



NEWS

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2018 ISSUE III

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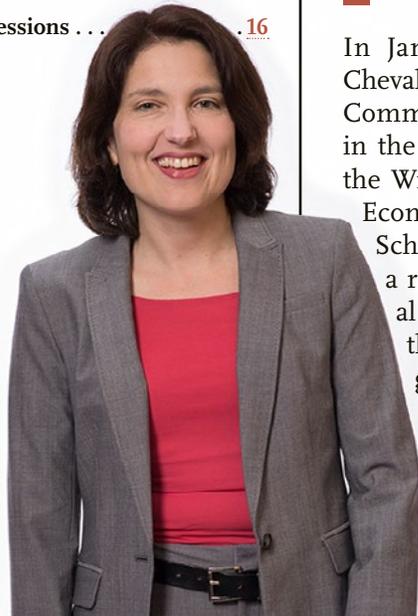
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Interview with 2017 Bell Award Winner Rachel T. A. Croson

Tanya Rosenblat

Rachel T. A. Croson, Dean of the College of Social Science and MSU Foundation Professor of Economics at Michigan State University is the recipient of the 2017 Carolyn Shaw Bell Award. Given annually since 1998 by the American Economic Association's (AEA) Committee on the Status of Women in the Economics Profession (CSWEP), the Bell Award recognizes and honors an individual who has furthered the status of women in the economics profession through example, achievements,



increasing our understanding of how women can advance in the economics profession, or mentoring others.

Dr. Croson earned her undergraduate degree from the University of Pennsylvania, with a double major in Economics and Philosophy and a minor in

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Judith Chevalier is Next Chair of CSWEP

In January 2019, Professor Judith Chevalier will take the helm of the AEA Committee on the Status of Women in the Economics Profession. Judy is the William S. Beinecke Professor of Economics and Finance at the Yale School of Management. She is also a research associate at the National Bureau of Economic Research in the Industrial Organization program. She received her BA from Yale and her Ph.D. in Economics from the Massachusetts Institute of Technology. Since earning her Ph.D., she has served on the faculties of Harvard University, the University of Chicago, and Yale.

Professor Chevalier is the author of numerous articles in the areas of finance, industrial organization, marketing, the gig economy, and the digital economy. She is a past co-editor of the *American Economic Review* and the *Rand Journal of Economics*. She has served on the Executive Committee of the American Economic Association, and currently serves on the Board of Directors of the Industrial Organization Society.

In 1998, Professor Chevalier was the inaugural recipient of CSWEP's Elaine Bennett Research Prize, and she previously served as a member of the CSWEP Board from January 2002 to December 2004. Welcome back, Judy! ■

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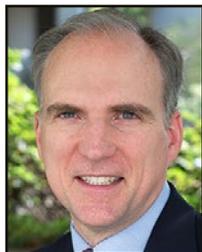
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Justin Wolfers,
Professor of Economics,
College of Literature,
Science, and the Arts,
and Professor of Public
Policy, Gerald R. Ford
School of Public Policy,
University of Michigan

Shelly Lundberg

Congratulations to Rohini Pande, the recipient of the 2018 Carolyn Shaw Bell Award for her contributions to the status of women in economics, and to Melissa Dell, the winner of the 2018 Elaine Bennett Research Prize. Dr. Pande is Rafik Hariri Professor of International Political Economy at Harvard Kennedy School and an accomplished development scholar who is being honored for her extensive mentoring of junior economists and her efforts to promote gender parity in economics. Dr. Dell is a Professor of Economics at Harvard University who has made fundamental contributions to development economics, political economy, and economic history in the early years of her career. These awards will be presented at the CSWEP Luncheon and Awards Ceremony during the 2019 AEA Meeting in Atlanta GA. This event is scheduled for 12:30–2:15, Friday January 4 at the Atlanta Marriott Marquis, and the celebration will continue at a reception that evening from 6:00–7:30 PM. On behalf of the CSWEP Board I invite you join us to celebrate the contributions of Rohini, Melissa, and previous CSWEP award winners. Register in advance for this event at cswep.org.

CSWEP will have a full program of events at the 2019 AEA/ASSA Meeting in Atlanta including paper sessions, mentoring programs, and presentation of the 2018 *Annual Report on the Status of Women in the Economics Profession* at the CSWEP Luncheon. One new event will be a panel on @Twitter Tips for Success: Social Media for Economists on Sunday, January 6 at 10:30–12:15, organized by Marie Mora and moderated by Susan Dynarski. A panel of well-followed economists who use Twitter in different ways to promote research, prompt discussion, and build supportive communities will discuss their strategies and offer advice to new users. CSWEP paper sessions at the AEA Meeting cover three research areas:

From the Chair

Economic History (organized by Leah Boustan and Carola Frydman), Microeconomic Theory (organized by Marina Halac and Vasiliki Skreta), and Economics of Gender (including two sessions on Gender in the Economics Profession and organized by Amalia Miller, Shahina Amin, and Jeanne LaFortune). These sessions provide an important on-ramp to the AEA conference for junior scholars, and placement in them continues to be highly competitive.

Mentoring has always been at the core of CSWEP's mission, and we will be sponsoring several mentoring events at the 2019 AEA Meeting. Mentoring Breakfasts for Junior Economists, organized by Amalia Miller, are scheduled for **Friday, January 5** and **Sunday, January 6** from **8:00 AM–10:00 AM**. Senior economists will be available to answer questions and provide advice at topic-themed tables. Feedback from previous participants in these breakfasts has been overwhelmingly positive. We encourage economists within six years of their PhD as well as graduate students on the job market to preregister for these events (details in this issue and at cswep.org) and participate. We will also be offering a Mentoring Breakfast for Mid-Career Economists, scheduled for **Saturday, January 5** from **8:00 AM–10:00 AM** and organized by Ragan Petrie. At the end of the AEA Meeting, the 2019 CeMENT Mentoring Workshop for Faculty in Doctoral Programs will begin under the leadership of Director Martha Bailey. This intensive and effective mentoring experience is consistently oversubscribed and relies on generous donations of time from senior mentors, organizers, and participants who make CSWEP's schedule at the meetings so busy and productive.

Articles in the Focus section of this issue of CSWEP News, edited and introduced by Elizabeth Klee, reflect on a set of active institutional efforts to reduce

From the Chair

gender bias and increase diversity, including adoption of inclusion criteria for conference programs and establishing clear metrics for promotion. Beth notes the importance of information structures in these reforms, many of which include “conscious steps to make opaque processes transparent.” This issue of News also includes an interview with Rachel Croson, the recipient of the 2017 Carolyn Shaw Bell Award by Tanya Rosenblat. In the interview, Rachel talks about the importance of undergraduate research experience in her path to economics, her role in the founding of CSWEP’s CeMENT mentoring program (and its randomized evaluation), and how to make decisions about your life and career.

At the end of 2018, my term as CSWEP Chair will come to an end and Judy Chevalier will be stepping up as the new Chair (see her bio in this issue). The terms of at-large CSWEP board members Elizabeth Klee and Justin Wolfers and the second term of Amalia Miller will also be ending, and they will be replaced by Jonathan Guryan, Petra Moser, and Karen Pence. I’m very grateful for the opportunity to have served in this position, and look forward to the new energy, new perspectives, and new ideas that Judy and the 2019 board will be bringing to CSWEP’s mission of promoting and monitoring the careers of women in economics. I’m also very pleased to welcome our new administrative assistant, Lauren Lewis, who has been doing a terrific job keeping CSWEP activities moving forward from a new base in the AEA offices in Nashville. I’d also like to send a final thank you to all the members of the CSWEP community who have contributed so much as committee members, mentors, event organizers, panelists, authors, editors and CSWEP liaisons during the past three years. A lot of good things would not have happened without you.

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

Shelly

FOCUS on Proactive Efforts to Increase Diversity and Inclusion

Elizabeth Klee

In 1996, then-CSWEP chair Rebecca Blank authored a report in the American Economic Association’s Papers and Proceedings that showed the progress of women in the economics profession was meager at best.¹ A rejoinder in 1999 discussed some “cracks” in the glass ceiling of economics—the article suggested that some of the worse career outcomes for women could be explained by “inferior productivity” or “gender differences in preferences for research,” and predicted that perhaps the tide has turned.²

Twenty years later, the problems remain. There has been some growth in the share of women in Ph.D. programs and some progress in the tenure outcomes for women in the profession. Still, the growth has been lackluster at best, and stalled in recent years. A woman has only a little better shot at a tenured position now than she did 20 years ago.

Efforts are underway to change all that. This edition of the CSWEP newsletter brings together reports on active steps taken to promote diversity and inclusion in economics. These include inclusion criteria for conference programs, clearly outlining criteria for promotion, and deliberately encouraging historically underrepresented groups to pursue careers in economics. Rather than relying on voluntary participation, these steps are consciously changing processes to foster inclusion. These steps help grow careers, so that “inferior productivity” is less likely to become an excuse.

There are three broad lessons from these efforts. **First, information structures matter.** In a world of imperfect information, choices may be less than optimal. Many of these efforts include conscious steps to make opaque processes transparent, particularly around career development. Imperfect information can also compound implicit biases. Thus, deliberate steps to reveal information or to limit biases can make a difference.

Second, size matters. Acting in concert and in scale can make tangible differences. The efforts described here have the potential to reach thousands of economists, and hundreds of would-be economists. Reaching far and wide is powerful and can change lives.

Third, success matters, but not always. As you’ll see, some efforts to promote inclusion failed. But the act of trying to achieve primary aims generated positive spillovers and got things moving in the right direction.

On a personal level, I have noticed a change in the conversation. I have witnessed colleagues more willing to speak up than in years past, both at junior and senior levels. This speaking up has been not only about diversity and inclusion, but also about economics. Rather than focusing on “gender preferences,” there is focus on including different perspectives when answering the problems of our times. Listening to only one voice for solutions runs the risk of missing something important. Only with diversity and inclusion efforts will we be able to attract the best talent, move the profession forward, and elevate the societal impact of our profession.

