



# ***Newsletter***

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A publication of the American Economic Association's Committee on the Status of Women in the Economics Profession

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*Published three times annually*

*Fall 2000*

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### CSWEP Newsletter

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# ***Panel on the Research Climate in Economic Institutes***

## ***Taking the Temperature of Research Climates: What is Right For You?***

***Catherine L. Mann, Senior Fellow - Institute for International Economics***

At the Western Economics Association International meetings in July 1999, CSWEP organized a session to discuss the climate for research at institutions such as think-tanks, government agencies, multilateral institutions, and “centers” within academic institutions. I have worked in a number of these different environments over the years, including the National Bureau of Economic Research on a Ford Foundation Fellowship, the Federal Reserve Board in the capacity of both research economist and manager, at the President’s Council of Economic Advisors, at the World Bank, and as an Adjunct Professor of Management at Vanderbilt University. At the CSWEP discussion I reflected upon the specific question of research climate, as well as put it in the broader context of how one should decide if the work environment is conducive to doing good work, furthering one’s career, and having a pleasant life.

In taking the temperature of a research climate, one should consider the following three issues—collegiality, reward structure, resources—and think how each of these mesh with your own work methods, career and life goals, and personal strengths. The weights on these factors as well as how to measure them can change over time, and it is quite reasonable to think that one research climate is right at one time during a career, but less comfortable later.

First, collegiality: While it is always nice to have pleasant colleagues, the issue is how important is collegiality to reaching your goals of research, a successful career, and a pleasant life? If you truly are an independent worker, collegiality is less important and you can do well in an environment that offers substantial resources of another kind, such as good Internet connections for research and communications with far-flung colleagues and money for data, conferences, and travel.

On the other hand, many people find that colleagues close-at-hand are key to doing good work. For some, intellectual stimulation (coffee talk) is key to developing creative research questions. Others depend on colleagues to be sounding boards for ideas as they develop further. Still others

need co-authors to complement their area of expertise (many more articles now are co-authored by someone with the theory or policy idea teaming with another with econometric expertise); this may be particularly important later in the research career as some of our skills atrophy or are overtaken by new methods. Finally, some need colleagues and co-authors to enforce deadlines and be cheerleaders, without which some people simply cannot complete a task.

What is the orbit in which collegiality matters? For some, the person in the adjacent office is the most important, no matter whether they have a complementary research agenda or not. For others, perhaps those early in their careers, the environment and mix of a whole department matter. For others, perhaps those with interdisciplinary research agendas, it is the quality of the university, think-tank, or institution that should be considered. When considering the orbit, don’t underestimate the costs of distance if you have few colleagues, or overestimate it if you have many established ones. A colleague who is two floors away may be further away than one in another state with whom you have developed an Internet work relationship. For some researchers, leaving the confines of the office and going to visit a colleague at another agency is the breath of fresh air that is necessary before any quality work gets done; for others it is wasteful of precious time.

Finally, when considering collegiality, consider carefully your preferences for your personal life. Do you want to regularly have lunch and party with the people you work with? Does it matter for your research agenda and professional success that you can’t possibly imagine doing so?

Second, reward structure: What gets rewarded by the institution? Is it something that you are good at? Is it something that is valued by the institutions or individuals who will be important in helping you to achieve your career path? It is important to be both circumspect about what the institution really rewards (as compared with what it may say it rewards) as well as honest with your self about what you are good at (as compared with what you wish you were good at).

How can you tell what an institution really rewards? A first question is to consider who is the audience and what is the timetable of the institution. Is it, for example, the internal policymaking board for the institution, which sometimes has to make decisions on short notice? Or is it journal articles, where the researcher works at her own pace? Alternatively, are books, testimony, and policy briefs important, as for think tanks, which have timetables both months long and only a day long?

Of course there is overlap among these different audiences, and producing quality products for one group does not imply that another is ignored. For example, journal-style research papers can be repackaged into excellent policy briefs. However, it takes both time and desire to create the complementary products. Moreover, a key consideration is how you feel about doing “research” and producing a product on someone else’s timetable and which might not be up to the standards that you would apply to a journal-style research project. Some find it simply impossible to distill a complex research question that has not yet been answered satisfactorily by the profession into a three page answer that is only 85 percent right. Some people find this an exhilarating challenge. Some people can do both, but don’t want to take a detour from the research stream to produce a policy brief. Go to an institution where the reward structure weights highly the products that you like to produce.

Another issue closely related to reward structure is voice. How independent is your voice within the institution? Is there a “party-line” that you need to consider, or is full independence and its close relation, integrity, the guiding principle of the organization? Are “team projects” common or the exception? Are you expected to work on projects that conform to the mission of the institution? If you highly value independence and personal recognition, team and mission projects probably are not the best fit.

Finally, all institutions have service duties that are part of the employment package. How well do these service duties

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# ***RAND: Research for Policy and Decision Making***

***Julia Lowell - RAND***

## **Background: What is RAND?**

RAND is a private nonprofit research institution whose stated mission is to “help improve policy and decision making through research and analysis.” RAND also educates future policy analysts in its Ph.D.-granting graduate school. RAND’s primary focus has been and still is to provide practical solutions to complex problems of public policy. Translated, that means the primary sponsors of RAND research are federal, state, and local governments—not always American—for whom we define issues, identify options, and help to refine available policy tools. But we’re willing to explore pretty much any issue that has a public interest dimension, regardless of who pays the bills. We don’t do proprietary research—although we often work with proprietary data—and unless classified for national security reasons, the methodological details and results of RAND research are always publicly released.

RAND has been around longer than most private policy research institutions—RAND became independent of the U.S. Air Force in 1948—and is also a lot bigger. RAND employs more than 600 researchers, nearly 80 percent of whom hold advanced degrees, almost half of which are PhDs. About 12 percent of us have PhDs in economics; another 10 percent hold mathematics or statistics PhDs. Economists are the biggest group, but other disciplines commonly represented are engineering, physics, operations research, political science, sociology, education, computer science, and international relations.

The span of RAND research is quite broad, and the internal labor market pretty fluid, so there is room for both specialists and generalists from the various academic disciplines. The high level of interdisciplinary collaboration on research projects, as well as the existence of generalists, represents a major difference between RAND and academia. Major research areas on the “domestic” side—which, despite the name, includes international work—include the following:

- Health care;
- Civil and criminal justice;
- Education and training;
- Demographics and human capital;
- Science and technology;
- Community and regional development; and

- Environment and infrastructure.
- On the security side, research areas include
- Defense planning and operations;
  - Strategic planning and risk assessment;
  - Manpower management and training;
  - Systems acquisition and logistics; and
  - International economic and political relations.

In many areas, overlaps among required skills and expertise allow researchers to do both domestic and security-related work. In fact, once at RAND, a researcher can reinvent herself to work in any area she likes provided she can convince clients, and more important, her colleagues, that she can do it well.

