



American Economic Association

1990 Committee on the Status of Women in the Economics Profession

NEWSLETTER

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WELCOME TO THE NEW CSWEP BOARD MEMBERS

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A GUIDE TO THE ACADEMIC JOB MARKET FOR STUDENTS¹

by
Valerie Y. Suslow

You are at least halfway through your thesis and Fall is approaching. It is time to make a decision, along with your thesis advisor, whether this is the year for you to go on the job market. Consider your advisor's opinion carefully. If she does not think you are ready, heed the advice. If she does think you will be ready, then get yourself set for the adventure of a lifetime!

The academic job market consists of seven distinct stages:

- Preparation of a paper and a seminar for the job market seminar;
- Initial contact to schools to request interviews;
- Calls from schools to set up interviews;
- The AEA Meeting, where the interviews take place;
- Flybacks to the schools for more interviews and a seminar;
- Job offers; and
- Total collapse.

This article will give you a brief tour of each of the stops on this job market trip and offer some helpful hints.

Preparation

In order to go on the job market, you will need a paper (preferably a chapter from your thesis). Have your advisor and other committee members or faculty members at your department read it and give you feedback. At most, one person at each of the universities to which you send this paper will read it. Many more will skim it. Because of this last point, you need to pay particular attention to the introduction and conclusion. Make sure the introduction is well-written and summarizes the major points of the paper. You may want to include an abstract that emphasizes its major contributors. The paper should be ready for mailing by late October.

When you are invited to visit a school, you will be asked to give a seminar based on your paper. It is critical that this seminar be smooth and polished. Start giving seminars in your own department as soon as you have a paper in progress that you expect to be included in your thesis. Your seminar will improve with age. Not only that, but you will improve in your ability to anticipate and field questions, which is an important skill to develop.

1. Although this article concerns academia, much of the advice in it applies to searching for jobs with research institutions or government agencies.

Contacting Schools

There are several ways that the initial contact can be made. Usually the first contact is made by the department when it sends out the curriculum vitae (and perhaps abstracts of papers) of all the graduate students who are looking for jobs.²

Consult your advisor about which "fields of interest" to indicate. It is a mistake to define yourself too narrowly at this stage. Potential employers will survey this information and call or write asking for your paper. Some departments have a standardized form for their students' vitae. Sadly, many of these forms still ask you to list your marital status. You do **not** have to give out this information. If your department is still including it, approach the placement officer and ask that the form be changed for the benefit of future graduate students.

The second avenue for contacts to schools comes from your advisor or any other faculty member who knows you and your work. Personal recommendations are helpful at this stage. In the early Fall, you should compose a list of schools that you would like to contact. The American Economic Association's publication *Job Openings for Economists* is the major source for academic job listings. Certain advisors will be willing to write or call some of the schools on your list, while others will not, so be sure to ask. If more than one faculty member is willing to help, show them your list and ask if they would feel comfortable calling any of the schools listed. Make sure that those who are doing the calling know your work.

Finally, you will prepare "packets" containing a cover letter, vita, and paper to send to all of the schools contacted by faculty on your behalf, as well as any other schools that you have chosen. Arrange to have three letters of recommendation sent to each of these schools. If a school's search committee is highly organized, they will let you know if they are missing material to complete your file. Don't count on it. It is a very busy time of the year for all faculty and administrative personnel. Packets have gotten lost in the mail, or buried under a stack of *Wall Street Journals* in someone's office. It is **your responsibility** to make sure that the schools have all the information they need to make an informed decision.

Setting Up Interviews

In early December, you should start getting calls from schools that would like to interview you at the AEA's annual meeting. Don't turn anything down yet, unless you are absolutely positive that you are not interested. You should already have registered for the meeting and have received information about the hotels being used for the conference as well as a small street map showing the various hotel locations. When setting up the interview, ask how long the interview will be and in what hotel. Try hard not to schedule back-to-back interviews at different hotels if at all possible. The elevators are notoriously slow at these meetings, it takes more time than you think to get from one hotel to another, and some interviews start (and end) later than scheduled. You should also feel free to ask who will be present at the interview.

2. See the next article, "Placing Your Students: A Placement Director's Perspective," by Elizabeth Hoffman, for more information.

If you are fortunate enough to get more interviews than you know what to do with, you may face the difficult dilemma of canceling an interview with a less preferred school in order to make room for another. While you should not abuse the ability to do this, you should make the difficult phone call to cancel the interview. It is not fair to the school or to other candidates to take up the time slot unnecessarily. However, if you have the time, keep all of the interviews. This job market process serves as your introduction to the profession, so take advantage of it. Faculty members actually remember these interviews for several years. If your first position does not work out to your satisfaction, you will be grateful that you had a chance to introduce yourself to a large number of schools.

The AEA Meeting

The most important logistical fact to know is that hotels will not give out room numbers of individuals. You have to call and ask to be connected to the room in order to find out the room number. Don't expect anyone to be in the evening before the meetings start. You can call first thing in the morning (say, around 8:30 AM) to obtain the room numbers for your first few interviews. Allow some extra time for this if possible, since the phones will be jammed. Alternatively, some schools post their room or suite number on the message board located in the conference registration areas. Sometimes the school will tell you when the interview is set up that the room number will be posted under a certain person's name or even under a code name. You should also check with your own university's suite, if there is one. Other students may find some room numbers and pass the information along.

At the interview, you will be asked to give a short description of your thesis. Have about a ten-minute talk prepared, but do not be surprised if you are interrupted with questions. Practice this talk with friends before the meeting, so that you are comfortable with it. Make sure that the description you give of your work is designed for a general audience. There may or may not be a faculty member in your research area at the interview. Also, be prepared to talk about what your research plans are beyond your thesis. Do not give a laundry list of topics. One or two well-thought-out ideas are more impressive. If your research is applied and you have empirical results to discuss, be sure you can attach some meaning to your numbers. Know the literature that you cite in your paper. It is likely to come up in the discussion and at least one of the interviewers may be familiar with it. Also be ready to discuss teaching. Finally, have a list of questions ready (in your mind, not necessarily written down). Salary is not discussed here, but teaching load and research support are common topics. More creative questions are always appreciated. Avoid questions that are stated in a challenging tone: although it is true that these interviews are a two-way street, you do not want to make the faculty interviewing you feel as though their credentials are being questioned. Realize that how you will fit in as a colleague is also being judged. At the end of the interview, the faculty will usually spend some time telling you about the department, university, and geographic location.

Last but definitely not least: be sure to shake hands with everyone upon entering and leaving the room, and be sure that while you are talking you make eye contact with all of the faculty who are interviewing you.

Flybacks or Visits to Schools

In January and February, schools will invite you to visit for more interviews and a seminar. If you do not hear from them, you can call or ask your advisor to call to find out what is happening. The goal is to ascertain if you are on their "short list" of interviewees that they plan to invite. If you receive an invitation to visit a school, you can call another school in the same area of the country and inform them that you will be "passing through." It never hurts to ask and they may decide to have you out if they are at all interested.

The flybacks are a wonderful way to meet people (not to mention the airline miles you can accumulate!). Try not to schedule too many in one week, and definitely try to travel light so that you don't have to check luggage. Practice your seminar again at your own school before you go out on the road--it is critical. If your research area is highly theoretical, be careful to know your audience. The entire department will be voting on you and you do not want to present a seminar that only one or two faculty members understand. Keep the equations to a minimum and have a handout prepared. Use easy to understand examples to illustrate the important points.

Throughout the day of your visit, you will be shuttled around to different faculty members' offices for half-hour or forty-five minute interviews. Some faculty will spend the time discussing substantive issues and asking you questions. Others will let you direct the interview and will indicate their willingness to answer your questions. Take advantage of these people! Talk to as many faculty as you can about the level of research support or the standard teaching load, so that you know what to ask for if you receive an offer.

