

# Annual Report

**Department of Economics**

**2007-08**

## Summary of Annual Report

The Department of economics had nine tenure/tenure track faculty members in Fall 2007, one instructor, and four part-time faculty members. Highlights of Department-related contributions to the university, profession, and community in academic year (AY) 2007-2008 include the following:

- Between Spring 2007 and Spring 2008 economics student credit hours (SCH) in economics increased by 17.9 percent, the fastest rate of any department within the College of Arts and Sciences. Based on signed internal advising documents it is estimated that as of the start of the fall 2008 semester the department had 46 declared first majors of economics, an additional 29 students in University College intending to major in economics or awaiting transfer paperwork from another college, 22 students pursuing economics as a second major, and 37 students intending to minor in economics. Beyond this, there were twenty students majoring in the Philosophy, Political Science, and Economics (PPE) degree program. Eight students graduated with an undergraduate major in economics during the academic year and one student graduated with a PPE degree.
- There were 19 students in the Master's program as of Fall 2007. Six students graduated from the graduate program during AY 2007 following seven who graduated in the previous year. A survey of recent graduates revealed that nearly all found appropriate employment for someone with graduate training in economics. Nearly one-half held positions in the finance/insurance sector of the economy working for such firms as Progressive Insurance, First Energy, American Express, Pfizer, and Deloitte and Touche. The majority of the remainder found employment in the public sector including the Census Bureau, U.S. Department of Energy and the State of Ohio Department of Taxation.
- Student evaluations of the IDEA survey were very positive with most students concluding that it is either "definitely true" or "more true than false" that their economics teacher was excellent. The same generally holds true with regard to their assessment of the overall excellence of the course.
- Dr. McGuire was awarded a three-year grant from the National Science Foundation for \$205,792 in May 2007. He will serve as Principal Investigator for the project, "The Differential Impact of Parasitic Diseases on Agricultural Productivity of Blacks and Whites in the Early Twentieth-Century South."
- Department faculty had five articles and one book that appeared in print during AY 2007-08. Four additional papers have been accepted for publication. Nine papers by Department faculty were presented at professional meetings and other venues.
- Economics major Kyle Bohland served as President of The University of Akron

Associated Student Government. Undergraduate economics and marketing major Aniq Feerasta won second place in the worldwide competition for the St. Gallen Wings of Excellence Award (Switzerland).

- Undergraduate and graduate student research continued to play a more prominent role in Department academic programs in 2007-2008. Importantly, it was demonstrated that undergraduates who were not honors students could also conduct and communicate a competent economic research project. The fourth annual Department poster exhibition was held in April 2008 where undergraduates presented the results of their research projects to a wider university and community audience than had been done in the past.
- Department faculty members continue to make substantial service contributions to the university. Dr. Stratton served on the Faculty Senate and was also secretary to that body. Dr. Erickson served as a faculty representative on the University Council Exploratory Committee. Drs. Erickson and Ghosh made important contributions to the Global Studies Initiative Working Group.
- Alumnus Mike Morrell (BA, 1980) was appointed Director of Intelligence by the Director of the Central Intelligence Agency.
- The 18<sup>th</sup> Grunberg Lecture was delivered by 2001 Nobel Laureate George Akerlof in April 2008. Earlier in the year the Department co-sponsored a Lecture by David Walker, Comptroller General of the United States.

## Teaching

### IDEA Teaching Evaluations

Summary Data			Semester			Overall
			Summer (2007)	Fall (2007)	Spring (2008)	
1	Overall excellence of Teacher	Unadjusted score	NA	4.0	3.8	3.9
.		# of sections		34	35	69
2	Overall excellence of Course	Unadjusted score	NA	3.7	3.6	3.7
.		# of sections		34	35	69

\* Statistics are based on unweighted average for all sections within relevant grouping. IDEA forms are not administered for summer sessions. An internal departmental evaluation instrument is used instead.

Additional Data (optional)			Lower Level	Upper Level	Graduate	other (specify)
			1	Overall excellence of Teacher	Unadjusted score	3.8
.		# of sections	48	12	10	
2	Overall excellence of Course	Unadjusted score	3.5	4.1	4.2	
.		# of sections	48	12	10	

### Comments on teaching evaluations

IDEA student evaluations for Department faculty for the Academic Year 2007-2008 are summarized above by course level. The data are adjusted averages (based on 5-point scale) for student ratings for the overall excellence of the teacher and the overall excellence of the course. All the statistics reported in the table are calculated as unweighted averages for all courses within the course level category.

An examination of these statistics reveals that most students conclude that it is either “definitely true” or “more true than false” that their economics teacher was excellent. The same generally holds true with regard to their assessment of the overall excellence of the course. Not surprisingly, evaluations are strongest for the upper-level and graduate courses. The results are quite consistent between the fall and spring semesters and are in-line with the statistics reported in the annual reports of previous years.

*The IDEA student evaluations reported in the table are not normed by discipline with other institutions. The comparison group is all disciplines in institutions where IDEA evaluations are*

conducted. This makes it problematic to draw any conclusions with regard to the teaching effectiveness of any given department with respect to similar departments in peer institutions.

Further, there are systematic differences in IDEA evaluations among the disciplines and economics, in particular, tends to receive lower evaluations. (IDEA Center, Technical Report No. 13, *Disciplinary Differences in Student Ratings*, December 2002). IDEA Center has recently reported “converted” average data where Departmental results are compared to other economics departments that use IDEA evaluations. However, it is not clear from the IDEA website who the comparator institutions are and it is unlikely that they are drawn from open-admission urban universities. Having said this, the IDEA reports consistently show that the Department average for excellence in teaching, overall and by course level, lies within the middle 40% of economics departments around the country that use this evaluation instrument.

Finally, it is important to recognize that student ratings can also be influenced by grading policies (e.g., Krautmann and Sander, “Grades and Student Evaluations of Teachers,” *Economics of Education Review*, Vol. 18, 1999, pp. 59-63). In Fall 2005 (more recent data could not be found on the UA Institutional Research website), 35.8% of all undergraduate grades given by faculty at The University of Akron were “A” (27.6% in the College of Arts and Sciences). The corresponding figure for the Department of Economics was 17.1%. (Source: UA Institutional Research)

### **Other evidence of teaching effectiveness**

In spring 2007 the Department conducted a survey of program alumni as part of its assessment plan (see “Student Outcomes Assessment” section below for details). Nearly 80% of alumni respondents with an undergraduate BA or BSLE degree rated the program as either very useful or somewhat useful in their personal and professional lives. For those who completed the master’s program, the corresponding figure was 90%. The survey also revealed that nearly 80% of program alumni with undergraduate and graduate degrees responded that they would most likely recommend the UA degree program to someone else. (See *2005 Annual Report* for additional details.)

