



NEWS

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2020 ISSUE IV

FOCUS: Ideas for Mitigating the Disparate Impact of COVID in Economics

Jonathan Guryan
Petra Moser

Economists have seen COVID-19 impact their friends and colleagues in disparate ways. Some of us have had family get sick, or lost loved ones. Some economists have become severely ill themselves. Some have lived with constant worry as their partners or family serve as frontline workers. Many of us have taken on the role of preschool or elementary school teachers at the same time as trying to pivot to remote

teaching or remote work. Many academic colleagues, particularly colleagues of color, have been important sources of support for college students and graduate students whose lives were thrown into disarray by the pandemic. The killings of George Floyd, Breonna Taylor, Amaud Arbery and the overdue national reckoning with racism that followed further heightened the demands on Black economists who are often called on for support and advice. Some colleagues have faced furloughs, elimination or reduction of non-tenure track positions, or financial challenges due to the job prospects of partners and family members. Importantly, the effects of the COVID-19 pandemic and the associated economic fallout have not been borne equally.

In June and July of 2020, CSWEP held two online panel discussions to address the disparate impacts of COVID on academic economists and economists in the government sector. Interest was high; the panels attracted roughly 400 attendees. In the academic panel, we hosted junior faculty and two deans to talk not only about how COVID has impacted researchers but also to discuss the policy tools that universities should consider in addressing the disparate impacts of COVID on researchers going forward. Panelists advised academics to document the impact of COVID on their productivity and advocate for themselves in the workplace. In the government panel, economists discussed how their work has become more crucial and time-sensitive, at the same time

as it has been more difficult to work to produce it. We also discussed ways the nature of the workplace might change permanently.

In this newsletter several of the panelists share their varied perspectives on the ways COVID has had disparate effects on economists—professionally and personally—and offer thoughts on ways our profession might address the overall negative effects of the pandemic and the inequality it has exacerbated.

Misty Heggeness, Principal Economist and Senior Advisor for Evaluations and Experiments at the U.S. Census Bureau, explains how COVID has caused professional and career loss (reduced productivity, interruption of sabbatical, cancelation of professional opportunities), the effects that kind of loss can have on mental health, and how the effects on mental health have been exacerbated by the additional responsibilities many—women in particular—have had to take on at home (childcare, care for older relatives, etc.). She writes about how she turned her research focus to the disparate effects of COVID on mothers with school-aged children, authoring a working paper entitled, “Why Is Mommy So Stressed? Estimating the Immediate Impact of the COVID-19 Shock on Parental Attachment to the Labor Market and the Double Bind of Mothers.”

Jevay Grooms, Assistant Professor of Economics at Howard University, describes how COVID has generated sources of stress that can affect our

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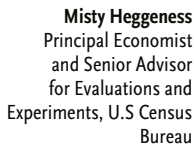
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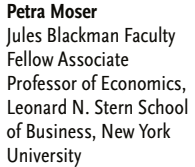
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From the Chair

Judith A. Chevalier

I want to start off by congratulating our 2020 Carolyn Shaw Bell Award and Elaine Bennett Research Prize winners. Nancy Rose, the Charles Kindleberger Professor of Economics at the Massachusetts Institute of Technology is the Carolyn Shaw Bell Award Winner. Professor Rose is a leading scholar of industrial organization and antitrust, a former AEA Vice President and Executive Committee Member and a former Deputy Assistant Attorney General for Economic Analysis, Antitrust Division, United States Department of Justice. Professor Rose has mentored and advised dozens of PhD students and has been a fierce advocate for women in the profession.

Stefanie Stantcheva is the Elaine Bennett Research Prize winner. A Professor of Economics at Harvard University, Professor Stantcheva is an important scholar of public economics, with key contributions to the theory of optimal taxation. Her work also makes contributions to labor economics, macroeconomics, and industrial organization.

On behalf of the CSWEP Board, I invite you to join us to celebrate Prof. Rose and Prof. Stantcheva. As you might expect, these celebrations will look a bit different this year. The awards will be presented at the CSWEP Annual meeting and Awards Presentation which will take place on Zoom on Sunday, January 3, from 2:30–3:30PM ET. At this event, we will share the 2020 *Annual Report on the Status of Women in the Economics Profession*. While we would have loved to celebrate in person, we have planned this event to be short and festive. All ASSA attendees are welcome to attend.

In addition to the annual meeting and awards presentation, there will be a full slate of CSWEP activities at these virtual meetings. CSWEP sponsors paper sessions at the AEA meetings every year as part of our goal of showcasing the work of junior and women economists. Once again, we have received extraordinarily strong submissions for our sessions. This year we have three CSWEP-sponsored sessions on the economics of

gender, including one session on gender and the economics profession, with lessons from other STEM fields. These sessions were organized by Shahina Amin, Petra Todd, and Lise Vesterlund. CSWEP is also sponsoring two sessions on entrepreneurship and innovation (organized by Petra Moser and Antoinette Schoar) and a session on the economics of inequality (organized by Jonathan Guryan and Jesse Rothstein).

For almost a decade, CSWEP has been hosting mentoring breakfasts at the ASSA meetings, with sessions for both junior economists and for mid-career women. Although we can't serve breakfast this year and the time window provided by the AEA for special events is not at a time normally associated with the consumption of breakfast, we are thrilled to host these events again this year. These mentoring opportunities are organized by Sebnem Kalemli-Ozcan, Sandy Black, and Petra Moser. The Mentoring "Breakfast" for Junior Economists will take place Monday, January 4, from 2:30–3:30PM ET. Our "Breakfast" for Midcareer Economists is scheduled for Tuesday, January 5, from 2:30–3:30PM ET. We encourage economists within six years of their PhD as well as graduate students on the job market of all genders to pre-register for the "Breakfast" for Junior Economists. The "Breakfast" for Midcareer Economists is designed for economists who have navigated their first promotion. For women in academia, midcareer 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 on prior breakfasts has always been very positive. Preregistration information is available in the "Calls and Announcements" section of this issue of the *News* as well as at [cswep.org](https://www.cswep.org). The organizers and I and are extremely pleased by the outpouring of volunteer mentors who emailed us when

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COVID-19 Gave My Career Mild Depression and Other Pandemic Tales

Misty L. Heggeness¹

I don't know where you were on March 12, 2020, but I was living my best career life. Just as the snow and frost were melting away in the land of Lake Wobegon, I was planning my biweekly return to DC; visiting my spouse, daughter, and son for a long weekend. Little did I know it would be my last moment experiencing Minnesota Nice before the COVID-19 shelter-in-place where everything came to a grinding halt.