1 Blank, Rebecca M. “Report of the Committee on the Status of Women in the Economics Profession.” *American Economic Review*, May 1996 (Papers and Proceedings), 86(2), pp. 502-6.

2 McDowell, J., Larry D. Singell, Jr., & Ziliak, J. (1999). Cracks in the Glass Ceiling: Gender and Promotion in the Economics Profession. *The American Economic Review*, 89(2), 392-396.

A Perspective from the Federal Reserve Board on Diversity and Inclusion in Economist Professional Development

Daniel Covitz and Karen Pence

The Federal Reserve Board is one of the largest employers of economists in the world, with more than 375 economists on staff, and hundreds more employed throughout the Federal Reserve System. Developing and retaining a broad and diverse base of talent is essential in order for us to carry out our monetary policy, regulatory, and financial stability responsibilities as effectively as possible. We sketch out here some of the principles underlying our ongoing efforts to ensure that all economists on our staff have the tools and opportunities to contribute fully to the mission of the Federal Reserve and thrive as professional economists.¹

A core principle that informs all of our initiatives on staff development is transparency. In particular, we aim to provide clear, comprehensive, and accessible information on the types of skills, contributions, and behaviors we reward in performance reviews and with promotion, as well as the traits we are looking for when hiring new managers. We avoid vaguely stated characteristics that encourage purely subjective assessments. For example, that someone might be easy to get along with is not one of our criteria; instead, we assess whether someone creates positive externalities for the organization by helping colleagues advance their research or policy work or by helping to

create a supportive and satisfying work environment.

Being transparent about our promotion criteria also allows our economists to self-manage and self-advocate for promotions. Indeed, our economists maintain “internal curriculum vitas” in which they keep track of their accomplishments with respect to each of our promotion criteria. These criteria include excellence along four dimensions: Academic economic research, policy analysis, effective communication, and, as described above, interactions with colleagues. The requirement that economists maintain these vitas ensures that all economists are aware of our criteria and are having regular conversations with their managers to ensure that their careers are on track. The internal vitas also provide us with a way to make sure that we look at all eligible economists when we make promotion decisions, eliminating the reliance on a single person (i.e., one’s manager) for upward mobility within the organization.

In addition to providing the information that our economists need to shape their careers, transparency may limit implicit biases in promotion decisions. A large body of research on implicit biases has shown that hiring panels unconsciously adjust their criteria in response to the candidates that they see in a manner that disadvantages candidates from underrepresented groups. Implicit biases also have the potential to corrupt promotion decisions. While the presetting of hiring and promotion criteria by itself likely helps mitigate these biases, transparent criteria are additionally if not critically helpful as they give our leaders an incentive to avoid unconsciously “moving the goalposts.”

A second principle guiding our initiatives is equal access to professional opportunities. For example, we review the allocation of assignments to ensure that all economists have rewarding and challenging work. We aspire as well to be intentional about the distribution of service assignments so that no group bears a disproportionate load. We also allow more flexible work schedules and more telework, challenging the notion that career success depends on long hours spent physically at the office, and allowing a broader array of individuals to take on and thrive in demanding roles. Further, to address the possibil-

A large body of research on implicit biases has shown that hiring panels unconsciously adjust their criteria in response to the candidates that they see in a manner that disadvantages candidates from underrepresented groups.

ity that some individuals might have better networks than others, and that this discrepancy might limit their opportunities, we host regular “New Connections” lunches to increase informal networking and information-sharing between more junior and senior staff.

Our third principle is that responsibility for inclusion rests on the entire community, not just traditionally underrepresented groups. We hold monthly meetings of a Diversity and Inclusion Council, open to all staff, in which senior leaders and more junior staff reflect together on which of our initiatives are succeeding and which are falling short. We also galvanize the staff and develop a

¹ Across the Federal Reserve Board and the Federal Reserve System, professional development and diversity and inclusion are priorities. Information on the Board’s diversity and inclusion program is available at <https://www.federalreserve.gov/aboutthefed/diversityinclusion.htm>. The discussion here is about the efforts of the Financial Stability, International Finance, Monetary Affairs, and Research and Statistics Divisions at the Federal Reserve Board; these four groups tend to coordinate on their policies and procedures and hire the majority of economists at the Board. This article reflects the perspectives of two officers within the Research and Statistics Division and is not a statement of official Board policy. We thank our colleagues for helpful comments on this piece.

A Perspective from the Fed

shared vocabulary and understanding of diversity and inclusion issues through town halls and conferences. For example, at a town hall held in November 2018, dozens of staff members gave short presentations on twenty different diversity and inclusion initiatives sponsored by the economics divisions. The list of initiatives includes outreach programs to high schools and colleges with significant populations of students from under-represented groups, training programs to prevent harassment and discrimination in the workplace, and collaborations on research conferences focused on diversity and inclusion with the Bank of England and the European Central Bank. The presenters at the town hall came from all parts of the economics divisions, both in terms of the demographic composition of our workforce and of the different job families; the audience filled a large conference hall and was likewise representative of the full diversity of our organization.

Looking ahead, we are aware that our work is unfinished, and that creating a workplace where all staff have opportunities to thrive will require continuous attention and refining. We are also aware that this work is inherently difficult, complex, and nuanced. Despite our best efforts, sometimes we slip up. We aspire to be an organization where we can face these missteps head on and learn from them. Finally, we are aware that we work within a world-wide community of economists, and that our workplace is affected by the standards of that larger community. As such, we are grateful that the American Economic Association has established the Committee on Equity, Diversity, and Professional Conduct to consider these issues further, and look forward to the AEA's continued efforts to bring positive change to the profession.

Applying Lessons from First-Generation Students to Women in Economics

Fernanda Nechio

Early in my career as an economist, I got used to being the only woman in the room. Most, if not all, of my colleagues were men. This was true when I was a summer intern in an investment bank during college, and continues even now as an established PhD when I participate in conferences.

Unfortunately, my experience is not unique and seems to be an enduring peculiarity of our profession. About a third of all economics majors are female and a little less than a third of doctorates in economics are awarded to women. These numbers have basically not changed since the 1990s. This contrasts with other male-dominated STEM fields where the number of women has slowly but steadily risen over the years.¹

The reason economics may fall behind in this progress could begin very early on. When first deciding about their future career, young adults commonly resort to a pool of professions they can see in their surroundings, such as jobs of family members, neighbors, and close friends. This can be the first deterrent to a girl considering a career in economics. The lack of your “neighborhood economist” role model or a critical mass of female economists erodes the sense that this is a common career path for young women considering what to do when they grow up. Even later on, female students can study all the way through a degree program without ever considering being an economist, or perhaps even encountering one on campus. Moreover, the relatively few women who break that ceiling and decide to do a PhD in economics are faced with an environment that, at times, is seen as unwelcoming, as Princeton Professor

Anne Case recently described in an interview.²

Some of these hurdles are similar to those faced by first-generation college and graduate students, or “first gens.” College and graduate studies can be an overwhelming experience for first gens. They start their academic lives with very little familiarity and limited support from family members, who are also experiencing it for the first time through their children. Being unfamiliar with a new world can easily isolate a student from the numerous opportunities that universities offer. Choosing what to major in or which field to specialize in is much more challenging if a person does not have any background or role models to look up to.

In many ways, women in economics are similar to first gens. The career path has not yet become common, the exposure to the economics profession is limited, and the opportunities to get to know the field can easily be missed.

As a female economist and first gen myself, these challenges are quite familiar. College was an overwhelming experience, and the decision to major in Economics was a brave step into to the unknown. I frequently felt detached and that I was falling behind my peers. When “you don’t know what you don’t know,” even asking the right questions is challenging. As a result, I had little guidance on curriculum choices and little information on opportunities and career paths. For example, I was not aware of teaching or research assistant positions, exchange programs, or scholarships of any kind. Almost by chance, I got a research assistant position—no one applied to a position that opened during the summer break, and the

¹ <https://www.aeaweb.org/articles?id=10.1257/jep.30.4.221>

² <https://qz.com/1165891/why-there-are-so-few-women-economists-according-to-princeton-economist-anne-case/>

Lessons from First-Generation Students

Economics department contacted students with the highest GPA.

In retrospect, this first job opened the door to a sea of opportunities and information, which, in many ways, set the stage for my future as a researcher. Most importantly, it was my first opportunity to work directly with a group of researchers that cared not only about their projects but also about the development of their students.

In my professional life, I gained enormously from the support of mentors along the way. They motivated and helped me seize opportunities such as research projects, internships, and networking events that otherwise I might have missed. More importantly, my mentors served as role models, showing me that their path was possible for me and providing a safe environment where I could openly discuss insecurities, challenges, and opportunities.

In the 12th Federal Reserve District, the Economic Research division is taking a holistic approach to changing the culture in economics as a way to create a more diverse and inclusive environment. For example, to counter a tendency in economics to “score points” by immediately and aggressively challenging any speaker’s point of view, Economic Research instituted a five-minute rule so that, when someone is presenting, no one is allowed to interrupt them for the first five minutes. In addition, we have introduced a mentorship program, pairing junior economists with senior ones who are not their managers. This choice of pairing is strategically designed to foster an open space for conversations without the fear that they will affect performance evaluations later on. Mentors have the opportunity to take classes to better engage in their new role, and therefore, they gain, not only from the additional interaction with their junior colleagues, but also from the enhancement of their management and mentorship skill set.

