

Appendix to Section 2

Gatton College of Business and Economics Mission and Strategic Plan for 2007-2012



GATTON COLLEGE: STRATEGIC PLAN 2007-2012



Hands on. Real World.

Gatton
COLLEGE OF BUSINESS & ECONOMICS
UNIVERSITY OF KENTUCKY



Table of Contents

Mission & Values.....	3
Introduction.....	4
Goal 1: Achieving Growth.....	5
Goal 2: Preparing World-Ready Students.....	7
Goal 3: Enhancing Intellectual Capital.....	9
Goal 4: Embracing Diversity.....	13
Goal 5: Engaging Kentuckians.....	14
Resource Requests.....	15
Exhibit 1.....	16
Appendix 1.....	19
Appendix 2.....	21
Appendix 3.....	23
Appendix 4.....	27
Appendix 5.....	31
Appendix 6.....	33
Appendix 7.....	35
Appendix 8.....	36
Appendix 9.....	40
Appendix 10.....	41
Appendix 11.....	42

Statement of Mission and Values

Mission

The Gatton College of Business and Economics is focused on enriching people's lives by creating and disseminating intellectual capital through excellence in teaching, research, and engagement. The Gatton College's intellectual domains within the University are the intellectual disciplines of business and economics. Across these disciplines the College:

- Expands knowledge through research, scholarship and creative activity
- Facilitates learning, informed by scholarship and research
- Serves a global community by disseminating, sharing and applying knowledge
- Promotes human and economic development that improves lives within Kentucky's borders and beyond.

Values

The values of the University of Kentucky guide our decisions and behavior. Our core values are:

- Integrity
- Academic excellence and freedom
- Mutual respect and human dignity
- Diversity of thought, culture, gender, and ethnicity
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Sensitivity to work-life concerns
- Civic responsibility

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission & Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World- Ready Students

Goal 3: Enhancing Intellectual Capital

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



Gatton College of Business & Economics Strategic Plan 2007-12

In today's global knowledge economy the pace of competition is accelerating. Ideas are being turned into new products and services at an ever increasing pace. Jobs and capital move quickly across state and national boundaries, transforming communities as they take advantage of new sources of talent and low cost production. Over the next several decades, a keen understanding of global economic forces, expert talent that can effectively manage long supply chains that span across multiple cultures and countries, and an entrepreneurial perspective that can identify and exploit new market opportunities will be the key drivers of success for individuals as well as states in this new "flat world". This combination of vision, skills and abilities is uniquely nurtured in schools of business and economics. The Commonwealth's strength and prosperity therefore depend on the quality of its intellectual capital in the areas of business and economic education. To answer Kentuckians' call to educate their children, support their businesses, and strengthen their communities through economic development requires the University through the Gatton College to provide a readily available source of intellectual business and economics capital.

It is for these reasons that we have to be a world-class business school, one that offers students a transformative experience, advances our understanding of business competitiveness through cutting-edge research and improves the lives of all Kentuckians through active engagement with the business and nonprofit community in ways that enhance understanding while generating opportunity and prosperity.

To build a College of Business and Economics that is consistent with our aspirations, the University's strategic plan, and the President's Top-20 business plan we propose to use the resources generated by our anticipated enrollment growth to make focused investments in the intellectual capital (see Goal III) necessary to enhance our national prominence and international presence through a commitment to continuous improvement of our innovative programs, publication of state-of-the-art research and proactive engagement.

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission & Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World- Ready Students

Goal 3: Enhancing Intellectual Capital

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



Goal I – Leverage Anticipated Enrollment Growth to Enhance our National Prominence and International Presence

The realization of the enrollment increases anticipated by the President's Top-20 plan will change the College. The President's Plan calls for the University to add another 7,000 students by 2020. Currently, the Gatton College accounts for over 18% of all undergraduate degrees awarded at the University of Kentucky (over 12% of undergraduate majors at any time). We use the assumption of proportional growth, as directed by the Provost, for our projections.

Thus, we would expect to add another 800 students to our base by 2020, about 730 of whom would be undergraduates. To bring our student to teacher ratio in line with our benchmarks and accommodate the increased demand for business courses anticipated by the Top-20 plan will require an additional 20 faculty by 2012 and an additional 30 faculty between 2012 and 2020 (see Exhibit 1). These calculations assume no change in the College's admissions standards. Our analysis also suggests that the revenue generated by these enrollment increases will match the costs of employing the additional 50 faculty (see Exhibit 1).

To achieve our aspirations will require us to use the resources generated by this anticipated enrollment growth to hire "top-twenty" research faculty. An analysis of publication by top-twenty public business and economics departments between 2000 and 2005 suggests that by hiring as effectively as those institutions and paying comparable market salaries we can reach the top 15 in each of our academic areas with an investment of about 50 faculty lines. (This represents only 8% of the total of 625 faculty lines expected to be allocated throughout the University by 2020.) Taken with the data in Appendix 1, this strongly suggests that the Gatton College's share the University's anticipated enrollment growth will generate the resources necessary for us to hire the faculty necessary to reach "top twenty" status in research productivity in premier business and economics journals by 2020. In short, the Top 20 business plan supports a Top 20 Gatton College.

Objectives:

1. *The Gatton College will achieve excellence in all its endeavors, in accordance with the Top 20 Business Plan.*

To attain Top 20 status, the Gatton College must achieve excellence in all of its academic programs and support units. Our aspirant business schools excel by having faculty members who regularly publish in premier academic journals, provide leadership in national organizations, transmit knowledge through innovative programming, expand student horizons through transformative experiences, provide first-rate career counseling and placement services, and engage with the professional community and public stakeholders in ways that form the basis for expanded opportunities and ensured prosperity. This will require every academic and support unit in the Gatton College to periodically take stock of emerging trends in their areas, and make strategic decisions about how to attain further excellence in a manner that is congruent with the College and University strategic plans.

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission & Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World-Ready Students

Goal 3: Enhancing Intellectual Capital

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



2. The Gatton College will secure the facilities necessary for faculty to provide state-of-the-art business and economics education to an expanded student body.

Contemporary business education demands technologically rich environments that support peer-to-peer learning and facilitate active discovery. To accommodate this pedagogy and meet the anticipated increase in students and faculty over the planning horizon and beyond requires a new facility that offers multi-tiered classrooms of adequate size, break out rooms for class discussion and collaboration, technology commensurate with that found in peer institutions and experiential based platforms (e.g., trading floors, multidimensional managerial assessment centers) that allow students to hone important skills. The Gatton College must bring its capital campaign to a successful conclusion and secure a new facility to meet the challenge of becoming a top-20 institution.

3. The Gatton College will recruit twenty additional faculty members to teach a larger student body and enhance substantially its research and engagement efforts.

The Gatton College will expand its faculty by twenty lines by 2012 to achieve a competitive student-to-faculty ratio in the face of projected increases in student demand and build the foundation for rapid advancement in improvement in the quality of its academic mission. The new faculty will be allocated across the College according to programmatic need and will be expected to engage in world-class research, teaching and engagement that support the economic development of the Citizens of the Commonwealth of Kentucky.

4. The Gatton College will offer competitive salaries, teaching loads, research infrastructure and first-rate professional staff support.

The competition among schools for quality faculty is fierce and likely to intensify in the coming years as an aging faculty retires and the pool of new talent remains relatively small. Not only are base salaries rising rapidly, but compensation packages frequently include summer support for the most productive scholars. Compensation is important, but faculty also value research support, professional staff that effectively support academic programs and the ability to organize their teaching obligations in ways that free time for research. Thus it is imperative that the College provide productive scholars with salaries, teaching loads and schedules, and research and administrative support that are comparable to what is received by similar faculty at top-twenty public institutions.

5. The Gatton College will aggressively seek to expand its endowment to support its programs and attract and retain nationally prominent faculty.

State-funds and tuition and fees from premium programs are unlikely to be sufficient to fund all of our needs and attract and retain the high-quality faculty necessary to achieve our goals. Thus, it is imperative that we continue to aggressively pursue gifts and endowment income to fund endowed faculty positions, support research and innovative teaching, deserving students, and other significant College activities.

**Gatton College of
Business & Economics
Strategic Plan Goals**

**Statement of Mission &
Values**

Introduction

Goal 1: Achieving Growth

**Goal 2: Preparing World-
Ready Students**

**Goal 3: Enhancing Intellectual
Capital**

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



Goal II - Prepare Students for Leadership in the Knowledge Economy and Global Society

The Gatton College's chief responsibilities are to provide students with an understanding of the world economy, the essence of competitiveness and collaboration, and how they may differentiate themselves and prosper in a global society. As the University's strategic plan notes:

"In a world where jobs and knowledge flow freely across industries and national boundaries, the success of University of Kentucky graduates demands an education that prepares them to participate effectively in an increasingly interdependent global economy and society. Kentucky's success in this global economy depends on a broadly trained workforce and well-informed society."

Achieving this goal requires a multi-disciplinary approach that helps students at all levels develop sound research skills, integrate knowledge from different academic areas, expand their horizons through exposure to a diverse set of experiences and challenges them to go beyond their comfort zone in an effort to develop new insights and add market value. These skills will be critical to students' professional development in their field and to the Commonwealth as it strives to enhance its competitiveness and prosper in the global economy.

Objectives:

1. *The Gatton College will enhance its Ph.D. programs to become a competitive provider of faculty talent to peer and aspirant institutions.*

The impending retirement of many business school faculty and the relatively modest supply of new Ph.D. students is both a threat and an opportunity for the College. The terms and conditions of employment commanded by faculty is certain to rise and put pressure on college resources, but it also offers the College an opportunity to become a key provider of new talent to the market and reap the reputational benefits of recruiting and training high caliber Ph.D. students who can be placed at peer and aspirant institutions. Accomplishing this goal will require us to ensure that senior hires are of sufficient stature to attract, train and place students. It will also require student stipends and research support that is commensurate with our aspirant group.

2. *The Gatton College will ensure that its MBA programs remain innovative, rigorous and market-relevant.*

MBA programs remain the most externally-visible educational offering for business schools in the United States. They are the currency upon which reputation is built and it is imperative that the College constantly fine-tune its MBA programs to meet emerging needs and help differentiate students in the marketplace. Top-Twenty business schools have top twenty MBA programs. Thus continuing to refine and improve these programs is a key to achieving national prominence.

3. *The Gatton College will address the need for more certified accounting professionals with an innovative new masters program targeted at non-accounting undergraduates.*

To meet the critical need in the Commonwealth for more accounting professionals,

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission & Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World-Ready Students

Goal 3: Enhancing Intellectual Capital

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



the Von Allmen School of Accounting will develop an innovative MS program that can train non-accounting undergraduate students for employment in the profession. Combining this new program with the Von Allmen School's already highly regarded and nationally recognized CPA exam pass rate is sure to assist in providing the accountancy professionals drastically needed by the Commonwealth. Accomplishing this goal will require investment in both faculty and staff positions (see Appendix 1).

4. *The Gatton College will provide a structured, efficient, and cutting-edge undergraduate program that creates a close nexus between teaching, research and engagement.*

Increasingly undergraduate business education is becoming a global commodity. American trained faculty members are providing the same curriculum to students around the world. To effectively compete in this market and capture the attention of ranking bodies will require us to differentiate our undergraduate program. Also as the single greatest consumer of teaching resources in the College now and in the future, it is imperative that our undergraduate program provide students with the business fundamentals, leadership experiences, and key differentiators they need to secure high-quality entry level positions in business in as efficient a manner as possible. By linking cross-disciplinary training to our research foci, and providing innovative enrichment opportunities (see objective 5), we can enhance the reputation of the College and the value proposition to our students.

5. *The Gatton College will provide innovative enrichment and cross-disciplinary programs that attract high quality students and prepare them for leadership positions in the global economy.*

To attract the best students and prepare them for the global economy requires meaningful research, leadership and experiential opportunities at all levels. The College must build on such efforts as its Global Scholars Program, Mathematical Economics program, FLIE program and Scholars in Engineering and Management program to offer signature experiences that are of value to potential students and employers alike.

6. *The Gatton College will continue to work to expand its international presence through joint programs, study abroad opportunities, and greater internationalization of the curricula.*

As the University strategic plan notes, "being a Top 20 university in the 21st Century means being engaged effectively in the international educational marketplace." We continue to believe as we did in our last strategic plan that national prominence will require international presence through joint programs, study abroad opportunities and greater internationalization of curricula. Toward this end, we have set a goal for having increasing numbers of our undergraduate students participate in some study abroad experience once during their four years at UK. We will also work to strengthen and extend our relationships with partner institutions at the Masters level and offer faculty more opportunities to teach abroad and build research relationships with faculty from our partner institutions.

**Gatton College of
Business & Economics
Strategic Plan Goals**

**Statement of Mission &
Values**

Introduction

Goal 1: Achieving Growth

**Goal 2: Preparing World-
Ready Students**

**Goal 3: Enhancing Intellectual
Capital**

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



Goal III - Enhance Intellectual Capital through Growth in Business and Economic Research

The Gatton College consists of three academic units. They are: the Von Allmen School of Accountancy, the Department of Economics, and the School of Management. A statement describing each unit and its plans for areas of emphasis/focus in future faculty hires to help achieve the University's Top 20 goals are provided as Exhibits x, y and z, respectively. Each unit will seek to build its research faculty strength as per their foci summarized below by leveraging the resources made available by enrollment growth (see attached Appendices 1-6). Additional resources, beyond the enrollment growth based resources, will be needed to further bolster, in priority order, the following special research based initiatives:

1. LINKS: International Center for the Study of Social Networks in Business
2. University of Kentucky Center for Organizational Governance (KYCOG)
3. Center for Business and Economic Research (CBER) and the UK Center for Poverty Research (UKCPR)

The Von Allmen School of Accountancy

The Von Allmen School of Accountancy offers undergraduate, masters and Ph.D. programs related to accounting. It is a significant source of accounting professionals for the Commonwealth of Kentucky and houses fifteen faculty with a wide variety of interests ranging from auditing and corporate governance to financial accounting and tax (for more details see Appendix 7).

Objectives:

1. *The Von Allmen School will seek to enhance its national prominence through the creation of the University of Kentucky Center for Organizational Governance (KYCOG).*

We plan to be focused in our hiring and propose the creation of the University of Kentucky Center for Organizational Governance (KYCOG). Sound, responsible and ethical managerial, legislative, and investor decision making requires reliable, transparent information and control systems. This requirement is evident from recent federal legislation such as the Sarbanes-Oxley Act that responded to the financial scandals of the 1990s. We propose to provide much need intellectual leadership in corporate governance.

2. *The Von Allmen School will strengthen its capacity to provide state-of-the-art Ph.D. education.*

Across business schools, there has been a significant decline in the number of academically qualified faculty in accountancy. This is due to retirements and a significant decline in the number of doctoral degrees being awarded. This problem is exacerbated by the shrinking proportion of domestic students enrolling in U.S. doctoral programs in accounting. The Von Allmen School is impacted in two ways. The steady-state size of our doctoral program is highly dependent upon the number of senior faculty available to supervise and chair dissertations. With only two full professors (in addition to a full professor serving as School director), our ability to serve more students is impaired. The Von Allmen School faces both

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission &
Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World-
Ready Students

Goal 3: Enhancing Intellectual
Capital

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



opportunities and challenges regarding our doctoral program and attracting new faculty. We need to add senior faculty and strengthen our PhD program to both attain national prominence and to serve the significant deficit in undergraduate degrees awarded in Accountancy not only in Kentucky but in the nation as well.

Department of Economics

The Department of Economics is the primary source for education and research on the operation of market economies at the University of Kentucky. The department houses twenty-one faculty and its varied programs that include a Ph.D., Masters, and undergraduate programs in Business & Economics, in Arts & Sciences, as well as joint programs in Foreign Language and International Economics (FLIE) and Mathematical Economics. Thus, the Department has well established linkages to other units across campus, both at the undergraduate and graduate levels.

Undergraduate majors in the Department have grown sharply for a decade (for more details see Appendix 8).

Objectives:

- 1. The Department of Economics will seek to enhance its national prominence by strengthening its established reputation in: (a) Economic Welfare and Economic Development; (b) The Economics of Strategy and Organization; and (c) The Global and Macro Economies.*

The Department has a long-established reputation for its empirical and applied emphasis. In fact, the last National Research Council ratings (in 1993) ranked the Department in the top quarter of all departments (26.5 of 107 programs) in publication citations per faculty member. By this measure the faculty ranked 11th among economics departments in public universities. To build on this strength in a focused manner, we propose to invest in three strategic groups. The Economic Welfare and Economic Development area is focused on policy questions arising in labor and health economics involving education, income, poverty, and health care and on economic development issues in public economics, environmental economics, and urban economics. The research in this area is especially relevant in addressing many issues noted by Provost Subbaswamy and President Todd, such as poverty, education, health and welfare, and economic development. Furthermore, faculty in this area have interdisciplinary connections across campus and have been quite successful in obtaining external funding.

The Economics of Strategy and Organizations addresses fundamentals – principal-agent theory, transactions cost analysis, industry analysis, and game theory and strategy – that underlie many business problems. Thus, in addition to being an important part of the economics graduate program, courses in this area very popular among graduate students in business administration. Also, there are potentially close connections to applied research funding opportunities through the Sloan Foundation Center for the aluminum industry located at UK.

The Global and Macro Economies addresses international economics issues, macroeconomic issues, and the link between them and are core to any doctoral program in economics. The topics addressed by this group also are fundamentally connected to broad business concerns such as business cycles both here and abroad and with international commerce issues such as exchange rate risk and international capital flows. The University's stress on our place in the global economy entails a focus in this area.

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission & Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World- Ready Students

Goal 3: Enhancing Intellectual Capital

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



The Department of Economics already has established a solid national reputation in each of the three strategic groups. Going forward, our plan is to strengthen the areas where we already have established scholars to build on synergies that, to some extent, are already in place.

2. *The Department of Economics will strengthen its capacity to provide state-of-the-art Ph.D. education.*

All reputable doctoral programs in economics cover the fundamental areas of microeconomics, macroeconomics, and econometrics. Our approach of focusing in the areas discussed in point 1 enables us to be broad enough to provide sound training in the fundamentals and yet have enough focus to move us to substantially greater prominence with a reasonable investment. Building in this manner “plays to our strengths” and also is expected to serve us well in enhancing our various Masters’ and undergraduate programs

3. *The Department of Economics will further enhance its external funding and research reputation through expansion in CBER and UKCPR.*

In addition to growth in the core areas, the Department will expand its external funding through investment in two research centers. These two highly-regarded centers have missions closely tied to the research focus discussed in point 1. Together, the centers received over \$1 million in external funding last year, support numerous graduate students, and maintain interdisciplinary ties through the College and University.

The Center for Business and Economic Research (CBER) conducts a variety of applied business and economic research projects and provides consultation services to government agencies, businesses, media outlets, and the general public. The CBER research program primarily involves faculty in economics, but because some projects require other business perspectives, CBER occasionally reaches out to faculty in other units in the Gatton College. CBER already conducts nationally prominent research for various federal and state agencies on such issues as economic development, workforce development, health policy, and entrepreneurial activity; all areas of great importance to Kentucky. An expansion of CBER’s role is a natural area for additional funding as the University moves forward.

The UK Center for Poverty Research addresses one aspect of what President Todd refers to as the “Kentucky Uglies.” The UKCPR was established in 2002 as one of three federally designated Area Poverty Research Centers with core funding from the U.S. Department of Health and Human Services. The Center employs a multidisciplinary approach to the causes, consequences, and correlates of poverty and inequality in the southern United States. UKCPR staff and faculty affiliates reflect the cross-disciplinary emphasis of the research agenda, with representatives from economics, political science, public health, public policy, social work, and sociology. In fact, UKCPR has 30 faculty affiliates across seven colleges and has provided over \$200,000 in grants to UK faculty. The UKCPR has already achieved national prominence in poverty research. It fits in well with an economics department that has an applied microeconomics emphasis. Additional resources for hiring faculty in economics and other disciplines would enhance an already well-established national reputation in this key area of research.

**Gatton College of
Business & Economics
Strategic Plan Goals**

**Statement of Mission &
Values**

Introduction

Goal 1: Achieving Growth

**Goal 2: Preparing World-
Ready Students**

**Goal 3: Enhancing Intellectual
Capital**

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



School of Management

The School of Management is currently composed of four areas (DSIS, Finance, Management, and Marketing) that together serve the bulk of the College's undergraduate majors, and MBA students. The School of Management along with the Von Allmen School also offers a Ph.D. program in Business Administration (for more details see Appendices 9-12).

Objectives:

- 1. The School of Management will enhance the national prominence of its faculty by investing resources in the development of LINKS: International Center for the Study of Social Networks in Business.*

Social network research has exploded in recent years as a key to understanding organizational performance in a wide variety of settings. The School of Management has capitalized on this trend by attracting social network scholars and establishing LINKS: International Center for the Study of Social Networks in Business. The network perspective's versatile theory and methods make LINKS a natural candidate for synergistically bridging various academic areas within Gatton and across the University. In its first year, LINKS encouraged and coordinated ongoing network research efforts across departments and colleges at UK and will continue to identify and promote research possibilities within the Commonwealth and around the world. LINKS has the immediate potential to (1) incubate cross-disciplinary, top-tier published research; (2) continue to build a national and international reputation in this area that will benefit the University of Kentucky as a whole; and (3) contribute to the citizens of the Commonwealth. Adding faculty with both theoretical and empirical interests in social networks across the various units in the School of Management is a priority.

- 2. The School of Management will enhance its national prominence by investing in Supply Chain and Technology Management.*

Innovations in technology, especially in information systems have revolutionized business, spurring the creation of a global economy through greater coordination of global supply chains. As a result, demand for students with knowledge in these disciplines is growing and we have responded by incorporating these topics into the core of our MBA program. As our enrollment grows in accordance with the University's plan, we anticipate faculty needs in these disciplines.

- 3. The School of Management will enhance its national prominence by building on its emerging strength in Corporate Finance.*

The effective acquisition and stewardship of financial resources are keys to any business's survival. The finance area of the School of Management has embarked on a targeted strategy to improve its research productivity and national prominence in the critical area of corporate finance by hiring three promising young scholars and aggressively recruiting doctoral students. The finance area has strengthened its capacity to achieve its goal of national leadership in corporate finance. The finance area is also positioned to contribute the College's proposed center for organizational governance.

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission & Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World- Ready Students

Goal 3: Enhancing Intellectual Capital

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



4. The School of Management will enhance its national prominence by focused hiring in retailing.

Retailing is at the heart of firm's efforts to market their goods and services. Marketing remains one of the most popular majors in the College and many of our graduates enter the labor force in sales positions. Several faculty share an interest in retailing. To build on this strength and offer the greatest flexibility in hiring to meet a variety of course staffing needs, we anticipate making several new hires in this area over the next few years.

5. The School of Management will strengthen its capacity to provide state-of-the-art Ph.D. education.

National prominence is built on the ability to conduct high quality research and train students capable of participating in the creation of new knowledge. We believe the focused hiring strategies noted above will enhance our ability to attract and train first-rate scholars who can be placed at peer and aspirant institutions.

Goal IV - Embrace and Nurture Diversity

As the University strategic plan notes:

"Embracing and nurturing diversity is the responsibility of every member of the university community. It must be demonstrated in a clear and convincing way that diversity is an essential value of the university community that informs its every aspect. A genuine commitment to diversity as a core value makes necessary the adoption of a comprehensive view that celebrates diversity as a systemic influence on our conduct as students, faculty, and staff and as members of society."

To be full participants in the University's Diversity efforts, we affirm the following objectives:

Objectives:

1. The Gatton College will improve the climate for diversity through active participation in University programs designed to create an inclusive living and learning environment for faculty, staff and students.

University-led initiatives in leadership training, professional development, and mentoring programs that promote dignity and respect for all individuals represent important steps in building an inclusive culture that deserves our full support and participation.

2. The Gatton College will work to create a diverse faculty, staff, and student body.

In addition to participating in University initiatives, the College will look for ways to recruit for and promote an awareness of diversity within the college, strive to admit and educate a diverse student body and take appropriate steps to ensure that all faculty and staff have equal access to the full set of rewards that exist to those who work in the College.

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission & Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World- Ready Students

Goal 3: Enhancing Intellectual Capital

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



Goal V: Engage Kentuckians through Partnerships to Elevate Quality of Life

A College of Business at a major land grant research university should be at the forefront of efforts to provide the intellectual capital and expertise necessary to create and sustain efforts to build strong communities, dynamic businesses, high-paying jobs, and prosperity for all Kentuckians. Doing so requires us to sustain and expand active and responsive partnerships with a variety of stakeholders, bring our expertise to bear in dialogues that address the problems of the Commonwealth, nation and world. We remain committed to engaging with the community at large, but must do so in a more cost-effective manner that also strengthens the link between community service and academic priorities and opportunities.

Objectives

1. *The Gatton College will strengthen its partnerships with industry and assist in technology transfer and commercialization to advance Kentucky's economy.*

As a college of business and economics, the Gatton College is uniquely positioned within the University to assist our UK colleagues and the citizens of Kentucky in facilitating the creation of new business ventures and helping established enterprises flourish. Through such efforts as the Sloan Center for a Sustainable Aluminum Industry and the Sports Marketing Academy we will continue to bring together faculty, government officials, and industry leaders in an effort to increase Kentuckians' access to the faculty expertise they need to grow their establishments and further the Kentucky economy.

2. *The Gatton College will continue to address important public policy issues through economic and business research.*

Many of today's most compelling public policy issues: health care, the environment, energy, poverty, and globalization have substantial business and economic dimensions and the College faculty with expertise in each of the areas across the College. Additionally, our Center for Business and Economic Research and the University of Kentucky Center for Poverty Research have long been involved in such issues and the College remains committed to bringing our research expertise to bear on public policy issues of interest to state government policy-makers and private organizations through funded applied research.

3. *The Gatton College will better integrate community service into learning by creating learning laboratories to the mutual benefit of students and the publics they serve.*

The engagement obligation is not limited to our faculty and staff; it must involve our students. We expect our students to develop into both successful business professionals and prominent civic leaders. By combining service with learning, the College can extend the classroom into the field, providing important opportunities for students to learn while simultaneously using their skills to meet the community's needs. This model has been tested in our highly successful Project Connect program that partners teams of MBA students with organizations to work on real world projects of interest to the sponsoring companies and nonprofits. We resolve to make similar opportunities available to high-achieving undergraduate students over the planning cycle.

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission & Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World- Ready Students

Goal 3: Enhancing Intellectual Capital

Goal 4: Embracing Diversity

Goal 5: Engaging Kentuckians



4. The Gatton College will provide continuing education programs at full cost to organizations on a customized basis.

Trends in continuing education suggest a movement away from low impact, low cost-effective open enrollment programs toward customized programs that offer the sponsoring organization more tailored curricula that can have a more lasting impact on organizational performance. In embracing this trend, we also recognize the need to focus our efforts on areas where we have faculty expertise and interest and can offer programs that generate a significant financial return for the College.

VI. Resource Requests

A. The base resource requests for the period 2008-2012 are:

1. 20 additional faculty lines to be able to meet the expected growth in the number of students attending the University and needing classes in the various Business and Economics disciplines.
2. At least five (5) additional professional staff positions in our Undergraduate Resource Center to provide advising, enrichment and placement services that will be necessary to retain the students and ensure that graduation rates improve in accordance with the University's plans.
3. At least four (4) additional professional staff positions to serve the IT and administrative needs of the additional faculty and new programs.
4. At least one additional professional staff person to support each academic unit in the College (a total of 3).
5. At least three (3) professional staff positions to serve Alumni relations (currently not staffed) and communication staff to continue our efforts at fund raising and to provide services to our alumni and other constituents.
6. New facilities to provide the learning environment and office space required by our growth and new programs.
7. Enhanced Teaching/Learning Technology infrastructure (podcasting, streaming, etc.) to provide state-of-the-art pedagogical support.
8. Staff support of an additional two (2) professional staff positions for the Masters Program initiative in Accountancy.
9. Our operating budget significantly lags that of our benchmarks. We need commensurate increases in the operating support budget to support our growth.

B. Funding of the special reserach-based initiatives will be determined in consultation with the Provost.

Gatton College of Business & Economics Strategic Plan Goals

Statement of Mission & Values

Introduction

Goal 1: Achieving Growth

Goal 2: Preparing World- Ready Students

Goal 3: Enhancing Intellectual Capital

Goal 4: Embracing Diversity

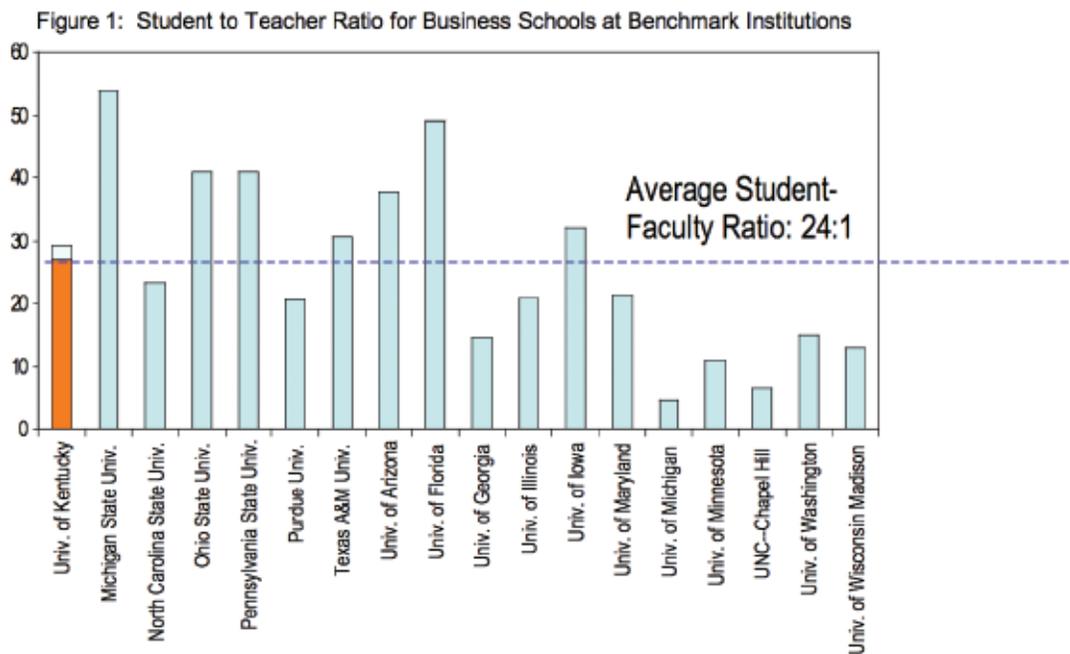
Goal 5: Engaging Kentuckians



Exhibit 1: Long-Run Human Resource needs consistent with President’s Business Plan and Gatton Enrollment Management

Current Situation

For 2004-2005, University data show that the Gatton College had 2912 majors. This represented about 11% of UK’s total enrollment of 26,545. This year, we have 2187 undergraduate majors and 81 full-time faculty for a student-faculty ratio of 29 to 1 considering all students in the College. As the figure below shows, this is higher than the median student-faculty ratio for business schools at our benchmark institutions (24 to 1).



Teaching Needs

To move the College to the average of our benchmark institutions with a current undergraduate enrollment of 2397 would require 17 additional faculty.

The President’s Top Twenty Business Plan calls for the University to add another 7,000 students (6,000 undergraduates) by 2020. Currently, the Gatton College is about 12% of the undergraduate student body. Thus, we would expect to add another 800 students to our base, about 730 of which would be undergraduates by 2020. Following the President’s plan we expect 30% of the increase to occur by 2012, with the remaining 70% to be added between 2012 and 2020. Our model assumes a constant number of students to be added to the College in each year of the two periods (42 students each year through 2012 and 65 students each year thereafter). Similarly, in accordance with the President’s plan we add 35% of the new faculty lines by 2012, with the remaining 65% coming between 2012 and 2020.

Table 1: UG Enrollment & Faculty Growth Targets Consistent with Top 20 Plan			
Year	Enrollment	Faculty	st/teach
2006	2397	81	29.6
2007	2447	83	29.5
2008	2539	86	29.5
2009	2631	89	29.6
2010	2673	92	29.1
2011	2715	95	28.6
2012	2757	98	28.1
2013	2822	103	27.4
2014	2887	108	26.7
2015	2952	112	26.4
2016	3017	114	26.5
2017	3082	118	26.1
2018	3147	122	25.8
2019	3212	126	25.5
2020	3277	132	24.8

Given anticipated student growth and our goal of meeting the average of our benchmarks in terms of undergraduate students to faculty ratio, would require hiring 51 faculty between now and 2020.

The areas of faculty expertise required to meet this increased student demand is difficult to predict at present. One point of uncertainty is the ever-changing demand for various programs within business. A second factor involves the impending revision of our undergraduate program. The faculty committee is considering a very significant revision which could eliminate some majors, develop new ones, and add a general business major. It seems prudent to wait until this revision is complete before offering a preliminary plan for how new positions would be allocated across areas in the College.

Funding Requirements till 2020

Table 2 reports on our likely funding requirements over this period. The table considers both faculty costs in terms of wages and benefits, along with operating and staff costs. Currently, our average faculty salary with benefits is \$140,285. According to data compiled by the Office of Institutional Effectiveness, our average salary in the college has increased at an average rate of 5.11% between the 99-00 and 04-05 academic years. Applying this same increase in each year between 2007 and 2020, yields an average faculty salary with benefits of \$281,856. With 132 faculty in year 2020, this would be a faculty total wage and fringe benefit cost of \$37,205,031.

In addition, to direct faculty costs, there are likely associated increases in staff and academic support monies. The number reported in Table 2 take a relatively modest approach by assuming that general funds for these purposes would grow at an average rate of 2.5% throughout the period. Notice that these assumptions leave us with less general fund money (even in nominal terms) per faculty member for academic support and staff than is the case for the current academic year.

Year	Faculty	Average Faculty Compensation	Total Faculty Cost	Non-Faculty General Fund Budget	Total General Fund Budget Needs	General Fund Per faculty member	Non Faculty Budget Per Faculty
2006	81	\$140,285	\$11,363,085	\$3,551,222	\$14,914,307	\$184,127	\$43,842
2007	83	\$147,454	\$12,238,646	\$3,640,003	\$15,878,648	\$191,309	\$43,855
2008	86	\$154,988	\$13,329,006	\$3,731,003	\$17,060,009	\$198,372	\$43,384
2009	89	\$162,908	\$14,498,843	\$3,824,278	\$18,323,121	\$205,878	\$42,969
2010	92	\$171,233	\$15,753,433	\$3,919,885	\$19,673,318	\$213,840	\$42,607
2011	95	\$179,983	\$17,098,382	\$4,017,882	\$21,116,264	\$222,276	\$42,293
2012	98	\$189,180	\$18,539,650	\$4,118,329	\$22,657,979	\$231,204	\$42,024
2013	103	\$198,847	\$20,481,262	\$4,221,287	\$24,702,549	\$239,831	\$40,983
2014	108	\$209,008	\$22,572,896	\$4,326,819	\$26,899,715	\$249,071	\$40,063
2015	112	\$219,689	\$24,605,125	\$4,434,990	\$29,040,115	\$259,287	\$39,598
2016	114	\$230,915	\$26,324,277	\$4,545,864	\$30,870,141	\$270,791	\$39,876
2017	118	\$242,714	\$28,640,305	\$4,659,511	\$33,299,816	\$282,202	\$39,487
2018	122	\$255,117	\$31,124,293	\$4,775,999	\$35,900,292	\$294,265	\$39,148
2019	126	\$268,154	\$33,787,359	\$4,895,399	\$38,682,758	\$307,006	\$38,852
2020	132	\$281,856	\$37,205,031	\$5,017,784	\$42,222,815	\$319,870	\$38,014

Revenue Projections

Table 3 reports on likely tuition revenue generated by the College. To do this, we assume that tuition and fees will increase by 9% through 2012 and 4% per year thereafter as proposed by the President's Plan. We also assume that the ratio of undergraduate enrollment to total student credit hours generated by the College will stay as now throughout the period.

Year	UG Enrollment	Total SCHR	Revenue Per Credit Hour	Tuition	Total General Fund Budget Needs	Tuition Less Total General Fund Budget Needs	Tuition/Total General Fund Needs
2006	2397	57528	\$233.65	\$13,441,417	\$14,914,307	(\$1,472,889.80)	0.90
2007	2447	58728	\$254.68	\$14,956,759	\$15,878,648	(\$921,889.37)	0.94
2008	2539	60936	\$277.60	\$16,915,807	\$17,060,009	(\$144,201.41)	0.99
2009	2631	63144	\$302.58	\$19,106,334	\$18,323,121	\$783,213.34	1.04
2010	2673	64152	\$329.82	\$21,158,359	\$19,673,318	\$1,485,041.25	1.08
2011	2715	65160	\$359.50	\$23,424,987	\$21,116,264	\$2,308,722.58	1.11
2012	2757	66168	\$391.85	\$25,928,225	\$22,657,979	\$3,270,245.97	1.14
2013	2822	67728	\$407.53	\$27,601,098	\$24,702,549	\$2,898,549.25	1.12
2014	2887	69288	\$423.83	\$29,366,317	\$26,899,715	\$2,466,601.46	1.09
2015	2952	70848	\$440.78	\$31,228,591	\$29,040,115	\$2,188,475.59	1.08
2016	3017	72408	\$458.41	\$33,192,861	\$30,870,141	\$2,322,719.41	1.08
2017	3082	73968	\$476.75	\$35,264,306	\$33,299,816	\$1,964,490.20	1.06
2018	3147	75528	\$495.82	\$37,448,359	\$35,900,292	\$1,548,067.01	1.04
2019	3212	77088	\$515.65	\$39,750,713	\$38,682,758	\$1,067,955.23	1.03
2020	3277	78648	\$536.28	\$42,177,338	\$42,222,815	(\$45,476.47)	1.00

Notice that by year 2020, the College is essentially in a break-even position in that the amount we would be generating in tuition and fees would cover our total general fund costs.

Appendix 1: Addressing an Essential and Critical Need of the Commonwealth of Kentucky A Strategic Planning Proposal of the Von Allmen School of Accountancy

The Commonwealth of Kentucky is facing a significant shortage in the number of professionally qualified students entering the profession of accountancy. The Kentucky Society of Certified Public Accountants (KyCPA) has noted that since 2000, there has been over a 62% decline in newly licensed CPAs. Businesses, accounting firms, as well as governmental and not-for-profit organizations in the Commonwealth of Kentucky will bear the brunt of not having adequate numbers of accounting professionals. The Commonwealth's economy can not be sustained and supported without an adequate workforce of licensed accountancy professionals.

The KyCPA notes the following (<http://www.kycpa.org/mx/HM.ASP?ID=edfoundation>):

- 575% increase from 2003 to August 2006 in the cost of the CPA exam.
- 150-hour state certification rule requires an additional year of college study, which is costly.
- Tuition has increased 42% over 10 years; up another 7% in 2005.
- Kentucky was ranked 45th in the nation in 2005 in per-capita revenue spent on public education.
- New computerized CPA exam makes procrastination the norm, due to its testing window format.
- 44% decline in Kentucky candidates who sat for the CPA exam, since 2000. (Figures as of Dec. 31, 2005.)
- The national Management of an Accounting Practice (MAP) survey shows the number one issue faced by public practice firms is the recruitment and retention of qualified CPA staff.
- Firms estimate double-digit hiring increases through 2009.
- KyCPA's Educational Foundation scholarship program pales in comparison to other state societies.
- Without a growing pool of professionals, the CPA profession cannot flourish in Kentucky. It is the responsibility of every CPA to help blaze a trail for new talent in Kentucky.

The KyCPA has instituted a number of approaches to attract college freshman to the profession. These include scholarships, partnering with high school business faculty, summer BASE camp for high school juniors and seniors, educator conferences, and a speakers bureau (<http://www.cpa2be.org/mx/hm.asp?id=home>). (For more information regarding KyCPA initiatives and the dramatic need for additional accountancy professionals, please contact Penny Gold at KyCPA.)

As the flagship, land-grant university, the University of Kentucky, along with the Gatton College of Business & Economics and the Von Allmen School of Accountancy have a responsibility to assist in attracting and preparing accounting professionals. In addition to the traditional undergraduate route, the Von Allmen School is poised to develop a Masters program targeted at three different constituencies. The traditional pool of students for the Masters program has been undergraduate accounting majors. We will continue to serve this group and it is expected that this group may grow as UK enrollments grow. However, the source of students with the greatest potential is college graduates who already possess an undergraduate degree either in business (other than accountancy) or another field outside of the College of Business and Economics and are considering a career change. This potential pool of applicants is enhanced by the large college-educated citizenry in the Lexington community area. After having earned

their degree in another area and working for a few years (our target group would include very highly qualified recent graduates (for example, GMAT > 625) and more experienced graduates (for example, GMAT > 580 with at least 3 years of work experience), many of these citizens may find the accounting profession to be quite attractive.

The Von Allmen School is poised to develop an innovative MS program that will be targeted to motivated high-achievers from these three groups. Combining a modular, just-in-time educational delivery along with the Becker CPA Review, the program will facilitate students taking parts of the CPA examination while completing their degree program. A reasonable goal, especially for students with an undergraduate degree in business, will be to pass the CPA exam before graduation from the MS Accountancy program. While all the details have yet to be determined, preliminary planning and benchmarking indicate this program is feasible with a modest investment by the University and College.

Combining this new program with the Von Allmen School's already highly regarded and nationally recognized CPA exam pass rate is sure to assist in providing the accountancy professionals drastically needed by the Commonwealth. However, in order to develop and implement this innovative program, there needs to be investments in additional faculty and infrastructure. Following are the needs based upon a program size of 50-80 students.

1. Two additional tenure track faculty to teach in the program.
2. Utilization of a part-time academic director for the program
3. One full-time director responsible for marketing and administration (similar to an MBA program director).
4. One full-time internship, placement, and CPA exam review coordinator
5. One full-time staff associate
6. The dedication of one, maybe two classrooms (in the Gatton College of Business and Economics building) for portions of days to allow for innovative modular instruction that is difficult to facilitate with the current 50/75 minute class time structure.

Appendix 2: Proposal for the University of Kentucky Center for Organizational Governance (KYCOG)

Submitting unit: Von Allmen School of Accountancy

In the wake of the financial scandals of the 1990s, organizations have struggled to facilitate innovation and risk taking while simultaneously creating and implementing control systems that detect and prevent threats to societal and organizational ethics and integrity. The changing landscape of organizational governance (OG) initiatives, technologies, and globalization makes scholarship that identifies, facilitates, and implements the organizational balancing of opportunities against threats critical. We propose the creation of the University of Kentucky Center for Organizational Governance (KYCOG) as a response to the challenge of generating world-class scholarship that addresses these concerns.

Organizational governance includes the processes, customs, policies, laws and institutions that create and sustain organizational direction, administration, and control. Organizational governance also includes all the contractual, informational, and informal relationships among organizational stakeholders. Stakeholders may include shareholders, management, board of directors, employees, suppliers, customers, banks and other lenders, auditors, regulators, the environment, and the local and global community. Accordingly, organizational governance is applicable to private businesses, public corporations, government entities, and not-for-profit organizations.

A definition that subsumes organizational governance within a single discipline would be ineffective at creating possibilities for effective multi-disciplinary scholarship. Good OG is multi-faceted and multi-disciplinary. OG requires the balancing of policies to ensure good behavior and protect stakeholders against the need for policies that both facilitate and control creativity, innovation, and risk taking. Key OG foci include economic efficiency, shareholder and social welfare, organizational reporting systems, informatics, and the science of individual and organizational behavior. Location of KYCOG within the Von Allmen School of Accountancy seems appropriate given the essential role that accounting and auditing plays in monitoring governance. In addition, recent attempts to regulate organization governance have relied upon accounting and auditing in various ways (i.e. SOX and PCAOB).

Goals of the center include:

1. attracting external funding to facilitate research into organizational governance
2. sponsoring conferences to identify and discuss emerging OG issues
3. attracting a critical mass of OG faculty to the University of Kentucky
4. attracting and graduating Ph. D. students interested in issues that influence OG including informatics, auditing, IT auditing, organizational strategy, and risk management
5. creating and exploiting multi-dimensional research opportunities among business, economics, public affairs, and law
6. supporting the development of effective organizational governance within the Commonwealth of Kentucky

Startup-Resources to Create KYCOG

In order to build KYCOG, there will be a need to attract a nucleus of faculty as well as an investment in infrastructure. Following is a partial list of the personnel resource needs.

1. Director and Associate Director
2. At least four additional faculty in the School of Accountancy who are focused on OG research.
3. Additional faculty in the Department of Economics (the number will depend upon the research initiatives undertaken by the Center.
4. Additional faculty in the School of Management (the number will depend upon the research initiatives undertaken by the Center.

While there are faculty currently within the School of Accountancy and the College of Business & Economics who already conduct OG research, or conduct research indirectly connected to OG, there needs to be a dynamic nucleus of OG-dedicated faculty for the Center to be viable. Currently, the School of Accountancy lacks a critical core of faculty who are dedicated to governance research. For example, Professor Linda McDaniel conducts research in this area, but much of her work is done with colleagues at other universities. In order to be successful, KYCOG will need to attract these researchers to UK.

It is expected that the actual composition of faculty within the center will be a function of the directions the center might take regarding particular research themes. These directions will be dependent upon external funding opportunities as well as the preferences and expertise of the KYCOG faculty.

Expected Scholarly and Practical Contributions:
Scholarly research to enhance the UK reputation.
Pragmatic insight into critical organizational problems.

Synergies Across Areas:

Study of OG requires teams who are literate across disciplines. Accordingly, many potential research projects will require inter-disciplinary expertise found across the College. In addition, many OG issues are inter-related to legal issues that could involve faculty in the Law School. Future research endeavors might include projects focused on targeted industries such as health-care and automotive manufacturing.

Potential KYCOG Affiliated Faculty (to date)

Von Allmen School of Accountancy

David Hulse
Cynthia Vines
Robert Ramsay
Sean Peffer
Jeff Payne
Dan Stone
Linda McDaniel
David Ziebart

Department of Economics

Christopher Bollinger
Paul Childs
John Garen
William Hoyt

Department of Management

Brad Jordan
Clyde Holsapple
Albert Lederer

Appendix 3: Department of Economics: Strategic Plan

The Department of Economics is an integral part of the Gatton College of Business and Economics and the University of Kentucky. The Department serves multiple constituencies in carrying out its fundamental missions in research, teaching, and service. As part of overall growth in the University, the Department proposes a plan that (1) builds on its core strengths and (2) cooperates with other units in developing interdisciplinary programs both at the graduate and undergraduate level. Additional faculty in the Department's core strategic groups and for its special initiative will add greatly to existing synergies within the Department and across the College and University, lead to increased research productivity, an enhanced reputation of our graduate and undergraduate programs, and to greater overall prominence. Furthermore, our proposed areas of emphasis address important issues noted by Provost Subbaswamy and President Todd, including poverty, education, health and welfare, economic development, and other pertinent public policy questions.

National trends and trends at UK by themselves suggest growth in the Department of Economics is prudent. For example, the Wall Street Journal reports that the number of economics majors at U.S. colleges and universities increased by 40% over a recent five year period (<http://www.careerjournal.com/myc/school/20050707-vascellaro.html>). The Department's own self study (Self Study, Department of Economics, March 2004) indicates that the number of economics majors at UK nearly doubled between 1997 and 2003 and more recent data show a continued upward trend. More importantly, however, the plans described below ensure that growth in the Department (and in related disciplines) is in keeping with President Todd's plans of transforming UK into a top 20 institution.

I. Core Program

The Department of Economics core program is centered on three strategic groups:

- (a) Economic Welfare and Economic Development
- (b) The Economics of Strategy and Organizations
- (c) The Global Economy and the Macro Economy

Each has an overlapping group of faculty with active research programs and addresses issues important in the economics profession as well as for the College and University. This small number of groups suggests a tighter focus than many of our benchmark institutions. Indeed, the Self Study (2004) shows that nearly all of our benchmarks offer more fields of specialization.

Note, though, that all reputable doctoral programs in economics cover the fundamental areas of microeconomics, macroeconomics, and econometrics. Our approach enables us to be broad enough to provide sound training in these fundamentals and yet have enough focus to move us to substantially greater prominence with a reasonable investment. Additionally, the Department has a long-established reputation for its empirical and applied emphasis. In fact, the last National Research Council ratings (in 1993) ranked the Department in the top quarter of all departments (26.5 of 107 programs) in publication citations per faculty member. By this measure the faculty ranked 11th among economics departments in public universities.

Building around these strategic groups complements that reputation. Also, building in this manner is also expected to serve us well in enhancing the strength of our Ph.D. and Masters' programs, as well as our undergraduate Economics degrees in B&E and in A&S, the Foreign Languages and International Economics degree, and the Mathematical Economics degree.

A. Economic Welfare and Economic Development

This area of emphasis falls within the Department's historic strength in applied microeconomics. While much of economics is concerned with the welfare and development of society, the focus of this group is on policy questions arising in labor and health economics involving education, income, poverty, and health care and on economic development issues in public economics, environmental economics, and urban economics. These topics are interrelated and blend naturally together and dovetail with the strong and highly-regarded tradition of research done by the Center for Business and Economic Research and also with the newer and prestigious programs of the UK Center for Poverty Research. Because of the links to CBER and UKCPR, the prospect of greater external funding is strong. These links also connect the group strongly to outside constituencies, including policy makers and the business community.

The research done by faculty in this group is especially relevant in addressing many issues noted by Provost Subbaswamy and President Todd, such as poverty, education, health and welfare, and economic development. Furthermore, interdisciplinary links with this group already exist (e.g. individual faculty members' links to the Martin School, UKCPR's links to sociology, CBER's links to marketing) and can be enhanced with the growth of this group.

B. The Economics of Strategy and Organizations

This, too, falls within the Department's historically strong applied microeconomics area. There are links of this group to strategic group A through the economics of regulation and human resource management issues. This area also addresses fundamentals – principal-agent theory, transactions cost analysis, industry analysis, and game theory and strategy – that underlie many business problems.

In addition to being an important part of the economics graduate program, the link to management issues has made courses in this area very popular among graduate students in management, accounting, and finance. Growth of this group will enhance the reputations of the graduate programs in both economics and business administration and presents an opportunity for cross-disciplinary programs. This also applies at the undergraduate level, where clusters of related courses in various disciplines can be designed to address issues such as corporate governance (with courses from economics, accounting, and finance), strategy and games (with courses from economics and management), and supply chain and product distribution (with courses from economics, marketing, and DSIS). Also, there are likely to be applied research funding opportunities through the Sloan Foundation Center for the aluminum industry located at UK.

C. The Global Economy and the Macro Economy

The issues in this area also are of long-standing expertise in the Department and are core to any doctoral program in economics. This area deals with international economics issues, macroeconomic issues, and the link between them. The topics addressed by this group also are fundamentally connected to broad business concerns such as business cycles and inflation both here and abroad, and with international commerce issues such as exchange rate risk, international capital flows, and assessing country risk. Indeed, most issues associated with the term "globalization" are related to this area. The University's stress on our place in the global economy entails a focus in this area.

At the graduate level, this area of specialization is especially popular among international students and improvements here can help us attract the best international students to our Ph.D. program. As with strategic group B, there are many opportunities for cross-College specializations in this area, such as clusters of courses in international financial markets (with courses from economics and finance), open economy macroeconomics (with courses from economics and finance), and country risk and business abroad (with courses from economics, marketing, and management). The Foreign Languages and International Economics (FLIE) program is an interdisciplinary program that already exists and is highly successful. Further investment in this group and coordination with the FLIE program can lead to an exemplary interdisciplinary program. Interdisciplinary programs with the Patterson School also have potential, given that the Patterson School is eager to have more of its students exposed to international economics.

The Department of Economics already has established a solid national reputation in each of the three strategic groups. Going forward, our plan is to strengthen the areas where we already have established scholars to build on synergies that, to some extent, are already in place. That would allow the Department to expand and strengthen existing strategic groups of researchers and to expand and strengthen the Ph.D. program. Along the way, external funding is expected to increase and interdisciplinary programs will be enhanced. All will enable the Department (and College and University) to rise in national prominence.

II. Special Initiative

In addition to growth in the core areas of the Department, there are two clear areas where even further expansion will be highly valuable: the Center for Business and Economic Research (CBER) and the UK Center for Poverty Research (UKCPR). Both are closely tied to the core of the Department's programs and its traditional emphasis on applied microeconomics.

The Center for Business and Economic Research is the applied business and economics branch of the Gatton College. CBER conducts a variety of applied business and economic research projects and provides consultation services to government agencies, businesses, media outlets, and the general public. In addition, CBER performs contract research for a variety of public and private sector clients. The CBER research program involves faculty in economics and, because projects may require other business perspectives, CBER reaches out to faculty in other units in the Gatton College to involve on various research projects. Recent clients include the U.S. Appalachian Regional Commission, the Kentucky Governor's Office, the National Science Foundation, the U.S. Agency for Health Policy Research, the U.S. Department of Health and Human Services, the W. E. Upjohn Institute for Employment Research, the U.S. Small Business Administration, and Toyota Motor Manufacturing, USA, Inc. CBER already conducts nationally prominent research, and is well positioned to expand its role. Issues such as economic development, workforce issues, health policy, and entrepreneurial activity that are of great importance to Kentucky have been researched by UK faculty through CBER. An expansion of CBER's role is a natural area for additional funding as the University moves forward.

The UK Center for Poverty Research also conducts nationally prominent research on one aspect of what President Todd refers to as the "Kentucky Uglies." The UKCPR was established in 2002 as one of three federally designated Area Poverty Research Centers with core funding from the U.S. Department of Health and Human Services. The Center's research mission is a multidisciplinary approach to the causes, consequences, and correlates of poverty and inequality in the southern United States. A focused research agenda on poverty in the South is critical to poverty research because low-income populations in the South face a different set of challenges than comparable groups in other parts of the U.S., which is manifested in a host of economic and social disparities including higher rates of poverty, inequality, and welfare-program utilization. The Center's research program has focused on challenges facing low-income populations in the South, as well as market and non-market-based opportunities for economic and social mobility. The Center strives to assist local, regional, and national policymakers in the design of anti-poverty programs and policies. UKCPR staff and faculty affiliates reflect the cross-disciplinary emphasis of the research agenda, with representatives from economics, political science, public health, public policy, social work, and sociology. In fact, UKCPR has 30 faculty affiliates across seven colleges and has provided over \$200,000 in grants to UK faculty. The UKCPR has already achieved national prominence in poverty research. It fits in well with an economics department that has an applied microeconomics emphasis. Additional resources for hiring faculty in economics and other disciplines would enhance an already well-established national reputation in this key area of research.

Economics faculty are central to both centers. Since both centers focus on applied microeconomics research in the areas of public, labor, health, environmental, and industrial organization, increasing the number of faculty involved in these centers complements the planned growth in the core areas of the department and enhances our growth towards being a top 20 economics department. Faculty from other units on campus are also active in the research programs of both, and our plans would be to further enhance the cross-disciplinary focus of these centers. The centers have funded graduate students in economics, marketing, public policy, sociology, and political science and currently fund 8 graduate students.

These graduate students are actively involved in on-going research, freeing up Department and College money to fund other graduate students. Expanding these centers would enhance the graduate program in both the Department and the College. In addition, both centers compete successfully for national research funding and facilitate nationally prominent research. In fact the two centers combined brought in \$1.14 million in research support during fiscal year 2006 and in the first seven months of fiscal year 2007 have received \$1.11 million in funding. Expanding these two centers would allow the centers to focus even further on attracting federal research dollars, which is an integral part of President Todd's efforts to move the University towards top 20 status. Finally, both centers engage in the type of policy oriented research that has a direct impact on the citizens of Kentucky. Increasing research that directly affects the lives of all Kentuckians is a stated goal of both President Todd and Provost Subbaswamy and expanding CBER and UKCPR will help the University achieve this goal.

III. Resources

The Department proposes 6 additional faculty lines in economics to be allocated across its core strategic groups. Depending on the development of interdisciplinary curricula, new lines for other units may be created for allocation to the cross-disciplinary programs.

The Department also proposes that, beyond allocations to its core, 3 additional faculty lines in economics be created for the special initiative. Also, due to the interdisciplinary nature of the initiative, we suggest that 1 additional faculty line be created in marketing or management and 1 additionally faculty line created for a social science discipline outside economics, both for faculty who would actively pursue research projects and funding in business and economic development and in poverty policy.

Appendix 4: LINKS Strategic Plan Proposal

The newly formed LINKS International Center for Social Network Research in the The Gatton College of Business and Economics has made significant strides in its first year and requests additional resources from the University of Kentucky to continue to grow.

In its first year, LINKS encouraged and coordinated ongoing network research efforts across departments and colleges at UK and will continue to identify and promote research possibilities within the Commonwealth and around the world. LINKS has the immediate potential to (1) incubate cross-disciplinary, top-tier published research; (2) continue to build a national and international reputation in this area that will benefit the University of Kentucky as a whole; and (3) contribute to the citizens of the Commonwealth.

I. LINKS and the growth of social network research

Under the leadership of Professor Daniel J. Brass—an RCTF scholar, one of the most cited authorities in management, and a pioneer in social network analysis— LINKS is already gaining national and international research prominence. The center has also recently attracted two new faculty members who have been publishing their work on social networks in premier management journals and who are on the boards of top journals in the field: Joe Labianca and Ajay Mehra. Working together, Professor Labianca hosts ION, which is the only international academic conference that focuses on social networks within organizations. This invitation-only conference attracts the top world-class scholars in social network analysis. This year's ION conference will be hosted by LINKS at the University of Kentucky on March 31st and April 1st. This conference, along with the on-going cross-disciplinary research at LINKS, is putting UK firmly on the map as a premier institution for social network research, with Gatton being recognized as the premier business school for research on social networks in business.

This visibility and prominence is already paying handsome dividends: we are receiving outstanding applications from prospective doctoral students interested in working with LINKS; there is growing interest among top research-oriented faculty to interview for faculty positions at Gatton; and the interdisciplinary research being conducted by LINKS and its research affiliates is already being accepted in premier research journals.

The core insight of the network perspective is that the pattern of relations among the elements of a system—be they people, organizations, neurons, or computer servers—has important consequences for the system's performance. This focus on patterns, rather than the more traditional emphasis on intrinsic characteristics of the elements that make up the system, makes network theory and methods highly versatile and adaptable to problems across a wide range of academic disciplines, including Management, Marketing, Information Systems, Sociology, Psychology, Communications, Physics and Biology. The number of social network articles in top-tier academic journals has been increasing exponentially over the past decade (e.g., Borgatti & Foster, 2003). The network perspective's versatile theory and methods make LINKS a natural candidate for synergistically bridging various academic areas within Gatton and across the University. Just as the name implies, LINKS is seeking to link researchers and business within Kentucky and around the world. Below we summarize some of the on-going research projects as well a potential areas for creating research.

II. LINKS and cross-disciplinary top tier research

LINKS is already facilitating research that bridges academic areas within Gatton, across UK, and around the world:

LINKS and Management

- LINKS has its home base in Management with research centering on social networks within and among organizations. Social networks have been related to such organizational outcomes as power, leadership, career advancement, turnover, conflict, recruiting, individual, group, and organizational performance, strategy, and organizational alliances, mergers, and acquisitions.
- Interested faculty: Dan Brass, Brian Dineen, Wally Ferrier, Paul Jarley, Nancy Johnson, Joe Labianca, Dan Lockhart, Ajay Mehra, Emery Yao

LINKS and Decision Sciences and Information Science (DSIS)

- A study of how social networks influence the successful implementation of “Enterprise systems,” which are expensive, complex information systems that companies rely upon to improve fundamental business processes within and across organizations. (This study took as its focus the Integrated Resource Information System here at UK.)
- Supply Chains: Understanding how companies’ supply chains (interorganizational linkages of suppliers and customers) can be optimized from a network perspective.
- Understanding strategic alliances in the automotive industry from a network perspective.
- Interested faculty: Tom Goldsby, De Liu, Radhika Santhanam

LINKS and Marketing

- An investigation of how social networks are related to corporate culture and performance in the retail sector.
- A study of how online social networks among the physically handicapped help overcome physical barriers to interpersonal coordination.
- Investigating how internet networks and word-of-mouth networks affect marketing campaigns.
- Interested faculty: Bob Dahlstrom, Terry Childers, Leslie Vincent

LINKS and Finance

- As the recent article in *Journal of Finance* illustrates (Hochberg, Ljungqvist, & Lu (2007) Whom You Know Matters: Venture Capital Networks and Investment Performance, *The Journal of Finance* 62 (1), 251–301.) networks are readily applied to venture capitalists, as well as banking and entrepreneurial networks.
- Interested faculty: Don Mullineaux.

LINKS and the Von Allmen Center for Entrepreneurship and the UK Small Business Development Center

- As potential LINK partners, Gatton faculty could help small businesses in KY quickly develop information networks that could enhance survivability.

Across the University.

LINKS and the Martin School of Public Policy

- To successfully tackle large scale public problems (e.g., homeland security, law enforcement, public health), governments are increasingly relying on distributed forms of organization. Ongoing work with the Martin School of Public Policy and the Naval Postgraduate School is using social network analysis to better envision, coordinate, and control these networked forms of organization.
- Interested faculty: Seok-Woo Kwon

LINKS and College of Communications and Information Studies

- Communication networks have long been a central research focus in the College. Dean J. David Johnson is currently working on networks linking Kentucky hospitals in hopes of providing more rapid and more accurate patient information and care. A recent network publication is Johnson, J. D. (2004). The emergence, maintenance, and dissolution of structural hole brokerage within consortia. *Communication Theory*, 14(3), 212-236.
- Interested faculty: J. David Johnson

LINKS and Psychology

- Understanding high school students' bullying and victimizing behaviors from a network perspective.
- Investigating political behavior in a legislative setting from a network perspective.
- Interested faculty: Monica Harris

LINKS and Sociology

- Sociology has for many years been the prominent discipline for social network research. Research topics include gender and race equality, drug abuse, poverty, sexually transmitted diseases, homeless.

III. LINKS and International Prominence

Through the ION conference and research projects currently underway, Gatton faculty are currently linked to network scholars in Europe, Asia, Australia, and South America.

IV. LINKS and Potential Benefits to the Commonwealth

Additional resources for the LINKS center will have a number of benefits for UK and the Commonwealth. Below are some examples:

- It will increase Gatton's national and international prominence. A successful and prominent business school attracts companies to locate in a geographic area, adding to the tax base and making it more likely that more of Kentucky's best students stay in-state.
- There are a number of organizations in Kentucky and surrounding areas that are increasingly interested how the network perspective can improve their organizations' functioning (e.g., UPS and Proctor & Gamble). Equally important is network research on entrepreneurs and small business owners.

- Kentucky's rural population and localized pockets of poverty presents potential research opportunities for learning how these networks affect career and educational opportunities and perpetuate poverty.
- As Kentucky's populace ages, a growing number will be subject to physical handicaps. Our ongoing research on how online social networks can overcome physical barriers to interpersonal coordination will improve the life of handicapped citizens of all ages.
- Network analysis will be used to increase the functioning of governmental responses to large-scale public problems that rely on networked forms of organization (e.g., coordinated inter-agency, public/private responses to a public health disaster).
- Social networking programs are being developed in conjunction with LINKS to facilitate greater interdisciplinary networking (e.g., between business and engineering students) which will assist in bringing engineering ideas to market more quickly and successfully.
- Research on the effects of networking undergraduate students at UK on retention and graduation rates.

Additional Resources Needed:

1. Faculty positions: One position for a faculty member studying interorganizational networks to add to our current expertise on networks within organizations.
2. One position for a faculty member specializing in entrepreneurial, small business networks.
3. One position for a faculty member with mathematical skills in network analysis to add to our research expertise.
4. Funds to continue the ION conference
5. Funds for a cross-disciplinary UK network conference by 2010 that would include topics integrated for academics and Kentucky industry and business.

Appendix 5: Retailing

The Marketing Area of the Gatton College of Business & Economics proposes Retailing as a strategic initiative in the nascent strategic plan. Retailing includes all activities involved in providing goods and services to ultimate consumers for personal, family, or household use. The goals of the Retailing initiative are to:

1. Develop and implement methods that enable retailers to provide greater value to customers
2. Enable manufacturers and other supply chain members to understand retailer goals so that they can develop programs that deliver greater value to retailers
3. Develop learning materials and programs that increase student awareness of opportunities in retailing
4. Stimulate interest in pursuing careers in retailing
5. Refine communications between retailers and academicians so that academics are better acquainted with the challenges facing retailers
6. Refine communications between retailers and academicians so that retailers can benefit from contemporary marketing thought
7. Stimulate faculty to perform research that enhances retail practice and advances contemporary retail theory

The retailing-related areas of expertise in the Gatton College deliver benefits to research and marketing practice. The areas of expertise that will be developed and enriched through this initiative include:

1. Marketing of retail services
2. Retailing strategy
3. Franchising
4. New product development
5. Consumer behavioral analysis
6. Product Liability
7. Integration of marketing strategy and retailing
8. Market research
9. Retail branding strategies
10. Mergers and Acquisitions research in the retailing sector
11. Interorganizational research
12. Research examining multiple channels of distribution that include e-commerce and traditional retail channels
13. Supply chain management
14. International issues in retailing strategy

The following manuscripts serve as representative research in the retail sector:

- Dahlstrom, Robert and Mary Conway Dato-on (2004), "Business-to-Business Antecedents to Retail Co-Branding," *Journal of Business-to-Business Marketing* 11 (3), 1-22.
- Hardesty, David M., William O. Bearden, and Jay P. Carlson (2007) "Persuasion Knowledge and Consumer Reactions to Pricing Tactics," *Journal of Retailing*, 83 (2).
- Hoffman, K. Douglas, L. W. Turley and Scott W. Kelley (2002), "Pricing Retail Services," *Journal of Business Research*, Volume 55, 12: 1015-1023.
- Kidwell, Blair, Richard McFarland, & Ramon Avila (2007), "Perceiving emotion in the buyer-seller interchange: The moderated impact on performance," *Journal of Personal Selling and Sales Management*, 26 (2).
- Kidwell, Blair, Simon Sheng, & Ramon Avila, "Ability-Based Emotional Intelligence Scale for Salespeople and Service Employees (EISS): Conceptualization, Measurement, and Key Job-Outcome Factors," Working Paper University of Kentucky.
- Forbes, Lukas P., Scott W. Kelley and K. Douglas Hoffman (2005), "Typologies of E-Commerce Retail Failures and Recovery Strategies," *Journal of Services Marketing*, Volume 19, 5: 280-292.

- Nygaard, Arne and Robert Dahlstrom (2002), "Role Stress and Effectiveness in Retail Alliances," *Journal of Marketing* 66 (2), 61-82.
- Suter, Tracy A. and David M. Hardesty (2005), "The Effects of Price Information in Online Consumer-to-Consumer Auctions: Implications for Sellers," *Journal of Retailing*, 81 (4), 307-317.
- Vincent, Leslie, David Hardesty, Traci Freling, and Jason Rowe (2007), "Integrating the Evidence on Right-Digit 'Psychological' Pricing: A Meta-Analysis," Working Paper University of Kentucky

Appendix 6: Accountancy and Its Role in the Top-20 Plan

Accountancy has historically been a path for first-generation college students and students from modest economic backgrounds to enter the professional ranks. Combining this historical tradition with the fact that the Commonwealth of Kentucky is facing a significant shortage in the number of professionally qualified students entering the profession of accountancy, the Von Allmen School of Accountancy is poised to significantly assist in providing a means for Kentuckians to enter an important and growing profession in our global world. The need for more students entering the accountancy profession has prompted the Kentucky Society of Certified Public Accountants (KyCPA) to undertake a number of actions to improve the situation. KyCPA has noted that since 2000, there has been over a 62% decline in newly licensed CPAs. The Kentucky Society has warned that businesses, accounting firms, as well as governmental and not-for-profit organizations in the Commonwealth of Kentucky will bear the brunt of not having adequate numbers of accounting professionals. The Commonwealth's economy cannot be sustained and supported without an adequate workforce of licensed accountancy professionals.

In UK's striving to be a top-20 university, it must assist the Von Allmen School of Accountancy in improving its ranking. Strong accountancy schools or departments are associated with top-ranked universities and business schools. For example, most of the prestigious private universities (and their business school and MBA programs) have a highly ranked accountancy program (See Trieschmann, et. al. "Serving multiple constituencies in the business school: MBA program versus research" *Academy of Management Journal* (December 2000): 1130-1141). Following is a list of highly acclaimed private universities with highly ranked MBA programs and the rankings of their accountancy group:

Wharton at Pennsylvania	Rank = 1
University of Chicago	Rank = 2
Stanford University	Rank = 3
University of Rochester	Rank = 6
Northwestern University	Rank = 7
Columbia University	Rank = 10
Cornell University	Rank = 12
University of Southern California	Rank = 14
Washington University	Rank = 15
Harvard University	Rank = 16
Duke University	Rank = 19
New York University	Rank = 20

In addition, almost all of the accountancy programs in the set of UK benchmark universities are highly ranked and the competition is fierce. Following are the rankings of the accountancy groups at the UK benchmark universities:

University of Michigan	Rank = 2
University of Washington	Rank = 5
University of North Carolina at Chapel Hill	Rank = 8
University of Iowa	Rank = 9
University of Texas at Austin	Rank = 13
University of Florida	Rank = 17
University of Arizona	Rank = 18
University of Illinois at Urbana-Champaign	Rank = 21
University of Minnesota	Rank = 22
Ohio State University	Rank = 26
Pennsylvania State University	Rank = 30
University of Georgia	Rank = 31
University of Wisconsin – Madison	Rank = 33

Michigan State University	Rank = 35
Purdue University	Rank = 40
Texas A&M University	Rank = 50
North Carolina State University	Rank = 58
University of Maryland at College Park	Rank = 67

Unfortunately, the listing of the top-75 accounting research programs (Glover, et. al., “Publication Records of Faculty Promoted at the Top 75 Accounting Research Programs” Issues in Accounting Education (August 2006): 195-218) does not include the University of Kentucky in the top-75. It is obvious that in order to assist in UK achieving its top-20 goal, the Von Allmen School must improve its ranking!

For the Von Allmen School to compete with (or at least emulate) the more highly ranked programs, the School must improve its undergraduate, masters, and doctoral programs. Strong undergraduate programs combine highly rigorous accountancy coursework with general business courses and allow students to participate in honors programs, study abroad opportunities, and internships. Masters programs in accountancy have grown as the requirement for CPA licensing rose to 150 hours in most states. Strong masters programs in accountancy have changed to look more similar to MBA programs – significant technical content combined with exposure to general management education. In addition, a strong masters program usually requires significant infrastructure beyond what has been available at UK. This usually entails marketing, administration, internship coordination, and placement activities. Unfortunately, the reduction of the size of the accountancy faculty over the last few years has not allowed the Von Allmen School to move forward and improve its programs.

Across business schools, there has been a significant decline in the number of academically qualified faculty in accountancy. This is due to retirements and a significant decline in the number of doctoral degrees being awarded. For example, in 2003 there were 69 accountancy doctorates awarded at all of the doctoral degree granting universities in the United States. This was followed by an increase to 96 in 2004. By comparison, during the 1986 through 2004 period, the average number of degrees awarded was 158 with a high of 212 in 1989. This problem is exacerbated by the shrinking proportion of domestic students enrolling in U.S. doctoral programs in accounting. The Von Allmen School is impacted in two ways. The steady-state size of our doctoral program is highly dependent upon the number of senior faculty available to supervise and chair dissertations. With only two full professors (in addition to a full professor serving as School director), our ability to serve more students is impaired. On the other side, with projected retirements in accountancy across the nation, the ability to add new faculty is quite constrained. (See the attached report of the American Accounting Association and the Accounting Program Leaders Group for details regarding the extremely severe shortage of accountancy faculty.) As one might expect, rankings of accountancy programs have always been linked to the quality of the faculty, the number of senior research faculty, and the number of doctoral graduates being placed in prominent positions. The Von Allmen School faces both opportunities and challenges regarding our doctoral program and attracting new faculty.

Appendix 7: Economics Overview

I. Core Program

The Department of Economics core program is centered on three strategic groups:

- (a) Economic Welfare and Economic Development
- (b) The Economics of Strategy and Organizations
- (c) The Global Economy and the Macro Economy

Each has an overlapping group of faculty with active research programs and addresses issues important in the economics profession as well as for the College and University. This small number of groups suggests a tighter focus than many of our benchmark institutions. Indeed, the Self Study (2004) shows that nearly all of our benchmarks offer more fields of specialization.

Note, though, that all reputable doctoral programs in economics cover the fundamental areas of microeconomics, macroeconomics, and econometrics. Our approach enables us to be broad enough to provide sound training in these fundamentals and yet have enough focus to move us to substantially greater prominence with a reasonable investment. Additionally, the Department has a long-established reputation for its empirical and applied emphasis. In fact, the last National Research Council ratings (in 1993) ranked the Department in the top quarter of all departments (26.5 of 107 programs) in publication citations per faculty member. By this measure the faculty ranked 11th among economics departments in public universities.

Building around these strategic groups complements that reputation. Also, building in this manner is also expected to serve us well in enhancing the strength of our Ph.D. and Masters' programs, as well as our undergraduate Economics degrees in B&E and in A&S, the Foreign Languages and International Economics degree, and the Mathematical Economics degree.

A. Economic Welfare and Economic Development

This area of emphasis falls within the Department's historic strength in applied microeconomics. While much of economics is concerned with the welfare and development of society, the focus of this group is on policy questions arising in labor and health economics involving education, income, poverty, and health care and on economic development issues in public economics, environmental economics, and urban economics. These topics are interrelated and blend naturally together and dovetail with the strong and highly-regarded tradition of research done by the Center for Business and Economic Research and also with the newer and prestigious programs of the UK Center for Poverty Research. Because of the links to CBER and UKCPR, the prospect of greater external funding is strong. These links also connect the group strongly to outside constituencies, including policy makers and the business community.

The research done by faculty in this group is especially relevant in addressing many issues noted by Provost Subbaswamy and President Todd, such as poverty, education, health and welfare, and economic development. Furthermore, interdisciplinary links with this group already exist (e.g. individual faculty members' links to the Martin School, UKCPR's links to sociology, CBER's links to marketing) and can be enhanced with the growth of this group.

B. The Economics of Strategy and Organizations

This, too, falls within the Department's historically strong applied microeconomics area. There are links of this group to strategic group A through the economics of regulation and human resource management issues. This area also addresses fundamentals – principal-agent theory, transactions cost analysis, industry analysis, and game theory and strategy – that underlie many business problems.

In addition to being an important part of the economics graduate program, the link to management issues has made courses in this area very popular among graduate students in management, accounting, and finance. Growth of this group will enhance the reputations of the graduate programs in both economics and business administration and presents an opportunity for cross-disciplinary programs. This also applies at the undergraduate level, where clusters of related courses in various disciplines can be designed to address issues such as corporate governance (with courses from economics, accounting, and finance), strategy and games (with courses from economics and management), and supply chain and product distribution (with courses from economics, marketing, and DSIS). Also, there are likely to be applied research funding opportunities through the Sloan Foundation Center for the aluminum industry located at UK.

C. The Global Economy and the Macro Economy

The issues in this area also are of long-standing expertise in the Department and are core to any doctoral program in economics. This area deals with international economics issues, macroeconomic issues, and the link between them. The topics addressed by this group also are fundamentally connected to broad business concerns such as business cycles and inflation both here and abroad, and with international commerce issues such as exchange rate risk, international capital flows, and assessing country risk. Indeed, most issues associated with the term “globalization” are related to this area. The University’s stress on our place in the global economy entails a focus in this area.

At the graduate level, this area of specialization is especially popular among international students and improvements here can help us attract the best international students to our Ph.D. program. As with strategic group B, there are many opportunities for cross-College specializations in this area, such as clusters of courses in international financial markets (with courses from economics and finance), open economy macroeconomics (with courses from economics and finance), and country risk and business abroad (with courses from economics, marketing, and management). The Foreign Languages and International Economics (FLIE) program is an interdisciplinary program that already exists and is highly successful. Further investment in this group and coordination with the FLIE program can lead to an exemplary interdisciplinary program. Interdisciplinary programs with the Patterson School also have potential, given that the Patterson School is eager to have more of its students exposed to international economics.

The Department of Economics already has established a solid national reputation in each of the three strategic groups. Going forward, our plan is to strengthen the areas where we already have established scholars to build on synergies that, to some extent, are already in place. That would allow the Department to expand and strengthen existing strategic groups of researchers and to expand and strengthen the Ph.D. program. Along the way, external funding is expected to increase and interdisciplinary programs will be enhanced. All will enable the Department (and College and University) to rise in national prominence.

Appendix 8: DSIS Overview

Current core activities of the DSIS Area:

Provide the College with the intellectual presence in each of the following established disciplines (see Appendix for discipline definitions):

- Information systems (IS)
- Operations management (OM)
- Quantitative methods (QM)
- Supply chain management (SCM)

that is essential for accomplishing the following:

- delivering doctoral education focused in one (or more) of these disciplines
- contributing to MBA instructional coverage of these disciplines
- contributing to undergraduate business education pertaining to these disciplines
- generating new knowledge about these disciplines
- informing educators, students, practitioners, and fellow researchers about this new knowledge
- serving the scholarly communities that exist for these disciplines

all of which elevate the College's visibility and impact with respect to:

- stature in these particular disciplines
- reputation in the realm of business scholarship and practice, in general
- achieving the University's top-20 goal
- aiding Kentucky's economy as a magnet for, and provider of, skilled people and new ideas

How these DSIS activities are impacted by the drivers

1. Increased competition for a shrinking number of Ph.D.-trained faculty members in business.

This driver impacts recruitment/retention of DSIS faculty members. It becomes more challenging to attract/retain persons of high accomplishment/potential within practical limits of the University's salary levels relative to those of benchmarks. Nevertheless, over the past 15 years, there has been considerable success in DSIS recruitment/retention, leading to improvement in practically all DSIS core activities for multiple disciplines. This success is, at least in part, due to cultivation and development of an academic environment in which individual faculty members can flourish, in which fruits of their efforts are recognized, and in which they are contributors to high reputation of the unit. Going forward, it is vital that such an environment be maintained. Each discipline must be respected, to give faculty members in that discipline a basic rationale joining/remaining on the faculty. Beyond this, each individual needs to be situated so that he/she is embedded in conditions that allow (or even promote) his/her continuing efforts to contribute to the core activities of the DSIS Area.

2. Increased attention to differentiation in undergraduate education.

As yet, this driver has not greatly impacted DSIS core activities. Aside from the DIS 300 course, which combines OM and QM basics into a 3-hour module, there has been no other material from the four disciplines included in the undergraduate core since they were bundled into the DSIS unit circa 1988 (before that time, OM and QM were covered in separate courses offered by the Management Dept).

Since 1988, undergraduate students could pursue a "DSIS" concentration comprised of a sampling of courses from the various disciplines. In recent years, fairly small numbers have chosen to do so. The course offerings available for this concentration has always been very limited, even when there were many more students for it in the 1990s. A major contributor to this situation is the term "DSIS" and the related idea that a smattering of courses from varied disciplines comprises a marketable "concentration."

Outside the walls of Gatton, DSIS has little meaning. Students (and their parents) are not inclined to invest in preparing for a career in DSIS (there is no such career). Recruiters are not lining up to hire graduates trained in this amalgam that our College calls "DSIS." Students want careers in IS, OM, or SCM and recruiters seek students who have some truly concentrated training in IS, OM, or SCM.

The differentiation driver could be useful in devising a restructuring to eliminate the foregoing constraints, but this is an issue that cannot be unilaterally undertaken by the DSIS Area as it is affected by (and would affect) the overall undergraduate program and has potentially large staffing implications.

3. Internationalization.

This driver has affected DSIS coursework, not in the sense of adding specific courses on internationalization, but rather in adjusting course content to reflect the realities of today's global markets. For instance, IS advances have contributed mightily to enabling this state of affairs, OM must deal with it, and it has become instrumental to many aspects of SCM. This driver has led to a healthy international mix in the community of DSIS doctoral students, and to dissertations that are cognizant of the international dimension. This driver has infiltrated the issues examined in DSIS research and is beginning to drive the placement/presentation of research results in forums that are not always dominated by US-based researchers.

4. Importance of the MBA program.

With the advent of the innovative MBA program in 2005, it was necessary to add SCM expertise to the College's intellectual capital. This driver led to the addition of SCM to DSIS Area's portfolio of disciplines, by way of two new faculty members. This has had a substantial impact beyond the design and delivery of SCM in the MBA program. It has led to very valuable inputs at the doctoral level, to the launch of a variety of interdisciplinary research initiatives with DSIS (and other faculty members), and even some enrichment in undergraduate course offerings.

5. Importance of building intellectual capital through attraction/retention of high quality faculty who publish rigorous and relevant research

From its outset, the DSIS unit's activities have been harnessed to this as the key driver of activity. The long-term alignment has led to considerable success building intellectual capital through attraction/retention of high quality faculty who publish rigorous and relevant research. However, the advance has been most dramatic for the IS and SCM disciplines, mirroring the growth in faculty for these disciplines. For OM, there is still only one faculty member, compared to two in 1988 until the mid-1990s. There is still only one for QM, as well. This not only constrains the "collective" impact by our faculty on the OM or QM discipline, it also makes the delivery of a doctoral program for either of these disciplines very challenging, not to mention delivery of coursework on these disciplines at the undergraduate and MBA levels.

Opportunities these drivers offer during our planning horizon of 2007-2012

1. Increased competition for a shrinking number of Ph.D.-trained faculty members in business. This driver offers the opportunity to continue maximizing contributions to meeting this need, particularly in the IS and SCM disciplines. Constraints on this opportunity are the available time of doctoral-active DSIS faculty members to devote to this intensive teaching effort (which is outside of current prescribed DOE norms) and the ability to be competitive in attracting/capturing very strong new doctoral students on a consistent basis.
2. Increased attention to differentiation in undergraduate education. The differentiation driver offers an opportunity for revamping the core activity of undergraduate education in concert with a broader effort involving the overall undergraduate program.

3. Internationalization. Continue to be cognizant of this mega-trend and seize opportunities as they arise.
4. Importance of the MBA program. Continue to refine the contributions to this program as it evolves.
5. Importance of building intellectual capital through attraction/retention of high quality faculty who publish rigorous and relevant research. Continue to emphasize this as a cornerstone of success in each DSIS core activity.

Definitions of Disciplines

Traditional disciplines bundled into the DSIS Area:

- Operations Management: managing the production of goods and services (managing quality, capacity, inventory, projects, scheduling, facilities) in ways that enhance competitiveness
- Quantitative Methods: using mathematical means for formulating and solving problems via the analysis of measurements in order to improve decision making processes and/or outcomes
- Supply Chain Management: integrating key business processes involving originating suppliers through ultimate consumers, in ways that add value to those consumers and other stakeholders
- Information Systems: harnessing computer technology to enable or enhance the knowledge aspects of processes and process outcomes in ways that add value to the work of organizations and individuals

Cross-functional disciplines related to the DSIS Area's traditional disciplines (and other disciplines):

- Knowledge Management: cross-functional area of study and practice involving means to ensure that the right knowledge gets to the right processor(s) at the right time(s)/place(s) in the right form(s) at the right cost to enable right relationships, decisions, and actions with respect to fulfilling a purpose or accomplishing a mission
- Technology Management: cross-functional area of study and practice involving development, application, and analysis of technological systems and processes with the aim of yielding value for individuals, organizations, and society (including, but not limited to, computer technology)
- Science of Competitiveness: cross-functional area of study and practice involving the integrated management of knowledge, networks, and processes with the aim of designing, implementing, and assessing actions that enhance an organization's competitive standing in dynamic, turbulent environments

Appendix 9: Finance Overview

The Gatton finance area plays a critical role in all of the college's missions: teaching, research and outreach. Continued strength and improvement in finance is vital. This plan outlines future challenges and opportunities.

With respect to teaching, the undergraduate major in finance is one of the most popular degrees on campus. Furthermore, finance courses are a critical and core component of all top MBA programs. Finally, the finance area offers a very successful Ph.D. program, placing students at top quality universities nationwide. In research, the finance area continues to concentrate on publication in the top mainstream finance journals, consistent with UK's Top 20 Business Plan. The area has set high research goals fully consistent with publication patterns at the benchmark universities.

The finance area strives to be engaged in local, national and international communities. Finance area faculty participate in local banking schools and other educational forums, thereby improving the quality of financial services within the Commonwealth. Nationally, our faculty participate in research activities for private and governmental entities, including the U.S. Small Business Administration, HUD, the FDIC, and TIAA-CREF. Numerous faculty are well known nationally and internationally, frequently participating in high visibility academic and professional conferences, both as invited speakers and as presenters of original scholarly research. Finally, finance area faculty frequently teach and present research internationally including recent lectures in Japan, China, Greece, Canada, Hong Kong, and numerous European countries.

The challenges facing the finance area going forward are clear. To achieve its research goals while still providing exceptional quality teaching, the area will need to add a relatively large number of faculty over the next several years. There are two drivers. First, a wave of retirements is occurring and is reducing the teaching power in the area significantly. Replacing retiring faculty (with higher teaching loads) with new, high productivity research faculty (with lower teaching loads) that are needed to fulfill UK's Top 20 Business Plan will place further strains on the area's ability to meet even current demand for its classes. Second, projected increases in enrollments, due to the combination of the relative popularity of the finance major and the anticipated growth in enrollments at UK and the Gatton College, will also require additional faculty. Because providing quality instruction in finance requires significant technical expertise and awareness of current research, it is critical that we hire well trained, top quality, research active faculty.

Meeting the area's hiring goals is essential in:

- 1) Taking advantage of the shrinking numbers of Ph.D.s trained in finance by growing and strengthening the area's already strong Ph.D. program positions UK to produce additional high quality graduates.
- 2) Increasing the number of unique and value-added courses at the undergraduate level. Financial engineering, new venture finance, and asset management all are important offerings that would enhance the curriculum.
- 3) Expanding and improving the area's course offerings and research in the extremely important area of global finance.
- 4) Most importantly, attracting and retaining faculty members. The area's hiring plans are absolutely essential to the building of intellectual capital in the finance area and the attraction and retention of high quality faculty who publish rigorous and relevant research.

Beginning three years ago, the finance area embarked on a targeted strategy to improve its research productivity in the critical area of business finance, hiring three promising young scholars focused in that area. Future hires will continue to be primarily at the untenured assistant professor level. However, to provide guidance and mentoring, as well as to improve our ability to attract promising young scholars, the area anticipates the need for at least one additional senior faculty member with a nationally and internationally recognized research record in the business finance field.

In conclusion, investment in the finance area is critical to achieving the Gatton College's and UK's goals for a number of reasons, including:

- 1) All top 20 business schools have exceptional finance departments.
- 2) Finance is the backbone of top MBA programs nationally and internationally.
- 3) Academic research in finance is the foundation of the multi-trillion dollar derivatives industry.
- 4) Finance Ph.D.s are in strong demand, both in the U.S. and abroad.

Appendix 10: Management Overview

Based on Projected Enrollment Increases

Current Staffing

- 9 Tenure Track (Brass, Dineen, Ferrier, Freeman, Jarley (Senior Associate Dean), Johnson (Associate Dean), Labianca, Mehra, and Yao).
- 3 Lecturers (Holbein, Lockhart, and Perry)
- Numerous adjuncts

Teaching Areas

General Management: topics such as planning, staffing, controlling.

- 1 faculty (Holbein)

Organizational Behavior: micro topics such as personality, motivation, leadership, individual and group performance, social networks, negotiation, conflict.

- 3 faculty (Brass, Labianca, Mehra)

Human Resources: topics such as human capital and social capital, recruitment, selection, training, compensation, networks and career success, law, and labor relations.

- 4 faculty (Dineen, Freeman, Jarley, Johnson)

Organizational Theory: macro topics such as technology, organizational design, organizational networks, national culture, innovation, and interorganizational relations.

- 0 faculty

Strategy: topics such as top management team and executive decision making, strategic social networks, competitive advantage, firm strategy and performance.

- 3 faculty (Ferrier, Lockhart, Yao)

Entrepreneurship & Small Business Management: networks and small business start-ups, venture capital.

- 1 faculty (Perry)

We propose hiring tenure track faculty in HR, OT, Strategy, and Entrepreneurship to restore and maintain our course offerings. To build on our research competence in social networks and our recent formation of LINKS: International Center for the Study of Social Networks in Business (see Strategic Research Initiative Plan), we propose that these faculty have a research interest in social networks in each area. In addition, we are proposing a new course offering at the UG and MBA level focusing on social networks: Managing Social Capital. This course would focus on the importance of building relationships for career and organizational success, and would leverage our research competences into the classroom.

Appendix 11: Marketing Area Overview

This document outlines the current state of the Marketing Area in the School of Management. We describe current staffing, teaching, and outreach in the area. We conclude by identifying opportunities for development of the area.

Current staffing

The marketing area includes nine tenure track faculty, one visiting professor, and one lecturer. The faculty include:

Scott Kelley, Professor
Steve Skinner, Professor
Bob Dahlstrom, Professor
Fred Morgan, Professor
Terry Childers, Professor
Traci Freling, Assistant Professor
David Hardesty, Assistant Professor
Blair Kidwell, Assistant Professor
Leslie Vincent, Assistant Professor
Catherine Zhang, Visiting Professor
Tom Lewis, Lecturer

Teaching

The classroom efforts of the area are associated with the following classes:

Undergraduate courses in marketing

Marketing Management	Bob Dahlstrom, teaching assistant
Consumer Behavior	Traci Freling, teaching assistant
Retailing	Tom Lewis
Promotion	Tom Lewis
Marketing Research	Catherine Zhang, Terry Childers
Personal Selling	teaching assistant
Internet Marketing	Blair Kidwell
Franchising	Not offered
Services Marketing	Scott Kelley, teaching assistant
International Marketing	teaching assistant
Sports Marketing	Scott Kelley
Marketing Strategy	Steve Skinner, Fred Morgan

MBA courses in marketing

Marketing Management	Fred Morgan
International Marketing Management	Bob Dahlstrom
Sales Management	Blair Kidwell
Marketing Processes and Functions	David Hardesty, Leslie Vincent
New Product Development	David Hardesty, Leslie Vincent

Doctoral courses in marketing

Marketing Theory	Blair Kidwell
Marketing Measurement	Terry Childers
Consumer Behavior	David Hardesty
Marketing Strategy	Steve Skinner
Marketing Channels	Bob Dahlstrom

Outreach

The primary outreach efforts in the marketing area are provided through the Center for Sports Marketing. The UK Sports Marketing Academy is now in its tenth year, this annual colloquium brings one-hundred continuing education students to UK's campus. These students convene for one week each May over three years to earn the professional certification designation of Sports Marketing Professional (SMP). The program is administered in conjunction with Host Communications and the University of Kentucky Athletic Department, and the staffing of this program includes nationally-acclaimed sports marketing executives and faculty.

Development of the Marketing Area

In order to cover the undergraduate classes and doctoral courses that are currently part of our programs, it is essential to consider the hiring of four new Marketing faculty. These faculty are associated with current undergraduate staffing needs in International Marketing, Personal Selling, Marketing Research, as well as a doctoral course in marketing measurement.

In addition to these staffing concerns associated with maintaining the status quo, we call for the hiring of two additional faculty. These faculty would be associated with the Retailing strategic proposal submitted by the Marketing faculty. These faculty would focus their research on retailing and brand management.

A.3 Appendix to Section 3

Table A.3.1: Faculty Publications, 2004-2010 by Faculty in the Department 2010-2011

(Department member is listed first unless a different order of authorship is known from a readily available source. If a paper was accepted for publication in 2010 it is included as either forthcoming or with the actual date of publication.)

Ahn, Thomas, Peter Arcidiacono and Walter Wessels. "The Distributional Impacts of Minimum Wage Increases when Both Labor Supply and Labor Demand are Endogenous". Accepted for publication in *Journal of Business and Economic Statistics*.

Ahn, Thomas, Peter Arcidiacono, Alvin Murphy, and Omari Swinton. "Explaining Cross-Racial Differences in Teenage Labor Force Participation: Results from a Two-Sided Search Model" *Journal of Econometrics* 156, 1 (May 2010): 201-211.

Ahn, Thomas, and Peter Arcidiacono. "Paying to Queue: A Theory of Persistent Differences in Nonunion Wage" *Journal of Urban Economics* 55, 3 (May 2004);564~579.

Bagh, Adib. "Existence of Pure Strategy Equilibrium for Bertrand Games with Arbitrary Tie-Breaking Rules" *Economics Letters* 108, 3 (2010).

Bagh, Adib. "Variational Convergence of Games, Existence and Approximation of Equilibria in Discontinuous Games" *Journal of Economic Theory* 145, 3 (2010).

Bagh, Adib and Alejandro Jofre. "Reciprocal Upper Semi-Continuity and Better Reply Secure Games: A Comment" *Econometrica* 74, 6 (2006).

Bagh, Adib and Hemant Bhargava. "Tariff Structure for Pricing Grid Computing Resources" *Proceedings of the Third International Conference on Grid Economics and Business Models*, Hing-Yan Lee and Steven Miller, eds., (2006).

Bagh, Adib. "An Epi-convergence result for convex bivariate functions" *Journal of Convex Analysis* 11, 1 (2004).

Bagh, Adib and Michael Casey. "An Ergodic Theorem for Random Lagrangians with an Application to Stochastic Programming" *International Journal of Pure and Applied Analysis*, 14, 3 (2004).

Blomquist, Glenn C., Mark Dickie and Richard M. O'Connor. "Willingness to Pay for Improving Fatality Risks and Asthma Symptoms: Evidence for Children and Adults of All Ages" *Resource and Energy Economics* (forthcoming) available on line.

Blomquist, Glenn C., Karen Blumenschein, and Magnus Johannesson. “Eliciting Willingness to Pay without Bias using Follow-up Certainty Statements: Comparisons between Probably/Definitely and a 10-point Certainty Scale” *Environmental and Resource Economics* 43 (August 2009): 473-502.

Srinivasan, Arun K. and **Glenn C. Blomquist**. “Ecolabeled Paper Towels: Consumer Valuation and Expenditure Analysis” *Journal of Environmental Management* 90 (January 2009): 314-320.

Eric Thompson, Ellen J. Hahn, **Glenn C. Blomquist**, **John Garen**, Don Mullineaux, Nola Ogunro and Mary K. Rayens. “Smoke-Free Laws and Employee Turnover” *Contemporary Economic Policy* 26 (July 2008): 351-359.

Cave, Lisa and **Glenn C. Blomquist**. “Environmental Policy in the European Union: Fostering the Development of Pollution Havens?” *Ecological Economics* 65 (April 2008): 253-261.

Blumenschein, Karen, **Glenn C. Blomquist**, Magnus Johannesson, Nancy Horn, and Patricia Freeman. “Eliciting Willingness to Pay without Bias: Evidence from a Field Experiment” *The Economic Journal* 118 (January 2008): 114-137.

Berger, Mark C., **Glenn C. Blomquist**, and Klara Sabirianova Peter. “Compensating Differentials in Emerging Labor and Housing Markets: Estimates of Quality of Life in Russian Cities” *Journal of Urban Economics* 63 (January 2008): 25-57.

Blomquist, Glenn C. “Quality of Life” in *A Companion to Urban Economics* edited by Richard Arnott and Daniel McMillen (Malden, MA: Blackwell Publishing, 2006.)

Whitehead, John C. and **Glenn C. Blomquist**. “The Use of Contingent Valuation in Benefit-Cost Analysis” in *Handbook of Contingent Valuation* edited by Anna Alberini and James R. Kahn (Northampton, MA: Edward Elgar Publishing, 2006).

Blomquist, Glenn C. “Self Protection and Averting Behavior, Values of Statistical Lives, and Benefit Cost Analysis of Environmental Policy” *Review of Economics of the Household* 2 (March 2004): 89-110.

Blomquist, Glenn C., Michael A. Newsome, and D. Brad Stone. “Public Preferences for Program Tradeoffs: Community Values for Budget Priorities” *Public Budgeting & Finance* 24 (Spring 2004): 50-71.

Bollinger, Christopher R., Xiaodong Liu, and Lung-Fei Lee, “Improved Efficient Quasi Maximum Likelihood Estimator of Spatial Autoregressive Models” *J. Econometrics* (forthcoming).

Bollinger, Christopher R. "Misclassification in Binary Variables" *New Palgrave Dictionary of Economics*, Steven N. Durlauf and Lawrence E. Blume, eds. (forthcoming).

Bollinger, Christopher R., Luis Gonzalez and James P. Ziliak. "Welfare Reform and the Level and Composition of Income," in *Welfare Reform and its Long-Term Consequences for America's Poor*, James P. Ziliak, ed, Cambridge, UK: Cambridge University Press, 2009, 59-103.

Bollinger, Christopher R., Gail M. Hoyt, and KimMarie McGoldrick. "Chicks Don't Dig it: Gender, Attitude and Performance in Principles of Economics Classes" in *Expanding Teaching and Learning Horizons*, Franklin G. Mixon, Jr. and Richard J. Cebula, eds, New York: Nova Science Publishers, (forthcoming).

Bollinger, Christopher R. and Paul Hagstrom. "The Poverty Reduction Success of Public Transfers For Working Age Immigrants and Refugees In the United States" *Contemporary Economic Policy* (forthcoming).

Bollinger, Christopher R. and Paul Hagstrom. "Food Stamp Program Participation Among Immigrants and Refugees" *Southern Economic Journal* 74, 3 (January, 2008): 665-692.

Bollinger, Christopher R. and Barry T. Hirsch. "Match Bias in the Earnings Imputations in the Current Population Survey: The Case of Imperfect Matching" *Journal of Labor Economics* 24, 3 (July 2006): 483-520.

Bollinger, Christopher R. and Martin H. David. "I Didn't Tell and I Won't Tell: Dynamic Response Error in the SIPP" *Journal of Applied Econometrics* 20, 4 (May/June 2005): 563-569.

Bollinger, Christopher R. and Amitabh Chandra. "Iatrogenic Specification Error: Cleaning Data can Exacerbate Measurement Error Bias" *Journal of Labor Economics* 23, 2 (April 2005): 235-257.

Burkhauser, Richard V., **J.S. Butler**, Shuaizhang Feng, and Andrew J. Houtenville, "Long Term Trends in Earnings Inequality: What the CPS Can Tell Us", *Economics Letters* 82(2004): 295-299.

Burkhauser, Richard V., **J.S. Butler**, and Gulcin Gumus, "Dynamic Programming Model Estimates of Social Security Disability Insurance Application Timing", *Journal of Applied Econometrics* 19(2004): 671-685.

Peters, H. Elizabeth, Laura Argys, Heather Wynder Howard, and **J.S. Butler**, "Legislating Love: The Effect of Paternity, Child Support, and Welfare Policies on Father-Child Contact", *Review of Economics of the Household* 2(2004): 255-274.

Daugherty, Kimberly K., **J.S. Butler**, Michelle Mattingly, and Melody Ryan, "Factors Leading Patients to Discontinue Multiple Sclerosis Therapies", *Journal of the American Pharmacists Association* 45(2005): 371-375.

Sibulkin, Amy E. and **J.S. Butler**, "Differences in Graduation Rates between Young Black and White College Students: Effect of Entry into Parenthood and Historically Black Universities", *Research in Higher Education* 46(2005): 327-348.

Ryan, Melody, **J.S. Butler**, Frank Romanelli, and Kelly M. Smith, "The Relationship of Board Certification to Financial and Professional Benefits for Pharmacy Practice Faculty", *Journal of Pharmacy Teaching* 12(2005): 109-116.

Feng, Schuaizhang, Richard V. Burkhauser, and **J.S. Butler**, "Levels and Long-Term Trends in Earning Inequality: Overcoming Current Population Survey Censoring Problems Using the GB2 Distribution", *Journal of Business and Economic Statistics* 24(2006): 57-62.

Chen, Jennjou and **J.S. Butler**, "A quality adjusted wage index", *Economics Bulletin* Vol. 10, No. 13(2006): 1-14.

Johnson, Peter N., F. Romanelli, K.M. Smith, Dinesh Ranjan, **J.S. Butler**, and Timothy M. Clifford, "Analysis of morbidity in liver transplant recipients following human albumin supplementation: a retrospective pilot study", *Progress in Transplantation* 16(2006): 197-205.

Butler, J.S. and Christine Moser, "Cloud Cover and Satellite Images of Deforestation", *Land Economics* 83(2007): 58-65.

Johnson, Peter N., Robert P. Rapp, Christopher T. Nelson, **J.S. Butler**, Sue Overman, and Robert J. Kuhn, "Characterization of Community-Acquired Staphylococcus aureus Infections in Children", *The Annals of Pharmacotherapy* 41(2007): 1361-1367.

Johnson, Peter N., Robert P. Rapp, Christopher T. Nelson, **J.S. Butler**, Sue Overman, and Robert J. Kuhn, "Utilizing Pharmacy Records to Assess Antibiotic Prescribing Patterns on the Incidence of Community-Acquired Methicillin-Resistant Staphylococcus aureus Infections in Children" *The Journal of Pediatric Pharmacology and Therapeutics* 12(2007): 91-101.

Sibulkin, Amy E. and **J.S. Butler**, "Should College Algebra be a Prerequisite for Taking Psychology Statistics?", *Teaching of Psychology* 35(2008): 214-217.

Yan, Wenli, Dwight V. Denison, and **J.S. Butler**, "Revenue Structure and Nonprofit Borrowing", *Public Finance Review* 37(2009): 47-67.

Avery, Rosemary J., **J.S. Butler**, Ellie Bradsher Schmidt, and Barb Holtan, "AdoptUsKids National Photolisting Service: Characteristics of Listed Children and Length of Time to Placement", *Children and Youth Services Review* 31(2009): 140-154.

Comer D., M. Mabins, **J.S. Butler**, and K. Blumenschein, "Patient Interpretation of Prescription Order Quantitative Statements," *Journal of the American Pharmacists Association* (forthcoming).

Streams, Megan, **J.S. Butler**, Joshua Cowen, Jacob Fowles, and Eugenia F. Toma "School Finance Reform: Do Equalized Expenditures Imply Equalized Teacher Salaries?" *Education Finance and Policy* (forthcoming).

Moser, Christine and **J.S. Butler**, "A Structural Model of Agricultural Markets in Developing Countries," *American Journal of Agricultural Economics* (forthcoming).

Davis, Alison F. and Thomas R. Harris, "The Use of Double Hurdles Models: An Application to Nevada" in *Targeting Regional Economic Development*, editors Stephan Goetz, Steven Deller and Thomas Harris (March 2009).

Goetz, Stephan, Steve Deller, Thomas Harris, and **Alison Davis**. "What Have We Learned?" in *Targeting Regional Economic Development*, editors Stephan Goetz, Steven Deller and Thomas Harris, (March 2009).

Ona, Lucia and **Alison Davis**, "Economic Impact of the Critical Access Hospital Program on Kentucky's Communities," *Journal of Rural Health*. (forthcoming, available online early edition).

Hu, W., **A. Davis**, L. J. Cox and J. Schieffer "An Ex Post Attribute Preference Analysis as a Follow-up of Stated Preferences for Desert Management Strategies" *Annals of Leisure Research*. (forthcoming).

Hu, Wuyang and **Alison F. Davis** "Desert Recreation Management: Value of Perceived Freedom." *Applied Economics Letters* (forthcoming)

Davis, Alison F. and Klaus Moeltner "Valuing the Prevention of an Infestation: The Case of the New Zealand Mud Snail and the Truckee / Carson / Walker Fishery." *Agricultural and Resource Economics Review* 39, 1 (February 2010): 56-74.

Ederington, Josh and P. McCalman. "The Liberalization of Trade and FDI: A Political Economy Analysis," *Journal of Economic Policy Reform* (forthcoming).

Ederington, Josh. "Should Trade Agreements Include Environmental Policy?" *Review of Environmental Economics and Policy* 4 (2010): 84-102.

Ederington, Josh and P. McCalman. "International Trade and Industrial Dynamics," *International Economic Review* 50 (2009): 961-989.

Ederington, Josh and P. McCalman. "Endogenous Firm Heterogeneity and the Dynamics of Trade Liberalization," *Journal of International Economics* 74 (2008): 422-440.

Ederington, Josh and **Jenny Minier**. "Reconsidering the Empirical Evidence on the Grossman-Helpman Model of Endogenous Protection," *Canadian Journal of Economics* 41 (2008): 501-516.

Ederington, Josh. "NAFTA and the Pollution Haven Hypothesis," in symposium on "The Environmental Effects of NAFTA" *Policy Studies Journal* 35 (2007): 239-244.

Ederington, Josh and **Jenny Minier**. "Why Tariffs, not Subsidies? A Search for Stylized Facts" *Contributions in Economic Analysis and Policy* 5 (2006).

Ederington, Josh, A. Levinson and **Jenny Minier**. "Footloose and Pollution-Free" *Review of Economics and Statistics* 87 (2005): 92-99.

Ederington, Josh, A. Levinson and **Jenny Minier**. "Trade Liberalization and Pollution Havens" *Advances in Economic Analysis and Policy* 4 (2004). Reprinted in *The Economics of Pollution Havens*, edited by Don Fullerton, Edward Elgar Publishing Inc., (2006).

Fackler, James S. and Randall E. Parker. "Was Debt Deflation Operative During the Great Depression?" January 2005, *Economic Inquiry* (January 2005).

Garen, John E., "On Fairness and Needs in a Free Enterprise Economy," *Journal of Applied Economics and Policy*, 29(1), (Spring 2010): 61-78.

Garen, John E., M. Castanada and J. Thornton. "Competition, Contractibility, and the Market for Donors to Non-Profits" *Journal of Law, Economics, & Organization* 24,1 (May 2008).

["Smoke-Free Laws and Employee Turnover," *Contemporary Economic Policy*, 26(3), July 2008. **Garen, John** with E. Thompson, E. Hahn, **G. Blomquist**, D. Mullineaux, N. Ogunro, and M.K. Rayens is listed above with Blomquist.]

Garen, John E. and Maretno Agus Harjoto. "Is Equity Pricing for Newly Public Firms Related to Real Changes in Value?" *Corporate Finance Review* 11, 3 (November/December 2006): 5-18.

Garen, John E. "Use of Employees and Alternative Work Arrangements in the United States: A Law, Economics, and Organizations Approach" *Labour Economics* 13, 1 (February 2006): 107-141.

Garen, John E., **William Hoyt** and Anna Stewart. "Cost of Government Services: Trends and Comparisons for Kentucky and its Neighboring States" *Regional Economic Development*, Federal Reserve Bank of St. Louis, (2006).

Garen, John E. and Maretno Agus Harjoto. "Beyond the IPO: The Evolution of Corporate Ownership Concentration" *Journal of Corporate Finance* 11, 3 (September 2005): 661-679.

Garen, John E. and Kathleen Trask. "Do More Open Economies Have Bigger Governments? Another Look," *Journal of Development Economics* 77, 2 (August 2005): 533-551.

Garen, John E. "Independent Contractors and Self-Employment as Systems of Incentives and Control: Theory, Empirics, and a Survey of Evidence" *Research in Labor Economics* 23 (2004): 27-68.

Garen, John E. and K. Chang. "Residual Income Claimancy, Monitoring, and the R&D Firm: Theory with Application to Biotechs" *Managerial and Decision Economics* 25, 8 (December 2004): 489-507.

Hoyt, Gail, Stephen Buckles and Jennifer Imazeki. "Engaging Large Enrollment Courses in Economics," (forthcoming) in *The International Handbook on Teaching and Learning in Economics*, editors **Gail Hoyt** and KimMarie McGoldrick, forthcoming 2012. Edward Elgar Publishing: Cheltenham, UK and Northampton, MA).

Hoyt, Gail, Joab Corey and Jim Gwartney. "Economics Teaching Workshops: Past, Present, and Future," (forthcoming) in *The International Handbook on Teaching and Learning in Economics*, editors **Gail Hoyt** and KimMarie McGoldrick, forthcoming 2012. Edward Elgar Publishing: Cheltenham, UK and Northampton, MA).

Hoyt, Gail, Jennifer Imazeki, Mary Kassis, and David Vera. "Interactive Large Enrollment Economics Courses," (forthcoming) in *Teaching Innovations in Economics: Strategies and Applications for Interactive Instruction*, editors Michael Salemi and William Walstad, forthcoming 2010. (Edward Elgar Publishing: Cheltenham, UK and Northampton, MA).

Hoyt, Gail and KimMarie McGoldrick, co-editors. *The International Handbook on Teaching and Learning in Economics*, Edward Elgar Publishing, (forthcoming 2012).

Hoyt, Gail, David Colander and KimMarie McGoldrick. "The Professional Development of Graduate Students for Teaching Activities: The Students' Perspective" *The Journal of Economic Education* 41, 2 (2010): 194-201.

[“Chicks Don’t Dig It: Gender, Attitude, and Performance in Principles of Economics Courses,” chapter in *Expanding Teaching and Learning Horizons in Economic Education*, Nova Science Publishing, 2009. **Hoyt, Gail** with **Chris Bollinger** and KimMarie McGoldrick is listed above with Bollinger.]

Hoyt, Gail, David Colander, Tiziana Dominguez, and KimMarie McGoldrick. "How Do Students at Median Graduate Economic Programs Differ from Students at Top-ranked Programs?" *The Eastern Economic Journal* 35, 4 (2009): 423-432.

Hoyt, Gail, with Stephen Buckles. “Active Learning Techniques in the Large Lecture Economics Class” in *Engaging Teaching Methods for Undergraduate Economics Courses: More Alternatives to Chalk and Talk*, edited by William E. Becker and Michael Watts, Edward Elgar Publishing, 2005.

Hoyt, William H., Paul Coomes and Amelia Biehl. “Property Tax Limits and Housing Markets: What did the “Property Tax Revolt” do for (to?) Residential Development?” *Real Estate Economics* (forthcoming).

Coomes, Paul and **William H. Hoyt**. “Income taxes and the Destination of Movers to Multistate MSAs” *Journal of Urban Economics* 63,3(May 2008): 920-937.

Logan, TK, **William H. Hoyt**, K. McCollister, M. French, C. G. Leukefeld, and L. Minton. “Economic evaluation of drug court: Methodology, results, and policy implications” *Evaluation and Program Planning* 27,4 (November 2004): 381-396.

Hoyt, William H., Christopher Jepsen and Kenneth Troske. “An Examination of Incentives to Attract and Retain Businesses: Evidence from Kentucky, *National Tax Association Proceedings, 2007* (October 2009).

Hoyt, William H. “Imperfect Competition between Communities, Politics, and Capitalization,” (2006) in *The Tiebout Model at Fifty: Essays in Honor of Wallace Oates*, ed. William Fischel, The Lincoln Institute.

[“Cost of Government Services: Trends and Comparisons for Kentucky and Its Neighboring States,” Federal Reserve Bank of St. Louis Regional Economic Development, 2005, 1(1): 66-96
Hoyt, William H. with **John Garen** and Anna Stewart listed above with Garen.]

Hoyt, William H. “Education and Housing, (2004) *International Handbook on Economics of Education*, eds. Geriant Johnes and Jill Johnes, Edward Elgar Publishing.

Jepsen, Christopher. “Bilingual Education and English Proficiency” *Education Finance and Policy* 5,2 (2010): 200-227.

[“An Examination of Incentives to Attract and Retain Businesses: Evidence from Kentucky, *National Tax Association Proceedings, 2007* (October 2009). **Jepsen, Christopher** with **William H. Hoyt** and **Kenneth Troske** is listed about with W. Hoyt.]

Jepsen, Christopher and Lisa Jepsen. “Does Homeownership Vary by Sexual Orientation?” *Regional Science and Urban Economics* 39,3 (2009): 307-315.

Jepsen, Christopher and Steven Rivkin. "Class Size Reduction and Student Achievement: The Potential Tradeoff between Teacher Quality and Class Size" *Journal of Human Resources* 44,1 (2009): 223-250.

Jepsen, Christopher and Mark Montgomery. "Miles to Go before I Learn: The Effect of Travel Distance on the Mature Person's Choice of a Community College" *Journal of Urban Economics* 65,1 (2009): pp. 64-73.

Jepsen, Christopher. "Multinomial Probit Estimates of College Completion at Two-Year and Four-Year Schools" *Economics Letters* 98,2 (2008): 155-160.

Jepsen, Christopher and Laura E. Hill. "Positive Outcomes from Poor Starts: Predictors of Dropping Back In" *Economics of Education Review* 26,5 (2007): 588-603.

Jepsen, Christopher and Lisa Jepsen. "The Sexual Division of Labor within Households Revisited: Comparisons of Couples and Roommates" *Eastern Economic Journal* 32,2 (2006): 299-312.

Jepsen, Christopher and Lisa Jepsen. "The Effects of Statutory Rape Laws on Nonmarital Teenage Childbearing" *Contemporary Economic Policy* 24,1 (2006): 35-51.

Jepsen, Christopher. "Teacher Characteristics and Student Achievement: Evidence from Teacher Surveys" *Journal of Urban Economics* 57,2 (2005): 302-319.

Jepsen, Christopher, Deborah Reed and Laura E. Hill. "Transitions to Work for Racial, Immigrant, and Immigrant Groups," in *Improving School-To-Work Transitions*, edited by David Neumark, New York: Russell Sage Foundation, 2007, pp. 24-58.

Jepsen, Christopher and Ria Sengupta. "California's Community College Students," *California Counts: Population Trends and Profiles*, Volume 8, Number 2, Public Policy Institute of California, November 2006

Jepsen, Christopher, Deborah Reed, Laura E. Hill and Hans P. Johnson. *Educational Progress Across Immigrant Generations in California* San Francisco, CA: Public Policy Institute of California, September 2005.

Jepsen, Christopher and Shelley de Alth. *English Learners in California Schools*. San Francisco, CA: Public Policy Institute of California, April 2005.

Kim, Yoonbai and Lian A. "Sources of Exchange Rate Movements in Japan: Is the Exchange Rate a Shockabsorber or a Source of Shock" *Review of International Economics* 18 (May 2010): 265-276.

Kim, Yoonbai, Koyin Chang, Dennis P. Wilson and Yung-hsiang Ying. "The decomposition of disturbances to national output of China: the evidence of sectoral and regional shocks" *Applied Economics* 42 (March 2010): 747-757.

Kim, Yoonbai and Xiaodan Zhao. "Is the CFA Franc Zone an Optimum Currency Area?" *World Development* 37 (December 2009): 1877-1886.

Kim, Yoonbai, Chun-ping Chang and Yung-hsiang Ying. "Economics and Politics in the United States: A State-Level Investigation" *Journal of Economic Policy Reform* 12 (December 2009): 343-354.

Kim, Yoonbai, Yung-hsiang Ying. "An Empirical Assessment of Currency Devaluation in East Asian Countries" *Journal of International Money and Finance* 26 (2007): 265-283.

Kim, Yoonbai, Hwee Kwan Chow and Wei Sun. "Characterizing Exchange Rate Policy in East Asia – A Reconsideration" *Journal of Asian Economics* 18 (2007:3): 448-465.

Kim, Yoonbai and Ming He Goh. "Is the Chinese Renminbi Undervalued?" *Contemporary Economics Policy* 24 (January 2006): 116-126.

Kim, Yoonbai and Hwee Kwan Chow. "Does Greater Exchange Rate Flexibility Affect Interest Rates in Post-Crisis Asia?" *Journal of Asian Economics* 17 (2006: 3): 478-493.

Minier, Jenny A., P. Fredriksson and X. Matschke. "Trade Policy in Majoritarian Systems: The case of the U.S." *Canadian Journal of Economics* (forthcoming).

Minier, Jenny A., P. Fredriksson and X. Matschke. "Environmental Policy in a Majoritarian System" *Journal of Environmental Economics and Management* 59,2 (2010).

Minier, Jenny A. "Opening a Stock Exchange" *Journal of Development Economics* 90,1 (2009).

[“Reconsidering the Empirical Evidence on the Grossman-Helpman Model of Endogenous Protection,” *Canadian Journal of Economics* 41,2 (2008) **Jenny A. Minier** and **Josh Ederington** listed above with Ederington.]

Minier, Jenny A. "Nonlinearities and Robustness in Growth Regressions," *American Economic Review Papers and Proceedings* 97,2 (2007).

Minier, Jenny A. "Institutions and Parameter Heterogeneity" *Journal of Macroeconomics* (special issue on the empirics of growth nonlinearities), 29,3 (2007).

[“Why Tariffs, not Subsidies? A Search for Stylized Facts,” (with J. Ederington), *Contributions to Economic Analysis and Policy* 5,1 (2006). **Jenny A. Minier** and **J. Ederington** listed above with Ederington.]

["Footloose and Pollution-Free," (with J. Ederington and A. Levinson), *Review of Economics and Statistics* 87,1 (2005). **Jenny A. Minier, J. Ederington** and A. Levinson listed above with Ederington.]

["Trade Liberalization and Pollution Havens," (with J. Ederington and A. Levinson), *Advances in Economic Analysis and Policy* 4,2 (2004). Reprinted in *The Economics of Pollution Havens*, ed. Don Fullerton (Edward Elgar), 2006. **Jenny A. Minier, J. Ederington** and A. Levinson listed above with Ederington.]

Minier, Jenny A. "Trade and Environmental Regulations" *New Palgrave Dictionary of Economics Online* (March 2010).

Sandford, Jeremy. "Experts and quacks" *RAND Journal of Economics* 41 (2010): 199-214.

Scott, Frank and **Aaron Yelowitz**, "Pricing Anomalies in the Market for Diamonds: Evidence of Conformist Behavior" *Economic Inquiry* 48,2 (April 2010): 353-368.

Berger, Mark, Dan Black, and **Frank Scott**, "Is There Job Lock?" *Southern Economic Journal* 70 (April 2004): 953-976.

Thompson, Eric, **Frank Scott**, and Mark Berger. "Deregulation in the Electric Utility Industry: Excess Capacity and the Transition to a Long Run Competitive Market" *Growth and Change* 35 (Winter 2004): 1-21.

Shea, Paul and Ron Davies. "Adaptive Learning with a Unit Root: An Application to the Current Account" *Journal of Economic Dynamics and Control* 34 (2010):179-190.

Shea, Paul. "Real-Time Rational Expectations and Indeterminacy" *Economics Letters* 99,3 (2008): 530-533.

Stowe, C. Jill. (2011). "Breeding to Sell: A Hedonic Price Analysis of Leading Thoroughbred Stud Fees." Forthcoming, *Applied Economics*.

Poerwanto, Devie and **C. Jill Stowe.** (2010). "The Relationship Between Sire Representation and Average Yearling Price in the Thoroughbred Industry." *Journal of Agribusiness* 28(1), 61-74.

Stowe, C. Jill and Billy Ajello. (2010). "A Hedonic Price Analysis of Differentiated Products of Unknown Quality: Freshman Sire Stud Fees in the Thoroughbred Breeding Industry." *Journal of Agribusiness* 28(1), 19-30.

Stowe, C. Jill and Scott Gilpatric. (2010). "Cheating and Enforcement in Asymmetric Tournaments." *Southern Economic Journal* 77(1), 1-14.

Neilson, William and **Jill Stowe**. (2010). "Piece-Rate Contracts for Other-Regarding Workers." *Economic Inquiry* 48(3), 575-586.

Stowe, C. Jill, Janie M. Chermak, and Kate Krause. (2010). "Preferences for Privacy and Security: An Experimental Investigation." *Economics of Peace and Security Journal* 5(1), 26-33.

Stowe, C. Jill. (2009). "Incorporating Morale into a Classical Agency Model: Incentives, Effort, and Organization." *Economics of Governance* 10, 147-164.

Tankersley, Dharol, **C. Jill Stowe**, and Scott A. Huettel. (2007). "Altruism is Associated with an Increased Neural Response to the Perception of Agency" *Nature Neuroscience* 10, 150-151.

Huettel, Scott A., **C. Jill Stowe**, Evan M. Gordon, Brent T. Warner, and Michael L. Platt. (2006). "Neural Signatures of Economic Preferences for Risk and Ambiguity." *Neuron* 49, 765-775.

Troske, Kenneth R., Heinrich, Carolyn J., Peter R. Mueser, Kyung-Seong Jeon, and Daver C. Kahvecioglu. "Net Impact Estimates for the Workforce Investment Act Program," In *The Workforce Investment Act: Implementation Experiences and Evaluation Findings*, Douglas J. Besharov and Phoebe H. Cottingham, eds. Kalamazoo, MI: W.E. Upjohn Institute for Employment Research, *forthcoming*.

Troske, Kenneth R. and Alexandru Voicu "Joint estimation of sequential labor force participation and fertility decisions using Markov chain Monte Carlo techniques" *Labour Economics* (January 2010): 150-169.

Troske, Kenneth R., Carolyn Heinrich and Peter Mueser. "The Role of Temporary Help Employment in Low-wage Worker Advancement," in *Studies of Labor Market Intermediation* David Autor (ed.), Chicago: University of Chicago Press, 2009, pp. 399-436.

Troske, Kenneth R., Peter R. Mueser and David Stevens. "The Impact of Welfare Reform on Leaver Characteristics, Employment and Recidivism: An Analysis of Maryland and Missouri," in *Welfare Reform and its Long-Term Consequences for America's Poor*, **James P. Ziliak** (ed.), Cambridge, UK: Cambridge University Press, 2009, pp. 172-216.

[“An Examination of Incentives to Attract and Retain Businesses: Evidence from Kentucky,” forthcoming, *Proceedings: One-hundredth Annual Conference on Taxation*. Also published in State Tax Notes, 47(9), 2008, pp. 705-713. **Troske, Kenneth R., Christopher Jepsen and William H. Hoyt** listed above with W. Hoyt.]

Troske, Kenneth R., Peter Mueser and Alexey Gorislavsky. "Using State Administrative Data to Measure Program Performance" *Review of Economics and Statistics* (November 2007): 761-783.

Troske, Kenneth R., Andrew Dyke, Carolyn J. Heinrich Peter R. Mueser, and Kyung-Seong Jeon. “The Effects of Welfare-to-Work Program Activities on Labor Market Outcomes” *Journal of Labor Economics* (July 2006): 567-608.

Troske, Kenneth R. and Timothy Dunne. “Technology Adoption and Workforce Skill in U.S. Manufacturing Plants” *Scottish Journal of Political Economy* (July 2005): 387-405.

Troske, Kenneth R., Carolyn J. Heinrich and Peter Mueser. “Welfare to Temporary Work: Implications for Labor Market Outcomes” *Review of Economics and Statistics* (February 2005): 154-173.

Troske, Kenneth R., Timothy Dunne, Lucia Foster, and John Haltiwanger. “Wage and Productivity Dispersion in U.S. Manufacturing: The Role of Computer Investment” *Journal of Labor Economics* (April 2004): 397-430.

Wildasin, David E. and Michael Keen. “Pareto-Efficient International Taxation” *American Economic Review* 94,1 (March 2004): 259–275. Reprinted in Rodney E. Falvey and Udo Kreickemeier (eds.), *Recent Developments in International Trade Theory* (Cheltenham: Edward Elgar), 2005 and in James Hines (ed.), *International Taxation*, (Cheltenham: Edward Elgar, 2007), Chapter 28.

Wilson, John, D. and **David E. Wildasin**. “Capital Tax Competition: Bane or Boon?” *Journal of Public Economics* 88,6 (June, 2004): 1065–1091. Reprinted in James Hines (ed.), *International Taxation*, (Cheltenham: Edward Elgar, 2007), Chapter 20.

Wildasin, David E. “The Institutions of Federalism: Toward an Analytical Framework,” *National Tax Journal* 62,2 Part 1, (June 2004): 247–272. (Morris Beck Paper for 2004.)

Wildasin, David E. “Economic Integration and the Welfare State,” *CESifo Forum* 5,3 (Autumn 2004): 19–26.

Wildasin, David E. “Fiscal Policy, Human Capital, and Canada-US Labor Market Integration,” in Richard G. Harris and Thomas Lemieux (eds.), *Social and Labour Market Aspects of North American Linkages* (Calgary: University of Calgary Press, 2005), 489–536.

Wildasin, David E. and Thiess Buettner. “The Dynamics of Municipal Fiscal Adjustment” *Journal of Public Economics* 90 6-7 (August 2006): 1115–1132.

Wildasin, David E. “Global Competition for Mobile Resources: Implications for Equity, Efficiency, and Political Economy,” *CESifo Economic Studies*, 52,1 (March 2006): 61–111.

Wildasin, David E. “Fiscal Competition” in Barry Weingast and Donald Wittman (eds.), *Oxford Handbook of Political Economy* (Oxford: Oxford University Press, 2006), 502-520.

Wildasin, David E. and James Marton. “State Government Cash and In-kind Benefits: Intergovernmental Fiscal Transfers and Cross-Program Substitution,” *Journal of Urban Economics* 61,1 (January, 2007): 1-20.

Wildasin, David E. and Ronnie Schöb. “Economic Integration and Labor Market Institutions: Worker Mobility, Earnings Risk, and Contract Structure” *Regional Science and Urban Economics* 37,2 (March, 2007): 141-164.

Wildasin, David E. and James Marton. “Medicaid Expenditures and State Budgets: Past, Present, and Future” *National Tax Journal* 60 (June, 2007), 279-304.

