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## American Economic Association

1997 Committee on the Status of Women in the Economics Profession  
<http://www.denison.edu/economics/cswep>

### Newsletter

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## **Economics and the World Wide Web: Economics Information, Teaching Resources, and Women's Issues<sup>1</sup>**

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### **Introduction**

Economists have more opportunities to take advantage of the Internet than most academic professions because they use many public data sources. The World Wide Web has a treasure house of both historical and new data that is easy to find and download. In addition, the use of the Internet for providing working papers and pre-prints has become important in economics, following the lead of some of the science professions. The web is also used productively in the economics classroom in the form of course homepages and student web projects. At the same time, the web has plenty of "junk" sites and sites with biased points of view. How can some of the useful sites be located without sorting through the undesirable ones? Below, I discuss a few general web sources of economic information and on-line working papers, sources of economics data, sources of teaching information, web pages of organizations and journals, and a few web sources for women's issues.<sup>2</sup>

### **Web Sources for General Economic Information and Interest**

Economists using the web are fortunate to have two of the most thorough and up-to-date web meta-resources available. Bill Goffe's "Resources for Economists on the Internet" is an on-line web publication that is thoroughly indexed to all types of economic information available on the web, can be searched by keywords, and is hotlinked to the final web sites. Likewise, George Greenwade has a gopher site with a vast number of links to economic information and data. Bob Park's project to provide electronic pre-prints of economics articles on the web is also an important source for students or instructors working on research projects.

- ◆ *Resources for Economists on the Internet.*  
<<http://econwpa.wustl.edu/EconFAQ/EconFAQ.html>>

Bill Goffe's current hypertext guide has links to all known economic information on the Internet. To use this guide, click the information you want or put a keyword into the search engine provided with the document. When the search engine provides a list of links, the first click takes you to a section of the Goffe document that describes this site. Within or following this description, there is a link to the site itself. Thus you can go to any economics site location from these pages. Goffe also describes the economics listserv discussion groups on the Internet (PolEcon, Femecon, Tch-econ, Econ-ed, etc.), along with the addresses needed to join.

◆ *Sam Houston State University Gopher.* <[gopher://niord.shsu.edu](mailto:gopher://niord.shsu.edu)>

George Greenwade maintains the largest and most comprehensive Gopher source for economics information. From this list of over 150 items, most of the economics material on the Internet can be reached. This site also archives the discussions of the listserv Pol-Econ, a group which has very interesting debates on economics issues.

◆ *Directories of Economists on the Web*

There are two sites with lists of economists home pages on the web. Kuan-Pin Lin has a searchable page at <<http://eclab.ch.pdx.edu/ecwww/>> and Jeremy Irons links to economists home pages from <<http://www.mit.edu:8001/people/irons/ecgeek.html>>. On both sites, economists can add their names via a form on the page. A quick check revealed that less than three percent of the approximately 240 names link to women's home pages. The American Economics Association Directory of Members can be searched at <[gopher://mundo.eco.utexas.edu/77/aea/dir/index](mailto:gopher://mundo.eco.utexas.edu/77/aea/dir/index)>, and web sites of Departments of Economics are listed at <<http://castle.uvic.ca/econ/depts.html>>.

◆ *Web sites for Working Papers and Pre-prints*

Working papers on the web provide extensive sources of searchable economic papers on all subjects. The working papers or pre-prints provide rapid dissemination of new research and thus provide faculty and students access to some of the newest ideas and analysis. In some of the sciences, papers are routinely published online immediately after acceptance by a journal, followed by the printed version later. The major economics sources for working papers are Bob Parks' Econ-WP: Economics Working Papers Archive at <<http://econwpa.wustl.edu/Welcome.html>>, the BibEc Bibliography of Working Papers <<http://netec.mcc.ac.uk/~adnetec/BibEc/BibEc.html>>, and the National Bureau of Economic Research <<http://www.nber.org/>> for MBER working papers.

## **Web Sources for Economics Data**

◆ *FedWorld Information Network* <<http://www.fedworld.gov>>

FedWorld is the U.S. Government online information source, introduced by National Technical Information Service (NTIS). According to its description, "It provides a comprehensive central access point for locating and acquiring government information. The goal of NTIS FedWorld is to provide a one-stop location for the public to locate, order and have delivered to them, U.S. Government information."

