

# CWAE

## NEWSLETTER OF THE COMMITTEE ON WOMEN IN AGRICULTURAL ECONOMICS FALL ISSUE 2001

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**CWAE WEBSITE:** <http://www.aaea.org/cwae/>

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## *Letter from the Chair*

Greetings

I would like to take this opportunity to tell you a bit about myself. I am an assistant professor in Farm Management at the University of Minnesota, but I am not in St. Paul. I am stationed at the Research and Outreach Center in Morris MN with my tenure home in the Department of Applied Economics in St. Paul. I have 4 children ranging in age from 3 to 9 years.

I am reporting on CWAE's activities over the past year. It has been a busy year. As you know CWAE celebrated its 20<sup>th</sup> anniversary. CWAE was very active at the AAEA meetings in Chicago during its 20<sup>th</sup> year. An organized symposium looked at the past, present and future of CWAE from the perspectives of professionals and graduate students. Doris Newton (ERS) presented a poster that chronicled the history of CWAE. The poster received honorable mention in the poster session. Cheryl DeVuyst and Dawn Thilmany hosted a session that presented preliminary results of the second CWAE tracking survey.

Two changes within CWAE occurred this past year. First, CWAE officially became a section within AAEA. CWAE membership voted at the 2000 AAEA meetings to become a section and appropriate paperwork at AAEA was completed in 2001. The second change has been the move to on-line voting. This change saw voter turnout increase from 25% to over 60%. Thank you to Ivy Sprague for making online voting a success.

The Sylvia Lane Mentor Research Fellowship is open for applications twice a year, November 15 and March 15. I realize time may be tight for the November 15 deadline. It is hoped that having applications due twice a year will encourage applicants. Three things to think about. 1) When you renew your AAEA/CWAE memberships please take to opportunity to make a donation the Sylvia Lane Mentor Research Fellowship fund. 2) If you know of a young professional who could benefit from the Sylvia

Lane Fellowship, encourage her to apply. 3) If you are approached to be a mentor, seriously consider saying yes.

I am taking this opportunity to thank Dori Comer, Christina Gladwin, Joyce Cacho and Cheryl Doss for their service to CWAE. Your time and efforts are truly appreciated.

*Margot Rudstrom*

CWAE Chair

### ***Grantsmanship***

(contributed by: Margot Rudstrom)

I attended a pre-conference workshop in Tampa in 2000. The topic was grantsmanship. It was a very informative and useful workshop. I am going to attempt to summarize some of the pointers on successful grant writing and grant opportunities that you shouldn't overlook. I certainly can't do the workshop justice in a few short lines. My objective is to pass on a few pointers I picked up.

Mark Bailey (USDA/CREES) presented 12 points on grantsmanship. He also presented some useful tips on areas of funding within NRI competitive grants program. The following are Mark's tips from the perspective of a reviewer. I have taken the liberty to add my interpretation in parenthesis.

1) Put yourself in the place of the reviewer. (You know what you want to do. Make it clear to the reviewer.)

2) State it simply. (Avoid jargon. The people reviewing your proposal may not know your jargon.)

3) Have a hypothesis and a means to test it. (Make sure you state both your hypothesis and methods.)

4) Have clearly stated and achievable objectives. (Reviewers don't like to guess what your research objectives might be.)

5) Have objectives that are sufficiently

independent, so if you hit a block with one, you can carry one with the others. (Let's face it, in research sometimes things don't pan out. You don't want your entire project to fail because completing objectives 2 and 3 were dependent on meeting objective 1.)

6) Have relevant preliminary data for each objective. (This shows reviewers that you have been thinking about the problem in a serious way. It gives the proposal some credibility in terms of being researchable.)

7) If it is essential to your case (data, protocols, and scientific detail) it must be in the allowed pages.

8) Appended manuscripts cannot substitute for sufficient detail in the proposal. (The proposal must be complete. Detail is important)

9) Have at least two of your colleagues in an allied area of research, read your proposal. They can tell you what's missing. You get a much better review if they are nasty and blunt. (There's nothing like an honest review. It does make for a better proposal)

10) Tell them what you are going to tell them - Tell them - Tell them what you told them. (I can't add much to this one.)

11) PROOF YOUR COPY

12) Failure to plan on your part does not constitute an emergency on the reviewers' part. (You are responsible for your proposal and following all the guidelines for the granting agency. You also must follow the guidelines and timelines that your home institutions might impose)

The NRI website is <http://www.reeusda.gov/nri>. There are a number of programs that are suited for research in the area of agricultural economics. The bottom line from Mark was the program director is your advocate, not your adversary. If you are not sure if your proposal fits, give a call and ask. You might be surprised at the opportunities lurking.