Wildasin, David E. “Pre-Emption: Federal Statutory Intervention in State Taxation,” *National Tax Journal* 60 (September, 2007): 649-662. Reprinted, with minor changes, in *Multistate Tax Commission Review* 20 (3), Summer 2008, 7-17.

Wildasin, David E. “Disaster Policy in the US Federation: Intergovernmental Incentives and Institutional Reform,” *National Tax Association, Proceedings of the 99th Annual Conference* (2007): 171–178.

Wildasin, David E. “Are State Business Tax Incentives Good Public Policy?: Comments on Some Multi-Disciplinary Perspectives in the Wake of *Cuno v. DaimlerChrysler*,” *National Tax Association, Proceedings of the 99th Annual Conference* (2007): 45–49.

Wildasin, David E. and Thiess Buettner. “Symposium on ‘New Directions in Fiscal Federalism’: An Introduction,” *CESifo Economic Studies* 53,4 (2007): 491-494.

Wildasin, David E. “Disaster Policies: Some Implications for Public Finance in the U.S. Federation,” *Public Finance Review* 36,4 (July, 2008): 497-518.

Wildasin, David E. “Fiscal Federalism,” *The New Palgrave Dictionary of Economics*, Second Edition, Eds. Steven N. Durlauf and Lawrence E. Blume. Palgrave Macmillan, 2008; *The New Palgrave Dictionary of Economics Online*. Palgrave Macmillan. 23 June 2008.
<http://www.dictionaryofeconomics.com/article?id=pde2008_F000118>
doi:10.1057/9780230226203.0579.

Wildasin, David E., R. Boadway, and T. Buettner. “New Directions in Fiscal Federalism: Introduction” *Journal of Public Economics* 92,12 (December 2008): 2285-2297.

Wildasin, David E. “Public Pensions and Demographic Change in Developed Countries: Fertility Bust and Migration Boom?” in J. Bhagwati and G. Hanson (eds.), *Skilled Immigration Today: Problems, Prospects, Policies* (Oxford: Oxford University Press, 2009), 81-129.

Wildasin, David E. “State and Local Government Finance in the Current Crisis: Time for

Emergency Federal Relief?” *Municipal Finance Journal* 29,4 (Winter, 2009): 49-64. Reprinted in *Financial Markets in Recovery: Tax and Regulatory Policy, Planning, Compliance* (Kingston NJ: Civic Research Institute, 2009), 13-1–13-13.

Ogawa, H. and **David E. Wildasin**. “Think Locally, Act Locally: Spillovers, Spillbacks, and Efficient Decentralized Policymaking” *American Economic Review* 99,4 (2009): 1206-1217.

Wildasin, David E. “Intergovernmental Transfers to Local Governments”, in Gregory K. Ingram and Yu-Hung Hong (eds.), *Municipal Revenue and Land Policies* (Cambridge: Lincoln Institute of Land Policy, forthcoming).

Wildasin, David E. “Intergovernmental Transfers to Local Governments”, in Gregory K. Ingram and Yu-Hung Hong (eds.), *Municipal Revenue and Land Policies* (Cambridge: Lincoln Institute of Land Policy, 2010), 47-76.

Wildasin, David E. “State Corporation Income Taxation: An Economic Perspective on Nexus” *National Tax Journal* 63, Dec. 2010, 903-924.

Wildasin, David E. Fiscal Competition for Imperfectly-Mobile Labor and Capital: A Comparative Dynamic Analysis”, *Journal of Public Economics*, forthcoming.

Wildasin, David E. “Labor Market Pooling, Outsourcing, and Labor Contracts”, with P. Picard, *Journal of Urban Economics*, forthcoming.

Yelowitz, Aaron, Robert Baumann and Melody Ryan. “Physician Preference For Antiepileptic Drug Concentration Testing” *Pediatric Neurology* 30,1 (January 2004): 29-32.

Yelowitz, Aaron, Richard Toikka and Andre Neveu. “The ‘Poverty Trap’ and Living Wage Laws,” *Economic Development Quarterly* (2004).

Yelowitz, Aaron. “Pay-or-Play Health Insurance Mandates: Lessons From California” *California Economic Policy* (October 2006).

Yelowitz, Aaron. “Young Adults Leaving the Nest: The Role of Cost of Living” In Sheldon Danziger and Cecilia Rouse, *The Price of Independence: The Economics of Early Adulthood*, Russell Sage, December 2007.

[“Pricing Anomalies in the Market for Diamonds: Evidence of Conformist Behavior” *Economic Inquiry* 48,2 (April 2010): 353-368. **Frank Scott** and **Aaron Yelowitz** listed above with Scott.]

Yelowitz, A., and M. Cannon. “The Massachusetts Health Plan: Much Pain, Little Gain,” *Cato Policy Analysis* no. 657, January 19, 2010.

Yu, Jihai and Lung-fei Lee. “A Unified Transformation Approach for the Estimation of Spatial Dynamic Panel Data Models: Stability, Spatial Cointegration and Explosive Roots” *Handbook on Empirical Economics and Finance* (forthcoming 2010).

Yu, Jihai and Lung-fei Lee. “Some Recent Developments in Spatial Panel Data Models” *Regional Science and Urban Economics* 40 (2010): 255-271.

Yu, Jihai and Lung-fei Lee. „Estimation of Unit Root Spatial Dynamic Panel Data Models” *Econometric Theory* 26 (2010): 1332-1362.

Yu, Jihai and Lung-fei Lee. “A Spatial Dynamic Panel Data Model With Both Time and Individual Fixed Effects” *Econometric Theory* 26 (2010): 564-597.

Yu, Jihai and Lung-fei Lee. “Estimation of Spatial Autoregressive Panel Data Models with Fixed Effects” *Journal of Econometrics* 154 (2010): 165-185.

Yu, Jihai and Lung-fei Lee. “Spatial Nonstationarity and Spurious Regression: The Case with Row-Normalized Spatial Weights Matrix” *Spatial Economic Analysis* 4,3 (2009): 301-327.

Yu, Jihai, Robert de Jong and Lung-fei Lee. “Quasi-Maximum Likelihood Estimators for Spatial Dynamic Panel Data With Fixed Effects When Both n and T Are Large” *Journal of Econometrics* 146 (2008): 118-134.

Kniesner, Thomas J., W. Kip Viscusi, and **James P. Ziliak**. “Policy Relevant Heterogeneity in the Value of a Statistical Life: Evidence from Panel Quantile Regressions,” *Journal of Risk and Uncertainty* 40,1 (2010): 15-31.

Ziliak, James P. *Welfare Reform and its Long-Term Consequences for America’s Poor*, Editor, Cambridge, UK: Cambridge University Press, 2009..

[“Welfare Reform and the Level and Composition of Income.” In *Welfare Reform and its Long-Term Consequences for America’s Poor*, **James P. Ziliak**, ed, Cambridge, UK: Cambridge University Press, 2009, 59-103. **Bollinger, Christopher**, Luis Gonzalez, and **James P. Ziliak** listed above with Bollinger.]

Ziliak, James P. “Filling the Poverty Gap, Then and Now.” In *Frontiers of Family Economics* Vol. 1, Peter Rupert, ed., Emerald Publishing Group, 2008, 39-114.

Jolliffe, Dean, and **James P. Ziliak**. *Income Volatility and Food Assistance in the United States*, Co-Editors, Kalamazoo, MI: W.E. Upjohn Institute, 2008.

Gundersen, Craig, and **James P. Ziliak**. “The Age Gradient in Food Stamp Program Participation: Does Income Volatility Matter?” In *Income Volatility and Food Assistance in the*

United States, Dean Jolliffe and **James P. Ziliak**, eds., Kalamazoo, MI: W.E. Upjohn Institute, 2008.

Heflin, Colleen, and **James P. Ziliak**. “Food Insufficiency, Food Stamp Participation, and Mental Health.” *Social Science Quarterly* 89,3 (2008): 706-727.

Kniesner, Thomas J. and **James P. Ziliak**. “Evidence of Tax Induced Individual Behavioral Responses.” *Fundamental Tax Reform: Issue, Choices, and Implications*, John W. Diamond and George R. Zodrow, eds., Cambridge MA: MIT Press, 2008, pp. 375–411.

Ziliak, James P. “Making Work Pay: Changes in Effective Tax Rates and Guarantees in U.S. Transfer Programs, 1983–2002,” *Journal of Human Resources*, 42,3 (2007): 619–642.

Johnson, William R., and **James P. Ziliak**. “Introduction,” *Journal of Labor Economics*, 24,3 (2006): 379–384.

Hurst, Erik, and **James P. Ziliak**. “Do Welfare Asset Limits Affect Household Saving? Evidence from Welfare Reform,” *Journal of Human Resources*, 41,1 (2006): 46–71.

Ziliak, James P. “Understanding Poverty Rates and Gaps: Concepts, Trends, and Challenges,” *Foundations and Trends in Microeconomics*, 1,3 (2006): 127–199.

Kniesner, Thomas J., W. Kip Viscusi, and **James P. Ziliak**. “Life-Cycle Consumption and the Age-Adjusted Value of Life,” *Contributions to Economic Analysis & Policy*, 5,1 (2006): Article 4.

Ziliak, James P., and Thomas J. Kniesner. “The Effect of Income Taxation on Consumption and Labor Supply,” *Journal of Labor Economics*, 23,4 (2005): 769–796. Reprinted in *Recent Developments in Labor Economics*, John T. Addison (ed.), UK: Edward Elgar Publishing Ltd, Forthcoming.

Gundersen, Craig, and **James P. Ziliak**. “Poverty and Macroeconomic Performance Across Space, Race, and Family Structure,” *Demography* 41,1 (2004): 61–86.

Table A.3.2 Journal Rankings from Kalaitzidakis, Mamuneas and Stengos (2010)

Pantelis Kalaitzidakis, Theofanis P. Mamuneas and Thanasis Stengos. “An Updated Ranking of Academic Journals in Economics” Rimini Center for Economic Analysis Working Paper WP 10-15 (April 2010) Rimini, Italy. This paper updates their “Rankings of Academic Journals and Institutions in Economics” *Journal of the European Economic Association* 1 (December 2003: 1346-1366. Table 1.

Table 1: JOURNAL RANKINGS, 2008
Impact, Age and Self Citations Adjusted

Rank*	Journal Abbreviation	Citations Index	Citations/ Article Index
1	AM ECON REV	100.0000	100.0000
2	Q J ECON	75.9197	59.6309
3	ECONOMETRICA	66.0654	44.7797
4	J POLIT ECON	53.8725	41.4496
5	REV ECON STUD	44.1817	32.6611
6	J MONETARY ECON	34.6689	27.8149
7	REV ECON STAT	28.7777	24.2411
8	J ECON THEORY	32.6343	22.5192
9	J PUBLIC ECON	22.6121	22.1975
10	ECON J	21.9844	20.8051
11	J ECON PERSPECT	20.5835	19.1574
12	J INT ECON	22.2429	19.1372
13	J ECON LIT	22.8814	18.3493
14	J ECONOMETRICS	17.4621	16.1703
15	J FINANC ECON	16.7346	15.6500
16	EUR ECON REV	17.8454	14.9099
17	RAND J ECON	15.8823	12.9813
18	INT ECON REV	16.5091	12.4167
19	J EUR ECON ASSOC	13.9716	12.1464
20	GAME ECON BEHAV	18.5236	12.0176
21	J MONEY CREDIT BANK	15.0424	11.9505
22	ECON LETT	13.4250	10.3591
23	J DEV ECON	10.3872	10.0930
24	REV ECON DYNAM	13.7037	9.0212
25	J LABOR ECON	9.5469	8.8440
26	J ECON GROWTH	8.0999	8.5603
27	J HUM RESOUR	8.1728	7.5735
28	J ECON DYN CONTROL	11.0127	7.3868
29	J ECON BEHAV ORGAN	10.3773	7.3266
30	J BUS ECON STAT	9.0874	6.9219
31	J HEALTH ECON	5.8657	6.5065
32	J APPL ECONOM	8.0757	5.8026
33	BROOKINGS PAP ECO AC	5.6726	5.0751
34	J URBAN ECON	4.7543	4.9170
35	WORLD BANK ECON REV	5.1088	4.9032
36	ECON THEOR	8.1529	4.8327
37	SCAND J ECON	4.8654	4.5411
38	J ECON HIST	3.5874	4.4874
39	OXFORD ECON PAP	3.8591	3.8461
40	CAN J ECON	4.3848	3.7659
41	ECON INQ	3.8806	3.6658
42	ECON POLICY	3.9903	3.6458

Table 1 (cont'd): JOURNAL RANKINGS, 2008

Rank*	Journal Abbreviation	Citations Index	Citations/ Article Index
43	ECONOMET THEOR	5.5067	3.6233
44	INT J IND ORGAN	5.0477	3.6232
45	PUBLIC CHOICE	4.1305	3.5188
46	J LAW ECON	3.1301	3.4535
47	WORLD DEV	3.4692	3.3347
48	J LAW ECON ORGAN	3.6312	3.3122
49	J IND ECON	4.2225	3.0808
50	LABOUR ECON	2.8099	3.0583
51	J RISK UNCERTAINTY	3.6232	2.7147
52	OXFORD B ECON STAT	2.8967	2.6638
53	J POPUL ECON	2.2502	2.5774
54	J ECON MANAGE STRAT	3.4349	2.5741
55	EXPLOR ECON HIST	2.2457	2.5673
56	J BANK FINANC	3.2741	2.5278
57	NATL TAX J	2.8867	2.2927
58	EXP ECON	3.7882	2.2618
59	J ENVIRON ECON MANAG	2.7899	2.2128
60	ECONOMICA	2.3883	2.1974
61	ECON EDUC REV	1.7651	2.1917
62	REG SCI URBAN ECON	2.4631	2.1822
63	J FINANC QUANT ANAL	3.5311	2.1518
64	J COMP ECON	1.5621	2.0666
65	IMF STAFF PAPERS	2.3392	2.0036
66	MACROECON DYN	2.8780	1.9598
67	OXFORD REV ECON POL	2.3646	1.9585
68	ECONOMET REV	2.8229	1.9504
69	ECON DEV CULT CHANGE	1.7388	1.9336
70	FED RESERVE BANK ST	1.9599	1.8865
71	WORLD ECON	2.4915	1.8622
72	APPL ECON	2.5705	1.8458
73	SOUTH ECON J	2.2362	1.8202
74	INT TAX PUBLIC FINAN	2.1760	1.7582
75	ECONOMET J	1.8927	1.7492
76	HEALTH ECON	2.2859	1.7352
77	J ACCOUNT ECON	2.4358	1.7242
78	AM J AGR ECON	2.2389	1.6074
79	SOC CHOICE WELFARE	2.7923	1.5782
80	J MATH ECON	3.0650	1.4907
81	REV INCOME WEALTH	1.4476	1.4723
82	J ECON SURV	1.3177	1.3606
83	INT J GAME THEORY	2.2777	1.3435
84	ECON HIST REV	0.7134	1.3281

Table 1 (cont'd): JOURNAL RANKINGS, 2008

Rank*	Journal Abbreviation	Citations Index	Citations/ Article Index
85	ENVIRON RESOUR ECON	1.4731	1.0720
86	ECOL ECON	0.9905	1.0327
87	ENERG J	1.2995	1.0138
88	WORLD BANK RES OBSER	0.7120	0.9904
89	EMPIR ECON	1.2779	0.9442
90	J POLICY ANAL MANAG	1.1680	0.8882
91	J MACROECON	1.2206	0.8850
92	LAND ECON	1.4541	0.8577
93	SCOT J POLIT ECON	0.9496	0.8563
94	MANCH SCH	1.4848	0.8555
95	J DEV STUD	1.0339	0.8383
96	ECON TRANSIT	0.8951	0.8179
97	J REAL ESTATE FINANC	0.9915	0.7834
98	J ECON	0.9784	0.7697
99	J JPN INT ECON	1.1596	0.7313
100	J ECON GEOGR	1.0113	0.7306
101	JCMS-J COMMON MARK S	0.3944	0.7062
102	J ECON PSYCHOL	1.1251	0.7036
103	INT J FORECASTING	0.6462	0.7026
104	REV WORLD ECON	0.6590	0.6111
105	ENERG ECON	0.4914	0.5989
106	REV IND ORGAN	0.6634	0.5790
107	APPL ECON LETT	1.1622	0.5013
108	J INST THEOR ECON	0.7989	0.4872
109	J REGUL ECON	0.7340	0.4717
110	MATH FINANC	1.0203	0.4396
111	RESOUR ENERGY ECON	0.7628	0.4388
112	ECON MODEL	0.6127	0.4330
113	AGR ECON-BLACKWELL	0.6472	0.4286
114	KYKLOS	0.6378	0.4181
115	J REGIONAL SCI	0.4334	0.3933
116	INT REV LAW ECON	0.3501	0.3802
117	J PROD ANAL	0.7376	0.3802
118	QUANT FINANC	1.0901	0.3706
119	THEOR DECIS	0.6114	0.3630
120	REV DEV ECON	0.5045	0.3563
121	CONTEMP ECON POLICY	0.3839	0.3473
122	J HOUS ECON	0.4423	0.3395
123	FISC STUD	0.2995	0.3295
124	OPEN ECON REV	0.3330	0.3190
125	ECON HUM BIOL	0.4697	0.3005
126	REAL ESTATE ECON	0.2464	0.2940

Table 1 (cont'd): JOURNAL RANKINGS, 2008

Rank⁺	Journal Abbreviation	Citations Index	Citations/Article Index
127	FINANZARCHIV	0.3260	0.2889
128	JPN ECON REV	0.6226	0.2861
129	ECON REC	0.3768	0.2669
130	QME-QUANT MARK ECON	0.5527	0.2645
131	J POLICY MODEL	0.3570	0.2561
132	SMALL BUS ECON	0.2934	0.2528
133	REV AGR ECON	0.3082	0.2521
134	SPAN ECON REV	0.2559	0.2495
135	IND CORP CHANGE	0.4517	0.2432
136	J ECON EDUC	0.4774	0.2382
137	CESIFO ECON STUD	0.2907	0.2374
138	CHINA ECON REV	0.2529	0.2304
139	J AFR ECON	0.2218	0.2263
140	J RISK INSUR	0.3939	0.2121
141	J TRANSP ECON POLICY	0.1964	0.2090
142	FOOD POLICY	0.2948	0.2024
143	STUD NONLINEAR DYN E	0.3073	0.1771
144	ECONOMIST-NETHERLAND	0.2598	0.1592
145	J AGR RESOUR ECON	0.2931	0.1476
146	S AFR J ECON	0.0727	0.1475
147	CAMB J ECON	0.1355	0.1361
148	EUR REV AGRIC ECON	0.2524	0.1334
149	J EVOL ECON	0.3517	0.1270
150	ECON GEOGR	0.1122	0.1203
151	ECON PHILOS	0.2342	0.1146
152	PAC ECON REV	0.2622	0.1138
153	REV INT POLIT ECON	0.1036	0.1116
154	JPN WORLD ECON	0.1696	0.1110
155	J AGR ECON	0.1973	0.1053
156	AUST J AGR RESOUR EC	0.1523	0.0945
157	PORT ECON J	0.0832	0.0904
158	INSUR MATH ECON	0.1643	0.0791
159	INF ECON POLICY	0.0997	0.0763
160	J POLICY REFORM	0.0713	0.0749
161	J REAL ESTATE RES	0.0419	0.0723
162	EMERG MARK FINANC TR	0.0747	0.0645
163	B INDONES ECON STUD	0.0761	0.0608
164	DEFENCE PEACE ECON	0.1511	0.0536
165	AM J ECON SOCIOL	0.1868	0.0528
166	CAN J AGR ECON	0.0990	0.0489
167	TRIMEST ECON	0.0854	0.0487
168	ECON SOC	0.0437	0.0430

Table 1 (cont'd): JOURNAL RANKINGS, 2008

Rank*	Journal Abbreviation	Citations Index	Citations/Article Index
169	INDEP REV	0.1014	0.0418
170	J APPL ECON	0.0368	0.0413
171	GENEVA RISK INS REV	0.0689	0.0401
172	JAHRB NATL STAT	0.0281	0.0389
173	AUST ECON HIST REV	0.0185	0.0384
174	J ECON ISSUES	0.0666	0.0360
175	FEM ECON	0.0417	0.0301
176	AUST ECON REV	0.0470	0.0300
177	J FOREST ECON	0.0260	0.0270
178	TIJDSCHR ECON SOC GE	0.0192	0.0266
179	EASTERN EUR ECON	0.0179	0.0253
180	ASTIN BULL	0.0838	0.0245
181	INVEST ECON-SPAIN	0.0683	0.0223
182	HITOTSUB J ECON	0.0312	0.0221
183	J AGRAR CHANGE	0.0398	0.0197
184	REV ECON POLIT	0.0122	0.0192
185	REV ECON APL-SPAIN	0.0144	0.0190
186	S AFR J ECON MANAG S	0.0084	0.0179
187	NEW POLIT ECON	0.0068	0.0171
188	FUTURES	0.0462	0.0126
189	POST-COMMUNIST ECON	0.0072	0.0123
190	J ECON POLICY REFORM	0.0048	0.0115
191	J POST KEYNESIAN EC	0.0220	0.0106
192	DEV ECON	0.0272	0.0090
193	HACIENDA PUBLICA ESP	0.0118	0.0086
194	INVEST ECON-MEX	0.0284	0.0081
195	INT J TRANSP ECON	0.0195	0.0075
196	WORK EMPLOY SOC	0.0152	0.0067
197	ECON DEV Q	0.0067	0.0067
198	CHINA WORLD ECON	0.0073	0.0037
199	HIST POLIT ECON	0.0042	0.0036
200	J MEDIA ECON	0.0013	0.0024
201	EUR J HIST ECON THOU	0.0008	0.0013
202	POLIT EKON	0.0011	0.0009
203	POST-SOV AFF	0.0003	0.0006
204	REV ETUD COMP EST-O	0.0001	0.0005
205	EUROPE-ASIA STUD	0.0000	0.0004
206	EKON CAS	0.0001	0.0002
207	DESARROLLO ECON	0.0001	0.0001
208	EKON SAMF TIDSKR	0.0000	0.0000
209	TRANSFORM BUS ECON	0.0000	0.0000

*Rank is based on the Citations per Article Index

Table A.3.3 Funded Research, 2004-2010

Ahn, Thomas

American Enterprise Institute for Public Policy – Research Grant 2009. Co-PI with Jacob Vigdor (\$19,680)

Institute of Education Sciences – Education Research Grant 2009~2012. Co-PI with Jacob Vigdor (\$850,948)

Spencer Foundation Research Grant 2008~2009. Co-PI with Jacob Vigdor (\$40,000)

Blomquist, Glenn C.

Fulbright Follow-on Award to Stockholm School of Economics in Riga, Latvia. Award for \$5,000 for May 18 to June 7, 2010.

“Health Economics: Valuing Changes in Health Risks in Latvia.” Fulbright Lecture/Research Award to Stockholm School of Economics in Riga (Latvia.) The award is for \$28,500 for September 1, 2007 to January 31, 2008.

“The Private, Regional, and State Economic Impacts of Kentucky Technical and Community Colleges.” A grant (MIS200704091059) between KTCS and the Center for Business and Economic Research with Kenneth Troske, PI, and Glenn Blomquist, Christopher Jepsen and Anna Stewart as Co-PIs for 2006-07. Co-PI for \$14,369 out of \$299,847.

“Smoke-free Laws and Employee Turnover.” Grant between Robert Wood Johnson Foundation and the University of Kentucky College of Nursing with Ellen Hahn as Principal Investigator for 2004-06. Co-Investigator with John Garen, Don Mullineaux and others.

“Improving Medication-Related Outcomes.” Grant between Center for Disease Control and Prevention and the University of Kentucky College of Pharmacy with Donald Perrier as Principal Investigator for 2002-2004. Co-Investigator. Share is \$2,100 of \$123,750.

Bollinger, Christopher R.

“Understanding Earnings Inequality in Appalachia: Skill Upgrading versus Rising Returns to Skill” (with Ken Troske and Jim Ziliak) Federal Reserve Bank of Cleveland, September 30, 2006 – December 30, 2007.

“UI Profiling Update” (with Ken Troske) Kentucky Department of Human Resources and U.S. Department of Labor, January 1, 2006 – June 30, 2006.

"Food Stamp Program Participation of Refugees and Immigrants: Measurement Error Correction for Immigrant Status" (with Paul Hagstrom) Institute for Research on Poverty and U.S. Department of Agriculture small grants program (July 1, 2001 – December 1, 2002); U.K. Center for Poverty Research and ASPE (January 1, 2004 – January 1, 2005).

Butler, J.S.

Spencer Foundation, "Teaching Careers in Rural Schools," 2009-2011, \$279,100. (Senior scholar)

National Science Foundation, "Research, Evaluation and Technical Assistance: Student Outcome Effects of the Appalachian Math and Science Partnership," 2008-2011, \$1,458,691. (Senior scholar)

Davis, Alison F.

Alison F. Davis (PI), Michael Wilcox (Co-PI (University of Tennessee)), Rick Maurer (Co-PI): SPARKT (Sustainable Planning Aimed at Regionalism in Kentucky Tennessee); \$680,000, Housing and Urban Development (HUD), 12/1/2011 – 12/31/2013, Nationally Competitive.

Alison F. Davis (PI): Kentucky Rural Health Works Program; \$50,000, a scope account from the Kentucky Office of Rural Health Flexibility Grant funded by Health Resources Services Administration, 9/1/10-8/31/11, Nationally Competitive.

Alison F. Davis (PI), Kentucky Health Care Market Report, \$118,525, Foundation for a Healthy Kentucky, 10/1/10 – 9/30/11, Nationally Competitive.

Isfort, John (PI) and Alison F. Davis (Co-PI), Project HOME, Health Resources Services Agency, Office of Rural Health Policy, \$85,000, 5/10-6/11, Nationally Competitive.

Alison F. Davis (PI): Kentucky Rural Health Works Program; **\$50,000**, a scope account from the Kentucky Office of Rural Health Flexibility Grant funded by Health Resources Services Administration, 9/1/09-8/31/10, Nationally Competitive.

Alison F. Davis, (PI); Kentucky Rural Health Works Program; **\$50,000**, a scope account from the Kentucky Office of Rural Health Flexibility Grant funded by Health Resources Services Administration, 9/1/08-8/31/09, Nationally Competitive.

Alison F. Davis, (PI); A Program of Technical Assistance to Improve the Quality of Life for Low-Income Communities in Kentucky; **\$300,316**, USDA – Rural Housing Service, 6/1/07 – 12/31/10, Nationally Competitive.²

Alison F. Davis (PI), Research Activity Award (Childhood Obesity Research), **\$5,000**, University of Kentucky, College of Agriculture, 8/09- 12/09

Alison F. Davis (Co-PI) and Leigh J. Maynard (Co-PI), Evaluation of Health Programs and Treatment of Obesity, **\$10,000**, University of Kentucky Human Resources, 1/10 – 12/10.

Alison F. Davis, (PI); Boone County Cost of Community Services; **\$5,000**, Boone County Conservation District, 9/09 – 5/10.

Alison F. Davis, (PI); Economic Impact of Union College Allied Health Center; **\$500**, Union College, 8/09 – 9/09.

Alison F. Davis, (PI); Know Your Region Western Kentucky; **\$7,500**, Kentucky State University (Gae Broadwater), September 2009.

Garen, John E.

Kentucky Department of Energy Development and Independence, “The Industrial Sector in Kentucky and Federal Environmental Policy: An Assessment and Vulnerability Analysis,” Principal Investigator, November 2010 – June 2011.

Sloan Center for a Sustainable Aluminum Industry, “Forces Shaping the Aluminum Industry,” Principal Investigator, January 2008 – December 2008.

National Center for Real Estate Research, “Fiscal Policy and Local Economic Development,” Co-Principal Investigator, February 2005 – August 2005.

U.S. Department of Labor, “Unemployment Insurance Budget and Performance Linkage,” Principal Investigator, June 2004 – February 2005.

Robert Wood Johnson Foundation, “Smoke-free Laws and Employee Turnover,” Co-Principal Investigator, September 2005 – June 2006.

Kentucky Department of Fish and Wildlife Resources, “Feasibility, Economic Impact, and Amenity Valuation Study of a Wildlife Education Center,” Principal Investigator, September 2005 – June 2006.

Kentucky Department of Parks, “Update of the Study of State Park and Lodge Construction at Herrington Lake,” Co-Principal Investigator, September 2005 – June 2006.

Kentucky Arts Council, “The Arts in the Kentucky Economy,” Co-Principal Investigator,

January 2005 - August 2005.

Louisville Gas & Electric/Kentucky Utilities, “Kentucky Utility Service Territory Database and Modeling System,” Co-Principal Investigator, August 2004 – July 2005.

Hoyt, William H.

[“Fiscal Policy and Local Economic Development”, National Association of Realtors, National Center for Real Estate Research, (PI with John Garen), February 2005 – June 2005 (\$39,637). Listed above with Garen.]

“Property Taxation Practices and Impacts throughout the US since Proposal 13,” National Association of Realtors, National Center for Real Estate Research, (PI with Paul Coomes), July 2005 – July 2006, (\$15,881)

“Update and Maintenance of the Mercer Computerized Model,” KY Department for Employment, (PI) Services, July 2004 – July 2006, July 2004 – June 2006 (\$43,434)

“The Arts in the Kentucky Economy-An Economic Impact Analysis,” KY Arts Council, (PI) January 2004 – August 2005 November 2004 – August 2005 (\$36,808)
PI Award: \$6,352

“Update and Study of State Park and Lodge Construction at Lake Herrington,” KY Department of Parks and the Bluegrass Area Development District, August 2005 – December 2005, (\$35,184)

“Feasibility Study for a Wildlife Education Center,” KY Dept. of Fish and Wildlife Resources, September 2005 – June 2005, (PI) (\$67,926)

“Effectiveness of Incentive Plans in Attracting New Business and Promoting Economic Growth,” KY Cabinet for Economic Development, July 2006 – June 2007 (\$75,000)

Geographical Variation in Food Stamp and Other Assistance Program Participation Rates: Identifying Poverty Pockets in the South,” (PI with Frank Scott) Rural Poverty Center, Mississippi State University and USDA Economic Research Service, August 2003 – August 2004 (\$29,977).

Jepsen, Christopher

“Are Catholic Primary Schools More Effective than Public Primary Schools? (PI with Co-PI Todd Elder), American Educational Research Association, February 2010, \$35,000

“Women’s Economic Returns from Obtaining a GED” (PI with Co-PI’s Peter Mueser and Kenneth Troske), Spencer Foundation, July 2008, \$171,000

“A Proposal to Study Economic Growth in Kentucky: Why Does Kentucky Lag Behind the Rest of the South?” (Co-PI with PI Kenneth Troske), Kentucky Cabinet for Economic Development, April 2007, \$86,000

[“The Private, Regional, and State Economic Impacts of Kentucky Technical and Community Colleges” (Co-PI with PI Kenneth Troske), Kentucky Technical and Community College System, January 2007, \$299,847. Listed above with Blomquist.]

“Feasibility Study of Jail Management Strategy” (Co-PI with PI Kenneth Troske), Kentucky Department of Corrections, August 2006, \$76,986

Scott, Frank A.

[“Forces Shaping the Aluminum Industry,” funded by the Sloan Center for a Sustainable Aluminum Industry, University of Kentucky. Co-Principal Investigator. January 2008-December 2008, \$75,097. Listed above with Garen.]

[“Geographic Variation in Food Stamp and Other Assistance Program Participation Rates: Identifying Poverty Pockets in the South,” funded by the Southern Rural Development Center, Mississippi State University/Economic Research Service. Co-Principal Investigator. October 2003-September 2004, \$29,977. Listed above with W. Hoyt.]

Stowe, C. Jill

2011 – “Towards Optimizing the Health and Well-Being of Retired Thoroughbred Racehorses,” Equine Drug Research Council. Principal Investigator: Dr. C. Jill Stowe; Co-Investigators: Michelle Kibler. \$21,708 for 1 year (competitive).

2011 – “2012 Kentucky Equine Survey.” Principal Investigator: Dr. C. Jill Stowe; Co-PI’s: Dr. Mary Rossano, Dr. Robert Coleman. \$200,000 from College of Agriculture through Hatch Funds as seed money (non-competitive).

2011 – Research Activity Award. Principal Investigator: Dr. C. Jill Stowe. \$1,635.

2010 – Research Activity Award. Principal Investigator: Dr. C. Jill Stowe. \$550.

2009 – Research Activity Award. Principal Investigator: Dr. C. Jill Stowe. \$1,000.

2008 – Research Activity Award. Principal Investigator: Dr. C. Jill Stowe. \$500.

2004-2005 – Provost Common Fund Award (Duke University). Principal Investigator: Dr. Michael Platt, \$43,500

Troske, Kenneth R.

“Women’s Economic Returns from Obtaining a GED” (Co-PI with PI Christopher Jepsen and Co-PI Peter Mueser), Spencer Foundation, July 2008-December 2009, \$171,000.

U.S. Department of Labor/IMPAQ International, “Workforce Investment Act Net Impact Evaluation,” 2007-2008.

[A Proposal to Study Economic Growth in Kentucky: Why Does Kentucky Lag Behind the Rest of the South? (with Christopher Jepsen, Co-PIs). Kentucky Cabinet for Economic Development, April 2007-December 2007, \$86,000. Listed above with Jepsen.]

[The Private, Regional, and State Economic Impacts of Kentucky Technical and Community Colleges (with Glenn Blomquist, Paul Coomes and Christopher Jepsen, Co-Ps). Kentucky Technical and Community College System, January 2007-December 2007, \$299,847. Listed above with Blomquist.]

Kentucky’s Energy Sector – Options and Opportunities (with Merl Hackbart and Dwight Denison, Co-PIs). Kentucky Commerce Cabinet—Office of Energy Policy, August 2006-June 2007, \$78, 958.

[Feasibility Study of Jail Management Strategy (joint with Christopher Jepsen, Co-PI). Kentucky Department of Corrections, August 2006-December 2007, \$76,986. Listed above with Jepsen.]

Promoting Aluminum Recycling (with David Hardesty and Fred Morgan, Co-PIs). Alfred P. Slone Foundation, July 2007-June 2007, \$149,838.

[Effectiveness of Incentive Programs in Attracting New Businesses and Promoting Economic Growth (with William Hoyt, Co-PI). Kentucky Cabinet for Economic Development, July 2006-June 2007, \$100,000. Listed above with W. Hoyt.]

UI Profiling Update (with John Garen, Co-PI). Kentucky Education Cabinet, January 2006-June 2006, \$127,696.

An Analysis of the College-going and Perseverance Rates in Appalachia: Evidence, Gaps and Best Practices in Programs to Improve College-going and Perseverance Rates (with Peter Mueser and Michael Podgursky, Co-PIs). Appalachian Regional Commission, September 2005-September 2006, \$199,641.

Analysis of Program Outcomes (with Peter Mueser, Co-PI). Missouri Department of Elementary and Secondary Education, September 2004-June, 2004, \$31,800.

Ziliak, James P.

Principal Investigator, Food and Nutrition Service, U.S. Department of Agriculture, “Research Program on Childhood Hunger,” 2010–2015, \$5.5 million (Craig Gundersen Co-Principal Investigator)

Principal Investigator, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Renewal of “University of Kentucky Center for Poverty Research,” 2010–2011, \$600,000

Co-Principal Investigator, The Merck Foundation, Grant to the Center for Poverty Research for “Grandparents, Grandchildren, and Hunger in the U.S.: Assessing Food Insecurity in Multigenerational Households,” with Craig Gundersen, 2010-2012, \$155,824

Co-Principal Investigator, Meals on Wheels Association of America Foundation, Grant to the Center for Poverty Research for “Update on Senior Hunger in America,” with Craig Gundersen, 2008-2009, \$107,804

Principal Investigator, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Renewal of “University of Kentucky Center for Poverty Research,” 2008–2010, \$986,016

Principal Investigator, Cabinet for Health and Family Services, Commonwealth of Kentucky, “Child Care Subsidies and the Economic Well-Being of Recipient Families: A Survey and Implications for Kentucky,” 2008, \$21,600

Co-Principal Investigator, Meals on Wheels Association of America Foundation, Grant to the Center for Poverty Research for “The Causes, Consequences, and Future of Senior Hunger in America,” with Craig Gundersen, 2007-2008, \$202,375

Principal Investigator, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Supplemental Grant to the Center for Poverty Research for the “HBCU, 1890, and Tribal Colleges and Universities Medicare Part D Grant Program,” 2007, \$150,000

[Co-Principal Investigator, Federal Reserve Bank of Cleveland, Grant to the Center for Poverty Research for “Understanding Earnings Inequality in Appalachia: Skill Upgrading versus Rising Returns to Skill,” with Christopher Bollinger and Kenneth Troske, 2006-2007, \$79,610. Listed above with Bollinger.]

Principal Investigator, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Supplemental Grant to the Center for Poverty Research for the “HBCU, 1890, and Tribal Colleges and Universities Medicare Part D Grant Program,” 2006, \$150,000

Principal Investigator, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Renewal of “University of Kentucky Center for Poverty Research,” 2005–2008, \$1.75 million

Principal Investigator, Economic Research Service, U.S. Department of Agriculture, “Effective Tax Rates and Guarantees and Food Stamp Program Participation,” 2005–2007, \$156,108

Principal Investigator, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, “University of Kentucky Center for Poverty Research,” 2002–2005, \$1.17 million

Principal Investigator, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, Supplemental Grant to the Center for Poverty Research for the “HBCU, 1890, and Tribal Colleges and Universities Small Grant Program,” 2004, \$100,000

Conference Grant, W.E. Upjohn Institute for Employment Research, “Mark C. Berger Memorial Research Conference,” to Center for Poverty Research, October 2004, \$10,000

Table A.3.4 Faculty Presentations, 2004-2010

Ahn, Tom

AEA, New Orleans (2008)

Duke University (2008)

UNC – Greensboro (2009)

Wake Forest University (2009)

Martin School of Public Policy, University of Kentucky (2009)

APPAM Conference (2009)

Harvard Kennedy School-PEPG conference (2010)

Bagh, Adib

“Better reply security in dynamic games” American Mathematical Society sectional meeting, Special session in Mathematical Economics, University of Kentucky, March, 2010.

“Variational Convergence of Games, Existence and Approximation of Equilibria in Discontinuous Games” Fall Midwest Economic Theory Conference, Penn State, Oct. 2009.

“Variational Convergence of Games, Optimization, Variational Analysis, and Modeling” a conference in honor of Roger J.-B. Wets, University of California-Davis, Oct 2008.

“Existence of Equilibria in Open Loop Dynamic Games” Third World Congress for Game Theory Society, Kellogg School of Management, Northwestern University, Chicago, July 2008.

“Nash Equilibria in Discontinuous Games” Universitat Pompeu Fabra, Barcelona, Spain, May 2008.

“Information Structures, Price Discrimination, and Demand Uncertainty” (with Hemant Bhargava), Workshop on Information Systems and Economics, Kellogg School of Management, Northwestern University, Chicago, 2006.

“Contract Timing under Demand Uncertainty” (with Hemant Bhargava), INFORMS Conference on Information Systems and Technology, Pittsburgh, 2006.

Blomquist, Glenn C.

“Starting Point Effects and Respondent Heterogeneity in Iterative Dichotomous Choice Contingent Valuation: Application to the Detection and Treatment of Vulnerable Plaque Related to Heart Attacks” with Patricia Ryan and John C. Whitehead. Presented at the American Society of Health Economists meetings held in Ithaca, NY on June 20-23, 2010.

“Estimating the Social Value of Higher Education: Willingness to Pay for Community and Technical Colleges” with Paul Coomes, Christopher Jepsen, Brandon C. Koford, and Kenneth R. Troske.

Presented at:

Baltic International Center for Economics Policy Studies in Riga, Latvia, Jan. 29, 2008.
Geary Institute at University College Dublin, Ireland on May 28, 2008,
Stockholm School of Economics in Stockholm, Sweden on June 4, 2008,
University of Louisville on September 12, 2008,
Xavier University on April 24, 2009,
Society for Benefit Cost Analysis meetings held Oct. 20-21, 2009 in Washington, DC,
Assn. for Public Policy and Management meetings held Nov. 5-7, 2009 in Washington, DC,
Southern Economic Assn. meetings held in November 21-23, 2009 in San Antonio, TX.

The Kentucky Distinguished Economist Lecture. Presented at the Kentucky Economic Association meetings held in Lexington, KY on October 9, 2009.

“Willingness to Pay for Improving Fatality Risks and Asthma Symptoms: Values for Children and Adults of All Ages” with Mark Dickie and Richard O’Conor. Presented at:

The Heterogeneity of the Value of Statistical Life Conference held at Vanderbilt University in Nashville, TN on March 27, 2009.

Keynote speaker at the C.L. Burton Workshop Honoring Tom Crocker held in Centennial, WY on November 21, 2008.

“Eliciting Willingness to Pay without Bias using Follow-up Certainty Statements: Comparisons between Probably/Definitely and a 10-point Certainty Scale” with Karen Blumenschein and Magnus Johannesson. Presented at:

6th International Health Economics Association (iHEA) World Congress held July 8-11, 2007 in Copenhagen, Denmark

Conference “Validating Values of Safety and Travel Time” held August 16-17, 2007 in Örebro University in Örebro, Sweden
Baltic International Centre for Economic Policy Studies in Riga, Latvia on Oct. 16, 2007.

“Valuing Improvements in Symptoms and Fatality Risks for Children and Adults: Risk-Risk and Risk-Dollar Tradeoffs for Asthmatics and Non-Asthmatics” with Mark Dickie, Richard C. O’Conor, and Sarah Pieri. Presented at the Southern Economic Association meetings held in Charleston, SC on November 18-21, 2006.

“Willingness to Pay for the Detection and Treatment of Vulnerable Plaque Related to Heart Attacks” with Patricia L. Ryan. Presented at the inaugural conference of the American Society of Health Economists held in Madison, WI on June 4-7, 2006.

“The Effect of Information on Perceptions of Fatality Risk: Do We Believe What We Are Told?” with Richard M. O’Conor. Presented at the Southern Economic Association meetings held in Washington, DC on November 18-20, 2005.

“Eliciting Willingness to Pay without Bias: Evidence from a Field Experiment” with Karen Blumenschein, Magnus Johannesson, and Nancy Horn and Patricia Freeman. Presented at:

iHEA 5th World Congress held July 10-13, 2005 in Barcelona, Spain.
University of Connecticut on December 1, 2005
Appalachian State University in Boone, NC on October 7, 2005.

“Integration and Environmental Policy in the European Union: Fostering the Development of Pollution Havens?” with Lisa A. Cave. Presented with Lisa Cave at an AERE/SCREE session at the Southern Economic Association meetings held November 21-23, 2004 in New Orleans, LA.

Bollinger, Christopher R.

"A Bayesian analysis of Binary Misclassification: Inference in Partially Identified Model," Conference in Honor of Charles F. Manski, Northwestern University, May 2009; SEA November 2009.

“On the Robustness of Coefficient Estimates to the Inclusion of Proxy Variables”, International Conference on Measurement Error, Birmingham, England, July 2007.

“How Well Are Earnings Measured in the Current Population Survey: Bias from Non-response and Proxy Respondents” (with Barry Hirsch), Society of Labor Economists, Chicago, May 2007.

“Is Private Schooling Free? Public Schooling Quality and the Locational Choices of Private Schooling Households” (with Bill Hoyt) presented at the Southern Economics Association Annual Meetings, 2005.

“Match Bias in the Earnings Imputations in the Current Population Survey: The Case of Imperfect Matching” (with Barry Hirsch) presented at:

Georgia State University School for Policy Studies, April, 2005.
Ohio State University Econometrics Seminar, October 2005.
Midwest Econometrics Group Meeting, October 2005.

“Food Stamp Program Participation of Refugees and Immigrants” (with Paul Hagstrom). Presented at:

Southern Economics Association Meetings, November 2003,
Syracuse University Econometrics Seminar, November 2003,
Florida State University, September 2003,
Atlanta Federal Reserve Bank, April 2005.

Ederington, Josh

2009: University of Colorado-Boulder
Ryerson University
Vanderbilt University.

2008: University of California - Santa Cruz
Drexel University
Tulane University
University of Tennessee

2007: Emory University
AEA Meeting, Chicago IL
Midwest International Economics Conference, Ann Arbor MI.

2006: Princeton University
University of California-Berkeley
Southern Methodist University
Georgia Institute of Technology
NBER's Universities Research Conference on “Firms and the Evolving Structure of Global Economic Activity”

2005: AEA meeting, Philadelphia PA.

2004: CEPR conference on "Trade, Industrialization and Development," Brussels
University of British Columbia
Simon Fraser University.

Fackler, James S.

McGraw-Hill Symposium on Teaching the New Money and Banking Course, Las Vegas, 2005

Garen, John E.

"The Recent Growth in Federal Spending," presented at the Kentucky Economic Association Meetings, September 2010.

"Expenditure Reform," presented at the Kentucky Economic Association Meetings, September 2010.

"Using Local Knowledge in Setting Teacher Compensation: Competition, Discretion, and Incentives in the Public and Private Sectors," presented at Department of Economics, Xavier University, April 2010.

"Free Enterprise and 'Fair' Organizations," presented at the Association of Private Enterprise Education Meetings, April 2010.

"Why the Kids Keep Misbehaving and the Teachers Don't Do Anything About It: An Essay on Incentives and Decision Rights," presented at the Association of Private Enterprise Education Meetings, April 2010

"Value Maximizing Incentive Systems for School Teachers and the Effects of Rewards for Test Scores Versus Institutional Reform," presented at the Southern Economic Association Meetings, November 2009.

"Competition, Ownership, and Employee Compensation as Applied to Schools: Should We Mandate Teacher Rewards for Test Scores or Reform Institutions?," presented at the Association of Private Enterprise Education Meetings, April 2009.

"The Subjective Theory of Value in Economics," presented at the BB&T Program on the Moral Foundations of Capitalism professors conference, June 2008.

"Population Heterogeneity, the Type of Government, and the Nature and Extent of Government Intervention," (with Carlos Lopes), presented at:

Association of Private Enterprise Education Meetings, April 2008
Southern Economic Association Meetings, November 2007.

“Pareto Optimality as a Criterion for Morality and the Market Economy,” presented at Association of Private Enterprise Education Meetings, April 2008.

“Cost of Government Services: Trends and Comparisons for Kentucky and its Neighboring States” (with W. Hoyt and A. Stewart), presented at the Business and Economics Research Group (BERG) of the Federal Reserve Bank of St. Louis Conference, May 2005. 7

“Competition for Donations and the Relative Performance of For-profit and Not-for-profit Organizations” (with M. Castaneda), presented at the Southern Economic Association Conference, November 2004.

Gillette, J. Robert

“Presenting Intellectual Exciting Lectures, The Assignment-Centered Course, and Move First Exposure to Material Before Class and Use Class for Process, Product, & Response,” Sierra Nevada College Teaching Workshop, April 2008. Workshop presented to Sierra Nevada College Business & Economics faculty.

“Teaching Economic Workshops: A Panel Discussion,” with Gail Hoyt, KimMarie McGoldrick, Mike Salemi, and other Workshop Directors, Southern Economic Association Meeting, November 2004.

Hoyt, Gail M.

“Interactive Large Enrollment Economics Courses,” presentation for the 2010 American Economic Association meetings in Atlanta, Georgia, January 2010.

“Mathematics in the Principles of Economics Course,” at the October 2008 meetings of the Kentucky Economic Association held in Lexington, Kentucky.

“Actively Engaging Students in Large Lecture Courses,” invited panelist for the American Economic Association’s Committee on Economic Education teaching session at the 2007 ASSA meeting in Chicago, IL.

“Graduate Student Preparation for Teaching: A Reality Check,” with KimMarie McGoldrick at the 2006 meetings of the Southern Economic Association in Charleston, SC, November 20.

“The Daily Concept Quiz: Actively Engaging Students in Economics Courses,” presented at the 2006 Annual Meetings of the American Economics Association in Boston, MA.

“Interactive Learning in a Large Lecture Setting,” presented at the 2006 Annual Meetings of the American Economic Association in Boston, MA. Session described topics that would be covered in the new Teaching Innovation Program Workshops sponsored by the AEA’s Committee on Economic Education and NSF.

“Graduate Student Preparation: Learning Through Theory and Practice,” with David Colander and KimMarie McGoldrick, presented at the November 2005 meetings of the Southern Economic Association in Washington, DC.

“The University of Kentucky Economics Teaching Workshop,” at the Southern Economic Association meetings, November 2004 with Bob Gillette.

“Gender Differences in Media Exposure, Economic Knowledge, and Attitudes About Economics” at the Eastern Economic Association meetings, February 2004 with KimMarie McGoldrick.

Hoyt, William H.

“Is the Grass Greener on the Other Side of the River?: The Choice of Where to Work and Where to Live for Movers”

Kentucky Economics Association Meetings, Lexington, October 2008

National Tax Association Meetings, Philadelphia, November 2008

Southern Economics Association Meetings, November 2008

“A Model of Metropolitan Building Permits” Regional Science Association, Savannah, GA, November 2007

“The Taxpayer Relief Act of 1997 and Homeownership: Is Smaller Now Better?” National Tax Association, Columbus OH November 2007

“An Examination of Incentives to Attract and Retain Businesses: Evidence from Kentucky,” National Tax Association, Columbus OH November 2007

“Pork Barrel Spending and Political Party Affiliation in the U.S.,” Southern Economics Association, New Orleans November 2007

“Is the Grass Greener on the Other Side of the River: The Choice of Where to Work and Where to Live for Movers”

Carnegie-Mellon University October 2007
Georgia State University November 2007

“Income taxes and the Destination of Movers to Multistate MSAs”

National Tax Association/ASSA, Philadelphia, January 2006
Illinois State University October 2006
University of Tennessee February 2007

“The Optimal Division of the Tax Base among Hierarchical Governments,”

University of Munich November 2007
University of Bonn November 2007
University of Mannheim December 2007

“Decentralized Tax and Public Service Policies with Differential Mobility of Residents”
International Institute of Public Finance Milan August 2004.

Jepsen, Christopher

“Race, Ethnicity, Immigrant Generation and Their Impacts on College Completion at Two-Year and Four-Year Schools,” American Education Finance Association conference, Salt Lake City, March 2004

Co-presented (with Steve Rivkin) “What is the Tradeoff between Smaller Classes and Teacher Quality,” NBER Economics of Education conference, Cambridge, MA, April 2004

“Transitions to Work for Racial, Ethnic, and Immigrant Groups,” Russell Sage Foundation conference on school-to-work, New York, May 2004

“Transitions to Work for Racial, Ethnic, and Immigrant Groups,” Western Economic Association conference, Vancouver, July 2004

“Earnings History and the Schooling Decisions of Older Workers,” Toronto University, November 2004

“Earnings History and the Schooling Decisions of Older Workers,” McMaster University, November 2004

“Why Do Some Children Learn English Faster than Others? Evidence from English Learners in California,” American Economic Association conference, Philadelphia, January 2005

Co-presented (with Shelley de Alth) “The Role of Schools and Districts in English Learner Reclassification,” CSU-Sacramento, February 2005

“Earnings History and the Schooling Decisions of Older Workers,” Society of Labor Economics conference, San Francisco, June 2005

“Remedial Education in California’s Community Colleges,” Western Economic Association conference, San Francisco, July 2005

“Bilingual Education and English Proficiency,” Bureau of Labor Statistics, February 2006

“Remedial Education in California’s Community Colleges,” AERA conference, San Francisco, April 2006

“Bilingual Education and English Proficiency,” University of California – Santa Barbara, May 2006

“Miles to Go before I Learn: The Effect of Travel Distance on the Mature Person’s Choice of a Community College,” Western Economic Association, Seattle, July 2007

“An Examination of Incentives to Attract and Retain Businesses: Experience from Kentucky,” National Tax Association, Columbus, Ohio, November 2007

“Does Homeownership Vary by Sexual Orientation?” American Economic Association, New Orleans, January 2008

“Recent Public-Sector Pension Changes and Associated Changes in Employee Composition and Compensation,” Public Policy Institute of California, July 2008

“The Labor-Market Returns for Community College Degrees, Diplomas, and Certificates,” Southern Economic Association, Washington, D.C., November 2008

“The Labor-Market Returns for Community College Degrees, Diplomas, and Certificates,” University College Dublin, Dublin, December 2008

“The Labor-Market Returns for Community College Degrees, Diplomas, and Certificates,” University of Kentucky Martin School of Public Policy and Administration, March 2009

“The Labor-Market Returns for Community College Degrees, Diplomas, and Certificates,” Teachers College, Columbia University, April 2009

“The Labor-Market Returns to GED Using Regression Discontinuity Analysis,” University of Missouri, October 2009

“The Labor-Market Returns to GED Using Regression Discontinuity Analysis,” APPAM Conference, Washington, D.C., November 2009

“The Labor-Market Returns to GED Using Regression Discontinuity Analysis,” Midwest Economic Association Conference, Evanston, IL, March 2010

“The Labor-Market Returns to GED Using Regression Discontinuity Analysis,” IUPUI, April 2010

Gave poster on “The Labor-Market Returns to GED Using Regression Discontinuity Analysis,” SOLE/EALE Conference, London, June 2010

“The Labor-Market Returns to GED Using Regression Discontinuity Analysis,” Western Economic Association conference, Portland, OR, July 2010

“The Labor-Market Returns to GED Using Regression Discontinuity Analysis,” MDRC, New York City, October 2010

“The Educational Returns to GED using Regression Discontinuity Analysis,” Western Kentucky University, December 2010

Kim, Yoonbai

Plenary Speech, Korean Economic Association - Korea America Economic Association Joint International Economics Conference (Seoul, Korea, August 2010)

8th Korea Development Institute - Korea America Economic Association Joint International Economics Conference (Seoul, Korea, August 2010)

Western Economic Association Conference (Vancouver, July 2009)

Allied Social Science Association Conference (New Orleans, LA, January 2008)

Western Economic Association Conference (Honolulu, July 2008)

13th Korean Economic Association - Korea America Economic Association Joint International Economics Conference (Seoul, Korea, August 2008)

Invited seminar at Korea University (Seoul Korea, October 2008)

Plenary Speech at the 2008 International Conference: Perspectives on Migration, Nationhood, and Ethnicity, National Sun Yat-Sen University (Kaohsiung, Taiwan, November 2008)

Invited seminar at the Bank of Korea (Seoul, Korea, November 2008)

Pacific Rim Economic Conference (Beijing, China, January 2007)

Invited seminar at National Sun Yat-Sen University (Kaohsiung, Taiwan, February 2007)

Western Economic Association Conference (Seattle, July 2007)

Southern Economic Association Conference (New Orleans, LA, November 2007)

Allied Social Science Association Conference (Boston, January 2006)

3rd Korea Development Institute - Korea America Economic Association Joint International Economics Conference (Seoul, Korea, August 2006)

Invited seminar for the International Economics Forum (Bank of Korea, August 2006)

Southern Economic Association Conference (Charleston, SC, November 2006)

Allied Social Science Association Conference (Philadelphia, January 2005)

Allied Social Science Association Conference (San Diego, January 2004)

Midwest International Economics Conference (Indianapolis, IN, May 2004)

Far Eastern Meetings of the Econometric Society Conference (Seoul, Korea, July 2004)

2nd Korea Development Institute - Korea America Economic Association Joint International Economics Conference (Seoul, Korea, August 2004)

11th Korean Economic Association - Korea America Economic Association Joint International Economics Conference (Seoul, Korea, August 2004)

Minier, Jenny A.

2010: University of British Columbia
Western Economic Association meetings, Portland OR
Clemson University;
Panelist, plenary session on macroeconomic policy, Kentucky Economic Association meetings, Frankfort;

2009: University of Washington;
Indiana University-Purdue University Indianapolis.

2008: Canadian Economics Association meetings, Vancouver
University of California, Santa Cruz.

2007: University of California, Berkeley
American Economic Association meetings, Chicago.

2006: University of Oregon
Southern Economic Association meetings, Charleston, S.C.;
University of Louisville.

2005: Southern Methodist University, Dallas;

2004: Kentucky Economic Association meetings, Lexington;
Simon Fraser University, Vancouver B.C.

Sandford, Jeremy

2010: AMS Spring Southeastern Sectional Meeting, South Carolina,
Kentucky Law School, Kentucky

2008: South Carolina

2007: SMU, DOJ, Cornerstone, Bates White

Scott, Frank A.

“Repeated Interaction in Private-Value Auctions: The Effect on Price of a Change in the Number of Bidders,” presented at Southern Economic Association meetings, Washington, DC, November 2008.

“Economic Forces Shaping the Vertical Chain of Production in the Aluminum Industry,” presented at the INFORMS meetings in Washington, D.C., October 2008.

“Testing for Nash Equilibrium in Three-Way Duels,” presented at

Southern Economic Association meetings, Charleston, SC, November 2006
International Industrial Organization Conference, Savannah, GA, April 2007.

“With Snob Goods is it Size itself, or others’ Perception of Size, that Matters?: The Case of Diamonds,” presented at

Southern Economic Association meetings, New Orleans, LA, November 2004

Tulane University, March 2008.

Shea, Paul

August 2009: Stanford Institute for Theoretical Economics, When Are Diverse Beliefs Central?

July 2009: Western Economic Association, Vancouver

July 2008: Learning Week, Federal Reserve Bank of St. Louis

July 2008: Western Economic Association, Honolulu

April 2008: Scottish Economic Society Annual Conference

July 2007: Learning Week, Federal Reserve Bank of St. Louis

July 2007: Public Economic Theory Conference, Vanderbilt

July 2006: Learning Week, Federal Reserve Bank of St. Louis

West Virginia University
Federal Reserve Bank of Cleveland,
Federal Reserve Bank of San Francisco,
University of Montana,
University of Wisconsin-Milwaukee,
Fordham University,
College of William Mary
Bates College.

Stowe, C. Jill

“The Price of Disclosure in the Market for Thoroughbred Yearlings,” Agricultural and Applied Economics Association, Pittsburgh, PA (poster), 2011

“Working with undergraduate students to develop ‘publishable’ submissions for peer-reviewed journals,” National Association of Equine Affiliated Academics, Murfreesboro, TN (poster), 2011

“Some Evidence of Information Aggregation in Auction Prices,” Southern Agricultural Economics Association Meetings, Corpus Christi, TX, 2011

“The Informativeness of Prices as Quality Signals in the Thoroughbred Industry,” Southern Economic Association Meetings, Atlanta, GA (*session organizer), 2010

“The Economic Climate of Kentucky’s Horse Industry,” Kentucky Breeders’ Short Course, Lexington, KY. 2010

“Breeding to Sell: A Hedonic Price Analysis of Leading Thoroughbred Stud Fees,” Southern Economic Association Meetings, San Antonio, TX, 2009

“Cheating and Enforcement in Asymmetric Tournaments” Tournaments, Contests, and Relative Performance Evaluation Conference, 2008

“An ‘Unintentional’ Theory of Reciprocity and Trust,” Midwest Theory and International Economics Meetings, 2006

“An ‘Unintentional’ Theory of Reciprocity and Trust,” Institute for Operations Research and the Management Sciences Annual Meeting, 2004

Troske, Kenneth R.

2010 Annual Meeting of the Southern Economic Association
Annual Meeting of the Society of Labor Economists
Ohio State University
University of Manheim

2009 Australian National University
Melbourne Research Institute of Applied Economic and Social Research
Deakin University

2008 Federal Reserve Bank of Cleveland
Annual Meeting of the Society of Labor Economists
Annual meeting of the Southern Economic Association

2007 Annual Meeting of the Southern Economic Association
Annual Meeting of the Society of Labor Economists
University of Miami

2006 Annual Meeting of the Southern Economic Association
Annual Meeting of the Society of Labor Economists
Ohio State University

2005 Annual Meeting of the Society of Labor Economists
Federal Reserve Bank of Cleveland

SUNY-Stony Brook

2004 University of California-Irvine
Annual Meeting of the Southern Economic Association
A Research Conference in Honor of Mark C. Berger, University of Kentucky,
Northwestern University
University of Oregon
Cornell University
Syracuse University
Annual Meeting of the Society of Labor Economists
Duke University
University of Arizona
Claremont-McKenna College
Annual Meetings of the American Economic Association

Wildasin, David E.

2004:

CESifo/BMW Foundation Herbert Quandt, Third Munich Economic Summit on “Social Union, Migration, and the EU Constitution: Integration at Risk.” Presented “Economic Integration and the Welfare State.”

European Regional Science Association, annual meetings, Porto. Presented “Fiscal Competition: Implications for Regional Science”, keynote address.

International Institute of Public Finance, annual meetings, Milan. Presented “Competitive Fiscal Structures.”

Kentucky Long Term Policy Research Center, annual meeting, Lexington. Presented “Getting Ahead of the Curve: Fiscal Policy and Economic Performance in Kentucky.”

2005:

Allied Social Science Associations, Philadelphia. Presented “Competitive Fiscal Structures.”

Council on Foreign Relations, conference on “Skilled Migration Today: Prospects, Problems, and Policies”, New York. Presented “Public Finance in an Era of Global Demographic Change: Fertility Busts, Migration Booms, and Public Policy.”

Institut d’Economia de Barcelona, Universitat de Barcelona, “Workshop on Fiscal Federalism: Decentralization, Governance and Economic Growth,” Barcelona. Presented “Economic Integration: Implications for Equity, Efficiency, and Political Economy,” keynote address.

Conference on “Institutional Design of Federal Systems,” Regensburg. Presented “Emergent Research Questions in Federalism: Market Integration and Institutional Change,” keynote address.

Kentucky Legislative Task Force on Local Taxation, Frankfort. Presented “Local Tax Reform in Kentucky.”

Helsinki Center for Economic Research, Workshop on Fiscal Federalism, Helsinki. Presented “Topics in Fiscal Federalism: Redistribution, Tax Structure, and Intergovernmental Transfers,” keynote address.

University of Florida.

2006:

Georgia State University, conference on “Fiscal Relations and Fiscal Conditions,” Atlanta. Presented “Disaster Relief and Preparedness: Intergovernmental Fiscal and Regulatory Structures.”

Commonwealth of Kentucky, Office of State Budget Director, “Tax Expenditure Summit,” Frankfort. Presented “Tax Expenditures: Foundations, State/Local Issues, and Prospects for Improvement.”

Institute for Federalism and Intergovernmental Relations and CES joint conference on “New Directions in Fiscal Federalism,” Lexington: Co-organizer (with T. Buettner). Presented “Disasters: Issues for State and Federal Government Finances.”

National Tax Association-Tax Institute of America, annual meetings, Boston. Presented “Rainy Days, Spillovers, and Bailouts: Problems of ‘Fiscal Hydrology’ in the US Federation,”

2007:

Conference on “New Political Economy of Globalization,” New Orleans. Presented “Trade Risk and the Demand for Social Insurance.”

National Tax Association Spring Symposium, Washington. Presented “Preemption: Uses and Abuses.”

“Second Workshop on Fiscal Federalism: Competition and Cooperation among Governments,” Seville. Presented “Competitive Fiscal Structures”.

Tulane University.

2008:

7th “Journées Louis-André G´erard-Varet ‘Economie Publique’” conference, Marseille. Presented “Think Locally, Act Locally: Spillovers, Spillbacks, and

Efficient Decentralized Policymaking,” keynote address

Stanford Institute for Theoretical Economics, program on “Federalism and Decentralized Governance”. Presented “Disaster Avoidance, Disaster Relief, and Policy Coordination in a Federation”.

Nagoya University, conference on “Economic Integration, Trade, and Spatial Structure”. Presented “Disaster Avoidance, Disaster Relief, and Policy Coordination in a Federation”.

Conference on “Mobility and Tax Policy: Do Yesterday’s Taxes Fit Tomorrow’s Economy?”, Center for Business and Economic Research, University of Tennessee, Knoxville. Presented “State Corporation Income Taxation: An Economic Perspective on Nexus.”

Kentucky Long-Term Policy Research Center 15th Annual Conference on “Visioning Kentucky’s Future: Measures and Milestones 2008”, Covington: Presented “Long Term Fiscal Risks Facing Kentucky: The Federal Dimension”.

University of Louisville.

Washington University.

Federal Reserve Bank of St. Louis.

2009:

International Seminar on Public Economics, Queen’s University “Conference on Public Economics in Honour of Robin Boadway”, Kingston: Presented “Fiscal Competition for Imperfectly-Mobile Labor and Capital: A Comparative Dynamic Analysis”.

Lincoln Institute of Land Policy conference on “The Changing Landscape of Local Public Revenues”, Boston: Presented “Intergovernmental Transfers to Local Governments”.

National Tax Association-Tax Institute of America, annual meetings, Denver: Presented “Blueprints for Fiscal Federalism: Resilience in the Face of Fiscal Distress?” (panel discussion) and “Public Investment, Revenue Shocks, and Borrowing Restrictions”.

UCLA.

Federal Reserve Bank of New York.

Federal Reserve Bank of Atlanta.

2010:

Symposium on “An Economic Perspective on Kentucky’s Tax Structure”,
Frankfort: Presented “Tax Reform in the Commonwealth”.

American Mathematical Society, Southeast Regional Conference, March
2010: Presented “Fiscal Competition for Imperfectly-Mobile Labor and Capital:
A Comparative Dynamic Analysis”

Federation of Tax Administrators Annual Conference, Atlanta: Presented “Fiscal Federalism:
Can Washington Help?”

Yelowitz, Aaron

Keynote address for Lexington Employee Benefits Council, *The Healthcare Cost Crisis and
What To Do About It*, May 19, 2004, “Attacking the Health Care Monster: Hard Decisions
Ahead For Our Society.”

Yu, Yihai

10th World Congress of the Econometric Society, Shanghai, China, August 2010

Department of Economics, University of Cincinnati, USA, May 2010

Far Eastern Meeting of the Econometric Society, Tokyo University, Japan, August 2009

2nd World Conference of the Spatial Econometrics Association, New York City, Nov. 2008

Far Eastern Meeting of the Econometric Society, Singapore Management University, Singapore,
July 2008

3rd Symposium on Econometric Theory and Applications, HKUST, Hong Kong, April 2007

Guanghuang School of Management, Peking University, Beijing, China, March 2007

Department of Economics, University of Waterloo, Waterloo, Canada, February 2007

Department of Economics, Ohio State University, Columbus, USA, November 2006

16th Annual Meeting of the Midwest Econometrics Group, University of Cincinnati, USA,
October 2006

Far Eastern Meeting of the Econometric Society, Tsinghua University, Beijing, China, July 2006

International Workshop on Spatial Econometrics and Statistics, Rome, Italy, May 2006

Ziliak, James P.

Association of Public Policy and Management, November 4–6, 2010, Boston, MA

10th World Congress of the Econometric Society, August 17–21, 2010, Shanghai, China

Fifteenth Annual Meeting of the Society of Labor Economists, June 17–19, 2010, London, England (presenter and member of scientific committee)

University of Kentucky Martin School of Public Policy and State Treasurer of Kentucky Symposium on *An Economic Perspective on Kentucky's Tax Structure*, January 13, 2010, Frankfort, Ky.

Brookings/Census Bureau Conference on Improved Poverty Measurement, October 20, 2009, Washington, DC (panelist)

2009 Annual Meals on Wheels Association of America Conference, September 2-4, 2009, San Diego, CA (plenary speaker)

National Association for Welfare Research and Statistics Annual Conference, July 12–15, 2009, Rochester, NY (panelist)

Institute for Fiscal Studies and World Bank Conference on *Conditional Cash Transfers: Reducing Present and Future Poverty*, London, England, May 26, 2009 (panelist)

Shepherd Program for the Interdisciplinary Study of Poverty and Human Capability Poverty Program, Washington and Lee University, Lexington, VA, November 6, 2008 (keynote speaker)

Queens University, School of Policy Studies, *The New Poverty Agenda: Reshaping Policies in the 21st Century*, Kingston, Ontario, Canada, August 18-20, 2008 (plenary speaker)

Shepherd Program for the Interdisciplinary Study of Poverty and Human Capability Poverty Program, Washington and Lee University, Berea, KY, June 6, 2008 (keynote speaker)

Thirteenth Annual Meeting of the Society of Labor Economists, May 9–10, 2008, New York, NY

2008 Marburg Memorial Lecture, Marquette University, April 14, 2008 (keynote speaker)

Association of Public Policy and Management, November 8–10, 2007, Washington, DC

National Association for Welfare Research and Statistics, August 20–23, 2007, Charleston, WV (keynote speaker)

Institute for Research on Poverty Summer Workshop, University of Wisconsin, Madison, June 18–21, 2007

University of Kentucky Center for Poverty Research Conference on *Ten Years After: Evaluating the Long Term Effects of Welfare Reform on Children, Families, Welfare, and Work*, April 12–13, 2007, Lexington, KY (Conference organizer and presenter)

National Bureau of Economic Research, Universities Research Conference, December 8–9, 2006, Boston, MA

Southern Economic Association, November 18–21, 2006, Charleston, SC

Association of Public Policy and Management, November 2–4, 2006, Madison, WI

Federal Reserve Bank of Cleveland, 2006 Community Development Policy Summit: The Challenge of Concentrated Poverty, June 22–23, 2006, Cleveland, OH (plenary speaker)

James A. Baker Institute for Public Policy, Rice University, Is it Time for Fundamental Tax Reform? The Known, The Unknown, and the Unknowable, April 27–28, 2006, Houston, TX (presenter)

9th World Congress of the Econometric Society, August 19–24, 2005, London, UK (presenter)

Tenth Annual Meeting of the Society of Labor Economists, June 3–5, 2005, San Francisco, CA (presenter)

Panel Session on Economic Liberty, Security, and Justice, Transylvania University, February 7, 2005 (plenary speaker)

Southern Economic Association, November 21–23, 2004, New Orleans, LA (presenter and discussant)

Association of Public Policy and Management, October 28–30, 2004, Atlanta, GA (presenter)

National Association for Welfare Research and Statistics, August 22–25, 2004, Oklahoma City, OK (plenary speaker)

Institute for Research on Poverty Summer Workshop, University of Wisconsin, Madison, June 21–24, 2004 (presenter)

National Welfare Reform Conference, Administration for Children and Families, U.S. Department of Health and Human Services, May 26–28, 2004, Washington, DC (presenter)

MEMORANDUM

TO: Department of Economics Faculty

FROM: Glenn Blomquist, Chair, Self Study Committee

SUBJECT: Faculty Survey

DATE: April 11, 2011

On behalf of the Department Self Study Committee I write to solicit your thoughts about the Department. A draft self study report will be circulated for comment when it is ready, but we would like to incorporate your ideas and comments in it.

With that in mind, below we have a list of open-ended questions to serve as our survey. We view this as an opportunity for you to state your thoughts and concerns and to ensure that they will be noted in the survey. While we think that your views and thoughts on the questions in this survey are important and will be valuable in the self study, you should not feel constrained by the questions or the structure of the survey – **do not feel compelled to answer all the questions**, particularly as there is some redundancy in the survey, and please include any additional thoughts or comments you might have.

It would be useful for us to receive your responses electronically to facilitate incorporation into the survey. You can send the completed form to me (gcbloom@uky.edu) or, if you like, to Jeannie Graves (jgrav3@uky.edu). Jeannie will send the form to me anonymously. I would like your responses as soon as possible, preferably by **Monday, April 18, 2011**. I apologize for the short notice, but I do not think this need take a great deal of time. If you cannot complete it by the 18th we still would like it later.

Overall Evaluation of Department

- 1) In your view, what are the strengths within the Department?
- 2) In your view, what are the weaknesses within the Department?
- 3) If additional resources are to be received, what would be the best way to allocate these resources?
- 4) What resource-neutral changes would you like to see within the Department?
- 5) Do you feel that the Department has a good relationship with the rest of the Gatton College of Business and Economics? Is the Department as involved in the College as it should be?
- 6) Similar to #5, what are your thoughts about the standing of the Department throughout the University and with University Central Administration?
- 7) Are you satisfied with merit review and promotion procedures? If not, what are your concerns and how might the process be improved?
- 8) Do you feel the Department has made progress within the seven-year review period 2004-2010?

Research Environment

- 1) What does the Department (and College and University) do that enhances your research program?
- 2) What could be done to improve research productivity?
- 3) Are you satisfied with how research is used in merit review and promotion decisions? How might the procedures be improved?

The Graduate Program

- 1) In your view, what are the strengths of the graduate program, that is, what do we do well?
- 2) In your view, what are the weaknesses of the graduate program, that is, what could we do better?
- 3) Generally, are you satisfied with the quality of our students? If not, how might the quality of students be improved?
- 4) Are there changes that could be made in course offerings, fields, or the structure of examinations within the Ph.D. program that would improve it?

- 5) Based on your experiences, are you satisfied with the quality of our students' dissertations? How might the process be improved?
- 6) Generally, are you satisfied with the success of our students on the job market? How might the results be improved?
- 7) Do you have any concerns about or suggestions on how to improve the funding of graduate students?

The Undergraduate Program

- 1) What concerns do you have, if any, with our current undergraduate program?
- 2) Are there areas in which you would like to see the curriculum revised? If so, how?
- 3) If you are an advisor, what are your thoughts about advising? Are you satisfied with how we do it? If not, how might it be improved?

General

Is there anything else that you would like to see included in the self study?

Appendix to Section 4

Survey Instrument for Survey of Ph.D. Alumni

Survey of Ph.D. Alumni

Department of Economics, University of Kentucky

This survey is a part of our self study. We are collecting data to help us evaluate our program and improve it. Your responses are completely anonymous. We appreciate your time and honest responses.

1. After completing your Ph.D., your first position was in

University

College

State or Local Government

Federal Government

Private Sector

Other (please specify)

2. Your Current position is

University

College

State or Local Government

Federal Government

Private Sector

Other (please specify)

3. Tell us how well our program developed knowledge of economic theory necessary to

	Excellent	Good	Average	Fair	Poor
read advanced economic research	<input type="checkbox"/>				
produce advanced economic research	<input type="checkbox"/>				
analyze real world issues.	<input type="checkbox"/>				

4. Are the research skills developed in our program sufficient to

	Excellent	Good	Average	Fair	Poor
produce state-of-the-art research in your specific field?	<input type="checkbox"/>				
utilize quantitative techniques common to the profession?	<input type="checkbox"/>				

Survey of Ph.D. Alumni

5. How well did the program develop your communications skills?

	Excellent	Good	Average	Fair	Poor
Written	<input type="radio"/>				
Oral Presentations	<input type="radio"/>				

6. Were core courses (microeconomic theory, macroeconomic theory and econometrics) sufficient in content and rigor?

Excellent

Good

Average

Fair

Poor

7. Did you find the core theory prelim exams an effective learning device?

Excellent

Good

Average

Fair

Poor

8. Were you satisfied in the content and rigor of the courses you took in your fields of study?

Excellent

Good

Average

Fair

Poor

Survey of Ph.D. Alumni

9. Were the written field exams effective as a learning device?

Excellent

Good

Average

Fair

Poor

10. Did your coursework prepare you adequately to conduct research on your dissertation?

Well Prepared

Acceptably prepared

Prepared

Weakly prepared

Unprepared

11. Did you receive appropriate support and guidance in finding a dissertation topic?

Excellent

Good

Average

Fair

Poor

12. Did your advisor and committee provide appropriate guidance and mentoring while you were writing your dissertation?

Excellent

Good

Average

Fair

Poor

Survey of Ph.D. Alumni

13. How useful were the department workshops/seminars in making the transition from classroom student to practicing economist?

Excellent

Good

Average

Fair

Poor

14. Did the department provide adequate support and guidance in your search for employment?

Excellent

Good

Average

Fair

Poor

15. How well did the BA 700 (teaching course) prepare you for teaching economics?

Excellent

Good

Average

Fair

Poor

16. How many semesters did you teach while a graduate student?

None

1 or 2

3 or 4

5 or 6

more than 6

Survey of Ph.D. Alumni

17. How well did your teaching experiences prepare you for your career?

- Excellent
- Good
- Average
- Fair
- Poor
- Not Applicable

18. If someone (a student or co-worker) came to you for advice on applying to UK for the Economics Graduate Program, would you recommend the program

- Very Enthusiastically
- Enthusiastically
- Neither recommend nor discourage
- Slightly discourage
- Actively discourage

19. During which time period did you complete your Ph.D.?

- 1990-1995
- 1996-2000
- 2001-2005
- 2006-2010

20. What is your Gender?

- female
- male

21. Did you earn your undergraduate degree from a college or university in the U.S.?

- yes
- no

22. Do you have any additional comments about our program which would help us improve it?

Appendix to Section 5

Mathematical Economics Program Self Study

Report of the Mathematical Economics External Review Team

Responses to the Mathematical Economics External Review Team Report

Foreign Language International Economics Program Self Study

Report of the Foreign Language International Economics External Review Team

Survey Instrument for the Survey of Undergraduate Alumni

Internal Review
of the
Mathematical Economics Undergraduate Program

October 1, 2008

Committee Members:

Peter A. Perry, Mathematics (Chair)

Gail Hoyt, Economics

James Fackler, Economics

Changyou Wang, Mathematics

Table of Contents

Executive Summary	3
Procedure	5
History and Status of the Mathematical Economics Program	6
Comparison with Benchmark Programs	8
Summary and Recommendations.....	10
Appendix A. MAEC Proposal Documents	12
Appendix A.1: Program Proposal	12
Mission, Influence, and Organization	12
Program Description	13
Appendix A.2 Answers to Questions Regarding Proposal	22
Appendix A.3. Answers to Questions and Comments about the MAEC Program	24
Appendix B. Survey of Spring 2008 MAEC Graduates	25
Appendix C. Survey of Benchmark MAEC Programs	40
Appendix D. Curricula of Benchmark MAEC Programs	42
Appendix E. Curriculum Map for University of Kentucky MAEC Programs	55

Executive Summary

The Mathematical Economics Undergraduate Program (MAEC) is an interdisciplinary undergraduate degree program co-sponsored by the Department of Mathematics and the Department of Economics, and is unique among programs surveyed in its size, scope, and design. Students obtain a strong grounding in mathematical foundations as well as economic theory and practice, and are prepared for high-paying positions in business and industry. The program began in 2003 and has graduated a steadily increasing number of students since its inception. Student satisfaction with the program is generally high but students surveyed indicate a desire for greater integration of mathematics and economics courses, experiential education such as research projects with faculty, and internships in industry.

The program has garnered significant internal and external support, including a five-year TRUE grant from the Office of the Provost and external grants from the Mathematical Sciences Research Institute, Summit Energy, and Aegeon Insurance. The TRUE grant supported for four years a joint tenure-track faculty position now occupied by Professor Adib Bagh, who will support instructional needs of the program.

The Mathematical Economics program holds great promise for serving the needs of industry and finance in the region and strengthening ties between the University of Kentucky and industry. Further progress, such as establishing an internship program, building long-term relationships with potential employers, and garnering additional external support, will depend on the willingness of the sponsoring departments to support the program through release time for its co-directors to pursue these activities. In order for this program to achieve its full potential to become a national leader in programs of its type, address student concerns, and meet current workforce needs in the Commonwealth of Kentucky, we recommend the following specific curricular and administrative supports:

Recommendation 1: The Department of Economics should run sections of Economics 391 (Economics and Business Statistics), Economics 401 (Intermediate Microeconomic Theory), and Economics 402 (Intermediate Macroeconomic Theory) designated for MAEC majors, and teach these courses at a higher level of mathematical rigor than non-designated sections.

Recommendation 2: The Departments of Mathematics and Statistics should designate one section each year of Mathematics 320, Introduction to Probability, for MAEC majors.

Recommendation 3: The Departments of Mathematics and Economics should closely examine the upper level course offerings and designate "capstone" course opportunities for the Mathematical Economics Program by having instructors include a final project as a required component of the course, and provide appropriate support and reward to instructors who take on this extra instructional duty.

Recommendation 4: Both co-sponsoring departments should grant a one-course release each year to one of the co-directors (alternating between Mathematics and Economics to minimize the impact on teaching resources) so that the co-directors may pursue internship opportunities, strengthen ties with business and industry, and raise external funds to support supplementary program activities such as outside speakers and scholarships.

Recommendation 5: The program directors should work with career placement officials to improve career counseling and career placement for participants in the Mathematical Economics program, taking into account the wide array of opportunities (e.g. actuarial science, mathematical finance,

decision sciences/operations research) available to students with this credential,

Recommendation 6: The co-sponsoring departments should support the efforts of the MAEC program to develop course material and perhaps a course to help students prepare for the Society of Actuaries (SOA) exam in order to address the shortage of individuals in Kentucky with the quantitative skills needed for actuarial work. Along these lines, we should also develop additional relationships with the insurance industry in Kentucky.

The review committee is acutely aware that these recommendations require new resources at a time when such resources are not plentiful. We urge our Central Administration to commit new resources to the co-sponsoring Colleges that will make these recommendations feasible. How can the University *not* afford to invest in a program which addresses critical workforce needs in the Commonwealth, and helps our University become - as our President has envisioned - an engine of economic development for the Commonwealth of Kentucky?

Procedure

The Mathematical Economics Internal Review Committee met with teaching faculty involved in the program on April 28, 2008, conducted a telephone interview with former co-director Daniela Puzzello, and met with co-director Robert Molzon on September 3. Gail Hoyt met with current majors in the program during the week of September 22. In addition, the committee reviewed survey data collected by the College of Arts and Sciences, conducted interviews with directors of designated benchmark programs, and reviewed the following documents related to the MAEC program:

- (1) Program Proposal
- (2) Appendix to Proposal: Issues Relevant to the Undergraduate Council and Senate Council
- (3) Proposal: "Teaching Resources for Undergraduate Enhancement (TRUE) in Mathematical Economics"
- (4) Current Mathematical Economics Web Page
- (5) Survey of 2007 MAEC graduates by the College of Arts and Sciences

We include copies of these documents (with the exception of the web page, accessible at the URL <http://www.ms.uky.edu/~mathecon/>, and the TRUE proposal, attached as a separate document in PDF format) in the appendices to this report.

The committee met to discuss its recommendations on September 10, 17, and 24. The report was reviewed and co-edited by all committee members and approved by unanimous vote on September 24.

History and Status of the Mathematical Economics Program

The degree program in Mathematical Economics was jointly proposed by the Mathematics and Economics Departments at the University of Kentucky in 2001 and the degree was first available to students in the spring semester of 2003. Despite having no dedicated resources, the program in Mathematical Economics (MAEC) has grown rapidly from 11 majors at inception to 55 majors at present. Other technically-oriented programs in the College of Arts and Sciences that are roughly comparable in size are physics with 56 majors and geology with 41. In contrast, mathematics has 95 majors, roughly twice the size, while the number of regular economics majors in the College of Arts and Sciences is 214 and another 102 are enrolled in the Foreign Language International Economics program. In addition, there are about 141 economics majors registered in the Gatton College of Business and Economics.

Currently the program is co-directed by Professor Gail Hoyt (Economics), and Professor Robert Molzon (Mathematics). Teaching faculty for the program are drawn from the faculties of the Economics, Mathematics, and Statistics departments.

The Mathematical Economics program was developed in response to a need for a versatile major that would prepare students for careers that require knowledge of economics as well as a strong background in advanced mathematics. The MAEC degree was designed to serve the employment needs of the service sector of the economy by preparing students for careers in operations research, actuarial sciences, mathematical finance, and mathematical decision science. The program design was also intended to prepare students to go on to graduate study in economics, mathematical economics, mathematical finance, and operations research. While students surely have a variety of motives in selecting a particular course of study, casual discussions with MAEC majors suggests that possession of the additional technical skills associated with the mathematics component of the curriculum is attractive to these students in light of the demand for such skills by various sectors in business and industry. Students using the MAEC degree to enter the field of actuarial sciences, for example, reflects the value added from combining the two programs. Recent data from the Occupational Outlook Handbook produced by the Bureau of Labor Statistics at the U.S. Department of Labor indicates that starting economists with a bachelor's degree earn \$35,752 while mathematicians earn in the \$43,000 range. (The BLS did not offer a starting salary for newly-minted bachelor's degree mathematicians; the \$43,000 figure is the BLS assessment of the salary of the tenth percentile of mathematicians, which is almost surely dominated by individuals in the early stages of a career.) As many of our MAEC majors have taken the professional exam to enter the actuarial sciences field, we note that the BLS-reported starting salary for this specialty is \$53,754. Thus, the value added for the MAEC degree can range up to about \$18,000 for those who otherwise would major in economics without the additional mathematics, and about \$10,000 for those who otherwise would major in math without the economics component. In addition, Robert Molzon, the program director since its inception reports roughly weekly calls from insurance companies around the Commonwealth inquiring about the availability of graduating students.

When Robert Molzon from the Mathematics department and Gail Hoyt from Economics department initially designed the program they were conscious of budget constraints and structured the program so that it required a minimum of new resources. The program currently relies solely on existing courses and administration of the program has been handled by faculty members who receive no release time or other compensation for their additional efforts. However, in the spring of 2004, Robert Molzon

prepared a proposal for funding from a TRUE (Teaching Resources for Undergraduate Enhancement) grant which was awarded and covered the hiring of a faculty member in a joint position across the two departments. The position was filled from 2005 – 2007 by Daniela Puzzello and is now filled, as of the Fall 2008 semester, by Adib Bagh who holds PhDs in both economics and mathematics. The program now enjoys the contribution of this highly skilled, interdisciplinary faculty member. The TRUE grant also provided funds for a workshop series with speakers from a variety of businesses relevant to MAEC majors and workshops designed to help prepare students for the actuarial exam. Eventually, funding in the amount of \$5,000 was also garnered from Aegeon corporation to help cover the cost of an actuarial exam preparation course.

Comparison with Benchmark Programs

During the past few years, many top universities have developed programs similar to the MAEC Program. Some programs have curriculum structures very similar to ours while others place primary emphasis on preparation for careers in actuarial sciences or finance. A set of comparison programs was identified by searching on “mathematical economics” in Google and then selecting from the initial 100 responses those with a website including “edu” as a suffix. The other responses, which were discarded, were mostly either links to a particular course titled “Mathematical Economics” or to textbooks of the same title. The programs identified were those at SUNY Oswego, Rice University, St. Lawrence University, Wheaton College (Massachusetts), Temple University, Baldwin-Wallace College, and Haverford College.

These programs are more similar than different. All require principles of economics (usually a two-semester sequence), though a couple only require one semester of principles), intermediate microeconomic theory, intermediate macroeconomic theory (with one exception), and several semesters of calculus, usually through multivariate calculus. All programs require courses in probability and statistics as well as some level of econometrics, though the degree to which students satisfy these course requirements with “introductory” as opposed to “advanced” courses (the distinction being whether the courses carry prerequisites that are directly related to the subject), does seem to vary to some extent. A few programs required or offered as electives courses in numerical analysis, optimization techniques or programming in research software such as MATLAB.

After phone conversations with faculty members who work with these programs, several things were evident. In terms of the number of majors in the programs listed above, most had fewer students in their programs than we do at the University of Kentucky. Also, from the programs mentioned above, while most spanned two departments, Economics and Mathematics, none spanned two colleges as ours does. The presence of two colleges adds an additional layer of administration and makes it more challenging for the program to compete successfully for resources. In section 5 we recommend several steps that the co-sponsoring colleges could take to support the program.

There are also several programs that have been very successful and are very well-funded, that are similar to our program, but with more targeted emphasis. These programs include

- University of North Carolina, Mathematical Decision Sciences
- New York University; Mathematics in Finance Program
- University of Texas at Austin: Mathematical, Computational, and Quantitative Finance
- Georgia Technical University: Quantitative and Computational Finance
- Purdue University: Computational Finance Program
- University of Washington; Computational Finance Program
- Northwestern University: Center for Mathematical Studies in Economics
- Carnegie Mellon University: Computational Finance Program

These programs might serve as a guide as our program evolves and perhaps begins to find its own unique area of focus.

Summary and Recommendations

The Mathematical Economics Program at the University of Kentucky, although only five years old, has exceeded initial expectations for student enrollment and has the potential to become a national model for programs of its kind. It has a larger enrollment than many of the programs surveyed and offers preparation for a wide range of career opportunities including actuarial work, financial engineering, and operations research. Students are very positive about the program but would like to see tighter integration of the mathematics and economics courses in the program, greater opportunity for research projects with faculty, and an internship program to provide majors with real-world experience and potential future employment. These student desires set a worthwhile agenda for future development of the program.

Progress toward these three goals -- tighter integration of mathematics and economics courses, greater opportunities for research with the faculty, and an ongoing internship program -- will depend on the willingness of the co-sponsoring departments (and the College administrations that allocate departmental resources) to support the program through appropriate release time for co-directors and tangible rewards to the co-directors and teaching faculty who take on the extra work needed to move the program forward. We consider each in turn.

(1) Tighter integration of mathematics and economics courses

Recommendation 1: The Department of Economics should run sections of Economics 391 (Economics and Business Statistics), Economics 401 (Intermediate Microeconomic Theory), and Economics 402 (Intermediate Macroeconomic Theory) designated for MAEC and Finance majors, and teach these courses at a higher level of mathematical rigor than non-designated sections.

These courses form the core content of the Economics portion of this program. A growing MAEC program can provide the "critical mass" of student enrollment to make such designated courses viable, and allow the faculty to teach at a higher level appropriate to the higher level of preparation of MAEC students.

Recommendation 2: The Departments of Mathematics and Statistics should designate one section each year of Mathematics 320, Introduction to Probability, for MAEC majors.

Probability and Statistics are the core mathematical disciplines used in Economics. A course whose content and examples are targeted at Mathematical Economics majors would set the stage for a much more integrated upper-division experience.

(2) Greater Opportunities for Research with Faculty:

Recommendation 3: The Departments of Mathematics and Economics should closely examine the upper level course offerings and designate "capstone" course opportunities for the Mathematical Economics Program by having instructors include a final project as a required component of the course, and provide appropriate support and reward to instructors who take on this extra instructional duty.

In our discussions with faculty and program directors, there was general support for a capstone course and general agreement that Math 417G provided the most appropriate vehicle for doing so.

(3) Internship Programs

Recommendation 4: Both co-sponsoring departments should grant a one-course release each year to one of the co-directors (alternating between Mathematics and Economics to minimize the impact on teaching resources) so that the co-directors may pursue internship opportunities, strengthen ties with business and industry, and raise external funds to support supplementary program activities such as outside speakers and scholarships;

To create and sustain an internship program for MAEC majors, the co-directors will need to build and maintain contacts with business, match student abilities to internship opportunities, and monitor student progress. The College of Engineering has a full-time staff member who coordinates co-op and internship programs for Engineering students; although the Mathematical Economics program operates on a smaller scale, it is reasonable to support the program with a course release for the co-directors.

Our last two recommendations concern opportunities for the program to contribute directly to workforce needs in the Commonwealth of Kentucky.

Recommendation 5: The program directors should work with career placement officials to improve career counseling and career placement for participants in the Mathematical Economics program, taking into account the wide array of opportunities (e.g. actuarial science, financial mathematics, decision sciences/operations research) available to students with this credential,

There seems to be a high demand for a course to help students prepare for the SOA exams. There is also a shortage of individuals in Kentucky who have the quantitative skills necessary for actuarial work. Aegon, a large insurance company, has provided \$5000 in funds to help the University address this serious problem. The MAEC Program is in an excellent position to help provide training to students in preparation for a career in the actuarial profession.

Recommendation 6: The co-sponsoring departments should support the efforts of the MAEC program to develop course material and perhaps a course to help students prepare for the Society of Actuaries (SOA) exam in order to address the shortage of individuals in Kentucky with the quantitative skills needed for actuarial work. Along these lines, we should also develop additional relationships with the insurance industry in Kentucky.

The Mathematical Economics program meets an immediate and pressing need in the Commonwealth of Kentucky for well-trained professionals in operations research, actuarial sciences, mathematical finance, and mathematical decision science, that was not being met before. Dedicating additional resources to the program would yield high dividends for the Commonwealth and the University. The review committee is acutely aware that the commitments we recommend cost real resources at a time when resources are not plentiful. The departments of Mathematics, Economics, and Statistics struggle to shift their limited budgets, but a resource commitment from Central Administration to the co-sponsoring colleges, building on the initial investment made through the TRUE grant, is crucial. How can the University *not* afford to invest in a program which can make a major contribution to the workforce needs of the Commonwealth and help achieve our President's vision of the University of Kentucky as an engine of economic development in the Commonwealth?

Appendix A. MAEC Proposal Documents

Appendix A.1: Program Proposal

Proposal for Initiation of a New Degree Program

Bachelor of Arts and Bachelor of Science with a major in Mathematical Economics

Mission, Influence, and Organization

1. **Consistency with Mission.** The proposed program in *Mathematical Economics* (*Math. Econ.*) is a degree program that combines the quantitative tools of mathematics with the applicability of economics. As such, the program parallels the engineering degrees that combine the sciences (physics, chemistry, geology, agriculture) with applications to business and economics. The proposed program thus complements the existing engineering programs and fills a need for training in mathematical and quantitative methods in business and economics. The program will serve to train students for careers in business that require a high degree of quantitative ability, and it will also serve to prepare students for advanced study in economics, management, and finance.
2. **Internal/External Influences.** There is currently a regional and national need for individuals familiar with economic principles and practice, and who also have knowledge of quantitative and computational methods. The program, through the proposed course work, will provide this combination of skills. It will also serve the institutional need for preparing students for advanced study in finance and management, and it will provide a degree opportunity for students who excel in mathematics and wish to develop applicable skills.

3. **Relationship to University Organizational Structure.** The proposed program is a joint program sponsored by the Departments of Mathematics and Economics. One faculty member from Economics and one from Mathematics will share responsibility for publicizing the program, maintaining a web page containing program information, and advising students. The proposed program requires no new administrative resources.

Program Description

2.01 Curriculum. The curriculum for the proposed program is presented for the

Bachelor of Science Degree and for the Bachelor of Arts Degree. As presented here, the B.S. degree requires 125 hours and the B.A. degree requires 123 hours. All of the courses required for the proposed program currently exist and are being offered on a regular basis. In particular, all courses are offered at least once per year, and most are offered every semester. Individual faculty members are not listed for each course since many different individuals routinely teach the courses from semester to semester.

University Studies Requirements

I. Basic Skills

1. Mathematics. Fulfilled by pre-major requirements
2. Foreign Language. See I under A&S requirements

II. Inference and Communicative Skills

1. Inference. Fulfilled by pre-major requirements.
2. English Writing
 1. ENG 101 3
 2. ENG 102 3
3. Oral Communications
 1. Communications elective 3

III. Disciplinary Requirements

1. Natural Science 6
2. Social Science 6

- 3. Humanities 6
- IV. Cross-Disciplinary 6
- V. Cross-Cultural 3

Total 36

Arts and Sciences Requirements (B.A.)

- I. Foreign Language 14
- II. Disciplinary Requirements
 - 1. Additional Natural Science 6
 - 2. Additional Social Science. Fulfilled by major requirements
 - 3. Additional Humanities 6
- III. Laboratory or Fieldwork 1
- IV. Free Electives 6

Total 33

Arts and Sciences Requirements (B.S.)

- I. Foreign Language 14
- II. Disciplinary Requirements
 - 1. Additional Natural Science 3
 - 2. Additional Social Science. Fulfilled by major requirements
 - 3. Additional Humanities 3
- III. Laboratory or Fieldwork 1
- IV. Free Electives 6

V. Additional Science Hours 8

Total 35

Mathematical Economics Major Requirements

- Pre-major Requirements

- Mathematics

- MA 113 4

- MA114 4

Total 8

- Field of Concentration

- Mathematics

- MA 213 4

- MA 214 3

- MA 320 3

- MA 322 3

- MA 416G/417G or MA 471G/472G or STA524/525 6

- Economics

- ECO 201 3

- ECO 202 3

- ECO 391 3

- ECO 401 3
- ECO 402 3
- ECO Electives 9
- Statistics Elective 3

Total 46

Total Hours for B.A. in Mathematical Economics 123

Total Hours for B.S. in Mathematical Economics 125

Sample Semester by Semester Course Outline

Freshman 1

MA 113 (4)
 ECO 201 (3)
 CHE 105 (3)
 ENG 101 (3)

Freshman 2

MA 114 (4)
 ECO 202 (3)
 AEC 101 (3)
 ENG 102 (3)
 PS 101 (3)

Sophomore 1

MA 213 (4)
 STA 291 (3)
 Language 1 (4)
 HIST 106 (3)
 COM 281 (3)

Sophomore 2

MA 214 (3)
 MA 320 (3)
 Language 2 (4)
 HIST 107 (3)
 GLY 130 (3)

Junior 1

Free Elective (3)
 ECO 391 (3)
 ECO 401 (3)

Junior 2

MA 322 (3)
 ECO 402 (3)
 ECO *** (3)

BIO 150 (3) PHI 260 (3)
BIO 151 (1) Language 4 (3)
Language 3 (3)

Senior 1

Senior 2

MA 416G (3) MA 417G 3
Free Elec. (3) ECO *** (3)
SOC 152 (3) ECO *** (3)
GEO 152 (3) PHI 305 (3)
HSM 241 (3) HIS 562 (3)

2.02 Didactic/Clinical Relationship. No clinical component is required for the program. However, internships are available for students who have training in the combination of mathematics and economics. Students will be encouraged to seek internships during the summer months.

2.03 Accreditation/Certification. No accreditation body currently exists for this program.

2.04 Admission Criteria/Standards/Procedures. The published institution wide admissions standards will be used for admission into the program.

2.05 Objectives/Evaluation Scheme. The objectives of the program are to

attract students to a study of mathematics and economics and their applications, and to prepare these students for either graduate study or a career in business. There is a substantial demand for people with technical and quantitative skills in the service sector of the economy. The program will train people to fill that demand much as engineering programs train students to fill the demand in manufacturing and construction sectors of the economy. The program will be evaluated by tracking the placement success of graduates both in business and post-graduate education.

2.06 Advisory Committee. The advisory committee developed the program and

outlined the course work. Members met with faculty from the Departments of Mathematics and Economics, and secured the strong support of both of these Departments. The committee members are:

- Gail Hoyt: Department of Economics, 257-2517, ghoyt@pop.uky.edu.
- Robert Molzon: Department of Mathematics, 257-6821, molzon@ms.uky.edu.
- David Leep: Department of Mathematics, 257-6813, leep@ms.uky.edu.

2.07 Plans for Articulation/Transfer Cooperation. The program will serve the

need for a degree program that trains students for a career that requires quantitative skills in the financial and business service sector much as engineering programs train students for a career in engineering. Thus one may think of the program as a “financial engineering” degree. Most of the pre-major course work and the mathematical course work is the same as the course work required for an engineering degree. Thus a student at another institution who has begun an engineering program would be able to transfer into this proposed program with little loss of time or course work. However, we do not anticipate significant transfers of students.

III. **Supportive Data.**

3.01 Manpower Requirements.

1. The program will prepare students for local, state, regional, and national markets. There is currently extremely high demand in all markets for students with the training that this program will supply. In particular, the typical graduate of the program would expect to find employment in the actuarial sciences, management, banking and other financial services, and operations.
2. Employment prospects for graduates of this program are outstanding. The actuarial sciences profession alone offers an outstanding opportunity. It has consistently been rated as one of the most desirable professions nationally. Other service sector businesses, especially financial services, cannot find sufficient numbers of individuals with the analytic skills needed in management today.

3.02 Similar Programs in Kentucky. There are currently no other similar

programs offered in Kentucky. The University of Louisville does offer a number of courses within the Mathematics Department that prepare students for a beginning in actuarial sciences.

3.03 Comparative Programs in Other States. Many, if not most, of the

benchmark institutions have similar programs in place or are in the process of starting similar programs. A list with details of some of the programs is provided below.

1. University of North Carolina, Program in Mathematical Decision Sciences. This is a relatively new program with approximately 25 students. The program was formed to attract students who were skilled in mathematics and wanted a promising career opportunity. The course study for the undergraduate program is very similar to the proposed University of Kentucky program. The major difference is the autonomy of the program at North Carolina. That program does not lie within a department or departments.
2. University of Michigan, Actuarial Sciences Concentration. The program aims to train mathematics students for a career in actuarial sciences. The recommended course sequence is almost identical to our *Math. Econ.* course sequence. The Michigan program is not a separate degree program, but rather simply a concentration within mathematics. The program is run by the mathematics department and not jointly by mathematics and economics.
3. Texas A & M University, Applied Mathematical Sciences with a Concentration in Actuarial Sciences. This program is similar to the Michigan Program. Thus the course sequence is very similar to the sequence of our proposed *Math. Econ.* program. One distinction is the existence of several special courses in actuarial sciences including Theory of Interest. An additional distinction is the existence of a Master's level program along the lines of our proposed *Math. Econ.* program. The Master's program is somewhat more specialized – it concentrates on mathematical finance. Approximately 30 students graduate each year from the undergraduate program and approximately five per year from the Master's program.
4. University of Maryland, Actuarial Sciences. This program is also similar to the Michigan program. Required course work is similar to our course sequence. There are additional special courses in actuarial science aimed at preparing students to take the actuarial exams of the American Society of Actuaries.
5. Purdue University, Actuarial Sciences Program. This is a separate degree program offered at Purdue University. Required courses are taken from mathematics, statistics, and business. The organization is similar to the proposed *Math. Econ.* program since it is a separate degree program. It therefore differs in organizational structure from the three previously described programs.
6. University of Arizona, Management Information Systems. This program lies within the Department of Management Information Systems. The program and the Department train students who wish to pursue a career in operations research, finance, and management. It is a large program with faculty devoted exclusively to the Department. Hence it differs substantially from our proposed program. The course work required for the B. S. degree is similar with perhaps less emphasis on mathematics. The students are expected to complete courses on a level with the MA416G/MA417G sequence of our proposed program.

3.04 Student Demand. During the Fall 2000 semester approximately five students

expressed an interest in a program of the type we are proposing. Some of these students indicated an interest in transferring to other universities that have similar programs. Thus we anticipate an initial demand of three to eight students. The Foreign Languages and International Economics Program (FLIE) had an initial enrollment of three students. It has grown to become one of the most sought after degrees associated with the languages and economics. We anticipate the proposed Math. Econ. program to grow to approximately 25 students. This estimate is based on the current number of undergraduate students in mathematics and the experience of the Department of Economics and the language departments with the FLIE programs. Our estimate is approximately one third of the number of undergraduate mathematics majors.

We expect to draw a small number of students from the existing programs in mathematics and economics. Based on conversations with students who are currently taking courses related to the proposed program, we hope to attract students to the University of Kentucky who might otherwise enroll in an existing program in mathematical economics at another university. We also hope to attract women to the program who might want to pursue a career in an applied field related to mathematics but do not wish to study engineering.

We anticipate a very high graduation rate for students in this program. Hence, we estimate the number of graduates to grow from approximately five students to approximately 25 students with the first set of students graduating two years after the program begins.

3.05 Evaluation Results of Related Programs. The proposed program in *Math.*

Econ. is most closely related to the programs in mathematics and economics. These programs are ranked in the second tier of universities nationally. Both programs have national and international recognition.

3.06 Anticipated Issues/Trends. The primary issue and trend motivating the

initiation of this program is the rapid development of the need for sophisticated modeling techniques in business. This is a result of the increased complexity of the business and economic environment that has evolved with broader markets. The management of business in this environment requires mathematical, statistical, and economic methods that are capable of handling complex systems with precision. We anticipate this trend to continue and in fact accelerate.

IV Resources.

4.01 Resources Required. *No new resources are needed for the implementation*

of this program. The library facilities at the University of Kentucky support mathematics and economics. The proposed program uses existing courses. Therefore, the existing library facilities will support the new program. Since no additional courses are required for the program, current faculty members will be used to teach the (existing) courses of the program. One faculty member from the Department of Mathematics and one from the Department of Economics will share responsibility for student advising and administration of the program. The estimated distribution of effort requirement for each faculty member is 5%.

4.02 Expenditures. The only expenditures that will be required for implementation

will be those needed to publicize the program. We expect this to be done primarily through web sites hosted by the Departments of Mathematics and Economics. We shall also prepare a short pamphlet that will describe the program. Printing costs will be less than \$250.

4.03 Source of Revenues. No additional revenues are required for

implementation of the program. The minimal costs for printing of advertisement pamphlets will be assumed by the Departments of Mathematics and Economics.

Appendix A.2 Answers to Questions Regarding Proposal

Proposal for a Mathematical Economics Major

Issues Relevant to the Undergraduate Council and Senate Council

1. How does the proposed program relate to the University Studies Program requirements?

The total required hours includes 35 hours allocated to the USP requirements. These requirements will be satisfied exactly as they are for a mathematics or economics major.

2. How does the proposed program relate to the College requirements?

The total required hours includes 33 hours allocated to the College requirements. These requirements will be satisfied exactly as they are for a mathematics or economics major.

3. Rationale for pre-major requirements.

The pre-major requirements are two semesters of the science oriented calculus sequence for a total of eight hours. These two courses form the foundation for all of the remaining mathematics courses and many of the economics courses.

4. Title of major and degree.

Major: Mathematical Economics.

Degree: Bachelor of Arts and Bachelor of Science.

5. What are the minimum number of hours required for graduation? Are free elective courses recommended?

A total of 122 hours are required for graduation with a B.A. and a total of 124 hours for a B.S. Six

hours of free electives are built into the curriculum. A student will select free electives in consultation with the advisor. In addition to free electives, a student may elect one of two possible two-course sequences in mathematics. One of the sequences, MA 416/417 would be more appropriate for a student who expects to go either directly to a position in business or on to an applied Master's degree. The MA 471/472 sequence might be more appropriate for a student who wishes to pursue an advanced degree in mathematics or economics. The student may also select 9 hours of economics electives. These electives will be selected based upon the student's interests and plans.

6. To what extent does the program use existing University courses?

The program will use only existing University courses. All of the courses are being offered on a regular basis.

7. Names and contact information of program developers.

Robert Molzon

Department of Mathematics

257-6821

molzon@ms.uky.edu

Gail Hoyt

Department of Economics

257-2517

ghoyt@pop.uky.edu

David Leep

Department of Mathematics

257-6813

leep@ms.uky.edu

Appendix A.3. Answers to Questions and Comments about the MAEC Program

Answers to Questions and Comments

1. The statement “will be responsive to the regional needs ...” will be changed to the following statement. “There is currently a regional and national need for individuals familiar with economic principles and practice, and who also have knowledge of quantitative and computational methods. The program, through the proposed coursework, will provide this combination of skills.” The original statement was meant to indicate that the program will fill a gap in educational opportunities, and that regional businesses need people with the training the program will provide. The choice of “responsive” was a poor one. Although we do not propose a formal external advisory committee, the Program organizers will maintain contact with business and industry organizations. This is currently done, for example, through business offices that offer internships.
2. Change “The organizational structure will be similar to” to the following sentence. One faculty member from Economics and one from Mathematics will share responsibility for publicizing the program, maintaining a web page containing Program information, and advising students.
3. Eliminate the statement that the B.S. degree could also be completed in 123 hours. It apparently is somehow possible to do this by making a very careful selection of courses to satisfy a University Studies requirement as well as a major requirement. This was explained by the University office that checks transcripts to be sure requirements are fulfilled before granting degrees. The possibility of someone doing this is extremely remote, and therefore we decided to just drop the statement.
4. Strength of Program. We feel the real strength of the proposed program is in the mix of economic and mathematical training it provides. In particular, we designed the program to fill a gap in educational opportunities. Service industries such as banking and insurance need people with strong technical skills. Manufacturing industries rely on engineers to fulfill that need. There is currently no undergraduate degree that provides the combination of training for service industry that engineering provides for manufacturing industry. As we have indicated in our supportive data, many other states and universities are now providing similar degree programs. Based on inquiries we have had from students now enrolled in U.K., we expect strong student enrollment in the Program.

Appendix B. Survey of Spring 2008 MAEC Graduates

This survey was conducted by JoLynn Noe, Assistant Dean of Enrollment Management, College of Arts and Sciences, in April 2008. Graduating seniors in the Mathematical Economics program were invited to respond to a web-based survey. There were 11 respondents to the survey.

Frequencies

Q1. How satisfied are you with each of the following aspects of your educational experience in the major?

Descriptive Statistics

	Mean	SD
a. Overall quality of your major	3.27	.467
b. The quality of instruction by faculty	2.91	.302
c. The quality of instruction by graduate student teaching assistants	2.91	.701
d. The openness of communication between faculty and students regarding student concerns and suggestions regarding the curriculum	2.91	.701
e. The equitable and fair treatment of all students by the faculty	3.36	.505
f. Course availability within your major	2.73	.786
g. Variety of courses in your major	3.00	.632
h. The requirements of your major combine to produce a coherent understanding of a program of study	3.00	.000
i. The requirements of your major are well defined	3.09	.302
j. Quality of lower division courses within your major	3.09	.302
k. Quality of upper division courses within your major	3.20	.422
l. Size of classes within your major	3.20	.422
m. Course content within your major	3.18	.405
n. Intellectual challenge of the courses within your major	3.18	.405
o. Access to faculty outside of class	3.09	.302
p. Opportunities for research involvement with faculty	2.64	.674
q. Opportunities to participate in internships and/or independent study within your major	2.55	.688

r. Your rate of progress towards completion of the bachelors degree	3.09	.539
s. The department's fairness and consistency in applying academic policies related to grading, probation, and suspension	3.18	.405

Scale:

1= Very Dissatisfied

2= Dissatisfied

3= Satisfied

4= Very Satisfied

Frequency Tables

1a. Overall quality of your major

	Percent
Satisfied	72.7
Very Satisfied	27.3
Total	100.0

1b. The quality of instruction by faculty

	Percent
Dissatisfied	9.1
Satisfied	90.9
Total	100.0

1c. The quality of instruction by graduate student teaching assistants

	Percent
Dissatisfied	27.3
Satisfied	54.5
Very Satisfied	18.2
Total	100.0

1d. The openness of communication between faculty and students regarding student concerns and suggestions regarding the curriculum

	Percent
Very Dissatisfied	9.1
Satisfied	81.8
Very Satisfied	9.1
Total	100.0

1e. The equitable and fair treatment of all students by the faculty

	Percent
Satisfied	63.6
Very Satisfied	36.4
Total	100.0

1f. Course availability within your major

	Percent
Very Dissatisfied	9.1
Dissatisfied	18.2
Satisfied	63.6
Very Satisfied	9.1
Total	100.0

1g. Variety of courses in your major

	Percent
Dissatisfied	18.2
Satisfied	63.6
Very Satisfied	18.2
Total	100.0

1h. The requirements of your major combine to produce a coherent understanding of a program of study

	Percent
Satisfied	100.0

1i. The requirements of your major are well defined

	Percent
Satisfied	90.9

Very Satisfied	9.1
Total	100.0

1j. Quality of lower division courses within your major

	Percent
Satisfied	90.9
Very Satisfied	9.1
Total	100.0

1k. Quality of upper division courses within your major

	Percent
Satisfied	72.7
Very Satisfied	18.2
Total	90.9
Missing System	9.1
Total	100.0

1l. Size of classes within your major

	Percent
Satisfied	72.7
Very Satisfied	18.2
Total	90.9

Missing	System	9.1
Total		100.0

1m. Course content within your major

	Percent
Satisfied	81.8
Very Satisfied	18.2
Total	100.0

1n. Intellectual challenge of the courses within your major

	Percent
Satisfied	81.8
Very Satisfied	18.2
Total	100.0

1o. Access to faculty outside of class

	Percent
Satisfied	90.9
Very Satisfied	9.1
Total	100.0

1p. Opportunities for research involvement with faculty

	Percent
Very Dissatisfied	9.1
Dissatisfied	18.2
Satisfied	72.7
Total	100.0

1q. Opportunities to participate in internships and/or independent study within your major

	Percent
Very Dissatisfied	9.1
Dissatisfied	27.3
Satisfied	63.6
Total	100.0

1r. Your rate of progress towards completion of the bachelors degree

	Percent
Dissatisfied	9.1
Satisfied	72.7
Very Satisfied	18.2
Total	100.0

1s. The department's fairness and consistency in applying academic policies related to grading, probation, and suspension

	Percent
Satisfied	81.8
Very Satisfied	18.2
Total	100.0

Frequencies

Q2. Within your academic major, how often have you done each of the following?

Descriptive Statistics

	Mean	SD
a. Used facts and examples to support your viewpoint	4.00	.632
b. Incorporated ideas and concepts from different courses when completing assignments	3.82	.751
c. Examined how others gathered and interpreted data and assessed the soundness of their conclusions	4.00	.775
d. Reconsidered your own position on a topic after assessing the arguments of others	3.64	.674
e. Completed a research project or paper as part of your coursework	3.64	1.120
f. Assisted faculty in research	1.55	.934

Scale:

1= Never

2= Rarely

3= Occasionally

4= Often

5= Very Often

Frequency Tables

2a. Used facts and examples to support your viewpoint

	Percent
Occasionally	18.2
Often	63.6

Very often	18.2
Total	100.0

2b. Incorporated ideas and concepts from different courses when completing assignments

	Percent
Rarely	9.1
Occasionally	9.1
Often	72.7
Very often	9.1
Total	100.0

2c. Examined how others gathered and interpreted data and assessed the soundness of their conclusions

	Percent
Occasionally	27.3
Often	45.5
Very often	27.3
Total	100.0

2d. Reconsidered your own position on a topic after assessing the arguments of others

	Percent
Occasionally	45.5
Often	45.5
Very often	9.1
Total	100.0

2e. Completed a research project or paper as part of your coursework

	Percent
Never	9.1
Occasionally	27.3
Often	45.5
Very often	18.2
Total	100.0

2f. Assisted faculty in research

	Percent
Never	63.6
Rarely	27.3
Often	9.1
Total	100.0

Qualitative Comments

Q3. What are three things you like about the major? (In fewer than 500 words)

1. All the different courses available to take to fulfill major requirements
2. Comprehensive curriculum
3. I enjoyed all of my major classes.

- diversity of courses
- flexibility
- smart teachers

- I like getting to work with math people and econ people and see how they are related.
- I like math and econ so the combo is good

- I enjoy the mixture of math and econ courses. It is a pretty equal mix and challenging enough to keep me interested. I was able to take more extra science courses that I was interested in that went toward my degree. It is just a good major for people who are good with math and economics, interesting.

- love econ,

- progressive degree great instructors size of classes
- Well I like how I can learn about two different areas of study.

Q4. What are three things you dislike about the major? (In fewer than 500 words)

- I didn't like all the electives that must be taken to fulfill the college requirements...too many science hours, history hours, etc.
- I wasn't able to take some courses in the school of business because I wasn't in the Gatton school even though I had a business-related major.
- Not career focused enough, more resources available to help start a career.

- requires you to take lots of unrelated courses
- should be mandatory to take some computer courses (maybe something with excel and a computer programming course)
- should be more math intensive

- I feel like I don't fit in anywhere. I don't feel apart of the A&S or B&E colleges.
- The classes aren't offered at the best times (particularly the math classes - offered once at 3:00 MWF).

- I absolutely hate Calculus I,

- I hated the fact that I had to take foreign languages. I think that is the most pointless thing in the world for this major...we are not going to be speaking a foreign language unless we are planning to vacation in another country with this major. That requirement should be removed. The other thing I didnt like was the lack of econ courses to choose from. By my last semester I had only 3 choices of econ classes that I hadnt taken and I needed 2 more classes and 2 were at the same time so I got stuck in a course that was of little interest to me because of that. Other than that I liked this major.

- I still have STA 524 and 525 to complete but up to this point I am skilled in Economics and in Mathematics. None of my classes have really brought the two together which I am disappointed in. Alot of my math classes have been geared more towards physics or enigeering majors. Many of my math classes have actually skipped over the Economics or Business chapters in the textbook.

- not enough options for classes usp requirements no specific advisor

- The math department is terrible. They use examples from engineering which have no applicability to me as a MAEC major.

Appendix C. Survey of Benchmark MAEC Programs

Haverford College - Richard Ball

Richard Ball (economist) and Lynn Butler (mathematician with interest in economics) started their Mathematical Economics Concentration about 15 years ago. A “concentration” at Haverford requires less than a major, but is more rigorous than a minor and some of the courses try to integrate the two disciplines. Haverford does not have separate colleges and the program was proposed by the two departments. The ME concentration does not have its own budget, but since all departments are under one provost, department budgets are fairly small anyhow and hires occur at the provost level. Haverford graduates about 25 economics majors per year and usually about 4 are also earning their ME concentration. Also, about 4 math majors earn the concentration as well each year. Students must be majoring in economics or mathematics to be eligible to pursue the MAEC concentration. No courses have been designed specifically for this concentration, but a few classes do try to cater to these students. The program offers no structured internship program and has not yet been through a review process. Richard feels that the strengths of their program are two-fold: 1) the faculty in the math department are very invested in the program and 2) the concentration provides excellent preparation for graduate school and the business world. He said it would be nice if they could hire a professor specially assigned to the program. They make no formal effort at recruitment for the program and they have no formal strategies for career placement of students earning this concentration.

Wheaton College – John Gildea

The mathematical economics major has been in place at Wheaton for about 23 years and is co-administered by the mathematics and economics departments and students have an academic advisor in both departments. They have about 40-45 economics majors each year and they graduate 2 or 3 MAEC majors each year. The program has no specific budget other than money channeled through the econ or math department and no courses are specifically designed for these students. They do offer a course in mathematical economics, but this can also be taken by regular economics majors. For a capstone experience, they take the same upper level econ course that regular economics majors take. So far they have only evaluated their program by analyzing student evaluations and talking with colleagues who teach in the program, but in 2009-2010 the program will be reviewed when the economics department goes through a review process. They feel the strength of their program is that it allows students who can’t major in both econ and math separately to still take classes in both departments. They offer no internships.

Saint Lawrence University – Brian Chezum

The mathematical economics major has been in place at St. Lawrence University for about twenty

years and is administered jointly by both math and economics and the two departments are not in separate colleges. About 32 students are currently majoring in mathematical economics and there are about 150 economics majors. This school has no business major. Both economics and math departments can count these students as majors, but budgets aren't really tied to number of majors in a department. They do have an undergraduate mathematical economics course for these students and they would like to add a graduate level theory course but have not yet done so. They do not offer any courses or sections only for they students and they do not formally offer internships. They do find that 90 percent of the MAEC majors take a course in finance. This program would only be reviewed as part of a review of the math or econ departments. The strength of the program is that students seem to do very well on the job market.

Temple University – Dimitrios Diamantaras

The mathematical program at Temple has been in existence for over twenty years and is administered jointly by the economics and math departments although the two departments are in different colleges. Students have advisors in both departments. The program was designed based on already existing courses and budget allocations so it has no courses uniquely designed for it nor does it have its own budget. The student can decide if they want their degree to come from the College of Liberal Arts where economics is housed or by the College of Science and Technology where math is housed. About four to five students graduate per year in this major. Although no courses are specifically designed for these students, they do all take a mathematical economics course and a course on the economics of risk and uncertainty. (which are also open to other majors.) They do not have specific recruitment efforts for their students and do not offer internships. They feel the greatest strength of their program is the high quality of student it attracts, but they would like to increase visibility of the program among students. They help students with graduate school applications and they are offered the same career placement opportunities and regular economics majors.

Appendix D. Curricula of Benchmark MAEC Programs

This material compares and contrasts several programs in mathematical economics with the program at the University of Kentucky. The comparison programs were identified by search on “mathematical economics” in Google and then selecting from the initial 100 responses those with a website including “edu” as a suffix. The other responses, which were discarded, were mostly either links to a particular course titled “Mathematical Economics” or to textbooks of the same title. The programs identified were those at SUNY Oswego, Rice University, St. Lawrence University, Wheaton College (Massachusetts), Temple University, Baldwin-Wallace College, and Haverford College.

The programs are more similar than different. All require principles of economics (though a couple only require one semester of principles), intermediate microeconomic theory, intermediate macroeconomic theory (with one exception), and several semesters of calculus, usually through multivariate calculus. All programs require courses in probability and statistics as well as some level of econometrics, though the degree to which students satisfy these course requirements with “introductory” as opposed to “advanced” courses (the distinction being whether the courses carry prerequisites that are directly related to the subject), does seem to vary to some extent. A few programs required or offered as electives courses in numerical analysis, optimization techniques or programming in research software such as Matlab.

The following tables present information on each of the programs listed above. Unless indicated, courses are one semester in length.

University of Kentucky

Contacts:

Economics: Gail Hoyt 859-257-2517

Mathematics: Robert Molzon 859-257-1480

Required Economics Courses

Principles of Economics (2 semesters)

Economic and Business Statistics

Intermediate Microeconomic Theory

Intermediate Macroeconomic Theory

Statistics Component:

Statistics 291

Electives

3 Economics courses, 300 level or above

Required Mathematics courses

Calculus III

Calculus IV

Introductory Probability

Matrix Algebra and its Applications

Electives: Select one of the following sequences:

Operations Research (2 semesters), or

Advanced Calculus (2 semesters), or

Probability and Statistics (2 semesters, 500-level courses in Statistics department)

State University of New York - Oswego

Contacts:

Economics: John Kane 315-312-2581

Mathematics: Ampalavanar Nanthakumar 315-312-2738

Required Economics Courses

Principles of Economics (2 semesters)

Intermediate Microeconomic Theory

Intermediate Macroeconomic Theory

Introductory Econometrics

Mathematical Economics Problems Seminar

Electives

Two upper level economics courses

Required Mathematics courses

Calculus I

Calculus II

Matrix Algebra

Introduction to Linear and Integer Programming

Either Introduction to Mathematical Statistics (A) or Mathematical Statistics (A)

Either Introduction to Mathematical Statistics (B) or Mathematical Statistics (B)

Electives:

One upper level course in mathematics

One computer programming course



Rice University

Contacts:

Program contact: Anna Bogomolnaia 713-348-3414

Required Economics Courses

Principles of Economics (Microeconomics background, prerequisite for intermediate micro)

Intermediate Microeconomic Theory (Prerequisite for intermediate macro)

Intermediate Macroeconomic Theory

Mathematical Structure of Economic Theory

Econometrics

Electives

4 upper level economics courses

One semester Senior Independent Research

One additional economics elective or a course from a list including numerical analysis and optimization techniques

Required Mathematics courses

Calculus I

Calculus II

Either Multivariate Calculus or Honor Calculus III

Electives:

One of: Ordinary Differential Equations; Linear Algebra; or Matrix Analysis

One of: Probability and Statistics; Introduction to Regression and Statistical Computing; Overview of Mathematical Statistics

St. Lawrence University

Contacts:

Program contact: Brian Chezum 315-229-5426

Required Economics Courses

Introduction to Economics

Quantitative Methods in Economics

Intermediate Microeconomic Theory

Intermediate Macroeconomic Theory

Mathematical Economics

Econometrics

Electives

Two upper level economics courses

Required Mathematics courses

Calculus I

Calculus II

Multivariate Calculus

Linear Algebra

Probability and Statistics

Electives:

One of: Mathematical Statistics or Time Series Analysis

Two courses, upper level math

Wheaton College (MA)

Contacts:

Economics: John Gildea 508-286-3663

Mathematics: Rochelle (Shelly) Leibowitz 508-286-3971

Required Economics Courses

Introduction to Microeconomics

Introduction to Macroeconomics

Intermediate Microeconomic Theory

Intermediate Macroeconomic Theory

Mathematical Economics

Applied Econometrics

Electives

One upper level economics courses

Required Mathematics courses

Calculus I or Calculus I with economics applications

Calculus II

Introduction to Statistics or Accelerated Statistics

Discrete Mathematics or Linear Algebra

Electives:

One course at 300/400 level

Two courses at 200/300 level

Temple University

Contacts:

Economics: Dimitrios Diamantaras 215-204-8169

Mathematics: Boris Datskovsky 215-204-7847

Required Economics Courses

Principles of Microeconomics

Intermediate Microeconomic Theory

Intermediate Macroeconomic Theory

Introduction to Econometrics

Economics Writing Seminar

Electives

One of: Mathematical Economics; Economics of Risk and Uncertainty; Mathematics for Economics I

Two upper level economics courses

Required Mathematics courses

Calculus I (4 hour course)

Calculus II (4 hour course)

Calculus III (4 hour course)

Introduction to Probability Theory

Introduction to Mathematical Statistics

Linear Algebra

Numerical Analysis

Electives:

Three upper level math courses

One programming course (computer science department)

Baldwin Wallace College

Contacts:

Economics Department: 440-826-2113

Mathematics Department: 440-826-2117

Required Economics Courses

Principles of Microeconomics

Principles of Macroeconomics

Intermediate Microeconomic Theory

Intermediate Macroeconomic Theory

Mathematical Topics in Economics

Advanced Statistical Methods

Research Seminar

Electives

One of: Elements of Statistics or Mathematical Statistics

Required Mathematics courses

Calculus I

Calculus II

Calculus III

Linear Algebra

Electives:

Differential Equations or Mathematical Statistics

Haverford College

Contacts:

Economics: Richard Ball 610-896-1437

Mathematics: Lynne Butler 610-896-1300

Required Economics Courses for Students Majoring in Mathematics

Principles of Microeconomics

Principles of Macroeconomics

Intermediate Microeconomic Theory

Electives

One additional economics course

Two math electives with significant applicability/relevance for economics

Required Mathematics Courses for Students Majoring in Economics

Multivariate Calculus or Advanced Calculus

Linear Algebra

Analysis I

Electives:

One additional math course

Two economics electives with significant applicability/relevance of mathematics for economics. Examples listed include Differential Equations, Linear Optimization and Game Theory, Topology, Probability, and Scientific Computing

Appendix E. Curriculum Map for University of Kentucky MAEC Programs

Mathematical Economics Curriculum Map

Shown below are the courses required for MAEC majors, and the emphasis – None (0), low (1), moderate (2), high (3) – each course places on each learning objective.