The Department continues to update and modify its Assessment of Student Learning Plan for the undergraduate and graduate programs; the most recent version of this plan was submitted to the Student Assessment Task Force in July 2008. Overall, there are six learning outcomes expected for our majors at the undergraduate level. Five learning outcomes have been identified and program results are gauged by course work (artifacts) submitted by students in completing their electronic portfolio requirement for graduation (see “Student Outcomes Assessment” section below for further details). For the 2007-08 academic year, all program graduates submitted artifacts that were judged by the faculty as at least satisfactorily meeting the learning objective. In most cases, the artifacts were judged to be exemplary.

The sixth learning outcome is assessed by students in the “capstone” course which synthesizes student curriculum learning with a final research project that all majors must complete prior to graduation. These projects are independently evaluated by two faculty members using a

Departmental grading rubric. In spring 2008, eight students completed this project, one was rated “excellent,” six were evaluated as “good” and one was judged to be “satisfactory.” These results are similar to what was observed from the 2006-07 academic year cohort.

Under the leadership of faculty member Dr. Francesco Renna an annual Department poster exhibit is now held in the spring term where undergraduate students present the results of their capstone project. Both graduate and undergraduate students are encouraged to present their work at outside conferences and other venues and five students did this in the 2007-08 academic year. Particularly noteworthy was Greg Madonia’s presentation, “*Terrorism's Effect on FDI: Analysis of 96 Countries from 1999 to 2003,*” at the April 2008 posters on the Hill, sponsored by the Council on Undergraduate Research in Washington, D.C.



Greg Madonia with Senator Voinovich

Another example of external validation of the research skills of program graduates is Mark Groza who’s paper, “Conference Call! NCAA Conference Realignment and Football Game Day Attendance,” is under revise and resubmit to the *Journal of Sport Management*.

A program objective that is included in both the undergraduate and graduate programs assessment plans is that students will report positive attitudes toward their experience in the major. This "affective" outcome is assessed using an interview of each graduating senior in economics and with the results of the alumni survey. The results of these surveys generally indicate that students completed their degrees with favorable attitudes towards the discipline and their experience in the program. For example, in 2007-08, all undergraduate respondents indicated that they would recommend the major to someone else while 71 percent of the graduate respondents gave a similar recommendation for the MA program.

In other areas related to teaching effectiveness several faculty members have been leaders on campus in incorporating new technology into the classroom and in adopting new teaching state-of-the-art teaching strategies into their classes. For example, Dr. Steve Myers has successfully incorporated Tablet PCs, DyKnow Software and Problem Based Learning into the graduate econometrics curriculum with very positive results. Most members of the Department faculty have integrated new technology into the classroom, for example, the use of “clickers” by Drs Renna and Ghosh in large principles sections. A majority of the faculty use multi-media presentations to enhance their teaching effectiveness. Most of the faculty have incorporated the *SpringBoard* course management system to enhance some or all of their courses. In addition, one of our instructors teaches Introduction to Economics (3250:100) via distance learning to students at local area high schools. The Department also offers sections of one of its principles courses (3250:244) and the MBA foundation course (3250:600) entirely as a web-based course.

Many faculty members have adopted techniques presented in workshops organized by the Institute of Teaching to improve classroom teaching. Finally, it is relevant to note that several faculty members are actively involved in the scholarship of learning and teaching. These

activities are discussed in a section below by the same name.

### SCH Student Credit Hour Production

	2007-08
General Education	5,700
Lower Level	2,460
Upper Level	491
Graduate	447
<b>Total</b>	<b>9,098</b>

Source: UA Institutional Research - <http://ir.uakron.edu/sch/Index.aspx>

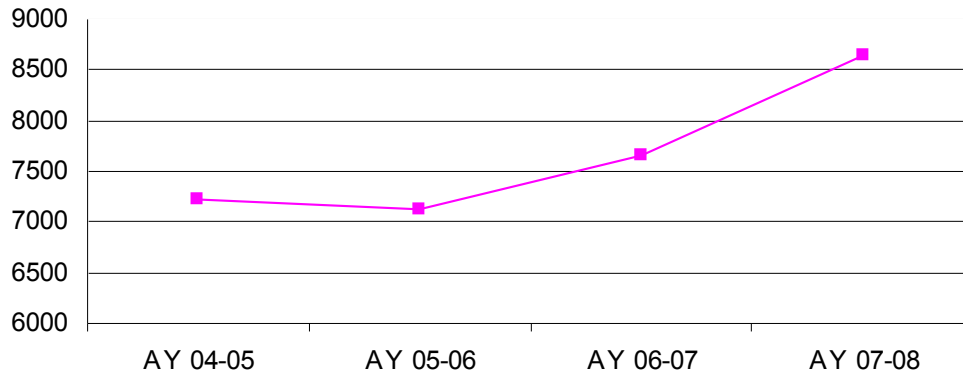
**Additional SCH.** (List any SCH taught by your faculty for another department, college, center or institute.)

None.

### Trends in enrollment, majors, degrees

As shown in Figure 1 total undergraduate student credit hours (SCH) in economics increased dramatically between the 2005-06 and 2007-08 academic years. For example, economics SCH in Academic Year (AY) 2007-08 (8,651) was 21.4 percent higher over the corresponding figure in AY 2005-06 (7,126). This percentage increase exceeded the overall growth in undergraduate SCH for the College of Arts and Sciences of 16.6 % for the same period. More recently, between Spring 2007 and Spring 2008 total economics SCH increased by 17.9 percent, the fastest rate of any department within the College of Arts and Sciences. The strong growth in SCH continues into Fall 2008. Department SCH grew by 6.5% over Fall 2007 compared to 4.9 % for the College.