◆ *Bureau of Labor Statistics LABSTAT* <<http://stats.bls.gov/blshome.html>>

The Bureau of Labor Statistics public database LABSTAT, provides current and historical data for 26 surveys of labor market and related conditions. It is also the source for CPI press release <http://stats.bls.gov:80/cpihome.htm>. LABSTAT uses the BLS forms format so users can easily access the desired data by typing an "order" into the form.

◆ *Federal Reserve Data from FRED* <http://www.stls.frb.org/fred/>

The St. Louis Federal Reserve Data Base FRED has lots of data. For a fast start, go directly to the index for FRED data sets at <http://www.stls.frb.org/fred/dataindx.html>, which have links to GDP data, price data, employment data, financial and monetary data, exchange rate and regional data. This directory contains data on money supply, interest rates, flow of funds tables, industrial production and capacity utilization, and other data from the Federal Reserve Board.

◆ *U. S. Bureau of the Census Home Page* <http://www.census.gov/>

This server provides a huge amount of information on population, households, economic indicators, sectors in the economy, Statistical Abstracts, and much more.

◆ *Economics and Statistics Administration* <http://www.doc.gov/>

Entry point to several services, including the Bureau of the Census household and business demographic data and to STAT-USA (which requires a subscription), information on economic, business, and social/environmental program data from over 50 Federal sources), and to the Bureau of Economic Analysis' Domestic, International, and Regional Economic Accounts.

◆ *Financial Economics Server from U. of TX* <http://riskweb.bus.utexas.edu/finweb.htm>

This Web site provides up-to-date information on a wide range of financial information.

◆ *THOMAS: Library of Congress Legislative Information* <http://thomas.loc.gov/>

The Library of Congress Web site provides the full text of legislation for House and Senate bills searchable by keywords or bill number, the full text of the Congressional Record, daily accounts of proceedings on House and Senate floors, and the text of *How Our Laws Are Made* by Edward F. Willett, Jr., House Law Revision Counsel. More generally, the Library of Congress Web pages also provide historical collections and descriptions of some of the Library's special collections, and several exhibits. Also very useful is LOCIS, the Library of Congress Information System, which is

searchable by keywords.

◆ *CHASS Data and Penn World Tables* <<http://www.epas.utoronto.ca:5680/>>

This Toronto site is a source for Canadian data (census, economics data) and the Penn World Tables (PWT 5.6) international data covering 29 macroeconomic variables for 152 countries covering the years 1950-92.

◆ *Economic Growth Resources* <<http://www.nuff.ox.ac.uk/Economics/Growth/>>

This site is a guide to economic growth resources – data, literature, working papers, etc. – on the Internet

◆ *Hoovers Online* <<http://www.hoovers.com>>

Hoovers provides a wealth of information covering 10,000 companies. It has free searches and company capsules, stock information on companies, 5000 company websites, etc., many guides and books. Additional information is available through an on-line subscription.

### Web Sources for Economics Teaching Information

The purpose of some web sites is to provide information to assist economics teaching and educators. Other sites are useful for teaching because they can be the basis of economics classroom exercises that generate economic exploration by students. A third type of teaching site is the course homepage created by the teacher to support a particular course. These course homepages, which include syllabi, assignments, projects, communication through listservs or chat groups, can also be useful browsing for other economics teachers when preparing a new course. In addition to those below, many other specialty sites are available, for example, covering experimental economics, antitrust economics, economics and the law, etc.<sup>5</sup>

◆ *EcEdWeb* <<http://ecedweb.unomaha.edu/>> ,

This site has a web page for college teaching and K-12 economics teaching, in addition to a general annotated general economics information page. It also provides an “web teaching idea page,” which suggests web projects for all levels of education. The idea page links to an interactive self-quiz example with animated demonstrations reviewing demand, and also suggests several “WebQuests” involving investigations of the deficit, the system of Federal Reserve Banks and similar activities.

