



NEWS

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FOCUS Dealing with Sexual Harassment

Introduction Jennifer Bennett Shinall

As the guest editor for the first issue of the 2018 CSWEP newsletter, I have the task of introducing a topic that, over the past year, has weighed heavily on our minds as economists: sexual harassment. While society more generally has reckoned with this topic through the #MeToo movement, our profession has endured its own reckoning—confronting blatantly sexist statements made by economists towards their female colleagues, uncomfortable discussions about hostility towards women in economics departments, and other difficult questions regarding the persistent gender gap between male and female economists.

This issue of the CSWEP newsletter is dedicated to furthering such honest, if unpleasant, conversations, with the goal of improving our understanding of sexual harassment in the economics profession so that we may work together towards an effective solution. Arguably, these conversations are long overdue; yet far from jumping on the #MeToo bandwagon, CSWEP continues to be an organization ahead of its time. The CSWEP Board decided to dedicate its first issue of the 2018 newsletter to sexual harassment at the beginning of 2017—long before Econ Job Market Rumors and Harvey Weinstein became the

focus of daily discussions. The impetus for the Board's decision was a solitary report of harassment made by a junior faculty member against a senior faculty member after the 2017 AEA meetings. The reporting junior faculty member was me.

On the last day of the 2017 meetings, after presenting a paper during one of the CSWEP gender sessions, I dashed to the Chicago Midway Airport to catch a flight back to Nashville. Because Vanderbilt's semester started the following day, I had decided at the last minute to take a connecting flight home that left right after my session—instead of my originally scheduled direct flight—in hopes of arriving home an hour earlier. As I ran onto the airplane, I thought my decision had paid off. I was upgraded to first class, and I had the second row all to myself. Shortly before the flight crew closed the aircraft door, however, a very intoxicated man stumbled onto the airplane and took the seat next to me.

Gone was my plan to work on my lecture slides for the next day; as soon as he sat down, the man began talking to me—that is, after he ordered another drink from the flight attendant. He volunteered that he had just come from an annual economics meeting; I replied that I had come from the same meeting. It was then that I realized that I would not only have to tolerate him for the rest of the flight, but I would also have to be polite. Although he worked

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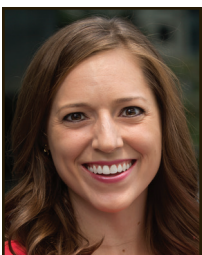
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From the Chair

Shelly Lundberg

This issue of *News* includes the 2017 *CSWEP Annual Report* to the American Economic Association, which documents CSWEP activities for the past year and presents a summary of results from our annual survey on the status of women in academic economics. As I reported last year, the overall picture that emerges from our survey of economics departments (see Figures 1 and 2) continues to be one of stalled progress, in both PhD-granting and non-PhD departments. For at least a decade, there has been no increase in the representation of women among new PhDs and assistant professors, and there is a drop-off at the associate professor level that indicates women are less likely to advance to tenured positions than men. The fraction of full professors who are female continues to increase slowly, but is currently only 14 percent in PhD-granting departments and 24 percent in non-PhD departments. In our failure to increase the inflow of women and ensure their equal advancement, economics stands apart from most other STEM fields, which have seen continued improvement in the status of women.

The *Focus* section of this issue of *News*, co-edited by Jennifer Shinall, Associate Professor in the Vanderbilt University School of Law, examines one possible contributor to women's slow progress in academic economics—sexual harassment. In recent years, there have been many well-publicized allegations that university faculty members have sexually harassed and assaulted students and colleagues, including cases with multiple victims and many in which this behavior went unreported for many years for fear of negative career consequences. Economics has so far been spared a high-profile case, but I have heard enough stories, both first-hand and second-hand, to know that harassment, assault, and other sexual misconduct are significant problems in our field as well. In none of these cases

were the victims willing to file a formal complaint, knowing that disbelief, malicious gossip, and retaliation were likely to be the consequences of coming forward. Victims are disadvantaged in a hierarchical work environment in which subjective assessments of ability and research quality are crucial to professional success, and may leave jobs or the field in response to harassment. We need to find a way to move forward in dealing with sexual harassment, and this issue provides some resources to that end.

In this issue, do not miss Jennifer Shinall's introductory essay, which combines searing personal testimony with incisive analysis based on her expertise in both law and economics. She addresses a key question: Why do so few victims report their harassers? In 2013, the American Philosophical Association established a committee to assess responses to sexual harassment in the discipline. Kathryn Norlock, a Professor of Philosophy at Trent University and the chair of that committee, offers some insights for the AEA on p. 8 on the basis of that experience. Shereen Bingham, a Professor of Communications and Ombudsperson at the University of Nebraska at Omaha, describes effective institutional responses to sexual harassment, including an assessment of the limits of training. Jennifer Doleac, Assistant Professor of Economics at the University of Virginia, examines the role of technology in encouraging reporting of sexual harassment, including the use of the reporting platform, Callisto, which can flag repeat offenders. She discusses how this tool might be used by the AEA in support of individuals filing complaints or as a source of metadata on harassment. Finally, we include some anonymous reports of harassment and sexual misconduct submitted in response to a call by CSWEP. As the AEA considers concrete actions as a follow-up to the

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About CSWEP

A standing committee of the American Economic Association, the Committee on the Status of Women in the Economics Profession (CSWEP) is charged with serving professional women economists by promoting their careers and monitoring their progress. CSWEP sponsors mentoring programs, surveys economics departments and freely disseminates information on professional opportunities, career development and how the profession works, both on the web and via free digital subscriptions to the *CSWEP News*. To subscribe, email cswep@econ.ucsb.edu.

at a different university, I knew several of his colleagues well. I was pretenure, and one could never be too careful about upsetting future outside letter writers.

He spent most of the flight boasting about how esteemed he was within his field, and how organizations around the world hired him to take advantage of his expertise. But eventually, he shifted the conversation to me. He asked me when I would go up for tenure, and what I thought my chances were of getting tenure. He told me what a difficult process it was (as if this were news to me), and how most people were not successful. And then he began one of many attempts to put his hand up my dress, as he reassured me that I would land on my feet eventually as long as I made smart decisions. I immediately pushed his hand away, but he was not to be deterred. He repeatedly put his hands on me; he even twice tried to kiss me. I successfully fended him off each time, and I prayed that the plane would land soon.

Perhaps I should have screamed; in retrospect, I regret not doing so. But should screaming have been necessary? The flight attendant saw me pushing his hands away several times, but she did nothing to help me. Instead, she continued to serve him gin and tonics—five in total over the course of an hour and a half flight. We were in plain view of the entire first class cabin, yet

no good Samaritans came to my aid. I was humiliated, violated, and, most of all, terrified. He knew who I was, and I was afraid he would follow me off the airplane. My instincts told me to get off the airplane as quickly as I could, which is precisely what I did.

As I ran onto my connecting flight (constantly checking behind me to make sure he was not following me), I acknowledge that most of my sensibilities had left me. I wiped away tears as I contemplated what to do; the first thing that occurred to me was to file a complaint with the airline. While I waited for my second flight to take off, I filed a written complaint on the airline website. Yet over the course of that second flight, I managed to convince myself that nothing more could be done. Speaking out against the perpetrator was too risky pretenure. He would certainly deny it; he might even blame me as the instigator. If his colleagues believed him, and not me, how would that affect their assessment of me? What if they were my outside letter writers? Besides, I wanted to be famous for the merits of my professional work, not infamous as the girl who cried harassment.

Until I became a victim myself, I confess that I did not fully appreciate the difficulty of reporting sexual harassment. I am a lawyer, as well as an economist, and my research focuses on

gender discrimination. I am appointed in a law school, and I teach employment discrimination law for a living. Every year, I lecture the aspiring lawyers in my class on the importance of documenting all work-related improprieties as soon as they arise. If anyone had the wherewithal, the knowledge, and the training to report sexual harassment, it was me.

Luckily, over the years, I have also lectured my husband on the importance of documenting all work-related improprieties. So as soon as he picked me up from the airport and heard my account, my husband turned prior lectures back around on me. I had been assaulted. It was not my fault. If I reported, the perpetrator might still get away with it. But the perpetrator would certainly get away with it if I failed to report. At the very least, I had to do everything in my power to protect this perpetrator's future victims. (And there were certain to be many—if he behaved this way towards junior faculty, how did he behave towards students?)

And so I spent the rest of that evening on the phone, reporting my harasser to every organization with jurisdiction to resolve my claim. I reported my harasser—by name—to the airline, his university, the Federal Aviation Administration, and the Federal Bureau of Investigation (which oversees all

From the Chair

adoption of a new Code of Professional Conduct, we hope that these articles can inform a forceful response to a pervasive source of gender bias in economics.

The weather delayed the arrival of many to the 2018 AEA meetings in Philadelphia, but CSWEP activities proceeded as planned, including two junior mentoring breakfasts, a mid-career peer mentoring breakfast, our business meeting and awards ceremony, and an enjoyable reception at which we met friends old and new. For those who missed it, a video of the business meeting, including Maggie Levenstein's presentation of the results from our annual

survey of women's representation in economics departments, is available at <https://www.aeaweb.org/about-aea/committees/cswep/programs/annual-meeting/business-meeting>. A wonderful address about mentoring by this year's Carolyn Shaw Bell Award winner, Rachel Croson, can be found at <https://www.aeaweb.org/about-aea/committees/cswep/about/awards/bell>. Don't miss the video of the CSWEP/CSMGEP-sponsored Panel on Best Practices for Mentoring Underrepresented Minority Women in Economics, organized by Marie Mora, at <https://www.aeaweb.org/about-aea/committees/cswep/>

[programs/annual-meeting/roundtables](https://www.aeaweb.org/about-aea/committees/cswep/programs/annual-meeting/roundtables). I guarantee you'll find it inspiring. Many thanks to all of the organizers and mentors who devoted their time and energy to making these events happen!

Finally, we encourage you to forward this issue of News to your students and junior colleagues and to help us get in touch with them early in their careers. Send a message to cswep@econ.ucsb.edu to get on our mailing list for announcements and other news, to volunteer as a CSWEP department liaison, or to share your views, and follow us on Twitter @AEACSWEP. ■

FOCUS Introduction

in-flight crimes). I cannot say that the reporting process was particularly satisfying—I was met with constant skepticism, questions about whether I led him on or invited the assault, and even outright disdain by the FBI intake officer. Yet, when I finally allowed myself to go to bed that night, I at least slept with the satisfaction that I had done everything in my power to stand up for future victims.

In the year that has followed my assault, I have, of course, considered whether or how I should have handled the situation differently. But mostly I have reflected on why I—of all people—harbored any trepidation about reporting in the first place. From my own research, teaching, and legal training, I knew the essentiality of reporting. Since the late 1990s, for example, federal law has incentivized employers to develop harassment reporting protocols and, in essence, has punished victims who fail to take advantage of such protocols (even though they might have very compelling reasons for doing so). I might have understood the essentiality of reporting better than most victims; still, increased public attention to sexual harassment over the past three decades has, if nothing else, increased the awareness that the only way to stop a harasser, legally or otherwise, is through reporting.

The statistics on victims reporting harassment remain dismal, however, because reporting work-related sexual harassment remains too costly. Victims of harassment in all occupations continue to face the uncertain—and potentially enormous—costs associated with reputational effects, foregone opportunities, retaliation, and other career impediments. These costs continue to exceed the expected benefits of reporting for victims throughout the labor market.

Although sexual harassment remains a problem in many workplaces, the magnitude of the problem varies dramatically between workplaces. My colleague and coauthor, Joni Hersch, has documented that sexual harassment remains especially pervasive for women

in male-dominated arenas, which characterizes both the economics profession and academia more generally. Nonetheless, I suspect that the current environment of our profession, in which the problem of sexual harassment has been allowed to fester, goes beyond the gender imbalance. Upon further reflection on my own experience, I have developed two additional hypotheses regarding why we find ourselves confronting the troubling events of the past year.

First, the very same qualities that make good economists and good academics are precisely the same instincts that make us terrible at reporting sexual harassment. From the time we enter graduate school (if not before), we are taught that setbacks and negative attention are part of our growth experience, and it is our job to move past setbacks as rapidly as possible. We are instilled with the instinct to presume that our referees and our senior peers are always right, regardless of what they say or do. Negative attention signifies something for us to correct, not something for us to complain about. Without a thick skin and the ability to swallow our pride quickly and efficiently, we are certain to fall short in the promotion and tenure process. I strongly believe that these skills, which I have worked so diligently to hone in the professional environment, were also significant drivers in my hesitation to report. Whenever confronted with anything unpleasant, my instinct is to suppress my emotions, consider how (if at all) I can make future improvements, and quietly move forward.

Second, our profession (as well as academic institutions more generally) straddles organizational lines in a unique manner, which makes sexual harassment prevention and enforcement unwieldy from both a legal and professional perspective. My own experience provides exceptional insight into this point. My harasser worked at another institution. He had no ability to hire me, fire me, or even vote on my promotion and tenure. And yet he had the ability to influence significantly my future hirings, firings, promotions, and

tenure through his ability to be an outside letter writer or, at the very least, to influence other outside letter writers. Nonetheless, from both an institutional and legal perspective, his inability to take *direct* adverse employment actions against me—no matter how significant his indirect power over such actions—made pursuing an action against him quite difficult, if not impossible. I had no right to file a institutional grievance against him, as I would if he had worked at my own university. Moreover, current federal and state sexual harassment laws do not recognize him (or his university) as an actionable party against whom I can bring a legal claim since I work for a different institution.

In the end, my story is not completely hopeless; some punishment and some compensation resulted. The airline compensated me with miles and gift cards. The FAA ordered the flight attendant who failed to assist me—and arguably aided my harasser by overserving him—to attend sexual harassment training; the airline further disciplined her as a result of its settlement with the FAA. But to my knowledge, the one party who did not get punished was my harasser. He remains out there, unscathed due to the loopholes in our current system, free to harass other victims.

Eliminating sexual harassment in our profession will require more than a commitment from our home institutions. It will require cooperation across institutions, and across our profession, to increase victims' reporting, to identify perpetrators, to take appropriate remedial and corrective action against them, and, most importantly, to protect the victims. This issue of the newsletter features the contributions of several scholars who have dedicated considerable thought to how we might begin this process. CSWEP has provided the space for the timely development of such ideas; it is now our responsibility to put these ideas into action. ■

Learning from the Experiences of CSWEP Members

Editor's Note: In preparing this issue, the CSWEP Board put out a call for input about individuals' experiences with sexual harassment and sexual assault. We received a variety of inputs—from cases of inappropriate touching that qualify as assault, to descriptions of the poor climate for women that exists in some academic departments. Some contributors described multiple negative experiences, some only one. Some experiences happened many years ago; some occurred recently. Regardless of when, where, and how these incidents occurred, we believe that a few common themes are apparent, and these anecdotes provide useful lessons about how the economics profession can improve conditions for members of all underrepresented groups. All submissions have been edited for length and content, to preserve anonymity.

Inappropriate Touching

At a job interview, the faculty members with whom I ate lunch (all males) were cracking warehouse jokes. Although that made me uncomfortable, the worst part of the experience was when the department head, when driving me back to the airport, reached over and groped my breasts.

At a dinner honoring a distinguished colleague, the guest of honor sat across the table from me, winking and grinning (and drinking heavily). During the evening, he announced to me (and to my colleagues), "I don't really know who you are, but I like the looks of you." As the dinner adjourned, he came over to me to ask for "just a little kiss," while my senior colleagues looked on. I turned away as he managed a quick peck on my cheek.

At a reception honoring my department head's advisor, we posed for a department photo with the honoree. I was placed next to him in the photo. While posing for the photo, he reached over and grabbed my butt. He also kissed me

on the mouth when saying goodbye after dinner.

During a meeting with the professor for whom I was a TA, he put his hand on my thigh. In future meetings I was careful to position myself so that there was furniture between him and me, so that there was no way that he could touch me.

As the coordinator of my department's seminar series, I was responsible for driving seminar speakers to dinner and back to their hotels. On two separate occasions, a guest speaker grabbed me and forced a kiss on me prior to exiting the car.

