



# NEWS

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## Interview with Bell Award Winner Cecilia E. Rouse



Lisa Barrow

Cecilia Elena 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 through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring others.

Rouse is a labor economist with research interests focused on the economics of education. She has published numerous papers in top general interest and field journals including the *American Economic Review*, the *American Economic Journal: Economic Policy*, the *Quarterly Journal of Economics*, the *Review of Economics and Statistics*, and the *Journal of Labor Economics*, among others. Rouse is also known for her "generous spirit" and willingness to share

her time to offer feedback and support to others and provide frank and sage advice.

In addition to her outstanding scholarship and mentorship, Rouse has an extensive record of professional and public service at the highest levels. She is a senior editor for the *Future of Children*, currently serves on the editorial board for the *American Economic Journal: Economic Policy*, was a co-editor for the *Journal of Labor Economics*, and has served on the editorial boards for several economics of education journals. She is also past Vice-President for the American Economic Association (AEA). Perhaps even more importantly for shaping the future of the profession, Rouse has spent several years as Co-chair of the AEA Committee on the Status of Minority Groups in the Economic Profession (CSMGEP). CSMGEP engages in mentoring, educational programs, and support to increase the representation and advancement of minorities in the economics profession. In service to the public, Rouse has most notably taken on top policy positions in Washington, D.C., for two Presidents: in 1998–1999 she served a year in the White House at the National Economic Council and

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## Shelly Lundberg

## From the Chair

The Focus section of this issue of *CSWEP News* is based on a joint CSWEP/CSMGEP panel at the 2017 ASSA/AEA meetings that presented strategies for recruiting and mentoring diverse faculty members in economics. The panel was organized by Amanda Bayer, who also introduces the articles in this issue, written by panelists. Terra McKinnish, CSWEP Associate Chair and Director of Mentoring, outlines a set of concrete steps that department chairs and other senior economists can take, including reviewing how information and resources flow in their departments and learning about implicit bias and how it affects the careers of female and minority faculty. David Wilcox, Director of the Division of Research and Statistics at the Board of Governors of the Federal Reserve System, explains why the Fed has made a commitment to diversity and inclusion in their personnel policies and how they try to accomplish this. He focuses on the hiring process, and how simple rules can combat bias in the assessment of candidates. Marie Mora draws upon her experiences as Director of the AEA Mentoring Program and Associate Vice Provost for Faculty Diversity at the University of Texas Rio Grande Valley to provide examples of best practices of existing recruiting, mentoring, and training programs. Rhonda Sharpe, President of the Women's Institute for Science, Equity and Race, emphasizes the need for honest conversation about diversity, strong goalsetting, and active mentoring to generate progress. The chairs and other department leaders in attendance gave the panel strong positive reviews. We thank the authors for making their expertise available to a wider audience through *News*, and urge you to share the wealth by circulating these articles to your own department or recruiting chair.

For our cover story, Lisa Barrow interviewed Cecilia Rouse, the recipient of the 2016 Carolyn Shaw Bell Award. The Bell Award is given annually to an individual

who has excelled in furthering the status of women in the economics profession. Dean Rouse is an exemplary Bell recipient, lauded for her scholarship, public service, and generous mentoring of students and colleagues. In this insightful interview, she offers advice on keeping your balance, maintaining your spirits, and how to think about a public service leave. My favorite piece of advice? "Careers are long." Check out the interview for details.

CSWEP will be in Philadelphia for the January 2018 ASSA/AEA Meetings and, as usual, we have a lot going on: three mentoring breakfasts and a business meeting featuring CSWEP's annual report and survey results and the presentation of the 2017 Carolyn Shaw Bell Award. Under development is a panel on best practices for mentoring underrepresented minority women in economics and other events may be announced later.

Want to be more involved in CSWEP activities? We'll be sending out calls for mentors to give advice and answer questions at both our junior and mid-career mentoring breakfasts—participants report that this is a tremendously rewarding and enjoyable activity. Sign up for our email announcements and the CSWEP News at [cswep@econ.ucsb.edu](mailto:cswep@econ.ucsb.edu). Our liaison network has been invaluable for getting the word out, especially to graduate students and junior faculty. If your department or unit doesn't have a CSWEP liaison (check here <https://www.aeaweb.org/about-aea/committees/cswep/participate/liason-network>) or if your liaison is inactive, email me to sign up. If you have ideas for future CSWEP activities, let me know!

Finally, follow us on Twitter [@AEACSWEP](https://twitter.com/AEACSWEP). We'll post announcement and calls here as well, and also link to stories and discussions about women in economics. Talk back to us! ■

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# FOCUS on TAKING RESPONSIBILITY

## Best Practices in Recruiting and Mentoring Diverse Economists

**Amanda Bayer**

For decades, CSWEP and CSMGEP have labored to advance the careers of economists from underrepresented groups. Although there is solid evidence of the benefits of their programs, significant deficits continue in the hiring, advancement, and salaries of women and members of historically underrepresented racial and ethnic minority groups. These disparities have adverse consequences for our discipline, and closing the gaps requires all of us in the profession to take ownership of the problem.<sup>1</sup>

This issue of CSWEP News offers advice to department chairs and other economists who are recruiting, evaluating, training, and serving as colleagues to women and members of underrepresented groups. During the 2017 ASSA meetings, CSWEP and CSMGEP cohosted a panel on Best Practices in Recruiting and Mentoring Diverse Economists, and the 100 or so audience members came away energized and informed. The event generated so much interest that CSWEP decided to devote this issue of its News to the topic, and the panelists generously agreed to write up their remarks.

Our contributors share their insights on why and how they recruit and mentor diverse economists, providing a rich set of strategies and perspectives. Terra McKinnish, Professor of Economics at the University of Colorado at Boulder and CSWEP's Director of Mentoring, reflects on some of the causes of the disparities and suggests direct remedies. David Wilcox, Director of the Division of Research and Statistics at the Board of Governors of the Federal Reserve System, briefly reviews both why the Federal Reserve is "deeply concerned" about the lack of diversity in economics and a subset of the steps it is taking to address the problem. The essay by Marie Mora, Professor of Economics and Associate Vice Provost for Faculty Diversity at The University of Texas Rio

Grande Valley and Director of CSMGEP's Mentoring Program, is chock full of concrete actions that she and others take to recruit and mentor inclusively. Rhonda Vonshay Sharpe, President of the Women's Institute for Science, Equity and Race and co-founder of the Diversity Initiative for Tenure in Economics, challenges all of us to do better.

If you are reading this publication, you reveal an interest in learning how you can create a more diverse and inclusive workplace. Such self-examination is a critical step towards addressing the serious lack of diversity in our profession; it is not sufficient, nor in fact optimal, to require women and members of underrepresented groups to navigate the economics profession as it stands. The essays in this issue ask each of us, regardless of gender, race, or ethnicity, to assess our own biases, habits, and institutional practices, and they present practical examples of the changes individuals and departments can make. All of us in the economics profession are responsible for, and diminished by, the disparities in our midst, and all of us must hold ourselves accountable for correcting them. ■

## Facilitating Success for Diverse Junior Economists

**Terra McKinnish**

As Associate Chair and Director of Mentoring for CSWEP, I oversee our mentoring activities for junior women in economics. This combined with mentoring graduate students and junior faculty in my own department has led me to think quite a bit about mentoring in our profession.

