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12/10/93

# CWAE

JAN 19 1994

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NEWSLETTER OF THE COMMITTEE ON WOMEN IN AGRICULTURAL ECONOMICS  
WINTER ISSUE 1993/94

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**CWAE PRECONFERENCE  
SAN DIEGO, CA 1994**

**GENDER AND WORK PLACE RELATIONS:  
NEW RULES FOR A NEW DIVERSITY**

The AAEA Board has approved our proposal for a CWAE preconference on "Gender and Work Place Relations: New Rules for a New Diversity" at the 1994 AAEA Annual Meetings in San Diego, CA.

Previous CWAE-sponsored workshops and speakers have addressed various topics, many pertaining to the experiences of women as they enter the profession in growing numbers, and the skills they need to become full partners. This year's preconference will provide a forum for examination of cross-gender relationships in agricultural and resource economics, where we focus specifically on the skills needed to establish equitable, mutually respectful work environments for men and women. We are speaking of relationships in a broad sense, that is, between colleagues, students and teachers, supervisors and subordinates, classmates, etc.. The objectives of the preconference are 1) to facilitate a dialogue in agricultural economics on how the experiences of and expectations for relationships at work differ between men and women; 2) to reach a common understanding of the problems; and 3) to outline a set of mutually acceptable expectations for behavior in the workplace.

Jan Salisbury, a psychotherapist and consultant in organizational development specializing in gender and workplace issues, will lead the preconference. Jan conducted the CWAE workshop on sexual harassment at the 1990 AAEA meetings in Vancouver, and has conducted training for many public and private organizations. Stay tuned for more details as we approach the meetings.

The AAEA Foundation Board has offered to support up to 10 graduate students interested in attending the preconference. Grants of approximately \$300 per student will be available. For more information, contact Rebecca Lent at (301) 713-2347, fax (301) 713-1035.

*[The following three articles are reprinted from The Graduate Post, Michigan State University, Vol. 1(1), Fall 1993.]*

**MAKING THE MOST OF A MENTOR**

Dr. A.C. Goodson  
Department of English  
Michigan State University

For many of us, collaborative work with research students is the most rewarding part of the academic day. Talking through what we are thinking about, extending our reach in ways suggested by students who share our interests: this is the life-blood of the research enterprise. The role of the protege can be exhilarating, but it is also a social negotiation, challenging and often frustrating. Making the most of your mentor means getting the hang of the relationship from the start. Consider this a priority.

Mentors are people, first of all—professionals by the way. Try to find mentors you like and can work with over the long haul. Familiarize yourself with their publication records, their research in progress, and their current student clientele. You will perform best in a supportive environment. Mentors who are preoccupied or busy with many other students cannot be expected to offer you much in the way of support.

Some research students expect too much of the relationship. Mentors may be friendly, but they are not your parents, bankers or placement officers. When you approach them, stick to business. Inform them of why you have come and what you would like them to do for you. Don't make them guess, and don't overstay your welcome. They have other things on their minds. Research students who come to chat or hang out are a nuisance.

Working effectively on your own is essential to maintaining the relationship. Mentors may guide you to promising lines of investigation; they might mention a few sources for you to follow up on. Don't miss the cue. But don't expect mentors to tell you how to do research, much



less how to keep motivated. If you can't figure things out for yourself, academic research might not be your line of work.

***"Talking through what we are thinking about, extending our reach in ways suggested by students who share our interests: This is the life-blood of the research enterprise"***

Remember that this is work—a job with expectations. It's much more demanding than office work because so much depends on your ability to complete it. Keep that in mind when you decide on a dissertation topic. Your mentors can help you along, but they cannot make you write a thesis that bores you to death. Work on what matters to you. Begin by deciding what that is.

Once established, the mentoring relationship needs to be kept up. Don't drop out of sight for months on end, then turn up expecting mentors to recall what you are supposed to be doing. Like any relationship, this one rewards dependability and continuity. If you have extended personal problems, your mentors should be made aware of them in passing; explanations are not required. Graduate school is always a stressful experience. Students should take advantage of counseling services available on campus when things get too rough. There is nothing uncommon or shameful in seeking this kind of assistance.

