Committee on the Status of Women in the Economics Profession
AMERICAN ECONOMIC ASSOCIATION
Established 1971

CSWEP NEWS

Published three times annually by the American Economic Association's Committee on the Status of Women in the Economics Profession.

2016 ISSUE III

IN THIS ISSUE

FOCUS
Challenges, Opportunities and Strategies for Female Faculty

INTRODUCTION Standing in Front of the Classroom and Interacting with Students: Challenges, Opportunities and Strategies for Female Faculty in Economics
by Anne Winkler 3

Teaching Challenges and Strategies for Improvement at a Liberal Arts College
by Sarah Pearlman. 4

Warming Up the Climate in the Classroom: Challenges, Strategies and Rewards
by Lisa Saunders 5

Teaching Economics to Undergraduate Students as an International Faculty Member
by Shahina Amin. 7

Some Advice on Teaching Economics
by Shinyi Chou 8

Mind the Gap: Addressing Gender and Racial Disparities in Economics
by Nicole Dussault and Emily Eisner 10

From the CSWEP Chair

Chair's Letter
by Shelly Lundberg 2

Tributes & Commendations

2016 Bell and Bennett Winners Announcements 1, 12

Calls & Announcements

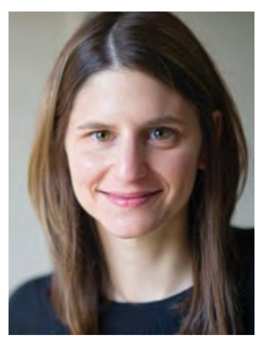
CSWEP Events at 2017 AEA Meeting 13
Call for CSWEP Liaisons 14
Summer Fellows Program 14
Regional Meetings 14
CSWEP Board 14

Cecilia Rouse Receives 2016 Carolyn Shaw Bell Award

Cecilia Rouse, Dean of the Woodrow Wilson School of Public and International Affairs, Lawrence and Shirley Katzman and Lewis and Anna Ernst Professor in the Economics of Education and Professor of Economics and Public Affairs at Princeton University is the recipient of the 2016 Carolyn Shaw Bell Award. Given annually since 1998 by the American Economic Association's (AEA) Committee on the Status of Women in the Economics Profession (CSWEP), the Bell Award recognizes and honors an individual who has furthered the status of women in the economics profession. Professor Rouse will accept the Bell Award at the annual CSWEP business meeting and award ceremony held during the 2017 AEA Meeting in Chicago.

continues on page 12

Marina Halac Receives 2016 Elaine Bennett Research Prize



Marina Halac, Associate Professor of Business and Economics at Columbia University and Associate Professor of Economics at the University of Warwick, is the recipient of the 2016 Elaine Bennett Research Prize. Established in 1998, the Elaine Bennett Research Prize recognizes and honors outstanding research in any field of economics by a woman not more than seven years beyond her Ph.D.

Professor Halac will formally accept the Prize at the Business Meeting and Award Ceremony of the American Economic Association (AEA) Committee on the Status of Women in the Economics Profession (CSWEP), held during the 2017 AEA/ASSA Meeting in Chicago, IL. The event is scheduled for 3:00–4:30 PM on January 7, 2017, at the Hyatt Regency.

Marina Halac is recognized for her impressive contributions to microeconomic theory, and to our understanding of dynamic incentives and agency problems. Her research in contract theory and game theory focuses on how incentives are shaped by the

continues on page 12

Contributors

Shahina Amin,
Associate Professor of Economics, University of Northern Iowa

Shinyi Chou,
Frank L. Magee Distinguished Professor of Economics, Lehigh University

Nicole Dussault,
MD student, Pritzker School of Medicine, University of Chicago

Emily Eisner,
PhD student, Department of Economics, University of California, Berkeley

Shelly Lundberg,
Leonard Broom Professor of Demography, Department of Economics, University of California, Santa Barbara

Sarah Pearlman,
Associate Professor of Economics, Vassar College

Lisa Saunders,
Associate Professor of Economics, University of Massachusetts Amherst

Anne E. Winkler,
Chair, Department of Economics, and Professor of Economics and Public Policy Administration, University of Missouri-St. Louis

From the Chair

Shelly Lundberg

Let me begin by congratulating Cecilia Rouse, who is the recipient of the 2016 Carolyn Shaw Bell Award, and Marina Halac, winner of the 2016 Elaine Bennett Research Prize. Cecilia is Dean of the Woodrow Wilson School of Public and International Affairs, Lawrence and Shirley Katzman and Lewis and Anna Ernst Professor in the Economics of Education and Professor of Economics and Public Affairs at Princeton University and is being honored for her contributions to the status of women in economics. Marina is Associate Professor of Business and Economics at Columbia University and Associate Professor of Economics at the University of Warwick and is being recognized for outstanding research in her early career. Presentation of these awards will take place at the CSWEP Business Meeting during the 2017 AEA/ASSA Meeting in Chicago. This event is scheduled for **3:00–4:30PM on January 7, 2017**, at the Hyatt Regency Chicago, and the celebration will continue at a reception in the awardees' honor that evening from **6:00–7:30PM.** On behalf of the CSWEP Board I invite you join us to celebrate and honor their contributions to economics and to women in economics.

The 2017 AEA/ASSA Meeting in Chicago is fast approaching, and CSWEP will be there with a full program of events that include paper sessions, mentoring programs and presentation of the 2016 *Annual Report on the Status of Women in the Economics Profession* at the Business Meeting. Full details are available in this issue and at cswep.org. More events are in the planning stages, so stay tuned.

This year, CSWEP is presenting paper sessions in three research areas (rather than the traditional two) to reflect the broad interests of female economists more effectively. Two sessions focus on the economics of gender (organized by Kevin Lang and Laura Argys), including a session on gender in the economics profession. There will also be sessions on the economics of education (organized by Petra Todd and Karen Conway) and on environmental economics (organized by Meredith Fowlie, Catherine Wolfram and Anne Winkler). Placement in one of these sessions continues to be highly competitive, with over 120 papers submitted and only 24 selected. Of these, nine will be chosen for inclusion in the 2017 *Papers and Proceedings* issue of the *American Economic Review.*

Helping young economists acquire the skills they need to succeed has always been an important goal of CSWEP activities, and we will be sponsoring several mentoring events at the AEA/ASSA Meeting. The Mentoring Breakfasts for Junior Economists, organized by Amalia Miller, are scheduled for **Sunday, January 8, 2017, from 8:00–10:00AM** and **Friday, January 6, 2017, from 8:00–10:00AM.** Senior economists will be available to answer questions and provide advice at topic-themed tables. Feedback from previous participants in these breakfasts has been overwhelmingly positive. We encourage economists within six years of their PhD as well as graduate students on the job market to preregister for these events (details in this issue and at cswep.org) and participate. For the third year, we will also be offering a Mentoring Breakfast for Mid-Career Economists, scheduled for **Saturday, January 7, 2017, from 8:00–10:00AM,** organized by Ragan Petrie. At the end of the AEA/ASSA Meeting, the 2017 CeMENT Mentoring Workshop for Faculty in Doctoral Programs will begin. This intensive and effective mentoring experience is consistently oversubscribed and relies on the generous donation of time from senior mentors, who have been recruited by Director Kosali Simon.

