



Newsletter of the  
**Committee on the Status of Women  
 in the Economics Profession**

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## Report of the Committee on the Status of Women in the Economics Profession 2005

—Submitted by Francine D. Blau

The Committee on the Status of Women in the Economics Profession (CSWEP) was established by the American Economic Association (AEA) in 1971 to monitor the status of women in the profession and formulate activities to improve their status. This report begins by summarizing trends in the representation of women in the economics profession focusing particularly on the past decade. It then takes a more detailed look at newly collected data for the current year and summarizes the Committee's activities over the past year.

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## Claudia Goldin Receives 2005 Carolyn Shaw Bell Award

Claudia Goldin, the Henry Lee Professor of Economics at Harvard University, is an extraordinary scholar. She has taken the tools of quantitative economics to historical data in ways that inform us at the deepest level about a range of current economic issues. Her work on the long-term evolution of female labor force participation, contained in her 1990 Oxford Press book as well as in a number of articles in the top journals, stands as a model in the field of economic history. Her current work on the history of American education promises to

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## An Interview with Marianne Bertrand, 2004 Elaine Bennett Research Award Winner

The Elaine Bennett Research Prize is given every two years to recognize, support and encourage outstanding contributions by young women in the economics profession. The prize is made possible by contributions from William Zame and others in memory of Elaine Bennett, who made significant contributions to economic theory and experimental economics. Marianne Bertrand is the 2004 recipient of the Elaine Bennett Research Award. She is interviewed by Judith Chevalier, who won the award in 1998.

*1. When did you decide you wanted to be an economist?*

Actually, I wanted to become a journalist, not an economist. My "plan" was to apply to a journalism school in France. In order to do that, however, I first needed to complete two years of college. I figured economics was something useful to learn in preparation for journalism. So, I went to

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Francine Blau, Claudia Goldin, and Sharon Oster

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## From the Chair

In my first newsletter as Chair of CSWEP let me say that I am deeply honored to be Chair and look forward to working with our lively CSWEP board and supporters. All of us are indebted to Francine Blau for her leadership as Chair over the past three years. I hope to maintain her standard of commitment and passion over the next three years. I

am delighted to report that Fran will continue her work on CSWEP's National Science Foundation funded project on the impact of mentoring for junior economists. All of us on the CSWEP board would also like to thank the following board members who recently ended their terms: Lisa Barrow from the Federal Reserve Bank in Chicago, Daniel Hamermesh from the University of Texas at Austin, and Catherine Mann from the Institute for International Economics. We welcome new members Donna Ginther from the University of Kansas, Anna Paulson from the Federal Reserve of Chicago, and Richard Startz from Washington University. Karine Moe from Macalester College has agreed to stay on the board and continue as Oversight Editor for this newsletter and board member Gail Hoyt of the University of Kentucky has become the new southern representative for CSWEP.

CSWEP has sponsored a range of activities over the past four months. In November 2005 it sponsored sessions at the Southern Economic Associations meetings. In the January 2006 ASSA meetings in Boston, CSWEP sponsored three sessions on gender-related issues and three on industrial organization. A selection of papers from these sessions will be published this May in the *American Economic Review Papers and Proceedings*. In addition, CSWEP organized a seventh panel discussion, presided over by board member Daniel Hamermesh entitled, "Jump Starting Your Career". We had a thoughtful discussion at our CSWEP Business meeting including Francine Blau's presentation of the most recent survey of women in economics departments (see her article in this issue). At the meeting and reception we also celebrated the career and contributions to the advancement of women by Claudia Goldin, this year's recipient of the Carolyn Shaw Bell award. After the meetings we held the second national CeMent mentoring workshop for female junior faculty in economics. We had 37 participants and they were enthusiastic in their exit survey about the quality and usefulness of the panels and overall activities of the workshop. Many thanks to all the mentors and organizers who participated in this workshop. There will be a regional mentoring workshop held in March at the Midwest Economics Association meetings in Chicago. We hope to be able to offer additional workshops in the future so check our website [www.cswep.org](http://www.cswep.org) for announcements.

Please watch for the Call for Papers for the 2008 ASSA Meetings that will be held in New Orleans. Information on how to submit an abstract for consideration for those meetings will be posted on our website and will also appear in the *Journal of Economic Perspectives* this summer. We will sponsor gender related sessions and sessions on topics related to development. We especially encourage submissions by more junior women economists.

The regional AEA meetings are a great opportunity to present your research and network with other economists. CSWEP sponsors sessions and a reception at these meetings. The Eastern meetings are scheduled for February, the Midwest meetings are scheduled for March, the West in late June, and the South in November. Please contact your regional representative if you wish to participate in any of these activities.

Finally, we encourage you to offer your assistance to Board members. CSWEP activities include reviewing papers for sessions at both the regional and national meetings, contributing to the newsletter, working on projects to evaluate the state of women in the economics profession, and obtaining data on the presence of women in academia, government and business. If you would like to participate in any of these activities please don't hesitate to get in touch with me at [cswep@tufts.edu](mailto:cswep@tufts.edu) or contact your regional representative.

—Lisa M. Lynch

## What is CSWEP?

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

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### Data on Women Economists

Since its inception, CSWEP has been concerned with collecting and analyzing data on the representation of women in the economics profession. The first CSWEP-administered survey of economics departments was conducted in the fall of 1972. Since that time each CSWEP *Annual Report* has presented data on the status of women in the economics profession based either on CSWEP's own survey of economics departments or the AEA's Universal Academic Questionnaire.

For the CSWEP 2005 survey, 122 Ph.D. economics departments were surveyed. Responses were received from 93 departments, yielding a high response rate of 76 percent. The CSWEP liberal arts survey was sent to 140 schools included on the listing of "Baccalaureate Colleges—Liberal Arts" from the *Carnegie Classifications of Institutions of Higher Education* (2000 Edition). The number of schools responding was 79, yielding a response rate of 56 percent, which was above the 53 percent response rate obtained last year.

### Trends in Women's Representation

The representation of women in the economics profession has increased dramatically since CSWEP was established. For example, between 1972 and 2004, women's share of Ph.D.'s awarded in economics quadrupled, from 7.6 to 31.1 percent.<sup>1</sup> Similarly, women have dramatically increased their representation among faculty. In 1972 women were only 8.8 percent of assistant professors, 3.7 percent of associate professors and 2.4 percent of full professors—comprising less than five percent of faculty members in these ranks overall. By 2005, their representation among assistant professors had more than tripled to 29.8 percent; gains at the higher ranks were proportionately even larger as women's share

of associate professors increased to 20.3 percent and of full professors to 7.9 percent—with women comprising 15.6 percent of all faculty in these ranks.<sup>2</sup>

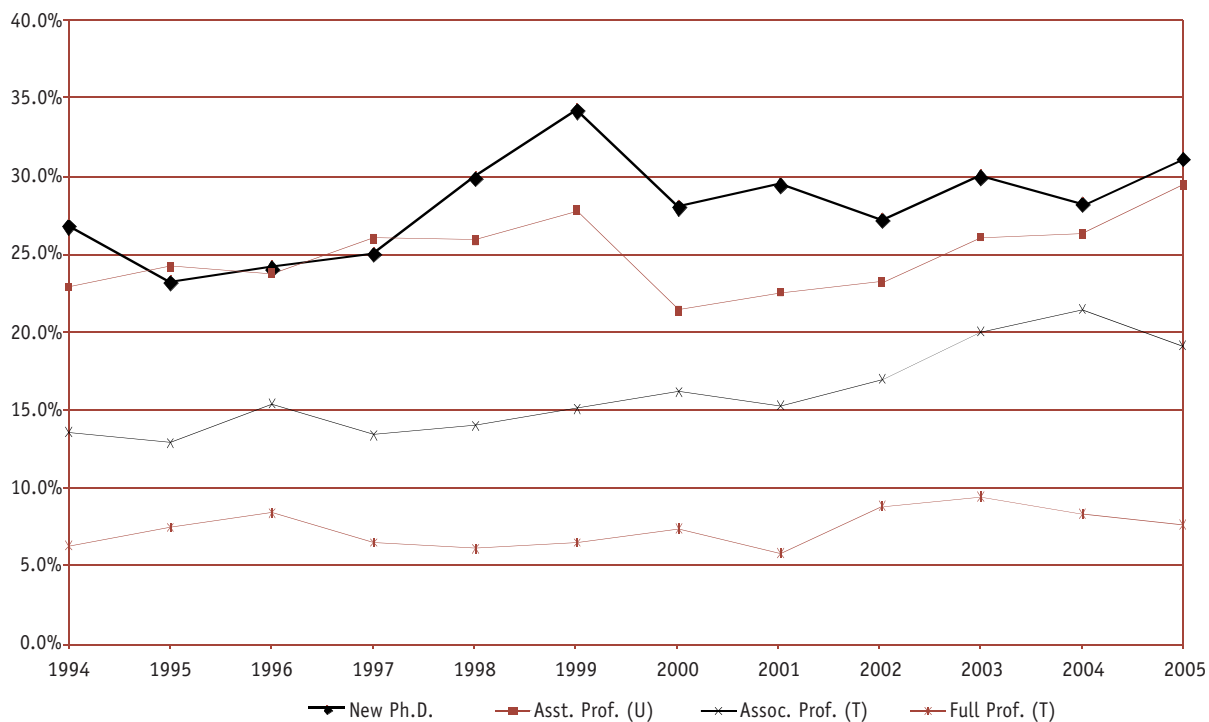
Table 1 and Figure 1 summarize the trends over a more recent period, 1995–2005. The heading of the table refers to female representation in "the pipeline" calling attention to the normal progression up through the ranks in academe from graduate student to full professor, and the time it takes to do so. Of course the pipeline may be a "leaky" one for women, a concern alluded to in previous CSWEP reports. In evaluating recent progress it is important to note that the size and composition of the CSWEP sample varies from one year to the next depending on survey response, so year-to-year fluctuations in female representation are to be expected. To partly address this issue, we focus our discussion on two-year averages, comparing women's representation in each category in 2004–5 with their representation in 1995–6. The data suggest some growth in the representation of women in the economics profession over the past decade, but also point to some particular areas of concern.

Growth in the representation of women in the profession is dependent on infusions at the entry level. It is thus of concern that gains have recently been weak at the entry end of the pipeline. Taking the 1995–6 to 2004–5 period as a whole, the female share of new Ph.D.'s

<sup>1</sup> Data for 1972 are from the National Center for Educational Statistics (NCES); the 2004 data are from the CSWEP Survey reported below. Note that NCES data are available only through 2003; the female share of Ph.D.'s for that year is 28.8.

<sup>2</sup> Data are from CSWEP Surveys; see Francine D. Blau (2004b) and results reported below. Figures include both tenured and untenured faculty at each rank.

