



# American Economic Association

1989 Committee on the Status of Women in the Economics Profession

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## NEWSLETTER

Spring/Summer Issue - July 1989

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### Please Share!

**Please send any quips or quotes you think readers of the  
Newsletter will enjoy to: Cecilia Conrad, Department of  
Economics, Barnard College, New York, NY 10027**

**\*\*\*\*WELCOME TO NEW CSWEP BOARD MEMBER**

**Daniel Newlon, National Science Foundation**

## NONACADEMIC CAREERS IN FINANCIAL SERVICES: A PERSONAL PERSPECTIVE

Laurie Goodman, Goldman, Sachs & Co.

I have had four jobs since completing my Ph.D. My first position was an academic appointment, teaching finance at New York University's Graduate School of Business. My second position was as an economist at the Federal Reserve Bank of New York. My third and fourth positions have been research positions in investment banking--first at Citicorp and currently at Goldman, Sachs & Co. Each provided somewhat different day-to-day job content, different rewards and frustrations, and different opportunities for advancement.

When I was completing my Ph.D., I had significant doubts as to whether or not I wanted an academic career. On the one hand, I liked the idea of flexible hours, since I knew I wanted to have a family. On the other hand, I always viewed myself as very practical, wanting to solve real world problems, even if the solutions were not as elegant as those obtained from hypothetical exercises. I initially took a teaching job in a business school, figuring the orientation would be a bit more practical than in an economics department, but I lacked the knowledge of markets and institutions to choose practical research topics. In addition, promotion was based on getting articles in top journals--something that was inconsistent with my notion of solving real problems with less elegant solutions. By May of my first academic year, I decided to accept a position at the Federal Reserve Bank of New York.

My job at the New York Fed consisted of three different parts: (1) keeping senior bank management abreast of developments in my area of expertise (which was international financial markets), (2) "firefighting" in my area of expertise, and (3) long-term research projects, usually instituted at my initiative. I particularly enjoyed following markets on a day-to-day basis. Firefighting--doing the best job you can on a project in a short time frame--was a challenge. In addition, firefighting often provided ideas for long-term research projects.

I also found the regimen of a job with regular hours rewarding in another way--I was able to leave my work at the office. When at work, I worked hard. When at home, I didn't feel obliged to think about my projects at work. When I was teaching I was never able to make a distinction between work and the rest of my life. I thought that I should be working when I was at home and, hence, never felt that I had free time. Moreover, I found that working regular hours was not inconsistent with raising a family. In fact, professional jobs are exactly that. If you get your work done, nobody remembers that you came in at noon one day because your child had a doctor's appointment or your child made it clear that he wanted you at his kindergarten class play. I had my two oldest children (currently ages 7 and 6) while at the Federal Reserve Bank of New York. With four children (my third was born while I was employed at Citibank, my fourth while I was employed by Goldman), I have been surprised at how relatively few truly irresolvable time conflicts there are.

In any case, after three professionally rewarding years at the New York Fed, I had begun to outgrow my job. I knew I wanted to move into the private sector, but didn't know what type of position would be best.

Historically, positions for economists in financial services have been in economic forecasting. Many of the people I had known at the Fed had left for positions of this type. However, in the past six to seven years, financial firms have cut back on the number of employees doing economic forecasting and are employing more economists as microeconomic/financial analysts. This type of position requires a finance background, which I could argue that I had acquired by teaching in a business school, taking some finance courses in graduate school, and working on finance-related topics at the New York Fed.

Thus, after four years and a few months at the New York Fed, I resigned to join a small research department in the investment banking group at Citibank. The job itself was a mix of short-term and long-term projects. The short-term projects were often specific requests from customers or traders. Some long-term projects were directly oriented toward the firm's transactions--working with a specific trading desk to develop a methodology that allowed the traders to hedge their position or to price a new product. Other long-term projects included general research on futures options, swaps, and cash instruments to educate the salesforce and customers, and eventually to generate trades.