Moreover, we increased our efforts to reach out to undergraduates and correct the view that the Fed may be a “boys club.” For recruiting research associates (RAs), we rolled out a campaign to better inform faculty and students across the U.S. about the inclusive work culture and diverse opportunities offered by the 12th District. These efforts included sending hundreds of letters to faculty, colleges and universities to let them know we are committed to increasing the female and minority representation in our department. In addition, we significantly increased our participation in events that support minorities in economics, visiting local schools and universities to better inform and promote our mission. We formed a recruiting team that fully embraces our goals to promote an inclusive and diverse work environment, and we make sure that our commitment to these goals are highlighted during interviews. Finally, we also told our story: we are a top-flight research environment; we are committed to training RAs and preparing them to pursue PhDs or other paths they may desire; and our alums go on to great success in a wide variety of fields. As a result of these efforts, we have increased the diversity and size of our highly qualified applicant pool, and the gender balance of male to female research assistants went from 80-20 to 50-50 in the past five years.

Of course, reaching a gender-balanced employee pool is only the first step to a more diverse and inclusive work environment. To enhance equal opportunity and engage our minority employees, we need to ensure they know what questions to ask. In other words, reaching out and providing information and a space for honest conversations is key. As one example of such efforts, internally, we hold special events for Fed research associates preparing to apply for Economics PhD programs, providing a space for participants to ask questions and, most importantly, to build

confidence that they can make a difference in the field of economics.

As emphasized by San Francisco Fed President Mary Daly, “diversity is essential as a value and a practice.”³ To help break the cycle and change the culture to have a more diverse and inclusive profession, it is important to be proactive. The responsibility goes beyond hiring a larger pool of economists from minority groups. We need to promote an inclusive and diverse work environment. As leading economists in our profession, we are responsible for growing the pipeline of a diverse group of future economists.

To do so, we need to reach out to girls and minorities at different ages and introduce them to the possibility of being an economist and the different career paths available in the field. Moreover, mirroring the increasing efforts of schools and other organizations to better engage and help first gens to develop cultural capital,⁴ we should apply similar efforts to our pool of minority students and employees—amplifying our efforts to provide information, support, and guidance and discuss opportunities and career paths. Finally, acknowledging the importance that mentors played in our own professional lives, we need to serve as role models and mentors ourselves.

The set of actions undertaken at the 12th Federal Reserve District and the significant improvements in gender balance suggest that we are moving in the right direction. Going forward, our efforts to build an environment of trust and a safe space for honest conversations will, hopefully, help shape the career paths of younger professionals and plant the seeds for them to play the same role as they mature in our profession.

³ <https://medium.com/sffed/stop-leaving-talent-on-the-table-achieving-diversity-with-no-excuses-co719c60564b>

⁴ For example, the efforts by UC Davis and Vanderbilt University are summarized at <https://firstgen.ucdavis.edu/student-resources> and <https://cft.vanderbilt.edu/guides-sub-pages/teaching-first-generation-college-students/>, respectively.

Countering Gender Bias and Improving Gender Balance

Lessons from Our Experience at *Brookings Papers on Economic Activity*

David Romer and Justin Wolfers

Introduction

Despite decades of effort to break down barriers to the success of women in economics, progress has been very slow. Thus it is important to think about how we could do better. This note reports on what effectively amounts to an informal experiment that could shed light on these issues from our time as the editors of the *Brookings Papers on Economic Activity*. At the beginning of our tenure in 2009, we agreed that we were concerned about the lack of gender diversity in economics and that we would strive to make *Brookings Papers* part of the solution rather than part of the problem. Over the seven years of our tenure, we learned quite a bit about what worked and what didn't.

We report our somewhat informal findings in the hope they have broader relevance, even while recognizing that our observations are drawn from just one professional setting. To give some background: *Brookings Papers* is a journal at the intersection of purely academic research and policy applications; most papers are commissioned or solicited by the editors. Thus it differs from almost all other journals, and it differs even more from the myriad other activities that have far greater impact on the status of women in the profession than the policies of a single journal.

Before turning to what we learned, we should note that we are acutely aware that we are—literally—the embodiment of white male privilege, and thus that we were not ideally positioned to be addressing these issues. Moreover, in what follows it may sound at times as if we are patting ourselves on the back for our success in promoting gender equity. But as we will describe, we think a crucial lesson from our efforts is that we failed to level the playing field for women. Thus, please hold off on judging us for being self-congratulatory.

With that, we turn to what we learned.

Steps that either hurt our efforts or contributed little

Being disorganized or rushed had negative consequences for gender equity. In cases when our procrastination meant that we had to scramble to find a last-minute discussant, or our failure to notice that an author was not going to produce an acceptable paper in time meant we had to try to solicit a paper very late in the process, we tended to go with the first names that came to mind or to turn to people with whom we had personal connections. Unfortunately, those people were generally men. A behavioral economist might link this to “availability bias,” and we suspect the greater availability of men’s names reflects both a personal element—we are both men—and a systemic one—we are in a male-dominated profession.

Good governance practices had no effect on gender equity. Shortly before our tenure started, *Brookings Papers* posted an open call for paper proposals and circulated it widely, and there was an easily accessible way for anyone to submit a paper proposal without any solicitation from us. Such steps toward openness and fairness are surely desirable, and we received some fine proposals through these channels that led to excellent papers in the journal. But there was no tendency for those proposals to come disproportionately from women (or from other underrepresented groups or from scholars at less established institutions).

Engaging “superstar” female economists had little effect on gender equity. Of course it made sense for us to try to get the most accomplished women economists working in areas relevant to the journal to write papers for *Brookings Papers*—and indeed, some of the most

important papers published in *Brookings Papers* during our tenure came through that channel. But those authors have many other excellent opportunities, and it would have been incompetence on our part not to approach such economists, regardless of gender. These papers would likely have been written and published in high-profile outlets with or without our editorial decisions. Thus it was hardly a major contribution to breaking down gender barriers.

Steps that helped

Making an explicit decision to be concerned about these issues and to think consciously about them had the biggest impact on gender equity. Based on our experiences in other activities, our own observations, and formal studies, it is clear that the approach of simply trying to be gender-blind is insufficient. Trying to avoid conscious discrimination under the presumption that implicit bias only afflicts the judgment of others is a recipe for gross gender imbalance and a playing field tilted heavily against women.

Having decided to be proactive, the most important thing we did was incredibly simple and straightforward: ***In thinking about authors and discussants, we tried to avoid making snap decisions or to presume that the “obvious” names were the best ones.*** Taking the time to pause and to try to think broadly and creatively often led to a long list of strong candidates, many of whom were women.

Our experience also taught us that ***it is valuable to think about gender fairness from the outset***—at the stage of choosing subjects for papers, rather than waiting until it was time to think about possible authors and discussants. Just as going with the first names we thought of tended to push us toward heavily male-dominated programs, so too did going with the topics that first came to mind. There are many subjects that fall within

Lessons from Brookings ▲

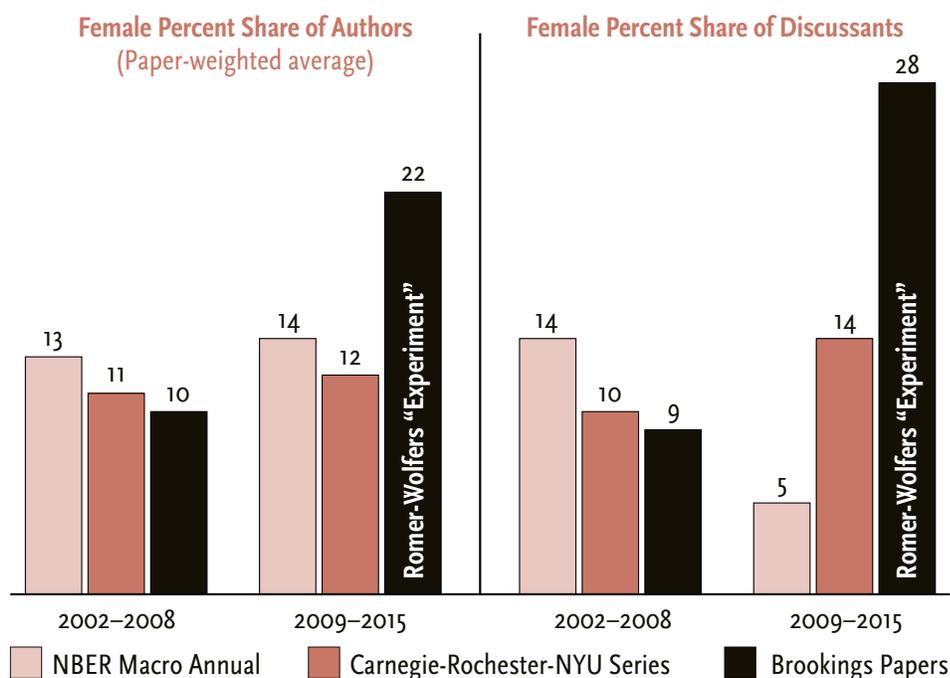
the scope of *Brookings Papers* where the best work is being done disproportionately by women. Unfortunately (but sadly, not coincidentally), those were often areas where we knew less about the work being done. Thinking broadly about topics and trying to ensure that we included work from those sub-fields where women are less underrepresented led to a more diverse set of topics and a more diverse set of participants.

Having some minimal numerical guidelines was helpful. We tried hard to avoid ever having an all-male author line-up, or an all-male or virtually all-male set of discussants. (This was before either of us had heard the word “manel.”) We would have viewed either of those outcomes as a three-alarm warning that there was considerable room for simultaneously improving quality and diversity. When we appeared to be potentially heading toward a manel, we stepped up our efforts to invite women to be on the program. The pressure we created on ourselves from those guidelines clearly improved the representation of women. While our numerical guidelines might strike you as disturbingly low (and we agree!), they still helped, because they ensured that we would never *unthinkingly* create a program that was not at least somewhat diverse.

