

BACHELOR OF ARTS, ECONOMICS SELF STUDY

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Academic Years: 2015-2020



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Preface

A. Background

The University of Tennessee at Chattanooga (UTC) is a public, four-year R3 Regional Comprehensive university representing a balance of teaching and research. UTC, a metropolitan university since 1969, has historical roots in two private institutions: The University of Chattanooga (UC) and a junior college, Chattanooga City College (CCC). UC was founded by an agency of the Methodist Episcopal Church in 1886, consolidated as a Grant University with East Tennessee Wesleyan University in 1889, and renamed The University of Chattanooga in 1907. CCC, with a predominantly African-American student population, was created in 1964 as a non-sectarian successor to Zion College, which had been established as a junior college in 1949. The University of Chattanooga and Chattanooga City College merged in 1969 with The University of Tennessee System, one of the oldest land-grant institutions in the nation, to form The University of Tennessee at Chattanooga (UTC).

At the time of the last program review in 2014-2015, the Department of Economics was housed in the College of Arts and Sciences. Both the BA and BS/BSBA Economics programs were reviewed. Dr. Stuart Benkert, Professor of Music and Director of Bands, was the Interim Department Head at the time. In 2015, the Department of Economics was moved to the College of Business and a new Department of Finance and Economics was created. However, the Economics faculty continued to be housed in the Guerry Center and would not be moved to Fletcher Hall for another year while physical arrangements were made to accommodate the new faculty. Dr. Stuart Benkert continued to serve as the Interim Department head for Economics in this new arrangement for the year 2015-16, while the Finance faculty were headed by Dr. Beverly Brockman.

The College of Business conducted an external search for a new Department Head in Fall 2015. The search failed. Dr. Chris Brockman, a senior Finance faculty, was appointed to serve as Interim Head for the 2016-2017 academic year while the College conducted a second external search for a new Department Head in Fall 2016. The second search failed as well. Dr. Bento Lobo, a senior Finance faculty with a Ph.D. in Financial Economics, and Dr. Michaël Bonnal, associate professor in Economics, then offered to serve as department head. The Dean chose Dr. Lobo to head the Department of Finance and Economics. He has been the head since Fall 2017. The

transition of the Economics faculty into the Rollins College and leadership of the Department has finally stabilized.

The Department of Finance and Economics is housed in the Gary W. Rollins College of Business. The mission of the college is to “*provide quality educational programs that produce academically-prepared and business-world ready graduates for a competitive global environment.*” The college is AACSB-accredited and offers undergraduate degree programs in Accounting, Data Analytics, Economics, Entrepreneurship, Finance, Human Resource Management, Management, and Marketing. At the graduate level, the college offers the MBA, MS in Data Analytics and Master of Accountancy programs. The Rollins College of Business (RCOB) enrolls approximately 2,000 undergraduate and 200 graduate students.

The Department offers two Economics undergraduate degree programs: a Bachelor of Arts (BA) in Economics and a Bachelor of Science in Business Administration (BSBA) in Economics. While the BSBA Economics program is reviewed under AACSB guidelines, the BA Economics program is reviewed under the Tennessee Higher Education Commission (THEC) guidelines and follows the Southern Association for Colleges and Schools Commission on Colleges (SACSCOC) requirements.

The Economics program and faculty service the General Education (GenEd) needs of the UTC campus (via the Principles of Microeconomics and Principles of Macroeconomics courses) and the graduate program (MBA, PMBA) needs of the Rollins College of Business, in addition to serving the needs of the undergraduate Economics majors (BA and BSBA) and minors. Beginning in the fall of 2019, the Economics program also offers a dedicated section of ECON 1010 and ECON 1020 to the newly-created cohort of [Rollins Scholars](#) in the College of Business.

B. Degrees in Economics

The BSBA degree stresses quantitative rigor and analysis and has an applied business focus. The BSBA has 18 required hours of Economics coursework, and 18 hours of electives, including at least 9 hours of Economics electives. Up to 3 hours of electives may be applied toward internship credit, and up to 6 hours may be non-economics electives. The required coursework in Economics includes Principles of Macroeconomics (ECON 1010), Principles of Microeconomics (ECON 1020), Intermediate Microeconomic Theory (ECON 3240), Intermediate Macroeconomic

Theory (ECON 3250), International Economics (ECON 4040) and Introduction to Econometrics (ECON 4600). Additionally, BSBA Economics majors are required to take College Algebra (Math 1130) unless exempted, Calculus for Management, Life, and Social Sciences (Math 1830) and 31 hours of College of Business core classes.

The BA Economics degree is the only BA offered through the Rollins College of Business. It is a niche program that allows students with diverse, often non-business interests to study Economics. Students of Political Science, History, or other liberal arts disciplines find Economics to be an interesting major or minor to pursue.

The BA degree provides flexibility in course selection, requires 2 years of study of a foreign language, and completion of a minor (18 credit hours with a minimum 2.0 grade point average). BA Economics students are not required to complete the College of Business core classes and are not required to take Introduction to Econometrics (Econ 4600) or International Economics (Econ 4040). The BA degree requires 12 hours of Economics including Principles of Macroeconomics (ECON 1010), Principles of Microeconomics (ECON 1020), Intermediate Microeconomic Theory (ECON 3240) and Intermediate Macroeconomic Theory (ECON 3250), and 21 hours of program electives. Of the electives, 12 hours must include Economics courses and up to 9 hours may be non-economics electives, including a maximum of 3 hours of internship credit. All elective courses in Economics are at the 3000 (junior) and 4000 (senior) level. Additionally, BA Economics majors are required to take Statistics, College Algebra (Math 1130), and Calculus (Math 1830) or Calculus with Analytic Geometry I (Math 1950) as discussed in Part II - Curriculum.

Both BA and BSBA Economics majors must complete all categories of UTC's General Education requirement (40-41 credit hours), fulfill the University requirement of 120 credit hours for graduation, and have a 2.0 GPA (C average) to receive a degree in Economics. Six areas comprise General Education: Rhetoric and Writing (6 credit hours), Mathematics and Statistics (6 credit hours), Natural Sciences (7 or 8 credit hours), Fine Arts and Humanities (12 credit hours with selection of one three-credit hour course from each of four categories), Non-Western Culture (3 credit hours), and Behavioral and Social Sciences (6 credit hours).

C. Economics Minors

The minor in Economics requires a total of 18 hours of Economics including Principles of Macroeconomics and Principles of Microeconomics. The additional 12 credit hours must come from any 3000- or 4000-level Economics courses. Currently, Principles courses (ECON 1010 and ECON 1020) are the only prerequisites for most upper-level Economics courses. The exceptions are:

- ECON 4600 (Introduction to Econometrics), which requires mathematics (Math 1830- Calculus for Management, Life, and Social Sciences or Math 1950 – Calculus with Analytic Geometry I) and statistics (MGT 2140 – Data Modeling for Business or MATH 3100 – Applied Statistics or Math 4130 – Introduction to Probability and Statistics) and 6 hours of Economics at the 3000-4000 level
- ECON 4290 (Managerial Economics) requires MGT 2140 – Data Modeling, Math 1830- Calculus for Management, Life, and Social Sciences
- ECON 4670 (Game Theory) requires Math 1830- Calculus for Management, Life, and Social Sciences

D. Faculty

Since the last program review, two faculty have retired, and three new faculty have been hired. The faculty who retired are Dr. Hutchinson (July 2016) and Dr. Pratt (December 2018). The three new hires were Dr. Alam (August 2016), Dr. Murray (August 2018), and Dr. Dakhliya (August 2018). The lines for two other retirements in the previous review period (Drs. Keilany and Garrett) were not filled.

As of fall 2019, the Economics faculty consist of six full-time tenured or tenure-track faculty members, two full-time lecturers and one part-time lecturer. Included in the count of tenured faculty is the holder of the Scott Probasco Chair of Free Enterprise and Director of the Center for Economic Education (Dr. J.R. Clark) who has only taught one MBA course in the current review period. Dr. Clark, however, will be retiring in December 2019.¹ All full-time

¹ Dr. Clark is on leave during Fall 2019 semester and will retire at the end of December 2019. He will not be counted as active/current throughout this report as he is not and will not be teaching during this academic year.

tenured and tenure-track Economics faculty hold a Ph.D. in Economics; three are Assistant Professors, two are Associate Professors and one is a full Professor. One full time lecturer (Caleb Watkins) holds a Ph.D. in Economics, and the other full-time lecturer (John Barnes) holds an M.A. in Economics and an MBA. Our part-time lecturer, Ms. Middleton, holds a M.A. in Economics and additionally serves as the College's Director of Assessment. Additionally, the Department hires 2-3 adjuncts each semester as needed.

For tenured/tenure-track faculty, the College assigns the following weights regarding the distribution of work expectations in the fulfillment of its objectives: 45% teaching; 40% research; and 15% service. The college emphasizes a teacher-scholar model where all types of intellectual contributions - applied, pedagogical, and basic - are encouraged. Tenure-track faculty are expected to publish, on average, one peer-reviewed journal article per year to partially meet tenure requirements. College faculty typically have a 3/3 teaching load. Full-time lecturers have a 4/4 teaching load. Summer teaching opportunities are usually available for additional pay.

All full-time faculty meet annually with the Department Head for their Evaluation and Development by Objectives (EDO). At this meeting, the faculty member's performance over the previous year is discussed, and goals/objectives for the next year are set. Untenured tenure-track faculty are also evaluated by the Department's Reappointment, Tenure, and Promotion (RTP) committee and given guidance regarding progress toward tenure and/or promotion. Beginning in Fall 2019, tenured faculty will go through a post-tenure review on a five-year cycle.

Among Economics faculty, professorships are currently held by Dr. J.R. Clark (Scott Probasco Chair of Free Enterprise), Dr. Michaël Bonnal (UC Foundation and Henry Hart), and Dr. Alam (UC Foundation). Dr. Bonnal was granted a one semester sabbatical for the Spring 2019 semester.

The faculty is productive in teaching, research, and service. Faculty research has been high quality and of sufficient quantity for faculty to maintain a "scholarly academic" status under AACSB norms. In the Rollins College of Business, a faculty member would need to have three publications in a five-year window to be considered "scholarly academic." Guidance on faculty qualifications is provided in the Rollins College faculty handbook (Chapter 8 is contained in **Appendix II**). Research productivity has improved significantly since the Economics faculty moved to the College of Business (refer to **Table P.1**). Most faculty attend at least one conference

each year and are supported with Faculty Development funds from the college and grants from the University. Additionally, faculty are eligible for competitive RCOB summer research grants up to \$5,000 each. Economics faculty have received this summer support 11 times in the past five years.

The Probasco Chair is extraordinarily productive on the research front. In the 2015-2019 period, Dr. Clark has published 31 articles in quality, refereed journals. A brief description of the Probasco Chair and the Center for Economic Education is in **Appendix I**.

Table P.1 Faculty Research

	2009-2014 Ex- JR Clark	2009-2014 JR Clark	2015-2019 Ex-JR Clark	2015-2019 JR Clark
Journal articles	6	27	19	31
Conference presentations	2	-	25	-
Other scholarly output	7	9	1	5
Total	15	36	45	36
RCOB Summer Research Grants	NA	NA	11	NA
Note: Other scholarly output includes journal refereeing, book chapters, conference proceedings, book reviews, invited lectures. Source: Faculty CVs and Digital Measures.				

Faculty teach undergraduate and graduate courses in both the traditional lecture as well as online modalities. The focus of teaching is on developing critical thinking and analytical abilities of students. Where appropriate, experiential learning opportunities as well as opportunities for undergraduate research are offered to students. In Fall 2019, the Introduction to Econometrics (ECON 4600) course was certified as an Experiential Learning class in UTC's ThinkAchieve: Thinking Beyond the Classroom Initiative. The Department regularly receives high teaching evaluations.

The Economics faculty are committed to university and college governance, and broad participation in community affairs. Prior to his retirement, Dr. Hutchinson made regular appearances on TalkRadio's "Let's Talk Money." Dr. Pratt and Dr. Hutchinson served on the boards of non-profit organizations in the area before retiring. Faculty serve on departmental, college and university committees. Dr. Bonnal currently chairs the University Faculty Development Grants committee. Dr. Hutchinson chaired the University Curriculum Committee

for several years. The faculty are especially engaged in professional service primarily as journal article reviewers and book reviewers. Journals for which faculty have reviewed articles include *Papers in Regional Science*, *Applied Economics*, *Sustainable Production and Consumption*, *Emerging Markets*, *Finance, and Trade*, *Journal of International Trade and Economic Development*, *Review of Development Economics*, *Review of International Economics*, *World Development*, *Economics Bulletin*, *American Journal of Agricultural Economics*, *Quarterly Review of Economics and Finance*, *European Review of Agricultural Economics*, *Journal of Developing Areas*, *Studies in Economics and Finance*, *Journal of Population Research*, and *Journal of Economics and Human Biology*. Dr. Brown recently completed a stint as President of the Economics affiliate of the Southwestern Social Science Association. Additionally, full-time lecturers maintain “instructional practitioner” status under AACSB norms.²

E. Students

Table P.2 makes clear that the student body lacks gender and ethnic diversity; it is predominantly white (77%) and male (82%). Roughly 92% of our students are from the state of Tennessee, and about 42% are from Hamilton county, where UTC is located. The Department is making efforts to grow the program by appealing to female students in the county. In February 2020, a half-day conference (“Empowering your future”) promoting the study of Finance and Economics is planned for high school students and for UTC freshmen and sophomores.

BA Economics students mostly double major in areas such as Political Science, Philosophy and Religion, Foreign Languages, Psychology, Finance, and Marketing.

² Faculty members classified as Instructional Practitioner (IP) have relevant academic and professional experience when hired, and must maintain their currency and relevance through continued professional experience and engagement. For IP faculty, the academic preparation should normally consist of master’s degree in a field related to the area of teaching assignment. In addition, the professional experience should be relevant to the faculty member’s teaching assignment and significant in duration (at least five years for initial hires) and level of responsibility.

Table P.2 BA Economics Enrollment – Gender and Ethnicity

	2016-2017		2017-2018		2018-2019	
	Female	Male	Female	Male	Female	Male
Multiple Races		1		1		
Unknown						
American Indian						
Asian			2		1	
Hispanic						
Native Hawaiian or Other Pacific Islander						
African American		1				
White	2	6	1	12	2	9
Total	2	8	3	13	3	9
Source: Office of Planning, Evaluation, and Institutional Research (OPEIR) Program Overview File						

Student placement

Data on student placement is sparse due to the recent arrival of the Economics program in the RCOB. Anecdotally, we observe that most of our graduates place in local firms such as Blue Cross Blue Shield, TVA, local banks and other corporations. A few students go on to graduate school, mostly master's programs or law school. One of our graduates worked with Microsoft in Seattle, then Google in California after completing an MBA from UC Berkeley. A couple of our students have gone on to pursue doctoral studies.

Data from the Decosimo Student Success Center in the RCOB shows that 91% of Finance and Economics graduates reported being employed full-time, seeking an advanced degree, or actively pursuing an entrepreneurial opportunity. Of those reporting, 87% were placed within one month of graduating, mostly in their fields of study.

Student satisfaction

Table P.3 below summarizes the student satisfaction results for curriculum related questions as compiled by UTC's Office of Planning, Evaluation, and Institutional Research (OPEIR) in 2019 relative to 2018 via the National Survey of Student Engagement (NSSE). In the table, "Department" means those who selected Economics or Finance. The sample size (especially for 2018) is very small so it is unlikely that the results are valid in a statistical sense. However, differences in the annual responses are indicative of the value students perceive in being a part of this Department. In particular, students evaluated the Department higher than the college or the university on dimensions related to educational experience, ability to solve complex real-world problems, becoming an informed citizen, and quality of the interactions with faculty members. Students rated the Department lower than both the college and university along the dimensions of interacting with a diverse student body.

Table P.3 Student Satisfaction Survey – 2019

QUESTION/STATEMENT	RESPONSE OPTIONS	2019				2018			
		PERCENTAGES			VALID N:	PERCENTAGES			VALID N:
		UTC	COLLEGE	DEPT.**	(DEPT.)*	UTC	COLLEGE	DEPT.	(DEPT.)*
SATISFACTION WITH UTC									
1. How would you evaluate your entire educational experience at this institution?	Poor	3.1	0.8	0.0	28	1.6	1.6	0.0	8
	Fair	11.8	10.5	3.6		12.2	10.2	25.0	
	Good	52.0	47.4	50.0		49.4	50.2	37.5	
	Excellent	33.1	41.4	46.4		36.8	38.0	37.5	
2. If you could start over again, would you go to the same institution you are now attending?	Definitely no	4.3	2.2	6.9	29	4.2	5.1	12.2	8
	Probably no	12.6	11.9	10.3		12.1	8.6	12.5	
	Probably yes	46.1	46.3	41.4		40.5	39.8	37.5	
	Definitely yes	36.9	39.6	41.4		43.3	46.5	37.5	
CURRICULUM									
1. Institution contributes to you acquiring job or work related knowledge and skills.	Very little	12.9	8.3	21.4	28	10.7	7.3	25.0	8
	Sometimes	28.8	22.6	14.3		29.3	20.4	0.0	
	Quite a bit	33.2	37.6	39.3		32.9	40.6	50.0	
	Very much	25.1	31.6	25.0		27.1	31.6	25.0	
2. Institution contributed in developing clear and effective speaking skills.	Very little	9.3	3.8	3.6	28	9.7	8.0	25.0	8
	Sometimes	30.3	31.6	50.0		29.4	27.2	25.0	
	Quite a bit	36.4	40.6	21.4		33.7	34.0	25.0	
	Very much	23.8	24.1	25.0		27.1	30.8	25.0	
3. Institution contributed in developing clear and effective writing skills.	Very little	6.1	5.3	7.1	28	5.3	4.5	0.0	8
	Sometimes	26.7	27.8	35.7		24.5	24.1	37.5	
	Quite a bit	39.6	44.4	32.1		39.2	40.8	12.5	
	Very much	27.7	22.6	25.0		31.0	30.5	50.0	
4. Institution contributed to your ability to solve complex real-world problems.	Very little	12.2	9.8	17.9	28	10.0	12.5	25.0	8
	Sometimes	31.3	29.5	25.0		31.2	33.8	62.5	
	Quite a bit	34.7	42.4	32.1		31.6	31.2	0.0	
	Very much	21.9	18.2	25.0		27.3	22.5	12.5	
5. Institution contributed to thinking critically and analytically.	Very little	4.1	3.0	0.0	28	2.0	1.9	0.0	8
	Sometimes	13.3	12.0	7.1		16.6	19.8	0.0	
	Quite a bit	42.6	48.9	50.0		40.6	41.5	37.5	
	Very much	39.9	36.1	42.9		40.8	36.7	62.5	
6. Institution contributed to working effectively with others.	Very little	7.0	3.8	7.1	28	4.8	4.2	0.0	8
	Sometimes	24.5	23.3	32.1		25.7	22.4	50.0	
	Quite a bit	39.1	42.1	21.4		40.2	43.5	37.5	
	Very much	29.4	30.8	39.3		29.3	30.0	12.5	
7. Institution contributed to developing or clarifying a personal code of values and ethics.	Very little	12.9	14.3	10.7	28	10.5	11.5	12.5	8
	Sometimes	32.1	32.3	53.6		28.7	30.1	25.0	
	Quite a bit	31.4	27.8	17.9		34.1	33.7	37.5	
	Very much	23.6	25.6	17.9		26.7	24.7	25.0	
8. Institution contributed to encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc).	Very little	12.6	8.3	10.7	28	13.1	13.1	25.0	8
	Sometimes	33.4	33.8	3.9.3		33.1	32.5	25.0	
	Quite a bit	34.6	37.6	25.0		33.3	33.4	37.5	
	Very much	19.4	20.3	25.0		20.6	21.0	12.5	
9. Institution contributed to being an informed and active citizen.	Very little	12.8	8.4	10.7	28	13.6	14.4	12.5	8
	Sometimes	33.3	35.1	32.1		33.2	35.9	62.5	
	Quite a bit	30.6	32.1	25.0		30.1	29.8	25.0	
	Very much	23.3	24.4	32.1		23.2	19.9	0.0	
FACULTY INVOLVEMENT									
1. Quality of interactions with faculty members.	1	1.5	0.8	0.0	28	1.4	0.6	0.0	8
	2	3.6	1.5	3.6		2.6	3.5	12.5	
	3	3.7	3.0	3.6		7.3	7.4	0.0	
	4	13.2	12.8	14.3		14.8	12.8	25.0	
	5	26.2	29.3	17.9		25.5	26.6	12.5	
	6	29.6	33.8	28.6		25.5	25.6	37.5	
	7	22.2	18.8	32.1		22.9	23.4	12.5	
2. Talked about career plans with a faculty member or advisor.	Never	14.0	14.4	20.7	29	14.5	12.1	0.0	8
	Sometimes	38.4	48.5	37.9		38.7	42.7	62.5	
	Often	28.3	21.2	24.1		28.2	26.1	12.5	
	Very Often	19.3	15.9	17.2		18.6	19.1	25.0	
3. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Never	44.4	54.5	48.3	29	46.3	46.3	12.5	8
	Sometimes	31.0	24.6	20.7		30.1	30.9	50.0	
	Often	15.3	11.9	17.2		14.4	12.9	25.0	
	Very Often	9.4	9.0	13.8		9.2	10.0	12.5	
4. Discussed course topics, ideas, or concepts with a faculty member outside of class	Never	25.9	33.6	35.7	28	27.1	35.9	0.0	8
	Sometimes	42.2	35.1	32.1		41.8	35.6	37.5	
	Often	22.7	23.7	17.9		20.9	19.2	50.0	
	Very Often	9.1	7.6	14.3		10.1	9.3	12.5	
CULTURAL EXPERIENCE AT UTC									
1. Had discussions with students of a different race or ethnicity than your own.	Never	4.5	6.8	10.7	28	4.1	2.6	0.0	8
	Sometimes	20.5	19.5	21.4		21.2	20.8	37.5	
	Often	34.4	39.1	39.3		34.7	3.8	12.5	
	Very Often	40.6	34.6	28.6		40.0	41.9	50.0	
2. Had discussions with students from different economic background other than your own.	Never	3.5	3.8	0.0	28	3.5	3.5	0.0	8
	Sometimes	20.5	18.0	28.6		20.7	20.1	37.5	
	Often	40.1	44.4	39.3		39.0	38.9	25.0	
	Very Often	35.9	33.8	32.1		36.8	37.6	37.5	
3. Had discussions with students who are very different from you in terms of their religious beliefs or personal values.	Never	5.2	6.8	7.1	28	4.2	4.8	0.0	8
	Sometimes	25.6	32.3	39.3		22.0	29.9	25.0	
	Often	33.2	30.8	21.4		29.8	34.7	25.0	
	Very Often	36.0	30.1	32.1		44.0	30.6	50.0	
4. Had discussions with students who are very different from you in terms of their political opinions or personal values.	Never	4.3	3.8	10.7	28	4.1	3.2	0.0	8
	Sometimes	20.4	22.7	32.1		23.7	19.6	12.5	
	Often	37.0	36.4	17.9		35.3	38.8	25.0	
	Very Often	38.4	37.1	39.3		36.9	38.5	62.5	

*Valid N = the number of majors answering the question on the NSSE Survey
 **Department includes those that indicated Economics or Finance
 Scale: 1 to 7; 1 = Unavailable, unhelpful, and unsympathetic; 7 = Available, helpful, and sympathetic

F. Recent Changes and Developments

Curricular improvements

- Streamlined the Economics elective offerings. Previously, students were required to pick electives from two groups, i.e. Theory and Applied. This arbitrary separation of classes often resulted in class scheduling problems and delayed student graduation. The two lists were merged and students now select electives from one larger group of courses. As a consequence, both students and faculty have greater flexibility with respect to elective offerings.
- Established a core group of elective offerings by dropping some that were no longer popular, and developed a faculty rotation schedule for these electives.
- Econ 4650 - Economics of Regulated Industries was renamed Economics of Regulation and Anti-Trust to better reflect the content of the course.
- Proposed new track in Financial Economics within the BSBA Economics major (to take effect in the fall 2020). This track is designed to prepare Economics majors for careers in investment and wealth management. As such, students use program electives to choose 12 hours of finance courses from FIN 3210 (Investments I), FIN 3700 (Introduction to Financial Analysis), FIN 4030 (Financial Statement Analysis), FIN 4120 (International Finance), FIN 4310 (Derivative Securities), and ECON 3060 (Public Finance). Up to 3 hours may be applied toward internship credit.
- The Introduction to Econometrics (ECON 4600) course was certified as meeting the requirements for Experiential Learning. This positions the Department for likely changes requiring all majors to have built-in experiential learning experiences before graduating.
- Included Healthcare Economics in the proposed newly-revamped Gerontology minor.

Other curricular initiatives to be discussed in Spring 2020 include:

1. Review improvements in teaching Principles of Macro- and Microeconomics: class size, class times and modalities, experiential methods, teaching materials, engagement activities, attendance incentives, pedagogy workshops, etc.
2. Recast the Women in the Economy course (ECON 4170) to incorporate ideas of race, gender and inequality; examine other courses with a similar lens.

3. Reconfigure Introduction to Econometrics (ECON 4600) to include aspects of big data .
4. Develop tracks in both the BSBA and the BA majors as well as joint programs (e.g. major in Economics and Politics) to make the study of Economics more attractive to students across campus.
5. Create a unique Economics experiential learning opportunity in the spirit of the [SMILE Fund](#) that will give students of Economics a comparative advantage in the job market.
6. Consider aligning the Economics curriculum with the Certified Business Economist (CBE) designation created by the National Association of Business Economics (NABE).
7. Consider the possibility of creating cohorts of Economics Scholars that would receive rich scholarships to study Economics.

Initiatives to grow the program

To complement the curricular enhancements, the Department is also aggressively promoting the study of Economics in other ways. Here are some examples:

1. Identifying promising students in the ECON 1010 and 1020 classes and inviting them to a “Meet the Economists at UTC” event to introduce them to faculty and the Economics program.
2. Planning a similar event for the high-achieving Rollins Scholars.
3. Working closely with the college’s Marketing Director to improve the Department web site and make it more contemporary, flexible and informative.
4. Actively engaging the college advisors to promote the major and the minor in Economics. A “Tips for Advisors” handout was created and the scope of the program and range of opportunities for Economics graduates was explained to them. Additionally, advisors were shown how other business majors could add an Economics minor within their program requirements.
5. Hosting a half-day workshop in February 2020 promoting the study of Economics and Finance among female students. The target audience will be high school students and UTC’s freshmen and sophomores.

As part of the “Soar in Four” goal of the University to graduate students in four years, the Department was granted a full-time lecturer in 2019-2020 to meet bottlenecks identified in the

ECON 1010 and 1020 courses. Dr. Watkins fills this role currently. Ideally, this position would convert to a tenure-track or a Professor-of-Practice line to lend stability to the staffing necessary to support this program. Extending multi-year contracts to lecturers would also lend stability to the staffing needs of the department.

G. Trends

In this section, we present data showing trends in key program metrics.

1. Student credit hour (SCH) production
2. Student enrollment and retention
3. Degrees awarded

G.1 Student Credit Hour (SCH) Production

The Economics faculty service the General Education (Gen Ed) requirements of the University by offering 20 sections of ECON 1010 and 1020 and serving over 800 students each semester. Double section classes enroll approximately 90-100 students each.

Additionally, the Economics faculty service the BSBA and BA majors in Economics, the minor in Economics, as well as the MBA and PMBA programs of the Rollins College of Business.

To service the majors and minors the Department offers 2 required upper level ECON courses and 3 upper level ECON electives each semester. Additionally, the Department offers 2 sections of ECON 5015 each semester to service the MBA and PMBA programs.

Table P.4 and **Table P.5** show SCH for the Department relative to the college and the university. While the pattern of SCH for the Economics program has been variable (see **Figure P.1**), the SCH per FTE clearly shows that the Economics program has larger productivity numbers per faculty compared to the college or the university (see **Figure P.2**). This is true even for just the two principles (Gen Ed) classes. The slight dip in SCH in Fall 2018 was because one less section of Econ 1010 was offered due to a scheduling oversight.

Table P.4 Economics SCH and FTE

Year	SCH	FTE	SCH per FTE
All Economics Faculty			
Fall 2015	2645	6.00	441
Fall 2016	3096	7.25	427
Fall 2017	3112	8.00	389
Fall 2018	2949	8.25	357
Year	SCH	FTE	SCH per FTE
All Economics Faculty excluding adjuncts			
Fall 2015	1961	5.00	392
Fall 2016	2322	6.00	387
Fall 2017	2371	7.00	339
Fall 2018	2259	7.00	323
Year	SCH	FTE	SCH per FTE
Econ 1010 and 1020 including adjuncts			
Fall 2015	2154	6.00	359
Fall 2016	2622	7.25	362
Fall 2017	2721	8.00	340
Fall 2018	2532	7.25	349
Source: OPEIR			

Table P.5 Comparative SCH Production

	All Econ Courses	Econ 1010/1020	RCOB	UTC
Student Credit Hour (SCH) Production				
Fall 2015	2645	2154	17,684	135,576
Fall 2016	3096	2622	18,091	136,923
Fall 2017	3112	2721	19,204	139,825
Fall 2018	2949	2532	19,518	141,262
SCH per FTE				
Fall 2015	441	359	320	241
Fall 2016	427	362	291	240
Fall 2017	389	340	288	237
Fall 2018	357	349	291	232
Average	404	353	298	238
Source: OPEIR . FTE for RCOB and UTC are full time faculty headcount + Adjunct FTE				

Figure P.1 Student Credit Hour Production in ECON 1010 & 1020

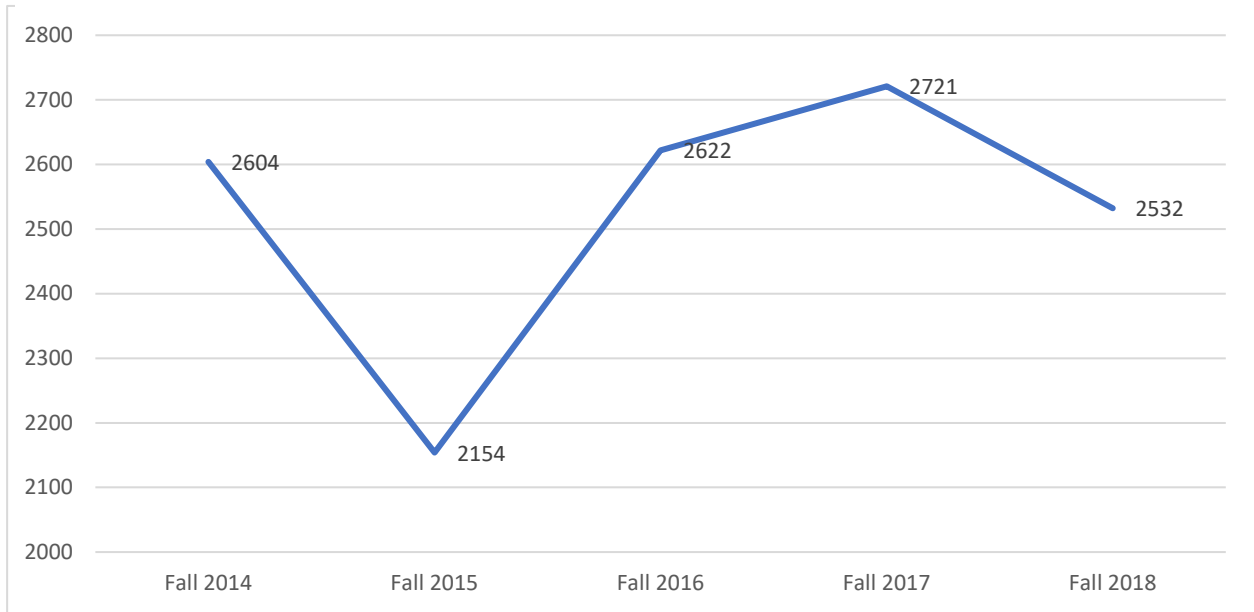


Figure P.2 Student Credit Hour Production per FTE

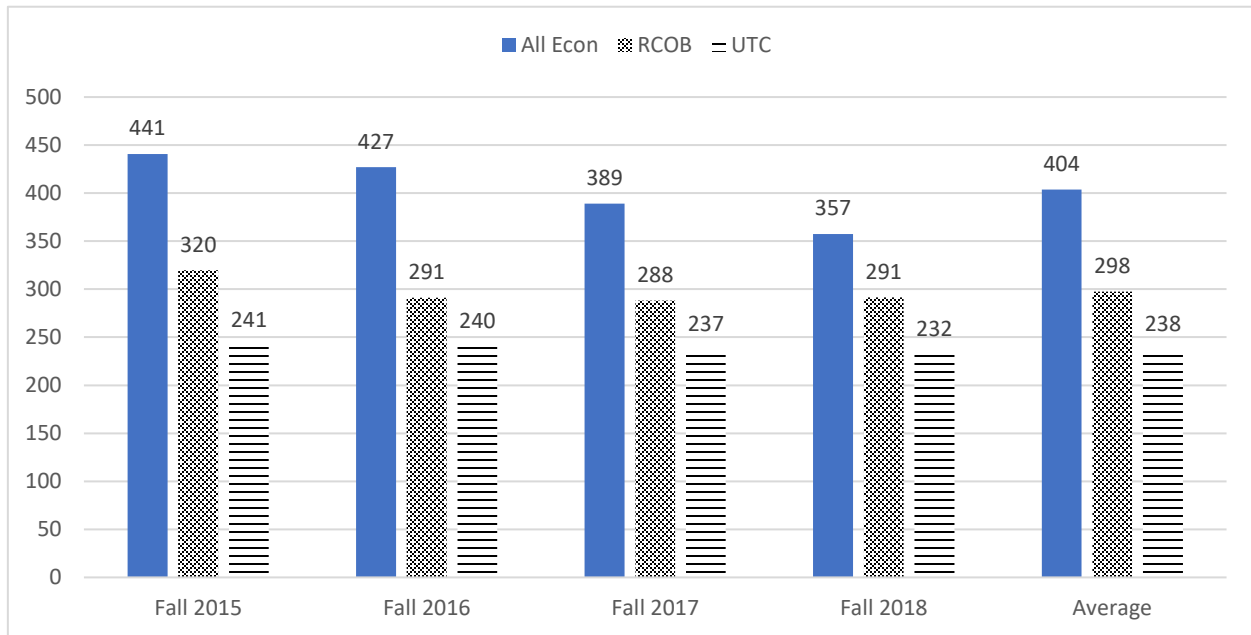
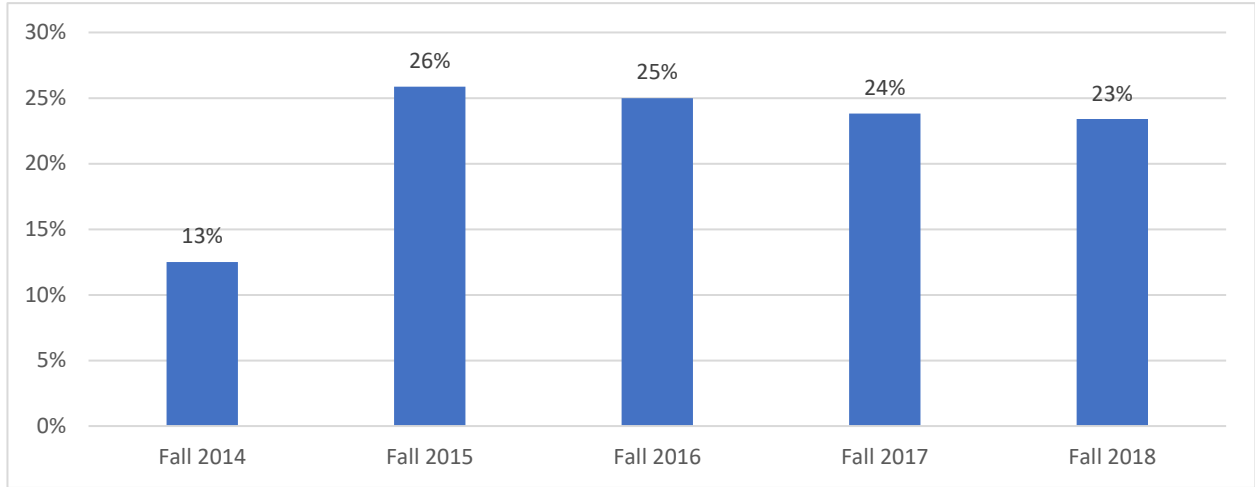


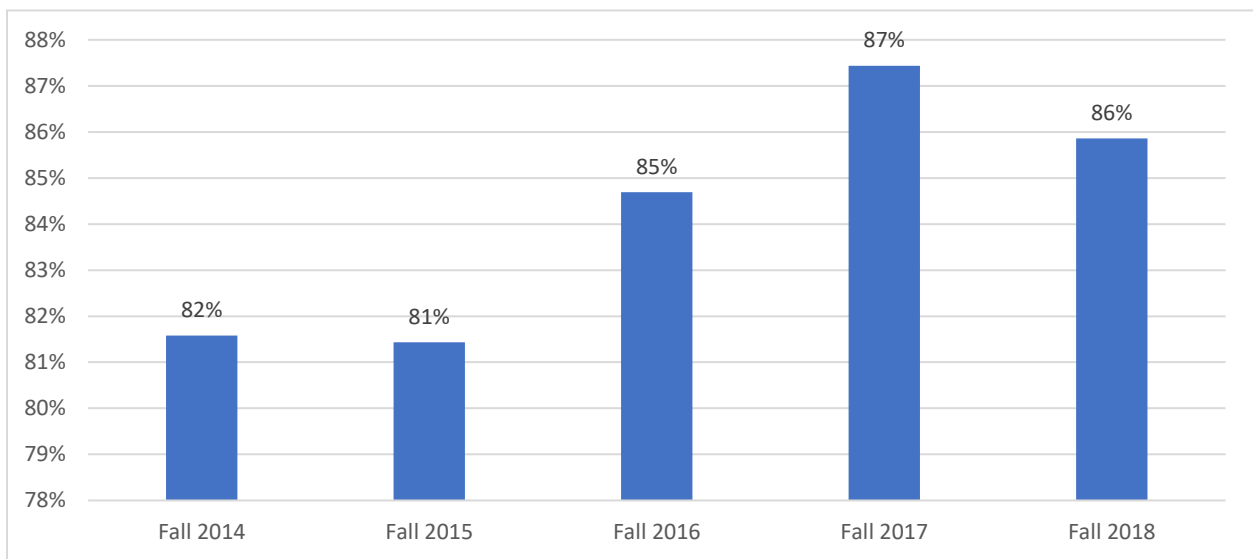
Figure P.3 shows that adjuncts produce as much as 26% of Economics SCH. This is higher than we would like it to be. A request for an additional lecturer line has been sent to the Provost.

Figure P.3 Adjunct production of Economics Student Credit Hours



It is noteworthy that Economics 1010 and 1020 account for about 85% of the program’s total SCH production (**Figure P.4**). We are not sure how this compares to other schools, but we imagine this proportion is higher than it should be. Measures to grow the major and the minor should see upper level Economics courses grow their share of SCH production.

Figure P.4 ECON 1010-1020 SCH as % of total SCH



G.2 Enrollment and Retention

The data in **Table P.6** show a slow but steady growth in the Economics major. Since 2008 (beginning of the previous review period), the major has grown by 48% driven mostly by growth in the BSBA. Growth in the BA program has been flat over this period. Growth in the minor has mirrored the growth in the BSBA (47.7%).

Table P.6 Enrollment Trends

Term	BA	BS/BSBA	Majors	Minors
	Economics	Economics	Total	Total
Fall2008	16	34	50	15
Fall2009	12	37	49	30
Fall2010	8	44	52	34
Fall2011	18	36	54	28
Fall2012	25	36	61	25
Fall2013	24	46	70	36
Fall2014	21	56	77	34
Fall2015	14	55	69	42
Fall2016	11	50	61	22
Fall2017	17	49	66	18
Fall2018	16	58	74	22
Source: OPEIR				

Over the past five years since 2014, however, the BA has declined by about 24%, while the BSBA has grown at a sedate 3.6% (see **Figure P.5**). We attribute much of this to turmoil in the Department as it cycled through leadership changes and forced and voluntary faculty retirements. We expect that a stable home in the Rollins College of Business and stable leadership will result in growth in the major and minor in the years ahead.

Figure P.5 Economics Enrollment

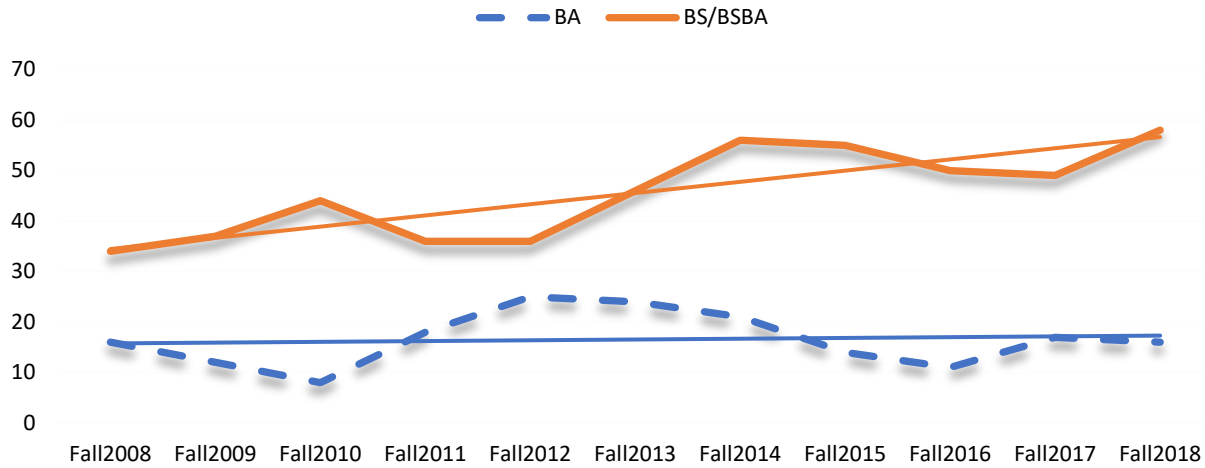


Figure P.6 shows that the BA makes up about 17% of the Economics program, while the BSBA and the Economics Minors make up 60% and 23%, respectively.

Figure P.6 Economics Enrollment by Major & Minor - Fall Semesters

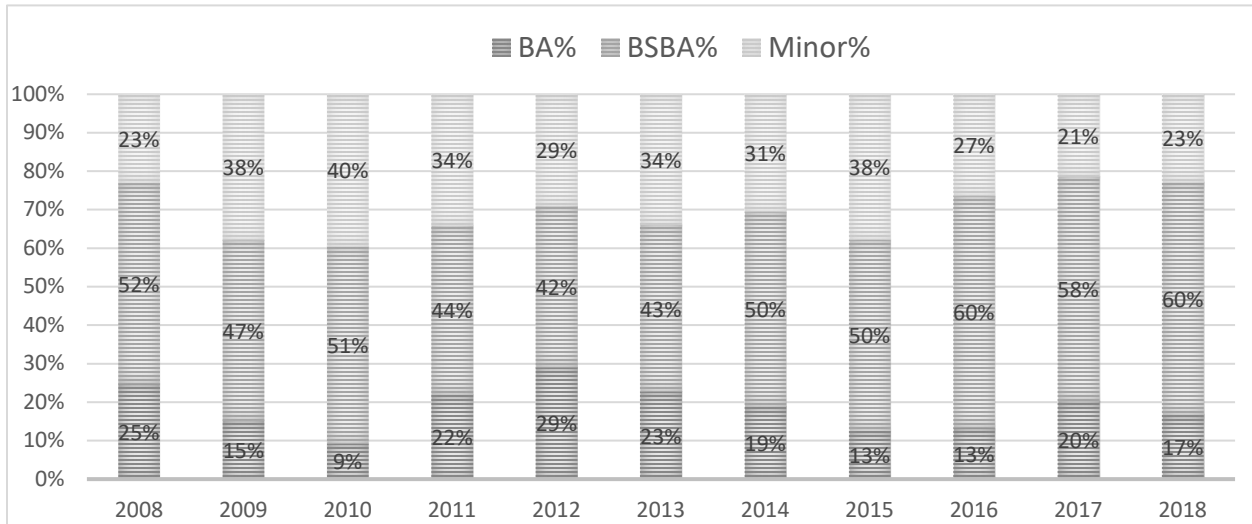


Table P.7 shows data on retention. Based on OPEIR data from Fall 2017 to Fall 2018, 56% of Economics majors returned to the major, while 44% either migrated away from the major or did not return to UTC. The retention rate is lower than that for the RCOB and for UTC.

