



## From the Chair

Happy New Year! 2023 was a busy year for CSWEP as we returned almost entirely to in-person events throughout the year. This issue of the *News* includes the 2023 CSWEP Annual Report describing the numerous activities we organized over the past year and the results from our much-awaited annual survey on the status of women in academic economics. My letter briefly summarizes some notable highlights.

First, I have some excellent news to report on the fundraising front. Since 2022, members of the CSWEP board have worked hard to seek additional partnerships and funding for activities to increase our mentoring opportunities. In partnership with the AEA's Committee on Equity, Diversity and Professional Conduct (CED-PC), CSWEP successfully secured a multi-year grant from Co-Impact totaling \$995,000. Titled "Improving the Climate in the Economics Profession," the funds will facilitate the implementation of various initiatives over a three-year period. We are proud that CSWEP was the sole recipient of the global Women in Leadership grant awarded by Co-Impact in 2023. Marianne Bertrand and Donna Ginther participated in writing the grant from CEDPC while Kasey Buckles, Misty Heggeness, Yana Rodgers, and I wrote on behalf of CSWEP.

We are thrilled about the opportunities this funding presents, enabling us to introduce a range of new

## Anusha Chari

programs. These initiatives will encompass department chair workshops, bystander training, graduate student workshops for level setting, additional support for our mid-career workshop, a women in leadership workshop, and the creation of best practice videos. Many of these programs will undergo a design phase in 2024 to refine their programming, with a planned launch in 2025.

The Co-Impact grant comes on the heels of the \$1 million grant from the Sloan Foundation to establish the CSWEP-SSRC Women in Economics and Mathematics **Research Consortium**<sup>1</sup> in 2022. We are pleased to report that the consortium is in full swing. The funded projects focus on research that tests, replicates, and scales interventions designed to increase women's representation in economics and mathematics.

CSWEP continued its strong presence at the ASSA 2024 annual in-person meetings, holding our annual business meeting and awards ceremony in person at the 2024 ASSA meetings. The nomination videos and the moving speeches by our 2023 Carolyn Shaw Bell award winner, Kaye Husbands Fealing and Maya Rossin-Slater, the 2023 Elaine Bennett prize winner joined on stage by her two adorable children, are on our **website**.<sup>2</sup> This issue features in-depth interviews with both of our award recipients.

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Forward the *CSWEP News* to colleagues and graduate students.

Keeping with tradition, CSWEP organized seven competitive-entry paper sessions at the 2024 annual meetings. Our sessions showcased research by junior economists including two sessions on the outcomes and policy implications of heterogeneity in the macroeconomy, two sessions on health economics along with three sessions on the economics of gender and gender in the economics profession. We thank Stephanie Aaronson, Nina Banks, Corina Boar, Kasey Buckles, Cristina Fuentes-Albero, Eva Janssens, Orgul Ozturk, Gina Pieters, and Yana Rodgers for serving on the paper selection committees. This issue of the *News* features a call for papers for CSWEP sessions at the 2025 ASSA meetings to be held in San Francisco, CA.

We held our twelfth annual junior mentoring breakfast in person. We are deeply thankful to the senior mentors who volunteered their time and to Ina Ganguli for organizing this event. CSWEP also hosted our first-ever senior women's reception to honor and celebrate the contributions and service of senior women economists. We thank the Federal Reserve Bank of Dallas for co-sponsoring the event which was held on the premises of their San Antonio branch. The event was an unqualified success with over 80 senior women economists in attendance. A special thanks to Kasey Buckles for helping to organize the event.

In a departure from tradition, CSWEP's flagship CeMENT workshop will be held in June 2024 in Chicago, instead of after the ASSA meeting. We are tremendously grateful to Lori Beaman and Jessica Holmes who are busily preparing for the workshops for faculty from Ph.D. and non-Ph.D. granting institutions, respectively. We are piloting a summer timing for the workshop to allow a broader constituency of mentors and mentees to participate in CeMENT 2024. If successful, moving forward we expect to alternate the winter and summer timings for the workshop.

CSWEP continued its strong presence at the four Regional Economic Association Meetings and the

Association for Public Policy Analysis and Management (APPAM) conference, with well-attended paper sessions, career development panels, mentoring breakfasts, and networking events. Special thanks to our Regional and DCSWEP Representatives (Shahina Amin, Francisca Antman, Stephanie Aaronson, Yana Rodgers, and Orgul Ozturk) who worked hard to organize and host CSWEP's events at the Regionals and APPAM.

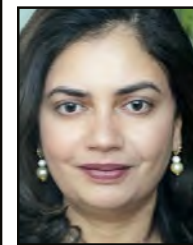
CSWEP also hosted two graduate student mentoring workshops. The first workshop was held virtually and focused on graduate students pursuing health economics and health policy research. The workshop was organized by Maya Rossin-Slater and Marika Cabral and attended by 75 women and nonbinary mentees and 38 mentors. A second in-person workshop was organized by Melanie Guldi, Catherine Maclean, and Orgul Ozturk, in New Orleans, Louisiana, held in conjunction with the Southern Economics Association meetings for 37 graduate student mentees paired with 14 mentors.

We are also excited to announce that CSWEP launched a new Mid-Career P2P (peer-to-peer) initiative to help mid-career economists find community, support, and mentoring. We are grateful to Kasey Buckles, our Associate Chair and Director of Mentoring, for envisioning and leading this new, multi-week program to connect small groups of mid-career economists with each other.

I thank Maggie Levenstein and her team for conducting CSWEP's annual departmental survey and recognize the 226 doctoral and non-doctoral departments who participated. We also take this opportunity to say a thank you and bid farewell to Maggie who will be leaving CSWEP's board after heroically spearheading the annual survey for nine years. While Maggie's departure leaves big shoes to fill, and we are delighted to welcome the talented Joanne Hsu to our board as Associate Chair and Survey Director.

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- Anusha Chari, Editor
- Gina Pieters, Oversight Editor
- Margaret Levenstein, Co-editor
- Leda Black, **Graphic Designer**

## Thank you to 2024 AEA/ASSA Session Organizers

CSWEP says thank you to the following individuals who helped organize CSWEP sessions for the 2024 AEA/ASSA annual meetings. Thank you for continuing to ensure the high quality of CSWEP's sessions at the ASSAs!

**Stephanie Aaronson**, Federal Reserve Board  
**Nina Banks**, Bucknell University  
**Corina Boar**, New York University  
**Kasey Buckles**, University of Notre Dame  
**Cristina Fuentes-Albero**, Federal Reserve Board  
**Eva Janssens**, Federal Reserve Board  
**Orgul Ozturk**, University of South Carolina  
**Gina Pieters**, University of Chicago  
**Yana Rodgers**, Rutgers University

## Thank you to CSWEP Junior Breakfast Mentors

CSWEP says thank you to the following individuals who served as breakfast mentors during the 2024 AEA/ASSA annual meetings. We thank you for your generous gift of time and expertise to all of our 2024 mentees.

**Kristy Buzard**, University of Syracuse  
**Melanie Fox**, Purdue University  
**Donna Ginther**, University of Kansas  
**Rowena Gray**, University of California, Merced  
**Galina Hale**, University of California, Santa Cruz  
**Teresa Harrison**, Drexel University  
**Daniel Hungerman**, University of Notre Dame  
**Jeanne Lafortune**, Pontifical Catholic University of Chile  
**Roisin O'Sullivan**, Smith College  
**Orgul Ozturk**, University of South Carolina  
**Laura Razzolini**, University of Alabama  
**Sarah Reber**, Brookings Institution  
**Yana Rodgers**, Rutgers University  
**Danielle "Dani" Sandler**, US Census Bureau  
**Olga Shurchkov**, Wellesley College  
**Julie Smith**, Lafayette College

## ↑ From the Chair

This year's survey shows some concerning trends about the stalled and declining representation of women in economics which will warrant continued vigilance. The data suggest that the share of women students has declined in several top economics departments. The share of women in the first year Ph.D. class has declined for two years running as has the share of women undergraduate economics majors in both Ph.D.-granting and non-Ph.D. departments. A more positive trend is the slight increase in the share of female faculty in Ph.D.-granting departments and the increase in the shares of the female share of assistant professors in both Ph.D. and non-Ph.D. granting departments. I encourage you to read the full report on the survey and a video presentation on our website.

A sincere thank you to our other outgoing board members, Shahina Amin, Stephanie Aaronsen, and Misty Heggeness. We are immensely grateful for their service in organizing AEA sessions at regional meetings, mentoring breakfasts, overseeing and spearheading issues of the newsletter, outreach efforts, and active participation on our board. We welcome our new board members, Didem Tuzeman (Midwest rep), Olga Shurchkov (Eastern rep), and Sarah Reber (DCSWEP rep). Yana Rodgers assumes the role of Associate Chair and Director of Outreach and Partnerships.

Thanks to the organizers and mentors who make our many events and initiatives possible. Please forward this issue of *News* to your students and colleagues and encourage them to email [info@csweb.org](mailto:info@csweb.org)<sup>3</sup> to be part of our mailing list for announcements and other news. Please get in touch if you want to volunteer for CSWEP activities or share comments and suggestions. Also, follow us on X(Twitter) [@AEACSWEP](https://twitter.com/AEACSWEP)<sup>4</sup> and Bluesky [@aeacswep.bsky.social](https://bsky.app/profile/aeacswep.bsky.social)<sup>5</sup> for up-to-date information about our events and initiatives. We wish you all the best for a productive year ahead. ■

## Links in this article

1. "Consortium":  
<https://www.ssrc.org/programs/cswep-women-in-economics-research-consortium/>
2. "website":  
<https://www.aeaweb.org/about-aea/committees/cswep/awards/>
3. Email signup:  
[info@csweb.org](mailto:info@csweb.org)
4. "Follow us on X(Twitter)":  
<https://twitter.com/AEACSWEP>
5. "CSWEP on Bluesky":  
<https://bsky.app/profile/aeacswep.bsky.social>

## Interview with Bell Award Winner Kaye Husbands Fealing



Kaye Husbands Fealing

### Marionette Holmes

Dr. Kaye Husbands Fealing, Dean of the Ivan Allen College of Liberal Arts at the Georgia Institute of Technology, joins the esteemed list of recipients of the Carolyn Shaw Bell Award, standing alongside remarkable women who have made significant contributions to the economics profession. The Committee on the Status of Women in the Economics Profession proudly acknowledges her outstanding leadership in advancing the role of women in economics and the sciences.

As a trailblazing economist, she exemplifies academic leadership, contributes significantly to public policy, and tirelessly works to dismantle barriers hindering the advancement of women and minorities in economics and the sciences.

With a BA in Mathematics and Economics from the University of Pennsylvania and a Ph.D. from Harvard

University, Dr. Husbands Fealing's career spans academia, public service, and influential roles in organizations such as the National Science Foundation. She is an exemplar of the ways that an economist can be an academic leader, contribute to public policy, and work toward dismantling structural obstacles to the advancement of women and underrepresented minorities in economics and other sciences, all while showing personal generosity to many mentees.

Dr. Husbands Fealing's research has centered on the study of the science of science and innovation policy, the public value of research expenditures, and the underrepresentation of women and minorities in STEM fields and the STEM workforce. She started her academic work at Williams College where she rose to the rank of William Brough Professor of Economics. She then temporarily stepped away from academia and served the government and broader scientific community as Economics Program Director for the National Science Foundation. She later developed and was the inaugural program director for the National Science Foundation's Science of Science and Innovation Policy (SciSIP) program. Her recent co-authored paper, "Gender Pay Gaps in U.S. Federal Science Agencies: An Organizational Approach," published in the *American Journal of Sociology*, highlights the persistent gender pay disparities in science agencies, earning her and her colleagues the prestigious Devah Pager Article Award.

Her sage advice but gentle touch is described by one mentee as "I never felt like less of a person or academic when she was giving advice. She was very focused on what needed to be done, but gave the advice in a

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way that made me think of her as a long time friend.” She supported now renowned researchers when they thought outside of the box and expanded the gates of the field. Says one of her mentees “She was seminal in my receiving my first NSF grant that supported research on gender and racial disparities in patenting and innovation.” She’s appreciated for her contribution to diversifying the field. Another letter writer commented “I appreciate her strong commitment to making economics a more diverse and welcoming community”. Her reach into the science field was lauded by one supporter as “an important ambassador for the economics profession and extends her impact to include women in science fields beyond economics.”

## Interview

*I first met you at an NSF workshop where you were the Principal Investigator of a project entitled “Workshop for Broadening Participation in the Economics Profession: Proposal Writing and Grants Management.” This proposal came after you served as a science Advisor and Program Director for the Social, Behavioral and Economic Sciences. How did your role as the Economics Program Director at NSF influence your decision to develop this workshop? What was your impression of women representation in Principal Investigators of grants in economics?*

I’m so glad that you came to our workshop in 2017, Dr. Holmes. As a program director in Economics at NSF (and later the inaugural program director for the Science of Science and Innovation Policy Program), I had a first-hand view of the hurdles in the process of developing a strong research proposal for the National Science Foundation. It was also clear to some of my colleagues at NSF (including Dr. Kwabena Gyimah-Brempong and Dr. Nancy Lutz) and me that the Foundation could sponsor a workshop where grants-active faculty and NSF program directors could inform research active faculty on some of the finer points of developing

research proposals. I worked collaboratively with Dr. Angelino Viceisza (Spelman College) and each of us had research assistants. It was important to me that we share our knowledge with others, create an environment for mentorship, and include administrators in the workshop, so that they would understand better how to provide support at their respective institutions for writing proposals.

Just briefly—I remember sitting in my study for hours looking at websites for scores of faculty members whom we could invite to the workshop. This workshop was designed primarily for African American and Latino/a faculty in the Southeastern U.S. Seeing the budding research initiatives that existed throughout the region was exciting and increased my desire to see this workshop occur. Naturally, we always wish we could do more. The good news is that Dr. Viceisza developed another process, funded by NSF, which has faculty in cohorts that have continuous mentoring over time. I also like the CEMENT program that CSWEP developed decades ago. It is a terrific method of encouraging cohorts of women to actively engage in research and publish with support from mentors and collaborators. I think we need more programs like that if we want to expand representation within the field of Economics and more broadly across all the STEM disciplines.

***One of your research areas is, in fact, the under representation of women and minorities in STEM fields and the STEM workforce. Can you tell us about some of the findings of your research?***

In a study that Dr. Samuel Myers Jr. and I did more than a decade ago,<sup>1</sup> we found that representation ratios (a statistic that shows the relative likelihood of being a woman chemist compared to the likelihood of being a chemist, for example) were increasing for white women and African Americans between two periods of analysis—1968–1989 and 1990–2009. We did this analysis for three types of workers—biologists, chemists, and

1. Myers Jr, S. L., & Fealing, K. H. (2012). Changes in the representation of women and minorities in biomedical careers. *Academic Medicine*, 87(11), 1525–1529.

medical doctors. It is important to note, however, that increase representation did not mean that parity with white men was achieved.

For chemists, white female representation went from 0.34 to 0.51 and for African Americans, the representation ratio increased from 0.64 to 0.76. A companion paper with Dr. Samuel Myers Jr. and Dr. Yufeng Lai showed that “...all groups do not benefit equally from diversity initiatives and that competition across related fields can confound efforts to increase diversity in medicine.”<sup>2</sup> I would like to see similar studies done using more recent data and including many more disciplines and fields, including Economics. Based on other studies I have done, it is important, in my view, to include qualitative analysis better to understand the interventions that can lead to improved outcomes for women in STEM.

***Your other research areas are the science of science and innovation policy and the public value of research expenditures. Your dissertation focused on automobile manufacturing. What sparked your interest in these fields?***

This is a fun question. I have long had a passion for cars, even when I was a child growing up in Barbados. When we emigrated to the States, one vivid memory from my 7 ½ year old self is that very long and wide cars that drove on really wide roads. Of course, the roads were not really that exaggerated, but this was the late 1960s and early 1970s and the cars were really that large. Anyway, when I was developing a topic for my dissertation and I knew that I wanted to work on a study at the intersection of international trade and industrial organization, I was aware of the debate at the time regarding the efficacy of tariffs versus non-tariff barriers. There were questions about behavioral effects of these policies and questions about who wins and who loses under various trade regimes. Dr. Kala Krishna had published a theoretical trade paper where she showed the behavioral outcomes and I wanted to see if I could

quantify the results. Dr. Richard Caves was my dissertation advisor, an expert in industrial organization and international trade.

The voluntary export restraints on Japanese cars in the 1980s were the perfect combination of trade, industry and, of course, automobiles. The takeaway here is that I was advised to work on something that I enjoyed and use what I learned to further the discovery process. That project led me to develop a proposal to examine the impact of NAFTA on automobile supplies in Mexico. This was pivotal for me because I was able to get my first two grants after my third year as an assistant professor, working with researchers at MIT in the International Motor Vehicle Program, and working in an emerging economy where I would discover the headwinds faced by local suppliers that endeavored to not only produce auto parts but also contribute to innovations in the industry. Understanding the limitations in this process was another key lesson that I learned early in my career. This interest in cars led to my work on science and innovation policy. Years later, I would turn to examine how expenditures on fundamental and applied science is valued by the public, who are indeed the taxpayers that are funding a portion of the national innovation system.

***You have crossed multiple fields, throughout STEM, including Economics, where there is a severe paucity of minority women. What made you pursue Economics?***

When I was in high school, my highest grades were in mathematics and related classes in the sciences. So, when I went to college (the University of Pennsylvania), I decided to major in math and I also took economics courses during my first year. Let’s just say that the logic in the math and economics course made sense to me and I saw the utility of what I was learning in my math classes in the economics courses that I took. By sophomore year, I decided to double major in math and economics, and during the summer after my sophomore

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*... it is important, in my view, to include qualitative analysis better to understand the interventions that can lead to improved outcomes for women in STEM.*

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2. Fealing, K. H., Lai, Y., & Myers Jr, S. L. (2015). Pathways vs. pipelines to broadening participation in the STEM workforce. *Journal of Women and Minorities in Science and Engineering*, 21 (4).

year, I attended the American Economic Association Summer Program for Minority Students, led by Dr. Marcus Alexis at Northwestern University. By that time, I was focused on pursuing a Ph.D. in Economics when I finished my undergraduate program. Interestingly, my father, Dr. Humphrey Husbands, was in the inaugural AEA summer program led by Marcus Alexis at UC Berkeley; my cousin, Dr. Roberto (Bert) Ifill, was a teaching assistant in the program when it was at Yale University; and my daughter, Caitlan Fealing, was in the program (now a Ph.D. candidate at Carnegie Mellon) led by Dr. Lisa Cook at Michigan State University.