Negotiating a Job Offer

I will only say a few words here. Obviously, the strength of your bargaining power will depend on whether you have any other offers. As mentioned above, it is essential that you talk to other faculty members at the school, so that you can be informed before beginning the bargaining process. Ask for everything up front--that is, a higher salary if you have a better offer, a moving allowance, a lower teaching load, summer money, funds for a research assistant, travel money for conferences, even specific course loads for the first year or two. Get as much of the agreement as you can in writing.

Total Collapse

With the end of the job market process comes exhaustion and anticipation of your new position. Take some time off to renew your strength and then batten down the hatches and get that thesis finished before you start teaching. It will be an enormous weight off your shoulders if you can finish. If you have a new course or two to prepare, you will find it difficult to budget time for your thesis once you start teaching. If you know you won't be able to finish (and you should never say this at the interview), then you might want to try to negotiate a course off or a fall semester or quarter off in your first year.

Notes for Women in the Job Market

There are a few things that women should be aware of in preparing for the job market.

At the Interview

- Dressing appropriately: Either a suit or a nice dress with a jacket is acceptable. Loud colors (for example, hot pink) are not considered appropriate, but the suit does not have to be navy blue. Don't choose short, tight skirts or dramatic makeup.
- It is especially important for women to appear confident and self-assured at the interviews. The majority of the time, women and men candidates are assessed equally. But there are those who need convincing, so be positive!
- Some of you may have to face being asked what we all know are illegal questions. They can come in many forms: Are you married? Do you have any children? There are a variety of ways to handle them. One option is to avoid any conflict and answer the question. Another option is to challenge the interviewer in no uncertain terms. In between these two alternatives lies a third option: If you are comfortable doing so, you can say "Why do you ask?" This response lets them know that you are aware that they should not have asked that question and yet gives them the opportunity to say, for example, that they are willing to assist your spouse in finding a job.

On the Flyback

- Find out how many women are in the department. Are there any senior women? This could be an important signal for the future.
- Along the same lines, seek out any women assistant professors and ask them for an honest assessment of the environment for women. Many women faculty will make a special point of informing women candidates on these matters. This advice extends also to learning what you can negotiate over if offered a job.
- While visiting a school you may run into a male faculty member who makes inappropriate remarks (or jokes) in your presence. Realize that he is not representative of his colleagues, who will very likely be embarrassed at his remarks. It is probably best to ignore what was said: Just smile and let it pass. Do what you must to maintain your self-respect, but keep your own self-interest in mind as well.

* * * * *



More Sylvia by Nicole Hollander

PLACING YOUR STUDENTS: A PLACEMENT DIRECTOR'S PERSPECTIVE

by
Elizabeth Hoffman

The most important part of student placement is good preparation. I recommend that a student entering the job market have at least one chapter of her dissertation, or a publishable paper, finished by early October of her final year in the program. In today's market, a student who does not have written evidence of scholarship will not be considered by either good research or good teaching institutions. I also ask each student entering the market to prepare a vita by early October.¹ I may go through several drafts with her until the vita presents her in the best possible light. Sometimes this step requires prodding on my part; some students want to delay preparing a vita until they have one more paper written. But timing is critical at this point. Many schools and government agencies fill out their interview schedules for the AEA's annual meeting early. Getting an interview at the annual meeting is virtually essential for getting an on-site interview.

Many departments assign responsibility for coordinating placement efforts to a single faculty member who acts as a placement director. This article outlines the procedures I follow when fulfilling this responsibility. In departments with no placement director, each student's principal advisor should carry out these or equivalent tasks.

I subscribe to *Job Openings for Economists (JOE)*. As soon as the October issue (the largest of the year) comes out, I go through the job openings with each student and help her identify the jobs for which she should apply. In doing this, I encourage students to aim high, but to be realistic at the same time. Some students have a chance to be recognized by the best schools and others do not. I will not stop a student from writing to a top school, but I try to discourage some from doing so. Students who apply to only the best schools must be prepared to make difficult decisions if those schools do not reply. Other choices involve balancing the importance of teaching, research, and the academic life. For example, among a good liberal arts college, a lesser-ranked research institution, and a government agency, which would provide the most satisfying career? How a student ranks the various combinations of teaching, research, and the academic life partly determines the set of job openings for which she should apply.

After we have chosen the employers of interest, I send an introductory letter and a vita to each contact person on the student's application list. If there is more than one student on the market simultaneously, I vary this process slightly -- I send an introductory letter and a packet of vitae to every school advertising in the October *JOE*, as well as some that have not yet advertised. The introductory letter gives the students' names, dissertation titles, major advisors, expected completion dates, whether they intend to attend the AEA's annual meeting, and information on how to contact both students and major advisors. If you have many students, it helps to make up a cover page (or pages) summarizing that information. Computerized mailing allows me to keep a file of all the schools I wrote to the previous year. I can update each year with new information from the October *JOE*.

A week or so after I send the introductory letter, I have the students send letters of their own, enclosing copies of their vitae. I also have them send their chapters or papers to the schools

1. The dates given in this article should be adjusted when the AEA's meeting occurs in mid-January.

requesting evidence of written work in *JOE*. I tell students that they literally **must** attend the December AEA meeting if they wish to get decent jobs. It is worth taking out a loan, if necessary, to attend the meeting.

While I am sending out the students' materials, I meet with their major professors. We discuss each student's strengths and weaknesses, with an eye to how best to present that student in the job market. At that time, I also ask each professor writing recommendations to circulate drafts to me and the students' committee members. We work to make sure there are no hidden, or possibly discriminatory, messages in the letters of recommendation and to make sure that the letters present each student in her best light.

It is also important not to "oversell" weaker students by making laudatory statements with no back-up evidence. Each student is best sold by pointing up her strong points and giving solid evidence. For example: "I am convinced that Alice will be an innovative and productive scholar. We have a joint paper forthcoming in *The Quarterly Journal of Economics*, which could not have been written without her contribution. She designed the econometric tests and wrote the sections describing the tests and the results." Another example: "June is an excellent teacher. She won the department's award for the best teaching assistant last year and her teaching evaluations would place her in the top 10 percent of the faculty. Students specifically request admission to her sections of principles."²

There are two schools of thought on faculty recommendations. I will present both. One says that a student is best sold by having all the faculty recommendations sent out in a packet with an official cover letter from the placement director. This is how we do it at Arizona and there are several advantages to the system. First, a student can be sure that all her recommendations will arrive at once. An individual faculty member cannot hold up preparation of her file. Second, a student knows that an individual faculty member will not be writing different letters of recommendation to different schools: subtly telling top-ten schools that she is not good enough for them, while implying to second-tier schools that she is the best student graduating that year. Moreover, when the letters arrive in an official packet, those interviewing also have better assurance that they are getting a consistent story on a candidate.

The other school of thought emphasizes the personal impact of special letters of recommendation from faculty regarding their very best students. Actually, we agree with that point and encourage faculty to write separate letters of introduction and to make calls about their best students to their friends and colleagues at other universities. But when schools request official letters of recommendation, we send the packet with my cover letter.

Once my letter of introduction and the student's letters have been sent, we wait for requests for letters of recommendation and calls to set up interviews. In the meantime, I have the students practice both their presentations: the 20-minute presentation for interviews at the meeting and the hour presentation for on-campus interviews. I invite my colleagues to attend the presentations and to ask the kind of probing questions the students might have to field on the road.

From this point on, the students have to sell themselves. And, with all this preparation, they generally do. My main role now is to help them with interviewing strategy. How many interviews

2. See "Writing Letters of Recommendation that Work," CSWEP Newsletter, Winter 1990.

at the meeting should a student accept and at what times? Interviews are generally scheduled at half-hour intervals. But, the logistics of getting from room to room in crowded hotels suggests that students should schedule themselves at hour intervals. In addition, interviewing is exceptionally tiring. It is better to arrange fewer interviews and do the best possible job at each than to be so tired that you blow the crucial one. I try to get the lucky students, with too many choices, both to evaluate seriously their chances of getting on-site interviews at their first choices and to consider seriously whether they would accept jobs, if offered, at their last choices. This exercise generally forces students to turn down some interviews to make room for the serious alternatives.

