult, no to new research ideas. Given that I am the type of person that falls in love with my newest research idea, this was especially difficult for me. But it worked. I knew that I could not take care of my own needs, the needs of my students and the needs of my collaborators if I said yes to anything new. I had to say “no” to other people, but it meant saying “yes” to myself and a sustainable work load. Some experiments do not always work out so well. I realized that if I give projects too much time, I will get caught tinkering with the estimates, figures, and tables so much that I never complete the paper. I had a deadline for a revision, so I scheduled a week to get it completed. I was well on my way to getting it done, and then I discovered a mistake that necessitated redoing much of the analysis. I did not get much sleep that week.

Time management is very challenging when you are responsible only for yourself. The challenge compounds when you are managing a committee, large projects, or people. The logistics of coordinating busy people’s schedules can be a huge time sink. I lean on support staff to schedule my meetings whenever possible, instructing them to schedule them on my teaching days, and only freeing my schedule to accommodate a meeting if those days do not work out.

Have you ever been in a meeting that took one and half hours when 15 minutes would have sufficed? Nothing annoys me more than people who do not know how to run a meeting. When I convene a meeting, I have an agenda developed ahead of time. This prevents open-ended discussions that stray from the mission of the meeting. In a committee, we are often asked to make decisions or recommendations. In that case, I like to prepare a menu of two to three options for the committee. This will focus the discussion and allow the

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committee to work more efficiently towards a consensus or resolution. If you anticipate potential conflict in a meeting, it is important to talk to members of the various factions before the meeting to get a better sense of challenges that you may face and then plan accordingly.

Managing projects with several people and deliverables is challenging, and you need to understand your role and the role of your staff. As a project leader or manager, my role is to provide the vision for the “big picture,” establish an effective infrastructure for the project (assigning tasks and deadlines to people), and to make critically important

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*... know how you spend your time, know yourself, and experiment with new strategies to improve your time use.*

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decisions. Large projects require goals, timetables and accountability. They often come with a deadline. I solve these scheduling problems by working backwards from the deliverable date, to establish milestones for various steps of the process and the completion of the work. In this case, meetings are extremely helpful for identifying who is responsible for various aspects of the project and making sure that the research team is coordinating on the tasks at hand. My research team will be more likely to meet their deadlines if they know they are responsible to other team members.

Your staff and students will be more productive if they know why they are doing the work, the expectations for the work and that decisions will be made. As a manager, it is my job to make “difficult decisions” involving tradeoffs and challenges associated with the project. Some people may have difficulty making decisions, but I view agonizing over most choices to be a waste of time. It is important to make the best decision with the best information that you have, and if it does not work out as expected,

you will have an opportunity to make a new and different decision. Making decisions is your job, so it is important to become comfortable with the process.

When managing students and staff, your approach needs to be tailored to their individual strengths and weaknesses. Ideally, I want to empower my staff to make decisions and take responsibility for their work. I do not have the time to micro-manage myself, let alone the people who work for me. But staff empowerment does not work for all people. In my experience, some people do not like to make decisions; others do not like to admit that they are having problems or struggling. At the other extreme, empowered staff can take the work in a direction that is not compatible with your preferences or expectations. I apply the same time management strategies to my staff as I do to myself.

First, communicating with your students and staff is key. I get to know each staff member’s working style, and tailor my management involvement to that style. I allow those that are comfortable taking responsibility for the work significant control over when and how they work as long as they meet their goals and deliverables. I check-in on their progress with phone calls, emails or meetings as the project progresses. Often a staff member will get lost in the details of the work or be reluctant to make decisions. I spend more time interacting with these people to make sure that they are not stuck at a decision node or spinning their wheels overwhelmed by too many details. Sometimes self-directed staff or employees encounter problems or difficulties, and they will hide these from me. My message to my staff is always the same: I want to hear bad news as soon as possible. I can plan for bad news that I know; I cannot do anything about what I do not know.

Despite all of the best-laid plans, life will get in the way. My schedule gets thrown into disarray when one of my children is home sick. My staff and students have encountered significant life changes such as having a child, ending

a relationship, having surgery and moving. When this happens, it is important to accommodate people’s needs within reason. The team will usually rise to the occasion and support the other team members. In most cases, those who are owed a deliverable will be willing to renegotiate a deadline. If your staff members know that they have your support in their time of great need, they will be more committed to working for you in the future.

Finally, when you are managing projects and people, it is very important to acknowledge and be thankful to the people who work with you. As your obligations increase, you simply cannot do everything by yourself. You need to depend on those who work with you, and you can only depend on them when you trust them and they trust you. Your students and staff work hard, and their work facilitates your success. Take every opportunity to let people know that their work is important, and thank them.

# The 2016 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 Review: Papers & Proceedings* and reprinted in the CSWEP *Annual Report*. The CSWEP Board, staff, non-Board committee members and CSWEP's network of liaisons to over 270 departments and institutions provide substantial public goods to the profession as a whole. CSWEP organizes mentoring programs that serve more than 300 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 Bell Award annually (for furthering the status of women in the economics profession) and the Bennett Prize biennially (for fundamental contributions to economics by a woman within

seven years of the PhD). On the web at [CSWEP.org](http://CSWEP.org) and via the thrice-yearly *CSWEP News*, CSWEP disseminates information on women in economics, professional opportunities, and career development to all economists.

The centerpiece of this report is the summary of the 2016 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 the female share of PhD students and assistant professors remaining essentially constant and a continued lower probability of advancing to tenured associate professor for women, relative to men. With the support of the AEA, we are continuing efforts to document and harmonize our 44 years of data and to make department-level data available to individual departments.

Section II reports on the CSWEP office transition from Duke University to the University of California, Santa Barbara (UCSB) at the end of Marjorie McElroy's extended term as CSWEP Chair and our evolving approach to communicating with CSWEP's community. Section III describes CSWEP activities addressing the challenges women continue to face in the economics profession, including plans for future initiatives. Associate Chair **Terra McKinnish** continued to oversee CSWEP mentoring programs, which have expanded under her direction. Associate Chair **Margaret Levenstein** directed the 2016 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 2016 Board members.

## II. CSWEP Transition

### A. Moving the CSWEP Office and Facilitating Future Moves

On July 1, 2016, **Shelly Lundberg** succeeded **Marjorie McElroy** as Chair of CSWEP and the process of moving the CSWEP office from Duke University to the UCSB began. **Jennifer Socey**, the CSWEP Administrative Assistant at Duke, has remained on the team part time to train the new Assistant and work on some major projects. We owe a great deal to her vision about how to accomplish a smooth transition. **Amber Pipa**, a graduate of UC San Diego with experience in nonprofit administration and community outreach, is the new Administrative Assistant, with an office in and support from the UCSB Economics Department.

With the help of a transition budget from the AEA, Amber and Jennifer worked through the summer on changes in office systems and procedures that will make future transitions (usually every 3 years) much less disruptive. First, several databases for CSWEP affiliates, liaisons, and department chairs have been consolidated in Zoho, a flexible customer relationship management (CRM) tool that will ease communications and allow for more robust record-keeping. Second, a Wordpress site has been developed 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. A Policies and Procedures committee (**Amalia Miller** and **Madeline Zavodny**) are coordinating the process of populating this site, and we expect it to be essentially complete (though updating will be an ongoing task) next year. The CSWEP office will be much more institutionally portable and require less staffing overlap for the next transition in 2019.

### 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. Several recent and planned initiatives are intended to improve that ability.

**Liaison Network** In 2014, the CSWEP Liaison Network was created in an effort to increase awareness about the work of CSWEP, 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. This initiative has continued to be remarkably successful, and has reduced the response time to the call for departmental data for the CSWEP Survey and increased applications and registration for all CSWEP activities.<sup>1</sup>

**Website** Amber Pipa and Jennifer Socey restructured and updated the CSWEP pages on the AEA website, which were left unsightly and difficult to navigate by the redesign of the overall AEA site, over the summer and fall of 2016. The new site should make it easier for the CSWEP community to get news about CSWEP activities and programs and to locate information such as professional development materials, annual reports, and newsletters.

**Social Media** The CSWEP Board has been considering how we might communicate more effectively with graduate students and junior faculty, many of whom are unaware of CSWEP activities and programs until later in their career and fail to benefit from them in a timely way. At our January Board meeting,

<sup>1</sup> For a list of current members of the CSWEP Liaison Network, visit [https://www.aeaweb.org/committees/cswep/Liaison\\_Network.php](https://www.aeaweb.org/committees/cswep/Liaison_Network.php).

we agreed to launch a Twitter account, @CSWEP, so that we can tweet prize announcements, calls for papers, and other notices as a supplement to our email list and liaison network. The population of female economists on Twitter appears to be growing rapidly, and this is likely to be a good way to reach a younger population.

### III. CSWEP Activities in 2016

#### A. Mentoring Programs

The effective mentoring of women economists has become increasingly central to CSWEP's mission. While mentoring and creating professional networks is an ongoing informal aspect of most CSWEP activities, the internationally recognized CeMENT (previously CCOFFE) Mentoring Workshops hold center stage, and the CSWEP Mentoring Breakfasts have expanded our reach to more junior and mid-career economists.

Growing out of the first CCOFFE Workshop in 1998 and offered annually since 2014, the success of the CeMENT Mentoring Workshops in providing young women economists with know-how and networks that boost their careers has been rigorously documented.<sup>2</sup>

The CeMENT Workshop for Faculty in Doctoral Programs (formerly called the *National Workshop*) is held after the Annual AEA/ASSA Meetings and targets women in departments with PhD programs where research accomplishments carry heavy weight in promotion. The CeMENT Workshop for Faculty in Non-Doctoral Programs (formerly called the *Regional Workshop*), held biennially in conjunction with one of the meetings of the regional economics associations targets women in departments where teaching receives more weight.

<sup>2</sup> Based on random assignment to participation and tracking the subsequent careers of both participants and those who were randomized out of participation, a rigorous evaluation showed that "CeMENT increased top-tier publications, the total number of publications, and the total number of successful federal grants in treated women relative to controls." Blau et al., "Can Mentoring Help Female Assistant Professors? Interim Results from a Randomized Trial" (*American Economic Review*, May 2010: 352). Future research will track these women over their tenure clocks and beyond.

The next Non-Doctoral Program will be organized by Director **Ann Owen** in 2017, immediately preceding the Western Economic Association International Annual Conference in San Diego.