Unlike many policy research institutions, RAND is not associated with any particular political party or platform, and prides itself, almost obsessively, on being as objective as possible with respect to both methodology and results regardless of a particular client’s preferences. Because we reserve the right to publish our results openly—and because we don’t always give the answer our client wants to hear—RAND research emphasizes careful conceptualization of the problem, methodological rigor, and thorough documentation of sources. In this, RAND more closely resembles academia than most for-profit (and many nonprofit) consultancies. However, as our clients, like all clients, demand on time and on budget product delivery, deadlines at RAND may occasion more tension than at many colleges and universities—perhaps only more tension when compared to academic deadlines post-tenure!

## **Funding of research at RAND**

An important distinction between work at RAND and work at a college or university is who determines the research agenda and who pays for it. Unlike academic researchers, or researchers in institutions with large private endowments, RAND researchers generally must find sponsors for their work. Having a good idea for a research project is almost never enough; a necessary next step is to market it. This marketing requirement has both good and bad aspects. On the positive side, finding a sponsor means passing the market test that someone cares enough about the work to

pay for it. On the negative side, there’s no guarantee against market failure. Even very good ideas sometimes don’t get funded.

If the topic area happens to be a priority for one of RAND’s established clients, the marketing effort required may not be large. A two- to three-page proposal that explains why the research question should be of interest to the client, and then proposes the data and methodology to answer it, is often sufficient to get RAND’s internal provisional approval for the project. It is then up to RAND “managers” (who are for the most part researchers with part-time management responsibilities) to sell the idea to the targeted client. Much of the defense work we do for the federal government is funded on a fiscal year basis, so this type of proposal-writing is an annual event at RAND.

On the domestic side, RAND regularly responds to requests for proposals (RFPs) from agencies such as the Health Care Financing Administration (HCFA) or the Agency for International Development (USAID). Responding to RFPs can be extremely time-consuming, involving days and often weeks of work. However, in most areas RAND is well set up for this type of proposal-writing. If the expected value of the grant is high (some combination of its monetary value, its reputation value, and the subjective probability of getting the grant), RAND will generally provide both administrative and financial support for researchers during the proposal-writing phase.

Selling research for which there is no established client is a tougher proposition. As mentioned above, RAND has a very small endowment (we are working on this), so we cannot afford to finance much research that is purely independent. Nevertheless, some funds are set aside each year for projects that RAND managers consider important but unlikely to be funded from outside sources. Even very junior researchers can apply for these: in my second year at RAND, I received about six-weeks-worth of RAND-sponsored research funding for a project on U.S.-Japan trade. If research support from within RAND is not on the horizon, other important avenues to try are a foundation grant or a corporate contract. Getting funding from either of these sources, however, can be tricky. Foundation grants are tough because they often only cover direct costs, which is a

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**Lowell ... Continued from page 4**

problem for all private research institutions like RAND that have no undergraduate tuition fees to help defray overhead costs for services such as our excellent research library. Corporate contracts are tough because very few corporations are genuinely interested in nonproprietary research, and because RAND itself is so concerned about maintaining not only the fact but the appearance of objectivity.

**Working at RAND**

I've been at RAND for eight years now, and have had few (but not zero) second thoughts about my decision to come here. My husband and many friends are academics, and even excluding the travails of the tenure process, academia holds no allure for me. I enjoy working for clients who are genuinely interested in the results of my research. I enjoy participating in projects where those who have deep institutional knowledge and/

or familiarity with specific data and how it was collected work alongside—and on an equal basis with—modelers and statisticians. I even, for the most part, enjoy arguing with my fellow RAND researchers who are sociologists, political scientists, physicists, engineers, etc. about the relative superiority of economic as opposed to other approaches to thinking about particular policy problems. I like being connected to the real world.

As compared to other policy research institutions, I like RAND's unbureaucratic management structure and internal job market, which means that each researcher is responsible for finding her own projects and project colleagues. I enjoy having personal contact with the people I am working for, and I like it that they call me to suggest a change to the research plan or to question a result, rather than someone up some bureaucratic chain of command. I like the respect I generally receive when I tell officials in London, or Beijing, or Washington

that I work for RAND. I like RAND's flexible working hours and informal research environment.

I don't like the immense effort it takes to come up with the funds to cover my personal research agenda each year, and I don't like last-minute trips to Washington or Tokyo to hold a nervous client's hand. I also don't like knowing that many of my academic colleagues haven't a clue what I'm up to because I haven't made the effort to publish in standard academic journals. But these negatives are manageable, and would be even more so if I did not have a four-year-old child at home and live two hours away from my office! All in all, it's a terrific job, and I have no intention of leaving it any time soon.

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**Mann ... Continued from page 3**

mesh with your interests and desires? Can they be made complementary to your research program or do they have little or negative value? For example, some institutions have high administrative costs; others demand heavy teaching responsibilities. Committees, management responsibilities, and leading team projects can be complementary to the overall thrust of a research agenda, as for example, a committee to invite guest researchers, management of new technologies to support research, or a team project on an area of personal research interest. But many people see these simply as eating up time that could be better spent on their own project. Service duties are like the "rules of the game." If you don't like the rules, pick a different game.

Third, resources: Depending on what kind of work you want to do, resources may be of greater or lesser importance. Access to databases and the ability to hire research assistants may be less important for the theoretical researcher. Money for conferences and travel can become quite substan-

tial for international research with a large survey or interview component. Technology and equipment can be very important for some financial, behavioral, or econometric research.

The requirement that you write proposals to get funding—either internal or external to the organization—is an important consideration. What if your research funding dries up midway through the project or a new manager with different interests comes on board? Are you prepared, or can you possibly imagine how, to muster funding through consulting or other means? How far off the research track might this take you? Do you feel defensive arguing for funding of your work, or is this an opportunity for outreach and salesmanship?

Moreover, accountability and administrative bureaucracy in allocating resources can be a stumbling block to some people, and no big deal to others. (How much do you enjoy filing your taxes?) In the end, more resources are better than fewer (we are economists after all). But access to and potential volatility of resources must be

balanced against the other factors of collegiality and reward structure when taking the temperature of the research climate.

In sum, taking the temperature of the research climate requires taking your own temperature as well. How collegial is the environment and how important is it to you? What is the reward structure of the organization, and is this the style work that you want to do? How extensive are the resources, and how crucial are they for you to complete your research projects? Recognize that your choices and preferences change over time, as do those of the institutions as well. Thus, in addition to the calculation of temperatures at a point in time, reflect as well upon the dynamic question or how flexible you are to change institutions when the research climate is no longer comfortable.

# ***The William Davidson Institute: Promoting Research on and Assistance to Economies in Transition***

## ***Anna Meyendorff - William Davidson Institute***

The William Davidson Institute is a nonprofit educational institute established at the University of Michigan Business School in 1992. It was founded on the basis of a financial commitment made by Guardian Industries Corporation, a major glass manufacturer, and its CEO, Bill Davidson. The Institute's mission, as defined by a Board that consists of senior business executives, policy makers and educators, is to both understand and promote the transformation of transition and emerging market economies into advanced market economies.