More important, however, was to **avoid satisficing: we viewed our numerical guidelines as floors, not as something to be happy with achieving.** Sometimes it was clear early in the process that a meeting would have a respectable representation of female authors (relative to comparable journals or conferences), or that we would have quite a few female discussants. In such situations, we tried to still continue to think of good female participants. The result was that some of our meetings had (again, relative the prevailing standards of the profession) a very large number of women economists on the program.

Something else that helped was to **push each other to do better.** Having agreed that these were issues we were concerned about and committed to trying to address, we each felt a personal stake

Figure 1
The Effect of Romer-Wolfers “Experiment” on the Share of Female Authors and Discussants



Notes: We counted updates, symposium papers, and keynotes as equivalent to half a paper.

in contributing to this effort. As a result, if one of us confessed to having trouble coming up with female candidates for some role, the other felt spurred to try to come up with good names; if one came up with several names, the other tried to come up with even more. These efforts often led us to excellent female authors and discussants.

A final thing that helped was **institutional support and concern.** As a public-facing think-tank, the Brookings Institution was very favorably disposed to our efforts. The *Brookings Papers* is funded by an array of grants, and the grant-makers not only gave us cover, but pushed us to do better. Our sense is that the general public is more supportive of gender diversity than narrow corners of the economics profession are, and these institutions gave useful voice to those views, and support to our efforts.

Evidence about success and failure

There are two ways to describe the results of our efforts.

The first is that we were somewhat successful in creating a journal that better represented the voices of women economists. Figure 1 shows that the

share of women authors in the papers we published more than doubled, rising to be 22% during our 2009–2015 tenure as editors (a number that slightly exceeds CSWEP’s estimates of the share of women among faculty at “top twenty” research departments through this period).

With the help of Austin Drukker and the support of Brookings, we also compiled data for two comparable policy-related conference series, the *NBER Macroeconomics Annual* and the *Carnegie-Rochester-NYU Conference on Public Policy*. No such change is evident in either of these comparison groups. There is a similar pattern in the representation of women among discussants: the share of female discussants at *Brookings Papers* conferences tripled, while there was little change at the other conferences. Thus it appears that making diversity a priority can have a measurable effect.

To this point, it may sound as if we are bragging about how wonderfully successful we were in leveling the playing field, or maybe even—for once—producing a playing field slightly tilted toward women (at least in the narrow

Lessons from Brookings

context of decisions at the journal, and leaving aside the many barriers to equal access to the playing field to begin with). But there's a second perspective that we find more convincing, and that perspective suggests we failed to achieve either an efficient or an equitable level of gender diversity.

Basic economic logic suggests that the relevant question is not whether *Brookings Papers* had greater representation of women economists than similar journals. Nor is the relevant issue the average quality of the papers and discussions by male and female contributors, since the relevant decisions are at the margin. Rather, the appropriate test is whether the contributions of the marginal male and female participants were of comparable quality. Looking back at our programs, our judgment is that they were not. In fact, the contributions of the female participants that we had thought of as reflecting the marginal choices for being on the program were stronger than those of the male participants we had viewed as marginal. That is, despite our efforts, we failed to achieve gender fairness. We had thought we were tilting the scale toward women; the reality is, we had simply put a thumb rather than a fist on the scale for men.

Conclusion

We see two broader lessons from our “experiment.” The first is easy: If efforts like ours are not enough to even achieve equal treatment, they should be thought of as an absolute minimum, not as exceptional or as raising any issues of tradeoffs and possible unfairness. A corollary is that over the range where we pursued them, our efforts improved both quality and diversity. Given that our efforts revealed no diversity-versus-quality tradeoff, it is hard to think of any reason not to pursue such an approach.

The second lesson is more challenging: We thought we were doing a lot, but it turns out that we should have done more. The question is what. One strategy, which is almost certainly desirable, is to follow the policies that we did but to

do so more forcefully. But in light of our experience, we wonder if that is enough. Perhaps a deeper change in approach is needed—not just in the narrow setting of *Brookings Papers*, but in any settings where these issues arise. One possibility would be to make issues of gender equity and gender balance more central to the process at every stage—that is, to make the strategy mentioned above of thinking about gender equity from the outset central to the entire process. A related possibility would be to adopt more ambitious numerical guidelines and to view them as more serious constraints. In our case, for example, outcomes would probably have been better if we had moved from the (embarrassingly minimal) near-absolute rule that we would never have an all-male author lineup at a meeting to a (still quite modest) absolute rule that every program had to have at least two female authors. Yet another possibility would be to set up from the outset a formal process for reviewing our efforts to increase diversity. We probably would have found such a process annoying and viewed it as an imposition, but we suspect the benefits would have well outweighed the costs.

Finally, it is worth noting that this note only reports our experience with trying to redress the underrepresentation of women in economics. We were also deeply concerned by the underrepresentation of African-Americans and other marginalized voices. While we strove for improvement on those dimensions as well, the underrepresentation of some groups is so severe that reporting statistics or broad conclusions would be misleading, because in reality, we would be reporting anecdotes disguised as data.

In the end, we view our experience as a cautionary tale. In a setting where it should have been straightforward to achieve gender equity (again, conditional on the many prior sources of inequity), actively engaging with the issue and taking a range of general and specific actions was not enough. This strengthens the case for redoubled and more ambitious efforts. ■

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Political Science. She earned her doctorate in Economics from Harvard University. Previously, she served as dean of the College of Business at the University of Texas at Arlington, professor and director of the Negotiations Center at the University of Texas at Dallas and associate professor at the Wharton School of the University of Pennsylvania. Between 2010 and 2012 she served two years as the National Science Foundation's division director for Social and Economic Sciences. Her research focuses on experimental and behavioral economics, investigating how people make a variety of economic decisions. Her research draws on and contributes to multiple disciplines, and has been published in academic journals in economics, business, political science and sociology.

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. Building on that experience, she spearheaded the next phase of the program, acting as Principal Investigator on the NSF grant that funded the CeMENT workshops, organizing them for many years, and designing an evaluation that demonstrated their remarkable impact. She has implemented mentoring programs wherever she has worked, targeting women at all levels, from undergraduates to senior women seeking leadership positions.

In scholarship, Professor Croson is one of the most influential experimental economists of her generation. She is best known for her experimental research on bargaining and negotiations, public goods provision, and exporting the experimental method to other disciplines, such as operations management. Her work includes several widely-cited papers documenting and exploring gender differences in economic behavior. Dr. Croson also has a distinguished record of service to the profession and

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public service, including as an Associate Editor for the *American Economic Review* and many other journals, service on NSF and NIH panels, and a two-year appointment on the board of CSWEP.

Each of us has a unique story of becoming an economist. We would like to learn about your experience. When did you decide to become an economist? How did you pick behavioral/experimental economics as your field?

I decided to major in Economics in my freshman year of college at Penn. Entering college, I thought I was going to be a lawyer (and ultimately a politician). Then I had Claudia Goldin for introductory Micro. She was awesome (and awe-inspiring), and through that class I realized that my goal of making the world a better place could be accomplished through Economics. I was especially entranced with the logic of game theory, and its formalization of strategic interaction. She and Beth Allen who later taught me Intermediate Micro, provided important evidence and encouragement that this was a path I could and should follow.

I became a behavioral economist and experimentalist a bit later. I was doing a dual major in Economics and Philosophy of Science. In Philosophy of Science I learned about the scientific method; how observation generated theories, how scientists generated new predictions of those theories which were then critically tested against data, and how theories were thus revised based on those tests. Through this dialectic, science progresses.

In contrast, in my Economics classes I was learning about theory, theory and theory. When we were presented with data, it was often analyzed in a way that assumed the theory to be true (e.g. estimate a parameter) rather than providing a critical test of the theory. I was disturbed by this disconnect but didn't know what to do about it until I took a Psychology class taught by Jon Baron called "Thinking and Deciding." In that class we learned about the field of Judgment and Decision Making, but more

importantly I was introduced to the idea of using controlled experiments to critically test psychological theories of behavior. This opened my eyes to the opportunities of using this methodology to test economic theories of behavior.

At the end of the class, Jon invited me to apply to be a Research Assistant on an NSF grant that he was working on with some faculty at Wharton (Jack Hershey, Paul Kleindorfer, Howard Kunreuther, Eric Johnson and Colin Camerer). I was interviewed by Jack Meszaros, and was hired! As part of that job, I got to meet with the various faculty and learn about what their part of the project was about. I was so excited to learn about Colin's project which involved experimental game theory. He guided me in designing and implementing an experiment of my own, which became my undergraduate senior thesis and eventually won the Rose Undergraduate Research Award. The process was positively addicting, and set me on my path to the Ph.D. and my subsequent career. One takeaway from this experience is how important research opportunities for undergraduates can be in developing the academic workforce.

What do you consider your most important research contribution?

Wow, this is a surprisingly difficult question. Just like children, I can't choose among my research areas to identify a favorite. I am certainly well-known for my body of work in public goods provision (both the Voluntary Contribution Mechanism (VCM) and the Provision Point Mechanism (PPM)), in bargaining games (e.g. ultimatum, trust, and dictator games) and in gender differences. But I think the area that I'm most proud of is my work on behavioral and experimental operations management. Operations management is a core area of the business school curriculum, and had been almost exclusively a theoretical field. Operations management had recently branched into empirical work, but the empirical analysis rarely directly challenged the theory, much like Economics. My operations colleague, Karen

Donohue and I began to bring the experimental method and behavioral insights to operations management in a series of papers. BeOPS is now a thriving subfield, with its own annual conference (much like the Economic Science Association), tracks in major business school conferences and operations journals. This "exporting" of the methods and findings from experimental and behavioral economics has enriched not just my own field, but other disciplines as well.

You were instrumental in getting the CSWEP CeMent Program started and in implementing a randomized evaluation. Can you tell us about it? Are you happy with where the program is now?