**Figure 1: Percentage of Economists in the Pipeline Who Are Female—All Ph.D.-Granting Departments**



**Table 1: The Percentage of Economists in the Pipeline Who Are Female, 1995-2005**

	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
<b>All Ph.D. Granting Departments</b>											
1st yr students	30.5%	30.5%	31.3%	32.2%	35.6%	38.8%	31.9%	33.9%	34.0%	33.9%	31.9%
ABD	27.8%	28.3%	26.8%	28.2%	33.0%	32.3%	30.2%	30.6%	32.7%	33.1%	33.9%
New PhD	23.2%	24.1%	25.0%	29.9%	34.2%	28.0%	29.4%	27.2%	29.8%	27.9%	31.1%
Asst Prof (U)	24.2%	23.8%	26.0%	25.9%	27.8%	21.4%	22.5%	23.2%	26.1%	26.3%	29.4%
Assoc Prof (U)	14.1%	9.1%	11.1%	15.9%	27.3%	17.2%	10.0%	17.2%	24.0%	11.6%	31.2%
Assoc Prof (T)	12.9%	15.4%	13.4%	14.0%	15.1%	16.2%	15.3%	17.0%	19.9%	21.2%	19.2%
Full Prof (T)	7.5%	8.4%	6.5%	6.1%	6.5%	7.4%	5.8%	8.9%	9.4%	8.4%	7.7%
N departments	95	98	95	92	77	76	69	83	95	98	93
<b>Top 10 Ph.D. Granting Departments</b>											
1st yr students	24.5%	26.5%	20.3%	27.2%	29.6%	29.5%	26.9%	28.5%	21.2%	26.0%	26.0%
ABD	24.1%	23.9%	25.0%	22.0%	25.2%	25.2%	26.6%	27.0%	26.1%	26.3%	26.3%
New PhD	19.6%	18.6%	16.5%	25.9%	24.3%	23.0%	30.5%	25.7%	26.3%	25.5%	31.4%
Asst Prof (U)	14.1%	21.1%	20.0%	17.7%	14.7%	18.2%	18.8%	15.8%	21.9%	21.3%	24.1%
Assoc Prof (U)	6.7%	0.0%	12.5%	36.4%	45.5%	30.8%	13.3%	7.7%	11.1%	12.5%	30.0%
Assoc Prof (T)	12.0%	20.0%	12.5%	7.7%	28.6%	36.4%	23.5%	28.6%	17.6%	6.7%	14.3%
Full Prof (T)	4.7%	5.3%	5.0%	3.7%	3.9%	7.1%	6.3%	5.6%	7.0%	8.2%	7.3%
N departments	9	9	8	7	7	7	10	9	10	10	10
<b>Top 20 Ph.D. Granting Departments</b>											
1st yr students	26.1%	30.2%	21.5%	28.8%	31.1%	32.8%	30.5%	31.9%	26.1%	27.7%	27.0%
ABD	26.8%	26.4%	28.6%	24.1%	25.4%	26.2%	27.2%	27.2%	28.4%	29.7%	28.9%
New PhD	21.8%	22.7%	24.9%	27.1%	28.1%	24.6%	26.8%	24.7%	24.8%	28.2%	30.7%
Asst Prof (U)	17.5%	18.2%	17.8%	16.4%	21.6%	17.7%	18.8%	21.5%	25.1%	24.1%	27.0%
Assoc Prof (U)	5.9%	0.0%	7.7%	36.4%	46.2%	26.7%	13.3%	13.3%	23.1%	20.7%	26.7%
Assoc Prof (T)	12.1%	16.7%	16.0%	8.3%	16.3%	12.8%	19.6%	22.9%	18.9%	12.1%	14.3%
Full Prof (T)	5.4%	5.5%	5.9%	4.7%	4.8%	7.4%	7.0%	9.0%	6.3%	7.6%	7.5%
N departments	19	19	17	16	15	15	18	18	19	19	20

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

increased a substantial 5.8 percentage points, from 23.7 to 29.5 percent. Of concern, however, is that, as may be seen in Figure 1, the female share of new Ph.D.'s has roughly plateaued since the late 1990s or early 2000s. As noted in last year's report, data from the National Center for Educational Statistics (NCES) indicate that, in 2003 (the most recent year for which data are available), women comprised 34 percent of bachelor's degrees awarded in economics. This is very close to women's current share of 1<sup>st</sup> year students in Ph.D. granting departments, suggesting that further growth from this source will be limited unless the share of female undergraduate majors increases.<sup>3</sup>

Looking at the faculty ranks, most progress has been exhibited at the assistant and associate ranks. Growth over the decade has been uneven for (untenured) assistant professors. The female share peaked in 1999 and then fell off sharply between 1999 and 2000. However, since then, the female share of these positions has increased steadily and, in 2005, for the first time surpassed its peak 1999 level. Taking the decade as a whole, percentage female rose by 3.9 percentage points between 1995-6 and 2004-5, from 24.0 to 27.9 percent. Similarly, between

1995-6 and 2004-5, the female share of (tenured) associate professors increased by 6.1 percentage points, from 14.2 to 20.2 percent, with most of the gains concentrated in the early 2000s. In contrast, there was little growth in women's representation at the full professor level for the decade as a whole, although, recent levels lie above the female shares in the late 1990s.

While these trends suggest that women are meeting with some success in working their way up through the ranks, they do not necessarily indicate that women are progressing at the same rate as their male counterparts. As noted in last year's report, a recent study found substantial unexplained gender differences in advancement to the tenured ranks in economics during the past decade that considerably exceeded those in related disciplines (Donna K. Ginther and Shulamit Kahn 2004).

<sup>3</sup> According to John Siegfried and Wendy A. Stock (2004), economics majors comprised 76 percent of new Ph.D.'s in economics in recent years (including double majors). And, while a large and growing proportion of Ph.D. students are not U.S. citizens, the female share of Ph.D.'s going to non-U.S. citizens is lower than for U.S. citizens and has increased more slowly in recent years (Blau 2004a).

**Table 2: Percentage Female for Ph.D.-Granting Economics Departments (2005)**

	Women	Men	Percentage Female
<b>A. Faculty Composition (2005-2006 Academic Year)</b>			
<b>Assistant Professor</b>	165	390	29.8%
Untenured	157	377	29.4%
Tenured	8	13	38.1%
<b>Associate Professor</b>	84	330	20.3%
Untenured	12	27	31.2%
Tenured	72	303	19.2%
<b>Full Professor</b>	99	1,161	7.9%
Untenured	2	5	28.6%
Tenured	97	1,156	7.7%
All tenured/tenure track	348	1,880	15.6%
Other (non-tenure track)	107	163	39.6%
<b>All Faculty</b>	455	2,043	18.2%
<b>B. Students and Job Market</b>			
<b>Students (2005-2006 Academic Year)</b>			
First-year Ph.D. students	436	931	31.9%
ABD students	1,043	2,034	33.9%
Ph.D. granted (2004-2005 Academic Year)	260	575	31.1%
<b>Job Market (2004-2005 Academic Year)</b>			
U.S.-based job	198	401	33.1%
Academic, Ph.D. granting department	92	202	31.3%
Academic, Other	31	67	31.6%
Public sector	33	64	34.0%
Private sector	42	68	38.2%
Foreign Job obtained	51	154	24.9%
Academic	36	81	30.8%
Nonacademic	15	73	17.0%
No job found	18	34	34.6%

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

## Results for Ph.D.-Granting Departments and Liberal Arts Schools (2004-2005)

Tables 2 and 3 present the results from the 2005 CSWEP survey for Ph.D.-granting departments in greater detail, first for all departments and then for the top 10 and top 20 ranked departments separately.<sup>4</sup> As noted in past *Annual Reports*, we find for 2005 that women tend to be less well represented in the top tier departments at all levels than at all Ph.D.-granting departments. This includes their representation among students (although this year not new Ph.D.'s) and faculty, particularly at the assistant and (tenured) associate professor ranks.

Looking first at faculty, female representation among untenured assistant professors was 5.3 percentage points lower at the top ten departments than for all departments, with a smaller disparity of 2.4 percentage points for the top 20. These differences are roughly in line with last year's. At the tenured associate professor level, female representation lagged by 4.9 percentage points at both the top 10 and

top 20 departments. The latter does, however, represent a considerable improvement since last year when the shortfall was 14.5 percentage points at the top 10 departments and 9.1 percentage points at the top 20 departments. The representation of women at the full professor rank in the top 10 and top 20 departments was only very slightly below (less than .5 percentage points) that at all Ph.D.-granting institutions.

In a field like economics, in which women constitute a minority, one issue that arises is that there may be departments with no women at all or a relatively small number of women. This could potentially create problems for female students or a lack of critical mass for female faculty, especially junior faculty. As may be seen in Table 4, the mean number of women per economics department (in tenured/tenure track positions) is 3.7 for all Ph.D.-granting departments and 4.8 for the top 20 departments. It is not surprising, given these relatively low means, that there are a number of departments where the number of women is quite low. Among all departments, 5.4 percent have no women on the faculty and 23.7 percent have only 1 or 2. Over half of female assistant professors are in departments where there is at most one other female assistant professor. Interestingly, while women comprise a smaller share of tenured/tenure track faculty in the top 20 departments than among all Ph.D.-granting departments, the small numbers problem is worse among all departments. This is because the top 20 departments are larger and thus have on average a larger number of women.

Just as female faculty are better represented among all Ph.D.-granting institutions than in the top-ranked departments, as noted in many prior CSWEP *Annual Reports*, they are also better represented at liberal arts institutions than at Ph.D.-granting institutions (Table 5). So, at liberal arts institutions, women were 38.3 percent of untenured assistant professors, 43.1 percent of tenured associate professors, and 18.1 percent of tenured full professors; comprising 31.2 percent of tenured or tenure track faculty—considerably exceeding comparable figures for the Ph.D.-granting institutions.

The CSWEP survey also collects information on non-tenure track faculty. As may be seen in Tables 2-3, at Ph.D.-granting institutions this category is disproportionately female. Among all Ph.D.-granting economics departments, 39.6 percent of the non-tenure track faculty is female compared to 15.6 percent of the tenured/tenure track faculty. Similarly, in the top 10 and top 20 departments, women comprise 56.4 and 53.2 percent of the non-tenure track faculty compared to 13.7 and 14.3 percent of the tenured/tenure track faculty, respectively. The featured articles in the Fall 2005 issue of the CSWEP *Newsletter* (CSWEP 2005) co-edited by Lori Kletzer explore the advantages and disadvantages of such positions in a segment entitled, "Academic Life on a Track Different from the Tenure Track."

Turning to Ph.D. students, we see that, as in the case of faculty, the representation of women among Ph.D. students in the top-ranked Ph.D.-granting departments also tends to be lower than for all Ph.D.-granting departments, though in 2004-05, the female share of new Ph.D.s in the top 10 and top 20 departments was about the same as at all Ph.D.-granting institutions. The disparities are notable for first year Ph.D. students

<sup>4</sup> These rankings are taken from *US News and World Report* 2005 Edition. The top ten departments include, Massachusetts Institute of Technology; Harvard University; Princeton University; Stanford University; University of Chicago; University of California-Berkeley; Yale University; Northwestern University; University of Pennsylvania; and the University of California-San Diego. The top twenty departments additionally include, University of California-Los Angeles; University of Michigan-Ann Arbor; University of Wisconsin-Madison; University of Minnesota-Twin Cities; California Institute of Technology; Columbia University; University of Rochester; Cornell University; Carnegie Mellon; and New York University. This represents an update from the 2004 and 2003 CSWEP *Annual Reports*. This updating seems advisable since this breakdown is designed to measure women's representation at what are generally regarded as the leading departments rather than at a fixed set of schools.

