American Economic Association

1987 Committee on the Status of Women in the Economics Profession

NEWSLETTER

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IN THIS ISSUE:

*** THANK YOU ***

We appreciate your comments and suggestions for the Newsletter and are incorporating them where possible. Please continue to send us any ideas you have. Thanks again!

THE PROCESS OF EARNING TENURE AT A SMALL LIBERAL ARTS INSTITUTION

Robin L. Bartlett, Denison University

Assistant professors often find themselves wondering whether they made the right choice about their career path. Those at large research-oriented universities may think that it would be easier and more rewarding to be at a small liberal arts college in the middle of nowhere--where tenure and promotion are awarded on your ability to teach. And assistant professors at small liberal arts institutions probably find themselves wondering whether it would have been easier to be at a large state university where the criteria for tenure and promotion are straightforward--three articles in the top ten journals, for example.

The process of earning tenure at a large or a small academic institution is not as simple as these stereotypes suggest. Moreover, as the academic market stagnates with shrinking pools of student applicants, shifting governmental priorities, and changing economic prospects, the criteria for tenure and promotion at small liberal arts institutions change as well.

WHAT IS EXPECTED?

The formal criteria for tenure and promotion at small liberal arts institutions are excellence in teaching, scholarship, and community service. These criteria are spelled out in contracts and faculty handbooks, but the definition and the importance of each one changes over time as the institution, through its trustees, administration, and faculty, responds to changing economic and political conditions inside and outside the academy.

When I first came to Denison University 13 years ago, the Economics Department, the President's Advisory Board (Denison's equivalent to the tenure and promotions committee), and its President stressed that teaching was the primary criterion for promotion and tenure. In addition, Denison's faculty was expected to be engaged in broadly defined scholarly activities and to be involved in community service. Quantitatively, excellence in teaching was given roughly the combined weight of scholarship and community service in tenure decisions, but if one met the first criterion and did not meet the next two, tenure and promotion was denied.

Today the situation has changed dramatically, because of the tightened academic job market and the impact of technology on productivity. Teaching is still the primary consideration for review. Only when the department has determined that the excellence-in-teaching criterion has been met are the other criteria reviewed. Scholarship is then given equal weight with teaching, while community service is a necessary but lesser-valued criterion. Furthermore, departments have begun taking a more active role in defining appropriate scholarly activity, despite the fact that the formal criteria as printed in the faculty handbook have not changed.

Excellence in Teaching

Excellence in teaching is the hallmark of small private institutions, but teaching loads and course enrollments affect one's ability to instruct students effectively. Teaching loads at small liberal arts institutions can range from five courses per year with one to three preparations per semester, to nine courses per year with three preparations per quarter. The former course load is relatively manageable, while the latter is overwhelming. Enrollments can range from three students per course to sixty, with large course enrollments both limiting the options for teaching techniques and easily negating a manageable course load.

Teaching loads and course enrollments are important because they affect a junior faculty member's ability to concentrate on other endeavors, and in particular, to engage in scholarship. Teaching obligations may affect the type of research conducted and the timing of research projects. While it is necessary to develop and to teach courses that fit the department's needs, be careful not to spend all of your time and energy developing courses and grading assignments.

Excellence in teaching does not occur overnight--in fact, learning how to teach takes as much time and effort as mastering a particular field within economics. The mistake that beginning teachers frequently make is to think that teaching is walking into a classroom and lecturing. The first exam quickly ends any illusion about natural selection and teaching by making it clear that getting students to regurgitate what was said in class is difficult and getting them to understand and use economic theory to analyze economic situations is even harder.

Beginning faculty need an ally within the department who will go over course syllabi, tests, and evaluations to give them feedback and suggestions for improvements. Experienced teachers will advise novices to pare down the amount of material they are trying to present and to focus on conveying one or two key concepts each class. Covering all the material in the textbook is not a productive goal in itself. Instead, courses need to be carefully planned, with the instructor's goals and the methods for achieving them being well thought out in advance.

Lecturing is probably the simplest technique for beginners, but once one feels confident about the material, it is appropriate to begin experimenting with different teaching techniques. Consult with colleagues and find out what works for them, but do not feel compelled to adopt the favorite technique of a senior faculty member if it does not work in your courses or match your style. Find out what help is available and take advantage of it. The Great Lakes College Association, for example, offers a summer course to help senior and junior faculty to develop their teaching techniques and become more effective in the classroom. It typically takes at least three years to develop an identity within the classroom, so do not expect too much too soon. And, do not conclude too soon that you cannot teach.

Testing students and making that experience educational is as much an art as presenting the material itself. Testing situations often create a great deal of anxiety for students that can be minimized if students know what to expect and have some control over the outcome. Draw upon the experiences of your colleagues. Become familiar with the norms of the department and develop testing procedures that fit your goals and those of the department.

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Each institution has its own way of obtaining information about an instructor's classroom performance. Some institutions administer standardized, campus-wide evaluations through a third party, while other institutions let individual faculty members administer course evaluations in their own classrooms. Senior faculty members may learn what a junior faculty member is or is not doing in the classroom by regularly reading these documents. Yet, there is a problem with using course evaluations in this manner, because they may have originally been intended as a source of constructive criticism for the instructor alone. Unfortunately, when departments or institutions lack alternative means of evaluating the performance of instructors in the classroom, students' opinions may become a negatively biased part of the tenure and promotion process.

Senior faculty have other ways of obtaining the necessary information, though. Upon invitation, they may visit classes of junior faculty or review video tapes of them. Interviewing selected students, good and bad, may provide additional information. Junior faculty can gain from early feedback from senior faculty--it can save a lot of time and effort in correcting the inevitable mistakes made during the first few years of teaching.

The onus of evaluating teaching effectiveness rests with members of the department, but institutional checks at higher administrative levels may exist to verify departmental conclusions. The faculty committee on tenure and promotion may send its own evaluations to current or previous students. Because inconsistencies between the departmental and faculty committee evaluations may raise doubts in the minds of the tenure and promotion committee, it is important for junior faculty to understand all the procedures that can be invoked.

Scholarship

In the first three years at an institution, junior faculty are expected to learn how to teach and at the same time engage in scholarship. Scholarship can be narrowly defined as publication in recognized journals within a faculty member's area of expertise or it may be broadly defined to include a variety of scholarly activities that may or may not result in publication.

Junior faculty may prefer the narrower definition of scholarship, feeling that it is less ambiguous and more objective across fields and disciplines, but there are several problems associated with weighing it heavily in the tenure process. One is that the probability of publishing articles in recognized journals within six years varies significantly across disciplines and even among fields in a particular discipline. For example, the probability that a member of the English department publishes in a recognized journal in six years may be much less than that of a faculty member in one of the sciences. Moreover, several studies show that the lack of double-blind reviewing procedures by major journals biases these publications against the work of scholars from smaller schools.

Second, fewer research resources are at the disposal of faculty members at small liberal arts institutions. Libraries are limited, although interlibrary loan programs and new computer technology make most materials available, but with delays. The review process as mentioned above—where reviewers generally know the name and affiliation of the author of a grant proposal—puts those at small liberal arts institutions at a competitive disadvantage compared with those at larger institutions.

Third, graduate students are seldom available to assist with research or to lighten the teaching load. Undergraduates can help, however, by surveying the literature; collecting, coding, and entering data for computer processing; and helping students with assignments. But undergraduate assistants lack sophisticated research and teaching skills and thus need close supervision.

Fourth, many small liberal arts institutions are geographically isolated, making it difficult if not impossible to attend seminars and collaborate with colleagues at major universities on a regular basis. Because the process of review and publication can take up to two years, the latest theoretical and empirical techniques are often not immediately available.

Finally, good teaching is time consuming. Because there is only a limited amount of energy and a limited number of hours in a day, research and other scholarly activities must be done differently at smaller institutions. Being intellectually active is just as important as being an excellent teacher. In fact, some argue that the two activities are inseparable and there is no doubt, given the operative constraints of small liberal arts institutions, that both activities must blend together. Directed studies with undergraduate senior fellows in the department, for example, may be used to focus on a research interest. Or, senior seminars may involve in-depth studies of new areas—curricular flexibility is the comparative advantage of a smaller institution.

In order to encourage more scholarly activities, institutions have responded several ways. Some have lightened the teaching loads of the faculty. Others have developed "junior leave programs" to allow younger faculty to study with prominent scholars at larger institutions, to apply for grant monies to buy release time, and to work at recognized think tanks. Still other institutions have generous travel allowances for national and regional meetings. Attending such meetings can bring one in touch with other researchers. Developing contacts and a network of critics contributes to your intellectual growth and, more importantly for contract review procedures, recognized experts in the field will be familiar with your work and your development as a scholar.

Find out what the expectations for scholarship are at your institution and meet them. Do not try to redefine them at this point in your career. If the scholarship ante has been raised over the years, without the appropriate support mechanisms being put in place, make yourself as marketable as possible and consider seeking another position.