As a junior faculty member, I had attended the CCOFFE workshop run by Robin Bartlett and Andrea Ziegart and funded by Dan Newlon, Catherine Eckel and Barbara Fraumeni at the NSF (really, I was strong-armed into attending by Catherine, but that's another story). My experimental/behavioral group included Yan Chen, Laura Razzolini, Sara Solnick and Lise Vesterlund, with Betsy Hoffman as mentor. The experience was truly transformative. The feedback I got from my group on my work was honest, valuable and unique. The advice I got from the senior mentors was insightful, and immediately applicable in my career. I was randomly assigned to an IO roommate (Rajshree Agarwal) who later became a frequent coauthor. But most important for me was the validation and emotional support I got from my group. Suddenly it wasn't me against the world; I had colleagues, both peers and senior faculty, who *wanted* me to succeed, and who were prepared to expend their own effort on my behalf.

When I got tenure and was asked to serve on the CSWEP Board I agreed on one condition; that we would re-start the mentoring workshops and find a way to institutionalize them. Joan Haworth, the Chair of CSWEP at the time, agreed. We recruited a team, including Fran Blau, Janet Currie, Kim-Marie McGoldrick and the AEA Secretary-Treasurer,

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John Siegfried, and made a plan. The plan involved an initial NSF grant, with a formal, rigorous evaluation mechanism. If the workshops were found to be effective, we could compellingly ask the AEA to provide recurring and institutionalized funding.

The proposal was funded by the NSF via Economics (Nancy Lutz) and ADVANCE (Alice Hogan). The team was committed and dedicated. We ran a workshop at the AEA meetings every other year aimed at faculty at research-intensive institutions, and one every year at one of the regional meetings (rotating regions) aimed at faculty at comprehensive institutions. The random assignment methodology was chosen to provide the toughest test and the most compelling evidence of the workshops' effectiveness.

I ran the 2004 and 2006 workshops. By the end of the NSF grant period, the methodology we had used and the results we generated enabled us to make a compelling case to the AEA for sustained funding. I then handed the workshops off to Donna Ginther, who ran 2008 and 2010. She handed them off to Terra McKinnish who ran 2012 and 2014. She handed them off to Martha Bailey, who ran 2016 and 2018.

I am utterly delighted with the progress that has been made by these women. Not only have they continued to innovate and improve the workshops themselves, they have expanded and enhanced the mentoring that CSWEP delivers, including mentoring breakfasts, sessions for mid-career economists, and many other innovations. These innovations have been good in and of themselves, but the *fact* that the next generation of leaders are innovating is, in my mind, the most important characteristic of success.

From my personal experience and the experience of many others, you are a devoted mentor to junior faculty. Can you tell us a bit about your approach to mentoring and what you might see as the benefits, if any, to your own career from your efforts?

As I mentioned above, I was the beneficiary of some extremely committed mentors. I now feel an obligation to continue their legacy, not only to create the next generation of scholars (although that's certainly part of it), but also to create the next generation of mentors, who will themselves create the next generation of scholars, but also the next generation of mentors...

On my approach, I firmly believe in the concept of gains from trade, especially in the mentoring relationship. There are parts of professional life that come (more) easily to me (e.g. motivating papers, networking, work-life balance) and other parts that are (more) challenging (e.g. econometrics, teaching, responding to referee reports). As a mentor, I add value by providing what is easy for me to provide, but valuable to the mentee.

I also add value by suggesting others who have different skill sets than I do, and guiding the mentee to them. Perhaps because of my early experience with CCOFFE, I don't view the mentoring relationship as monogamous. My goal is to help my mentee find what they need, regardless of the source.

You spent some time at NSF as Division Director of Social and Economic Sciences. Can you tell us about your role there, why you decided to do it and what recommendations you have for all of us submitting grants?

The Division Director is an interesting job. Most of us are familiar with the Program Officer, for example, Dr. Nancy Lutz who directs the Economics Program. The Division Director supervises and evaluates the Program Officers, decides on the Division's priorities (and correspondingly allocates or re-allocates funds among programs and interdisciplinary competitions), and engages with the rest of the NSF and with other federal organizations (including Congress). Here's my top-ten list of advice for a successful proposal (taken from a talk I gave at the AEA meetings).

1. **Start early.** Writing a successful grant requires almost as much work as a paper, and it certainly can't be done in a week!

2. **Read the program solicitation first.** They change (especially the interdisciplinary ones) and you need to be sure that your project fits with what the funder is looking for.

3. **Communicate with your program officer.** This can be done via email, but more likely by attending a session they give at a conference and talking with them before/after. They will know quickly whether your proposal is appropriate for their program, or if there is another one you should try.

4. **Read others' proposals, both successful and unsuccessful.** This can provide important insights into what works.

5. **Identify projects at the "right" stage.** Proposals for research that are too early (e.g. just conceptual) are sometimes called "trust me" proposals and are rarely successful. Proposals for research that are too late (e.g. when the working paper is already circulating) are dismissed, and in some programs the PI is blacklisted for a time. You want to have a solid idea of what the project is, how it is innovative and different from what else has been done, and how its results will be important. For my field (experimental economics) you want to have some pilot results, or perhaps have run the first of multiple treatments. For other areas, you may want to have some propositions proven but not your main theorem, have a subset of your data collected and initial results.

6. **Know your audience and write for that audience.** At the NSF you are writing to peers; Economists in other disciplines and at least two in your own discipline. Write so that they will see the innovation and value in your proposal.

7. **Ask for what you need, not more and not less.** Budgets that are inflated cast doubt on the seriousness of the researcher. On the other hand, the NSF can't give you more money than you ask for. By

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all means, ask for what you need, but don't pad.

8. **Follow the rules.** This seems basic, but use the appropriate margins, fonts, etc. Make sure your submission is complete. If you are permitted letters of commitment, make sure those letters follow the rules. Have an appropriate Data Management Plan.

9. **Submit!** You can't win if you don't try. It is a lot of work, but even in the absence of funding, just the process of putting together a proposal is often of value.

10. **Don't be discouraged.** Many grants which were not funded on their first submission are eventually funded. However, note that this is not a revise-and-resubmit process; the evaluators of your revised proposal are different than the evaluators of your original proposal. Fix what you can (and should), and submit again!

During your career you've been in economics departments and business schools, and now you lead a College of Social Science. What advice do you have to economists working in interdisciplinary environments?

My advice for everyone (not just economists) working in interdisciplinary environments is to think about gains from trade (for economists, the Edgeworth box). Start from the premise that others know some things you don't know, and that you know some things others don't know, and that your (shared) goal is to identify the knowledge that would be useful to transfer and to transfer it successfully. This is a surprisingly hard task. We don't know what we don't know, and it is sometimes difficult to see how the knowledge that others have could possibly be useful for us, or to believe that some of the knowledge that we have is *not* useful for others. Keep an open mind, be humble, and approach every interaction with a sincere desire to learn.

You have successfully navigated research and publishing. Can you tell us what inspired you to turn to administration and

what advice you have for other female economists who would like to become department chairs, deans, provosts, and university presidents?

My interest in academic administration began with a personal milestone around 2009; I hit 100 papers on my CV. In some disciplines, 100 isn't a lot, but in Economics it's pretty substantial. This event generated some serious introspection. I liked being a researcher, and I was good at it. But it led me to question what the marginal value of paper #101 would be. Perhaps there was something I could be doing with my time that would add more value. I felt that rather than publishing one extra paper, if I could create conditions to enable each of my 400 faculty to publish one extra paper, that would be impactful. That sort of leverage was extremely exciting and attractive.

That said, it wasn't an easy decision. Many of my colleagues (and even some of my mentors) advised me against it, while others were encouraging. I had my chance to "dip my toe in the water" via a two year assignment as Division Director of Social and Economic Sciences at the National Science Foundation. I discovered that I liked administration and was good at it (relative advantage, not absolute advantage). That experience really set me on my path.

My top three pieces of advice for others who are looking for this path:

Get promoted to Full Professor. Your research productivity will be significantly decreased once you start spending time doing other tasks, and it is quite difficult to rise to the top positions (Chair, Dean, Provost, President) as an Associate Professor. That said, if you're happy with a career as an Associate Chair, Associate Dean, Associate Provost, or Vice President, starting as an Associate Professor can be OK.

Give yourself an opportunity to try it and see if you like it. For me that was the NSF. For others it can be an Associate Chair, a Center Director, Director of Graduate Studies, or some other job with some administrative

responsibilities. Now is the time to discover that you hate doing performance evaluations, having someone else control your calendar, or putting out fires. If you decide that you do like it...

Get training/learn more. My job today relies very little on the material that I learned in graduate school. Once you

My job today relies very little on the material that I learned in graduate school.

decide that this is the path for you, attend formal trainings designed for emerging leaders. I found that parts of these trainings were aimed at individuals with different skill sets than mine (the English professor becoming department chair learning about budgeting), but that other parts are extremely helpful (development [fundraising], visioning and culture). But even more helpful than the content is the peer-to-peer learning that happens at these events, and beyond. Because of these workshops I have a cadre of Deans that I can (and do) call on for advice and who have been pivotal to my success.

What is it like to be a dean at MSU in the aftermath of the Larry Nassar's trials?

This has been a heartbreaking, disturbing, and agonizing year. The abuse experienced and the harm done to hundreds of young women by Dr. Nassar is horrifying, and our collective failure to identify and stop the abusive behavior is reprehensible. The Deans at MSU have banded together to identify four areas where we will lead change at the institution (<https://deans.msu.edu/>). We have talked and written extensively about culture change (<https://www.insidehighered.com/views/2018/07/11/eight-deans-michigan-state-university-outline-three-imperatives-cultural-change>), and have worked with our faculty, staff, students and alumni to identify and implement the needed reforms. 

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And yet, this fall, 50,000 students returned to campus. In the face of these changes, we continue our commitment to delivering the educational opportunities that they deserve, to providing resources for our faculty to advance research and discovery, and improving and continuing communication with our alumni and partners.

