

**UNIVERSITY OF WEST GEORGIA
RICHARDS COLLEGE OF BUSINESS
DEPARTMENT OF ECONOMICS**

ANNUAL REPORT

FOR ACADEMIC YEAR 2004– 2005

PRESENTED TO DR. FAYE MCINTYRE, DEAN

BY DR. DAVID BOLDT, CHAIR

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Department of Economics
2004 – 2005 Annual Report

- Ia. University Mission Statement:** The University of West Georgia, a charter member of the University System of Georgia, is a selectively-focused, comprehensive institution providing undergraduate and graduate public higher education in arts and sciences, business, and education, primarily to the people of West Georgia.

West Georgia offers a range of disciplinary, interdisciplinary, and professional programs at the baccalaureate level. It is also a major provider of graduate education at the master's and educational specialist's levels; further, a doctoral program in education is offered. In addition to being accredited as an institute of higher education, the University earned national accreditation or recognition in most undergraduate and graduate fields of specialization.

The purpose of West Georgia is to provide opportunities for intellectual and personal development through quality teaching, scholarly inquiry, creative endeavor, and service for the public good. The University aspires to preeminence in providing educational excellence in a personal environment through an intellectually stimulating and supportive community for its students, faculty, and staff.

- Ib. Richards College of Business Mission Statement:** To provide quality business and professional education in a personal environment, built upon a common body of knowledge, to prepare students primarily from the West Georgia and Atlanta areas for positions of responsibility and ethical leadership in organizations by 1) admitting quality local, regional, national, and international students and providing them with an educational experience that will prepare them to achieve future career excellence, 2) providing students with dynamic and up-to-date bachelor and master level curricula that are supported by an innovative technological base, 3) providing a solid business foundation for our students to compete successfully in a work environment, engage in lifelong learning opportunities, and apply high standards of ethical conduct, 4) recruiting high quality faculty and staff and providing them with sufficient resources to support excellence in teaching, primarily applied and pedagogical research, and service, and 5) building internal and external partnerships that will create value for all parties.

- Ic. Department Mission Statement:** The mission of the Department of Economics is to: 1) provide a personalized and high quality undergraduate education in economics with a choice of business (B.B.A.), liberal arts or secondary education certification (B.S.), or international economics (B.A.), 2) closely work with undergraduate economics majors in helping these students gain valuable research, technological, and other career enhancing skills and help in the placement of these students in graduate school or entry level positions, 3) conduct academic research by presenting papers at conferences and by publishing in peer-review journals, 4) work closely with the Honors College to enhance the quality of the Honors experience at UWG, 5) conduct service activities including data analysis and presentations on the West Georgia economy, 6) teach service courses in economics and business statistics for all business majors, 7) participate in the Richards College of Business MBA program, 8) participate in College of Business and university international studies programs, 9) enhance the economic literacy of K-12 teachers and students through activities of the Center for Economic Education, and 10) aid in the recruiting and retention of undergraduate students.

Departmental Statement of Goals, Processes to Assess These Goals, and Assessment Results:

- a. **Economics Department Goals (2004-2005):** The University of West Georgia (UWG) has established “bread and butter” goals and “visionary” goals. Details on these goals can be found at the following links: www.westga.edu/~spc/phase3/BB.html for the UWG Bread and Butter Goals (BBG) and www.westga.edu/~spc/phase3/3x5.html for the UWG Visionary Goals (VG). The relationship between the Economics Department goals and the university goals is indicated in parenthesis.

1) **Economics Graduates.** Students completing the baccalaureate program with a major in Economics (B.B.A., B.S., B.A.) will be able to demonstrate a satisfactory understanding of economic theory and its application and will be adequately prepared for the job market and/or graduate school. **(BBG3)**

2) **Economics Majors and Enrollment in Major Courses.**

i) Maintain the number of majors in all economics degree programs at or above 80. As of Spring 2004, there were a total of 98 majors.

ii) Average 20 students in economics major courses offered during 2004-05 (excluding ECON 3402, 3406 and independent study offerings).

(BBG2)

3) **Undergraduate Research and Internships.**

i) at least two economics majors will make research presentations as part of the "Big Night" competition or participate in some other significant research activity

ii) at least two economics majors will gain work related experience by participating in an internship.

(BBG3, BBG5, BBG9, VG1)

4) **Departmental Committee Activity.** Specific tasks of committees will include:

i) The Curriculum Committee will review degrees and courses offered by the Economics Department, will address AACSB curriculum issues (if necessary), and will present any recommendations for changes in courses and/or degree programs to the entire department by the end of the Fall semester.

ii) The Textbook Committee will review the textbook selections made for the introductory macro and micro courses.

iii) Other committees will meet and undertake actions as needed. **(BBG3)**

5) **Faculty Development Activities.** To maintain and improve their capacity for effective teaching and research, the faculty will attend workshops, seminars, training programs, conferences and other events. Specific goal: each faculty member will devote at least 40 hours to such faculty development activities during 2004-2005. This is in addition to course preparation activities. However, new course development activities may be included in the 40 hour total.

(BBG3, BBG6, VG4)

6) **Research, Publication and Professional Leadership.** Economics faculty will be engaged in research, publishing journal articles, and other professional activities. Specific goals:

i) all faculty will attend research related sessions at an academic conferences,

ii) at least 75% of economics faculty will make a research presentation at an academic conference,

iii) an average of two-thirds of an article per faculty member will be published (or will accepted

for publication) during 2004-2005 for a total of 6 publications for the department,
iv) all tenure-track economics faculty will be "academically qualified" (two publications during the most recent 5-year period),
v) department faculty will obtain at least two research or teaching grants from internal or external sources, and
vi) department faculty will take leadership roles in state and national associations as officers, journal referees, conference organizers, etc. **(BBG3, VG1)**

7) Economic Forecast Breakfast/Spring Economics Speaker.

i) The Economics Department will successfully conduct an Economic Forecast Breakfast in November 2004. Specific goals: the publication of a Regional Outlook for the West Georgia Region for breakfast attendees, attendance at the breakfast of 275 people or more, and financial and other support for the breakfast from at least 8 sponsors and/or co-sponsors, and
ii) The Economics Department will sponsor a presentation by an outside economist during the Spring 2005 semester **(BBG7, BBG8)**

8) Economic Education. The Center for Economic Education will remain active during 2004-2005. Specific goals include:

i) advising and attracting B.S. majors in economics with secondary education certification. The goal is to have 10 majors in this program by the end of the Spring 2005, ii) the Center for Economic Education website will be updated on a periodic basis, iii) conducting, with the assistance of the Georgia Council for Economic Education, at least two economics workshop for K-12 teachers in the West Georgia region, iv) working with the UWG College of Education and the Georgia Council of Economic Education to successfully offer a course for K-12 social studies teachers during Summer 2005 and v) department faculty will attend at least two conferences with sessions/workshops devoted to economics education at the K-12 level.. **(BBG3, VG5)**

9) Media Assistance, Community Presentations, and Maintenance of an Economic Database for West Georgia.