#### 1. CeMENT Mentoring Workshop for Faculty in Doctoral Programs

The CeMENT Mentoring Workshop for Faculty in Doctoral Programs was held on January 5–7 after the 2016 AEA/ASSA Meetings. Led for a second year by CeMENT Director **Kosali Simon**, the 2016 workshop served 40 participants joined by 16 mentors<sup>3</sup> and several special guests as well as observers from other organizations (from China and Japan and from the American Finance Association). The San Francisco Federal Reserve hosted the kick-off dinner. The workshop consisted of large group discussions on career development topics and small group sessions pairing two mentors with five junior economists with similar research interests. The six large group sessions focused on the topics of: publishing and research, teaching, grants, work-life balance, the tenure process, and professional networking. Each large group session began with advice from a panel of three of the senior mentors, but most of the time was reserved for Q&A. The small group sessions allowed each junior participant to receive detailed feedback on a working paper from the other members of the small group.

Based on informal and formal feedback, the workshop was a great success. In exit surveys of the participants, the average junior participant rating of the workshop has been rising, and is now

<sup>3</sup> We are grateful to the mentors who volunteered their time for the January 2016 workshop: **Elizabeth Asiedu** (University of Kansas), **Kate Bundorf** (Stanford University), **Marcelle Chauvet** (University of California–Riverside), **Julie Cullen** (University of California–San Diego), **Mary Daly** (Federal Reserve Board of San Francisco), **Sue Dynarski** (University of Michigan), **Meredith Fowlie** (University of California–Berkeley), **Leora Friedberg** (University of Virginia), **Garance Genicot** (Georgetown University), **Susan Helper** (Case Western Reserve University), **Annamaria Lusardi** (George Washington University), **Heather Royer** (University of California–Santa Barbara), **Kathleen Segerson** (University of Connecticut), **Barbara Wolfe** (University of Wisconsin), **Myrna Wooders** (Vanderbilt University) and **Mo Xiao** (University of Arizona).

6.87 on a scale of 1–7 where 1 is “not at all helpful” and 7 is “extremely helpful”. The professional development materials provided to participants, the “CeMENT Binder,” are available to all at [CSWEP.org](http://CSWEP.org).

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 provided through 2018, including funding for the ongoing scientific evaluation of the program’s effectiveness. In 2016, 76 applications were received, with 9 screened out as not meeting the criteria. Of the 67 remaining, 17 were given priority admission as applicants who were randomized out in 2015, leaving 23 new slots. Thus 27 applicants were randomized out and will receive priority for the 2017 workshop. Doubling the frequency of the program has reduced but not eliminated the annual excess demand.<sup>4</sup> Given the intensity and duration of the workshop, recruiting senior mentors at the top of their field has been difficult, so this may be a permanent feature of this mentoring initiative.

### 2. Mentoring Breakfasts for Junior Economists

CSWEP’s inaugural Mentoring Breakfast for Junior Economists was organized by Board members **Terra McKinnish** and **Linda Goldberg** in 2013 as a stand-in for the then-biennial CeMENT National Mentoring Workshop during its “off year.” In 2016, two mentoring breakfasts were offered to junior faculty, post-docs, non-academic professionals and graduate students on the job market. Room capacity limited registrations to 210 mentees, though more were waitlisted. While 94% of participants are women, an increasing share is male. Senior economists have responded very positively to this program, and 55 mentors signed up within days of the call, many for both breakfasts.

<sup>4</sup> In 2012, 2014 and 2015 applicants numbered 133, 108 and 110, respectively.

This year, organizers **Terra McKinnish** and **Anne Winkler** pre-assigned senior mentors to 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) based on their preference and distributed the information to participants in advance. At the breakfast, junior participants rotated between tables at 20-minute intervals based on their own interests. With three senior mentors per table, each hosting a conversation with up to three junior participants, the mentor-mentee ratio has been improved from 1:4 in previous years to 1:3 in this year.

In a post-event survey, the average rating was 87%, up from 84.2% in 2015. Comments include: “It was the highlight of my AEA attendance.” “This was a great opportunity to get advice from some of the very best. I definitely would not have the opportunity to talk with these people otherwise.”

### 3. Peer Mentoring Breakfast for Mid-Career Economists

Prompted by the success of the junior mentoring breakfasts, a number of senior economists, including earlier graduates of CeMENT workshops, expressed their desire for a parallel event to address concerns relevant to mid-career women (tenured academics or non-academics 10 or more years beyond the PhD). In response, the inaugural Peer Mentoring Breakfast for Mid-Career Economists was offered at the 2015 Meetings.

Organized by **Terra McKinnish**, **Cecilia Conrad**, **Linda Goldberg** and **Kosali Simon**, the second annual mid-career breakfast was held at the 2016 AEA/ASSA Meetings. 40 mid-career participants and 13 mentors registered to attend the event. The breakfast kicked off with a series of short talks. **Cecilia Conrad** (Vice President, MacArthur Fellows Program) spoke on career transitions, **Laura Argys** (Professor and Associate Dean, University of Colorado Denver)

on administrative roles and **Donna Ginther** (Professor of Economics and Director, Center for Science Technology & Economic Policy, University of Kansas) on time management under rising responsibility. 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 discussion. After introductions, each participant was given time to ask questions and receive feedback from their table on topics such as 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 87% (up from 70.7% in 2015). 78% found the speeches useful and 100% found the small group discussions useful. Comments include: “It was phenomenally transformative. ... I feel so empowered carrying on my new responsibilities.”

### 4. Pilot Mid-Career Professional Development Activities

In response to multiple media stories in which prominent female economists were slighted relative to their male collaborators, **Diane Whitmore Schanzenbach** (Northwestern University and Brookings Institution) organized a roundtable on *Who’s Doing the Talking: Women Economists and the Media* at the 2016 AEA/ASSA Meetings. Panelists included economists **Lisa Cook** of Michigan State University; **Claudia Goldin** of Harvard University; **Susan Dynarski** and **Justin Wolfers**, both of the University of Michigan; and media representatives **Catherine Rampell**, national syndicated opinion columnist for the *Washington Post* and **Dan Diamond**, contributor to *Forbes*, *Vox* and other outlets. Response to the panel announcement was dramatic, with 120 people registered to attend within days. A lively conversation about how female economists might “own” and publicize their research ensued, with many

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questions from the audience. As a follow-up, we offered a large-group media training session at the 2017 Meetings, and other professional development programs for mid-career economists are under consideration.

### 5. AEA Summer Economics Fellows Program

Begun in 2006 with seed monies 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 as a career-changing event.

The [AEA Summer Economics Fellows Program](#)<sup>5</sup> had another excellent year overall. It placed 15 fellows (13 were female graduate students and two were from underrepresented minority groups—one male and one female) with 10 sponsors,<sup>6</sup> the most fellows since 2009. Applications increased from 77 in 2015 to 82, with the percentage of applicants placed remaining constant at 18%. The number of potential sponsors has been increased to 22, the most in the history of the program. We are now listing the names of AEA Summer Fellows on the CSWEP and CSMGEP

<sup>5</sup> Many thanks to the 2016 committee for screening and matching: **Daniel Newlon** from the AEA (chair), CSWEP Board member **Cecilia Conrad**, CSMGEP Board member **Gustavo Suarez** and **Lucia Foster** of the Center for Economic Studies at the U.S. Bureau of the Census. Thanks as well to **Dick Startz** who initiated the program in 2006. More information on the AEA Fellows Program is available at <https://www.aeaweb.org/about-aea/committees/cswep/programs/economics-summer-fellows>.

<sup>6</sup> We thank the 2016 sponsors: the Federal Reserve Board; the Federal Reserve Banks of Atlanta, Chicago, Kansas City, Minneapolis, New York, Richmond, and St. Louis; the Bureau of Labor Statistics and the U.S. International Trade Commission.

websites for the AEA Summer Fellows Program as a way of encouraging networking among fellows and potential applicants.

### B. Carolyn Shaw Bell Award and Elaine Bennett Research Prize

Given 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. The 2016 award goes to **Cecilia Rouse**, Dean of the Woodrow Wilson School of Public and International Affairs, Lawrence and Shirley Katzman and Lewis and Anna Ernst Professor in the Economics of Education and Professor of Economics and Public Affairs at Princeton University. Rouse is one of the nation's leading experts on the economics of education, and her research confronts questions of significant policy importance. Students and colleagues laud her "generous spirit" and her willingness to share her time to provide feedback, to support, to nurture development and to dispense frank and sage advice. Dr. Rouse has also dedicated much of her career to professional and public service at the very highest levels.

The full [press release](#) is available online.<sup>7</sup>

Awarded biennially since 1998, the **Elaine Bennett Research Prize** was established to recognize, support and encourage outstanding contributions by young women in the economics profession. The 2016 prize was awarded to **Marina Halac**, Associate Professor of Business and Economics at Columbia University and Associate Professor of Economics at the University of Warwick. Professor Halac is recognized for her impressive contributions to microeconomic theory, and to our understanding of dynamic incentives and agency problems. Her research focuses on how incentives are shaped by the information environment, and she has

<sup>7</sup> <https://www.aeaweb.org/about-aea/committees/cswep/awards/bell>

developed analytically rigorous models to study issues such as the structure and dynamics of employment relationships, the problem of how to motivate experimentation and innovation, and the design of fiscal rules to constrain government spending. The full [press release](#) is available online.

The Bell Award and Bennett Prize were presented at the 2017 CSWEP Business Meeting on January 7 during the AEA/ASSA Meeting in Chicago. We expect to publish interviews with Dean Rouse and Professor Halac in Issues II and III, 2017, of the *CSWEP News*.

For holding high standards and upholding the extraordinary accomplishments of women in economics, we owe an enormous debt to the selection committees.<sup>8</sup> While they must remain anonymous, we 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.

### C. CSWEP's Presence at Annual Association Meetings

#### 1. The 2016 American Economic Association Meeting

In addition to mentoring activities, presentation of the Annual Report, and the presentation of awards, CSWEP sponsored six *competitive-entry paper sessions* at the Annual AEA/ASSA Meetings. In 2016, **Kevin Lang** and **Madeline Zavodny** organized three sessions in the economics of gender, and **Amalia Miller** and **Ragan Petrie** organized three sessions on public economics. These committees selected eight papers for publication in two pseudo-sessions in the *AER: Papers & Proceedings*. 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.