In closing, it should be remembered that the mentoring relationship is a two-way street. If you show regard for your mentors by using their time well and exercising initiative, they in turn will maintain a high regard for you. You owe it to them and to your fellow students to do so. Good mentors, after all, are typically sought after by more than one student. They are a limited resource. Courtesy demands that you make room for others.

#### **THE MENTOR/MENTEE RELATIONSHIP IN THE NATURAL SCIENCES**

Dr. Karen L. Klonparens  
Department of Entomology  
Michigan State University

A great deal has been written and spoken about the advantages of having a mentor. Despite the literature and the discussions, it is not easy to define what constitutes a successful mentor/mentee relationship and what is "required" of each participant. Mentors have been defined as tutors, advocates, and sponsors in an attempt to describe the nature of the relationship. In reality, the relationship develops over time and requires the give-and-take participation of the mentee as well as the mentor. A successful mentor/mentee relationship is highly personality-dependent and, therefore, cannot be designed and executed like an experiment. A balance of the expectations of each person and open, trustful, two-way communication are requisite. As a graduate student, you are an important half of the relationship and should be aware of your role.

***"A successful mentor/mentee relationship is highly personality-dependent and, therefore, cannot be designed and executed like an experiment."***

In the natural sciences, as well as agriculture and natural resources, and engineering, a graduate program involves working closely with your major professor, who may or may not also be your mentor. Scientific research often includes working with other students and postdocs in your lab who conduct research on closely related projects, and in some cases, requires working in other labs. These contacts may be additional sources of mentoring.

A mentoring relationship should provide you with the time and space to develop as a scientist. Mentors provide extra encouragement, contacts with other scientists, and valuable "inside information" on the functioning of your discipline. These activities constitute some of the expectations of most mentees and should be sought out, if not from your major professor, then from other faculty and senior scientists.

Perhaps not viewed as positively, but nonetheless important, is the mentor's responsibility in providing advice for improvement and in helping you to accept criticism of your research and written and oral

presentations. In science, as in other areas, it is easy to become isolated within your own work and fail to see your own mistakes. A good mentee, however, is not simply an obedient disciple, nor should a mentor expect such. Being an obedient disciple is not beneficial for the mentee, nor is it advantageous for science.

As a mentee you learn to listen for advice and criticism of a personal nature, but to filter it for biases. Personal advice and criticism should be consistent with your own values and personality before being accepted. The expectations are for people to be perfect. Faculty are not. Graduate students are not. The issue is complex: there are no simple rules. With that in mind, seek the assistance you need and want, be willing to listen to what is offered and keep an open mind about your own expectations as well as those of your mentor.

### **THE MENTOR MYTH, OR HOW TO SUCCEED WITHOUT ONE**

Dr. Sandra E. Gleason  
School of Labor and Industrial Relations  
Michigan State University

In recent years there has been much discussion of the importance of mentors in the development of successful careers. Mentors are identified as more experienced, successful professionals who provide to younger, less experienced professionals career guidance, opportunities and protection from "office politics", as well as psychological support and counseling. Mentoring is typically discussed as a "classic" *one-on-one* relationship. However, these relationships are built on a special chemistry between two people which is relatively rare. Despite this rarity, many young professionals continue to believe in "the mentor myth": that they cannot be successful without this "classic" relationship.

The reality for most professionals is that they succeed without the classic mentoring relationship by identifying and developing a network of *multiple* mentors. This approach can work for any person who does not wish to give another professional complete power over their

career. However, it is particularly critical for women and minorities for whom gender and race can create complexities in relationships which make the classic mentoring model difficult to establish.

There are three steps in building a mentoring network. First, identify the types of assistance you want. Do you want career help, such as contacts to participate in a program at a professional meeting, and/or psychological support, such as a counselor to help you understand the interpersonal relationships influencing departmental politics?