i) Economics Department faculty will continue to work with media outlets in providing insights on the local, state and national economy, ii) department faculty will make presentations to civics and other organizations as requested, and iii) the economics department will also continue to maintain its economic database for the West Georgia region. **(BBG7, BBG8)**

10) Technology/Presentation/Writing Skills. The economics department will continue to effectively incorporate technology into the classroom and to assess the writing and presentation skills of economics majors. Specifically,

i) 100% of faculty will use some form of multimedia in class this year
ii) all students taking Economics 3402 and Economics 3406 will complete assignments requiring the use of problem solving software
iii) all economics majors will make power point presentations in the Economics capstone course (Economics 4484)
iv) at least one half of economics faculty will attend workshops or conference presentations related to the effective integration of technology/writing into the classroom
v) all students in upper division economics courses (exc. ECON 3402 and ECON 3406) will be required to utilize writing skills in at least one assignment (research or other paper, essay exam, etc.) **(BBG3, BBG9, VG4)**

11) **Honors College, Excel Center.** The economics department will continue to utilize its resources to support the Honors College at UWG. Specifically,
i) the department will offer an Honors section of ECON 2106 during the Spring Semester 2005.
ii) department faculty will support Honors College students in various ways such as offering honors credit for students in non-honors courses
iii) at least two economics faculty will advise students at the Excel Center
(BBG2, BBG3, BBG5, VG2, VG3)

12) **International Courses and Programs** The department faculty will:
i) offer an international economics courses each semester,
ii) integrate international concepts in a variety of economics courses,
iii) provide a faculty member to help conduct the economics and finance UWG study program in New York and London during Summer 2005, and
iv) participate in other international programs such as the University System European Union program or will attend an international academic conference at a location outside the U.S. At least two faculty will be engaged in Internattional-related programs
(BBG3, BBG5)

13) **Newnan Program.** The economics department will continue to utilize its resources to support the Newnan Program of UWG. Specifically, the department will offer at least one section per year of ECON 2100, 2105 or 2106 in Newnan. **(BBG7)**

14) **Economics Alumni Feedback.** By the end of the Spring 2005 semester, the Economic Department will obtain feedback from former students by conducting an alumni survey.
(BBG3, BBG7)

b. Processes to Achieve Department Goals (2004-2005)

Goal 1

- i) maintain a current and relevant economics curriculum
- ii) advise each student to take courses appropriate to his/her desired career/academic interest
- iii) require that all economic majors take public speaking, basic computer and other skills-oriented courses
- iv) conduct an assessment examination in the Economics Seminar class (ECON 4484)
- v) require that students in ECON 4484 make a PowerPoint presentation, prepare a resume and participate in a business etiquette dinner
- vi) help in the job placement/graduate school selection process by writing recommendation letters and by other means

Goal 2

- i) maintain informative and attractive promotional materials for Economics Department degree programs
- ii) maintain an attractive and informative department website
- iii) provide students adequate opportunities to discuss academic and career goals with faculty

- iv) hire faculty devoted to high quality teaching and research with an ability to relate to students
- v) provide incentives in the merit evaluation process for faculty to excel in teaching
- vi) maintain course offerings to effectively utilize faculty resources

Goal 3

- i) encourage students in upper division courses to participate in undergraduate research by requiring a paper or research project as part of the class requirements
- ii) provide Economics Department Student Research Awards to economics students participating in the “Big Night” competition
- iii) assist interested students in locating internship opportunities
- iv) provide incentives in the merit evaluation process for faculty who work with students in undergraduate research or who help students find internships/jobs

Goal 4

- i) on at least an annual basis, the chair of department and the curriculum committee will review course offerings and degree programs to determine if modifications need to be made
- ii) any recommended changes will be submitted to the various campus committees (including the Faculty Senate if needed) for approval
- iii) faculty on the textbook committee will review and select new introductory economics textbooks
- iv) the Merit Committee and the chair will review the merit policies of the department. Any recommended changes will be forwarded to the entire department for approval

Goal 5

- i) faculty will be encouraged by the Chair to attend on-campus faculty development activities such as those sponsored by the Center for Teaching and Learning
- ii) the Chair will inform faculty of faculty development opportunities
- iii) when possible, department and College of Business travel funds will be used to support faculty development activities at off-campus sites
- iv) faculty development activities will be supported by the merit development policies of the department

Goal 6

- i) the main priority for the use of travel funds available to the Department is to support academic research activity
- ii) faculty will be encouraged to seek other sources of funds to support academic research including UWG Learning Resource Grants, external grants, and discretionary funds that might be available to the Dean of the Richards College of Business
- iii) course scheduling for faculty will be arranged to allow time to conduct academic research

- iv) graduate students assigned by the Dean will be utilized in support of academic research
- v) when filling vacancies in the department, attention will be paid to the research and publication potential of the applicants
- vi) faculty research and professional leadership activities will be supported by the merit development policies of the department
- vii) the priority for assigning summer teaching will be the “academic qualification” of faculty as defined for AACSB purposes

Goal 7

- i) the department will organize a forecast breakfast to including a nationally recognized economist as the featured speaker
- ii) corporate sponsors will be sought out to support this breakfast
- iii) a department economist will make a presentation on the local economy and all attendees will receive an updated West Georgia Regional Outlook
- iv) faculty working on the breakfast will be rewarded with additional compensation and/or discretionary funds and merit evaluation credit
- v) the chair of the department will organize a presentation by an “outside” economist during each Spring semester

Goal 8

- i) the department will produce attractive materials to promote this degree
- ii) the department will work closely with Georgia Council for Economic Education staff on economic education issues and on workshop presentations for teachers
- iii) the department will work with College of Education faculty and advisors to encourage majors in economics (with Secondary Education Certification) and to coordinate course offerings
- iv) the department will utilize graduate students, secretarial and other staff to help set up a useful website for the West Georgia Center for Economic Education
- v) the Director of the Center will receive credit in the merit evaluation process for economic education activities
- vi) the department will work closely with the College of Education faculty and administration on NCATE/PSC accreditation issues (related to B.S. Economics/Sec Ed degree).