A professor who taught a class in my PhD program took the entire class out for food and drinks at the end of the term. The professor inappropriately put his hand on me multiple times during the event. After the event, the professor offered to share a cab with me. I asked another PhD student who lived near me to share the cab as well, to try to keep the professor from trying anything inappropriate. Unfortunately, as soon as we dropped off my fellow graduate student, the professor began touching me again. When we got out of the cab, he pushed me against the wall of a building and forcefully kissed me and touched me. I didn't report it. I didn't know what to do. There continued to be incidents in his office throughout my graduate career.

Unprofessional Behavior

While at the ASSA meetings interviewing for jobs, I was introduced to a professor who was recruiting who offered to provide me with some job market advice in my field. He invited me to his room that evening to talk. As interviewing in hotel rooms was (and is) standard procedure, I did not hesitate to agree. I arrived at his room at the appointed time, dressed in my job market suit. He was casually attired and barefoot. I took a chair next to the desk to take notes. He

made himself comfortable on the bed. He steered the conversation to personal matters. Although I initially went along with it, I realized I had got myself into a bad situation when he asked me, "Are you fulfilled?" I packed up my things dumbstruck and walked out of the room without a word.

As a graduate student just starting to go to conferences, I experienced multiple incidences of men twenty years my senior hitting on me or making inappropriate passes at me. At conferences, I avoid men in elevators and do not meet with men in non-public spaces. I shouldn't have to take meetings in coffee shops because I am afraid of being alone with the men in my profession.

When I was a PhD student, I received a phone call at my apartment early one morning from one of my professors. He was calling to tell me that he was breaking up with his wife. I decided that my best response was to express sympathy for his situation, but not let on that I interpreted his call as an overture for a personal relationship. For months afterwards, I worried that I might face some sort of retaliation for ignoring his apparent invitation.

I was having lunch with a junior female colleague and our department chair (male) in our department's meeting room. At one point during the conversation, the chair told us that one of his ex-girlfriends took his semen specimen and bragged about how high his sperm counts were. In fact, the department chair relayed this story in professional settings on multiple occasions.

In graduate school, we were working problems on the board. The professor asked me to go to the board to solve one. As I was standing in front of the class, he said, "You should be able to solve this one. It's just a standard missionary-style problem." He said this sort of thing frequently. It was particularly humiliating that he said it in front of my peers.

As a graduate student, I had the opportunity to meet with an established faculty member in my field one-on-one. I

Experiences

hoped that I would be able to get feedback on my ideas, insight into the frontier of research in my field, and general career advice. Instead, I came to understand that the true intention of the meeting was to assess whether I was romantically interested in him. I recall having to act dumb and nonreactive to his comments about how he had previously dated a former (undergraduate) student and how jealous she would be if I took him up on his offer.

Departmental Climate

All of the male faculty members in my department go to lunch on a regular basis. Although I have asked to be invited, normally, they do not invite me. In one of my annual reviews, I was told that I was not a good departmental citizen because I didn't go to lunch enough!

When I joined my department, approximately 20% of faculty in the department were female. Departmental procedures seemed to be designed specifically to exclude women. For example, departmental policies and procedures were made in the department's unofficial lunch room by committees on which no women sat. When the women began to ask to join committees and to see committee minutes, the committees first stopped keeping minutes, and then stopped meeting altogether. We understood that some decisions were made in the men's restroom.

Before I applied to graduate school, I went to meet with the chair of a program I was considering. I sat outside of his office waiting for nearly an hour past my appointment time. During this time, the chair walked past me several times without acknowledging my presence. When he finally asked who I was and I told him I was there to talk with him about the PhD program, he was shocked and apologetic, and stated that he could not recall the last time they had a woman in the program, and he thought I was there to apply for the open secretarial position.

My department chair frequently makes inappropriate remarks, such as telling me that one of my legs is equivalent to two of his wife's, and thus, I should act as a body guard to protect his wife from other men; telling one of my male colleagues that he should get married soon, or else he would either have to leave the department or declare that he is gay; and repeatedly encouraging another male colleague to procreate.

When I began my PhD program, I had two children under age 4. The professor to whom I was assigned as a TA/RA told me that he was not going to assign me any work because I should be home caring for my children.

As the only tenured female in the department, I was the one female students (graduate and undergraduate) came to whenever a male tenured faculty member behaved inappropriately with them. My normal practice was to advise them of university policies and procedures. Because I was the one advising students, in the university's eyes, I became the problem. The university expended considerable resources defending the alleged harasser and going after me. I had to hire my own lawyer at considerable cost and lost at least 3 years research time defending myself from the university. Retaliation of this type is an aspect of sexual harassment that has received little coverage.

Consequences

As a part of their stories, many contributors noted that their experiences had far-reaching consequences. A bad job market experience can affect a candidate's behavior in future interviews and reduce the likelihood that she receives invitations for campus visits or job offers. Wariness about interacting with male scholars can cause women to forego opportunities for mentorship and improving their research. Conditions within a department can cause women to leave a good position for a position lower on the career ladder.

Lessons for the Profession

What lessons can we learn from these stories? A few common themes stand out. Graduate students and junior faculty members are particularly vulnerable. The economics job market may create particularly problematic conditions. As one contributor noted, by permitting interviews in hotel rooms (as opposed to conference rooms or the public interview area), the profession is putting people in "potentially very awkward situations." Finally, silence, on the part of both women and men, perpetuates the behavior. In the words of one male contributor, "I regret not directly chastising my colleague, as I tacitly labeled his comments and behavior as acceptable, both to him and the students I was supposed to be mentoring....I continue to regret that by choosing 'a negative peace which is the absence of tension to a positive peace which is the presence of justice,' I am a part of the problem and not the solution." ■

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Using Technology To Fight Sexual Harassment in Economics

Jennifer Doleac

High-profile accusations of sexual harassment by public figures has brought a reckoning with the pervasiveness of harassment and sexism in our society. This reckoning has reached economics as well. Last summer, Berkeley undergraduate [Alice Wu released a paper](#) documenting toxic attitudes towards women on the popular website Econ Job Market Rumors. Spurred in part by Wu's research and the attention it received, this past January, the American Economic Association (AEA) [released a new code of conduct](#) for economists. The profession has acknowledged the extent of gender bias within its ranks and is determined to fight back.

Most striking in recent public conversations about harassment and assault are stories of individual men who offend again and again without consequence. Many have wondered how so many victims could all stay silent for so long. Victims of harassment and assault often do not know that there are other victims, and so worry they will not be believed if they come forward. Victims may also wonder if they sent mixed signals or did not say no forcefully enough, blaming themselves for what transpired. If no one reports, these serial offenders remain hidden and dangerous. How do we encourage victims to report bad behavior when they face great costs and uncertainty?

One approach that is being adopted by colleges and universities to foster reporting of sexual assault is [Callisto](#), a technology-based reporting platform. The platform allows victims to create an account and a written record of an incident (including all relevant details, similar to a police report, while fresh in their minds). They can save that report privately, as time-stamped evidence to submit later if they decide to file an official complaint with their school or local law enforcement. They can also use their school's directory to identify the offender as part of that record. Even more

powerfully, they can opt-in to be notified if anyone else identifies the same offender. The hope is that seeing their own experience corroborated by others will encourage victims of serial offenders to file their reports with authorities—a crucial step if we want current offenders to be punished and future offenders to be deterred.

In economic terms, this platform reduces the expected costs of reporting and increases the expected benefits. Expected costs are reduced because the platform (1) enables victims to produce more credible evidence in the form of a time-stamped record, which can be saved for years until they are ready to come forward, and (2) provides reassurance that other victims might also come forward to corroborate their account if they go public. Expected benefits are increased because the revelation that a perpetrator is a serial offender raises the likelihood that reporting could save others from being victimized in the future.

One could easily imagine adapting Callisto or a similar platform for use in the economics profession. We could link it to the AEA directory to enable the matching feature across reports. (Linking to an official directory makes matches more reliable; the main alternative is matching across write-in fields that would include nicknames and misspellings. The AEA directory would be useful because it includes academics as well as economists in the private sector and government.) Victims who decided to file official reports could send them to the perpetrator's employer, the AEA, or even to the police if they wanted to file criminal charges.

Potentially more valuable, the meta-data generated by such a platform would be valuable to the AEA, CSWEP, and researchers interested in the incidence and reporting of harassment and assault. Without compromising victims' or alleged offenders' privacy, these groups could see how many records are

saved, when they were saved, and if/when they were officially filed with authorities through the system. These data would provide basic information on the prevalence of bad behavior in the profession, trends over time, and the likelihood that incident records are linked to serial offenders. The data would also allow event studies and similar rigorous analyses of how interventions affect incidence and reporting. For instance, do we see a spike in saved incident records after conferences? And do we see an increase in official reporting after public statements by AEA leadership supporting victims? Because of a lack of data, we know very little about what types of interventions work in this context (that is, what works to reduce the incidence of harassment and assault, and what works to increase reporting rates). Data from a Callisto-style reporting platform would represent a selected sample of incidents, but would still be far better than what currently exists—occasional climate surveys and reported crime data.

The emphasis on serial offenders could discourage victims from coming forward until a second person identifies the same offender; whether this happens is an empirical question that could be tested. The benefits of saving time-stamped records as evidence should increase reporting across the board, so hopefully the benefits of the system outweigh any costs.

Callisto is currently available on twelve college campuses. While limited information is publicly available, and rigorous studies have not yet been done, the following statistics are encouraging: Survivors reporting via Callisto reported their assaults three times faster than the national average. And fifteen percent of survivors using the matching system matched with at least one other victim of the same assailant, allowing them to report simultaneously.

A system like this will work best if there are clear consequences for

We Can Act

Lessons learned in Philosophy from the APA ad hoc committee on sexual harassment in the profession

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Like economists, philosophers in higher education have long been less than gender-equitable. In philosophy, we were moved to discuss our gender climate generally, and sexual harassment in particular, after a 2010 publication of hundreds of anonymized stories on the website, “What Is it Like to be a Woman in Philosophy?” A series of high-profile sexual harassment allegations followed in the next few years, which received widespread media attention. In 2013, our main professional organization, the American Philosophical Association, struck an ad hoc committee on sexual harassment with the aim of

drafting a best practices report regarding responses to sexual harassment in the discipline. Some of the lessons I learned from chairing that committee and providing that report may offer observations useful to you in economics. Even if it is not news, at least you will find that you have company in the effort to address sexual harassment in a wide field.

Lesson One: Find out your rights and responsibilities as a recipient of the stories of people who will contact you.

The groundwork for our report began before anyone realized a committee

should be formed. In the fall of 2010, philosopher Jennifer Saul (Sheffield University) created the “What Is It Like to be a Woman in Philosophy?” blog. She intended it as an online repository for stories, which she would anonymize before publishing, in order to provide a multiplicity of perspectives from women with a range of experiences, including positive experiences and predictably negative ones. I remember an early email from her, as she built the site, asking me how she ought to categorize and label different accounts. I replied, “I suspect that when you receive the first submissions, the labels and patterns will emerge on their own.” My advice was borne out swiftly when a number of the stories recounted sexual harassment. The descriptions flooded in. Jennifer was inundated with personal accounts and had to adjust her responses to each person based on what she could do to help—or, in some cases, what she could not or should not do to help. After seeing what happened to Jennifer, I learned the importance of understanding my responsibilities as a solicitor of such accounts—a lesson I re-learned as the chair of the ad hoc committee on sexual harassment. Although foreseeable that I would receive stories, serving as chair put me in the position of having to decide when and how to help. Legal advice was necessary, although not sufficient, because my responsibilities were not limited to legalities.

Lesson Two: Get the stories out there. Motivate a culture to shift.

An unexpected lesson was welcome, though: The effects on our colleagues of so many different stories made public was one of heightened concern and receptivity. This concern was apparent even among those who had publicly doubted both the existence of and the severity of gender problems in the profession. The increased appreciation that

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offenders. The AEA has drafted a new code of conduct stating, “Economists have both an individual responsibility for their conduct, and a collective responsibility to promote responsible conduct in the economics profession. These responsibilities include developing institutional arrangements and a professional environment that promote free expression concerning economics. These responsibilities also include supporting participation and advancement in the economics profession by individuals from diverse backgrounds.” Who decides whether someone has violated this code of conduct, and what is the punishment? The AEA and its governing bodies will have to answer this question. But no matter how these cases are adjudicated, justice will be more easily served when the facts are more accessible and faithful to the truth. Having a near-contemporaneous record of events helps towards this goal.

Some may worry that Callisto enables the filing of false reports, or otherwise threatens the privacy of alleged assailants before the facts are considered. There is nothing inherent in the system that changes the way formal complaints

are handled; the goal is simply to encourage more victims to come forward by enabling the creation of more credible evidence. If someone is determined to file a false report, they could do so without Callisto. Meanwhile, recent public conversations suggest that very few actual victims come forward, particularly when harassment occurs in the workplace, due to uncertainty about whether they will be believed, fears of retaliation, and other professional costs. This is precisely the problem we need to address. It will remain up to the AEA and employers to ensure due process for those accused of wrong-doing—a challenge they will face with or without Callisto.

Gender bias and harassment are pervasive social problems that the economics profession cannot solve alone and that cannot be solved overnight. But we can, as a profession, clearly signal that we take this problem seriously. And we can also use technology to make it easier and less costly for victims to report bad behavior. A Callisto-style reporting platform would be a valuable step towards making economics a safer and more welcoming profession for women.

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a problem might actually exist across the profession became a crucial step in the development of a formal response. Without that pervasive sense of a problem and a general will to act, forming a committee of the APA might have required more of an argument. Instead, we enjoyed wide support, more than I would have expected. The culture of the profession palpably shifted.

Lesson Three: There is strength in numbers.

Women in philosophy who had experiences with sexual harassment also started talking and writing more—in public and on the internet—sharing past occasions of harassment. Many of us talked with each other, frankly and strategically, about inserting ourselves into conversations regarding sexual harassment more often. We discussed taking leadership positions in discussions that, given the skewed sex-ratio in our field, could easily be overtaken by armchair speculations by the majority, who were unlikely to have palpable experiences with the problem. Some of us with tenure felt that we had the safety and the freedom to be candid about past encounters. It was sometimes difficult, but often fantastic, when colleague after colleague leaned in and added her story to the scale.

Lesson Four: Concerned colleagues in leadership positions are necessary.

Women were also stepping into leadership positions at the APA. Sally Haslanger (MIT) served as the President of the Eastern Division of the APA in 2013; she proposed the formation of a committee to the APA for the purposes of addressing sexual harassment. The colleagues from whom she solicited feedback on a draft committee proposal were constructive and quick, and collaboration on the details of the proposal was part of its success. The group discussed and then deleted references to “investigating” the problem of sexual harassment, knowing that it unintentionally connoted interest in investigating particular perpetrators. As members of the professional organization, we

understood that we were not in the best position to look into complaints. Yet we were less certain whether to continue the work, begun by the anonymous blog, of collecting harassment stories and whether to propose new surveys of the incidence rates. The final proposal made the limited suggestion that the committee may wish to gather information from harassment victims. Once Sally advanced the proposal to the APA, it succeeded quickly—not only because the proposal was supported by multiple concerned colleagues, but also because it had benefited from the labors of these colleagues during the drafting process.

Lesson Five: Clarify the mission early to identify a clear and achievable goal.

For good or ill, I learned a different lesson once the committee was formed and I became the chair: The timeline dictated how much we could achieve. In my case, the committee was formed in the spring of 2013, and a complete draft of the report was due to the board in autumn. Out the window went the tentative ideas to gather meaningful data. The tight timeline was not necessarily bad news; it was due in part to the APA’s interest in having recommendations as soon as possible. Consequently, I requested that the APA board clarify and limit the mission of the committee; the board responded by defining our “deliverables” as “a report recommending best practices regarding sexual harassment in the discipline to be implemented by the APA, philosophy departments in which APA members are employed, and conferences and other professional events hosted by either.” Even then, these deliverables encompassed a rather wide scope for the short timeline and the few people available to work on them. I countered that the aims ought to be scaled back to “a report recommending best practices regarding sexual harassment in the discipline to be implemented by the APA,” and the APA agreed quickly.