I'd like to start by making two observations that have nothing to do with gender. My first observation is that success in the economics profession depends in large

part on mastering a set of skills that most of us do not learn during graduate school. Some examples include: developing the right pitch for a paper to sell it to a journal, strategically choosing which journals to submit to and in what order, interpreting and responding to comments from editors and referees, building a professional network and developing a reputation with potential letter-writers, and developing strategies for meeting expectations for teaching,

<sup>1</sup> See Bayer, Amanda, and Cecilia Elena Rouse. 2016. "Diversity in the Economics Profession: A New Attack on an Old Problem." *Journal of Economic Perspectives* 30, no. 4 (2016): 221-42, for evidence supporting the claims made in this paragraph.



## Facilitating Success

advising and service while preserving research time.

My second observation is that we as a profession do very little to mentor our junior economists. Most new economists either have to figure these things out on their own, or be savvy or lucky enough to connect with mentors who help guide them. Therefore, it is likely that in the profession as a whole, many junior economists do not live up to their full potential due to a lack of early career mentoring.

Additionally, it is likely that women and under-represented minorities are particularly disadvantaged by this default absence of early career guidance and therefore particularly benefit from access to mentoring and professional development. When departments each individually take a sink or swim approach with regard to their junior faculty, this ultimately affects the diversity of the pool of successful mid-career economists available to the profession as a whole.

We have, therefore, in the profession a classic under-provision of public goods problem, where efforts by individuals to mentor junior economists, particularly women and under-represented minorities, generate positive external benefits for their departments and the profession as a whole.

CSWEP actively engages in mentoring junior women in part because economics is unique, and not in a good way, in that research has documented a large gender gap in promotion that, unlike other fields, cannot be explained by observed measures of productivity such as publications, grants and citations (Ginther and Kahn, 2004). CSWEP has found that early career mentoring activities are beneficial and in very high demand. Our intensive CeMENT mentoring workshops bring together junior women and senior mentors for two days of professional development and research advice. Using the fact that participation among eligible participants is randomized, an empirical evaluation

found that participation in the program increases both publications and research grants (Blau, Currie, Croson and Ginther, 2010). Revealed preference also indicates the value of the program as each year the number of applications far exceeds the capacity of the program. Most impressive for me is that each year, successful senior women take time from their very busy schedules to serve at the workshops because they know from their own experience the importance of early career mentoring for junior women.

CSWEP also runs two junior mentoring breakfasts every year at the AEA meetings. These two hour events have a “speed mentoring” format where participants circulate in 20 minute intervals to talk to mentors at tables with various themes such as publishing, teaching, tenure and job market. Feedback from these events tells us that participants value the opportunity to network with senior economists and receive candid advice to their questions. The success of and demand for our programs tells me that there are sizable potential benefits from departments making greater efforts with their own junior faculty.

I recommend three specific “areas of effort” to department chairs and other senior economists:

First, consider how the flow of information and resources is handled in your department. Do junior faculty who network well end up better informed about the department’s process and expectations at reappointment and tenure? Do junior faculty who are more assertive about requesting research resources or negotiating over their teaching preps or service assignments end up with an advantage?

The more informal these decisions and information and resource flows, the greater potential for disparate impact on junior faculty by demographic background. Individuals will vary in their inclination to negotiate, network and self-promote. Junior faculty may be more comfortable with these actions when

they are demographically similar to the senior faculty. But additionally, there is now quite a bit of evidence that women are judged differently for negotiating or advocating for themselves compared to men.

There are cases in many departments where junior faculty members do not know how their letter-writers will be picked or how their department weighs different features of a CV at tenure, because they are not having the type of informal interactions with senior faculty that transmits this information. Departments can make sure that their evaluation process is well-documented, and provide this information to junior faculty soon after arriving in the department, along with CVs from recent tenure cases. This provides all junior faculty members with a baseline level of information and also provides a basis for them to ask follow-up questions.

If in your department there is potential for junior faculty to obtain additional research funds or negotiate over teaching preps or service assignments, this should be as transparent as possible, rather than handled through secret side deals. Otherwise, female faculty may be doubly-disadvantaged, both because they will be less likely to ask for special consideration, but also are more likely to be judged negatively if they do.

The second area of effort I recommend is on the implementation or revamping of junior mentoring in your department. In most cases, simply creating a service assignment or committee and assigning some senior faculty to it will result in minimal effort and minimal benefit. One thing I have learned from organizing mentoring programs is that mentoring is all about the personnel, or the mentoring “talent.” Good mentoring is provided by good mentors, those who are skilled at providing professional guidance, who are thoughtful and candid in their advice, and personally invested in mentoring junior economists.

## Facilitating Success

You will need to consider carefully the personnel available in your department. The problem that will likely arise is that the senior faculty who would provide the best mentoring will also be highly sought after for other department and professional service. So the department will have to decide whether or not mentoring is a priority, and how mentoring can be subsidized so that mentors have sufficient time and incentive to make a genuine investment in meeting with and guiding junior faculty.

I recommend that department chairs, department mentors and junior faculty all make use of the resources available from CSWEP. Our website [archives](#) our newsletter as well as a [broader reading list of professional development materials](#), covering topics such as publishing, teaching challenges for female faculty, the tenure process and networking.

Department chairs can fund travel for junior women to participate in our mentoring programs. Department chairs can also encourage the participation of their senior women as mentors in our workshops, which will provide them with experiences and ideas they can draw on when mentoring in their home department.

The third area of effort I encourage is that department chairs, and senior faculty more generally, seek to be informed on the additional hurdles and implicit biases often faced by junior economists who are female and/or under-represented minorities. There is now a body of high-quality research, some of it specific to academics or economics, and some of it from other settings, showing that race and gender really do affect how individuals are evaluated. Much of this research is very nicely reviewed in Bayer and Rouse (2016).

Female faculty will typically be challenged on policies and grading more often by their students, will be judged more harshly on their course evaluations, will carry a greater service load, and will be less likely to receive credit in the profession for their contributions to

co-authored work. Junior women benefit when they are mentored by faculty who are aware of these potential disadvantages. Having senior faculty members who are attuned to these issues can have an important impact on the job satisfaction of junior women and their willingness to persist in the profession. Likewise, it can be demoralizing if all of one's senior faculty are tone deaf to these issues.

Department chairs and senior faculty who are aware of the potential for implicit bias can recognize how they personally might influence how junior women are perceived and treated by others. Just to give one small personal

example, as a new assistant professor I was often mistaken for an undergraduate on campus. I appreciated the fact that some of the thoughtful senior faculty members in my department were always careful to call me Professor McKinnish and emphasize my skills and credentials when speaking to students and visitors.

