CSWEP NEWS

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2019 ISSUE III

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### Regular Features



# Interview with Bell Award Winner Rohini Pande

Rohini Pande

## Natalia Rigol

Rohini Pande, Henry J. Heinz II Professor of Economics and director of the Economic Growth Center (EGC) at Yale University, was the recipient of the 2018 Carolyn Shaw Bell Award. Given annually since 1998 by CSWEP, the Bell Award recognizes and honors an individual who has advanced the status of women in the economics profession through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring others.

Before assuming her current position at Yale in July of this year, Pande was the Rafik Harriri Professor of International Political Economy at the Harvard Kennedy School of Government, where she co-founded Evidence for Policy Design (EPoD), a research group that collaborates with governments to solve policy problems in developing countries. In her new position at the EGC, she will pursue a research agenda on the role of public policy in providing the poor and disadvantaged political and economic power, and how

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# Interview with Bennett Prize Winner Melissa Dell

Melissa Dell

## Nathan Nunn

Melissa Dell, Professor of Economics at Harvard University, was the recipient of the 2018 Elaine Bennett Research Prize. Established in 1998, the Elaine Bennett Research Prize is awarded every two years to recognize and honor outstanding research in any field of economics by a woman not more than seven years beyond her Ph.D. Professor Dell was recognized for her impressive contributions to economic development, economic history, and political economy.

***You are originally from a small town in Oklahoma. It must be rare for someone from Enid, Oklahoma, to end up as a tenured professor at Harvard. What if***

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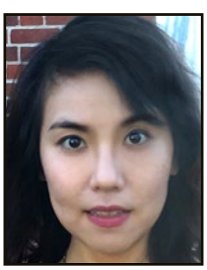

**Ying Zhen,** Associate Professor of Economics, Wesleyan College

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# From the Chair

**Judith A. Chevalier**

Congratulations to the recipient of the 2019 Carolyn Shaw Bell Award, Yan Chen, the Daniel Kahneman Collegiate Professor of Information in the School of Information at the University of Michigan. Professor Chen is a leading scholar and former President of the Economic Science Association (ESA). A participant in the first CSWEP-sponsored mentoring program (COFFE) in 1998, Professor Chen has paid it forward by serving as a CeMENT mentor and by developing a junior mentoring program for the Economic Science Association. On behalf of the CSWEP Board, I invite you to join us to celebrate Prof. Chen at the 2020 AEA Meetings in San Diego. The award will be presented at the CSWEP Luncheon and Awards Ceremony on Friday, January 3. The luncheon will take place from 12:30–2:15 pm in San Diego Ballroom C of the Marriott Marquis. At the CSWEP Luncheon, we will share the 2019 *Annual Report on the Status of Women in the Economics Profession*. Register in advance for the luncheon at CSWEP.org. Our celebration of Yan Chen will continue at our CSWEP reception from 6:00 to 7:30 pm on Friday, January 3.

In addition to the luncheon and reception, there will be a full slate of CSWEP activities in San Diego and I look forward to meeting readers of the *News* at these events. An important CSWEP goal is to showcase the work of junior economists and to this end, we sponsor paper sessions at the AEA meetings. This year we have three CSWEP-sponsored sessions on the economics of gender, including one session on gender and the economics profession. These sessions were organized by Jonathan Guryan, Melissa Kearney, and Claudia Olivetti, who report being impressed by the range and quality of research submitted for consideration. CSWEP is also sponsoring two sessions on financial globalization (organized by Sebnem Kalemli-Ozcan) and two sessions on the economics of crime (organized by Jennifer Doleac and Sandra Black).

In addition to these research sessions, CSWEP is co-sponsoring a session with four other professional associations on "Women in Economics-Perspectives and New Initiatives from Five Professional Associations." I will be on this panel along with representatives of other professional associations. On Sunday morning, look out for our panel co-hosted with CSMGEP, "Launching a Professional Development Initiative: A Conversation among Mentoring Veterans, Eager Mentors, and Founders of New Mentoring Initiatives." A number of new conferences, fellowships and initiatives have been created to mentor and support diverse economists. Our panel brings together an exciting group of mentoring entrepreneurs to discuss opportunities for launching new initiatives. Anna Gifty Opoku-Agyeman (co-founder of the Sadie Collective), Marie Mora (Director of the AEA Economics Mentoring Program), Maya Rossin-Slater (founder of a mentoring workshop supporting women graduate students), and Martha Bailey (director of one of CSWEP's CeMENT mentoring workshops) will all be serving as panelists. This event will be on Sunday, January 5 from 10:30 am to 12:15 pm in the Marriott Marquis, San Diego Ballroom C.

A highlight of the meetings for CSWEP is our mentoring breakfasts for junior and mid-career women. These are organized by Sebnem Kalemli-Ozcan, Sandy Black, and Petra Moser. The mentoring breakfasts for junior economists will take place Friday, January 3, and Sunday, January 5, from 8:00–10:00 am. Our breakfast for mid-career economists is scheduled for Saturday, January 4, from 8:00–10:00 am. We encourage economists within six years of their Ph.D. as well as graduate students on the job market to pre-register for the breakfast for junior economists. The

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# FOCUS Academic Career Challenges and Opportunities

## Abigail Wozniak

In March 2018, I chaired a panel on academic career challenges and opportunities sponsored by CSWEP at the Midwest Economics Association meetings. The organizers invited panelists to talk about how they grew into their careers as academic economists.

At that point, I had passed more than ten years in academia, and I quickly agreed, hoping of course that some of this fantastic discussion would resonate for me. Prior to the panel, I'd been leaning heavily on one conversation I'd had with a senior colleague. Shortly after I learned of my promotion, he stopped by my office to offer his one piece of advice to happiness after tenure. He told me I should keep growing. Then he said you can grow "this way," gesturing upward with his hands, or "this way," opening his hands wide apart. But he said the important thing was to keep growing. I was still stunned that anyone was giving me post-tenure advice, so I nodded and didn't follow up by asking him to explain exactly what those options meant.

I have since regretted my lack of follow through, but I think I got the idea. However, for a while, trying to grow both deep and wide became a recipe for personal explosion. I could grow deep, and invest in my field and my research, perhaps even new lines of research inquiry and more resource intensive questions. Or I could grow wide, and add skills by investing in projects outside of my research. But which skills? There are many to choose from. I think my colleague's point was that there is no single answer to this. But for longer term career satisfaction, academics will need to make choices about where to put time and energy.

I'm excited that my fellow panelists have all agreed to share their perspectives on the ways in which they grew into their positions as academic economists, making choices about how to allocate time and energy along the way. Together, they reflect on different stages of that process. Kala Krishna has sound advice for anyone beginning in the economics profession. Ying Zhen shares a number of ways to invest in teaching, an activity which, for many in academia, is the biggest component of professional life. Alicia Rosburg reflects on the decision to have children while working towards tenure, and how to navigate that with your institution. And Prathiba Joshi has many ideas for how to continue investing after reaching mid-career. Hearing their perspectives reminded me that the process of reaching mid-career, and beyond, is a series of investments. I hope their essays will encourage many of you to think about what your next professional investment will be. ■

# Do's and Don'ts at Work and Not

## Kala Krishna

Much of this short discussion is common sense. But, "There is nothing more uncommon than common sense." (Frank Lloyd Wright)

What seems like common sense ex post might not occur to you ex ante but seems so obvious ex-post. Be warned that there is nothing deep in what I say below. Nevertheless, I hope that it will be helpful to you. After being in this business for a while, I am often asked questions by young faculty and students. I will use some of these questions as a way of navigating this topic.

