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# Letter from the Chair

Linda L. Tesar

This issue centers on economic students—those in graduate school and those contemplating graduate school. Most readers of CSWEP News are past their own Ph.D., and these pieces are written with advisors and mentors in mind, but the advice and the interviews speak directly to students. Please share this information with students in your programs as we enter the school year. The issue collects data to show what students did between undergraduate and their Ph.D., surveys eight economists to understand what they are looking for in candidates now, and finally, surveys mostly-current graduate students who become parents during their Ph.D. about their experience and advice.

I'd also like to highlight the substack “One Extra Year” created by Federica Romei and Alessandra Peter (<https://oneextrayear.substack.com/>). Contributors to the substack ask the thorny question—is a one-year extension of the tenure clock an adequate policy for leveling the path to tenure for those who choose to be mothers? They also provide a summary of current family leave policies at universities in the United States and in other countries. The narratives put together by Romei and Peter will surely stimulate discussion and provide invaluable information about navigating the path to tenure. ■

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## FOCUS on the Economics Ph.D.

### Sarah Reber

CSWEP News last devoted an issue to the economics Ph.D. in 2022, which took up the mechanics of admissions and the rise of the predoc. Four years later, much of that advice holds: rigorous math, strong grades, letters from economists who know the applicant, and evidence of research potential are key to gaining admission to graduate school in economics. Some things have changed. Funding pressure has shrunk some Ph.D. cohorts, visa uncertainty weighs on international applicants, the role of the GRE has shifted, AI has changed how research gets done, and the 2025–26 job market was weak. This issue asks what has changed and what hasn't—and adds a topic CSWEP has not covered before: having children in graduate school.

The first piece, “Pathways to a Ph.D. in Economics: A New Look at Who Enrolls and How” by Lillian Beaudet, Reva Gandhi, and me, updates the picture of who earns the degree. The number of economics Ph.D.s has grown from 767 in 1980 to 1,283 in 2024; women's share rose to a third by 2010 and has stalled there since; U.S. citizens are now just over a third of graduates. We also use newly collected data from the CVs of 688 candidates on the 2025–26 job market to see what students did between college and the Ph.D.

The second, “Advice on the Economics Ph.D.: Eight Economists Answer,” puts six questions to eight economists, several of whom have served on or chaired admissions committees. We asked about whether to get a Ph.D. in economics or a related field, what admissions committees look for, how to prepare, how AI is (or isn't) changing things, resources for student parents, and the job market.

The third, “Parenting in Graduate School: What Seven Economics Ph.D. Mothers Told Us,” draws on interviews with seven women who had children while in economics Ph.D. programs. Their experiences suggest that institutional support for student parents is uneven, the financial and time costs are large, advisors matter enormously—and that, despite the challenges, they were glad they took the risk to start a family during graduate school.

My thanks to Reva Gandhi and Lillian Beaudet, who did much of the work on this issue, to the eight contributors, and to the seven mothers who shared their experiences. ■

### Brag Box

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

Congratulations to **Danila Serra** on her promotion to Full Professor of Economics at Texas A&M University, effective September 2026! Serra is a distinguished behavioral and experimental economist whose work has advanced our understanding of gender, institutions, and economic decision-making. We're thrilled to celebrate this well-deserved career milestone!

If you have an item for a future Brag Box, please submit it to [info@csweb.org](mailto:info@csweb.org).  
We want to hear from you!

## Pathways to a Ph.D. in Economics: A New Look at Who Enrolls and How

Lillian Beaudet, Reva Gandhi, and Sarah Reber

### *Who goes to graduate school in economics and what do they do before starting the Ph.D.?*

To answer these questions, we analyze data from CSWEP's Pipeline Survey, the Survey of Earned Doctorates (SED) run by the National Center for Science and Engineering Statistics<sup>1</sup>, and data newly collected from the CVs of economics Ph.D. students on the job market in 2025.

Drawing on SED, the first panel of Figure 1 shows that the total number of economics Ph.D.s increased steadily from around 750 in 1980 to almost 1,300 in 2024. The number and share of international students (defined in SED as non-US Citizens) has also increased. Anecdotal accounts suggest that economics Ph.D. class sizes may have declined recently, but this will be visible in the SED with a significant lag. The second panel shows the same data proportionally. The female share of economics Ph.D.s increased substantially from 14% to 34% between 1980 and 2010 but has stagnated since then. These data are consistent with the CSWEP Pipeline survey, which began in 1972 when less than 8% of Ph.D.s were awarded to women.

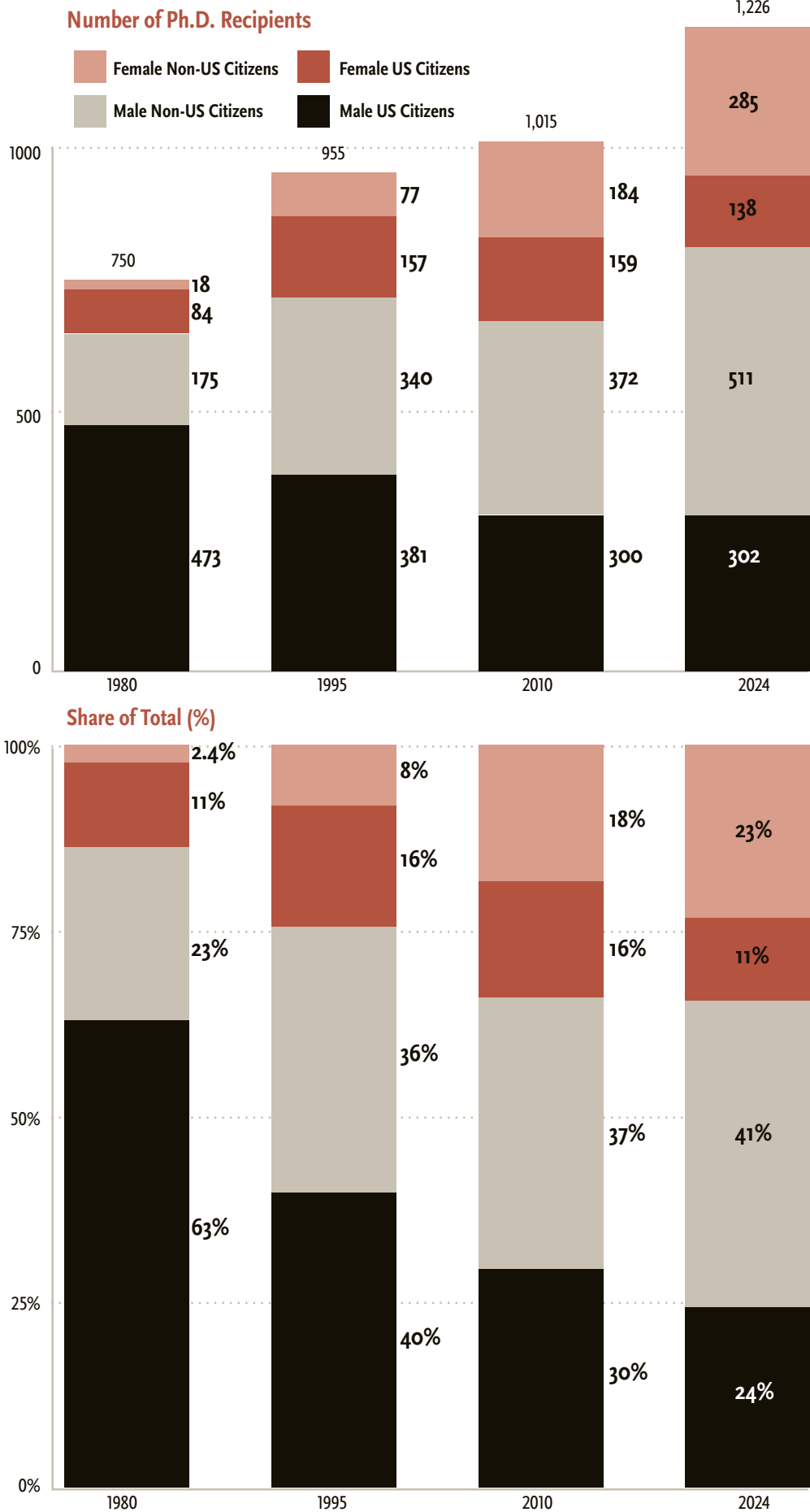
The share of economics Ph.D.s who are U.S. citizens declined consistently from 74% in 1980 to 36% in 2024. In 1980, the domestic share of students was higher for women (82%) than for men (73%), but those shares converged by 2010. In 2024, the domestic share was somewhat lower for women (33%) compared to men (37%).

Figure 2 shows how trends in gender parity among economics Ph.D.s compare to those of other STEM and large social science fields. Economics is not unusual in being predominately male: in the most recent year only in sociology did more women than men earn Ph.D.s. History was close to parity at 46%. Economics is also not the only field that witnessed a flattening of the trend in women's representation sometime between 2005 and 2010. Mathematics and statistics and computer science saw significant reversals, though women's share has rebounded somewhat since the trough. Data on representation of women at the undergraduate level (not reported) show that, except for math/statistics, representation of women at the undergraduate and Ph.D. levels are similar.

To understand what economics Ph.D. students do before graduate school—and whether paths to a Ph.D. in economics differ by gender—we assembled new data for economics Ph.D. students who were on the job market in the 2025–26 cycle based on publicly posted CVs. We attempted to find web pages

<sup>1</sup> The Survey of Earned Doctorates is administered to all research-based doctorate programs annually and has a response rate of approximately 92%.