As a spouse, parent and intellectual, I struggle to be productive with my research while living a normal family life. But I thought I had found a temporary solution in which I could prioritize productive research above the other important aspects of my life that were constantly pulling me in multiple

directions.

An amazing opportunity had presented itself in the spring of 2019. I was offered a 9-month visiting scholar position at the Federal Reserve Bank of Minneapolis' Opportunity and Inclusive Growth Institute. My spouse had just returned from a 6-month residence at the same institution and could hardly deny me the exact opportunity. I couldn't wait to be a "productively-single" adult again, discarding any and all real-life adult responsibilities like preparing family dinners or washing mounds of clothes. For this career-driven introverted mama, a short-term opportunity like this was like a dream come true.

My sabbatical started out great. I traveled to Minneapolis in September,

leaving my spouse and kids back in DC; returning to be with them every other weekend. I'm not going to lie. It was tough. All of a sudden, I found myself in hours-long phone conversations with my 11-year old daughter (she never did that when Dad was away), and everyone was sad or stressed. But, through it all, I was gloriously productive! I finally published my dissertation (a decade old) and another piece that had been trailing me for about five years. I submitted three other papers for review. I

1. Misty L. Heggeness is a principal economist and senior advisor for evaluations and experiments at the U.S. Census Bureau. Any thoughts, opinions, and errors expressed here are entirely her own and do not reflect any official position of the U.S. Census Bureau. Special thank you to my dear friend, Dr. Martha Aby, for her willingness to review, edit, and provide valuable feedback.

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mental health and may reduce our productivity. She offers insightful advice for tenure-track junior faculty who may be thinking about tenure review several years in the future, and describes her research with Alberto Ortega, Assistant Professor in the O'Neill School of Public and Environmental Affairs at Indiana University, and Joaquin Rubalcaba, Assistant Professor of Public Policy at University of North Carolina-Chapel Hill, documenting the disparate effects of the COVID pandemic on mental health.

Trevon Logan, Hazel C. Youngberg Trustees Distinguished Professor of Economics and Associate Dean in the College of Arts and Sciences at The Ohio State University, writes from his perspective as a dean and discusses how the decision many universities made to extend tenure clocks will affect economists. He encourages economists to carefully document the ways the COVID pandemic has affected their productivity and offers advice for assistant professors about what to document and

whom to talk with to best prepare themselves for their tenure review.

Jenna Stearns, Assistant Professor of Economics at the University of California-Davis, discusses the unequal effects of COVID on female economists' productivity. She reports on the results of a time-use study of academics she conducted with Tatyana Deryugina and Olga Shurchkov. Their survey shows that parents are spending less time on research than before the pandemic. Notably, mothers have reduced their research time more than fathers, and the reduction in research time by mothers is replaced with additional time in childcare. Her research also shows that gender-neutral tenure clock pauses—a policy adopted by many universities in response to the COVID pandemic—can exacerbate gender disparities.

Finally, Dania Francis, Assistant Professor of Economics at the University of Massachusetts Boston, looks to the future to point out the importance of universities in mitigating the disparate impact of COVID. Universities can take

steps now to institutionalize how COVID-related interruptions to research productivity should be taken into account in tenure reviews. Dania also notes that it would be helpful for colleagues in other disciplines participating in promotion reviews if the American Economic Association were to make a statement about the many ways in which COVID has affected economists' research. Finally, she calls on all of us to change how our institutions value the unequal service burden faced by women and underrepresented minorities.

Together our panelists not only discuss how COVID has affected the economics profession, but also present possible policies to mitigate the disparate impact of the pandemic. We are extremely grateful to all panelists for taking the time to participate, and we appreciate their contributions to this newsletter, especially at a time when the demands on their attention are extreme. Thank you! ■

Career Depression

started two new research projects. Overall, I was taking advantage of every free second I had to be productive with my research. It was amazing.

Then came March 12. The Bank was beginning to restrict travel due to COVID-19. I was worried I would get stuck in Minnesota—far away from my family. So, I asked the Bank to let me travel back to DC and work there for a month. By then, surely, all this COVID-19 nonsense will have passed, right? I cleaned out my office, packed up all my comfortable house clothes, and took my last plane ride back home. It was marvelous to be back with my family for more than a quick 2-day weekend hustle.

The day after I returned my kids' schools announced they were closing, and the state of Maryland (where I live with my family right outside DC) issued a stay-at-home order. That same day, the Minneapolis Fed went remote and visitors were not allowed back in the building until at least June. By then my time in sabbatical would be over. This is the moment where my life drastically changed.

The first few days of the pandemic stay-at-home orders felt magnificent. Kids were excited for the break. I was happy to be working from home and spending time with my family. We did bike rides and movie marathons. I gave my best attempt at a sourdough bread starter. We could all sleep in a little longer; slow our pace a little more. I was research productive—analyzing data and writing. But, for me, there was a slow and steady decline in my ability to maintain productivity.

My kids started online schooling but keeping them up to speed and settled into their new routine was demanding. Their emotional needs grew and grew as they got sick of being stuck inside and doing schoolwork through a computer with no in-person social interactions with friends and teachers. Preparing breakfast, lunch, and dinner became exhausting. I found I just couldn't manage all that plus my research—which by nature required long uninterrupted moments in order to advance.

Probably about a month into the pandemic, I had reverted to doing solely administrative and coordination tasks for work and my research productivity drew to a complete stop. It was around that time that my annual wellness check with my doctor was due—virtual of course. My doctor gave me a string of questions and proceeded to tell me I was mildly depressed. Depressed!

Reflecting, while I hadn't lost anyone to COVID-19, and I was lucky to be able to telework and be with my family, I had HUGE career losses: three more months of individual “single-lady” career productivity in Minneapolis (gone); participating in the Women in the World Summit 2020 onstage at Lincoln Center in New York City on April 1, which included being on a panel with Arianna Huffington to discuss marriage, finances, and gender (gone). Opportunities I wouldn't get back again.

On top of that, I was really struggling to balance this new pandemic lifestyle. Not being able (or having the energy or desire) to engage in research was making me sad and angry. I knew I needed to continue my research to be happy—but between helping kids with school, dealing with their emotional needs, continuous meal preps...I just couldn't.

