



# American Economic Association

1994 Committee on the Status of Women in the Economics Profession

## NEWSLETTER

Fall Issue October 1994

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# GRANTWRITING GUIDELINES IN THE SOCIAL AND BEHAVIORAL SCIENCES

*Timothy Smeeding  
The Maxwell School, Syracuse University*

## 1. Writing the Proposal

- 1A. Above all, good writing is the key to a good proposal. For those who can afford to do so, do not be afraid to hire an editor to sharpen up your proposal.
- 1B. Follow instructions: quality not quantity impresses; be clear and succinct.
- 1C. Coherence is key. Evident lack of coherent direction in complex proposals, parts "thrown together", poorly coordinated, or not clearly related to a central focus, are problems to be avoided.

## 2. Proposal Content

- 2A. Insure that your project goals are appropriate and clearly stated:
  - a. Make sure that the purposes of the study are clear and that the hypotheses to be tested are explicit.
  - b. Make sure that specific products (deliverables) or endpoints are included in the research goals; e.g. "This study will result in a monograph or in several papers", etc.
  - c. Make sure that you establish the worthiness of your research and its originality.
- 2B. Be sure that your methodology is sufficiently detailed. Questions such as the following should be answered: (a) What are the major dependent and independent variables? (b) How will data be obtained? (c) How will results be analyzed? (d) Do the data contain sufficient information to support the proposed analysis?
- 2C. A strong bibliography is usually a sign of a strong research proposal. Pay sufficient attention to related research by others; reviewers are usually top people in the field who are familiar with what's going on. References to related research previously funded by the agency to which you are applying is generally useful.

## 3. Budget

- 3A. Ask your organization's sponsored research office in advance for help on budgeting. Look at budget sheets for funded proposals to get the hang of how they are put together. Above all, you want

to be realistic in the amount of time and resources needed, including travel, consulting, etc.

- 3B. Stress the implicit or explicit contribution of the university (or sponsor). Most granting agencies like to see cost sharing (e.g. secretarial, research assistance, "release time") on top of their contribution.
- 3C. Avoid budget pitfalls. The following budget inadequacies may keep your proposal from being funded:
  - a. Specific tasks not clearly related to personnel, time, and/or budget.
  - b. The person designated as "principal investigator" is committed for an unduly small proportion of time. This "halo" effect does not fool good reviewers.
  - c. Several small allocations of time among large numbers of investigators. Usually this means an uncoordinated product unless the chain of command, work plan, and team interrelationships are clearly spelled out. Make sure to allocate time for someone (usually the Principal Investigator, or PI) to hold the project together.
- 3D. Above all justify how much money you need and how it will be spent. Attach one or several pages of explanatory notes which indicate a detailed breakdown of large but vaguely targeted dollar amounts. For instance, a budget line that says "\$2,000 Travel" should be complemented by notes on who will go where and for how long, with plane fares, per diems, etc. all estimated.

#### 4. Overall Presentation

Once you have written up the proposal let it sit for a day or so. Then go back and go over it. Look for the following pitfalls:

- 4A. Does the proposal ask reviewers to trust in the track record or reputation of the applicant rather than detail a specific plan of research?
- 4B. Does the proposal assume that reviewers will have read past research done by the applicant? If possible, include reprints of earlier relevant papers with the application if such attachments are permitted by the grant agency.
- 4C. Is the proposal unbalanced in presentation? For instance, does it focus too much on a particular data set or a technique of analysis

and not enough on the overall research goal?

4D. Is the proposal coherent? (See 1C above.)

5. Choosing a Funder

5A. Make sure that your topic is appropriate for support by the chosen agency or that it is specifically responsive to the RFP to which it is directed.

5B. Know to whom you are writing, e.g. who is on their review board (if they have one); what type of projects they do and do not fund, etc. Most granting agencies with review boards will tell you who the members are if you ask.

5C. Spend some time finding the correct agency, e.g. ask a senior colleague or friend at another university, or ask a university research office, or call proposed agencies directly for information before you begin.

5D. Unlike journal articles, once a proposal is written, there is no ethical dilemma in sending the same proposal to several different potential funders simultaneously (with or without small changes). However, you may be required to list alternative agencies to which you have submitted the same proposal. Be up front about this at all times.

5E. There is every advantage to stopping by to discuss a proposal with potential sponsors if you are in the area. A two page (or less) brief synopsis of your proposal is a useful thing to bring along to such meetings.

6. Internal Review

6A. Last but not least, prepare your proposal at least two weeks before the deadline. Ask a trusted colleague or close friend to critically review it. Encourage frank opinions. If you don't think that you can find anyone to give your proposal a careful read for free, pay someone to do it for you.

Good luck!

## COLLEGIALITY

*Jo Anna Gray  
University of Oregon*

This is an opinion piece, and my views regarding the subject of collegiality are strong ones. The word collegial derives from college, which is defined by Webster's to be "an organized body of persons engaged in a common pursuit or having common interests or duties." Thus collegial behavior recognizes and furthers the common objectives and interests of those with whom one works. Collegiality is, I would argue, a largely unacknowledged fourth criteria for promotion and tenure. (The other three are, of course, teaching, research, and service.) Accordingly, it deserves attention early in your career.

Being collegial does not mean hosting all the department bashes or advising students for your senior colleagues while they play golf. A good colleague need not be a naturally generous or overtly social animal. A good colleague does, however, bestow significant externalities in areas central to the success of the academy. Some of the attributes of a good colleague are easily recognized and widely agreed upon. A good colleague, for example, reads the papers of co-workers and professional acquaintances and offers constructive suggestions. A good colleague attends seminars, pulls a full load on committee assignments, and responds promptly to requests from colleagues, students, and the staff, even if the response is a courteous "sorry, I can't help you."

Other elements of collegial behavior are harder to measure and agree upon. With shrinking budgets and increased emphasis on teaching missions, faculty accessibility has become a contentious issue on campuses across the country. How much time can one reasonably spend working away from the office? While my own observations suggest a positive correlation between time spent in the office and research productivity, some argue that working at home increases their research productivity. If true, this advantage must be weighed against the externalities generated. Your absence from campus means you are not available to consult with students, colleagues, and others who interact professionally with the faculty. You can be sure that your colleagues, who are left to deal with the students who cannot find you and to conduct the impromptu business you are not around to help with, will notice your absence.

The solution I suggest is two-fold. First, establish a well-advertised, consistent presence on campus. If your schedule regularly includes time at another location, post not only your scheduled office hours, but also the hours you can be found in the vicinity of your office with reasonable certainty. In addition, post the phone number, FAX number, or E-mail address at which you can be contacted off-campus. The point is to facilitate making appointments and scheduling business.

