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Have you paid your CSWEP dues? If your mailing label does not say "1999" in the upper right hand corner, then you have not paid dues for this academic year. Beginning with the Spring, 2000 issue, our Newsletter will only be sent to dues-paying associates, so please check your membership and send your dues, if necessary, to:

Joan Hanworth, Membership Secretary
4901 Tower Court
Tallahassee, FL 32303

We appreciate your support!
My Experience with Tenure Through Teaching

Gail Mitchell Hoyt

I earned my undergraduate degree in economics at Centre College, a small, liberal arts college in Danville, Kentucky. I loved economics and was thrilled by the liberal arts approach to learning the discipline. In the fall of 1986, I began graduate school at the University of Kentucky. I went to graduate school because I wanted to be an economist. But, I had no plans whatsoever to be a teacher. When I was informed that teaching was part of what I had to do to be funded with an assistantship, I stepped into the position as if taking on a chore. However, after about two weeks of teaching, I realized that the "stuff" that I got from teaching was like nothing else I had experienced up to that point in my academic career. I knew that I had been a student of economics, but I found teaching economics to other people to be absolutely thrilling. I had discovered a truly rewarding experience. While I enjoyed my research looking at the labor market impacts of substance use, I now knew that the teaching of economics would be an integral part of my career.

My first job after completing graduate school was at the University of Richmond in Virginia. At Richmond, tenure is based on teaching and research. Given that I enjoyed teaching and had experienced success teaching as a graduate student at the University of Kentucky, I was excited to accept this position and I found my two years at Richmond to be a valuable stage in my growth as an economist and a teacher. The caliber of the student body is outstanding, the classes are typically capped at twenty-six students, and faculty members are well supported, altogether making for a great teaching experience. I was also pursuing my research agenda at a pace that I believe would have led to tenure.

In 1993, the Chancellor of the University of Kentucky announced the creation of approximately twenty new special titles for teaching positions in all departments across the Lexington campus. Faculty in these positions would be eligible for tenure and have no research requirements. The teaching positions were created to ensure that at least fifty percent of students in lower level courses would be taught by full-time faculty. As a significant number of students from across the university are required to take microeconomic and/or macroeconomic principles, the economics department was offered two of these positions. The economics faculty felt that the positions would benefit the department anticipating better coordination in the introductory courses, higher student success rates, improved course evaluations, and more economics majors. One offer was made to Robert Gillette from Texas A&M and one was made to me.

My thoughts were mixed when I received the offer. Currently, I was in a regular tenure track position. I had reservations about how I would be treated and received in a teaching position in the economics department at Kentucky. This was compounded by the fact that I had been a graduate student at Kentucky. I wondered if I would feel like a second-class citizen.

On the other hand, while I enjoyed Richmond, I believed that it was time to move back to Kentucky I could have a more powerful impact through my teaching. The student body at the University of Kentucky is more diverse in economic background and ethnicity. First-generation college students, international students, and nontraditional students who work and have children are a part of the student body. Through exposure to this mix of students and to a large number of students, I felt I could make a more significant contribution to economic literacy. I have always felt that if one could apply a small class, liberal arts approach in a large class setting at a public university, one could substantially improve the quality of the student experience. The University of Kentucky would provide the opportunity for a full-scale test of this belief.

Not for one moment have I found myself regretting the decision I made six years ago. I do find myself working hard and putting in long hours, but I enjoy what I am doing. I have an enormous amount of latitude in determining how I go about doing the specific tasks for which I was hired.

My primary responsibility is to teach and coordinate the sections of contemporary economic issues, microeconomic and macroeconomic principles, and business and economics statistics. My colleague, Bob Gillette, who took the other teaching position, teaches a macroeconomics and shares responsibility with me for the statistics course. I teach approximately 600 students and work with six to ten teaching assistants (TAs) each semester who have their own sections.

My service responsibilities relate primarily to undergraduate education. I serve as an advisor to economics majors and now in the Director of Undergraduate Studies for economics. I am the faculty advisor to the Economic Society and helped to establish and coordinate the College of Business and Economics Lab for Economic and Accounting Proficiency, which provides free tutoring to students taking introductory courses in accounting and economics.

As a teaching assistant coordinator, Bob and I believed that TAs both course content and teaching techniques. We meet with the TAs weekly to check progress and discuss issues related to teaching the material and classroom demeanor. We have compiled comprehensive lecture notes packets with active learning ideas and teaching tips for the TAs. Every semester we go into each TA’s classroom for observation and TAs observe one another. For the College of Business and Economics, Bob and I teach a graduate course on teaching methods that is required of all new TAs in the College. Working with teaching assistants and seeing them grow and develop as both economists and teachers of economics has been for one of the most rewarding aspects of my job.