Part A: Major Requirements

Learning Outcomes	MA 213	MA 214	MA 320	MA 322	ECO 201	ECO 202	ECO 391	ECO 401	ECO 402
I. Critical Reasoning Skills									
I.1. Recognize and apply abstract reasoning principles	2	2	3	3	3	3	3	3	3
I.2. Recognize and apply applied reasoning principles	2	2	3	2	3	3	3	3	3
I.3. Use principles from one discipline to solve problems in another	2	2	3	2	1	1	1	2	2
I.4. Translate real-world problems into a mathematical structure	2	2	3	2	1	1	3	2	2
I.5. Identify and evaluate individual components of more complex	2	2	2	2	2	2	2	2	2

problems									
I.6. Demonstrate use of appropriate computer software	0	0	0	0	0	0	3	0	0
I.7. Demonstrate logical reasoning skills	3	3	3	3	2	2	2	3	3
II Communication Skills									
II.1 Construct and write proofs and solutions to problems	1	1	2	3	0	0	3	2	2
II.2 Verbally present proofs and solutions to problems	2	2	3	3	1	1	1	1	1
II.3 Formulate a hypothesis and summarize it in written form	1	1	2	1	0	0	3	2	2

Part B: Supporting Coursework							
	Complete one sequence				Nine hours of Economics courses numbered 300 or higher		
Learning Outcomes	MA 416/417G	MA 471/472G	STA 524/525	STA 291 or higher	ECO* ECO491 Ex.	ECO *	ECO*
I. Critical Reasoning Skills							
I.1. Recognize and apply abstract reasoning principles	3	3	3	2	3	3	3
I.2. Recognize and apply applied reasoning principles	3	1	3	2	3	3	3
I.3. Use principles from one discipline to solve problems in another	3	1	3	2	2	2	2
I.4. Translate real-world problems into a mathematical structure	3	1	3	2	3	2	2
I.5. Identify and evaluate individual	3	2	3	2	2	2	2

components of more complex problems							
I.6. Demonstrate use of appropriate computer software	3	0	3	2	3	0	0
I.7. Demonstrate logical reasoning skills	3	3	2	2	2	2	2
II Communication Skills							
II.1 Construct and write proofs and solutions to problems	3	3	1	1	0	0	0
II.2 Verbally present proofs and solutions to problems	3	3	1	1	2	2	2
II.3 Formulate a hypothesis and summarize it in written form	3	1	2	1	3	2	2

* Averages across upper-division courses.

Report of the External Review Committee for the Mathematical Economics Major

November 20, 2008

William Neilson (Chair)

Marcus Berliant

Carl Dillon

William Griffith

I. Status of the Program

Overview

The mathematical economics (MAEC) major is an undergraduate program run jointly by the department of Mathematics, which is housed in Arts and Sciences, and the Department of Economics, which is housed in the College of Business and Economics. Administrative responsibility for the students resides in the College of Arts and Sciences, but the faculty and resources are split between the two colleges. The program is widely viewed as a success. It attracts students, so we infer it appeals to them. Faculty in both the math department and the economics department view the MAEC students as their best students, so both groups view the major as beneficial. The curriculum is well thought out to add value to students, providing the university with both a practical version of the traditional math major and a mathematical version of the traditional economics major.

The history of the major is short. The first year in which there were MAEC majors was 2002, at which time there were 11 students. The first MAEC degrees were awarded in 2004, at which time there were four. The table below shows how the enrollment and graduation numbers have grown over time.

History of MAEC majors and degrees awarded

Headcount 2002 2003 2004 2005 2006 2007

Total majors 11 38 37 42 52 52

Degrees awarded 4 11 18 9

Content of the major

The major requires students to take the following courses (descriptions are ours, and do not coincide with catalog titles or descriptions):

- MA 213 – multivariate calculus
- MA 214 – ordinary differential equations
- MA 320 – introductory probability

- MA 322 – matrix algebra
- ECO 201 – principles of microeconomics
- ECO 202 – principles of macroeconomics
- ECO 391 – economic and business statistics
- ECO 401 – intermediate microeconomics
- ECO 402 – intermediate microeconomics

In addition, majors must choose one of the following three 2-course sequences:

MAEC External Review Page 2

- MA 416G/417G – operations research
- MA 471G/472G – real analysis
- STA 524/525 – advanced probability and statistics

Finally, students must take three economics electives and one statistics elective.

The major requirements are appropriate and well thought out. The required courses encompass those of the mathematics majors and economics majors, except for the economics requirement of a senior seminar. In addition, the requirements guide students to one of three tracks. The operations research track and the probability and statistics track are appropriate for students hoping for a career as an actuary, and the real analysis track is appropriate for students planning to pursue a Ph.D. in economics. The economics advisors strongly encourage students to use one of their economics electives in ECO 491G – applied econometrics, which is an appropriate addition to the curriculum. Based on reports of the mathematics and economics faculty involved in the program, there are two primary reasons for students to major in MAEC. One is for students to receive a more practical math degree with career options such as actuarial science, and both the self-study and the Director of the degree program, Robert Molzon, devote particular attention to the importance, high pay, and demand for students with actuarial career aspirations. The second primary reason for students to major in MAEC is preparation for economics Ph.D. programs, as these programs require a high degree of mathematical sophistication and entrance into the very best programs requires more math than even MAEC students will accumulate.

The external review committee made an effort to answer the following questions:

- Would MAEC students have majored in mathematics anyway, or are they additions to the math department?

- At what point in their careers do students become MAEC majors and, in

particular, do they become MAEC majors by the beginning of their junior years?

□ How do students divide themselves along the three alternative tracks?

At this point our best answers are based on snapshots. Regarding the first question, the MAEC program seems to have drawn some students out of the math major, but it has also attracted additional students. There are now three majors associated with the mathematics department: MAEC, traditional math, and math for secondary education teachers. The table below shows a history of the number of graduates from these three programs, and the data suggest that the MAEC program has attracted additional students to mathematics. Importantly, the mathematics faculty profess that the MAEC program has attracted *stronger* students to mathematics, echoing the economics faculty statement that the MAEC students are their best students.

MAEC External Review Page 3

Mathematics degrees by program of study

Degrees

awarded 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007

Math 28 34 32 16 19 23 28 21 16 11

SEME 24 12 12 15 7 9 13 12 13 10

MAEC 4 11 18 9

Total 52 46 44 31 26 32 45 44 47 30

The snapshot of the current composition of MAEC majors (as of September 2008) shows that 18% are sophomores, 34% are juniors, and 48% are seniors. We were unable to determine whether the existence of more seniors than juniors came from students switching to MAEC after the beginning of the junior year or from students spending more than two semesters as seniors. Nevertheless, the data suggest that most students who major in MAEC have decided to do so by the beginning of the junior year, which is important for one of our recommendations.

Regarding the three tracks, those involved in the program suspected that a large majority of the students choose the operations research track. The data do not support this claim.

In the Fall 2008 semester enrollment figures show 12 MAEC students in the advanced probability and statistics track, 6 MAEC students in the operations research track, and no MAEC students in the real analysis track.

Faculty involvement

Although we met with many faculty members during the course of our interviews, and many faculty from different departments are involved in the instruction of the various required courses, the past and continued success of the program depend largely on the efforts of Prof. Molzon of the Department of Mathematics. The impetus for beginning the major came from him, the contacts with industry employers came from him, and much of the individual student contact comes from him. He and Prof. Gail Hoyt of the Department of Economics are the primary ongoing links between the two departments, although this is being strengthened through a joint position currently held by Prof. Adib Bagh, who holds Ph.D.s in both disciplines.

Everyone interviewed was united in their praise of Prof. Molzon's efforts. He secured important grants, including a TRUE grant and a large NSF grant, the latter on the order of \$250,000. He hosted a very successful conference linking mathematics and economics. He has become known among the insurance industry in the state so that they call him looking for employees. Finally, through his efforts and willingness to go to the provost level he was able to hire Prof. Bagh last year in spite of the campus-wide hiring freeze, an effort made more extraordinary by the fact that Prof. Molzon's appointment is in the math department (A&S) while Prof. Bagh's is mostly in economics (B&E).

MAEC External Review Page 4

Advising for the MAEC students is handled primarily by the A&S advising office, with faculty advising coming from Prof. Molzon along with Prof. Hoyt in the economics

department.

Although Prof. Bagh has been added as a primary faculty member with responsibility for the MAEC program, the success of the major rests principally on the shoulders of one individual. This is a long-term concern for the program, especially when that program sits across two departments in two different colleges. Furthermore, although Prof. Molzon is the director of the MAEC program, this is not an official university designation and he is really just a member of the mathematics faculty.

Views of students

The committee was only able to meet with two students, one a senior and one a recent graduate. Both chose the operations research track. Both thought that MAEC is a good major. Both have some concerns, two of which are listed below. (It should be noted that the committee would like to preserve anonymity, but that is impossible with only two students. These students should be praised for their candor and willingness to help, and not punished for any criticism.)

- There is no group identity among MAEC majors. In fact, one of the students was unable to identify other MAEC majors in her classes until the last semester.
- Students choose tracks without a good idea of what the ensuing careers entail. In particular, although both students chose the track that would lead to actuarial careers, neither intends at this time to pursue that career.
- Math is not used in the economics courses.

Capacity issues

Further growth of the program will be constrained by two factors. The obvious factor is that all initiatives tend to come from a single individual, Prof. Molzon, and he is probably

stretched as thinly as he can be. The second is that one of the required courses, MA/STA 320, and one of the track courses, MA 416, seem to be at capacity. Increasing capacity would require either realigning priorities within the math department or adding faculty to the math department.

MAEC External Review Page 5

II. The Value of the Mathematical Economics Program

The Mathematical Economics program (MAEC) adds extensive and substantive value to the University of Kentucky. Furthermore, as the flagship research university of the Commonwealth, this is a program that is appropriate for UK to actively and aggressively pursue.

The program produces practical mathematicians with specialized knowledge in probability and statistics as well as economics. As such, it fills a need for practical mathematicians in Kentucky industry, especially the actuarial industry. Furthermore, this set of skills meshes well with the university's priority in serving as a leader in risk-related behavioral sciences.

At a broader level, by attracting new majors into a mathematical major, the program increases the number of math and science majors at the University of Kentucky. It also attracts high quality students to these much-needed fields.

The program creates important spillovers in many ways. One particular spillover impacts the secondary math education majors (SEME). The introduction of economics into mathematics courses can lead SEME majors to economics and business as a secondary teaching field, and the existence of the MAEC program allows SEME majors to identify career paths for their future high school students, thereby further increasing the number of math and science majors in the Commonwealth.

Finally, bringing together the mathematics and economics faculty enhances the scholarly reputation of UK, both nationally and internationally. The resulting interdisciplinary research increases publishing opportunities for both groups of researchers, and it also increases the possibility of external funding. Some of these opportunities have already been explored, with Prof. Molzon having successful interdisciplinary research with economists, winning substantial grants to fund interdisciplinary activities, and hosting an Institute for Mathematics and its Applications conference at UK.

MAEC External Review Page 6

III. Recommendations

1. The committee recommends creation of a 300 level introductory course in mathematical economics. This will generate a number of benefits. It will introduce the student to the field and give them a sense of the nature of the upper division courses and the post-graduate opportunities that this major affords. It is a place where students can be shown the ways in which the mathematical tools that they have acquired can be used in economics. This will help address the criticism that the students fail to have their mathematics integrated into their economics courses. It will be the only course comprised only of mathematical economics majors, thereby helping students majoring in mathematical economics to identify and make connections with other undergraduates in their major. This will address the concern that there is a lack of community or identification of these undergraduates with their major.

2. The committee recommends that the program be made more visible on campus. We suggest a MAEC webpage that is expanded. There should be links from both the Department of Mathematics and the Department of Economics to

this webpage which can be easily found. Perhaps direct links can appear on the A & S and B & E websites. A brochure could be developed which could be distributed in the freshman advising conferences. In connection with increasing the program's visibility, we also recommend that in addition to the core faculty, that other faculty in the Departments of Economics, Mathematics and Statistics be identified as affiliated faculty on the web page and in the brochure. This would include faculty who often teach courses in this major and would expand in the minds of students the number of faculty with whom they can communicate.

3. The committee recommends that the program work to develop a sense of community among its majors. This was partially addressed in recommendation #1 above. Other possible ideas include an undergraduate seminar series and a math econ club.

4. The committee recommends the creation of an internship program.

Internships will help undergraduates connect with business and industry and lead to future job opportunities and provide practical experience in the real world for these students. The committee is not sure exactly what campus offices and opportunities currently exist and how best to develop and expand internship opportunities.

5. The committee recommends the establishment of an advisory board from the business community. This will help with connections with business and industry and is consistent with the outreach mission of the University of Kentucky. It will help the University understand the needs of the Commonwealth and will help the Commonwealth understand the program and give input to the major. This will help with internships, fundraising, and networking.

6. The committee recommends against special sections of ECO 401/402 and MA

320 specifically designed for the Mathematical Economics majors. Although

the self-study committee recommended these courses, the external review

committee believes that MAEC students may avoid the specialized sections

because they can compete for grades more effectively against people outside of

their major.

7. The committee recommends that the University consider trying to coordinate

the reviews of the Departments of Mathematics and Economics and the

program in Mathematical Economics. Currently, we are reviewing this

program. We understand that next year the Department of Economics will be

reviewed and in the following year the Department of Mathematics will be

reviewed.

8. The committee recommends giving the Director a course release. We believe

that Robert Molzon should be the Director who receives the course release.

9. The committee recommends that the program remain a program between

the College of Arts and Sciences and the College of Business and Economics.

There was strong support for this expressed throughout our interviews.

IV. Concerns about the Future of the Program

The Mathematical Economics Program does not reside entirely within in the College of

Business and Economics, or in the College of Arts and Sciences. Within these units, it

does not reside entirely in either the Economics Department, or in the Mathematics

Department. In particular, since its support comes from two different colleges and units,

neither unit captures all of the benefits or pays all its cost. Thus, there is the prospect of free riding (at the expense of students and faculty involved in the program), in that each unit wants to capture as much benefit as it can while paying the lowest cost possible. This can lead to a lack of support, both financial and administrative. If a single unit captured all the benefits and paid all the costs, then the Program would be supported efficiently. However, the universal sentiment in the interviews maintained that the Program only functions effectively if it is based in both of the aforementioned departments.

Since the program is not only cross disciplinary but in fact spans two colleges, the lowest level of administration at which these externalities can be internalized, namely all the costs and benefits of the program are seen and felt, is at the level of the Provost's office.

In order to prevent free riding, entirely rational and expected, by the respective departments and colleges, support for the program should come from the Provost's office.

A short term fix would have the office of the Provost support the program. But it would be better to assure stability of and support for the Program in the long term, a prospect that we view as worthwhile. To render this support independent of the particular faculty and administrators in place at any given time, a cross college unit would be ideal. This could take the form, for example, of a Center in Mathematical Economics, funded by a budget item at the level of the Provost's office. We recommend that Robert Molzon be appointed the first Director of such a Program.

MAEC External Review Page 9

Response to the Mathematical Economics External Review.

Factual errors.

There were two small factual errors in the report. 1. There is a brochure for the program and links to the

Mathematical Economics web page were recently added to the A&S and the Gatton College websites.

2. The \$250,000 grant mentioned in the report is a grant from the Department of Agriculture, not the National Science Foundation.

Discussion of Individual Recommendations.

Recommendation 1. (Creation of a 300 level introductory course in Mathematical Economics) We accept this recommendation and propose to offer a course in game theory as an introduction to Mathematical Economics. The program will produce a course proposal and attendant changes in the major program to integrate this course into the degree program. We expect this proposal will be ready for the departments to consider in fall of 2009 and we should be able to begin teaching the course during the 201011 academic year.

There are faculty in Economics, Mathematics and Statistics that can teach such a course. Game theory serves as a foundation for many economic models and thus the course will help provide a foundation for further study in Mathematical Economics. In addition to providing a common foundation for upper division work in Mathematical Economics, this course may serve to attract students to the major.

Recommendation 2. (Visibility) The program should be made more visible both inside and outside the University.

Many of the recommendations in this report will help to increase the visibility of the program.

Increased student recruitment will increase visibility. The program proposes to include the following steps to increase visibility.

- a) The introductory course in Recommendation 1.
- b) Establishment of a group of affiliated faculty to guide the program.
- c) A series of presentations by Mathematical Economics faculty and representatives from business.

Recommendation 3. (Develop a sense of community) As noted in the review, the course proposed in recommendation 1 will help to develop a sense of community. A scholarship fund, career opportunity presentations, an undergraduate student group, and a distinguished lecture series in Mathematical Economics are some additional steps that can be taken. We will explore using Blackboard to communicate with Mathematical Economics majors. In addition, we will continue to invite Mathematical Economics students to programs in the Mathematics and Economics Departments.

Recommendation 4. (Internship program) Internships are one of the attractions of the Mathematical Economics program. Expanding the opportunity for internships will be a priority of the program in coming years. This expansion will require a commitment of a substantial amount of time and is one reason that we recommend a course release for the Director (see recommendation 8 below). The Director will help students take advantage of opportunities for internships by:

- a) Establishing and maintaining a list of internship opportunities.
- b) Organizing presentations on seeking internships.
- c) Coordinating with the Stuckert Career Center and other University offices involved with internships.

Recommendation 5. (Advisory board) We believe the main point of this recommendation is to maintain and expand contacts with business and agree that this is an important goal. In the near term, the Director will expand these contacts as we place students in internships and jobs after graduation. In the longterm,

it may be useful to formalize these contacts by creating an advisory board. However, we do not believe that this recommendation should be implemented immediately.

Recommendation 6. (No special sections) We agree with the recommendation of the review committee that we not offer a special section of MA/STA 320. Creating such a section and enrolling all program students in this section will be difficult. The course proposed in Recommendation 1 is a better

investment of our time. In addition, the major program may be revised to allow students to substitute STA 524 for MA/STA 320. This will further decrease the audience for a special section of MA 320. Despite the recommendation of the external review committee against forming a special section of ECO401 (Intermediate Microeconomic Theory), members of the Economics Department still think that a special section might be a valuable addition to the curriculum of the Mathematical Economics major. The Economics Department plans to investigate this further.

Recommendation 7. (Coordinate reviews) This recommendation cannot be addressed by the faculty in mathematical economics as program reviews are scheduled by Institutional Research.

Recommendation 8. (Course release for the Director) Carrying out the recommendations of this proposal will require a substantial investment of faculty time. Other interdisciplinary programs in Arts and Sciences receive substantial support from the College. Appointing a Director with a course release is consistent with procedures for other programs in Arts and Sciences. Funding for this course release and other program activities should come from the Provost, or be shared by the Colleges of Arts and Sciences and the Gatton College. The duties of the Director will include

- a) Preparing an annual report of program activities.
- b) Establishing and maintaining an internship program.
- c) Advising and mentoring students in the program.
- d) Maintain communications with program faculty and students.
- e) Implementation of the recommendations in this review.

Recommendation 9. (Status of program) We concur with the recommendation that the program remain a joint program between the College of Arts and Sciences and the Gatton College of Business and Economics.

The Future of the Program.

The Mathematics and the Economics departments both view the Mathematical Economics program as a

valuable program. The Program contributes to the intellectual environment of the University and serves to attract strong students. We recommend that the Program be administered in a manner similar to other interdisciplinary programs in Arts and Sciences such as Linguistics and International Studies.

Modifications will be needed since two Colleges are involved.

Modifications to the administration of the program should include:

a) Formal appointment of a Director. The Director should be appointed by the Deans of A&S and the Gatton College in consultation with chairs of Mathematics, Economics and Statistics.

b) The affiliated faculty should be listed in the Bulletin.

c) The program should be supported by a course release for the Director and a modest budget for program activities. The department contributing the course release should receive

compensation. The faculty member's time should be valued at his or her regular salary and not at the rate for a parttime

instructor. The Director will need some staff support. The program should receive a budget of approximately \$5000 for program activities.

d) The development staff of the Colleges should consider raising money for scholarships for the program.

Report of the External Review Committee for the Mathematical Economics Major

November 20, 2008

William Neilson (Chair)
Marcus Berliant
Carl Dillon
William Griffith

I. Status of the Program

Overview

The mathematical economics (MAEC) major is an undergraduate program run jointly by the Department of Mathematics, which is housed in Arts and Sciences, and the Department of Economics, which is housed in the College of Business and Economics. Administrative responsibility for the students resides in the College of Arts and Sciences, but the faculty and resources are split between the two colleges.

The program is widely viewed as a success. It attracts students, so we infer it appeals to them. Faculty in both the math department and the economics department view the MAEC students as their best students, so both groups view the major as beneficial. The curriculum is well thought out to add value to students, providing the university with both a practical version of the traditional math major and a mathematical version of the traditional economics major.

The history of the major is short. The first year in which there were MAEC majors was 2002, at which time there were 11 students. The first MAEC degrees were awarded in 2004, at which time there were four. The table below shows how the enrollment and graduation numbers have grown over time.

History of MAEC majors and degrees awarded

Headcount	2002	2003	2004	2005	2006	2007
<i>Total majors</i>	11	38	37	42	52	52
<i>Degrees awarded</i>			4	11	18	9

Content of the major

The major requires students to take the following courses (descriptions are ours, and do not coincide with catalog titles or descriptions):

- MA 213 – multivariate calculus
- MA 214 – ordinary differential equations
- MA 320 – introductory probability
- MA 322 – matrix algebra
- ECO 201 – principles of microeconomics
- ECO 202 – principles of macroeconomics
- ECO 391 – economic and business statistics
- ECO 401 – intermediate microeconomics
- ECO 402 – intermediate microeconomics

In addition, majors must choose one of the following three 2-course sequences:

- MA 416G/417G – operations research
- MA 471G/472G – real analysis
- STA 524/525 – advanced probability and statistics

Finally, students must take three economics electives and one statistics elective.

The major requirements are appropriate and well thought out. The required courses encompass those of the mathematics majors and economics majors, except for the economics requirement of a senior seminar. In addition, the requirements guide students to one of three tracks. The operations research track and the probability and statistics track are appropriate for students hoping for a career as an actuary, and the real analysis track is appropriate for students planning to pursue a Ph.D. in economics. The economics advisors strongly encourage students to use one of their economics electives in ECO 491G – applied econometrics, which is an appropriate addition to the curriculum.

Based on reports of the mathematics and economics faculty involved in the program, there are two primary reasons for students to major in MAEC. One is for students to receive a more practical math degree with career options such as actuarial science, and both the self-study and the Director of the degree program, Robert Molzon, devote particular attention to the importance, high pay, and demand for students with actuarial career aspirations. The second primary reason for students to major in MAEC is preparation for economics Ph.D. programs, as these programs require a high degree of mathematical sophistication and entrance into the very best programs requires more math than even MAEC students will accumulate.

The external review committee made an effort to answer the following questions:

- Would MAEC students have majored in mathematics anyway, or are they additions to the math department?
- At what point in their careers do students become MAEC majors and, in particular, do they become MAEC majors by the beginning of their junior years?
- How do students divide themselves along the three alternative tracks?

At this point our best answers are based on snapshots. Regarding the first question, the MAEC program seems to have drawn some students out of the math major, but it has also attracted additional students. There are now three majors associated with the mathematics department: MAEC, traditional math, and math for secondary education teachers. The table below shows a history of the number of graduates from these three programs, and the data suggest that the MAEC program has attracted additional students to mathematics. Importantly, the mathematics faculty profess that the MAEC program has attracted *stronger* students to mathematics, echoing the economics faculty statement that the MAEC students are their best students.

Mathematics degrees by program of study

Degrees awarded	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
<i>Math</i>	28	34	32	16	19	23	28	21	16	11
<i>SEME</i>	24	12	12	15	7	9	13	12	13	10
<i>MAEC</i>							4	11	18	9
Total	52	46	44	31	26	32	45	44	47	30

The snapshot of the current composition of MAEC majors (as of September 2008) shows that 18% are sophomores, 34% are juniors, and 48% are seniors. We were unable to determine whether the existence of more seniors than juniors came from students switching to MAEC after the beginning of the junior year or from students spending more than two semesters as seniors. Nevertheless, the data suggest that most students who major in MAEC have decided to do so by the beginning of the junior year, which is important for one of our recommendations.

Regarding the three tracks, those involved in the program suspected that a large majority of the students choose the operations research track. The data do not support this claim. In the Fall 2008 semester enrollment figures show 12 MAEC students in the advanced probability and statistics track, 6 MAEC students in the operations research track, and no MAEC students in the real analysis track.

Faculty involvement

Although we met with many faculty members during the course of our interviews, and many faculty from different departments are involved in the instruction of the various required courses, the past and continued success of the program depend largely on the efforts of Prof. Molzon of the Department of Mathematics. The impetus for beginning the major came from him, the contacts with industry employers came from him, and much of the individual student contact comes from him. He and Prof. Gail Hoyt of the Department of Economics are the primary ongoing links between the two departments, although this is being strengthened through a joint position currently held by Prof. Adib Bagh, who holds Ph.D.s in both disciplines.

Everyone interviewed was united in their praise of Prof. Molzon's efforts. He secured important grants, including a TRUE grant and a large NSF grant, the latter on the order of \$250,000. He hosted a very successful conference linking mathematics and economics. He has become known among the insurance industry in the state so that they call him looking for employees. Finally, through his efforts and willingness to go to the provost level he was able to hire Prof. Bagh last year in spite of the campus-wide hiring freeze, an effort made more extraordinary by the fact that Prof. Molzon's appointment is in the math department (A&S) while Prof. Bagh's is mostly in economics (B&E).

Advising for the MAEC students is handled primarily by the A&S advising office, with faculty advising coming from Prof. Molzon along with Prof. Hoyt in the economics department.

Although Prof. Bagh has been added as a primary faculty member with responsibility for the MAEC program, the success of the major rests principally on the shoulders of one individual. This is a long-term concern for the program, especially when that program sits across two departments in two different colleges. Furthermore, although Prof. Molzon is the director of the MAEC program, this is not an official university designation and he is really just a member of the mathematics faculty.

Views of students

The committee was only able to meet with two students, one a senior and one a recent graduate. Both chose the operations research track. Both thought that MAEC is a good major. Both have some concerns, two of which are listed below. (It should be noted that the committee would like to preserve anonymity, but that is impossible with only two students. These students should be praised for their candor and willingness to help, and not punished for any criticism.)

- There is no group identity among MAEC majors. In fact, one of the students was unable to identify other MAEC majors in her classes until the last semester.
- Students choose tracks without a good idea of what the ensuing careers entail. In particular, although both students chose the track that would lead to actuarial careers, neither intends at this time to pursue that career.
- Math is not used in the economics courses.

Capacity issues

Further growth of the program will be constrained by two factors. The obvious factor is that all initiatives tend to come from a single individual, Prof. Molzon, and he is probably stretched as thinly as he can be. The second is that one of the required courses, MA/STA 320, and one of the track courses, MA 416, seem to be at capacity. Increasing capacity would require either realigning priorities within the math department or adding faculty to the math department.

II. The Value of the Mathematical Economics Program

The Mathematical Economics program (MAEC) adds extensive and substantive value to the University of Kentucky. Furthermore, as the flagship research university of the Commonwealth, this is a program that is appropriate for UK to actively and aggressively pursue.

The program produces practical mathematicians with specialized knowledge in probability and statistics as well as economics. As such, it fills a need for practical mathematicians in Kentucky industry, especially the actuarial industry. Furthermore, this set of skills meshes well with the university's priority in serving as a leader in risk-related behavioral sciences.

At a broader level, by attracting new majors into a mathematical major, the program increases the number of math and science majors at the University of Kentucky. It also attracts high quality students to these much-needed fields.

The program creates important spillovers in many ways. One particular spillover impacts the secondary math education majors (SEME). The introduction of economics into mathematics courses can lead SEME majors to economics and business as a secondary teaching field, and the existence of the MAEC program allows SEME majors to identify career paths for their future high school students, thereby further increasing the number of math and science majors in the Commonwealth.

Finally, bringing together the mathematics and economics faculty enhances the scholarly reputation of UK, both nationally and internationally. The resulting interdisciplinary research increases publishing opportunities for both groups of researchers, and it also increases the possibility of external funding. Some of these opportunities have already been explored, with Prof. Molzon having successful interdisciplinary research with economists, winning substantial grants to fund interdisciplinary activities, and hosting an Institute for Mathematics and its Applications conference at UK.

III. Recommendations

1. **The committee recommends creation of a 300 level introductory course in mathematical economics.** This will generate a number of benefits. It will introduce the student to the field and give them a sense of the nature of the upper division courses and the post-graduate opportunities that this major affords. It is a place where students can be shown the ways in which the mathematical tools that they have acquired can be used in economics. This will help address the criticism that the students fail to have their mathematics integrated into their economics courses. It will be the only course comprised only of mathematical economics majors, thereby helping students majoring in mathematical economics to identify and make connections with other undergraduates in their major. This will address the concern that there is a lack of community or identification of these undergraduates with their major.
2. **The committee recommends that the program be made more visible on campus.** We suggest a MAEC webpage that is expanded. There should be links from both the Department of Mathematics and the Department of Economics to this webpage which can be easily found. Perhaps direct links can appear on the A & S and B & E websites. A brochure could be developed which could be distributed in the freshman advising conferences. In connection with increasing the program's visibility, we also recommend that in addition to the core faculty, that other faculty in the Departments of Economics, Mathematics and Statistics be identified as affiliated faculty on the web page and in the brochure. This would include faculty who often teach courses in this major and would expand in the minds of students the number of faculty with whom they can communicate.
3. **The committee recommends that the program work to develop a sense of community among its majors.** This was partially addressed in recommendation #1 above. Other possible ideas include an undergraduate seminar series and a math econ club.
4. **The committee recommends the creation of an internship program.** Internships will help undergraduates connect with business and industry and lead to future job opportunities and provide practical experience in the real world for these students. The committee is not sure exactly what campus offices and opportunities currently exist and how best to develop and expand internship opportunities.
5. **The committee recommends the establishment of an advisory board from the business community.** This will help with connections with business and industry and is consistent with the outreach mission of the University of Kentucky. It will help the University understand the needs of the Commonwealth and will help the Commonwealth understand the program and give input to the major. This will help with internships, fundraising, and networking.

6. **The committee recommends against special sections of ECO 401/402 and MA 320 specifically designed for the Mathematical Economics majors.** Although the self-study committee recommended these courses, the external review committee believes that MAEC students may avoid the specialized sections because they can compete for grades more effectively against people outside of their major.
7. **The committee recommends that the University consider trying to coordinate the reviews of the Departments of Mathematics and Economics and the program in Mathematical Economics.** Currently, we are reviewing this program. We understand that next year the Department of Economics will be reviewed and in the following year the Department of Mathematics will be reviewed.
8. **The committee recommends giving the Director a course release.** We believe that Robert Molzon should be the Director who receives the course release.
9. **The committee recommends that the program remain a program between the College of Arts and Sciences and the College of Business and Economics.** There was strong support for this expressed throughout our interviews.

IV. Concerns about the Future of the Program

The Mathematical Economics Program does not reside entirely within in the College of Business and Economics, or in the College of Arts and Sciences. Within these units, it does not reside entirely in either the Economics Department, or in the Mathematics Department. In particular, since its support comes from two different colleges and units, neither unit captures all of the benefits or pays all its cost. Thus, there is the prospect of free riding (at the expense of students and faculty involved in the program), in that each unit wants to capture as much benefit as it can while paying the lowest cost possible. This can lead to a lack of support, both financial and administrative. If a single unit captured all the benefits and paid all the costs, then the Program would be supported efficiently. However, the universal sentiment in the interviews maintained that the Program only functions effectively if it is based in both of the aforementioned departments.

Since the program is not only cross disciplinary but in fact spans two colleges, the lowest level of administration at which these externalities can be internalized, namely all the costs and benefits of the program are seen and felt, is at the level of the Provost's office. In order to prevent free riding, entirely rational and expected, by the respective departments and colleges, support for the program should come from the Provost's office.

A short term fix would have the office of the Provost support the program. But it would be better to assure stability of and support for the Program in the long term, a prospect that we view as worthwhile. To render this support independent of the particular faculty and administrators in place at any given time, a cross college unit would be ideal. This could take the form, for example, of a Center in Mathematical Economics, funded by a budget item at the level of the Provost's office. We recommend that Robert Molzon be appointed the first Director of such a Program.

Response to the Mathematical Economics External Review.

Factual errors.

There were two small factual errors in the report. 1. There is a brochure for the program and links to the Mathematical Economics web page were recently added to the A&S and the Gatton College websites. 2. The \$250,000 grant mentioned in the report is a grant from the Department of Agriculture, not the National Science Foundation.

Discussion of Individual Recommendations.

Recommendation 1. (Creation of a 300 level introductory course in Mathematical Economics) We accept this recommendation and propose to offer a course in game theory as an introduction to Mathematical Economics. The program will produce a course proposal and attendant changes in the major program to integrate this course into the degree program. We expect this proposal will be ready for the departments to consider in fall of 2009 and we should be able to begin teaching the course during the 2010-11 academic year.

There are faculty in Economics, Mathematics and Statistics that can teach such a course. Game theory serves as a foundation for many economic models and thus the course will help provide a foundation for further study in Mathematical Economics. In addition to providing a common foundation for upper division work in Mathematical Economics, this course may serve to attract students to the major.

Recommendation 2. (Visibility) The program should be made more visible both inside and outside the University.

Many of the recommendations in this report will help to increase the visibility of the program. Increased student recruitment will increase visibility. The program proposes to include the following steps to increase visibility.

- a) The introductory course in Recommendation 1.
- b) Establishment of a group of affiliated faculty to guide the program.
- c) A series of presentations by Mathematical Economics faculty and representatives from business.

Recommendation 3. (Develop a sense of community) As noted in the review, the course proposed in recommendation 1 will help to develop a sense of community. A scholarship fund, career opportunity presentations, an undergraduate student group, and a distinguished lecture series in Mathematical Economics are some additional steps that can be taken. We will explore using Blackboard to communicate with Mathematical Economics majors. In addition, we will continue to invite Mathematical Economics students to programs in the Mathematics and Economics Departments.

Recommendation 4. (Internship program) Internships are one of the attractions of the Mathematical Economics program. Expanding the opportunity for internships will be a priority of the program in coming years. This expansion will require a commitment of a substantial amount of time and is one reason that we recommend a course release for the Director (see recommendation 8 below). The Director will help students take advantage of opportunities for internships by:

- a) Establishing and maintaining a list of internship opportunities.
- b) Organizing presentations on seeking internships.
- c) Coordinating with the Stuckert Career Center and other University offices involved with internships.

Recommendation 5. (Advisory board) We believe the main point of this recommendation is to maintain and expand contacts with business and agree that this is an important goal. In the near term, the Director will expand these contacts as we place students in internships and jobs after graduation. In the long-term, it may be useful to formalize these contacts by creating an advisory board. However, we do not believe that this recommendation should be implemented immediately.

Recommendation 6. (No special sections) We agree with the recommendation of the review committee that we not offer a special section of MA/STA 320. Creating such a section and enrolling all program students in this section will be difficult. The course proposed in Recommendation 1 is a better investment of our time. In addition, the major program may be revised to allow students to substitute STA 524 for MA/STA 320. This will further decrease the audience for a special section of MA 320.

Despite the recommendation of the external review committee against forming a special section of ECO401 (Intermediate Microeconomic Theory), members of the Economics Department still think that a special section might be a valuable addition to the curriculum of the Mathematical Economics major. The Economics Department plans to investigate this further.

Recommendation 7. (Coordinate reviews) This recommendation cannot be addressed by the faculty in mathematical economics as program reviews are scheduled by Institutional Research.

Recommendation 8. (Course release for the Director) Carrying out the recommendations of this proposal will require a substantial investment of faculty time. Other interdisciplinary programs in Arts and Sciences receive substantial support from the College. Appointing a Director with a course release is consistent with procedures for other programs in Arts and Sciences. Funding for this course release and other program activities should come from the Provost, or be shared by the Colleges of Arts and Sciences and the Gatton College. The duties of the Director will include

- a) Preparing an annual report of program activities.
- b) Establishing and maintaining an internship program.
- c) Advising and mentoring students in the program.
- d) Maintain communications with program faculty and students.
- e) Implementation of the recommendations in this review.

Recommendation 9. (Status of program) We concur with the recommendation that the program remain a joint program between the College of Arts and Sciences and the Gatton College of Business and Economics.

The Future of the Program.

The Mathematics and the Economics departments both view the Mathematical Economics program as a valuable program. The Program contributes to the intellectual environment of the University and serves to attract strong students. We recommend that the Program be administered in a manner similar to other interdisciplinary programs in Arts and Sciences such as Linguistics and International Studies. Modifications will be needed since two Colleges are involved.

Modifications to the administration of the program should include:

- a) Formal appointment of a Director. The Director should be appointed by the Deans of A&S and the Gatton College in consultation with chairs of Mathematics, Economics and Statistics.
- b) The affiliated faculty should be listed in the Bulletin.
- c) The program should be supported by a course release for the Director and a modest budget for program activities. The department contributing the course release should receive compensation. The faculty member's time should be valued at his or her regular salary and not at the rate for a part-time instructor. The Director will need some staff support. The program should receive a budget of approximately \$5000 for program activities.
- d) The development staff of the Colleges should consider raising money for scholarships for the program.

Foreign Language and International Economics 2003 Self Study Submitted October 2003

This self study was prepared by the Foreign Language and International Economics Coordinating Committee. This committee was formed in the fall of 2002 and in meetings between then and October of 2003 this report was compiled. Committee members include the following:

David Bettez	– Office of International Affairs
Chris Bollinger	– Department of Economics
Ted Fiedler (Committee co-chair)	– Chair of Modern and Classical Languages
Glenn Blomquist (Ex Officio)	- Economics Department Chair
Hillary Herzog	– Modern and Classical Languages- German Studies
Gail Hoyt (Committee co-chair)	– Department of Economics
Jerry Janecek	– Modern and Classical Languages-Russian Studies
Deborah Moore (Ex Officio)	– Office of Institutional Effectiveness
Inma Pertusa	– Department of Hispanic Studies
Doug Slaymaker	- Modern and Classical Languages - Japan Studies
Sadia Zoubir-Shaw	– Modern and Classical Languages - French Studies

If you have questions please contact committee co-chairs Ted Fiedler (tfiedler@pop.uky.edu) or Gail Hoyt (ghoyt@uky.edu).

**Program in Foreign Languages and International Economics
SELF-STUDY 2003**

- I. Preamble**
- II. Program Documents**
 - 1. Strategic Plan**
 - i. Mission Statement**
 - ii. Goals and Objectives**
 - iii. Assessment Methods and Criteria**
 - A. Language in Economics**
 - B. Alumni Survey**
 - C. Senior Exit Survey**
 - 2. Organizational Structure**
 - 3. Annual Progress reports**
- III. Resources**
 - 1. Budget**
 - 2. Faculty and Staff**
- IV. Evaluation of Quality and Productivity**
 - 1. General statement**
 - 2. Advising**
 - 3. Student learning outcomes**
 - 4. Customer/client satisfaction**
 - i. Results from Alumni Survey**
 - ii. Results from Senior Exit Survey**
 - 5. Outreach (H.S. letter, website)**
 - 6. Study Abroad/Internships**
 - 7. FLIE DoE Grant**
- V. Analysis of Strengths and Recommendations for Quality Enhancement**
 - 1. Evaluation Statement**
 - 2. Projections: Future Goals and Needs**
- VI. Appendices**

I. Preamble

It has been ten years since the University of Kentucky initiated the Foreign Languages-International Economics (FLIE) major (Fall 1993). This program was designed to allow students to graduate within four years with 120 credit hours and an in-depth understanding of both foreign language and economics. The economics courses required for FLIE are the two principles courses, two intermediate theory courses, a statistical methods course, an economic and business statistics course, an international trade and finance course, an economic development or a comparative economic systems course, and an economic elective. Language courses, which initially involved French, German, Russian and Spanish (Japanese was added in 1999), include composition and conversation courses, culture and literature courses, and a business language course. The program has steadily grown, with 153 students currently majoring in this area.

II. Program Documents

II.1. Strategic Plan

II.1.i. Mission Statement

The mission of the FLIE program is to train students to become strategically placed to respond to the increased globalization of the world economies. It integrates the study of a world language and its culture, along with international economics, experiential education, experience abroad, and international internships, in order to prepare students for careers in an internationally-focused work environment. FLIE attempts to establish a community of learners on the UK campus by providing scholarly leadership, lecture series, and career guidance, as well as specialized course offerings for students who intend to work in the area of international commerce and economics.

II.1.ii. Goals and Objectives

- Students should become competent in a language other than English (aural, oral and written skills) to the point that they can discuss and write about issues of a professional nature in a business setting.
- Students should be able to analyze market forces and discuss their role in international trade and economic development.
- Students should become literate in the history, culture, and worldviews of the international community, with a focus on cultures that use the student's target language.
- Students should understand the relationship between social and economic changes, as they relate to the international business community.
- Students should learn to function effectively in an internationally focused work environment.
- Students should gain an international perspective that will prepare them to assist US businesses in regard to practices and policies that relate to their performance in an international environment.
- Students should have a theoretical grasp of the comparative economic forces and broad economic trends of the major world economies as well as those of developing nations.
- Students should improve their understanding of their own culture by viewing it in a global context, learning more about their own nation by seeing it through the eyes of others.

II.1.iii. Assessment Methods and Criteria

II.1.iii.A. Language in Economics:

Students should become competent in a language other than English (aural, oral and written skills) to the point that they can discuss and write about issues of a professional nature in a business setting. To assess this goal, in the student's senior year, language faculty in the student's target language will select an unadapted newspaper article in that language of about 500 words in length on an economic topic from a current newspaper. The student will be asked to provide a short (100-word) written summary in the target language and be prepared to give an oral English summary of the article as part of an evaluation interview. The interview will be a 15-minute discussion conducted primarily in the target language by three faculty, one of whom should be an economist. This assessment may be part of

course work or a separate exercise (if the former, then the instructor will be recused from the evaluation process). Student performance will be judged in the following areas:

- 1) accuracy of understanding the content of the article as judged by:
 - a. the accuracy of the English summary
 - b. ability to clearly summarize its contents in the target language
 - c. ability to clearly discuss the economic implications of the news for the target culture and economy
- 2) language competency will be judged by:
 - a. grammatical correctness of the written summary
 - b. accuracy and fluency of language in the oral examination

It is expected that 90% of the students so examined would demonstrate at least a "Satisfactory" level on a three-point scale (3=Excellent, 2=Satisfactory, 1=Unsatisfactory) in the average of each of the five listed areas.

Implementation: Trial testing in Spanish, Spring 2003. See section IV.3 for a summary of this trial assessment.

II.1.iii.B. The Alumni Survey

One approach to assessment of the FLIE program is to survey alumni. During the summer of 2003, a survey was sent to the 123 FLIE program alumni. The survey instrument is contained in the appendix. The survey asked questions in seven basic categories. The first category elicited personal demographic information including graduation year and language. The second section focused on participation in various optional aspects of the program such as study abroad and a capstone course. The third section is designed to elicit information about how well the program helps shape future career goals, while the fourth section elicits information about related post-graduation activities. The fifth section asks for direct evaluation of courses, advising and faculty, while the fifth section asks for evaluation of the goals and objectives of the program. In the sixth section, open-ended questions obtain information on employment and education activities since graduation and the seventh section provides open-ended responses.

We received a total of 30 responses, or a response rate of 24%. Although somewhat lower than had been hoped, this response rate is consistent with response rates for similar types of surveys. Nine addresses were returned as

invalid. New addresses were obtained for five of those cases and the survey was resent to the new address. The respondents are predominantly female (approximately 76%). Institutional data indicates that 55% of FLIE graduates are female. Hence the sample over-represents female respondents. The sample is 43% French Language majors and 32% Spanish Language majors. Overall the alumni are 25% French and 39% percent Spanish. Hence French Language majors were somewhat more likely to respond than other language majors. The results will be presented in section IV.4

II.1.iii.C. Senior Exit Survey

A second survey-based assessment program is undertaken at the university level. All graduating seniors are asked to complete a questionnaire which provides information on the overall educational and social experience at the University. The questionnaire is identical for all majors, and so provides little detailed information specific to the major, but can be used to compare the experience of FLIE majors to others. The survey instruments are contained in the appendix and were designed by the staff in the Office of the Vice President of Institutional Research, Planning, and Effectiveness. The data chosen are the past five years (1998-2003), reflective of the majority of graduating FLIE majors. The survey instrument underwent significant revision during 2002 in order to expand its evaluation role. Overall 112 graduating FLIE majors completed the survey. The self-study committee obtained the raw survey data and has compiled results by major and will present comparisons to the university and Arts & Sciences in section IV.4.

II.2. Organizational Structure

For most of its ten-year existence the FLIE program has had a minimal organizational structure. Coordination of the program among the four modern language departments (two since July 1, 2002) and Economics was assigned the Associate Dean of Arts and Sciences responsible for Interdisciplinary Studies. In May 2002 a committee of faculty from these departments was formed at the direction of then Associate Dean Phil Harling to prepare a self-study report in anticipation of a program review during academic year 2002-2003. The program review was subsequently postponed to academic year 2003-2004. In the meantime the self-study committee has continued to meet after reconstituting itself in August 2002 as the FLIE Coordinating Committee with the approval of the A&S Dean's Office.

II. 3. Annual Progress Reports

There is no record of annual progress reports having been submitted for the FLIE program.

III. Resources

III.1 Budget

In keeping with its minimal organizational structure the FLIE program does not have a budget as such. On several occasions the College of Arts and Sciences has provided partial funding for updating the brochure advertising the program. The remainder of the funding for this periodic project has come from Economics and the language departments. With the exception of the US Department of Education Title VI grant, which provided funding during the three-year period 2000-2003 for curricular innovation, faculty development, and faculty travel in conjunction with establishing internship opportunities, all other expenses associated with the FLIE program have been borne by the cooperating departments.

III.2 Faculty and Staff

The FLIE program draws on the existing faculty and staff of the Departments of Economics, Hispanic Studies and Modern and Classical Languages, Literatures and Cultures. The US Department of Education Title VI grant made it possible on a one-time basis to hire adjunct faculty who were native speakers respectively of French, German, Japanese and Russian and had the requisite disciplinary expertise in Economics to co-teach capstone courses combining content and language skills in these language areas. While it would be ideal to be able to continue such elective capstone courses for all language areas involved, the three departments currently have the faculty needed to offer all the courses required of FLIE majors.

The table below shows a listing of faculty in the Department of Economics and it indicated each faculty member's role in the FLIE program.

Faculty Member	Undergraduate Courses Taught in past 3 years	Courses required by FLIE Program	Undergraduate FLIE advising	FLIE Grant Work
Ali, Muktar	ECO 391	Yes		
Berger, Mark (deceased)	ECO 477, 499	Optional		Yes
Bollinger, Chris	ECO 391,491G, 499	Yes	Yes	
Castaneda, Marco	ECO 461, 499	Yes		Yes
Fackler, Jim	ECO 402, 412	Yes		
Garen, John	ECO 201, 401, 411, 477, 499	Yes	Yes	
Gift, Richard	ECO401,410,412,465G,471,499	Yes		
Gillette, Bob	ECO 202, 391, 395, 412	Yes	Yes	Yes
Goto (visiting)	ECO 499	Yes		Yes
Harvey, Curt (retired)	ECO 202. 465G, 499	Yes	Yes	Yes
Hoyt, Bill	ECO 401, 450G, 479, 499	Yes	Yes	
Hoyt, Gail	ECO 201, 391, 395, 450G	Yes	Yes	Yes
Kim, Yoonbai	ECO 402, 412, 471	Yes	Yes	
Krislov, Joseph (retired)	ECO 467	Optional		
Martie, (visiting)	ECO 479	Optional		
Newlon, Elizabeth (no longer here)	ECO 401	Yes		
Purvis, Mary (visiting)	ECO 412	Optional		
Reed, Rob	ECO 402, 412	Yes		
Scott, Frank	ECO 201, 401, 411, 499	Yes		
Shockey (visiting)	ECO 499	Yes		Yes
Thompson, Eric	ECO 499	Optional		Yes
Toma, Mark	ECO 402, 412	Yes		
Trask, Kathleen (no longer here)	ECO 471, 473G	Yes		
Waller, Chris (no longer here)	ECO 402, ECO499	Yes		
Yelowitz, Aaron	ECO 450G, 479	Optional		

IV. Evaluation of Quality and Productivity

IV.1. General Statement

The following sections provide data on productivity and the results of the various assessment exercises conducted by the FLIE program. The first table below shows the growth in the major relative to undergraduate growth in the College of Arts and Science and at the University as a whole.

Enrollment in the Foreign Language and International Economics Program

Semester	FLIE Majors	Number Graduates by Academic Year	Total Enrollment in College of Arts and Sciences	Total UK Undergrad Enrollment
Fall 1991	---		6,394	15,827
Spring 1992	---			
Fall 1992	---		6,326	15,552
Spring 1993	---			
Fall 1993	3		6,232	15,468
Spring 1994	6			
Fall 1994	11		6,231	15,334
Spring 1995	16			
Fall 1995	35	4	6,201	15,624
Spring 1996	40			
Fall 1996	62	1	5,859	15,450
Spring 1997	81			
Fall 1997	91	12	3,307	15,652
Spring 1998	95			
Fall 1998	96	15	3,271	15,948
Spring 1999	96			
Fall 1999	110	21	3,085	15,797
Spring 2000	110			
Fall 2000	121	25	3,140	16,088
Spring 2001	118			
Fall 2001	137	23	3,265	16,513
Spring 2002	137			
Fall 2002	138	37		17,017
Spring 2003	138			
Fall 2003	153			

*Note that data on majors came from A&S Enrollment Management & Assessment, Source: FOCUSIS extract/SIS as of 1/30/01. These values do NOT represent the University's Official enrollment (CPE: Statistical File) but those who were active in SIS (Student Information System) at the end of each term.

*Note that the significant decline in Arts and Science College enrollment is due to a University restructuring. In the past, students who had not declared a major were automatically assigned to the College of Arts and Sciences. Beginning in 1997, these undeclared students were handled in a general "university college" hence leading to an appearance of a decline in actual majors in the College of Arts and Sciences.

The table below displays demographic information for the current cohort of FLIE majors. The first item in the table shows how many FLIE majors have specialized in each language. The second item shows that approximate 55% of FLIE majors are female. Traditional economics programs are much more heavily weighted toward males in enrollment. The racial composition of the FLIE majors closely mirrors that of the University as a whole. Approximately eleven percent of FLIE majors participate in the university honors program (about 5% of all undergraduates are the honors program.) And the average GPA of FLIE majors is approximately a 2.91 on a four point scale.

FLIE Statistical Information		
All FLIE Majors as of October 15, 2003		
153 FLIE Majors		
Variable	Number	Percent
Number of FLIE majors by language:		
French	24	15.7%
German	19	12.4%
Hispanic	70	45.7%
Japanese	21	13.7%
Russian	3	2.0%
General	16	10.5%
Female	84	54.9%
Male	69	45.1%
Race:		
Black (non-hispanic)	9	5.9%
Hispanic	2	1.3%
Not Specified	4	2.6%
Asian/Pacific Islander	8	5.2%
White	120	78.4%
Other	2	1.3%
Missing	8	5.2%
Average GPA	2.91	
Participation in the University Honors Program	16	10.5%

IV.2. Advising

The advising of FLIE majors currently takes place within the framework of A&S advising policy designed to enhance retention and graduation rates of individual students. With the academic year 2002-2003 primary responsibility for the advising of all A&S freshman and of A&S sophomores in some degree programs, including FLIE, was assigned to the A&S Advising Center. Economics is satisfied with this arrangement because of the limited number of courses in Economics that FLIE majors can take during their first two years (ECO 201 Microeconomic Principles and ECO 202 Macroeconomic Principles). The programs in French, German, Japanese, Russian, and Spanish have asked for and received a variance to this arrangement, giving them primary responsibility for advising all traditional language majors and equal responsibility for advising FLIE majors in these programs during their first two years. Undecided students considering a FLIE major during this two-year period are asked to consult with the Director of Undergraduate Studies for the FLIE program in the Department of Economics. Starting with the advising conference that anticipates the first semester of their junior year, FLIE majors are required to see an advisor in Economics and in their respective language. In principle, if not always in practice, the approval of the advisors in both disciplines is required to allow students to register for the next semester. Currently, five faculty members in Economics provide advising to FLIE majors for their junior and senior years. In each of the language programs advising of FLIE majors is handled by the respective Director of Undergraduate Studies. In addition to providing advice in curriculum matters, s/he also informs students of opportunities for study abroad and for internships with businesses both in Kentucky and abroad.

IV. 3. Student Learning Outcomes

In addition to students' impression of their learning experience derived from the alumni survey and the senior exit survey, we have also begun conducting a senior exit exam. The following is an assessment of our first attempt and this new evaluation procedure.

Evaluation of Spanish FLIE majors: Towards the end of the Spring semester of 2003 Professor Inma PertusaI contacting all Spanish FLIE graduating seniors (a total of 8 students) inviting them to participate in a pilot evaluation exam. Only two (Nawaal Nasser and Mara Hwang) of the eight students responded to my e-mail, and a date and time was selected for the interview.

The evaluation committee was formed by two faculty members from the Department of Hispanic Studies, Dr. Paz and Dr. Pertusa, and one from the Department of Economics, Dr. Gail Hoyt. Students were given a short text in Spanish (approx. 500 words) discussing Spanish women in the market place. They were instructed to write a summary of the main ideas of the text in English. They had twenty minutes to do so. After the assigned time the committee met each student individually and proceeded to discuss the content of the article. In both instances the students were asked to summarize the article in English orally and to express an opinion on the topic at hand. During the interview the Spanish faculty also spoke to the student in Spanish, asking more specific questions about the article in the target language.

Assessment: Student 1 wrote a lengthy summary of the article in correct English, and was later able to elaborate on the topic. She understood all the questions in Spanish and answered them without any difficulty. The final assessment for this student was as follow:

- 1: accuracy of understanding the content of the article: Excellent
- 2: Language competency: Excellent

Assessment: Student 2 wrote a short summary of the article in good English. During the oral interview she did not elaborate too much on the topic when asked to do so in English or in Spanish. She understood most of the questions in Spanish, and had some difficulty answering some of them. The final assessment for this student was as follow:

- 1: accuracy of understanding the content of the article: Satisfactory
- 2: Language competency: Satisfactory

Evaluation of the testing procedure: The process went well and seems effective in assessing achievement in this area. However, it is time-consuming (about 30 minutes per student with three faculty members) and additional resources will be required to make this procedure mandatory for all FLIE seniors. We plan to expand and refine this assessment process until it becomes a standard requirement for all FLIE majors.

IV.4. Customer/client satisfaction

IV.4.i. Results from Alumni Survey.

The appendix table provides detailed information for the responses to the Alumni survey. Some basic analysis was performed to determine if the high percentage of female respondents likely alters the response pattern compared to the population. Correlation coefficients for gender with the survey response were calculated for each of the questions. Responses in sections II-V of the survey showed relatively low correlations between gender and response. While there appears to be some correlation in responses, it is relatively low. For example, the results indicate that women are slightly more likely to have participated in a study abroad program, but were less likely to have participated in (and/or found valuable) an internship program. Similarly, women have a slightly more positive view of their Arts and Sciences advisor and of the language faculty than men. In all of these cases the correlation is relatively small (less than .25), indicating that there is little bias from the disproportionately high female response.

However, in section VI of the survey, the correlations are somewhat stronger and typically negative. Indeed, there is some evidence that women are more negative about how well the program developed their understanding of history and culture of the international community (Question VI.3) and their ability to function effectively in an internationally focused work environment (Question VI.4). Other correlations were less but also negative. This implies that, in particular for the section assessing these goals and objectives of the program, these results may be slightly downward biased. It also suggests that women perhaps are having less positive outcomes than their male counterparts. The negative correlation in Question VI.4 (functioning in work environments) may be in part related to the negative correlation with Question II.2 assessing participation in an internship program.

The overall results have a few striking aspects. We note that 69% of the respondents participated in a Study Abroad experience (Question II.1). Of those who participated in a study abroad, 100% of the participants rated this experience as very important. While one must be careful in interpretation, this suggests that facilitating study abroad programs is likely to be valuable to the FLIE program. It is encouraging that nearly 69% of the respondents did participate.

In section IV, it is observed that 86% of our graduates have obtained a full time position. More striking is the fact that 72% of the respondents have taken a

position in which they have used their language in the workplace (Question IV). This implies that of those who have taken a full time position, 84% are in a position which makes use of their language.

In section V the results indicate that 62% of the respondents rated the economics courses as excellent, and similarly 57% rated the language courses as excellent. In both cases only 3% rated these courses as unsatisfactory and over 85% of respondents rated these courses as good or excellent. Advising is an area of concern. Few of the measures of advising rated the program as excellent, and 14-17% of students rated advising as unsatisfactory. Overall, 90% of the respondents rated the FLIE program as good or excellent and 45% rated it as excellent. None rated the program as unsatisfactory.

Section VI may be the most important section, since it is designed to evaluate our progress toward the goals and objectives given above. Overall, the program appears to be at least satisfactory in each of the eight major areas. Over 89% of the respondents classified the program as at least satisfactory in each of the 8 major areas. The program scores highest for how well our students are able to “analyze market forces and discuss their role in international trade or development” and to “understand the relationship between social and economic changes.” In both of these areas, 56% of the respondents reported that the program develops these abilities very well. There is some concern that the program does not do well in developing an ability to assist US business on practices and policies than can improve their reception in foreign markets and may not prepare students for an internationally focused work environment. Only 22% of the respondents rated the program very well in developing business practices and policies for international businesses, and 17% rated it as poor in this respect. Similarly only 27% rated the program as preparing students very well for an internationally focused work environment, while 8% rated it poor in this category.

The open ended questions in section VII were particularly revealing about what our majors do with their degree after graduation. Lack of this knowledge has been a problem in advising. We observe that the average starting salary was \$32,925 with a range between \$18,000 and \$50,000. Half of our graduates started at \$32,000 or more. Seventy-five percent started at \$28,500 or more. Examples of occupations include economist at the I.R.S., French and E.S.L. teaching in the Fayette County Public School System, International Account Manager for Transition Networks and Asia-Pacific Marketing Coordinator for Alltech.

As noted above, 31% of our respondents enrolled in a graduate program and 10% have completed a graduate program at this time. Our students have attended Ph.D. programs at Boston University, Webster University, University of California and Johns Hopkins. They have attended other programs at Vanderbilt, University of Kentucky, University of Louisville and University of Southern Mississippi, and Appalachian School of Law.

Overall the program appears to meet many of its major goals and objectives and students appear to rate the program very highly. This survey revealed that areas of improvement include Advising, integration of practices and policies to aid U.S. businesses, and preparation for working in an international work environment.

IV.4.ii. Results from Senior Exit Survey

The senior exit survey elicits responses concerning many different aspects of undergraduate life at the University of Kentucky. Some of the topics are very similar to topics covered above in the Alumni Survey. The advantage of the exit survey is higher numbers of respondents and the ability to compare responses to other programs. A disadvantage is that the survey is not tailored to specific questions about the program, as the alumni survey was.

We have chosen to compare responses to all Arts and Sciences majors. The FLIE program is within Arts and Science and combines two major areas with Arts and Sciences: Humanities (language) and Social Science (Economics). Arts and Sciences recognizes three major areas: Humanities, Social Science and Natural Science. As one might expect, the overall responses within the FLIE program are very comparable to Arts and Sciences overall.

The senior exit survey was revised for the 2002/2003 academic year. Some questions are common to both the old and new survey. Other questions were only collected using the old survey instrument (1998-2002) and some additional questions were added to the new survey instrument. We examine each of these sections in turn.

Data were obtained for graduating classes spanning fall 1998 through spring 2003. An analysis was done to determine if there were any trends in the responses. Overall, the response averages were remarkably stable over time, and so the full period was combined.

Overall, the averages for FLIE majors are very similar to those for Arts and Science as a whole. In general FLIE majors' averages were slightly lower for most questions. Typically the difference was small. For example, the question "Quality of Faculty in Major" had an average response (on a 1-4 scale) of 3.31 for all Arts and Sciences, and 3.29 for FLIE majors.

One notable difference between FLIE majors and Arts and Sciences is consistent with concerns noted in the alumni survey: advising. The average response to questions rating advisors were 0.08-0.16 points lower (on a 4 points scale) than other Arts and Sciences majors. Of particular concern were the responses to the question about availability of advisors and whether the advisor reviewed the student record. In these questions, FLIE majors rated their advisors as .14 and .16 points lower, on average, than their Arts and Sciences counterparts. Interestingly, in spite of these lower marks, FLIE majors on average would recommend their advisors to others only slightly less than Arts and Sciences majors as a whole. It should also be noted that the average response indicates that students agree with statements like "my advisor reviewed my record" and "my advisor was available." (The averages were approximately 3 on a 4 point scale).

Interestingly, one area where FLIE students had a notably higher average than Arts and Science majors was in responding to the statement "I would recommend my major program to other students." Arts and Sciences majors had an average score of 3.23, while FLIE majors had an average score of 3.39 (a 4 point scale). This is notable in that most students do appear to have found the program to be valuable.

One important statistic revealed here is that the percentage of students who fail to graduate on time because a required course was not offered is higher for FLIE than all of Arts and Sciences. Further investigation revealed that the percent of FLIE students indicating this problem was particularly high in 1999 (nearly 5 of the 9 respondents). The small number of students responding to this question in general (only 68 of the 112), indicates that this is an overstatement of the problem. However, it should be noted that this is a concern, given the somewhat "lock-step" nature of the program.

Similar to Arts and Science majors as a whole, FLIE majors are most likely either to be pursuing employment or graduate studies at the time of graduation. While Arts and Science majors as a whole are more likely to be planning to pursue further degrees, FLIE majors are more likely to be entering the labor force. Although not presented here, tabulations for students in the Gatton College of

Business are very similar to the FLIE majors in this respect. This suggests that the planned career path of FLIE majors more closely resembles business majors than Arts and Science majors.

For those planning to pursue graduate degrees, Law and Masters Degrees are cited most commonly for both Arts and Science and FLIE majors. The higher concentration of FLIE majors into these two choices is largely reflected by the lower likelihood of pursuing Medical, Dental and Pharmacy degrees. Since the FLIE major is not designed for students interested in these degrees, this finding is not surprising.

Turning next to questions added to the new survey, we can again note that FLIE majors responded with a lower average than Arts and Sciences as a whole. It is of concern that FLIE majors responded with a much lower average (3.4) than Arts and Sciences (4.0 on a 5 point scale) to the question which asks, “compared to your freshman year, how would you describe your current skills and knowledge about being able to write clearly?” This suggests that FLIE majors do not find much improvement in their writing skills. Since the question asks about improvement, it is difficult to determine why this may be. Comparisons to other language majors, and other economics majors, suggest this phenomena is unique to FLIE majors (all Economics majors had an average score of 4, while language majors had an average score of 4.2). This area bears further investigation. It has been noted that, at least historically, FLIE majors have been more likely to be in the Honors Program and have higher initial test scores. It may be that this reflects the higher initial ability of these majors. Nonetheless, further investigation is warranted.

Also of concern are the lower averages in “thinking critically” and “analyzing mathematically.” These are both areas where it would be expected that the FLIE program would rate quite highly. Again, comparisons to other economics majors show that the FLIE majors rate this somewhat lower. Again, this bears further investigation.

The old survey instrument asked income and career information. The results are very comparable to those found in the alumni survey. The majority of FLIE majors had starting salaries between \$25,000 and \$40,000. This is very comparable to the average of \$32,000 found using the alumni survey. Interestingly, this distribution is markedly higher than the overall distribution for Arts and Sciences. Indeed, it more closely compares to the starting salary

distribution of Gatton College of Business majors. This is encouraging, since it suggests that our majors are able to find well-paying jobs.

We also find that more FLIE majors are finding jobs that are directly or somewhat related to their major than the typical Arts and Science major. Again, this is encouraging since it indicates that the program is preparing students to enter into positions using language and economics (as noted in the alumni survey as well).

Overall, FLIE majors seem to have lower averages on some questions than Arts and Sciences as a whole. It is not clear what these results indicate, and it may be simply due to overall beginning differences in student quality. However, this is an important area of concern for the program.

IV. 5. Outreach

The newly formed FLIE Coordinating Committee began meeting in August of 2002. In addition to consideration of the effectiveness and structure of the FLIE program, one major area of emphasis for this committee has been the promotion of the program through various forms of outreach.

The committee met with several representatives from the Admissions Office to determine how we might connect to incoming high school seniors with interest in languages. The Admissions Office assisted us in identifying incoming high school students who had taken more than two years of a language in high school so we could send these students a letter describing the FLIE program and encouraging them to communicate with us in this regard. The letter was sent out in June 2003 to 278 students. Since this is our first year using the letter, we have yet to assess its effectiveness. (See letter in appendix)

Brochures in each area were prepared when the program was first formed. Several years after that a combined brochure in color was prepared, using money from the dean's office and that printing has now been depleted. In any case, we agreed that the brochure needed updating and a subcommittee is currently working on this project. We also decided that it was time to prepare a website. The College of Arts and Sciences web page currently includes a section on the FLIE program that shows information about graduation requirements, but a FLIE/French graduate has volunteered to put a website together that provides a wider variety of information regarding the program.

As an additional measure to increase awareness about the FLIE program, we met with representatives from the University's Central Advising Office where undeclared students are advised. We discussed strategies for getting the word out, and they invited the Directors of Undergraduate Studies for each of the languages and economics to come and talk with all advisors. This meeting took place on May 5, 2003 and was very productive. We have been encouraged to try to acquire a position in summer advising conferences and merit scholar weekends and we are looking into this option.

IV.6. Study Abroad/Internships

FLIE Majors are strongly encouraged to study abroad as a part of the FLIE program. The statistics below show the number of FLIE students studying abroad each year. Given 153 students are in the program, the number abroad each year would indicate that most FLIE students are studying abroad at least once while in the program.

FLIE MAJORS ABROAD

1999 – 2000:	12 FLIE majors abroad				
5 French	2 German	5 Spanish			
2000 – 2001:	28 FLIE majors abroad				
9 French	3 German	1 Japanese	15 Spanish		
2001 – 2002:	20 FLIE majors abroad				
5 French	3 German	2 Japanese	9 Spanish	1 Russian	
2002 – 2003:	25 FLIE majors abroad				
1 Arabic	8 French	5 German	11 Spanish		

Of these FLIE majors abroad, seven were on internships: 4 to France, 1 to Russia, 1 to Germany, and 1 to Spain. Additionally, other majors involved in internships included 2 to France, and 2 to Spain.

Publicity efforts to strengthen the FLIE major and study abroad include seventeen visits to Freshman Orientation sessions by a Study Abroad officer each summer and visits of over thirty sections of UK101 each fall.

IV.7. FLIE Dept. of Education Grant

Given the steady growth of the FLIE major, the founders quickly realized the need for new courses combining language and economics, international internships, and enhanced study abroad opportunities. The program applied for and received a two-year Title VI grant in 1999 to support such activities for 2000-2002. Since not all the funds had been used in the first two years, the term of the grant was extended into a third year.

The following resulted:

- Capstone courses (ECO 499) were created in German, Russian, Japanese, French and Spanish in which economic content related to the given language area were taught in the target language.
- Internship opportunities in the countries of the target language were pursued in French, German, Russian, Japanese and Spanish. As a result, during the time of the grant seven students interned in France and one in Russia, and the foundations have been laid for internships in German, Japanese and Spanish.
- Distance learning materials have been developed in German and Spanish.
- In 2001, 2002 and 2003, sessions on FLIE were organized by UK FLIE faculty as part of the Kentucky foreign Language Conference held each year in April. In addition, seven UK faculty participated in or attended conferences on FLIE-related topics off campus.

(For further details see the appended Final Performance Report)

V. Analysis of Strengths and Recommendations for Quality Enhancement

V.1. Evaluation Statement

FLIE has accomplished its mission of offering students an integrated study of world language and culture, international economics, and study abroad. As much as any program at UK, it fulfills the Provost's 2001 initiative for global education.

FLIE has continued its remarkable growth in the current review period (1997-2003), rising from 91 to 153 majors. Even more remarkable is the fact that the program has been able to grow without direct funding from UK. Both senior-exit and alumni surveys show that FLIE students are largely pleased by their experience in the major, and that their education enhances their earning potential and their opportunities for success in the global marketplace.

Centralized advising by the College of Arts and Sciences for freshman and sophomores (Fall 2002-), along with the addition of more advisors in the College of Business and Economics and the foreign language departments, have helped to change the perception that FLIE majors are "homeless" (1997 Self-Study). Instead of a single home, they simply have two or three, a situation that reflects the interdisciplinary nature of their study.

The creation of a standing FLIE Coordinating Committee (2002-) has given the program more cohesiveness and identity. It has improved contacts for both students and faculty between the College of Arts & Sciences and the College of Business & Economics. The Committee offers a centralized locus for making changes and addressing problems.

The U.S. Department of Education Title VI grant (2000-2003) stimulated and strengthened FLIE in a timely way, leading to some permanent improvements. Internship opportunities abroad, for example, could not have been accomplished without funding for faculty travel to secure contracts with public and private institutions in France, Germany, Russia, Spain and Japan. Other innovations, such as the capstone courses in global economics taught in the various languages, will not become permanent without new funding. In the immediate future, these courses will probably have to be offered as overloads. This and other forms of good will cannot be lasting solutions.

V.2. Projections: Future Goals and Needs

FLIE now finds itself at a critical moment, when the number of its majors continues to grow, Title VI funding has ended, and some of the grant's innovations could wither without continued support. The Self-Study Committee recommends the following measures for improving the program:

1. A Director of FLIE should be appointed jointly by the deans of the Colleges & Arts and Sciences and Business & Economics. The Coordinator would respond directly to the deans of the two Colleges, would be ex-officio chair of the Coordinating Committee, and be responsible for all decisions relating to FLIE. The FLIE Director should receive some kind of compensation, in the form of a modest stipend or a course release.

2. The Director of FLIE should be given a small budget, derived in equal parts from the two Colleges. With 150+ majors and growing fast, FLIE is one of UK's greatest success stories. Nothing succeeds like success, but unrewarded success can be a missed opportunity.

3. Efforts to streamline advising must continue. Although advising problems are endemic to multidisciplinary study, we must continue to address what appears to be the weakest part of a strong program. FLIE should devise its own system of measuring the effectiveness of advising. More than any other measure, the appointment of a FLIE Director would improve advising by offering students a single person with whom to consult in the event of serious problems, and by having advising generally supervised by one faculty member.

4. An International Economics Society should be created for FLIE majors. Unlike Economics and most foreign language majors, FLIE students do not have their own organization. The International Economics Society would offer opportunities for students to meet outside the classroom, interact with fellow majors, and feel a greater sense of belonging to a program. The current Economics Society could be a model for the new organization.

5. A periodic social event should be offered for FLIE students and faculty. There is no time and place that brings together both FLIE majors and faculty. An annual event, like an informal orientation or picnic, would socialize students, allow them to meet each other and their faculty, and give them a greater sense of recognition and identity.

6. Internships should be strengthened. With almost 70% of FLIE majors studying abroad, there is a large pool of students who could be tapped for internships in foreign companies or institutions. Students could either move directly from study abroad program to internships, or return to the target country at a later stage in their undergraduate careers. More internships would cost the program nothing, and would cost students less than study abroad, since many foreign companies offer compensation in the form of subsistence salaries, housing or meals.

APPENDICES

- I. Course Materials**
 - a. Course Offerings Inventory**
 - b. Capstone Course Syllabi (ECO 499)**
- II. Survey Data**
 - a. Alumni Survey**
 - b. Senior Exit Survey**
- III. FLIE Title VI Grant: Final Report**
- IV. FLIE Committee Minutes**
- V. Letter to High School Seniors**
- VI. Previous Self-Study of FLIE (no electronic copy)**
- VII. Program Description from University Bulletin (no electronic copy – is available at A&S web site.)**
- VIII. Faculty Vitae (electronic versions on department web sites.)**
- IX. Economics Department 2004 Full Self-Study Document for Economics Department Review 2004 DRAFT**

I. Course Materials

a. Course Offerings Inventory

FLIE Course Offerings Inventory (Fall 1993-Fall 2003)

ES=every semester, FA=fall semester, SP=spring semester

Economics Core Requirements

STA 291 ES
ECO 201 ES
ECO 202 ES
ECO 391 ES
ECO 401 ES
ECO 402 ES
ECO 471 ES
ECO 465G or
ECO 473G ES

Language Core Requirements

FRENCH

FR 203 ES
FR 306 ES
FR 307 every SP

GERMAN

GER 205 every SP
GER 206 every FA
GER 307 every FA
GER 310 every SP

JAPANESE (beg. FA 98?)

JPN 202 every SP
JPN 321 every FA
JPN 334 FA 98, 99, 01, 02; SP 99, 01-03

RUSSIAN

RAE 280 FA 94, 96-99, 02; SP 94, 96
RAE 303 FA 93-96, 98-00, 02
RAE 304 SP 94-97, 99-01, 03
RAE 380 FA 93-96, 98, 99, 01, 02 or RAE 390 SP 94-98, 00-02

SPANISH

SPI/SPA 210 ES
SPI/SPA 211 ES
SPI/SPA 302 ES

I. Course Materials

A. Capstone Course Syllabi (ECO499) no electronic copy

II.A. Alumni Survey Materials

Survey of Foreign Language and International Economics Alumni

This survey is designed as a part of our self-study of the FLIE major. Although your responses will not be anonymous, they will be treated confidentially. Only summaries of responses will be released publicly. If some question makes you uncomfortable, please skip that question but continue with the survey. Your input will help us improve the program. As the reputation of the program grows, both current and past graduates will benefit.

I. Personal Information (this information is only used for internal purposes).

30 Total Respondents

23 Female (76%) Respondents

58% graduated since 2000

43% French

32% Spanish

II. How important was each of the following in your program at UK?

	Very Important	Somewhat Important	Not Important	Did Not participate	Correlation with Female
A Study Abroad Experience	69%	0%	0%	31%	0.301
An Internship Program	25%	11%	0%	64%	-0.244
Living in a Language House	10%	7%	0%	82%	0.213
The Career Center	11%	44%	15%	30%	0.095
A Capstone Course (ECO 499 or similar)	16%	20%	4%	60%	-0.033
My Faculty Advisor	50%	43%	4%	4%	0.144
The A&S Advising Center	14%	36%	21%	29%	0.344
The Economics Society	0%	21%	11%	68%	0.000
Omicron Delta Epsilon (Economics Honor Society)	0%	11%	7%	82%	0.236

III. The FLIE Program itself was important in

	Very Important	Somewhat Important	Not Important	Did Not participate	Correlation with Female
Finding my career path	25%	50%	21%	3%	-0.028
Getting my first job	31%	17%	41%	10%	-0.248
Getting into a graduate program	7%	21%	14%	57%	0.141
My own job satisfaction	38%	31%	28%	3%	-0.217

IV. Since Leaving UK, I have (check all that apply)

Taken a full time position	86%	Used my Language in the Workplace	72%
Taken a part time position	7%	Enrolled in a Graduate Degree Program	31%
Traveled abroad for work	38%	Completed a Graduate Degree Program	10%
Traveled abroad for school	17%	Completed other training	31%
Traveled abroad for pleasure	66%	Served in the Peace Corps	
Volunteered abroad (other than Peace Corps)		Taught a Language other than English	14%
Worked abroad permanently	7%	Taught English as a Second Language	7%

V. Please rate these aspects of the FLIE Program

	Excellent	Good	Satisfactory	Unsatisfactory	Correlation with Female
Economics Courses	62%	34%	0%	3%	-0.055
Language Courses	57%	29%	11%	3%	0.185
My Economics Advisor	32%	36%	18%	14%	0.190
A&S Advising Center	13%	38%	33%	17%	0.230
Availability of Economics faculty	41%	45%	14%	0%	0.172
Availability of Language faculty	41%	48%	10%	0%	0.266
The cultural and educational experience of the FLIE major	41%	45%	10%	3%	-0.058
The FLIE program as a whole	45%	45%	10%	0%	0.009

VI. How well did the FLIE program and coursework develop your ability to

	Very Well	Satisfactorily	Poorly	Correlation with Female
Discuss and write about professional issues in a foreign language	25%	64%	11%	-0.277
Analyze market forces and discuss their role in international trade or development?	56%	33%	11%	0.147
Understand the history, culture and world view of the international community?	48%	44%	7%	-0.400
Function effectively in an internationally-focused work environment?	27%	65%	8%	-0.417
Understand the relationship between social and economic changes?	56%	44%	0%	-0.133
Assist US business on practices and policies that can improve their reception in foreign markets?	22%	61%	17%	-0.336
Discuss the comparative economic forces and trends of world economies?	44%	52%	3%	-0.289
Understand your own culture by viewing it in a global context?	44%	52%	3%	-0.289

VII. We would like to have some information on employment and activities of our alumnus.

(a) Please list any special awards or honors you have received since graduation:

B.U. Econ Dept. Outstanding T.A. Fellowship, Internship in Madrid, Accomplished Speaker in Toastmasters, CELTA Volunteer

(b) What is your occupation?

Stay at Home Mom; Economist (IRS); French and ESL teacher (Fayette Co.); International Account Manager (Transition Networks); Asia-Pacific Marketing Coord (Alltech)

(d) If you have attended or are attending graduate school, what school?

Boston U., UK, UL, Vanderbilt, Johns Hopkins

(e) If you have attended or are attending graduate school, what field?

Law, Economics, Education, Public Policy, Diplomacy

(f) What was your starting salary?

(N= 20) Mean = \$32,925

minimum \$18,000

maximum \$50,000

Median \$32,000

75% earn more than \$28,500

25% earn more than \$38,000

Thank you for completing this survey

Survey of Foreign Language and International Economics Alumni

This survey is designed as a part of our self-study of the FLIE major. Although your responses will not be anonymous, they will be treated confidentially. Only summaries of responses will be released publicly. If some question makes you uncomfortable, please skip that question but continue with the survey. Your input will help us improve the program. As the reputation of the program grows, both current and past graduates will benefit.

I. Personal Information (this information is only used for internal purposes).

Name		Email address	
Street address		Graduation year	
		Language	
City, State		Second Language	
Country		Minor	

II. How important was each of the following in your program at UK?

	Very Important	Somewhat Important	Not Important	Did Not participate
A Study Abroad Experience				
An Internship Program				
Living in a Language House				
The Career Center				
A Capstone Course (ECO 499 or similar)				
My Faculty Advisor				
The A&S Advising Center				
The Economics Society				
Omicron Delta Epsilon (Economics Honor Society)				

III. The FLIE Program itself was important in

	Very Important	Somewhat Important	Not Important	Did Not participate
Finding my career path				
Getting my first job				
Getting into a graduate program				
My own job satisfaction				

IV. Since Leaving UK, I have (check all that apply)

Taken a full time position		Used my Language in the Workplace	
Taken a part time position		Enrolled in a Graduate Degree Program	
Traveled abroad for work		Completed a Graduate Degree Program	
Traveled abroad for school		Completed other training	
Traveled abroad for pleasure		Served in the Peace Corps	
Volunteered abroad (other than Peace Corps)		Taught a Language other than English	
Worked abroad permanently		Taught English as a Second Language	

V. Please rate these aspects of the FLIE Program

	Excellent	Good	Satisfactory	Unsatisfactory
Economics Courses				
Language Courses				
My Economics Advisor				
A&S Advising Center				
Availability of Economics faculty				
Availability of Language faculty				
The cultural and educational experience of the FLIE major				
The FLIE program as a whole				

VI. How well did the FLIE program and coursework develop your ability to

	Very Well	Satisfactorily	Poorly
Discuss and write about professional issues in a foreign language			
Analyze market forces and discuss their role in international trade or development?			
Understand the history, culture and world view of the international community?			
Function effectively in an internationally-focused work environment?			
Understand the relationship between social and economic changes?			
Assist US business on practices and policies that can improve their reception in foreign markets?			
Discuss the comparative economic forces and trends of world economies? Understand your own culture by viewing it in a global context?			

VII. We would like to have some information on employment and activities of our alumnus.

- (a) Please list any special awards or honors you have received since graduation
- (b) What is your occupation?
- (c) What is the name of your employer?
- (d) If you have attended or are attending graduate school, what school?
- (e) If you have attended or are attending graduate school, what field?
- (f) What was your starting salary?

VIII. Please use the space below to provide any additional comments about the FLIE program.

Thank you for completing this survey

1. Senior Exit Survey Tables

Questions common to old and new survey 1998-2003

Description	Arts and Sciences	FLIE Majors
Advisor Spent Sufficient Time	3.06	2.96
Advisor was accessible	3.14	3.00
Advisor Reviewed Record	3.02	2.86
Advisor is someone I would recommend	3.02	2.94
Rate Quality by Faculty in Major	3.31	3.29
Preparation for my first career job	2.49	2.40
Preparation for graduate or professional school	2.91	2.78
Faculty prepared carefully for their classes	3.24	3.20
Faculty gave helpful feedback on my academic progress	2.94	2.96
Faculty were knowledgeable in their subject matter	3.52	3.42
I would recommend my major program to other students	3.23	3.39
Required course was not offered when needed	1.35	1.44
I would recommend UK to another student	3.00	2.98
% graduating late due to required course not offered when needed	23.0%	26.5%
% who will work at job had before graduation	25.2%	11.9%
% who will work at new job recently obtained	8.4%	7.4%
% who are currently seeking employment	39.0%	56.4%
% who do not plan to work	8.6%	6.5%
% who plan to continue education	51.2%	35.9%
% who have no plans	20.1%	31.7%
% who have no plans for graduate degree	2.2%	2.1%
% masters or education specialist	35.2%	40.4%
% Law degree	30.1%	44.7%
% Medical degree	3.5%	1.1%
% dentistry degree	16.8%	10.6%
% Pharmacy degree	7.7%	1.1%
% other professional degree	0.6%	0.0%
% Ph.D or Ed.D	3.5%	0.0%
% Other doctoral degree	0.5%	0.0%
Number of respondents all years	3024	112

Questions from New Survey Only 2002-2003

Description	Arts and Sciences	FLIE Majors
Asked questions in class	1.62	1.50
Made a class presentation	1.38	1.25
Worked on a paper or project that required integrating ideas or information from various sources	2.16	2
Referred to knowledge you acquired in your reading or classes	2.33	2.17
Felt bored in class	1.40	1.42
Discussed ideas from your reading or classes with others outside of class	1.68	1.58
Attending class/labs	5.00	4.75
Being able to write clearly	4.26	3.42
Logically analyzing arguments with statistical or mathematical reasoning	4.02	3.83
Thinking critically and analytically	4.40	3.92
Number of respondents above questions	575	12

Questions from Old Survey Only 1998-2002

% earnings less than 15000	21.1%	5.0%
% earning 15000 to 20000	16.0%	5.3%
% earning 20000 to 25000	17.2%	5.6%
% earning 25000 to 30000	20.0%	36.8%
% earning 30000 to 40000	15.8%	25.0%
% earning 40000 to 60000	10.1%	15.8%
% earning over 60000	6.1%	0.0%
% Job directly related to major	27.1%	32.1%
% job somewhat related to major	44.4%	53.6%
% job not related to major	27.4%	14.3%
Number of respondents above questions	974	28

Final Performance Report

September 26, 2003

**The Foreign Languages and International Economics Program
at the University of Kentucky**

Introduction: A Brief History

It has been almost ten years since the University of Kentucky initiated the Foreign Languages-International Economics (FLIE) major. This program was designed to allow students to graduate within four years with 120 credit hours with an in depth understanding of both foreign language and economics. The economics courses required for the FLIE are the two principles courses, the two intermediate theory courses, a statistical methods course, an economic and business statistics course, an international trade and finance course, an economic development or a comparative economic systems course, and an economic elective. Language courses include composition and conversation courses, culture and literature courses, and a business language course. The program has steadily grown, with one hundred and fifty-five students majoring in this area. However, despite steady growth from the beginning, the founders of the program quickly realized that if it were to thrive, new courses combining language and economics, international internships, and enhanced study abroad opportunities must be developed. At this point, proposals were prepared to solicit outside funding for the development and enrichment of the Foreign Language and International Economics Program.

Proposals and Goals:

With the aid of a Title VI grant, faculty at the University of Kentucky hoped to enrich and expand the Foreign Languages and International Economics Program (FLIE) to highlight the importance of the linkage between success in the global arena and quality undergraduate training. It was the hope of those applying for the grant that the project would broaden and strengthen the international orientation of students in the program, enhance their job skills and employment opportunities, and create a richer cross-curricular link between the Colleges of Arts and Sciences and the Gatton College of Business and Economics. Ultimately, the entire university community and its constituents have benefited from the deepened cross-cultural awareness and the enhanced confidence in dealing with international matters.

The following activities were proposed to meet the mission of the project:

- I. Develop five new global economics capstone courses taught in each of the five foreign languages that make up the FLIE curriculum. These were to be newly required economics courses taught by native speaking economist and assisted by a language professor.
- II. Create, monitor, and service internship programs at private and public institutions in Germany, Austria, Spain, Latin America, France, Russia, and Japan.
- III. Develop and implement a new distance learning program and/or modules on foreign culture-business language for transmission via satellite to selected community colleges and state universities. Also, when needed, import selected global economics course-components transmitted in a foreign language from other universities.
- IV. Develop, implement, and institutionalize a special interdisciplinary session at the annual international University of Kentucky Foreign Language Conference. This session addresses cross-curricula interdisciplinary issues that arise in foreign language instruction and related disciplines.

Products of the Grant: Outcomes and Impact

I. Capstone Courses

One of the primary components of the grant was to develop capstone courses in which economic content was presented in a foreign language. During the term of the grant, courses have been developed in each of the five languages represented in the FLIE program. (Appendices include course syllabi and student evaluation results.)

German-Fall 2000

Curt Harvey, a German-speaking economist born in Austria, and Phillip McKnight from the Department of German co-taught a course on economic topics with only German being used in the classroom. The principle goals of the seminar were to motivate students to think globally while sharpening their German language skills. The course focused on the economics of German speaking regions. Students were required to research German publications, prepare a research paper written in German, and provide an oral presentation of their work spoken in German.

Russian-Spring 2001

Dmitriy Kovtun and Gerald Janecek offered ECO 499-002/RAE 400G-001: The Global Economy: Focus on the Russian-Speaking Regions to six students. The language of instruction was Russian and this was strictly maintained. Mr. Kovtun, a Ph.D. candidate in Economics of Russian ethnicity from Kazakhstan, was the primary instructor, while Dr. Janecek, Professor of Russian, was responsible for supplementing the course in the area of Russian language issues, including some assignments related directly to this. Readings for the course were partly in English, partly in Russian, but the language of presentation and discussion was Russian throughout the course, as were the written assignments and student reports. Two students in the course were FLIE-Russian majors, but the others had other majors. In all instances, this was the students' first course on Russian economics conducted in the target language. All but one were American-born students who had learned their Russian at UK. Both instructors were pleased with the students' performance in the course, given the challenges provided by the material itself and the high level of language proficiency required. Students in their evaluations indicated that they would have like greater attention to language matters during the semester, and this will be taken into consideration when the course is offered again.

Japanese- Spring2002

In the spring of 2002 Professors Goto Yoshihiro (from Japan) and Doug Slaymaker (Professor of Japan Studies) co-taught the course, The Global Economy: Focus on Japan. The course was taught entirely in Japanese. Goals of the seminar were as follows: The principal goals of the course/seminar are to motivate students to think globally and, in particular, increase knowledge of Japan, while sharpening Japanese language skills. The main emphasis of the course material will be on the economics of Japan. Because Japan (as well as many countries around the world) is undergoing a very complex transition period, it is impossible to

“think globally” without understanding of the transition process. Thus, this course is viewed as a “merging point” of several social disciplines such as international trade and finance, comparative economic systems, transition economics, development economics and even literary and cultural studies. Given the time and other physical constraints, this course can not possibly claim a full and thorough coverage of all the areas listed above. It will, however, aim on the following broad goals: “INFORMATIVE” -- Painting “big pictures” of events prior and after collapse of the former Soviet Union, getting familiarized with most striking and important facts.

Under this goal, we want to familiarize ourselves with an accurate description of historical facts, and also eliminate some most frequent and silly misconceptions. “BASIC ANALYSIS” – Understanding connection between facts, making “continuity links” among events. Attempts to understand WHY events happened (or currently happening) the way they did (are). “ANALYTICAL” – Being able to apply higher-order economic analysis to the observed facts.

French -Spring 2002

A capstone course was also taught in French, but we have been unable to acquire a copy of the syllabus.

German - Spring 2002

The class was taught by two teachers, Dr. Gary Shockey and Henning Egner. Dr. Shockey taught Business German using the textbook by Paulsell and Dr. Egner worked with students on researching, writing, and presenting papers on German business topics and lectured on selected German topics. The teachers supplemented the material by finding appropriate articles from German business magazines, which were read and discussed in class, and by lectures on various German business topics, as proposed by the participants. Student papers included topics such as the American-German merger of Daimler-Benz AG and Chrysler Corporation: “Fusion der Gleichen gleich keine gleiche Partnerschaft”. The material for writing the paper was found both in English and German on the Web and also included two American books. Students were guided through the different stages of writing a seminar paper, from collecting and evaluating literature, to first and second drafts, also advised on German language problems and problems of format and style. Papers were presented using PowerPoint slides.

Background materials came from Wirtschaftswoche and Manager-Magazin.

- Wirtschaftsprüfer und ihre Aufgaben
- Die Organe der Kapitalgesellschaften
- DaimlerChrysler, die Halbierung des Gewinns und ihre Ursachen
- Die Unternehmensverfassung deutscher Kapitalgesellschaften
- Das Steuersystem in Deutschland, Vergleich mit USA, internationaler Überblick über verschiedene Steuerarten, die deutsche Steuerreform 2001
- Der Lebensmittel-Einzelhandel in Deutschland nach dem II Weltkrieg
- Probleme familienbezogener Großunternehmen, mit den Beispielen ALDI, Deutschlands größter Einzelhändler, und Bahlsen

The topics for these lectures were in part the result of asking students about their fields of interest. Some of the topics also arose from discussions in class.

- Guidelines for Writing Seminar Papers
- Which are the Tasks of an Auditor?
- International Systems of Taxation
- Employee Participation in Germany
- ADR, Basic Benefits
- Legal Control of Competition in Germany
- Format and Style Guidelines for Academic Papers

Spanish- Fall 2002

Marco Castaneda, a professor in the Department of Economics, and Professor Inma Pertusa from Hispanic and Italian Studies, taught ECO 499: Global Economics in Spanish. Economics topics from microeconomics and international trade theory were covered with Spanish as the language of instruction. Latin America was the geographic area of emphasis in the course. The main objectives of the course were to (1) provide students with an opportunity to practice their Spanish and learn some of the vocabulary in economics, (2) review selected material on international trade theory and policy, and (3) discuss the economic conditions in Latin America. Eight students were enrolled in the course and the following summarizes evaluation results for the course:

Course: Poor [0.0%] Fair [50.0%] Good [33.3%] Excellent [16.7%]

Instructor: Poor [0.0%] Fair [33.3%] Good [66.7%] Excellent [0.0%]

The material in the course was essentially divided into two sections: (1) Economic theory in Spanish and (2) Economic conditions in Latin America. In their teaching evaluations, the students said they liked the second section better (the material on Latin America), instead of the theory lectures in Spanish. They suggested more material on Latin America, and informal discussion of the theory, would have been better.

II. Internship Development and Student Participation

Extensive travel and communication efforts have resulted in the creation of a wide array of internship offerings around the globe in all five language areas.

French

Rupert T. Pickens, Professor of French made two trips to France were funded by the grant. The first was from the 12-26 of November in 2000. He traveled to Rennes, Dijon, and Strasbourg. These are cities where the University of Kentucky now has or has recently had active academic programs; therefore, we have established relationships with individuals at universities, in government, and in the business community. At Rennes, he conferred with officials of the Regional Council of Brittany and the principals at several lycées (high schools) in Brittany and with the Commercial Attaché at the American Consulate in Rennes. He had met with these individuals the previous April to begin designing a unique internship program for Foreign Language and International Economics majors in French. The program provides our students with room and board at public and private lycées that have apartments for boarding students and visiting faculty plus a modest stipend of 750€ per semester in exchange for one

day's work per week as English teaching assistants. Four days each week our students work as interns in a variety of business in Rennes and other cities in Brittany. The purpose of the November meeting was to finalize plans, select the first interns, and assign them to appropriate businesses and lycées. In Spring 2001 two students spent the semester in Rennes (one at the biggest regional newspaper in France, one in a communications firm), two in Saint-Brieuc (one in a bank, one in the city's office of tourism), and one in Morlaix (at a boat building company).

At Dijon, he met with officials at the University de Bourgogne, the Académie de Dijon, and the Regional Council of Burgundy (the Burgundy Development program) to begin discussion about establishing an internship program with an academic as well as an experiential emphasis. At Strasbourg, he met with officials at the Université de Strasbourg and at the Strasbourg Chambre de Commerce et d'Industrie to begin discussion about establishing a summer academic program centered at the Chambre de Commerce followed by paid internships in the fall semester. Two people with whom he met on this trip (the Commercial Attaché at Rennes and a professor of European Economics at the Université de Strasbourg) came to the 2002 Kentucky Foreign Language Conference to participate in the special program funded by the grant. A third, a lecturer in European Economics, team-taught the special course in French funded by the grant as well as participated in the KFLC program.

During March 9-17, 2002, he traveled to Rennes and Dijon to follow up my previous visit. In Rennes, he met with the Commercial Attaché at the American Consulate and with old and new members of the Regional Council of Brittany to discuss the internship program's mutual benefits, to find ways to improve communication between the University of Kentucky and the Regional Council (misunderstandings had arisen the year before regarding the distribution of the students' stipends), and to make plans for the future. He also visited the lycées where two student interns were housed and met with administrative personnel. One student, in Rennes, was doing an internship in the lycée itself. The other student, at Saint-Brieuc, had an internship at the city hall, where he met with her supervisors. On all sides, everyone expressed strong support for the program. The program is ongoing. In Dijon, his meeting with officials from the University, the Académie, and the Regional Council were unproductive for two reasons. First, the prospects for funding that Burgundy Development had thought possible failed to materialize for budgetary reasons. Second, the University and the Académie preferred to focus on expanding the existing exchange program with UK. He did not have time to travel to Strasbourg, as before, but discussions are ongoing and contacts will be renewed in 2004, when UK's summer program will be at the Chambre de Commerce et d'Industrie.

German

During the academic year 2002-2003 the German department pursued a number of avenues to provide opportunities for students in German to study and work abroad. Linda Worley and Hillary Herzog co-authored a grant proposal to the German Academic Exchange Service in support of a Spring study tour of German cities and firms representing a number of important industries. The proposal was accepted, and the grant partially funded the participation of fifteen UK student, including five FLIE majors, in the June study tour. Linda Worley accompanied the students on the trip and used the company visits as a networking opportunity, establishing contacts for future internships. Stemming from this experience, one of

the students on the trip is now hoping to secure an internship at the German national aerospace center, which was a destination of the study tour. The German department is assisting the school of Engineering in creating an internship from these important initial contacts. Additionally, Hillary Herzog is pursuing internships at German-owned firms in Kentucky, as well as at a number of companies in the Munich area.

Japanese

No students have been able to participate in internships in Japan, to this date. Doug Slaymaker traveled to Japan in Summer of 2003 and was able to establish a number of promising contacts for future internship and exchange. Very likely a few student will travel to Japan, on internships, in Summer of 2004. In particular, Slaymaker met with University of Kentucky alumni, and representatives of city governments that have a sister-city relationship with Kentucky cities. A number of the results are enumerated below.

Tokyo: Jiro HASHIMOTO, chief representative of the Kentucky Office in Tokyo, is the official liaison between the commonwealth and interests in Japan. There are possibilities for an internship in his office, or through his contacts, with the Japan Racing Association

Nagoya university: Met with Dean HIRANO of Engineering and other faculty as well as coordinators of the NUPACE program of courses in English and Language study. Exchanges with the College of Engineering are established and this faculty is interested in further opportunities for student study.

City of Tahara (Aichi Prefecture), sister city to Georgetown Kentucky (the location of a major Toyota manufacturing plant. Mayor SHIRAI was enthusiastic about my proposals. I met with representatives of the Chamber of commerce who were also quite willing to establish internship possibilities.

City of Kawanishi, sister city of Bowling Green, Kentucky. Another enthusiastic reception. I have the impression that a placement in the Culture and International Exchange Division would be relatively easy, and lead to other opportunities within the city

City of Shizunai, Hokkaido, is the sister city of Lexington, located in an area with a vibrant horse industry. (Hokkaido is the northernmost of Japan's main islands, a one our plane and 1.5 hour drive from Tokyo). Both city and citizen groups have worked with Kentucky in the past and are receptive to having students intern with them.

Russian

In May 20-31, 2001, Janecek went to St. Petersburg, Russia, to arrange an internship for one of the FLIE-Russian majors who had completed the above course. Having explored various leads from home prior to his departure, Janecek focused his attention on Otkrytoe Pis'mo-Sever, a Hallmark Greeting Card affiliate with a home office in Moscow. During his visit, he met with the director of the firm and established both his willingness to accept an intern and the suitability of the firm for an internship. The firm is small, consisting of 10 employees and is

responsible for serving and further developing the market for Russian-Language versions of Hallmark cards in St. Petersburg.

The student spent the Fall 2001 semester in St. Petersburg studying advanced Russian at St. Petersburg State University and interning at Otkrytoe Pis'mo-Sever. He averaged 15 hours of work a week and accompanied various district managers on their rounds in the city, restocking card racks, taking new orders and negotiating expanded services and new clients. He also had the opportunity to discuss business procedures with the accountant in the base office. This assignment went off very well and was an excellent educational experience for the student. Janecek also met with the Principal Commercial Officer of the American Consulate in St. Petersburg and established the fact that his office would be willing to locate internship opportunities in other businesses in the city, should additional locations be needed.

Spanish

Like other language programs at UK, Spanish (and Italian) has a variety of study abroad options for undergraduate majors through K.I.I.S.: a fall semester program in Morelia, Mexico; a spring semester program in Segovia, Spain; summer programs in both Morelia and Segovia; and a brand-new fall program in Toledo, Spain--designed especially for FLIE majors in Spanish--began in September 2002. The latter program offers our FLIE majors the chance to improve their knowledge of Spanish language and culture, but also to study business in Spanish and to visit local companies as part of their coursework.

The Department of Hispanic Studies has begun a program of internships in Spanish companies for FLIE majors. During the 2000-01 academic year, Prof. Edward Stanton explored various possibilities for our students. He contacted Spanish and Mexican-owned companies in Kentucky, hoping that they would be interested in having our students begin their internships here before travelling to Spain or Mexico. They showed no interest, nor did American-owned companies in the state with branches in Spanish-speaking countries. Next, Prof. Stanton traveled to Spain in the summer of 2001 and attempted to establish internships in Navarra (capital Pamplona), one of the most prosperous regions in Spain. Both the public Universidad Pública de Navarra and the private Universidad de Navarra showed enthusiasm, but only on the condition that internships involve an exchange with their own students. Following an initial contact made by Prof. Inmaculada Pertusa, Prof. Stanton also met with Ms. Esther Rodríguez, director of a small company in Madrid called TCS (Training Center Spain), which specializes in finding internships for foreign students in Spain; it has worked for several years with American University in Washington, D.C., for example.

Prof. Stanton returned to Lexington and held long conversations with the Office of International Affairs (hereafter OIA)--especially Charlene Leach--and the Office of Experiential Education--its director Louise Stone--to see if UK could accommodate Spanish students. Although the Visiting Scholars Program offered some hope, Prof. Stanton soon realized that UK still does not have the infrastructure necessary for a full program of internships by foreign students, which would require arrangements for visas, transportation, housing, medical insurance, internships with local companies, etc. Internships do not form part of the business culture in the United States, as they do in the European Union, where they form a necessary rung on the ladder to success.

Therefore, Prof. Stanton recurred to TCS and reached an agreement between this company and UK (please refer to copy of agreement). Before doing this, he checked with American University to learn about their experience with TCS; they praised the company and its record of placing their students as interns in Spanish companies. In drawing up the agreement, the help of Dr. David Bettez of OIA was indispensable; UK legal counsel examined and approved the document. In fall 2001, the agreement was signed by Ms. Rodríguez on behalf of TCS, and by Prof. Stanton, Dr. Douglas Boyd (director of OIA) and acting Provost Michael Nietzel. According to this agreement, the Department of Hispanic Studies screens upper-division FLIE majors as possible interns; those qualified then apply directly to TCS in Madrid, with an application fee of 250 euros. If the candidates are acceptable to TCS, the company attempts to obtain an internships for them, taking care of work permits, housing and all other administrative matters. If the company cannot secure an internship for the student, the application fee is returned.

We advertised for internships in spring 2002, interviewed numerous FLIE majors in Spanish and selected two qualified candidates: Ryan Hite and Barbara Jennings. Mr. Hite submitted his application to TCS in June 2002 for an internship to begin in early 2003. Ms. Jennings submitted her application soon afterwards, and both students traveled to Spain and carried out their internships in 2002-03.

Prof. Stanton traveled to Spain in November 2002 to visit TCS, interview American interns on-site, cultivate new internships and visit our program in Toledo, which was in its first semester of operation.

III. Distance Learning Programs

Progress was made in developing foreign language curriculum for inclusion in distance learning programs. Professor Linda Worley developed curriculum units surrounding the Euro currency in the German language that have been included in a KET (a local public television station) for-credit on-line course, and the unit is also featured on the Web site of the American Association of Teachers of German. The Spanish Homework Portal System is a unit in the Spanish language hosted on a University of Kentucky Web site.

For a number of languages, however, it was not feasible to take similar steps, in part due to project time frame and resources, but also do to a lack of a geographically broad interest in these languages in Kentucky. For example, in the case of Russian, since it is taught in only a few places in the state, the clientele for this level of language activity would be very small and not repay the effort.

IV. The FLIE Program at Language Conferences

The 2001-2003 panels at the Kentucky Foreign Language Conference were set up as conference-wide panels. The Conference draws more than 600 language professors and teachers from the U.S. and the world each year. Attendance at these sessions ranged from 20 to 80. We brought in experts on foreign trade, industry leaders who dealt directly with foreign markets, nationally prominent teachers of business language to serve on the same panel. The

synergy of these panels was the most significant accomplishment of the panels: business and government leaders interacting with textbook authors, economists, and language professionals. Each panel was chaired by a grant participant, who related panel content to our grant activities. This was part of our goal of dissemination of information generated by grant work. We were pleased that the President of the University of Kentucky, himself a successful businessman in the computer industry and an engineer, was a panelist in one session.

2001 FLIE Sessions at the Kentucky Foreign Language Conference

Foreign Languages, Business, and Economics: Future Directions I

Organized by: Jeannine Blackwell, University of Kentucky

Chaired by: Curtis Harvey, University of Kentucky

Panelists:

Mr. Alain Stekke, Belgian economist and Principal Administrator at the European Commission. He is also a Professor at the College of Europe (Belgium, Brugge) and a Lecturer at the Department of Economics of the Université Catholique de Louvain (Belgium, Louvain-la-Neuve), and is currently a fellow at the LBJ School of Public Affairs at the University of Texas in Austin.

Dr. Steven J. Loughrin-Sacco, Co-Director of the Center for International Business Education and Research (CIBER), Chair of the International Business Program, and Professor of French at San Diego State University.

Dr. John M. Grandin is Professor of German and Executive Director of International Engineering Program at the University of Rhode Island. He is also co-director of the Deutsche Sommerschule am Atlantik.

Dr. Jorge Valdivieso, Professor, Thunderbird, The American Graduate School of International Management

Mr. Julio Tuñón; Director for Latin America, Business Products Division, Lexmark, Inc.

Foreign Languages Business and Economics : Future Directions II

Organized by: Margaret E.W. Jones, University of Kentucky

Chaired by: Curtis Harvey, University of Kentucky

2:00 Incorporating the Cultural Aspects of the Language in Spanish for Business Programs -Rubén A. Candia, St. Mary's University

2:30 Spanish for Business and International Trade: Curricular Response and Recent Developments -Michael Doyle, University of North Carolina (Charlotte)

3:30 New Materials for Business Spanish Felipe A. Lapuente, University of Memphis, CIBER

4:00 Foreign Language Trends in the US, the Economic Growth of the Pacific

Rim: Possible Initiatives for the Foreign Language Departments - Geert S. Pallemans, Southern Illinois University

2002 FLIE Sessions at the Kentucky Foreign Language Conference

French: Culture, Identity, and Global Economics

Organized by: Jerry Janacek, Rupert Pickens, and Sadia Zoubir-Shaw

Chaired by: Jerry Janacek

9:30 Ludwig Kreitz-Universität Robert Schuman (Strasbourg, France)

10:00 Francois Mariet-Université de Paris-Dauphine (Paris, France)

11:00 Maggie Chevallier - Université de Bourgogne (Dijon, France)

11:30 Eric Beaty - Commercial Attaché (Rennes, France)

Afternoon Roundtable Discussion:

Organized by: Jerry Janacek, Rupert Pickens, and Sadia Zoubir-Shaw

Chaired by: Rupert Pickens

Mediator: Sadia Zoubir-Shaw

Lee Todd - President of the University of Kentucky

Ludwig Kreitz - Université Robert Schuman (Strasbourg, France)

Francois Mariet - Université de Paris-Dauphine (Paris, France)

Maggie Chevallier - Université de Bourgogne (Dijon, France)

Eric Beaty - Commercial Attaché (Rennes, France)

2003 FLIE Sessions at the Kentucky Foreign Language Conference

Foreign Languages and International Economics: Programs and Courses

Organized by: Theodore Fiedler

Chaired by:

2:00 Bonding Across Disciplines: Commerce, Language and Culture at Georgetown College
Sigrid Suesse, Georgetown College

2:30 Bonding Across Disciplines: The View from Business and Economics
Nancy Lumpkin, Georgetown College

3:00 Bonding Across Disciplines: Cultural Learning / Alternative Internship Options
Jana Brill, Georgetown College

4:00 The Unexplored Potential of Business Language Courses for Advanced FL Learning
Astrid Weigert, Georgetown University

4:30 Morningstar.com: A Foreign-Language-for-Business Learning Tool
Anton Pujol, Wake Forest University

5:00 Using the Internet to Teach Business German
William Petig, Stanford University

Conference Attendance Travel Reports (other than internship development)

German

In December 2001, Gray Shockey attended a special meeting called by the Goethe Institute of Chicago to plan revisions of the international tests of Business German, Deutsch fuer den Beruf and Pruefungsdeutsch International. The Goethe Institute invited professors of Business German who were qualified testers to give feedback on revisions. Dr. Shockey, who is a tester, attended on behalf of the University of Kentucky.

In March 2001, Phil McKnight attended the 2001 CIBER conference in San Diego. Information gathered at that conference from CIBER units at other Universities provided valuable baseline information for planning later grant activities both for the German language and other languages involved in the project.

In November 2003, Linda Kraus Worley (German Studies) attended the 4th Annual Colloquium on International Engineering Education at the University of Rhode Island with two other colleagues from the University of Kentucky: Dean G.T. Lineberry from the College of Engineering and Dr. David Bettez from the Office of International Affairs. The conference was extraordinarily valuable. In addition to learning how other universities integrate foreign-language learning into their professional degrees (engineering and business degrees), we were able to hear first-hand from a wide array of speakers from the business world what they are looking for in terms of employment. Among the speakers were, for example, the head of BMW in the U.S. as well as another speaker from Siemens. The networking opportunities with colleagues from other universities in the U.S. was positive. Results from the conference: we will be offering the chance for students to take the second-year German course in Munich while living with families associated with their career goal and we organized a trip to German companies, a trip which took place this past June.

Japanese

Doug Slaymaker traveled to Washington DC April 4-7, 2002 for the National Association for Asian Studies conference. He organized a panel "*Paris Mon Amour: The Japanese Desire for France*," and presented a paper entitled "Yokomitsu Riichi and the Longing for Home." Other panelists included Kevin M. Doak, Georgetown University, Marvin Marcus, Washington University in St. Louis, and Ogino Anna, Keio University. He found that this conference also served as a means to increase awareness about programs similar to the FLIE program on various campuses, and to gain new ideas about our own.

Spanish

In February of 2003 Inma Pertusa participated in the 2003 Stop Surfing, Start Teaching Conference. She presented a paper with coauthor Melissa Stewart entitled, "Development and Implementation of a Spanish Portal Homework System." The primary objective of the Spanish portal homework system is to offer first- and second-year Spanish students accessible interactive activities and exercises that complement the material covered in class. The collaborative Spanish resource portal and its free distribution to any non-profit public or private institution of any level are made possible by the University of Kentucky Web Homework System (WHS), a web-based instructional support system operated in the public interest by the Department of Mathematics and UK Information Systems. Thus, the portal can act as a bridge between secondary and higher education because it allows teachers from any school to direct their students to the exercises created by a variety of collaborators.

The Spanish Portal is also the host of the *Negocios en Español* (<http://www.spanish-portal.org>) site. This project has been made possible in part by a Title VI grant from the Department of Education, and a grant from the Dean of Arts and Sciences at the University of Kentucky. *Negocios en Español* is director to foreign language and international students interested in international business practices. In this presentation, we discussed the implementation of the homework system and demonstrate how the Spanish resource portal supports the development of basic languages skills in undergraduates. The portal can serve as a model for foreign language faculty interested in moving their courses from traditional homework delivery to a more efficient system that develops student-centered teaching, with the advantage of web-enhanced instruction. Spanish teachers now have at their disposition a sophisticated instructional system that 1) conserves the instructor's time through automation of routine

administrative and communication tasks, 2) encourages collaboration among instructors at a variety of institutions, and 3) permits university faculty and instructors to enhance the traditional instructional efforts of others.

We also discussed plans to evaluate the organization of material, usefulness of exercises and activities, and the quality of feedback. Study of these evaluations will allow us to improve the content of the portal. Once the portal has been in place for a longer period of time, we will also investigate the possible increase in student retention in the Spanish program at the University of Kentucky resulting from this more satisfying interactive learning experience.

Economics

In April of 2003 Robert Gillette was the delegate for the University of Kentucky at the Grant Directors' Meeting in Montana. In March 2001, Dr. Mark Berger, principal investigator for the Kentucky FLIE grant, traveled to the UISFL Director's meeting in 2001. Dr. Berger gathered additional information necessary for implementing the planned research project.

Summary

The Foreign Languages and International Economics grant to the University of Kentucky has been a success in multiple ways: 1) the goals for the project have been met; and 2) the programs launched under the auspices of the grant will continue.

University of Kentucky participants were able to meet the project goals by establishing capstone curriculum and courses in the five target languages. Further, now that the fixed costs of establishing these courses have been met, the operating cost of offering these courses is more on a par with other Capstone courses. Internship programs have been established and are ongoing in a number of countries, and an interdisciplinary session is now a regular part of the University of Kentucky Foreign Language Conference. Distance learning materials have been developed in the German and Spanish languages, though it has not been feasible in the other target languages. One problem hindering the program here is that there is not enough demand in the state for learning some of the target languages off-site from the University of Kentucky campus.

As mentioned earlier, the costs for offering the courses and maintaining the internship programs developed during the grant are now on a par with other Capstone courses and programs offered by the University. Many of these efforts can be expected to continue now that the grant has funded the development costs for these courses and programs.

Appendices:

I. Course Syllabi

- Fall 2000 ECO499/GER507 German for Business and International Economics
- Spring 2001 ECO499/RAE400 The Global Economy: Focus on the Russian Speaking Regions
- Spring 2002 ECO499/Ger507 German for Business and International Economics
- Spring 2002 ECO499/JPN405 The Global Economy: Focus on Japan
- Fall 2002 ECO499/SPA Global Economics in Spanish

IV. FLIE Coordinating Committee Meeting Minutes

The FLIE Coordinating Committee was formed in the fall of 2002 to begin the self study process and to begin a coordinated effort across departments to coordinate the FLIE program. Meeting minutes for Fall 2002, Spring 2003, and Fall 2003 follow.

Foreign Language and International Economics Program Coordinating Committee Meeting Minutes Tuesday, August 20, 2002

The FLIE Coordinating Committee (originating as the FLIE Self Study Committee in May 2002) held its first full meeting from 1:00-2:00 on Tuesday, August 20. The primary purpose of the meeting was to discuss the upcoming self study of the FLIE program. The following is a list of the committee membership. All members were in attendance except for Hillary Herzog and Inma Pertusa.

Name	Role	Email	Phone
Chris Bollinger	Department of Economics	crboll@uky.edu	
Susan Carvalho	Chair of Department of Hispanic Studies	carvalho@pop.uky.edu	
Ted Fiedler (committee co-chair)	Chair of Modern and Classical Languages	tfiedler@pop.uky.edu	
Glenn Blomquist (ex-officio)	Chair of Department of Economics	gcbloom@pop.uky.edu	
Hillary Herzog	German Studies	hherzog@depauw.edu	
Gail Hoyt (committee co-chair)	Econ. Dept. Dir. of Undergrad. Studies for FLIE Program	ghoyt@uky.edu	
Jerry Janecek	Russian Studies	gjanecek@uky.edu	
Inma Pertusa	Department of Hispanic Studies	pertusa@pop.uky.edu	
Doug Slaymaker	Japan Studies	dslaym@uky.edu	
Sadia Zoubir-Shaw	French Studies	szoubir@uky.edu	

We began the meeting with an introduction of committee members followed by the distribution of a packet of self study materials including the previous 1997 FLIE Self Study and related correspondence, an initial outline for the 2002/2003 Self Study, and current correspondence from University administrators regarding the current self study process.

Glenn Blomquist, Chair of the Economics Department, next shared information with the committee about a potential one year postponement of the FLIE program review to align this self study and review with the review of the Economics Department which is scheduled to occur in the fall of 2003. Committee members came to a consensus, that if feasible, a one year delay of the FLIE review would be a good idea. The following support for a delay was provided in discussion:

- There are cost-saving advantages (economies of scale) to conducting these reviews simultaneously.
- A more substantial time frame for the self study process will allow for more thorough development of program goals and assessment.
- With the recent restructuring of the language departments, changes in student advising will have been implemented to reflect the changes by the end of this academic year.

- The second year of work under the Department of Education Grant to the FLIE program will be complete allowing for a more thorough assessment.
- The extended time frame will allow for a more complete assessment of internships that are currently being developed.

Glenn Blomquist will begin the communications with the Associate Deans of the Gatton College of Business and Economics and the College of Arts and Sciences that are necessary to request the one-year delay.

Whether the one year delay is granted or not, the committee plans to continue work to develop and assess the FLIE program. Methods of assessment under consideration include an alumni survey and an undergraduate survey of current FLIE majors. We will also consider University data at our disposal such as the senior exit survey and other relevant information that may be available.

However, it was recommended that before we begin outlining assessment, we need to reevaluate and reconstruct the FLIE strategic plan to more closely align the structure of the plan with more current University standards. The original goals and criteria for assessment in the FLIE program were designed in the early 1990s and in subsequent years the climate and nature of assessment have changed. The assignment for committee members between now and the next meeting is to review the materials from the 1996-1997 FLIE Self Study to determine the content of an updated strategic plan that will include goals and assessment more in line with newer University standards.

Our next meeting will be held on Tuesday, September 10 at 11:00 a.m. or at 3:30 p.m. depending on schedule information that is not yet available. As soon as the committee chairs know this information, the committee will be informed of the time and location of the next meeting.

FLIE Coordinating Committee Meeting Minutes Tuesday, September 10, 2002

The FLIE Coordinating Committee held its second meeting on Tuesday, September 10 at 11:00 a.m. in Patterson Office Tower room 1145. The following is a list of committee members. All members were present except for Glenn Blomquist (serving ex officio) and Hillary Herzog who was teaching a class at 11:00

Name	Role	Email	Phone
Chris Bollinger	Department of Economics	crboll@uky.edu	
Susan Carvalho	Chair of Department of Hispanic Studies	carvalho@pop.uky.edu	
Ted Fiedler (committee co-chair)	Chair of Modern and Classical Languages	tfiedler@pop.uky.edu	
Glenn Blomquist (ex-officio)	Chair of Department of Economics	gcbloom@pop.uky.edu	
Hillary Herzog	German Studies	hherzog@depauw.edu	
Gail Hoyt (committee co-chair)	Econ. Dept. Dir. of Undergrad. Studies for FLIE Program	ghoyt@uky.edu	
Jerry Janecek	Russian Studies	gjanecek@uky.edu	
Inma Pertusa	Department of Hispanic Studies	pertusa@pop.uky.edu	
Doug Slaymaker	Japan Studies	dslaym@uky.edu	
Sadia Zoubir-Shaw	French Studies	szoubir@uky.edu	

Our request for a one year delay of the FLIE program review has been approved. The delay aligns the FLIE self study with the Department of Economics Review.

Based on a suggestion found in the 1997 response to the 1996 FLIE Self Study, we have decided to ask a representative from the Study Abroad Office to serve on the FLIE Coordinating Committee. Sadia will contact David Bettez to ask if he would be willing to serve and attend our next meeting on November 7.

Given our review has been delayed one year, we plan to use the fall semester to prepare a revised FLIE Strategic Plan for 2003 and in the spring semester we will begin to review and assess the program to begin our self study. We have formed subcommittees to undertake the various tasks involved in creating a new strategic plan. Inma and Susan will prepare a draft of the mission statement, objectives, and action statements to distribute for comment by September 25. Committee members should respond with suggestions (to the full list serve-this should allow for dialog), within one week. After revising this draft, Inma and Susan will distribute the revised version to the committee. Jerry, Sadia, and Chris will work on the assessment portion of the strategic plan and will distribute a draft by mid October. Again, committee members should try to respond within a week to give the subcommittee time to make revisions before the November 7 meeting.

At the November 7 meeting we will

- Examine the revised mission statement, objectives, and action statements and continue discussion.
- Examine the revised assessment guidelines and continue discussion.
- Consider potential survey instruments for implementation during the spring semester. (Gail will bring drafts of these.)

David Bettez from the Study Abroad Office and Deb Moore from the Office of Institutional Effectiveness will be asked to join us at this meeting and to review the documents in advance. (Sadia will ask David to attend the meeting and Chris will invite Deb.)

To assist us in thinking about the preparation of a new strategic plan, Jerry brought information and explained guidelines for an appropriate self study process.

We have decided that in October it would be a good idea to host a reception for FLIE majors that incorporate short presentations from the Career Center, the Study Abroad Office, and various FLIE program faculty. We hope to serve refreshments.

Our next meeting will be held at 3:30 on Thursday, November 7 in room 1145 of Patterson Office Tower.

FLIE Coordinating Committee Meeting Minutes
December 10, 2002
11:00 a.m. in 1145 Patterson Office Tower

The FLIE Coordinating Committee met from 11:00-12:15 on Tuesday, December 10, 2002. The committee membership is as follows:

Name	Role	Email
David Bettez		dbettez@pop.uky.edu
Chris Bollinger	Department of Economics	crboll@uky.edu
Susan Carvalho	Chair of Department of Hispanic Studies	carvalho@pop.uky.edu
Ted Fiedler (committee co-chair)	Chair of Modern and Classical Languages	tfiedler@pop.uky.edu
Glenn Blomquist (ex-officio)	Chair of Department of Economics	gcbloom@pop.uky.edu
Hillary Herzog	German Studies	hherzog@depauw.edu
Gail Hoyt (committee co-chair)	Econ. Dept. Dir. of Undergrad. Studies for FLIE Program	ghoyt@uky.edu
Jerry Janecek	Russian Studies	gjanecek@uky.edu
Deborah Moore		dmoor2@email.uky.edu
Inma Pertusa	Department of Hispanic Studies	pertusa@pop.uky.edu
Doug Slaymaker	Japan Studies	dslaym@uky.edu
Sadia Zoubir-Shaw	French Studies	szoubir@uky.edu

Not in attendance at this meeting were Glenn Blomquist, Chris Bollinger, and Hillary Herzog.

We began by reviewing updated enrollment numbers for the FLIE program. While growth has been steady since the program began, for the past three semesters enrollment has held steady at 137 majors. Someone mentioned that one problem is that gateway courses into the program are filling so that it is difficult to get started. These numbers also led to a discussion of the need to increase advertising through several approaches that would provide more systematic ways to get word out about the program.

- work with someone in the Admissions Office and try to contact incoming high school students and inform them about the program. (we agreed that it would be a good idea to invite Michelle Nordin to attend our next meeting to discuss this.) Also, Deb Moore agreed to contact the Admissions Office to find out what information about high school students and language is currently available electronically on the University system.
- If we know what students are passing out of languages we can send them a letter informing them about the FLIE program. Susan said that she would begin thinking about the text of this letter.
- We also decided that it is time to update our brochure and develop a more sophisticated web page for the program. Ted will ask A&S (David Leep) about funds that might be available to hire a technological consultant to work on the web page and he will think about the content revision for the brochure and the web page. Sadia plans to ask a FLIE major, Joe Cahill, if he would be interested in working on the web site. (We discussed that one possible use for the web site is for posting success stories of FLIE graduates.)
- It was also mentioned that we might want to work with Central Advising to inform undeclared students about the FLIE program. For this we might want to invite Mary Sue Hoskins to a meeting.

Next, we discussed the Goal Statement for the program that Susan and Inma recently revised. A few additional suggestions were made and Susan and Inma will make those changes and send the new document out to the committee.

Jerry then presented his subcommittee's draft of a plan for assessment of the FLIE program.

Jerry made a key point that the assessment is designed to assess the program rather than the student and a student cannot fail the program based on their performance in an assessment interview.

Several recommendations were made for revision to the assessment document that Jerry's subcommittee will incorporate as they continue to review the plan.

To do list:

- Deb Moore will talk to Michelle Nordin about language information available regarding incoming high school students.
- Gail will invite Michelle Nordin from Admissions to our next meeting once it is scheduled. (we also agreed to have someone from Central Advising, the Office of Experiential Education, and the Career Center come to the different spring meetings.)
- Susan – begin work on text of letter to high school students.
- Ted will ask A&S (David Leep) about funds that might be available to hire a technological consultant to work on the web page.
- Ted will think about the content revision for the brochure and the web page.
- Sadia plans to ask a FLIE major, Joe Cahill, if he would be interested in working on the web site.
- Gail will invite Mary Sue Hoskins from Central Advising to the second spring meeting once it is scheduled.
- Susan and Inma make revisions to goal statement.
- Gail will circulate a draft of an alumni survey for comments and then begin administering the survey.
- Gail will start laying out action statements for strategic plan.
- Jerry and his subcommittee will continue making revisions to assessment plan considering more on logistics and implementation.
- Gail will solicit feedback on spring schedules to set up monthly meetings for the spring semester.

**FLIE Coordinating Committee
Meeting Minutes for Wednesday, January 29, 2003**

The FLIE Coordinating Committee met from 11:00-12:20 on Wednesday, January 29 in Room 1145 of Patterson Office Tower. Member in attendance included David Bettez, Chris Bollinger, Ted Fiedler, Hillary Herzog, Gail Hoyt, Jerry Janecek, Deborah Moore, Inma Pertusa, Doug Slaymaker, and Sadia Zoubir-Shaw.

At our December meeting we agreed to invite a variety of visitors to our meetings to discuss various topics of interest for the FLIE program. Michelle Nordin from the Admissions Office was scheduled to meet with us to discuss recruitment of high school students for the program, but could not make it to the meeting due to another meeting that took precedence. (Michelle has been rescheduled for our March meeting.) Mary Sue Hoskins and Vicky Schankula from the Central Advising Office were also invited to meet with us to

discuss recruitment for the FLIE program from the pool of undeclared students. The meeting began with discussion around this issue and Mary Sue and Vicky shared several ideas about how we might they might assist us with recruitment.

Vicky said that the best way for us to inform students who come through their office about the FLIE program is for us to educate their advisors about the program. We can do this by

- 1) meeting with their advisors annually to inform and update them regarding the program
- 2) asking Julia Hawkins to share her presentation "What can you do with a FLIE degree?"
- 3) sharing our alumni survey results when they are complete so they get a feel for what FLIE graduates are doing.
- 4) Provide copies of the revised FLIE program flyer to the advisors.

With regard to #1 - advisors hold weekly staff meetings on Monday at 9:00 a.m.. Vicky suggests that we schedule to talk with them at a spring meeting as they prepare for summer advising. (Gail will talk to Vicky to set up that date.)

Betty Sue and Vicky also recommended that we get involved in the summer advising process which will give us access to students and parents. However, gaining access to time during these sessions is somewhat difficult. The Study Abroad office currently has 12 sessions (mid June through July) scheduled and Dave Bettez has graciously agreed to use some portion of that time allotment to discuss the FLIE program. Dave will also incorporate information about the FLIE program in his sessions at Merit Weekends coming up in March.

Suzanne McGuirk coordinates summer advising sessions and would eventually be our contact if we would like to try to set up separate sessions on the FLIE program. However, we were in agreement to start by letting Dave talk about the program to see how that goes. Then later we can decide if we need to expand our efforts. Dave will be able to use some of the materials that have been prepared by Julia Hawkins for career purposes and from the new web site.