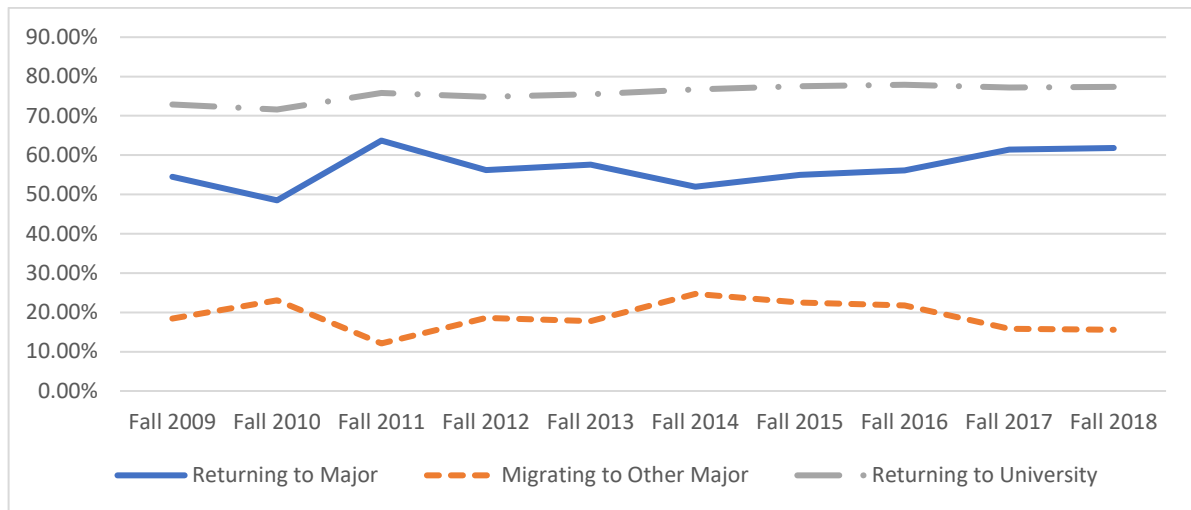
Table P. 7 Economics Retention - Fall 2017

	F2017 enrolled	Graduated		Returned to major		Migrated away from major		Did not return to UTC		Migrated into major
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
Economics	57	9	15.8%	27	56.3%	10	20.8%	11	22.9%	9
RCOB	2031	401	19.7%	1054	64.7%	248	15.2%	328	20.1%	327
UTC	10176	1976	19.4%	5064	61.8%	1279	15.6%	1857	22.6%	1279

Source: [OPEIR](#)

However, as seen in **Figure P.7**, the statistics for Economics are largely in line with 10-year UTC averages. The 10-year average for students returning to their major campus-wide from fall-to-fall is 57%. Roughly, 19% of students migrate to another major every year, while about 24% of all undergraduate students do not return to UTC the following year.

Figure P. 7 UTC Retention Trends: 2009-2018



G.3 Degrees Awarded

The data in **Table P.8** show that the total number of BS/BSBA degrees awarded in economics is trending upward. The trend for the BA, however, is flat. The program is small and satisfies a niche demand for the study of economics at UTC without straining Department resources.

Table P. 8 Degrees Awarded

	BA Economics	BS/BSBA Economics	Total
2010-2011	0	11	11
2011-2012	1	11	12
2012-2013	3	16	19
2013-2014	2	9	11
2014-2015	1	15	16
2015-2016	2	19	21
2016-2017	1	15	16
2017-2018	0	10	10
2018-2019	2	21	23
Source: OPEIR			

H. Response to Previous Five-Year Review

This seems an appropriate time to review recommendations from the most recent, 2014 Department of Economics review. In particular, this area considers recommendations contained in the Narrative Review prepared by Dr. Catherine Carey from Western Kentucky University. Recommendations as well as action taken by the Department as follows:

The greatest weakness of the program is its lack of direction. With rapidly retiring faculty and no plan for replacement, multiple changes in leadership, a mapping process that is frequently reported as “in progress”, the temporary “fix” for the B.A. program, it seems that Department is strong need of an advocate who knows the field, is concerned about the programs, sees its success as a single priority, and who can provide vision.

With two more faculty members nearing imminent retirement, there is concern about the ability of the program to maintain its richness of content and sustainability in meeting its program needs. ... The low productivity in scholarly peer reviewed publications...hurts the credentials of the Department as a whole when compared with other institutions. It is understandable that research productivity declines as faculty members near retirement;

however, the absence of fresh assistant and associate professors replacing retiring faculty is noted.

Response

In 2015 (Dr. Hutchinson) and 2017 (Dr. Pratt), two senior faculty members retired. We have hired three new faculty since 2016, (Dr. Alam, Dr. Dakhliya and Dr. Murray). Two other retired faculty (Drs. Keilany and Garrett) in the previous review period have not been replaced. Scholarly output has increased significantly in the past three years. Economics faculty, excluding Dr. Clark, have published 19 articles in peer-reviewed quality journals and meet AACSB and RCOB standards for being classified as “scholarly academic.”

Goals for the next 5 years

- *Develop leadership and a strategic plan.*
- *A plan for offering required courses and electives in a timely and diversified manner that makes sense.*
- *Incentivize research and creative activities.*
- *Develop an active recruitment and promotion plan.*
- *Explore alternative methods of instruction.*

Response

- The Department now resides in the Rollins College of Business, which has a clearly defined mission and strategic plan. The latter is informed by needs and priorities of the various Departments in the college. Clear guidelines for annual evaluations (EDO) and requirements for tenure and promotion are contained in the RCOB faculty handbook. It bears noting that this handbook has had to be revised several times recently due to directives placed on UTC and the individual colleges by the UT Board of Trustees.
- The issue of leadership is more settled with Dr. Lobo heading the Department since Fall 2017. The Department holds regular beginning-of-semester meetings. Several subcommittees of faculty address various needs of the program, (e.g. curricular innovations, elective rotations, marketing efforts).

- Curricular improvements in terms of streamlining elective offerings and setting up a regular rotation of classes has been put in place.
- Clear path sheets for Economics majors are developed and a well-staffed Student Success Center serves the advising needs of all RCOB students.
- Within the RCOB, Economics faculty have access to Faculty Development Funds in addition to campus-wide Faculty Development Grants. Economics faculty present papers and travel to at least one conference per year, on average. Faculty also have resource support to update technology.
- Active measures are being taken to recruit more Economics majors and minors:
 - We built out a proposed new track in Financial Economics in the BSBA as a longer-term measure to grow the program.
 - We organized a personalized approach inviting promising students in our ECON 1010/1020 students to an event that introduced them to the faculty and the program. This will be done every semester.
 - We are planning a conference in February 2020 to promote the study of Economics and Finance among female students targeting high-schoolers and UTC undecided freshmen/sophomores.
 - We prepared “tips” for our advisors to help them advise students regarding the major.
 - We are going to work on improving our Departmental website.
 - We are going to discuss alternative ways to teach Principles of Economics courses.
- Economics courses are taught face-to-face as well as online. Additionally, a study abroad course in Paris has been offered for the past three years in which students study an Economics elective in addition to other courses offered.

I. Summary

The Economics program has been subjected to significant tumult over the past ten years – from changing leadership, to forced and voluntary retirements, to transitioning between colleges. It has been only three years since the program settled in the College of Business, and has had stable leadership for a little more than two years. Three new tenure-track faculty have joined the ranks in the past three years. The faculty are engaged, get along well with each other and are eager to make improvements to the Economics program. They generate greater SCH per capita than other programs within the RCOB or UTC. Faculty are also very productive in terms of scholarly output. Students, once they adopt the major, are generally very pleased with the program and the faculty. The Economics program, and the BA in particular, are arguably smaller than they ought to be. We expect that a multi-pronged effort to grow the program will bear fruit in the years ahead. Our particular focus is on doing the best job we can in the Principles courses and in identifying promising students in those and other Gen Ed classes. Additional efforts to reach across departments and disciplines to promote the study of Economics are ongoing and should bear fruit as well. We see the Economics program, including the BA, as having great potential. However, some resource constraints in terms of faculty/lecturer lines and the difficulty in finding adequate adjunct faculty prevent us from moving to smaller class sizes in the principles sections. Much progress has been made in the past five years; however, much remains to be done.

Part I. LEARNING OUTCOMES

I.1. Program and student learning outcomes are clearly identified and measurable.

The Department of Economics has significantly restructured the Department learning outcomes as well as assessment measures. Due to movement of the Department from the College of Arts & Sciences to the Rollins College of Business (administratively in 2015, physically in 2016) and its ultimate combination with Finance under a series of Department Heads, the process has been slow. However, as the Department is more stable, in terms of both leadership and number of faculty, progress is improving.

The goal of the Department is to prepare students for their future roles in business, government, or non-profit sectors through an understanding of core discipline knowledge, analytical skills, and critical thinking ability.

The Department has the following Learning Outcomes for BA Economics students (effective 2017):

1. Graduates will be able to differentiate and employ economic concepts and quantitative methods used in the fields of Macro and Micro-economics. This will include developing analytical skills by integrating graphical modeling, problem solving and mathematical analysis.
2. Graduates will demonstrate competence in critical, integrative and evaluative thinking. This includes the ability to apply economic concepts in a decision environment, to evaluate economic tradeoffs and make rational economic decisions. In addition, graduates will be able to analyze and evaluate broad economic and social problems.
3. Graduates will have strong communication skills. This includes the ability to communicate the results of economic analysis in a clear, compelling and informative manner in written form.

These outcomes are assessed in the required courses of Econ 3240 (Intermediate Microeconomic Theory) and Econ 3250 (Intermediate Macroeconomic Theory). The Curriculum Map for the BA is included below in **Table I.1**:

Table I.1 Curriculum Map for the BA

CURRICULUM MAP FOR ECONOMICS, B.A.				
	ECON1010	ECON1020	ECON3240	ECON3250
1. Quantitative	I	I	C, A	C
2. Critical Thinking	I	I	C	C, A
3. Communication skills	I	I	C	C, A
I = Introduced P= Practiced C= Competent A= Assessed				
Required Courses				
Econ 3240 - Intermediate Microeconomic Theory Econ 3250 - Intermediate Macroeconomic Theory				

As both ECON 1010 (Principles of Macroeconomics) and ECON 1020 (Principles of Microeconomics) are required courses for all majors in the Rollins College of Business, multiple sections are taught every semester by a wide variety of Economics faculty. As such, consistency is important for all sections to ensure students receive a strong foundation in basic Economics. Each course has a Course Coordinator who is responsible for ensuring that all sections (and their syllabi) are consistent with the material of the course. The Coordinators review the syllabi every semester for consistency, specifically in terms of format, University level requirements (such as the General Education statement and outcomes) and required topics. This is a relatively new process, and as such is still being improved. The course outcomes for ECON 1010/1020 are assessed at the College-level using the ETS Major-Field Test which is administered to senior College of Business majors on a rotating schedule.

I.2. The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.

The Department significantly changed assessment procedures after transitioning to the College of Business. While in Arts & Sciences, assessment was done by faculty teaching the required Intermediate Courses. Faculty would randomly select a sample of work from an exam to check for mastery. The same work would be checked by another faculty member who also taught the course and results would be compared. Beginning in 2017, the Department developed specific learning outcomes and a process to assess these outcomes in the required Intermediate Courses. The first set of assessment data was collected in Fall 2017 in the ECON 3240 course.

Learning Outcome 1 (Quantitative) was first assessed in Fall 2017 in ECON 3240. A multi-step question about labor supply/demand, employment level, and wage rate was imbedded in an exam. Appendix III of this section includes the question used for assessment. Students were graded with a rubric to determine if they met, exceeded, or were below expectations. The Department expects that 85% of students will either meet or exceed expectations for each learning outcome. Table I.2 below shows the results:

Table I.2 Learning Outcome 1 Assessment Results

Fall 2017						
	Below expectations	Meets expectations	Above expectations	Meet + Above expectations	Standard Met?	N
Overall Test Score	3.50%	25%	71.50%	96.40%	Yes	21

The assessment resulted in 96.4% of students either meeting or exceeding expectations. The complete rubric, as well as the description of what constitutes meeting or exceeding expectations can also be found in Appendix III to this section. Since students met the expected standard, no changes to the curriculum were implemented. The assessment will be given again in Fall 2020, and every two years after. Since students met standard for this learning outcome, and the sample size was small, faculty will evaluate whether changes to the instrument or the rubric are required after the Fall 2020 assessment of this outcome.

Learning Outcomes 2 and 3 (Critical Thinking and Communication, respectively) were assessed in ECON 3250 during the spring of 2019. A three-part essay question about the IS-LM model, interest rates and national income was imbedded in the final exam. Part A and C of the question was used for Learning Outcome 2 (Critical Thinking) as it required students to demonstrate the effects of a change in government policy and make recommendations about appropriate policy to address the issue. Part B was used for Learning Outcome 3 (communication) as it required students to describe effects of the change on investment and consumption. The Assessment Instrument is included in Appendix IV of this section.

Tables I.3 and I.4 show the results.

Table I.3 Learning Outcome 2 Assessment Results

Spring 2019						
	Below expectations	Meets expectations	Above expectations	Meet + Above expectations	Standard Met?	N
Overall Test Score	12.50%	38%	50.00%	87.50%	Yes	24

Table I.4 Learning Outcome 3 Assessment Results

Spring 2019						
	Below expectations	Meets expectations	Above expectations	Meet + Above expectations	Standard Met?	N
Overall Test Score	12.50%	38%	50.00%	87.50%	Yes	24

Results from Critical Thinking and Communication assessment were positive, with students meeting the standard of 85% of students performing at the ‘meets’ or ‘exceeds’ expectations level. The rubric for Learning Outcome 2 (Critical Thinking) is included in Appendix V and Learning Outcome 3 (Communication) is included in Appendix VI. Faculty are currently discussing whether the instrument itself should be adjusted, specifically to split the parts of the question for easier assessment in separate semesters. The rubric for Learning Outcome 2 (Critical Thinking) requires restructuring to include more detail and a clearer standard. An action plan is being created to address this issue before the next assessment cycle for each outcome.

After completing one cycle of assessment, the faculty have recognized the need to split the assessment of Learning Outcomes 2 and 3 and assess in different semesters to distribute the assessment load for faculty. Therefore, Outcome 2 will be assessed in ECON 3250 in Spring 2021 and Outcome 3 will be assessed in ECON 3250 in Spring 2022---and every two years after.

I.3. The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.

Data from outcomes assessment is reviewed by the full Economics Department faculty in the semester following data collection. Because the process is relatively new for the department, there has not been a pattern of assessment data collected yet. Assessment results from Outcome 1 have been reviewed by the faculty. As it was our first attempt at assessment in this manner (and the sample size is quite small) the Department has decided to collect data one more cycle before determining if any changes need to be made to the assessment instrument, particularly as students met the standard for the outcome. The extremely high percentage of students who meet/exceed expectation is certainly promising, but the Department may decide the instrument is not rigorous enough to truly measure the students' knowledge and determine the instrument needs to be improved.

Assessment results from Outcomes 2 and 3 have only recently become available to the Department for review. The results are being reviewed this semester (Spring 2020) to determine if the instrument or the rubric need adjustment. All Economics faculty are involved in this process. An Action Plan will be created following the review. The Director of Assessment will be responsible for collecting information and the Department Head responsible for ensuring implementation by faculty.

I.4. The program directly aligns with the institution's mission.

The University Mission Statement states “The University of Tennessee at Chattanooga is a driving force for achieving excellence by actively engaging students, faculty and staff, embracing diversity and inclusion, inspiring positive change and enriching and sustaining our community.

At UTC we develop a community on campus, enable students to go into the global community and we provide a nurturing environment that connects students, community and opportunity.”

The Economics Department engages with students in a variety of ways---through club activities, classroom discussions, and trips to conferences. Recent efforts to recruit new majors have included a new program to have Social hour with potential majors. The Economics Club was not as active in 2018-2019 academic year, but a new faculty advisor (Ms. Middleton) hopes to increase the programming for the club in future.

Nationally, the Economics major typically struggles with issues of diversity---both in terms of race and gender. While the department faculty are relatively diverse, the students within the major are not. Recent efforts have begun to increase the diversity of our majors. The Department is hosting the Empower Your Future forum in February 2020 designed to interest female students in the fields of Economics and Finance. This will be a half-day event with female professionals in the field discussing their career paths. The keynote speaker will be Jackie Morgan from the Federal Reserve Bank of Atlanta. Additionally, the College of Business is partnering with the National Association of Black Accountants to host their Accounting Career Awareness Program summer camp for high school students. While the NABA organization did originally focus on the Accounting profession, recently they have expanded the scope of the summer program to include Economics and Finance professions as well. This will be an excellent opportunity to help young students learn about the Economics major and potential job opportunities.

The Economics major prepares students to compete in a global environment. Students leave the Economics program with strong quantitative and analytical skills, communication ability, and an understanding of the world around them. They are prepared for a wide range of careers and to positively impact their community.

Part II. CURRICULUM

II.1 The curriculum content and organization are reviewed regularly and results are used for curricular improvement

Prior to 2013, the Curriculum for the BA degree had not been reviewed for many years. A University-wide push for curriculum mapping began a multi-year process for the Department to create learning outcomes, review curriculum from peer institutions, and create a curriculum map. Additionally, a formal assessment process of the learning outcomes was put in place.

The BA degree has the following requirements:

General Education

Rhetoric and Writing: (6 hours)
Fine Arts and Humanities: (12 hours)
<ul style="list-style-type: none"> Complete one approved course in each subcategory <ul style="list-style-type: none"> Historical Understanding (3 hours) Literature (3 hours) Thought, Values and Beliefs (3 hours) Visual and Performing Arts (3 hours)
Natural Sciences: (7-8 hours)
Behavioral and Social Sciences: (6 hours)
Mathematics: (3 hours)
<ul style="list-style-type: none"> MATH 1130 - College Algebra or MATH 1830 - Calculus for Management, Life, and Social Sciences or MATH 1950 - Calculus with Analytic Geometry I *
<ul style="list-style-type: none"> Statistics: (3 hours) MATH 2100 - Introductory Statistics or MGT 2130 - Statistics for Business *
Non-Western Culture: (3 hours)

<p>Foreign Language</p> <ul style="list-style-type: none"> Complete two years in one foreign language or equivalent through placement. <p>Minor Requirement</p> <ul style="list-style-type: none"> Completion of a minor with a minimum of 2.0 grade point average.

Program Requirements

<ul style="list-style-type: none"> ENGL 2830 - Writing for the Social Sciences or ENGL 2880 - Professional Writing CPSC 1000 - Introduction to Computing or MGT 1000 - Computers In Business
21 hours core courses including:
<ul style="list-style-type: none"> MATH 2100 - Introductory Statistics or

<ul style="list-style-type: none"> • <u>MGT 2130 - Statistics for Business #</u> • <u>MATH 1130 - College Algebra #</u> • <u>MATH 1830 - Calculus for Management, Life, and Social Sciences</u> or • <u>MATH 1950 - Calculus with Analytic Geometry I #</u> • <u>ECON 1010 - Principles of Economics: Macroeconomics</u> • <u>ECON 1020 - Principles of Economics: Microeconomics</u> • <u>ECON 3240 - Intermediate Microeconomic Theory</u> • <u>ECON 3250 - Intermediate Macroeconomic Theory</u>
21 hours program electives selected from the following:
<p>12 hours chosen from:</p> <ul style="list-style-type: none"> • <u>ECON 3010 - Money and Banking</u> • <u>ECON 3060 - Public Finance</u> • <u>ECON 3170 - Labor Economics and the Labor Process</u> • <u>ECON 4040 - International Economics</u> • <u>ECON 4250 - Industrial Organization</u> • <u>ECON 4290 - Managerial Economics</u> • <u>ECON 4530 - History of Economic Thought</u> • <u>ECON 4670 - Game Theory</u> • <u>ECON 4170 - Women in the Economy</u> • <u>ECON 4280 - Sports Economics</u> • <u>ECON 4300 - Environmental Economics</u> • <u>ECON 4370 - Health Care Economics</u> • <u>ECON 4400 - Economic Growth</u> • <u>ECON 4440 - Economic Development</u> • <u>ECON 4550 - Urban Economics</u> • <u>ECON 4600 - Introduction to Econometrics</u> • <u>ECON 4660 - Economics of Regulation and Anti-Trust</u>
Remaining 9 hours chosen from:
<p>(no more than 3 hours in <u>ECON 3900r</u> Internship) (no more than 6 hours in <u>ECON 4995r</u>, <u>ECON 4997r</u>, <u>ECON 4998r</u> or <u>ECON 4999r</u>) (no more than 6 hours from outside Economics)</p> <ul style="list-style-type: none"> • <u>PSPS 3055 - Philosophy of Law</u> • <u>PSPS 3310 - American Constitutional Law</u> • <u>PSPS 3430 - Urban Public Policy</u> • any 3000 or 4000-level Economics course not used to satisfy another category

The Department originally established five degree outcomes for the BA program:

1. Graduates will be able to articulate and apply theories and methods of microeconomics. This shall include the dominant theories of decision-making, markets and the micro-economy.
2. Graduates will be able to articulate and apply theories and methods of macroeconomics. This shall include the dominant theories of decision-making, markets and the macro-economy.

3. Graduates will be able to differentiate and employ economic concepts and methods used in the field of Economics. This will include developing analytical skills by integrating graphical modeling and problem solving.
4. Graduates will demonstrate competence in critical, integrative and evaluative thinking. This includes the ability to apply economic concepts in a decision environment, to evaluate economic tradeoffs and make rational economic decisions. In addition, graduates will be able to analyze and evaluate broad economic and social problems especially those concerning the allocation of economic resources by individuals, firms and governments.
5. Graduates will have strong communication skills. This includes the ability to communicate the results of economic analysis in a clear, compelling and informative manner in both written and verbal forms.

A review of the degree outcomes in 2017 resulted in the combination of Outcomes 1-3 into a single outcome: Peer and aspirational institutions information were collected on degree requirements to conduct the review of our program. They are presented in Appendix A.

Graduates will be able to differentiate and employ economic concepts and quantitative methods used in the fields of Macro and Micro Economics. This will include developing analytical skills by integrating graphical modeling, problem solving and mathematical analysis.

This allowed assessment of the outcome to be completed in either Intermediate course, as needed. The last two outcomes were unchanged.

Degree requirements at our peer and aspirational institutions were evaluated with particular focus on the overall math requirements of a BA degree, the number of required core courses, and the range of elective offerings. A summary of these degree requirements are presented in Appendix VII. The requirement of ECON 4530 (History of Economic Thought) was dropped, though the course is still offered as an elective. This allowed for an increase in the number of required electives, from 15 to 21 hours. Within the 21 elective hours, students may use 9 hours for a limited number of courses outside the Economics Department, or to apply towards an internship. The faculty approved 3 specific courses from the Political Science Department as possible electives in an effort to allow students who were interested in attending Law School after their undergraduate program. The approved courses are PSPS 3055 (Philosophy of Law), PSPS 3310 (American

Constitutional Law), and PSPS 3430 (Urban Public Policy). No more than 6 hours may be completed outside of the Department of Economics.

Additionally, the math requirements for the BA degree increased significantly. Historically, while BS students were required to complete MATH 1830 (Calculus for Business), BA students were allowed to take any math which fulfilled the General Education category. While this appeals to the more liberal arts perspective of a BA degree, review of student work suggested that BA students struggled in upper-level Economics courses as they did not possess the same level of quantitative skill as BS students. As senior faculty were replaced with new faculty, instruction in many courses (especially Intermediate Theory) became significantly more quantitative in nature which led to a disparity between BA and BS students who were in the same classroom. The new curriculum requires MATH 1830 (Calculus for Business) for BA students as well as BS students.

The number of elective courses in the catalog has been updated. ECON 4670 (Game Theory) was added to the 2015-16 catalog and several courses were removed, including Comparative Economic Systems (ECON 4260), Economic History of the U.S. I (ECON 4340), Economic History of the U. S. II (ECON 4350), Marxian Political Economy (ECON 4500) and European Economic History (ECON 4520). These course deletions reflected declining student interest and a lack of faculty interested in teaching the particular material. Descriptions of individual classes are available online at <http://www.utc.edu/catalogs> or in section 2.1 above with hyper-link for each individual class.

In the 2017-2018 catalog, elective courses were divided into two separate lists: Applied and Theory-based. Students were required to take courses from each list to complete their degree. This was an attempt to encourage students to take a wide variety of elective courses, not simply courses offered by a particular professor or in a particular area. However, a fresh look at this classification of courses under a new department head, resulted in dropping this fairly arbitrary classification of courses in order to allow for easier course scheduling and student progress toward graduation. An evaluation of courses at peer institutions (Appendix A) and feedback from the academic advisors in the Decosimo Student Success Center also contributed to returning to a single list of electives in the 2019-2020 catalog.

As the assessment process for the BA has become more formalized, so has the curriculum review process. Data from assessment as well as feedback from internships will be used to evaluate the curriculum on an annual basis.

II.2. The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.

As noted in the preface, since the last program review, the economics faculty were moved from the College of Arts and Sciences to the Rollins College of Business, the Department cycled through five different Department heads, and the department was absorbed by the Finance Department to form a joint department. Additionally, 3 faculty searches occurred to replace Drs. Garrett, Hutchinson, and Pratt, and the economics discipline lost 2 tenure-track lines: Drs. Giffin and Keilany. At the present time, only one of the economics faculty holds tenure and four economics faculty are on their tenure track. Two of the tenure-track faculty were hired as recently as Fall 2018. The department also has two full-time lecturers. This disruption has created challenges in offering courses regularly that the department has worked creatively to address.

For many years, the Department kept a 2-year rotating list of expected course offerings. This ensured that a wide variety of elective courses were offered on a relatively consistent basis. With multiple retirements of senior faculty over the last several years, and a series of Interim Department Heads, it became difficult to predict course offerings and almost impossible to execute the schedule with any regularity. However, now that Dr. Lobo is the permanent Department Head and new faculty hired, a new course rotation has been created. Required courses are permanently set for Fall (ECON 3240 - Intermediate Microeconomics and ECON 4600 – Introduction to Econometrics) and Spring (ECON 3250 - Intermediate Macroeconomics and ECON 4040 – International Economics). As new faculty increase their coverage of classes, most electives should have at least two faculty who can teach each course. This will give more flexibility to the offering of electives.

While the total number of tenured or tenure-track faculty have decreased since our last review, the overall offerings of electives has been stable in part due to the hiring of lecturers. The Department has re-established a solid rotation over the last two academic years. The total number of courses per semester has decreased (both in terms of sections of Principles and in terms of the number of electives), but the overall range of electives offered has increased.

Table II.1 shows a list of all courses offered in the previous (2018-2019) and current (2019-2020) academic years while **Table II.2** shows a list of all courses offered in the academic years

2012-2014 for our previous program review. As the tables show, the number of different electives offered in 2012-2014 was 25 different classes (though some more than once in the two-year cycle) while the Department offered 21 different classes in the 2018-2020 cycle.

Table II.1 Economics Course Listing for Academic Years 2018-2020

NO.	Number of title courses offered Title/Credit Hours	Academic Year 18-19			Academic Year 19-20		
		9 FALL	8 SPR	5 SUM	8 FALL	8 SPR	5 SUM
1010	Principles of Economics: Macroeconomics	X	X	X	X	X	X
1020	Principles of Economics: Microeconomics	X	X	X	X	X	X
1990	Special Projects						
3010	Money and Banking				X		
3060	Public Finance	X					
3170	Labor Economics and the Labor Process	X					
3240	Intermediate Microeconomic Theory	X		X	X		X
3250	Intermediate Macroeconomic Theory		X			X	
4040	International Economics		X			X	
4170	Women in the Economy				X		
4280	Sports Economics						
4250	Industrial Organization		X				
4290	Managerial Economics		X				
4300	Environmental Economics				X		
4370	Health Care Economics	X					
4400	Economic Growth						
4440	Economic Development					X	
4530	History of Economic Thought					X	
4550	Urban Economics	X					
4600	Introduction to Econometrics	X			X		
4650	Economics of Regulated Industries		X				
4670	Game Theory					X	
4700	Seminar in Current Economic Topics						
4995	Departmental Thesis						
4950	Departmental Honors						
4970	Research						
4980	Individual Studies						
4990	Group Studies			X			X
5997	Advanced Macroeconomics						
5015	Economics for Managers	X	X	X	X	X	X

Table II.2 Economics Course Listing for Academic Years 2012-2014

NO.	Number of title courses offered Title/Credit Hours	Academic Year 12-13			Academic Year 13-14		
		11 FALL	10 SPR	5 SUM	12 FALL	11 SPR	3 SUM
1010	Principles of Economics: Macroeconomics	X	X	X	X	X	X
1020	Principles of Economics: Microeconomics	X	X	X	X	X	X
1990	Special Projects						
3010	Money and Banking	X			X	X	
3060	Public Finance						
3170	Labor Economics and Labor Process				X		
3240	Intermediate Microeconomic Theory	X		X	X		
3250	Intermediate Macroeconomic Theory		X		X	X	
4040	International Economics					X	
4150	Economic History of the US*						
4160	Economic History of the US*						
4170	Women in the Economy				X		
4250	Industrial Organization						
4260	Comparative Economic Systems						
4290	Managerial Economics		X				
4300	Environmental Economics	X					
4370	Health Care Economics	X					
4440	Economic Development					X	
4500	Marxian Political Economy						
4520	European Economic History						
4530	History of Economic Thought	X			X		
4550	Urban Economics		X				
4600	Introduction to Econometrics					X	
4650	Economics of Regulated Industries						
4700	Seminar in Current Economic Topics					X	
4995	Departmental Thesis		X		X		
4950	Departmental Honors						
4970	Research				X		
4980	Individual Studies	X	X	X		X	X
4990	Group Studies	X					
4280	Sports Economics		X		X		
4400	Economic Growth	X				X	
4670	Game Theory		X				
5997	Advanced Macroeconomics			X			
5010	Concepts in Economics	X	X		X	X	

II.3. The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.

The faculty use the latest textbook editions from a variety of publishers for their courses. They also incorporate into the teaching of the curriculum the latest published research contributions in the fields of Economics. Faculty take advantage of technology and software provided by the university to enhance the student learning experience. Examples of those are Canvas, online assessment tools provided by publishers (e.g. Connect by McGraw Hill), open source technological tools to design and deliver assessment, statistical software such as STATA, SPSS, video capturing tools such as Camtasia and Zoom.

II.4. The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in II.1.

The curriculum for the BA degree supports the learning outcomes developed by the Department faculty. Students are introduced to skill sets in the Principles courses, reach competency in the Intermediate courses, and continue to practice and apply the outcomes in the elective courses.

During the recent restructure of the degree, the faculty carefully considered whether to require sequencing of certain courses—specifically requiring the Intermediate Theory courses as prerequisites for some upper-level electives. While the faculty felt there were certain advantages to this approach, ultimately the number and make-up of students make this a difficult task.

There were two primary reasons for this decision. Firstly, until very recently it has been difficult for the smaller number of faculty in the Department to ensure a wide variety of electives were taught each semester. There was concern that students who were required to take the Intermediate courses before some electives would have difficulty completing their degree on time.

Secondly, many students who take the electives are not Economics majors. Many students are pursuing a minor in Economics or are majors in a discipline outside the College of Business. By requiring Intermediate Theory courses as prerequisites for electives, it is likely students from across campus would not be able to take many of our courses. For example, students from

Environmental Science or Nursing often take the Environmental Economics or Health Care Economics course. These students would generally not have the prerequisite courses of Intermediate Macro or Micro and would not be able to take the class. The faculty felt the broad nature and appeal of Economics would be diminished by sequencing certain courses. Additionally, the Economics minor has a significant impact on course demand. Sequencing electives would greatly diminish the number of students who seek the minor.

A curriculum map showing progression from Introductory (I) to Competency (C) and Practice (P) throughout the curriculum is contained in section I. As discussed in section I, degree outcomes are assessed in the Intermediate Theory courses on a rotating basis (once every two years). This assessment process is relatively new for the Department, and as such, there is not a significant amount of data collected.

The first learning objective (Quantitative) was assessed in Fall 2017 with the following results.

Economics Quantitative Assessment Results						
Fall 2017						
	Below expectations	Meets expectations	Above expectations	Meet + Above expectations	Standard Met?	N
Overall Test Score	3.50%	25%	71.50%	96.40%	85%	21

Based on this data, students are significantly exceeding our standard of 85% competency. Data on the other two outcomes is forthcoming this semester. All assessment data is reviewed by the faculty and an appropriate action plan devised. Currently, the limited amount of assessment data compiled shows our students are meeting the degree outcomes.

II.5. The curricular content of the program reflects current standards, practices, and issues in the discipline.

The faculty ensure that current issues and practices in the discipline of Economics are included in the curriculum. For example, faculty may incorporate the latest academic research findings to illustrate concepts, theories, and development in the literature, or present articles from newspapers to discuss applications of concepts taught in class.

The required courses of Intermediate Theory are foundational to the Economics program and gives students a thorough understanding of tools for economic analysis. Elective courses are designed to apply theory to current issues and challenges in a modern economy. Courses such as Environmental (ECON 4300), Health Care (ECON 4370) and Development (ECON 4440) offer students an in-depth view of these issues. Additionally, the Women in the Economy course (ECON 4170) is being redesigned to expand into topics of race and overall inequality in the labor market. The new course will be titled Economics of Gender, Race, and Inequality. This will give students a more comprehensive view of inequalities in the labor market outside of gender. Dr. Murray has recently proposed a new course tentatively titled Using Big Data to Solve Today's Problems. This course would allow students a broad view of how data is used to address various social and economic issues in a manner proposed by Prof. Raj Chetty at Stanford and Harvard University.

Over the last few years, the faculty have increased the amount of writing, statistical analysis (and appropriate tools) and experiential learning in courses (where possible) to reflect trends in the fields or change/evolution in employment job characteristics. Recently, the Introduction to Econometrics course was certified as an Experiential Learning course at the University level.

In this course, students learn basic Economic theories and techniques, and apply those techniques to write empirical research papers on a variety of topics such as Financial Economics, Health Economics, Sports Economics, Public Economics, etc. In International Economics, students apply tools learned in Microeconomics and Macroeconomics classes to learn the trade theories, analyze the impact of different trade policies and understand the global and regional trading system. They also cover topics in International Finance and Macroeconomics such as Exchange Rates and Balance of Payments.

In the Economic Development course, students write a lengthy term paper investigating a policy issue facing a low-to-middle income country. In this and the Economic Growth course, students are also expected to read research articles and books from economists in the fields and discuss the merits of their research and how they relate to the concepts taught in those classes. In the Labor Economics course, students present to the class a series of research article briefs from IZA, the Institute of Labor Economics, and are expected to present the latest research on a particular labor economics topic whenever the instructor is going to teach such topics. This allows for an engaging discussion when students are introduced to the theory of labor economics and are

presenting what labor economists have researched on those particular topics. Game Theory was added as a new Economics elective as new faculty members with that expertise were hired. It is an introductory survey of the main ideas and techniques of game-theoretic analysis related to bargaining, conflict, and negotiation. The goal of the course is to provide students with a foundation to apply game-theoretic analysis to negotiation and bargaining situations. In the History of Economic Thought survey course, students examine the development of economic thought from the time of Aristotle to the present. The goal of the course is to learn something about how and why economic thought has changed, in order to gain insight into the ways in which economic thought is currently evolving. In order to understand how and why economic thought changes, one must understand something about the sociology of science and about the context in which the thinkers of the past lived. With an emphasis on incentives in agency problems and contract theory, Managerial Economics (ECON 4290) uses game-theoretic and core economic insights to provide future managers with guiding principles in their decision-making process.

II.6. The curriculum fosters analytical and critical thinking and problem-solving.

The Introductory Economics courses (ECON 1010 Macro and ECON 1020 Micro) are certified General Education courses in the Behavioral & Social Sciences category. All students are required to complete two courses (6 hours) in this category. The purpose of the category is to explore the nature of human behavior and social systems.

General Education category outcomes indicate that students will be able to:

- Use and communicate evidence and theory to examine individual, social and or cultural phenomena.
- Explain the strengths and limitations of behavioral or social science methods in predicting human behavior.
- Describe and explain social or behavioral phenomena by applying a discipline's concepts and/or theories.
- Engage in reasoning using qualitative or quantitative social science or behavioral science tools and information.

Analyze empirical observations in relation to discipline-appropriate theoretical constructs.

The Principles of Macroeconomics course (ECON 1010) meets these outcomes in the following way:

<i>Students will:</i>	<i>Describe how this course meets each outcome.</i>
Use and communicate evidence and theory to examine individual, social and or cultural phenomena.	Applies economic theory, allocation of resources, and interaction of economic actors to address human issues of unlimited wants and desires of members of society.
Explain the strengths and limitations of behavioral or social science methods to predict human behavior.	Examines various economic theories across time and resulting success/failures. Addresses how modeling and predicting human behavior is limited and the importance of ceteris paribus observations.
Describe and explain social or behavioral phenomena by applying a discipline's concepts and/or theories.	Applies concepts of rational behavior, scarcity and choice to modern issues such as economic development and international trade. Use integration of economic variables to evaluate a nation's economic development and address shortcomings or potential solutions.
Engage in reasoning using qualitative or quantitative social science or behavioral science tools and information.	Uses economic data (ex. Unemployment rate, inflation, GDP) and abstract modeling to explain human decisions within markets and address macroeconomic challenges. Seeks to explain national and international issues and decisions.
Analyze empirical observations in relation to discipline-appropriate theoretical constructs.	Present current economic data and trends (change in GDP, Labor statistics, interest rates, multipliers) to evaluate responses to macroeconomic instabilities and predict future behavior of groups or nations.

The Principles of Microeconomics course (ECON 1020) meets the outcomes in the following way:

<i>Students will:</i>	<i>Describe how this course meets each outcome.</i>
Use and communicate evidence and theory to examine individual, social and or cultural phenomena.	Applies economic theory, allocation of resources, and interaction of economic actors to address human issues of unlimited wants and desires of members of society.
Explain the strengths and limitations of behavioral or social science methods to predict human behavior.	Students will be able to use basic tools to evaluate decisions of consumers and firms and understand how economic predictions are limited to larger trends, not individual decisions.
Describe and explain social or behavioral phenomena by applying a discipline's concepts and/or theories.	Applies concepts of rational behavior, pricing models, and cost-benefit analysis to modern issues such as wages, consumption, production, and market imperfections. Use integration of economic variables to evaluate actions of economic actors and how society addresses the wants of its members.
Engage in reasoning using qualitative or quantitative social science or behavioral science tools and information.	Uses economic data (ex. Resource pricing, elasticities, etc) and abstract modeling to explain human decisions within markets. Seeks to explain economic impact of issues such as Environment, labor markets, and income inequality and evaluate policies applied to these issues.
Analyze empirical observations in relation to discipline-appropriate theoretical constructs.	Present current economic data and trends (pricing, market regulations) to evaluate human behavior.

Students build on the critical thinking and analytical skills of the General Education Introductory courses by expanding their knowledge in the Intermediate Theory courses. Application of theory in many of the upper-level electives increases the opportunity for analysis, problem-solving, and critical thinking as students seek to explain the world they see around them.

The logical and analytical processes used to develop and test economic theory are core concepts in critical thinking. Reasoned argument and the accompanying examination of the initial assumptions or necessary conditions required for a particular conclusion are core elements of most Economics courses. This is especially true for the two required theory courses, Intermediate Microeconomics and Intermediate Macroeconomics.

In the Department, critical thinking is nourished by the broad ideological spectrum of the faculty. Students regularly bring to class examples of Professors' positions on issues that are in conflict, both to elicit more information and as an indication that empirical support rather than mere assertion is required before they will seriously consider the proffered opinions. This skepticism is a core tenet of critical thinking, and is broadly supported and encouraged by the members of the Department.

Our upper-level courses rely heavily if not exclusively on essay questions and often include problem solving using graphical analysis or mathematics. Both types of questions lend themselves to requiring explanation and thus development of critical thinking skills.

II.7. The design of degree program specific courses provides students with a solid foundation.

In the B.A. degree curriculum, students must take the two Principles classes, ECON 1010-Principles of Macroeconomics and ECON 1020-Principles of Microeconomics where they learn the core principles concepts of Economics before they can take the theory based advanced core classes, i.e. ECON 3240-Intermediate Microeconomics Theory and ECON 3250-Intermediate Macroeconomics Theory. In these last two classes, students are introduced to the theories of microeconomics and macroeconomics along with their applications. This design approach allows students to be introduced to the different Economics electives that students will later take after they have completed ECON 3240 and 3250.

II.8. The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study.

The degree program is designed for students to build their skills in the theory courses first, then apply that knowledge to elective courses at the upper-level. The academic advisors in the Decosimo Student Success Center use the Clear Path document to help students design their courses each semester. Created by Economics faculty, this document shows progression from Intro courses to Intermediate, then application through various electives. While not all students follow the Clear Path document, it does help ensure that students build their degree through a series of increasing steps.

Table II.3 Clear Path Sheet for BA Economics 2019

FRESHMAN YEAR				
<i>Fall Semester:</i>	Hrs		<i>Spring Semester:</i>	Hrs
ENGL 1010	3		ENGL 1020	3
MATH 1130	3		MGT 1000 or CPSC 1000	3
FA/H: Visual & Perform. Arts	3		FA/H: Literature	3
FA/H: Historical Understanding	3		MATH 1830	3
Foreign Language I	4		Foreign Language II	4
	16			16
SOPHOMORE YEAR				
<i>Fall Semester:</i>	Hrs		<i>Spring Semester:</i>	Hrs
Natural Science Non Lab	3		Natural Science With Lab	4
Non-Western Culture	3		Behavioral & Social Science	3
MGT 2110 or MATH 2100	3		Minor Course	3
ECON 1010	3		ECON 1020	3
Foreign Language III	3		Foreign Language IV	3
	15			16
JUNIOR YEAR				
<i>Fall Semester:</i>	Hrs		<i>Spring Semester:</i>	Hrs
ECON 3240	3		ECON 3250	3
ECON Elective	3		ECON Elective	3
ENGL 2830 or 2880	3		Elective	3
FA/H: Thought, Values & Beliefs	3		Minor Course	3
Minor Course	3		Minor Course (3/4000)	3
	15			15
SENIOR YEAR				
<i>Fall Semester:</i>	Hrs		<i>Spring Semester:</i>	Hrs
ECON Elective	3		ECON Elective	3
ECON Elective	3		ECON Elective	3
Elective	3		ECON Elective	3
3/4000 Elective	3		Minor Course (3/4000)	3
Minor Course (3/4000)	3			
	15			12

Data on student placement is sparse due to the recent transition of the Economics program to the RCOB. Anecdotally, we observe that most of our graduates place in local firms such as Blue Cross Blue Shield, TVA, local banks and other corporations. A few students go on to graduate school, mostly master's programs or Law school. One of our graduates worked with Microsoft in Seattle, then Google in California after completing an MBA from UC Berkeley. A couple of our students have gone on to pursue doctoral studies.

Data from the Decosimo Student Success Center in the RCOB shows that 91% of Finance and Economics graduates reported being employed full-time, or seeking an advanced degree, or actively pursuing an entrepreneurial opportunity. Of those reporting, 87% were placed within one month of graduating, mostly in their fields of study.

II.9. The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in both written and oral discourse.

The Principles courses Macroeconomics (ECON 1010) and Microeconomics (ECON 1020) are general education courses, and must meet University general education guidelines. For many years, this included a requirement that 33% of the course grade be the result of written essays. This created a burden for faculty across the University who taught large sections and was eventually removed. Many of the Economics faculty still require some type of written work in the Principles courses, either as a current events article or as short-answer exams.

Beginning in Fall 2019, the General Education requirement for SACSCOC requires the collection of student artifacts from all General Education courses. As such, both Principles courses now feature a short essay analyzing a current event article to serve as the student artifact for assessment. This will increase the amount of writing required for the Principles courses.

In terms of upper-level courses, there is no formal requirement by the Department that exams require written work. They could in theory be 100% multiple choice. However, the practice of the Department has been to give essay exams and exams in courses. Introduction to Econometrics (ECON 4600) requires students to complete a major individual project that effectively replaces the final exam. These students also provide written answers to some questions on their hourly exams and written analysis of homework assignments. Most upper-level courses require a paper with many having assigned homework. This gives the major a solid foundation in essay writing in

general, and the art of an Economics essay in particular. An excellent Economics essay demonstrates the integration of graphical and/or algebraic analysis appropriate to theoretical topics and empirical support for both theoretical and policy topics. While such an emphasis on learning how to write in the field of Economics is not a formal Department policy, it has been the standard practice for many years. The Department takes the quality of its courses seriously. Since the formation of the degree objectives to include communication skills, the Department is evaluating whether to include a required written component in all upper-level classes.

All courses encourage class discussion and oral analysis of material. Introduction to Econometrics (ECON 4600) requires a verbal presentation of student work. This oral presentation is used to assess oral communication for the college-level objective. While this data is not part of the BA degree assessment for SACSCOC, and the sample size from the first data collection was extremely small, it should be noted that students did not meet the standard (85% of students meeting or exceeding expectation). Many students did not meet expectations, either overall or in specific sub-categories such as Elocution, Mannerisms, and Visual Aids

II.10. The curriculum exposes students to discipline-specific research strategies from the program area.