Standing in Front of the Classroom and Interacting with Students: Challenges, Opportunities & Strategies for Female Faculty in Economics

Anne E. Winkler

Economics remains a male-dominated field, particularly white males, both in terms of faculty and students. What is it like to stand in front of a classroom of students or interact with students one-on-one in your office when you do not conform to the standard picture? Women faculty in economics are more likely to be directly challenged by their students about course content, deadlines and grading and are disproportionately asked for special favors (e.g., being able to take an exam at a non-standard time, offering an independent study and the like.) At times, these experiences can border on outright intimidation. The difficulties are magnified for women who are junior in age or rank, members of minority groups and international faculty members. Further compounding the situation is the view that higher education should be "customer-friendly"—basically that faculty should be responsive to students' demands. Since women have long provided "caring labor," the customer-service view of higher education reinforces students' expectation that women faculty will be more understanding and less demanding than their male counterparts.

In this issue, four female faculty members share their experiences and the solutions they have come up with as a result of trial and error, consulting with colleagues and utilizing available institutional teaching resources. Sarah Pearlman was recently promoted to Associate Professor at Vassar College. At Vassar—an all-women's college until 1969—she finds herself teaching economics to classes that are 80 percent male. Vassar students are demanding of her time and she has established guidelines that manage their expectations and allow her to get research done. Lisa Saunders is Associate Professor at the University of Massachusetts Amherst. As an African-American woman, she confronts a "chilly" climate and has learned to deal with student interactions "with grace and dignity." Shahina Amin, Associate Professor at University of Northern Iowa, describes herself as a "petite brown female professor with a funny accent." She is conscious of what makes her different and has adopted a variety of practices to be effective in the classroom. Shinyi Chou is Professor of Economics at Lehigh University and grew up in Taiwan. She was not initially familiar with higher education in the US and, over time, has made shifts in how she delivers course content. She describes innovative approaches that she is using and offers a wealth of practical advice.

What I take away from reading these four essays is that I wish I had had an opportunity to read them 25-plus years ago when I was a brand-new assistant professor. I would have greatly benefitted from the advice and support they offer. Fast forwarding to 2016, these essays offer fresh ideas on how to better manage interactions with students, and more generally, improve the teaching side of the job. ■

From the Chair

In the Focus section of this issue of CSWEP News, organized and introduced by Anne Winkler, four female professors share their experiences in front of the classroom and the strategies they have devised for teaching and mentoring economics students successfully. In a male-dominated field and in "customer-friendly" campus environments, female faculty face particular challenges in their interactions with students, challenges that can be heightened for women who are junior, members of minority groups or international faculty. The advice these four writers provide is insightful and broadly applicable, and their stories resonate for many of us. I encourage you to share this issue with colleagues and students who are in the early stages of their teaching careers—they are likely to find it both helpful and inspirational. Also in this issue, two young economists outline steps that economics departments could take to gender and race diversity among economic researchers.

I'd like to thank the CSWEP Board members and affiliates who have contributed so much to CSWEP's mission this year as award committee members, mentors, event organizers, authors and CSWEP departmental liaisons.

Happy holidays! I hope to see you all in Chicago in January. ■

Teaching Challenges & Strategies for Improvement at a Liberal Arts College

Sarah Pearlman

I work at a small liberal arts college that does not have master's or PhD programs or a business school. For most of its history my institution, Vassar, was well known as a single-sex college for women. However, in 1969 the college opened its doors to men, and today men make up approximately 45% of the student body. While the student body is majority female, the economics major is majority male. Furthermore, the main course I teach—financial markets—is overwhelmingly male. In the nine years during which I have taught this course at Vassar the percentage of male students has ranged from 60% to 80%. These numbers seem in line with national averages, and thus despite Vassar's history as a women's college, the gender composition of our classes probably is typical.

The other thing to note is that our students actively engage with faculty. They regularly come to office hours, send frequent emails and have a lot to say in course evaluations. This engagement makes them really fun to teach but also means they expect a lot. They are not shy about pushing for things they want or expressing their discontent.

Although Vassar has been my only job after graduate school, it has not been my only job, as I worked on Wall Street for several years before getting my PhD. I therefore was used to aggressive, male-dominated environments by the time I arrived here. Despite this, I faced some of the pushback from students that is typical for new faculty. This included: students trying to use me as their personal tutor; requests for meetings outside of office hours; attempts to hijack class time; disrespectful language in emails ("yo Sarah, I'm free during the following weekend times to get help on my problem set"); brazen admittances of not doing the work for class; disputes over course content; and arguments over grades. These encounters largely took place during my first year and left me feeling disrespected and angry. I seethed at the thought that my senior, male colleagues might not face the same problems and became mildly hostile towards the students as a result.

After several semesters, however, I realized that being angry and resentful didn't help. It didn't help me gain the students' respect, it didn't transform me into a senior, male professor and it definitely didn't help me like teaching. Therefore, I decided to be proactive, putting mechanisms in place that minimized my stress and anger. My goal was selfish—it was to improve *my* work experience. I figured that if I liked teaching more, there would be positive spillovers for the students in the form of better pedagogy. Overall, this has been the case. After changing my strategy students did better on assignments and my teaching evaluations improved. Furthermore, the level of pushback fell to a level that is typical for any faculty member. Now when I compare notes with my colleagues, our stories seem about the same.

Below I provide a list of the mechanisms that seemed most effective at improving my experience. Many are the result of needing to balance teaching and research at a place where students demand a lot of attention. The unifying theme, however, is the need to tell students that your goal is for them to learn useful material and the role you play in helping them achieving that goal. Combined, this helps gain student support and establish your authority, both of which are a constant challenge for female faculty facing largely male classrooms.

Require your expectations

After my first year I started making class preparation mandatory. For example, in one class I expect students to review the calculation of a mean, variance and covariance by a particular date. My first year I handed out a review sheet, told students to look at it and assumed that being prepared for class was sufficient motivation to do the work. I soon learned this was not sufficient motivation, as the students did not do the review and were confused and hostile in class. Shaming them had no effect.

Under the goal of maximizing my welfare I made subsequent review or reading exercises mandatory. They now are worth an insignificant number of points and yet everyone does them. While this seems heavy handed, it prepares students for class and eliminates an opportunity for conflict. At my institution students respond to points, not shame. They will do lots of work for minimal points, and I've decided to embrace an incentive structure that works.