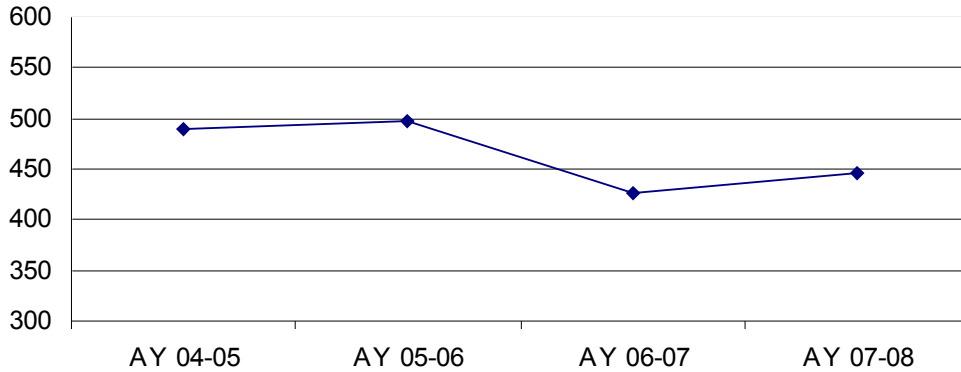
**Figure 1**  
**Economics Undergraduate SCH**



Source: UA Institutional Research - <http://ir.uakron.edu/sch/Index.aspx>

At the Master's level, Department SCH stood at 447 in AY 2007-08. This is up slightly from the similar period in 2006-07 when SCH stood at 427. As shown in Figure 2, SCH has fluctuated from term to term over the past four academic years, generally following the trend of graduate student enrollments for the university. Department graduate SCH is typically higher in the fall term than in the spring term reflecting attrition from each cohort after their first semester in the program. Year-to-year fluctuations in SCH are also influenced by the relatively large number of students who graduate from the program at the end of the Fall semester every other academic year as many students complete the graduate program in a year and one-half. It is generally difficult to recruit many new students midway through an academic year, i.e. starting in the spring semester.

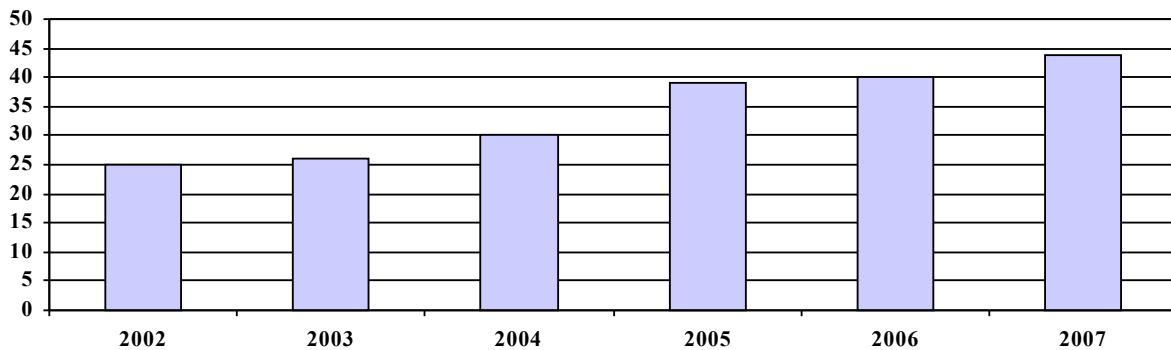
**Figure 2  
Economics Graduate SCH**



Source: UA Institutional Research - <http://ir.uakron.edu/sch/Index.aspx>

The number of officially-declared economics undergraduate first majors as of Fall 2008 stood at 40, more than double of what it was at the low point of 17 in 1996. Approximately three-quarters of these students are majors in the Bachelor of Arts (BA) program in economics, with the remainder majoring in the Bachelor of Science in Labor Economics (BSLE) degree. Beyond this, there are twenty students majoring in the Philosophy, Political Science, and Economics (PPE) degree as of Fall 2006.

**Figure 3  
Undergraduate Majors in Economics  
(fall semester)**

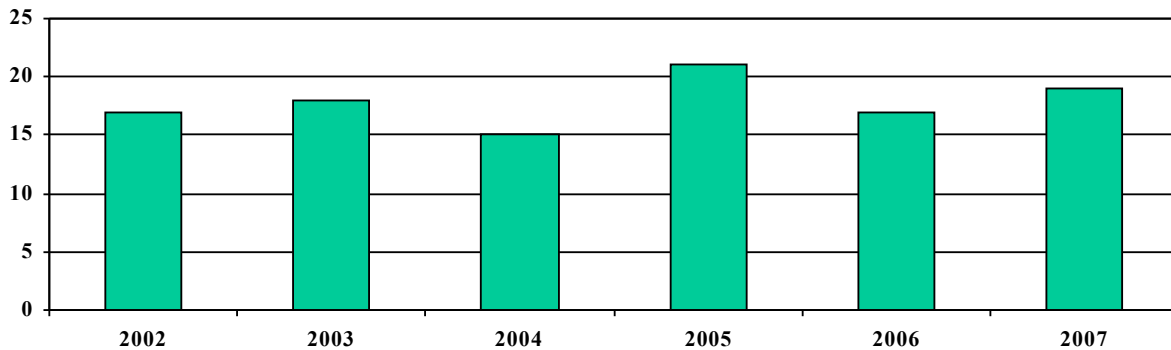


Source: [http://ir.uakron.edu/budget\\_revised/Summary\\_Page.aspx](http://ir.uakron.edu/budget_revised/Summary_Page.aspx)

The above data on majors also excludes students in University College that intend to declare economics as a major and students who intend to declare economics as a second major but have not yet processed the paperwork. The latter is an increasingly popular option for students who are already majoring in some other discipline, especially students in a degree program in the College of Business. The Department has also strengthened its efforts to recruit minors in economics. The number of double majors and minors is difficult to ascertain because students do not typically declare this status until they near graduation. Based on signed internal advising documents it is estimated that at the start of the fall 2008 semester the department had 46 declared first majors economics, 29 students in University College intending to major in economics or awaiting transfer paperwork from another college, 22 students pursuing economics as a second major, and 37 students intending to minor in economics.

The number of students in the master’s program stood at 19 in Fall 2007, an increase of two over the previous year (see Figure 4). Over half of the current students in the program are female and approximately half are non-resident alien. As noted above, the number of graduate students in the program fluctuates considerably due, in part to the timing of when a cohort graduates. Recruiting of qualified students is also made more difficult by the fact the inflation-adjusted Graduate Assistant (GA) budget allocation for the Department has declined steadily over the current decade.

