

COSSA WASHINGTON UPDATE

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WHITE HOUSE TERMS SOCIAL SCIENCE CENTRAL TO GLOBAL CHANGE RESEARCH *HS*

"In general, the social sciences will be as important as the natural sciences in improving our understanding of global change. Even when the physical and biological aspects of a problem are understood, all too often agreement is lacking on the underlying social, behavioral, and economic causes and consequences of an action."

These sentiments, offered up April 11 by presidential science adviser D. Allan Bromley, foreshadowed one of the major themes of the White House Conference on Science and Economics Research Related to Global Change. The conference was held in Washington on April 17 and 18.

Conference speeches by President Bush, Council of Economic Advisors Chairman Michael Boskin, and Bromley made clear that global change research will not be left to the physical and natural sciences. The arguments of NSF Social and Economic Division Director Roberta Miller, former Sigma Xi President and COSSA Board Member Thomas Malone, and other social science advocates have apparently found champions in the Bush administration.

Although the major focus is on economic research, Bromley, who serves as director of the Office of Science and Technology Policy, also suggested that "the behavior of human beings, economically and politically, will be a major determinant of future changes in the environment." Such views suggest a prominent role for behavioral research.

The central role of economic research in the global change initiative pervaded the conference. Boskin called for the integration of economic and physical science research to "design policies that will produce both a healthy environment and a sound economy." He particularly stressed the need for

economic inputs in global climate models. Research is also necessary, he said, on the economic costs of reducing carbon dioxide emissions. Boskin noted the need for economic growth but drew attention to the environmental consequences such growth can have in developing countries.

Sounding the same note, Bromley suggested that, "In a very real sense, we should perhaps look on economics as the glue that binds scientific understanding of global change to the policies - both national and international - that we adopt to address this issue."

The Bush administration's FY 1991 budget proposal would increase funds for global change research to more than \$1 billion. Only \$15 million, however, is earmarked for research on the human dimensions of environmental change. Given recent rhetoric, social and behavioral science supporters hope to convince administration budget makers to enhance those funds.

HOUSE PANEL SCRUTINIZES CRIME STATISTICS AGENCIES *JT*

Concerned that Congress is "flying in the dark" when legislating on criminal justice issues, Rep. Charles E. Schumer (D-NY) grilled Justice Department officials April 19 on the quality and collection of American crime statistics. Chairing a hearing of

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the House Judiciary Criminal Justice Subcommittee, Schumer prodded witnesses on the problems afflicting federal crime statistics programs.

"Detailed statistical data on crime rates, convictions, sentences, recidivism, and other useful categories are simply not available," Schumer contended in his opening statement. "And even what is available appears to be inconsistent."

Supporting Schumer's point was the hearing's first witness, Lowell Dodge of the General Accounting Office (GAO). Director of GAO's Administration of Justice Issues program, Dodge offered the committee a detailed critique of statistical programs within the Department of Justice. Focusing on the Bureau of Justice Statistics (BJS) and the Federal Bureau of Investigation (FBI), Dodge's testimony described a variety of problems surrounding the accuracy and accessibility of federal crime statistics.

Dodge urged caution in interpreting FBI and BJS crime statistics, noting that significant disparities exist between the two agencies's statistical products. Failure to account for the methodological differences between BJS and FBI data collection, he said, could lead to incorrect or unwarranted policy conclusions. "We [GAO] are concerned," Dodge said in his testimony, "that having programs with similar objectives that report disparate results could lead to a situation where policymakers embrace the report which supports their particular point of view."

Dodge's testimony also focused on problems associated with state criminal history systems. Identifying problems with data quality, completeness,

consistency, and automation, Dodge questioned the reliability and usefulness of state crime information systems. Such failings, he continued, "could compromise criminal justice decisionmaking." Since both BJS and FBI rely on state, county, and local data, weaknesses in state programs directly affect the products of federal crime information programs.

Acting BJS Director Joseph Bessette defended his agency's work to the committee, describing in detail the bureau's various programs and products. Probed by Schumer on the clearance process for reports and press releases, Bessette averred that no political influence had ever been brought to bear during his years at BJS.

Also testifying before the panel was J. Harper Wilson, chief of the FBI's uniform crime reporting program. Following Bessette's lead, Wilson focused on the past and future accomplishments of federal crime statistical programs, specifically pointing out the FBI's new National Incident-Based Reporting System (NIBRS). The new system will expand the number of crime categories reported by the FBI and increase the detail available on specific offenses, arrestees, and victims.