My spouse is awesome and does way more than his share of taking care of our kids—but it still felt like too much for me. The responsibilities of work, maintaining the house, and handling the increasing emotional needs of my kids were daunting. Every fluttering emotional need my children had came straight into my lap. My daughter would complain she couldn't do the schoolwork; didn't understand it. Only mom could help. All it took was for me to literally sit next to her and she would somehow figure it out. But helping her deal with all the stress and anxiety induced by online schoolwork was draining. My son hated online school and needed constant monitoring. It frustrated everyone in the house. I was overwhelmed.

What I could do, though, was find other ways to take care of my mental health. I invested in a Fitbit and started

taking long walks every day around my neighborhood. I downloaded a yoga app and started doing yoga every day; I made my sleep routine and meditation a number one priority. All these things helped tremendously, but I still had the itch for research but no desire to work on current projects. And, I was angry at the raw in-your-face awareness of the heavy burden placed on women for domestic tasks and childcare responsibilities that this pandemic exposed.

I couldn't be the only one having this experience. I started worrying about the negative impact of COVID-19 on women's careers and labor force participation more generally. It was at that point that I decided to do what any good researcher would do—interrogate the data. I knew I was angry enough and passionate enough about the topic and could use that energy to reprioritize my time, focus, and energy. And I was right. It was easier to ignore the cries for attention and other household distractions when I was doing something with a larger purpose.

I downloaded data from my favorite source (ipums.org) and got to work. Using data collected monthly from the same individuals, I compared the impact of pandemic school closure and stay-at-home orders on the labor force participation of parents. Did moms and dads in early closure states experience higher rates of detachment from the workforce or changes in hours worked or pay than their counterparts in late closure states between 2019 and 2020?

The findings were telling. Moms of school age children in early closure states were 69% more likely to take leave from work than their late closure state counterparts. Dads reduced their work hours ever so slightly (1/2 an hour during a 40-hour work week). I found no impact on leave taken by dads or women without children. The full paper titled *Estimating the Immediate Impact of the COVID-19 Shock on Parental Attachment to the Labor Market and the Double Bind of Mothers* can be found [here](#). I wasn't alone. I found, at least, a limited amount of evidence that working



The COVID-19 pandemic has shifted our sense of normalcy. How we manage shared spaces may never return to pre-COVID conventions, or at least not for some time. For some faculty, COVID has had a disparate effect, whether it be parental responsibility, mental health distress, or the heavy weight of the national discussion on race. As a foster mother of two school-aged children, I have found myself under more pressure with school closures. This coupled with having a significant other whose industry has been severely impacted by COVID, has created a unique set of stressors. Although faculty have similar work expectations, our productivity is directly influenced by the fact that our personal responsibilities can look very different. The past several months have taught me to not assume that what I have experienced is common knowledge and when the time for tenure comes I need to be in control of my narrative.

To help address the disparate effects of COVID, I found myself setting realistic expectations for what I can do given my new environment. Additionally, I have begun to document my productivity and what impacts my research so

that I am prepared to discuss it when the tenure process starts. Although all faculty continue to cope with the difficulties of the new reality of COVID, assistant professors face additional complexities, such as having less exposure for their research and fewer networking opportunities. One thing I have found useful is senior colleagues, particularly my CSWEP mentors, setting up “coffees” with colleagues who can offer advice and potentially serve as letter writers in the future. Senior colleagues taking the initiative to help fill the gaps caused by the loss of conferences and seminars is crucial for junior faculty members’ scholarship.

Acknowledging the heterogenous effect of COVID, my co-authors and I are committed to better understanding its effect on vulnerable communities. One [current project](#) with Alberto Ortega (Indiana University), Joaquin Rubalcaba (University of North Carolina–Chapel Hill), and Edward Vargas (Arizona State University) uses unique survey data to look at mental health distress during the pandemic across employment typology (essential non-healthcare, essential healthcare, non-essential), and by race

and ethnicity. The prevailing theme is that, on average, all Americans surveyed reported high levels of mental health distress, but some racial and ethnic minorities report heightened levels relative to White respondents. In particular, we find that essential non-healthcare Black and Hispanic workers are between 27 and 63-percentage points more likely to report elevated levels of distress across all mental health inventories (*anxiety, worry, depression, pleasure, and sleep*) relative to their White counterparts. Our findings highlight the additional dimensions to which Black and Hispanic Americans are disproportionately affected by the Coronavirus pandemic. Furthermore, it calls into question how essential worker classifications, compounded by U.S. unemployment policies, are potentially amplifying the mental health trauma experienced by workers.

With schools closed and daycare not a viable option for everyone, some parents have found themselves in a predicament, managing their children’s education while maintaining full-time employment. In another project (forthcoming in *Educational Researcher*) with the previously mentioned co-authors and Cassandra Davis (University of North Carolina Chapel Hill), we highlight how parents and guardians have been catapulted into a new role as *proxy educators*, introducing them to additional stressors. This is especially important given the body of research on teacher burnout and student outcomes. As we all continue to grapple with the stressors of this new normal it is also important that we as researchers identify the disparate effects on mortality, morbidity, and beyond so that we can adequately contribute to the conversation on how we will chart a path forward that considers the needs of all Americans. ■

Career Depression ↑

mothers were experiencing a unique struggle during the pandemic.

There is so much more we don’t know. What will the long-term impacts be? What will happen to the gender wage gap and other inequalities we care about? It became clear to me that if policymakers didn’t act now, female labor force participation would take a major hit at the end of this global crisis. So I [wrote about it](#) and have been trying to raise a voice to the issue ever since.

I’m still worried. Worried for my own family and how we are going to manage pandemic schooling and work this fall. Our school district just put out its virtual fall plans, which seem to

require elementary students to be engaged in and out on Zoom for 6+ hours a day. That will clearly need adult supervision. Who is going to do it when the adults are trying to work? If the data is any indicator, it will primarily be moms. Many of whom will have to stop working to help their kids with online schooling because they lack the financial resources to hire someone else to do it.

As for me, you will find me out taking long walks on cool fall evenings, meditating, and otherwise trying to take care of myself—because my family, friends, and colleagues need me at my best if I’m going to do my part to help us all survive in this new pandemic life. ■

One Dean's View on Faculty Work During COVID

Trevon Logan

The impact of COVID on your professional life depends critically on both where you are in terms of your career and also your institution. It's important to think about what something like COVID means for a large institution, because decisions are made to balance the interests of several different constituencies, beyond the level of departments or even colleges. At a smaller institution, you may have less bureaucracy, and this could mean a more specialized or nuanced response to your particular situation.