The most common question I get is: **I go to a conference and I don't know anybody, what do I do?** The first time I heard this question I was surprised because it was not a question I ever had. Then I realized how lucky I was to have absorbed the answer by osmosis. Especially in smaller programs, women graduate students have no role models or mentors to help out.

The answer is: go up to someone who is not surrounded by people, introduce yourself, and ask who they are. Ask about their work. No one can resist that! It's amazing what a little honest interest and a bit of flattery does to make people open up. At a smaller more interactive conference, read the papers ahead of time and think about the work so that you can ask good questions. Maybe discuss them with a few colleagues or students beforehand. Talk to participants in the breaks and ask more detailed questions one on one. Think about their work and do your best to be constructive rather than try to show how smart you are. Remember, everyone in the room is smart! Make a good impression, then people want to talk to you!

The second most common question I get is: **How can I speak up without being seen as overbearing?**

This is a hard one and there is no easy answer. When women ask questions, even in a conference, often they are seen as being too aggressive. If they don't ask questions, they are seen as passive. Men are rarely, if ever, accused of being either. Just be yourself and ask whatever you want to ask and don't worry too much about how you are being perceived. There really is not much you can do about it. Do speak up when you see double standards being applied. How often do we ask whether a man's spouse will be willing to move, but we usually ask this when a woman is involved?

The third most common question is: **How do I manage things in a male dominated environment? Can I have a life and get tenure?**

Let's face it: in many fields of economics, women, especially tenured ones, are few and far between. The world is not fair (men do not become pregnant yet) so here are a few tips for how to manage in an imperfect world. Many of these tips are equally relevant for men.

## People see what they expect.

Be there a lot, at least to begin with. Get a reputation for being a hard worker. Once people are sold on that, they will not miss you when you are not around. They will just expect you are somewhere else in the building!

## People have priors.

They expect women to be out of the office for personal reasons more than men. Don't explain. If you need to drop the kids somewhere, say you have an appointment. Do not say you have to drop the kids. It's none of their business anyway.

## Being sociable is part of the job.

A lot of ideas, opportunities and potential coauthored work comes from just talking over a beer or dinner. If you are uncomfortable going out one on one after a long day at the computer, add someone to the group so you feel happier about it. Don't isolate yourself from your colleagues as it is likely there will be very few women faculty wherever you go.

## The world will not come to you.

You need to put yourself out there. Apply for getting your paper on the program at meetings. Even if they don't take it, they might invite you. Apply for jobs you want, both in academics and out of it - the worst outcome is you won't get it and you are no worse off than not applying.

## You are not superwoman, nor need you be.

You can have a life and tenure. Hire as much help as you need. The best money you ever spent is on outsourcing whatever household jobs you do not want to do such as cleaning or laundry. Do what you want to do, like spending quality time with the family. Don't do what you think of as a chore and don't feel guilty about it. Did you not learn about comparative advantage and opportunity cost? Even if you are the one responsible for running the house, do it efficiently.

## Networks matter.

Offer to run the seminar series. Inviting people to give a seminar often gets you a seminar invitation. You will need letter writers all your life. Networks really do matter. Knowing who is looking to hire for what or which conferences are going on is a huge plus. The internet has made it easier to keep up, but not everyone uses the tools available. I have two tips. First, by going to **www.nber.org/~confer** you can get the entire list of NBER conferences going on and the programs and paper links. Keep up to date easily by looking for conferences in your area. Second, conferencemaker is the leading software to organize conferences. Go to **https://editorialexpress.com/cgi-bin/conference/cm.cgi** to get a list of upcoming conferences using the software and submit!

## Leverage your skills.

Take Garicano's (2000) hierarchies work to heart. Even if you could do everything yourself, delegate to leverage your skills. Find good people to work with. Work with students. Use RA help. Find what you do better than the rest of the team and do it. Depending on your stage of life this will change. Be ready to change with it. As a newbie, you may be the one doing the data work and finding writing hard. As you grow older you may find that your time is best used writing the model and paper and managing people, rather than doing the data work. Joint work, especially with many different people, is not discounted by much. With more and more components to most papers, it is often even necessary to work with people. Discover the joys of working with people you like, respect and trust.

## Be plugged in.

There is no excuse to be behind the curve with the internet. The NBER, CEPR, CES-Ifo and SSRN are good places to look for access to the latest working papers. Most universities have institutional access to them.

## Ask for help.

Your colleagues are an immense resource. No one knows everything. Happily admit to complete ignorance and ask for their help. Learn from them. It's a lot easier than digging through an area you are unfamiliar with. Attend a graduate class as often as you can. It is a fun and easy way to catch up and most colleagues are happy to let you come.

### Reference

Garicano, Luis. "Hierarchies and the organization of knowledge in production." *Journal of Political Economy* 108, no. 5 (2000): 874-904.

# Building Confidence in the Economics Classroom

Ying Zhen

I am a tenured Associate Professor of Economics at Wesleyan College. Founded in 1836, Wesleyan College is the first women's liberal arts college in the world.

During my more than seven years of teaching at Wesleyan, I have observed that many female students, especially those who are new to economics, are intimidated at the beginning of the semester by the numbers and graphs in the textbooks. This observation, along with the large fraction (25%) of international students in my courses, makes effective teaching a very important part of my job.

I believe effective economics professors should do well in two respects. First, they should help students build confidence at the very beginning. In particular, building confidence among female students and getting them interested in economics should be our priority. Secondly, they should serve as a good guide for students. It is the professor's responsibility to use creative ways to stimulate students' interests, help them better understand the materials, and illustrate how to apply textbook knowledge to real life. Effective teaching requires instructors to adopt the most appropriate teaching methods and strategies for their audience and the topic. The four things that I focus on in my teaching are being encouraging and enthusiastic with my students, class preparation, tailoring my teaching to the audience in order to stimulate their interest, and using different teaching methods.

It's important for a professor to realize how influential they can be at the very beginning of a semester. We professors should always convey a positive tone to the students, not only at the beginning but also throughout the whole class. To build students' confidence in economics, I try to be a very easy-going and approachable professor. In the first class meeting of an undergraduate intro-level economics class, I make a point of saying a few encouraging words. For example, I might say, "I hope we will work as a team and have fun in this class by discussing many interesting issues." I continue to provide encouragement throughout the semester. If an exam is around the corner, I wish them good luck and encourage them to work harder, but also work to create a pleasant atmosphere. For example, I often send my students a group email the night before the exam saying "Studying hard is good, but at the same time, take it easy! I believe you will do a great job tomorrow."

In my first two years of teaching at Wesleyan, preparing classes was my life. My estimated average preparation time for a new fifty-minute class was eight to ten hours. This painstaking process made me grow as a professor. More importantly, it made me very confident when I was standing in front of students and answering their questions. Although I no longer have as many new preps, I still spend a significant amount of time preparing for my courses. In addition, I enthusiastically attend economics teaching workshops to further polish my teaching skill. Although it would be very easy to recycle my old courses, I feel it is my responsibility to present students the updated materials in order to keep up with the times and advance with my students side by side. I believe that one can really have full confidence and enjoy the process of teaching after teaching the course with your full effort for at least ten times.

However, building students' confidence in economics is only the first step. As economics is application oriented, it seems to be an art to use easy and creative ways to stimulate students' interests, help them better understand the materials, and illustrate how to apply textbook knowledge to real life. During my more than seven years of teaching at Wesleyan, I have taught six completely different groups of students: traditional undergraduates (day program), EMBA program (graduate-level), nontraditional undergraduates (evening program), GEICO program (for its employees), the dual-degree program (a partnered program with Guangzhou University in China), and the online/hybrid program. These diverse groups of students require up-to-date teaching techniques.