◆ *The Fair Econometric Model* <<http://fairmodel.econ.yale.edu/>>

Ray Fair, whose macroeconomic model is well-known, has created an ingenious web site that permits simulation of economic outcomes. Although students won't see the actual model, they can see how macro-econometric models permit

evaluation of outcomes based on different economic assumptions and investigate some of those outcomes themselves.

◆ *Research in Economic Education Database*  
<<http://www.cba.unl.edu/eced/ncree/reedman.htm>>

Searchable database for researchers in economic education maintained by William Walstad at the National Center for Research in Economic Education at University of Nebraska-Lincoln.

◆ *Review of Economics Software* <<http://www.cba.unl.edu/eced/ncree/reviews/review1.htm>>

These pages are reviews of the available microcomputer programs that can be used for teaching economics. Most of the software is provided by textbook publishers as ancillary material for college principles of economics textbooks. The software reviewed is limited to programs produced and distributed by textbook publishers and other organizations.

◆ *An Interactive Micro Site* <[http://medusa.be.udel.edu/WWW\\_Sites/oo\\_Micro.html](http://medusa.be.udel.edu/WWW_Sites/oo_Micro.html)>

Joe Daniels has created a marvelous interactive site (using Java programming) for teaching microeconomics. Faculty and students can create graphs by placing coordinates, see the associated equations, and other clever activities. The Java code is provided in a rather large download before graphics can be used interactively.

◆ *A Few Good Examples of Course Homepages*

Each of the following economists (and many others) have interesting homepages for their courses.<sup>4</sup>

Jane Leuthold <<http://www.cba.uiuc.edu/college/econ/econ/econ102/e102hmpg.html>>

Roger A. McCain <<http://william-king.www.drexel.edu/>>

Nancy Folbre <<http://www.umass.edu/economics/courses.html>>

Julie Nelson's Gender and Economics <<http://www.brandeis.edu/ieff/faculty/jan-e58b.html>>

Allan Schmid's Institutional and Behavioral Economics <<http://www.aec.msu.edu/agecon/instecon.htm>>

Mark McBride <<http://mmcbride.sba.muohio.edu/>> See his Computer Math Software Page.

Robert Dixon's Online Lesson on Walras Law

<<http://www.ecom.unimelb.edu.au/ecowww/rdixon/wlaw.html>>

Ira Saltz' Economic Issues: Pros and Cons <<http://www.valdosta.peachnet.edu/~isaltz>>

## Web Sources for Economics Organizations and Journals

The web creates an excellent opportunity for economics organizations to provide information about purpose, membership, and conferences. Journals are also using the

web to share subscription information, submission policies and contents of issues.

◆ *Selected Economics Organizations*

Committee for the Status of Women in the Economics Profession (CSWEP) <<http://www.denison.edu/economics/csweep/>>

International Association for Feminist Economists (IAFFE) <<http://www.bucknell.edu/~jshackel/iaffe/>>

American Economics Association <<http://www.vanderbilt.edu/AEA/>>

National Association of Economic Educators <<http://ecedweb.unomaha.edu/naee.htm>>

◆ *Economics Journals*

A complete meta-website of links to economics journals on the web can be found at <<http://www.helsinki.fi/WebEc/journals.html>>. I might mention here the homepage for journal *Feminist Economics* at <<http://www.thomson.com/routledge/journal/fe.html>> and the gopher site for the publication *Job Listings for Economists* (JOE) at <<gopher://vuinfo.vanderbilt.edu:70/11/employment/joe>>.

## Web Sources for Women's Issues

Although women's presence on the web is not large relative to all the material "out there," there are a number of very interesting sites by women devoted to women's issues.<sup>5</sup> Here is a small sample. These do not focus exclusively on economics, but women's economic issues are often a part of the site's offerings.

◆ Institute for Women's Policy Research <<http://www.iwpr.org/>>

Their research addresses issues of race, ethnicity, and class and specifically promotes policies that help low-income women achieve self-sufficiency and autonomy.

◆ The Feminist Majority Foundation Online <<http://www.feminist.org/>>

The Feminist Majority supports action by its extensive membership for the goals of political, economic, and social equality for women.