Elementary research skills are taught, or more precisely the foundations for research skills are taught. For example, the concept of a testable hypothesis is formally introduced in econometrics. Upper-level courses introduce majors to the formulation of hypotheses and their testing as well as the analysis and use of statistical results through assigned readings. Advanced research skills are not a major focus of study of undergraduate Economics with several important exceptions. For instance, students who demonstrate a capacity for quality research at the undergraduate level have ample opportunity to conduct research through honors theses and independent studies. The Economics faculty supervise one or two honors projects per year, though this has become a rarity with the move of the Economics faculty from the College of Arts and Sciences to the College of Business. All UTC Brock Scholars are required to complete an honors project; also, a regular student who completes an honors project will graduate with honors to highest honors depending upon the honors committee's evaluation of that student's project. Admission to Departmental honors requires an institutional cumulative GPA of 3.2 and a GPA of 3.5 in the major. Any student

with an institutional cumulative GPA of 3.5 and a GPA of 3.75 in the major may become a candidate for highest honors.

In addition to honors projects each major has the opportunity to set-up a research or individual studies class with a professor. This enables students to pursue a focused interest under the guidance of a faculty member. Typically, these courses require the student to write a paper rather than having a final examination.

In the past few years, Economics faculty, particularly Drs. Alam, Bonnal, and Pratt, have taken students who prepared and wrote worthy projects (especially students taking Introduction of Econometrics or writing honors thesis) to professional meetings. The University and Department have helped with funding for this student travel. For several years in the recent past, undergraduate students attended the Academy of Economics and Finance meetings and the Southern Economics Association meetings. Economics majors have also had the opportunity to attend professional meetings with Finance faculty.

Part III. STUDENT EXPERIENCE

III.1. The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.

Toward the end of each class, students are encouraged to fill out an online course evaluation. Students are asked to assess whether. These student course evaluation forms are then compiled and a summary of them is given to the instructor after the course has ended. A sample summary report of an upper level Economics course, Game Theory, is shown below.

Term	Course End Date	Course Weeks	Coll	Dept	Stah	Instr	Camp	Stat	Est	Course	Prre	Course	CRN	Description	Professor	Evals Taken	Total Enroll	% Comp	Reporting Disabled	Eval Start	Eval End	
Spring 2018	5/1/2018	17	BU	FIEC	L	D1	C	A	Undergrad	ECON 4570	0	28571	Game Theory	Michael Bonnal	11	30	36.7		4/2/2018 0:00	4/24/2018 23:59		
																Total:	11	30	37%			

Records: 1 Time: 0.02 Seconds

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University level questions	Total	Completely Agree(%)	Mostly Agree(%)	Slightly Agree(%)	Neither Agree nor Disagree(%)	Slightly Disagree(%)	Mostly Disagree(%)	Completely Disagree(%)	Unable to Judge(%)	Avg	Std Dev
	77	55	5	0	0	0	0	0	0	8.96	0.22

Description	Total	Completely Agree(%)	Mostly Agree(%)	Slightly Agree(%)	Neither Agree nor Disagree(%)	Slightly Disagree(%)	Mostly Disagree(%)	Completely Disagree(%)	Unable to Judge(%)	Avg	Std Dev
The instructor is willing to help students.	11	11 (100%)								7.00	0.00
The instructor encourages students to be actively engaged in learning the content of this course.	11	10 (91%)	1 (9%)							8.91	0.29
The instructor provides timely feedback on assignments and exams.	11	11 (100%)								7.00	0.00
The instructor includes activities and assignments that help students learn the content of this course.	11	11 (100%)								7.00	0.00
The instructor clearly communicates expectations of students for this class.	11	10 (91%)	1 (9%)							8.91	0.29
The instructor expects high quality work from students.	11	10 (91%)	1 (9%)							8.91	0.29
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.	11	10 (91%)	1 (9%)							8.91	0.29

Total 0

Open comments

Description
<p>Which components of this class—such as lecture, discussion, assignments, exercises, and exams—best helped you learn?</p> <p><input checked="" type="checkbox"/> His lectures are fun and interactive with different games he plays with the class.</p> <p><input checked="" type="checkbox"/> Homeworks were great and he was super specific about learning objectives which was great. He also explained things very well, the book is not very good.</p> <p><input checked="" type="checkbox"/> I like how we have homework over the chapter we just finished that way I can apply what I just learned, and solidify my understanding that is needed for learning the next chapter.</p> <p><input checked="" type="checkbox"/> Lecture in Dr. Bonnal's class is the best way to learn. Look over the material before class and go to class and actively pay attention and you will do well. Having assignments was helpful in order to determine expectations, but some assignments were more difficult than the exam by a good amount.</p> <p><input checked="" type="checkbox"/> The power points mixed with class lecture</p> <p><input checked="" type="checkbox"/> homework assignments and lecture examples</p> <p><input checked="" type="checkbox"/> working problems in class</p>
<p>What about this class could be changed to help you better learn?</p> <p><input checked="" type="checkbox"/> if we did more interactive activities like students working problems in class.</p> <p><input checked="" type="checkbox"/> Make a list of the homework problems and post them in course materials at the beginning of the semester so students can know what problems to work and then they are due and/or also work ahead</p> <p><input checked="" type="checkbox"/> Maybe more movie clips idk this was a great class. Well the book was pretty bad. The letter at the beginning claiming he was going to be a different turned out to be a "sorry not sorry" letter which I found offensive, rude, and manipulative in addition to it's snarky tone I just didn't want to use it.</p> <p><input checked="" type="checkbox"/> Not much, well organized, high expectations, great lecturer, and professor.</p> <p><input checked="" type="checkbox"/> Perhaps adding in quizzes after major lectures, that way exams don't feel as far as away.</p> <p><input checked="" type="checkbox"/> nothing</p>
<p>Do you feel you learned a lot in this class? Please explain.</p> <p><input checked="" type="checkbox"/> Heck yes! I have everyone in my life doing my bidding now because I've played them so hard. Jk I haven't but it gave great insight into how the world really works and that was super interesting.</p> <p><input checked="" type="checkbox"/> I have I feel like I have learned useful material I will take into my career</p> <p><input checked="" type="checkbox"/> Yes I have, he is the best professor I have ever had at UTC. With his sense of humor and superior understanding of economics, it really captivates me. This is one of the classes where I am glad to call myself an Econ major.</p> <p><input checked="" type="checkbox"/> Yes, Game Theory was the first course I have taken of its kind and I really enjoyed it.</p> <p><input checked="" type="checkbox"/> Yes, this class was very interesting and offered a great introduction into game theory. I know more about how an individual's preferences, strategies, and expectations impact decision making and outcomes of games.</p> <p><input checked="" type="checkbox"/> yup</p>
<p>Please provide any other comments about this class you would like to share.</p> <p><input checked="" type="checkbox"/> Bonnal was a very very prepared instructor no matter how hectic his life outside of teaching seemed to be. I really respect him for that and as a self-motivator it can get exhausting so it's nice to know that I will come to a class where my leader will be pushing me to learn better. Thank you Bonnal, love your sass.</p> <p><input checked="" type="checkbox"/> Dr. Bonnal is a fantastic lecturer that knows how to explain concepts well and communicate expectations to students. Can't wait to take another class of his in the fall.</p>

Students completing the degree program are also given the opportunity to complete a student satisfaction survey. **Table III.1**, reproduced from the Preface (Table P.3), summarizes the student satisfaction results for curriculum related questions as compiled by OPEIR in 2019 and 2018 via the National Survey of Student Engagement (NSSE). In the table, “Department” means those that indicated Economics or Finance. The sample size (especially for 2018) is very small so it is unlikely that the results are valid in a statistical sense. However, differences in the annual responses are indicative of the value students perceive in being a part of this Department. In particular, students evaluated the Department higher than the college or the university on dimensions related to educational experience, ability to solve complex real-world problems, becoming an informed citizen, and quality of the interactions with faculty members. Students rated the Department lower than both the college and university along the dimension of interacting with a diverse student body.

Table III.1 Student Satisfaction Survey

Student Survey Results (NSSE)									
QUESTION/STATEMENT	RESPONSE OPTIONS	2019				2018			
		PERCENTAGES			VALID N: (DEPT.)*	PERCENTAGES			VALID N: (DEPT.)*
		UTC	COLLEGE	DEPT.**		UTC	COLLEGE	DEPT.	
SATISFACTION WITH UTC									
1. How would you evaluate your entire educational experience at this institution?	Poor	3.1	0.8	0.0	28	1.6	1.6	0.0	8
	Fair	11.8	10.5	3.6		12.2	10.2	25.0	
	Good	52.0	47.4	50.0		49.4	50.2	37.5	
	Excellent	33.1	41.4	46.4		36.8	38.0	37.5	
2. If you could start over again, would you go to the same institution you are now attending?	Definitely no	4.3	2.2	4.9	29	4.2	5.1	12.2	8
	Probably no	12.6	11.9	10.3		12.1	8.6	12.5	
	Probably yes	46.1	46.3	41.4		40.5	39.8	37.5	
	Definitely yes	36.9	39.6	41.4		43.3	46.5	37.5	
CURRICULUM									
1. Institution contributes to you acquiring job or work related knowledge and skills.	Very little	12.9	8.3	21.4	28	10.7	7.3	25.0	8
	Sometimes	28.8	22.6	14.3		29.3	20.4	0.0	
	Quite a bit	33.2	37.6	39.3		32.9	40.6	50.0	
	Very much	25.1	31.6	25.0		27.1	31.6	25.0	
2. Institution contributed in developing clear and effective speaking skills.	Very little	9.3	11.8	3.6	28	9.7	3.0	25.0	8
	Sometimes	30.3	31.6	50.0		29.4	27.2	25.0	
	Quite a bit	36.4	40.6	21.4		33.7	34.0	25.0	
	Very much	23.8	24.1	25.0		27.1	30.8	25.0	
3. Institution contributed in developing clear and effective writing skills.	Very little	6.1	5.3	7.1	28	5.3	4.5	0.0	8
	Sometimes	26.7	27.8	35.7		24.5	24.1	37.5	
	Quite a bit	39.6	44.4	32.1		39.2	40.8	12.5	
	Very much	27.7	22.6	25.0		31.0	30.0	50.0	
4. Institution contributed to your ability to solve complex real-world problems.	Very little	12.2	9.8	17.9	28	10.0	12.5	25.0	8
	Sometimes	31.3	29.5	25.0		31.2	33.8	62.5	
	Quite a bit	34.7	42.4	32.1		31.6	31.2	0.0	
	Very much	21.9	18.2	25.0		27.3	22.5	12.5	
5. Institution contributed to thinking critically and analytically.	Very little	4.1	3.0	0.0	28	2.0	1.9	0.0	8
	Sometimes	13.3	12.0	7.1		16.6	19.8	0.0	
	Quite a bit	42.6	48.9	50.0		40.6	41.5	37.5	
	Very much	39.9	36.1	42.9		40.8	36.7	62.5	
6. Institution contributed to working effectively with others.	Very little	7.0	4.8	7.1	28	4.8	4.2	0.0	8
	Sometimes	24.5	23.3	32.1		25.7	22.4	50.0	
	Quite a bit	39.1	42.1	21.4		40.2	43.5	37.5	
	Very much	29.4	30.8	39.3		29.3	30.0	12.5	
7. Institution contributed to developing or clarifying a personal code of values and ethics.	Very little	12.9	14.5	20.7	28	10.5	11.5	12.5	8
	Sometimes	32.1	32.3	53.6		28.7	30.1	25.0	
	Quite a bit	31.4	27.8	17.9		34.1	33.7	37.5	
	Very much	23.6	25.6	17.9		26.7	24.7	25.0	
8. Institution contributed to encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc).	Very little	12.6	11.5	30.7	28	12.1	12.1	25.0	8
	Sometimes	33.4	33.8	3.3		33.1	32.5	25.0	
	Quite a bit	34.6	37.6	25.0		33.3	33.4	37.5	
	Very much	19.4	20.3	25.0		20.6	21.0	12.5	
9. Institution contributed to being an informed and active citizen.	Very little	12.8	11.4	30.7	28	13.6	14.4	12.5	8
	Sometimes	33.3	35.1	32.1		33.2	35.9	62.5	
	Quite a bit	30.6	32.1	25.0		30.1	29.8	25.0	
	Very much	23.3	24.4	32.1		23.2	19.9	0.0	
FACULTY INVOLVEMENT									
1. Quality of interactions with faculty members.	1	1.5	0.8	0.0	28	1.4	0.6	0.0	8
	2	3.6	1.5	3.6		2.6	3.5	12.5	
	3	3.7	3.0	3.6		7.3	7.4	0.0	
	4	13.2	12.8	14.3		14.8	12.8	25.0	
	5	26.2	29.3	17.9		25.5	26.6	12.5	
	6	29.6	33.8	28.6		25.5	25.6	37.5	
	7	22.2	18.8	32.1		22.9	23.4	12.5	
	Never	14.0	14.4	20.7	29	14.5	12.1	0.0	8
2. Talked about career plans with a faculty member or advisor.	Sometimes	31.4	46.5	37.9		39.7	42.7	62.5	
	Often	28.3	21.2	24.1		28.2	26.1	12.5	
	Very Often	19.3	15.9	17.2		18.6	19.1	25.0	
	Never	44.4	54.5	48.3	29	46.3	46.3	12.5	8
3. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Sometimes	31.0	24.5	20.7		30.1	30.9	50.0	
	Often	15.3	11.9	17.2		14.4	12.9	25.0	
	Very Often	9.4	9.0	13.8		9.2	10.0	12.5	
	Never	25.9	33.6	35.7	28	27.1	35.9	0.0	8
4. Discussed course topics, ideas, or concepts with a faculty member outside of class	Sometimes	42.2	35.1	32.1		41.8	35.6	37.5	
	Often	22.7	23.7	17.9		20.9	19.2	50.0	
	Very Often	9.1	7.6	14.3		10.1	9.3	12.5	
	Never	25.8	33.6	35.7	28	27.1	35.9	0.0	8
CULTURAL EXPERIENCE AT UTC									
1. Had discussions with students of a different race or ethnicity than your own.	Never	4.5	6.8	10.7	28	4.1	2.6	0.0	8
	Sometimes	20.5	19.5	21.4		21.2	20.8	37.5	
	Often	34.4	39.1	39.3		34.7	3.8	12.5	
	Very Often	40.6	34.6	28.6		40.0	41.9	50.0	
2. Had discussions with students from different economic background other than your own.	Never	1.5	1.8	0.0	28	3.5	3.5	0.0	8
	Sometimes	20.5	18.0	28.6		20.7	20.1	37.5	
	Often	40.1	44.4	39.3		39.0	38.9	25.0	
	Very Often	35.9	33.8	32.1		36.8	37.6	37.5	
3. Had discussions with students who are very different from you in terms of their religious beliefs or personal values.	Never	5.2	4.8	7.1	28	4.2	4.8	0.0	8
	Sometimes	25.6	32.3	39.3		22.0	29.9	25.0	
	Often	33.2	30.8	21.4		29.8	34.7	25.0	
	Very Often	36.0	30.1	32.1		44.0	30.6	50.0	
4. Had discussions with students who are very different from you in terms of their political opinions or personal values.	Never	4.5	3.8	10.7	28	4.1	3.2	0.0	8
	Sometimes	20.4	22.7	32.1		23.7	19.6	12.5	
	Often	37.0	36.4	17.9		35.3	38.8	25.0	
	Very Often	38.4	37.1	39.3		36.9	38.5	62.5	

*Valid N = the number of majors answering the question on the NSSE Survey
 **Department includes those that indicated Economics or Finance
 Scale: 1 to 7; 1 = Unavailable, unhelpful, and unsympathetic; 7 = Available, helpful, and sympathetic

III.2 The program ensures students are exposed to professional and career opportunities appropriate to the field.

Economics majors can take advantage of internship or work-study programs sponsored by the College of Business. The Department is alert to opportunities for this type of study by Economics majors. In the past, two-to-three students per year were involved in such opportunities.

Though not internships, in recent years a local law office has requested names of interested students in Principles to be hired as runners. This provides employment and an opportunity for students interested in law careers to observe and learn about the practice of law. Whenever possible, if the local business community reaches to faculty in the search of students to be placed at their companies, faculty have often times been very successful at recommending students. For instance, from faculty recommendations, students have been able to secure internship and employment at UBS Financial Services in Chattanooga, the Americas Purchasing Division of Volkswagen Group in Chattanooga, or the trading floor of the Tennessee Valley Authority (TVA).

Information in section III.5 regarding the Decosimo Success Center sheds more light on these student opportunities.

III.3. The program provides students with the opportunity to apply what they have learned to situations outside the classroom.

The Economics program provides students with a solid foundation in the study of scarcity, the study of how people use resources and respond to incentives, and the study of decision-making. Economics, being a broad discipline, helps students understand historical trends, interpret today's headlines, and make predictions about the coming years, helps students understand how firms and business function, operate, interact and compete with one another.

III.4. The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.

Faculty put a strong emphasis of presenting a diverse spectrum of theories when introducing economic theory. Often, faculty illustrate varying theories with applications and empirical studies that challenge theories derived and presented in Economics courses. In addition, faculty offer students with a wide range of extracurricular activities that have exposed students to diverse perspectives on Economics issues. These activities have included: faculty/student debate of presidential candidates' policy platforms during elections; the Economics Literature Café where students in the Economics Club and Econ faculty interact and debate current event topics; students attending guest lecture series with speakers from the business community, the Federal Reserve Bank of Atlanta, Nobel laureates, and Economics faculty from other universities presenting seminars at UTC.

III.5. Students have access to appropriate academic support services.

Students have access to a wide range of dedicated academic support services. They include dedicated professional academic advisors; career advisors; internship advisors; and professional development advisors. These support services are provided under the umbrella of the Joseph F. Decosimo Success Center in the Rollins College of Business. Students can also take advantage of accessing university services that will support their academic achievement and success. They include the Disability Resource Center; the Counseling Center; Student Success Programs that provides programs for incoming freshmen, first generation students and peer mentors; the Student Outreach and Support (S.O.S.) office that advocates and supports students experiencing challenges in their personal and academic lives; and the Writing Center that provides assistance with research and other writing projects.

The RCOB continues to expand programs and services offered to students through its Decosimo Success Center.

- Academic advisors in the RCOB play a critical role in the success of undergraduate students. Academic advisors are expected to build relationships and to provide enhanced personalized support with their assigned students. Continued growth in the

number of undergraduate students in the RCOB resulted in the average caseload exceeding NACADA recommendations. Therefore, the college hired two additional advisors in the past eighteen months, resulting in seven total dedicated undergraduate academic advisors in the RCOB.

- The Decosimo Success Center has become fully staffed. The staff includes a Director, Manager of Career Services, and a Career Services Advisor. This area provides opportunities for experiential learning (networking, mentoring, and internships) and career development (resume workshops, mock interviewing, and placement services). Student response to the career services support in the Decosimo Success Center has been very positive with 90 percent of graduates participating in the first destination survey reporting that they are “very satisfied” or “satisfied” with the professional preparation they received in the RCOB.

Student Academic and Professional Engagement

The RCOB’s mission and strategic goals and objectives emphasize the importance of experiential engagement and active learning. The college’s mission focuses on producing “academically-prepared and business-world ready graduates” and the university also places a high priority on engagement and experiential learning as the university’s mission specifically emphasizes “actively engaging students.” Therefore, the college has focused on developing and delivering numerous curricular and extracurricular programs and activities designed to further enhance student academic and professional engagement. Students are strongly encouraged by faculty to participate in academic and professional engagement activities. In addition, academic and career advisors also emphasize the importance of engagement activities when meeting with students. The following list describes some of the many curricular and extracurricular programs and activities in the RCOB that increase student academic and professional engagement.

Extracurricular Programs and Activities

Bridge Recruitment Luncheons and Breakfasts. This series brings top RCOB students and local organizations together in an intimate setting where candid and interactive dialogue can occur. The events give students a chance to learn more about a specific company and industry as well as

career opportunities with the sponsoring company, and it gives the sponsoring company an opportunity to identify strong job candidates. **Resume Workshops.** A solid resume is a cornerstone to any viable career search. The resume workshops are designed to assist students in creating high-impact resumes targeted to their unique goals. These workshops are offered two times each semester.

Business Card Workshops. Business Card Workshops assist students in networking by helping them uncover key skills and integrating them into a quick pitch for students to use in networking. Students learn how and when to use a business card and actually use a UTC template to create their own business cards. Students are provided 250 business cards at no cost.

Resume Week. Resume Week occurs in both the fall and spring semester and features two types of events over a four-day period: Resume Drop-Ins and Real Resume Reviews. For Resume Drop-Ins, students bring their resumes for a 15-minute review by a Decosimo Success Center associate. At the Real Resume Reviews event, approximately 50 hiring managers and recruiters visit the RCOB and meet individually with students to provide a 15-minute critique and review of the student's resume. The event also gives students an opportunity to network one-on-one with business professionals.

Diversity Externship on Global Leadership. The Diversity Externship on Global Leadership program is an all-day event offered in partnership with BlueCross BlueShield of Tennessee and targets first generation college students from UTC. The event takes place on the campus of BlueCross BlueShield of Tennessee and includes topics such as equity and diversity in preparation for careers, work culture, life lessons for success, opportunities within BlueCross and BlueShield, and other timely topics associated with college and post-college preparation. The event was held for the first time in 2017 and is expected to be an annual event in the future. Many of the sessions are delivered by UTC Alumni who are now employed at BlueCross BlueShield and who share their personal stories of navigating college and career as a minority or first-generation college student.

Unum Scholars Program. The Unum Scholars Program is a partnership between Unum and the RCOB and was launched in 2013. The program selects high performing students for a multi-semester experience that provides students the opportunity to connect with strong mentors and to develop professional skills sets through a Fortune 500 company. This highly visible rolling

internship incorporates a strong foundational operating knowledge of Unum while learning processes pivotal to the company's success.

Erlanger Scholars Program. The Erlanger Scholars Program is a partnership between Erlanger Health Systems and the RCOB. Erlanger is a multi-hospital system with five hospitals and is based out of Chattanooga. Students participate in the program until graduation and work in a variety of areas including patient logistics, accounting, information technology, patient financial services, supply chain, government and payer relations, development, physician services, human resources, marketing, volunteer services, admitting, and compliance. Students also gain valuable experience from Erlanger Health System mentors.

Career Leader Assessments. The RCOB provides CareerLeader Assessment to students at no cost. CareerLeader is an online assessment that helps students identify specific careers that are likely a good fit for them based on evaluations of interests, motivators, and abilities. It also explores organizational cultures that the student would be most comfortable and allow the student to thrive. The assessment also provides concrete advice to students on how to plan and implement strategies to achieve their career goals.

Moc Interview Week. Moc Interview Week incorporates two different types of events over a four-day period: Moc Interview Drop-Ins and Quick Questions. For Drop-Ins, students bring a copy of their resume and meet with a Decosimo Success Center Career Services associate in a private office for a 20-minute mock interview. For the Quick Questions event, 15 hiring managers and recruiters are invited to the RCOB to conduct 20-minute mock interviews with students. This event also provides the opportunity for students to network with business professionals.

Entrepreneurship Breakfast. The Entrepreneurship Breakfast is conducted in the fall each year and is designed to promote dialogue and interaction between students and entrepreneurs. A well-known local entrepreneur discusses his/her personal experience and offers students advice on becoming an entrepreneur. The event is attended by approximately 250 students each year.

Night of Networking. The Night of Networking, presented by the Decosimo Success Center, is a fun event where students and employers make real connections in a somewhat informal networking event. During Night of Networking, students can seek out internships, find a job or simply begin networking to learn more about potential careers. This event is open to all RCOB students. Last year, the event was attended by approximately 115 students and 15 business professionals.

LinkedIn Workshops. The Decosimo Success Center conducts LinkedIn Workshops for both beginner and advanced users. The sessions assist students in building their profiles and in helping them leverage LinkedIn to find jobs and make strategic connections.

SMILE Fund. The Student Managed Investment Learning Experience (SMILE) Fund was formed in 2015 and received funds totaling \$250,000 from the UC Foundation. The purpose of the fund is to provide select UTC students the opportunity to manage a real stock portfolio for a real client. It also provides students with a proficient knowledge of portfolio management, investment strategies, and equity valuation techniques. The SMILE Fund is managed as a typical fund at a real investment firm and is expected to grow the value of the fund. Participation in the SMILE Fund gives students hands-on experience managing real money, knowledge in investment analysis, security selection, and portfolio management, networking opportunities with investment professionals, and job preparation for careers in investments, wealth management, and stock analysis. The SMILE Fund is comprised of approximately 40-50 students. The UC Foundation recently invested an additional \$250,000 in the SMILE fund, and the total value of the fund is now approximately \$600,000.

Elevator Pitch Competition. Each year the Department of Marketing and Entrepreneurship and Center for Innovation and Entrepreneurship host a Pitch Competition that is open to all UTC students. The winners receive cash prizes and are eligible to receive assistance from CO.LAB, a nonprofit startup accelerator in Chattanooga. In addition, winners are supported to attend regional and national competitions.

Solution Scholars. The Solution Scholars program was launched in 2015 and provides student-delivered consulting services to inform its Tennessee Small Business Development Center (TSBDC) clients' strategic decision-making. The program was developed in response to A.) a noted deficit of affordable and substantive support to help the area's established and emerging businesses pursue growth and in turn generate positive economic outcomes and B.) an ongoing need for students to learn through skill application and to gain meaningful professional experience prior to their graduation. The student consultants provide research and analytical services with a focus on market segmentation, competitor analysis, macro-environmental scanning, policy analysis, and industry trend identification. The Solution Scholars Program has provided approximately 1,900 consulting hours to 43 TSBDC clients. These clients have raised more than \$5.3 million in capital.

Student Organizations. Student organizations in the RCOB offer students the opportunity to learn more about their field of study outside the classroom, network with professionals in their discipline, and assume leadership roles within the RCOB. The college provides \$5,000 for each club to provide funding for trips to national and regional meetings and to provide refreshments and promotional materials for club meetings. The RCOB supports the following student organizations: Beta Alpha Psi, Society for the Advancement of Management, American Marketing Association, Society for Human Resource Management, Financial Management Association, Trading and Investment Club, Collegiate Entrepreneurs Organization, Economics Club, and the Institute for Management Accountants. Each club has a designated faculty sponsor who works closely with club leadership to provide assistance and guidance.

Curricular Programs and Activities

Business Mentor Program. The RCOB recently introduced a new course: Experiential Learning: Business Mentor Program (BUS 2900) for business students. In this course, experienced professionals are paired with students in a mentoring relationship based on common professional interests in order to guide students toward best practices for career success. The objectives of the mentor/mentee relationship are to help students A.) bring career goals into focus and become ready for the workforce, B.) increase business connections and network strategically, C.) enhance professional communication and development, and D.) open doors of opportunity for future internships, jobs, and career success.

Internship Program. The RCOB has a strong internship program that provides valuable experience and academic credit to students. Each internship is evaluated for academic integrity in order to be approved for academic credit. The number of RCOB students completing an internship for academic credit has increased from 77 in 2013/2014 to 125 in 2017/2018. This growth represents a 62 percent increase while also increasing the overall quality and rigor of the internship program. At the end of every semester, all students enrolled in an internship for credit participate at the Internship Symposium to present a short presentation on their experience and learning.

Success Seminar. RCOB students are required to complete the Success Seminar: Career Development (BUS 3410), typically in their junior year. The focus of this course is career planning and professional development to assist students in becoming business-world ready. Students are taught the critical phases of career readiness through the course: self-assessment,

career research, company research, career launch preparation, and best practices for networking and job hunting. The course also offers exposure to business community leaders presenting on various career management topics.

Business Living Learning Community. The Business Living Learning Community offers first-year business students an exciting opportunity to live, learn, lead and serve as they prepare to become future business and community leaders. Using a network of community members, peer mentors, instructors and residence hall staff, students make lasting connections and create a strong foundation for success in the RCOB at UTC and in life beyond college. The Business LLC fosters team work and creates a professional network, building connections in and out of the classroom to prepare “business world ready” students. This program was recently changed to accommodate the new Rollins Scholars Program.

Study Abroad Courses. Study abroad courses continue to grow in the RCOB. Prior to 2013, the RCOB did not offer any study abroad programs to students. Currently the RCOB offers a study abroad program to both Germany and Mexico each year with other rotating destinations based on faculty interest and student demand. Other study abroad destinations have included Vietnam, Brazil, France, Argentina, Balkans (Croatia, Montenegro, Macedonia, and Albania), and Kenya. For the 2017/2018 academic year, approximately 90 students participated in a RCOB study abroad experience for course credit.

Freshmen Seminar in Business. The majority of freshmen are enrolled in the Freshmen Seminar in Business. This course is designed to introduce new incoming business students to the Gary W. Rollins College of Business and to lay the foundation for academic and professional success. The class places special emphasis on individual personal development and growth so students better understand their unique strengths and how to build on them. Students also engage in networking with current business students, RCOB faculty, and individuals from the business community.

Workplace Learning and Training Course. In MGT 4370, Workplace Learning and Training, students engage in a human resources training project where they assess training needs of different stakeholder groups (e.g., UTC staff) to determine top skill gaps and then design, develop, deliver, and evaluate training interventions for them, including computer-based and interpersonal skills sessions.

Forensic Accounting and Fraud Examination Course. In ACC 5521 Forensic Accounting and Fraud Examination, each student researches a case or topic related to forensic accounting and then prepares an executive summary, a class presentation, and a handout for peers to utilize in their future careers. Topics have included recent fraud cases where large CPA firms have been sued for negligence in audits, as well as many of the largest financial statement accounting scandals, to detecting deception through linguistics and body language.

Practicum in Marketing and Entrepreneurship. Students in ETR/MKT 4490 Practicum in Marketing and Entrepreneurship develop and present in-depth marketing plans for local non-profit organizations and small businesses each year. This course provides real world small-business consulting experience for enrolled students.

Project Management Course. The newly created Project Management course (MGT 4550) requires students to build a project plan including all deliverables. The course requires students to develop a viable project including reaching out to realtors, construction companies, and other companies to create a real plan including an actual budget and timeline to execute.

Investments I Course. In the Investments I course (FIN 3210) students are required to manage two hypothetical \$1,000,000 portfolios for 12 weeks using real-time prices through the StockTrak trading platform. Students actively manage one account and create a mutual fund with the other account. In the active account, students trade stocks, mutual funds, bonds, and futures while using market orders, limit buys, limit sells, stop losses, and trailing stop losses.

Investments II Course. In the Investments II course (FIN 4210), students complete eight investment challenges including obtaining certification and additional training with Bloomberg software, managing simulated fixed income and equity portfolios, modeling using different valuation techniques, analyzing a new bond offering case study with Unum professionals, and writing and presenting professional stock reports.

Marketing Courses. The Marketing Research course (MKT 4500) and Digital Marketing course (MKT 4310) use actual community-based projects in the class to enhance student learning and engage with local nonprofits.

Social Entrepreneurship Course. Students in the Social Entrepreneurship course (ETR 3600) create social ventures that address a social problem in the community through the application of business methods. Students can identify and pursue their own community problems or they are encouraged to work on projects for local nonprofits.

Portfolio Management Course. Finance students manage two actual portfolios as part of the Portfolio Management Course (FIN 4880). The Harris Investment Trust Fund has a balance of approximately \$262,000 and the TVA Investment Challenge Program Fund has a balance of approximately \$500,000.

Introduction to Econometrics course. Students learn econometric theories and techniques and apply those techniques to write empirical research papers on a variety of topics. Outstanding papers are selected to present at UTC's Research Dialogues as well as at the annual meetings of the Academy of Economics and Finance.

Part IV. FACULTY

IV.1. All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.

As mentioned in the preface, as of fall 2019, the Economics faculty consist of six full-time tenured or tenure-track faculty members, two full time lecturers and one part-time lecturer. All full-time tenured and tenure-track Economics faculty hold a Ph.D. in Economics; three are Assistant Professors, two are Associate Professors and one is a full Professor. One full time lecturer (Caleb Watkins) holds a Ph.D. in Economics, and the other full-time lecturer (John Barnes) holds an M.A. in Economics and an MBA. Our part-time lecturer, Ms. Middleton, holds an M.A. in Economics and additionally serves as the College's Director of Assessment. Additionally, the Department hires 2-3 adjuncts each semester as needed with all adjuncts holding at least a Master degree in Economics.

For tenured/tenure-track faculty, the College assigns the following weights regarding the distribution of work expectations in the fulfillment of its objectives: 45% teaching; 40% research; 15% service. The college emphasizes a teacher-scholar model where all types of intellectual contributions - applied, pedagogical, and basic - are encouraged. Tenure-track faculty are expected to publish, on average, one peer-reviewed journal article per year. Faculty research has been high quality and of sufficient quantity for faculty to maintain an "scholarly academic" status under AACSB norms. In the College of Business, a faculty member would need to have three publications in a five-year window to be considered "scholarly academic" and we are proud to say the existing faculty either meet or exceed these expectations. It is important to note that the level of scholarship among the faculty is extremely high (nineteen publications) in the current review period relative to the six publications reported for the 2009-2014 review period. Within the Department are faculty who have a consistently high number of publications in good quality refereed journals and authors of book chapters. The faculty also direct or supervise undergraduate research projects.

Most faculty attend at least one conference each year and are supported with Faculty Development funds from the college and grants from the University. Additionally, faculty are

eligible for competitive RCOB summer research grants up to \$5,000 each. Economics faculty have received this summer support multiple times in the past five years. Faculty have access to limited graduate assistant support of between 5 and 10 hours per week.

College of Business faculty typically have a 3/3 teaching load. Full-time lecturers have a 4/4 teaching load. Summer teaching opportunities are usually available for additional pay.

The Economics faculty are committed to university and college governance, and broad participation in community affairs. Prior to his retirement, Dr. Hutchinson made regular appearances on TalkRadio's "Let's Talk Money." Dr. Pratt and Dr. Hutchinson served on the Boards of non-profit organizations in the area before retiring. Dr. Brown has made three local television appearances to discuss the impact of the newly imposed tariff on imports, by the Trump Administration on local business revenues and employment as well as the future viability of these companies. Faculty serve on Departmental, college and university committees. Dr. Bonnal currently chairs the University Faculty Development Grants committee. Dr. Hutchinson chaired the University Curriculum Committee for several years. The faculty are especially engaged in professional service primarily as journal article reviewers and book reviewers. Journals for which faculty have reviewed articles include Papers in Regional Science, Applied Economics, Sustainable Production and Consumption, Emerging Markets Finance and Trade, Journal of International Trade and Economic Development, Review of Development Economics, Review of International Economics, World Development, Economics Bulletin, American Journal of Agricultural Economics, Quarterly Review of Economics and Finance, European Review of Agricultural Economics, Journal of Developing Areas, Studies in Economics and Finance, Journal of Population Research, and Journal of Economics and Human Biology. Dr. Brown recently completed a stint as President of the Southwestern Social Science Association. Additionally, full-time lecturers maintain "instructional practitioner" status under AACSB norms.

The Economics Department currently has six tenured or tenure track faculty who attempt to cover the broad spectrum of the Economics discipline. **Table IV.1** provides a quick overview of their degrees and research interests.

Table IV.1 Summary of Faculty Degrees and Research Interests

Name	Ph.D. area and Granting Institution	Research Interests
Md. Rafayet Alam	Economics- Southern Illinois University, Carbondale	Applied Macroeconomics, Applied Econometrics
Michael Bonnal	Economics – The University of Alabama	Growth, Development. Labor Economics
Leanora Brown	Economics – Georgia State University	Applied Macroeconomics, Development Economics, Tax Policy
Jeff R. Clark	Economics – Virginia Polytechnic Institute	Public Finance, Public Choice, Managerial Economics
Sami Dakhli	Economics - Washington University St. Louis	Applied Microeconomics, Industrial Organization
Sheena Murray	Economics – University of Colorado, Boulder	Household & Demographic Economics, Labor Economics, Applied Econometrics

Faculty Scholarship

Faculty research has been high quality and of sufficient quantity for faculty to maintain a “scholarly academic” status under AACSB norms. Research productivity has improved significantly since the Economics faculty moved to the College of Business (refer to **Table VI.2**, reproduced from the Preface). Most faculty attend at least one conference each year and are supported with Faculty Development funds from the college and grants from the University. Additionally, faculty are eligible for competitive RCOB summer research grants up to \$5,000 each. Economics faculty have received this summer support 11 times in the past five years.

Table IV.2 Faculty Research

	Previous review period		Current review period	
	2009-2014 Ex-JR Clark	2009-2014 JR Clark	2015-2019 Ex-JR Clark	2015-2019 JR Clark
Journal articles	6	27	19	31
Conference presentations	2	-	25	-
Other scholarly output	7	9	1	5
Total	15	36	45	36
RCOB Summer Research Grants	NA	NA	11	NA

Note: This is table P.1 from the Preface. Other scholarly output includes journal refereeing, book chapters, conference proceedings, book reviews, invited lectures. Source: Faculty CVs and Digital Measures.

The Economics program was given one Lecturer line for 2019-2020, which is occupied by Dr. Caleb Watkins. The line is to offer sufficient seating in Econ 1010 and Econ 1020, both identified as bottleneck courses toward UTC's "Soar in Four" initiative to graduate students in four years. However, with the Department's likely move to smaller class sizes and the need to be less dependent on adjunct course coverage, we will soon find ourselves short of full-time faculty to cover this need. A recent request for an additional lecturer line was denied by the Provost.

The following presents a more detailed summary of the education, research interests and classes taught by our tenured and tenure-track faculty (Appendix V contains the curriculum vita of the faculty).

Md. Rafayet Alam (Ph.D., Southern Illinois University, Carbondale)

Dr. Alam's areas of expertise lie in Macroeconomics, International Economics and Applied Econometrics. He has recently published in *Journal of Economic Studies*, *Agricultural Economics*, *Economic Analysis and Policy*, *Information Economics and Policy*, *Telecommunications Policy*, *Journal of Developing Areas*, and *Economics Bulletin*. He has served as a referee for many journals including *American Journal of Agricultural Economics*, *European Review of Agricultural Economics*, *Quarterly Review of Economics and Finance*, *Journal of Economic Studies*, *Studies in Economics and Finance*, *Economics Bulletin*, and *International Journal of Emerging Markets*. Bangladesh in 2003. Dr. Alam teaches Principles of Macroeconomics, Principles of Microeconomics, Intermediate Macroeconomic Theory, International Economics, Introduction to Econometrics, and Economics for Managers (MBA Program). Dr. Alam regularly participates in regional and national conferences as presenter, discussant and session chair. He has also recently presented on the impact of tariffs on local economy in front of the representatives from local businesses. He accompanied students to conferences in New York (2019), Florida (2019) and Texas (2018). Under his supervision, a student received 'best undergraduate research paper award' at the Academy of Economics and Finance Conference in 2019.

Michael Bonnal (Ph.D., The University of Alabama)

Dr. Bonnal's areas of expertise lie in Labor Economics, Economic Growth, and Economic Development. His recent research was published in *Business Economics*, *Review of Development*

Economics, Journal of Labor Research, and the Review of Regional Studies. He has served as a referee for many journals including *World Development, Emerging Markets Finance and Trade, Review of Development Economics, Review of International Economics, Journal of Economics and Finance Education*, and the *Journal of International Trade and Economic Development, Journal of Entrepreneurship, Global Business and Economics Review, and Public Integrity*. Dr. Michaël Bonnal teaches Principles of Macroeconomics, Principles of Microeconomics, Intermediate Microeconomics, Concepts in Economics, Labor Economics, Game Theory, Economic Growth, Economic Development, Managerial Economics, Economics for Decision Makers, European Macroeconomics (Study Abroad) and Individual Studies. Dr. Bonnal currently chairs the Faculty Development Grant committee for the University and is currently the Economics Program Chair and President-Elect of the Southwestern Economics Association (SWEA) within the Southwestern Social Science Association (SSSA). During his sabbatical leave in Spring 2019, Dr. Bonnal attended various workshops/classes on Econometrics Analysis.

Leanora Brown (Ph.D., Georgia State University)

Dr. Brown's research interests focuses specifically on tax policy, government expenditure and foreign direct investment and debt forgiveness. Her recent research was published in *Review of Development Economics, Contemporary Economic Policy, Public Finance Review, Social Science Quarterly*, and *Journal of Developing Areas*. Other research projects include papers on the fungibility of foreign aid; how institutions drive technological progress; and the burden of the inflation tax. Dr. Brown teaches Principles of Macroeconomics, Principles of Microeconomics, Intermediate Macroeconomic Theory, Intermediate Microeconomic Theory, Public Finance, Money and Banking, and European Macroeconomics (Paris Study Abroad). She reviews submissions for professional journals as well as being a regular presenter, discussant, and session chair at professional conferences. In addition, she is currently serving at the President of the Economics affiliate within the Southwestern Social Sciences Association (SSSA) where she also served as Economics Program Chair and Graduate Student Paper Coordinator. Dr. Brown is also the Faculty Advisor for the Delta Epsilon Fraternity.

Jeff R. Clark (Ph.D., Virginia Polytechnic Institute)

Dr. J.R. Clark served as Secretary/Treasurer of the Southern Economics Association up until 2018 and is currently the Secretary/Treasurer of the Association of Private Enterprise Education. He is currently on the board of advisors for the Free Market Institute at Texas Tech University and is the Treasurer of the Mont Pelerin Society. He is also the business manager at *The Southern Economic Journal*, is Managing Editor of *The Journal of Private Enterprise*, and sits on the Editorial board of *The Journal of Business and Economic Perspectives*. He has authored or co-authored chapters in 7 professional books, the most recent being “The Questionable Morality of Compromising the Influence of Public Choice by embracing a ‘Nobel’ Lie” in *James M. Buchanan: A Theorist of Political Economy and Social Philosophy* and “Does Immigration Impact Institutions?” in *Economic Freedom and Prosperity: The Origins and Maintenance of Liberalization*, both in 2019. Over the current external review period since 2014, Dr. Clark has published 31 refereed journal articles.

Sami Dakhila (Ph.D., Washington University – St. Louis)

Dr. Dakhila teaches Principles of Macroeconomics and Principles of Microeconomics, his teaching load includes upper-level courses in Intermediate Microeconomic Theory, Managerial Economics and Economics for Managers. Dr. Dakhila’s most recent research was published in the *Review of Industrial Organization*. Prior to coming to UTC, he also published in the *Southern Economic Journal*, *Mathematical Social Sciences*, *Journal of Public Economic Theory*, *Review of International Economics and Public Choice* as well as co-authors a book chapter. His other research projects include papers on the regulatory change, market structure, and failures: the case of the Gulf of Mexico reef-fish fishery and did tradable quota rights really affect fleet size? The case of IFQ Programs in the Gulf of Mexico, both currently under review.

Sheena Murray (Ph.D., University of Colorado, Boulder)

Dr. Murray’s research interests lie in Household & Demographic Economics, Labor Economics and Applied Econometrics. Her most recent research is forthcoming in the *Review of Economics of the Household*. Her other research projects include papers on divorce spillover effects: The effects of marriage participation on future divorce rates (currently under review); a geographical exploration of how internet is impacting employment rates; and do graduate school

and advisor characteristics affects economist's later publication and co-authorship rates? Dr. Murray teaches Principles of Microeconomics, Principles of Macroeconomics and the Economics for Manager (online & in-class) in the MBA Program. She reviews submissions for a variety of professional journals as well as being a regular presenter, discussant, and session chair at professional conferences.

Lecturers: Full-time and Part-time

In addition to our tenured/tenure-track faculty, we are also privileged to have two full-time Lecturers and one part-time Lecturer. They all provide well-needed support to the department and teach critical courses across the Economics discipline.

John Barnes (M.A., and MBA, University of Memphis)

Mr. John Barnes teaches Principles of Microeconomics and Macroeconomics, History of Economics Taught, and Health Economics. He has ten years of experience as the V.P. of Finance for a Coca-Cola Enterprises' subsidiary in Memphis, TN. He has regularly served as an adjunct professor at UTC since 2003 and was given a full-time faculty position in fall 2017 to replace Ms. Middleton's reduced course load. He has prior teaching experience at the University of Memphis in the Fogelman College of Business and Economics.

Caleb Watkins (Ph.D., Middle Tennessee State University)

Dr. Watkins teaches four introductory courses and no upper level until the spring of 2019, when he taught Industrial Organization. He has co-authored a book chapter on The Origins of War: Empirical Models of Warfare, Aggression, and Conflict Resolution for Forager Societies in 2017. He has also published a paper on School Progress Among Children of Same-Sex Couples in 2018. Dr. Watkins areas of expertise lie in Labor Economics, Industrial Organization, Applied Microeconomics and Economics of the Family.

Catherine Middleton (M.A., University of Alabama)

As an Instructor, Ms. Middleton teaches both introductory courses as well as Women in the Economy and Sports Economics (starting Spring 2015). She was the Academic Advisor for

all Economics majors until fall 2017. Beginning fall 2017, her teaching load in the Department was reduced to one class per semester due to an additional responsibility as Director of Assessment for the COB. Ms. Middleton has also co-authored a paper that was published in the *Journal for Economic Educators* in 2018.