After the meeting, the strategy turns to when to wait and when to make calls. I always recommend that a student wait for the first call for an on-site interview. At that point, it is not impolite to call other places close to where she is going, assuming she interviewed with them at the meeting. Now she can say to Michigan State, for example, "I am visiting the University of Michigan (or Wayne State) on February 3rd. If you are interested in having me come to campus, I could do so on the 2nd or the 4th and you would only have to pay the marginal cost (or share the cost)." Many invitations for on-site interviews come about this way. In fact, one unsolicited invitation can develop into a tour of several campuses or government agencies over a number of days. Moreover, interviews obtained this way are no less likely to result in job offers than unsolicited interviews. Schools and government agencies have limited recruiting budgets and will not bring to campus a candidate they have no intention of hiring. The worse that can happen from calling to request such an interview is a polite "no" or "wait and see."

What if a student does not get any calls, either to interview at the meeting or for on-site interviews? If a student has no, or only a few, interviews at the meeting by mid-December, her major professor should make some calls. Similarly, if she does not have any unsolicited on-site interviews by early March, her major professor should call. If neither of these exercises results in interviews, or if she has no job offers by early summer, she should seriously reevaluate her job market strategy. Has she tried to get a job too early? Has she tried to get a more prestigious job than her qualifications would merit? Should her thesis chapters be rewritten or her presentations be more practiced before trying the market again? Has she ignored potentially satisfying positions in business schools, liberal arts colleges, community colleges, government, or industry? There is excess demand for qualified faculty in U.S. business schools, for example. Currently, about 30 percent of business school positions are either unfilled or staffed by adjuncts and lecturers.

To summarize, there are jobs available for your students. But matching your students to the right jobs requires preparation, planning, and work by both you and your students.

* * * * *



More Sylvia by Nicole Hollander

APPROPRIATE QUESTIONS FOR JOB INTERVIEWERS

by
Rebecca M. Blank

Conducting a good job interview with a prospective candidate is an art. The interviewer typically wants to get a sense of both the professional skills of job candidates and their interpersonal skills. It's often necessary to seek a job candidate who is both a good economist and who can fit into the organization. In academia, this latter requirement may mean searching for someone who is an effective teacher and who will be an active participant on departmental committees; outside academia, this may mean someone who can work well with others on group projects. Unfortunately, judging the interpersonal skills of candidates is often much harder than judging their knowledge of economics.

Important as it is to get a feeling for the candidate as a person, however, it is important for the interviewer to remember that **only questions that have some relationship to job performance should be asked**. Women job candidates in particular are still frequently asked inappropriate questions. Since most economists conduct job interviews only infrequently, many are simply not aware of the appropriate guidelines. Some questions are obviously inappropriate, however. For instance, it is almost **always** illegal to ask candidates directly if they are married or to ask their age. Other questions are more subtle. If challenged, the interviewer must be able to demonstrate that the questions played no role in the employment decision. Under certain circumstances (such as if asked of some candidates and not others), all of the questions listed below could be the basis for a charge of discrimination.

These questions are most problematic in the context of a formal job interview. When a candidate comes for an extended visit, more personal topics of conversation often arise naturally over lunch or dinner, and it may even seem awkward to avoid a discussion of family or background. Perhaps the best rule of thumb on these occasions is to let the candidate initiate the discussion on these topics. Remember, what may appear to the interviewer as a casual and informal question that simply initiates conversation over lunch may be perceived as a formal part of the interview by the candidate.

If an interviewer feels that answers to some of the following questions are necessary in order to know if the candidate will do the job well, then the interviewer must be sure to ask **all** prospective candidates those questions and to evaluate their answers equivalently. For instance, the Supreme Court has ruled that an employer may not treat men and women with pre-school children differently in the hiring process.

Questions on Marriage and Family

- Are you married?
- Why has someone with your talents and charm never gotten married?
- I see from your resume that you have a significant other who will also be looking for a job in this city. How long have the two of you been together? Do you plan on getting married soon?
- How many children do you have? How old are they?
- I see from your employment application that you have a three-year old; do you expect to have more children?

- What type of child care arrangements do you hope to make?
- What does your spouse do? Is your spouse also planning to job-hunt in our city?

Questions on Race or National Origin

- That's an unusual name; what nationality are you?
- Where were you born?
- What religious holidays do you observe?
- You look partly Filipino. Did your parents migrate?

Questions on Age

- How old are you?

Questions on Personal Lifestyle

In general, any question that relates to personal lifestyle should be avoided, unless it has a direct bearing on the job. For instance:

- "Will you be able to teach Saturday classes?" is a valid question if the job is likely to involve such work.

But a question such as

- "What do you do on weekends for fun?" should be avoided.

Job candidates who wish to discuss any of the above issues should raise them explicitly in the interview. Unless particular personal issues are raised by the candidates, the interviewer should assume that they are unrelated to expected job performance. For instance, candidates who says that they will not consider jobs in areas where their spouses are not also employed have provided an opening for an appropriate conversation on their spouses' occupation and job prospects. In an age where many couples accept commuting marriages, however, it is never appropriate to raise this issue or to make assumptions about it beforehand.

For further information, it may be useful to contact your own organization's affirmative action office to see whether they publish guidelines for interviewing.

* * * * *



More Sylvia by Nicole Hollander

MABEL TIMLIN -- A REMARKABLE CANADIAN ECONOMIC THEORIST¹

*Mabel Timlin was born in Wisconsin in 1891 and died in 1976 in
Saskatoon, Saskatchewan, after a remarkable career in economics.*

by

Mryna Holtz Wooders

This article introduces a series on women who have made notable contributions to economics. Please send suggestions of women economists to be included in this series and, as available, information on their careers, to M.H. Wooders at the address on the front page of this Newsletter.

I first heard of Mabel "Timmie" Timlin from one of my colleagues, John Floyd. He was a student in her last seniors honors course in macroeconomics at the University of Saskatchewan. He tells me that several of the students in that small class are now professors of economics and one is a Deputy Governor of the Bank of Canada. Her teaching skills, love of scholarship, and collegiality are well remembered by those who knew her.

Internationally, Timlin was known for her considerable analytic talents and her ability to apply them to theoretical and policy issues, in particular, for her critique of postwar monetary policy. Her best known work was her book, Keynesian Economics, which extended the Keynesian model by replacing the long-term interest rate with an analysis of the structure of interest rates and its role in the general equilibrium of the system. Harry Johnson calls this book a "remarkable personal achievement" and writes that it (along with one other book due to another researcher) "established a Canadian claim to competence in the realm of pure theory."² In addition, she published an important monograph, Does Canada Need More People?, fourteen articles, and coauthored another book, The Social Sciences in Canada (with A. Faucher).

The aspect of Timlin's career that I find most interesting is her unusual career path. In 1919, she moved to Saskatchewan and taught, among other things, typing and shorthand. In 1921, she became a secretary at the University of Saskatchewan and started taking courses toward a B.A. in Economics. (She wasn't satisfied with the economics courses, however, and completed her degree in 1929 in English.) In 1929, she became director of the University of Saskatchewan's correspondence program, and was given personal responsibility for the economics courses. Her doctoral studies began in 1932, when she started a Ph.D. program at the University of Washington. By taking summer courses and one six-month leave, she completed the program in 1935. That year, at the age of 43, she obtained her first regular academic appointment as an instructor of economics. Her dissertation formed the basis of Keynesian Economics, which was her first publication. At the time of its publication, 1942, Timlin was over fifty. In 1946, she was promoted to Associate Professor, and to Full Professor in 1950. Throughout her career, Professor Timlin held several positions on Royal Commissions and various committees. She was a Vice-President of the Canadian Political Science Association, a member of the Executive Committee of the American Economic Association, and a Fellow of the Royal Society of Canada.