To summarize, these are my suggestions: (1) Consider how informality in your department can generate disparate impacts; (2) Subsidize mentoring activity, but carefully consider the personnel; and (3) Endeavor to appreciate the implicit bias that women and minorities often face in the profession. ■

## Diversity and Inclusion at the Federal Reserve Board: A Program for Change

### David Wilcox

The economics profession needs to change. According to Bayer and Rouse (2016), in 2014 women earned only about 30 percent of the BAs awarded to economics majors—a figure that had not changed, on net, since at least 1995.<sup>1</sup> Furthermore, only about 15 percent of full professors of economics were women.<sup>2</sup> At the same time, blacks, Hispanics, and Native Americans are also underrepresented in the field of economics. Slightly less than 15 percent of BAs in economics were awarded to minorities, considerably less than their share in the total community of college students (22 percent) and even less than their share of the overall population (about 30 percent).<sup>3</sup>

The Federal Reserve is a major employer of economic talent, and for a range of reasons is deeply concerned about the lack of diversity in the field of economics. Ultimately, we believe that we need to be part of a much broader effort to achieve a more satisfactory

representation of women and minority groups in the field. This article addresses a narrower topic by briefly reviewing a subset of the steps that we have taken to improve the diversity of our workforce along gender, race, and ethnicity lines.

Our goal is to create a more inclusive environment for our employees so that everyone feels that they have the freedom and invitation to contribute their very best in the professional workspace; and they will be assessed based on the quality of their contributions, not the color of their skin, their gender, their sexual orientation, or any of the other characteristics that make them who they are but that have no role in determining their effectiveness in the workplace.

### Background on the Federal Reserve Board

In total, the four economics divisions at the Board employ about 375 Ph.D. economists, making us one of the largest communities of economists anywhere in the world and many times larger than the typical academic department.

<sup>1</sup> See Bayer and Rouse (2016), Figure 1, p. 224.

<sup>2</sup> Bayer and Rouse (2016), p. 222.

<sup>3</sup> Bayer and Rouse (2016), p. 225 and p. 223.

## At the Federal Reserve Board

Our commitment to diversity and inclusion is motivated by at least three interrelated considerations:<sup>4</sup>

First, we want to engage the whole professional selves of our colleagues, with all of their creativity, passion, and conviction. We want them to feel that they are equity owners in the enterprise—that their individual contributions will be valued, no matter their rank in the organization or their personal characteristics. Most of all, we want them to know with confidence that they can come into the professional space and devote every ounce of their energy to promoting the mission of the organization rather than worrying about whether they have a place in the organization or will be properly recognized for their contributions to it.

Second, economic policy analysis is a tricky business, and even smart, highly trained, and experienced people often stumble the first time, especially if they try to go it alone. Therefore, we aim to design the professional environment with the goal of ensuring that every important issue is examined from every relevant perspective. One way that we try to accomplish that objective is to make sure that meaningfully different minds are engaged in the analysis.

Third, economics may be different from other fields in that the very definition of what the field is—the problems we think are important and the solutions we think are most likely to work—depends importantly on who is practicing the field. After all, economics is fundamentally the study of

human behavior and decision-making, so the aspects of what make us human are integral to the discipline. Changing the mix of who we employ will change the content of what we do, perhaps in subtle ways, perhaps in profoundly obvious ways.

Diversity in the field of economics is an issue with much broader applicability than just at the Federal Reserve. Indeed, the issues that I just outlined will apply, perhaps in modified form, in academia, the private sector, and other government agencies.

### Steps we are Taking to Improve Diversity and Inclusion

For the sake of brevity, I will focus here on our efforts to improve the way that we use evaluation criteria in the course of our recruiting and evaluation.

First, it is helpful to have a little background about how economists are hired into the Division of Research and Statistics. (R&S is one of four economics divisions at the Board.) R&S consists of 21 sections. Economics of some variety is the business of 16 of those sections, while the other five sections are staffed with other types of professionals, such as library scientists, editors, computer professionals, and analysts. Recognizing that each of the 16 sections focused on economics may be looking for quite a different skill set within the broad field of economics, we allow them to conduct their recruiting in a decentralized manner. Nonetheless, we impose some requirements on them from the center, and that is where the evaluation criteria come in.

Two years ago, we began to require that each section looking to hire one or more economists during a given year commit to specific evaluation criteria before they begin reading candidates' applications and job papers. The criteria used are standardized across all sections and center on assessing potential for conducting research in the area of responsibility for the section; potential for contributing to the policy work of the section; potential for creating positive

externalities in the professional lives of the other members of the section; and skill in written and oral communication. Each section develops relative weights to be attached to each criterion, depending on their specific needs, and pre-commits to these weights.

For every candidate who visits the Board, the members of the section who are involved in recruiting are each required to record evidence on each attribute, and are encouraged to base their evaluations as much as possible on evidence, not impressions.

We introduced this system in response to research that documents a distressing tendency of teams without pre-specified criteria to—often subconsciously—morph their notions of characteristics that they deem to be important in response to who they see. This morphing process may be an important vehicle for the expression of implicit bias.

Just as important as what an admissible set of criteria may include is what it may *not* include. For example, criteria are not allowed to include an assessment of “fit” because we want to discourage any notion that the productivity of the prospective colleague might be positively related to his or her similarity to the incumbent members of the section. On the contrary, we want sections, if anything, to focus more on who they are *missing* from their teams, and therefore on who might best be able to complement the skillsets already represented in the section. The goal is to build the strongest team for getting the job done.

Equally importantly, the criteria do not encourage any notion that incumbents should be looking for someone they could be good chums with. We draw a strict distinction between being able to interact respectfully and collegially with others at work versus having a nice sense of humor or sharing similar views on the world. We want our colleagues to recognize that ideas will be taken seriously; and that when they have good ideas, they will be acted

<sup>4</sup> An important foundational statement is the division's diversity and inclusion objective, which reads as follows: “The Division of Research and Statistics seeks to attract and develop a highly qualified and diverse workforce and to create a workplace environment that is actively inclusive, allowing individuals to thrive and maximizing the group's ability to advance the mission of the Federal Reserve.”

- Diversity refers to the various dimensions in which individuals differ, such as race, ethnicity, gender, religion, national origin, sexual orientation, age, disability, socioeconomic background, viewpoint, etc.
- Inclusion refers to building a collaborative work environment that acknowledges, appreciates, and effectively utilizes the talent, skills, and perspectives of every employee.”

upon. But that equally requires taking others' ideas seriously, and looking for what is right in them as well as what is wrong.

Sections are allowed to adjust the relative weights on the evaluation criteria during the hiring process, but they know that if they do so, they will be asked about the rationale for the change and will be required to apply the new weights to all candidates, including those already seen.

When we introduced the requirement that sections pre-commit to specific criteria and weights, we expected some push-back from the people who were involved in recruiting. However, the feedback we've received to date has been quite positive, with most sections reporting that they found the costs of settling on the criteria and weight to be low, and better yet, that the process of adopting them helped clarify in their minds the skill sets they were seeking, and led to a better overall process. For example, using standard criteria seems to have helped provide the sections with a common language to use in discussing and comparing all candidates. Recruiters have noted that recording evidence soon after each interview has been very helpful in comparing candidates seen at different points in the market, helping to combat recency effects.