During my tenure at Kentucky, three different people have served as chair for the economics department. The chair at the time Bob and I was hired wanted to ensure that except for the differences in our research requirements...
The Benefits and Costs of Team Teaching: Experience from an Interdisciplinary Collaboration

Maurice J. Lave - Department of Economics, Miami University of Ohio
B. Kay Snively - Department of Management, Miami University of Ohio

Along with some colleagues at Miami University, we have developed and taught a new course, Women, Gender and Business Ethics. This course is part of an interdisciplinary course for women's studies and business school students. The goal of the course is to teach topics that may not be covered or not covered in much detail in the typical business curriculum, but students (especially female students) will face as they enter the workforce. Given the interdisciplinary nature of the course, the course outline and the teaching methods are challenging. We have found that the process used in developing the course, as well as the costs and benefits of team teaching in general, are helpful.

Course Content Development

The team began developing the course content and pedagogy approximately one year prior to the time it would first be offered. Faculty members from each department in the business school and several affiliates of the women's studies program met several times to discuss course objectives and content. During this development phase, two members of this faculty group wrote a successful research grant to fund the project and other expenses (books, slides, etc.) of the course. Collectively, the designs identified a set of necessary and sufficient content areas. Among those core content areas were topics from several business and social sciences disciplines: wage gap, competition worth from the economics field, employment law, and sexual harassment law from the law school, business ethics, and understanding the role of women in advertising from the marketing field, and work-related role bias and leadership behaviors of women and men from the organizational behavior field.

Course Delivery

Unlike the course development team recognized that the delivery of the content called for a more creative pedagogical model beyond the traditional lectures in many business courses. Based on the goal of engaging student learners from several disciplines, the faculty members of the course identified a need for a learning environment where diverse perspectives would be encouraged, the development team proposed a team teaching model. With the support of the college and department, the business school dean, and the chair of the business department, the authors' request to team teach was approved.

Of particular value in choosing the team teaching model was an agreement by the development team that both faculty would receive full course load credit, despite the team teaching model. The authors agreed that this "full pay" for team teaching was a breakthrough in how many universities fund team teaching. Historically, one of the disadvantages of team teaching is the generally accepted practice of each part of the team only receiving part of the course compensation. The authors argued successfully that effective team teaching of the type we designed required more preparation and delivery time than teaching a class individually.

To enhance the team teaching model, faculty members spent the summer developing a single course development team who were not officially designated course instructors, committed to the project from the very beginning. Two of the instructors had specific expertise. As a result, during most class periods, there would typically be three faculty members present (one of the two instructors as well as a guest who had done research in the specific topic being addressed. The instructional team (composed of the author) facilitated the final syllabus design, the additional topics beyond the core topics, the readings, assignments, the invitation of guests beyond the core team, and the "tracks and fields" of the class - exam format, grading policy, paper assignments, etc.

During each class, both instructors participated in the facilitation, often with the additional involvement of a guest speaker. Rather than take turns in less class, the instructors believed that modeling teamwork in front of students by speaking and listening especially with a classroom climate for open exchange and contributed to students' willingness to share and present different opinions. When guest speakers were the focus of a class, the instructors positioned themselves as students, sitting among the chairs and contributing to the learning in the same manner as students. Many students indicated that the learning process was beneficial because the professors were clearly learning too.

Student Reactions

Student evaluations were both at mid-term and the conclusion of the course to learn students' perceptions of the quality of learning in the course. Student comments indicate the teamwork approach was learning experiences. Summary statements listed the following as specific course factors which contributed to improve learning:

- Guest speakers
- Open discussion
- Challenging questions
- Interesting and relevant material
- Team teaching
- Interdisciplinary
- Quality of class members
- Liked the class would recommend to others

A sample of the open-ended responses of students further demonstrated support for both the course content and the pedagogy:

"The sampling of different majors/perspectives...this allows for an energetic display of varied opinions."

"I like the fact that each day we have had a 'specialist' well prepared to present the material we had read. Their use of examples and materials from outside the class has been very interesting also. I find that having professors from a wide range of majors gives the class some real insight into different perspectives on women and business." Students also offered suggestions for improving the course, most of which included the burden of some lengthy reading assignments, type and number of paper assignments, and the possibility of offering the course more often during the week. The general reaction from students was that such a course should be a regular part of the business curriculum and that both men and women students would benefit by such efforts.

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The Life of a Pedagogue in a Research Institute

Beth Bogdan - Senior Lecturer, Economics Department, Princeton University

FELL IN LOVE WITH ECONOMICS

"I fell in love with economics when I was a sophomore at the University of North Carolina in a good basic course in high school, but I thought of economics mostly as a way of life - not something that I would pursue as a career. While at Columbia, I didn't have a career goal. I just wanted to understand the way the world worked. Then, as I was finishing my internal startup: knowledge was the goal, but children would be the center of my life. I began to realize that I would go crazy without academic stimulation and decided I would eventually become a college professor. I wanted children but otherwise was happy for me to work. Ironically, I had to change my plan. I decided that I would have a child by his 30th birthday and I decided to quit my job. In the spring of 1971, as I looked forward to completing the Ph.D. and the birth of our child, I thought I would wait several years before seeking a position. But my wonderful, gay-haired advisor said, "This is the 70s, a woman can work and have children." Once he said that, I thought deeply about seeking a position at a top ranked institution, but I modeled my competitive and knew I would go all out for tenure. That, I believed, was totally incompatible with motherhood and so I decided to teach at a teaching institution near home. I received several job offers that met that criterion and, I chose Fairleigh Dickinson University.