1. A more complete description of the career of Mabel Timlin can be found in "In Memoriam: Mabel F. Timlin," D. Spafford, Canadian Journal of Economics (May 1977).

2. Harry G. Johnson, "Canadian Contributions to the Discipline of Economics Since 1945," Canadian Journal of Economics 1 (1968).

GETTING ON THE PROGRAM AT THE 1991 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 1991. CSWEP generally organizes several invited sessions each year. The sessions are based on a combination of submitted proposals and invited papers.

For 1991, we expect to organize sessions on gender-related topics, as well as on the broad topic of public finance, public policy, taxation and regulation, including, for example, the following:

- Taxation, regulation, and legal action in environmental policy;
- The implications of social and demographic change for tax and regulatory policy;
- Public choice and the allocation of public goods; and
- The optimal division of responsibility among federal, state, and local governments.

Although abstracts and proposals for the sessions will be accepted until February 1, 1991, those 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.

Abstracts or proposals for sessions in other areas should be sent by February 1, 1991 to:

Professor William Vickrey
Department of Economics
Columbia University
New York, NY 10027

* * * * *

Be sure to include the appropriate JEL classification code; do not send completed papers.

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BIOGRAPHICAL SKETCHES OF SOME CSWEP BOARD MEMBERS

In the last CSWEP Newsletter, we began a series of biographical sketches of CSWEP Board members. We continue it here with sketches of two members whose terms end in December 1990.

Shulamit Kahn

After working for the economics consulting firm of Charles River Associates for several years, I entered the Ph.D. program in economics at M.I.T. where my thesis in labor economics dealt with occupational safety issues. After receiving my Ph.D., I began an academic career at the University of California at Irvine. While there, I joined the CSWEP Board as its western representative. I have since moved to Boston University's School of Management.

In my postdoctoral research, occupational safety continues to be one area of interest, particularly evaluating economic rationales for regulation in this area. My interest in the economic status of women in the labor market led me to develop a course on this topic while at Irvine, and has generated several research projects, including one on comparable worth and one on the link between women's labor market mobility and the returns to seniority. I have also pursued several other research topics within labor economics including, the widespread perception of constraints on weekly hours of work, the correct estimation of hedonic systems, union leadership and membership, and on lifetime wage patterns. All of these projects share a common approach -- a concern for carefully testing the empirical implications of theoretical models.

Operationally, a CSWEP Board member has considerable freedom in deciding which projects to pursue while on the Board. My energies have been especially devoted to ensuring that CSWEP-organized AEA sessions on gender-related topics are simultaneously interesting and of high caliber. I have also set up a system for swapping childcare at the AEA meeting, which was particularly useful to me and my economist-husband. I am presently analyzing the National Science Foundation's longitudinal data on Ph.D. economists. This project may shed new light on gender differences in the career paths of economists.

Kathryn Morrison

Opportunistic is how I would describe my career path. I've had the good fortune to work in many challenging jobs. For four years, I taught undergraduate economics and business classes at the University of Wisconsin-Platteville. Then in 1974, I was elected to the State Senate in Wisconsin where I worked on issues of tax policy and distribution formulas for Wisconsin's shared tax revenues. I served as a member of the Joint Finance Committee (the Budget Committee), which puts together a recommended biennial budget for the state. On that committee, I had lead responsibility for policy about health and social service programs.

I served in several governmental positions in Washington, D.C., including deputy assistant secretary for Human Development Services with the Department of Health and Human Services, and deputy commissioner of the Administration on Aging. These positions gave me a federal perspective on the same social service programs I had worked on in the Wisconsin legislature. Then I returned to Wisconsin, where I became administrator for the Division of Health in the Department of Health

and Social Services. My responsibilities included Medicaid, public health, vital statistics, and prison health.

I left Wisconsin to become the Vice President for Finance of the New York City Health and Hospitals Corporation, the municipal system of 11 hospitals with 10,000 beds. Now I serve as Vice President for Finance and Administration and Chief Financial Officer for the March of Dimes Birth Defects Foundation, where I have responsibility for managing the foundation's financial operations and developing financial and administrative policies and procedures.

I am an administrator at heart, but I like to work in circumstances where problems are complex and I can use my ability to think like an economist to describe and solve them. Most of my career has revolved around social and health services in the public and nonprofit sectors, where my positions have offered intellectual challenges, worthwhile work, and interesting and bright colleagues. Such a career path can be an intriguing alternative to one in academia.

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WOMEN ECONOMISTS IN CANADA

In June 1990, at the Canadian Economics Association (CEA) annual meeting at the University of Victoria, two dozen women economists held a breakfast meeting and formed the Women Economists Network (WEN) in the CEA. The WEN was formed in response to the real need for networking among the small and geographically dispersed group of Canadian women economists. The purposes of the network are: To provide an opportunity for women economists in the CEA to get to know one another; to provide a time and place for women economists to meet and discuss issues of common interest at the CEA annual meetings; to help improve employment opportunities for Canadian women economists; and to provide input into the CEA's conferences and decisions. The CEA Executive Council is sponsoring the organizational costs of the WEN, and a formal constitutional meeting and reception will be held at the 1991 CEA annual meeting at Queen's University. The WEN is also putting together a session for this meeting.

The first tasks of the WEN are to increase its membership; to create a Canadian Women Economists' Directory of its members that would be available to members and also to potential employers (for example, economics departments); and to participate in the planning and organization of the next CEA annual meeting, including organizing one session, holding a constitutional meeting, and hosting a reception. There are no dues and graduate students are encouraged to join. (Please note that membership can be held either with or without receiving the journal.) If you are interested in becoming a WEN member, receiving more information on the WEN, and/or participating in the WEN session at the 1991 CEA meeting, please contact: WEN Coordinator, Lorraine Eden, School of International Affairs, 2A56 Paterson Hall, Carleton University, Ottawa, Ontario K1S 5B6, telephone 613-788-6661.

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SUMMARIES OF CSWEP-ORGANIZED SESSIONS AT THE 1990
WESTERN ECONOMIC ASSOCIATION (WEA) MEETING

Consumption, Utility, and the Family

Shelly Lundberg

Shelly Lundberg and Robert A. Pollak, in "Gender Roles and Intrafamily Distribution," introduce the separate spheres bargaining model, a new model of distribution within marriage. It differs from the standard divorce threat bargaining model in that the threat point is not divorce, but a noncooperative equilibrium defined in terms of traditional gender roles. In the separate spheres model, cash transfer child allowance schemes that pay the mother and those that pay the father can--but need not--imply different equilibrium distributions in existing marriages. The predictions of this model are thus not inconsistent with the popular perception that which parent receives the child allowance payments will affect distribution in two-parent families.

Julie A. Nelson, in "Separability, Scales, and Intra-Family Distribution," presents some empirical evidence regarding key assumptions of the Rothbarth and Barten methods of constructing household equivalence scales, and examines their conceptual bases. An investigation of the intra-household allocation of specific goods implied by the Rothbarth separability assumption yields some estimates of "negative consumption." Evidence on implicit price effects from empirical studies of household economies of scale also suggests that the separability assumption is implausible. The exogeneity of distribution parameters assumed in the Barten model is shown not to hold for the case of observed clothing expenditures. Both models are shown to depend on a definition of household welfare that is at odds with both older views on the question of household equivalence and with the more recently developed conceptual foundations of consumer theory.