There are some critical questions you want answers to now. What is going on and what are the decisions that are being made? How will they impact you? And who are they being made for? Almost every university very quickly decided to extend the tenure clock for assistant professors in light of the pandemic. That's typically the way universities operate for these sorts of policies. This decision was not guided by any particular concern for the social sciences, and certainly I never heard anyone say anything about economists when they were making this decision. They were driven primarily by laboratory sciences, which had to completely shutter their labs.

It is not clear that the one-year extension to the tenure clock is going to be enough for junior faculty, and most administrators know this right now. The belief in March and early April was that this would all be over by mid-Summer 2020. It certainly is not over as of September 2020, and in some parts of the United States the situation is declining. We see that some campuses have closed again. We could lose the entire 2020–2021 academic year in terms of reasonable ways in which faculty could make progress on their research. For this reason, I encourage you to contact your department chair and your deans about this particular issue now. If the conversation does not begin now, the

effects of COVID on junior faculty will become an issue in three to four years, when these faculty begin to go up for promotion and tenure.

Even though the decision to extend tenure clocks was not guided by social science, we need to think hard about what the pandemic means for us as economists. The work environment during COVID creates a great deal of uncertainty. If there is a discipline which knows the impacts of uncertainty on productivity, it is economists, and we should be thinking about ways to communicate this to decision-makers in administrative positions. Take proactive steps to make COVID a part of your record. The issue is, how will this be remembered and recorded two to five years from now? Unless you actively document your record now, it will be difficult to make a case for the effect of COVID on your record in the future. Minimize the burden on your time by cataloguing the extra work you do as a result of COVID (such as switching courses to blended or online) as you do it, just as you would do with other features of your dossier for your P&T file. In particular, document the following:

1. Research Productivity

We should not expect the same research productivity if people do not have access to the same research environment in multiple dimensions. There are lots of things that have negative impacts on our research productivity when campus is shuttered and travel is restricted. Our networking opportunities, co-authoring opportunities, and our physical interactions with other scholars that can actually spark new ideas are severely limited in a virtual environment. A lot of junior faculty I know get a lot of work done at conferences because it's the one time they can see their co-authors. This lack of opportunity is going to generate a significant loss to junior faculty, and particularly junior faculty with children.

In addition to not being able to travel and network, you might not be able to spend all of the money that you have been promised right now. This is something that clearly has a negative impact on you getting your work done, and you need to very carefully document that. Although this type of record-keeping is primarily the university's responsibility, it has an impact on you that you need to be able to articulate.

COVID is also likely to have a negative effect on your frequency of publication. Given the already extensive lags in the publication process in economics, if the turnaround time of outlets slows even more, this will hurt junior faculty. Economics is already in the tail of the distribution of social science scholarship in terms of time from submission to publication, and if more papers are being submitted now because some members of the profession are experiencing a positive productivity shock, this could move us even further away from a faster and more equitable publication process. Your department and committees need to make a case for you regarding how the profession operates. This is advocacy your department should be doing already, but they may need to redouble their efforts in light of the pandemic.

2. Evaluation of Teaching

Another aspect of the COVID environment that we should stress is the amount of time it takes to do quality instruction, and quality instruction online. We moved courses online and the range of quality for those courses is highly variable. Typically, if a faculty member makes the investment into online learning, they would start by attending an in-person seminar in order to learn how to do online instruction. Now, faculty are learning how to do online instruction sub-optimally, and the students actually know and can see this. My conjecture is that there was much

COVID-19 Has Long-Term Implications for Gender Disparities in Economics

The COVID-19 pandemic and accompanying restrictions have affected everyone, causing severe health and economic consequences for many workers and their families. In general, academics have been relatively shielded from the widespread job loss and substantial earnings reductions more common among workers in other occupations. But economists and other academics still face important COVID-19 related challenges which continue to affect their physical and mental health as well as their work productivity. Some economists have become severely ill with SARS-CoV-2 infection, and others are caring for sick or at-risk family members and friends. Many are experiencing a heavy emotional toll associated with decreased social stimulation and increased anxiety and stress over health and safety. These negative shocks to well-being also often lead to impacts on work behavior, and the pandemic has directly affected academic productivity in other ways as well. The shift to work

from home, physical distancing requirements, and full shutdowns or other ongoing worksite restrictions continue to limit access to key work resources including labs, equipment, data, human subjects, and the ability to operate or monitor field sites. Cancelled conferences and seminars make networking and informal peer review more difficult. The switch to online teaching is proving costly for many instructors, taking time away from research and other activities.

On top of all this, parents face another particularly challenging set of issues associated with COVID-19. As schools and daycares shut down abruptly, parents of young children have had to act as homeschool teachers and full-time childcare providers alongside working from home. With many school districts across the country opting to start the new academic year in distance learning, childcare remains a major challenge for parents.

These COVID-19-related disruptions have almost certainly affected the time

use and productivity of economists and other academics. But how have they affected existing gender disparities, particularly among parents? Even before the pandemic, female academics spent considerably more time in childcare than their male counterparts. If the increased childcare responsibilities associated with COVID-19 continue to fall primarily on mothers, women will bear the brunt of the career consequences. But if male and female academic parents are both now more likely to work from home, the division of labor within a household could change in a way that results in a more equal sharing of caregiving duties.

Although the long-term effects of the pandemic are not yet known, recent evidence suggests that academic parents have not equally assumed these new childcare responsibilities. In a recent time use survey of academics I conducted with Tatyana Deryugina and Olga Shurchkov, we find that while both mothers and fathers report spending

One Dean's View

more investment into quality instruction among women in the profession and women in the professorate more generally than men. Part of this could be due to the likelihood of negative course evaluations for women faculty, especially in STEM areas like economics. We should not expect the same student evaluations or even teaching quality when the method of transmission of teaching and the type of teaching is still in flux.

3. Tenure Letters

When it comes to tenure letters, priority one is to understand your institution's rules for promotion and tenure, and what does and does not go into an external letter of evaluation. These vary by institution. At my institution, the letters only pertain to research. There is

no discussion of anything that will be actually related to COVID-19 in particular, unless it is about how it has affected the pace of research. Some universities explicitly ask letter writers to evaluate candidates relative to a cohort defined by "stage of career," which can be very vague, so people usually and typically use PhD vintage. That is not going to be an effective control for the coronavirus. Universities, provost's offices, colleges, and departments must start looking at the language that describes how people are evaluated, particularly when they're asking letter writers to evaluate research productivity. Begin this conversation with your department head, and unite with other junior faculty to lobby for changes.