**Figure 4**  
**Graduate Students in Economics**  
**(fall semester)**



Source: [http://ir.uakron.edu/budget\\_revised/Summary\\_Page.aspx](http://ir.uakron.edu/budget_revised/Summary_Page.aspx)

The recent trends in graduates of the Department’s undergraduate programs are displayed in the top part of the table below. There were eight graduates of BA and BSLE programs in the academic year. Over the last five years, approximately sixty percent of the graduates have been awarded BA degrees although that proportion varies considerably from one year to the next. In addition, five students earned a minor in economics in AY 2007 and another student earned the Philosophy, Political Science, and Economics (PPE) degree.

There were six graduates from the Master’s program in AY 2007, following nine that graduated in the preceding academic year (see Table 1). The number of graduates of this program varies considerably from year to year in part because the program can be typically completed in one and one-half academic years (a relatively large cohort will graduate from the program at the end of the Fall 2008 semester). Recent graduates of the MA program have been successful in finding professional (typically analyst) positions with such organizations in the private sector as Deloitte, Inc. (Washington, DC), Pfizer, Progressive Insurance, American Express, First Energy, Abercrombie and Fitch, and First Merit Bank. In the public sector recent graduates have been placed with the US Department of Energy, State of Ohio Department of Taxation, and the US Department of Census. Others have gone on to law school (University of Akron and Ohio State University), doctoral programs in economics (e.g., Texas A & M) and another graduate is teaching at North-South University (Bangladesh). Overall since 2003, approximately 41% of program graduates surveyed took positions in the finance/insurance industries, 35% found employment in the public sector or with non-profit organizations, and 12% took academic positions or pursued additional graduate training.

**Table 1  
Degrees Awarded in Economics  
Academic Years 2003 – 2007**

	AY 2003-04	AY 2004-05	AY 2005-06	AY 2006-07	AY 2007-08
<b>Undergraduate Economics- All</b>	11	11	9	6	8
<b>Bachelors of Arts</b>	7	9	4	1	4
<b>Bachelors of Science in Labor Economics</b>	4	2	5	5	4
<b>Minor in Economics</b>	2	2	3	2	5
<b>Undergraduate – Philosophy, Political Science, Economics (PPE)</b>	4	2	4	1	1
<b>Masters</b>	6	12	3	7	6

Source: [http://ir.uakron.edu/budget\\_revised/Summary\\_Page.aspx](http://ir.uakron.edu/budget_revised/Summary_Page.aspx) and PeopleSoft query.

### **Advances in Programs, Degrees**

*Describe any new programs, changes in programs, etc.*

There were no program changes in 2007-08 that went through the curriculum process.

### **Student Outcomes Assessment**

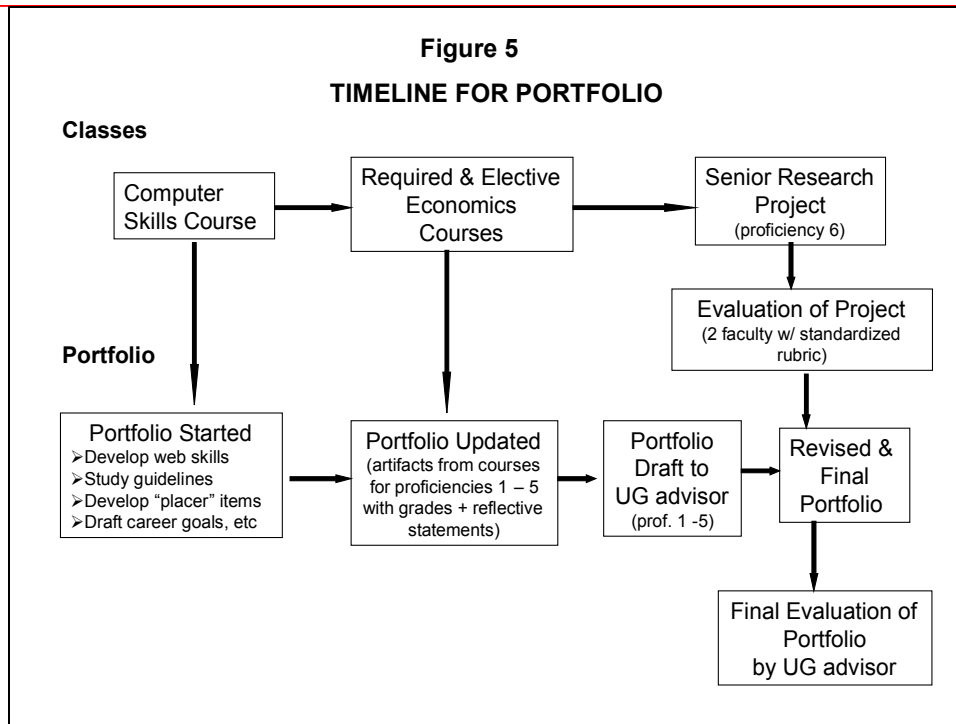
*Summarize the department’s plans and implementation of assessment.*

*Undergraduate Programs.* At the undergraduate level the Department has embraced a program assessment whereby learning outcomes are based on six work-relevant skill areas or proficiencies. The six proficiencies form the foundation of the assessment plan for both the BA and BSLE degree options and are derived from our understanding as to what constitutes “best

practices” for programs in the economics discipline (W. Lee Hansen, “Expected Proficiencies for Undergraduate Economics Majors,” *Journal of Economic Education*, Summer 2001, 231-242). These proficiencies are summarized in the Appendix to this document. Beyond the six proficiencies the learning outcomes are supplemented by (1) an additional factor in the affective domain pertaining to student attitudes towards the discipline and the programs offered by our Department (“students will report positive attitudes toward their experience in the major”), and, most recently, (2) an analysis of the types of jobs or related activities that students find employment after graduation; specifically, are these jobs related to types of jobs where economics training is generally considered to be relevant.

Our assessment plan requires that all the stakeholders in our program have input in the process, both in determining the appropriateness of the learning outcomes used for program evaluation and in assessing how well our programs met their expectations in achieving each outcome. To that end our assessment process relies on input from multiple sources, including:

1. the content and presentation of an electronic portfolio whereby each graduating major posts “artifacts” of work completed in their coursework that demonstrate competency in each proficiency area and where the student reflects on what they have learned from the exercise. (See: <http://gozips.uakron.edu/~myers/E226/> for more details and Figure 5 below for a schematic on how the process works.)
2. the results of an electronic survey of alumni where they provide feedback on (1) whether they view each learning outcome of the program as important or relevant to alumni in their current endeavors (or if there are important skills or proficiencies that have been left out, that should be added as a learning outcome), and, (2) if they were satisfied that the economics program helped them achieve this proficiency when they were at the university.
3. exit surveys of program graduates where they are asked similar questions to what is asked in the alumni survey.