While I was at UPenn, I had terrific advisors who encouraged me to apply to graduate school. Dr. Albert Ando, for instance, made introductions for me to top graduate programs. Dr. Robert Summers was my undergraduate thesis advisor. He also encouraged me to follow my passion for work at the intersection of mathematics and economics. In addition to my focus on the quantitative aspects of the discipline, I should also add that my father had something to do with my interest in economics. I was also born in a developing country (Barbados), so when I was applying to graduate schools, I was quite focused on programs where I could lean the tools that could help emerging economies to thrive.

As you can see from my answer to this question, I benefited from having mentors and role models who kept my eyes focused on my goals and did not convey any questioning of my ability to succeed in mathematics and economics. However, I must say that I am grateful that my daughter has come along at a time when she has several women who are her role models, mentors and sponsors. Dr. Lucie Schmidt (who was a professor at Williams College and now at Smith College) and Dr. Sarah Jacobson (Williams College) encouraged my daughter to major in economics, though she was also majoring in mathematics and psychology. Role models, encouragement and leadership matter.

***You work at Georgia Institute of Technology (GA Tech) where there is a high percentage of engineering and computer science majors, would you say engineering and/or computer science is ahead of Economics when it comes to strides in women representation? What do you think Economics could learn from these fields? Or are there similar struggles?***

When I talk with my colleagues in engineering, for instance, I hear about similar circumstances—below parity and oftentimes quite low shares of African Americans and women in STEM fields and the workforce. In addition, there are observable barriers to entry into certain fields. The National Center for Science and Engineering Statistics publishes a biennial report titled Diversity and STEM: Women, Minorities, and Persons with Disabilities. The data and statistics show that in 2020 African Americans earned 4.4% of Ph.D.s that went to U.S. citizens and permanent residents (not counting temporary residents). That year, the share of African Americans in engineering was 3.6%, but engineers were more than nine times the number of Ph.D.s in economics. Women comprised 29.2% of the Ph.D.s earned in Economics in 2020, while women were 27.5% of the total number of Engineering Ph.D.s granted that year. Note again, that these shares are only for U.S. citizens and permanent residents.

The takeaway from these statistics—there are challenges in some STEM fields where shares of women in the field are low and stubbornly flat over time. We see this in Economics, Engineering, and other STEM fields. In a recent study with my colleagues Dr. Samuel Myers Jr., Dr. Man Xu, Dr. Aubrey Incorvaia, Dr. Caroline Turner, and Monica Novoa, where we analyzed data from a program that funds Ph.D. students in STEM fields, we found that students who successfully completed the degree credited mentoring as a key factor. The study also found empirically, and during interviews with former students in the program, that a “chilly climate” accounted for slow progress or even

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*... we found that students who successfully completed the degree credited mentoring as a key factor.*

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non-completion of the program. From my perspective, therefore, I do not see us learning more from other fields and disciplines but rather learning from studies that tell us what the issues are and how to address those issues, keeping in mind that different populations and fields do not necessarily benefit from the same intervention. We must avoid the one-size-fits-all syndrome as we attempt to increase participation of women and other underrepresented groups in Economics.

*You have moved up the ranks in administration while working at GA Tech. You were the Chair of the School of Public Policy and now the Dean and Endowed Chair of Ivan Allen College of Liberal Arts. How did your research influence your role in both positions? What lessons have you learned as an administrator?*

This question would take quite a bit of time to answer. So, here is my quick response. As I mentioned during my acceptance speech for the Carolyn Shaw Bell Award, I think that it's important to ponder what it means to take on leadership positions and whom you are serving. Leadership is service. If it isn't, then there are fissures in the organization that will lead to disappointing outcomes. My work in the policy arena aligned with this notion of service and informed the passion-knowledge combination. A mentor of mine told me that: "People follow values more than strategies." If we are unclear about our principles or values, either in how we write or in how we engage with others, then we are unlikely to be successful as leaders. An important core theme of being a leader is that we must "lift while we climb." The privilege of serving in these roles is that it is less about us and more about what we are able to do to help others.

When I was a school chair, I participated in the Executive Leadership Initiative sponsored by the University System of Georgia. The nine months of training included weekly discussions with members of my small group, who encouraged me to say what was on

my mind. As a small group there was no possibility for free riding. It took courage for me to speak up then and I always had to pair that with listening with intention. I was able to codify my leadership principles. They are: Passion; Knowledge; Courage; Listen with Intention; Collaboration; Transparency; and Principles First.

Now, as a Dean, I am constantly aware that my accomplishments are only possible with support and collaboration with others. Transparency, truth and fairness are of primary importance to me in my interactions with others as well as in the creation of a body of research that adds to our academic discourse.

*I have to ask this question, what advice would you give to women and minority women as they pursue the field of economics?*

The economics discipline is multifaceted. In my view, discoveries of new theories and the development of evidence-based policies are only strengthened through diverse bases of knowledge and experiences. Underrepresentation of women and minority women in economics means that all possible resources for problem discovery and problem solving are not employed. I think this is a rather straightforward answer for economists who understand that both efficiency and equity can be improved through representative inclusion in our discipline. Simply being part of the question asking process can lead to a broader way of defining and think about issues and that is why gender and racial inclusion expands the possibilities of outcomes.

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*I was able to codify my leadership principles. They are: Passion; Knowledge; Courage; Listen with Intention; Collaboration; Transparency; and Principles First.*

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## Interview with Bennett Award Winner Maya Rossin-Slater



Maya Rossin-Slater

### Kosali Simon

Professor Rossin-Slater was recognized with the 2023 Bennett Prize for her spectacular contributions to applied micro-economics. Her research focuses on issues related to family and child well-being, health disparities, family structure, and policies targeting disadvantaged populations. She has published in top economics, policy, and general interest journals, bringing our disciplinary principles to benefit larger audiences.

*Maya, I'm so pleased to get the chance to interview you. As a warm-up question, thought I'd ask you about influential factors, either things that happened to you or you took an active role in deciding that got you to where you are. What are some of the key outside factors, exogenous events that happened along the path? And on the other hand, what are things you think that are decisions you took strategically?*

Thank you so much, Kosali. In terms of exogenous factors, I'll start at the beginning with the family I was born into. I was born in St. Petersburg, Russia—the former Soviet Union in the 1980s—and lived in a small apartment. There were five of us: my parents, my grandma, my uncle, and I. My grandma was my primary caregiver during much of my early childhood because both my parents worked. This was an uncertain and stressful time leading up to the collapse of the Soviet Union—economic insecurity, stress, crime, alcoholism, Chernobyl—all kinds of events that we often think of as being adverse shocks to the early childhood environment. What I'm particularly grateful for is that I nevertheless felt very loved and safe, and that is largely due to my family and especially my grandma's role in raising me.

Another exogenous event that I personally did not make a strategic decision about—although of course my parents did—is that we ended up immigrating to America when I was 10 years old. We came as refugees. We came just a few months before the welfare reform that restricted immigrants' ability to use the social safety net system took effect, so we were able to use programs like Food Stamps and Medicaid when we first arrived. I am also lucky to have benefitted from great public schools, especially UC Berkeley, my undergrad institution.

Another combination of luck and strategic decision-making is the fact that I ended up at Columbia for my Economics Ph.D., where I met my longtime mentor, Janet Currie. There are not enough words to explain all the ways in which she influenced where I am today, but suffice it to say that I'm extremely grateful. Finally, I'd like to think that my decisions around the network that

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I've built—colleagues, co-authors, mentors, students, and predocs—have been very successful. All these folks have contributed to the research that we've done together and to many aspects of my career.

*I'm thinking about then how those decisions and those events led to your daunting CV. Economics has a reputation for high pressure, and that may be one of the reasons why some move away from academic careers in economics. Yet anybody who gets to know you sees the relationship you have with your family and your very balanced stance towards life and career. What tips might you have for keeping the pressure in academic careers from discouraging creativity and being able to have the research output you have yet not have this be a career that people would feel like "oh, no, no, that's only possible if you take on a very different stance towards life".*

This is a great question, and also a very personal one. What works for one person may not work for someone else. A lot of this is about knowing who you are and what you value and prioritize. That's going to drive both how productive you can be in your career, but also how happy you are.

I had my first child when I was in my third year of the tenure track, not too long after I went through a pretty serious health event that involved major surgery. Going through all that put things in perspective and probably shifted my priorities. I recognized that life was going to be very different after having kids, so then it was about figuring out what was important to me. And it's really important to me to be home in the evenings and make and have dinner with my kids, be there at bedtime, spend weekends and family trips together, go to their after-school activities, and all of that. So, I don't work on weekends, and I rarely work in the evenings (I'm usually too tired by then anyway). I limit my travel. Those are choices that I make consciously and I recognize that they lower my work productivity, but I am willing to make this trade-off because it is very important to me.

It also forces me to be as efficient as possible during the time that I do have at work: I am consistent about going into my office to work and like having separation between work and home. I try to be as efficient and productive as I can during the time I have in the office because I know that I'm not going to just be able to finish something up in the evening. That has disciplined me. The amount of time something takes really expands to the amount of time you have. Having a boundary on your work life really forces you to focus on what's important. And all of this is made easier by the fact that I have a supportive partner (who himself works as a high school teacher and also navigates work-family balance), as well as have family living nearby, and excellent childcare.

*I think it is very helpful to hear that when you're at work, you're at work: a separation that helps you finish knowing that there's those constraints. I want to now transition to talking about your research. You have come up with some amazingly important questions. How do you go about doing this? What are your thoughts about how do you come up with questions and then pursue them in a way that's going to create a meaningful impact? How do you tie your new work to themes of other work in the field and of your own?*

I must confess that when I was a grad student I frequently had this fear that I would one day just run out of ideas. It's the double-edged sword of this academic career. It's amazing to have the flexibility to come up with our own research questions. But at the same time, that was also scary for me. How do you just keep coming up with ideas? What if you just can't come up with one? What happens then? How do you keep going? It would've been nice if I could hear this at that time, so I'll say this now in case someone needs to hear it.

Research builds upon itself. Your ideas end up developing organically from the earlier ideas. Sometimes you take twists and turns and go in new directions, but it's not as if you're just sitting by yourself having to come up with ideas out of thin air.

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*The amount of time something takes really expands to the amount of time you have. Having a boundary on your work life really forces you to focus on what's important.*

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I tend to stick to the broad area of families with kids. Within that space, I pay attention to issues and policies that are affecting families, mostly in the United States, but also in other countries with great data, such as the Scandinavian countries. Within that, I try to think of things that haven't yet been done in the context of comprehensively understanding the impacts of these factors.

What that means in practice varies quite a bit. Maybe it's "thinking like an economist" and considering behavioral responses or spillover effects. Externalities that haven't previously been measured because of data constraints. Or thinking about different agents within the set of beneficiaries of a policy. For example, if existing research has mostly looked at the effects of a policy on moms, can we say something about dads?

I tend to do a lot of my work with various administrative data sets that can be challenging to access. For example, linking together different data sets that haven't previously been linked, or trying to find new sources of data that haven't yet been widely used for research. Sometimes when you look at the literature, you realize like, oh, this set of questions really hasn't been very well analyzed because the data hasn't been there. One way of making a contribution is to find the data, get the data, and then answer those questions well.

*I'd like to ask a little bit more about that last point, which is that this research agenda you pursue involves some pretty arduous data efforts, and that might be the reason why some questions weren't pursued. What do you think about the approach to this kind of large-scale investment, especially for assistant professors? There are a lot of thoughts about the right career stage at which to do it. What are the ways to minimize the risks. How is it that you are going to know if your investment will pay off in time, or do you find out that with others?*

It's a good set of questions to consider. One thing not specific to data is that I tend to work on multiple

projects at once. Part of it is I get a little bit bored if I work on the same thing all the time so I like to diversify a bit. But I also think it's a strategy, and it's a strategy in a world in which projects are risky and we don't know what's going to work out. Maybe there's no "first stage" effect, or maybe the variable that you thought you could measure well can't be measured well. There could be all kinds of roadblocks that make a particular research question unanswerable. I think part of the research process is accepting that and having multiple projects, because the more projects you work on, the higher the chance that some of them will work out. I think that goes for everything.

Earlier you asked about CV successes and I think part of my strategy is just submitting a lot. I get a lot of rejections, all the time, just like anybody else. We see these successful CVs and what we don't see is the many, many, many rejections that took place before any one publication. Over time, I've become more comfortable with the idea that rejection is such a pervasive feature of our work. You get rejected by journals, you get rejected by grant funders. But your projects might also reject you. They might not work out. We have to accept that.

Back to the specifics of investing in data. If you have a question you're interested in pursuing, and an idea of how you would use the data to pursue it, you ideally should workshop it a little bit. Talk to other people to get a sense of whether the question is interesting and compelling. If you're getting positive feedback then I tend to think that it's worthwhile to pursue restricted or unusual data access, even if the specific question might not pan out in the exact way you planned. Ideally you come up with something related and the data continues to be a valuable resource for you going forward. It might take some time, it might not be until a few years down the road when you come up with an idea that actually works well. Being patient and letting that play out is part of the job.

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*I am going to transition from acknowledging that the Bennett Prize is of course for extraordinary accomplishments in research, but you've also been tirelessly working at mentoring even while you were an assistant professor and now as a more senior researcher. You've been a heavy contributor of service to the field, for example, refereeing and editorial roles, but also the mentorship workshops you've organized. My question is how do you go about getting these efforts off the ground? How do you view service in our profession, complement or substitute, for research? What advice do you have for junior scholars when picking the right kind of service or for deciding between advice they might get about don't invest in service yet until you're tenured or whatever stages?*

Honestly, organizing mentoring workshops and participating in them have been some of the most rewarding things that I've done in this career so far. More generally, out of all the things that I do in my day-to-day life as faculty, working with Ph.D. students is truly one of my favorites.

I think what's important is realizing what you like and what you want to do. If you're going to do service, what would you like that to look like? And then being selective in terms of saying yes and no, prioritizing the things that you like and you're good at and that fulfill you in various ways. For me, that's advising and mentoring students so I tend to do a lot of that. Of course, I also do other types of service that maybe doesn't fulfill me quite in the same way. So I'm definitely still learning how to navigate this.

I guess my biggest tip is perhaps obvious, but it is finding what you like within the scope of service things that you could do and specializing in it. You get better at it the more you do it. And then you can take ownership over it and that enables you to say no to other service that maybe you want to do less of.

*To think of a world where people won't, when they hear the word service, have a negative reaction but say, "Oh, this is an opportunity for me to figure out what I want to do in*

*service" rather than "this is the checkbox I have to do that we'll all dread and get it done."*

*I'm going to talk about how it is very encouraging to see a successful female economist like you at the same meeting where statistics presented in the CSWEP surveys are not very encouraging. There have been a lot of things that the profession has tried to do, and CSWEP has tried to do. What do you think are the remaining big actionable things that people could do to change the economic field's position or the environment? Are there any things that come to mind as we've not done enough of? Where would you direct effort into?*

This is a big question. It's been exciting to see developments in this area in recent years because I think our profession is really starting to grapple with these issues more seriously than it has in the past. Within that, I've seen a lot of great pushes in the right direction from leaders in the profession and from our big organizations like the AEA and the NBER. It's things like creating codes of conduct for conferences and organizations, having rules about seminars (e.g., not allowing speaker interruptions in the first five minutes), and the many varied initiatives that provide mentoring and support to early-stage researchers from under-represented backgrounds.

The challenge is that these things are not enough on their own to necessarily change the in our day-to-day lives in this profession. There are so many little things that can add up. Do you get interrupted and spoken over in faculty meetings? How do you feel when you are asked "Is this question really economics?" Or how do you feel when an anonymous referee report attacks your integrity and character, rather than just providing feedback on your research? And I'm not even talking about direct harassment of various forms that the AEA survey indicates women and racial minority economists are much more likely to encounter than others.

Somehow it seems that economics hasn't made as much progress as other fields on some of these day-to-day

margins. We have to pay more attention to the micro- (and macro!) aggressions people deal with in their daily work lives. Ultimately, I don't think there's any one big thing that has to be done, but rather the things that we've already said we want have to actually happen. It's a culture shift. All of us have to buy into the idea that it is important that people feel included and valued, and that we have to take active actions to make that happen. For example, if you see a junior woman presenter being relentlessly questioned in a seminar, can you—as an audience member—step in and say "that's enough"? Many people for various reasons will just stay quiet. But it will take more and more people speaking up, in day-to-day interactions and experiences, to drive the change.

But I want to end on a more uplifting note. Despite these issues, I love being an academic economist. For one thing, the flexibility that this career offers is remarkable. We talked before about work-life balance. The fact that I can just leave my office at 3 P.M. and pick up my kids if I want to or need to, or that I can schedule many of my own meetings when I want to, these things are tremendous privileges that so many people in other careers do not have. And this is something that I did not fully appreciate until I had kids.

And I love the range of tools and just the breadth of topics that economics encompasses. I wanted to be a journalist when I was in high school because I loved telling people's stories through writing. I feel like economics allows me to do that, but just with data and with policy implications. What a privilege that is. ■

## New CSWEP Board Members



**Yana Rodgers,  
Associate Chair,  
Outreach and  
Partnership**

Dr. Rodgers is Professor in the Department of Labor Studies and Employment Relations

in the School of Management and Labor Relations at Rutgers University. She also serves as Faculty Director of the Center for Women and Work at Rutgers.

Yana specializes in using quantitative methods to conduct research on women's health, labor market status, and well-being. Her research has appeared in numerous economics journals, and she has published several books, including *The Global Gag Rule and Women's Reproductive Health: Rhetoric versus Reality* (Oxford University Press, 2018). She has worked regularly as a consultant for the World Bank, the United Nations, and the Asian Development Bank, and she was President of the International Association for Feminist Economics. She is an Associate Editor with *World Development and Feminist Economics*.



**Joanne Hsu,  
Associate Chair,  
Survey**

Dr. Hsu is the Director of the Surveys of Consumers and a Research Associate Professor at the Institute

for Social Research at the University of Michigan. She previously served as a principal economist in the Division of Research and Statistics at the Federal Reserve Board of Governors, where her work included the Survey of Consumer of Finances and the consumption forecast, as well as a visiting professor at the Department of Economics, Howard University.