Second, while you need not be present on campus every day, all day, you should be available any time university business is normally conducted. If a committee meeting or seminar is scheduled during your off-campus research time, pack up and head in to campus. The same goes for consultations with colleagues and students that cannot be scheduled during your regular on-campus hours. Neither you nor your department can afford any other outcome.

Finally, for more general guidelines on surviving your first six years in academia, I recommend reading "The Young Economist's Guide to Professional Etiquette", by Dan Hamermesh (Journal of Economic Perspectives, Winter 1992).

# AN ECONOMIST'S CAREER IN A BUSINESS SCHOOL

*Ann P. Bartel  
Columbia Business School*

Most students in graduate programs in economics are interested in academic careers, and, within this group, the majority believe that an academic career can only take place in an economics department. When I was studying for my Ph.D. at Columbia in the early 1970s, I was focused on obtaining a good job in an economics department. I was fortunate to become an assistant professor in the Department of Economics at the University of Pennsylvania in 1974. The two years that I spent at Penn were rewarding and had a positive impact on my development as an economist. For personal reasons, however, I chose to live in New York City, commuting two or three times each week to Philadelphia. By early 1976, I knew that I needed to find a job closer to home and began an intensive job search in the New York City area. Columbia Business School had an opening for an applied economist and my research on labor markets met their interests. I was concerned about leaving a position in an economics department and moving to a business school. After all, I reasoned, "A true economist belongs in an economics department." But, the offer from Columbia was attractive, and I was tired of commuting.

Moving to a business school turned out to be an excellent decision. I joined Columbia Business School in the fall of 1976 as an assistant professor, received tenure in the spring of 1981, and am currently a full professor. Along the way, I gave birth to three children, now aged 16, 13 and 10. I have found the business school environment to be interesting and challenging. The first challenge that I faced was learning how to teach M.B.A. students, a group that is different from both undergraduates and graduate students in a Ph.D. program. The typical M.B.A. student at Columbia (and at other top business schools) is 25 years old and has worked full-time for two or three years since graduating college. This student is highly motivated and is cognizant of the opportunity costs of being in school full-time. As a result, M.B.A. students are demanding; they need to be convinced that the knowledge they gain in the classroom will transfer to the "real world." Professors in a business school are expected to devote a lot of time to preparing interesting lectures and developing useful materials for the classroom. While this may sound burdensome, it is satisfying knowing that you have shown your students how economics can help business people to make better decisions.

The second challenge in a business school is learning how to interact with colleagues who were trained in different disciplines, i.e. accounting, marketing, psychology, management, operations research. This means learning how to debate issues with individuals who may take an approach different from the economist's and who probably use different jargon. In return, however, you gain important insights and ideas from other disciplines; in effect, you have your own "mini-university."

Finally, another opportunity for economists in business schools is the ability to develop relationships with companies that can result in interesting research projects that use data not typically available to researchers.

In terms of my initial concern that economists belong in economics departments, I have 25 colleagues at Columbia Business School who hold Ph.D.s in economics and who publish in economics journals. In my opinion, I have the best of both worlds: "an economics department" that provides colleagues with whom to discuss ideas and conduct joint research, and an interdisciplinary school that provides a challenging environment in which to explore the frontiers of economics.

## CHILDREN AND A CAREER, A RESPONSE

*A Letter From Marianne A. Ferber, Distinguished Visiting Professor, Radcliffe College*

As usual, I read the most recent issue of the CSWEP Newsletter with great interest, including Amy Ellen Schwartz's "More on Combining Children and Career: A View from the Trenches." In this report she registers agreement with Reinganum's view that "reputations are largely made in the first 5-7 years following the Ph.D." I do not doubt that this is generally true, nor that young scholars should try to establish themselves as soon as possible. But I am disturbed by the possible implication that those who did not make much progress during their early years might as well give up. For women who might be discouraged because they have not made much progress during the first few years after their Ph.D., let me offer my motto: "better late than never." I published my first paper 17 years after I received my Ph.D., when I was 48 years old, and while I will, regrettably, never qualify for a Nobel prize, I do not think my career has been a total loss. So, don't give up just because you are getting a late start.

## AN INNOVATIVE APPROACH TO FUNDRAISING

The College of Liberal Arts and Sciences at Iowa State University is renovating an 18th century building which will be renamed Carrie Chapman Catt Hall in honor of the ISU alumna who was the architect of the passage of the 19th Amendment giving women the right to vote. In front of this Queen Anne Revival building, they will construct a Plaza of Heroines to honor women from all walks of life. The Plaza will hold engraved bricks and larger stones, and will be surrounded by granite benches which will also be engraved with the names of important women or groups of women. A biography or tribute to each woman will be maintained in a computer display. The Department of Economics will have the opportunity to honor a small number of women of their choice in a stone in the Plaza. For further information, you may contact Elizabeth Hoffman, Dean, College of Liberal Arts and Sciences, 208 Carver Hall, Ames Iowa 50011-2061.

## VOLUNTEERS NEEDED

CSWEP is considering a computer network to share information and provide a place for shared conversation among its members. If anyone would like to help organize such a network, contact Rebecca Blank.

## DR. MABEL NEWCOMER

*Sara Moghadam  
Bucknell University*

Dr. Mabel Newcomer was a professor of economics at Vassar College for over 30 years during which time she studied taxation and fiscal policy, in both the United States and abroad. During her career, she served on numerous state committees in California and New York analyzing state and local tax laws, was Vice-President of the American Economic Association, and served as Director of the National League of Women Voters. Finally, Dr. Newcomer was appointed at three different times by President Roosevelt and members of his cabinet to serve the federal government, most notably in 1944, as the only woman delegate to attend the United Nations Monetary Conference in Bretton Woods, New Hampshire.

Dr. Newcomer finished her undergraduate work and received her masters degree in economics at Stanford University. In 1917, she earned her Ph.D. at Columbia University. Upon completion of her dissertation, which formed the basis of her first published book, The Separation of State and Local Revenues in the United States, Dr. Newcomer joined the faculty at Vassar College. It was at this small, all-women's liberal arts college that Dr. Newcomer established her position as an expert on taxation and fiscal policy. While at Vassar College, Dr. Newcomer published numerous articles ranging in topic from "The General Property Tax and the Farmer," to "Financing World Peace." Her work appeared in such publications as the *American Economic Review*, *The Journal of Political Economy*, and *The National Tax Journal*.