The 70s were great years to be at Fairleigh Dickison. Many women, who never had a child and were married and had stayed out of college, wanted to complete degrees and FEU was ideal for that purpose. Compared to the 1960s, I have the best of both worlds. In the 1960s, I was afraid to miss the party on campus. I was afraid to miss the 1960s, I was afraid to miss the party on campus. I was afraid to miss the party.
Administration as a Career Path for Economists
Elizabeth Holliman - Provost and Vice Chancellor for Academic Affairs, University of Illinois at Chicago

IT WAS THE SPRING OF 1989. I was living the life to which every new assistant professor aspires. I was a tenured full professor at a highly regarded public university, the University of Arizona, in one of the best economics departments in the country for the kind of research I do, experimental econom-
ic. I was a member of the proposal review panel for the NSF economics program and a member of the Committee on the Status of Women in Economics. I was teaching four courses per year: just enough to enjoy the stimulation of sharing my favorite subject with fresh young minds, but not enough to interfere with an active, funded research program. And, I had recently been heavily recruited to the University of Arizona from a comfortable life at the University of Wisconsin.

Then (I believe it was in May), the Dean of the College of Business and Public Administration invited me to breakfast. My first thought was panic. I did not have anything to wear to breakfast with the dean. I had one black suit for funerals and funeral generations, one white dress for weddings and going to fancy restaurants, and some frumpy and slightly too small wool skirts. I had nothing left over from college. At that moment in my life, "clothing for success," meant, do I have a clean pair of jeans and a clean tee shirt to put on in the morning?!

Our conversation went on for an hour. The dean pointed out that almost fit, I went to breakfast, wondering what he could possibly want from me. Perhaps he wanted to be a leader in higher education and the future of the business school education or something like that. I was utterly stunned when he said, "Have you ever thought about being a dean?" I did not see the question coming, I looked at him in disbelief. We talked for an hour, or two, about seeing the administrative positions. The only response I could think of was, "why me?" And he said, "Because you can do it - you have the personal qualities that make for great academic administrators, all of the personal qualities that make for great academic administrators, given that academic excellence has already been achieved. First, and foremost, you must be able to formulate a clear vision for the future of your program or institution and communicate that vision to every possible audience: students, faculty, other administrators, and a variety of public audiences. But, if you articulate a vision in a vacuum, no one will hear it. Then, you must act as a great listener. Spend more of your time in major decisions, from one-on-one to large groups, hearing what people have to say, what they want from me and from the University, and what concerns they have about university policies or decisions. But, you must also be able to sort through the cacophony of listening to many points of view, bring your own experience and expertise, and formulate an action plan, carry it out, and only look back if the decision turns out to be a disaster or has been directly wrong. But, they do what administrators who listen to them find. Everyone wants to feel like their opinions matter, and almost everyone wants you to try. But, they do want to think that they had a voice in the decision making process, even if they do not like the outcome in the end. Another way of looking at it is that you need to be a very good diplomat and negotiator, not just of money and goods, but also of ideas. The best administrators listen to a range of ideas that seem incomplete and reformulate the problem so that each individual can find some of his or her ideas remaining in the reformulation.

Don’t even think of going into administration unless you are so thoroughly good at time management, at juggling multiple projects, and at sleeping at nights regardless of what is going on around you. Do you generally finish papers on time or early for a conference such as you will be analyzing data the day before writing the paper on the plane? Do you always work on several papers simultaneously or do you write only one paper at a time until you finish it? Do you sleep at night? To be an effective administrator, you must be able to juggle multiple projects, you must be able to set priorities, and you must be able to anticipate issues that could keep you awake at night, but your performance over the long haul will depend on your ability to maintain the enjoyment of every opportunity you have to rest.

Let me close by emphasizing how much I have enjoyed my years at Pennsylvania State University as an academic administrator, despite my early years at Texas A&M. I approach every major decision in a scholarly exercise and pride myself on both the lasting quality of the work I do and the importance of the issues I am dealing with. If I can make a difference for one person, I will have spent my time well and the success in doing so is the first in such a new series.

CSWEPS 8 Newsletter

Business Meeting and Reception
Date: Friday, January 7
Time: 4:45 p.m. - 5:45 p.m.
Location: Hilton/Clinton Suite
COCPEF conference during the business meeting
A reception will follow the business meeting until 7:30 p.m.
Announcement of the First Carolyn Shaw Bell Award
Time: 5:45-6:00 p.m.

Hospitality Room -
Days: Friday, Saturday and Sunday
Date: January 7 and 8 - 7:30 a.m. - 4 p.m.
Date: January 9 - 7:30 a.m. - 12 noon
A complimentary continental breakfast will be available while supplies last. Beverages will be available in the afternoon from 1:30-3:30 p.m.