**Table 3: Percentage Female for Top 10 and Top 20 Ph.D.-Granting Economics Departments (2005)**

A. Faculty Composition (2005-2006 Academic Year)	Top 10			Top 20		
	Women	Men	Percentage Female	Women	Men	Percentage Female
<b>Assistant Professor</b>	27	85	24.1%	52	141	27.0%
Untenured	27	85	24.1%	52	141	27.0%
Tenured	0	0	--	0	0	--
<b>Associate Professor</b>	5	19	20.8%	10	41	19.8%
Untenured	3	7	30.0%	6	17	26.7%
Tenured	2	12	14.3%	4	24	14.3%
<b>Full Professor</b>	19	217	8.1%	34	396	7.9%
Untenured	2	2	50.0%	2	2	50.0%
Tenured	17	215	7.3%	32	394	7.5%
All tenured/tenure track	51	321	13.7%	96	577	14.3%
Other (non-tenure track)	22	17	56.4%	33	29	53.2%
<b>All faculty</b>	73	338	17.8%	129	606	17.6%
<b>B. Students and Job Market</b>	<b>Women</b>	<b>Men</b>	<b>Percentage Female</b>	<b>Women</b>	<b>Men</b>	<b>Percentage Female</b>
<b>Students</b>						
<b>(2005-2006 Academic Year)</b>						
First-year Ph.D. students	79	225	26.0%	128	346	27.0%
ABD students	225	631	26.3%	405	994	28.9%
Ph.D. granted (2004-2005 Academic Year)	66	144	31.4%	111	250	30.7%
<b>Job Market</b>						
<b>(2004-2005 Academic Year)</b>						
U.S. based job	52	117	30.8%	84	169	33.2%
Academic,						
Ph.D.-granting department	35	74	32.1%	49	103	32.2%
Academic, Other	4	4	50.0%	6	9	40.0%
Public sector	6	17	26.1%	13	29	31.0%
Private sector	7	22	24.1%	16	28	36.4%
Foreign Job obtained	14	18	43.8%	24	50	32.4%
Academic	12	13	48.0%	20	34	37.0%
Nonacademic	2	5	28.6%	4	16	20.0%
No job found	1	5	16.7%	2	8	20.0%

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

and ABDs: women's representation among first year students was 4.9 to 5.9 percentage points lower for the top 10 and top 20 schools than for all Ph.D.-granting institutions; among ABDs, their representation was 5.0 to 7.6 percentage points lower.

Finally, Tables 2 and 3 give us the opportunity to take a look at how women fare in the job market for new Ph.D.'s. First, it may be noted that the majority of both male and female economics Ph.D.'s for whom data are available take jobs in the United States, and further that women are more likely to take a U.S.-based job than their male counterparts (74.2 vs. 68.1 percent),<sup>5</sup> likely reflecting their lower representation among foreign Ph.D. recipients (Blau 2004a). Thus, while women constituted 31.1 percent of new Ph.D.'s in economics in 2004-05, they comprised

33.1 percent of those obtaining U.S.-based jobs and 24.9 percent of those obtaining foreign jobs. In terms of their sector of employment, the data differ somewhat from past trends. Traditionally, women have been underrepresented in academic positions in Ph.D.-granting institutions and overrepresented in academic jobs in non-Ph.D.-granting institutions and in public-sector nonacademic jobs. This year, women's representation in both types of academic jobs (i.e., Ph.D.-granting and other) is similar and their share of public sector jobs only somewhat higher. It is worth noting that while women were underrepresented in academic jobs at Ph.D.-granting institutions last year (2003-2004), this was not the case in the preceding year (2002-2003). At the top 10 and

<sup>5</sup> Those who did not locate jobs are also included in the denominator.

top 20 schools, although women were heavily overrepresented in hires at other academic institutions, the number of both men and women going to such schools was small and women's representation among those hired at Ph.D.-granting schools was in line with their share of new Ph.D.s. These breaks from a pattern of under-representation of women in assistant professor hires at Ph.D.-granting institutions are a positive development, and suggest that the supply of women faculty at the entry level is getting more in line with the flow of new Ph.D.s.

## The Committee's Recent Activities

### On-going Activities

One of CSWEP's major activities is the production of our thrice-yearly newsletter. The Winter Newsletter, co-edited by Daniel Hamermesh, focused on the early and late career issues for women academic economists, as well as a summary of the research presented at the 2005 ASSA meetings in CSWEP-sponsored sessions. It also included a biography of Carolyn Shaw Bell, founding chair of CSWEP. Sharon Oster co-edited the Spring Newsletter that included articles on academics outside the academy along with a report on CeMENT (the CSWEP mentoring initiative) at the halfway point. As noted above, the Fall Newsletter, co-edited by Lori Kletzer, provided articles on alternatives to tenure track positions. It also included an autobiographical sketch of Barbara Bergmann, the 2004 recipient of the Carolyn Shaw Bell Award (see below). These newsletters also provided information on upcoming regional and national association meetings, calls for papers, and a new series of top ten tips. The Chair would like to thank Karine Moe for her hard work and dedication in overseeing the newsletters.

As part of its ongoing efforts to increase the participation of women on the AEA program, CSWEP organized six sessions for the January 2005 ASSA meetings in Philadelphia. Daniel Hamermesh and Karine Moe organized three sessions on gender-related issues and Catherine Mann and Lori Kletzer organized three sessions on Technology issues. CSWEP held its usual business meeting, in which reports were made to its associates and other interested AEA members concerning

its activities and suggestions were heard from those present for future activities.

During the 2005 business meeting the Carolyn Shaw Bell Award was presented to Barbara Bergmann, Professor Emerita of Economics at American University and the University of Maryland. The Carolyn Shaw Bell award is given annually to a woman who has furthered the status of women in the economics profession, through her example, through her achievements, through increasing our understanding of how women can advance through the economics profession, and through her mentoring of other women. Professor Bergmann is a renowned scholar whose work has combined theory, quantitative modeling and policy analysis on issues such as unemployment, discrimination, and women's status. During her long career, she has served in many leadership roles including chair of CSWEP, and president of the International Association for Feminist Economists, the Eastern Economic Association, and the American Association of University Professors. Her public service includes terms at the Bureau of Labor Statistics and the Council of Economic Advisors. In the words on one of her nominators: "Barbara fully lives up to your requirements of vision, intellectual curiosity, informed willingness to take risks, and most particularly determination to make the world a better place. Further, she always takes great joy in being able to do what she does." Along with the public recognition accorded her accomplishments, Professor Bergmann also received a 2' x 3' plaque with her name and that of previous winners on it to display prominently at her place of work. The Chair thanks Caren Grown, Catherine Mann, Sharon Oster and Adele Hayutin for their service on the Carolyn Shaw Bell Awards Committee.

Also at the Business Meeting, Marianne Bertrand received the 2004 Elaine Bennett Research Prize. The Elaine Bennett Research Prize is awarded every other year to recognize, support, and encourage outstanding contributions by young women in the economics profession. Professor Bertrand, Professor of Economics at the University of Chicago Graduate School of Business, is an applied microeconomist who has done work on racial discrimination, CEO pay and incentives,

**Table 4: Distribution of Departments by Number of Women on the Faculty (2005)**

Number of Women	All Ph.D Granting Economics Departments			Top 20 Economics Departments		
	All	Assistant	Associate or Full	All	Assistant	Associate or Full
0	5.4	17.2	18.3	0.0	10.0	15.0
1-2	23.7	53.8	43.0	10.0	35.0	35.0
3-4	38.7	23.7	31.2	45.0	40.0	35.0
5 and over	32.2	5.4	7.5	45.0	15.0	15.0
Mean number of women per department (in tenured or tenure-track positions).	3.7	1.8	2.0	4.8	2.6	2.2

*These breaks form a pattern of under-representation of women in assistant professor hires at Ph.D.-granting institutions are a positive development, and suggest that the supply of women faculty at the entry level is getting more in line with the flow of new Ph.D.s.*

**Table 5: Percentage Female for Economics Departments in Liberal-Arts Institutions (2005)**

<b>A. Faculty Composition</b> (2005-2006 Academic Year)	<b>Women</b>	<b>Men</b>	<b>Percentage Female</b>
<b>Assistant Professor</b>	68	107	38.9%
Untenured	64	103	38.3%
Tenured	4	4	50.0%
<b>Associate Professor</b>	70	92	43.3%
Untenured	6	7	46.2%
Tenured	64	85	43.1%
<b>Full Professor</b>	46	208	18.1%
Untenured	1	5	16.7%
Tenured	45	203	18.1%
All tenured/tenure track	184	407	31.2%
Other (non-tenure track)	28	76	27.0%
<b>All faculty</b>	<b>212</b>	<b>483</b>	<b>30.5%</b>
<b>B. Student Information</b>			
<b>Student Majors</b> (2004-2005 Academic Year)	1,046	1,880	35.7%

the effects of regulation on unemployment, and a host of other topics in labor economists and corporate finance. Professor Bertrand received her Ph.D. from Harvard University in 1998, has been an Alfred P. Sloan Fellow and is a Faculty Research Fellow of the National Bureau of Economic Research.

### CSWEP's Regional Activities

CSWEP's regional representatives organized sessions at each of the regional association meetings—including the Eastern, Southern, Midwest, and Western Economic Association. Our thanks go to Lisa Barrow (Midwest), Ann Owen (Eastern), Catherine Mann (Southern) and Lori Kletzer (Western), for their excellent programs and efforts to help women economists in their regions maintain and increase their professional networks. Abstracts of the papers presented at these association meetings are presented in the newsletters each year.

### Additional Words of Thanks

The Chair would like to thank the membership chair, Joan Haworth and her staff, including Lee Fordham and Donya Samara, for their essential contribution to our outreach mission. Joan Haworth has also generously contributed to CSWEP by establishing the Joan Haworth

Mentoring Fund to which women or institutions may apply for funds to support or develop mentoring activities or relationships to facilitate the professional advancement of women. See <http://www.cswep.org/mentoring/MentoringFund.htm>, for further details about this program.

The terms of four of our Committee members ended in December – Daniel Hamermesh, Catherine Mann, Lisa Barrow and Karine Moe. They all made outstanding contributions and we are enormously grateful to them for their willingness to serve. The Chair would also like to especially thank Karine Moe for agreeing to serve another three year term during which she will continue her oversight of the *Newsletter*. This year we welcomed new Committee members Gail Hoyt, Katherine Abraham and Nancy Rose. We are pleased to have them aboard and thank them for the very significant contributions they have already made, especially Gail Hoyt for her work in updating and expanding the CSWEP website ([www.cswep.org](http://www.cswep.org)). The Chair also thanks the other members of the Committee for their exceptional efforts in the past year to advance the goals of CSWEP.

The Chair also warmly thanks Liane O'Brien who has provided excellent and indispensable administrative support for the Committee and served as Assistant Editor of the *Newsletter* over the past year. The Chair would also like to thank Jane Herr for her assistance in proof reading the newsletters. The Committee is also deeply indebted to Cornell University and the staff of the School of Industrial and Labor Relations for their administrative support of CSWEP's activities and for providing CSWEP with office space and other resources.

The 2006 Boston ASSA meetings mark the end of my three-year term as Chair of CSWEP. It has been an honor and a privilege to serve as Chair. It's been a big job but a very gratifying one. I reflect with pleasure that as CSWEP looks towards the thirty-fifth anniversary of its founding in 2007, it remains a healthy, vibrant organization.