Goal 9

- i) the Economics Department will maintain an economic database for the West Georgia region on the Department’s website
- ii) efforts will be made to publicize the existence of this data base
- iii) economics faculty will respond to media requests for information/opinions re: the local, state or national economy
- iv) department faculty will make presentations to local civics clubs and other organizations on economics issues

- v) faculty providing service to the public will receive credit in the merit evaluation process

Goal 10

- i) faculty will be encouraged to take part in UWG technology training opportunities (faculty will be informed via e-mail)
- ii) faculty will also be encouraged (and provided financial support, if available) to take part in external technology training opportunities
- iii) the Department's merit evaluation process will encourage the utilization of technology (ECON 3402 and ECON 3406) and writing assignments in other economics courses
- iv) the instructor teaching the economics seminar course (ECON 4484) will assess the presentation skills of economics majors

Goal 11

- i) the Department chair will discuss course offering plans with the director of the Honor's program
- ii) individual faculty teaching honors courses will receive credit in the Department's merit evaluation process
- iii) faculty will be encouraged (and given a merit incentive) to participate in Honors Program and Advanced Academy activities
- iv) the department chair will ensure that two representatives from the Economics Department are advising students at the Excel Center

Goal 12

- i) the Economics Department will offer courses with international content each semester
- ii) the Economics Department will encourage its faculty to participate in international studies programs (provide financial support, release time, etc.)
- iii) Faculty involved with the International Finance and Economics Program will recruit for the program at West Georgia, the University of Georgia, and at other institutions

Goal 13

- i) the Department will discuss course offering plans with the director of the Newnan Center
- ii) individual faculty teaching a course at the Newnan Center will receive credit and additional funds for academic research (if available)

Goal 14

- i) a current listing of past economics graduates will be obtained from the Alumni Services office
- ii) a survey instrument will be developed
- iii) alumni survey results will be reviewed by the faculty and the information will be used to improve the offerings of the department

c. Assessment of Department Goals

Goal 1

All economics majors are required to complete courses in economic theory (micro and macro economics), economic statistics, and applied economics as part of a degree program. To receive a degree, these students must achieve at minimum a 2.0 average in major course requirements. All graduating seniors also participated in a business etiquette program, completed a resume, learned about applications of economics in the real world from a number of guest speakers, and made a power point presentation as part of the ECON 4484 Senior Seminar class. All economics majors have also acquired basic computer skills by successfully completing at least one computer skills course.

The results of the Department assessment examination, required as part of ECON 4484 Senior Seminar, indicate most of our majors are able to apply economic concepts in public policy situations. Overall, of the 24 students taking the exam in Spring 2005, four were assigned a grade of “high pass,” thirteen were assigned a grade of “pass,” six received a grade of “low pass,” and one student “failed.”. The results were discussed at the department faculty meeting at the end of the Spring Semester. Graders were a bit discouraged that a number of economics majors failed to grasp some basic economics concepts such as scarcity and choice. It was also noted that students generally avoided answering questions requiring calculations. The curriculum committee will review the results of this examination to determine if any changes in the curriculum are warranted.

Twenty-three economics students, all seniors within 30 hours of graduation, also completed a “future plans” survey at the end of the Spring 2005 semester. Fourteen of these students plan on attending graduate school within a couple of years. The most frequently mention graduate program of interest was law school. More than one student indicated an interest in obtaining a MBA or in pursuing further graduate studies in economics. Only three students indicated no interest in attending graduate school in the future. A number of students planned on working immediately after graduation. Areas of employment included sales, banking, and real estate.

The oral presentation skills of economics graduates are also assessed in Economics 4484. Each student is required to make a power point presentation in the class. The presentation is evaluated based on five areas: organization, content, quality of presentation, quality of slides and knowledge of material. Student presentations in Spring 2005 were evaluated as follows: eight (8) students exceeded expectations, fourteen (14) students “met expectations” and two (2) students were below expectations. These results were discussed by the economics faculty at the last department meeting of the Spring 2005 semester.

Goal 2

The total number of majors in economics as of the middle of Spring Semester 2005 stood at 97. The goal of 80 economics majors was exceeded. This is the second highest number of economics majors at UWG in recent history. Excluding junior core business courses, upper division economics courses averaged 28 students during 2004-05. This average was well above the numerical goal of 20 students per class.

Goal 3

One economics major, Rachel Mack made a presentation at the National Collegiate Honors Council Meeting in Fall 2004 . Two economics students (Dustin Poole and Ksenia Kulakova) made presentations at the RCOB “Big Night” competition in March

2005. Dustin Poole was selected to represent the RCOB at the university-wide “Big Night” celebration of undergraduate research. On the other hand, only one economics major (Jennifer Morrison) participated in a formal internship during 2004-05.

Goal 4

The Department’s Curriculum Committee reviewed undergraduate and graduate offerings and addressed AACSB issues during Fall 2004. Minor changes in courses were recommended and processed through the university committee process during Fall 2004. In addition, the textbook committee reviewed the selection of textbooks during Spring 2005 and is considering the possibility of adopting an online “textbook” for ECON 2105 starting Fall 2005. Economics faculty members were active in a number of other committees during 2004-05.

Goal 5

All economics faculty devoted at least 40 hours to faculty development activities. The goal was met.

Goal 6

i) Eight of nine economics faculty attended research conferences (did not meet goal); ii) eight of nine economics faculty presented papers at academic/professional meetings (exceeding the 75% goal), iii) department faculty authored or co-authored 7 articles (accepted or in-print) during 2004-05 (above the goal of 6 publications), iv) six of eight tenure track faculty were “academically qualified”, v) three faculty members were successful in obtaining a grant (exceeding the goal), and vi) four faculty (Boldt, Gustafson, Kassis and Schaniel) held leadership positions in state or national associations (exceeding the goal). Thus, four of six research/professional goals were met or exceeded during 2004-05.

Goal 7

The Economics Department conducted its annual forecasting breakfast on November 4, 2004. Over 300 people attended. The breakfast was supported by five sponsors and seven co-sponsors. All attendees received the latest West Georgia Regional outlook. Phone discussions with sponsors after the event confirmed satisfaction with the breakfast and a willingness to sponsor the breakfast once again in Fall 2005. The goals for the breakfast were met. Will Roberds (Economist, Federal Reserve Atlanta) made a presentation to economics students and faculty during Spring 2005.

Goal 8

i) the goal of 10 B.S. in Economics (with Secondary Education Certification) majors by Spring 2005 was not met, ii) the department continued to maintain and update the Center for Economic Education website, iii) five workshops for teachers were offered by the West Georgia Center for Economic Education during 2004-05, iv) no summer economics course for teachers will be offered during Summer 2005 and v) economics faculty attended three conferences with sessions devoted to teaching economics at the K-12 level (exceeding the goal). The economic department met three of five economics education goals during 2004-05.

Goal 9

Department faculty made presentations to local organizations such as the Great Decisions Lecture Series, the Fairfield Kiwanis Club, and Leadership Haralson. Department faculty contributed economic insights that appeared in a number of newspaper articles or radio

new stories during 2004-05. The West Georgia economic database, maintained at the Department of Economics website, was updated throughout the year. An online version of the West Georgia Regional Outlook was placed on the web also. Media Assistance/Public Service goals were met.

Goal 10

i) all nine full time faculty incorporated some form of multimedia in the classroom (goal was met), ii) All sections of ECON 3402 (Stat I) and ECON 3406 (Stat II) incorporated computer-related assignments in the course. The goal was 100% integration in both courses, iii) all economics majors did made PowerPoint presentations in the senior seminar class (ECON 4484, Spring 2005), iv) all nine economics faculty attended at least one workshop on innovations in the teaching during 2004-05, exceeding the goal of 50%, and v) all upper division economic major courses incorporated significant writing assignments. The Economics Department met or exceeded all aspects of Goal 10.