Step two requires attending meetings of relevant professional groups on and off campus and talking with friends and colleagues to find out which faculty, staff or administrators are particularly effective in dealing with the issues important to you. Do not limit yourself to your department or college, but consider professionals throughout your university and on other campuses, including retired faculty. During this step focus on the identification of the relative strengths and weaknesses of each person. Remember that the faculty member who is willing to help you learn the ropes of a professional association may not be very good at providing psychological support.

***"The reality for most professionals is that they succeed without the classic mentoring relationship by identifying and developing a network of multiple mentors."***

Finally, take the initiative in developing relationships with the persons identified. This can be done by stopping by during office hours to discuss concerns of mutual interest, enrolling in a class, visiting in the department lounge during a coffee break or scheduling an appointment. This will give you the opportunity to determine whether each individual can, in fact, help with your particular concerns.

It is important to remember several things during this process. First, many faculty see mentoring activities as an extension of their teaching role, and they enjoy helping students. However, faculty signals to you indicating a willingness to



help are likely to be relatively subtle. For example, a faculty member might ask you to attend a campus meeting at which they can introduce you to personal contacts. Turning down such an invitation without a good reason and substantial diplomacy will discourage a second invitation. In addition, part of mentoring is the provision of constructive criticism. You must be willing to listen, and, if necessary, act on this advice. Finally, you need to find a balance between maintaining your network and becoming a nuisance.

Building a basic mentoring network requires a commitment of time and energy. In addition, your network must evolve in new directions over time to reflect your changing needs. Thus, the development of your mentoring network must be a continuous activity throughout your career which will provide you with the advice and support you want.



### **To a Friend, on her Examination for the Doctorate in English**

by J.V. Cunningham

After these years of lectures heard,  
Of papers read, of hopes deferred,  
Of days spent in the dark stacks  
In learning the impervious facts  
So well you can dispense with them,  
Now that the final day has come  
When you shall answer name and date  
Where fool and scholar judge your fate  
What have you gained?

A learned grace

And lines of knowledge on the face,  
A spirit weary but composed  
By true perceptions well-disposed,  
A soft voice and historic phrase  
Sounding the speech of Tudor days,  
What ignorance cannot assail  
Or daily novelty amaze,  
Knowledge enforced by firm detail.

What revels will these trials entail,  
What gentle wine confuse your head  
While gossip lingers on the dead  
Till all the questions wash away,  
For you have learned, not what to say,  
But how the saying must be said.

**From The Collected Poems and Epigrams of J.V. Cunningham. Chicago: Swallow Press, 1971:40.**



### **RESPONDING TO REFEREES AND EDITORS**

Roger Noll

Morris M. Doyle Professor of Public Policy  
Stanford University

Receiving referees' reports is unnerving. Even secure scholars fret over how anonymous peers will react to a paper. And, after trembling fingers open the envelope, the usual reaction is perplexity and anger. Referees never like anything, finding flaws in the most carefully crafted article.

My purpose here is to provide guidance about responding to a critical editorial decision. Because few articles are accepted without revision, an essential ingredient to academic success is learning to respond effectively to critical referees, which requires understanding the hermeneutics of editorial review. Simply put, fatter envelopes are better! They imply long referees' reports, signalling that good scholars took your paper seriously. Few reviewers go to great length trashing bad papers. If the referees' reports and rejection letter are brief, you need to rethink the paper. The paper either fails to communicate your ideas or makes no major contribution.

Suppose you receive a detailed report on an article that avoids the stylistic causes of negative views: verbosity, poor organization, unclear syntax, inaccurate placement in the literature, and incomplete explanations of motivation, method and results. Nevertheless, despite

dazzlingly polished prose, the referees are lukewarm, and the editor has not said yes.

The standard first reaction is to consider giving up economics. Don't — it happens to us all. Ask a distinguished colleague for a personal story about a deflating editorial experience. At least, read this guide before seeking other employment. Most likely, your career still has hope.