RETIREMENTS

E. Bruce Hutchinson (Ph.D., University of Virginia)

Dr. Hutchinson retired in July of 2016. He was an active member in community and professional groups. He appeared regularly as a commentator on the radio talk show, "Let's Talk Money", served as Chairman of the Orange Grove Center, Inc. Board of Directors and a variety of the Board's committees, and had for almost 20 years been Co-coordinator of the annual "Decosimo Lecture Series on Global Business" up until his retirement in 2016. Additionally, he served (one of three faculty members) on the University's Faculty Administrative Relations Committee and Chaired the Academic Standards Committee, the Eastern Tennessee Jefferson Scholars Regional Selection Committee for the University of Virginia's, and for 20 years had been a youth counselor at Signal Crest United Methodist Church. Annually, he consulted as an expert economist and witness in numerous lost earnings law cases. Dr. Hutchinson had published two scholarly articles since the last external review in 2014 but before his retirement in 2016. At the time of his retirement, he had taught over five different upper-level classes as well as Macro and Microeconomics Principles.

Leila J. Pratt (Ph.D., Virginia Polytechnic Institute)

Dr. Pratt retired in December of 2017. She was the Hart Professor of Economics at the University of Tennessee at Chattanooga. She has published in many professional journals including the *Southern Economic Journal*, the *Journal of Money Credit and Banking*, the *Journal of Macroeconomics*, the *Policy Studies Journal* and the *Journal of Economic Educators*. She had also served as a referee for many journals including the *Journal of Economics and Finance*, *Contemporary Economic Policy* and the *Social Science Journal*. In addition, she has reviewed textbooks for many publishers including Addison Wesley, Prentice-Hall and Blackwell. She was a founding member of the Women's Studies Program at the University of Tennessee at Chattanooga and has served on its advisory board since its inception. She was the

coordinator of this program from 1997 to 2001. In addition, she has served as the Vice Chairperson of the City of Chattanooga Waste Water Regulations Appeals Board since 1977. She has been a regular participant at Western Social Science Association (WSSA) and Academy of Economics and Finance (AEF) presenting and discussing papers since 1994. She served three years as WSSA General Economics section co-coordinator, three years as a member of the WSSA Executive Council, and one year as the Association Vice President. Over the last five years, the Department has been very fortunate to have several adjunct instructors. These instructors come from a variety of backgrounds and work experiences. They are able to give students' invaluable "real-world" perspectives on classroom topics.

ADJUNCT FACULTY

Ms. Jing Li was employed in the position of full-time lecturer from the fall of 2016 until the spring of 2017. Ms. Li holds a M.S. in Policy Economics from the University of Illinois at Urbana-Champaign and was pursuing her Ph.D. at University of Tennessee at Knoxville during this time. She taught two large sections of Principles of Macroeconomics and Principles of Microeconomics.

Dr. Ziad Keilany received his Ph.D. from Indiana University in 1968. He retired in August 2014 and is an Emeritus Guerry Professor of Economics. He has been an adjunct instructor since fall 2014, and has been teaching a large section (over 100 students) of Principles of Microeconomics or Principles of Macroeconomics.

Dr. Peggy V. Douglas holds a M.S. and Ph.D. in Environmental Economics from the University of Tennessee at Knoxville, and a M.B.A from the University of Tennessee Nashville. Dr. Douglas has been an adjunct instructor at UTC intermittently since 1981 and was recently teaching Principles of Economics and Economics for the MBA and PMBA programs.

Dr. D.J. Donahue received his Ph.D. in Economics from the University of Missouri in 2013. He also holds a M.A. in Agricultural Economics from the University of Tennessee at Knoxville. Dr. Donahue was an adjunct instructor at UTC for academic year 2018-2019 and has taught Principles of Microeconomics.

Ms. Caroline Bell holds a B.S. and M.S. in Economics from University of Tennessee at Knoxville. Ms. Bell has been an adjunct at UTC for Spring 2019 and taught Principles of Macroeconomics remotely.

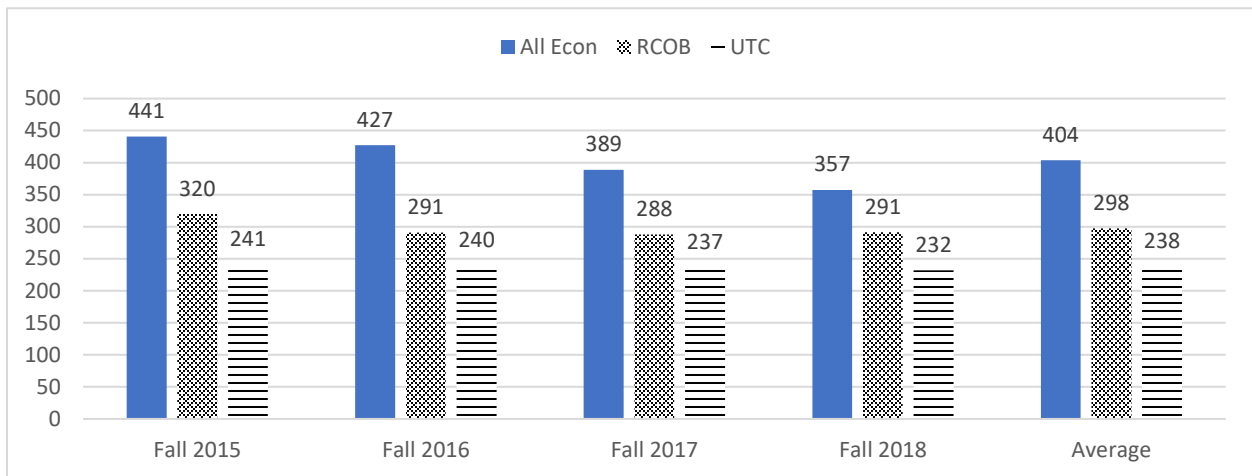
Mr. Eric Kruger holds a MA in Economics from New School University and a B.S. in Economics from London School of Economics and University College. Mr. Kruger has been an adjunct instructor and has taught multiple sections of Principles of Macroeconomics and Principles of Microeconomics from the Fall of 2015 to the Spring of 2018.

Overall, the faculty members are engaged and active academics. Faculty teach undergraduate and graduate courses in both the traditional lecture as well as online modalities. The focus of teaching is on developing critical thinking and analytical abilities of students. Where appropriate, experiential learning opportunities as well as opportunities for undergraduate research are offered to students. In fall 2019, the Introduction to Econometrics course was certified as an Experiential Learning class in UTC’s ThinkAchieve: Thinking Beyond the Classroom Initiative.

Student Credit Hour Production Per FTE

Importantly, the faculty generate impressive student credit hours per FTE. Figure IV.1, reproduced from the Preface, illustrates student credit hour production per FTE faculty from Fall 2015 to Fall 2018. Between 2015 and 2018, the Economics faculty generated on average, 106 more SCH per FTE than the RCOB and as much as 166 more SCH per FTE than the University as a whole.

Figure IV.1 Student Credit Hour per FTE (adjuncts included)



IV.2. The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.

With retirements, re-assignment of roles, and loss of faculty lines, we do not have an adequate number of faculty. However, like other departments, facing a similar predicament, we make do with available resources. Dr. J. R. Clark held a joint appointment in both the Finance and Economics Departments before the departments were merged. He is the Scott L. Probasco, Jr. Chair of Free Enterprise. He is supposed to teach one class per academic year; however, his schedule frequently does not accommodate this. Mr. John Barnes and Dr. Caleb Watkins currently serve as members of our full-time teaching faculty. Ms. Middleton served as a full-time teaching faculty in the Department up until the Fall of 2017 when she took on the role of Director of Assessment for the Rollins College of Business. Due to this new assignment, Ms. Middleton's teaching load was reduced to one course per semester and Mr. John Barnes was brought in on a full-time basis in the Fall of 2017 as her replacement. Each semester faculty teach two introductory courses in macroeconomics and microeconomics (typically as a large section with 90+ students) as well as one upper-level course in each member's area of expertise. Dr. Watkins and Mr. Barnes are exceptions; both have taught combinations of introductory courses and upper-level courses through Spring 2018 for a combined four sections each per faculty. To support these larger sections, the Department provides Graduate Assistant (GA) support. It bears noting that adjunct faculty account for almost 25% of the student credit hours generated in the Principles courses – Econ 1010 and 1020.

IV.3. The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.

The Economics Department is a diverse group. At present, our full-time teaching faculty (not including Dr. Clark) has two (2) females and five (5) males. Of the two female faculty, one is American and the other is Jamaican. Of the five male faculty, two are Americans, two are French and one is Bangladeshi. Further, the full faculty consists of about 40% females and approximately

28% minority (compared to 20% in the previous 5-year review period). Moreover, our adjunct faculty also include two females: Dr. Peggy Douglas and Ms. Caroline Bell.

IV.4. The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.

Faculty members are evaluated through the EDO process on a yearly basis. The Department head schedules individual meetings with faculty to discuss his/her research, teaching and service performance during the previous year and objectives/goals are set for the next year. The faculty members receive ratings of either 'exceeds expectations' or 'meets expectations' or 'does not meet expectations' based on the performance listed in the EDO. Further, during these meetings, the department head, where appropriate, gives suggestion(s) and/or direction(s) to help the faculty improve any one of or even all three facets of the evaluation agenda. For example, as the instructor with responsibility for Intermediate Macroeconomic Theory, students are required to collect data on CPI, unemployment and GDP growth and then do a write-up of how these variables move overtime, taking into consideration any significant event(s) that occurred over the period under analysis. During one of our EDO meetings, the Department Head recommended "The Secrets of Economic Indicators" that demonstrates how each of these variables is computed. Faculty also reflect on student evaluations and feedback received and make changes as appropriate. Every year, faculty submit their teaching philosophy and EDO conversations frequently touch on pedagogical improvements and innovations. Faculty also receive feedback on their research productivity and are encouraged to minimally maintain Scholarly Academic status (for tenured faculty) or progress toward tenure/promotion based on the University and College bylaws.

IV.5. The faculty engages in regular professional development that enhances their teaching, scholarship and practice.

There are several opportunities for professional development of the faculty provided by the RCOB and the University at large. The Economics faculty regularly avail themselves of these opportunities to improve their performance in teaching and research and to represent the Department and university in outside forums. As seen in Table P.1 of the Preface, faculty participation at conferences has increased significantly in the past five years. Additionally, Economics faculty present at the College Brown Bag series. Faculty have received summer research grants on 11 occasions in the past five years. At the level of the University, Faculty Development grants as well as grants provided through Academic Affairs help faculty develop expertise in their respective fields through attending workshops and conferences. However, only a few of the Economics faculty have applied to these funding sources possibly because these sources have limited funds but extremely high demand from faculty all over the University. In addition, the Walker Center for Teaching and Learning provides several training opportunities that faculty members avail themselves of over the past five years. For example, several faculty members have completed the QM certification that allows them to design and teach courses online that meets internationally recognized standards. Further, the Center provides additional resources such as classroom observation; seminars on teaching, learning, and the use of technology in the classroom, to name a few that the faculty frequently participate in.

IV.6. The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.

Two faculty members serve as course coordinators for ECON 1010 (Principles of Macroeconomics) and ECON 1020 (Principles of Microeconomics). The main task of the coordinators is to try to streamline the content covered in our principles classes to ensure that students moving onto the theory classes ECON 3250 (Intermediate Macroeconomic Theory) and ECON 3240 (Intermediate Microeconomic Theory) as well as the electives, are more or less exposed to a common body of knowledge. In this way, students would be better prepared to assimilate the content in these more difficult upper division classes, which should ultimately

advance student success. However, this process is still in its infancy stage. Towards the end of every semester, students' evaluation of faculty effectiveness is conducted. The outcome of this process is then discussed with our Department Head at our annual EDO meetings. The aftermath of those meetings sometimes results in small or even big changes in the way faculty members deliver and/or organize courses with the ultimate objective being to advance students' success. Finally, the Department utilizes an assessment process in both ECON 3250 and ECON 3240 geared towards advancing student success. This process is conducted with all the faculty members that are trained to teach either ECON 3250 or ECON 3240 getting together to come up with a set of questions used to assess concepts such as elasticity, unemployment, or inflation. Faculty would then check for mastery of concept (See Tables II.3 and II.4 of Part II - Curriculum). Failure to achieve mastery would then mean the full faculty would get together to discuss how best to present such concepts in future classes.

The Department regularly receives high teaching evaluations. **Tables IV.3 through IV.5** contain Student Ratings of Faculty for the fall 2018 semester. It compares the Economics faculty with both the Rollins College of Business and the University. The data are summarized in **Figures IV.2 and IV.3**; the former focuses on those that marked "Agree" or "Strongly Agree", while the latter focuses on those that marked "Disagree" or "Strongly Disagree". The Departmental ratings are comparable to those for the RCOB and UTC. As seen in Figure IV.2, the program gets the (relatively) strongest approval for the link between course content and learning outcomes, and for faculty willingness to help. Figure IV.3 focuses on dissatisfaction. The survey suggests that the program needs to improve in matters related to course structure and delivery, and faculty feedback on student work. It is likely that these ratings are dominated by students in the Principles courses. It bears noting that the Department is in the midst of discussing curricular and pedagogical innovations in Econ 1010 and 1020.

Table IV.3 Student Ratings of Faculty – ECONOMICS – Fall 2018

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	65	21	6	3	2	1	2
The course content addresses the learning outcomes of this course.	63	21	7	3	3	2	2
The course structure assists me in achieving the learning outcomes of this course.	57	20	8	4	4	3	4
I am achieving the learning outcomes of this course.	54	20	11	4	4	3	4
I keep up with all course readings and assigned work.	55	26	13	4	1	1	1
The course encourages my use of critical thinking skills.	57	22	11	4	2	2	2
The way this course is delivered encourages me to be actively engaged.	53	17	11	3	6	5	6
The instructor is willing to assist me with achieving the course learning outcomes.	64	19	7	5	2	1	2
The instructor provides constructive feedback on my coursework.	50	18	11	8	4	4	4
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	61	19	5	11	2	1	2

Table IV.4 Student Ratings of Faculty – RCOB – Fall 2018

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	71	18	5	2	1	1	1
The course content addresses the learning outcomes of this course.	69	19	6	2	2	1	1
The course structure assists me in achieving the learning outcomes of this course.	64	18	8	3	3	2	2
I am achieving the learning outcomes of this course.	61	20	9	3	3	2	2
I keep up with all course readings and assigned work.	62	23	10	2	2	1	1
The course encourages my use of critical thinking skills.	61	21	10	3	2	2	1
The way this course is delivered encourages me to be actively engaged.	58	18	10	4	4	3	4
The instructor is willing to assist me with achieving the course learning outcomes.	69	17	6	4	2	1	2
The instructor provides constructive feedback on my coursework.	59	16	9	6	3	3	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	67	17	4	8	1	1	1

Table IV.5 Student Ratings of Faculty – UTC – Fall 2018

	Strongly Agree (%)	Agree (%)	Somewhat Agree (%)	Neither Agree nor Disagree (%)	Somewhat Disagree (%)	Disagree (%)	Strongly Disagree (%)
I am aware of the learning outcomes of this course, as stated in the syllabus	70	20	6	2	1	1	1
The course content addresses the learning outcomes of this course.	68	21	6	2	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	63	19	8	3	3	2	2
I am achieving the learning outcomes of this course.	60	21	9	3	2	2	2
I keep up with all course readings and assigned work.	59	24	11	2	2	1	1
The course encourages my use of critical thinking skills.	60	22	10	3	2	2	1
The way this course is delivered encourages me to be actively engaged.	58	19	10	4	4	3	3
The instructor is willing to assist me with achieving the course learning outcomes.	67	18	6	4	2	1	2
The instructor provides constructive feedback on my coursework.	60	17	8	6	3	3	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	65	18	5	8	2	1	2

Figure IV.3 Student Ratings of Faculty: Agree and Strongly Agree

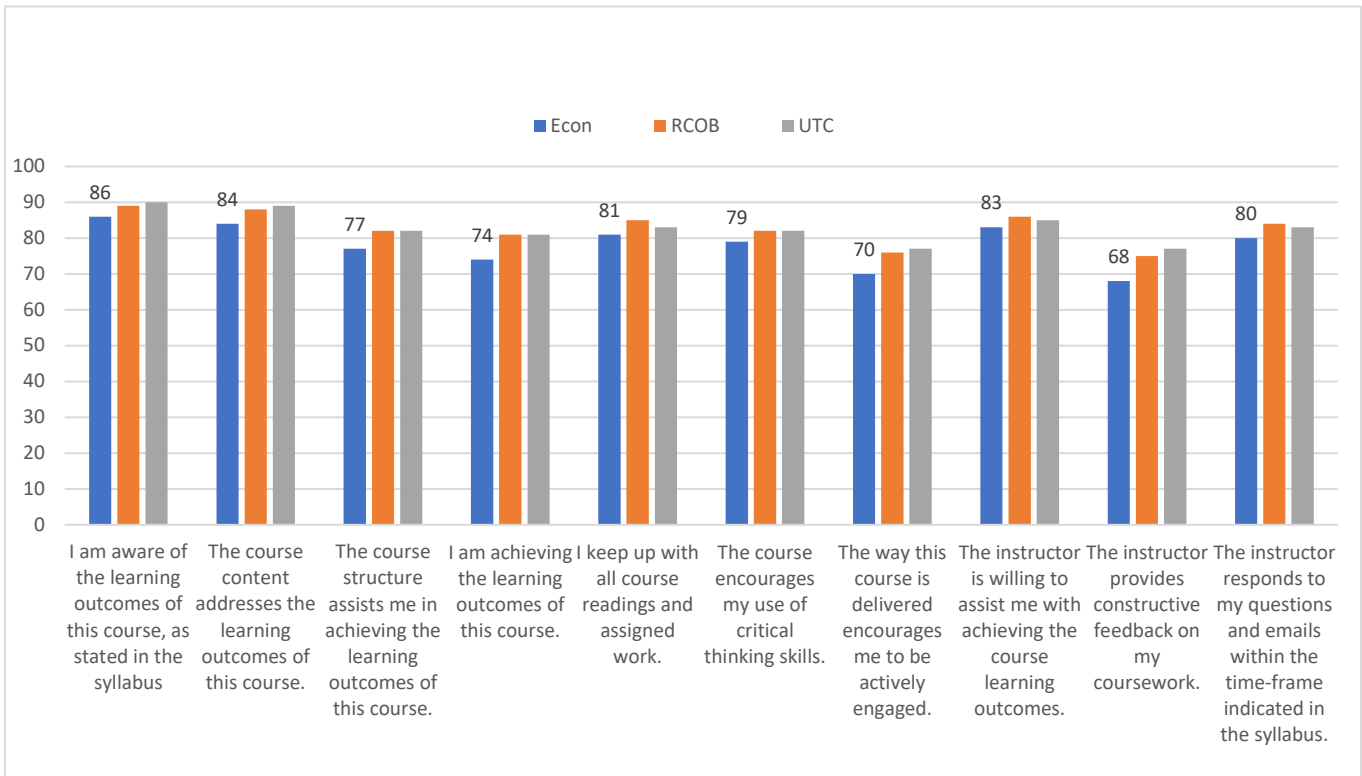
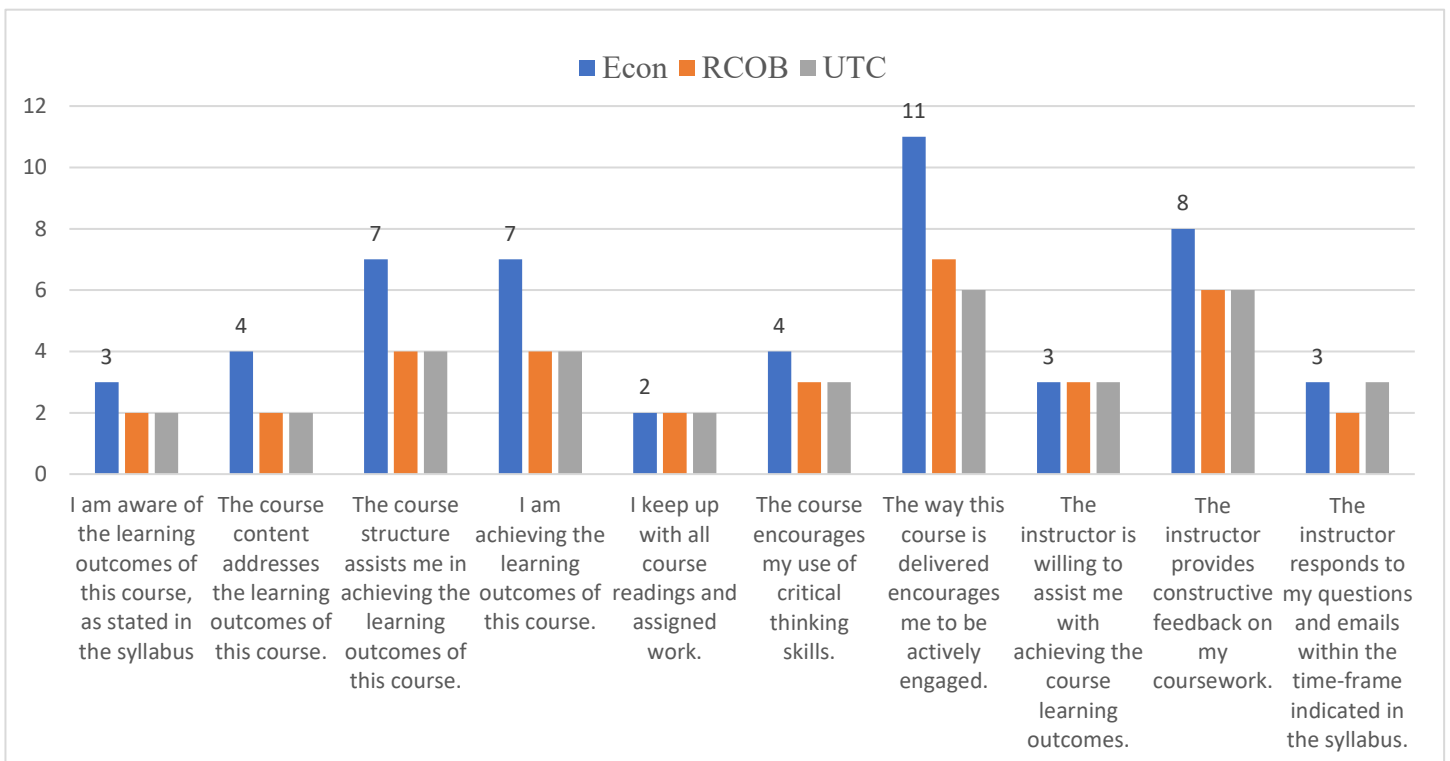


Figure IV.2 Student Ratings of Faculty: Disagree and Strongly Disagree (%)



Part V. LEARNING RESOURCES

V.1. The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.

The Department owns a copier, fax machine and laser printer. All faculty have individual offices and printers. Copies of tests are made on Department account on the college's copier dedicated to this need.

Computers and computer software are paid for either via College funds or via the Department's operating budget. Students are required to work with Stata software in the Introduction to Econometrics class as well as a few upper-level elective courses. This software is preloaded on computers in the College's Bloomberg Lab. Multi-user site licenses are paid for by the college.

Faculty request software or databases that are necessary for their research. Software requests are met with Departmental funds. Database requests are coordinated for the whole college in conjunction with the Library. Purchases are made based on college-wide use of databases (e.g. Compustat and CRSP). The economics faculty have not made any specific database requests.

The University regularly collects Departmental information on hardware, including laptops and other mobile devices purchased with institutional funds. Much of this information is now coordinated at the University and system level. There is now a University computer refresh program in place that replaces computers every four years

The Rollins College of Business has a dedicated IT staff member who attends to faculty and staff IT needs. Alternatively, issues are referred to the UTC central IT helpdesk.

V.2. The program has access to learning and information resources that are appropriate to support teaching and learning.

Library and learning resources support

The Library completed a program review for Economics in the Summer of 2019. The report, along with an accompanying journal title list, is posted online at: https://wikilib.utc.edu/index.php/Program_Reviews_and_Accreditation_Reports.

In brief, Library resources and support are adequate for the needs of the Economics program. Relevant excerpts from the Library's program review are reproduced below.

UTC opened a new library facility in January 2015. This new 184,725 square foot facility is open 125 hours per week during the academic semester and provides students, faculty, and staff with access to state-of-the-art technology, spaces, and services. The Library boasts access to 37 group study rooms, 2 practice presentation rooms, 8 conference rooms, a theater classroom, and 3 computer classrooms. Furthermore, both group and individual instruction and consultation are provided to students, faculty, and staff at service points throughout the Library including, Library Instruction, Information Commons, Studio, Special Collections, and the Writing and Communication Center. Finally, co-located in the Library are important student and faculty service points including The Center for Advisement that offers advising, supplemental instruction, and tutoring and the Walker Center for Teaching and Learning providing UTC Faculty with instruction and consultation in the areas of teaching, learning, and technology integration.

The UTC Library has 25 faculty librarians, 16 staff specialists, and over 700 hours of student help to support the UTC community. The total library budget for 2018 was approximately \$4.6 million.

Databases, Serials, and Ongoing Expenditures

The Library makes available 74,207 serial titles, including open access titles, through subscriptions to full-text resources, databases, journal packages, and individual journals. The Library identified 2,868 print and electronic journals that support the research and curriculum associated with the Department of Finance and Economics. Of these journal titles and databases, the Department of Finance and Economics is currently responsible for \$8,444 of the total \$1,264,561 spent toward ongoing serial and database subscriptions. An additional \$437,521 is expended on behalf of the Gary W. Rollins College of Business for multi-disciplinary resources—many of which support the Economics curriculum. The majority of journal content is current and online via journal packages from publishers including Sage, Wiley, Taylor & Francis, Oxford University Press, Springer/Nature, Elsevier, and Ovid. These packages provide access to online journal content across the many disciplines associated with economics. Titles available online with full text coverage include, but are not limited to: *The American Economic Review*, *Journal*

of Economic Literature, Quarterly Journal of Economics, American Economic Journal, Journal of Labor Economics, Econometric Theory, Econometrica, Journal of Political Economy, The Economic Journal, European Economic Review, Journal of International Economics, Economic Inquiry, and Research in Economics. See the supplemental list of full-text journals for the entire listing of applicable titles at the link above.

A review of current UTC Library database subscriptions finds the following that support disciplines within economics: ABI Inform Complete, JSTOR, International Bibliography of the Social Sciences, Wall Street Journal, IBISWorld, Social Science Premium Collection, MathSciNet, Business Collection, Business Source Premier, WRDS, Business Insight Essentials and Statista. In addition, the Library makes available numerous multidisciplinary databases such as ProQuest Central, Academic OneFile, and Web of Science, to complement subject-specific resources.

Monographs, Audio-Visuals, and One-Time Expenditures

The Library's print and electronic book collection consists of 698,394 unique titles. 62,901 fall within the subject classifications H-HX, JV, S, which are applicable to the study of economics. The Library's collection of physical A/V consists of 20,694 items of which, 784 are appropriate to the study of economics. Additionally, the library provides access to over 200,000 streaming music and video files through various service providers like Alexander Street Press, Sage, Kanopy, and Henry Stewart Talks, Naxos Music. Each year, a portion of the Library's materials budget is allocated to purchase books, audio-visual materials, and other one-time resources. In 2018-2019, the Library expended \$124,000 towards the acquisition of monographs and A/V materials in support of the Department of Finance and Economics.

UTC Library Services

Interlibrary Loan and Course Reserves: The Library offers interlibrary loan (ILL) and Document Delivery services at no cost to students and faculty who need to acquire materials that are not owned or accessible by the Library. Patrons can submit and track progress of requests, receive email notification of materials that have arrived, and obtain articles electronically through the electronic ILL management system, ILLiad. The Library also participates in a nationwide program, RapidILL, that expedites article delivery to the patron. In 2018-2019, 4,371 ILL

borrowing and document delivery requests were filled for the UTC community; of those, 10 were filled for faculty and students in the Department of Finance and Economics.

The Library offers a well-utilized Course Reserve service for faculty and students allowing faculty to place high-demand materials on reserve to ensure they are available to students. In addition to course reserves, the Library also offers a scanning service for faculty - ensuring access to high-quality and accessible scans of materials related to research and courses.

Circulation of Physical Materials: The Library has generous circulation policies and allows semester-long borrowing of monographs for students and year-long borrowing for faculty members. In 2018-2019, monographs and audio-visual materials circulated 18,816 times. In addition, the Library circulates laptop computers, other tech equipment (cameras, calculators, digital recorders, external hard drives, and more), and group study rooms to patrons. Last year, these items circulated 69,345 times.

Research and Instructional Services: The Library boasts a busy, well-respected, and growing instruction program that combines traditional information literacy and research skills instruction sessions with skills-based workshops on topics ranging from preparing powerful presentations to improving skills with Microsoft Office, Adobe, and statistical software. Course-specific instruction sessions are tailored specifically to the curriculum and include information literacy and research skills tied to assignment objectives. Workshops are open to any UTC student, faculty, or staff member and are developed and taught by skilled librarians and technology trainers.

Instruction: The Library Research & Instruction Team develops and teaches both general and course-specific instructional sessions tailored to specific research needs or library resources. Partnering with UTC Faculty, the Instruction Team teaches students information seeking and evaluation skills necessary to be effective 21st Century researchers. In 2018-2019, Instruction Librarians taught 411 instruction sessions and workshops that reached 7,065 participants across all academic disciplines. Of those 411 instruction sessions and workshops, two sessions were in Economics classes (32 students). Instruction Librarians also dedicate time to providing one-on-one individualized attention to students, faculty, and staff seeking research assistance in a

particular area. Over the past year, Instruction Librarians held 315 individual research consultations, with at least one for students in Economics.

Studio: The UTC Library Studio provides a creative space for the campus community to learn innovative technology and media creation. Located on the 3rd floor, the space provides access to 24 workstations with specialized software including Adobe Creative Suite, AutoDesk Suite, Camtasia, and other digital design programs. In addition, the space circulates cameras and other production equipment for students to use as they put their projects together. Last year, these items circulated 9,872 times.

The Studio is staffed by expert Librarians and Staff who provide one-on-one consultations, small group and course-specific instruction, curriculum development, as well as a fully-staffed service point to answer point-of-need questions. In 2018-2019, the Studio taught 205 classes across campus that reached 3,475 students.

Writing and Communication Center: The Writing & Communication Center (WCC) is a free service that supports writers of all backgrounds and proficiency levels with any kind of writing or communication project at any stage in the process. The WCC's goals are for writers to leave with improved confidence and a plan for revising their work. Peer consultants help writers brainstorm, organize ideas, develop or revise arguments, practice speeches, learn citation styles, become better self-editors, and more. In addition to in-person and online consultations, they also offer workshops, a library of writers' resources, and a supportive environment for working independently. In 2018-2019 year, the WCC conducted a total of 2,827 individual consultations and 84 workshops and presentations. We conducted 13 one on one consultations with six Economics majors for classes outside of their major.

Information Commons: The Information Commons provides students, faculty, staff, and community users with the tools and services needed to complete assignments and research. The Information Commons is open 92 hours per week and fields over 12,000 research questions by phone, chat, e-mail, and in-person each year. Within the Information Commons patrons can get individualized research help at the Information Desk, complete research and assignments by utilizing one of 142 Windows and 36 Macintosh computers loaded with tons of software, scan important documents, or simply print out an assignment. Comfortable open seating at tables and

lounges also makes the Information Commons a popular spot to complete work within the Library.

Special Collections: The Special Collections unit of the Library at the University of Tennessee at Chattanooga is the repository for the university's collections of manuscripts, university records and publications, rare books and maps, theses and dissertations, and other archival material. The repository supports a wide range of researchers including undergraduate and graduate students, faculty, members of the community, and other scholars whose work relies on primary source materials. Although no specific instructional sessions were requested by students or faculty from the economics program in 2018-2019, Special Collections' staff conducted 16 instruction sessions that reached 247 students across many departments. Most of these sessions focus on the use of specific collections or primary-source materials available in Special Collections. Further, Special Collections offered 60 individual research consultations.

Departmental Liaisons: A Library Liaison program is in place where a librarian is assigned to each academic Department to enhance communication, collection development, and general support. Librarians are matched with Departments based on educational background, work experience, and subject expertise. Typical library liaison activities involve attending departmental meetings, distributing information about new services or resources, organizing one-time purchase requests, teaching classes, maintaining the Economics subject guide, creating course guides, meeting with students and faculty, and more. The Library liaison for the Department of Finance and Economics is Dunstan McNutt.

Part VI. SUPPORT

VI.1. The program's operating budget is consistent with the needs of the program.

The Department of Finance and Economics has one full-time administrative assistant, Ms. Jewell Chason. Each semester she typically has one work-study student to aid her. Faculty have access to limited graduate assistant support of between 5 and 10 hours per week.

The Department’s operating budget is determined by the Dean of the RCOB. The portion of the Department’s budget attributable to the Economics program is shown in **Table VI. 1**.

Table VI.1 Operating Budget

	FY15	FY16	FY17	FY18	FY19
Professional Salaries	\$693,939	\$416,112	\$419,344	\$448,060	\$460,065
Department Operating	\$22,017	\$18,522	\$18,522	\$18,522	\$19,283
Equipment	\$0	\$0	\$0	\$0	\$0
Total	\$715,956	\$434,634	\$437,866	\$466,582	\$479,348
YOY Change		-\$281,322	\$3,232	\$28,716	\$12,766

- * Salaries are only faculty salaries
- ** FY16 – Keilany position moved, \$113k reduction. Econ research releases; \$88k reduction
- *** FY18 – Associate Professor Equity Adjustments; \$26k increase. FY19 – Phone charge adjustment.
- **** Source: IRIS ZFM_BCS001 via RCOB Business Manager

The Departmental operating budget is primarily used to purchase office supplies (e.g. markers, scantrons, printer paper and pens, test copy costs) and materials (e.g. printer toner, faculty Stata licenses) needed to support faculty teaching and research, and Department promotion materials.

The Department additionally has access to 1) Faculty Development Funds which are disbursed at the discretion of the Department head, and 2) Department Gift funds that are maintained by the UC Foundation and disbursed at the discretion of the department head. Each faculty has access to approximately \$2,500 of Departmental faculty development funding each year. The Department’s gift funds for the past few years are shown in **Table VI.2**.

Table VI.2 Economics Gift Funds

Year	Gift	# Donors
AY 2012-2013	\$1,023	8
AY 2013-2014	\$2,445	7
AY 2014-2015	\$1,243	11
AY 2015-2016	\$1,000	4
AY 2016-2017	\$924	6
AY 2017-2018	\$1,230	6
AY 2018-2019	\$655	5
Active Pledges at June 30, 2019	\$745	3
Source: UC Foundation (via Eve Cartee)		

Departmental gift funds are mainly used to pay out the Fred Armstrong Award to outstanding seniors, and for some expenses associated with hiring new faculty and with retirement parties. Recently in 2018, a generous gift by economics lecturer Mr. Barnes, created the Amartya Sen scholarship for a promising Economics major. The Ziad Keilany scholarship was created about five years ago, and is also given to a promising Economics student.

Departmental and college funding of faculty supports participation in at least one conference each year, journal submission fees, and specialized research software and materials. In spring 2018, Dr. Bonnal was granted a one-semester sabbatical. Most of his expenses were covered by the Department; some expenses were covered by a University faculty development grant. The Department also supported Dr. Brown's involvement with the Southwestern Social Science Association in her capacity as President. In the past five years, Economics faculty have participated in 25 regional, national and international conferences.

Additionally, when Dr. Clark is unable to teach a class due to conflicts with his responsibilities as the Probasco Chair, he has made available funds for the Department to support either an adjunct or other Departmental need. In the past three semesters he has made available \$27,000 for Departmental expenses. The Probasco Chair also provided financial support for the Department Head's study trip to the Balkans in May 2019.

RCOB Funding

Table VI.3 (from the College’s AACSB report) below shows the RCOB’s funding for the previous five fiscal years as provided by the state of Tennessee, differential tuition, executive education, MBA and online fees, endowment income, and private gifts and pledges. As indicated, the RCOB’s total budget for the 2018 fiscal year was \$14,942,333 plus the private gifts and pledges of \$40,906,284, which includes the \$40,000,000 naming gift from Gary W. Rollins and Kathleen Rollins.

Table VI.3 2018 AACSB Report: Rollins College of Business Funding

Source	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
State Funding	\$ 7,903,873	\$ 7,975,650	\$ 8,356,558	\$ 8,914,017	\$ 10,078,238
Differential Tuition	838,011	1,945,084	2,492,919	2,554,587	2,474,519
Executive Education	35,000	84,000	85,000	131,534	135,559
MBA & Online Fees	164,941	659,212	1,058,392	1,097,284	1,501,631
Endowment Income	701,156	525,210	721,359	657,423	752,386
Private Gifts & Pledges	616,449	2,246,225	1,233,783	906,360	40,906,284
Total	\$10,259,430	\$13,435,381	\$13,948,011	\$14,261,205	\$55,848,617

Several relevant facts concerning the RCOB’s budget:

- The \$40 million naming gift represents the first named college at UTC, the largest gift in the history of UTC, and one of the largest gifts in the history of the University of Tennessee system.
- Approximately 98 percent of state funding covers faculty and staff salaries and benefits.
- Differential tuition was phased in starting in fall 2013 and fully implemented starting in fall 2014. Differential tuition is currently \$57 per student credit hour for courses offered by the RCOB and increases are tied directly to increases in tuition. Differential tuition provides more than \$2.5 million annually to fund student support services, full-time faculty, operational support, faculty development, and overall quality enhancements to the RCOB.
- The University of Tennessee Board of Trustees approved a new RCOB graduate program fee starting in fall 2018. The \$50 per hour fee will be used to develop and offer professional development programs to all RCOB graduate students, to hire a

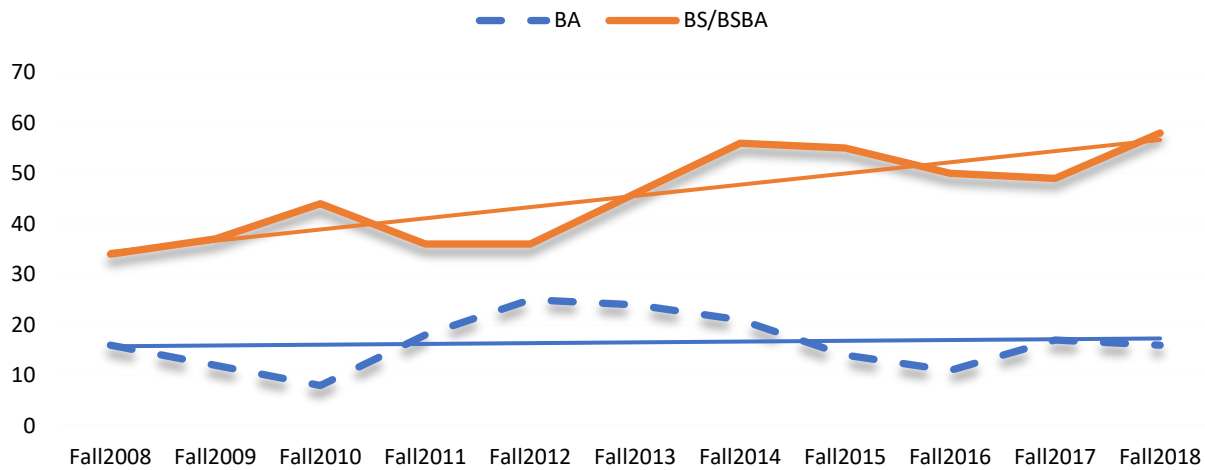
dedicated recruitment coordinator for graduate programs, and to market RCOB graduate programs.

- MBA and online fees have grown considerably during the past five years and contributed approximately \$1.5 million to the RCOB budget last year.
- Income from executive education has grown substantially during the past five years. The goal is to continue to expand executive education programs in the future.
- Private gifts and pledges to the RCOB continue to grow and have a significant impact on the RCOB budget. This has been an important source of funding over the past eight years and had been traditionally under \$100,000 prior to 2012. The RCOB will continue to emphasize this important source of funding in the future.

VI.2. The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.

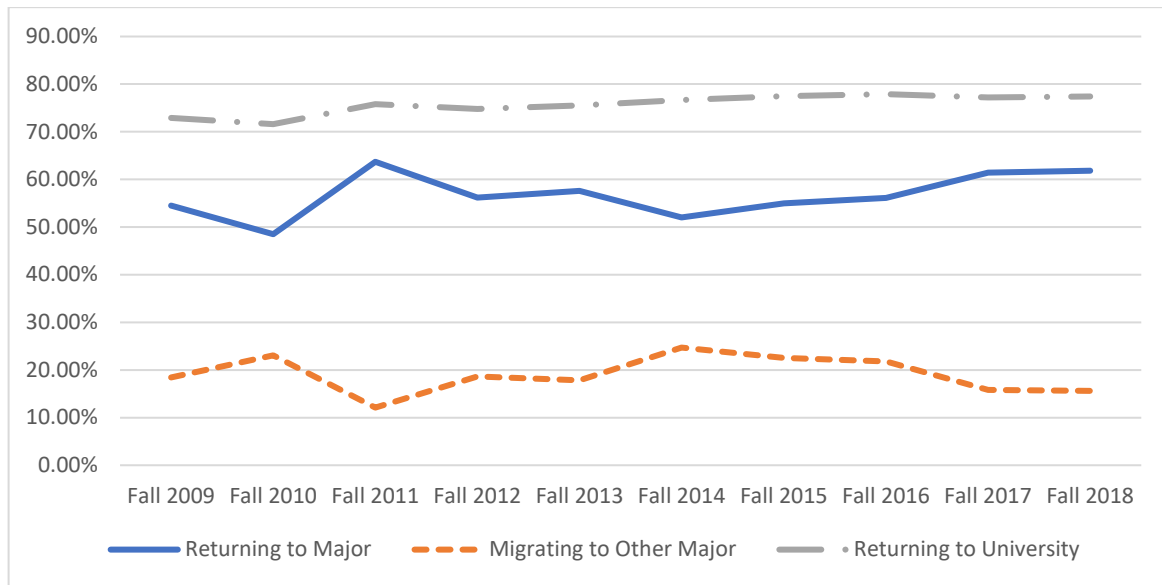
As discussed in the Preface to this report (Table P.5), the Economics program has seen uneven growth in the past five years; the BSBA has grown by 3.6% while the BA program has shrunk by 24%. **Figure VI.1** is reproduced from the Preface below:

Figure VI.1 Economics Enrollment



The program’s retention data show that 56% of Economics majors return to the major, while 44% either migrate away or do not return to UTC. This trend mirrors UTC’s ten-year retention pattern. **Figure VI.2** is reproduced from the Preface below:

Figure VI.2 UTC Retention Trends: 2009-2018



Additional information on student graduation rates and degrees awarded can be found in the Preface (Table P.8).

Student placement

Data on student placement is sparse due to the recent arrival of the Economics program in the RCOB. Anecdotally, we observe that most of our graduates place in local firms such as Blue Cross Blue Shield, TVA, local banks and other corporations. A few students go on to graduate school, mostly Master’s programs or Law school. One of our graduates worked with Microsoft in Seattle, then Google in California after completing an MBA from UC Berkeley. A couple of our students have gone on to pursue doctoral studies.

Data from the Decosimo Student Success Center in the RCOB shows that 91% of Finance and Economics graduates reported being employed full-time, or seeking an advanced degree, or actively pursuing an entrepreneurial opportunity. Of those reporting, 87% were placed within one month of graduating, mostly in their fields of study.

VI.3. The program is responsive to local, state, regional, and national needs.

Several Departmental initiatives are underway to grow the BA and BSBA majors and the Economics minor as detailed in the Preface and reproduced below. We are excited for these efforts and expect improvement in the years ahead. Our efforts are responsive to local, state and national needs.

Curricular improvements

- Streamlined the Economics elective offerings. Previously, students were required to pick electives from two groups, i.e. Theory and Applied. This arbitrary separation of classes often resulted in class scheduling problems and delayed student graduation. The two lists were merged and students now select electives from one larger group of courses. As a consequence, both students and the Department have greater flexibility with respect to elective offerings.
- Established a core group of elective offerings by dropping some that were no longer popular, and developed a faculty rotation schedule for these electives.
- Econ 4650 - Economics of Regulated Industries was renamed Economics of Regulation and Anti-Trust to better reflect the content of the course.
- Created a new track in Financial Economics within the BSBA Economics major (to take effect in fall 2020). This track is designed to prepare Economics majors for careers in investment and wealth management. As such, students use program electives to choose 12 hours of finance courses from FIN 3210 (Investments I), FIN 3700 (Introduction to Financial Analysis), FIN 4030 (Financial Statement Analysis), FIN 4120 (International Finance), FIN 4310 (Derivative Securities), ECON 3060 (Public Finance). Up to 3 hours may be applied toward internship credit.

- The Introduction to Econometrics course was certified as meeting the requirements for Experiential Learning. This positions the Department for likely changes requiring all majors to have built-in experiential learning experiences before graduating.
- Including Healthcare Economics in the newly-revamped Gerontology minor; previously, Women in the Economy was cross-listed with the Women's Studies program.