Outside the college, Dr. Newcomer acquired significant professional experience through her participation in state and federal investigations of state and local tax structures and systems of public finance. During her career, she served as a special investigator for the New York State Joint Committee on Taxation and Retrenchment, as a member of Governor Roosevelt's Commission on Rural Homes, and was appointed to Governor Dewey's committee to study alternative plans for personal income tax collection.

Dr. Newcomer's interest and involvement in state and local finance also led to more extensive research on the national and international level. In addition to her appointment to serve at the Monetary Conference in Bretton Woods, Dr. Newcomer studied the systems of tax fund distribution employed by the central governments of England and Germany during the 1930s and 1940s. She also served on a committee commissioned to research post war tax systems for the Treasury Department. And, following the war, Dr. Newcomer was appointed to the US Economic Cooperation Administration, where she studied Germany's financial problems with fellow committee member John Kenneth Galbraith.

Dr. Newcomer's contributions to economics extended beyond her work in the field of public finance to her commitment to teaching and improving the quality of American education. Of her students at Vassar over the period 1917 to 1957, a remarkable number of women went on to earn their Ph.D.s in economics. One student, Dr. Ethel Jones of Auburn University, remembers Dr. Newcomer as a very popular instructor who was "exceedingly competent in the classroom in terms of talking to the students as peers." Outside the classroom, Dr. Newcomer served on several committees that focused on the status of the undergraduate curriculum in economics, most notably



chairing one which delivered its report to the 58th Annual Meeting of the American Economic Association. Finally, several years after her retirement in 1957, Dr. Newcomer published her ninth and final book, A Century of Higher Education for American Women.

## CALL FOR PARTICIPANTS

An N.S.F. Funded Faculty Development Project

*IMPROVING INTRODUCTORY ECONOMICS EDUCATION BY  
INTEGRATING THE LATEST SCHOLARSHIP  
ON WOMEN AND MINORITIES*

Wellesley College, Wellesley, MA, June 15, 1995 to June 20, 1995

Professors of introductory economics courses with at least three years experience teaching at the undergraduate level are invited to apply to participate in this innovative National Science Foundation funded faculty development project. Participating faculty will work with project staff to develop the range of course materials needed for integrating economic discussions of race and gender into standard introductory economics courses.

The conference registration fee is \$100. Room and board during the conference will be provided. Some limited travel funds may become available. Participants are expected to teach their newly reorganized principles courses during the next academic year. Assessment will occur throughout the year and a group meeting is scheduled for the 1996 A.S.S.A. meetings. For further information contact: Robin Bartlett, Department of Economics, Denison University, Granville, OH 43023; 614/587-6574.

## OBITUARY

Dr. Margaret S. Gordon, one of the leading female economists of her generation, widely known in fields ranging from social welfare policies to higher education, and as well as for her civic leadership, died May 28 at the age of 83.

Dr. Gordon was Associate Director of the Institute of Industrial Relations at the University of California at Berkeley from 1954 to 1969, and then served as Associate Director of the Carnegie Commission on Higher Education until 1973, followed by a similar post with the Carnegie Council on Higher Education until 1979. She was also a member of President Johnson's Commission on Income Maintenance Programs (the Heineman Commission) in 1968-69.

## CSWEP ACTIVITIES AT THE 1995 AEA MEETING

January 6-8, 1995

Sheraton Washington Hotel

### BUSINESS MEETING AND RECEPTION

(Business Meeting: Woodley room)

(Reception: Calvert room)

The CSWEP business meeting will be held on January 6 at 4:45 PM. A reception will follow at 5:45 PM.

### HOSPITALITY ROOM

(Vermont room)

The hospitality room will be open January 6 and 7 from 7:30 AM to 4:00 PM. A complimentary continental breakfast will be available from 7:30 AM to 10:30 AM each day.

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

### CSWEP SESSIONS

#### Roundtable Discussion Session

**"Mentoring within the Economics Profession: How can Economists Do a Better Job of Mentoring Students and Younger Faculty?"**

Friday, January 6 - 10:15 AM

Delaware B room

Panel includes: Rebecca Blank, Chair, (Northwestern University), Ronald Ehrenberg (Cornell University), Zvi Griliches (Harvard University), David Laband (Salisbury State University), Jim Poterba (MIT), Barbara Wolfe (University of Wisconsin).

## New Institutionalism Sessions

### **"The Effect of Institutions on Behavior"**

Saturday, January 7 - 10:15 AM

Idaho room

Chair: Suzanne Helburn (University of Colorado, Denver)

Discussants: Barbara Bergmann (The American University), David Blau (University of North Carolina at Chapel Hill), Chidem Kurdas (Penn State University)

Papers: Amy Curry (University of Tennessee) and Jill Tiefenthaler (Colgate University), "Bargaining Over Child Custody and Divorce Settlements"; Naci Mocan (University of Colorado, Denver), "Quality Adjusted Cost Functions for Child Care Centers"; Helen Tauchen (University of North Carolina at Chapel Hill), "The Effect of Interventions and Institutions on Domestic Violence."

### **"The Effect of Law and Regulation on Firm Behavior"**

Saturday, January 7 - 2:30 PM

Wisconsin room

Chair: Helen Tauchen (University of North Carolina, Chapel Hill)

Discussants: Barbara Robles (University of Colorado, Denver), Susan Helper (Center for Regional Economic Issues, Case Western Reserve University), Carl Linville (University of Arkansas)

Papers: Tasneem Chipty (Ohio State University), "Economic Effects of Quality Regulations in the Day Care Industry"; Mary Olson (Washington University), "Substitution in Regulatory Agencies, FDA Enforcement Alternatives"; Gerald Granderson (Miami University, Oxford, OH), "The Impact of Rate of Return To Regulation on the Transmission Sector of the US Interstate Natural Gas Industry."

### **"Effect of Law, Regulations, and Institutions on Economic Behavior in Transition Economies"**

Sunday, January 8 - 10:15 AM

Idaho room

Chair: John B. Hardt (Library of Congress and George Washington University)

Discussants: Keith Crane (PlanEcon), Perry Patterson (Wake Forest University), Judith Thornton (University of Washington), Mary Fish (University of Alabama)

Papers: John Tedstrom (RAND Corporation), "On Legal and Institutional Frameworks in Transition Economies: Recipe for Economic Disintegration"; Sarah Jane Reynolds (Harvard Law School), "Matching Regulations and Reality in Transition Economies"; Susan J. Linz (Michigan State University), "Do *Job Rights* Govern Privatization and Employment Patterns in Transition Economies?"; John Bonin (Wesleyan University) and Bozena Leven (Trenton State College), "What Will It Take To Make Financial Markets Work in Transition Economies?"