## *Award-Winning CWAE Poster*

Congratulations to Doris Newton for her award-winning poster this summer in Chicago. A synopsis of presentation is given below.

### **CWAE CELEBRATES 20 YEARS OF EXCELLENCE IN SERVICE**

#### Introduction

The Committee on Women in Agricultural Economics (CWAE) (pronounced "see-way") was founded 20 years ago in the summer of 1981. CWAE's purpose, as stated in its working rules, is "to promote the welfare of women agricultural economists by representing their interests within the American Agricultural Economics Association (AAEA) and by engaging in activities that will encourage the professional advancement of women agricultural economists." Over this period, the organization has enjoyed many achievements. This presentation highlights some of these achievements and discusses the organization's origin, purpose, and plans for the future.

As a standing committee of the American Agricultural Economics Association and as a newly formed section, CWAE plays a vital role in identifying and defining the changing roles of women in the agricultural economics profession. Members have made significant contributions to the body of research on issues affecting agricultural economics professionals such as career choices and challenges, employment, and gender differences in performance and pay.

Issue--Has CWAE fulfilled its purpose? If so, is CWAE needed any longer? As the agricultural economics profession addresses the challenges that will impact its future, this is also an opportune time for CWAE to reflect on past accomplishments and discuss what lies ahead. To create an awareness of CWAE's legacy, this presentation highlights the organization's achievements and discusses its origin and purpose.

## CWAE: The Beginning

Thirty-nine women participated in the business meeting that summer at the 1981 AAEA meetings held at Clemson University (Newsletter, April 1988). Dr. Dori Comer remembers Dr. Sylvia Lane standing up, looking around, and saying, with a pleased smile, “It’s been a long time in coming, but we’re here and organized!” The reference was to the long awaited Committee on Women’s Opportunities in Agricultural Economics. It officially became a standing committee of the American Agricultural Economics Association (AAEA) that year. The name was later changed to the Committee on Women in Agricultural Economics. The Steering Committee included Drs. Ardelle Lundeen (Chair), Sylvia Lane (Vice Chair), Linda Lee, Barbara Redman, Margo Rich Ogus, and Katherine Reichelderfer.

Drs. Sylvia Lane, Ardelle Lundeen, Barbara Redman, and Linda Lee knew first-hand the effort it took to organize the group. They were the members of the 1980 AAEA-Ad Hoc Committee authorized to research the status, role of, and opportunities for women agricultural professionals as well as to determine the need for a women’s committee within the AAEA structure.

Earlier in 1980, Lane had begun compiling a list of women agricultural economists by soliciting names from different sources. She collected 500 names and corresponded with these individuals to get their ideas/concerns. Meanwhile, Lundeen, unaware of Lane’s efforts, had contacted Dr. Neil Harl (then, AAEA Executive Board) about an idea for a women’s committee in the AAEA. Thus, the ad hoc committee began their work.

Dr. Ardelle Lundeen, with the assistance of a graduate student, Annette Clauson, conducted a survey of women agricultural economists. The survey results were presented in 4 papers at the 1981 AAEA invited paper session, “Women in Agricultural Economics.” Lundeen, Redman, Lee, and Lane presented the papers, and these are published in the December 1981

Proceedings issue of the American Journal of Agricultural Economics (AJAE).

Results of the survey indicated that “women had a ways to go to achieve equality with males in the profession.” The women in the agricultural economics profession were scattered throughout the broad academic, public, and private sectors. Most were “firsts” as women agricultural professionals at their institutions and some found professional interaction difficult. Lack of mentors for women faculty/graduate students, career isolation, as well as dual-career family issues indicated the need for a women’s support network within the AAEA structure. (Newsletters, March 1982, April 1988).

## Spotlight on CWAE’s Accomplishments

CWAE has made great strides for women and for the profession. Specifically, CWAE has fulfilled its purpose by 1) fostering networking/communication opportunities among women and other professionals; 2) engaging in activities to enhance the careers of women professionals; and, 3) monitoring the progress of women in the profession.

1) Fostering networking/communication opportunities among women and other professionals. Over the 20-year period, CWAE has developed or engaged in several successful activities to improve communication and networking opportunities. They are the newsletter, CWAENET (electronic bulletin board), Internet homepage, and AAEA annual meeting activities such as the CWAE sponsored luncheons, pre/post meeting conferences, organized symposia, paper sessions, and graduate student breakfasts.

