American Economic Association
CSWEP
c/o Robin Bartlett
Department of Economics
Denison University
Granville, OH 43023

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Committee on the Status of Women in the Economics Profession

AMERICAN ECONOMIC ASSOCIATION

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

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

We appreciate your support!

CSWEP Newsletter

Spring, 1999

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Social Policy Research in the Private Sector

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ANY RESEARCHER UNDERSTANDS that there is a plethora of topics on which study is needed. There are "basic" research topics – topics that concern that fundamental workings of the economy, or equilibria, or firms. The purpose of this type of research is to understand how and why things work the way they do. There is no particular eye toward solving a current problem. Rather, it aims to elucidating basic mechanisms underlying an issue. Another category of topic is the applied research topic. The purpose of this type of research is to understand how and why observable events occur the way they do – why wages get set the way they do, why tariffs are negotiated as they are, what effect regulation has on an industry. I would like to write a bit on a subcategory of applied research, namely social policy research. I consider social policy research to be research that directly addresses a public policy issue – what effect do time limits have on the length of time people are on welfare, what effect does a specific social security scheme have on people's retirement behavior, should the government spend more on after-school activities.

One of the fundamental features of policy research that attracted me to the field is that one has chance of having an effect on the way things run. One not only learns more about why the world works the way it does, but one contributes to changing it. By answering questions that policy makers are currently interested in, rather than answering questions that only the researcher thinks is interesting, timely social policy research information can be put into the hands of people who make or set policy. This is not unique of social policy researchers, for many applied researchers address issues that are of policy relevance, such as the research on regulating intellectual property. But what distinguishes much social policy research from other applied research is that the ultimate goal of the research is to provide usable answers and information to the relevant policy makers and program operators in order to effect change, not to publish the research in an academic journal. Thus, social policy research often does not necessarily use the newest econometric technique or generate a new theoretically model of the issues. Rather, good social policy research uses whatever the most appropriate techniques are (even if they are just old boring OLS). The results are also not written up in a manner that is similar to journal articles. To be effective, social policy research should be communicated in an easily understood non-technical manner.

Writing good social policy reports is not easy. It must be written using language that an interested lay-person could understand but demonstrate to the econometrician or evaluation expert that the research is methodologically sound. Technical appendices and footnotes come in very handy for the more technical discussions.

Well-done, well-written and timely social policy research can have a powerful effect on policy, as was the case with Barbara Devaney's work on the WIC program and my work on youth mentoring. However, it is more common for one's research to have a delayed or indirect impact on policy. Often politicians make their decisions long before the data are in or the analysis is done. For example, transportation assistance is becoming a large part of the welfare reform effort long before data on the P/PV's Bridges to Success demonstration (an experiment that is testing the effects of this type of transportation assistance) is in. Rather, a sage mentor of mine once told me that while your current research rarely has an impact on the initiative you are actually studying, it feeds into the decision about similar initiatives in the future. For example, the negative income tax demonstrations did not affect the welfare reform efforts being considered at that time, but did affect the construction of the food stamps program later on.

What else have I learned over the almost twenty years I have been in the social policy field? First, I discovered that there were two entire areas of knowledge one needs to know to do policy research that economists are not trained in, namely experimental design and primary data collection. Psychologists and sociologists receive this training, but economists do not. In general, economists answer questions using econometrics on already collected data so they do not need to know what issues are involved in collecting primary data. Thus, over the first several years I was in the field I learned as much as I did during graduate school. It was a lot of fun because in my eyes experimental design and issues of primary data collection were reverse econometrics – how do you collect data so that you don't have to use complex econometric techniques to correct for bias or other problems.

Because most policy questions are about the effectiveness of a specific program or policy approach, policy research almost always relies on data collected explicitly for the study. This means you are not constrained by the specific questions available in existing data sets. You can ask all the questions you believe you need to in order to get the best answer. (However, if during the analysis you realize you are missing a piece of data, you have no one else to blame but yourself!)

It is extremely rarely for academic economists to collect their own data. Why? I believe it is because it takes too much time, especially if you need a longitudinal data set to answer your questions. Academic tenure clocks, and the need to publish fairly regularly even after tenure if you are to be respected in the field, pushes academic economists away from a whole area of social policy research. It is a rare academic who is intimately involved in demonstration research; those few that do exist are tenured faculty and are able to do so through long-term consulting arrangements. It is a shame because many of brightest minds are not considering critical policy issues.

Another thing I learned – and this one more slowly – was that one could not really satisfactorily answer most policy questions with economics alone. The full answer must be obtained using

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Being Chair

Nancy Marion - Dartmouth College

AT SOME POINT IN YOUR ACademic career, you will probably take your turn at being department chair. This position requires some change in orientation. As academics, we are used to working on our own. We develop our own research projects, possibly with a co-author and a research assistant or two; we design and teach our own courses. In fact, many find the ability to work independently one of the attractive features of being an academic. As chair, you will work a lot more with others – with faculty in your department and in the social sciences division, with student groups and with deans. You will also be responsible for supervising a small staff of department administrative assistants and secretaries.