Since the portfolio requirement was adopted in 2004 and phased in as new cohorts entered the program after that point in time, the third set of students completed all the portfolio requirements during the spring and summer of 2008. In addition, the alumni survey was administered the first time during the spring 2006 semester and the findings have been posted on the Department website. The Department has administered exit surveys of program graduates for the past several years.

The results of the assessment process through spring 2007 were discussed by the undergraduate curriculum committee and the faculty as a whole during the 2007-08 academic year. (The 2007-08 assessment results were compiled during the summer of 2008 and have yet to be analyzed/discussed by department faculty.) One question that was addressed was how well the curriculum has served our students in completing the senior project. Most of the discussion centered on how to get students to develop a project proposal earlier and not at the start of their capstone course. Another important point of discussion dealt with the evaluation/assessment of the curriculum and the senior project. Of particular interest was how the experience fostered the development of students in the lower half of the ability distribution). Another issue that was addressed was how to get students to update their portfolio periodically as they proceed through the major rather than wait until the final weeks before graduation. Faculty in several upper-level courses – including the core course in Applied Econometrics taken midway through the major – now have integrated portfolio update requirements as part of the required coursework. Another issue discussed was how to get students to “buy in” to the portfolio requirement as something that will be of value to them after graduation. This is an issue that faculty will look for assistance and guidance from the new Economics Advisory Board, which will be put in place in the 2008-09 academic year.

*Graduate Program.* Learning outcomes or goals for the graduate program have been identified

and approved by the faculty and they formed the core of the 2007-08 Assessment of Student Learning Plan. These learning outcomes include the following:

- apply microeconomic and macroeconomic theory to analyze an economic issue.
- apply appropriate econometric techniques and/or other analytical tools to investigate new questions or hypotheses.
- communicate effectively the results of economic analysis, both orally and in writing.
- students will report positive attitudes toward their experience in the graduate program.
- students will find employment in areas where graduate training in economics is useful or relevant.

Similar to the Department's undergraduate programs, our assessment plan requires that all the stakeholders in our program have input in the process. To that end the assessment process for the graduate program will rely on input from multiple sources, including:

- a substantial paper written by the student as part of the requirements for one of the courses in their graduate curriculum
- the results of an electronic survey of alumni (see undergraduate program above for further details.)
- exit surveys of program graduates where they are asked similar questions to what is asked in the alumni survey.

Further work on implementing the assessment plan for the graduate program remains to be done during the 2008-09 academic year.

### **Benchmarking**

*Summarize your department's efforts to develop systematic methods to benchmark your programs against peer institutions.*

The development of a systematic method of benchmarking Departmental programs against peer institutions has not yet been undertaken. A set of peer institutions was identified by Department faculty as part of the "Market Adjustment" process associated with the Collective Bargaining Agreement and this may be a useful starting point as Department faculty members begin discussions on benchmarking.

### **Scholarship of Teaching and Learning**

*Summary of activities of faculty members who are involved in the scholarship of teaching and learning*

Many faculty members in the Department have an interest in the scholarship of teaching and learning. Most keep up with the literature on pedagogical and technological innovations and some are leaders within the profession as to how these innovations can be applied to the discipline of economics.

- Drs. Ghosh and Renna's manuscript, "Using ConceptTest and Peer Instruction to Improve Student Learning Outcomes in Economics," was accepted by publication in the *Journal of Economic Education*, the premier journal in the field of economic education.

- Drs. Myers, Nelson, and Stratton have undertaken a collaborative effort to (1) develop guidelines on how to construct and implement an effective assessment process for the economics major, and, (2) conduct a national survey of economics department chairs and program assessment practices. A preliminary version of this work was presented at the American Economic Association Meeting in January 2008. Some of the findings of this research were reported in the *Chronicle of Higher Education* and *Inside Higher Education*.
- Drs. Myers, Nelson, and Stratton have had accepted for publication, "Assessing a Proficiency Based Economics Program: Weathering the Perfect Storm While Thriving in a New Environment" in *International Review of Economic Education*, forthcoming.
- Drs. Myers, Nelson, and Stratton have had accepted for publication, "E-portfolios and Student Research in the Assessment of a Proficiency-based Major" in Banta, Trudy, Karen Black and Elizabeth Jones (eds.) *Principles and Profiles of Good Practice in Assessment* (tentative title), Jossey-Bass, forthcoming.
- Dr. Myers gave the following presentations of papers regarding the use of technology in the classroom, including:
  - "The Table PC in the Classroom – Introduction," 7 the Annual Celebration of Excellence in Learning and Teaching (CELT), April 7, 2008.
  - "The Table PC in the Classroom – Advanced," 7 the Annual Celebration of Excellence in Learning and Teaching (CELT), April 8, 2008.
  - "Problem Based Learning in an Applied Econometric Curriculum," Poster Session on Teaching Ideas and Projects sponsored by the Committee of Economic Education, American Economic Association, ASSA meetings, New Orleans, Jan. 5, 2008.

## Research and Scholarship

### Publications

#### Data on Publications

Type	Total Number	Number with Student Authors
Book	<b>1</b>	
Refereed Journal Article	<b>5</b>	
Book Chapter		
Creative Writings		
Book Reviews		
Published Abstracts		
Non-refereed Articles		
Other (Reprint)		

#### List of Publications (Books, Articles, Creative Writings, Book Reviews)

Include only those in print, NOT those that are in press or accepted for publication. Papers that have been refereed and are accessible online should be listed. Citations should include the authors, titles, publisher, page numbers and date, listed in alphabetical order by author. For publications with multiple authors, **highlight** the names of faculty in your department and underline the names of students in your department. Only list publications with multiple authors from your department once; do not include data for faculty with joint appointments that report to another department.

#### Randall King:

- "The Impact of Racial Discrimination on the Early Career Outcomes of Young Men" (with **F. Renna**). *Atlantic Economic Journal* **35** (September 2007): 269-78 (available online at [www.springerlink.com](http://www.springerlink.com)).