The CWAE newsletter has been the central vehicle for communicating news to members since the organization’s inception. Before electronic transmittals, members regularly received a minimum of two hardcopies of the newsletter annually. The newsletter typically includes feature articles on topics such as the role of the economist in the policy process (Newsletter, Fall 1989) and graduate student corner articles on mentoring (Newsletter, Fall 2000). It also includes the

organization's annual accomplishment reports that are submitted to the AAEA board, symposium highlights, job announcements, and fellowship opportunities. Today, the newsletter is accessible electronically via the Internet from the CWAE homepage, which was developed in 1997. From a link on the AAEA homepage, the newsletter is available to the 178 CWAE members and the more than 3,000 AAEA members. (AAEA, 2001) [See CWAE Homepage URL: <http://www.aea.org/cwae> ]

In 1995, CWAE launched its electronic bulletin board, CWAENET Newsletter, Fall 1995). It is the latest vehicle for communication between women professionals, providing a forum for exchange of ideas and other information. Recent discussions have been about getting tenure, tips for overcoming "writer's block," civil rights issues, and dual-career opportunities. Tips from a discussion on "sabbaticals and family" included:

- Negotiate early sabbaticals in a job change
- Take a "local" sabbatical—same campus, different unit. You don't have to go away.
- Sabbaticals work better with pre-schoolers.
- How about "part-time" or "part-year" sabbaticals?
- Leave the family behind.

2) Engaging in activities to enhance the careers of women professionals. CWAE has effectively campaigned to bring issues and research topics affecting women to the forefront by planning organized symposia, paper sessions, luncheons, pre/post conferences, and graduate student breakfasts at the annual AAEA meetings. Topics have included gender differences in earnings, enhancing communication skills, dual-career family challenges.

In 1995, CWAE began the Sylvia Lane Mentor Research Fellowship Program to encourage academic and professional development and interaction between people conducting economic analyses on food, agricultural, and natural resource issues. The fellowship provides an opportunity for women graduate students/young professionals to study/work with a mentor. Its first recipient was Florence Lawan

Tangka, Univ. of Florida, in 1995. In 2000, this honor went to, Dr. Hiba Ahmend, Michigan State University.

Under the leadership of Chairperson Janet Perry, CWAE began publishing an article in the 1995 newsletter titled, "A Woman You Should Know." The article features a woman professional to talk about her career path, accomplishments, and challenges. This idea was so well received that an AAEA symposium was also organized around this theme. The "Women You Should Know" symposium provides Association members an opportunity meet 3 to 4 women agricultural professionals and hear their personal career stories.

3) Monitoring the progress of women in the profession. Over the years, CWAE has conducted several tracking surveys to monitor the progress of women and minorities in the profession. After the first survey results were published in 1982, Drs. Mary Ahearn, Joy Harwood, Joyce Allen, and others followed up in 1987 with more survey results. In a 1988 newsletter article, "The Progress of Women in the Agricultural Economics Profession." Ahearn reported that "universities are much less likely to hire women than are other research institutions, such as ERS." In results of a 1993 survey on the progress of agricultural economics faculty women Unnevehr indicated that "women are not progressing into senior faculty positions in proportion to their numbers." Surveys have been completed annually since 1998. Information from the Thilmany article, "Gender Based Differences of Performance and Pay Among Agricultural Economics Faculty," illustrate how CWAE's employment tracking survey results are used to monitor professional progress.

## CONCLUSION

### CWAE: Future Challenges and Endeavors

CWAE's achievements are many and recognizable. Then what about the future? IS CWAE NEEDED? The answer is "yes," though opinions vary on CWAE's future role. In 1989, Dr. Sandra Batie expressed a desire to see the day "when CWAE is no longer needed." Today, Dr. Batie recalls, "I was

*looking for a day when CWAE was no longer needed, at least as a vehicle to address the unique concerns of woman professionals, because there were no longer any professional concerns unique to gender.”*

According to CWAE’s annual report for 2000, women continue to enter the profession, though agricultural economics still remains dominated by men. Thirty percent of the 729 students enrolled in Fall 1998 agriculture business and management doctoral programs were women. Salaries of recent Ph.D. and M.S. women were almost identical with those of men. Women agricultural economists have successfully moved into senior positions in government. Additionally, women are actively involved in the leadership of AAEA, serving on the Executive and Foundation boards and several committees, and women continue to receive numerous awards for their research.