<sup>8</sup> 2016 Bell committee: Board member **Elizabeth Klee** (chair) and previous Bell recipients **Fran Blau** (2001) and **Hilary Hoynes** (2014). 2016 Bennett committee: Board member **Petra Todd** (chair), previous Board member **Serena Ng**, and previous Bell recipient **Erica Field** (2011).

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The submissions process for these sessions is highly competitive. There were 109 abstract submissions for the 2016 sessions, more than double the 2015 tally and probably due to the new CSWEP Liaison Network. The probability of acceptance is down to 0.22 and that of publication to 0.07. Women consistently report that these sessions, which put their research before a profession-wide audience, proved instrumental in their success as economists. Even though many included papers have male authors, as of 2016 CSWEP sessions still accounted for a disproportionate share of women on the AEA Program.

### 2. Four 2016 Regional Economic Association Meetings

CSWEP maintains a strong presence at all four of the Regional Economic Association Meetings, offering up to 16 professional development panels and paper sessions. At most regional meetings, CSWEP now hosts a networking breakfast or lunch, sandwiched between CSWEP sessions and panels. The events are well attended by men as well as women and provide an informal opportunity for CSWEP representatives and senior women on career development panels 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 2016 year kicked off with the Eastern Economic Association Meeting in Washington, DC in February, where **Karen Conway** (CSWEP Board Eastern Representative) arranged four paper sessions and a networking breakfast. The sessions included papers and prepared discussions, and one session highlighted papers from student authors. The topics drew mostly from macroeconomics, health economics and labor economics and focused on a wide range of countries, including Bangladesh, India and South Africa as well as the US. The networking breakfast was well attended and extended nearly an hour past its allotted time. Participants included PhD

students, faculty at all stages and economists from non-academic institutions, leading to wide-ranging discussions on research, teaching, the job market and challenges faced once on the job. It was an excellent opportunity to make connections and learn from others, as well as a chance to gain feedback on possible ways for CSWEP to further enrich the experiences of EEA conference participants.

The Midwest Economic Association Meeting quickly followed (April, Evanston, IL) with **Anne Winkler** (CSWEP Board Midwest Representative) organizing two panels with her traditional networking lunch sandwiched in between. The first panel, "Advice for Job Seekers" featured the following topics: academia versus full-time research positions, combining teaching and research, job search for international students, and being a PhD economist from multiple perspectives (job candidate, assistant professor, and employer). The second panel, "Academic Careers," explored issues such as building and maintaining a successful mentoring relationship, ins and outs of getting grants, getting women into upper-division economics classes, and teaching and managing faculty-student interactions as an international faculty member.

For the Western Economic Association International Meeting (June 29–July 3, Portland, OR), **Catalina Amuedo-Dorantes** (CSWEP Board Western Representative) organized a networking breakfast that was followed by two paper sessions on July 1st. The networking breakfast was very well attended and offered a great opportunity for attendees to get to know other conference participants. Great thanks to CSWEP members who offered to help in this event, including Julie Hotchkiss, Anita Pena and Susan Pozo, among many others. The paper sessions featured research on the Educational and Welfare Impacts of Race and Immigration (session chaired by Catalina Amuedo-Dorantes) and on Women's Fertility and Labor Market Participation (session chaired by Anoshua Chaudhuri). Both sessions were very

well attended as well and offered primarily junior researchers an opportunity to present their work and get valuable feedback.

Finally at the Southern Economic Association Meeting (November 19–21, Washington, DC) **Ragan Petrie** (CSWEP Board Southern Representative) organized four CSWEP events. This full day of events began with a professional development panel on "Advice for Job Seekers and Early Career," with Leora Friedberg (University of Virginia), Jessica Hennessey (Furman University), Sheena Murray (Curry College), Sarah Quintanar (University of Arkansas-Little Rock) and Orgul Ozturk (University of South Carolina). A professional networking lunch followed. In the afternoon, there was another professional development panel on "Navigating an Academic Career," with Victoria Prowse (Purdue University), Jenny Minier (University of Kentucky), Li Qi (Agnes Scott College), Saranna Thornton (Hamden-Sydney College) and Katheryn Russ (University of California-Davis). The final CSWEP session of the day was a joint presentation with Gary Hoover of CSMGEP, "The Status of Women and Minorities in the Economics Profession." The discussions were lively, and the professional development panels were so popular that folks stood in the back for lack of seats.

### D. CSWEP News: 2016 Focus and Features

Under the able direction of CSWEP News Oversight Editor **Madeline Zavadny** and with the graphic design expertise of **Leda Black**, CSWEP published **three newsletter issues in 2016**.<sup>9</sup> 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**

<sup>9</sup> Current and past issues of the CSWEP News are archived at <http://www.aeaweb.org/committees/cswep/newsletters.php>. For a free digital email subscription, email [cswep@econ.ucsb.edu](mailto:cswep@econ.ucsb.edu).

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for junior economists.<sup>10</sup> The CSWEP Board extends our thanks to all these contributors.

### Economists in the Public Sector

Co-edited by **Madeline Zavodny**, this issue sheds light on what it's like to work in the public sector from the perspective of women economists with impressive careers who work there. **Lucia Foster** (Census Bureau) explains what research economists do at a federal statistical agency. **Carla Tighe Murray** discusses her roles as an economist at the Center for Naval Analyses, the Department of Defense, and the Congressional Budget Office. **Diane Owen** reveals what economists do at the Antitrust Division of the Department of Justice and **Sabrina Wulff Pabilonia** (Bureau of Labor Statistics) encourages others interested in a career in academia to consider a research economist job at a government agency such as the BLS. This issue also includes an interview of BLS Commissioner **Erica Groshen** by **Susan Fleck** about fostering diversity in leadership positions in the government.

### Managing a Job Search as a Couple

The job market for new PhD economists is competitive and intense, and in 2016 it seemed time to revisit the “two-body” problem that couples face on the market. What strategies can maximize the probability of ending up with two great jobs that are also close together? Co-editor **Shelly Lundberg** solicited articles and shorter pieces of advice from more than 20 economists, including selections of placement directors and winners of CSWEP's Bell Award. Longer contributions include advice from **John Cawley**, **Julie Hotchkiss** and **Robert Moore**, **Joni Hersch** and **Jennifer Bennett Shinall**, **Melinda Morrill** and **Thayer Morrill**, and **Jill McClusky**. **Kitt Carpenter** offers special considerations for LGBT economists, and **Brooke Helpie McFall** and **Marta Murray-Close** summarize the results of their job seekers study.

<sup>10</sup> 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>.

### Challenges, Opportunities and Strategies for Female Faculty in Economics

What is it like to stand in front of a classroom of students or interact with students one-on-one in your office when you do not conform to the standard picture of an economist as a white male? In this issue, co-edited by **Anne Winkler**, four female faculty members share their experiences and the solutions they have come up with. **Sarah Pearlman** (Vassar) outlines how she has established guidelines that manage student expectations and allow her to get research done. **Lisa Saunders** (University of Massachusetts Amherst) discusses the challenges she faces as an African-American woman and how she confronts a “chilly climate.” **Shahina Amin** (University of Northern Iowa), a “petite brown female professor with a funny accent,” describes practices that enable her to be effective in the classroom. **Shinyi Chou** (Lehigh University), initially unfamiliar with higher education in the U.S., offers a wealth of practical advice in how to adapt.

Professional development features of these and past issues of CSWEP *News* are now more easily accessible at CSWEP.org, where you can find them [archived by year](#) as well as by [target audience](#) and [topic](#).<sup>11</sup>

## IV. Status of Women in the Economics Profession

### 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. Much has changed. At doctoral-granting institutions, women have more than tripled their representation among new

<sup>11</sup> <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>.

PhDs to 31.0%, tripled their representation among assistant professors to 28.3%, increased their representation at the associate level more than seven fold to 25.6% and increased their representation at the full professor level more than five-fold to 13.1%. This report presents the results of the 2016 survey, with emphasis on changes over the last few years, including entry of women into PhD programs and the progress of cohorts of new PhDs as they progress through the academic ranks. The most striking finding is that, while there were increases in the share of women entering the economics profession in the last quarter of the 20th century that continue to drive increases in the share of female associate and full professors, the share of women receiving PhDs and becoming assistant professors in research-oriented economics departments has stagnated over the last decade.

### B. The CSWEP Annual Surveys, 1972–2016

In fall 2016 CSWEP surveyed 126 doctoral departments and 125 non-doctoral departments. This report includes the responses from all 126 doctoral and 91 non-doctoral departments. The department-level data from earlier years of the survey have been harmonized and cleaned, as part of an effort to improve our stewardship of these panel data.<sup>12</sup> Because of these changes, as well as minor differences in coding and computation, there are slight differences

<sup>12</sup> For some earlier years, data on non-responders was harvested from the web; that harvested data is not distinguishable from self-responses by departments themselves. For the analysis of PhD-granting departments, we now handle data as follows. Given the small number of PhD-granting departments, particularly when focusing on the top ten or twenty, changes in response rates could shift composition of the sample and generate misleading implications. Thus, for the analysis of PhD-granting departments presented here, we impute responses for an item or departments. In years when non-responders to the CSWEP survey did respond to the AEA's Universal Academic Questionnaire (UAQ), we have used UAQ data to impute the responses. When the department responded to neither CSWEP nor UAQ, we use linear interpolation from survey responses in other years. Figure 5 presents a comparison between the self-reported (only) and that with data imputed. The differences between the two are very small. We are very grateful to Charles C. Scott and the American Economic Association for sharing the UAQ data with us. 

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

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
1st-year Students	30.2	32.8	31.3	32.8	33.3	35.2	35.0	34.5	32.6	32.4	34.0	35.8	33.7	32.3	32.5	30.4	32.7	31.8	31.6	33.4
ABD	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
No. of PhDs	24.2	28.8	29.7	30.6	31.4	29.4	31.0	29.3	32.6	33.9	35.2	35.1	33.4	33.7	34.8	32.9	35.4	32.7	34.8	31.0
Asst Prof (U)	23.8	25.1	26.8	25.4	24.0	24.3	26.4	27.1	28.9	28.8	28.1	29.6	29.3	28.3	29.3	28.8	27.9	29.5	28.4	28.3
Assoc Prof (U)	12.7	15.1	19.0	16.7	13.5	13.1	21.1	17.5	26.8	26.9	21.9	24.9	25.0	33.3	34.2	38.1	27.1	25.9	29.2	33.4
Assoc Prof (T)	14.3	13.9	13.5	14.4	16.1	16.7	19.1	20.7	19.8	22.4	21.4	21.9	21.5	21.5	21.6	21.7	24.0	23.0	23.4	25.6
Full Prof (T)	7.8	6.0	6.6	6.8	7.1	8.1	8.5	7.9	8.3	8.2	8.1	8.7	9.6	10.5	12.4	11.4	11.9	12.1	12.3	13.1
All Tenure Track	12.9	11.8	12.5	12.7	12.9	13.6	15.2	15.2	16.2	16.3	16.0	16.8	17.1	17.7	19.1	19.0	18.5	18.9	19.0	20.1
Non-tenure Track Faculty	43.4	30.7	29.7	31.7	29.7	33.2	32.2	31.2	35.1	33.0	34.9	32.5	34.6	33.3	33.1	38.5	35.2	39.6	34.8	35.3
N Departments	115	120	121	122	122	123	124	124	124	126	126	126	126	127	127	127	127	127	127	126

\* 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 and then with linear interpolation. **Note:** T and U indicate tenured and untenured, respectively.

between the estimates reported here and those in previous years.

