



Newsletter of the

# Committee on the Status of Women in the Economics Profession

Winter 2012

Visit [CSWEP.org](http://CSWEP.org)

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

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## 2011 REPORT of the COMMITTEE on the STATUS of WOMEN in the ECONOMICS PROFESSION

The Committee on the Status of Women in the Economics Profession was established by the American Economic Association forty years ago to monitor the status of women in the profession and to engage in other efforts to promote the advancement of women in economics. This report presents results from our annual survey of economics departments, and CSWEP's activities over the past year.

### Data on Women Economists

The 2011 CSWEP surveys were sent to 122 economics departments with doctoral programs and 150 non-Ph.D. departments. Most of schools represented in the non-Ph.D. survey came from the Carnegie Classification of Institutions of Higher Education (2000 Edition) "Baccalaureate Colleges—Liberal Arts" list as fewer than ten are schools with economics

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## Sharon Oster Wins 2011 Carolyn Shaw Bell Award

Sharon Oster was the 2011 recipient of the Carolyn Shaw Bell Award. This award was presented at the annual business meeting of the American Economic Association's (AEA) Committee on the Status of Women in the Economics Profession (CSWEP) in Chicago on Friday, January 6, 2012.

Dr. Oster is currently the Frederic D. Wolfe Professor of Management and Entrepreneurship & Director of the Program on Social Enterprise at the Yale School of Management. She joined Yale University's Department of Economics in 1974 after receiving her Ph.D. in Economics from Harvard University that year. Dr. Oster joined the faculty at the Yale School of Management as associate professor of economics and management in 1982, and in 1983 she became the first woman to receive tenure there. She was also the first recipient of

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## From the Chair

### CSWEP at the ASSA/AEA Meetings, January 2012

Chicago hosted over 11,600 economists at the annual ASSA/AEA meetings. There CSWEP sponsored six lively sessions: three on gender-related issues organized by Susan Averett and Ron Oaxaca; and three on health and international/development organized by Linda Goldberg and Rohini Pande (see article in this issue). This total of 24 presentations was the result of competitive submissions. After review, eight of these 24 will be selected for publication in the *Papers and Proceedings* issue of the AER in May 2012.

With standing room only, some 65 old and new friends of CSWEP attended the CSWEP Business Meeting and box lunch. Outgoing chair, Barbara Fraumeni recounted some of the many of accomplishments of CSWEP during the past year. She also presented the Annual Report on the Status of Women in the Economics Profession (included in this issue). Statistics in the report are based on extraordinarily high rates response rates for the questionnaire. The highlight of the meeting was the presentation of the Carolyn Shaw Bell Award to Sharon Oster of Yale and her inspiring acceptance talk (see article this issue). This award is given annually to an individual who has furthered the status of women in the economics profession. Our warmest congratulations go to Sharon.

Following the meetings, Terra McKinnish coordinated the sixth biennial CSWEP national mentoring (CeMENT) workshop. Focused on how to succeed in a demanding research environment, participants included 16 senior faculty mentors, 41 junior participants, and Dr. Nancy Lutz (NSF Program Director for Economics). The workshop consisted of both large group discussions on career development topics and also small group sessions on research, publications and grants. Kicked off by a dinner graciously hosted by the Federal Reserve Bank of Chicago, the excitement and energy were palpable. And, no wonder. As documented by Francine Blau, Janet Currie, Rachel Croson and Donna Ginther, CeMENT workshops have given significant boosts to the careers of young women economists (NBER Working Paper #15707, January 2010). Look for a full report on the CeMENT workshop in the next Newsletter.

### CSWEP at future ASSA/AEA Meetings

Looking forward to the 2013 ASSA/AEA Meetings in San Diego, CSWEP will organize three sessions on gender-related topics and three sessions on health economics. Look for the AEA 2014 call for papers in the next Newsletter, in the summer *Journal of Economic Perspectives* and on our website (<http://www.aeaweb.org/committees/cswep>). Entry is competitive and open to all. We especially encourage submissions by more junior women economists.

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### What is CSWEP?

CSWEP (the Committee on the Status of Women in the Economics Profession) is a standing committee of the AEA (American Economics Association). It was founded in 1971 to monitor the position of women in the economics profession and to undertake activities to improve that position. Our thrice yearly newsletters are one of those activities. See our website at [www.cswep.org](http://www.cswep.org) for more information on what we are doing.

# Using Social Media in Economics



*Introduction by Jennifer Imazeki, San Diego State University*

**T**he times they are a changin' . . . It was roughly twenty years ago that I sent my first email, via my college's DEC VAX system. At the time, there weren't even that many people for me to send emails to, since almost no one had an account. Today, traditional email has apparently already become almost passé, with my students preferring to send texts or instant messages. While I don't think traditional email is going anywhere, there's no doubt that the way we share and receive information is evolving rapidly. Perhaps the clearest evidence of that is in the explosion of social media. Facebook launched in 2004; today, it has over 800 million users worldwide. Twitter launched in 2006; there are now over 300 million tweets per day. For most people, the first stop when you just want general information about a topic is the collaborative site Wikipedia, and then you can go join conversations about that topic on one of the millions of blogs.

For academics, this new world of social media can create both challenges and opportunities. While we could probably fill just as much space with discussions of how to deal with students checking Facebook in class, the three articles in this newsletter focus on the opportunities that social media can provide for improving teaching and promoting research. In "The Impact of Economics Blogs," World Bank economists and [bloggers](#) Berk Özler and David McKenzie discuss the role of economics blogs in the dissemination of research. They point out that blogs provide both private benefits, in the form of increased recognition and prestige for bloggers themselves, and external benefits, in the form of increased recognition for the authors of papers that are mentioned on (at least the top) economics blogs, as well as increased knowledge and changed perceptions among readers. John Whitehead (who also [blogs](#) himself) turns from research to teaching in "Teaching with Economics Blogs." His summary

of a recent survey of bloggers and blog readers suggests that blogs can be an excellent way to have students begin engaging with economic material and learning the way that economists think. Finally, Rachel Connelly explores the idea of using technology to facilitate self-promotion, providing some concrete suggestions for how to get started in "Using Social Media for Self-Promotion."

Personally, as an avid reader of blogs and user of other social media, I love how easily I can access the latest work in my field and interact with some of the field's finest minds. I also blog about teaching economics, and that has put me in touch with a community of educators I would likely never interact with otherwise. Even if you think blogging sounds like something that should require antibiotics, I hope that the articles here will inspire you to check out a few new sites and consider how to take advantage of the benefits these tools can offer.



## The Impact of Economics Blogs

—David J. McKenzie and Berk Özler, World Bank



Practically nonexistent a decade ago, blogs by economic scholars have become commonplace since. These blogs not only give their creators an outlet to disseminate their ideas, but also enable instant feedback, are easy to share on the open web, and allow the bloggers a personal style rather than the inaccessible format of academic journals. Some of the benefits of blogging have been discussed before, including by EconomistMom in the winter 2010 issue of this [newsletter](#).<sup>1</sup> However, while there are many more economist bloggers now than a decade ago, the share of economists who blog is still tiny. Revealed preference suggests there is value in blogging to both the scholars who maintain them and to the large number of individuals who read blogs, but, to date, there is no quantitative evidence of their impacts. In this article, we draw from our recent working paper to provide evidence that, in addition to benefits that accrue to the blogger, there may be substantial positive externalities associated with good economics blogs. This, combined with the fact that regular blogging has non-negligible time costs, suggests that there may be an undersupply of good economics blogs.

In [“The Impacts of Economics Blogs,”](#)<sup>2</sup> we try to answer three questions regarding the impact of economics blogs. First, do blogs improve dissemination of working papers or journal articles? Second, do they raise the profile of their creators? Third, do they cause changes in attitudes among their readers or lead to increased knowledge?

To start thinking about the first question of dissemination, the paper looks at a National Bureau of Economic Research [working paper](#)<sup>3</sup> authored by Douglas Irwin in 1997. During 2009, the paper received an average of 3.4 abstract views and 0.8 downloads per month,

according to Research Papers in Economics ([RePEc](#)).<sup>4</sup> Then, on February 16, 2010, Paul Krugman blogged about the paper on his [“Conscience of a Liberal”](#) blog,<sup>5</sup> resulting in 940 abstract views and 151 downloads in February 2010. The paper then went back to averaging 0.8 downloads and 5.3 abstract views a month from April 2010 through March 2011. Similar patterns occur for papers mentioned on other blogs, such as [Chris Blattman](#),<sup>6</sup> [Freakonomics](#)<sup>7</sup> and [Marginal Revolution](#).<sup>8</sup>

To test for the impact of different blogs on abstract views and downloads of economics papers more formally, we systematically searched the 50 most read finance and economics blogs for references to research papers in RePEc. We also looked at six other popular blogs that were not included on this list ([Aid Watch](#),<sup>9</sup> [Chris Blattman](#), [Economix](#),<sup>10</sup> [Freakonomics](#), [Paul Krugman](#) and [Dani Rodrik](#)<sup>11</sup>). We included only papers where the blogger directly linked to the RePEc version of the working paper and where the paper had been out for at least three months before being blogged about. After excluding blogs that linked to one or two working papers at most, we had a database of 107 research papers linked to by one of eight blogs. We used this database to formally test through an event study analysis whether links to a paper from these blogs increase its abstract views and downloads. We refer the readers to the paper for the details, but here are the main findings:

- We see large and significant impacts of blogging on both paper abstract views and paper downloads in the month in which the paper is blogged about. The effects range from 67 (17) to 449 (84) abstract views (downloads) for Aid Watch and Krugman, respectively.
- These effects are massive: In comparison, an average

1 [http://www.aeaweb.org/committees/cswep/newsletters/CSWEP\\_nsltr\\_Winter2011.pdf](http://www.aeaweb.org/committees/cswep/newsletters/CSWEP_nsltr_Winter2011.pdf)

2 <http://www.voxeu.org/sites/default/files/file/DP8558.pdf>

3 <http://ideas.repec.org/p/nbr/nberwo/6239.html>

4 <http://repec.org/>

5 <http://krugman.blogs.nytimes.com/>

6 <http://chrisblattman.com/>

7 <http://www.freakonomics.com/blog/>

8 <http://marginalrevolution.com/>

9 <http://aidwatchers.com/>

10 <http://economix.blogs.nytimes.com/>

11 <http://rodrik.typepad.com/>





NBER working paper is viewed 10 times and downloaded 4 times through RePEc during months 3–14 after its release. A blog post on Chris Blattman is thus equivalent to an extra 9 (6) months of abstract views (downloads). The impacts of Freakonomics, Marginal Revolution and Paul Krugman are even larger.