Your tasks are multi-faceted. You will be responsible for staffing courses and overseeing the recruitment process for new faculty, the tenure process for junior faculty, and the retention process for existing faculty. You will implement department and university-wide policies and may also be involved in shaping the evolution of those policies. You will represent your department's positions and views in university-wide forums, make the case to deans for needed departmental resources, and often be your department's liaison to other constituencies on campus. You develop the department's budget within strictly-defined parameters and try to live within that budget, and you may also have some discretionary funds to help supplement guest speakers, department social events, or some faculty initiatives. At unexpected times you will need to listen to unhappy students or disgruntled faculty and help them solve problems. In short, your term as chair will be varied and fun, sometimes rewarding and occasionally stressful.

I was chair of Dartmouth's Economics Department for a three-year term, from 1995 to 1998. Here are some of the things I learned, in no particular order.

• ***Choose ways to communicate with your faculty.*** Some people think their colleagues want to be left alone to do their research and teaching, so they carry out their chair duties with minimum feedback to their fellow faculty members. Others believe their faculty want to be involved in all the details, so they spend hours in other faculty offices discussing each issue. I believe the best approach is something between these two extremes. You have to know what issues are the important ones to discuss in person with your faculty, particularly your senior faculty. I communicated other issues in a bi-weekly or monthly memo to my colleagues. Junior faculty are especially appreciative of being kept informed.

• ***Keep your attention on a few key initiatives.*** It is so easy to be driven by your in-box and the meeting schedule. The academic year does have a flow to it, and there are certain things you must do at certain times of the year. But try to keep in mind the big picture, with an eye on accomplishing a few tasks that reflect your own priorities. Perhaps you want to start a special summer workshop for a few guest faculty and some of your own faculty – a sort of academic "summer camp." Or perhaps you want to start an outreach program to get alumni more involved with the department and even support a special project financially. Maybe you want to explore ways the department can be more nurturing for junior faculty. Or maybe you want to get the department curriculum committee thinking about a new design for the honors program or the introductory economics course. Keep task-oriented.

• ***Get good administrative and secretarial staff.*** You might be lucky to inherit an excellent staff who can keep the department running smoothly on a daily basis. Alternatively, you may be faced with the need to replace or hire staff. Having a staff who can run the department well with minimal supervision, who can work effectively with faculty and students, and who can do the zillions of things that just require your signature or quick approval will save you enormous amounts of time and headaches.

• ***Maintain good relations with your university administration.*** Your meetings with the dean of faculty, associate dean and college budget officer are infrequent. Make them count. Know your talking points and supporting arguments. Do your homework so you can discuss the issues effectively. Remember that you are representing your department. Don't make promises you aren't sure you can keep. If an issue requires further consultation with your department before you can come to an agreement, say so. If an important departmental concern requires you to initiate a meeting with the dean, make sure that you have the backing and advice of your faculty before proceeding. Always follow up every important meeting with a paper trail. In addition, recognize that the e-mail messages you send may be treated as public information by others. If you don't want to see your e-mail message to a colleague get forwarded to a dean, or your e-mail to a student get forwarded to a parent and then to a dean, don't write it. Another rule of thumb: you can relate good news by e-mail, but bad news should be conveyed in person.

• ***Compartmentalize.*** Being chair is a part-time position. You still need to keep your research program going. You still must do your teaching, although your course load should be reduced to compensate for your administrative responsibilities. It is especially important to set aside specific times when you focus on research, say a certain period of each day, or certain days of the week. If possible, try to work in a separate location from your regular office to avoid interruptions or distractions.

• ***Keep high ethical standards.*** It goes without saying that your position requires you to maintain the highest personal standards – honesty, integrity, fairness. You must also be discrete. For example, you may be involved in crafting a salary package for a senior hire, or a faculty member may confide in you about a troubled marriage or illness that affects his/her leave plans for the upcoming year. You must keep these kinds of things confidential. Also, avoid the temptation of making negative comments about a colleague's eccentric behavior or annoying habits. You are the chair to all your colleagues. Listen carefully and sympathetically to others and keep your sense of humor. After all, we have all heard the saying that being a department chair is a bit like herding cats.

Report From Sweden: The Nobel Award Ceremonies

Elyce Rotella - regularly at the Economics Department, Indiana University, this year at the Institute of North American Studies and Department of Economic History, Uppsala University

I AM SPENDING THE 1998/99 academic year at Uppsala University in Sweden courtesy of the Fulbright Commission. One of the perks of my Fulbright appointment was an invitation to attend the ceremony at which the Nobel Prizes are awarded. The ceremony is held on December 10, the anniversary of Alfred Nobel's death in 1896, at 4:30 in the afternoon (by which time it has already been dark for two hours in Stockholm) in the Grand Auditorium of the bright blue Concert Hall in the center of Stockholm. It is a glittering and solemn ceremony. The dress is white tie and tails and ball gowns. Even members of the audience must conform to a dress code – long dresses for women and dark suits for men. I spent a small fortune on my dress, which had to be worn with boots because of the winter weather.