Joanne's research is primarily in household finance, labor economics, and survey methods, with a current focus on financial sophistication and consumer experiences with debt.



**Sarah Reber,  
DC Representative**

Dr. Reber is the Cabot Family Chair, and a senior fellow in Economic Studies at the Brookings Institution. Previously, she was an Associate

Professor of Public Policy at the UCLA Luskin School of Public Affairs, a Robert Wood Johnson Foundation Scholar in Health Policy Research at UC Berkeley, and a Research Assistant and Staff Economist on the Council of Economic Advisers (CEA).

Sarah's research focuses on college access, elementary and secondary education finance policy, and school desegregation.



**Olga Shurchkov,  
Eastern  
Representative**

Dr. Shurchkov is a Professor of Economics at Wellesley College. She has previously served as the Director of the

Knapp Social Science Center at Wellesley College and was a research fellow at the Harvard Kennedy School's Women and Public Policy Program. Olga is an Associate Editor at the *Journal of Economic Behavior and Organization*.

Olga specializes in using experimental methods to conduct research to uncover, explain, and ultimately reduce the differences in economic outcomes across individual characteristics, such as gender, appearance, and race. She is especially interested in the role of stereotypes (biased beliefs) in driving observed behavior. Her work has been published in numerous economics journals, including the *Journal of the European Economic Association*, *Games and Economic Behavior*, and *Experimental Economics*. It has been featured in various media outlets, including the Washington Post, the Economist, and the Daily Show with Trevor Noah.



**Didem Tüzemen,  
Midwest  
Representative**

Dr. Tüzemen is a Senior Economist at the Federal Reserve Bank of Kansas City and the Executive Director of the

Kansas City Research Data Center (KCRDC). She is also a System Affiliate at the Minneapolis Fed's Opportunity and Inclusive Growth Institute.

Didem is a labor economist whose research has studied changes in labor force participation patterns of various demographic groups due to shifting job opportunities in the labor market and economic downturns. She was among the first to document the disproportionate effects of the COVID-19 pandemic on women, especially those without a college degree and minority mothers. Her research findings have been cited in various news outlets, such as the *Wall Street Journal*, the *New York Times*, and *Bloomberg*. She has organized and co-organized multiple conferences over the years, including the Kansas City Fed's Women in System Economic Conference, which promotes research of women economists in the Fed System. She has been active in mentoring activities as she believes in the importance of mentoring in improving diversity and inclusion in the profession.

# The 2023 Report on the Status of Women in the Economics Profession

December 12, 2023

Anusha Chari, Chair

## Introduction

The Committee on the Status of Women in the Economics Profession (CSWEP) has served women economists by promoting their careers and monitoring their progress through the profession since its founding as a standing committee of the American Economic Association in 1971. Our regular activities are myriad: In 1972, CSWEP fielded the first survey of economics departments regarding the gender composition of faculty and, since 1993, has surveyed some 250 departments annually with findings reported in the *American Economic Association: Papers & Proceedings* and reprinted in the CSWEP Annual Report. CSWEP organizes mentoring programs that serve several hundred economists annually. These include the CeMENT Mentoring Workshops for junior women, which have been shown to improve outcomes in randomized control trial studies. CSWEP offers one CeMENT program designed for faculty in Ph.D.-granting institutions or research-oriented nonacademic positions and another for faculty in non-Ph.D.-granting institutions. At the annual AEA/ASSA Meetings, we host Mentoring Breakfasts and Networking Receptions, as well as a variety of career development roundtables and panels. These were held both in person and virtually in 2023. We also host career development panels and mentoring events at the annual Association for Public Policy Analysis & Management meeting and the four regional economics association conferences. Most events were held in person in 2023.

CSWEP provides professional opportunities to junior women through competitive entry paper sessions at the Annual AEA/ASSA Meetings and the regional economic association meetings. CSWEP also endeavors to raise awareness among men and women of the challenges unique to women's careers in economics and best practices for increasing diversity in economics. To recognize and celebrate the accomplishments of women, CSWEP awards the Carolyn Shaw Bell Award annually for furthering the status of women in the economics profession and the Elaine Bennett Prize annually for fundamental contributions to economics by a woman within ten years of the Ph.D., adjusted for leaves.

CSWEP disseminates information on women in economics, posts professional opportunities, and promotes career development through the CSWEP website and the *CSWEP News*, which successfully moved from 3 annual issues to 4 in 2020. The *CSWEP News* articles offer valuable career development advice for both men and women, and subscriptions have grown to over 3783 subscribers. Our website provides and tracks resources for women economists and economists seeking to create a more inclusive profession.

During 2023, we continued many initiatives launched from 2020 to 2022. First, we hosted a career development webinar in our extremely popular "Publishing in Finance Journals" series, launched in 2020. Following last year's mentoring event for graduate students, we hosted two graduate student mentoring workshops. Maya Rossin-Slater and Marika Cabral organized the virtual one; 75 women and nonbinary graduate student participants attended, and 38 mentors volunteered. The workshop focused on graduate

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students pursuing health economics and health policies. The second, organized by Melanie Guldi, Catherine Maclean, and Orgul Ozturk, was held in person in New Orleans, Louisiana, with the Southern Economics Association meetings. Thirty-seven graduate student mentees and 14 mentors attended the session. We are pleased to report that CSWEP obtained a two-year travel grant (~\$50,000) in 2022 from the Sloan Foundation to fund mentee travel to increase participation, especially amongst graduate students whose home departments may lack such funds.

CSWEP has been working hard to seek additional partnerships and funding for activities to increase our mentoring opportunities. Examples include the Sloan grant for our graduate student workshop and the funding secured for the CSWEP-SSRC Research Consortium in Economics and Mathematics in 2022. In collaboration with CEDPC, we submitted and received a multi-year grant from Co-Impact for \$995,000 in December 2023. Titled “Improving the Climate in Economics,” the funds will allow us to implement several new programs over three years following a design phase in 2024. We are proud that this was the sole global Women in Leadership grant awarded by Co-Impact in 2023.

We are tremendously excited that the funding will allow us to introduce several new initiatives ranging from department chair workshops, bystander training, and graduate student workshops to engage in level setting, providing additional support to our mid-career workshop, a women in leadership workshop, and creating best practice videos. Many of these programs will enter the design phase to develop programming in 2024 with a launch date of the 2025 AEA/ASSA annual meetings.

CSWEP’s partnership with the SSRC on a million-dollar consortium, awarded in 2022, is in full swing and focuses on research that tests, replicates, and scales interventions designed to increase women’s representation in economics and mathematics and is working

with university disciplinary and departmental leaders to secure the implementation of effective interventions.

Section II reports on the administration of CSWEP. Section III describes CSWEP activities. Keeping with tradition, Section IV of this Annual Report of CSWEP’s activities summarizes the 2023 Annual Survey. The CSWEP data are available to individual researchers via ICPSR. Associate Chair Margaret Levenstein of the University of Michigan directed the 2023 CSWEP Annual Survey, analyzed the results, and wrote the report on the status of women in the economics profession.

## CSWEP Administration

### CSWEP Office

Anusha Chari of The University of North Carolina at Chapel Hill continued her second year as CSWEP chair. In September 2018, CSWEP began a new model of administration in which CSWEP coordinates with the AEA’s Nashville office to house CSWEP’s Committee Coordinator rather than at the home institution of the chair. This improves communication between CSWEP and the AEA administration, easing future leadership transitions. In the summer of 2019, the Committee Coordinator for CSWEP undertook a similar role assisting CSMGEP. The Committee Coordinator’s time is divided between CSWEP duties, CSMGEP duties, and occasional tasks as needed for the Association. Rebekah Loftis assumed this role in December 2019. Kristine Etter took full responsibility for this role in late 2023.

In addition to establishing the submission portals for CeMENT to facilitate smoother and more efficient transitions of the CeMENT Program Directors, a central goal of the staffing reorganization was to facilitate smoother and more efficient chair transitions. We experienced this when Anusha Chari of The University of North Carolina at Chapel Hill assumed the role of committee chair in January 2022.

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## CSWEP Communications

The success of CSWEP programs in advancing the status of women in economics depends upon our ability to communicate broadly and effectively to members of the profession both inside and outside of academia. Our primary communications tools are our subscriber email list, Twitter account, website, webinars, and newsletters.

Our subscriber list remains our primary form of communication. To receive CSWEP communications, members of the profession must send an email to [info@cswep.org](mailto:info@cswep.org). We currently have 3,783 subscribers, which includes our CSWEP Liaisons. The CSWEP Liaison Network, created in 2014, recruits an individual at each institution who is willing to ensure that their department completes our annual survey and who distributes CSWEP newsletters, announcements, and professional development opportunities to potentially interested individuals who may not be subscribed. We aim to recruit a tenured faculty liaison in every economics department, including economists in business, public policy, and environmental schools. In 2019, we began an effort to establish a CSWEP liaison in every branch of government that employs Ph.D. economists and establish a liaison within each of the major foundations that conduct economic research.

This year, we worked with the AEA office to improve our website and make navigating it easier. We also enhanced the professional development resources available on our website. For example, we keep a list of conferences, workshops, and events focused on mentoring or professional development. We have resources for job seekers, chairs looking to hire diverse talent, etc. This organization of resources can be found at [this link](#).<sup>1</sup> Our website also archives recordings of our webinar series.

Our Twitter (X) account, [@AEACSWEP](#),<sup>2</sup> was launched in 2017, and we have been tweeting prize

announcements, calls for papers, and information about our board members since then. Our Twitter account has been instrumental in building awareness of our webinar series and advertising our mentoring opportunities. We also use our Twitter (X) account to flag non-CSWEP professional development resources of interest to our followers and point our followers to the more extensive resources available on our webpage. Our Twitter (X) followers total 7865 as of the time of this writing. We have also established a BlueSky profile, [@aeacswep.bsky.social](#), in the fall of 2023 to widen the CSWEP audience on social media platforms.

## CSWEP Activities in 2023

### CSWEP and AEA Initiatives on Equity, Diversity, and Professional Climate

The CSWEP Board continues to support AEA efforts on Equity, Diversity, and Professional Climate. Anna Paulson, Executive Vice President and Director of Research at the Federal Reserve Bank of Chicago serves on the committee to design and confer the departmental diversity awards. Former CSWEP Chair Chevalier also serves on the AEA's outreach committee. Our board continues to stand ready to assist the Executive Committee and Officers in diversity and inclusion efforts that the AEA may launch, including hosting a joint panel with CSQIEP at the AEA/ASSA meetings on exploring new frontiers in diversity and inclusion.

### Mentoring Programs

The effective mentoring of women and non-binary economists is central to CSWEP's mission. Our CEMENT Mentoring Workshops are a crucial part of this endeavor. The CSWEP Mentoring breakfasts at the AEA/ASSA meetings, mentoring events at five regional economic association meetings, and our graduate student mentoring workshops. CSWEP also coordinates

1. <https://www.aeaweb.org/about-aea/committees/cswep/programs>

2. <https://twitter.com/AEACSWEP>



the AEA Summer Fellows Program, which provides mentoring and research support for Ph.D. students and junior faculty.

### CeMENT Mentoring Workshops for Faculty in Doctoral and Non-Doctoral Programs.

Our CeMENT Mentoring workshops are the cornerstones of CSWEP’s mentoring efforts. Evidence from a randomized controlled trial shows that the workshop is effective in helping junior scholars earn tenure.

Responding to the enormous demand for our mentoring workshops, CSWEP increased the number of mentees accommodated in our workshops for Faculty in Doctoral Programs and Faculty in Non-doctoral Programs. In early 2020, we also received permission from the Executive Committee to increase the frequency of our workshops devoted to faculty in non-doctoral programs from every other year to an annual cadence. In 2021, the Executive Committee approved funding for both workshops through January 2026. In 2023, both programs were held in person for the first time since the pandemic. The workshops will continue for 2024; however, they will be during the summer in Chicago, Illinois, rather than immediately following the AEA meetings in January. The Federal Reserve Bank of Chicago is willing to host the workshop and provide the venue free of cost.

In keeping with past practice, junior participants submitted applications starting July 1, 2022, with a submission deadline of August 15, 2022. AEA built the centralized application portal for doctoral and non-doctoral workshops in 2019. We received 131 applications this year, 77 of which were considered and reviewed as doctoral workshop applications. We created a pool of eligible applicants who have or will soon start a tenure-track job in a department offering a doctoral degree or research institution with comparable requirements for career success.

Based on our informal and formal feedback, the workshop for faculty at Ph.D. granting institutions was

a great success. The evaluations were comparable to last year (6.65 vs. 6.63) when the workshop was remote and slightly better than two years ago when the workshop was in person (6.65 vs. 6.53) (on a scale of 1–7 where 1 is “not at all helpful” and 7 is “extremely helpful”). The average mentor rating of the workshop was 6.82 (vs. 6.65 last year and 6.56 two years ago). Among all the sessions, junior participants rated the “Getting Tenure” and “Getting Published” panels the most valuable, with the average rating of 6.54 and 6.33, respectively (vs. 6.56 and 6.47 last year and 5.98 and 5.96 two years ago)—“Getting Published” was co-hosted with the non-doctoral program. Below are some of the survey comments.

*Overall, really great organization and mix of events/panels! I thought it was the perfect length and I’m grateful to have been matched with really helpful mentors.*

*This experience has been incredible. The community and camaraderie alone have made me feel at home in economics for the first time in a long while. The workshop answered so many of the questions I had as a junior economist, and even more that I didn’t know I had. I’m deeply thankful to have participated.*

*It was wonderful! Thanks for organizing and bringing such amazing mentors and mentees.*

*Thank you so much for putting this together—it was a wonderful set of sessions and provided a lot of really valuable advice.*

*Thank you for the fantastic workshop! I feel that I gained a lot from it and will recommend it to all my colleagues.*

*I really gained so much from this experience. I know there’s many mentees and mentors, I think it would be helpful to engage more with other mentors as well. I was in a group slightly less related to my field and so it would be useful to have more contact with mentors in my field for more specific feedbacks and opportunities related to our field. But*

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*The community and camaraderie alone have made me feel at home in economics for the first time in a long while.*

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overall, it was an absolutely fantastic experience.

*One additional happy hour before the second night dinner. Also combining doctoral and non-doctoral on the second night.*

*It was fantastic, thank you so so much. I also really appreciated Lori's availability during the whole event and the possibility to talk with her.*

*The work-life session, in my opinion, would work better as a lunch or breakfast with different tables dedicated to different facets—childcare, two-body problem, time management, mental health, among others.*

*This was SO wonderful. I really appreciate being able to take part. If it's possible to continue to hold cement alumni happy hours/events in the future, that would be amazing!*

*The best part was the opportunity to network in person with women from across different fields and universities and share our common questions, struggles, and successes. The focused time for individual feedback in my group was also helpful. Going forward, staying connected with people I met here will undoubtedly be the most productive.*

*Thank you to all the people that made it possible for us to have this great experience. Thank you to Lori for being so thought in creating the activities and the groups. Also, thank you for the flexibility to accommodate requests. In general, I will always remember this experience and I am extremely thankful of the opportunity to be part of it.*

The CeMENT workshop for faculty at institutions that do not offer a Ph.D. in Economics was also held on January 8–10, 2023. The workshop is designed to support faculty at institutions that emphasize research and undergraduate teaching. A total of 39 applications were reviewed. About 30 participants at the 2023 workshop received advice about publishing, teaching, networking, the tenure process, goal setting, and achieving a work/life balance. Small group sessions allowed each participant to receive detailed feedback on teaching

strategies and research papers. Overall, the workshop rating was “extremely helpful,” with a mean overall rating of 6.5/7 (1 being “not at all helpful” and 7 being “extremely helpful”). Many participants commented on the support they received and the usefulness of the network that they started at the workshop. Below are some quotes from the participants.

*This is a great workshop! I make new friends here. Knowing more people in the field will make each conference trip more enjoyable!*

*Thank you for the opportunity! This is a worthwhile workshop that should CERTAINLY be continued.*

*This was such a massively helpful workshop and I know I'll reflect on it fondly for the rest of my career and life. I finally feel (for the first time since grad school) like I can do it and I WANT to do it and I'm not alone.*

*This was a great workshop. I came in worried but left reassured. I feel I have new tools and resources, but also new connections. This workshop will be one of my top recommendations for pre-tenured faculty looking for resources, networking, and support. Thank you!!!*

*Thank you so much for organizing this—I greatly enjoyed every session and learned a lot.*

*This workshop has changed my entire perspective on my ability to succeed on the tenure track in a positive way. This whole experience has been invaluable to me.*

*I really enjoyed this workshop; it opened my doors to many other possibilities. I truly appreciate everyone in this workshop, the organizers and all the mentors and whoever I spoke, and many others. Thank you very much!*

*You are all amazing and inspirational to me. Thank you for helping us.*

*This is an immensely useful resource for a lot of us who lack the necessary mentoring from our graduate school circles or associated circles. I hope that it continues to grow*

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*and maybe develop into something that is a follow up to this initial round of mentorship close to tenure. It is incredibly powerful to be in a room of female economists who genuinely seem to care about your success.*

*Thank you so much for all you work! This was an excellent, inspiring experience.*

*Thank you all for your efforts. I found the workshop empowering for the women in our profession!*

For the 2023 workshop, Lori Beaman of Northwestern University will continue her directorship of the program for faculty in Ph.D.-granting institutions (and for researchers outside academia with similar research expectations). Jessica Holmes of Middlebury College will continue as director of the program for faculty from institutions that do not grant Ph.D.s.

Holding the CeMENT workshops immediately after the AEA meetings has advantages and drawbacks. In the normal cycle, CeMENT would occur January 7–9, 2024, following the San Antonio AEA/ASSA Annual Meeting. However, many universities across the country begin their Spring/Winter semesters before or during the CeMENT workshop. Over the years, the timing has significantly limited the ability of mentees and mentors at many such institutions to participate in the workshop. We proposed to the Executive Committee that we host the 2024 workshops in Chicago, and they approved at their April 2023 meeting. Piloting the summer timing and the central location within the United States will allow a broader constituency of mentors and mentees to participate in CeMENT in 2024.