CSWEPS Roundtable Discussion Sessions -
* CSWEPS into the Future: Men and Women in Economics
Date: Saturday, January 8
Time: 3:30 p.m.
Panel includes: Robin L. Bartlett, Chair (Denison University), Sean Collins (Georgetown University), Henry Farber (Princeton University), Diederik McClurkin (University of Iowa)

CSWEPS Gender-Related Sessions -
* History of Women in Economics
Date: Friday, January 7
Time: 8:00 a.m.
Chat: Charlotte A. Foster (Sarah Lawrence College)
Presenters: Zohreh Emani (Alvernia College), "What Does Joan Robinson Have in Common with Feminist Economists?" Mireij Pjuk (Grinnell College) and Jarot Seiz (Grinnell College) "Women Teachers of Grinnell College: A Legacy of Excellence" Ulla Gruppen (Colgate University), "Charlotte Perkins Gilman," Robert Dimond (Becker University) "Finally Green Balch, Political Economist"
Discussions: Joanne Callahan (California State University at Sacramento), Ann Robinson (University of Toronto), Mary Hinchliffe (Occidental College), William Huntington (La Trobe University)

* Gender in Economic Thought
Date: Friday, January 7
Time: 10:15 a.m.
Chat: Kirsten Madden (Millersville University)
Discussions: Doccia Badger (Hollins College), Magaret Coleman (New York State OSCD/OEC), Chloer Young (Montclair University), Maria Stephanie Aguirre (The Catholic University of America)

* Women, Economics and Colleges
Date: Friday, January 7
Time: 2:30 p.m.
Chat: Carolyn Shaw Bell (Wellesley College)
Presenters: Elizabeth J. Jensen (Hamilton College) and Ann L. Owen (Hamilton College) "Relevant Economists: Women Undergraduate at Liberal Arts Colleges" Jill M. Courson (Williams College) "Why Do So Many More Black Women than Black Men Enroll in College?" Lynne Evans (University of Delaware) and John Andrews (University of Durham, UK) "The Decline and Persistent Underrepresentation of Women in Economics" Loi Joy Smith (College) "Do Colleges Shortchange Women? Comparing Gender Differences in the Transition from College to Work"
Discussionists Kyle Knauff (Wellesley College), Cecilia Comolli (Pennsylvania College), Marianne Farber (University of Illinois at Urbana-Champaign), Caroline Fohlin (California Institute of Technology)

CSWEPS Non-Gender Related Sessions -
* The Economics of Waste
Date: Saturday, January 8
Time: 8:00 a.m.
Chat: Margaret Gaudell (Resources for the Future)
Presenters: Karen Palmieri (Resources for the Future) and Margaret Walls (Victoria University) "Can Pricing Downtowmn Waste Disposal Encourage Uptown Recycling?" Steve Drury (College of William and Mary) "Green Crime: The Effect of Firm Performance on Crime Rates with Heterogeneous Wasteful Regulations" and Bruce Fuller (University of Texas at Austin) and Ann Wolverton (University of Texas at Austin) "The Two-Part Instrument in a Second Best World", Eduardo Levy (IMF), Molly McCloskey (University of Wisconsin-Madison) "Water from the Public Pot" and Michael Salant (University of Michigan) "New Variations in Modeling the Interstate Shipments of Municipal Solid Waste"
Discussionists: Erik Levinson (University of Wisconsin), Hilary Sigman (Rutgers University), Terry Dinan (Congressional Budget Office)

Economy; Yoshie Inui (Brown University) "John Stuart Mill and Women"

Discussions: Doccia Badger (Hollins College), Magaret Coleman (New York State OSCD/OEC), Chloer Young (Montclair University), Maria Stephani Aguirre (The Catholic University of America)
**Activities at the 2000 AFA Meeting**

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* Social Security Reform and Gender
  Date: January 8
  Time: 10:15 a.m.
  Chair: Lisa Lynch (Baylor School of Law and Disability)
  Participants: Jennifer Mollor (College of William and Mary), and Jeffer Myhre (Tufts University)

* The Life of a Pedagogue... (continued from page 7)
  understanding of the issues and some pictures to highlight my lecture. I also found it easier to convey a high level of enthusiasm, which is electric in a classroom. More recently, I have spent time developing PowerPoint slides for computer projection in class. The Senior Lecture position allows time for developing new approaches to teaching 9) the course that faculty generally cannot afford.

My position at Princeton has been a win-win situation for me, as well as for the research faculty. No matter how research-oriented a university or how gifted the student body there are many services that students need from faculty. These include access to individual study, college, with course selection and sequencing, and discussion of graduate programs and careers. With 280 majors, our Department there is a lot of necessary contact time. Our Department also requires that every junior write a

independent research paper and every senior write a thesis. Many students come to me for advice on choosing a senior thesis topic and an advisor. I have worked most of my colleagues are working on and how they manage to do it. I have also become interested in the matching process by getting the right people together. It is also important that

our Department be represented on committees that approve course or curriculum changes. As such, I serve on the University Committee on the Course of Study.

The belief in academia that publishing research is the only way to demonstrate ability and to enrich our teaching is not consistent with a broader notion of economic theory, which of course, is the concern of the subject, existing knowledge. It is unlikely that the same people will always be the best at both, especially at the undergraduate level. Perhaps even research universities need a few more teachers hired for their ability to inspire students—teachers who devote their time to understanding and communicating the newest ideas across a discipline.