The invitation to the ceremony includes strict instructions that everyone must be in their seats 4:15 because no one may arrive after the royal family. So, all decked out in our best, and having checked our heavy boots and winter coats, we were in our seats early. The Grand Ballroom of the Concert Hall is designed to suggest an ancient Greek temple. It seats 1800, and every seat was filled. This is the hottest ticket in town. Swedish television treatment of Nobel Day festivities rivals U.S. coverage of the Super Bowl. Even the dinner and ball are broadcast with color commentary from the sidelines and interviews of the principles and their families.

Seated on the stage of the Concert Hall were the members of the groups who had chosen the winners: the Royal Swedish Academy of Sciences, the Nobel Assembly at the Karolinska Institute, and the Swedish Academy. By my count, about 10 percent are women. Across the front on the stage are empty chairs for the Nobel laureates and three members of the royal family. The hall is filled with flowers donated by the town of San Remo, Italy where Alfred Nobel died.

Last December, the official starting time of 4:30 came and went without the royal family appearing. A questioning buzz filled the hall. An announcement was made from the stage saying that the king was stuck in traffic which caused titters and a few jokes about Swedish egalitarianism.

Newspapers the next day revealed that true cause of the delay was a bomb threat. About 15 minutes after the scheduled starting time the king, the queen, and the king's aunt – all of them looking storybook regal – took their seats as the orchestra located above the stage played the Royal Anthem. Then the prize winners were escorted to their seats and the ceremony began with a speech by the Chairman of the Board of the Nobel Prize Foundation. This, and the other speeches are in Swedish, but everyone was given a booklet with English translations.

Then the big moment arrived. The prizes are awarded in the order that they are mentioned in Nobel's will: Physics, Chemistry, Physiology or Medicine, Literature. The prize in Economics is a latecomer, having been established just 30 years ago by the Swedish central bank, and so the "Bank of Sweden Prize in Economic Sciences in Memory of Alfred Nobel" is awarded last. The Peace Prize ceremony was held earlier the same day in Oslo.

All is hushed as the presenter of a particular prize comes to the podium. There were three winners of the Physics prize. They stood and listened as the presenter, a member of the Royal Academy, read an explanation in Swedish of the reasons why their contributions merited the prize. Then, at the end of the speech, he turned to the winners and addressed them directly in their own language inviting them to "step forward and receive your Prize from the hands of His Majesty the King". What followed was a thrilling and dramatic moment. The first winner after accepting the award from the king with a handshake, stepped back and bowed deeply to the king. Then he faced the Academy members at the back of the stage and bowed. Finally he turned to bow to the audience and accept their standing ovation.

This ritual was repeated nine times by three winners in physics, one in chemistry, three in medicine, one in literature, and then finally by Amartya Sen for economics. Each time the third bow to the audience brought an intake of breath and prickles at the back of the neck. Then it was over. The orchestra played again, the royal family left, the winners hung around on stage talking to well-wishers. I was astonished to run into a colleague from my home university in the coat check line – a physicist who is a close friend of one of the winners, and left thinking how small the academic world really is.

In the week following the award ceremony the new laureates travel to Swedish universities to give talks and be feted. December 13 was Uppsala University's turn to play host to the traveling Nobel show, and I went to hear Amartya Sen. He seemed tired, but he did look like he was having fun.

I will remember attending the Nobel Prize ceremonies as one of the highlights of my year in Sweden. It was a good show, and I hope to attend again some day. The next time, however, I hope that some of the winners and presenters are women.

The Carolyn Shaw Bell Award

Description: This award is given annually to an individual who has furthered the status of women in the economics profession, through example, achievements, increasing our understanding of how women can advance in the economics profession, or mentoring of others.

Eligibility: Any individual who has been trained in economics is eligible for the award, whether they are a practicing economist or not. For example, an individual is eligible to receive the award if they were an undergraduate economics major.

Prize: The award will be announced at the annual ASSA/AEA meeting CSWEP reception. A "master" plaque that lists all award winners, in addition to the furthering the status of women citation will also bear Carolyn's words: "We need every day to herald some woman's achievements, to tout a woman's book or painting or scholarly article, to brag about a promotion or prize and to show admiration for the efforts and influence of women, in their professional and technical and social and human endeavors of all kinds." (CSWEP Newsletter, Fall 1997, p. 4). The award requires that the "master" plaque be displayed prominently in a public place in the winner's local area so that others can see the achievements of the winner.

Procedure:

- Candidate is nominated by one person, with two additional supporting letters.
- The nominations should contain the candidate's CV as well as the nominating letter.
- Nominations will be judged by the CSWEP Carolyn Shaw Bell Award Committee.
- The award will be announced in Fall preceding the annual ASSA/AEA meetings.
- Nominating letters, including the supporting letters and the candidate's CV, are due by July 1 of each year and should be sent to the Chair of the Carolyn Shaw Bell Award Committee.