Figure 1: Characteristics of US Economics Ph.D. Recipients, 1980–2024



**Figure 2: Characteristics of US Economics Ph.D. Recipients, 1980–2024**

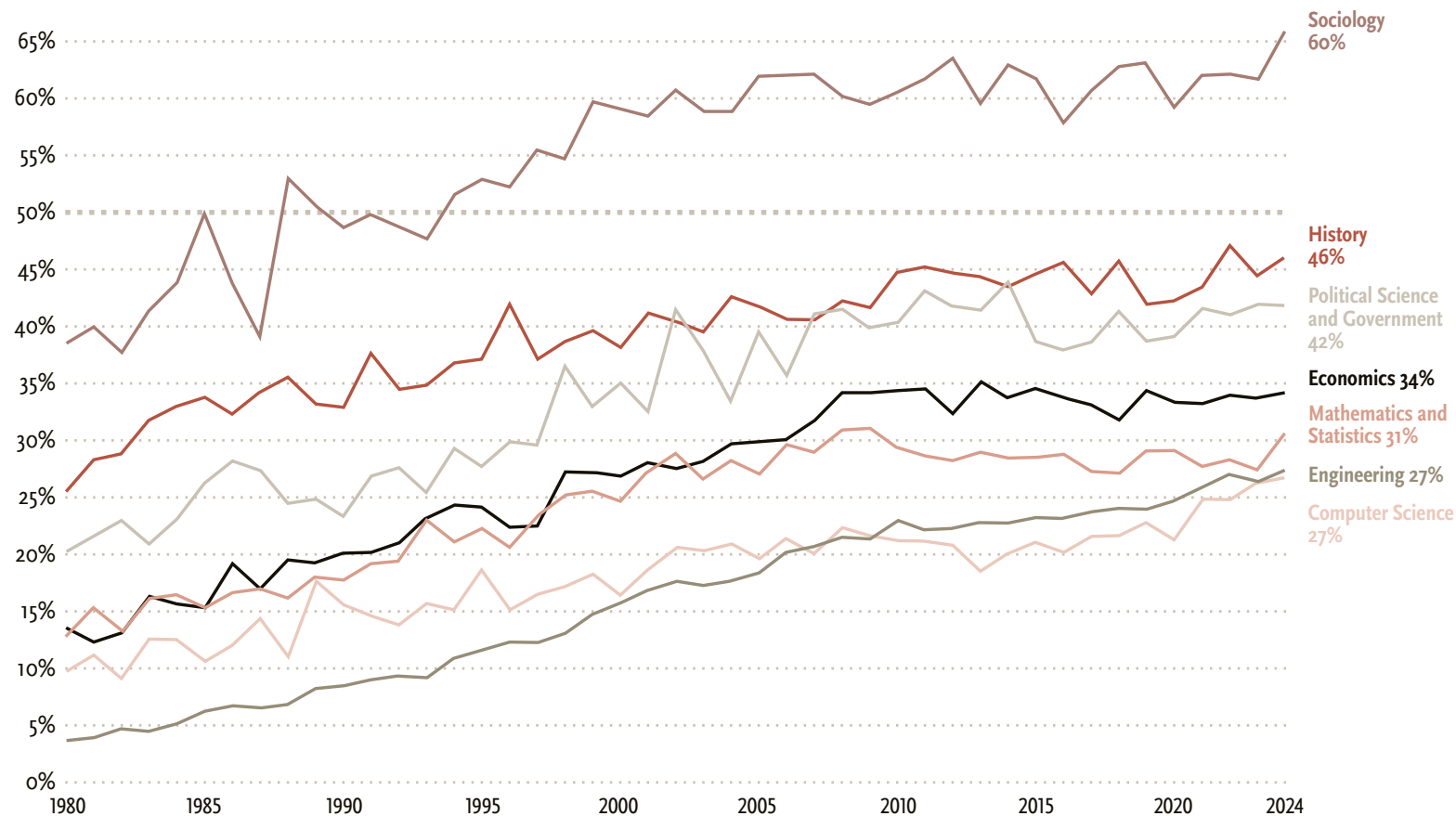


Chart: CSWEP Author Tabulations Source: National Center for Science and Engineering Statistics, Survey of Earned Doctorates, 1980–2024

continues on page 7 **↓**

listing job market candidates for all 136 economics-Ph.D.-granting institutions covered by the CSWEP Pipeline survey. We found data for 688 candidates enrolled at 100 institutions.<sup>2</sup> We used large language models (LLMs) to identify whether candidates participated in any of the following activities after completing their bachelor's before enrolling in an economics Ph.D. program:

1. **Direct** if the time between bachelor's completion and economics graduate school was less than one year,
2. **Gap** for those who had no reported activities during that time,
3. **Master's** if the candidate completed a master's degree (master's degrees completed during a Ph.D. program are not counted here),
4. **RA/Predoc** if the candidate worked as a research assistant or "predoc" in an academic setting, the government, or a research or non-profit organization,
5. **Industry** if the candidate worked in a job in the private sector that was not a research assistant or analyst position,
6. **Government/Policy** if the candidate worked in a think tank, non-profit, or government agency, with a position title not specified as a predoc or research assistant.

The findings are reported in Table 1. Column 1 shows the data for the full sample, excluding 17 candidates whose pre-Ph.D. activities did not fit these categories or whose undergraduate institution could not be identified. About 15% of candidates started graduate school directly after college, and another 5% had a gap of a year or more with no identifiable activity on their job market CV. Almost half of the sample engaged in more than one of the four remaining activities, so we report the share of candidates spending any time in each of these activities, regardless of what other activities they participated in. We also report the share participating in some specific combinations of activities.

We divide the sample by international status based on where they completed their bachelor's degree, since U.S. citizenship is not consistently reported on CV's. This means that we are undercounting international students (58%) compared to the definition based on U.S. citizenship used in SED (64%). Additionally, we classify candidates by department rank depending on whether their department is classified as "Top 20" in the [CSWEP report on the annual survey](#).<sup>3</sup> "Top 20" departments account for less than 20% of departments but about a third of job market candidates. International students accounted for 58% of all 2025–26 Ph.D. job market candidates, 52% for top 20 departments and 62% for other departments.

Table 1 reports the results; each cell shows the percent of the total sample in that column that participated in each activity or combination of activities. The categories are not mutually exclusive so do not add to 100.

Master's programs and RA/Predocs were the most common pre-Ph.D. activities, with 61% of students completing a master's degree and 46% working as an RA/predoc; 33% did both a masters and an RA/predoc. About 19%

<sup>2</sup> 102 schools had a working job market candidates page. 100 schools are in the final sample because two schools had no CVs for any candidates.

<sup>3</sup> <https://www.aeaweb.org/content/file?id=24899>

Table 1: Pre-Ph.D. activities for 2025–26 job market candidates

|                     | Total | Top 20 | Not 20 | Domestic | Top 20 | Not 20 | Int'l | Top 20 | Not 20 |
|---------------------|-------|--------|--------|----------|--------|--------|-------|--------|--------|
| Went directly       | 15.4  | 15.2   | 15.5   | 28.4     | 18.9   | 34.7   | 6.1   | 11.7   | 3.7    |
| Gap                 | 4.6   | 4.3    | 4.8    | 9.0      | 8.1    | 9.6    | 1.5   | 0.8    | 1.8    |
| Masters (any)       | 61.4  | 47.2   | 68.9   | 29.1     | 14.4   | 38.9   | 84.2  | 77.5   | 87.2   |
| — no add'l activity | 16.7  | 9.5    | 20.5   | 9.0      | 3.6    | 12.6   | 22.1  | 15.0   | 25.3   |
| — + RA/Predoc       | 32.8  | 34.2   | 32.0   | 12.6     | 9.9    | 14.4   | 47.1  | 56.7   | 42.9   |
| — + industry        | 14.2  | 8.7    | 17.0   | 10.4     | 4.5    | 14.4   | 16.8  | 12.5   | 18.7   |
| — + gov/policy      | 12.1  | 6.1    | 15.2   | 6.1      | 0.9    | 9.6    | 16.3  | 10.8   | 18.7   |
| RA/Predoc (any)     | 46.3  | 62.8   | 37.7   | 37.1     | 60.4   | 21.6   | 52.9  | 65.0   | 47.6   |
| — no add'l activity | 11.6  | 24.7   | 4.8    | 21.9     | 45.0   | 6.6    | 4.3   | 5.8    | 3.7    |
| Industry (any)      | 19.2  | 14.7   | 21.6   | 20.5     | 16.2   | 23.4   | 18.3  | 13.3   | 20.5   |
| — no add'l activity | 3.4   | 3.0    | 3.6    | 7.2      | 6.3    | 7.8    | 0.8   | 0.0    | 1.1    |
| Gov/Policy (any)    | 14.5  | 9.1    | 17.3   | 8.3      | 3.6    | 11.4   | 18.8  | 14.2   | 20.9   |
| — no add'l activity | 1.3   | 1.3    | 1.4    | 1.1      | 0.9    | 1.2    | 1.5   | 1.7    | 1.5    |
| N                   | 671   | 231    | 440    | 278      | 111    | 167    | 393   | 120    | 273    |

worked in industry and 15% in government or policy positions. The majority of those who worked in industry or government/policy also completed a master’s degree (74% and 83%, respectively).

The findings for the full sample mask considerable differences between domestic and international students and by department rank.

About 6% of international Ph.D. candidates enrolled in graduate school directly, compared to 28% of domestic candidates. More than a third of domestic candidates in departments below the Top 20 did so. 84% of international students completed a master’s degree, compared to only 29% of domestic students. At Top 20 departments, RA positions were particularly common—though certainly not universal—among both domestic (60%) and international (65%) candidates, though most international RAs also completed a master’s degree.

Rates of working in industry were lower for Top 20 departments but similar for domestic and international students. International students were more likely than domestic students to have worked at a government or policy organization, often a foreign central bank.

We used a combination of LLMs, [genderize.io](#), and manual verification based on the candidate’s website to classify candidates by gender.<sup>4</sup> Women’s share of Top 20 (35%) and other departments (38%) is statistically indistinguishable; women also account for similar shares of domestic and international candidates.

Overall, pre-Ph.D. paths were similar for men and women, though women were about 5 percentage points less likely to complete a master’s and generally more likely to be an RA. International women and women attending Top

<sup>4</sup> We classified gender in four steps. First, an LLM (Claude Haiku) classified each candidate's name as male, female, or unknown, instructed to prefer unknown for ambiguous or gender-neutral names. Second, an additional LLM pass (Claude Sonnet) re-ran the unknowns with a prompt that allowed inference from cross-cultural naming conventions. Third, we used [genderize.io](#) to classify the remaining unknowns. The 13 cases [genderize.io](#) could not classify with sufficient confidence were assigned by hand from the candidate's photo or pronouns.

20 programs were more likely to be an RA (often also with a Master’s), compared to men. However, we don’t want to over-interpret these differences since these sub-samples are relatively small and the data only cover one cohort of job market candidates.

This analysis has some limitations: it only covers one recent job market cohort which reflects pre-Ph.D. activities from five or more years ago, and classifying pre-Ph.D. activities is not always straightforward. Still, we hope the data provide prospective students, advisors, and mentors with a better understanding of how graduates of economics Ph.D. programs spent their time before arriving to graduate school.