We looked at copies of the alumni survey and agreed that it needs further revision. Deborah, Chris, and Gail will work as a subcommittee to condense and improve the survey. All members of the committee are asked to look at the address list of FLIE alumni and if you see errors or have additional information – forward it to Ted. He has a work study student who will spend some time cleaning the addresses before we attempt our mailing. We decided it would be a good idea to also find email addresses and to consider some sort of incentive (bumper sticker, etc) to include with the survey. The subcommittee will present a revised survey at the full committee meeting in March.

To do list:

- Gail talk with Vicky Schankula to schedule time for FLIE committee members to meet with academic advisors in the Central Advising.
- Deborah, Chris, and Gail will work in subcommittee to revise the alumni survey.
- Ted will assign a work-study student to make corrections to the alumni mailing list.
- All committee members will look for errors in the mailing list and forward changes to Ted.

- Ted and Sadia will continue work on the new web site and brochure and have something prepared for the March meeting.
- Jerry will lead a subcommittee consisting of Inma, Ted, and Doug to begin putting the self study document together and have something ready for the March meeting.

Our next meeting will be held at 11:00 on Wednesday, February 19th in the Stuckert Building. Julia Hawkins will show her presentation on "What can you do with a FLIE degree?"

FLIE Coordinating Committee Meeting Minutes for Wednesday, March 12, 2003

The FLIE Coordinating Committee met at 11:00 on March 12 in 1145 of Patterson Office Tower. Members in attendance include: David Bettez, Chris Bollinger, Susan Carvalho, Ted Fiedler, Hillary Herzog, Gail Hoyt, Jerry Janecek, Inma Pertusa, and Sadia Zoubir-Shaw. Members not in attendance include Deborah Moore and Doug Slaymaker.

We had guests at the meeting from the Office of Admissions. Guests included Michelle Nordin, Suzanne McGurk (Visitor Center), and Laura Hibbard (student recruitment). We discuss strategies for recruiting high school students for the FLIE program and the language programs.

Beginning in the fall of 2004, students will be required to have two years of a language to get into state schools. The Admissions Office currently has information on in SIS about how much language a student has taken if they have applied to UK. Michelle, Suzanne, and Laura made several suggestions for things we might try:

- Admissions staff have access to high school counselors throughout the state. They could leave brochures with the counselors to distribute to interested students.
- It was also suggested the high school students frequently refer to the UK web site, so updating our website with recruitment in mind could be beneficial.
- As soon as January of 2004 we could send a letter to students who have been admitted. We could do a current mailing based on who has had 3 years of language as a break point. (to keep sample size manageable.) Michelle will send a list of students to Susan. Susan will draft a letter to high school students. Gail will make the contact page to go with that letter. (Jeff Peters for French (Sadia will check with him), Doug for Japan Studies, Inma for Hispanic Studies, Jeff Rogers for German Studies, and Jerry for Russian Studies. (for the April 2 meeting.) After reviewing and revising Susan's letter at the next meeting, we will forward the letter to Laura Hibbard. (We will make sure the letter includes something about study abroad opportunities.)
- Brochures could also be placed in the Visitors Center.
- Laura suggested that we could also send information to high school counselors using the list serve.

We discussed who from each language would attend the May 5 meeting with Central Advising to discuss recruitment for the FLIE program. From Russian (Jerry or Cindy), from Hispanic Studies (Inma), German (Jeff), French (Jeff Peters), Japan Studies (Doug).

Gail and Chris discussed a strategy and format change for the Alumni Survey. Along with Deb Moore they will prepare a revised version to present at the April 2 meeting.

Jerry presented a revised version of the self study document and there was initial discussion. A few suggestions were made for revision to the table of contents.

Our next meeting is scheduled for Wednesday, April 2 at 11:00 a.m. in 1145 Patterson Office Tower. At this meeting we will continue discussion of the self study document, review the online alumni survey, review the drafted letter for high school students, and take a look at progress on the brochure and the website.

**FLIE Coordinating Committee
Meeting Minutes for Wednesday, April 2, 2003**

The FLIE Coordinating Committee met at 11:00 on April 2 in 1145 of Patterson Office Tower. Members in attendance include: David Bettez, Ted Fiedler, Hillary Herzog, Gail Hoyt, Jerry Janecek, Inma Pertusa, Doug Slaymaker, and Sadia Zoubir-Shaw.

We began with discussion of who from each language will be attending the May 5, 10:00 a.m. meeting with Central Advising: Russian – Cindy Ruder, French-Jeff Peters, German - Jeff Rogers, Hispanic - Inma Pertusa, Japan Studies-Doug Slaymaker, and Economics-Gail Hoyt. At April 23 committee meeting we will decide what this group should present for the central advisors. (Gail will make sure that Cindy, Jeff, and Jeff know about the details.)

Jerry discussed progress on the self study document and the need to make a first attempt at our FLIE evaluation process. We had quite a bit of discussion regarding the format of the assessment in which seniors interpret an article written in their respective languages. We will attempt a test run with 2-3 students from each language during dead week. Jerry will contact DUSs and discuss how to move ahead.

We took another look at the online survey for seniors. Gail and Chris will make last revisions and bring to the next meeting. Ted's student worker will continue to look for email addresses.

We review the letter for high school seniors that Susan drafted. We have decided to send the letter to the approximately 600 students who have three or more language credits. Gail will work on revisions to the letter and bring to the next meeting. Dave will write a portion on study abroad to be incorporated in the letter.

Ted and Sadia reported on progress with the web site and brochure. Joe Cahill has agreed to voluntarily spend some time working on the web site. Course requirement and contact information on the brochure will be updated.

Our next meeting is scheduled for Wednesday, April 23 at 11:00 a.m. in POT 1145

**FLIE Coordinating Committee
Meeting Minutes for Wednesday, April 23, 2003**

The FLIE Coordinating Committee met at 11:00 on April 23 in 1145 of Patterson Office Tower. Members in attendance include: David Bettez, Chris Bollinger, Susan Carvalho, Gail Hoyt, Jerry Janecek, Deborah Moore, Inma Pertusa, and Doug Slaymaker. David Leep, Associate Dean in the College of Arts and Sciences, attended the meeting as well.

David Leep began with some discussion of the review process for the FLIE program that will take this fall. He would like our recommendation for external review team members. (We will have 2 internal members and 2 external members on the team.) Gail will solicit recommendations from the committee via email. After committee members make suggestion, Gail will circulate the complete list to the committee for additional feedback before sending the final list to David Leep on May 5. David would like our list to include background information (area, college etc.) and contact information for each nominee.

Next, we discussed the online Alumni Survey. A few suggestions were made for revision. Chris plans to make those changes in the survey. Gail will acquire email addresses from Ted and we hope to administer the survey within the next week or two.

Jerry is waiting to hear from Directors of Undergraduate Studies in the languages to make plans for test run of senior assessment. Susan and Ted might talk to DUSs to make sure things get underway.

On May 5, a subcommittee will be talking with the advisors in Central Advising. People who plan to be at the meeting include Cindy Ruder, Jeff Peters, Jeff Rogers, Doug Slaymaker, Inma Pertusa, Dave Bettez, and Gail Hoyt. We agreed the each language representative should take a few minutes to highlight there program, Dave will highlight study and internship opportunities abroad, and Gail will highlight the FLIE program. It was suggested that language representatives might want to emphasize why people should major in languages and pick up double majors and minors. Susan suggested they promote the fast track for students who have had extensive language training in high school. (also emphasize better placement into the appropriate language level.) Gail will contact this subcommittee to remind them about what they need to do at this meeting.

We looked at revisions to the letter for high school seniors. Addresses will be available in one week from Michelle Nordin and Ruby Watts. Susan will supervise mailing. (Gail will send revised letter to Susan.)

We had a final meeting scheduled for Wednesday, May 14 but several committee members will be out of town, so we will not be meeting again until before the start of the fall semester. Over the summer:

- Gail, Chris and Deborah will administer and process the results of the Alumni survey.
- Ted and Sadia will continue with work on the revised brochure and web site.
- Jerry will give continued thought to the self study document. (As Gail works on closing FLIE grant paper with Mark Berger, she will pass results along to Jerry.)
- Ted and Gail will stay in touch with David Leep regarding outside reviewers and review process.
- Susan will administer mailing of recruitment letter to high school seniors.

HAVE A GREAT SUMMER!!!

**FLIE Coordinating Committee
Meeting Minutes for Friday, September 12, 2003
1145 Patterson Office Tower**

The FLIE Coordinating Committee held its first meeting of the fall semester on Friday, September 12. Members in attendance included Chris Bollinger, Ted Fiedler, Hillary Herzog, Gail Hoyt, and Jerry Janecek.

The meeting began with a report from Ted Fiedler on the Self Study/Review Process. Ted attended a University sponsored meeting on the topic earlier in the week. Ted had several handouts and many useful insights on the process. Ted will recap his findings at our next meeting and provide handouts to those who were unable to attend the last meeting.

Next, we discussed the list of outside reviewers. There were concerns about the current list so we plan to continue discussion of the list at our next meeting. David Leep has given us an extension to get the list to him next week.

We also discussed the FLIE Department of Education Grant Closing Report. Committee members offered advice on where to find missing materials. Gail Hoyt and Eric Thompson will be completing the report to submit by next week.

Chris Bollinger provided a report on the FLIE Alumni Survey. A copy of this report will be made available to committee members at the Tuesday meeting if they do not yet have one.

Finally – we agreed that it was crucial to meet soon with all committee members to move ahead on the self study process. The committee will be at 11:00 in POT 1145 on Tuesday, September 16.

FLIE Coordinating Committee
Meeting Minutes for Tuesday, September 16, 2003
1145 Patterson Office Tower

The FLIE Coordinating Committee held its second meeting of the fall semester on Tuesday, September 16. Members in attendance included David Bettez, Chris Bollinger, Ted Fiedler, Gail Hoyt, Jerry Janecek, Inma Pertusa, Ed Stanton, and Sadia Zoubir Shaw. During the meeting we discussed the self study outline prepared by Jerry and we divided tasks required to complete the self study. Committee members have been asked to try to complete as many of these tasks as possible by our next meeting at 11:00 on Tuesday, September 30 in 1143 of Patterson Office Tower. Below is an annotated self study table of content that includes various assignments.

DRAFT (9/16/2003) Self-Study
Program in Foreign Languages and International Economics

VII. Preamble (Jerry has done some – Gail will send text from grant report)

VIII. Program Documents

1. Strategic Plan (Jerry will review)

i. **Mission Statement** (Jerry will review)

ii. **Goals and Objectives** (Jerry will review)

iii. Assessment Methods and Criteria

1. **Language in Economics** (Jerry overall and Inma will prepare a couple of paragraphs on how it worked for her students)

2. **Alumni Survey** (Descriptive paragraph on process- Chris)

3. **Senior Exit Survey** (Descriptive paragraph on process- Chris)

2. **Organizational Structure** (Ted)

3. **Annual Progress reports** (Ted)

IX. Resources

1. **Budget** (Ted)

2. **Faculty and Staff** (Ed will send vitas for Hispanic Studies, Gail will collect for econ and talk to Azhar Swanson for MCL, Gail will compile list of econ faculty directly involved in teaching and advising flie students)

X. Evaluation of Quality and Productivity

1. **General statement** (Jerry)

2. **Faculty and Staff** (Ted)

3. **Advising** (something included on procedure) (Ted)

4. **Student learning outcomes** (Inmas discussion of senior screening, Chris discussion of alumni survey results and senior exit survey results.)

5. **Customer/client satisfaction** (Chris discussion of alumni survey results and senior exit survey results.)
 6. **Outreach (H.S. letter, website)** (Gail)
 7. **Study Abroad/Internships** (David will prepare something on study abroad-promotional efforts - more on internships under grant section - gail)
 8. **FLIE DoE Grant** (Gail)
 - i. **ECO 499 courses** (Gail)
 - ii. **Internships** (Gail)
 - iii. **Conference sessions** (Gail)
 - iv. **Distance Learning** (Gail)
- XI. Analysis of Strengths and Recommendations for Quality Enhancement** (Ed)
1. **Evaluation Statement** (Ed)
 2. **Projections: Future Goals and Needs** (Ed)
- XII. Conclusion** (Ed)
- XIII. Appendices**
1. **Numerical data**
 - i. **Majors by year** (Gail will work on this section –include demographic information)
 - ii. **Number of graduates** (Gail)
 - iii. **Course frequency** (Jerry will look into this)
 2. **Course syllabi** (Gail has seminar syllabi – except for French section)
 3. **Faculty vitas** (Gail compiling)

(Jerry please add – in appendices – alumni survey materials and senior exit survey materials including copies of survey and complete reports and results.
Also complete DOE closing grant write up and perhaps initial proposal?)

**FLIE Coordinating Committee
Meeting Minutes for Tuesday, September 30, 2003
1143 Patterson Office Tower**

The FLIE Coordinating Committee held its third meeting of the fall semester on Tuesday, September 30. Members in attendance included Ted Fiedler, Hillary Herzog, Gail Hoyt, Jerry Janecek, Inma Pertusa, Ed Stanton, and Sadia Zoubir Shaw. During the meeting we discussed the self study outline and progress on various tasks required to complete the self study. Committee members have been asked to try to complete as many of these tasks as possible by Tuesday, October 14th. By this date we are to send our text items for the self study to Jerry so he may incorporate them into our document. Our next two meetings are scheduled for 11:00 on Tuesday, October 21 and 11:00 on Tuesday, October 28 in POT 1143. At these meetings we plan to discuss final revisions to the self study documents and our recommendations. Below is an annotated self study table of content that includes various assignments.

**DRAFT (9/16/2003) Self-Study
Program in Foreign Languages and International Economics**

XIV. Preamble (done)

XV. Program Documents

1. Strategic Plan (done)

i. Mission Statement (done)

ii. Goals and Objectives (done)

iii. Assessment Methods and Criteria

1. Language in Economics

**2. Alumni Survey (Descriptive paragraph on process-
Chris)**

**3. Senior Exit Survey (Descriptive paragraph on process-
Chris)**

2. Organizational Structure (Ted)

3. Annual Progress reports (Ted)

XVI. Resources

1. Budget (Ted)

2. Faculty and Staff (Ted is writing up – Gail is compiling vitas)

XVII. Evaluation of Quality and Productivity

1. General statement (Jerry)

2. Faculty and Staff (Ted)

3. Advising (something included on procedure, some reference to picking up business courses through a business minor-Ted) (paragraph from Ed and Gail about advising in their depts..)

4. Student learning outcomes (Inmas discussion of senior screening, Chris discussion of alumni survey results and senior exit survey results.)

5. **Customer/client satisfaction** (Chris discussion of alumni survey results and senior exit survey results.)
 6. **Outreach (H.S. letter, website)** (Gail)
 7. **Study Abroad/Internships** (David will prepare something on study abroad-promotional efforts - more on internships under grant section - gail)
 8. **FLIE DoE Grant** (Gail)
 - i. **ECO 499 courses** (Sadia will add something on French course)
 - ii. **Internships** (done)
 - iii. **Conference sessions** (done)
 - iv. **Distance Learning** (done)
- XVIII. Analysis of Strengths and Recommendations for Quality Enhancement** (Ed)
1. **Evaluation Statement** (Ed)
 2. **Projections: Future Goals and Needs** (Ed)
- XIX. Conclusion** (Ed)
- XX. Appendices**
1. **Numerical data**
 - i. **Majors by year** (Gail will work on this section –include demographic information) (also ask for minors)
 - ii. **Number of graduates** (Gail)
 - iii. **Course frequency** (Jerry will look into this)
 2. **Course syllabi** (Gail has seminar syllabi – except for French section)
 3. **Faculty vitas** (Gail compiling)

(Jerry please add – in appendices – alumni survey materials and senior exit survey materials including copies of survey and complete reports and results.
Also complete DOE closing grant write up and perhaps initial proposal?)

**FLIE Coordinating Committee
Meeting Minutes for Tuesday, October 21, 2003
1145 Patterson Office Tower**

The FLIE Coordinating Committee held its fourth meeting of the fall semester on Tuesday, October 21. Members in attendance included David Bettez, Chris Bollinger, Ted Fiedler, Gail Hoyt, Jerry Janecek, Inma Pertusa, Doug Slaymaker, and Ed Stanton. During the meeting we discussed the self study outline and progress on various tasks required to complete the self study. Committee members have been asked to try to complete remaining tasks by this Friday morning, October 24. Jerry and Gail will meet Friday afternoon to compile appendices, etc. We will meet again at 11:00 on Tuesday, October 28 in POT 1143 to go through our final draft. Ed will go ahead and sketch out a draft of recommendations that have already been mentioned to initiate discussion of our concluding committees and more formal recommendations. (One

potential recommendation was to have an annual FLIE social event to help students connect with faculty and the program.) Gail will ask Deborah Moore to attend the next meeting.

Below is an annotated self study table of content that includes various assignments.

DRAFT (10/21/03) Self-Study
Program in Foreign Languages and International Economics

XXI. Preamble

XXII. Program Documents

1. Strategic Plan

- i. **Mission Statement**
- ii. **Goals and Objectives**
- iii. **Assessment Methods and Criteria**
 1. **Language in Economics**
 2. **Alumni Survey**
 3. **Senior Exit Survey**

2. Organizational Structure (Ted)

3. Annual Progress reports (Ted)

XXIII. Resources

1. Budget (Ted)

2. Faculty and Staff (Ted is writing up –will talk to Deb about best placement.)

XXIV. Evaluation of Quality and Productivity

1. General statement (Jerry)

2. Faculty and Staff (Ted) (teaching evaluations?) (Gail can compile from econ)

3. Advising (something included on procedure, some reference to picking up business courses through a business minor-Ted)

4. Student learning outcomes

5. Customer/client satisfaction

6. Outreach (H.S. letter, website) (Gail)

7. Study Abroad/Internships (David will prepare something on study abroad-promotional efforts and participation by students)

8. FLIE DoE Grant

- i. **ECO 499 courses (Sadia will add something on French course)**
- ii. **Internships**
- iii. **Conference sessions**
- iv. **Distance Learning**

XXV. Analysis of Strengths and Recommendations for Quality Enhancement (Ed and Doug)

- 1. Evaluation Statement (Ed)**
- 2. Projections: Future Goals and Needs (Ed)**
- XXVI. Conclusion (Ed)**
- XXVII. Appendices**
 - 1. Numerical data**
 - i. Majors by year (gail also ask for minors)**
 - ii. Number of graduates (Gail)**
 - iii. Course frequency**
 - 2. Course syllabi**
 - 3. Faculty vitas**

V. Letter to High School Seniors – Summer 2003

Huanying | *Bienvenue* | *Herzlich Willkommen*
Benvenutia | *Yookoso* | *Dobro pozhalovat'* | *Bienvenido*

Dear XX:

Congratulations on your admission to the University of Kentucky! On behalf of the various language programs at UK, we want to compliment you on your achievements in advanced language study. You are among the top 10% of incoming freshmen in terms of the foreign language training you have acquired in high school.

Having demonstrated both your dedication to and talent for the study of another language and culture, you should be gratified to know that there are many ways to use this experience to your benefit once you arrive at UK. It is likely that your advanced language background exempts you from the elementary language courses required of all UK students; we therefore encourage you to use your high school courses as a springboard directly into intermediate- or advanced-level university study. Our placement exams, or AP exams if offered by your high school, as well as our faculty advisors can guide you towards the appropriate level for you to continue rapidly along the path you have already chosen.

Additionally, since you will not need to take the introductory courses, you are on the “fast track” towards a major, minor, or double major in a language. In addition, your improved language skills can lead to one or more study abroad experience while at UK, and even internships abroad. As you know, an increasingly global economy and an increasingly internationalized Kentucky put pressure on college graduates not only to be trained for their future professions, but also to be linguistically and culturally literate in other ways of speaking and other ways of thinking. A second major in one of the language programs, a major in Foreign Language and International Economics, or a minor in a language might be the key that opens future career doors for you. Graduation from college may seem far away at the moment, but once you start counting classes, counting semesters and counting dollars, you will find that maximizing the coursework you have already completed can really work to your advantage.

Our faculty advisors would like to help you early in the orientation process, as we help you see how to fit the courses you have enjoyed with the career paths you envision. UK can seem like a daunting place because of its size and the intensity with which its students and faculty work; but you have a home in the language departments, and we stand ready to help you with advice and assistance! Please feel free to contact our offices this summer, or in person upon your arrival on campus, so that we can meet you and introduce ourselves. You are the kind of student we want in our classes, and we hope to put a face to your name at the earliest opportunity.

Sincerely,

Xxx

**Contact Information for Language Programs and for
the Foreign Language and International Economics Program**

French	Professor Jeff Peters	859-257-6747	jnp@uky.edu
German	Professor Jeff Rogers	859-257-4540	mjroge2@uky.edu
Spanish	Professor	859-257	
Japan Studies	Professor Doug Slaymaker	859-257-	dslaym@uky.edu
Russian	Professor Cynthia Ruder	859-257-7026	raeruder@uky.edu
Economics	Professor Gail Hoyt	859-257-2517	ghoyt@uky.edu

VI. Previous Self-Study of FLIE (no electronic copy)

**VII. Program Description from the University Bulletin
(no electronic copy – is on A&S college web site)**

VIII. Faculty Vitae (electronic versions on dept. websites)

X. Economics Department Self Study 2004 for full Department Review

Draft of Self Study
Department of Economics
Gatton College of Business and Economics
University of Kentucky

January 22, 2004

(For internal purposes only)

Self-Study Committee:
William Hoyt, Chair
Mukhtar Ali
Chris Bollinger
Glenn Blomquist, ex-officio

DRAFT

Undergraduate education segment only

5. *Undergraduate Education*

The undergraduate programs in Economics are designed to develop an understanding of the power of economic analysis for analyzing the growth and distribution of scarce resources for individuals, governments, and businesses. The department seeks to develop in all economics students an understanding of a common theoretical core in both micro and macro economics. This core includes a working knowledge of resource allocation within the context of markets, how individuals and firms make decisions, and measures of the overall economy. Students should develop an ability to think critically and analytically about economic issues and learn to evaluate alternative economic policies. Our majors should ultimately enter the workforce or proceed to a related graduate program.

5.A *Outline of Degree Programs and Requirements*

The Department of Economics administers economics majors across both the Gatton College of Business and Economics and the College of Arts and Sciences. In the Gatton College the Department offers a Bachelor of Science in Business and a minor in economics. In the College of Arts and Sciences, the Department administers both a Bachelor of Arts in Economics and a Bachelor of Sciences in Economics degree. In conjunction with the Department of Modern and Classical Languages and the Department of Hispanic studies the Department administers a Bachelor of Arts in Foreign Language and International Economics (FLIE). In conjunction with the Department of Mathematics the Department administers a Bachelor of Arts and a Bachelor of Sciences in Mathematical Economics.

5.A.1 *Economics Degree in the Gatton College of Business and Economics*

The Bachelor of Science in Economics, housed in the College of Business and Economics currently has 138 majors. As with all B&E majors, Economics majors must complete the college premajor requirements (CS101, ACC201, ACC202, ECO201, ECO202, STA291, MA123 and MA162 or MA113). In order to be admitted to upper division status, students must complete 60 semester hours with a minimum cumulative GPA of 2.8 and complete the premajor and English requirements with a minimum GPA of 2.8.

Students who have been admitted to upper division status and declare Economics as a major must complete the college core courses (MKT300, FIN300, MGT301, MGT340, DIS300, and ECO391). Economics majors must also complete the intermediate economics theory core (ECO401 and ECO402) and a capstone course (ECO499). In addition, economics majors must complete 12 credit hours (4 courses) of economics courses and three credit hours (one course) of upper level electives in the Gatton College.

5.A.2 *Economics Degree in the College of Arts and Sciences*

As with all majors in Arts and Sciences, Economics majors satisfy the college requirements. For a Bachelor of Arts Degree, this includes the foreign language requirement and six credit hours each in the natural sciences, social sciences, and humanities. The Bachelor of Science degree includes the foreign language requirement and three credit hours each in natural sciences, social sciences, and humanities. The Bachelor of Science degree also requires 60 credit hours in the biological, physical, or mathematical sciences.

There are currently 227 students majoring in economics in Arts and Sciences. Nearly all of these students choose to pursue a Bachelor of Arts. The premajor requirements for these degrees include mathematics (MA113 or MA123 and MA162), principles of economics (ECO201 and ECO202), and statistics (STA 291). The major core requirements include intermediate theory (ECO401 and ECO402), statistics (ECO391), and a capstone course (ECO499). In addition, majors must complete 9-15 credit hours of 300 level economics courses and 15-21 credit hours outside of economics at the 300 level in at least two disciplines.

5.A.3 Economics Majors Jointly Administrated between B&E and A&S

Recognizing an important need for programs designed to prepare students for the cross disciplinary labor market, the Economics Department has sought to exploit important synergies with other units on campus. At this point two programs have been implemented. Both of these programs are jointly administered between the Gatton College and the College of Arts and Sciences. Majors in these programs are technically in both colleges.

- *Foreign Language and International Economics (BA and BS degree)*

Students with international interests are drawn to the multidisciplinary nature of the Foreign Language and International Economics degree. Nearly all of the 138 students pursuing this degree have chosen the Bachelor of Arts. There is no specific pre-major requirement for the FLIE program, allowing students to enter the program either from economics or from language interests. The core requirements of the program include 9-12 credit hours of specific language and culture classes. Students are required to complete 24 credit hours of specific economics classes. These economics classes can be broken into three groups. The first group can be deemed the premajor requirements (ECO201, ECO202 and STA291). The second group is the core theory requirements (ECO401, ECO 402 and ECO391). The third group are economics courses with a focus on international topics and include ECO 471 (international economics) and either ECO465 (Comparative Economics Systems) or ECO 473 (Economic Development). In addition to these specific course requirements, FLIE majors complete 12-14 credit hours in language and culture classes and an additional three credit hours in economics.

- *Mathematical Economics*

This program was designed to meet the needs of economics majors who desire a rigorous mathematical background in preparation for graduate school (in economics or finance) or actuarial science. The program was started in 2002 and has 17 majors. Because of the higher mathematics requirements, most students choose to pursue the Bachelor of Science degree. The premajor requirements are MA113 and MA114 (calculus I and II). Students then must complete two additional courses in calculus (MA213 and MA214), a course in probability (MA320), and a course in matrix algebra (MA322). The economics portion of the core material includes principles (ECO201, ECO202, and STA291) and intermediate theory (ECO401, ECO402 and ECO391). Additionally, students must complete a six credit hour mathematics sequence (Operations Research, Advanced Calculus or Statistics). Students must also complete at least nine credit hours of additional economics courses at the 300 level or above.

5.B Trends and Comparisons for Undergraduate Programs

Across all four degree programs, there are 520 economics majors¹ as of the 2002-2003 academic year, the last period available at this writing. As noted above, 138 (26.5%) are in the Gatton College of Business and Economics, 227 (43.7%) are in Arts and Sciences, 138 (26.5%) are in the Foreign Language and Economics program, and 17 (3.3%) are in the Mathematical Economics program. The median undergraduate program across our benchmark departments is 380 students. The average undergraduate program is 426 majors. The size of our program is 22% larger, on average, and 37% higher at the median than other economics programs.

5.B.1 Trends in Enrollment in Majors

The five year period since the last departmental self study has seen a dramatic increase in economics majors. In 1997, there were a total of 267 Economics majors across three programs. (The Mathematical

¹ The data on economics majors and other majors in B&E were constructed by members of the economics faculty based on data from the office of the Dean of Students in B&E. These data include double majors. The data for A&S economics majors derive from data provided by the office of the Dean of Students in Arts and Sciences. Data for A&S and for the university as a whole were taken from the U.K. Institutional Research web page.

Economics major was founded in 2002.) The current total of 520 students represents a growth of 95%: a virtual doubling of majors. In *Figure 5.1* enrollment, as a percentage of 1997 enrollment, is exhibited for total Economics majors, majors in other disciplines in Business and Economics, majors in Arts and Sciences, and majors in the University. As the figure suggests, the 95% growth in majors in Economics far exceeds the approximate growth of 10% in other B&E disciplines and the 4.5% growth in Arts and Sciences.

Figure 5.1: Growth in Majors, Economics, B&E, A&S and University, 1997-2002

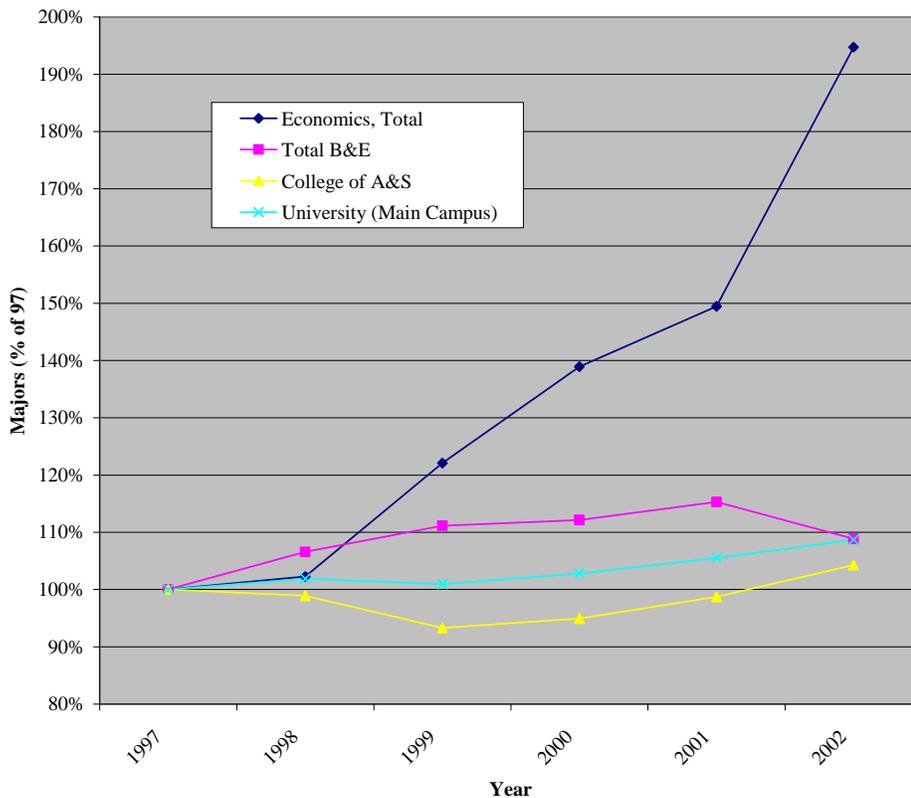
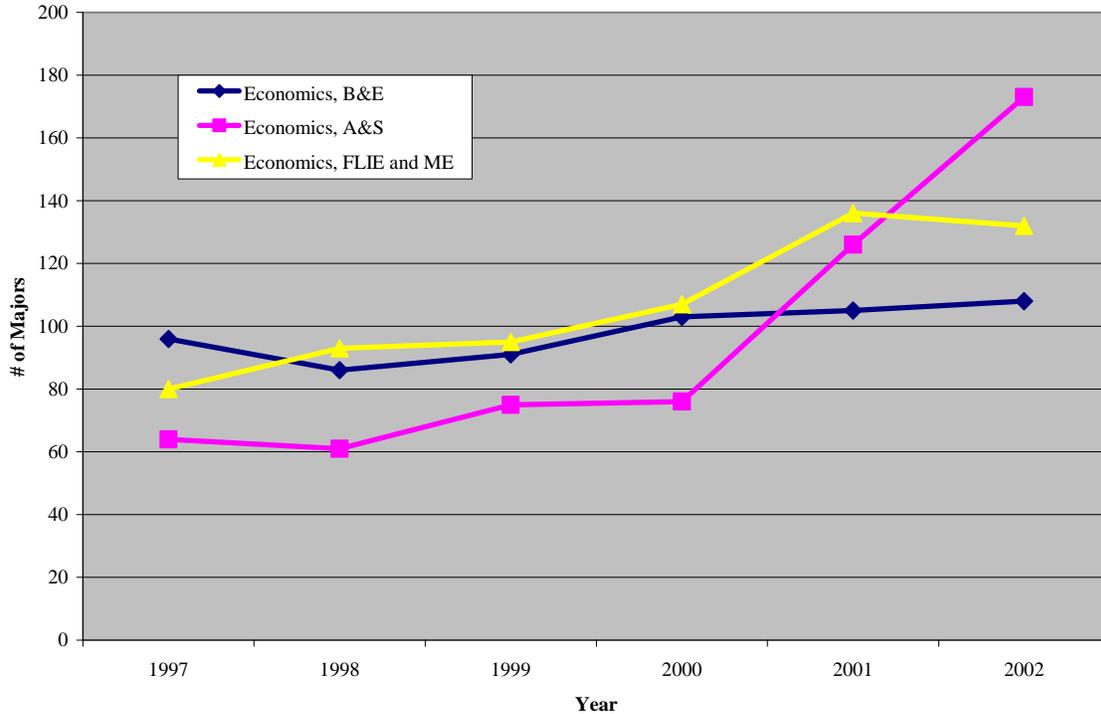


Figure 5.2 displays the enrollment across the different types of Economics majors, giving an indication of where this growth occurred. The current total of 138 B&E majors represents a 34% increase in Economics majors within the college. The economics major grew at over four times the rate of the rest of the college. Indeed, while the Gatton College experienced growth only slightly higher than that of the university, the economics major within the college grew at a rate of more than four times that of the university. Examining the Arts and Sciences economics major is also striking. There were 73 A&S economics majors in 1997. By 2002, there were 227 economics majors: a growth of 211%. This can be seen in *Figure 5.1*. In comparison, the College of Arts and Sciences grew from 3307 to 3449 during the 1997-2002 period: a growth of 4.2%. Growth in Economics majors in Arts and Sciences was more than 30 times the growth rate of the College as a whole. Indeed, the College of Arts and Sciences as a whole only added 142 students during the period from 1997 to 2002, while Economics majors within the college added 212.

The jointly administered FLIE major grew from 91 students in 1997 to 138 in 2002: a growth rate of 51.6%. This is represented in the figure as the yellow line with triangle marks. Again, this is more than ten times the growth of Arts and Sciences, and over five times the growth of the university as a whole.

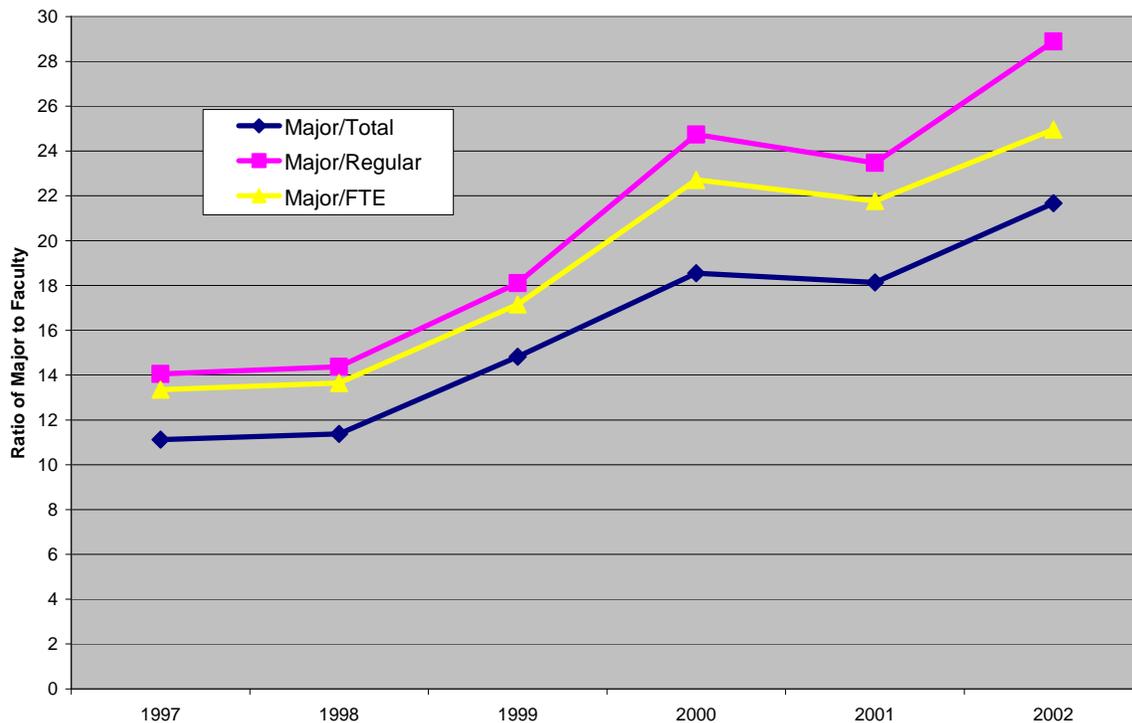
The jointly administered Mathematical Economics major has only been in existence during the last two years. As of 2002, 17 students had declared this program as a major.

Figure 5.2: Number of Majors in Economics, B&E, A&S and FLIE-ME, 1997-2002



The trend of growth in majors is particularly striking when combined with the changes in faculty discussed in more detail in *Section 6* below. This loss of faculty has an impact upon our undergraduate program. In addition, the changing composition also has an impact. The ratio of majors to total faculty has risen from 11.1 majors per faculty in 1997 to 21.7 majors per faculty in 2002. Using regular faculty with a primary appointment only, the ratio was 14.0 in 1997 and 28.9 in Fall 2002. Using full-time equivalent, the ratio was 13.3 in 1997, and 24.9 in 2003. At the time of this writing, data were not available for the number of majors in the fall of 2003. However, assuming that the number of majors has not changed since last year (most likely an understatement), the ratios this year would be 24.8, 37.1, and 24.2. Using any measure, the ratio of majors to faculty has approximately doubled.

Figure 5.3: Majors to Faculty, 1997-2002



This fact has important implications for teaching upper division classes. Most notably it necessitates large class sizes and fewer offerings. This will be discussed in more detail below. It also has important implications for advising. The doubling of majors has resulted in both a larger number of faculty members being used as advisors, and more students for any one advisor. Advising can be a significant drain on time: most notably impacting research time.

Comparison to our benchmark departments reveals that we are markedly higher in major to faculty ratios. The median ratio is 16.25 majors to faculty while the average is 16.73. Only two programs had ratios higher than ours, the University of Washington (30) and Florida (32.3). This indicates that advising burden is lower at other universities. Additionally, we polled these universities and determined that many of these universities do not have tenured or tenure track faculty advising undergraduates. Of the nine universities with undergraduate economics programs, four programs exclusively utilize at least one, full time professional staff member for advising. Three additional programs have hired Ph.D. economists into non-tenure track positions where a primary aspect of their responsibility is undergraduate advising. Only two other universities have regular full time tenured and tenure track faculty advising students. One of these programs is North Carolina State which only reports 93 undergraduate majors. The other program is the University of Florida which has 580 undergraduate majors. Hence, compared to our benchmark programs, the advising load is substantially higher at UK.

5.B.2 Trends and Comparison in Course Enrollments

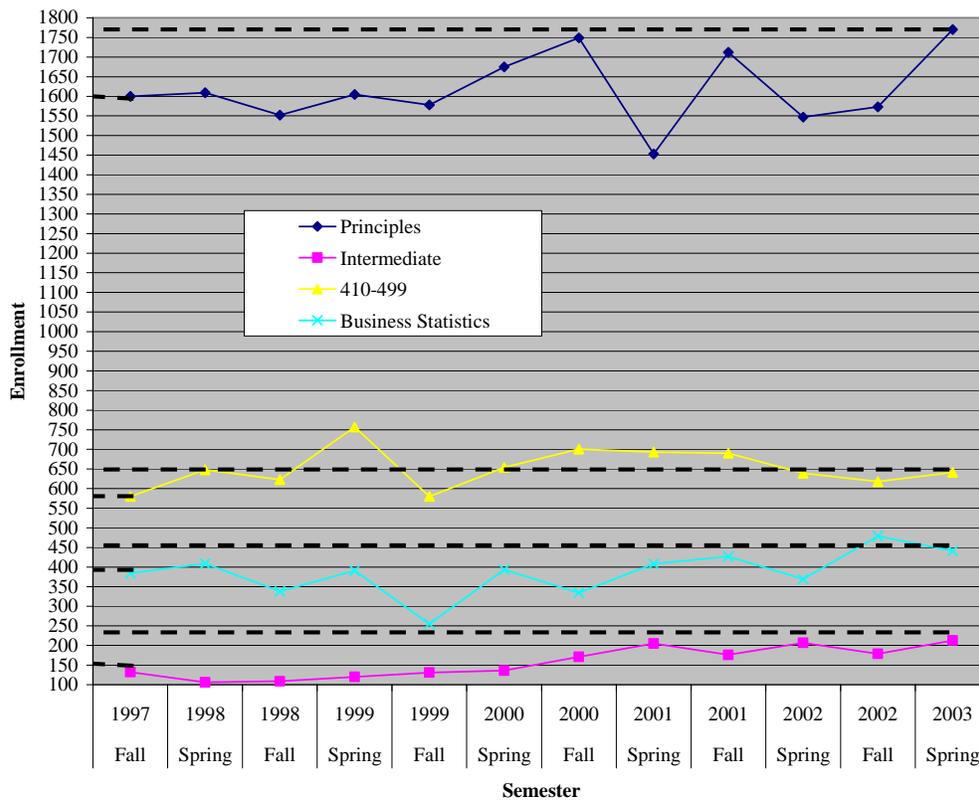
Enrolment in economics courses can be grouped into two major categories: services courses and major courses. Economics 201, 202 and 391 primarily serve as services courses, deriving a large portion of their enrolment from requirements of the College of Arts and Sciences, other majors, or the university studies program. Enrolment in the three main service courses has seen mild increasing trends. During the 1997-1998 academic year, a total of 3,209 students enrolled in ECO201 or ECO202 (or both). In 2002-2003 the total had risen to 3,343, a 4% growth. The number of sections offered rose from 34 to 41.

While there is no formal way to measure excess demand, there is anecdotal evidence that there are many students each semester who would take one or both of these classes but are unable to do so due to enrolment caps.

Economics 391 provides a service roll for the Gatton College of Business and Economics, and also serves as an important part of the economics major core. In 1997-1998 a total of 793 students enrolled in ECO 391. Enrolment grew to 920 students in 2002-2003, a growth of 16%. This growth represents a mixture of growth within the Gatton College and in economics majors outside the Gatton College.

Growth within our intermediate theory classes, ECO401 and ECO402, represents the overall growth in our majors. In 1997-1998, 196 students enrolled in these two courses. In 2002-2003 392 students enrolled in ECO401 and ECO402: a growth of 100%. This enrolment increase has been handled in part by offering additional sections, and in part by increasing the number of students per section. In 1997-1998, there were three sections of each course offered with an average course size of 33 students. In 2002-2003 there were four sections of each course offered with an average course size of 50 students.

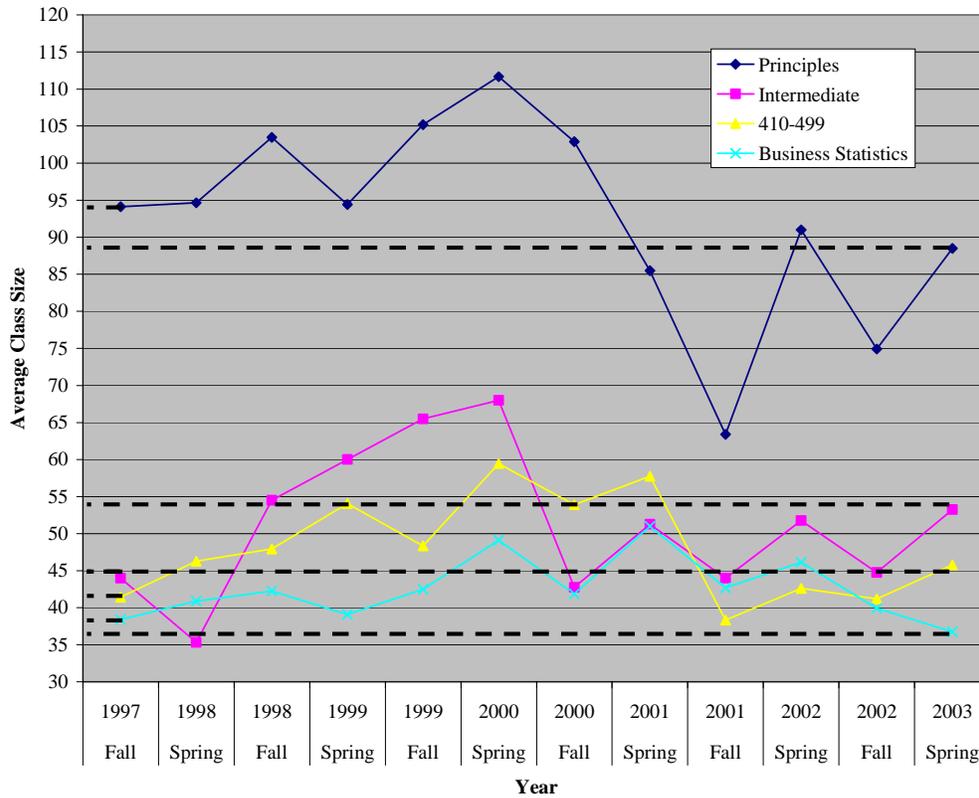
Figure 5.4: Semester Enrollment by Level of Course, 1997-2002



During the five year period being reviewed here, the Gatton College of Business removed a requirement for all business majors to complete an elective course in economics. In spite of this decrease in demand for 400 level economics courses, overall enrollment in 400 level economics classes has risen from 1186 students in 1997-1998 to 1,255 students in 2002-2003, a growth of 6%. Far more striking is that fact that average class size has risen from 34 students in 1997-1998 to 42 in 2002-2003. This increase of 23% in class size is largely due to the faculty student ratios discussed earlier and the changing composition of the faculty discussed in Section 6. The decrease in faculty is particularly problematic in filling classes at the

upper division level, where substitution to Teaching Assistants and Part Time instructors is particularly undesirable.

Figure 5.5: Average Class Size, By Level of Course, 1997-2002



5.B.3 Comparison of Student Achievement Across Programs

A particularly important measure of economics students' performance is the grade in the intermediate theory classes, ECO 401 and ECO 402. These classes are technically demanding and serve as foundation for many other courses. There has been a concern that the A&S majors, on average, are significantly weaker than other economics majors as a whole. Table IV.2.1 below examines this using data from the last three years of ECO 401 and ECO 402 classes. Only those students who received an A-E grade in the class were included. As can clearly be seen, A&S major are, on average, much weaker in these all important courses.

Table 5.1: Grade Point Average in ECO 401 and ECO 402

Major	2001	2002	2003	Total
A&S Economics	1.6	2.2	1.8	2.0
B&E Economics	3.0	3.2	3.2	3.1
FLIE Majors	2.4	2.6	2.4	2.6
Math Econ Majors	--	3.0	3.3	3.2
Total	2.3	2.7	2.5	2.6

Further examination by grade shows that there are many strong A&S economics majors, but also many very weak ones. This is presented in Table IV.2.2. Overall, A&S majors are nearly twice as likely to fail these course than the FLIE majors, and over ten times more likely to fail the course than B&E majors. While there are many strong A&S majors, many of our weakest majors are A&S majors.

The jointly administered FLIE program does not boast the strongest average, but has a very respectable 21% receiving a grade of A. It is not surprising that the Math Econ majors do very well in these analytical courses.

Table 5.2: Grade Distribution in ECO 401 and 402 by Major (rows total 100%)

Major	A	B	C	D	E	W
A&S Economics	9.5	22.6	28.1	16.0	13.2	10.6
B&E Economics	41.7	31.3	10.4	7.3	1.0	8.3
FLIE Majors	21.4	30.4	25.1	7.7	7.1	8.3
Math Econ Majors	55.6	22.2	11.1	11.1	0	0
Total	25.0	26.6	22.2	9.1	7.3	9.8

These findings suggest that some restriction of entry into the A&S economics major may be warranted. The department is currently examining the prospect of requiring ECO 401 and 402 as prerequisites for entry into other 400 level courses. This had not been done earlier due to the B&E requirement that all business majors complete an elective at the 400 level in economics.

5.C Undergraduate Student Outcome Evaluations

Measuring student outcomes is difficult. In this self study we have chosen to employ three survey methods of evaluation. The first are the teaching evaluations administered each semester in classes. It is well understood that these evaluations are imperfect measures of faculty performance in the classroom. However, their widespread use allows for comparisons. Further, they are one of the few measures currently available. The second instrument is the senior exit survey. All graduating seniors in the University are asked to complete an exit survey. These data were made available from the University of Kentucky Assessment and Institutional Research office. Finally, in order to elicit information specifically about our majors, two survey instruments were designed and sent to alumni. The first survey instrument was specific to the FLIE program. The second instrument was designed generally for the B&E economics and other A&S economics majors.

5.C.1 Teaching Evaluations

Although teaching evaluations may not be perfect measures of either teaching ability or the value of the course, they are the only measure currently available. Summary statistics at the class, department, and college level are available through the Office of Institutional Research and Assessment. While the evaluation form requests information on a great many topics, we have chosen to focus upon Question 20, which asks what the overall value of the course is, and question 21, which asks about the overall quality of instruction.

Table 5.3 presents the averages for Questions 20 and 21 for the Department of Economics, the Gatton College of Business and Economics, and the College of Arts and Sciences. The questions are answered by students on a 4 point scale with 1 being “poor” and 4 being “excellent.” A rating of 3 is “good.” Hence for both the quality of instruction and the overall value of economics courses, most students rate the department as better than good. As can be seen, the averages for these two questions are remarkably stable over time and across colleges. The Economics Department appears to be doing as well as the College of Business as a whole and as well as Arts and Sciences as a whole. Perhaps more importantly, there is no appreciable decline over the five year period. In spite of the increasing burden of the undergraduate programs, the quality of teaching has remained the same or slightly increased. One can also argue that there may be a slight increase in the overall value of our courses.

Table 5.3: Teaching Evaluations

	Economics		Gatton College		Arts And Sciences	
	Quality of Instruction	Value of Course	Quality of Instruction	Value of Course	Quality of Instruction	Value of Course
Fall 1997	3.3	3.1	3.3	3.1	3.3	3.1
Spring 1998	3.4	3.2	3.4	3.2	3.3	3.1
Fall 1998	3.2	3.1	3.3	3.2	3.3	3.2
Spring 1999	3.3	3.1	3.3	3.2	3.3	3.1
Fall 1999	3.4	3.2	3.3	3.2	3.3	3.1
Spring 2000	3.4	3.2	3.3	3.2	3.3	3.1
Fall 2000	3.4	3.3	3.4	3.2	3.3	3.1
Spring 2001	3.4	3.2	3.3	3.2	3.4	3.2
Fall 2001	3.4	3.3	3.3	3.2	3.3	3.1
Spring 2002	3.2	3.1	3.3	3.2	3.3	3.1
Fall 2002	3.4	3.3	3.3	3.2	3.3	3.1
Spring 2003	3.4	3.3	3.4	3.3	3.3	3.2

Concern occasionally arises with teaching evaluations that instructors buy higher teaching evaluations with higher grade distributions. A comprehensive evaluation of grade point distributions is well beyond the scope of this study. However, in spring of 2003, the average grade in all undergraduate economics courses was 2.61. In spring of 1998, the earliest semester for which data were readily available, the average was 2.60. The difference is clearly negligible and represents the fact that there has been little tendency for grade inflation in the Department of Economics.

5.C.2 Senior Exit Survey

All graduating seniors are asked to complete a questionnaire which provides information on the overall educational and social experience at the University. The senior exit survey elicits responses concerning many different aspects of undergraduate life at the University of Kentucky. Some of the topics are very similar to topics covered in the Alumni Survey implemented by the self study committee (discussed in section IVB.iii.c below). The advantage of the exit survey is higher numbers of respondents and the ability to compare responses to other programs. A disadvantage is that the survey is not tailored to specific questions about the program, as the alumni survey was.

The survey instruments are contained in the *Appendix* and were designed by the staff in the Office of the Vice President of Institutional Research, Planning, and Effectiveness. The data chosen are the past five years (1998-2003), reflective of the self-study period. The self-study committee obtained the raw data from the Office of Institutional Research and has compiled the results in Table A1 and A2. Sections of those tables are reproduced in the text. Overall 293 graduating economics majors completed the survey. There were 242 responses from majors within the college of Arts and Sciences, and 51 responses from majors within the Gatton College of Business and Economics. An analysis was done to determine if there were any trends in the responses. Overall, the response averages were remarkably stable over time, and so the full period was combined.

We chose to analyze five main categories of students: all Arts and Science Majors, all College of Business Majors, all Economics Majors, Economics Majors in Arts and Sciences, and Economics Majors in Business and Economics. The Foreign Language and International Economics Majors were analyzed separately by the self study committee for that major. Those analyses can be found in the appendix.

The senior exit survey was revised for the 2002-2003 academic year. Some questions are common to both the old and new survey. Other questions were only collected using the old survey instrument (1998-2002), and some additional questions were added to the new survey instrument. We examine each of these sections in turn.

The first areas of interest are the questions about advising (see *Table 5.4*). Overall, the economics majors appear to be reasonably satisfied with advising. The average rating for the statement “My advisor is someone I would recommend” was a 3.13 (on a 4 point scale). The A&S economics majors were more satisfied with the advising, scoring 3.19, than the B&E economics majors (2.84) or A&S majors as a whole (3.02). The B&E majors were the least satisfied, with an average of 2.90. Average responses for specific questions showed a similar pattern, with the average economics major agreeing that the advisors spent sufficient time, was accessible, and reviewed the academic record before advising. It is not clear if the higher scores for A&S students and economics majors (compared to B&E majors) reflect differences in college level advising or in department level advising.

Table 5.4: Advising Questions

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
Advisor Spent Sufficient Time	3.06	2.87	3.06	3.12	2.80
Advisor Was Accessible	3.14	2.93	3.14	3.18	2.98
Advisor Reviewed Record	3.02	2.99	3.04	3.07	2.90
Advisor Is Someone I Would Recommend	3.02	2.90	3.13	3.19	2.84

The second set of questions examines preparation for first job and for graduate studies (*Table 5.5*). Overall, economics majors averaged a 2.45 (4 = strongly agree) when asked if their major had prepared them for the first career job, but they averaged a 2.80 when asked if their major prepared them for graduate or professional school. It is interesting to note that at the college level, students from B&E report (2.7) being more prepared for their first job than students from A&S (2.5). However, students from A&S report being more prepared for graduate study (2.9) than do students from B&E (2.8). Within economics, however, the story is somewhat different. B&E economics majors uniformly report being better prepared for graduate school (2.84) and their first job (2.67) than the A&S economics majors (2.79 for first job, and 2.42 for graduate study).

Table 5.5: Excerpt Preparation for First Job or Graduate School Questions

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
Preparation for my first career job	2.49	2.70	2.47	2.42	2.67
Preparation for graduate or professional school	2.91	2.80	2.80	2.79	2.84

When asked about the quality of instruction within their major, economics majors averaged 3.32 (4 = excellent, 3 = good) (Table 5.6). This is very comparable to students in A&S (3.31) and students in B&E (3.29). Indeed, the differences between the five columns tend to be very small. Economics majors in B&E gave the highest rating for quality of faculty (3.37), with Economics majors in Arts and Sciences giving the second highest rating (3.31). More detailed questions revealed a slightly lower set of scores for economics faculty compared to B&E and A&S. However, all of the differences were small and averages were generally around 3 or larger, indicating overall satisfaction with the quality of the faculty.

Table 5.6: Excerpt Quality of Instruction Questions

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
Rate Quality by Faculty in Major	3.31	3.29	3.32	3.31	3.37
Faculty Prepared Carefully for Their Classes	3.24	3.19	3.13	3.11	3.20
Faculty Gave Helpful Feedback on My Academic Progress	2.94	2.87	2.86	2.85	2.92
Faculty were Knowledgeable in Their Subject Matter	3.52	3.42	3.42	3.40	3.47
I Would Recommend My Major Program to Other Students	3.23	3.29	3.24	3.24	3.25
I Would Recommend UK to Another Student	3.00	3.06	2.93	2.92	2.95

In general there is a strong sentiment across both Colleges and majors that students would recommend both their major and UK to others. Economics majors averaged 3.24 (4 = strongly agree) when asked if they would recommend their major to another student. As with many of these questions, the differences across colleges were very small, the lowest average was for A&S students (3.23), while the highest average was for B&E students (3.29). These differences are small and not of particular interest. Overall there is generally strong satisfaction with the major. Similar results (albeit somewhat lower) are found for the question of whether students would recommend UK.

One very striking difference between types of economics majors is the percentage of students graduating late because a class was not offered when needed. Overall, 27% of the students who graduated late cited a required course not being offered as the reason. In general A&S students appear to have more problems with this (23%) than B&E students (14.2%). This difference is particularly extreme within the economics major where 30% of A&S economics majors cite a required course not being offered as the reason, compared to only 9% of late graduating B&E majors. This is actually a surprising and puzzling result. It suggests something specific to the college of Arts and Sciences, rather than the major specifically. It is not clear what that may be. It has been noted that many A&S economics majors initially started in other major programs such as engineering and some natural sciences, and this may reflect issues involved with changing majors across colleges.

An interesting set of patterns arises when we examine what students are planning to do after graduation (Table 5.7). In general, A&S majors are more likely to be planning to continue their educations (51.2%) than B&E students (29.3%). Conversely, B&E students are more likely to be currently seeking employment (56%) than A&S students (39%). This pattern is reversed within the economics majors. Economics majors in B&E are less likely to be currently seeking employment (40%) than their A&S economics major counterparts (55%). But 56% of B&E economics majors report plans to continue their education compared to only 30% of A&S economics majors. It is also interesting to note that B&E economics majors are more likely (14%) to be starting a job which was recently obtained than their A&S counterparts (8%) or other majors in B&E (12%). This suggests that B&E economics majors are more successful at finding employment.

Table 5.7: Plans after Graduation

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
% Who will work at job had before graduation	25.2%	19.0%	21.6%	22.3%	18.0%
% Who will work at new job recently obtained	8.4%	12.1%	8.8%	7.7%	14.0%
% Who are currently seeking employment	39.0%	56.0%	52.8%	55.5%	40.0%
% Who do not plan to work	8.6%	4.9%	4.6%	4.7%	4.0%
% Who plan to continue education	51.2%	29.3%	34.4%	29.7%	56.0%
% Who have no plans	20.1%	16.6%	26.2%	26.8%	23.4%

As one might expect, those who have plans for pursuing graduate work are most likely to be planning either a Master’s Degree or a Law Degree. A&S economics majors appear to be more interested in a Master’s degree than a Law Degree, while B&E economics majors are most interested in a Law Degree. Interestingly, only B&E economics majors appear to be interested in pursuing a Ph.D. Generally, though, B&E majors are not interested in Ph.D. degrees.

The next set of questions are from the new Senior Exit Survey and so have far fewer observations (reflecting only the 2002-2003 graduating class) than the previous section, with only 54 economics majors. Hence, any differences should be seen as only tenuous. These questions ask about specific academic activities. Here we see some marked differences between the economics majors in A&S and economics majors in B&E. For example, economics majors as a whole report asking questions in class less often (average of 1.37; 0 = never, 3 = frequently) than either A&S (1.62) or B&E students (1.43) in general. However, B&E economics majors report (1.5) that they ask questions in class more often than B&E majors as a whole, while A&S economics majors (1.34) report that they ask questions in class less often than A&S majors or B&E majors.

Another interesting comparison is the responses to how often students reported being “bored in class.” In general, all B&E students report being bored in class more (1.59; 0 – 3 scale) often than all A&S students

(1.40). This is reversed within the economics majors. Economics majors in B&E report being bored less (1.3) than any other group. In contrast, economics majors in A&S report being bored slightly more (1.45) than all A&S majors.

An important new section on the Exit Survey is the set of questions about improvement in various academic skills (*Table 5.8*). The questions ask how students have improved in a variety of areas since freshman year. We focus on three: writing, logically analyzing arguments with statistical or mathematical reasoning, and thinking critically and analytically. Students rated these on a 5 point scale with 5 representing “much stronger” and 1 representing “much weaker.” These areas are specifically of interest for economics majors. In general, economics majors score well in each of these areas. The average score for improvement in writing was 4.0, 4.0 for logically analyzing, and 4.24 for thinking critically. Economics majors appear similar to B&E majors as a whole in improvement in clear writing (4.05), and are slightly lower than A&S majors (4.26). The scores were nearly identical across colleges for logically analyzing arguments (4.02, and 4.03). Overall A&S students had the highest score for improvement in thinking critically (4.40) with B&E students’ average identical to economics majors as a whole (4.24). While B&E economics majors have a lower average for improvement logically analyzing (3.7) compared to A&S economics majors (4.07), B&E economics majors average higher improvement for thinking critically (4.5) than A&S economics majors (4.18).

Table 5.8: Improvement in Academic Skills

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
Being Able to Write Clearly	4.26	4.05	4.00	4.00	4.00
Logically Analyzing Arguments with Statistical or Mathematical reasoning	4.02	4.03	4.00	4.07	3.70
Thinking Critically and Analytically	4.40	4.24	4.24	4.18	4.50

The old survey instrument asked students about their starting salary and relationship of their new job to their major. Similarly to B&E students, 60% of economics majors will report starting salaries between \$25,000 and \$40,000. Again, similar to B&E students, 87% of economics majors report that their new job is either somewhat or directly related to their major.

Overall, one can conclude that economics majors have similarities to both College of Arts and Sciences students and Gatton College of Business and Economics students. In areas of professional nature such as new jobs, pay, and preparation for jobs, economics majors are similar to students in B&E. In matters of an academic nature, there is more variance, but economics majors appear to be more similar to students in A&S. These results often hold up when the economics majors are disaggregated to their respective college. This suggests that the experience of the economics major is a unique combination.

5.C.3 *Alumni Surveys*

Two alumni surveys were administered. One was tailored specifically for the Foreign Language and International Economics major, a second survey was also designed for general economics majors. The FLIE survey was sent to 123 alumni, of whom 29 responded. The general survey was sent to 150 alumni

from the A&S and B&E economics programs, and 25 responded. Additionally the general survey was administered to five 400 level classes resulting in 72 completed surveys. The surveys were completed by 56% male and 44% female respondents. Forty-three percent are graduating seniors, and 25% graduated between 2000 and 2003. Twenty seven percent are A&S economics majors, 34% are B&E economics majors, and 36% are FLIE majors. The in class survey was administered anonymously. A complete tabulation of the results of the survey is available in the appendix, relevant sections are reproduced here.

There are five major areas in the survey. The first area asks about components of the major such as advising, career center and extra-curricular clubs. The second area asks how the major contributed to career paths after graduation. The third area asks about specific activities since graduation. The fourth area asks student to rate aspects of the program such as classes and advisors. The fifth area asks how well the program developed skills related to our program goals. Additionally, we asked open ended questions about jobs and earnings.

Advising quality is an important aspect of the undergraduate program. Evaluation of advising can be found in both sections II and section V of the survey. In section II we find that 38% of the students reported the faculty advisor to be “very important” in the program, while only 18% rated the college advising center as “very important.” This can be further broken down by college. Only 10% of Arts and Sciences majors rated the college advising center as “very important”, while 25% of the Business school majors rated the college advising center as “very important.” Similarly, 46% of A&S majors rated their economics advisor as very important, while only 23% of the B&E majors rated their economics advisor as very important.

Table 5.9: Quality of Program

	Excellent	Good	Satisfactory	Unsatisfactory	Not Applicable
Economics Courses	56	38	5	1	
Business School Courses	11	54	17	2	18
A&S Courses	15	36	27	3	19
My Economics Advisor	29	26	21	12	1
A&S Advising Center	13	22	22	10	34
Business School Advising Center	11	21	27	9	33
Availability of Economics Faculty	44	40	12	2	2
The Economics Program as a Whole	40	51	9	0	0

In section V, 29% of the respondents rated the economics advisor as “excellent” and 26% rated the economics advisor as “good”. Of the B&E majors, 18% rated the advising center as excellent and 27% rated it as good. Of the A&S majors, 14% rated the A&S advising as excellent and 30% rated it as good. Clearly, the department advisors are rated quite highly. Examining only seniors, we find that 23% of seniors rated their economics advisor as excellent, while 21% of B&E seniors rated the B&E advising as excellent and 14% of A&S seniors rated the A&S advising center as excellent. This slightly less enthusiastic rating of faculty advisors in the department may reflect either the more recent advising burden relative to previous classes, or it may reflect an ex-post realization about quality of advising.

Curriculum quality is also rated, in part, in section V of the survey. Fully 56% of economics majors rated their courses as “excellent”, with only 1% rating them as “unsatisfactory”. Of the economics majors in business, 11% rate other business courses as “excellent”, while 68% rate other business courses as “good”. Of the A&S majors, 8.7% rate other A&S courses as “excellent”, while 41% rate other A&S

courses as “good”. In many ways, this is not a surprising result. The teaching evaluations discussed above suggest that students, by and large, are quite satisfied with economics courses. It is not particularly surprising that students majoring in economics would be particularly satisfied with their courses. Enthusiasm for other courses may be affected by interest in the topics.

Additionally encouraging is the fact that 44% of economics majors find economics faculty to have excellent availability, while 40% find them to have good availability. When this statistic is examined for seniors compared to graduates, we find that while 51% of graduates rate availability as excellent, only 38% of current seniors rate availability as excellent. This suggests that the availability of faculty has declined in recent years. This may be due to higher burdens placed on the faculty by increasing enrolment and decreasing faculty numbers. It may also reflect some survey response bias.

Perhaps most importantly, 91% of economics majors rate the program as a whole as good or excellent. No economics major rated the program as unsatisfactory, and 40% rated the program as excellent. The ratings do not differ substantially between graduates and current seniors: 42% of graduates and 37% of seniors rate the program as excellent. This suggests that the difference in the availability ratings above may be due more to an actual difference than survey response bias. Most importantly, 92% of graduates and 90% of seniors rate the program as excellent.

The educational goals of the program include the ability to write about economic issues, analyze market forces, think critically, and relate economics to real world analysis. We surveyed students about their perceptions of how well the program developed these abilities. As can be seen in section VI of the survey, students rated the program overwhelmingly as “very well” for each of these areas. The ability to analyze market forces received the lowest score, with 60% rating development in this area as “very well” and 6% rating it as “poorly.” Most encouragingly, 75% of the students stated that the program did “very well” in developing an understanding of the power of economic analysis to address real world issues. Graduates were even more enthusiastic in their responses. Of graduates, 80% rated the program as developing writing and discussion of economic issues as “very well.” Similarly, 65% of graduates rated the program is developing the ability to analyze market forces “very well.” Strikingly, 75% of graduates rated the program as developing the ability to think critically as “very well” and 88% rated the program as allowing them to appreciate the power of economics to analyze real world situations “very well.” Overall, students appear to be developing the skills and abilities that economics should develop. They are remarkably satisfied with the program. There may be a slightly downward trend, but it is small and the differences may be due to other factors such as sample bias.

Table 5.10: Educational Goals

	Very Well	Satisfactorily	Poorly
Discuss and Write about Economic Issues ?	67	32	1
Analyze Market Forces and Discuss Their Role in Business or Public Policy?	60	34	6
Think Critically?	68	31	1
Understand the Relationship between Social and Economic Changes?	66	30	5
Appreciate the Power of Economic Analysis to Address Real World Issues?	75	22	3

As noted above in the analysis of the exit survey, our students appear to do well on the job market. Examining alumni, 70% report having taken a full time position. The average starting salary of these respondents is \$33,508. The median starting salary is \$32,500. We also find that 75% of our graduates had starting salaries over \$30,000 and 25% had starting salaries over \$38,500. Using the March Current Population Survey for the years 1995 through 2001, Professor Christopher Bollinger finds that average earnings for individuals aged 23 through 25 with a college degree who reported working at least 35 hours last week is \$26,059. The median is \$24,000. In the March CPS income of \$30,000 for this group represents the 70th percentile. Thus we conclude that our students are typically the upper 30% of the income distribution of recent college graduates.

5.D Faculty Assessment of Undergraduate Education

On the survey to faculty distributed January 16, 2004, the following questions were asked about undergraduate education

- 1) What concerns do you have, if any, with our current undergraduate program?
- 2) Are there areas in which you would like to see the curriculum revised? If so, how?
- 3) Undergraduate enrollments in economics classes, class size, and the number of majors have increased dramatically in recent years. *If* enrollments and the number of majors were to be reduced, how might this be done?
- 4) If you are an advisor, what are your thoughts about advising? Are you satisfied with how we do it? If not, how might it be improved?

While generally positive about the undergraduate program, faculty expressed concern about the number of majors, given the number of faculty in the department, and the quality of some of the majors. Some concerns were expressed about the structure of advising. A few respondents noted that the dual degrees, one in B&E and one in A&S, caused organizational problems.

There were a few suggested curriculum revisions. While some noted limited upper level choices in classes, several respondents thought that given the very limited resources, any expansion of courses in the undergraduate program was probably not a good idea. Several respondents suggested requiring intermediate microeconomics and macroeconomics (ECO 401 and ECO 402) before students could take any other 400 level courses. Some respondents also suggested requiring business statistics (ECO 391) for upper level courses as well. Two respondents suggested using calculus in intermediate microeconomics and macroeconomics. The suggested reasons for these modifications seemed in part to reduce the number and increase the quality of majors. One respondent suggested that “honors” classes and mathematical economics courses should be offered. A Law and Economics course was also suggested. Again, these respondents noted that while these courses would be desirable additions to our program, limited resources would make supporting them problematic.

In response to the question of how enrollments and number of majors were to be reduced, several faculty members suggested a GPA requirement be in place for A&S students (B&E already have one to get into the College). As mentioned earlier, others thought requiring 401 and 402 and having these courses taught with calculus might reduce the number of majors and increase quality.

EXTERNAL REVIEW: FLIE (FOREIGN LANGUAGE AND INTERNATIONAL ECONOMICS) Program at University of Kentucky

Final Report: July 12, 2004

Karen Mingst, Univ. of Kentucky, Chair
Patricia R. Paulsell, Michigan State University
Michael Webb, Xavier University
Lynn Robbins, Univ. of Kentucky

The Review Committee was very impressed by the level of commitment to the program by both the faculty and students. This is particularly remarkable given the low level of financial support for this program and the program's apparent isolation from other units with which it should be collaborating. An enormous amount of personal engagement by both students and faculty has produced the foundations for what could be a much stronger program if reconceived in mission and goals and with modest funding support.

A strong FLIE program will attract even more of those bright out-of-state students that every university is eager to attract. It is evident from our interviews that some of those students are already coming to UK because of this unique program. A significantly strengthened FLIE program could become an attractive centerpiece for external funding, including a CIBER grant and a flagship program for the University of Kentucky. The suggestions we offer are meant to significantly strengthen FLIE and make it a signature program for the Commonwealth. A *strengthened* program *could* be one piece of evidence that the administration is responding to the goals of the Strategic Plan to enhance global education.

MISSION STATEMENT

The Review Committee at the outset recognized problems with the wide-ranging mission statement. Interviews with faculty and students strongly reinforced an incongruence between the mission statement goals and the actual curriculum. This sets the program up for difficulties in assessing whether objectives are being met. For example, what does it mean to "train students to become strategically placed to respond to the increased globalization of the world economies?" Not only is this too grand, but how can the objective be operationalized?

More specifically, we did not see an "integration" of "the study of world language and its [sic] culture, with international economics,".....etc, as described in the program. And the faculty and students confirm that this integration was not taking place. Students frequently described two separate worlds of study, economics and language/literature/culture. Integration doesn't happen by exposing students to courses from different disciplines, for students must be provided with the tools for integrative thinking. Synthesis, as a higher order process of critical thinking, needs to be built into the program by faculty in order to provide the appropriate platform for integration of students' learning experiences. Grants have provided some of this in the past.

We also noted that students were not particularly well prepared for “careers in an internationally-focused work environment” or being able to “operate in a business setting.” There is a disjuncture between this career expectation and the reality of a program that focuses not on business functional areas, but rather on economics---and with only two internationally focused economics courses.

It also became obvious that a “community of learners” had only been established in the most minimal sense, since the program has no director (scholarly leadership), no lecture series or similar opportunity for students from different languages to gather, little professional career guidance, and very few opportunities for specialized course offerings.

These concerns form the basis for our specific recommendations.

GOALS AND OBJECTIVES

The goals and objectives need to be re-examined and re-focused in a way that will reflect the content of the curriculum and suggest an approach for valid assessment.

Language-related goals:

Students should become competent in a language other than English (aural, oral and written skills) to the point that they can discuss and write about issues of a professional nature in a business setting.

Language “competency” needs to be very specifically defined. While there is an attempt to identify a level of competency (“discuss and write about issues of a professional nature in a business setting”), this is amorphous. What degree of competency is expected? “Competency” seems to be assessed by having students summarize a newspaper article in English and then asking that they be prepared to give an oral summary in English as a part of an interview by faculty. While these tasks could provide some minimal assessment of language competency, they are not designed to assess very accurately a student’s ability to carry on a discussion or write about issues in an office setting, which is by nature more spontaneous and dominated by native speakers. The tasks set for the students do not match the tasks that would truly be required in negotiating meaning and communicating in an office setting. We recommend a more thorough consideration of the linguistic goals of the program, which would then be reflected in a definition of competency, which could then be used to fashion assessment instruments that better reflected the linguistic goals.

If they are to function in the target language in that environment, (another articulated goal), then instead of in-house proficiency testing, the students ought to be evaluated by taking the internationally recognized business language exams for the three most commonly taught languages. The Madrid and Paris Chambers of Commerce, as well as the Goethe Institute offer these examinations, respectively, in Spanish, French, and German. These examinations are rigorous and they are excellent predictors of a language

proficiency level that enables students to “function effectively in an internationally focused work environment.” Programs that encourage students to take these exams are also recognized as among the best in the country. Additionally, these exams directly test all four language skills, i.e. reading, writing, listening, and speaking. The FLIE language faculty could continue to use an in-house assessment instrument, of course, but we would recommend (1) very precise articulation of specific subgoals that determine “language competency,” and (2) consultation with a foreign language assessment expert, such as Fred Davidson of the University of Illinois, who could help the faculty put instruments in place that would measure appropriately. In short, the currently used assessment method is not well designed.

Students should become literate in the history, culture, and worldviews of the international community, with a focus on cultures that use the student’s target language.

The current offerings of the language programs, heavily oriented toward literary study in most instances, do not necessarily lead to the kind of broader cultural knowledge that seems to be implied by the goal statement. The program requires no area studies or intercultural studies. With few electives, how can a Spanish student focusing on Mexico, be literate or culturally sensitive without courses in Mexican History, Politics, Geography, and Cultural Studies? We recommend restructuring the program to include courses in the “area studies” of that area of the world where the student is focusing.

Furthermore, the meaning of key terms is vague and impossible to evaluate. What does “literate” mean? What should a “literate” graduate of the program know and be able to do? What does the phrase “worldviews of the international community” really mean and are students expected to be “literate” in all of the “worldviews”? This goal is entirely too broadly conceived to be meaningful as a student learning outcome and its key terms remain illusive and undefined.

Students should improve their understanding of their own culture by viewing it in a global context, learning more about their own nation by seeing it through the eyes of others.

This goal implies that students should achieve a level of understanding of their own culture through experiencing another. Once again, a term, in this instance “understanding” needs to be defined and then operationalized. What does “understanding” mean in this context and how, in the current configuration of the major, are the students to achieve that understanding? Not only must there be cultural courses, but there should be a method of assessment of cultural proficiency as the students exit the program. An interesting tool developed at Michigan State for assessing intercultural development is the nationally recognized Intercultural Development Inventory. It is used in pre-test and post-test mode and found to be very useful. But, this presupposes that one integrate intercultural learning in a very overt way into the curriculum, either, for example, with courses in cultural learning or portfolio development with independent study; understanding one’s own culture and that of a target country does not happen by osmosis on study abroad programs, as many foreign language teachers seem to believe. Students

must be taught to be cultural observers and learners and there must be direct facilitation of their reflections about their cultural learning, both about their own culture and others. This is not being done in the FLIE program.

The tools necessary to become communicatively competent interculturally must be taught; it's the rare student who can reach these levels on his/her own simply by repeated interaction with a foreign culture. Students also do not "understand" their own culture without studying "culture" and the products, behaviors, and values that form the foundation of any given culture. We recommend that at least one basic course on intercultural communication be a requirement of the program.

Economics-related goals:

Two of the goals bring out a key problem of the disconnect between the curriculum as structured and the articulated goals of the program.

Students should understand the relationship between social and economic changes as they related to the international business community.

Students should gain an international perspective that will prepare them to assist U.S. businesses in regard to practices and policies that relate to their performance in an international environment.

Both goals suggest a business orientation, skills learned through business courses. Yet the FLIE curriculum is comprised of economics courses only. Only one of those courses addresses international economics directly with students selecting between two additional courses in comparative economics and development economics. Furthermore, FLIE majors are not permitted to take business classes which would enable them to acquire the skills to meet the articulated goals.

We recommend that the FLIE faculty address this disconnect. One alternative is to change the goals (and hence the advertising for the program) to not mislead the students into thinking they are going to get a Foreign Languages and International Business degree. The reformulated goals might be reconceived by the following wording:

The students would be able to analyze the role of market forces in international trade and economic development;

The students would be able to discuss the economic characteristics and broad trends affecting the world economy, and

Students could employ their understanding of market forces and the world economy to evaluate potential policies and practices of government agencies, non-governmental organizations, and businesses in the international environment.

Note that these goals are consistent with the current curriculum offerings and are written in a way that lend themselves to relatively straightforward course-embedded assessment in a capstone designed along the lines recommended by the committee (see below.)

Recommendation

Develop a new mission statement and new goals and objectives which would strengthen the unique FLIE concept---that of Foreign Language and International Economics--- rather than developing the program in the direction of an International Business degree of one kind or another. The latter are numerous across the country. Keeping the original concept will maintain a uniqueness that will help with attracting certain kinds of students and also with grant opportunities, where there will be no similar competitors.

CURRICULUM

The program remains a split one---between the study of economics and the study of, to a large extent, foreign language and literature---with very minimal integration (most students mentioned their "business language course") of those two disciplinary worlds. It also became apparent that there was minimal international content on the "international economics" side. And students are not advised or encouraged to take other related courses such as International Agricultural Economics in the College of Agriculture or Political Science 433 International Political Economy in the College of Arts of Sciences. Furthermore, as mentioned above, there is a serious lack of attention to area studies and intercultural communication studies. Also mentioned in the results of the student senior exit survey was a concern about lower averages for FLIE students in "thinking critically" and "analyzing mathematically." Critical thinking doesn't just emerge in students because they study certain disciplines; it must be taught.

Use of the Capstone to Enhance the Economics Component and Use of Language

The Title VI grant-funded capstone course achieved a level of integration. Although well accepted by both faculty and students, it was not institutionalized due to its high cost. Title VI grants are intended to provide the seed money for the institutionalization of the funded projects. Failure to continue Title VI funded projects jeopardizes the ability of the university to compete for future external funding. A wise tactical move on the part of the Dean's office is to support the capstone course and its incorporation as a requirement into the FLIE curriculum. For future funding requests, one can then point to it as a successful project funded by Title VI. Currently the university cannot make this argument.

Recommendation

The Review Committee suggests utilizing a different model for the capstone that would be less costly and accomplish several important objectives. Establish a new course ECO 4xx, tentatively titled "Issues and Policies in International Economics" with prerequisites of ECO 401, ECO 402, ECO 471. The class would be offered annually and consist of two components.

Economics Component. An economics professor would teach a current issues and policy concerns course in English. The students would be expected to utilize their knowledge of economic theory to analyze important issues and evaluate policy alternatives of governments, non-government organizations, and businesses in

international economics. The course would serve several purposes: 1) enabling students to meet the economics goals of the mission statement by strengthening the offerings in international economics by adding a third international economics course to the students' required curriculum and 2) enhancing students' abilities to apply economics to the analysis of important international economic issues and evaluation of policies. Students from all language programs would participate together, providing students in the FLIE program with a greater sense of community.

Possible topics might include:

Impact of technological change on the global economy (outsourcing; international mergers and acquisitions, e-commerce; policies to promote innovation and entrepreneurship in a global economy)

World trade disputes (WTO negotiations in agriculture; intellectual property; foreign direct investment; proposals for labor and environmental standards)

Regional economic integration (European Union, NAFTA,

International Finance (flexible vs. fixed exchange rate regimes; banking crises; company strategies to manage foreign exchange risk)

Language Component. The various language areas could then either assign a language instructor or hire a native speaker (usually more cost effective) to facilitate reading/discussion groups based on the economics component of the course. Since current events by definition will be reflected in the media, there should be ample reading/viewing available in any of the languages taught in the FLIE program to provide material for the discussion groups. International students in other university programs are a particularly rich source for "language across the curriculum" models such as this. Other universities have paid such discussion leaders \$500/semester for two hours of discussion each week.

The model has worked well in other universities. Yet most critically, it only works well on the language-learning side if the questions and activities for the discussion sessions are designed by persons with second language acquisition (SLA) expertise. Such a person may be found in the language departments, but since applied linguists are rare in these environments, it may well mean drawing on the expertise of people in the ESL area, where the SLA folks usually reside. The SLA expert would put together activity sheets that the discussion facilitator would follow. Patricia Paulsell, a member of the Review Team, offers her assistance in the design of this project.

International Experiences

The Review Committee believes that an international experience through Study Abroad or an internship is essential and should be required of all students. Currently between 60% and 70% of the majors study abroad; others have acquired work experience through internships. The Review Committee is impressed with the dedication of some of the foreign language faculty in developing and promoting working internships for students. We recognize that this is a long-term process which takes time to develop and nurture.

Such experiences are a critical ingredient to the success of students in the FLIE program. The faculty needs to think broader about such internships, facilitating student placements in not only international businesses, but in non-governmental organizations, international organizations, and governmental agencies. These are all potential places of employment for FLIE majors.

Recommendations

We recommend **requiring** 1) a study abroad and/ or international internship experience and 2) an internship experience that would be either international or with a foreign based company. Since all requirements may, in the final analysis, be waived by the appropriate authority, putting study abroad and internship requirements in place simply shows students that the program places high value in these activities.

To further strengthen the curriculum, we suggest:

- (1) a significant strengthening of the international economics dimension of the program, which would probably mean a tenure track hire,
- (2) introducing at least some moderate area studies requirements
- (3) requiring at least one course that focuses on cultural learning (probably found in your anthropology or communication departments).

LEADERSHIP

The recent development of the FLIE Coordinating Committee from the FLIE Self-Study Committee is a welcome one. Once again, it seems amazing that the program has held together as well as it has without a faculty coordinating committee that can work across the five academic units and two colleges that are involved in this program. At most universities there are committees that coordinate the activities of interdisciplinary programs. The program can only be further strengthened by the appointment of a Director who would convene the Coordinating Committee and take on the responsibility of seeing that the recommendations of the committee for activities and improvements are implemented.

A visible leader is important for both external and internal purposes. If the program is to be strengthened so that it can become a national model, then the Director is the person to take that show on the road, present it in conference presentations and make the case to business, industry, and government agencies for support for its students and activities. There would be potential grant opportunities, but without a Director there is no one to lead that effort. Internally, the Director would oversee course scheduling to avoid key conflicts and establish and maintain a web site. The Director would be responsible for creating a community of scholars of both students and faculty, organizing lectures, and brown bag opportunities for students in order to provide intellectual stimulation, foster a sense of community, and aid students in attaining employment upon graduation.

Recommendation

Appoint a tenured senior faculty leader as Director of the FLIE program and offer a modest administrative supplement and, possibly, some summer salary if the person is to work on grant generation. Directors who are not paid do not necessarily have the same commitment to the leadership of the program of those who are paid at least a minimal sum. A faculty member needs to feel that this isn't something "above and beyond the call of duty" that cannot be prioritized as highly as other pursuits.

BUDGET

Interdisciplinary programs must have their own budgets, even if relatively small. It gives the programs a sense of ownership and control over their own activities as they prioritize what the budget will and will not allow at any given time. If a program has no budget, it has no identity in the budget of the colleges; it shows up nowhere when budgets are planned and therefore must, inefficiently for all concerned, plead with deans and/or chairs for funds for every minor need. Having a program budget gives legitimacy to programs; it enables the program to be present "at the table" when budgets are allocated and reallocated.

Recommendation

The new Director and Coordinating Committee should review the funding requests of the program to the deans and department chairs for the past three years and draft a budget based on those requests and on a future that will include more community building activities for the program. The budget should also include modest travel funds for the Director for conference presentations and outreach activities that strengthen the program and give it enhanced visibility.

ADVISING

There is considerable discussion in the internal review, based on feedback from both faculty and students, of the mechanism for and quality of advising. Other universities have wrestled with the advising problem and UK might well "learn" from the experience of others. Alumni surveyed found that advising was of "serious concern." Current students had mixed opinions, but the most consistent complaints about advising were the inconsistency of information and the time-consuming, inefficient practice that results from having to consult two advisors. On the other hand, the faculty felt that advising was going well.

Recommendation

More data needs to be collected about advising. Focus groups with students facilitated by professors they trust could potentially bring very valuable input. More information needs to be gleaned. More information also needs to be attained concerning job placement; currently only unsystematic anecdotal evidence is available.

ASSESSMENT

In the internal review document, three assessment instruments are mentioned, an alumni survey, a senior exit survey, and a senior examination that was given to two students on a trial basis. The exit survey and alumni survey are, of course, measures of student satisfaction with the program and they are valid assessment tools, though quite limited since they deal only with student satisfaction. The use of these two instruments seems to be the most advanced and useful information is already being gathered that will help to improve the program. The senior examination does not assess learning outcomes for the entire program, but only for a limited set of skills, particularly in communicating Spanish texts in English, in written and oral form, with a limited amount of use of Spanish itself. There are many other direct and indirect tools that could be engaged, e.g. Chamber of Commerce business language exams, focus groups of students and faculty, portfolios. We see the proposed capstone course as a key component of assessment.

Recommendation

Engage an assessment expert, whether internal or external to the University, to provide consultation with faculty about program assessment and to recommend specific assessment tools that will help faculty to generate appropriate data to judge the effectiveness of the program in meeting its goals and objectives and to implement improvements where necessary. We see the proposed Capstone ECO 4xx as having the potential to serve as an excellent assessment device.

CRITICAL RECOMMENDATIONS

Reformulate mission statement and goals (and advertising for program) for consistency with curriculum.

Strengthen curriculum in both the international economics component of the major and in integration with target foreign language by instituting the proposed reformulated capstone course. Require a significant international experience, either Study Abroad or an internship.

Appoint a Director of FLIE with a moderate budget for a salary supplement, support activities for students, pay native language speakers for capstone. Ca. \$10,000

Acquire better information about strengths and weaknesses of advising.

Develop standard assessment procedures in collaboration with external and internal experts.

The Review Committee sees this FLIE program as "high priority" for both Colleges. As a budding signature program for UK, the major brings top students to undergraduate economics and language classes and is a source of future graduate students. It has the potential to generate recognition, grant funds, and successful alumni for both colleges. The payoff appears to be great relative to the modest investment outlined above.

UK Economics Alumni Survey

1. Background Information

This survey is designed as a part of our self-study of the Economics major. Although your responses will not be anonymous, they will be treated confidentially. Only summaries of responses will be released publicly. If some question makes you uncomfortable, please skip that question but continue with the survey. Your input will help us to improve the program. As the reputation of the program grows, both current and past graduates will benefit.

1. What is your name?

First	<input type="text"/>
Last	<input type="text"/>
Maiden	<input type="text"/>

2. What is your current mailing address?

Street Address	<input type="text"/>
City	<input type="text"/>
State	<input type="text"/>
Zip Code	<input type="text"/>
Country if other than U.S.	<input type="text"/>
Email Address	<input type="text"/>

3. College from which you earned your degree?

- College of Arts and Sciences
- Gatton College of Business and Economics

4. Which type of economics major did you earn?

- Economics Major through College of Arts and Sciences
- Economics Major through College of Business and Economics
- Mathematical Economics Major through College of Arts and Sciences
- Foreign Language and International Economics Major through College of Arts and Sciences

5. Did you earn a second major and if so, what was the major?

<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

6. If you earned any minor degrees, please list below.

Minor 1:	<input type="text"/>
Minor 2:	<input type="text"/>
Minor 3:	<input type="text"/>

7. What year did you graduate?

2000

2001

2002

2003

2004

2005

2006

2007

2008

2009

2010

UK Economics Alumni Survey

2. Evaluation of your program at UK

The questions on this page were designed to evaluate the quality of your undergraduate academic program.

1. How important was each of the following in your program at UK?

	Very Important	Somewhat Important	Not Important	Did Not Participate
An Internship Program	€	€	€	€
An Independent Study	€	€	€	€
A Study Abroad Experience	€	€	€	€
The Career Center	€	€	€	€
A Capstone Course (ECO499 or similar)	€	€	€	€
My Faculty Advisor	€	€	€	€
The College Advising Center in my college	€	€	€	€
The Economics Society	€	€	€	€

2. Please rate these aspects of the Economics Program.

	Excellent	Good	Satisfactory	Unsatisfactory	Not Applicable
Lower Level Economics Courses (ECO201 and ECO202)	€	€	€	€	€
Upper Level Economics Courses (300 and 400 level)	€	€	€	€	€
Number of elective courses offered	€	€	€	€	€
Ability to get into economics courses you needed	€	€	€	€	€
Other Business College Courses	€	€	€	€	€
Other College of Arts and Science Courses	€	€	€	€	€
My Economics Faculty Advisor	€	€	€	€	€
My A&S College Advisor	€	€	€	€	€
My B&E College Advisor	€	€	€	€	€
A&S Advising Center	€	€	€	€	€
B&E Advising Center	€	€	€	€	€
Availability of Economics Faculty	€	€	€	€	€
The Economics Program as a Whole	€	€	€	€	€

UK Economics Alumni Survey

3. How well did the Economics program and coursework develop your ability to

	Very Well	Satisfactorily	Poorly
Discuss and write about economics issues	€	€	€
Analyze market forces and discuss their role in business and public policy	€	€	€
Think Critically	€	€	€
Understand the relationship between social and economic changes	€	€	€
Use microeconomic and macroeconomic theory to analyze real world economic issues	€	€	€
Use quantitative methods (like statistics) to analyze real world economic issues	€	€	€
Present information orally	€	€	€
Develop a multidisciplinary perspective	€	€	€
Develop a global perspective	€	€	€
Appreciate the power of economic analysis to address real world issues	€	€	€

3. Since Leaving UK

We would like to have some information on employment and activities of our alumnus.

1. Since leaving UK I have (check all that apply)

- Enrolled in a graduate degree program
- Completed a graduate degree program
- Participated in Volunteer Work
- Taken a full time job
- Taken a part time job

2. Please list any special awards or honors you have received since graduation.

3. What is your current occupation?

4. What is the name of your current employer?

5. Based on your experiences as an economics major at UK and in the workforce, if a current graduate applied for the same position that you had immediately after graduation, he/she would be:

- Very Overqualified
- Overqualified
- Appropriately Qualified
- Under Qualified
- Extremely Under Qualified

6. If you have attended or are attending graduate school or law school, what school did you attend?

UK Economics Alumni Survey

7. If you have attended or are attending graduate school or law school, were you accepted into your first choice of schools?

Yes

No

8. If you have attended or are attending graduate school or law school, were you accepted into your second choice of schools?

Yes

No

9. If you have attended or are attending graduate school, what is your field?

10. What were your starting annual earnings after graduating?

11. What are your current annual earnings?

4. Demographic Information

Please give us some background demographic information.

1. What is your Age?

2. Gender?

Male

Female

5. Closing Comments

Thank you for taking the time to complete this survey and assisting us as we evaluate and enhance the Economics program.

1. Please use the space below if there are any additional comments you would like to make.

Self Study
Department of Economics
Gatton College of Business and Economics
University of Kentucky

March 22, 2004

Self-Study Committee:
William Hoyt, Chair
Mukhtar Ali
Chris Bollinger
Glenn Blomquist, ex-officio

Executive Summary

Research

- Faculty research productivity, as measured by total publications, has risen relative to the preceding review period in both the aggregate and per faculty member. While the current 1997-2003 review period is two years, or 40%, longer than the last review period, the number of publications in the top 50 journals more than doubled. In addition, publications in the highest-ranked Economics journals also more than doubled.
- Funded research by faculty also increased during this period.
- Strengths for research include the active workshop series that has attracted a number of highly regarded researchers to the Department for visits. This has provided opportunities to UK faculty for collaborative work with a number of these visitors. Other strengths include travel support for conferences and computer support.
- During this period, the Department lost several of its most productive researchers. These losses were attributable at least in part to inadequate salaries. Salaries of Full Professors at UK are 75% of the median salary of Full Professors in Economics departments in its benchmark institutions or \$31,000 below the median salary of a Full Professor at its benchmark institutions.
- Faculty expressed concerns about how the small size of the Department limited research productivity both by increasing service and teaching responsibilities and by reducing the synergies that arise from having colleagues with similar research interests. During the period of review total faculty in the Department of Economics fell from 28 to 21. Among the Economics departments at its benchmark institutions, UK is the second smallest department with the median department size at the benchmark departments equaling 31 total faculty members.

Graduate Education

- During this period enrollments in the Economics Ph.D. program remained relatively steady. Quality of students, based on GRE, was among the best of any program on the UK campus and compared favorably to Economics departments in UK's benchmark institutions.
- Enrollments by graduate students in other disciplines, particularly in core courses, were extremely high. In three of the four first semester Economics Ph.D. courses, Economics Ph.D. students comprise less than 50% of the course enrollment. Faculty in the Department did not view this as a concern though there were suggestions that the Department receive more acknowledgment or funding as a result of this important service to the University.
- Overall, placements by graduate students were good during this period with a few exceptionally good placements.
- Surveys of Ph.D. alumni suggest that many graduates are extremely active in research. Generally, graduates had a favorable view of the program. Comments from graduates indicate that an applied econometrics course might be a valuable addition to the curriculum and that the implementation of field exams might benefit from review. Generally graduates were favorably impressed by placement though comments suggest that more Department-wide and less advisor-specific placement guidance might benefit some students.

- The survey of departments in benchmark institutions indicates that our stipends for graduate students are much lower than in other institutions; it is lower than any of our benchmarks. Further much more of the financial support at UK is through teaching assistantships rather than fellowships than is found in the benchmark institutions.
- UK offers fewer fields than its benchmark institutions. However, given faculty resources, few faculty members thought an increase in fields was desirable and only a few of the alumni suggested this course of action.

Undergraduate Education

- Enrollments and the number of majors have increased dramatically during this period. During this period the number of Economics majors almost doubled. Most of this growth has been in the Foreign Language and International Economics (FLIE) and Arts and Sciences Economics major. This increase in number of majors combined with a decrease in faculty has led to significant increases in the number of majors per faculty and in class sizes. Results from the survey indicate that UK has far more Economics majors per faculty member than its benchmark departments.
- On average, the grades of Arts and Science majors in the required courses of Intermediate Microeconomic Theory (ECO 401) and Intermediate Macroeconomic Theory (ECO 402) are below the FLIE majors and far below the grades of the B&E majors. This fact, combined with the high level of enrollments, has led to discussions of creating entrance requirements for Arts and Science majors similar to those required of B&E majors.
- Results of surveys suggest that generally the Economics majors, as alumni, are pleased with their training.

Departmental Centers

- The period of review saw increased activity from the Center for Business and Economic Research (CBER) and the creation of a new center, the University of Kentucky Center for Poverty Research (UKCPR), the result of a \$1.72 million grant from the U.S. Department of Health and Human Services..
- UKCPR brought leading scholars from several disciplines to campus as part of the Poverty Seminar Series.
- CBER projects lead to some of the most prestigious publications during this period. CBER research assistants, both undergraduate and graduate, also placed well in either further education or employment. CBER provided valuable service to private and public entities within the Commonwealth and nation. CBER was a significant source of funding for the Department.

Resources

- During the period of review the Department shrunk in size of faculty with the number of faculty being the second lowest among the group of twenty benchmark institutions. The small number of faculty is a major concern of faculty members as they feel it has led to significant increases in service and teaching workloads as well as reducing research opportunities and making it difficult to offer the already very limited number of fields in the graduate program.
- Faculty salaries, particularly at the senior level, are far below those at benchmark institutions and Ph.D. granting institutions in general. Compensation has been part of the

reason for loss of key faculty during this period and will hinder any attempts to recruit and improve the ranking of the Department.

Section	Section Title	Page
	Executive Summary	i
	Table of Contents	iii
	Table of Contents, Appendix	vii
	List of Tables	ix
	List of Figures	x
1	Introduction	1
1.A	Statement of University Requirements and Guidelines for the Self-Study	1
1.B	Statement of the Organization of the Study	2
1.C	Sources of Information and Data	2
2	Statement of Goals and Objectives	4
2.A	Mission Statement	4
2.B	Strategic Plans	4
2.C	The Gatton College of Business and Economics Mission Statement	6
2.D	The Dream & the Challenge	6
3	Research	9
3.A	Scholarly Publications	9
3.B	Funded Research	14
3.C	Research Presentations	16
3.D	Research Citations	16
3.E	Workshop and Seminar Series	17
3.F	Professional Service	19
3.G	Faculty Assessment of Research Environment	19
3.H	Analysis of Strengths and Recommendations for Quality Enhancement in Research	22
4	Graduate Studies	22
4.A	Stated Objectives for Graduate Studies	23
4.B	Structure and Basic Facts about the Economics Ph.D.	24
4.B.1	Coursework in the Economics Ph.D.	25
4.B.2	Examinations in the Ph.D. Program	34
4.C	Characteristics of Graduate Students	35
4.C.1	Funding Graduate Students	41
4.D	Post-Graduate Experiences	43
4.D.1	Employment of Graduates	43
4.D.2	Scholarly Research of Graduates	44
4.D.3	Our Graduates Views on Their Training	45

Section	Section Title	Page
4.E	Faculty Assessment of Graduate Education	48
4.F	Analysis of Strengths and Recommendations for Quality Enhancement in Graduate Education	49
5	Undergraduate Education	51
5.A	Outline of Degree Programs and Requirements	51
5.A.1	Economics Degree in the Gatton College of Business and Economics	51
5.A.2	Economics Degree in the College of Arts and Sciences	51
5.A.3	Economics Majors Jointly Administrated between B&E and A&S	52
5.B	Trends and Comparisons for Undergraduate Programs	53
5.B.1	Trends in Undergraduate Enrollment	53
5.B.2	Trends and Comparison in Course Enrollments	57
5.B.3	Comparison of Student Achievement Across Programs	59
5.C	Undergraduate Student Outcome Evaluations	60
5.C.1	Teaching Evaluations	60
5.C.2	Senior Exit Survey	62
5.C.3	Alumni Surveys	67
5.D	Faculty Assessment of Undergraduate Education	70
5.E	Analysis of Strengths and Recommendations for Quality Enhancement in Undergraduate Education	71
6	Departmental Centers: Center for Business and Economic Research and University of Kentucky Center for Poverty Research	72
6.A	The Center for Business and Economic Research	73
6.A.1	CBER's Mission	73
6.A.2	CBER Personnel and Resources	73
6.A.3	CBER Grants and Fund Generation	74
6.A.4	CBER Scholarly Research	75
6.A.5	CBER and Education	75
6.A.6	CBER and Public Relations	76
6.B	The University of Kentucky Center for Poverty Research	76
6.B.1	UKCPR Personnel and Research Associates	77
7	Resources of the Department	79
7.A	Faculty Size, Composition, and Compensation	79
7.A.1	Faculty Size and Composition	79
7.A.2	Faculty Compensation	83
7.B	Annual Budgets of the Department of Economics	87
7.C	Analysis of Strengths and Recommendations for Quality Enhancement	88

Section	Section Title	Page
8	Concluding Comments and Suggestions for the Future	90
8.A	A Review of Findings	90
8.A.1	Research	90
8.A.2	Graduate Education	92
8.A.3	Undergraduate Education	93
8.A.4	Department Centers and Service to Community and Commonwealth	93
8.B	An Overall Analysis of Strengths and Recommendations for Quality Enhancement	94

	Page
<i>Appendices</i>	
A.1 Appendix to <i>Section 1</i>	A.1
Survey of Departments in Benchmark Institutions	A.1
Survey of Faculty in the Department of Economics	A.5
Survey of Ph.D. Alumni of the Department of Economics	A.8
Survey of Alumni who were Economics Major	A.10
Exit Survey for University	A.12
A.2 Appendix to <i>Section 2</i>	A.13
Mission Statement for the Department of Economics	A.13
Mission Statement for the Gatton College of Business and Economics	A.14
1996 Strategic Plan of the Department of Economics	A.15
1999 Strategic Plan of the Department of Economics	A.23
Strategic Plan of the University: “The Dream & the Challenge”	A.33
A.3 Appendix to <i>Section 3</i>	A.46
Table A.3.1: Faculty Publications, 1997-2003	A.46
Table A.3.2 Funded Research, 1997-2003	A.60
Table A.3.3 Faculty Presentations, 1997-2003	A.72
Table A.3.4 Faculty Citations, 1997-2003	A.90
A.4 Appendix to <i>Section 4</i>	A.93
Table 4.A.1 Enrollments in Graduate Courses, Department of Economics, 1995-96 to 2002-03	A.93
List of Current Employment of Ph.D. Alumni	A.100
Table 4.A.2 Publications of Ph.D. Graduates, 1997-2003	A.102
Table A.4.3 Presentations of Ph.D. Graduates, 1997-2003	A.108
Table A.4.4 Responses to the Survey of Ph.D. Alumni	A.113
A.5 Appendix to <i>Section 5</i>	A.143
Table A.5.1 Enrollments in Undergraduate Courses, Department of Economics 1995-96 to 2002-03	A.143
A.6 Appendix to <i>Section 6</i>	A.148
Table A.6.1 External Grants and Contracts Received by CBER, 1997-2003	A.148
Table A.6.2 Scholarly Publications Arising from CBER Grants, 1997 -2003	A.156
Table A.6.3 A Selected List of Interviews and Quotations from CBER Personnel and Studies in the Popular Press	A.158
A.7 Appendix to <i>Section 7</i>	A.161
Operating Rules for the Department of Economics	
A.8 Report of the 1996 Self-Study of the Department of Economics	

A.9 Report of the Self-Study of the Foreign Language and International
Economics Major (FLIE)

List of Tables	Page
3.1 Number of Publications, by Year and Journal Classification	9
3.2 Journal Listing from Waller Committee Report, 2001 Top 10 Economics Journals (in alphabetical order)	11
3.3 Journal Listing from Waller Committee Report, 2001 11-50 Economics Journals (in alphabetical order)	12
3.4 Journal Listing for 2002-03 from P. Jarley for University Goals Report, April 4, 2003	12
3.5 External Funding to the Department of Economics, 1997-2003	15
3.6 Outside Workshop and Seminar Speakers, 2003	18
4.1 Enrollment in Core Courses, Fall 1995 to Spring 2003	27
4.2 Distribution of Enrollment, Economics Core Courses	29
4.3 Enrollment in Ph.D. Field Courses, 1995-96 to 2002-03	31
4.4 Fields of Concentration in UK and Benchmark Institutions	33
4.5 Characteristics of Newly-Enrolled Ph.D. and Applicants	36
4.6 GRE Combined Scores Top 14 Departments at UK, Program > 40 Students, 2002	37
4.7 Comparison of GRE Scores for UK and Departments in Benchmark Institutions	38
4.8 Graduate Student Characteristics and Degrees	39
4.9 Kentucky Ph.D. or Master Degree Holders Employed in Kentucky	40
4.10 Funding for Graduate Students in Economics,	42
4.11 Funding of Graduate Students, UK vs. Benchmark Institutions	43
4.12 Placement of Graduate Students, UK vs. Benchmark Institutions (1999-2003)	44
5.1 Grade Point Average in ECO 401 and ECO 402	59
5.2 Grade Distribution in ECO 401 and 402 by Major	60
5.3 Teaching Evaluations	61
5.4 Advising Questions	63
5.5 Excerpt Preparation for first Job or Graduate school Questions	63
5.6 Excerpt Quality of Instruction Questions	64
5.7 Plans after Graduation	65
5.8 Improvement in Academic Skills	66
5.9 Quality of Program	68
5.10 Educational Goals	69
6.1 Annual CBER Revenues from External Funding	74
6.2 Annual Transfer from CBER to Department of Economics	74
6.3 CBER Student Research Assistant Placements (1997-2002)	76
7.1 2003-04 Department of Economics Faculty and Staff	80
7.2 Trends in Faculty Size and Composition	81
7.3 UK and Benchmark University Faculty Size and Composition	84
7.4 Minority and Female Recruiting, UK versus National Supply	83
7.5 Salaries at UK and Benchmark Institutions	86
7.6 Salaries of New Ph.D. Hires in Economics, 2003	86
7.7 Annual Budgets of the Department of Economics	88

Figure	Figure Title	
3.1	Number of Publications, by Year and Journal Classification	10
3.2	Publications per Faculty Member	14
3.3	External Funding to the Department of Economics, by Year	16
4.1	Trends in Enrollment in 1st Semester Ph.D. Courses	26
4.2	Distribution of Enrollment, Economics Core Courses	30
4.3	Number of Fields of Concentration, UK and Benchmark Institutions	31
4.4	Fields per Faculty Member	34
5.1	Growth in Majors, Economics, B&E, A&S and University, 1997-2002	54
5.2	Number of Majors in Economics, B&E, A&S and FLIE-ME, 1997-2002	55
5.3	Majors to Faculty, 1997-2002	56
5.4	Semester Enrollment by Level of Course, 1997-2002	58
5.5	Average Class Size, By Level of Course, 1997-2002	59
7.1	Trends in Department Size	81
7.2	Faculty Size, Primary Appointments, UK and Benchmark Institutions	82
7.3	Operating Budget for Department of Economics, 1994-2003, \$2003	87

1. Introduction

1.A Statement of University requirements and guidelines for the Self-Study

This self-study is part of the program review done by academic units every five to seven years as required by University administrative regulation AR II.0-6. The unit being reviewed is the Department of Economics for the period of 1996 to 2003. This self-study is of all facets and operations of the Department. A separate review of one of the Department's undergraduate programs, the Foreign Language and International Economics (FLIE) major has also undergone a recent review. That review is an appendix to this review.

As stated in the administrative regulations, this unit self-study is one of four components of the review with the three other components being: a review and report by a team providing an external perspective; a plan to implement recommendations; and an annual progress report that provides follow-up to the implementation plan. The description of the unit self-study from the administrative regulations is found below (AR II.0-6.3.D.1).

1. Unit self-study. The unit shall first prepare a self-study report that covers the time since the last review (5-7 years). The nature of the unit and its programs/services and/or any special focus given to the program review may require additional elements in the self study; however, at a minimum, the self-study includes:

a) *Program Documents*: strategic plan (i.e. mission statement, goals and objectives, and criteria for measuring progress), organizational chart/structure, and annual progress reports since the last self-study.

b) *Resources*: summary information about the adequacy of budget, facilities, equipment, and human resources, including faculty and staff numbers and demographics.

c) *Evaluation of Quality and Productivity*: evidence of adherence to university policies; evidence of adherence to academic policies, including grading, probation, and termination policies; evidence of the quality of the collegial environment, including the climate for equity and diversity; and evidence of quality and productivity in instruction, research, public service, and/or operations, including, as appropriate, the quality of:

- (1) faculty and staff
- (2) orientation and advising programs for undergraduate/graduate students
- (3) student learning outcomes
- (4) customer/client satisfaction
- (5) business and operating procedures

d) *Analysis of Strengths and Recommendations for Quality Enhancement*: a synthesis of self-study findings resulting in a summary of strengths and recommendations for quality enhancement related to planning and evaluation processes, resources, operations, the climate for equity and diversity, and programs and/or services, including student learning outcomes and customer/client satisfaction.

The preparation of the self-study is outlined later in the administrative regulations:

5. Preparation of the Self-Study. The unit head shall ensure broad-based involvement in the development and review of the self-study, the identification of strengths, and recommendations for quality enhancement. A copy of the self-study, including results of the internal review, shall be forwarded to the appropriate administrative agent (see flowchart and timeline at: www.uky.edu/Assessment/prog.shtml).

1.B Statement of the Organization of the Study

Given the charge placed by the Administrative Regulations and the multiple goals and missions of the Department of Economics, we organize the study in the following manner: In *Section 2*, we present the statement of goals and objectives of the Department and College as well as the University. In this section, we provide some of the requested program documentation, specifically the Mission Statement of the Department and Strategic Plans that were in effect during the period of review, 1996 -2003. Discussion and presentation of these documents facilitates our evaluation and assessment of the program. The Self-Study committee, with input from the entire Economics Faculty, identified four components of the mission of the Department of Economics. These missions are Research; Graduate Education; Undergraduate Education; and Outreach to the Commonwealth and Community through our Research Centers. We proceed in this study to address each of these missions in a separate section of the study.

In *Section 3*, evidence and evaluation of departmental research effort is presented and in *Section 4*, graduate education is discussed. *Section 5* provides a detailed discussion of undergraduate education and *Section 6* discusses the activities of the Department's two research centers: The Center for Business and Economic Research (CBER) and the University of Kentucky Center on Poverty Research (UKCPR). In *Section 7* we discuss departmental resources. In each section that discusses a mission of the department (*Sections 3 – 6*) an evaluation of the department's effectiveness in that mission or, in the terms of the administrative regulations, analysis of strengths and recommendations for quality enhancement, is provided. In *Section 8* we offer a broader view of the strengths of the department and offer recommendations for possible changes in the department that incorporate and integrate some of the suggestions offered earlier in this study.

In addition to the text, this self-study contains a number of appendices. We have chosen to organize these appendices to match the section of the text of the study to which they correspond. Thus *Appendix 3* will contain supplementary materials for *Section 3* of the study. Additional appendices of greater length that are not in the electronic version include the 2003 self-study of the *Foreign Language and International Economics (FLIE)* program and the 1996 self-study of the Department of Economics.

1.C Sources of Information and Data

To adequately address the charge of evaluating the quality of the Department of Economics and its success in meeting its stated mission as well as evaluating the resources available to the Department to meet this mission, a great deal of data has been collected much of it explicitly for

use in this study. From University sources, primarily from the website of the Office of the Vice President for Institutional Effectiveness and Outcome Assessment (<http://www.uky.edu/OPIE/>), we have obtained data on course enrollments, majors, and numbers of graduates. Use of the University of Kentucky IDMS SIS course and student records, we were able to additional data on course enrollments and the composition of students in the courses.

It was the view of the self-study committee that to evaluate orientation and advising programs for undergraduate/graduate students; student learning outcomes; and customer/client satisfaction with our “customers” being students, it was necessary to undertake surveys of alumni of the Department in addition to using data obtained from exit surveys undertaken by the University. In *Appendix 1* a copy of a survey of undergraduate alumni that was placed on the Departmental website and completed interactively is found. This survey was also given to graduating senior economics majors. Results of this survey are discussed in *Section 5*.

Appendix 1 also contains a copy of a survey sent out by e-mail to Ph.D. graduates of the Department asking questions about the views of the program and the training they received. We found both surveys, particularly the survey of Ph.D. alumni, useful in understanding some of the concerns of our students and how we might consider revising the curriculum to address some of these concerns. Anonymous responses to this survey are found in *Section 4*.

To ensure that we elicit the concerns and thoughts of our faculty, in addition to having two faculty meetings in which the study was discussed, we also gave faculty an opportunity to respond (anonymously if they so chose) to a survey as well. A copy of this survey is found in *Appendix 1* as well. Summaries of responses are found in *Appendix 7*. As this survey asks questions of the faculty on the research environment, resources, and both graduate and undergraduate education, discussion of the results of this survey are found throughout the study.

A final survey we undertook was of the economics departments in our benchmark institutions. *Appendix 1* has both a list of these benchmark institutions and a copy of the survey instrument. We found this survey to be extremely useful in evaluating both our curriculum, particularly at the graduate level, and the resources available to the department. Since we ask about the questions about resources, undergraduate, and graduate education in this survey, discussion of the results of this survey are found in several sections of the study.

2. *Statement of Goals and Objectives*

Before any attempts are made to evaluate the quality and productivity of the Department and its programs, a review of the stated mission and the strategic plans of the Department is in order. In addition, we also consider how the stated mission of the Department and its plans for meeting this mission compare to the mission and plans of the University as stated in its mission statement, *Dreams & Challenges* and the mission statement of Gatton College.

2.A *Mission Statement*

The Mission Statement for the Department reads:

The mission of the **Department of Economics** is to provide economic education to the citizens of Kentucky and everywhere. There are three components of the mission.

1. Conduct nationally and internationally recognized research designed to increase our understanding of economic phenomena.
2. Provide formal training in economics to undergraduate and graduate students at the University.
3. Provide services to the College and University, the profession, and to local, state, and national governments.

The Department of Economics will fulfill its mission by:

- Conducting research that leads to publications in quality scholarly journals.
- Providing a thorough and meaningful education in economics to undergraduate students of the University - both those with majors in the Department and those from other programs.
- Advancing the knowledge and skills of graduate students, both from the departmental graduate programs and from other graduate programs of the University, by conducting advanced seminars and supervising students' own research programs.
- Promoting the understanding of human behavior by conducting applied economic policy analysis for local, state, and national governments.
- Providing service to promote the research and service needs of the profession.

It is worth noting that this mission statement is found on the home page of the Department of Economics website (<http://gatton.uky.edu/Academic/Economics/Home/Index.html>).

2.B *Strategic Plan*

While the Mission Statement gives some indication of how the three missions of the Department are to be accomplished, more details are provided in the Strategic Plan of the Department. The Strategic Plan of the Department was first drafted in 1996 and reviewed revised in 1999 though the revisions made in 1999 were minor. Both plans were approved in meetings of the Economics

Faculty. Plans consist of broad goals in the Ph.D. program, research, the undergraduate program, and service. More specific objectives follow the goals. Finally, each set of goals has performance measures associated with it.

In the 1999 the stated goal of the Ph.D. program was to “[i]ncrease the success of PhD graduates in obtaining employment and advancing their careers” with four objectives:

Objective 1: Improve the empirical and applied research skills of students early in their training.

Objective 2: Encourage students to engage in research.

Objective 3: Continue to increase the quality of incoming students

Objective 4: Improve job placements of graduate students

For research the broad goal was to “[i]ncrease visibility of department research and programs. Objectives included:

Objective: Recruit an outstanding scholar for a new Gatton Chair in Microeconomics

Objective 1: Have a high level of faculty interaction with others in the profession and opportunities to keep abreast of the frontiers of research.

Objective 2: Increase assistance for research activity.

Objective 3: Thoroughly disseminate the scholarly research of the faculty.

The undergraduate program lists as its goal to “[i]mprove the learning experiences of students who take economics at the undergraduate level” with objectives of:

Objective 1: Improve the learning experience of students taking introductory economics.

Objective 2: Strengthen the economics preparation of undergraduate majors.

For service, the Center for Business and Economic Research (CBER) had the goal of “[p]romot[ing] understanding of human behavior through applied economic research. Specific objectives included:

Objective 1: Perform applied economic research for the citizens of Kentucky and the nation.

Objective 2: Provide economic data for scholars, policymakers, and the public in the Commonwealth of Kentucky and the nation.

Objective 3: Support the research mission of the Department of Economics.

The Strategic Plan also had a goal of promoting the research and service needs of the profession and the University with objectives of:

Objective 1. Provide refereeing and editorial assistance to academic economics journals.

Objective 2: Implement and Offer the new PhD course sequence in Business Economics.

Objective 3: Recruit for a Senior Level Position in Industrial Economics and Strategic Management joint in the School of Management and the Department of Economics, Gatton College of Business and Economics

2.C *The Gatton College of Business and Economics Mission Statement*

The mission statement of the Gatton College of Business and Economics, as found on its website (<http://gatton.uky.edu/About/Mission.html>) is stated below.

The Gatton College Mission

The mission of the Gatton College of Business and Economics is to be a nationally ranked business school, offering high quality and fully accredited academic programs, maintaining an internationally recognized research program, and providing critically needed services to local and state institutions, non-profit organizations, and the business community.

Through its commitment to the personal and professional development of students, faculty, and staff, the College will fulfill its mission by:

- Teaching fundamentals of business and economics to students from throughout the University community,
- Stimulating students to become innovative thinkers and leaders able to cope with complex issues in changing environments,
- Preparing undergraduate and masters students for successful careers in a rapidly changing and competitive world,
- Providing doctoral students skills for scholarly research and teaching so they may enjoy successful careers in higher education, industry, or government,
- Supporting faculty and staff research activities that address issues of critical importance to society and contribute to the body of knowledge in business and economics,
- Contributing to the economic development of the region by conducting training programs and research studies for the business community, local and state government, and non-profit organizations.

In November 2003 four months after assuming his position, Dean Sudharshan presented a draft of a new strategic plan for the Gatton College of Business and Economics. This draft plan has been discussed in various settings and is a work in progress currently. Any new plan that is adopted will be used in future self studies. While fulfilling its mission and maintaining accreditation, the College will strengthen its ties to other campus academic units and will remain committed to the overall mission of the University.

2.D *The Dream & The Challenge*

Evaluation of the Department should not only be in terms of the stated mission of the Department but also within the context of the mission of the University. One issue that the Department will need to address in the future is how its stated mission compares to that of the University. The current mission statement of the University can be found on its website (<http://www.uky.edu/Home/2003-06StrategicPlan/vision.html>) and is provided below:

UNIVERSITY OF KENTUCKY VISION, MISSION, VALUES STATEMENT
Adopted by the University Board of Trustees
April 1, 2003

VISION

The University of Kentucky will be one of the nation's 20 best public research universities, an institution recognized world-wide for excellence in teaching, research, and service and a catalyst for intellectual, social, cultural, and economic development.

MISSION

The University of Kentucky is a public, research-extensive, land grant university dedicated to enriching people's lives through excellence in teaching, research, and service.

The University of Kentucky:

- Facilitates learning, informed by scholarship and research.
- Expands knowledge through research, scholarship and creative activity.
- Serves a global community by disseminating, sharing and applying knowledge.

The University, as the flagship institution, plays a critical leadership role for the Commonwealth by promoting human and economic development that improves lives within Kentucky's borders and beyond. The University models a diverse community characterized by fairness and social justice.

VALUES

The values of the University guide our decisions and behavior. Our core values are:

- Integrity
- Academic excellence and freedom
- Mutual respect and human dignity
- Diversity of thought, culture, gender, and ethnicity
- Personal and institutional responsibility and accountability
- Shared governance
- A sense of community
- Sensitivity to work-life concerns
- Civic responsibility

Its Strategic Plan for 2003-2006 are summarized in the "The Dream & the Challenge" found in *Appendix 2*. Briefly, the plan states six goals:

1. Reach for National Prominence
2. Attract and Graduate Outstanding Students

3. Attract, Develop and Retain a Distinguished Faculty
4. Discover, Share and Apply New Knowledge
5. Nurture Diversity of Thought, Culture, Gender and Ethnicity
6. Elevate the Quality of Life for Kentuckians

With these statements of the missions of the Department of Economics, the Gatton College of Business and Economics, and the University of Kentucky and the strategic plans of all three as well, the remainder of the study is devoted to providing information to assist others in evaluating the success of the Department in meeting its mission as well to offer our assessment of how well the Department has done in meeting its mission during this period.

3. Research

3.A Scholarly Publications

Research activity is evidenced in a variety of ways. Among of them are (a) publications in refereed academic journals, monographs or books published by reputable academic presses; (b) extramural research funding; (c) presentations of academic research in academic conferences, organized workshops at academic or research organizations; (d) research citations in refereed journals; (e) presence of active workshop series at the Department; (f) professional service such as serving as referee to refereed academic journals, reviewing research proposals for competitively-awarded extramural research funding, book review, serving in editorial capacity to refereed journals and others.

During the period under review, 1997-2003, over three-fourths of the faculty (22 out of 27) authored or co-authored published articles in refereed academic journals. This is impressive in light of the fact that a number of these 27 faculty members were not with the Department during the entire review period and at least four of them had the primary responsibility of teaching. *Table 3.1* and *Figure 3.1* summarize the flow of publications. *Table A.3.1* (in the appendix) lists the publications during the review period.

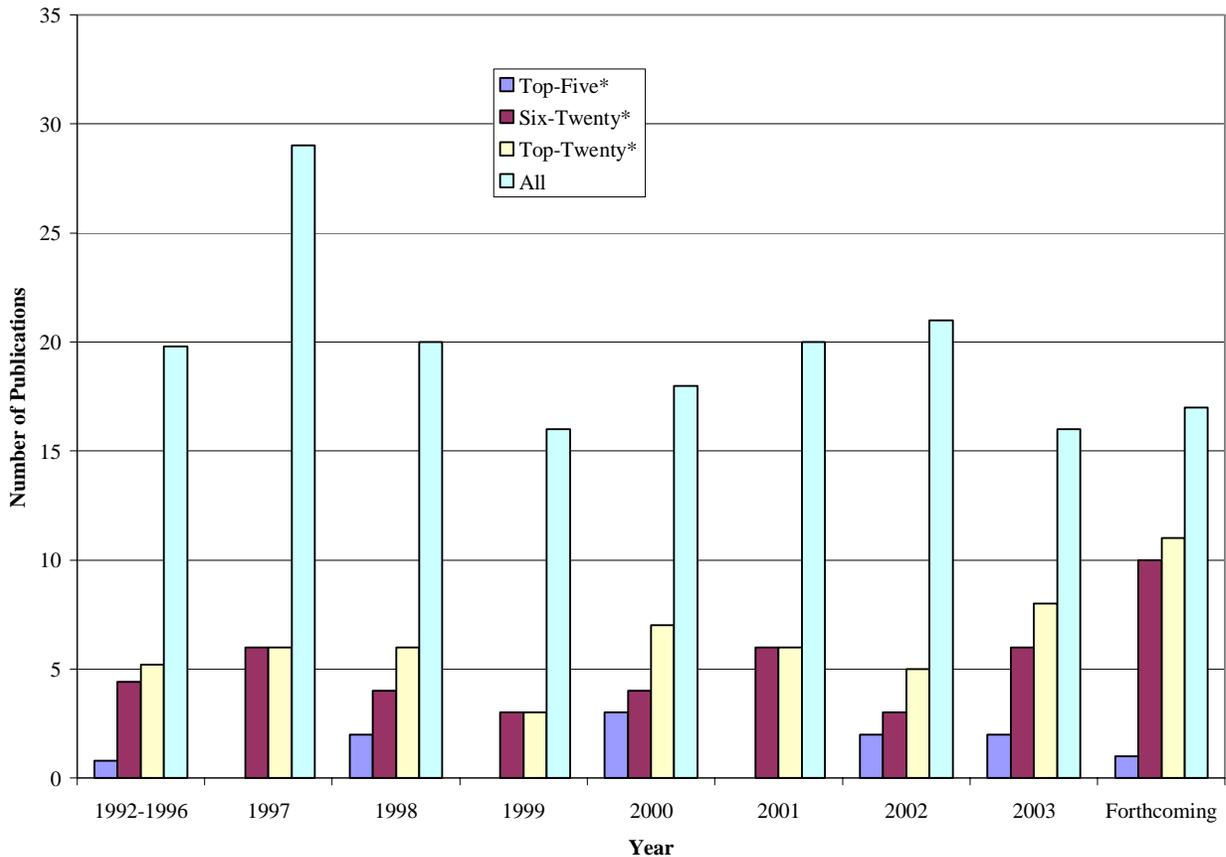
Table 3.1: Number of Publications, by Year and Journal Classification

Category	1992-1996	1997	1998	1999	2000	2001	2002	2003	Forth-coming	1997-2003
Top-Five*	4	0	2	0	3	0	2	2	1	9
Six-Twenty*	22	6	4	3	4	6	3	6	10	32
Top-Twenty*	26	6	6	3	7	6	5	8	11	41
Top-Fifty**	30									62
All	99	29	20	16	18	20	21	16	17	140

*Lists of journals used in University Goals Report, April 4, 2003.

**Top-Fifty list in Waller Committee Report, 2001.

Figure 3.1: Number of Publications, by Year and Journal Classification



The list shows a total of 157 publications, 17 of which are forthcoming. Jointly authored articles have been counted only once. Excluding the articles that are forthcoming, there have been, an average of 20 publications per year. This compares favorably with the rate of 19.8 publications per year that was found during the previous review period, 1992-1996. To detect any trend in this flow, the present review period was divided into two periods, 1997-1999 and 2000-2003. The rates of publications per year during these two periods were, respectively, 21.7 and 18.8 (23, if forthcoming articles are counted in). It seems the rate of publications has been relatively stable over the past 12 years, 1992-2003.

To assess the quality of research, publications appearing in journals considered to be “top tier” were examined. There have been numerous research studies (a number of which are published in refereed journals) to rank the journals according to the quality of their publications. Unfortunately, no consensus in ranking can be arrived at from these studies. In 2001, the Department of Economics appointed a committee (chaired by Professor Christopher Waller, hereafter referred to as the Waller Committee) to identify top-twenty journals in economics. After lengthy discussions and research the committee concluded that “The Department of Economics should have a Top 50 list of journals rather than a Top 20 list in order to be comparable to the other Departments in the Gatton College.” The list of “Top Ten” economics journals is reproduced in *Table 3.2* with the list of journals 11 – 50 in *Table 3.3*. Since the Waller Committee Report, there have been lists of “Top Five” and “Six through Twenty” list of journals

which have been used for University Goals Report, April 4, 2003. These lists are reproduced in *Table 3.4*. In our evaluation of the research quality, list of journals that appears in Waller Committee Report as well as those in the University Goals Report were used to identify “top tier” journals.