For 1999, the chair is:

Dr. Barbara Fraumeni
100 Langdon Street
Newton, MA 02458
Barbara.fraumeni@bea.doc.gov
(617)373-2252; FAX (617)373-3640

Other committee members are:

Sara Johnson, Chief Regional Economist
Standard & Poor's DRI
Vice Chair and Business Representative
Alicia Munnell, Professor, Boston College
Vice Chair and Academic Representative

Contributions to the CSWEP Carolyn Shaw Bell Award Fund will be gratefully accepted and can be sent to Barbara Fraumeni at the above address.

Social Policy Research ...

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qualitative, as well as quantitative methods; and should address concerns outside those traditionally examined by economists, such as organizational behavior and practices, political sustainability, mental health of the participants, or child development. Many policy initiatives have impacts that go beyond economics. Policy makers will and should be concerned all of them. For example, take the question, "Do the lives of inner-city job searchers improve if they participate in a tailored 18-month mobility/jobs program that provides them transportation and support services to enable them to obtain a job in the job rich suburbs?" This is the question being asked in the currently operating Bridges-to-Success demonstration. Such a program could affect the participant's earnings trajectory (the clear purview of an economist), but also their children since the parent must commute long hours but is potentially bringing more money (an issue a developmental psychologist is more able to answer). Issues to racial attitudes could also play a powerful role in determining who participates, who lasts the 18 months, and who is hired. To generate information that will be truly useful to policy makers and practitioners, one must either be willing to broaden one's own training into new disciplines and/or work collaboratively with researchers in other disciplines. (And by collaborative, I don't mean begrudgingly letting other researchers answer the uninteresting parts of the research, but rather integrating the economic research agenda with the agendas of researchers in other fields.) Knowing if a program increases earnings or education level is only one small part of what practitioners and policy makers need to know if they are to devise appropriate and feasible policy.

Field-based social policy research is a very labor intensive and time-consuming endeavor. It rarely provides its participants with top-rated journal articles. But only this type of research can answer many of the country's most pressing social questions. How should we restructure the employment and training system? What is to be done with public housing? Is federal after-school funding really worth it? The gratification for doing this type of research comes in knowing that better policy is being pursued because of your work. And every once in a while, one does have a chance to publish a piece of work that has a direct impact on the world–a worthwhile program is saved from the budget-cutters block or a good policy is expanded citing your work. Few accomplishments are as rewarding as that.

CSWEP Board Member Biographies

KimMarie McGoldrick

AM I AN ECONOMIST BY ACcident or simply as a matter of fate? Sometimes I wonder... I entered college as an accounting major and had to take economics courses for my degree. Uninterested in the subject, thinking it had little to do with my major and generally acting as a stubborn college student, I behaved like a good economist and only attended my principles classes on exam days. Then came the upper division requirements. Again, innocently acting like a rational self-interested individual I chose a course that best fit my schedule not caring to really look at the topic- Intermediate Microeconomics. I did so well in the course that I rationally decided my second requirement should be filled with a course by the same instructor- Labor Economics. Soon I was asking questions that were "beyond the scope of the material" and bugging other economics professors for the answers. One of these other professors became my mentor and my commitment to economics was sealed.

I attended graduate school in economics at the State University of New York at Binghamton, specialized in Labor Economics and Industrial Organization and Regulation. I wrote my dissertation on compensating wage differential by gender for earning uncertainty, learned all about neoclassical economics, and was generally discouraged by the narrow views being furthered in institutions of higher learning. I originally strove for a Ph.D. because I wanted to teach economics, but during my program I developed a desire to broaden my knowledge of alternative views in economics and investigate alternative teaching techniques. I took a job teaching at a small private liberal arts college (the University of Richmond) that had a strong commitment to research, including research about teaching. My research naturally began to include pedagogical essays in addition to the labor studies. I made an unconscious decision to focus my research and my energy on becoming the best teacher I could be. I began to take risks in the classroom- always willing to try anything if I thought it would help my students learn. I made efforts to attend every teaching seminar, workshop, and conference session I could find. It was at one of these workshops that I met my second mentor, began to develop a network of like thinking economists, and was motivated to put a book together describing applications of feminist pedagogy in economics ("Valuing Us All: Feminist Pedagogy and Economics," University of Michigan Press, Forthcoming).

My career path was based on a risky strategy. I made my students participate in service learning projects, write research papers in principles courses, analyze cartoons, and many other antics that often had my colleagues shaking their heads. But I got away with it because my students learned. I feel that my students had a better understanding of economics because I believed in it more and they felt it was more relevant to their lives. I have received teaching and research awards from the Business School and last year received tenure.

So what is the moral of my story? My success as an economist is a direct result of my success as a teacher and I would not trade my choice for anything.

Andrea H. Beller

I PLANNED TO BE A MATH MAJOR in college, and my parents had planned for me to become a high school math teacher. After three semesters of poorly taught calculus, I had had enough. I looked around for a major nearby, soon found economics, and have never been sorry a day since. What I liked about economics was that besides utilizing my mathematical and analytical abilities, it also dealt with people. In college, I loved the course entitled "Business Cycles." Although I got the best grades in the class, when I told the senior professor how much I liked the subject, he said it wasn't for me. I assume he meant because I was a woman. Instead, I decided to pursue international trade and finance, in which I had a supportive teacher, Dr. K. Laurence Chang.