Melissa Famulari assesses whether it is reasonable to model a household with a single utility function in "Nonparametric Tests for the Existence of a Household Utility Function." Varian had previously demonstrated that a necessary and sufficient condition for a set of price and expenditure data to be consistent with a utility function is that it satisfies the Generalized Axiom of Revealed Preference (GARP). The author tests a cross section of household expenditure data for consistency with GARP and contrasts the results for married households with those of households for which the utility maximization hypothesis is generally accepted: Single consumer households. The data used in this test combine household demographic characteristics and expenditures from the 1982-1985 Consumer Expenditure Interview Surveys with intertemporal-interarea price indexes. Preliminary results indicate that it is at least as reasonable to characterize a cross section of married households with a single utility function as it is to characterize a cross section of single households with a single utility function.

Gender and Work Histories

Joni Hersch

Manuelita Ureta and Audrey Light, in "Measuring the Accumulation of Early-Career Work Experience: Implications for Gender Wage Differentials," use the Young Men and Young Women cohorts of the National Longitudinal Surveys to document the heterogeneity in the total amount of experience gained during their early careers and in the patterns of accumulation. They then estimate wage equations that include an array of variables measuring the fraction of time worked during each year of the individual's career. While inclusion of more detailed information on work

history does not entirely eliminate the male-female gap, the authors find that estimated returns to general experience and to tenure are higher for women than for men.

Mark Loewenstein, John M. Barron, and Dan A. Black, in "Gender Differences in On-the-Job Training, Capital, and Wages," begin by developing a model in which employers maximize profits by hiring workers with more ability and greater attachment to the labor force in positions that require more on-the-job training and that use more capital. Since women are assumed to have higher probability of turnover, they are sorted into positions that require less on-the-job training and capital. The authors find support for this hypothesis using data from the Employment Opportunity Pilot Project Employer Survey, and conclude that these differences, as well as a lower market value for women's prior labor market experience, explain a substantial part of the male-female wage gap.

Joni Hersch and Patricia Reagan, in "Job Matching and Women's Wage-Tenure Profile," examine the effect of discontinuous work histories on wages after correcting for selectivity bias and for bias arising from the joint endogeneity of wages, job tenure, and total experience. Using samples of women from three different data sets, the authors estimate joint wage-tenure systems controlling directly for measures of job match quality and adjusting for selectivity bias. The data sets used are the Eugene-Springfield Labor Survey (collected by Hersch), the female youth cohort of the National Longitudinal Survey, and the Quality of Employment Survey. Their preliminary results indicate that the returns to tenure for women in the estimates of the system are larger than in single-equation estimates, and are also larger than corresponding estimates of the returns to tenure for men.

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Of Interest

The Center for Advanced Feminist Studies at the University of Minnesota will house Signs: A Journal of Women in Culture and Society from 1990-1995. Its new coeditors are Minnesota professors Ruth-Ellen Boetcher Joerer (German) and Barbara Laslett (Sociology). Published quarterly by the University of Chicago Press, the journal has been located at Duke University for the past five years.

The Women's Caucus for Political Science has established a Women's Platform Committee to construct a list of the political goals most American women share. The Committee will promote research on women's political issues and formulate strategies for achieving the political goals outlined in the platform. The project has identified the following areas of inquiry: the status of women on campus; priorities of governmental, business, and voluntary and professional associations whose policies affect women and their dependents; and agendas and strategies of women's political organizations.

CSWEP ACTIVITIES AT THE 1990 AEA MEETING
December 27-30, 1990

BUSINESS MEETING

The CSWEP business meeting will be held on December 28 at 4:45 PM in the Kansas Room of the Sheraton-Washington Hotel in Washington, DC.

RECEPTION

A reception in honor of women in the job market will be held immediately following the business meeting at 5:45 PM in the Wisconsin Room--free hors d'oeuvres and a cash bar. Please mark your calendar and plan to attend both events.

HOSPITALITY ROOM

The hospitality room (the Vermont Room) will be open on December 28 and 29, from 7:30 AM to 4:00 PM. A complimentary continental breakfast will be available from 7:30 AM to 10:30 AM each day.

We need your help to welcome people at the hospitality room! Please send your name, phone number, and times you could be there to Nancy Gordon, whose address is on the back cover. Two-hour periods, especially in the morning, would be the most helpful.

CSWEP SESSIONS

Friday, December 28, 10:15 AM

Women in Economics

Chair: Nancy M. Gordon

Discussants: Claudia Goldin, Arlene Holen,
and Marvin Kusters

Papers: Ivy E. Broder, "New Evidence on Wage Differentials in Economics;" Rebecca Blank, "The Effect of Blind Refereeing in Economics;" June O'Neill and Nachum Sicherman, "Is the Gender Gap in Economics Declining?"

Friday, December 28, 2:30 PM

Patent Races and Technology Transfer

Chair: Debra Aron

Discussants: Joseph E. Stiglitz, Katherine Rockett,
and Paul Romer

Papers: Reiko Aoki, "R&D Competition for Product Innovation: A Race Without End;" Richard Jensen and Marie Thursby, "Patent Races, Product Standards, and International Competition;" Beth Anne Tercek, "North-South Technology Transfer in the Context of International Returns to Scale."

Saturday, December 29, 8:00 AM

Gender and Productivity

Chair: Francine Blau

Discussants: Francine Blau, Laurie Bassi,
and Jean Mitchell

Papers: Solomon Polachek, "An Analysis of Recent Trends in the Male-Female Wage Gap;" Joni Hersch, "Gender Differences in Wages: The Role of Human Capital, Working Conditions, and Housework;" John Mullahy and Jody L. Sindelar, "Substance Abuse and Gender Differences in Productivity."

Saturday, December 29, 10:15 AM

Theoretical IO with Applications to R&D

Chair: Elizabeth Hoffman

Discussants: Tara Vishwanath, Paula-Ann Cech,
and Ester Gal-Or

Papers: Beth Allen, "Choosing R&D Projects: An Informational Approach;" Karen Palmer, "Diversification by Regulated Monopolies and Incentives for R&D;" Suzanne Scotchmer, "Cooperation in R&D and the Breadth of Patent Protection."

Saturday, December 29, 2:30 PM

Empirical Analyses of R&D and Productivity Growth

Chair: Bronwyn Hall

Discussants: Lisa Lynch and Edwin Mansfield

Papers: Linda N. Edwards and Betsy Field-Hendrey, "Unions and Productivity in the Public Sector: The Case of Solid Waste Collection;" Janet W. Tillinger, "Dividend Taxation and Dividend Signalling: An Analysis of the Effects on Investment in Research and Development;" Sarah J. Lane, "New Diggings in Bituminous Coal-The Structure of the Output Market as a Determinant of Investment in New Technology;" Catherine Morrison, "The Impacts of Markups, Capacity Utilization, and Scale Economies on Productivity Growth: A Reevaluation Using Productivity Theory."

Sunday, December 30, 8:00 AM

Mobility, Wages, and Gender

Chair: Katharine Abraham

Discussants: Mark Gritz, Kathryn Shaw,
and Jane Sjogren

Papers: Lisa Lynch, "The Role of Off-the-job versus On-the-job Training for Wage Growth and Mobility of Women Workers;" Theresa J. Devine, "Gender Differences in Job Exit Behavior: An Empirical Analysis Using SIPP;" Constance Rhind, "Retirement in the Dual Worker Family."

SWAPPING CHILD CARE AT THE 1990 AEA MEETING

Several members have expressed a desire to share child care with other parents at the AEA Meeting and CSWEP is happy to operate as a clearinghouse. This is the second year of this service. Last year, the list helped several economists obtain child care at crucial times during the meeting.

If you think you'll be attending and want to swap child care during the meeting, send:

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

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

We'll send respondents a complete list of all respondents' information in the late Fall. This announcement is also being made in the AEA convention application form.