*Table 3.2: Journal Listing from Waller Committee Report, 2001
Top 10 Economics Journals (in alphabetical order)*

American Economic Review
Econometrica
Economic Journal
Journal of Econometrics
Journal of Economic Theory
Journal of Political Economy
Journal of The American Statistical Society
Quarterly Journal of Economics
Review of Economic Studies
Review of Economics And Statistics

*Table 3.3: Journal Listing from Waller Committee Report, 2001
11-50 Economics Journals (in alphabetical order)*

Applied Economics
Canadian Journal of Economics
Econometric Theory
Economic Inquiry
Economic Theory
Economica
Economics Letters
European Economic Review
Games And Economic Behavior
Health Economics
Industrial and Labor Relations Review
International Economic Review
International Journal of Industrial Organization
Journal Business and Economic Statistics
Journal Environmental Economics and Management
Journal of Applied Economics
Journal of Comparative Economics
Journal of Development Economics
Journal of Economic Behavior and Organization
Journal of Economic Literature
Journal of Economic Perspectives
Journal of Health Economics
Journal of Human Resources
Journal of Industrial Economics
Journal of International Economics
Journal of Labor Economics
Journal of Law and Economics
Journal of Law, Economics and Organization
Journal of Mathematical Economics
Journal of Monetary Economics
Journal of Money Credit and Banking
Journal of Public Economics
Journal of Risk and Uncertainty
Journal of Urban Economics
Land Economics
Oxford Bulletin of Economics and Statistics
Public Choice
Rand Journal of Economics
Regional Science and Urban Economics
Southern Economic Journal

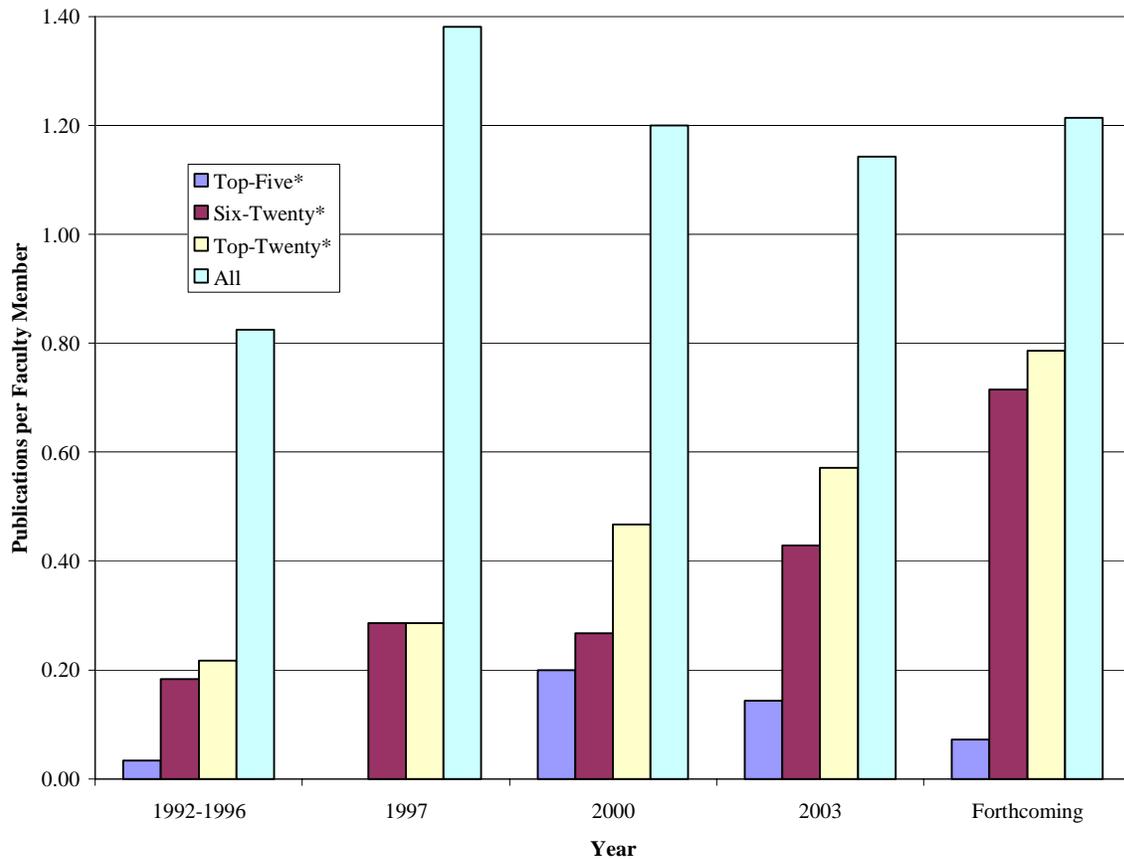
Table 3.4: Journal Listing for 2002-03 from P. Jarley for University goals report, April 4, 2003

<i>Top Five</i>
American Economic Review
Econometrica
Journal of Political Economy
Review of Economics and Statistics
Quarterly Journal of Economics
<i>Six through Twenty</i>
Economic Inquiry
Industrial and Labor Relations Review
International Economic Review
Journal of Business and Economic Statistics
Journal of Econometrics
Journal of Economic and Environmental Management
Journal of Human Resources
Journal of International Economics
Journal of Labor Economics
Journal of Law and Economics
Journal of Money, Credit and Banking
Journal of Monetary Economics
Journal of Public Economics
Journal of Urban Economics
Southern Economic Journal

Publications have also appeared in four other journals (*Journal of Labor Research*, *National Tax Journal*, *Journal of International Money and Finance* and *Journal of Financial Intermediation*) which are outside the “Top Five” and “Six through Twenty” lists but in the Six through Twenty list (See University Goals Report, April 4, 2003) for other areas in the Gatton College. These publications are included in the “Six through Twenty” list. Examining the list of publications (see Table A.3.1 in the appendix), it is found that there were 9 (10, including the forthcoming article) publications in Top Five group during the review period, 1997-2003 at a rate of 1.29 per year. This compares well with the rate of 0.8 per year that was found during the last review period, 1992-1996. It seems there may have been an upward surge in these top quality publications. There were 32 (42 if forthcoming articles are counted) publications in the Six through Twenty group during the review period, 1997-2003 at a rate of 4.57 per year compared to the rate of 4.4 per year that was found during the previous review period. Thus, it seems the rate of publications is relatively stable but the rate of quality publications may be on the rise. There were 41 publications in Top Five and Six through Twenty groups combined during the review period at a rate of 5.86 per year compared to the rate of 5.2 per year that was found during the previous review period. We also find that there were 62 publications in Top Fifty group during the review period at a rate of 8.86 per year which is almost 50% higher than the rate of 6 per year that was found during the previous review period. There seems to have a strong indication to the rise in quality publications.

As we discuss in more detail later, the size of the faculty, particularly the primary regular appointments, has significantly decreased. In 1997 the faculty included 21 primary regular appointments; currently (2003-2004) there are only 14 primary regular appointments in the Department. Given the decrease in this core research faculty in the Department a more meaningful comparison in publication trends should account for the changes in department size. In *Figure 3.2* we report articles per primary regular appointment.

Figure 3.2: Publications per Faculty Member



As *Figure 3.2* shows, both the number of publications per faculty member and the number of higher quality publications is higher for years during the period of review than the previous review period. During the period of review there has also been a rise in general quality, specifically in the number of top twenty publications per faculty member.

3.B Funded Research

There has been a substantial surge in activity to seek and obtain external grants compared to the previous review period. *Table 3.A.2* (in the appendix) shows 118 external grants earned by faculty in the 1997-2003 period. This translates to approximately 17 grants per year compared to 11 grants per year during the last review period, 1992-1996. Most grants are supported by the

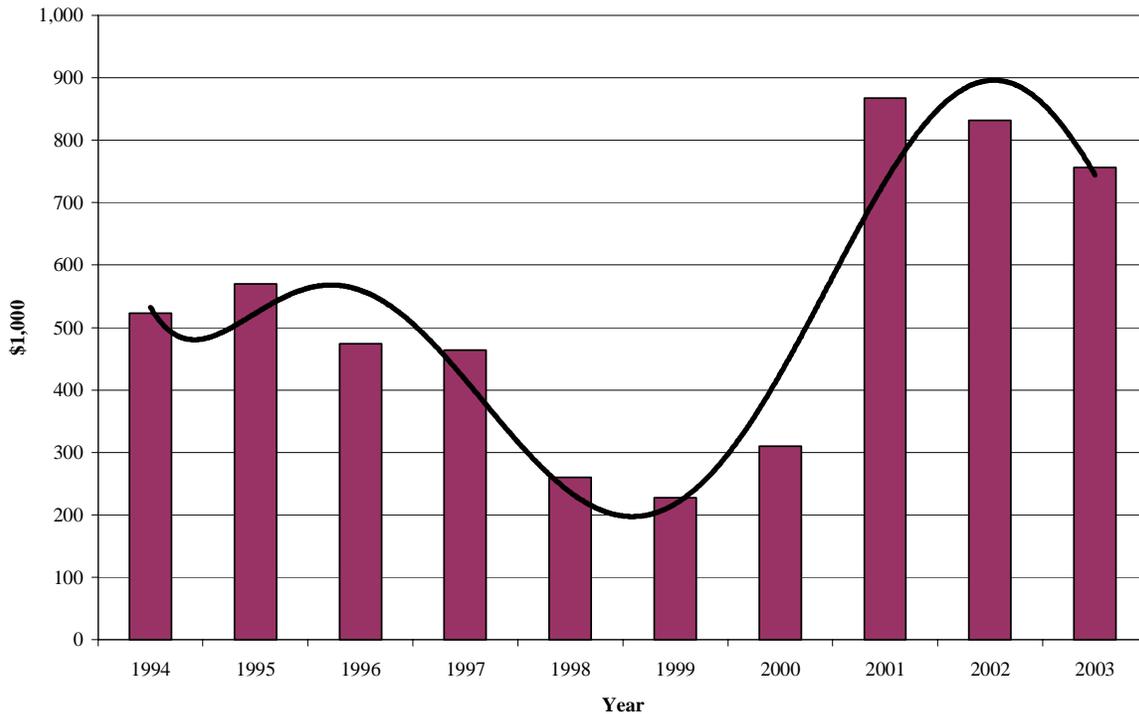
organizations (government as well as private) at the local, state or regional level. There were 33 federally funded grants over the review period 1997-2003 (about 5 per year) compared to 20 that were received during the previous review period, 1992-1996 (4 per year). Thus, the number of federally funded research grants has increased.

Within the period of our review, we have also determined the value of grants received by the faculty. *Table 3.5* and *Figure 3.3* show total funding received per year from external funding. *Table 3.5* and *Figure 3.3* show funding for grants for which Department of Economics faculty were the Principal Investigators and the grant was administered through the Center for Business and Economic Research. In addition, during this period a number of Department faculty have been actively involved in projects in other units on campus receiving external funding. These include projects through the Kentucky Water Resource Research Institute (Glenn Blomquist and William Hoyt), the Center on Drug and Alcohol Research (Glenn Blomquist, Mark Berger, William Hoyt), the College of Pharmacy (Glenn Blomquist), and the Survey Research Center (Glenn Blomquist).

*Table 3.5: External Funding to the Department of Economics
(\$1,000)*

Year	Amount
1994	522.76
1995	569.39
1996	474.48
1997	463.75
1998	260.37
1999	227.18
2000	309.62
2001	867.56
2002	831.96
2003	755.77

Figure 3.3: External Funding to the Department of Economics, by Year



3.C Research Presentations

Faculty members have been very active in presenting their researches to academic conferences and workshops. There have been 301 presentations (about 43 presentations per year) over the review period, 1997-2003. These conferences vary a great deal in terms of their affiliations and scopes. Most of them are high quality international, national, or regional conferences. There were 96 presentations at the conferences organized by national associations. A point of particular note is that a number of faculty have presented their works at workshops or seminars organized by prestigious universities, research institutes, and research organizations such as the University of Chicago; Northwestern University; Princeton University; National Academy of Science; McGill University; Duke University; University of Illinois, Champaign-Urbana; Stanford Institute for Theoretical Economics; Harvard University; The World Bank; National Bureau of Economic Research (NBER); University of Michigan; Federal Reserve Bank of New York; Iowa State University; U.S. Department of Health and Human Services; University of Wisconsin-Madison; Stockholm School of Economics; and Trinity University (Dublin). A complete list of presentations during the period of review is found in *Table A.3.3* in the appendix.

3.D Research Citations

According to the National Research Council (NRC) 1993 rankings of research-doctorate programs in the United States, the Department of Economics at the University of Kentucky is highly ranked. In publication citations per faculty member the Department is ranked in the top quarter of all departments (26.5 of 107 programs, or 25%). By this measure the faculty is 11th among economics departments in public universities. A more recent ranking of departments by

citations per faculty member is not available from the NRC, but we will provide some updated information here.

The citation per faculty member measure of quality is particularly relevant because it reflects the impact of faculty research specifically, is more precise than overall reputation, and accounts for the modest size of the Department. The average number of faculty at Top 30 PhD programs is approximately 34, which is 62% larger than the current size of 21 total faculty members in the Department of Economics at the University of Kentucky. The average size of the Top 30 is more than twice the size of the 16 regular research faculty in the Department. The Top 30 is relevant because the University of Kentucky will need to displace ten of those departments to reach the Top 20 of public research universities. The high ranking of the Department reflects that faculty publications in top general and field journals are known and used. This measure of faculty quality places the Department in good company and above departments at the University of Virginia, the University of North Carolina - Chapel Hill, and The Ohio State University, for example. The overall, reputation-relative ranking of faculty quality is 59.8%, which is a substantial leap up from the 71.4% ranking in 1982. The reputation-relative ranking of program effectiveness and improvement is similar, 57.0% up from 79.8%. Because subjective reputation indicators of quality are highly likely to lag actual quality, the reputation rankings are lower than actual impact and rising, as expected.

Table A.3.3 (in appendix) shows citation counts by faculty and covers the period for the most recent AACSB accreditation review for the Gatton College of Business and Economics. It shows that faculty research continues to have considerable impact. *Table A.3.3* covers the period for the current department review, 1997-2003. The citation counts have been adjusted to cover only the time a faculty member was in the Department and eliminate self citations. They have not been adjusted for coauthorship or restricted to any special subset of journals. The tables show that faculty research has an impact. During the 1997-2003 period six faculty members who have regular title series appointments had their research cited more than 100 times. This number is 33% of the average number of regular research faculty members over the period (18.14.) During the same period ten (55% of) faculty who have regular title series appointments had their research cited more than 50 times. Six (33%) faculty members have more than 250 career citations to their research. Recognizing that assistant professors and tenured faculty who have not been in the profession long are unlikely to have many citations due to publication lags, the reported citations indicate that the faculty publishes and that the research is read.

3.E Workshop and Seminar Series

The Department has actively organized several workshops. Among them are (a) Mark C. Berger Applied Microeconomics Workshop, (b) Macroeconomics Workshop, (c) University of Kentucky Center for Poverty Research Workshop, and (d) Annual Teaching Economics Workshop. Applied Microeconomics and Macroeconomics workshops are a tradition in the Department. Both meet on a regular basis during the academic year (weekly for the applied micro workshop and about every other week for the macro workshop). The Poverty Research Center Seminar series was established in 2003. The Teaching Workshop has been hosted in the spring of each year for the last 9 years. In each of these workshops, research is routinely presented by invited prominent outside researchers, departmental faculty, graduate students and other UK faculty. Visits from scholars outside the University provide good exposure for the

Department and College to the academic community outside the University. They have provided opportunities for the faculty and graduate students not only to remain current on research topics but also to collaborate on research with outside scholars. In addition, they have allowed the outside scholars to know the Department's research activities. *Table 3.6* includes a list of outside speakers for a representative year, 2003.

Table 3.6: Outside Workshop and Seminar Speakers, 2003

Speaker		Affiliation
Harry Holzer		Georgetown University
Daniel Lichter		Ohio State University
Erik Hurst		University of Chicago
Jeff Smith		University of Maryland
Rebecca Blank		University of Michigan
Seth Sanders		University of Maryland
Kala Krishna		Pennsylvania State University
Maria Cancian		University of Wisconsin
Donald Parsons		George Washington University
Jonathan Fisher*		U. S. Bureau of Labor Statistics
Margaret Walls		Resources for the Future
John Conley		Vanderbilt University
Robert Strauss		Carnegie Mellon University
Audra Bowles		University of Western Ontario
Kate Antonovics		University of California, San Diego
John Pepper		University of Virginia
Gerhard Glomm		Indiana University
Aleks Berentsen		University of Basel
Satyajit Chatterjee		Federal Reserve Bank of Philadelphia
Eric Smith		University of Essex and Georgetown University
Peter Rupert		Federal Reserve Bank of Cleveland
John Rogers		Board of Governors, Federal Reserve System
Gabriele Camera		Purdue University
Robert Tamura		Clemson University
Jeremy M. Piger		Federal Reserve Bank of St. Louis
David Mills		Board of Governors, Federal Reserve System
Carolyn Heinrich		University of North Carolina-Chapel Hill
Kathleen Thomas		Mississippi State University
Mary Noonan		University of Iowa

* Graduate of the Department of Economics, University of Kentucky

While the visits of researchers from other institutions is useful for general intellectual stimulation and opportunities to air ideas and thoughts to experts in the field, the workshops have also lead to

a number of instances of collaborative work between UK faculty members and our visitors. As examples, Robert Reed, an assistant professor, has recently published a paper with Casey Mulligan, a workshop visitor from the University of Chicago, in *Economic Inquiry*. Professor Reed has collaborative work with other workshop visitors including Stacey Schreft of the Reserve Bank of Kansas City, Joydeep Bhattacharya from Iowa State University, and David Mills of the Board of Governors, Federal Reserve System. Collaboration between Mark Berger and workshop visitor, Jeff Smith of the University of Maryland, resulted in a publication in the *American Economic Review*. Professor James Ziliak currently has a research project underway with recent visitor Eric Hurst from the University of Chicago, and Professor Chris Bollinger is engaged in research with recent visitor John Pepper of the University of Virginia.

Workshops have been fertile ground to develop and nurture research ideas by the faculty and graduate students. This is especially true for the micro and macro workshop where the research papers that are “in progress” (i.e., in preparation for submission to a refereed journal) are often presented.

3.F. Professional Service

The information received from faculty correspondence shows that faculty, during the review period 1997-2003, having participated vigorously in professional service by serving as referees to refereed journals, reviewing extramural grant proposals, serving as editors or on editorial boards for refereed journals and taking on other roles. Faculty served as referees to numerous journals, notably to every one of the “top-twenty” journals listed in *Table 3.4*. Faculty reviewed a number of extramural grant proposals and served on several grant review panels. Among them are such prestigious grant-awarding organizations as the U.S. Environmental Protection Agency, National Science Foundation, SSHRC (Canada), and Institute for Research on Poverty. Faculty served as editors or on editorial boards for a number of journals. Among them are *Resource and Energy Economics*, *Review of Economics of the Household*, *Growth and Change*, *Southern Economic Journal*, *Journal of Macro Economics*, *Journal of Urban Economics*, *Journal of Money, Credit, and Banking*, *CESifo Economic Studies*, *German Economic Review*, *Finanzarchiv*, *International Tax and Public Finance*, *Journal of Public Economic Theory*, *Journal of Regional Science*, *Journal of Public Economics*, *National Tax Journal*, *Regional Science and Urban Economics*, *Review of International Economics* and the *Journal of Human Resources*.

3.G Faculty Assessment of Research Environment

As mentioned in *Section I*, in conjunction with the self-study, a survey of the faculty was undertaken in January of 2004. The purpose of the survey was to allow the faculty a vehicle in which their views and thoughts about the Department could be expressed. Questions asked specifically about the research environment were:

- 1) What does the Department (and College and University) do that enhances your research program?
- 2) What could be done to improve research productivity?

- 3) Are you satisfied with how research is used in merit review and promotion decisions? How might the procedures be improved?

In addition, of course, questions regarding the “Overall Evaluation of the Department”, offer some insights into the thoughts of the faculty on the research environment. These questions include:

- 1) In your view, what are the strengths within the Department?
- 2) In your view, what are the weaknesses within the Department?
- 3) If additional resources are to be received, what would be the best way to allocate these resources?
- 4) What resource-neutral changes would you like to see within the Department?
- 5) Do you feel that the Department has a good relationship with the rest of the Business School? Is the Department as involved in the College as it should be?
- 6) Similar to #5, what are your thoughts about the standing of the Department throughout the Campus and with Administration?
- 7) Are you satisfied with merit review and promotion procedures? If not, what are your concerns and how might the process be improved?
- 8) Do you feel the Department has made progress within the past six years?

Responses to the question of what the Department and College do to enhance the research program suggest that faculty view the workshop series as very important to their research program and feel that the current workshop series are well funded and well run. Faculty seem satisfied with technical support, though some faculty have expressed a desire for more computer support. Several faculty mentioned support for professional travel, though one member expressed a concern that this support appears to be decreasing.

The most frequently seen suggestions to improve research productivity included increasing faculty size, specifically hiring more regular research faculty, and reducing teaching loads for faculty actively engaged in research. While only one respondent specifically mentioned increasing time to devote to research, several respondents offered suggestions that would increase the time to devote to research. One member suggests hiring professional advisors for undergraduate majors while two other respondents note that increases in faculty size will reduce the administrative burden on individual faculty members. Several faculty members expressed concerns about compensation that is below the market.

While faculty members did not always provide (and were not specifically asked) on the survey form the rationale behind their suggested improvements, one faculty member offered the following rationale for increasing faculty size:

For most economists, research does not require a great deal of expense on equipment. Even our computer needs can be met relatively inexpensively. Data for many, probably most economists, is generally from secondary sources, most often data that is publicly and freely available or available at a low cost. Even primary data collection when done is relatively inexpensive. The scarce resource that economic research does require is time. Some of this time can be provided by research assistants but most of it has to be the researcher's own time. Realistically in the age of desktop computers and e-mail, some, but probably not much, time can be saved by hiring additional office staff. For me, as for most of my senior colleagues, time for research is very scarce. Teaching responsibilities, particularly at the graduate level, advising, at the undergraduate and graduate level, and administrative duties require a great deal of my time. Increasing faculty size, in addition to directly increasing research productivity through the research of additional faculty will stimulate and increase the research productivity of current faculty. One way is through the additional synergies provided by new faculty, particularly in fields in which current faculty are active and in some fields where additional presence is needed. But perhaps as important a stimulate to research productivity is gain in time for research for current faculty as the administrative, teaching and advising responsibilities that have to be done can be spread out among a large number of faculty.

Another faculty members states in response to what is a weakness of the Department:

Faculty size—we barely have critical mass to carry out our programs and mission. Right now we are outside our PPF [production possibility frontier]. It is something that can be done in the short run but cannot be sustained. It will be evident five years from now when we look back at overall research productivity.

While a number of faculty members were relatively satisfied with the evaluation of research in merit review and promotion, several respondents did express some concerns. Chief among these was perception that the “list” of journals used in merit review was unfair to economists relative to the other disciplines in the College. Two respondents suggested eliminating school-level merit review but have each department make the decisions about merit review, allocating a fixed sum of money among its departmental members.

Responses to the questions regarding the overall evaluation of the Department offer some insights into concerns about the graduate program as well. Numerous faculty expressed a collegial environment and support for junior faculty as strengths of the Department. Again, the concern about the size of the Department appears on virtually all responses. While a few faculty expressed a need for hiring in specific fields, there did not appear to be a consensus here, with two respondents expressing a desire to hire someone in applied theory while others expressed interest in international, macroeconomics, and econometrics or labor. The concerns of the faculty about faculty size appear to be of a more general nature and less focused on a particular field.

3.H Analysis of Strengths and Recommendations for Quality Enhancement in Research

Research productivity has remained fairly steady in the Department over the period of review and has increased from the preceding review period. The Department has compared very favorably to other departments in measures of citations. Over the period of review and relative to the preceding review period, there have been significant increases in the extent of external funding. Department faculty have also contributed to a number of important, large, externally-funded projects in other units on campus.

Faculty view the workshops as critical to their research environment. A number of faculty are currently engaged in research projects arising from interactions with workshop visitors. Continued support of workshops is critical to maintaining an active research faculty.

Faculty also have generally favorable views on current support for professional travel, though a few have expressed a concern that this support appears to be diminishing. Again, support for professional travel, particularly for junior faculty, appears to be extremely important to faculty research programs.

The evaluation of research in merit review concerned some faculty, particularly the comparisons being made across disciplines. One possible recommendation is to eliminate the college-level evaluations and have each unit evaluate its members.

Overwhelmingly, faculty feel the decreases in the size of the faculty, particularly research faculty, has been detrimental to the Department's research program and increases in the size of the faculty are necessary to increase the standing of the Department. Concerns are less focused in hiring in any specific areas. Currently only one of UK's benchmark institutions (Florida) has fewer faculty members while most have many more. We discuss this issue in more detail in *Section 7*.

Suggestions of the faculty indicate that time, or the lack of it, may be the most important impediment to their research productivity. Several faculty have recommended reduced teaching loads while others have suggested eliminating or modifying faculty advising to reduce time commitments there. One of the motivations for increasing faculty size is to spread administrative responsibilities, increasing the time for research.

Finally, departures of several productive researchers during this period, including Dan Black, Richard Jensen, and Chris Waller, to institutions of lesser or equal quality (Syracuse for Dan Black and Notre Dame for Richard Jensen and Chris Waller) but for greater compensation highlights the importance of salary in obtaining and retaining research faculty. From our survey of benchmark institutions we find that UK Associate Professors receive only 79% of the salary of the median benchmark institution while Full Professors receive only 75%. Not surprisingly, UK fares better in the market for Assistant Professors, paying 90% the median benchmark salary.

4. *Graduate Studies*

In this section we provide a summary and description of the graduate programs offered in Economics, with our primary focus on the Ph.D. program. We provide information on the program and the experiences of our graduates from a number of different sources including surveys of graduates of our Ph.D. program and of Economics departments in our benchmark institutions. In addition to describing the program, we also provide some analysis and critique of our efforts in graduate education.

A fair critique of the department's efforts in graduate education requires an understanding of the Department's goals in graduate education. For this reason we start this section with a brief summary of the Department goals for graduate education, as stated in the Department Mission. We then outline the structure of the Ph.D. program, including the coursework and exams as well as sources of funding for students. To give perspective on UK's program, we offer some comparisons of the structure of our program and funding for students to our benchmark institutions. Information on students, demographics, and background as well as measures of the quality of the entering class follow. Post-graduate experiences including placements and scholarly contributions, obtained from surveys of graduate students, are summarized in the next subsection. Finally, we offer some analysis and our views on how we have met our stated goals as well as some thoughts on whether or not our goals need revision.

4.A *Stated Objectives for Graduate Education*

As outlined in the Strategic Plans of 1996 and 1999 as well as the Mission Statement of the department, the Department places a great deal of emphasis on its graduate education, primarily focused on the Ph.D. in economics, though as the data will indicate, the department also places a significant role in graduate education in other disciplines. In the two most recent revisions to the Department's strategic plans (1996 and 1999), the Ph.D. program has been a major focus. Therefore we begin our assessment of the graduate education by briefly summarizing the stated goals for graduate education as found in the Department's Mission Statement and the 1999 Strategic Plan. The complete Mission Statement as well as the 1996 and 1999 Strategic Plans can be found in their entirety in the appendix. Following the statement of stated Departmental goals for graduate education, we then present and analyze a number of sources of data on the program in light of the objectives and goals the Department has set for graduate education.

The central mission of the Department, as expressed in the Mission Statement and discussed earlier, is to "provide economic education to the citizens of Kentucky." The Mission Statement asserts that one way in which the department will fulfill this mission is by:

Advancing the knowledge and skills of graduate students, both from the departmental graduate programs and from other graduate programs of the University, by conducting advanced seminars and supervising students' own research programs.

The Strategic Plans of 1999 and 1996 are identical in their stated goal and objectives for the Ph.D. program with only slight variation in performance measures and the suggested strategies for meeting the goals. For this reason we focus only on the more recent Strategic Plan, that of

1999. This states that the goal of the Ph.D. program is to “[i]ncrease the success of Ph.D. graduates in obtaining employment and advancing their careers.

Given this broad goal, the Department’s first objective is to “[i]mprove the empirical and applied research skills of students early in their training.” The Department suggests that this be done through two courses of action: developing a course in “Applied Research” to be taken after the student takes the ECO 691-692 sequence (Econometrics). In this course [s]tudents engage in a project of their own design that requires development of hypotheses, collection of data, estimation, and write-up and presentation of results.” Also suggested is expansion of employment of graduate students as assistants to assist faculty on research projects, providing students with the opportunity to “learn by doing.” Performance measures for this objective include the following: number of working papers and submissions by graduate students from papers in *Applied Research* and summer RA duties; number of dissertations developed from papers in *Applied Research*; the average time to complete dissertations; and the total number of working papers, submissions, and publications by graduate students.

The second objective is to “encourage students to engage in research.” This was to be done by creating an Economics Graduate Workshop to be administered by a 4th year student that will provide graduate students an opportunity to present their own research or research of others (for students earlier in their careers). Also proposed was an annual award for the best research paper (*Carol Martin Gatton Best Research Paper Award*), the payment of submission fees, and the payment for presentations at conferences (the Department would supplement the Graduate School funds). Performance measures for this objective include number of submissions paid for by the Department, the number of publications and working papers by graduate students, and the number of presentations at conferences by students.

A third objective of the program is to increase the quality of incoming students. It was suggested in the 1999 Strategic Plan to do this by continued use of Graduate School funds to encourage students to visit and the continued development of a webpage focusing on the Ph.D. program and research. Performance measures included number of “hits” on webpage and visits to campus by potential students, percentage of “top” students matriculating, and the percentage of students with combined GRE above 1650.

The fourth objective is to “improve job placements of graduate students.” It was suggested that a new position of Director of Placement be created to assist with this objective. Performance measures include a comparison of the employment success to other Ph.D. programs in social sciences at UK; a comparison of the employment success to Ph.D. programs in economics at “benchmark” universities; and the percentage of Ph.D. graduates placed at AACSB colleges and universities.

4.B *Structure and Basic Facts about the Economics Ph.D.*

As stated on the Department website (<http://gatton.uky.edu/Academic/Economics>) the Ph.D. is:

[D]esigned to produce graduates who are qualified to teach on the college and university level, as well as engage in research and consulting for business and government. The

program aims to prepare students to contribute to the advancement of economic knowledge. To attain these objectives, the program is designed to provide the student with appropriate knowledge, understanding, skills, and abilities including:

1. A thorough comprehension of economic theory;
2. Skill in the use of quantitative techniques, specifically mathematics and statistics;
3. Specialization in several sub-fields of economics;
4. Knowledge of the broad social and political background of the economic environment;
5. Experience in the development of research topics;
6. Research and writing skills that will lead to the publication of original research; and
7. Competence in communicating economic knowledge to diverse audiences.

4.B.1 Coursework in Economics Ph.D.

Coursework in the Economics Ph.D. falls into four categories: *Economic Theory*, *Statistics/Econometrics*, *Elective Areas*, and *Supporting Coursework*. The course in economic theory and statistics/econometrics are the “core” courses in the program. Almost all Ph.D. students in economics have virtually the same schedule in the first year and much of the second year. The first year coursework usually consists entirely of the core courses with the majority of the Economics Ph.D. students also taking ECO 590: Introduction to Quantitative Economic Analysis I. In the second year, students generally need to take additional theory and econometric courses but also begin work in elective areas and supporting coursework.

In *Economic Theory*, there are six courses. Four courses are generally taken during the first year. Two courses are in microeconomics: *Economics 601*, *Advanced Microeconomic Theory*, and *ECO 701 Neoclassical Microeconomic Theory*. In addition, two other courses in macroeconomics: *ECO 602: Macroeconomic Theory* and *ECO 702: Advanced Macroeconomic Theory* also generally taken in the first year. *General Equilibrium Theory and Welfare Analysis* is also required and generally taken in the students’ second year.

The statistics/econometric sequence consists of three courses: *STA424G: Basic Statistical Theory I* or *ECO603: Research Methods and Procedures*, *ECO703: Introduction to Econometrics I*; and *ECO706: Introduction to Econometrics II*. Most of the students choose to take *ECO 603* rather than *STA424G* in the Fall semester of their first year, taking *ECO 703* in the next semester and *ECO 706* in their second year.

All Ph.D. students are required to choose two fields of concentration and they typically take two courses in each field. The fields of concentration are generally from courses offered by the Department of Economics though on occasion, with consent of the student advisory committee, courses in other departments have been used. The Department currently offers six fields of concentration: Environmental and Health Economics; Industrial Organization; International Economics; Labor Economics; Monetary Economics; and Public Economics.

Finally, nine hours of supporting work in courses not in the core and above the 500 level are required.

A minimum average of grade "B" must be attained in all courses attempted for graduate credit after being admitted to the Graduate School. Students obtaining six quality points below a "B" average will not be allowed to continue in the program. A summary of Ph.D. requirements (from the webpage

(<http://gatton.uky.edu/Academic/Economics/Graduate/PhDRequirements.html?section=2.3>) is found in the appendix. A list of Ph.D. courses with description as found in the course catalog and recent syllabi are found in the appendix as well.

Table 4.1 lists enrollment in the core courses in the graduate program in the Department from Fall 1995 to Spring 2003 while Table 4.3 does the same for field courses. Several courses have been renumbered during this period. When this is the case we report enrollment based on current course numbering only. While enrollments in the field courses has generally remained fairly steady during this period, enrollment in the core courses, particularly microeconomic theory (601 and 701), econometrics (603 and 703), and mathematical economics (590) has increased dramatically. For example, *ECO 601, Advanced Microeconomic Theory*, increased from 21 in Fall 1996 to 58 in Fall 2002. *ECO 590, Introduction to Quantitative Economic Analysis I*, increased from 17 to 40 during the same period. The trends in enrollments in the four courses that comprise the typical first semester courses of Ph.D. students in Economics are summarized in Figure 4.1

Figure 4.1: Trends in Enrollment in 1st Semester Ph.D. Courses

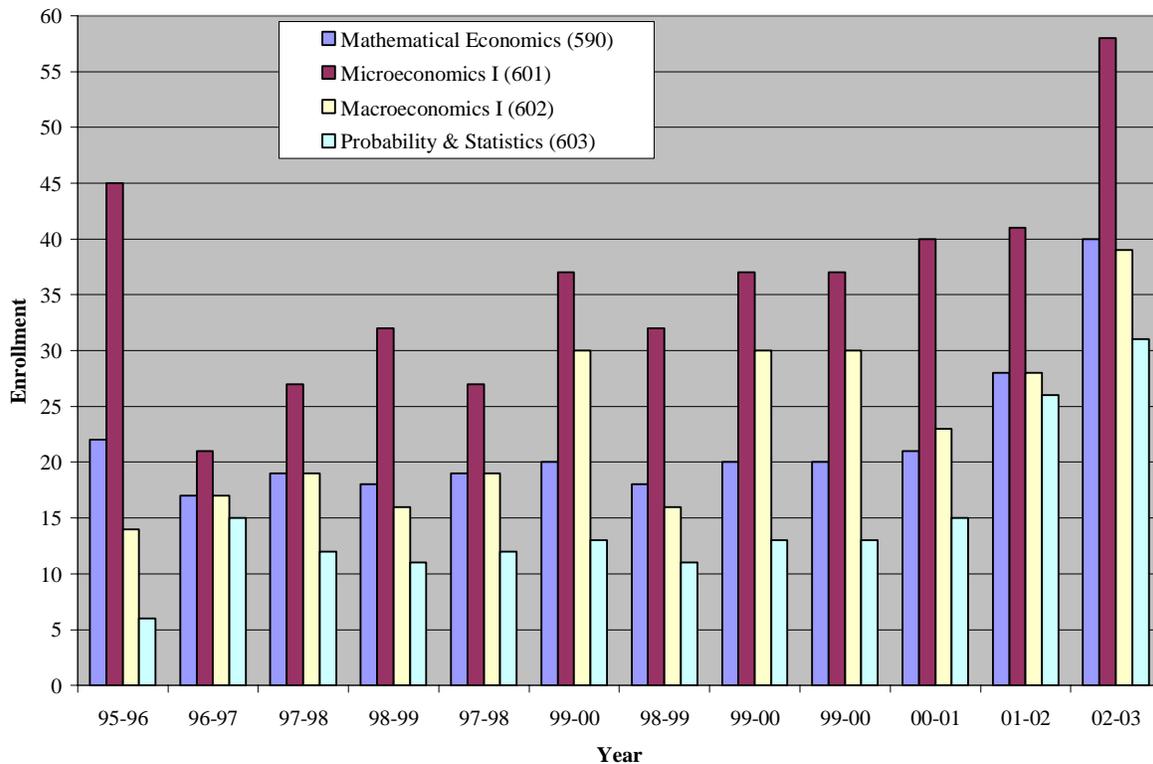


Table 4.1 Enrollment in Core Ph.D. Courses, 1995 - 2003

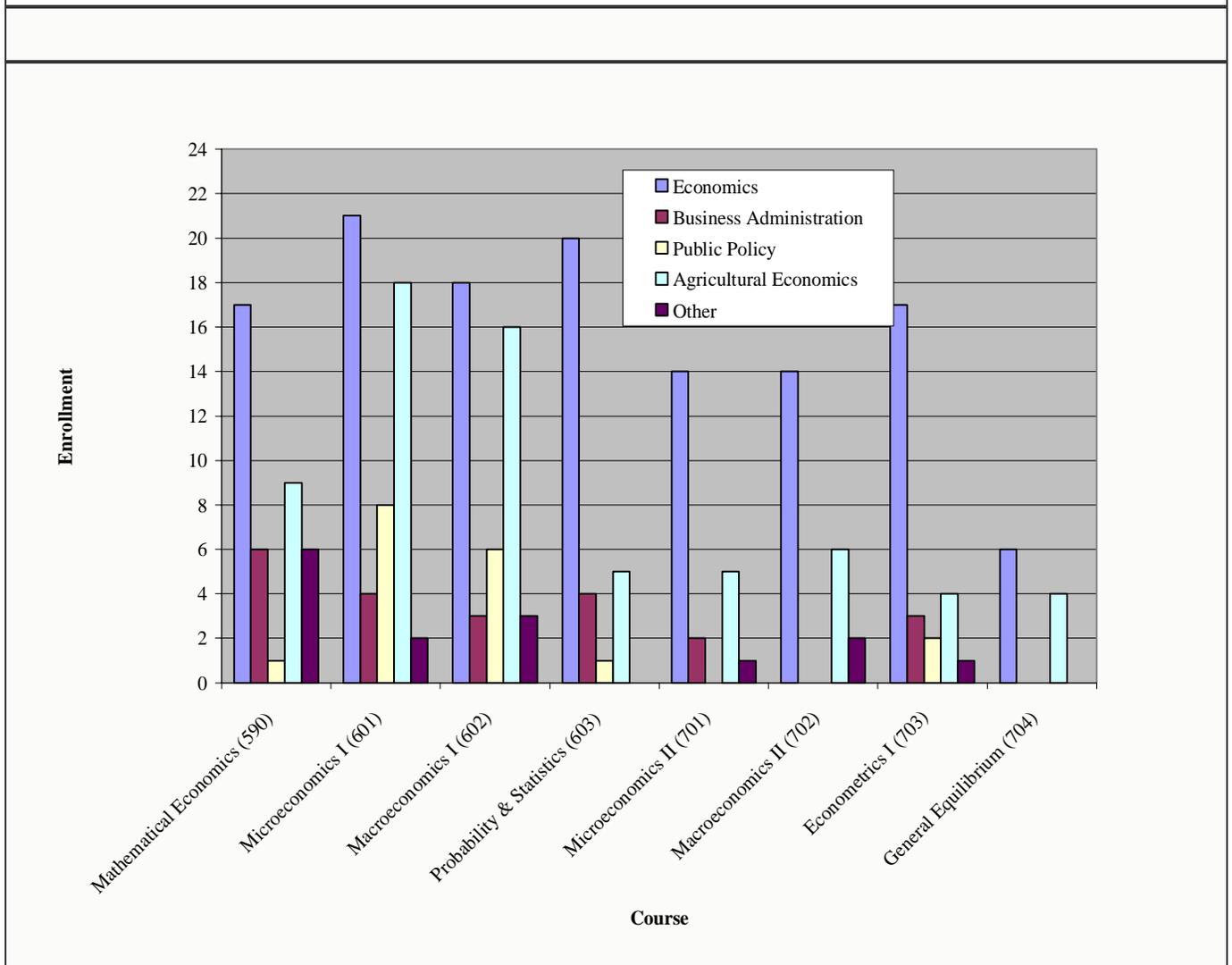
Course	Course Title	Fall 1995	Spring 1996	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003
ECO 590	Introduction to Quantitative Economics I	22	0	17	0	19	0	18	0	20	0	21	0	28	0	40	0
Enrollment	Advanced Microeconomic Theory	35	10	21	0	27	0	32	0	37	0	40	0	41	0	58	0
ECO 601	Microeconomic Theory	35	10	21	0	27	0	32	0	37	0	40	0	41	0	58	0
Enrollment	Macroeconomic Theory	14	0	17	0	19	0	16	0	30	0	23	0	28	0	39	0
ECO 602	Macroeconomic Theory	14	0	17	0	19	0	16	0	30	0	23	0	28	0	39	0
Enrollment	Research Methods and Procedures in Economics	6	0	15	0	12	0	11	0	13	0	15	0	26	0	31	0
ECO 603	Research Methods and Procedures in Economics	6	0	15	0	12	0	11	0	13	0	15	0	26	0	31	0
Enrollment	Neoclassical Microeconomic Theory	0	9	0	13	0	12	0	18	0	16	0	15	0	23	0	22
ECO 701	Neoclassical Microeconomic Theory	0	9	0	13	0	12	0	18	0	16	0	15	0	23	0	22
Enrollment	Advanced Macroeconomic Theory	0	10	0	14	0	11	0	15	0	17	0	13	0	19	0	22
ECO 702	Advanced Macroeconomic Theory	0	10	0	14	0	11	0	15	0	17	0	13	0	19	0	22
Enrollment	Introduction to Econometrics I	0	20	0	21	0	17	0	24	0	24	0	17	0	25	0	27
ECO 703	Introduction to Econometrics I	0	20	0	21	0	17	0	24	0	24	0	17	0	25	0	27
Enrollment	General Equilibrium Analysis and Welfare Economics	0	12	0	6	0	5	0	7	0	0	0	7	0	12	0	10
ECO 704	General Equilibrium Analysis and Welfare Economics	0	12	0	6	0	5	0	7	0	0	0	7	0	12	0	10
Enrollment																	

Table 4.2 and *Figure 4.2* provides more detailed data on enrollment in core economics courses at the beginning of the review period (1997-98) and the end (2002-03). This table provides information on who is taking core economic courses, that is, the degree program for the students. As the table indicates, not only do the core courses in economics have large enrollments but much of the enrollment is from students attaining doctoral degrees in other departments. In fact, enrollment in the first semester courses in microeconomic and macroeconomic theory (ECO 601 and ECO 602) was 40% or less Ph.D. students in economics in both 1997-98 and 2002-03. Introduction to Quantitative Economics I has a similar distribution of students with approximately 50% coming from the Economics program. Outside of the Department of Economics, the largest number of students comes from Agricultural Economics, though a significant percentage also comes from the doctoral programs in business, particularly finance and accounting, and the Martin School of Public Policy. Clearly Ph.D. courses in Economics, particularly those in the core, have an important service component and therefore the efforts of faculty teaching core courses must address the concerns and needs of students from these other disciplines.

Table 4.2: Distribution of Enrollment, Economics Core Courses

	1997-98		2002-03			1997-98		2002-03	
Mathematical Economics (590)	15		36		Microeconomics II (701)	12		22	
ECON	8	53%	17	47%	ECON	8	67%	14	64%
BUAD	4	27%	6	17%	BUAD	0	0%	2	9%
PUAD	3	20%	1	3%	PUAD	0	0%	0	0%
AGEC	0	0%	9	25%	AGEC	4	33%	5	23%
UG	0	0%	1	3%	SOSC		0%	1	5%
POBA	0	0%	2	6%	UG	0	0%	0	0%
Microeconomics I (601)	27		56		Macroeconomics II (702)	11		22	
ECON	10	37%	21	38%	ECON	8	73%	14	64%
BUAD	2	7%	4	7%	BUAD	0	0%	0	0%
PUAD	3	11%	8	14%	PUAD	0	0%	0	0%
AGEC	10	37%	18	32%	AGEC	3	27%	6	27%
UG	1	4%	0	0%	SOSC	0	0%	1	5%
SOSC	0	0%	1	2%	POBA	0	0%	1	5%
POBA	1	4%	2	4%	UG		0%		
MATH	0	0%	1	2%	Econometrics I (703)	18		27	
MAMT	0	0%	1	2%	ECON	7	39%	17	63%
Macroeconomics I (602)	31		46		BUAD	3	17%	3	11%
ECON	13	42%	18	39%	PUAD	2	11%	2	7%
BUAD	6	19%	3	7%	AGEC	5	28%	4	15%
PUAD	1	3%	6	13%	POBA	1	6%	1	4%
AGEC	10	32%	16	35%	UG				
UG	0	0%	0	0%	General Equilibrium (704)	5		10	
POBA	1	3%	1	2%	ECON	4	80%	6	60%
SOSC	0	0%	1	2%	BUAD	0	0%	0	0%
MATH	1	3%			PUAD	0	0%	0	0%
ACCO	1	3%	1	2%	AGEC	1	20%	4	40%
Probability & Statistics (603)	14		30		UG	0	0%		0%
ECON	10	71%	20	67%	Econometrics II (706)			19	
BUAD	3	21%	4	13%	ECON			11	58%
PUAD	0	0%	1	3%	BUAD			3	16%
AGEC	1	7%	5	17%	PUAD			0	0%
UG	0	0%			AGEC			4	21%
					UG			0	0%
					MATH			1	5%

Figure 4.2: Enrollment in Core Ph.D. Economics Courses by Program, 2002-2003



Enrollment figures for field courses from 1995-96 to 2002-03 are found in *Table 4.3*. During this period enrollment has remained relatively steady. Enrollment in the field courses for Environmental Economics and Health are not included in the table as only one course was offered for several of these years and a number of MS students in public policy were also enrolled. Enrollment in *ECO 752 (Economics of Public Policy)* is also difficult to track as students can also enroll in this course as *PA 752*. Thus the figures below do not reflect total enrollment in the course.

Table 4.3: Enrollment in Ph.D. Field Courses, 1995-96 to 2002-03

	Year	95-96	96-97	97-98	98-99	99-00	00-01	01-02	02-03
ECO 731	Labor Economics I		6		9		6		8
ECO 732	Labor Economics II		7		5		5		5
ECO 741	Theory of the Firm and Market Structure	14		13		11		10	
ECO 742	Industrial Organization	12		5		10		9	
ECO 751	Public Economics		8		5		13		7
ECO 752	The Economics of Policy Analysis	10	2	4	3		8		7
ECO 766	Monetary Economics: Theory	5				4		4	
ECO 767	Monetary Economics: Policy		6			7		4	
ECO 771	International Economics: International Money and Finance	6		7			8		6
ECO 772	International Economics: Trade Theory and Policy	13		9			8		6
ECO 796	Environmental Economics								6
ECO 796	Health Economics						4		
Average Enrollment		10	5.8	7.6	5.5	8	7.4	6.75	6.4

Through a survey of our benchmark institutions we gathered information about other economics departments, including information about their Ph.D. programs. Specifically, this survey asked for information about the fields of concentration offered by the benchmark institutions and how and if students were tested on fields. *Figure 4.3* provides information about the number of fields offered by the different department while *Table 4.4* lists the number of benchmark schools offering a specific field of concentration. In addition to the number of specific fields, this table gives a summary count of the total number of fields offered by the responding benchmark institutions. While the design of Kentucky's program is similar to most of the programs, there are some notable differences. Like Kentucky, 11 of the benchmark institutions required two fields and also like Kentucky, six of them required written exams in both fields. Three programs required two fields but no examination while another required coursework in two fields and one examination. One program has exams in three fields. While Kentucky is quite similar to other programs in how it administers field exams, it offers fewer fields than the typical program in its benchmark institutions. Only two other programs had six or fewer fields while the majority of programs have nine or ten field offerings. Two fields not offered by UK that are offered by most other departments are theory and econometrics.

Figure 4.3: Number of Fields of Concentration, UK and Benchmark Institutions

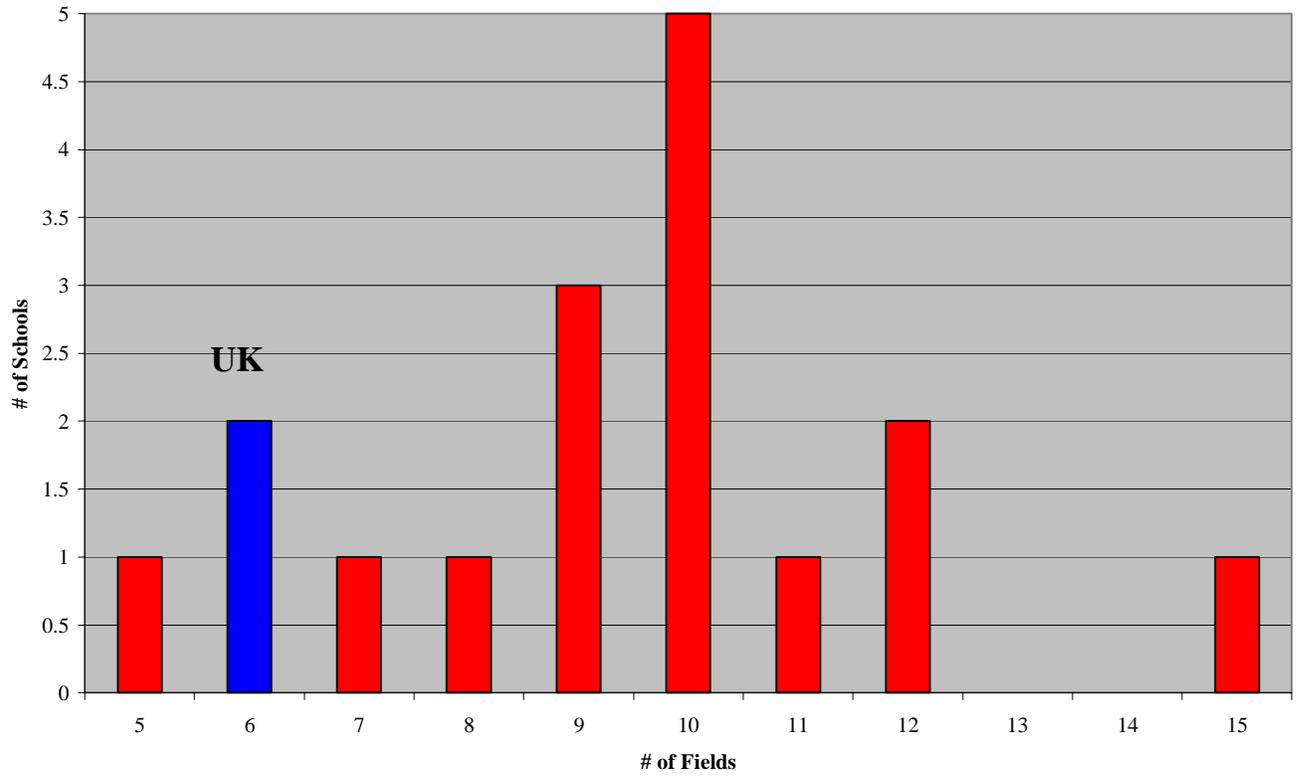
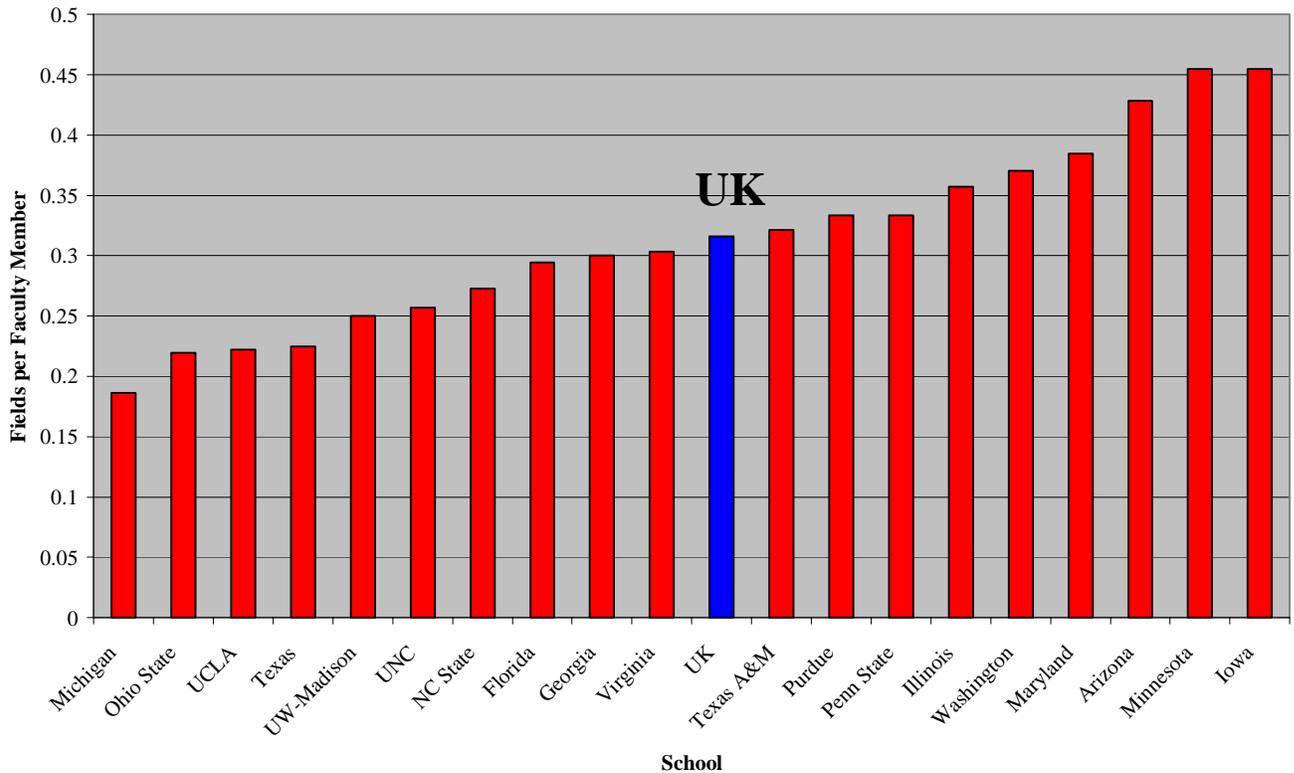


Table 4.4 Fields of Concentration in UK and Benchmark Institutions

Number of Fields of Concentration required	1 had 3; 12 had 2; 2 had 3; 1 had 1; 1 had 1 major, 1 minor
Field exams required	1 had 3 exams; 10 had 2 exams; 4 had 1 exam; 4 had none
Number of Fields (number of schools)	5(1); 6(2); 7(1); 8(1); 9(3); 10(5); 11(1); 12(2); 15(1)
	Number of Schools
International Economics*	17
Industrial Organization*	18
Econometrics	17
Labor*	16
Public*	16
Money/Macroeconomics*	18
Theory	13
Development	8
Health**	2
Environmental**	7
Urban/Regional	3
Economic History	9
Experimental	3
Other	Mathematical Economics (3), Modeling, Economic Thought (2), Public Choice, Political Economy; Agricultural; Asset Pricing; Financial (2); Game Theory (1); Computable (1); Marxism (1)
* Field offered by UK	
** Joint Field at UK	
From: Survey of Benchmark Economics Departments, October 2003	

One reasonable explanation of the difference in the number of fields among benchmark programs may be due to differences in the number of faculty available to teach Ph.D. courses. It may be reasonably argued that concerns about too many fields should be based not solely on the absolute number of fields but also the number of faculty available to teach courses. *Figure 4.4* gives the number of fields per faculty member for UK and the benchmark institutions.

Figure 4.4: Fields per Faculty Member, UK and Benchmark Institutions



As Figure 4.4 shows by this metric, with .3 fields per primary faculty member, UK is in the middle of the schools. While UK has one of the smallest departments among the benchmark institutions, it has maintained what appears to be a reasonable number of fields per faculty member by also having among the fewest number of fields offered.

4.B.2 Examinations in the Ph.D. Program

In the Ph.D. program students are required to pass an examination (the preliminary exam) in economic theory. The exam is generally first taken by students in June following their first year of courses. There are separate exams for Microeconomic theory and Macroeconomic theory with students being required to pass both exams. If a student fails to pass either or both exams, she or he can take the exam for a second time. Students failing on a second attempt are not allowed to continue in the program.

In economics, the qualifying exam consists of a written and oral exam. The written exam consists of a component on each of the two elective fields chosen by the student. If the student fails one or both components, the student's Advisory Committee determines conditions under which a second exam might be administered. Failure to pass on the second exam constitutes failure of the qualifying exam. The oral exam is over the student's dissertation proposal. The oral exam is recognized by the Graduate School as the exam that qualifies the student as a Ph.D. candidate.

4.C Characteristics of Graduate Students

The Strategic Plans of both 1996 and 1999 listed as an objective to increase the quality of students entering the Ph.D. program. This is also Goal II of *The Dream & the Challenge* for the University. *Table 4.5* gives some information on both applicants and students newly-admitted to the Ph.D. While the length of time on which this data is readily available (or, as it turns out, available at all) is very short -- beginning only in 1998-99-- it does provide some evidence about the mix of students entering the program in the recent past and how this mix has changed in the past few years.

Table 4.5 does not suggest any dramatic changes in students entering the Ph.D. program in economics. Seven to ten students have entered a year with women comprising 27% to 43% of the incoming Ph.D. class. Women were approximately 38% - 45% of the applicants from 1998 to 2002, a figure suggesting that yield and employment is linked. Though it is not shown in the table, 100% of the new Ph.D. students enrolled in 2003-2004 are women. Minority applications to the Ph.D. program have been low (1 to 3 students a year during this period). While the number of applications almost doubled from 1999 to 2000 hitting 100 in 2000 and 94 in 2001, the entering class for Ph.D. students has continued to be generally below or at ten a year for the Ph.D. and one to four for the Master's Degree. A similar pattern for applicants for the Master's Degree emerges with the number enrolling not increasing proportionately to the number enrolled. This increase in applications is primarily due to the large increase from international students, particularly students from China. *Table 4.5* presents both a measure of *selectivity* (fraction of applicants admitted) and *yield* (fraction of admitted that actually attended) for the years 1998 to 2002. Selectivity has not changed much during this period with the possible exception of 2000. Instead, enrollment has not increased as much as it could because the yield has decreased -- a lower fraction of those admitted chose to attend UK.

Compared to our benchmark programs, UK's graduate enrollment is small, UK admits ten students in a typical year compared to a median of eighteen students for the ten responding benchmark schools (with a maximum of twenty-five students and a minimum of ten). Kentucky has a greater domestic content than most of our benchmark schools that have a median of seventy percent of students from outside the United States.

One potentially important distinction between Kentucky's program and others is the length of time that students receive funding. Kentucky's mode time of completion, 4.5 years, is somewhat shorter than the respondent benchmarks' length of 5.3 years.

Table 4.5 also gives GRE scores for 1998-99 to 2002-03. Improving GRE scores was an explicit objective in the last two strategic plans. The limited evidence here suggests efforts to meet this objective are mixed. Scores that are recorded for 1998-99 and 1999-00 are based only on those students who chose to attend UK; scores from 2000-01 to 2002-03 are based on all applicants. Thus, the large increase in scores from 1999-00 to 2000-01 is probably more attributable to differences in sampling than any increases in scores for a given type of student. Note that verbal scores increased significantly between 2000 and 2003 with quantitative scores also increasing, though to a lesser extent. Not surprisingly, the scores of the smaller sample, Master's Degree students, tend to fluctuate more.

Table 4.5: Characteristics of Newly-Enrolled Ph.D. and Applicants

	1998-1999		1999-2000		2000-2001		2001-2002		2002-2003	
Newly-Enrolled	Ph.D.	M.S.								
Total	7	2	10	5	7	2	11	2	?	?
Male	4	1	7	4	4	1	8	1	?	?
Female	3	1	3	1	3	1	3	1	?	?
Percent Female	43%	50%	30%	20%	43%	50%	27%	50%	?	?
Applications										
Received	61	28	55	25	100	34	94	50		
Completed	32	15	36	20	54	11	58	26		
Admitted	30	10	32	17	42	7	54	13		
Male	38	18	30	14	59	21	59	25		
Female	23	10	25	11	41	13	35	25		
Percent Female	38%	36%	45%	44%	41%	38%	37%	50%		
Minority (Total)	1	4	1	1	1	1	1	6		
African American	1	3	0	1	1	1	1	6		
Kentucky Native	3	3	6	4	4	6	9	13		
International	46	21	44	15	89	27	77	33		
Selectivity	0.94	0.67	0.89	0.85	0.78	0.64	0.93	0.50		
Yield	0.23	0.2	0.31	0.29	0.17	0.29	0.20	0.15		
Entering GRE										
Doctoral										
Verbal					484	55	467	49	512	63
Quantitative					708	79	712	78	735	81
Analytic					680	82	686	83	663	75
Master										
Verbal					547	76	497	61	496	63
Quantitative					614	62	778	90	575	49
Analytic					715	89	752	95	599	59
Total										
Verbal	433		423		502	61	472	51	510	63
Quantitative	670		656		681	74	723	80	715	77
Analytic	620		623		690	84	697	85	655	73
# Ph.D.					5	5	10	10	14	14
#Master					2	2	2	2	2	2

Table 4.6 give a comparison of the mean scores on the GRE in 2002, by test section, for the 14 top large departments (in terms of combined score) where large departments are those with over 40

students. In all three components of the GRE, Economics places in the top 20 programs. While 20th in the Verbal section, Economics had the fifth highest mean score in the Quantitative section and the third highest mean in the Analytic section. Economics is only one of 14 large departments on campus whose students place in the top 20 departments in all three components of the *GRE*. Inspection of *Table 4.6* indicates that Economics ranked eighth on campus for both the highest combined Verbal and Quantitative scores and the highest combined scores on all three components of the GRE. It is second among the social sciences.

Table 4.6: GRE Combined Scores Top 14 Departments at UK, Program > 40 Students, 2002

Program	Verbal	Quantitative	Analytical	Verbal + Quantitative	Ranking, Verbal + Quantitative	All 3 Scores	Ranking, All 3 Scores
Anthropology	555	558	581	1113	12	1694	14
Biology	550	670	658	1220	6	1878	6
Chemistry	497	675	620	1172	9	1792	9
Computer Science	512	746	665	1258	3	1923	2
Electrical Engineering	509	754	629	1263	2	1892	4
Mathematics	524	740	670	1264	1	1934	1
Nutritional Science.	496	641	626	1137	11	1763	10
Pharm.Sciences	514	704	663	1218	7	1881	5
Social Sciences							
Anthropology	555	558	581	1113	12	1694	14
Diplomacy	515	575	618	1090	14	1708	12
Economics	487	709	666	1196	8	1862	8
Geography	602	626	634	1228	5	1862	7
Political Science	541	598	586	1139	10	1725	11
Psychology	587	641	669	1228	4	1897	3
Public Admin.	522	579	600	1101	13	1701	13
Average	529	658	635	1188		1822	

To give somewhat more perspective on the quality of our Ph.D. students, at least as measured by GRE scores, we offer comparisons with our benchmark institutions. *Table 4.7* gives the median, minimum, and maximum GRE scores for our benchmark institutions. As the table indicates, UK is very close to the median of the benchmark in all three components of the GRE and well above the minimum score.

Table 4.7 Comparison of GRE Scores for UK and Departments in Benchmark Institutions

		Benchmark		
	University of Kentucky	Median	Minimum	Maximum
GRE, Quantitative	715	732	520	790
GRE, Verbal	510	528	450	780
GRE, Analytical	655	651	600	750

Table 4.8 provides detailed information on all Economics' graduate students rather than simply on the first year students. As the table shows, total Ph.D. enrollment remained steady at approximately 30 students a year until 2000-01 when it decreased to 24 followed by an extremely large increase to 39 in 2001-02. Somewhat surprisingly, the number of Master's students has remained much more level during this period. The composition of Ph.D. students with respect to gender has generally remained relatively steady, with between 40%-50% of Ph.D. students at any time being female. Because Master's students are a much smaller group, the demographic composition of Master students is bound to vary more over time. Generally, women are less likely to pursue the Master's Degree, though this has changed in the past few years. One possible explanation for the lower percentage of women in the Master's program is the fact that many students pursuing a MS in Economics are also pursuing a Finance Ph.D., a discipline that has a very low percentage of female students.

During the period of this review, minority enrollment in the Ph.D. program has remained low. In contrast, however, the MS program has always had a minority presence with several minority students. While low, our minority enrollments in the Ph.D. are reflective of those found throughout Ph.D. programs in Economics.

Table 4.8 Graduate Student Characteristics and Degrees

	1997-98		1998-99		1999-2000		2000-2001		2001-2002		2002-2003	
	Ph.D.	M.S.	Ph.D.	M.S.	Ph.D.	M.S.	Ph.D.	M.S.	Ph.D.	M.S.	Ph.D.	M.S.
Total Enrollment	31	9	30	8	32	9	24	8	39	7	8	3
Male	16	7	16	7	20	7	13	5	23	4	3	0
Female	15	2	14	1	12	2	11	3	16	3	5	3
% Female	48%	22%	47%	13%	38%	22%	46%	38%	41%	43%	63%	100%
Minority (Total)	0	1	0	3	0	4	0	2	0	1		
% Minority	0%	11%	0%	38%	0%	44%	0%	25%	0%	14%		
African American	0	1	0	3	0	4	0	2	0	1		
Kentucky Native	0	1	11	6	10	8	5	7	11	3		
International	9	2	11	1	13	1	14	1	25	4		
Degrees Awarded												
Total	3	9	6	13	5	8	5	4	5	8	4	10
Male	2	4	3	9	3	5	2	4	4	6	3	4
Female	1	5	3	4	2	3	3	0	1	2	1	6
Minority (Total)	NA	NA	0	0	0	3	0	0	0	0		
African American	NA	NA	0	0	0	3	0	0	0	0		
Kentucky Native	NA	NA	0	6	3	3	1	0	3	1		
International	NA	NA	3	4	0	5	2	3	1	6		
Mean Time to Degree	5.63		3.95		5.98							
Median Time to Degree	6		4.3		5.3							
Graduate Productivity	1997		1998		1999		2000		2001		2002	
Publications	0		0		4		2		0		4	
Presentations	12		12		15		17		11		13	

It is both necessary for a reputable Economics Ph.D. program and an indication of the quality of the program to have a geographically diverse pool of students. In addition, the Mission Statement of the Department, consistent with the University's goal of promoting human and economic development in the Commonwealth, states a primary mission to provide economic education to the citizens of Kentucky (see Vision, Mission, Values Statement in *The Dream & The Challenge*). As Table 4.7 indicates, the Department has consistently had significant enrollment and graduation of Kentuckians in its Ph.D. and Master's programs throughout the review period. While many of these Kentuckians have gone on to employment in other states a number of them are in the Commonwealth. These include faculty members at the University of Kentucky, University of Louisville, Transylvania University, Eastern Kentucky University, Morehead State University, Western Kentucky University, Centre

College, and Georgetown College. The Department has also placed a number of both Ph.D. and Masters graduates in Kentucky government. A graduate of the Ph.D. program, James Ramsey, is currently President of the University of Louisville. A more comprehensive, albeit still incomplete, list of Ph.D. and Masters graduates of the Department employed within the Commonwealth is found in *Table 4.9*.

Table 4.9 Kentucky Ph.D. or Master Degree Holders Employed in Kentucky

		Year of Degree	Degree	Affiliation
William	Baldwin	1975	Ph.D.	Transylvania University
Barry	Boardman	2002	Ph.D.	Legislative Research Commission
J. Michael	Brown	1972	Ph.D.	Western Kentucky University
Eugene	Brown	1998	M.S.	Kentucky Revenue Cabinet
Catherine	Carey	1992	Ph.D.	Western Kentucky University
Michael	Clark	1996	Ph.D.	Legislative Research Commission
William	Davis	1978	Ph.D.	Western Kentucky University
Monica	Greer	2000	Ph.D.	Louisville Gas and Electric
Robert	Houston	1999	Ph.D.	Eastern Kentucky University
Gail	Hoyt	1993	Ph.D.	University of Kentucky
John	Jones	1996	Ph.D.	Georgetown College
Stephen	Lile	1970	Ph.D.	Western Kentucky University
Lawrence	Lynch	1967	Ph.D.	Transylvania University
Talina	Mathews	2001	Ph.D.	Public Service Commission
Green	Miller	1986	Ph.D.	Morehead State University
John	Nelson		Ph.D.	University of Louisville
James	Ramsey	1975	Ph.D.	University of Louisville
John	Rogness	1990	Ph.D.	Public Service Commission
Phillip	Spears	1971	Ph.D.	Berea College
Richard	Thalheimer	1977	Ph.D.	University of Louisville
Steve	Winrich	1978	Ph.D.	Centre College
Rudolf	Wuilleumier	1971	M.S.	Eastern Kentucky University

Finally, *Table 4.8* provides two measures of graduate student “productivity”: publications and presentations. One of the stated goals with respect to graduate studies was to increase the number of working papers, submissions, and publications of graduate students. However, we believe that these measures of productivity, particularly publications, should be viewed with caution. The time between submission and publication in most economic journals, particularly the more reputable ones, is frequently over two years. This does not even include the possibility of rejection on the first submission round. Further, in Ph.D. programs in economics, the student is much more involved with coursework in the core sequence than the typical program. This focus on learning methodology reduces opportunities to produce publishable work from courses. While the department has had some recent success with publications by students in the past few years, we believe a better measure of student publishing success will be found by examining their publication records after they receive their degrees, something we do later in this section. In contrast, research presentations by students is more possible and as *Table 4.8* shows, it is something our students have been doing quite frequently during the review period. A contributing factor to the number of student presentations has been Graduate School funding for Ph.D. students for this purpose supplemented by the Department.

4.C.1 Funding of Graduate Students and Length of Program

Table 4.10 is a summary of funding sources for graduate students in Economics at Kentucky. As the table shows, the largest source of funding, apart from tuition scholarships, is from funds allocated for teaching assistants. Generally only one or a one-half a position is funded through research assistantships.

Table 4.11 provides a comparison of funding of graduate students in Economics at Kentucky to our sample of departments at our benchmark institutions. One pronounced difference in funding occurs with the source of funding. At Kentucky almost all funding (90%) is through teaching assistantships. Our benchmark institutions rely much less heavily on teaching as a source of aid with only 55% coming from teaching assistantships. Compensation at Kentucky for graduate students is markedly below our benchmark institutions at \$11,000 a year compared to a median of \$13,000 at the benchmarks. In fact, Kentucky's compensation is over \$500 below the lowest of the benchmark institutions.

One potentially important distinct between Kentucky's program and others is the length of funding students receive. Kentucky's mode time of completion, 4.5 years, is somewhat shorter than the respondent benchmarks' length of 5.3 years. Kentucky also typically offers four years of aid while the benchmark institutions typically offer five years. Kentucky promotes its program as designed to be completed in four years. Inspection of the websites of our benchmark institutions finds that Kentucky is by no means alone in this respect. Eight of the benchmark institutions (Florida, Illinois, Georgia, Iowa, Texas, Texas A&M, Washington, and Wisconsin) promote their program as one designed for four years though most note that a fifth year is not uncommon. Four programs (North Carolina State, Penn State, Maryland and Michigan) explicitly state that the program is expected to take five years. Minnesota, Arizona and UCLA simply report the length of time to completion of recent graduates (five-six years) and several (UNC, Purdue, Ohio State) suggest four to five years with fifth-year funding possible.

Table 4.10 Funding for Graduate Students in Economics

Support	Fall	Spring								
	1998	1999	1999	2000	2000	2001	2001	2002	2002	2003
Assistantships										
Teaching Assistants	13	10	16	13	16	18	15	15		
Stipend (Annual Total)	\$ 142,663		\$ 174,984		\$ 208,790		\$ 189,355			
Stipend (Annual Individual)	\$ 12,405		\$ 12,068		\$ 12,282		\$ 12,624			
Research Assistants (CBER)	0	1	1	1	0	0	1	1		
Stipend (Annual Total)	\$ 14,175	1	\$20,891		\$ 8,581		\$ 12,845			
Stipend (Annual Individual)			\$20,891				\$ 12,845			
Fellowship	3	1	3	7	5	5	5	2		
Stipend (Annual Total)	\$ 9,777		\$ 37,999		\$ 30,497		\$ 31,999			
Stipend (Annual Individual)	\$ 4,889		\$ 7,600		\$ 6,099		\$ 9,143			
Total Stipend	\$ 166,615		\$ 233,874		\$ 247,868		\$ 234,199			
Tuition Scholarships	\$ 104,330		\$ 131,148		\$ 159,096		\$ 212,389			
TORA	1	1	\$ 1	1						
Dean's RA Awards					1	1	1	1		
KGS Awards					5	6	5	6		
Graduate School Support	Number	Amount	Number	Amount	Number	Amount	Number	Amount		
Dissertation Enhancement										
Commonwealth Resource	2	\$1,693	1	\$ 970			1	\$ 1,000		
Student Support	5	\$ 1,470	2	\$ 567	1	\$ 259	2	\$ 700		
SDA					5	\$ 3,000				
KY Resource Challenge										
KOF Award			1	\$ 500						
GS Development	6	\$ 4,000	6	\$ 3,000						
Visiting Distinguished Faculty			1	\$ 1,117	1	\$ 1,301				
Commonwealth Incentive	2	\$ 3,322	2	\$ 2,142	2	\$ 4,495	2	\$ 3,383		

Table 4.11 Funding of Graduate Students, UK vs. Benchmark Institutions

	UK	Median	Minimum	Maximum
% entering without aid	50	30	0	50
Length of Funding	4	5	4	6
Funding, TA	90	55	30	95
Funding, RA	5	13	4	70
Funding, Other	5	20	20	20
TA & RA Compensation	11,000	13,000	11,565	25,000

4.D Post-Graduate Experiences

As mentioned earlier in this report, to gain further information and assess the effectiveness of graduate studies in Economics we undertook a survey of Ph.D. graduates of the Department (see Appendix 1 for copy of the survey and Appendix 4 for compiled results of the survey). Surveys were e-mailed to 57 alumni who received their PhD's between 1988 and 2003. Nine responses were received from 2000-03 alumni, 12 responses were received from 1996-99 alumni, four responses were received from 1992-95 alumni, and six responses were received from 1988-91 alumni. The lower response rate from earlier graduates is not surprising, since the survey asks questions that mainly deal with current aspects of the program. In addition to gathering information about the post-graduate experiences of our former students, particularly their employment and scholarly activity, the survey asks them a number of questions about the program and how it might be modified. The survey was generally returned by e-mail to one of our staff assistants, Jeannie Graves. In part to organize and in part to try to ensure anonymity, Ms. Graves compiled all answers into a single document. Only in this form did any faculty examine the responses.

4.D.1 Employment of Graduates

In the appendix a list of the current positions of graduates of the Ph.D. program is found. While not identical to a list of placements, it is for the most part very similar. In the 1996 self-study, some concern was expressed regarding placement and improved placement is a stated objective of the 1999 Strategic Plan. While placement could obviously be improved, during the past seven years -- particularly in the past three or four -- the Department has had some excellent placements. Most noteworthy are the placements of Ahmitabh Chandra at Dartmouth and Klara Sabrinova Peter at Michigan but placements at Wake Forest University, Wichita State, the Bureau of Labor Statistics, the Office of Tax Analysis, and the Food and Drug Administration (two) are also commendable. Perhaps one notable recent trend has been the marked increase in placements in federal (Washington) agencies. While the duties and environment may vary among and within agencies, a number of these placements afford our students excellent opportunities for scholarly research and recognition.

In our survey of Economics departments in benchmark institutions, respondents gave a crude breakdown of the typical placements in their programs. Neither Kentucky nor its benchmark

institutions have a high percentage of their students going to Top 30 Economics Departments. However, Kentucky does place a lower percentage (6%) than most of its benchmarks in Ph.D. programs outside the top 30 programs (median is 30%). In contrast, Kentucky places a much higher percentage in colleges or universities without a Ph.D. program. Information on the placements of UK and its benchmark institutions are found in *Table 4.12*

Table 4.12 Placement of Graduate Students, UK vs. Benchmark Institutions (1999-2003)

	UK	Median	Minimum	Maximum
Typical Size on job market	5	10	3	14
% Placing in Top 30 departments	4	1	0	20
% Ph.D. outside of Top 30 or foreign	6	20	6	60
% College or university without Ph.D.	50	20	0	71
% Federal Government	20	11	0	20
% State Government	10	0	0	10
% Private Think Tank		0	0	10
% Consulting	10	0	0	18

4.D.2 Scholarly Research of Graduates

Table A.4.2 lists publications and presentations of graduates who responded to the survey during the past seven years. Without evidence of publications of graduates during previous review periods or evidence of publications of graduates of other programs, direct comparisons of our graduates' research efforts are not possible. However, these lists do give evidence that a significant number of our graduates are actively involved in research and have had success in publishing this research. Particularly impressive are publications in the leading general readership journals in Economics, *The American Economic Review*, *The Journal of Political Economy*, and *The Review of Economics and Statistics*. The graduates of our department have also published in the leading field journals in Economics and Business including the *Journal of Macroeconomics*, *Journal of Labor Research*, *Journal of Environmental Economics and Management*, the *Journal of Law and Economics* and the *National Tax Journal*. Department graduates have also had success publishing in important general readership journals such as *The Southern Economic Journal* and *Economic Inquiry*. As *Table 4.A.3* also shows, graduates were also actively presenting research at important national and regional Economics meetings including the Allied Social Science Association meetings, meetings of the Econometric Society, and the meetings of the Southern Economics Association. A number of these publications have arisen out of the dissertations or work begun by the students while still graduate students. In *Table 4.A.2* these publications are denoted by double asterisks.

In *Table A.4.3* articles co-authored with faculty members at UK, current and past, are denoted by an asterisk. The large number of these articles is a measure of the importance of the Ph.D. program to maintaining a productive research environment for Department faculty. Indeed, the three articles recently published by our graduates in what are generally regarded as two of three the leading journals in the profession, *The American Economic Review* and *The Journal of Political Economy*, had UK faculty as co-authors.

4.D.3 Our Graduates View's on their Training

As mentioned before, the complete responses to our survey of graduates has been compiled by our staff assistant, Jeannie Graves. These responses, in their entirety, are found in the appendix. Here we list a summary and discussion of responses for each of the questions on the survey as compiled by our Director of Graduate Studies, Frank Scott.

First-year Coursework and Prelim Exams:

Were you satisfied with the content and rigor of the first-year courses? Any suggestions?

The majority answer is yes. Those who had something to add were all over the map in their responses, which had no common theme. Some thought the first-year courses too easy, some too hard. Some thought micro was well done and macro needed improvement, and others thought the reverse. No particularly useful suggestions were readily evident.

Were the micro and macro prelim exams effective as a learning device? Suggestions?

There was a uniformly positive response to this question. Some respondents did say that they perceived the purpose of prelims to be an assessment or weeding out device and not a learning exercise, and there is a good bit of truth to this perception.

Were you satisfied with the academic advising and mentoring that you received in your first year? Suggestions?

With only a few exceptions, responses were either that advising was good or excellent or that extensive advising is not really needed in the first year and so the student did not seek it.

Do you have any other suggestions for changes in the first year of the Ph.D. program?

A number of suggestions were offered, but no one suggestion was offered by as many as two people. Some of the better suggestions were to

- Get students to start thinking about dissertation topics earlier in the program.
- Require attendance at workshops.
- Set up a tutorial for using STATA.
- Offer separate sections for ECO 601 and 602 for M.S. students and for Ph.D. students.

Second-year Coursework and Field Exams:

Were you satisfied with the additional micro and macro theory and econometric courses that you were required to take?

There was a fairly high degree of satisfaction indicated. A number of suggestions were offered about the third macro theory class (which by the way has been changed) and about econometrics. An applied econometrics class would clearly be well-received.

Were you satisfied with the content and rigor of the courses that you took in your fields of concentration?

With only a few exceptions, responses were very positive. Some students had complaints about specific field courses that they took, but nothing more serious than that.

Were the written field exams effective as a learning device? Were you satisfied with their coverage and rigor?

There was a mix of opinions here. Some thought that the field exams were very useful and helped the student tie things together. Others saw them as redundant, given that exams had been passed in the field courses. One respondent offered an intriguing idea: Requiring only one written field exam, to be taken in the field in which the student plans to write a dissertation. It could be accompanied by a research paper and perhaps submitted for publication.

Were you satisfied with the academic advising and mentoring that you received in your second year?

Responses were strongly positive, with only a few exceptions.

Do you have any other suggestions for changes in the post-prelim pre-dissertation portion of the program?

Many suggestions were offered about getting students to transition from coursework to research. Some of the more interesting were

- Offer an applied econometrics course.
- Require a research paper to be written.
- Emphasize paper presentations at the Kentucky Economic Association for third-year students.
- Get students involved in faculty research.

Dissertation:

Did you receive the appropriate support and guidance in finding a dissertation research topic?

With only one or two exceptions, the response was yes. The DGS finds the responses to this question nothing short of exceptional!

Did your coursework prepare you adequately to conduct research on your dissertation?

Very strong yes responses. Several were accompanied by a renewed plea for more applied econometric coursework.

Did your advisor and other committee members provide appropriate guidance and mentoring

while you were writing your dissertation?

Uniformly positive responses. Some very complimentary things were said about many different specific individuals.

Did you feel like you were adequately prepared for your defense?

Unanimous yes.

Do you have any other suggestions for changes or improvements in the dissertation stage of your graduate education?

A few suggestions were offered about getting the student ready for the next stage of the career—writing papers for publication.

Placement:

Did the Department provide adequate support and guidance in your search for employment?

Responses here were very mixed. Some students were pleased, while others asked: what placement support and guidance?! This is an area that has been spotty in the past. It was left up to the dissertation advisor to handle, and some faculty are inept at this sort of thing. We have moved to standardize this part of the program in the last couple of years.

General Questions:

Did you find the Department's workshops (graduate student, applied micro, macro) helpful in your intellectual development?

Many positive comments were offered. A few admitted that they did not get anything out of the workshops because they didn't participate.

Did the program provide sufficient opportunities for intellectual interaction with faculty and other graduate students?

The responses here were primarily positive. One student stated that anyone who didn't interact with faculty must not have made any effort themselves, because faculty did make the effort.

Do you think that the four-year timetable of our current degree program is too compressed? Should we consider funding fifth-year students on a regular basis?

There were two types of responses. One group said four years is sufficient and that funding another year would lead to goofing off. The other group said that having an extra year to polish the dissertation and to get papers out under review would be of great help in starting the career off right.

Compared to the experiences of other Ph.D. economists with whom you interact, how would you

rate your overall satisfaction with your University of Kentucky degree?

For this question we refer you to the actual responses of our graduates found in the appendix.

In addition to the survey undertaken by the Department of Economics, the Graduate School administers a survey of all alumni of graduate programs. Unfortunately, the survey has only been undertaken for a few years (1998-2001, 2003) so the number of respondents with graduate degrees in Economics is quite small (fourteen respondents). Given this small sample and the fact that we have another survey, we summarize the results of this survey in the appendix but do not discuss them here.

4.E Faculty Assessment of Graduate Education

On the survey sent to faculty on January 16th the following questions about graduate education were asked:

- 1) In your view, what are the strengths of the graduate program, that is, what do we do well?
- 2) In your view, what are the weaknesses of the graduate program, that is, what could we do better?
- 3) Generally, are you satisfied with the quality of our students? If not, how might the quality of students be improved?
- 4) Are there changes that could be made in course offerings, fields, or the structure of examinations within the Ph.D. program that would improve it?
- 5) Based on your experiences, are you satisfied with the quality of our students' dissertations? How might the process be improved?
- 6) Generally, are you satisfied with the success of our students on the job market? How might the results be improved?
- 7) Do you have any concerns about or suggestions on how to improve the funding of graduate students?

Responses to these questions suggest that faculty are generally relatively satisfied with the graduate program. They note, like many of the graduates of the program, that strengths of the program are a great deal of faculty attention to the students, opportunities to work with faculty one on one, and a collegial atmosphere. Several faculty mentioned that students got excellent training in teaching at UK, though one or two expressed concerns about heavy teaching loads for graduate students.

Among the faculty, the biggest concern was graduate financial support. Faculty felt it was too low and an impediment to improving the quality of graduate students coming into the program. As *Table 4.11* shows, this perception is in line with the results found in our survey of benchmark

institutions. Several faculty also suggested the composition of financial support, heavily geared to students teaching their own sections, reduced the time students could devote to their dissertation, weakening the quality of the dissertation. Only one survey respondent expressed a desire to move toward a five-year program, that is fifth-year funding.

Two faculty members expressed concerns about the mix of students in the core courses, particularly the high number of students from other disciplines. However, it did not seem to be the view of either that these students should not be allowed to take the courses but more that Economics was not being compensated for teaching students in other programs, particularly those outside of the Gatton College of Business and Economics.

Despite the small number of fields UK offers, there was little sentiment for expanding fields. A few faculty felt that the Macroeconomics field needed to be revitalized.

Most faculty were generally satisfied with the quality of students, noting that while improvements in quality were desirable this would require an increase in graduate student compensation. Three faculty members expressed concern about the training graduate students had in mathematics coming into the program, with two members suggesting the possibility of a “math” boot camp in the summer before the first semester. One faculty member, while noting that the large number of graduate students from Kentucky is probably consistent with our mission suggested that expanded recruiting in the South and Midwest, along with higher stipends, could increase quality.

Faculty had few suggestions for modifications in the program, though several echoed the suggestion of the alumni to have an applied econometrics course. One faculty member suggested going to one field exam but expanding the reading list on which the student would be tested. Generally faculty were satisfied with the quality of dissertations and the success of students on the job market. A few faculty noted that there was variability in the quality of dissertations with some much weaker than others, but they did not feel that modifications in the program and admittance policies would change this phenomenon. Two faculty members felt dissertations could be improved by more emphasis on modeling. Other felt the applied econometrics course would improve dissertation quality. Several noted that dissertation quality might suffer because of the four-year limit and one faculty member expressed concern that too often the timing of dissertation defenses was based on when the student desired or had to finish the dissertation because of employment or graduate school requirements and not on dissertation quality. As a result, in this faculty member’s view, the quality of dissertations by a few graduates were of very low quality.

4.F Analysis of Strengths and Recommendations for Quality Enhancement in Graduate Education

Both graduates and faculty in the economics program seemed generally satisfied with the graduate program and did not seem to endorse any major changes in the program. The small size of the program seemed to be a desirable attribute in the views of both alumni and faculty. While the number of fields offered is less than at the benchmark institutions, there was not much concern about expanding the number of fields offered.

There appears to be a strong desire, both by faculty and students, to offer an applied econometrics course and interest in offering applied econometrics as a field. The offering of such a course was in the departmental Strategic Plans of both 1996 and 1999. Inadequate resources for teaching the course have kept it from being offered. The possibility of a “Math Boot Camp” might also be worth considering.

Core course enrollments and class sizes have been high for a number of years with the majority of students in many of these classes coming from outside the Economics Ph.D. program. Some alumni have suggested offering both Ph.D. and M.S. versions of the course. While faculty have expressed some concerns about how the heterogeneity in students affects the quality of the course, faculty did not express much interest in separate Ph.D. and M.S. version of core courses. The concern of faculty seemed to be more that the department did not receive support or credit for our extensive teaching of graduate students in other disciplines. One possible solution would be a transfer price or fee received by the Department for students it teaches in other disciplines.

While examination in two fields is not uncommon among benchmarks, it may behoove the department to consider moving to only an examination in one field but increasing the breadth of the exam. Many of the students felt field exams were redundant, simply retesting what was done and tested on in courses. One possible alternative to two exams might be one exam in a primary field and a second (or third) year research paper written in the applied econometrics course.

Stipends for graduate students at UK are far below those found at our benchmarks. UK also relies much more heavily on teaching than our benchmark institutions to fund graduate students. The low stipends, faculty felt, reduces the ability of the department to attract the best graduate students and the heavy teaching loads reduce the quality of dissertations and the job placement of our graduates. Among both faculty and graduates of the Ph.D. program, there is some difference in opinion about the value of moving to a five-year program particularly if it means reducing the number of funded graduate students.

The department has consciously limited the number of fields it offers and is probably currently at the minimum to maintain reputability and attract students. A graduate program requires a great deal of faculty resources, and as with research, service, and undergraduate education, the graduate program would be improved if more faculty were hired. The department has, for several years, had difficulty ensuring that its small number of fields could be offered on a two-year sequence, with this looking even more difficult in the future. More faculty would also reduce the heavy demands of graduate advising on the part of many of the faculty. Finally, good graduate students are attracted to the graduate programs by the quality of the faculty. Hiring more research faculty should, by enhancing the reputation of the department, attract better students.

5. *Undergraduate Education*

The undergraduate programs in Economics are designed to develop an understanding of the power of economic analysis for analyzing the growth and distribution of scarce resources for individuals, governments, and businesses. The Department seeks to develop in all economics students an understanding of a common theoretical core in both micro and macro economics. This core includes a working knowledge of resource allocation within the context of markets, how individuals and firms make decisions, and measures of the overall economy. Students should develop an ability to think critically and analytically about economic issues and learn to evaluate alternative economic policies. Our majors should ultimately enter the workforce or proceed to a related graduate program.

5.A *Outline of Degree Programs and Requirements*

The Department of Economics administers economics majors across both the Gatton College of Business and Economics and the College of Arts and Sciences. In the Gatton College the Department offers a Bachelor of Science in Business and a minor in Economics. In the College of Arts and Sciences, the Department administers both a Bachelor of Arts in Economics and a Bachelor of Sciences in Economics degree. In conjunction with the Department of Modern and Classical Languages and the Department of Hispanic studies the Department administers a Bachelor of Arts in Foreign Language and International Economics (FLIE). In conjunction with the Department of Mathematics the Department administers a Bachelor of Arts and a Bachelor of Sciences in Mathematical Economics.

5.A.1 *Economics Degree in the Gatton College of Business and Economics*

The Bachelor of Science in Economics, housed in the College of Business and Economics currently has 138 majors. As with all B&E majors, Economics majors must complete the college pre-major requirements (CS101, ACC201, ACC202, ECO201, ECO202, STA291, MA123 and MA162 or MA113). In order to be admitted to upper division status, students must complete 60 semester hours with a minimum cumulative GPA of 2.8 and complete the pre-major and English requirements with a minimum GPA of 2.8.

Students who have been admitted to upper division status and declare Economics as a major must complete the college core courses (MKT300, FIN300, MGT301, MGT340, DIS300, and ECO391). Economics majors must also complete the intermediate economics theory core (ECO401 and ECO402) and a capstone course (ECO499). In addition, economics majors must complete 12 credit hours (4 courses) of economics courses and three credit hours (one course) of upper level electives in the Gatton College.

5.A.2 *Economics Degree in the College of Arts and Sciences*

As with all majors in Arts and Sciences, Economics majors satisfy the college requirements. For a Bachelor of Arts Degree, this includes the foreign language requirement and six credit hours each in the natural sciences, social sciences, and humanities. The Bachelor of Science degree includes the foreign language requirement and three credit hours each in natural sciences, social

sciences, and humanities. The Bachelor of Science degree also requires 60 credit hours in the biological, physical, or mathematical sciences.

There are currently 227 students majoring in economics in Arts and Sciences. Nearly all of these students choose to pursue a Bachelor of Arts. The pre-major requirements for these degrees include mathematics (MA113 or MA123 and MA162), principles of economics (ECO201 and ECO202), and statistics (STA 291). The major core requirements include intermediate theory (ECO401 and ECO402), statistics (ECO391), and a capstone course (ECO499). In addition, majors must complete 9-15 credit hours of 300 level (or above) economics courses and 15-21 credit hours outside of economics at the 300 level in at least two disciplines.

5.A.3 Economics Majors Jointly Administrated between B&E and A&S

Recognizing an important need for programs designed to prepare students for the cross disciplinary labor market, the Department of Economics has sought to exploit important synergies with other units on campus. At this point two programs have been implemented. Both of these programs are jointly administered between the Gatton College and the College of Arts and Sciences. Majors in these programs are technically in both colleges.

- *Foreign Language and International Economics (BA and BS degree)*

Students with international interests are drawn to the multidisciplinary nature of the Foreign Language and International Economics degree. Nearly all of the 138 students pursuing this degree have chosen the Bachelor of Arts. There is no specific pre-major requirement for the FLIE program, allowing students to enter the program either from economics or from language interests. The core requirements of the program include 9-12 credit hours of specific language and culture classes. Students are required to complete 24 credit hours of specific economics classes. These economics classes can be broken into three groups. The first group can be deemed the pre-major requirements (ECO201, ECO202 and STA291). The second group is the core theory requirements (ECO401, ECO 402 and ECO391). The third group is a set of economics courses with a focus on international topics and include ECO 471 (International Economics) and either ECO465 (Comparative Economics Systems) or ECO 473 (Economic Development). In addition to these specific course requirements, FLIE majors complete 12-14 credit hours in language and culture classes and an additional three credit hours in economics.. The review of the FLIE major is an appendix to this report.

- *Mathematical Economics*

This program was designed to meet the needs of economics majors who desire a rigorous mathematical background in preparation for graduate school (in economics or finance) or actuarial science. The program was started in 2002 and has 17 majors. Because of the higher mathematics requirements, most students choose to pursue the Bachelor of Science degree. The pre-major requirements are MA113 and MA114 (calculus I and II). Students then must complete two additional courses in calculus (MA213 and MA214), a course in probability (MA320), and a course in matrix algebra (MA322). The economics portion of the core material includes principles (ECO201, ECO202, and STA291) and intermediate theory (ECO401, ECO402 and ECO391). Additionally, students must complete a six credit hour mathematics

sequence (Operations Research, Advanced Calculus or Statistics). Students must also complete at least nine credit hours of additional economics courses at the 300 level or above.

5.B Trends and Comparisons for Undergraduate Programs

Across all four degree programs, there are 520 economics majors¹ as of the 2002-2003 academic year, the last period available at this writing. As noted above, 138 (26.5%) are completely in the Gatton College of Business and Economics, 227 (43.7%) are in Arts and Sciences, 138 (26.5%) are in the Foreign Language and Economics program, and 17 (3.3%) are in the Mathematical Economics program. The median undergraduate program across our benchmark departments has 380 students. The average undergraduate program has 426 majors. The size of our program is 22% larger, on average, and 37% higher at the median than other economics programs.

5.B.1 Trends in Enrollment in Majors

The five-year period since the last departmental self study has seen a dramatic increase in economics majors. In 1997, there were a total of 267 Economics majors across three programs. (The Mathematical Economics major was founded in 2002.) The current total of 520 students represents a growth of 95%: a virtual doubling of majors. In *Figure 5.1* annual enrollment, as a percentage of 1997 enrollment, is exhibited for total Economics majors, majors in other disciplines in Business and Economics, majors in Arts and Sciences, and majors in the University. As the figure suggests, the 95% growth in majors in Economics far exceeds the approximate growth of 10% in other B&E disciplines and the 4.5% growth in Arts and Sciences.

¹ The data on economics majors and other majors in B&E were constructed by members of the economics faculty based on data from the office of the Dean of Students in B&E. These data include double majors. The data for A&S economics majors derive from data provided by the office of the Dean of Students in Arts and Sciences. Data for A&S and for the university as a whole were taken from the U.K. Institutional Research web page.

Figure 5.1: Growth in Majors, Economics, B&E, A&S and University, 1997-2002

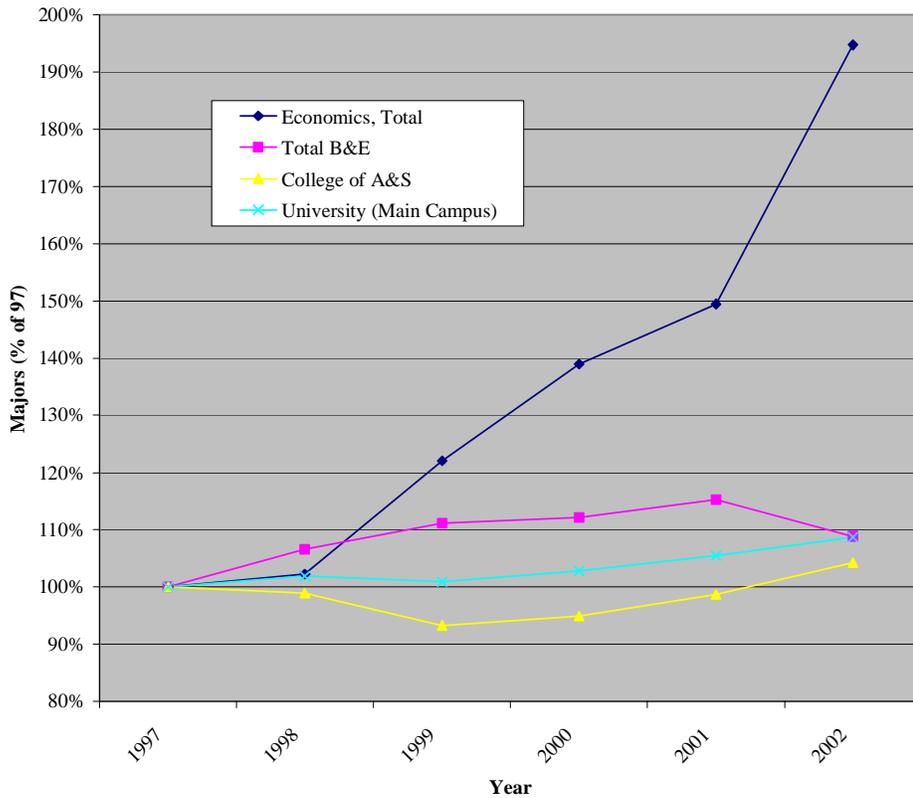
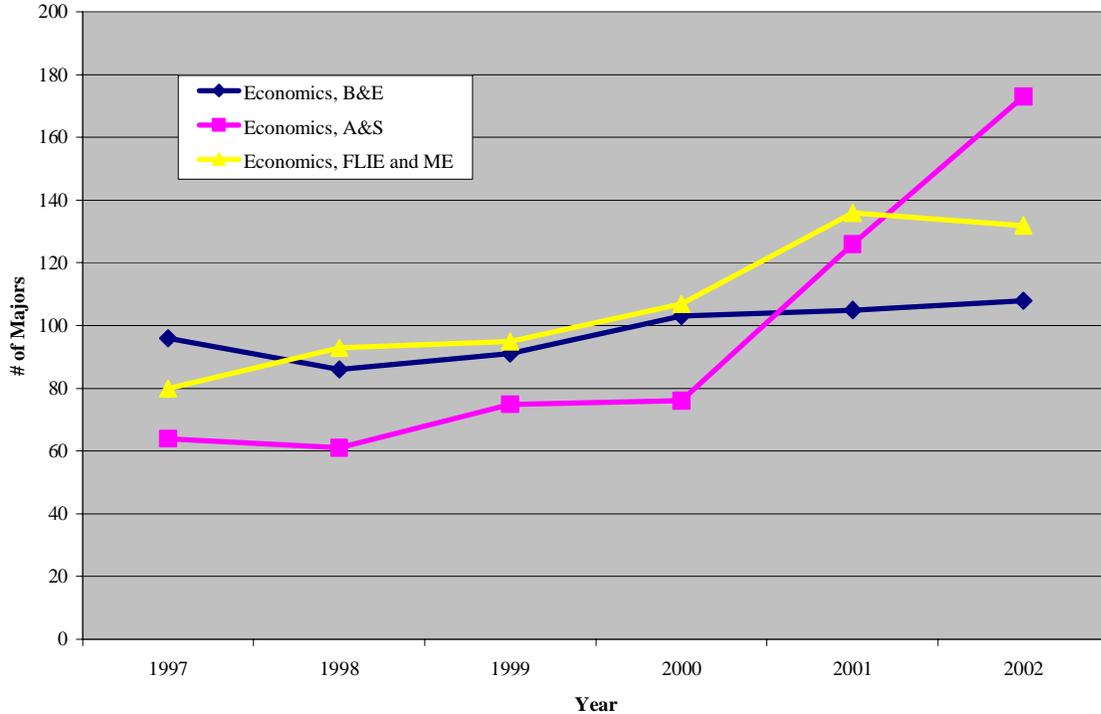


Figure 5.2 displays the enrollment across the different types of Economics majors, giving an indication of where this growth occurred. The current total of 138 B&E majors represents a 34% increase in Economics majors within the college. The economics major grew at over four times the rate of the rest of the college. Indeed, while the Gatton College experienced growth only slightly higher than that of the university, the economics major within the college grew at a rate of more than four times that of the university. Examining the Arts and Sciences economics major is also striking. There were 73 A&S economics majors in 1997. By 2002, there were 227 economics majors: a growth of is 211%. This can be seen in Figure 5.1. In comparison, the College of Arts and Sciences grew from 3307 to 3449 during the 1997-2002 period: a growth of 4.2%. Growth in Economics majors in Arts and Sciences was more than 30 times the growth rate of the College as a whole. Indeed, the College of Arts and Sciences as a whole only added 142 students during the period from 1997 to 2002, while Economics majors within the college added 212.

The jointly administered FLIE major grew from 91 students in 1997 to 138 in 2002: a growth rate of 51.6%. This is represented in the figure as the yellow line with triangle marks. Again, this is more than ten times the growth of Arts and Sciences, and over five times the growth of the university as a whole.

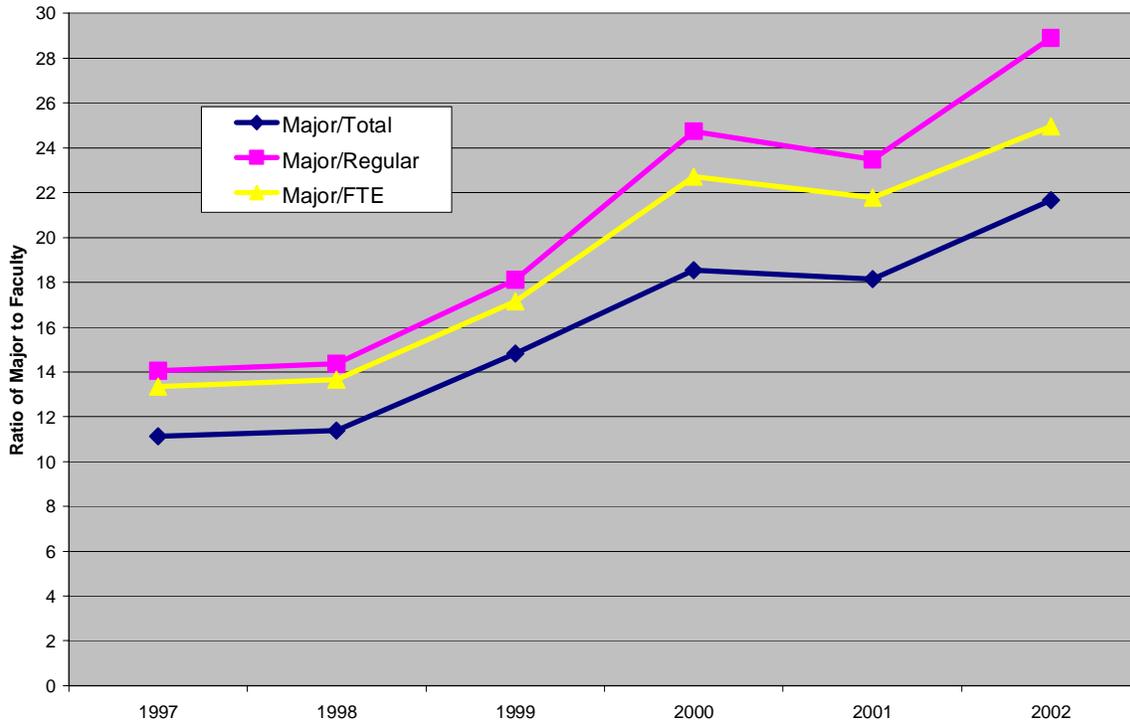
The jointly administered Mathematical Economics major has only been in existence during the last two years. As of 2002, 17 students had declared this program as a major.

Figure 5.2: Number of Majors in Economics, B&E, A&S and FLIE-ME, 1997-2002



The trend of growth in majors is particularly striking when combined with the changes in faculty discussed in more detail in *Section 7* below. This loss of faculty has an impact upon our undergraduate program. In addition, the changing composition also has an impact. The ratio of majors to total faculty has risen from 11.1 majors per faculty in 1997 to 21.7 majors per faculty in 2002. Using regular faculty with a primary appointment only, the ratio was 14.0 in 1997 and 28.9 in Fall 2002. Using full-time equivalent, the ratio was 13.3 in 1997, and 24.9 in 2003. At the time of this writing, data were not available for the number of majors in the fall of 2003. However, assuming that the number of majors has not changed since last year (most likely an understatement), the ratios this year would be 24.8, 37.1, and 24.2. Using any measure, the ratio of majors to faculty has approximately doubled.

Figure 5.3: Majors to Faculty, 1997-2002



This growth in majors per faculty member has important implications for teaching upper division classes. Most notably it necessitates large class sizes and fewer offerings. This will be discussed in more detail below. It also has important implications for advising. The doubling of majors has resulted in both a larger number of faculty members being used as advisors, and more students for any one advisor. Advising can be a significant drain on time: most notably impacting research time.

Comparison to our benchmark departments reveals that we are markedly higher in major to faculty ratios. The median ratio is 16.25 majors to faculty while the average is 16.73. Only two programs had ratios higher than ours, the University of Washington (30) and Florida (32.3). This indicates that advising burden is lower at other universities. Additionally, we polled these universities and determined that many of these universities do not have tenured or tenure track faculty advising undergraduates. Of the nine universities with undergraduate economics programs, four programs exclusively utilize at least one, full time professional staff member for advising. Three additional programs have hired Ph.D. economists into non-tenure track positions where a primary aspect of their responsibility is undergraduate advising. Only two other universities have regular full time tenured and tenure track faculty advising students. One of these programs is North Carolina State which reports only 93 undergraduate majors. The other program is the University of Florida which has 580 undergraduate majors. Hence, compared to our benchmark programs, the advising load is substantially higher at UK.

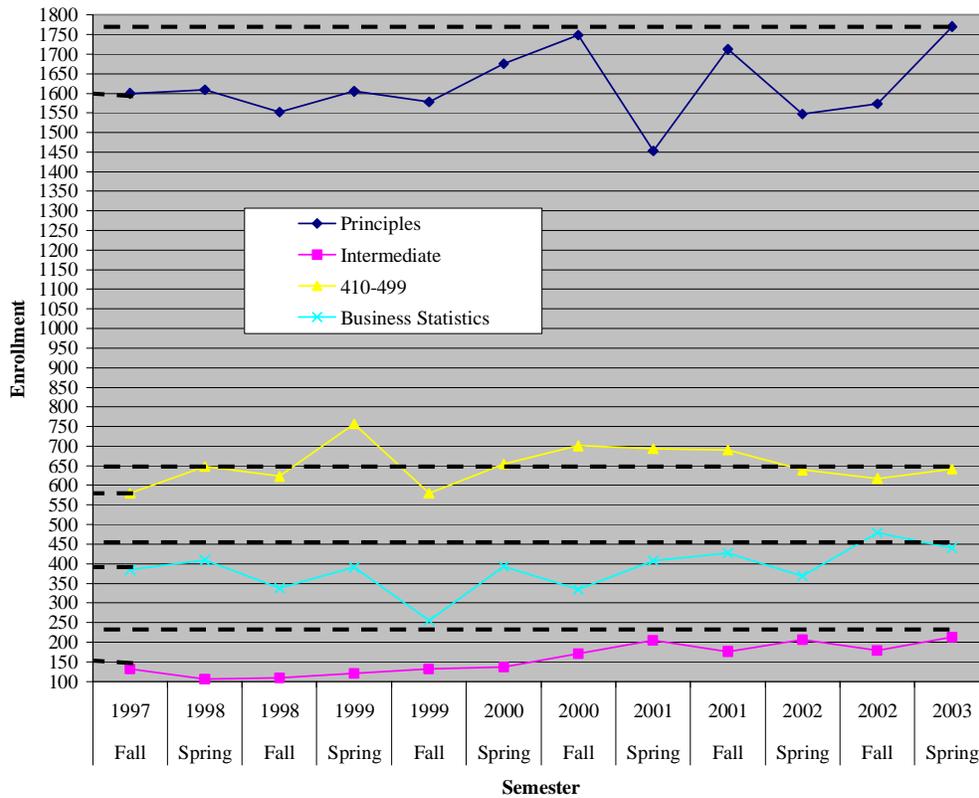
5.B.2 Trends and Comparison in Course Enrollments

Enrollment in economics courses can be grouped into two major categories: service courses and major courses. Economics 201, 202 and 391 primarily serve as service courses, deriving a large portion of their enrollment from requirements of the College of Arts and Sciences, other majors, or the university studies program. Enrollment in the three main service courses has seen mild increasing trends. During the 1997-1998 academic year, a total of 3,209 students enrolled in ECO201 or ECO202 (or both). In 2002-2003 the total had risen to 3,343, a 4% growth. The number of sections offered rose from 34 to 41. While there is no formal way to measure excess demand, there is anecdotal evidence that there are many students each semester who would take one or both of these classes but are unable to do so due to enrollment caps.

Economics 391 plays a service roll for the Gatton College of Business and Economics, and also serves as an important part of the economics major core. In 1997-1998 a total of 793 students enrolled in ECO 391. Enrollment grew to 920 students in 2002-2003, a growth of 16%. This growth represents a mixture of growth within the Gatton College and in economics majors outside the Gatton College.

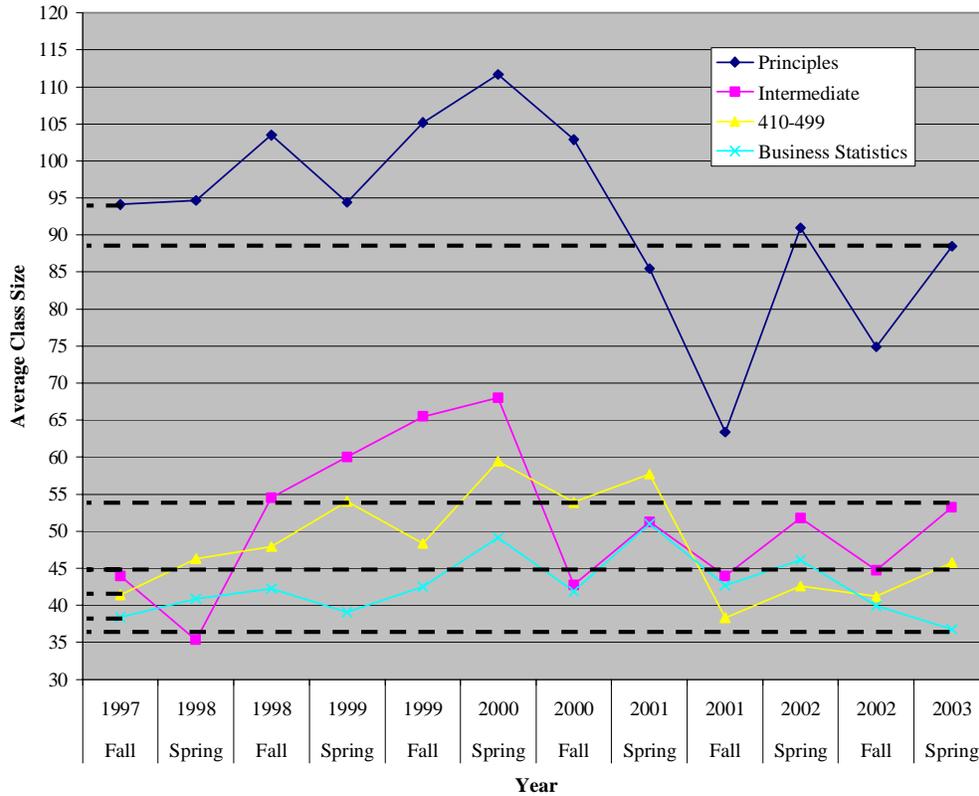
Growth within our intermediate theory classes, ECO401 and ECO402, represents the overall growth in our majors. In 1997-1998, 196 students enrolled in these two courses. In 2002-2003 392 students enrolled in ECO401 and ECO402: a growth of 100%. This enrollment increase has been handled in part by offering additional sections, and in part by increasing the number of students per section. In 1997-1998, there were three sections of each course offered with an average course size of 33 students. In 2002-2003 there were four sections of each course offered with an average course size of 50 students.

Figure 5.4: Semester Enrollment by Level of Course, 1997-2002



During the five year period being reviewed here, the Gattton College of Business removed a requirement for all business majors to complete an elective course in economics. In spite of this decrease in demand for 400 level economics courses, overall enrollment in 400 level economics classes has risen from 1186 students in 1997-1998 to 1,255 students in 2002-2003, a growth of 6%. Far more striking is that fact that average class size has risen from 34 students in 1997-1998 to 42 in 2002-2003. This increase of 23% in class size is largely due to the faculty student ratios discussed earlier and the changing composition of the faculty discussed in *Section 7*. The decrease in faculty is particularly problematic in filling classes at the upper division level, where substitution to Teaching Assistants and Part Time Instructors is particularly undesirable.

Figure 5.5: Average Class Size, By Level of Course, 1997-2002



5.B.3 Comparison of Student Achievement Across Programs

A particularly important measure of economics students' performance is the grade in the intermediate theory classes, ECO 401 and ECO 402. These classes are technically demanding and serve as foundation for many other courses. There has been a concern that the A&S majors, on average, are significantly weaker than other economics majors as a whole. Table IV.2.1 below examines this using data from the last three years of ECO 401 and ECO 402 classes. Only those students who received an A-E grade in the class were included. As can clearly be seen, A&S major are, on average, much weaker in these all important courses.

Table 5.1: Grade Point Average in ECO 401 and ECO 402

Major	2001	2002	2003	Total
A&S Economics	1.6	2.2	1.8	2.0
B&E Economics	3.0	3.2	3.2	3.1
FLIE Majors	2.4	2.6	2.4	2.6
Math Econ Majors	--	3.0	3.3	3.2
Total	2.3	2.7	2.5	2.6

Further examination by grade shows that there are many strong A&S economics majors, but also many very weak ones. This is presented in Table 5.1. Overall, A&S majors are nearly twice as

likely to fail these courses than the FLIE majors, and over ten times more likely to fail the course than B&E majors. While there are many strong A&S majors, many of our weakest majors are A&S majors.

The jointly administered FLIE program does not boast the strongest average, but has a very respectable 21% receiving a grade of A. It is not surprising that the Math Econ majors do very well in these analytical courses.

Table 5.2: Grade Distribution in ECO 401 and 402 by Major (rows total 100%)

Major	A	B	C	D	E	W
A&S Economics	9.5	22.6	28.1	16.0	13.2	10.6
B&E Economics	41.7	31.3	10.4	7.3	1.0	8.3
FLIE Majors	21.4	30.4	25.1	7.7	7.1	8.3
Math Econ Majors	55.6	22.2	11.1	11.1	0	0
Total	25.0	26.6	22.2	9.1	7.3	9.8

These findings suggest that some restriction of entry into the A&S economics major may be warranted. The department is currently examining the prospect of requiring ECO 401 and 402 as prerequisites for entry into other 400 level courses. This had not been done earlier due to the B&E requirement that all business majors complete an elective at the 400 level in economics.

5.C Undergraduate Student Outcome Evaluations

Measuring student outcomes is difficult. In this self study we have chosen to employ three survey methods of evaluation. The first are the teaching evaluations administered each semester in classes. It is well understood that these evaluations are imperfect measures of faculty performance in the classroom. However, their widespread use allows for comparisons. Further, they are one of the few measures currently available. The second instrument is the senior exit survey. All graduating seniors in the University are asked to complete an exit survey. These data were made available from the University of Kentucky Assessment and Institutional Research office. Finally, in order to elicit information specifically about our majors, two survey instruments were designed and sent to alumni. The first survey instrument was specific to the FLIE program. The second instrument was designed generally for the B&E economics and other A&S economics majors.

5.C.1 Teaching Evaluations

Although teaching evaluations may not be perfect measures of either teaching ability or the value of the course, they are the only measure currently available. Summary statistics at the class, department, and college level are available through the Office of Institutional Research and Assessment. While the evaluation form requests information on a great many topics, we have

chosen to focus upon Question 20, which asks what the overall value of the course is, and question 21, which asks about the overall quality of instruction.

Table 5.3 presents the averages for Questions 20 and 21 for the Department of Economics, the Gatton College of Business and Economics, and the College of Arts and Sciences. The questions are answered by students on a 4 point scale with 1 being “poor” and 4 being “excellent.” A rating of 3 is “good.” Hence for both the quality of instruction and the overall value of economics courses, most students rate the department as better than good. As can be seen, the averages for these two questions are remarkably stable over time and across colleges. The Department of Economics appears to be doing as well as the College of Business as a whole and as well as Arts and Sciences as a whole. Perhaps more importantly, there is no appreciable decline over the five year period. In spite of the increasing burden of the undergraduate programs, the quality of teaching has remained the same or slightly increased. One can also argue that there may be a slight increase in the overall value of our courses.

Table 5.3: Teaching Evaluations

	Economics		Gatton College		Arts And Sciences	
	Quality of Instruction	Value of Course	Quality of Instruction	Value of Course	Quality of Instruction	Value of Course
Fall 1997	3.3	3.1	3.3	3.1	3.3	3.1
Spring 1998	3.4	3.2	3.4	3.2	3.3	3.1
Fall 1998	3.2	3.1	3.3	3.2	3.3	3.2
Spring 1999	3.3	3.1	3.3	3.2	3.3	3.1
Fall 1999	3.4	3.2	3.3	3.2	3.3	3.1
Spring 2000	3.4	3.2	3.3	3.2	3.3	3.1
Fall 2000	3.4	3.3	3.4	3.2	3.3	3.1
Spring 2001	3.4	3.2	3.3	3.2	3.4	3.2
Fall 2001	3.4	3.3	3.3	3.2	3.3	3.1
Spring 2002	3.2	3.1	3.3	3.2	3.3	3.1
Fall 2002	3.4	3.3	3.3	3.2	3.3	3.1
Spring 2003	3.4	3.3	3.4	3.3	3.3	3.2

Concern occasionally arises with teaching evaluations that instructors buy higher teaching evaluations with higher grade distributions. A comprehensive evaluation of grade point distributions is well beyond the scope of this study. However, in spring of 2003, the average grade in all undergraduate economics courses was 2.61. In spring of 1998, the earliest semester for which data were readily available, the average was 2.60. The difference is clearly negligible and represents the fact that there has been little tendency for grade inflation in the Department of Economics.

5.C.2 Senior Exit Survey

All graduating seniors are asked to complete a questionnaire which provides information on the overall educational and social experience at the University. The senior exit survey elicits responses concerning many different aspects of undergraduate life at the University of Kentucky. Some of the topics are very similar to topics covered in the Alumni Survey implemented by the self study committee (discussed in section 5.C.3 below). The advantage of the exit survey is higher numbers of respondents and the ability to compare responses to other programs. A disadvantage is that the survey is not tailored to specific questions about the program, as the alumni survey was.

The survey instruments are contained in *Appendix 1* and were designed by the staff in the Office of the Vice President of Institutional Research, Planning, and Effectiveness. The data chosen are the past five years (1998-2003), reflective of the self-study period. The self-study committee obtained the raw data from the Office of Institutional Research and has compiled the results in Table A1 and A2. Sections of those tables are reproduced in the text. Overall 293 graduating economics majors completed the survey. There were 242 responses from majors within the college of Arts and Sciences, and 51 responses from majors within the Gatton College of Business and Economics. An analysis was done to determine if there were any trends in the responses. Overall, the response averages were remarkably stable over time, and so the full period was combined.

We chose to analyze five main categories of students: all Arts and Science Majors, all College of Business Majors, all Economics Majors, Economics Majors in Arts and Sciences, and Economics Majors in Business and Economics. The Foreign Language and International Economics Majors were analyzed separately by the self study committee for that major. Those analyses can be found in the appendix. The senior exit survey was revised for the 2002-2003 academic year. Some questions are common to both the old and new survey. Other questions were only collected using the old survey instrument (1998-2002), and some additional questions were added to the new survey instrument. We examine each of these sections in turn.

The first areas of interest are the questions about advising (see *Table 5.4*). Overall, the economics majors appear to be reasonably satisfied with advising. The average rating for the statement "My advisor is someone I would recommend" was a 3.13 (on a 4 point scale). The A&S economics majors were more satisfied with the advising, scoring 3.19, than the B&E economics majors (2.84) or A&S majors as a whole (3.02). The B&E majors were the least satisfied, with an average of 2.90. Average responses for specific questions showed a similar pattern, with the average economics major agreeing that the advisors spent sufficient time, was accessible, and reviewed the academic record before advising. It is not clear if the higher scores for A&S students and economics majors (compared to B&E majors) reflect differences in college level advising or in department level advising.

Table 5.4: Advising Questions

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
Advisor Spent Sufficient Time	3.06	2.87	3.06	3.12	2.80
Advisor Was Accessible	3.14	2.93	3.14	3.18	2.98
Advisor Reviewed Record	3.02	2.99	3.04	3.07	2.90
Advisor Is Someone I Would Recommend	3.02	2.90	3.13	3.19	2.84

The second set of questions examines preparation for first job and for graduate studies (Table 5.5). Overall, economics majors averaged a 2.45 (4 = strongly agree) when asked if their major had prepared them for the first career job, but they averaged a 2.80 when asked if their major prepared them for graduate or professional school. It is interesting to note that at the college level, students from B&E report (2.7) being more prepared for their first job than students from A&S (2.5). However, students from A&S report being more prepared for graduate study (2.9) than do students from B&E (2.8). Within economics, however, the story is somewhat different. B&E economics majors uniformly report being better prepared for graduate school (2.84) and their first job (2.67) than the A&S economics majors (2.79 for first job, and 2.42 for graduate study).

Table 5.5: Excerpt Preparation for First Job or Graduate School Questions

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
Preparation for my first career job	2.49	2.70	2.47	2.42	2.67
Preparation for graduate or professional school	2.91	2.80	2.80	2.79	2.84

When asked about the quality of instruction within their major, economics majors averaged 3.32 (4 = excellent, 3 = good) (Table 5.6). This is very comparable to students in A&S (3.31) and students in B&E (3.29). Indeed, the differences between the five columns tend to be very small. Economics majors in B&E gave the highest rating for quality of faculty (3.37), with Economics majors in Arts and Sciences giving the second highest rating (3.31). More detailed questions

revealed a slightly lower set of scores for economics faculty compared to B&E and A&S. However, all of the differences were small and averages were generally around 3 or larger, indicating overall satisfaction with the quality of the faculty.

Table 5.6: Excerpt Quality of Instruction Questions

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
Rate Quality by Faculty in Major	3.31	3.29	3.32	3.31	3.37
Faculty Prepared Carefully for Their Classes	3.24	3.19	3.13	3.11	3.20
Faculty Gave Helpful Feedback on My Academic Progress	2.94	2.87	2.86	2.85	2.92
Faculty were Knowledgeable in Their Subject Matter	3.52	3.42	3.42	3.40	3.47
I Would Recommend My Major Program to Other Students	3.23	3.29	3.24	3.24	3.25
I Would Recommend UK to Another Student	3.00	3.06	2.93	2.92	2.95

In general there is a strong sentiment across both Colleges and majors that students would recommend both their major and UK to others. Economics majors averaged 3.24 (4 = strongly agree) when asked if they would recommend their major to another student. As with many of these questions, the differences across colleges were very small, the lowest average was for A&S students (3.23), while the highest average was for B&E students (3.29). These differences are small and not of particular interest. Overall there is generally strong satisfaction with the major. Similar results (albeit somewhat lower) are found for the question of whether students would recommend UK.

One very striking difference between types of economics majors is the percentage of students graduating late because a class was not offered when needed. Overall, 27% of the students who graduated late cited a required course not being offered as the reason. In general A&S students appear to have more problems with this (23%) than B&E students (14.2%). This difference is particularly extreme within the economics major where 30% of A&S economics majors cite a required course not being offered as the reason, compared to only 9% of late graduating B&E majors. This is actually a surprising and puzzling result. It suggests something specific to the college of Arts and Sciences, rather than the major specifically. It is not clear what that may be. It has been noted that many A&S economics majors initially started in other major programs

such as engineering and some natural sciences, and this may reflect issues involved with changing majors across colleges.