Appendix Table: Pre-Ph.D. Breakdown by Gender

|                  | Total |       |      | Domestic |       |       | International |       |       |
|------------------|-------|-------|------|----------|-------|-------|---------------|-------|-------|
|                  | Men   | Women | W–M  | Men      | Women | W–M   | Men           | Women | W–M   |
| Went directly    | 14.3  | 17.1  | +2.8 | 25.3     | 33.3  | +8.0  | 6.8           | 4.9   | -1.9  |
| Gap              | 5.0   | 4.0   | -1.0 | 9.4      | 8.3   | -1.1  | 2.0           | 0.7   | -1.3  |
| Masters (any)    | 63.3  | 58.2  | -5.2 | 32.9     | 23.1  | -9.8  | 84.0          | 84.6  | +0.6  |
| — only           | 18.3  | 13.9  | -4.4 | 12.9     | 2.8   | -10.2 | 22.0          | 22.4  | +0.4  |
| — + RA/Predoc    | 31.2  | 35.5  | +4.3 | 12.9     | 12.0  | -0.9  | 43.6          | 53.1  | +9.5  |
| — + industry     | 15.5  | 12.0  | -3.5 | 10.0     | 11.1  | +1.1  | 19.2          | 12.6  | -6.6  |
| — + gov/policy   | 12.4  | 11.6  | -0.8 | 4.1      | 9.3   | +5.1  | 18.0          | 13.3  | -4.7  |
| RA/Predoc (any)  | 44.0  | 50.2  | +6.2 | 37.1     | 37.0  | -0.0  | 48.8          | 60.1  | +11.3 |
| — only           | 11.4  | 12.0  | +0.5 | 22.4     | 21.3  | -1.1  | 4.0           | 4.9   | +0.9  |
| Industry (any)   | 20.0  | 17.9  | -2.1 | 18.2     | 24.1  | +5.8  | 21.2          | 13.3  | -7.9  |
| — only           | 3.1   | 4.0   | +0.9 | 5.9      | 9.3   | +3.4  | 1.2           | 0.0   | -1.2  |
| Gov/Policy (any) | 14.5  | 14.3  | -0.2 | 7.1      | 10.2  | +3.1  | 19.6          | 17.5  | -2.1  |
| — only           | 1.0   | 2.0   | +1.0 | 1.2      | 0.9   | -0.3  | 0.8           | 2.8   | +2.0  |
| N                | 420   | 251   | 671  | 170      | 108   | 278   | 250           | 143   | 393   |

|                  | Top 20 |       |       | Not Top 20 |       |      |
|------------------|--------|-------|-------|------------|-------|------|
|                  | Men    | Women | W–M   | Men        | Women | W–M  |
| Went directly    | 17.4   | 11.0  | -6.5  | 12.5       | 20.1  | +7.6 |
| Gap              | 5.4    | 2.4   | -2.9  | 4.8        | 4.7   | -0.1 |
| Masters (any)    | 48.3   | 45.1  | -3.2  | 71.6       | 64.5  | -7.1 |
| — only           | 12.1   | 4.9   | -7.2  | 21.8       | 18.3  | -3.4 |
| — + RA/Predoc    | 30.9   | 40.2  | +9.4  | 31.4       | 33.1  | +1.8 |
| — + industry     | 8.1    | 9.8   | +1.7  | 19.6       | 13.0  | -6.5 |
| — + gov/policy   | 6.0    | 6.1   | +0.1  | 15.9       | 14.2  | -1.7 |
| RA/Predoc (any)  | 55.7   | 75.6  | +19.9 | 37.6       | 37.9  | +0.2 |
| — only           | 23.5   | 26.8  | +3.3  | 4.8        | 4.7   | -0.1 |
| Industry (any)   | 11.4   | 20.7  | +9.3  | 24.7       | 16.6  | -8.2 |
| — only           | 2.0    | 4.9   | +2.9  | 3.7        | 3.6   | -0.1 |
| Gov/Policy (any) | 8.7    | 9.8   | +1.0  | 17.7       | 16.6  | -1.1 |
| — only           | 1.3    | 1.2   | -0.1  | 0.7        | 2.4   | +1.6 |
| N                | 149    | 82    | 231   | 271        | 169   | 440  |

Note: Each percentage is within that gender and panel: the denominator is that gender’s N, shown in the last row. W–M is the gap in percentage points. Rows are not mutually exclusive, so columns do not sum to 100. The N column for W–M is the combined count, not a difference.



## Advice on the Economics Ph.D.: Eight Economists Answer

We asked several questions about the economics Ph.D.—whether to pursue one, how to get in, and what comes after—to eight economists, including several who have served on or chaired admissions committees. Not every contributor answered every question, and some responses have been edited for length and clarity. We thank the contributors for their insights: John Cawley (Syracuse University), Scott Cunningham (Baylor University, visiting Harvard), Yana Gallen (University of Chicago Harris School of Public Policy), Sandile Hlatshwayo (International Monetary Fund), Adam McCloskey (University of Colorado Boulder), Jeffrey Miron (Harvard University), Johanna Mollerstrom (George Mason University), and Marciano Siniscalchi (Northwestern University).

### Should you get a Ph.D. in economics or a related field?

All the contributors agreed on a key question those considering a Ph.D. in economics should ask themselves: do you actually want to do economics research? Graduate school is a five- to six-year commitment that makes sense only if the answer is yes—being good at coursework is not the same thing. There was also broad agreement that master’s programs serve a different population than Ph.D. applicants and that economics offers unusually versatile training relative to adjacent fields.

#### Jeffrey Miron (Harvard University)

Prospective Ph.D. students should ask themselves why they want a Ph.D. If the answer is, “I love teaching and want to be an academic at a small liberal arts college,” then great. If the answer is, “I love research and want to spend my life doing that,” then again, great. If the answer is, “I have been a student all my life, and I am good at it, so continuing on to a Ph.D. is just the simplest or most obvious path,” then think again. Maybe something else makes more sense. Because being good at coursework and enjoying doing research are less correlated than one might think.

#### Yana Gallen (University of Chicago, Harris School of Public Policy)

A Ph.D. is a major time commitment. I think that one should not consider this path, given the lost income, unless they really, really love research—they are captivated by a question and can’t wait to find the answer to the question, they are patient, like details, like subtle explanations, like to be surprised and to learn. If you are using a Ph.D. as a tool to get a promotion, or to enact some particular change in the world, I just think you will find better options elsewhere. It’s a slog—or an amazing opportunity to do whatever you want for five years and to interact with brilliant people and brilliant ideas—depending on your motivations. I think that public policy is a good choice for those

who are definitely interested in applied work and concrete policy questions. I know less about the other markets. I don't think that the degree name matters as much as what you learn while doing the degree, which really depends on the program.

A master's degree is a good choice for someone who wants to work in policy or business, as in some fields advanced degrees are required for promotion. It is also a good choice for someone who did a completely different major in college but is now interested in economics. Some programs with a research focus (like the MACRM program at Harris) are good choices for international students as they offer first-year Ph.D.-level courses and built-in exposure to research through faculty which can help students from less-known places signal that they are prepared for a Ph.D. However, a master's is not a good choice for someone who has a lot of economics training in the US or from a well-known school internationally and is sure that they want to do a Ph.D. In this case, you should apply for a Ph.D. directly.

### **Sandile Hlatshwayo (IMF)**

Students should think carefully about their long-term goals and whether a Ph.D. is genuinely necessary to achieve them, rather than viewing it simply as an additional credential. The years of coursework and research required are intellectually rewarding, but also exceptionally demanding. A strong interest in research and a clear sense of purpose are much more important motivations than the title itself.

There are many excellent graduate school options, including master's degrees. The right choice depends on the career paths you hope to pursue and the type of questions you want to study. For students who are still exploring their interests or who value keeping a wide range of opportunities open, a traditional economics Ph.D. often provides the greatest flexibility. It can lead to careers in academia, policymaking, multilateral institutions, and the private sector, while still allowing for specialization in a broad range of topics. Financially, it's also important to remember that Ph.D.s in economics often come with funding, whereas funding is rarer for master's programs.

### **Johanna Mollerstrom (George Mason University)**

We are all lucky to be deeply interested and involved in a field that has such vast applications. There is very little you cannot do with a Ph.D. in Economics. This is to some extent true with a Ph.D. in, e.g., Public Policy or Business as well, but in my view, Economics is unmatched in terms of how versatile the applications—and hence the career options—are. As for Master's or Ph.D., I'd say that one should go for a Ph.D. if one wants to do novel research—i.e. not just use other people's research. That is really the main difference there.

### **Marciano Siniscalchi (Northwestern University)**

When a student asks me about pursuing a Ph.D. in Economics, the first thing I mention is that this is a very serious commitment. For good or bad, an Economics Ph.D. is a 6-year endeavor. In addition, the first year is very intense for someone who comes directly from a BA / BSc program. Unlike

other disciplines, undergraduate education in Economics is just not rigorous enough for people to start working at the frontier right away, even under supervision. In fact, unless students have already taken a Ph.D.-level course (e.g., first-year graduate micro or macro), I warn them that what they think of “economics” may not be accurate.

With these caveats out of the way, I still think a Ph.D. in Economics is a wonderful choice. There are so many different paths within Economics that can accommodate a wide range of “brain types”—left brain, right brain, and everything in between. Yet there is a unifying core of principles and methodologies that brings us all together.

Regarding related fields, within the limits of my own expertise, I would say that, first of all, if one’s objective is to get an academic job in finance, then a Ph.D. in Economics is just as good an option as a Ph.D. in finance, if not better. This probably applies to public policy and business as well, perhaps to a lesser degree.

Finally, a master’s degree is a very different option. First, it is much shorter; for this reason, it may be a good option if one’s goal is to get a job in certain industries such as consulting or tech. Second, it is not as focused on original research. And third, it can be a complement rather than a substitute: foreign students typically come to US Ph.D. programs with MA / MSc degrees, and this definitely helps them in the first and second years. A growing number of US students are opting for an MA before applying to Ph.D. programs; again, given the sizable jump from undergraduate to Ph.D.-level economics, this can be a smart choice. Unfortunately, such programs are expensive, and financial aid is rarely available.