At my institution and many institutions, letters do not speak to teaching,

service, or the question of whether or not someone would merit promotion and tenure at their own institution or at Ohio State. If there is scope for letters at your institution to address these issues, then it is something that you should consider.

Know the specific rules and regulations of your own institution as you begin to navigate this process for what I hope will be a positive outcome, not only for promotion and tenure, but more specifically for getting past the pandemic. Begin a conversation with your chair about what you should and should not include in your annual review process, and keep as thorough an accounting as possible of your time and progress as possible. ■

Long-Term Implications

less time on research than they did before the start of the pandemic, mothers have reduced their research time significantly more than fathers. This research time is replaced with childcare. Mothers have spent about three more hours per work day in primary childcare on average since the start of the pandemic. Academic fathers have also substantially increased their time spent providing primary childcare, but by significantly less than mothers. As mothers already spent more time in childcare than fathers, the pandemic has exacerbated the existing childcare gender gap in this sample by nearly 50%. Another recent survey of Canadian economists conducted by the Canadian Women Economists Committee finds that more women than men identify childcare and homeschooling as an important barrier to their productivity during the pandemic. The same survey also shows that female economists are more concerned about effects on research output, tenure and promotion, and fall teaching compared to their male counterparts.

In fact, recent research suggests that these gender differences in perceived barriers and time use translate into productivity gaps. Early evidence suggests that men have been relatively more productive than women since the onset of the shutdowns. Even by April, journal editors started to informally comment on differential trends in the gender composition of authors on submitted papers. Although it is too early to look at effects of COVID-19 on peer-reviewed publications in economics, working paper submissions by female authors **fell** by about five percentage points following the shutdowns. As women made up only about one quarter of authors prior to the start of the pandemic, this effect represents about a 20 percent drop relative to the mean. We might expect submission rates to continue to diverge going forward, as childcare remains restricted and many of the working papers released over the past few months were likely already in progress prior to the start of the pandemic.

Similar gender gaps in working papers appear to exist in other disciplines as well, including biological sciences, earth sciences, health sciences, and other social sciences. In many disciplines, women also represent a disproportionately small share of authors on COVID-19-related research compared to non-pandemic-related work. Although there are several potential explanations for this finding, it may indicate that female academics are spending less time on new projects.

If these productivity gaps persist into differences in eventual publication rates or publication quality, then the pandemic will affect placement, tenure, and promotion decisions not just now but for years to come. To the extent that institutions want to account for these unexpected and hopefully temporary productivity shocks affecting many faculty members and graduate students, designing university policy will be important.

Tenure clock stopping policies are one of the most common types of policy that universities have implemented in response to COVID-19. Unlike pre-existing clock stopping policies which have specific eligibility criteria such as the birth of a child, these COVID-19-related policies generally apply to all assistant professors regardless of circumstance (though some universities have “opt-in” policies while others require eligible faculty to “opt-out”). Such policies are limited because they only affect junior tenure-track faculty members, and do not apply to tenured professors, non-tenure-track faculty, other academic researchers and post-docs, or graduate students. Furthermore, these policies do not adequately account for the differential effects of the pandemic on productivity across demographic groups. Gender-neutral tenure clock stopping policies for having a child actually exacerbated gender disparities in economics, and the mechanisms at play in that setting may apply here as well. While tenure clock stopping policies are easy to implement and relatively costless for universities, we need to be aware of the

potential for differential impacts across gender and family status. It is important to keep in mind that these and other equal access policies do not necessarily imply increased equity in outcomes.

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. We are looking for liaisons from the following colleges and universities:

Hunter College, CUNY
Ripon College
Sewanee University of the South
DePauw University
Randolph-Macon College
University of Cincinnati
Lehigh University

If you know individuals at these institutions who you think might be interested in serving as a CSWEP Liaison, please encourage them to contact us at info@cswep.org. 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.

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 info@cswep.org.

Strategies to Stem the Disparate Impact of COVID-19 on Faculty of Color

Dania V. Francis

As an Assistant Professor I am writing largely from my own experiences, and also somewhat from my understanding as a researcher who studies racial disparities in education, wealth, and labor markets.

To give you a little background on my own COVID-19 adjustment experience, I am mother of two young children—ages 4 and 8. My partner is an essential worker who works outside of the home with an unpredictable schedule. That leaves the lion's share of the day-to-day care of our children to me.

Professionally, two of my ongoing research projects that involved teachers and school counselors in K-12 settings have been disrupted, but I do have other research that I continued, and new opportunities that have opened up. I was only teaching one course during the Spring 2020 semester that I had to convert to remote for the last two months. My course grades were due on May 29, so naturally I turned them in at 11:55 PM that night and looked forward to a calm month of June where I could regroup and reassess.

That changed after the murders of George Floyd, Breonna Taylor, and Ahmaud Arbery spurred a national conversation on race in June 2020. This impacted me both because I am a researcher who studies racial disparities, and because I am a human, a Black woman and mother of Black children in this country. This is the backdrop from which my comments emerge.

I have two main points I'd like to address. First, any steps universities decide to take to address COVID-19 career disruptions should be institutionalized in order to account for the fact that our collective memories can be very short. Simply saying "we'll be sure to take COVID issues into account" now is not very reassuring that four to five years from now, when a newer assistant professor goes up for tenure, her colleagues (or

letter writers) will remember the extent of the disruptions COVID-19 presented.

A general statement from the university should go out with all tenure packets sent to letter writers reminding them of COVID-19 challenges broadly and how that particular university has agreed to take those challenges into account for their faculty. Disciplinary organizations like the American Economic Association should create a statement indicating how COVID-19 may have particularly impacted members of that discipline. As an economist, if I were serving on a college-level tenure and promotion committee, reviewing someone in the Anthropology department, I would appreciate a statement from the leading anthropological association that tells me potential ways anthropologists' research might have been affected by COVID-19, which I imagine is very different from how economists' research might have been affected.

If broad, university- and discipline-specific statements address the potential challenges an individual might face, then when a scholar includes an individual-specific statement of how COVID affected her, it will seem less like excuse-making and be taken into better context.

My second main point involves changing institutional and professional norms around what counts toward career advancement. Women and underrepresented minority men are being asked to contribute unequal service burdens during both the pandemic and the nation's reckoning with race—committees on racial disparities, reading or drafting statements on race, etc. This is work that should be valued and weighted significantly for promotion and tenure because it represents significant contributions to the university, the profession, and the world.