- A minority of blog readers click through to view/download the paper. We estimate that the click-through rate is approximately 1–2 percent for abstract reads and 0.1–0.4 percent for downloads for Marginal Revolution and Freakonomics; 3 percent for abstract views and 0.7 percent for downloads for Baseline Scenario and Overcoming Bias; and 4.3 percent for abstract reads and 1.1 percent for downloads for Chris Blattman. This seems consistent with the intuition that as an academic’s blog expands readership to a larger and larger audience, the additional readers are less likely to be interested in the academic papers.

So, there is strong evidence that economics blogs increase the dissemination of research. Given that an overwhelming majority of links are to papers NOT authored by the blogger, such dissemination is a public good. Let’s then move to our second question that addresses private benefits of blogging, where we attempt to provide admittedly modest evidence that the reputation of economic bloggers in the economics profession exceeds that of non-bloggers with similar publication records. To do this, we took advantage of a [survey](#)<sup>12</sup> of academic economists in the U.S. conducted by Davis et al. (*Econ Journal Watch* 2011). The survey asked respondents to list up to three living economists over the age of 60 and up to three under the age of 60 whom they “regard with great respect, admiration or reverence.”

We merged this list with a list of the top 500 economists according to the RePEc rankings (based on paper downloads and citations) and code them according to whether they blog or not. These data were then used to estimate a probit model to see whether, conditional on RePEc ranking, individuals who blog are more likely to appear on the list of favorite or admired economists. We find that, conditional on their RePEc rank, regular blogging is strongly and significantly associated with being more likely to be viewed as a favorite economist. At roughly 40 percentage points, blogging regularly has the same impact size as being in the top 50 of RePEc rankings for economists

under 60, and an even larger impact for those who are older. This is of course only a correlation, and several important caveats can be found in the paper. Nevertheless, given the large magnitude of the coefficient observed, it seems unlikely that all of the observed impact of blogging just reflects omitted variables, and we view this evidence as suggesting that blogging increases the influence, respect or public image of the blogger.

In addition to making use of existing data, we took advantage of the launch of a new blog at the start of April 2011, Development Impact, and conducted a randomized encouragement experiment to promote this blog. The 619 graduate students and field staff who completed our baseline survey (and provided email addresses) were randomly assigned to treatment and control groups. The encouragement consisted of two emails (sent five days and then three weeks after the blog was launched) to the treatment group encouraging them to check out the blog. Then, two months after the start of the blog, a follow-up survey was sent to both groups.

The baseline survey suggested that approximately four out of five respondents read at least one economics blog in the past month, but only about a third read

*... regular blogging is strongly and significantly associated with being more likely to be viewed as a favorite economist.*

them at least few times a week. Of those who read economics blogs, more than half stated that they had read a new paper as a result of reading a blog, and approximately a third said they had changed their opinion about the effectiveness of a particular intervention. These findings from the baseline survey, suggestive of potential impacts of economics blogs, were partly what drove us to conduct this experiment. Fortunately for us, the encouragement worked: The proportion of respondents who read Development Impact during the past month was 28 percent in the treatment group compared with 18 percent in the control group—an increase of more than 50 percent. In particular, the encouragement worked for individuals who

<sup>12</sup> <http://econjwatch.org/articles/economics-professors-favorite-economic-thinkers-journals-and-blogs-along-with-party-and-policy-views>



stated at baseline that they wished to become academic researchers, which seems reasonable given the research orientation of the new blog.

The significant increase in the readership of the new blog as a result of the randomized encouragement, especially among the research-focused individuals, allows us to estimate the local average treatment effect or LATE, which, in our case, is the impact of reading Development Impact (DI) for individuals who read it when encouraged and do not read it otherwise. However, because these marginal readers may also be those who find the blog less interesting or read it less intensively than those who read it of their own accord, we also estimate the average treatment effect (ATE) using a bias-adjusted nearest-neighbor matching estimator. These experimental findings, which are summarized below, point to changes in the attitudes, perceptions and knowledge of the readers and provide further support to the non-experimental evidence presented earlier (please see the paper for details):

- Reading DI increased interest in working as a researcher at the World Bank among research-focused individuals at the expense of interest in working at a Liberal Arts school.
- Reading DI improved perceptions of the quality of research produced at the World Bank across the board.
- Reading DI reduced the perception among research-focused individuals that World Bank staff face censorship when they blog.
- Reading DI increased the name recognition of our fellow bloggers in Development Impact (who were not aware that they were part of our experiment).
- In-depth knowledge of papers that were discussed in Development Impact during the first two months was not higher among the marginal readers but was significantly higher among the average readers.

So, it seems that economics blogs provide both private benefits and externalities. The existence of externalities suggests that there may be an undersupply of good economics blogs, but what, if anything, should we do about encouraging more economics blogs to emerge? Given the potential benefits for their reputation, institutions may want to start by encouraging staff to blog—allowing the self-selection into blogging to happen freely. Even recognizing blogging as a legitimate activity that could be conducted on “company time” may help increase the supply given that it is still seen largely as an after-hours activity,

which then implies that time spent blogging comes out of time with family, leisure or other non-professional activities. Institutions can also do this by explicitly reducing the amount of time successful bloggers have to spend conducting other administrative duties. Academic institutions can adopt similar approaches with tenured faculty.

Perhaps the most difficult group among whom to encourage blogging is junior faculty, even though they are perhaps most suited to adopting blogs and other social media in their professional lives. This is not only because tenure decisions are based primarily on publication records, but also because blogging may still be seen as a “frivolous” activity among some faculty with power over tenure decisions. Academic institutions may benefit from reconsidering tenure not just on the basis of peer-reviewed publications, but also partly on the basis of dissemination of important ideas.

Such policies to encourage the emergence of more blogs may have differential effects on male and female economists taking up blogging. If blogging becomes part of the job instead of an activity carried out on personal time, then differential entry into blogging may occur to the extent that male and female economists differ in their time use outside of work. Explicit recognition of blogging as a legitimate part of an economist’s job may also encourage more women to blog by removing the tag of frivolity in what is still currently a male-dominated profession. Finally, we have heard female colleagues—bloggers and non-bloggers alike—describe the blogosphere as “too argumentative,” “ego-driven” and “hostile.” In such an equilibrium, men may be more willing to participate than women, who may not “want to put themselves out there.” However, more and more blogs that encourage civil discussion and discourage ad hominem attacks are emerging. If more female economists were to blog, we may be able to move to a new equilibrium in which there is more civil discussion and more diversity of voice and ideas.

Finally, it seems to us that there is a glut of some types of blogs and not enough of others. Encouraging scholars to produce more blogs on labor economics, poverty, economics of education, health economics and development economics—applied fields with important practical insights for many real-world policy discussions—would bring some needed diversity into the economics blogosphere that is currently dominated by blogs focused on macro, monetary and fiscal issues, mostly in the U.S. ■

## Teaching with Economics Blogs

—John C. Whitehead, Appalachian State University



On June 17, 2005, a slow Wednesday just after The Ohio State University academic quarter ended, my friend from the old days at East Carolina University, Tim Haab, sent the following message: “I’ve been tossing around an idea in my head for a while. I think one of the biggest problems with economists is our inability to convince real people that we know what the heck we’re talking about. Do you think there would be value to an Econ-Opinion site where we could pose popular questions...and we could get economists to write nontechnical responses to be posted...I don’t know if I really want to do this, but it seems like there might be a benefit to get the economic view out to the public and media.”

My response? “Great idea! Want to give it a go?” And that is how we entered the realm of the blogosphere. On June 22, 2005, five days after that fateful e-mail exchange, we launched the Environmental Economics blog (located at <http://www.env-econ.net>). The goals behind the blog were simple: (1) provide a forum for environmental economists to post their views on environmental issues for a nonacademic audience, and (2) provide a place for discourse between the readers and economists on these topics.

We boast that the site has been a surprisingly minor success (i.e., we haven’t quit blogging yet). Almost 7000 posts have been written by ten-plus authors (mostly by Tim and me, but we welcome guest posts) have appeared, we’ve enjoyed 26 thousand reader comments and counted over 3 million page views. Our blog is even ranked in the Top 50 Economics Blogs by the Palgrave Econolog (<http://www.econolog.net>) and was listed as a top ten interesting blog by the Milken Institute. Reviews have been generally positive and encouraging, including our favorites: “... we’re happy to note the arrival of the Environmental Economics Blog, which manages to be both dismally scientific and readable at the same time,” and “Are you sure you guys have econ PhDs? Something doesn’t fit.”


Personally, while I thoroughly enjoy self-promoting

my research and other outside interests, one of the most surprising impacts of my blogging is the positive impact it has had on my teaching. But, before I get to that, let me first describe blogs to put things in context for the newbies. A blog is a dynamic webpage that is updated hourly, daily, weekly or only occasionally with posts of varying length. Posts can range from short comments about news article clippings to long essays about economic issues and current events. Economics blogs may focus on a narrow topic (e.g., environmental economics) or discuss broader economic issues. Blogs usually allow comments from readers which ultimately may generate a reading community. Blogs can be read as a webpage, or posts can be downloaded to a computer or mobile device with “really simple syndication” (RSS; e.g., I use Google Reader). The sum of all blogs is known as the blogosphere, or in economics, the econoblogosphere.

The econoblogosphere is one of the most developed and active sectors of the academic blogosphere. Resources for Economists on the Internet (<http://rfe.org>) lists 70 blogs. The Economics Roundtable (<http://www.rtable.net>) aggregates posts from 156 economics blogs. The Palgrave Econolog (<http://www.econolog.net>) lists 487 economics blogs. According to the Econolog, about 179 thousands posts were written during 2011, so the average blog posted about once each day. There is much to consume in the econoblogosphere.

In a forthcoming chapter in the *International Handbook on Teaching and Learning Economics*, Tim, Aaron Schiff and I provide results from a survey of bloggers and blog readers. Here, I’ll summarize some of these results with an emphasis on teaching. The purpose of the blogger survey was to assess the characteristics of bloggers and understand their blogging activities and motivations. Who is writing these blogs, and are they worth reading? In total, 183 different economics blogs were surveyed and 104 complete responses were used.