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# Teaching Economics in Different Environments



*Introduction by Ann Owen, Hamilton College*

**O**ne thing that economists in academic positions all have in common is that they interact with students. What becomes obvious in reading the following articles, however, is that the environment in which one teaches has a tremendous effect on the methods and objectives of teaching economics. These articles contain a lot of useful advice for economists who have some responsibility to teach students. Rebecca Blank discusses how to work effectively with graduate students in a research-oriented environment, providing tips on getting the most out of graduate student research assistants as well as advising students on their Ph.D. dissertations. Debra Barbezat writes about the challenges of teaching undergraduate economics students at a small college, and Francine Lafontaine provides good advice about making economics relevant for MBA students.

## Working Effectively with Graduate Students

by Rebecca M. Blank, Gerald R. Ford School of Public Policy, University of Michigan



One of the best parts of the job of a research professor is the opportunity to work with Ph.D. students. They will learn from you, but you will also learn from them. They will provide you a chance to use your mentoring skills to assist someone who shares your research interests and ambitions.

That said, many younger junior faculty aren't quite sure how to make the switch from being a graduate student themselves, to being a teacher and a mentor of graduate students. Over the years, I've worked with a wide range of Ph.D. students, as teacher, dissertation advisor, employer, and co-author. Here's my advice about making the most of that relationship, in the two roles where you are most likely to interact with graduate students outside the classroom.

1. *Graduate students as research assistants.* Ph.D. student training is one of the few places in the modern world where the medieval model of a craft apprenticeship still applies. The best way to learn how to do research is to work with someone doing research and to slowly take over more and more complex tasks. Encourage your graduate students to spend as much time as possible as research assistants with you or other faculty members, even if they don't need to money.

From your point of view, graduate student research assistants can vastly increase your productivity. (If you're doing serious empirical work, you **MUST** find funding to hire graduate RAs. Write grants. Talk with your department chair. Look around for funding within the University that you can apply for.) Making effective use of research assistants is a skill that is learned over time. You have to define pieces of your project that you can give to someone else, and learn how to check that work for accuracy when it comes back to you. On the one hand, you want to give your RA as much responsibility as possible; on the other hand, it's never an insult to check your RA's work. By helping them figure out how to find the right data, the right set of citations or how to put the data together in the right way, you're helping them learn the research trade.

Of course, there's a learning curve among Ph.D. students, and sometimes it takes more time to train someone who's never used a big data set than to do it yourself. If this is a first year Ph.D. who really wants to learn how to utilize CPS data, giving them the time to learn is worth it. And once they learn, they'll increase your productivity on the next project. Ideally,

you want to hire RAs in their first and second year and keep them working for you as their skills increase. One risk a junior faculty member runs is that once Ph.D. students actually become productive RAs, they get hired away by senior colleagues with larger research reputations and bigger grants. When this happens, wish you ex-RA well, tell her you want to keep talking with her about her dissertation work, and find a new RA. You'll soon be one of those senior colleagues yourself.

When you employ a graduate student to work on a project with you, treat them as a co-worker. Talk with them about what you're doing and why. Let them be as involved in the project as they are ready to be. First year graduate students often need to learn how to handle large data sets and may require close supervision, but third and fourth year graduate students should be more independent. Don't hesitate to ask their opinion. It's not a sign of weakness but part of your responsibility as a teacher and mentor. Talk about why you're doing the project one way and not another; if they make a suggestion you don't like, talk about why you're making a different research choice. Think of them as your apprentice, not as your employee.

Finally, as graduate students become dissertation writers, find ways to co-author with them. The most productive faculty frequently coauthor with their students. In fact, if you're working with a student and they get increasingly involved with the project, at some point you have an obligation to give them billing on the paper. There are some situations where this might be easier than others. For instance, when I'm asked to write chapters for volumes, I *always* look for a graduate student co-author. Be wary about co-authoring papers that a graduate student will use as part of his or her dissertation, however. Sometimes this works, but it can create problems on the job market for a graduate student who needs to show what she can do as an independent researcher.

2. *Dissertation advising.* As a junior faculty member, it's unlikely that you'll be asked to chair many dissertation committees. But you should talk regularly with graduate students in your field and serve on their committees. Providing effective advice to a dissertation writer is an art, requiring the right balance of criticism and encouragement, and the right balance of direct advice and letting the graduate student figure things out for herself. I always start by erring on the side of non-intervention, encouraging students to find topics and develop projects



on their own. If they run into difficulties, then I provide more direction as needed.

The hardest part of the dissertation for most students is coming up with a feasible and well-defined topic. Many graduate students believe they should appear in an advisor's office with a full-blown proposal. It's important to communicate to Ph.D. students that finding a topic is hard, and conversations with their advisors are an important part of the process. That said, you don't want to hand students topics, but you can give them pointers on how to move from a broad topic of interest to a more developed and specific set of research questions. (For many faculty, refining a research topic into a specific project remains one of the hardest parts of research. You will actually learn more about how to do this by observing floundering Ph.D. students and trying to give them advice.)

Some graduate students will run into problems, and you need to be clear about what type of help they can expect from you. Some students will disappear when things are going badly and you need to prod them to come talk with you. Other students will demand far more of your time than you should be willing to give, and you need to be blunt with them about when and how often they can come see you.

Since students' other advisors are your colleagues in the department and (hopefully) also your friends, it's often useful to informally check with them when a student seems to be having particular difficulty. Consistent advice from 2-3 faculty members is often useful for a student who's having difficulty with a stage in her thesis.

Finally, there are always some Ph.D. students who are struggling. In some departments, senior faculty often discourage students they don't want to work with and junior faculty end up with a disproportionate advising load of problematic Ph.D. students. If this is happening to you, you should talk with your department chair. And realize that you DON'T have to say 'yes' to every graduate student request. It's ok to sometimes refuse to serve on a committee and it's definitely ok to limit your advising time to reasonable hours for any one student.

I find enormous satisfaction in mentoring Ph.D. students and helping them become effective researchers. It's a delight to watch someone progress from being a student and a research assistant to being a colleague and a co-author. Your Ph.D. students will be your friends and colleagues for life.

## Advice for Economists at Liberal Arts Colleges

by Debra Barbezat, Colby College



Liberal arts colleges would seem to be a superior teaching setting for many women. Female faculty are better represented at these institutions and some research suggests that women have a stronger desire to teach at liberal arts colleges versus universities. Even the AAUP, in its latest report on the Economic Status

of the Profession, finds that according to four gender parity measures, there's greater gender equity at liberal arts colleges than at PhD.-granting institutions. So why is it that at my college only two of the college's 14 outstanding teaching award recipients are women? Keeping in mind that I am not among the award recipients, I'd like to offer some unsolicited advice for economists at liberal arts colleges who are interested in improving their teaching.

For new professors, it's important to get a good sense of what other people in the department are doing. If your department chair doesn't volunteer this information, try to get a sense of the grading distribution for introductory and other classes as well as what types of information are generally included on syllabi. Are there college rules regarding when exams are scheduled, how to accommodate athletic practices or students with learning differences? Even if you've taught elsewhere, attend all orientation sessions. Even experienced faculty have to acclimate to a unique campus culture.

On a small campus your reputation is established almost instantaneously. At the end of his first week of teaching at Colby, one of my junior colleagues was stunned when a student approached him about the next semester's course, saying "I know you have a reputation for being very demanding." If you are inattentive to your teaching the first year, you will have to dig out of that hole.

On my campus, faculty receive formal evaluation at the end of their first year, after three years, and then for tenure, so there's little time to settle in before you're evaluated. With respect to standardized teaching evaluations, keep in mind that the vast majority of responses tend to be clustered at a fairly high level, but you don't want to be a negative outlier. In my experience, promotion and tenure committees tend not to compare statistical summaries across professors and disciplines. But review committees



will compare Professor A's statistical summaries across time for the same class and they'll look for patterns. If there's a pattern of student criticism you need to be responsive. You may not be an exceptional teacher at the time you're reviewed. But committee members must conclude, based on your desire to improve, that continued growth will get you to that level.

Most researchers find that gender has a negligible effect on teaching evaluations, particularly on a global rating measuring overall effectiveness. But bias can occur in interaction with other variables, showing up on particular types of questions and in certain circumstances. There used to be particular concern about new female professors in male-dominated fields, teaching large introductory courses. Over time, my own concern, based on impressionistic evidence, has shifted toward women in gender-atypical fields who teach upper-level courses, and are more often dismissed by senior majors as less knowledgeable than male faculty. As a precaution, make sure objective evidence (e.g. class materials) is in line with that of male colleagues.

The standard for teaching excellence at liberal arts colleges is quite high. Regardless of the varying importance attached to research, teaching is paramount. Combine this with the fact that students seem to have an insatiable need for your time and energy and you'll understand that teaching, which is always "due" tomorrow, becomes a black hole for your time. You need to set aside time for your research and never, OK, almost never, use that time for another purpose. Students seem to flock to non-intimidating female faculty. But this "mom" factor works both ways. As a psychologist friend noted, when "mom" makes a criticism, it seems to carry more weight and individuals are more likely to invoke negative stereotypes when a person is criticizing rather than praising them.

Since the standard for teaching is established at the college level, you need to move outside your department. Economists tend to employ different pedagogy and maintain different grading standards. As you learn about teaching norms in other disciplines, you may also pick up good ideas regarding assignments and teaching methods that your graduate professors never modeled for you. Interaction with outside colleagues also improves your visibility and your general campus knowledge. Your own department will be small and female colleagues may be scarce. Consider every one you meet on campus as a potential mentor.

Students certainly appreciate organization, clarity of presentation, and depth of knowledge. Experience on my college's tenure and promotion committee also convinced me that one of the most important teacher characteristics is energy. Students want to be involved in the class and they want you to make it real for them. Try to remember what brought you to economics and what attracted the students in your classes. Use lots of "real world" examples. Call your short paper a "policy brief" and they'll be very excited!

With the exception of a colleague who taught Edgeworth boxes in his first introductory course, we all know to keep your audience in mind and don't be afraid to show some individuality in your lectures and assignments. At the same time, don't look to your students for validation or approval. Your job is not to sell yourself, but to sell your subject. My favorite tenure committee letters were students who wrote: "I hate science. I've always hated science. But I loved this chemistry class!"

Student-centered teaching may be a worthwhile goal, but always maintain control of your class. Don't let circumstances or particular individuals decide how you spend class time. There's always more to do than you can do, so choose wisely.

"Buying" better evaluations through grade inflation doesn't work and, especially for women, it may be disadvantageous to be perceived as the softer side of the department. Students respect you and rise to the challenge when you set high standards. But you have to be clear in your expectations and willing to help them attain the standard.

Twenty years ago, my Ph.D. advisor, George Johnson, warned me: "Remember, they can't learn anything if they're asleep." Another professor once advised me to ask job candidates to describe something funny that had occurred in one of their classes. He explained that if their classes were completely devoid of humor, no student would want to be there. I flashed back to these comments the day my heel caught in the hem of my skirt while teaching a class. After completing my one-legged flamingo walk across the teaching platform to the podium, it also occurred to me why I might never win that teaching award! Truth be told, I have very little in common with the Colby professor for whom the award is named. I like to think that women continue to forge their own model of what a professor looks like and the more diverse and balanced demands of a liberal arts setting seems to be a better match for many of us.

# On Teaching Economics to MBA Students

by Francine Lafontaine, Ross School of Business, University of Michigan



Economists who pursue careers in business schools typically teach mostly MBA students. This has been the case for me. Although I taught economics and business undergraduates during the early years of my career, in the last several years I have taught the core microeconomics course, as well as some electives, to MBAs. I have taught these courses in our regular day program, our evening and our global MBA programs.