#### Michael Nelson:

- *Global Efforts to Combat Smoking: An Economic Evaluation of Smoking Control Policies*, Hampshire, England: Ashgate, 2008. (with Rajeev K. Goel)
- "Are Corrupt Acts Contagious? Evidence From the United States," *Journal of Policy Modeling*, Volume 29, Issue 6, November-December 2007, pp. 839-850. (with Rajeev K. Goel)
- "The Master Settlement Agreement and Cigarette Tax Policy," *Journal of Policy Modeling*, Vol. 29, Issue 3, May-June 2007, pp. 431-438, 2007. (with Rajeev K. Goel)

#### Francesco Renna:

- "Teens Alcohol Consumption and School Performance," *Economics of Education Review*, Vol. 29, No. 1, 2008, pp. 69-79.
- See Randy King

### List of Presentations with Published Abstracts

*Abstract citations should include the authors, titles, publisher, page numbers and date, listed in alphabetical order by author. For abstracts with multiple authors, highlight the names of faculty and underline the names of students in your department. Only list abstracts with multiple authors from your department once; do not include data for faculty with joint appointments that report to another department.*

None

### Other Presentations

#### Gary Garofalo:

- "19<sup>th</sup> and Early 20<sup>th</sup> Century Patents as a Window on the Urban Long Run," presented at the Western Economic Association Meetings, Seattle, Washington, Summer 2007. (with Michael S. Fogarty)

#### Sucharita Ghosh:

- "Regional Integration versus Unilateral Integration" What Matters for Economic Development?" at the Midwest International Economics meetings, University of Illinois Urbana-Champaign, Champaign, May 2008.
- Invited to present "Local Development in a Globalized World", University of Lecce Italy. Conference *Annali dei mercati e sviluppo locale*, November 2007.
- "Foreign Capital, Human Capital and Efficiency: A Stochastic Frontier Analysis for Developing Countries," at the Tenth European Workshop on Efficiency and Productivity, IESEG School of Management, Lille, June 2007 (presentation by **F. Renna**).

#### Robert McGuire:

- "North-South Alignments during the Drafting of the Constitution: The Costs of Compromise." Presented at the American Political Science Association meeting, Chicago, IL, August 30-September 2, 2007.

#### Michael Nelson:

- "Causes of Corruption: History, Geography and Government", variations of this paper were presented by my co-author to the Bank of Finland, Helsinki, December 2007; Kagawa and Okayama Universities, Japan, July 2007; and FLACSO, Quito, Ecuador, June 2007. ( paper presented by coauthor R.K. Goel)
- "Determinants of Software Piracy: Economics, Institutions, and Technology", presented at the Technology Transfer Society meetings, Palm Desert, CA, October 2007. ( paper presented by coauthor R.K. Goel)

**Steven Myers:**

- "The Tablet PC in the Classroom – Advanced," 7<sup>th</sup> Annual Celebration of Excellence in Learning and Teaching (CELT), The University of Akron, Akron, April 8, 2008.
- "The Tablet PC in the Classroom – Introduction," 7<sup>th</sup> Annual Celebration of Excellence in Learning and Teaching (CELT), The University of Akron, Akron, April 7, 2008.
- "Problem Based Learning in an Applied Econometric Curriculum," Poster Session on Teaching Ideas and Projects sponsored by the Committee of Economic Education, American Economic Association, ASSA meetings, New Orleans, Jan. 5, 2008.
- "Weathering the Perfect Storm or Thriving in a New Environment: Assessing a Proficiency-Based Economics Major." Presented to the Research on Undergraduate Courses and Majors session sponsored by the Committee on Economic Education, American Economic Association, ASSA meetings, New Orleans, Jan. 4, 2008. (with **Michael Nelson** and **Richard Stratton**)

**Francesco Renna:**

- "*Peer Effect on Adolescent Weight Status*" (with Irina Grafova and Nidhi Thakur), 6<sup>th</sup> International Health Economists Association Congress, Copenhagen, July 2007.

**Richard Stratton:**

- See Steven Myers

**Grants****Data on grant proposal and award activity**

Type	Proposals Submitted (year)		Proposals Awarded (year)	
	Number	\$ Amount	Number	\$ Amount
Federal	1	\$205,792	1	\$205,792 (2007)
State	1	\$14,000	1	\$14,000 (2007)
Other	1	\$36,526		
<b>Total</b>	<b>1</b>	<b>\$256,318</b>	<b>1</b>	<b>\$219,792</b>

**Additional grant activity**

*Proposals by your faculty that were credited to another college, department, center or institute*

Type	Proposals Submitted (year)		Proposals Awarded (year)	
	Number	\$ Amount	Number	\$ Amount
<b>Total</b>				

Under each of the following categories, list the funding agency, principle investigators, title, date submitted/awarded, and amount, listed in alphabetical order by PI. For grants with multiple PI's, **highlight** the names of faculty in your department. Include proposals by your faculty that were credited to another college, department, center or institute. Only list grants with multiple PI's from your department once. Do not include data for faculty with joint appointments that report to another department.

### **External Proposals Submitted**

#### **Francesco Renna:**

- American Beverage Medical Research Foundation, "Maternal Drinking during Pregnancy and Offspring's Human Capital" - \$36,526

### **External Grants Funded**

#### **Robert McGuire:**

- "Collaborative Research: The Differential Impact of Parasitic Diseases on Agricultural Productivity of Blacks and Whites in the Early Twentieth-Century South." Principal Investigator on continuing three-year *National Science Foundation* grant funded May 2007 in the amount of \$205,792.
- "The Differential Impact of Parasitic Diseases on Agricultural Productivity of Blacks and Whites in the Early Twentieth-Century South," Principal Investigator, submitted to the Office of Research Services and Sponsored Programs, The University of Akron, May 20, 2007, for OBR Research Challenge Matching Award, *Ohio Board of Regents*, \$14,000.

### **Internal (UA) Grants Funded**

- None

### **Other Funding Activity** (contract research, internships, gifts...)

#### **Michael Nelson:**

- URS Corporation (Economic impact of petroleum facility), \$3,000.

### **Other Research Activity**

#### **Elizabeth Erickson:**

- "Estimation of Return on Community Investment of the Access to Care Program," Report submitted to Summit County Combined General Health District on Behalf of Healthy Connections Network. (with R. Steiner, Department of Statistics)

**Sucharita Ghosh:**

- "Foreign Capital, Human Capital and Efficiency: A Stochastic Frontier Analysis for Developing Countries" (with Camilla Mastromarco), *World Development*, forthcoming.
- "Using Electronic Response Systems in Economics Classes" (with **Francesco Renna**), *Journal of Economic Education*, forthcoming.