Over the period, six women have become AAEA Fellows: Sylvia Lane (1984), Sandra S. Batie (1994), Irma Adelman (1998), Uma Lele (1999), Nancy Bockstael (2000), and Jean Kinsey (2000). Three are past, present, and future AAEA Presidents: Sandra Batie (1989-90), Jean Kinsey (2001-2002), and Susan Offutt, President-Elect.

### ***Meet Jennie Popp***

Welcome to Jennie Popp, new co-editor of the CWAE Newsletter. Jennie is an assistant professor of Agricultural Economics and AgriBusiness at the University of Arkansas. Dr. Popp is a native of Pennsylvania. She received B.S. degree in Economics and Finance (with a minor in French) from the University of Scranton. Jennie developed a strong interest in agriculture while living in West Africa as a Peace Corps volunteer for 30 months. There she worked to improve both production and financial management practices for rice, corn, vegetable and swine operations. She later received Masters and Ph.D. degrees in agricultural and resource economics from Colorado State University. Dr. Popp has been a

faculty member of the Department of Agricultural and Economics and Agribusiness since 1998. She has taught courses in macroeconomic and environmental economics. She has also helped develop a college-wide orientation course. Jennie’s areas of research include natural resource economics (with an emphasis on soil and water quality), environmental economics (with an emphasis on animal waste management) and agricultural and environmental policy. Jennie’s husband Michael is also an assistant professor in Agricultural Economics and AgriBusiness. Thank you Jennie for taking on this role.

Thank you to Margot Rudstrom for her years of excellent service as co-editor of the newsletter. We will continue to be blessed with her inspiring ideas as she becomes CWAE Chair.

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**You may now renew your  
AAEA membership on-line.  
Remember to renew your  
CWAE membership and  
consider a contribution to  
the Sylvia Lane Fellowship.**

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### ***A Woman You Should Know***

**Penelope (Penny) Diebel**  
Associate Professor  
OSU Agriculture Program  
Eastern Oregon University

Penny says she often wonders at the luck she had in guiding her to a career she loves. Her journey into the area of agricultural economics didn’t start until her master’s program and then it was less than exemplary.

She recalls “managing” (as in, “*this is a good thing*”) to get through her undergraduate education without an economic principles class (although she did take Economics of Outdoor Recreation).

She can really trace her inspiration for teaching and conversion to agricultural economics back to a couple of specific incidences in that Master’s

program. She had returned to Colorado State University, a year after graduating with a B.S. in Outdoor Recreation Management, entering into the MBA program because “that’s what all ambitious recreation types were doing in order to get a position as a park manager.” She had spent many years working seasonal/part-time for the state parks and recreation department doing every conceivable job; cleaning toilets, thinning timber, interpretative programs, trail building, fence building, and law enforcement, and she was ready for the step up to administration.

Penny describes her MBA program as a disaster. The marketing teacher didn’t like her obsession with reducing “throw away” products, and her belief that there was potential profit from a corporation advertising themselves as a “good environmental citizen.” Then she “had” to take a principles of microeconomics class to make up for her undergraduate deficiency. Penny recalls the class was being taught by a graduate student, who on the first day of class defiantly declared his lack of interest in teaching the class and in the success or failure of the students. His belief was that graduate programs should be think tanks and students should not be required to perform menial tasks, like teaching, which distract from their “thinking.” She immediately noticed a sense of fatality permeating every undergraduate in the class. After everyone got a D or lower on the first exam, she dropped it thinking “Surely there is a better way to learn about economics!”

The following term she signed up again. This time she stumbled into a class taught by a “real” (meaning senior-type) faculty member - and (probably unknown to him) her inspiration to be a teaching professor. She remembers the difference being like night and day....the class content was interesting, the mood was uplifting, and he really cared about the success of his students. During an innocent enough visit to his office about a homework question - it took very little persuasion and less than 20 minutes on his part to make Penny an agriculture and resource economist for life! She switched immediately (and was assigned a desk next to the

aforementioned graduate student!) finished her M.S. in Agriculture and Natural Resource Economics and moved on to Virginia Tech, where again she says her luck held out. Penny had not considered Tech, but her husband was being recruited to do his PhD in forestry there. The faculty was unknown to her at the time, but she soon discovered she would be studying and working with a nationally respected group of economists. Penny worked with and learned from her committee co-chairs Dan Taylor, Sandra Batie, Tom Johnson and many other great faculty and graduate students. Penny had the chance to work on interesting and timely research projects related to water quality and agricultural practice issues in the Chesapeake Bay area. She received a Berg Fellow Award from the Soil and Water Conservation Society while at Tech. According to Penny, her dissertation was 2 volumes too long, most the length due to a mathematical model, which appeared to have a life of its own. Penny was also an unusual graduate student in that she insisted on taking a teaching class, the principles of which she says she uses on a daily basis still.