Growing up in New York City, I had always wanted to attend graduate school at Columbia University. I lucked out in a way because there was a great group of women graduate students there, many of whom have become quite successful. Taking microeconomic theory from Gary Becker opened my eyes about what economics could be. He really taught me to think, although he nearly scared me to death by calling on me without my having volunteered. Although I had only planned to get a master's degree, I enjoyed graduate school and did well, so I took the prelims. A Ph.D. had not been in my consciousness, but now it became a real possibility. However, I wearied of school and took a job downtown (in New York City). I was treated so poorly that I decided that I was never going to get any respect as a woman unless I got a Ph.D. So I fled back to graduate school.

Again, circumstances were to chart my course. My mentor in international trade and finance, Peter Kenen, had left Columbia, and the most interesting place at Columbia was Jacob Mincer's labor seminar, so I started to attend. I came up with an idea for a dissertation topic (an economic analysis of the effects of Title VII) and fortuitiously, Jim Heckman came to Columbia with the data set that made my dissertation possible. So I became his first Ph.D. student, a daunting position to have been in. While in graduate school in the early seventies, I attended the first women's economics conference (held at Yale University), which I believe was the start of CSWEP.

In Mincer's seminar, I had gotten the distinct impression that being an academic was the thing to do, so I set my sights on it. It was the era when schools had to interview women for affirmative action. I had many interviews, but no (academic) offers. One of my worst experiences included having to listen to whorehouse jokes over lunch. My dissertation advisor, Jim Heckman, said that they (the institutions) were "hold-

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News and Notes

The *Bureau of Economic Analysis* (BEA) is encouraging researchers with proposals of potential interest to BEA to submit such proposals to NSF grant programs. Anyone wishing a copy of the BEA email containing further information should send an email to Barbara M. Fraumeni, Chief Economist of BEA, at:
Barbara.Fraumeni@bea.doc.gov

The ***International Atlantic Economic Society*** will be hosting its 49th conference in Munich, March 15-20, 2000 at Ludwig Maximilians Universitat. More information can be found on the IAES web page at:
http://www.iaes.org/conferences/future/munich_49/index.htm

The ***Women's Council on Energy and Environment*** has a website at http://www.wcee.org.

The 1999 North American Meetings of the ***Regional Science Association International*** will take place in Montreal (Qc) November 10-14, 1999, hosted by the Canadian Regional Science Association (CRSA). Details can be found at:
http://www.geog.umontreal.ca/rsai99

OBITUARIES

Dr. Margaret G. O'Donnell, Professor of Economics at the University of Southwestern Louisiana, died in November, 1998. She was born in New Orleans in 1943 and received her doctorate in Economics from Texas A&M University. She previously taught at the University of North Carolina in Asheville. A master teacher, she also published numerous articles in the areas of history of thought, concentrating on the work of early women economists and in economics education. She published two books in each of these areas, and directed many consulting projects on regional and state economic development issues. She is survived by her husband, Rick Whitlock, and three daughters, Erin, Kay, and Rikki.

Dr. Elizabeth Durbin, Professor of Economics at NYU's Robert F. Wagner Graduate School of Public Service for nearly 30 years, died in January, 1999. Professor Durbin received her B.A. and M.A. from Oxford University and her Ph.D. in Economics from Columbia University. She received a Fulbright Travel Grant and President's Fellowship from Columbia University. In addition to serving at NYU, she served as visiting professor to the Ukrainian Academy of Public Administration, the University of Rome and Bocconi University in Milan. A social activist and a champion of the rights of women and minorities, she developed an innovative curriculum on the role of women in management in the public sector at NYU. She wrote on the issues of poverty and welfare and the political struggles of the British Labour Party.

The CSWEP 'Brag Box'

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

Linda Boner is now a Managing Economist in the Washington, D.C., office of the Law & Economics Consulting Group. She also continues to consult on strategic and litigation matters in antitrust and energy.

Beller Biography

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ing against me things they would reward in a man." I think he was right. On top of that, my dissertation was on anti-discrimination laws! I had offers from government agencies, but took post-docs in favor of continuing to search for an academic position. One of the Post-Docs, at the Institute for Research on Poverty, had a big influence in shaping my research agenda and in sharpening my empirical research skills. There I began my work on gender differentials in the labor market, and became comfortable working in an interdisciplinary environment.

Finally I landed an academic position in the then Department of Family and Consumer Economics at the University of Illinois-Urbana. The department was largely female, which had its good points and its bad points. It was good because it was a supportive environment. An appointment in the Agricultural Experiment Station offered a reduced teaching load and some Hatch funds for research. The department offered a steady flow of good graduate students and the city offered little in the way of distractions! This enabled me to be quite productive and is how I developed my research interests in child support payments. It was bad because the unit was regularly under attack and every three years or so you had to put a good deal of effort into justifying your existence. Recently, my department joined with another to form the Department of Agricultural and Consumer Economics.