Not surprisingly, but contrary to my own personal evidence, bloggers tend to be younger. About half of economics bloggers were aged under 40, and about 40



percent were between 40 and 60. Over 50 percent of bloggers had been blogging for more than two years. About 58 percent of bloggers surveyed were employed at an academic institution. The bloggers were active but this activity didn't take too much time. The average number of blog posts written was about one per day. Most bloggers spent less than an hour per day on the blog. Fifty percent of their time was spent writing or editing posts, and 36 percent spent reading or researching material for posts. Note, however, some bloggers can get lost in their blogging on certain days (e.g., me).

Survey respondents were asked to rate ten different motivations for blogging. Public motivations of contributing to debates, public education and research dissemination rated relatively highly, as did the private motivations of fun/entertainment, profile raising and recording thoughts and ideas. Earning income, improving writing skills and getting reader feedback were relatively minor motivators for most economics bloggers. The drawbacks to blogging included the excessive time required, lack of interest from readers, difficulties coming up with new material for posts, concerns about adverse reputational effects, inappropriate comments from readers and low actual or potential income.

### *Blogging has increased the time I devote to simply thinking about economics.*

Through blogging, economics professors and students have easy access to the unfiltered opinions of some of the top thinkers in economics. The purpose of the survey of economics blog readers was to determine how much time is spent reading these economics blogs, the purpose of that attention and its opportunity cost. Our analysis is from a convenience sample of 378 respondents to a call for participation at several economics blogs. Ten percent of the blog readers identified themselves as “a teacher or professor,” 10 percent as “a non-academic professional economist in the public or private sector, and 48 percent as “some other kind of professional.” Twenty-four percent identified themselves as students.

Survey respondents read multiple economics blogs. Thirty-nine percent read between one and five blogs, 31 percent read between six and ten, and 26 percent read 11 or more economics blogs. Over 70 percent of respondents indicated “my own enjoyment/knowledge” was their most important reason for reading blogs. Thirteen percent indicated “research for my work or writing my own blog” was most important. Less than 10 percent use blogs primarily “to get ideas for teaching,” “research for a school project,” or because “it is required by my teacher/professor.” Eighty-three percent of students read economics blogs for their own enjoyment or knowledge while only 66 percent of non-students did so.

Respondents were asked, “How much time during the past month did you spend reading economics blogs?” Responses were evenly distributed, with 21 percent reading two to five hours, 24 percent reading five to ten hours, 23 percent reading ten to twenty hours, and 21 percent reading more than twenty hours. Compared to the past year, 81 percent spent “a little more” or “a lot more” more time reading economics blogs. About one-half of students spent “a lot more time” reading economics blogs.

The increased consumption of economics blogs has done little to cut into overall economics consumption. Fifty two percent of all respondents stated that they were spending about the same amount of time “reading printed economics-related books, magazines and newspapers” now compared to one year ago. Twenty three percent of students were reading a little more compared to a year ago while 16 percent of students were reading a lot more print economics.

My tentative conclusion from the two surveys, tentative since they surely suffer from sample bias, is that blogging is potentially a great way of pushing economic content to economics students (and non-students). And the opportunity cost is something other than consuming economics in other ways.

Over the years I've tried a number of ways to have blogging directly support my classroom teaching. I have used blogs for course organization and as a platform for out-of-class discussion. I've tried maintaining a class blog as a substitute for the class web page and syllabus. Some of this has worked well and some hasn't. But without a doubt, the most positive aspect of my teacher-blogging is the way that blog posts have served as textbook supplements and spurred classroom discussion. Blog posts can occur instantaneously with current events. I can read

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## Using Social Media for Self-Promotion

—Rachel Connelly, Bowdoin College



It was 7:30 am on a Monday morning last July. I stumbled downstairs while everyone else in the house was still asleep. Not quite awake yet myself, I plopped down in front of the computer. Having assured myself that there was nothing urgent in my email, I Googled *Inside Higher Education*. The editor had asked Kristen Ghodsee and me if he could run excerpts from our book, *Professor Mommy: Finding Work-Family Balance in Academia*, and I knew this was the day the first excerpt would run. We had agreed on the length of the excerpts, but foolishly, we had given him free range to choose the excerpts. We realized too late that writing lifted from the middle of a book lacked context, and, thus, could be problematic. Especially since he cut and pasted. But too late—the die had been cast.

It turned out he chose a medley from a subsection of Chapter 6 entitled “Networking: Talks, Conferences, Social Media, and Shameless Self-Promotion.” It seemed like an odd first choice from a book focused on making academic success and motherhood work simultaneously, but it is true that the book has something to say to all junior faculty beyond just whether and when to have children. In the section of the book from which the extract was chosen, we argue that success in academia (our particular focus at that point in the book was how to get tenure) requires that you put yourself out there. The section begins:

One of the biggest myths of academia is that you only have to be smart enough and have good ideas to succeed. Nothing could be further from the truth. For better or worse, the marketization of academia and the persistence of “old boys’ clubs” in universities around the world means that who you know is just as important as what you know. In one study in economics, researchers found that manuscript ratings and acceptance rates were unaffected by the gender of the author, but were affected by “mutual affiliations” of author and journal editors and co-editors.

This is one of lesser-known aspects of the academic world, because so much of your graduate

school training will have been about attaining the appropriate knowledge rather than the appropriate contacts. (p. 126)

More about our specific suggestions below since they are the topic for this newsletter piece, but let’s get back to 7:30 am. The piece was up, and there was already a very negative response to the piece posted in the comments section. How can one be negative about self promotion? Well it turns out that Prof. X objected to our suggestion that you send hard copies of your recently published article to senior scholars in your field.

We went on in the next paragraph to urge our readers to think carefully about who they cite and make sure they are citing “all of the senior people in your field, even if their work is tangential to your own.” Professor X objected to this as well. How dare we waste precious senior faculty time sending them articles tangential to their work? How dare one pad one’s citation list? Of course, it all depends on how tangential the cite is. I agree that one should not pad one’s bibliography, but it is very important to be careful and complete with your citations. Being careless with your citations, forgetting an important paper from the beginnings of a literature, or just not being thorough in a literature review is sloppy scholarship.

But back once more to Professor X at 7:30 am. (Who has time or the inclination to fire off an angry comment that early?) My reason for telling this story is to warn that there is the potential for backlash from self promotion, so one needs to do it carefully. Nonetheless, I believe that it is better to err on the side of more rather than less self promotion. It is not enough just to produce quality scholarship—it is equally important to have that scholarship contribute to a growing body of knowledge. Women, especially, are reluctant to put themselves forward, waiting instead for someone else to notice them. In the fast-paced world of academia, with more and more research available for us to easily access, there is ever-increasing competition for scholars’ reading time. And while we may occasionally find ourselves facing the curmudgeonly Professor X’s in

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this world, most researchers are happy to receive an interesting paper in the mail. At worst it gets tossed, probably it gets perused, at best it gets read and mentally filed away.

Aside from the advice of being thorough with your citations and sending offprints, what else do Kristen and I suggest in *Professor Mommy* on the topic of self promotion? Since the focus of this issue is social media, I'll share some of our thoughts related to using the Internet:

- Most importantly, keep your faculty website up to date. Make sure you include a current vita and provide links to your working papers. You can also ask journals in which you publish if you can “self-archive” your article, which means posting the research on your own website. Some journals won't allow you to do this with their formatted text, but you can do this with the document you submitted to them as long as you cite where and when the final article was published. Some academics also host their own websites. For pros and cons of hosting your own website see [Jentery Sayer's post](#) on Professor Hacker in the *Chronicle of Higher Education*.<sup>1</sup> Our sense is that your college website is probably sufficient, but make sure that you include a paragraph summarizing your research interests so that they can be picked

*... it is better to err on the side of more rather than less self promotion.*

up by Internet search engines. Whether it is your own website or your page on your university's website, take the time to keep it up to date and professional. We may agree to disagree on this, but my opinion is that personal photos and references to your leisure activities do not belong on these sites.

- Be careful with your other web presences as well. Think about your Facebook privacy settings. Yes, people will be looking for you online. Make sure you are comfortable with what they find. If you haven't Googled yourself lately, you should do that. You want to see yourself as

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<sup>1</sup> <http://chronicle.com/blogs/profhacker/do-you-need-your-own-website-while-on-the-job-market/35825>

others who are looking for you will. If you find pictures or postings about yourself that you are not comfortable with, ask the website manager to remove them. After the *Inside Higher Ed* piece came out, we found that a very inappropriate website had picked it up and republished it. Luckily, a formal email request to remove it was sufficient to get it taken down.

- Many websites allow you to upload citations to your own work so that it will be easier for other academics to find. One site is Academia.edu, which is like Facebook for academics. Also consider posting your working papers on RePEc.org. RePEc, which stands for Research Papers in Economics, is a great source of working papers and citations.
- Attend academic conferences, submit abstracts to present papers, and think about organizing sessions. If you don't have any new papers close enough to completion, write to a program chair and offer your time as a discussant. Program chairs will be thrilled not to have to beg one of their colleagues to do it. When you do attend an academic conference, take it seriously. If the conference organizers make papers available on a conference website, make sure that you submit your paper in time for posting. This will be another source of Google Scholar hits for you.
- This may sound elementary, but it is worth saying, especially to the younger scholars who have grown up with email: Be careful with your use of email. Proofread your professional email messages. Adopt a formal letterwriting tone instead of the more casual email/messaging tone. Add a “Dear So and So” at the beginning and a “Yours,” at the end. Never write anything in an email that you would be uncomfortable to have forwarded to someone else. Once you hit send, you can't control it.

Here are a few additional resources that may be useful for building your presence on the web and keeping up with developments in your field (also see <http://chronicle.com/blogs/profhacker/creating-your-web-presence-a-primer-for-academics/30458>):

- Google Scholar Citations: For many academics today, searching in Google Scholar is a useful way to start literature searches and to find papers that are relevant to our work (see Google alerts below). Scholar Citations is a relatively new service from Google that allows you to create a profile, identify your articles and track citations to those articles. If you make your profile public,

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it will appear in search results when someone Googles your name, making it easier for people to find all of your publications. (<http://chronicle.com/blogs/profhacker/how-to-google-yourself-effectivelywhat-to-do-about-it/23035>).