Without having to focus narrowly on making one's career contribute to one's field, I have continued to grow as a teacher. I have taught a variety of courses, ranging from the graduate seminar in intellectual history, to the undergraduate seminar in the history of ideas. This has allowed me to continue to explore new areas of interest and to engage in interdisciplinary research.

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**CSWEP Board Member Biographies**

**Jean Kimmel**

GRW UP IN TAMPA, Florida with three children, two grown and one in college, I have participated in several sports in high school. Attending college at Harvard-Westlake University on a full tuition volleyball scholarship, I majored in philosophy for a year before becoming bored with both goals and tired of inherent abstractions. I switched my major to economics because I still wanted to explore strong verbal and analytical skills and adequate math skills, and I appreciated the real world relevance of economics. I completed my B.A. in economics in 1982 but I did not feel sufficiently prepared to head straight for an economics or econometric program because I had taken statistics for more than one year and earned my M.A. degree in economics in 1984. At the time of my appointment as Assistant Professor at the University of Delaware in 1989, I had obtained a position of an assistant professor at the University of Delaware in 1989, I had obtained a position as Associate Professor in 1989, I had obtained a position as Associate Professor of Economics at the University of Delaware in 1989, I had obtained a position as Associate Professor of Economics at the University of Delaware in 1989.

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**Brookyn Hall**

A S IS TRUE OF MANY ECONOMISTS, I was made via a somewhat roundabout path that started with a physics degree from Wellesley College in 1986. However, my route to economics took considerably longer than most and I did not receive my economics Ph.D. from Stanford University until 1988. How did I get to that point and why did I take so long? When I left college, I was concerned about making a career out of an academic career, and I pursued graduate studies in economics, particularly in the area of economic history.

In 1970, we moved back to Cambridge, Massachusetts from Berkeley at an extremely hot time for jobs in high energy physics. My economics connections en-...
A S MANY OF YOU KNOW, WE receive virtually no money compar- able to the one we send to Ph.D.-granting institutions to 160 liberal arts colleges and universities across the country.

We received 103 of them back and the information is summarized below.

CSWEP ANNUAL DEPARTMENTAL QUESTIONNAIRE - Liberal Arts Colleges (Fig 1-1/3 of 100 replies)

Faculty Composition 1999-99 Academic Year (excluding visiting faculty)

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<th></th>
<th>Women</th>
<th>Men</th>
<th>% Women</th>
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<tr>
<td>Untenured</td>
<td>56</td>
<td>39</td>
<td>14.6</td>
</tr>
<tr>
<td>Tenured</td>
<td>5</td>
<td>17</td>
<td>22.7</td>
</tr>
<tr>
<td>Assistant Professors (tenure track)</td>
<td>7</td>
<td>14</td>
<td>33.3</td>
</tr>
<tr>
<td>Associate Professors (tenure track)</td>
<td>2</td>
<td>11</td>
<td>15.4</td>
</tr>
<tr>
<td>Full Professors (tenure track)</td>
<td>17</td>
<td>33</td>
<td>34.0</td>
</tr>
<tr>
<td>Other (no tenure track)</td>
<td>1</td>
<td>0</td>
<td>100.0</td>
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Student Information: 1999-99 Academic Year

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<th></th>
<th>Women</th>
<th>Men</th>
<th>% Women</th>
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<tbody>
<tr>
<td></td>
<td>1333</td>
<td>2822</td>
<td>36.6</td>
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Hall Biography continued from page 11

ments until about 1970, when he transferred it to the newly-founded Data Resources Incorporated to use as the basis for their econometric software offerings and joined them as a consultant. At around the same time, I took over the maintenance and development of WOP, and soon began distributing it free of charge from Harvard University. When we moved to Stanford University in 1971, I established EIS International as an independent software business, and was its chief and only programmer until 1982; in 1984, Clint Commins joined me and has been doing all the programming ever since. As I have said, we are still in business and have made the transition from mainframes to Unix and then to Windows and the Internet. There is no question that operating a small high technology company gives one an interesting perspective as an economist; for one thing, I have certainly met a payroll many times, unlike many of my colleagues.

Although I moved to Stanford in 1972, I did not give up my Cambridge connections. The move happened to coincide with the arrival of Martin Feldstein as the President of the National Bureau of Economic Research, and the restructuring of the NBER to the form it has today. Although I resigned my job at Harvard, I immediately became a Research Economist at the NBER, on the newly created Productivity Program under Zvi Griliches. We began research on a large R&D, Patents, and Productivity project, creating a company-level dataset that had patents matched to the companies for the first time, and used these data for the analysis of the contribution of innovative activity to productivity. Along with the newly formed technology (ITP) seminar at Stanford University, it was this project that really got me interested in the idea of pursuing an advanced degree in economics, and I determined that my field of interest would be the economics of technical change. In the same year as my divorce from Bob (1983), I entered the