In short, it's a Dean's job plus.

That said, I have been lucky to have an incredible team of Associate Deans, Department Chairs, School and Center/Institute Directors, and other campus partners to help. My School of Social Work and Clinical Psychology faculty, who study and teach how to counsel survivors, have utilized their expertise to help the University reform its own policies (<http://president.msu.edu/actions-initiatives/msu-rvsm-workgroup.html>). The Dean's Student Advisory Council guided my communications with students (both the content and the modality) to ensure that the messaging would be effective. My Board of Visitors and other alumni taught me about crisis communication. Everyone understands the need for healing and change, and everyone has been willing to help.

My job is to be open to their ideas. To learn new skills, to try their suggestions, and to collaborate with my colleagues across campus in pursuit of our shared goal.

What advice would you give to young scholars, particularly women, who are just starting out in academic careers? What about women economists who are further along in their careers?

As I mentioned in my talk (<https://vimeo.com/254347886>), there is a (dual) message I try to deliver to all my mentees. (1) Yes, you can do this and (2) I will help you. This was the message that was most impactful for me in my career.

The second part (I will help you) is more tied to the idea of substantive advice, and that advice will vary depending on the individual, their situation,

and their needs/concerns. That said, here is some of the most universal advice I often give, applicable to any stage in one's career.

Research is not the same as publication, and neither is created in isolation. Discuss your work with others, present your work at conferences or at seminars, and find collaborators. The more smart people you bring together, the better off you will be.

It is not possible to do two full-time jobs (e.g. professor and stay-at-home parent). Identify what parts of your job(s) you want to do (and enjoy doing) and outsource the rest. If you enjoy cooking but hate gardening, hire a gardener and bake away! If you like cleaning, but hate doing taxes, hire an accountant and forego the cleaning service. Make these work-life choices consciously and intentionally; don't let someone else make them for you or make them by default.

Start at the end of the (decision, game) tree and work backwards. Decide on where you want your career to go, and then plan the steps you will take to get there and the actions you need to achieve each step. Your goal may change over the course of your career, and that's fine. But with each change, make a new plan.

Thank you so much for taking the time to share your wisdom with us. Is there anything else you would like to add?

I want to sincerely thank the committee and my nominators and supporters for this singular honor. I am humbled to be in the same company as so many of my mentors, and so many truly accomplished and impressive women.

What is CSWEP?

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

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

Annually, CSWEP

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

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

Visit cswep.org for more information.

Calls & Announcements

CSWEP Mentoring Breakfasts at ASSAs

CSWEP will host two Mentoring Breakfasts for Junior Economists on January 4 and 6 and a Peer Mentoring Breakfast for Mid-Career Economists on January 5.

The Mentoring Breakfasts for Junior Economists events will have senior economists on hand to provide mentoring and networking opportunities to junior economists. Junior economists are invited to drop in with questions on topics such as publishing and research, promotion and tenure, work-life balance, the job market, teaching, grants and academic versus non-academic jobs.

The Peer Mentoring Breakfast for Mid-Career Economists mentoring experience is intended for female economists who are tenured academics at either associate or full rank or non-academics who are 8+ years post-PhD.

Each breakfast requires registration through [Eventbrite](#).

CSWEP Business Meeting and Awards Ceremony Luncheon at ASSAs

The CSWEP Business Meeting and Award Ceremony Luncheon will be held on January 4 and is open to all economists attending the AEA Meeting. This is a time to recognize the recipient of the 2018 Carolyn Shaw Bell Award, 2018 Elaine Bennett Research Prize, to present the *Annual Report on Women in the Economics Profession* and to hear input on CSWEP's activities. Registration is required through [Eventbrite](#).

Call for Papers CSWEP Sessions @ 94th Western Economic Association Conference

28 June–2 July 2019
San Francisco, CA

DEADLINE: 15 January 2019

CSWEP will be sponsoring sessions at the 2019 Western Economic Association International (WEAI) conference. Several sessions will be organized by Catalina Amuedo-Dorantes (CSWEP Western representative). One of them will be on the broad topic of international migration, immigrants and immigration policy. Abstracts on those areas are particularly solicited, but also in other areas for additional separate sessions. Proposals for complete sessions (organizer, chair, presenters and discussants) or round tables on specific topics of interest are highly encouraged. Please email abstracts (1–2 pages, include names of all authors, as well as all their affiliations, addresses, email contacts, paper title) by January 15, 2019, to:

Lauren Lewis
Administrative Assistant
Committee on the Status of Women in the Economics Profession
American Economic Association
2014 Broadway, Suite 305
Nashville, TN 37203
(615) 343-0390

Email: info@csweb.org

Note that this submission is separate from any submission sent in response to the WEAI's general call for papers. For more information on the WEAI meetings, please see <https://www.weai.org/conferences/>. CSWEP is unable to provide travel assistance to meeting participants. Please make other arrangements for covering travel and meeting costs.

Call for Applications for 2019 AEA Summer Economics Fellows Program

DEADLINE: 1 February 2019

Sponsored by the American Economic Association and the National Science Foundation, the Summer Economics Fellows Program is

designed to increase the participation and advancement of women and underrepresented minorities in economics. Fellows spend a summer in residence at a sponsoring research organization or public agency, such as a statistical agency or a Federal Reserve Bank. Summer economics fellowships are available to senior graduate students and junior faculty.

Please follow this link to the application: [2019 Summer Fellowship Application](#)

For more information, go to:

<https://www.aeaweb.org/about-aea/committees/summer-fellows-program>

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

Call for Abstracts CSWEP Sessions @ 2020 American Economic Association Meeting

January 3–5, 2020
(Friday, Saturday, & Sunday)
San Diego, CA

[San Diego Marriott Marquis & Marina](#)

SUBMISSIONS OPEN: 15 January 2019

DEADLINE: 8 March 2019

CSWEP invites abstract submissions for paper presentations at six CSWEP-sponsored sessions at the 2020 ASSA/AEA Meeting in San Diego. Two sessions will be focused on Gender-related topics. We are particularly interested in papers on gender in the economics profession, although the decision to sponsor a session on this topic will depend on the number and quality of submissions. Two sessions will include papers on Financial Globalization, Growth and Welfare, and two sessions will be in the field of Crime Research.

CSWEP's primary intention in organizing these sessions is to create an opportunity for junior women to present papers at the meetings and



Calls & Announcements

to provide an opportunity to meet with and receive feedback from leading economists in their field. For this reason, the presenting author of each paper should be a junior woman. The term *junior woman* usually refers to a woman who is untenured, or who has received her Ph.D. less than seven years ago; but could also refer to a woman who has not yet presented papers widely. There are no restrictions on the gender or seniority of coauthors. There are two exceptions to the requirement that the presenting author be a junior woman—the gender-related sessions are open to all junior economists, and potential sessions on gender in the economics profession are open to all.

The organizers of the AEA sessions will select a subset of the presented papers for publication in the 2020 *AEA Papers & Proceedings*. Authors of accepted abstracts will be invited to submit their paper for publication consideration in December.

In addition to individual paper submissions, complete session proposals may be submitted, but the papers in the session proposal will be considered individually. Duplication of paper presentation at multiple AEA Sessions is not permitted, therefore authors will be expected to notify CSWEP immediately and withdraw their abstract if their paper is accepted for a non-CSWEP session at the 2020 AEA Meeting. Similarly, authors whose paper is accepted to a 2020 CSWEP session will be expected to withdraw it from consideration by any other organization at the same meetings.

To have research considered for the CSWEP-sponsored sessions at the 2020 AEA Meeting, the Corresponding Author must complete an online submission form and upload an abstract using this link:

https://ucsbltsc.qualtrics.com/jfe/form/SV_8GkHox8hyXGADkx

The application form will ask for the following information:

1. Indication of submission to one of the sessions:

- a. Gender-related Topics
- b. Economics of Gender in the Economics Profession
- c. Financial Globalization, Growth and Welfare
- d. Crime Research

Note that all applications submitted to the Economics of Gender in the Economics Profession will automatically be considered for the Gender-related Topics as well.

2. Indication of a single abstract submission or a complete session submission.

3. The Name, Title, Affiliation, Mailing Address and Email for the corresponding author or session organizer.

4. Name (s), Title(s), Affiliation(s) and Email address(es) for any coauthor(s) or for each corresponding author in a complete session submission.

The abstract should be a PDF document, not exceeding two pages in length, double-spaced, with a maximum of 650 words.

Name the file: “Abstract_Corresponding Author Last Name-First Name.”

The abstract should contain details on motivation, contribution, methodology and data (if applicable); and be clearly identified with the author(s) name(s).

Completed papers may be sent but may not substitute for an abstract of the appropriate length.

Questions can be addressed to Lauren Lewis, CSWEP Administrative Assistant, info@cswep.org.

CSWEP Survey Data Now Available for Research

CSWEP is pleased to announce that data from its annual survey of Ph.D. granting U.S. economics departments are now available, with a restricted data use agreement, from the Inter-university Consortium for Political and Social Research as ICPSR study 37118

<https://www.icpsr.umich.edu/icpsr-web/ICPSR/studies/37118/versions/V2>. This study includes departmental reports on the number of faculty, undergraduate, graduate, and Ph.D. students, and job placement status for Ph.D. graduates by gender and covers the years 1993–2017. Full documentation of these data is available online. These data are the basis of CSWEP’s [annual reports](#) on the status of women in the economics profession. The annual report goes back to 1972 when CSWEP launched its first survey examining the gender composition of the economics profession. Those reports and these data also make use of the American Economic Association’s [Universal Academic Questionnaire \(UAQ\)](#). The surveys show increased participation of women at all levels of the economics profession in the 1980s and 1990s, but a plateauing and stagnation of the female share well below parity in the twenty-first century (CSWEP *Annual Report* 2018:1).