Goal 11

The Economics Department offered an honors section of ECON 2106 during Spring 2005, ii) the department also supported the Honors College in a variety of other ways (honors credit given for other classes, opening up of closed sections for joint enrollment students, interviewing potential advanced academy students, etc.), and iii) two economics faculty (Boldt, Dutt) advised at the Excel Center during 2004-05.

Goal 12

Bill Schaniel helped organize (and will teach courses in) the International Economics and Finance Program in New York and London. Six faculty members participated in significant international programs such as conducting an international economics workshop for teachers (Gustafson), directing International Programs at UWG (Schaniel), participating in a *Global Insights Conference* (Boldt, Kassis, Raper) and attending numerous international finance research sessions and academic conferences (Dutt). Four courses with significant international content, Money and Banking (ECON 4410), Economic Geography (ECON 3425), Int. Fin. Econ (ECON 4455) and Economic Anthropology (ECON 3458) were offered during 2004-05. A graduate international finance course (ECON 6461) was offered in Fall 2005. The department will also be offering a new international course (Economics of the Americas) in Fall 2005.

Goal 13

The Economics Department offered one section of Economics 2105 at the Newnan Center during Fall 2004.

Goal 14

The Economics Department did not conduct an alumni survey during 2004-05.

III. Departmental Statement of Curriculum Learning Goals, Processes to Assess These Goals, and Assessment Results:

a. Learning Goals

BBA in Economics

We expect graduating BBA students will meet the following learning goals:

LG1) communicate effectively in oral presentations and writing;

- LG2) apply basic quantitative skills to business problems;
- LG3) acquire basic skills in information and business technology;
- LG4) possess a basic knowledge of accounting, economics, finance, legal environment of business, management and marketing;
- LG5) recognize how ethical decision making and globalization affect organizations;
- LG6) apply general and management-specific knowledge and skills to analyze business and economic problems;
- LG7) possess a basic knowledge of economic concepts and tools including scarcity, opportunity costs, and supply and demand;
- LG8) possess a basic knowledge of macroeconomic concepts including national income accounting, inflation, unemployment, and the monetary system;
- LG9) possess a basic knowledge of microeconomic concepts such as consumer decision making, elasticity, costs, market structure, and labor markets;
- LG10) possess a basic knowledge of international concepts including trade and exchange rates;
- LG11) demonstrate an ability to apply knowledge of economic concepts to strategies for addressing public policy issues;
- LG12) demonstrate an ability to generate and interpret descriptive statistics;

BA in International Economic Affairs (IEA)

We expect graduating IEA students will meet learning goals LG1, LG3, LG7-LG12 and the following:

- LG13) demonstrate a basic knowledge of at least one foreign language;
- LG14) possess a basic knowledge of global issues from a multidisciplinary perspective (economics, geo-political, historical).

BS in Economics

We expect graduating BS students will meet learning goals LG1, LG3, LG7-LG12 and the following:

- LG15) possess a basic knowledge of at least one area of study outside of economics or business (political science, psychology, computer science, etc.).

BS in Economics (with Secondary Education Certification)

We expect graduating BS majors with Secondary Education Certification will meet learning goals LG1, LG3, LG7-LG12 and the following:

- LG16) possess a basic knowledge of at least one social science area other than economics (history, geography, political science, etc.);
- LG17) possess a basic knowledge of education issues in developmental and educational psychology, special education and instructional strategies for the teaching of economics and other social studies subjects at the secondary level;

- LG18) possess practical teaching experience in a secondary social studies classroom;
LG19) possess knowledge of social studies sufficient to pass the PRAXIS II Social Studies examination.

b. Processes to Assess Learning Goals

- LG1. All economics majors complete ENGL 1101, ENGL 1102, and COMM 1110 (or a comparable public speaking course). In addition, BBA majors are required to take ABED 3100 (Managerial Reporting). All economics major courses require the completion of writing assignments, and several of these also require oral presentations. A number of upper division economics courses require significant research papers. All economics majors must make a presentation as part of the Senior Seminar Class (ECON 4484). BBA students also make team presentations as part of the BBA capstone course, MGNT 4600.
- LG2. All economics majors must complete MATH 1111 and ECON 3402 (Stat I). BBA majors have additional quantitative requirements MATH 1413 (Business Calculus), ECON 3406 (Stat 2) and additional quantitatively-oriented courses such as MGNT 3615 (Production Operations Management) and FINC 3511 (Corporate Finance). Passing grades along with the successful completion of assigned projects in these courses provide evidence that students know how to apply their quantitative skills to business problems.
- LG3. All economics majors must complete a course in information systems (CISM 2201). BBA majors must complete a second course, CISM 3330. In the advisement process, economics students are encouraged to take as many courses as possible involving computer applications. Many other courses, including the required business quantitative courses (ECON 3402 and ECON 3406), have computer applications. Passing grades in the two CISM courses along with the satisfactory completion of computer assignments or projects in other courses provide evidence that students have met this learning goal.
- LG4. All BBA Economics majors must take two courses in accounting, two courses in economics, a course in the legal environment of business, and upper division courses in management, production, finance, and marketing. BBA majors complete a minimum of nine courses (27 credit hours) in economics. Passing grades in these courses will indicate an adequate or higher level of skills in business subject areas.
- LG5. Diversity, ethical decision making, social responsibility and multicultural considerations will be covered in a number of classes in the business curriculum including accounting, economics and management. These topics will be addressed in case studies, in assigned readings and in classroom discussions. These topics are also addressed extensively in the Economics Seminar class (ECON 4484).
- LG6. The BBA capstone course, MGNT 4600 Strategic Management, requires students to integrate knowledge and skills from all areas of business. Students work together on case studies and make team presentations in this course. Economics-related problems and ethical issues are addressed extensively in the economics seminar class (ECON 4484).
- LG7. All economics majors take a minimum of eight economics courses (including Principles of Micro and Macroeconomics and Intermediate Micro and Macroeconomics). Basic economic concepts are incorporated in all courses. Knowledge of basic economic concepts is also assessed on the exit exam taken by all graduating seniors.
- LG8. Economics majors take a minimum of two macroeconomics courses (ECON 2105, ECON 3410). IEA majors must complete a third macro-oriented course, ECON 4410 Money and Banking. Macro-economic concepts are also incorporated in other major