After almost three and a half years at Citibank, I left for a job at Goldman Sachs. The work at Goldman is very much like the work at Citibank, again being a mix of short-term and long-term projects. Because I am now part of a larger department, I specialize a bit more. I also work more on long-term projects, often involving new products, and spend less time providing support for minute-to-minute trading and sales than I did at Citibank.

Research on fixed-income financial instruments is an exciting field. You can see the results of your efforts in the way traders price or hedge their products or in sales to major customers that result from your analysis. While the issues are less global and less policy-oriented than at the Fed, you personally have more of an impact.

There are also a number of opportunities for career advancement. Researchers in the fixed-income area often advance in research in the same firm or switch firms to head a research department. Others move from a research position into a trading or sales position, putting them closer to the action.

Thus, in the decade since graduate school, I have had a succession of interesting jobs. With each job, I learn a bit more about myself--what I like and what I don't, what my strengths and weaknesses are. As a result of these varied experiences and the growth that has come from them, I am better rounded and more valuable to any employer than I was a decade ago.



More Sylvia by Nicole Hollander

## MATERNAL AND PARENTAL LEAVE POLICIES FOR FACULTY

Cecilia A. Conrad

A critical problem for women who wish to have both children and an academic career is the coincidence of the tenure clock and the biological clock. While politicians, the media, and the popular press have focused considerable attention on the problems of working mothers in the corporate world, there has been relatively little investigation of the problems of balancing the demands of a family and an academic career. To an outsider, college teaching may seem an ideal vocation to combine with motherhood. As one friend, an investment banker, commented, "You have summers off and you don't teach on Fridays." The problem is that babies don't always arrive between May and August and if one has any aspirations for tenure, Fridays (Saturdays and Sundays, too) are for research, not child care. How flexible are universities and colleges towards faculty who are trying to combine family, research, and academic responsibilities?

The Office of Institutional Research at Yale University conducted a survey of maternal and parental leave policies in 1987 at 11 top-ranked schools, which is reported in Table 1. In most cases, pregnancy was treated as a disability. Paid leave was available from between one month and six months, depending on the school and state law. Paid paternity leave, adoption leave, or child care leave were generally not available at the time of the survey. All of the institutions surveyed allowed for "time off" the tenure clock.

Barnard College has a particularly flexible maternity and parental leave policy that was adopted in 1986. Pregnant eligible faculty may elect to take disability leave or, in lieu of disability leave, may take a half-year leave of absence at one-half salary but with full nonsalary benefits. Parental leave is available for both male and female faculty. New parents may elect leave without pay for up to two half-year periods. There is no reduction in nonsalary related benefits during these leaves. Or, new parents may elect to have their teaching loads reduced by one-third with no reduction in salary or benefits. Even if the faculty members continue to teach full time, they may stop their tenure clocks for one year per birth, although there is a two-year cap for each member of the faculty.

The desirability of such a flexible policy is supported by a study by Cole and Zuckerman. That research revealed that, although childbirth did tend to reduce the research output of women scientists in the short run, it had little effect in the long term. Such findings suggest that flexible policies, particularly those that delay the tenure decision to allow time for research to catch up, should be encouraged.

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1. Jonathan Cole and Harriet Zuckerman, "Marriage, Motherhood and Research Performance in Science," Scientific American, vol. 256 (February 1987), 119-125.