When her job search started she knew she wanted to go somewhere that had a strong teaching program as well as research. Penny joined the faculty at Kansas State University. Her four years there were highly productive in research centered around water quality/quantity and sustainable agriculture issues. She had a chance to teach and learning from both individual examples of outstanding teachers and from the programs supported by the university to enhance learning and teaching. During these years Penny was the recipient of the 1996 Best Research Article Award from the Journal of Soil and Water Conservation, and a Faculty of the Semester Award from the students of the College of Agriculture.

After 4 years at KSU, the opportunity to work in a small program with many teaching responsibilities and with support for research became available. She recalls many of her colleagues warning her that this could be sudden death to her career, as it was not only primarily teaching but an off-campus appointment. She took the chance and moved to her current position at Oregon State University’s Agriculture Program in LaGrande, Oregon. The

OSU Ag Program is a satellite program of 6 full-time faculty, 2 from each degree department (Range Resources, Crop and Soils, and Agriculture and Resource Economics). The enrollment varies from 130-200 students, half of which are traditionally in the AREc/ABM programs. Penny likes living amongst the Eastern Oregon University faculty, who are primarily engaged in liberal arts and teaching programs. She claims the synergies are always exciting, and only infrequently difficult for her and her students. In her seven years (“can it be that long?”) there Penny has been rewarded with excellent students, colleagues and opportunities. She feels the program has become stronger through efforts, from both campuses, to increase interaction of faculty and students. Penny continues to develop her teaching and learning skills whenever possible and been “graciously” rewarded ( Registry of Distinguished Teachers, College of Agricultural Sciences, Oregon State University; Recognition of Teaching Award, Faculty of Eastern Oregon University; 1997 National Association of Colleges and Teachers of Agriculture, Western Region Outstanding Teacher National, Teaching Fellow; 2000 Western Agricultural Economics Association Undergraduate Teaching Award: Less than 10 Years; 2000 Nominated for USDA Teaching Excellence Award). But she claims her greatest career accomplishments have been the success of her students.

Penny mentions:

*“I have been asked several times to participate in discussions concerning my approach to teaching, and sometimes my view of women in agricultural economics and teaching. I usually squirm uncomfortably, as I did while writing this column, because I don’t think that I have learned enough on how to teach nor had enough experiences to offer the required “sage” advice. I have many struggles everyday that are common to many people. “*

Academically, Penny struggles everyday with how to teach a concept that she has been teaching for 11 years. She is always looking for something new to bring enthusiasm for agricultural and resource economics to my students and to her. Teaching is a sharing of

enthusiasm, according to Penny, and her enthusiasm for the subject and for the act of sharing it cannot wane if she expects enthusiasm and curiosity from her students. She struggles with being an off-campus faculty member trying to stay current and active in research, with a very limited amount of time and budget. Penny has carried her enthusiasm for teaching and students into her service for the agricultural economics profession. She was an SS-AAEA Faculty Advisor for four years, worked with members of CWAE to begin the CWAE Undergraduate Breakfast at the annual meetings, and is active on the AAEA Teaching, Learning and Communication Committee. Penny says she has found many kindred spirits by working with these groups, finding that there is a strong advocacy for excellence in undergraduate agricultural economics teaching among the profession and its recognition is growing. Penny admits she is not as research productive as she was before this position, but she is comfortable with where the position has taken her. She received tenure and promotion to Associate Professor three years after arriving in Oregon. She is active on many local resource related committees and projects, tries to keep a small research program in natural resources and works to extend her research to include teaching topics, such as distance education.

Penny adds:

*“I am told I may have been the first and temporarily the only female in the KSU dept. and was the first and only here in the off-campus program until this year. But I’m not sure and I never thought to take the time to look back on that.”*

Penny struggles with being a mother, a wife and a faculty member like many others. Her children (ages 3 and 8) and husband are almost always found working with the Ag Club and enjoying the student activities. Her son has a particular penchant for attending events during which tractors are present. She has also been known to provide great “learning” experiences for her students interested in animals because her horses, cats, dogs, pigeons and fish are always in need of extra attention.