We fully recognize that there is no magic bullet in recruiting, and we know that even with this enhanced process in place, we are still an organization populated by human beings, with all our foibles and shortcomings. Nonetheless, we think that the new procedures have made our hiring more robust and more likely, we hope, to give us a better shot at hiring the diverse workforce we think will best position us to carry out the mission given to us by the Board of Governors. Equally important, we are committed to creating an inclusive environment so that all employees have the opportunity to thrive once they have been hired. ■

This statement has benefitted greatly from the comments and observations of many colleagues in R&S who care deeply about advancing our program of diversity and inclusion.

## Best Practices in Recruiting, Advancing, and Mentoring for Diversity

### Marie T. Mora

As I have discussed in numerous public forums for well over a decade, U.S. society at-large has many reasons to be concerned about the under-representation of women and traditionally under-represented racial/ethnic demographic groups in the economics profession. In light of major demographic shifts, the economic outcomes of these groups not only affect these groups, they also have national implications for economic growth and international competitiveness. In many cases, scientific research and subsequent policy recommendations which directly (and indirectly) affect the socioeconomic outcomes of these populations are shaped without the perspectives of members of these groups. As such, some of this research (which is often used to inform policy decisions) may have incomplete information about what actually occurs "on the ground." In disciplines such as economics which emphasize the critical importance of accurate, timely, and "perfect" information, the potential market and societal inefficiencies arising from incomplete information do not need further elaboration.

Moreover, beyond serving as role models for students and other faculty members of different genders and races/ethnicities, another concern about the under-representation of certain gender and racial/ethnic groups is that academic economists teach undergraduate and graduate students from a variety of backgrounds. A diversified and inclusive economics faculty exposes students to a broader range of perspectives and experiences, and serves to offset preconceived notions and stereotypes some students might have about women and minority populations. This level of exposure to members of different genders and races/ethnicities will also help prepare these students to work productively

in an increasingly diverse and globally competitive workforce.

Based on my efforts and experience to diversify the economics profession (and academia more broadly), this article includes examples of best practices based on lessons learned in recruiting, advancing, and mentoring women and minorities in the economics profession within my own academic institution and higher education more broadly.

### AEA Mentoring Program and Diversifying and Mentoring in the Economics Profession

Since 2013, I have been the Director of the AEA [Mentoring Program](#) (formerly known as the "Pipeline Program"). This Program started in the late 1990s when the AEA Committee on the Status of Minority Groups in the Economics Profession ([CSMGEP](#)) conceived of a "pipeline program" as part of its structure to support the flow and development of minority economists. The under-representation of Hispanics, Blacks, and Native Americans in the economics profession partly reflects their under-representation among students pursuing (and successfully completing) graduate degrees in economics.

Thanks to the generous support of the National Science Foundation (NSF),<sup>1</sup> the AEA Mentoring Program is designed to: (1) increase the number of underrepresented racial/ethnic minorities who complete doctorate degrees in economics; and (2) diversify the racial/ethnic demographic composition of the economics profession, including the professorate, through mentoring and providing research and professional development opportunities to minority emerging economists.

The mentoring component of the Program brings together economics

<sup>1</sup> This program is currently funded under NSF Award # SES-1357478 ("Economics Mentoring Program").



## Best Practices for Diversity

Ph.D. students from racial/ethnic groups under-represented in the economics profession with mentors, both inside and outside of academia. As Program Director, I match the students in consultation with the mentors and students. The mentors (who do not have to be from under-represented demographic groups) can be identified by the students when they apply to the Program, by me as Program Director on the basis of overlapping research interests of the mentee and potential mentors, or are self-selected. A critical component is that the mentors must be interested in investing their time to support an emerging minority economist.

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*This level of exposure to members of different genders and races/ethnicities will also help prepare these students to work productively in an increasingly diverse and globally competitive workforce.*

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One of our main activities is hosting an annual Summer Mentoring Pipeline Conference (SMPC) that brings together the Ph.D. students, their mentors, other senior-level economists, and undergraduate students interested in pursuing graduate degrees in economics. The conference includes: (1) Presentations by the graduate students; (2) the Lewis-Oaxaca Distinguished Lecture; (3) panel discussions on topics such as thriving in Ph.D. Programs; (4) professional development sessions, such as jobs outside of academia and external funding opportunities; and (5) scheduled times for mentees to meet with their mentors and other senior-level economists.

One of the best ways for economists (and other professionals in departments, divisions, and agencies that hire economists) to get involved in the AEA Mentoring Program and network with the students in the Program is to participate in the SMPC. We are also always looking for new potential mentors. Please see our [website](#) for more details.

Moreover, I highly encourage those who want to diversify their departments/units/divisions in economics to become involved in [CSMGEP](#), the AEA Committee of the Status of Women in the Economics Profession ([CSWEP](#)), the National Economic Association ([NEA](#)), the American Society of Hispanic Economists ([ASHE](#)), and the [Diversity Initiative for Tenure in Economics](#). Both the NEA and ASHE are associations that are officially part of the Allied Social Sciences Association (ASSA). Departments should consider announcing faculty positions through the list-serves of these groups as well. Also check out the [Diversifying Economic Quality: A Wiki for Instructors and Departments](#) website.

### Diversification, Access, and Inclusion Activities at The University of Texas Rio Grande Valley

In my administrative role as Associate Vice Provost for Faculty Diversity at my own institution (The University of Texas

Rio Grande Valley—UTRGV), I am a member of the ADVANCE Leadership Team for our [ADVANCE Program](#), which is made possible through a \$3.1 million [ADVANCE Institutional Transformation grant](#) from the National Science Foundation (NSF). Since Fall 2012, we have developed and implemented a series of integrated initiatives to enhance the recruitment, retention and advancement of women faculty, especially Latinas, in Science, Technology, Engineering, and Mathematics (STEM) fields. Economics and the other social sciences are part of STEM.

At UTRGV, our specific goals include:

1. Increase representation of women, especially Hispanics, in STEM fields at all levels of faculty, particularly in tenure-track and tenured positions.
2. Increase representation of women, especially Hispanics, in STEM fields at all levels of leadership, particularly at the department chair level and higher.
3. Promote a positive workplace and climate along with policies/practices that attract and nurture the careers of female scholars.

To achieve these goals, we have developed several major initiatives with specific objectives and activities, which include: (1) Faculty Recruitment; (2) Advancement; (3) Policy and Climate; and (4) Education and Empowerment. While our ADVANCE Program focuses on Latinas and other women in STEM, we have expanded many of our initiatives to attract and nurture the careers of all faculty, regardless of gender, ethnicity, and field.

Our ADVANCE Program is part of the Office of the Vice Provost for Faculty Affairs & Diversity (VPFAD), which ensures its integration with other UTRGV faculty-related programs and its institutionalization once the NSF funding ends. Moreover, the VPFAD is the lead co-PI and Project Director while the Provost and Executive Vice President for Academic Affairs is the PI, thus resulting in support for ADVANCE-related efforts at the very top of Academic Affairs.