Have a sales pitch

I've found that Vassar students actually don't get upset about more work or difficult exams. They get upset if they feel blindsided by the level of rigor and/or if the reasons for this rigor are unknown. So honing the sales pitch for a given exercise or course is important as it reduces angst. Of course the most compelling sales pitch is, "I'm trying to teach you information or skills that are useful to you, and this is the best way to do that." While this is pretty obvious to us, it isn't necessarily obvious to them. In the absence of some communication many students think our real motivation is to torture them.

What constitutes an effective sales pitch varies across instructors and topics, but it is helpful to find one that works. For example, I have a colleague

➡

who comes from a European university system with a less generous grading policy than the US. He writes exams where 60% constitutes an "A." Initially the students were shocked by this and pushed back, arguing his class was unfair. In response he launched an informational campaign in which he told them about the style of his exams and grading. He also polled students anonymously about their perceptions of the level of difficulty and announced the results in class. After enacting this campaign my colleague's evaluations improved despite the fact that he did not change the level of rigor or his grading policy.

Enforce strict deadlines

I have strict deadlines and only accept late work in the case of a documented emergency. This helps present the class as a professional environment where we respect deadlines and each other. It also eliminates an opportunity for students to challenge my authority. Finally, it limits opportunities for students to tell me more about their lives than is appropriate. This is important as a young, female professor who wants to avoid the "you should nurture me" phenomenon. If I don't hear potential problems, there is no scope for me to be nurturing or not. This also reserves these conversations for students who really face an emergency, in which case I work with the appropriate offices in the institution to help.

Set clear guidelines for office hours

I think it's important to decide on an appropriate use of office hours and communicate this. For example, I try not to allow students to use office hours as a therapy or personal tutoring session. Both are more likely to happen to female faculty and are dangerous because they confuse students as to our role in their lives and erode respect. We are academic advisors, not counselors or tutors. All of our institutions have specialized services in these areas, and the students are better off if we direct them to those venues.

Explain what your job entails

Most of our students don't understand what our jobs entail, and in particular, they don't understand that we do more than teach (ask the nearest undergraduate if they know the difference between an Assistant and Associate professor). As a result, they think that if we aren't in or preparing for class, we are doing something leisurely like golf. Because they think we either are thinking about them or golfing, they do not understand why we don't have time for their extraordinary requests. I think that what comes across as a lack of respect for our time is, in part, a lack of understanding about what we do.

I therefore have found that telling the students what else I have to do, mostly with regard to research, makes them more respectful of my time. Specifically, following great advice from colleagues I started telling students about research activities. I find any excuse to tell them about conferences or talks and incorporate useful information from either into classes. I mention deadlines as a way of explaining why I am not available, and I shamelessly talk about my own research in class. Of all of the strategies listed, talking about research has had the highest payoff. Students went from telling me when they were free to thanking me for coming to office hours! It's been more difficult to maintain this appreciation for my time now that the pre-tenure stress is gone, but it still remains much better than when I first started.

Warming Up the Climate in the Classroom
Challenges, Strategies and Rewards

Lisa Saunders

Sharing what I know and learn with my colleagues and my students is my favorite part of being a professor. My research challenges and findings, colleagues' research, workshop and conference presentations and news reports are sources of great excitement to me, and I often use them in the classroom. Students attuned to that enthusiasm are the most attentive and supportive. Over my career, I have learned a few ways to inspire students to participate in my courses at a fairly high level of academic and social engagement, but not all of them have been receptive.

I came to UMass right out of graduate school in 1987. Although I had been a TA and a tutor, I was not prepared to teach at the university level or to be the main authority figure in the classroom. The University's Center for Teaching and Faculty Development provided new faculty a half-day workshop that was largely about student demographics, academic regulations and time management. Now called Teaching Excellence & Faculty Development, the center has grown in its mission staff, expertise and offerings. I have attended dozens of workshops, primarily focused on teaching effectiveness, student learning and classroom climate. The workshops have been valuable. They have made me a better teacher and have made my job easier. But the classroom climate for me, an African-American woman, has remained a bit chilly. To come to learn to live with this, I have had to internalize two facts. First, teaching is caring labor that can be performed really well by faculty who are women and men. Second, at my institution, teaching and service are not valued for promotion in the same way as research is. Newly appointed faculty have to become efficient, comfortable teachers really fast.

My early experiences varied based on class size. My first year as a professor was the most challenging, especially that first spring semester. Fortunately, I had a course reduction each semester the first year. Having filed my dissertation in August, I had little time to prepare to teach. Luckily for me I had one small course section in microeconomics theory, a course for which I had been a TA a few times. Though it was challenging, the class was small (20 students) and the majority of students could see how hard I was working to make the material accessible and interesting. Though questions arose about how strict my grading seemed to be, they were easily resolved. To my knowledge, my qualifications were never questioned, but my evaluation scores were below the department average.

Spring semester I taught a labor topics course to over 110 students. There were only 13 women and the only nonwhite students I could identify were two Asian-American men. They all sat in the front. I suppose I had that deer-in-the-headlights look, because it was rough. About eight of the students sat in the back and talked loudly, rattled newspapers, made rude remarks to guest speakers and walked out before class was done. Some of them asked the department chair to replace me. They never spoke to me about their concerns. They told the Chair that I was "an incompetent token who needed to be replaced with a real economist." The Chair asked them to describe how I handled the material and they could not, they said, because they refused to attend with any regularity. She said they had a weak case and asked them to leave her office. After hearing this, I conducted a quick survey of the class that revealed (to my relief) the majority of students wanted me to take control. I learned that I could call security if student rights were being violated. In class I read aloud the security policy and I read the supportive peer comments. The troublemakers walked out. After that, things settled down—attendance fell significantly, but disruptions ceased. My evaluations were way below average.

I have substituted for colleagues in large lectures with 100 to 300 students. These events have gone very well. On occasion, I've taught classes of 45–65 where problematic behaviors were in evidence, but not too extreme. I rarely teach courses over 25–30 now. The behaviors are less extreme: distractions and disrespect in class continue, as do complaints of unfair or inaccurate grading and the like. Someone seeks arbitration over grading at the Ombudsperson's Office almost every semester. I feel well equipped to handle most of these, and I try not to let the stress steal time and energy from my work. I try especially hard not to let it affect how I feel about the majority of students, who are cooperative and productive. My evaluation scores have never been above average, though I receive exemplary letters of support from honors students and exchange students. The University Administration acknowledges grade, gender and racial bias in the evaluations and recommends we use teaching portfolios to supplement evaluation scores used in promotion cases.