- LinkedIn: Outside academia, LinkedIn is by far the most popular networking site for professionals. Inside academia, Academia.edu tends to be more common, but it may still be worthwhile to consider setting up a LinkedIn profile, particularly if you think you may ever move out of academia or if you want to make it easier for people to contact you for non-academic reasons (such as media interviews or consulting).
- Google alerts: One way to keep tabs on who is talking about you and your work is to have Google send you an email anytime it finds a new reference to your name. You can create alerts for any search terms, including your name or your areas of research.
- Blogs: Regularly commenting on economics blogs is a good way to interact with others who have similar interests, and particularly thoughtful comments could potentially lead to requests for guest posts. If you've written something that is of potential interest to a particular blogger, don't be afraid to send them an email about it (see David McKenzie and Berk Özler's article in this newsletter about the impact of citations from well-known blogs), though the above-mentioned warnings about sending offprints apply here as well. Curmudgeons aside, most blog writers are happy to have someone offering them fodder for their blogs.

The phrase "self promotion" sounds bad, as if one is boasting. We (especially women) are taught to avoid this from an early age. My coauthor Kristen just wrote an interesting piece about how hard it is for women to crow about themselves, titled "Wanted: The Academic Equivalent of the ["Pretty Girl Rock."](#)<sup>2</sup> In order to get yourself to do it (and yes it is important), it helps to think of self promotion on the flip side. It is a great way to get to know other researchers' work and find colleagues with whom you can participate in a dialog, which is an important part of how the stock of knowledge grows. Think about those positive externalities you are generating. Now that sounds like something you do want to be part of, doesn't it? ■

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2 <http://profmommy.com/updates/wanted-the-academic-equivalent-of-the-%e2%80%9cpretty-girl-rock%e2%80%9d/>

## Teaching with Blogs continued from page 8

a newspaper article, comment on it in a blog post within minutes of the newspaper's publication, and discuss it in class a few minutes later. Some of these textbook supplements have been summarized at our blog. "Environmental Economics 101" has primers, data and recommended readings, but a long term goal is to summarize this material in a more systematic, classroomy sort of way.

Indirectly, blogging has improved my teaching through increases in the quantity and quality of my thinking (picture the scarecrow in *The Wizard of Oz* reciting the formula, albeit incorrectly, for the isosceles triangle). Blogging requires reading the news with an economics filter, which has greatly expanded the amount of current event-type material that I can effectively present in the classroom. Blogging has increased the time I devote to simply thinking about economics. Since thinking about economics certainly makes one a better teacher, my blogging has certainly improved my teaching. Blogging also helps me to think more carefully and be more organized in my thinking about teaching topics. Learning to write short, engaging blog posts (with sad attempts at humor) has also seemed to translate into an improvement in my teaching (and made me more human to students).

Considering the other side of the podium, students can be assigned blog posts as reading and writing assignments. Students can be required to write essays, post these to the class blog, and offer comments on other students' posts. Students can even develop and maintain their own blog, which would be ideal for courses with a research project component. The student blog could provide updates on the research process and current events related to the topic. I'll be trying this for the first time in my senior seminar course this spring.

While the use of blogs as teaching tools in economics is still relatively new, anecdotal evidence suggests that blogs are increasingly being used effectively for teaching. Our survey results suggest that blogs are not a fad and there is a growing audience for economics bloggers among those in the general public, especially students with an interest in economics. The student audience is especially attractive for the informal teaching opportunities that blogging presents. Based on my own experience and my limited research, I encourage you to at least read a blog or two and, if so inspired, try writing a guest post at a friendly blog or even start your own dang blog. ■

**Table 1: The Percentage of Economists in the Pipeline Who Are Female, 1997–2011**

	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
<b>1st yr students</b>	31.3%	32.2%	35.6%	38.8%	31.9%	33.9%	34.0%	33.9%	31.9%	31.0%	32.7%	35.0%	33.5%	32.1%	32.4%
<b>ABD</b>	26.8%	28.2%	33.0%	32.3%	30.2%	30.6%	32.7%	33.1%	33.9%	33.6%	32.7%	33.7%	33.5%	34.2%	34.3%
<b>New Ph.D.</b>	25.0%	29.9%	34.2%	28.0%	29.4%	27.2%	29.8%	27.9%	31.1%	32.7%	34.5%	34.8%	32.9%	33.3%	34.7%
<b>Asst Prof (U)</b>	26.0%	25.9%	27.8%	21.4%	22.5%	23.2%	26.1%	26.3%	29.4%	28.6%	27.5%	28.8%	28.4%	27.8%	28.7%
<b>Assoc Prof (U)</b>	11.1%	15.9%	27.3%	17.2%	10.0%	17.2%	24.0%	11.6%	31.2%	24.6%	20.0%	29.2%	25.0%	34.1%	30.8%
<b>Assoc Prof (T)</b>	13.4%	14.0%	15.1%	16.2%	15.3%	17.0%	19.9%	21.2%	19.2%	24.1%	21.0%	21.5%	21.8%	21.8%	21.9%
<b>Full Prof (T)</b>	6.5%	6.1%	6.5%	7.4%	5.8%	8.9%	9.4%	8.4%	7.7%	8.3%	7.9%	8.8%	9.7%	10.7%	12.8%
<b>N departments</b>	<b>120</b>	<b>118</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>128</b>	<b>122</b>	<b>122</b>	<b>124</b>	<b>124</b>	<b>123</b>	<b>119</b>	<b>121</b>	<b>122</b>

Notes: U refers to untenured and T refers to tenured. ABD indicates students who have completed “all but dissertation.”

\* The response numbers listed are for the academic rank questions. In 2009, the academic rank information for two schools was collected from the web. In 2010, the academic rank information for three schools was collected from the web.

departments offering an undergraduate and Masters only economics degree.

All Ph.D. granting departments answered the faculty questions on the survey. Eight departments answered only these same questions. A new question was added to the Ph.D. granting department survey two years ago about the number and the gender of undergraduate Senior economics majors. This question has been included in the liberal arts survey since its inception in 2003. 78.7 percent of all Ph.D. granting departments answered this question in Fall 2011. The 68.7 percent response rate (103 departments) for our liberal arts programs survey is again an increase from the previous year’s response rate.

Figure 1 and Table 1 summarize the historical trends in women’s representation in Ph.D. granting departments over the past decade and Table 3 shows faculty and student data. Figure 1 and Table 1 have a “pipeline” label as they show the progression of women through the ranks from newly minted Ph.D.s to tenured Full Professors. The fraction of first-year Ph.D. students, ABDs, and newly completed Ph.D.s in all Ph.D. granting departments who are women is about one-third, as it has been since 2006. The ABD fraction essentially was constant between the academic year ending in 2010 and in 2011, rising slightly from 34.2 to 34.3 percent. Assuming about five years to complete a doctorate in economics, this suggests that on average the pipeline is not very leaky at least through completion of the doctorate. However, the figures for women at top 10 or 20 Ph.D. granting departments are less encouraging.<sup>1</sup> The fraction of first-year

1 Note that there are 21 schools listed in the top 20 as of this survey as the 2010 year *U.S. News and World Report* indicated that there were a couple of ties in the rankings. Rankings are taken from *US News and World Report*

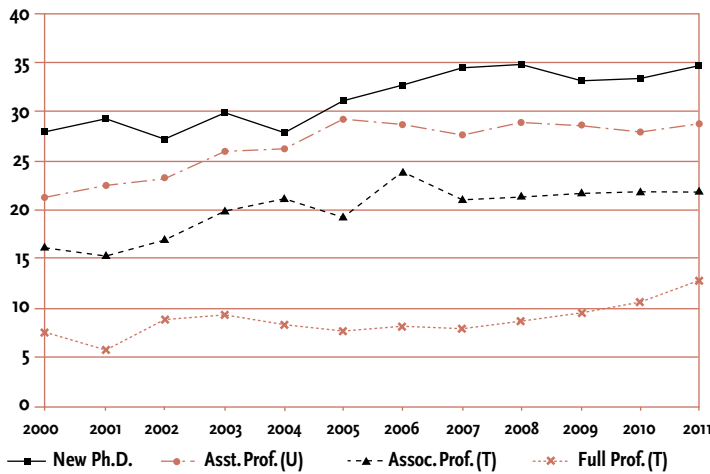
Ph.D. and ABD students and the fraction of new Ph.D.s who are women at top 20 Ph.D. granting departments are about five percentage points lower than the corresponding figure for all Ph.D. granting departments.

The total number of Ph.D.s granted continued to decrease from its previous high in the 2007–8 academic year. Between the 2007–8 and the 2010–11 academic year, the number of Ph.D.s granted decreased by 17.0 percent. A significantly larger decrease occurred for top 10 departments, 35.1 percent, while the number of Ph.D.s awarded at top 11–20 departments actually increased by 18.8 percent. Across all Ph.D. granting departments, the decline was almost identical for women and men, but among top 10 departments the decline was substantially greater for women than for men, 49.2 percent for women compared to 29.0 percent for men. However, the increase in Ph.D.s awarded at top 11–20 departments was substantially greater for women than men (31.8 percent versus 15.2 percent). On net, the changes at top 10 versus top 11–20 departments were not entirely offsetting as the percent of Ph.D.s awarded to women at top 20 departments declined by 15.9 percent, with the decline for men at 9.7 percent. Approximately one-third of all Ph.D.s were granted by top 20 departments during the 2010–11 academic year.

2010 Edition. The top 11 (11) departments in rank order are Harvard University, Massachusetts Institute of Technology; Princeton University; University of Chicago; Stanford University; University of California-Berkeley; Yale University; Northwestern University; University of Pennsylvania; Columbia University; and University of Minnesota. The next ten top departments in order are New York University; University of Michigan; California Institute of Technology; University of California-Los Angeles; University of California-San Diego; University of Wisconsin; Cornell University; Brown University; Carnegie Mellon University; and Duke University.



**Figure 1: Percentage of Economists in the Pipeline Who Are Female, Fall 2000–Fall 2011, All Ph.D. Granting Departments**

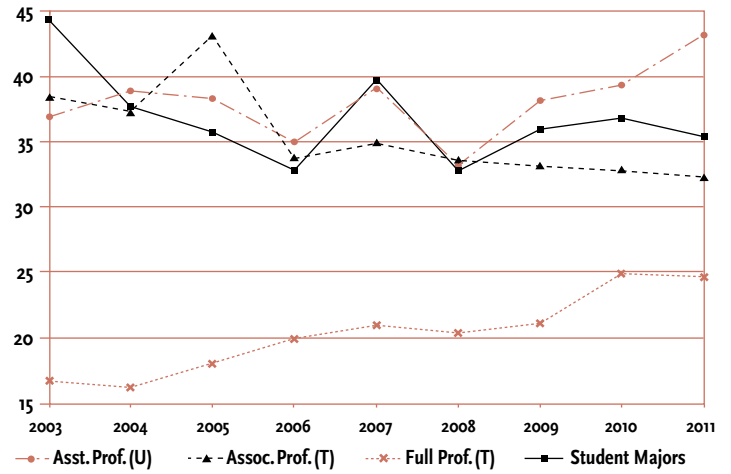


As Figure 1 makes clear, the fraction of women decline from all doctoral students categories through the untenured Assistant, tenured Associate, and Full Professor faculty ranks, with each drop six to nine percentage points.