◆ Feminist Internet Gateway <[http://www.feminist.org/gateway/1\\_gateway.html](http://www.feminist.org/gateway/1_gateway.html)>

The mediated listings of the "Best on the 'Net" for women's issues are useful.

◆ National Association of Women (NOW) <<http://www.now.org/>>

Organized around various action items, such as economic equity, this site provides a list actions individuals can take for each issue, explains the actions NOW is taking, and identifies the major points about the issue.

◆ Cybergrrl <<http://www.cybergrrl.com/>>

One of the originals. Includes Webgrrls, which supports global networking to help women succeed in technology. Also supports the next two sites.

◆ Femina <<http://www.femina.com/>>

This site has well-organized set of links to women in many roles, including business and industry, health, feminism, lesbians and bisexuals, and other issues including a compendium of women's personal pages.

◆ WomenSpace <<http://www.womenspace.com/>> focuses on women's health concerns.

◆ Feminism and Women's Resources <<http://www.ibd.nrc.ca/~mansfield/feminism/>>

Look for the nice collection of links, including long list of women's organizations homepages.

◆ Feminist.COM <<http://feminist.com/>>

This features many resource topics and organizations, among them Black Women in Sisterhood for Action, Women's Global Leadership, National Committee for Pay Equity, National Women's Political Caucus, Rape, Abuse and Incest National Network, Washington Feminist FAXnet, and Women's International Network.

◆ Women's Studies <<http://www.inform.umd.edu/EdRes/Topic/WomensStudies/>>

A mega-index to women's studies from the University of Maryland can be found here.

◆ The Women's Resource <<http://sunsite.unc.edu/cheryb/women/>>

This site has a good collection of links to women's web resources; follow the links that specify Women's Resources through two pages.

### Concluding Observations

The amount of economics information on the web is huge, with many sites that are extremely useful for economists. Since a lot of "junk" sites are also on the web, sorting out the worthwhile sites can be a frustrating chore. This article has described many of these worthwhile sites for economists plus a few of the most important sites specializing in women's issues.

If you've had enough of serious web pages by now, consider these:

Jokes about economists #1 <<http://www.etsi.fi/pkm/joke.html>>

Jokes about economists #2 <<http://quasar.csuchico.edu/econ/links/econhumor.html>>.

Enjoy!

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<sup>1</sup> This paper will be available on the web, with all of the links activated for convenient "one-stop" browsing, at <<http://ecedweb.unomaha.edu/webs4econ.htm>>.

<sup>2</sup> I discuss only a small portion of the economics web sites. Many other excellent sites can be found in each category by working through the Goffe online document, using a search engine, or starting with sites that have provided annotated links. One such site is my <<http://ecedweb.unomaha.edu/>> on the web page "Economic Information."

<sup>3</sup> See <<http://ecedweb.unomaha.edu/econinfo.htm>> for links to additional information and links.

<sup>4</sup> Links to these and additional homepage sites are provided at <<http://ecedweb.unomaha.edu/teach-ec.htm>>.

<sup>5</sup> Recent surveys find that women's online preference is for communications activities, with e-mail their first choice and web shopping their last choice. Surfing the web for information and entertainment lies between these (Rosalind Resnick, "Selling to Women Online: The Rules" *NetGuide*, March, 1997, 59-60).

*In the Winter Newsletter, Ron Ehrenberg discussed ways in which university policies could be designed to make academic careers more attractive to female faculty. The following article, which appeared in the Chronicle of Higher Education, describes examples of such policies:*

**A Report Praises 29 Colleges for "Family Friendly" Policies  
But other institutions are faulted for failing to help employees  
with child care and aid for sick relatives**

*Robin Williams*

*Reprinted with permission from Chronicle of Higher Education, October 11, 1996, pp. A13-A15*

Sylvia N. Tesh was deep into her research for a book on environmental politics when she received some devastating personal news. Her mother's breast cancer was spreading and her father was diagnosed with Alzheimer's disease.

Dr. Tesh, an assistant professor of public health, needed to finish her book to be considered for tenure at the University of Michigan. But she also had to take care of her parents, who lived in California, hundreds of miles away. She turned to the university for help.