Other curricular initiatives to be discussed in spring 2020 include:

1. Total review of ways to teach Principles of Macro- and Microeconomics: class size, class times and modalities, experiential methods, teaching materials, engagement activities, attendance incentives, pedagogy workshops, etc.
2. Recasting the Women in the Economy course (Econ 4170) to incorporate ideas of race, gender and inequality; taking a look at other courses with a similar lens.
3. Reconfiguring Introduction to Econometrics to include aspects of big data analysis
4. Developing tracks and joint degree programs in both the BSBA and the BA majors to make the study of economics more attractive to students across campus.
5. Create a unique Economics experiential learning opportunity in the spirit of the SMILE Fund that will give students of economics a comparative advantage in the job market.
6. Consider aligning the Economics curriculum with the Certified Business Economist (CBE) designation created by the National Association of Business Economics (NABE).
7. Consider the possibility of creating cohorts of Economics Scholars that would receive rich scholarships to study Economics.

Promoting the study of Economics

To complement the curricular enhancements, the Department is also aggressively promoting the study of Economics in other ways. Here are some examples:

1. Identifying promising students in the Econ 1010 and 1020 classes and inviting them to a "Meet the Economists at UTC" event to introduce them to faculty and the Economics program.

2. Planning a similar event for the high-achieving Rollins Scholars.
3. Working closely with the college's Marketing Director to improve the Department web site and make it more contemporary, flexible and informative.
4. Actively engaging the college advisors to promote the major and the minor in Economics. A "Tips for Advisors" handout was created and the scope of the program and range of opportunities for Economics graduates was explained to them. Additionally, advisors were shown how other business majors could add an Economics minor within their program requirements.
5. Hosting a half-day workshop in February 2020 promoting the study of Economics and Finance among female students. The target audience will be high school students and UTC's freshmen and sophomores.

The program benefits from being in the Rollins College of Business. Several efforts related to engagement, innovation and impact at the RCOB level are described below (reproduced from the 2018 AACSB reaccreditation report with some edits). These initiatives create a positive rub-off effect for the Economics program.

The Gary W. Rollins College of Business (RCOB) emphasizes the importance of engaging students, faculty, and the community with the ultimate goal of producing academically-prepared and business-world ready graduates for managerial, professional, and entrepreneurial opportunities. The three themes of the AACSB accreditation standards—engagement, innovation, and impact—are consistent with the mission, strategic goals and objectives, and strategic priorities of the RCOB. The following sections highlight some examples of the college's activities and outcomes reflecting the RCOB's engagement, innovation, and impact.

A. Examples of Engagement

- The RCOB executive education program offers Lunch and Learns throughout the year. These programs provide great engagement opportunities between faculty and local and regional businesses. The program ranges from 20 to 120 participants. A module in the program, "*Making Sense of your business environment – The hidden clues in Economic Indicators,*" is taught by Dr. Lobo.

- The Burkett Miller Distinguished Lecture Series brings internationally recognized scholars, practitioners, and thinkers to the UTC campus to speak on topics critical to an understanding of the market economy. Lecturers from the last five years include Nobel Laureates Lars Peter Hansen, Thomas J. Sargent, and Robert E. Lucas, Jr., Vernon Smith, Peter Diamond, James Buchanan, Edward Prescott, Thomas Schelling, and Elinor Ostrom. Additional lecturers have included President of the Czech Republic Václav Klaus; Estonian Prime Minister Mart Laar; Vice President of the United States Dan Quayle; publisher Steve Forbes; Attorney General Edwin Meese III.; columnist Walter Williams; ABC News commentator John Stossel; and economists Arthur Laffer, Thomas Sowell, Charles Murray, and Lester Thurow.
- The Decosimo Success Center sponsors a number of programs that directly engage students and the business community with a focus on professional development for the students. Some of the programs include Resume Workshops, Resume Week, Mock Interview Week, and Night of Networking.
- The Student Managed Investment Learning Experience (SMILE) Fund was formed in 2015 with funds totaling \$250,000 from the UC Foundation. The purpose of the fund is to provide select UTC students the opportunity to manage a real stock portfolio for a real client. The SMILE Fund is comprised of approximately 40 to 50 students each year. The UC Foundation recently provided an additional \$250,000 investment. The total value of the fund is now approximately \$600,000.
- The Solution Scholars program provides student-delivered consulting services to inform its clients' decision-making. The student consultants provide research and analytical services with a focus on market segmentation, competitor analysis, macro-environmental scanning, policy analysis, and industry trend identification.
- Each year the Department of Accounting hosts the Meet the Firms event that gives accounting students the opportunity to meet with local, regional, and national accounting firms. Last year approximately 20 accounting firms participated.
- Students in the Business Analytics program complete real projects with businesses and nonprofits in the region. Projects have been conducted with Thinking Media, City of Chattanooga, Tennessee Valley Authority, Public Education Foundation, Vision Hospitality Group, BlueCross BlueShield of Tennessee, and Volkswagen.

- The Veterans Entrepreneurship Program (VEP) places selected veterans into a three-part hybrid learning program using online education, an eight-day "boot camp" on the UTC campus, and a comprehensive mentorship and follow-through phase supported by successful business professionals. The VEP is provided entirely free of charge to all veterans who are selected to participate in the program with priority to disabled and/or service distinguished veterans.
- The Southeast Entrepreneurship Conference brings each year to campus UTC students and students from around the country who learn from professionals through one-on-one interaction with conference speakers and mentors, network with fellow student entrepreneurs and innovators, connect with entrepreneurship faculty, and pitch their ventures for prize money. Last year the conference had approximately 130 participants.
- The RCOB hosts Bridge Recruitment Luncheons and Breakfasts throughout the fall and spring semesters that provide the opportunity for top RCOB students to meet representatives from local and regional companies. Each year the RCOB hosts approximately 15 Bridge Recruitment Luncheons and Breakfast events.
- The Business Mentor Program is a new course that matches undergraduate students with experienced professionals for mentoring relationships based on common professional interests.
- The RCOB has 15 courses across the curriculum that have been certified as experiential learning courses and that are part of the UTC ThinkAchieve experiential learning program on campus. These courses must be certified by the university and must include high impact teaching methods that are focused on experiential learning. In fall 2019, the Introduction to Econometrics was so certified.
- The Accounting Lecture Series brings nationally recognized speakers in the areas of accounting and auditing to the college each year. Past speakers have included George Krull, Retired Partner with Grant Thornton, LLP, Alfonzo Alexander, Chief Relationship Officer of National Association of State Boards of Accountancy (NASBA) and President of NASBA's Center for the Public Trust (CPT), Jeanette M. Franzel, Board Member of the Public Company Accounting Oversight Board, and

Dean Mead, GASB Senior Research Manager and Coordinator of the Governmental Accounting Standards Advisory Council.

- The RCOB has a strong internship program that provides valuable experience and academic credit to students. This program also positively engages area businesses. Last year, more than 500 internships (both for credit and not for credit) opportunities were available for students compared to less than 100 internship opportunities five years ago.

B. Examples of Innovation

- Differential tuition for all RCOB courses was fully implemented in 2014 and provides approximately \$2.7 million in support of the RCOB each year. Differential tuition has allowed the college to increase both the quality and quantity of its programs.
- The RCOB launched the first college-level student success center at UTC. The Decosimo Success Center is supported through differential tuition and more than \$1.5 million was raised through private donations to renovate a dedicated space for the center.
- The RCOB launched a fully online MBA track within the MBA degree in 2014 at a time when practically no online courses were offered by the college. The track grew to represent approximately half of the total MBA enrollment and resulted in a stable MBA enrollment while MBA enrollments around the country declined. The online MBA track was recently merged with our traditional program to create a single MBA program that offers a flexible format allowing students to take any combination of face-to-face and online courses depending on their situation and preferences. The Economics program offers two sections of *Economics for Managers (Econ 5015)* each semester.
- Vision Hospitality Group and the RCOB hosted a week-long Hospitality Immersion Program for students interested in exploring careers in hotel management, development, event management, operations and other areas of the hospitality industry. Chattanooga-based Vision Hospitality Group owns and manages select- and full-service hotels affiliated with the Hilton, Marriott and InterContinental brands around the United States. Participating students gained first-hand experience at some

of Chattanooga's best properties, made valuable connections in the hospitality industry, and received a certificate after completing the program.

- The Decosimo Success Center offers a number of externship opportunities for students including programs at BlueCross BlueShield of Tennessee, Tennessee Valley Authority, and the law firm of Chambliss, Bahner, and Stophel.
- The Dean's Advisory Board was completely revamped five years ago. The new structure created a number of subcommittees that better engage board members. In addition, each advisory board member now contributes \$2,500 to a student scholarship fund that provides need-based scholarships as well as study abroad scholarships for selected students.
- The RCOB in conjunction with the College of Engineering and Computer Science recently launched the Master of Science in Business Analytics. The program was approved by the Tennessee Higher Education Commission in fall 2019.
- The RCOB established the Center for Innovation and Entrepreneurship and hired a director for the center in 2018. The center hosts a number of programs and activities that actively engages students and the broader entrepreneurship community.
- The executive education program in the RCOB has launched a digital badge program. The program integrates educational content with the best practices in gamification and mobile learning. When combined with face-to-face sessions, digital badges can deliver much of the core content of traditional programs more efficiently and in a more flexible and engaging format.
- In fall 2019, the RCOB launched the Rollins Scholars Program which incentivizes high-potential high school students to study Business with \$4000/year scholarships (the richest on campus). The Economics program offers a dedicated section of ECON 1010 and ECON 1020 to this cohort in the fall and spring semesters, respectively.

C. Examples of Impact

- The six-year graduation rate for RCOB students has increased from 45 percent in 2014 to 55 percent in 2018. This represents a 22 percent increase and out-performs the university's graduation rate of 48 percent in 2018.

- The staff of the Decosimo Success Center surveyed all undergraduate program graduates for the 2017-2018 academic year following the standards for the first destination survey set forth by the National Association of College and Employers (NACE). Information for the First Destination Survey was collected for 83.9 percent of all undergraduate graduates. The high response rate reflects the high level of engagement and impact the staff of the Decosimo Success Center have with RCOB students. The results of the First Destination Survey for recent RCOB graduates highlight the positive impact the RCOB has on student outcomes.
 - 74 percent of respondents reported full-time employment compared to a national average of 53.4 percent overall and a southeast average of 49 percent.
 - RCOB graduates indicated that they are putting their degree to use as 73.5 percent of employed students are in positions that require a college degree and 84.4 percent of employed students are in positions related to their academic program.
 - 89.7 percent of respondents indicated that they worked with the Decosimo Success Center prior to graduating and 66 percent were connected to their positions through career services at UTC.
 - 81.9 percent of graduating respondents indicated that they completed an internship (for credit or not for credit) while attending UTC and 39.9 percent of this group completed an internship at their eventual place of employment.
 - 86 percent were satisfied or very satisfied with their new position.
 - 94 percent were satisfied or very satisfied with the RCOB overall.
 - 91 percent were satisfied or very satisfied with the RCOB academic preparation.
 - 90 percent were satisfied or very satisfied with the RCOB professional preparation.
- RCOB faculty published 245 manuscripts (unduplicated total) in peer-reviewed journals during the past five years (ending 2018) with 18.4 percent of articles appearing in journals rated A* or A by the Australian Business Deans Council (ABDC).
- RCOB faculty research has been cited a total of 54,818 times according to Google Scholar with 14 faculty members each being cited more than 1,000 times.

- The Solutions Scholars program has provided student consulting for small businesses through a partnership with the Tennessee Small Business Development Center (TSBDC). This partnership resulted in the very successful Solution Scholars program at UTC that provides student-delivered consulting to small businesses in the region. The Solution Scholars program has provided approximately 1,900 student consulting hours to 43 TSBDC clients. In addition, these clients have raised more than \$5.3 million in capital.
- The Veterans Entrepreneurship Program has had a positive impact on veteran participants during the past seven years that it has been offered. Of the 76 veterans that have successfully completed the program, 37 percent have launched a business, 42 percent have progressed to another position with a different company, nine percent are pursuing a degree, and three percent plan to launch a business in the next 12 months.
- The executive education program in the RCOB hosts programs designed and delivered by RCOB faculty that have positively impacted more than 15 regional and national companies including Volkswagen, BlueCross BlueShield of Tennessee, US Xpress, Covenant Transport, Playcore, Atlantic Capital Bank, Dixie Group, EPB, Erlanger Health System, Wellstar, Santa Clara University and the University of Nebraska.
- The Executive Education program recently launched the Erlanger Physicians Leadership Program that was developed for physician leaders and senior administrative executives of Erlanger Health Systems, the largest hospital in the Chattanooga region. The curriculum includes five four-hour sessions and five two-hour sessions along with learning projects to apply concepts to ongoing company projects.
- In the spring semester of 2018, a unique course was offered by the RCOB that allowed students to work with socially disadvantaged entrepreneurs in Nairobi, Kenya for four weeks. Prior to the consulting experience in Kenya, students covered coursework in design thinking and consulting. In Kenya, the students worked in teams and used the innovation process to 1) discover the entrepreneurs' business model, success, current pain points and constraints, 2) ideate a series of innovative strategies which they presented to the entrepreneurs who selected the ideas that they would implement, 3)

develop the innovations and 4) deliver the innovations to the entrepreneurs, where applicable and appropriate. In each case, seed capital of up to \$100 was available for use by the teams.

Part VII. APPENDICES

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APPENDIX I - SCOTT L. PROBASCO JR. CHAIR OF FREE ENTERPRISE

An initial bequest from the estate of Mr. Burkett Miller in 1977 established The Probasco Chair of Free Enterprise to help citizens understand the principles which form the foundation of the American economic system. The Chair's mission is to develop, through the educational field, that type of political, social, and economic environment which will permit private enterprise to achieve its proper perspective in American economic life.

The Probasco Chair is a privately endowed operating unit with its own independent operating budget reporting to the UTC Chancellor and the Executive Committee of the UC Foundation. The current Probasco Chair holder and Director of The Center for Economic Education is Dr. J.R. Clark. Dr. Clark accepted these positions in 1993 and holds tenure in the Department of Economics. The Chair conducts and publishes research on market-oriented topics, sponsors programs for teachers and students regarding the theory and practice of capitalism, maintains a lending library of instructional materials to aid local Economics teachers, organizes and supports the Burkett Miller Distinguished Lecture Series, and serves as headquarters for The Association of Private Enterprise Education, the Southern Economic Association, and The Mont Pèlerin Society.

Research: The Chair sponsors and conducts research on a wide variety of economic topics publishing the results in academic journals, local and national newspapers, and textbooks. Over the current period of external review 2014 to present, The Chair has published 31 articles in refereed journals, and 5 chapters in professional books.

Instructional Conferences and Teacher Seminars: On-going activities include credit courses, summer seminars, and service training for Economics teachers. The Center has co-sponsored a series of seminars on Free Market Environmentalism. Three trips to Yellowstone National Park highlighting various private environmental concerns, complemented by instruction from nationally recognized experts in environmental Economics, have provided teachers the opportunity to learn firsthand about "New Approaches to Environmental Protection."

Most recently, a new seminar series, "Scientific and Economic Analysis of Environmental Issues," was held in Costa Rica, where science and Economics teachers experienced classroom and field instruction in both environmental science and the Economics of environmental issues. Both public and private sector environmental efforts were compared during site visits to rainforest, coastal, and marine habitats in Costa Rica. Key topics included the tragedy of the commons, ecology, environmental moral imperatives, and comparative private and public sector environmentalism. Through this experience, participants were able to become acquainted with the alternative's discipline contribution to environmental policy and witness firsthand comparative results of free-market and government approaches to environmental affairs.

Other teacher seminars have been conducted on the contemporary topics of: The Economics and Mathematics of the Global Financial Crisis, Teaching the Ethical Foundations of Economics, and Current Internet Resources to Support Teaching Economics.

Burkett Miller Distinguished Lecture Series: Another major activity of The Probasco Chair is the Burkett Miller Distinguished Lecture Series, which brings internationally recognized scholars, practitioners, and thinkers to the UTC campus to speak on topics critical to an understanding of the market economy. The series is organized and supported by The Probasco Chair for the benefit of the University and business communities, area schools, and the general

public. The series has featured seven Nobel laureates, two heads of State, numerous world-class scholars, presidential candidates, and media personalities with ideas that inform and shape perceptions of the American free enterprise economy. There has been a notable upward trend since 2002 in the status of speakers with the series producing significant local, regional, and occasionally national media coverage. Fall of 2015 featured the 9th Nobel laureate, Dr. Lars Petr Hansen with Internationally recognized authors Ann Coulter and Dinesh D' Souza following in 2016 and 2017.

The Association of Private Enterprise Education: The Probasco Chair served as the international headquarters of the Association of Private Enterprise Education (APEE), until June 30, 2019, performing the vast majority of all administrative, fiscal, and programmatic functions of the organization. In turn, APEE has served as the platform from which The Probasco Chair has been able to launch national and international conferences, develop contacts with many key international figures in free enterprise, expand research, and popularize economic concepts and practices. The Association acts as a network for its members to gain information, interaction, and support in their efforts to put into action an accurate, objective understanding of private enterprise systems. Each year, millions of individuals are affected by the teaching, research, and publications of APEE members. The Chair edits the Association's scholarly journal, *The Journal of Private Enterprise*, which reaches scholars throughout the nation and in numerous foreign countries with important research on free enterprise issues.

The Southern Economic Association: The Probasco Chair also served as national headquarters for the Southern Economic Association (SEA), until June of 2018 administering its programs, organizing its conferences, and publishing the *Southern Economic Journal*. The SEA is one of the largest and most prestigious professional association of economists in the United States and brings significant prestige and recognition to The Chair and UTC. Annual SEA Conferences, attracting over 1,000 economists, have provided a forum for the presentation of Probasco Chair research, as well as fellowships and research support for graduate student participation in the College of Business .

The Mont Pèlerin Society: In 2003, The Probasco Chair hosted the International Conference of The Mont Pèlerin Society (MPS) in Chattanooga attracting over 200 world class scholars and three Nobel laureates to the city and UTC. Membership in the Society is highly selective, international in scope, limited to approximately 500, and includes Nobel laureates, heads of state, nobility, and internationally recognized scholars. In 2006, the Probasco Chair holder J.R. Clark was elected to the MPS Board of Directors, Vice President in 2010, and Treasurer in 2014, moving the international headquarters of the Mont Pèlerin Society to The University of Tennessee at Chattanooga. Operation of MPS and its conferences have provided significant opportunities for the presentation of Probasco Chair research, as well as research support, graduate student fellowships in the College of Business , and international recognition for UTC and The Probasco Chair.

APPENDIX II - FACULTY QUALIFICATIONS

(Source: RCOB Faculty Handbook – December 2019)

1. Introduction

This document contains guidelines for determining the qualifications of faculty in the RCOB. The guidelines are based on the 2013 AACSB standards for faculty qualifications and engagement.

2. Relationship of Academic Qualification, Annual Performance Evaluation, and Tenure and Promotion Evaluation

Maintaining the appropriate continuing academic or professional qualifications is expected of all full-time and part-time faculty members. The guidelines and standards specified in this document for the four types of faculty qualifications represent the minimum engagement activities necessary to maintain appropriate faculty qualifications for teaching. Maintaining the appropriate academic qualifications is only one component of the overall faculty member’s evaluation and is a necessary but not sufficient condition for a satisfactory EDO, reappointment, promotion, and tenure.

3. Qualified Faculty Status Categories

Faculty will be classified into the following four categories based on the initial preparation (either academic preparation or professional experience) and sustained engagement activities (either academic or applied/practice): Scholarly Academics (SA), Practice Academics (PA), Scholarly Practitioners (SP), or Instructional Practitioners (IP). The four categories can be seen in the matrix below. Faculty members who do not meet the criteria for one of these four categories will be classified as “Other” (O).

		Sustained Engagement Activities	
		Academic (Research/Scholarly)	Applied/Practice
Initial academic preparation and professional experience	Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
	Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

3.1. Initial Preparation

Initial Academic Preparation is assessed by earned degrees and other academic credentials.

Normally, a doctoral degree emphasizing advanced foundational discipline-based research is appropriate initial academic preparation for SA and PA status, and there must be ongoing, sustained, and substantive academic and/or professional engagement activities supporting SA and PA status.

Individuals with a graduate degree in law will be considered having the appropriate initial academic preparation for SA or PA for teaching business law and legal environment of business, subject to ongoing, sustained, and substantive academic and/or professional engagement activities demonstrating currency and relevance related to the teaching field.

Individuals with a graduate degree in taxation or an appropriate combination of graduate degrees in law and accounting will be considered having the appropriate initial academic preparation for SA or PA to teach taxation subject to continued, sustained academic and professional engagement that demonstrates relevance and currency in the field of teaching.

Faculty members with doctoral degrees that are less related to their fields of teaching must demonstrate significant levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching, and their contributions to other mission components.

Faculty members holding doctoral degrees that are less foundational discipline-based or less research-oriented must demonstrate significant levels of sustained, substantive academic and/or professional engagement to support their currency and relevance in their fields of teaching.

Initial Professional Experience is assessed by the nature, level, and duration of leadership and management position(s) in the practice of business and/or other types of organizational work.

Normally, a faculty member hired with IP or SP status will hold a master's degree in a discipline related to the field of teaching and will have current professional experience that is substantial in terms of duration (at least five years for initial hires) and level of responsibility, and that is clearly linked to the field of teaching.

Faculty members with initial professional experience that is less related to the field of teaching or who have a longer interval of time since the relevant experience occurred, must demonstrate significant sustained academic and/or professional engagement related to the field of teaching.

3.2. Sustained Engagement

Sustained academic and professional engagement is combined with initial academic preparation and initial professional experience to maintain and augment qualifications (i.e., currency and relevance in the field of teaching) of a faculty member over time.

Academic engagement reflects faculty scholarly activities that support integration of relevant, current theory of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

Professional engagement reflects faculty practice-oriented activities that support integration of relevant, current practice of business and management consistent with the school's mission, expected outcomes, and supporting strategies.

4. Minimum Percentages for Faculty Categories

The table below reports the AACSB minimum percentages for each category of faculty qualifications. Since the RCOB has multiple Masters' Degree programs as well as certificate

programs at the graduate level, the College minimum percentage for SA is higher than the AACSB minimum.

Faculty Categories	AACSB Minimum Percentages
Scholarly Academic (SA)	40%
Scholarly Academic (SA) Practice Academic (PA) Scholarly Practitioner (SP)	60%
Scholarly Academic (SA) Practice Academic (PA) Scholarly Practitioner (SP) Instructional Practitioners (IP)	90%

5. Process for Determining Faculty Qualifications

Each faculty member will submit details regarding intellectual contributions over the previous five years. Faculty qualifications for each faculty member will be determined by the Department Head and reviewed by the Associate Dean for consistency across Departments.

6. Guidelines for Four Categories of Faculty Qualifications

The following pages outline the engagement activities necessary to earn qualified status in each of the four categories.

6.1.Scholarly Academic (SA) Guidelines

Faculty members classified as Scholarly Academics (SA) have a research doctorate or other qualifying degree as described in the initial qualifications section and maintain currency through scholarship and related activities. All tenured and tenure-track faculty members are expected to have and maintain SA status. Faculty members who earned their research doctorate or other qualifying degree within the past five years are considered to hold SA qualification. All other faculty members will earn SA classification by either:

a) publishing three (3) peer-reviewed journal articles in quality publications or equivalent (see Note 1 below) in the past five years in the area of, or relevant to, the faculty member’s teaching discipline.

or

b) publishing two (2) peer-reviewed journal articles in quality publications or equivalent (see Note 1 below) and engaging in two (2) additional academic engagement activities (see Note 2 below) in the past five years all in the area of, or relevant to, the faculty member’s teaching discipline.

Quality publications are defined as peer-reviewed journals that meet all of the following criteria:

- a) listed in Cabell’s (or journals in which the Department head approves as equivalent in quality to journals appearing in Cabell’s index).
- b) have an acceptance rate no higher than 45 percent.
- c) are academic or professional (practitioner) journals that use a peer review process prior to publication that is clearly explained in the journal’s

editorial policies and procedures.

d) are available for public review through means such as subscription, libraries, and electronic databases or are otherwise widely-disseminated.

e) are not considered predatory. Predatory journals may include characteristics such as those that charge authors large page or publishing fees, provide few, if any, peer reviewer comments, accept most articles with little to no revisions, publish contingent only upon receipt of submission and/or other fees, publish monthly (or more often), or provide very short turnaround time from submission to publication. Some examples of predatory publications and publishers can be found in the Beall's list or in the Scholarly Open Access list of Individual Predatory Journals or Predatory Publishers.

Note 1: Intellectual contributions that are considered equivalent to peer reviewed journal articles in quality publications include text-books (1st edition only), scholarly books (1st edition only) and chapters in edited scholarly books (1st edition only). These publications are considered equivalent to peer reviewed journal articles as a result of the scholarly work involved in their creation, the scholarly review process associated with them, and their potential impact on the field.

Note 2: Additional Scholarly Engagement Activities:

1. Author a research monograph
2. Serve as an editor, associate editor or on the editorial review board of an academic journal
3. Serve as an elected officer of an international or national professional organization
4. Present an invited presentation, or symposium at an international, national, or regional academic or professional conference
5. Serve as a special issue editor for an academic journal
6. Publish a peer-reviewed journal article, a peer-reviewed magazine, or a peer-reviewed practitioner journal
7. Provide a report to a sponsor of an external grant of \$10,000 or greater
8. Publish an article in a non-refereed practitioner journal or national magazine
9. Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond the University of Tennessee at Chattanooga
10. Present or publish a peer-reviewed paper at an academic/professional conference
11. Present invited research at another university
12. Author a second (or succeeding) edition textbook
13. Author a second (or succeeding) edition scholarly book
14. Serve as an editor of a scholarly book (1st edition or succeeding)
15. Organize or host an academic conference

RCOB administrators, which include the Dean, Associate Dean, and Department Heads, have administrative duties that support the mission and activities of the College. College administrators classified as Scholarly Academics (SA) have a research doctorate or other qualifying degree as described in the initial qualifications section and maintain currency through scholarship and related activities. Administrators will earn SA classification by either:

a) publishing two (2) peer-reviewed journal articles in quality publications or equivalent (see Note 1) in the past five (5) years in the area of, or relevant to, the administrator's original teaching discipline.

or

b) publishing one (1) peer-reviewed journal article in a quality publication or equivalent (see Note 1) and engaging in two (2) additional academic engagement activities (see Note 2) in the past five (5) years all in the area of, or relevant to, the administrator's original teaching discipline.

RCOB administrators who return to full-time faculty status will be evaluated using these administrator guidelines for two (2) years after stepping down as an administrator.

6.2. Practicing Academic (PA) Guidelines

Faculty members classified as Practicing Academics (PA) will have earned their research doctorate or other qualifying degree as described in the Initial Qualifications section and will maintain their currency and relevance through sustained professional engagement activities in the area of, or relevant to, the faculty member's teaching discipline. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, and other forms of professional engagement.

Faculty members will earn PA classification by engaging in at least six (6) professional engagement activities from the list below in the past five (5) years. All professional engagement activities should be significant in terms of time and substance. Activities that span more than one year will count as separate activities for each year.

Professional Engagement Activities:

1. Engage in sustained professional work
2. Engage in consulting activities
3. Participate in a faculty internship at a business or non-profit
4. Develop and present executive education programs
5. Participate in business professional associations
6. Serve on a board of directors
7. Engage in continuing professional education experiences
8. Participate in professional events that focus on the practice of business
9. Participate in other activities that place the faculty in direct contact with business or other organizational leaders
10. Publish practice-oriented intellectual contributions from the list below.
 11. Publish an article in a referred or non-refereed practitioner journal or national magazine
 12. Author a textbook or trade book
 13. Author a chapter in a textbook or trade book
 14. Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond the University of Tennessee at Chattanooga
 15. Publish an article in a proceeding in a scholarly or professional meeting
 16. Present a refereed paper, invited presentation, or symposium at an international, national, or regional academic or professional conference
 17. Publish an article in a refereed or non-refereed scholarly journal
 18. Provide a report to a sponsor of an external grant of \$10,000 or greater

All tenured and tenure-track faculty members are expected to have and maintain SA status rather than PA or any of the other qualification types.

RCOB administrators which include the Dean, Associate Dean, and Department Heads have administrative duties that support the mission and activities of the College. College administrators classified as Practicing Academics (PA) have a research doctorate or other qualifying degree as described in the initial qualifications section and maintain their currency and relevance through sustained professional engagement activities. Administrators will earn PA classification by engaging in at least five (5) professional engagement activities from the list on the previous page in the past five (5) years. All professional engagement activities should be significant in terms of time and substance. The professional engagement activities may result from professional activities involved in the management of the academic unit or professional activities in the broader business community. Activities that span more than one year will count as separate activities for each year.

RCOB administrators who return to full-time faculty status will be evaluated using these administrator guidelines for two (2) years after stepping down as an administrator.

6.3.Scholarly Practitioners (SP) Guidelines

Faculty members classified as Scholarly Practitioner (SP) will have relevant academic and professional experience, and maintain their relevance and currency through scholarship related to their professional background and experience. The academic preparation for SP faculty should normally consist of a master's degree in a field related to the area of the teaching assignment. Normally, SP status applies to Instructional Practitioner (IP) faculty who augment their practical experience with engagement activities involving substantive scholarly activities in the area of, or relevant to, to their teaching discipline. Faculty members will earn SP classification by either:

- a) publishing three (3) peer-reviewed journal articles in quality publications or equivalent (see Note 3 below) in the past five (5) years in the area of, or relevant to, the faculty member's teaching discipline.

or

- b) publishing two (2) peer-reviewed journal articles in quality publications or equivalent (see Note 3 below) and engaging in two (2) additional academic engagement activities (see Note 4 below) in the past five (5) years all in the area of, or relevant to, the faculty member's teaching discipline.

Quality publications are defined as peer-reviewed journals that meet all of the following criteria:

- a) listed in Cabell's (or journals in which the Department head approves as equivalent in quality to journals appearing in Cabell's index).
- b) have an acceptance rate no higher than 45 percent.
- c) are academic or professional (practitioner) journals that use a peer review process prior to publication that is clearly explained in the journal's editorial policies and procedures
- d) are available for public review through means such as subscription, libraries, and electronic databases or are otherwise widely-disseminated.
- e) are not considered predatory. Predatory journals may include characteristics such as those that charge authors large page or publishing fees, provide few, if any, peer reviewer comments, accept most articles with little to no revisions, publish contingent only upon receipt of submission and/or other fees, publish monthly (or more often), or provide very short turnaround time from submission to publication. Some examples of predatory publications and publishers can be found in the Beall's list or in the Scholarly Open Access list of Individual Predatory Journals or Predatory Publishers.

Note 3: Intellectual contributions that are considered equivalent to peer reviewed journal articles in quality publications include text-books (1st edition only), scholarly books (1st edition only) and chapters in edited scholarly books (1st edition only). These publications are considered equivalent to peer reviewed journal articles as a result of the scholarly work involved in their creation, the scholarly review process associated with them, and their potential impact on the field.

Note 4: Additional Scholarly Engagement Activities

Author a research monograph

Serve as an editor, associate editor, or on the editorial review board of an academic journal

Serve as an elected officer of an international or national professional organization

Present an invited presentation, or symposium at an international, national, or regional academic or professional conference

Serve as a special issue editor for an academic journal

Publish a peer-reviewed journal article, a peer-reviewed magazine, or a peer-reviewed practitioner journal

Provide a report to a sponsor of an external grant of \$10,000 or greater

Publish an article in a non-refereed practitioner journal or national magazine

Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond the University of Tennessee at Chattanooga

Present or publish a peer-reviewed paper at an academic/professional conference

Present invited research at another university

Author a second (or succeeding) edition textbook

Author a second (or succeeding) edition scholarly book

Serve as an editor of a scholarly book (1st edition or succeeding)

Organize or host an academic conference

6.4. Instructional Practitioner (IP) Guidelines

Faculty members classified as Instructional Practitioner (IP) will have relevant academic and professional experience when hired, and must maintain their currency and relevance through continued professional experience and engagement. For IP faculty, the academic preparation should normally consist of a master's degree in a field related to the area of teaching assignment. In addition, the professional experience should be relevant to the faculty member's teaching assignment and significant in duration (at least five (5) years for initial hires) and level of responsibility.

Faculty members will earn IP classification by engaging in at least six (6) professional engagement activities from the list below in the past five (5) years. All professional engagement activities should be significant in terms of time and substance. Activities that span more than one year will count as separate activities for each year.

Professional Engagement Activities

1. Engage in sustained professional work
2. Engage in consulting activities
3. Participate in a faculty internship at a business or non-profit
4. Develop and present executive education programs

5. Participate in business professional associations
6. Serve on a board of directors
7. Engage in continuing professional education experiences
8. Participate in professional events that focus on the practice of business
9. Participate in other activities that place the faculty in direct contact with business or other organizational leaders
10. Publish practice-oriented intellectual contributions from the list below.
 11. Publish an article in a referred or non-refereed practitioner journal or national magazine
 12. Author a textbook or trade book
 13. Author a chapter in a textbook or trade book
 14. Develop instructional material (i.e., workbook, casebook, test bank, etc.) that is widely distributed and used beyond the University of Tennessee at Chattanooga
 15. Publications in proceedings of scholarly or professional meetings Present a refereed paper, invited presentation, or symposium at an international, national, regional, or local academic or professional conference
 16. Publish an article in a refereed or non-refereed scholarly journal
 17. Provide a report to a sponsor of an external grant of \$10,000 or greater

Non-tenure-track and adjunct faculty members are expected to have and maintain the appropriate AACSB faculty qualifications.

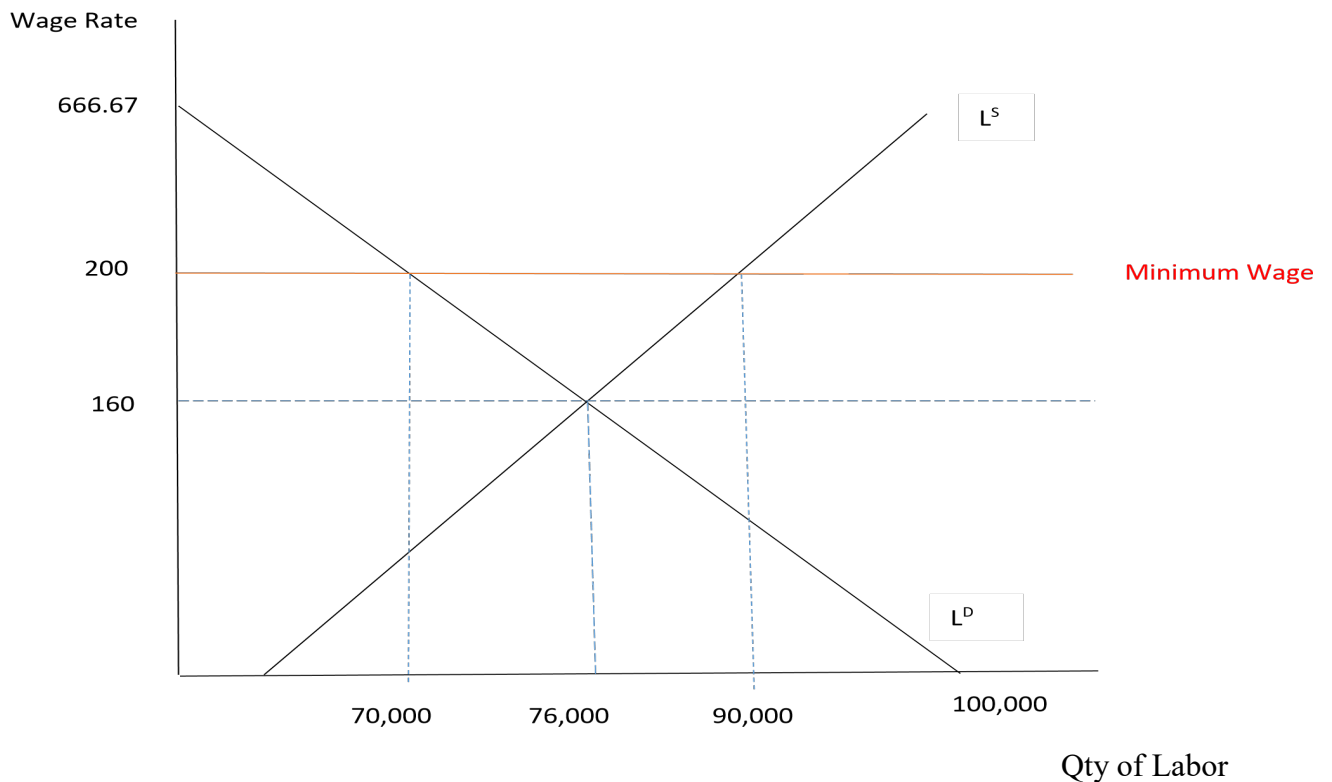
APPENDIX III - BA Economics Learning Objective 1 (Quantitative)

Assessment Instrument

QUESTION

1. Suppose that the supply curve for Engineers is given by $L^S = 20,000 + 350w$ and the demand curve for Engineers is given by $L^D = 100,000 - 150w$, where L is the number of Engineers and w is daily wage.

Plot the labor demand and supply curves for workers.



- What will be the free-market wage rate and employment level?
- Suppose the government sets a minimum wage of \$200 per day. How many people would then be employed? Show workings and also represent these points on your graph.

How many people are unemployed as a result of the minimum wage? Calculate the unemployment rate.

- What implication will a minimum wage above the free-market wage have on the level of output in a country?

Answer Key and Rubric

a. What will be the free-market wage rate and employment level?

$$LD = LS$$

$$100,000 - 150w = 150w + 350w$$

$$80,000 = 500w$$

$$80,000/500 = w$$

$$\mathbf{160 = w \Rightarrow \text{free market wage}}$$

$$\text{Sub } w = 160 \text{ into } L^D \Rightarrow L^D = 100,000 - 150(160)$$

$$= 100,000 - 24,000$$

$$\mathbf{=76,000}$$

b. Suppose the government sets a minimum wage of \$200 per day. How many people would then be employed? Show workings and also represent these points on your graph.

$$L^D = 100,000 - 150(200)$$

$$= 100,000 - 30,000$$

$$\mathbf{= 70,000}$$

$$L^S = 20,000 + 350(200)$$

$$= 20,000 + 70,000$$

$$\mathbf{= 90,000}$$

$$\mathbf{\# \text{ of unemployed} = 76,000 - 70,000 = 6,000}$$

c. How many people are unemployed as a result of the minimum wage? Calculate the *unemployed*

unemployment rate (hint: $\text{Unemployment Rate} = \frac{\text{unemployed}}{\text{employed} + \text{unemployed}} \times 100$)

$$UR = [6,000 / (6,000 + 70,000)] \times 100$$

$$= (6,000 / 76,000) \times 100$$

$$\mathbf{= 7.89\%}$$

d. What implication will a minimum wage above the free-market wage have on the level of output in a country?

The minimum wage set above the free market wage rate will cause unemployment to rise and the level of output to fall.

TOTAL OF 3 POINTS

- Student demonstrated excellent understanding of how to graph and interpret labor market diagram (using demand and supply framework)
- Student demonstrated excellent understanding of how to solve for equilibrium points in such market
- Student was able to identify (on graph) where unemployment occurred
- Student was able to explain the implications of having a minimum wage above the free-market wage adequately.

TOTAL OF 2 POINTS

- Student demonstrated some understanding of how to graph and interpret labor market diagram (using demand and supply framework)
- Student demonstrated some understanding of how to solve for equilibrium points in such market
- Student had some knowledge of the implications of having a minimum wage above the free-market wage.

TOTAL OF 1 POINT

- Student was unable to graph accurately the labor market diagram
- Student found it difficult to solve for the equilibrium points
- Student did not seem to understand the implications of having a minimum wage above the free-market wage.

APPENDIX IV - BA Economics Learning Objectives 2 and 3 (Critical Thinking and Communications)

Assessment Instrument

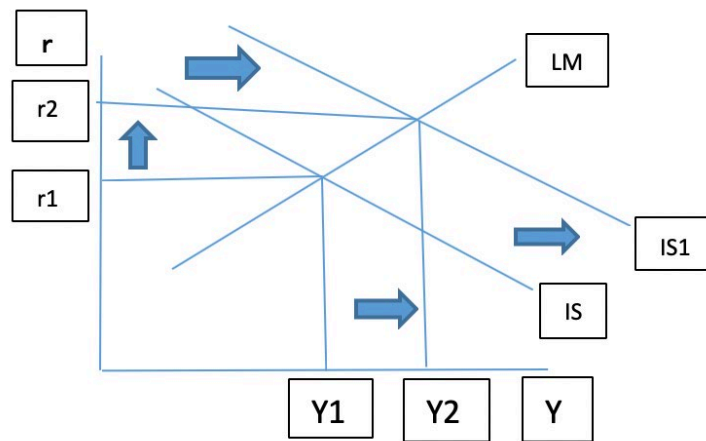
INTERMEDIATE MACROECONOMIC THEORY

Question 22 (On Final Exam Given on April 25, 2019):

CRITICAL THINKING OUTCOME (#2)

a) Use the IS-LM model to show the short run effects of an increase in government spending on interest rates and national income. (2 point)

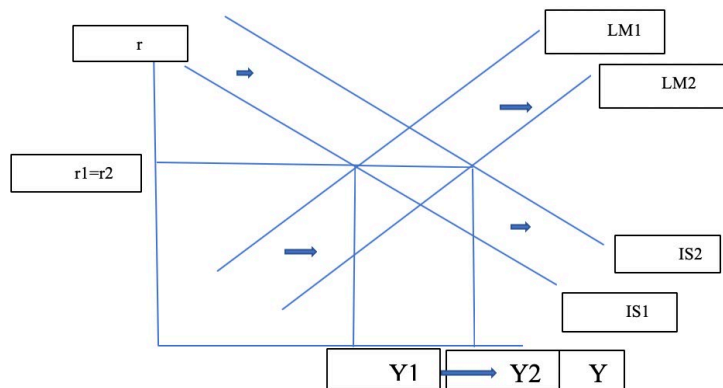
Answer key (a):



CRITICAL THINKING OUTCOME (#2)

b) Now assume you are appointed as the chair of the Fed; how would you change the money supply to keep the interest rate at its initial level? **Show this graphically in the IS-LM model drawn in part (a).** (1 points)

Answer Key (b):



COMMUNICATION OUTCOME (#3)

c) Based on the direction of the change in interest rate in part (a), describe thoroughly the effects on investment and consumption. (3 point)

Answer key (c):

From part a, we see that an increase in government spending will lead to an increase in both the interest rate (r) and the level of income (Y). An increase in Y can lead to an increase in consumption. The increased r will also lead to a reduction in investment.