Faculty Maternity/Paternity/Child Care Policies 1/12/87\*

<u>Schools</u>	<u>Maternity** Leaves</u>	<u>Adjusted*** Tenure Period</u>	<u>Paternity Leave</u>	<u>Adoption Leave</u>	<u>Childcare Leave</u>	<u>Eligibility Requirement</u>
A. Brown	Automatic leave eligibility with salary for 6 weeks. If longer disability (with physician's statement), salary up to 6 months as for other disabilities.	May extend pre-tenure period.	May take leave without pay.			All faculty (50+% except adjct, visiting & post docs.
B. Chicago	May request paid leave up to 6 weeks. If longer disability, handle as any illness (may need physician's statement). May request additional unpaid leave (at discretion of chair/dean). May not require use vacation.	May extend pre-tenure period.	May take leave without pay.			All faculty & non-faculty academic staff w/4-Q (11-month); not 3-Q (9-month).
C. Columbia	Treated as medical disability. If leave for medical disability, first 6 months at full salary, next 6 months at 2/3 <u>salary</u> . Can continue if opted special insurance.	May extend pre-tenure period.	May take leave without pay. Part-time appointments available for parents.			All full-time faculty.
D. Cornell	Treated as any disability; salary continues while temporarily disabled for 1 month. If longer disability (may need physician's statement), salary up to 6 months with Provost's approval.	May extend pre-tenure period.	No	No	No	All academic appointments.
E. Dartmouth	Full compensation for 1 of the 3 regular terms. After 6 months of illness, may apply for disability.	May extend pre-tenure period.	May take leave without pay.			All faculty incl. Lecturers & Sr. Lecturers w/2 years
F. Harvard (Arts & Sciences)	May request paid leave up to six <i>weeks</i> or short-term relief from teaching obligations. For longer disability, handled as illness. (May need medical certificate.)	May extend pre-tenure period pay. 1 year @ child; max 2 years.	May take leave without pay.			Faculty with appointments greater than 1 year.
G. MIT	May use accumulated sick pay (for any disability including normal delivery), whether within or beyond 8 weeks. May use accrued vacation pay within the approved leave period.	May extend pre-tenure <u>period to</u>	Parental leave w/o pay up to 8 weeks. May extend w/ review. May use total accrued vacation.			All faculty 50+% time.
H. Penn	Receive 1 month sick leave with up to 5 additional months of extended sick leave with pay.	May extend pre-tenure period	May take child-rearing leave: 1 year off at 1/2 pay; 1 year per 2 yrs. up to 3 years if "approved of 1/2-time child care leave." leave; max 3 yrs.			All faculty.
I. Princeton	If incapable of performing regular duties, disability pay up to 26 weeks (or 1/2 pay if partial work reduction). (This follows New Jersey disability law.) Treated as any medical disability.	May extend pre-tenure period; pay. 1 year @ child; max 2 years.	May take leave without pay.			All continuing faculty.
J. Stanford	If take short-term disability, receive full <u>salary</u> for 90 days; after this go on long-term disability at 2/3 pay. May take leave without pay or use sabbatical leave accumulation. Maternity leaves have priority over other leaves.	May extend pre-tenure period; 1 year @ child; max 2 years.	No	No	No	All faculty plus Sr. Lecturers on continuing term.
K. Yale	Treat as any disability for faculty.	May extend pre-tenure period.	May take leave without pay.			All faculty. Policies differ in Med. & Nursing.

\* Changes since 12/16/86 chart are shown in *italics*.

\*\* For these schools, faculty do not accrue sick leave or vacation time in the same way that nonacademic staff do. For brief illnesses, accommodations are made within the department or school. Temporary health impairments (including maternity and childbirth) are covered by short-term disability policies. Extended health impairments are covered as long-term disabilities. Most schools noted that individual departments or schools often accommodate teaching schedules and administrative loads for maternity and childbirth.

\*\*\*Covers all four leave types shown here.

(Office of Institutional Research, Yale University, New Haven, CT 06520 1/12/87)

## DO PATTERNS OF CITATIONS DIFFER FOR WOMEN AND MEN?

Marianne A. Ferber, University of Illinois

Are scholars able to recognize merit equally in their peers whether they are men or women? Recognition in economics and other academic disciplines is achieved by participating in meetings and conferences, serving in associations, presenting seminars, publishing and being cited. Each of these depends, to a considerable degree, on colleagues' willingness to extend invitations, nominate, recommend, and cite. If researchers tend to recognize merit more readily in colleagues of their own gender, members of the minority are at a disadvantage in establishing a reputation. To shed some light on this question a study published in Gender and Society examines whether men and women differ in the extent to which they cite authors of the same and the opposite sex.J

For each of five disciplines- -developmental psychology, financial economics, labor economics, mathematics, and sociology--all articles in U.S. and Canadian journals written by one or more women, and a random sample of the same number of articles in the same subfields written by men only were chosen from the 1982 and 1983 issues of the appropriate journals that provide lists of articles published. All references in both sets of articles to publications written by women only, by men only, and by at least one woman and one man were then counted.)