Below are examples of major UTRGV ADVANCE-related activities,<sup>2</sup> some of which can easily be adapted to focus on Economics in particular; others will require more widespread institutional support.

- **Expanded Outreach for Faculty Searches.** In the case of Economics, in addition to advertising in the AEA *Job Openings for Economists* (JOE), search committees should consider advertising with the [National Economic Association](#) and the [American Society of Hispanic Economists](#). Job postings can also be disseminated by the Mentoring Program, CSWEP, and CSMGEP. Minority job candidates are also listed on [CSMGEP's website](#).

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<sup>2</sup> I thank the ADVANCE Program at the Office of the Vice Provost for Faculty Affairs & Diversity at UTRGV for providing the overview of these initiatives.





- **Certification of Faculty Applicant Pools and Short Lists.** For all faculty searches to move forward, UTRGV now certifies the applicant pools as well as the short lists to ensure there is diversity; in cases where the pools and short lists lack diversity, the search is required to continue until a broader pool is found and/or the search committees can demonstrate that concerted efforts were unsuccessful in diversifying the pools and/or short lists.
- **Enhanced On-Campus Interviews.** Search committees are encouraged to schedule time for job candidates (both women and men) to meet with representatives from the Women’s Faculty Network (WFN) during part of their campus visit. The WFN representatives are not members of the search committee, nor do they report back to the search committee. These meetings provide “down time” for job candidates to feel comfortable asking questions they might not feel comfortable asking search committees or others involved in the selection process, such as about the quality of local schools, whether UTRGV has a dual career hiring program ([we do!](#)), and the inclusiveness of the environment.
- **ADVANCE Leadership Institute.** This semester-long program is designed to develop leadership skills for STEM/SBE women and other faculty, and to increase awareness about women’s issues/challenges in higher education. It also has a mentoring component. Those who complete the Leadership Institute are eligible to apply to our ADVANCE Administrative Fellows Program (which complements the Leadership Institute by providing faculty with a year-long experiential learning opportunity in an administrative office) and other professional development opportunities, such as participating in The University of Texas System Women’s Senior Leaders Network Sponsorship Workshop.
- **Associate to Full Professor Program.** This year-long program supports the advancement of mid-career faculty, particularly women in STEM, and helps them manage post-tenure career-life expectations. It also includes a mentoring component. I was passionate about creating this Program because faculty, particularly women and under-represented minority groups in academia, frequently get “stuck” at the Associate Professor level.
- **Women’s Faculty Network (WFN).** I co-founded the WFN in December 2012 after discussions with another faculty member about ways to empower women faculty at UTRGV, particularly those in departments with few (or no other) women, which is a common phenomenon in Economics and other STEM fields. The WFN currently has: (1) Representation on key university bodies, including the Academic Affairs Executive Council; (2) An Executive Team and six standing committees (Workplace Climate & Equity; Tenure/Promotion and Annual Reviews; Mentoring, Outreach, and Membership; Achievement and Advancement; Wellness; and Women of Color); (3) Once-per-semester meetings between the WFN Executive Team and Provost; (4) A WFN listserv to facilitate communication across the university; (5) WFN representatives’ meetings with faculty during on-campus interviews (as noted above); and (6) A series of WFN meetings/workshops/panels on issues related to gender, mentoring, and best practices for professional success and advancement. All of these components work together to empower women faculty and raise issues and find solutions pertinent to women faculty. From its inception, the WFN has experienced exceptional rates of participation and enthusiasm. The WFN was lauded as a “Programmatic Gem” by the NSF Third-Year Site Visit Team. In 2016–17, 75% of all STEM women in tenure-track and tenured positions and 47% of women in non-STEM fields actively participated in the WFN.
- **Trainings of Tenure/Promotion and Search Committees.** We also conduct trainings for search committees that incorporate ADVANCE-related goals and raise awareness about issues such as implicit bias. In addition, we provide campus-wide trainings/workshops focusing on best practices to minimize implicit bias to all Tenure/Promotion committee members, Department Chairs/School Directors, and Deans at the beginning of the review cycle.
- **“Family-Friendly” Policies & Climate.** We are currently working on revising policies and programs to make our campus more “family-friendly”. These policies include our Dual Academic Career Hiring Program; Workload (modified instructional duties); and Tenure/Promotion (with provisions to extend the tenure-track clock). We are also conducting climate surveys and exit interviews. ■

# We've Built the Pipeline: What's the Problem and What's Next?

Rhonda Vonshay Sharpe

I borrowed this title from a panel I recently moderated on workforce development because it summed up my frustration with diversity and inclusion in general, and specifically in the economics profession.

## The Pipeline

**The American Economic Association Summer Program** has existed since 1974. AEASP has nearly 1,000 alumni. This summer, Michigan State University (MSU), the 12th university to host the program, will train the 43rd cohort of the AEA Summer Program. In 1998, the American Economic Association added another diversity initiative, the **Pipeline Mentoring Program**. The mentoring program, with support from the National Science Foundation, matches graduate students with a mentor and supports professional development through research and travel grants. The Pipeline Conference held at the end of the Summer Program affords graduate students the opportunity to meet multiple generations of economists—undergraduates, other graduate students, and various levels of experienced economists. The conference is also an opportunity to present dissertation research.

The economics pipeline also includes two initiatives focused on the professional development of junior scholars: **CeMENT Workshop** and the

**Diversity Initiative for Tenure in Economics (DITE)**. CeMENT focuses on female economists, and DITE focuses on Black, Hispanic and Native American economists. Both offer professional development and mentoring to junior scholars. CeMENT has existed for nearly 15 years, and DITE will host its 10<sup>th</sup> cohort this summer. Combined, DITE and CeMENT have mentored over 300 junior scholars.

## The Problem

Given the investments by the AEA and NSF, host institutions, and mentors, why has progress been so slow? The answer to this question depends on who you ask. Marybeth Gasman, Professor of Higher Education at the University of Pennsylvania, has said “The reason we don’t have more faculty of color among college faculty is that we don’t want them. We simply don’t want them.”<sup>1</sup> Based on her research and experience as a diversity consultant, Gasman has identified four “excuses” typically provided as rationales for not hiring faculty of color: there aren’t enough people of color in the faculty pipeline;

quality; “play by the rules;” and search committees.<sup>2</sup>

I will address the pipeline first. The economics profession has been investing in the pipeline for over 40 years. The dearth of people of color in the pipeline is not likely the problem. For those who think math keeps students of color and women from entering the pipeline, Asians, Blacks, Hispanics, Native Americans and White women earn more doctorates in mathematics and statistics than in economics (See Figure 1). I believe the problem is the undergraduate economics curriculum, which requires majoring in another subject—math—to increase the likelihood of admission to and completion of the doctorate in economics. Unfortunately, this requirement is not common knowledge for undergraduate economics majors.