### **John Cawley (Syracuse University)**

I think master’s degrees can be useful for two types of people: 1) people who majored in something other than economics as an undergraduate, but who want to learn the subject matter for their career or to pursue a doctorate; 2) people from outside the U.S. for whom English is a second language who want to demonstrate that they are capable of doing graduate work in economics in the English language, so as to be competitive for top U.S. Ph.D. programs in Economics. An important issue with master’s degrees is that one may have to pay tuition; in contrast, almost all Ph.D. programs not only waive tuition but provide a stipend to cover living expenses.

For certain fields of economics, there are Economics-adjacent Ph.D.s that are very close substitutes for Economics Ph.D.s. For example, someone interested in health economics could be trained in that field through a standard Economics Ph.D. program, a public policy Ph.D. program (e.g. at Cornell University’s Brooks School), a health policy Ph.D. program (e.g. at Harvard Medical School), a public administration Ph.D. program (e.g. at Syracuse University’s Maxwell School), or an Applied Economics Ph.D. program (e.g. at the University of Wisconsin). The placements from these Econ-adjacent Ph.D. programs are often very similar to those of the graduates of Economics Ph.D. programs

working in the same fields, with the exception that Economics departments have a strong preference for hiring people with Economics Ph.D.s. Other fields than Health for which this is relevant include Industrial Organization (e.g. Business Ph.D. programs), Development Economics (Applied and Agricultural Economics Ph.D. programs), and Finance (e.g. Finance or Business Ph.D. programs).

### **Scott Cunningham (Baylor University)**

I start by asking them, “What attracted you to a Ph.D. in economics?” I think they have to articulate what it is they’re wanting that the Ph.D. is a necessary step towards. They need to be thinking less about the degree and more about that thing that the degree is needed to accomplish.

But the last thing is that you want them to articulate that they have a desire to do economic research. And I think this is actually a real challenge for undergrads and here is why. Economics is strange in part because I think almost without fail, 9 times out of 10, undergrads have actually an *incorrect* understanding of what it is. You major in accounting, you’re very close to becoming an accountant. You major in economics, on the other hand, you actually are *no closer* to becoming an economist. You actually cannot become an economist by majoring in economics, nor even with a master’s in economics to be honest. If you want to become an economist, it definitionally speaking means you have to have a Ph.D. in economics. In that sense it is much like becoming a lawyer—you cannot become a lawyer without a JD.

Economics as a major is not enough to become an economist. It is not even necessary to become an economist. I majored in literature and never took a single economics class. And yet I am an economist now and I am an economist now because I got a Ph.D. in economics. And I got a Ph.D. in economics because I became convinced that I needed to become an economist because I loved the field, and I wanted to do the sort of things that Gary Becker did.

So I shoot straight about the prerequisites, I am frank that they need to be able to clearly articulate that they want to become an economist because the Ph.D. is a necessary condition for a job they care about, and usually that is connected to research interests regardless of whether they are seeking a career in industry, government or academia.

### **What are admissions committees looking for—and what has changed?**

We asked what admissions committees are looking for, and in particular what has changed since CSWEP last discussed this topic in a 2022 issue. The key signals have not changed since 2022: rigorous math coursework, strong grades, letters from economists who know the applicant well, and evidence of research interest and potential. The environment has changed, though. Several contributors note potential visa issues for international students, shrinking Ph.D. cohort sizes under funding pressure, and growing heterogeneity in how programs treat the GRE. Contributors expressed different perspectives

on whether a predoc is a valuable credential or an overrated one. See “Pathways to a Ph.D. in Economics: A New Look at Who Enrolls and How” for an analysis of paths to the Ph.D. for 2025–26 job market candidates.

**Jeffrey Miron (Harvard University)**

Admissions committees would ideally like to identify the candidates most likely to produce high-quality economics research. In practice, that is difficult to predict, since most applicants have not spent much time doing independent research. Thus, committees end up putting significant weight on whether candidates have taken rigorous economics, math, stats, and CS classes; and, on letters of recommendation.

**Johanna Mollerstrom (George Mason University)**

At George Mason University, we are seeing Ph.D. cohort sizes drop somewhat, but not by huge amounts. It is, however, at the moment, significantly harder for some foreign students to get a student visa to study in the United States. What we are looking for hasn’t changed much. We are focusing on strong math performance, a high GRE quant score, a research statement indicating the ability to start formulating research ideas, and very strong letters of recommendation.

**John Cawley (Syracuse University)**

It can be hard to generalize because admissions committees are made up of individuals who each have their own preferences and beliefs about what predicts success in a doctoral program. Some of the many factors that matter to some committee members include: whether the student has taken advanced courses in economic theory and econometrics and gotten top grades; whether the student has taken math courses such as linear algebra and real analysis; full-time research experience such as working as a predoctoral fellow for an academic economist or as a researcher at an institution such as the Federal Reserve; whether the student has experience with econometric software programs such as R or Stata; standardized test scores such as the Quantitative GRE score and (if English is their second language) the TOEFL score.

Admission to an Econ-adjacent Ph.D. program may put greater weight on research experience and subject matter expertise and less on coursework in advanced mathematics and having a near-perfect Quant GRE score.

**Marciano Siniscalchi (Northwestern University)**

The #1 signal we are looking for is the ability to conduct creative, independent research. This can be conveyed most effectively via writing samples that are not term papers, policy briefs, or coauthored work, but real academic papers (I am not saying top-5 material, but serious contributions to the field of interest) or at least a serious undergraduate thesis containing original research (which could be theoretical or empirical).

The #2 signal we are looking for is solid foundations in quantitative methods—including real analysis and probability theory. We are not looking for

esoteric graduate-level math, but enough math to make it through first-year courses. Everything else can be learned “as needed.”

Hence, my advice to anyone considering a Ph.D. in Economics is to (a) take real analysis and (b) write a “serious” thesis, which involves coming up with an original idea, and developing it to the point that it could be submitted to a decent field journal with some additional polish. The latter is also a good way to get a taste of research in Economics and see if one likes it or not.

The above has not changed, despite the recent upheaval in graduate education.

### **Adam McCloskey (University of Colorado Boulder)**

The core ingredients remain strong mathematical preparation, high grades in difficult courses, evidence of research potential, and letters from (ideally well-known) economists who know the applicant well. What has changed is that research experience has become even more central. Predocs are now common among strong applicants, especially at highly ranked programs, but the relevant signal is not the label “predoc”; it is evidence that the student can think like a researcher.

The GRE is now more heterogeneous across programs: some require it, some make it optional, and some do not accept it. Where it is used, it often functions more as a screen than as a decisive ranking device, as is the case at CU Boulder. International applicants also face more uncertainty from visa timing and broader U.S. policy risk. We have seen more holdups due to visa denials in the past couple of years. At CU Boulder specifically, the economics Ph.D. program emphasizes mathematical strength, does not expect entering students to already have a master’s degree, and currently guarantees full funding for years 1–5 through tuition, stipend, and a health insurance subsidy, subject to normal progress and performance. Our class sizes have decreased modestly, to about 9 per cohort. My impression from speaking to colleagues at other universities is that their class sizes have been reduced more dramatically in the past couple of years due to funding cuts.

### **Yana Gallen (University of Chicago, Harris School of Public Policy)**

I served on admissions for a public policy program with a heavy applied economics focus for several years. Among dozens of academically qualified people (strong grades, letters, and quantitative GRE scores remain necessary to make it into that group), I was looking for someone who seemed internally motivated and inquisitive, rather than just a “good student.” This comes through in the details of the recommendation letters and in the student’s writing. I think AI will disrupt admissions a bit. It will be increasingly important to have taken advanced math courses. It will be increasingly important to have letters from three Ph.D. economists who can write things like “X came to office hours every week and always had something interesting to ask. They were the best student I’ve had in many years, comparable only to Y who was admitted to many top schools and is now an assistant professor at Z.” It will be important to show research initiative, but because it’s so easy to simulate research

initiative with AI now, I think it's going to be extremely important to have a personal component—in-person conversations with a professor where the student contributes meaningfully and signals that they “own” their projects.

I think it will become much less important to have done a predoc. These were important because they taught students how to organize a research pipeline and because it screens—not everyone enjoys the details of data analysis and better to know sooner than later. AI has changed the process of research. Different skills will be important going forward, and I don't think that whatever predocs were teaching will be valuable (at all). They are useful if you need an additional recommendation letter, however.

One more consideration—our size is shrinking, and I don't think we are alone in that. It will be important to communicate any attachment to a particular school, as it is hard when budgets are tight/uncertain to absorb large variation in class size year-to-year through randomness in yield. This should be communicated through recommendation letters, rather than by the student themselves.

### **Scott Cunningham (Baylor University)**

Baylor, where I am a professor, does not have a Ph.D. program in economics. And so, I have not had to make decisions around admissions. But my sense, nonetheless, is that looking ahead, there is a lot of uncertainty on the hiring side for Ph.D. economists within academia going forward, and it's anyone's guess what that will look like, but I have to think that it will become more competitive getting into the Ph.D., and it will get more competitive getting academic jobs leaving the Ph.D. Which is all the more reason that I really hope to hear students' justifications for getting the Ph.D. that justify so much risk, not to mention the opportunity costs since the Ph.D. has an average time of completion exceeding 6 years. There are both demand side and supply side factors at work. On the demand side, declining birth rates mean that coming cohorts are going to be smaller and international enrollment has also been declining. On the supply side, reductions in federal research funding create challenges for universities that depended on grants to cover administrative overhead.

I think admissions committees are probably looking for people they think will complete, and probably it's a buyer's market now too. And that means students applying to doctoral programs need to indicate in all available signals—which remember, to be a real signal, it must be something observable that is not “cheap talk” that just anyone can say. It has to be probably a real sign of ability that they will be successful in the program, which means things like research experience, and definitely, strong letters of recommendation from faculty.

### **What is the best way to prepare to succeed in graduate school?**

Contributors agree that what prospective graduate students can do to succeed in the Ph.D. and what will help them gain admission are overlapping but not the same. Signals that help with admission—grades, math coursework,

test scores, strong letters—are imperfect predictors of what carries a student through the dissertation years: persistence, self-motivation, and a temperament suited to long, solitary, uncertain work. Rigorous math preparation and exposure to research are key.

### **Adam McCloskey (University of Colorado Boulder)**

There is overlap, but admission and success are not identical. Getting admitted requires credible signals: grades, math, letters, and research experience. Succeeding requires deeper habits: persistence/self-motivation, independence, intellectual honesty, resilience to criticism, and the ability to manage long, unstructured projects.