What observations and practices have helped me improve the climate and weather the challenges that still arise with grace and dignity? I apply what I know about the students and what I have been taught are good practices in the classroom. I'm told that all students expect women to behave more like caregivers and give male faculty greater respect for authority. I have tried to use demographic data about the skills, political and financial diversity of the students to inform the choices I make. I have had limited access to scientific facts about social skills or cognitive maturity. Most of this I have had to intuit from other youth—former students, my son and his friends. I have learned not to expect homogeneity in social and cognitive maturity. I now arrive in the classroom with a plan to survey that landscape.

On the first day of each class, I introduce myself and the main topics in the course. In the process of introducing early material, I tell them why I enjoy being an economist and why I enjoy teaching the class. That first day I announce that we will not set behavioral guidelines because I am accustomed to respectful, productive classroom behavior. I describe my standards (and pet peeves) around attendance, meritorious participation, extra credit and make-up work. I conduct an anonymous survey the first day, asking students to describe their learning styles and strengths and weaknesses on specific skills we will build upon in the class. It is necessary to define terms such as critical thinking, linear and abstract reasoning for students to complete the survey. I use my survey results to design group (and individual) exercises and assessments and to identify extra resources needed.

I make sure the students know what they are getting into early in the semester (before it's too late to drop the class). Over the first two days, I reveal my assumption that economic policies can create different outcomes for different groups and my tendency to teach economics from a critical/normative perspective, and I share radical critiques of some basic theories and methods that we will use. I like previewing topics while setting the tone, and I think the students appreciate the honesty, balance and early attention to details.

I receive a lot of challenges to my credibility, authority and expectations every semester. In spite of the help I offer students inside and outside class, inappropriate and challenging behaviors occur. I receive a significant number of requests to forgive unexcused absences and late assignments, to give make-up exams and to make grade changes. Some students persist to the point of intimidation. These occur every semester. Two out of three semesters a student seeks outside arbitration from the Ombudsperson's Office. A brief survey of 15 colleagues shows me to be a statistical outlier. These complaints

continues on page 11

Teaching Economics to Undergraduate Students as an International Faculty Member

Shahina Amin

I am standing in front of a room full of students in the Department of Economics at the University of Northern Iowa (UNI) on a Monday morning at 9 am during the fall semester, about to teach an economics class. The students are mostly men, almost all Iowans. Many of them are seeing a brown person for real for the first time in their lives. And then I start to talk! Oh boy, there's this weird accent that they are hearing for the first time in their lives. Being fully aware of the surroundings, I start to teach my favorite subject—economics. I see that within a few minutes my students forget about this petite brown female professor with a funny accent and start to focus on the content. And pretty soon I forget that these students are seeing this strange person for the first time in their lives. We click and flow with the rhythm of economics. This has been my general experience as an international faculty member at UNI.

Before I start to teach, I always introduce myself during the first class. I tell them I have my Bachelors in Economics from the University of Dhaka, and then I tell them that Dhaka is the capital of Bangladesh. I then ask them if anybody knows where Bangladesh is located. Very few students know, so I tell them where it is and tell them a little story about Bangladesh. Next I tell them that I have a Masters in Economics from the University of Houston and a PhD from the University of Illinois and ask them to say "Go Illini." (Yes, I get a few smiles after that. Actually one student started to wear Illinois shirts in class). I also explain my job. (Remember that they are freshmen, and some think that "assistant professors" mean assistant to professors.) I tell them what I teach and that, before I came to Northern Iowa, I taught at Grinnell College for a year, the University of Nebraska at Omaha for a summer, and as a teaching assistant at the University of Illinois. I tell them that professors are required to do a lot of research and that I mainly study child labor issues and women's labor issues. I also tell them that our job entails a lot of service work as well. I remind them that all professors participate in research and service activities so that we can better help them learn.

I must say that my teaching experience has been quite positive, but there are a few strategies that I have adopted that helped me to overcome a few hurdles. Realizing that my accent could be a problem or could be seen as a problem, I address it the first day of class. I tell my Principles students that I realize that I have an accent, so if they want to switch to a different section they are most welcome to do so. I stress that I care about their learning and that it would not hurt my feelings if they were to switch sections. In my upper-division classes, I take a different tack. I say, "Welcome to global world. Pretty soon you will be dealing with people with accents when you go into the real world."

Early on I needed to take some disciplinary actions in my Principles classes from time to time. Students tended to talk in class, expected extra credit points, retakes of exams and so on. How would I deal with such expectations? I realize that not only I am a foreign brown person, I am a petite woman. I took the advice of a petite female colleague (at the time I joined Northern Iowa she was the only female professor in the department—she was white, but petite). Following her advice, I presented myself as a very rigid, inflexible professor (at least on the first day). I adopted a somewhat different strategy from hers. On the first day of classes, along with the syllabi and other materials, I give a handout that I call "Rules." I do this only in my Principles classes. In that handout, I lay out everything; for example, talking in class is prohibited. I have also realized that if I do not firmly take action during the first week, this will affect my performance and their performance throughout the semester. I tell them that I will prepare a seating chart, so they should pick a seat where they would be comfortable and where they would not be tempted to talk. I also tell them if they insist on talking, I will warn them twice; the third infraction, I take points off. It always works. In my "Rules" sheet, I mention a few other inappropriate behaviors, such as coming to class late, leaving class early and texting in class. I follow the same procedure as I do for talking: two warnings, then I take points off. Setting out my expectations upfront always works for me, and I actually never have had to take points off.

Seating charts have helped me in other ways too. Consulting the seating chart helps me to remember students' names. Once I start to call them by their names, they become conscious and connected, and class disturbances decrease.

I have tried to understand my students better by breaking down some barriers. I believe if they know me well enough and I know them better, we can create a classroom environment that will boost learning. Each and every semester, I set up a one-on-one meeting with each student. I do not make the meeting mandatory, but I highly encourage it. Most students come by to see me. It is amazing how much I get to know them during these meetings. I discover why they picked UNI, why they chose to take economics and what they enjoy doing outside of class. I ask high-performing students how they study and share that with students who are struggling. Students also ask me personal questions —why did I choose to study economics, why did I become a college professor, how do I balance work and family and how frequently do I go back to Bangladesh to see my family. I really enjoy these conversations and have made life-long friends as a result.

Requests for make-up and/or conflict exams as well as bargaining for more points are probably more common for female professors. I am no exception. I lay out my rules clearly in the syllabus. But even then, I get requests. One approach I have started to take (thanks to a colleague of mine for the advice) is to give a set date at the end of semester for any make-up exam. Generally, the students who have requested a make-up exam have already dropped or withdrawn by that time. I do get some genuine cases at the end of the semester. I generally make exceptions for students in University-sponsored activities and/or in service duty. But I announce that in my syllabi also. Regarding bargaining for extra points: most of my tests in my Principles classes are multiple choice, and part of the tests in my upper-division classes is multiple choice; the rest is problems and/ or graphs with some explanations. There is little room for bargaining for extra points.