An interesting set of patterns arises when we examine what students are planning to do after graduation (*Table 5.7*). In general, A&S majors are more likely to be planning to continue their educations (51.2%) than B&E students (29.3%). Conversely, B&E students are more likely to be currently seeking employment (56%) than A&S students (39%). This pattern is reversed within the economics majors. Economics majors in B&E are less likely to be currently seeking employment (40%) than their A&S economics major counterparts (55%). But, 56% of B&E economics majors report plans to continue their education compared to only 30% of A&S economics majors. It is also interesting to note that B&E economics majors are more likely (14%) to be starting a job which was recently obtained than their A&S counterparts (8%) or other majors in B&E (12%). This suggests that B&E economics majors are more successful at finding employment.

Table 5.7: Plans after Graduation

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
% Who will work at job had before graduation	25.2%	19.0%	21.6%	22.3%	18.0%
% Who will work at new job recently obtained	8.4%	12.1%	8.8%	7.7%	14.0%
% Who are currently seeking employment	39.0%	56.0%	52.8%	55.5%	40.0%
% Who do not plan to work	8.6%	4.9%	4.6%	4.7%	4.0%
% Who plan to continue education	51.2%	29.3%	34.4%	29.7%	56.0%
% Who have no plans	20.1%	16.6%	26.2%	26.8%	23.4%

As one might expect, those who have plans for pursuing graduate work are most likely to be planning either a Master’s Degree or a Law Degree. A&S economics majors appear to be more interested in a Master’s degree than a Law Degree, while B&E economics majors are most interested in a Law Degree. Interestingly, only B&E economics majors appear to be interested in pursuing a Ph.D. Generally, though, B&E majors are not interested in Ph.D. degrees.

The next set of questions are from the new Senior Exit Survey and so have far fewer observations (reflecting only the 2002-2003 graduating class) than the previous section, with

only 54 economics majors. Hence, any differences should be seen as only tenuous. These questions ask about specific academic activities. Here we see some marked differences between the economics majors in A&S and economics majors in B&E. For example, economics majors as a whole report asking questions in class less often (average of 1.37; 0 = never, 3 = frequently) than either A&S (1.62) or B&E students (1.43) in general. However, B&E economics majors report (1.5) that they ask questions in class more often than B&E majors as a whole, while A&S economics majors (1.34) report that they ask questions in class less often than A&S majors or B&E majors.

Another interesting comparison is the responses to how often students reported being “bored in class.” In general, all B&E students report being bored in class more (1.59; 0 – 3 scale) often than all A&S students (1.40). This is reversed within the economics majors. Economics majors in B&E report being bored less (1.3) than any other group. In contrast, economics majors in A&S report being bored slightly more (1.45) than all A&S majors.

An important new section on the Exit Survey is the set of questions about improvement in various academic skills (*Table 5.8*). The questions ask how students have improved in a variety of areas since freshman year. We focus on three: writing, logically analyzing arguments with statistical or mathematical reasoning, and thinking critically and analytically. Students rated these on a 5 point scale with 5 representing “much stronger” and 1 representing “much weaker.” These areas are specifically of interest for economics majors. In general, economics majors score well in each of these areas. The average score for improvement in writing was 4.0, 4.0 for logically analyzing, and 4.24 for thinking critically. Economics majors appear similar to B&E majors as a whole in improvement in clear writing (4.05), and are slightly lower than A&S majors (4.26). The scores were nearly identical across colleges for logically analyzing arguments (4.02, and 4.03). Overall A&S students had the highest score for improvement in thinking critically (4.40) with B&E students’ average identical to economics majors as a whole (4.24). While B&E economics majors have a lower average for improvement logically analyzing (3.7) compared to A&S economics majors (4.07), B&E economics majors average higher improvement for thinking critically (4.5) than A&S economics majors (4.18).

Table 5.8: Improvement in Academic Skills

Description	College of Arts and Sciences	College of Business and Economics	All Economics Majors	Economics Majors – Arts and Sciences College	Economics Majors – Business College
Being Able to Write Clearly	4.26	4.05	4.00	4.00	4.00
Logically Analyzing Arguments with Statistical or Mathematical reasoning	4.02	4.03	4.00	4.07	3.70
Thinking Critically and Analytically	4.40	4.24	4.24	4.18	4.50

The old survey instrument asked students about their starting salary and relationship of their new job to their major. Similarly to B&E students, 60% of economics majors will report starting salaries between \$25,000 and \$40,000. Again, similar to B&E students, 87% of economics majors report that their new job is either somewhat or directly related to their major.

Overall, one can conclude that economics majors have similarities to both College of Arts and Sciences students and Gatton College of Business and Economics students. In areas of professional nature such as new jobs, pay, and preparation for jobs, economics majors are similar to students in B&E. In matters of an academic nature, there is more variance, but economics majors appear to be more similar to students in A&S. These results often hold up when the economics majors are disaggregated to their respective college. This suggests that the experience of the economics major is a unique combination.

5.C.3 Alumni Surveys

Two alumni surveys were administered. One was tailored specifically for the Foreign Language and International Economics major, a second survey was also designed for general economics majors. The FLIE survey was sent to 123 alumni, of whom 29 responded. The general survey was sent to 150 alumni from the A&S and B&E economics programs, and 25 responded. Additionally the general survey was administered to five 400 level classes resulting in 72 completed surveys. The surveys were completed by 56% male and 44% female respondents. Forty-three percent are graduating seniors, and 25% graduated between 2000 and 2003. Twenty seven percent are A&S economics majors, 34% are B&E economics majors, and 36% are FLIE majors. The in class survey was administered anonymously. A complete tabulation of the results of the survey is available in the appendix, relevant sections are reproduced here.

There are five major areas in the survey. The first area asks about components of the major such as advising, career center and extra-curricular clubs. The second area asks how the major contributed to career paths after graduation. The third area asks about specific activities since graduation. The fourth area asks student to rate aspects of the program such as classes and advisors. The fifth area asks how well the program developed skills related to our program goals. Additionally, we asked open ended questions about jobs and earnings.

Advising quality is an important aspect of the undergraduate program. Evaluation of advising can be found in both sections II and section V of the survey. In section II we find that 38% of the students reported the faculty advisor to be “very important” in the program, while only 18% rated the college advising center as “very important.” This can be further broken down by college. Only 10% of Arts and Sciences majors rated the college advising center as “very important”, while 25% of the Business school majors rated the college advising center as “very important.” Similarly, 46% of A&S majors rated their economics advisor as very important, while only 23% of the B&E majors rated their economics advisor as very important.

Table 5.9: Quality of Program

	Excellent	Good	Satisfactory	Unsatisfactory	Not Applicable
Economics Courses	56	38	5	1	
Gatton College Courses	11	54	17	2	18
A&S Courses	15	36	27	3	19
My Economics Advisor	29	26	21	12	1
A&S Advising Center	13	22	22	10	34
Gatton College Advising Center	11	21	27	9	33
Availability of Economics Faculty	44	40	12	2	2
The Economics Program as a Whole	40	51	9	0	0

In section V, 29% of the respondents rated the economics advisor as “excellent” and 26% rated the economics advisor as “good”. Of the B&E majors, 18% rated the advising center as excellent and 27% rated it as good. Of the A&S majors, 14% rated the A&S advising as excellent and 30% rated it as good. Clearly, the department advisors are rated quite highly. Examining only seniors, we find that 23% of seniors rated their economics advisor as excellent, while 21% of B&E seniors rated the B&E advising as excellent and 14% of A&S seniors rated the A&S advising center as excellent. This slightly less enthusiastic rating of faculty advisors in the department may reflect either the more recent advising burden relative to previous classes, or it may reflect an ex-post realization about quality of advising.

Curriculum quality is also rated, in part, in section V of the survey. Fully 56% of economics majors rated their courses as “excellent”, with only 1% rating them as “unsatisfactory”. Of the economics majors in business, 11% rate other business courses as “excellent”, while 68% rate other business courses as “good”. Of the A&S majors, 8.7% rate other A&S courses as “excellent”, while 41% rate other A&S courses as “good”. In many ways, this is not a surprising result. The teaching evaluations discussed above suggest that students, by and large, are quite satisfied with economics courses. It is not particularly surprising that students majoring in economics would be particularly satisfied with their courses. Enthusiasm for other courses may be affected by interest in the topics.

Additionally encouraging is the fact that 44% of economics majors find economics faculty to have excellent availability, while 40% find them to have good availability. When this statistic is examined for seniors compared to graduates, we find that while 51% of graduates rate availability as excellent, only 38% of current seniors rate availability as excellent. This suggests that the availability of faculty has declined in recent years. This may be due to higher burdens placed on the faculty by increasing enrollment and decreasing faculty numbers. It may also reflect some survey response bias.

Perhaps most importantly, 91% of economics majors rate the program as a whole as good or excellent. No economics major rated the program as unsatisfactory, and 40% rated the program

as excellent. The ratings do not differ substantially between graduates and current seniors: 42% of graduates and 37% of seniors rate the program as excellent. This suggests that the difference in the availability ratings above may be due more to an actual difference than survey response bias. Most importantly, 92% of graduates and 90% of seniors rate the program as excellent.

The educational goals of the program include the ability to write about economic issues, analyze market forces, think critically, and relate economics to real world analysis. We surveyed students about their perceptions of how well the program developed these abilities. As can be seen in section VI of the survey, students rated the program overwhelmingly as “very well” for each of these areas. The ability to analyze market forces received the lowest score, with 60% rating development in this area as “very well” and 6% rating it as “poorly.” Most encouragingly, 75% of the students stated that the program did “very well” in developing an understanding of the power of economic analysis to address real world issues. Graduates were even more enthusiastic in their responses. Of graduates, 80% rated the program as developing writing and discussion of economic issues as “very well.” Similarly, 65% of graduates rated the program is developing the ability to analyze market forces “very well.” Strikingly, 75% of graduates rated the program as developing the ability to think critically as “very well” and 88% rated the program as allowing them to appreciate the power of economics to analyze real world situations “very well.” Overall, students appear to be developing the skills and abilities that economics should develop. They are remarkably satisfied with the program. There may be a slightly downward trend, but it is small and the differences may be due to other factors such as sample bias.

Table 5.10: Educational Goals

	Very Well	Satisfactorily	Poorly
Discuss and Write about Economic Issues?	67	32	1
Analyze Market Forces and Discuss Their Role in Business or Public Policy?	60	34	6
Think Critically?	68	31	1
Understand the Relationship between Social and Economic Changes?	66	30	5
Appreciate the Power of Economic Analysis to Address Real World Issues?	75	22	3

As noted above in the analysis of the exit survey, our students appear to do well on the job market. Examining alumni, 70% report having taken a full time position. The average starting salary of these respondents is \$33,508. The median starting salary is \$32,500. We also find that 75% of our graduates had starting salaries over \$30,000 and 25% had starting salaries over \$38,500. Using the March Current Population Survey (CPS) for the years 1995 through 2001, Professor Christopher Bollinger finds that average earnings for individuals aged 23 through 25 with a college degree who reported working at least 35 hours last week is \$26,059. The median is \$24,000. In the March CPS, income of \$30,000 for this group represents the 70th percentile. Thus we conclude that our students are typically the upper 30% of the income distribution of recent college graduates.

5.D *Faculty Assessment of Undergraduate Education*

On the survey to faculty distributed January 16, 2004, the following questions were asked about undergraduate education

- 1) What concerns do you have, if any, with our current undergraduate program?
- 2) Are there areas in which you would like to see the curriculum revised? If so, how?
- 3) Undergraduate enrollments in economics classes, class size, and the number of majors have increased dramatically in recent years. *If* enrollments and the number of majors were to be reduced, how might this be done?
- 4) If you are an advisor, what are your thoughts about advising? Are you satisfied with how we do it? If not, how might it be improved?

While generally positive about the undergraduate program, faculty expressed concern about the number of majors, given the number of faculty in the department, and the quality of some of the majors. Some concerns were expressed about the structure of advising. A few respondents noted that the dual degrees, one in B&E and one in A&S, caused organizational problems.

There were a few suggested curriculum revisions. While some noted limited upper level choices in classes, several respondents thought that given the very limited resources, any expansion of courses in the undergraduate program was probably not a good idea. Several respondents suggested requiring intermediate microeconomics and macroeconomics (ECO 401 and ECO 402) before students could take any other 400 level courses. Some respondents also suggested requiring business statistics (ECO 391) for upper level courses as well. Two respondents suggested using calculus in intermediate microeconomics and macroeconomics. The suggested reasons for these modifications seemed in part to reduce the number and increase the quality of majors. One respondent suggested that “honors” classes and mathematical economics courses should be offered. A Law and Economics course was also suggested. Again, these respondents noted that while these courses would be desirable additions to our program, limited resources would make supporting them problematic.

In response to the question of how enrollments and number of majors were to be reduced, several faculty members suggested a GPA requirement be in place for A&S students. B&E majors already have such a requirement to get into the College. As mentioned earlier, others thought requiring 401 and 402 and having these courses taught with calculus might reduce the number of majors and increase quality.

5.E *Analysis of Strengths and Recommendations for Quality Enhancement in Undergraduate Education*

Overall, the undergraduate programs appear to be meeting the needs of the students. Indeed, it may be that the high satisfaction rate and solid career prospects have been part of the explanation

for the dramatic increase in enrollments. High quality teaching and solid advising may lure students into economics. Maintaining high quality with the increased number of students and the decreased number of faculty resources will be a challenge.

Faculty are concerned over both the number and quality of students in the undergraduate program. Faculty noted the need for more resources, specifically more regular faculty, to enable the department to teach more courses. They also offered several ways of controlling enrollments which merit further consideration. One control is the institution of a GPA requirement for A&S students. This would probably be based on GPA on specific courses, possibly ECO 201 and ECO 202, microeconomic and macroeconomic principles, and possibly courses such as MA 123, the first semester calculus course.

Several faculty were interested in requiring intermediate microeconomics and macroeconomics (ECO 401 and ECO 402) before any other 400 courses could be taken by the students. As these are frequently the courses that give students the most difficulties, this proposal should both reduce the number of students and increase the quality of students. In addition, and perhaps more importantly, having ECO 401 and ECO 402 as prerequisites would allow faculty to implement the tools taught in these courses in their upper-level courses.

Faculty and students value the seminar course (ECO 499). Creation of "honors" courses and courses designed for the growing number of Math Economics majors would also be desirable additions to the undergraduate program. However, expansion of courses, without additional faculty and controls on admissions, is simply not possible at this time.

Several faculty expressed concern and frustration with the advising process. Several faculty made it clear that it is not advising to which they object but the nature of advising as it currently is done. Rather than providing advice about career and educational plans, many advisors feel that their time is being spent simply determining what a student needs to take to satisfy USP or college requirements. This is almost certainly not an efficient use of faculty time. One suggestion is to hire professional advisors (possibly graduate students) to handle scheduling and requirement issues and have faculty advice be focused on more general issues of career and educational plans.

Finally, there are concerns about the division of the undergraduate program among two colleges with little recognition in one College of what economics does within the other College.

6. *Departmental Centers and Outreach*

As discussed earlier, in this section we only include some of the service work done by faculty and staff in the Department of Economics. Specifically, we exclude professional service such as refereeing, reviewing grants, and serving on editorial boards. These services are discussed in the *Section 3* as we felt they were indicative of the research reputation of our faculty. We also exclude any specific discussion of the internal service -- service of our faculty within the Department and the University as the extent and nature of this service is likely to be similar to that found in other academic units on campus. While not specifically detailing this service, the thoughts and concerns of the faculty in regard to service responsibilities are discussed here and are reflected in our discussion of strengths and recommendations for quality enhancement in service.

The focus, then, of this section is on the activities of the Center for Business and Economic Research (CBER) and the University of Kentucky Center for Poverty Research (UKCPR), both of which are housed within the Department of Economics. In addition, we also discuss the service work of individual faculty including service on committees or commissions of federal, state, and municipal agencies; interviews with the media; and testimony before legislative bodies or commissions.

Both CBER and UKCPR play important roles in our research and education missions as well as service, making it difficult to categorize their contributions exclusively as “service.” As we document here, CBER plays an important role in scholarly research in a number of ways. First, some of the most prestigious publications of the faculty in the department arose directly from CBER projects. Second, the opportunity of faculty to work on CBER projects provides an important source of funding that reduces the need for faculty to supplement their income through other means, including teaching, for example, an activity that would have fewer synergies with the research. Finally and perhaps most importantly, CBER has been an important source of funding for travel to conferences and our workshop series. CBER also places a role in our education mission through its employment of both graduate and undergraduate students in CBER. In addition to being a source of funding that enables students, particularly at the graduate level, to continue their studies, CBER provides students with an opportunity to develop and apply their skills to applied economic analysis. The undergraduate students that CBER employs are among the best economics majors at the University. Several former CBER student-workers have pursued Ph.D. or Master’s degrees in economics or related fields; one former undergraduate CBER student-worker, Amihabh Chandra, is currently on the faculty at Dartmouth.

While only instituted in Fall 2002, the Center on Poverty Research also has clearly defined missions in both research and education. As we discuss in more detail later, the UKCPR provides a number of opportunities for funding of scholarly research on poverty for faculty throughout the University. The Center also funds and administrates a workshop that brings renowned scholars on poverty issues to campus. In addition, UKCPR also has instituted a visiting scholar program that brings scholars whose work overlaps or who work with UK faculty to campus for stays of generally one week. UKCPR also serves the Department (and University) missions in graduate education by providing funding for graduate students as well as opportunities to attend and participate in UKCPR workshops and other forums for research.

6.A *The Center for Business and Economic Research*

6.A.1 *CBER's Mission*

From its website (<http://gatton.uky.edu/CBER/Index.html>):

The Center for Business and Economic Research (CBER) is the applied business and economic research branch of the Gatton College of Business and Economics. Housed within the Department of Economics, CBER has a long history of conducting applied economic studies and is the leading source of information on the Kentucky economy.

CBER conducts many applied business and economic research projects throughout the year, serves as the main storehouse of business and economic data and information on Kentucky, and provides consultation services to government agencies, businesses, media outlets, and the general public.

In addition, CBER performs contract research for a variety of public and private sector clients, including conducting projects for many Kentucky state government agencies. Besides conducting contract research, CBER also serves as the main depository of economic information in the Commonwealth. CBER maintains the Kentucky Economic Information Service (KEIS), produces the *Kentucky Annual Economic Report*, and provides economic and public policy information to interested persons, businesses, and media across the commonwealth.

CBER fits into the goals outlined in *The Dream & The Challenge*. Perhaps most in line with the statement of its objectives is *Goal VI: Elevate the Quality of Life for Kentuckians*. Specifically, the objectives of "...engag[ing] its [UK's] people and resources in a renewed commitment to outreach" (Goal VI, Objective 1), "...accelerat[ing] industry-funded research and partnerships, technology transfer, and business development to advance Kentucky's economy" (Goal VI, Objective 3) and "...expand[ing] utilization of its cooperative extension network to improve quality of life for all Kentuckians (Goal VI, Objective 3)." Further CBER through its assistance in preparing and administrating applications for external funding by Department faculty, CBER clearly assists in meeting the objectives of "...pursu[ing] targeted strategies to increase extramural research funding" (Goal IV, Objective 1) and "...increas[ing] the prominence of faculty scholarship" (Goal I, Objective 1).

6.A.2 *CBER Personnel and Resources*

Until recently, CBER employed five staff: Roy Sigafus (IS Tech Support Specialist III), Jonathan Roenker (Economic Analyst), Marie Hart (Staff Support Associate II), Scottie Kenkel (Staff Associate), and Robin Roenker (Staff Associate I). Currently it is employing only three staff: Roy Sigafus (IS Tech Support Specialist III), Marie Hart (Staff Support Associate II), and Scottie Kenkel (Staff Associate). The Director of CBER is Eric Thompson, Associate Professor of Economics. Prior to his death on April 30, 2003 Mark Berger, Professor of Economics, was Director of CBER.

Salaries of Roy Sigafus, Jonathan Roenker, Marie Hart, and Scottie Kenkel are from general funds while Eric Thompson and Robin Roenker salaries have been primarily paid through sponsored research. Much of the general funds devoted to the salaries of Roy Sigafus and Jonathan Roenker are, in fact, freed up by salary paid through sponsored research. Mark Berger received two months of salary as Director, funded by sponsored research, and a course release.

CBER staff is physically located in the Economics wing with additional offices for graduate students and a conference room also on the third floor.

6.A.3 CBER Grants and Fund Generation

The primary focus of CBER is to engage in funded applied economic and business research. This includes both government and private agencies. Clients during the review period include the Center for Rural Development, Louisville Gas & Electric, Kentucky Utilities, the Kentucky Department of Parks, University of Kentucky Transportation Center, Commonwealth of Kentucky Workforce Development Center, Kentucky Tourism Cabinet and the Appalachian Regional Commission. A complete list of external grants received by CBER from 1997 to 2003 is found in the appendix (*Table A.6.1*). *Table 6.1* lists annual revenues for CBER from external funding with all funding given in the year of the award, not necessarily the year of work for multi-year projects.

Table 6.1: Annual Revenues of CBER, 1997 – 2003

Year	Amount
1997	\$463,745
1998	260,371
1999	227,180
2000	309,620
2001	782,564
2002	375,599
2003	364,100

During the period of review, CBER has generated substantial funds for the Department of Economics to help fund travel to conferences for Department faculty and the Department’s workshops. In *Table 6.2* lists the annual transfer from CBER to the Department.

Table 6.2: Annual Transfer from CBER to the Department of Economics

	2003-04	2002-03	2001-02	2000-01	1999-2000	1998-99	1997-98
Transfer from CBER	13,000	13,000	0	22,000	22,000	8,000	NA

6.A.4 Scholarly Research

In addition to reports for external contracts, CBER generates scholarly outputs in several venues. The first of these are articles generated for the *Kentucky Annual Economic Report*, and the second are articles for publication in academic journals.

Kentucky Annual Economic Report

By Commonwealth Statute 164.738, CBER is to produce an annual report, the *Kentucky Annual Economic Report*. This report has traditionally contained articles from CBER staff, Department graduate students and faculty in the Department as well as the contributions of other economists and scholars in academia or government agencies. In 2004 the *Annual Report* contained five articles on the following topics: 1) migration within Kentucky and between Kentucky and other states, 2) producer services, 3) a Kentucky economic forecast for 2004-2006, 4) incentives for housing investment, and 5) e-commerce and on-line sales in Kentucky businesses. The articles were principally written by CBER faculty, staff, and graduate students but co-authors included Michael W. Clark of the Kentucky Revenue Cabinet. In the *2003 Annual Report* authors included Paul Coomes of the University of Louisville, Chris Bollinger of the University of Kentucky Department of Economics, Ron Langley of the University of Kentucky Survey Research Center, and Mark Schweitzer of the Federal Reserve Bank of Cleveland. Copies of the Annual Report are available at the CBER website, <http://gatton.uky.edu/CBER/Index.html>. Reports are distributed to the Governor's Office and to each state legislator as well as a mailing list in 2004 of roughly 700 businesspeople, government employees, and economists around the state. Portions of the *Annual Report* are also discussed at a news conference at the University of Kentucky, the Dean's Economic Roundtable, and a policy conference in Frankfort.

Articles for Academic Journals

Academic papers growing out of CBER research projects have been published in the best economic journals such as the *American Economic Review*, *Journal of the American Statistical Association*, *Review of Economics and Statistics*, *Journal of Labor Economics*, and *Regional Science and Urban Economics*, thereby contributing to the reputation of the Department of Economics and the College. A list of recent publications stemming from CBER grants is found in the appendix (*Table A.6.2.*)

Finally, CBER has been instrumental in assisting Department faculty in preparing grant proposals. Funded proposals by faculty assisted by CBER are *Table A.6.1.*

6.A.5 CBER and Education

As mentioned earlier, CBER has traditionally employed both undergraduate and graduate students to assist in its external projects. CBER has employed a number of very talented students, particularly at the undergraduate level. *Table 6.3* provides a list of some of the recent student employees of CBER and their subsequent employment or education.

Table 6.3: CBER Student Research Assistant Placements (1997-2002)

Undergraduate Students		
Student Name	UK Graduation Year	Placement
1. Darby Waggoner	1997	Economics, University of Colorado
2. Michael Adams	1997	UK College of Law
3. Teresa Duba	1998	UK College of Law
4. Jonathan Roenker	1998	Economics, University of North Carolina, Chapel Hill
5. Emily Petrovic	1999	Harvard Law School
6. Kasey Buckles	2000	Economics, Boston University
7. Alice Lookofsky	2000	Public Policy, Georgetown University
8. Glenn Rudolph	2001	UK Patterson School of Diplomacy and International Commerce
9. Lindsay Allen	2002	Economics, University of British Columbia University of Chicago
10. David Hill	2002	UK College of Law
11. Joseph Miller	2002	Harvard Law School
Graduate Students		
1. Steven Allen	M.S., 1998	MBA Program, M.I.T. Sloan School of Management
2. Jodi Messer	Ph.D., 1999	Asst. Professor, Wichita State University
3. Amitabh Chandra	Ph.D., 2000	Asst. Professor, Dartmouth College and 2002-2003 Visiting Professor, M.I.T.
4. Klara Sabirianova Peter	Ph.D., 2000	Asst. Professor, University of Michigan

6.A.6 CBER and Public Relations

CBER research is frequently cited in Kentucky newspapers and other media outlets and CBER faculty and staff, most frequently Eric Thompson or Mark Berger, have often been interviewed on issues related to CBER projects or economic issues that pertain to Kentucky. *Table A.6.3* provides a list of these publications.

6.B The University of Kentucky Center for Poverty Research

As with CBER the website for the Center for Poverty Research (<http://www.ukcpr.org>) provides a brief summary of its objectives and history,

The UK Center for Poverty Research (UKCPR) was established in October 2002 as one of three federally designated Area Poverty Research Centers with core funding from the Office of the Assistant Secretary for Planning and Evaluation (ASPE) in the U.S. Department of Health and Human Services. The UKCPR is a nonprofit and nonpartisan

academic research center housed in the Department of Economics at the University of Kentucky.

The Center's research mission is a multidisciplinary approach to the causes, consequences, and correlates of poverty and inequality in the southern United States. A focused research agenda on poverty among the residents of the South is critical to our Nation's poverty research effort because low-income populations in the South face a different set of challenges than comparable groups in other parts of the United States, which is manifested in a host of economic and social disparities including higher rates of poverty, inequality, and welfare-program utilization. It is hoped that the Center's emphasis on the challenges facing low-income populations in the South, as well as the market and non-market-based opportunities for economic and social mobility, will greatly aid local, regional, and national policymakers in the design of anti-poverty programs and policies.

UKCPR staff and faculty affiliates reflect the cross-disciplinary emphasis of the research agenda, with representatives from economics, political science, public health, public policy, social work, and sociology. The Center is governed by a Director, an Executive Committee whose role is to advise the Director on internal matters on the UK campus, five Departmental Liaisons whose role is to foster relations between the Center and individual units on campus, and a National Advisory Board that consists of poverty scholars in the South and whose role is to advise the Director on the Center's research agenda.

The funding from ASPE that established UKCPR is \$1.179 million for three years with the possibility for renewal after this period.

6.B.1 UKCPR Personnel and Research Associates

James Ziliak, Gatton Professor of Microeconomics, is the Director of the Center as well as the Principal Investigator on the grant for initial funding. Katie Kirkland is a Staff Associate who manages much of the operations of Center and the Center employs Melissa Huffman on a limited basis for web services. For most of 2003, Robin Roenker served as an editor for the Center.

The National Advisory Board for the Center includes Rebecca Blank (Dean of Gerald R. Ford School of Public Policy and Co-Director of University of Michigan National Poverty Center), Sheldon Danziger (Henry J. Meyer Collegiate Professor of Public Policy, University of Michigan, and Co-Director of the University of Michigan National Poverty Center), Kathleen Mullan Harris (Professor of Sociology, University of North Carolina-Chapel Hill), Robert Margo (Professor of Economics, Vanderbilt University), Don Oellerich (Deputy to Chief Economist, Office of Human Services Policy, Office of Assistant Secretary for Planning and Evaluation, United States Department of Health and Human Services), William Rodgers (Edwin L. and Francis L. Cummings Associate Professor of Economics, The College of William and Mary) and Jeffrey Smith (Associate Professor of Economics, University of Maryland). The internal Executive Committee includes William Hoyt (Economics), Edward Jennings (Martin School and Political Science) and James Houglund (Sociology).

The Center has Department liaisons in a number of departments on the Kentucky campus where research is done on poverty issues. Aaron Yelowitz is the liason in Economics. Research affiliates in Economics include Glenn Blomquist, Chris Bollinger, Gail Hoyt, Frank Scott, and Eric Thompson.

7. *Resources of the Department*

In this section we provide some information about trends in departmental resources including the budget and personnel, specifically departmental size. As well we offer some comparisons with departments in our benchmark institutions.

7.A *Faculty Size, Composition, and Compensation*

7.A.1 *Faculty Size and Composition*

The current faculty, with rank is listed in *Table 7.1*. Also listed are the current staff though the number of current staff does not accurately reflect staff during the period of review as the Department typically had another staff support associate during this period. *Figure 7.1* and *Table 7.2* provide information on trends in the size of the Department faculty both by type of appointment and total faculty from 1981 to 2003. Primary faculty includes both regular faculty, tenure track special-title series faculty, and research faculty. Total faculty includes courtesy joint appointments and visitors. As the figure and table indicate the size of the faculty has decreased significantly in the past twenty years with many of these losses occurring during the time of this review. Particularly of concern for the research and graduate education missions is the loss of primary, regular faculty positions. From 1981-1982 to 2003-2004 primary regular faculty has been cut in half from 28 to 14. Seven of these faculty members have been lost since 1996-1997.

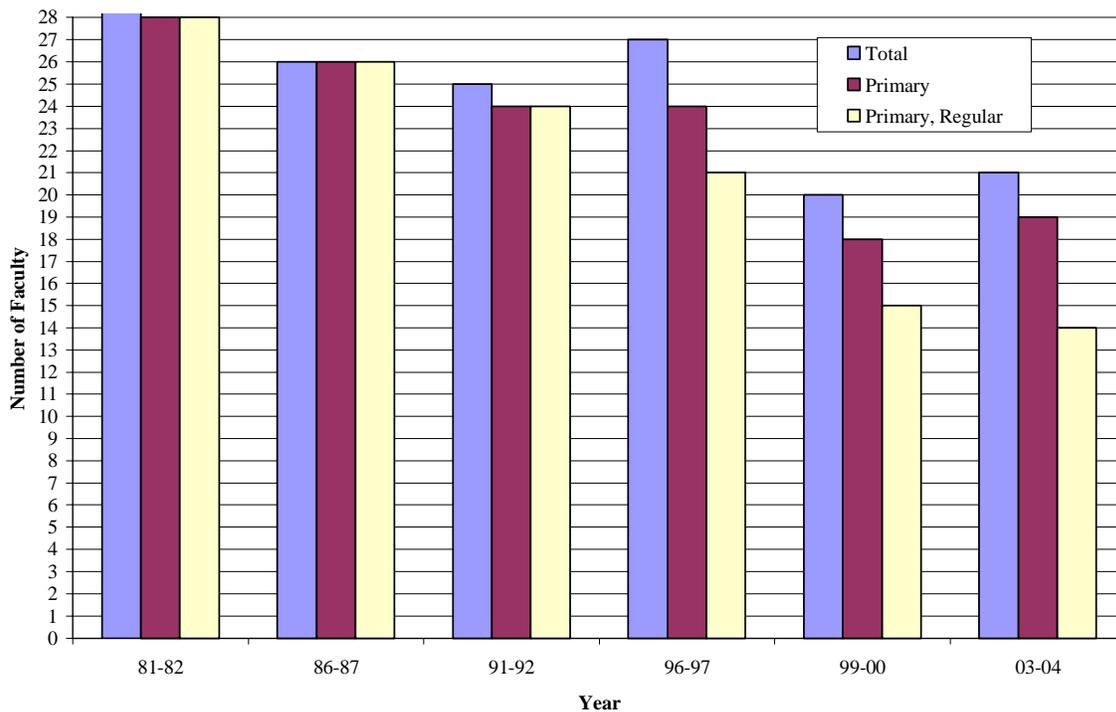
Table 7.1: 2003-2004 Faculty and Staff

Full Time, Regular	
Mukhtar Ali	Professor
Glenn Blomquist	Chair of the Department of Economics, Pollard Endowed Professor of Economics
Christopher Bollinger	Gatton Endowed Associate Professor of Economics
Marco Castaneda	Assistant Professor
James Fackler	Professor
John Garen	Gatton Endowed Professor of Economics
Richard Gift	Professor
William Hoyt	Gatton Endowed Professor of Economics
Yoonbai Kim	Associate Professor
Robert Reed	Assistant Professor
Frank Scott	Gatton Endowed Professor in Economics
Mark Toma	Associate Professor
Aaron Yelowitz	Associate Professor
James Ziliak	Gatton Endowed Chair in Microeconomics, Director of the UK Center for Poverty Research
Full-Time, Special Title and Research	
J. Robert Gillette	Associate Professor, STS
Gail Hoyt	Associate Professor, STS
Eric Thompson	Director of the Center for Business and Economic Research; Associate Research Professor
Lecturers and Visitors	
Ann Eike	Lecturer
Jesse Folk	Part-Time Instructor
Lynn Gillette	Visiting Professor
Joint Appointments	
Joe Peek	Gatton Endowed Chair in International Banking and Financial Economics (1/3 time in the Department of Economics, but becoming courtesy)
David Wildasin	Endowed Chair in Public Finance in the Martin School of Public Policy and Administration, Professor of Economics (courtesy)
Staff	
Marie Hart	Staff Support Associate (CBER)
Scottie Kenkel	Formerly Managing Editor, <i>Growth & Change</i> / and now Staff Associate (CBER)
Roy Sigafus	IS Tech Support Specialist (CBER)
Debbie Wheeler	Staff Support Associate II
Vacant	Staff Support Associate I

Table 7.2: Trends in Faculty Size and Composition

Year	1981-82	1996-97	1999-2000	2003-04
Total	29	27	20	21
Primary	28	24	18	17
Primary, Regular	28	21	15	14
Special Title	0	2	2	2
Research	0	1	1	1
Secondary Joint	1	3	2	2
Non-Tenure Teaching	0	0	0	2

Figure 7.1: Trends in Department Faculty Size



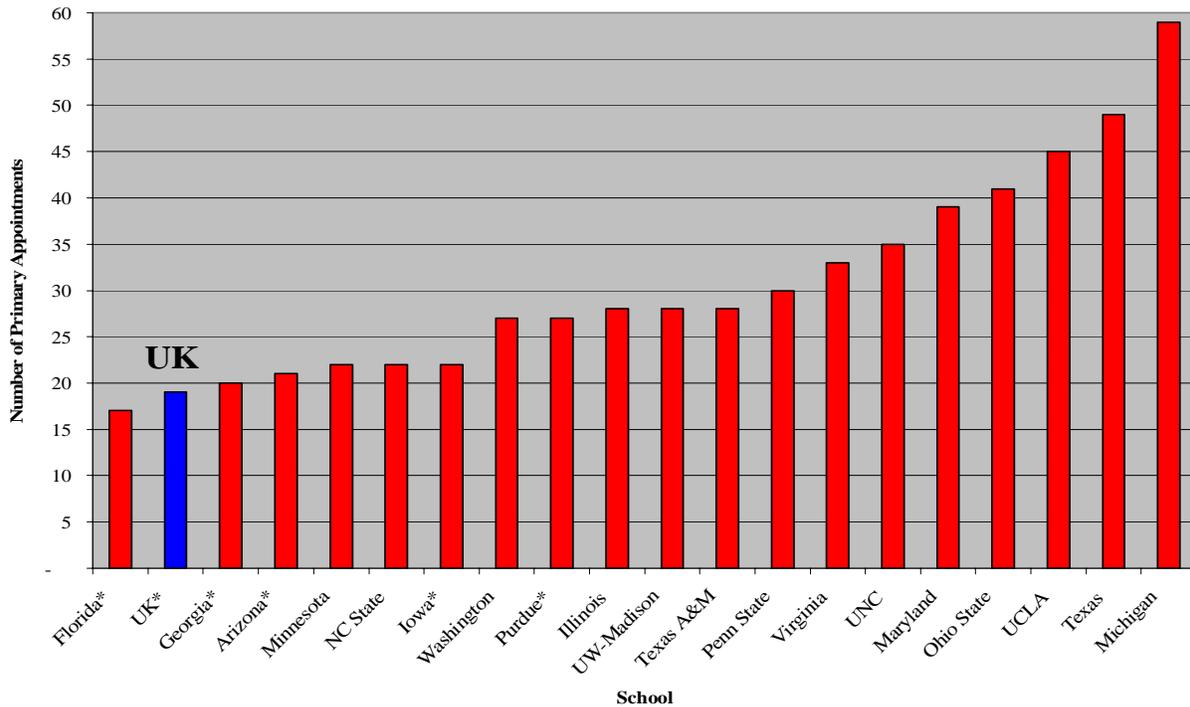
While this trend is certainly striking in itself, comparisons with our benchmark institutions also suggest cause for concern with faculty size. In *Figure 7.2* we list the number of primary appointments for UK and each of our benchmark institutions in 2003. The * denotes departments within business schools. Only Florida, with 15 appointments has fewer faculty members. The median faculty size is 28 and the mean is 31 among the benchmark institutions.

Table 7.3 compares the composition of UK faculty, in terms of rank, type of appointment, and for some of the institutions the number of women, to our benchmark institutions. In terms of the distribution of faculty by rank, UK does not appear dramatically different from other institutions.

Ten percent of our members are assistants in contrast to the median of 16%. Full professors are 52% of faculty at UK versus 45% at the median school. Of course, the small number of faculty at UK means a change in faculty of one or two will change this percentage significantly. For example, in 2002-2003, 18% of faculty were at the assistant level.

The small number of women currently on the faculty is a source for concern. Currently only one woman, Gail Hoyt, has a primary, tenured appointment. Ann Eike is a Lecturer. In part, the small number of women in the department is attributable to the losses in 2003 of two assistant professors who were women and in part due to numerical constraints imposed on hiring the past few years.

Figure 7.2: Faculty Size, Primary Appointments, UK and Benchmark Institutions



While the department currently has only one woman on the tenured faculty, it has actively recruited women during the period of review. During the past five years a total of 14 offers have been made by the Department of Economics for “Junior Recruiting”. We differentiate these offers from the search for Endowed Chair positions since it is more comparable to data available on gender composition of recent Ph.D.s. One of these offers (Aaron Yelowitz) was for an associate level position. Of the 14 offers made, 6 offers were tendered to female applicants (Kathleen Trask, Cynthia Gustavson, Terra McKinnish, Elizabeth Newlon, Shannon Seitz, and Melissa Clark). One offer was tendered to an African American (Mel Stevens) and one offer was tendered to an Hispanic (Marco Castenada). Of the 14 offers made, 43% were tendered to

women, 7% were tendered to African Americans, 7% were tendered to Hispanics. By comparison, according to Scott and Siegfried (2002), during the period 1995-1999, 24.9% of Earned Doctorates in Economics were granted to women, 4.1% were granted to Blacks and 3.9% were granted to Hispanics. During the year 2000, 26.9% of the Ph.D.'s were women, 4.1% were Black and 3.8% were Hispanic.

Table 7.4 Minority and Female Recruiting, UK versus National Supply

	% of offers tendered during 1997-2003	% of Ph.D.s Awarded Nationally 1995-99 ²
Female	43%	24.9%
Black ³	7%	4.1%
Hispanic	7%	3.9%

Scott, Charles E. and John J. Siegfried, "Survey of Earned Doctorates: Demographic Profile of Doctorate Recipients in Economics and Econometrics," *American Economic Review Papers and Proceedings*, 92, May, 2002, 530.

7.A.2 Faculty Compensation

Tables 7.5 and 7.6 provide some comparison data on salaries. As Figure 7.5 indicates, UK is far behind its benchmarks in its salary compensation based on nine-month base salary. It should be noted that this comparison is made based on a subsample of all the benchmark institutions as some did not respond to this question. We strongly suspect, however, that had the others responded the differences in salaries would be even greater, as the nonrespondents included Texas, UCLA, and Michigan. They are not universities known for low pay. While relatively competitive at the Assistant Professor level, paying 90% of median benchmark salary, the gulf in salary between the average in the Department and the median of the benchmarks is quite substantial for Associate Professors (79%) and Full Professors (75%). For Associate Professors this 25% gap is \$20,000, while for Full Professors the gap is equal to \$31,000.

Table 7.6 replicates the results of accepted salary offers for new faculty (to the institution) at different levels of rank for the Top 30 Ph.D. institutions and all Ph.D. granting institutions. These data are from an annual survey performed for the American Economic Association by researchers at the Center for Business and Economic Research at the University of Arkansas. Using these data, the gaps are even larger. This is not entirely surprising as part of this difference reflects the higher salaries new hires typically receive.

² Scott, Charles E. and John J. Siegfried, "Survey of Earned Doctorates: Demographic Profile of Doctorate Recipients in Economics and Econometrics," *American Economic Review Papers and Proceedings*, 92, May, 2002, 530.

³ The term Black is the term in the Scott and Siegfried paper and presumably includes individuals of African Decent who are not of U.S. Citizenship. Similarly for the term Hispanic.

Table 7.3: UK and Benchmark University Faculty Size and Composition, 2003-2004

University	University of Kentucky	Median, Benchmark	Minimum	Maximum	Washington	Minnesota	Arizona
Total # of Faculty	21	31	18	69	28	22	21
Primary Appointments	19	25	17	41	27	22	21
# in Tenure or Tenure-Track	18	25	16	35	25	27	20
# of Other (Lecturer/Visitor)	2	5	0	8	3	7	5
Assistant Professors	2	5	1	8	4	5	3
Associate Professors	7	5	1	10	9	2	6
Full Professors	10	14	9	20	12	15	11
# of Women Faculty	2	4	0	8	8	4	1
University	Illinois	Georgia	Purdue	Wisconsin-Madison	Florida	North Carolina State University	Ohio State University
Total # of Faculty	30	20	27	31	18	25	43
Primary Appointments	28	20	27	28	17	22	41
# in Tenure or Tenure-Track	27	16	22	28	18	25	35
# of Other (Lecturer/Visitor)	3	4	5	5	-	-	8
Assistant Professors	8	3	5	7	1	2	6
Associate Professors	4	4	5	1	5	5	10
Full Professors	15	9	12	20	12	18	19

University	Maryland	Texas A&M	Michigan	Texas	UNC	UCLA	Penn State	Virginia	Iowa
Total # of Faculty	41	31	69	49	37	65	32	34	29
Primary Appointments	39	28	59	49	35	45	30	33	22
# in Tenure or Tenure-rack	41	31	50	35	33	50	26	28	25
# of Other Lecturer/Visitor)	7	3	9	14	4	15	6	6	4
Assistant Professors	6	11	12	12	5	15	4	10	6
Associate Professors	10	4	5	4	6	2	4	3	2
Full Professors	23	16	29	18	18	33	16	15	17

Salaries this far behind our benchmarks and the market are consistent with the recent losses of senior faculty members, specifically Dan Black, Richard Jensen, and Chris Waller. All three of these faculty members received substantial salary increases upon leaving Kentucky as well as reductions in course loads. The particularly large differences between UK salaries and the salaries of new hires at the Associate and Full levels suggests that it is much more cost effective to maintain current senior faculty by compensating them adequately than it is to try to hire new senior faculty.

Table 7.5: Salaries at UK and Benchmark Institutions, 2003-04

	Minimum	University of Kentucky	Median, Benchmark	Maximum
Assistant	66,571	67,585	75,000	82,500
Associate	69,000	73,568	93,000	120,000
Full	83,000	90,186	121,000	155,600
Assistant	89%	90%	100%	110%
Associate	74%	79%	100%	129%
Full	69%	75%	100%	129%
Source: UK Department of Economics Benchmark Survey				

Table 7.6: Salaries of New Ph.D. Hires in Economics, 2003

	All Ph.D. Granting	Top 30
New Assistant Professor	72,195	82,150
Senior Assistant Professors	75,808	110,000
Associate Professor	98,313	122,167
Full Professor	144,128	161,429
Source: Deck, et. al. "Survey of the Labor Market for New Ph.D. Hires in Economics, 2004-2005", Sam M. Walton College of Business, University of Arkansas, Fayetteville, AR, January 2004		

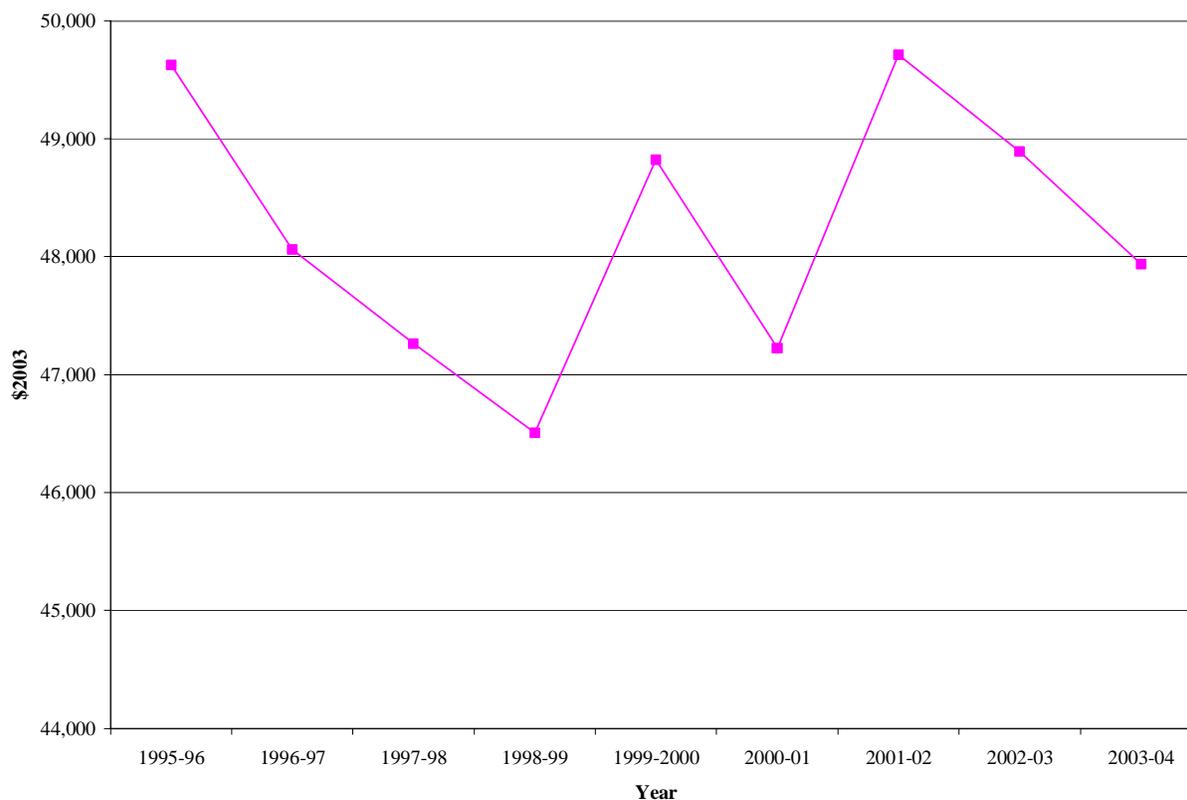
7.B Budgets for the Department of Economics

Table 7.8 lists the operating budget for the Department during the period of review as well as the three academic years immediately preceding it. This budget does not include any compensation or any costs of computer supplies as they come directly from College funds. The table also lists the discretionary spending and the transfer from CBER. To give a better perspective on how departmental resources have changed over this period, expenses are listed in both nominal terms and inflation-adjusted dollars (2003 dollars). Figure 7.3 indicates how the inflation-adjusted operating budget for the Department of Economics has changed over this time period. Over this time period, the operating budget has exhibited neither continued growth nor decline.

Table 7.7: Annual Budgets of the Department of Economics

Category/Year	2003-04	2002-03	2001-02	2000-01	1999-2000	1998-99	1997-98	1996-97	1995-96	1994-95
Operating Expenses (Nominal)	47,938	47,938	47,611	44,538	44,538	41,314	41,319	41,314	41,314	34,021
Operating Expenses (\$03)	47,938	48,892	49,713	47,226	48,825	46,507	47,262	48,061	49,625	41,930
Transfer from CBER	13,000	13,000	0	22,000	22,000	8,000	NA	NA	NA	NA
Dept. Discretionary (Nominal)	6,326	3,280	2,620	4,798	3,899	NA	2,413	NA	NA	NA
Dept. Discretionary (\$03)	6,326	3,345	2,736	5,088	4,274	NA	2,760	NA	NA	NA

Figure 7.3: Operating Budget for Department of Economics, 1994-2003, \$2003



7.C Analysis of Strengths and Recommendations for Quality Enhancement

While faculty noted some positive aspects of funding, specifically computer and until recently travel support, overall funding and resources must be considered a weakness of the Department. The number of faculty has significantly decreased during the period of review while the number of students being taught has increased. Faculty losses during the period of review include some of the Department's most productive researchers.

In addition to increasing teaching and advising demands on faculty, the reduced number of faculty has increased service demands as well. Service, such as serving on committees at Department, College, or the University level might be considered "fixed" obligations or costs, that is these service demands are relatively independent of the number of students. This self study is a good example. Decreases in faculty size mean that more service work is required of each faculty member. A smaller faculty also reduces research synergies among faculties. Perhaps the strongest recommendation of this study is to increase the size of the faculty.

Not unrelated to the size of our faculty and the recent losses, is the salary of the faculty. By any measure or any comparison, faculty in Economics at UK are significantly underpaid. Below market compensation is at least in part responsible for losses in senior faculty to institutions with economics departments that are no better and probably worse than UK's. Without significant

increases in compensation further losses in faculty can be expected. Given the difference between the current salaries of UK senior faculty and the cost of hiring senior faculty, it should be evident that it will be much cheaper in the long run for the University to increase the compensation of current faculty than to lose them and then attempt to hire replacements.

As mentioned, faculty have viewed travel and computer support as generally good. They have also valued it greatly, particularly travel support for conferences and meetings. To continue to enhance the reputation of Department nationally, this support must continue. The workshop series of the Department are also critical to the Department's research mission. Support of these must continue as well.

8. *Concluding Comments and Suggestions for the Future*

Throughout this study, we have provided information and data that should assist others in reviewing and evaluating the Department of Economics. We have also offered our own evaluation and recommendations for possible revisions in Departmental policies, curricula, and resource allocations. Here we provide a brief summary of our recommendations of actions and policy modifications we believe might be beneficial for the future of the Department. We also consider how our state missions and plans for implementing them compare to the mission of the University and what changes might be needed to ensure our mission and that of the University are consistent.

While improvement is always possible and to be strived for, we believe that the Department of Economics has been relatively successful in accomplishing its broad missions of conduction nationally and internationally recognized research; provide formal training in economics to undergraduate and graduate students; and provide services to the College and the University, the profession, and to local, state, and national governments.

8.A *A Review of Findings*

8.A.1 *Research*

With respect to research, the Department has continued to be active with publications per faculty member exceeding the rate during the previous period of review. More important for reputation and recognition, the number of publications in top-tier journals has increased during this period as well. Faculty continue to actively present papers at national and regional meetings and, to a lesser extent, international meetings as well. Low participation in international meetings is in part due to limited funds for international travel. If more international exposure is desired, funding for international travel will need to be increased. While some faculty present research at other academic institutions, this venue for research exposure needs to be increased in the future.

Faculty exposure to and recognition by other researchers has been greatly enhanced by the very active workshops series within the Department. As documented, economists from a number of very distinguished institutions presented their research at our workshops. In addition, these researchers had opportunities to meet with and discuss research with departmental faculty. As documented in *Section 3*, the workshop has provided an opportunity for a number of our faculty to work with distinguished colleagues at other institutions. Support for workshops has been very good during this period and will need to continue to be so in the future.

While some of faculty has been very successful in obtaining external research funds, success in this endeavor has not been as broad as successes in publication. This, in part, might reflect internal incentives as external funding has appeared to play a limited role in merit review in the past and is not mentioned in the Strategic Plans of 1996 and 1999. The College policy for summer research grants has been a disincentive to securing external funding. This omission suggests an inconsistency between the strategic plan of the Department and that of the University (*The Dream & the Challenge*) in which aggressive pursuit of external funding is explicitly and

frequently mentioned. Future revisions of the strategic plans of the Department should probably incorporate funding as a measure of research performance.

The Strategic Plan of 1999 explicitly mentions making an active effort to encourage visiting sabbatical professors to the Department. During the period of review, the Department had a few visiting scholars but efforts to attract them were limited. Limited efforts to encourage them are probably mostly due to limited funding and limited office space. It is also probably more difficult to attract visiting faculty in this era than in the past because of the prevalence of working spouses. The UK Center for Poverty Research has been quite successful in inviting visiting scholars for shorter time periods, a few days or week, as a more effective way of interacting with scholars from different institutions. In future revisions of the Strategic Plan, it might be worth considering moving from encouraging visiting sabbatical professors to instituting a visiting scholar program of a week or less.

In the Strategic Plan of 1999, increased research assistant support was listed as an objective. This has not occurred during the period of funding – at least not with University funds. As an objective, this may be less important for faculty research than it is for graduate education. Enhanced funding in the form of research assistantships will help students develop their research skills and supplement their low compensation. This, in turn, should help attract better students.

Another objective in the Strategic Plan of 1999 was to thoroughly disseminate the scholarly research of the faculty. This was to be done through the Working Papers Series on the Department of Economics website. This series is, for all practical purposes, defunct and was never very effective. Few faculty ever placed papers on it. It may be that faculty can disseminate their research more effectively by other means such as their own websites or e-mail to colleagues in other institutions. Regardless, it is clear that some decision should be made about the role and value of the working paper series.

Goal III of *The Dream & the Challenge* is to attract, develop, and retain a distinguished faculty. During the period of review, the record of the Department on meeting this goal has been mixed. We succeeded in recruiting a distinguished scholar, James Ziliak, to fill the Gatton Chair in Microeconomics, an objective in the 1999 Strategic Plan, but lost our Gatton Chair in Macroeconomics, Christopher Waller to Notre Dame. We also lost senior faculty, Dan Black and Richard Jensen, to other institutions (Syracuse and Notre Dame). Perhaps most troubling about these losses was they were to departments that were equal or lesser than UK in national prominence. In both cases, the faculty members received substantial increases in compensation. Finally, we suffered a great loss both in terms of a distinguished colleague and a good friend in the death of Mark Berger in April 2003. No regular research faculty have been hired since the departure Chris Waller or Mark Berger or the departure of two assistant professors, Kathleen Trask and Elizabeth Newlon. Authorization has been given to search to fill the vacant endowed chair, but it is a stiff challenge to attract chair candidates given current conditions.

While both publications and citations per faculty member suggest an active and recognized faculty at UK, prominence of an institution is based on the aggregate not the individual. Prominent departments are, with a few exceptions, larger departments. As discussed in *Section 7*, UK is the second smallest of the group of 20 schools in its benchmark. Further the trend has been a

diminished departmental size rather than increased – it appears that UK has been losing ground during the period of review. Increased departmental faculty will enhance research in a number of ways and is critical to efforts to increase the Department’s reputation.

In addition, UK has fallen behind its benchmark institutions and other Ph.D. granting institutions in salary, particularly at the senior level. During the period of this review, we have seen the consequences of our lower salaries in both losses of productive senior faculty and in difficulties in attracting other senior faculty. If we are to meet the University goal of attracting and retaining a distinguished faculty, we cannot do so with such limited resources.

8.A.2 Graduate Education

Results of surveys of graduates of our program suggest that they have been active and successful in a variety of different employment environments. The survey, for the most part, suggests that graduates were generally pleased with their educational experiences at UK. Results of the survey indicate that establishment of an applied research course, something already in the 1999 Strategic Plan, but not implemented due to resource constraints would enhance the graduate experience. Responses to the survey also suggest that how field exams are done might be worth reconsidering with the possibility of an exam in a single field or a research paper. While generally pleased with advising and placement, there might be more effort to ensure standardized placement services with less dependence on the student’s advisors. There have been some efforts in this respect.

The Department, as compared to its benchmark, has a limited number of fields but curriculum is quite similar in most other ways. The limited number of fields is a conscious decision of the faculty and there appears to be little interest in increasing the number of fields, particularly given the small size of the faculty. Reductions in the number of fields would not be advisable.

In terms of GRE scores, Economics Ph.D. students are among the best on campus. They also compare favorably with students at our benchmark institutions. Of course, quality could be improved, but the Department is limited by the extremely low compensation offered to graduate students – the lowest among our benchmark institutions. In the absence of increased stipends, it is difficult to envision the department attracting significantly better graduate students.

In our discussion of the graduate program, we documented the large number of students from other disciplines in graduate economics courses, particularly in our core theory and econometric courses. For the most part, faculty members seem to value the opportunity to teach economics to students in other disciplines and view the presence of graduate students from other disciplines as a concern only to the extent that it increases class sizes. Current discussion in the University of allowing colleges to charge fees for courses and keep the resources might help the Department to continue to serve students in other disciplines without sacrificing the quality of graduate education of the Economics Ph.D. students.

8.A.3 Undergraduate Education

During the period of review, there has been a substantial increase in enrollments and the number of majors. Growth has been particularly rapid in the Arts & Science major and, the Foreign Language and International Economics (FLIE) major. A relatively new major, the Mathematics and Economics major has also experienced significant growth.

The ratio of majors to faculty has increased steadily during this period and is significantly higher than the ratio found in Economics departments at our benchmark institutions. The growth in majors and enrollments, together with reduced faculty, has led to increased class sizes, particularly for 400 level courses, and increased advising responsibilities. The large number of students and limited faculty has also reduced the array of 400 level courses offered by the Department. Expanding these offerings was an explicit goal of the 1999 Strategic Plan, but given the limited faculty in the Department, few faculty expressed interest in expanding offerings.

In addition to a large number of majors in the program, the majors vary greatly in their classroom performance. Specifically, the average grades of A&S majors in required upper-level courses (ECO 401 and ECO 402) are far below that of B&E majors and significantly below that of FLIE majors. Responses from the faculty survey indicate this is a major concern of the faculty. Faculty members have suggested a number of ways to both reduce the number and increase the quality of majors. One suggestion is to institute a GPA requirement for A&S majors while another suggestion is to institute a requirement that intermediate microeconomics and macroeconomics (ECO 401 and ECO 402) be required before any other 400 level courses could be taken. In the future, particularly in the absence of significant growth in faculty, steps should be taken to reduce the number of majors and more importantly increase the quality of students who choose to be a major.

Overall, the results of our surveys suggest that majors appear to be satisfied with the undergraduate program with it generally meeting their needs.

8.A.4 Service to Community and University

As discussed in *Section 7*, the Department has two research centers, the Center for Business and Economic Research (CBER) and the University of Kentucky Center for Poverty Research (UKCPR) which has just recently been established with a grant of \$1.179 million from the Office of the Assistant Secretary for Planning and Evaluation (ASPE). Eric Thompson is the director of CBER and James Ziliak is the director of UKCPR.

While both CBER and UKCPR may be labeled as service center, as discussed in *Section 7*, this title does not give full credit to all that these centers and their personnel do for the Department, College, University, and Commonwealth. CBER throughout the period of review has had an important role in the scholarly research of the Department with several articles generated from CBER projects appearing in the premier Economics journal. It has also been important to the research program by assisting faculty in the preparation of research proposals and, finally, by generating revenues that enable the Department to fund the workshop series and travel by faculty to conferences. CBER has also contributed in important ways to both the education of graduate

and undergraduate by providing them opportunities to learn research methods by working on CBER research projects and, of course, by assisting in the financing of their studies. Of course, this is not to overlook the important contributions that CBER has made with respect to service, particularly with respect to government agencies, private firms, and the media of the Commonwealth. CBER studies are regularly cited and personnel are frequently quoted in the Kentucky media. With the reputation that CBER has developed in Frankfort and among a number of larger corporations in Kentucky, CBER also plays an important public relation role for not only the Department but also the College and the University. In times of tight budgets and somewhat strained relationships between Frankfort and the University, we believe that favorable publicity brought by the important work done by CBER can only help the University.

UKCPR has had a shorter history but is playing an important role already in the Department and the University. The funding for UKCPR is the largest grant awarded to a program in the Gatton College of Business and Economics at UK. One feature that distinguishes UKCPR is the explicit and strong interdisciplinary nature of the center. Faculty members from a number of programs including political science, public policy and administration, sociology, social work, and psychology have formal affiliations with UKCPR and actively participate in its activities. By providing funding for workshops and visitors, UKCPR has enhanced resources for research in the Department as well as numerous other disciplines in the University. Winning the ASPE/HHS funding to create the center, given the high quality of the competition, has increased both the prestige of the Department, the College, and the University.

8.B An Overall Analysis of Strengths and Recommendations for Quality Enhancement

During the period of review, 1997 – 2003, the Department has, overall, functioned and performed favorably when compared to the preceding period of review. In terms of research, publications have increased somewhat in number but more importantly in quality of journal in which they have appeared. While faculty members have been active during this period, the Department has lost important contributors to its research program who have not been replaced. Failure of the University to rectify the large gap in salaries, particularly at the senior level, relative to its benchmark institutions and other Ph.D. granting institutions, will undoubtedly lead to further loss of key researchers.

As measured by the number of majors as well as their responses to surveys, the undergraduate program has also performed well during this period. However, the growth in majors while faculty has decreased has led to higher class sizes, reductions in the breadth of the program (in terms of elective classes), and more advising. During this period, a significance difference in the quality of Arts and Science and the quality of Business and Economics students (as measured by grade point average) has developed that concerns faculty.

It is the view of the self-study committee and generally that of the faculty that the Department of Economics has handled its responsibilities in research, graduate and undergraduate education, and service effectively and efficiently during the period of review. However, the demands on the Department of Economics have been high during this period and growing. These increased demands are most pronounced in undergraduate education with the number of Economics majors almost doubling during this period. If the demands on the Department of Economics continue to

grow, in the future, the Department of Economics, at least at its current size, may find it difficult to continue to effectively address all of its responsibilities.

A.1 Appendix to Section I

Survey of Benchmark Universities

I am chairing a self-study committee for the Department of Economics at the University of Kentucky. This self-study is required by the University and is also used for accreditation purposes. I am contacting you because your department is at one of the universities that serve as a benchmark institution for the University of Kentucky. The University of Kentucky frequently obtains information about its benchmark institutions to provide an indication of how it is doing relative to Universities that it hopes to emulate. Since the university frequently compares itself, at the university level, to its benchmark institutions, we would like to provide some comparisons between our department and the economics departments at our benchmark institutions in our self-study. If you are interested, I would be glad to send you the summary information from our survey of benchmark institutions.

Our hope is to gather information about both graduate and undergraduate programs in your department as well as some information about the faculty in your department. We think this information will enable us to better assess the programs in our department and provide the University administration with information they need as well. While we ask for information that might be considered sensitive, such as faculty salaries, be assured that this information will remain confidential, seen only by myself and our administrative assistant. Any reporting of sensitive information will be reported aggregated for all nineteen of our benchmark institutions rather than for a specific institution.

Attached I have included a list of questions and information that we desire. Our thought was that it would be most useful to first contact your department by e-mail and then follow with an arranged telephone call (to you or anyone else who might have access to the information) as it may be easier and less costly for you to provide us the information over the phone than by e-mail. Alternatively, you can provide some or all of the material electronically and if still needed, I can call you to obtain the rest of the information. If possible, we would like to receive the results of this survey by Wednesday, October 15, 2003.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

William Hoyt
Gatton Endowed Professor of Economics and Professor of Public Policy
Gatton College of Business and Economics
University of Kentucky
Lexington, KY 40506-0034
whoyt@uky.edu
(859)257-2518 (office)
(859)323-1920 (fax)

Questionnaire for the University of Kentucky Department of Economics Self-Study

Thank you for assisting with our self-study. Below is a list of questions and information about your department we would like to obtain for our self-study. As mentioned in the cover letter, this information will remain confidential in that our results will be presented in summary form only. If you like you can provide the information on this form or, if it is more convenient, I can contact you by telephone to obtain some or all of the information you wish to provide. Again, if you have any questions please do not hesitate to contact me, William Hoyt, 859-257-2518 (phone), 859-323-1920 (Fax), or whoyt@uky.edu. If possible, we would like to receive the results of this survey by Wednesday, October 15, 2003.

1. Basic Information

A. University:

B. Contact Information:

1. Name of Contact:
2. Telephone #:
3. e-mail:
4. Fax #

C. Is your department located in: a) business school; b) Arts & Science; c) other (specify).

2. The Faculty

A. What is the total number of faculty in your department? _____

1. How many of these faculty have their primary appointment in your department? _____

B. We would like some information about the composition of the faculty.

1. Number in Tenure or Tenure Track positions ____;
Number of Other (Lecturer/Visiting)____;
2. Number of:
 - a) Assistant Professors _____
 - b) Associate Professors _____
 - c) Full Professors _____
3. What is the number of women faculty in the department? _____
 - a) How many are tenured? _____
 - b) How many are tenure-track? _____
4. What is the number of minority faculty in the department? _____
 - a) i) How many are African-American? _____
ii) How many are Hispanic? _____
 - b) How many are tenured? _____
 - c) How many are tenure-track? _____

- C. What is the typical teaching load (courses per year) for a tenured or tenure-track faculty member? _____ courses per year.
- D. What is median 9-month salary for faculty with primary appointments in your department who are tenured or tenure-track and are:
1. Assistant Professors _____
 2. Associate Professors _____
 3. Full Professors _____.
3. Undergraduate Enrollment Information
- A. How many majors do you currently have? _____.
 How many majors typically graduate in a year? _____.
 Are these majors in different colleges (for example, are some in Business and some in Arts and Science)? _____. If so, what is the percentage in each college? _____
- B. Class Size
1. What is the typical class size for introductory undergraduate sections? _____
 2. Do you offer large lecture sections? _____. If so, what is the size of these sections?
 3. What is the typical class size for upper level courses? _____
4. Ph.D. Program
- A. What is the typical size of your entering Ph.D. class? _____
- B. What is the typical percentage of the class who are from outside the U.S.? _____
- C. What is the typical (mode) time to completion of the Ph.D.? _____
- D. What is the typical length of funding? _____.
- E. What percentage of students typically enter your Ph.D. program without funding? _____.
- F. What is the average GRE of entering Ph.D. students?
 Quantitative ____;
 Verbal ____;
 Analytical _____.
- G. What is the composition of funding for graduate students?
 % Teaching Assistants _____
 % Research Assistants _____
 % Other _____ such as _____.
- H. What is the compensation for graduate TA's and RA's? \$_____per year.
- I. What is the typical size of your class that is on the job market? _____ students per year.
- J. What is the distribution of Ph.D. placements in a typical year?
 ____% Top 30 U.S. departments of Economics
 ____% Ph.D. granting departments outside of the top 30, foreign or domestic.
 ____% College or universities without Ph.D. program in economics
 ____% Federal government
 ____% State Government
 ____% Private think tank (such as Rand, Brookings, Urban, AEI)

___% Consulting
___Other (specify)

K. Fields of Concentration

1. How many fields of concentration (major fields) are students require to have in your department? _____.
2. Are students required to take field exams? _____.
3. What fields does your program offer?
 - a. _____ International Economics (both finance and trade in a single field)
 - b. _____ International Finance
 - c. _____ Trade
 - d. _____ Industrial Organization
 - e. _____ Econometrics
 - f. _____ Labor
 - g. _____ Public
 - h. _____ Money/Macroeconomics
 - i. _____ Theory
 - j. _____ Development
 - k. _____ Health
 - l. _____ Urban/Regional
 - m. _____ Environmental
 - n. _____ Economic History
 - o. _____ Others (please list) _____

Survey of Faculty in the Department of Economics

Date: January 15, 2004

To: Faculty, Department of Economics
From: William Hoyt, Chair Self-Study Committee

Re: Survey of Faculty

While we have received comments from the faculty informally as well as at the meeting of December 16, 2003 when the draft of the Self Study was discussed, we feel that it would be beneficial as well as consistent with the guidelines for the self-study to provide faculty with another opportunity to give their thoughts and concerns about the Department.

With that in mind, below we have a list of open-ended questions to serve as our survey. We view this as an opportunity for you to state your thoughts and concerns and to ensure that they will be noted in the survey. While we think that your views and thoughts on the questions in this survey are important and will be valuable in the self-study, you should not feel constrained by the questions or the structure of the survey – **do not feel compelled to answer all the questions**, particularly as there is some redundancy in the survey, and please include any additional thoughts or comments you might have.

It would be useful for us to receive your responses electronically to facilitate incorporation into the survey. You can send the completed form to me (whoyt@uky.edu) or, if you like, to Jeannie Graves (jgrav3@uky.edu). Jeannie will send the form to me anonymously. I would like your responses as soon as possible, preferably by **January 21, 2004**. I apologize for the short notice but I do not think this need take a great deal of time. If you cannot complete it by the 21st we still would like it later.

Overall Evaluation of Department

- 1) In your view, what are the strengths within the Department?
- 2) In your view, what are the weaknesses within the Department?
- 3) If additional resources are to be received, what would be the best way to allocate these resources?
- 4) What resource-neutral changes would you like to see within the Department?
- 5) Do you feel that the Department has a good relationship with the rest of the Business School? Is the Department as involved in the College as it should be?
- 6) Similar to #5, what are your thoughts about the standing of the Department throughout the Campus and with Administration?
- 7) Are you satisfied with merit review and promotion procedures? If not, what are your concerns and how might the process be improved?
- 8) Do you feel the Department has made progress within the past six years?

Research Environment

- 1) What does the Department (and College and University) do that enhances your research program?
- 2) What could be done to improve research productivity?
- 3) Are you satisfied with how research is used in merit review and promotion decisions? How might the procedures be improved?

The Graduate Program

- 1) In your view, what are the strengths of the graduate program, that is, what do we do well?
- 2) In your view, what are the weaknesses of the graduate program, that is, what could we do better?
- 3) Generally, are you satisfied with the quality of our students? If not, how might the quality of students be improved?
- 4) Are there changes that could be made in course offerings, fields, or the structure of examinations within the Ph.D. program that would improve it?

- 5) Based on your experiences, are you satisfied with the quality of our students' dissertations? How might the process be improved?
- 6) Generally, are you satisfied with the success of our students on the job market? How might the results be improved?
- 7) Do you have any concerns about or suggestions on how to improve the funding of graduate students?

The Undergraduate Program

- 1) What concerns do you have, if any, with our current undergraduate program?
- 2) Are there areas in which you would like to see the curriculum revised? If so, how?
- 3) Undergraduate enrollments in economics classes, class size, and the number of majors have increased dramatically in recent years. *If* enrollments and the number of majors were to be reduced, how might this be done?
- 4) If you are an advisor, what are your thoughts about advising? Are you satisfied with how we do it? If not, how might it be improved?

General

Is there anything else that you would like to see included in the self study?

**Survey of Ph.D. Alumni
Department of Economics
University of Kentucky
September 2003**

The following questions are intended to provide a framework and to stimulate your thoughts on your doctoral education at the University of Kentucky. Any insights you are willing to share with us on any of the following topics are appreciated. Please complete and return to Jeannie Graves at jgrav3@uky.edu by October 10.

Date of completion of Ph.D.:

- 1988-1991 = 4
- 1992-1995 = 3
- 1996-1999 = 2
- 2000-2003 = 1

First-year Coursework and Prelim Exams:

Were you satisfied with the content and rigor of the first-year courses? Any suggestions?

Were the micro and macro prelim exams effective as a learning device? Suggestions?

Were you satisfied with the academic advising and mentoring that you received in your first year? Suggestions?

Do you have any other suggestions for changes in the first year of the Ph.D. program?

Second-year Coursework and Field Exams:

Were you satisfied with the additional micro and macro theory and econometric courses that you were required to take?

Were you satisfied with the content and rigor of the courses that you took in your fields of concentration?

Were the written field exams effective as a learning device? Were you satisfied with their coverage and rigor?

Were you satisfied with the academic advising and mentoring that you received in your second year?

Do you have any other suggestions for changes in the post-prelim pre-dissertation portion of the program?

Dissertation:

Did you receive the appropriate support and guidance in finding a dissertation research topic?

Did your coursework prepare you adequately to conduct research on your dissertation?

Did your advisor and other committee members provide appropriate guidance and mentoring while you were writing your dissertation?

Did you feel like you were adequately prepared for your defense?

Do you have any other suggestions for changes or improvements in the dissertation stage of your graduate education?

Placement:

Did the Department provide adequate support and guidance in your search for employment?

General Questions:

Did you find the Department's workshops (graduate student, applied micro, macro) helpful in your intellectual development?

Did the program provide sufficient opportunities for intellectual interaction with faculty and other graduate students?

Do you think that the four-year timetable of our current degree program is too compressed? Should we consider funding fifth-year students on a regular basis?

Compared to the experiences of other Ph.D. economists with whom you interact, how would you rate your overall satisfaction with your University Of Kentucky degree?

THANK YOU!! (and remember to collect on your free beverage at the SEA meetings in San Antonio.)

Survey of Economics Alumni (Arts and Science and Business and Economics Majors)

This survey is designed as a part of our self-study of the Economics major. Although your responses will not be anonymous, they will be treated confidentially. Only summaries of responses will be released publicly. If some question makes you uncomfortable, please skip that question but continue with the survey. Your input will help us improve the program. As the reputation of the program grows, both current and past graduates will benefit.

I. Personal Information (this information is only used for internal purposes).

Name		Country	
Street address		Email address	
		Graduation year	
City, State		Minor	
Gender		Second Major	
College			

II. How important was each of the following in your program at UK?

	Very Important	Somewhat Important	Not Important	Did Not participate
An Internship Program				
The Career Center				
A Capstone Course (ECO 499 or similar)				
My Faculty Advisor				
College Advising Center				
The Economics Society				
Omicron Delta Epsilon (Economics Honor Society)				

III. The Economics Program itself was important in

	Very Important	Somewhat Important	Not Important	Did Not participate
Finding my career path				
Getting my first job				
Getting into a graduate program				
My own job satisfaction				

IV. Since Leaving UK, I have (check all that apply)

Taken a full time position	<input type="checkbox"/>	Enrolled in a Graduate Degree Program	<input type="checkbox"/>
Taken a part time position	<input type="checkbox"/>	Completed a Graduate Degree Program	<input type="checkbox"/>
Participated in Volunteer work	<input type="checkbox"/>		<input type="checkbox"/>

V. Please rate these aspects of the Economics Program

	Excellent	Good	Satisfactory	Unsatisfactory	Not Applicable
Economics Courses					
Business School Courses					
A&S Courses					
My Economics Advisor					
A&S Advising Center					
Business School Advising Center					
Availability of Economics faculty					
The Economics program as a whole					

VI. How well did the Economics program and coursework develop your ability to

	Very Well	Satisfactorily	Poorly
Discuss and write about economic issues ?			
Analyze market forces and discuss their role in Business or Public Policy?			
Think Critically			
Understand the relationship between social and economic changes?			
Appreciate the power of economic analysis to address real world issues			

VII. We would like to have some information on employment and activities of our alumnus.

- (a) Please list any special awards or honors you have received since graduation:
- (b) What is your occupation?
- (c) What is the name of your employer?
- (d) If you have attended or are attending graduate school or law school, what school?
- (e) If you have attended or are attending graduate school or law school, were you accepted into your first choice of schools? Were you accepted into your second choice of schools?
- (f) If you have attended or are attending graduate school, what field?
- (g) What was your starting salary?

VIII. Please use the space below to provide any additional comments about the Economics program.

Thank you for completing this survey

UNIVERSITY OF KENTUCKY

GRADUATING SENIOR SURVEY

Your answers to the following questions will help us evaluate our programs. This survey should take you 15-20 minutes to complete. Results will be reported only in summary fashion. *Your responses are completely confidential and will not be associated with your identity.* We ask for your Social Security number in order to compile statistics on retention for your class and to obtain necessary background information about your major. Please mark your answers by filling the appropriate circle completely.

SOCIAL SECURITY NUMBER

0	0	0	-	0	0	-	0	0	0
1	1	1	-	1	1	-	1	1	1
2	2	2	-	2	2	-	2	2	2
3	3	3	-	3	3	-	3	3	3
4	4	4	-	4	4	-	4	4	4
5	5	5	-	5	5	-	5	5	5
6	6	6	-	6	6	-	6	6	6
7	7	7	-	7	7	-	7	7	7
8	8	8	-	8	8	-	8	8	8
9	9	9	-	9	9	-	9	9	9

Activities and Experiences during Senior Year

During your senior year of college, about how often did you do each of the following?
(Mark one in each row)

	Never	Sometimes	Often	Very often
a. Asked questions in class	0	1	2	3
b. Made a class presentation	0	1	2	3
c. Worked on a paper or project that required integrating ideas or information from various sources ..	0	1	2	3
d. Referred to knowledge you acquired in your readings or classes	0	1	2	3
e. Came to class without completing readings or assignments	0	1	2	3
f. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	0	1	2	3
g. Worked with other students on projects during class	0	1	2	3
h. Worked with classmates outside of class to prepare class assignments .	0	1	2	3
i. Read recommended texts/readings in addition to required readings	0	1	2	3
j. Applied material you were studying to a practical problem	0	1	2	3
k. Contributed to class discussions	0	1	2	3

1. (continued)

	Never	Sometimes	Often	Very often
l. Had serious talks with students whose race is different than your own	0	1	2	3
m. Took detailed notes in class	0	1	2	3
n. Felt bored in class	0	1	2	3
o. Worked harder than you thought you could to meet an instructor's standards or expectations	0	1	2	3
p. Discussed ideas from your readings or classes with others outside of class	0	1	2	3
q. Did assigned homework before class	0	1	2	3
r. Expressed views or opinions in class	0	1	2	3
s. Skipped/missed class	0	1	2	3
t. Had serious talks with students whose religious or political beliefs were very different from yours	0	1	2	3

2. During your senior year of college, how much time did you spend during a typical week doing the following activities? (Mark one in each row)

	None	Less than 1 hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	Over 20 hours
a. Attending class/labs	0	1	2	3	4	5	6	7
b. Studying/homework	0	1	2	3	4	5	6	7
c. Socializing/partying	0	1	2	3	4	5	6	7
d. Exercising/sports	0	1	2	3	4	5	6	7
e. Participating in student clubs/groups	0	1	2	3	4	5	6	7
f. Watching TV	0	1	2	3	4	5	6	7
g. Household/child-care duties	0	1	2	3	4	5	6	7
h. Reading for pleasure	0	1	2	3	4	5	6	7
i. Playing video/computer games	0	1	2	3	4	5	6	7

A.2 *Appendix to Section 2*

Mission Statement for the Department

Mission Statement

Department of Economics
Carol Martin Gatton College of Business and Economics
University of Kentucky

The mission of the Department of Economics is to provide economic education to the citizens of Kentucky. There are three components of the mission. The first is to conduct nationally and internationally recognized research designed to increase our understanding of economic phenomena. The second is to provide formal training in economics to undergraduate and graduate students at the University. The third is to provide services to the College and University, the profession, and to local, state, and national governments.

The Department of Economics will fulfill its mission by:

- Conducting research that leads to publications in quality scholarly journals.
- Providing a thorough and meaningful education in economics to undergraduate students of the University - both those with majors provided by the Department and those from other programs.
- Advancing the knowledge and skills of graduate students, both from the departmental graduate programs and from other graduate programs of the University, by conducting advanced seminars and supervising students' own research programs.
- Promoting the understanding of human behavior by conducting applied economic policy analysis for local, state, and national governments.
- Providing service to promote the research and service needs of the profession.

Mission Statement of the College

The Gatton College Mission

The mission of the Gatton College of Business and Economics is to be a nationally ranked business school, offering high quality and fully accredited academic programs, maintaining an internationally recognized research program, and providing critically needed services to local and state institutions, non-profit organizations, and the business community.

Through its commitment to the personal and professional development of students, faculty, and staff, the College will fulfill its mission by:

- Teaching fundamentals of business and economics to students from throughout the University community,
- Stimulating students to become innovative thinkers and leaders able to cope with complex issues in changing environments,
- Preparing undergraduate and masters students for successful careers in a rapidly changing and competitive world,
- Providing doctoral students skills for scholarly research and teaching so they may enjoy successful careers in higher education, industry, or government,
- Supporting faculty and staff research activities that address issues of critical importance to society and contribute to the body of knowledge in business and economics,
- Contributing to the economic development of the region by conducting training programs and research studies for the business community, local and state government, and non-profit organizations.

While fulfilling its mission, the College will strengthen its ties to other campus academic units and will remain committed to the overall mission of the University.

STRATEGIC PLAN
DEPARTMENT OF ECONOMICS
CAROL MARTIN GATTON COLLEGE OF BUSINESS & ECONOMICS
Spring 1996

I. PH.D. PROGRAM

GOAL: Increase the success of PhD graduates in obtaining employment and advancing their careers.

Objective 1: Improve the empirical and applied research skills of students early in their training.

1. ECO XXX: *Applied Research*: Develop a course to follow the ECO 691-692 sequence. Students engage in a project of their own design that requires development of hypotheses, collection of data, estimation, and write-up and presentation of results.
2. Summer Research Assistantships: Employ graduate students during the summer to assist faculty on research projects. This will provide students an opportunity to work with faculty on research projects and “learn by doing”.

Performance Measures

1. Number of working papers and submissions by graduate students from papers in *Applied Research* and summer RA activities.
2. Number of dissertations developed from papers in *Applied Research*.
3. Average time to complete dissertations.
4. Number of working papers, submissions, and publications by graduate students.

Objective 2: Encourage students to engage in research.

1. *Economics Graduate Workshop*: Every 2nd-4th year student will participate in a weekly workshop; 1st year students are encouraged to attend. The Workshop will be administered by the 4th year Allocated Fellowship winner. Initial workshops each year will be led by faculty who discuss the research and publication process, and what students should expect in the course of their PhD education. Most Workshop sessions will consist of students presenting either the research of others or their own research.
2. Carol Martin Gatton Best Research Paper Award: A financial award will be given by the Department for the best research paper for the 2nd and 3rd year students, and awardees will be named on a plaque. (Expected Annual Cost: College, \$1,000).

3. Payment of Submission Fees: The Department will provide funds to reimburse submission fees for graduate students. (Expected Annual Cost: Department, \$250).
4. Presentations at Conferences: Students are encouraged to use Graduate School funds that pay expenses to present papers at conferences. The Department will supplement the funding (Expected Annual Cost: Department, \$1,000).

Performance Measures

1. Number of submissions paid by the Department.
2. Number of publications and working papers by graduate students.
3. Number of presentations at conferences by students.

Objective 3: Continue to increase the quality of incoming students

1. Continued use of Graduate School funds to encourage students to visit. The Director of Graduate Studies will continue to encourage promising students to visit. The Graduate School provides funding, given a match by the Department.
2. Develop a homepage, with emphases on research and the PhD program.

Performance Measures

1. Number of “hits” on the homepage, and number of visits by potential students.
2. Percentage of “top” students matriculating.

Objective 4: Maintain the interest of the Faculty in the Graduate Program.

Outstanding Mentor Award: The Economics Graduate Student Association will select and present the award annually to the faculty member who has done an exceptional job as an advisor. The recipient’s name would be placed on a plaque.

Overall Performance Measures

1. Annual comparison of the employment success to other PhD programs in social sciences at UK.
2. Annual comparison of the employment success to PhD programs in Economics at “benchmark” universities.
3. Biannual surveys of graduates about employment and career advancement, as well as their view of the PhD program.
4. Annual surveys of both faculty and current students asking them to evaluate the graduate program, with special emphasis on potential innovations.

II. RESEARCH

GOAL: Increase both the quality and quantity of scholarly publications.

Objective 1: Have a high level of faculty interaction with others in the profession and opportunities to keep abreast of the frontiers of research.

1. *Applied Microeconomics* and *Macroeconomics Workshops*: Maintain high levels of activity, with a mix of both internal and external papers.
2. Travel to Professional Meetings: Encourage faculty to attend professional meetings to present their research and learn about the research of others.
3. *Humana Visiting Scholar Program*: Annually invite a distinguished professor from elsewhere to spend a brief amount of time here as a Visiting Scholar. The visitor will be paid travel expenses and a stipend by the College, and in return will be expected to give two workshops and spend time meeting with graduate students to discuss research in general. The Department will provide office space and computer support.
4. Visiting Sabbatical Professors: Make an active effort (including, but not limited to, advertising in JOE), to encourage professors from other institutions to spend their sabbatical leaves here. The Department will provide office space and computer support (as available from UK faculty who are on leave elsewhere).
5. Sabbatical Leaves: Encourage faculty to use sabbatical privileges.

Performance Measures

1. Number of internal and external presentations in each workshop per year.
2. Number of papers presented by faculty at professional meetings and at other universities and colleges per year.
3. Number of papers commented on by faculty at professional meetings per year.
4. Number of faculty attending professional meetings.
5. Number of external faculty who spend their sabbatical leaves here, and number of workshop presentations by them, per year.
6. Annual assessment of faculty satisfaction with the *Humana Visiting Scholar Program*.

Objective 2: Increase assistance for research activity.

1. Summer Research Assistantships: Allocate summer RAs to assist faculty research.

2. Internet Research Assistant: Provide (as needed) a graduate student to assist faculty in searches for literature and/or data.

Performance Measures

1. Annual assessment of faculty satisfaction with summer RAs each year.
2. Annual assessment of faculty satisfaction with internet research assistant.

Objective 3: Thoroughly disseminate the scholarly research of the faculty.

Encourage faculty to disseminate their working papers in the Working Paper Series and the Department homepage.

Performance Measures

1. Number of working papers published in the Working Paper Series per year.
2. Number of working papers published on the homepage per year.

Overall Performance Measures

1. Quality of scholarly publications, measured by total citations and/or citations per faculty member, as in the NRC study, and/or by the NRC reputational ranking.
2. Quantity of scholarly publications will be measured by the number of publications in refereed journals and/or the number per faculty member.

III. UNDERGRADUATE PROGRAM

GOAL: Improve the learning experiences of students who take economics at the undergraduate level.

Objective 1: Improve the learning experience of students taking economics.

1. Assist in the implementation of GLEA.
2. Induce students to take the principles sequence sooner, and understand the roles/sequencing of other core economics courses: Alter the structure of courses, so the principles sequence moves to the 100 level, and move the intermediate theory and monetary courses to the 300 level. Course contents will not change.
3. Create new courses to better suit the needs of students both in the College and around the University: Introduce two new courses:

Eco 200: Current Issues in Economics: [Subtitle required]: Provides topical courses in economics that would be accessible after the ECO 201-202 sequence. In addition, it would provide a sophomore level course for our majors.

Eco 311: Business Economics: The course provides an upper division elective for B&E students, providing a “micro” oriented course to complement the “macro” oriented Monetary Economics.

Summary of Changes:

Old Courses:

New Courses:

Eco 101

Eco 110: Introduction to Economics

Eco 201

Eco 101: Principles of Microeconomics

Eco 202

Eco 102: Principles of Macroeconomics

Eco 200: Current Issues in Economics (subtitle required)

Eco 488

Eco 301: Intermediate Microeconomics

Eco 487

Eco 302: Intermediate Macroeconomics

Eco 485

Eco 311: Business Economics
Eco 312: Monetary Economics

Eco 492

Eco 491: Introduction to Econometrics

Eco 400

Eco 499: Seminar in Economics

4. Improve field courses: Members of each field within economics will review the current course offerings, titles, and course descriptions within their field.

Objective 2: Strengthen the economics preparation of undergraduate majors.

The number of electives in Economics will be increased to four, of which at least three must be upper division.

Overall Performance measures

1. Number of majors in economics programs.
2. Number of students graduating with an economics major or minor.
3. Enrollment in upper level economics courses.
4. Mean and median assessment of courses and teachers on student evaluations.
5. Number of graduating majors who are admitted to graduate school.

IV. SERVICE**A. CENTER FOR BUSINESS AND ECONOMIC RESEARCH**

GOAL: Promote understanding of human behavior through applied economic research.

Objective 1: Perform applied economic research for the citizens of Kentucky and the nation.

1. Publish the Kentucky Annual Economic Report as mandated by KRS 164.738.
2. Publish a quarterly newsletter containing CBER economic forecasts and reports of other CBER activities.
3. Obtain grants and contracts to perform research from local, state, and the federal government, and from private sector clients.
4. Do economic outlook conferences in other parts of the state similar to the Dean's Outlook Conference in Lexington. These may be tied to further development of our regional econometric models.

Performance Measures:

1. Circulation of the Annual Report and quarterly newsletter, and citations in the popular press.
2. Number of grants, contracts, and dollars brought into CBER.
3. Number of conferences sponsored and attendance at conferences.

Objective 2: Provide economic data for scholars, policymakers, and the public in the Commonwealth of Kentucky and the nation.

1. Maintain the Kentucky Economic Information System (KEIS), as mandated by KRS 164.738.

2. Add new data sets and series to the KEIS, e.g. county-level data.
3. Improve accessibility to KEIS by setting up FTP, Gopher, or World Wide Web sites.

Performance Measures

1. Number of users of KEIS.
2. Number of new data sets or series added.
3. Number of “hits” on sites.

Objective 3: Support the research mission of the Department of Economics.

1. Publish the findings of CBER research grants and contracts in the scholarly literature.
2. Sponsor a *CBER Small Grants Program* for faculty and graduate students in the Department.
3. Hire graduate and undergraduate students to do research on CBER projects.
4. Serve as a clearinghouse for information about research of interest to the public done by members of the Department of Economics, and serve as a conduit between interested faculty and potential clients for applied economic research.
5. Maintain the Department of Economics Working Paper Series.
6. Maintain the editorial function and provide support to Blackwell in the publication of *Growth and Change*.
7. Maintain the *CBER and Department of Economics Library*.
8. Informally consult with faculty on developing grant proposals and finding funding for faculty research; maintain budgets on grants of Department faculty.
9. Generate revenues for the Chair of the Department of Economics to use to support the overall research mission of the Department.

Performance Measures

1. Quantity and quality of publications.
2. Number of small grants funded and their dollar value.
3. Number of graduate and undergraduate students hired.
4. Number of contacts with the public and with university public relations.
5. Number of contacts between faculty and potential clients.
6. Circulation of *Growth and Change* and number and quality of citations to articles

- published in *Growth and Change* in other scholarly journals.
7. Number of volumes in library and frequency of use of library by Department faculty and graduate students.
 8. Number of faculty consulted with and number of grants received
 9. Amount of revenue generated.

B. SERVICE TO THE UNIVERSITY COMMUNITY AND PROFESSION

GOAL: Provide service to promote the research and service needs of the profession.

Objective 1. Provide refereeing and editorial assistance to academic economics journals.

Performance Measures

1. Number of referee jobs performed annually.
2. Number of faculty serving editorial functions for economics journals.

Objective 2: Provide a new PhD course sequence in Business Economics.

The sequence will be offered every other year, with ECO 660 as a prerequisite. (It will be open to economics students, but not available as one of the required PhD fields.) The courses in the sequence are:

- (1) *Economics of Organizations*: The application of transactions costs and principal agent theories to understand the internal organization of the firm. Topics include boundaries of the firm, corporate governance; choice of production process; and internal incentive systems.
- (2) *Economics of Firm Strategy*: The application of economic tools to the analysis of firm strategy. Topics include structural analysis of industry and strategic groups; selling decisions; rivalry and strategy.

Performance Measures

1. Enrollment figures.
2. Evaluations by students, instructors, and selected faculty in client academic units.

STRATEGIC PLAN
DEPARTMENT OF ECONOMICS
CAROL MARTIN GATTON COLLEGE OF BUSINESS & ECONOMICS
Spring 1999

I. PH.D. PROGRAM

GOAL: Increase the success of PhD graduates in obtaining employment and advancing their careers.

Objective 1: Improve the empirical and applied research skills of students early in their training.

1. *ECO 707: Research Seminar in Economics*: Offer the recently-approved, new course which has been developed to follow the ECO 691-692 sequence. Students engage in projects of their own designs that require development of hypotheses, collection of data, estimation, and write-up and presentation of results.
2. *Summer Research Assistantships*: Employ graduate students during the summer to assist faculty on research projects. This will provide students an opportunity to work with faculty on research projects and “learn by doing”.

Performance Measures

1. Number of working papers and submissions by graduate students from papers in *Research Seminar in Economics* and summer RA activities.
2. Number of dissertations developed from papers in *Research Seminar in Economics*.
3. Average time to complete dissertations.
4. Number of working papers, submissions, and publications by graduate students.

Objective 2: Encourage students to engage in research.

1. *Economics Graduate Workshop*: Every 2nd -4th year student participates in a weekly workshop; 1st year students are encouraged to attend. The Workshop is administered by the 4th year Allocated Fellowship winner. Initial workshops each year will be led by faculty who discuss the research and publication process, and what students should expect in the course of their PhD education. Most Workshop sessions consist of students presenting either the research of others or their own research. The Workshop has been in operation for two years and should continue with refinement.

2. Carol Martin Gatton Best Research Paper Award: A financial award will be given by the Department for the best research paper for the 2nd and 3rd year students, and awardees will be named on a plaque..
3. Payment of Submission Fees: The Department will provide funds to reimburse submission fees for graduate students.
4. Presentations at Conferences: Students are encouraged to use Graduate School funds that pay expenses to present papers at conferences. The Department will supplement the funding.

Performance Measures

1. Number of submissions paid by the Department.
2. Number of publications and working papers by graduate students.
3. Number of presentations at conferences by students.

Objective 3: Continue to increase the quality of incoming students

1. Continued use of Graduate School funds to encourage students to visit. The Director of Graduate Studies will continue to encourage promising students to visit. The Graduate School provides funding, given a match by the Department.
2. Continued development of the Department of Economics web site with emphases on research and the Ph.D. program.

Performance Measures

1. Number of “hits” on the Department of Economics web site and number of visits by potential students.
2. Percentage of “top” students matriculating.
3. Percentage of students with combined GRE score above 1650. Is the average above 1750 by 2003?

Objective 4: Improve job placements of graduate students

Develop the new position of Director of Placement. The faculty member is a member of the Department Graduate Studies Committee and works primarily with fourth year graduate students.

Performance Measures

1. Comparison of the employment success to other PhD programs in social sciences at UK.
2. Comparison of the employment success to PhD programs in Economics at “benchmark” universities.
3. Percentage of Ph.D. graduates placed at AACSB colleges and universities.

II. RESEARCH

GOAL: Increase visibility of department research and programs

Objective: Recruit an outstanding scholar for a new Gatton Chair in Microeconomics

Hiring the endowed chair holder will increase the productivity of the department and raise visibility by adding bigger “stars” to the existing constellation of scholars.

GOAL: Increase both the quality and quantity of scholarly publications.

Objective 1: Have a high level of faculty interaction with others in the profession and opportunities to keep abreast of the frontiers of research.

1. *Applied Microeconomics and Macroeconomics Workshops*: Maintain high levels of activity, with a mix of both internal and external papers.
2. *Travel to Professional Meetings*: Encourage faculty to attend professional meetings to present their research and learn about the research of others.
3. *Humana Visiting Scholar Program*: Annually invite distinguished scholars to give workshops. The visitors will be paid travel expenses and a stipend by the College, and in return will be expected to give workshops and spend time meeting with graduate students to discuss research in general.
4. *Visiting Sabbatical Professors*: Make an active effort (including, but not limited to, advertising in JOE), to encourage professors from other institutions to spend their sabbatical leaves here. The Department will provide office space and computer support (as available from UK faculty who are on leave elsewhere).
5. *Sabbatical Leaves*: Encourage faculty to use sabbatical privileges to enhance their research and for other scholarly purposes.

Performance Measures

1. Number of internal and external presentations in each workshop per year.
2. Number of papers presented by faculty at professional meetings and at other universities and colleges per year.
3. Number of papers commented on by faculty at professional meetings per year.
4. Number of faculty attending professional meetings.
5. Number of external faculty who spend their sabbatical leaves here, and number of workshop presentations by them, per year.
6. Annual assessment of faculty satisfaction with the Humana Visiting Scholar Program.

Objective 2: Increase assistance for research activity.

1. Summer Research Assistantships: Allocate summer RAs to assist faculty research.
2. Internet Research Assistant: Provide (as needed) a graduate student to assist faculty in searches for literature and/or data.

Performance Measures

1. Annual assessment of faculty satisfaction with summer RAs each year.
2. Annual assessment of faculty satisfaction with internet research assistant.

Objective 3: Thoroughly disseminate the scholarly research of the faculty.

Encourage faculty to disseminate their working papers in the Working Paper Series and the Department of Economics web site.

Performance Measures

1. Number of working papers published in the Working Paper Series per year.
2. Number of working papers put up on the Department of Economics web site per year.

Overall Performance Measures

1. Quality of scholarly publications as measured by total citations and/or citations per faculty member as in the National Research Council (NRC) study, and/or by the NRC reputational ranking. Is the overall reputational ranking 50th or better by 2003? Is the

ranking by citation per faculty member among the top 10 public research universities by 2003? Do citations per faculty member increase by 15% from 1994-98 to 2003?

2. Quality of scholarly publications will be measured by the total number of articles and/or number per faculty member in the top 20 journals. Does the number of articles in the top 20 journals increase by 20% from 1994-98 to 2003?

3. Quantity of scholarly publications will be measured by the number of publications in refereed journals and/or the number per faculty member.

III. UNDERGRADUATE PROGRAM

GOAL: Improve the learning experiences of students who take economics at the undergraduate level.

Objective 1: Improve the learning experience of students taking introductory economics.

1. Continue to operate and refine the Lab for Economic and Accounting Proficiency (LEAP).
2. Continue to send faculty to teaching workshops and conferences to strive to be among the leaders in economic education.

Performance Measures:

1. Number of student visits at LEAP and satisfaction evaluations of LEAP.
2. Number of teaching workshops attended.

Objective 2: Strengthen the economics preparation of undergraduate majors.

1. Strive to offer a broad array of ECO 400- level courses so that we serve well all three of our majors: Business and Economics, Foreign Language and International Economics, and Arts and Sciences.
2. Offer our ECO 499 Seminar in Economics (subtitled) to all economics majors in some form.

Overall Performance measures

1. Number of majors in economics programs.
2. Number of students graduating with an economics major or minor.
3. Enrollment in upper level economics courses.

4. Mean and median assessment of courses and teachers on student evaluations.
5. Number of graduating majors who are admitted to graduate school.

IV. SERVICE

A. CENTER FOR BUSINESS AND ECONOMIC RESEARCH (CBER)

GOAL: Promote understanding of human behavior through applied economic research.

Objective 1: Perform applied economic research for the citizens of Kentucky and the nation.

1. Publish the Kentucky Annual Economic Report as mandated by KRS 164.738.
2. Publish a quarterly newsletter containing CBER economic forecasts and reports of other CBER activities.
3. Obtain grants and contracts to perform research from local, state, and the federal government, and from private sector clients.
4. Do economic outlook conferences in other parts of the state similar to the Dean's Outlook Conference in Lexington. These may be tied to further development of our regional econometric models.

Performance Measures:

1. Circulation of the Annual Report and quarterly newsletter, and citations in the popular press.
2. Number of grants, contracts, and dollars brought into CBER. Does the external funding per faculty member increase by 20% by 2003?
3. Number of conferences sponsored and attendance at conferences.

Objective 2: Provide economic data for scholars, policymakers, and the public in the Commonwealth of Kentucky and the nation.

1. Maintain the Kentucky Economic Information System (KEIS), as mandated by KRS 164.738.
2. Add new data sets and series to the KEIS, e.g. county-level data.

3. Improve accessibility to KEIS by setting up FTP or World Wide Web sites.

Performance Measures

1. Number of users of KEIS.
2. Number of new data sets or series added.
3. Number of “hits” on sites.

Objective 3: Support the research mission of the Department of Economics.

1. Publish the findings of CBER research grants and contracts in the scholarly literature.
2. Sponsor a *CBER Small Grants Program* for faculty and graduate students in the Department.
3. Hire graduate and undergraduate students to do research on CBER projects.
4. Serve as a clearinghouse for information about research of interest to the public done by members of the Department of Economics, and serve as a conduit between interested faculty and potential clients for applied economic research.
5. Maintain the Department of Economics Working Paper Series.
6. Maintain the editorial function and provide support to Blackwell in the publication of *Growth and Change*.
7. Maintain the CBER and Department of Economics Library.
8. Informally consult with faculty on developing grant proposals and finding funding for faculty research; maintain budgets on grants of Department faculty.
9. Generate revenue for the Chair of the Department of Economics to use to support the overall research mission of the Department.

Performance Measures

1. Quantity and quality of publications.
2. Number of small grants funded and their dollar value.
3. Number of graduate and undergraduate students hired.
4. Number of contacts with the public and with university public relations.

5. Number of contacts between faculty and potential clients.
6. Circulation of *Growth and Change* and number and quality of citations to articles published in *Growth and Change* in other scholarly journals.
7. Number of volumes in library and frequency of use of library by Department faculty and graduate students.
8. Number of faculty consulted with and number of grants received
9. Amount of revenue generated.

B. SERVICE TO THE UNIVERSITY COMMUNITY AND PROFESSION

GOAL: Provide service to promote the research and service needs of the profession.

Objective 1. Provide refereeing and editorial assistance to academic economics journals.

Performance Measures

1. Number of referee reviews performed annually.
2. Number of faculty serving editorial functions for economics journals.

Objective 2: Implement and Offer the new PhD course sequence in Business Economics.

The sequence should be offered every other year, with ECO 601 Advanced Microeconomics as a prerequisite. ECO 710 has been offered with 17 students enrolled and interest exists in the second course, but resource constraints have prevented offering it. The sequence is open to economics students, but not available as one of the required PhD fields.) The courses in the sequence are:

- (1) *ECO 710 Economics of Organizations*: The application of transactions costs and principal agent theories to understand the internal organization of the firm. Topics include boundaries of the firm, corporate governance; choice of production process; and internal incentive systems.
- (2) *ECO 711 Economics of Firm Strategy*: The application of economic tools to the analysis of firm strategy. Topics include structural analysis of industry and strategic groups; selling decisions; rivalry and strategy.

Objective 3: Recruit for a Senior Level Position in Industrial Economics and Strategic Management joint in the School of Management and the Department of Economics, Gatton College of Business and Economics

The areas of industrial organization, strategic management, transactions cost analysis, and applied game theory are the primary areas of overlap and include the topics of the boundaries of the firm, corporate governance, internal incentive systems, product differentiation, firm mobility, pricing, and rivalry and strategy. Research in these areas is published in top journals in both economics and management and has spawned several high-quality, specialty journals.

Recognizing the common interests in these areas by faculty and Ph.D. students in economics and in business administration, the Department of Economics recently developed two courses (ECO 710 and ECO 711) devoted to these topics. With these common interests as the catalyst, further development of ties between the Department of Economics and the School of Management would enhance both programs. The addition of a senior-level faculty position in this area is a natural way to do this, involving this scholar in the research programs of faculty members, in advising graduate students interested in the area, and in teaching the courses. The advertisement for the senior position would be similar to the one given below.

Industrial Economics and Strategic Management

The Carol Martin Gatton College of Business and Economics at the University of Kentucky is searching to fill a senior-level position in industrial economics and strategic management. The individual filling this position would have interests in the areas of industrial organization, strategic management, transactions cost analysis, and/or applied game theory. This position is part of the efforts of the Commonwealth of Kentucky to strengthen graduate and research programs at the University of Kentucky. Appointment is anticipated to be at the rank of full or associate professor and joint between the School of Management and the Department of Economics.

Performance Measures

1. Enrollment figures.
2. Evaluations by students, instructors, and selected faculty in client academic units.

Notes on Uses for the RCTFII/Private Money

From Economics Faculty Meeting held February 5, 1999

Named Professorships. \$10,000-\$15,000. Semipermanent 5-year renewable. Professorships would be helpful in preventing raids.

Endowed Research Assistant. The RA would boost recruiting efforts for graduate students, give valuable research experience, and assistant faculty in research programs.

Endowed Enhancements for TA's. \$3,000-\$5000 supplements to the existing TA stipends. Stipend supplements would make recruiting graduate students more successful and would not deprive graduate students of teacher training or deplete teaching power.

Budget for Recruiting Graduate Students. Funds to pay for campus visits for approximately a dozen prospects would be enormously beneficial.

Endowed Fellowship for a First-Year Graduate Student. A fellowship would make us more competitive in recruiting and supplement funds available through the Graduate School.

Funds for Improving Computing Available to Graduate Students.

Senior Position in Industrial Economics and Strategic Management. The Carol Martin Gatton College of Business and Economics at the University of Kentucky would search to fill a senior-level position in industrial economics and strategic management. The individual filling this position would have interests in the areas of industrial organization, strategic management, transactions cost analysis, and/or applied game theory. This position is part of the efforts of the Commonwealth of Kentucky to strengthen graduate and research programs at the University of Kentucky. Appointment is anticipated to be at the rank of full or associate professor and joint between the School of Management and the Department of Economics.

Gatton Business and Economics Professors for the Year. These awards would be given to outstanding researchers so that their departments could hire a visiting professor or post-doc for a year to teach two courses and release the professor from teaching a course each semester.

Endowed Chair in an Area to be Named. More reputation building.

Endowed Funds Available for International Travel. These funds would be available to offer as a match when faculty apply to RGS for expenses for travel to international conferences. Growing international faculty activity would be supported better.

Funds for Hosting Conferences.

Introduction

In 1997 the Kentucky General Assembly passed the landmark Postsecondary Education Improvement Act, commonly referred to as “House Bill 1,” which established goals that postsecondary education should achieve by the year 2020. Achieving these goals will enable Kentucky to develop a standard of living and quality of life that meets or exceeds the national average. House Bill 1 specifically calls for the University of Kentucky to become one of the nation’s top 20 public research universities by the year 2020. The University welcomes that expectation and is committed to fulfilling it. Nevertheless, national recognition is not an end in itself; rather, it is a product of excellence in fulfilling our mission and serving the Commonwealth.

In response to House Bill 1, President Lee T. Todd, Jr. appointed a task force to recommend criteria and measures by which the University will regularly assess progress toward becoming a nationally preeminent public research university. The President’s Top 20 Task Force issued its report in April 2002. The President also created a task force in July 2001 to recommend areas of research and creative endeavor in which investments of new or reallocated resources should be made. The Task Force on the University of Kentucky Futures: Faculty for the 21st Century issued its report in March 2002. In October 2002 President Todd initiated development of the University’s next strategic plan -- *The Dream and the Challenge*. This plan will guide the actions of the University of Kentucky, including Lexington Community College, for the next three years, July 1, 2003, through June 30, 2006. The recommendations of the Top 20 Task Force provide the framework for the strategic plan, informed by input from other task forces and commissions. A three-year period was selected so that the University could be flexible and respond aggressively to the demands of a rapidly changing environment and a more diverse and interdependent global society.

An Executive Steering Committee and three subcommittees representing the academic, business and clinical enterprise communities of the University developed this plan, *The Dream and the Challenge*. Significant input was also obtained from many University constituents, including the Futures Committee, the President's Commission on Diversity, the President's Commission on Women, and other committees that have recommended University enhancements. As part of the planning process, the University's mission, vision and value statements were reviewed and revised. The Board of Trustees adopted the revised statements on April 1, 2003.

The following goals, objectives and key indicators provide a blueprint for faculty, staff and administrators to follow as they build one of the nation's 20 best public research universities and a nationally recognized community college. Each goal emphasizes a single aspect of the University. Yet, as with a blueprint for a complex building with multiple subsystems, the goals and objectives must be integrated to form a complete picture of the University's plan for the future.

GOAL I: Reach for National Prominence

One of the great strengths of the University of Kentucky is the richness of a campus that brings together undergraduate, graduate and professional students in an unusually comprehensive array of programs. This variety encourages shared ideas across disciplines, promotes multidisciplinary endeavors, and enriches the educational and social experiences of a highly diverse and talented student body. While the richness and variety of campus life are among UK's greatest strengths, the University's progress depends upon a well-conceived concentration of its resources. The full implementation of the Provost model will facilitate the University's ability to capitalize on its intellectual diversity through the integration of all its resources.

As we strive to become one of America's 20 best public research universities, some programs will build upon or attain national recognition and will serve a global constituency. Other programs will advance the land-grant mission by creating the professional,

Priority Areas for Future Development

- Medical areas
 - Cardiovascular sciences
 - Cancer
 - Infectious disease
 - Neurosciences
 - Pharmaceutical sciences and toxicology
- Cultural studies of the Americas
- Digital and nanotechnologies
- Environmental and energy studies

educated citizenry and scholarship needed to serve Kentucky. Although particular areas will be emphasized, comprehensive excellence is essential to the mission of serving as the premier teaching, research and land-grant institution for the Commonwealth. This level of excellence also will be required in other endeavors for which we can serve as a national model, including the creation of a prosperous and mutually beneficial “college town” environment. Over the next three years, we will support our faculty and staff in delivering a comprehensive array of academic programs and other activities and services as we *reach for national prominence* in priority areas.

Objectives:

1. *The University will increase the prominence of faculty scholarship. Our faculty defines the academic enterprise. The quality and achievements of the faculty determine the prominence of the University and the degree to which our missions are accomplished. We must adequately support our faculty while strategically allocating resources to priority areas for future development.*
2. *The University will enhance the excellence and sustainability of the clinical enterprise. The successful fulfillment of the health affairs (clinical) mission is vital to the realization of our dreams. We must identify clinical priorities and re-focus resources on those areas with the best opportunities for national recognition and preeminence in clinical service and research. The core medical areas must include those where the University can bring excellent programs to the fore, including cardiovascular, cancer, infectious disease, neurosciences, and similar disciplines revolving around high-technology interventional and diagnostic work.*
3. *The University will increase its resources in order to offer high-quality instructional, research and service programs. The University’s progress in reaching its aspirations requires significant new investments in areas of strength and promise. Our primary sources of support are: state funds, grants and contracts, tuition and fees, clinical income, gifts, and*

endowment income. We must increase the generation of resources and the contributions of our numerous partners and supporters.

4. *The University will strengthen the link between funding decisions, plans and results.* *Our mission necessitates wise stewardship of existing financial support, including the reallocation of resources to support priority programs. We must align planning and budgeting processes more closely to provide the resource and infrastructure needs identified in the Top 20 Task Force Report. We must evaluate our progress regularly and redirect our efforts to ensure success and continuous quality enhancement.*

5. *The University will streamline its business and information technology services.* *Advancement of the academic and clinical enterprises depends on the effectiveness and efficiency of administrative, business and information technology support. We must reduce bureaucracy and other barriers to our success, while maintaining accountability for institutional assets and resources. We must provide integrated information technology solutions to enhance the University's overall competitiveness and to ensure high levels of faculty, student, staff and customer satisfaction.*

Resources and Infrastructure Needed to Reach Top 20

- Enrollment growth
- More faculty
- Research space and facilities
- Educational facilities – classrooms and residence halls
- Support staff for additional faculty and students
-

Key Indicators:

By 2006, we will:

- A. Increase from 10 to 15 the number of top ranked academic programs, according to the National Institutes of Health (NIH), the National Research Council (NRC), or *U.S. News & World Report*.
- B. Increase health affairs clinical income by 10 percent.
- C. Identify four clinical target programs and implement at least two new related business plans.

- D. Increase the market value of the University’s endowments to \$500 million through fund raising focused on the priority research areas identified in the Commonwealth’s Strategic Plan for the New Economy.
- E. Redesign business and clinical processes as part of the replacement of the financial, human resource, student, and health enterprise information systems.

GOAL II: Attract and Graduate Outstanding Students

Educating students is a core mission of the University. In order to attain excellence and achieve national recognition, we must recruit, retain and graduate a diverse group of outstanding undergraduate, graduate and professional students, representing Kentucky, the nation and the world. We expect our graduates to become productive citizens who make significant contributions to their professions and communities. To achieve this valued outcome, we will expand initiatives to *attract and graduate outstanding students*.

Objectives:

1. *The University will admit and enroll an increasingly higher caliber of student. To attract and enroll such students, we must recruit the best students in Kentucky and beyond; expand scholarship, fellowship, and other forms of financial support; and offer comprehensive, modern and challenging curricula. The University’s excellence will be reflected through the state, regional and national recognition of our students.*
2. *The University will collaborate with Kentucky’s other postsecondary education institutions to facilitate success for transfer students. A successful statewide transfer program is critical to Kentucky’s success in raising its overall level of educational attainment. We must further the academic success of transfer students through program articulation and transfer agreements, support for the Course Applicability System (CAS), and other collaborative activities.*
3. *The University will engage students in rigorous educational programs and provide an environment conducive to success. Students succeed when they form meaningful connections with the University community, integrating their*

National Survey of Student Engagement Indicators

- Academic challenge
- Active and collaborative learning
- Student interaction with faculty members
- Supportive campus environment

academic and social lives. We must offer an enriching first-year experience to all new freshmen, continuously assess and improve the quality of teaching and student learning, and involve our students in the intellectual life of the University. By implementing new living-learning communities, we create opportunities for students to interact with the University community and its neighbors. We must provide the finest teaching and academic support possible; assist with personal, social and career development; and develop additional student life programs and facilities. We must facilitate the success of all our students, including student-athletes and minority and special populations.

Key Indicators

By 2006, we will:

- A. Increase the middle 50 percent range of ACT scores for incoming freshmen to 23-28, as reported to *U.S. News & World Report*.
- B. Achieve enrollment and community-college transfer goals established in collaboration with the Council on Postsecondary Education.
- C. Open a new undergraduate residence hall, designed as a 21st century living/learning community.
- D. Increase the first-to-second year retention rate of first-time, full-time, degree-seeking students to 83 percent.
- E. Exceed the predicted levels of attainment on indicators of quality undergraduate education, as reported by seniors on the National Survey of Student Engagement (NSSE).
- F. Increase the six-year graduation rate to 60 percent.

GOAL III: Attract, Develop and Retain a Distinguished Faculty

A distinguished faculty is the cornerstone of a successful research university. An excellent and diverse faculty, characterized by exceptional scholarship, superb teaching, and dedicated service, is essential if the University is to gain greater national prominence. The faculty members need the broad-based support of the University community – partnerships with superior staff,

excellent facilities, and a commitment to quality – if they are to realize their full promise. A primary focus for the University will be to *attract, develop and retain a distinguished faculty*.

Objectives:

1. *The University will offer competitive salaries and benefits to attract and retain distinguished faculty.* *Compensation is the most important resource for attracting and retaining distinguished faculty. We must make competitive faculty salaries our first priority.*
2. *The University will offer competitive salaries and benefits to attract and retain superior staff.* *Compensation and career development opportunities are essential resources for developing and retaining excellent staff. Staff salaries, as well as health care and other benefits critical to the current and future welfare of all employees, are included among our highest priorities.*
3. *The University will institute policies to attract and retain a distinguished faculty.* *The University's policies must facilitate the recruitment and appointment of highly qualified faculty. We must identify and implement best practices in minority faculty recruitment, develop initiatives designed to find employment for partners of new hires, and ease the transition to the University of Kentucky for new faculty.*
4. *The University will strengthen support to faculty and staff.* *Providing exemplary support to facilitate effective faculty-staff partnerships is essential to our success. We must improve the quality of the support infrastructure – business and administrative services, facilities and equipment, libraries, development opportunities, and academic and technical services – to enable a talented faculty to achieve national prominence.*
5. *The University will increase the recruitment and support of high-profile faculty capable of conducting influential scholarship and leading major scholarly initiatives.* *Through the Commonwealth's Endowment Match Program, the University established significant new endowments to stimulate research capacity and productivity. The University must accelerate*

efforts to develop and fill endowed chairs and professorships with high-impact scholars, including existing faculty members who are positioned well for attaining national prominence.

Key Indicators:

By 2006, we will:

- A. Increase the average faculty salary to at least 90 percent of the benchmark median.
- B. Develop institutional policies and procedures that promote recruitment and retention of faculty and staff.
- C. Increase by three the number of active or emeritus faculty with membership in the National Academy of Engineering, National Academy of Sciences, or the Institute of Medicine.
- D. Increase from 12 to 15 the number of nationally recognized awards and honors earned by faculty.

GOAL IV: Discover, Share and Apply New Knowledge

As a doctoral, research-intensive institution, the University of Kentucky must demonstrate excellence in discovery and innovation, characterized by preeminent scholarship – encompassing research, creative activities, teaching and learning, and extension, as well as professional practice. Faculty, staff and students participate in the process of research and discovery throughout their careers at the University. To meet our research challenge and maximize its potential for the advancement of Kentucky’s economy and way of life, we will identify and pursue innovative ways to *discover, share and apply new knowledge*.

Objectives:

1. *The University will aggressively pursue targeted strategies to increase extramural research funding.* *A preeminent research university continually develops its capacity to create and share new knowledge. We must assist more faculty in launching productive research careers; link basic, clinical, extension, and other applied efforts to focus resources on*

critical areas of opportunity; and form multi-investigator, interdisciplinary research teams that will target specific extramural funding opportunities.

2. *The University will provide the facilities and equipment necessary to enhance research capacity. Meeting the challenge to become a top research university carries with it the responsibility to ensure adequate laboratory space, research equipment, information access, and staff support. We must continually assess research productivity levels and the need for new space and equipment, develop the means to meet and support identified needs, and ensure wise use and maintenance of facilities and equipment.*

3. *The University will cultivate the success of diverse efforts in scholarly achievement and research. Excellence and recognition of faculty from many disciplines, including those for which extramural resources are scarce, are essential to fulfilling our mission. We must foster leading scholarship throughout the University; commemorate the accomplishments of faculty, staff and students; and communicate their successes to the Commonwealth and beyond.*

4. *The University will attract and enroll highly qualified doctoral students and postdoctoral scholars. A reputation for nationally acclaimed programs enhances the ability of top research universities to recruit the finest students and postdoctoral scholars. We must enroll greater numbers of such students, integrate these students into research programs, and facilitate their roles as new investigators. To sustain a cycle of increasing quality, productivity and recognition, we must assist new investigators to become excellent research faculty in institutions throughout the nation.*

Key Indicators:

By 2006, we will:

- A. Increase federal research expenditures, as reported in the *National Science Foundation Survey of Research and Development Scientific and Engineering Expenditures*, to at least \$140 million.
- B. Secure authorization for an additional state-of-the-art research facility in support of the growth plan for research facilities as defined in the University's Physical Development Campus Plan.
- C. Increase doctoral degree enrollment from 2,154 to 2,350; and increase doctoral degree production from 216 to 250.
- D. Increase postdoctoral scholars from 232 to 275.

GOAL V: Nurture Diversity of Thought, Culture, Gender and Ethnicity

The University of Kentucky is committed to creating a diverse, multicultural community of scholars and learners. To advance this commitment we must move forward with specific actions that demonstrate our belief in the value and richness of human differences. We must provide a model for the Commonwealth of a truly diverse society that celebrates human differences, promotes fairness and equity in policies and practices, and upholds basic principles of social justice. To become one of the nation's best research universities, we must foster a creative, supportive environment that will *nurture diversity of thought, culture, gender and ethnicity*.

Objectives:

1. *The University will improve the climate for diversity. Programs designed to create a diverse community in which all individuals and groups can thrive, both personally and professionally, are necessary to build upon recruitment and hiring successes. We must create an inclusive living and learning environment for faculty, staff and students through leadership training, professional development, and mentoring programs that promote sensitivity and respect for the full range of human diversity.*
2. *The University will create a diverse workplace and learning community. A nationally prominent research university demonstrates a commitment to diversity and equity by following practices that protect and advance the interests of all its members. We must increase awareness of our diversity and equity aspirations, address equitable compensation*

issues, establish unit goals in support of university-wide goals, and evaluate progress at all levels. We must expect our leadership to demonstrate improvements, and we must reward those who do.

Key Indicator:

By 2006, we will:

Meet the enrollment and persistence goals of the Kentucky Plan for Equal Opportunities in Higher Education and the employment goals of the University Affirmative Action Plan.

GOAL VI: Elevate the Quality of Life for Kentuckians

Since its founding in 1865 as a land-grant college, the University of Kentucky has applied knowledge and resources to address the Commonwealth's economic, social and cultural needs. We must improve the lives of Kentuckians in the areas of education; health and economic well-being; arts and culture; community vitality and civic engagement; and the environment. We must identify new resources and find innovative ways to use existing means to *elevate the quality of life for Kentuckians* through partnerships with communities and by expanding and amplifying the original land-grant vision to all spheres of life.

Objectives:

1. *The University will engage its people and resources in a renewed commitment to outreach. University outreach and service bring together faculty, staff and students with practitioners, communities, government agencies, schools, businesses, and others to address critical quality of life problems. We must provide leadership to education, business, technology, medicine, and other areas. We must also recognize outreach as a means of education that transcends traditional classroom experiences. Outreach involves the application of knowledge and discovery to societal problems, and we must recognize and reward faculty and students for their outreach and service learning activities, including community involvement.*

2. The University will lead in the delivery of specialty care in select clinical areas. *The University's clinical enterprise is an essential component in improving the lives of Kentuckians. To be successful, we must advance our position in local, state and national health care markets. We must realign current faculty, staff and facility capacities; consider new, alternative locations for hospital and faculty practice to attract a balanced mix of patients; and ensure access to priority programs for Kentuckians.*

3. The University will accelerate industry-funded research and partnerships, technology transfer, and business development to advance Kentucky's economy. *A premier land-grant university conducts research and supports the extension of research and other activities in ways that enhance the state economic base. As such, we have a dream that Kentuckians "can compete just like everyone else." To turn our dreams into reality, we must seize opportunities to develop further our intellectual property, corporate relationships, and business ventures, and we must enhance our efforts to fulfill the vision and promise of the Coldstream Research Campus.*

4. The University will expand utilization of its cooperative extension network to improve the quality of life for all Kentuckians. *The Cooperative Extension Service has a long and successful history of serving as a link between the counties of the Commonwealth and the University of Kentucky to help people improve their lives. We must build upon the recent expansion of this network as a vehicle for the effective delivery of critical educational programs. We must promote public health education, small business and entrepreneurial initiatives, and arts and cultural development, while identifying additional areas of need.*

Key Indicators:

By 2006, we will:

- A. Develop and implement a plan for University engagement that integrates service into the curriculum and recognizes faculty engagement.
- B. Secure authorization and design a strategic clinical facility.
- C. Increase industry-funded research expenditures to \$25 million.

- D. Increase the number of patent applications by 10 percent.
- E. Increase the number of start-up companies to two per year.
- F. Increase public service expenditures, particularly extramural grant-supported expenditures, in areas critical to improving the lives of Kentuckians.

A.3 Appendix to Section 3

Table A.3.1: Faculty Publications, 1997-2003

Thalheimer, R. and **Mukhtar Ali**, "The Relationship of Pari-Mutuel Wagering and Casino Gaming to Personal Bankruptcy", *Contemporary Economic Policy*, forthcoming.

Thalheimer, R. and **Mukhtar Ali**, "The Demand for Casino Gaming", *Applied Economics*, vol. 35 (2003), 907-918.

Tsui, Albert and **Mukhtar Ali**, "OLS Bias and MSE in the Random Walk Model with a Constant Initial Value", *Journal of Applied Statistical Science*, vol. 11 (2002), no. 1, pp. 9-19.

Ali, Mukhtar and R. Thalheimer, "Product Choice for a Firm Selling Related Products: A Parimutuel Application", *Applied Economics*, vol. 34 (2002), 1251-1271.

Ali, Mukhtar, "Distribution of the Least Squares Estimator in a First-Order Autoregressive Model", *Econometric Reviews*, vol. 21, no. 1 (2002), 89-119.

Ali, Mukhtar, H. Wayne Cecil and James A. Knoblett, "Effects of Tax Rates and Enforcement Policies on Taxpayer Compliance: A Study of Self-Employed Taxpayers", *Atlantic Economic Journal*, vol. 29, no. 2 (June 2001), 186-201.

Ali, Mukhtar, "Probability Models on Horse Race Outcomes", *Journal of Applied Statistics*, vol. 25, no. 2 (1998), 221-229.

Ali, Mukhtar and R. Thalheimer, "Transportation Costs and Product Demand: Wagering on Parimutuel Horse Racing", *Applied Economics*, vol. 29(1997), 529-542.

Mui, H. W. and **Ali, Mukhtar**, "Economic Analysis of Crime and Punishment: An Asian Case", *Applied Economics Letters*, vol. 4(1997), 261-265.

Berger, Mark, D. Black, B. Noel and J. Smith, "Is the Threat of Reemployment Services More Effective than the Services Themselves? Evidence from Random Assignment in the UI System", *American Economic Review* 93 (4), (September 2003) pp. 1313-1327.

Berger, Mark and J. Messer Pelkowski, "The Onset of Health Problems and the Propensity of Workers to Change Employers and Occupations", *Growth and Change* 34 (Summer 2003), pp. 276-298.

Berger, Mark, D. Black, A. Chandra and **F. Scott**, "Children, Nondiscriminatory Provision of Fringe Benefits, and Household Labor Market Decisions", *Research in Labor Economics*, (22), (2003), pp. 309-349.

Berger, Mark and J. Messer, "Public Financing of Health Expenditures, Insurance, and Health Outcomes," *Applied Economics*, 34 (17) (November 2002), pp. 2105-2113.

Berger, Mark, E. Thomson, G. Blomquist and S. Allen, "Valuation of Cultural Activities using Contingent Valuation", *Journal of Cultural Economics*, 26 (May 2002), pp. 87-113.