In each of five fields, references to women's publications (and to publications by joint authors) constitute a larger percentage of all citations among women than men authors. The differences are statistically significant at the 1 percent level in all cases, and tend to be larger in fields with a smaller proportion of women. Citations of publications of women as a percentage of all citations are 29.1 and 18.1 in developmental psychology, 15.8 and 7.5 in sociology, 4.8 and 1.2 in mathematics for articles written by women and by men, respectively.

Because the pool of citable authors includes past as well as present writers, we do not know to what extent the distribution of citations departs from the gender distribution of this pool. This does not, however, influence the principle conclusion that scholars are more inclined to cite authors of the same gender.

One can only speculate about the reasons for another interesting finding: the ratio of citations by men compared with citations by women of publications written by women rises as the proportion of women in the field increases--from 0.3 in mathematics to 0.6 in developmental psychology. Perhaps women authors become less invisible in fields where there are more women authors who cite their work. It may also be that men who enter fields with more women are more accepting of them.

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1. M.A. Ferber, "Citations and Networking," Gender and Society, vol. 2, March 1988, pp. 82-89.
  2. For details, see also M.A. Ferber, "Citations: Are They an Objective Measure of Scholarly Merit?" Signs: Journal of Women in Culture and Society, vol. 11 (Winter 1986): 381-89.

## GETTING ON THE PROGRAM AT THE 1990 AEA MEETING

Now is the time to think about submitting an abstract, or a proposal for an entire session, in order to participate in the AEA's annual meeting in December 1990. CSWEP generally organizes six invited sessions each year. The sessions are based on a combination of submitted proposals and invited papers.

For 1990, we expect to organize three sessions on gender-related topics and three sessions dealing with science, technology, and productivity. Specific possibilities for the latter group include:

- International trade and productivity;
- Game theory and experiments in R&D;
- Industry studies and engineering economics; and
- Economic history of science and technology.

Although abstracts and proposals for the six sessions will be accepted for several months, the ones that are submitted early have the best chance. Send your materials to: Nancy M. Gordon, CSWEP Chair, Congressional Budget Office, U.S. Congress, Washington, DC 20515

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## SWAPPING CHILD CARE AT THE AEA MEETINGS

Several AEA/CSWEP members have expressed a desire to share child care with other parents at the AEA/ASSA Winter Meetings and CSWEP is happy to operate as a clearinghouse. If you know you'll be attending and want to swap child care during the meetings, send

- Your name, address, and telephone number;
- The number and ages of your children;
- The age ranges of children you'd consider caring for; and
- If possible, two self-addressed stamped envelopes.

Mail to: CSWEP/Child Care, c/o Shulamit Kahn  
Boston University, School of Management  
704 Commonwealth Avenue, Boston, MA 02215

Because some parents will make their plans contingent on whether child care is available, we'll send all respondents a completed list of other respondents' information both in the late Summer and again in the late Fall. Information about parents who respond to a similar notice that will appear in the Fall Newsletter will be incorporated in the second list.

Please note that this is a voluntary, cooperative arrangement among the participants and that the AEA can assume no liability related to it.

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CSWEP ACTIVITIES AT THE SOUTHERN  
ECONOMIC ASSOCIATION MEETING  
Orlando, Florida  
November 19-21, 1989

CSWEP-South will sponsor two sessions at the Southern Economic Association (SEA) meeting.

Government Policy, Women's Labor Supply,  
and the Academic Labor Market

Chair: Mary Jean Horney, Furman University

PaDers

"Labor Supply Effects of Government Transfers, in Cash and in Kind," Barbara Steinberg, Vanderbilt University

"The Incentive Effects of Medicaid on Women's Labor Supply," Anne E. Winkler, University of Missouri-St. Louis

"The Academic Labor Market for Women," Ana Maria Turner Lomperis, University of Maryland

Discussants

Kathryn Anderson, Vanderbilt University  
Virginia Wilcox-Gok, Rutgers University  
Ronald Warren, University of Georgia

A Panel Discussion of "Cultural Diversity in Economics, Continued"

Chair: Robert W. Clower, University of South Carolina

Panel

"Interpretive and Feminist Economics," Arjo Klamer, University of Iowa

"How Economists Always Come to Conclusions They Like," Barbara R. Bergmann, American University

"Gender and Economic Theory," Diana L. Strassmann (Rice University) and Karey Harrison (University of Wisconsin at Stephen's Point)

CSWEP-South will also sponsor a business meeting, to which everyone is invited. The business meeting will be followed by a cocktail party in honor of women in the job market and everyone is urged to attend. Times and places to be announced in the Fall issue.