Research on transition is only one of several areas of activity for the Davidson Institute. The other two primary areas are training initiatives aimed at managers and policy makers working in transition and emerging economies, and practical project-based assistance to companies operating in the region. In each of these activities, the Davidson Institute has focused on the firm, and the business environment in which it operates, rather than on macroeconomic issues.

For the first several years of operation, the Davidson Institute concentrated efforts on economies in transition from central planning to a market-based system, namely those of Central and Eastern Europe, the former Soviet Union, and China. In the past two years, we have expanded our focus to include emerging markets around the world, and now have initiatives underway in South America, India and Africa.

### **The Research Model**

In contrast to many other research institutes, the Davidson Institute houses only a small staff of in-house economists. Instead of a large staff, we have created a network of over one hundred Research Fellows around the world, each of whom is an expert in some area of transition. These Research Fellows contribute to our working paper series, and participate actively in conferences and workshops that the Institute sponsors.

In addition, we have established a chaired visiting professorship that allows top scholars to visit the Institute for a period of one to four weeks. The visitors are given the facilities and time to complete research in progress, and in return contribute a paper to the Working Paper Series. They typically

also give a seminar for the larger research community.

Research activities are organized by area, and University of Michigan faculty in Economics, Business, and Law serve as research directors of each area. These faculty research directors lead initiatives on Accounting and Performance Measurement, Banking and Investment, Corporate Governance, Finance, Foreign Investment, International Trade, Labor Economics and Human Resources, Marketing, and Organizational Change.

In addition to conferences, the Davidson Institute co-sponsors several seminar series with the Economics Department, the School of Public Policy, and the International Institute. These seminars serve to showcase the best academic work on transition and emerging markets by researchers both within and outside the University, and bring together faculty with a common interest in transition from various departments at the University.

This research model, in which much of the actual research takes place at other institutions, is intended to leverage the Davidson Institute's resources by facilitating and encouraging research on transition by the best scholars without incurring associated salary costs. Resources are spent on bringing scholars together for substantive interaction and on disseminating the results of their research.

As the Institute expands, this model will doubtless be adjusted. Until this year, I was one of very few faculty members whose primary affiliation was the Davidson Institute. Starting in the Fall of 2000, we are bringing in both junior faculty and longer-term visitors. Relocation to a larger space has also allowed us to provide facilities for graduate students working on transition issues. Thus, a core research group is emerging.

Having more researchers dedicated to the goals of the Institute will allow us to apply for larger research grants, an activity that we have already been successful in pursuing on an individual basis. For example, both Katherine Terrell (Area Director for Research on Labor at the Institute, and Professor of Corporate Strategy and International Business at the University of Michigan Busi-

ness School) and I have received individual research grants from the National Council on Eurasian and East European Research. On behalf of the Institute, we together applied for and were granted funds from the Department of State to sponsor research on public policy and business issues in the Balkans.

### **Serving Multiple Constituencies**

As mentioned above, the Davidson Institute seeks to engage the policy and business communities, as well as the research community. Several initiatives, including a website from which all the working papers are accessible, seek to disseminate research output to a broad audience. Among other features, the website has frequently updated tables with economic indicators for all the transition countries.

One of the most important outreach initiatives is the Transition Newsletter, jointly published with the World Bank. As Davidson Institute editor of the newsletter, I seek to translate the research output we generate into a format both interesting and relevant to policy makers and business people around the world. The Institute is also undertaking to create a Data Center that will house and make accessible all existing data sets on transition and emerging markets. We have secured cooperation from leading multi-lateral institutions working in these economies, including the World Bank and the EBRD, as well as many university-affiliated programs, and are applying for external funding to support the initiative. If successful, the Data Center will vastly improve access to data and facilitate research efforts around the world.

The Davidson Institute delivers project-based assistance to companies operating in transition and emerging economies through our Business Assistance Projects. Teams of graduate students in business, public policy, and area studies are hired to work on projects designed to improve business processes. The teams have faculty advisors, allowing for interaction between the research and programs sides of our activities. The sponsoring company can indicate a preference for a faculty member with expertise in the discipline (i.e., marketing, corporate strategy) or in the region (i.e.,

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# Economic Research Funding at the National Science Foundation

*Mary E. Deily - Lehigh University and NSF*

Mary Beth Deily is Associate Professor of Economics, Lehigh University, and former Program Director for the Economics Program at the National Science Foundation. The views expressed here do not necessarily reflect the views of the National Science Foundation.

The National Science Foundation supports basic and applied research in the natural and social sciences, and monitors and aids in the development of new scientists and engineers. The Foundation is composed of seven directorates (Geosciences, Biological Sciences, etc.), one of which is the Social, Behavioral, and Economic Sciences Directorate (SBE). This directorate houses two research divisions, the Division of Social and Economic Sciences (SES), where the Economics Program is located, and the Division of Behavioral and Cognitive Sciences (BCS).

## **The Traditional Route: Funding through the Economics Program**

Most economics research is funded through the Economics Program, which now has an annual budget of about \$20 million. Information about the program budget, the number of proposals received annually, and the “success rate” can be found at the web site of the Economics Program. We generally receive 350 to 400 proposals a year, with more coming in during the spring cycle (due date January 15) than the fall cycle (due date August 15). Success rates have varied from the low twenties into the forties, but we generally see rates of 30-35 percent for the year. The variation is largely due to fluctuations in the number of submissions.

Proposals to the Economics Program are one of three types: a standard proposal, a CAREER proposal, or a dissertation improvement proposal. Most proposals are the first type, standard ones. These proposals describe theoretical or empirical research projects that may last from 6-36 months, and request funds for such things as salary support, graduate student support, travel, equipment expenditures, fees for data (or data access), etc. Proposals to fund workshops or conferences are included in this group.

Let me pause here to comment on the “disadvantage” of sending a proposal to the

NSF from an economics department that is not among the top ten or twenty in the nation. Some people feel that the NSF is biased against such proposals, and indeed if you look at the list of awards you might get discouraged. However, what you don't see is the full list of applications, because who gets turned down is confidential. In fact, we don't get as many proposals from lower ranked schools, so even an equal success rate would result in fewer awards. Moreover, we turn down many proposals from people at very good schools. So remember, while the competition is fierce, you can't possibly get a grant if you don't try, and if you are turned down you are in very good company.

We also review some CAREER proposals. CAREER is a once-a-year competition specifically aimed at making large awards to young scholars who combine an outstanding four or five-year research agenda with plans for innovative educational activities. While reviewed in the Economics Program along with all the other proposals, CAREER proposals are handled differently administratively and have different due dates (mid-July) and other restrictions. The CAREER program is still evolving, so if you are interested you should investigate the latest CAREER announcement and call the program officer listed there as the contact point in the SBE Directorate.