I met my husband, a (math!) professor at Illinois, during my first year there. I became pregnant with my first child the month after I found out that I had gotten tenure. I had my second child during my first sabbatical. I was promoted to full professor roughly "on time". For my second sabbatical, I am visiting the Economic Growth Center at Yale, a welcome return to the East Coast and to an Economics department after nearly 20 years in Central Illinois.

Regional Meetings

WESTERN ECONOMIC ASSOCIATION MEETINGS

CSWEP will sponsor three sessions at the Western Economic Association Meetings to be held on Tuesday, July 6 through Sunday July 10, 1999 at the Sheraton San Diego Hotel and Marina, San Diego, Calif.

Labor and Gender Economics
Date: July 9, 1999
Chair: Joyce Jacobsen (Wesleyan University)

Papers:

"Gender Gaps in Demand and Supply of Contingent Workers," Suman Kharbanda (University of Louisville)

"Gender and Workers' Willingness to Accept Contingent Employment," Douglas Kinnear (Colorado State University) and Alexandra Bernasek (Colorado State University)

"Ex-Spousal and Public Transfers to Single Mothers and Their Children: A Causality Analysis," Emily Y. Lin (University of Connecticut)

"Economics and the Breastfeeding Decision," Nancy J. Burnett (University of Wisconsin-Oshkosh)

Discussants: Deborah Reed (Public Policy Institute of California) and Jill M. Constantine (Williams College)

Health Economics
Date: July 9, 1999
Chair: Sharon Tennyson (Cornell University)

Papers:

"The Effect of State Medicaid Policies on Medical Care for Persons with HIV," Arleen Liebowitz (UCLA), Dana Goldman (RAND), and Ronald Andersen (UCLA)

"HMO Contracting: Who Bears the Risk?" Patricia H. Born (University of Connecticut)

"Community Rating and Small Group Reform in Health Insurance Markets," Allison Percy (University of Pennsylvania)

A Panel on the Research Climate in Economic Institutions
Date: July 9, 1999
Chair: Helen Popper (Santa Clara University)

Panalists: Anna Meyendorf (William Davidson Institute, University of Michigan); Julia Lowell (The RAND Corp.); Dan Newlon (National Science Foundation); Catherine L. Mann (Institute for International Economics)

EASTERN ECONOMIC ASSOCIATION MEETINGS

CSWEP held two sessions at the Eastern Economic Association Annual Meetings March 12-14, 1999, in Boston, Mass.

Gender Effects on Human Capital and Work
Chair: Barbara M. Fraumeni (Bureau of Economic Analysis)

The first paper, "The Effects of Co-residence on Women's Reservation Wages and Labor Supply," by Zooyob Anne and Jane Kolodinsky (University of Vermont) focuses on elder parents' health status in investigating how co-residence affects women's reservation wages and labor supply in the short-run and longer-run. The effect could be argued to be in either direction as elder parents might share in household production such as childcare or require care themselves, raising the reservation wage.

The second paper, "College Enrollment Rates, Investment in Education and Lifetime Market Income by Gender," by Barbara M. Fraumeni (BEA) posits that women are responding to the significant differences in expected lifetime market (paid) income by gender by enrolling in college in significantly higher numbers than men. In 1996, even among 18-19 year olds, the percentage of young women enrolled in college (almost 50%) is significantly higher than the percentage of young men enrolled in college (42%).

The last paper, "Fertility and Growth: The Significance of Gender Differences in Human Capital," by Susan Razzaz (The World Bank) proposes a theoretical model which can explain a hump-shaped relationship between fertility and income. At the lower ranges of income, fertility increases with income; at the higher ranges of income fertility decreases with income. The model focuses on the role of education in this relationship and the changing productive and reproductive roles of men and women as the return to human capital increases.

The discussants were Joyce Jacobsen (Wesleyan University), Jane Sjogren (Johnson and Wales University), and Barbara M. Fraumeni (BEA).

Infrastructure: Transportation and Housing
Chair: Barbara M. Fraumeni (Bureau of Economic Analysis)

The first paper, "An Investigation into the Determinants in the Decline of Home Ownership Rates Among Young Families in the United States," by Anwiti Bahuguna (Fleet Bank) studies the changes in home ownership rates for families headed by individuals under 35 years of age between 1975 and 1995. The paper notes that one of the most important determinants of the decline in home ownership rates during this period is an increase for

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Regional Meetings

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younger families in the relative cost of owning versus renting a home, suggesting an affordability problem for the young.

The second paper, "Measurement of Productive Highway Capital Stock," by Barbara M. Fraumeni (BEA) discusses the difference between measures of productive and wealth capital stock. The paper noted that most researchers who had conducted studies of the productivity or impact on growth of highway investment employed capital stock measures suffering from at least one of three problems, bringing into question the validity of the analytical results.

The last paper, "The Economic Impact of the Jones Act," by Dene Hurley (Lehman College) examines the effect of this legislation on the U.S. maritime industry and proposes a theoretical framework to be employed in an industry-specific cost study. It highlights the diminishing share of the U.S. vessels relative to the world fleet following the introduction of the Jones Act, while revealing the major domestic waterborne trade lanes for the Jones Act vessels, as well as the dominant commodity groups transported.