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## RESEARCH FUNDING

**Women in Science and Engineering.** To encourage research in the educational and career development of women in science and technology (including economics), the Division of Social and Economic Science at the National Science Foundation welcomes proposals for research on women in science and engineering.

The United States now faces a critical and growing shortfall in its supply of scientists and engineers due to demographic changes in the college-age population and a declining interest in careers related to science and technology. This shortfall underscores the importance of attracting women into these fields. Moreover, doing so is necessary if differences in men's and women's roles in science and engineering are to be eliminated. Too many of the best and the brightest women now drop out of science at every step in the educational pipeline, from grade school, where mathematics is deemphasized, to graduate school, where women choose nonscientific fields of study or stop graduate training in science before receiving their Ph.D.'s. Those who complete their scientific or technical training too often end up in marginal or "off-line" positions lacking professional status, security, or prospects for advancement.

The dynamics underlying educational and career choice and career development in science and technology is by no means clear. In proposals submitted for consideration, emphasis should be placed on theoretically driven research analyzing the social, institutional, and personal factors impeding and facilitating women's career development. Particularly desirable would be a dynamic focus investigating the cultural, structural, and interpersonal forces that influence one or more of the following: the performance and aspirations of grade school children, the curriculum choices and career plans made in high school and college, the decision to pursue (or not to pursue) graduate studies, the early occupational choices and performance of women scientists and engineers, and, finally, women's long-term productivity and career achievements. Similarities and differences in the experiences of women and men across various fields of science could also be investigated.

Priority will be given to proposals that exploit the research potential of existing data bases (such as the Survey of Doctoral Scientists and Engineers or the High School and Beyond Survey) to capture the dynamics of career development. However, proposals addressing other issues, such as institutional constraints not captured in existing surveys, are also welcome.

Proposals for this initiative must be submitted to NSF in accordance with the guidelines in Grants for Research and Education in Science and Engineering (NSF 83-57, rev. 11/9/87; "Cover Sheet for Proposals," rev. 10/88) by August 15, 1989. Call Dan Newton or Lynn Pollnow, NSF Economics Program Directors, at 202/357-9674 if you have any questions. Proposals will be reviewed according to the usual procedures of the National Science Foundation.

**NOTE: PROPOSALS ARE DUE AUGUST 15, 1989.**

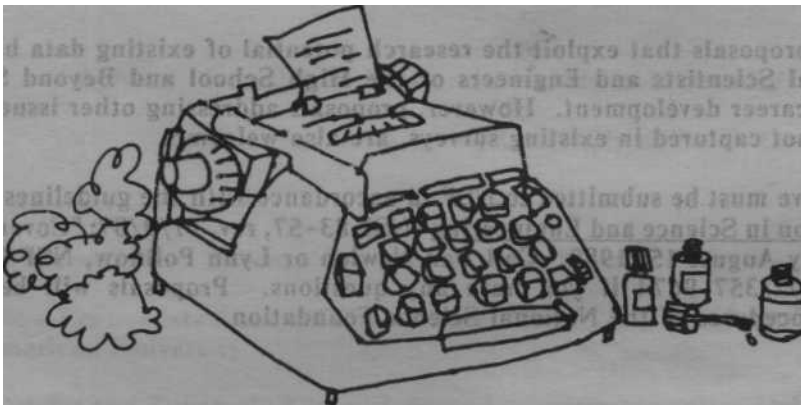
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## CALLS FOR PAPERS

**The Eastern Economic Association's 16th Annual Convention will be held March 30-April 1, 1990** in Cincinnati, OH. Persons who wish to have a paper and/or session considered for presentation should request a submission form from the EEA by calling 609/771-2657 or writing to the Eastern Economic Association, Trenton State College, Trenton, NJ 08650-4700. The deadline for submitting the form and two copies of the abstract(s) is **November 1, 1989**.