Berger, Mark, "Comments on Predicting the Exhaustion of Unemployment Compensation" in *Targeting Employment Services*, Christopher O' Leary (ed.), Upjohn Institute for Employment Research, Kalamazoo, MI, 2002, pp. 57-60.

Berger, Mark and T. Kostal, "Financial Resources, Regulation, and Enrollment in U.S. Public Higher Education", *Economics of Education Review*, 21 (April 2002), pp. 101-110.

Berger, Mark, John Earle and Klara Sabirianova, "Worker Training in a Restructuring Economy: Evidence from the Russian Transition", *Research in Labor Economics*, 20 (2001), pp. 159-190.

Berger, Mark, D. Black and J. Smith, "Evaluating Profiling as a Means of Allocating Government Services", in *Econometric Evaluations of Active Labor Market Policies in Europe*, Friedhelm Pfeiffer (ed.), 2001, pp. 59-84.

Berger, Mark, D. Black and **F. Scott**, "Bounding Parameter Estimates with Non-Classical Measurement Error", *Journal of the American Statistical Association* 95 (450)(September 2000), pp. 739-48.

Berger, Mark, D. Black, F. Scott and A. Chandra, "Health Insurance Coverage of the Unemployed: COBRA and the Potential Effects of Kassebaum-Kennedy", *Journal of Policy Analysis and Management* 18 (Summer 1999), 430-448.

Berger, Mark, J. Barron and **D. Black**, "Replacing General with Specific Training: Why Restricting Alternatives Makes Sense", *Research in Labor Economics* 18 (1999), pp. 281-302.

Berger, Mark, J. Barron and **D. Black**, "Do Workers Pay for On-the-Job Training", *Journal of Human Resources* 34 (Spring 1999), pp. 235-252.

Berger, Mark, J. Barron and **D. Black**, "The Use of Matched Employee-Employer Data as a Means of Assessing Data Reliability with Non-Classical Measurement Error", in *The Creation and Analysis of Linked Employer-Employee Data*, John Haltiwanger et. al. (eds.), North-Holland Press, 1999, pp. 419-438.

Berger, Mark and **D. Black**, "The Duration of Medicaid Spells: An Analysis Using Stock and Flow Samples", *Review of Economics and Statistics* 80 (December 1998), pp. 667-675.

Berger, Mark, D. Black and F. Scott, "How Well Do We Measure Employer-Provided Health Insurance", *Contemporary Economic Policy* 16 (July 1998), pp. 356-367.

Berger, Mark, R. Ready and G. Blomquist, "Measuring Amenity Benefits from Farmland: A Comparison of Hedonic Pricing and Contingent Valuation Techniques", *Growth and Change* 28 (Fall 1997), pp. 438-458.

Berger, Mark, J. Barron and D. Black, "Job Training of the Newly Hired in Small and Large Firms", in *Advances in the Study of Entrepreneurship, Innovation, and Economic Growth*, Volume 9, Gary Libecap (ed.), Greenwich, CT: JAI Press, 1997, pp. 83-122.

Berger, Mark, D. Black, A. Chandra and S. Allen, "Kentucky's Statistical Model of Worker Profiling for Unemployment Insurance", *Kentucky Journal of Economics and Business* 16 (1997), pp. 1-18.

Berger, Mark, P. Jeon and P. Grothuis, "The Changing Gender Wage Gap in Korea", *Applied Economics Letters* 4 (September 1997), pp. 579-82.

Berger, Mark, J. Barron and D. Black, "How Well Do We Measure On-the-Job Training?", *Journal of Labor Economics*, 15 (July 1997), pp. 507-28.

Berger, Mark, D. Black and J. Barron, "Employer Search, Training, and Vacancy Duration", *Economic Inquiry*, 35(January 1997), pp. 167-192.

Blomquist, G., Michael A. Newsome and D. Brad Stone, "Public Preferences for Program Tradeoffs: Community Values for Budget Priorities", *Public Budgeting & Finance* (forthcoming).

Blomquist, G., Michael A. Newsome and D. Brad Stone, "Measuring Principals' Values for Environmental Budget Management: An Exploratory Study", *Journal of Environmental Management* 68 (May 2003): 83-93.

Blomquist, G., Eric C. Thomson, Mark C. Berger and Steven N. Allen, "Valuing the Arts: A Contingent Valuation Approach", *Journal of Cultural Economics* 26 (May 2002): 87-113.

Blomquist, G., "Economist and Editor George S. Tolley: A Special Issue in His Honor", *Resource and Energy Economics* 24 (February 2002): 3-11.

Blomquist, G., Michael A. Newsome and Wendy S. Romain, "Taxes and Voluntary Contributions: Evidence from State Tax Form Check-off Programs", *National Tax Journal* 54 (December 2001): 725-740.

Blomquist, G., "Value of Life, Economics of" in *the Economics Section edited by Orley Ashenfelter of the International Encyclopedia of the Social and Behavioral Sciences* edited by

Neil J. Smelser and Paul B. Baltes (New York: Pergamon of Elsevier Science, 2001) Volume 24, pages 16132-9.

Blomquist, G., Michael A. Newsome and D. Brad Stone, "Public Marginal Willingness to Tradeoff among Water Quality Programs: Estimates of Statewide and Watershed-specific Budget Values", *Water Resources Research* 36 (May 2000): 1301-1313.

Blomquist, G. and Maury D. Granger, "Evaluating the Influence of Amenities on the Location of Manufacturing Establishments in Urban Areas", *Urban Studies* 36 (October 1999): 1859-1873.

Blomquist, G. and John C. Whitehead, "Do Reminders of Substitutes and Budget Constraints Influence Contingent Valuation Estimates? Reply to Another Comment", *Land Economics* 75 (August 1999): 483-484.

Blomquist, G., Magnus Johannesson, Karen Blumenschein, Per-Olov Johansson, Bengt Liljas and Richard M. O'Connor, "Calibrating Hypothetical Willingness to Pay Responses", *Journal of Risk and Uncertainty* 18 (April 1999): 21-32.

Blomquist, G., Karen Blumenschein, Magnus Johannesson, Bengt Liljas and Richard M. O'Connor, "Experimental Results on Expressed Certainty and Hypothetical Bias in Contingent Valuation", *Southern Economic Journal* 65 (July 1998): 169-177.

Blomquist, G. and John C. Whitehead, "Resource Quality Information and Validity of Willingness to Pay in Contingent Valuation", *Resource and Energy Economics* 20 (June 1998): 179-196.

Blomquist, G., Ju-Chin Huang, Richard C. Ready and John C. Whitehead, "Construct Validity of Dichotomous and Polychotomous Choice Contingent Valuation Questions", *Environmental and Resource Economics* 11 (1998): 107-116.

Blomquist, G. and Richard M. O'Connor, "Measurement of Consumer-Patient Preferences Using a Hybrid Contingent Valuation Method", *Journal of Health Economics* 16 (December 1997): 667-682.

Blomquist, G., Karen Blumenschein, Magnus Johannesson, Bengt Liljas and Richard M. O'Connor, "Hypothetical Versus Real Payments in Vickrey Auctions", *Economic Letters* 56 (1997): 177-180.

Blomquist, G., Richard C. Ready and **Mark C. Berger**, "Measuring Amenity Benefits from Farmland: A Comparison of Hedonic Pricing and Contingent Valuation Techniques", *Growth and Change* 28 (Fall 1997): 438-458.

Bollinger, Christopher and Julie Hotchkiss, "The Upside Potential of Hiring Risky Workers: Evidence from the Baseball Industry", *Journal of Labor Economics*, forthcoming.

Bollinger, Christopher, "Measurement Error in Human Capital and the Black-White Wage Differential", *Review of Economics and Statistics*, August, 2003, Vol. 85, no. 3, pp. 578-585.

Bollinger, Christopher and Keith Ihlanfeldt, "The Intraurban Spatial Distribution of Employment: Which Government Interventions Make a Difference?", *Journal of Urban Economics*, May, 2003, Vol. 53, no 3, pp. 396-412.

Bollinger, Christopher, "Measurement Error and the Union Wage Differential", *Southern Economic Journal*, 2001, Vol. 68, no 1, pp.60-76.

Bollinger, Christopher and Martin H. David, "Estimation with Response Error and Non-response: Food Stamp Participation in the SIPP", *Journal of Business and Economic Statistics*, 2001, Vol. 19, no. 2, pp. 129-141.

Bollinger, Christopher, "Measurement Error in the CPS: A Nonparametric Look", *Journal of Labor Economics*, 1998, Vol. 16, no. 3, pp 576-594.

Bollinger, Christopher, Keith Ihlanfeldt and David Bowes, "Spatial Variation in Office Rents within the Atlanta Region", *Urban Studies*, 1998, Vol. 35, no. 7, pp 1097-1118.

Bollinger, Christopher and Martin H. David, "Modeling Discrete Choice with Response Error: Food Stamp Participation", *Journal of the American Statistical Association*, 1997, vol. 92, no. 439, pp 827-835.

Bollinger, Christopher and Keith Ihlanfeldt, "The Impact of Rapid Rail Transit on Economic Development: The Case of Atlanta's MARTA", *Journal of Urban Economics*, 1997, vol. 42, pp 179-204.

Black, Dan A., J. Barron and **M. Berger**, "Replacing General with Specific Training: Why Restricting Alternatives Makes Sense", *Research in Labor Economics* 18 (1999), 281-302.

Black, Dan A., J. Barron and **M. Berger**, "Do Workers Pay for On-the-Job Training?", *Journal of Human Resources* 34 (1999), 235-252.

Black, Dan A. and **M. Berger**, "The Duration of Medicaid Spells: An Analysis Using Flow and Stock Samples", *Review of Economics and Statistics* 80 (1998), 667-675.

Black, Dan A., **M. Berger** and **F. Scott**, "How Well Do We Measure Employer-Provided Health Insurance?", *Contemporary Economic Policy* 16 (July 1998), 356-67.

Black, Dan A., “Family Health Benefits and Worker Turnover” in *Employee Benefits, Labor Costs, and Labor Markets in Canada and the United States*, Stephen Woodbury and William Alpert, editors, 1998.

Black, Dan A. and M. Loewenstein, “Search, Bargaining, and the Business Cycle” in *Search Theory and Unemployment: Theory, Empiricism, and Policy*, Carl Davidson and Stephen Woodbury’s, editors, 1998.

Black, Dan A. and D. Nagin, “Do Right-to-Carry Laws Deter Violent Crime?”, *Journal Legal Studies*, January 1998, 209-19.

Black, Dan A. and M. Loewenstein, “Dismissals and Match-Specific Rents”, *Labour Economics*, December 1997, 325-40.

Black, Dan A., J. Barron and **M. Berger**, “Job Training of the Newly Hired in Small and Large Firms”, in *Advances in the Study of Entrepreneurship, Innovation, and Economics Growth*, Vol. 9, Gary Libecap (ed.), Greenwich, CT: JAI Press, 1997, 83-122.

Black, Dan A., J. Barron and **M. Berger**, “How Well Do We Measure On-the-job Training?”, *Journal of Labor Economics*, 15 (July 1997), 507-28.

Black, Dan A., J. Barron and **M. Berger**, “Employer Search, Training, and Vacancy Duration”, *Economic Inquiry*, 35 (January 1997), 167-192.

Black, Dan A., “Profiling Workers for Unemployment Insurance in Kentucky”, *Kentucky Journal of Economics and Business*, 1997, 1-15.

Dickert-Conlin, Stacy, “Taxes and Transfers: Their Correlation with Marital Separation”, *National Tax Journal Papers and Proceedings from the 89th Annual Conference on Taxation*, 1997

Fackler, James S., “Comment on : Forecasting With a Real-Time Data Set for Macroeconomists”, *Journal of Macroeconomics*, December 2002. (Comment invited by the editor for a special issue of the journal.)

Fackler, James S and W. Douglas McMillin, “Evaluating Monetary Policy Options”, *Southern Economic Journal*, April 2002.

Fackler, James S, "Propagation of the Depression: Theories and Evidence," in *The Economics of the Great Depression*, Mark V. Wheeler, editor, Kalamazoo: W. E. Upjohn Institute for Employment Research, 1998.

Fackler, James S and W. Douglas McMillin, "Historical Decomposition of Aggregate Demand and Supply Shocks in a Small Macro Model", *Southern Economic Journal*, January 1998.

Garen, John E. and Maretno Agus Harjoto, "Why Do IPO Firms Conduct Primary Seasoned Equity Offerings?", *Financial Review*, 38(1), February 2003, pp. 103-125.

Garen, John E., "Unions, Incentive Systems, and Job Design", *Journal of Labor Research*, 20(4), Fall 1999, pp. 589-604.

Garen, John E., "Self-Employment, Pay Systems, and the Theory of the Firm: An Empirical Analysis", *Journal of Economic Behavior and Organization*, 36(2), August 1998, pp. 257-274.

Garen, John E. and B. Chezum, "Are Union Productivity Effects Overestimated?: Evidence from Eastern Kentucky Coal Mines", *Applied Economics*, 30, July 1998, pp. 913-918.

Garen, John E. and B. Wimmer, "Moral Hazard, Asset Specificity, Implicit Bonding, and Compensation: The Case of Franchising", *Economic Inquiry*, 35, July 1997, pp. 544-554.

Garen, John E. and J. Cavanaugh, "Asset Specificity, Unionization, and the Firm's Use of Debt", *Managerial and Decision Economics*, 18, May 1997, pp. 255-269.

Garen, John E. and B. Chezum, "Market Power and Price: Theory and Evidence on Labor Unions", *Eastern Economic Journal*, 23, Winter 1997, pp. 73-87.

Hoyt, Gail, "Making Economics the Fulfilling Social Science", *Southern Economic Journal*, vol. 70:1 (July 2003), 201 - 206.

Hoyt, Gail, Robert Houston and Patricia Ryan, "The Paper River", edited by Chris Rodda and reprinted in *Teaching Business and Economics*, edited., vol. 6:2 (Summer 2002), 12-14.

Hoyt, Gail and Robert Gillette, "University of Kentucky Eighth Annual Economics Teaching Workshop: Active Learning with a Focus on Discussion", *The Kentucky Journal of Economics and Business*, vol. 21 (2002).

Hoyt, Gail and Robert Houston, "International Trade and Money: A Simple Classroom Demonstration", *Classroom Experiments*, vol. 10 (Fall 2001).

Hoyt, Gail and Robert Gillette, "University of Kentucky Seventh Annual Economics Teaching Workshop: A Standards-Based Principles Course and Active Learning Teaching Strategies", *The Kentucky Journal of Economics and Business*, vol. 20 (2001).

Hoyt, Gail, "Service-Learning Applied in Business and Economics Courses," chapter in book, *Putting the Invisible Hand to Work: Concepts and Models for Service-Learning in Economics*, University of Michigan Press, 2001.

Hoyt, Gail and Robert Gillette, "University of Kentucky Sixth Annual Economics Teaching Workshop: Peer Classroom Observation", *The Kentucky Journal of Economics and Business*, vol. 19 (2000).

Hoyt, Gail, "Ideas for Teaching Large Lectures in Economics," chapter in *Instructors Manual for Economics* by David Colander, fourth edition, Irwin, McGraw-Hill Publishing, 2000.

Hoyt, Gail, "My Experience with Tenure Through Teaching at The University of Kentucky", invited article for *the Committee on the Status of Women in the Economics Profession Newsletter*, Fall 1999.

Hoyt, Gail and Robert Gillette, "University of Kentucky Economics Teaching Workshop: The First Five Years", *The Kentucky Journal of Economics and Business*, vol. 18 (1999).

Hoyt, Gail, Robert Houston and Patricia Ryan, "The Paper River: A Demonstration of Externalities and Coase's Theorem", *The Journal of Economic Education*, vol. 30:2, (Spring 1999).

Hoyt, Gail, "Spread the Word: Actively Teaching Active Learning", *Papers and Proceedings of the Eighth Annual Robert Morris College Teaching Economics Conference*, McGraw Hill, January 1998.

Hoyt, William H. and Kangoh Lee, "Subsidies as Sorting Devices", *Journal of Urban Economics*, forthcoming.

Hoyt, William H. and J. William Harden, "Do States Choose Their Mix of Taxes to Minimize Employment Losses?", *National Tax Journal*, 61(1,part1, March 2003),7-26.

Hoyt, William H., "Tax Policy Coordination, Vertical Externalities, and Optimal Taxation in a System of Hierarchical Governments", *Journal of Urban Economics*, 50 (December 2001):491-516.

Hoyt, William H. and Richard Jensen, "Product Differentiation and Public Education", *Journal of Public Economic Theory*, 3 (1) (January 2001):66-93.

Hoyt, William H. and Douglas Bice, "The Impact of Mandates and Tax Limits on Voluntary Contributions to Local Public Services: An Application to Fire Protection Services", *National Tax Journal*, 53(1) (March 2000):79-104.

Hoyt, William H., "Leviathan, Local Government Expenditures, and Capitalization", *Regional Science and Urban Economics*, 29 (March 1999): 155-171.

Hoyt, William H. and Kangoh Lee, "Educational Vouchers, Welfare, and Voting", *Journal of Public Economics*, 69 (August 1998): 211-228.

Hoyt, William H. and Stuart S. Rosenthal, "Household Location and Tiebout: Do Families Sort according to Preferences for Locational Amenities?", *Journal of Urban Economics*, 42 (September 1997): 159-178.

Kim, Yoonbai and Hwee Kwan Chow, "Optimum Currency Area in Europe: An Alternative Evaluation", *Economics Letters*, forthcoming.

Kim, Yoonbai and H. K. Chow, "A Common Currency Peg in East Asia? Perspectives from Western Europe", *Journal of Macroeconomics*, 25 (2003), 331-350.

Kim, Yoonbai and Y. Ying, "An Empirical Analysis on Capital Flows: The Case of Korea and Mexico", *Southern Economic Journal*, 67, No.4 (April 2001), 954-968.

Kim, Yoonbai and H. K. Chow, "Exchange Rate Policy in Singapore: Prospects for a Common Currency Peg in East Asia", *Singapore Economic Review*, 45 (October 2000), 139-164.

Kim, Yoonbai, "Causes of Capital Flows in Developing Countries", *Journal of International Money and Finance*, 19 (April 2000), 235-253.

Kim, Yoonbai, "Trade Balance and Income in Historical Perspective", *Empirical Economics*, 23 (1998), 573-591.

Krislov, Joseph, "Disclosure Problems of the Academic Labor Arbitrator", *Dispute Resolution Journal*, October, 1997.

Murray, Sheila E., "Data Watch: Research Data in the Economics of Education", *Journal of Economic Perspectives*, Vol 13, No.3 (Summer, 1999), pp. 205-217.

Murray, Sheila E., "The Outcomes of Court-Mandated School Finance Reform", in *Equity and Adequacy in Education Finance: Issues and Perspectives*, Helen F. Ladd et al., eds., 1999, Washington D.C.: National Academy Press.

Murray, Sheila E., "Education Finance Reform and the Distribution of Education Resources", *American Economic Review*, Vol 88, No. 4 (September 1998), pp. 789-812.

Murray, Sheila E., "Towards Increased Centralization in Public School Finance," in *Intergovernmental Fiscal Relations*, Ronald C. Fisher, ed., March 1997, Kluwer Academic Publishers.

Murray, Sheila E., "Two Essays on the Distribution of Education Resources and Outcomes", *Proceedings of the 89th Annual Conference of the National Tax Association*, National Tax Association, 1997.

Murray, Sheila E., "State Education Finance Policy after Court Mandated Reform: The Legacy of Serrano", in *Proceedings of the 89th Annual Conference of the National Tax Association*, National Tax Association, 1997.

Murray, Sheila E., "Abstract: Two Essays on the Distribution of Education Resources and Outcomes", *Journal of Policy Analysis and Management*, vol. 16 no 3 (Summer 1997).

Murray, Sheila E., "School Houses, Court Houses and State Houses After Serrano", *Journal of Policy Analysis and Management*, vol. 16 no. 1 (Winter 1997).

Newlon, Elizabeth, Dennis Epple and Richard Romano, "Ability Tracking, School Competition, and the Distribution of Economic Benefits", *Journal of Public Economics*, 73 (Jan. 2002).

Peek, Joe, Eric Rosengren and Geoffrey Tootell, "Identifying the Macroeconomic Effect of Loan Supply Shocks", *Journal of Money, Credit, and Banking*, forthcoming.

Peek, Joe, Eric Rosengren and Geoffrey Tootell, "Does the Federal Reserve Possess an Exploitable Informational Advantage?", *Journal of Monetary Economics*, 50(4) (May 2003), 817-39.

Peek, Joe, Michael Klein and Eric Rosengren, "Troubled Banks, Impaired Foreign Direct Investment: The Role of Relative Access to Credit", *The American Economic Review*, 92(3) (June 2002), 664-82.

Peek, Joe and Eric Rosengren, "Determinants of the Japan Premium: Actions Speak Louder than Words", *Journal of International Economics*, 53(2) (April 2001), 283-305.

Peek, Joe, John S. Jordan and Eric S. Rosengren, "The Market Reaction to the Disclosure of Supervisory Actions: Implications for Bank Transparency", *Journal of Financial Intermediation*, 9(3) (July 2000), 298-319.

Peek, Joe and Eric Rosengren, "Collateral Damage: Effects of the Japanese Bank Crisis on Real Activity in the United States", *The American Economic Review*, 90 (March 2000), 30-45.

Berger, Mark, Dan Black, Amitabh Chandra, and **Frank Scott**, "Children, Nondiscriminatory Provision of Fringe Benefits, and Household Labor Market Decisions", *Research in Labor Economics*, vol. 22 (Worker Well-being and Public Policy, S. W. Polachek, ed.) (2003), 309-349.

Scott, Frank and Jeff Anstine, "Critical Mass in the Production of Ph.D.'s: A Multi-Disciplinary Study", *Economics of Education Review*, 21 (2) (2002), 29-42.

Black, Dan, Mark Berger, and Frank Scott, “Bounding Parameter Estimates with Non-Classical Measurement Error”, *Journal of the American Statistical Association*, 95 (September 2000), 739-748.

Scott, Frank A., “Great School Milk Conspiracies Revisited”, *Review of Industrial Organization*, 17 (November 2000), 325-341.

Berger, Mark C., Dan A. Black, Frank A. Scott, and Amitabh Chandra, “Health Insurance Coverage of the Unemployed: COBRA and the Potential Effects of Kassebaum-Kennedy”, *Journal of Policy Analysis and Management*, 18 (Summer 1999), 430-448.

Berger, Mark C., Dan A. Black, and Frank A. Scott, “How Well Do We Measure Employer-Provided Health Insurance?”, *Contemporary Economic Policy*, 16 (July 1998), 356-367.

Scott, Frank and Jeff Anstine, “Market Structure in the Production of Economics Ph.D.’s”, *Southern Economic Journal*, 64 (July 1997), 307-320.

Stoker, James, “The Effect of the Budget Deficit on the Exchange Rate”, *The Review of International Economics*, 1997.

Thomson, Eric C. and G. Hammond, “Mobility and Modality Trends in US State Personal Income”, *Regional Studies*, 36 (2002): 375-387.

Thomson, Eric C., M. Berger, G. Blomquist, and S. Allen, “Valuing the arts: A contingent valuation approach”, *Journal of Cultural Economics*, 26 (2002): 87-113.

Thomson, Eric C. and G. Hammond, “The Long-term Development of Local Retail and Service Spending in Rural Southeastern Counties”, *The Review of Regional Studies*, 31(1) (2001): 51-70

Thomson, Eric C., S. Weiler and T. Ozawa, “The Evolution of a New Industrial District: The Dixie Automobile Industry”, *Planning & Markets*, 4 (September 2001), pp. 24-29.

Thomson, Eric C. and A. Chandra, “Does Public Infrastructure affect economic activity? Evidence from the rural interstate highway system”, *Regional Science and Urban Economics*, 30 (2000), pp. 457-490.

Thomson, Eric C. and M. Schweitzer, “The Effects of Electric Power Deregulation on Regional Prices”, *Economic Review of the Federal Reserve Bank of Cleveland*, (2000, 3rd Quarter), pp. 2-12.

Thomson, Eric C., “Contingent Valuation in Arts Impact Studies”, *The Journal of Arts Management, Law, and Society*, 28 (Fall 1998), pp. 206-210.

Toma, Mark, "A Positive Theory of Reserve Requirements and Interest on Reserves: A Clearinghouse Interpretation of the Federal Reserve System", *Southern Economic Journal*, 66(1) (1999), 101-116.

Toma, Mark and Lawrence Kenny, "The Role of Tax Bases and Collection Costs in the Determination of Income Tax Rates, Seigniorage and Inflation", *Public Choice*, (1997).

Toma, Mark, *Competition and Monopoly in the Federal Reserve System, 1914-1951*, Cambridge University Press, April 1997.

Trask, Kathleen, Eric Bond and Ping Wang, "Factor Accumulation and Trade: Dynamic Comparative Advantage with Endogenous Physical and Human Capital Accumulation", *International Economic Review*, forthcoming.

Trask, Kathleen and Eric W. Bond, "Trade and Growth with Endogenous Human and Physical Capital Accumulation", in *Dynamics, Economic Growth, and International Trade*, B. Jensen and K. Wong eds., University of Michigan Press, 1997.

Waller, Christopher, Rob Reed and Gabriele Camera, "A Jack of All Trades or a Master of One? Specialization, Trade and Money", *International Economic Review*, forthcoming.

Waller, Christopher and James Bullard, "Central Banking in General Equilibrium", *Journal of Money, Credit, and Banking*, forthcoming.

Waller, Christopher and Elisabeth Curtis, "Currency Restrictions, Government Transaction Policies and Currency Exchange", *Economic Theory*, forthcoming.

Waller, Christopher, Roy Gardner and Thierry Verdier, "Corruption: Top Down or Bottom Up?", *Economic Inquiry*, forthcoming.

Waller, Christopher, "Policy Boards and Policy Smoothing", *Quarterly Journal of Economics*, 115 (February 2000): 305-339.

Waller, Christopher and Elisabeth Soller Curtis, "A Search Theoretic Model of Legal and Illegal Currency", *Journal of Monetary Economics*, 45 (February 2000): 155-184.

Waller, Christopher and Ben Craig, "Dual Currency Economies as Multiple Payment Systems", *Economic Review Federal Reserve Bank of Cleveland*, 36: 1, (2000): 2-13.

Wildasin, David E. and M. Keen, "Pareto Efficiency in International Taxation", *American Economic Review*, forthcoming.

Wilson, J. D. and **David E. Wildasin**, "Capital Tax Competition: Bane or Boon?", *Journal of Public Economics*, forthcoming.

Wildasin, David E., “Liberalization and the Spatial Allocation of Population in Developing and Transition Countries”, in *Public Finance in Developing and Transition Countries: Essays in Honor of Richard Bird*, J. Alm and J. J. Martinez-Vasquez (eds.), Cheltenham, UK: Edward Elgar Publishing, forthcoming.

Wildasin, David E., “Fiscal Competition in Space and Time”, *Journal of Public Economics*, forthcoming.

Wildasin, David E., “Fiscal Competition: An Introduction”, *Journal of Public Economic Theory*, 5(2) (April 2003), 169-176.

Wildasin, David E., “Tax Coordination: The Importance of Institutions”, *Swedish Economic Policy Review*, 9(1) (Spring 2002), 171-194.

Wildasin, David E., “Tax Coordination: The Importance of Institutions”, *Swedish Economic Policy Review*, 9(1) (Spring 2002), 171-194.

Wildasin, David E., “Fiscal Policy in Post-EMU Europe”, *European Union Politics*, 3(2) (June 2002), 252-260.

Wildasin, David E., “Local Public Finance in the Aftermath of September 11”, *Journal of Urban Economics*, 51(2) (March 2002), 225-237.

Wildasin, David E., “Tax Reform in Kentucky: Principles and Practice”, Ch. 1 in D.E. Wildasin, M. T. Childress, M. Hackbart, L. K. Lynch and C. W. Martie, *Financing State and Local Government*, Frankfort: Kentucky Long-term Policy Research Center, 2001.

Wildasin, David E., “Recent Trends in Kentucky State and Local Tax Policy”, Ch. 2 in D.E. Wildasin, M. T. Childress, M. Hackbart, L. K. Lynch and C. W. Martie, *Financing State and Local Government*, Frankfort: Kentucky Long-term Policy Research Center, 2001.

Wildasin, David E., “Sales Taxation in Kentucky: Problems and Prospects”, Ch. 3 in D.E. Wildasin, M. T. Childress, M. Hackbart, L. K. Lynch and C. W. Martie, *Financing State and Local Government*, Frankfort: Kentucky Long-term Policy Research Center, 2001.

Wildasin, David E., “Local Government Finances in Kentucky”, Ch. 6 in D.E. Wildasin, M. T. Childress, M. Hackbart, L. K. Lynch and C. W. Martie, *Financing State and Local Government*, Frankfort: Kentucky Long-term Policy Research Center, 2001.

Wildasin, David E., “Labor Market Integration, Investment in Risky Human Capital, and Fiscal Competition”, *American Economic Review*, 90(1) (March 2000), 73-95.

Wildasin, David E., “State and Provincial Corporation Income Taxation: Current Practice and Policy Issues for the US and Canada”, *Canadian Tax Journal*, 48(2) (2000), 424-441.

Wildasin, David E., “Factor Mobility and Fiscal Policy in the EU: Policy Issues and Analytical Approaches”, *Economic Policy*, 31 (October 2000), 337-338.

Yellowitz, Aaron, Robert Baumann and Melody Ryan, “Saliva Anticonvulsant Levels”, *Pediatric Neurology*, forthcoming.

Ziliak, James P. and Craig Gundersen, “The Role of Food Stamps in Consumption Stabilization”, *Journal of Human Resources*, Forthcoming.

Ziliak, James P. and Craig Gundersen, “Poverty and Macroeconomic Performance Across Space, Race, and Family Structure”, *Demography*, Forthcoming

Ziliak, James P., “Income Transfers and Assets of the Poor”, *Review of Economics and Statistics*, 85:1 (February 2003), 63–76.

Ziliak, James P., David Figlio and Craig Gundersen, “Food Stamp Caseloads Over the Business Cycle”, *Southern Economic Journal*, 69:4 (April 2003), 903–919.

Ziliak, James P. and Thomas J. Kniesner, “Tax Reform and Automatic Stabilization”, *The American Economic Review*, 92:3 (June 2002), 590–612.

Ziliak, James P. and Thomas J. Kniesner, “Explicit Versus Implicit Income Insurance”, *Journal of Risk and Uncertainty*, 25:1 (July 2002), 5–20

Table A.3.2 Funded Research

Ali, Mukhtar:

National Institute of Drug Abuse: "Effective Media Strategies for Drug Abuse Prevention", 1998-2003. Co-Investigator. Principal Investigator: Philip Palmgreen and Co-Investigator: Lewis Donohew , Elizabeth P. Lorch, Rick H. Hoyle, Susan Morgan, and Mukhtar Ali.

National Institute of Drug Abuse: "Increasing the Effectiveness of Televised Anti-Drug PSAs", 1995-99. Co-Investigator. Principal Investigator: Lewis Donohew and Co-PI: Philip Palmgreen, Elizabeth P. Lorch, and Rick H. Hoyle.

Berger, Mark:

Kentucky Cabinet for Workforce Development, "Update and Maintenance of the Mercer Computerized Model," Co-Principal Investigator, July 1, 2002 – June 30, 2004, \$40,362.

Kentucky Department of Parks, "Estimation of Benefits, Costs, and Economic Impacts Associated with the Pine Mountain Trail," Co-Principal Investigator, July 1, 2002 – June 30, 2003, \$87,380.

Kentuckiana Works, "The Kentuckiana Regional Occupation Outlook Project," Co-Principal Investigator, July 1, 2002 – February 28, 2003, \$59,996.

Kentucky Cabinet for Tourism Development, "Kentucky Tourism Development Act Consulting Services," Co-Principal Investigator, May 28, 2002 – September 30, 2002, \$18,000.

Center for Rural Development, "An Updated Annual Economic Impact Study of the Center for Rural Development," Co-Principal Investigator, May 1, 2002 – March 31, 2003, \$17,000.

Kentucky Workforce Development Cabinet, "Labor Market Supply and Demand Survey," Principal Investigator, July 1, 2001 – December 31, 2002, \$446,222.

Kentucky Beer Wholesalers Association and the Wine and Spirits Wholesalers of Kentucky, "An Analysis of Taxes on Beer, Wine and Spirits in Kentucky and Surrounding States," Co-Principal Investigator, February 1, 2002 – June 30, 2002, \$18,000. (Final Report: "An Analysis of Taxes on Beer, Wine, and Spirits in Kentucky and Surrounding States," (with W. Hoyt), Center for Business and Economic Research, March 5, 2002).

Lexington Friends of the Farmers Market, "A Feasibility Study of Year-Round Operation of a Farmer's Market in Lexington, KY," Principal Investigator, July 1, 2001 – June 30,

2002, \$19,827. (Final Report: “A Feasibility Study of a Year-Round Operation of a Farmer’s Market in Lexington, Kentucky,” (with E. Thompson, J. Roenker, and J. Miller), Center for Business and Economic Research, June 2002).

Kentucky Department of Parks, “A Feasibility Study of a Potential Bed and Breakfast at Columbus-Belmont State Park,” Co-Principal Investigator, July 1, 2001 – December 31, 2001, \$22,387. (Final Report: “A Feasibility and Economic Impact Analysis of Proposed Bed and Breakfast Renovation or Construction at Columbus-Belmont State Park,” (with E. Thompson and J. Roenker), Center for Business and Economic Research, March 2002).

Kentucky Cabinet for Tourism Development, “Kentucky Tourism Development Act Consulting Services,” Co-Principal Investigator, July 15, 2001 – October 31, 2001, \$27,756.

Kentucky Cabinet for Tourism Development, “Kentucky Tourism Development Act Consulting Services,” Principal Investigator, July 1, 2001 – September 30, 2001, \$17,444.

U.S. Department of Education, “Enriching the Foreign Language and International Economics Program,” Principal Investigator, \$85,000, July 1, 2001 – June 30, 2003.

Kentucky Department of Medicaid, “Evaluation and Consulting Services in Relation to a Report on Dispensing Pharmaceutical Medications Required by KRS 205.561,” Principal Investigator, \$12,588, March 1, 2001- June 30, 2001. (Final Report: “REVIEW AND REPORT ON ACQUISITIONS COST SURVEY, DISPENSING COST SURVEY, AND DISPENSING OF PRESCRIPTION DRUGS REPORT,” (with J. Garen) Center for Business and Economic Research, June 2001).

Kentucky Office of the State Budget Director, “Smart Growth and the Costs of Sprawl in Kentucky,” Principal Investigator, \$44,250, March 10, 2001-October 31, 2001. (Final Report: “Smart Growth and the Costs of Sprawl in Kentucky: Intra-county Analysis,” (with C. Bollinger and E. Thompson) Center for Business and Economic Research, September 2001).

Kentucky Center for Rural Development, Somerset, KY, “Economic Impact of the Center for Rural Development,” Co-Principal Investigator, \$51,000, January 1, 2001 – June 30, 2001. (Final Report: “Economic Impact and Benefit Study of the Center for Rural Development,” (with E. Thompson) Center for Business and Economic Research, June 2001).

Kentucky Natural Resources and Environmental Protection Cabinet, Division of Energy, “Industries of the Future,” Principal Investigator, \$40,061, October 1, 2000-June 30, 2002. (Final Report: “Economic Status of Industries of the Future,” (with J. Roenker, E. Thompson, and A. Garmon), December, 2001).

Kentucky Chamber of Commerce, “Statutory and Economic Incidence of Taxes in Kentucky and Surrounding States,” Principal Investigator, November 15, 2000 – June 30, 2000, \$19,000. (Final Report: Statutory and Economic Incidence of Taxes in Kentucky and Surrounding States,” (with William Hoyt and Paul Coomes), Center for Business and Economic Research, University of Kentucky, January 2001).

Kentucky Department of Parks, “Study of Potential State Parks at Lake Herrington, Nolin Lake, and Lake Cumberland,” Principal Investigator, \$60,000. (Final Reports: “A Feasibility and Economic Impact Analysis of Proposed State Park and Lodge Construction at Herrington Lake”, “A Feasibility and Economic Impact Analysis of Proposed Lodge Construction at Nolin Lake State Park”, “A Feasibility and Economic Impact Analysis of Proposed Lodge Construction at General Burnside Island State Park” (with E. Thompson and J. Roenker) Center for Business and Economic Research, September 2001).

Kentucky Department of Parks, “Study of a State Park in Lewis County,” Co-Principal Investigator, August 1, 2000 – September 30, 2001, \$49,971. (Final Report: “A Feasibility and Economic Impact Analysis of Proposed State Park and Lodge Construction in Lewis County,” (with E. Thompson and J. Roenker) Center for Business and Economic Research, November 2001).

Kentucky Department of Parks, “Market Analysis and Economic Impact for Proposed Lodge at General Burnside State Park,” Co-Principal Investigator, August 1, 2000 – September 30, 2001, \$15,000. (Final Report: “A Feasibility and Economic Impact Analysis of Proposed Lodge Construction at General Burnside Island State Park,” (with E. Thompson and J. Roenker) Center for Business and Economic Research, September 2001).

Kentucky Cabinet for Tourism Development, “Kentucky Tourism Development Act Consulting Services,” Principal Investigator, March 1, 2000 – May 31, 2000, \$14,492.

Lexington Blue Grass Airport, “The Economic Impact of Blue Grass Airport on the Lexington-Central Kentucky Economy,” Principal Investigator, February 14, 2000 – October 17, 2000, \$44,457. (Final Report: “A Study of the Current Economic Impact of the Blue Grass Airport on the Lexington-Central Kentucky Area,” (with Eric Thompson,

Steve Allen, Jon Roenker), Center for Business and Economic Research, University of Kentucky, January 2001).

National Institute on Drug Abuse, “Enhancing Drug Court Retention in a Rural State,” member of research Team, September 20, 1999 – August 31, 2004, \$1,913,842. (Interim Report: Enhancing Drug Court Retention in a Rural State: Preliminary Cost Analysis, Center for Business and Economic Research, September, 2001).

U.S. Small Business Administration, “Value of Worker Training Programs to Small Business,” Principal Investigator, October 1, 1999 – September 30, 2000, \$89,600, Contract No. SBAHQ-99-R-0018. (Final Report: “Value of Worker Training Programs to Small Business,” (with D. Black and J. Barron), Carolyn Looff and Associates, Lexington, KY, September, 2001).

Appalachian Regional Commission, “A Study of the Current Economic Impacts of the Appalachian Coal Industry and its Future in the Region,” Principal Investigator, September 1, 1999 – October 15, 2000, \$57,800. (Final Report: “A Study on the Current Economic Impacts of the Appalachian Coal Industry and its Future in the Region,” (with E. Thompson, S. Allen, and J. Roenker), Center for Business and Economic Research, University of Kentucky, January 2001).

Kentucky Cabinet for Health Services, “Developing Health Insurance Benefit Strategies,” Principal Investigator, August 1, 1999 – June 30, 2000, \$50,000. (Final Report: “Estimated Participants and Costs of Providing Health Benefit Products to Targeted Populations in Kentucky who are Uninsured and Underinsured,” (with W. Hoyt and S. Allen), Center for Business and Economic Research, University of Kentucky, October 1999).

Kentucky Office for the Governor, “Examining the Potential for Expanded Gaming in Kentucky,” Principal Investigator, July 1, 1999 – June 30, 2000, \$15,044. (Final Report: “A Comparison of the Estimates of the Effects of Legalized Gambling in Kentucky,” Center for Business and Economic Research, University of Kentucky, January 2000).

Kentucky American Water Company, “The Impact of Kentucky American Water Company on Lexington and the Central Kentucky Economy,” Principal Investigator, April 1, 1999 – September 30, 1999, \$18,953. (Final Report: “Kentucky-American Water Company and the Lexington-Area Economy,” (with S. Allen and E. Thompson), Center for Business and Economic Research, University of Kentucky, May 2000).

Kentucky Cabinet for Health Services, “Uninsured and Underinsured Populations in Kentucky,” Principal Investigator, February 15 – June 30, 1999, \$60,000. (Final Report: “Costs of Expanding Health Insurance to Low-Income Persons in Kentucky,” (with W.

Hoyt, E. Thompson, S. Allen, A. Chandra, and J. Messer), Center for Business and Economic Research, University of Kentucky, March 1999).

Kentucky Natural Resources and Environmental Protection Cabinet, Department for Surface Mining Reclamation and Enforcement, "The Economic Impact of Surface Coal Mining on Kentucky's Black Mountain," Principal Investigator, February 15 – June 30, 1999, \$24,452. (Final Report: "The Economic Impact of Surface Coal Mining on Kentucky's Black Mountain," (with E. Thompson, S. Allen, and J. Hulbert), Center for Business and Economic Research, University of Kentucky, June 1999).

Beverage Industry Recycling Program, "Mandatory Container Deposit Legislation in Kentucky," Co-Principal Investigator, September 1998 – March 1999, \$20,050. (Final Report: "The Economic Impact of a Container Deposit Program in Kentucky," (with E. Thompson and S. Allen), Center for Business and Economic Research, University of Kentucky, March 1999).

U.S. Small Business Administration, "Firm Size and Wage Structure: Small Businesses and the Employment of Low-Wage Workers," Principal Investigator, July 1998-December 1998, \$28,900. Contract No. SBAHQ-98-M-0695. (Final Report: "Distribution of Low-Wage Workers by Firm Size in the United States," (with D. Black, F. Scott, and S. Allen), Loeff and Associates, Lexington, KY, December 1999).

Kentucky Cabinet for Workforce Development, "Implementation of the Profiling and Reemployment Services System," Principal Investigator, July 1998- September 1999, \$136,462.

U.S. National Institute on Aging, "Spouse Health Insurance and the Retirement Decision," Principal Investigator, March 1998 – March 2000, \$73,327. (Final Report: "Spouse Health Insurance and the Retirement Decision," (with D. Black and F. Scott), Center for Business and Economic Research, University of Kentucky, February 2000).

Kentucky Cabinet for Health Services, "Medicaid Managed Care in Kentucky," Principal Investigator, January 1998 – June 1998, \$26,000. (Final Report: "Medicaid Managed Care in Kentucky," (with D. Black and A. Chandra), Center for Business and Economic Research, University of Kentucky, February 1998).

Kentucky Cabinet for Workforce Development, "Implementation of the Profiling and Reemployment Services System," Principal Investigator, July 1997- June 1998, \$109,863.

Kentucky Center for the Arts, "Economic Impact of the Arts in Kentucky," Principal Investigator, August 1997 – June 1998, \$39,716. (Final Report: "Arts and the Kentucky

Economy,” with E. Thompson and S. Allen), Center for Business and Economic Research, University of Kentucky, February 1998).

U.S. Department of Labor, Pension and Welfare Benefits Administration, “Employer-Provided Health Insurance and Household Coverage,” Principal Investigator, October 1997 – April 1998, \$21,525. (Final Report: “COBRA and Household Health Insurance Decisions,” (with D. Black, A. Chandra, and F. Scott), Loeff and Associates, Lexington, KY, January 1999).

Lexington Transit Authority, “Economic Impact of Lextran,” Principal Investigator, October 1997 – March 1998, \$9,854. (Final Report: “The Economic Impact of LexTran,” (with E. Thompson, A. Chandra, and T. Duba), Center for Business and Economic Research, University of Kentucky, April 1998). Update: March – June, 2002, \$5,500. (Final Report: “The Economic Impact of Lextran,” (with E. Thompson and J. Perry), Center for Business and Economic Research, June, 2002).

Kentucky Department of Parks, “An Economic Impact Analysis of the Resort and Recreation Parks in the State Park System of Kentucky,” Co-Principal Investigator, September 1997 – June 1998, \$25,315. (Final Report: “The Economic Impact of the Resort and Recreation Parks in the State Park System of Kentucky,” (with E. Thompson and S. Allen), Center for Business and Economic Research, University of Kentucky, January 1998).

Kentucky Department of Finance and Administration, “Long-Term Assessment of the Kentucky Economy,” Principal Investigator, October 1997 – June 1998, \$43,845.

International Research and Exchanges Board, “Wage Differentials among Workers in Russia and the U.S.,” Principal Investigator, August 1997 – December 1997, \$2,975.

Kentucky Department of Parks, “An Economic Analysis of the Lake Barkley Marina,” Co-Principal Investigator, March 1997 - November 1997, \$14,381. (Final Report: “An Analysis of the Lease at Lake Barkley State Park Marina,” (with E. Thompson, J. Roenker, and D. Waggoner), Center for Business and Economic Research, University of Kentucky, November 1997).

Investor Owned Kentucky Utilities, “Competition and Consumer Choice in Electric Power: An Analysis of Regulatory Reform in the Kentucky Electric Utility Industry,” Co-Principal Investigator, March 1997 - March 1998, \$105,521. (Final Report: “Competition and Customer Choice in Electric Power: An Analysis of Regulatory Reform in the Kentucky Electric Utility Industry,” (with F. Scott and E. Thompson), Center for Business and Economic Research, University of Kentucky, October 1997).

Kentucky Finance and Administration Cabinet, “Economic Outlook Forum,” Principal Investigator, July 1996 - June 1997, \$7,900.

Kentucky Hemp Museum and Library, "The Economic Potential of Industrial Hemp in Kentucky," Principal Investigator, February 1997 - December 1997, \$23,794. (Final Report: "Economic Impact of Industrial Hemp in Kentucky," (with E. Thompson and S. Allen), Center for Business and Economic Research, University of Kentucky, July 1998).

Kentucky Cabinet for Workforce Development, "Implementation of the Profiling and Reemployment Services System," Principal Investigator, July 1996- June 1997, \$119,000.

Kentucky Administrative Office of the Courts, "Development of a Pay Structure for the Administrative Office of the Courts," Co-Principal Investigator, July 1996 - June 1997, \$58,956. (Final Report: "Development of a Pay Structure and Performance Appraisal System," (with N. Johnson and L. Waterbury), Center for Business and Economic Research, University of Kentucky, June 1997).

Kentucky Transportation Cabinet, "Economic Impact Assessment of a Southern Kentucky Corridor (I-66)," Principal Investigator, January 1996 - May 1997, \$174,905. (Final Report: "Economic Impact Assessment of a Southern Kentucky Corridor (I-66)," (with E. Thompson, D. Black, A. Chandra, and K. Ginting), Center for Business and Economic Research, University of Kentucky, April 1997).

Kentucky Utilities, "Kentucky Utilities Service Territory Database and Modeling System," Principal Investigator, July 1995 - December 2001, \$138,503.

U.S. Veterans Administration, "Health Services Research and Development Program Project," Member of Research Team, November 1994 - December 1997, \$144,994.

U.S. Small Business Administration, "Changing Characteristics of the Self-Employed," Co-Principal Investigator, October 1994 - September 1995, \$66,934, SBA-8142-OA-94. (Final Report: "Changing Characteristics of the Self-Employed," (with F. Scott and D. Black), Loeff and Associates, Lexington, KY, July 1996).

Glenn Blomquist

"Review and Assessment of the Literature on Estimating Values of Mortality Risk from Averting Behavior and Product Markets." Principal Investigator. A contract between the U.S. Environmental Protection Agency and the University of Kentucky for \$11,170 for 2001-2002.

"Planning and Policy Analysis in Support of the Kentucky Natural Resources and Environmental Protection Cabinet." Principal Investigator. Some results published in "Environmental Demands and Resource Allocation in Kentucky" *Kentucky Annual Economic Report 1995* Center for Business and Economic Research, University of

Kentucky, 1995. Memorandums of Agreement (12551 & 13814) between the Kentucky Natural Resources and Environmental Protection Cabinet and the Kentucky Water Resources Research Institute at the University of Kentucky for \$414,817 for 1992-99.

"Kentucky River Basin Water Supply." Co-Principal Investigator with Lyle Sendlein, James Dinger, Daniel Carey, Lindell Ormsbee and James Kipp. A Memorandum of Agreement between the Kentucky River Basin Authority and the Kentucky Water Resources Research Institute at the University of Kentucky for \$252,750 for 1995-96.

Chris Bollinger

"Food Stamp Program Participation of Refugees and Immigrants: Measurement Error Correction for Immigrant Status" (with Paul Hagstrom) Institute for Research on Poverty and U.S. Department of Agriculture small grants program (July 1, 2001 – December 1, 2002).

"Urban Sprawl in Atlanta" (Keith Ihlanfeldt: PI) Funded by Brookings Institute and Lincoln Land Institute (June 1998 – June 1999).

Gail M. Hoyt

Teaching and Learning Center/FACTS Center Faculty Associates Program Grant for developing interdisciplinary course materials and presentations, "A Dramatic Change for the Dismal Science: A Cross-Disciplinary Approach to Teaching Economics," 2001-2002.

American Economic Association Committee on Economic Education and the National Council on Economic Education in conjunction with the Calvin K. Kazanjian Economic Foundation, (2001), grant funding the Seventh Annual UK Economics Teaching Workshop, April 21, 2001, with Robert Gillette. (workshop presenters John Seigfried and Steve Buckles of Vanderbilt University.)

Calvin K. Kazanjian Economic Foundation, (1999-2000), Grant funding for the Sixth Annual UK Economics Teaching Workshop held in April of 2000, with Robert Gillette (workshop presenter, Barbara Millis)

Calvin K. Kazanjian Economic Foundation, (1998-1999), Grant funding for the Fifth Annual UK Economics Teaching Workshop held in April of 1999, with Robert Gillette (workshop presenter, Joseph Lowman)

Calvin K. Kazanjian Economic Foundation, (1997-1998), Grant funding for the Fourth Annual UK Economics Teaching Workshop held in April of 1998, with Robert Gillette (workshop presenter, Barbara Walvood)

Teaching and Learning Center/FACTS Center Faculty Associates Program Grant for “Classroom Peer Evaluation at the University of Kentucky: A Study of Prevalence, Effectiveness, Goals, and Training,” with Enid Waldhart of the Communication Department and Deborah Kirkman of the Writing Program. Work beginning Spring 1998.

William H. Hoyt

“Geographical Variation in Food Stamp and Other Assistance Program Participation Rates: Identifying Poverty Pockets in the South,” (PI with Frank Scott) Rural Poverty Center, Mississippi State University and USDA Economic Research Service, August 2003 – August 2004 (\$29,977).

"Drug Court Outcome Evaluation Project" (economic consultant for Center on Drug and Alcohol Research, T.K. Logan, Principal Investigator), October 1999-May 2001.

"Costs of Expanding Health Insurance to Low-Income Persons in Kentucky," Kentucky Cabinet for Health Services," (co-Principal Investigator with Mark Berger), February-June 1999 (\$60,000).

"A Long Term Assessment of the Kentucky Economy," Kentucky Department of Revenue, (with Eric Thompson, Mark Berger, John Garen), July 1997 - July 1999 (\$43,789).

"The Influence of In-Kind Transfers on Marijuana, Tobacco, and Alcohol Use". Robert Wood Johnson Foundation, (Principal Investigator; with Gail M. Hoyt), February 1996 - February 1997, (\$43,441).

“Economic Impact of a Southern Kentucky Corridor (I-66),” with Eric Thompson, Mark Berger, Dan Black, Frank Scott, and Glenn Blomquist) (\$225,277).

Joseph Peek

National Science Foundation, “Bank Relationships and the Misallocation of Credit,” SES-0213967, 2002-2004.

U.S. Small Business Administration, “Lending to Small Businesses by Large Banks” (with James A. Wilcox and Diana Hancock), SBAHQ-02-Q-0024, PM Keypoint LLC, 2002-2003.

U.S. Small Business Administration, “Impact of Tight Money and/or Recessions on Small Business” (with James A. Wilcox and Diana Hancock), SBAHQ-01-R-0011, PM Keypoint LLC, 2001-2002.

Freddie Mac, “The Effects of Secondary Markets on Mortgage Rates and Flows During Recessions,” 2001-02.

Freddie Mac, “Do Secondary Mortgage Markets Serve as ‘Shock Absorbers’?” (with James A. Wilcox), PM Keypoint LLC, 2001-2002.

Frank A. Scott, Jr.

“Spouse Health Insurance and the Retirement Decision,” funded by the National Institute on Aging, U.S. National Institute of Health. Co-Principal Investigator. March 1998-February 2000, \$73,327.

“Firm Size and Wage Structure: Small Businesses and the Employment of Low-Wage Workers,” funded by the U.S. Small Business Administration. Co-Principal Investigator. July 1998-December 1998, \$28,900, Contract No. SBAHQ-98-M-0695.

“Competition and Customer Choice in Electric Power: An Analysis of Regulatory Reform in the Kentucky Electric Utility Industry,” funded by American Electric Power, Cinergy, Louisville Gas and Electric Company, and Kentucky Utilities. Principal Investigator. March 1997-March 1998, \$105,521.

“Employer-Provided Health Insurance and Household Coverage,” funded by the U.S. Department of Labor, Pension and Welfare Benefits Administration. Co-Principal Investigator. October 1997-April 1998, \$21,525.

“Long-Term Assessment of the Kentucky Economy,” funded by the Kentucky Department of Finance and Administration. Consultant. October 1997-June 1998, \$43,845.

“Economic Impact Assessment of a Southern Kentucky Corridor (I-66),” funded by the Kentucky Transportation Cabinet. Consultant. January 1996-May 1997, \$174,905.

Eric C. Thompson

“Cincinnati Regional Industry Database and Cluster Analysis.” Granting Agency: University of Cincinnati (as part of project for Greater Cincinnati Chamber of Commerce), 2003, Principal Investigator, \$14,100.

“Redevelopment of the ETA 385 Handbook” (for determining prevailing wage for seasonal agricultural labor). Granting Agency: Heitech Services, Inc. (as part of project with U.S. Department of Labor), 2003, Principal Investigator, \$138,900.

“A Feasibility Study of A Farmers Market in Elizabethtown Kentucky.” Granting Agency: Hardin County Chamber of Commerce, 2003, Principal Investigator, \$17,000.

“Economic Industry Study of the Equine Industry in Kentucky. Granting Agency: Kentucky Horse Council, 2003, Principal Investigator, \$20,000

“System for Valuing Changes to Environmental Amenities.” Granting Agency: Community Transportation Innovation Academy, Kentucky Transportation Research Center, 2003, Principal Investigator, \$86,000.

“An Economic Impact Study of the State Park System in Kentucky.” Granting Agency: Kentucky Tourism Cabinet, 2003, Principal Investigator, \$24,400.

“Estimation of Benefits, Costs, and Economic Impacts Associated With The Pine Mountain Trail Project.” Granting Agency: The Kentucky Tourism Cabinet, 2002, Principal Investigator, \$87,300.

“UI Budget and Performance Linkage.” Granting Agency: Heitech Services, Inc. (as part of project with U.S. Department of Labor), 2002, Principal Investigator, \$59,436.

“Update of the Kentucky Utilities Service Territory Data Base and Modeling System,” Granting Agency: Louisville Gas & Electric/The Kentucky Utilities Company, 2002, Co-Principal Investigator, \$21,000.

“The Kentuckiana Regional Occupation Outlook Project.” Granting Agency: Kentuckian Works, 2002, Principal Investigator, \$60,000.

“Projecting the Reserves of the Kentucky Unemployment Insurance Fund Using the Mercer Computerized Model.” Granting Agency: Commonwealth of Kentucky Workforce Development Cabinet, 2002, Principal Investigator, \$40,362.

“Evaluation of the Heaven Hill Visitors Center Project for the Kentucky Tourism Development Act.” Granting Agency: Kentucky Tourism Cabinet, 2002, Principal Investigator, \$18,000.

“An Updated Annual Economic Impact Study of The Center for Rural Development.” Granting Agency: The Center for Rural Development, 2002, Principal Investigator, \$17,000.

“A Market Analysis For Downtown Paris.” Granting Agency: The Paris/Bourbon County Chamber of Commerce, 2002, Principal Investigator, \$10,000.

“Impact of a Lake on Elk Creek on Tourism Activity at Blue Licks State Resort Park.” Granting Agency: American Consulting Engineers, 2002, Principal Investigator, \$39,001.

“Translating and Enhancing Dynamic Modeling and Benefit Cost Modeling Software for the Hazard Elimination Program.” Granting Agency: University of Kentucky Transportation Center, 2001, Principal Investigator, \$30,400.

“A Feasibility Study of Year-Round Operation of a Farmer’s Market in Lexington.” Granting Agency: Friends of the Farmer’s Market, 2001, Co-Principal Investigator, \$19,827.

“Proposed Economic Impact Analysis for the Lake Williamstown Expansion Project.” Granting Agencies: Lake Williamstown Expansion Committee, 2001, Principal Investigator, \$10,000.

“Evaluation of the Newport on the Levee Project for the Kentucky Tourism Development Act.” Granting Agency: Kentucky Tourism Cabinet, 2001, Principal Investigator, \$27,800.

“Evaluation of the Owsley Brown Frazier Historical Arms Museum for the Kentucky Tourism Development Act.” Granting Agency: Kentucky Tourism Cabinet, 2001, Principal Investigator, \$17,400.

“Update of the Kentucky Utilities Service Territory Data Base and Modeling System,” Granting Agency: Louisville Gas & Electric/The Kentucky Utilities Company, 2001, Co-Principal Investigator, \$20,400.

“Industries of the Future,” Granting Agency: Center for Aluminum Technology at the University of Kentucky, 2001, Co-Principal Investigator, \$40,036.

“Feasibility Study of A Potential Bed & Breakfast at Columbus-Belmont State Resort Park.” Granting Agency: The Kentucky Tourism Cabinet, 2001, Principal Investigator, \$23,404.

James Ziliak

Principal Investigator, Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services, “UK Center for Poverty Research,” 2002–2005, \$1.17 million

Table A.3.3 Faculty Presentations, 1997-2003

Ali, Mukhtar.

Southern Finance Association Annual Meeting, Key West, FL, November 2002.

European Association for the Study of Gambling, Barcelona, Spain, October 2002.

Western Economic Association International 77th Annual Conference, Seattle, Washington, July 2002.

71st Annual Conference of the Southern Economic Association Meetings, Tampa, FL, November 2001

15th Annual World Gaming Congress & Expo, Las Vegas, October 2001.

2nd International Equine Industry Program Academic Conference, Louisville, KY, June 2001.

Southern Finance Association Annual Meeting, Casa Marina, Key West, Florida, USA, November 1999.

74th Annual Western Economic Association International Conference, Sheraton Harbor Island, San Diego, Calif., USA, July 1999.

International Equine Industry Program Conference, Louisville, KY, USA, June 1999.

American Statistical Association Meetings, Dallas, TX, USA, August, 1998.

American Statistical Association Meetings, Anaheim, CA, USA, August, 1997.

American Statistical Association Meetings, Chicago, Illinois, USA, August, 1996.

Mark Berger

"Changing Characteristics of the Self-Employed," (with D. Black, F. Scott, and A. Chandra) presented at the annual meetings of the Midwest Economic Association, Cincinnati, OH, April 1, 1995.

"Labor Market Mobility and Job Lock," (with D. Black and F. Scott) presented at the annual meetings of the Southern Economic Association, New Orleans, LA, November 18-20, 1995 and the Allied Social Science Association, San Francisco, CA, January 6, 1996.

“Kentucky’s Statistical Model of Worker Profiling for Unemployment Insurance,” (with D. Black and A. Chandra) presented at the annual meetings of the Association for Public Policy Analysis and Management, Pittsburgh, PA, November 1, 1996.

“Labor Market Responses to Spouse’s Health Insurance Coverage,” (with D. Black, A. Chandra, and F. Scott) presented at the annual meetings of the Kentucky Economic Association, Lexington, KY, October 11, 1996, and the annual meetings of the Southern Economic Association, Washington, DC, November 24, 1996, and the annual Allied Social Science Association meetings, New Orleans, LA, January, 1997.

“The Impact of Training on Wage and Productivity Growth: Analysis of the Small Business Administration Survey,” (with D. Black and J. Barron), Cornell University Conference on New Empirical Research on Employer Training, Ithaca, NY, November 15, 1996.

“Do Workers Pay for On-the-Job Training,” (with J. Barron and D. Black) presented at the annual meetings of the Southern Economic Association, Washington, DC, November 23, 1996.

“Dynamics of Family Retirement Decisions,” (with D. Black, A. Chandra, and F. Scott) presented at the annual Allied Social Science Association meetings, Chicago, IL, January 5, 1998.

Berger, Mark. “Is the Threat of Training More Effective than Training Itself? Experimental Evidence from UI Claimant Profiling in Kentucky” (with D. Black, B. Noel, and J. Smith), presented at the annual Allied Social Science Association meetings, New York, NY, January 3, 1999, and the annual meetings of the Society of Labor Economists, Boston, MA, May 1999.

“Long-Term Trends in the Kentucky Economy,” (with E. Thompson, S. Allen, J. Garen, and W. Hoyt) presented at the annual meetings of the Kentucky Economic Association, Lexington, KY, October 8, 1999.

“Children, Nondiscriminatory Provision of Fringe Benefits, and Household Labor Market Decisions,” (with D. Black, A. Chandra, and F. Scott) presented at the annual meetings of the Southern Economic Association, New Orleans, Louisiana, November 23, 1999.

“Job Training in the Russian Restructuring Process,” (with J. Earle and K. Sabrianova) presented at the annual meetings of the American Economic Association, Boston, MA, January 8, 2000, at the European Society of Population Economics, Bonn, Germany, June 15, 2000, and at the Kentucky Economics Association, Lexington, KY, October 13, 2000.

“Valuation of Cultural Activities using Contingent Valuation” (with E. Thompson, G. Blomquist, and S. Allen) presented at the annual meetings of the Association for

University Business and Economic Research (AUBER), Chicago, IL, October 9, 2000 and at the University of Chicago conference entitled “The Contingent Value of Culture,” Chicago, IL, February 1, 2001.

“Worker Training in a Restructuring Economy: Evidence from the Russian Transition,” (with J. Earle and K. Sabirianova) presented at the annual meetings of the American Economic Association, New Orleans, LA, January 7, 2001.

“Hedonic Estimates of Location-Specific Amenity Values in Russia,” (with G. Blomquist and K. Sabirianova) presented at the annual meetings of the Allied Social Science Associations, New Orleans, LA, January 6, 2001.

“Health, Timing of Illness, and Occupational Mobility,” (with J. Messer) presented at the annual meetings of the Midwest Economic Association, Cleveland, OH, March, 2001, at the annual meetings of the Kentucky Economic Association, Lexington, KY, October, 2001, and the annual meetings of the Industrial Relations Research Association, Atlanta, GA, January, 2002.

“Spouse’s Health and the Retirement Decision,” (with J. Messer) presented at the annual meetings of the Southern Economic Association, Tampa, FL, November, 2001, and at the annual meetings of the Allied Social Sciences Associations, Atlanta, GA, January, 2002.

“Twenty Years of Evidence on the Provision of On-the-Job Training” (with J. Barron and D. Black) presented at the annual meetings of the Allied Social Sciences Associations, Atlanta, GA, January 2002.

Glenn Blomquist

“Compensating Differentials in Emerging Labor and Housing Markets: Estimates of Quality of Life in Russian Cities” with Mark Berger and Klara Sabirianova. Presented at the University of Illinois on October 8, 2001, the Swedish University of Agricultural Sciences in Umeå on January 31, 2002, the Stockholm School of Economics on February 22, 2002, Linköping University, Linköping, Sweden on June 3, 2002, the University of Central Florida on November 8, 2002, and the AERE/ASSA meetings in Washington, DC on January 3-5, 2003. An earlier draft titled “Hedonic Estimates of Location-Specific Amenity Values in Russia” was presented at the AREUEA/ASSA meetings in New Orleans, LA on January 5-7, 2001.

“Parents’ Preferences for Reducing Their Children’s Asthma Symptoms: Risk-Risk and Risk-Dollar Tradeoff” with Mark Dickie and Sarah Peiri. Presented at the Southern Economic Association meetings in New Orleans, LA on November 23-26, 2002.

“Willingness to Pay for Changes in Health” and “Eliciting Preferences from the General Population for Safety and Efficacy of Asthma Treatment with Richard O’Conor. Presented at Linköping University, Linköping, Sweden on March 15, 2002.

“Self-Protection and Averting Behavior in Consumption, Value of Statistical Lives, and Benefit-Cost Analysis of Environmental Policy.” Presented at the U.S. Environmental Protection Agency workshop on Economic Valuation of Mortality Risk Reduction: Assessing the State of the Art for Policy Applications in Washington, DC on November 6-7, 2001, the Stockholm School of Economics on February 14, 2002, Lund University, Lund, Sweden on March 1, 2002, and the Southern Economic Association meetings in New Orleans, LA on November 23-26, 2002.

“Taxes and Voluntary Contributions: Evidence from State Tax Form Check-off Programs” with Michael Newsome and Wendy Romain. Presented at the Southern Economic Association meetings in Washington, DC on November 10-12, 2000.

"Measuring Values of Water Quality Programs Using Budget Choices" with Michael A. Newsome and D. Brad Stone. Presented at the Southern Economic Association meetings in New Orleans, LA on November 21-23, 1999.

“Experimental Results on Expressed Certainty and Hypothetical Bias in Contingent Valuation” with Karen Blumenschein, Magnus Johannesson, Bengt Liljas and Richard M. O’Conor. Presented at the Southern Economic Association meetings held in Atlanta, GA on November 21-23, 1997.

Chris Bollinger

“Heteroscedastic Specification Error” (with Amitabh Chandra) presented at the Northwestern University Econometrics Seminar, November 2002, Summer Meetings of the Econometric Society, July 2002, and Princeton University, March 2002.

“Measuring the Unmentionable: Response Error in Self Reports of Illegal Drug Use” Presented at the National Academies of Science, Committee on Law and Economics, October, 2001.

"Estimation with Response Error and Non-response: Food Stamp Participation in the SIPP" (with Martin H. David) Presented at the World Congress of the Econometric Society, August 2000.

"Relative Measurement Error Bias in Nonparametric and OLS Regression: Implications for Specification Tests" Presented at the North American Summer Meetings of the Econometric Society, June 1998 and Midwest Econometrics Group Meetings, October 1997.

"Using Sample Attrition as a Proxy for Response Error" (with Martin H. David)
Presented at the Winter Meetings of the Econometrics Society - ASSA meetings, January 1997.

Marco Castaneda

"The Organization of Production in the Hospital Industry," Conference on Collective Action, July 2003, Bozeman, MT.

"The Hold-up Problem in a Repeated Relationship," International Industrial Organization Conferences, April 2003, Boston, MA.

"Interest Groups, Contributions, and Government Performance," Western Economic Association Conference, June 2002, Seattle, WA.

"Relationship-Specific Investments, Incomplete Contracts, and the Theory of the Firm," Tulane University, November 2001, New Orleans, LA.

"Relationship-Specific Investments, Incomplete Contracts, and the Theory of the Firm," Southeast Economic Theory Conference, November 1999, Washington, DC.

"The Organization of Production in a Competitive Economy," Midwest Mathematical Economics Conference, October 1999, Champaign, IL.

"The Organization of Production in a Competitive Economy," Midwest Economic Theory Conference, May 1999, West Lafayette, IN.

"Political Institutions, Interest Groups, and Government Performance," Public Choice Society Conference, March 1998, New Orleans, LA.

James S. Fackler

"Was Debt Deflation Operative during the Great Depression?" at Allied Social Sciences Association meetings, January 2002.

John E. Garen

"Competition, Commitment, and the Market for Donors to Non-Profits" (with M. Castaneda and J. Thornton), presented at the Southern Economic Association Conference, November 2003.

"Beyond the IPO: The Evolution of Corporate Ownership Concentration" (with Maretno Agus Harjoto), presented at the Southern Economic Association Conference, November 2003.

“The Investment Decision for Newly Public Firms” (with Maretno Agus Harjoto), presented at the Financial Management Association Conference, October 2002.

“Use of Employees and Alternative Work Arrangements: Theory and an Overview of the Evidence,” presented at the Southern Economic Association Conference, November 2001.

“After the IPO: The Evolution of Corporate Insider Ownership” (with Maretno Agus Harjoto), presented at the Financial Management Association Conference, October 2001.

“Do More Open Economies Have Bigger Governments? Another Look,” presented at: Mid-West International Economics Conference, May 2000; Southern Economic Association Conference, November 2000.

“Sharing Incentives and Control: Some Theory with Application to Contract Workers,” presented at: McGill University, Department of Economics, March 2000; University of Oregon, Department of Economics, April 2000.

“The Partial De-Integration of Work Through Use of Temporary Agency and Contract Workers,” presented at the Southern Economic Association Conference, November 1999.

"Some Law and Economics of Employment: Incentives, Investment, and Efficient Employment Contracts," presented at the Southern Economic Association Conference, November 1998.

“How Likely Can Employees Become Self-Employed? An Analysis Based on the Monitoring Cost Characteristics of Occupations,” presented at the Southern Economic Association Conference, November 1997.

J. Robert Gillette

The Foreign Language and International Economics Major: A Success Story in Curriculum Globalization,@ and Move First Exposure to Material Before Class & Use Class for Process and Product,@ The Association of Private Enterprise Education International Convention, April 2003.

Invited Teaching Panel -- Teaching Micro Principles Using a Modified Socratic Learning Method: Reflections of a First-Time User,@ Kentucky Economic Association Meeting, October 2001.

Presenting Intellectually Exciting Lectures, Active Learning Strategies, and Moving First Exposure to Material Before Class & Using Class for Process and Product,@ Houston

Baptist University Teaching Workshop, August 2001. Workshop presented to Houston Baptist University College of Business & Economics Faculty including Adjuncts.

Move First Exposure to Material Before Class and Use Class for Process, Product, & Response,@ University of Kentucky Economics Teaching Workshop, April 2001.

Tenure Through Teaching in Economics at the University of Kentucky,@ and Move First Exposure to Material Before Class and Use Class for Process, Product, & Response,@ Midwest Economic Association Meeting, March 2001.

Move First Exposure to Material Before Class and Use Class for Process, Product, & Response,@ Houston Baptist University Teaching Workshop, March 2000. Workshop presented to Houston Baptist University College of Business & Economics faculty.

Move First Exposure to Material Before Class and Use Class for Process, Product, & Response,@ Southwestern Federation of Administration Disciplines, Southwestern Society of Economists Meeting, March 2000.

Presenting Intellectually Exciting Lectures@ and Move First Exposure to Material Before Class and Use Class for Process, Product, and Response,@ Robert Morris College, Irwin/McGraw-Hill Teaching Economics: Instruction and Classroom Based Research@ Conference, February 2000.

Strategies to Increase Student Learning and Motivation in Principles of Economics Courses: Moving First Exposure to Material Before Class & Using Class for Process and Product, and Inspiring Active Learning through Team Comprehensive Oral Exams,@ with Lynn G. Gillette, Southern Economic Association Meeting, November 1999.

Presenting Intellectually Exciting Lectures, Active Learning Strategies, and Moving First Exposure to Material Before Class & Using Class for Process and Product,@ Houston Baptist University Teaching Workshop, August 1999. Workshop presented to Houston Baptist University College of Business & Economics faculty.

Teaching Large Classes Well,@ Murray State University Teaching Workshop, April 1999. Workshop presented to Murray State University College of Business faculty.

Moving First Exposure to Material Before Class and Using Class for Process and Product,@ Kentucky Economic Association 1998 Meeting, October 1998.

Gail M. Hoyt

“Issues in Classroom Management” at the University of Kentucky Teaching Assistant Orientation, August 2003.

“A Dramatic Change for the Dismal Science” with Rachel Lange (presented by Rachel at the 2003 Annual Meetings of American Economic Association in Washington, D.C.)

“Making Economics the Fulfilling Social Science,” presented at the Annual Meetings of the Southern Economic Association, November 25, 2002.

“The Lively Lecture: Tips for Making Your Lecture more Engaging,” at the University of Kentucky
Teaching Assistant Orientation, August 21, 2002.

“Setting the Tone on the First Day of Class and Building Rapport,” at the University of Kentucky Teaching Assistant Orientation, August 19, 2002

"Rising Economic Enrollment at Institutions with a Two-Semester Principles Sequence: The Secrets of Our Success," presented at the Annual Meetings of the Eastern Economic Association, Boston, March 16, 2002.

"Active Learning Strategies for the College and University Economics Classroom, Service Learning and Economics: Developing Projects that Encourage Students to "Do" Economics," presented at the Annual Meeting of the American Economic Association, Atlanta, Georgia, January 5, 2002. (Session sponsored by AEA Committee on Economic Education.)

"De-Dismalizing the Science: Successful Approaches to Teaching the Principles of Economics," invited panel presentation at the annual meetings of the Southern Economic Association in Tampa, Florida, November 17, 2001.

“Setting the Tone on the First Day of Class and Building Rapport,” at the University of Kentucky Teaching Assistant Orientation, August, 2001.

"Applied Active Learning in the Principles Course: What Can You Achieve with Junior Achievement," presented at the Annual UK Economics Teaching Workshop, Saturday, April 21, 2001.

"Applied Active Learning in the Principles Course: What Can You Achieve with Junior Achievement," presented at the Annual Meetings of the Eastern Economic Association, February 23, 2001 New York City.

"The Foreign Language and International Economics Major: A Success Story in Curriculum Globalization," with Robert Gillette and Curt Harvey, presented at the Annual Meetings of the Eastern Economic Association, February 24, 2001 New York City.

"What You Can Achieve with Junior Achievement: An Application of Service Learning in the Principles Course," presented at the Annual Meetings of the Southern Economic Association, November 11, 2000.

"International Trade and Money: A Simple Classroom Activity," with Robert Houston, at the Annual Meetings of the Kentucky Economic Association, October 13, 2000

"Service-Learning Applied in Business and Economics Courses," workshop facilitator at Denison University Conference, *Putting the Invisible Hand to Work: Concepts and Models for Service-Learning in Economics*, September 15, 2000.

"The Basics of Microeconomics," three-hour workshop/class conducted for elementary and middle school teachers from Kentucky. Presented in the University of Kentucky, College of Education, July 11, 2000.

"Ideas for Teaching Large Lectures in Economics," two-hour workshop conducted at larger teaching workshop entitled, "Creating a More Inclusive Classroom: Examples Using Pedagogy and Course Content," in Boston January 2000 at the American Economic Association Meetings, Sponsored by the International Association for Feminist Economics.

"L.E.A.P. into Economics: Experiences with the Laboratory of Economic and Accounting Proficiency at the University of Kentucky," presented in CSWEP sponsored poster session at the annual Meetings of the Southern Economic Association, November 1999.

"Service-Learning Applied to an Economics Course: Statistics for Business and Economics," presented at the First Annual Symposium on the Scholarship of Teaching: From Theory to Practice, at the University of Kentucky on Friday, September 17, 1999. "Undergraduate Economic Education for Nonmajors" panelist at the March 1999 meetings of the Eastern Economic Association.

"A Workshop on Service-Learning: Who, What, When, Where, and Why?" presented with KimMarie McGoldrick at *the Robert Morris College Economics Teaching Conference*, Pittsburgh, February 1999.

"Service-Learning Applied to Economics Courses: The Cases of Gender Issues and Business Statistics," presented at the Southern Economic Association Meetings, Baltimore, Maryland, November 8, 1998

"Service-Learning Applied in Undergraduate Econometrics," presented at the Kentucky Economic Association Meetings, Lexington, Kentucky, October 13, 1998

"Coordinating Teaching Assistants and Restructuring Principles Level Economics Courses," presented in a faculty workshop at V.P.I.&S.U., Blacksburg, VA, February 16, 1998.

“The Impact of Food Stamps on Marijuana, Tobacco, and Alcohol Use,” *American Economic Association Meetings*, Chicago, IL, January 1998 with William Hoyt.

“Perils and Payoffs of Service-Learning,” *17th Annual Lilly Conference on College Teaching*, Miami, Ohio, Nov 20-23, 1997 with KimMarie McGoldrick of the University of Richmond and Louise Stone, Director of the Office of Experiential Education at the University of Kentucky.

“Enhancing the Teaching Skills of Teaching Assistants through Classroom Peer Evaluation,” *Sixth National Conference on the Education and Employment of Graduate Teaching Assistants* in Minneapolis, Minnesota, November 6-8, 1997 with Deborah Kirkman, Writing Program Assistant Director, UK and Enid S. Waldhart, Director of Undergraduate Studies in Communication at UK.

“The Impact of Food Stamps on Marijuana, Tobacco, and Alcohol Use,” *Western Economic Association Meetings*, Seattle, WA, July 1997 with William Hoyt.

“Writing Across the Curriculum & Service Learning Applied to Group Projects in Econometrics,” *University of Kentucky Third Annual Economics Teaching Workshop*, April 1997, with Robert Gillette.

“Tenure Through Teaching in Economics at Public Universities,” *Eastern Economic Association Meetings*, Washington, D.C., April 1997 with Robert Gillette.

“Spread the Word: Actively Teaching Active Learning,” *Robert Morris College Economics Teaching Conference*, Pittsburgh, February 1997.

Increasing Student Interaction (With Other Students & With the Teacher) and Student Comprehension, Marshall University Teaching Workshop, April 1998. Workshop presented Marshall University College of Business faculty.

Improving Student Participation in Class & Preparation Before Class, @ Southern Industrial Relations and Human Resources Conference, October 1997.

User-Friendly, Real-World Explanation of Trade Balances and Job Loss, @ Appalachia=s Export Summit, Race for the Future Conference sponsored by the Appalachian Regional Commission, Kentucky Cabinet for Economic Development, and the University of Kentucky, October 1997.

Tenure Through Teaching in Economics at The University of Kentucky, @ with Gail M. Hoyt, Eastern Economic Association Meetings, April 1997.

Writing Across the Curriculum & Service Learning Applied to Group Projects in Econometrics, @ with Gail M. Hoyt, University of Kentucky Economics Teaching Workshop, April 1997.

William H. Hoyt

“Optimal Tax Policy with Congestible Public Goods,” Southern Economics Association, November 2003.

"Identifying Welfare Pockets: Geographical Variation in Welfare Participation Rates and the Role of Program vs. Non-Program Factors" (Southern Economics Association, November 2001; University of Kentucky, April 2002).

"The Impact of State Taxes on Border Employment in Multi-State MSA's" (Southern Economics Association, November 2000; National Tax Association, November 2001; University of Kentucky, April 2001; Syracuse University, April 2002.

“The Optimal Division of the Tax Base among Hierarchical Governments,” (Southern Economics Association, November 2000; Duke University, April 2001; University of Kentucky, January, 2002)

"Geographic Variation in SSI and AFDC Reciprocity: What is the Role of Non-Program Factors?" (Kentucky Economic Association, October 1999; Southern Economic Association, November 1999; American Economic Association, January 2000).

“Tax Competition, Firm Location, and Specialization in Publicly-Provided Inputs” (Washington University-St. Louis, May 2000).

"Do States Choose Tax Policies to Maximize Employment?" (Southern Economic Association, November 1999).

"Interdependent Tax Policies and Optimal Taxation," (University of Illinois, Champaign-Urbana, March 1999).

"The Influence of In-Kind Transfers on Marijuana, Tobacco, and Alcohol Use: The Case of Food Stamps" (Annual Meetings of the Robert Wood Johnson Foundation, December 1996; Western Economics Association, July 1997; American Economics Association Annual Meetings, January 1998).

“Public Expenditures and Subsidies as Sorting Devices,” (Allied Social Science Meetings, January 1997; Stanford Institute for Theoretical Economics, August 1997).

“Tax Competition, Firm Location, and Specialization in Publicly-Provided Inputs” (Allied Social Science Meetings, January 1998)

“Educational Vouchers, Welfare Effects, and Voting” (Winter Meetings of the Econometric Society, January 1997; Indiana University October 1997).

“Public School Choice, Property Values, and Investment in Public Education” (Allied Social Science Meetings, January 1997; Tulane University, September 1996; Public Choice Society, April 1995).

Richard Jensen

“Proofs and Prototypes for Sale: The Tale of University Licensing,” at: Midwest Mathematical Economics Meetings, Purdue University, May, 1999; Midwest Economic Theory Meetings, University of Michigan, October, 1998; Southeast Economic Theory Meetings, Virginia Tech University, September, 1998; European Association for Research in Industrial Economics Meetings, University of Copenhagen, August, 1998; Institut für Allokation und Wettbewerb, Universität Hamburg, May, 1998; Institut für Wirtschaftsforschung, Hamburg, May, 1998; Zentrum für Europäische Wirtschaftsforschung, Mannheim, May, 1998; and University of Lancaster, March, 1998.

“Innovative Leadership and New Product Adoption,” at: European Association for Research in Industrial Economics Meetings, University of Turin, September, 1999; Southeast Economic Theory Meetings, University of North Carolina, November, 1997; Institut für Allokation und Wettbewerb, Universität Hamburg, May, 1997; Wissenschaftszentrum Berlin für Sozialforschung, May, 1997; Center for Economic Studies, Universität München, May, 1997; and Indiana University, April, 1997.

“Strategic Debt and Patent Races” at: Southeast Economic Theory Meetings, Georgetown University, November, 1999; Southern Economic Association Meetings, New Orleans, November, 1999; and European Association for Research in Industrial Economics Meetings, University of Turin, September, 1999.

“Transboundary Air Pollution, Aid, and Uncertainty,” at: Midwest Mathematical Economics Meetings, University of Illinois, October, 1999; University of Lancaster, March, 1998; Southern Economic Association Meetings, Atlanta, November, 1997; and Southeast International Trade Meetings, University of North Carolina, November, 1997.

“Product Differentiation and Public Education,” at: Southern Economic Association Meetings, Baltimore, November, 1998; ASSA Annual Meetings, Chicago, January, 1998; Midwest Economic Theory Meetings (Indiana University), October, 1997; and Public Choice Society Meetings, San Francisco, March, 1997.

“The Effect of Tax Competition on Innovation,” at: Southern Economic Association Meetings, Baltimore, November, 1998; and Public Choice Society Meetings, New Orleans, March, 1999.

“University Patent Licensing,” at: Institut für Allokation und Wettbewerb, Universität Hamburg, May, 1997; and Institut für Wirtschaftsforschung, Hamburg, May, 1997.

“Deforestation, Trade, and Environmental Aid,” at: Southern Economic Association Meetings, Atlanta, November, 1997;

“Strategic Debt and R&D Expenditures” at:
Southern Economics Association Meetings, Atlanta, November, 1997.

Yoonbai Kim

Southern Economic Association (Atlanta, GA, November 1997)

American Economic Association (Chicago, IL, January 1998)

Allied Social Science Association (New York, January 1999)

Midwest International Economics Conference (Lexington, KY, May 2000)

An International Conference on The Development of Taiwan and Cross-Straits Relations in the 21st Century (Discussant: Taipei, Taiwan, April 2000)

9th Korean Economic Association - Korea America Economic Association Joint International Economics Conference (Seoul, Korea, August 2000)

Korea Institute of Finance - Korea America Economic Association, International Symposium on New Monetary Order: Capital Liberalization and E-Commerce (Seoul, Korea, August 2000)

25th Federation of ASEAN Economic Associations Conference on Monetary and Financial Management in Asia in the 21st Century (Singapore, September 2000)

Allied Social Science Association (New Orleans, January 2001)

Far Eastern Meetings of the Econometric Society (Kobe, Japan, July 2001)

Allied Social Science Association (Atlanta, January 2002)

Western Economic Association International (Seattle, June-July 2002)

10th Korean Economic Association - Korea America Economic Association Joint International Economics Conference (Seoul, Korea, August 2002)

Korea Institute of Finance - Korea America Economic Association, International Symposium on Globalization of Capital Markets and New Financial Architecture in East Asia (Seoul, Korea, August 2002)

Elizabeth Newlon

MacArthur Group on Poverty and Inequality, March, 2000.

Harvard University, December, 2000.

The Public Choice Society, 2001

Joseph Peek

2000 “The Market Reaction to the Disclosure of Supervisory Actions: Implications for Bank Transparency,” American Finance Association Annual Meetings, Boston, Massachusetts, January;

“Have Japanese Banking Problems Stifled Economic Growth?” American Economic Association Annual Meetings, Boston, Massachusetts, January;

“Synergies between Bank Supervision and Monetary Policy: Implications for the Design of Bank Regulatory Structure,” NBER Conference on Prudential Supervision: What Works and What Doesn’t, Islamorada, Florida, January;

“The Market Reaction to the Disclosure of Supervisory Actions: Implications for Bank Transparency,” Indiana University’s Sixth Biennial Symposium, Kelley School of Business, Bloomington, IN, February;

“Troubled Banks, Impaired Foreign Direct Investment: The Role of Relative Access to Credit,” Ministry of International Trade and Industry, Tokyo, September; “Troubled Banks, Impaired Foreign Direct Investment: The Role of Relative Access to Credit,” NBER/CIRJE/EIJS/CEPR Japan Project Meeting, Tokyo, September;

“The Good, the Bad, and the Ugly: The Costs and Benefits of the Japanese Main Bank Systems,” Financial Management Association Annual Meeting, Seattle, October;

“Troubled Banks, Impaired Foreign Direct Investment: The Role of Relative Access to Credit,” Financial Management Association Annual Meeting, Seattle, October.

2001 “Troubled Banks, Impaired Foreign Direct Investment: The Role of Relative Access to Credit,” American Economic Association Annual Meetings, New Orleans, January;

“Attracting Funding from the International Community,” The National Institute for State Conflict Management, The Council of State Governments, Lexington, KY, March;

- “Safety Net Subsidies in Banking,” Freddie Mac, McLean, VA, April;
- “Implications of Foreign Bank Penetration: The Latin American Experience,” Financial Management Association Annual Meeting, Toronto;
- “Corporate Affiliations and the Availability of Bank Credit,” Strategic Alliance Pre-Conference Meeting, National Bureau of Economic Research, Cambridge, MA, November;
- “Troubled Banks, Impaired Foreign Direct Investment: The Role of Relative Access to Credit,” Koc University, Istanbul, December.
- 2002 “Corporate Affiliations and the (Mis)Allocation of Credit,” NBER Strategic Alliances Conference, Islamorada, FL, March;
- “Identifying the Macroeconomic Effect of Loan Supply Shocks,” North Carolina State University, April;
- “Corporate Affiliations and the (Mis)Allocation of Credit,” NBER/CEPR/CIRJE/EIJS Japan Project Meeting, Tokyo, September;
- “Identifying the Macroeconomic Effect of Loan Supply Shocks,” Northern Finance Association Annual Meeting, Banff, Alberta, September;
- “Corporate Affiliations and the (Mis)Allocation of Credit,” Financial Management Association Annual Meeting, San Antonio, TX.
- 2003 “Corporate Affiliations and the (Mis)Allocation of Credit,” American Economic Association Annual Meetings, Washington, D.C., January;
- “Identifying the Macroeconomic Effect of Loan Supply Shocks,” ECOMOD 2003 Conference, Istanbul, Turkey, July;
- “Unnatural Selection: Perverse Incentives and the Misallocation of Credit in Japan,” CESifo Summer Institute Workshop, Venice, Italy, July.

Frank A. Scott

“Search Costs, the Internet, and the Pricing of Prescription Drugs,” presented at Southern Economic Association meetings, New Orleans, LA, November 2002.

“Geographic Variation in Welfare Participation Rates: Identifying Poverty Pockets,” presented at Southern Economic Association meetings, Tampa, FL, November 2001.

“Estimating Dynamic Responses for Duopolists in Repeated Sealed Bid Auctions,” presented at Southern Economic Association meetings, Washington, D.C., November 2000, and at Western Economic Association meetings, San Francisco, CA, July 2001.

“Geographic Variation in SSI and AFDC Reciprocity: What is the Role of Non-Program Factors?” presented at Lancaster University, Lancaster, England, May 1999, at Southern Economic Association meetings, New Orleans, LA, November 1999, and at Allied Social Sciences Association meetings, Boston, MA, January 2000.

“Empirical Tests of Tacit vs. Overt Collusion,” presented at Western Economic Association meetings, Lake Tahoe, NV, July 1998, at Kentucky Economic Association meetings, Lexington, KY, October 1998, and at Southern Economic Association meetings, Baltimore, MD, November 1998.

“The Dynamics of Family Retirement Decisions,” presented at Allied Social Science Associations meetings, Chicago, IL, January 1998.

“Labor Market Responses to Spouse Health Insurance Coverage,” presented at Kentucky Economic Association meetings, Lexington, Kentucky, October 1996, at Southern Economic Association meetings, Washington, D.C., November 1996, and at the Allied Social Science Association meetings, New Orleans, Louisiana, January 1997.

Eric C. Thompson

“Convergence and Mobility: Personal Income Trends in U.S. Metropolitan and Non-metropolitan Regions.” (with G. Hammond). Presented at the Budapest Economics Seminar Series, Budapest, Hungary (2003).

“Study of Occupation Employment and Skill Requirements in a Metropolitan Area.” Presented at 2002 meetings of the Association for University Business and Economic Research.

“Employment Risk in Metropolitan and Non-Metropolitan U.S. Regions: The Influence of Industrial Specialization and Population Characteristics.” (with G. Hammond). Presented at the 2002 Kentucky Economics Association Meetings.

“Employment Risk in Southern Counties in the U.S.” (with G. Hammond). Presented at the 2001 North American Meetings of the Regional Science Association International.

Mark Toma

2002: Southern Economics Association Meetings.

1999: Invited paper, Cliometric Meetings; Southern Economics Association Meetings.

1998: Seminar at George Mason University; Southern Economics Association Meetings.

1997: Cliometrics Meetings; Seminar at St. Louis Federal Reserve Bank; Southern Economics Association Meetings.

Kathleen Trask

2001

Southern Economics Associations Meetings; Tampa, FL

University of Notre Dame

2000

COLEF Conference; Tijuana, Mexico

Midwest International Economics Meetings; University Of Kentucky

University of Oregon

1999

Southern Economics Association Meetings; New Orleans, LA

1998

Iowa State University

College of William and Mary

Cornell-PSU Macroeconomics Conference; Penn State University

North American Economics and Finance Association Meetings; Chicago, IL

James Ziliak

Society of Labor Economists, September 26–27, 2003, Toronto (presenter)
National Welfare Reform Conference, Administration for Children and Families, U.S.
Department of Health and Human Services, May 28–30, 2003, Washington, DC (guest)

Helping Kentucky's Diverse Families Work: Research to Practice Partnerships, April 7–8, Kentucky Cabinet for Families and Children, Frankfort, KY (presenter)

American Economic Association, January 3–5, 2003, Washington, D.C. (discussant)

Table A.3.4 Faculty Citations, 1996-2000

Faculty Member	Rank	Citations 1996-2000	Career Citations
Ali, Mukhtar	Professor	49	194
Berger, Mark	Professor	182	458
Blomquist, Glenn	Professor	160	522
Bollinger, Chris	Assistant Professor	13	13
Fackler, James	Professor	15	162
Garen, John	Professor	96	189
Gift, Richard	Professor	1	13
Hoyt, William	Professor	68	109
Kim, Yoonbai	Associate Professor	57	95
Newlon, Elizabeth	Assistant Professor	-	-
Peek, Joe	Professor	106	222
Reed, Robert	Assistant Professor	-	-
Scott, Frank	Professor	78	144
Toma, Mark	Associate Professor	17	76
Trask, Kathleen	Assistant Professor	-	-
Waller, Christopher	Professor	80	120
Wildasin, David	Professor	342	625

Faculty Member	Rank	Citations 1997-Oct. 2003	Career Citations
Ali, Mukhtar	Professor	66	269
Berger, Mark (passed away 2003)	Professor	182 (1996-2000)	458 (through 2000)
Black, Dan (resigned 1999)	Professor	-	-
Blomquist, Glenn	Professor	254	674
Bollinger, Chris (hired 1998)	Associate Professor	33 (1998 onward)	33
Castaneda, Marco (hired 2001)	Assistant Professor	0	0
Dickert-Conlin, Stacy (resigned 1998)	Assistant Professor	-	-
Fackler, James	Professor	18	173
Garen, John	Professor	151	261
Gift, Richard	Professor	1	13
Harvey, Curt (retired 2000)	Professor	0	7
Hoyt, William	Professor	95	156
Hultman, Charles (retired 1998)	Professor	-	-
Jensen, Richard (resigned 2000)	Professor	45 (through 2000)	175 (through 2000)
Kim, Yoonbai	Associate Professor	64	117
Krislov, Joseph (retired 1999)	Professor	-	-
Madden, John (retired 1999)	Associate Professor	-	-
McGee, Randolph (retired 1998)	Professor	-	-
Newlon, Elizabeth (hired 2000-resigned 2002)	Assistant Professor	0	0
Peek, Joe (hired 2000)	Professor	102 (2000 onward)	304
Reed, Robert (hired 2000)	Assistant Professor	0	0
Scott, Frank	Professor	105	188
Stoker, James (resigned 1999)	Assistant Professor	-	-
Toma, Eugenia (resigned 2000)	Professor	22 (through 1999)	58 (through 1999)
Toma, Mark	Associate Professor	15	84
Trask, Kathleen (hired 1998-resigned 2003)	Assistant Professor	0	0
Waller, Christopher (1998-2003)	Professor	62 (1998-2002)	142 (through 2002)

Wildasin, David (hired 2000)	Professor	229 (2000 onward)	853
Yelowitz, Aaron (hired 2001)	Associate Professor	23 (2001 onward)	40
Ziliak, James (hired 2002)	Professor	27 (2002 onward)	42

Citations are taken mostly from the Social Sciences Citation Index and Web of Science. For Web of Science, only citations that are traceable are counted and usually only for articles. Citations by authors of working papers are sometime listed in the citation lists of the faculty members, but are not counted for the totals in this table. Citations for coauthored works are credited to each coauthors and are not divided among them. Citations by the author and coauthors of each article, self citations are not counted. A dash indicates that a citation list was not made for the faculty member.

A.4 Appendix to Section 4

Table 4.A.1 Enrollments in Graduate Courses, Department of Economics, 1995-96 to 2002-03

		Fall	Spring														
Course	Course Title	1995	1996	1996	1997	1997	1998	1998	1999	1999	2000	2000	2001	2001	2002	2002	2003
ECO 590*	Introduction to Quantitative Economics I																
Sections		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Enrollment		22	0	17	0	19	0	18	0	20	0	21	0	28	0	40	0
Average Size		22	0	17	0	19	0	18	0	20	0	21	0	28	0	40	0
ECO 601	Advanced Microeconomic Theory																
Sections		1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Enrollment		35	10	21	0	27	0	32	0	37	0	40	0	41	0	58	0
Average Size		35	10	21	0	27	0	32	0	37	0	40	0	41	0	58	0
ECO 602	Macroeconomic Theory																
Sections		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Enrollment		14	0	17	0	19	0	16	0	30	0	23	0	28	0	39	0
Average Size		14	0	17	0	19	0	16	0	30	0	23	0	28	0	39	0
ECO 603	Research Methods and Procedures in Economics																
Sections		1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Enrollment		6	0	15	0	12	0	11	0	13	0	15	0	26	0	31	0
Average Size		6	0	15	0	12	0	11	0	13	0	15	0	26	0	31	0
ECO 610	Managerial Economics (MBA)																
Sections		2	0	2	0	4	0	4	0	4	0	2	0	2	0	2	0
Enrollment		86	0	82	0	124	0	123	0	98	0	103	0	112	0	99	0
Average		43	0	41	0	31	0	30	0	24	0	51	0	56	0	49	0

Size																	
ECO 652*	Public Policy Economics																
Sections		2	0	1	1	1	1	1	1	1	1	0	1	2	1	1	1
Enrollment		4	0	4	4	3	1	1	2	2	8	0	1	2	5	1	8
Average Size		2	0	4	4	3	1	1	2	2	8	0	1	1	5	1	8
ECO 653*	Health Economics																
Sections		0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Enrollment		0	9	0	8	0	5	0	8	0	3	0	6	0	1	0	1
Average Size		0	9	0	8	0	5	0	8	0	3	0	6	0	1	0	1
ECO 654*	Benefit-Cost Analysis																
Sections		1	0	1	0	0	0	1	0	0	0	0	0	0	1	0	1
Enrollment		6	0	4	0	0	0	3	0	0	0	0	0	0	3	0	4
Average Size		6	0	4	0	0	3	0	0	0	0	0	0	3	0	4	
ECO 670	Economics of International Financial Institutions																
Sections		0	1	0	1	1	0	0	0	1	0	0	1	0	0	0	0
Enrollment		0	20	0	23	15	0	0	0	15	0	0	14	0	0	0	0
Average Size		0	20	0	23	15	0	0	0	15	0	0	14	0	0	0	0
ECO 672	World Trade and Commercial Policy																
Sections		0	1	0	0	0	0	1	0	0	1	0	0	0	0	1	0
Enrollment		0	29	0	0	0	0	21	0	0	14	0	0	0	0	19	0
Average Size		0	29	0	0	0	21	0	0	14	0	0	0	0	19	0	
ECO 674	Agriculture and Economic Development																
Sections		0	1	0	0	0	0	1	0	1	0	0	0	0	1	0	0
Enrollment		0	3	0	0	0	0	3	0	2	0	0	0	0	2	0	0
Average Size		0	3	0	0	0	3	0	2	0	0	0	0	2	0	0	
ECO 700	Teaching																

Sections	Methods in Business	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0
Enrollment		0	0	3	0	1	0	5	0	1	0	8	0	7	0	6	0
Average Size		0	0	3	0	1	0	5	0	1	0	8	0	7	0	6	0
ECO 701																	
Sections	Neoclassical Microeconomic Theory	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Enrollment		0	9	0	13	0	12	0	18	0	16	0	15	0	23	0	22
Average Size		0	9	0	13	0	12	0	18	0	16	0	15	0	23	0	22
ECO 702																	
Sections	Advanced Macroeconomic Theory	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Enrollment		0	10	0	14	0	11	0	15	0	17	0	13	0	19	0	22
Average Size		0	10	0	14	0	11	0	15	0	17	0	13	0	19	0	22
ECO 703																	
Sections	Introduction to Econometrics I	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
Enrollment		0	20	0	21	0	17	0	24	0	24	0	17	0	25	0	27
Average Size		0	20	0	21	0	17	0	24	0	24	0	17	0	25	0	27
ECO 704																	
Sections	General Equilibrium Analysis and Welfare Economics	0	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1
Enrollment		0	12	0	6	0	5	0	7	0	0	0	7	0	12	0	10
Average Size		0	12	0	6	0	5	0	7	0	0	0	7	0	12	0	10
ECO 705																	
Sections	Macroeconomic Dynamics	1	0	1	0	1	0	1	0	1	0	0	0	0	0	1	0
Enrollment		16	0	8	0	6	0	5	0	7	0	0	0	0	0	7	0
Average Size		16	0	8	0	6	0	5	0	7	0	0	0	0	0	7	0
ECO 706																	
Sections	Introduction to Econometrics	0	0	0	0	0	0	0	0	0	1	1	0	1	0	1	0
Enrollment		0	0	0	0	0	0	0	0	0	16	18	0	15	0	20	0

Average Size	II	0	0	0	0	0	0	0	0	0	0	16	18	0	15	0	20	0
ECO 710	Economics of Organization																	
Sections		0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0
Enrollment		0	0	0	0	0	0	0	0	0	10	0	0	0	0	14	0	0
Average Size		0	0	0	0	0	0	0	0	0	10	0	0	0	0	14	0	0
ECO 711	Economics of Firm Strategy																	
Sections		0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Enrollment		0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0
Average Size		0	0	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0
ECO 721*	Environmental Economics, Regulation and Policy																	
Sections		0	0	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0
Enrollment		0	0	6	0	4	0	5	0	7	0	8	0	0	0	0	0	0
Average Size		0	0	6	0	4	0	5	0	7	0	8	0	0	0	0	0	0
ECO 731	Labor Economics I																	
Sections		0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0
Enrollment		0	0	6	0	0	0	9	0	0	0	6	0	0	0	0	8	0
Average Size		0	0	6	0	0	0	9	0	0	0	6	0	0	0	0	8	0
ECO 732	Labor Economics II																	
Sections		0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1
Enrollment		0	0	0	7	0	0	0	5	0	0	0	5	0	0	0	0	5
Average Size		0	0	0	7	0	0	0	5	0	0	0	5	0	0	0	0	5
ECO 741	Theory of the Firm and Market Structure																	
Sections		0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0
Enrollment		0	14	0	0	0	13	0	0	0	11	0	0	10	0	0	0	0
Average Size		0	14	0	0	0	13	0	0	0	11	0	0	10	0	0	0	0

ECO 742	Industrial Organization																
Sections		1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	0
Enrollment		12	0	0	0	5	0	0	0	10	0	0	0	0	9	0	0
Average Size		12	0	0	0	5	0	0	0	10	0	0	0	0	9	0	0
ECO 749	Dissertation Research																
Sections		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Enrollment		8	5	5	4	7	10	7	6	5	4	3	2	1	2	4	5
Average Size		8	5	5	4	7	10	7	6	5	4	3	2	1	2	4	5
ECO 751	Public Economics																
Sections		0	0	1	0	0	0	0	1	0	0	1	0	0	0	1	0
Enrollment		0	0	8	0	0	0	0	7	0	0	13	0	0	0	7	0
Average Size		0	0	8	0	0	0	0	7	0	0	13	0	0	0	7	0
ECO 752*	The Economics of Policy Analysis																
Sections		1	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0
Enrollment		10	0	0	2	0	3	0	3	0	0	0	8	0	3	0	0
Average Size		10	0	0	2	0	3	0	3	0	0	0	8	0	3	0	0
ECO 753	Urban and Regional Economics																
Sections		1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment		9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average Size		9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ECO 766	Monetary Economics: Theory																
Sections		0	1	0	0	0	0	0	0	1	0	0	0	1	0	0	0
Enrollment		0	5	0	0	0	0	0	0	4	0	0	0	4	0	0	0
Average Size		0	5	0	0	0	0	0	0	4	0	0	0	4	0	0	0

ECO 767																	
Sections	Monetary Economics:	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	0
Enrollment	Policy	0	0	6	0	0	0	0	0	0	7	0	0	0	4	0	0
Average Size		0	0	6	0	0	0	0	0	0	7	0	0	0	4	0	0
ECO 771	International Economics:																
Sections	International	0	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1
Enrollment	Money and	0	6	0	0	7	0	0	0	0	0	8	0	0	0	0	6
Average Size	Finance	0	6	0	0	7	0	0	0	0	0	8	0	0	0	0	6
ECO 772	International Economics:																
Sections	Trade	1	0	0	0	0	1	0	0	0	0	0	1	0	0	1	0
Enrollment	Theory and	13	0	0	0	0	9	0	0	0	0	0	8	0	0	6	0
Average Size	Policy	13	0	0	0	0	9	0	0	0	0	0	8	0	0	6	0
ECO 773	Open Economy																
Sections	Macroeconomics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average Size		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ECO 781	Optimization and Economic Theory I																
Sections		0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment		0	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0
Average Size		0	0	9	0	0	0	0	0	0	0	0	0	0	0	0	0
ECO 790*	Time Series Analysis																
Sections		1	0	1	0	1	0	0	1	0	1	0	1	0	1	0	1
Enrollment		15	0	12	0	8	0	0	8	0	9	0	7	0	7	0	13
Average Size		15	0	12	0	8	0	0	8	0	9	0	7	0	7	0	13
ECO 792	Econometrics I																
Sections		1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment		11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average Size		11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ECO 793	Econometric																

Sections	s II	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment		0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average Size		0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ECO 796																	
Sections	Seminar	0	0	0	2	2	1	0	1	0	0	1	0	0	1	1	1
Enrollment		0	0	0	6	17	1	0	2	0	0	1	0	0	5	5	3
Average Size		0	0	0	3	8	1	0	2	0	0	1	0	0	5	5	3

*Indicates these courses are cross-listed with the Department of Agricultural Economics, Department of Statistics, of the Martin School of Public Policy and Administration. Total enrollments and class sizes are greater than shown for these courses because only economics enrollment is shown.

List of Current Employers of Ph.D. Alumni

Name	Employment
Akpom, Uchenna Nwabufo	Albany State University
Anstine, Jeffrey David	North Central College
Bellamy, David Scott	WV Wesleyan College
Bice, Douglas Christian	Univ. of Michigan
Boardman, Barry Wayne	Legislative Research Commission-KY Economist for National Institute for Standards and Technology
Brown, Michael Hayden	North Central College
Bruce Anstine, Diane Gale	Western Ky. Univ.
Carey, Mary Catherine	Wright State Univ.
Cavanaugh, Joseph Keller	Central Missouri State University
Chambers, Paul E	Dartmouth College
Chandra, Amitabh	Dept. of Healthcare Information & Mgmt, Taiwan
Chang, Ko-yin	St. Lawrence Univ.
Chezum, Brian Eugene	LRC-KY
Clark, Michael W	Eastern Connecticut State Univ.
Clifford, Maryanne Theresa	Pfizer Global CT
Clouse, Bradley Alan	Old Dominion Univ.
Filer, Larry Hugh	Bur. Of Labor Statistics, Washington
Fisher, Jonathan David	Jackson State Univ.
Granger, Maury Daryl	Louisville Gas & Electric
Greer, Monica	Appalachian State Univ.
Groothuis, Peter Andrew	Bentley College
Gulley, Orrin David	Millersville Univ.
Gumpper, Michael R.	San Jose State Univ.
Harjoto, Maretno Agus	Webster University
Hinson, Steven Yates	Univ. of NC at Wilmington
Howell, Kristin K	Univ. of Kentucky
Hoyt, Gail Mitchell	Morehead State
Hullur, Ishappa S	Northeastern University
Johansson, Tulin Ozdemir	Dean, Grad. School Sullivan Univ.
Johnson, Jeffrey Lloyd	Georgetown College
Jones, John Travis	Heidelberg College
Keener, Gary Wayne	

Lawanprasert, Aroon	Thammasat Univ., Thailand
Mathews, Talina Rose	KY Public Service Commission
Messer Pelkowski, Jodi Elissa	Wichita State University
Moore, Scott B.	John Carroll Univ.
Newsome, Michael Alan	Marshall Univ.
Noel, Brett James	American Express, Phoenix
Null Chambers, Catherine M	Central Missouri State University
O'Connor, Richard Michael	Consultant
Ritzert, Angela Beth	Food & Drug Adm. Gov. CFSAN
Rivera, Sandra Ann	US Int'l trade Commission
Rogness, John Alden, III	KY Public Service Commission
Sabirianova Peter, Klara Z.	Univ. Michigan
Schmitz, Susanne	Elmhurst College
Shambora, William E. III	Ohio Univ.
Showalter, Dean Marc	SW Texas State Univ.
Sutanto, Agus	ASEAN Secretariat
Toma, Kathleen Anne	US Treasury Dept.
Toma, Roxana	Capital Univ.
Tori, Cynthia Royal	Valdosta State Univ.
Tori, Scott L	North Florida Community College
Tsai, An Ni	National V. of Singapore
Tsui, Ka Cheng Albert	Technical Univ. of Singapore
Vaidyanathan, Geetha	Univ. of NC Greensboro
Whitehead, John Claiborne	Univ. of NC-Wilmington (moving to Appalachian State University)
Wilson, Dennis Patrick	Univ. of Texas Arlington
Wimmer, Bradley S	Univ of Nevada, Las Vegas Deputy Director for Social Electricity, Directorate General of Electricity and Energy utilization Ministry of Energy and Mineral Resources
Winarso, Bambang Adi	Institute of Interdisciplinary Studies
Ying, Yung-hsiang	Marshall Univ.
Zapalska, Alina Magdalena	

Table A.4.2 Publications of Ph.D. Graduates, 1997-2003

Graduate Publications

- Bice, Douglas C. "The Market for New Handguns: An Empirical Investigation," *Journal of Law and Economics*, (April, 2002), with David D. Hemley
- Bice, Douglas C. . "The Impact of Mandates and Tax Limits on Voluntary Contributions to Local Public Services: An Application to Fire Protection Services," *National Tax Journal* (March, 2000), with William Hoyt.
- Bice, Douglas C. . "A Model with Mixed Binary Responses and Censored Observations," *Communications in Statistics: Theory and Methods*, 26: 921-941 (1997), with Weiren Wang.
- Moore, Scott. "What Does a Graduate Need? Student, Practitioner, and Finance Faculty Views on Ethics and other Areas," *Financial Practice and Education*, 10(2), Fall/Winter 2000, pp. 182-188.
- Moore, Scott. "Cases vs. Lectures: A Comparison of Learning Outcomes in Undergraduate Principles of Finance." *Journal of Financial Education*, 25, Fall 1999, pp. 37-51.
- Moore, Scott. "Industry Differences in NAFTA's Impact on the Valuation of U.S. Companies." with Raj Aggarwal, Michael Long, and Danny Irvin. *International Review of Financial Analysis*, 7(2), 1998, pp. 137-152.
- Noel, Brett. "Is the Threat of Reemployment Services More Effective than the Services Themselves? Evidence from Random Assignment in the UI System." *American Economic Review*, September 2003 (with D. Black, J. Smith, and M. Berger).
- Noel, Brett. "On-the-Job Training, Establishment Size, and Firm Size: Evidence for Economies of Scale in the Production of Human Capital" *Southern Economic Journal*, July 1999 (with D. Black and Z. Wang).
- Toma Postaloche, Roxana. "Determinants and Changes in Merger Policies: Evidence for Acquiring Firms 1986-1998" *Review of Business Research*, forthcoming, 2003.
- Tori, Scott. "Exchange Market Pressure, Trade, Sovereign Credit Ratings, and United States Exports of Banking Services" with Dr. Cynthia Royal Tori, *Atlantic Economic Journal*, March 2001, Volume 29, Number 1, 48-62
- Whitehead, John C., "One Million Dollars per Mile? The Opportunity Costs of Hurricane Evacuation," *Ocean and Coastal Management*, forthcoming.

- Huang, Ju-Chin, Timothy C. Haab, and John C. Whitehead, "Absolute versus Relative Risk Perception: An Application to Seafood Safety," *Journal of Agricultural and Applied Economics*, forthcoming.
- Whitehead, John C., and Suzanne S. Finney, "Willingness to Pay for Submerged Maritime Cultural Resources," *Journal of Cultural Economics*, forthcoming.
- Whitehead, John C., Timothy C. Haab and George Parsons, "Economic Effects of Pfiesteria," *Ocean and Coastal Management*, forthcoming.
- Groothuis, Peter A., Bruce K. Johnson and John C. Whitehead, "Public Funding of Professional Sports Stadiums: Public Choice or Civic Pride," *Eastern Economic Journal*, forthcoming.
- Chambers, Catherine N., and John C. Whitehead, "A Contingent Valuation Estimate of the Value of Wolves in Minnesota," *Environmental and Resource Economics*, forthcoming.
- Groothuis, Peter A., and John C. Whitehead, "Does Don't Know Mean No? Analysis of 'Don't Know Responses in Dichotomous Choice Contingent Valuation Questions," *Applied Economics*, 34(15), 1935-1940, 2002.
- Whitehead, John C., "Incentive Incompatibility and Anchoring with Iterative Valuation Questions," *Land Economics*, 78, 2, 285-297, 2002.
- Whitehead, John C., William B. Clifford, and Thomas J. Hoban, "Willingness to Pay for a Saltwater Recreational Fishing License: A Comparison of Angler Groups," *Marine Resource Economics*, 16, 177-194, 2001.
- Whitehead, John C., William B. Clifford and Thomas J. Hoban, "Willingness to Pay for Agricultural Research and Extension Programs," *Journal of Agricultural and Applied Economics*, 33, 91-102, 2001.
- Johnson, Bruce K., Peter A. Groothuis, and John C. Whitehead "The Value of Public Goods Generated by a Major League Sports Team: The CVM Approach," *Journal of Sports Economics*, 2, 6-21, 2001.
- Whitehead, John C., Bob Edwards, Marieke Van Willigen, John R. Maiolo, Kenneth Wilson, and Kevin T. Smith "Heading for Higher Ground: Factors Affecting Real and Hypothetical Hurricane Evacuation Behavior," *Environmental Hazards*, 2, 133-142, 2000.
- Whitehead, John C., Timothy C. Haab and Ju-Chin Huang, "Measuring Recreation Benefits of Quality Improvements with Revealed and Stated Behavior Data," *Resource and Energy Economics*, 22, 339-354, 2000.
- Whitehead, John C., "Demand Side Factors and Environmental Equity Analysis," *Society and Natural Resources*, 13, 75-81, 2000.

- Johnson, Bruce K., and John C. Whitehead, "Value of Public Goods from Sport Stadiums: The CVM Approach," *Contemporary Economic Policy*, 18, 48-58, 2000.
- Whitehead, John C., and Timothy C. Haab, "Southeast Marine Recreational Fishery Statistical Survey: Distance and Catch Based Choice Sets," *Marine Resource Economics*, 14, 283-298 1999.
- Schumacher, Edward J., and John C. Whitehead, "The Production of Health and the Valuation of Medical Inputs in Wage-Amenity Models," *Social Science and Medicine*, 50, 507-515, 1999.
- Whitehead, John C., and Thomas J. Hoban, "Testing for Temporal Reliability in Contingent Valuation with Time for Changes in Factors Affecting Demand," *Land Economics*, 75, 453-465, 1999.
- Whitehead, John C., and Glenn C. Blomquist, "Do Reminders of Substitutes and Budget Constraints Influence Contingent Valuation Estimates? Reply to Another Comment," *Land Economics*, 75, 483-484, 1999.
- Haab, Timothy C., Ju-Chin Huang, and John C. Whitehead, "Are Hypothetical Referenda Incentive Compatible? A Comment," *Journal of Political Economy*, 107, 186-196, 1999.
- Whitehead, John C., Glenn C. Blomquist, Richard C. Ready, and Ju-Chin Huang, "Construct Validity of Contingent Valuation with Dichotomous and Polychotomous Choice Questions," *Environmental and Resource Economics*, 11, 107-116, 1998.
- Whitehead, John C., "A Methodological Comparison of Theoretical Approaches in Dichotomous Choice Contingent Valuation," *Indian Journal of Applied Economics* (Special Issue on Cost-Benefit Analysis with Reference to Environment and Ecology), 7, 77-94, 1998.
- Chambers, Catherine M., Paul E. Chambers, and John C. Whitehead, "Contingent Valuation of a Quasi-Public Good: A Validity and Reliability Assessment," *Public Finance Review*, 26, 137-154, 1998.
- Groothuis, Peter A., George Van Houtven, and John C. Whitehead, "Using Contingent Valuation to Measure the Compensation Required to Gain Community Acceptance of a LULU: The Case of a Hazardous Waste Disposal Facility," *Public Finance Review*, 26, 231-249, 1998.
- Blomquist, Glenn C., and John C. Whitehead, "Resource Quality Information and Validity of Willingness to Pay in Contingent Valuation" *Resource and Energy Economics*, 20, 179-196, 1998.
- Whitehead, John C., Timothy C. Haab, and Ju-Chin Huang, "Part-Whole Bias in Contingent Valuation: Will Scope Effects Be Detected with Inexpensive Survey Methods?" *Southern Economic Journal*, 65, 160-168, 1998.

- Huang, Ju-Chin, Timothy Haab, and John C. Whitehead, "Willingness to Pay for Quality Improvements: Should Revealed and Stated Preference Data be Combined?" *Journal of Environmental Economics and Management*, 34, 240-255, 1997.
- Chambers, Catherine M., Paul E. Chambers, and John C. Whitehead, "Historical Resources, Uncertainty and Preservation Values: An Application of Option and Optimal Stopping Models," *Journal of Economics and Finance*, 21, 51-61, 1997.
- Whitehead, John C., Thomas J. Hoban and William B. Clifford, "Economic Analysis of Estuarine Quality Improvement: The Albemarle-Pamlico System," *Coastal Management*, 25, 43-57, 1997.
- Wilson, Dennis P. "Additional Law Enforcement as a Deterrent to Criminal Behavior: Empirical Evidence from the National Hockey League," *Journal of Socio-Economics*, forthcoming, accepted October 2003.
- Wilson, Dennis P. "The Efficiency of the NASCAR Reward System: Some Empirical Evidence," with C. A. Depken, II, *Journal of Sports Economics*, forthcoming, accepted October 2003.
- Wilson, Dennis P. "Wherein Lies the Benefit to the Second Referee in the NHL?" with C. A. Depken, II, *Review of Industrial Organization*, forthcoming, accepted September 2003.
- Wilson, Dennis P. "Is Advertising a Good or a Bad? Evidence from Magazine Subscriptions" with C. A. Depken, II, *Journal of Business*, forthcoming, accepted January 2003.
- Wilson, Dennis P. "Nationality Preferences for Labor in the International Football Market" with Y. Ying, *Applied Economics*, forthcoming, accepted December 2002.
- Wilson, Dennis P. "Income, Leisure, and Proficiency: An Economic Study of Football Performance" with R. Houston, *Applied Economic Letters*, November 2002.
- Wilson, Dennis P. "What is the Economic Impact of Hosting the Super Bowl?" with C. A. Depken, II, *Texas Labor Market Review*, January 2003.
- Wilson, Dennis P. "Institutional Change in the NCAA and Competitive Balance in Intercollegiate Football" with C. A. Depken, II **The Economics of the NCAA**, ed. John Fizel and Rodney Fort, Preager Publishers, Westport, CT, 2004.
- Wilson, Dennis P. "The Impact of Cartel Enforcement in Division I-A Football" with C. A. Depken, II **The Economics of the NCAA**, ed. John Fizel and Rodney Fort, Preager Publishers, Westport, CT, 2004.
- "The Value of Advertising in a Magazine Bundle" with C. A. Depken, II **Advances in Applied Microeconomics**, Vol. 10, ed. Jon P. Nelson, JAI Press: Greenwich, Connecticut, 2001.

Brian Chezum

“A Model of Monopoly and 'Efficient' Unions With Endogenous Coverage: Positive and Normative Implications,” (with John Garen), Journal of Labor Research, Summer, 1996, v17(3), 497-513.

“Roses or Lemons: Adverse Selection in the Market for Thoroughbred Yearlings,” (with Brad Wimmer), Review of Economics and Statistics, August, 1997, v79(3), 521-26.

“Market Power and Price: Theory and Evidence on Labor Unions,” (with John Garen), Eastern Economic Journal, Winter, 1997, v23(1), 73-88.

“Are Union Productivity Effects Overestimated?: Evidence from Eastern Kentucky Coal Mines,” (with John Garen), Applied Economics, 1998, v30(4), 913-918.

“Evidence of Adverse Selection From Thoroughbred Wagering,” (with Brad Wimmer), Southern Economic Journal, January, 2000, v66(3), 700-714.

"Information Technologies and the Middleman: The Changing Role of Information Intermediaries in and Information-Rich Economy," (with Bradley S. Wimmer & Anthony M. Townsend), Journal of Labor Research Symposium Article, Summer, 2000, v21(3), 407-418.

“An Empirical Examination of Quality Certification in a Lemons Market” (with Bradley S. Wimmer), Economic Inquiry, April, 2003, v41(2), 279-91.

Diane Bruce Anstine

“How Much Will Consumers Pay? A Hedonic Analysis of the Cable Television Industry,” in *Review of Industrial Organization*, Vol. 19, Issue 2, September 2001, pp. 129-147.

“The True Impact of the Deregulation of the Cable Television Industry: The Effect on Quality- Adjusted Cable Television Prices,” *Applied Economics*, forthcoming.

- **Tori, Cynthia R.** “Re-examining Return Autocorrelation and Monday Returns”, forthcoming in the *Quarterly Journal of Business and Economics*.
Acceptance rate: 11 – 20%
- **Tori, Cynthia R.** “Federal Open Market Committee Meetings and Stock Market Performance” *Financial Services Review*, March 2002, Volume 10, 163-171.
- **Tori, Cynthia R.,** and Scott L. Tori. "Exchange Market Pressure, Trade, Sovereign Credit Ratings, and United States Exports of Banking Services" *Atlantic Economic Journal*, March 2001, Volume 29, Number 1, 48 – 62.

Acceptance rate: 6 – 10%

- **Tori, Cynthia R.** "Monetary Unions and the Effects of Seigniorage Sharing," *Journal of Macroeconomics*, Winter (January) 1997, Volume 19, Number 1, 57 – 66.
Acceptance rate: 11 – 20%
- **Tori, Cynthia R.** "What is the Optimal Size of a Monetary Union?," *International Review of Economics and Finance*, 1997, Volume 6, Number 1, 57-66.
Acceptance rate: 11 – 20%

Amitabh Chandra

- “Profiling Workers for Unemployment Insurance,” in David D. Balducchi (Ed.). *Worker Profiling and Reemployment Services Systems*. U.S. Department of Labor, 1997, (Washington, D.C.: Government Printing Office), with Mark C. Berger and Dan A. Black.
- “Taxes and the Timing of Births,” *Journal of Political Economy* 107(1), February 1999, with Stacy Dickert-Conlin.
- “Health Insurance Coverage of the Unemployed: COBRA and the Potential Effects of Kassebaum-Kennedy,” *Journal of Policy Analysis and Management* 18(3), Summer 1999, with Mark C. Berger, Dan A. Black and Frank A. Scott.
- “Does Public Infrastructure Affect Economic Activity? Evidence from the Interstate Highway System” with Eric Thompson, *Regional Science and Urban Economics* 30(4), July 2000.
- “Labor Market Dropouts and the Racial Wage Gap,” *American Economic Review* 89(2), May 2000.
- “Children, Nondiscriminatory Provision of Fringe Benefits, and Household Labor Market Decisions” in Sol Polachek (Eds.) *Research in Labor Economics* (JAI Press), with Mark C. Berger, Dan A. Black, and Frank A. Scott, forthcoming.
- “Iatrogenic Specification Error: Cleaning Data can Exacerbate Measurement Error Bias,” *2001 Proceedings of the American Statistical Association*, with Chris Bollinger, forthcoming.
- “Geography, Health Care and Access in Aging Health,” with Jonathan Skinner, National Research Council, forthcoming.

Table A.4.3 Presentations of Ph.D. Graduates, 1997-2003

Presentations

Clifford, Maryanne T.

Clifford, Maryanne T. Missouri Valley Economic Association Kansas City, KS February 2004
Paper: Obstetrics Care in Florida Hospitals - A Growing Shortage Or On The Rise?

Southern Economic Association San Antonio, TX
November 2003

Paper: International Spillovers and FDI

ECSU's Research and Creative Activity Forum
November 2003

Paper: Trade and Investment as Mechanisms of Contagion.

International Atlantic Economic Society Quebec City, Quebec
October 2003

Paper 1: Spillovers Through Imports and Exports

Paper 2: State Legislative Initiatives and Gender Differences in Earnings

Eastern Economic Association New York
February 2003

Paper 1: Foreign Direct Investment as a Mechanism of Contagion

Paper 2: Analysis of interstate variation in the gender earnings ratio

Missouri Valley Economic Association St. Louis
February 2003

Paper: State Gender Differences in Earnings: Why Location Matters

Southern Economic Association New Orleans
November 2002

Paper: The Comparative Contagion of Domestic and International R & D on Sectorial Productivity Gains

International Atlantic Economic Society Washington, DC
October 2002

Paper: Importing versus Exporting as a Mechanism of Contagion.

Midwest International Economics Meetings South Bend, Ind.
October 2002

Paper: Trade and Investment as Mechanisms of Contagion.

- Moore, Scott. "The Effect of Book-to-Bill Ratio Announcements Semiconductor Sector Stock Return Volatility," presented at the Midwest Finance Association Conference, Chicago, Illinois, March 2002.
- Moore, Scott. "Interactive Assessment and Information Technology – Making the Most of an Assessment," presented at the 2002 Financial Education Association Conference, Baltimore, Maryland, April 2002.
- Moore, Scott. "What Does a Graduate Need? A Comparison of Student, Practitioner, and Finance Faculty Views," Financial Management Association Meeting, Seattle Washington, October 2000.
- Moore, Scott. "Long Term Investment Returns Following the Passage of NAFTA: A Study of Company and Industry Impacts," with Raj Aggarwal, Southern Finance Association Conference,
- Moore, Scott. "Does the Book-to-Bill Ratio Affect Semiconductor Stock Performance? A Study of Industry Wealth Effects," Financial Management Association Conference, Orlando, Florida, October 1999.
- Moore, Scott. "Cases vs. Lectures – A Comparison of Educational Outcomes," Eastern Finance Association Meeting, Miami, Florida, April 1999.
- Moore, Scott. "Industry Differences in NAFTA's Effect on Company Valuation: An Empirical Study of Publicly Listed U.S. Companies," with Raj Aggarwal, Michael Long, and Danny Irvin. Midwest Finance Association Conference, Chicago. Illinois, March 1998.
- Moore, Scott. "Market Interest Rate Adjustments to New Information on U.S. Budget Deficits," with David C. Schirm. Southern Finance Association Conference, Baltimore, Maryland, November 1997.
- Postalache, Roxana Toma. "The Determinants of Mergers: Evidence from the 90s", presented at the Southern Economic Association meeting, November 2000, Washington D.C.
- Postalache, Roxana Toma. "The Corporate Merger Phenomenon: Determinants and Changes in Merger Policies Evidence for Acquiring Firms: 1986-1998" – presented at the MEA 2002 Annual Meeting, March 2002, Chicago
- Postalache, Roxana Toma. "Determinants and Changes in Merger Policies: Evidence for Acquiring Firms 1986-1998" to be presented at the International Academy of Business and Economics meeting, October 2003, Las Vegas NV
- Postalache, Roxana Toma. "Determinants and Changes in Merger Policies: Evidence for Acquiring Firms 1986-1998" to be presented at the Southern Economic Association meeting, November 2003, San Antonio TX.