The discussants were Nandinee Kutty (Cornell University) and Kevin Carlson (Emmanuel College).

MIDWEST ECONOMIC ASSOCIATION MEETINGS

CSWEP sponsored two sessions at the March 1999 MEA meeting held March 26-28, 1999.

Gender-Related Issues in Economics
Chair: Karine S. Moe (Macalester College)

Ana Maria Turner Lomperis (Saint Louis University) presented "Restructuring the U.S. Health Care Workforce: How Have Women Fared?: A Preliminary Analysis." She investigates how the changes in the U.S. health care industry have affected employees, with a particular emphasis on the affects on female health care workers. Her preliminary analysis indicates that health services continues to be a predominantly female industry, and that the industry has been characterized by overall job growth vs. job loss.

Ana Regina Vides de Andrade (Vanderbilt University) presented "Male-Female Wage Differentials in the Urban labor market of El Salvador: A Decomposition Analysis." She studies changes in the male-female wage differentials over time due to changes in productivity characteristics and inequality differentials. She finds convergence in the male-female wage gap over the period from 1989 to 1992 and that the wage ratio would have been higher if women had not increased their schooling and experience.

The final paper, by Sourushe Zandvakili (University of Cincinnati), was titled "Income Inequality Among Female Heads of Households: Racial Inequality Reconsidered." He investigates factors affecting both short-run and long-run income inequality among female heads of households from 1978-1986. His results suggest the existence of permanent income inequality among female heads of households. He also finds that race and education play a major role in the existing disparity in earnings among female household heads.

Discussants Kathryn Anderson (Vanderbilt University) and Siobhan Reilly (Vanderbilt University) provided thoughtful comments and suggestions for the authors.

The session was organized and chaired by Karine S. Moe (Macalester College).

Nontraditional Work Arrangements: Causes, Consequences, and Policies to Mitigate Unfavorable Outcomes

Chair: Marianne A. Ferber (University of Illinois, Champaign-Urbana)

The first paper, presented by Barbara A. Wiens-Tours (California State University, San Bernadino) was "The Taxonomy of Institutional and Structural Differences in How People are Employed." Her main conclusion is that even after controlling for other factors, some outcomes for workers can be predicted based on the type of employment arrangement in which they find themselves.

The second paper by Susan Houseman (W.E. Upjohn Institute) and Anne Polivka (Bureau of Labor Statistics) discusses "Reasons Cited by Managers for Creating Non-Traditional Jobs and their Relation to Organizational Characteristics."

The third paper, "Responses to Temporary and Short Term Work" by Francoise Carre and Pamela Joshi (both of Radcliffe Public Policy Institute) reviews a wide range of innovations that have been devised to address the situation of workers in jobs.

The final paper "Turning Temps into Permanent Workers: Evidence from Spain" by Catalina Amuedo-Dorantes (Ohio State University) examines the reasons for the rapidly growing use of non-traditional work arrangements in Spain, and the lack of success in converting them to permanent positions.

The able discussants were Sandra Gleason and Ronnie Steinberg.

The session was organized and chaired by Marianne A. Ferber.

SOUTHERN ECONOMIC ASSOCIATION MEETINGS

CSWEP will sponsor a roundtable on Mentoring and a poster session on Teaching Innovations to be held in conjunction with a cocktail party/reception at the Southern Economic Association annual meetings. The meetings are November 21-23 at the Fairmont Hotel in New Orleans. The Roundtable and Poster Session will be Monday, November 22. For more information please go to the SEA website: http://www.okstate.edu/economics/journal/south1.html

Call for Papers

CSWEP at the Eastern Economic Association Meeting – At the Eastern Economic Association Meetings, March 24-26, at the Hyatt Regency Crystal City in Crystal City, Va., (just outside Washington, D.C.), there will be two or more CSWEP sponsored sessions. For gender-related topics, we are particularly interested in receiving one page abstracts for research investigating labor market and welfare issues, but all gender-related research topics are welcome. For other topics, we are particularly interested in receiving one-page abstracts for research having to do with health and environmental issues and globalization, but other topics are welcome. Please include with the abstract your name, affiliation, snail-mail and e-mail address, phone and fax numbers, and known limitations on which days and times you are available to make a presentation. Abstracts should be submitted by November 15, 1999 to:

Barbara M. Fraumeni
100 Langdon Street
Newton, MA 02458
(617)965-2783 weekends
(202)966-1927 weekday evenings
Fraumeni@msn.com

Submissions of full papers to the Eastern Economics Journal directly through the Eastern Economics Association are also encouraged, but not expected or required of individuals wanting to participate in a CSWEP session at the meetings. For further information on the Eastern Economic Association Meetings or the Eastern Economics Journal, please see:
http://www.iona.edu/academic/arts_sci/orgs/eea/eea.htm

CSWEP at the Midwest Economic Association Meeting – The Midwest meeting will be held March 24-26, 2000, at the Swissôtel in downtown Chicago. The gender-related session will focus on women's health issues and the non-gender session will focus on aging and retirement. For the latter session, relevant papers that are not specifically related to labor supply decisions are particularly encouraged. Please send abstracts of 1-2 pages (including authors with affiliation, rank, address, and paper title) by Friday, September 10, 1999, to the following address. Earlier submissions are encouraged. Submissions can be sent via mail, e-mail, or fax.