**The Midwest Economic Association's Annual Meeting** will be held March 29-31, 1990 at the Palmer House Hotel in Chicago, Illinois. If you wish to have a paper and/or session considered for presentation, write to Professor Hirschel Kasper, Department of Economics, Oberlin College, Oberlin, OH 44074. **Be** sure to enclose a check for \$6, unless you have already paid your MEA dues, as well as your name, institutional affiliation (if any), and address. The deadline is **October 2, 1989**.

**The Second International Conference on Research in the Consumer Interest will be held August 19-11, 1990** in Snowbird, Utah, with a theme of "Enhancing Consumer Choice." Research on the processes of consumer choice and the environmental factors that constrain and expand choice will be presented. The deadline for submitting completed papers or abstracts is **December 1, 1989**. Papers submitted must not have been previously published or currently be under consideration elsewhere. Submissions, requests for abstract guidelines, or other inquiries should be sent to Professor Robert N. Mayer, Chair, ACCI Research Committee, Department of Family and Consumer Studies, University of Utah, Salt Lake City, UT 84112; 801/581-5392.



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**More Sylvia by Nicole Hollander**

### INTERESTED IN MODEL CHILD-CARE PROGRAMS?

The Congressional Caucus for Women's Issues honored the child-care programs of four universities (the California Institute of Technology, The University of Maine-Fort Kent, the University of Southern Maine, and the University of Puerto Rico) and many private companies. Contact the Caucus at 2471 Rayburn House Office Building, U.S. Congress, Washington, DC 20515 for more information.

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## FELLOWSHIPS

**1990-91 Fulbright Scholarship Program.** The Council for International Exchange of Scholars has announced the opening of competition for 1990-91 Fulbright grants in research and university lecturing abroad. There are openings in over 100 countries and, in many regions, the opportunity exists for multicountry research. Fulbright awards are granted in virtually all disciplines, and scholars in all academic ranks are eligible to apply.

Application deadlines for the awards are:

September 15, 1989: Africa, Asia, Europe, the Middle East, and lecturing awards to Mexico, Venezuela, and the Caribbean;

November 1, 1989: Institutional proposals for Scholar-in-Residence Program; and International Education Administrators Program in the Federal Republic of Germany, the United Kingdom, and Japan; Seminar in German Civilization;

January 1, 1990: NATO Research Fellowships and Spain Research Fellowships.

For more information and applications, call or write Council for International Exchange of Scholars, 3400 International Drive, Suite M-500, Washington, DC 20008-3097 (202/686-7866).

**National Science Foundation (NSF), Visiting Professorships for Women,** enable women scientists or engineers to undertake advanced research at a host university or four-year college. In addition to research responsibilities, the awardees lecture, counsel, and work to increase the visibility of women scientists. Applicants must hold a doctorate in a field of research supported by NSF; have independent research experience; and be currently or recently affiliated with an institution of higher education, a research institute, government, or industry in the United States. The usual award is for a period ranging from 12 to 24 months. Funds may be requested to defray costs of salary, travel, relocation, and research. Contact: Program Director, NSF Visiting Professorships for Women, Room 1225, National Science Foundation, Washington, DC 20550 (202/357-7734). Deadline: November 15, 1989.

To help increase the number of women in scientific research, the National Science Foundation has published Research Opportunities for Women. This booklet lists the different programs available for women to expand their research. Copies are available free from the Research Opportunities for Women Coordinator, Room 1225, National Science Foundation, Washington, DC 20550.

**Women's Research Awards - \$500 each.** Presented annually by the National Association of Women Deans, Administrators, and Counselors for outstanding research on women. Research manuscripts on any topic relevant to the education and personal or professional development of women or girls are considered. One award is presented to a student enrolled in a graduate program. The second, to any researcher. Contact: Mary Dawn Bailey, Urban Institute, University of North Carolina at Charlotte, Charlotte, NC 28223 (704/547-2307). Deadline: November 1, 1989.