Lesson Six: The conversation needed to shift towards preventing harassment in the workplace.

Our committee spent time that summer reading about existing policy, especially focusing on the U.S. Department of Education’s website for the Office of Civil Rights. This website raised my awareness regarding the responsibility to prevent sexual harassment—and not just to respond to complaints—under Title IX of the Education Amendments Act of 1972. Sexual harassment not only affects the individuals who directly receive harassing behavior, but also individuals who witness the behavior and see themselves as similarly situated. These witnesses may conclude that they too are liable to suffer similar victimization in the future as long as other colleagues support or remain indifferent to it. Thus, harassment’s effects are multiplied when others fail to actively oppose it. Learning this information actually made me more optimistic regarding my charge to define best practices for the profession; it assured me that effective, concrete steps could be implemented by members of the profession to oppose the culture of harassment. Our resulting report focused more on preparing members to be responsive to complaints of a hostile environment as a method of prevention. As the focus of our work changed, the title of our report emerged: “We Can Act.”

Lesson Seven: The profession must raise awareness of grievance procedures and policies.

In the process of writing our report, the committee realized that we had two different sets of recommendations for philosophy departments and for the APA itself. Sorting out these two sets of recommendations was extremely helpful in formulating a coherent report. That same year, the chair of the Equity Committee of the Canadian Philosophical Association provided me with the raw survey data from their organization on gender climate issues. The data unambiguously demonstrated that virtually all identifiable trends regarding gender

Addressing Sexual Harassment in Academic Institutions

Agreeing to write an article for this newsletter issue was much easier than finding the right tone. My first effort, personal and full of fire, shared disturbing accounts of sexual harassment and its damaging impact on my students and peers. It expressed the urgency so many of us are feeling about the need to stop this problem *now*. Then I reviewed the draft and came to a realization: Other authors in this issue have personal stories to tell and I, as an outsider to the economics profession, should take a different role. This article is meant to honor the personal nature of the other articles and place them within an academic frame.

Few among us would deny that academic institutions have a colossal responsibility—moral, legal, and financial—to protect students and employees from abusive and harassing conduct, and to ensure their equal access to education and employment. Individuals who commit sexual harassment in this context put their institutions at risk by eroding safety and access for the people,

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inequities in philosophy could be ameliorated by visible, well-known, accessible prevention policies. Consequently, our first recommendation to departments was to advertise institutional grievance procedures and policies. We further recommended connecting members with an APA ombudsman, who could help resolve conflicts between members and their institutions. Fortunately, I see that the AEA is also considering a similar policy.

I hope this recounting of our lessons learned from philosophy provides CSWEP members with useful information when they encounter sexual harassment, either as a direct victim or a bystander. Concrete steps on everyone's part are possible to defeat harassment in our respective professions. ■

especially the women, who are trying to learn and work there. As psychology professor Jennifer Freyd suggests, institutions betray the people who depend on them and become complicit in perpetuating wrongdoing when they fail to prevent individuals from committing sexual harassment and respond to reports of it in unsupportive ways. Addressing sexual harassment effectively requires courage, transparency, and accountability on the part of academic institutions and the individuals who are positioned to take action against it.

What should academic institutions do to prevent sexual harassment and respond to it decisively? The brief analysis and suggestions I offer here are grounded in research and experience. My perspective has been shaped by a career as a professor of communication studies, the multidisciplinary literature on sexual harassment (including research I contributed to it), five years as a university ombudsperson, accounts of sexual harassment in media and social media, and the lived experiences of my friends, colleagues, and students who have been sexually harassed in academic settings.

Analysis: The Nature of the Challenge

Academic institutions are predisposed to sexual harassment in part because their vertical stratification and task structure provide upper-level employees with both control over resources and a high degree of autonomy. As communication professors Charles Conrad and Bryan Taylor suggested years ago, this task/organizational structure creates dependencies and opportunities for interaction between individuals who differ in power and prestige in remote, secluded settings (e.g., conferences, labs, or field work). When these structural threads are interwoven with workplace values and communication/relationship norms that define access

to women's bodies as a masculine conquest or entitlement—or that are simply indifferent to gender inequality—the resulting fabric is an environment that supports sexual harassment and suppresses victims' dissent.

Sexual harassment is more likely to be committed, and less likely to be reported, when an academic institution or workgroup is numerically dominated by men, particularly at higher levels of power. Men in a male-dominated discipline or department may have created, over time, a long-standing work atmosphere that tolerates sexually harassing behaviors and views them as natural. Most men in such contexts may not have the *intent* to create a hostile environment for women. Some may not consciously realize their communication patterns are sustaining a culture that marginalizes women within the group.

Even when presented with indisputable evidence of sexual harassment on campus, some academic institutions have been reluctant to respond responsibly if the perpetrator is a star employee. The failure to prevent a perennial perpetrator from continuing to commit sexual harassment is likely to result in ongoing costs to the institution and, over time, the value of the individual's contribution may be surpassed by the costs. As human resources consultant and trainer Fran Sepler suggests, these cumulative costs include the effect on individuals who witness the institution's failure to protect victims and who then infer that future victims will not be protected. This will likely reduce willingness to disclose sexual harassment, perpetuating the problem and creating still additional costs. Yet because such costs are difficult to quantify and are seen as less probable than the certain costs of losing a star, institutions allow the harassing behavior to continue.

Addressing Harassment

Suggestions for Addressing Sexual Harassment

To counter the challenges, academic institutions must work to change the structure, culture, and climate of the organization and the groups within it. Although this collaborative effort will be a massive undertaking, requiring institutional transformations too radical to address exhaustively in a brief article, I humbly offer five measures that should be implemented as part of this transformation.

Balance the gender ratio.

When power is relatively balanced among women and men in academic institutions, sexual harassment occurs less often. A strategy for reducing sexual harassment, therefore, is to strive for gender equality within departments, across levels of status, and within the institution overall. Disciplines that have been historically dominated by white males can take steps to affect the gender ratio of students and faculty in their departments. They can collaborate with schools on initiatives to inspire girls and young women to take interest in the discipline's subject matter and its application. They can create undergraduate student organizations and clubs that are discipline-specific and encourage women students to become involved. When hiring faculty and admitting graduate students, they can actively recruit more women into their applicant pools. They can also seek scrutiny from outside the discipline regarding biases in candidate searches, hiring processes, and procedures for review, evaluation, reappointment, tenure, and promotion.

Adopt and apply an effective sexual harassment policy.

Research conducted by professor of management Marcelline Facilier and legal studies professor Charlie Penrod found that as many as half of U.S. colleges and universities have sexual harassment policies that are inadequate in some way. All academic institutions should have an accessible policy, widely disseminated and available on the

institution's website, that defines and prohibits sexual harassment and makes it easy and safe for victims to talk with someone about what happened to them. It should identify both the formal avenues for putting the institution on notice and making official reports, and confidential options that do not automatically trigger a formal investigation. Individuals, such as supervisors, who are required to report sexual harassment, should be identified and clearly distinguished from confidential resources such as counselors, victim advocates, and ombudspersons.

The institution's policy should also provide individuals who are accused of committing sexual harassment with opportunities to obtain information and discuss their perspectives and experiences in a confidential, neutral environment. Equally important, it should identify the training available within the institution regarding the policy, how the training can be accessed, who must attend, and how often it must be completed. The policy should also convey a commitment to stop sexual harassment, to enforce fair and firm consequences for perpetrators, and to share unvarnished, de-identified data with students and employees regarding the number and types of incidents as well as their consequences. Lastly, it should prohibit retaliation against those who report sexual harassment, identify services (such as facilitated dialogues for workgroups) to prevent retaliation when a report is made, and pledge to apply sanctions when retaliation occurs.

Establish an integrated system of formal and informal response options.

To support an effective policy, academic institutions need an integrated dispute and complaint handling system that includes multiple options, both formal and informal, for discussing and reporting sexual harassment. As management professors Mary Rowe and Corrine Bendersky describe, an integrated system for managing disputes and complaints is not simply a multi-step formal

grievance channel. The nature and circumstances of sexual harassment situations vary, and a response or procedure that is helpful in one context may be counterproductive in another. For example, whereas reporting sexual harassment to a particular individual (such as a supervisor or department chair) may be helpful in some situations, a formal procedure that requires this step is unworkable and unsafe for the victim when that individual is the harasser or a close friend of the harasser. Instead of forcing victims to follow a series of pre-established steps, institutions should make an array of rights-based and interest-based options and services available, including formal grievance processes, adjudication, formal mediation, shuttle diplomacy, informal actions within the system that protect the victim's identity, and confidential conversations and coaching in communication and conflict management.

Institutions should have an organizational ombudsperson or other professional whose expertise is in helping individuals to identify all of their options, consider them, and implement the ones that best meet their circumstances and needs. The ombudsperson—who serves in a confidential, neutral, informal, independent role within an organization or institution—has the purpose of assisting individuals in problem-solving and conflict resolution. Because of their role, ombudspersons often hear of sexual harassment that otherwise would not be disclosed to anyone at the institution. Well-timed assistance, early on, can sometimes prevent sexual harassment from escalating or occurring in the first place.

Control of the decision to report sexual harassment to the institution should not be usurped from victims, except when victims (or others) are in imminent danger of physical harm. Mandating reports against the will of victims is disempowering to them and a betrayal, even when well-intentioned. Individuals who consider disclosing what happened to them have fears—often well-founded—of retaliation, lost opportunities, a

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damaged reputation, and destroyed relationships with the educators, advisors, and colleagues they depend on for success. Victims are unlikely to report sexual harassment if they do not trust the institution to respond in a manner that will protect them and make the situation better. If an institution wants victims of sexual harassment to come forward, it must demonstrate its responders' commitment to listen and respond with sensitivity, communicate respectfully without blaming the victim, prevent further harm, and take appropriate action to stop perpetrators from committing sexual harassment now and in the future.

Gather data from students and employees.

Academic institutions should gather data to find out how students and employees currently fare with respect to the problem of sexual harassment and to gather suggestions for ways the institution can improve. Anonymous surveys, interviews, and focus group discussions can provide information about the prevalence of sexual harassment, perceptions of the institution's climate and culture, and the appropriateness and effectiveness of the existing sexual harassment policy and response. Institutions should ask individuals to share their perceptions and experiences regarding the dispute and complaint handling system, their satisfaction with the available resources, and their trust in the ability of leadership and responders to be transparent and hold themselves and perpetrators accountable.

Offer training and dialogue opportunities.

Training designed for employees and students to prevent sexual harassment should convey current legal and scholarly understandings of what comprises harassment and best practices in prevention and response. It should underscore that the institution's sexual harassment policy is supported, authorized, and enforced by the leaders of the institution. However, the training should not be imposed on participants in an entirely top-down fashion or

primarily emphasize avoiding legal liability. Institutions need to offer opportunities for participants from all areas and levels of the institution to discuss the policy, ask questions, and express concerns they may have about the content and implementation of the policy. Providing participants with ongoing opportunities for dialogue enables members of the institution to discuss their fears and concerns about how the policy will be interpreted and enforced.

Institutions should also evaluate the effectiveness of training, including the possibility that both positive and unintended negative effects could occur. In a startling original study, psychology professor Lisa Scherer and I found that a brief, underfunded, one-shot sexual harassment program in an academic institution backfired for male participants. Although the training increased the participants' knowledge about sexual harassment and the institution's policy, the men who participated were significantly more likely than men who had not participated to blame the victim and less likely to indicate they would report sexual harassment to the designated authorities. No such effect was found for women. One of several features of this training that likely contributed to the results was the insufficient time allotted for discussion. Participants in training need opportunities to talk about what they are learning, consider it from multiple perspectives, and work through their thoughts and emotional reactions. It may be helpful to tailor training for different groups of participants based on variables such as beliefs about gender differences or attitudes toward sexual harassment.

Institutions should also provide bystander intervention training to prevent sexual harassment. This type of training can have a unifying effect on an institution's culture because it assumes the participants are on the same side and share a common desire and responsibility to stop sexual harassment. As professors of psychology and socialization Silvia Galdi, Ann Mass, and Mara Cadinu contend, people who witness sexual

harassment are likely to remain passive if they are unable to recognize it or lack the courage and motivation to take action on a victim's behalf. Bystander training is designed to motivate, build skills, increase knowledge, and imbue a sense of empowerment in observers so they will be able to recognize potential wrongdoing and step in to prevent it. A range of intervention strategies are taught in these trainings so individuals can choose an approach that fits their skill level and the situation at hand. For instance, as documented by management professors Lynn Bowes-Sperry and Anne O'Leary-Kelly, a bystander can interrupt a potentially problematic interaction, take a possible perpetrator aside to express disapproval or share information about the institution's sexual harassment policy, or assist a victim with reporting an incident.

Conclusion

People who have been subjected to sexual harassment in academic institutions—primarily women—have been speaking out about what happened to them in record numbers, and more perpetrators—primarily men—are being held accountable. While the movement is encouraging, the voices we have heard also reveal the hideousness and widespread nature of the problem, and victims remain unlikely to disclose sexual harassment unless they can trust their institution to demonstrate accountability and respond in supportive, transparent ways. Inadequate and irresponsible responses by institutions, and the fear of being retaliated against for speaking out, are among the most important reasons sexual harassment remains so often unreported and kept out of public view. Academic institutions have the opportunity and obligation to use the momentum of our time to transform their approach to addressing sexual harassment, fulfilling their responsibility to protect students and employees and to ensure equal access to education and employment.

See page 6 "For Further Reading"

The 2017 Report on the Status of Women in the Economics Profession

I. Introduction

A standing committee of the American Economic Association since 1971, the Committee on the Status of Women in the Economics Profession (CSWEP) serves professional women economists by promoting their careers and monitoring their progress. In 1972, CSWEP fielded the first survey of economics departments regarding the gender composition of faculty and, since 1993, has surveyed some 250 departments annually with findings reported in the *American Economic Review: Papers & Proceedings* and reprinted in the *CSWEP Annual Report*. The CSWEP Board, staff, non-Board committee members and CSWEP's network of liaisons to over 270 departments and institutions provide substantial public goods to the profession as a whole. CSWEP organizes mentoring programs that serve more than 300 economists annually. These include the internationally renowned CeMENT Mentoring Workshops for junior women and the Mentoring Breakfasts at the Annual AEA/ASSA Meetings as well as career development roundtables and panels at the Annual AEA/ASSA Meetings and at the meetings of the four regional economics associations. CSWEP provides professional opportunities to junior women through competitive-entry paper sessions at both the Annual AEA/ASSA Meetings and at regional economic association meetings. CSWEP also endeavors to raise awareness among men and women of the challenges that are unique to women's careers in economics and of best practices for increasing diversity in the economics profession. To recognize and celebrate the accomplishments of women, CSWEP awards the Carolyn Shaw Bell Award annually (for furthering the status of women in the economics profession) and the

Elaine Bennett Prize biennially (for fundamental contributions to economics by a woman within seven years of the PhD). On the web at CSWEP.org and via the thrice-yearly *CSWEP News*, CSWEP disseminates information on women in economics, professional opportunities, and career development.

The centerpiece of this report is the summary of the 2017 Annual Survey in Section IV. Briefly, we find that there has been little progress in increasing the representation of women in economics during the past decade, with the female share of PhD students and assistant professors remaining essentially constant and a continued lower probability of advancing to tenured associate professor for women, relative to men. With the support of the AEA, we have completed a project to document and harmonize our 45 years of data and to make longitudinal department-level data available to individual departments.

Section II reports on the administration of CSWEP activities from our University of California, Santa Barbara (UCSB) office, our continuing efforts to make the CSWEP office more institutionally portable, our evolving approach to communicating with CSWEP's community, and our historical data harmonization project. Of particular interest is the need for the AEA to plan for a transition, since the term of CSWEP Chair Shelly Lundberg ends in January 2019. Section III describes CSWEP activities addressing the challenges women continue to face in the economics profession. Associate Chair Terra McKinnish continued to oversee CSWEP mentoring programs, which have expanded under her direction. Associate Chair Margaret Levenstein directed the 2017 CSWEP Annual Survey, analyzed the results and wrote the report on the status of women in the economics profession in Section IV. Section V concludes with well-deserved acknowledgements of many

who have contributed to CSWEP's mission. Appendix A lists the 2017 Board members.