The doctoral sample frame was enhanced last year to include the University of Nevada–Reno, the University of Cincinnati, and the University of Memphis. Their doctoral programs had not previously been identified. Rensselaer Polytechnic Institute was moved from the doctoral to the non-doctoral category, as it has eliminated its PhD program. 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 will produce department-level longitudinal reports for all responding PhD departments; we will share these reports with the department chairs and CSWEP liaisons.

### C. 2016 Survey Results<sup>13</sup>

This overview begins with an often neglected group, *teaching faculty outside of the tenure track*. These faculty typically hold multiyear rolling contracts and carry titles such as adjunct, instructor, lecturer, visitor or professor of the practice. As seen in Table 1, in doctoral departments, the representation of women in these positions is high, currently standing at 35.3%, exceeding the share of all tenure track positions combined (20.1%), and this disparity is greater still in the top 20 departments (39.8% compared to 14.9%, Table 2).

With regard to doctoral departments, the representation of women at each level of the academic hierarchy has increased since the 1970s. However, progress has slowed during the last two decades. Since 1997, there has been only a small increase in the proportion of assistant professors who are women (28.3% in comparison to 23.8%, Table 1), and there has been no increase in the past decade. Similarly, there is only a very small increase in the representation of women among first year PhD students, standing at 33.4% in 2016, as

compared to 30.2% in 1997. For the last decade the share of first year students who are women has averaged 32.8%, a slight decline from the previous decade (33.0). This has been the case despite an increase in the share of baccalaureates going to women. The increased entry of women into the profession during the late 20th century has led to increasing representation of women in higher ranks, with women now making up over a quarter of tenured associate professors and just over 13% of full professors.

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 2016 new doctorates were 31.0% female, falling to 28.3% for assistant professors, to 25.6% for tenured associate professors and to 13.1% for full professors. This pattern has been characterized as the “leaky pipeline.” Our reliance on this leaky pipeline for gradual progress in women’s representation in the profession depends on continued growth in entry, which no longer appears to be forthcoming.

Because the growth in women’s representation has differed across ranks,

<sup>13</sup> Margaret Levenstein is CSWEP’s Associate Chair and Survey Director. We gratefully acknowledge the assistance of Yulia Chhabra and Ann Rodgers in the administration and analysis of the survey.



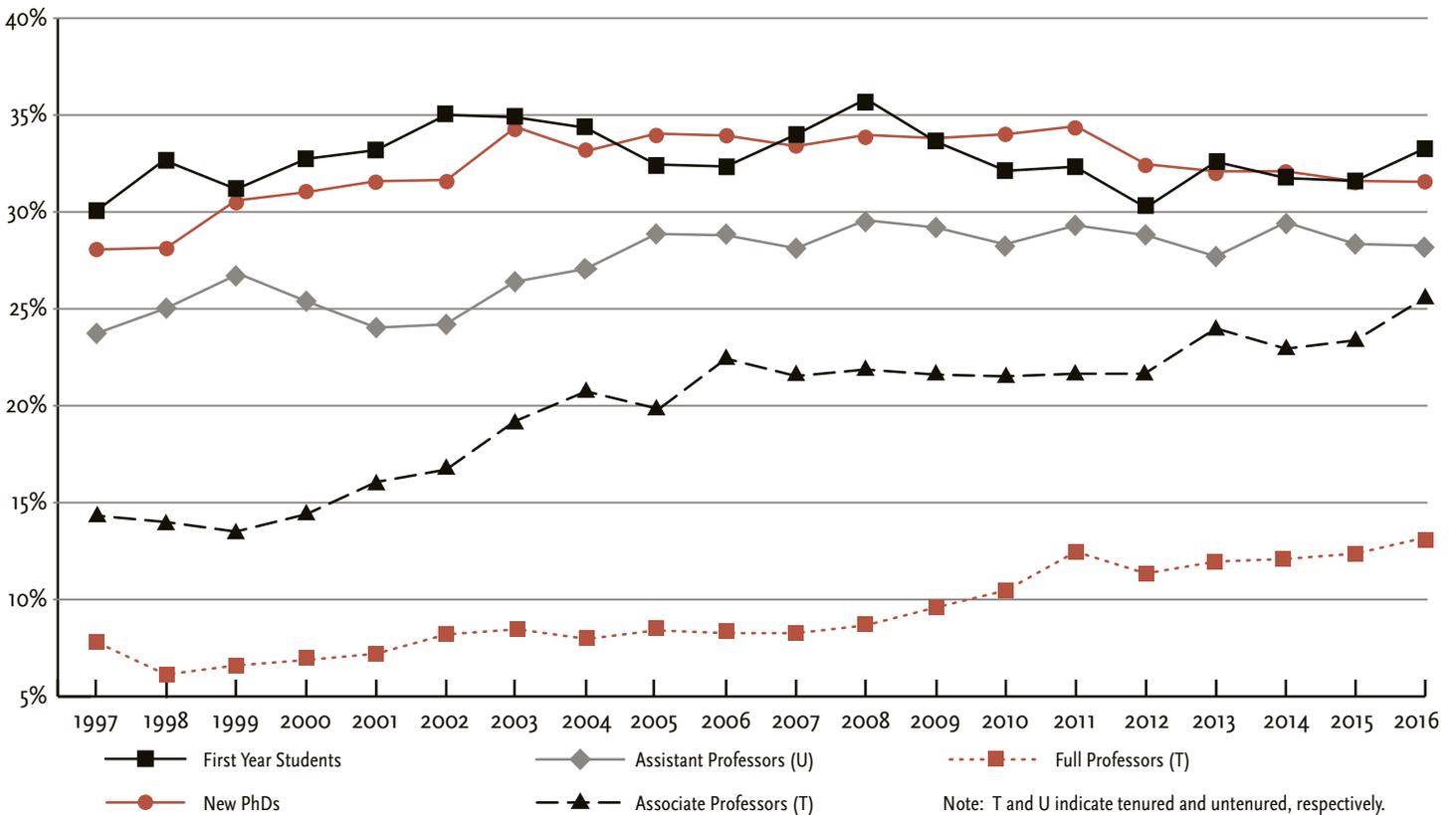
**Table 2. The Pipeline for the Top 10 and Top 20 Departments: Percent and Numbers of Faculty and Students Who Are Women (by school rank)**

Doctoral Departments	Top 10								Top 20							
	1997–2001	2002–2006	2007–2011	2012	2013	2014	2015	2016	1997–2001	2002–2006	2007–2011	2012	2013	2014	2015	2016
<b>Faculty (Fall of year listed)</b>																
<b>Assistant Professor</b>																
Percent	18.7%	20.8%	24.6%	19.4%	17.0%	20.0%	21.6%	18.0%	17.7%	23.5%	23.7%	20.0%	18.7%	21.3%	21.5%	21.2%
Number	24.6	22.1	23.4	18.0	15.0	18.0	21.0	18.0	41.8	46.8	50.4	41.0	37.0	43.0	44.0	44.0
<b>Associate Professor</b>																
Percent	17.9%	17.2%	19.9%	25.9%	23.3%	21.9%	25.0%	28.9%	15.0%	16.8%	21.0%	22.1%	19.1%	20.4%	19.6%	20.2%
Number	7.0	5.0	7.2	7.0	7.0	7.0	8.0	13.0	13.6	9.8	18.6	17.0	17.0	19.0	19.0	22.0
<b>Full Professor</b>																
Percent	6.8%	8.2%	9.0%	9.2%	9.6%	9.7%	9.6%	9.2%	6.3%	8.1%	9.4%	8.5%	9.6%	10.0%	10.1%	11.3%
Number	20.1	21.2	25.2	27.0	28.0	27.0	27.0	26.0	34.0	38.1	45.8	41.0	49.0	49.0	50.0	58.0
<b>All Tenured/Tenure Track</b>																
Percent	11.1%	12.2%	13.6%	12.6%	12.2%	13.0%	13.6%	13.3%	10.3%	13.0%	14.6%	13.0%	12.9%	14.1%	14.2%	14.9%
Number	51.7	48.3	55.8	52.0	50.0	52.0	56.0	57.0	89.4	94.7	114.8	99.0	103.0	111.0	113.0	124.0
<b>Other (Non-tenure Track)</b>																
Percent	29.8%	38.5%	32.8%	40.8%	34.6%	33.3%	46.3%	41.2%	32.9%	41.5%	33.2%	39.1%	35.9%	39.3%	47.9%	39.8%
Number	9.3	13.4	19.4	20.0	9.0	8.0	31.0	28.0	19.6	26.4	43.9	50.0	23.0	33.0	67.0	53.0
<b>All Other (Full Time Instructor)</b>																
Percent	--	--	--	--	35.7%	34.3%	40.0%	33.3%	--	--	--	--	42.9%	40.0%	29.6%	37.8%
Number	--	--	--	--	10.0	12.0	12.0	7.0	--	--	--	--	21.0	24.0	16.0	17.0
<b>All Faculty</b>																
Percent	12.2%	14.4%	16.0%	15.6%	14.8%	15.7%	19.5%	17.8%	11.8%	15.3%	17.3%	16.7%	16.1%	18.1%	19.8%	19.2%
Number	60.9	61.7	75.2	72.0	69.0	72.0	99.0	92.0	109.0	121.1	158.7	149.0	147.0	168.0	196.0	194.0
<b>PhD Students</b>																
<b>First Year (Fall of year listed)</b>																
Percent	29.3%	25.8%	26.0%	22.1%	27.9%	24.0%	23.9%	29.8%	28.6%	28.9%	28.1%	27.3%	28.4%	27.4%	24.9%	29.5%
Number	95.4	66.8	64.0	58.0	65.0	62.0	52.0	68.0	172.8	138.7	132.6	124.0	121.0	123.0	112.0	130.0
<b>ABD (Fall of year listed)</b>																
Percent	23.5%	28.0%	26.3%	24.6%	30.4%	25.4%	25.1%	25.4%	25.3%	29.8%	28.1%	27.9%	30.3%	26.5%	25.7%	26.7%
Number	213.0	240.2	221.0	207.0	255.0	217.0	225.0	247.0	350.9	398.2	396.1	415.0	444.0	427.0	390.0	451.0
<b>PhD Granted (AY ending in year listed)</b>																
Percent	24.0%	28.0%	26.7%	28.2%	31.3%	25.9%	25.9%	26.4%	24.6%	28.4%	28.9%	27.3%	33.2%	29.3%	28.4%	26.2%
Number	61.9	57.2	52.8	58.0	67.0	51.0	52.0	58.0	104.4	97.9	101.8	99.0	124.0	102.0	110.0	112.0
<b>Undergraduate Senior Majors (AY ending in year listed)</b>																
Percent	--	--	38.7%	39.2%	31.7%	37.3%	36.4%	36.5%	--	--	35.7%	36.2%	37.6%	37.7%	37.1%	38.8%
Number	--	--	573.7	999.0	311.0	780.0	714.5	780.0	--	--	1301.5	2284.0	1505.0	2319.0	1673.5	1822.7
<b>Undergraduate Economics Majors Graduated (in previous AY listed)</b>																
Percent	--	--	--	--	39.6%	37.2%	36.9%	36.6%	--	--	--	--	38.6%	37.4%	37.2%	37.6%
Number	--	--	--	--	866.0	849.0	895.0	832.0	--	--	--	--	2000.0	2290.0	2494.0	2427.0