At Michigan, as in most business schools, the day MBA program is the signature program, the one whose rankings attract the most attention. It is also, as a result, the one where pressure to perform in the classroom is most intense, and easily can become overwhelming. In this article I will try to focus on a few things I have come to understand about MBA students and their needs, and what we can do to make the experience of teaching them economics better for them and us.

As economists, we all have our own sense of what materials really matter, and of course we regard economic principles as fundamental knowledge. It seems obvious to us that managers should be cognizant of these principles. Better yet, they should know these well enough to be able to apply them to new situations and contexts. And undoubtedly, when we teach MBA students, it should be our goal to make them understand these principles and how and when to use them. But one thing that distinguishes MBA students from economics majors and graduate students is that, for better or worse, they are not at all convinced, *a priori*, that they should be learning economics. They easily see value in learning about accounting or marketing, but are not so clear about the usefulness of economics in the real world.

So one thing an economist must do when teaching economics to MBAs is to make it relevant to them and their interests. Try to stay away from the proverbial widgets. Instead, use concrete examples, referring to specific companies, or even talking about how certain principles apply in daily life. Don't hesitate to use some in-class exercises: this will keep the students involved, and let them discover for themselves how what they perceive as very abstract in fact can help them make reasonable predictions.

It is also important to choose your topics carefully. As time is necessarily scarce, focus on what is relevant for firms. Try to

put yourself in the shoes of someone who, after they graduate, will be called upon to make decisions that will impact their company and its future. What this student needs is a set of basic ideas—a tool box, and a good sense of when each tool may be useful. So focus the course on a few main concepts, and show specific applications.

Another way in which the typical MBA class differs from others is in the diversity of student backgrounds. Not only will the students have experiences and interests in different industries and possible career tracks, their educational background runs the gamut as well: in particular, some will have no economics background whatsoever while others are economics majors. It is useful to understand the variety of educational backgrounds in the class, and make them realize it as well. One tool I have found useful is an evaluation sheet about mid-way through the course. I ask students to rate whether the class is going too fast, at the right pace, or too slow. If the majority of students choose “right pace”, that is useful for me to know. Usually a few of them say too slow while a few others say too fast—when I show the results to the class, these students see that their classmates do not see things as they do, and that is useful for them to know as well. Of course, other things can be added to this sheet—I ask how they feel about the amount of interaction in the class (too much, OK, too little) and for general comments.

Another characteristic of most MBA programs is that students are all very busy, from dusk to dawn, and beyond. They understandably look for leeway and shortcuts, and will not pay much attention to courses where they do not feel immediate pressure. In my experience, economists often adopt a more *laissez-faire* attitude with their students than other business school faculty. But if all your colleagues teaching in the same term are continuously pressuring students to perform in their classes—via problem sets, case write-ups, and the threat of cold calling—and you wait for exams to do the job, their performance in your class will suffer. Unfortunately, they are likely to blame you for letting them slip. In their busy schedule, they need you to keep at them and insist that they work regularly just like your colleagues do. Many of us resist doing this—I know I did. But the reality is that you really have to keep up with your non-econ colleagues on this!



The fact that the students are very busy also has implications for basic things you need to do to reach them. First, you have to be very prepared—organized lectures, good supporting materials, and so on. Make sure you coordinate with colleagues teaching the same course, if any, as this will save you time preparing materials. Try to be aware of major deadlines in other classes. Also, and this might be especially difficult for young women faculty, try to keep the class under control—limit comings and goings, late arrivals, talking on the side, and so on. I have found that asking students to sing if they arrive late for example has generated a good level of control in my classes without requiring that I be mean to anyone. This has worked for me. Of course many other strategies are available—experiment and see which one works for you. Finally, remember that MBA students like to get air time. You also have to keep this under control, and minimize the time spent addressing those questions that are tangential to the topic at hand. Otherwise, other students will become impatient with them and you.

In sum, MBAs are different from students in economics departments. They are older and have been away from school for a while. They also are kept very busy with classes, recruiting activities, clubs, and so on. Finally they are simply less inclined to want to learn just for the fun of it, and instead more intent on learning things they can use the next day. At the same time, they work really hard, and will not miss class just because they can... quite the contrary! They also bring wonderful examples and insights to the classroom, and will ask often tricky and challenging questions.

It took many years before I started to understand what my students needed and how best to reach them. I still learn new things regularly and have found my colleagues to be an invaluable resource in that regard. As a newcomer to the MBA classroom, don't hesitate to ask for help—it is usually just around the corner, but contact colleagues at other schools if you need to as well. Finally, give yourself some pats on the back when you deserve them. And ultimately, keep in mind that there is a learning curve in this, so don't get too easily discouraged after your first few attempts at this.

have equal impact in that area.

Professor Goldin has also served the economics profession through her institutional work. She has been a Vice President of the AEA, a board member of CSWEP, the President of the Economic History Association, on the Executive Committee of the Social Science History Association, the Editor of the Journal of Economic History, and served on numerous editorial boards for both general purpose economics journals and more specialized history journals. Perhaps less well known is her extraordinary mentoring. As the first tenured woman in the economics department at both the University of Pennsylvania and Harvard, Professor Goldin has been an inspiration to many other women, readily sharing her own experiences while simultaneously demonstrating the possibilities of success with her own stellar record. The measure of success of her mentoring methods is in the long list of economists she has influenced, both in her own fields and more generally.

**Interview with Marianne Bertrand** continued from page 1

study economics at the ULB (“Free University of Brussels”). I did pretty well in my courses there and one day, one of my professors, Mathias Dewatripont, told me he thought I should pursue a PhD in economics. I really had never thought of doing a PhD before and did not know too much about what it implied (no one in my family has a PhD), but in the end I trusted Mathias and that was the end of my aspirations to become a journalist.

*2. Who are the economists that influenced your career?*

Well, as I just mentioned above, Mathias Dewatripont was extremely influential in that I would have never considered graduate school in economics before talking to him. Mathias was also very influential in that, thanks to his good recommendation, I ended up in a top PhD program in the United States (Harvard).

When I arrived at Harvard, I wanted to become a theorist. In fact, I took my generals in theory and macroeconomics. That was very much a reflection of what I had been exposed to in Europe. Clearly, my interests shifted dramatically while in graduate school. I discovered the power of empirical micro in graduate school, mainly from sitting through the labor sequence. Quickly it became clear that empirical micro was what I wanted to do. I remember Richard Freeman (one of the professors I took labor from at Harvard) describing his work as detective work. That's exactly how I feel when I start looking at micro data and brainstorming about the best ways I can leverage this data to better understand how the “world works.” If I have to identify one person that is most responsible for my interest in empirical micro, that would be Larry Katz. Larry was my primary advisor for my dissertation work and I learned so much from him.

*3. Your work is pretty wide-ranging. How do you see yourself, in terms of fields and interests, and how is that changing?*

It's true that my interests are pretty wide-ranging. I would put labor as my primary interest and corporate finance as my secondary interest. In fact, my dissertation was very much a mix of both. With time, I have started to do more work in development, even though I personally view much of my work there as studying labor and corporate finance questions in different institutional set-

tings. I am currently working on several projects on corruption (using micro data to better understand the efficiency implications of corruption) and I am very excited by these projects. Recently, I have also tapped a little bit into behavioral economics, even though I am really not an expert there.

I will agree that I am probably much less specialized than other people in my age group. I am of two minds about that. On the one hand, I do regret that I am not an expert on anything. On the other hand, the diversity of topics I have worked has kept the work fun and exciting. I understand there is a danger in being too “spread out” early in one’s career (and especially before tenure). I was really lucky that, in the end, this did not hurt me too much... Maybe one day, I will find a topic that excites me so much that I will not want to let go of it for a while.

*4. Are you especially proud of any particular paper?*

That’s a difficult question. If I really had to pick a couple of papers, I would pick my paper on “CEO luck” in the QJE and the labor market discrimination paper in the AER. I started working with Sendhil on the “CEO luck” paper while in graduate school. I still remember my first time presenting the paper at the NBER summer institute. At the time, the possibility that there was excess in CEO pay was probably much less accepted than it is today and I must say that the first reaction we got on the paper was not great. In the end though, I feel like the paper got people thinking harder about the dynamics of pay-for-performance in the top executive labor market and the possibility that higher pay may not simply be a reflection of higher performance. Since our work, a bunch of people have worked on the relationship between weak corporate governance and CEO compensation, and the whole body of work that has emerged has definitely moved priors on the determinants of CEO pay, both in academic and policy circles.

The labor market discrimination paper that has been published in the AER was a totally new experience for me. Unlike anything else I had worked on before, that paper received a lot of (too much?) media coverage. Media attention was very exciting in that I felt like the paper got people talking about discrimination issues. The paper led to a lot of debates and discussions (and not just among academics; I got emails from people telling me that they had a long discussion at home with their family about the meaning of our findings) and I think this a very healthy outcome. I also realized, though, that too much media attention is not a great thing. Some journalists are smart (Alan Krueger wrote the first story about the paper in the NYT and that was great!), others are not as smart and you cannot really control who writes about your work and what they write. For example, I think we tried to do more in the paper than simply measuring differential treatment by race; we also tried to say something about the nature of the differential treatment. That second part of the paper, maybe because it is slightly more subtle, got ignored in a lot of the stories that were written about the paper.

*5. I thought that CSWEP readers might be particularly interested in your work on labor market discrimination. I see at least one paper on your vita dealing with gender discrimination. Can you explain this?*

I have a paper with Kevin Hallock in which we examine the compensation gap between male and female top executives in the Execucomp data set over the 1992-1997 period. We find that the female top executives earn on average 45% less than their male counterparts. However, 75% of that gap can be explained by differences in the sizes of the companies headed by women and the titles they held. The unexplained gap falls to less than 5% when we control for the younger average age and lower average seniority of the women in the sample. In our sam-

ple, women holding similar positions as men in firms of equal size earn fairly similar wages.

*6. Does that mean that there is no discrimination against women in these firms?*

No. We can’t rule out discrimination in promotion, for example. Women constitute only a small fraction (2.5%) of our sample. More research is needed to determine why women are virtually absent at the very top of these corporations.

*7. You have a very well known paper with Sendhil Mullainathan on racial discrimination in hiring. Can you explain that?*

We have a paper called “Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination”. In this paper, we perform a field experiment to measure racial discrimination in the labor market. We respond with fictitious resumes to help-wanted ads in Boston and Chicago newspapers. To manipulate perception of race, each resume is randomly assigned either a very African American sounding name or a very White sounding name. The results show significant discrimination against the resumes bearing African-American names: White names receive 50 percent more callbacks for interviews.

*8. Do you have any particular advice for young economists just starting out?*

This job is really difficult if one does not have fun at it. So, my first advice would be to work on topics that make you want to wake up in the morning...

I think this job can also be very solitary. I do not mind that aspect of it so much, but sometime it’s fun to be able to work with people. Trying to find co-authors that you feel comfortable with can really improve the quality of your life, and the quality of your work. It’s also good to pick people that complement you well. So, if you are negative and never satisfied with your work (which itself can be a good trait to have in academia...), pick someone that brings a more positive outlook on things (that person will force you at some point to let go of the paper, make you realize you have reached diminishing returns and that it is time to move to something else). That has worked really well for me.