CROSS OUTLINES OERI STRATEGY FOR EDUCATION REFORM

Christopher Cross has headed the Education Department's Office of Educational Research and Improvement (OERI) throughout most of President Bush's much ballyhooed education initiative. As education has assumed its position atop the rhetorical, if not the actual, policy agenda, Cross has striven to enhance the agency's role in the administration's ongoing crusade. For many years the department's poor stepchild, OERI now finds itself at the center of efforts to improve America's battered education system.

Following last September's education summit in Charlottesville, Va., Cross described research and development as "critical to improving American education." In a memo laying out a "four-pronged multi-year strategy for OERI," Cross predicted a major role for his agency in future reform efforts. The Bush administration seems to agree, proposing major increases in the research (10 percent), statis-

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tics (84 percent), and assessment (11 percent) portions of OERI's FY 1991 budget.

Cross' plan emphasizes the need for reliable, accurate, and timely statistical information about U.S. schools. A proposed funding increase for the National Center for Education Statistics (NCES) would allow for improvements in the comprehensiveness and comparability of data published in the center's two major publications, *Condition of Education* and *Digest of Education Statistics*. During the next few years, center officials say they plan to improve data on school dropouts, teacher characteristics, and postsecondary education. Cross has also voiced hope that NCES will launch new data collections on education in preschool and daycare settings.

In addition to knowledge of school characteristics, education statistics are needed to assess what students are actually learning, according to reformers. The National Assessment of Educational Progress (NAEP) has become the "nation's report card," and it will soon be expanded to allow state-by-state comparisons of student achievement. (Enabling governors to brag about or excuse, as the case may be, the smart/dumb kids in their states.)

The NAEP Governing Board, chaired by Cross' predecessor Chester 'Checker' Finn, is trying to increase NAEP's focus on "higher order" thinking

and problem solving. Recent NAEP figures indicate some success for the "back to basics" movement popular in education circles not long ago. But students are failing, according to NAEP results, to apply any of that "basic" knowledge to problem solving.

In addition, international assessments (such as those showing Singapore to have the best biology students in the world, while the United States ranks behind both Poland and Hungary) will remain a NAEP focus, allowing officials to measure U.S. progress against the rest of the world.

OERI's major effort in 1990 will be its competition for 18 major research centers. (See box below for center topics.) The new centers will join seven ongoing counterparts at the core of OERI research efforts. The Field Initiated Studies program is scheduled for a slight expansion during the next few years.

Cross has also called for a national strategy on the dissemination of information on education research, practice, statistics, and assessment. OERI plans to sponsor high-profile meetings, he said, as well as exhibits, demonstrations, and workshops across the country. These activities, according to Cross, will equip parents, educators, and community leaders with the latest research results and applications.

OERI RESEARCH CENTER TOPICS FOR 1990 COMPETITION

Topics for the 18 new OERI research centers are as follows:

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| 1. Research on Dissemination and Knowledge Utilization | 10. Teacher Performance, Evaluation, and Educational Accountability |
| 2. Assessment, Evaluation, and Testing | 11. Education Policies and Student Learning |
| 3. Families, Communities, and Children's Learning | 12. Adult Literacy |
| 4. Education in the Inner Cities | 13. Education Quality of the Workforce |
| 5. Cultural Diversity and Second Language Learning | 14. Organization and Restructuring of the Schools |
| 6. Writing and Literacy | 15. Mathematics Teaching and Learning |
| 7. Student Learning | 16. Science Teaching and Learning |
| 8. Learning to Teach | 17. Education Finance and Productivity |
| 9. Postsecondary Learning, Teaching, and Assessment | 18. Literature |

Continuing Centers

The 18 new OERI centers will join eight continuing counterparts.

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|---|--|
| 1. Reading Research and Education | 5. Technology in Education |
| 2. Research on the Context of Secondary School Teaching | 6. School Leadership |
| 3. Learning and Teaching of Elementary Subjects | 7. Research in Effective Schooling of Disadvantaged Students |
| 4. Educational Leadership | 8. Education of Gifted and Talented Children |

Finally, Cross noted the need for increased interaction and cooperation among federal education agencies. The new Federal Coordinating Committee on Science and Technology, through its panel on human resources and education chaired by Energy Secretary James Watkins, is one mechanism to expand federal cooperation on science and mathematics education. Additional interagency committees will work on other topics.