Michigan is one of 29 colleges and universities singled out as the most "family friendly" campuses in the country by a national study released this week. A report of the study, called the "College and University Reference Guide to Work-Family Programs," is based on a survey, conducted for the first time, that drew responses from 375 four-year institutions.

The intersection of work and family is receiving more and more attention in academe. The survey of work and family policies followed the establishment of a new group last year called the College and University Work-Family Association.

At Michigan, campus officials offered to delay a decision on Dr. Tesh's tenure bid for a year and helped find people to care for her parents. "It was a godsend," Dr. Tesh says of the assistance she received from the university's Family Care Resources Program. She will come up for tenure in 1998.

The 29 institutions cited in the report help faculty members and administrators balance the pressures of work and family life. Among the benefits they offer are child-care centers, job-sharing opportunities, money to help meet the cost of adoption, and support groups for people with sick relatives. The programs help the universities not only to recruit and retain employees, but to increase their productivity, the report says.

#### **94 'Leadership Campuses'**

"The innovations and level of activity among these leadership schools is really quite outstanding," says Arlene A. Johnson, vice-president of the Families and Work Institute, a non-profit group in New York City that conducted the survey along with the College and University Personnel Association Foundation.

The report hails the efforts of the top 29 campuses, and identifies 65 others that it also calls "leadership campuses." However, the survey found that the majority of institutions are doing very little to help their employees. Only a third of the institutions outside of the top 94 have child-care centers on their campuses, and only 23 percent help employees find off-campus care. Fewer than half allow their faculty members to stop the tenure clock for personal reasons. And almost none offer special help to parents when their traditional child-care arrangements fall through, something that is becoming more common on the leading campuses.

### **Three-Quarters Did Not Respond**

More than three quarters of U.S. colleges and universities did not even bother to tell the researchers about any family-related policies and programs on their campuses. Fewer than a sixth of the 3,343 two- and four-year institutions responded to the lengthy survey questionnaire. So few two-year colleges responded that they were omitted from the study. In the end, the researchers looked at only 375 four-year institutions.

"It is important to consider why more than three-quarters of campuses receiving questionnaires did not respond," says the report. "The response rate may suggest that many campuses feel they have no story to tell -- or no one with the time and facts to tell it."

Part of the problem, says Michael P. Aitken, director of government relations for the College and University Personnel Association, is that college administrators think of themselves more as educators than as employers. As a result, he says, they may not search for programs that will keep their employees happy and productive.

Mr. Aitken also says that institutions may be assisting employees with their family difficulties in ways that were not recognized by the survey. Some colleges, he says, simply may not have developed formal policies and put a name on them.

Whatever the case, higher education is clearly behind the corporate world in adopting family-friendly policies. While many businesses began looking at such issues in the 1970s and '80s, most universities only did so in the last decade, says Ms. Johnson. "The awareness seems to be in the embryonic stages on many campuses," she says.

The report focuses on the most "family-friendly" institutions because the researchers say they wanted to illustrate the "best efforts" in academe. They came up with the list of 29 -- most of which are large research universities -- by ranking campuses on the availability of special programs aimed at handling the conflicts of work and family, on how innovative the programs were, and on whether the institution supported employees who sought to take advantage of the offerings.

### **Flexible Work Hours**

On all campuses, the most common policies are those that provide for flexible work hours, including part-time schedules and extended leaves to care for sick relatives. The survey found that 97 per cent of the 94 leadership campuses allowed employees to use "flextime," and 93 per cent allowed people to take time off during the day to

attend their children's school functions. Likewise, 74 per cent of all other campuses surveyed allow the use of flextime, and 90 per cent permit parents to take time off to attend school functions. The researchers found that 72 per cent of the 94 campuses had child-care centers, 68 per cent allowed employees to work from home, and 80 per cent let faculty members stop the tenure clock to care for children or other relatives. Forty-eight per cent help workers find ways to care for elderly relatives and 33 per cent provide after-school care for employees' children.

Those programs are far less common at the other institutions that participated in the survey. Only 39 per cent of them allow faculty members to stop the tenure clock.