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

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OTHER SESSIONS OF INTEREST AT THE AEA MEETING

THE 1990 DISTINGUISHED LECTURE IN ECONOMICS AND GOVERNMENT

Information Analysis And Economic Policy: There Must Be A Better Way

Alice M. Rivlin
The Brookings Institution

December 29, 2:30 PM Arlington and Alexandria Rooms
Sheraton-Washington Hotel

There will be a cocktail party (cash bar) in honor of Alice Rivlin from 5:30 to 7:30 pm in the Ethan Allen Room. CSWEP members are encouraged to attend.

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December 29, 2:30 PM **Can Feminism Find A Home in Economics?**
Chair: Robert Pollack
Discussants: Rebecca Blank and Paulette Olsen

Papers: Paula England, "How Should Feminism Change Economic Theory?"; Claudia Goldin, "The Pollution Theory of Discrimination;" Diana Strassmann, "Feminism and Economic Knowledge;" Nancy Folbre, "The Male Domain of Reason: Androcentrism in Classical Political Economy."

CSWEP ACTIVITIES AT THE SOUTHERN
ECONOMIC ASSOCIATION MEETING

New Orleans, LA
November 18-20, 1990

CSWEP-South has organized two sessions for the Southern Economic Association (SEA) meeting:

Issues in Corporate Finance

Chair: Devra Golbe

Discussants: Thomas Abbott, Ralph Sanders, and Richard Cook

Papers: Jonathan Jones, Kenneth Lehn, and J. Harold Mulherin, "Institutional Ownership of Equity and Stock Market Liquidity;" Margaret Blair and Martha Schary, "Patterns of Corporate Restructuring;" Devra Golbe and Mary Schranz, "Takeovers and Managerial Incentives for Insider and Informed Trading;" Richard Cook, "Bid-Ask Spreads and the Information Content of Earnings and Dividend Announcements."

and

The Economics Question in Feminism

Chair: Charles T. Clotfelter

Panel: Julie Nelson, "Gender and Economic Ideology;" Paulette Olson, "Gender Bias in Labor Market Models;" Marianne Ferber, "Sex in the Classroom;" Ann Jennings and William Waller, "Rethinking Class and Social Stratification: Towards a Coherent Feminist Economics."

CSWEP-South will sponsor a **business meeting** from 5:30 to 6:00 PM on November 19, in the Mayor's Chamber followed by a **reception** from 6:00 to 7:00 PM in the Tulane Room (cash bar) in honor of women in the job market. Everyone is urged to attend both of these events.

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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 make contributions, we publish three issues each year -- Winter, Spring, and Fall. Our schedule is:

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

CSWEP AT THE MIDWEST
ECONOMIC ASSOCIATION MEETING
Adam Mark Hotel
St. Louis, Missouri, April 4-6, 1991

CSWEP has organized two sessions for the Midwest Economic Association Meeting:

Influence of Demographic Characteristics on Economic Outcomes

Chair: Therese McGuire

Discussants: Susan Feigenbaum and Anne Winkler

Papers: Francine Blau, "Fertility of Immigrant Women: Evidence from High Fertility Source Countries;" Mary B. Hampton and John S. Heywood, "Racial and Gender Differences in the Economic Advantages of Physician Board Certification;" Helen Jensen, "Women in Rural Labor Markets."

and

Feminist Theory and Economics

Chair: Julie A. Nelson

Discussants: Marianne Ferber and Don McCloskey

Papers: Diana Strassmann, "Feminism and the Structure of Economic Theory;" Vernon Dixon, "Gender and Race: Similarities and Differences in the Analysis;" Linda Lucas Hudgins, "Transmission of Androcentrism in the Economics Curriculum."

CSWEP will also sponsor a **reception** with complimentary hor d'oeuvres and a cash bar
at 6:00 pm on Thursday, April 4, 1991, in the Adam Mark Hotel.
Come meet other economists from the Midwest.

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OTHER UPCOMING MEETINGS

The **National Council for Research on Women** will hold its National Network of Women's Caucuses, Second Biennial Meeting in Washington, DC., February 22-24, at the Georgetown Omni Hotel. For more information, contact the Council at: The Sara Delano Roosevelt Memorial House, 47-49 East 65th Street, New York, NY 10021; telephone: 212-570-5001.

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CALL FOR PAPERS

The **Southwestern Economics Association (SWEA)** meeting will be held March 27-30, 1991, at the Marriott Riverwalk Hotel and San Antonio Convention Center, San Antonio, Texas. Proposals for papers and interest in participating as a discussant and/or chairperson must be received by October 15, 1990. Send information to: Dr. Rose M. Rubin, P.O. Box 13408, Department of Economics, University of North Texas, Denton, TX 76203; telephone: 817-656-2573. Deadline: October 15, 1990.

Distinguished Paper Competition. The SWEA will sponsor this competition for the 1991 program. The author of the outstanding paper will receive a plaque and will be honored at the meeting. Additionally, the winning paper will be published in the 1991 Southwestern Journal of Economic Abstracts. To be eligible for this award, both the completed paper and the abstract must be submitted by October 15, 1990 to: M. Ray Perryman, Editor, Southwestern Journal of Economic Abstracts, 700 South University Parks Drive, Suite 500, Waco, TX 76706.

Special sessions are planned for student papers, with cash awards given for the best ones. Student status should be indicated on your paper proposals. Contact: Abdul M. Turay, Department of Economics, Mississippi State University, P.O. Drawer JE, Mississippi State, MS 39762.

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The **25th Annual Pacific Northwest Regional Economic Conference** will be held at the Hilton Hotel in downtown Portland, Oregon on May 2-4, 1991. The focus of the conference will be (a) economic developments within the Pacific Northwest and (b) the evolving economic relationships between this region and others. Abstracts of up to five double-spaced pages should be sent to Professor Anthony Rufolo, Program Chair, c/o Department of Urban Studies and Planning, Portland State University, P.O. Box 731, Portland, OR 97207 (FAX: 503-725-4822), before February 15, 1991.

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The **Western Economic Association's (WEA)** 66th annual conference will be held June 29-July 3, 1991, in Seattle, Washington. If you wish to present a paper, send an abstract by January 15, 1991, to Shelly Lundberg, Department of Economics, University of Washington, Seattle, WA 98195. CSWEP will be organizing several sessions, and submission fees for papers included in these sessions are waived. At least one session will consist of contributed papers on gender-related topics, but papers (and volunteers to organize sessions) in other areas of economics are welcome.

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RECENT PUBLICATIONS OF INTEREST

Claudia Goldin's recent book, *Understanding The Gender Gap: An Economic History of American Women* is available from Oxford University Press, Dept. MG, 200 Madison Avenue, New York, NY 10016; cost: \$25.96. Claudia is a professor of economics at Harvard University.

RESEARCH FUNDING

The Council for International Exchange of Scholars is pleased to announced three postdoctoral fellowships:

U.S.-Spanish Joint Committee Research Fellowships -- advanced research grants will be offered. Details concerning the academic fields included in the 1991-92 program as well as financial benefits are available from the Council. Applicants must be U.S. citizens at the postdoctoral level with demonstrated competence in Spanish. Deadline: January 1, 1991.

NATO Advanced Research Fellowships and Institutional Grants in the social sciences and related disciplines are available for projects on issues directly affecting the health of the Alliance. Applicants must have a Ph.D. or equivalent professional status and be American citizens. Deadline: January 1, 1991.

New Fulbright Scholar Exchange Program Between Canada and the United States. This program offers awards to U.S. scholars to lecture, conduct research, or pursue combined lecturing and research at universities in Canada and to Canadian scholars at universities in the United States. Applications will be accepted in any discipline within the social sciences and humanities. Applicants must be U.S. or Canadian citizens at the postdoctoral or equivalent professional level. Special 1991-1992 competition deadline: January 15, 1991.

For more details, contact the Council for International Exchange of Scholars, 3400 International Drive, NW, Suite M-500, Box NEWS, Washington, DC 20008-3097, telephone: 202-686-6244.