Ph.D. program at Stanford University in economics, my children were now 12 and 15, which made it somewhat easier to run a business and go to graduate school full-time than it would have been earlier. In 1987, at the age of 42, I began my first teaching job as Assistant Professor of Economics at UC Berkeley, where I had begun a stint as the wife of an Assistant Professor of Economics exactly twenty years earlier. I have been there ever since, and was promoted to tenured in 1993. Beginning with a visit to INSEAD, Paris, in 1987, I have also spent a considerable amount of time working and researching in Europe, including a term at the New Economics School in Moscow and the past three years as a part-time Temporary Professor of Economics at Oxford University. Although I still teach and do econometrics, my interests have broadened over the years to include innovation policy and comparative perspectives on the financing of innovation. At Berkeley, I have enjoyed creating a new undergraduate course in the economics of technical change and a graduate seminar on innovation that draws students from business and agricultural and resource economics as well as my own department.

Regional Meetings

WESTERN ECONOMIC ASSOCIATION MEETINGS

At the WEA meetings this year, CSWEP sponsored three sessions and a COCHRE workshop. The three sessions included one on demographic Policy, one on the Research Center in Economic Institutions, and one on Labor and Gender Economics.

The Health Insurance Policy session was organized by Sharon Tenney (Cornell University) and chaired by Katherine Harris (RAND). Arleen Lobovits (UCLA) presented "The Effect of State Medicaid Policies on Medical Care for Persons with HIV," a paper co-authored with Dana Goldman (RAND) and Ronald Anderson (UCLA). Patricia H. Born (University of Connecticut) presented "HMO Contracting: Who Bears the Risk?" and Allison Perez (University of Pennsylvania) presented "Community Rating and Small Group Reform in Health Insurance Markets."

Carol Hadlams, Jay Bratchant, and Robert Town generously provided discussion.

Participants in the session on the Research Center in Economic Institutions described the scope for research, the focus of research support and the rewards offered by their respective institutions. In addition, each panelist spoke about recent developments in their own institution. Anna Meyerson described how the focus of the William Davidson Institute has broadened in its first decade, with a focus on the study of transition economies to that of emerging economies. Julia Mowinck discussed the RAND Corporation's changing mix of research on defense and other policy concerns, such as health and education. Catherine Mowinck discussed the policy relevance of the IIE, and compared it to other Washington institutions in terms of its independence and openness. Mary Beth Daily described recent changes at the National Science Foundation. She also described some of the challenges shared by successful academic foundations, and also provided some preliminary statistics on the gender breakdown of grant recipients. The session was organized and chaired by Helen Peuser.

The first two papers in the Labor and Gender Economics session both dealt with an important new topic area in labor economics, the impact of the apparent growth in contingent labor force. Both papers use data from the supplement to the February 1993 Current Population Survey. In "Gender Gaps in the Incaene of Contingent Work: A Bionic Root (Analysis, Success Kharbana (Division of the Labor, State of New York), finds that there are not large difference between men and women in the effects of worker change levels. In "The Probability of Being a Contingent Worker. Young workers, female workers with school-age children, immigrants, and non-white workers are the most likely to be in contingent jobs. High skilled professional specialty workers are also relatively likely to be in contingent jobs, demonstrating that contingent work is not only a clerical job or casual labor market (e.g., construction, agriculture) phenomenon. In "Gender and Workers' Preferences for Contingent Employment," Douglas Emme and Alexandre Bernabe (both at Colorado State University) report that there are not statistically significant gender differences in expressing workers' preferences for contingent employment, and that women in contingent jobs do not have stronger preferences than men for noncontingent employment. However, there are characteristics correlated with preferences for noncontingent work that are disproportionately expressed by women and non-white workers. These results have implications for the creation of personal rewards for working in a contingent job. These exploratory studies provide a partial view to a simplistic view of contingent work as a feminized phenomenon.

The third paper was "Noncontrcat Labor and Welfare Transfers: What Is the Causal Effect?" by Emily Litin (University of Connecticut). Litin uses PSID data from 1983 through 1992 to explore the causality patterns between welfare participation and noncontrcatual female post-divorce transfers. She finds that the women's probability of welfare participation falls significantly as fathers' transfer payments rise. However, the fathers have such low marginal propensities to pay transfers out of their income that increasing their income had no substantial impact on the women's welfare participation. The crowding-out effect of welfare receipt on fathers' transfers is not statistically significant.

The final paper, "Economics and the Bureaucratic Decision," by Nancy Barnett and Denise Robbin (both at University of Wisconsin-Oshkosh), described the first stage of their unique study of how mothers' decisions to breastfeed and the planned duration of breastfeeding are functions of various beliefs about its benefits and costs. Using self-collected data from a hospital maternity ward, they show that such economic factors as expected cost of formula have effects on the mothers' decisions. They plan a follow-up phase to the study to see whether women actually carried through with their plans.

Discusses Deborah Reed (Public Policy Institute of California) and Jill Costantine (Williams College) contributed valuable perspectives and helpful suggestions on the papers. Joyce Jacobsen (Wesley University) served as chair for this session.