The best preparation is rigorous coursework in multivariable calculus, linear algebra, probability, statistics, econometrics, and ideally real analysis. Research experience that goes beyond coding or data cleaning has become increasingly important: students should learn to explain the economic question, the identification problem, the data limitations, and the next step in a project. They should also build relationships with faculty who are broadly recognized researchers who can write detailed, comparative letters.

### **Jeffrey Miron (Harvard University)**

Success in the first two years of Ph.D. programs (coursework) depends mainly on preparation in, and proclivity for, “problem set” economics skills (math, stats, CS). Success in writing a dissertation is less related to such skills and correlates with them imperfectly. But activities like writing a senior or master’s thesis, or doing one’s own independent research during a predoc, can provide useful experience. The frustrating fact for everyone is that success at the course level is a significantly imperfect predictor of success at the dissertation level. And this is not because admitted students do not have the “math skills.” It seems to be instead because many people with the math skills do not enjoy and/or have the ideal temperament for doing research, which is a lonely activity that requires a different kind of drive and self-motivation.

### **Johanna Mollerstrom (George Mason University)**

Making sure that you know enough math and can signal this to the admissions committee. Also, being able to start looking at the world and questions that interest you through a “research project” lens and having the ability to start formulating research questions. In general, no one is expecting a prospective Ph.D. student to have a fully-fledged research agenda. But the ability to start formulating the right type of questions is essential. You can gain these skills in different ways—we admit students directly from undergraduate programs, students who have done a master’s degree, and students from predocs.

### **Sandile Hlatshwayo (IMF)**

Advanced mathematics courses, such as real analysis, and substantial exposure to original research are both helpful for admission and important preparation for an economics Ph.D. Mathematical training is particularly valuable during the first two years of coursework, while prior research experience

helps students better understand whether they enjoy the process of generating new knowledge and can thrive during the research-intensive later stage of the program.

### **Marciano Siniscalchi (Northwestern University)**

With certain caveats, we do **not** believe that a “predoc” is a necessary, or even a particularly effective way to prepare for, or “get into” grad school. We have a **formal statement**<sup>1</sup> about this on our web page.

First of all, the skills one acquires during a predoc are certainly useful, but they are at best complementary to the #1 skill and signal we look for—creativity. Predocs need to work on tasks that are assigned to them, which by definition limits the extent of one’s contribution, and tells us nothing about the person’s idea-generation abilities.

Second, PIs rarely have enough 1:1 time with individual predocs to truly learn about them, and to credibly convey information about a person’s unique talents. As a result, most predoc letters are not particularly useful to distinguish among applicants and consequently do not play a significant role in our admissions decision.

There are some caveats. First, the above does not apply (or only partly applies) to internships with economic consultancies, or the Feds; the work done during such internships is usually closer to economic research, and there is more interaction with principals. As a result, applicants learn substantive skills, and letters are more informative, on average. Second, a predoc, whatever its form, can serve as a “paid gap year” in which to figure out if one really wants to pursue a career in economics. In principle, one can also beef up one’s quantitative skills while participating in a predoc. However, a real-analysis course taken for a grade during one’s undergraduate studies will be viewed more favorably than a course taken as a non-matriculating student. And finally, we understand that some fields (e.g., development) do place some weight on predoc experience.

### **Scott Cunningham (Baylor University)**

Let’s get the “must do this” stuff out of the way: I think they have to have calculus 1–3, matrix algebra and real analysis, and they have to have done well in all five of them. So that’s the first thing—take those classes as soon as possible, prioritize them, learn the material like the back of your hand, and try to get a good grade in it since the grades are observable whereas one’s knowledge is not.

The second thing is study very hard and as long as humanly possible and try to get a perfect score on the quantitative portion of the GRE. You may not need a perfect score, but if you aim for that, you’re far more likely to score high enough for an economics program.

And then finally, you’re going to need strong letters of recommendation from professors and other Ph.D. economists. They must say detectably strong things about you, like your grit, your creativity, your drive, your maturity, your

<sup>1</sup> <https://economics.northwestern.edu/graduate/prospective/predoc.html>

performance, your research experiences. They have to write letters that are also costly signals meaning things which cannot be faked. Which means it is more important you have letters from professors who think highly of you from personal experience than it is anything else.

But that's about "getting in" and the question asked is a bit more nuanced than that. Obviously, you cannot thrive in a Ph.D. program if you do not get in, but just because you get in, does not therefore mean you will thrive and be successful. So, the question is how can you be successful once you're in?

I think the thing that can really push you through, though, is genuine joy and awe about economics as a field, and your research topic in general. If you can take it or leave it, then I really don't see how a person can get out of bed every day and stare down three publication-worthy essays that make up the dissertation. If you are able to do that—if you are really able to perform at that level while being absolutely aloof and indifferent about the research question, then I am for sure not able to provide much advice to that person as we are worlds apart in temperament.

What will be a difficult obstacle is if you are not passionate about the field and/or passionate about your research question. The only thing that could've ever given me the drive to persist was that I was absolutely obsessed with my dissertation chapters. And that's been my life hack ever since—only work on stuff I am passionate about, no matter how strange it may seem to someone else. It's just too hard a job to do otherwise in my experience.

## **Has AI changed how you should prepare?**

Most contributors thought it was too early to tell how AI will affect the field, but a few themes emerged. AI can execute rote tasks, so judgment—verifying results, evaluating research designs, generating original questions—matters more, not less. Beyond that, answers range from enthusiastic adoption, to worries about what students lose when a machine does the cognitive work, to the view that nothing fundamental has changed.

### **Sandile Hlatshwayo (IMF)**

It is still too early to be definitive, but AI is already changing the research workflow and may raise expectations for what students can do (and by when). At the same time, technological advances have always changed the research frontier. As late as the early 1970s, running a simple linear regression could mean manually preparing stacks of punch cards, joining a central computer center queue, and waiting overnight for the results ([Hamilton & Lund, 2021<sup>2</sup>](#)). AI is likely to accelerate the frontier further and faster, making it increasingly important for students to combine strong economic intuition and research creativity with the ability to use new tools effectively.

### **Scott Cunningham (Baylor University)**

That's the million-dollar question. Let me just give you my personal opinion, as I think no one has any idea, so they're all just opinions at this point.

2 [https://www.montana.edu/hosp/era05\\_1964-1970/noteadvnstat1964-1970/](https://www.montana.edu/hosp/era05_1964-1970/noteadvnstat1964-1970/)

I think AI has meant that you are going to be able to produce cognitive output using almost no human time at all. And since skill and human capital are a function of quality and quantity time spent in focused cognitive work, including problem sets and exam preparation, there is a real risk that we put the cart before the horse and forget that doing well in a class is not the same thing as learning something.

I think AI, and AI agents in particular, are sort of like dynamite. On the one hand, dynamite can be paradoxically an incredibly positive thing for human society if used responsibly. But of course, it can also kill people at scale.

Well, AI and AI agents are not dissimilar to that, even at the microcosm of a person's own journey. If you are able to produce cognitive output and complete cognitive tasks using almost no human time, then how is it even remotely possible that we can gain skills in the area where we are completing those cognitive tasks? I don't think I would know as much economics as I know now had I not had to study intensively for weeks and weeks for my microeconomics preliminary exam. Maybe with AI I could've had the same breakthroughs using less time—maybe. But I would not bet on it. That is a potential risk that I think professors and students together are trying to solve. I just don't think we really yet know what the solution is or the magnitude of the problem or if it's even a real problem at all.

On the other hand, if I were a Ph.D. student in economics right now, wild horses couldn't stop me from using AI agents and AI to help me with my research. It is quite obvious to me that I can produce closer to my own production possibility frontier, even with all the headaches and problems that I keep having with AI. And so I find it borderline unethical to direct Ph.D. students away from AI and AI agents in their research, even as I am extremely sympathetic if not personally of the opinion that professors teaching graduate classes are likely wise in refusing to allow students to use AI and AI agents for their classes.

Until we have some strong evidence as to what mechanisms for learning are going to be with saturated AI in courses, then I am probably pretty risk averse and would prefer the classes to be places where the only goal is *learning* the material. And then when it comes time for research, take the training wheels off, be a responsible adult, take ownership of your career, and do everything in your power to produce the most impactful, innovative, honest and important research you are capable of.

### **Marciano Siniscalchi (Northwestern University)**

We are still in the process of figuring out how to deal with AI, much like the rest of the economy! Personally, I am an optimist: I do not have a problem with a future in which I and fellow researchers write papers interacting with AI, delegating the less exciting aspects of proving results and/or conducting empirical work to agents (though always taking full responsibility for the output). After all, we no longer invert matrices by hand, but econometrics is alive and well!

In fact, I think that academic economics is perhaps less affected by the issue of disappearing entry-level jobs. Job-market candidates and young assistant professors are working at the frontier: there are no “lesser” jobs they need to learn how to do first. Of course, in order to be effective at prompting agents and checking their output, they need to learn the basics—again, real analysis isn’t going away. But incentives are aligned.

(Things are different, perhaps, for economists seeking industry jobs. Some of those will likely be replaced by AI, though the extent to which this will happen is very much up for debate at this time.)

Overall, I would recommend that students fully embrace new technologies, but be mindful that he or she who writes the prompt “owns” the output.

### **Adam McCloskey (University of Colorado Boulder)**

This question is difficult to answer because the technology is changing rapidly. AI has changed the research production process, but not the underlying skill set that makes someone a good economist. Students can use AI to debug code, summarize literatures, improve exposition, translate between programming languages, and test ideas. Those are useful productivity gains. But AI also produces false citations, incorrect claims, superficial summaries, and plausible but wrong arguments.

This makes judgment more important, not less. Students still need to read carefully, understand identification, derive arguments, verify code, and know whether an empirical design is credible. For admissions, polished prose may become less informative, so committees may put more weight on letters, transcripts, research experience, and mathematical preparation.

### **Johanna Mollerstrom (George Mason University)**

I think the biggest change is that the ability to generate original ideas, and provide one’s own, new perspectives is more important than ever. Down the road it may be that other requirements are relaxed, as we can rely on AI for programming, etc. However, I haven’t seen that happening in practice yet in admissions committees.