There have also been times during an exam or a quiz when a student would ask for the meaning of a certain word—implying that I use this word because I am "foreign." So I announce in advance that all the questions have been checked and re-checked for clarity by many professors. That keeps them quiet.

I teach Labor Economics as an elective to juniors and seniors. I love teaching this class, but it does present a few challenges. I always think twice when I teach topics such as immigration and discrimination. When I teach discrimination, I keep repeating that this is Gary Becker's theory, not mine, or this is what George Borjas has said! Even to this day, when I teach these topics I am very careful.

Sometimes in the past I became confused by certain student behaviors, for example, eating in class, putting one's feet up on the desk and addressing professors with the word "hey." Such informal behavior is not common in Bangladesh. I often ask my colleagues whether a behavior is "cultural" or "generational." Depending on the answer I get, I deal with the situation the same way my colleagues would.

After over 20 years of teaching experience, I can say that, although there have been a few hurdles, students really appreciate when I care, when I am fair, when I am prepared and when I know my material. What has worked for me is my love, caring and respect for my students, *ceteris paribus.* ■

Some Advice on Teaching Economics

Shinyi Chou

I majored in Economics at National Taiwan University and then went to Duke University, where I received my PhD in Economics. My first faculty appointment was at New Jersey Institute of Technology, where I taught economic principles to undergraduates. I have been a faculty member at Lehigh University since 2003. My research focuses on health economics, and I have been teaching undergraduate applied microeconomics and both undergraduate and graduate health economics. The Economics Department at Lehigh is part of the College of Business and Economics, and thus our teaching emphasizes applying economics to solve real world problems.

Teaching economics can be challenging, especially for instructors like me who are not native English speakers and are not familiar with secondary education in the US. At first, lecturing in class was the only way of teaching I knew. I would write down every word I plan to say and rehearse my lecture several times before class. I still rehearse my lectures as it is tremendously useful: I not only review the course material but also think about the delivery, such as the size or locations of the equations and graphs on the PowerPoint slides. I have not gotten comfortable with jokes or casual chatter in class, so I always prepare extra material so I never run out of things to say. Teaching the same material over and over helps me notice where students have troubles and how I can better pace my lectures. Each year I will fine-tune my material and try new ways of teaching. For example, I will add new questions, find new movie clips for students to discuss in class or change the homework assignments.

One thing I noticed during my first year as a teacher was how disparate the students' mathematical backgrounds were. The Applied Microeconomics course is a required course for business majors, and some engineering students like to enroll in this class too. Equations and curves in the course material, while easy for students with enough experience in algebra and calculus, can be daunting to others. Having a lecture at the beginning of the course to go over important mathematical concepts such as the XY-plane, basic calculus and exponents can help the students get prepared. I assign questions in the homework and tests that focus more on concepts and less on math so students lacking mechanical skills will not be penalized unnecessarily. A balance needs to be achieved with respect to use of math since students still need to know how to reason with equations and models, and I need to help students who are interested in studying more economics get prepared.

It is hard to teach undergraduates economic models as they lack experience in reasoning with abstract concepts. Using some props can sometimes help students to grasp those abstract concepts. For example, some students have difficulty linking utility functions of multiple goods to their indifference curves. I use Lego blocks to build the utility function surface; different colored blocks correspond to different levels of utility, and I flip the construction to show how the indifference curves look like. The students find it interesting and funny too.

Using real-life examples, especially ones the students can relate to, always helps. Questions, props and in-class activities help students stay engaged and interested in the topic. Every year I would bring a box of mini muffins or doughnut dots to the classroom to demonstrate diminishing marginal utility. I start by asking for a volunteer to come and have a muffin. After he eats each muffin I will ask him to rate how much he enjoys it, which of course becomes less satisfying (after two or three rounds the volunteer usually asks to get some water). Also, whenever I watch a movie or see a story forwarded by others, I write it down if it is relevant to my teaching. After teaching a class for a few years I will have enough anecdotes to use. Strategic placement of movie quotes during the class helps the students stay awake in the afternoon.

Managing two sections of 50 undergraduates each week can be daunting even for experienced teachers. Occasionally a student would not attend lectures but came to office hours asking me to explain everything over again. Sometimes students used laptops or ipads during my lecture, although it is not clear if they were taking notes or reading their own stuff on the Internet. These could be distracting behaviors and affect other students who want to learn from the class. Therefore it is important to explain my expectations and define rules clearly in syllabus and during the first class. I use sign-in sheets and count attendance as part of the final grade. I allow students to be absent for up to three times without penalty regardless of reasons. When the class ends, I check as students leave the classroom so students cannot sign in for others. It is more work, but it helps me recognize individual students.

Office hours can be exhausting, but it is a great opportunity to help students catch up so they will not fail the class, especially if you use the office hours efficiently. Sometimes a homework question may be more difficult than usual, and it will save you from repeating yourself during office hours if you explain it in class beforehand. Make it clear to the students that you will not solve the problems for them or go over the entire material during office hours if they miss the class.

My applied microeconomics class has several homework assignments, a midterm and a final exam. The students are graded based on their homework and test scores and their attendance. It is important to explain the grading rules clearly and hand out assignments on time. It could be frustrating when students prefer to use their creativity to come up with unreasonable excuses for extra points or make up exams, but more often students do need some help. Trust your students and accommodate their needs, especially in the hypercompetitive climate in universities everywhere.

I teach two health economics classes, one for undergraduates and the other for PhD students. Teaching these courses is quite different from applied microeconomics. Certainly there are basic concepts and models that apply at any time, but health economics is closely intertwined with healthcare policies, which are convoluted and constantly changing. It is a challenge to have to constantly update the course material as health policy changes. It also makes teaching the course quite enjoyable: the topics are very relevant to everyone's daily lives, and it can be quite satisfying to see students find their own answers and discuss them, especially when students have different views. ■

Mind the Gap
Addressing Gender and Racial Disparities in Economics

Nicole Dussault
Emily Eisner

As we began our positions as economic research analysts at the Federal Reserve Bank of New York, both of us noticed that we were two women in a department of mostly men. Our experience reflects the larger and persistent issue of gender disparity and attrition in the field of economics, often referred to as the "leaky pipeline." While over the past 20 years the share of total female undergraduates has grown to over 50%, their share of economics degrees has remained stagnant at 35%, according to the CSWEP annual report. The end of the pipeline shows further attrition—in 2015 women held only 12.2% of tenured full professorships at PhD-granting institutions.

Racial disparities in the field are similarly disheartening. For example, in 2014 Black and Hispanic students only received 8.3% of doctorates in economics despite earning 14% of Bachelor's degrees in economics and constituting roughly 30% of the undergraduate population. Concurrently, Black and Hispanic faculty held only 4% of tenured full professorships at PhD-granting institutions.