The typical second reaction is to question the sanity of the referees. Editors do occasionally pick referees who are not in the field, lack familiarity with your methods, are irresponsible, or just had bad days when they read your paper. Hence, you can ask for a new review. But do not attack the integrity of the referees, regardless of what you think; instead, state objectively and precisely why they are incorrect. And do not expect to win this argument.

The principal cause of incorrect reviews is that the paper is so poorly written that a good scholar in the same field cannot understand it. Referees usually represent the target audience for the paper. If they do not like or understand it, you need to know why so that your revisions will enable your audience to take it seriously.

Responding adequately to referees requires an understanding of editorial processes at journals. Rejection rates are higher in economics than in most disciplines. Consequently, editors cannot eliminate enough papers by rejecting only those with fatal errors. If you have circulated your paper to some colleagues, given it at a few seminars, and responded to the comments you have received, it probably has no outrageous mistakes. But depressingly, many rejected articles have no major errors. An author must prove not just that an article is original and correct, but that it is of significant interest to other scholars.

Revising a paper is a process of justifying publication by sharpening its exposition. Usually this is accomplished by eliminating unimportant details, digressions, and extensions, and explaining the methods and insights precisely. Inevitably, establishing that a paper is sufficiently

novel and important to be accepted is somewhat subjective. Importance lies in the elegance of the argument as well as in the substance. But regardless of elegance, some will not be convinced until your masterpiece is cited extensively, and you win the John Bates Clark Award.

The first step in the revision process is to decide whether to switch journals or to resubmit. In making this decision, an author should give relatively little weight to the editor's cover letter — unless it contains an unequivocal acceptance or rejection. When a paper is first reviewed, the editor probably will not devote much time to it, instead reading just enough to decide whether to reject or to invite resubmission. If the choice is resubmission, the editor's letter is usually discouraging. Editors do not want to mislead authors about the possibility of acceptance, and cannot be certain that a paper will be reviewed favorably even if it responds to all the referees' comments.

The decision whether to try another journal should be based on the referees' reports. The author, not the editor, is best positioned to ascertain whether satisfying a critical referee is realistic. This assessment has two components: (1) Given the referee's reaction, is any equally good journal likely to accept the paper, or should you lower your target; and (2) If you like another shot at a leading journal, do you stand a better chance with these referees, given their comments, or a fresh set elsewhere?

If you switch journals, still revise the paper in response to the first review. Even resolutely negative reviews usually contain useful suggestions, and upon reflection you may be able to rewrite your paper to avoid so negative a reaction. Also, you might get the same referee again. She will not be pleased if you have not tried to respond to previous criticisms.

You should consider a less prestigious journal if the referees attack the core of your paper's research program: the research is narrow and specialized, or yields a variant of a well-known result. Attacks on the method — an econometric model, a theoretical assumption, etc. — call for



more work or better explanations, but not necessarily for the Journal of Economic Rejects.

If you can address the referees' criticisms, resubmission is a good idea. The advantage of resubmission is that the review process is more predictable. New referees will make new criticisms that require another resubmission. The issue is whether you are more likely to satisfy the known criticisms of these referees or the unknown complaints of another group.

To maximize the chance of success in resubmission, you must show that you took all criticisms seriously. Change the text in response to every reasonable comment (and even some that are stupid), and write a cover letter that refers to literally every comment by the referees and the editor. For criticisms that are accepted, cite where the manuscript has been changed. If a criticism is invalid, explain why. Moreover, consider adding, perhaps in a footnote, an indirect response to each incorrect criticism that clarifies your argument.

When the revision is finally resubmitted, resist overconfidence. The probable outcome is rejection or another invitation to revise. Your next response should be based on the same decision process as the first. Editors do not invite multiple revisions if the prospects for acceptance are hopeless, but the most useful data are still the referees' reports. If the referees raise new issues, or claim that you are making the same mistakes, ultimate acceptance is unlikely. If the comments are fewer, narrower, and less negative, acceptance has become more likely and you should resubmit.