### **Yana Gallen (University of Chicago, Harris School of Public Policy)**

I don’t think anyone can say for sure what the impact of AI will be on what it means to prepare for and succeed in a Ph.D. program in economics. Based on both vibes and the changes I have seen among future applicants to Ph.D. programs, my sense is that the returns to oral and interpersonal skills will grow. The returns to rich and novel data will grow (and those were already very high). More broadly, I expect that the returns to creativity will grow astronomically and the returns to pure hours in will decline. But this is all great news, since presumably everyone went into the Ph.D. not because they wanted to make some nice-looking event-study figures, but because they wanted to contribute uniquely and irreplaceably to the growth of knowledge.

### **Jeffrey Miron (Harvard University)**

No. Students now need to learn AI skills to produce research efficiently, but that is a detail, not a fundamental change.

**What support is there for parents in graduate school?**

Fewer of our contributors answered this question. McCloskey and Mollerstrom point to formal institutional resources, which vary widely by school and are worth investigating before accepting an offer. Gallen draws on her own experience of becoming a mother during graduate school. For additional perspectives on parenting in graduate school, see “Parenting in Graduate School: What Seven Economics Ph.D. Mothers Told Us” in this issue.

**Adam McCloskey (University of Colorado Boulder)**

Students should ask about parenting support before accepting an offer. Informal advisor flexibility matters, but it is not a substitute for formal policy. At CU Boulder, graduate students have access to pregnancy- and parenting-related academic adjustments, and eligible students on qualifying appointments may receive paid parental leave. CU Boulder also offers childcare-related resources, including the Children’s Center and Bright Horizons-related resources for eligible graduate student employees.

**Johanna Mollerstrom (George Mason University)**

GMU provides, for example, campus lounges where kids can come along, community meetups and specialized funding that student-parents can apply to. There are also student organizations dedicated to student-parents.

**Yana Gallen (University of Chicago, Harris School of Public Policy)**

The best decision I ever made was having my first child at 26, while a graduate student at Northwestern. I made this decision because we wanted a large family (and I’ve had three less ideally timed but still wonderful children since then), and because the experiences of a relative undergoing a difficult IVF journey made me very worried about waiting. The best support you will have in graduate school is not something concrete like paid leave, but something more intangible: no one will really notice—let alone care—that you’ve had a child. As a Ph.D. student, your only real commitments revolve around TAing responsibilities, and it is easy and largely inconsequential to swap one TA for another. It will not be so easy to replace you once you are a professor going on parental leave, since from the perspective of advisees and especially coauthors, you are not so easily substitutable.

I would caution that graduate school is so flexible and easy to make work with parenting that it would be possible never to purchase childcare. Reducing work hours to this degree would likely affect your job prospects, so having children during grad school is probably the best idea for those with grandparental resources (physical presence or monetary support), or those whose partner is earning considerably more than a Ph.D. student in the private sector.

The other benefit of having children in graduate school, or really anytime in our profession now, is that almost everyone you encounter will be supportive and encouraging. There are many successful parents in academia, and you will probably find that they understand your worries, understand the challenges, and want to help in any way they can. There also are still a handful of

curmudgeons who will discourage you from having children—be sure not to let these individuals affect your life and long-term happiness!

## **The job market was weak this year. Should students worry?**

No one disputes that the 2025–26 market was bad—John Cawley, who chairs the AEA’s Committee on the Job Market, opens with the numbers. But every contributor who answered points to the same source of resilience: strong demand for economics Ph.D.s outside academia, especially in tech and the private sector. Where they differ is in tone—data-driven reassurance on one end, hedged caution and new tactical advice on the other—with a shared warning not to over-weight a single cycle when the degree itself takes five or six years.

### **John Cawley (Syracuse University)**

The 2025–26 job market for Ph.D. economists was surprisingly and distressingly bad. For example, the number of unique jobs posted to Job Openings for Economists between August and December of 2025 was 21.6% lower than at the same time in 2024, and was even 20.7% lower than during the worst year of COVID (2020). This was due to a perfect storm of factors. For example, hiring by the U.S. Federal government was significantly down, and hiring by U.S. academic institutions was curtailed by concerns about the demographic cliff, visa policies, the endowment tax, and other factors.

Despite this, the market for Economics Ph.D.s remains strong. The AEA Committee on the Job Market, of which I am chair, has surveyed job candidates after the job market season, and even at the conclusion of the 2024–25 hiring season, outcomes were good. Of job candidates going on the market for the first time after getting their Ph.D. in Economics from a U.S. educational institution, 99% were employed at the end of job search season, their average starting salary was over \$128,000, and 78% said they’d received at least one job offer in at least one sector in which they were very interested at the beginning of their search.

Graduates of Economics Ph.D. programs tend to have numerous marketable skills, including data analysis, critical thinking, and written and oral communication, and I believe that there will continue to be substantial demand across numerous sectors for them.

### **Scott Cunningham (Baylor University)**

I continue to think that the Ph.D. in economics is a very strong investment in a career. The salaries remain high, the unemployment rate for the Ph.D. economist is very low, the career options are very diverse. There’s academia, and at least for a while, I don’t see higher education going away even if demand is shifting inward. No one has a crystal ball on that.

But it is true that government demand for Ph.D. economists has fallen along with academia, but industry values the kind of quantitative style reasoning and skill set that you get by completing the economics doctorate. It just will require hustle and grit—but frankly, it’s going to require hustle and grit if you *don’t* get a Ph.D. in economics.

So that said, tech firms hire Ph.D. economists, and that probably is going to continue. My own research has convinced me that AI is complementary to the skills we get as Ph.D. economists, not substitutable—at least for the time being. I personally will bet on the AI-as-a-complement-to-skilled-labor theory, not a substitute, based on what I've seen.

**Jeffrey Miron (Harvard University)**

The academic market seems likely to exhibit increased uncertainty going forward. But the non-academic market for people trained in economics seems likely to remain robust. The details may change—e.g., AI skills could become more important—but again that's a detail, not a fundamental change.

**Johanna Mollerstrom (George Mason University)**

The job market always fluctuates, but over time the number of newly minted Ph.D.s in economics has certainly gone up more than the number of available Assistant Professor positions. As mentioned above, we are all fortunate in the sense that Economics is such a versatile and widely applicable field (imagine being drawn to do a Ph.D. in philosophy or history and pondering those career prospects!). With that said, I would recommend anyone interested in doing their own research in economics to pursue this. But having a couple of ideas for how to use that Ph.D. if an academic career doesn't work out is essential!

**Marciano Siniscalchi (Northwestern University)**

I wish I knew! It is quite possible that there will be some “right-sizing.” However, setting aside the current climate in higher education, one long-term trend is the growing demand for economists from the private sector, and specifically tech. This may slow down a bit, but one should keep in mind that this source of demand was practically non-existent 15–20 years ago, and it is significant now. I would also urge students to keep an open mind towards jobs overseas, especially in Europe and Asia. Traditionally, many non-US schools were not actively pursuing top US prospects because they viewed their chances of success as slim. Things may be changing though, so it is worth having a broad perspective.

**Adam McCloskey (University of Colorado Boulder)**

Prospective students should take weak job-market conditions seriously, but they should not overinterpret one cycle. A student starting a Ph.D. now will likely enter the market five or six years from now. The better lesson is that students should not pursue an economics Ph.D. unless the training itself is valuable to them and they would be satisfied with a range of research-oriented careers. The academic market is highly competitive, especially for tenure-track jobs at research universities. Economics Ph.D.s also place into liberal arts colleges, policy schools, business schools, postdocs, government, central banks, consulting, tech, energy, finance, and international organizations.

**Yana Gallen (University of Chicago, Harris School of Public Policy)**

I think that the job market was particularly weak this past year, and I think that there will be a bit of a rebound this year. But economists are bad at prediction,

and I am especially bad at it, so who knows. I think that if the market is as constrained going forward as it was this past year, the one change I would make (relative to the past when I would not have advised this) is to be sure to do a summer internship at some point in the Ph.D. Some great students were taking industry offers this year—some because they did not have alternatives in academia, and others because they preferred these roles to their offers. A summer internship will substantially improve your chances of placing at the best firms. For truly prospective students, I think that having a passion for research is going to be important, especially if the market is terrible. If your true passion is something else—policy work, making money, teaching—then please keep in mind a Ph.D. in economics takes six years. That is a lot of time at low pay and now with greater uncertainty in terms of career path for someone who isn't passionate about research! ■

## Parenting in Graduate School: What Seven Economics Ph.D. Mothers Told Us

**Reva Gandhi and Sarah Reber**

To better understand the experience of simultaneously parenting and working toward a Ph.D. in economics, we interviewed seven mothers who are current or recently graduated economics Ph.D. students. This feature summarizes their diverse responses about their challenges and experiences, the institutional support they received, and advice they offered. Some verbatim responses have been lightly edited for length and clarity. CSWEP extends a “Thank you!” to all the women who participated in our interviews. See also the [faculty responses \(p. 22\)](#) on the availability of resources for parenting students.

### **Institutional support is uneven**

The mothers we spoke to reported varying levels of institutional support for parenting students. One said that she was lucky to “not experience any challenges related to university support and leave because we have this amazing program where I get six months off.” Others had shorter leave, totaling six weeks. One woman was extremely grateful for her institutional support, because it wasn't ever something that she had to advocate for—instead, she knew that she “was going to have the right to ask [for support] because it was fully set.” She said all colleges and universities should follow suit, given the difference she felt it made to her entire experience. Putting it simply, “institutional support makes a big difference for people.”

Regardless of official policy, some were not able to adjust their TA schedules to take allocated maternity leave and were required to proceed as usual. A few women reported increases in stipends to account for dependents, gift cards for food, and extensions to Ph.D. program length with full funding.

Most institutions offered the option to extend students' doctoral programs by a semester or year, fully funded. Some faced competition with other non-parent students to petition for an extra year, having to prove that they were "more productive students" as justification for their extension. Many of the women who were offered a fully paid semester extension did not take it, for fear it would diminish their job market prospects.

## **Impacts on budgets and schedules are substantial**

All mothers spoke of a heavier mental load and a new work routine after giving birth. "The mental load was hard. You have all the administrative things of the Ph.D. and the house and the kid. You have two full-time jobs, a Ph.D. and being a mom." "Even with a four- or five-month-old baby, it is pretty hard to sit and focus for hours at a time, even if someone was taking her because you're sleep deprived at that point." On top of that, "breastfeeding makes working away from home or away from your baby much more difficult." No matter how much planning mothers did, "there's always going to be something that comes up that you're not prepared for," and "because you have limited hours, you learn to make the most of them."