The CSWEP data are the longest series of such data for any academic discipline in the U.S. The founders of CSWEP recognized the importance of data to understanding and achieving gender balance in the economics profession. The systematic collection and analysis of these data has been a central activity of CSWEP for its nearly half-century. CSWEP and the AEA have made these data available to the research community as part of their commitment both to gender equality and progress and to data transparency and access. The availability of these rich data is a testament to the efforts of the CSWEP chairs and liaisons who implemented the survey and passed the data on from one to another over many years. CSWEP is grateful for the invaluable work of Charles Scott of Loyola University Maryland in running the UAQ survey and making that available to enhance the CSWEP data. CSWEP plans to make its survey of undergraduate-serving economics departments available at ICPSR in the next year. ■

CSWEP Sessions @ Upcoming Meetings

Allied Social Science Association Annual Meeting 4–6 January 2019, Atlanta, GA

Junior Mentoring Breakfast

Friday, 4 January 2019,
8:00 am–10:00 am

Atlanta Marriott Marquis, A703-704

Topics in Economic Theory I

Friday, 4 January 2019,
8:00 am–10:00 am

Atlanta Marriott Marquis, A701

Chair: Ayca Kaya (University of Miami)

Progressive lending in microfinance with graduation

Dyotona Dasgupta (Indian Statistical Institute, Delhi), **Prabal Roy Chowdhury** (Indian Statistical Institute, Delhi)

Discussant: Alex Wolitzky (Massachusetts Institute of Technology)

Bargaining in financial over-the-counter markets

Jin Yeub Kim (University of Nebraska-Lincoln)

Discussant: Piotr Dworczak (University of Chicago)

Credibility of crime allegations

Frances Xu Lee (Loyola University), **Wing Suen** (University of Hong Kong)

Discussant: Mariagiovanna Baccara (Washington University, St. Louis)

Don't sweat the small stuff: intra-household earning distribution and marriage durability

Chiara Margaria (Boston University), **Andrew F. Newman** (Boston University)

Discussant: Matthias Doepke (Northwestern University)

Topics in Economic Theory II

Friday, 4 January 2019,
10:15 am–12:15 pm

Atlanta Marriott Marquis, A701

Chair: Joyee Deb (Yale University)

A theory of consumer search with imperfect vertical-quality information

Xiangting Hu (Harbin Institute of Technology, Shenzhen), **Yijuan Chen** (Australian National University), **Sanxi Li** (Renmin University of China)

Discussant: Jidong Zhou (Yale University)

Product reviews—information source or persuasion device?

Anne-Katrin Roesler (University of Michigan), **Rosina Rodriguez-Olivera** (University of Michigan)

Discussant: Heski Bar-Isaac (University of Toronto)

Information and communication in organizations

Inga Deimen (University of Arizona), **Dezso Szalay** (University of Bonn and CEPR)

Discussant: Navin Kartik (Columbia University)

Consumer-optimal information with search goods

Marilyn Pease (Indiana University), **Kyungmin (Teddy) Kim** (University of Miami)

Discussant: Ying Chen (Johns Hopkins University)

CSWEP Business Meeting and Awards Ceremony Luncheon

Friday, 4 January 2019,
12:30 pm–2:15 pm

Atlanta Marriott Marquis, A703-704

Cultural Practices and Women's Lives

Friday, 4 January 2019,
2:30 pm–4:30 pm

Atlanta Marriott Marquis, A708

Chair: Nancy Qian (Northwestern University)

Marital norms and women's education

Mayuri Chaturvedi (Columbia University)

Discussant: Marianne Bertrand (University of Chicago)

The impact of education on female genital cutting

Giulia La Mattina (University of South Florida), **Elisabetta De Cao** (London School of Economics)

Discussant: Rebecca Thornton (University of Illinois)

Immigration enforcement, police trust and domestic violence

Esther Arenas-Arroyo (University of Oxford), **Catalina Amuedo-Dorantes** (San Diego State University)

Discussant: Delia Furtado (University of Connecticut)

The economic motives for foot-binding

Lingwei Wu (Hong Kong University of Science and Technology), **Xinyu Fan** (University of California, Los Angeles)

Discussant: Aloysius Siow (University of Toronto)

CSWEP Reception

Friday, 4 January 2019,
6:00 pm–7:30 pm

Atlanta Marriott Marquis, M101

Mid-Career Mentoring Breakfast

Saturday, 5 January 2019,
8:00 am–10:00 am

Atlanta Marriott Marquis, A703-704

Gender in the Economics Profession I

Saturday, 5 January 2019,
8:00 am–10:00 am

Atlanta Marriott Marquis, A706

Chair: Marjorie McElroy (Duke University)

Gender and collaboration

Lorenzo Ductor (Middlesex University), **Sanjeev Goyal** (Christ's College, University of Cambridge), **Anja Prummer** (Queen Mary University of London)

Discussant: Bruce Weinberg (Ohio State University)

Discussant: Bruce Weinberg (Ohio State University)

Does economics make you sexist?

Valentina Paredes (Universidad de Chile), **M. Daniele Paserman** (Boston

CSWEP Sessions

Univeristy and NBER), **Francisco Pino** (Universidad de Chile)

Discussant: Justin Wolfers (University of Michigan)

Nudging undergraduates to study economics: experimental evidence on information provision to encourage diverse enrollments

Amanda Bayer (Swarthmore College), **Syon Bhanot** (Swarthmore College), **Fernando Lozano** (Pomona College)
Discussant: Lucas Coffman (Harvard University)

Gender equality and positive action: evidence from UK universities

Danula Gamage (Queen Mary University of London), **Almudena Sevilla** (Queen Mary University of London)

Discussant: Kelly Bedard (University of California, Santa Barbara)

Gender in the Economics Profession II

Saturday, 5 January 2019,
10:15 am–12:15 pm

Atlanta Marriott Marquis, A707

Chair: Shelly Lundberg (University of California, Santa Barbara)

Gender representation in economics across topics and time: evidence from the NBER summer institute

Anusha Chari (University of North Carolina and NBER), **Paul Goldsmith-Pinkham** (Federal Reserve Bank of New York)

Discussant: Nancy Rose (Massachusetts Institute of Technology)

Field specialization in economics: a gender story?

Eva Sierminska (LISER), **Ronald Oaxaca** (University of Arizona)

Discussant: Donna Ginther (University of Kansas)

Gender differences in citations at top economics journals

Erin Hengel (University of Liverpool)
Discussant: Anne Winkler (University of Missouri, St. Louis)

Gender and failures of rationality in

economic analysis

Julie Nelson (University of Massachusetts, Boston)

Discussant: Nancy Folbre (University of Massachusetts, Amherst)

Are Men and Women Different Economic Agents?

Saturday, 5 January 2019,
2:30 pm–4:30 pm

Atlanta Marriott Marquis, A705

Chair: Lawrence Kahn (Cornell University)

Identity formation, gender differences, and the perpetuation of stereotypes

Erin Griffin (University of California, San Diego)

Discussant: Corinne Low (University of Pennsylvania)

Can female role models reduce the gender gap in science? Evidence from classroom interventions in French high schools

Thomas Breda (CNRS, Paris School of Economics), **Julien Grenet** (CNRS, Paris School of Economics), **Marion Monnet** (Paris School of Economics), **Clementine Van Effenterre** (John F. Kennedy School of Government, Harvard University)

Discussant: Scott Carrell (University of California, Davis)

Gender differences in job search behavior and the gender earnings gap: evidence from business majors

Patricia Cortes (Boston University), **Jessica Pan** (National University of Singapore), **Laura Pilossoph** (Federal Reserve Bank of New York), **Basit Zafar** (Arizona State University)

Discussant: Amanda Pallais (Harvard University)

Gender differences in responses to incentives

Sally Sadoff (University of California, San Diego)

Discussant: Lise Vesterlund (University of Pittsburgh)

Junior Mentoring Breakfast

Sunday, 6 January 2019,
8:00 am–10:00 am

Atlanta Marriott Marquis, A703-704

Development and Financial History

Sunday, 6 January 2019,

10:15 am–12:30 pm

Atlanta Marriott Marquis, A707

Chair: Carola Frydman (Northwestern University)

The legacy of colonial medicine in Central Africa

Sara Lowes (Bocconi University), **Eduardo Montero** (Harvard University)

Discussant: Nancy Qian (Northwestern University)

Health insurance, hospitals, or both? Evidence from the United Mine Workers' health care program

Erin Troland (U.S. Department of the Treasury), **Theodore Figinski** (U.S. Department of the Treasury)

Discussant: Robert Margo (Boston University)

The aftermath of policy failures: the Southern Homestead Act and the Freedman's Savings Bank in Florida

Melinda Miller (Virginia Tech)
Discussant: Hilary Hoynes (University of California, Berkeley)

Liquidity from two lending facilities
Sriya Anbil (Federal Reserve Board of Governors), **Angela Vossmeier** (Claremont McKenna College)

Discussant: Efraim Benmelech (Northwestern University)

@Twitter Tips for Success: Social Media for Economists, Joint CSWEP/CSMGEP Panel

Sunday, 6 January 2019,
10:30 am–12:15 pm

Atlanta Marriott Marquis, A703-704

Organizer: Marie Mora (University of Texas–Rio Grande Valley)

Moderator: Susan Dynarski (University of Michigan)

Panelists: Jennifer Doleac (Texas A & M University), **Darrick Hamilton** (The New School for Social Research), **Sarah Jacobson** (Williams College), **Mark Hugo Lopez** (Pew Research Center)



**Eastern Economic Association
Annual Meeting**
28 February–3 March 2019
New York Sheraton, New York, NY

**Roundtable on Organizational and
Other Survival Skills for Economists**

Panelists: Laura Argys (University of Colorado, Denver), Susan Averett (Lafayette College), Hope Corman (Ryder University), Dhaval Dave (Bentley University), Joyce Jacobsen (Wesleyan University), and Amanda Ross (University of Alabama)

**Pedagogy and Teaching Economics:
Needs of the Job Market and Long-
Term Skills**

Chair: Devaki Chandra (Summer Institute of the Gifted)
Organizer: Devaki Chandra (Summer Institute of the Gifted)

Adapting existing teaching strategies and practices to improve student learning in principles classes

Pratibha Joshi (Gordon State College)

College readiness as it relates to human capital development in the U.S.