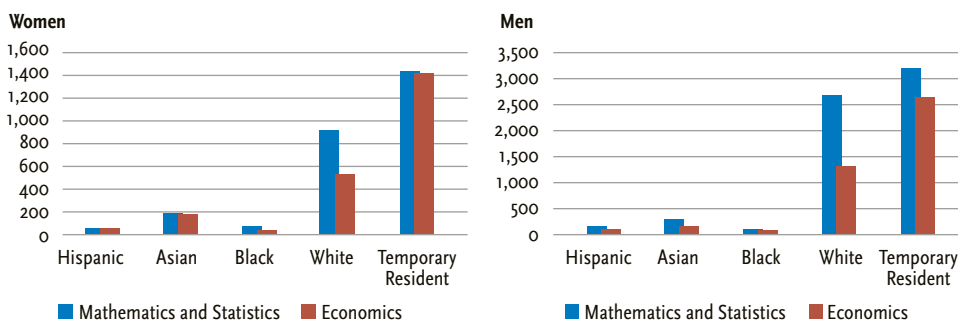
So how does an undergraduate know to double major in mathematics and economics? For many students, it is learned from the faculty. Faculty are likely to encourage students who remind them of themselves when they were undergraduates to pursue the doctorate in economics. Faculty are also likely to hire candidates that remind them of themselves. Replication of oneself is the antithesis of diversity.

Let’s say that I clear the undergraduate and graduate hurdles and am now a candidate for a faculty position. I have published as a graduate student, have excellent teaching evaluations, and strong recommendations. Despite meeting the “written” qualifications, the search committee has a strong preference for “quality,” defined as an applicant from an elite program. The committee could choose to put more weight on my potential as a scholar and how I

<sup>1</sup> Gasman, Marybeth. “An Ivy League Professor on why colleges don’t hire more faculty of color: ‘We don’t want them.’” Washington Post Online, 26 September 2016. [https://www.washingtonpost.com/news/grade-point/wp/2016/09/26/an-ivy-league-professor-on-why-colleges-dont-hire-more-faculty-of-color-we-dont-want-them/?utm\\_term=.ca83116b8284](https://www.washingtonpost.com/news/grade-point/wp/2016/09/26/an-ivy-league-professor-on-why-colleges-dont-hire-more-faculty-of-color-we-dont-want-them/?utm_term=.ca83116b8284)

<sup>2</sup> [https://www.washingtonpost.com/news/grade-point/wp/2016/09/26/an-ivy-league-professor-on-why-colleges-dont-hire-more-faculty-of-color-we-dont-want-them/?utm\\_term=.ca83116b8284](https://www.washingtonpost.com/news/grade-point/wp/2016/09/26/an-ivy-league-professor-on-why-colleges-dont-hire-more-faculty-of-color-we-dont-want-them/?utm_term=.ca83116b8284)

Figure 1. 2005–2014 Doctorates: Economics vs. Mathematics



SOURCE: Integrated Postsecondary Education Data System, Completions Survey by Race. National Science Foundation, National Center for Science and Engineering Statistics, Integrated Science and Engineering Resources Data System (WebCASPAR), <https://webcaspar.nsf.gov>

## We've Built the Pipeline . . . ↑

diversify the faculty and curriculum, but the taste for “replication” outweighs any value I’d add to the department.

If, on the other hand, I don’t check all the boxes—CV, three letters of recommendation, etc.—I am eliminated because the department must “play by the rules.” The same department that requires all the boxes to be checked will circumvent the job market to hire the desired candidate, especially at the senior level.

In 1975, Marcus Alexis wrote about the dearth of minority economists. Since then, research by Mason, Myers, and Darity (2005), Price (2009), Darity (2010), Darity, Price, and Sharpe (2010), and Price and Sharpe (2016) reports evidence of racial bias in hiring, citation, and funding of Black economists. Sue Stockly presented preliminary research at the 2017 ASSA meeting that finds a bias against Hispanic economists.<sup>3</sup> Donna Ginther has several publications documenting the challenges of female economists.<sup>4</sup> The problem isn’t that the search committees don’t know they are biased and the consequences of their bias—they do. The problem is that there is no penalty for the biased behavior. Without consequences for biased behavior, investments made by the AEA or NSF will have no consequential return in the form of increased representation of underrepresented minorities as faculty and scholars. I am not confident that educating search committees about recruitment best practices and implicit bias will alter their behavior.

### What’s Next?

Given the problems I have outlined, “What’s next?” I anticipate implicit bias will become the new “scapegoat” for why faculties are not diverse. Knowledge of your bias or the bias of others does not equal the fortitude to arrest the behavior. Therefore, I recommend the following:

1. The profession needs to have an honest conversation about the definition of diversity. Does diversity mean the inclusion of more people from racial and ethnic groups who have historically been marginalized in the U.S., or the inclusion of people who are not white males of European descent?
2. Departments should define diversity and use that definition as the core and conscience for their curriculum, and faculty and student composition.
3. Provide information about the requirements for the doctorate in economics to **ALL** students as part of undergraduate advising.

<sup>3</sup> Stockly, Sue K. “Stratification and color lines: the pipeline for and career trajectory of Black and Hispanic economists.” Paper presented at the 2017 Allied Social Science Association Annual Meetings, January 6-8, 2017, Chicago, IL. [https://www.aeaweb.org/conference/2017/preliminary?sessionType%5Bsession%5D=1&organization\\_name=&search\\_terms=stockly&day=&time=](https://www.aeaweb.org/conference/2017/preliminary?sessionType%5Bsession%5D=1&organization_name=&search_terms=stockly&day=&time=)

<sup>4</sup> For a list of relevant papers, see <http://www.people.ku.edu/~dginther/wpapers.htm>.

4. Expand the diversity conversation to include the representation of minorities and women employed at think tanks, Federal Reserve System, and government agencies.
5. Create a penalty system for departments that fail to diversify or broaden participation.
6. Create a partnership with AEASP and the Mentoring program to identify young scholars to mentor for upcoming faculty positions.
7. Don’t diversity your faculty by “poaching” from another department.
8. Volunteer to serve as a mentor for CeMent, DITE or the Mentoring Program.
9. Show young scholars how to do what they need to be successful. Don’t tell them and wait to see if they will figure it out.
10. Be a good mentor—provide the advice and opportunities you wish someone had provided for you. ■

## Best Practices: References for Further Reading

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[in\\_Basic\\_Economics\\_Research/links/o2e7e518aed9b2669200000.pdf](https://www.researchgate.net/publication/313377635_Black_Economist_Hiring_Report_Card_For_PhD_Granting_Economics_Departments_2014-2015)

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Price, Gregory N. “The problem of the 21st century: economics faculty and the color line.” *The Journal of Socio-Economics* 38, no. 2 (2009): 331–343.

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from 2009–2011 she served as a member of the President’s Council of Economic Advisers.