Community Service

Finally, as in any organization, people need to know who you are. Community service is not only a way to gain visibility and demonstrate a commitment to the institution, but also a way to get to know other faculty and for them to get to know you. Being on a committee is not always drudge work and can be fun, but make no mistake about it--being known and well respected for community service is not enough for tenure. Community service is a necessary, but not sufficient, condition for tenure and promotion. Junior faculty are expected to serve on committees, but one major community commitment is enough. A highly visible committee with relatively light responsibilities is preferable.

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THE TENURE PROCESS

How departments go about making tenure decisions varies by institution and by personalities within the department. Many departments are hierarchical, with the chair being a select administrative appointee who exercises complete authority over all departmental decisions. At the other extreme, some departments are more cooperative and egalitarian and the chair is a rotating position shared by senior faculty. In either case, the chair of a department is the vehicle through which all information is presented for contract renewals, tenure reviews, and promotion. Therefore, the department's chair plays a key role in a faculty member's career.

Good information is the key to fair tenure decisions. It is essential that junior faculty understand what is expected of them from the beginning and that senior faculty have accurate information about what junior faculty are doing. Senior faculty play an important role in the decisionmaking process, since they provide the chair with evaluations of a junior faculty member's teaching, scholarship, and community service.

It is important, then, that junior faculty open and use as many channels of interaction as possible between themselves and senior faculty. Several channels for communication are available: discussions about teaching, the sharing of scholarly ideas, joint participation in community work, and mutual social activities. All of these interactions provide senior and junior faculty opportunities to learn about and from each other.

Usually, in the penultimate year of a junior faculty member's contract, the department chair collects information from senior members of the department on the junior faculty member's overall performance and writes a departmental recommendation to a faculty committee on tenure and promotion. Typically, the members of this committee are elected senior faculty from across the university or college. The faculty committee on tenure and promotion either makes the actual decision on who should be reappointed, given tenure, and promoted; or it serves in an advisory capacity to the next level of administration--the president of the institution. In either case, it is important that the department's chair receives and sends a clear message to the tenure and promotion committee and that they in turn make a clear decision or recommendation to the president.

At Denison, as a specific example, the President's Advisory Board has become more than an advisory group to the president, although the president ultimately makes the tenure decisions. Members of the President's Advisory Board serve as a review group for resolving differing interpretations of the institution's formal criteria and clear advice by the committee to the president is generally accepted. If the president does not get a clear message from the faculty committee, then the president exercises discretion.

In order to learn about the political structures inside and outside the institution, every junior faculty member needs a mentor. A mentor is someone in the department, in a similar department, or in a department at another institution who can help a junior faculty member learn about the formal and informal networks of academic life. Picking a mentor is serious business--it is probably a more important decision than picking a dissertation advisor. Who will make a good mentor? Spend the first year observing members of the department. Watch how they interact with students, their colleagues, and the administration. Who seems to know the ropes? Who seems to be helpful? Who seems to be relatively successful? Mentors need both academic and political skills.

Having spotted one or two possibilities, observe how they interact with women. Do they treat women faculty as colleagues or do they treat them in a biased manner? Female mentors are not necessarily better than male mentors. Since one person may not have all the requisite skills to be a mentor, consider finding another complementary mentor.

Understanding how to get tenure means knowing not only the formal criteria, but also the formal and informal power structures within an academic institution. To be awarded tenure requires that a junior faculty member meet the official criteria, but more importantly, meet the political criteria in doing so. Being political does not mean spending hours manipulating various agents in the decisionmaking process or spending hours playing basketball with the boys. Being political means spending the time and energy necessary to inform those in the decisionmaking process of your efforts in the classroom, your achievements in scholarly circles, and your contributions to the betterment of the community. Others will not know what you have done unless you diplomatically bring it to their attention.

CONCLUSION

The process of achieving tenure is time consuming and difficult for everyone involved, and the procedures may at times be unclear, but the rewards to receiving tenure at a small liberal arts institution are clear. Teaching at such an institution offers a variety of opportunities for personal involvement and professional growth. Students tend to be good or above average in their abilities and preparation, so the classroom is an exciting place. Not only can you convey the elements of your discipline, but the smaller classes allow you to become involved in the learning process with students. A small liberal arts environment affords an opportunity to shape the minds of the next generation of leaders. Moreover, faculty are not trapped by the narrow confines of their graduate education. Opportunities exist to broaden one's understanding of economics as a social science within a liberal arts context through varied and frequent contact with faculty in other disciplines, in part because interdisciplinary study is encouraged. Finally, tenured faculty play an important role in shaping the direction of the institution. Priorities and curricular change are more easily achieved where administrative labels are few and where administrators and faculty on occasion act in unison.

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by Nicole Hollander

THE YEAR OF THE TENURE DECISION:
Strategies for Survival

Janice Fanning Madden, University of Pennsylvania

You are about to become a candidate for tenure at a university which requires its faculty to produce significant research. It is too late either to initiate or to publish any additional research which substantially enhances your credentials. (You should, of course, continue your research activity and, if a paper is close to acceptance for publication, you should rush to send in the revision.) Nonetheless, there are still ways of improving your chances of obtaining tenure and of dealing with this particularly anxiety-provoking step in your academic career. Moreover, you can avoid making certain mistakes that can delay or deny your promotion. It is important that you start to plan your strategy before your institution initiates its tenure decision procedure.

WHAT YOU NEED TO KNOW

Your institution begins the tenure decision process by gathering the materials for your tenure dossier. Typically, the tenure dossier is reviewed by committees at several levels--the department, the school, and the university. Try to learn about the composition of these committees if the identities of their members are not confidential. This dossier is usually more influential at levels of review above your department, but it can also define the case at the departmental level and cause your senior colleagues to reexamine their own decisions in view of these documents.

You can influence the outcome by improving the final "packaging" of your case for tenure, but you need to know several things if you are to assist your chair in doing so. First, you need to know which kinds of information are included in the tenure dossier, how they are compiled and used, and their relative importance. The dossier usually includes the candidate's curriculum vitae, reprints of all published work, copies of current working papers, letters evaluating the candidate's research collected from established scholars in the same specialty at other universities, records of participation in university committees or other administrative duties, and teaching evaluations. As a dossier moves up to levels beyond the originating department, letters from persons within the university who have evaluated the dossier and/or taken part in the consideration at prior levels are typically added. These items include the reports of a reading committee, the chair's letter, and a statement of how you fit into the department's overall objectives. The relative importance of each of these items and the manner in which they are solicited or collected differ across universities and, sometimes, between departments in the same university. It is important that you know which items are to be included in your dossier and that you understand how they are solicited and their relative weight in the decisions by your department and your university. Then, you may be able to suggest arguments to your supporters or your chair—subtly, of course—if you think there is likely to be some negative evidence. For example, if your teaching ratings are generally mediocre, you might be able to point out that they are improving or that they are much better for graduate courses.

Second, you need to understand fully the implications of any choices you might have with respect to the timing and/or progress of your case. Should you come up early, i.e., before the institution is required to give you tenure or terminate your contract? Should you consider going on leave for the academic term when the tenure decision is being made? Should you pursue outside opportunities and, if so, what should you do when you obtain an offer? There can be no standard answers to these questions, because the answers depend on the personalities and views of the persons who are most directly involved in making the tenure decision. Obviously, these views differ across persons and, therefore, across departments within universities and across universities.

SOURCES OF INFORMATION

To answer questions about specific procedures used at your university and in your department, consult your mentor--the senior scholar in your department who has been guiding your professional progress up to this point. However, if you are like the majority of women assistant professors, you arrive at the tenure decision with no one whom you would identify as a mentor. In this case, find someone who would like to see you get tenure, who is trustworthy, and who understands the tenure process as it currently operates at your university. The hope is that such a person exists in your own department. If there is no accessible tenured faculty member in your own department who is completely trustworthy and is totally supportive of your promotion, consult supportive economists from outside your department, such as your thesis advisor. In addition, look elsewhere in the university. You should be able to find some knowledgeable senior women faculty members who are committed to furthering women's opportunities in academe. These women can tell you how the process really works (as opposed to formal descriptions of the procedure), can advise you on ways to strengthen the presentation of your case, and may be able to intervene on your behalf if irregularities arise. Even if you are one of the lucky few who have a mentor to smooth the way, it does not hurt to consult the feminist faculty at your university on tenure issues, although it might be better to do so discreetly, at least initially.

How can mentors, senior women faculty, or former thesis advisors help you during the year of your tenure decision? Senior faculty members are likely to have served on some tenure committees and to have engaged in conversations about other tenure cases. They have collected historical "data" on the concerns of past tenure committees in your department, your school, and your university. Such informal "data" may greatly assist you in influencing the "packaging" of your dossier and in deciding any procedural items on which you are consulted, such as the timing of the decision or the addition of particular items to your dossier.