Finally, we also receive a few dissertation improvement proposals each year. These awards are for expenses incurred in dissertation research, not including salary support. Direct support for graduate education, the NSF Fellowship Program, is administered elsewhere in the foundation.

Some of our proposals, irrespective of type, end up being jointly funded by other programs in the SES Division and in the BCS Division. If you are in any doubt about which program you should send a proposal to, you can call the program officer and ask for guidance. Or you may submit the proposal to the Economics Program, but request that they consider asking another program if it is interested in joint review (send a copy of the proposal and a letter directly to the Economics Program Officer). Information about the programs, including their past awards, may be found through the NSF web site ([www.nsf.gov](http://www.nsf.gov)).

## **Other Regular Competitions**

There are a number of other competitions usually run each year that have made awards to economists. The SES homepage has a list of special funding opportunities that may be of interest to you. Additional programs are listed under the Cross-Directorate Activities link.

For instance, the DMVEP (Decision-Making and Valuation for Environmental Policy) and the SBE Instrumentation Program are two competitions run by program officers from BCS and SES. The former is run jointly with the EPA in the spring and has funded research studies ranging from regulation to environmental ethics and values. The Instrumentation Program, also run in the spring, is meant to cover the cost of equipment in the \$20,000-\$60,000 range that is not appropriate for regular proposal support —meaning that it is too expensive, that it has multiple uses and is therefore not focused on one well-defined project, and/or that it is central to a researcher's long-term broadly defined goals. The program officers managing these competitions change from year to year; refer to the most recent announcement for a name and number to call for additional information.

Finally, there are two other regular competitions that cut across the entire foundation, the POWRE Program and the EPSCoR Program. Unfortunately, the POWRE Program (Professional Opportunities for Women in Research and Education) is being discontinued. The Foundation is taking a new approach to gender diversity that is focused more on supporting transformation at the institutional level than at funding proposals from individual researchers. However, the new approach is still evolving; interested economists should keep checking the web for an announcement under the acronym of ADVANCE to see what the final, approved program looks like.

The EPSCoR Program (Experimental Program to Stimulate Competitive Research) is an attempt to increase the geographical diversity of research awards. If you come from an EPSCoR state, that is, one with traditionally low research funding, then you should try to get EPSCoR certification before submitting your proposal to the NSF. (EPSCoR eligibility requires certification

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Russia, China). For example, my regional expertise is focused on Russia, and I have supervised projects for both Caterpillar and Procter & Gamble as they seek to enter the Russian market.

It was originally intended that such faculty involvement would not only benefit the students and the firms, but also provide research opportunities for faculty. In reality, while involved faculty members have acquired useful contextual information about transition, access to data sufficient for empirical work has been limited.

In addition to Business Assistance Projects, the Davidson Institute conducts executive education programs geared to the specific needs of companies operating in transition and emerging economies. These

programs are staffed by Business School and other affiliated faculty, and provide another opportunity for faculty to get exposure to firm-level issues in transition.

Clearly, trying to serve multiple constituencies can create tension both within the institution and the individual. The administrative and research staffs occasionally have conflicting priorities, and with limited resources, trade-offs must be made. Personally, I and other affiliated faculty must find a balance between purely academic research and the production of papers of interest to practitioners including business leaders and policy makers. While the first clearly feeds into the second to some extent, engaging this broader audience generates significant additional and sometimes unrelated work.

Despite and perhaps partly as a result of these tensions, I find the Davidson Institute an exciting place to work. My academic interests have always been grounded in the reality of life in developing and transition economies. This professional setting is constantly testing the relevance of my work, and the work of our faculty and fellows, to the very real problems faced by countries seeking to reform their economies and create a business environment in which private enterprise can flourish.

*For further information about the Davidson Institute, and access to our working papers, please check out our website at [www.wdi.bus.umich.edu](http://www.wdi.bus.umich.edu).*

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**Deily ... Continued from page 7**

prior to submission.) Certified proposals are reviewed exactly as all other proposals. However, when funding decisions are made, these proposals have an edge since they may be partially funded from a special pot of (non-program) money.

**Special Initiatives**

Program budget increases have been small despite large increases in the overall NSF budget. Part of the reason is that much of the additional money has been used to fund special initiatives. These are special competitions aimed at funding research in areas of particular public concern. They commonly run for two to five years and are usually housed administratively in one of the directorates. These competitions are challenging because they tend to favor multi- and/or inter-disciplinary work, research modes not particularly popular among economists. Further, they are reviewed by multi-disciplinary panels, so writing a proposal is more difficult. Educational activities may also be given more weight than is usual. The most important thing is to read the announcement carefully and respond to the requirements and goals set out there. Always feel free to call a program officer to ask for guidance.

Perhaps the biggest challenge is to know that a special competition of possible interest to an economist is happening. Since these initiatives have never been located in the SBE Directorate, they have been more difficult for an economist to discover. There are several

ways to keep informed. First, you can check the NSF web site, the SES web page, and the Economics web page periodically. However, these web sites are not all kept as up-to-date as one might wish. More importantly, "official" news may be delayed until the program announcement actually is released, which may give you only 90 days to find out about the announcement, read it, and write a competitive proposal. It may pay to call a program officer every once in a while and ask about any current or pending special initiatives that might be of interest to you. You might also find out if your institution subscribes to the COSSA (Consortium of Social Science Associations) Washington Update Newsletter, which reports the latest funding news from a number of different agencies including the NSF.

The program announcement for the initiative, once it has been released, should be your first stop for information. To find the announcement, you can use the search facility at the NSF homepage, or go to the appropriate science area listed there. Once you find the announcement, look at the contact information provided there. If a representative from the SBE Directorate is included, then the SBE is participating in the initiative, and the person listed is the program officer coordinating the directorate's participation. This person should be able to answer your questions about the initiative, or to direct you to someone who can. Be particularly careful about dates and other requirements; these will differ from those of the Economics Program.

The current set of special initiatives includes: Information Technology Research (Computer, Information Science), Bio-complexity (Biology), Workforce for the 21<sup>st</sup> Century, Interagency Education Research Initiative (Education), and Nanotechnology (Engineering Directorate).

In addition, the NSF is currently developing plans to increase significantly its funding of environmental research. Part of this will be the evolution of the Biocomplexity initiative into a set of initiatives that are likely to have parts soliciting social science research. Another exciting development is the current plan to request funding in NSF's FY2003 budget for a new special initiative based, for the first time, in SBE. SBE program officers are currently researching possible topics for such an initiative. Stay tuned for more information as the new initiative takes shape.

Finally, be aware that the NSF will shortly require electronic submission of all proposals. Your institution's Office of Sponsored Research will be able to help. You can also refer to the NSF web page, or, particularly for technical questions, call (1-800-673-6188) or email ([fastlane@nsf.gov](mailto:fastlane@nsf.gov)) the FastLane Help Desk. This latter route may be particularly useful if you have complicated mathematical expressions in your proposal.