Only 32 per cent have child-care centers, 10 per cent offer information on care for elderly relatives, and 8 per cent provide after-school programs.

The report says the leading institutions typically are larger than other campuses in the survey and have more students and employees, making such benefits as day-care centers more financially feasible. The top colleges are also more likely to have money to spend on the programs and on human-resource managers to formulate policy.

In a time of tight budgets, many campus officials say that family benefits are the first things to suffer because it is hard to measure their contribution to the institution. Some administrators clearly believe there are better things on which to spend money.

The report offers case studies to high-light programs - not just at the 29 top-ranked institutions - that the researchers consider particularly effective or unusual.

### **The Needs of a New Mother**

For example, Cornell University accommodated the needs of a faculty member who was a new mother. Barbara A. Knuth, an associate professor of natural resource policy, was nursing her seven-month-old daughter and did not want to leave her at home for five days while she attended the annual meeting of the American Fisheries Society. Cornell paid the expenses of Dr. Knuth's mother so she could accompany the professor on the trip and take care of the baby.

The report also cites Dakota State University, which encourages employees to take time off during the day to volunteer in their children's schools. Brian M. Carlson, a professor of computer science, brought his son's pre-school class to the campus last year. The kids learned about computers by taking one apart. "They all had screwdrivers and they pried out chips," recalls Dr. Carlson. He plans to visit his son's kindergarten class this year.

About 100 people at Harvard University took advantage of a service last year that helps employees with adoption, the report says. The university sponsors talks such as "Adoption for Gay and Lesbian Families" and "Adopting From Russia" and provides some families with grants ranging from \$2,000 to \$4,000 to help pay the cost of adoption.

Alice Jardine, chair of women's studies at Harvard, adopted a baby girl from China in May. She says the university gave her the telephone number of other people in the area who had adopted children from China and also helped her find a baby sitter.

The University of Michigan began its Elder Care Resource and Referral Program in 1992. Susan Boehm, a professor and associate dean in the nursing school, has used the service twice in the last few years. First her mother had a stroke, and the professor had to find someone to take care for her parents, who lived in Ohio.

Now Dr. Boehm is attending a support group at the university for relatives of people with Alzheimer's. Six months ago, she learned that, after several years of health problems, her husband, Byron L. Groesbeck, had the disease.

The university has helped Dr. Boehm find someone who can clean house and spend time playing cards and taking walks with Dr. Groesbeck, a former associate dean in Michigan's graduate school. Dr. Boehm expects that she will have to ask for help again someday to find a health-care facility where her husband can live.

#### The Most 'Family Friendly' 4-Year Institutions

|  |  |
|--|--|
| Ball State University                                      | University of Arizona                    |
| Cornell University   | University of California System          |
| Drew University  | University of California at San Diego    |
| Fairfield University                                       | University of Chicago                    |
| Florida State University                                   | University of Delaware                   |
| Harvard University   | University of Miami                      |
| Ithaca College   | University of Michigan-Ann Arbor         |
| John Hopkins University                                    | University of Montana                    |
| Massachusetts Institute of Technology                      | University of North Carolina-Chapel Hill |
| Medgar Evers College of the City<br>University of New York | University of Pittsburgh                 |
| Michigan State University                                  | University of San Diego                  |
| Northwestern University                                    | University System of New Hampshire       |
| Stanford University  | Vanderbilt University                    |
| State University of New York<br>at Stony Brook             | Virginia Commonwealth University         |
|  | Wayne State University                   |

Note: The findings are from a 1995 survey sponsored by the College and University Personnel Association Foundation and the Families and Work Institute. The survey asked college administrators about policies and programs relating to work and family issues and perceptions of the campus culture. The responses to the questions were used to create an over-all measure of "family friendliness" for each campus. This list shows the top-scoring institutions in alphabetical order.