II. CSWEP Administration

A. CSWEP Office and Upcoming Transition

The CSWEP Administrative Assistant, Amber Pipa, has been working remotely from the Bay Area since July 2017. This arrangement has been working very well, illustrating the extent to which we have successfully migrated CSWEP resources online. Lundberg and Pipa communicate regularly using UCSB's video-conferencing software Zoom. Databases for CSWEP affiliates, liaisons, and department chairs have been consolidated in Zoho, a flexible customer relationship management (CRM) tool. All files have been migrated to Dropbox. A Wordpress site has been developed that makes CSWEP policies and procedures available to all Board and Committee members—and provide CSWEP with an institutional memory as the Board, Chair, and staff change. These changes will make the CSWEP office much more portable for the next Chair transition in January 2019.

B. CSWEP Communications

The success of CSWEP programs in advancing the status of women in economics depends upon our ability to communicate broadly and effectively to our community, junior and senior, within and outside the academy, and also to the profession as a whole. Several recent initiatives have improved that ability.

Liaison Network

In 2014, the CSWEP Liaison Network was created in an effort to increase awareness about the work of CSWEP, to

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expand the distribution of the CSWEP newsletter and announcements and to streamline the yearly collection of departmental gender data for the CSWEP Annual Survey. The goal has been to recruit a tenured faculty liaison in every department of economics including, where appropriate, economics groups in business, public policy and environmental schools as well as government and private research units. This initiative has continued to be remarkably successful, and has reduced the response time to the call for departmental data for the CSWEP Survey and increased applications and registration for all CSWEP activities.¹

Website

Amber Pipa and previous CSWEP AA Jennifer Socey have restructured and updated the CSWEP pages on the AEA website, and this should make it easier for the CSWEP community to get news about CSWEP activities and programs and to locate information such as professional development materials, annual reports, and newsletters. We have received reports from users that it is difficult to find CSWEP's home page from the AEA home page, and there are still issues with the management of the site, including the occasional disappearance of pages.

Social Media

In January 2017, we launched a Twitter account, @AEACSWEP, and have been tweeting prize announcements, calls for papers, and other notices as a supplement to our email list and liaison network. Approaching 1K followers, our Twitter presence seems to have improved our communications with younger economists, as suggested by the increased rate at which our mentoring programs fill up.

¹ For a list of current members of the CSWEP Liaison Network, visit <https://www.aeaweb.org/about-aea/committees/cswep/participate/liaison-network>.

C. Historical Data Harmonization Project

In 2016, the AEA provided funds to CSWEP to enhance our data assets as follows:

- (i) Create a research-ready, documented, database integrating the CSWEP and UAQ data.
- (ii) Generate reports to be provided annually to interested PhD-granting departments on the current and historical status of women in their department relative to their peers.

We have completed the integration, harmonization, and documentation of data for the years 1993–2017 for doctoral departments. These data are now ready for researcher use. We are continuing this work for the non-PhD departments and for the years before 1993 (using UAQ data only).

This year, CSWEP generated a longitudinal report for each PhD-granting economics department based on its previous twenty years of individual submissions to CSWEP. These reports were sent to individual departments along with the annual CSWEP report. We plan to update and send these individual reports to each department each year.

III. CSWEP Activities in 2017

A. CSWEP Board Statement on Professional Climate and EJMR

In response to the controversy about harassment and misogyny on the anonymous online forum Economic Job Market Rumors (EJMR) and the ensuing discussion about the professional climate for women in economics, the CSWEP Board issued a statement and set of recommendations for the AEA Executive Committee that can be found here: <https://www.aeaweb.org/>

[about-aea/committees/cswep/statement](https://www.aeaweb.org/about-aea/committees/cswep/statement). The Board affirms our commitment to a diverse and open profession that fosters the free exchange of ideas and highest-quality scholarship and urges the AEA to do the same and take actions to advance that goal.

B. Mentoring Programs

The effective mentoring of women economists is central to CSWEP's mission. While mentoring and creating professional networks is an ongoing aspect of most CSWEP activities, the internationally recognized CeMENT Mentoring Workshops hold center stage, and the CSWEP Mentoring Breakfasts have expanded our reach to more junior and mid-career economists. At the 2017 AEA/ASSA meetings, CSWEP also provided media training sessions and partnered with CSMGEP for a panel discussion on recruiting and mentoring diverse economists.

1. CeMENT Mentoring Workshop for Faculty in Doctoral Programs

The 2017 PhD granting institutions CeMENT workshop was held after the Chicago AEA/ASSA meetings on January 8–10, 2017. Led for a third year by CeMENT Director Kosali Simon, the 2017 workshop served 40 participants joined by 16 mentors.² The workshop consisted of large group discussions on career development topics and small group sessions pairing two mentors with five junior economists with similar research interests. The six large group sessions focused on the topics: publishing and research, teaching, managing service, work-life balance, the tenure process,

² We are grateful to the mentors who volunteered their time for the January 2017 workshop: Lisa Barrow (Federal Reserve Bank Chicago), Kasey Buckles (Notre Dame University), Nora Gordon (Georgetown University), Ana Herrera (University of Kentucky), Madhu Khanna (University of Illinois), Nicole Maestas (Harvard University), Pinar Karaca Mandic (University of Minnesota), Emily Oster (Brown University), Karen Palmer (Resources for the Future), Tanya Rosenblat (University of Michigan), Laura Schechter (University of Wisconsin), Kathy Spier (Harvard University), Betsey Stevenson (University of Michigan), Tavneet Suri (Massachusetts Institute of Technology), Jing Zhang (Federal Reserve Bank Chicago).

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and professional networking. Each large group session began with advice from a panel of three of the senior mentors, but most of the time was reserved for Q&A. The small group sessions allowed each junior participant to receive detailed feedback on a working paper from the other members of the small group. Each junior participant was allocated a cloud storage file for sharing their CV, research description and workshop paper in advance to enable groups to become familiar with each other's work. Most small groups also spent some time giving participants more general career advice based on their CV. Based on informal and formal feedback, the workshop was a great success, the average participant rating was 6.87 on a scale of 1–7 where 1 is “not at all helpful” and 7 is “extremely helpful”.

In response to significant excess demand, in January 2014 the Executive Committee of the AEA approved moving the workshop from a biennial to an annual frequency, effectively doubling the capacity. Funding is currently provided through 2021. For the 2017 workshop, 122 applications were received, 80 of which were judged to meet the workshop criteria. Of these 80 applications, 12 were given priority admission as applicants who were randomized out in 2016. The additional 28 participants were chosen by random selection from the remaining 68 applications. Despite moving to offer the workshop annually instead of from a biennially, excess demand for the workshop remains very high. Given the intensity and duration of the workshop, recruiting senior mentors at the top of their field has been difficult, so we see limited potential for further expansion of workshop capacity.

2. CeMENT Mentoring Workshop for Faculty in Non-Doctoral Programs

The CeMENT workshop for female faculty at institutions who do not offer a PhD in Economics was held in June 2017, immediately preceding the Western Economic Association International annual conference. Thirty-one junior

female faculty and nine senior female economists attended the two-day workshop organized by Ann Owen.³ Participants received advice about publishing, teaching, networking, the tenure process, and achieving a work/life balance. They also worked together in small groups on goal setting and provided feedback on research papers to other group members. This workshop was also highly rated by its participants, receiving an average rating of 6.7/7.

3. Mentoring Breakfasts for Junior Economists

CSWEP hosted two mentoring breakfasts for junior economists, organized by Amalia Miller, at the 2017 AEA/ASSA meetings. A total of 124 junior economists and 62 senior mentors participated across the two breakfasts. The junior mentoring breakfasts are open to both male and female participants, and roughly 10% of the junior participants at the 2017 breakfasts were male. Senior mentors staffed topical tables (Research/Publishing, Teaching, Tenure/Promotion, Non-Academic Careers/Grant-Writing, Work/Life Balance, Job Market and Job Market Special Topics—Dual Career Couples, Job Search 4+ Years post PhD) and junior participants rotated between tables at 20-minute intervals based on their own interests. In a post-event survey of participants, the average rating was 85 out of 100.

4. Peer Mentoring Breakfast for Mid-Career Economists

CSWEP hosted a mid-career mentoring breakfast, organized by Ragan Petrie, at the 2017 AEA/ASSA meetings. 37 mid-career women and 13 mentors registered to attend the event. The breakfast kicked off with series of short talks. Rachel Croson (Michigan State University)

³ We are grateful to the mentors who volunteered their time for the June 2017 workshop: Bevin Ashenmiller (Occidental), Eleanor Brown (Pomona), Maria Cruz-Saco (Connecticut College), Denise Hare (Reed), Candace Howes (Connecticut College), Caitlin Myers (Middlebury), Sarah Pearlman (Vassar), Sarah West (Macalaster), and Andrea Ziegert (Denison). Maureen Pirog (Indiana University and former editor of *Journal of Policy Analysis and Management*) participated in a session providing publishing tips from an editor's perspective.

spoke about “Expanding your Research Portfolio” in the context of promotion to full professor and Hilary Hoynes (University of California-Berkeley) spoke about “Saying ‘No’ and the Mindfulness of Giving your Time.” The remainder of the breakfast was devoted to informal discussion at the breakfast tables. Each table consisted of 4-6 mid-career participants and 2 senior mentors who moderated the discussion. After introductions, each participant was given time to ask questions and receive feedback from their table on topics such as promotion to full professor, whether to accept administrative roles, managing research time, work/life balance, career transitions, and negotiating with department and university administrators. The average rating for the event was 87 out of 100.

5. Media Training

As a follow-up to the 2016 Roundtable “Who’s Doing the Talking: Women Economists and the Media”. CSWEP hosted a large-group media training session at the 2017 AEA/ASSA Meetings in Chicago. The event “Tools for Confident & Effective Media Engagement” was moderated by Diane Whitmore Schanzenbach, and led by media trainer Anne Dickerson. During the seminar Anne addressed how to prepare for media interviews, develop a set of messages that will help frame discussion of your work, and how to reframe the conversation if necessary. These tools have broad application outside of media interactions as well, and can improve presentations and teaching. A total of 92 participants registered for the two Media Training Sessions. In participant survey after the event, 92% of participants said that the session would improve the way they address the media.

6. Best Practices in Recruiting and Mentoring Diverse Economists

Amanda Bayer organized and moderated a lunch-time panel discussion on Best Practices in Recruiting and Mentoring at the 2017 AEA Meetings in Chicago (jointly sponsored by CSWEP

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and CSMGEP). Panelists included David Wilcox (Director of the Division of Research and Statistics, Board of Governors of the Federal Reserve System), David Laibson (Chair of the Economics Department, Harvard University), Marie Mora (Professor of Economics, The University of Texas Rio Grande Valley, and Director of Mentoring, CSMGEP), Terra McKinnish, (Professor of Economics, University of Colorado, and Director of Mentoring, CSWEP), and Rhonda Sharpe (President, Women's Institute for Science, Equity and Race). The panelists provided insights and strategies to department chairs and other economists who are recruiting, evaluating, training, and serving as colleagues to women and members of underrepresented groups. A total of 78 participants registered for this event. In a participant survey after the event, the average approval rating was 88 on a 1–100 scale.

7. AEA Summer Economics Fellows Program

Begun in 2006 with seed monies from the National Science Foundation (NSF) and designed and administered by a joint AEA-CSMGEP-CSWEP committee, the AEA Summer Economics Fellows Program aims to enhance the careers of underrepresented minorities and women during their years as senior graduate students or junior faculty members. Fellowships vary from one institution to the next, but generally senior economists mentor the fellows for a two-month period, and fellows, in turn, work on their own research and have a valuable opportunity to present it. Many fellows have reported this experience as a career-changing event.

The number of applicants placed by the [AEA Summer Economics Fellows Program](https://www.aeaweb.org/about-aea/committees/summer-fellows-program)⁴ fell from 15 in 2016 to 12 in

⁴ Many thanks to the 2017 committee for screening and matching: Daniel Newlon from the AEA (chair), CSWEP Board member Amalia Miller, Gustavo Suarez of the Board of Governors of the Federal Reserve System and Lucia Foster of the Center for Economic Studies at the U.S. Bureau of the Census. Thanks as well to Dick Startz who initiated the program in 2006. More information on the AEA Fellows Program is available at <https://www.aeaweb.org/about-aea/>

2017 despite an increase in the number of applicants. The percentage of applicants placed fell to 11% - the lowest percentage since 2011. The percentage of female applicants placed was 12%; minority applicants, 12%; and U.S. citizen/permanent residents/HIB visas, 19%. This decline in placements was due in part to a government-wide hiring freeze. The number of institutions hiring summer fellows fell from ten to seven-- Federal Reserve Banks in Atlanta, Boston, Cleveland, Kansas City, New York, Richmond and St. Louis.

We received 105 applications: 82 from women, 17 from underrepresented minority groups, and 32 from U.S. citizens/permanent residents/HIB visas. Ten of the twelve fellows hired were female non-minority graduate students. The remaining two fellows hired were male graduate students from underrepresented groups. Six of the fellows were U.S. citizens/permanent residents or had HIB Visas.

C. Carolyn Shaw Bell Award

Awarded annually since 1998, the Carolyn Shaw Bell Award recognizes an individual for outstanding work that has furthered the status of women in the economics profession. The 2017 award goes to Dr. Rachel Croson, Dean of the College of Social Science and MSU Foundation Professor of Economics at Michigan State University. Professor Croson is an accomplished scholar and gifted academic leader who has devoted an enormous amount of energy and creativity to mentoring women in economics. She has been a vital part of CSWEP's mentoring effort since 1998, when she was a mentee in its very first workshop. She has implemented mentoring programs wherever she has worked, targeting women at all levels, from undergraduates to senior women seeking leadership positions.

The Bell Award will be presented at the 2018 CSWEP Business Meeting on January 6 during the AEA/ASSA Meeting in Philadelphia. All are welcome to

[committees/summer-fellows-program](https://www.aeaweb.org/about-aea/committees/summer-fellows-program)

join the celebration. The full [press release](https://www.aeaweb.org/about-aea/committees/summer-fellows-program) is available online.⁵

For holding to high standards and spotlighting the extraordinary accomplishments of women in economics, we owe an enormous debt to the selection committee. While they must remain anonymous, we also thank those who did the hard work of nominating the candidates and those who wrote the thoughtful, detailed letters in support of each candidacy.

D. CSWEP's Presence at Annual Association Meetings

1. The 2017 American Economic Association Meeting

In addition to mentoring activities, presentation of the Annual Report, and the presentation of awards, CSWEP sponsors six *competitive-entry paper sessions* at the Annual AEA/ASSA Meetings. In 2017, Susan Averett and Kevin Lang organized two sessions in the economics of gender. Karen Conway and Petra Todd organized two sessions on Educational Economics and Meredith Fowle, Catherine Wolfram and Anne Winkler organized two sessions on Energy and Environment Economics. These committees selected nine papers for publication in three pseudo-sessions in the *AER: P&P*. To be considered for these sessions, papers must have at least one junior author and, in non-gender-related sessions, at least one author must be a junior female.

The submissions process for these sessions is highly competitive. There were 132 abstract submissions for the 2017 sessions, over 20 more than the 2016. Women consistently report that these sessions, which put their research before a wide audience, are professionally valuable. Even though many included papers have male authors, as of 2017 CSWEP sessions still accounted for a disproportionate share of women on the AEA Program.

⁵ <https://www.aeaweb.org/about-aea/committees/cswep/about/awards/bell>

2. Four 2017 Regional Economic Association Meetings

CSWEP maintains a strong presence at all four of the Regional Economic Association Meetings. At most regional meetings, CSWEP now hosts a networking breakfast or lunch, as well as paper sessions and panels. The events are well attended by men as well as women and provide an informal opportunity for CSWEP representatives and senior women on career development panels to network and mentor one-on-one. We are grateful to the four Board Regional Representatives who organize and host CSWEP's presence at the Regionals.