Remember, you can't get an award unless you apply. Good luck



# ***Press Release: Elizabeth Hoffman Named President of the University of Colorado***

Elizabeth “Betsy” Hoffman, 53, has been named the 20th President of the University of Colorado. Hoffman, formerly Provost and Vice Chancellor for Academic Affairs at the University of Illinois at Chicago (UIC), took over CU’s top post on Sept. 1.

“I respectfully and enthusiastically accept the position of President of the University of Colorado. I am absolutely delighted to have the opportunity to play a key role in such a renowned higher education institution,” said Hoffman. “I believe the four-campus CU system is one of the great public universities in the country. I see exciting opportunities for the system to move forward and build upon its legacy of teaching, research, public service, patient care and overall academic excellence.”

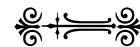
“We are delighted that Dr. Hoffman has accepted our offer to become the University of Colorado’s 20th president,” said Board of Regents Chair Jerry Rutledge. “In my view, the search committee did an exceptional job. I believe Betsy Hoffman will bring a great deal of enthusiasm, academic management experience and leadership to CU.”

As UIC’s chief academic officer, Hoffman has overseen a \$1 billion budget and headed the nation’s third-largest health sciences center, which includes the country’s largest medical school. Hoffman holds concurrent academic appointments as Professor of Economics, History, Political Science, Psychology and Professor in the Institute of Government and Public Affairs.

“Throughout the search process we have been impressed with Dr. Hoffman’s diverse background in education and administration, and her outstanding experience as a highly effective leader,” said Board of Regents member and Presidential Search Committee Chair Pete Steinhauer. “We were further pleased with the high marks Dr. Hoffman received on evaluations from the campus visits, and therefore invited her back for more in-depth interviews with the Board.”

Hoffman joined UIC in 1997, after serving as Dean of the College of Liberal Arts and Sciences at Iowa State University. Throughout her career, she has also held academic and administrative positions at the University of Florida, Northwestern University, Purdue University, the University of Wyoming and the University of Arizona.

Hoffman earned her first Ph.D., in History from the University of Pennsylvania in 1972 and a second Ph.D., in Economics, from the California Institute of Technology in 1979. She received a B.A. in History from Smith College in 1968 and an M.A. in History from the University of Pennsylvania in 1969. Hoffman has served on more than 40 academic advisory councils, boards and committees, authored or co-authored three books and dozens of articles, and received consistent National Science Foundation funding for her distinguished research.



## **Tips on Conference Submissions**

***Beth Allen – University of Minnesota***

When programs for academic meetings and conferences are organized, frequently the first step is to issue a call for papers. This may mean that the entire program will be comprised of submitted papers. In other cases, most of the program will consist of invited papers, with little room for papers that are submitted in response to the call for papers. The acceptance rate can vary widely, although in general, it is difficult to have a paper accepted for a highly prestigious conference. However, certain specialized high-quality meetings accept a high percentage of the submissions they receive. You should generally try to obtain information (not only the location, dates, and registration fee, but also the length of paper presentations, rough number of parallel sessions, overall size, favored topic areas or approaches, and quality/prestige of the conference or meeting) before deciding to submit something and before deciding which paper to submit.

If you do decide to submit a paper or abstract, you clearly want to maximize the probability that it will be accepted for the program (and accepted for presentation in a good session). Some obvious and mechanical things can help here, although of course the most important criteria are that the paper contains significant high-quality research and that the paper is appropriate for the conference to which it has been submitted. The paper or abstract should also be well expounded, with careful attention to grammar, spelling and proofreading. Your submission should be received by the stated deadline if at all possible.

Policies regarding late submissions vary widely. Some conferences enforce the deadline strictly and refuse to evaluate late submissions, although sometimes an extension can be granted before the deadline. Some conferences follow a “rolling admissions” rule of accepting late materials if there is still room on the program. Others allow a grace period ranging from a day or two to several weeks. Yet other meetings may automatically allocate late submissions to poster sessions or may accept late submissions only if they are of extraordinarily high quality.

Your submission should follow all of the instructions in the call for papers. This can include the following:

- Submit what is requested – abstract, extended abstract, or complete paper.
- Send the requested number of copies.
- Use the required form(s) of submission – hard copy by mail or courier service, fax, e-mail, electronic attached file in acceptable format(s).
- Send to the exact address indicated, including lines such as Program Chair for XYZ Conference or President of ABC Association on the envelope and in the inside address on your cover letter. (It’s also nice to be careful about the title – Professor, Dr., etc. – of the person to whom your submission is sent.)
- Submit materials of the requested length.
- Include any required submission form, signed if needed.

*Continued on page 11*

# CSWEP Activities at the 2001 AEA Meeting

## Business Meeting and Reception

**Friday, January 5 – 4:45–5:45 p.m. Hilton/Eglinton Winton**  
The Business Meeting will feature announcement of the **Carolyn Shaw Bell & Elaine Bennett Awards** — **Reception** will follow the business meeting in the **Hilton/Prince of Wales Room** until **7:30 p.m.**

## Hospitality Room

**Friday, Saturday & Sunday, January 5 – January 7**  
**7:30 a.m.– 4:00 p.m. Friday & Saturday**  
**7:30 a.m.– noon Sunday Hilton/Prince of Wales Room**  
A complimentary continental breakfast will be available while supply lasts. Beverages will be available in the afternoon from 1:30-3:30 p.m. Open to CSWEP Members and Friends of CSWEP.

## CSWEP Sessions

### “Economics of Child Support”

Presiding: **Andrea H. Beller**, University of Illinois at Urbana-Champaign  
**Friday, January 5 – 8:00 a.m. Hilton/Grand Salon 7**

**Amy Farmer**, University of Arkansas & **Jill Tiefenthaler**, Colgate University—Bargaining over Child Support and Visitation: Do Parents' Agreements Hurt Their Children?

**Linda Welling & Marci Bearance**, University of Victoria—Sole Custody and “Disney Dads”

**Laura M. Argyis**, University of Colorado, Denver & **H. Elizabeth Peters**, Cornell University — The Effect of Family Policies on Interactions Between Non-Resident Fathers and Their Children: An Examination of Cooperative and Non-Cooperative Policies

**Daniela Del Boca**, University of Turin and NYU & **Rocio Ribero**, University des los Andes and Yale University—Children and Parents After Divorce: the Effect of Alternative Child Support Policies

Discussants: **John W. Graham**, Rutgers University, Newark, **Robert Willis**, University of Michigan, **Elaine Sorensen**, Urban Institute, **Irv Garfinkel**, Columbia University

### “Exchange Rates, Firms, and Workers”

Presiding: **Helen Popper**, Santa Clara University

**Friday, January 5 – 2:30 p.m. Hilton/Melrose**

**Jane Ihrig & Alex Orlov**, Division of International Finance, Board of Governors – Exchange Controls and Firm Dynamics

**Kathryn Dominguez & Linda Tesar**, University of Michigan – A Re-Examination of Industry and Firm Level Exchange Rate Exposure

**Catalina Amuedo-Dorantes**, San Diego State University and **Susan Pozo**, Western Michigan University –Workers' Remittances and the Real Exchange Rate

**Linda S. Goldberg & Joseph Tracy**, Federal Reserve Bank of New York—Gender Differences in the Labor Market Effects of the Dollar

Discussants: **Andrew Rose**, U.C. Berkeley, Haas School of Business

**Kenneth Froot**, Harvard Business School, **Michael Melvin**, Arizona State University, **Diana Weymark**, Vanderbilt University

### “Child Support Enforcement and Welfare Reform”

Presiding: **John W. Graham**, Rutgers University, Newark

**Saturday, January 6 – 2:30 p.m. Hilton/Melrose**

**Lisa Gennetian**, Manpower Development Research Corporation—First Looks at the Effects of Welfare Reform for Single Mothers and their Children: What Can Results from Recent Experimental Evaluations Tell Us?