The female shares of untenured Assistant Professors and tenured Associate Professors are essentially constant between Fall 2010 and Fall 2011 at close to 28 percent and 22 percent, respectively. The female share of tenured Full Professors up-ticked to 12.8 percent, a new all-time high for this survey for the third year in a row. Between Fall 2007 and Fall 2011 the Full Professor share has increased by 50 percent. In data collected in the 1997 the rule of one-half applied almost exactly: The percent of faculty who were untenured Assistant Professors was 26.0 percent, while that for tenured Associate Professors was 13.4 percent and for Full Professors 6.5 percent. The corresponding 2011 figures are 28.7 percent, 21.9 percent, and 12.8 percent. Although hierarchical segregation still exists, it has notably decreased.

Survey information for top 10 and top 20 departments are presented in Tables 2 and 3 for 2008–2011. For several years, detailed information on these departments was not presented as, by request, these figures were being cross-checked. Tables 2 and 3 show female percents and female counts by category. Table 2 shows this data for faculty and student status, while Table 3 shows Ph.D. job market data. The trends and level for Assistant Professors are fairly similar for top 10 and top 20 departments; both show generally declining female shares. The academic rank information for Associate Professors and Full Professors indicates differences between the top 10 and the top 11–20 departments. The top 20 Associate Professors percents are higher than those for the top 10 and show an increasing trend, while the trend for

**Figure 2: Percentage of Economists in the Pipeline Who Are Female, Fall 2003–Fall 2011, Liberal Arts Departments**



the top 10 is generally declining. The top 20 Full Professor percent rose by 4.5 percentage points, while that for the top 10 fell by 0.6 percentage point. The counts are shown to reveal how few women there are in these departments, but also as a reminder that additions of a couple of female faculty in these departments could make a significant difference in the percents. About one-third of all non-tenure track faculty are female at Ph.D. granting departments, but that share is considerably lower in top 10 and top 20 departments.

Computations based on figures in Tables 4 and 5 show that the share of students obtaining an academic position in academic year 2010–11 (56.3 percent for females and 58.1 percent for males) declined by about four percentage points from that for the previous academic year. Females from top 10 departments were more likely than their male counterparts to obtain an academic position, at a Ph.D. granting department or a liberal arts department. Females from other than a top 20 department were more likely than their male counterparts to obtain a private sector position and less likely to obtain a position abroad. In academic year 2010–11, top 20 departments awarded 28.0 percent of all Ph.D.s awarded to females. This share is ten percentage points lower than the corresponding share for men at 38.3 percent. While the pipeline is not leaky through completion of the Ph.D., this suggests that there will continue to be proportionately fewer female (than male) role-models and mentors in Ph.D. granting departments in the future even given the higher academic placement rate for females from top 10 departments.

The CSWEP survey also includes information on non-tenure track faculty. As seen in Table 5, this category is disproportionately female as of Fall 2011. Among all Ph.D. granting economics departments in the United

**Table 2: Top 10 and Top 20 Economists in the Pipeline Who Are Female: Faculty and Student Status**

	Top 10				Top 20			
Ph.D. Granting Departments	2008	2009	2010	2011	2008	2009	2010	2011
<b>Faculty Composition (Fall of year listed)</b>								
<b>Assistant Professor</b>								
Percent	28.4%	25.8%	24.1%	21.7%	26.6%	24.1%	21.9%	22.3%
Number	29	25	21	15	55	47	48	44
<b>Associate Professor</b>								
Percent	19.4%	20.0%	16.7%	17.4%	20.0%	21.1%	23.7%	26.6%
Number	6	7	5	4	14	15	22	25
<b>Full Professor</b>								
Percent	8.0%	7.7%	9.9%	9.3%	9.1%	8.4%	9.2%	13.7%
Number	22	21	25	15	42	38	46	56
<b>All Tenured/Tenure Track</b>								
Percent	13.9%	13.1%	13.8%	13.4%	15.0%	13.9%	14.3%	17.8%
Number	57	53	51	34	111	100	116	125
<b>Other (Non-tenure Track)</b>								
Percent	32.7%	38.6%	34.8%	21.0%	26.8%	34.3%	34.5%	28.5%
Number	17	22	16	26	38	34	39	49
<b>All Faculty</b>								
Percent	16.1%	16.2%	16.1%	15.9%	16.9%	16.4%	16.7%	19.9%
Number	74	75	67	60	149	134	155	174
<b>Ph.D. Students</b>								
<b>First Year (Fall of year listed)</b>								
Percent	25.6%	26.9%	24.7%	27.7%	28.3%	27.0%	25.1%	27.6%
Number	61	67	56	49	125	120	122	124
<b>ABD (Fall of year listed)</b>								
Percent	24.4%	28.7%	25.0%	25.1%	27.4%	28.7%	27.0%	29.5%
Number	186	213	193	153	349	390	395	420
<b>Ph.D. Granted (AY ending in year listed)</b>								
Percent	30.3%	23.7%	24.2%	23.7%	29.4%	27.0%	28.1%	28.0%
Number	63	50	40	32	107	98	92	90
<b>Undergraduate Senior Majors (AY ending in yr listed)</b>								
Percent	not available	38.0%	38.4%	37.9%	not available	34.2%	34.6%	36.6%
Number	not available	902	681	888	not available	1500	1931	2422
<b>Response Statistic</b>	<b>10 of 10</b>	<b>10 of 10</b>	<b>11 of 11</b>	<b>11 of 11</b>	<b>20 of 20</b>	<b>20 of 20</b>	<b>21 of 21</b>	<b>21 of 21</b>

Note: ABD indicates students who have completed "all but dissertation."

States, the female share of non-tenure track faculty is almost double that for the female share of all tenured/tenure track faculty (34.1 percent versus 19.0 percent). The female share of non-tenured faculty in top 10 and top 20 departments is much closer to that for tenured/tenure track faculty, but the shares are still much higher (21.0 percent versus 15.9 percent for top 10 and 28.5 percent versus 19.9 percent for top 20). Table 6 shows that the percentages for liberal arts departments are much closer at 38.5 percent vs. 31.7 percent.

This is the third year Ph.D. granting departments were queried about the number of male versus female undergraduate Senior economics majors. As shown in Tables 2 and 6, the female share of undergraduate Senior majors is comparable for top 10, top 20, and liberal

arts departments at 37.9 percent, 36.6 percent and 35.3 percent, respectively. However, the percent for all Ph.D. granting departments shown in Table 5 is significantly lower at 30.7 percent. (The item response rates for all Ph.D. granting departments, top 10 departments, top 11–20 departments, and all surveyed liberal arts school departments are 78.7 percent, 81.8 percent, 80.0 percent, and 94.2 percent, respectively.)

Figure 2 and Table 6 present data on the status of women in economics departments located in liberal arts institutions over the past nine years. As shown in Figure 2 and Table 6 female faculty are better represented at liberal arts institutions than at Ph.D. granting institutions. The percents for female untenured Assistant Professors and tenured Associate and Full Professors are at

**Table 3: Top 10 and Top 20 Ph.D. Students in the Job Market Who Are Female, Academic Year Ending in Year Listed**

Ph.D. Granting Departments	Top 10				Top 20			
	2008	2009	2010	2011	2008	2009	2010	2011
<b>U.S. Based Job Obtained</b>								
Percent	30.6%	17.3%	27.0%	24.7%	45.2%	32.2%	44.5%	30.6%
Number	44	24	27	22	71	47	61	63
<b>Academic, Ph.D. Granting Department</b>								
Percent	28.4%	13.4%	30.6%	26.3%	27.1%	16.1%	34.5%	31.2%
Number	23	11	19	10	32	19	40	29
<b>Academic Other</b>								
Percent	40.0%	0.0%	33.3%	60.0%	22.7%	17.1%	21.4%	53.3%
Number	2	0	2	3	5	6	6	8
<b>Public Sector</b>								
Percent	30.0%	32.4%	21.1%	15.4%	36.8%	28.9%	28.6%	23.9%
Number	12	11	4	4	21	13	8	11
<b>Foreign Based Job Obtained</b>								
Percent	25.5%	18.5%	21.8%	26.5%	22.6%	27.1%	26.7%	26.5%
Number	13	10	12	9	21	29	31	27
<b>Academic</b>								
Percent	21.9%	15.9%	26.1%	26.1%	19.7%	25.0%	27.2%	25.4%
Number	7	7	12	6	12	21	25	18
<b>Nonacademic</b>								
Percent	31.6%	30.0%	0.0%	27.3%	28.1%	34.8%	25.0%	29.0%
Number	6	3	0	3	9	8	6	9
<b>No Job Obtained</b>								
Percent	0.0%	0.0%	0.0%	0.0%	20.0%	16.7%	25.0%	20.0%
Number	0	0	0	0	1	1	1	1
<b>Total On the Job Market</b>								
Percent	28.6%	17.4%	25.0%	24.6%	29.5%	23.5%	30.6%	29.1%
Number	57	34	39	31	93	77	93	91
Response Statistic	10 of 10	10 of 10	11 of 11	11 of 11	20 of 20	20 of 20	21 of 21	21 of 21

least 10 percentage points above that for Ph.D. granting departments. Also, the pipeline is much less leaky as the share of female economics majors, Assistant Professors, and tenured Associate Professors historically have been very similar, although there are greater differences for Fall 2011 than in the past. In our 2011 survey of liberal arts institutions (plus less than ten departments that only granted bachelor or MA economics degrees), women were 43.1 percent of untenured Assistant Professors, 32.2 percent of tenured Associate Professors, and 24.6 percent of tenured Full Professors. The fraction of Senior undergraduate majors who were women at these institutions was relatively constant over the last three academic years, with the percentage for the 2010–11 academic year at 35.3%.