- Whitehead, John C. "Measuring the Economic Benefits of Water Quality Improvement with the Benefit Transfer Method: An Introduction for Non-Economists," American Fisheries Society Annual Meeting, Quebec City, August 2003.
- Whitehead, John C. Department of Economics Workshop, Appalachian State University, "Contingent Valuation of Sports Stadiums and Arenas: Temporal Embedding and Order Effects," February 21, 2003.
- Whitehead, John C. American Fisheries Society Southern Division Spring Meeting, "Socioeconomic Effects of Pfiesteria," Wilmington, NC, February 2003.
- Whitehead, John C. Southern Economic Association, "Economic Effects of Pfiesteria," New Orleans, LA, November 2002.
- Whitehead, John C. Southern Economic Association, "Joint Estimation of Willingness to pay and Demand Uncertainty," New Orleans, LA, November 2002.
- Whitehead, John C. World Congress of Environmental and Resource Economists, "The Effects Of Information Conveyance On Risk Perceptions, Demand And Willingness To Pay," Monterey, CA, June 2002.
- Whitehead, John C. Contingent Valuation of Culture Conference, "Willingness to Pay for Submerged Maritime Cultural Resources," Cultural Policy Center at the University of Chicago, Chicago, IL, February 2002
- Whitehead, John C. Southern Economic Association, "Hurricane Experience, Risk Perceptions, and Evacuation Preparedness," Tampa, FL, November 2001.
- Whitehead, John C. Department of Economics, University of Central Florida, "Predictive Validity of Stated Behavior," November , 2001.
- Whitehead, John C. Sixth Maritime Heritage Conference, "Shipwreck Economics: What is the Value of Shipwreck Management," Wilmington, NC, October 2001.
- Whitehead, John C. East Carolina University Hurricane Conference: Of People Place and Progress: Extended Recovery on the Coastal Plain, Social Science Research Workshop, "Hurricane Experience, Risk Perceptions, and Hurricane Preparedness," Greenville, NC, May 2001.
- Whitehead, John C. Coastal Plain Waters 2001, Human Dimensions of Coastal Recreation Research Conference, "Paddle Trails and Contingent Fee Data," Washington, NC, March 2001.
- Whitehead, John C. American Fisheries Society, Southern Division, "The Economic Effects of Pfiesteria in the Mid-Atlantic Region," Jacksonville, FL, February 2001.

- Whitehead, John C. Association of Environmental and Resource Economists / Allied Social Science Associations, "Predictive Validity of Stated Behavior Data: Evidence from Hurricane Evacuations," New Orleans, LA, January 2001.
- Whitehead, John C. Southern Economic Association, "Jointly Estimating Contingent Valuation and Behavior for Water Quality Improvements in the Neuse River," Crystal City, VA, November 2000.
- Whitehead, John C. American Fisheries Society, Symposium on Economics of Recreational Fishing: Applications, State-of-the-Art, and Research Needs, "CV and RUM Estimates of the Recreational Value of King Mackerel," St. Louis, MO, August 2000.
- Whitehead, John C. East Carolina University Hurricane Conference: In the Aftermath of Hurricane Floyd: Recovery in the Coastal Plain, Social Science Technical Session, "Hurricane Evacuation Behavior: A Comparison of Bonnie, Dennis, and Floyd," Greenville, NC, May 2000.
- Whitehead, John C. North Carolina Governor's Hurricane Conference, "Social Science Research Overview," (with Bob Edwards, Marieke Van Willigen, Kenneth Wilson, and John Maiolo), Sunset Beach, NC, March 2000.
- Whitehead, John C. Symposium, Estuarine Research in North Carolina, Tidewater Chapter, American Fisheries Society, "Willingness to Pay for a North Carolina Saltwater Recreational Fishing License," Kill Devil Hills, NC, March 2000.
- Whitehead, John C. Triangle Environmental and Resource Economics Workshop, "Using Revealed and Stated Preference Models to Estimate the Costs of Hurricane Evacuation," Research Triangle Park, NC, February 2000.
- Whitehead, John C. Triangle Economic Research, "The Economic Value of Marine Recreational Fishing in the Southeast United States, Durham, NC, March 2000.
- Whitehead, John C. Southern Economic Association, "Single and Multiple Bound Valuation Questions," New Orleans, LA, November 1999.
- Whitehead, John C. National Marine Fisheries Service Workshop to Develop Guidelines for Choice Set Definition in Recreational Fisheries Valuation Models, "SE MRFSS: Distance and Catch Based Choice Sets," Silver Spring, MD, September 1999.
- Whitehead, John C. American Fisheries Society, "An Analysis of Trends in Net Economic Values for Fishing from the National Survey of Fishing, Hunting, and Wildlife-Associated Recreation," Charlotte, NC, September 1999.
- Whitehead, John C. Eastern Economic Association, "Single and Multiple Bound Valuation Questions," Boston, MA, March 1999.

- Whitehead, John C. University of New Hampshire, Department of Economics, "Single and Multiple Bound Valuation Questions," March 1999.
- Whitehead, John C. Southern Economic Association, "Averting Behavior and Groundwater Pollution," Baltimore, MD, November 1998.
- Whitehead, John C. Colorado State University, Department of Agricultural and Resource Economics, "Measuring Recreation Benefits of Quality Improvements with Revealed and Stated Behavior Data," October 1998.
- Whitehead, John C. Southern Economic Association, "Contingent Behavior and Recreation Demand," Atlanta, GA, November 1997.
- Whitehead, John C. Southern Economic Association, "Teaching Environmental and Natural Resource Economics: Panel Discussion," Atlanta, GA, November 1997.
- Whitehead, John C. Midwest Economic Association, "Part-Whole Bias in Contingent Valuation," Kansas City, MO, March 1997.
- Wilson, Dennis P. "The Impacts of Cartel Enforcement in NCAA Division IA Football" presented at the Western Economic Association, July 2002
- Wilson, Dennis P. "Nationality Preferences for Labor in the International Football Market" with Y. Ying presented at the Southern Economic Association, November 2001
- Wilson, Dennis P. "Is Advertising a Good or a Bad? Evidence from Magazine Subscriptions" with C. A. Depken, II presented at the Southern Economic Association, November 2001
- Wilson, Dennis P. "Additional Law Enforcement as a Deterrent to Criminal Behavior: Empirical Evidence from the NHL" presented at the Western Economic Association, July 2001.
- Wilson, Dennis P. "The Economic Structure of Professional Team Sports Leagues" presented at North American Association of Sport Management, June 1999 and at the Southern Economic Association, Atlanta, GA, October 1998.
- Wilson, Dennis P. "Improper Price Setting: The Conference Effect on NCAA Football" with T. DeSchraver presented at North American Association of Sport Management, June 1999.
- Wilson, Dennis P. "Double Moral Hazard and Multidimensional Signaling in NFL Contracts" with M. Conlin and P. Emerson presented at Kentucky Economic Association, October 1997.

**Survey of Ph.D. Alumni
Department of Economics
University of Kentucky
September 2003**

The following questions are intended to provide a framework and to stimulate your thoughts on your doctoral education at the University of Kentucky. Any insights you are willing to share with us on any of the following topics are appreciated. Please complete and return to Jeannie Graves at jgrav3@uky.edu by October 10.

Date of completion of Ph.D.:

- 1988-1991 = 4
- 1992-1995 = 3
- 1996-1999 = 2
- 2000-2003 = 1

1A 2000-2003

1B 2000-2003

1C 2000-2003

1D **2000-2003**

1E **2000-2003**

1F **2000-2003**

1G 2000-2003

1H **2000-2003**

1 – I 2000-2003

2A 1996-1999 Dissertation defense, December 1996; Ph.D. granted May 1997

2B 1996-1999

2C 1996-1999 (to be exact 1996)

2D 1996-1999

2E 1996-1999

2F 1996-1999

2G 1996-

2H 1996-1999 X

2I 1996-1999

2J 1996-1999

2k 1996-1999

2L 1996-1999

3A 1992-1995

3B 1992-1995 ***

3C 1992-1995 XXX

3D 1992-1995

4A	1988-1991	<i>1991</i>
4B	1988-1991	
4c	1988-1991	
4d	1988-1991	
<u>4E</u>	<u>1988-1991</u>	
4F	1988-1991	

1999 2G I would like to preface my responses by saying that I do not think that I was mentally or emotionally prepared for the challenges of graduate school. I am noting this because my outlook on my graduate school experience at the University of Kentucky was certainly adversely affected by my frame of mind at that point in my life.

First-year Coursework and Prelim Exams:

Were you satisfied with the content and rigor of the first-year courses? Any suggestions?

- 1A Yes, the required first-year courses were very well put together although some of them covered material I was already familiar with from my undergraduate work. Specifically, I would suggest offering the new graduate students the possibility to test out of ECO 590 and free up time that would allow students to take one of the required field courses that are only offered once every two years.
- 1B No, my first year was missing some information on statistics that would have been very helpful to know before taking Econometrics one. The good news was the program added a course, after my classmates and I needed it, but so that following classes were better prepared.
- 1C Yes**
- 1D Micro sequence – yes.
 Macro sequence – I believe that the first macro course needs to be improved from the sequence I took. The first course was too easy and not relevant to current work in macro. Maybe where Chris Waller took the course is too far forward, but I would have preferred taking the sequence designed by him rather than what existed before him.
 Math & econ – yes.
 Stats/econometrics – The biggest weakness I felt I had after a year out of graduate school was in econometrics. In part, it is my fault because I did not (and do not) enjoy econometric theory. In part, I think the econometrics sequence does not cover enough material. I covered the basics in the sequence but needed more. I received some additional knowledge in the Labor field. Looking back, I would have liked more applied econometrics.
- 1E Yes. No suggestions
- 1F YES,
 Introduction to micro and macro and the advance micro and macro should be more connected. Maybe intro micro professor should teach advance micro in the following semester.
- 1G Yes
- 1H Needed More rigorous Math-stats sequence.
 I learnt NOTHING in Advanced Macro. Steve Holland taught me the first Macro (we used Barro's book, and that was a great class).

- 1 – I** I was satisfied with the first-year courses
- 2A Yes, I was satisfied with the content and rigor of the first-year courses. I came into the program with an MA and a decent background in microeconomics. Thus the first microeconomics course (John Garen) was a relatively fun class for me. However, I was rather weak on macroeconomics when I started the program. I found the first macroeconomics course (Mark Toma) to be both challenging and rewarding. The second courses in both microeconomics (Dan Black) and macroeconomics (Steve Holland) were challenging. However, I felt like I was gaining a deeper understanding of the relevant material and enjoyed both.
- I found the first statistics course (Stats something) to be a lot of work with very little direct pay-off. I now realize that the professor actually taught a very organized course covering probability distributions. However, at the time I was always wondering how the material related to economics. In my own case, I think that I would have learned more material AND been motivated to learn more statistics from the beginning of the program if I had taken or sat-in on an undergraduate econometrics course.
- 2B The first semester of Micro was too easy compared to the second semester.
- 2C Yes,
- 2D Generally yes. However, I felt the first year math econ course was too disconnected from the theory courses. Perhaps using a book like Silberberg would help reinforce the importance of the mathematical procedures to economic theory
- 2E The first semester courses, particularly the mathematical economics and probabilities class, could have been more rigorous**
- 2F Yes, I was satisfied.
- 2G I found the content and rigor, to be more than what I had expected. I came from small, supportive undergraduate institution. I was not prepared for how little one-on-one attention I got from UK graduate professors. I was intimidated by the way the professors spoke to us, not kindly, not encouragingly—not very approachable, or conducive to learning. While I do not feel like graduate students should be coddled, they should receive instruction when it is asked for. I was unprepared for the competitiveness of my fellow graduate students—my year in particular seemed to adopt this attitude that we should not ask for assistance or explanations from professors. I feel that in some cases, the advice of the professor/mentor is the best way to learn a new technique, theory, etc. I also would like to point out that I believe it was easier for a male student to “get along” in the UK economics graduate program than for a female. The male students played basketball with the professors. There was not one female graduate professor when I was there—very much a “good ol’ boy” network feel. Finally, I believe that all the graduate economics students got labeled very early on—meaning the professors had already decided who would not make it through the program.
- 2H Yes.
- 2I (first semester): Mathematical economics, 1st microeconomics, 1st macroeconomics and statistics. (second semester): 2nd microeconomics and 2nd macroeconomics, econometrics. I believe that Economics department of Kentucky has very strong strength in applied fields, but there are not enough applied fields are offered by the department. I would be very happy to see if professors of the department will offer more applied courses starting at the second year. Then, students will have opportunities to learn more from professors how to conduct their researches. Personally, I believe this is very critical

for our department. Most graduates will have no publications up to their 3rd years on their tenure track position, and the chance for them to get tenure is very slim up to the tenure review.

- 2J Yes, the only complain I have is that the entire Macro sequence was taught by one person. This was not the best learning environment and may have been detrimental to developing macro related interests.
- 2k Yes
- 2L Yes.
- 3A The first year coursework was rigorous and prepared me for my field studies. My only suggestion is making the econometrics and statistics courses more applied. Most of my research work is applied and requires using econometric techniques.
- 3B Yes. It was tough.
- 3C Yes, I was satisfied with the first year courses.
- 3D YES
- 4A Yes. However, Econometrics II should not be offered in a summer time but during a regular semester.
- 4B Yes. Suggestion: Since the mathematics behind the economics are so crucial, having a support system in place for remediation of problems would be very useful.
- 4c Yes, maybe a different stats section but you already do that I understand.
- 4d YES
- 4E Microeconomics I: I felt that this could be more rigorous.
Macroeconomics I: My professor used Branson's "macroeconomics" and taught it as a very light course. On hindsight, I feel that I would have benefited greatly from a more rigorous foundation. I felt that the first micro and macro courses were too easy!!!!
- 4F Well, they were plenty difficult for me – especially the micro sequence. I could have been a better student of course, but I think I might have been better off taking masters level micro to start. I learned some math in the 760 courses, but it seemed disconnected from the economics in micro. Not that it was disconnected necessarily; I just wasn't making the connections. I actually understood the connection to the math better after I taught undergraduate micro. On the macro side, as I recall, the PhD and masters classes were combined so I did much better there.

Were the micro and macro prelim exams effective as a learning device? Suggestions?

- 1A I did not get a student benefit from taking the actual prelim exams, since we were already tested on the material during the first-year classes. I realize that the prelims are a way of weeding out some students, and find them valuable for that reason.
- 1B Yes, I was satisfied with the exams. They were difficult but I thought they were a fair test of what we learned the first year.
- 1C Yes
- 1D Yes. No suggestions.
- 1E Yes. No suggestions
- 1F **YES, No suggestion here**
- 1G **Exams are good evaluation device rather than a learning device**
- 1H - Yes. Very much so,
- 1 – I Yes I think the prelim exams were effective

- 2A Yes, I was afraid of failing the prelims and thus studied the material that I expected to be on the prelims. It was effective.
I recall having a great feeling of thanks for Steve Holland, who took one day in macroeconomics to explain the prelim process and suggest study techniques. For some reason there seemed to be a great deal of mis-information circulating through my class before that day. In addition to offering use some good advice, he also cleared up a great deal of confusion. I would suggest institutionalizing such a “prelim awareness discussion” at some point in the second semester. However, I believe this started with the class of students after mine.
- 2B Yes
- 2C They scared me enough to studying for them, however, from a former student’s perspective, rather than thinking of them as a learning device, I always thought of them as an assessment device
- 2D Absolutely. I never really learned economics until I started studying for the exams.
- 2E Yes. Consider adding a third prelim around econometrics.
- 2F Yes.
- 2G I had to take the prelims a second time to pass them. I did find them effective the second time around. I enjoyed the feeling of accomplishment at having learned so much material in such a short amount of time.
- 2H For their intended purpose, yes.
- 2I Yes.
- 2J Yes, not only were they effective learning experiences but an essential part of graduate school and the weeding-out process. The fear of their existence makes one determine their level of commitment to earning a PhD. The preparation for the exams solidifies two things to every student: just how much they had actually learned in their first year and just how much they really did not know about economics. The later lesson is great preparation for field classes and for engaging in future research (dissertation and beyond).
- 2k Yes
- 2L They provided a good incentive to study. Prelims seemed much more intimidating and seemed to have more importance than final exams.
- 3A The exams were effective as a year-end exam. I did not consider it a learning device. Also, taking both exams so closely together reduces the time spent studying for both exams.
- 3B About as far as tests go. I had to retake one, and in the studying process, I grew to like that topic more than the one I passed
- 3C I thought that the micro and macro prelim were very useful as learning devices.
- 3D YES, I ALSO FOUND THEM TO BE AN EFFECTIVE WEIGHT LOSS DEVICE (STRESS) I REVIEWED PRINCIPALS AND IT GAVE PERSPECTIVE ON ALL THE MATH AND THEORY
- 4A Yes.
- 4B Yes, though it was studying for the exams that was effective, not so much the exams themselves.
- 4c Yes, No suggestions

4d YES

4E Yes. Studying for the prelims was very useful! However, the only feedback we got was whether we passed or failed. I feel that each student should have an opportunity to discuss his/her exam with some faculty member.

4F Learning device? Is that their role? They are a big stick, and they create a LOT of anxiety so people do study and learn something. Personally, I think they are more tribal than pedagogical devices though. The uninitiated grad students learn about the great dance in the prep courses. If they pass the prep courses, they face the mysterious tests their elders conjure up. The prep courses taught them the steps to the ritual dance, but will they have the magic to transcend their novice interpretation? There should be some chanting and animal sacrifice. OK maybe that's a little over the top. I'm sure the idea behind the theory exams is not so primitive. One possibility is that the concept is testing to standard. But the standard is locally determined - so why all the mystery of examining committees and a body of knowledge that transcends the prep courses? It seems to me that assessment within the prep courses would be more appropriate. The standards can be clearly defined in the courses, and there's no reason the standards can't be established and coordinated across faculty and courses. Students who fail the courses don't progress. They can take the course again and try to meet the standard. If students progress from the prep courses, but fail a prelim, what does that say about the prep courses? (By the way, I passed my theory exams on the first run.)
(Another possibility is that the theory exams function as program assessments. If they are, then the incentive structure seems considerably out of balance.)

Were you satisfied with the academic advising and mentoring that you received in your first year? Suggestions?

1A To be perfectly honest, I do not remember any advising/mentoring during my first year. I think the only advice I got was to make sure that I successfully completed the first year coursework and the prelim exam.

1B Yes

1C Yes

1D Yes. There is not much need for advising in the first year because you have no choice in course work. You only need advising in the first year if you are unsure whether you want to continue in the program, in my opinion. My only suggestion would be to distribute a calendar stating a timetable. For example, in the fall semester of the first year, you take courses A, B, C, and D. Also, you should have a dissertation adviser by the middle or end of your second year. This sort of standard information should be provided so students don't have to ask other students (who may have inaccurate information) or professors (which saves the DGS and others time).

1E I can't specifically recall any advising and mentoring in the first year. When I thought I needed advice or assistance, I went to the person in the department I thought would be able to help. I recall no unresolved problems and I have no dissatisfaction with how this worked. No suggestions.

1F **YES.**

1G **Yes, I had a great supervisor.**

1H Great Advising.

1 - I Not much

- 2A I'm not sure how to answer that; I didn't expect any advising or mentoring the first year. I assumed that I was to learn the material to pass the prelims
- 2B Yes
- 2C The DGS my first year was Frank Scott. He was great, but then they switch to another professor (Jensen), who was more self-serving and whose advising was often misleading
- 2D Yes
- 2E I do not remember receiving much advising or mentoring during the first year.
- 2F Yes, I was satisfied
- 2G I think I could have used a few more sit-down talks with all my professors. But again, I did not feel that they were approachable, or even wanted to "bother" with me. Especially for someone coming to graduate school straight from undergraduate, I think it is important to converse with the student. I would imagine many undergraduates continue on to graduate school without really contemplating whether the path is right for them. The graduate professor could help play an important role in sorting out the choices available to a young person
- 2H Yes, this is one of the strongest points of the program at UK. There is more interaction between students and faculty from the first year to the end. Many of us would not have made it at larger programs with less guidance
- 2I Yes.
- 2J I am not sure that there was any, but that was OK for me. In my first year it is relatively clear what one needs to do: prepare for prelims. If I had any suggestion, it might be to bring back former graduate students to have "round table" Q&A session with the current graduate students.
- 2k Yes
- 2L No, there was little of this
- 3A Yes.
- 3B Yes.
- 3C I was satisfied with the academic advising and mentoring. The professors in UK's economics department were very easy to talk to and ask questions.
- 3D YES
- 4A Yes
- 4B Generally, yes, though I could have used more help to get up to speed on the mathematics (ECO590 helps a lot, but for some students (like me) it was not enough.
- 4c Yes
- 4d NO I NEEDED MORE GUIDANCE ABOUT WHAT WAS EXPECTED OF ME (E.G., WORKSHOP ATTENDANCE)
- 4E Academic Advising was good. As an international student, I felt that there was not much mentoring available. I also feel that if I would have benefited by some exposure to research topics in some of the courses. The only course where I had exposure to literature review was in my second macro course (taught by Dr. Steve Holland at that time) which ultimately ended up being my dissertation topic.
- 4F I would say it was pretty limited. Suggestion – assign every grad student a faculty advisor and create incentives on both sides for them to get to know one another.

Do you have any other suggestions for changes in the first year of the Ph.D. program?

- 1A Given the concentrated program (four years) I think students should be advised to decide on a possible field/dissertation path starting in their first year, and a possibility should be found for them to take the desired field courses as early as possible, maybe even during their first year.
- 1B No
- 1C No
- 1D Require attendance at micro and/or macro workshop (or enforce the requirement you had in the contract while I attended).
- 1E Provide an outline to the first year student, stating the deadlines, prelim test dates (rough time frame), and anything else (overall requirements) helpful to the 1st year student
- 1F **No.**
- 1G **Put more emphasis on student research and apply for finding for RA's positions.**
- 1H Weed out more people.
- 1 – I Need a program how to use the econometric or statistic program
- 2A No.
- 2B Make the first semester Micro more rigorous in preparation for the second Semester.
- 2C *Some students come into the program with little understanding of what will be expected as professional economist. As a result they lack proper perspective for the last year of the program. I think an orientation for first year students would help. Let the students know the strengths of the department, what do professional economics do, how important is research and publishing, etc. Give as much information up front so students are not left at the end trying to piece things together, especial when it comes to the importance of research*
- 2D NO RESPONSE
- 2E **Try to level the T.A workload across professors. I benefited from having relatively few T.A duties with my professor my first year, however, other students had more obligations.**
- 2F More details in econometric tools
- 2G **NO RESPONSE**
- 2H It was already made, getting the stats class in house.
- 2I No.
- 2J While I understand that the first Micro and Macro classes are combined Masters and future PhD students, from a PhD perspective the rigor of those courses could be increased.
- 2k Students without graduate courses and economics teaching experience were at a disadvantage and were always playing catch up. Emphasizing this to prospective students would be beneficial
- 2L Students should be forced to focus on their writing skills. The program focuses on the technical aspects of economics, but fails in developing students' abilities to effectively communicate their results.
- 3A No.
- 3B No.
- 3C **No response**
- 3D NO
- 4A No.

- 4B Hard to say, since I know there have been drastic changes since I finished (1990). For example, I know that students are now more prepared to teach than when I was there (I was given a book and a class assignment—no preparation for teaching whatsoever).
- 4c No
- 4d No response
- 4E Make the macro and micro courses more challenging. This will lay a solid foundation for the students
- 4F Pre-test students to assign them to appropriate courses. I was really swimming in the micro classes. My math stat course could have come down a notch in theory and up a notch in practical application to econometrics

Second-year Coursework and Field Exams:

Were you satisfied with the additional micro and macro theory and econometric courses that you were required to take?

- 1A Yes, absolutely
- 1B Yes. As much as I hated it at the time, Econometrics turned out a VERY good preparation for life after UK.
- 1C Yes, but an added emphasis on empirical applications of econometric techniques would have been instructive. The whole process of working with data, determining the appropriate techniques to test hypotheses, understanding data shortcomings, etc. would have been very helpful in the dissertation process, as well as added to the skills I could take to the market place.
- 1D See the discussion above for the econometric sequence and the macro sequence. I was satisfied with the micro sequence.
- 1E Yes.
- 1F **Yes**
- 1G Econometric courses were especially useful
- 1H Yes (except Growth Theory). It could be a great class since it's a hot literature
- 1 – I At that time, not satisfied with econometrics
- 2A I greatly enjoyed the third microeconomics course (Richard Jensen). I felt like I was learning interesting material in both an intuitive and a rigorous fashion. With hindsight I still think it was a great third class in microeconomics. I was not as motivated in the third macroeconomics course as I might have been; I had already decided on micro-based fields and was more interested in those courses. Having said that: the third macro course was a weak course. I started the class with little motivation and quickly lost it. There was no point at which the material seemed to clearly connect with the earlier macro classes. I have no idea what I am presumed to have learned in that class. I am pretty sure that Dr. Fackler took over this class in the year after I took it and turned it into a growth theory class. If I am correct, GREAT! Growth theory is one of the most interesting and important areas of macroeconomics and clearly deserves a place among the required macroeconomics topics. I found both econometrics courses to be challenging and rewarding. In fact, I found the first course to be so useful that I sat in on it later in the program to be sure that I had internalized the relevant material.
- 2B Yes

- 2C Students lack perspective. Going through the program, I did not know whether the courses were good or bad. I followed the algorithm in place, but looking back, and knowing what I know now, in comparison with people in similar institutions like Georgetown College, I think had very good foundational courses
- 2D Yes
- 2E The summer econometric course was too rushed. As many students do applied micro work, it would have been beneficial to spend more time on limited dependent variable techniques, programming, etc. Just an observation... with the third course happening after the prelims, there is little incentive to excel in the theory course outside your area of focus, i.e. why learn the micro if you're going to pursue macro fields?
- 2F Again, the econometric materials can be enhanced. But this may be the problem of students' ability, not the instructors'
- 2G I think my whole year about lost it in Mukhtar Ali's second econometric course. This is a very tough economic area to begin with, at some point people just get irrevocably lost. I wonder if it is a good idea to allow group homeworks or classes without tests? At some point we should be made accountable for the material we are supposed to know.
- 2H No.
- 2I Yes, and they are important
- 2J As mentioned before, I had completely lost interest in macro topics by the time the third theory course came along due to a lack of varying perspectives. That being said, I do not know if it was worth while of not, I simply did what it took to get through it. As per econometrics, I believe that I underestimated the importance of applied econometric expertise for graduates of UK. Since there is a lesser emphasis placed on modeling techniques at UK, being an applied economist is generally UK's comparative advantage. So a potential suggestion would be a Research Methods class where one does a series of replications and then original applications. It would have been of great benefit to me.
- 2k yes
- 2L The additional micro was good. The macro might have been good for certain fields, but the first two macro courses seemed to be sufficient for those interested in micro topics. I would have preferred focusing on another micro course.
- 3A The theory courses were good preparation for my field courses.
- 3B Yes.
- 3C Yes
- 3D YES
- 4A There were no other econometric courses offered but Econometrics I (spring semester) and II (summer term). Summer courses are not good as we could not learn and practice well enough. Independent studies are better for summer courses.
- 4B Yes
- 4c Yes, although the second Macro might not have been necessary
- 4d NO, TOO THEORETICAL (ESPECIALLY ECONOMETRICS)
- 4E** *Quite Satisfied*
- 4F As I recall, we didn't take micro/macro second year. We took field courses and econometrics. One thing I think would be kind of interesting to try would be to make a second or third econometrics class modular and tie it to field courses so that field courses would provide raw material for applied econometric problems.

Were you satisfied with the content and rigor of the courses that you took in your fields of concentration?

- 1A Yes, they were all very helpful for my dissertation work and my subsequent research activity.
- 1B Yes
- 1C The public finance field classes could have done a better job of presenting the seminal works in the field and the subsequent extensions.
- 1D Yes.
- 1E Dr. Bill Hoyt's public policy lectures were excellent for walking students through complex math. Dr. Jensen's industrial organization and game theory courses were outstanding for understanding how actors are motivated
- 1F **Yes**
- 1G **Yes, definitely.**
- 1H Yes—the labor sequence was nothing short of brilliant
- 1 – I** Yes.
- 2A Yes! In fact, I enjoyed field classes so much that I completed the course work for three fields (public, IO, and labor).
- 2B Yes
- 2C *My fields ending up being IO and Theory. The latter I don't think exists anymore. Generally, I thought the courses were sufficient; Theory could have been more structured. But overall, I learned a great deal from them.*
- 2D I thought the international field was too broad. Perhaps the field could be split into a micro/trade/GE-type field and an open economy/macro/money-type field
- 2E** **Yes**
- 2F Yes, I was satisfied
- 2G Yes. I particularly enjoyed the I.O. classes--the material was interesting and challenging, yet not overwhelming
- 2H Yes, very much so. The classes in IO and environmental were spectacular.
- 2I Most of them are good
- 2J I had three fields: IO, Public, and International. As I recall, the rigor of the second Public (taught by E. Toma) and the first Int'l course (taught by M. Webb) were significantly under what one might expect for PhD work. Again, this is likely due to the mix of Masters (or Public Admin) and PhD students in these courses. The IO sequence was very good. By saying the rigor was not as high as one might expect, does not mean that I did exceptionally well in those classes. In fact, I likely put forth less effort because of the lack of rigor
- 2k yes
- 2L Generally, yes. Some courses seemed beyond the capabilities of most of the econ students. Many seemed to struggle just to get by and were unable to gain a good command of the topics. Others, however, were too easy
- 3A The rigor of the courses prepared me for my field exams. More hands-on econometric and writing exercises would have better prepared me for my career. I had a good

understanding of the field in general, but did not have a good understanding of how the research was conducted, analyzed, written and presented.

3B It was ok.

3C Yes

3D YES

4A *Yes.*

4B Yes—they were just about right.

4c Yes

4d YES

4E International Economics was an eye wash. We barely learned anything in it. This is such an important course that I felt cheated!

4F Generally yes. One weakness of the field courses in my day might have been an emphasis on coverage of literature rather than synthesis of it (at least in the courses I took) – especially as it relates to trying to contribute to a given line of literature. If it were me, I'd try to teach grad students at this level the difference between an AER contribution, and an SEJ contribution say. I'd also want them to work on projects that would have journal potential at some level. I get the sense that PhD programs have changed a lot in this direction already

Were the written field exams effective as a learning device? Were you satisfied with their coverage and rigor?

1A I do not consider the field exams a learning device. They were redundant given the exams taken during the field courses, but in terms of content they were definitely fair

1B Yes

1C Yes

1D NO! I was satisfied with their coverage and rigor, but I think the time I spent studying for them could have been better spent working on research that could eventually be publishable. Another small drawback of the program is that there is no emphasis on research outside of the dissertation (mainly a result of encouraging students to finish in four years, which was a positive thing for me). Other programs focus more on having research in addition to the dissertation, which was not emphasized, expected, or really encouraged while I was there. I think there is still a strong argument for taking for one field exam. But, I think the time spent studying could be better used to encourage research. Maybe this time could be spent in an independent study course where the student spends time continuing a research project began in a field course. For example, I wrote a paper in one of the Public courses. During May, maybe I could have taken an independent study course with my advisor where I would have been required to continue my research on that paper. The month I would spent studying for a field exam would be spent working on nothing but that research, which could be enough time to make significant progress.

1E Yes. I cannot remember any dissatisfaction with the coverage or rigor of the exams.

1F I believe so, although continuous updates on the use of more recent journal articles discussed in the field class and used in field exams is important (I know this requires more prep. time for the instructor, but this also good to keep the instructor up-to-date with current publications).

- 1G Yes, field exams were quite rigorous.
- 1H Yes.
- 1 – I** Yes
- 2A Yes, I studied hard for the field exams. At this point I was not particularly worried about failing out of the program but I didn't want to embarrass myself with a poor performance
- 2B Yes
- 2C *Frankly, I did not think the field exams had much purpose. Once past the prelims, I thought I was home free. I did not think there were consequences for failing them. I studied for them, but I knew they had little bite or barring for my progress.*
- 2D Yes. No problems
- 2E** **Yes**
- 2F Yes, I was satisfied
- 2G Yes.
- 2H Yes
- 2I Yes, very much.
- 2J Yes, but the portion of the Public exam from the second course was not very demanding. Again, I whole heartedly believe that these exams play a very important roll in one's graduate study.
- 2k yes
- 2L Yes. Yes.
- 3A The field exams were an effective learning device for theory. They did not prepare me for my career.
- 3B Yes.
- 3C Yes, I thought that the written field exams were very useful as a learning device.
- 3D YES YES
- 4A Yes. No problem.
- 4B Yes, though the finance field exam was pretty easy.
- 4c Yes
- 4d YES
- 4E I think that the field exams were alright. I took mine in International Economics and Monetary Economics. While I passed both, I am not sure that the quality of my answers for International Economics was good. I learned the subject material totally on my own due to the poor quality of teaching of the International Economics course!
On the other hand, monetary economics was taught well and I was totally satisfied with my preparation as well as my performance in the course.
- 4F See my comments on theory exams above

Were you satisfied with the academic advising and mentoring that you received in your second year?

- 1A The academic advisor I selected was on leave at a University in a different city at the time, and I did not benefit from significant guidance.
- 1B Yes, although at the stage I think very little advising is going on. Mostly it was encouragement to complete the two fields
- 1C No, greater emphasis should have been placed on the developing of empirically testable hypotheses and writing for publication.

- 1D YES. Again, I knew the fields I wanted to take, so there was not much need for any additional advising necessary.
- 1E I can't specifically recall any advising and mentoring in the second year. When I thought I needed advice or assistance, I went to the person in the department I thought would be able to help. I recall no unresolved problems and I have no dissatisfaction with how this worked.
- 1F **YES**
- 1G **Yes, fully. Without Mark I would not be able to finish the program in two years.**
- 1 – I No, I am not at all.
- 1H Yes/
- 2A Yes. I received helpful advice from a variety of professors
- 2B Yes
- 2C *NO! The professor (Jensen) that took over as DGS, was self-serving. He should have never been allowed to direct graduate students. I remember, he called me into his office and told me if I need anything, like classes offered he would offer me independent study, but I later found it to be insincere talk. Another students, who transferred to another department was given correct information that cost the student the degree he wished to pursue.*
- 2D Yes.
- 2E **Yes**
- 2F Yes, I was satisfied
- 2G Yes. My dissertation advisor was a great mentor, motivator, and teacher for me.
- 2H Yes, again very much so.
- 2I In fact, I would say that DGS should consider giving a talk to students in the every end of year. The choices among number of fields for students are difficult. DGS might invite professors in different fields and give very simple talk to guide students what focuses are emphasized in different fields.
- 2J Yes and no. It was clear that some faculty took specific students under there tutelage and got them involved in the faculty members own research. While this may have been mutually beneficial for the student and the faculty member, the selections seemed somewhat politically foul. This feeling is not based on spilled-milk or a bitterness toward the faculty. However, knowing the students that had been shown favoritism, their character, ability, and selfish interests there selection always seemed questionable. I believe in the end, the faculty members realized that their decisions may not have made optimal decision when more complete information became available. Despite this, I never had any difficulty receiving advice from any faculty member I confided in.
- 2k yes
- 2L Yes. I my case, I was a research assistant. This allowed me to interact more with faculty.
- 3A Yes.
- 3B Yes.
- 3C Yes.
- 3D **YES**
- 4A Yes. Dr. Jensen and Dr. Stober were the best teachers and mentors I have ever had
- 4B I admit that I don't remember—I was comfortable in the program by that stage.
- 4c Yes
- 4d **YES**

- 4E Academic advising was good. I don't think that there was mentoring
4F Honestly, I don't think I got much at all

Do you have any other suggestions for changes in the post-prelim pre-dissertation portion of the program?

- 1A I think the students could be more involved in the research conducted by faculty, before they start doing their own work. It could be optimal for students to be teaching assistants during the first two years, and research assistants during the last two. It is not uncommon for Economics Departments to have students' dissertations be part of a broader project pursued by a faculty member.
- 1B The biggest problem was when your field did not finish until your third year. It then created a timing problem, which created additional problems.
- 1C **No Response**
- 1D Encourage (or require?) those that are going to continue in the PhD program to present at the KEA conference in their third year. The research project they are working on instead of studying for the field exam would be perfect for KEA.
- 1E **No.**
- 1F You may ask students that passed the fields to present a proposed dissertation in the workshop. This put more pressure to both candidate and advisor to move quickly to dissertation stage. Therefore, it avoids potential time wasted to find a dissertation topic
- 1G Again, I firmly believe that the success of the program is determined by the students' involvement in faculty research. More research workshops are needed. Students should research more guidance on publications, writing papers, applied work.
- 1H No.
- 1 – I No.
- 2A Have you considered adding a third required course in econometrics? A course that went into more depth on non-parametric tests, semi-parametric techniques, panel data, and time series approaches might be a good addition. In the past I believe many of these techniques were field-specific (e.g., panel data in labor, time-series in macro), but I think that is less true now than it used to be.
- 2B No
- 2C Looking back, it seems to me variety was lacking in the field courses. UK listed a lot of fields with far too few faculty members to service them adequately. I understand resources dictate what courses can be taught, but perhaps, UK could narrow the fields and become more specialized. I know this is drifting from topic a bit but it comes to mind at this point. Frankfort needs to pay faculty more or price discriminate to attract the highest quality professors to compete with top-twenty research universities. Don't get me wrong UK is a respected institution, but with the loss of so many great researcher, the reputation will fade unless salaries increase to attract talent.
Unless the Frankfort is going drop a ton of cash on the department, perhaps resources can be pulled from weak areas and intensify in others. Have one, two or three, specialty fields that would rival top twenty universities. If university policies would allow this to happen, I know it would relegate many faculty positions to service teachers, but if UK could pay enough to attract and keep a few superstars, then maybe the reputation of the department can be maintained or increased. It would result and higher caliber students

- wanting to study under Dr. so-and-so the world-renowned authority in such-and-such field.
- 2D I would like to see more research assignments in the field classes. I remember reading many articles and gaining a real appreciation for the work in the field. However, I think requiring actual research production in the field courses would have helped prepare me for the dissertation phase.
- 2E Add a research-oriented component to the field courses as a way to get students familiar with the dissertation and proposal process.
- 2F NO RESPONSE
- 2G NO RESPONSE
- 2H More emphasis on how to conduct applied research.
- 2I More applied courses are definitely needed
- 2J None that have not been previously mentioned
- 2k NO RESPONSE
- 2L Again, there needs to be more focus on effective writing
- 3A My suggestion is to have graduate students work more closely with faculty members on their current research projects. Allow students to re-run econometric analysis and report their findings. Then allow the students to compare their results with the faculty member's results. Have the students draw conclusions about their results and compare their results with the faculty member's results. The faculty member could provide literature review articles and the data. The students would need to design a testable model, run the tests and report the tests.
- 3B No
- 3C No
- 3D NO
- 4A No
- 4B Make sure students are working on finding a dissertation topic and getting a committee together, even if informally.
- 4c Maybe have a dissertation readings course
- 4d NEED OPPORTUNITIES TO CONDUCT RESEARCH BEFORE THE DISSERTATION
- 4E Plenty! This is a time when students are confused and clueless about their dissertation. I feel that students could be made more involved in some of the working papers of the faculty
- 4F I think I learned more about research in doing my dissertation, than in all my coursework combined. I think being better prepared for this phase would have been helpful. (But I'm open to the suggestion that this says more about me than the program.) Also, perhaps requiring advisors to ensure that students make progress, or show specific progress might be helpful.

Dissertation:

Did you receive the appropriate support and guidance in finding a dissertation research topic?

- 1A See the question regarding the mentoring during my second year.
- 1B Yes
- 1C Yes
- 1D YES.

- 1E I believe so. As a result of this guidance, I decided to pursue a topic that was practical and worked with the strengths of the faculty. This approach was successful, particularly because of the support of the committee advisor/members.
- 1F **YES**
- 1G **I selected it myself.**
- 1H Yes.
- 1 – I Yes.
- 2A Yes.
- 2B Yes
- 2C *I did once Dr. Frank Scott graciously agreed to be my chair*
- 2D This is related to my comments above. I think the field courses are designed to help direct the student towards a topic of interest. However, many of the field courses do not assign research papers and instead just assign readings. Therefore, the student only gets a sense of the previous literature, but doesn't really get a hands on look at the topic. Perhaps assigning research papers within the field classes would jumpstart the process.
- 2E **Yes**
- 2F Yes.
- 2G Yes.
- 2H There is a wide range in the amount of guidance provided by advisors for student's dissertations. My chair did not provide any guidance in this area except to say, "no this is not a good topic." This was frustrating for me and I did not realize it at the time, but this was the right approach. I spent a lot of time chasing dead ends. But, it was a good learning process.
If a graduate student is given a topic and data they will probably not be able to find their own research topics in the future. The only way most of us will be able to conduct research (and not just something published in refereed journals) is by trial and error. I hated it at the time but my chair had the right approach. If you make this part of the process too easy, the Ph.D.s coming out will not be able to do their own research.
- 2I Yes.
- 2J I feel like the selection of my major professor is among the best choices I have ever made. Dr. Scott helped me not only select a dissertation topic, he trained me in how to go about conducting research. This includes pointing me in a direction without telling me the specific direction to proceed, telling me things that I needed to hear not things that I wanted to hear, and forcing me to answer the questions that I asked without allowing me to flounder aimlessly.
- 2k yes
- 2L No.
- 3A Yes.
- 3B Yes.
- 3C Yes. I found that UK's professors were very helpful in writing a dissertation.
- 3D **YES**
- 4A Yes. The coursework provided by Dr. Jensen and Dr. Stober gave me a good theoretical background
- 4B Not really applicable, as I found my topic on my own
- 4c Yes, Dan Black and Mark Berger provided wonderful support
- 4d **YES**

4E *No! I selected the topic on my own!*

4F Yes, I think I actually had a terrific topic. I could do a heck of a dissertation on it now! It is a learning process.

Did your coursework prepare you adequately to conduct research on your dissertation?

1A Yes. My dissertation was an empirical one, and the econometrics/statistics courses were especially valuable.

1B Yes

1C Yes, but it was not until the dissertation that I actually had to develop a dataset for testing my hypothesis. I had limited experience in actually employing econometric techniques.

1D More applied econometrics please.

1E **Yes.**

1F **YES**

1G **Yes**

1H Yes.

1 – I Yes.

2A Yes.

2B Yes

2C *At the time I did think so, but looking back now I believe it was adequate.*

2D Yes

2E My biggest gaps were mostly technical – unfamiliar with data manipulation, relatively weak programming skills to execute appropriate regression techniques. From a theoretical standpoint, I felt well prepared.

2F Yes.

2G Yes and no. I always wondered if it would have been better to give graduate students more experience writing and working with data before they start on a project as big as a dissertation. I felt like I was a pretty unaccomplished writer, and then I was expected to write a 200 page document. I think we all might have benefited from a writing course or two. Even in my job today, I see how important it is to write the English language well.

2H No.

2I Yes.

2J While I may have known the economic concepts that were of importance, I do not think that I was adequately prepared to do research. I did not fully understand (nor do I to this day) how to appropriately model economic situations or problems. Additionally, I do not think I knew how to apply the appropriate econometric techniques to specific problems nor did I fully realize the meaning of what the econometric results indicated. This said I realize that this responsibility falls on me as well as the department that trained me. In this regard I likely have let myself down a bit.

2k yes

2L *Yes.*

3A More applied econometric work would have been helpful to my dissertation and VERY helpful in my career.

3B Yes.

- 3C Yes, the coursework did adequately prepare me to conduct research on my dissertation. If I did have problems I found that the professors were willing to answer questions and to help.
- 3D YES
- 4A Yes.
- 4B Yes.
- 4c Yes, both my theoretical and empirical background provided all the tools necessary to complete my dissertation
- 4d YES
- 4E Yes!**
- 4F It's quite possible that I just didn't get it, but as I noted above, my coursework seemed oriented more (actually almost exclusively) toward reading the literature rather than how to publish in it. I think focusing more on the incremental contributions in the papers and how to contribute to the literature would go a long way to improve the courses. Also I would suggest requiring students to do a lot of (initially, highly directed) research and to make a lot of class presentations. We hardly made any presentations in my courses

Did your advisor and other committee members provide appropriate guidance and mentoring while you were writing your dissertation?

- 1A My situation was a special one, given that I had to change advisors during my third year, due to the unexpected leave of my first advisor. After a certain period of adjustment, things got back on track, and my new dissertation advisors were very helpful
- 1B Yes and No. It still seems strange. Yes, the chairman of my dissertation committee did an outstanding job. I had a wonderful chair. The chair really put a lot of time and effort into making sure my dissertation and presentation was ready for the defense. The rest of my committee is another story. Some members did contribute, while others just agreed with my chair and trusted that the chair knew what was going on.
- 1C Yes
- 1D YES.
- 1E I received excellent guidance from my committee advisor (committee chair) and key committee members. At the beginning of the dissertation, I received detailed comments and technical suggestions that proved productive. My advisor was very accessible and I think would have talked with me as often as I felt necessary. At the conclusion, my advisor assisted me greatly with his help managing the dissertation completion, defense, revisions, and final acceptance procedures.
- 1F Absolutely YES
- 1G Yes, I appreciate it very much.
- 1H Yes.
- 1 – I** Yes.
- 2A Yes. In fact, they clearly went out of their way to assist me with problems; they were great.
- 2B Yes
- 2C *Dr. Frank Scott was great! If it wasn't for him I would not have finished the degree. My first dissertation adviser before Dr. Scott was terrible. While under Dr. Scott advising, I*

found most everyone on my committee was helpful, except for the Marketing professor I put on as an outside adviser. He was more of a hindrance than help.

- 2D Yes
- 2E Yes
- 2F Yes.
- 2G Yes, I certainly had more interaction with my advisor, and my outside committee member than with anyone else, but I also recall a professor not on my committee being particularly helpful.
- 2H Yes, my chair and all committee members were excellent. My chair read and reread drafts of my dissertation. But again, part of it was not giving too much.
- 2I They are very helpful
- 2J My in-department committee was fantastic. I cannot imagine what the dissertation stage of my graduate work would have been like without: Dr. Scott, Dr. Hoyt, Dr. Garen, or Dr. Jensen. Each of them did a great job at making me think. Even when difficulties arose which they may have easily solved, they understood that the learning experience comes by doing not by observing. They commonly assisted just enough to allow me to resolve the conflict with further thought.
- 2k yes
- 2L Yes for the dissertation chair, but no for the other members. The other members provided little input and only just before the defense
- 3A Yes.
- 3B Yes
- 3C Yes
- 3D YES
- 4A Yes
- 4B No, not really. My advisor (Dr. Laumas) did not help me much. I did most of it on my own. It worked in that I defended and got a job, but I never got a publication out of my dissertation.
- 4c Yes, they provide the correct mix of criticism and encouragement to have me write the best dissertation I could at that time
- 4d YES
- 4E Advisor was supportive!
- 4F Yes. I had terrific guidance – my advisor almost never told me what to do, just what not to do, usually after I did it. I went down some blind alleys, but I learned a lot.

Did you feel like you were adequately prepared for your defense?

- 1A Yes. I really appreciated the support of my academic advisor during the final stages on my dissertation work, and during the actual defense.
- 1B Yes and No. My chair/advisor did a wonderful job. Other members of the committee were a big head ache. I found out a day before my defense that some had not even read a single draft of my dissertation – they were free riding on my committee chair's time and knowledge. So the big concern was would they cause problems when/if they finally read it! It was pretty scary.
- 1C Yes
- 1D YES.

- 1E Yes. I knew that there would be some changes I needed to complete under a deadline. My advisor was key in making sure that I knew which points needed to be addressed, and bringing it back to the committee members to satisfy their requests.
- 1F **YES**
- 1G **Yes**
- 1H Yes
- 1 – I Yes
- 2A Yes. I really enjoyed the dissertation defense.
- 2B Yes
- 2C *Yes.*
- 2D Yes
- 2E Yes
- 2F Yes
- 2G *Yes.*
- 2H Yes, because while I did receive help, it was my own. My topic, my idea, my data.
- 2I Yes
- 2J Yes, I requested very early on that Dr. Scott in no way let me schedule a defense until the outcome was a forgone conclusion.
- 2k yes
- 2L Somewhat. It would be useful if students had more opportunities, or took greater advantage of opportunities, to defend their work prior to the dissertation defense. They need more practice dealing with difficult questions and they need to better understand how to make compelling arguments.
- 3A Yes.
- 3B Yes
- 3C Yes
- 3D **YES**
- 4A Yes.
- 4B Yes
- 4c Yes
- 4d **YES**
- 4E** *Yes!*
- 4F Dissertation defense yes - without question. I enjoyed it! Proposal defense – no.

Do you have any other suggestions for changes or improvements in the dissertation stage of your graduate education?

- 1A (NO RESPONSE)
- 1B Not really, I think some flexibility needs to be built in towards allowing more time for those who do not finish within the four years
- 1C (No Response)
- 1D** NO.
- 1E** The dissertation process benefits from experienced dissertation advisors. I think that I was lucky to have a good, effective, dissertation advisor. There should be recognition of these advisors for their success, (perhaps based on student satisfaction and/or dissertation completion rates). I wonder if there could be a formal way, such as a seminar, to provide

or share good advice about effectively managing dissertations/students or key hurdles in the dissertation process?

- 1F No. Please try to use the above suggestion
- 1G In my case everything worked very well. But I know that many students experienced difficulties of finishing their dissertation on time because of the lack of basic skills in completing the project and making it publishable. This is an area for improvement.
- 1H Not from my end
- 1 – I No.
- 2A No
- 2B No
- 2C I would recommend first-year students be informed of what is expected of them as professionals. The purpose and importance of research is alien to most students at that stage and thus little import is given until the last year of the program. Early orientation will prime the pump for their later dissertation work.
- For me, my dissertation advisor was great! I am so thankful for his guidance and dedication. In order to allow the greatest amount of time to be devoted to professional research and hands on tutoring of ABD's, I would recommend not to allow professors to take on more than one or two advisees.
- 2D No
- 2E NO RESPONSE
- 2F No.
- 2G NO RESPONSE
- 2H NO RESPONSE
- 2I If it is possible, the department may consider supporting students attend conferences at regular basis. The new graduates may have more papers sending out after the graduation.
- 2J My experience with the dissertation was a good one; challenging, tedious, tiring, lengthy, educational, aggravating, but in the end GOOD.
- 2k yes
- 2L Focus on writing skills and ability to make, and defend, arguments
- 3A Organize dissertations in to several papers. Have the student submit at least one of the papers for publication before graduating. Quantity and Quality of research is key to achieving tenure. Having papers submitted or near submission at the very start of the tenure clock is a MUST to meet the tenure decision deadline!
- 3B No.
- 3C No
- 3D NO, MINE WENT WELL – CHAIR - BERGER
- 4A Allow students to present their dissertation in a seminar course twice: at the beginning and then at the end of the semester. Discussing what other students do is a good way to learn.
- 4B Make sure that the chair of the committee is on top of things and that what comes out will have a chance to be published.
- 4c No
- 4d NO
- 4E Provide guidance on how to make progress in the dissertation!

4F Eliminate character flaws of the candidate before proceeding. Nothing else could smooth the process as much...except maybe eliminating the character flaws of the advisor.

Placement:

Did the Department provide adequate support and guidance in your search for employment?

1A Yes, absolutely. The faculty were a valuable source of information regarding possible employment. They also provided advice, recommendations (written and verbal), interview coaching, etc. Last but not least, the Department provided financial support for conference traveling, and employment application mail.

1B No, unfortunately I was very unprepared and received very little help or advisement. I had not defended by the end of my fourth year and have always felt that I was pushed aside for more “timely” students in the class following me. My classmates and I simply had to survive as best each of us could until, or maybe from the department point that’s if, any of us ever managed to defend. Of course once defended and off campus, once again I was on my own. Looking back those few who did defend on time reaped huge benefits, and the rest of us just muddled through somehow.

1C N/A- already working

1D YES.

1E There was a graduate-student-led seminar on how to look for jobs and write resumes. I don’t recall any other advertised guidance. I did not initiate any contact with the department about my job search. I did not consider the department support inadequate at the time. I understand that many universities now are advertising placement success. By today’s standards, I would have to say that the department support from several years back needs to be improved and its availability advertised to the students. This is not a contemporaneous evaluation, so I am not sure how accurate it is today.

1F YES. Explain more to international students’ candidate that there may be “different” market between “domestic” vs. international students. And this is NOT because discrimination, but more of lack of support by hiring school to process visa etc.

1G Although the outcome was very good for me, I think that Department could provide better guidance in this area. Sometimes just phone calls by supervisor could play an important role in students’ placement.

1H Yes.

1 – I Not much

2A No

2B No

2C Yes

2D Yes

2E My advisor provided most of my guidance. Looking back, the department seems to have a rather weak networking system, i.e. using alumni, research colleagues, smaller in-state schools to help student placement.

2F Yes.

2G I do not think the department did much for my placement. I appreciate the recommendations that were written for me, but we were pretty much on our own on the job market. I think it is important to point out that UK focuses on teaching economics as a career. This is not the path that all of us find agreeable. I am not someone who would

publish enough to make tenure. I am very happy working for the government. I find the practical, rational economic skills needed for this job very appealing. It might be nice if UK would not take such a narrow approach to what jobs the graduate students should be applying for.

- 2H Yes.
2I Not much.
2J I greatly appreciate the support and guidance I received from my major professor and members of my committee, but I did not realize that the department as a whole was attempting to provide any form of employment support or guidance other than the sent out of letters of recommendation.
2k What placement department?
2L Yes
3A Yes.
3B Yes.
3C Yes
3D YES
4A Yes.
4B Yes, it was adequate, but not a lot more than that. We did not get practice interviews or anything like that. As many students had never done formal job interviews, some of us were not well prepared. Suggestion: Make sure the candidates have a good looking vita, a good job market paper, can handle a interview, and have a decent looking suit (a number don't).
4c Yes, both for my initial placement and my recent move to Appalachian State University.
4d YES
4E Yes and No!
Yes! The faculty were willing to write recommendation letters.
No! There was very little exposure for us in the non-academic market!
4F Different ball game back then. There was not much support.

General Questions:

Did you find the Department's workshops (graduate student, applied micro, macro) helpful in your intellectual development?

- 1A Yes, they provided the opportunity of coming in contact with other people's work.
1B Some were very good and others felt like a waste of time
1C No, involvement was limited. The graduate workshop was just getting started, and at the time was not taken very seriously.
1D YES. As I wrote above, I think attendance at one or both should be mandatory and enforced during at least the first year. Maybe you use it as a signal of a student's interest, but I think even good students have the urge and interest in skipping the workshops at least once a month or more.
1E Yes. I note they have featured some very high-powered researchers/academics.
1F YES, Absolutely.
1G Yes
1H Yes except the Macro workshop was a total waste of everyone's time.

- 1 – I No idea. I haven't participated in that program
- 2A YES, YES, YES! I don't recall a real graduate student workshop when I was there, but the applied micro and macro workshops were great.
- 2B Yes
- 2C Yes.
- 2D The departmental seminars were very helpful. I would have liked to see discussion of the papers after the seminars though. Some of the subtle details of the research are often lost on students in the first or second year. Perhaps the graduate students could get together with the departmental faculty and discuss the papers in more detail.
- 2E Yes
- 2F Yes
- 2G They were very helpful....to see what work others were doing, make new contacts, etc.
- 2H Yes.
- 2I Yes.
- 2J I think that the micro workshops were always educational. Even when it was on a topic of no interest to me or presented at a level significantly above my head, it was always enlightening to see the variety of work that was going on and humbling to see how much I did not understand.
The most helpful workshop was that given by former UK graduate students. It was encouraging to see and hear from someone who was formerly in my position. It clearly showed what was possible with proper effort and persistence. UK may want to have peer presenters come, maybe once a semester, for the direct benefit of the graduate students. By peer presenters, I mean a graduate of UK or a peer graduate program, a U of Georgia grad for example.
- 2k Yes, very
- 2L I only participated in the applied micro workshops. These were informative in that they demonstrated the level of scrutiny graduates would face while presenting work, defending a dissertation, or competing for a job.
- 3A Somewhat.
- 3B Yes.
- 3C Yes
- 3D YES - MICRO
- 4A Yes.
- 4B Yes—very helpful. These showed me how to present research and helped me with various papers and my dissertation.
- 4c Yes, I missed the applied micro workshop most when I went to my first job.
- 4d YES
- 4E** Yes!
- 4F Yes

Did the program provide sufficient opportunities for intellectual interaction with faculty and other graduate students?

- 1A Yes. The interaction with the faculty and fellow graduate students (as part of a small group) was definitely one of the biggest pluses of my experience at UK.
- 1B Maybe.
- 1C No, very little seminar style interaction took place.
- 1D YES.
- 1E Yes. Getting to know the faculty at the department picnics is a great help in this regard. Individual professor get-togethers with students are also a great thing.
- 1F Maybe more if candidates are encouraged to attend the professional meeting
- 1G No, graduate students often worked independently from faculty.
- 1H Yes.
- 1 – I** No idea, I haven't participated in that program
- 2A Yes. I clearly could have been more outgoing, but the opportunities were there
- 2B Yes
- 2C I thought all professors were generally helpful. (except for Jensen)
- 2D Good interaction among the students and faculty.
- 2E** Yes
- 2F Yes
- 2G No....see above
- 2H Yes.
- 2I I will say most interaction occurs at the classroom, but not much from outside of classrooms.
- 2J Absolutely, anyone lacking involvement with the faculty put forth no effort of there own to interact with the faculty. This is the true strength of the UK economic graduate program. (This and the in class teaching experience that was obtained)
- 2k yes
- 2L In my case, yes. As a research assistant, I had frequent interaction with faculty. This allowed me to see how they dealt with a study from beginning to end and to participate in the development of research designs. If I had not been a research assistant, however, I do not believe I would have had much effective interaction with the faculty.
- 3A Yes. When I talk to students about where to attend graduate school, I always mention the faculty interaction as a major plus for attending UK.
- 3B Yes
- 3C Yes. I found that the faculty were very accessible
- 3D YES
- 4A No complain
- 4B Yes. Access to the faculty was one of the keys to my success in the program.
- 4c Yes, many have been coauthors. I still call many for questions on current research.
- 4d YES
- 4E** *Yes and No!*
- 4F Yes, for the most part. There were some faculty members (and probably students too) who never participated in weekly social gatherings or other events. That's too bad for both sides.

Do you think that the four-year timetable of our current degree program is too compressed?
Should we consider funding fifth-year students on a regular basis?

- 1A In my personal opinion the decision of funding students for a fifth year should be made on a case-by-case situation. The biggest drawback on the program is the every-other-year field-course offering. If a student can sign up for the courses required for the desired field (that will subsequently be the dissertation field) during the second year, it is very probable that the remaining two years are sufficient for dissertation work. Nevertheless, not being able to take your desired field until your third year definitely slows down the process, and a fifth year could be highly desirable.
- 1B Yes. Too many people in my class graduated after the fourth year. Actually, less than half of the remaining members of my entering class graduated “on time”. Most took years extra, as they had to leave the department and go out to work, but eventually all of us have graduated. The department must come up with my flexibility and understanding than my classmates and I got. Little things beyond a student’s control can have a big impact on their ability to defend on time. Something as trivial as coming in the wrong year to get your field early or a sabbatical of a faculty person, can lead to big problems. Other times the student creates their own problems, but still the department needs to find a better way to facilitate student defenses and graduations. Maybe it is funding fifth year students.
- 1C That seems to be a decision that is best made on an individual basis.
- 1D For people on what I call the teaching track (those students that only want to teach and have no research), I think the four-year timetable is reasonable. For those on a research track, the option for a fifth year could be useful. I took a research-oriented job and was behind other new PhDs from other universities in terms of research that was close to being ready for submission. A fifth year would help with close this gap. Writing that though, I would have not wanted to stay a fifth year, because I was able to finish my dissertation within the four year window with no problem. Regardless, the option for a fifth year with funding should be available.
- 1E I do not think you should regularly fund past the fourth year. It is fine to do this on a case-by-case basis, on the principle that some situations may warrant it.
- 1F **I think you should. BUT make sure time (and money) is Well-Spent. Ph.D. graduates should have their research submitted to journal publication if we adopt 5 years program.**
- 1G N/A
- 1H No need for 5th year. At long as the rigor isn’t drastically changed, 4 years is fine. Unless you value giving the grad students even more time to goof off.
- 1 – I** I think so
- 2A I was there for five years, but I was done with the dissertation in four-and-a-half. At my current employer many students commonly stay for six years. With this longer time horizon comes an expectation that students will endeavor to leave the program with both a Ph.D. and an active on-going research agenda (working papers, presentations, and, perhaps a publication). I do know that I greatly benefited from my fifth year at UK.
- 2B If there is sufficient cause (in other words, if one is making steady progress toward finishing the degree).
- 2C I truly think four years is too short. As I have learned, the average dissertation in economics takes six years to finish. If more funding were added it would allow one more year of maturity in the discipline and greatly increase your matriculation rate.

- 2D Depending on the timing of the fields, it can become difficult to finish in four years. Not to mention that most students go on the market with just drafts of their dissertation and no other work. Perhaps a fifth-year would make UK graduates more competitive in the job market. However, students should be forced to submit proposals when trying to obtain the fifth-year funding. In that way the fifth-year becomes like a post-doc
- 2E The program is too compressed. A fifth year would allow time to have a very concrete plan with regard dissertation completion date, a much more polished job paper, and potential publications to make our students more successful in the job market.
- 2F Four years was short. But it was good pressure for the students, at least for me.
- 2G Yes!!! If we really want the students to learn and absorb the material, as well as write a high-quality dissertation, then a fifth year is a must!
- 2H Yes
- 2I Yes, definitely. Four-year program is only barely enough for students finishing courses requirement, prelim, field exams, and dissertation. There is very unlikely for a student to have a few papers ready to send out before graduation. We also need to provide more opportunities for students to do research with professors as Amitabh had. If this opportunity was available for most graduate students, I firmly believe students would accumulate more experience in doing research. I love my program and department, and wish it would run well.
- 2J No it is not too compressed and no funding should not be extended. If funding is extended then you will provide students with the incentive to shirk and they will stay for a fifth year regardless of whether or not it is necessary. The realization that no additional funding existed for me was a significant incentive to get the dissertation written.
- 2k No, No
- 2L *No response*
- 3A The four year time period was fine for me. Some graduate students have work experience and are starting the program in their late 20's. Lengthening the program may discourage some of those students from attending UK.
- 3B No. If you increase the time span, people will just take longer. I believe those that would have gone five years will now take six, etc.
- 3C I don't know
- 3D YES TO 5 YEAERS, I THINK A 5 YEAR PROGRAM WOULD BE BETTER SO WE COULD ENTER MARKET WITH PHD COMPLETE.
- 4A Yes, it would be no harm to get more training
- 4B Depends on the student and the job market. Sending an ill-prepared student into a lousy job market may have permanent consequences on his/her career. On the other hand, not too many scarce resources should be used to fund fifth year people at the expense of students making good progress toward the degree.
- 4c Maybe, It took me five years and I completed my dissertation as an instructor at Bowling Green. It worked for me but completing your dissertation while at UK would have been better.
- 4d YES and YES
- 4E Yes! The fifth year is probably the most productive year for dissertation!
- 4F Unless the course work today is oriented more toward teaching research skills and getting students to the proposal stage, yes. Course-work would need to include directed research

projects with a lot feedback and the general goal of getting students to defensible dissertation proposals.

Compared to the experiences of other Ph.D. economists with whom you interact, how would you rate your overall satisfaction with your University Of Kentucky degree?

- 1A I am very happy that I had the opportunity to get my degree from the University of Kentucky. I only wish I had the opportunity to be more involved in the research conducted by faculty members in my field of interest.
- 1B I am satisfied. I am just not sure I would recommend it to someone else.
- 1C Satisfied
- 1D My overall satisfaction is positive. One good thing about the department that I have not mentioned previously is the collegial feeling of the department. After talking to people from other departments, I know that it is not always the case that the faculty get along. Or, if the Kentucky professors do not get along well, it does not interfere with the program and the progress of the students. Of course, I have tried to stay away from inter-office politics, which means I may have been oblivious to some of the problems in the department. I also think that the relatively small program was good. When I had a question, most of the professors had time, which may not have been the case if there were 50 other students in every class. One complaint – very good faculty have been lost in the last few years. This is going to happen to every department, but I feel that some of the departures could have been prevented with a little more effort by the department/administration. This has been the biggest disappointment for me.
- 1E This question appears to ask how the UK economics graduate school fares comparatively against other institutions. Basically, are UK students are learning enough to be competitive? Yes. Particular skills that could be taught more effectively are econometrics (you can never know enough) and its practical uses, plus opportunities to learn power usage of regression software (SAS, especially).
- 1F 9 out of 10.
- 1G Very high
- 1H - I loved my graduate experience at UK.
- 1 – I** B+
- 2A VERY HIGH! I received a solid background in economics at UK. I probably have not accomplished as much with it as I could have done or kept as current as I might have done. But, I entered the profession with a solid background.
- 2B Very highly.
- 2C To answer this question I have to assess my education in comparison with my peers. I work with two Ph.D. economists. One has a degree from Princeton and the other from Claremont Graduate School. It is rather hard to compare educational quality because each person has natural ability that must be held constant. The Princeton Ph.D. is well education and has been blessed with tremendous natural ability. The other Ph.D. from Claremont is less gifted and less well educated. However, I find my education is superior to the Claremont Ph.D. but somewhat less than the Princeton economist. Were I place between the two is hard to say because too many factures have to be held constant to make this assessment. For example, there have been occasions where I have corrected the Princeton Ph.D. concerning economic theory but at other times the reverse has

happened. The other Ph.D. from Claremont has not developed the intuition about economics to see anomalies in the theory. My education lies between these two extremes. I would like to think it's above the midpoint.

As far as comparisons with others at conferences or other places where I am around Ph.D. economists, I have less information about natural ability so it's harder to assess a comparison, but I would have to say I am satisfied with the education from UK.

- 2D Very well. My department contains faculty from Harvard, Northwestern, Texas A&M and other well respected schools. I never feel inferior intellectually and find that my training is quite similar to the training they received
- 2E Very satisfied. In my particular work, UK could have placed more emphasis on some technical competencies (i.e. data manipulation and statistical programming), however, my applied microeconomic training has served me very well. Anecdotally, it appears that our faculty and students were more collegial than at other universities
- 2F I think post-degree learning is equivalently important. It is hard to say that I am better or worse off with my degree. But I think the attitude towards work I learned in UK was valuable. Not many economists from good schools I have interacted with keep a right attitude.
- 2G I do not feel that I learned enough—but then, doesn't everyone feel that way?
- 2H I am extremely satisfied.
- 2I I think that Kentucky provides an excellent environment for students. I am very impressed that training we had from Dr. Hoyt and Dr. Gillett, since our teaching skills are well trained by their advises and experience. I am very proud to be one of Kentucky graduates.
- 2J At my current institution other faculty members have their PhD's from Chicago, Ohio State, UC-Davis, Washington U, Va Tech, and SMU. As compared to them my training is distinctly inferior. Also on faculty are graduates of Arizona State and Georgia. As compared to them my training is fairly equivalent. The advantage the ASU and UGa grads may have is the development of their research methodology which was also their graduate programs comparative advantage PS I appreciate the department of economics putting forth this effort and while my experience at UK may not have been perfect, I do not apologize for or regret in anyway my decision to attend UK.
- 2k About average
- 2L I'd rate it high. The program can be as rigorous as any student would like to make it.
- 3A I am very satisfied with my degree and highly recommend the UK program to my undergraduate students.
- 3B Great. It would have been helpful to have had a little more user experience with 3C I am very satisfied with my University of Kentucky degree. I teach at a small liberal arts college and I think that I have been better prepared than many other faculty. Perhaps more importantly, I find that I have a greater desire to continue learning than many of my colleagues. I think that some of the reason for this is the excellent example that the economics faculty at University of Kentucky set for me.econometrics rather than mostly theory, but otherwise fine.
- 3D I FELT IT WAS VERY COLLEGIAL AND WE WERE TREATED WELL. I HAVE TALKED TO PEOPLE WHO FELT ABUSED IN THEIR PROGRAM

- 4A I am more successful and research productive than my colleagues from my work who graduated from schools such as Yale or Wisconsin.
- 4B Very high
- 4c Wonderful, I was a good match for the program and the program a good match for me.
- 4d VERY SATISFIED
- 4E It is an average program!
- 4F On balance, I think the program was quite good relative to others. I had opportunities to have made it better that I missed with no one to blame but myself. Just a personal note - I think it is interesting that no questions on this survey deal with what the program does to prepare grad students to become teachers. Do most graduates still take academic positions?

A5. Appendix to Section 5

Table A.5.1 Enrollments in Undergraduate Courses, Department of Economics 1995-96 to 2002-03

	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Course	1995	1996	1996	1997	1997	1998	1998	1999	1999	2000	2000	2001	2001	2002	2002	2003
Total Enrollment	2262	2234	2329	2569	2564	2666	2513	2753	2413	2722	2785	2554	2829	2555	2670	2852
ECO 201	Principles of Economics I															
Sections	19	13	18	14	11	11	10	11	10	10	10	7	19	13	12	13
Enrollment	993	694	953	806	1018	875	992	899	1007	973	1085	849	1048	777	1002	1062
Average Size	52	53	52	57	92	79	99	81	100	97	108	121	55	59	83	81
ECO 202	Principles of Economics II															
Sections	5	6	5	6	6	6	5	6	5	5	7	10	8	4	9	7
Enrollment	454	662	471	680	582	734	560	706	571	702	664	604	664	770	571	708
Average Size	90	110	94	113	97	122	112	117	114	140	94	60	83	192	63	101
ECO 391	Economics and Business Statistics															
Sections	7	8	7	10	10	10	8	10	6	8	8	8	10	8	12	12
Enrollment	281	354	306	416	384	409	338	391	255	393	335	408	427	369	479	441
Average Size	40	44	43	41	38	40	42	39	42	49	41	51	42	46	39	36
ECO 395	Individual Work in Economics															
Sections	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
Enrollment	2	1	2	1	1	0	2	3	7	2	3	4	2	8	2	6
Average Size	2	1	2	1	1	0	2	3	7	2	3	4	2	8	2	6
ECO 401 (formerly 488)	Intermediate Microeconomic Theory															
Sections	1	2	1	2	1	2	1	1	1	1	2	2	2	2	2	2
Enrollment	28	58	43	61	34	62	55	62	62	64	87	106	94	106	101	103
Average Size	28	29	43	30.5	34	31	55	62	62	64	43.5	53	47	53	50.5	51.5

	Fall	Spring														
Course	1995	1996	1996	1997	1997	1998	1998	1999	1999	2000	2000	2001	2001	2002	2002	2003
ECO 402 (formerly 487) Intermediate Macroeconomic Theory																
Sections	2	1	1	2	2	1	1	1	1	1	2	2	2	2	2	2
Enrollment	45	43	49	50	98	44	54	58	69	72	84	99	82	101	78	110
Average Size	22.5	43	49	25	49	44	54	58	69	72	42	49.5	41	50.5	39	55
ECO 410 Current Issues in Economics																
Sections	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0
Enrollment	0	0	0	0	0	0	0	0	37	0	0	41	0	0	0	0
Average Size	0	0	0	0	0	0	0	0	37	0	0	41	0	0	0	0
ECO 411 Business Economics																
Sections	0	0	0	0	0	0	0	0	1	1	1	0	0	1	0	1
Enrollment	0	0	0	0	0	0	0	0	44	42	57	0	0	46	0	34
Average Size	0	0	0	0	0	0	0	0	44	42	57	0	0	46	0	34
ECO 412 (formerly 485G) Monetary Economics																
Sections	7	7	7	7	7	6	7	6	3	4	6	4	9	4	5	4
Enrollment	279	265	288	291	286	296	299	285	158	200	267	223	214	170	171	187
Average Size	39	37	41	41	40	49	42	47	52	50	44	55	23	42	34	46
ECO 450G The Economics of Poverty and Welfare Programs																
Sections	1	0	0	0	0	0	0	1	0	0	0	1	1	0	0	1
Enrollment	33	0	0	0	0	0	0	36	0	0	0	58	50	0	0	30
Average Size	33	0	0	0	0	0	0	36	0	0	0	58	50	0	0	30
ECO 461 Market Structure and Anti-Trust Policy																
Sections	0	0	0	1	0	0	0	0	0	0	0	0	2	0	1	0
Enrollment	0	0	0	24	0	0	0	0	0	0	0	0	58	0	41	0
Average Size	0	0	0	24	0	0	0	0	0	0	0	0	29	0	41	0

Course	Fall 1995	Spring 1996	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003
ECO 463																
Sections	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment	21	0	0	45	0	0	0	0	0	0	0	0	0	0	0	0
Average Size	21	0	0	45	0	0	0	0	0	0	0	0	0	0	0	0
ECO 465G	Comparative Economic Systems															
Sections	0	0	1	0	1	2	2	2	0	1	2	0	0	0	1	0
Enrollment	0	0	34	0	34	51	67	71	0	63	76	0	0	0	42	0
Average Size	0	0	34	0	34	25	33	35	0	63	38	0	0	0	42	0
ECO 467	American Economic History															
Sections	1	0	1	1	0	1	1	1	1	1	1	0	0	0	0	0
Enrollment	37	0	34	37	0	37	34	43	37	63	47	0	0	0	0	0
Average Size	37	0	34	37	0	37	34	43	37	63	47	0	0	0	0	0
ECO 471	International Economics															
Sections	2	2	1	1	2	1	2	1	1	1	1	1	2	1	2	2
Enrollment	50	65	42	51	62	44	80	60	45	59	56	54	100	48	67	81
Average Size	25	32	42	51	31	44	40	60	45	59	56	54	50	48	33	40
ECO 473G	Economic Development															
Sections	0	0	1	1	0	1	0	1	1	1	1	0	1	1	1	1
Enrollment	0	0	41	44	0	44	0	43	49	33	27	0	56	45	40	48
Average Size	0	0	41	44	0	44	0	43	49	33	27	0	56	45	40	48
ECO 477	Labor Economics															
Sections	1	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0
Enrollment	41	44	40	36	34	57	34	59	39	0	0	57	0	51	49	0
Average Size	41	44	40	36	34	57	34	59	39	0	0	57	0	51	49	0

Course	Fall 1995	Spring 1996	Fall 1996	Spring 1997	Fall 1997	Spring 1998	Fall 1998	Spring 1999	Fall 1999	Spring 2000	Fall 2000	Spring 2001	Fall 2001	Spring 2002	Fall 2002	Spring 2003
ECO 479	Public Economics															
Sections	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1
Enrollment	0	35	28	28	32	13	0	40	40	58	0	55	36	52	29	48
Average Size	0	35	28	28	32	13	0	40	40	58	0	55	36	52	29	48
ECO 491G	Applied Econometrics															
Sections	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Enrollment	0	0	0	0	0	0	0	0	0	0	0	0	0	20	0	0
Average Size	0	0	0	0	0	0	0	0	0	0	0	0	0	20	0	0
ECO 492G																
Sections	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrollment	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Average Size	0	14	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ECO 499 (formerly 400) Seminar in Economics																
Sections	1	2	2	2	3	3	2	2	2	2	3	3	2	5	4	4
Enrollment	15	28	27	44	45	41	28	32	35	35	32	37	36	64	59	57
Average Size	15	14	13	22	15	13	14	16	17	17	10	12	18	12	14	14

A.6 Appendix to Section 6

Table A.6.1 External Grants and Contracts Received by CBER 1997-2003

Calendar Year 2003

Title: “Review of Methods Used by the HeiTech EDA Economic Analysts.”

Granting Agency: Heitech Services, Inc.

Amount: \$10,000.

Title: “A Feasibility Study of a Farmers’ Market in Elizabethtown Kentucky.”

Granting Agency: Hardin County Chamber of Commerce.

Amount: \$17,000.

Title: “Economic Industry Study of the Equine Industry in Kentucky.”

Granting Agency: Kentucky Horse Council, Inc.

Amount: \$20,000.

Calendar Year 2002

Title: “Estimation of Benefits, Costs, and Economic Impacts Associated with the Pine Mountain Trail Project.”

Granting Agency: The Kentucky Tourism Cabinet.

Amount: \$87,300.

Title: “Update of the Kentucky Utilities Service Territory Data Base and Modeling System.”

Granting Agency: Louisville Gas & Electric/The Kentucky Utilities Company.

Amount: \$21,000.

Title: “The Kentuckiana Regional Occupation Outlook Project.”

Granting Agency: KentuckianaWorks.

Amount: \$60,000.

Title: “Projecting the Reserves of the Kentucky Unemployment Insurance Fund Using the Mercer Computerized Model.”

Granting Agency: Commonwealth of Kentucky Workforce Development Cabinet.

Amount: \$40,362.

Title: “Evaluation of the Heaven Hill Visitors Center Project for the Kentucky Tourism Development Act.”

Granting Agency: Kentucky Tourism Cabinet.

Amount: \$18,000.

Title: “An Updated Annual Economic Impact Study of The Center for Rural Development.”

Granting Agency: The Center for Rural Development.

Amount: \$17,000.

Title: “A Market Analysis for Downtown Paris.”

Granting Agency: The Paris/Bourbon County Chamber of Commerce.

Amount: \$10,000.

Title: “An Analysis of Taxes on Beer, Wine and Spirits in Kentucky and Surrounding States.”

Granting Agency: Kentucky Beer Wholesalers Association and the Wine and Spirits Wholesalers of Kentucky.

Amount: \$18,000.

Title: “Impact of a Lake on Elk Creek on Tourism Activity at Blue Licks State Resort Park.”

Granting Agency: American Consulting Engineers.

Amount: \$39,001.

Title: “Updated Economic Impact of Lextran.”

Granting Agency: Lexington Transit Authority.

Amount: \$5,500.

Title: “Medicaid and the Work Decisions of Married Women.”

Granting Agency: Economic Research Initiative on the Uninsured.

Principal Investigator: Aaron Yelowitz.

Amount: \$44,686.

Title: “Understanding the Consequences of Public Housing on Children.”

Granting Agency: National Survey of America’s Families.

Principal Investigator: Aaron Yelowitz.

Amount: \$20,000.

Calendar Year 2001

Title: “Labor Market Supply and Demand Survey.”

Granting Agency: Commonwealth of Kentucky Workforce Development Cabinet.

Amount: \$446,300.

Title: “Translating and Enhancing Dynamic Modeling and Benefit Cost Modeling Software for the Hazard Elimination Program.”

Granting Agency: University of Kentucky Transportation Research Center.

Amount: \$30,400.

Title: “A Feasibility Study of Year-Round Operation of a Farmer’s Market in Lexington.”

Granting Agency: Friends of the Farmer’s Market.

Amount: \$19,827.

Title: “Evaluation and Consulting Services in Relation to a Report on Dispensing Pharmaceutical Medications Required by KRS 205.561.”

Granting Agency: Kentucky Department of Medicaid.
Amount: \$12,588.

Title: “Proposed Economic Impact Analysis for the Lake Williamstown Expansion Project.”
Granting Agencies: Lake Williamstown Expansion Committee.
Amount: \$10,000.

Title: “Evaluation of the Newport on the Levee Project for the Kentucky Tourism Development Act.”
Granting Agency: Kentucky Tourism Cabinet.
Amount: \$27,800.

Title: “Evaluation of the Owsley Brown Frazier Historical Arms Museum for the Kentucky Tourism Development Act.”
Granting Agency: Kentucky Tourism Cabinet.
Amount: \$17,400.

Title: “Enriching the Foreign Language and International Economics Program.”
Granting Agency: U.S. Department of Education.
Amount: \$85,000.

Title: “Update of the Kentucky Utilities Service Territory Data Base and Modeling System.”
Granting Agency: Louisville Gas & Electric/The Kentucky Utilities Company.
Amount: \$20,400.

Title: “Industries of the Future.”
Granting Agency: Kentucky Natural Resources and Environmental Protection Cabinet, Division of Energy.
Amount: \$40,036.

Title: “Smart Growth and the Costs of Sprawl in Kentucky.”
Granting Agency: Kentucky Office of the State Budget Director.
Amount: \$44,250.

Title: “Feasibility Study of a Potential Bed and Breakfast at Columbus-Belmont State Resort Park.”
Granting Agency: The Kentucky Tourism Cabinet.
Amount: \$23,404.

Title: “Projecting the Reserves of the Kentucky Unemployment Insurance Fund Using the Mercer Computerized Model.”
Granting Agency: Commonwealth of Kentucky Workforce Development Cabinet.
Amount: \$18,989.

Title: “Study of Potential State Parks at Lake Herrington, Nolin Lake, and Lake Cumberland.”
Granting Agency: Kentucky Department of Parks.

Amount: \$60,000.

Calendar Year 2000

Title: “Statutory and Economic Incidence of Taxes in Kentucky and Surrounding States.”

Granting Agency: Kentucky Chamber of Commerce.

Amount: \$19,000.

Title: “Economic Impact and Benefit Study of the Center for Rural Development.”

Granting Agency: Center for Rural Development.

Amount: \$51,000.

Title: “The Economic Impact of Blue Grass Airport on the Lexington-Central Kentucky Area.”

Granting Agency: Blue Grass Airport.

Amount: \$44,457.

Title: “Study of a State Park in Lewis County.”

Granting Agency: Kentucky Department of Parks.

Amount: \$49,971.

Title: “Economic Impact of Rural By-Pass Routes.”

Granting Agency: University of Kentucky Transportation Center.

Amount: \$31,900.

Title: “Update of the Kentucky Utilities Service Territory Data Base and Modeling System.”

Granting Agency: Louisville Gas & Electric/The Kentucky Utilities Company.

Amount: \$18,000.

Title: “Kentucky Tourism Development Act Consulting Services.”

Granting Agency: Kentucky Cabinet for Tourism Development.

Amount: \$14,492.

Title: “A Study on the Current Economic Impacts of the Appalachian Coal Industry and Its Future in the Region.”

Granting Agency: Appalachian Regional Commission.

Amount: \$62,800.

Title: “Projecting the Reserves of the Kentucky Unemployment Insurance Fund Using the Mercer Computerized Model.”

Granting Agency: Commonwealth of Kentucky Workforce Development Cabinet.

Amount: \$18,000.

Calendar Year 1999

Title: “Employment Risk in Non-Metropolitan Counties in the Southern U.S.”

Granting Agency: TVA Rural Studies Program.

Amount: \$15,343.

Title: “Projecting the Reserves of the Kentucky Unemployment Insurance Fund Using the Mercer Computerized Model.”

Granting Agency: Commonwealth of Kentucky Workforce Development Cabinet.

Amount: \$16,688.

Title: “Update of the Kentucky Utilities Service Territory Data Base and Modeling System.”

Granting Agency: The Kentucky Utilities Company.

Amount: \$16,500.

Title: “Enhancing Drug Court Retention in a Rural State.”

Granting Agency: National Institute on Drug Abuse.

Amount: \$1,913,842.

Title: “Developing Health Insurance Benefit Strategies.”

Granting Agency: Kentucky Cabinet for Health Services.

Amount: \$50,000.

Title: “Examining the Potential for Expanded Gaming in Kentucky.”

Granting Agency: “Kentucky Office for the Governor.”

Amount: \$15,044.

Title: “Transportation Tax Revenue Simulation Model and Analysis for 1999 Highway Cost Allocation Study.”

Granting Agency: University of Kentucky Transportation Center.

Amount: \$6,200.

Title: “The Impact of KY-American Water Company on the Lexington and Central KY Economy.”

Granting Agency: Kentucky-American Water Company.

Amount: \$18,953.

Title: “Current and Projected Future Conditions for the Housing Market in Pulaski County, KY.” **Granting Agency:** Somerset Housing Authority.

Amount: \$4,000.

Title: “Uninsured and Underinsured Populations in Kentucky.”

Granting Agency: Kentucky Cabinet for Health Services.

Amount: \$60,000.

Title: “The Economic Impact of Surface Coal Mining on Kentucky’s Black Mountain.”

Granting Agency: Kentucky Department for Surface Mining Reclamation and Enforcement.

Amount: \$24,452.

Calendar Year 1998

Title: “Update of the Economic and Demographic Forecast Using the Kentucky Utilities Service Territory Model.”

Granting Agency: Kentucky Utilities Company.

Amount: \$16,500.

Title: “Enhancement of the Kentucky Utilities Service Territory Model.”

Granting Agency: Kentucky Utilities Company.

Amount: \$18,000.

Title: “Spouse Health Insurance and the Retirement Decision.”

Granting Agency: National Institute on Aging.

Amount: \$73,327.

Title: “The Potential Economic Impact of Proposed Container Deposit Legislation on Kentucky.”

Granting Agency: Kentucky Grocer’s Association and the Beverage Industry Recycling Program.

Amount: \$20,050.

Title: “Projecting the Reserves of the Kentucky Unemployment Insurance Fund Using the Mercer Computerized Model.”

Granting Agency: Commonwealth of Kentucky Workforce Development Cabinet.

Amount: \$15,532.

Title: “Implementation of the Profiling and Reemployment Services System.”

Granting Agency: Kentucky Cabinet for Workforce Development.

Amount: \$136,462.

Title: “The 1998 Bank One Greater Lexington Business Opinion Survey.”

Granting Agency: Bank One of Kentucky, 1998.

Amount: \$10,000.

Title: “The Potential Economic Impact of Golf Courses in Kentucky State Parks.” **Granting**

Agency: Commonwealth of Kentucky Department of Parks.

Amount: \$7,500.

Title: “Transportation Tax Revenue Simulation Model.”

Granting Agency: University of Kentucky Transportation Center.

Amount: \$3,000.

Title: “Medicaid Managed Care in Kentucky.”

Granting Agency: Kentucky Cabinet for Health Services.

Amount: \$26,000.

Calendar Year 1997

Title: “Implementation of the Profiling and Reemployment Services System.”

Granting Agency: Kentucky Cabinet for Workforce Development.

Amount: \$109,863.

Title: “Bowser-Morner Assessment Survey and Secondary Data Analysis.”

Granting Agency: Boswer-Morner Company.

Amount: \$12,500.

Title: “Update of the Economic and Demographic Forecast Using the Kentucky Utilities Service Territory Model.”

Granting Agency: Kentucky Utilities Company.

Amount: \$16,500.

Title: “Economic Impact of the Arts in Kentucky.”

Granting Agency: Kentucky Center for the Arts.

Amount: \$39,716.

Title: “The Long-term Development of Local Retail and Service Spending in Rural Southeastern Counties.”

Granting Agency: TVA Rural Studies Program.

Amount: \$19,056.

Title: “Employer-Provided Health Insurance and Household Coverage.”

Granting Agency: U.S. Department of Labor, Pension and Welfare Benefits Administration.

Amount: \$21,525.

Title: “Economic Impact of Lextran.”

Granting Agency: Lexington Transit Authority.

Amount: \$9,854.

Title: “An Economic Impact Analysis of the Resort and Recreation Parks in the State Park System of Kentucky.”

Granting Agency: Kentucky Department of Parks.

Amount: \$25,315.

Title: “Long-Term Assessment of the Kentucky Economy.”

Granting Agency: Kentucky Department of Finance and Administration.

Amount: \$43,845.

Title: “Wage Differentials among Workers in Russia and the U.S.”

Granting Agency: International Research and Exchanges Board.

Amount: \$2,975.

Title: “An Economic Analysis of the Lake Barkley Marina.”

Granting Agency: Kentucky Department of Parks.

Amount: \$14,381.

Title: “Competition and Consumer Choice in Electric Power: An Analysis of Regulatory Reform in the Kentucky Electric Utility Industry.”

Granting Agency: Investor Owned Kentucky Utilities.

Amount: \$105,521.

Title: “The Economic Potential of Industrial Hemp in Kentucky.”

Granting Agency: Kentucky Hemp Museum and Library.

Amount: \$23,794.

Table A.6.2 Scholarly Publications Arising from CBER Research

- Berger, Mark C. and Dan A. Black, "The Aging of the Population and Growth in Kentucky Medicaid Expenditures." *Kentucky Journal of Economics and Business* 14 (1995): 1-21.
- Berger, Mark C., Dan Black, and Frank Scott. "Bounding Parameter Estimates with Non-Classical Measurement Error." *Journal of the American Statistical Association* 95 (September 2000): 739-48.
- Berger, Mark C., Dan Black, Amitabh Chandra, and Frank Scott, "Children, Nondiscriminatory Provision of Fringe Benefits, and Household Labor Market Decisions." *Research in Labor Economics*, forthcoming.
- Berger, Mark C., J. Barron, and D. Black, "Do Workers Pay for On-the-Job Training?" *Journal of Human Resources* 34 (Spring 1999): 235-252.
- Berger, Mark C. and Dan Black, "The Duration of Medicaid Spells: An Analysis Using Stock and Flow Samples." *Review of Economics and Statistics* 80 (December 1998): 667-675.
- Berger, Mark C., D. Black, and J. Barron, "Employer Search, Training, and Vacancy Duration." *Economic Inquiry* 35 (January 1997): 167-192.
- Berger, Mark C., Dan Black, and Jeffrey A. Smith, "Evaluating Profiling as a Means of Allocating Government Services" in *Econometric Evaluations of Active Labor Market Policies in Europe*. Edited by Friedhelm Pfeiffer. Heidelberg, Germany: Physica Verlag, 2001, p. 1-15.
- Berger, Mark C., Dan Black, Frank Scott, and Amitabh Chandra, "Health Insurance Coverage of the Unemployed: COBRA and the Potential Effects of Kassebaum-Kennedy." *Journal of Policy Analysis and Management* 18 (Summer 1999): 430- 448.
- Berger, Mark C., Dan Black, and Frank Scott, "How Well Do We Measure Employer-Provided Health Insurance." *Contemporary Economic Policy* 16 (July 1998): 356-367.
- Berger, Mark C., J. Barron, and D. Black, "How Well Do We Measure On-the-Job Training?" *Journal of Labor Economics* 15 (July 1997): 507-528.
- Berger, Mark C., J. Barron, and D. Black, "Job Training of the Newly Hired in Small and Large Firms." *Advances in the Study of Entrepreneurship, Innovation, and Economic Growth* 9 (1997): 83-122.
- Berger, Mark C., J. Barron, and D. Black. *On the Job Training*. Kalamazoo: Upjohn Institute for Employment Research, 1997.

- Berger, Mark C., Dan A. Black, Amitabh Chandra, and Steven N. Allen, "Profiling Workers for Unemployment Insurance in Kentucky." *Kentucky Journal of Economics and Business* 16 (1997): 1-18.
- Berger, Mark C., J. Barron, and D. Black, "Replacing General with Specific Training: Why Restricting Alternatives Makes Sense." *Research in Labor Economics* 18 (1999): 281-302.
- Berger, Mark C., J. Barron, and D. Black, "The Use of Matched Employee-Employer Data as a Means of Assessing Data Reliability with Non-Classical Measurement Error" in *The Creation and Analysis of Linked Employer-Employee Data*. Edited by John Haltiwanger et al. Amsterdam: North Holland Press, 1999, p. 419-438.
- Chandra, Amitabh and Eric Thompson, "Does Public Infrastructure Affect Economic Activity? Evidence from the Rural Interstate Highway System." *Regional Science and Urban Economics* 30 (2000): 457-590.
- Ready, Richard C., Mark C. Berger, and Glenn C. Blomquist, "Measuring Amenity Benefits from Farmland: Hedonic Pricing vs. Contingent Valuation." *Growth and Change* 28 (Fall 1997): 438-458.
- Schweitzer, Mark E. and Eric C. Thompson, "Will Electricity Deregulation Push Inflation Lower?" *Economic Review of the Federal Reserve Bank of Cleveland* 36.3 (2000, quarter 3): 2-12.
- Thompson, Eric C., "Contingent Valuation in Arts Impact Studies." *Journal of Arts Management, Law & Society* 28.3 (Fall 1998): 206-210.
- Thompson, Eric, Mark Berger, Glenn Blomquist, and Steven Allen, "Valuing the Arts: A Contingent Valuation Approach." *Journal of Cultural Economics* 26 (2002): 87- 113.

Table A.6.3 Citations of CBER Studies in Newspapers

- Baniak, Peter, "Budget Cuts in the Works for Lexington," *Lexington Herald-Leader*, 26 March 1997, sec. B, p. 1.
- Bennett, Brian, "Non-Profit Groups Praised as Boon to KY," *Lexington Herald-Leader*, 15 November 1997, sec. C, p. 4.
- Brim, Risa, "Alternatives Surface as Mining Sinks Coal Tax Fuels Hope for the Future," *Lexington Herald-Leader*, 23 July 2001, Business Section, p. 13.
- Brim, Risa, "Downtown Office Occupancy Outlook Described as Bleak Slowing Economy Sparks Recession Fears," *Lexington Herald-Leader*, 1 February 2001, sec. C, p. 1.
- Brim, Risa, "Focus on the Future UK Forecasters See Dawning of a Rebound," *Lexington Herald-Leader*, 6 February 2003, sec. C, p. 1.
- Brim, Risa, "KY Forecast: Higher Pay, Jobless Rate," *Lexington Herald-Leader*, 21 December 2000, sec. C, p. 1.
- Brim, Risa, "New Amenities Getting Off Ground at [Airports] Officials Hope Better Services, More Restaurants Lure More Fliers [KY Business Snapshot] [Air Travel Report]," *Lexington Herald-Leader*, 5 March 2001, Business Section, p. 4.
- Brim, Risa, "State Jobless Rate Rises for 2 Months Numbers to Worsen Before Improving," *Lexington Herald-Leader*, 30 January 2003, sec. C, p. 1.
- Corbett, Jamie, "Joint UK-U of L-State Office Lobbying in Washington Goal is More Funding for Research Throughout KY," *Lexington Herald-Leader*, 8 July 2002, sec. B, p. 3.
- Estep, Bill, "Ad's Tax Talk Irks Backers of Bottle Bill Foes' TV Spot Calls Bill Unfair," *Lexington Herald-Leader*, 6 February 2000, sec. B, p. 1.
- Gibson, Gail, "KY Income Gap is Widening, Study Finds," *Lexington Herald-Leader*, 17 December 1997, sec. A, p. 1.
- Herald-Leader* Staff, "Executives; Outlook Dims for 2001 Sales," *Lexington Herald-Leader*, 1 November 2000, sec. C, p. 1.
- Herald-Leader* Staff, "Optimists' Club," *Lexington Herald-Leader*, 30 September 1998, sec. C, p. 1.
- Herald-Leader* Staff, "Playing it Safe, Fed Keeps Rate at 5.5%," *Lexington Herald-Leader*, 17 December 1997, sec. C, p. 1.

Herald-Leader Staff, "Shoppers Race to the Checkout Line Hurry Up and Wait Especially in KY, Signs Look Favorable for Retailers as Consumers Grab Bargains," *Lexington Herald-Leader*, 30 November 2002, sec. D, p. 1.

Herald-Leader Staff, "State is a Generation Behind on Income," *Lexington Herald-Leader*, 18 January 1997, sec. A, p. 10.

Jordan, Jim, "3 Years of Growth Economic Rebound in the US and KY Will Pick Up Slowly in 2003, Build Steam in 2004, Then Coast in 2005, This Expert Predicts," *Lexington Herald-Leader*, 10 January 2003, Investment Quarterly, p. 3.

Jordan, Jim, "2000 Looks Rosy, UK Professors Say Generally Strong Economic Growth Throughout Year Expected," *Lexington Herald-Leader*, 20 January 2000, sec. B, p. 1.

Jordan, Jim, "As Work Force Ages, Employees and Employers Forced to Adjust," *Lexington Herald-Leader*, 24 November 1997, Business Section, p. 10.

Jordan, Jim, "Consumers Tell of Trying Times," *Lexington Herald-Leader*, 20 August 1998, sec. A, p. 1.

Jordan, Jim, "Ho-Hum: KY Economy Growing Next 3 Years to be Healthy, UK Economists Predict," *Lexington Herald-Leader*, 17 December 1999, sec. D, p. 1.

Jordan, Jim, "Report: State Economy to Slow in '98," *Lexington Herald-Leader*, 9 December 1997, sec. C, p. 7.

Kocher, Greg, "Herrington Lake Resort Would Be Boon, Study Says," *Lexington Herald-Leader*, 29 October 2001, sec. A, p. 1.

Kocher, Greg, "Lake Cumberlands' Gen. Burnside Park also Could Get Lodge," *Lexington Herald-Leader*, 29 October 1, sec. A, p. 8.

Lander Jr., Art, "Elk Harvest Tops List Troublingly Low Deer Kill Also Key Story of Year," *Lexington Herald-Leader*, 30 December 2001, sec. C, p. 12.

Mead, Andy, "Bottle Bill Would Cost Grocers, Study Says," *Lexington Herald-Leader*, 20 May 1999, sec. B, p. 1.

Meehan, Mary, "UK Researcher Tries to Calculate Hidden Costs of Development Existing Taxpayers May be Subsidizing Country Living," *Lexington Herald-Leader*, 17 June 2001, sec. A, p. 1.

Mulvihill, Geoff, and Jamie Butters, "Boom Helps Boost Fruits of KY Labor," *Lexington Herald-Leader*, 6 September 1999, sec. A, p. 1.

Pack, Todd and Jim Jordan, "Welcome to the Boomtown," *Lexington Herald-Leader*,

20 October 1996, Business Section, p. 14.

Patton, Janet, "Farmers; Market Ripe for New Site Cost of Permanent Spot Will Pose Significant Hurdle," *Lexington Herald-Leader*, 30 May 2002, sec. C, p. 1.

Patton, Janet, "Farmers Will Release Hemp Study This Weekend," *Lexington Herald-Leader*, 1 July 1998, sec. C, p. 1.

Patton, Janet, "Profits Waiting if Hemp Legalized, UK Study Says," *Lexington Herald-Leader*, 4 July 1998, sec. A, p. 1.

Patton, Janet, "Those Filing Hemp Suit Say Issue is Money," *Lexington Herald-Leader*, 16 May 1998, sec. B, p. 1.

Poore, Chris, "Agency Chiefs Ponder Reform in Lexington," *Lexington Herald-Leader*, 18 August 1996, sec. A, p. 14.

Richardson, Monica and Linda J. Johnson, "Census Data: 15% of State's Residents Poor New '98 Survey Also Shows High Rate of Child Poverty in KY," *Lexington Herald-Leader*, 31 August 2001, sec. B, p. 1.

Sachdev, Ameet, "Moderate Growth Predicted in KY," *Lexington Herald-Leader*, 19 December 1996, sec. B, p. 7.

Sharp, R.F., "The High Price of Infertility," *Lexington Herald-Leader*, 26 August 1996, Your Money Section, p. 8.

Stamper, John, "KY Still Has Bit of a Wait to See Jobless Rate Creep Down," *Lexington Herald-Leader*, 16 January 2002, sec. D, p. 1.

A.7 Appendix to Section 7

Operating Rules for the Department of Economics

October 3, 1995

OPERATING RULES AND PROCEDURES

Department of Economics
College of Business and Economics
University of Kentucky

These Rules of Procedure are intended to be consistent with the Governing Regulations and the Administrative Regulations of the University of Kentucky and the laws of the Commonwealth of Kentucky and of the United States of America. In the event that these rules of procedure are inconsistent or contrary to the above-mentioned regulations and laws, then those regulations and laws control.

ARTICLE 1. ORGANIZATION AND MEETINGS

Section 1.1 DEPARTMENTAL FACULTY AND PERSONNEL

1.1.1 The Faculty of the Department of Economics includes all permanent personnel of the Department having the academic rank of instructor or higher.

1.1.2 Unless specified otherwise in these rules and procedures or unless prohibited by other University regulations, voting privileges are extended to all members of the Faculty of the Department.

1.1.3 Department Personnel includes all full-time and part-time personnel of the Department.

Section 1.2 MEETINGS

1.2.1 Regular meetings of the Faculty shall be held at least once each semester. Special meetings of the Faculty may be held at the call of the Chair or on petition from one-fourth of the membership.

1.2.2 Notification of all meetings of the Department Faculty shall be given by memorandum to the members. Notification of meetings shall be given at least one week in advance of the meeting (except in the case of meetings on recruiting when prompt action is required) and shall include the agenda of the meeting. Any change in Department policy not previously listed on such agenda shall not be brought to a vote until the next meeting of the Faculty.

1.2.3 A quorum shall consist of a majority of the voting members of the Department Faculty. In all parliamentary questions not otherwise provided for, Robert's Rules of Order shall

apply.

1.2.4 The Chair shall appoint a secretary for purposes of the recording, preparation, and distribution of the minutes of Department meetings. Copies of the minutes shall be distributed to all members of the Department Faculty and shall be made part of the Department Record.

1.2.5 The Chair shall preside over all Department meetings except as may be delegated by the Chair or stipulated otherwise by these Rules and Procedures.

ARTICLE 2. ADMINISTRATION

Section 2.1 ADMINISTRATIVE STRUCTURE AND STANDING COMMITTEES

2.1.1 The administrative organization of the Department consists of the Chair, the Director of Graduate Studies, the Director of Undergraduate Studies, and the Director of the Center for Business and Economic Research.

2.1.2 The Chair is the chief executive officer of the Department and is an ex officio member of all department committees. The authority of the Chair is exercised with the assistance of the Director of Graduate Studies, the Director of Undergraduate Studies, committees, and with the Faculty of the Department. Subject to University, College and Department policy and to policy and rules as determined by the faculty, the Chair is responsible for the administrative affairs of the Department.

2.1.2.1 The Faculty of the Department shall be actively involved in the selection, review and evaluation of the Chair according to the guidelines and procedures established by the University and those adopted by the Faculty of the Department.

2.1.2.2 The Chair is responsible for recommendations on the appointment of new members of the Department, reappointments, terminal appointments, decisions not to reappoint, and post-retirement appointments, as specified in GR VII B.5. All tenured faculty shall be consulted on such issues. Also, all full-time non-tenured faculty members who have been members of the Department for two or more years shall be consulted on decisions on the appointment of new members of the Department. (See GR VII B.5.)

2.1.2.3 The Chair is responsible for recommendations on promotion and the granting of tenure. Procedures and criteria used in preparing the recommendations shall be those established by the University and the tenured Faculty of the Department. The procedures must include consultation with the tenured members of the Department of equal or higher rank. All recommendations on matters of promotion and tenure must include the written judgment of each consulted member of the Department along with the recommendation of the Chair. All faculty members with tenure shall be consulted on recommendations for granting of tenure. Faculty members on approved leave of absence or with a primary administrative, service, or other assignment outside the department may, but are not required to, provide written judgments on recommendations.

2.1.2.4 The Chair is responsible for reaching agreement with each faculty member on the

allocation of faculty time as officially reported to the University via the Distribution of Effort Agreement. The responsibility lies in ensuring fair and equitable allocation of effort for the individual in comparison with other faculty as well as being in compliance with University and College rules and policies.

2.1.2.5 The Chair is responsible for the periodic evaluation of Department faculty and for making recommendations on salaries and salary changes by procedures and criteria established by the University, the College and the Faculty of the Department.

2.1.2.6 The Chair is responsible for submitting budget requests for the Department and is responsible for administering the budget subject to guidelines established by the University, College and Department.

2.1.2.7 The Chair represents the Department. On all issues where the opinion of the Chair differs from that of the majority of the consulted faculty, the Chair must communicate the consulted faculty's opinion as well as his/her own and stating his/her reasons for differing from the consulted faculty's opinion. The consulted faculty of the Department shall be given a copy of this communication.

2.1.2.8 The Chair is appointed by the Dean for a term not to exceed four academic years. On the approval of at least a majority of the Department Faculty, the Chair may be reappointed for up to an additional four years.

2.1.3 The Director of Undergraduate Studies and the Director of the Center for Business and Economic Research shall be appointed by the Chair of the Department after consultation with the Faculty. The Chair shall make recommendations to the Dean of the Graduate School of the University regarding the appointment of the Director of Graduate Studies.

2.1.3.1 The Director of Graduate Studies has the responsibility of coordinating all activities pertaining to graduate study such as recruiting, admissions, course offerings, comprehensive examinations, etc.

2.1.4.2 The Director of Graduate Studies has the responsibility for advising all graduate students who do not have an advisory committee. The advisory committee chairs advise all doctoral students whose committees they chair.

2.1.4.3 The Director of Undergraduate Studies is responsible for coordinating the advising for all students who are pursuing an undergraduate major in the Economics. The Chair of the Department, in consultation with the Director of Undergraduate Studies, shall appoint additional advisors to assist in advising duties. The Director of Undergraduate Studies will also serve on the Undergraduate Studies Committee of the College. -.

2.1.4.4 The Director of the Center for Business and Economic Research is responsible for the operations on the Center within guidelines established by the Department.

2.1.5 The Department shall have three standing committees: the Undergraduate Studies Committee, the Graduate Studies Committee and the Center for Business and Economic Research Advisory Committee.

2.1.5.1 The Undergraduate Studies Committee shall consist of all of those engaged in

advising undergraduate students and in no case will it have fewer than five faculty members, including the Director of Undergraduate Studies, who serves as its chair. It will also include an undergraduate student, who will be selected by the committee and will have full voting rights. Appointments to the committee are for a term of one academic year. Reappointments for additional one-year terms are possible. Committee responsibilities include those issues relevant to undergraduate instruction including approval, oversight and review of the undergraduate program requirements and courses.

2.1.5.2 The Graduate Studies Committee shall consist of five faculty members, including the Director of Graduate Studies, who will serve as its chair. The committee will also include one graduate student member who will have full voting rights except on matters pertaining to the offering of financial awards. Appointments to the committee shall be made by the Chair, in consultation with the Director of Graduate Studies, for a term of one academic year. Reappointments for additional one-year terms are possible. Committee responsibilities include those issues relevant to graduate programs and instruction including approval, oversight and review of the graduate program requirements and courses.

2.1.5.3 The Center of Business and Economic Research Advisory Committee shall consist of five faculty members appointed by the Chair in consultation with the Director of the Center for Business and Economic Research. The Director of the Center will serve as Chair of the Advisory Committee. The function of the committee is to provide advice to the Director and general oversight of the operations of the Center.

2.1.5.4 When there is a faculty vacancy to be filled, the Chair shall appoint a recruiting committee consisting of five faculty members. The Chair or his/her designee will serve as chair of the recruiting committee. The recruiting committee will present a recruiting plan to the Department for its approval. Positions will be advertised in *Job Openings for Economists* and the recruiting committee will screen applicants, interview applicants at professional meetings and make recommendations to the Chair for inviting candidates for campus visits. Candidates visiting the campus will present a seminar and the faculty will be given an opportunity to meet with the candidates. The recruiting committee will make recommendations to the Department Faculty regarding the extension of offers to candidates.

SECTION 2.2 GENERAL PROVISIONS FOR COMMITTEES

2.2.1 Notification of membership on committees shall be distributed to the Faculty within thirty days on the beginning of the Fall Semester.

2.2.2 Faculty members with one-half or more of their duties in College or University administration shall not serve as regular committee members for standing committees, except as noted in the Department Rules and Procedures. Such faculty may serve as ex-officio committee members.

2.2.3 Additional ad hoc committees may be established as necessary by the Chair or elected by the faculty to carry out the activities of the Department or advise the Chair on issues.

2.2.4 Each standing committee shall meet at least once each semester.

2.2.5 All committee meetings shall be open to any member of the Department Faculty

unless otherwise indicated in the Operating Rules and Procedures.

2.2.6 All committee meetings shall be conducted in a democratic manner with each official committee member having one vote and passage of motions requiring a simple majority of the votes cast.

Section 2.3 POLICY

The Chair shall be responsible for keeping a current compilation of the Department's policies. These shall consist of all continuing Department policy decisions which do not amend the Department Rules and Regulations.

Section 2.4 ELECTIONS AND VOTING

2.4.1 All elections to elected positions shall be done by secret ballot by the eligible faculty members. If no candidate receives a majority on the first ballot, a run-off of the two top candidates will be held.

2.4.2 Voting on issues may be by show of hand. However, a secret ballot may be called for by any member of the eligible voters.

ARTICLE 3 ACADEMIC PROGRAMS

Section 3.1 STATEMENT OF PROGRAMS.

The statement of the programs of the Department of Economics are available in the current University of Kentucky Catalogue.

Section 3.2 CHANGES IN PROGRAMS, COURSE OFFERINGS OR COURSES.

3.2.1 Changes to the undergraduate course offerings or degree programs are to be made as follows:

A faculty member sponsoring the proposal submits the proposal to the Department Undergraduate Studies Committee. The committee has thirty days to present the proposal to the Department faculty along with its recommendation to the faculty. The faculty shall act upon the proposal within thirty days. The Chair forwards the approved proposal to the Dean's office for College committee and faculty approval and for distribution to the appropriate University Committee.

3.2.2 Changes to the graduate course offerings or degree program are to be made as follows: A faculty member sponsoring the proposal submits the proposal to the Graduate Studies Committee. The

Graduate Studies Committee has thirty days to present the proposal to the School faculty. The faculty shall act upon the proposal within thirty days. The Chair forwards the approved proposal to the Dean's office for College committee and faculty approval and for distribution to the appropriate University committee.

Section 3.3 SCHEDULING AND STAFFING OF COURSES

3.3.1 The Chair is responsible for scheduling classes after consultation with the faculty on teaching desires and times and with the Directors of Graduate and Undergraduate Studies.

3.3.2 The staffing of courses is to be staffed according to priorities established by the College of Business and Economics as specified in the Rules and Procedures of the College of Business and Economics.

ARTICLE 4. PERTAINING TO THE OPERATING RULES AND PROCEDURES

Section 4.1 PRIORITY

No rule or procedure of these Operating Rules and Procedures shall be in conflict with College or University Rules and Regulations.

Section 4.2 PROCEDURE FOR AMENDMENT

4.2.1 Any member of the Department Faculty may initiate an amendment the distribution of copies of the proposal at any regular meeting of the Departmental Faculty. Such distributions shall constitute a first reading of the amendment. Proposals shall be clearly labeled as PROPOSED AMENDMENT.

4.2.2 The amendment becomes part of the Operating Rules and Procedures if ratified by majority vote of the Department Faculty attending the next regular meeting.

Section 4.3 REVIEW

The Department shall formally consider the question of Operating Rules and Procedure review at intervals no greater than five years. At any time within such intervals the Chair may appoint an ad hoc review committee, which shall make a report on the question to the Faculty.

Section 4.4 RATIFICATION

These Operating Rules and Procedures shall be considered ratified when accepted by a vote of the majority of the faculty at a regular faculty meeting. The document becomes effective upon ratification and with approval of the Chancellor of the University.

Section 4.5 UPDATING

Amendments to the Operating Rules and Procedures shall be included at their proper place in the document, rather than added serially at the end. All wording which has been removed from the document by Amendment shall be deleted from the updated copies. All wording added by amendment shall be so identified in updated copies of the document by being underlined, and the date of the amendment shall be indicated in parentheses following the underlined provisions.

Section 4.6 DISTRIBUTION

Each member of the Faculty shall be given a copy of the Operating Rules and Procedures. It shall be the responsibility of the Chair of the Department to keep the Operating Rules and Procedures updated.

Updated versions shall be distributed to the faculty.

These Rules of Procedure have been created and approved by the faculty of this Department, pursuant to the authority granted by the Administrative and Governing Regulations of the University of Kentucky. These rules do not become effective until and unless approved by the Dean and Chancellor as indicated by their signatures below. Any modification to these rules must also be approved by the Dean and Chancellor before the modifications take effect. These rules contain a total of 10 pages, each of which are initialed and dated by the undersigned persons. A current copy of the approved rules for this School is available in the office of the Chair, the Dean of the College, and the Chancellor's office.

(Signed by Michael A. Webb, Chair of the Department of Economics, 10-5-95 and Richard W. Furst, Dean of the College of Business and Economics, 10-7-95)

Report of the External Review Team

Review of the Department of Economics
Gatton College of Business & Economics
University of Kentucky

June 17, 2004

External Review Team:

Keith Crocker, Pennsylvania State University
John Garen, Department of Economics
Gail Hoyt, Department of Economics
Brad Jordan, School of Management
Scott W. Kelley, School of Management, Committee Chair
Lynn W. Robbins, UK College of Agriculture

Introduction

The Department of Economics External Review Team convened on April 20, 2004. The team included Scott Kelley, Chair (Marketing, Gatton College School of Management), John Garen (Economics, Gatton College), Gail Hoyt (Economics, Gatton College), Brad Jordan (Finance, Gatton College School of Management), Lynn Robbins (Agricultural Economics, UK College of Agriculture) and Keith Crocker (Insurance and Real Estate, Pennsylvania State University). The External Review Team met throughout the day with Department of Economics faculty and students. In addition, the team also met with Dean Sudharshan and Associate Dean Jarley and the following representatives of the College of Arts and Sciences: Dean Steven Hoch, Associate Dean for Research and Academic Programs Leonidas Bachas, and Assistant Dean of Student Affairs Adrienne McMahan. The schedule for the External Review Team is shown in the table below.

Schedule for External Review Team- Department of Economics Tuesday April 20, 2004 (all sessions held in BE253 – Dean’s Conference Room)	
Time	Activity
8:30-9:00	Organizational Meeting for Review Committee
9:00-9:30	Interview with Frank Scott, Director of Graduate Studies
10:00-10:45	Interview with Bob Gillette, Director of Undergraduate Studies and Chris Bollinger
11:00-11:30	Open Forum with Ph.D./Undergrads
11:30-12:00	Meeting with A&S Deans
12:00-1:00	Meeting with Jim Ziliak, Director UK Poverty Center
1:00-2:00	Glenn Blomquist, Chair of Economics
2:00-3:00	Open Faculty Forum
3:00-4:30	Wrap-up session including meeting with Dean Sudharshan

The work of the Department of Economics External Review Team was facilitated by the Self-Study report prepared by the Self-Study Committee consisting of William Hoyt (Chair), Mukhtar Ali, Chris Bollinger, and Glenn Blomquist (ex-officio). The Self-Study Report provides a thorough analysis of the Department of Economics. The External Review Team Report provides a summary of key findings and recommendations resulting from our meetings of

April 20, 2004 with Economics faculty and students and the Deans from the College of Arts and Sciences. After providing a summary of the current state of the Department of Economics, the report is organized around four areas including undergraduate education, graduate education, centers, and resources.

Current State of the Department of Economics

The Departmental Self-Study gives a thorough and informative review of the state of the Department and its experiences since the last review. The Self-Study relieved the review committee of a great deal of information gathering. As a result, the review committee was able to focus on personal interviews and the formulation of recommendations. Before discussing the committee's recommendations, it is useful to review several points that give a sense of the present state of the Department. These points helped guide the committee's discussions and recommendations. A great deal more detail and supporting facts on the points noted below are provided in the Department's self-study.

- Undergraduate enrollments and the number of majors increased dramatically during the review period, with majors rising from 267 in 1997 to 520 in 2003. Most of the growth is from the Foreign Language and International Economics (FLIE) major and Arts and Sciences Economics major. Those in the latter major tend to perform at lower levels than students in the Gatton College Economics major.
- The size of the Economics doctoral program has remained relatively stable at approximately 30 students. There is now very high enrollment by graduate students from other programs in graduate economics courses. Enrollment in the seven first-year core graduate courses rose from an average of 17 in 1997-98 to 34 in 2002-03. Students from outside the Economics program tend to be less prepared for graduate work than those in the Economics program.
- The two Department centers, the Center for Business and Economic Research and the University of Kentucky Center for Poverty Research, have been successful in obtaining external funding, supporting research activities, and providing services to the scholarly, policy, and business communities. Together, the centers generated over \$750,000 in external funding in 2003.

- The number of faculty in the Department decreased during this time period, with the number of primary appointment faculty falling from 24 to 17. This resulted in increased teaching, advising, and service loads on remaining faculty members. The number of Economics majors per regular, primary faculty doubled, rising from 14.0 to 28.9. Faculty salaries, particularly at the senior level, lag far behind the University's benchmarks and Ph.D. granting institutions generally. Stipends for TAs also are below those of other doctoral institutions.
- Despite the increased teaching and service load, the Department has improved upon an already strong level of research productivity. During this review period relative to the previous period, the number of publications in the upper-tier of journals more than doubled and funded research also increased.

Key Findings and Recommendations

I. Undergraduate Education

The Department of Economics offers four undergraduate majors: a B.S. in economics through the Gatton College, a B.S. or B.A. in economics through the College of Arts and Sciences, a B.A. in Foreign Language and International Economics through Arts and Sciences, and a B.S. in Mathematical Economics through Arts and Sciences. Enrollments in each of these majors have grown over the review period, but the most significant growth has occurred in the programs offered jointly with the College of Arts and Sciences. Growth in the Arts and Sciences economics major is in part due to the rising GPA requirements in the Gatton College of Business and Economics. Students with GPAs insufficient for acceptance into the Gatton College often select the A&S economics major because it has many of the same course requirements but no selective admissions GPA requirement.

Because of these issues, the Review Committee's focal point in their discussion of undergraduate education revolved around the undergraduate economics programs offered jointly through the Gatton College and the College of Arts and Sciences. In order to investigate the issues related to these programs the team had in depth discussions with the Economics faculty

and Deans Hoch, Bachas and McMahan of the College of Arts and Sciences. The External Review Team concluded that in many ways the undergraduate students majoring in these joint programs are “orphans.” That is to say, they do not really have a “home” on campus nor does any individual campus unit take financial and administrative responsibility for these majors. The College of Business and Economics supports faculty and classroom costs for A&S majors despite the fact that they are not business majors. Yet the administration of the Gatton College is understandably reluctant to put greater resources into servicing a growing number of majors from outside the College. The College of Arts and Sciences provides advising support to these students but apparently is disinclined to provide more budgetary support in lean budget times to a unit (Economics) housed in another college. This clearly is an issue of coordination and resource allocation *across* colleges deserving of attention by administrators above the college level.

Recommendation I.A: The University should establish administrative responsibility above the college level, perhaps through the office of the Associate Provost for Undergraduate Education, for coordination, cooperation, and resource allocation between the two colleges for these joint programs.

Another issue concerns the disparity in academic performance between Gatton College Economics majors and Arts and Sciences Economics majors. Many A&S majors have substantially poorer academic records in comparison to their counterparts in the Gatton College, creating a problematic performance dichotomy in upper level economics classes. (See ***The Department of Economics Self-Study*** for details). All parties participating in the Departmental review – the Economics faculty, the Deans of Arts and Sciences, and The External Review Team, agreed that policies and practices must be put in place to help ensure the academic success of A&S Economics majors. Several recommendations are offered in order to address this achievement gap and help ensure student success.

Recommendation I.B: The Department of Economics should make the following changes to course prerequisites:

- i. ECO 401 and ECO 402 should be required for upper division courses in these programs
- ii. The prerequisites for ECO 401 and ECO 402 should be changed to a grade of C or better in ECO 201, ECO 202 and STA 291.

II. Graduate Education

Issues relevant to graduate education were addressed by the External Review Team through discussions with Professor Frank Scott, the Director of Graduate Studies, several graduate students and other representatives of the Economics faculty. Several issues arose through these discussions.

The graduate program has experienced substantial growth in core course enrollment largely due to students outside of the Economics doctoral program who are also required to take these courses. Many of these outside students are less prepared for the mathematical rigor of these courses, creating a skill dichotomy in the classroom similar to that described in the undergraduate program. The disparity in skills makes it difficult to teach these courses at the appropriate level and several graduate students remarked that the courses were too large with too much class time devoted to review. The perceived low level of difficulty is mainly a function of the varying levels of mathematical competency of the students in these classes. Students with strong mathematical backgrounds apparently do not feel challenged, while students with weaker mathematical backgrounds find it a challenge to keep up. To address these concerns the committee offers the following recommendation.

Recommendation II.A: The Department of Economics should investigate the possibility of offering a math “boot camp” prior to the start of the fall semester or a modularized math course offering early in the fall semester to provide graduate students with a uniform background in mathematics.

Implementing this recommendation may require a modicum of additional resources, however, since additional faculty time may be needed for instruction. Also, the additional resources are likely to service a large clientele outside the College since many who need the boot camp will not be Gatton College students.

Feedback from current graduate students and faculty indicated the importance of offering more preparation in applied econometric work. Most graduate students in economics and related fields write dissertations with an empirical orientation and find employment requiring strong applied econometric skills. These students would find additional course work in this area beneficial.

Recommendation II.B: The Department of Economics should offer a course in applied econometrics once each year.

This recommendation also raises resource issues since faculty time must be freed up to teach this course.

Concern was also expressed regarding the magnitude of TA stipends and the structure of TA financial rewards and work responsibilities. Stipends are substantially below financial support offered at other doctoral institutions and typically this support does not exceed four years. As most benchmarks have five year doctoral programs, this puts our students at a disadvantage when they enter the job market during their fourth year of their graduate program. Teaching loads exceed those of other institutions in order to cover the large number of undergraduate Economics courses offered through the Gatton College. Also, graduate student support is provided almost entirely for teaching assistantships rather than research assistantships, resulting in insufficient RA experience.

Recommendation II.C: The Department of Economics should consider the following changes to graduate student funding:

- i. The Department of Economics should investigate the possibility of merging TA lines (e.g., funding three TAs through four TA lines) and supplementing TA stipends through other income sources.
- ii. The Department of Economics should investigate the possibility of funding graduate students as RAs for at least some portion of their academic program.
- iii. The Department of Economics should consider selectively offering merit-based fifth year funding to Economics graduate students.

These recommendations require the Department and College to investigate and address several issues since it implies fewer TAs in the Department. One is the ability of the Department to maintain a viable graduate program with fewer funded graduate students. A second is the potential of the consequences of offering fewer sections of principles (ECO 201 and 202) and ECO 391 in an environment with increased enrollment pressure for these courses.

The External Review Team also discussed the number of fields offered to Economics Ph.D. students. Currently, there are six fields of study available in the Economics graduate program. Based on the information available to our team, we believe that it is important to maintain six fields of study in the Economics Ph.D. program in order to maintain and take advantage of the strengths of the Economics department and to offer what will be perceived as a “complete” program. A related issue that was raised by the Economics graduate students and faculty concerned the sequencing of fields. Some graduate students found it difficult to take courses in the fields they wanted at the most appropriate times. It seems appropriate to investigate the possibility of offering field sequences in a way that allows all Ph.D. students better access to each of the six fields of study.

Recommendation II.D: The Department of Economics should consider the following recommendations regarding course offerings in the graduate program:

- (i) The Department of Economics should maintain its present six fields of specialization.
- (ii) The Department of Economics should investigate whether a different sequencing of field courses would improve graduate student access to their desired fields of study.

III. Centers

There are two research centers housed in the Department of Economics – the Center of Business and Economic Research (CBER) and the UK Center for Poverty Research. Several issues of concern arose in our discussions with faculty regarding these two centers.

CBER has a relatively long and rich history within the Gatton College. Over time CBER has pursued a joint mission of applied and academic research which has been fruitful to the Gatton College, the Department of Economics, and individual faculty. The directorship of CBER is currently vacant. It is imperative that CBER is supported by the administration of the Gatton College in order for it to continue to prosper. Given the events associated with CBER that have transpired over the past few years it also seems important that the center achieve some continuity of leadership.

Recommendation III.A: The College should approve funding to hire a new CBER Director in the mold of a scholar/director who is willing to make a long term commitment to CBER and is actively engaged in scholarly research and teaching and who also is committed to the applied research mission of CBER.

The Center for Poverty Research is the other center housed in the Department of Economics. This center is directed by Jim Ziliak and is funded through a competitive grant from the U.S. Department of Health and Human Services. The center gives the Department and College a highly visible presence in the poverty and program evaluation research community and is a valuable asset deserving of continued support. At present, its most pressing need is physical space.

Recommendation III.B: The College should continue to support the UK Center for Poverty Research and provide it with more physical space.

IV. Resources

The Department of Economics is experiencing resource constraints similar in some ways to other units in the Gatton College of Business and Economics, but compounded by the pressure from enrollments by Arts and Sciences majors at the undergraduate level and students outside of the Economics program at the graduate level. Also, faculty numbers are down as a result of faculty members leaving and not being replaced, increasing the teaching, advising, and service loads on remaining faculty. At the same time, several of the faculty we interviewed expressed concern over compensation issues and other support, such as travel. The College's merit review system has not done well in adjusting salaries to reflect market realities, and current compensation levels typically lag well behind other institutions'. Personnel policies in the College historically have not actively sought to preempt "raiding" from other institutions. These are some reasons for the loss of faculty members. Other aspects of support, such as travel, also are problematic and add to the problem of maintaining a good faculty. In fact, it was commented that relatively inexpensive aspects of non-wage support can go a long way toward retaining and maintaining goodwill with faculty members.

Recommendation IV. A. The College should take a more proactive approach in identifying particularly important faculty members and take steps to retain and maintain goodwill with these persons. This will involve compensation and non-compensation issues.

Another recurring topic of concern with regard to resources concerned the UK Office of Sponsored Research. Several faculty pointed out that the Office of Sponsored Research, whose purported goal is to facilitate faculty research and the research process, actually is oftentimes an impediment to research productivity and the research process.

Recommendation IV.B. The College should establish a liaison between principal investigators on external grants in the College with the Office of Sponsored Research to handle problems and disputes with that Office.