Arranging and paying for childcare is a significant challenge. All interviewees preferred formal childcare to make time for their studies, but many reported relying on partner or familial support, or leaning on the flexible hours a Ph.D.—unlike most jobs—makes possible. Some institutions offered "a childcare subsidy that cover[ed] five months of the year" or provided childcare grants, while many provided no support for childcare. One mother explained: "if I was to rely on full time childcare, it would be beyond my [entire] graduate school stipend." A few women recommended researching maternity leave policies before choosing an institution, highlighting that "you can go to a top school, but if you don't have a good maternity policy, your productivity will be affected."

As with institutional support, healthcare varied widely. Although a few women felt that they had "the most amazing health insurance and most amazing care," most healthcare plans granted to Ph.D. students do not cover infants without additional cost. Coverage for children is added as an "extra expense that has to be paid quarterly." When traveling for work, women struggled with the additional costs: two tickets instead of one and securing childcare on-site.

## **Advisors are a critical resource**

Most of the women explicitly identified their advisors as important resources who improved their experience as a student regardless of the advisors' gender or parental status—though a couple interviewees did point to the value of having women in the department. All of the women emphasized the importance of having an advisor who was accommodating and understanding of their circumstances. One mother who struggled to secure childcare spoke of how her advisor moved meetings to Zoom and said, "if we have to be on Zoom calls, I'll put an emoji with an animal face so your kid can also be entertained while

I'm on the call." This mother was deeply grateful for her advisor, who exemplified how "having professors in the department who are women who have kids is so important." Another highlighted how grateful she felt when her advisors and professors repeatedly told her not to worry about work and instead said: "Just take care of yourself. Take care of your son."

Advisors frequently helped their advisees grapple with the stressors of parenting while in graduate school. One mother elaborated, explaining that her advisor "pushed her to take full maternity leave" because "she knew what it meant to have kids." Another advisor assisted her advisee in "intentionally leaving her research at a point where she could pick it up easily when she came back." In a stressful academic environment, women saw their advisors as resources who "show[ed] you that your job is not your life, it's just a little part of it." In most cases, women felt they got more value from their relationships with their advisors than they did from more formal institution-wide supports.

## **There is no "perfect time"**

"There's never a good time to have a kid ... it just disrupts everything in your life, and changes everything." As much as you try, "you will never find the right time, because after you graduate, then it's going to be 'oh, I have to get a post-doc,' 'no, I need it to be after I get tenure.'" Together, the women summed it up quite clearly: "if you have a good support system where you're at and you want to have kids, that's not a decision ... [to] postpone."

All the interviewees echoed the "no good time" sentiment but did offer general advice about timing. They agreed on "waiting until after you finish classes," but before the job market year. Having a child during the job market year can be particularly challenging, with the pressure to make progress on the job market paper while pregnant and travel restrictions affecting participation in research, conferences, and fly-outs. Taking maternity leave at that time can also be difficult, with one woman reporting, "there was no point to take it, because specific to our profession, the job market comes when it comes. It's not going to be pushed three months for me." Women expressed how they were frustrated with the feeling of the job market "punishing them" for having children.

Graduate student mothers were also aware of the "signals" they may be sending to their colleagues, advisors, and professors. Many feared others would think they were not "taking the program seriously enough" or that they "don't care about their results." For many, these fears dissipated with time, but some remained concerned about the impact on their job prospects. Many reported feeling alone in their motherhood experience, saying, "sometimes it felt like all my friends who were parents weren't in grad school and then all of my friends in grad school weren't parents."

## **A change of perspective**

Despite these challenges, the women we interviewed were happy that they "took the risk" and had a child. One said that "if the financial situation allows

you to have a kid, graduate school is a fantastic time to have a kid.” Having a child “gives you a window into another world that is not grad school—[grad school is] one way of learning in the world, but then there’s a whole other part of life that is basically ... trial and error, not academic at all.” It made the women braver, more open to making mistakes, and less fearful of something not being perfect the first time around. If something went wrong, they felt “it’s fine. I can do hard things.” ■

**Remember the  
Fall 2026 CSWEP Survey!**

**Deadline: October 29, 2026**

Since 1972 CSWEP has undertaken the collection of data on the gender composition of faculty and students in both Ph.D. granting and non-Ph.D. granting U.S. economics departments. These data are unique in the social sciences and beyond. The results are presented in the CSWEP Annual Report and at the ASSA meetings in January. Previous years are available at <https://www.aeaweb.org/about-aea/committees/cswep/about/survey/annual-survey>.

The 2026 survey will be sent to all department chairs in late September, and the completed survey is due October 29, 2026. CSWEP is very appreciative of the work of the department chairs and staff and the CSWEP liaisons who work to complete these surveys.

**What is CSWEP?**

CSWEP (the Committee on the Status of Women in the Economics Profession) is a standing committee of the American Economic Association established in 1971 and charged with serving professional women economists in academia, government agencies and elsewhere.

CSWEP activities endeavor to raise the awareness among men and women of the challenges that are unique to women’s careers in economics, and address inequality in access to information relevant to economic careers that can arise from biased mentoring networks. As this information may be of value to all economists we disseminate it freely in the form of our newsletter, CSWEP News. .

Annually, CSWEP organizes mentoring workshops, research presentations and professional development sessions at the annual AEA Meetings, and at the annual meetings of regional economics associations (the Eastern, Mid-Western, Southern, Western, and APPAM-DC); conducts a national survey on the gender composition of faculty and students in academic economics departments in the United States; compiles a report on the status and progress of the gender composition of economics departments in the United States; publishes four editions of the CSWEP News, placed into an archive freely available to all, and containing a feature section written by economists that highlights career advice or topics of interest to the economics profession and contains information on professional development opportunities; and awards the Carolyn Shaw Bell Award, given to a person for their outstanding work to promote the careers of women economists, the Elaine Bennett Research Prize, given biennially to a young woman economist for fundamental contributions to academic economics, and the Janet L. Yellen Award for Excellence in Public Service.

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

**Visit [cswep.org](https://cswep.org) for more information**

# Calls and Sessions at Upcoming Meetings

## Summary

### Call for Papers

- I. Midwestern Economic Association International (WEAI) Conference.  
**Deadline: November 15, 2026**

### Call for Applications

- I. Mid-Career P2P Mentoring Program.  
**Deadline: Rolling**

### CSWEP Sessions at Upcoming Meetings

- I. Southern Economic Association, November 21–23, 2026, Houston, Texas.

### CSWEP Events

- I. Southern Economic Association.
  - a. Successfully Navigating Your Economics Ph.D.: A Mentoring Workshop for 3rd, 4th, 5th, and Higher Year Women/Non-Binary Economics Ph.D. Students: Friday, November 20, 2026, 10:30 AM–5:30 PM.
  - b. CSWEP Happy Hour: Friday, November 20, 2026, 6:00–7:30 PM.
  - c. CSWEP Mentoring Breakfast Meet-Up: Saturday, November 21, 2026, 7:00–8:00 AM.
2. APPAM: CSWEP Networking Luncheon. Time and Date TBD.

## Call for Panelists at the 91st Annual Midwest Economics (MEA) Meetings

*April 2–4, 2027, Hyatt Regency, Indianapolis*

**CSWEP Panels will be on Friday, April 2, 2027**

**DEADLINE: November 15, 2026**

CSWEP is organizing two panels on topics related to career development at the **91st Annual Midwest Economics Association Meetings<sup>1</sup>** in Indianapolis.

The panels will be held on Friday, April 2, 2027. One panel will be geared toward those looking for jobs (academic and nonacademic) and the other panel will focus on mid-career issues. Each panel will have four participants who will each speak for 15 minutes. The sessions are organized to allow for plenty of time for an active exchange of ideas and advice among the panelists and session attendees.

If you have specific suggestions regarding the topics to be covered or ideas for potential panelists (you can also suggest yourself), please submit them to Didem Tuzemen, CSWEP Midwest Representative, at [tuzemend@gmail.com](mailto:tuzemend@gmail.com) no later than November 15, 2026. To foster the exchange of new ideas, we especially seek individuals who have not previously served as panelists.

<sup>1</sup> <https://mea.sites.grinnell.edu/>

## **Call for Applications: Mid-Career Peer-to-Peer (P2P) Mentoring Program**

CSWEP's Mid-Career P2P Mentoring program aims to help mid-career economists find community, support, and mentoring. Participants form groups that meet regularly (typically virtually), and CSWEP provides a suggested curriculum and resources. The curriculum consists of five modules on topics like planning for promotion, productivity, and time management, with several alternative modules that can be substituted to meet the group's needs. Groups can also apply for grants to support their activities.

The curriculum is designed with associate professors or equivalent non-academic or non-tenure track positions in mind, but it is easily adaptable for full professors, administrators, managers, and others. To learn more about P2P and to enroll your group in the program at any time, visit [csweptmentoring.org](https://csweptmentoring.org). P2P is supported by a grant from the Co-Impact Foundation.

## **CSWEP Sessions at Southern Economic Association 96th Annual Meeting**

*November 21–23, 2026, Marriott Marquis Houston, Houston, Texas*

**Saturday, November 21, 2026**

**8:00 AM–9:45 AM**

### **Professional Development: Economics Job Market Panel**

Session Chair: Jose Fernandez, University of Louisville

Organizer: Jose Fernandez, University of Louisville

Panelists: Daniel Millimet, Southern Methodist University; Orgul Ozturk, University of South Carolina; Salpy Kanimian, Brown University; Lilly Springer, American University

**Sunday, November 22, 2026**

**8:00 AM–9:45 AM**

### **Conflict, Constraints, and Women's Economic Outcomes**

Session Chair: Qinyou Hu, The University of Texas at San Antonio

Organizers: Orgul Ozturk, University of South Carolina; Mayra Pineda-Torres, Georgia Institute of Technology; Melanie Guldi, University of Central Florida; Manan Roy, Appalachian State University

*One Shock Too Many: Drought, Conflict, and Child Health Outcomes in Afghanistan.*

Qinyou Hu, The University of Texas at San Antonio; and Rafiuddin Najam, World Bank

*Entrepreneurship Training and Women's Empowerment: Evidence from a Randomized Control Trial in South India.*

Anaka Aiyar, University of Vermont; Srinivas Venugopa, University of Vermont; and Madhubalan Viswanathan, Loyola Marymount University

*Telework Exposure, Affordable Internet, and Female Labor Supply in Emerging Economies.*

Jheelum Jheelum, American University

***Droughts, Water Wells, and Women's Outcome.***

Mohammad Jakaria, University of South Carolina; and Ayse Mahmeti, University of South Carolina