**Robert McGuire:**

- "Constitutional Agreement during the Drafting of the Constitution: A New Interpretation," at the *Journal of Legal Studies*, revise and resubmit.

**Steven Myers:**

- "E-portfolios and Student Research in the Assessment of a Proficiency-based Major" in Banta, Trudy, Karen Black and Elizabeth Jones (eds.) *Principles and Profiles of Good Practice in Assessment* (tentative title), Jossey-Bass, forthcoming. (with **Michael Nelson** and **Richard Stratton**)
- "Assessing a Proficiency Based Economics Program: Weathering the Perfect Storm While Thriving in a New Environment" *International Review of Economic Education*, forthcoming. (with **Richard Stratton** and **Michael Nelson**)

**Michael Nelson:**

- "Causes of Corruption: History, Geography and Government" [with R. K. Goel] [http://www.bof.fi/bofit\\_en/tutkimus/tutkimusjulkaisut/dp/2008/dp0608.htm](http://www.bof.fi/bofit_en/tutkimus/tutkimusjulkaisut/dp/2008/dp0608.htm) <http://ssrn.com/abstract=1141772> (recently listed on Social Science and Research Networks [Institutional & Transition Economics Top Ten](#) and [Public Choice & Political Economy Top Ten](#))

**Francesco Renna:**

- "Alcohol Abuse, Alcoholism and Labor Market Outcomes: Looking for the Missing Link", *Industrial and Labor Relations Review*, accepted on March 2008.
- "Impact of Obesity on Labor Market Outcomes of the Older Working Age Adults," revise and resubmit at *Health Economics*. (with N. Thakur)
- "The Impact of Job Displacement on Employer Based Health Insurance Coverage," revise and resubmit at *Journal of Labor Research*. (with V. Kosteas)
- "Peer Effect on Adolescent Weight Status," revise and resubmit at *Economics and Human Biology*. (with I. Grafova and N. Thadkur).

## Service

### University and College Service

#### **Elizabeth Erickson:**

- A & S at-large Senator to Faculty Senate: 2007-2010 term.
- Member of Executive Committee, Faculty Senate 2007-09 term.
- Representative for the Faculty (1 of 2) on University Council Exploratory Committee.
- A & S representative on Faculty Rights & Responsibilities Committee.

#### **Gary Garofalo:**

- Intellectual Property Rights Center Fellow, UA School of Law (ongoing)

#### **Sucharita Ghosh:**

- Academic Alignment Project member (Summer 2007 – Fall 2008).
- Member of Global Studies Initiative Working Group (Fall 2007 – Spring 2008).
- Advisory Committee to Provost (Fall 2007 – Spring 2008).
- Buchtel Teaching Award committee (Spring 2008).
- External Committee Member, Modern Languages Chair Search Committee (Fall 2007 – Spring 2008).
- Global Degree Curriculum Committee (Fall 2007 – Spring 2008).

#### **Randy King:**

- Member of the College-Wide Review Committee for Promotion to Full Professor (Fall 2007).

#### **Steven Myers:**

- Presentation on Economics Program Assessment to Board of Regents (with **Richard Stratton**), “Documenting Student Success within the Ohio College Portrait” sponsored by Planning Committee on Higher Learning Accountability and Productivity of the Ohio Board of Regents, The Ohio State University, Columbus, June 19, 2008.
- Selection team for new Course Learning Management System (March 2007 to July 2007).

#### **Jay Mutter:**

- Member of Departmental Representatives IT Discussion Group (2006-07).

**Michael Nelson:**

- Advisory Committee member, H.K. Barker Center for Economic Education (2006-07).
- Member of the dissertation committees: Xin Zhao and Kwame Boate, Department of Public Administration and Urban Studies (2007-08).
- Judge for CUGSR Outstanding Student Research Award.
- Advisory Committee to President (Fall 2007 – Spring 2008).
- External Committee Member, Political Science Chair Search Committee (Fall 2007 – Spring 2008).

**Francesco Renna:**

- Buchtel College Council (2007-2008).

**Richard Stratton:**

- Faculty senator and member of CCTC (2007-08).
- Secretary of the Faculty Senate (2007-08).
- Search Committee for Associate Director of Institute of Teaching and Learning
- Member of HLCAA
- Member of Student Assessment Task Force
- Member, College-wide Review Committee for Tenure and Promotion to Associate Professor

**Professional Service****Sucharita Ghosh:**

- Referee, *International Trade Journal*
- Referee, *Review of International Economics*
- Referee, *World Development*
- Referee, *Contemporary Economic Policy*
- Chair of two sessions, *Midwest International Economics* Group meeting at University of Illinois, Urbana-Champaign (Spring 2008)
- External advisor, Cuyahoga Falls High School economics team participating in statewide competition

**Robert McGuire:**

- Referee, *Journal of Economic History* (2 papers)
- Referee, *Political Research Quarterly*
- Referee, *Journal of the Early Republic*
- Referee, NSF Grant Proposal, “Delegate Voting at the Constitutional Convention”
- Cliometric Society Representative to the Allied Social Science Association (ASSA),

- 2008-11. Organized three Cliometric sessions for the January 2009 ASSA meetings.
- Member of the Committee on Research in Economic History.
  - Member, Policy Advisory Board, The Heartland Institute

**Steven Myers:**

- Member, Mobile PC Advisory Committee (Fall 2007)

**Michael Nelson:**

- Referee, *Urban Affairs Review*

**Francesco Renna:**

- Referee for *Social Science and Medicine*

**Richard Stratton:**

- Online focus group for Cengage Learning (February 2008)
- Reviewer for Worth Publishing (Stone textbook) (2007)
- Reviewer for McGraw Hill (Shiller textbook) (2007)

**Discipline Related Community Service** (*list activity, faculty and date*)

**Michael Nelson:**

- Member, Northeast Ohio Council of Regional Economic Policy Advisors (2007-08), Chaired by Robert Jaquay, Associate Director, The George Gund Foundation.
- Interviewed by reporters from several local newspapers on various economic issues.

**Francesco Renna:**

- Organizer of the 4<sup>th</sup> Annual Department of Economics Poster Exhibit (April 2008). Some local employers attended this event.

## Collaborative Activities

*Describe any activities where your faculty collaborated with other departments and/or colleges.*

- Drs. Erickson and Ghosh served as members of the Global Studies Working Group during part or all of the 2007-08 academic year.
- Dr. Erickson collaborated with Dr. Steiner, Department of Statistics on contract research for the Summit Country Combined General Health District (see “Other Research

Activity” above for further details).