APPENDIX V - Learning Outcome 2 (Critical Thinking) Rubric

TOTAL OF 3 POINTS

- Student demonstrated excellent understanding of how the IS-LM model works by correctly indicating in (a) graphically that the IS curve is the affected curve.
- Student shows that in (a) the interest rate increased and national income also increased.
- Student correctly indicates in part (b) that the money supply must increase to lower interest rates to their initial level

TOTAL OF 2 POINTS

- Student demonstrated some understanding of the IS-LM model by indicating two of the three elements of a perfect response

TOTAL OF 1 POINT

- Student demonstrated a very limited understanding of the IS-LM model by indicating one of the three elements of a perfect response

APPENDIX VI - Learning Outcome 3 (Communications) Rubric

TRAIT	Below Expectations 1 pt.	Meets Expectations 2 pts.	Above Expectations 3 pts.	Score
Logic & Organization	Does not develop ideas cogently, uneven and ineffective overall organization, unfocused introduction or conclusion	Develops unified and coherent ideas within paragraphs with generally adequate transitions; clear overall organization relating most ideas together, good introduction and conclusion.	Develops ideas cogently, organizes them logically with paragraphs and connects them with effective transitions. Clear and specific introduction and conclusion.	
Language	Uses words that are unclear, sentence structures inadequate for clarity, errors are seriously distracting	Word forms are correct, sentence structure is effective. Presence of a few errors is not distracting.	Develops concise standard English sentences, balances a variety of sentence structures effectively.	
Spelling & Grammar	Writing contains frequent spelling and grammar errors which interfere with comprehension	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread	The writing is essentially error-free in terms of spelling and grammar	
Purpose	The purpose and focus of the writing are not clear to the reader	The writer has made good decisions about focus, organization, style, and content so as to achieve the purpose of the writing.	The writer’s decision about focus, organization, style, and content fully elucidate the purpose and keep the purpose at the center of the piece	
Directions & Formatting	Document does not follow given directions and required formatting	While there may be a few errors in formatting or a few instances of not following directions, overall the document is easy to follow.	The document is essentially error-free in terms of formatting requirements and given directions.	
Total Score				

Total Score
5-7
8-11
12-15

Overall Assessment
Below Expectations
Meets Expectations
Above Expectations

APPENDIX VII - Peer Institution Program Evaluation

Institution	Econ Core Requirements
Appalachian State University	Intermediate Price Theory, Macro Analysis, Seminar in Econ
BS Business Administration: Economics	Intermediate Price Theory, Macro Analysis, Seminar in Econ, State, Fed, Econ & Policy, Benefit-Cost Analysis
BA: Environmental Economics & Policy	Intermediate Price Theory, Macro Analysis, Seminar in Econ, State, International Econ, Policy
BA: International Economics	Intermediate Price Theory, Macro Analysis, Seminar in Econ, State, Benefit-Cost Analysis, Urban/Regional Econ
BA: Regional Economics	Intermediate Price Theory, Macro Analysis, Seminar in Econ, State, Benefit-Cost Analysis, Urban/Regional Econ
BA: General Economics	Intermediate Price Theory, Macro Analysis, Seminar in Econ, State
Albany University/Midway	Intermediate Micro (4 hrs), Intermediate Macro
BS Business Economics	
College of Charleston	Micro Analysis, Macro Analysis, Econometrics, Stats I & II
BS Economics	
Louisiana Tech University	Monetary Econ, Intermediate Micro, Intermediate Macro
BS Business Economics	
Missouri State University	Intermediate Micro, Intermediate Macro, Stats, Econometrics, Senior Research Seminar
BS Economics	
Murray State University	Intermediate Micro, Intermediate Macro, Money & Banking, International Trade, Research Methods, Stats (4 hrs), Senior Seminar
BS Economics	
Northern Kentucky University	Intermediate Micro, Intermediate Macro, Money & Banking, International Trade, Research Methods, Stats (4 hrs), Senior Seminar
BS Economics	
Tennessee Tech University	Intermediate Micro, Intermediate Macro, Econ Stats, Econometrics I, Econometrics II, International Econ, Design of Experiments, Seminar in Econ
BS Business Administration: Economics	
University of Missouri-St. Louis	Intermediate Micro, Intermediate Macro, Money & Banking, History of Thought/History of Development
BS Economics	
University of Nebraska-Omaha	Intermediate Micro, Intermediate Macro, Econ Stats, Money & Banking, Econometrics, Calculus I
BS Economics	
University of North Carolina-Charlotte	Micro Theory, Macro Theory, Managerial Stats for Business
BS Economics (Liberal Arts)	
BS Economics (Business Administration)	Intermediate Micro, Intermediate Macro, Econometrics, Senior Seminar, Business Communications
University of North Carolina-Wilmington	Intermediate Micro, Intermediate Macro, Econometrics, Senior Seminar
BS Economics	
University of North Florida	Intermediate Micro, Intermediate Macro, Financial Markets, Managerial Econ, Econometrics
BA Economics	
Bachelor of Business Administration: Economics	Econometrics, Intermediate Micro, Intermediate Macro, Econ Stats, International Trade/Monetary Systems
University of Tennessee-Chattanooga	Intermediate Micro, Intermediate Macro, Econometrics, Econ Stats, International Trade/Monetary Systems
BS Economics	
University of West Florida	Intermediate Micro, Intermediate Macro, History of Economic Thought
BS Economics	
BS Business Administration: Econ (Global)	Intermediate Macro, Intermediate Micro, Econ Forecasting/International Trade
BS Business Administration: Econ (Comprehensive)	Intermediate Micro, Intermediate Macro, Econ Forecasting/International Trade
Western Carolina University	Intro Macro, Intro Micro, Managerial Econ, Stats
Economics Minor	
Western Kentucky University	
BS Business Economics	Econ Stats, Micro Theory, Macro Theory, Mathematical Econ, Senior Econ Assessment, Econometric Analysis/Forecasting
BS Mathematical Economics (General Math)	Micro Theory, Macro Theory, Econ Stats, Math Econ, Econometric Analysis/Forecasting, Mathematical Econ, Sr. Econ Assessment
BS Mathematical Economics (Actuarial)	Micro Theory, Macro Theory, Fin. Data Modeling, Econometrics/Forecasting, Senior Econ Assessment
Wilmington University	
BS Business Administration: Economics	Micro Analysis, Macro Analysis, Money & Banking

Institution	Econ Core Hours	Econ Elective Hours	Total Econ Hours	Business Core Hours	Stats Hours	Calculus Hours	Capstone
Appalachian State University							
BS Business Administration: Economics	9	6	15	43	3	0	Yes (Seminar in Econ)
BA: Environmental Economics & Policy	18	9	27	0	3	0	Yes (Seminar in Econ)
BA: International Economics	18	9	27	0	3	0	Yes (Seminar in Econ)
BA: Regional Economic Development	18	9	27	0	3	0	Yes (Seminar in Econ)
BA: General Economics	12	15	27	0	3	0	Yes (Seminar in Econ)
Auburn University-Montgomery							
BS Business Economics	7	18	25	54	6	0	No
College of Charleston							
BS Economics	15	18	33	0	6	4	No
Louisiana Tech University							
BS Business Economics	9	9	18	40	3	0	No
Missouri State University							
BA Economics	15	9	24	0	3	0	No
BS Economics (Comprehensive)	15	15	30	0	3	0	No
Murray State University							
BA Economics	22	9	31	0	4	0	Yes (Senior Seminar)
BS Economics	22	9	31	0	4	0	Yes (Senior Seminar)
Northern Kentucky University							
BS Economics	24	6	30	0	3	0	Yes (Seminar in Econ)
Tennessee Tech University							
BS Business Administration: Economics	15	12	27	30	0	3	No
University of Missouri-St. Louis							
BA Economics	15	12	27	0	3	0	No
BS Economics	18	18	36	0	3	3	No
University of Nebraska-Omaha							
BA Economics	9	15	24	0	3	0	No
BS Economics	9	21	30	0	3	3	No
University of North Carolina-Charlotte							
BS Economics (Liberal Arts)	15	12	27	0	0	0	Yes (Senior Seminar)
BS Economics (Business Administration)	12	12	24	15	0	0	Yes (Senior Seminar)
University of North Carolina-Wilmington							
BA Economics	15	12	27	0	0	0	No
BS Economics	15	6	21	30	0	0	No
University of North Florida							
BA Economics	15	9	24	0	3	0	No
Bachelor of Business Administration: Economics	15	9	24	24	3	3	No
University of Tennessee-Chattanooga							
BA Economics	9	15	24	0	3	0	No
BS Economics	9	18	27	0	6	3	No
University of West Florida							
BA Economics	9	18	27	0	3	3-4	No
BS Business Administration: Economics (Global Econ)	9	12	21	30	3	3	No
BS Business Administration: Economics (Comprehensive Econ)	6	12	18	30	3	3	No
Western Carolina University							
Economics Minor	12	6	18	0	3	0	No
Western Kentucky University							
BA Economics	18	12	30	0	3	0	Yes (Senior Assessment)
BS Business Economics	21	15	36	21	3	0	Yes (Senior Assessment)
BS Mathematical Economics (General Math)	18	3	21	0	3	9	Yes (Senior Assessment)
BS Mathematical Economics (Actuarial)	15	0	15	0	6	9	Yes (Senior Assessment)
Winthrop University							
BA Economics	6	18	24	0	6	3-4	No
BS Business Administration: Economics	9	9	18	36	3	3	No

APPENDIX VIII - Faculty Curriculum Vitae

Md Rafayet Alam

CONTACT INFORMATION	University of Tennessee at Chattanooga Department of Finance & Economics 406-C Fletcher Hall, 615 McCallie Avenue Chattanooga, TN 37403, USA	Phone: +1 (618) 434 0014 E-mail: rafayet-alam@utc.edu Website: mrafayet.wordpress.com
EMPLOYMENT	University of Tennessee at Chattanooga, USA Assistant Professor of Economics (From August 1, 2016 –)	
EDUCATION	Ph.D., 2016, Southern Illinois University Carbondale, USA Masters, 2012, The Australian National University, Australia Bachelor, 2003, University of Chittagong, Bangladesh	
RESEARCH	<p>Publications (ABDC Ranking/Acceptance Rate/Impact factor or CiteScore)</p> <ul style="list-style-type: none"> • 2020: Istiak, K. and Alam, M. R., U.S. Policy Uncertainty Spillover on the Stock Markets of GCC Countries. <i>Journal of Economic Studies</i>, vol. 47 (1). (B/20%/1.34). • 2020: Alam, M. R. and Istiak, K., Impact of US Policy Uncertainty on Mexico: Evidence from Linear and Nonlinear Tests. <i>Quarterly Review of Economics and Finance</i>, Revise & Resubmit. (B/15%/1.32) • 2019: Kitenge, E., Alam, M. R., Sameem, M., Convergence of U.S. Suicide Rates. What does it imply? <i>Economic Analysis and Policy</i> Vol. 62, pp 300-306. (B/10%/2.13) • 2019: Lobo, B. J., Alam, M. R. and Whitacre, B. E., Broadband Speed and Unemployment Rates: Data and Measurement Issues. <i>Telecommunication Policy</i>, Forthcoming (B/30%/2.14). • 2019: Istiak, K. and Alam, M. R., Oil Prices, Policy Uncertainty and Asymmetries in Inflation Expectations. <i>Journal of Economic Studies</i>, vol.46(3). (B/20%/1.34). • 2018: Whitacre, B. E., Alam, M. R. and Lobo, B. J., Econometric Error Nullifies Finding of the Impact of Broadband Speed on County-level Employment. <i>Information Economics and Policy</i>, vol.44, pp.58-60. (A/10%/1.23). • 2018: Alam, M. R. and Gilbert, S., Importance of Real and Nominal shocks in US Macroeconomic and Exchange Rate Fluctuations. <i>Journal of developing Areas</i>, vol.53(4), pp.129-138 . (B/33%). • 2017: Alam, M. R. and Gilbert, S. Monetary Policy Shocks and the Dynamics of Agricultural Commodity Prices: Evidence from Structural and Factor- 	

Augmented VAR Analyses. *Agricultural Economics*, vol.48, issue 1, pp. 15-27. (A/15%/1.73).

- **2017:**Alam, M. R., Kitenge, E. and Bedane, B. Government Effectiveness and Economic Growth. *Economics Bulletin*, vol.37, issue 1, pp. 222-227.(C/21-30%).
- **2015:** Alam, M. R. Economic Policy Uncertainty in the US: Does It Matter for Canada? *Economics Bulletin*, vol.35, issue 4, pp. 2725-2732. (C/21-30%).
- **2015:** Alam, M. R.(2015). Effectiveness of Monetary Policy in Bangladesh. *The Journal of Developing Areas*, Vol. 49, No. 2, pp. 363-372. (B/33%).

Articles Under Review

- Alam, M. R. and Morshed, A. M., Price Dispersion across US Cities: The Role of Walmart.

Work in Progress

- Impact of oil price on stock markets of emerging economies: A Markov-Chain Switching Model. (With Forhad, A)
- Impact of financialization of Agricultural Commodities on their spot prices. (With Joshua Lawson)

Referee

American Journal of Agricultural Economics, The Quarterly Review of Economics and Finance (2), Economics Bulletin (3), European Review of Agricultural Economics, The Journal of Developing Areas (2), Studies in Economics and Finance, International Journal of Emerging Markets (2), Journal of Economic Studies.

Award

- UC Foundation Professorship, 2019
- Dean's Merit Award, Rollins College of Business, 2019
- Rollins College of Business Summer Research Award, 2017, 2018, 2019
- Australian Government Scholarship, The Australian National University, 2011

Conference Presentation

- Impact of US Policy Uncertainty on Mexico: Evidence from Linear and Nonlinear Tests , presented at *Annual meeting of the Academy of Economics and Finance* held at Tampa , Florida February 14-February 17, 2019.
- Wal-Mart and Price Dispersion across US cities, presented at *Annual meeting of the Academy of Economics and Finance* held at Houston , Texas February

14-February 17, 2018.

- Wal-Mart and Price Dispersion across US cities, presented at *81st Annual meeting of the Midwest Economics Association* held at Cincinnati, Ohio March 31-April 2, 2017.
- Sources of Fluctuations in US Economy and Exchange Rates, presented at *51st Annual meeting of the Missouri Valley Economic Association* held at St. Louis, Missouri October 23-25, 2015.
- Impact of Real Depreciation of Taka on Export Earning of Bangladesh: A Causality Analysis, presented at *International conference of World Business Institution* held at Dhaka, Bangladesh, January 1-2, 2010.

TEACHING

Courses taught at UTC

1. Principles of Economics: Macroeconomics
2. Principles of Economics: Microeconomics
3. Intermediate Macroeconomic Theory
4. International Economics
5. Introduction to Econometrics
6. Economics for Managers (MBA)

Participation in Teachers Training

- Teachers Training Program at Annual meeting of the Academy of Economics and Finance held at Tampa, Florida February 6-9, 2019.
- Teachers Training Program at Annual meeting of the Academy of Economics and Finance held at Houston, Texas February 14-17, 2018.
- Quality Matter (QM) Course Certification Process held at UTC (Walker Center). Oct 10, 2018.
- 'Teaching difficult topics' held at UTC (Walker Center). Nov 1, 2017.

SERVICE

Committee Participation at UTC

- Member, University Curriculum Committee, UTC (2016 - Present)
- Member, Undergraduate Curriculum and Assurance of Learning Committee, Rollins College Of Business, UTC (2018 -Present)
- Member, Faculty Recruitment Committee, Department of Finance and Economics, UTC, 2017-18

Services to Students' co-curricular activities

- Accompanied students to G.A.M.E. forum in New York in 2019
- Supervised and accompanied a student who presented a paper in Academy of Economics and Finance Conference held at Florida in Feb 6, 2019 (The paper won the best paper award).
- Supervised a student to present his paper in conferences at UTC and Kennesaw State University in 2019.
- Accompanied a student who presented a paper in Academy of Economics and Finance Conference held at Texas in 2018.

Services to Community

- External expert for a senior project (Chattanooga School for the Arts and Sciences)
- Chair of a session at *Annual meeting of the Academy of Economics and Finance* held at Tampa, Florida February 14-February 17, 2019.
- Discussant of paper at *Annual meeting of the Academy of Economics and Finance* held at Tampa , Florida February 14-February 17, 2019.
- Chair of a session at *Annual meeting of the Academy of Economics and Finance* held at Houston , Texas February 14-February 17, 2018.
- Discussant of paper at *Annual meeting of the Academy of Economics and Finance* held at Houston , Texas February 14-February 17, 2018.

Other Services

- Regularly attend department, college and university level meetings.

MEMBERSHIP

- Academy of Economics and Finance
- Southern Economic Association (currently not active)
- Mid-west Economic Association (currently not active)

Michaël Bonnal

EDUCATION

Ph.D. Economics, The University of Alabama
 M.A. Economics, The University of Alabama
 M.B.A., The University of Louisiana Monroe
 M.A. Economics, University Paris-East Marne-la-Vallée
 B.A. Economics, Leeds University Business School
 B.A. Economics, Université Paris-Est Marne-la-Vallée

ACADEMIC WORK EXPERIENCE

2013-Present Associate Professor of Economics, The University of Tennessee at Chattanooga
 2008-2013 Assistant Professor of Economics, The University of Tennessee at Chattanooga
 2007-2008 Post Doctoral Research Fellow, The University of Alabama Center for Business and Economic Research

TEACHING

- 1) ECON 1010 Principles of Macroeconomics
- 2) ECON 1010 Principles of Macroeconomics: France & the Euro Zone - Study Abroad
- 3) ECON 1020 Principles of Microeconomics
- 4) ECON 3170 Labor Economics
- 5) ECON 3240 Intermediate Microeconomics
- 6) ECON 3240 Intermediate Microeconomics - Online, *Quality Matters* Certified
- 7) ECON 4290 Managerial Economics
- 8) ECON 4400 Economic Growth
- 9) ECON 4440 Economic Development
- 10) ECON 4670 Game Theory
- 11) ECON 4995 Departmental Thesis
- 12) ECON 4998 Individual Studies: Affirmative Action and Discrimination
- 13) ECON 4998 Individual Studies: Promoting Sustainable Development
- 14) ECON 4999 Group Studies: European Macroeconomics - Study Abroad
- 15) ECON 4999 France Economy from the Late 1800s to Post WWI Era - Study Abroad
- 16) ECON 5000 Economics for Decision Makers - Online
- 17) PMBA 5040 Economics for Decision Makers - Online
- 18) ECON 5010 Concepts in Economics

PUBLICATIONS

2019. Bonnal M. & Khmelko I. Corruption and Legislatures: Exploring Perceptions of Ukrainian Legislators. *Public Integrity*, 0:1-16.
 CABELLS journal acceptance rate: **30%**.

2019. Bonnal M. & Roundy P.T. Social entrepreneurship and economic thought: a path to rapprochement. Forthcoming in *Global Business and Economics Review*.
 CABELLS journal acceptance rate: **5%**.

2017. Bonnal M. & Roundy P.T. The Singularity of Social Entrepreneurship: Untangling Its Uniqueness and Market Function. *Journal of Entrepreneurship*, Vol 26, No.2, 137-162.
 CABELLS journal acceptance rate: **8%**. ABCD journal rating: **C**.

2015. Bonnal M. The Amelioration of Child Labor, 'A Modest Proposal. *Journal of International Trade and Economic Development*, Vol. 24, No. 5, 616-637.
 CABELLS journal acceptance rate: **15%**. ABCD journal rating: **B**.

2015. Bonnal M. & Yaya M. E. Political Institutions, Trade Openness, and Economic Growth: New Evidence. *Emerging Markets Finance and Trade*, 1-16.
 CABELLS journal acceptance rate: **15-20%**. ABCD journal rating: **B**.

2012. Bonnal M., Addy S. N., Lira C. Towards a More Comprehensive Measure of Labor Underutilization: The Alabama Case. *Business Economics*, Vol. 47, No. 3, 214-227. CABELLS journal acceptance rate: **21-30%**. ABCD journal rating: **B**.

2010. Bonnal M. Economic Growth and Labor Standards: Evidence from a Dynamic Panel Data Model. *Review of Development Economics*, Vol. 14, No. 1, 20-33. CABELLS journal acceptance rate: **11-20%**. ABCD journal rating: **B**.

2010. Bonnal M. Export Performance, Labor Standards and Institutions: Evidence from a Dynamic Panel Data Model. *Journal of Labor Research*, Vol. 31, Issue 1, 53-66. CABELLS journal acceptance rate: **11-20%**. ABCD journal rating: **B**.

2009. Bonnal M., Lira C., Addy S. N. Underemployment and Local Employment Dynamics: New Evidence. *Review of Regional Studies*, Vol. 39, Issue 3, 317-335. CABELLS journal acceptance rate: **30%**. ABCD journal rating: **C**.

2007. Bonnal M. Underemployment in Alabama. *Alabama Business*, Vol. 74, No. 4. Center for Business and Economic Research, University of Alabama.

2006. Addy S.N. & Bonnal M. Measuring and Estimating Underemployment at the State Level: The Case of Alabama, Center for Business and Economic Research, University of Alabama

2006. Addy S.N., Bonnal M., Choi H., Ijaz A., Oh D.Y. State of the Alabama Workforce II. Center for Business and Economic Research, University of Alabama

2005. Addy S.N., Bonnal M., Choi H., Ijaz A., Oh D.Y. State of the Alabama Workforce I. Center for Business and Economic Research, University of Alabama

2005. Addy S.N., Bonnal M., Choi H., Ijaz A., Oh D.Y. Underemployment in Alabama Workforce Investment Advisory Areas. Center for Business and Economic Research, University of Alabama

2005. Addy S.N., Bonnal M., Choi H., Ijaz A., Oh D.Y. Labor Profile: Series on Alabamian Counties. Center for Business and Economic Research, University of Alabama

2004. Bonnal M., CBER Employer Benefits Survey 2004. Center for Business and Economic Research, University of Alabama

ARTICLES UNDER REVIEW & WORKING PAPERS

1) Legislatures and development reforms: a two-decade experience with the Ukrainian legislature. **Under review.** Co-authored with Irina Khmelko

2) How political institutions drive technological progress: evidence from a panel of 179 countries over a 40-year period. **Under review.** Co-authored with Leanora Brown and Nishani Vincent

3) Faculty salaries: Is there discrimination by gender, ethnicity, and rank? **Under review.** Co-authored with Leanora Brown and Andrea Neely.

4) The first job of economists who received a Ph.D. in 2000. Co-authored with Leila Pratt

5) How labor standards are shaped by political institutions: a closer look at occupational injuries, strikes and lockouts.

6) An Exploratory Study On Giving Patterns: How Macro Factors Influence Organizational Giving. Co-authored with Nai Lamb and Leanora Brown

7) Which political institutions have the most effects on the incidence of child labor: a panel data investigation.

ARTICLE & BOOK REVIEWS, GRANT WRITING, AND PROFESSIONAL SERVICES

Editor Editorial board member, Journal for Economic Educators

Association Program Chair & *Best Graduate Students Paper Competition* Coordinator, Southwestern Social Science Association (2019-2020)

Referee Southern Economic Journal
Review of Development Economics
Review of International Economics
World Development
Emerging Markets Finance and Trade
Journal of International Trade and Economic Development
Journal of Economics and Finance Education

Reviewer National Science Foundation Grant, 2011
Games, Strategies, and Decision Making by Joseph E. Harrington Jr., 2nd ed.
Macroeconomics by Chad Jones, 3rd ed.
Economic Growth by David Weil, 4th ed.
Economic Development by Todaro & Smith, 11th ed.
Economics by Krugman & Wells, 2nd ed.
Principles of Economics by Frank & Bernanke, 5th ed.
Economics by Hubbard & O'Brien, 3rd ed.

Grant Writing

Modeling Distributed Electricity Generation and Naturally Occurring Energy Efficiency in TVA Region. Tennessee Valley Authority. Co-investigator/submitted. 2017

NIH R18: Diabetes Prevention: Linking Physician Training With Community Health Workers. National Institute of Health. Co-investigator/unfunded. 2013

NIH R34: Improving Children's Cardio-metabolic Health: Linking Primary Care to Community. National Institute of Health. Co-investigator/unfunded. 2013

Services for Development and Implementation of a Community Audit and Strategic Skills Forecast for the shared Tennessee, Alabama, and Georgia Tri-State laborshed. Co-investigator/unfunded. 2009

GRANTS, AWARDS & SCHOLARSHIPS

2019 Recipient, Grant from UTC Affordable Course Materials Initiative
2019 Recipient, Grant from UTC Faculty Grants committee
2019 Recipient, Sabbatical
2019 Recipient, Grant from UTC Faculty Grants committee
2019 Recipient, UTC Library's Affordable Course Materials Initiative Grant
2019 Recipient, RCOB Summer Research Grant
2018 Recipient, **Henry Hart Professorship**
2018 Recipient, Dean's Merit, College of Business
2017 Recipient, UTC Faculty Research Grants for travel
2017 Recipient, COB Summer Research Grant
2017 Recipient, APEE Young Scholar grant
2008-2016 Recipient, **Six "Exceeds Expectations"** on Annual Evaluation & Development by Objectives (EDOs).
2016 Recipient, COB travel funds
2015 Recipient, COB travel funds
2014 Recipient, UTC CAS travel grant
2014 Recipient, UTC Faculty Research Grants for travel
2013 Recipient, UTC Faculty Research Grants for travel
2013 Recipient, UTC Office of Equity and Diversity grant for travel
2012 Recipient, **UC Foundation Professorship**

2012 Recipient, UTC Faculty Research Grants for travel
 2012 Recipient, APEE Young Scholar grant
 2011 Recipient, UTC Faculty Research Grants for travel
 2010 Recipient, UTC Faculty Research Grants for travel
 2009 Recipient, UTC Faculty Research Grants for travel
 2009 Recipient, UTC Summer Research Fellowship
 2008 Recipient, UTC Faculty Research Grants for travel
 2007 Recipient, Southern Economic Association graduate student travel grant
 2002-2007 Recipient, Graduate Research Assistant scholarship, The University of Alabama
 2006 Recipient, University of Alabama Capstone International travel grant
 2006 Recipient, University of Alabama Graduate Student Association travel grant
 2006 Recipient, University of Alabama Graduate School research grant
 2005 Recipient, University of Alabama Graduate School research grant
 2001-2002 Recipient, CODOFIL Foundation scholarship, State of Louisiana
 2001-2002 Recipient, Graduate Research Assistant scholarship, The University of Louisiana at Monroe
 1999-2000 Recipient, ERASMUS scholarship, The European Union

UNIVERSITY/COLLEGE/DEPARTMENT SERVICE & COMMITTEES

2019-2020 Chair, University Faculty Grants Committee
 2018-2020 Member, College of Business Strategic Planning Committee
 2018-2019 Chair, University Faculty Grants Committee
 2018-2019 Member, Chancellor's Multicultural Advisory Council
 2017-2018 Chair, Search Committees (2 lines): Assistant/Associate Professors of Economics
 2017-2018 Chair, University Faculty Grants Committee
 2017-2018 Member, College of Business Graduate Curriculum Committee
 2017-2018 Member, University Graduate Council Committee
 2016-2017 Member, College of Business Graduate Curriculum Committee
 2016-2017 Faculty Senator *at-large*, Faculty Senate
 2016-2017 Member, University Graduate Council Committee
 2016-2017 Member, University Budget & Economic Status Committee
 2015-2016 Member, College of Business Graduate Curriculum Committee
 2015-2016 Faculty Senator *at-large*, Faculty Senate
 2015-2016 Chair, Search Committee: Assistant Professor of Economics
 2015-2016 Member, College of Business MBA Task Force Committee
 2015-2016 Member, University Faculty Grants Committee
 2014-2015 Chair, University Budget & Economic Status Committee
 2014-2015 Member, Department 5-Year Review Committee
 2014-2015 Member, Curriculum Mapping Committee
 2013-2014 Chair, University Budget & Economic Status Committee
 2013-2014 Member, University Planning & Resources Advisory Council
 2012-2013 Chair, University Budget & Economic Status Committee
 2012-2013 Member, University Planning & Resources Advisory Council
 2012-2013 Chair, Search Committee: Assistant Professor of Economics
 2012-2013 Member, University Faculty Development Committee
 2011-2012 Member, University Faculty Development Committee
 2011-2012 Member, University Scholarship Committee
 2011-2012 Member, University Faculty Research Committee
 2010-2011 Member, University Faculty Research Committee
 2010-2011 Member, Scholarship Committee
 2010-2011 Member, Blue Ribbon Panel Task Force for SACS General Education
 2009-2010 Member, University Faculty Research Committee
 2006-2007 Justice, Student Government Association Judiciary Board, The University of Alabama
 2005-2006 Member, Students Leader Council, The University of Alabama
 2005-2006 President, International Student Association, The University of Alabama

1999-2000 Student Vice-President of the Université Paris-Est Marne-la-Vallée
1998-1999 Treasurer, La Maison des Etudiants, Université Paris-Est Marne-la-Vallée

DISSERTATION AND THESIS COMMITTEES

Dissertation, Doctor of Philosophy Degree

2007-2010 Adviser, Hoda El-Karaksy: The Economic Implications of the Prospective Free Trade Agreement Between the United States and Egypt.

Honors Thesis, Bachelor Degree

2015-2016 Adviser, Macaltee Goldman: On the Ethics of Economic Sanctions.
2014-2015 Adviser, Lisa Wheatley: Factors Affecting Child Mortality.
2014-2015 Director, Victoria Turner: An Analysis of France's Austerity Programs.
2011-2012 Adviser, Andra Blanariu: A Statistical Analysis of The Impact of Private Transportation on a UTC Student's Personal Budget.
2010-2011 Director, Bethany Moore: The Economic Costs of Xenophobia: A Case Study of Johannesburg, South Africa.

CONFERENCE, UNIVERSITY & COMMUNITY PRESENTATIONS

Chattanooga Chamber of Commerce
12th Workshop of Parliamentary Scholars and Parliamentarians - Wroxton College
10th Annual Dupont Summit on Science, Technology, and Environmental Policy
American University of Paris
University of Southern Mississippi
Florida Gulf Coast University
Missouri State University
University of Alabama
Regis University
CUNY York College
University of Tennessee at Chattanooga
American Economic Association
Southern Economic Association
Southern Regional Science Association
Midwest Economic Association
Midwest Political Science Association
Western Economic Association International
Eastern Economic Association
Academy of Economics and Finance
Association of Private Enterprise Education
McGraw-Hill Teaching Symposium
LEARN Conference - Federal Reserve Bank of Atlanta
Atlanta Census Research Data Center Conference - Federal Reserve Bank of Atlanta
JNGI Gateway Conference
Southwestern Social Science Association

PROFESSIONAL ASSOCIATION MEMBERSHIP

American Economic Association (2009-2016)
Southern Economic Association (2004-2018)
Southwestern Social Science Association (Current)
International Business Council - Chattanooga Chamber of Commerce (2014/2015)

Leanora A. Brown

University of Tennessee at Chattanooga (UTC)
 Rollins College of Business (RCOB)
 Department of Finance & Economics
 413 Fletcher Hall
 Chattanooga, TN 37403.
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TEACHING INTERESTS

Applied Macroeconomics, Intermediate Macroeconomics Theory, Money and Banking, Public Finance, Economic Development, International Economics

RESEARCH INTERESTS

Tax Effort, Debt Forgiveness, Foreign Aid, Government Expenditure, and Foreign Direct Investment

ACADEMIC POSITIONS

Aug 2015 – Present	Assistant Professor, Dept. of Finance & Economics, RCOB, UTC
Aug 2013 – Jul 2015	Assistant Professor, Dept. of Economics, Arts & Science, UTC
Aug 2012 – May 2013	Visiting Assistant Professor, Economics Dept., Augustana College
Aug 2004 – Aug 2006	Assistant Lecturer, Dept. of Economics, UWI, Kingston, JM

EDUCATION

Ph.D. 2012	Economics, Georgia State University (GSU)
PGDip. 2006	Mathematics Education, University of the West Indies (UWI), Mona
M.Sc. 2003	Economics, University of the West Indies (UWI), Mona
B.Sc. 2000	Economics and Accounting, University of the West Indies (UWI)

RESEARCH

PEER-REVIEWED PUBLICATIONS:

Small, O., Brown, L., and Canavire-Bacarreza, G. (2020). The Fiscal Policy Response to Public Debt in Developing Countries with Oronde Small and Gustavo Canavire-Bacarreza, *Contemporary Economic Policy*, *forthcoming*

Small, O. and Brown, L. (2020). Taxpayer Service Provision and Tax Compliance for Large Taxpayers in Jamaica, *Public Finance Review*, *forthcoming*.

Brown, L.A. and Martinez-Vazquez, J. (2019). Addiction to Debt Forgiveness: Consequences and Who Gets Picked? Co-authored with Jorge Martinez-Vazquez. *Review of Development Economics*, 23(2), 902-921.

Brown, L. and Hibbert, K. (2019). The Impact of Crime on Sector-Level Foreign Direct Investment Inflows: An Assessment of OECD Countries, *Social Science Quarterly*, 100(4), 1228-1240.

Brown, L., and Hibbert, K. 2017. "The Effect of Crime on Foreign Direct Investment: A Multi-Country Panel Data Analysis", *Journal of Developing Areas*, 51(1), 295-307.

"How Political Institutions Contribute To Technological Progress: Evidence from a Panel of 179 Countries from 1975 to 2015?" Co-authored with Michaël Bonnal and Nishani Vincent. *Journal of Developing Areas*. *Under Review*.

“Does Information Sharing Matter? Cross-country Evidence from Foreign Banks” with Kamilah Williams. *Under review*.

“Faculty Salaries: Is there Discrimination by Gender, Ethnicity, and Rank?” Co-authored with Michaël Bonnal and Andrea Neely. *International Journal of Business. Academy of Management Journal. Under Review*

NON-PEER REVIEWED PUBLICATIONS:

International Debt Forgiveness: Who Gets Picked and Its Effect on the Tax Effort of Developing Countries? Summer 2015, International Center for Public Policy Working Paper Series, AYSPS, GSU

Jamaica Fiscal Consolidation for Growth and Poverty Reduction: A Public Expenditure Review, with IBRD (World Bank), February 2005, Report No. 295460-JM

“Trade Liberalization: The Jamaican Experience,” (With Michael Witter), Mona Online Research Database. Prepared for UNCTAD, Dec 2004.

WORKING PAPERS:

Ok, Now That I Have Forgiven Your Debt, How Do You Spend It? (with Jorge Martinez-Vazquez)

An Exploration Study on Giving Patterns: How Macro Factors Influence Organizational Giving, with (Michaël Bonnal and Nai Lamb) – (Editing)

The relationship between socioeconomic status and black women’s experiences of occupational stressors within and outside the workplace (with Shewanee Howard-Baptiste)

Simulating the Dynamic Macroeconomic Effects of the EU/CARIFORUM EPA on Jamaica (with Kamilah Williams and Oronde Small)

WORK-IN PROGRESS:

The Additionality of Debt Forgiveness on HDI.

Who bears the burden of the Inflation Tax?

What determines the switch from tied to untied? Is it donors’ interest interests?

Has the switch from tied foreign assistance to untied foreign assistance affected development?

TEACHING EXPERIENCE

University of Tennessee at Chattanooga

Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, Money and Banking, Public Finance, Principles of Macroeconomics, Principles of Microeconomics, Global Issues

Augustana College

Principles of Microeconomics, Principles of Macroeconomics

University of the West Indies, Mona

Introduction to Macroeconomics, Social Studies (Hybrid course of Economics and Sociology), Intermediate

Microeconomics

CONFERENCES & TEACHING SEMINARS

An Examination of the Fiscal Policy Response to Public Debt in Developing Countries with Oronde Small. Southern Economic Association (SEA) Conference, Washington DC. November 2018

OK, Now That I Have Forgiven Your Debt, How Do You Spend It? Southwestern Social Science Association (SSSA) Conference, Orlando, FL, October 2018

OK, Now That I Have Forgiven Your Debt, How Do You Spend It? Southern Economic Association (SEA) Conference, Tampa, FL, November 2017

Impact of Crime on Sector-Level Foreign Direct Investment Inflows: An Assessment of OECD Countries. Association of Private Enterprise Education (APEE) Conference, Kahului, Maui, HI, April 2017

The Impact of Crime on Sector-Level Foreign Direct Investment Inflows: An Assessment of OECD Countries. Southern Economic Association (SEA) Conference, Washington, DC, November 2016

The Effect of Crime on Foreign Direct Investment, Southwestern Social Science Association (SSSA) Conference, Las Vegas, NV, 2016

The Effect of Crime on Foreign Direct Investment, Missouri Valley Economic Association (MVEA) Conference, Kansas City, MO, 2015

Sapling Teaching Workshop, Southern Economic Association Meetings, Atlanta, GA, 2014

Fungibility and the Impact of Untied Development Assistance: Evidence from 57 Developing Countries, International Conference on Urban Education (ICUE), Montego Bay, JM, November 2014

Fungibility and the Impact of Untied Development Assistance: Evidence from 57 Developing Countries, Southern Economic Association (SEA) Conference, Atlanta, GA, November 2014,

International Debt Forgiveness and Tax Effort in Developing Countries, Eastern Economic Association, Boston, MA, March 2014.

Fungibility and the Impact of Untied Development Assistance: Evidence from 57 Developing Countries, Academy of Economics and Finance, Chattanooga, TN, February 2014

Fungibility and the Impact of Untied Development Assistance: Evidence from 57 Developing Countries, Missouri Valley Economic Association, Memphis, TN, October 2012

International Debt Forgiveness, the Soft Budget Constraint and Tax Effort: A Panel Data Analysis, Eastern Economics Association Conference, New York, NY, February 2011

International Debt Forgiveness, the Soft Budget Constraint and Tax Effort: A Panel Data Analysis, Southern Economics Association Conference, Atlanta, GA, November 2010

International Debt Forgiveness, the Soft Budget Constraint and Tax Effort: A Panel Data Analysis, Missouri Valley Economics Association Conference, St Louis, MO, October 2010

International Debt Forgiveness, the Soft Budget Constraint and Tax Effort: A Panel Data Analysis, Ph.D. Brown Bag Seminar, Department of Economics, Georgia State University, Atlanta, GA, September 2010

INVITED PRESENTATIONS

Ithaca College, Hood College, Southern Connecticut State University, Augustana College, Western Illinois University, Bethany College, University of Tennessee at Chattanooga

UNIVERSITY & PROFESSIONAL SERVICES

2018-2019 President, Economics Affiliate, Southwestern Social Science Assn. (SSSA)
2018 Article Reviewer, Politics and Governance
2018 Research Dialogues, Presenter, UTC
2018 Service Award, UTC
2018-2019 Faculty Grant Committee
2017-2018 President-Elect, Economics Affiliate, Southwestern Social Science Assn. (SSSA)
2018-present Course Coordinator for Principles of Macroeconomics
2017-2019 RCOB Scholarship Committee
2017 Article Reviewer, Contemporary Economic Policy
2017-2018 Program Chair, Economics, Southwestern Social Science Association (SSSA)
2016-2017 Student Paper Coordinator, Southwestern Social Science Association (SSSA)
2015-2018 Budget and Economics Status Committee, Member, UTC
2014-2015 College Council Committee, Member, College of Arts and Sciences, UTC
2015-2016 Tennessee Transfer Pathways Committee
2014-2015 THEC External Review Process
2014-Current Economics ODE Banquet, Organizer

PROFESSIONAL AFFILIATION

Southern Economics Association (SEA), Missouri Valley Economics Association (MVEA),
Eastern Economic Association (EEA), President-Elect of the Economics Affiliate - Southwestern Social Science Association (SSSA)

AWARDS AND ACHIEVEMENTS

2018 Academic Affairs Faculty Grant, UTC
2018 Faculty Development Grant, UTC
2018 Service Award, 5 years, UTC
2018 Departmental Travel Grant, UTC
2018 Summer Research Grant, UTC, Chattanooga, TN
2017 Young Scholar Program, Association of Private Enterprise Education
2017 Travel Grant, OED, University of Tennessee at Chattanooga TN
2016 Summer Research Grant, University of Tennessee at Chattanooga, Chattanooga TN
2015 Faculty Development Grant, University of Tennessee at Chattanooga, Chattanooga TN
2014,'15,'16 Travel Grant, University of Tennessee at Chattanooga, Chattanooga TN
2012 Travel Grant, Augustana College, Rock Island, IL
2010, '11 Graduate Student Travel Funds, Georgia State University, Atlanta GA
2006-2012 Graduate Assistantship, Georgia State University, Atlanta GA
2001-2003 Department Fellowship, University of the West Indies, Kingston Jamaica

REFERENCES

Professor Jorge Martinez-Vazquez, Department of Economics, Georgia State University, Atlanta GA Email: jorgemartinez@gsu.edu. Tel: (404) 413-0234

Professor Shewanee Howard-Baptiste, Department of Health and Human Performance, University of Tennessee at Chattanooga, Chattanooga, TN, Email: shewanee-howard@utc.edu. Tel: (423) 425-2125

Professor Shiferaw Gurm, Department of Economics, Georgia State University, Atlanta GA Email: sgurmu@gsu.edu. Tel: 404-413-0161 Tel: (309) 794-7268

Jeff Ray Clark

ABSTRACT

Educated under the Nobel Laureate James Buchanan at Virginia Polytechnic Institute. Held an ascending series of national level administrative positions with the Joint Council on Economic Education in New York. Professor of economics at Fairleigh Dickinson University, awarded early tenure. Chaired a single campus economics department, then a large tri-campus economics and finance department with a faculty of 60. Books and refereed articles published in the United States, Russia, Austria, Sweden, Canada, Japan, France, India, Italy, and Germany. Substantial consulting experience in both the public and private sectors including Fortune 500 companies, government agencies, universities, law firms, and publishing companies. Philanthropic experience at the national and institutional levels. Held seats on the boards of The Palmer R. Chitester Fund (creators of Milton Friedman's "Free to Choose" series), the William B. Cockroft Foundation, the Freedoms Foundation, and Kenco. Visiting research fellowship at Princeton University, and currently holds the Probasco Distinguished Chair at The University of Tennessee at Chattanooga; Vice President, Freedom and Free Enterprise, The John Templeton Foundation, 2012; President, The Association of Private Enterprise Education, 1992, Secretary/Treasurer, 1990 to present; Secretary/Treasurer, Southern Economic Association, 2005 to 2017; Board of Directors, The Mont Pèlerin Society, 2006, Vice President 2010, Treasurer 2014 to present; John Templeton prize 2005; Freedoms Foundation Leavey Awards, July 1992; APEE Distinguished Scholar Award, 1992, APEE Distinguished Fellow Award, 2019; The University of Tennessee at Martin Outstanding Research Award, 1991, The University of Tennessee at Chattanooga Outstanding Research Award, 2016, The University of Tennessee at Chattanooga, College of Business Lifetime Research and Creative Achievement Award, 2016-2017, The University of Tennessee at Chattanooga Lifetime Research and Creative Achievement Award, 2017. Holds an Airline Transport Pilot rating and currently flies light jet aircraft.

I. EDUCATION:

<u>INSTITUTION</u>	<u>DEGREE</u>	<u>YEAR</u>	<u>SPECIALIZATION</u>
Virginia Polytechnic Institute	Ph.D.	1974	Economics
Virginia Polytechnic Institute	M.A.	1972	Economics
Virginia Commonwealth University	B.S.	1970	Economics

Areas of expertise include Public Finance, Public Choice, and Managerial Economics.

II. PROFESSIONAL EXPERIENCE:

<u>POSITION</u>	<u>INSTITUTION</u>	<u>DATES</u>
Vice President, Freedom and Free Enterprise	The John Templeton Foundation while on Sabbatical UTC	2012
Probasco Distinguished Chair of Free Enterprise Early Tenure 7/94	U. Tennessee – Chattanooga	1993-Present
Hendrix Chair of Economics and Free Enterprise Early Tenure 7/89	U. Tennessee – Martin	1988-1993
Visiting Research Fellow	Princeton University	Summer, 1988
Chairman, Tri-Campus Dept. of Economics/Finance (60 Faculty)	Fairleigh Dickinson University	1986-1987
Chairman, Dept. of Economics/Finance Madison campus (15 Faculty)	Fairleigh Dickinson University	1984-1986
Deputy Chairman, Dept. of Economics/Finance	Fairleigh Dickinson University	1982-1984
Professor of Economics Early Tenure	Fairleigh Dickinson University	1980-1982
Director, College/University Division Joint Council on Economic Education		1978-1980
Associate Director, College/University Division		1975-1978

Joint Council on Economic Education
 Economist, College/University Division
 Joint Council on Economic Education

1974-1975

III. PUBLICATIONS:

A. Books and Monographs

1. *Freedom and Prosperity in Tennessee*, 2012, edited Volume, 270 pages.
2. *Economics: The Science of Cost, Benefit, and Choice*, 1st edition, 1983; 2nd edition, 1987; 3rd edition, 1992; 4th edition, 1997; 5th edition, 2000. Cincinnati: South-Western Publishing Co., with J. Holton Wilson; 748 pages.
3. *Survey of Economics*, 1st edition, 1997. Cincinnati: South-Western College Publishing Co., with J. Holton Wilson; 430 pages.
4. *Survey of Economics Instructor's Manual*, 1st edition, 1997. Cincinnati: South-Western College Publishing Co., with J. Holton Wilson; 174 pages.
5. *Survey of Economics Study Guide*, 1st edition, 1997. Cincinnati: South-Western College Publishing Co., with J. Holton Wilson; 152 pages.
6. *Macro Economics for Managers*, 1990. Boston: Allyn and Bacon, with Clifford F. Thies, J. Holton Wilson and Saul Z. Barr; 476 pages.
7. *Economics: Cost and Choice*, 1987. San Diego: Harcourt Brace Jovanovich, Inc., with Michael Veseth; 850 pages.
8. *Essentials of Economics*, 1st edition, 1982; 2nd edition, 1985. Orlando: Academic Press Inc., with James D. Gwartney and Richard Stroup, 550 pages. Japanese translation of the text published in September, 1984, by Taiga Shuppan Publishers of Tokyo.
9. *A Guide to Problems and Approaches in Teaching Economics*, 1980. New York: McGraw Hill Publishers, with Paul Wonnacott and Ronald Wonnacott; 100 pages.

B. Chapters in Professional Books:

1. "The Questionable Morality of Compromising the Influence of Public Choice by Embracing a 'Nobel' Lie" in *James M. Buchanan: A Theorist of Political Economy and Social Philosophy*, 2019. New York: Springer, pp. 399-423. Edited by Richard Wagner. Co-authored with Lee, Dwight R.