The main argument I have heard in response to calls for institutional change is "but this will require cultural

change in academia ... that can take a long time ... and may never happen."

But this reminds me of an anecdote I heard recently:

A couple watched a commercial that said they should check in on their elderly neighbors during the pandemic to make sure they are okay and maybe help them get groceries. The couple, thinking that sounded like a great idea, began to think about which of their neighbors they could help out. As they ran down the list of their neighbors, they came to a startling realization... "we ARE the elderly neighbors."

To my senior colleagues who say that cultural change in an institution is difficult, I say, look around. You ARE the culture-bearers of your institutions. Ask yourselves, are you perpetuating incentive structures that are inconsistent with what you say you value because "that's the way it's always been done," OR can you be the first cohort of deans, chairs, and senior departmental colleagues to put proper weight on the service your women and underrepresented minority colleagues are contributing.

If you fear resistance to a realignment of incentives, put a clear picture in your head of who you think would be doing the resisting. If their titles are all followed by (or soon to be followed by) emeritus, then the resisters to cultural change are no longer the ones in charge. This is not being disrespectful. We can still acknowledge and revere the contributions of these scholars to our field and our institutions without continuing to adhere to their misaligned incentive structures.

These are two ways individuals and universities can work to stem the disparate effect of COVID-19 on women and faculty of color that would likely end up contributing to institutional changes that benefit all members of our discipline. ■

we first issued our call for mentors. We are very grateful to the people who take the time for this and our other CSWEP activities at the meetings.

Immediately following the meetings, the 2021 CeMENT Mentoring workshop for Faculty in Doctoral Programs and the CeMENT Mentoring workshop for Faculty in Non-Doctoral Programs will begin. We are pleased that the AEA Executive Committee supported our request to move both workshops to an annual cadence. Martha Bailey leads the program for Faculty in Doctoral Programs and Jessica Holmes leads the program for Faculty in Non-Doctoral Programs. Our two directors have made great efforts to ensure that this year's virtual program is as meaningful and effective as our live programs have been in the past. They have coordinated extensively. Serving as a mentor at CeMENT is one of the most time-consuming tasks that we ask of people and we are especially grateful to the people who agree to serve as mentors for this program.

During the pandemic, CSWEP has been active in organizing virtual events. At the Southern Economics Association meeting in November, Jen Doleac and Maya Rossin-Slater hosted our first CSWEP graduate student mentoring workshop. Jen Doleac has also organized a robust set of sessions and mentoring events for the meetings. The graduate student workshop is modeled after a workshop that Maya Rossin-Slater created at Stanford University and CSWEP was pleased to help offer this workshop experience to a larger group. We will have a full slate of activities at other regional workshops in 2021.

I hope that readers of the *News* have noted our ongoing series on jobs for economists outside of academia, organized by Stephanie Aaronson and co-sponsored by the Brookings Institution. We have had two excellent and informative panels about job opportunities in government, and at this writing, have one planned for November featuring economists from the private sector. Anusha Chari has organized a series of webinars on "Fireside Chats with AEA Journal Editors: Demystifying the Publication

Process." Each session consists of a short 30-minute interview with a journal editor who explains how decisions are made at the journal and answers questions. Our first interview, with AER editor Esther Duflo, attracted nearly 500 participants. A number of people have volunteered their time for these career development workshops, and we are extremely grateful to them and to Stephanie Aaronson and Anushi Chari for organizing. Please check the website for our evolving series of webinars.

This summer we hosted two well-attended webinars on the pandemic and its impact on economists, their work, and their productivity. The first panel was focused on academic economists and was structured as a conversation between junior faculty panelists and two panelists who serve in decanal roles at their universities. The second panel was focused on government economists. Our Focus section in this issue of the *News* grows out of these panels. The section, organized by Jonathan Guryan and Petra Moser, contains written contributions from a number of the panelists from our webinars.

The Focus pieces are thoughtful and represent a wealth of perspectives. These contributions contain *information*, demonstrating the work that economists are doing in helping us understand this pandemic. For example, Jenna Stearns describes her research on academic productivity during the pandemic and Misty Heggeness describes her work on the labor market participation of mothers during the pandemic. Jevay Grooms describes her research examining the mental health distress of workers in different roles and the disproportionate impact of the pandemic on Black and Hispanic Americans. Our contributors also provide poignant reflections on their *personal experiences* and share how they were impacted personally both by the pandemic and by the deaths of Breonna Taylor, Ahmaud Arberry, George Floyd and the ensuing calls for racial justice. For readers of the *News* who have found these last months extremely challenging—these writers make it clear that you are not alone. Our contributors provide

advice. For example, Dean Trevon Logan provides detailed information about how to document COVID's impact in a tenure file. Every junior faculty member should read his piece! Finally, our contributors, importantly, *call for change*. Dania Francis argues in her essay that academic institutions (and I would argue government institutions and other places that employ economists) need to understand and value the work being done disproportionately by women and minority men—both during the pandemic and this period of racial conversation, but also more generally. She argues that individual senior economists can play an important role in driving this cultural change. I recommend these pieces to our readers of the *News* and am grateful to Petra Moser, Jon Guryan, and the contributors, all of whom are working especially hard during these challenging times.

I am entering my third and final year as CSWEP Chair. In January, Sandy Black and Sebnem Kalemli-Ozcan will finish their successful terms as at-large member and Associate Chair for mentoring, respectively. While we will miss their contributions, I am delighted that Kasey Buckles will replace Sandy Black and Anusha Chari will step into the Associate Chair for Mentoring role. Our Midwestern Representative Shahina Amin and our Associate Chair for the Survey Maggie Levenstein will be staying on for another term. We are also pleased to announce that, in addition to our traditional Eastern Representative, Southern Representative, Midwestern Representative, and Western Representative roles, we have created a new Washington DC representative position. Stephanie Aaronson has agreed to be our first Washington DC representative. We will be discussing our DC outreach more in an upcoming issue of the *News*. Our board members work very hard in their roles, and I am grateful for the work that our board members stepping down have done, as well as the work of those who are continuing in their service. I also want to thank the AEA staff who have helped us pivot to providing our engagement online, particularly our Committee Coordinator, Rebekah Crowe. ■

Calls, Announcements, and Sessions at Upcoming Meetings

Call for Mentees and Mentors, CSWEP Mentoring “Breakfasts” @ 2021 ASSA Virtual Meetings

Each year, CSWEP hosts mentoring breakfasts at the ASSA meetings. Because of the way the virtual meetings are scheduled this year, our events won't be held at a traditional breakfast hour. Nonetheless, we are eager to adapt our popular mentoring breakfasts to the new virtual format.