Academic life brings two terrible duties: serving on faculty committees and responding to referee's reports. Remember no one sails through unscathed, and no one enjoys revising papers. Getting published is like a Medieval siege — keep at it until they surrender non illegitimus carborundum.

*(This article first appeared in the Winter 1993 issue of the CSWEP Newsletter)*

## 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 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 say 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.

*(This article first appeared in the Fall 1990 issue of the CSWEP Newsletter.)*

## **ELECTRONIC RESOURCES**

#### **Economics Working Paper Archive**

**(Econ-WP).** ECONWPA.WUSTL.EDU is an electronic working paper archive available to all economists with internet access of any kind. The archive provides an automated system for archiving and distribution of working papers in all areas of economics. The archive also maintains mailing lists to inform participants of new papers in their areas of interest, and a discussion list (LISTSERV) to discuss problems in using the archive and related issues. Simple search facilities are available to

help users find papers by author, title and subject.

Searches of the archive, and submission and retrieval of ASCII files can all be accomplished by e-mail. Archive users may also search and retrieve via gopher. FTP is available for submission and retrieval of binary files. Subscribers to the notification mailing lists are notified regularly by e-mail of new submissions of papers. Use of the WPA is free of charge and open to all.

For more information, send e-mail:  
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Subject: help

with nothing in the message body.

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### CALL FOR PAPERS

#### **Southern Economics Association Meetings, Orlando, Florida, November 20-22, 1994**

The International Association for Feminist Economics (IAFFE) is sponsoring two sessions at the 1994 Southern meetings. One session will be centered around the theme, Feminist Perspectives on Economics and the Environment. The second session will concern Women and Development.

If you would like to submit a paper or be a discussant in either of these two sessions please contact Drue Barker. Please submit your abstracts by January 20, 1994.

Prof. Drue Barker  
Department of Economics  
Hollins College  
Roanoke, VA 24020  
(703) 265-1861 (h)  
(703) 362-6285 (fax)  
barker@minnie.hollins.edu

### JOB ANNOUNCEMENTS

Note: CWAE reserves the right to condense, or not publish, announcements because of timing or space constraints. A list of women in agricultural economics is available, for a small charge, from Lona Christoffers at the AAEA Business Office ((515) 294-8700) for those employers who wish to do direct mailing.

### ACADEMIC

#### **University of Florida Food and Resource Economics Department Institute of Food and Agricultural Sciences (IFAS)**

**Seeking:** Eminent Scholar, Ben Hill Griffin Endowed Chair in Agricultural Economics and Marketing; tenured position, on a 12-month appointment.

**Responsibilities:** Provide academic and programmatic leadership in agricultural marketing, including international marketing. Individual will maintain advanced level research and teaching programs for undergraduate and graduate students in Food and Resource Economics, and will interact with other IFAS units, the College of Business, as well as appropriate off-campus leaders. Specific interest areas may focus on any of a broad range of marketing, management, trade and policy issues.



**Qualifications:** Ph.D. in agricultural economics, economics, or closely related field; present or past holder of the rank of Professor (Full) or equivalent; national reputation as a teacher and scholar, experience with public and private decision makers related to agricultural marketing and management.

**Position open until: February 15, 1994.**

Applicants should submit a letter of application (refer to Position #935500), a resume and five names from whom letters of reference may be requested. Nominations are encouraged. They should be in writing and include a current mailing address for the nominee. Address all nominations, applications, and inquiries to Eminent Scholar Search Committee:

Dr. Lawrence W. Libby, Professor and Chair  
Food and Resource Economics Dept.  
P.O. Box 110240, 1157 McCarty Hall  
University of Florida  
Gainesville, FL 32611

#### **North Carolina State University**

**Seeking:** Econometrics Professor or Associate Professor. Nine month tenure-track position (senior level) split between the Departments of Statistics (60% = 40% teaching, 20% research) and Agricultural and Resource Economics (40% research).

**Responsibilities:** Research in econometrics, both theoretical and applied with preference given to individuals with interests in empirical analysis of agricultural and natural resource economic issues. Teach courses in the Statistics program and Economics program, provide econometric consulting services for colleagues and graduate students.