Many of Cross' plans are contingent on budget support from a reluctant Congress. Lawmakers have been unwilling in recent years to significantly boost funding for education research and statistics. In FY 1980, the department spent \$84 million on these areas, as compared to \$78 million in FY 1989. FY 1990 funding climbed to \$95 million, with most of the increase for NAEP, but education research still faces an uphill budget battle.

CHENEY OPPOSES RESTRICTIONS ON NEH REGRANTING PROCESS

For almost a year, controversy has engulfed the National Endowment for the Arts (NEA). Sparked by NEA's support for a Robert Mapplethorpe photography exhibit, the brouhaha has threatened to disrupt the endowment's peer review process. Concerns that such threats might spread to the National Endowment for the Humanities (NEH), however, were partially allayed April 5 as the Senate began hearings on reauthorizing NEH. Administration and academic witnesses were united in their support of academic and artistic freedom.

Questions about government involvement in the grantmaking process were not wholly absent from the hearing. In fact, the NEH reauthorization process is dominated by the endowment's regranting mechanism. The FY 1990 budget, passed this summer amid the Mapplethorpe turmoil, included language restricting NEH's authority to make secondary grants. The hearing's message, however, was clear: such government intrusion into academic and artistic issues limits creativity. According to the session's witnesses, regranting mechanisms in place before last summer should be reinstated.

Senator Claiborne Pell (D-RI) chaired the hearing of the Education, Arts, and Humanities Subcom-

mittee. Speaking to a packed committee room, NEH Chairwoman Lynne Cheney testified against major revisions of the endowment's enabling legislation. When asked by Pell her opinion on regranting authority, Cheney contended that NEH had been forced to look over the shoulder of its grant recipients. Arguing that such organizations are capable of making their own decisions, Cheney called for "a return to the status quo ante."

Cheney's statement was echoed by Brown University President Vartan Gregorian, who praised President Bush's position that government should not censor the arts or humanities. Other witnesses joined the chorus opposing restrictions on the endowment's grantmaking process.

Harmony among the witnesses disappeared, however, on the subject of financial aid for Ph.D. candidates. Dr. John D'Arms, dean of graduate studies at the University Of Michigan, argued that NEH should offer support for graduate students. Citing the increasing length of time needed to complete a Ph.D., the prohibitive cost of extended education, and anticipated shortages of university faculty, D'Arms found support among the other academic witnesses, including Gregorian and Dr. Theodore Ziolkowski, dean of Princeton University's graduate school.

D'Arms' proposal, however, got a chilly reception from Cheney. Disputing the likelihood of future faculty shortages, Cheney opposed using NEH resources for graduate financial aid.

NEH's 1985 reauthorization required the agency to develop a national system of data collection. John D'Arms, dean of the University of Michigan graduate school, charged NEH with an inadequate response to this congressional directive. Citing the need for information on humanities students and curricula, D'Arms offered three suggestions to improve NEH data collection. First, he said, Congress should reiterate the relevant language of the 1985 legislation in this year's reauthorization bill. Second, NEH should be instructed to reestablish a small grants program to encourage data collection and analysis. Finally, he continued, Congress should establish a standing advisory committee to NEH focused on humanities statistics.

SOURCES OF RESEARCH SUPPORT: NATIONAL INSTITUTE OF JUSTICE

COSSA provides this information as a service and encourages readers to contact the agency for further information and application materials. Additional application guidelines and restrictions may apply.

Office of Justice Programs

A great deal of attention has been given in recent years to innovative weapons in the war against drugs. Programs such as stings, seizure of property, special drug courts, boot camp correctional programs, and citizen patrols are touted as the new solutions to drug abuse and drug-related crime. Little is known, however, about the long-term effectiveness of these tactics.

The National Institute of Justice is offering grants for the evaluation of programs which offer promising solutions to drug-related problems. Programs can be related to interdiction, prosecution, incarceration, or deterrence. The purpose of the grants is to evaluate various programs so as to identify effective solutions to drug and crime problems.

Budget: Up to \$2 million will be available for these awards. Individual awards will range between \$50,000 and \$500,000.

Deadlines: Proposals must be received by June 6, 1990

Contact: Mr. Frank Vaccarella
The Office of Communication and Research Utilization
National Institute of Justice
Room 800
633 Indiana Avenue, NW
Washington, DC 20531

CENSUS BUREAU SEEKS PAPERS FOR 1991 RESEARCH CONFERENCE

The U.S. Census Bureau seeks papers for its Annual Research Conference to be held in Washington in March 1991. The conference will feature papers on topics related to a broad range of Census Bureau research interests.