In addition, if you are turned down at any level of review, mentors and advisors can evaluate any explanations provided by indicating whether the grounds cited are frequently used to turn down candidates, whether they are smokescreens for other reasons, or whether your case is making institutional history. They can advise you about alternatives for appeal, their benefits and costs, and their likelihood of success. (If your advisors are not economists, be cognizant that tenure requirements differ among the social sciences. While refereed articles are the most frequent measure of research achievements in economics, a book may be the "requirement" in the humanities and in other social science fields. Don't let noneconomists assume that your tenure case is weak because you have not published a book!)

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STEPS TO IMPROVE THE "PACKAGING" OF YOUR TENURE CASE

Most of your possibilities to influence the outcome occur at a very early stage. The following steps should be taken before your chair or other institutional official initiates the tenure decision process. You may be given twenty-four hours to provide a vita and a list of outside references. Be prepared for this possibility by giving these materials serious consideration early.

The first task you should pursue is the preparation of a brief summary of your scholarly interests and work (no more than a couple of pages). This summary should describe your overall area of interest and how the specific papers you have written and/or projects you have pursued fit into the overall framework. The purpose of this summary is both to explain your interests to nonspecialists and to show how you have seriously and consistently pursued those interests. It is not to enumerate articles. At many research universities, simply having published a lot of good papers in good journals does not constitute sufficient qualification for tenure. Instead, the reader of this summary should understand what you have done, why it is important, how you have been successful, and why this work forms a significant contribution to your field.

In your summary, however, you might indicate which papers were refereed (if that is important at your university), which were invited for a special conference or volume, or which won a competition. Other possible types of information include dissertations supervised (and perhaps the employers who have hired your students), conference participation (including serving as chair or discussant for a session), honors received since leaving graduate school, research seminars presented at other institutions, professional committee memberships, and teaching innovations, if these items strengthen your case. Also, indicate any outside research funding that you have received and the circumstances under which this funding was provided (i.e., competitive or solicited).

Because this summary may be read by any or all of several persons involved in your tenure decision--your department, persons solicited for outside letters, or noneconomists on committees outside the department--it is worth circulating a draft to your mentors and advisors. Follow their hunches about which points to highlight or expand and which to drop. When you and your advisors are satisfied with this summary, give it to your department chair and suggest that it be included in your dossier and provided as part of your vitae to any persons who are asked to write letters on your behalf.

In addition, because many departments send copies of a subset of the candidate's publications and working papers to outside reviewers, it is useful to prepare a list of the ones you consider most important. Be sure to choose your very best unpublished papers, as well as some published work.

The second major task is to prepare a list of all scholars outside your university competent to evaluate your research. List all the prominent persons in your field, as well as less eminent individuals whom you know to be familiar with your work. If you have not already done so, send every person on the list copies of working papers or of reprints that would most interest them. (You should have already been doing this as papers were written or published. Not only is this the way that reputations are built, but also the worst outside letter you can get is one that indicates a lack of familiarity with your work.)

In many universities, the candidate names at least some of the outside scholars from whom evaluation letters are solicited and the department or school names others. The nominees you select from the longer list are the scholars whom you think will provide the most favorable letters, but you should also include the names of the persons that the other sources are likely to suggest. Some departments will actually ask you to provide the all-inclusive list of senior scholars in your field, to guide them in their selection of outside reviewers.

In either case, consult with your advisors before submitting a list to your department's chair. In most research universities, tenure committees are looking for any reason to turn down candidates. A single lukewarm letter may destroy your chances. The hope is that your advisors can tell you about persons who are known to write erratic letters, consistently negative letters, or consistently positive letters. Be sure that your own nominees are either of the latter variety or are strongly supportive of your work. However, the reviewers known to be uniformly positive won't help to convince your department, so consider choosing reputedly tough people whom you are confident will write positive letters for you. Depending on your university's standards, you might include foreign scholars or scholars who are not strictly identified with your narrow specialty. Letters from foreign scholars are sometimes problematic, however, if the authors do not understand the American tenure system and its standards. Finally, if there are some senior people in your field with whom you have had disagreements that you think might undermine their ability to evaluate your work fairly, inform the senior member of your department who is most favorable to your promotion.

SOME DECISIONS TO MAKE

Other decisions you can make or influence include whether to search for another job, to alter the timing of your tenure decision, and to go on leave.

Entering the Job Market

For most economists, the year of their tenure decision is the time to enter the job market seriously. Job search is one way to advertise your work and your overall credentials, thereby enhancing your professional reputation and potentially improving your outside letters. Different departments' preferences for faculty appointments are highly interdependent. An outside offer from an approximately equivalent or better institution or department is likely to make you a more attractive tenure candidate in your own department and any outside offer can help you to get a fast decision. A thorough job search which provides you with concrete alternatives also softens the blow of a negative tenure decision. Finally, it is quite possible that you will obtain a better job than your current one, and the tenure decision becomes irrelevant.

Timing Your Tenure Decision

You may be able to affect when you come up for tenure through requests either to count or to ignore teaching experience at another institution, time at your current institution before you received your Ph.D., or time spent on leave. You can also force an early decision by threatening to take an outside offer if tenure is not awarded.

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Assuming that you are happy at your current institution and wish to maximize your chances of staying there permanently, timing may affect the probability of a positive tenure decision, other things being equal. Relevant factors to consider include temporary university budgetary crises or hiring freezes that are encouraging tenure review committees to be particularly tough; being in a cohort of particularly promising tenure candidates, so you wish to make your decision less directly competitive with theirs; and having several papers that you expect to be accepted for publication just after the "regular" decision date. Given the stakes involved in your own tenure decision, it is easy to become paranoid and anxious with respect to any request about the procedures involved—so having informed and trusted advice from more disinterested persons can help when these issues arise.

Going on Leave

Should you go on leave while your tenure decision is being made? There are several reasons to consider this possibility. For many people, there is added tension in working at the university each day when one's tenure case is under review. If you anticipate that you will scrutinize any questions about your research for hints of how the process is going and that you will evaluate every greeting from a senior faculty member for its implications for the tenure vote, then a leave might produce a less stressful daily routine. A leave for other employment or for research introduces you to new people, expands your reputation, and opens up new channels for outside offers, including an alternative if the tenure decision is negative.

There are potential dangers in a leave, however. The old adage "out of sight, out of mind" might apply and work to your disadvantage in some circumstances, such as in a department where interpersonal relationships and good citizenship activities are valued and you score particularly high on those items.

Mentors and advisors can assist you in evaluating these options in your own situation. If you stay, be sure to attend seminars, work long hours in your office, attend the department's social functions, and so forth, to maximize positive professional visibility. Try to schedule a research seminar before the department's vote, if you generally perform well in such presentations.

LEARNING FROM THE MISTAKES OF OTHERS

Three recent tenure cases illustrate some of the problems that can be encountered. The most egregious differences between how the tenure process is formally described and how it actually operates occurred with respect to the outside letters included in the dossier, as described in the first two examples. The last one serves as a warning to candidates holding outside offers.

In one recent tenure case at a major research university, the curiosity of a senior faculty member was piqued when the tenure review committee on which he was serving received an extremely negative letter concerning a particularly strong candidate for tenure. The evaluation was written by a highly regarded scholar whose work was closely related to that of the candidate. All other letters were strongly positive, but from scholars whose work was less central to that of the candidate. Because the senior faculty member was particularly supportive of the candidate and was also convinced that the confidential outside letter process was open to violations by vindictive individuals, he decided to ask the candidate about her relationship with this scholar. (Incidentally, such consultation with the candidate after outside evaluators are chosen violates academic ethics.) The supporter was told that the negative letter writer had just lost his research grant and that the funder was now supporting--you guessed it--the candidate whom he evaluated so negatively. With this information, the supportive senior scholar was able to discredit the negative letter and the candidate received tenure.

This candidate was fortunate to have a senior colleague who was willing to risk a breach of ethics for her. Most junior faculty are not so lucky. Be sure you inform your most trusted senior colleague of any reasons someone who is likely to be consulted on your promotion might possibly contribute a less than fair review. If possible, tactfully mention your misgivings to your chair before the list of references is completed and before your evaluation committees are appointed.

At another research university, a department's chair who was not supportive of a woman candidate allowed the other candidates to select all their outside reviewers, but did not allow the disfavored candidate the same opportunity. While such manipulation of the outside evaluation process is unethical (and illegal when it is differentially applied to male and female, or to minority and nonminority, candidates), it is rumored to happen frequently and it is almost impossible to detect. This chair was caught, however, because he went one step further and actually removed positive outside letters from the dossier of his disfavored candidate, who was initially denied tenure. After an internal grievance procedure, during which the chair's behavior came to light, the decision was reversed and tenure was awarded.