Devaki Chandra (Summer Institute of the Gifted)

Financial risk modelling: statistics-based teaching considerations

Mary Lo Re (Wagner College)

Teaching economics through art

Natalia V. Smirnova (University of Connecticut), Tom Daly (Norman Rockwell Museum)

Health Economics and Policy Studies

Chair: Joseph J. Sabia (San Diego State University, University of New Hampshire, and IZA)

Organizer: Joseph J. Sabia (San Diego State University, University of New Hampshire, and IZA)

Minimum wages and the health of immigrants' children

Susan Averett (Lafayette College and IZA), Julie K. Smith (Lafayette College), Yang Wang (University of Wisconsin–Madison)

Do gun buyback programs backfire?

Joseph J. Sabia (San Diego State University, University of New Hampshire, and IZA), D. Mark Anderson (Montana State University, NBER, and IZA), Toshio Ferrazares (San Diego State University)

Anti-bullying laws and youth suicide

Gokhan Kumpas (University of New Hampshire), Joseph J. Sabia (San Diego State University, University of New Hampshire, and IZA), Daniel I. Rees (University of Colorado, Denver, and IZA)

Maternal and fetal health effects of working during pregnancy

Dhaval Dave (Bentley University and NBER), Muzhe Yang (Lehigh University)

**Economics Issues Related to
Maternal and Child Health**

Chair: Pinka Chatterji (The University at Albany)

Organizer: Pinka Chatterji (The University at Albany)

Latent class analysis of adolescent health behaviors

Molly M. Jacobs (East Carolina University)

Effects of welfare reform on health and health behaviors of teens

Hope Corman (Rider University and NBER), Dhaval Dave (Bentley University and NBER), Ariel Kalil (University of Chicago), Ofra Schwartz-Soicher (Princeton University), Nancy E. Reichman (Rutgers University)

Does seasonality of birth outcomes really exist? Evidence from weather conditions during pregnancy

Jun Soo Lee (The University at Albany)

An exploratory study of the social and economic determinants of maternal morbidity in the U.S.

Pinka Chatterji (The University at Albany), Sarah Markowitz (Emory University and NBER)

**Semi-parametric and Nonparametric
Applications and Methods**

Chair: Alice Sheehan (University of Alabama)

Organizer: Alice Sheehan (University of Alabama)

Productivity of fundraising: the importance of nonlinearities, interactions, and a flexible specification

Teresa Harrison (Drexel University), Daniel J. Henderson (University of Alabama), Deniz Ozabaci (University of New Hampshire), Christopher A. Laincz (Drexel University)

Semiparametric stochastic frontier model analysis with zero inefficiency: a case study of China with panel data

Jinjing Tian (Dongbei University of Finance and Economics), Taining Wang (West Virginia University), Fen Yao (West Virginia University)

A semiparametric stochastic frontier model with constrained nonparametric determinants of inefficiency

Taining Wang (West Virginia University), Xiaoqi Zhang (Zhejiang University of Finance and Economics), Jinjing Tian (Dongbei University of Finance and Economics)

Revisiting nonseparability: an empirical comparison

Deniz Ozabaci (University of New Hampshire)

**Medicaid and Other State Health
Policies**

Chair: TBD

Organizers: Shooshan Danagouliau (Wayne State University) and Karen Conway (University of New Hampshire)

Medicaid expansion after the ACA: intensity of treatment and billing in emergency departments

Shooshan Danagouliau (Wayne State University), Alexander Janke (Yale School of Medicine), Phillip Levy (Wayne School of Medicine)

What else does Medicaid do? Medicaid coverage, safety net burden, and hospital safety net subsidies

Sayeh Nikpay (Vanderbilt University)

CSWEP Sessions

Long-term effects of public health insurance on criminal behavior

Yaa Akosa Antwi (Johns Hopkins University)

PDMPs and changes in individuals' pain perceptions

Anca M. Grecu (Seton Hall University)

Lead, Pollution, and Health

Chair: TBD

Organizers: Shooshan Danagoulian (Wayne State University) and Karen Conway (University of New Hampshire)

Maternal health and pregnancy exposure to lead: a case study of Flint, Michigan

Shooshan Danagoulian (Wayne State University), Derek Jenkins (Wayne State University)

Beyond birth weight: identifying early life exposure to air pollution through the lens of prenatal ultrasound scans

Xi Chen (Yale University), Hao Deng (Yale University), Yawei Yang (Yale University)

Lead in the water: an analysis of blood lead levels before, during, and after a pipe replacement

Ludovica Gazze (University of Chicago), Jennifer A. Heissel (Naval Postgraduate School)

Lead exposure and student outcomes: a study of Flint schools

Jessica Sauve-Syed (Furman University)

Factors Affecting Health Outcomes and Related Behaviors

Chair: TBD

Organizer: Karen Conway (University of New Hampshire)

Reassessing the effects of mandatory waiting periods for abortion

Mayra Pineda Torres (Texas A & M University), Jason M. Lindo (Texas A & M University)

Parental economic shocks and infant health

Patralekha Ukil (University of Connecticut)

The effects of superstition on health outcomes: evidence from the Taiwanese ghost month

Chia-Lun Liu (Lehigh University), Martin Halla (Johannes Kepler University, Austrian Public Health Institute, and IZA), Jin-Tan Liu (National Taiwan University and NBER)

More sneezing, less crime? Seasonal allergies, transitory costs and the market for offenses

Monica Deza (Hunter College), Aaron Chalfin (University of Pennsylvania), Shooshan Danagoulian (Wayne State University)

Gender, Discrimination, and Labor Markets

Chair: TBD

Organizer: Karen Conway (University of New Hampshire)

The gender wage gap in China: evidence from the China employer-employee survey

Christina Jenq (NYU–Shanghai), Albert Park (Hong Kong University of Science and Technology)

The U.S. gender earnings gap: a state-level analysis

Christine L. Storrie (SUNY–Oneonta), Taylor W. Lee (Pennsylvania State University)

Entrepreneurship among migrant households and migrant-sending communities: evidence from Nepal

Mahesh Dahal (University of Connecticut)

SNAP recipients' allocation of time to the labor market

Sanae Tashior (Rhode Island College)

Provision and Transmission Across Generations

Chair: Catalina Herrera Almanza (Northeastern University)

Organizer: Karen Conway (University of New Hampshire)

Gender composition of children and sanitation behavior in India

Deepak Sarawat (University of Connecticut)

Intergenerational health effects of Head Start

Esra Kose (Bucknell University)

Human capital and the intergenerational transmission of intimate partner violence in a developing country setting

Catalina Herrera Almanza

(Northeastern University), Jorge Agüero (University of Connecticut), Kira Villa (University of New Mexico)

Trade-offs in intergenerational family care provision

Monica Carney (College of the Holy Cross)

Political Economy, Inequality, and the Public Sector

Chair: TBD

Organizer: Karen Conway (University of New Hampshire)

The impact of volunteer tax assistance on EITC participation and claims

Jessica Hennessey (Furman University)

The political dynamics of debt and entitlements

Laura Karpuska (Stony Brook University) and Marina Azzimonti (Stony Brook University)

A public sector for the public good

Heidi Garrett-Peltier (University of Massachusetts)

Evidence for a green gender gap

Debra Israel (Indiana State University)



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Brag Box

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

On October 1, 2018, **Dr. Mary Daly** took the helm as President and Chief Executive Officer of the Federal Reserve Bank of San Francisco. Prior to her appointment as President, Dr. Daly served as Executive Vice President and Director of Research at the San Francisco Fed. During her 20+ year tenure at the Federal Reserve, Mary has championed diversity and inclusion within the Fed and in the economics profession more generally.

Dr. Julie Nelson, Professor of Economics at the University of Massachusetts Boston, was awarded the university's Chancellor's Award for Distinguished Scholarship at its spring commencement ceremony. The award is given annually to a faculty member who has demonstrated exceptional scholarly accomplishments. Dr. Nelson was cited for her pioneering work as a pioneer and leader in feminist approaches to economics. Her critique has since been applied to globalization, human development, climate change, and business ethics. One colleague wrote of her work, "I can think of no other scholar—in any field—who has managed to publish in such a wide range of journals."

Dr. Susan Pozo, Professor of Economics at Western Michigan University, was recently awarded WMU's Distinguished Faculty Scholar Award, the highest annual hon-

or that the university bestows on faculty members. The award recognizes those whose work constitutes a significant body of achievement that is widely recognized within the national and international academic communities, accomplished largely while a faculty member at WMU. Dr. Pozo was cited for her work on a variety of topics including immigration policy, refugees, undocumented migration, returns to international human capital, and underground financial and economic activity. She was credited for being the first to study some of these highly policy-relevant topics, and for her willingness to collaborate with and mentor young researchers.

Dr. Paula Stephan, Professor of Economics at Georgia State University, was named a Phi Beta Kappa (PBK) Visiting Scholar for the 2018–2019 academic year. During her year as a PBK Scholar, Dr. Stephan will visit seven different colleges and universities, where she will meet with three to four classes, meet with students, and give a public lecture. To date, she has visited three universities and given lectures entitled, "How Economics Shapes Science." In commenting on her experience as a PBK Scholar, Dr. Stephan stated, "It definitely expands one's world!"

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 info@cswep.org.

We want to hear from you!

Send announcements to info@cswep.org.