Gender-Related Sessions

**"The Economics of the Family"**

Friday, January 6 - 8:00 AM

Wisconsin room

Chair: Ivy Broder (The American University)

Discussants: Marsha Courchane (Office of the Comptroller of the Currency), Marjorie McElroy (Duke University), M. Anne Hill (Queens College, CUNY)

Papers: Barbara A. Morgan and David W. Rasmussen (Florida State University) and Isaac F. Megbolugbe (Fannie Mae), "Reverse Annuity Mortgages as a Vehicle for Improving the Financial Status of Elderly Women"; Liliana E. Pezzin and Barbara Schone (Agency for Health Care Policy and Research), "Intergenerational Household Formation, Labor Supply and Informal Caregiving: A Bargaining Approach"; Julia Lane (The American University), "Family History, Work History, and Employment Outcomes."

**"Child Care Issues"**

Saturday, January 7 - 8:00 AM

Marshall room

Chair: Rachel Connelly (Bowdoin College)

Discussants: Rachel Connelly (Bowdoin College), Phil Robins (University of Miami), Rachel Willis (University of North Carolina)

Papers: Thomas W. Tolin (West Chester University), "Child Care Costs & Female Employment: The Effects of IV on Elasticity Measures"; Jean Kimmel (Upjohn Institute), "The Effectiveness of Child Care Subsidies and Sliding Scale Fees in Encouraging the Welfare to Work Transition of Low Income Single Mothers"; Barbara J. Robles (University of Colorado, Boulder), "A Production Function Approach to Child Care."

**"Women in the Labor Market"**

Sunday, January 8 - 2:30 PM

Virginia C room

Chair: Linda N. Edwards (Queens College and the Graduate Center, CUNY)

Discussants: Ronald Ehrenberg (New York State School of Labor and Industrial Relations, Cornell University), Sharon Smith (Fordham University)

Papers: Susan L. Averett (Layfayette College) and Julie L. Hotchkiss (Georgia State University), "Discrimination Through Payment of Full-time Wage Premiums"; Emily Hoffnar (University of North Texas), "Discrimination and Strategic Complementarities in the Labor Market"; Sharmila Choudhury (SUNY-Cortland), "The Public Sector Wage Premium for Women: Panel Data Estimates"; Nan L. Maxwell (California State University at Hayward), "Economic and Demographic Underpinnings of Russian and American Female Labor Market Behavior."

## CHILD CARE BY KIDDIECORP

KiddieCorp will provide professional child care services at the Allied Social Science Associations Meetings. KiddieCorp is in their eighth year of providing high quality services to conventions across the country. KiddieCorp teams are bonded, qualified child care specialists who are carefully selected and trained. KiddieCorp features custom designed programs of educational, social, and creative activities.

KiddieCorp's child care program will be located at the Sheraton Washington Hotel, First Level, Kennedy & Roosevelt Rooms. Dates are January 6-8, 1995 (Friday through Sunday) from 7:30 a.m. - 5:00 p.m. The fee for ages 6 months - 12 years is \$25.00 per morning shift, and \$22.00 per afternoon shift. Additional hours between 7:30 a.m. - 5:00 p.m. may be purchased at \$5.00 per hour.

**MEALS** - Parents can either order lunch, bring lunch, or take their child(ren) out for lunch. We will pre-arrange for an optional kiddie meal that can be ordered when parents drop off their child(ren)...it will cost approximately \$7.00-\$8.00 including beverage, tax and tip on a cash-only basis. Nutritious snacks and beverages will be served regularly. For parents with infants please bring diaper changing supplies, formula/baby food, and a change of clothes. Please label all lunches and personal belongings. KiddieCorp does not administer any medication.

**TO REGISTER** - Please complete the accompanying form and send it along with payment (check made PAYABLE TO ASSA) to KiddieCorp, Kristin Leach, ATTENTION: ASSA, 5665 Oberlin Drive, Suite #102, San Diego, CA 92121. Forms must be received by December 2, 1994. Late or on-site registration will be accepted on a space available basis only.

**CANCELLATIONS** - are allowed up until December 15, 1994. After that a 50% penalty will be applied. Cancellations after the program has started cannot be refunded. This program is subject to change if conditions change.

If you have any questions, call Kristin Leach at 1-619-455-1718. Hope to see you soon!

## KIDDIECORP REGISTRATION FORM

Please indicate on this form the reservations you would like to make for each child. Simply list their name(s), age(s), and circle the price of each shift you want.

SHIFT	NAME	AGE	PRICE
Friday, January 6			
#1 - 7:30 a.m. to 12:30 p.m.	_____	_____	\$25.00
	_____	_____	\$25.00
#2 - 12:30 p.m. to 5:00 p.m.	_____	_____	\$22.00
	_____	_____	\$22.00
Saturday, January 7			
#3 - 7:30 a.m. to 12:30 p.m.	_____	_____	\$25.00
	_____	_____	\$25.00
#4 - 12:30 p.m. to 5:00 p.m.	_____	_____	\$22.00
	_____	_____	\$22.00
Sunday, January 8			
#5 - 7:30 a.m. to 12:30 p.m.	_____	_____	\$25.00
	_____	_____	\$25.00
#6 - 12:30 p.m. to 5:00 p.m.	_____	_____	\$22.00
	_____	_____	\$22.00

Total Price = \$ \_\_\_\_\_

Parent Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: home( ) \_\_\_\_\_ work( ) \_\_\_\_\_

\*Send completed form and check (payable to ASSA) to KiddieCorp at the address on the previous page. Keep a copy for your records.

## GETTING ON THE PROGRAM AT THE JANUARY 1996 AEA MEETING

Now is the time to think about submitting an abstract, or a proposal for an entire session, in order to participate in the AEA's annual meeting in January, 1996, in San Francisco. CSWEP generally organizes several sessions each year. Several of the presented papers in these sessions will subsequently be published in condensed form in the May 1996 issue of the American Economic Review, "Papers and Proceedings."

For 1996, we expect to organize sessions on gender-related topics, as well as sessions dealing with international economics (any topic related to international finance, trade and open-economy macroeconomics). If you are interested in presenting a paper, please submit an abstract which includes (1) objectives, (2) background, (3) data and methods, and (4) results/expected results. Attach a separate cover sheet listing: (1) name, (2) affiliation, (3) mailing address, e-mail address, phone, and fax numbers, and (4) the appropriate JEL classification code.