Another form of manipulation occurs when potential outside evaluators are contacted about their opinions before they are selected to write official reviews or when the desired evaluation is indicated along with the request for an assessment. Institutional insiders will have some perspective on whether such manipulation occurs in your university.

The final story of a tenure decision gone awry deals with the use of outside offers. One assistant professor received an unsolicited tenured offer at a university that she viewed as only marginally inferior to her current institution. Although she was not due to be reviewed for tenure until the following year, both her department's and her school's tenure committees supported her promotion in response to her outside offer. After being told by many powerful persons within her current institution that the university's tenure review committee was not a real hurdle and that her promotion was certain, she declined the outside offer in order to permit the other institution to extend a timely offer to someone else. She was subsequently turned down by the university committee and advised that, since this was an early promotion, they would be happy to reconsider her the next year. Indeed, she did receive tenure the next year. Her refusal of the outside offer before she had officially gotten tenure at her current institution cost her another year of uncertainty, however.

If all works well and you receive tenure, you will no doubt be asked to participate in future tenure decisions and to write outside letters for other candidates. If you think that the candidate is deserving of tenure, remember my previous admonition that any negative or lukewarm comments in an outside letter can be used to turn down the candidate. If you support the candidate, write a clearly and completely positive but specific letter.

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ECONOMIC STATISTICS: AN IMPORTANT PART OF ECONOMISTS' TRAINING

Courtenay Slater, Slater Hall Information Products

When, fresh from graduate school, I joined the staff of the President's Council of Economic Advisers (CEA) in 1967 as a "winter intern," I looked forward to applying newly learned economic theory to the country's problems. My first tasks, however, made only modest demands on my academic training, but heavier ones on patience and attention to detail.

A regular chore was drafting subtitles for the statistical tables in the CEA-prepared congressional publication, Economic Indicators. Example: "Seasonally adjusted, the narrowly defined money supply (M1) rose $2.9 billion in October, compared to $2.1 billion in September." Or was the rise at a "seasonablly adjusted annual rate"? And could the thought not somehow be worded more gracefully? And was this, in fact, the most important piece of information to highlight about the October money supply data?

Sounds tedious? Perhaps it was. But a job that offered educated adult companionship and moved me from peanut butter sandwiches in the kitchen with my three small boys to lunches in downtown restaurants was a job to love. I attacked my rudimentary statistical chores with enthusiasm.

Enthusiasm paid off -- or luck was with me. The CEA job and those that followed at the Joint Economic Committee (JEC) of Congress and the Department of Commerce brought increasingly interesting and responsible work, as well as rewarding associations with other economists. The aspect of government work that I want to explore here concerns economic statistics and the importance to economists of understanding how such data are produced, presented, and used.

Real world statistical information, I quickly discovered in my first days at the CEA, is far messier and more complex than the textbook examples with which I had been concerned. Simply to describe current economic data accurately and intelligibly is no mean feat. As my years in government continued and my job experiences broadened, I learned more about the problems inherent in data collection and presentation, and I grew increasingly concerned about the non-use and the misuse of data by both policymakers and academic economists.

I did not consciously seek a career specializing in economic statistics, but the data problems refused to go away. At the CEA, I struggled to compare imports of specified commodities to domestic production and discovered that differences in classification systems made this a nearly impossible task. At the JEC (in the days before there was a Congressional Budget Office), I learned the difficulties of obtaining meaningful, unbiased information about likely future patterns of government spending. Indeed, even data on past spending often was unavailable, misleading, or unintelligible.

These and other brushes with economic statistics came in handy later at the Commerce Department, where a combination of unanticipated events suddenly placed responsibility for coordinating all executive branch statistical programs under my purview as Chief Economist. After four years of learning ever more about the complexities of statistical work, I left the Commerce Department with a deep appreciation of the effort and dedication that goes into producing government statistics.

I also learned that statistical work can be interesting and challenging, worthy of the talents of the best economists. Indeed, if one wishes to be among the best of economists, one's training should include some practical experience in a statistical agency, a government office that analyzes and interprets statistical data, or a related activity.

How does one acquire this experience? The straightforward way is to seek employment in an appropriate government agency. Despite the budgetary constraints and personnel ceilings imposed on most governmental activities today, there are continuing needs for qualified economists — especially those with training in econometrics and mathematical statistics -- at the Bureau of the Census, the Bureau of Labor Statistics, and other major statistical agencies. Economists interested in applied analysis may find openings at the Departments of Commerce and Treasury, the CEA, or various places on Capitol Hill.

Another avenue to acquiring government experience is the fellows program of the American Statistical Association (ASA). With financial support from the National Science Foundation, the ASA funds visiting research fellows and associates each year at the Census Bureau, the Bureau of Labor Statistics, the Department of Agriculture, and the Department of Education. Participants range from newly minted Ph.Ds to experienced senior researchers. Most are on leave from academic posts for one year, but others are eligible and slightly longer or shorter periods can be arranged. Applicants propose their own research projects.

What projects might one expect to work on, either as a career employee or a visiting fellow? Possibilities are widely varied: conceptual improvements in measuring consumer prices or industrial productivity, creation of longitudinal data files from economic censuses and surveys and use of these files to gain new insights into corporate behavior, examination of the impact of different definitions of "household" and "family" on measures of income and poverty, or statistical estimation techniques for obtaining more timely and accurate data on foreign trade flows, to name just a few.

Whatever one's field of specialization within economics, there are sure to be interesting and important questions about data waiting to be addressed. The payoff from a year or more spent in government statistical work, measured in terms of a learning experience, a contribution to the field, and a rewarding personal experience is likely to be high. Think about it.

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by Nicole Hollander

IN MEMORY OF
NANCY DUNLAP RUGGLES

William N. Parker, Yale University

The sudden and tragic death of Nancy Dunlap Ruggles on April 11, following an accidental fall at her home in New Haven, was received with a profound sense of shock and grief by her many friends in the economics profession.

Nancy Ruggles was best known professionally for work in two quite separate areas of economics. Her critique of marginal cost pricing contained in her 1948 Radcliffe dissertation, and in two articles in The Review of Economic Studies (1949), showed extraordinary critical acumen and anticipated much of the later critique of welfare economics made in mathematical formulations by Arrow and others. In her central field--national income accounting--she was a prolific analyst and writer, both independently and in collaboration with her husband, Richard. At the same time, she served as a consultant to numerous government and private agencies--the Census Bureau, the Brookings Institution, the U.N. Statistical Office, and Statistics Canada—on technical questions and to other groups—the Economic Cooperation Administration, the Organization of American States, the Alliance for Progress, the Department of State, and the Bureau of the Budget—on topics of substantive economics and economic policy. During her tenure as Deputy Director of the U.N. Statistical Office, she overhauled the questionnaires distributed to member countries to report National Income data and negotiated the agreement of all member countries to a much expanded and more accurate system of reports.

In the profession, the Ruggleses were famous as the most prominent, the best-functioning, and so the most productive and formidable wife-husband team of their generation. The abilities of each meshed beautifully with those of the other, combining complementarity and equality in a balance rarely seen. Their sophistication in the art of national income accounting enabled them not only to plan extensions, revisions, and fusions with flow of funds and other economic flows, but also to employ the accounts in the positive critique of wage, price, tax, and fiscal policy.

Nancy Ruggles was firmly committed to education and to the professional advancement of women. She served from 1979-1984 as a member of the AEA Committee on the Status of Women in the Economics Profession. She served, too, as Treasurer of the Econometric Society (1959-70), as Managing Editor of the Review of Income and Welfare (1971-75), and as Secretary of the International Association for Research in Income and Wealth from 1961 until her death. Her mind was incredibly fast and accurate, her energies abundant, and her sense of direction and organization unerring. Not only her husband, but also their three children--Patricia, an economist in Washington; Catherine, a software designer in Los Angeles; and Steven, an historical demographer in Minneapolis--have combined to ensure the successful continuation of the many projects which Nancy's death threatened to cut short.

In personality, Nancy was an emotionally warm but powerfully self-contained person. She exercised a strong influence within her family and within the organizations and intellectual projects in which she participated. She will be greatly missed by her friends and colleagues at home and throughout the world.

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FEDERATION OF ORGANIZATIONS FOR PROFESSIONAL WOMEN

Anne Morris Hooke, President

Since its foundation in 1972, the Federation of Organizations for Professional Women (FOPW or the Federation) has worked to advance the status of professional women and has used its collective expertise to improve public policies affecting all women. Highlights of the Federation's achievements include:

- A leadership role in shaping the Women and Science Equal Opportunity Act, which became law in December 1980;
- Sponsorship of the Women and Health Roundtable, a unique Washington-based forum for analyzing health policies affecting women that also publishes a monthly newsletter "Roundtable Reports";
- Sponsorship or cosponsorship of conferences such as: Ethical Issues in Reproductive Technology: An Analysis by Women; Employment Equity in the 1980s; and the First International Interdisciplinary Congress on Women.
- Annual Meeting Conferences addressing topics such as: public policy, professional women and politics; comparable worth; and federal and state laws and policies affecting women;
- Publication of documents such as the Women's Yellow Book (a comprehensive listing of local and national organizations of and for women), the Washington Woman's Directory (which lists executive women in the legislative and executive branches of the federal government and national organizations), a career guide for professional women, and a bimonthly newsletter—the ALERT;
- Maintenance of a job bank, which lists positions available in the government and private sectors, and a calendar of events of interest to women;
- Receptions to honor women of achievement in the media, space, government, and, annually, the women who come to Washington to work as interns and fellows in government agencies and foundations; and
- Professional development seminars on such topics as communications skills, creative management, discovering your entrepreneurial spirit, decisionmaking, and problem solving.