The 2017 year kicked off with the Eastern Economic Association Meeting in New York February, where Karen Conway (CSWEP Board Eastern Representative) organized ten paper sessions and a networking breakfast at the 2017 Eastern Economic Association Meetings in New York, NY in February. One session highlighted research on experiential learning in an economics curriculum, and others spanned a wide range of topics, including macroeconomics, economic history, health policy and behaviors, child outcomes and the economics of gender. The networking breakfast was well attended and many conversations extended beyond the allotted time.

The Midwest Economic Association Meeting quickly followed at the end of March in Cincinnati, OH. Anne Winkler (CSWEP Board Midwest Representative) organized two panel discussions, one titled "Panel Discussion: Advice for Job Seekers," and another titled "Panel Discussion on Academic Careers." The attendance was 30 people at "Job Seekers" and 15 at "Advice for Academics." Seventy individuals participated at the networking lunch that was held between the two sessions.

For the Western Economic Association International Meeting (June 25–June 29, San Diego, CA), Catalina Amuedo-Dorantes (CSWEP Board Western Representative) organized a hospitality breakfast and media training

session jointly with Francisca Antman (CSMGEP Representative). The event, which was very well attended, included a presentation and discussion of issues surrounding effective media management. The media training session was followed by two paper sessions.

Finally, at the Southern Economic Association Meeting (November, Tampa, FL), Ragan Petrie (CSWEP Board Southern Representative) organized four CSWEP events. There were two (very popular) professional development panels: "Advice for Job Seekers and Early Career" and "Talking to the Media." A joint CSWEP/CSMGEP panel session "Women and Minorities in the Economics Profession—Status, Perspectives and Intervention," was followed by a professional networking lunch.

E. CSWEP News: 2017 Focus and Features

Under the able direction of *CSWEP News* Oversight Editor Kate Silz-Carson and with the graphic design expertise of Leda Black, CSWEP published **three newsletter issues in 2017**.⁶ Each issue features a *Focus* section of articles with a theme chosen and introduced by a guest editor who solicits the featured articles. The quality of these *Focus* articles is consistently high, with many proving to be enduring career **resources for junior economists**.⁷ The CSWEP Board extends our thanks to all these contributors.

1. Managing your Service and Administrative Workload at Mid-Career

Co-edited by board member Terra McKinnish, this issue draws on the collective wisdom of three senior women who have spoken at our mid-career breakfasts

⁶ Current and past issues of the CSWEP News are archived at <http://www.aeaweb.org/committees/cswep/newsletters.php>. For a free digital email subscription, visit <http://cswep.org> and click "Subscribe."

⁷ The feature articles have provided the bulk of professional development materials for the binder for CeMENT workshop participants, now online at <http://www.aeaweb.org/committees/CSWEP/mentoring/reading.php>.

as well as senior mentors from the CeMENT workshops to provide women with strategies for managing their professional lives at mid-career. Laura Argys (University of Colorado, Denver) provides an article full of practical advice as a "reformed volunteer." Adriana Kugler (Georgetown University) draws on her extensive prior experiences as a Vice Provost at Georgetown and Chief Economist at the Department of Labor to discuss the "art of making your own choices." Donna Ginther (University of Kansas) weighs in with advice on time management and managing research and administrative staff. In addition, a variety of CeMENT mentors contribute concrete language and strategies for "saying no" to service and administrative requests that have a tendency to overwhelm women at the mid-career point.

2. Recruiting and Mentoring Diverse Economists

During the 2017 ASSA meetings, CSWEP and CSMGEP cohosted a panel on Best Practices in Recruiting and Mentoring Diverse Economists, and the 100 or so audience members came away energized and informed. The event generated so much interest that CSWEP decided to devote the second issue of the 2017 CSWEP News to the topic, and the panelists generously agreed to write up their remarks. Co-edited by guest editor Amanda Bayer (Swarthmore College), the contributors offer advice to department chairs and other economists who are recruiting, evaluating, training, and serving as colleagues to women and members of underrepresented groups. Terra McKinnish (University of Colorado at Boulder), CSWEP's Director of Mentoring, reflects on some of the causes of the disparities in outcomes for those in underrepresented groups and suggests direct remedies. David Wilcox (Federal Reserve Board of Governors) reviews why the Federal Reserve is "deeply concerned" about the lack of diversity in economics and discusses some of the steps it is taking to

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address the problem. Marie Mora (University of Texas Rio Grande Valley), director of CSMGEP's mentoring program, discusses concrete actions that she and others take to recruit and mentor inclusively, as well as programs that her university has implemented to increase diversity among the faculty. Finally, Rhonda Vonshay Sharpe (Women's Institute for Science, Equity and Race) issues a challenge to all of us to do better.

3. Working with a Research Group and Co-Authors

Co-edited by board member Ragan Petrie (Texas A & M University), this issue provides a variety of perspectives on how to best work with co-authors and research teams so that the collaborations are efficient and productive. Anya Samek (University of Southern California) discusses working with and mentoring student research teams. She includes valuable advice on how to effectively include undergraduate research assistants on a team. Julian Jamison (World Bank) provides insight and guidance on how to work with project partners in academia, business, government, and the non-profit sector. A.

Abigail Payne (University of Melbourne) offers perspectives on junior-senior collaborations, how to manage working with co-authors, the value of communication, and how to move partnerships to successful outcomes.

In addition to the FOCUS issues summarized above, this year's issues of the newsletter included interviews with 2016 Bell Award winner Cecilia Rouse (Princeton University), conducted by Lisa Barrow (Federal Reserve Bank of Chicago) and 2016 Elaine Bennett Research Prize Winner Marina Halac (Columbia University), conducted by Glenn Hubbard (Columbia University). CSWEP wishes to extend its thanks to all those who took the time to write contributions to newsletters during 2017.

Professional development features of these and past issues of *CSWEP News* are now more easily accessible at CSWEP.org, where you can find them [archived by year](#) as well as by [target audience](#) and [topic](#).⁸

⁸ <http://www.aeaweb.org/about-aea/committees/cswep/newsletters/archives>, <https://www.aeaweb.org/committees/cswep/newsletters-audience.php> and <https://www.aeaweb.org/committees/cswep/newsletters-topics.php>.

IV. Status of Women in the Economics Profession⁹

A. Women's Status in the Economics Profession: Summary

In 1971 the AEA established CSWEP as a standing committee to monitor the status and promote the advancement of women in the economics profession. In 1972 CSWEP undertook a broad survey of economics departments and found that women represented 7.6% of new PhDs, and 8.8% of assistant, 3.7% of associate, and 2.4% of full professors.

Much has changed. At doctoral-granting institutions, women have more than tripled their representation among new PhDs to 32.9%, tripled their representation among assistant professors to 28.8%, increased their representation at the associate level more than

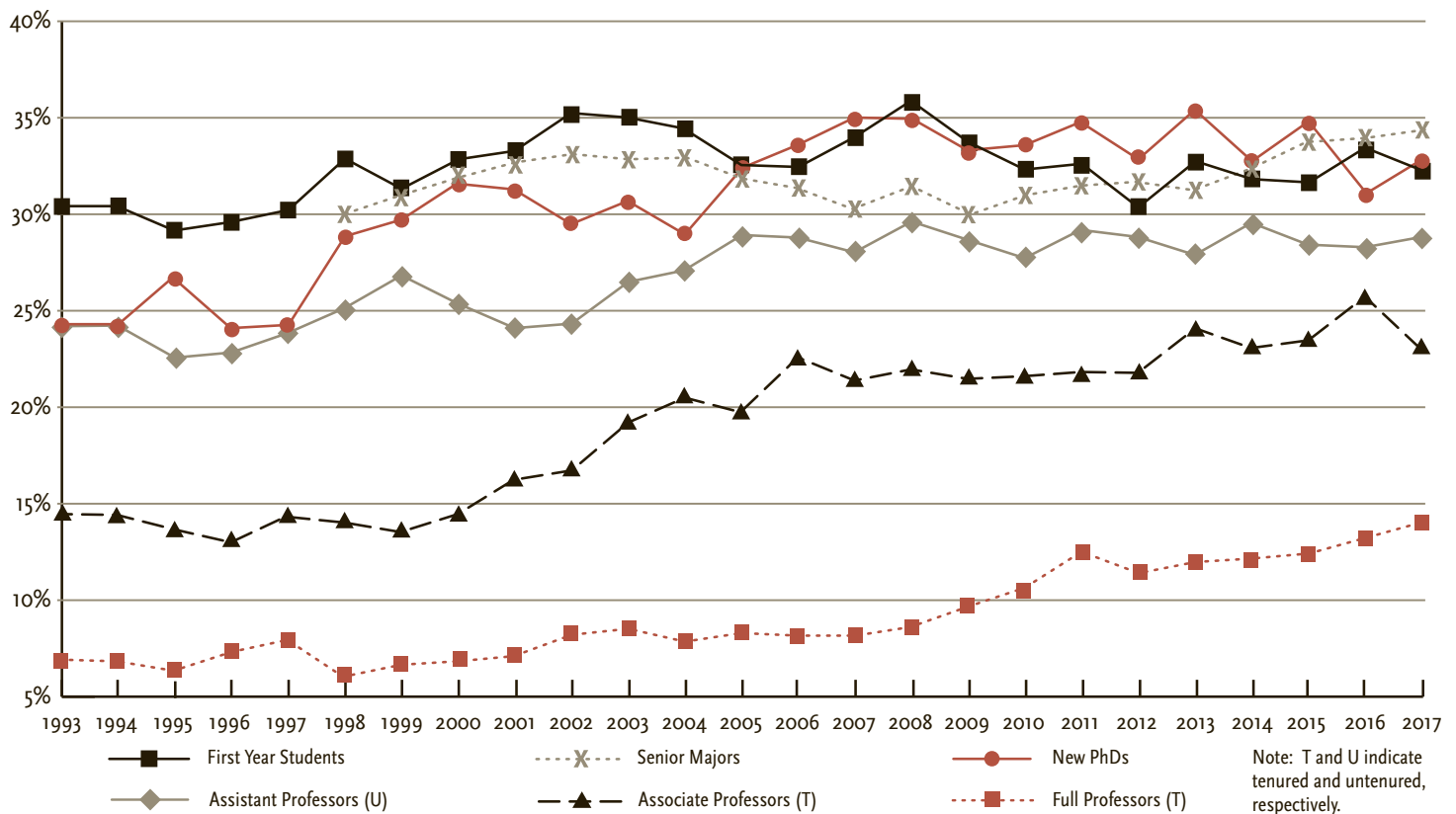
⁹ Margaret Levenstein is CSWEP Associate Chair and Survey Director. We gratefully acknowledge the assistance of Aneesa Buageila and Ann M. Rodgers in the administration and analysis of the survey.

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

| Year | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1st-year PhD Students | 30.4 | 30.4 | 29.2 | 29.6 | 30.2 | 32.8 | 31.3 | 32.8 | 33.3 | 35.2 | 35.0 | 34.4 | 32.5 | 32.4 | 34.0 | 35.8 | 33.7 | 32.3 | 32.5 | 30.4 | 32.7 | 31.8 | 31.6 | 33.4 | 32.3 |
| Registered ABD | 27.3 | 27.3 | 26.4 | 27.9 | 28.1 | 28.2 | 30.6 | 31.2 | 31.7 | 31.8 | 34.5 | 33.3 | 34.2 | 34.0 | 33.7 | 34.1 | 33.9 | 34.2 | 34.5 | 32.7 | 32.1 | 32.2 | 31.7 | 31.7 | 33.0 |
| No. of PhDs Granted | 24.3 | 24.3 | 26.6 | 24.0 | 24.2 | 28.8 | 29.6 | 31.6 | 31.3 | 29.5 | 30.7 | 29.0 | 32.4 | 33.6 | 35.0 | 34.9 | 33.3 | 33.6 | 34.8 | 32.9 | 35.4 | 32.7 | 34.8 | 31.0 | 32.9 |
| Asst Prof (U) | 24.2 | 24.2 | 22.5 | 22.8 | 23.8 | 25.1 | 26.8 | 25.4 | 24.0 | 24.3 | 26.4 | 27.1 | 28.9 | 28.8 | 28.0 | 29.6 | 28.6 | 27.7 | 29.1 | 28.8 | 27.9 | 29.5 | 28.4 | 28.3 | 28.8 |
| Assoc Prof (U) | 7.4 | 7.4 | 7.9 | 15.3 | 12.7 | 15.1 | 19.0 | 16.7 | 13.5 | 13.1 | 21.1 | 17.5 | 26.8 | 26.9 | 21.9 | 24.9 | 25.0 | 33.3 | 34.8 | 38.4 | 27.1 | 25.9 | 29.2 | 32.8 | 26.1 |
| Assoc Prof (T) | 14.4 | 14.4 | 13.6 | 12.9 | 14.3 | 13.9 | 13.4 | 14.3 | 16.2 | 16.6 | 19.1 | 20.5 | 19.7 | 22.5 | 21.3 | 21.8 | 21.5 | 21.5 | 21.7 | 21.7 | 24.0 | 23.0 | 23.4 | 25.6 | 23.0 |
| Full Prof (T) | 6.8 | 6.8 | 6.3 | 7.3 | 7.8 | 6.0 | 6.6 | 6.8 | 7.0 | 8.1 | 8.5 | 7.8 | 8.2 | 8.1 | 8.1 | 8.5 | 9.6 | 10.5 | 12.4 | 11.4 | 11.9 | 12.1 | 12.3 | 13.1 | 13.9 |
| All Tenure Track | 12.7 | 12.7 | 11.5 | 11.9 | 12.9 | 11.8 | 12.5 | 12.7 | 12.9 | 13.6 | 15.2 | 15.2 | 16.2 | 16.3 | 16.0 | 16.8 | 16.8 | 17.5 | 19.0 | 19.0 | 18.5 | 18.9 | 19.0 | 20.1 | 20.1 |
| Non-tenure Track Faculty | 29.6 | 29.6 | 24.3 | 35.5 | 43.4 | 30.5 | 29.4 | 31.3 | 29.7 | 33.0 | 32.5 | 31.4 | 35.6 | 33.2 | 33.3 | 32.4 | 34.8 | 33.0 | 33.0 | 38.5 | 35.2 | 39.6 | 34.8 | 35.3 | 36.1 |
| N Departments | 80 | 80 | 110 | 110 | 115 | 120 | 121 | 122 | 122 | 123 | 123 | 124 | 124 | 125 | 125 | 125 | 125 | 127 | 127 | 127 | 127 | 127 | 127 | 126 | 126 |

* Entry and exit change the population universe. Any known PhD programs are considered members of the population. Any non-respondents are imputed first with UAQ and then with linear interpolation. **Note:** T and U indicate tenured and untenured, respectively.

Figure 1. The Pipeline for Departments *with* Doctoral Programs: Percent of Doctoral Students and Faculty who are Women, 1993–2017



six fold to 23.0% and increased their representation at the full professor level more than five-fold to 13.9% (Table 1). This report presents the results of the 2017 survey, with emphasis on changes over the last few years, including entry of women into PhD programs and the progress of cohorts of new PhDs as they progress through the academic ranks.

B. The CSWEP Annual Surveys, 1972–2017

In fall 2017 CSWEP surveyed 126 doctoral departments and 125 non-doctoral departments. This preliminary report includes the responses from all 126 doctoral and 113 non-doctoral departments. The department-level data from earlier years of the survey have been harmonized and cleaned, as part of an effort to improve our stewardship of these panel data.¹⁰ Because of these changes, as

¹⁰ For some earlier years, data on non-responders were harvested from the web; that harvested data is not distinguishable from self-responses by departments themselves. For the analysis of PhD-granting departments, we now handle missing data as follows. We impute responses for any

well as minor differences in coding and computation, there are slight differences between the estimates reported here and those in previous years.