### **Mentoring Breakfasts for Junior Economists**

CSWEP held an in-person and a virtual mentoring breakfast for Junior Economists in conjunction with the 2023 AEA/ASSA meetings in New Orleans. This event was organized by Ina Ganguli of the University of Massachusetts Amherst and Kasey Buckles of Notre Dame as the Associate Chair and Director of Mentoring.

Approximately 148 junior economists participated in the breakfasts. Sixty-one senior mentors staffed topics tables on Research/Promotion, Teaching, Tenure/Promotion, Non-Academic Careers, Work/Life Balance, Job Market, Networking, and Dual Career Issues. For the in-person mentoring breakfast, junior participants rotated between the tables at 20-minute intervals based on their interests and research fields. Junior participants alternated between two breakout rooms at 30-minute intervals for the virtual event based on their interests and research fields. The median rating was 90 out of 100 in a post-event survey of participants.

### **Peer Mentoring Breakfast for Mid-Career Economists**

CSWEP held the first in-person peer mentoring event for mid-career economists since the 2020 pandemic during the 2023 AEA meetings. Marionette Holmes of Spellman College organized this event. Approximately 15 mid-career women attended the event with senior mentors. We had three speakers at breakfast: Yana Rodgers of Rutgers University, Teresa Harrison of Drexel University, and Lisa Barrow from the Federal Reserve Bank of Chicago. Each table consisted of 3 to 5 mid-career participants and 1 to 2 senior mentors who moderated the discussions about promotion to full professor, whether to accept administrative roles, managing research time, work/life balance, career transitions, and negotiating with department and university administrators.

### **AEA Summer Economics Fellows Program**

The AEA Summer Economics Fellows Program began in 2006 with National Science Foundation (NSF) funding. Designed and administered by a joint AEA-CSMGEP-CSWEP committee, the program aims to enhance the careers of underrepresented minorities and women during their years as senior graduate students or junior faculty members. Fellowships vary from one

continues on page 20 

institution to the next. In general, senior economists mentor the fellows for two months, and fellows, in turn, work on their research and have a valuable opportunity to present it. The sponsoring institutions are predominantly government agencies. Many fellows have reported this experience as a career-changing event.

Dan Newlon directs the Summer Economics Fellows Program. Our Committee Coordinator manages incoming applications. This year, the review panel comprised CSMGEP representatives Neil Ericsson, Gary Hoover, and Ebonya Washington, as well as outside volunteers Argia Sbordone and Barbara Fraumeni. The year 2023 was outstanding for the AEA Summer Economics Fellows Program. Twenty-eight fellows were hired, a substantial increase from the twenty-five hired last year. The hiring was spread across fifteen different sponsors.

The number of applications increased from 159 applications last year to 220 applications this year—the second most in the program’s history. Nine minority fellows were hired—the highest in the program’s history. This is a remarkable turnaround from last year, when there was a slump in the number of minority applicants, and no minorities were hired. The overall success rate was 13%, the success rate for female applicants was 15%, and the success rate for minority applicants was 27%.

The fifteen institutions that hired summer fellows were: The Federal Reserve Board (7), FRB-Atlanta (2), FRB-New York (2), FRB-Chicago (3), FRB-Kansas City (2), FRB-Minneapolis (1), FRB-Richmond (2), FRB-Boston (3), FRB-Cleveland (2), FRB-Dallas (1), FRB-Philadelphia (1), Federal Deposit Insurance Corporation (1), Equitable Growth Foundation (1), the Bureau of Economic Analysis (1) and the Census Bureau (1).

## Workshops for Graduate Students

In most economics and economics-adjacent Ph.D. programs, students complete their coursework and choose

their fields by the end of their second year and then face the daunting and exciting task of conducting independent research, sometimes for the first time in their lives. Students can feel overwhelmed and lost at this juncture in their studies and may not have access to support and resources to help them navigate graduate school successfully and make the most out of their Ph.D. experience; they may miss out on valuable “hidden curriculum” information and feel unsupported. The goal of these workshops are to address this need.

The first workshop, organized by Marika Cabral and Maya Rossin-Slater, was held virtually on September 29, 2023. Given the workshop’s virtual nature and the volunteer mentors’ willingness, all 75 women and non-binary graduate student participants who applied were accepted. There were 38 volunteer mentors. This is a decrease from the 134 students last year; however this is consistent with a general reduction in interest in virtual events.

Melanie Guldi, Catherine Maclean, and Orgul Ozturk organized and hosted the second workshop held in-person in association with the Southern Economics Association meetings in New Orleans, Louisiana on November 17, 2023, accepting 37 mentees out of the 209 applicants who all attended and were paired with 14 mentors. This brings the total number of attending students across the two events to 112. Organizers divided participants into small groups based on shared research interests and matched them with two mentors. Mentors were women/non-binary economists in the early stages of their careers, assistant and associate professors in economics and other departments, and those employed outside academia (e.g., research think tanks and government positions). The workshop focused on various issues, including generating research ideas, finding advisors, collaborating and co-authorship, finding opportunities to present research and get feedback, networking, and work-life balance.

Interest in participating in this workshop seems

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high among graduate students; therefore, the workshop organizers will seek additional funds to continue this tradition in the coming years. The Sloan grant approved to aid with travel and housing for this workshop runs out at the end of 2023.

### SSRC/CSWEP Research Consortium

CSWEP was approached at the end of 2021 by the Social Science Research Council (SSRC) to support the rigorous evaluation of cost-effective and scalable interventions designed to increase the presence and success of women in economics and mathematics. The CSWEP-SSRC Women in Economics and Mathematics [Research Consortium](#)<sup>3</sup> focuses on research that tests, replicates, and scales interventions designed to increase women’s representation in economics and mathematics and works with university, disciplinary, and departmental leaders to secure the implementation of effective interventions. We particularly encouraged proposals that involve collaborations with implementing partners on college and university campuses and replications of previously evaluated interventions, especially those that evaluate scalability and external validity.

We are pleased to report that the initiative is in full swing. Consortium members presented preliminary findings at an in-person convening of university leaders from the SSRC’s College and University Fund for the Social Sciences, held in November 2024. CSWEP and SSRC will work with funded investigators and research teams to ensure the widespread dissemination of findings to university, disciplinary, and departmental leaders. Consortium members will also be invited to participate in CSWEP panels organized at AEA conferences and to contribute to other communication and dissemination initiatives organized by SSRC. Details about the five 2023 Consortium grantees and their projects are available on the SSRC [website](#).<sup>4</sup>

### Mid-Career Peer-to-Peer (P2P) Program

Led by Kasey Buckles, our Associate Chair and Director of Mentoring, CSWEP established a new program for mid-career economists in 2023. The Mid-Career P2P (peer-to-peer) program aims to help mid-career economists find community, support, and mentoring. Participants form small groups of economists at a similar career stage or with similar concerns. CSWEP provides a suggested “curriculum” and supplemental materials, covering topics like goal setting, time management, planning for promotion, and managing service. The proposed curriculum consists of five modules, with several alternative modules that can be substituted to meet the group’s needs. It has associate professors or equivalent non-academic or non-tenure-track positions in mind but is easily adaptable for full professors, administrators, managers, and others. The first set of groups launched in September of 2023, with over 130 people participating in 28 groups. Groups have been meeting (typically virtually) for 60-90 minutes and are expected to meet at least five times over the first six months. The groups are self-directing, with support as needed from CSWEP. To view the suggested curriculum, visit the CSWEP [website](#).<sup>5</sup>

### Professional Development Webinars

After the 2023 AEA meetings, on February 1, 2023, CSWEP continued our successful “Fireside Chats with Journal Editors” series, which was organized by CSWEP and co-sponsored by AFFECT. We wanted to have a conversation with the first female editor of the Journal of Finance, Antoinette Schoar of MIT. This interview was moderated by Jennie Bai from Georgetown University and Juliana Salomao from the University of Minnesota. A total of 58 people attended this session.

3. <https://www.ssrc.org/programs/cswep-women-in-economics-research-consortium/>

4. <https://www.ssrc.org/programs/cswep-women-in-economics-research-consortium/cswep-ssrc-women-in-economics-and-mathematics-research-consortium-grantees/>

5. [https://www.aeaweb.org/about-aea/committees/cswep/programs/resources/midcareer\\_p2p](https://www.aeaweb.org/about-aea/committees/cswep/programs/resources/midcareer_p2p)

## Awards

### Carolyn Shaw Bell Award

The Carolyn Shaw Bell Award is given annually to an individual who has furthered 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. The Carolyn Shaw Bell Award was created in January 1998 as part of the 25th Anniversary celebration of the founding of CSWEP.

Kaye Husbands Fealing, Dean of the Ivan Allen College of Liberal Arts at the Georgia Institute of Technology and Professor of Public Policy, is the 2023 Carolyn Shaw Bell Award recipient. Her exemplary career demonstrates her versatility as an economist, academic leader, and diversity champion in STEM fields.

Dr. Husbands Fealing earned her BA in Mathematics and Economics from the University of Pennsylvania and her Ph.D. from Harvard University. Her research has encompassed the study of the science of science and innovation policy, the public value of research expenditures, and the underrepresentation of women and minorities in STEM fields and the STEM workforce. A collaborative scholar, her study on gender pay gaps in U.S. Federal science agencies exemplifies her dedication to addressing disparities in the workforce. She has served on the faculties of Williams College and the University of Minnesota's Humphrey School of Public Affairs, where she garnered numerous accolades, including Teacher of the Year awards.

She also served as the Economics Program Director at the National Science Foundation, where she spearheaded the Science of Science and Innovation Policy (SciSIP) program and co-chaired the Science of Science Policy Interagency Task Group. Dr. Husbands Fealing is an Elected Member of the American Academy of Arts and Sciences and an Elected Fellow of the National Academy of Public Administration and the American Association for the Advancement of Science. She has served

on the board of CSWEP and as president of the National Economics Association. In addition to these structural roles, Dr. Husbands Fealing has personally mentored numerous economists. The letters received in support of this award contain many examples of Dr. Husbands Fealing's generosity with her time and wise advice.

Dr. Husbands Fealing's multifaceted career is one of dedication and excellence, showcasing her unwavering commitment to advancing the fields of economics and science while advocating for greater inclusivity. Her journey, marked by significant milestones, inspires those who strive to make a meaningful impact in academia and public service.

### Elaine Bennett Research Prize

CSWEP awards the Elaine Bennett Research Prize to recognize, support, and encourage outstanding contributions by young women in economics. Established in 1998, the Elaine Bennett Research Prize is now awarded annually to recognize and honor outstanding research in any field of economics by a woman at most ten years beyond her Ph.D. (adjusted for family responsibilities).

Maya Rossin-Slater, Associate Professor in the Department of Health Policy at Stanford University and Senior Fellow at the Stanford Institute for Economic Policy Research, has received the 2023 Elaine Bennett Research Prize. Professor Rossin-Slater is the recipient of the National Science Foundation CAREER award and is the Principal Investigator on several grants from the National Institutes of Health. She received her Ph.D. in Economics from Columbia University in 2013 and her BA in Economics and Statistics from UC Berkeley in 2008.

Her research centers on the causal impacts of public policies and other factors on the well-being of families with children, focusing on identifying what works to improve the outcomes of disadvantaged populations and reduce socioeconomic inequality and health disparities.

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Her work has analyzed the effects of US social safety net programs—including Food Stamps, WIC, and Medicaid—on various early-life and long-term health and economic success measures, underscoring how these programs can be regarded as investments into the next generation. She has also studied environmental factors, such as air pollution and extreme temperatures, shaping individuals' later labor market outcomes, highlighting how environmental policy and climate change can influence human capital. Her research on paid family leave has provided evidence of the benefits of this policy for workers and their families and shown that these benefits appear to accrue without significant burden to employers. Her work on school shootings has shown the lasting adverse impacts of these events on the mental health, educational, and later economic outcomes of surviving students, emphasizing the persistent cost that gun violence imposes on the hundreds of thousands of American children who have experienced it at their schools.

## CSWEP's Presence at the Annual Association Meetings and Regional Economic Association Meetings

### The 2023 American Economic Association Meeting

In addition to mentoring activities, presentation of the Annual Report, and the presentation of awards, CSWEP sponsored seven competitive-entry paper sessions at the 2023 AEA/ASSA Meetings in New Orleans, Louisiana. Kasey Buckles of Notre Dame, Ina Ganguli of the University of Massachusetts, Amherst, Rebecca Thornton of the University of Illinois at Urbana-Champaign, and Olga Shurchkov of Wellesley College organized three sessions in the economics of gender, including one on gender in the economics profession. Francisca Antman of the University of Colorado Boulder organized one session on education economics. Jill Grennan of Duke University and Laura Veldkamp of Columbia University organized two sessions on the

economic uses and applications of big data.

The submissions process for these sessions continues to be highly competitive. There were 89 abstract submissions for the 2023 sessions. Women consistently report that these sessions, which put their research before a broad audience, are professionally valuable.

The review committees selected eight papers for publication in two pseudo-sessions in the *AEA: P&P*. To be considered for these sessions, papers must have at least one junior author, and in non-gender-related sessions, at least one author must be a junior woman.

CSWEP also organized and co-sponsored with the AEA a panel on Sexual Harassment in the Economics Profession: Lessons Learned and the Way Forward. The panelists included Christina Romer, AEA President; Ben Bernanke, former AEA President, Leto Copley, AEA Ombudsperson; Audrey Anderson, Title IX expert; and Billy Williams from the American Geophysical Union.

### Five 2023 Regional Economic Association Meetings

CSWEP maintains a strong presence at all four Regional Economic Association Meetings and, through our D.C. rep, intends to have a presence at the Association for Public Policy Analysis and Management's annual conference. Our pre-pandemic practice was to host a networking breakfast or lunch, paper sessions, and career development panels at the regional meetings. These events are typically well-attended by people of all genders and provide an informal opportunity for CSWEP representatives and senior women to network and mentor one-on-one. We are grateful to the regional representatives who organized and hosted CSWEP's presence at the regionals.

The 49th Annual **Eastern Economic Association (EEA) Conference** was held in person this year from February 23–26, 2023, at the Sheraton Times Square, New York City. Our outgoing EEA Representative,

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Terry-Ann Craigie, and our incoming Rep, Yana van der Meulen Rodgers, represented CSWEP at the sessions. CSWEP sponsored a record 12 sessions on a range of topics, and they were a success from all accounts. In addition, CSWEP held our traditional networking breakfast and an inaugural Happy Hour reception at the New York Federal Reserve Bank in the financial district. Both these special events had such high demand that we needed a waitlist, and feedback about the networking benefits was positive.

The **Midwest Economic Association Conference** was held in Cleveland, Ohio, from Friday, March 31, to April 2, 2023. The CSWEP Sessions were on Friday, March 31, 2023. CSWEP's session "Advice for Job Seekers: Finding the Right "Fit" was the conference's Highlighted Panel. There was another panel on "Academic Career Challenges and Opportunities." CSWEP held a Networking Luncheon, which was a sold-out event. Many were on the waiting list and waited to see if there were any no-shows and if they could get a chance to have lunch. The luncheon was very lively, with informal chats at every table. People seemed happy to be back at the luncheon, networking and exchanging ideas. CSWEP's events at the MEA Conference were successful, well-attended, and beneficial to fellow economists.

For the **Western Economic Association International** Annual Conference (July 2-6, 2023), Francisca Antman (CSWEP Board Western Representative) organized one in-person paper session featuring four papers on "Gender, Labor Markets, and Retirement" and another in-person paper session featuring four papers on "Disparities in Health, Education, and Housing." These sessions offered researchers an opportunity to present their work, meet and build networks with other researchers, and get valuable feedback on their research.

In June, **DCSWEP** had a CSWEP-style mentoring event with the Society of Government Economists held at the Federal Reserve Board. About 50 economists from federal agencies attended the conference. Table

topics included research, policy work, career advancement, workplace conflict/discrimination, and work/Life balance. In mid-October, organized by Stephanie Aaronson, DCSWEP co-sponsored (again with SGE) a Zoom mentoring event on jobs outside of academia geared toward graduate students looking ahead to the job market. There were four panelists: Breno Braga (Urban Institute), Linden McBride (U.S. Census Bureau), David Cho (Federal Reserve Board), and Sarah Reber (Brookings Institution).

DCSWEP organized two panels for the **AP-PAM** research conference, which was held in November. For the conference in Atlanta, DCSWEP partnered with two economists at the Atlanta Fed, Melinda Pitts and Salomé Baslandze, who organized the panels "Gender, Policy, and the Labor Market" and "Topics in Innovation and Entrepreneurship," respectively. The panels included a good mix of graduate students, recent graduates, and more seasoned economists.

The **Southern Economics Association** Meeting was held in New Orleans this November. Southern representative Orgul Ozturk co-organized a mentoring session for graduate students the day before the meeting. Orgul Ozturk also co-organized eight research sessions (four on applied micro and labor economics, two on health, and two on food insecurity and the SNAP program). In addition, CSWEP hosted a coffee break and two social hours to facilitate networking among women in the profession. The events at the Southern Economics Association were very well attended, and all received positive feedback from those in attendance.

## CSWEP News: 2023 Focus and Features

CSWEP is delighted to introduce Gina Pieters from the University of Chicago, who took over as Oversight Editor for Kate Silz-Carson of the U.S. Air Force Academy at the beginning of the year. CSWEP published four newsletter issues in 2023 with help from Leda Black's graphic design expertise. The first issue

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of 2023 showcased a Newsletter re-design to facilitate easier reading in its primarily online format.

The year's first issue contains the CSWEP annual report and an interview with the CSWEP prize winners. The other three issues of the year each feature a *Focus* section of articles with a theme chosen and introduced by a guest editor who solicits the featured articles. The quality of these *Focus* articles is consistently high, with many proving to be enduring career resources for junior economists. The CSWEP Board extends our thanks to the authors and other contributors.

### Issue 2: Focus on the Undergraduate Experience

This issue's Focus was cultivating the undergraduate pipeline in economics to increase diversity not only along the lines of gender and race but also increasing socioeconomic diversity in our profession. Marionette Holmes, Chair of the Economics department at Spelman College and an at-large board member of CSWEP, put together a fantastic set of articles on this topic.