Stimulating their interest in economics is key to teaching students from very diverse backgrounds. To do this, I usually start my lecture with a real life example. I then present the theory behind it. To further stimulate students' interests in the topics, in the intro-level classes, I encourage them to read *Wall Street Journal*, *New York Times*, or *Business Week* on a regular basis, and then present the articles in class with their own analyses. In upper-level classes, to push students to reach their full potential, I often assign them journal papers and then have discussions about them in class. I consider it a good way to bring students to the academic rigor of economics. To make them more confident to read these challenging papers, I often tell them that I actually spend much more time reading these papers than them in order to grasp the motivation and main ideas.

Using different technologies to teach economics class is a helpful way to engage students in and after class. I especially love using humorous video clips to stimulate students' interest in economics. Using funny videos such as one about Kopi Luwak coffee (which is made from coffee beans that have been partially digested by the Asian palm civet), can stimulate students' enthusiasm. Using videos also helps me to present the textbook materials in a more organized and creative way.

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# Having Babies while Under the Tenure Clock

Alicia Rosburg

I did the unadvisable. I had children (yes, plural) while under the tenure clock. My first pregnancy was during the second year of my tenure clock and my second pregnancy was during my fifth year. I hope that my experience provides useful tips and advice for those considering parenthood in academia and insight to others within the profession who may mentor those facing circumstances similar to mine.

My husband and I married the summer before I started my PhD program. We naively discussed children and blissfully decided that the best "timing options" were during my dissertation writing phase or in the early years of my tenure clock. We quickly realized that we were not ready for children during my graduate studies. This meant option two—having our first child early in my tenure-track—was in play.

In what was also a typically unadvisable decision, I accepted a position from the University of Northern Iowa (my undergraduate alma mater) before I finished my dissertation. The position came with an agreement that I would be an instructor for the first year while I completed my dissertation, and my tenure clock began the following year after my dissertation was complete.

Although many women are encouraged to wait until tenured (or at least until tenure seems well in-hand) to have children, my husband and I were not willing to make this sacrifice. We realized, however, that we hadn't fully thought through all the details of how our professional lives would be affected. I tend to be an organized person who needs a well-detailed plan; I am also a people pleaser. The issue I faced in trying to plan how pregnancy might affect my career was a lack of precedent. Our department had never had a pregnant female tenure-track faculty member.

Being a planner and an economist who believes that information usually improves decision-making, I sat down with my department head and was fully open about our decision to start a family. I was fortunate that I had a relationship with my department head that allowed me to be candid; he was extremely supportive and excited for us. Despite having experience in almost any other situation—he had been at UNI for over 40 years and our department head for over 20 years—he had zero experience with maternity situations. He wisely recommended that I talk to another department head for information. A colleague also connected me with a female faculty member outside my department who had recently had children. What I discovered was a bit disheartening. Beyond the Family and Medical Leave Act (FMLA), there was little consistency in maternity arrangements. I learned that the conditions depended on your Dean, Department Head, requirements of your position, and what I ultimately determined was most important—timing of the pregnancy. Part of me appreciated that the university didn't impose a homogenous solution to heterogeneous situations, but it wasn't very helpful for my "information gathering" exploration.

This brings me to my first piece of advice. **Do not let others influence your decision to have children or the timing of your children.** Given my people-pleasing trait, I put a lot of internal pressure on myself to time my pregnancy conveniently for my department. I did not want my choice to start a family to unduly impact my colleagues. We are a fairly small department in a location that has a limited supply of people qualified to serve as adjuncts. If I were unable to teach a class due to a maternity leave, my colleagues would likely have had to take on an overload. Therefore, I went through a lot of effort (despite my husband telling me it was irrational) to time my pregnancies to fit the academic calendar. Both of our children had the exact same due date at the end of May. I was able to waddle through the spring semester and take summer breaks as my maternity leaves.

At the time, I was proud that I timed my children so well. In hindsight, I don't believe it was necessarily a good long-run decision. Due to our teaching loads, most of my department uses the summer to catch up on research. By timing my children for the summer, I gave up two of my most productive

## Building Confidence

Another technology is the use of games. I use the fishing game to teach the Tragedy of the Commons Theory. Using a combination of online and classroom versions of the fishing game can help students learn about how pursuing their self-interest can have negative effects on the group's welfare. The online version of fishing game helps students understand the difference between private goods and public goods. The classroom version of the game can further stimulate students' thinking about the importance of property rights. It also stimulates their enthusiasm and helps me to teach in a more creative way.

The first goal of my teaching is to begin by making students confident about themselves, equip them with basic knowledge in principles of economics, and show them ways that help them explore the field. At the advanced level, my second goal is to develop their economics journal article reading skills, especially empirical economics journal articles that test the textbook knowledge that have learned. Ultimately, my goal is for students to enjoy learning economics and appreciate its beauty. I hope these tips help you to achieve this goal, too! ■

research blocks during my tenure clock. I also gave up potential earnings from summer research grants. Most importantly, however, is the precedent that I set for future colleagues. I worry future female faculty members will feel pressured to time their pregnancy to the academic calendar because my pregnancies are now the precedent. It is hard for me to put this in writing, but my husband was right. I should not have put undue pressure on myself (and him) to time our children. I avoided temporary inconvenience to my department, but it came at a cost to myself and potentially future colleagues.

Second, **ask questions and get as much as possible in writing.** Ask as many people as you feel comfortable about previous arrangements, expectations, policies, etc. to help form your expectations and decisions. I also encourage you to ask multiple people the same questions to see if you get a consistent answer. Getting as much as possible in writing is advice for all aspects of academia, not just maternity situations. I was grateful to have a mentor through the Agricultural and Applied Economics Association (AAEA) that pushed me to get everything in writing. She encouraged me to follow-up any face-to-face conversation related to my academic expectations with an email to the person summarizing the conversation and asking the person to confirm via email that I had interpreted our conversation correctly. If I had listened to her more diligently early in my career, I would have spared myself significant stress.

For example, my university (like many) has a "stop clock" form that allows extension of the tenure clock for special situations including maternity; our form is called the "request to extend the probationary period." Based on conversations with several people across campus, this is a standard form that allows for an extra year on the tenure clock if needed. Since everyone I spoke to, including my department head, interpreted the form in this manner, I didn't see the need to seek written confirmation of the form's interpretation. When I decided to go up for tenure on my original clock (i.e., forgo the extra year), I was surprised when there were questions within my department about the interpretation of the form. My department head retired the year before, and all of our verbal conversations about the form left with him. Questions were raised about whether the work I did in the "stopped clock" year should count towards tenure, and whether by signing the form, I had contractually signed up for a six-year clock and going up on the regular five-year clock should require evaluation as someone going up early. Although my new department head was very supportive and these questions were dismissed fairly quickly, the questions caused a lot of temporary stress and frustration. If I had simply sent a quick email to my department head to confirm the form's interpretation at the time it was signed, I could have saved myself from this stress.

Finally, **don't assume your teaching and research will automatically suffer if you have children.** I believe having children has made me a more effective teacher and efficient researcher. Ask any parent, communicating with toddlers teaches you how to become more clear and concise in your instructions! I am also more compassionate and understanding while at the same time more confident to have tough conversations with students. A parental perspective can make you tougher or softer as needed. Research-wise, I've become more efficient in managing my time and being selective in the research I pursue. I used to say yes to (almost) everything. Now, I am more selective and have healthier bounds on my work schedule. I've heard the phrase "you can't have it all" many times. I disagree—you can have it all, you just may need to redefine "it". And, for me, my new "it" is better than I ever imagined. ■

# Reinventing Yourself at Mid-Career

## Prathibha Joshi

Academia can be very exhausting and time consuming, counter to the popular misconception of copious free time and little stress due to flexible class schedules and "extended vacations." To keep up with the discipline, engage in research, focus on teaching, and actively participate at the institution can be draining. Even after securing tenure, the quest to perform well in these areas never ends as the goal to reach full professorship creates new demands and activities. Often, at mid-career one can feel trapped in the same routine of serving on numerous committees, teaching a full load of classes, and presenting at conferences. It may feel as though you are stuck in a rut. Mid-career status has its own challenges and frustrations, even if professors are doing everything that they can and more. To resolve the difficulty at this stage, one really needs to reinvent themselves to make the journey more enjoyable.