Our exposure to economic research at the New York Fed has given us insight into possible leaks in this pipeline. Notably, the field of economics is becoming ever more technical and quantitative. As data proliferate and econometric techniques advance, economists are increasingly called upon to understand advanced math, statistics and computer science. Both of us soon realized how much influence our undergraduate preparation would have on each of our decisions to pursue graduate school. While Emily's math background prepared her for applying (despite delayed exposure to economics), Nicole didn't realize until after graduation that economics PhD programs require a more quantitative background than she had.

These personal experiences reflect larger disparities at the undergraduate level that spill over into the economics pipeline. Women and students of color are underrepresented in STEM and computer science courses. For example, from 1995 to 2006 the proportion of math degrees awarded to Black and Hispanic students was static at 12% even though their share of total Bachelor's degrees rose from 14% to 18% over the same time period. These gaps are due to systemic barriers to advancement that women and people of color face. As just one example, research suggests that women and students of color are socialized to think they are less proficient at math. Furthermore, students of color are less likely to have access to advanced math courses in high school.

Therefore, while the field of economics is becoming more quantitative, systemic disparities that deter many women and people of color from pursuing quantitative educational paths translate into a less diverse pool of candidates applying for and being accepted into economic research assistantships and PhD programs. Once accepted to graduate school, any student who did not focus their undergraduate education on advanced math courses may have to do the hard work of catching up to strengthen their quantitative and technical skills. Because of the reasons we describe above, this burden may be systematically more likely to affect women and students of color. This is not a reflection of who is innately capable. Rather, it is a reflection of access – who is being encouraged to enter the field and offered the tools and training it takes to advance.

Although issues surrounding access to quantitative preparation at the undergraduate level do not solely determine the gaps in academic economics, they must be addressed. Here, we present a list of a few suggestions, sourced over time through conversations with peers, that we believe could help universities encourage and prepare more women and students of color to pursue careers in economic research:

1. Undergraduate students in economics should be systematically informed of the coursework needed in preparation for graduate school. Not every economics major includes the rigorous math and advanced statistics courses that economics graduate programs require. Because of the current disparate state of the field, women and students of color may not have peers and mentors to inform them of the additional coursework they must take. Therefore, this information should be formally disseminated by the department, and the students who take these advanced courses should be academically supported.

2. Since women and students of color are underrepresented in undergraduate computer science courses, economics departments should host introductory coding workshops to expose them early on to different programming languages. Importantly, coding skills are often a prerequisite for research assistantships.

3. On that note, economics departments should also encourage women and students of color to engage in hands-on research. Working as a research assistant for an economist and completing an independent senior thesis are some of the best ways to gain the experience that graduate schools like to see, because they signal both interest and ability.

4. Economics departments can support underrepresented students by developing formal student-faculty mentorship programs that engage all faculty members (not just female faculty or faculty of color). Unfortunately, because

the majority of faculty are white and male, not all students may feel equally comfortable approaching faculty members for research positions or guidance on their own.

5. For the same reasons (as well as for other reasons beyond the scope of this article), economics departments should consider diversifying the composition of their faculty.

6. Undergraduate economics departments should establish groups such as a Women in Economics Association or Black Students in Economics. These groups can provide student mentors and help build the networks often necessary to be successful in economics. Student groups can also disseminate information on course requirements, research assistant positions and coding workshops directly to women and students of color.

We want to note that while we think these steps could have an impact, targeting the undergraduate level alone will not solve the gender and racial gaps in economics. Equity issues at the job market level, the co-authorship level and the tenure level are problematic as well. There are also numerous disparities in early childhood resources and education that prevent women and people of color from entering economics or other quantitative fields. It is necessary to think about how someone's access to any educational or career path may be impacted uniquely by their race, gender, sexuality, religion, class, ability and any intersection of these identities.

Ultimately, while addressing these issues of racial and gender equity and accessibility in economics is important in and of itself, reversing underrepresentation is imperative to the quality of academic work and its implications for policy analysis and implementation. The inclusion of women and people of color in economics has a bearing on what issues are considered, prioritized and addressed. Since beneath all economic research and policy prescriptions is a set of values and beliefs about the way the world is structured, bringing diverse voices to the table is the only way to conduct research and policy with just and equitable impacts.

Nicole Dussault and Emily Eisner are former Research Analysts at the Federal Reserve Bank of New York. The views expressed in this piece are their own and do not necessarily reflect those of the Federal Reserve Bank of New York or of the Federal Reserve System.

Warming Up the Climate in the Classroom

continued from page 5

have become so predictable that I feel equipped to handle most of them well. I've taken steps to reduce complaints and eliminate plagiarism on out of class assignments.

I am a harsh grader of attendance and participation, but I allow students to have two unexcused absences and I allow them to participate in office hours or by email. I also allow students to write short papers to add extra credit to their grades. When students complain about attendance, participation or other grading problems, I remind them about the extra-credit option. I provide grading rubrics for all major writing assignments. I hand out and review practice quizzes and practice exams in advance of the assessments. I use an online blackboard system to grade work done outside class that detects plagiarism. Plagiarism is way down and my grade distribution is way up. Attendance is perfect most days. My evaluations remain below average.

Inappropriate behaviors and comments in class are often unintentional and/or born out of immaturity or insecurity. Realizing this has helped me respond compassionately on the spot. Often it becomes a teachable moment, a chance to provide information and advice. I try to cultivate a self-effacing demeanor: well meaning, willing to go the extra mile, imperfect (will admit mistakes, look up answers to questions when necessary). I assume good intentions and position myself more as an adviser: "You wouldn't want people to think you are biased or misinformed...." In extreme circumstances, I might have to ask whether a comment was supposed to be a (bad) joke and may request an apology to any of us offended. One semester a student felt compelled to check my facts on his laptop, so I converted him into our official classroom fact checker.

Most of what I've learned about being a good teacher I learned from my students. I learned not to paint them with a broad brush—to give everyone the benefit of the doubt. If I observe a troublesome pattern, I discuss it with the student privately. I use their diversity in social and cognitive development to help all of the students learn better practices for classroom behavior and engage with the material up to their capacities. I treat students as adults even though I don't expect them to always behave that way. I review skills they need to succeed and any pet peeves I have early and often. I'm fair but don't make exceptions except for truly exceptional circumstances. I have to protect my time and emotional energy as I need it for my research and (lots of/way too much) service.

Cecilia Rouse Receives 2016 Carolyn Shaw Bell Award

continued from page 1

Professor Rouse is a labor economist and is one of the nation's leading experts on the economics of education. Her research confronts questions of significant policy importance including investigating the effects of school vouchers and school accountability measures, measuring the labor market returns to community college, measuring discrimination, and studying new technologies in education. Dr. Rouse is lauded as a "mature thinker" and "careful empiricist" by her colleagues, and she has published numerous papers in the top general interest journals.