2. "Does Immigration Impact Institutions?" in *Economic Freedom and Prosperity: The Origins and Maintenance of Liberalization*, 2019. New York: Routledge, pp. 154-169. Edited by Benjamin Powell. Co-authored with Lawson, Robert; Nowrasteh, Alex; Powell, Benjamin; and Murphy, Ryan.
3. "Immigrant Ethnic Composition and the Adoption of Women's Suffrage in the United States" in *Public Choice Analyses of American Economic History*, 2018. New York: Springer, pp. 167-178. Edited by Joshua Hall and Marcus Witcher. Co-authored with Wong, Crystal, and Hall, Joshua.
4. "Tax Reform as a Discovery Process" in *For Your Own Good: Taxes, Paternalism, and Fiscal Discrimination in the Twenty-First Century*, 2018. Arlington, VA: Mercatus Center at George Mason University, pp. 289-302. Edited by Adam J. Hoffer and Todd Nesbit. Co-authored with Lee, Dwight R.
5. "Teaching and Measuring the Economic Way of Thinking" in *Innovations in Economic Education: Promising Practices for Teachers and Students K-16*, 2017. New York: Routledge Publishing, pp. 103-121. Edited by Mary Beth Henning. Co-authored with Harrison, Ashley S., and Schug, Mark C.
6. "Too Inexpensive to Be Inexpensive: How Government Censorship Increases Costs by Disguising Them" in *Explorations in Public Sector Economics*, 2017. Cham, Switzerland: Springer International Publishing Group, pp. 35-50. Edited by Joshua Hall. Co-authored with Lee, Dwight R.
7. "Freedom as a Public Good" in *Economic Behavior, Economic Freedom, and Entrepreneurship*, 2015. Northampton, MA: Edward Elgar Publishing, pp. 88-101. Edited by Richard J. Cebula, Joshua C. Hall, Franklin G. Mixson, Jr., and James E. Payne. Co-authored with Lee, Dwight R.
8. "Connecting the Economic Way of Thinking to the Common Core" in *Getting at the Core of the Common Core with Social Studies*, 2014. Charlotte, NC: Information Age Publishing, Inc., pp. 237-257. Edited by Thomas N. Turner, Jeremiah Clabough, and William Cole. Co-authored with Schug, Mark C., and Harrison, Ashley S.
9. "The Impact of *The Calculus of Consent*" in *Public Choice, Past and Present: The Legacy of James M. Buchanan and Gordon Tullock*, 2013. New York: Springer, pp. 1-16. Edited by Dwight R. Lee. Co-authored with Lee, Dwight R.
10. "The Case for Growth" in *Freedom and Prosperity in Tennessee*, 2012. Chattanooga, TN: Probasco Chair of Free Enterprise, pp. 1-15. Edited by J.R. Clark. Co-authored with Sobel, Russell S., and Leguizamon, Susane J.

11. "The Sources of Economic Growth" in *Freedom and Prosperity in Tennessee*, 2012. Chattanooga, TN: Probasco Chair of Free Enterprise, pp. 17-45. Edited by J.R. Clark. Co-authored with Sobel, Russell S. and Hall, Joshua C.
12. "Why Capitalism Works" in *Freedom and Prosperity in Tennessee*, 2012. Chattanooga, TN: Probasco Chair of Free Enterprise, pp. 47-67. Edited by J.R. Clark. Co-authored with Sobel, Russell S., and Leeson, Peter T.
13. "The Impact of Economic Growth, Tax Policy and Economic Freedom on Income Inequality" in *Economic Freedom: Causes and Consequences*, 2011. New York: Nova Science Publishers, Inc., pp. 121-127. Edited by Joshua C. Hall and Robert A. Lawson. Co-authored with Lawson, Robert A.
14. "Morality of Markets: Classroom and Conscience" in *Teaching Economics in Troubled Times: Theory and Practice for Secondary Social Studies*, 2011. New York: Routledge Press, pp. 79-94. Edited by Mark C. Schug and William C. Wood. Co-authored with Schug, Mark C.
15. "Suppressing Liberty, Censoring Information, Wasting Resources, and Calling It Good for the Environment" in *Natural Resources, the Environment, and Human Welfare*, 2010. Cambridge: Cambridge University Press. Edited by Ellen Frankel Paul, Fred D. Miller, Jr., and Jeffrey Paul. Co-authored with Lee, Dwight R.
16. "Expressive Voting: How Special Interests Enlist Their Victims as Political Allies" in *Beyond Conventional Economics*, 2006. Cheltenham, UK: Edward Elgar Publishers, pp. 17-32. Edited by Giuseppe Eusepi and Alan Hamlin. Co-authored with Lee, Dwight R.
17. "Regulating Government" in *The Encyclopedia of Public Choice*, 2003. Norwell, Massachusetts: Kluwer Academic Publishers. pp. 482-484. Edited by Charles K. Rowley and Friedrich Schneider. Co-authored with Lee, Dwight R.
18. "Revisiting 'The Nobel Lie': An Argument for Constitutional Constraints" in *Methods and Morals in Constitutional Economics: Essays in Honor of James M. Buchanan*, 2002. Berlin: Springer-Verlag, pp. 196-212. Edited by Geoffrey Brennan, Hartmut Kliemt, and Robert Tollison. Co-authored with Lee, Dwight R.
19. "Is Trust in Government Compatible with Trustworthy Government" in *The Elgar Companion to Public Choice*, 2001. Northampton, Massachusetts: Edward Elgar Publishing Limited, pp. 479-493. Edited by William F. Shughart

II and Laura Razzolini. Co-authored with Lee, Dwight R.

20. "The Role of Private Enterprise in Diversity and Multiculturalism" in *The Visible Hand: The Challenge to Private Enterprise in the 21st Century*, 2000. Atlanta: Georgia State University Press, pp. 123-136. Edited by Francis W. Rushing. Co-authored with Lee, Dwight R.

C. Articles

1. "Regulation: Industry Concentration and Undermining Competitive Balance," with Nesbit, Todd M. Working.
2. "The Curse of Historical Resources," with Sobel, Russell S., and Sobel, Reagan N. Working.
3. "Regulation and Entrepreneurship," with Boettke, Peter. Working.
4. "Media Transmission of Economic Knowledge: Minimum Wages and the Lagging Correction," *Journal of Private Enterprise*, with Niederjohn, M. Scott, and Wood, William C. Submitted.
5. "Academic Entrepreneurship in Sometimes Hostile Environments: A Virginia School of Political Economy Perspective," *The Independent Review*, with Boettke, Peter. Submitted.
6. "The Tax-Rate Induced Bond Substitution Hypothesis and the Traditional Textbook Treatment of the Relationship between Tax-Free and Taxable Bond Yields," *Applied Economics*, with Cebula, Richard J. Forthcoming.
7. "The Political Paradox of Economic Freedom," *Journal of Public Finance and Public Choice*, with Lee, Dwight R. Forthcoming.
8. "The Crucial Role of Financial Intermediaries for Facilitating Trade Among Strangers," *Review of Austrian Economics*, DOI: 10.1007/s11138-018-0429-0, with Stringham, Edward.
9. "The Brennan-Lomasky Test of Expressive Voting: When Impressive Probability Differences Are Meaningless," *Economies*, DOI: 10.3390/economies6030051, with Lee, Dwight R. Reprinted in Special Issue of *Public Choice*, 2019. Basel, Switzerland: MDPI Books, pp. 6-11. Edited by Franklin G. Mixon, Jr.
10. "Regulatory Burden and Business Dynamics: A Preliminary Analysis," *Journal of Entrepreneurship and Public Policy*, DOI: 10.1108/JEPP-D-18-00027, with Nesbit, Todd.

11. "The Growth of Government, Trust in Government, and Evidence on Their Coevolution," *Journal of Economics and Finance*, DOI: 10.1007/s12197-018-9453-y, with Gordon, Steven, and Garen, John.
12. "Understanding Bitcoin: Money, Asset, or Bubble?" *Social Education*, March/April 2018, Vol. 82, No. 2, pp.79-82, with Niederjohn, M. Scott, and Wood, William C.
13. "The Relative Value of AER P&P Economic Education Papers," *Journal of Economic and Finance Education*, Fall 2017, Vol. 16, Number 3, pp. 11-19, with Hall, Joshua C., and Harrison, Ashley S.
14. "Can Behavioral Economists Improve Economic Rationality?" *Public Choice*, DOI: 10.1007/s11127-017-0487-z, with Lee, Dwight R.
15. "The 'Minimal' State Reconsidered: Governance on the Margin," *Review of Austrian Economics*, DOI: 10.1007/s11138-017-0400-5, with Powell, Benjamin.
16. "Taxation in the Liberal Tradition," *Review of Austrian Economics*, DOI: 10.1007/s11138-017-0399-7, with Lawson, Robert A.
17. "The Use of Knowledge in Technology Entrepreneurship: A Theoretical Foundation," *Review of Austrian Economics*, DOI: 10.1007/s11138-017-0380-5, with Sobel, Russell.
18. "Does Mass Immigration Destroy Institutions? 1990s Israel as a Natural Experiment," *Journal of Economic Behavior and Organization*, <https://doi.org/10.1016/j.jebo.2017.06.008>, with Powell, Benjamin, and Nowrasteh, Alex.
19. "The Economics of Brexit," *Social Education*, March/April 2017, Vol. 81, No. 2, pp. 84-87, with Niederjohn, Scott, and Harrison, Ashley S.
20. "Econ 101 Morality: The Amiable, the Mundane and the Market," *Econ Journal Watch*, January/February 2017, Vol. 14, No. 1, pp. 61-76, with Lee, Dwight R.
21. "Interest Group Activity and Government Growth: A Causality Analysis," *Cato Journal*, Fall 2016, Vol. 36, No. 3, pp. 507-533, with Sobel, Russell.
22. "Economic Freedom and Real Income," *The Journal of Regional Analysis and Policy*, June 2016, Vol. 46, No. 1, pp. 52-59, with Foley, Maggie.
23. "Will the Economy Pick the Next President?" *Social Education*, March/April 2016, Vol. 80, No. 2, pp. 96-100, with Niederjohn, Scott M., and Harrison, Ashley S.
24. "Jack Soper: A Pioneer in Economic Education," *The Journal of Private Enterprise*,

- Spring 2016, Vol. 31, Issue 1, pp. 91-100, with Hall, Joshua C., and Harrison, Ashley S.
25. "Dangling at the Abyss: How Deadweight Costs and Political Attitudes May Prevent (or Induce) Collapse," *Journal of Public Finance and Public Choice*, Vol. XXXII, 1-3, 2014 (actually published March 2016), pp. 3-21, with Garen, John.
 26. "Freedom on the Growth and Level of Living Standards: Evidence from OECD Nations," *Journal of Entrepreneurship and Public Policy*, Spring 2016, Vol. 3, Issue 1, pp. 82-94, with Cebula, Richard, and Rossi, Fabrizio.
 27. "Higher Costs Appeal to Voters," *Public Choice*, DOI: 10.1007/s11127-016-0329-4, Vol.167, No. 1, 2016, pp. 37-45, with Lee, Dwight R.
 28. "Trust and the Growth of Government," *Cato Journal*, Vol. 35, No. 3, Fall 2015, pp. 549-580, with Garen, John.
 29. "Overcoming Barriers to Entry in an Established Industry: Tesla Motors," *California Management Review*, Vol. 57, No. 4, Summer 2015, pp. 85-103, with Stringham, Edward P., and Miller, Jennifer K.
 30. "Does Immigration Impact Institutions?" *Public Choice*, Vol. 163, Issue 3-4, June 2015, pp. 321-335, with Lawson, Robert; Nowrasteh, Alex; Powell, Benjamin; and Murphy, Ryan.
 31. "Is Bitcoin the Money of the Future?" *Social Education*, Vol. 79, No. 2, March-April 2015, pp. 94-97, with Niederjohn, Scott M., and Harrison, Ashley S.
 32. "In Remembrance of Gordon Tullock," *Public Choice*, Vol. 162, Issue 3-4, March 2015, pp. 225-227, with Lee, Dwight R.
 33. "The Effects of Economic Freedom, Regulatory Quality, and Taxation on the Level of Per Capita Real Income: A Preliminary Analysis for OECD Nations and Non-G8 OECD Nations," *Applied Economics*, Vol. 46, Issue 31-33, November 2014, pp. 3836-3849, with Cebula, Richard J.
 34. "Freedom and Economic Education: Jim Gwartney at the Crossroads," The Annual Proceedings of the Wealth and Well-Being of Nations, *Upton Forum*, Vol. VI, 2013-2014, pp. 67-81.
 35. "Buchanan and Tullock Ignore Their Own Contributions to Expressive Voting," *Public Choice*, Vol. 161, Issue 1-2, October 2014, pp. 113-118, DOI:10.1007/s11127-013-0132-4, with Lee, Dwight R.

36. "Preference Formation, Choice Sets, and the Creative Destruction of Preferences," *The Journal of Ayn Rand Studies*, Vol. 14, No. 1, July 2014, pp. 55-74, with Sobel, Russell S.
37. "A Presidential Tribute to James M. Buchanan: In Appreciation of the Man, His Work, and His Example," *Southern Economic Journal*, Vol. 80, No. 4, April 2014, pp. 905-911, with Lee, Dwight R.
38. "The Problem with the Holdout Problem," *Review of Law & Economics*, Vol. 9, No. 2, September 2013, pp. 151-167, with Lopez, Edward J.
39. "Battling the Forces of Darkness: How Can Economic Freedom Be Effectively Taught in the Pre-College Curriculum?" *The Journal of Private Enterprise*, Vol. 29, No. 1, Fall 2013, pp. 87-100, with Harrison, Ashley S., and Schug, Mark C.
40. "An Extension of the Tiebout Hypothesis of Voting with One's Feet," *Applied Economics*, Vol. 45, No. 32, November 2013, pp. 4539-4547, with Cebula, Richard J.
41. "The Impact of Economic Freedom on Per Capita Real GDP: A Study of OECD Nations," *The Journal of Regional Analysis & Policy*, Vol. 43, No. 1, 2013, pp. 34-41, with Cebula, Richard J., and Mixon, Franklin G., Jr.
42. "Sweatshop Working Conditions and Employee Welfare: Say It Ain't Sew," *Comparative Economic Studies*, Vol. 55, No. 2, June 2013, pp. 343-357, with Powell, Benjamin.
43. "Market Failures, Government Solutions, and Moral Perceptions," *Cato Journal*, Vol. 33, No. 2, Spring/Summer 2013, pp. 287-297, with Lee, Dwight R.
44. "An Economic Analysis of the Effects of Fair-Trade with Ruminations on the Popularity of Economists," *Journal of Public Finance and Public Choice*, Vol. 27, No. 2-3, 2010 (actually published 2012), pp. 133-145, with Lee, Dwight R.
45. "Beyond Kelly Green Golf Shoes: Evaluating the Demand for Scholarship of Free-Market and Mainstream Economists," *The American Journal of Economics & Sociology*, Vol. 71, No. 5, 2012, pp. 1169-1184, with Miller-Wilford, Jennifer, and Stringham, Edward Peter.
46. "Lessons from the Experience of OECD Nations on Macroeconomic Growth and Economic Freedom, 2004-2008," *International Review of Economics*, Vol. 59, No. 3, 2012, pp. 231-243, with Cebula, Richard J.
47. "Just Wait Until It's Free," *The Freeman: Ideas on Liberty*, Vol. 62, No. 6, July/August 2012, pp. 11-16, with Lee, Dwight R.
48. "The Future of Free Enterprise Leadership in Academe: A Survey," *The Journal of Private*

- Enterprise*, Vol. 27, No. 2, Spring 2012, pp. 121-143, with Hobbs, Bradley K., and Harrison, Ashley S.
49. "All We Know That May Be So in Economic Education," *Social Studies Research and Practice*, Vol. 7, No. 1, Spring 2012, pp. 1-8, with Schug, Mark C., and Harrison, Ashley S.
 50. "Migration, Economic Freedom, and Personal Freedom: An Empirical Analysis," *The Journal of Private Enterprise*, Vol. 27, No. 1, Fall 2011, pp. 43-62, with Cebula, Richard J.
 51. "Market Failure Isn't Full Story," *Investor's Business Daily*, December 8, 2011, Vol. 28, No. 169, p. A13, with Lee, Dwight R.
 52. "Shrinking Leviathan: Can the Interaction Between Interests and Ideology Slice Both Ways?" *The Independent Review*, Vol. 16, No. 2, Fall 2011, pp. 221-236, with Lee, Dwight R.
 53. "The Current Status of Free Enterprise Chairs and Professorships in Academe," *The Journal of Private Enterprise*, Vol. 26, No. 2, Spring 2011, pp. 15-46, with Harrison, Ashley S., and Hobbs, Bradley K.
 54. "Markets and Morality," *Cato Journal*, Vol. 31, No. 1, Winter 2011, pp. 1-25, with Lee, Dwight R. Reprinted 2015 in German and English in "Markets and Morality," *Der Markt und seine moralischen Grundlagen: Diskussionsmaterial zu einem Aufsatz von Jeff R. Clark und Dwight R. Lee*, Verlag Karl Alber/Munchen 2015.
 55. "Internalizing Externalities Through Private Zoning: The Case of Walt Disney Company's Celebration, Florida," *Journal of Regional Analysis & Policy*, Vol. 40, No. 2, 2010, pp. 96-103, with Stringham, Edward P., and Miller, Jennifer K.
 56. "The Mirage of Environmental Justice," *Investor's Business Daily*, November 22, 2010, Vol. 27, No. 160, p. A11, with Lee, Dwight R.
 57. "Examining the Hayek-Friedman Hypothesis on Economic and Political Freedom," *Journal of Economic Behavior & Organization*, Vol. 74, No. 3, Spring 2010, pp. 230-239, with Lawson, Robert A.
 58. "Climate Crisis Was Too Good to Waste," *Investor's Business Daily*, December 31, 2009, with Lee, Dwight R.
 59. "Suppressing Liberty, Censoring Information, Wasting Resources, and Calling It Good for the Environment," *Social Philosophy and Policy*, Vol. 26, No. 2, Summer 2009, pp. 272-295, with Lee, Dwight R.

60. "Recent Trends and New Evidence in Economics and Finance Education," *Journal of Economics and Finance Education*, Vol. 8, No. 1, Summer 2009, pp. 1-10, with Schug, Mark C., and Harrison, Ashley S.
61. "Are High School Economics Teachers the Same as Other Social Studies Teachers: The Results of a National Survey," *Social Education*, Vol. 73, No. 2, March 2009, pp. 71-75, with Schug, Mark C., and Dieterle, David A.
62. "Censoring and Destroying Information in the Information Age," *Cato Journal*, Vol. 28, No. 3, Fall 2008, pp. 421-434, with Lee, Dwight R.
63. "The Impact of Economic Growth, Tax Policy and Economic Freedom on Income Inequality," *The Journal of Private Enterprise*, Vol. XXIV, No. 1, Fall 2008, pp. 23-31, with Lawson, Robert A.
64. "Making Social Security More Harmful," *The Freeman*, Vol. 58, No. 8, October 2008, pp. 19-20, with Lee, Dwight R.
65. "Are Regulations the Answer for Emerging Stock Markets? Evidence from the Czech Republic and Poland," *Quarterly Review of Economics and Finance*, Vol. 48, No. 3, August 2008, pp. 541-566, with Stringham, Edward, and Boettke, Peter.
66. "Government Transfers and Inequality: An Anatomy of Political Failure," *Journal of Public Finance and Management*, Vol. 8, No. 2, 2008, pp. 265-301, with Lee, Dwight R.
67. "Economic Freedom, Entrepreneurship, Migration, and Economic Growth," *The Clarion Business and Economic Review*, Vol. 6, No. 2, Fall 2007, pp. 10-23, with Pearson, Dennis.
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69. "Freedom, Barriers to Entry, Entrepreneurship, and Economic Progress," *The Review of Austrian Economics*, Vol. 20, No. 4, August 2007, pp. 221-226, with Sobel, Russell S., and Lee, Dwight R.
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71. "Workers Should Want to Pay More for Social Security," *Economic Inquiry*, Vol. 44, No. 4, Fall 2006, pp. 753-758, with Lee, Dwight R.

72. "The Poverty of Politics: How Income Redistribution Hurts the Poor," *Atlantic Economic Journal*, Vol. 34, No. 1, March 2006, pp. 47-62, with Tullock, Gordon, and Levy, Leon S.
73. "Freedom, Entrepreneurship, and Economic Progress," *The Journal of Entrepreneurship*, Vol. 15, No. 1, January-June 2006, pp. 1-17, with Lee, Dwight R.
74. "Leadership, Prisoners' Dilemmas, and Politics," *Cato Journal*, Vol. 25, No. 2, Spring/Summer 2005, pp. 379-397, with Lee, Dwight R.
75. "Economic Freedom of the World, 2002," *The Independent Review*, Vol. IX, No. 4, Spring 2005, pp. 573-593, with Lawson, Robert A., and Gwartney, James D.
76. "Prisoners' Dilemmas, Leadership, and the Destructive Growth in Government," *Troy University Business and Economic Review*, Vol. 29, No. 1, 2005, pp. 16-22, with Lee, Dwight R.
77. "The Increasing Difficulty of Reversing Government Growth: A Prisoners' Dilemma That Gets Worse with Time," *Journal of Public Finance and Public Choice*, Rome, Italy, Vol. XXI, No. 2/3, 2003, pp.151-165, actual publication date May 2005, with Lee, Dwight R.
78. "The Laffer Curve for Amnesty," *The Journal of Private Enterprise*, Vol. XX, No. 1, Fall 2004, pp. 9-29, with Hutchinson, E. Bruce.
79. "Global Warming and Its Dangers," *The Independent Review*, Vol. VIII, No. 4, Spring 2004, pp. 591-597, with Lee, Dwight R.
80. "Trust in Government as a Constitutional Consequence," *The Journal of Private Enterprise*, Vol. XVIII, No. 2, Spring 2003, pp. 1-21, with Lee, Dwight R.
81. "Economics for the Heart and the Head," *The International Journal of Social Education*, Vol. 16, No. 1, Spring/Summer 2001, pp. 45-54, with Schug, Mark C.
82. "The Optimal Trust in Government," *Eastern Economic Journal*, Vol. 27, No. 1, Winter 2001, pp. 19-34, with Lee, Dwight R.
83. "The Economics of Moral Imperatives," *The Journal of Economics*, Vol. 25, No. 1, July 1999, pp. 1-8.
84. "Distrust and Verify," *The Freeman*, Vol. 49, No. 2, February 1999, pp. 27-28, with Lee, Dwight R. Reprinted with permission in *The Independent Review*, published by the Independent Institute, Oakland, California.
85. "Too Safe to Be Safe: Some Implications of Short- and Long-Run Rescue Laffer Curves," *Eastern Economic Journal*, Vol. 23, No. 2, Spring 1997, pp. 127-137, with Lee, Dwight R.

86. "Managing Dissonance in the Iron Triangle," *The Freeman*, Vol. 46, No. 10, October 1996, pp. 693-697.
87. "Sentencing Laffer Curves, Political Myopia, and Prison Space," *The Social Science Quarterly*, Vol. 77, No. 2, June 1996, pp. 245-259, with Lee, Dwight R. Abstracted in "Sentencing Laffer Curves, Political Myopia, and Prison Space," *Journal of Economic Literature*, Vol. 36, No. 4, December 1998, with Lee, Dwight R.
88. "Education Reform and Cognitive Dissonance: The Theory of the Second Guess," *The Journal of Applied Business Research*, Vol. 11, No. 4, Fall 1995, pp. 42-47, with Brady, Gordon L., and Davis, William T.
89. "A Human Capital Perspective on Criminal Careers," *The Journal of Applied Business Research*, Vol. 11, No. 3, Summer 1995, pp. 58-64, with Davis, William T.
90. "The Political Economy of Dissonance," *Public Choice*, Vol. 82, No. 1/2, January 1995, pp. 37-51, with Brady, Gordon L., and Davis, William T.
91. "Public Choice and Cognitive Dissonance," *The Journal of Public Finance and Public Choice*, October 1994, with Lee, Dwight R.
92. "Sustainable Development: The Implications for Environmental Quality," *The Journal of Private Enterprise*, Vol. IX, No.1, 1993, pp. 125-140, with Brady, Gordon L.
93. "Software Economics: An Application of Price Theory to the Development of Expert Systems," *Journal of Applied Business Research*, Vol. 9, No. 2, 1993, pp. 14-18, with Levy, Leon S.
94. "A Research Note on Labor Union Concentration, Political Influence, and Economic Efficiency," *Business Journal*, Vol. 9, No. 1, Spring 1992, pp. 16-20, with Davis, William T.
95. "Green Taxes to Address Global Warming," *The Journal of Private Enterprise*, Vol. VIII, No. 1, Fall 1992, with Brady, Gordon L.
96. "Does High School Economics Turn Off Too Many Students?" *Journal of Education for Business*, Vol. 67, No. 3, February 1992, with Davis, William T.
97. "An Alternative Evaluation Model of Gains in Economics Courses," *The Journal of Private Enterprise*, Vol. VII, No. 1, Fall 1991, with Davis, William T.

98. "Student Time Allocation and Scholastic Ability," *Journal of Applied Business Research*, Vol. 7, No. 3, Summer 1991, pp. 83-91, with Idson, Todd L.
99. "Is There Really a Macro Economics?" *Journal of Business and Economic Perspectives*, Vol. 14, No. 2, Fall 1991.
100. "An Economic Theory of Cyclical Academic Performance," *The Southern Business and Economic Journal*, Vol. 14, No. 1, October 1990, pp. 19-33, with Idson, Todd L.
101. "Human Capital Formation and Time Allocation in Academe," *Journal of Business and Economic Perspectives*, Vol. 12, No. 2, Fall 1987, with Idson, Todd L.
102. "A Multiplier/Accelerator Model of Human Capital Formation in Economics," *Journal of Business and Economic Perspectives*, Vol. 11, No. 2, Fall 1985, pp. 16-22.
103. "Economics In the American Classroom: What Are We Teaching? What Should Be Taught?" *The Social Studies*, Vol. 73, No. 6, November-December 1982, pp. 256-262, with Bogan, Elizabeth C.
104. "Fifteen Years of Economic Education: How Far Have We Come? Where Are We Going?" *Journal of Business Education*, Vol. 58, No. 1, October 1982, pp. 18-22, with Barron, Deborah Durfee.
105. "Major Findings of the National Survey of Economic Education," *Journal of Economic Education*, Vol. 12, No. 2, Summer 1981, pp. 45-51, with Barron, Deborah Durfee. Reprinted with permission in Canada in *Common Sense Economics*, published by The University of Waterloo, Ontario, Canada.
106. "A Survey of Alternative Approaches to the Teaching of Introductory Economics," *Kentucky Journal of Economics and Business*, Fall 1980, pp. 31-37.

IV. CONSULTING EXPERIENCE:

A. Government and Institutional (Selected List)

1. The Federal Reserve Bank of New York
2. The Johns Hopkins University
3. National Science Foundation
4. Fifth District Planning Commission
5. United States Department of Education, Division of Scientific Personnel Improvement

B. Private Sector (Selected List)

1. Yankelovich, Skelly and White, Public Opinion Research Firm
2. Playback Associates, A Reeves Teletape Company
3. Channel 13 New York City
4. Aetna Life and Casualty Company
5. The Law Firm of Giblin, Coombs, and Cooney
6. International Telephone and Telegraph (ITT)
7. Phillips Petroleum
8. The Foundation for Free Enterprise
9. The Pew Charitable Trusts
10. The Travelers Insurance Company

C. Invited Lectures for Fee (Selected List)

1. Asia Liberty Forum
2. Economic Freedom Institute
3. European Economic Association
4. Ratio Institute
5. The American Institute for Economic Research
6. University of Kentucky, BB&T Lecture Series
7. The University of Virginia School of Medicine
8. San Jose State University
9. Capital University
10. Louisiana State University, Visiting Speakers Series
11. The Johns Hopkins University, Distinguished Speakers Series
12. International Telephone and Telegraph (ITT), Distinguished Guest Speakers Series
13. The University of Tennessee, Speakers Series
14. Ball State University
15. Western Illinois University
16. California State University
17. Florida Gulf Coast University, BB&T Bank Free Enterprise Lecture Series
18. Beloit College, Upton Forum
19. Denver Metropolitan State University, Koch Foundation Lecture Series
20. The Citadel
21. Western Carolina University, Distinguished Lecture Series
22. University of Louisville, Koch Distinguished Lecture Series
23. Texas Tech University
24. Murray State University, Distinguished Lecture Series

D. Publishing Industry (Selected List)

1. McGraw Hill Book Co.

2. Harcourt Brace Jovanovich, Publishers
3. MacMillan Publishing Co.
4. John Wiley and Sons
5. Academic Press, Inc.
6. Goodyear Publishing Co.
7. Allyn and Bacon Publishers

V. PROFESSIONAL ACTIVITIES:

A. Membership in Professional Societies

1. American Economic Association
2. Southern Economic Association
Secretary/Treasurer, 2005-2018
3. Midwest Economic Association
4. Eastern Economic Association
Board of Directors, 1980
Executive Committee and Editorial Board, 1980
Finance Committee and Editorial Board, 1980
5. Western Economic Association
Chairman, Selection Committee:
Distinguished Teaching Award, 1980, 1981
6. Association of Private Enterprise Education, 1987
Board of Directors, 1989
Secretary/Treasurer, 1990-2019
Vice President, 1991
President, 1992
7. The Mont Pelerin Society, 1996-present
Board of Directors, 2006
Vice President, 2010
Treasurer, 2014-present
8. American Institute for Economic Research (AIER)
Board of Directors, 2019
Secretary/Treasurer, 2019-

B. Honors and Awards

1. Distinguished Fellow Award, 2019, The Association of Private Enterprise Education
2. Lifetime Research and Creative Achievement Award, 2017, The University of Tennessee at Chattanooga
3. Lifetime Research and Creative Achievement Award, 2016/2017, The University of

Tennessee at Chattanooga, College of Business

4. Outstanding Research Award, 2016, The University of Tennessee at Chattanooga, College of Business
5. John Templeton Prize, Best Paper Published in *The Journal of Private Enterprise*, 2005
6. Kent-Aronoff Distinguished Service Award, The Association of Private Enterprise Education, 1993
7. Distinguished Scholar Award 1992, The Association of Private Enterprise Education
8. Outstanding Research Award 1991, The University of Tennessee at Martin
9. Freedoms Foundation Leavey Awards Jury, 1992
10. Who's Who in the World 2000-01; Who's Who in The United States in Finance and Industry 2000-2001; Who's Who in America 2000-2001
11. Early Tenure, Fairleigh Dickinson University, 1982; Early Tenure, UT Martin, 1989; Early Tenure, UT Chattanooga, 1994
12. National Science Foundation Chautauqua Teaching Fellow, 2 Tours 1977-1978 and 1978-1979
13. Research and Program Grant Awards from:
 - The Charles G. Koch Foundation
 - Chevron USA
 - Beneficial Finance
 - The William B. Cockroft Foundation
 - The J. Howard Pew Freedom Trust
 - The Templeton Foundation
 - The Pierre F. and Enid Goodrich Foundation
 - The Lyndhurst Foundation
 - The Public Education Foundation
 - Earhart Foundation
 - The Walker Foundation
 - Chattem Incorporated
 - Astec Industries, Inc.
 - SunTrust Bank
 - Benwood Foundation
 - U.S. Department of Education

The Pope Foundation
National Council for Economic Education
The Roe Foundation

14. Graduate Teaching Assistantship, Virginia Polytechnic Institute & State University, 1970-1973
15. Presbyterian Scholarship, 1968

VI. OTHER ACTIVITIES:

1. Since 1975, hundreds of speeches to national service, professional, and civic organizations. Several television appearances: CNN Headline News, educational and cable channels, etc. Quoted in *The Wall Street Journal*, *Investor's Business Daily*, *Dun's Review*, *The Chronicle of Higher Education*, various newspapers: *New York Times*, *Newark Star Ledger*, regional papers: *The Atlanta Constitution and Journal*, *The Commercial Appeal* (Memphis), etc.
2. Vice President, Freedom and Free Enterprise for the John Templeton Foundation.
3. Treasurer, The Mont Pelerin Society, 2014 to present.
4. Board of Directors, The Mont Pelerin Society, 2006.
5. Vice President, The Mont Pelerin Society, 2010-12.
6. Secretary/Treasurer, Southern Economic Association, 2005-2018.
7. Secretary/Treasurer, The Association for Private Enterprise Education, 1990-2019.
8. Board of Advisors, Free Market Institute at Texas Tech University, 2014 to present.
9. Board of Directors: The Palmer R. Chitester Fund, 1990; creators of Milton Friedman's *Free to Choose* series, 1980, and *Free to Choose* series, 1991.
10. Board of Directors: The William B. Cockroft Foundation, 1992-2002.
11. Board of Trustees: Freedoms Foundation at Valley Forge, 1999-2002.
12. Director of Research: The Andrew Jackson Institute, 1992-1995.
13. Editorial Board: *The Journal of Business and Economic Perspectives*.

14. Editorial Referee: *The Southern Business & Economics Journal, Public Choice, European Journal of Political Economy, Journal of Regional Analysis and Policy, Journal of Economics and Finance Education, Cato Journal, Applied Economics.*
15. Managing Editor: *The Journal of Private Enterprise.*
16. Business Manager: *Southern Economic Journal.*
17. Economics Editor: *Journal of Economics and Finance Education, 2009-2013.*
18. Board of Directors: Kenco Corporation, 2010-2012.

VII. COURSES TAUGHT (IN LAST FIVE YEARS):

ECON 5015 - Economics for Managers (MBA curriculum)

VIII. REFERENCES:

Available Upon Request

Sami Dakhli

The University of Tennessee at Chattanooga
Finance and Economics
(423) 425-4415
Email: sami-dakhli@utc.edu

Education

PhD, Washington University in St. Louis, 1998.

Major: Economics

Dissertation Title: The role of critical equilibria in CGE models

Diplom-Agraringenieur (Dipl.-Ing Agr.) (equivalent of Master's in agricultural engineering),
Georg-August Universität Göttingen, 1994.

Major: Agricultural Sciences

Supporting Areas of Emphasis: Social Sciences of Rural Areas

Professional Positions

Academic - Higher Education

Professor, ESCE International School of Business, Paris. (June 1, 2010 - July 31, 2018).

Associate Professor, University of Southern Mississippi. (August 15, 2006 - May 31, 2010).

Assistant Professor, The University of Alabama, Tuscaloosa. (August 1, 1999 - August 15, 2006).

Post-Doctoral Fellow, Université de Montréal, Québec, Canada. (June 1, 1998 - June 1, 1999).

Administrative

Department Head, ESCE International School of Business, Paris. (September 1, 2014 - July 15, 2018).

Professional Memberships

American Economic Association. (November 20, 2018 - Present).

Development Activities Attended

Workshop, "Assurance of Learning Seminar," AACSB, Tampa, Florida, USA. (February 2017).

Awards and Honors

Teaching Excellence Faculty Fellow, The University of Alabama, Tuscaloosa. (September 1, 2003).

Dean's Teaching Award, Washington University in St. Louis. (May 1, 1997).

TEACHING

Teaching Experience

The University of Tennessee at Chattanooga

ECON 1010, Principles of Economics: Macroeconomics, 1 section.

ECON 1020, Principles of Economics: Microeconomics, 1 section.

ECON 3240, Intermediate Microeconomic Theory, 1 section.

ECON 4290, Managerial Economics, 1 section.

ECON 5015, Economics for Managers, 1 section.

PMBA 5015, Economics for Managers, 1 section.

Non-Credit Instruction

Management/Executive Education, Mediterranean School of Business, Tunis, Tunisia, 20 participants. (October 14, 2016 - October 16, 2016).

Management/Executive Education, Mediterranean School of Business, Tunis, 20 participants. (May 15, 2015 - May 16, 2015).

Management/Executive Education, Mediterranean School of Business, Tunis, 20 participants. (May 17, 2014 - May 18, 2014).

Directed Student Learning

Co-coordinator of July 2019 Study Abroad in Paris. (June 30, 2019 - July 27, 2019).

Advised:

RESEARCH**Scholarly Activity - Accepted and Published****Accepted****Journal Article**

Dakhliya, S., Marvasti, A. (2019). Regulatory change, market structure, and fatalities: the case of the Gulf of Mexico reef-fish fishery. *Review of Industrial Organization*. <https://rduu.be/bJ8MU>

In Preparation; Not Yet Submitted**Journal Article**

Diallo, B., Dakhliya, S., Saadullah, S., Temimi, A. The Genetics of Accounting Practices: First Evidence.

Published**Book Chapter**

Dakhliya, S., Davila, A., Cumbie, B. (2016). Trust, but Verify: The Role of ICTs in the sharing economy. *Information and communication technologies in organizations and society* (pp. 303--311). Springer.

Journal Article

Marvasti, A., Dakhliya, S. (2017). Occupational Safety and the Shift from Common to Individual Fishing Quotas in the Gulf of Mexico. *Southern Economic Journal*, 83(3), 705--720.

Castro, S. B., Dakhliya, S., Gothen, P. B. (2013). From singularity theory to finiteness of Walrasian equilibria. *Mathematical Social Sciences*, 66(2), 169--175.

Dakhliya, S., Strauss, R. P. (2013). Should Sales Taxes Be Imposed on E-Commerce? *Journal of Public Economic Theory*, 15(6), 803--828.

Castro, S. B., Dakhliya, S., Gothen, P. B. (2010). Direct perturbations of aggregate excess demand. *Journal of Mathematical Economics*, 46(4), 562--571.

Dakhliya, S., Temimi, A. (2006). An extension of the trade restrictiveness index to large economies. *Review of International Economics*, 14(4), 678--682.

Dakhliya, S., Pecorino, P. (2006). Rent-seeking with scarce talent: A model of preemptive hiring. *Public Choice*, 129(3-4), 475--486.

Dakhliya, S., Menezes, F. M., Temimi, A. (2006). The role of R&D technology in asymmetric research joint ventures. *The Manchester School*, 74(1), 52--63.

Menezes, F. M., Dakhliya, S., Temimi, A. (2004). A note on duplication of R&D and R&D subsidies. *Economics Bulletin*, 12(7), 1--5.

Dakhliya, S., Nye, J. V. (2004). Tax Britannica: Nineteenth century tariffs and British national income. *Public Choice*, 121(3-4), 309--333.

Berliant, M., Dakhliya, S. (2002). Sensitivity analysis for applied general equilibrium models in the presence of multiple Walrasian equilibria. *Economic Theory*, 19(3), 459--476.

Dakhliya, S. (1999). Testing for a unique equilibrium in applied general equilibrium models. *Journal of Economic Dynamics and Control*, 23(9-10), 1281--1297.

Submitted

Journal Article

Diallo, B., Dakhliya, S., Temimi, A. Financial Inclusion and Ethnic Development: Evidence from Satellite Light Density at Night. *Research in International Business and Finance*.

Dakhliya, S., Marvasti, A. Did tradable quota rights really affect fleet size? The case of IFQ Programs in the Gulf of Mexico. *Land Economics*.

Contracts, Grants and Sponsored Research

Grant

Dakhliya, S., "The market for quota share allocations and allocation transfers under the IFQ programs in the Gulf of Mexico and its implications for fishing effort and entry-exit decisions," Sponsored by U.S. NOAA Marine Fisheries Initiative, Federal, \$20,000.00. (November 1, 2016 - August 1, 2017).

Dakhliya, S., "IFQ Programs and Occupational Injuries and Fatalities in the Gulf of Mexico.," Sponsored by U.S. NOAA Southeast Fisheries Science Center, Federal, \$17,000.00. (September 1, 2013 - August 1, 2014).

Intellectual Contributions in Submission

Refereed Journal Articles

Diallo, B., Dakhli, S., Temimi, A. Financial Inclusion and Ethnic Development: Evidence from Satellite Light Density at Night. *Research in International Business and Finance*.

Dakhli, S., Marvasti, A. Did tradable quota rights really affect fleet size? The case of IFQ Programs in the Gulf of Mexico. *Land Economics*.

SERVICE**University Service**

Committee Member, Faculty Advisory Committee. (September 1, 2018 - Present).

Student Organization Faculty Advisor, Econ Club. (September 1, 2018 - August 31, 2019).

Chair, Department. (September 1, 2012 - July 15, 2018).

Committee Member, Conseil Pédagogique. (June 2011 - June 2018).

Committee Member, EPAS and AACSB Accreditation Committee. (September 2017 - April 2018).

Program Coordinator, Economics and Finance seminar series. (September 2007 - December 2009).

Student Organization Faculty Advisor, Econ Club. (September 2007 - November 2009).

Committee Member, International Program Committee. (September 2007 - August 2009).

Committee Chair, Journal Ranking Committee. (September 2008 - July 2009).

Committee Member, Faculty Scholarship, Development and Awards Committee. (September 2007 - August 2008).

Committee Member, Economics faculty recruitment committee. (September 2007 - May 2008).

Committee Member, Dean search committee. (September 2007 - December 2007).

Professional Service

Reviewer, Journal Article, Papers in Regional Science. (2019).

Reviewer, Journal Article, Applied Economics (journal). (2018).

Reviewer, Journal Article, Sustainable Production and Consumption. (2018).

Reviewer, Journal Article, Applied Economics (journal). (2017).

Reviewer, Journal Article, Applied Economics (journal). (2016).

Reviewer, Journal Article, Applied Economics (journal). (2016).

Reviewer, Journal Article, Applied Economics (journal). (2015).

- Reviewer, Journal Article, Economics Bulletin. (2013).
- Reviewer, Journal Article, Economics Bulletin. (2013).
- Reviewer, Journal Article, Southern Economic Journal. (2013).
- Reviewer, Journal Article, Computational Economics. (2011).
- Reviewer, Journal Article, Defence & Peace Economics. (2009).
- Reviewer, Journal Article, Southern Economic Journal. (2009).
- Reviewer, Journal Article, Journal of Mathematical Economics. (2008).
- Reviewer, Journal Article, International Economic Review. (2007).
- Reviewer, Journal Article, International Economics Review. (2007).
- Reviewer, Journal Article, Southern Economic Journal. (2007).
- Reviewer, Journal Article, Southern Economic Journal. (2007).
- Reviewer, Journal Article, Journal of Economic History. (2006).
- Reviewer, Journal Article, Southern Economic Journal. (2006).
- Reviewer, Journal Article, Journal of Public Economic Theory. (2005).
- Reviewer, Journal Article, RAIRO - Operations Research. (2005).
- Reviewer, Journal Article, BE Press. (2004).
- Reviewer, Journal Article, Econometrica. (2003).

Bento J. Lobo

Department Head, Finance & Economics
 UC Foundation Professor and
 First Tennessee Bank Distinguished Professor of Finance

The University of Tennessee at Chattanooga
 Gary W. Rollins College of Business
 Department of Finance and Economics
 615 McCallie Ave., Chattanooga, TN 37403, U.S.A.
 Phone: (423) 425-1700 • Email: Bento-Lobo@utc.edu

ACADEMIC APPOINTMENTS

- 2017 - : **Head**, Department of Finance and Economics
 2011 - : **First Tennessee Bank Distinguished Professor of Finance**
 The University of Tennessee at Chattanooga
 2010-2014: **Academic Advisor**
Galtere Institute Finance for the Future Initiative
 The University of Tennessee at Chattanooga
 2009 (Fall) : **Visiting Scholar**
 Federal Reserve Bank of Atlanta (Research Department)
 Galtere Ltd., (Hedge Fund, New York City, NY)
 2005 - : **UC Foundation Associate Professor of Finance (Tenured)**
 The University of Tennessee at Chattanooga
 2004-2005 **Teaching, Learning, Technology Faculty Fellow**
 The University of Tennessee at Chattanooga
 2002-2005: **Assistant Professor of Finance (Tenure-track)**
 The University of Tennessee at Chattanooga
 1999-2002 **Associate Director**
International Business Resource Center, The University of Louisiana-Lafayette
 1997-2002: **Assistant Professor of Finance (Tenure-track)**
 The University of Louisiana-Lafayette
 1996-1997: **Assistant Professor of Finance (Visiting)**
 The University of Louisiana-Lafayette
 1995-1996: **Adjunct Assistant Professor of Economics and Finance**
 The University of New Orleans
 1990-1995: **Graduate Research and Teaching Assistant**
 The University of New Orleans

EDUCATION

Chartered Financial Analyst (CFA) charter holder
CFA Institute, 2010

Doctor of Philosophy

Major: **Financial Economics**

The University of New Orleans (USA), 1995

Dissertation: *The Political Economy of Exchange Rate Determination - Issues and Empirical Tests.*

Dissertation Chair/Advisor: Dr. Gerald Whitney

Master of Arts

Major: **Economics**

The University of New Orleans (USA), 1992

Master of Management Studies

Major: **Finance & Accounting**

Other courses included: Organizational Behavior, Sales, Marketing, Human Resources and Strategic Management, Statistics, Operations Research

The University of Bombay (India), 1989

Bachelor of Arts

Major: **Economics**

Other courses included: Mathematics, Political Science, History, Psychology, Sociology, French

St. Xavier's College, (Mumbai, India), 1987

RESEARCH AND TEACHING INTERESTS

Research: Monetary Policy; Broadband Effects; Behavioral Finance; Education Economics

Teaching: International Finance, Financial Institutions and Markets, Corporate Finance

TEACHING EXPERIENCE

The University of Tennessee at Chattanooga

- Instrumental in developing the Personal Finance minor at UTC
- Instrumental in molding the curriculum, and developing and launching the “Investments Track” to help students of finance prepare for the CFA exams.
- Instrumental in bringing back International Finance courses to the college’s undergraduate and graduate programs.
- *Teaching, Learning, Technology Faculty Fellow* (2004-5)
- Executive Education Leadership Faculty
- Courses taught

The University of Tennessee at Chattanooga (2002 -)

Executive Education

Making Sense of Your Business Environment – The Secrets in Economic Indicators

Graduate courses

FIN 5760 International Financial Management (MBA)
 EMBA 6050 International Financial Management (Executive MBA)
 FIN 5180 Financial Institutions & Markets (MBA)

Undergraduate courses

FIN 3020 Essentials of Managerial Finance
 FIN 3200 Intermediate Financial Management
 FIN 3180 Financial Institutions
 FIN 4120 International Finance
 UHON 3550 What will the Fed do? An Introduction to Macro Finance

The University of Louisiana-Lafayette (1996-2002)

FIN 515 International Trade and Finance (MBA)
 FIN 522 Advanced Financial Management (MBA)
 FIN 307 Credit & Financial Statement Analysis
 FIN 412 International Finance

The University of New Orleans (1993-1996)

FIN 6300 Financial Management (MBA)
 FIN 3300 Principles of Corporate Finance
 ECON 2203 Principles of Microeconomics
 ECON 2204 Principles of Macroeconomics
 ECON 2221 Economics of Money, Credit & Banking
 QMBE 2781 Quantitative Methods for Business

RESEARCH**REFEREED JOURNAL ARTICLES**

Lobo, Bento J., Md. Rafayet Alam, and Brian Whitacre (2019), "Broadband Speed and Unemployment Rates: Data and Measurement Issues," forthcoming in Telecommunications Policy. <https://doi.org/10.1016/j.telpol.2019.101829>

Whitacre, Brian, Md. Rafayet Alam and **Bento J. Lobo** (2018), "Econometric Error Nullifies Finding of the Impact of Broadband Speed on County-level Employment," Information Economics and Policy. <https://doi.org/10.1016/j.infoecopol.2018.05.001>

Broughton, John B. and **Bento J. Lobo** (2018), "[Herding and anchoring in macroeconomic forecasts: The case of the PMI](https://doi.org/10.1007/s00181-017-1306-6)," Empirical Economics, Vol 55, No. 3, 1337-1355. <https://doi.org/10.1007/s00181-017-1306-6>

Lobo, Bento J. and Lisa A. Burke-Smalley (2018), "An empirical investigation of the financial value of a college degree," Education Economics, Vol 26, No. 1, 78-92. <http://dx.doi.org/10.1080/09645292.2017.1332167>

Broughton, John B. and **Bento J. Lobo** (2017), "Equity duration and portfolio risk management," Journal of Investing, Fall 2017, Vol 25, No. 3, 29-40. <https://doi.org/10.3905/joi.2017.26.3.029>

Broughton, John B. and **Bento J. Lobo** (2014), "[Equity duration of value and growth indices](https://doi.org/10.1080/09645292.2017.1332167)," Journal of Applied Finance, Vol. 24, No. 2, 33-42.