### Issue 3: Focus on the Changed Landscape of Abortion Access

The summer marked the one-year anniversary of the *Dobbs v. Jackson Women's Health Organization* decision of the US Supreme Court in June 2022, which held that the Constitution of the United States does not confer a right to abortion. Issue 3 of the CSWEP News focused on the changed landscape a year after this landmark decision. Yana Rodgers, the Eastern representative on CSWEP's board, curated a set of important articles with perspectives from legal and medical professionals, university administrators, and policy evaluators.

### Issue 4: Focus on What the AEA Is Doing About Sexual Harassment

To address ongoing issues regarding the climate for women in economics and the distressing and widespread accounts of sexual harassment, the AEA and CSWEP jointly convened a panel discussion at the 2023 AEA/ASSA Meetings. To broadly disseminate the ideas and resources shared on the panel, Donna Ginther, guest editor of the Issue's Focus, compiled a collection

of articles from the panelists ranging from advocating for a multi-pronged strategy to help make the economics profession open and inclusive, taking stock of the many measures the AEA has undertaken to improve the climate, outlining policies and procedures for

addressing harassment and discrimination, and the steps professional societies can take to address the culture of harassment in STEM fields. The issue also provided information about the AEA's newly revised ombuds process.

CSWEP wishes to extend our thanks to all who took the time to write contributions to newsletters during 2023. Professional development features of these and past issues of *CSWEP News* are now more easily accessible at [CSWEP.org](https://www.aeaweb.org),<sup>6</sup> where one can find them archived by year, target audience, and topic.

## Status of Women in the Economics Profession<sup>7</sup>

### Women's Status in the Economics Profession: Summary

This report presents the results of the 2023 CSWEP survey of U.S. economics departments. It compares the top ranked economics departments—which produce the vast majority of faculty in Ph.D. granting departments—to all Ph.D. and non-Ph.D. granting departments. It examines gender differences in outcomes in the Ph.D. job market and the progress (and attrition) of women through the academic ranks. As was the case last year, there was little progress in the representation of women in economics; in fact, there are a number of leading economics departments where the share of women students has fallen in concerning ways. Overall, the share of women in the first year Ph.D. class is

6. <https://www.aeaweb.org/about-aea/committees/cswep/newsletters>

➡ [Table 1, page 27](#)

➡ [Table 7, page 37](#)

7. This survey report is written by Margaret Levenstein, CSWEP Associate Chair and Survey Director. We gratefully acknowledge the assistance of Michael Shove and Erin Meyer in the administration and analysis of the survey.

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down for the second year in a row. The female share of faculty of Ph.D.-granting departments increased very slightly last year (Table 1). Half of the top-twenty departments have first year classes that are at least 35% female, but there are three departments where women make up less than 20% of the incoming class (Table 7). The share of women among undergraduate economics majors also fell in both Ph.D.-granting and non-Ph.D. departments (Tables 1 and 3, Figure 5). On the brighter side, the share of the female share of assistant professors increased slightly to reach new highs of 33.7% (Ph.D.-granting departments, Table 1) and 42.4% (non-Ph.D. departments, Table 3).

In 1971 the AEA established CSWEP as a standing committee to monitor the status and promote the advancement of women in the economics profession. In 1972 CSWEP undertook a broad survey of economics departments and found that women represented 7.6% of new Ph.D.s, and 8.8% of assistant, 3.7% of associate, and 2.4% of full professors. In the two decades after CSWEP's first survey, there was significant improvement in women's representation in economics. By 1994, women made up almost a third of new Ph.D. students and almost a quarter of assistant professors in economics departments with doctoral programs. The share of associate and full professors who were women had almost tripled.

Progress at increasing the representation of women continued through the early 2000s and then essentially stopped for nearly two decades. The continued stagnation or even declines in representation seen in this year's report suggest that individual departments and schools, as well as the discipline as a whole, need to strengthen and innovate their efforts to attract and advance women. Commitment at the department and discipline level to make the field inclusive and equitable are critical to continuing this progress so that the field is more representative of the people it studies.

## The CSWEP Annual Surveys, 1972–2023

In fall 2023 CSWEP surveyed 128 doctoral departments and 127 non-doctoral departments. We have received responses from 124 doctoral and 102 non-doctoral departments.<sup>8</sup> The non-doctoral sample is based on the listing of “Baccalaureate Colleges—Liberal Arts” from the *Carnegie Classification of Institutions of Higher Learning* (2000 Edition). Starting in 2006 the survey was augmented to include departments in research universities that offer a Master's degree but not a Ph.D. degree program in economics. We have harmonized and documented the departmental-level data from the 1990s to the current period to improve our analysis of long-run trends in the profession. Department-level longitudinal reports are provided to all responding departments; these reports are shared with department chairs and CSWEP liaisons on an annual basis. Previous years of survey data are accessible as ICPSR study [37118](https://www.icpsr.umich.edu/web/ICPSR/studies/37118).<sup>9</sup>

### 2023 Survey Results

In 2023 the share of faculty in Ph.D.-granting economics departments who are women remained flat at just over a quarter (Table 1). Many of these women (over 25%) are in non-tenure track positions (Table 1). The shares of women at the full professor level fell slightly last year (Figure 1), while the associate professors increased slightly. The share of women in the entering Ph.D. class fell for the second year in a row, and the number and share of women receiving their Ph.D.s fell sharply (Table 1).

Turning to the 21 economics departments that make up the “top twenty” and produce the vast majority of faculty who teach in Ph.D.-granting departments, we see a very thin pipeline (Tables 2a and 2b). There are a total of 10 female associate professors in the top ten departments, and a total of 25 in the top twenty. There are 21 female assistant professors in top ten departments, a slight decrease from last year and below the average

 [Table 1, page 27](#)

 [Table 3, page 32](#)

 [Figure 5, page 35](#)

9. <https://www.icpsr.umich.edu/web/ICPSR/studies/37118>

 [Table 1, page 27](#)

 [Figure 1, page 28](#)

 [Table 2a, page 29](#)

 [Table 2b, page 30](#)

<sup>8</sup> We have not received responses from the following Ph.D.-granting departments: Claremont Graduate University, University of Cincinnati, University of Nebraska-Lincoln, and University of New Hampshire. We handle missing data as follows. We impute responses for missing items or non-responding departments. In years when non-responders to the CSWEP survey did respond to the AEA's Universal Academic Questionnaire (UAQ), we use UAQ data to impute missing responses. When the department responded to neither CSWEP nor UAQ, we use linear interpolation from survey responses in other years. Table 8 and appendix figures provide more detail on response rates and the impact of imputation on reported results. We are very grateful to Charles C. Scott, Liz Braunstein, and the American Economic Association for sharing the UAQ data with us.

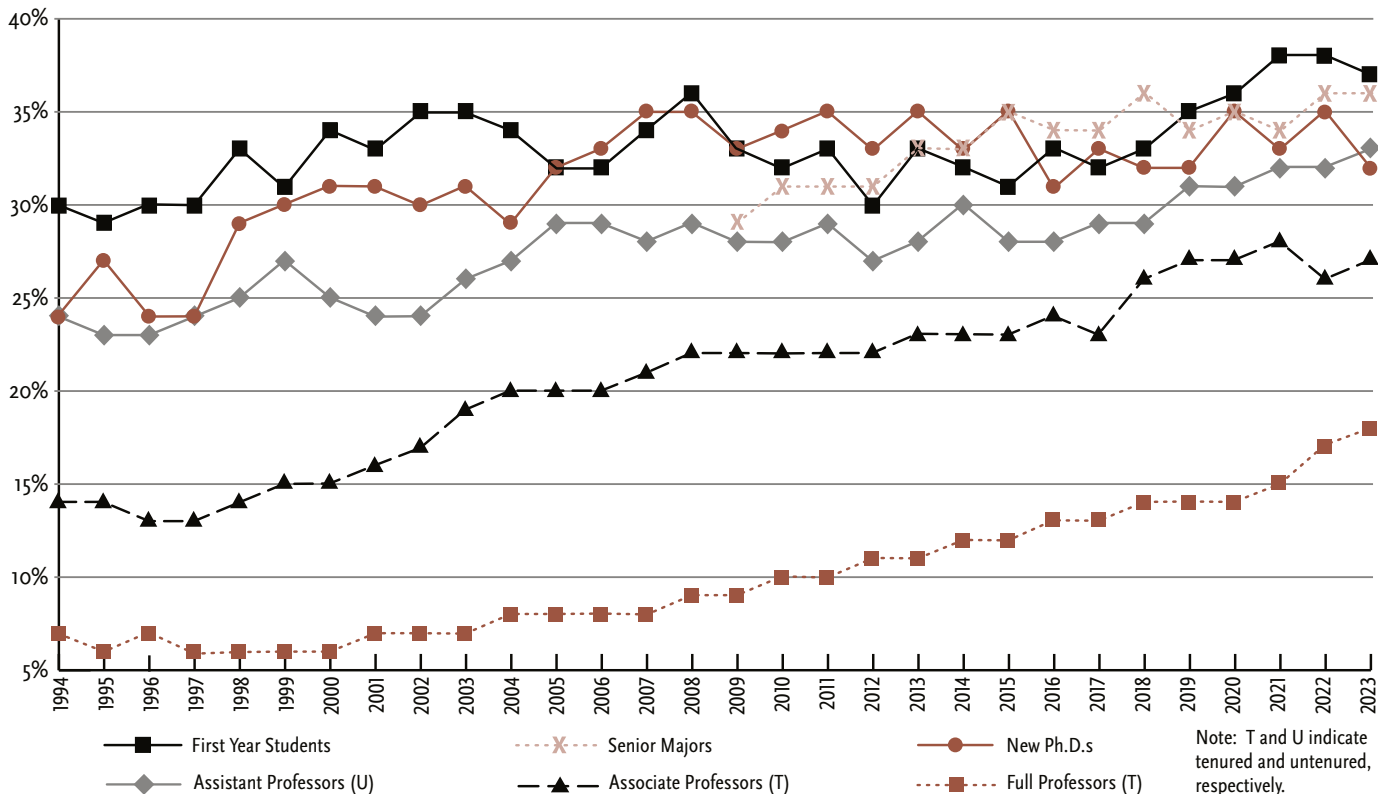
<sup>10</sup> We report data on non-Ph.D. departments beginning in 2006. The sample changed considerably in that year, expanding to include departments in universities that give masters. Figure 2 and Table 3 use a consistent panel of departments over time.

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

Year	1994–1997	1998–2002	2003–2007	2008–2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Faculty</b>															
<b>Full Professor</b>															
Percent	6.7%	6.4%	7.7%	10.1%	10.9%	11.8%	12.2%	12.9%	12.6%	14.0%	14.3%	14.7%	15.5%	17.7%	17.5%
Number	93.7	94.9	122.7	160.8	169.2	185.5	194.2	204.0	193.0	221.0	229.0	234.0	248.0	284.0	286.5
<b>Associate Professor</b>															
Percent	13.4%	15.5%	20.2%	22.4%	23.2%	23.2%	23.8%	25.2%	23.5%	26.0%	26.1%	27.2%	28.0%	26.5%	27.6%
Number	74.5	85.4	113.6	136.0	139.8	150.9	155.9	173.5	157.0	174.0	184.0	190.5	195.0	192.5	203.0
<b>Assistant Professor</b>															
Percent	23.6%	24.4%	27.9%	28.3%	27.8%	29.0%	28.3%	27.9%	28.5%	28.6%	30.2%	31.4%	32.8%	33.1%	33.7%
Number	137.2	146.6	199.7	223.8	212.2	228.5	233.7	233.0	246.5	237.0	248.0	255.0	274.5	265.5	263.6
<b>All Tenure Track (Subtotal)</b>															
Percent	12.1%	12.4%	15.2%	17.4%	17.9%	18.7%	19.0%	19.6%	19.5%	20.5%	21.1%	21.9%	22.9%	23.7%	23.9%
Number	305.4	326.9	436.0	520.7	521.3	564.8	583.9	610.5	596.5	632.0	661.0	679.5	717.5	742.0	753.1
<b>All Non-Tenure Track</b>															
Percent	33.2%	30.8%	33.2%	34.4%	35.1%	37.8%	34.7%	35.1%	34.9%	37.0%	37.9%	39.2%	40.2%	36.9%	37.2%
Number	39.2	91.0	150.7	209.0	180.0	222.0	295.5	311.0	325.0	234.0	285.3	263.0	298.0	264.5	261.5
<b>All Faculty</b>															
Percent	13.0%	14.2%	17.7%	20.3%	20.5%	21.8%	22.4%	23.1%	23.1%	23.3%	24.4%	24.9%	26.2%	26.1%	26.3%
Number	344.7	418.0	586.7	729.6	701.3	786.8	879.4	921.5	921.5	866.0	946.3	942.5	1015.5	1006.5	1014.6
<b>Ph.D. Students</b>															
<b>Ph.D. Granted</b>															
Percent	24.7%	30.0%	32.1%	33.9%	35.3%	32.7%	34.7%	31.0%	32.7%	31.9%	32.4%	34.8%	32.9%	34.5%	31.9%
Number	214.0	265.9	326.1	367.1	390.7	358.0	404.0	372.0	359.0	368.0	349.0	378.0	352.0	408.0	344.7
<b>ABD</b>															
Percent	27.4%	30.7%	33.9%	33.9%	32.1%	32.2%	31.7%	31.7%	33.0%	32.8%	32.9%	32.6%	34.7%	35.4%	36.6%
Number	647.2	850.4	1219.8	1317.7	1227.5	1346.0	1324.5	1430.0	1469.0	1469.0	1455.5	1464.5	1581.0	1458.0	1471.5
<b>First Year</b>															
Percent	29.9%	33.2%	33.5%	32.9%	32.6%	31.8%	31.5%	33.4%	32.5%	33.1%	34.7%	35.5%	38.4%	37.6%	37.1%
Number	445.4	518.2	568.4	557.6	481.0	508.0	500.0	517.0	498.0	474.0	542.0	452.0	476.0	467.0	526.8
<b>Undergraduate</b>															
<b>Economics Majors Graduated</b>															
Percent	32.0%	32.1%	31.6%	30.5%	32.1%	33.6%	33.2%	32.9%	34.0%	34.1%	33.4%	34.9%	34.7%	35.8%	34.0%
Number	2498	3281	5114	5785	5733	6998	7756	7577	7894	8225	8336	9185	8324	8280	7421
<b>Senior Majors*</b>															
Percent	missing	missing	missing	30.6%	32.8%	32.7%	34.6%	34.1%	34.5%	36.0%	33.9%	34.7%	34.4%	35.8%	35.7%
Number	missing	missing	missing	7603	5767	6687	7247	7534	7774	8417	8356	8084	7985	8182	7950

\*Notes: Entry and exit change the population universe. Any known Ph.D. programs are considered members of the population. Any non-respondents were imputed first with UAQ survey responses and, if those are unavailable, with linear interpolation. All programs responded to the 2021 survey. For five year intervals, simple averages are reported.

**Figure 1. The Pipeline for Departments with Doctoral Programs: Percent of Doctoral Students and Faculty who are Women, 1994–2022**



for the early 2000s. There were increases in the number and share of women in the first year classes of the top twenty.

Turning to an examination of non-doctoral departments, we see a similarly mixed pattern (Figure 2 and Table 3).<sup>10</sup> The share of faculty who are women is higher than in Ph.D.-granting departments, at every level of the professoriate, but it fell in 2023 (to 35.7%). The female share of both assistant professor and associate professors is a little higher (42.4 and 37.7%, respectively). Both doctoral and non-doctoral programs rely on women to teach, with women making up 37.2% of all non-tenure track faculty in the former and 38.4% in the latter (Tables 1 and 3).

At every level of the academic hierarchy, from entering Ph.D. student to full professor, women have been

and remain a minority. Moreover, within the tenure track, from new Ph.D. to full professor, the higher the rank, the lower the representation of women (Figure 1). In 2023 first year students were 37.1% female, falling to 33.7% for assistant professors, to 27.6% for tenured associate professors, and 17.5% for full professors. This pattern has been characterized as a “leaky pipeline.” Our reliance on this leaky pipeline for any progress in women’s representation in the profession requires growth in entry, which has not occurred in this century.