As demonstrated in the more than 10 letters from economists she has mentored—from undergraduate students, graduate students, and contemporary colleagues—Professor Rouse "has an extremely generous spirit" and shares her time to provide feedback, to support, to nurture development and dispense frank and sage advice to others. Dr. Rouse is someone who "very much leads by example," setting "a high bar for her own contributions."

In addition to her outstanding scholarship and mentorship, Dr. Rouse has dedicated significant time to professional and public service at the very highest levels. She is a senior editor of the journal *Future of Children,* a prior editor of the *Journal of Labor Economics,* a top field journal, and has served on the editorial board of many other journals in labor economics and the economics of education. Dr. Rouse has spent several years as Chair of the AEA Committee on the Status of Minority Groups in the Economic Profession (CSMGEP). CSMGEP's mission includes efforts to promote the advancement of underrepresented groups in the economics profession. She is also past Vice-President of the American Economic Association. In addition to her service to the profession, Dr. Rouse has taken on top policy positions in Washington, D.C., for two Presidents: one year as Special Assistant to the President as a member of President Clinton's National Economic Council and two years as a member of President Obama's Council on Economic Advisers. "As a contributor to the economics profession and society writ large, Ceci Rouse is an inspiration."

Dr. Rouse has furthered the status of women in economics as both a mentor and a model; she is cited as "an example of how an economist can lead a life that involves producing high quality academic research while also having an impact in the real world, and balancing such achievements with a concern for others who are entering the profession behind her."

Named after the first Chair of CSWEP, the Carolyn Shaw Bell Award was created as part of the 25th Anniversary celebration of the founding of the CSWEP and is given annually to an individual who has furthered the status of women in the economics profession through example, achievements, increasing our understanding of how women can advance in the economics profession or mentoring others. From most recent to first, previous recipients of the Carolyn Shaw Bell Award are: Janet Currie, Hilary Hoynes, Rachel McCulloch, Catherine C. Eckel, Sharon Oster, Elizabeth Hoffman, Elizabeth E. Bailey, Anne Carter, Olivia S. Mitchell, Barbara Fraumeni, Claudia Goldin, Barbara Bergmann, Robin L. Bartlett, Margaret Garritsen de Vries, Francine Blau, Marianne Ferber, Eva Mueller, Sandra Ohrn Moose, and Alice M. Rivlin.

Marina Halac Receives 2016 Elaine Bennett Research Prize

continued from page 1

information environment. She has developed theoretical models to study issues such as the structure and dynamics of employment relationships, the problem of how to motivate experimentation and innovation, and the design of fiscal rules to constrain government spending. Her work on relational contracting, which studies the optimal design of self-enforcing contracts in a principal-agent setting where the value of the relationship is not commonly known, opens up new areas of inquiry and suggests ways of making dynamic contracting problems with bargaining analytically tractable. In other work, she examines the credibility of management systems, and the role of reputation in maintaining high productivity equilibria. In general, Professor Halac's work approaches complex, dynamic, non-standard agency problems with analytical rigor and generates implications for policy and for empirical testing.

Professor Halac received her Ph.D. in Economics from the University of California, Berkeley in 2009 and currently serves on the editorial boards of two journals. Her publication record is exemplary, and includes five papers in top-five journals. Her work is also well-cited and influential. In addition to her outstanding research, Professor Halac is described as "an award-winning teacher, a noted provider of public goods, and a spectacular colleague" who is much in demand as a speaker at seminars and conferences.

The Elaine Bennett Research Prize is given in memory of Elaine Bennett, who made significant contributions to economic theory and experimental economics during her short professional career, and who mentored many women economists at the start of their careers. Previous winners of this prize are: Emi Nakamura (Columbia University), Anna Mikusheva (MIT), Erica Field (Duke University), Amy Finkelstein (MIT), Monika Piazzesi (Stanford University), Marianne Bertrand (University of Chicago), Esther Duflo (MIT), Susan Athey (Stanford University), and Judith Chevalier (Yale University).

Calls & Announcements

Visit cswep.org for full details on each of the below opportunities, including submission guidelines for paper and application calls as well as participant, panelist and paper titles for currently scheduled sessions.

CSWEP Paper Sessions at 2017 AEA Meeting

January 6–8, 2017, Hyatt Regency Chicago

Friday, Jan. 6, 2017
8:00 AM–10:00 AM
Acapulco

School Performance: Information, Choice and Interventions

The Effect of School Quality and District Administration on Housing Prices: Evidence from Changes in the Shelby County School System
Courtney Collins, Rhodes College, and Erin Kaplan, Rhodes College

The Importance of the Decision Maker and Information in School Choice Decisions
Kehinde Ajayi, Boston University, Willa Friedman, University of Houston, and Adrienne Lucas, University of Delaware

Incentives for Effort or Outputs? A Field Experiment to Improve Student Performance
Sarojini Hirshleifer, University of California–Riverside

Do One-to-One Laptop Programs Improve Student Outcomes? Evidence from Mooresville's Digital Conversion Initiative
Marie Hull, University of North Carolina-Greensboro, and Katherine Duch, Analyst Institute

Friday, Jan. 6, 2017
2:30 PM–4:30 PM
Acapulco

Environment and Health

Transboundary Pollution in South-East Asia: The Impact on Air Quality and Health in Singapore from the Forest Burning in Indonesia
Tamara Sheldon, University of South Carolina, and Chandini Sankaran, University of South Carolina

Congestion Pricing and Children's Health
Emilia Simeonova, Johns Hopkins University–Carey Business School, Janet Currie, Princeton University, Reed Walker, Berkeley–Haas School of Business, and Peter Nilsson, IIES–Stockholm University

Adaptation to Climate Extremes in Developing Countries: An Analysis of In Utero Weather Impacts on Early-Life Health Outcomes
Vis Taraz, Smith College, and Ben Fitch-Fleischmann, Oberlin College

Shale Gas Development and Drinking Water Quality
Elaine Hill, University of Rochester School of Medicine, and Lala Ma, University of Kentucky

Friday, Jan. 6, 2017
10:15 AM–12:15 PM
Acapulco

Gender and the Economics Profession

Equal but Inequitable: Who Benefits from Gender-Neutral Tenure Clock Stopping Policies?
Kelly Bedard, University of California–Santa Barbara, Heather Antecol, Claremont McKenna College, and Jenna Stearns, University of California–Santa Barbara

Professional Achievements and Gender Differences: Tracking the Economics Ph.D. Class of 2008
Jihui Chen, Illinois State University, Myongjin Kim, University of Oklahoma, and Qihong Liu, University Oklahoma