The non-doctoral sample is based on the listing of “Baccalaureate Colleges—Liberal Arts” from the *Carnegie Classification of Institutions of Higher Learning* (2000 Edition). Starting in 2006 the survey was augmented to include departments in research universities that offer a Master’s degree but not a PhD degree program in economics. We continue to harmonize and document the departmental-level data from the 1970s to the current period to improve our analysis of long-run trends in the profession. As a result of this work, we have

missing items or missing departments. In years when non-responders to the CSWEP survey did respond to the AEA’s Universal Academic Questionnaire (UAQ), we have used UAQ data to impute the missing responses. When the department responded to neither CSWEP nor UAQ, we use linear interpolation from survey responses in other years. Figure 5 presents a comparison between the self-reported (only) and that with missing data imputed. The differences between the two are very small. We are very grateful to Charles C. Scott and the American Economic Association for sharing the UAQ data with us.

produced department-level longitudinal reports for all responding PhD departments; these reports are shared with department chairs and CSWEP liaisons on an annual basis.

C. 2017 Survey Results

With regard to doctoral departments, the representation of women at each level of the academic hierarchy is higher than in the 1970s. However, the share of women in new cohorts of students and assistant professors has been flat for the last decade. Thus even while women are less likely to be promoted at each career stage, the share of senior faculty who are female has continued to increase because of the increased entry of women into economics in the last quarter of the twentieth-century. Between 1993 and 2005, the proportion of assistant professors who are women increased slightly, from 24.2% to 28.9%. There has been no increase in the female share of assistant professors in PhD granting departments since 2005; in 2017 it was 28.8%

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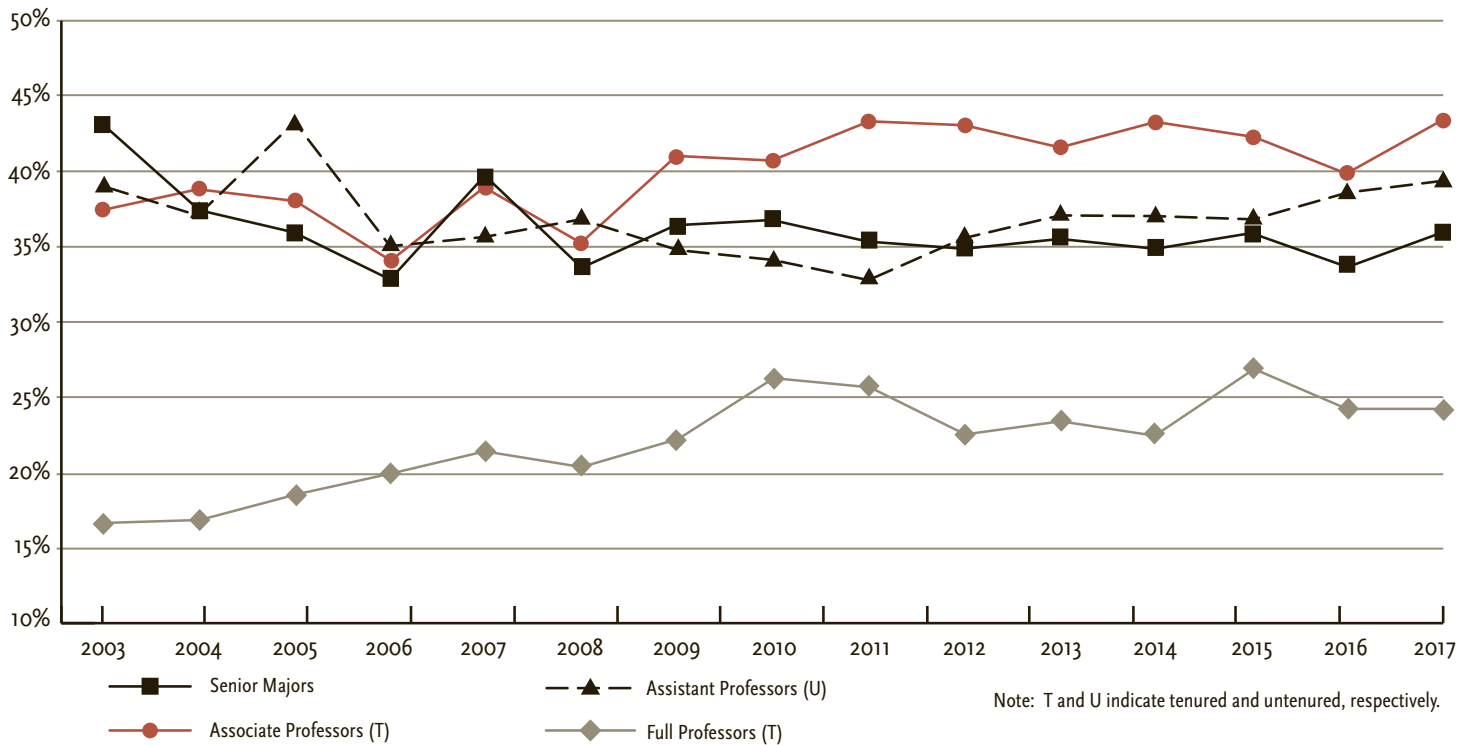
Table 2. The Pipeline for the Top 10 and Top 20 Departments: Percent and Numbers of Faculty and Students Who Are Women (by school rank)

| Doctoral Departments | All Top 10 Schools Annual Average | | | | | | All Top 20 Schools Annual Average | | | | | |
|---|-----------------------------------|--------------|--------------|--------------|--------------|--------------|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| | 1993–1996 | 1997–2001 | 2002–2006 | 2007–2011 | 2012–2016 | 2017 | 1993–1996 | 1997–2001 | 2002–2006 | 2007–2011 | 2012–2016 | 2017 |
| Faculty (Fall of year listed) | | | | | | | | | | | | |
| Assistant Professor | | | | | | | | | | | | |
| Percent | 20.8% | 18.7% | 20.8% | 24.5% | 19.2% | 20.2% | 19.2% | 17.7% | 23.5% | 23.7% | 20.5% | 20.7% |
| Number | 20.9 | 19.7 | 22.1 | 23.4 | 18.0 | 22.0 | 33.2 | 33.5 | 46.8 | 50.4 | 41.8 | 43.0 |
| Associate Professor | | | | | | | | | | | | |
| Percent | 12.3% | 18.5% | 17.3% | 19.9% | 25.0% | 30.8% | 11.1% | 15.1% | 16.8% | 20.7% | 20.3% | 20.6% |
| Number | 4.2 | 5.6 | 5.0 | 7.2 | 8.4 | 12.0 | 9.2 | 10.9 | 9.8 | 18.6 | 18.8 | 20.0 |
| Full Professor | | | | | | | | | | | | |
| Percent | 4.5% | 6.8% | 8.2% | 9.0% | 9.5% | 9.1% | 4.1% | 6.3% | 8.1% | 9.5% | 9.9% | 13.8% |
| Number | 10.3 | 16.1 | 21.2 | 25.2 | 27.0 | 27.0 | 16.3 | 27.2 | 38.1 | 45.8 | 49.4 | 72.0 |
| Subtotal | | | | | | | | | | | | |
| Percent | 9.8% | 11.1% | 12.3% | 13.6% | 12.9% | 13.7% | 9.0% | 10.3% | 13.0% | 14.6% | 13.8% | 16.3% |
| Number | 35.3 | 41.3 | 48.3 | 55.8 | 53.4 | 61.0 | 58.6 | 71.5 | 94.7 | 114.8 | 110.0 | 135.0 |
| Other (Non-tenure Track) | | | | | | | | | | | | |
| Percent | 33.2% | 30.4% | 39.1% | 37.5% | 39.2% | 36.1% | 35.3% | 33.1% | 41.3% | 34.3% | 40.4% | 39.7% |
| Number | 4.5 | 7.4 | 13.4 | 19.4 | 19.2 | 22.0 | 10.5 | 15.7 | 26.4 | 43.9 | 45.2 | 56.0 |
| All Other (Full Time Instructor) | | | | | | | | | | | | |
| Percent | -- | -- | -- | -- | 35.8% | 26.9% | -- | -- | -- | -- | 37.6% | 33.7% |
| Number | -- | -- | -- | -- | 10.3 | 7.0 | -- | -- | -- | -- | 19.5 | 16.0 |
| All Faculty | | | | | | | | | | | | |
| Percent | 10.6% | 12.2% | 14.4% | 16.0% | 16.7% | 16.9% | 10.1% | 11.7% | 15.3% | 17.3% | 18.0% | 20.4% |
| Number | 39.8 | 48.7 | 61.7 | 75.2 | 80.8 | 90.0 | 69.1 | 87.2 | 121.1 | 158.7 | 170.8 | 207.0 |
| PhD Students | | | | | | | | | | | | |
| First Year (Fall of year listed) | | | | | | | | | | | | |
| Percent | 20.6% | 29.3% | 25.7% | 26.0% | 25.5% | 25.8% | 23.7% | 28.7% | 28.9% | 28.1% | 27.5% | 26.0% |
| Number | 56.8 | 76.3 | 66.8 | 64.0 | 61.0 | 66.0 | 111.7 | 138.2 | 138.7 | 132.6 | 122.0 | 116.0 |
| ABD (Fall of year listed) | | | | | | | | | | | | |
| Percent | 22.9% | 23.6% | 28.1% | 26.4% | 26.2% | 24.6% | 23.4% | 25.4% | 29.8% | 28.1% | 27.4% | 27.0% |
| Number | 134.8 | 170.4 | 240.2 | 221.0 | 230.2 | 221.0 | 211.9 | 280.7 | 398.2 | 396.1 | 425.4 | 444.0 |
| PhD Granted (AY ending in year listed) | | | | | | | | | | | | |
| Percent | 25.7% | 24.1% | 27.9% | 26.8% | 27.5% | 28.4% | 25.8% | 24.7% | 28.3% | 28.9% | 28.9% | 26.9% |
| Number | 50.5 | 49.5 | 57.2 | 52.8 | 57.2 | 57.0 | 83.5 | 83.5 | 97.9 | 101.8 | 109.4 | 98.0 |
| Undergraduate Senior Majors (AY ending in year listed) | | | | | | | | | | | | |
| Percent | -- | 36.8% | 38.6% | 37.7% | 36.2% | 39.0% | -- | 34.5% | 36.9% | 35.4% | 37.4% | 38.1% |
| Number | -- | 473.1 | 643.2 | 775.7 | 742.4 | 841.0 | -- | 949.7 | 1526.4 | 1891.6 | 1966.6 | 1994.0 |
| Undergraduate Economics Majors Graduated (in previous AY listed) | | | | | | | | | | | | |
| Percent | -- | 35.2% | 37.5% | 36.3% | 37.5% | 40.7% | -- | 33.3% | 35.7% | 35.1% | 37.6% | 39.2% |
| Number | -- | 467.6 | 626.6 | 610.6 | 842.9 | 924.0 | -- | 905.3 | 1500.7 | 1705.1 | 2301.0 | 2446.0 |

Notes: For each category, the table gives women as a percentage of women plus men. For the five-year intervals, simple averages are reported.



Figure 2. The Pipeline for Departments *without* Doctoral Programs: Percent of Students and Faculty who are Women, 2003–2017



(Table 1). Similarly, the representation of women among first year PhD students was 30.4% in 1993, reached 35% in 2002 and 2003, but was only 32.3% in 2017. The average share of women in first year PhD classes is 32.6%, a slight decline from the previous decade (33.4). This has been the case despite an increase in the share of baccalaureates going to women. The increased entry of women into economics during late 20th century has led to increasing representation of women in more senior ranks, with women now making almost a quarter of tenured associate professors and almost 14% of full professors. However, stagnation at the entry level is now leading to stagnation at the associate level. After showing increasing shares of women at the associate level in the 1990s and early 2000s, the share of women at the associate level has been flat for the last several years.

At every level of the academic hierarchy, from entering PhD student to full professor, women have been and remain a minority. Moreover, within the tenure track, from new PhD to full professor, the higher the rank, the lower

the representation of women (Figure 1). In 2017 new doctorates were 32.9% female, falling to 28.8% for assistant professors, to 23.0% for tenured associate professors and to 13.9% for full professors. This pattern has been characterized as the “leaky pipeline.” Our reliance on this leaky pipeline for gradual progress in women’s representation in the profession depends on continued growth in entry, which no longer appears to be forthcoming.

Figures 1 and 2 show the proportion of senior economics majors who are female in PhD and non-PhD granting department, respectively. There appears to be a slightly positive trend in the PhD granting departments, and a declining trend in the non-PhD granting departments, with both now at about 35% female. Note that this is lower than the share of women in either math or the physical sciences.¹¹ Despite the increasing proportion of undergraduates who are female, economics is not converging to parity.

¹¹ NSF: Who earns bachelor’s degrees in science and engineering? (<https://www.nsf.gov/nsb/sei/edTool/data/college-14.html>) reports over 40% of math and physical science undergraduate degrees went to women.

Turning to an examination of non-doctoral departments, Figure 2 shows a similar pattern. There were increases in the share of women at the full professor level during the first decade of the 21st century, but the share is flat since 2010. Similarly, assistant professors increased and then levelled off. The share of female associate professors in non-doctoral departments has been flat for the entire period. The share of undergraduates has, if anything, declined.

When one compares doctoral and non-doctoral departments, women’s representation in non-doctoral departments is higher at every level—over 10 percentage points higher—than in doctoral departments (compare tables 5 and 6). Both doctoral and non-doctoral programs rely on women to teach, with women making up over 40% of full-time non-tenure track faculty in the former and 38.3% in non-doctoral departments.

A further comparison by rank shows that the representation of women declines as the emphasis on research increases with 33.8% of all tenure track positions in non-doctoral departments

Table 3. Percent of Women in Job Placements of New PhDs from the Top Economics Departments, 1993–2017