To provide a visual representation and estimates of this leaky pipeline, this report presents a simple lock-step model of typical academic career advancement (Figures 3 and 4). We track the gender composition of younger cohorts from when they enter graduate school

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Table 2a. The Pipeline for Top Departments: Percent and Numbers of Faculty and Students who are Women at All Top 10 Schools

Year	1994–1997	1998–2002	2003–2007	2008–2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Faculty</b>															
<b>Full Professor</b>															
Percent	4.7%	7.1%	8.3%	8.9%	9.6%	9.7%	9.6%	9.2%	9.1%	10.7%	12.2%	12.5%	12.7%	13.6%	14.0%
Number	10.8	17.8	21.5	25.8	28.0	27.0	27.0	26.0	27.0	33.0	39.0	39.0	34.0	40.0	43.0
<b>Associate Professor</b>															
Percent	12.5%	21.1%	16.4%	22.5%	23.3%	21.9%	25.0%	28.9%	30.8%	26.3%	21.2%	22.2%	31.2%	19.5%	21.3%
Number	4.5	6.1	4.8	7.7	7.0	7.0	8.0	13.0	12.0	10.0	7.0	8.0	10.0	8.0	10.0
<b>Assistant Professor</b>															
Percent	20.4%	18.0%	22.7%	23.1%	17.0%	20.0%	21.6%	18.0%	20.2%	17.9%	19.8%	22.4%	21.1%	24.7%	24.1%
Number	20.8	19.0	23.7	23.0	15.0	18.0	21.0	18.0	22.0	17.0	19.0	22.0	19.0	22.0	21.0
<b>All Tenure Track (Subtotal)</b>															
Percent	9.9%	11.1%	12.7%	13.3%	12.2%	13.0%	13.6%	13.3%	13.7%	13.6%	14.5%	15.5%	16.2%	16.5%	16.7%
Number	36.0	42.9	50.0	56.5	50.0	52.0	56.0	57.0	61.0	60.0	65.0	69.0	63.0	70.0	74.0
<b>All Non-Tenure Track</b>															
Percent	34.7%	31.4%	40.0%	35.9%	35.2%	33.9%	44.3%	39.3%	33.3%	34.4%	35.7%	34.2%	32.9%	28.4%	36.8%
Number	5.3	7.6	15.2	20.0	19.0	20.0	43.0	35.0	29.0	22.0	30.3	25.0	24.0	27.0	28.0
<b>All Faculty</b>															
Percent	10.8%	12.3%	15.1%	15.8%	14.8%	15.7%	19.5%	17.8%	16.9%	16.2%	17.9%	18.1%	18.8%	18.7%	19.7%
Number	41.3	50.5	65.2	76.5	69.0	72.0	99.0	92.0	90.0	82.0	95.3	94.0	87.0	97.0	102.0
<b>Ph.D. Students</b>															
<b>Ph.D. Granted</b>															
Percent	24.6%	24.8%	28.6%	26.7%	31.3%	25.9%	25.9%	26.4%	28.4%	23.6%	29.9%	23.6%	23.6%	26.4%	24.4%
Number	51.3	51.0	57.0	54.0	67.0	51.0	52.0	58.0	57.0	49.0	64.0	49.0	49.0	47.0	53.0
<b>ABD</b>															
Percent	22.9%	24.4%	28.0%	26.1%	30.4%	25.4%	25.1%	25.4%	24.6%	26.9%	25.2%	24.7%	27.0%	30.3%	31.2%
Number	134.8	184.0	240.2	218.8	255.0	217.0	225.0	247.0	221.0	264.0	234.0	233.0	265.0	281.0	269.0
<b>First Year</b>															
Percent	24.5%	28.1%	26.3%	24.4%	27.9%	24.0%	23.9%	29.8%	25.8%	26.1%	32.1%	32.6%	36.2%	34.9%	38.8%
Number	69.3	72.5	66.8	61.0	65.0	62.0	52.0	68.0	66.0	59.0	71.0	71.0	68.0	67.0	90.0
<b>Undergraduate</b>															
<b>Economics Majors Graduated</b>															
Percent	31.1%	34.1%	35.7%	35.5%	39.6%	37.2%	36.9%	36.0%	39.6%	36.3%	37.1%	36.5%	40.7%	40.7%	41.8%
Number	372	668	777	744	866	849	895	907	990	866	965	944	1051	1122	1446
<b>Senior Majors</b>															
Percent	missing	missing	missing	38.7%	38.0%	38.6%	37.3%	36.6%	38.3%	39.0%	37.0%	37.7%	38.8%	41.0%	39.6%
Number	missing	missing	missing	967	994	1003	898	924	984	959	1014	1023	1066	1331	1139

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

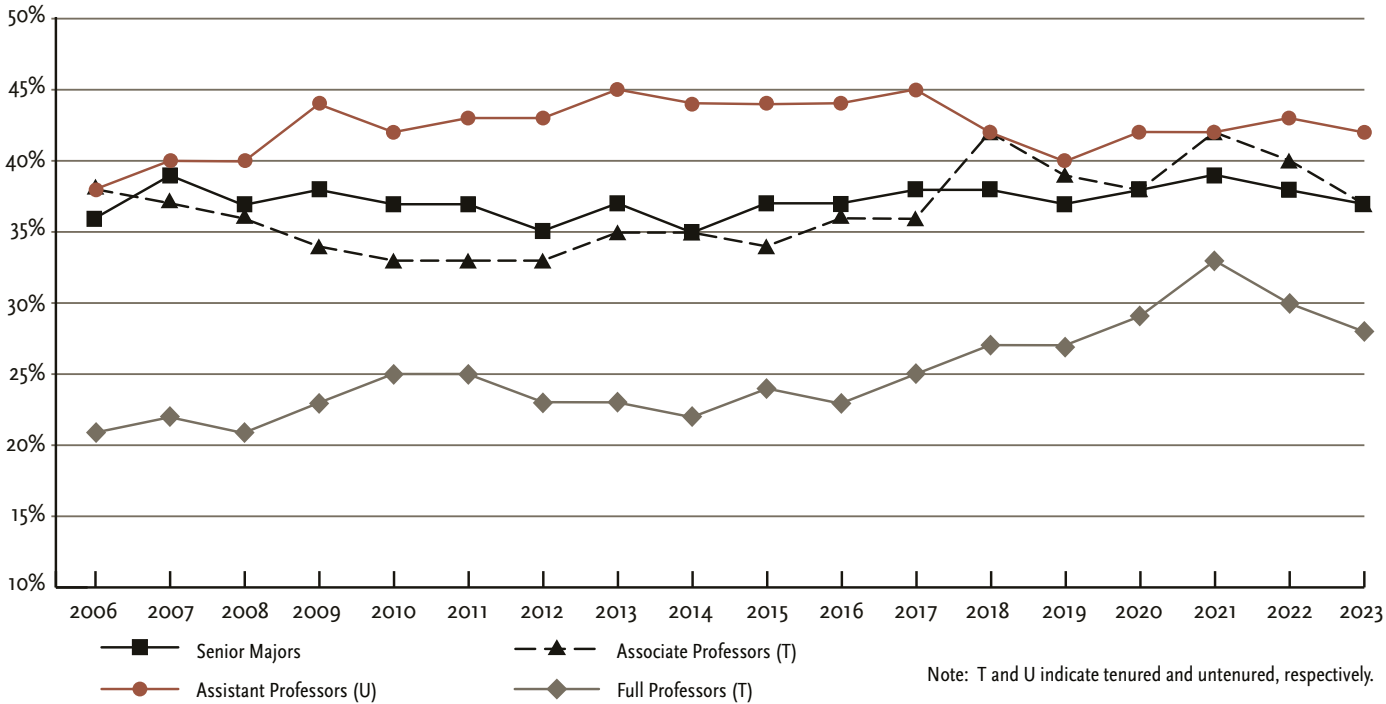
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Table 2b. The Pipeline for Top Departments: Percent and Numbers of Faculty and Students who are Women at All Top 20 Schools

Year	1994–1997	1998–2002	2003–2007	2008–2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Faculty</b>															
<b>Full Professor</b>															
Percent	4.3%	6.4%	7.7%	8.8%	9.6%	10.0%	10.1%	11.3%	10.2%	11.6%	12.7%	13.1%	13.4%	14.5%	15.0%
Number	17.3	29.5	36.5	42.8	49.0	49.0	50.0	58.0	53.0	62.0	69.0	72.0	69.0	79.0	83.0
<b>Associate Professor</b>															
Percent	11.9%	17.1%	16.3%	22.5%	19.1%	20.4%	19.6%	20.2%	20.6%	20.6%	16.8%	16.4%	21.2%	19.9%	22.9%
Number	9.8	11.6	10.1	19.9	17.0	19.0	19.0	22.0	20.0	20.0	16.0	15.0	19.0	21.0	25.0
<b>Assistant Professor</b>															
Percent	18.0%	18.2%	24.5%	22.9%	18.7%	21.3%	21.5%	21.2%	20.7%	21.5%	22.3%	25.0%	22.7%	24.3%	26.7%
Number	31.8	35.3	50.6	49.4	37.0	43.0	44.0	44.0	43.0	45.0	43.0	50.0	48.0	52.5	55.0
<b>All Tenure Track (Subtotal)</b>															
Percent	9.0%	10.6%	13.1%	14.1%	12.9%	14.1%	14.2%	14.9%	14.0%	15.1%	15.4%	16.3%	16.7%	17.6%	18.8%
Number	58.8	76.4	97.2	112.1	103.0	111.0	113.0	124.0	116.0	127.0	128.0	137.0	136.0	152.5	163.0
<b>All Non-Tenure Track</b>															
Percent	37.3%	32.3%	41.5%	34.3%	38.9%	39.6%	42.8%	39.3%	38.2%	33.1%	39.0%	40.4%	39.5%	33.9%	38.8%
Number	11.5	16.7	30.2	46.5	44.0	57.0	83.0	70.0	72.0	48.0	75.3	70.5	73.0	64.0	54.0
<b>All Faculty</b>															
Percent	10.2%	12.0%	15.6%	17.0%	16.1%	18.1%	19.8%	19.2%	18.5%	17.7%	19.8%	20.4%	20.9%	20.5%	21.6%
Number	70.3	93.1	127.4	158.6	147.0	168.0	196.0	194.0	188.0	175.0	203.3	207.5	209.0	216.5	217.0
<b>Ph.D. Students</b>															
<b>Ph.D. Granted</b>															
Percent	25.0%	24.9%	29.5%	28.2%	33.2%	29.3%	28.4%	26.2%	26.9%	25.3%	32.0%	27.7%	26.3%	32.9%	24.3%
Number	84.3	84.1	102.1	100.6	124.0	102.0	110.0	112.0	98.0	98.0	123.0	103.0	94.0	113.0	85.0
<b>ABD</b>															
Percent	23.4%	26.2%	29.9%	28.2%	30.3%	26.5%	25.7%	26.7%	27.0%	27.3%	25.9%	26.9%	31.6%	30.8%	32.7%
Number	218.9	297.4	407.1	401.5	444.0	427.0	390.0	451.0	444.0	447.0	396.0	439.0	521.0	447.0	431.0
<b>First Year</b>															
Percent	25.8%	29.3%	28.4%	27.6%	28.4%	27.4%	24.9%	29.5%	26.0%	29.9%	32.5%	34.4%	35.3%	36.8%	37.0%
Number	124.1	142.5	135.4	129.2	121.0	123.0	112.0	130.0	116.0	126.0	167.0	128.0	129.0	137.0	196.0
<b>Undergraduate</b>															
<b>Economics Majors Graduated</b>															
Percent	32.2%	33.9%	35.5%	35.5%	39.3%	37.4%	37.2%	37.3%	38.8%	37.0%	36.9%	37.4%	41.2%	40.2%	40.0%
Number	866	1362	1906	1943	2241	2290	2494	2502	2512	2431	2324	2368	2430	2715	2465
<b>Senior Majors</b>															
Percent	missing	missing	missing	36.1%	39.1%	37.8%	38.3%	37.9%	37.8%	38.6%	37.7%	38.0%	37.8%	39.5%	39.4%
Number	missing	missing	missing	2326	2627	2676	2643	2601	2602	2699	2590	2522	2626	2679	2945

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

**Figure 2. The Pipeline for Departments *without* Doctoral Programs: Percent of Students and Faculty who are Women, 2006–2022**



and older cohorts from receipt of their degree. We compare the share female as the cohort progresses through academic ranks. CSWEP’s model has long shown that women complete their Ph.D.s and enter into assistant professor positions at proportions roughly equal to their share as new graduate students for each cohort. While women continue to complete their Ph.D.s at the same rate as men (compare the blue and red lines in Figure 3), they disproportionately exited (or perhaps never entered) the assistant professor ranks prior to coming up for tenure (compare the red and green lines in Figures 3 and 4). The convergence of the red and green lines in the last few years (in both Figures 3 and 4) suggests that women are now entering the ranks of tenure track professors at about the expected given their representation among new Ph.D.s. The estimated leakage of associate

professors was also decreasing (note the convergence of the green and purple lines in Figure 4).

Figure 5 shows the trend for women undergraduate senior majors over time. The female share of undergraduate majors has been flat, at around 35%, since 2015. The share female is slightly but consistently higher in non-Ph.D. departments than in Ph.D.-granting departments. It is possible that this reflects the higher proportion of women among the faculty in non-Ph.D. departments.

Tables 4, 5, and 6 provide snapshots of the job market experiences of women from different types of Ph.D. programs. Women made up 25.9% of job candidates from the top 20 schools last year (Table 4) and almost 36.2% of all Ph.D. students on the market (Table 5). Table 6 presents placement data slightly differently,

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

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>Faculty</b>																		
<b>Full Professor</b>																		
Percent	20.5%	21.8%	20.7%	22.0%	24.4%	24.8%	23.1%	22.9%	22.7%	23.3%	23.1%	24.6%	27.2%	27.4%	28.1%	33.0%	29.8%	28.1%
Number	75.5	82.7	83.5	95.8	104.3	108.2	97.8	92.3	90.5	93.0	89.5	97.5	104.5	113.7	116.3	128.2	116.3	116.9
<b>Associate Professor</b>																		
Percent	36.6%	35.3%	34.2%	32.4%	31.4%	31.4%	31.9%	35.1%	33.7%	34.4%	35.3%	36.6%	40.7%	39.3%	37.9%	41.2%	39.2%	37.7%
Number	77.6	78.7	79.3	77.1	79.4	76.4	73.2	75.2	75.7	76.3	75.6	80.8	84.5	95.7	89.7	104.0	107.5	119.5
<b>Assistant Professor</b>																		
Percent	38.2%	40.1%	39.7%	43.0%	40.7%	41.3%	41.2%	41.7%	43.7%	43.9%	42.9%	44.0%	41.9%	39.5%	41.1%	41.0%	41.2%	42.4%
Number	80.9	90.1	93.5	103.0	108.2	109.7	107.1	97.8	106.3	114.7	117.1	115.5	115.5	123.2	131.3	114.2	111.6	119.2
<b>All Tenure Track (Subtotal)</b>																		
Percent	29.5%	30.4%	29.4%	30.2%	30.9%	31.1%	30.5%	31.1%	31.4%	32.2%	32.3%	33.4%	35.1%	34.3%	34.8%	37.7%	35.8%	35.1%
Number	234.0	251.5	256.3	275.8	291.8	294.3	278.1	265.2	272.5	284.0	282.2	293.8	304.5	332.5	337.3	346.3	335.4	355.6
<b>All Non-Tenure Track</b>																		
Percent	34.6%	36.9%	39.2%	31.3%	36.6%	34.4%	30.0%	33.0%	34.0%	32.7%	32.6%	32.0%	29.1%	32.1%	24.5%	38.7%	36.9%	38.4%
Number	73.0	81.7	93.7	78.0	81.6	76.5	85.7	57.7	79.3	113.0	93.7	86.3	47.5	69.2	49.3	91.3	82.2	94.8
<b>All Faculty</b>																		
Percent	30.6%	31.8%	31.5%	30.4%	32.0%	31.7%	30.4%	31.5%	32.0%	32.3%	32.4%	33.1%	34.1%	33.9%	33.0%	37.9%	36.0%	35.7%
Number	306.9	333.3	350.1	353.8	373.4	370.7	363.8	322.9	351.8	397.0	375.8	380.2	352.0	401.7	386.6	437.7	417.6	450.4
<b>Students</b>																		
<b>Undergraduate Economics Majors Graduated</b>																		
Percent	35.4%	34.6%	34.6%	36.2%	36.4%	35.7%	34.7%	36.2%	36.6%	34.5%	36.9%	36.8%	36.1%	36.3%	37.7%	37.3%	38.4%	38.8%
Number	1256.6	1300.4	1389.4	1478.0	1481.1	1460.2	1348.9	1368.5	1782.2	1801.2	2052.8	1944.3	2069.5	2021.0	2018.3	1852.0	1903.6	2089.3
<b>Undergraduate Senior Majors</b>																		
Percent	35.8%	38.8%	37.3%	37.7%	36.9%	36.8%	35.3%	36.7%	35.3%	36.6%	36.7%	38.0%	37.7%	37.3%	37.7%	38.8%	38.1%	37.4%
Number	1337.4	1600.3	1594.9	1737.0	1738.2	1704.9	1549.2	1453.0	1630.3	1919.8	2003.9	2081.0	1950.5	2090.3	2077.3	2108.2	1983.6	1973.2
<b>M.A. Students Graduated</b>																		
Percent	29.2%	45.4%	32.6%	38.3%	36.7%	37.8%	35.1%	35.1%	39.4%	36.5%	33.5%	41.6%	33.4%	33.0%	36.9%	29.9%	43.1%	44.2%
Number	14.0	56.0	66.7	78.5	72.7	61.5	51.1	43.0	54.5	46.0	32.5	52.0	20.5	61.0	32.5	26.0	58.0	64.9
<b>M.A. Students Expected to Graduate</b>																		
Percent	missing	missing	missing	missing	missing	missing	missing	44.1%	38.7%	31.3%	46.0%	42.9%	52.8%	32.6%	32.4%	43.2%	45.0%	48.6%
Number	missing	missing	missing	missing	missing	missing	missing	26.0	51.5	33.7	32.3	39.0	19.0	68.2	30.7	64.0	64.0	75.6
<b>N Respondents</b>	<b>91.0</b>	<b>91.0</b>	<b>92.0</b>	<b>92.0</b>	<b>94.0</b>	<b>94.0</b>	<b>94.0</b>	<b>94.0</b>	<b>95.0</b>	<b>95.0</b>	<b>96.0</b>	<b>96.0</b>	<b>96.0</b>	<b>96.0</b>	<b>95.0</b>	<b>96.0</b>	<b>94.0</b>	<b>105.0</b>

Notes: For each category, the table gives women as a percentage of women plus men.