**Qualifications:** Ph.D. in statistics, economics, or agricultural economics. Applicants should have an excellent record of publishing in professional journals.

**Position open until: April 1, 1994.**

Applications should include a letter of interest,

current resume, three letters of reference and transcript of grades. Applications for the above position should be submitted to:

Professor Thomas Johnson, Chairman  
Econometrics Search Committee  
Department of Agricultural and Resource  
Economics  
Box 8109  
North Carolina State University  
Raleigh, NC 27695-8109

#### **Allegheny College Department of Environmental Science**

**Seeking:** Tenure-track teacher/scholar in environmental, institutional, sustainable, or ecological economics.

**Responsibilities:** Teach introductory environmental science courses and advanced courses in sustainable economics. Other potential courses include women and the environment, social justice, economic geography, and economic development.

**Qualifications:** The candidate must be an excellent teacher whose work explores concepts of environmental sustainability and economics.

The selection process begins on January 31, 1994, however applications may be accepted after this date. Call for more information.

Please send a letter of application, curriculum vitae, statement of teaching philosophy in an undergraduate liberal arts setting, and three letters of reference to:

Dr. Eric Pallant  
Department of Environmental Science  
Allegheny College, Meadville, PA 16335  
Phone: (814) 332-2870  
Email: epallant@alleg.edu

## **John F. Kennedy School of Government**

**Seeking:** International Economic Professor

**Responsibilities:** Research interests should include problems relating to developing countries.

**Qualifications:** Strong teaching record; distinguished research record; deep understanding of and extended experience with the societies and institutions of developing countries; and proven ability to attract and provide the framework for other scholars working on development issues.

Send curriculum vitae, including list of publications, to:

Edith Stokey  
Associate Academic Dean  
John F. Kennedy School of Government  
Harvard University  
79 John F. Kennedy Street  
Cambridge, MA 02138

## **TEXAS A & M, Corpus Christi, Texas**

**Seeking:** International Trade Professor

**Qualifications:** Candidates who have not yet completed but are close to completing their degree will be considered.

Closing date: 2/1/94

Send letter of application, current resume, and addresses/telephone numbers of five references who can provide an evaluation of the applicant to:

Dr. Tito Guerrero III  
Provost and Vice President for Academic Affairs  
Texas A&M  
Corpus Christi  
6300 Ocean Drive  
Corpus Christi, Texas 78412

## **NON-ACADEMIC**

### **Urban Institute**

**Seeking:** A Research Assistant

**Responsibilities:** Provide research and administrative support for the Center's programs in Eastern Europe and Russia; conduct literature review; obtain supporting documentation and data; review field reports; and provide technical support.

**Qualifications:** Degree in Economics or Public Policy; demonstrated work experience with government or international donor; excellent writing/ oral communication skills as well as organizational skills; computer expertise.

Send resume, cover letter, transcript, and three references to:

Urban Institute  
Personnel Office 2100 M. Street, N.W.  
Washington D.C. 20037

Reference Number: 9339-IAC.

### **International Agricultural Organization, Laos.**

**Seeking:** Agricultural Economist, Policy Analyst and a Rural Sociologist.

**Responsibilities:** Evaluate how agriculture program loans affect rural production, investment, domestic and international trade.

**Qualifications:** Laos or Thai speaking capability; good publications record; experience in Asia; quantitative skills; ability to analyze policies; and management skills.

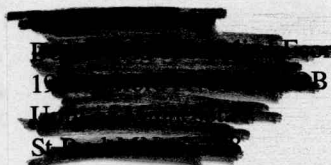
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LAOS/Recruit  
P.O. Box 77316  
Washington DC 20001  
Fax (202) 626-8726



American Agricultural Economics Association  
Business Office  
80 Heady Hall  
Iowa State University  
Ames, Iowa 50011-1070

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## COMMITTEE ON WOMEN IN AGRICULTURAL ECONOMICS

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