The time has come to think out of the box, to approach old practices with new ideas and purposes. The goal is to make your presence and contribution to the department and the institution significant and known. This is a critical step toward gaining recognition of how you have matured as a professional and invested time and effort in the institution to help it deal with its challenges. I offer some solutions/tips/suggestions to reinvent yourself at your institution in the three areas of the job responsibilities teaching, service to the institution, and professional development. Many of the suggestions provided in this piece specifically will apply to liberal arts colleges and state universities.

## Teaching

Teaching economics can be challenging. Making economics fun as a discipline is very difficult, especially currently as college students have relatively short attention spans and plenty of distractions. In addition, these students already have preconceived notions of the subject matter, and they tend to find graphs, math, and abstract reasoning very unattractive. Breaking this barrier is tough; it requires professors to constantly improve and innovate in classes every couple of years.

*Innovative teaching methods* Exploring innovative teaching methods and active learning techniques can prove rewarding; the literature has provided many novel techniques that can be adopted in the classrooms, such as flipping the classroom, cooperative discussions, and collaborative learning. While lecturing still has value, experimenting with these new techniques can make the teaching experience more worthwhile. They may encourage you to become more creative in terms of presenting the class material, allow you to discover what works best as learning techniques for the new generations of students, and reveal new and exciting ways to impart knowledge. Starting by choosing the already more successful pedagogies and techniques is an easy way to begin. Experiment more once you have developed confidence and familiarity with these new techniques.

*Use of technology* The use of more technology in the classroom can potentially reach more students and enliven the material. Technology has become part and parcel of today's education, especially given the technologically advanced composition of students in the classrooms. Hence gaining experience with new learning platforms can offer different ways to reach these students, helping them understand the material better even as these platforms make the class more interesting for professors. While some initial time investment to learn a new platform often is necessary, it can expand teaching options and encourage further innovation even as it helps to reduce tedium with teaching the same class repeatedly. The structure of these learning platforms can range from face-to-face, hybrid, and completely online to help format classes to the needs of the students and professors. Such choices will provide multiple options to disseminate knowledge and information to a diverse student body.

*Student learning oriented research* The students present an opportunity to engage in student learning oriented research. Students in an economics classroom can be the sample, providing information about teaching techniques, styles, and material. These types of studies can help other economics instructors as well as other discipline instructors on campus who can also refine their own teaching. In addition, such classroom research can add further to the literature on teaching and learning as professors can present their findings at conferences or send out the study for publication.

*Study abroad programs* This component can be a fruitful way to enhance teaching and to interact with students. Economics as a discipline can provide a substantial experience to students when they visit abroad, as learning about how economics works in other countries can give them a different perspective about the economy, business, and markets. Leading such programs can significantly impact teaching techniques at home as well, allowing professors to gain new experiences and incorporate these other perspectives and cultures into their teaching.

## Institutional Service

Service to an institution, whether to the school as a whole or to individual departments, can take up a lot of time. In addition, many institutions weigh service contributions differently, leaving it up to individual professors to decide their participation levels. Yet service expectations are still valid, evaluated, and part of the job description. These service opportunities change over time and with experience, making service an important area to focus on during the progression of a career. Other than actively participating in department and overall college committees, institutions often expect mid-career professors to take on new roles and challenges.

*Chairing the committees* It is time to chair committees or take other active roles that contribute considerably to the committee as your primary goal. For example, you can help refine the committee's processes to make them more efficient and effective, find ways to make committee work less time-consuming, bring in different technologies to the committees, or minimize paperwork.

*Contributing to the college/institution* A second option is to support the institution in dealing with institution-related matters, such as accreditation or strategic planning. Preparing reports on such issues will play a noteworthy role for the institution and provide a new learning experience for you.

*Mentoring* mid-career status brings with it the opportunity to mentor new faculty and students, not just within the department but throughout the institution. Sharing journeys, relating both good and bad experiences, and especially explaining the culture of the institution will help faculty mentees in their path to tenure and promotion.

*Create an area of service expertise* Carving out an area of service expertise is essential, where associate professors particularly can pioneer the creation of a service or program, or research something of critical importance to the institution. New opportunities generally will emerge from such activities for yourself and to others.

*Faculty Advisor to student clubs* You are now in a good position to lead/act as the Faculty Advisor to student clubs like an Economics or Business club by helping already existing clubs or starting brand new ones. Organizing events, bringing in speakers for the clubs, and managing the budget of the club can offer meaningful and satisfying activities that benefit both you and the students.

## Professional Development

Conducting research remains an essential part of professional development. Finding the time and resources to do so remains challenging, particularly for those at smaller institutions that focus more on teaching or do not have as many resources as research institutions. Nevertheless, a research agenda must be a priority, mostly because most institutions still do have a strong expectation of professional growth.

*Reserve time* An initial good strategy is to actually reserve time to do professional activities rather than just focus on service, although it is important to still have a good work and personal life balance. Channeling time towards publications, especially after receiving feedback from conferences, is key.

*Collaborations* Find colleagues within the department and/or outside the discipline who will want to engage in collaborative research projects, including junior colleagues. Share research interests and ideas with junior colleagues and create opportunities to work with them. Sharing projects or ideas and working together can create a faster path towards publication.

*Become editor of a journal* seek to become an editor of a journal by starting a teaching/undergraduate research journal for students. This will benefit other faculty members of the department/ other disciplines in the school.

*Reviewers* Starting an undergraduate research journal will provide opportunities for others to become reviewers for your home grown journal. In addition, advise other faculty members on how and where to become reviewers. It can create new perspectives that benefit everyone.

*Newsletter contributor* seek a position as a regular contributor to a department or college newsletter if it exists, or start one if it does not.

Reinventing yourself at mid-career is essential to escape the feeling of being stuck. The tips I have shared are based on the experiences and ideas I have gained as I have evolved throughout my professional journey. Importantly, though, all professors at whatever career level must find a personal equilibrium that allows them to balance personal and professional lives. Economics is about facing constraints (time), limited resources, making good decisions, and applying opportunity costs. Since we are the experts, I am sure most of us will do a fantastic job. ■

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## Interview with Rohini Pande continued from page 1

notions of economic justice and human rights can help justify and enable such change.

Pande's research lies at the intersection of political economy and development, and has a significant focus on gender issues in lower-income settings. She serves as co-editor of *American Economic Review: Insights*, co-chair of the Political Economy and Government Group at the Abdul Latif Jameel Poverty Action Lab (J-PAL, headquartered at the Massachusetts Institute of Technology), a Board member of the Bureau for Research and Economic Analysis of Development (BREAD), and is a former co-editor of *The Review of Economics and Statistics*.