## The Committee's Recent Activities

### On-going Activities

One of CSWEP's major activities is the production of our thrice-yearly newsletter. The titles for special topics

covered this past year in the newsletter were "What's Your Research Agenda?" "How to Get Published in an Economics Journal," and "Inspiring Women in Policy." In addition to reporting on the annual survey of departments, the Winter newsletter, co-edited by Rohini Pande, included articles on defining your research agenda, including finding the right questions, choices affecting your job market prospects, allowing for breadth and depth, and choosing topics that inspire you. Susan Averett co-edited the Spring Newsletter that included articles by journal editors on how to get your papers published and two articles with tips on how to respond to reviewers. Marianne Ferber and Joan Haworth were also honored in this newsletter. The Fall newsletter was co-edited by Linda Goldberg and highlighted the attractiveness of non-academic careers. This newsletter also featured interviews with the 2010 Carolyn Shaw Bell winner Elizabeth Hoffman and the 2010 Elaine Bennett research prize winner Erica Field. These newsletters would not be possible without the tireless efforts of Madeline Zavodny.

**Table 4: Job Market Employment Share by Gender Academic Year 2010–11\***

	Top 10		Top 11–20		All Others	
	Women	Men	Women	Men	Women	Men
<b>U.S. based job</b> (Share of all individuals by gender)	<b>71.0%</b>	<b>70.5%</b>	<b>68.3%</b>	<b>59.8%</b>	<b>71.8%</b>	<b>61.0%</b>
Academic, Ph.D.-granting department	45.5%	41.8%	46.3%	47.4%	30.1%	34.8%
Academic, Other	13.6%	3.0%	12.2%	6.6%	28.9%	32.2%
Public Sector	22.7%	22.4%	24.4%	28.9%	15.6%	15.7%
Private Sector	18.2%	32.8%	17.1%	17.1%	25.4%	17.4%
<b>Foreign job obtained</b> (Share of all individuals by gender)	<b>29.0%</b>	<b>26.3%</b>	<b>30.0%</b>	<b>39.4%</b>	<b>19.1%</b>	<b>29.7%</b>
Academic	66.7%	68.0%	66.7%	72.0%	65.2%	62.5%
Nonacademic	33.3%	32.0%	33.3%	28.0%	34.8%	37.5%
<b>No job found</b> (Share of all individuals by gender)	<b>0.0%</b>	<b>3.2%</b>	<b>1.7%</b>	<b>0.8%</b>	<b>9.1%</b>	<b>9.3%</b>
<b>Number of individuals</b>	<b>31</b>	<b>95</b>	<b>60</b>	<b>127</b>	<b>241</b>	<b>377</b>

\*Shares by detailed type of job, e.g., academic, public or private sector, sum to 100, except for rounding.

**Table 5: Percentage Female for Ph.D. Granting Economics Departments**

	Women	Men	Percentage Female
<b>Faculty Composition (Fall 2011)</b>			
<b>Assistant Professor</b>	<b>210</b>	<b>509</b>	<b>29.2%</b>
Untenured	197	490	28.7%
Tenured	13	19	40.6%
<b>Associate Professor</b>	<b>132</b>	<b>455</b>	<b>22.5%</b>
Untenured	12	27	30.8%
Tenured	120	428	21.9%
<b>Full Professor</b>	<b>192</b>	<b>1309</b>	<b>12.8%</b>
Untenured	4	5	44.4%
Tenured	188	1304	12.6%
<b>All tenured/tenure track</b>	<b>534</b>	<b>2273</b>	<b>19.0%</b>
<b>Other (non-tenure track)</b>	<b>172</b>	<b>333</b>	<b>34.1%</b>
<b>All Faculty</b>	<b>706</b>	<b>2606</b>	<b>21.3%</b>
<b>Students and Job Market</b>			
<b>Students</b>			
Undergraduate senior majors (2010–11 AY)	6644	14978	30.7%
First-year Ph.D. students (Fall 2011)	499	1042	32.4%
ABD students (Fall 2011)	1242	2380	34.3%
Ph.D. granted (2010–2011 Academic Year)	322	605	34.7%
<b>Job Market (2010–2011 Academic Year)</b>			
<b>U.S. based job</b>	<b>236</b>	<b>373</b>	<b>38.8%</b>
Academic, Ph.D. granting department	81	144	36.0%
Academic, Other	58	81	41.7%
Public sector	42	73	36.5%
Private sector	55	75	42.3%
<b>Foreign job obtained</b>	<b>73</b>	<b>187</b>	<b>28.1%</b>
Academic	48	123	28.1%
Nonacademic	25	64	28.1%
<b>No job found</b>	<b>23</b>	<b>39</b>	<b>37.1%</b>
<b>Number on job market</b>	<b>332</b>	<b>599</b>	<b>35.7%</b>

Note: ABD indicates students who have completed “all but dissertation.” Data on faculty was obtained for all 122 institutions. 96 (78.7 percent) of these institutions answered the undergraduate senior majors question.

As part of its ongoing efforts to increase the participation of women on the AEA program, CSWEP organized six sessions for the January 2012 ASSA meetings in Chicago. Linda Goldberg and Rohini Pande co-organized three sessions on health or international/development-related topics. Susan Averett and Ron Oaxaca organized three gender related sessions.

CSWEP’s business meeting at the American Economic Association Annual Meeting in Chicago in January of 2012 was again a luncheon event. At the business meeting Barbara Fraumeni presented results on the annual department survey and summarized CSWEP activities over the past year. During this meeting, the 2011 Carolyn Shaw Bell Award was presented to Sharon Oster. The Carolyn Shaw Bell award is given annually to a woman who has furthered the status of women in the economics profession through her example, achievements, contributions to increasing our understanding of how women can advance through the economics profession, and mentoring of other women. The Chair would like to thank Susan Averett, Elizabeth Hoffman, and Rohini Pande for all their work on this award committee.

We conducted a regional mentoring workshop in conjunction with the November 2011 Southern Economic Association meetings in Washington, DC and a national mentoring workshop in conjunction with the 2012 AEA/ASSA meetings in Chicago. In addition, we continued the Summer Fellows initiative in 2011. This program is co-sponsored by CSMGEP. The purpose of this program is to increase the participation and advancement of women and underrepresented minorities in economics. The fellowship allows the fellow to spend a summer in residence at a sponsoring research institution such as a Federal Reserve Bank, other public agencies, and think-tanks. Competition for a Summer Fellowship was substantial as



**Table 6: Percentage Female for Economics Departments in Liberal Arts Institutions, Fall 2010**

Faculty Composition	Women	Men	Percentage Female
<b>Assistant Professor</b>	<b>118</b>	<b>158</b>	<b>42.8%</b>
Untenured	115	152	43.1%
Tenured	3	6	33.3%
<b>Associate Professor</b>	<b>84</b>	<b>178</b>	<b>32.1%</b>
Untenured	5	12	29.4%
Tenured	79	166	32.2%
<b>Full Professor</b>	<b>105</b>	<b>325</b>	<b>24.4%</b>
Untenured	0	4	0.0%
Tenured	105	321	24.6%
<b>All tenured/tenure track</b>	<b>307</b>	<b>661</b>	<b>31.7%</b>
<b>Other (non-tenure track)</b>	<b>80</b>	<b>128</b>	<b>38.5%</b>
<b>All faculty</b>	<b>387</b>	<b>789</b>	<b>32.9%</b>
<b>Student Information (2009–2010 Academic Year)</b>			
<b>Student Majors</b>	<b>1,718</b>	<b>3,145</b>	<b>35.3%</b>
<b>Completed Masters</b>	<b>29</b>	<b>51</b>	<b>36.3%</b>

Note: 103 (68.7%) of the surveyed departments responded to the survey. Of these departments 97 (94.2%) responded to the senior majors question.

we received 130 applicants and placed 10 applicants. For the summer of 2012 program the number of sponsoring or cooperating institutions is twenty. New overtures to reach under-represented minority candidates were initiated at the Denver ASSA/AEA meetings. Thanks to Dan Newlon, Janice Shack-Marquez, Ron Oaxaca, and Dick Startz for reviewing the large number of applications.

CSWEP’s regional representatives organized sessions at each of the regional association meetings—including the Eastern, Southern, Midwest, and Western Economic Association. Our thanks go to Kaye Husbands Fealing (Midwest), Susan Averett (Eastern), Shelley White-Means (Southern), and Jennifer Imazeki (Western) for their excellent programs and efforts to help women economists in their regions maintain and increase their professional networks. CSWEP sessions are now beginning to emphasize mentoring and professional development issues. Abstracts of the papers presented at these association meetings are presented in the newsletters each year.

Recently a Washington, DC area CSWEP group was formed. We appreciate the efforts of Susan Fleck, Sabrina Pabilonia, and others in making this happen.

### **AEA Now Fully Funding CSWEP**

Thanks to AEA for fully funding CSWEP. Now the CSWEP Chair no longer has to worry about the extent of contributions. CSWEP can still accept donations, but

will not solicit them. The challenge is how to keep our list of those who wish to receive our newsletters up-to-date. Department web-sites make this easy for academics, but there is no central source of updating information for non-academics.

### **Additional Words of Thanks**

The Chair would like to thank the membership chair, Joan Haworth and her staff, particularly Lee Fordham, for their historical essential contribution to our outreach mission. Joan has stepped down after serving as membership/donations chair for twenty years and CSWEP chair for two years. KimMarie McGoldrick has stepped down as organizer of the regional mentoring workshop, a task she has performed for eight workshops. Both of these women have given their time with enthusiasm and performed outstandingly.

The terms of five of our Committee members ended in January 2012—Debra Barbezat, Kaye Husbands Fealing, Donna Ginther, Ron Oaxaca, and Rohini Pande. Debra served as newsletter oversight editor. Kaye, as previously noted, served as the Midwest regional CSWEP representative. Donna Ginther organized the national mentoring workshops and co-authored an article assessing their impact. Ron Oaxaca served on the Summer Fellows Committee. Rohini Pande served on the two award committees. All generously gave of their time in other ways during their Board tenure. They and the continuing Committee members have all made outstanding contributions and we are enormously grateful to them for their willingness to serve. The Chair thanks new CSWEP Board members Cecilia Conrad, Kevin Lang, Serena Ng, Petra Todd, and Anne Winkler for agreeing to serve. Most importantly, we thank Marjorie McElroy for agreeing to serve as CSWEP Chair as my term has ended. Besides those mentioned previously, other individuals who are not currently on the CSWEP Board have also helped. For the Summer Fellows Program, Dan Newlon is committee chair and Dick Startz, who pioneered the program, continues to assist. CSWEP receives both financial and staff support from the American Economic Association. We are especially grateful for all the help we receive from John Siegfried and the AEA staff—particularly Barbara Fiser and Susan Houston. The Chair also warmly thanks Deborah Arbiqque from the Muskie School of the University of Southern Maine, who provided extraordinary and indispensable administrative support for the Committee over the last three-and-a-half years. The Chair also thanks the Muskie School and the University of Southern Maine for hosting CSWEP over this time period and Duke University for taking over this role.