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



Figure 1. The Pipeline for Departments *with* Doctoral Programs: Percent of Doctoral Students and Faculty who are Women, 1997–2016



the gaps in representation between adjacent ranks have changed. Thus, following some convergence between women’s representation at the associate level to that at the assistant level around the turn of the century, convergence seems to have ceased. The gap between women’s representation at the full and associate levels is higher than it was in the 1990s. It is worth noting that the latter is not necessarily a negative development. It is the result of relatively good growth in women’s representation at the associate as compared to the full level, where women’s representation changes only slowly as the stock of full professors at any given time reflects something like a 25-year history of promotions from associate to full.

Turning to a comparison of non-doctoral with doctoral departments, at every level in the tenure track, women’s representation in non-doctoral departments is higher—over 10 percentage points higher—than in doctoral departments (compare tables 5 and 6). Women’s

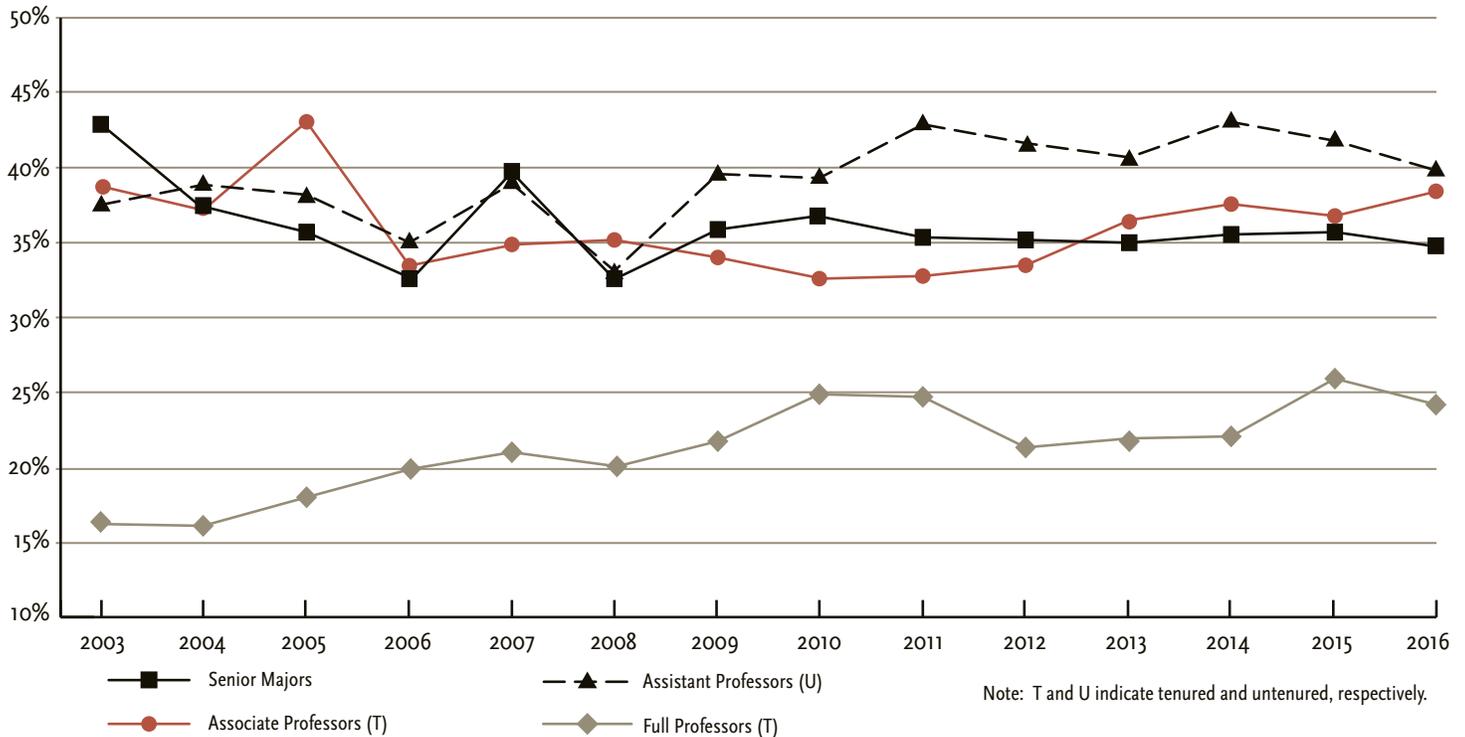
representation at the full level has trended up, reflecting increases in women’s entry into the profession in the last century. Non-doctoral departments show little if any upward trend at the associate or assistant level (Figure 2).

A further comparison by rank shows that the representation of women declines as the emphasis on research increases, averaging 40.4% for (full-time) non-tenure track teaching positions in non-doctoral departments, 32.7% of non-tenure track teaching positions in doctoral departments, 20.1% in all tenure track positions in non-doctoral departments, 14.9% in the top-20 departments and 13.3% in the top 10 departments. This represents a remarkable decline in women’s representation as departmental research intensity increases. The share of new PhDs going to research-intensive (doctoral) departments who are women has increased since the 1990s (Table 3).

With regard to the advance of cohorts of academics through the ranks, this report presents a simple lock-step model of these advances (Figures 3 and 4). With a maximum of 42 years of data on each rank we can track the gender composition of some relatively young cohorts from entering graduate school through the PhD and of other older cohorts from receipt of the degree through the assistant and associate professor ranks. Unfortunately, these data do not let us analyze the advance of cohorts of new PhDs all the way from associate to full professor. Over the last decade, the proportion of women receiving their PhDs has been almost exactly the same as the proportion of women entering PhD programs six years prior (Figure 3). There is evidence of attrition from graduate school into academia, however, as women’s share of assistant professors is on average 10% less than their share of new PhDs (Figure 3).

The female share of the entering class of students in PhD programs

Figure 2. The Pipeline for Departments *without* Doctoral Programs: Percent of Students and Faculty who are Women, 2003–2016



overall has been flat over the last twenty years (Figure 1 and Table 7). For all PhD programs, the female share was slightly higher between 2002 and 2011, but the average over the last five years has fallen (Table 7). For the Top 20 programs, the share has been essentially flat since 2002. Within the Top 20, there is considerable variation in the share of females in the first PhD class across the 21 schools (Table 8). A third of Top 20 departments have student bodies that are over 75 percent male and a fifth of Top 20 departments are over 80% male. Note that while we are not breaking out the Top 10, to protect the confidentiality of individual school data, the pattern is not different between the Top 10 and the schools ranked 11–20. In order to determine whether this was the result of the behavior of specific departments or an overall trend, we estimated a panel regression with fixed effects for the top 20 schools, over the full period 1997–2016. The estimated average female share was 30.8%. There were three schools with significantly lower female shares (between 16 and 22%), but most schools are not consistent outliers in either a positive or negative direction.

### D. Conclusions

Past intakes and subsequent advancements of women and men determine the contemporaneous distribution of men and women on the academic economists’ ladder. *This report points to two critical junctures: the failure to increase the representation of women at the intake; and, relative to men, the subsequent poorer chance of advancing from untenured assistant to tenured associate professor.* With regard to the first, in the face of the growing representation of women at the baccalaureate level, the stagnation of the share of women in entering PhD classes means that entering PhD students represent a declining fraction of new baccalaureate women. This latter decline is no doubt rooted in the analogous decline in the fraction of women undergraduates who major in economics and may in part stem from the way we teach economics at the undergraduate level, as stressed by Goldin (CSWEP Newsletter, Spring/Summer, 2013). This is an issue for both doctoral and non-doctoral departments (see Tables 5 & 6).

With regard to the second juncture, the advancement of women from

untenured assistant to tenured associate professor is no doubt intertwined and jointly determined with family-related decisions. Here, the institutional setting and expected institutional setting (length of the tenure clock, gender-neutral family leave, on-site child care and so forth) can play significant roles. These policies are generally the same across academic disciplines, so they cannot explain the relative lack of progress for women in economics when compared to other disciplines.<sup>14</sup>

Finally, it is worth recognizing the high representation of women in non-tenure-track teaching jobs. Over 40% of the full time female faculty in Top 20 economics departments are in non-tenure track positions.

CSWEP’s 44 years of data on the evolution of faculty composition at the department level are unique in the social sciences and beyond. We are pleased to report that efforts to document and harmonize these data over time are now under way. We recommend that the AEA

14 Bayer, Amanda, and Cecilia Elena Rouse. “Diversity in the Economics Profession: A New Attack on an Old Problem.” *The Journal of Economic Perspectives* 30, no. 4 (2016): 221–242.