- elective courses. Knowledge of macroeconomics is also assessed on the exit exam taken by all graduating economics majors.
- LG9. Economics majors take a minimum of two microeconomics courses (ECON 2106, ECON 3411). Microeconomic concepts are also incorporated in other major courses. Knowledge of microeconomics is also assessed on the exit exam taken by all graduating economics majors.
- LG10. International economics concepts are covered in five required courses: ECON 2105, 2106, 3410, 3411 and 4484. IEA majors must take specialized international courses: ECON 4410, 4450 or 4455 and 3458 or 4470. Knowledge of international economics is also assessed on the exit exam taken by all graduating economics majors.
- LG11. The orientation of the Department is applied economics. Faculty teaching major courses devote considerable attention to applied economic issues. The exit examination taken by all graduating seniors tests knowledge and understanding of the application of economic concepts to public policy issues.
- LG12. All economics students must complete an applied statistics course (ECON 3402). This course covers topics including descriptive statistics and regression. Students are also required to complete Excel assignments or other projects utilizing statistical applications. Economics majors also take other quantitative courses such as ECON 3406 (Stat. For Business II) or ECON 3460 (Forecasting) as major electives.
- LG13. All IEA majors are required to complete four courses in a foreign language (unless exempted by the Foreign Language Dept.).
- LG14. IEA is a multidisciplinary undergraduate degree program. The IEA program offers a broad liberal arts education with a focus on international economics, history, political science, geography, and foreign language skills.
- LG15. B.S. Economics majors must complete 15 hours of upper division supporting courses. These courses are expected to form a coherent whole and must be approved by the Department Chair. Students are advised to select a group of supporting courses that will enhance their career or graduate school prospects.
- LG16. The B.S. Economics major (with secondary education certification) has been designed such that students take at least 3 courses in at least four social science areas (economics, geography, history, and political science).
- LG17. Successful completion of the following education courses will help students meet this learning goal: CEPD 2102 Developmental Psychology, CEPD 4101 Educational Psychology, SPED 2706 Introduction to Special Education, SEED 2271 Introduction to Secondary Education, SEED 4243 Instructional Strategies for Secondary Social Studies Education and SEED 4271 Understanding the Secondary School Curriculum through Integrative Technology.
- LG18. Successful completion of the following requirements will help students meet this expected learning goal: SEED 4286 Teaching Internship and SEED 4289 Teaching Internship Seminar.
- LG19. This learning goal will be assessed by reference to the passing rate of B.S. Economics (with Secondary Education) majors on the Praxis II examination.

c. Assessment of Learning Outcomes

Graduates of each economics program must satisfy all the requirements set out for that particular degree. Students must satisfy the college core requirements, Area F requirements, and the major course requirements. One-hundred percent of all graduates have completed these requirements.

Learning goals are also assessed in ECON 4484, Senior Seminar in Economics. In that class students participate in class discussions, make multiple presentations, take an assessment examination, and evaluate the department. The assessment exam is given and graded by a committee of faculty members in the Economics Department. The assessment exam counts 10% of the grade in ECON 4484 and is used as an assessment instrument for learning goals 7-11 listed above. Of the 24 students taking this examination in Spring 2005, 4 were awarded a grade of “high pass,” 13 were awarded a grade of “pass,” 6 student received a “low pass,” while 1 student “failed” the assessment exam. The results were reviewed during late Spring 2005 by the entire Department.

The presentation skills of economics majors are assessed in the required seminar course each spring. Of the twenty-four (24) students making presentations in Spring 2005, eight (8) students exceeded expectations, fourteen (14) students met expectations, and two (2) students were below expectations. BBA students also make team presentations as part of the BBA capstone course, MGNT 4600.

Economics degree programs are reviewed annually. Student input on the effectiveness of our degree programs is obtained each year from a department evaluation distributed to all graduating seniors. The most frequently mentioned strengths of the department (in the Spring 2005 evaluation) were the high quality (and helpful) faculty, the international slant of the department, the effectiveness of advising, and the well-roundedness and flexibility of the economics degree programs. Suggested improvements for the department include: the desire for a greater selection of upper division course offerings, additional econometrics/quantitative courses to help prepare students for graduate school, a greater emphasis on current economic issues in courses, and more information for students on job possibilities and internships. The completed evaluations will be reviewed by the faculty during Summer 2005 and discussed at the first faculty meeting of the Fall 2005 semester.

Twenty-three economics students, all seniors within 30 hours of graduation, also completed a “future plans” survey at the end of the Spring 2005 semester. Fourteen of these students plan on attending graduate school within a couple of years. The most frequently mention graduate program of interest was law school. More than one student indicated an interest in obtaining a MBA or in pursuing further graduate studies in economics. Only three students indicated no interest in attending graduate school in the future. A number of students planned on working immediately after graduation. Areas of employment included sales, banking, and real estate.

IV. Examples of How the Economics Department Used the Assessment of Goals and Outcomes to Change/Improve a Process

- a) In past assessments of the economics department, students have indicated that a strong positive of the Economics Department is the high quality of the faculty. Students have made a number of positive comments about the teaching quality of the faculty and the willingness of the faculty to work individually with students. In selecting new faculty to join the department (two new faculty started during 2001-02 and one new faculty member was hired in 2002-03), the department set as a priority the hiring of instructors who are outstanding classroom teachers.

- b) Comments of students (informally and formally) suggested that the B.A. in International Economic Affairs was too inflexible concerning its major course requirements. Many of the courses were only offered once per year and some students were facing challenges in graduating on time. As a result, the curriculum committee recommended changes in this degree to allow more options. These changes were approved by the Faculty Senate during 2001-02 and appeared in the 2002-03 Undergraduate Catalog.
- c) Assessment examination results are annually reviewed by the department faculty to determine the level of economic literacy of graduating majors. In the past, a number of International Economics Affairs majors performed poorly on the macro policy questions. In an effort to improve the level of macroeconomic literacy of IEA majors, ECON 3410 was added as a required course to that degree program. Results for 2001-02 indicate some weakness in applying supply/demand concepts to current issues. As a consequence, the economics seminar course offered during Spring 2003 (ECON 4484) included a focus on the application of economics to public policy issues. The Department's Assessment Committee also revised the "exit exam" for Spring 2004. The exam now more closely relates to the Department's learning goals (LG7-LG11) listed above in Section III.
- d) In response to student input, the Department has offered a variety of new or infrequently offered upper division economics courses over the past two years. These courses include ECON 3458 (Economic Anthropology) and ECON 4480 (Urban and Regional Economics). In Fall 2004, the Department offered another new course, ECON 4485 (Sports Economics). Enrollment was strong in the course (32 students). During Fall 2005, we will offer another new course, Economics of the Americas, taught by Salvador Lopez. These course offerings have been managed by the department so we can continue to effectively serve the needs of RCOB and general university students for Area F and Junior Core business courses.
- e) There was some concern that a few economics majors taking ECON 3410 (Macro Policy) and ECON 3411 (Intermediate Microeconomics) did not have adequate mathematical background. Based on the recommendation of the Curriculum committee, the department faculty approved (Fall 2004) the addition of a Math 1111 (College Algebra) as a prerequisite for both of these classes.

V. General Statement of Departmental Condition:

The condition of the Economics Department is good. Strengths include the faculty's excellent teaching, research activity and involvement in service. The faculty made use of technology to enhance classroom presentations, incorporated writing or research assignments in all upper division classes, and incorporated a wide variety of teaching innovations into the classroom. Department faculty also participated in the College of Business International Program in London, taught courses at the UWG Newnan campus, and helped provide learning opportunities for honors students. William Schaniel continued to serve as Director of International Programs at UWG. The faculty also provided other service to the university, the profession, and the community. For example the department, under the leadership of Michael Raper, presented a well attended Economic Forecast Breakfast during Fall 2004. Department faculty were also quoted in the local newspaper and made presentations to local civics clubs on the regional and national economy. Center for Economic Education activities (coordinated by Leland Gustafson) for 2004-05 included five workshops for teachers on topics such as the stock market game, transition economics and teaching economics concepts in the elementary school. The Center was also granted a five-year affiliation renewal from the National Council on Economic Education in September 2004.