***Since winning the Carolyn Bell Shaw award, you have been using the platform to draw attention to the impediments women face to advancement in the economics profession. What do we know about the problem?***

We can look at it as three different sets of problems at three different career stages. At the undergraduate stage, women make up more than half of US undergraduates but less than a third of economics majors, and the proportion of women majoring in economics has been flat at around 30 percent for nearly three decades, despite a rising share of women among undergraduates. At the graduate level, the proportion is the same, around 30 percent, which may suggest that there's no problem since female undergraduate majors are becoming graduate students at a proportional rate. However, there is a compositional issue. Economics is the most international of all social sciences when it comes to graduate programs: roughly half of the economics graduate student population have done their undergraduate degrees outside the US, where the gender composition is different. So we have two graduate student pipelines—a domestic one and an international one—and we just don't know much about the gender balance in each of them or how they interact. Finally, for female economists who do enter academia, you see a higher drop-off at each stage of their career: they get worse placement for their first job, and they are less likely to progress to tenure. They also get less credit for co-authored papers.

***What can be done?***

One of the first things is to recognize that nothing is set in stone. It is certainly important to increase the proportion of women majoring in economics, but we should not assume that nothing can be done at any other stage. At every stage, people have more agency than they accept themselves as having.

So, how can we do more? At the undergraduate level, some of the problem is informational: young women either associate majoring in economics with career paths that are not attractive to them, or they find once they enter economics, they are less supported. Recent work shows that we can inform high-performing students about their relative performance, and expose students to successful female economics graduates, as this has been shown to increase female undergraduate interest in majoring in economics.

We can make the graduate school experience more welcoming for all students. Sometimes, this requires us as faculty to recognize that the modes of operation that we are used to—like giving feedback early on in a seminar—may not be the preference of students.

In the job market placement stage, screening processes can be changed to be less reliant on the interviewer's perceptions of quality and based more on routine—such as asking all candidates identical questions in the same order. There is significant evidence that unstructured interviews are associated with worse outcomes than structured ones.

I go into detail on these and other ideas in my acceptance speech, which you can watch by following the link [1] from the CSWEP web site.

Clearly, we have a lot of knowledge on what is happening and what can be done. But the harder question is this: why aren't the reforms which have been shown to work getting implemented across the board? On some important questions, we have the evidence. Now we need to consider the kind of systemic changes that will lead to it being acted on.

***Is slow change innate to academia?***

Maybe. In the private sector, when a company has diversity problems, they would turn to an external company to help them identify and implement solutions. But, in academia we tend to think we should be able to solve the problem by looking at it from within—an idea that the private sector has moved away from. In this regard, the fact that the AEA has engaged an external ombudsperson is heartening.

***On an individual level, what can we do? What does advocacy look like from a graduate student and faculty perspective?***

You can start by identifying your spheres of influence: who is your peer group, who are those more junior to you whom you may be able to influence, and who are those more senior, whom you can take your concerns to, but ultimately whose behavior you'll be less able to move. To create change, think about who you select as your allies. As a junior faculty member, if you want to move behavior among senior faculty members, it may be more effective to identify supportive senior faculty members and get them to be your messenger rather than being the messenger directly.

Allies matter for change—it's hard when you advocate for your own, rather than another's, group. If you're a fourth-year female PhD student advocating for more hiring of women, you're doing things that to others may appear as self-serving. Every time we change the status quo, there is a group that is going to see fewer opportunities than before. We need to recognize this concern and encourage allies to help explain that trade-off. We also need to have open conversations about what these trade-offs are and be clear about the benefits of enabling diversity in the profession.

*There are very good arguments, and some good evidence, that structures that look at first glance meritocratic in fact are not. But at least most of the people who think the 'meritocracy' is really a meritocracy are also academics who will engage with a well-argued case. So for advocates of change it's useful to know that case very well, and to know how to defend it against any push-back.*

That is, for example, the danger of focusing on hiring junior women in departments that lack women at all levels, junior and senior. It may appear easier to hire women on the junior job market than move a senior woman. But who will mentor and look out for these women and ensure that the conversations in senior faculty meetings are fair and supportive?

More broadly, we have to argue against the view that the system is meritocratic and the only problem is that too few women are entering the pipeline. There are very good arguments, and some good evidence, that structures that look at first glance meritocratic in fact are not. But at least most of the people who think the 'meritocracy' is really a meritocracy are also academics who will engage with a well-argued case. So for advocates of change it's useful to know that case very well, and to know how to defend it against any push-back.

Systemic change will need us to effect change at many different levels. Change is hard and it is uncomfortable. Those of us seeking to effect it need to listen to how our colleagues are reacting and continue to reach out to everyone.

***It sounds like you are saying there are no easy or quick fixes.***

Hiring and retention is a complicated process that I believe requires all levels to be committed to change—from the junior faculty up to the deans of the school.

But there are other things that can be done that make environments more supportive of women. One type of action is clear: we can all call out inappropriate behavior when we see it. This is clearly difficult for a student when dealing with faculty, but calling out could involve talking to supportive faculty. As faculty, we should think seriously about instituting reporting systems that are cognizant of power dynamics. Perhaps less risky and equally important is for graduate students to call out bad behavior among classmates. Another is to constantly push for fair representation of women in seminars, as department visitors and in conferences.

Another type of action is simply listening. None of us spend enough time listening, and it's something we can all do at every level.

***What approach do you take to mentorship, and what role can mentorship play in addressing gender-bias issues?***

1 https://www.aeaweb.org/about-aea/committees/cswep/about/awards/bell

## Interview with Rohini Pande

A senior faculty member may think of mentorship as a one-on-one relationship between them and a junior faculty member or student, but mentorship goes beyond that. Some of being a mentor is listening to the concerns a mentee has, and *not* telling them to do something different but, rather, telling your colleagues to do something different. I'd say to mentors, once you talk to your mentee, it's worth evaluating what you should change in order to make their experience a better one.

Mentorship, for me, is also about giving people information but stopping short of converting that information into advice. People can take a lot of different paths, and most paths *can* be successful. The striking thing is how often people choose a path based on information that isn't right: they have presumptions about how the profession works, they have presumptions about what it takes to get a paper into a specific journal. As you get to be more senior, you see the innards of the profession much more. You see confidential tenure discussions and there are ways to ensure confidentiality while giving junior colleagues a clearer sense of what tenure standards are.

***I'd like to end by asking about something that many of us have observed about you. In just the last few weeks we have spent together, I have seen you spend your every lunch and dinner with individual undergrads, graduate students, and junior faculty with whom you don't personally collaborate but whom you have taken under your wing. It's hard to explain to others how continuously and intensely you are involved in mentoring. How do you have the energy?***

You make me feel old! I have learnt that everyone can teach me something. And, I have just really enjoyed the energy of folks I got to know in these groups—so, I guess, in the end it's a pretty selfish endeavor for me.

## Interview with Melissa Dell continued from page 1

***anything, was particularly influential in determining the path that you took?***

I think that there were a couple of factors that were particularly influential. Growing up, my grandmother was fascinated by big picture social science questions and encouraged my interest as well. She would record PBS documentaries and bring me books by authors like James Michener. After finishing high school, my grandmother had joined the Women's Army Air Corps, learned to fly planes, and achieved the highest rank attainable by a woman during World War II. But after the war, women had few opportunities to pursue further careers or education. Like others in her generation, she became a homemaker. I think all her life she wished in many ways that she had been a man so that she would have been able to pursue her career aspirations, but instead she read voraciously, enrolled in classes that seemed interesting at community college, and never missed an opportunity to learn. Having a career and family isn't always easy, but I am grateful every day for the opportunities that women in my grandmother's generation pioneered for women today, which I think would have been largely unimaginable to them when they were our age.

The second thing that was very influential was coming to Harvard as an undergraduate. The extremely generous financial aid that made this possible and the dedication of faculty to undergraduate teaching allowed me to really develop my interests. Learning more about the things that fascinated me could be more than a hobby—I could do this as a career.