| Doctoral Departments | All Top 10 Schools Annual Average | | | | | | All Top 20 Schools Annual Average | | | | | |
|---|-----------------------------------|-----------|-----------|-----------|-----------|-------|-----------------------------------|-----------|-----------|-----------|-----------|-------|
| | 1993–1996 | 1997–2001 | 2002–2006 | 2007–2011 | 2012–2016 | 2017 | 1993–1996 | 1997–2001 | 2002–2006 | 2007–2011 | 2012–2016 | 2017 |
| U.S. Based Job Obtained | | | | | | | | | | | | |
| Percent | 25.8% | 28.9% | 29.4% | 27.0% | 27.6% | 27.7% | 28.2% | 28.0% | 31.5% | 30.0% | 28.5% | 26.1% |
| Number | 35.6 | 38.6 | 44.1 | 37.6 | 38.6 | 33.0 | 60.0 | 58.6 | 76.7 | 70.7 | 70.0 | 62.0 |
| Doctoral Departments | | | | | | | | | | | | |
| Percent | 24.9% | 24.2% | 29.2% | 25.5% | 26.5% | 31.2% | 27.9% | 24.6% | 30.7% | 27.8% | 27.5% | 26.4% |
| Number | 17.0 | 17.5 | 25.6 | 19.4 | 20.0 | 15.0 | 30.3 | 27.5 | 41.7 | 35.2 | 31.4 | 23.0 |
| Academic Other | | | | | | | | | | | | |
| Percent | 38.0% | 50.1% | 31.5% | 34.1% | 39.4% | 0.0% | 40.6% | 49.0% | 34.3% | 43.5% | 34.1% | 12.5% |
| Number | 5.5 | 6.2 | 2.9 | 2.7 | 2.2 | 0.0 | 8.0 | 7.4 | 7.3 | 7.7 | 6.2 | 1.0 |
| Non Faculty, Any Academic Department | | | | | | | | | | | | |
| Percent | -- | -- | -- | -- | 41.4% | 11.1% | -- | -- | -- | -- | 32.3% | 15.2% |
| Number | -- | -- | -- | -- | 3.8 | 2.0 | -- | -- | -- | -- | 6.3 | 5.0 |
| Public Sector | | | | | | | | | | | | |
| Percent | 25.0% | 28.7% | 29.4% | 30.3% | 25.3% | 46.2% | 26.8% | 28.3% | 32.7% | 31.2% | 26.0% | 31.8% |
| Number | 7.1 | 7.6 | 8.1 | 6.5 | 4.8 | 6.0 | 12.1 | 12.2 | 14.8 | 12.1 | 10.4 | 7.0 |
| Private Sector | | | | | | | | | | | | |
| Percent | 22.6% | 31.6% | 25.8% | 25.6% | 26.5% | 25.0% | 25.3% | 29.3% | 29.5% | 30.3% | 29.1% | 29.5% |
| Number | 6.0 | 7.3 | 7.5 | 9.0 | 8.6 | 10.0 | 9.6 | 11.5 | 12.9 | 15.7 | 17.0 | 26.0 |
| Foreign Based Job Obtained | | | | | | | | | | | | |
| Percent | 19.1% | 13.7% | 22.3% | 22.6% | 21.8% | 12.2% | 18.9% | 19.2% | 21.4% | 25.0% | 25.1% | 19.2% |
| Number | 6.3 | 4.1 | 8.6 | 12.0 | 9.2 | 5.0 | 11.5 | 11.0 | 16.6 | 26.9 | 22.6 | 15.0 |
| Academic | | | | | | | | | | | | |
| Percent | 26.1% | 13.4% | 23.8% | 23.2% | 23.5% | 15.6% | 21.2% | 19.6% | 23.1% | 24.7% | 25.4% | 18.0% |
| Number | 5.8 | 3.1 | 6.7 | 9.0 | 7.0 | 5.0 | 9.0 | 8.3 | 12.3 | 18.5 | 16.2 | 11.0 |
| Nonacademic | | | | | | | | | | | | |
| Percent | 6.2% | 15.1% | 19.2% | 20.6% | 17.6% | 0.0% | 13.3% | 17.4% | 17.8% | 25.6% | 24.2% | 23.5% |
| Number | 0.5 | 1.0 | 1.9 | 3.0 | 2.2 | 0.0 | 2.5 | 2.7 | 4.3 | 8.4 | 6.4 | 4.0 |
| No Job Obtained | | | | | | | | | | | | |
| Percent | 16.3% | 32.3% | 12.4% | 0.0% | 6.7% | 0.0% | 15.2% | 32.8% | 25.7% | 20.9% | 28.6% | 0.0% |
| Number | 3.3 | 5.2 | 1.0 | 0.0 | 0.2 | 0.0 | 5.3 | 7.0 | 4.1 | 1.4 | 1.0 | 0.0 |
| Total On the Job Market | | | | | | | | | | | | |
| Percent | 23.5% | 26.8% | 27.5% | 25.4% | 26.1% | 23.6% | 24.8% | 26.5% | 29.2% | 28.3% | 27.6% | 24.1% |
| Number | 45.2 | 48.0 | 53.7 | 49.6 | 48.0 | 38.0 | 76.8 | 76.6 | 97.3 | 99.0 | 93.6 | 77.0 |

Notes: The (2,6) cell shows that among PhDs from top-10 departments in the 2014–15 job market, 16 women placed in U.S.-based doctoral departments and these women accounted for 25.4% of such placements. For five year intervals, simple averages are reported.

held by women, 20.1% in all doctoral departments, 16.3% in the top-20 departments, and 13.7% in the top 10 departments (Tables 2, 5, and 6). This represents a remarkable decline in women’s representation as departmental research intensity increases. This also undermines efforts to change this trend, as it is the most research-intensive departments that train most future economists.

With regard to the advance of cohorts of academics through the ranks, this report presents a simple lock-step model of these advances (Figures 3 and 4). With a maximum of 43 years of data on each rank we can track the gender composition of some relatively young cohorts from entering graduate school though the PhD and of other older cohorts from receipt of the degree though the assistant and associate professor

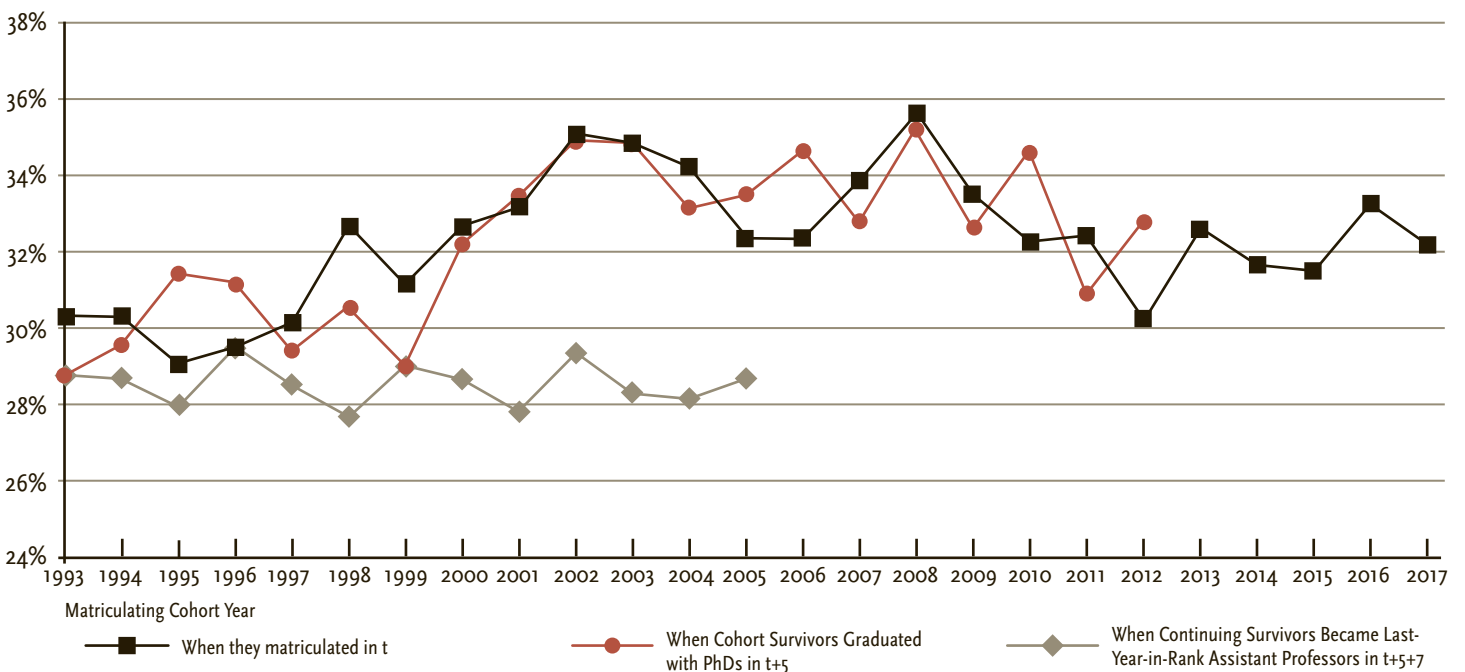
ranks. Unfortunately, these data do not let us analyze the advance of cohorts of new PhDs all the way from associate to full professor. Over the last decade, the proportion of women receiving their PhDs has been almost exactly the same as the proportion of women entering PhD programs six years prior (Figure 3). There is evidence of attrition from graduate school into academia, however, as women’s share of assistant professors is

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Table 4. Placement of New PhDs by Gender and Department Rank in the 2016–2017 Job Market

| | Top 10 | | Top 11–20 | | All Others | |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| | Women | Men | Women | Men | Women | Men |
| U.S. Based Job (Share of all individuals by gender) | 86.8% | 69.9% | 74.4% | 75.6% | 72.4% | 68.9% |
| Academic Job in a Phd Granting Institution | 45.5% | 38.4% | 27.6% | 34.4% | 30.2% | 24.5% |
| Academic Job in a Non-Phd Granting Institution | 0.0% | 0.0% | 3.4% | 7.8% | 25.1% | 25.8% |
| Non Faculty Job in Any Academic Department | 6.1% | 18.6% | 10.3% | 13.3% | 7.8% | 14.1% |
| Public Sector Job | 18.2% | 8.1% | 3.4% | 8.9% | 12.3% | 13.1% |
| Private Sector Job | 30.3% | 34.9% | 55.2% | 35.6% | 24.6% | 22.5% |
| Foreign Job Obtained (Share of all individuals by gender) | 13.2% | 29.3% | 25.6% | 22.7% | 22.4% | 27.2% |
| Academic Job | 100.0% | 75.0% | 60.0% | 85.2% | 62.0% | 61.3% |
| Nonacademic Job | 0.0% | 25.0% | 40.0% | 14.8% | 38.0% | 38.7% |
| No Job Found (Share of all individuals by gender) | 0.0% | 0.8% | 0.0% | 1.7% | 5.3% | 3.9% |
| Total Number of Individuals | 38 | 123 | 39 | 119 | 247 | 433 |

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



considerably smaller than their share of new PhDs (Figure 3).

The female share of the entering class of students in PhD programs overall has been flat over the last twenty years (Figure 1 and Table 7). For all PhD programs, the female share was slightly higher between 2002 and 2011, but the average over the last five years has fallen (Table 7). For the Top 20 programs, the share has been flat or even slightly

declining since 2002. The entering class this year in the top 20 schools was less than one-quarter female, below the average for the last two decades. Within the Top 20, there is considerable variation in the share of females in the first PhD class across the 21 schools (Table 8). Half of Top 20 departments have student bodies that are over 75 percent male and over a fourth of Top 20 departments are over 80% male. Note that

while we are not breaking out the Top 10, to protect the confidentiality of individual school data, the pattern is not different between the Top 10 and the schools ranked 11–20.

D. Conclusions

Past intakes and subsequent advancements of women and men determine the contemporaneous distribution of men and women on the academic

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economists' ladder. This report is depressingly similar to those of previous years. *There has been no progress in the representation of women at either juncture, entering the economics profession or advancing from untenured assistant to tenured associate professor.* If anything, we see stagnation or decline in women entering economics at both the undergraduate and graduate level.

With regard to the second juncture, while the advancement of women from untenured assistant to tenured associate professor is no doubt intertwined and jointly determined with family-related decisions, this is true as well of other disciplines, so cannot explain the relative lack of progress for women in economics.¹² Policy choices by institutions (e.g., length of the tenure clock, family leave,

on-site child care and so forth) and departments (e.g., inclusiveness, mentoring, office space, teaching assignments, and so forth) can play significant roles in reversing these trends and allowing women to flourish -- and allowing the economics profession and society as a whole to benefit from continuing contributions from female scholars.

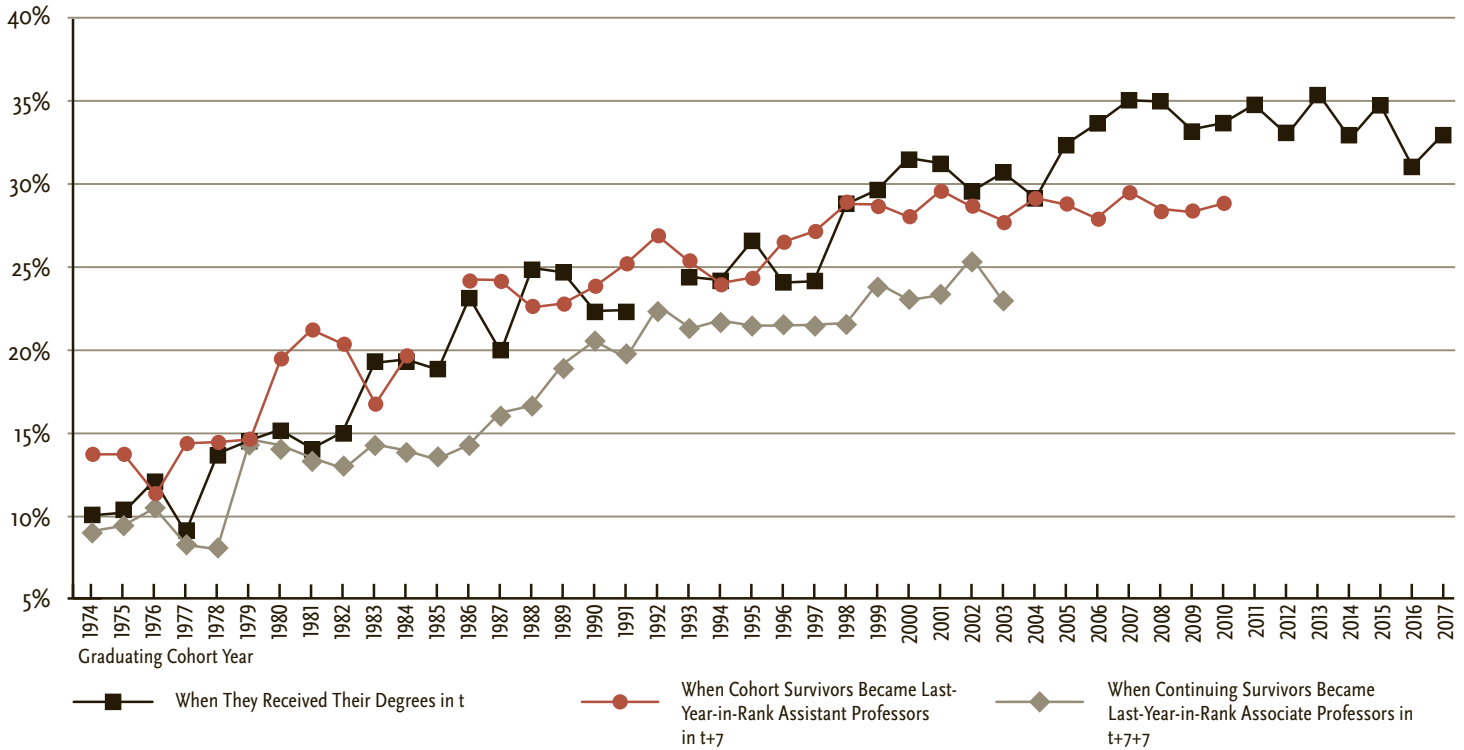
Finally, it is worth recognizing the high representation of women in non-tenure-track teaching jobs. Almost a third of the full time female faculty in Top 20 economics departments are in non-tenure track teaching positions. This may play a role in shaping how undergraduate women view the economics profession.

CSWEP's 45 years of data on the evolution of faculty composition at the department level are unique in the social sciences and beyond. We are pleased to report efforts to document, harmonize

and make these data available to the research community. We now make department-level longitudinal data available to individual departments so that they have this information to determine appropriate steps to achieve gender equity in their student and faculty populations. Annual aggregate data and departmental-level data are available for research purposes in a manner that protects the confidentiality of the responding departments through the Inter-university Consortium for Political and Social Research.

¹² Bayer, Amanda, and Cecilia Elena Rouse. "Diversity in the Economics Profession: A New Attack on an Old Problem." *The Journal of Economic Perspectives* 30, no. 4 (2016): 221-242.

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



V. Board Rotations and Acknowledgements

Terra McKinnish will be ending her term as the inaugural Associate Chair for Mentoring in January, and will be replaced by Sebnem Kalemli-Ozcan. Terra created this position as part of a major reorganization of CSWEP leadership, and we are deeply indebted to her for the energy and good judgement with which she has built up our mentoring program. Anne Winkler will be completing a second term on the CSWEP Board as Midwestern Representative. In addition to a broad slate of Board activities,

Anne has developed a program of networking and professional development events at the MEA meetings that she will be turning over to the new Midwestern Rep, Shahina Amin. Petra Todd is also completing an active second term as an At-Large Board member, and we will be welcoming Sandy Black to replace her. CSWEP is very grateful to the outgoing Board members for their generous contributions to CSWEP’s mission, and welcome our new members.

Amber Pipa continues to provide administrative and moral support to all of us, and is information central for all CSWEP activities. We couldn’t do any of this without her organizational skills, hard work, and memory.

CSWEP is fully funded by the American Economic Association. Recent

funding increases have made the expansion of CSWEP’s services possible and the transition to UCSB a smooth one, and for this we are grateful. Very special thanks are due to the AEA Secretary-Treasurer, Peter Rousseau, for his support and counsel and to his excellent staff: Barbara H. Fiser, Marlene V. Hight and Susan B. Houston as well as Michael P. Albert, Jenna Kensey, Gwyn Loftis, Linda Hardin and Julia Merry.