SOUTHERN ECONOMIC ASSOCIATION MEETINGS

CSWEP will sponsor a roundtable on Mentoring and a poster session on Teaching Innovations to be held in conjunction with each of the annual meetings of the Southern Economic Association annual meetings. The meetings are November 21-23 in the Astoria Hotel in New Orleans. The Regional and Poster Sessions will be November 21, November 22, 1999. The Poster Session is as follows:

Chair and Organizer: Kim Marie McGoldrick Department of Economics Roberts School of Business University of Richmond Richmond, VA 23713

continued on page 4
Regional Meetings continued from page 13

Participants:
Kelly M. Brown
Department of Economics
School of Policy Studies
Georgia State University
Atlanta, Georgia 30314-3093
"Economics in Action: Using Experiments in the Classroom"

Suzanne D. Thomson
Food and Resource Economics Department
University of Florida
2199 South Rock Road
Fort Pierce, FL 34945-318
"Teaching Economics to Non-Traditional Students in a Non-Traditional Setting"

Cail Mitchell Hoyt
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Gaston College of Business and Economics
University of Kentucky
Lexington, KY 40506-0234
"LEAP into Economics: Experiences with the Lab for Economic and Accounting Proficiency at the University of Kentucky"

Peter Schubmann
Department of Economics
Robins School of Business
University of Richmond
Richmond, VA 23271
"A Conjoint Analysis of Student Registration Decision-Making"

Maureen J. Laje
Dept. of Economics
Miami University
Oxford, OH 45056
"Gender Implications of The Inverted Classroom"

Suzanne Wallace
Department of Econ, Acct, and Business Management
Central College
Pella, Iowa 50219

Richard Glendening
Department of Econ, Acct, and Business Management
Central College
Pella, Iowa 50219

Brian Potenza
Department of Economics
Manchester College
Manchester, Indiana 46962
"Simulations of Economic Problems with Interdisciplinary Analysis"

Lisa Ford
Department of Economics
Robins School of Business
University of Richmond
Richmond, VA 23271
"Is Economic Theory Relevant? Getting Students to Say Yes"

Call for Papers

CSWEP at the Eastern Economic Association Meetings

CSWEP is sponsoring two sessions at the Midwest Economic Association meetings held in Chicago from March 31 to April 2, 2000. Please note the new dates for the conference. The gender-related session is on Women's Health Issues and the other session is on the Economics of Aging. Also, check your conference schedules for the CSWEP business meeting and cocktail party. All are welcome to attend both.

CSWEP at the Southeastern Economic Association Meetings – The 88th Annual Conference of the Southeastern Economic Association (SSEA) will be held in Galveston, TX, March 15-18, 2000. The SSEA is an affiliate of the Southeastern Social Science Association (SSSA) which is the oldest regional social science association in the U.S. Papers in all fields of economics are considered. Papers presented at the conference may be published in refereed journals of the associations, namely, the Southwestern Journal of Economics and the Social Science Quarterly. Submit papers or abstracts by November 1, 1999 to:

M. Muons Khan
SSEA Program Chair
PO. Box 636
College of Business
Pratt Institute
141 14th Street
New York, NY 10003-6306
"IAFFE Sessions at the Eastern Economic Association Meeting - It is high time to think about submitting papers, sessions, roundtables, or panels for the 21st Annual Meetings of the Eastern Economic Association to be held at the Hyatt Regency Crystal City, Virginia, March 24, 2000. As in past years, IAFFE hopes to organize several sessions focused on gender issues in economics. Among the following areas: Pedagogy, Labor Markets, Policy Issues, International, Development, History of Thought, and Methodology. We need four papers or panel participants for each session, a chair, and some discussants. Graduate students, junior faculty, and non-economists are encouraged to participate. If you are willing to serve as chair or discussant, please indicate your area of interest, and if you would like to give a paper, please send the title and a 200-word abstract by November 22, 1999 to:

Barbara M. Fraumeni
100 Langdon Street
Newport, MA 02848
(617)995-2783 weekdays
(202)966-1972 weekday evenings
fraumeni@mcom.com

Newsletters:
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CSWEP at the International Atlantic Economic Society – The International Atlantic Economic Society will be hosting its 40th conference in Munich, March 14-21, 2000, at Ludwigs Maximilianeum University. The deadline for submission of organized sessions is November 1, 1999. Additional information on the conference can be found at the IAES web page at:
http://www.iaes.org/conferences/ future/munich_40/index.htm
Specific instructions on submitting a session can be found under the Paper Submission section.

Service-Learning in Economics - The American Association of Higher Education (AAHE) publishes a series entitled: Service-Learning in the Disciplines, however economics is not among the disciplines represented. AAHE has expressed interest in a volume on economics. As practitioners of service-learning, we believe the collection of papers described above will serve this unmet need. If you use service-learning in your economics classes and would like to be involved in this project, please send a two-page summary of your proposed paper to either of the addresses below by December 15, 1999. Papers may deal either with a detailed application of service-learning or may address the theoretical issues of service-learning in economics. All submissions will be peer reviewed. If you have questions or need more information regarding this project, please contact:

Kim Marie McGoldrick
Department of Economics
University of Richmond
Richmond, VA 23173
Phone: (804) 289-5755
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or
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Denison University
Cincinnati, OH 45201
Phone: (740) 587-4302
E-mail: zigert@denison.edu
Getting on the Program at the January 2001 AEA Meeting
Committee on the Status of Women in the Economics Profession Sessions

Now is the time to think about submitting an abstract, or for a proposal for an entire session, in order to participate in the AEA's annual meetings on January 5-7, 2001 in New Orleans. CSWEP generally organizes several sessions each year. A subset of the proposals written about in these sessions is selected for publication in the May 2001 issue of the American Economic Review Papers and Proceedings.

