

# Chapter One: Introduction

Publishing academic articles in scholarly peer reviewed journals is very important for many interrelated reasons. By the second decade of the twenty-first century in the United States in particular, to get a tenure track teaching position in the social sciences and other fields at a college or university, one's chances are a lot higher if she or he has two or more scholarly journal articles already published. These articles are so important or influential that they can get more recognition than a book. One need not have a book to get tenure or promotion. Once one gets a teaching position at a college or university, he or she also needs to publish more articles to get tenure and promotion to associate or full professor (Barbezat, 2006; Boyes et al., 1984; De Rond and Miller, 2005; Gomez-Mejia and Balkin, 1992; Hamermesh, 1992; Hamermesh et al., 1982; Siegfried and White, 1973; Taylor et al., 2006). "A major reason for denying tenure at most schools is lack of publications resulting from the researcher's slow start" (Hamermesh, 1992, p.169). Barbezat (2006) notes that: "For faculty members, publications (particularly articles in refereed and prestigious journals) have been shown to influence academic salary, tenure status, and the probability of employment at a top economics department" (p.360).

Publishing an article can also get you a bonus or financial award apart from your salary. For example, Hamermesh (2009, June 3) notes of a university in the United States that: "... just started offering a bonus of \$23,000 for a sole-authored publication in one of five top [Economics] journals. But if you are one of two authors, you get \$16,250."<sup>1</sup>

Publishing a scholarly article helps your department, college or university gain fame or positive reputation and get substantial grants from state or federal governments, corporations, and other funding entities (such as banks and non-governmental organizations). This gives the state and region (within the United States), country and continent where such a college or university is located prestige because those institutions tend to be ranked among the top 200 universities in the world (Brusa et al., 2006, p.82; Hesli and Lee, 2011, p.393; Hutchinson and Zivney, 1995, p.59; Kaba, 2012a; Stephan, 2012). Publishing scholarly articles can also increase the prestige of the family of the scholar within her or his local community. Within these communities, these scholars are usually selected to be on important Boards such as banks, non-governmental organizations, etc. Publishing scholarly articles also gets a scholar to be cited in future studies which leads to positive academic reputation and fame (Bodenhorn, 2003; Johnson, 1997; Liner, 2001; Price, 2008; Schweser, 1983; van Ours and Vermeulen, 2007). Schweser (1983) writes that: "The returns on publishing are shown to range from psychic rewards such as increased reputation and status, to monetary and professional rewards such as salary increases, promotion and tenure, expanded career opportunities, and increased mobility" (p.60). Johnson (1997) points out that: "All academics want to be cited. There are many reasons for this desire, including the quests for truth, fame or financial rewards.... Fame in academic is synonymous with citation..." (p.43). According to Aggarwal et al. (2007): "The professional behavior of prolific scholars is of interest for a number of reasons. These professionals are the focus of much organizational and professional attention and often have a disproportional impact on their employing institutions and on our profession. ... prolific scholars are viewed as role models, and often elected to leadership positions in our professional organizations and help determine promotion, tenure, and other performance criteria for others in the profession" (p.80).

It has also been noted that publishing scholarly articles can make one a better teacher or professor in the classroom (Siegfried and White, 1973, pp.95-96; Stanton et al., 2009, p.38). Stanton et al. (2009) point out that:

"One stream of research in this area purports the notion that research and teaching are complementary and mutually supporting... that teaching and research involve common and reciprocal values, ...that

<sup>1</sup>Hamermesh, Daniel S. 2009. June 3. "Co-Compensation," *New York Times/Freakonomics*. Retrieved on December 2, 2012 from: <http://www.freakonomics.com/2009/06/03/co-compensation/>.

academic administrators believed in the idea of a teaching-research nexus, or, in other words, the idea that teaching and research are interrelated functions through which the process of teaching is enriched by research and that research can be initiated through ideas generated in the classroom. Many academics support the idea that those who are the most active in research also are the most effective teachers... It is often argued that faculty who are research active are more likely to be up-to-date in discipline-specific knowledge and can use their research findings in preparing teaching materials... good researchers can make good teachers through their love of the subject area and a passion for contributing to that knowledge. Faculty who are active researchers are perceived to be more passionate about what they teach which translates into a heightened sense of excitement and engagement among students... Students also appear to value faculty research... college students' perceptions of a faculty member's knowledge currency, credibility and enthusiasm were enhanced through that faculty member's research activities" (p.38).