In general, the research productivity of the department is quite high considering the extremely heavy teaching load. Economics faculty published peer reviewed and other articles, made presentations at a number of conferences, applied for grants, reviewed articles for referred journals, and submitted articles for publication. Department faculty authored (or co-authored) seven (7) peer reviewed articles during 2004-05. Eight of nine faculty made presentations at academic conferences also. In addition, faculty reported a total of nine submissions to peer-reviewed publications during 2004-05. Grant activity was also excellent this year as department faculty generated over \$24,000 to support research, international programs, and economic education initiatives. On a negative note, three of nine economics faculty are not considered “academically qualified” based on the standard of two peer-reviewed publications over the past five years.

The department continues to experience a historically high number of majors and graduates. A total of twenty-four (24) students with economics degrees graduated in 2004-05, the same number as in 2003-04. The number of graduates in the future should also remain at high levels due to the record number of economics majors and strong enrollment in upper division economics courses. The number of economics majors remains in the high 90s (97), compared to 76 majors just two years ago. The average number of students per section remains at high levels. For example, lower division economics courses (ECON 2105 and 2106) averaged about 54 students in Spring 2000. During Spring 2005, class size averaged about 56. The average size of upper division junior core classes (ECON 3402 and 3406) increased from 43 to 45 over this period. The average number of students in economics major classes more than doubled from about 11 in Spring 2000 to 26 in Spring 2005. The rise in average class size occurred despite the fact that the department added a full time lecturer faculty member (4x4 load) beginning 2003-04. The addition of the lecturer position has allowed the department to reduce its use of part time instructors.

A pressing need for the department is to add a faculty member with expertise in applied regional analysis. The department has had a number of requests for economic impact and other applied economic studies yet has been unable to undertake such projects due to the heavy teaching and service load of existing faculty. A long-term goal for the department is to establish a “Center for Applied Business and Economics Research” supported by both university and private funds.

VI. Notable Departmental Achievements:

- A. Percent of Students Passing Licensing, Certification, or Other Accreditation Examinations: *NA*
- B. Proportion of graduating students going on to graduate or professional schools:
Twenty-three economics students, all seniors within 30 hours of graduation, also completed a “future plans” survey at the end of the Spring 2005 semester. Fourteen of these students plan on attending graduate school within a couple of years. The most frequently mention graduate program of interest was law school. More than one student indicated an interest in obtaining a MBA or in pursuing further graduate studies in economics. Only three students indicated no interest in attending graduate school in the future. A number of students planned on working immediately after graduation. Areas of employment included sales, banking, and real estate.
- C. Types of Licensure: *NA*
- D. How does the Department Prepare Students for Licensure? *NA*

E. Other Notable Achievements

1. The Department of Economics sponsored its annual Economic Forecast Breakfast, November 4, 2004 together with the Richards College of Business and Carroll County Chamber of Commerce. The program featured Lord Abbett Senior Economic Strategist Milton Ezrati and University of West Georgia's Michael Raper. David Boldt assisted in preparation of the West Georgia Regional Outlook. Over 300 business leaders, politicians, and others attended. This program was supported by 12 sponsors and co-sponsors.
2. Co-sponsored, together with Accounting/Finance Department, a New York/London Summer Study abroad program during Summer 2004 with nearly 20 students participating. William Schaniel devoted a considerable amount of time in organizing and teaching for this program and in planning for the Summer 2005 program.
3. The Economics Department had a total of 97 majors as of Spring 2005. This is the second highest number of majors in economics in recent history (since at least 1990). As of Spring 2005, twelve (12) students have also declared economics as their minor.
4. The department initiated a speaker series in Spring 2004. The first speaker in this annual series was Dr. Penelope Prime, Director of the China Research Center at Kennesaw State University. Her presentation focused in economic reforms in China. The Spring 2005 speaker was Dr. Will Roberds, Federal Reserve Atlanta. His topic addressed innovations in the payments system.
5. An Economics Department Student/Faculty "etiquette" dinner was held on April 4, 2005. It was attended by 30 students and faculty.
6. Eight of nine economics faculty made presentations at academic conferences during 2004-05. Economics faculty authored (or co-authored) seven peer reviewed articles during 2004-05. The department also generated over \$25,000 in grants to support research, international programs and economic education initiatives.
7. Department faculty contributed on numerous occasions to articles appearing in local newspapers including the Atlanta Journal-Constitution, the Times Georgian and the Newnan Times Herald.
8. Dr. Leland Gustafson continued service as Director of Center for Economic Education. The center sponsored five (5) workshops during 2004-05. In addition, the Center for Economic Education was granted a five-year affiliation renewal from the National Council on Economic Education in September 2004.
9. Dr. David Boldt was elected as First Vice President of the Academy of Economics and Finance at its annual meeting in February 2005.
10. Dr. William Schaniel continued to serve as Director of International Programs at UWG.
11. Dr. Carol Dole received a research award from the Allied Academies for her paper titled "Do States Optimally Set Tax Rates? The Portfolio Approach vs. the Tax Smoothing Hypothesis (April 2004).
12. Swarna Dutt served as Executive Secretary of the Faculty Senate during 2004-05.

13. David Boldt received the Faculty First Year Student Advocate Award from the Excel Center (August 19, 2004).
14. Mary Kassis and Michael Raper received RCOB Faculty Service awards and Leland Gustafson received a RCOB Faculty Teaching award for 2004-05.

| VII. Student Achievements: | No. |
|---|------------|
| A. Published Research Papers | <u>0</u> |
| B. Presentations | <u>3</u> |
| Rachel Mack made a presentation at the National Collegiate Honors Council (Fall 2004) | |
| Dustin Poole made a presentation at the RCOB “Big Night”, March 10, 2005 | |
| Ksenia Kulakova presented her research at the RCOB “Big Night,” March 10, 2005 | |
| C. Internships | <u>1</u> |
| Jennifer Morrison, (Siemens Business Systems, Summer 2004) | |
| D. Co-Ops | <u>0</u> |
| E. Scholarships (awarded in Spring 2005)* | <u>8</u> |
| 1. <i>Amber Aiken</i> Charles W. Cox Memorial | |
| 2. <i>Randall Sharp</i> Economics Department Scholarship | |
| 3. <i>Dustin Poole</i> W. Glenn Moore Scholarship | |
| 4. <i>Kristi Murren</i> Major General John A. Beall Scholarship | |
| 5. <i>Justin Purkey</i> Hugh G. Richards Memorial Scholarship | |
| 6. <i>Brett Anderson</i> Homer A. Hunt Scholarship | |
| 7. <i>Dustin Poole</i> Economics Department Student Research Award | |
| 8. <i>Ksenia Kulakova</i> Economics Department Student Research Award | |
| * Excludes Hope, non-RCOB University and other scholarships privately obtained | |
| F. Fellowships | <u>0</u> |
| G. Notable Awards | <u>2</u> |
| 1. <i>Rachel Mack</i> Academic Recognition Day Scholar (2005) | |
| 2. <i>Dustin Poole</i> The Tom Herndon Award | |