CSWEP will host two mentoring “breakfasts” at the AEA meetings this year. The Junior Mentoring Event is for untenured assistant professors or equivalent (approximately 6 years or fewer since Ph.D.) or graduate students on the job market. We welcome mentees of all genders. At these informal meet-and-greet events, senior economists will be on hand to provide mentoring and networking opportunities. Topics covered at the Junior Mentoring “Breakfast” will include research and publishing, teaching, grant-writing, job search, work-life balance and the tenure process. Mentees will rotate throughout the event so that they may have the opportunity to connect with the greatest number of mentors.

The Mid-Career Mentoring “Breakfast” creates an opportunity for exchange and peer mentoring for mid-career economists. This event is intended for women and nonbinary economists who have obtained a first promotion. For academic economists, the intended mentee is a tenured associate professor. Mentees who are newly tenured at an academic institution or nonacademic economists in a similar career stage are welcome to attend. Mentoring sessions will be facilitated by senior mentors and will center on managing the service demands that tend to follow promotion and other challenges of midcareer.

The Junior Mentoring “Breakfast” will be held virtually on Monday, January 4, 2021, 2:30PM–3:30PM ET

The Mid-Career Mentoring “Breakfast” will be held virtually on Tuesday, January 5, 2021, 2:30PM–3:30PM ET

To register, click the links above and follow the Eventbrite.com registration prompts.

If you are a senior economist who is interested in serving as a mentor for either event, we'd love to have you join us! To register as a mentor, send an email to info@cswep.org indicating the date(s) you are able to attend.

We look forward to seeing you there!

Call for Mentors and Mentees for the Adopt a Paper Mentoring Program

DEADLINE: 31 December 2020

Adopt a Paper is a new mentoring program aimed at providing feedback to junior scholars in the field of economics. Junior scholars submit a working paper to the program, and receive comments from a senior scholar who volunteers to provide constructive feedback on the content of the paper as well as publication advice. Most early career scholars find it difficult to receive comments on their research outputs post-graduation, prior to submission for journal publication. Lack of feedback is exacerbated by limited access to prestigious conferences and workshops, and paucity of seminar invitations. The Adopt a Paper program aims to expand and diversify access to high quality feedback by allowing junior scholars to receive comments on a research paper from a senior scholar in their field. Mentors and mentees of all genders are welcome. We especially encourage mentee applications from women and underrepresented minorities. If you are a senior scholar, please consider providing this service to the profession. The deadline to sign up as a mentor or apply as a mentee is **December 31, 2020**. The program is run by Elira Kuka (George Washington University) and Danila Serra (Texas A&M University). To participate as either a mentor or mentee, please visit: www.adoptapaper.org. For more information, please email: adoptapaper@gmail.com

Call for Papers, CSWEP Sessions @ 96th Western Economic Association Conference

27 June–1 July 2021

*Hilton Hawaiian Village
Honolulu, Hawaii*

DEADLINE: 15 January 2021

CSWEP will be sponsoring sessions at the 2021 Western Economic Association International (WEAI) conference.

Several sessions will be organized by Catalina Amuedo-Dorantes (CSWEP Western representative). One or two sessions will be on the broad topic of international migration, immigrants, and immigration policy—especially in relation to COVID-19 and the pandemic. 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, 2021**, to:

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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, American Economic Association Summer Economic Fellows Program

DEADLINE: 1 February 2021

Sponsored by the American Economic Association and originally funded by a National Science Foundation grant, the Summer Economics Fellows Program is designed to increase the participation and advancement of women and underrepresented minorities in economics. Fellows spend a summer in residence at a sponsoring research organization or public agency, such as a statistical agency or a Federal Reserve Bank. Summer economics fellowships are available to senior graduate students and junior faculty.

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.

Applications are due by **February 1, 2021**. Please follow the below link to the online application.

2021 Summer Economics Fellows Program Application

Sponsors will receive applications by February 15. Sponsors are asked to make initial offers by March 25 and to hold initial offers open until April 2. Final notifications are anticipated by May 1.

For more information, visit [our website](#) or, contact Dan Newlon, Coordinator AEA Summer Economics Fellows Program at dan.newlon@aeapubs.org.

Upcoming CSWEP Sessions @ Allied Social Science Association 2021 Virtual Annual Meeting

3–5 January 2021

NOTE: All times are Eastern Standard Time.

Marriage and Children

**Sunday, 3 January 2021,
10:00 AM–12:00 PM**

Chair: Patricia Cortes (Boston University)

Marriage market and labor market sorting

Ana Reynoso (University of Michigan), Ilse Lindenlaub (Yale University), Paula Calvo (Yale University)

Discussant: Patricia Cortes (Boston University)

Institutional reform, information and de facto access to women's legal rights: evidence from Pakistan

Erica Field (Duke University), Kate Vyborny (Duke University)

Discussant: Alessandra Veona (University of Chicago)

Born in the family: preferences for boys and the gender gap in math

Gaia Dossi (London School of Economics), David Figlio (Northwestern University), Paola Giuliana (University of California–Los Angeles), Paola Sapienza (Northwestern University)

Discussant: Ashley Swanson (Columbia University)

Toward better informed decision-making: the impacts of a mass media campaign on women's outcomes in occupied Japan

Yoko Okuyama (Uppsala University)

Discussant: Emily Oster (Brown University)

Innovation

**Sunday, 3 January 2021,
12:15 PM–2:15 PM**

Chair: Petra Moser (New York University)

The life cycle of employers and their occupational mix

Sara Moreira (Northwestern University), Elizabeth Weber Handwerker (U.S. Bureau of Labor Statistics), David Piccone (U.S. Bureau of Labor Statistics)

Discussant: John C. Haltiwanger (University of Maryland)

The effects of prize structures on innovative performance

Elizabeth Lyons (University of California–San Diego), Joshua Graff Zivin (University of California–San Diego)

Discussant: Daniel P. Gross (Duke University)

The education-innovation gap

Barbara Biasi (Yale University), Song Ma (Yale University)

Discussant: Kevin Stange (University of Michigan)

Technology adoption and productivity growth during the Industrial Revolution: evidence from France

Reka Juhacz (Columbia University), Mara P. Squicciarini (Bocconi University), Nico Voigtländer (University of California–Los Angeles)