The Department of Agricultural and Applied Economics at the University of Minnesota is proud to announce a Doctoral Fellowship Grant:

A USDA National Needs Fellowship Grant is available for Ph.D. study and work on "Marketing in a Segmented Global Economy: Emerging Issues of Dietary and Environmental Risk." Funding is available for up to 45 months starting in September 1991. The stipend is \$15,000 per year plus tuition and some travel monies. Applicants must be a citizen of the United States or its territories. Applications are due by January 15, 1991. Contact Jean Kinsey, Director of Graduate Studies, Department of Agricultural and Applied Economics, University of Minnesota, 1994 Buford Avenue, St. Paul, MN 55108 or call 612-625-3777.

NEWS AND NOTES

Barbara Bergmann has been elected president of the American Association of University Professors; her term runs from June 1990 to June 1992.

Joyce Jacobsen of Rhodes College will be a visiting assistant professor of economics and Women's Studies at Northwestern University for the Winter and Spring quarters of the 1990-91 academic year.

New Positions

Susan Carter has been appointed associate professor, with tenure, in the Department of Economics at the University of California-Riverside.

Claudia Goldin has been appointed professor of economics at Harvard University.

Linda L. Hudgins is associate professor of economics at Eckerd College, St. Petersburg, Florida.

Carol Adaire Jones has been appointed senior economist, at the Damage Assessment Center, National Oceanic and Atmospheric Administration (NOAA/Rockville, MD), Department of Commerce.

Marielka Klawitter has been appointed assistant professor in the Graduate School of Public Affairs at the University of Washington.

Jane E. Lopus, who received her Ph.D. in economics at the University of California-Davis this year, has been appointed assistant professor of economics and Director, Center for Economic Education at California State University, Hayward.

Nancy Stokey has been appointed professor of economics at the University of Chicago.

Aileen Thompson has joined the faculty of the Department of Economics, University of Toronto, as an assistant professor.

NSF Funding

Congratulations! The following women received funding from the Spring 1990 National Science Foundation Competition: **Janet Yellin** (Berkeley); **Eleanor Brown** (Pomona College); **Pat Brown** (Delaware); **Rachel Connelly** (Bowdoin); **Janet Currie** (UCLA); **Theresa Devine** (Penn State); **Diane Rogers** (Penn State); and **Suzanne Scotchmer** (Berkeley).

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.

Editors' 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. There is no charge for advertising in the Newsletter.

ACADEMIC

Baldwin-Wallace College, Gregg Pett, Chair, Department of Economics, Berea, OH 44017; tenure-track position in economics beginning Fall 1991; day and evening program; position could be shared; November 1990 or until filled.

Boston College School of Management, Shulamit Kahn, Chair, Recruiting Committee, 704 Commonwealth Avenue, Boston, MA 02215; assistant, although an appointment at a more senior level is also possible; finance, industrial organization, applied micro- or macroeconomics; yes; yes; until filled.

Boston College, Joseph F. Quinn, Chair, Department of Economics, Chestnut Hill, MA 02167; assistant, associate, or full professor; applied econometrics or econometric theory; yes; yes; December 15, 1990, or until filled.

Bowdoin College, Jonathan Goldstein, Chair, Department of Economics, Brunswick, ME 04011; assistants (2); industrial organization and labor or trade or development; yes; yes; December 15, 1990.

Bucknell University, John Anderson, Chair, Search Committee, Department of Economics, Lewisburg, PA 17837; assistant; industrial organization, industrial policy, economics of technological change, and economics of nonprofit organizations; anticipated; preferred; to start September 1991.

Carnegie Mellon University, Recruiting Chair, School of Urban and Public Affairs, Pittsburgh, PA 15213; rank open; urban, regional, law and economics, industrial organization and public policy, applied econometrics; yes; yes; November 15.

Emory University, Department of Economics, Atlanta, GA 30322. Applications for these positions will be accepted until filled.

- Chair, Microeconomics Search Committee; one or more positions, microeconomic theory and/or an applied microeconomic field; rank is open.
- Chair, Macroeconomics Search Committee; one or more positions; applied macroeconomics and/or experience in a related field such as international trade; rank is open.
- Chair, Econometrics Search Committee; one or more econometricians; applications of econometrics and willingness to serve as a consultant to other faculty; rank is open.

George Washington University, John Kwoka, Chair, Recruiting Committee, Department of Economics, Washington, DC 20052; assistants (2); one in microeconomic theory; one in applied microeconomics, industrial organization, natural resources/environment; yes; yes; December 15, 1990.

Guilford College, Samuel Schuman, Vice President for Academic Affairs, 5800 West Friendly Avenue, Greensboro, NC 27410; assistant/instructor (two-year appointment); macro- and micro-economic principles, money and banking, area studies (Africa, Asia or Middle East; no; NA; December 1, 1990.

Haverford College, Vernon J. Dixon, Chair, Department of Economics, Haverford, PA 19041; assistant/associate; general economics; yes/possibly; yes by September 1, 1990; December 10, 1990.

Hobart and William Smith Colleges, Patrick A. McGuire, Chair, Department of Economics, Geneva, NY 14456; faculty position; micro and environmental economics; yes; preferred; December 1990.

Indiana University-Purdue University, Robert Sandy, Chair of Search and Screen Committee, Department of Economics, IUPUI, 425 University Boulevard, Indianapolis, IN 46202; assistant; NA; yes; yes or completed by August 1991; until filled.

Indiana University-Purdue University, Robert Kirk, Chair of Search and Screen Committee, IUPUI, 425 University Boulevard, Indianapolis, IN 46202; philanthropy (e.g., behavior of the not-for-profit sector, income and wealth redistribution, health care); yes; yes; November 20, 1990.

Keene State College, Gaynelle Pratt, Personnel Office, Keene, NH 03431; assistant/associate; two among the following: International, monetary, quantitative, Marx, and industrial organization; NA; highly preferred; until filled.

Michigan State University, Ronald C. Fisher, Chairperson, Department of Economics, Marshall Hall, East Lansing, MI 48824-1038:

- o Professor, associate, assistant, instructor; specialization open; experience in dissertation supervision preferred; December 3, 1990.
- o Assistant/instructor; industrial organization, macroeconomics/monetary/econometrics; or public finance; yes; preferred; December 3, 1990.

Michigan State University, Phillip L. Carter, Associate Dean, Graduate School of Business, East Lansing, MI 48824-1038; Director, Institute of Public Utilities; the Director may also hold a tenure-track faculty appointment in an appropriate department. The Institute arranges conferences, sponsors courses, and funds research on public utility regulation; November 1990.

Michigan State University, James Madison College, Kenneth Waltzer, Acting Dean, Economics Search, 367 South Case Hall, East Lansing, MI 48825; assistant; labor economics to teach in undergraduate political economy program, specialization in women in economy, employment consequences of industrial restructuring, discrimination, industrial relations, labor, or poverty policy; yes, yes/or near; December 1, 1990, Position #MDS-23E.

Montana State University, Jeffrey T. LaFrance, Search Committee Co-chairman, Department of Agricultural Economics and Economics, Bozeman, MT 59717; assistant; agricultural economics/economics; yes; yes; September 15, 1990.

Montana State University, Susan M. Capalbo, Search Committee Co-Chair, Department of Agricultural Economics and Economics, Bozeman, MT 59717-0002; associate/assistant; agricultural or resource economics; yes; yes; to start Fall 1991. For more information contact HR/AA, 210-C MH, MSU, Bozeman, MT 59717.

Northwestern University, Center for Urban Affairs and Policy Research, Hervey A. Juris, The Kellogg School, Evanston, IL 60208; director, the Transportation Center; depends; no; September 7, 1990.

Oakland University, Sherman Folland, Chair, Recruiting Committee, Department of Economics, Rochester, Michigan 48309-4401; assistant, industrial organization, economics of law, history of thought, or economic history; yes; yes by starting date; prefer by November 26, 1990.