Papers may address methodology, empirical studies, or other relevant issues. A conference proceedings volume containing all papers and discussions will be prepared. Papers must be original and not previously published or disseminated.

Presenters will receive a fee for manuscript preparation, as well as reimbursements for transportation to the conference. To have a paper considered for presentation, send a 500-word abstract to:

Lynn Weldman
Conference Chair
Statistical Research Division
Bureau of the Census
Washington, DC 20233

CONGRESSIONAL FELLOWSHIPS OFFERED FOR SOCIAL SCIENTISTS

Washington fellowships can help bridge the sometimes formidable gap between academia and public policy. Several of COSSA's Members and Affiliated organizations offer fellowships for social and behavioral scientists interested in the public policy and interdisciplinary implications of their profession. Fellowships may focus on congressional activities, or they may involve experience in executive branch departments and agencies. Prospective applicants should begin thinking now about fellowships for the 1991-1992 academic year.

In this issue of UPDATE, COSSA spotlights Washington fellowships focused on Congress. (Subsequent issues will highlight a variety of non-congressional fellowships also centered in Washington.) Most congressional fellows take positions on the staff of a member of Congress or a congressional committee. Assignments typically include research, briefings, speechwriting, and communication with lobbyists or constituents.

American Anthropological Association (AAA)

AAA Congressional Fellows are placed with a congressional staff for a ten month period. The program begins in November with a one month orientation. Fellows are then assigned to two consecutive staff positions, one in each house of Congress. The staff assignments are each four and a half months in duration, and a \$25,000 stipend is provided.

Candidates must be doctoral level anthropologists and be members or fellows of the association. Applications must be received by February 15, 1991.

Contact: Judith Lisansky
Congressional Fellowship Program
American Anthropological Association
1703 New Hampshire Ave., NW
Washington, D.C. 20009
Tel. (202) 232-8800

American Historical Association (AHA)

The Library of Congress and the AHA jointly sponsor the J. Franklin Jameson Fellowship in American History to support scholarly research in the collections of the Library of Congress. The fellowships span one academic semester and include stipends of approximately \$9,000.

The AHA program is designed for young historians early in their careers. Applicants must have received a Ph.D. or equivalent within the last five years, but must not have published a book-length historical work. The application deadline is March 1, 1991.

Contact: Ms. Robin Hannemeyer
J. Franklin Jameson Fellowship
American Historical Association
400 A St., SE
Washington, DC 20003
Tel. (202) 544-2422

American Political Science Association (APSA)

APSA's Congressional Fellowship Program begins with a one month orientation period in November, followed by two office assignments of four and a half months each. The program incorporates speakers and activities related to various areas of government and features office assignments with both houses of Congress. Fellows receive a \$20,000 stipend and additional travel allowances.

Political scientists who have completed their Ph.D. within the last fifteen years are qualified for the program. Applications must be received by December 1, 1990.

Contact: Kay Sterling, Administrative Director
Congressional Fellowship Program
American Political Science Association
1527 New Hampshire Ave., NW
Washington, D.C. 20036
Tel. (202) 483-2512

American Psychological Association (APA)

APA Fellows spend one year working on the staff of a Member of Congress or congressional committee. Together with other congressional fellows, they attend an orientation program and seminar series addressing scientific issues and public policy. The appointment begins on September 1. APA provides a \$29,000 stipend and \$2,500 relocation allowance.

Applicants must be members of APA and have a doctorate in psychology with a minimum of two years post-doctoral experience preferred. The application deadline is November 15, 1990.

Contact: Brian Wilcox, Congressional Science Fellowship Program
Office of Public Interest Legislation
American Psychological Association
1200 17th St., NW
Washington, D.C. 20036
Tel. (202) 955-7673

American Association for the Advancement of Science (AAAS)

AAAS offers Congressional Science and Engineering Fellowships to natural or behavioral scientists. Assignments with a congressional staff begin in September and last one year. Fellows also participate in an orientation on congressional and executive branch operations and a year-long seminar program on issues involving science and public policy. The fellowship includes a \$38,000 stipend plus relocation and travel expenses.

Candidates should be postdoctoral to mid-career scientists in physical, biological or behavioral science or engineering. The application deadline is January 15, 1990.

Contact: Chris McPhaul
Congressional Science and Engineering Fellows Program
American Association for the Advancement of Science
1333 H St., NW
Washington, D.C. 20005
Tel. (202) 326-6600

American Anthropological Association
American Economic Association
American Historical Association

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