*One of the things about your career that stands out to me and many of the people who wrote letters in support of your Bell award nomination is the amount of service you have given both to the profession and to the nation. Can you talk about why you chose to devote so much time to helping others?*

I have benefited so greatly from the advice, support, and encouragement from so many mentors, including my parents, teachers, colleagues,

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*I like to remind young women in particular, be selfish in the early stages in your career as that will give you the bandwidth to give back and serve later on.*

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and friends that I just could not imagine not passing it along as well. My entire life I have had people to help me learn new skills and material, to help me weigh the pros and cons of different opportunities, or simply to hold my hand when something did not go as well as expected. And so I love meeting with students and young economists individually; I also enjoy trying to reach a broader group through organizations such as CSMGEP.

*And what about service to the country? That must have been quite disruptive!*

Yes, but public service was always something I had wanted to do. I enjoyed studying economics because I thought it provided the necessary tools for understanding important policy problems and therefore for coming up with potential ways to address them. Being jointly appointed in a school of public policy was very natural for me. I also felt I couldn’t fully understand how public

policy is made from the Ivory Tower and so had always wanted to spend a little time actually doing it. Princeton allows for a “public service” leave and I was fortunate enough to have the opportunity to serve twice.

*I remember from your talk in Chicago that you had several pieces of advice for women in the economics profession. Can you remind us of a few of those?*

What advice *don’t* I have for women in economics? It can be so daunting while in school and especially when just starting a career that I’ve always felt compelled to share what I’ve learned along the way. In Chicago, I tried to share a few of my favorites. For example:

***Don’t be afraid to ask questions.*** No one expects you to know everything, and it is so much more efficient to just ask the question rather than saving it to figure out on your own later. And, as so many of us have heard many times, if you have a question, chances are someone else does, too. Turns out that’s actually true!

***Don’t let the turkeys get you down.*** This one is easier said than done, but it is nonetheless important. You will (and probably already have) encountered people who have made rude, disrespectful, sexist, racist or just plain insensitive statements. While I’ve always been a proponent of trying to figure out what I can learn from any particular situation, it’s very important to simply get on with your life and let any such comments pass without too much reflection. In hindsight, I’ve usually understood that such comments come from a place of insecurity on the part of the person who utters them, although that can be hard to see at the time. So, my advice is to keep your eye on your own goals and try not to let others distract you from what you are trying to accomplish.

***Just because others seem to be in control (or to have it all), it doesn’t mean they are (or do).*** This piece of advice is related to the one about “turkeys.” I know that I

often felt as though my classmates were more on top of material, or had better research ideas, or simply had more fun than I. However, again, with hindsight I realized that while, obviously, we all had different strengths and weaknesses, we were all struggling in one way or another because graduate school and early days in the profession are just plain hard.

***“No” is not a dirty word.*** While we all must contribute positively to our community and therefore must do some institutional service, that does not mean we have to do all that is asked of us. Learning to keep a balanced schedule is key to professional longevity (and success). This is a place where mentors can be especially helpful—they can help you identify which bits of service are important and which can wait. I also remind junior faculty, in particular, that while they are untenured they should focus their attention on “general” human capital—those skills (read: research) that would be valued at any institution. Of course, some institutions value “specific” human capital at tenure time as well, but it is important to keep in mind that before the institution has fully committed to you, you need not fully commit to it either! Further, while one’s service is important as an assistant professor, it will be much more impactful and sustained if one is awarded tenure (that is, one really has to play the long game). So I like to remind young women in particular, be selfish in the early stages in your career as that will give you the bandwidth to give back and serve later on.

***Finally, it’s important to take care of yourself both physically and mentally.*** You will not be at your best as a friend, teacher, researcher, partner, or parent if you’re tired, undernourished, and burned out. So, make sure you take time to get exercise, get enough sleep, and to eat well.

*That all sounds like great advice. Hopefully, I have adopted some of those myself, but I can always use a reminder. So back*

*to public service. Given that you've been to Washington twice, do you have any specific advice about what an economist should consider if she is thinking about taking on a position in D.C.?*

I'm a huge fan of economists spending time in D.C. (or doing policy anywhere else for that matter). First of all, some might be considering making a full-time job of it and I think that's great. Our public sector needs smart, capable people who are dedicated to helping craft, implement, and study important policies and regulations such that training in economics is invaluable in these kinds of jobs. Others might be thinking of taking a leave from an academic (or other) job to spend a limited amount of time in D.C. (or elsewhere). I'm also a big fan of this. Ultimately, I believe we learn from new and varied experiences so stepping away from one's day-to-day job to learn new skills and get a different perspective can only be enriching personally and professionally. That said, for those in the academy, I do suggest caution in getting distracted while untenured. While there is much value from the different experience, you'll have plenty of time after the tenure decision.

*Two things that I hear you say repeatedly are "careers are long" and "there are only 24 hours in a day." Can you elaborate on what you mean?*

These are probably my favorite and (from my perspective) most profound pieces of advice for women ... and really everyone. By "careers are long" I mean that one cannot answer all questions in one single paper or dissertation. I so often see students struggle to bring their papers under control as they attempt to answer every question that might come up in the course of their research, which can often lead them away from the original question of the paper. Of course, some evolution is good and healthy. But I also remind students that if they choose a job

that involves research, they will have a lifetime to address many questions. In fact, I also do not believe that any one paper is ever dispositive so it's actually quite fruitless to try. Rather, we advance our understanding of the world by putting together pieces of evidence from many different places, researchers, and contexts and seeing the picture that emerges.

As for there being only 24 hours in the day, this is the piece of advice about which I feel the strongest, mostly because I see people trying to elude it every day. The saying itself should actually be quite familiar to economists as it's really just a statement about a time constraint. But as we push with ever-improving technology and the illusion of multi-tasking, we believe that we can somehow beat it. However, while we can ease an income constraint by giving an individual more money, we have yet to find a way to give anyone more time (not that we don't try!). This is really the hardest, most intractable of constraints. And it basically means that we all have to make choices—real choices. One cannot "have it all" (which is antithetical to the notion of a budget constraint) but one can maximize one's utility subject to the time reality. Fundamentally this means that it is critical to identify our highest priorities and do them (and attempt to do them well) and learn to say no to others demands. One cannot do everything and it's useless to try.

*Any last pieces of wisdom?*

Take time to enjoy the small moments of life. One of the highlights of my afternoon is dark chocolate with coffee. ■

## What is CSWEP?

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

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

### Annually, CSWEP

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

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

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

# Calls & Announcements

Visit [cswep.org](http://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 Call for Nominations 2017 Carolyn Shaw Bell Award

**Deadline: September 26, 2017.**

Nominations should include a nomination letter, updated CV and three or more supporting letters, with preferably at least two from mentees. This award celebrates individuals who have furthered the status of women in the economics profession, therefore nomination letters should be geared toward examples of how the nominee has fulfilled that criteria—including leading by example and achievement, increasing an understanding of how women can advance, or mentoring others—rather than toward academic achievements. The Award Committee automatically retains and considers applications for a period of three years.

Inquiries and nominations may be sent to:

Shelly Lundberg, Chair  
Broom Professor of Demography  
Department of Economics  
University of California, Santa Barbara  
North Hall 2042  
Santa Barbara, CA 93106-9210  
(805) 893-8619  
[cswep@econ.ucsb.edu](mailto:cswep@econ.ucsb.edu)

## CSWEP Call for Complete Sessions and Individual Papers @ 2018 Eastern Economic Association Meeting

**March 1–4, 2018**

**Sheraton Boston Hotel, Boston, MA**

**Deadline: Monday, October 16, 2017.**

CSWEP will sponsor a number of sessions at the annual meeting of the Eastern Economic Association.