## RECENT PUBLICATIONS OF INTEREST

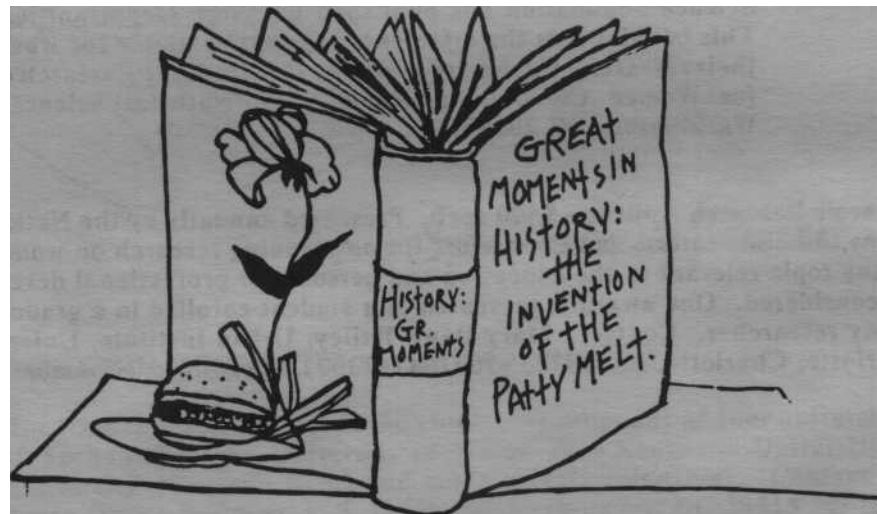
"**The Annual Report on the Economic Status of the Profession, 1997-98,**" which reports on salaries in academia, appears in the March-April 1988 issue of Academe. That issue is available for \$25 from AAUP, Suite 500, 1012 14th Street, N.W., Washington, DC 20005.

In 1984, the U.S. Supreme Court in Grove City College v. Bell severely restricted Title IX's jurisdiction- -prohibiting sex discrimination only in those programs and activities receiving federal money. On March 22, 1988, however, Congress enacted the Civil Rights Restoration Act of 1987 to restore Title IX coverage so that once again it applies to the entire institution regardless of where federal funds are used. **The Restoration of Title IX: Implications for Higher Education** summarizes Title IX and discusses who is covered, who is exempt, what constitutes discrimination, and how students and employees are to be treated. Copies are available for \$5 (prepaid) from AAC/PSEW, 1818 R Street, N.W., Washington, DC 20009. Bulk rates are available.

**Pay Equity: Empirical Inquiries** was published recently by the Panel on Pay Equity Research, of the Committee on Women's Employment and Related Social Issues, of the National Research Council. Comparable worth programs, which attempt to set wages so that gender is not a determinant of pay, are often the subject of intense debate. This volume reports on several original research projects that address various aspects of comparable worth programs. It may be purchased for \$27.95 (paperbound), or \$37.95 (hardbound) from the National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418.

**Women in Academe: Progress and Prospects,** edited by Mariam K. Chamberlain. The role of women in higher education, as in many other settings, has undergone dramatic changes during the past two decades. Changes in the role of women as students, faculty, and academic administrators are assessed in the papers contained in this volume. It may be purchased for \$29.95 from the Russell Sage Foundation, 112 East 64th Street, New York, NY 10021.

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**More Sylvia by Nicole Hollander**

## SHORT NOTES

After a distinguished career at Wellesley College, **Carolyn Shaw Bell** has retired from teaching. She is, however, continuing her consulting, research, publishing, and lecturing.

**Andrea H. Beller** gave birth to a baby girl, Shira Ellen Stolarsky, on August 24, 1988. Congratulations!

**Rebecca Blank** has accepted a position as a tenured Associate Professor at Northwestern University, but first she will serve as a Senior Staff Economist at the Council of Economic Advisers until August 1990.

**Ivy Broder** will be on leave from American University starting August 15, 1989, in order to serve for a year as one of three Program Directors for Economics at the National Science Foundation.