***Effects of Transition from Informal Rule to Formal Governance on Conflict: Evidence from Pakistan.***

Ahmad Shah Mobariz, University of West Georgia; and Kulsoom Hisam, St. Olaf College

**Sunday, November 22, 2026**

**10:00 AM–11:45 AM**

**Expectations, Remote Work, and Economic Behavior**

Session Chair: Helena Glebocki, Fairfield University

Organizers: Orgul Ozturk, University of South Carolina; Helena Glebocki, Fairfield University

***Working from Home and Household Inequality.***

Pubali Chakraborty, Bates College; and Seonyoung Park, Colgate University

***Geopolitical Shocks and International Financial Stability: What Can We Learn from Loan Syndicates?***

Andreea Rotarescu, Wake Forest University; Pablo Hernando-Kaminsky, World Bank; and Maria Pia Olivera, Swarthmore College

***What Do Surveys Tell Us About Heterogeneous Expectations?***

Carolina Acuna-Armenta, Marquette University

***Political Advertising, Expectations, and Household Consumption.***

Abhiprerna Smit, William and Mary

Discussants: Saravana Ravindran, National University of Singapore; Aakansha Jain, Iowa State University; Eva Dziadula, University of Notre Dame

**Sunday, November 22, 2026**

**4:00 PM–5:45 PM**

**Gender, Caregiving, and Human Capital**

Session Chair: Yang Jiao, Texas A&M University - Texarkana

Organizers: Orgul Ozturk, University of South Carolina; Mayra Pineda-Torres, Georgia Institute of Technology; Melanie Guldi, University of Central Florida; Manan Roy, Appalachian State University

***Sharing Is Caring: Redistributing Unpaid Domestic and Care Work Improves Mental Well-Being for Fathers and Mothers.***

Shivani Gupta, University of Georgia; Ellen McCullough, University of Georgia; Tamara McGavock, Grinnell College; and Thomas Woldu Assefa, International Food Policy Research Institute

***Not All Role Models Inspire: Gendered Responses to High-Achieving Peers.***

Yang Jiao, Texas A&M University - Texarkana; Zhengquan Cheng, Nanjing University of Finance & Economics; and Yaojing Wang, Peking University

***Opting Out of the Culture War: LGBTQ Curricular Laws and School Choices.***

Crystal Zhan, University of South Carolina; and Chen Zhou, [chen.zhou@moore.sc.edu](mailto:chen.zhou@moore.sc.edu)

## PAGE 32 **Calls, Announcements, Sessions**

Discussants: Qinyou Hu, The University of Texas at San Antonio; Anaka Aiyar, University of Vermont; Jheelum Jheelum, American University; Mohammad Jakaria, University of South Carolina

**Monday, November 23, 2026**

**8:00 AM–9:45 AM**

### **Health Policy Maternal Risk, and Early-life conditions**

Session Chair: Orgul Ozturk, University of South Carolina

Organizers: Orgul Ozturk, University of South Carolina; Mayra Pineda-Torres, Georgia Institute of Technology; Melanie Guldi, University of Central Florida; Manan Roy, Appalachian State University

***Effects of Income on Pregnancy Food Security: Evidence from the Advance Child Tax Credit Payments.***

Katlyn Hettinger, Western Kentucky University

***Gestational Diabetes and Maternal Health in North Carolina: Fairlie Decomposition.***

Manan Roy, Appalachian State University; Danielle Nunnery, Appalachian State University; and Bria Martin, Appalachian State University

***The Impact of Extended Postpartum Medicaid Coverage on Household Consumption and Well-Being: Evidence from the Families First Coronavirus Response Act.***

Hexuan Li, Vanderbilt University; and Jessica Kiser, Macalester College

***Do Fentanyl Overdose Deaths in a Community Affect Provider Prescribing of Buprenorphine?***

Nicole Siegal, Indiana University Bloomington; Sumedha Gupta, Indiana University Bloomington; Matthew Aalsma, Indiana University School of Medicine; Stephen Crystal, Rutgers University; Jennifer Miles, Rutgers University; Hillary Samples, Rutgers University; Kosali Simon, Indiana University Bloomington; and Rosalie Pacula, University of Southern California

Discussants: Prachi Shukla, Duke University; Raka Datta, Georgia State University; Jennifer Mangano, Indiana University

**Monday, November 23, 2026**

**10:00 AM–11:45 AM**

### **Migration, Remittance, and Labor Market Adjustment**

Session Chair: Crystal Zhan, University of South Carolina

Organizers: Orgul Ozturk, University of South Carolina; Mayra Pineda-Torres, Georgia Institute of Technology; Melanie Guldi, University of Central Florida; Manan Roy, Appalachian State University

***Remitting against Poverty: Eight-Year Evidence on Digital Remittances and Rural Poverty.***

Saravana Ravindran, National University of Singapore; Jean Lee, World Bank; Mahreen Mahmud, University of Exeter; Jonathan Morduch, New York University; Abu Shonchoy, Florida International University; and Shashank Sreedharan, New York University

*The H-2A Response to Settled Non-Citizen Agricultural Labor Decline: Evidence from a Shift-Share IV Design.*

Aakansha Jain, Iowa State University

*What Explains the Increase in Immigrants' Educational Attainment in the United States.*

Eva Dziadula, University of Notre Dame; and Madeline Zavodny, University of North Florida

*The Macroeconomic Push-Pull Conditions Affecting Remittance Flows between Latin American Economies.*

Helena Glebocki, Fairfield University; and Nicole Simpson, Colgate University

Discussants: Pubali Chakraborty, Bates College; Andreea Rotarescu, Wake Forest University; Carolina Acuna-Armenta, Marquette University; Abhiprerna Smit, William and Mary

**Monday, November 23, 2026**

**10:00 AM–11:45 AM**

### **Family Structure, Fertility, and Household Decisions**

Session Chair: Melanie Guldi, University of Central Florida

Organizers: Orgul Ozturk, University of South Carolina; Mayra Pineda-Torres, Georgia Institute of Technology; Melanie Guldi, University of Central Florida; Manan Roy, Appalachian State University

*How Expansion of Infertility Treatment Access Affects Women's Family Formation: Evidence from State Infertility Mandates.*

Balakis Kabir, Wayne State University

*Impacts of the American Age of Consent Movement.*

Chris de Mena, University of California, Davis

*More Credit, More Babies? Bank Credit Expansion, House Prices, and Fertility.*

Xi Yang, University of North Texas

Discussants: Jessica Kiser, Macalester College; Debanjali Dasgupta, The University of Tennessee Knoxville; Raka Datta, Georgia State University

**Monday, November 23, 2026**

**12:00 PM–1:45 PM**

### **Substance Use, Health Regulation, and Prescribing Behavior**

Session Chair: Mayra Pineda-Torres, Georgia Institute of Technology

Organizers: Orgul Ozturk, University of South Carolina; Mayra Pineda-Torres, Georgia Institute of Technology; Melanie Guldi, University of Central Florida; Manan Roy, Appalachian State University

*Household Responses to Alcohol Regulation: Evidence from India's Highway Alcohol Ban.*

Prachi Shukla, Duke University

Regulatory Frictions, Prescribing Behavior, and Unintended Consequences: Evidence from Gabapentin Policies.

Nicole Siegal, Indiana University Bloomington; Sumedha Gupta, Indiana University Bloomington; and Alberto Ortega, Indiana University Bloomington

## PAGE 34 Calls, Announcements, Sessions

*The Prescription Bundling Tradeoff: Evidence from Pharmacist Prescribing Laws.*

Jennifer Mangano, Indiana University

*The Long-Term Impact of In-Utero Alcohol Taxes on Adult Prenatal Drinking.*

Raka Datta, Georgia State University; and Godwin O. Aipoh, Georgia State University

*Tax Salience.*

Eva Dziadula, University of Notre Dame; Christopher Lowenstein, University of Missouri; and Michael Pesko, University of Missouri

Discussants: Katlyn Hettinger, Western Kentucky University; Hexuan Li, Vanderbilt University

**Monday, November 23, 2026**

**2:00 PM–3:45 PM**

### **Reproductive Health Access, Contraception, and Fertility Policy**

Session Chair: Melanie Guldi, University of Central Florida

Organizers: Orgul Ozturk, University of South Carolina; Mayra Pineda-Torres, Georgia Institute of Technology; Melanie Guldi, University of Central Florida; Manan Roy, Appalachian State University

*Reconfiguring the Safety Net: Service Delivery and Birth Outcomes under the 2019 Title X Rule Changes.*

Yilun Cao, Vanderbilt University

*Evaluating the Effectiveness of State-Level Contraceptive Access Initiatives.*

Jessica Kiser, Macalester College; and Analisa Packham, Vanderbilt University

*The Effectiveness of Prenatal Care in Protecting Maternal Health Outcome.*

Debanjali Dasgupta, The University of Tennessee Knoxville

Discussants: Balikis Kabir, Wayne State University; Xi Yang, University of North Texas

## **CSWEP Events at Southern Economic Association**

*November 21–23, 2026, Houston, Texas*

Information will be provided on the CSWEP website.

### **Successfully Navigating Your Economics Ph.D.**

*A Mentoring Workshop for 3rd, 4th, 5th, and Higher Year Women/Non-Binary Economics Ph.D. Students*

**Friday, November 20, 2026**

**10:30 AM–5:30 PM**

### **CSWEP Happy Hour**

**Friday, November 20, 2026**

**6:00–7:30 PM**

Sign up [here](https://www.eventbrite.com/e/cswep-mentoring-happy-hour-sea-tickets-1999038338483)<sup>2</sup>

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<sup>2</sup> <https://www.eventbrite.com/e/cswep-mentoring-happy-hour-sea-tickets-1999038338483>

## CSWEP Mentoring Breakfast Meet-Up

Saturday, November 21, 2026  
7:00-8:00 AM

## CSWEP Events at Association for Public Policy and Management (APPAM)

November 5–7, 2026,  
Boston, MA

### CSWEP Networking Event

Date and Time TBD

CSWEP will be hosting a networking event during the APPAM Fall Conference in Boston. Spaces are limited. Required registration will be available on the CSWEP website [no later than October 30](#).

## 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, and
- 2: Forwarding periodic emails from CSWEP about mentoring activities, conference opportunities, etc., and
- 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/liaison-network>

# 2026 Directory of CSWEP Board Members

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