Source: "College and University Reference Guide to Work-Family Programs"

## Prevalence of 'Family Friendly' Policies and Programs at 4-Year Institutions

|   | Leadership<br>Colleges | Other<br>Colleges |  | Leadership<br>Colleges | Other<br>Colleges |
|---|------------------------|-------------------|--|------------------------|-------------------|
| <b>Institutional support for personal life or family concerns</b> |                        |                   | <b>Institutional assistance for child and elder care</b>             |                        |                   |
| Employee assistance program                                       | 90%                    | 56%               | Child-care center  | 72%                    | 32%               |
| Wellness programs   | 88                     | 66                | Child-care referral list   | 71                     | 23                |
| Workshops on family topics  | 84                     | 38                | Child-care referral counseling                                       | 55                     | 10                |
| Relocation services   | 52                     | 19                | Summer camp  | 53                     | 10                |
| Support groups on work-family issues                              | 48                     | 20                | Elder-care referral counseling                                       | 48                     | 10                |
| Resource library on work-family issues                            | 43                     | 15                | Elder-care referral list   | 45                     | 8                 |
|   |                        |                   | After-school programs  | 33                     | 8                 |
|   |                        |                   | Holiday or vacation child care                                       | 20                     | 5                 |
|   |                        |                   | Care for sick children   | 16                     | 4                 |
|   |                        |                   | Evening child care   | 16                     | 2                 |
|   |                        |                   | Emergency child care   | 14                     | 4                 |
| <b>Institutional support flexible work arrangements</b>           |                        |                   | <b>Faculty and staff benefits and other financial assistance</b>     |                        |                   |
| Part-time work schedules  | 99%                    | 77%               | Flexible spending accounts   | 89%                    | 75%               |
| Flextime  | 97                     | 74                | Tuition assistance   | 79                     | 75                |
| Compressed work week  | 82                     | 39                | Family health-plan subsidies   | 62                     | 41                |
| Job sharing   | 76                     | 34                | Flexible benefits  | 44                     | 38                |
| Work at home or telecommuting                                     | 68                     | 29                | Long-term care insurance   | 40                     | 24                |
| Phased retirement   | 59                     | 38                | Child-care subsidies   | 11                     | 1                 |
|   |                        |                   | Adoption subsidies   | 7                      | 2                 |
|   |                        |                   | Child-care reimbursement when on work-related travel                 | 4                      | 3                 |
| <b>Time off from work for dependent care</b>                      |                        |                   | <b>How institutional culture supports families and personal life</b> |                        |                   |
| Family leave  | 100%                   | 100%              | Handbook on work-family policies                                     | 78%                    | 44%               |
| Extended leave to care for sick children                          | 100                    | 96                | Training or guidance to supervisors on work-family issues            | 65                     | 31                |
| Occasional days off to care for children                          | 100                    | 91                | Periodic work-family surveys   | 45                     | 12                |
| Faculty sabbatical for research or professional purposes          | 98                     | 92                | Designated work-family staff   | 45                     | 9                 |
| Phased return from leave  | 95                     | 61                | Policy explicit in concern for work-family issues                    | 36                     | 15                |
| Time off for children's school functions                          | 93                     | 90                | Committee on work-family issues                                      | 19                     | 5                 |
| Family members can start and stop tenure clock                    | 80                     | 39                | Work-family office   | 17                     | 1                 |
| Faculty members can reduce workload for dependent care            | 68                     | 37                | Sensitivity training for employees                                   | 13                     | 10                |
| Extended leave for sick adult dependents                          | 53                     | 44                |  |                        |                   |
| Occasional days off for sick adult dependents                     | 50                     | 41                |  |                        |                   |
| Time off for care of domestic partners                            | 48                     | 25                |  |                        |                   |
| Paid time off for care of domestic partners                       | 40                     | 26                |  |                        |                   |

Note: The figures are from a 1995 survey sponsored by the College and University Personnel Association Foundation and the Families and Work Institute. The survey asked college administrators about policies and programs relating to work and family issues and perceptions of the campus culture. The responses to the questions were used to create an overall measure of "family friendliness" for each campus. The column of "leadership colleges" covers 94 top-scoring campuses. The column of "other" colleges covers the 281 campuses that did not receive top scores.

Source: "College and University Reference Guide to Work-Family Programs"

Did you know that the Resolution to establish CSWEP was adopted December 28, 1971? We will celebrate our 25th Anniversary at the Allied Social Science Meeting in January 1998.













