H. Other Notable Achievements 7

Rachel Mack was selected to be a student commencement speaker at the Fall UWG Commencement (December 18, 2004)

The following economics majors were listed as Ingram Scholars during 2004-05: Rachel Mack, Amber Aiken, Kristi Murren and Amy Valesquez

The following economics majors were inducted in Beta Gamma Sigma in Spring 2005: Dustin Poole and Amber Aiken

VIII. Faculty/Staff Productivity:

| | |
|--|-----------------------|
| A. Teaching | No. |
| 1. New Course Development | <u>2</u> |
| 2. Faculty Teaching Honors Courses | <u>1</u> |
| 3. Percent of Faculty Involved in Academic Advisement | <u>100%</u> |
| B. Research/Scholarship/Intellectual Contributions | No. |
| 1. Books and Monographs | <u>0</u> |
| 2. Book Chapters | <u>0</u> |
| 3. Peer Reviewed Articles | <u>7</u> |
| 4. Non-Refereed Articles | <u>3</u> |
| 5. Proceedings Papers | <u>0</u> |
| 6. Other Paper Presentations | <u>13</u> |
| 7. In-House Publications | <u>0</u> |
| 8. Journal Editor/Reviewer | <u>1</u> |
| 9. Book Chapter Editor/Reviewer | <u>2</u> |
| 10. Offices Held in Professional Organizations | <u>3</u> |
| 11. Presenter in Professional Programs | <u>included above</u> |
| 12. Chair/Discussant in Professional Programs | <u>5</u> |
| 13. Participation in Honors Organizations | <u>7</u> |
| 14. Research Awards (e.g., best paper, best research study) | <u>1</u> |
| 15. Attend Professional Meetings | <u>31</u> |
| 16. Submissions | <u>9</u> |
| 17. Other Contributions not mentioned above (please specify): (See Table 3 in the back of the report for details) | |
| C. Service Activities (see Table 5 for details) | No. |
| 1. Student Organization Advisement | <u>3</u> |
| 2. Committee Chair Assignments | <u>15</u> |
| 3. Service on Departmental Committees | <u>24</u> |

| | | |
|----|--|------------|
| 4. | Service on RCOB Committees | <u>19</u> |
| 5. | Service on University Committees | <u>27</u> |
| 6. | Service on System-wide Committees | <u>10</u> |
| 7. | Consulting Assignments | <u>1</u> |
| 8. | Professional Development Hours | <u>510</u> |
| 9. | Other Service Activities Not Included Above (please specify) | <u>42</u> |
| | (See individual faculty activities summaries for details) | |

| | | |
|------------|---|-----------------|
| IX. | Grants (see Table 4 for details) | No. |
| 1. | Grant Proposals Submitted | <u>9</u> |
| 2. | Grant Proposals Funded | <u>9</u> |
| 3. | Total Grant Dollars Funded | <u>\$24,399</u> |
| 4. | Other Grants/Awards—i.e., gifts, contracts, fellowships (please specify): | |
| | <u>Total Gifts Generated by Department \$13,125 (Gross revenue generated by the Economics Forecast Breakfast (November 2004))</u> | |

X. New Degree Programs/New Emphases/New Tracks/etc: NA

XI. New Departments of Other Units: NA

XII. Accreditation

The Undergraduate BBA and Graduate College of Business programs are accredited by AACSB International.

The Center for Economic Education was granted a five-year affiliation renewal from the National Council on Economic Education in September 2004.

XIII. Other Awards and Distinctions: NA

XIV. Additional Comments Concerning the Economics Department

The personnel of the Economics Department for 2004-2005 were as follows:

Full-Time Faculty:

| | |
|----------------------|---------------------------|
| Dr. Adrian Austin | Assistant Professor |
| Dr. David Boldt | Associate Professor/Chair |
| Dr. Carol Dole | Assistant Professor |
| Dr. Swarna Dutt | Professor |
| Dr. Leland Gustafson | Professor |
| Dr. Mary Kassis | Assistant Professor |
| Dr. Salvador Lopez | Lecturer |
| Dr. Michael Raper | Associate Professor |
| Dr. William Schaniel | Professor |

Secretary:

Abbey Williamson
Donna Joyner (beginning March 28, 2005)

Part-Time Faculty:

Mr. Joe Cali

Graduate Assistants:

Ceren Cakiroglu

Carlos Echeverri

Stanislav Stoyanov

College Work Study Program Workers:

Allison Merk

Kasim Ortiz

Ninety-seven (97) students were majoring in Economics as of Spring Semester 2005: 30 B.B.A., 42 B.S., 3 B.S. with Secondary Education, and 22 International Economic Affairs (I.E.A.). This was the second highest total major count since at least 1990.

The number of Economics majors during Spring Quarters/Semesters has been:

| | <u>B.B.A.*</u> | <u>B.S.</u> | <u>B.S./Secondary Ed Cert.</u> | <u>I.E.A.</u> | <u>Totals</u> |
|------|----------------|-------------|--------------------------------|---------------|---------------|
| 1990 | 35 | 11 | | | 46 |
| 1991 | 30 | 22 | | | 52 |
| 1992 | 22 | 28 | | 26 | 76 |
| 1993 | 19 | 18 | | 39 | 76 |
| 1994 | 11 | 23 | | 38 | 72 |
| 1995 | 13 | 23 | | 29 | 65 |
| 1996 | 4 | 16 | | 36 | 56 |
| 1997 | 11 | 11 | | 33 | 55 |
| 1998 | 4 | 19 | | 37 | 60 |
| 1999 | 10 | 24 | | 34 | 68 |
| 2000 | 17 | 24 | | 44 | 85 |
| 2001 | 16 | 10 | | 22 | 48 |
| 2002 | 15 | 23 | 4 | 32 | 74 |
| 2003 | 15 | 26 | 9 | 26 | 76 |
| 2004 | 19 | 37 | 7 | 35 | 98 |
| 2005 | 30 | 42 | 3 | 22 | 97 |

*includes Pre-BBA Economics majors

The Department offered the following “special” classes:

Fall Semester 2004

ECON 2105-91 Newnan Dr. Swarna Dutt 29 students

Spring Semester 2005

ECON 2106-25 Honors Section Dr. Carol Dole 6 students

From Summer 2004 through Spring 2005, twenty-four (24) Economics majors graduated from State University of West Georgia:

| | | |
|----------------------|----|---|
| Summer Semester 2004 | 6 | Jason Bedingfield, Edricca Buckner, Heather Powers, Andres Rubio, Johanna Rycroft, Tabitha Ware |
| Fall Semester 2004 | 13 | Kara Bostwick, Justin Corley, Marco Cuevas, Chanishka Dissanayake, Valerie Gribble, Misti Ivester, Rachel Mack, Karen McElwaney, Jennifer Morrison, Ramazan Oruc, Eric Quinn, Dominique Rameau (with Finance), James (Eric) Shipley |
| Spring Semester 2005 | 5 | Carrol Colbert, Ashley Green, Allison Hague, Janae Michael Heard, Craig Mathews |

Table 1
Enrollment Statistics
Department of Economics
2002-2005

| Enrollments | 2002-2003 | 2003-2004 | 2004-2005 |
|--------------------------------|-----------|-----------|-----------|
| Student Credit Hours** ECON | 9473 | 8512 | 7791 |
| Number Enrolled in Classes** | 3215 | 2855 | 2597 |
| Majors* | | | |
| Pre-BBA | 7 | 11 | 11 |
| B.B.A | 8 | 8 | 19 |
| B.S. | 26 | 37 | 42 |
| B.S. (Secondary Education) | 9 | 7 | 3 |
| I.E.A. | 26 | 35 | 22 |
| TOTAL # MAJORS | 76 | 98 | 97 |

* Majors counted during Spring Semester (enrolled).