Abstracts should be submitted by February 1, 1995. Abstracts should be sent to:

Rebecca Blank  
CSWEP  
2040 Sheridan Road  
Northwestern University  
Evanston, IL 60208  
708/467-1266

Abstracts in other areas, or proposals for entire sessions, should be sent as soon as possible, but not later than February 1, 1995, to:

Anne Krueger  
Department of Economics  
Stanford University  
Stanford, CA 94305-6072  
(Please mark envelope "AEA Meetings - 1996")

## ANN DRYDEN WITTE

*Wellesley College & Florida International University*

My father died when I was five and my mother managed the local citrus groves and packing plant as she raised my brother and me in a town of 250 in Florida. I received a fellowship to attend the University of Florida and completed the honors program majoring in history, political science and languages.

Fluent in Russian, I was recruited by the federal government to be trained as an expert on the Soviet Union (remember when?). The government sent me to Columbia University to obtain a master's degree in economics. On my return, I was put in the Planning, Programming and Budget system that Robert MacNamara had established. After a few years, I decamped for the south to work in the civil rights movement, and taught economics at Tougaloo College, a black college outside Jackson, Mississippi.

I decided (after all application deadlines) to return to graduate school for a Ph.D. Phyllis Wallace, a black woman with a Yale Ph.D. in economics (a valued mentor throughout my career), managed to pull strings and get me a fellowship to North Carolina State University (NCSU). The choice proved fortuitous. I became involved with the group at NCSU that was developing the SAS program for statistical analysis and I received excellent training in applied statistics. I also met my former husband Charles Witte, a manager at the local IBM plant. Our son, Jeffrey, was born the year after I completed the dissertation. It was a productive time.

I accepted a visiting appointment at the University of North Carolina at Chapel Hill (UNC) with the understanding that I would be considered for a regular faculty appointment the following year. I was not. A group of female students and faculty used my case and others to bring suit against UNC. As part of the settlement, I was hired as an assistant professor. You can imagine the joy with which I was received by the Department of Economics.

The next six years are a blur. I tried to be the super woman who did everything and found that I was simply not that good. I am an avid reader of modern fiction and during these six years I did not read a single book. I received tenure in 1979 and proceeded to rearrange my life. I developed two major criminal justice projects and began research on tax compliance and the underground economy. I also began traveling again and spent the summer of 1981 in Brazil where I was a Fulbright Lecturer. **There is life after tenure.**

Publications seemed to come easier and faster after tenure than before. Against the recommendation of the Department Chair, I went up for promotion to full professor after four years as an Associate and was promoted. When found out that I was receiving a salary comparable to that of fourth year Assistant Professors, I left to visit Wellesley. Wellesley knew what its mission was and provided the resources to accomplish it. Wow! I signed on and left UNC for good. Charles was able to transfer with IBM and although Jeffrey, as a budding teenager, was not happy with the move, we made it.

The rest of the story is happy except for an acrimonious divorce. Teaching at Wellesley and being a Research Associate at NBER may not be professional heaven, but with the exception of the winter weather it is good enough for this country girl. I solve the winter problem by spending spring semesters at Florida International University in Miami, a multi-racial, multi-ethnic, urban university with growing pains but promise. My home is again in Florida.



## BIOGRAPHICAL SKETCHES OF CSWEP BOARD MEMBERS

ROGER NOLL  
*Stanford University*

Economics was a late entry on my list of potential career choices. My early plans were to be either a lawyer or a disk jockey. In high school, my first real mentor -- Phylis Fassel, my sophomore math teacher -- encouraged me to pursue math and science, and so in college (Caltech) I became a math major. Then, while fulfilling hated requirements, I took economics. Surprise: it was not dull and was more scientific than I had imagined, so I took more. In my senior year, my new mentor, Alan Sweezy -- from whom I inferred that economists were incredibly nice, other-directed liberals -- had just read Robert Solow's seminal article on technological change and economic growth. Lance Taylor, now at MIT and then a classmate, and I decided to check out whether Solow's results were universal, and estimated his model for a few other countries. Alan, with a broad and knowing grin, informed us that we were doing economics research and loving it. After graduation and marriage, I headed to Harvard to study economics. Graduate study was financed by NSF and my wife Robyn, who got even later as I put her through nursing school.

At Harvard, I foolishly reverted to math, focusing on theory and statistics. I had switched to economics because it had something to say about real problems and policies, but I persevered to write a bad theory dissertation. Yechh. I shuffled off to the staff of the Council of Economic Advisers, and learned applied economics. Now, this was fun. I was assigned to an encyclopedic array of policy areas, including antitrust and regulation. Never having taken industrial organization at any level, I discovered that I had missed my favorite area of economics. CEA member Joe Peck and I became close friends, and began collaborating on our book with John McGowan on the television industry. But the best product of the CEA period was my daughter, Kim, now the editor of a small-town newspaper. The CEA was then more or less the second office of Brookings, so I soon began working there. I felt that I had died and gone to heaven. All those wonderful, applied economists, nearly all gregarious and supportive -- especially the boss, Joe Pechman, the best department chair I have ever known. Later, when called upon to be a dean, I used him as my role model. Brookings also housed political scientists who could run regressions. John Ferejohn and I arrived together, and helped each other discover the overlap between applied microeconomics and the then-new rational actor approach to studying politics. Thus began an enduring friendship and parallel careers to our jobs at Stanford.

John and I moved to Caltech from Brookings, into a program merging economics and political science where I discovered graduate students. Being very small, Caltech ran all classes as workshops and treated graduate students as young colleagues. My first graduate classes were incredibly rewarding, introducing me to lifelong friends and co-authors Linda Cohen and Barry Weingast. Twenty years later, my network of former students is my professional contribution from which I derive the most personal satisfaction.

I have stressed personal relations in describing my early history because they have been crucial. Others helped me learn four main career lessons: that I wanted to be a professor who does research; that I was best suited for applied, multidisciplinary work; that students can be a source of enduring friendships and intellectual inspiration; and that I derive the most personal satisfaction from collaboration, especially with younger colleagues. My career is almost completely one of joint ventures, most with former students, and for personal and professional reasons I would not have it any other way.