Another thing I have found important early in my career is to make binding commitments. For example, commitments to give workshops are a very good way to force you to get your work out. This job is so “open-ended” that you need to impose some structure on the pace of work. Of course, you may become a slave to these commitments. I often commit to present papers that are not written yet, which raises the stress level quite a lot for a couple of weeks. In the end, though, I have found this a net positive.

***More research is needed to determine why women are virtually absent at the very top of these corporations.***

## CSWEP Gender Sessions Summaries ASSA 2006

### Session Title: Gender Earnings Gap

*Chair: Lori G. Kletzer (University of California, Santa Cruz)*

*Discussants: Shelly Lundberg (University of Washington);  
Sandra Black (University of California, Los Angeles);  
Lawrence Kahn (Cornell University)*

“Home Production, Market Production and the Gender Wage Gap: Incentives and Expectations.” Stefania Albanesi (Columbia University) and Claudia Olivetti (Boston University) explores the hypothesis that gender wage differentials arise endogenously from the interaction between the intra-household allocation of labor and the contractual relation between firms and workers in the presence of private information on workers’ labor market attachment. In their model, households efficiently choose the contribution of each spouse to home production. Workers with high home hours are less attached to market work. Individual home hours and effort applied to market work are private information. Firms offer incentive compatible labor contracts that imply an inverse relation between earnings and home hours. Absent *ex ante* gender differences in productivities, if firms believe women to be less attached to market work, they will offer them contracts with lower earnings and lower hours than men. If firms believe that labor market attachment is the same across genders, they will offer the same contract to male and female workers. Spouses’ optimal allocation of home hours will respond to firms’ beliefs, thus generating the potential for statistical discrimination by gender. If women have a comparative advantage in home production, then the interaction between the labor market and household decisions amplifies the resulting gender differences in earnings. The large variation in gender earnings differentials across industries and occupations observed in the data motivates the central role of incentive problems in the determination of gender differences in labor market outcomes. The authors use Census and PSID data to document this variation and relate it to the severity of incentive problem across industries and occupations.

“High-Technology Agglomerations and Gender Inequalities.” Elsie Echeverri-Carroll and Sofia Ayala (University of Texas, Austin) examine the degree to which gender inequalities in the United States emanate from the spatial concentration and labor demand characteristics of high-tech firms. The high-tech boom of the last decade overlapped with a slowing convergence of the gender wage gap in the United States. Besides exerting a large demand for college-educated workers—in particular, those with high technical skills—high-tech industries tend to concentrate in relatively few cities with a relative abundance of R&D universities and venture capital firms and a large supply of skilled workers. Skilled workers are more productive in high-tech cities because they benefit from space-bound knowledge spillovers. Thus, the college-wage premia are expected to be larger in cities with a large concentration of high-

tech firms. High-tech industries are defined as those with at least twice the proportion of technology-oriented workers. Cities are also ranked by their agglomeration of high-tech industries. These and other city variables are merged with data on full-time workers drawn from the 2000 Census of Population. The authors find support for their two hypotheses: there is a premium for working in a high-tech city, and this premium is larger for male than for female college-educated workers. Results provide little evidence for the endogeneity of the high-tech agglomeration variable.

“U.S. ‘Residual’ Inequality and the Gender Gap: Two Sides of the Same Coin.” Marigee P. Bacolod (University of California, Irvine) and Bernardo Blum (University of Toronto) show that the two major developments experienced by the U.S. labor market—rising inequality and narrowing of the male-female wage gap—can be explained by a common source: the increase in price of cognitive skills and the decrease in price of motor skills. The authors obtain the price of a multidimensional vector of skills by combining a hedonic price framework with data on the skill requirements of jobs from the Dictionary of Occupational Titles (DOT) and workers’ wages from the CPS. They find that in the 1968-1990 period the returns to cognitive skills increased 4-fold and the returns to motor skills declined by 30%. Given that the top of the wage distribution of college and high school graduates is relatively well endowed with cognitive skills, these changes in skill prices explain up to 40% of the rise in inequality among college graduates and about 20% among high school graduates. In a similar way, because women were in occupations intensive in cognitive skills while men were in motor-intensive occupations, these skill price changes explain over 80% of the observed narrowing of the male-female wage gap.

### Session Title: Immigrants, Poverty, and Labor Supply

*Chair: Rachel M. Friedberg (Brown University)*

*Discussants: Robert E. B. Lucas (Boston University), Gerald Oettinger (University of Texas at Austin), Stephen Trejo (University of Texas at Austin)*

“Migration, Remittances, and Male and Female Employment Patterns.” Catalina Amuedo-Dorantes (San Diego State University) and Susan Pozo (Western Michigan University) seek evidence to either support or refute the perception that remittances result in significant work effort reductions in countries experiencing considerable out-migration. Using the 2002 *Encuesta Nacional de Ingresos y Gastos de los Hogares* (ENIGH), a nationally representative income and expenditure survey, they trace the impact of international remittances on the labor supply of 42,231 working-age men and women in Mexico. They find that remittances affect work hours differently depending on the gender of the recipient, the urban versus rural location of the household, and the type of work (i.e. whether it is formal, informal, self or non-paid work). While overall male labor supply does not vary with fluctuations in remittance income, its composition by type of employment does. In contrast, rural fe-



male labor supply appears to decrease with remittance inflows when it comes to informal and non-paid work. In sum, the popular perception that remittance transfers result in substantial work effort reductions is not borne out by the data. While there appears to be a small decrease in work by rural women on account of remittance income, this effect is not found in urban areas or, generally, among men.

“The Impact of State Licensing Regulations on Low-Skilled Immigrants: The Case of Vietnamese Manicurists.” Maya Federman (Pitzer College), David Harrington (Kenyon College), and Kathy Krynski (Kenyon College) examine whether Vietnamese immigrants are impeded from becoming manicurists by state regulations, especially those that require manicurists to be able to speak English. Using county-level data obtained from the occupational licensing agencies of 35 states in 2003, they find that English proficiency requirements flatten the natural gradient between the number of both Vietnamese and total manicurists per capita and the size of a county’s Vietnamese community, and reduce the mobility of manicurists. Using individual-level data from the 2000 Census, they also find that EPRs reduce the probability that Vietnamese who do not speak English well will become manicurists. They conclude that EPRs for manicurists harm Vietnamese immigrants and likely consumers who enjoy having their nails polished. They also argue that EPRs are likely to hinder the assimilation of Vietnamese immigrants because they discourage them from entering an occupation that rewards people who speak English well (via higher earnings) and one that also rewards geographic pioneers.

“Girls Rule? Schooling, Work, and Idleness among Immigrant Youth.” Deborah Garvey (Santa Clara University) investigates the interplay of gender and immigrant generation status on children’s pathways out of high school. Garvey uses 2000 5% Census Integrated Public Use Microdata Sample (IPUMS) data for California youth ages 16 to 18 to analyze gender differences in high school dropout status and labor force participation of first- and second-generation youth, relative to native-born youth whose parents were also born in the United States (the “third plus” generation). A key contribution of the paper is its correction of IPUMS-defined parent-child links and thus improved measurement of children’s family structure and socioeconomic characteristics. The author finds that, controlling for other covariates that influence dropout behavior, young women are about 20 percent more likely to be in school than men, although there is significant heterogeneity in the female effect by national origin and generation status. In general, the strongest female schooling advantage accrues to the second generation, while older-arriving first-generation women are only slightly more likely to be enrolled in school than their male counterparts.

## Session Title: Children’s Human Capital

*Chair: Karine S. Moe (Macalester College)*

*Discussants: Christina Paxson (Princeton University), Lance Lochner (University of Western Ontario), Mark Pitt (Brown University), Brian Jacob (Harvard University)*

“Migration and Imperfect Monitoring: Implications for Intra-household Allocation.” Studies of the impact of migration on sending households have largely neglected the fact that certain allocations can only be imperfectly monitored when household members are not co-resident. Joyce Chen (Harvard University) argues that allocations can only be coordinated to the extent that they can be verified, and household decision-making may not be fully cooperative. In particular, the non-migrant spouse may seek to divert resources to goods that she prefers, but only if those goods are difficult for her spouse to monitor. Using panel data from the China Health and Nutrition Survey, Chen finds that mothers shift household chores to children and consume more leisure themselves when fathers are living outside the home. However, children receive more calories and protein to compensate for this change in activity, and their body mass index, an easily observable outcome, remains constant. These results, taken together, are inconsistent with cooperative models of the household, whether unitary or non-unitary.

“Investment in Children’s Human Capital: Implications of PROGRESA.” Youngyoo Cho (Korean Development Institute) investigates the effects of an educational subsidy program in Mexico, PROGRESA, on investment in children’s human capital. She develops a dynamic behavioral model that determines household’s investment in children’s human capital and presents factors that may reduce education. The model implies that under the credit constraints, when parents use children’s earnings as a source of household income, parents’ investment in children’s human capital may be sub-optimal where the returns to schooling exceeds the returns to capital. Educational subsidies such as PROGRESA increase human capital investment by relieving credit constraints. She calibrates the model and quantifies the effects of the subsidies by household size and ability of children. She finds that the effects of subsidies are greater for children from larger families who might be more borrowing constrained

**...[among immigrant youth]  
young women are about 20  
percent more likely to be in  
school than men...**

without subsidies. Furthermore, educational subsidies conditional on schooling are more effective than alternative policy methods such as monetary transfer without conditioning or a low interest loan.

“Children’s Work and Mother’s Work—What is the Connection?” Deborah DeGraff (Bowdoin College) and Deborah Levison (University of Minnesota) examine the relationship between the employment of children ages 10 to 17 and the employment of their mothers, using 2001 data from Brazil. They find that there are many dimensions of the employment behavior of women and children that are positively associated, such as location of work, amount of time spent in labor market work, age first employed, and type of work. The multivariate analysis provides further evidence of the joint nature of household decisions regarding the employment of children and their mothers, and offers insights into which causal factors affect their employment similarly, and which factors have different effects on the labor supply of children and their mothers.

“Gender and Performance: Do Girls and Boys Respond Differently to School Environment? Evidence from School Assignment by Randomized Lottery.” Justine S. Hastings (Yale University), Thomas J. Kane (University of California Los Angeles) and Douglas O. Staiger (Dartmouth College) test whether school choice programs improve academic achievement, given that parents make school choice decisions over both academic and non-academic school attributes. They use data from a public school choice program, with school assignment by lottery, to estimate the impacts by race and gender of attending a first-choice school on academic outcomes. Using the random assignment by lottery, they create treatment and control groups and estimate the impact of winning the lottery on academic achievement. The authors show that on average students experience no gain in test scores, however white females experience significant improvements in test scores when randomized into their first choice school. They were more likely to choose academically focused schools, and had a significant increase in homework hours on self-reported end of grade surveys. The evidence suggests that on average, school choice does not lead to improved test scores. However, for subgroups choosing for academics, and who potentially respond with increased effort, there is a significant increase in academic outcomes resulting from choice.