The FOPW provides a unique opportunity for organizations and individuals to use their collective power to influence policy and to enhance the status of professional women in our nation through legislative alerts, education, and networking. For additional information, write to Dr. Hooke at 2437 15th Street, N.W., Suite 309, Washington, D.C. 20009.

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WHAT DO YOU THINK?

Are letters of recommendation that are written about women economists systematically and inappropriately different from those written for men? Do such letters more often refer to women's personal situations, such as changes in marital status or ages of children? If such comments are included, are they less positive when they are about women than when they are about men? Even if such comments are similar in letters about women and men, do they have different impacts?

Concern about this issue has been expressed to CSWEP. Please share your thoughts by writing to us at the address on the back cover.

- In your opinion, is there a serious problem?
- Have you any illustrations from your own experience or that of your colleagues?
- What, if anything, might be done? By whom?

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More Sylvia by Nicole Hollander

EASTERN ECONOMIC ASSOCIATION MEETINGS, MARCH 1987

THE ECONOMIC EMERGENCE OF WOMEN
A Report on CSWEP Session I

Beth Allen, University of Pennsylvania

Barbara Bergmann's presentation focused on the last chapter of her new book entitled The Economic Emergence of Women (published by Basic Books, New York, 1986). She discussed three themes, which serve as goals for her twelve-point program of policy priorities. First, we should improve women's place in the workplace by implementing affirmative action, comparable worth, vocational education, and the professionalization of part-time and temporary work, and by stopping sexual harassment. Second, we need reforms to force men to contribute to the material support of their children; the plight of poor single welfare mothers is a major social problem. Finally, we should encourage the provision of convenient and affordable family services, such as housekeeping and child care.

Claudia Goldin emphasized that, because the economic emergence of women has been occurring over an extended period of time, an historical perspective is needed, in contrast to Bergmann's examination of only the last decade. Secondly, to remedy discrimination, we must first study the dynamics of this process; historically, competition has enhanced gender equality. Stressing that higher self esteem and more training are needed, Goldin advocated affirmative action without comparable worth, so that women will enter male-dominated occupations and industries, rather than remaining in "dead-end" jobs. She praised Bergmann's interesting use of anecdotal evidence.

Andrea Beller agreed that enforcement of affirmative action and sexual harassment laws is important. She pointed out that training is not as "minor" as Bergmann indicated; early encouragement seems especially important. Beller also stated that current levels of child support do not often succeed in removing mothers from the welfare rolls; perhaps all child support payments could be collected and distributed through the tax system. A further problem is that the receipt of child support payments over $50 per month reduces welfare benefits dollar for dollar, but does not affect earned income. Finally, Beller questioned whether fathers are willing to share household and child care chores, given the typical cost to their careers of doing so.

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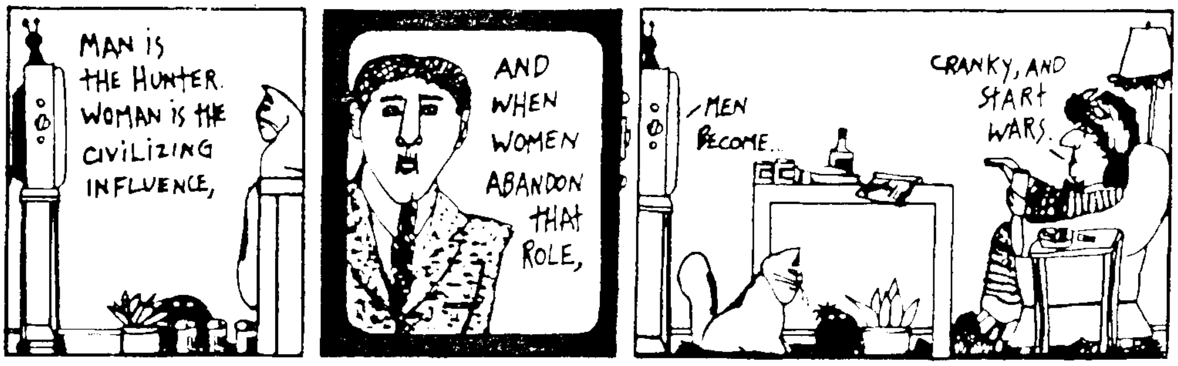

WOMEN IN LABOR MARKETS
A Report on CSWEP Session 11

Susan Vroman, Georgetown University

Three papers were presented at this well-attended session. Although extremely diverse, the papers all dealt with aspects of women's labor market experience and so were of considerable interest to CSWEP members. Jasmeen Mohiuddin discussed the relationship between female-headed families and urban poverty in Pakistan. The paper stressed the relationship between culture and the definition of household head, and raised interesting issues of broader application about how the concept of household head should be defined. The data used in the study were derived from a survey of 100 female domestics in Karachi. The study found that the incidence of poverty is higher in all types of female-headed households than in male-headed households. The discussant, Suzanne Heller Clain, found the paper interesting, but did note that one problem with the sample was that the male-headed families all included working women since the sample was based on the woman's employment status.

Jean Fletcher's paper concerned women's choice of occupation in the United States. The model estimated in this paper was a generalization of the "occupational attribute" theory of choice, in which occupations were represented by an hedonic index of occupational characteristics. The analysis was performed using a "mixed" conditional logit model. The results indicated that the observed occupational distribution of women was related to relative wage-growth profiles and penalties for discontinuous or part-time participation in the labor force. Katherine Abraham, the discussant, noted that while the analysis suggested that women's occupational choice could be explained by human capital arguments, other explanations such as discrimination probably accounted for the small proportion of women in some male-dominated occupations.

Emily Hoffman presented preliminary results from a study on sex and race differences in the incidence and duration of unemployment. The study was based on data from the Panel Survey of Income Dynamics (PSID) for household heads whose marital status did not change over the period 1976 and 1983. Female heads of households were found to have a longer duration of unemployment, but a lower incidence. Hoffman described further work that she is planning, including reestimation with a somewhat different subsample of the PSID. Cordelia Reimers, the discussant, provided several valuable suggestions for this project.

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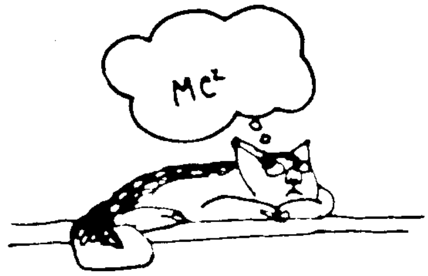

More Sylvia by Nicole Hollander

CSWEP AT THE UPCOMING WESTERN ECONOMIC ASSOCIATION (WEA) MEETINGS

Hotel Vancouver, Vancouver, British Columbia, July 7-11, 1987

The CSWEP-sponsored session "Career Decisions and Earnings of Women" is scheduled for 4:15 - 6 p.m. on Thursday, July 9. In addition, CSWEP will host a cocktail party Wednesday, July 8 at 6 p.m. It will include complimentary wine and hors d'oeuvres. Both events provide an opportunity to meet West Coast women economists and others interested in women's role within the economy and/or within the economics profession. The party is also a good time to communicate with the West Coast CSWEP representative about issues that you would like CSWEP to address. Refer to the WEA schedule for the location of both these events.

CSWEP AT THE UPCOMING SOUTHERN ECONOMIC ASSOCIATION MEETINGS

Washington, D.C., November 22-24, 1987

A Panel Discussion of "Women's Wages: History and Future Prospects"

Chair: Ethel Jones, Auburn University

The background for this discussion will be James P. Smith and Michael P. Ward, "Women's Wages and Work in the Twentieth Century," The Rand Corporation, R-3119-NICHD, 1984. Thomas J. Kniesner, University of North Carolina at Chapel Hill; James P. Smith, RAND; Paula Stephan, Georgia State University; and Sherrie Rhine, Winthrop College will be members of the panel.