**Heather Boushey**, New York City Housing Authority, & **Ellen Houston**, Economic Policy Institute — Is Getting a Job Enough? A Duration Analysis of Employment After Welfare

**Elaine Sorensen**, Urban Institute—Have the 1996 Child Support Reforms Increased Child Support Among Low-Income Custodial Parents Not on Welfare?

**Alison Aughinbaugh**, U.S. Bureau of Labor Statistics — Child Outcomes as Signals and the Receipt of Child Support

Discussants: **James J. Heckman**, University of Chicago, **Francine Blau**, Cornell University, **Philip K. Robins**, University of Miami, **Andrea H. Beller**, University of Illinois at Urbana-Champaign

### “Economics of the Family in Developed and Developing Countries”

Presiding: **Marianne Ferber**, University of Illinois at Urbana-Champaign

**Sunday, January 7 – 8:00 a.m. Hilton/Rosedown**

**Deborah Levison**, University of Minnesota, **Karine S. Moe**, Macalester College, **Felicia Knaul**, Centro de Investigacion y Docencia Economicas — Youth, Education and Work in Mexico

**David Clement**, Laboratoire d'Economie d'Orleans & **Catherine Sofer**, Universite de Paris I— Pantheon-Sorbonne — A Comparative Econometric Analysis of Poverty and its Determinants: The Case of Female Headed Lone Parent Households in France, 1987-94

**Lisa Cameron**, University of Melbourne, & **Deborah Cobb-Clark**, University of Melbourne — Old Age Income Support in Indonesia:

Intergenerational Transfers and the Labor Supply of the Elderly

**Jennifer Ward-Batts**, University of Michigan — Health, Wealth, and Gender: Do Health Shocks of Husbands and Wives Have Different Impacts on Household Wealth?

Discussants: **Mary Arends-Kuenning**, University of Illinois at Urbana-Champaign, **Marianne Ferber**, University of Illinois at Urbana-Champaign, **Cordelia Reimers**, Hunter College, **Jennifer M. Mellor**, College of William and Mary

### “Financial Crises, Interdependence, and Exchange Rate Arrangements”

Presiding: **Hali Edison**, Board of Governors of the Federal Reserve

**Sunday, January 7 – 10:15 a.m. Hilton/Melrose**

**Kristin Forbes**, Sloan School of Business, MIT – Exchange Rate Regimes and the International Transmission of Shocks

**Graciela Kaminsky**, George Washington University & **Sergio Schmukler**, The World Bank – Multiple Exchange Rates: Do They Matter After All? Evidence from Stock Markets Worldwide

**Robert Flood**, International Monetary Fund & **Nancy Marion**, Dartmouth College – Linkages Between Banking and Currency Crises

**Carmen M. Reinhart & Vincent R. Reinhart**, University of Maryland – G3 Policies and Emerging Markets Stability: A Review of the Evidence

Discussants: **Soledad Martinez-Peria**, The World Bank, **Menzie Chinn**, U.C. Santa Cruz, **Barry Eichengreen**, U.C. Berkeley, **Janet Ceglowski**, Bryn Mawr College

# January 5-7, 2001 • New Orleans, LA

## “Economics of Marriage and the Family”

Presiding: **Anna Sachko Gandolfi**, Manhattanville College

**Sunday, January 7 – 1:00 p.m. Hilton/Rosedown**

**Shelly Lundberg**, University of Washington & **Robert A. Pollak**, Washington University in St. Louis — Marital Bargaining and Efficiency

**Elizabeth T. Powers**, University of Illinois at Urbana-Champaign -The Impact of Childhood Impairments on Maternal Labor Force Participation and Family Earnings

**John H. Johnson, IV**, University of Illinois at Urbana-Champaign - Revisiting the Impact of Tougher Child Support Enforcement on Divorce

**Angela C. Lyons**, University of Texas at Austin - How Credit Access Has Changed For Divorced Men and Women: Evidence From the Survey of Consumer Finances

Discussants: **Shoshana Grossbard-Shechtman**, San Diego State University, **Jean Kimmel**, Upjohn Institute for Employment Research, **Laura Argys**, University of Colorado, Denver, **Anna Sachko Gandolfi**, Manhattanville College

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### Continued from page 9

- Pay the submission fee, if any, by the indicated method (credit card form, check, direct bank transfer).
- Respect rules on multiple submissions. (If the call states that only one submission per person will be considered, but you submit two papers, both of them may be automatically rejected.)
- Include any special information that has been requested in the call, such as subject area or *Journal of Economic Literature* codes (place in prominent position on first page) or the name of an appropriate program committee member to handle your submission (put this in your cover letter).

Your cover letter can be very brief, but it should state what is being submitted (for example, two copies of a one-page abstract), the title of the paper, the names of all authors of the paper, and the specific meeting or track (for instance, presentation/poster, gender-related/non-gender-related, research/survey, technical paper/application report, short/long), and special session (papers on a particular topic or papers by students) if applicable to which the paper is being submitted. Note that you are enclosing a submission form or submission fee if these are required. You may need to state in your cover letter that you are a member of the organization sponsoring the conference or that you will attend and present the paper if it is accepted. If you anticipate that you will be unable to present your paper at any of the conference's time slots for some valid reason – perhaps due to religious observation or your teaching schedule – this restriction should be explained in your cover letter. In special cases, you might want to say why you're submitting (i.e., your thesis advisor or a program committee member – name him or her – encouraged you to do so) or why you're interested in participating in this meeting (i.e., if you're from another field or from a nonresearch/nonacademic institution with interests in the meeting topic).

Conferences normally assume that the person submitting the paper will be the co-author who attends the conference and presents the paper; all correspondence regarding the paper and conference will be sent to the person who submitted the paper. If this is not the case for your submission, indicate clearly who will assume these roles and his or her contact information (address, telephone, fax, and e-mail) in your cover letter.