*Recent advances in computer vision, deep learning, and natural language processing are now making it possible to access data that would have been unimaginable to process just a few years ago, though it does require non-trivial investments to adapt these tools to our applications.*

***Early in your career, your research focused on Latin America. You now also study Asia. Was there a reason for this particular progression?***

I think in some sense I've always been interested in comparative questions—i.e. what has generated the major differences in the economic trajectories of Latin America as compared to East Asia? However, these are really big picture questions that are difficult to get a handle on, and require a lot of investments to understand the institutional contexts and available data sources. Before I can think too seriously about comparative development across these very different contexts, there are so many open questions about what explains development trajectories within Asia. It turns out that the data from East Asia are phenomenally rich—much more so in most cases than the historical Latin American data. This has made it a really exciting context to work in, albeit one that requires major up-front costs in digitizing the vast amounts of data available.

***I understand you are a long-distance runner. What is the longest you have ever run for a race? Are there characteristics that you developed as a runner that help with the marathon that is writing and publishing a research paper? Or maybe, the same traits made you successful at both?***

That's right. The longest race I have done is 100 miles. Mostly I just enjoy it, I really like being outside and getting fresh air. I do think it builds discipline and focus, which are more broadly useful.

***Your research definitely does not shy away from trying to answer big-picture questions. These are typically the most difficult to answer in a convincing way due to causal***

***identification. Often one has to sacrifice on this if one wants to tackle such questions. However, your own research is able to answer these questions with convincing identification. How are you able to answer big-picture questions but in a way that is well-identified?***

I'm interested in a lot of questions, and I haven't been able to get much traction in answering most of them. The world is a complicated place, and it can be really tough to parse what's going on. But I do try to keep interesting questions top-of-mind and occasionally stumble across contexts that are particularly well-suited to shedding light on them. It takes a long time to write a paper, so you don't need many such contexts!

***Essentially all of your projects required the collection of primary data. What typically comes first in your own research: the discovery/collection of data, the research question, or the identification strategy?***

All three of these are fundamental ingredients to a research idea, which at its core requires connecting a context (with associated data and variation that can generate causal identification) to a research question and an empirical methodology. Richard Feynman, one of the most influential physicists of the 20th century, was once asked how he generated so many groundbreaking research ideas. He answered that he kept two lists—a list of well-defined questions and a list of mathematical tools. A research idea required connecting a question from his idea list to a tool from the other list. He worked hard to constantly expand his lists and did daily memory exercises to keep them top of mind, in order to maximize the probability of forming a connection. I like this way of thinking about research. You need to develop a rich array of questions that interest you. There is no shortcut to being able to answer them—it requires learning about a variety of different contexts. Being able to translate those contexts into ideas requires connecting the dots, in terms of how they tie into empirical methods and your questions of interest. What was added to the list first is a bit immaterial for me, and just depends upon the particular paper. I think a big part of what makes research so difficult initially is that your lists start out short, but fortunately they grow a lot with time, as working on one paper always raises more interesting questions and provides the opportunity to learn about new contexts and methods.

***How do you envision the field of economic history changing in the next 10 years? What will be its biggest challenges? Its largest contributions?***

I think economic history is ripe to be revolutionized by the broader data science revolution, much as it was revolutionized by the Cliometric revolution a generation ago. There are so many incredibly rich historical data sources that have never been exploited because they are too vast to manually digitize and organize. These could be scans of archival tables; vast text data from historical newspapers, government documents, etc.; even things like historical images or video footage. Recent advances in computer vision, deep learning, and natural language processing are now making it possible to access data that would have been unimaginable to process just a few years ago, though it does require non-trivial investments to adapt these tools to our applications. People oftentimes think about artificial intelligence as it relates to thinking, but giving the current technological frontier what it is best suited to is sensing—i.e. sensing the content in tables, text, etc. This is what I've been investing the most in lately, as the possibilities for new data (to answer some of those questions on my list that I just haven't been able to make progress on) is incredibly exciting!

***What advice do you have for young scholars working at the intersection of economic development and economic history?***

Invest in learning about the contexts you are interested in, by reading both broadly and deeply into the relevant social science literatures. And invest in your technical skills—not just econometrics but also deep learning, natural language processing, etc., because having strong technical skills will open up a ton of primary source material. In my experience, this is not something that you can just outsource without being knowledgeable about it yourself.

***If you could improve one thing about the way research in economic history is done, what would it be? Same question but for economic development?***

I think the more transparent and open research can be, the better, as this makes it easier for everyone to understand what drives the patterns that we observe and to build upon them. Transparency isn't just about making sure the analysis is correct (though certainly this is important) but also about making it easier for others to understand and build upon your work, rather than having to reinvent the wheel. The discipline has already made a lot of advances in this direction, and I think it will continue to do so. For example, I'd love to see more data visualization tools accompanying research projects, so others can easily see the variation in the data rather than having to parse through potentially dozens of tables (counting the appendix!) to understand what's going on. For big investments—such as the curation of datasets that are broadly applicable to questions being asked by lots of researchers—open access collaboration on data curation can be really powerful, but rarely happens. I'm currently working with a software firm to build an online platform for open access collaboration on curating and disseminating historical datasets, and I think more projects that encourage research teams to work together on creating knowledge will be really powerful. ■

breakfast for mid-career economists is designed for economists who have navigated their first promotion. For women in academia, mid-career mentees are typically associate professors, but women at a similar career stage outside of academia are also welcome to pre-register for this event. For all of the breakfast programs, senior economists will provide advice and information. Feedback from participants in prior breakfasts has always been very positive. Preregistration information is available in the "Calls and Announcements" section of this issue as well as at cswep.org.

Immediately following the meetings, the 2020 CeMENT Mentoring workshop for Faculty in Doctoral Programs and the CeMENT Mentoring workshop for Faculty in Non-Doctoral Programs will begin. Martha Bailey leads the program for faculty in doctoral programs and Ann Owen leads the program for faculty in non-doctoral programs. This year, we were able to expand the number of participants accepted into these programs but nonetheless, these effective and intense two-day programs are, as in prior years, oversubscribed. We are especially grateful for the senior mentors who spend two days of focused mentoring effort at these workshops.

Finally, for those looking to reconnect with old friends or make new ones, CSWEP hosts Open Meeting Space at the Marriott Marquis, San Diego Ballroom C for part of the day on each of Friday, Saturday, and Sunday.

On behalf of the CSWEP board, I thank the many mentors, organizers, participants and AEA staff members who contribute to the busy schedule that CSWEP maintains at these annual meetings.

This *News* contains interviews with 2018 Carolyn Shaw Bell Award Winner, Rohini Pande, and 2018 Elaine Bennett Prize Winner, Melissa Dell. Rohini Pande was chosen as the Carolyn Shaw Bell Award winner in 2018 in part due to her extraordinary commitment to mentoring. Readers who missed her speech at the meetings will want to visit the CSWEP website to watch it. In the interview in this *News*, she discusses ways that the economics profession needs to change to improve the representation of women. She also has wise advice for how mentors can best help more junior members of the profession. Melissa Dell's acceptance speech and fascinating research talk from the 2019 Awards Ceremony is also available on the CSWEP website. In this *News* interview, she discusses her career trajectory, how she finds interesting research questions, and how she sees the revolution in data science transforming the field of economic history.

Our *Focus* section in this issue grows out of an important CSWEP activity. CSWEP sponsors and organizes sessions and panels not only at the AEA meetings, but also at regional economics meetings. A panel on academic career challenges and opportunities sponsored by CSWEP at the 2018 Midwest Economics Association meetings, chaired by Abigail Wozniak, provided the genesis of this issue's *Focus* articles. Dr. Wozniak worked with the panelists to enshrine their reflections on the process of growing into one's position as an academic economist into articles for this *News*. A unifying thread in each of these articles, and in Dr. Wozniak's introduction, is a recognition of the extent to which academics are constantly faced with choices that can shape their career trajectories—choices about the tradeoffs between the personal and professional, about whether and how to make new contacts at a conference, about how much to invest in teaching, and about whether to invest in new skills, among myriad others. In this *Focus* section, four academic economists reflect on the choices they have made and offer advice to others as they navigate the many stages of an academic career.