**Susan Carter** has been granted tenure at Smith College. Congratulations!

**Susan Collins** will be on leave from Harvard University while she serves as a Senior Staff Economist at the Council of Economic Advisers.

**Deborah M. Figart** has received a Fullbright Research Fellowship for 1989-90. The study, entitled "Working Women in a Uniting Europe," will take her to seven countries of the European Economic Community.

**Margorie Flavin** of the University of Virginia and **Elizabeth Hoffman** of the University of Arizona will be joining the Economics Advisory Panel for the National Science Foundation's Economics Program.

**Joni Hersch** has accepted a position as Associate Professor of Economics at the University of Wyoming.

## JOB OPENINGS

For academic positions, the information is usually presented in the following order: university and person to contact; level of position (such as associate or visiting professor); specialization; whether the position is tenure track/tenured or not; whether a Ph.D. is required; and deadline for [applications](#). [NA](#) means that the information is not available.

### ACADEMIC POSITIONS

**Bates College**, Department of Economics, Campbell Professorship Search Committee, 11B Libbey Forum, Lewiston, ME 04240; full; macroeconomics or labor, with an interest in policy analyses; yes; yes, until filled; EO/AA employer.

**Temple University**, Elliot Koffman, Department of Computer and Information Sciences, Computer Activities Building, 38-24, Philadelphia, PA 19122; several; information systems, computer science; both; yes; until positions filled.

Yale University, Richard C. Levin, Chair, Department of Economics, New Haven, CT 06520-1972; yes; economic history; yes; yes; until filled.

### OTHER

**The American Association of Retired Persons (AARP)**, Public Policy Institute, Louise B. McFarland, Senior Personnel Specialist, 1909 K Street, N.W., Washington, DC 20049; labor economist (EW865); advanced degree in economics or related field, five or more years policy development and research experience specifically in the area of employment, income, and pension policies as they relate to older women.

**Resources for the Future**, Debbie Groberg, Box ENR, 1616 P Street, N.W., Washington, DC 20036; Research Assistant for Energy and Natural Resources Division. Full-time position; one year appointment with possibility of extension. Strong statistics, economics, and computer programming background, including expertise with computer software. Ability to independently manage tasks, including the collection and organization of data.

**EDITOR'S NOTE:** You may notice some vacancy announcements whose deadlines have recently passed. They are included 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 65 cents postage) to: Job Notices List/CSWEP, Attn. Toni Foxx, Congressional Budget Office, U.S. Congress, Washington, DC 20515.

NOTE: Additional information is provided in **Job Openings for Economists (JOE)**. It 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, TN 37212.

# 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. In** addition to publishing the Newsletter, we maintain a Roster of women economists that is used by members, employers, organizations establishing advisory groups, and the like. We also organize sessions at meetings of the AEA and the regional economics associations 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 (July 1, 1989 - June 30, 1990), 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!

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

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

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

**NAME**

**MAILING ADDRESS**

**CITY, STATE, ZIP**

Check here if currently an AEA member

a student: : Institution

**CSWEP: PEOPLE TO CONTACT**

General Policy Matters	<b>Nancy M. Gordon, Congressional Budget Office, 2nd &amp; D Streets, S.W., Washington, DC 20515</b>
Items for Newsletter	<b>Nancy M. Gordon, Congressional Budget Office, 2nd &amp; D Streets, S.W., Washington, DC 20515</b>
Dues, Change of Address, Roster	<b>Joan Haworth, Membership Secretary, 4901 Tower Court, Tallahassee, FL 32303</b>
CSWEP East	<b>June O'Neill, Baruch College, Box 348A 17 Lexington Avenue, New York, NY 10010</b>
CSWEP South	<b>Marjorie B. McElroy, Dept. of Economics, Duke University, Durham, NC 27706</b>
CSWEP West	<b>Shelly Lundberg, Department of Economics, University of Washington, Seattle, WA 98195</b>
CSWEP Mid-West	<b>Nancy M. Gordon, Congressional Budget Office, 2nd &amp; D Streets, S.W., Washington, DC 20515</b>

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