**CSWEP-SPONSORED SESSIONS**  
**SOUTHERN ECONOMIC ASSOCIATION MEETING**  
**Orlando, Florida**  
November 20-22, 1994

**SESSION: Gender and Career Paths in Economics**

**Chair:** Rachel A. Willis, University of North Carolina, Chapel Hill

- (1) *Debra Barbezat, Colby College*  
"Female Academics: Mobility and Returns to Seniority"
- (2) *Rachel A. Willis, University of North Carolina, Chapel Hill*  
*Paul J. Pieper, University of Illinois-Chicago*  
"Academic Placements for Economists: Differences According to Gender"
- (3) *Marsha Shelburne, University of South Carolina, Aiken*  
*Patsy Lewellyn, University of South Carolina, Aiken*  
"Gender Bias in Doctoral Economics Programs"
- (4) *Tamah Chesney, University of North Carolina, Chapel Hill*  
*Alex Cowell, University of North Carolina*  
"Career Paths of Doctoral Economists Over Time: Some Survey Results"

**Discussants:** Ivy Broder, The American University  
Paula Stephan, Georgia State, Atlanta

**SESSION: Nontraditional Work Arrangements**

**Chair:** Jean Kimmel, W.E. Upjohn Institute

- (1) *Jean Kimmel, W.E. Upjohn Institute*  
*Karen Smith Conway, University of New Hampshire*  
"A Duration Model of Moonlighting"
- (2) *Julie L. Hotchkiss, Georgia State*  
*Susan Averett, Lafayette College*  
"The Sacrifice of Benefits in Choosing Part-Time Work"
- (3) *Karen V. Lombard, University of Miami, Florida*  
"Female Self-Employment and the Demand for Flexible, Non-Standard Work Schedules"
- (4) *Lonnie Golden, Pennsylvania State University-Delaware County*  
"The Expansion of Temporary Help Employment in the U.S., 1982-1992: An Empirical Test of Alternative Economic Explanations"

**Discussants:** William Even, Miami University, Oxford, Ohio  
Ben Craig, Federal Reserve Bank of Cleveland  
Richard Hofler, University of Central Florida  
Myra Moore, Texas Christian University

## CSWEP AT THE MARCH 1994 MIDWEST ECONOMIC ASSOCIATION MEETING

### Session I: Labor Supply and Gender-Related Issues

*Robin L. Bartlett, Denison University*

There were four papers in this session. The first paper, "The Relationship Between Child Support Collections and Labor Supply", by Carol Luttrell (Massachusetts Department of Revenue) examines the labor supply responses of welfare recipients to the collection of child support. The author uses the administrative files of the Massachusetts Department of Public Welfare and Child Support Enforcement Division to show that the increased supply of labor brought about by better child support collections is an important factor in decreasing welfare dependency. Increased child support collections save the state millions of dollars as welfare recipients find it advantageous to go to work.

The second paper, "Part-Time and Temporary Employment in Japan and the United States", by Susan Houseman (W.E. Upjohn Institute For Employment Research) and Machiko Osawa (Asia University) compares the rapid growth of part-time and temporary employment in Japan and the United States. The authors find that part-time and temporary workers are similar in many ways in the two countries. Part-time and temporary workers are hired to lower costs. In Japan, however, part-time and temporary workers are a significant part of the manufacturing work force. In the United States, part-time and temporary workers are not a significant, although growing, part of the manufacturing work force.

The third paper was "School Characteristics and High School Completion Rates for Men and Women" by Maureen A. Pirog-Good (Indiana University). The paper investigates the effects of school characteristics on high school completion rates. Her analysis rests on a subset of data from the National Longitudinal Survey of Labor Market Participants - Youth Cohort. This study finds that while school characteristics affect completion rates, parenting by both males and females is the most important determinant of completion rates.

Finally, Susan Linz (Michigan State University) presented a paper entitled, "Gender Differences in the Russian Labor Force." This work was based on data collected during personal visits to the former Soviet Union. She examines gender differences in job choice and the impact of these choices on employment and earnings. On the basis of her promotion and earnings findings, she finds that women are more likely to leave state employment than men.

### Session II: Women, Fertility, and Human Capital

*Robin L. Bartlett, Denison University*

This session contained three papers. The first paper, "The Impact of Children on the Educational Plans of Young Women", by Ann I. Fraedrich (Marquette University) looked at the effect of birth expectations on a woman's educational expectations. The Wisconsin sample was divided into those women who expect children and those women who have children. Those who expect to have children were found to be more likely to expect to finish high school. Women who had children were less likely to expect to finish high school. Maximum likelihood estimates showed that the likelihood of completing high school dropped significantly if the first child was born before the mother was 18. Marriage had a slight negative effect if it occurred before age 18.

The second paper, "Divorce Probabilities and Occupational Choices of Young Women", by Jeffrey S. Gray (University of Illinois at Champaign/Urbana) used data from the National Longitudinal Survey to show that women increase their labor force participation two to three years before they get a divorce in anticipation of increased financial needs. A model was developed to determine the causal relationship between divorce and increased labor force participation. Women's work decisions were found not to have a significant affect on divorce decisions. The probability of getting a divorce, however, increased the number of hours a woman supplied to the market.

The third paper, "Is There A Link Between Role Perception and Career Expectations", by Karen Eastwood (Niagara University) used a sample survey to examine how role expectations affect career expectations. The survey instrument was administered to 110 undergraduates at a small liberal arts college. The data show that most male students felt that women worked out of financial need, that the males expected to be top executives, that they would work in a family-owned business if the family had one, and that men should work in the market and women should stay at home. The surveyed female students disagreed with each of these role expectations. A review of the literature concludes that role expectations affect career expectations and thus career decisions.



More Sylvia by Nicole Hollander

## CSWEP AT THE 1994 WESTERN ECONOMIC ASSOCIATION MEETING

### Session I: Family Resource Allocation and Decision-Making

*Ivy E. Broder, The American University*

Ora Freedman presented a paper coauthored with Cliff Kern, "The Impact of Working Wives on Residential Choices." Using a discrete choice model they found that women's labor force participation influences both husband's and wife's job site as well as household residence. For women with uninterrupted labor force participation, there are strong incentives for both spouses for central location of job and residential choices.

Anita Chaudhuri used the Nash bargaining solution to obtain equilibrium solutions to family resource allocation problems in her paper, "Family Dynamics: Problems of Resource Allocation and Divorce." She assumed that intra-family interaction is strategic and repeated over time and also added the presence of outside options (divorce).

Joni Hersch presented "Why Housework Lowers Wages: Time vs. Effort", which was coauthored with Leslie Stratton. After reviewing empirical evidence finding an inverse relation between housework and wages, they investigate two hypotheses: housework is a proxy for unobserved human capital, and housework affects effort on the job. Their data supported neither hypothesis and concluded that housework time spills over into work time or that employers are discriminating against workers with strong commitments to household responsibilities.