- Dr. Sheppard collaborated with faculty members in the Department of Mathematics in developing economics elective options for students in the 5-year BS/MS Program in Applied Mathematics.

## Outreach Activities

**PESOP** *List courses with PESOP (post secondary) students*

- 3250: 100, Introduction to Economics
- 3250: 200, Principles of Microeconomics
- 3250: 244, Introduction to Economic Analysis

Number of PESOP SCH (student credit hours) **186**

**Distance Learning** *List courses taught with Distance learning*

- 3250: 100, Introduction to Economics
- 3250: 244, Introduction to Economic Analysis
- 3250: 600, Foundations of Economic Analysis

[Note: 420 of the SCH listed below pertain only to WWW section offerings of the above courses.]

SCH of students at the distant site **471**

**Off campus Courses** *List courses or programs taught off campus*

None.

**----** SCH for off campus courses

**Comments** *Describe any other outreach activity that involved tuition paying, non-UA students and give the SCH.*

None.

## Other Activities

**Faculty Honors and Awards** *List the agency, award title, awardees, and date.*

Notable achievements by the faculty during the time period under consideration include the following:

- Francesco Renna was promoted to Associate Professor with tenure effective with the 2008-09 Academic Year.
- Robert McGuire was selected for inclusion in *Who's Who in America*, published by the Marquis.

**Student Honors, Awards, Achievements** *List the agency, award title, awardees, and date.*

Notable achievements by students in the Department during the time period under consideration include the following:

- Undergraduate economics and marketing major Aniq Feerasta won second place in worldwide competition for the prestigious St. Gallen Wings of Excellence Award sponsored by the University of St. Gallen in Switzerland. Feerasta won 6,000 Euros for her essay, *Rising from The Rust: Reinventing the Manufacturing Cities of the Industrialized World*. Feerasta's composition was among more than 1,000 entries from students around the world. She presented her winning essay during the 38th St. Gallen Symposium May 15-17, 2007 in Switzerland.
- Undergraduate major Kyle Bohland completed his term as President of The University of Akron Associated Student Government during the 2007-08 academic year.



Among the Department's many distinguished alumni:

- Sandy Pianalto (BA, 1976) is currently President and Chief Executive Office of the Cleveland Federal Reserve Bank. In 2008 she once again has voting membership in the Federal Open Market Committee (FOMC). The FOMC, consisting of seven regional Federal Reserve Bank presidents and the Chairman of the Federal Reserve, plays a major role in the conduct of the nation's monetary policy by setting short-term interest rate targets and, more recently, insuring solvency in the nation's financial system.
- Mike Morell (BA 1980) was named by CIA director Mike Hayden as Director of Intelligence in Spring 2008. Previously he held the position of Deputy Director of the Central Intelligence Agency, the third highest administrative position within the agency.

### **Capital and equipment improvements**

The following capital and equipment improvements were made during the 2007-08 academic year:

- Glass display case: \$2254.26
- Printers for faculty & staff: \$2287.94
- Upgrade of computers & equipment for the lab: \$12403.40
- Personal Computer accessories for faculty: \$296.56
- Grunberg Sign: \$445.00

## Other Noteworthy Achievements

- Grunberg Lecture

The 18<sup>th</sup> Grunberg Lecture was held on April 23, 2008. The lecture featured George A. Akerlof, an economics professor at the University of California, Berkeley, the 2001 co-winner of the Nobel Prize in economic sciences. His lecture, “Economics and Identity” was delivered to standing-room-only audience in the Student Union Theater.

This lecture is organized by the Department of Economics with financial support from the Buchtel College of Arts and Sciences and alumnus James T. Lenehan, Class '71. The Grunberg Lecture is an unusual accomplishment for a small department that does not offer a Ph.D. program. It has become one of the premiere lecture series in the discipline. The speakers are almost always Nobel Laureates and these outstanding scholars are always willing to come to the campus and share their insights with the university and the broader community in the region.



George A. Akerlof, UC  
Berkeley Professor of  
Economics

- David Walker Lecture, Comptroller General of the United States.

The Department co-sponsored with the College of Arts and Sciences a lecture and dinner featuring The Honorable David Walker, Comptroller General of the United States. His lecture, “U.S. Financial Condition and Fiscal Future Briefing,” was delivered on January 29, 2008 to an audience of approximately 500 in the E.J. Thomas auditorium.



David Walker  
Comptroller General

Submitted by: **Michael A. Nelson**

Date: **March 2, 2009**

## Appendix: The Hansen proficiencies

Proficiency number	Short title	Explanation
1	<i>Graduates can access existing economic knowledge</i>	Retrieve information on particular topics and issues in economics. Locate published research in economics and related fields. Track down economic data and data sources. Find information about the generation, construction, and meaning of economic data.
2	<i>Graduate demonstrate a command of existing economic knowledge</i>	Explain key economic concepts and describe how these concepts can be used. Write a précis [concise summary] of a published journal article. Summarize in two-minute monologue or a 500-word written statement what is known about current condition of the economy and its outlook. Summarize the principal ideas of an eminent economist. Elaborate a recent controversy in the economics literature. State the dimensions of a current economic policy issue.
3	<i>Graduates are able to interpret existing economic knowledge</i>	Explain and evaluate what economic concepts and principles are used in economic analyses published in daily newspapers and weekly magazines. Describe how these concepts aid in the understanding these analyses. Do the same for nontechnical analyses written by economists for general purpose publications (e.g., Challenge, Brookings Review, The Public Interest).
4	<i>Graduates are able to interpret and manipulate economic data</i>	Explain how to understand and interpret numerical data found in published tables such as those in the annual Economic Report of the president. Be able to identify patterns and trends in published data such as the Statistical Abstracts of the US. Construct tables from already available data to illustrate an economic issue. Describe the relationship among three different variables (e.g., unemployment, prices, and GDP). Explain how to perform and interpret a regression analysis that uses economic data.
5	<i>Graduates can apply existing economic knowledge</i>	Prepare an organized, clearly written five-page analysis of a current economic problem. Assess in a four-page paper the costs and benefits of an economic policy issue. Prepare a two-page memorandum that recommends action on an economic policy issue.

6	<i>Graduates are able to create new knowledge</i>	Conduct a senior project that includes: a detailed proposal for research, a polished 20-page paper of the results, and an oral presentation.
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Source: Hansen (2001)