Table 3. Percent of Women in Job Placements of New PhDs from the Top Economics Departments, 1997–2016

Doctoral Departments	Top 10								Top 20							
	1997–2001	2002–2006	2007–2011	2012	2013	2014	2015	2016	1997–2001	2002–2006	2007–2011	2012	2013	2014	2015	2016
<b>U.S. Based Job Obtained</b>																
Percent	28.6%	29.4%	26.9%	26.9%	29.0%	25.0%	27.4%	29.4%	27.8%	31.6%	30.0%	27.1%	30.9%	26.9%	29.9%	27.5%
Number	48.3	44.1	37.6	35.0	45.0	36.0	37.0	40.0	73.2	76.7	70.7	57.0	79.0	66.0	75.0	73.0
<b>Doctoral Departments</b>																
Percent	24.1%	29.5%	25.3%	23.7%	24.4%	25.3%	25.4%	33.8%	24.6%	31.0%	27.6%	27.5%	28.5%	24.6%	27.4%	29.8%
Number	21.9	25.6	19.4	18.0	22.0	20.0	16.0	24.0	34.3	41.6	35.2	33.0	35.0	29.0	26.0	34.0
<b>Academic Other</b>																
Percent	49.6%	36.7%	36.5%	25.0%	66.7%	22.2%	50.0%	33.3%	48.4%	35.4%	42.8%	18.2%	50.0%	37.0%	38.1%	27.3%
Number	7.8	2.9	2.7	1.0	4.0	2.0	3.0	1.0	9.3	7.3	7.7	2.0	8.0	10.0	8.0	3.0
<b>Non Faculty, Any Academic Department</b>																
Percent	--	--	--	--	66.7%	31.2%	25.0%	42.9%	--	--	--	--	35.3%	34.8%	21.7%	37.5%
Number	--	--	--	--	4.0	5.0	3.0	3.0	--	--	--	--	6.0	8.0	5.0	6.0
<b>Public Sector</b>																
Percent	30.5%	29.3%	30.0%	36.8%	30.4%	16.7%	27.3%	15.4%	29.3%	32.7%	30.6%	29.4%	28.0%	20.7%	26.1%	25.6%
Number	9.5	8.1	6.5	7.0	7.0	2.0	6.0	2.0	15.3	14.8	12.1	10.0	14.0	6.0	12.0	10.0
<b>Private Sector</b>																
Percent	28.9%	26.8%	26.5%	29.0%	26.7%	25.0%	28.1%	23.8%	27.4%	30.3%	31.2%	26.7%	32.0%	27.1%	36.4%	23.5%
Number	9.1	7.5	9.0	9.0	8.0	7.0	9.0	10.0	14.4	12.9	15.7	12.0	16.0	13.0	24.0	20.0
<b>Foreign Based Job Obtained</b>																
Percent	13.9%	22.5%	22.6%	20.5%	27.7%	25.6%	12.1%	23.3%	19.6%	21.9%	25.1%	20.7%	33.3%	26.3%	23.4%	21.8%
Number	5.1	8.6	12.0	9.0	13.0	10.0	4.0	10.0	13.8	16.6	26.9	18.0	37.0	21.0	18.0	19.0
<b>Academic</b>																
Percent	13.8%	24.2%	23.3%	17.6%	25.8%	31.0%	17.4%	25.8%	20.4%	23.9%	24.8%	12.7%	32.1%	32.2%	26.4%	23.8%
Number	3.9	6.7	9.0	6.0	8.0	9.0	4.0	8.0	10.4	12.3	18.5	8.0	25.0	19.0	14.0	15.0
<b>Nonacademic</b>																
Percent	14.4%	17.9%	20.8%	30.0%	31.2%	10.0%	0.0%	16.7%	17.6%	17.7%	25.8%	41.7%	36.4%	9.5%	16.7%	16.7%
Number	1.3	1.9	3.0	3.0	5.0	1.0	0.0	2.0	3.4	4.3	8.4	10.0	12.0	2.0	4.0	4.0
<b>No Job Obtained</b>																
Percent	30.4%	14.9%	0.0%	0.0%	0.0%	0.0%	0.0%	33.3%	28.3%	28.8%	20.6%	14.3%	0.0%	0.0%	100.0%	28.6%
Number	6.5	1.0	0.0	0.0	0.0	0.0	0.0	1.0	8.7	4.1	1.4	1.0	0.0	0.0	2.0	2.0
<b>Total On the Job Market</b>																
Percent	26.4%	27.5%	25.3%	24.7%	28.4%	25.1%	24.4%	28.0%	26.3%	29.3%	28.3%	25.0%	31.4%	26.7%	28.8%	26.2%
Number	60.0	53.7	49.6	44.0	58.0	46.0	41.0	51.0	95.7	97.3	99.0	76.0	116.0	87.0	95.0	94.0

Notes: The (2,6) cell shows that among Ph.D.s from top-10 departments in the 2014–15 job market, 16 women placed in U.S.-based doctoral departments and these women accounted for 25.4% of such placements. For five year intervals, simple averages are reported.

put in place a system for maintenance of these data for future years and make the descriptive statistics at group levels (e.g., doctoral, non-doctoral and others) available online in a user-friendly format. We plan to make department-level longitudinal data available to individual departments so that they have this information to determine appropriate steps to achieve gender equity in their student

and faculty populations. We also recommend making departmental-level data available for research purposes in a manner that protects the confidentiality of the responding departments.

## V. Board Rotations and Acknowledgements

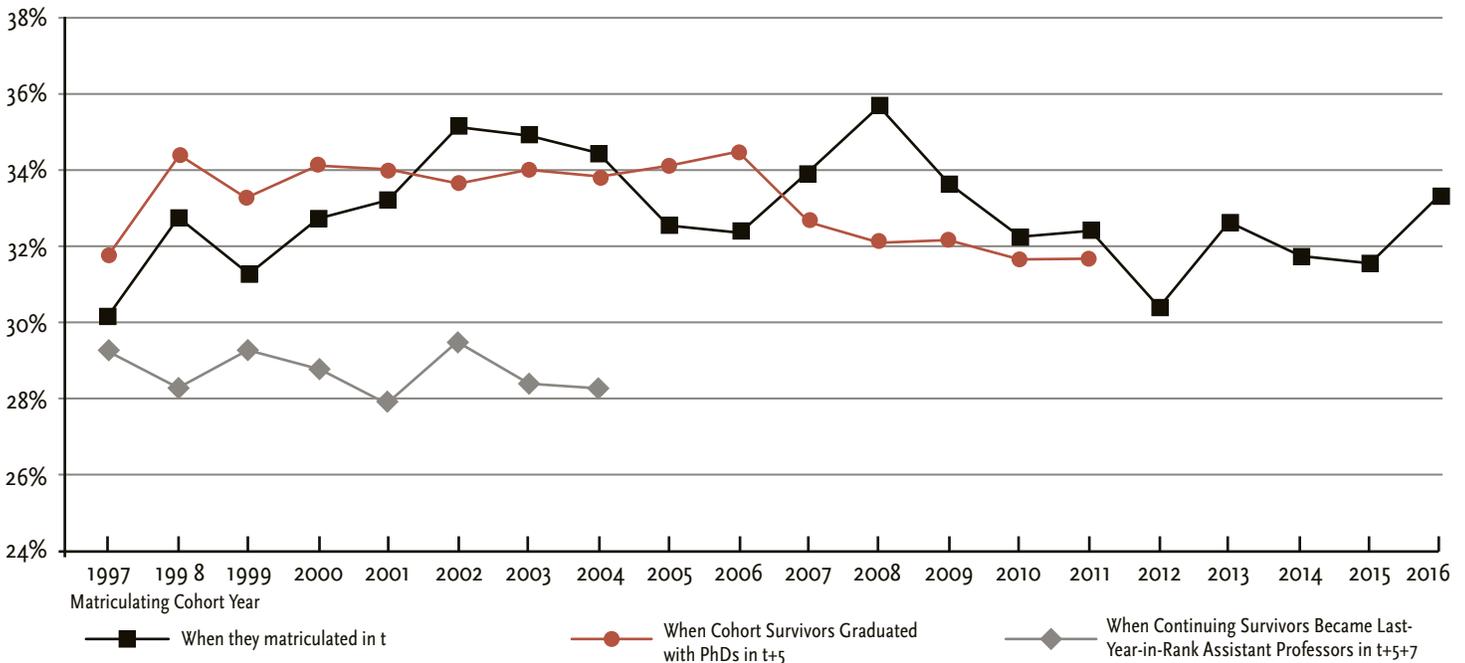
Madeline Zavodny will be completing her second term on CSWEP’s Board, where she has served as Oversight Editor of CSWEP News, in January 2017. Madeline’s organizational ability, writing and editing prowess, and broad vision regarding themes of interest and

## The 2016 Report ↑

**Table 4. Employment Shares by Gender and Department Rank for New PhDs in the 2015–16 Job Market**

	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
<b>U.S. Based Job</b> (Share of all individuals by gender)	<b>78.4%</b>	<b>73.3%</b>	<b>76.7%</b>	<b>71.6%</b>	<b>73.5%</b>	<b>68.9%</b>
Academic Job in a Phd Granting Institution	60.0%	49.0%	30.3%	34.4%	19.2%	28.5%
Academic Job in a Non-Phd Granting Institution	2.5%	2.1%	6.1%	6.3%	30.8%	24.5%
Non Faculty Job in Any Academic Department	7.5%	4.2%	9.1%	6.3%	7.6%	11.9%
Public Sector Job	5.0%	11.5%	24.2%	18.8%	15.1%	15.7%
Private Sector Job	25.0%	33.3%	30.3%	34.4%	27.3%	19.4%
<b>Foreign Job Obtained</b> (Share of all individuals by gender)	<b>19.6%</b>	<b>25.2%</b>	<b>20.9%</b>	<b>26.1%</b>	<b>21.8%</b>	<b>24.8%</b>
Academic Job	80.0%	69.7%	77.8%	71.4%	80.4%	60.0%
Nonacademic Job	20.0%	30.3%	22.2%	28.6%	19.6%	40.0%
<b>No Job Found</b> (Share of all individuals by gender)	<b>2.0%</b>	<b>1.5%</b>	<b>2.3%</b>	<b>2.2%</b>	<b>4.7%</b>	<b>6.3%</b>
<b>Total Number of Individuals</b>	<b>51</b>	<b>131</b>	<b>43</b>	<b>134</b>	<b>234</b>	<b>463</b>

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



## The 2016 Report ▲

utility to women economists have been essential to the success of News during the past 6 years. **Kate Silz-Carson**, who has been working with Madeline during 2016, will be taking over wrangling the newsletter in 2017. **Kosali Simon** ends a very successful 3-year term as the Director of the CeMENT Mentoring Workshop for Faculty in Doctoral Programs at the end of the January 2017 workshop. **Martha Bailey** will be taking over this challenging job in 2017. Finally, I regret to say that **Cecilia Conrad** will be resigning from the Board in January prior to the end of her second term, due to the pressure of increased responsibilities at the MacArthur Foundation. CSWEP is very grateful for their generous support and substantial contributions to CSWEP's mission.