She states:

*"I don't believe I do anything different than any other teacher trying their best. The only battle I have really fought is the misnomer that female teachers are either "motherly" (the connotation usually being "too soft") in their relationship with students or, conversely, spend too much energy proving they can be as "tough" as the next guy. My response is to dispel the idea that a "motherly figure" is some how less desirable than a "fatherly figure" and that what students really appreciate is the presence of a degree of "humanism" in the classroom (according to Webster's New Riverside University Dictionary: an attitude concerned primarily with human beings and their values, capacities, and achievements) which is not gender specific. "*

In teaching her students, her children and in her own learning she tries to remember the difference one teacher made in her life during a 20 minute office visit.

***Apply Now  
for the  
Sylvia Lane Mentor Research  
Fellowships***

The Sylvia Lane Mentor Fellowship Fund is a special purpose fund in the Foundation of the AAEA. Its earnings are designated to fund young women professionals and graduate students to go to another institution to study with a "mentor" - an expert - to advance their own innovative research skills related to food, agriculture or natural resources.

In its history this fund has supported three mentee/mentor relationships. We are now soliciting applications for new Mentor Fellowships to be awarded in 2001/2002.

**Deadline for applications - November 15, 2001**

Fellowships are awarded to mentee/mentor pairs. *Mentee* applicants must have 1) completed an academic year in residence in an accredited American graduate degree program in agricultural economics or a closely related discipline, and 2) initiated a mentor association

with an expert in agricultural economics or closely related discipline or industry. Women with recent PhD degrees and advanced graduate students are also encouraged to apply. *Mentors* should have a PhD.

Grants defray the direct research costs, travel, and temporary relocation expenses for a new researcher to work with an established expert on an important topic of common interest. Dollar amounts range from about \$1000-4,000. We can award one or two new fellowships this year.

## ***JOB ANNOUNCEMENTS***

**Associate Director/Associate Specialist**  
Water Resources Research Center  
Arizona Cooperative Extension  
College of Agriculture and Life Sciences  
The University of Arizona

The Associate Director/Associate Specialist of the Water Resources Research Center (WRRC) will help coordinate the statewide water research, education and outreach programs. State and Federal appropriations provide WRRC with a modest financial base that the Associate Director/Specialist will help leverage to obtain additional funds for research, extension, and education. The Associate Director/Specialist will work with multidisciplinary faculty committees and a statewide advisory committee to identify research priorities, assess statewide needs, to seek out funding opportunities, and to develop strong outreach programs in collaboration with existing private, public and tribal organizations involved in water. Outreach activities include organizing an annual statewide water conference, and developing conferences and workshops throughout Arizona, in cooperation with faculty of the Arizona Cooperative Extension. The Associate Director/Specialist is expected to coordinate and provide leadership for the education and outreach activities of water related elements of the recently state funded Proposition 301 program at the University of Arizona.

An applicant should possess an earned doctorate and a record of accomplishments in a water related field. Criteria to be considered will include scholarly publications, research or outreach funding record, practical experience working with local and State water related organizations and businesses, public service, and peer recognition. A candidate should have capabilities in organization, funding, coordination of water research, outreach, and education, and have excellent communication skills. He or she should have the ability to work with the diverse community of interests in water resources, including citizens, federal, state, and local agencies, university personnel, and the private sector. As a Specialist in Arizona Cooperative Extension, the successful candidate will have a faculty appointment in a College of Agriculture and Life Sciences academic department. Interested candidates should submit a C.V. and a letter of application (along with the names, addresses, phone numbers, and e-mail addresses of three references) to:

Peter Wierenga, Chair, Search Committee,  
Water Resources Research Center, 350 N.  
Campbell Ave., Tucson, Arizona 85721. E-mail:  
wierenga@ag.arizona.edu

Review of applications will begin October 15, 2001. Applications will be accepted until the position is filled.

### **Assistant Professor, Agribusiness**

Department of Agricultural Economics and  
Agricultural Business  
College of Agriculture and Home Economics  
(CAHE)  
New Mexico State University  
Las Cruces, NM  
(Announcement #2002-6384 )

This position is a 12 month, tenure track, 75% research and 25% teaching appointment. Salary is competitive, based upon qualifications and experience. The successful candidate must have a Ph.D. (by time of appointment) in agricultural economics, economics, or closely related field. The successful candidate will be expected to develop a strong research and teaching program in the area of agribusiness, publish in a range of

outlets, participate in student advising and curriculum development, obtain outside funding, and provide service to the department, university, profession, and the state's citizens. Teaching responsibilities will be at the MS and undergraduate levels.