*Sessions are available for persons submitting an entire session (3 or 4 papers) or a complete panel on a specific topic in any area in economics, as well as topics related to career development.* The organizer should prepare a proposal for a panel (including chair and participants) or session (including chair, abstracts and discussants) and submit by e-mail. Please be sure to include the appropriate JEL code(s) and the names, affiliations and emails of all participants.

*Additional sessions will be organized by the CSWEP Eastern Representative.* Abstracts for papers in the topic areas of **gender, health economics, labor economics and public economics** are particularly solicited, but abstracts in other areas are also encouraged. Abstracts should be approximately one page in length and include paper title, appropriate JEL code(s), names of authors, affiliation and rank, and e-mail contact information.

All submissions should be e-mailed to the following address. **Decisions will be made before the final regular EEA deadline.**

Dr. Karen Conway  
John A. Hogan Distinguished Professor of Economics  
Peter T. Paul College of Business and Economics  
University of New Hampshire  
Email: [ksconway@unh.edu](mailto:ksconway@unh.edu)  
Phone: (603) 862-3386

If you have specific suggestions regarding career topics to be covered, potential panelists or any other way that CSWEP can offer resources in career development at the Eastern meetings, please submit your ideas to the above address as well.

## Call for Participants and Topic Ideas @ CSWEP/Midwest Economics Association Meeting Panels on Career Development

**March 23–25, 2018, Evanston, Illinois**  
**Deadline: by September 29, 2017.**

CSWEP is organizing two panels on topics related to career development at the Midwest Economics Association Meetings to be held March 23–25, 2018, at the Hilton Orrington in Evanston, Illinois. There will also be a CSWEP networking lunch that you are welcome to attend.

The panels and lunch will be held on the Friday of the conference. One panel will be geared toward those looking for jobs (academic and nonacademic) and another panel will focus on mid-career issues. Each panel will have four participants who will each speak for about 10 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 your topics and ideas by September 29, 2017, to Anne E. Winkler, CSWEP Midwest Rep, [awinkler@umsl.edu](mailto:awinkler@umsl.edu). To foster the exchange of new ideas, we especially seek individuals who have not previously served as panelists.

In addition to the CSWEP panels and networking lunch, the MEA meetings provide a great opportunity to present your own research. For those interested in presenting a paper, you can find paper submission information on the MEA website, <http://mea.grinnell.edu/>.



# CSWEP Sessions @ Upcoming Meetings

## **Southern Economic Association Conference**

*November 17–19, Tampa, FL*

CSWEP Sessions Organizer: Ragan Petrie, Texas A&M University

### **CSWEP Session 1**

#### **Professional Development Panel: Advice for Job Seekers and Early Career**

*Saturday, November 18, 2017  
10:00–11:45am*

Chair: Ragan Petrie (Texas A&M University)

#### *How to effectively navigate the pre-tenure process*

Presenter: Tracy Collins, New College of Florida

#### *Tips for success in the job market*

Presenter: Elaine Frey, California State University–Long Beach

#### *Challenges during the tenure process*

Presenter: Shatakshee Dhongde, Georgia Institute of Technology

#### *Do's and don'ts of interviews*

Sarah Quintanar, University of Arkansas–Little Rock

#### *Finding a mentor in your department or school*

Sarah Stafford, College of William and Mary

### **CSWEP Networking Lunch**

*Saturday, November 18, 2017  
12:00–1:00pm, Tampa Marriott Waterside Hotel and Marina*

### **CSWEP Session 2**

#### **Women and Minorities in the Economics Profession—Status, Perspectives and Interventions, Joint with CSMGEP**

*Sunday, November 19, 2017  
8:00–9:45am*

Chair: Gary Hoover, University of Oklahoma

#### *Status of women in the economics profession*

Presenter: Ragan Petrie, Texas A&M University

#### *State of minorities in the economics profession*

Presenter: Gary Hoover, University of Oklahoma

#### *Perspectives on the status of women and minorities in other fields*

Presenter: MacKenzie Alston, Texas A&M University

#### *Gender differences in the choice of major: the importance of female role models*

Presenter: Danila Serra, Southern Methodist University

### **CSWEP Session 3**

#### **Professional Development Panel: Talking to the Media**

*Sunday, November 19, 2017  
3:00–4:45pm*

Chair: Ragan Petrie, Texas A&M University

#### *Talking to the media about your academic research*

Presenter: Joni Hersch, Vanderbilt University

#### *Handling media when your research goes viral*

Presenter: Jennifer Shinall, Vanderbilt University

#### *Engaging with the media*

Presenter: Paul H. Rubin, Emory University

#### *Working with university media relations to publicize your research*

Presenter: Donna Ginther, University of Kansas

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# Brag Box

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

**Michèle Tertilt**, University of Mannheim, was awarded the Yrjö Jahnsson Award in Economics for her important contributions to family economics and household finance. The award is given biennially by the **Yrjö Jahnsson Foundation** to a European economist no older than 45 who has made a contribution in theoretical and applied research that is significant to economics in Europe. Awardees are jointly selected by the Yrjö Jahnsson Foundation and the European Economic Association (EEA). The award will be presented to Michèle during the annual EEA Congress in Lisbon, Portugal.

We want to hear from you!

Send announcements to [cswep@econ.ucsb.edu](mailto:cswep@econ.ucsb.edu).

**Francine Blau**, the Frances Perkins Professor of Industrial and Labor Relations and Professor of Economics at Cornell University, was awarded the 2017 Mincer Award in recognition of a lifetime of contributions to the field of labor economics by the Society of Labor Economists.

The 8<sup>th</sup> edition of *The Economics of Women, Men, and Work*, by **Francine Blau** (Cornell University) and **Anne Winkler** (University of Missouri–St. Louis) was recently published by Oxford University Press.

## Upcoming Regional Meetings

CSWEP sponsors paper sessions, professional development panels & networking events at the meetings of the four regional economics associations. Visit [CSWEP.org](http://CSWEP.org) for more info.

### Southern Economic Association

<https://www.southerneconomic.org/conference/>

87th Annual Meeting, November 17–19, 2017  
Tampa Marriott Waterside Hotel and Marina

### Eastern Economic Association

<https://www.ramapo.edu/eea/>

44 Annual Meeting, March 1–4, 2018  
Boston Sheraton, Boston MA

### Midwest Economics Association

<http://mea.grinnell.edu/conferences/conference-2015>

Annual Meeting, March 23–25, 2018  
Hilton Orrington, Evanston, Illinois

## 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 service to CSWEP. For this key task, we need your help. Visit [CSWEP.org](http://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 for organizations outside the academy. To indicate your willingness to serve, send an e-mail with your contact information to [cswep@econ.ucsb.edu](mailto:cswep@econ.ucsb.edu).