I hope to see many of you in January as I commence my second year as CSWEP Chair. In January, Ragan Petrie and Karen Conway will finish their successful terms as Southern Representative and Eastern Representative respectively. I am delighted that Jennifer Doleac and Terry-Ann Craigie have agreed to step up to replace them. Also, Ann Owen will be ending her term as CeMENT Director and will be replaced by Jessica Holmes. Our board members work very hard in their roles and I am grateful for the work that Ragan, Karen, and Ann have done, as well as the work of those who are continuing in their service. I particularly want to acknowledge the hard work of our *News* Oversight Editor Kate Silz-Carson. Under her guidance, the *News* will be expanding from three issues per year to four issues per year starting in 2020. ■

## CSWEP Liaison Network

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

# Calls, Announcements, and Sessions at Upcoming Meetings

## CSWEP Mentoring Breakfasts at ASSAs

**DEADLINE: 2 January 2020**

CSWEP will host two Mentoring Breakfasts for Junior Economists on January 3 and 5 and a Peer Mentoring Breakfast for Mid-Career Economists on January 4. The Mentoring Breakfasts for Junior Economists events will have senior economists on hand to provide mentoring and networking opportunities to junior economists. Junior economists are invited to drop in with questions on topics such as publishing and research, promotion and tenure, work-life balance, the job market, teaching, grants and academic versus non-academic jobs. The Peer Mentoring Breakfast for Mid-Career Economists mentoring experience is intended for female economists who are tenured academics at either associate or full rank or non-academics who are 8+ years post-PhD. Each breakfast requires registration through Eventbrite.

To register, go to: **https://www.eventbrite.com/o/aea-committee-on-the-status-of-women-in-the-economics-profession-cswep-8431496202**

## CSWEP Business Meeting and Awards Ceremony Luncheon at ASSAs

**DEADLINE: 2 January 2020**

The CSWEP Business Meeting and Award Ceremony Luncheon will be held on January 3 and is open to all economists attending the AEA Meeting. This is a time to recognize the recipient of the 2019 Carolyn Shaw Bell Award, to present the Annual Report on Women in the Economics Profession and to hear input on CSWEP's activities. Registration is required through Eventbrite.

To register, go to: **https://www.eventbrite.com/o/aea-committee-on-the-status-of-women-in-the-economics-profession-cswep-8431496202**

## Call for Papers, CSWEP Sessions @ 95th Western Economic Association Conference

*26–30 June 2020*
*Denver, Colorado*

**DEADLINE: 15 January 2020**

CSWEP will be sponsoring sessions at the 2020 Western Economic Association International (WEAI) conference. **The deadline for submission of session proposals to CSWEP is January 15, 2020.**

Several *sessions* will be organized by Catalina Amuedo-Dorantes (CSWEP Western representative). One of them will be on the broad topic of international migration, immigrants and immigration policy. Abstracts on those areas are particularly solicited, but also in other areas for additional separate sessions. Proposals for complete sessions (organizer, chair, presenters and discussants) or round tables on specific topics of interest are highly encouraged. Please email abstracts (1-2 pages, include names of all authors, as well as all their affiliations, addresses, email contacts, paper title) by January 15, 2020, to:

Lauren Lewis
Administrative Assistant
Committee on the Status of Women in the Economics Profession
American Economic Association
2014 Broadway, Suite 305
Nashville, TN 37203
(615) 343-0390
**info@cswep.org**

Note that this submission is separate from any submission sent in response to the WEAI's general call for papers. For more information on the WEAI meetings, please see **https://www.weai.org/conferences/**. CSWEP is unable to provide travel assistance to meeting participants. Please make other arrangements for covering travel and meeting costs.

## Call for Applications for the American Economic Association Summer Economics Fellows Program

**DEADLINE: 1 February 2020**

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

Fellowships are open to all economists without regard to gender or minority status, although the goal of the program, advancing the careers of women and underrepresented minorities, will drive the selection process. For example, in seeking to advance women in the economics profession an institution may sponsor a couple, or a male partner of a female economist, or otherwise sponsor a male economist whose participation would assist the general goal of advancing women in the profession. Preference in consideration will be given to applications received by February 1.

## CSWEP Sessions

Application Instructions: Applicants are asked to apply directly to the Summer Economics Fellows Program, but are welcome to indicate a preference for a particular sponsor. Apply here: https://www.aeaweb.org/committees/summer-fellows/apply/2020

For more information, go to

https://www.aeaweb.org/about-aea/committees/summer-fellows-program

## CSWEP Sessions at Upcoming Meetings

### Allied Social Science Association Annual Meeting

*3–5 January 2020*
*Marriott Marquis, San Diego,CA*

### CSWEP Mentoring Breakfast for Junior Economists

**Friday, 3 January 2020,**
**8:00 AM–10:00 AM**

**San Diego Ballroom C**

### Gendered Effects of Social Norms and Institutions

**Friday, 3 January 3 2020,**
**8:00 AM–10:00 AM**

**Grand Ballroom 2**

**Chair: Janet Currie** (Princeton University)

***Evaluating teen options for preventing pregnancy: impacts and mechanisms***

Dara Lee Luca (Mathematica Policy Research), Jack Stevens (Ohio State University), Dana Rotz (Mathematica Policy Research)

Discussant: Seema Jayachandran (Northwestern University)

***Female officers, gender violence and human capital: evidence from all-women's justice centers in Peru***

Maria Micaela Sviatchi (Princeton University), Iva Trako (World Bank Group), Guadalupe Kavanaugh (Rutgers University)

Discussant: Anna Aizer (Brown University)

***Men, roots and consequences of masculinity norms***

Victoria Baranov (University of Melbourne), Pauline Grosjean (University of New South Wales), Ralph De Haas (European Bank for Reconstruction and Development)

Discussant: Martha Bailey (University of California, Berkeley)

***Implicit stereotypes: evidence from teachers' gender bias***

Michela Carlana (Harvard University)

Discussant: Jesse Rothstein (University of California, Berkeley)

### CSWEP Business Meeting and Awards Ceremony Luncheon

**Friday, 3 January 2020,**
**12:30 PM–2:15 PM**

**San Diego Ballroom C**

### Monetary Policy, Capital Flows, and Globalization

**Friday, 3 January 2020,**
**2:30 PM–4:30 PM**

**Grand Ballroom 11**

**Chair: Linda Goldberg** (Federal Reserve Bank of New York)

***The information role of banks in long-term debt***

Chenzi Xu (Harvard University)

Discussant: Leslie Sheng Shen (Federal Reserve Board)

***How does the interaction of macroprudential and monetary policies affect cross-border bank lending?***

Judit Temesvary (Federal Reserve Board of Governors), Elod Takats (Bank for International Settlements)

Discussant: Friederike Niepmann (Federal Reserve Board of Governors)

***Impact of foreign official purchases of U.S. treasuries on the yield curve***

Erin Wolcott (Middlebury College)

Discussant: Burcu Duygan-Bump (Federal Reserve Board of Governors)

## Brag Box

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

**Catalina Amuedo-Dorantes,** Professor of Economics at the University of California-Merced, was recently awarded the ASHE 2020 Outstanding Achievement Award by the American Society of Hispanic Economists. In her nomination for the award, the ASHE Executive Board highlighted both Dr. Amuedo-Dorantes' prolific research record and her active role in promoting Latinx economists. Congratulations, Catalina, on this well-deserved honor!