Unless instructed otherwise, such as for double-blind refereeing, the first page of every copy of your submission should include the following information:

- the title of the paper
- the names and institutional affiliations of all co-authors in the appropriate order (usually alphabetical in economics)
- contact information for correspondence, including name, address, telephone, fax, and e-mail
- any requested information such as subject area or JELit codes.

An abstract should normally fit onto one page, ideally double spaced with 11 or 12 point font size. It should be printed onto standard-sized white letter paper, using a standard font style. Extended abstracts and papers are longer, but should still be prepared in the same manner, using double-spacing unless instructed otherwise.

An abstract is a summary of the results in a paper. Typically abstracts range in length from one hundred to several hundred words (one page, double spaced), while extended abstracts can normally be about a thousand words long (two to four pages, double spaced). Because an abstract is so short, the exposition really matters and reviewers may be forced to infer anticipated research quality from the care with which the abstract has been prepared. You should plan to devote sufficient time to organizing, writing, and revising your abstract because it effectively functions as a “signal” (for theorists) or an “instrumental variable” (for econometricians). Your abstract should clearly explain your research question (and why it's important if this isn't immediately obvious), the main results, any important assumptions that would not be considered standard, some indication of techniques (i.e., noncooperative game theory, simulations, panel data, a survey or data set you constructed, time series econometrics) and potential applications or policy implications if relevant. Even if the research has not yet been done, avoid the future tense (“I will do”) in favor of simple declarative sentences (“The analysis shows that . . .”); an abstract is not a proposal. Abstracts usually sound formal and tend to be written without personal pronouns, in the third person (no “my,” “I,” “we,” etc.). Another general rule is that an abstract should not have any footnotes or literature citations. Notation is best avoided.

Note that researchers frequently submit abstracts before the research has been performed or completed; indeed, submission review and decision schedules almost seem to require this if the conference is to focus on very recent research results. Don't be reluctant to submit an abstract before writing the paper.

If the full paper is available, you should probably send it with your submission unless instructed otherwise in the call for papers.

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# *CSWEP Board Member Biography*

## *Rachel A. Willis*

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Since employment details are on the CSWEP web site, I am using these words to explain how I came to be interested in the question that has dominated my professional and public service agenda for more than two decades: What affects access to work?

Born in Massachusetts while my dad finished his Master's at MIT, I was the middle child of five. We moved frequently living in Europe, Asia, and throughout the US as my father served in the Corps of Engineers and was often relocated for training, responsibilities related to specific skills, and, of course, world politics. It was always interesting; we rarely passed construction without a lesson from dad, asking questions at the site about project specifics, and getting the nickel tour of anything from a bridge to a hospital, to a floating generation station.

My mom was constantly packing, unpacking, and always working overtime to make sure her family was quickly integrated into new communities through her service to scouting, schools, and especially volunteer time at Family Services (FS was a combination Free Thrift Shop and Welcome Wagon at military bases). Providing temporary household goods and lots of community information, FS functioned as an essential support network. Combined with "on-site day care centers," the Army provided the resources necessary to enable families to "get to work" quickly.

Between my dad's interest in how infrastructures affected work and my mom's service with the programs and policies that enabled people to work effectively, I grew up curious about how the physical development of communities and the availability of support services enabled people to meet their "time constraints" in the complex world of family decision-making, long time horizons, and uncertainty. I was especially interested in the series of sequential and conditional time allocation decisions that individuals and families make over time that affects their access to work.

In graduate school I married my best friend and we had our first child as we started the thesis phases of our doctoral programs. We learned first-hand of the complexities of juggling time allocations for family, work and schooling. Bigger joint decisions on job search, geographical and sectorial choice of employment, career advancement, and public service in the community expanded the list of factors that affected access to work. We settled in the Research Triangle Park, a region that was specifically developed to capitalize on the employment choices facing highly educated couples. We now have three wonderful children ranging in age from nineteen to six. I am a professor at the University of North Carolina at Chapel Hill and a Trustee of the Triangle Transit Authority. All of this enables me to continue to learn more about these choices every day and to actually contribute to improving access to work for my family, students, and the community as we are building a regional rail system. This mean I still get to tour lots of construction and manufacturing sites all over the world!

### *The CSWEP "Brag Box"*

*"We need every day to herald some woman's achievements ... go ahead and boast!" Carolyn Shaw Bell*

**Audra Bowlus** has recently been promoted to Associate Professor, with tenure, in the Department of Economics, University of Western Ontario.

**Rachel Croson** has recently been tenured and promoted to Associate Professor of Operations and Information Management in the Wharton School of the University of Pennsylvania.

**Luoja Hu** of Northwestern University has been selected as the first prize winner of the 2000 Upjohn Institute Award for the best Ph.D. dissertation on employment-related issues. Professor Hu received her Ph.D. from Princeton under the direction of Henry Farber.

#### *Continued from page 11*

However, even if your paper contains an abstract, you should always also send the required number of copies of the abstract as a separate page including the title, authors, institutional affiliations, and contact information.

When an extended abstract is required, more details are needed. These can include mathematical notation, numerical results, and references. Some conferences suggest an outline of section headings (introduction, literature, methodology, results, conclusions, references) for extended abstracts. Certain conferences in fields

outside of economics require a very long extended abstract – perhaps ten pages for a thirty page paper – or employ a two-step review procedure in which abstracts are first screened or refereed and then the complete paper (only for submissions that have passed the first round) is also screened or refereed.

Finally, be sure to keep a copy of your submission. Note the anticipated decision dates so that you can send a tactful reminder letter if you do not receive a timely response. Good luck!

## ***Calls for Papers:***

### ***Getting on the Program at the January 2002 AEA Meeting***

#### ***Committee on the Status of Women in the Economics Profession Sessions***

**Call for abstracts.** CSWEP (the Committee on the Status of Women in the Economics Profession of the American Economic Association) will sponsor sessions at the January 2002 American Economic Association meeting. We will organize three sessions on gender-related topics; anyone doing research with gender implications is encouraged to submit an abstract, but the special focus will be on **Families**. The three sessions on non-gender related topics will focus on **Technology**. Abstracts are encouraged in the area of theoretical, applied and empirical research related to the economics of technology, including R & D, industrial organization/ antitrust for high tech firms and industries, the role of innovation in economic growth, appropriability issues and intellectual property protection. Send a cover letter (specifying to which set of sessions the paper is being submitted) and two copies of a one or two page abstract (250-1000 words), clearly labelled with the paper title, authors' names, affiliations, and complete contact information, by **January 10, 2001** to:

**Professor Beth Allen**  
**CSWEP Chair**  
**Department of Economics**  
**University of Minnesota**  
**Minneapolis, MN 55455.**

Selected papers from these sessions will be published in the American Economic Review *Papers and Proceedings*, May 2002.