Gender Differences in Credit for Group Work
Heather Sarsons, Harvard University

Does Better Information Reduce the Gender Gap in Economics Majors?
Cher Li, Colorado State University

Saturday, Jan. 7, 2017
8:00 AM–10:00 AM
Acapulco

Energy and the Environment

Prices versus Social Nudges for Motivating Energy Conservation
Laura Grant, University of Wisconsin, Milwaukee

Supplying Carbon Offsets: Participation of India's Manufacturing Firms in the Clean Development Mechanism (CDM)
Leslie Martin, University of Melbourne, and Kim Liu, University of Melbourne

Knowledge Capital, Technology Adoption and Environmental Policies: Evidence from the US Automobile Industry
Yichen Christy Zhou, Clemson University

The Impact of Adaptation on Price vs. Quantity Instruments
Stephanie Fried, Carleton College, and Tamara Sheldon, University of South Carolina

Saturday, Jan. 7, 2017
10:15 AM–12:15 PM
Acapulco

Gender and Education

Are Different Early Investments Complements or Substitutes?
Maya Rossin-Slater, University of California-Santa Barbara, and Miriam Wust, Danish National Centre for Social Research

Teenage Motherhood and Sibling Academic Family Trajectory or Spillover Effects
Jennifer Heissel, Northwestern University and David Figlio, Northwestern University

Education and Labor Market Consequences of Teenage Childbearing: Heterogeneous Effects Across Race and Socioeconomic Status
Devon Gorry, Utah State University

Graduated Driver Licensing and Teen Fertility
Monica Deza, University of Texas–Dallas

Sunday, Jan. 8, 2017
10:15 AM–12:15 PM
Regency C

Gender Disparities

Does Family Leave Adversely Affect Women's Careers? Evidence from Tax Data and the Introduction of Paid Leave in the United States
Tanya Byker, Middlebury College, and Elena Patel, U.S. Department of Treasury

Women's Inheritance Rights, Household Allocation and Gender Bias
Shreyasee Das, University of Wisconsin–Whitewater

Gender-Based Division of Marital Assets
Jennifer Shinall, Vanderbilt University, and Joni Hersch, Vanderbilt University

Shopping While Female: Who Pays Higher Prices and Why?
Anne Fitzpatrick, University of Massachusetts–Boston

Directory of CSWEP Board Members

Shelly Lundberg, Chair
Broom Professor of Demography
Department of Economics
University of California, Santa Barbara
North Hall 2127
Santa Barbara, CA 93106-9210
(805) 893-8619
cswep@econ.ucsb.edu

Margaret Levenstein, Associate Chair, Survey
Research Professor
University of Michigan Institute for Social Research
Ann Arbor, MI 48106-1248
(734) 615-9088
maggiel@umich.edu

Terra McKinnish, Associate Chair, Mentoring
Associate Professor of Economics
University of Colorado
Boulder, CO 80309-0256
(303) 492-6770
terra.mckinnish@colorado.edu

Catalina Amuedo-Dorantes, Western Representative
Professor and Chair of Economics
San Diego State University
5500 Campanile Drive
San Diego, CA 92182-4485
Phone: (619) 594-1663
camuedod@mail.sdsu.edu

Cecilia Conrad, at-large
Vice President, MacArthur Fellows Program
140 S. Dearborn Street
Chicago, IL 60603-5285
(312) 726-8000
cconrad@macfound.org

Karen Conway, Eastern Representative
Professor of Economics
University of New Hampshire
10 Garrison Avenue
Durham, NH 03824
(603) 862-3386
ksconway@unh.edu

Elizabeth Klee, at-large
Assistant Director of Program Direction
Division of Monetary Affairs
Board of Governors of the Federal Reserve
20th Street and Constitution Avenue N.W.
Washington, DC 20551
(202) 721-4501
elizabeth.c.klee@frb.gov

Amalia Miller, at-large
Associate Professor of Economics
P.O. Box 400182
Charlottesville, VA 22904-4182
(434) 924-6750
armiller@virginia.edu

Ragan Petrie, Southern Representative
Associate Professor of Economics
George Mason University
4400 University Drive, MSN 1B2
Fairfax, VA 22030
(703) 993-4842
rpetrie1@gmu.edu

Kosali Simon, CeMENT Director
Professor, School of Public and Environmental Affairs
Indiana University
Room 359,
1315 East Tenth Street
Bloomington, IN 47405
(812) 856-3850
simonkos@indiana.ed

Petra Todd, at-large
Professor of Economics
University of Pennsylvania
3718 Locust Walk,
McNeil 160
Philadelphia, PA 19104
(215) 898-4084
ptodd@econ.upenn.edu

Anne Winkler, Midwestern Representative
Professor of Economics
University of Missouri–St. Louis
One University Boulevard
St. Louis, MO 63121
(314) 516-5563
awinkler@umsl.edu

Justin Wolfers, at-large
Professor of Economics,
College of Literature, Science and the Arts, and Professor of Public Policy,
Gerald R. Ford School of Public Policy
University of Michigan
Room 319 Lorch Hall, 611 Tappan Street
Ann Arbor, MI 48104
(734) 764-2447
jwolfers@umich.edu

Madeline Zavodny, Newsletter Oversight Editor
Professor of Economics
Agnes Scott College
141 E. College Avenue
Decatur, GA 30030
(404) 471-6377
mzavodny@agnesscott.edu

Newsletter Staff

Shelly Lundberg, Editor
Madeline Zavodny, Oversight Editor
Anne Winkler, Co-Editor
Amber Pipa, Assistant Editor
Leda Black, Graphic Designer

Join the CSWEP Liaison Network!

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

Summer Fellows Program

Sponsored by the American Economic Association and the National Science Foundation, the Summer Economics Fellows Program is designed to increase the participation and advancement of women and underrepresented minorities in economics. Fellows spend a summer in residence at a sponsoring research organization or public agency, such as a statistical agency or a Federal Reserve Bank. Summer economics fellowships are available to senior graduate students and junior faculty. **Applications are due by February 15.** For more information, go to https://www.aeaweb.org/about-aea/committees/summer-fellows-program

For more information, please contact Dan Newlon, Coordinator AEA Summer Economics Fellows Program at dan.newlon@aeapubs.org.

Upcoming Regional Meetings

CSWEP sponsors paper sessions, professional development panels and networking events at the meetings of the four regional economics associations. Visit **CSWEP.org** *for more info.*

Eastern Economic Association

http://www.quinnipiac.edu/eea/

2017 Annual Conference, February 23–26, 2017
New York City: Sheraton New York Times Square Hotel

Midwest Economics Association

http://mea.grinnell.edu

Annual Conference, March 31–April 2, 2017
Cincinnati, Ohio: The Westin