Jean Kimmel
W.E. Upjohn Institute
300 S. Westnedge Avenue
Kalamazoo, MI 49007
Phone: (616) 385-0435
Fax: (616) 343-3308
E-mail: kimmel@we.upjohninst.org

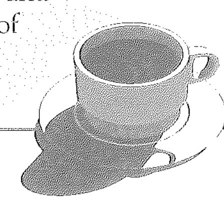
Committee on the Status of Women in the Economics Profession
AMERICAN ECONOMIC ASSOCIATION
www.cswep.org

CCOFFE Workshops

CCOFFE at the Eastern Economics Association Meetings, March 13-14th, 1999.

A very successful and lively CSWEP/NSF CCOFFE mentoring workshop was held at the EEA Meetings in Boston. Twenty participants came from a wide geographic area, including as far south as Florida and Tennessee, as far west as Kansas and Nebraska, from the Great Lake states of Indiana, Minnesota, and Michigan, as well as from the New England and Middle Atlantic states.

The assistance of senior women *Rachel McCulloch* and *Amy Schwartz*, field specialists *Kathy Kiel*, *Lisa Lynch*, and *Winnie Rothenberg*, national coordinator *Andrea Ziegert* and the Eastern Economic Association is gratefully acknowledged by the organizers, *Barbara Fraumeni* and *Daphne Kenyon*. We are all looking forward to getting together at the ASSA/AEA Boston 2000 Meetings in January and the EEA 2000 Meetings which will be held in Crystal City, Virginia, next March.



• CCOFFE at the 1999 Western Economics Association Meetings •

CREATING CAREER OPPORTUNITIES FOR FEMALE ECONOMISTS

An NSF/CSWEP WORKSHOP will be held during the WEA July 1999 Meetings in San Diego, California. The purpose of this workshop is to bring together senior and junior women economists to form teams to improve grant writing, research organization, and other professional skills. The workshop will include working and informational sessions. In the working sessions, participants will have time to work on a grant or research project with the help and guidance of a senior woman economist and the other team members. There also will be sessions devoted to networking, life-balancing, and tenure issues. Senior economists participating include:

JOYCE JACOBSEN Associate Professor Department of Economics Wesleyan University	ARLEEN LEIBOWITZ Chair Department of Public Policy University of California, Los Angeles	VALERIE RAMEY Associate Professor Department of Economics University of California, San Diego

The workshop will run from 12 p.m. on Friday, July 9 – until 5 p.m. on Saturday, July 10. The fee to cover expenses will be $100. If you are untenured and interested in this workshop or you know of an untenured female professor who could benefit from this mentoring workshop, please download an application from the CSWEP upcoming events website:

http://www.cswep.org/events.html

Please e-mail or mail your completed application to be received by March 1 to ssquyres@scu.edu, or to Professor Helen Popper, c/o Sharon Squyres, Department of Economics, Santa Clara University Santa Clara, CA 95053. ***Applications will continue to be accepted as long as space is available.***

Participants will be responsible for their own lodging, and transportation costs. WEA registration, lodging, and other conference information is available at:

http://www.weainternational.org/annual.htm

How to Become an Associate

CSWEP

THE COMMITTEE ON THE STATUS OF WOMEN IN THE ECONOMICS PROFESSION

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

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

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

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

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

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

Name ____________________

Mailing Address ____________________

City ____________________ State __________ Zip __________

Check here if currently an AEA member ______

Check one: Renewal of CSWEP associate ______ New CSWEP associate ______ Student ______

If you checked student, please indicate what institution you attend ____________________

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

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

CSWEP: People to Contact

General Policy Matters and Items for Newsletter .... **Robin Bartlett**, Department of Economics
Denison University
Granville, OH 43023
bartlett@denison.edu

Dues, Change of Address, Roster .... **Joan Haworth**, Membership Secretary
Economic Research Servicces, Inc.
4901 Tower Court
Tallahassee, FL 32303
jhaworth@ersnet.com

CSWEP East .... **Barbara Fraumeni**
Bureau of Economic Analysis
BE-3
1441 'L' Street, N.W.
Washington, DC 20230
barbara.Fraumeni@bea.doc.gov

CSWEP Mid-West .... **Jean Kimmel**
W.E. Upjohn Institute for Employment Research
300 South Westnedge Avenue
Kalamazoo, MI 49007
kimmel@we.upjohninst.org

CSWEP South .... **Catherine Eckel**, Department of Economics
Virginia Tech
Blacksburg, VA 24061-0316
eckelc@vt.edu

CSWEP West .... **Helen Popper**, Department of Economics
Santa Clara University
Santa Clara, CA 95053
hpopper@scu.edu