**...white females experience significant improvements in test scores when randomized into their first choice school.**

## CSWEP Non-Gender Sessions Summaries ASSA 2006

### Session Title: Restructuring and Regulation of Public Utilities

*Chair: Nancy L. Rose (MIT and NBER)*

*Discussants: Erin Mansur (Yale University), Amy W. Ando (University of Illinois Urbana-Champaign), Nancy L. Rose (MIT and NBER), Edna Loehman (Purdue University)*

In “The Economic Effects of Vintage-Differentiated Regulations: The Case of New Source Review,” Catherine Wolfram (University of California-Berkeley and NBER) and James Bushnell (University of California Energy Institute) analyze the impact of New Source Review regulations in the Clean Air Act, a topic of considerable recent controversy. By differentiating between new and existing power plants, these environmental regulations potentially affect retirement, investment, and operating efficiency of existing power plants. Wolfram and Bushnell argue that effects on the intensive margin—investment in and operation of existing plants—as well as those on the extensive margin—discouraging replacement of older units—may mitigate environmental improvements under the Act. Their empirical analysis suggests that uncertainty over the level of capital expenditure that would trigger new source treatment may have discouraged investment in older plants, although there appears to be little evidence of effects on efficiency or differential retirement rates associated with the stringency of Clean Air regulations.

Lea-Rachel Kosnick’s (University of Missouri-St. Louis) paper on “Interest Group Battle Choice: When it is Time to Pick a Fight?” analyzes interest group intervention in regulatory politics. Kosnick notes that political economic studies of interest group politics have devoted little attention to understanding how groups allocate scarce time and budgetary resources across potential regulatory interventions. Her work models interventions by fourteen significant interest groups in a panel of 189 hydroelectric dam relicensing applications before the Federal Energy Regulatory Commission. The results suggest that annual variations in interest group financial resources play relatively little role in determining intervention probabilities across projects, in contrast to geographic measures, which indicate that even national groups tend to specialize in particular regions. Dam ownership characteristics also play a significant role, with multi-owner dams triggering greater intervention by most groups, and groups appearing to intervene more often with dissimilar owners (government groups intervening more often on privately-owned dams, private organizations intervening more often on publicly-owned dams).

Paroma Sanyal (Brandeis University) and Arindam Ghosh (Analysis Group Inc) explore changes in electric utility innovation over the past quarter century in their paper “Private Sector Response to Vanishing Public R&D Dollars: Innovation and Electricity Deregulation in the U.S.” State-level regulatory re-

structuring began in the mid-1990s to replace cost-of-service regulation with competitive generation markets and in many cases to force vertical disintegration of electric utilities. These changes may have altered incentives for private sector R&D, at the same time that public sector energy R&D budgets have declined. Sanyal and Ghosh use data on electric equipment patents to explore the impacts of these changes on innovative activity in this sector. They find evidence of declines in relative patenting activity and in the generality of patents granted over the period of electricity restructuring. Given the correlation of federal R&D with private patenting activity, the authors conclude that declining public sector R&D budgets may further reduce both the quantity and quality of innovations in this sector.

In “Regulation under Asymmetric Information in Water Utilities,” Isabelle Brocas (University of Southern California), Kitty Chan (Federal Communications Commission) and Isabelle Perrigne (Pennsylvania State University) use data on 32 California water districts to evaluate the efficiency of regulatory rate-setting. They first derive the form of efficient regulatory contracts in the presence of asymmetric information on firms’ underlying labor efficiencies. The paper next estimates the structural parameters of demand, cost, and regulatory pricing equations (where the latter is a function of the firm’s capital choice). These parameters are used to compute the optimal regulatory contract, and compare this to observed regulation. The authors conclude that asymmetric information increases capital investment and water prices relative to the complete information outcome. Current regulation, which appears to reduce firm rents relative to the optimal regulatory scheme, provides lower prices and greater social welfare than would a uniform price cap.

## **Session Title: Market Dynamics: Entry, Exit and New Product Introduction**

*Chair: Judith Chevalier (Yale University)*

*Discussants: Jesse Rothstein (Princeton University), Julie Mortimer (Harvard University), Ginger Jin (University of Maryland), Daniel Akerberg (University of Arizona)*

In this session, four papers were presented examining the dynamics entry, exit, and production decisions. Stephanie Riegg Cellini of the University of California at Los Angeles examined competition between public colleges, private colleges, and proprietary for-profit schools using a new dataset from California. She shows that an increase in public subsidies to public colleges diverts students from proprietary schools and for-profit colleges, leading to a decline in the number of those institutions. However, increases in public financial grants to students that students can choose where to use encourages the entry of private colleges and proprietary schools.

Darlene Chisholm of Suffolk University and George Norman of Tufts University presented an empirical study of motion picture exhibitors. Specifically, they examine the movie theater’s week-to-week decision of when to discontinue showing a film. They show that a film that is doing poorly relative

to other films showing at a particular theater is likely to be discontinued. Additionally, controlling for other factors a film is more likely to be discontinued if it is being shown at other theaters in the theater chain but less likely to be discontinued if it is being shown at competing chains. This suggests that theater chains internalize the effects of “business stealing” within their own chains.

Mo Xiao of Rochester University and Peter Orazem of Iowa State University estimate a model of entry and exit in the market for high speed Internet services over the 1999-2003 period. Their model builds on the pioneering work of Bresnahan and Reiss (1991) who estimated the degree of price competition in a market by examining how the number of firms varied cross-sectionally with the size of the market. Xiao and Orazem’s paper also examines a cross-section of markets, but looks not at the number of firms at a snapshot in time, but rather, changes in the number of firms over time, allowing for entry costs for new entrant. Their analysis suggests that, once a market has from one to three firm, the addition of an incremental firm in the market has little effect on the fierceness of competition in the market.

Finally, Susana Esteban of Pennsylvania State University and Matthew Shum of Johns Hopkins University examine the effects of the market for used cars on production decisions of new car manufacturers. In their model, forward-looking producers take into account the effect that their current production decisions have on their current and future profits, due to the existence of a secondary (used car) market. They find that planned obsolescence is not a particularly desirable strategy for higher-quality car manufacturers. They show that for these car makers, the used versions of their cars will not depress sales of their new cars very much, but rather, will depress the sales of these car makers lower-quality competitors.

## **Session Title: Competition in Highly Regulated Sectors: Telecom, Health and Financial Services**

*Chair: Sharon Oster (Yale University)*

*Discussants: Amy Finkelstein (Massachusetts Institute of Technology), Sharon Oster (Yale), Rebecca Henerson (Massachusetts Institute of Technology), Nicholas Economides (New York University)*

M. Kate Bundorf (Stanford) and Kosali Simon (Cornell) “The effect of rate regulation on demand for Supplemental Health Insurance.” This paper explores the effects of rate regulation in supplemental health insurance markets by examining the market for individually-purchased coverage that supplements Medicare among the elderly in the U.S. The authors examine the effects of regulations limiting the information on individual characteristics insurers can use in setting premiums for Medigap coverage. They find that laws limiting use of individual risk information by insurers in setting premiums for supplemental coverage had no effect on overall rates of coverage, but led to higher rates of coverage among high risks relative to low risks.

Yan Lee (UCLA), “The Color of Money Revisited: Are banking regulations effective in reducing disparities in home

Mortgage lending to Neighborhoods,”

This paper explores the effects of increased enforcement of both the Community Redevelopment Act and the Fair Housing Act in increasing bank lending to lower income and minority neighborhoods. Using data from California, and exploiting differences in bank structure and location in how binding new enforcement is expected to be, Lee argues that new enforcement led to increased lending to minority homeowners, particularly Hispanic households. Evidence that the new enforcement increased mortgage loans to low income homeowners is less clear.

James Rebitzer (Case Western) and Mari Regge (Case Western) “Inference and Information Technology in Health Care,”

The authors explore the health gains expected to arise from the improved diffusion of best practice treatments in the medical area via innovations in information technology. They find the expected gains from new technology are quite large and that existing institutions lead to an underinvestment in those innovations.

Marc Bourreau (ENST) and Pinar Dogan (Harvard): “Build or Buy Strategies in the Local Loop,”

This paper provides a dynamic model to study how service-based competition via local loop unbundling affects facility-based entry in the local telecommunication networks. The authors show that an unregulated incumbent sets a rental path for its local loop which delays facility-based entry compared to the case in which there is no unbundling. They further argue that neither allowing higher prices for unbundled elements over time nor setting a sunset clause would suffice to induce facility-based competition.

## Southern Economic Association Meeting CSWEP Session Summaries

CSWEP sponsored 2 sessions at the 2005 Southern Economic Association meetings in Washington, D.C.

### Session 1: Inequality

There are many and varied ways in which inequality is manifested in economic outcomes. This session, organized by Catherine L. Mann (Institute for International Economics), looked at four different types of inequality, evaluated using very different methodologies.

Andromachi Tseloni (University of Macedonia) used multivariate analysis to evaluate globalization, growth, and gender inequality. Her preliminary results suggest that difference in social capital (from education) achieved by gender is unrelated to social exclusion and labor force participation, once time, demographics, political, and economic effects are considered. Countries with relatively higher female to male labor force participation have lower female-to-male unemployment ratio. The variance in gender outcomes are greater across countries than across time for a country.

According to Sharon K. Long (The Urban Institute), there are racial and ethnic disparities in who gets influenza vaccinations and the education efforts that target the high-risk groups have not altered significantly the differential rate of vaccination. Her work (joint with Genevieve Kenny) controls for ‘need’ characteristics of the population (such as age and health status), individual attitudes and preferences (such as education and gender), and economic circumstances (family income, insurance status). Their results indicate that need, preferences, and economic circumstances explain most or all of the White-Hispanic vaccination gap, but much less of the White-Black vaccination gap.

Graciela Chichilnisky (Columbia University) presented a theoretical paper on inequality in the family when interacted with the market economy. Using an empirically founded logistic learning curve, she finds a joint outcome of a disproportionate allocation of home responsibility to women and a lowering of women’s wages. Creating the ‘missing contracts’ between the family and the marketplace would raise equity at home and in the workplace.

Redefining poverty based on the family as unit, rather than the person as unit was the topic of the paper presented by Dennis Sullivan (Miami University, Ohio, joint work with Andrea Ziegert (Denison University). They find that Hispanic households include a relatively large number of children and prime-age adults but relatively small numbers of elders. When poverty is recalculated based on this household definition of the sharing unit, they find that Hispanic poverty is reduced about twice as much as non-Hispanic poverty.

Discussants included the session members as well as Sarah Duffy from the Health and Human Services agency.

### Session 2: Women in the Workplace, in School, and as Professors

This session included a mix of papers and was chaired by Saranna Thornton (Hampden-Sydney College) and organized by Catherine L. Mann (Institute for International Economics).

What is the faculty opinion with regard to ‘stop the tenure clock’ (STC) policies that have been implemented in universities and colleges? Saranna Thornton (Hampden-Sydney College) finds that more than 90 percent of the respondents indicate that STC policies are of great or modest value for women who stop the clock, and somewhat more than 80 percent say the same thing for men. However a small percent of faculty appear to believe that there is a stigma associated with stopping the clock. A key issue revealed by the survey is that there is ambiguity regarding the evaluation of dossiers of tenure candidates who stop the stock, and that this ambiguity reduced uptake of the policy.

Roisin O’Sullivan (Smith College) examined alternative strategies for including house prices in a measure of consumer price inflation. The question is important to the extent that Central Banks increasingly focus on inflation targeting as their monetary policy indicator. Using Irish data, she shows what an index constructed on the basis of a signal extraction technique to measure monetary inflation would imply for the importance of

house prices in a broad price index.

Much of the work on child labor includes only two options for a child's time: market work or school. Sevinç Rende (Ph.D. Candidate, UMass-Amherst) adds the possibility of non-market work by children in a model and evaluates the predictions of the model with Turkish data. A key finding is that the non-market work undertaken in the context of the home—particularly taking care of young siblings—is a key reason for why girls withdraw from education. The model and results suggest a somewhat different set of policy initiatives than might be proposed based on the market work-education model.