Applications: Initial screening will begin January 15, 2002 with a targeted fill date of July 1, 2002. Applicants should send a letter describing interest and qualifications, including research and teaching goals, as they relate to this position, and any other information that would be helpful to the search committee; curriculum vitae; official transcript of university level courses, and names and contact information for at least three references to Dr. Rhonda Skaggs, Search Committee Chair, Department of Agricultural Economics & Agricultural Business, Box 30003, MSC 3169, New Mexico State University, Las Cruces, NM 88003. 505-646-2401 (e-mail: rskaggs@nmsu.edu).

Full description of position can be found at: <http://www.nmsu.edu/~personnel/postings/faculty>. New Mexico State University is an Equal Opportunity/Affirmative Action employer. Offer of employment is contingent upon verification of selected individual's eligibility for employment in the United States.

### **Graduate Research Assistantships**

The Economics and Management of Agrobiotechnology Center (EMAC) at the University of Missouri-Columbia, has two graduate assistantships available for well-qualified students interested in an MS in Agribusiness with an emphasis in the Economics of Bio-based Agricultural Products. Stipends of \$14,000 annually are available starting Winter 2002 for 50% FTE appointments with full tuition waivers. Students will also receive a generous research budget, laptop computer, and participate in an industry or government internship program. Both US citizens and non-citizens are encouraged to apply, as are minority and female students. EMAC is a far-reaching center focusing on issues surrounding biological technologies through extensive research in agribusiness and biotechnology. Students will participate in a

program that combines rigorous economic theory, innovation management, and quantitative research methodologies, with coursework in biochemistry, plant sciences, and genetics. The program is customized to individual needs - according to interests in specific crops, bio-based products, and academic methodology. EMAC is located in the Department of Agricultural Economics in the College of Agriculture, Food and Natural Resources (CAFNR); and is affiliated with the Missouri Agricultural Product Utilization and Incubation Center (MAPUIC), Agribusiness Research Institute (ARI), the Missouri Value Added Development Center (MOVADC), and the Center for Environmental Science and Technology.

Interested individuals should ensure that the following applications and supporting materials reach us by December 21, 2001: letter of application, resume, GRE or GMAT scores, all official transcripts, three letters of recommendation, Agricultural Economics Department graduate student application, and University graduate school application. Additionally, TOEFL results are required for foreign students for whom English is not the primary language.

Send applications to:

Dr. Nicholas Kalaitzandonakes  
University of Missouri-Columbia  
125A Mumford Hall, Columbia MO 65211,  
USA

Tel.: 573 882 2831

Fax: 573 882 3958

<<http://www.emac.missouri.edu>>

**Project Director of Technology Innovation**  
Missouri Agricultural Product Utilization and  
Incubation Center (MAPUIC)  
College of Agriculture Food and Natural  
Resources  
University of Missouri-Columbia

Job Description: The Missouri Agricultural Product Utilization and Incubation Center (MAPUIC) at the University of Missouri-

Columbia has an immediate opening for a Project Director of Technology Innovation. MAPUIC assists agrifood entrepreneurs in the development of innovative business opportunities resulting from emerging technologies. The appointee will manage, coordinate, and oversee the Center's day-to-day operation, as well as supervise MAPUIC staff and consultants. In addition, the appointee will develop innovative strategies for emerging firms; will identify, develop and implement new projects; and will identify, write, and administer grants and contracts affiliated with the Center. Actively engaging key MAPUIC stakeholders including university, industry, producer organizations, and state government will be critical to ensure the Center's success.

Qualifications: A Master's degree in Agricultural Economics, Finance, MBA or related field, plus five years relevant experience, and demonstrated ability to manage are minimum qualifications. Organized individuals who can design creative solutions to a variety of problems are highly sought. Outstanding written and oral communication skills are a must. Experience of working either in or with the agrifood industry and with government agencies would be an advantage. Salary will be competitive and commensurate with experience and qualifications. Applicants should send a completed University of Missouri employment application, a curriculum vitae, a brief description of career interests, and transcripts to Keesha Jones at the University of Missouri human resources (HR) department for Project Director vacancy # JC64750.

See the HR web site for application details: (<http://web.missouri.edu/%7Ehrswww/hrsmu.htm>). For more information about the Center, see the M A P U I C w e b s i t e a t (<http://www.emac.missouri.edu/mapuic>). The University of Missouri is an Equal Opportunity - Affirmative Action Employer. To request ADA accommodations please contact our ADA Coordinator at (573) 884-7278 (e-mail: [hensonl@missouri.edu](mailto:hensonl@missouri.edu)). Closing date: Until a suitable candidate is found.