For 2001, we expect to organize sessions in two areas:

- There will be three sessions on gender-related topics. We are particularly interested in receiving abstracts for gender issues in economics, including economics of the family and household, child support and welfare reform. However, all gender-related research topics are welcome.

CSWEP Policy Regarding Sessions at the American Economic Association and Regional Association Meetings

CSWEP SPONSORS SIX SESSIONS of papers at each annual meeting of the American Economic Association. Three of these sessions are explicitly gender-related and the other three are in a topical area that changes from year to year. Two CSWEP board members, or a CSWEP board member and an associate editor, are put in charge of organizing each set of sessions. In addition, CSWEP sponsors two or more sessions at the regional meetings (Baton Rouge, Milwaukee, Southern Florida and Western) each year, in each case to be organized by the CSWEP regional representative (and their committee, if they have one). One of these sessions is generally gender-related and the other in a subject area of the CSWEP regional representative's choosing. Two additional regional papers and two to four discussion sessions. In each of these cases, CSWEP puts out a general call for abstracts to be submitted. The papers presented in the sessions will normally be selected from the submissions.

News and Notes

The Bureau of Economic Analysis (BEA) is announcing a new research program which will be administered by the American Statistical Association. This AS/AEBA research program is designed to bridge the gap between government and the academic research communities. This program allows senior statisticians and economists to come to BEA where they may use agency data and interact with agency staff. Applications are due December 10th. Further information on the program is contained on the BEA web site www.bea.doc.gov/bys/ nick.html.

The Robert Wood Johnson Foundation's Scholars in Health Policy Research Program was established in 1992 to foster the development of creative thinkers and problem solvers in health policy. Recent graduates of doctoral programs in economics, political science, and sociology, including junior faculty, are invited to apply for this unique and challenging fellowship. Up to 12 Scholars are selected annually to participate in the Program at one of three nationally prominent academic institutions – the University of California at Berkeley (in collaboration with the University of California at San Francisco), The University of Michigan, and Yale University. They have the opportunity to work collaboratively in multidisciplinary environments with faculty from the social sciences, medicine, public health, public policy, management, and law. Scholars also have access to full range of resources and receive an annual stipend support of $60,000 for the first year and $62,500 for the second year of the program. Their role is to teach and administrate independently.

The CSWEP 'Brag Box'

"We need every day to herald some women's achievements... go ahead and boast!"

Carolyn Shaw Bell

Professor Rosemarie Green, Senator of the Republic on Feveue and Mexico's Secretary for Equal Affairs, has accepted her nomination as an Economic Institute Distintive Alumna. Professor Green studied at the El in 1966 before going on to graduate from Columbia University with a Master's Degree in International Economics and a Certificate in Latin American Studies. She subsequently specialized in Latin American Integration issues at the Institute for Latin American Integration (INTAL). Buenos Aires. Since 1968 she has been a professor and researcher at the Colegio de Mexico, receiving a Honoris Causa Ph.D. in Humanistic Sciences from the University of New Rochelle, NY, in 1996. She has published nine books on Mexican politics, finance, economics and education.

Chris M. Goldie has published an article, "After the Orbit, Before the Deal: Negotiating a First Academic Job," Academe, Jan-Feb 1999, 44:49.
How to Become an Associate

CSWEP

THE COMMITTEE ON THE STATUS OF WOMEN IN THE ECONOMICS PROFESSION

CSWEP depends on all of its dues-paying associates to continue its activities. In addition to publishing the Newsletter, we maintain a Roster of women economists that is used by associates, employers, organizations establishing advisory groups, and the like. We also organize sessions at the meetings of the AEA and the regional economics associations and publish an annual report on the status of women in the profession.

If you have not paid your dues for the current member year (July 1, 1999 - June 30, 2000), we urge you to do so. Questionnaires and dues reminders were mailed in September to associates.

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

NOTICE: STUDENTS DO NOT HAVE TO PAY ASSOCIATE DUES!!!
JUST SEND IN THIS APPLICATION WITH A NOTE FROM A
FACULTY MEMBER VERIFYING YOUR STUDENT STATUS

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

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

Name

Mailing Address

City State Zip

Check here if currently an AEA member

Check one: Renewal of CSWEP associate New CSWEP associate Student

If you checked student, please indicate what institution you attend

Check here if you wish a copy of the Special Reprint Issue

The Special Reprint Issue of the newsletter contains reprints of ten articles designed to help women economists advance in the profession. The cost for non-paying members is $8.00.

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CSWEP: People to Contact

General Policy Matters and Items for Newsletter
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