Though **Jennifer Socey** is still with us part-time, she will be making a full

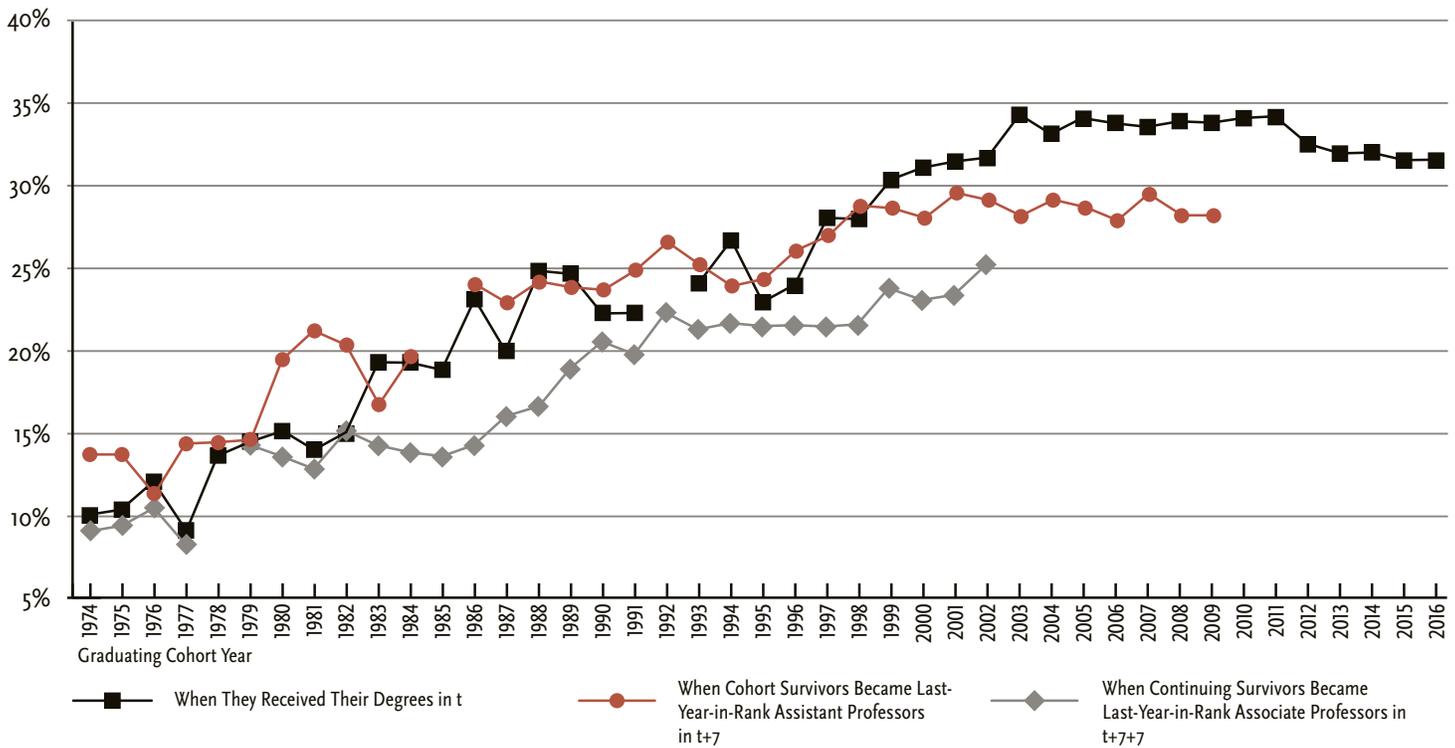
transition to the private sector over the next couple of months. It is impossible to list everything that Jennifer has done for CSWEP during her term as Administrative Assistant—she writes, edits, keeps track of everything, organizes events, hectors people into doing what they said they would do, and generally keeps everyone sane. **Amber Pipa** has made a terrific start on filling her shoes, and we are delighted to have her working with us.

In a term as Chair that exceeded four years, **Marjorie McElroy** has been a remarkable leader for CSWEP, overseeing a major expansion in activity and funding and elevating our profile in the profession. CSWEP owes her a debt that we cannot repay, and we wish her a tremendously productive 2017 with this weight off her shoulders.

CSWEP is fully funded by the American Economic Association. Recent funding increases have made the expansion of CSWEP's services possible and the transition to UCSB a smooth one, 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: **Regina H. Montgomery**, **Barbara H. Fiser**, **Marlene V. Hight** and **Susan B. Houston** as well as **Michael P. Albert**, **Jenna Kensey**, **Gwyn Loftis**, **Linda Hardin** and **Julia Merry**.

Finally, the Committee is indebted to the Economics Departments of Duke University and the University of California, Santa Barbara for the administrative support of CSWEP's activities, office space, IT support, computer equipment, office supplies and substantial additional resources.

**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. The Current Gender Composition of Faculty and Students: Economics Departments *with* Doctoral Programs**

Faculty Composition (Fall 2016)	Number		Percent	
	Women	Men	Female	Male
<b>Assistant Professor</b>	<b>236</b>	<b>599</b>	<b>28.3%</b>	<b>71.7%</b>
Untenured	232	589	28.3%	71.7%
Tenured	4	10	28.6%	71.4%
<b>Associate Professor</b>	<b>179</b>	<b>506</b>	<b>26.1%</b>	<b>73.9%</b>
Untenured	21	43	33.4%	66.6%
Tenured	160	465	25.6%	74.4%
<b>Full Professor</b>	<b>210</b>	<b>1377</b>	<b>13.2%</b>	<b>86.8%</b>
Untenured	4	16	20.0%	80.0%
Tenured	206	1361	13.1%	86.9%
<b>All Tenured/Tenure Track</b>	<b>625</b>	<b>2482</b>	<b>20.1%</b>	<b>79.9%</b>
<b>Full-Time Non-Tenure Track</b>	<b>169</b>	<b>274</b>	<b>38.1%</b>	<b>61.9%</b>
<b>Part-Time Non-Tenure Track</b>	<b>109</b>	<b>235</b>	<b>31.7%</b>	<b>68.3%</b>
<b>All Other Full-Time Instructors</b>	<b>34</b>	<b>65</b>	<b>34.3%</b>	<b>65.7%</b>
<b>All Faculty</b>	<b>937</b>	<b>3056</b>	<b>23.5%</b>	<b>76.5%</b>
<b>Students and Job Market</b>				
<b>Students</b>				
Undergraduate Senior Economics Majors to Graduate this AY	6756	13160	33.9%	66.1%
Undergraduate Economics Majors Graduated in Previous AY	7359	15021	32.9%	67.1%
First-year PhD Students	517	1031	33.4%	66.6%
Registered PhD Thesis Writers (ABD)	1430	3079	31.7%	68.3%
Number of PhDs Granted	372	828	31.0%	69.0%
<b>Job Market (2016–2017 Academic Year)</b>				
<b>U.S. Based Job</b>	<b>245</b>	<b>511</b>	<b>32.4%</b>	<b>67.6%</b>
Academic Job in a PhD Granting Institution	67	171	28.2%	71.8%
Academic Job in a Non-PhD Granting Institution	56	86	39.4%	60.6%
Non-Faculty Academic Job	19	48	28.4%	71.6%
Public Sector Job	36	79	31.3%	68.7%
Private Sector Job	67	127	34.5%	65.5%
<b>Foreign Job Obtained</b>	<b>70</b>	<b>183</b>	<b>27.7%</b>	<b>72.3%</b>
Academic Job	56	117	32.4%	67.6%
Non-Academic Job	14	66	17.5%	82.5%
<b>PhD Students Who Searched But Didn't Find a Job Number on Job Market</b>	<b>13</b>	<b>34</b>	<b>27.7%</b>	<b>72.3%</b>
<b>Number on Job Market</b>	<b>328</b>	<b>728</b>	<b>31.1%</b>	<b>68.9%</b>
<b>Total Number of Departments</b>	<b>124 of 124 Surveyed</b>			

**Table 6. Gender Composition of Faculty and Students: Economics Departments *without* Doctoral Programs**

Faculty Composition (Fall 2016)	Number		Percent	
	Women	Men	Female	Male
<b>Assistant Professor</b>	<b>109</b>	<b>165</b>	<b>39.8%</b>	<b>60.2%</b>
Untenured	88	134	39.6%	60.4%
Tenured	21	31	40.4%	59.6%
<b>Associate Professor</b>	<b>87</b>	<b>137</b>	<b>38.8%</b>	<b>61.2%</b>
Untenured	5	5	50.0%	50.0%
Tenured	82	132	38.3%	61.7%
<b>Full Professor</b>	<b>96</b>	<b>299</b>	<b>24.3%</b>	<b>75.7%</b>
Untenured	1	4	20.0%	80.0%
Tenured	95	295	24.4%	75.6%
<b>All Tenured/Tenure Track</b>	<b>292</b>	<b>601</b>	<b>32.7%</b>	<b>67.3%</b>
<b>Full-Time Non-Tenure Track</b>	<b>36</b>	<b>53</b>	<b>40.4%</b>	<b>59.6%</b>
<b>Part-Time Non-Tenure Track</b>	<b>41</b>	<b>89</b>	<b>31.5%</b>	<b>68.5%</b>
<b>All Other Full-Time Instructors</b>	<b>15</b>	<b>21</b>	<b>41.7%</b>	<b>58.3%</b>
<b>All Faculty</b>	<b>384</b>	<b>764</b>	<b>33.4%</b>	<b>66.6%</b>
<b>Student Information (2015–2016 Academic Year)</b>				
<b>Undergraduate Senior Economics Majors Expecting to Graduate this AY</b>	1908	3518	35.2%	64.8%
<b>Undergraduate Economics Majors Graduated in Previous AY</b>	1811	3325	35.3%	64.7%
<b>M.A. Students Expecting to Graduate this AY</b>	58	74	43.9%	56.1%
<b>M.A. Students Graduated in Previous AY</b>	44	61	41.9%	58.1%
<b>Total Number of Departments</b>	<b>92</b>			