## **Area Extension Agent**

Ag Marketing

Golden Plains Area, Akron, CO

Position #38-01 -- December 5, 2001

Akron is a rural, agricultural community in northeast Colorado and is the county seat of Washington County. Akron's population is approximately 1800. Akron is in close proximity (30-40 miles) to the neighboring trade center communities of Fort Morgan, Brush, Sterling and Yuma. Akron is approximately 120 miles east of Denver, Fort Collins and the foothills of the Rocky Mountains. The Golden Plains Area is a four county partnership between Phillips, Yuma, Kit Carson and Washington counties. There are ten agents located in the Area in four offices. The population of the four counties is approximately 27,000. The predominate feature of the Area is its high plains location above the Ogallala Aquifer accommodating deep well, center pivot irrigated crop production. The Area also has significant acres of dryland crops and range. Forty-seven percent of Colorado's corn production (mostly irrigated) and 45% of the state's winter wheat and irrigated dry beans are produced in the four county Area. Spring seeded crops are becoming increasingly important in dryland systems. Alfalfa, millet, sunflower, sugar beets and potatoes are also significant crops in the Area. Livestock production is also a major economic influence. Cow/calf operations are a major enterprise in many individual or family operations. A significant portion of Colorado's large confined animal feeding operations (beef and pork) are located in the Area.

Position currently vacant. Applications (organizational application form required) and transcripts of college course work must be received or postmarked no later than December 5, 2001. Transcripts must show proof of degree(s) conferred.

More information available at:

[www.ext.colostate.edu/coop/job0138.html](http://www.ext.colostate.edu/coop/job0138.html)

**Assistant/Associate Professor of Ag. Econ.**  
University of Tennessee

This is a full-time Extension tenure-track position responsible for statewide educational programs in agricultural business organization, human resource management for farms and agribusinesses, and management of value-added agribusinesses and alternative enterprises for producers. Remaining abreast of current research and other developments in the area of work is essential. The faculty member will develop educational programs for electronic delivery, print media, conferences and workshops, and personal contacts. Acquisition of extramural funding is highly desirable. In addition to the Ph.D. in agricultural economics, excellent communications skills, knowledge of agriculture and agribusiness, and ability to work with diverse clientele groups are required. For information or to apply, contact Dan McLemore, Head, Dept. of Ag. Econ., University of Tennessee, 2621 Morgan Circle, Knoxville, TN 37996-4500. Voice: 865-974-7231, FAX: 865-974-7484, E-mail: [dmclemor@utk.edu](mailto:dmclemor@utk.edu).

**Asst/Assoc Professor of International Trade**  
North Carolina State University

The Department of Agricultural and Resource Economics (ARE) seeks a tenure-track Associate or Assistant professor to work in the area of international agricultural markets and trade, beginning Fall 2002. The individual would be expected to investigate one or more of the following areas: effects on agricultural trade of economic growth and contraction, barriers to trade, regional trading arrangements, trade and the environment, and changes in market structure and the related effects on trade. This position is a 9-month joint research (65%) and teaching (35%) appointment.

ARE also seeks a tenure-track Assistant Professor to work in the area of agricultural industrial organization, beginning Fall 2002. The individual would be expected to investigate among the following areas: industrialization of food and agriculture brought about by new types of biotechnology, innovation and industry structure, economics of genomics initiatives, contracting and vertical integration in the swine and poultry

industries, and increased value of intellectual property in agricultural production and processing. This position is a 9-month joint research (50%) and teaching (50%) appointment.

Teaching responsibilities for either position include two courses per year at the undergraduate and/or graduate level (in the jointly sponsored program with Economics). Candidate is required to have a Ph.D. in economics, agricultural economics or related field at the time of appointment. Candidate for either position should send a letter of application, resume, transcripts of all university credits, samples of published materials, and request that three letters of reference be sent to the Faculty Search Committee Chair: Dr. Michele Marra, Department of Agricultural and Resource Economics, North Carolina State University, Raleigh, NC 27695-8109. Review of applications will begin on Dec. 10, 2001, and continue until the positions are filled. Position descriptions at <http://www.ag-econ.ncsu.edu/AA/EOE>

# COMMITTEE ON WOMEN IN AGRICULTURAL ECONOMICS

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## **To Become a Member of CWAE/AAEA**

Submit a completed a membership application to the AAEA Business Office. CWAE membership is open to any member of the AAEA. Students can be CWAE members at no charge. Annual dues for professionals are \$10.00.

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The purpose of CWAE is to promote the welfare of women agricultural economists by representing their interests within the American Agricultural Economics Association (AAEA) and by engaging in activities which will encourage the professional advancement of women agricultural economists. The Board of CWAE is a special committee of the AAEA.

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