Shelly Lundberg reported on her joint efforts with Robert Pollak and Terry Wales, "Intra-Family Distribution: Response to UK Child Benefit." They analyzed the results of a natural experiment that occurred in UK when the form of payment for the child benefit allowance was changed. They found increased expenditures on the consumption of certain child-related expenses when the payment was made in a separate check (mostly to mothers) compared with when the benefit was received as a payroll item (mostly to fathers).

### Session II: Distributional Impacts

*Joni Hersch, University of Wyoming*

Mary Young's paper "NAFTA: Implications for Women's Employment in the U.S." pointed out that since women are concentrated within industries which appear to be most impacted by NAFTA, any adverse impact on U.S. employment due to NAFTA may disproportionately affect women. She noted that these employment trends had started prior to the passage of NAFTA and the evaluation of the employment effects must take these underlying trends into account.

In "Determinants of the Education premium and Implications for Earnings Inequality in Canada: 1981-89", Fiona MacPhail attempted to explain the rise in the premium of college graduates over high school (or less) graduates in Canada by examining changes in what MacPhail refers to as "supply side" explanations (relative supply of college graduates) and "demand side" explanations (such as employment in industries most affected by deindustrialization, technological change and import competition).

"Estimating the Direct Effects of Fuel Pricing Policies: A Distributional Impact Analysis Across Income Groups" by Patricia A. Fouts and Carter H. Lewis III presented the results of a consulting study which forecasts fuel consumption for different income quintiles under three different fuel price forecasts.

### **Session III: Two Approaches to Environmental Policy: Bargaining and Markets**

*Alison F. Del Rossi, University of Wyoming*

Edna Loehman, Visiting Scholar at the Economic Science Laboratory, University of Arizona (on sabbatical leave from Purdue University), in her paper, "Cooperating in Solving Local Environmental Problems: Design of an Economic Coordination Mechanism" presented a cooperative alternative to pollution taxes. She developed a mechanism in which polluters and sufferers jointly determine a Pareto efficient amount of pollution, pollution reduction efforts, and shared financing of the cost of pollution reduction, and she proposed two coordination processes to implement the mechanism. In "Bargaining over Property Rights Under the Threat of Litigation", Alison Del Rossi, University of Wyoming, used a non-cooperative bargaining model to investigate the impact of an uncertain, unresponsive court on the outcomes and efficiency of bargaining over property rights when there is private information over the valuation of the property right. She demonstrated that having the option to have the dispute resolved by an imperfect court will decrease the efficiency of the bargaining outcome beyond the loss from private information.

In "Transactions Costs, Principal-Agent Contracts, and International Agreements to Limit Global Warming", Elizabeth Wilman, University of Calgary, presented several alternative models of international carbon emission offsets between two countries, including a simple contract, use of a broker to gain information, and a dynamic model in which the emissions-controlling country can accumulate a stock of "goodwill." Due to inherent uncertainty over the success of a project and unobservable effort in emissions reductions, rather than simply making a payment to reduce emissions, the countries need to enter into a long-term relationship to develop carbon-reducing projects in the country with lower control costs. Karen Palmer, from Resources for the Future, in "Social Costing of a Maryland Electric Utility: Implications for Electricity Supply, Energy Demand and Air Emissions" (joint with Alan Krupnick, Resources for the Future and the Council of Economic Advisers, Hadi Dowlatabadi and Stuart Siegel, Carnegie Mellon University), estimated differing impacts of applying social costing at various stages in electricity provision. The authors found that applying social costing at the planning stage can result in decreased investment in new resources and higher pollution emissions. However, applying social costing to dispatch of existing resources often leads to increased levels of investment in less-polluting technologies, lower emissions, relatively small price increases, and relatively small decreases in demand for natural gas.

### **Session IV: The Role of Women in Economic Development**

*Sharon Lockwood, The American University*

Nwanganga Shield's (President, Human Resources Inc.) paper, "African Women in Agriculture: Access to Credit", drew on her experience in the Ministry of Agriculture in Nigeria and as a senior economist in the World Bank. She observed that credit facilities in Africa are patronized almost exclusively by men. She enumerated the reasons for this allocation, and proposed policies which would create a more equitable distribution of credit.

Margaret Hagen-Wood's (senior loan officer, International American Development Bank) paper "Women Empowerment and Economic Reality in Latin America" emphasized that static or declining growth rates were the economic reality during the last decade in Latin America. She pointed out the many ways in which women were much more adversely affected by this down turn than men. The reduced economic status of women also had had an impact on their political power.

Pushpa Nand Schwartz (consultant to the World Bank) presented a paper on the status of women in South Asia, "Half Slave, Half Free: Gender Relationships in South Asia." Her paper analyzed recent World Bank data on the relationship between the economic status of women and the degree to which resources were invested in women. In the countries where women received educational opportunities roughly comparable to men, there were fewer births per woman, later marriages, and a much higher income level for women.

Gloria Scott's (former adviser to the World Bank on women's issues) paper, "Some Female Dimensions of Sustainable Development", argues that the effect of environmental degradation is more detrimental to women than to men. Deforestation, for example, reduces the supply of wood women need for cooking and heating. Water pollution also makes it difficult for women to provide clean water for their families.

## NEWS AND NOTES

**Heidi Hartmann**, director of the Washington-based Institute for Women's Policy Research, has received a MacArthur Foundation fellowship, otherwise known as a MacArthur "genius award." Congratulations Heidi!

**Francine D. Blau** has a new position as the Frances Perkins Professor of Industrial and Labor Relations, School of Industrial and Labor Relations, Cornell University.

**Deborah M. Figart**, Eastern Michigan University, has been promoted to associate professor with tenure.

**Frances C. Hutner**, has edited a new book, *Our Vision and Values: Women Shaping the 21st Century*, published by Praeger Publishers.

**Janet S. Netz** has a new position as assistant professor at Purdue University.

**Jennie Raymond**, Auburn University, has been promoted to associate professor with tenure.

**William B. Shear** has joined the staff of the U.S. General Accounting Office as a supervisory economist in the financial institutions and markets issue area.

**Patricia K. Smith**, University of Michigan-Dearborn, has been promoted to associate professor with tenure.

**Lisa Takeyama** has become an assistant professor at Amherst College.

## NEW JOURNAL STARTED

*Feminist Economics*, journal of the **International Association for Feminist Economics**, is a new and innovative journal dedicated to developing an interdisciplinary discourse on feminist perspectives on economics and the economy. The journal solicits high quality contributions from a broad spectrum of intellectual traditions in economics and other disciplines.