Discussant: Walker Hanlon (New York University)

CSWEP Business Meeting and Awards Presentation

**Sunday, 3 January 2021,
2:30 PM–3:30 PM**

Economics of Inequality

**Sunday, 3 January 2021,
3:45 PM–5:45 PM**

Chair: Susan Athey (Stanford University)

Estimating the impacts of obstetric care on maternal and child health using obstetric unit closures in the United States

Stefanie Fischer (California Polytechnic State University–San Luis Obispo and IZA), Heather N. Royer (University of California–Santa Barbara, IZA and NBER), Corey White (California Polytechnic State University–San Luis Obispo, and IZA)

Discussant: Maya Rossin-Slater (Stanford University)

Mentoring and the dynamics of affirmative action

Michèle Muller-Itten (University of Notre Dame), Aniko Oery (Yale University)

Discussant: Susan Athey (Stanford University)

The impact of automation and inequality across Europe

Mary Kaltenberg (Pace University), Neil Foster-McGregor (Maastricht University)

Discussant: David Deming (Harvard University)

Calls, Announcements, Sessions

Financing Entrepreneurship and Innovation

**Monday, 4 January 2021,
10:00 AM–12:00 PM**

Chair: Antoinette Schoar (Massachusetts Institute of Technology)

Common ownership and startup growth

Jillian Grennan (Duke University), Katherine Waldo (Georgetown University), Ofer Eldar (Duke University)

Discussant: Richard R. Townsend (University of California-San Diego)

Does private equity investment in healthcare benefit patients? Evidence from nursing homes

Sabrina T. Howell (New York University), Atul Gupta (National Bureau of Economic Research), Constantine Yannelis (University of Chicago), Abhinav Gupta (National Bureau of Economic Research)

Discussant: Anusha Chari (University of North Carolina-Chapel Hill)

The unobserved return from entrepreneurship

Sarada Sarada (University of Wisconsin-Madison)

Discussant: Manuel Adelino (Duke University)

The effect of student debt on entrepreneurship: evidence from online social networks

Menaka Hampole (Northwestern University)

Discussant: Constantine Yannelis (University of Chicago)

Gender Bias/Discrimination (Gender Bias in Various Occupations)

**Monday, 4 January 2021,
12:15 PM–2:15 PM**

Chair: Petra Todd (University of Pennsylvania)

Gender stereotyping in sports

Marina Morales (University of Zaragoza), Miriam Marcen (University of Zaragoza), Almudena Sevilla (University College London)

Discussant: Betsey Stevenson (University of Michigan)

Gender attitudes in the judiciary: evidence from U.S. circuit courts

Arianna Ornaghi (University of Warwick), Daniel Chen (Toulouse School of Economics), Elliott Ash (ETH Zurich)

Discussant: Amanda Pallais (Harvard University)

Gender roles, occupation choice, and the gender wage gap

Amanda Weinstein (University of Akron), Heather Stephens (West Virginia University), Carlianne Patrick (Georgia State University)

Discussant: Judith Hellerstein (University of Maryland)

Gender bias in performance assessments: evidence from teachers

Anne Fitzpatrick (University of Massachusetts-Boston), Sabrin Beg (University of Delaware), Adrienne Lucas (University of Delaware)

Discussant: Heather Sarsons (University of Chicago)

CSWEP Mentoring “Breakfast” for Junior Economists (pre-registration required)

**Monday, 4 January 2021,
2:30 PM–3:30 PM**

Career Progression—Glass Ceiling

**Tuesday, 5 January 2021,
12:15 PM–2:15 PM**

Chair: Lise Vesterlund (University of Pittsburgh)

Female peer effects in career outcomes: evidence from MBA students

Francesca Truffa (Northwestern University), Menaka Hampole (Northwestern University), Ashley Wong (Northwestern University)

Discussant: Marianne Bertrand (University of Chicago)

Hidden talents: managers, applications, and the gender gap

Ingrid Haegle (University of California-Berkeley)

Discussant: Lori A. Beaman (Northwestern University)

Follow my lead: assertive cheap talk and the gender gap

Ketki Sheth (University of California-Merced), Shanthi Manian (Washington State University)

Discussant: Lise Vesterlund (University of Pittsburgh)

Strength in numbers: a field experiment in gender, influence, and group dynamics

Olga Stoddard (Brigham Young University), Chris Karpowitz (Brigham Young University), Jessica Preece (Brigham Young University)

Discussant: Yan Chen (University of Michigan)

CSWEP Peer Mentoring “Breakfast” for Mid-Career Economists (pre-registration required)

**Tuesday, 5 January 2021,
2:30 PM–3:30 PM**

Women in the Economics Profession with Lessons from Other Stem Fields

Tuesday, 5 January 2021, 3:45–5:45 PM

Chair: Shelly Lundberg (University of California-Santa Barbara)

Who belongs? How much is belonging worth? The determinants and effects of selective membership in the economics profession

Marieke Kleemans (University of Illinois-Urbana-Champaign), Rebecca Thornton (University of Illinois-Urbana-Champaign)

Discussant: Shelly Lundberg (University of California-Santa Barbara)

Female science advisors and the STEM gender gap

Serena P. Canaan (American University-Beirut), Pierre Mouganie (American University-Beirut)

Discussant: Lisa D. Cook (Michigan State University)

Can women teach math (and be promoted)? A meta-analysis of gender difference across student teaching evaluations

Cassandra Batz-Barbarich (Lake Forest College), Amanda Felkey (Lake Forest College)

Discussant: Jonathan Guryan (Northwestern University)

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Brag Box

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

Deborah M. Figart, Distinguished Professor of Economics at Stockton University, will receive the Veblen-Commons award from the Association of Evolutionary Economics (AFEE) at the ASSA/AEA meetings in January 2021. There will be no luncheon before her address at these virtual meetings. Look for her paper, based on the address, in the June 2021 *Journal of Economic Issues*. Congratulations, Deborah, on this outstanding achievement!

Kalena Cortes, Associate Professor of Public Service and Administration at Texas A & M University, was recently named a Presidential Impact Fellow by Texas A & M. This prestigious award "recognize[s] rising stars in their respective fields, and those who embody the university's commitment to advancing knowledge through transformational learning, discovery, innovation and impact for Texas and the world." See the full announcement at <http://dof.tamu.edu/Awards-and-Honors/PRESIDENTIAL-IMPACT-FELLOWS/2020-PIF-Recipients>. Congratulations, Kalena!

We want to hear from you!
Send announcements to
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