Human Capital and Divorce

Chair: Mary Fish, University of Alabama

"Moving Out of Poverty Following Divorce or Separation: Does Human Capital Make a Difference?" Teresa Maudlin, Assistant Professor, University of Georgia

"Starting Salaries for New Female Hires in Economics: Is There a B-School Effect?" William D. Gunther and John P. Formby, University of Alabama

"Expected Income at Divorce: Does It Matter to Men and to Women?" H. Elizabeth Peters, Assistant Professor of Economics, Department of Economics, and Research Associate, Population Program, Institute of Behavioral Sciences, University of Colorado

In addition, CSWEP will host a cocktail party (possibly jointly with Washington Women Economists), and conduct a business meeting of CSWEP South. All are invited to attend these events.

There will also be two non-CSWEP sponsored sessions on gender-related research: one concerning the effects of divorce and welfare receipt on women's labor supply, the other concerning gender and the distribution of income.

More detailed information on all these activities will appear in the Fall issue of the newsletter.

(continued)

A CONFERENCE ON WOMEN IN SCIENCE AND ENGINEERING

University of Michigan, Ann Arbor, Michigan, July 29 - August 1, 1987

A national conference, **Women in Science and Engineering: Changing Vision to Reality**, is being sponsored by the Office of Opportunities in Science of the American Association for the Advancement of Science (AAAS). Topics for discussion will include research, interventions, policies, and recommendations for action at the precollege, undergraduate, graduate, and professional levels. For further information, contact Marsha Lakes Matyas, AAAS, 1333 H Street, N.W., Washington, D.C. 20005; phone 202/326-6676.

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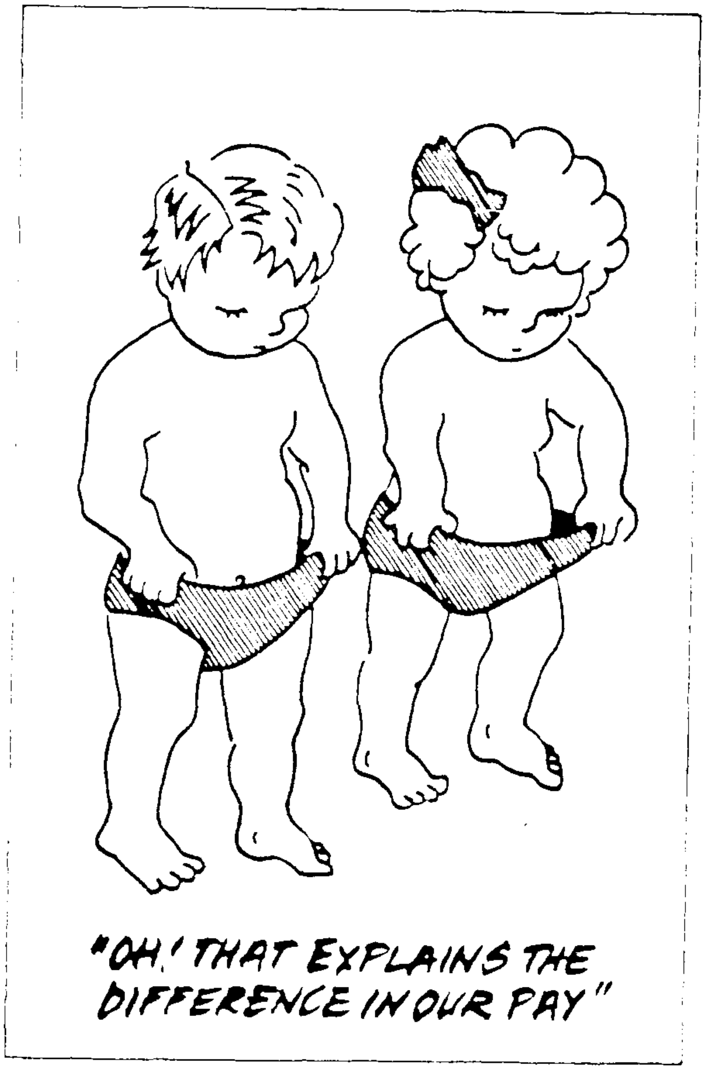

CALLS FOR PAPERS

CSWEP is organizing several sessions for the **Eastern Economic Association's Fourteenth Annual Convention,** at least one of which will consist of contributed research papers on topics involving gender in economics. To submit a paper, send an abstract (or complete paper, if available). To volunteer as a discussant or chair, send your name, affiliation, and a list of your research areas of interest. Contact: Beth Allen, Department of Economics, University of Pennsylvania, 3718 Locust Walk CR, Philadelphia, Pennsylvania 19104-6297. The deadline for these submissions is October 1, 1987. CSWEP will also sponsor a cocktail party during the meetings.

If you wish to participate in a regular session at the Eastern meetings, contact the Eastern Economic Association, Department of Economics U-63, Room 345E, 341 Mansfield Road, University of Connecticut, Storrs, Connecticut 06268. Their deadline for receipt of submissions is November 15, 1987.

The Bureau of the Census' Fourth Annual Research Conference will be held in March 1988 in the Washington, D.C. area. The conference will emphasize improvements in technology related to census and survey operations. Papers, which must be original and not previously published, and discussions will be published. Presenters will be reimbursed for transportation and per diem expenses and will receive a fee for manuscript preparation (expected to range from $250 to $450). If you are interested in submitting a paper for consideration, call David F. Findley on 202/763-5984, because the official deadline was June 1, 1987. To obtain registration information or to be included on the mailing list, contact: Carolee Bush, Conference Coordinator, Office of the Director, at the Bureau.

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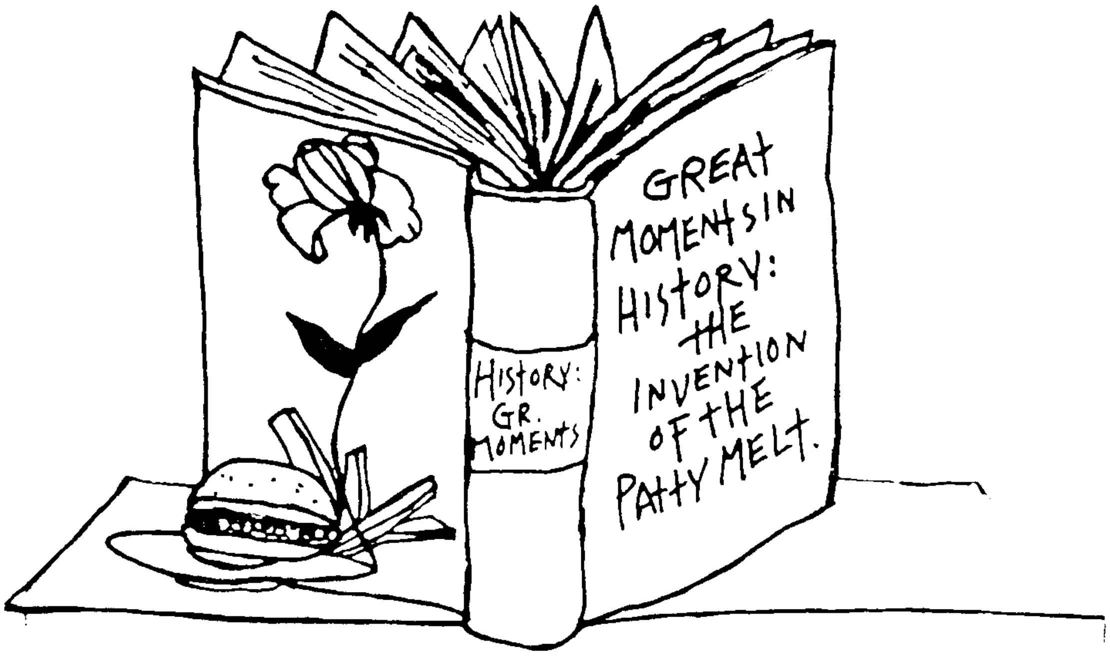

More Sylvia by Nicole Hollander

SHORT NOTES

Kathleen Scholl, contact person for Washington Women Economists (WWE), is now employed at the American Association of Retired Persons in the Public Policy Institute. Her new address is 1909 K Street, N.W., Room 6053, Washington, D.C. 20049; phone (202) 728-4705.

Susan M. Wachter, Professor of Finance at the Wharton School of the University of Pennsylvania, has been elected president of the American Real Estate and Urban Economics Association (AREUEA), effective January 1988. Congratulations Susan!

HELP! HELP!

All readers are invited to send notes, articles, and information for possible inclusion in the newsletter. Please also send news about yourself and others: job moves, promotions, awards, books, and changes in family composition are all of interest to your friends and colleagues.

For those who would like to contribute such information, we publish three issues each year—Winter, Spring, and Fall. Our schedule is:

	Copy Deadline	Mailing Date
Winter Issue	January 10	February 15
Spring Issue	April 10	May 15
Fall Issue	September 10	October 15

Classroom Climate Goes to the Movies. A new videotape developed by researchers Myra and David Sadker shows several examples of college professors treating women students equitably and inequitably in the classroom; includes discussions of patterns of bias; and describes equitable teaching skills. "Sex Equity in the College Classroom" is a 27-minute videotape available for $150.00 for 1/2" VHS or Beta, or $175.00 for 3/4", from Norman Klotz, NAK Production Associates, 1317 Apple Avenue, Silver Spring, MD 20910; or phone 301/565-0355.