Authors should submit five (5) typewritten double-spaced copies of their manuscripts (in English) and an abstract of no more than 200 words. Manuscripts must be original and not under consideration for publication elsewhere. In the interests of double-blind reviewing, author's information should be given on a separate accompanying page and should not be included in the text. Articles should be written as clearly and as concisely as possible, with the goal of broad accessibility to an audience of economists, scholars in related fields, and feminists concerned with economic issues.

All manuscripts should be sent to: Diana Strassmann, Editor, *Feminist Economics*, MS-9, Rice University, 6100 South Main Street, Houston, Texas 77005-1892; 713/527-4660 (phone); dls@rice.edu.

## FUNDING OPPORTUNITIES

### American Fellowships:

American Fellowships support doctoral and postdoctoral study by women who are citizens or permanent residents of the United States. These fellowships include postdoctoral fellowships (doctorate completed by November 15, 1994), dissertation fellowships (dissertation completed between July 1, 1995 and June 30, 1996) and summer fellowships (doctorate completed). For more information, contact the AAUW Educational Foundation Customer Service Center, P.O. Box 4030, Iowa City, IA 52243-4030; 319/337-1716 (phone); 319/337-1204 (fax).

### AAUW Scholarship Program:

International Fellowships: for non-U.S. citizens (green card holders), who want to further their education at the graduate and post-graduate levels. Deadline December 1, 1994.

Career Development Awards: for course work to prepare for re-entry into the workforce, career change or career advancement. Deadline January 3, 1995.

Community Action Grants: support to women for individual projects that address the contemporary needs of women and girls. Deadline February 1, 1995.

Intern Program: to work on special projects for the Development and Program Staff. Rolling deadline.

### NSF Grant Proposal:

Planning Grants - special competition. Deadline January 15, 1995. For more information contact Dan Newlon at NSF (d.newlon@nsf.gov).



## CALLS FOR PAPERS

CSWEP is organizing one or two gender-related sessions at the 1995 meetings of the Eastern Economic Association to be held in New York City, March 17-19, 1995. Anyone who would like to organize a session, chair a session, present a paper, or act as a discussant, please contact (before December 15, 1994): Lisa Lynch, Fletcher School of Law and Diplomacy, Tufts University, Packard Ave., Medford, MA 02155; 617/628-7010 (phone); llynch@pearl.tufts.edu.

If you would like to give a paper in a CSWEP session at the Midwest Economic Association meeting in Cincinnati, May 30 - April 1, 1995, please forward an abstract to: Robin Bartlett, Department of Economics, Denison University, Granville, OH 43023 or bartlett@denison.edu. Although the deadline has passed (October 3, 1994), there is always some last minute shuffling of papers.

CSWEP is organizing two sessions for the 1995 meetings of the Southern Economic Association, November 19-21, 1995 in New Orleans, LA. Anyone interest in organizing a session or presenting a paper should contact Kathryn H. Anderson by February 1, 1995, 615/322-0263 (phone); Box 11, Station B, Vanderbilt University, Nashville, TN 37235. Proposals for non-CSWEP sponsored sessions should be forwarded to Joseph M. Jadow at Oklahoma State.

CSWEP is organizing two or three sessions at the 1995 meetings of the Western Economics Association, July 5-9, 1995 in San Diego, CA. Anyone who would like to organize a session or present or discuss a paper, please contact Joni Hersch, jhersch@uwyo.edu; 307/766-2358 (phone); 307/766-5090 (fax); Department of Economics and Finance, University of Wyoming, Laramie, WY 82071.

The International Association For Feminist Economics, IAFFE, is planning several sessions at the Eastern Economic Association's annual meetings in New York, March 17-19, 1995. If you want to propose a session or roundtable, present a paper, chair a session, or be a discussant, please contact Ulla Grapard, ugrapard@center.colgate.edu; 315/824-7538 (phone); Department of Economics, Colgate University, Hamilton, NY 13346. Graduate students are especially encouraged to participate.



More Sylvia by Nicole Hollander

## THE CSWEP NEWSLETTER NO LONGER PUBLISHES STANDARD JOB ADS

The number of job ads placed with the CSWEP newsletter has expanded enormously in recent years, greatly increasing the work of putting out the newsletter. While we want to provide services useful to our members, our cross-checks indicate that virtually all ads placed with CSWEP are also published in Job Opportunities for Economists (JOE). Since the American Economic Association is the parent organization for both CSWEP and JOE, this seems a duplication of effort. We encourage those who are seeking jobs to use JOE as their primary source of information, and those who are looking for job candidates to advertise in JOE.

For those departments and organizations that want to particularly target women, CSWEP makes available customized lists or mailing labels from our roster of 6,400 women who hold Ph.D. degrees in economics or who are currently in doctoral programs. See the following announcement for more information on this service.

While no longer advertising standard job openings, the CSWEP newsletter continues to print information about special career opportunities of interest to women in economics, such as post-doctoral positions, research funding positions, or special one-year visiting opportunities. Please continue to send us information about such items.

## LOOKING FOR A WOMAN ECONOMIST?

CSWEP can help you identify and locate women economists to fill positions within your organization. Our roster lists over 6,400 names of women who hold Ph.D. degrees in economics or are currently in doctoral programs. The roster also contains information on degree-granting institution, year of degree, field of specialization, current employment, and publications. At cost, we make available customized lists or mailing labels, according to the specifications that you provide. For more information on the Roster and how you can use it in your hiring, contact:

Joan Haworth/Marty Cox  
Economic Research Services, Inc.  
4901 Tower Court  
Tallahassee, FL 32303  
(904) 562-1211, ext. 176 (phone); (904) 562-3838 (FAX)

# CSWEP

The Committee on the Status of Women in the  
Economics Profession

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CSWEP depends on all of its dues-paying members to continue its activities. In addition to publishing the Newsletter, we maintain a Roster of women economists that is used by members, 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, 1994 - June 30, 1995), we urge you to do so. Questionnaires and dues reminders were mailed in September to members.

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

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NOTICE: STUDENTS DO NOT HAVE TO PAY MEMBERSHIP DUES!!!  
JUST SEND IN THIS APPLICATION

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To become a dues-paying member 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

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Check here if currently an AEA member \_\_\_\_\_ Renewal of CSWEP Membership \_\_\_\_\_

New CSWEP Member \_\_\_\_\_ a Student \_\_\_\_\_

If you checked student, please indicate what Institution \_\_\_\_\_

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.