—Barbara M. Fraumeni, *Outgoing Chair* ■

## Carolyn Shaw Bell Award Winner

continued from page 1



the Yale School of Management Award for Excellence in Teaching in 1988, and she received this recognition a second time in 2008. Dr. Oster served as Dean of the Yale School of Management from 2008–2011. She holds a B.A. in Economics from Hofstra University, from which

she also received an Honorary Doctorate of Letters.

Dr. Oster has written extensively on the regulation of business and competitive strategy. She is the author of *Modern Competitive Analysis* (Oxford University Press) and *Strategic Management for Nonprofit Organizations* (Oxford University Press), among other books. She recently joined fellow economists Karl E. Case and Ray C. Fair as a co-author of the widely used introductory economics text *Principles of Economics*, currently in its 10th edition. Dr. Oster has published over 40 journal articles and book chapters. Dr. Oster also was the first winner of the Yale School of Management Award for Excellence in Teaching.

In addition to her academic responsibilities, Dr. Oster serves on a number of corporate and nonprofit boards, including Health Care REIT, Choate Rosemary Hall and Yale University Press. She has consulted widely to private, public, and nonprofit organizations.

The Spring/Summer issue of this newsletter will feature an interview with Sharon Oster conducted by Jody Sindelar. ■

Be sure to check out the  
**2012 Fellowships & Awards**  
opportunities listed on our  
Funding Sources Web Page!  
[http://www.aeaweb.org/  
committees/cswep/funding.php](http://www.aeaweb.org/committees/cswep/funding.php)

## From the Chair

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The next national mentoring workshop (CeMENT) is planned to follow onto the January 2014 ASSA/AEA Meetings in Philadelphia. Be on the lookout for announcements and application information in Summer 2013.

### CSWEP at Regional Meetings

In addition to national mentoring workshops, CSWEP also organizes regional mentoring workshops, focusing on junior faculty at institutions where teaching is heavily emphasized in promotion decisions. Applicants may come from any region of the US. Applicants may come from any region of the US. Look for announcements and application information in spring 2013.

Packed with CSWEP sponsored activities, the Eastern meetings are scheduled for March 9–11, the Midwest for March 31–April 1, the Western for June 29–July 3, and the Southern for November 16–18, 2012. Please contact your regional representative on the Board ([http://www.aeaweb.org/committees/cswep/board\\_members](http://www.aeaweb.org/committees/cswep/board_members)) if you wish to participate. We are excited to note that Susan Fleck, Sabrina Pabilonia and others recently established a Washington, DC based group of professional women in economics. Called “CSWEP in DC” and with an official connection to CSWEP in the works, the energy and talent in this group bodes well for its success.

### Passing the Baton

January is bittersweet as part of our Board cycles off and successors assume their places. All of us on the CSWEP Board would like to thank the following members who, having generated and worked on many great ideas, have completed their terms: Debra Barbezat from Colby College, Donna Ginther of University of Kansas, Ron Oaxaca of University of Arizona, Rohini Pande of Harvard, and Kaye G. Husbands Fealing of the University of Minnesota. We also welcome new Board members: Kevin Lange of Boston University, Cecelia Conrad Vice President and Dean of Pomona College, Serena Ng of Columbia University, Petra Todd of University of Pennsylvania, and Anne Winkler of University of Missouri–St. Louis. Returning board members to whom we are grateful include Susan Averette of Lafayette College, Linda Goldberg of the Federal Reserve Bank of NY, Jennifer Imazeki of San Diego State University, Terra McKinnish of the University of Colorado, Shelly White-Means of the University of Tennessee, and Madeline Zadodny of Agnes Scott College. If you have an interest in serving on the Board and in CSWEP functions, please email me at [CSWEP@econ.duke.edu](mailto:CSWEP@econ.duke.edu).

On behalf of women in the economics profession I would like to express a debt of gratitude to outgoing Chair, Barbara Fraumeni, for her outstanding leadership over the past three years. With assistance from Deb Arbique, she did a tremendous job and passed on a CSWEP that is in ship shape. Helen Kalevas, my new assistant, and I are deeply grateful for their facilitating a smooth transition. This is my first newsletter and I

am honored and delighted to serve as Chair of CSWEP for the next three years.

### **Mentoring opportunities!**

Mentoring funding is available through the Joan Haworth Mentoring Fund. If you want to bring mentors to or organize mentoring at your institution, contact [cswep@econ.duke.edu](mailto:cswep@econ.duke.edu).

### **Help us update the CSWEP data base and support our continuing activities**

It is time to enter or confirm your information in our data base. (<https://www.aeaweb.org/committees/cswep/members/index.php?step=1>). If you have any problems with the site, please contact [CSWEP@econ.duke.edu](mailto:CSWEP@econ.duke.edu). This ensures your continuing receipt of the Newsletter. Your support in this way is also essential to CSWEP's continuing programs in support of women in the economics profession.

Let us know of your ideas for CSWEP and of your willingness to serve.

—Marjorie McElroy ■

## **See the TOP TEN Lists on the CSWEP web page.**

Topics include **TENURE** review,

*mentoring,*

**PRESENTATIONS,**

**NETWORKING, and**

*dealing with* **EDITORS & REFEREES.**

## **Nominations Sought**

### **2012 Elaine Bennett Research Prize**

The Elaine Bennett Research Prize is awarded every other year to recognize, support, and encourage outstanding contributions by young women in the economics profession. The next award will be presented in January 2013. The prize is made possible by contributions from William Zame and others, in memory of Elaine Bennett, who made significant contributions in economic theory and experimental economics and encouraged the work of young women in all areas of economics. Nominees should be at the beginning of their career but have demonstrated exemplary research contributions in their field. Nominations should contain the candidate's CV, relevant publications, a letter of nomination and two supporting letters. The letters of the nomination and supporting letters should describe the candidate's research and its significance. Nominations will be judged by a committee appointed by CSWEP. Inquiries, nominations and donations may be sent to:

Marjorie McElroy, CSWEP Chair  
Duke University, Department of Economics  
Campus Box 90097  
Durham, NC 27708-0097  
(919) 660-1840  
FAX: (919) 684-8974  
[cswep@econ.duke.edu](mailto:cswep@econ.duke.edu)

This year's nomination deadline: September 15, 2012

## **New CSWEP Chapter!**

A new Washington, DC chapter of CSWEP was successfully launched by Susan Fleck. The new chapter, appropriately named "CSWEP in DC," has already met three times with over 40 attendees!

## CSWEP Sessions at the Eastern Economic Association Annual Conference

March 9–11, 2012

Boston Park Plaza Hotel, Boston, MA

<http://www.ramapo.edu/eea/2012/>

Saturday, March 10

8:15–9:30 am

### Health

**Chair:** Yang Wang (Lafayette College)

**Discussants:** Resul Cesur (University of Connecticut), Reagan Baughman (University of New Hampshire), Donka Mirtcheva (TCNJ), Dhaval Dave (Bentley University)

*The Welfare Impact of Hospital Entry: Evidence from the Pennsylvania Cardiac Surgery Market* Suhui Li (Lehigh University)

*The Impact of Diabetes Mandates on Infant Health* Anca Cotet (Seaton Hall University), Lee Spector (Ball State University)

*The Price of Decision Making Control in Insurance Choice* Jennifer Kohn (Drew University)

*Sunshine & Infant Health* Karen Conway and Jenn Trudeau (University of New Hampshire)

Saturday, March 10

9:45–11:00 am

### The Effect of Smoking, Combat, and Food Stamps on Health

**Chair:** Karen Conway, University of New Hampshire

**Discussants:** Suhui Li (Lehigh University), Jennifer Kohn (Drew University), Anca Cotet (Seaton Hall University), Resul Cesur (University of Connecticut)

*The Demand for Smokeless Tobacco: Role of Advertising and Targeting* Dhaval Dave (Bentley University), Henry Saffer (CUNY)

*The Effect of Combat Exposure on Migraine Headache* Resul Cesur (University of Connecticut), Joseph

J. Sabia (San Diego State University), Erdal Tekin (Georgia State University)

*Did the 2008 Food Stamp Program Change Obesity Among SNAP Beneficiaries?* Donka Mirtcheva (The College of New Jersey), Susan L. Averett (Lafayette College)

*Health Behaviors, Disability & Early Retirement: The Effects of Smoking and Obesity* Reagan Baughman (University of New Hampshire)

Saturday, March 10

1:00–2:15 pm

### Labor Markets, Migration, and Health

**Chair:** Angela Dills, Providence College

**Discussants:** Muzhe Yang (Lehigh University), Sabrina Terrizzi (Lehigh University), Hope Corman (Rider University), Kusum Mundra (Rutgers University-Newark)

*The Effect of Sexual Violence on Earnings* Jeff DeSimone (University of Texas-Arlington), Joseph J. Sabia (San Diego State University)

*Is the Significance of Gender Really Declining in the U.S.? PSID Gender Pay Gap Evidence Over 1984–2005* Kusum Mundra (Rutgers University-Newark)

*Sexual Orientation and Young Adult Earnings: New Evidence from Add Health* Joseph J. Sabia (San Diego State University)

*Drinking and Wages Revisited* Resul Cesur (University of Connecticut)

Saturday, March 10

2:30–3:45 pm

### Education and Health

**Chair:** Donka Mirtcheva, The College of New Jersey

**Discussants:** Shin Yi Chou (Lehigh University), Laura Argys (University of Colorado-Denver), Tianyan Hu (Lehigh University), Angela Dills (Providence College)

*Life Expectancy and Education* Resul Cesar (University of Connecticut), Erdal Tekin (Georgia State University)

*Charter Schools and Parental Time Use* Angela Dills (Providence College)

*The Effect of Anti-Smoking Policy on Birth Outcomes: The Relative Effects of Cigarette Taxes and Smoking Bans* Jia Gao and Reagan Baughman (University of New Hampshire)