**Table 7. Share of Women in First Year Class in PhD Programs**

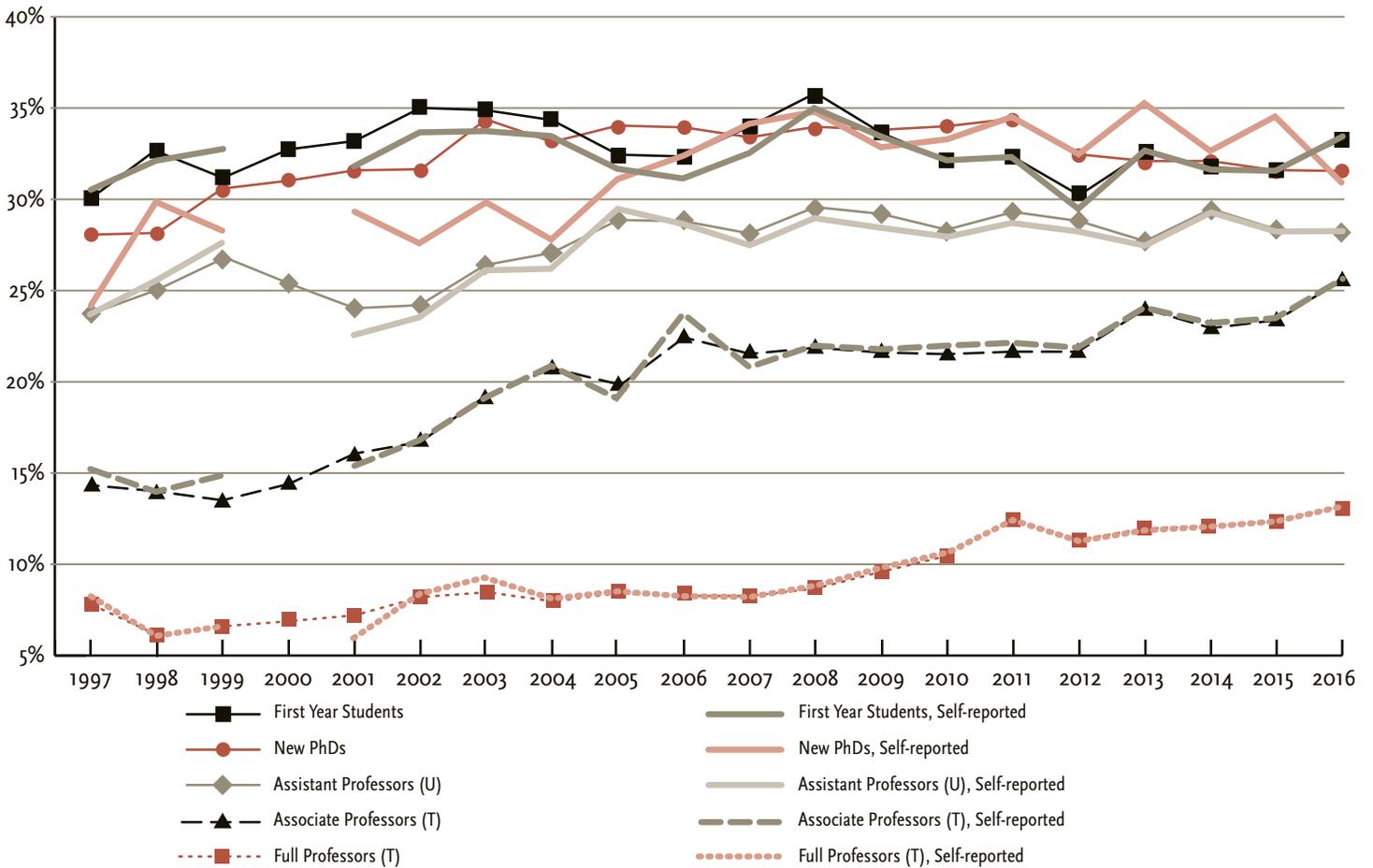
	1997–2001	2002–2006	2007–2011	2012–2016
<b>All PhD Programs</b>	33.0%	35.2%	35.3%	34.5%
<b>Top 20 Programs</b>	27.6%	29.5%	28.0%	28.8%

**Table 8. Distribution of Top 20 Departments by Female Share of First Year PhD Class, 2013–2016**

Share of Women	Number of Programs Each Year			
	2013	2014	2015	2016
40% or above	6	2	3	6
35–39%	0	1	0	1
30–34%	1	5	2	2
25–29%	3	6	6	5
20–24%	9	2	6	3
Below 20%	2	5	4	4

Note: This table classifies departments by the average share of women in their entering class over the period 2013–2016. This differs from the average share of women entering PhD programs, each year, because of differences in the size of different programs.

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



**Appendix A:  
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continues on page 25 

# CSWEP Sessions @ Upcoming Meetings

## Western Economics Association International 2017

*June 25–29, 2017  
Marriott Marquis and Marina  
San Diego, California*

### CSWEP Session 1

#### Causes and Educational, Labor and Welfare Consequences of Immigration

Session Organizer and Chair:  
Catalina Amuedo-Dorantes,  
San Diego State University  
<http://camuedod@mail.sdsu.edu>

*Environmental Shocks, heterogeneous  
households and migration: A study in  
Thailand*

Presenter: Neil M. Bennett,  
University of California–Irvine.

*In-state tuition and financial aid for  
undocumented immigrants in the United  
States: Impact on high school graduation,  
college enrollment and college graduation.*

Presenter: Lisa Dickson,  
University of Maryland Baltimore  
County.

*How important are parental occupations  
to the new generation's occupational  
mobility?*

Presenter: Frank Stafford,  
University of Michigan

*The labor market effects of a refugee  
wave: Applying synthetic control method  
to the Mariel boatlift.*

Presenter: Vasil Yassenov,  
University of California–Davis

*Immigration, endogenous skill intensities  
of production and welfare analysis*

Presenter: Gonca Senel, Bowdoin  
College

### CSWEP Session 2

#### Topics on Gender and Family

Session Organizer and chair:  
Stefanie Fischer, Cal Poly State  
University–San Luis Obispo  
<http://sjfische@calpoly.edu>

*Did parental involvement laws grow  
teeth? The effects of state restrictions on  
minors' access to abortion*

Presenter: Caitlin Myers,  
Middlebury College, IZA

*The impacts of restricted access to  
abortion and family planning services:  
Evidence from clinic closures in Texas*

Presenter: Corey White,  
University of California–Santa Barbara

*Unequal opportunities and public policy:  
The impact of parental disability benefits  
on child post-secondary attendance*

Presenter: Kelly Chen,  
Boise State University

*Paid family leave, fathers' leave-  
taking, and leavesharing in dual-earner  
households*

Presenter: Jenna Stearns,  
University of California–Santa Barbara

## Southern Economics Association Conference

*November 17–19, Tampa, FL*

Organizer: Ragan Petrie, Texas A&M  
University

### CSWEP Session 1

#### Professional Development Panel: Advice for Job Seekers and Early Career

Chair: Ragan Petrie, Texas A&M  
University

*How to effectively navigate the pre-tenure  
process.*

Presenter: Tracy Collins,  
New College of Florida

*Tips for success in the job market*

Presenter: Elaine Frey, California State  
University–Long Beach

*Challenges during the tenure process*

Presenter: Shatakshee Dhongde,  
Georgia Institute of Technology

*Do's and Don'ts of interviews*

Presenter: Sarah Quintanar,  
University of Arkansas–Little Rock

*Finding a Mentor in your Department or  
School*

Presenter: Sarah Stafford,  
College of William and Mary

### Networking Lunch

**Tampa Marriott Waterside Hotel  
and Marina**

## CSWEP Sessions

### CSWEP Session 2

#### Women and Minorities in the Economics Profession—Status, Perspectives and Interventions Joint with CSMGEP

##### *Status of women in the economics profession*

Presenter: Ragan Petrie,  
Texas A&M University

##### *State of minorities in the economics profession*

Presenter: Gary Hoover,  
The University of Oklahoma

##### *Perspectives on the status of women and minorities in non-economics fields*

Presenter: MacKenzie Alston,  
Texas A&M University

##### *Gender differences in the choice of major: The importance of female role models*

Presenter: Danila Serra,  
Southern Methodist University

### CSWEP Session 3

#### Professional Development Panel: Talking to the Media

Chair: Ragan Petrie,  
Texas A&M University

##### *Talking to the media about your academic research*

Presenter: Joni Hersch,  
Vanderbilt University

##### *Handling media when your research goes viral*

Presenter: Jennifer Shinall,  
Vanderbilt University

##### *Engaging with the media*

Presenter: Paul H. Rubin,  
Emory University

Presenter: Donna Ginther,  
University of Kansas

## The 2016 Report

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# Brag Box

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

**Shatakshee Dhongde** received tenure and was promoted to Associate Professor in the School of Economics at Georgia Tech.

**Francine Blau** was awarded the 2017 Judge William B. Groat Alumni Award from the School of Industrial and Labor Relations (ILR) at Cornell University. The award is given annually to a graduate of the ILR School for outstanding professional accomplishments in the field of industrial and labor relations and for their commitment to the ILR School and the university.

The 2016 IZA Prize in Labor Economics went to **Claudia Goldin**, the Henry Lee Professor of Economics at Harvard University. Professor Goldin was awarded the IZA

Prize for her career-long work on the economic history of women in education and the labor market.

The prize was formally conferred at an awards ceremony held during the annual meeting of the Allied Social Science Associations in Chicago, IL.

**Charlene Kalenkoski**, Texas Tech University, has been promoted to Full Professor beginning with the 2017-2018 academic year. In addition, within the last year she has become an Associate Editor for the Journal of Financial Counseling and Planning, Director of the Retirement Planning and Living Research Initiative at Texas Tech, and Director of the Ph.D. Program in Personal Financial Planning at Texas Tech.

We want to hear from you!

Send announcements to [cswep@econ.ucsb.edu](mailto:cswep@econ.ucsb.edu).

## 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](http://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 [cswep@econ.ucsb.edu](mailto:cswep@econ.ucsb.edu).