** Numbers include Summer, Fall, and Spring Semester including the London Program.

Table 2
Department of Economics
Teaching 2003 – 2004

| Faculty | No. of Sections Taught Summer 04 | No. of Sections Taught Fall 04 & Sp 05 | No. of Different Preparations | Number of students | | | Total # of undergrads, graduate & independent study students | On line courses |
|-----------|----------------------------------|--|-------------------------------|--------------------|-----------|-------|--|-----------------|
| | | | | undergrad/graduate | /independ | study | | |
| Austin | 2 | 6 | 3 | 380 | 0 | 0 | 380 | |
| Boldt | 0 | 2 | 2 | 55 | 0 | 7 | 62 | |
| Dole | 2 | 6 | 5 | 340 | 0 | 0 | 340 | |
| Dutt | 3 | 6 | 4 | 316 | 0 | 0 | 316 | |
| Gustafson | 3 | 6 | 3 | 364 | 32 | 0 | 396 | |
| Kassis | 0 | 6 | 3 | 312 | 0 | 0 | 312 | |
| Lopez | 1 | 7 | 4 | 400 | 0 | 0 | 400 | |
| Raper | 1 | 6 | 2 | 258 | 14 | 0 | 272 | |
| Schaniel | 3 (2 London) | 3 | 5 | 59 | 9 | 3 | 71 | |
| Cali* | 0 | 1 | 1 | 48 | 0 | 0 | 48 | |
| Total | 15 | 49 | 32 | 2532 | 55 | 10 | 2597 | 0 |

*Part-time

Table 3
Research, Publication and Professional Growth Activities
Department of Economics
2003 – 2004

| Professors | Books and Monographs | Book chapters | Peer Reviewed Articles | Non-Refereed Pubs. | Proceeding Papers | Paper Presentations (not in Proceedings) | Book reviews | Journal Editor/Referee | Chair/Discussant in Prof. Programs | Attend Academic meetings | Submissions to refereed Journals | Offices Held in Prof. Organizations | Participation in Honors Organizations | Research Awards | Other contributions |
|------------|----------------------|---------------|------------------------|--------------------|-------------------|--|--------------|------------------------|------------------------------------|--------------------------|----------------------------------|-------------------------------------|---------------------------------------|-----------------|-------------------------------------|
| Austin | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | Numerous papers in progress |
| Boldt | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 10 | 2 | 1 | 1 | 0 | 1st VP (AEF) |
| Dole | 0 | 0 | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 1 | Research award |
| Dutt | 0 | 0 | 1 | 0 | 0 | 2 | 1 | 0 | 0 | 2 | 4 | 0 | 1 | 0 | 4 papers under review |
| Gustafson | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 1 | 4 | 1 | 0 | 0 | 0 | Econ Ed. |
| Kassis | 0 | 0 | 2 | 0 | 0 | 3 | 0 | 0 | 1 | 4 | 1 | 1 | 1 | 0 | Atl. Econ Club, 2 pubs and 3 papers |
| Lopez | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | Paper in Progress |
| Raper | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 0 | 1 | 0 | Forecast Bkt. |
| Schaniel | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 4 | 1 | 1 | 1 | 0 | Int. Programs |
| Totals | 0 | 0 | 7 | 3 | 0 | 13 | 2 | 1 | 5 | 31 | 9 | 3 | 7 | 1 | |

Table 4
Grant Work
Department of Economics
2004 – 2005

| Faculty | Grant Proposals Submitted | Grant Proposals Funded | Total Grant Dollars Funded | Total Gifts Generated by Department | Total Contracts Awarded | Total Fellowships Awarded |
|-----------|---------------------------|------------------------|----------------------------|-------------------------------------|-------------------------|---------------------------|
| Austin | 0 | 0 | 0 | | 0 | 0 |
| Boldt | 0 | 0 | 0 | | 0 | 0 |
| Dole | 0 | 0 | 0 | | 0 | 0 |
| Dutt | 1 | 1 | \$1,500 | | 0 | 0 |
| Gustafson | 6 | 6 | \$7,399 | | 0 | 0 |
| Kassis | 0 | 0 | 0 | | 0 | 0 |
| Lopez | 0 | 0 | 0 | | 0 | 0 |
| Raper | 0 | 0 | 0 | | 0 | 0 |
| Schaniel | 2 | 2 | \$15,500 | | 0 | 0 |
| Totals | 9 | 9 | \$24,399 | \$13,125* | 0 | 0 |

* Gross Revenue generated by Economic Forecast Breakfast (November 4, 2004)

Table 5
Service Activities
Department of Economics
2004 - 2005

| Faculty | Student Organization Advisement | Committee Chair Assignments | Service on Department Committees | Service on RCOB Committees | Service on University Committees | Service on System Wide Committees | Consulting Assignments | Professional Development Hours | Other Service |
|-----------|---------------------------------|-----------------------------|----------------------------------|----------------------------|----------------------------------|-----------------------------------|------------------------|--------------------------------|---------------|
| Austin | 1 | 0 | 2 | 0 | 1 | 0 | 0 | 58 | 1 |
| Boldt | 0 | 0 | 1 | 3 | 4 | 0 | 0 | 54 | 10 |
| Dole | 0 | 0 | 2 | 2 | 2 | 0 | 0 | 67 | 1 |
| Dutt | 0 | 4 | 4 | 3 | 3 | 0 | 0 | 60 | 3 |
| Gustafson | 1 | 2 | 1 | 5 | 4 | 0 | 1 | 48 | 8 |
| Kassis | 0 | 2 | 4 | 2 | 1 | 0 | 0 | 58 | 3 |
| Lopez | 0 | 0 | 2 | 0 | 2 | 0 | 0 | 40 | 2 |
| Raper | 1 | 2 | 5 | 2 | 5 | 0 | 0 | 40 | 9 |
| Schaniel | 0 | 5 | 3 | 2 | 5 | 10 | 0 | 85 | 5 |
| Totals | 3 | 15 | 24 | 19 | 27 | 10 | 1 | 510 | 42 |