South Dakota State University, Larry Janssen, Chairman, Search Committee, Economics Department, Box 504-A, Brookings, SD 57007-0895; assistant/associate; agricultural economics or a related discipline; yes; yes; until filled.

SUNY at Buffalo, L. Schneider, Search Committee Chair, Faculty of Social Sciences, 275 Park Hall, Buffalo, NY 14260; full or senior associate and chair, Department of Economics; November 1990. (Readvertisement.)

SUNY at Buffalo, Peter B. Morgan, Chair, Department of Economics, 608 O'Brian Hall, Amherst, NY 14260; assistant; specialization open but mild preference for international economics; yes; yes; November 15, 1990.

The University of Iowa, Robert Forsythe, Professor and Chairman, Department of Economics, Iowa City, IA 52242; senior and junior positions; general economics, economic theory, macroeconomics; NA; NA; interviewing of candidates is immediate. For more information call (319)335-0829.

Trinity College, William N. Butos, Chairman of the Search Committee, Department of Economics, Hartford, CT 06106; assistant; macroeconomic theory and general economics; yes; yes; December 15, 1990.

University of California-Berkeley, David Zilberman, Vice Chair, Department of Agricultural and Resource Economics, 207 Giannini Hall, Berkeley, CA 94720; cooperative extension specialist; resource economics; NA; yes; November 15, 1990.

University of California-Davis, Robert C. Feenstra, Chair, Department of Economics, Davis, CA 95616-8578; two positions (contingent on funding)--assistant, microeconomics with an interest in pure theory or theoretical applications in public economics, industrial organization, or international trade; yes; yes; November 1990.

University of California-Riverside, Keith Griffin, Department of Economics, Riverside, CA 92521; assistant; macroeconomics; NA; NA; December 1, 1990.

University of California-Santa Barbara, Chair, Search Committee, Department of Economics, Santa Barbara, CA 93106; assistant; joint position in Department and Environmental Studies Program; natural resource and environmental economics; NA; until filled.

University of California-Santa Barbara, Chair, Search Committee, Department of Economics, Santa Barbara, CA 93106; assistants (2); general economics, economic theory, econometrics, international economics; NA; yes; until filled; position number (ECO1).

University of Cincinnati, Joseph C. Gallo, Intro Search Committee, Department of Economics, Cincinnati, OH 45221-0371; assistant/associate; coordinate intro courses; yes; yes and experience; interviews at AEA meeting, January 4, 1991.

University of Cincinnati, Wolfgang Mayer, Math-Econ Search Committee, Department of Economics, Cincinnati, OH 45221-0371; assistant/associate; mathematical economics; yes; yes; interviews at AEA meeting, January 4, 1991.

University of Maine, International Finance Screening Committee, Department of Economics, 215 Stevens Hall, Orono, ME 04469; assistant; open economy macroeconomics, exchange rate determination and the balance of payments with a policy orientation; yes; NA; until filled.

University of Maryland, Chairman, Department of Economics, College Park, MD 20742; associate and full; micro and macro economic theory; economic development; international economics; public economics; industrial organization; must have a distinguished research and publication record; November 1990.

University of Maryland, Chairman, Department of Economics, College Park, MD 20742; associate and full professors; theory: micro and macro, economic development, international and public economics, and industrial organization; NA; NA; November 1990.

University of Maryland, Dennis Mueller, Junior Recruitment Chairman, Attention: Mary Louise Snidow, Department of Economics, 3105 Tydings Hall, College Park, MD 20742; assistant; theory: micro and macro, economic development, monetary and international economics, industrial organization; yes; NA; December 1990.

University of Massachusetts, Chairperson, Personnel Committee, Department of Economics, Boston, MA 02125; assistant; urban and regional economics; yes; yes; November 1990 or until filled.

University of Minnesota, Roger Feldman, Chair, Search Committee, Division of Health Services Research and Policy, School of Public Health, 420 Delaware Street, SE., Box 729, Minneapolis, MN 55455-0392; two assistant and two tenure-track or tenured positions as associate/full; economics/sociology with a health-related dissertation; yes; yes; December 31, 1990.

The University of North Carolina, Robert E. Gallman, Department of Economics, CB# 3305, Gardner Hall, Chapel Hill, NC 27599-03305; several fixed-term or visiting lecturers (any rank); NA; yes; June 1, 1991.

University of Pennsylvania, Chairperson, Personnel Committee, Department of Economics, 3718 Locust Walk, Philadelphia, PA 19104-6297; several assistant/associate positions; yes and no; NA; until filled.

University of Vermont, Chair, Economics Search Committee, Office of the Dean, College of Arts and Sciences, Burlington, VT 05405; chair, economics department; the University is seeking an established scholar, teacher and administrator; appointment will be at the associate or full professor level with tenure; specialization open; December 1, 1990.

University of Vermont, Chair, Department of Economics, 479 Main Street, Burlington, VT 05405; assistant; public finance, urban/regional; econometrics; yes; NA; December 1, 1990.

Whitman College, Jan Crouter, Chair, Department of Economics, Walla Walla, WA 99362.

- One-year sabbatical replacement (with possibility of renewal); statistics, international economics; NA; preferred; January 1, 1991.
- Assistant; monetary theory and policy; yes; yes; January 1, 1991 or until filled.

Williams College, Chair, Search Committee, Center for Environment Studies, Kellogg House, Williamstown, MA 01267; Director; assume overall responsibility for the administration of the Center and related activities; teach three courses a year; yes; yes; November 1, 1990.

NONACADEMIC

9 to 5, Working Women Education Fund, D. Van Kleef, 614 Superior Avenue, NW, Cleveland, OH 44113; Research Director; conduct quasi-economic research on clerical employment; serve as resource to media, grassroots organizers; translate research material into activist programs, congressional testimony; write and speak for varied audiences.

Economic Policy Institute, Lawrence Mishel, Research Director, 1730 Rhode Island Avenue, NW, #812, Washington, DC 20036; two staff economist positions; public finance and macroeconomics; NA; yes; until filled.

Federal Communications Commission, James Gattuso, Office of Plans and Policy, FCC, room 822, 1919 M Street, NW, Washington, DC 20554; chief economist and staff economist; spectrum management, telecommunications, and mass media policies; Ph.D./advanced degree in economics; also one-year staff appointments are possible for visiting faculty members. All applicants will be considered without regard to political affiliation, marital status, race, color, sex, national origin, nondisqualifying physical or mental handicap, age, or any other nonmerit factor.

Oak Ridge National Laboratory, Charles R. Kerley, ORNL, Building 4500N, MS 6205, P.O. Box 2008, Oak Ridge, TN 37831-6205; research associate; energy and economic analysis section; agricultural economics, geography, economic policy; yes or candidate; until filled.

U.S. Department of Agriculture, Shirley Roberts, Food and Nutrition Service, Personnel Division, Room 620, 3101 Park Center Drive, Alexandria, VA 22302; senior manager with a strong background in policy research and program evaluation; grade GM-14; October 29, 1990.

U.S. Department of Commerce, Bureau of the Census, Robert H. McGuckin, Chief, Center for Economic Studies, Room 1587, FB 3, Washington, DC 20233; one or two openings for an entry-level Ph.D. economist in 1991; position subject to budgetary approval; labor economics; applied microanalysis, industrial organization, econometrics, productivity measurement; strong foundation in economic theory combined with a willingness to do applied research; December 3, 1990.

Western Rural Development Center, Emery N. Castle, Oregon State University, Corvallis, OR 97331 (503-737-3621); two visiting associates; positions designed for professionals who can take leave from regular employment; any discipline relative to rural studies; NA; yes; December 15, 1990.

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 per year) by contacting the AEA, 2014 Broadway, Suite 305, Nashville, TN 37203.

CSWEP
The Committee on the Status of Women in the
Economics Profession

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