Half of Incoming Graduate Students Are Women. Women were 50 percent of all first-time graduate enrollees in fall 1985. Based on 53 percent of all graduate institutions that responded to a question of enrollment by ethnic group, Blacks were 4.6 percent of first-time enrollees, Asian Americans were 3.4 percent, Hispanics were 2.2 percent, and American Indians were 0.4 percent. A limited number of copies of **Report of the Annual Survey of Graduate Enrollment** are available free from the Council of Graduate Schools in the United States, 1 Dupont Circle, N.W., Suite 430, Washington, D.C. 20036.

Two Supreme Court Decisions Affect Women

California Federal Savings & Loan Association vs. Guerra involved a California law that requires employers to provide four months of pregnancy disability leave and to guarantee a comparable job upon return to work. The Supreme Court, in a 6-3 decision, ruled that the California law is consistent with the Pregnancy Discrimination Act, and its purpose is to reduce discrimination against women because of pregnancy and maternity. As a result, states may enact pregnancy disability leave laws without facing the charge of reverse discrimination. Eight states currently have statutes similar to California's: Connecticut, Hawaii, Illinois, Massachusetts, Montana, New Hampshire, Ohio, and Washington.

Johnson v. Transportation Agency, Santa Clara County, California, et al. involved a voluntary affirmative action plan that Santa Clara adopted in 1978 for hiring and promoting minorities and women to jobs where few or none were present. The Plan, which has no quotas or deadlines, provides that in making promotions to positions in which women have been significantly underrepresented, managers are authorized to consider the sex of a qualified applicant. Justice Brennan, in the 6-3 decision, held that "The Agency's plan ... is fully consistent with Title VII." Since the Plan does not set aside positions for women, it does not violate the rights of male employees.

The first two items of interest were taken from the Winter 1987 issue of On Campus With Women, published by the Project on the Status and Education of Women, Association of American Colleges. If you would like to subscribe to it, make your check payable to AAC/PSEW and send it to 1818 R Street, N.W., Washington, D.C. 20009. The subscription rate for one year (four issues) is $20, or $35 for two years. The last item of interest was taken from the March 1987 issue of ALERT, published by the Federation of Organizations for Professional Women, 2437 15th Street, N.W., Suite 309, Washington, D.C. 20009.

We have used other items from these two publications throughout this issue and wish to thank their editors for allowing us to do so.

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RECENT PUBLICATIONS OF INTEREST

Background Material and Data on Programs Within the Jurisdiction of the Committee on Ways and Means, 1987 Edition, prepared by the staff of the Committee on Ways and Means, includes comprehensive descriptions of the programs in the Committee's jurisdiction--such as Social Security, Medicare, Unemployment Insurance, Aid to Families with Dependent Children, Supplemental Security Income, and Child Support Enforcement--as well as various tables and analyses that are relevant when considering possible policy alternatives. To order the report, send $26 to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402-9325, requesting WCMP 100-4; telephone orders are accepted with CHOICE, Mastercard, or VISA cards (202/275-3030).

Looking for More Than A Few Good Women in Traditionally Male Fields, by Julie Kuhn Ehrhart and Bernice R. Sandler, examines why more women are not studying and completing degrees in fields such as science, mathematics, computer science, business, and law and what postsecondary institutions can do to help remedy this situation. The 24-page report is available for $5.00 prepaid from the Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, D.C. 20009. Checks should be made payable to AAC/PSEW. Bulk rates are available.

Maternal Employment and Child Adjustment: Results of a Nationwide Study provides some good news for mothers who work outside the home. Based on a study of 573 school-age children, it concludes that children whose mothers work outside the home surpass other children in academic skills and in areas such as communication and daily living skills. These children were also absent less often from school. On the other hand, children whose mothers did not work outside the home reported having better relationships with their mothers. Copies of the study are available for $5.00 from John Guidubaldi, Professor of School Psychology and Counseling, 412 White Hall, Kent State University, Kent, Ohio 44242.

More Equal Than Others: Women and Men in Dual-Career Marriages, by Rosanna Hertz, examines an increasingly common phenomenon--the dual-career couple. Based on a series of candid interviews, she uncovers the dynamics of these modern marriages as husbands and wives cope with issues of equality, money, having children, and taking care of them. Available in your local bookstore.

Student Financial Aid and Women: Equity Dilemma, by Mary Moran. Equal opportunity continues to be an essential factor in justifying the existence of student aid programs. This report focuses on the degree to which this objective is being achieved for women. After reviewing the current situation and identifying the major policy issues concerning student aid for women, the author examines actions that could improve the participation of women in existing aid programs. Available for $10 per copy from the Association for the Study of Higher Education, One Dupont Circle, Suite 630, Dept. 5D, Washington, D.C. 20036.

Toward Equitable Education for Women and Men: Models from the Past Decade, examines various issues involved in the decision either to remain a single-sex college or to become co-educational. Copies of the 360-page book are available for $5.00 from Fran Hoffmann, Dean of Student Affairs, Skidmore College, Saratoga Springs, New York 12866.

New Publications from the Women's Bureau of the Department of Labor

- **20 Facts on Women Workers**
- **Alternative Work Patterns**
- **Caring for Elderly Family Members**
- **Employment-Focused Program for Adolescent Mothers**
- **Retirement Equity Act of 1984**
- **Women, Clerical Work, and Office Automation**
- **Women Who Maintain Families**

Single copies of any or all of these publications are available free of charge. Send a self-addressed mailing label with your request to the Women's Bureau, U.S. Department of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20210.

New Directories

The Directory of Foundations of the Greater Washington Area contains detailed description of over 400 foundations in the Washington metropolitan area; over 3,000 names of foundation directors, board members, and trustees; and a section on "How to Seek Sources of Support." It costs $13.50, including postage, and can be ordered from the Community Foundation of Greater Washington, 3321 M Street, N.W., Washington, D.C. 20007.

The **National Directory of Minority-Owned Business Firms** and the **National Directory of Women-Owned Business Firms** have been updated to include information on over 65,000 minority and women-owned businesses. This information is also available in five regional editions with combined minority and women-owned business listings for the Northeastern, Southeastern, North Central, South Central, and Western regions. The cost is $195 for each directory and $95 for each regional directory. To order, contact the Business Research Services, Inc., 2 E. 22nd Street, Suite 308, Lombard, Illinois, 60148.

1987 Index/Directory of Women's Media lists 525 women's periodicals, 112 women's presses and publishers, and 13 women's news services. There are also listings for broadcast groups, music groups, women's bookstores, and library collections on women. The cost is $12 per year. Copies can be ordered from the Women's Institute for Freedom of the Press, 3306 Ross Place, N.W., Washington, D.C. 20008.

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RECENTLY ESTABLISHED JOURNALS

Agricultural Economics is a journal of the International Association of Agricultural Economists. It will be published quarterly and seeks manuscripts on economic theory and methodology, multi-disciplinary research, and policy issues. Contact: Editorial Secretariat, Agricultural Economics, P.O. Box 330, 1000 AH, Amsterdam, the Netherlands.

Econometric Theory is a new international journal of theoretical research in econometrics. The first volume was published in 1985. The journal welcomes original research on new developments in mathematical statistics and probability theory. It also includes interviews with leading scholars. Contact: Peter C.B. Phillips, Editor, Cowles Foundation for Research in Economics, Yale University, P.O. Box 2125 Yale Station, New Haven, Connecticut 06520.

Economic Development Quarterly, the Journal of American Economic Revitalization, is publishing its first issue early in 1987. Contact: Richard D. Bingham, EDQ, Urban Research Center, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, Wisconsin 53201.

The Handbook of American Business History is seeking papers for this compilation of histories and bibliographies of American business. Contact: David O. Whitten, Editor, Department of Economics, Auburn University, Auburn, Alabama 36849-3501.

Journal of Law and Health is a bi-annual journal published by students at Cleveland-Marshall College of Law, Cleveland State University. Submission of unsolicited manuscripts is encouraged. Contact: James Edward Powell, Editor-in-Chief, Cleveland-Marshall College of Law, Cleveland State University, Cleveland, Ohio 44115.

Natural Resources Modeling is an interdisciplinary journal for mathematical modeling of natural resource systems and their economic and operational environment. Contact: Rocky Mountain Mathematics Consortium, Arizona State University, Tempe, Arizona 85287.

Review of Industrial Organization is a quarterly journal, first published in 1984, which covers industrial organization theory, empirical studies, and policy issues. Contact: Stanley E. Boyle, Managing Editor, Department of Economics, University of Arkansas-Little Rock, Little Rock, Arkansas 72204.