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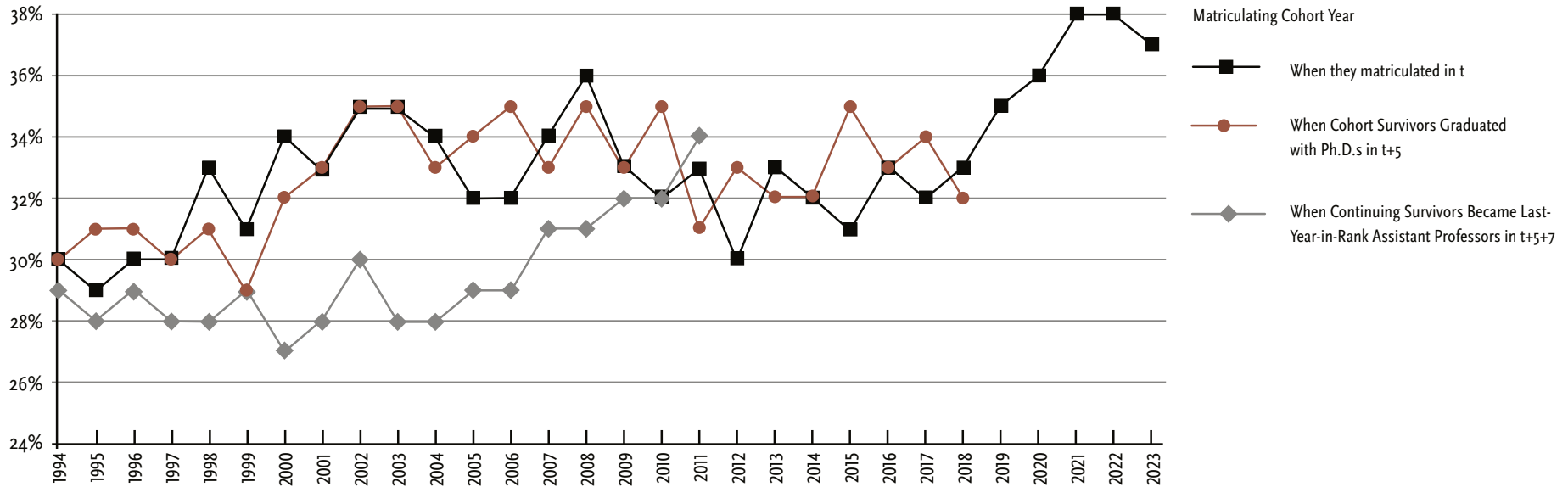
Table 4. Percent Women in Job Placements of New Ph.D.s from the Top Economics Departments

	All Top 10 Schools											All Top 20 Schools										
	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	2019	2020	2021	2022	2023	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	2019	2020	2021	2022	2023
<b>U.S.-based, All Types</b>																						
Percent	24.9%	29.7%	30.1%	26.2%	27.7%	20.7%	37.7%	25.9%	24.7%	27.1%	31.4%	26.7%	29.1%	31.6%	29.3%	28.3%	23.8%	35.6%	28.8%	26.9%	31.9%	29.5%
Number	35.8	39.1	45.3	35.6	38.2	31.0	52.0	42.0	38.0	42.0	53.0	58.9	59.9	80.0	66.1	71.0	64.0	88.0	78.0	67.0	83.0	77.0
<b>Faculty, Ph.D. Granting Department</b>																						
Percent	22.1%	25.9%	29.8%	24.5%	28.0%	17.6%	42.6%	23.0%	27.5%	28.3%	29.9%	24.0%	26.3%	30.9%	27.8%	27.3%	20.2%	40.9%	24.4%	30.8%	32.1%	29.5%
Number	16.0	18.9	26.8	17.8	19.4	13.0	29.0	14.0	11.0	15.0	20.0	27.0	29.5	44.4	33.2	29.4	22.0	38.0	22.0	16.0	25.0	26.0
<b>Faculty, Non-Ph.D. Granting Department</b>																						
Percent	42.1%	50.1%	26.5%	35.1%	34.4%	14.3%	0.0%	20.0%	100.0%	33.3%	100.0%	41.8%	50.2%	30.8%	41.2%	33.0%	14.3%	28.6%	10.0%	80.0%	28.6%	50.0%
Number	6.8	5.3	2.4	2.5	2.0	1.0	0.0	1.0	2.0	1.0	2.0	8.8	7.3	6.6	6.9	6.0	1.0	4.0	1.0	4.0	2.0	3.0
<b>Non Faculty, Any Academic Department</b>																						
Percent	missing	missing	missing	missing	35.4%	26.7%	28.6%	33.3%	33.3%	27.3%	25.0%	missing	missing	missing	missing	28.9%	28.6%	19.2%	34.8%	34.5%	28.6%	20.0%
Number	missing	missing	missing	missing	3.4	4.0	2.0	5.0	6.0	3.0	6.0	missing	missing	missing	missing	6.0	8.0	5.0	8.0	10.0	6.0	9.0
<b>Public Sector</b>																						
Percent	24.1%	30.3%	31.4%	29.9%	27.2%	10.0%	36.4%	32.3%	12.0%	30.4%	52.6%	28.3%	28.8%	33.6%	28.9%	26.4%	23.1%	37.5%	32.7%	16.7%	39.5%	38.9%
Number	6.5	8.5	7.3	6.9	4.6	1.0	8.0	10.0	3.0	7.0	10.0	12.3	12.9	14.2	11.5	9.8	9.0	15.0	16.0	9.0	15.0	14.0
<b>Private Sector</b>																						
Percent	22.4%	30.8%	28.6%	24.1%	25.7%	27.3%	34.2%	24.0%	23.2%	24.6%	26.3%	25.2%	28.9%	31.7%	28.5%	29.7%	27.9%	35.1%	31.3%	25.7%	30.2%	29.1%
Number	6.5	6.4	8.8	8.4	8.8	12.0	13.0	12.0	16.0	16.0	15.0	10.9	10.2	14.8	14.5	19.8	24.0	26.0	31.0	28.0	35.0	25.0
<b>Foreign-based, All Types</b>																						
Percent	17.8%	14.5%	23.1%	22.9%	20.2%	27.7%	24.2%	25.9%	16.7%	25.0%	18.6%	17.8%	19.6%	22.7%	24.4%	24.8%	26.7%	28.8%	25.4%	20.0%	26.7%	18.3%
Number	5.8	4.3	9.1	12.3	8.4	13.0	15.0	15.0	11.0	9.0	11.0	10.8	11.2	18.4	26.8	22.0	28.0	34.0	29.0	23.0	23.0	19.0
<b>Academic</b>																						
Percent	24.5%	13.4%	25.3%	23.0%	23.1%	27.3%	25.0%	28.3%	27.8%	25.8%	18.4%	19.8%	19.9%	25.2%	22.3%	26.5%	26.7%	32.2%	27.3%	25.4%	28.4%	15.9%
Number	5.3	3.0	7.1	9.3	6.8	9.0	11.0	15.0	10.0	8.0	9.0	8.5	8.2	13.6	17.7	16.8	20.0	28.0	27.0	17.0	19.0	14.0
<b>Nonacademic</b>																						
Percent	6.1%	17.7%	18.1%	22.6%	11.6%	28.6%	22.2%	0.0%	3.3%	20.0%	20.0%	13.2%	17.7%	17.6%	29.6%	20.6%	26.7%	19.4%	13.3%	12.5%	21.1%	31.2%
Number	0.5	1.3	2.0	3.1	1.6	4.0	4.0	0.0	1.0	1.0	2.0	2.3	3.0	4.8	9.1	5.2	8.0	6.0	2.0	6.0	4.0	5.0
<b>Unknown Placement</b>																						
Percent	missing	missing	missing	missing	missing	missing	100.0%	50.0%	0.0%	0.0%	0.0%	missing	missing	missing	missing	missing	missing	33.3%	50.0%	100.0%	50.0%	20.0%
Number	missing	missing	missing	missing	missing	missing	1.0	1.0	0.0	0.0	0.0	missing	missing	missing	missing	missing	missing	1.0	1.0	1.0	1.0	3.0
<b>No Placement</b>																						
Percent	19.6%	31.7%	6.7%	0.0%	6.7%	50.0%	0.0%	0.0%	100.0%	0.0%	0.0%	18.5%	34.7%	23.4%	18.1%	25.7%	50.0%	33.3%	16.7%	50.0%	16.7%	0.0%
Number	6.5	2.5	0.6	0.0	0.2	1.0	0.0	0.0	1.0	0.0	0.0	9.0	4.0	3.5	1.2	0.8	2.0	2.0	1.0	1.0	1.0	0.0
<b>Total on the Market</b>																						
Percent	23.3%	27.1%	28.0%	24.8%	25.9%	22.6%	33.3%	26.0%	22.6%	26.3%	27.8%	24.1%	27.2%	29.4%	27.5%	27.4%	24.9%	33.4%	27.7%	25.1%	30.5%	25.9%
Number	48.0	45.9	55.0	47.9	46.8	45.0	68.0	58.0	50.0	51.0	64.0	78.6	75.1	101.9	94.1	93.8	94.0	125.0	109.0	92.0	108.0	99.0

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

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



showing where last year’s job market candidates placed, by the rank of the originating department. The most striking change in placement patterns is the growing number of students from top ranked departments who are taking jobs in the private sector. This seems to be equally true of new female and male economists.

### Conclusions

This report is disappointing. Despite occasional signs of progress in women’s representation in economics, the pattern for the last two years—and most of the twenty-first century to date—has been stagnation. The share of women in first year Ph.D. programs fell last year. The share of women in undergraduate economics majors remains well below parity and does not show any increasing trend. Women are over-represented in non-tenure-track teaching jobs. To change women’s representation on the faculty of economics departments, we have to increase women’s representation in Ph.D. programs. That is not yet happening consistently or in

numbers sufficient to change the profession so that it represents the gender of the people it studies.

Efforts to address these continued disparities are critical, both for fairness and for the quality and relevance of the economics research that is undertaken in this country. With support from the Sloan Foundation,

CSWEP and the Social Science Research Council has launched the Women in Economics Research Consortium<sup>11</sup> to support research on interventions and policy changes designed to increase women’s representation and success in economics, particularly those that are scalable and can therefore have a broad impact on the profession. This kind of research is critical to improving our understanding of effective changes. Ongoing, explicit support of the American Economic Association for diversity and respect within the profession is critical for progress.

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

11. <https://www.ssrc.org/programs/cswep-women-in-economics-research-consortium/>

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

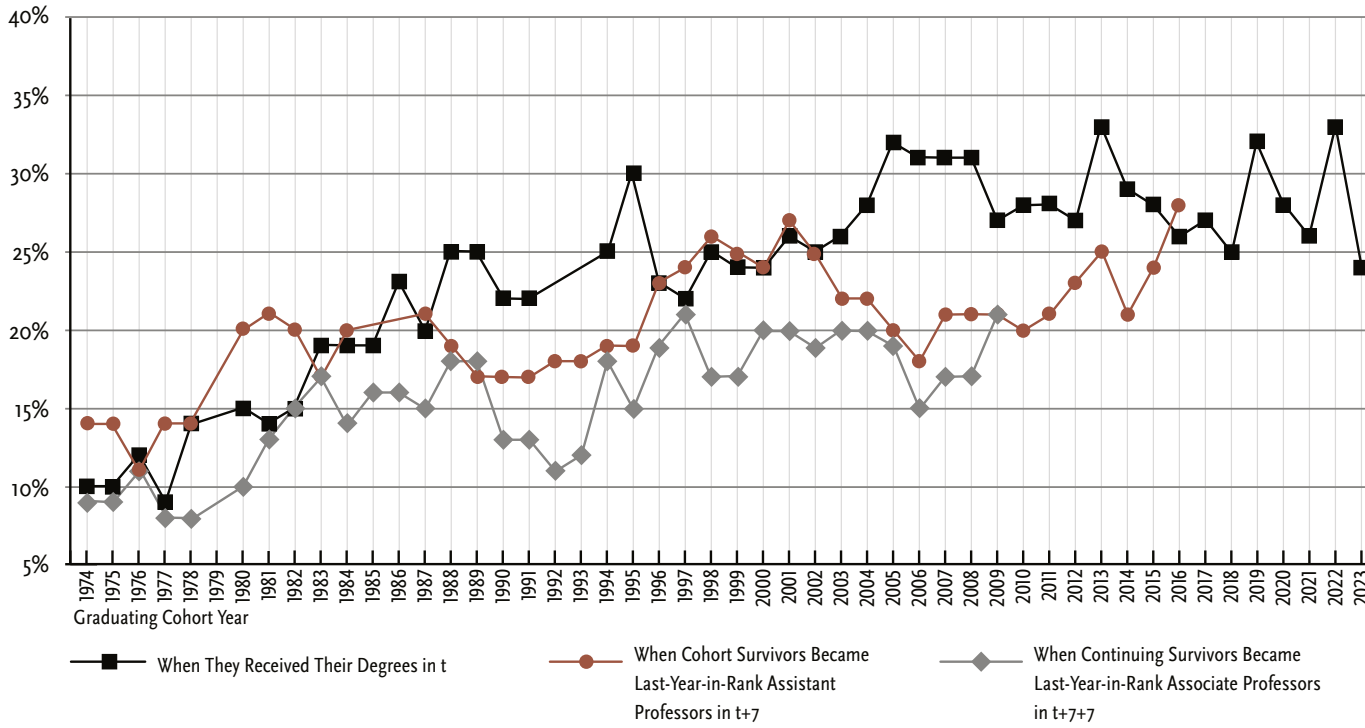
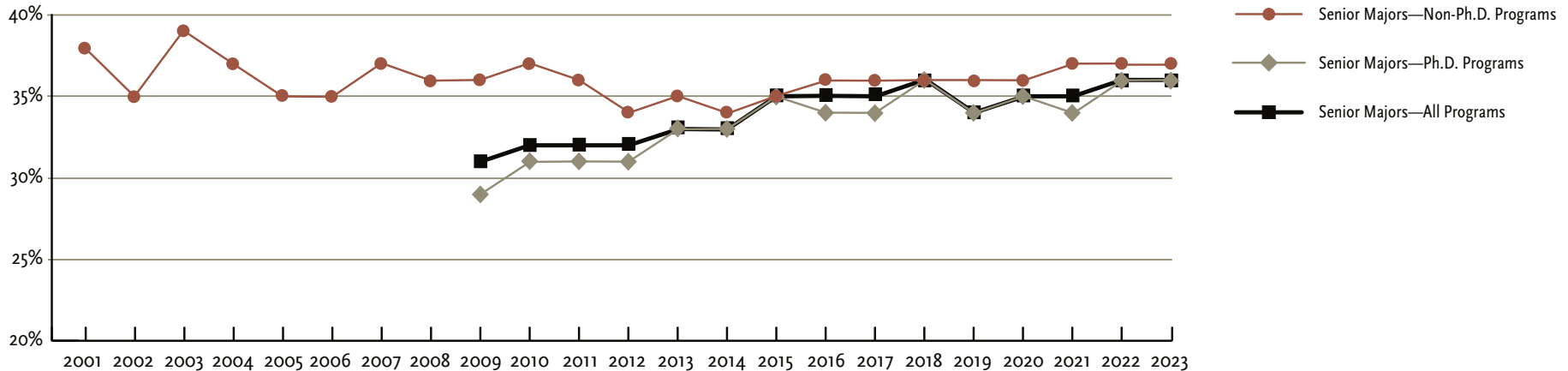


Figure 5. Undergraduate Senior Economics Majors



Note: CSWEP Ph.D. survey began collecting major counts in 2009

continues on page 36 ↓

Table 5. Percent Women in Job Placements of New Ph.D.s from All Other Economics Departments

	All Other Schools										
	1994–1997	1998–2002	2003–2007	2008–2012	2013–2017	2018	2019	2020	2021	2022	2023
<b>U.S.-based, All Types</b>											
Percent	29.4%	33.5%	35.6%	38.8%	37.6%	36.8%	34.7%	36.2%	37.2%	37.6%	38.9%
Number	91.2	120.2	169.5	210.8	171.1	174.0	160.0	141.0	162.0	208.5	200.7
<b>Faculty, Ph.D. Granting Department</b>											
Percent	31.4%	30.5%	31.7%	36.8%	33.3%	39.0%	36.9%	35.7%	39.7%	46.2%	45.0%
Number	28.2	32.7	50.9	65.7	36.5	30.0	31.0	25.0	28.0	48.5	42.7
<b>Faculty, Non-Ph.D. Granting Department</b>											
Percent	29.1%	35.8%	40.9%	38.9%	38.6%	35.7%	35.7%	40.0%	45.8%	44.5%	35.8%
Number	29.4	33.4	57.4	62.7	49.0	50.0	41.0	29.0	41.0	38.5	36.0
<b>Non Faculty, Any Academic Department</b>											
Percent	missing	missing	missing	missing	30.8%	41.4%	34.8%	31.5%	32.6%	43.0%	44.3%
Number	missing	missing	missing	missing	15.4	29.0	23.0	17.5	29.0	32.5	38.7
<b>Public Sector</b>											
Percent	30.8%	35.6%	36.5%	36.9%	35.5%	28.0%	31.1%	31.9%	38.5%	23.4%	37.2%
Number	18.9	27.0	28.8	37.1	22.5	14.0	19.0	23.0	25.0	20.0	29.0
<b>Private Sector</b>											
Percent	25.0%	32.9%	33.3%	44.4%	45.1%	37.5%	34.1%	39.1%	32.0%	34.2%	35.1%
Number	14.6	27.1	32.4	45.3	47.7	51.0	46.0	46.5	39.0	69.0	54.4
<b>Foreign-based, All Types</b>											
Percent	17.7%	27.3%	26.5%	30.2%	31.9%	29.3%	24.6%	35.8%	30.4%	31.1%	28.7%
Number	23.8	30.5	42.9	69.2	58.1	66.0	42.0	66.5	51.0	46.5	43.0
<b>Academic</b>											
Percent	21.1%	30.7%	29.9%	32.4%	34.6%	30.6%	26.0%	34.6%	30.4%	32.1%	32.2%
Number	17.6	19.1	27.0	44.1	42.7	49.0	33.0	46.5	35.0	31.0	32.0
<b>Nonacademic</b>											
Percent	12.1%	22.9%	22.3%	26.9%	26.2%	26.2%	20.5%	39.2%	30.2%	29.2%	21.8%
Number	6.2	11.4	16.0	25.0	15.4	17.0	9.0	20.0	16.0	15.5	11.0
<b>Unknown Placement</b>											
Percent	missing	missing	missing	missing	missing	missing	7.7%	48.7%	36.1%	28.6%	30.7%
Number	missing	missing	missing	missing	missing	missing	1.0	9.5	13.0	7.0	11.5
<b>No Placement</b>											
Percent	21.7%	26.0%	35.3%	37.1%	42.7%	53.7%	35.9%	29.6%	40.0%	44.0%	33.5%
Number	21.1	13.8	19.7	35.6	15.3	51.0	14.0	17.0	12.0	11.0	10.1
<b>Total On the Market</b>											
Percent	25.1%	31.3%	33.4%	36.4%	36.3%	36.7%	31.7%	35.9%	35.5%	36.2%	36.2%
Number	136.0	164.5	232.2	315.5	244.5	291.0	217.0	234.0	238.0	273.0	265.3

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

Table 6. New Ph.D. Job Placement by Gender and Department Rank, Current Year

2022–2023	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
<b>U.S.-based, All Types (Share of all individuals by gender)</b>	<b>82.8%</b>	<b>69.9%</b>	<b>68.6%</b>	<b>58.1%</b>	<b>75.6%</b>	<b>67.2%</b>
Faculty, Ph.D. Granting Department	37.7%	40.5%	25.0%	22.1%	21.3%	16.6%
Faculty, Non-Ph.D. Granting Department	3.8%	0.0%	4.2%	4.4%	17.9%	20.6%
Non-Faculty, Any Academic Department	11.3%	15.5%	12.5%	26.5%	19.3%	15.5%
Public Sector	18.9%	7.8%	16.7%	19.1%	14.4%	15.3%
Private Sector	28.3%	36.2%	41.7%	27.9%	27.1%	32.0%
<b>Foreign-based, All Types (Share of all individuals by gender)</b>	<b>17.2%</b>	<b>28.9%</b>	<b>22.9%</b>	<b>31.6%</b>	<b>16.2%</b>	<b>22.9%</b>
Academic Job	81.8%	83.3%	62.5%	91.9%	74.4%	63.0%
Nonacademic Job	18.2%	16.7%	37.5%	8.1%	25.6%	37.0%
<b>Unknown Placement (Share of all individuals by gender)</b>	<b>0.0%</b>	<b>1.2%</b>	<b>8.6%</b>	<b>8.5%</b>	<b>4.3%</b>	<b>5.6%</b>
<b>No Placement (Share of all individuals by gender)</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.7%</b>	<b>3.8%</b>	<b>4.3%</b>
<b>Total on the Market</b>	<b>64</b>	<b>166</b>	<b>35</b>	<b>117</b>	<b>265</b>	<b>467</b>

Table 7. Distribution of Top 20 Departments by Female Share of First Year Ph.D. Class, 2019–2023

Share of women in first year Ph.D. class	Number of Programs				
	2019	2020	2021	2022	2023
40% or above	9	7	6	7	7
35–39%	0	5	6	2	3
30–34%	5	3	5	4	5
25–29%	5	1	1	5	2
20–24%	0	4	2	2	1
Below 20%	2	1	1	0	3

\*Note to Table 7: This table classifies departments by the unweighted average share of women in their entering class over the period 2019–2023. This differs from the average share of women entering Ph.D. programs, each year, because of differences in the size of different programs.