#### ***American Economic Association Sessions***

Members wishing to give papers, organize sessions or make suggestions for the program for the meetings to be held in Atlanta, GA, January 4-6, 2002, are invited to send their ideas to:

**Professor Robert E. Lucas**  
**Department of Economics**  
**University of Chicago**  
**1126 East 59th Street**  
**Chicago, IL 60637**

**Please mark envelope: "AEA Meetings 2002."** To be considered, abstracts of papers should be submitted in duplicate, contain Journal of Economic Literature bibliographic codes, and be received no later than FEBRUARY 1, 2001. At least one author of each paper must be an AEA member. Proposals for complete sessions have a higher probability of inclusion than papers submitted individually. Econometric studies or highly mathematical papers are not appropriate for the sessions sponsored by the AEA; members wishing to present such papers may submit their proposals or abstracts to the Econometric Society. Please do not send a completed paper. The Association discourages multiple proposals from the same person (under no circumstances should more than two be submitted by the same proposer).

#### ***Econometric Society Sessions***

Abstracts are due APRIL 1, 2001. See the call for papers in the November 2000 issue of *Econometrica* (Volume 68, Number 6, page 1553).

### ***Western Economic Association***

CSWEP is organizing several sessions at the 2001 meeting of the Western Economic Association to be held in San Francisco from Wednesday, July 4 through Sunday, July 8, 2001. To submit, please send a cover letter and three copies of a one-page abstract, including the paper title, names and affiliations of all authors and complete contact information (mailing address, telephone number, fax number, and e-mail address). To volunteer to be a discussant, send three copies of your name, affiliation, contact information, and field(s) of interest. These materials should be labeled **CSWEP-WEA** and sent by **January 12** to the following address:

**Professor Beth Allen**  
**CSWEP Chair**  
**Department of Economics**  
**University of Minnesota**  
**Minneapolis, MN 55455.**

# Regional Meetings

## Midwest Economics Association

CSWEP will sponsor two sessions at the meetings to be held **March 29-31, 2001** at the Renaissance Cleveland Hotel in Cleveland Ohio.

### CHAIR and ORGANIZER:

Diane Monaco, Manchester College

### PAPERS:

*"International Trade in Manufactured Products: A Ricardo-Heckscher-Oblin Explanation with Monopolistic Competition"*

- Ehsan U. Choudhri and Dalia S. Hakura, International Monetary Fund

*"Cooperative R&D as a Strategic Trade Policy in a Bertrand Setting"* - Julie DeCourcy, Michigan State University

*"Test for the Stationarity of Real Exchange Rates under the Current Float"* - Yingzi Su, Wayne State University

*"Does the Stolper-Samuelson Theorem explain the Movement in Wages? The Linkage Between Trade and Wages in Latin American Countries"* - Naoko Shinkai, Inter-American Development Bank

*"An Analysis of the Manufacturing Sector in the Eastern Cape"* - Noluntu Dyubhele, Vista University, Port Elizabeth, South Africa

### DISCUSSANTS:

Susan Pozo, Western Michigan University

Diane Monaco, Manchester College

Sharon Erenburg, Eastern Michigan University

Brian Peterson, Manchester College

### CHAIR and ORGANIZER:

Annie Georges, National Center for Children in Poverty, Columbia University

### PAPERS:

*"The Role of Access to Childcare in the Successful Transition from Welfare to Work"*

Traci Mach and Patricia B. Reagan, University at Albany

*"Holes in the Safety Net? Use of Child Care Subsidies by Working Poor Families in Oregon"*

Elizabeth E. Davis, University of Minnesota

*"Wisconsin's Welfare Leavers – Do They Stay Enrolled in Medicaid?"*

Sandra Barone, University of Wisconsin-Madison  
*"Measuring the Health and Economic Consequences of Medicaid Disenrollment in New York City"*

Pinka Chatterji and Peter Arno, Montefiore Medical Center/Albert Einstein College of Medicine

### DISCUSSANTS:

Judy Temple, Northern Illinois University

Patricia Reagan, Ohio State University

Jennifer L. Warlick, University of Notre Dame

Annie Georges, National Center for Children in Poverty, Columbia University

## Southern Economics Association

CSWEP sponsored sessions at the meetings in Washington DC, November 10-12, 2001

**Saturday, November 11, 2000 8:30 a.m.**

Service Learning in the Economics Curriculum

### SESSION CHAIR and DISCUSSANT:

Kirsten Madden, Millersville University

### PAPERS:

*"Service Learning in the Microeconomics Principles Course: What Can You Achieve with Junior Achievement?"*

Gail Mitchell Hoyt, University of Kentucky

*"Economics and the Real World: A Service Learning Program Application"* Myriam Quispe-Agnoli, Federal Reserve Bank of Atlanta

*"Errors in Perspective on Job Mismatch: Lessons from a Community Improvement Project"* Gail Corrado, University of North Carolina at Chapel Hill

**Saturday, November 11, 2000 1:30 p.m.**

The Economics of Worker Benefits

### SESSION CHAIR and DISCUSSANT:

Saranna Thornton, Hampden-Sydney College

### PAPERS:

*"Using Contingent Valuation to Value Benefits"*

Rachel Willis, University of North Carolina at Chapel Hill, Rachel Connelly and Deborah DeGraff, Bowdoin College

*"The Economic Value of Families: Are Personal Networks Paramount to Job Success for Single Mothers?"*

Jennifer Kelly, University of Notre Dame

*"Twice Penalized: Employment Discrimination Against Disabled Women"*

Brett O'Hara, US Census Bureau

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**CSWEP and the National Economics Club (NEC)** on **Thursday March 8, 2001** are cosponsoring a speaker in their continuing series of quarterly luncheon events in Washington, DC. **Heidi Hartmann**, Director and founder of the Washington-based Institute for Women's Policy Research, will speak on social security and gender.

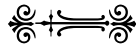
The luncheon begins at noon and ends at 1:30 p.m., at the Chinatown Garden Restaurant - 618 H Street NW (just east of the H Street exit from the Chinatown/Gallery Place Metro Station). The speech begins at 12:40 p.m. Reservations are required by 11 a.m. on Tuesday, March 6, 2001 through the NEC reservations line (703-739-9404) for those who want lunch.

The cost of the luncheon is \$15 for CSWEP and NEC dues paying associates/members, \$20 for others. Any changes to this schedule and future cosponsored events will be listed at [www.national-economists.org](http://www.national-economists.org).

# How to Become an Associate

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## CSWEP



### THE COMMITTEE ON THE STATUS OF WOMEN IN THE ECONOMICS PROFESSION

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

If you have not paid your dues for the current member year (July 1, 2000 – June 30, 2001), we urge you to do so.

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 ASSOCIATE DUES!!!  
JUST SEND IN THIS APPLICATION WITH A NOTE FROM A  
FACULTY MEMBER VERIFYING YOUR STUDENT STATUS

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

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

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Check here if currently an AEA member \_\_\_\_\_

Check one: Renewal of CSWEP associate \_\_\_\_\_ New CSWEP associate \_\_\_\_\_ Student \_\_\_\_\_

If you checked student, please indicate what institution you attend \_\_\_\_\_

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

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

# CSWEP: People to Contact

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