Is it so bad to be overweight? Rachel Lange (Food and Drug Administration) analyzed how obesity affects income. The paper uses a new data set that allows consideration of control variables such as hearing and vision impairment. In contrast to research from the 1980s, this research finds no additional wage penalty for obese women, but rather that both obese men and obese women experience wage penalties. On the other hand, using a continuous variable (the body mass index) and using total income as the dependent variable, obesity no longer has any significant effect on income. These results might differ from earlier research because these data are from 2000 rather than from the 1980s. In the 20-year interval, the incidence of obesity has increased dramatically.

Discussants were drawn from the session participants.

## Southern Economic Association Meeting

### Call for Papers

CSWEP will sponsor up to three sessions at the annual meeting of the Southern Economic Association to be held in Charleston, South Carolina November 18-21, 2006. The deadline for submitting information is on a rolling basis based on space availability.

One or two sessions are available for persons submitting an entire session (3 or 4 papers) or a complete panel on a specific topic in any area in economics. The organizer should prepare a proposal for a panel (including chair and participants) or session (including chair, abstracts, and discussants) and submit by e-mail before March 1, 2006.

One or two additional sessions will be organized by the Southern Representative. Abstracts for papers in the topic areas of gender; health economics; labor economics, and industrial organization are particularly solicited, but abstracts in other areas will be accepted by e-mail by March 1, 2006. Abstracts should be 1-2 pages and include paper title, names of authors, affiliation and rank, and e-mail contact information as well as mailing address.

All information should be e-mailed to:

Dr. Gail Mitchell Hoyt, CSWEP Southern Representative  
Professor of Economics, University of Kentucky

e-mail: [ghoyt@uky.edu](mailto:ghoyt@uky.edu)

phone: (859) 257-2517

FAX: (859) 323-1920

*...a small percent of faculty appear to believe that there is a stigma associated with stopping the [tenure] clock*

# Eastern Economic Association Annual Meeting CSWEP Sessions

February 24-26, 2006, Philadelphia

CSWEP is sponsoring two sessions at this year's Eastern Economic Association meetings.

**Saturday, February 25, 9:00 am**

## Session 1: Topics in Monetary Policy and Financial Markets

*Organizers: Linda Hooks (Washington and Lee University) and Roisin O'Sullivan (Smith College)*

*Session Chair: Linda Hooks (Washington and Lee University)*

- Paroma Sanyal (Brandeis University) "Financial Sector Reforms and Bank Efficiency in India." (with Rashmi Shankar, Brandeis University)

*Discussant: Robert Rebelein (Vassar College)*

- Roisin O'Sullivan (Smith College) "House Prices in the Measurement of Inflation in Europe"

*Discussant: Marc Tomljanovich (Colgate University)*

- Tinni Sen (Virginia Military Institute) "Anticipated Future Changes under State-Dependent Pricing: A Simple Special Case" (with John R. Conlon, University of Mississippi)

*Discussant: Linda Hooks (Washington and Lee University)*

- Kristin Van Gaasbeck (California State University) "EMU Operating Procedures and the Behavior of Interest Rates"

*Discussant: Marc Tomljanovich (Colgate University)*

**Saturday, February 25, 4:00 pm**

## Session 2: Women and Labor Markets

*Session Chair and Organizer: Ann Owen (Hamilton College)*

- Graciela Chichilnisky (Columbia University) "The Gender Gap"

*Discussant: Amelie Constant (IZA)*

- Jessica Wolpaw Reyes (Amherst College) "Discrimination and Equilibrium in the Market for Obstetricians and Gynecologists"

*Discussant: Kruti Dholakia (University of Texas at Dallas)*

- Betsey Stevenson (The Wharton School, University of Pennsylvania) "Beyond the Classroom: Using Title IX to Measure the Return to High School Sports"

*Discussant: Ann Owen (Hamilton College)*

- Amelie Constant (IZA) "The Gender Gap Reloaded: Is School Quality Linked to Labor Market Performance?" (with Spyros Konstantopoulos, Northwestern University)

*Discussant: Graciela Chichilnisky (Columbia University)*

**Saturday, February 25, 5:45 pm**

The CSWEP reception at the EEA meetings will be held at 5:45 p.m. on Saturday, February 25. Check the program for the exact location.

## BRAG BOX

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

**Linda Edwards** is now Provost and Senior Vice President (Acting) at the City University of New York Graduate Center.

**Amy Glass** has been appointed to an eighteen-month term as interim head of the economics department at Texas A&M University in College Station, TX.

**Lisa M. Lynch** was named Deputy Chairman of the Board of Directors of the Boston Federal Reserve Bank, January 2006.

**Jo Beth Mertens**, an HWS assistant professor of economics, has been named New York Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education.

**Saranna Thornton** has been named the Chair of the American Association of University Professors' Committee on the Economic Status of the Profession.

Do you have an item for the brag box about yourself or a colleague? Send it to: [cswep@tufts.edu](mailto:cswep@tufts.edu)

## Midwest Economic Association Annual Meeting CSWEP Sessions

March 24-26, 2006, Chicago, IL

**Friday, March 24, 2006, 10:00 a.m. – 11:30 a.m.**

### Session 2F: Marriage, Family, and Childhood Obesity

*Chair and organizer: Lisa Barrow (Federal Reserve Bank of Chicago)*

- Maja Micevska (University of Klagenfurt and Oded Stark, Universities of Bonn, Klagenfurt and Vienna) "The Russian Marriage Drama."

*Discussant: Scott D. Drewianka (University of Wisconsin-Milwaukee)*

- Yanjun Bao (University of Illinois at Chicago) "The Dynamic Effects of Family Structure Transitions on Child Body Weight"

*Discussant: Diane Schanzenbach (University of Chicago)*

- Jennifer Smith (Northern Illinois University) "Maternal Employment and the Effect on Childhood Obesity"

*Discussant: Kristin Butcher (Federal Reserve Bank of Chicago)*

**Saturday, March 25, 2006, 6:30 p.m. – 7:30 p.m.**

### CSWEP Reception and Business Meeting

See program for location

## NOMINATIONS SOUGHT FOR THE ELAINE BENNETT RESEARCH PRIZE

The Elaine Bennett Award is intended to recognize and honor outstanding research by a young woman in any area of economics. The next award will be presented in January 2007.

The prize is made possible by contributions from William Zame and others, in memory of Elaine Bennett, who made significant contributions in economic theory and experimental economics and encouraged the work of young women in all areas of economics.

Nominees should be at the beginning of their career but have demonstrated exemplary research contributions in their field.

Nominations should contain the candidate's CV, relevant publications, a letter of nomination and two supporting letters. The letter of nomination and supporting letters should describe the candidate's research and its significance. Nominations will be judged by a Committee appointed by CSWEP.

Inquiries, nominations and donations should be sent to:

Lisa Lynch, CSWEP Chair  
Fletcher School of Law and Diplomacy  
Tufts University  
160 Packard Avenue  
Medford, MA 02155  
cswep@tufts.edu

Closing date for nominations for the 2007 prize is September 15, 2006.

## CAROLYN SHAW BELL AWARD

The Carolyn Shaw Bell Award was created in January 1998 as part of the 25<sup>th</sup> Anniversary celebration of the founding of CSWEP. Carolyn Shaw Bell, the Katharine Coman Chair Professor Emerita of Wellesley College, was the first Chair of CSWEP. The Carolyn Shaw Bell Award ("Bell Award") is given annually to an individual who has furthered the status of women in the economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring others. Inquiries, nominations and donations may be sent to:

Lisa Lynch, CSWEP Chair  
Fletcher School of Law and Diplomacy  
Tufts University  
160 Packard Avenue  
Medford, MA 02155  
cswep@tufts.edu

Closing date for nominations for the 2007 prize is September 15, 2006.

(For those wishing to get in touch, Carolyn Shaw Bell's new address is 2000 North Glebe Street, Arlington, VA, 22207)

## HOW TO BECOME A CSWEP ASSOCIATE

CSWEP depends on all of its associates to continue its activities. In addition to publishing the newsletter, CSWEP organizes sessions at the meetings of the AEA and the regional economics associations and publishes an annual report on the status of women in the economics profession. If you have not sent in your \$25 for the current year (January 1, 2006 – December 31, 2006) we urge you to do so. If you have already done so, please pass this on to a student, friend, or colleague and tell them about our work. Students receive complimentary CSWEP membership. Thank you!

### OPTION 1: ONLINE PAYMENT BY CREDIT CARD

Go to [www.cswep.org/howto.htm](http://www.cswep.org/howto.htm) and follow the "Online Payment by Credit Card" link. It's quick, convenient and secure. We accept Mastercard, Visa and American Express.

### OPTION 2: MAIL/FAX

If you prefer to mail or fax your \$25.00, or you are a student, fill out the form below and send it to the address at the bottom.

NAME: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY, STATE, ZIP: \_\_\_\_\_

E-MAIL ADDRESS: \_\_\_\_\_

check here if currently an AEA member

check here if currently a student      Institute name: \_\_\_\_\_

Expected graduation date: \_\_\_\_\_

Paying by:  check (please make check payable to CSWEP)

credit card (MasterCard/Visa/Amex)

Credit card number: \_\_\_\_\_

Name as it appears on the credit card: \_\_\_\_\_

Expiration date: \_\_\_\_\_ Authorizing signature: \_\_\_\_\_

If paying by check please send \$25.00 to:

CSWEP, c/o Joan Haworth, Ph.D.  
4901 Tower Court  
Tallahassee, FL  
32303

(Please make check payable to CSWEP).

If paying by credit card, you may fax this form to (850) 562-3838.

For more information please visit our website [www.cswep.org](http://www.cswep.org).

## TEACHING INNOVATIONS PROGRAM:

### Workshops for Economics Faculty on Interactive Teaching in Undergraduate Economics

Chicago Marriott Suites O'Hare, Rosemont, Illinois, May 19-21, 2006  
Hotel Santa Fe, Santa Fe, New Mexico, June 2-4, 2006

Sponsored by the Committee on Economic Education of the American Economic Association and funded by the National Science Foundation  
TIP Web Site: [www.vanderbilt.edu/AEA/AEACEE/TIP](http://www.vanderbilt.edu/AEA/AEACEE/TIP)

## CREDIT CARDS ACCEPTED!

CSWEP has updated some of its membership services and is now accepting credit card payment information for donations you send to CSWEP. As in past years, you may also choose to pay by check. By keeping your membership current, you not only support CSWEP activities, you ensure that we have your current mailing address allowing us to remain in contact with you. If you have not contributed \$25 or more for the current year (January 1, 2006 through December 31, 2006) please do so.

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## Upcoming Regional Meetings

### Eastern Economic Association

<http://www.iona.edu/eea/>

**2006 Annual Meeting: February 24-26, 2006**

Philadelphia: Loews Philadelphia Hotel

### Midwest Economic Association

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

**2006 Annual Meeting: March 24-26, 2006**

Chicago: Marriott Downtown Magnificent Mile

### Western Economic Association

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

**2006 Annual Meeting: June 29-July 3, 2006**

San Diego: Manchester Grand Hyatt

### Southern Economic Association

<http://www.etnetpubs.com/conferenceprograms/sea/>

**2006 Annual Meeting: November 18-21, 2006**

Charleston, South Carolina



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