Publishing scholarly articles, especially in the field of economics increases a scholar's chances of winning a Nobel Prize in Economics. For example, I identified the following four winners of the Nobel Memorial Prize in Economics in this study: Gary S. Becker, the University of Chicago (1992); Joseph E. Stiglitz, Columbia University (2001); the late Elinor Ostrom, Indiana University (2009); and Dale T. Mortensen, Northwestern University, (2010) (also see Mixon, Jr. and Upadhyaya, 2012).

Finally, publishing scholarly articles in a journal especially in the *American Economic Review (AER)* by a professor inspires or motivates her or his students. Furthermore, the younger a scholar is who publishes in the *AER*, the more likely she or he will impress young students. Indeed, I found that at least two of the scholars in this study earned their doctorates at age 24 or younger. For example, Susan C. Athey, a professor at Harvard University is reported to have earned her Ph.D. in Economics from Stanford University at age 24 in 1995, and also earned her Bachelor of Arts in Economics, Mathematics and Computer Science from Duke University in 1991. Colin Camerer, a professor at the California Institute of Technology, notes on his Curriculum Vitae that he earned his Ph.D. from the University of Chicago in 1981 at the age of 22. This could inspire very young undergraduate students to aspire to earn a doctorate in their early to mid twenties. In 2011, within their categories, 1.4% of those categorized as Two or More Races, 0.7% of Asians, 0.6% of Whites, 0.5% of Blacks, 0.4% of Hispanics who earned doctorates in the United States were 25 years and younger.<sup>3</sup> Kaba (2009a,<sup>4</sup> 2011a) expands the definition of a genius to include one with an earned doctorate by age 24.

In fields in the social sciences, the examples presented above are even more typical in economics and other related academic areas such as business, finance and management. For example, Hartley et al. (2001) present a table showing the publication data of scholars and professors at different types of higher education institutions and they note that: "Not surprisingly, economists at research institutions publish the most. Moreover, 40% of the publication at research institutions is in refereed journals, while all other institutional types publish only 25% of their output in such journals" (pp.81-82).

This study presents the profile of scholars and professors who published full-length articles in all five issues of the *American Economic Review* in 2010. Why the *American Economic Review*? The first answer is that I intended earlier to compare the profiles of contributors to the 2010 issues of the *AER*, the *American Political Science Review*, and the *American Sociological Review*, but as noted in the Methodology section, the study became too large, so I decided to do each separately. The *AER* is considered not only one of the leading economics journals in the world, but also one of the leading social science journals in the world. Scholars who publish in it tend to be employed as professors or scholars or enrolled as students at the most highly ranked institutions in the world. Examining eighty years (1911-1990) of data focusing on

<sup>2</sup>"All Prizes in Economic Sciences," Nobelprize.org. Retrieved on December 4, 2012 from: [http://www.nobelprize.org/nobel\\_prizes/economics/laureates/](http://www.nobelprize.org/nobel_prizes/economics/laureates/).

<sup>3</sup>"Table 27. Median Age of Doctorate Recipients, by Broad Field of Study, Sex, Citizenship, and Race/Ethnicity: 2011," 2012. 2012. Doctorate Recipients from U.S. Universities: 2011. Retrieved on December 15, 2012 from: [http://www.nsf.gov/statistics/sed/2011/data\\_table.cfm](http://www.nsf.gov/statistics/sed/2011/data_table.cfm).

<sup>4</sup>Kaba, Amadu Jacky. 2009, November 17. "Gender and Economic Progress: The Contributions of Female Geniuses in the United States" (3 pages). *Holler Africa! Magazine*. Posted at: <http://www.hollerafrica.com/>. Published by Adonis-Abbey Press, London.