## Appendix A: Figures and Tables on Data Quality and Reporting

Table 8. Number of Economics Departments in the CSWEP Survey, by Year and Type of Program

	Year of survey																						
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
<b>With Doctoral Programs</b>																							
Number responded CSWEP	68	77	92	98	91	93	100	109	120	122	122	117	122	124	125	126	127	127	127	125	127	123	124
Number of programs (UAQ or CSWEP)	95	104	106	106	100	110	108	119	123	124	123	121	125	126	127	126	127	127	127	126	127	123	124
Number of programs (analysis)	121	122	122	123	123	124	124	124	124	126	126	126	127	127	127	126	127	127	127	127	127	126	125
<b>Without Doctoral Programs</b>																							
Number responded CSWEP	41	27	40	49	55	56	54	54	51	63	70	50	82	86	87	71	89	88	87	78	88	85	91
Number of programs (UAQ or CSWEP)	60	50	60	66	65	69	69	77	78	75	81	70	89	92	93	86	95	93	93	85	92	86	94
Number of programs (analysis)	74	77	81	87	91	91	91	92	92	94	94	94	94	95	95	96	96	96	96	95	96	94	97

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

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Figure 6. Comparison of self-reported and imputed data from Figure 1

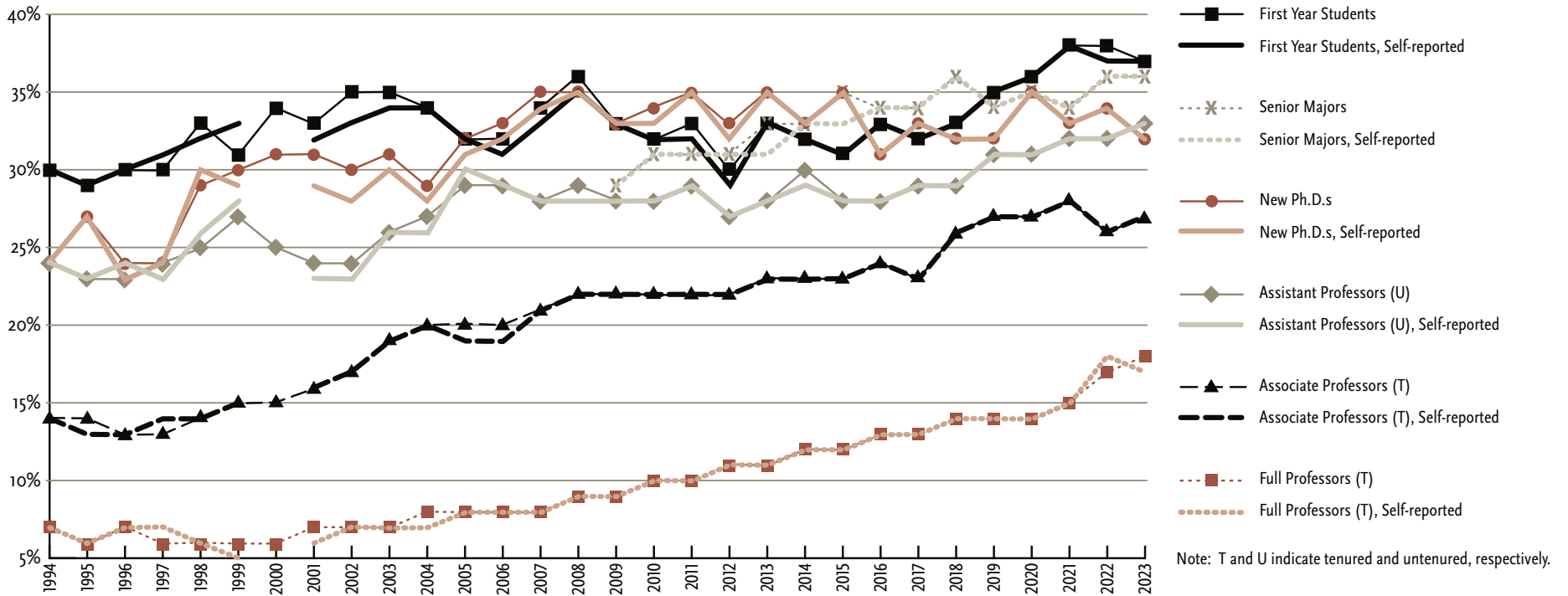
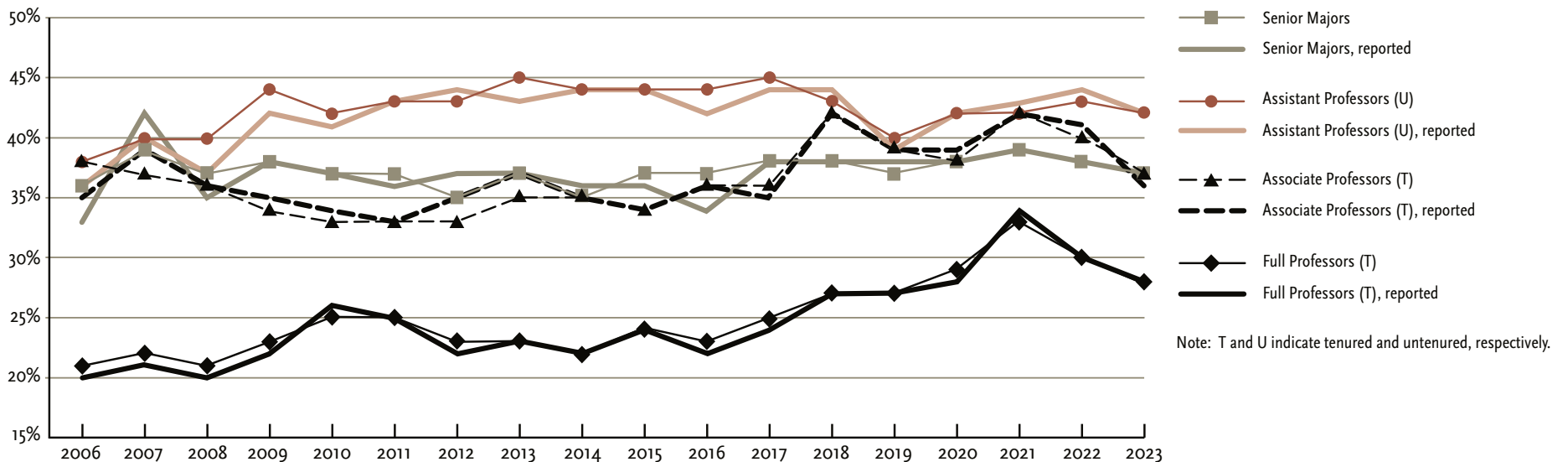


Figure 6a. Comparison of self-reported and imputed data from Figure 2



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## Appendix B: Directory of 2023 CSWEP Board Members

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### Join the CSWEP Liaison Network!

Are you interested in connecting with others to improve the status of women in the economics profession? Consider becoming a CSWEP liaison. We are searching for liaisons who are in academic departments (both economics departments and others), government, business, and non-profit organizations in the United States and around the world. CSWEP liaisons have three responsibilities. They are:

1. Distributing the CSWEP (electronic) newsletter four times a year to interested parties
2. Forwarding periodic emails from CSWEP about mentoring activities, conference opportunities, etc.
3. (for those in economics departments) making sure that the department answers the annual CSWEP survey.

To see if your institution has a liaison, take a look at the list of over 300 amazing people at [THIS LINK](#) or paste this URL into your browser: <https://www.aeaweb.org/about-aea/committees/cswep/participate/liason-network>

# Calls, Announcements, and Sessions at Upcoming Meetings

## Summary

### Call for Abstracts, Papers, or Panels at CSWEP sessions

1. Call for Abstracts for the 2025 ASSA-AEA Annual Meeting.

**Deadline: March 15, 2024**

2. Call for Papers for the 2024 Southern Annual Meetings.

**Deadline: April 1, 2024**

3. Call for Papers for the 2024 APPAM.

**Deadline: April 8, 2024**

### CSWEP Sessions at Upcoming Meetings

1. Midwestern Economic Association, March 22–24, 2024

## Call for Abstracts & Sessions Proposals @ 2025 ASSA-AEA Annual Meeting

*January 3–5, 2025  
San Francisco, CA  
Hilton San Francisco*

**Deadline: Friday, March 15, 2024**

CSWEP invites abstract submissions for paper presentations at seven CSWEP-sponsored sessions at the 2025 AEA/ASSA Meeting in San Francisco, CA. Three sessions will focus on Gender in the Economics Profession, Gender in the Economy, and Gender in Developing Countries.

We are planning two sessions on Demography (J1, J3, J6, J7) with a focus on gender and race disparities and social policy. Among the topics of interest are the effect of migration on labor market outcomes; differential effects of recessions on women, minorities, and immigrants; demographic shifts and social policy response; fertility and reproductive control, and the differential impact of education and education policy by race and gender in the short and long run. We welcome papers using a variety of methodologies, both theoretical and applied approaches. The decision to sponsor particular sessions will depend on the number and quality of submissions received.

We are also planning two sessions on Fiscal Policy and Public Finance (H2, H3, H5, H6) with a focus on the

post-pandemic landscape. Among the topics of interest are the historically high level of federal debt to GDP and its implications for macroeconomic stability and growth, recent attempts to use fiscal policy to promote industrial policy (for instance in promoting the green transition and the onshoring of high-tech production), and the social safety net. We welcome papers using a variety of methodologies, and both macro and micro approaches. The decision to sponsor particular sessions will depend on the number and quality of submissions received.

CSWEP's primary intention in organizing these sessions is to create an opportunity for junior women to present papers at the meetings, and to provide an opportunity to meet with and receive feedback from leading economists in their field. For this reason, the presenting author of each paper should be a junior woman. The term *junior woman* usually refers to anyone identifying as a woman or non-binary who is untenured, or who has received a Ph.D. less than seven years ago but could also refer to a woman who has not yet presented papers widely. There are no restrictions on the gender or seniority of coauthors. There are two exceptions to the requirement that the presenting author be a junior woman—the gender-related sessions are open to all junior economists, and potential sessions on gender in the economics profession are open to all.

The organizers of the AEA sessions

will select a subset of the presented papers for publication in the 2025 *AEA Papers & Proceedings*. Authors of accepted abstracts will be invited to submit their papers for publication consideration in December 2024.

In addition to individual paper submissions, complete session proposals may be submitted, but the papers in the session proposal will be considered individually. Duplication of paper presentation at multiple AEA sessions is not permitted; therefore, authors will be expected to notify CSWEP immediately and withdraw their abstract if their paper is accepted for a non-CSWEP session at the 2025 AEA/ASSA Meeting. Similarly, authors whose paper is accepted to a 2025 CSWEP session will be expected to withdraw it from consideration by any other organization at the same meetings.

**The deadline for submission is March 15, 2024.**

To have research considered for the CSWEP-sponsored sessions at the 2025 ASSA-AEA Meeting, the Correspondence Author must (1) complete the [online submission form](#) and (2) send the abstract to [2025\\_CS.wddxbx7uw9vfauxs@u.box.com](mailto:2025_CS.wddxbx7uw9vfauxs@u.box.com).

**The application form will ask for the following information:**

1. Indication of submission to one of the sessions:

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- Gender in the Economics Profession
- Gender in the Economy
- Gender in Developing Countries
- Demography
- Fiscal Policy and Public Finance

\*Note that all applications submitted to the “Economics of Gender in the Economics Profession” will automatically be considered for the Gender-related Topics as well.

2. Indication of a single abstract submission or a complete session submission.
3. The Name, Title, Affiliation, and Email for the correspondence author or session organizer.
4. Name (s), Title(s), Affiliation(s), and Email address(es) for any coauthor(s) or for each corresponding author in a complete session submission.

The abstract should be a PDF document, not exceeding two pages in length, double-spaced, with a maximum of 650 words (not including references). **It is crucial you save your PDF with the following format, “Corresponding Author Last Name-First Name Abstract Title.”**

The abstract should contain details on motivation, contribution, methodology, and data (if applicable); and be clearly identified with the author(s) name(s). Completed papers may be sent but may not substitute for an abstract of the appropriate length.

Any other questions can be addressed to Kristine Etter, Committee Coordinator, at [info@cswep.org](mailto:info@cswep.org)

## Call for CSWEP Sessions Proposals @ 94th Southern Economic Association Annual Meeting

23–25 November 2024  
Washington DC

**DEADLINE: April 1, 2024**

CSWEP will sponsor several sessions at the Southern Economic Association Meetings to be held November 23–25, at the Washington Hilton, Washington, DC.

Orgul Ozturk (CSWEP Southern representative) will organize several sessions in applied microeconomics fields. Among the topics of interest are demographic shifts and social policy response; fertility and reproductive control, food insecurity and the differential impact of health and education policy by race and gender in the short and long run. We welcome papers using a variety of methodologies, both theoretical and applied approaches. Papers in these areas are particularly solicited, although submissions in other areas will also be considered for potential separate sessions. Extended abstracts will be considered if a full paper draft is not available. Proposals for complete sessions (organizer, chair, presenters, and discussants) are encouraged.

Session submissions should include: (1) paper abstracts; (2) name, email address, and affiliation of all authors and session participants; and (3) which author will present each paper if accepted. The deadline to submit a paper or session is April 1, 2024. All submissions should be sent to Orgul Ozturk, CSWEP Southern Representative, [odozturk@moore.sc.edu](mailto:odozturk@moore.sc.edu).

## Call for Abstracts for 2024 APPAM Fall Research Meeting

November 21–23, 2024  
Gaylord, National Harbor, MD

**Deadline: April 8, 2024**

The Washington, DC Chapter of CSWEP (DCSWEP) invites abstract submissions for paper presentations at two CSWEP-sponsored sessions at the 2024 APPAM Fall Research Meeting to be held in National Harbor, MD. This year’s conference theme is “Policymaking at the Federal, State, and Local Levels.”

Abstracts for papers related to policymaking at the federal, state, and local levels in the areas of education policy or immigration and migration are particularly solicited, but abstracts in other areas are also encouraged.

Please email abstracts (1–2 pages, including names of all authors, as well as their affiliations, addresses, email addresses, and paper titles) to Bee Barnett ([bbarnett@brookings.edu](mailto:bbarnett@brookings.edu)) by 5:00 PM EST on April 8, 2024. Please indicate which author will present the paper if accepted. In addition to individual paper submissions, complete session proposals may be submitted, but the papers in the session proposal will be considered individually.

DCSWEP’s goal in organizing these sessions is to create opportunities for junior women to present papers at the meetings and to meet with and receive feedback from leading economists in their field. For this reason, we will prioritize submissions where the presenting author is a junior woman. The term junior woman usually

refers to anyone identifying as a woman or non-binary who is untenured, or who has received a Ph.D. less than seven years ago; but could also refer to a woman who has not yet presented papers widely. There are no restrictions on the gender or seniority of coauthors. Duplication of paper presentations at multiple APPAM sessions is not permitted. Therefore, authors will be expected to notify DCSWEP immediately and withdraw their abstract if their paper is accepted for a non-DCSWEP session at the 2024 APPAM Meeting. Similarly, authors whose paper is accepted to a 2024 DCSWEP session will be expected to withdraw it from consideration by any other organization at the same meetings

## CSWEP Panel Sessions @ 2024 Midwest Economic Association Meeting

March 22–24, 2024  
Hyatt Centric Chicago  
Chicago, Illinois

**Friday, March 22, 2024**

**Advice for Job Seekers**

**10:00am–11:45am**

Chair: Didem Tuzemen, Federal Reserve Bank of Kansas City, Kansas City, Missouri

*Being an economist in lots of different types of jobs*

Kristin Butcher, Federal Reserve Bank of Chicago, Chicago, Illinois

*Job market guide and advice*

Elisa Jacome, Northwestern University, Evanston, Illinois

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*Hiring, surviving, and thriving at a regional state university*

Marriane Johnson, University of Wisconsin Oshkosh, Oshkosh, Wisconsin

*Liberal arts college jobs: why you might want one and how to get one*

Jennifer Rushlow, Illinois Wesleyan University, Bloomington, Illinois

## Career Challenges and Opportunities

**1:15pm–3:00pm**

Chair: Didem Tuzemen, Federal Reserve Bank of Kansas City, Kansas City, Missouri

*Lifelong learning: building economics and other skills in service of a non-academic career*

Ling Ling Ang, NERA Economic Consulting

*Compensation disparity: differences in salary within the same rank and ideas to mitigate pay differences in academics*

Tannista Banerjee, Auburn University, Auburn, Alabama

*Navigating competing career responsibilities: research and administration*

Marta Lachowska, UpJohn Institute

*How can we enhance career development opportunities for women faculty at teaching universities?*

Jung Sook You, California State University, East Bay, California

*Thoughts on funded research opportunities*

Alison, Watts, Southern Illinois University, Carbondale, Illinois

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