The Journal of Aging Studies is an international and interdisciplinary journal for scholarly papers in the field of aging. It is scheduled to be published quarterly, beginning this year. Contact: Jaber F. Gubrium, Editor, Department of Social and Cultural Sciences, Marquette University, Milwaukee, Wisconsin 53233.

The Journal of Futures Markets is a quarterly journal focusing on analysis and forecasting of futures markets. Contact: Mark J. Powers, Editor, Posers Research, Inc., c/o John Wiley and Sons, 605 Third Avenue, New York, New York 10158.

Women and Work is an annual interdisciplinary review of demographic and legal trends, international comparisons, and theoretical and methodological developments. Contact one of the editors: Laurie Larwood (University of Illinois, Chicago), Ann H. Stromberg (Pitzer College), or Barbara A. Gutek (Claremont Graduate School), c/o Sage Publications, 275 South Beverly Drive, Beverly Hills, California 90212.

EDITOR'S NOTE: Most of these periodicals were included in the newsletter published by Washington Women Economists. We found the listings to be informative and wanted to share them with you. If you know of any new journals that we should list in future issues, please write to the address on the back cover or call Toni Foxx on 202/226-2650. Thank you.

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JOB OPENINGS

Broome Community College, Binghamton, New York 13902, wants to hire a Technical Assistant in the Department of Business to oversee the department's computer facility, including assembling, trouble-shooting, and adding to the PC network system. Experience is required with accounting and business applications on microcomputers. Deadline: April 12, 1987. Contact: Personnel, P.O. Box 1017.

Gettysburg College, Department of Economics, Box 391, Gettysburg, Pennsylvania 17325, seeks an economist for two years as a leave-of-absence replacement. The successful applicant should have a Ph.D. and will teach six classes a year: one or two sections of introductory economics per semester, international trade, and possibly intermediate microeconomic theory, intermediate macroeconomic theory, or history of economic thought. The college anticipates hiring at the Assistant Professor rank, with salary competitive at that level. Review of applications will begin immediately, but applications will be accepted until the position is filled. Please send a letter of application, resume, and references. Contact: Dr. Ann Harper-Fender.

Kansas State University, Department of Agricultural Economics, Waters Hall 342, Manhattan, Kansas 66506, wants to hire an Assistant or Associate Professor, initially to conduct research in agricultural marketing with some emphasis on grain markets and eventually to teach graduate and undergraduate students as well as conduct research. The tenure-track position is full-time for 12-months. A Ph.D. in agricultural economics or economics is required. Candidates should send a letter of application, resume, transcripts of all college and university work, sample publications, and names and addresses of three references. Deadline: June 15, 1987. Contact: Dr. Marc A. Johnson, Head.

M.I.T. - Sloan School of Management, Information Systems Group, 50 Memorial Drive, Cambridge, Massachusetts 02139, is seeking candidates for two tenure-track faculty positions. Candidates should have strong research interests in technical, behavioral, or managerial issues related to the use of information technology in organizations, with substantive backgrounds in information technology or applications. They should have a Ph.D. or prospects for completing the degree by fall 1987. Contact: John C. Henderson, E53-313; telephone 617/253-4319.

Northwestern University, Office of the Provost, 111 Hayden Hall, Boston, Massachusetts 02115, seeks to fill post of the Dean of the College of Business Administration.

Oklahoma State University, Department of Economics, 201 College of Business, Stillwater, Oklahoma 74078-0555, invites applications for the position of Director, Center for Economic Education. This is a nontenure-track administrative position with the possibility of an adjunct appointment with the Department of Economics. A doctorate in economics or a related discipline is required. A starting date of July 1, 1987 is preferred, but September 1 is acceptable. Contact: John Rea, Head.

Sacred Heart University, P.O. Box 6460, Bridgeport, Connecticut 06606-0460, is seeking a Dean for the College of Business Administration and Professional Studies, appointment to be effective July 1, 1987, or as soon as possible thereafter. Candidates must have excellent and appropriate academic credentials, with demonstrated success in teaching and administration; outstanding interpersonal skills and leadership to develop academic programs; and strong attachment to the liberal arts tradition. Deadline: April 27, 1987. Contact: Professor George Miller, Chair, Dean's Search Committee.

(continued)

State University of New York at Buffalo, Office of the Dean of Social Sciences, Box 11, 275 Park Hall, SUNYAB, Buffalo, New York 14260, is seeking a Full Professor in a social science discipline such as political science, economics, sociology, geography, or history with a specialty in Canadian studies. An economist who specializes in Canadian-United States trade would be eligible. Applicants should have a Ph.D. and an established record of scholarship and publication in Canadian studies. The salary is highly competitive. The search will remain open until the position is filled. Applicants should send a resume, names of at least three references, and a letter indicating primary areas of research and teaching. Contact: The Search Committee.

SUNY-Empire State College, 1 Union Avenue, Saratoga Springs, New York 12866, wants to fill the post of Provost and that of Vice President for Academic Affairs. Candidates should have significant college-level teaching experience, advanced level administrative and program development experience, and an earned doctorate. Deadline: Search Committee will begin consideration of applications after March 15, 1987 and continue until the positions are filled.

(You may notice some vacancy announcements whose deadlines have recently passed. This is done intentionally, because deadlines are often extended and such announcements can provide information about the general state of the job market.)

IF YOU WOULD LIKE COPIES OF JOB NOTICES RECEIVED AFTER PUBLICATION OF THIS NEWSLETTER, send a large (9" x 12") self-addressed envelope (with 60 cents postage on it) to: Job Notices List/CSWEP, Attn. Toni Foxx, Congressional Budget Office, Room H2-418A, 2nd & D Street, S.W., Washington, D.C. 20515.

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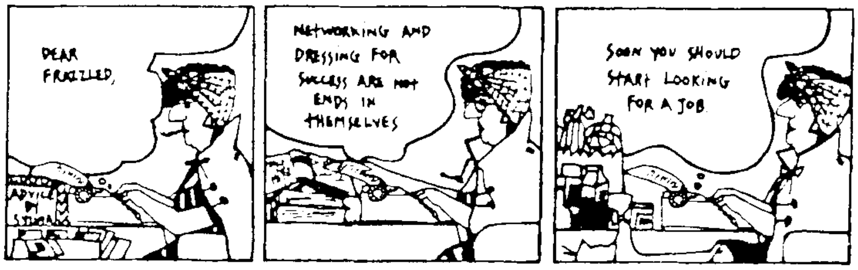

More Sylvia by Nicole Hollander

OTHER SOURCES OF INFORMATION ABOUT JOB VACANCIES

Job Openings for Economists (JOE) is available bimonthly to AEA members and institutions that agree to list their openings. Check with your department, library, or personnel office or subscribe (for $15 a year) by contacting the AEA, 1313 21st Avenue South, Nashville, Tennessee 37212.

In the Boston area, the **Harvard Gazette** lists nonfaculty jobs, including ones on research projects. Subscribe (for $10 per academic year) through the Harvard Office of News and Public Affairs, Holyoke Center 1060, Cambridge, Massachusetts 02138.

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CSWEP

The Committee on the Status of Women in the Economics Profession

CSWEP depends on all of its dues-paying members to continue its activities and maintain its viability within the AEA. In addition to publishing this newsletter, we maintain a roster of women economists that is used by employers. We also organize sessions at the AEA and regional meetings, introduce women's points of view in the Committee work of the AEA (where women are now quite well-represented), and publish an annual report on the status of women in the profession.

If you have not paid your dues for the current membership year (September 1986 - August 1987), we urge you to do so.

If you have, please pass this newsletter on to a student, friend, or colleague and tell them about our work.

Thank you!

NOTICE: STUDENTS DO NOT HAVE TO PAY MEMBERSHIP DUES!!!
JUST SEND IN THIS APPLICATION

To become a dues-paying member of CSWEP and receive our Newsletter and Roster, send this application, with a check for $20 (tax deductible), made out to CSWEP to:

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

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Check here if currently an AEA member _

a student _: INSTITUTION ______________

CSWEP: PEOPLE TO CONTACT

General Policy Matters	Isabel V. Sawhill, Chair, The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037
Items for Newsletter	Nancy M. Gordon, Congressional Budget Office, 2nd & D Streets, S.W., Washington, D.C. 20515
Dues, Change of Address, Roster	Joan Haworth, Membership Secretary, 4901 Tower Court, Tallahassee, FL 32303
CSWEP East	Beth E. Allen, Dept. of Economics, University of Pennsylvania, 3718 Locust Walk CR, Philadelphia, PA 19104-6297
CSWEP South	Marjorie B. McElroy, Department of Economics, Duke University, Durham, NC 27706
CSWEP West	Shulamit Kahn, School of Social Sciences, University of California, Irvine, CA 92717
CSWEP Mid-West	Katharine C. Lyall, University of Wisconsin System, 1220 Linden Drive, Madison, WI 53706

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