*The Effect of Educational Attainment on Intranational Migration in the Context of Development: The Case of Vietnam* Anita Alves Pena (Colorado State University), Robert Kling, Le Thanh Thuy

**Saturday, March 10**  
**4:00–5:15 pm**

### **Health Outcomes**

**Chair:** Shin-Yi Chou, Lehigh University

**Discussants:** Lucie Schmidt (Williams College), Joseph J. Sabia (San Diego State University), Karen Conway (University of New Hampshire), Yang Wang (Lafayette College), Laura Argys (University of Colorado-Denver)

*Breastfeeding and Adult Outcomes: Evidence from AddHealth* Resul Cesur (University of Connecticut), Muzhe Yang (Lehigh University), Inas Rashad Kelly (CUNY), Joseph Sabia (San Diego State University)

*They May Not Choose Abstinence: Do Parental Involvement Laws have Unforeseen Effects on Teen Sexual Behavior?* Susan Averett (Lafayette College), Bisakha Sen (University of Alabama, Birmingham)

*Medicare Part D and Physician Drug Prescribing* Tianyan Hu (Lehigh University), Shin-Yi Chou (Lehigh University), Sandra Decker (CDC)

*Who Is Up-to-date? A National Assessment of Child Immunization Coverage, 1999–2009* Donka Mirtcheva (TCNJ)

*Do Mandatory Drug Substitution Laws Matter?* Chad Meyerhoefer, Sabrina Terrizzi (Lehigh University)

**Chair:** Anne E. Winkler (University of Missouri-St. Louis)

*Balancing Teaching and Research* Anne E. Winkler (University of Missouri-St. Louis)

*Getting Grants* Nancy Lutz (National Science Foundation)

*Research Funding and the Promotion Process* Seema Jayachandran (Northwestern University)

*Non-Academic Careers*

**Friday, March 30**  
**11:45 am–1:15 pm**

### **CSWEP Luncheon and Informal Networking Opportunity**

**Friday, March 30**  
**1:30–3:00 pm**

### **International Flows of Capital, Goods and Labor**

**Organized by** Kaye Husbands Fealing (University of Minnesota)

**Chair:** Sherrilyn Billger (Illinois State University)

**Discussants:** Junhui Johnson (Lindenwood University), Sucharita Ghosh (University of Akron), Si Wang (University of South Carolina)

*Product Restructuring, Export, Investment and Growth Dynamics* Leilei Shen (Kansas State University)

*Origin of FDI and Firm Performance: Evidence from Foreign Acquisitions of Chinese Domestic Firms* Fariha Kamal (US Census Bureau)

*Self-employment Incidence and Outcomes Among Immigrant Women* Sherrilyn Billger (Illinois State University)

Calls for Papers and Abstracts

## **CSWEP Sessions at the Midwest Economics Association Annual Meeting**

*March 30–April 1, 2012*  
*Hilton Orrington Hotel, Evanston, IL*

<http://web.grinnell.edu/mea/>

**Friday, March 30**  
**10:00–11:30 am**

### **CSWEP Panel on Career Development**

**Organized by** Kaye Husbands Fealing (University of Minnesota)

## **Southern Economic Association Meeting Call for Papers**

*November 16–18, 2012*  
*Sheraton New Orleans Hotel,*  
*New Orleans, LA*

CSWEP will sponsor sessions at the November 2012 Southern Economic Association meetings in New Orleans.

Abstracts of individual papers and complete session proposals will be considered. Abstracts for papers in the topic areas of gender, health economics, labor economics, and urban/regional are particularly solicited, but abstracts in other areas will be accepted. Abstracts should be approximately one to two pages in length (250–1000 words) and include paper title, names of authors, affiliation and rank, and e-mail contact information as well as mailing address. Proposals for panels should include a panel abstract, names and contact information of panel chair and participants. Session proposals should additionally include names and contact information for discussants.

All information should be e-mailed to:

Shelley White-Means  
Professor of Health Economics  
Director, Consortium for Health Education,  
Economic Empowerment and Research  
(CHEER)  
NCMHD Exploratory Center of Excellence in  
Health Disparities  
University of Tennessee Health Science Center  
66 N. Pauline, Suite 316  
Memphis, TN 38105  
e-mail: [swhiteme@uthsc.edu](mailto:swhiteme@uthsc.edu)

Deadline for abstracts is April 1, 2012.

### Published Sessions

## Two CSWEP sponsored sessions will be published in the May 2012 *American Economic Review* Papers and Proceedings

### Institutions and Development

*Nation Building and Economic Growth* Elyn Creasey (US Navy), Ahmend Rahman (US Naval Academy) and Katherine Smith (US Naval Academy)

*Effects of School Quality on Student Achievement: Discontinuity Evidence from Kenya* Adrienne Lucas (Wellesley College) and Isaac Mbiti (Southern Methodist University)

*Kinship and Financial Networks, Formal Financial Access and Risk Reduction* Cynthia Kinnan (Northwestern University) and Robert Townsend (MIT)

*Child Health and Conflict in the Cote d'Ivoire* Camelia Minoiu (International Monetary Fund) and Olga Shemyakina (Georgia Institute of Technology)

### Women and the Economy: Health, Labor Markets and Family Formation

*Love and Money by Parental Match-Making: Evidence from Chinese Couples* Fali Huang (Singapore Management University), Ginger Jin (University of Maryland) and Lixin Colin Xu (World Bank)

*Business Cycle and Gender Diversification: An Analysis of Staffing Patterns by Industry and Firm Size* Cynthia Bansak (St. Lawrence University), Mary Graham (Clarkson University) and Alan Zebedee (Clarkson University)

*Sex Ratios and Family Formation: The Role of the Vietnam Draft* Marianne Bitler (University of California-Irvine) and Lucie Schmidt (Williams College)

*Identification of the Effect of Depression on Risky Sexual Behavior: Exploiting a Natural Experiment* Susan Averett (Lafayette College) and Yang Wang (Lafayette College)

### Session Summaries

Sessions Summaries from CSWEP sponsored session will be posted as soon as possible to the "Session Summaries" page at: [http://www.aeaweb.org/committees/cswep/session\\_summaries.php](http://www.aeaweb.org/committees/cswep/session_summaries.php)

Check out our  
**ONLINE HYPERLINKED**  
Newsletter which can be emailed to you  
as a condensed pdf!

## Nominations Sought

### 2012 Carolyn Shaw Bell Award

The Carolyn Shaw Bell Award was created in January 1998 as part of the 25th Anniversary celebration of the founding of CSWEP. Carolyn Shaw Bell, the Katharine Coman Chair Professor Emerita of Wellesley College, was the first Chair of CSWEP. (To read a short biography of Carolyn Shaw Bell, see our [Winter 2005 Newsletter](#).) The Carolyn Shaw Bell Award (“Bell Award”) is given annually to an individual who has furthered the status of women in the economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring others. All nominations should include a nomination letter, updated CV and two or more supporting letters, preferably at least one from a mentee. Inquiries, nominations and donations may be sent to:

Marjorie McElroy, CSWEP Chair  
Duke University, Department of Economics  
Campus Box 90097  
Durham, NC 27708-0097  
(919) 660-1840  
FAX: (919) 684-8974  
[cswep@econ.duke.edu](mailto:cswep@econ.duke.edu)

**This year’s nomination deadline: September 15, 2012**

Do you want to know which business schools provide the greatest

### **OPPORTUNITY FOR WOMEN**

or are the most

### **FAMILY FRIENDLY?**

Check out the Princeton reviews at:

<http://www.princetonreview.com/business-school-rankings.aspx>

## HAWORTH MENTORING FUNDS AVAILABLE

The **Joan Haworth Mentoring Fund** is for use by institutions and senior women to provide mentoring support in the form of supplemental travel expenses. The fund was provided by Joan Haworth, a long time Board member and membership chair, as well as the Chair of CSWEP for 2001 and 2002.

The objective of this fund is to encourage senior mentoring women and institutions to incorporate mentoring of junior professionals into their programs. It is designed to provide travel funds to permit mentors to either extend a visit to an institution for the purpose of mentoring or to visit an institution for that purpose alone.

Applications for funds may be submitted by the institution, junior women or the mentor herself. Guidelines for the expenses covered are the same as the AEA Guidelines for travel expenses.

The funds are administered through the AEA and granted by application to a sub-committee of the CSWEP Board.

All successful applicants will be required to submit a short description of their mentoring activities to CSWEP. These descriptions may include a video or audio tape of a presentation, the slides used in the presentation, any materials distributed or created during the mentoring activity and an assessment of the value of the activity and its’ benefit to the professional development of the women mentored.

Download an application for support by the Joan Haworth Mentoring Fund at <http://www.aeaweb.org/committees/cswep/mentoring/fund.php>

Questions regarding this program should be directed to [cswep@econ.duke.edu](mailto:cswep@econ.duke.edu)



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## Upcoming Regional Meetings:

### Eastern Economic Association

<http://www.ramapo.edu/eea/conference.html>

2012 Annual Meeting March 9–11, 2012

Boston, MA: Boston Park Plaza

### Midwest Economic Association

<http://web.grinell.edu/mea>

2012 Annual Meeting March 29–April 1, 2012

Chicago, IL: Hotel Orrington (on Chicago's North Shore,  
across from Northwestern University)

### Western Economic Association

<http://www.weainternational.org/>

87th Annual Conference, June 29–July 3, 2012

San Francisco, CA: Hilton Union Square

### Southern Economic Association

<http://www.southerneconomic.org/>

2012 Annual Meeting November 16–18, 2012

New Orleans, LA: Sheraton New Orleans Hotel

## CSWEP Activities

As a standing Committee of the American Economic Association since 1971, CSWEP undertakes activities to monitor and improve the position of women in the economics profession through the Annual CSWEP Questionnaire (results of which are reported in the CSWEP Annual Report), internships with the Summer Fellows, mentoring opportunities through CeMENT and the Joan Haworth Mentoring Fund, recognition of women in the field with the Carolyn Shaw Bell Award and Elaine Bennett Research Prize, support of regional and annual meetings, organizing paper sessions and networking opportunities.

Are you an AEA member? Consider joining the American Economic Association. CSWEP is a subcommittee of the AEA, which fully funds our activities. In addition to all the perks associated with AEA membership, part of your dues will help to support CSWEP-sponsored programs, like the mentoring program. To join, go to

<http://www.vanderbilt.edu/AEA>