Finally, the Committee is indebted to the Economics Department of the University of California, Santa Barbara for the administrative support of CSWEP’s activities, office space, IT support, computer equipment, office supplies and substantial additional resources. ■

Figure 5. Comparison of self-reported and imputed data from Figure 1

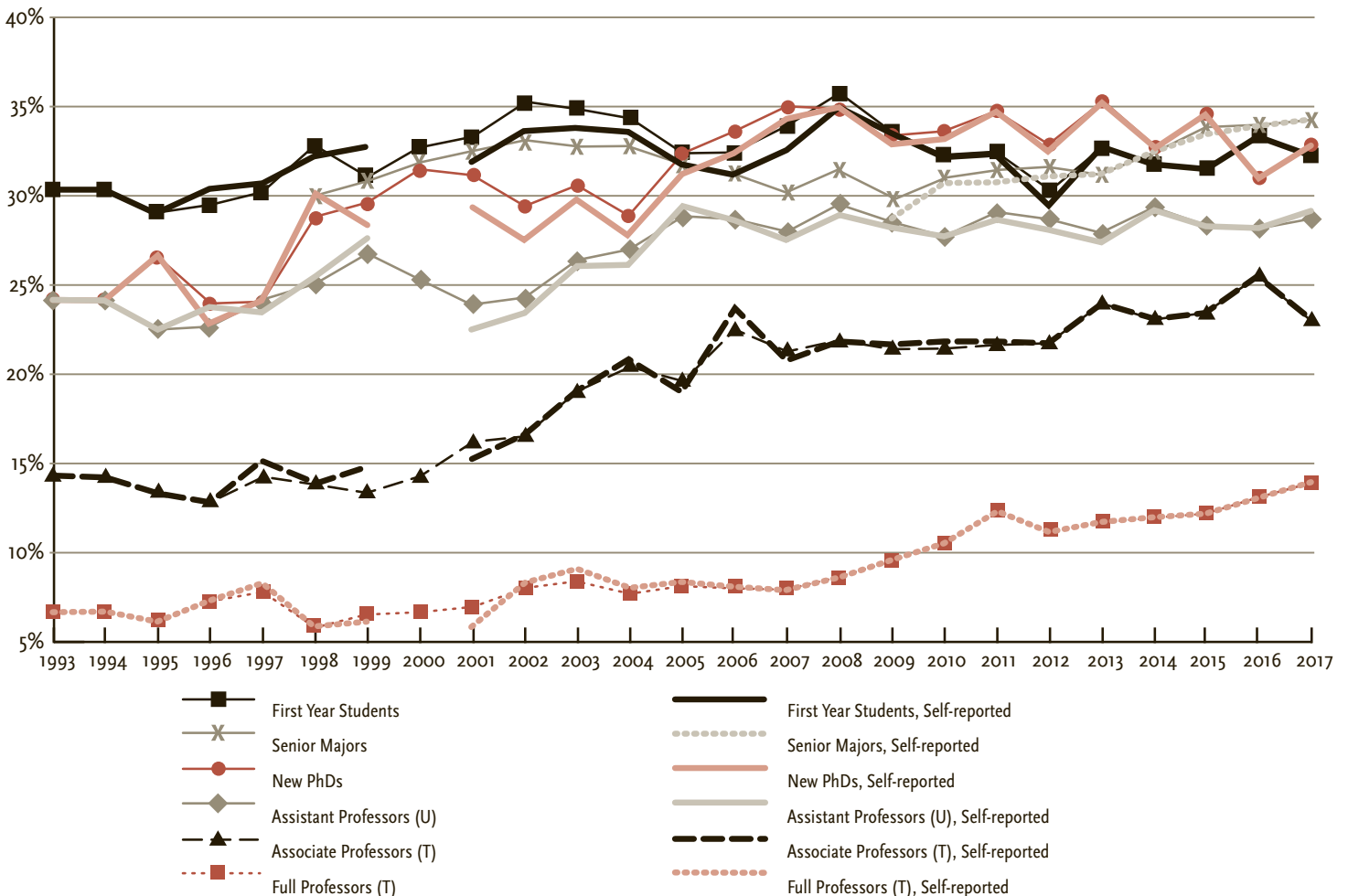


Table 5. The Current Gender Composition of Faculty and Students: Economics Departments *with* Doctoral Programs

| Faculty Composition (Fall 2017) | Number | | Percent | |
|---|------------|-------------|--------------|--------------|
| | Women | Men | Female | Male |
| Assistant Professor | 241 | 603 | 28.6% | 71.4% |
| Untenured | 216 | 535 | 28.8% | 71.2% |
| Tenured | 25 | 78 | 24.3% | 75.7% |
| Associate Professor | 154 | 509 | 23.2% | 76.8% |
| Untenured | 12 | 34 | 26.1% | 73.9% |
| Tenured | 142 | 475 | 23.0% | 77.0% |
| Full Professor | 213 | 1310 | 14.0% | 86.0% |
| Untenured | 5 | 26 | 16.1% | 83.9% |
| Tenured | 208 | 1284 | 13.9% | 86.1% |
| All Tenured/Tenure Track | 608 | 2422 | 20.1% | 79.9% |
| Full-Time Non-Tenure Track | 177 | 258 | 40.7% | 59.3% |
| Part-Time Non-Tenure Track | 107 | 244 | 30.5% | 69.5% |
| All Other Full-Time Instructors | 36 | 92 | 28.2% | 71.8% |
| All Faculty | 928 | 3015 | 23.5% | 76.5% |
| Students and Job Market | | | | |
| Students | | | | |
| Undergraduate Senior Economics Majors to Graduate this AY | 7113 | 13642 | 34.3% | 65.7% |
| Undergraduate Economics Majors Graduated in Previous AY | 7748 | 14972 | 34.1% | 65.9% |
| First-year PhD Students | 492 | 1031 | 32.3% | 67.7% |
| Registered PhD Thesis Writers (ABD) | 1469 | 2984 | 33.0% | 67.0% |
| Number of PhDs Granted | 361 | 735 | 32.9% | 67.1% |
| Job Market (2016–2017 Academic Year) | | | | |
| U.S. Based Job | 241 | 474 | 33.7% | 66.3% |
| Academic Job in a PhD Granting Institution | 77 | 137 | 36.0% | 64.0% |
| Academic Job in a Non-PhD Granting Institution | 46 | 84 | 35.4% | 64.6% |
| Non-Faculty Academic Job | 19 | 70 | 21.3% | 78.7% |
| Public Sector Job | 29 | 54 | 34.9% | 65.1% |
| Private Sector Job | 70 | 129 | 35.2% | 64.8% |
| Foreign Job Obtained | 70 | 181 | 28.0% | 72.0% |
| Academic Job | 45 | 122 | 27.1% | 72.9% |
| Non-Academic Job | 25 | 59 | 29.9% | 70.1% |
| PhD Students Who Searched But Didn't Find a Job | 13 | 20 | 39.4% | 60.6% |
| Number on Job Market | 324 | 675 | 32.5% | 67.5% |

Table 6. Gender Composition of Faculty and Students: Economics Departments *without* Doctoral Programs

| Faculty Composition (Fall 2017) | Number | | Percent | |
|--|------------|------------|--------------|--------------|
| | Women | Men | Female | Male |
| Assistant Professor | 136 | 181 | 42.9% | 57.1% |
| Untenured | 124 | 162 | 43.4% | 56.6% |
| Tenured | 12 | 19 | 38.7% | 61.3% |
| Associate Professor | 114 | 169 | 40.3% | 59.7% |
| Untenured | 9 | 7 | 56.3% | 43.8% |
| Tenured | 105 | 162 | 39.3% | 60.7% |
| Full Professor | 116 | 366 | 24.1% | 75.9% |
| Untenured | 3 | 9 | 25.0% | 75.0% |
| Tenured | 113 | 357 | 24.1% | 75.9% |
| All Tenured/Tenure Track | 366 | 716 | 33.8% | 66.2% |
| Full-Time Non-Tenure Track | 46 | 74 | 38.3% | 61.7% |
| Part-Time Non-Tenure Track | 42 | 90 | 31.5% | 68.5% |
| All Other Full-Time Instructors | 9 | 31 | 22.5% | 77.5% |
| All Faculty | 463 | 911 | 33.7% | 66.3% |
| Student Information (2016–2017 Academic Year) | | | | |
| Undergraduate Senior Economics Majors Expecting to Graduate this AY | 2372 | 4253 | 35.8% | 64.2% |
| Undergraduate Economics Majors Graduated in Previous AY | 2176 | 3892 | 35.9% | 64.1% |
| M.A. Students Expecting to Graduate this AY | 67 | 119 | 36.0% | 64.0% |
| M.A. Students Graduated in Previous AY | 48 | 67 | 41.7% | 58.3% |
| Total Number of Departments | 113 | | | |

Table 7. Share of Women in First Year Class in PhD Programs

| | 1993–1996 | 1997–2001 | 2002–2006 | 2007–2011 | 2012–2016 | 2017 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-------|
| All PhD Programs | 30.9% | 32.9% | 35.1% | 35.3% | 34.5% | 33.6% |
| Top 20 Programs | 24.7% | 27.6% | 29.5% | 28.0% | 28.8% | 24.8% |

Table 8. Distribution of Top 20 Departments by Female Share of First Year PhD Class, 2013–2017

| Share of Women | Number of Programs Each Year | | | | |
|----------------|------------------------------|------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 | 2017 |
| 40% or above | 6 | 2 | 3 | 6 | 2 |
| 35–39% | 0 | 1 | 0 | 1 | 1 |
| 30–34% | 1 | 5 | 2 | 2 | 8 |
| 25–29% | 3 | 6 | 6 | 5 | 1 |
| 20–24% | 9 | 2 | 6 | 3 | 3 |
| Below 20% | 2 | 5 | 4 | 4 | 6 |

Note: This table classifies departments by the average share of women in their entering class over the period 2013–2017. This differs from the average share of women entering PhD programs, each year, because of differences in the size of different programs.

Appendix

Directory of CSWEP 2017 Board Members

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CSWEP Sessions @ Upcoming Meetings

Western Economic Association Annual Meetings

26–30 June 2018, Vancouver, British Columbia, Canada

Networking Breakfast (co-sponsored with CSMGEP)

Wednesday, 27 June 2018, 7:30–8:10 am

Session 1 International Migration and Immigration Policy I

Wednesday, 27 June 2018, 8:15–10:00 am

Chair and Organizer: Catalina Amuedo-Dorantes (San Diego State University)

Migration in response to long-run weather variation

Neil Bennett (University of California–Irvine)

Discussant: Sushanik Margaryan (University of Hamburg)

Reverse migration trends and local labor markets: evidence from Mexico

Emily Conover (Hamilton College), Melanie Khamis (Wesleyan University and IZA), and Sarah Pearlman (Vassar College)

Discussant: Shikha Silwal (Washington and Lee University)

Economic assimilation of Indian immigrants in the U.S.: the role of the H-1B visa program

Kusum Mundra (Rutgers University and IZA)

Discussant: Monica Garcia-Perez (St. Cloud State University)

Immigration raids and worker productivity

Catalina Amuedo-Dorantes (San Diego State University) and Francisca Antman (University of Colorado at Boulder)

Discussant: Melissa Knox (University of Washington)

Session 2 International Migration and Immigration Policy II

Wednesday, 27 June 2018, 10:15 am–12:00 pm

Chair and Organizer: Catalina Amuedo-Dorantes (San Diego State University)

DREAMers and their health insurance dream

Monica Garcia-Perez (St. Cloud State University)

Discussant: Catalina Amuedo-Dorantes (San Diego State University)

Social protection, risk, and Mexico's return migration

Melissa Knox (University of Washington) and Jaime Lara (Autonomous University of San Luis Potosi)

Discussant: Sarah Perlman (Vassar College)

Does education affect attitudes toward immigration? Evidence from Germany

Sushanik Margaryan (University of Hamburg), Annemarie Paul (University of Hamburg), and Thomas Seidler (University of Hamburg)

Discussant: Lucas van der Velde (Group for Research in Applied Economics and Warsaw School of Economics)

International migration and linguistic gender marking

Joanna Tyrowicz (University of Warsaw) and Lucas van der Velde (Group for Research in Applied Economics and Warsaw School of Economics)

Discussant: Neil Bennett (University of California, Irvine)

Clientelism and remittance in developing countries

Shikha Silwal (Washington and Lee University)

Discussant: Kusum Mundra (Rutgers University)

Session 3 Panel of Journal Editors Offering Advice on Publishing (co-sponsored with CSMGEP and ASHE)

Wednesday, 27 June 2018, 2:30 pm

Chairs and Organizers: Catalina Amuedo-Dorantes (San Diego State University) and Ebonya Washington (Yale University)

Panelists: Julie Cullen (Journal of Public Economics), Brad Humphreys (Contemporary Economic Policy), Thomas Lemieux (American Economic Review), Wes Wilson (Economic Inquiry)

Session 4 Jobs for Economists: A Panel Discussion on Work/Family Management in Government, Academic, Research, and Private Sector Jobs

Wednesday, 27 June 2018, 4:30 pm

Chair and Organizer: Heather Antecol (Claremont McKenna College)

Panelists: Heather Antecol (Claremont McKenna College), Kelly Bedard (University of California, Santa Barbara), Mary Daly (San Francisco Federal Reserve), Kathleen Mullen (Rand Corporation), and Xiaoling Ang (Edgeworth Economics)

Session 5 Immigrants and Policy Reforms (ASHE and CSWEP Co-Sponsored Session)

Thursday, 28 June 2018, 15:15 am–12:00 pm

CSWEP Sessions

Chair and Organizer: Susan Pozo (Western Michigan University)

Drug violence and selectivity: who is migrating today from Mexico to the U.S.?

Sandra Orozco-Aleman (Mississippi State University) and Heriberto Gonzalez Lozano (Mississippi State University)

Discussant: Carmen Carrion-Flores (Syracuse University)

Ethnic competition or complementarity: which drives (return to) immigrant self-employment?

Joanna Nestorowicz (Centre of Migration Research) and Joanna Tyrowicz (Centre of Migration Research, Group for Research in Applied Economics (GRAPE), IZA, Institute for Labour Law and Industrial Relations in the EU, and University of Warsaw)

Discussant: Marie Mora (University of Texas Rio Grande Valley)

The long term effects of school reforms: an analysis of youth crime in New Orleans

Monica Hernandez (Tulane University), Douglas Harris (Tulane University), and Stephen Barnes (Louisiana State University)

Discussant: Fernando Lozano (Pomona College)

An alternative approach for identifying a hidden immigrant population

Daniel A. Mengistu (Grand Valley State University), Susan Pozo (Western Michigan University), and Todd Sanstrom II (St. Norbert College)

Discussant: Monica Garcia-Perez (St. Cloud State University)



Thank you to 2018 AEA/ASSA Session Organizers

CSWEP says thank you to the following individuals who helped organize CSWEP sessions for the 2018 AEA/ASSA annual meetings. Thank you for helping to make CSWEP's sessions at the 2018 ASSAs some of the best ever!

Manuela Angelucci, University of Michigan

Gopi Shah Goda, Stanford University

Olivia Mitchell, University of Pennsylvania

Claudia Olivetti, Boston College

Thank you to CeMENT Mentors

CSWEP says thank you to the following individuals who served as mentors during the 2018 CeMENT Mentoring Workshop, which followed the 2018 AEA/ASSA annual meetings. We thank you for your generous gift of time and expertise to all of our 2018 mentees.

Amy Ando, University of Illinois at Urbana-Champaign

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Petra Todd, University of Pennsylvania

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Maisy Wong, University of Pennsylvania

Brag Box

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

Joni Hersch, Professor of Law and Economics at Vanderbilt University, was named a Cornelius Vanderbilt Chair. The position is one of 25 new endowed chairs named in honor of the founder of the university, and intended to support the university’s long-range vision to advance teaching and research.

Please join us in congratulating Prof. Hersch for her outstanding accomplishment!

We want to hear from you!

Send announcements to cswep@econ.ucsb.edu.

Join the CSWEP Liaison Network!

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

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