Francine Blau with Ben Bernanke

**Francine Blau** was elected a 2018 Distinguished Fellow of the American Economic Association; the award was conferred at the 2019 Annual Meetings. The AEA selects no more than four economists of high distinction from the United States and Canada to be elected as fellows in a given year. Francine's seminal contributions to the study of labor market inequality were cited in her citation for the award. Congratulations, Francine!

Send announcements to info@cswep.org.

*U.S. housing as global safe haven asset: the case of a China shock*

Anna Wong (Federal Reserve Board of Governors), Nathan Converse (Federal Reserve Board of Governors)

Discussant: Ina Simonovska (University of California, Davis)

## CSWEP Open Meeting Space

**Friday, 3 January 2020, 3:00 PM–5:00 PM**

**San Diego Ballroom C**

## CSWEP Reception

**Friday, 3 January 2020, 6:00 PM–7:30 PM**

**Grand Ballroom 10**

## CSWEP Peer Mentoring Breakfast for Mid-Career Economists

**Saturday, 4 January 2020, 8:00 AM–10:00 AM**

**San Diego Ballroom C**

## Gendered Effects on Wages, Employment, and Prices

**Saturday, 4 January 2020, 8:00 AM–10:00 AM**

**Marina Ballroom D**

**Chair: Jennifer Doleac** (Texas A & M University)

*Flexible pay, bargaining, and the gender gaps*

Barbara Biasi (Yale University), Heather Sarsons (University of Toronto)

Discussant: Nicole Fortin (University of British Columbia)

*Why do women earn less than men? Evidence from bus and train operations*

Valentin Bolotnyy (Harvard University), Natalia Emanuel (Harvard University)

Discussant: Thomas Lemieux (University of British Columbia)

*Salary disclosure and hiring: field experimental evidence from a two-sided audit study*

Laura Gee (Tufts University), Amanda Agan (Rutgers University), Bo Cowgill (Columbia Business School)

Discussant: Jennifer Doleac (Texas A & M University)

*Gender price gaps and competition: evidence from a correspondence study*

Margarita Machelett (Brown University)

Discussant: Matt Notowidigdo (Northwestern University)

## CSWEP Open Meeting Space

**Saturday, 4 January 2020, 10:00 AM–4:00 PM**

**San Diego Ballroom C**

## Firms, Trade, and Globalization

**Saturday, 4 January 2020, 10:15 AM–12:15 PM**

**Point Loma Pool View**

**Chair: Nina Pavcnik** (Dartmouth College)

*Financial globalization and the growth-stability trade-off*

Tianyue Ruan (National University of Singapore)

Discussant: Yan Bai (University of Rochester)

*Local shocks and the origins of granular fluctuations*

Nitya Pandalai-Nayar (University of Texas at Austin), Andrei Levchenko (University of Michigan), Christoph Boehm (University of Texas at Austin)

Discussant: Kalina Manova (University College London)

*High-skilled immigration, offshoring R & D, and firm productivity*

Eunhee Lee (University of Maryland), Jingting Fan (Pennsylvania State University), Valerie Smeets (Aarhus University)

Discussant: Nina Pavcnik (Dartmouth College)

*Does capital scarcity matter?*

Racha Moussa (International Monetary Fund), Anusha Chari (University of North Carolina, Chapel Hill), Peter Blair Henry (New York University)

Discussant: Ina Simonovska (University of California, Davis)

## Gender and the Economics Profession

**Saturday, 4 January 2020, 10:15 AM–12:15 PM**

**San Diego Ballroom A**

**Chair: Betsey Stevenson** (University of Michigan)

*Gender and the dynamics of economics seminars*

Alicia Modestino (Northeastern University), Pascaline Dupas (Stanford University), Muriel Niederle (Stanford University), Justin Wolfers (University of Michigan)

Discussant: Sandra E. Black (Columbia University)

*Can mentoring help female assistant professors in economics? An evaluation by randomized trial*

Donna Ginther (University of Kansas), Janet Currie (Princeton University), Francine Blau (Cornell University), Rachel Croson (Michigan State University)

Discussant: Susan Dynarski (University of Michigan)

*Economics is not a man's field: a history of CSWEP and of the first gender reckoning in the economics profession*

Beatrice Cherrier (University of Cergy-Pontoise and Centre National de la Recherche Scientifique (CNRS)), Cleo Chassonnery-Zaigouche (University of Cambridge), John Singleton (University of Rochester)

Discussant: Marianne Wanamaker (University of Tennessee)

*Employment dynamics for economists: empirical evidence by gender and race*

Danielle Sander (U.S. Census Bureau), Lucia Foster (U.S. Census Bureau), Julia Manzella (U.S. Census Bureau), Erika McEntarfer (U.S. Census Bureau)

Discussant: Bhash Mazumder (Federal Reserve Bank of Chicago)

## CSWEP Mentoring Breakfast for Junior Economists

**Sunday, 5 January 2020, 8:00 AM–10:00 AM**

**San Diego Ballroom C**

## Crime Prevention in the U.S. and Abroad

**Sunday, 5 January 2020, 8:00 AM–10:00 AM**

**Grand Ballroom 3**

**Chair: Jennifer Doleac** (Texas A & M University)

***The impact of economic opportunity on criminal behavior: evidence from the fracking boom***

Brittany Street (Texas A & M University)

Discussant: Steven Raphael (University of California, Berkeley)

***Predicting and preventing gun violence: an experimental evaluation of READI Chicago***

Sara Heller (University of Michigan), Marianne Bertrand (University of Chicago), Monica Bhatt (University of Chicago), Christopher Blattman (University of Chicago), Max Kapustin (University of Chicago)

Discussant: Emily Owens (University of California, Irvine)

***Peer effects on violence: experimental evidence in El Salvador***

Lelys Dinarte (World Bank)

Discussant: Jens Ludwig (University of Chicago)

***Gangs, state capacity, and development***

Maria Micaela Sviatschi (Princeton University), Nikita Melnikov (Princeton University), Carlos Schmidt-Padilla (University of California, Berkeley)

Discussant: John Donohue (Stanford University Law School)

## Societal Impacts of Policing and Incarceration

**Sunday, 5 January 2020, 10:15 AM–12:15 PM**

**Grand Ballroom 2**

**Chair: Jennifer Doleac** (Texas A & M University)

***Baby's gone: the effect of increased sentencing severity on fertility and family formation***

Siobhan O'Keefe (University of California, Davis)

Discussant: Anne Piehl (Rutgers University)

***Housing security and domestic violence: evidence from nuisance ordinances***

Sarah Kroeger (University of Notre Dame), Giulia La Mattina (University of South Florida)

Discussant: Erdal Tekin (American University)

***In-group bias and the police: evidence from award nominations***

Nayoung Rim (United States Naval Academy), Bocar Ba (Duke University), Roman Rivera (Columbia University)

Discussant: Benjamin Hansen (University of Oregon)

***The criminal and economic impacts of an arrest***

Emily Weisburst (University of California, Los Angeles)

Discussant: Justin McCrary (Columbia University Law School)

## CSWEP/CSMGEP Panel: Launching a Professional Development Initiative

**Sunday, 5 January 2020, 10:30 AM–12:15 PM**

**San Diego Ballroom C**

## CSWEP Open Meeting Space

**Sunday, 5 January 2020, 12:30 PM–3:00 PM**

**San Diego Ballroom C**

## What is CSWEP?

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

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

**Annually, CSWEP**

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

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

Visit **cswep.org** for more information.

# Directory of CSWEP Board Members