Roedder, Chad and **Bento J. Lobo** (2014), "The credit crisis: A policy critique," Economics and Finance Review, Vol.3, No.6, 1-10 (April 2014)

Lobo, Bento J. (2011), "What is the future of the U.S. dollar?" Journal of Corporate Accounting and Finance, Vol. 22, Number 6, 3-10, (Lead Article).

Lobo, Bento J., Christi Wann and John G. Fulmer, Jr. (2010), "Greece: How can companies manage the new risks?" Journal of Corporate Accounting and Finance, Vol. 21, Number 6, 19-24.

Wann, Christi, and **Bento J. Lobo** (2010), "[Gender-based trading: Evidence from a classroom experiment](https://doi.org/10.1080/09645292.2017.1332167)," Journal of Economics and Finance Education, Vol. 9 No.2 (Winter 2010), 54-61.

Lobo, Bento J. (2010), "[India: The changing economic and cultural landscape](https://doi.org/10.1080/09645292.2017.1332167)," Education About Asia, Vol 15, Number 1, Spring 2010, 10-15.

Wann, Christi, and **Bento J. Lobo** (2010), “State dependent dividend preferences: The case of economic recessions,” American Journal of Business Research, Vol.2 No.1.

Lobo, Bento J., Christi Wann and John G. Fulmer, Jr. (2009), “Managing late payments for international sales,” Journal of Corporate Accounting and Finance, Vol. 20, Number 6, 39-45.

Lobo, Bento J., Soumen Ghosh, and Andy Novobilski (2008), “[The economic impact of broadband: Estimates from a regional input-output model](#),” Journal of Applied Business Research, 2008, Vol. 24, Number 2, 103-114. <http://dx.doi.org/10.19030/jabr.v24i2.1357>

Chen Heng, **Bento J. Lobo**, and Wing-Keung Wong (2007), “Globalization and emerging stock market integration: Evidence from a FIVECM-MGARCH model,” Global Review of Business and Economic Research, 2007, Vol. 3 No. 1, 47-65.

Lobo, Bento J., John G. Fulmer, Jr., (2006), “Till v SCS Credit Corp.: A tutorial in subprime interest rate determination,” The Journal of Finance Case Research, Vol. 8 (Number 1), 89-102.

Lobo, Bento J., C.M. Brockman, and B. K. Brockman (2006), “A study of college student business media habits and perceptions of the Wall Street Journal,” The Journal of Learning in Higher Education, Spring 2006, 1-5.

Lobo, Bento J., Ali Darrat, and Sanjay Ramchander (2006), “[The asymmetric impact of monetary policy on currency markets](#),” The Financial Review, Vol. 41 (2) May 2006, 289-303. <http://doi.org/10.1111/j.1540-6288.2006.00142.x>

Darrat Ali, Marc Chopin and **Bento J. Lobo** (2005), “[Money and macroeconomic performance: Revisiting divisia money](#),” Review of Financial Economics, Vol. 14 Issue 2 (2005), 93-101. (Lead Article). <https://doi.org/10.1016/j.rfe.2004.05.002>

Lobo, Bento J., and James Henley (2004), “Can socio-cultural factors aid in the understanding of economic problems? The case of Japan,” Global Business and Economics Review, Volume 6, Number 2, December, 230 – 238.

Lobo, Bento J. (2002), “[Large changes in major exchange rates: A chronicle of the 1990s](#),” Applied Financial Economics, 12(11), 805-11.

Lobo, Bento J. (2002), “[Interest rate shocks and stock prices](#),” The Financial Review, 37 (1) (February), 73-92. DOI: <http://dx.doi.org/10.1111/1540-6288.00005>

Lobo, Bento J. (2000), “[Asymmetric effects of interest rate changes on stock prices](#),” The Financial Review, 35, 125-144. <http://dx.doi.org/10.1111/j.1540-6288.2000.tb01424.x>

Lobo, Bento J. (1999), “[Jump risk in the U.S. stock market: Evidence using political](#)

[information](https://doi.org/10.1016/S1058-3300(00)00011-2),” *Review of Financial Economics*, 8, 149-163. [https://doi.org/10.1016/S1058-3300\(00\)00011-2](https://doi.org/10.1016/S1058-3300(00)00011-2)

Lobo, Bento J., and David Tuft (1998), “[Exchange rate volatility: Does politics matter?](https://doi.org/10.1016/S0164-0704(98)00062-7)” *Journal of Macroeconomics*, Vol. 20(2), Spring, 351-65. [https://doi.org/10.1016/S0164-0704\(98\)00062-7](https://doi.org/10.1016/S0164-0704(98)00062-7)

Lobo, Bento J., and M.K. Hassan (1993), “International evidence of the Fisher Effect,” *Indian Journal of Economics*, Vol. LXXIV, No. 293, October, 175-186.

OTHER PUBLISHED WORK

- [The realized value of fiber optic and smart grid infrastructure in Hamilton County, Tennessee](#), UTC 2015.
- “Demise of the U.S. dollar?” *Chattanooga Times Free Press* [C3 and online], 8/21/2011.
- “Regulatory reform and the legacy of the financial crisis,” *Chattanooga Times Free Press* [online], 8/1/2010.
- “Lessons from the financial crisis,” *Chattanooga Times Free Press* [online], 7/26/2009.
- “Global capital obeys own law of gravity,” *Chattanooga Times Free Press*, 7/20/2008.
- “Globalization likened to ‘tough love’”, *Chattanooga Times Free Press*, 6/24/2007.
- “Why Chattanooga should know more about ‘Chindia’,” *Business Trend*, Fall 2006.
- “Economies of China, India challenge U.S.,” *Chattanooga Times Free Press*, 5/14/2006.
- “Weak dollar benefits Tennessee economy,” *Business Trend*, Summer 2005 Vol. 3. No. 5
- “Uneasiness grows as dollar feels debt strain,” *Chattanooga Times Free Press*, 5/22/2005.
- “Bombs, bribes, culture clashes affect the bottom line,” *Chattanooga Times Free Press*, 5/23/2004.
- “Deflation puts Japan in ditch; is U.S. next?” *Chattanooga Times Free Press*, 6/1/2003.
- “Argentina: No longer a land of romance and opportunity,” *The Daily Advertiser*, 5/19/2002.
- “Japan on the edge of an abyss,” *The Daily Advertiser*, 1/13/2002.
- “Going truly global,” *The Daily Advertiser*, 5/20/2001.
- “The global urge to merge,” *The Daily Advertiser*, 12/17/2000.
- “What’s up with the Euro?” *Louisiana’s International Business Clearinghouse Newsletter*, November 15, 2000.
- “Mixing business with danger,” *The Daily Advertiser*, 5/22//2000.
- “Paying the price: At what cost do struggling economies turn to dollarization?” *The Daily Advertiser*, 11/28/1999.

WORKING PAPERS

NSF Engineering Research Center for Intelligent Connected Infrastructures in Sustainable Urban Environments - CONNECT – Grant pre-proposal under review (2019).

Alternative financial services: Implications for financial literacy, UTC Working Paper 2015.

Overconfidence among experts and novices – survey evidence, UTC Working Paper 2014 (co-authored).

Triangular arbitrage and news in foreign exchange markets, UTC Working Paper 2010 (co-authored).

REFEREED PAPERS AT SCHOLARLY MEETINGS (1997-)

Lobo, Bento J. and William Roedder, “The Credit Crisis – A Policy Critique,” presented at the 2014 meetings of the Academy of Economics and Finance, February 13-14, 2014 in Chattanooga, TN.

Lobo, Bento J. and Bart Weathington, “Overconfidence among experts and novices - survey evidence,” presented at the 2014 meetings of the Academy of Economics and Finance, February 13-14, 2014 in Chattanooga, TN.

Wann, Christi, and **Bento J. Lobo**, “State dependent dividend preferences: The case of economic recessions,” accepted for presentation at the Eastern Finance Association meetings, April 2008 in St. Pete Beach, FL.

Chen Heng, **Bento J. Lobo**, and Wing-Keung Wong, “Links between the Indian, U.S. and Chinese Stock Markets: Evidence from a fractionally integrated VECM,” presented at the Eastern Finance Association meetings, April 16-19, 2006, in Philadelphia, PA.

Lobo, Bento J., Ali Darrat, and Sanjay Ramchander, “The asymmetric impact of monetary policy on currency markets,” presented at the 12th Annual Conference of the Multinational Finance Society, July 2-7, 2005 in Athens, Greece.

Lobo, Bento J., Ali Darrat, and Sanjay Ramchander, “The asymmetric impact of monetary policy on currency markets,” accepted for presentation at the Global Finance Conference, June 26-29, 2005 in Dublin, Ireland.

Lobo, Bento J., “On the asymmetric impact of monetary policy on currency markets,” presented at the Financial Management Association meeting, October 2004 in New Orleans, LA.

Lobo, Bento J., “On the asymmetric impact of monetary policy on currency markets,” presented at the Eastern Finance Association meeting, April 2004 in Mystic, CT.

Darrat Ali, Marc Chopin and **Bento J. Lobo**, “Money and Macroeconomic Performance: Revisiting Divisia Money,” presented at the Academy of Economics and Finance, February 2003 in Savannah, GA.

Lobo, Bento J., “The Fed and Financial Markets: The Message in Federal Funds Rate Target

Changes,” presented at the Eastern Finance Association meeting, April 2002 in Baltimore, MD.

Lobo, Bento J., “Politics, Policy and Signaling in Currency Markets,” presented at the Eastern Finance Association meeting in Williamsburg VA, April 2001.

Lobo, Bento J., “Politics and Risk Aversion in Stock Markets,” accepted at the 6th Annual Conference of the Multinational Finance Society, Toronto (Canada), June 1998.

Lobo, Bento J., “The U.S. Political Calendar and Exchange Rates: Evidence from Jump Diffusion Models,” presented at the Southern Finance Association meeting in Baltimore, MD, November 1997.

Lobo, Bento J., and David Tufte, “Political Determinants of Exchange Rates: Evidence from a Jump-Diffusion Model,” accepted at the Financial Management Association International meeting in Honolulu (Hawaii), October 1997.

Lobo, Bento J., and David Tufte, “Exchange Rate Volatility: Does Politics Matter?” presented at the Financial Management Association International meeting in Zurich (Switzerland), May 1997.

FUNDED GRANTS

Agency: U.S. Department of Education Business and International Education Grant
 Title: Promoting International Trade between Acadiana and the World through University Development and Direct Assistance
 Period: June 1996 – May 1998, extension to September 1998
 Award: \$150,000 plus institutional match
 Role: Co-Principal Investigator

Agency: Louisiana Board of Regents Support Fund Enhancement Program
 Title: Enhancement of International Business Infrastructure of Academic, Research, and Economic Development
 Period: July 1999 – June 2000, extension to December 2000
 Award: \$63,720 plus institutional match
 Role: Co-Principal Investigator

BUSINESS EXPERIENCE, EXPERT CONSULTING AND TRAINING

The Creative Discovery Museum, Chattanooga TN (May 2019)

Economic Impact Study.

Tennessee Valley Distribution Marketplace Forum Workshop: Options and Opportunities for Fiber, Murfreesboro TN (April 2, 2018)

Panelist in a session on Broadband Effects on Economic Development.

Economic Development Conference, Atlanta GA (November 2017)

Panelist in a session on Broadband Effects on Economic Development.

Broadband Communities Summit, Dallas TX (May 2017)

Panelist in a session on Economic Development.

UC Foundation Endowment Committee, Chattanooga (2016-)

Ex-officio member

The University of Guelph, Ontario Canada, October 2016

Presented my research on "The Economic Impact of Fiber Optic Infrastructure" to Ph.D. students and faculty.

Oak Ridge National Laboratory, January 2016

Presented my research on "The Realized Value of Fiber Optic Infrastructure in Hamilton County" to scientists and researchers.

Miller and Martin PLLC, Chattanooga (2014-15)

Expert valuation analysis in an eminent domain case.

CFA Institute (2011 -), Charlottesville, VA

- Exam development team
- Grader Level III exams
- Curriculum/EORQ Team

Introduction to Asia Conference, UTC, Feb 16, 2012

Presentation on "India: The Changing Economic and Cultural Landscape."

Electric Power Board, Chattanooga (TN), 2005 – present

- The Realized Value of Fiber Optic and Smart Grid Infrastructure in Hamilton County, Tennessee: 2011-2015
- Study of the economic impact of fiber-to-the-home or second-generation broadband technology on Hamilton county.

- Harvard Business School Case Study N9-313-097, April 2013

- Analysis of the economic impact of a demand-side management (DSM) approach to electricity usage in Hamilton County.

SimCenter (National Center for Computational Engineering), 2010

- Economic analysis of commercializing the intellectual property of the SimCenter.

American Society of Women Accountants, Annual meeting (Chattanooga, May 6, 2009)

Moderated a Panel Discussion on "The Economic Outlook"

Tennessee Credit Union League, Barnsley Gardens Resort (GA), November 19, 2008

Addressed the CEO's of the 25 largest credit unions in Tennessee on the issue of "Election 2008, Regulation and Credit Unions."

University Honors Department, UTC, Oct 28, 2008

Panelist at the "Election 2008" discussion.

UTC College of Business, Department of Finance, Oct 9, 2008

Moderated a Panel Discussion on "The Credit Crisis"; Panelists included portfolio managers, bankers and economists.

Probasco Chair of Free Enterprise, UTC, December 2007

Presentation on "Foreign Exchange Markets and the Future of the Dollar" made to a select group of business leaders at a luncheon organized by the Probasco Chair of Free Enterprise.

McKee Foods, Chattanooga (TN), 2007

Studied the impact of late payments from international sales on the firm's net margin, and made recommendations concerning how to determine the cost of late payments, how to build this cost into the price of the product, how to make adjustments for payments in foreign currencies, and how to use currency hedging techniques.

Teaching Learning Technology Faculty Fellows Program, UTC, April 1, 2005

Presentation to students, faculty, staff and the public on "The Case Method: Issues in Teaching, Writing and Local Content"

UTC College of Business

Organized certificate programs for students on:

- International Trade, Chattanooga (TN) Spring 2005
- The Market for Financial Services, Chattanooga (TN) Fall 2005

Union Planter's Bank, Chattanooga (TN), April 2004

Conducted a workshop on “Issues in Doing Business Abroad” for clients of the bank.

Mayfield & Lester, Attorneys-at-law, Chattanooga (TN), 2004

Conducted research and made recommendations regarding the determination and construction of interest rates on default consumer loans under Chapter 13 of the Bankruptcy Code. The analysis was conducted in the context of the ruling by the United States Supreme Court in *Till v SCS Credit Corp.* 124 S. Ct. 1951 (2004).

World Trade Society of Chattanooga

Organized seminars for local businesses and the community on:

- China: Business and Trade, Chattanooga TN, June 2004
- Korea: Business and Trade, Chattanooga TN, September 2004

Rotary Club, Jasper (TN), January 2003

Conducted a workshop on “Banking in the U.S.” for a group of visiting Russian bankers.

The University of New Orleans Doctoral Seminar Series, May 2002

Presented my research on “The Effects of Monetary Policy on Asset Markets” to Ph.D. students and faculty in the Department of Economics and Finance

Florida Gulf Coast University, 1998.

Developed an online/distance learning course on International Finance

Xavier University, New Orleans (Summer 1995, 1996)

Conducted week-long “Business Orientation” seminars for incoming business majors

Cook, Arnold, & Associates, New Orleans, Summer 1993

Developed efficiency benchmarks for this collection agency

Oak Tree Savings Bank, New Orleans, Summer 1992

Assisted in the winding down of one of Louisiana’s largest thrift institutions

DSP-Merrill Lynch Ltd., India & Singapore, 1989-1990

Equity Research Analyst – conducted macroeconomic research, picked stocks for mutual funds, assisted with due diligence efforts and “road shows”; served as the first editor of the firm’s investment newsletter and liaised with international investment firms in promoting India and India country funds.

OTHER RELEVANT WORK EXPERIENCE

- Editor, *Xavier Economic Review*, St. Xavier’s College (Mumbai, India), (1985-87)
- Chairman, *The Economics Circle*, St. Xavier’s College (Mumbai, India), (1986-87)

MEDIA APPEARANCES

Print Media

- Cited in the *Chattanooga Times Free Press*, June 3 2019. [High-speed broadband cuts jobless rates in Chattanooga, Hamilton County.](#)
- Interviewed in *Cityscope* May 2019: [Inflation: Will history repeat itself?](#)
- Interviewed in *Edge* magazine June 1, 2019: [In Tennessee, you are about as likely to live in a millionaire household as you are to have hazel-colored eyes.](#)
- Cited in *The New York Times*, August 16, 2016: http://www.nytimes.com/2016/08/17/realestate/commercial/chattanoogas-innovation-district-beckons-to-young-entrepreneurs.html?partner=IFTTT&_r=1
- Cited in several articles and reports in September 2015 following the release of my study on “The Realized Value of Fiber Optic and Smart Grid Infrastructure in Hamilton County, Tennessee: 2011-2015
- Interview given to *Gigcommunities.net*, September 2015
- Interview given to *Nooga.com* on [consumer confidence](#) – Oct 11, 2011.
- Interview given to *Nooga.com* on [Operation Twist](#) – Oct 8, 2011.
- Interview given to the *Chattanooga Times Free Press* on the toxic asset plan – Mar 25, 2009, page C1.
- Interview given to the *Chattanooga Times Free Press* on the [stimulus package](#) – Mar 7, 2009.
- Interview given to the *Chattanooga Times Free Press* on credit card debt – Oct 29, 2008, page C1.
- Interview given to the *Chattanooga Times Free Press* on the credit crisis – Oct 2, 2008, page C1.
- Interview given to the *Chattanooga Times Free Press* on investing in foreign stocks – March 4, 2008, page C1-2.
- Interview given to CNM (Commercial Network Magazine), “New captain at the helm – Bernanke should keep Fed on course,” Dec 2005.

Television & Radio

- BBC World Service, interview scheduled for March 23, 2016.
- Interviewed on Chattanooga’s Channel 12 News about the stimulus package – Feb 9, 2009.
- Interviewed on Chattanooga’s Channel 12 News about the post-election economic priorities – Nov 6, 2008.
- Interviewed on Chattanooga’s Channel 12 News about the credit crisis – Oct 10, 2008.
- Interviewed on Chattanooga’s Channel 9 News about the credit crisis – Sep 30, 2008.
- Interviewed on Chattanooga’s Channel 12 News about the credit crisis – Sep 26, 2008.
- Interviewed on Chattanooga’s WGOW’s “Live and Local” talk radio show about the credit crisis – March 5, 2008.
- Interviewed on KLFY TV-10 (Lafayette, LA) on the state of financial markets, April 2001.
- Panelist, “European Union,” Acadiana Open Channel Panel Discussion, Lafayette (LA), 1997.

PROFESSIONAL DEVELOPMENT

- 2018: Southeastern International/Economic Development Workshop, FRB Atlanta (Mar 2)
- 2018: Patten & Patten's Ninth Investment Symposium, Chattanooga (Mar 1)
- 2017: IRIS Training, UTC
- 2017: TALEO Training, UTC
- 2017: Patten & Patten's Eighth Investment Symposium, Chattanooga
- 2015: Patten & Patten's Sixth Investment Symposium, Chattanooga
- 2014: Discussant, Southern Economic Association Meetings, Atlanta GA (Nov 22-24)
- 2014: Patten & Patten's Fifth Investment Symposium, Chattanooga
- 2014: FMA Annual Conference, Nashville TN (Oct 15-18)
- 2013: Patten & Patten's Fourth Investment Symposium, Chattanooga
- 2013: Training the Street Excel Modeling Workshop, UTC
- 2012: Southeastern International/Economic Development Workshop, FRB Atlanta (Dec 7)
- 2012: "Introduction to Asia" Conference, UTC (Feb 16)
- 2012: Patten & Patten's Third Investment Symposium, Chattanooga (Feb 16)
- 2011: The Ivey Case Teaching Workshop, UT Knoxville (Dec 14-16)
- 2011: Behavioral Finance Symposium, UTC (Oct 11-12)
- 2011: Bloomberg Symposium for Educators, NYC, New York (June 25)
- 2011: "The Psychology of Investing", ASWA Chattanooga (May 24)
- 2011: Training the Street Workshop on Valuation, UTC (Feb 26)
- 2011: Bloomberg-certified in Equities, Foreign Exchange
- 2010: All-Georgia Finance Conference, Federal Reserve Bank of Atlanta
- 2010: CFA Society Leadership Conference, Washington D.C. (September 23-25)
- 2010: Received the Chartered Financial Analyst (CFA) designation
- 2009: Fall Semester Sabbatical
 - Visiting Scholar, Federal Reserve Bank of Atlanta (Research Dept)
 - Visiting Scholar, Galtere Inc. (New York)
- 2008: Presentation on "State of the Economy", First Tennessee Bank, Chattanooga (TN)
- 2008: Blackboard Open Lab & Speed Survey, UTC
- 2008: "Investing the Templeton Way" Book Review, CFA Society of Chattanooga

- 2006: Seminar on “Conversation to Enhance Learning,” UTC
- 2005: The Art and Craft of Discussion Leadership, Harvard Business School, Cambridge, MA
- 2005: *Teaching, Learning, Technology* Faculty Fellows Program, UTC
- 2004: Workshop on “A Matter of Scholarship,” UTC
- 2004: Workshop on “Copyright and Fair Use in Higher Education,” UTC
- 2004: Workshop on “Getting the Most out of Teaching with PowerPoint,” UTC
- 2004: Seminar on “Beyond Googling: Using Blackboard to Improve Student Research,” UTC
- 2003: Workshop on “Blackboard 6,” UTC
- 2000: Workshop on “Foreign Exchange Risk Management,” Bank One Corp, New Orleans, LA
- 2000: Workshop on “Dollarization,” The Federal Reserve Bank of Dallas, TX
- 1998: Faculty Development in International Business, The Univ of Memphis, Memphis, TN
- 1997: Faculty Development in International Business, The Univ of Louisiana, Lafayette, LA

SERVICE

INSTITUTIONAL

The University of Tennessee at Chattanooga

- Co-Chair**, Rollins Scholars Program Taskforce (2018-19)
- Member**, Honors College Advisory Committee, Chattanooga (2018-)
- Member**, Provost Search Committee, Chattanooga (2018)
- Member**, UC Foundation Endowment Committee, Chattanooga (2016-)
- Chair**, Faculty Administrative Relations Committee (2009-10)
- Co-Chair**, Implementation committee for the UTC Strategic Plan (2008-12)
- Co-Chair**, Sub-committee on innovative curriculum for the COB Strategic Plan (2011-12)
- Co-Chair**, UTC International Programs and Search committee (2008-)
- Chair**, COB Mission & Strategic Planning Committee (2014-2017)
- Chair**, COB Mission & Objectives Committee (2008-14)
- Chair**, COB Positioning Initiative (2008-9)
- Chair**, COB Finance for the Future Initiative Executive-in-Residence Search Committee

Member:

- UTC SMILE Fund Advisory Board
- University Planning Council (Strategic Planning)
- UTC Speakers and Special Events Committee
- UTC Athletics Committee
- UTC Shared Values Rubric Blue Ribbon Taskforce

UTC Faculty Development Grants Committee
UTC Faculty Administrative Relations Committee
UTC Laptop Initiative Taskforce
UTC Library Committee
UTC Asian Studies Committee
UTC Undergraduate Curriculum Committee

COB Search Committee, Department Head for Finance and Economics
COB MBA Taskforce
COB Classroom Design Committee
COB Promotion and Tenure Process Taskforce
COB Graduate curriculum and improvement
COB Promotion and Tenure Standards Committee
COB Dean Search Committee
COB Steering Committee for the Haugerud-Murphy Finance for the Future Initiative
COB Admission Standards Committee
COB Accreditation Maintenance Committee
COB Advising Committee
COB Assurance of Learning Committee
COB EMBA Taskforce
COB Undergraduate Curriculum Committee
COB Teaching Assessment Committee

Finance Department Tenure & Promotion Committee
Finance Department Scholarship Committee
Finance Department Retention Committee

University Honors Thesis Committee

Director – Jonathan Stegmann (Thesis defended: April 2019)
Topic: FOMC Communication: A Sentiment Analysis

Director – Christina Chavez (Thesis defended: Spring 2009)
Topic: Dissecting the Credit Crisis: The Federal Reserve's Role in the Current Crisis

Member - Natasha Romanova (Thesis defended: Fall 2007)

The University of Louisiana-Lafayette (1996-2002)

Committee Member:

College of Business: Strategic Planning, International, MBA, Tenure and Promotion,
Undergraduate Curriculum, Teaching Excellence Committees; University: Library

Program Committee, Conference on Supply Chain Management, Lafayette LA, February 2002.

Faculty advisor:

UTC Trading and Investment Club (2011-)
The Financial Management Association National Honor Society (1999-2002)
COB Honors Program (1999-2002)

Associate, Louisiana International Business Clearinghouse (1999- 2002)

PROFESSIONAL

Grader, CFA Institute (2012-)
Curriculum Development Team (2014-2016)
Exam Development Team, Council of Examiners, CFA Institute (2011-2013)
Exam Review Team, CFA Institute (2011)

Track Reviewer
Eastern Finance Association 2009 Annual Meeting

Editorial Board:

Journal of Business, Economics and Finance (Publisher: Okan University, Turkey)
Review of Development and Cooperation (Publisher: Mekong Institute, Thailand)
Journal of Risk and Financial Management (Publisher: National University of Singapore)

Ad hoc referee for:

The Financial Review
Journal of Macroeconomics
Review of Financial Economics
Contemporary Economic Policy
Applied Financial Economics
Journal of Applied Business Research
Global Business and Economics Review
Quantitative Finance
International Review of Economics and Finance
Journal of International Financial Markets, Institutions & Money
Journal of Economics and Finance Education
Journal of Business, Economics and Finance
Academy of Management Learning & Education
Education About Asia

Book Reviewer for:

Financial Times Press (2010); Dryden Press (1995); Prentice Hall (1998-2001; 2004);
Addison-Wesley (2001); McGraw-Hill Irwin (2003, 2004); Pearson Education (2009)

Board of Directors,

CFA Society of East Tennessee (2010 -)

Normal Park Museum Magnet School PTA (Chattanooga, 2009-2010)

Advisory Board

The World Trade Society of Chattanooga (2004-2010)

The UTC *SMILE Fund*

UTC Honors College

Organizer:

- China: Business and Trade Seminar, Chattanooga TN, June 2004
- Korea: Business and Trade Seminar, Chattanooga TN, September 2004

Organizer:

COB Research Brown Bag Series (2014-2017)

Volunteer, Hospice of Chattanooga (2018-)

HONORS AND AWARDS

Nominated for the UTAA System Award for Outstanding Educator – 2016-17

Outstanding Faculty Teaching Award, UTC (2016)

Outstanding Faculty Teaching Award, UTC College of Business (2016)

Nominated for the UT System President’s Award for Education (one of 16 out of 12,000 employees) (2015-2016)

Inducted into the **UTC Council of Scholars** (2014)

Outstanding Service Award, College of Business (2013)

Alpha Society inductee, UTC (2011)

First Tennessee Bank Distinguished Professorship (July 2011 -)

Featured Faculty in the *2011 CityScope Magazine* (Research in Action)

Featured Faculty in the *2010 CityScope Magazine*

Featured Faculty in the *2010 Chattanooga Today – Year in Review*

Featured Faculty in the *2009 Chattanooga Today – Year in Review*

Fall 2009 sabbatical, UTC

Dean’s Merit for Faculty Achievement, UTC, College of Business (discontinued 2015)
2003-2004, 2004-2005, 2005-2006, 2006-2007, 2007-2008, 2009-2010, 2010-2011,
2011-2012, 2012-2013, 2013-2014, 2014-2015

Exceptional Merit, UTC College of Business (discontinued 2012)

2004-2005, 2005-2006, 2006-2007, 2007-2008, 2008-2009, 2010-2011, 2011-2012

Featured Faculty in the 2006 UTC Provost’s Annual Report

Featured Faculty in the 2005-2006 UTC Chancellor’s Annual Report

UC Foundation Professorship (2005-), The University of Tennessee at Chattanooga

Faculty Development Grant

UC Foundation, The University of Tennessee at Chattanooga (2005)

UC Foundation, The University of Tennessee at Chattanooga (2009)

Teaching, Learning, Technology Faculty Fellow (2004-05)

Graduate Faculty

The University of New Orleans (1995-1996)
The University of Louisiana-Lafayette (1996-2002)
The University of Tennessee at Chattanooga (2002-)

Who's Who in Finance and Industry

Who's Who Among America's Teachers

Outstanding Graduate Teacher

College of Business Administration's MBA Program,
The University of Louisiana-Lafayette, April 2001

Summer Research Grant

UTC (2015, 2016)

The University of Louisiana-Lafayette (1997, 2001)

Toussaint Hocevar Memorial Award

"Outstanding Ph.D. Candidate in Financial Economics", The University of New Orleans,
1995

Best Speaker and Winner

All-Bombay M.M.S. Debate Competition, 1989

Professor T. Aguiar Memorial Prize

"Best Arts Student", St. Xavier's College, (Mumbai, India), 1987

PROFESSIONAL MEMBERSHIPS

CFA Institute

CFA Society East Tennessee

Financial Management Association

Financial Executives International

Updated: May 22, 2019

Sheena L. Murray

Assistant Professor of Economics
 Department of Finance and Economics
 University of Tennessee Chattanooga

Email: sheena-murray@utc.edu

Website: <https://sites.google.com/site/sheenamurrayphd>

updated: 09/08/2019

Employment

Assistant Professor of Economics Department of Finance and Economics University of Tennessee, Chattanooga	2018- Present
Assistant Professor of Economics Department of Business Management Curry College, Milton MA	2014- 2018
Instructor of Record Department of Economics University of Colorado, Boulder	2011-2014
Teaching Assistant Department of Economics University of Colorado, Boulder	2007-2011

Education

Ph.D in Economics Dissertation: <i>An Empirical Exploration of the Determinants of Divorce</i> University of Colorado, Boulder	May 2014
M.A. in Economics University of Colorado, Boulder	Dec 2009
B.A. in Economics Minor in Political Science <i>Magna cum laude</i> California State University, Sacramento	May 2007

Research Interests

Household & Demographic Economics, Labor Economics, Applied Econometrics

Teaching Interests

Applied Econometrics, Microeconomics, Labor Economics, Economics at the Cinema,
 Development Economics

Publications

"How Broadband and Cell Phone Access have Impacted Marriage and Divorce in the United States"
Forthcoming in Review of Economics of the Household

"Urban Density and the Pro-cyclicality of Divorce"

Economics Bulletin, Vol. 37 No. 1, p.A37 January 2017

"The Environmental Dimensions of Emigration from Rural Mexico." (with Lori Hunter and Fernando Riosmena) *International Migration Review, Vol. 47 No. 4, pp 874-909 December 2013*

Working Papers

"Divorce Spillover Effects: The Effects of Marriage Market Participation on Future Divorce Rates."
Currently under review

"Do Graduate School and Advisor Characteristics Affect Economists' Later Publication and Co-Authorship Rates?" (with Wendy Stock at University of Montana & Andrew Hussey at University of Memphis)

"A Geographical Exploration of How Internet is Impacting Employment Rates"

"How Demographic and Urban Density Patterns affect the Pro-Cyclicality of Marriage and Divorce"

"The Effects of Educational Attainment on the Demographics of Female Family Formation" (with Catherine Massey, University of Michigan- Ann Arbor)

"The Impact of Internet on Fertility Rates at the Local Level"

Teaching Experience

Department of Finance and Economics – University of Tennessee, Chattanooga

Assistant Professor

MBA Economics for Managers, online & in-class	Fall 2018 – Fall 2019
Principles of Microeconomics (90 students)	Spring 2019
Principles of Macroeconomics (40 Students)	Fall 2019

Department of Business Management- Curry College

Assistant Professor

Introduction to Macroeconomics - (30 students)	Fall 2014 - Fall 2017
Introduction to Macroeconomics – CE, Online	Fall 2015, Summer 2017
Introduction to Microeconomics (30 students)	Spring 2015- Spring 2018
Undergraduate Quantitative Methods - (22 Students)	Fall 2014 – Spring 2018
MBA Quantitative Methods (17 Students)	Spring 2015

Global Affairs- Residential Academic Program. University of Colorado, Boulder

Instructor Of Record

Introduction to Macroeconomics (25 students)	Spring 2014
Introduction to Microeconomics (25 students)	Fall 2013

Department of Economics. University of Colorado, Boulder

Instructor, Intermediate Microeconomics (47 Students)	Fall 2010 - Spring 2011 Summer 2012
Instructor, Introduction to Economics (287 students)	Spring 2010 - Fall 2011 Summer 2011

Teaching Assistant, Principles of Microeconomics	Fall 2009, Fall 2007
Teaching Assistant, Principles of Macroeconomics	Spring 2008 - Spring 2009
Department of Economics. California State University, Sacramento	
Teaching Assistant, Intermediate Microeconomics	Fall 2005
Other Training	
Quality Matters – Applying the Quality Matters Rubric	Fall 2018
Walker Center for Teaching and Learning. University of Tennessee, Chattanooga	
“A two-week training aimed at better course design, which makes navigation easier for students, reduces barriers to student achievement, and results in better outcomes”	
CeMent Workshop for Faculty at Non-PhD Granting Institutions	June 2017
American Economics Association Committee on Status of Women. California	
"A two-day professional development and networking workshop organized by the Committee on the Status of Women in Economics Profession."	
Hybrid & Online Teaching Certification	Fall 2016
Faculty Development Program. Curry College.	
“Awarded to recognize the completion of a training course, evaluation, and construction of an online course template for one's own future use.”	
Certificate in College Teaching	May 2014
Graduate Teacher Program. University of Colorado, Boulder.	
“Awarded to recognize and reward graduate teachers who devote time to improving their teaching by committing to 40 hours of workshop training, peer and faculty review, and Socratic portfolio development.”	
Fragile Families and Child Wellbeing Study - Data Workshop	July 2012
Department of Social Work. Columbia University	
“Four day training seminar to familiarize participants with data sets available in study.”	
Collaborative Preparing Future Faculty Network (COPFFN) - 16th Annual Forum	March 2012
University of Colorado, Boulder.	
“Surviving and Thriving as a New Faculty Member: Training and discussion on grading rubrics, class structure and success in the academic workplace.”	
Awards and Honors	
Dean's List Faculty Mentorship Award for Ashlyn Roy	Spring 2017
Student nominated mentor award from a senior who has been on the Dean's list every term of enrollment	
Dean's List Faculty Mentorship Award for Caitlin Blanchard	Spring 2017
Student nominated mentor award from a senior who has been on the Dean's list every term of enrollment	
Service Track Scholarship Grant	Spring 2017
Curry College, Chief Academic Officer	

Course release to afford full-time faculty opportunities " to provide service to their program, department, the College, or their profession..."
 Proposed track to work with Chair of Mathematics Department to build a statistics course specific for Business Students, that will integrate Excel projects into the existing Introduction to Statistics course material.

Research Track Scholarship Grant Fall 2015
 Curry College, Chief Academic Officer
 Course release to afford full-time faculty opportunities for "... research and/or writing for scholarly books and other publications, including refereed journals"
 Proposed use of the provided time to continue progressing three separate papers, two from my dissertation and one new project, through the publication process.

Joint Committee On Release Time Grant Spring 2015
 Curry College, Joint Committee on Release Time
 Course release "..for unit members to engage in professional activities, scholarship and research, or activities designed to improve their own personal classroom teaching..."
 Research Analyst, Dr. Catherine Massey, at the US Census and I proposed a joint project to explore the impact of the Fair Labor Standards Act of 1938 on the educational attainment, fertility, and marital choices of women married after the law was enacted.

Service Track Scholarship Grant Fall 2014
 Curry College, Chief Academic Officer
 Course release "to afford full-time faculty opportunities (1) to provide service to their program, department, the College, or their profession..."
 Proposed constructing a standardized statistical review and build a blackboard site for the Business Management Department's Quantitative Course offerings.

Beverly Sears Award Spring 2013
 Graduate School. University of Colorado, Boulder
 "Competitive awards sponsored by the Graduate School that support the research, scholarship and creative work of graduate students from all departments."

Reuben A. Zubrow Fellowship in Economics Spring 2012
 Department of Economics. University of Colorado, Boulder
 "Awarded to recognize an unusual commitment to university teaching and research."

Best should Teach Silver Award Spring 2012
 Lead Graduate Program. University of Colorado, Boulder
 "Awarded to acknowledge excellence in teaching and academic leadership."

Graduate Student Teaching Excellence Award Spring 2011
 Graduate School. University of Colorado, Boulder
 "Presented by the Graduate School to reward outstanding graduate part-time instructors."

Best should Teach Silver Award Spring 2011
 Lead Graduate Program. University of Colorado, Boulder
 "Awarded to acknowledge excellence in teaching and academic leadership."

Leslie Whittington Fellowship Fall 2010
 Department of Economics. University of Colorado, Boulder
 "Awarded for Excellence in Economics; Outstanding Female American Graduate Student."

Merit Scholarship Spring 2005
 Faculty Senate. California State University, Sacramento
 "Awarded for academic achievement and promise of continued academic success."

Service Experience

Committee Member Fall 2018 - Fall 2019
 Graduate Curriculum Committee . University of Tennessee Chattanooga
 Global Education Sub Committee

A standing committee responsible for reviewing curriculum and proposed changes to said curriculum within the Gary W. Rollins College of Business. The global education sub-committee evaluates coverage of global education within the MBA core curriculum.

Committee Chair Fall 2015 - Spring 2017
 Library Information Resource Committee. Curry College

Library Resource Committee works to promote and library resource use by students and faculty on campus. Chair duties include organizing agendas, email lists, reminders, and inviting speakers to committee meetings. Under my tenure the LIRC organized and launched a resource sharing platform for faculty rubrics.

Committee Member Fall 2015, Spring 2016
 Software Working Group. Curry College

A subcommittee formed to review potential college wide software subscriptions. Including review and justification of quantitative software, and demonstration, workgroup, and review of virtual meeting software.

Student-Club Faculty Advisor Fall 2014
 Management Forum. Curry College

Facilitated club re-authorization with SOA and aided in organizing club materials and bylaws with fellow Faculty Advisor Professor Elizabeth Delano. Led meetings, organized and helped host Holiday Dinner, and attended club recruitment events.

Lead Graduate Instructor Fall 2010 - Spring 2012
 Department of Economics. University of Colorado, Boulder

Organized department luncheon series for graduate teachers. Responsible for TA and new Instructor training and assistance. Conducted in class video tape consultations and aided in teacher portfolio development.

Referee Services

Review of Economics of the Household	Spring 2019
Journal of Economics and Human Biology	Spring 2019
Journal of Population Research	Fall 2018
Southern Journal of Economics	Spring 2017
IZA Journal of Labor Economics	Fall 2016

Journal of Demographic Economics	Spring 2014, Fall 2016
Journal of Population and Environment	Spring 2011

Research Presentations

Southern Economic Association 89 th Annual Conference	expected	Nov 2019
<i>"The Impact of Internet on Fertility Rates at the Local Level"</i>		
<i>"Do Graduate School and Advisor Characteristics Affect Economists' Later Publication and Co-Authorship Rates?"</i>		
Southern Economic Association 88 th Annual Conference		Nov 2018
<i>"A Geographical Exploration of How Internet is Impacting Employment Rates"</i>		
Eastern Economic Association 44 th Annual Conference		March 2018
<i>"How Broadband and Cell Phone Access have Impacted Marriage and Divorce in the United States"</i>		
University of Tennessee Chattanooga Department Seminar Series		Mar 2018
<i>"How Broadband and Cell Phone Access have Impacted Marriage and Divorce"</i>		
San Francisco State University Department Seminar Series		Feb 2018
<i>"How Broadband and Cell Phone Access have Impacted Marriage and Divorce"</i>		
Southern Economics Association 87 th Annual Conference		Nov 2017
<i>"How Broadband and Cell Phone Access have Impacted Marriage and Divorce"</i>		
<i>"How Demographic and Urban Density Patterns affect the Pro-Cyclicality of Marriage and Divorce"</i>		
Lafayette College Economics Department Seminar Series		Sept 2017
<i>"How Broadband and Cell Phone Access have Impacted Marriage and Divorce"</i>		
Society of Economics of the Household 1st Annual Conference		June 2017
<i>"Divorce Spillover Effects: ..."</i>		
Western Economic Association International 92 Annual Conference		June 2017
<i>"How Demographic and Urban Density Patterns affect the Pro-Cyclicality of Marriage and Divorce"</i>		
Bentley College Economics Department Seminar Series		Feb 2017
<i>"Divorce Spillover Effects: ..."</i>		
Southern Economics Association 86 th Annual Conference		Nov 2016
<i>"The Effects of Educational Attainment on the Demographics of Female Families"</i>		
Southern Economics Association 85 th Annual Conference		Nov 2015
<i>"The Effects of Educational Attainment on the Demographics of Female Families"</i>		
Western Economic Association International 90 th Annual Conference		July 2015
<i>"The Effects Employment Conditions on Marital Stability"</i>		
East Connecticut State University. Economics Department Seminar Series		Jan 2014
<i>"Divorce Spillover Effects: ..."</i>		
Portland State University. Economics Department Seminar Series		Jan 2014
<i>"Divorce Spillover Effects: ..."</i>		
University of Colorado, Colorado Springs. Economics Department Seminar Series		Nov 2013
<i>"Divorce Spillover Effects: ..."</i>		
Southern Economics Association 83 nd Annual Conference		Nov 2013
<i>"Divorce Spillover Effects: ..."</i>		
Western Economic Association International 88th Annual Conference		July 2013
<i>"The Effects of Permanent Declines in Low-Skilled Male-Earning Potential on Divorce"</i>		
Midwestern Economics Association 77th Annual Conference		March 2013
<i>"Job loss and Marital Stability: How Changes in the Employment Ratio affect Divorce"</i>		

Southern Economics Association 82nd Annual Conference Nov 2012
"Divorce Spillover Effects: ..."
 Western Economic Association International 86th Annual Conference July 2011
"The Effect of Divorce Law Liberalization on Neighboring States Divorce Rates."
 Population Association of America Meetings March 2011
"The Environmental Dimensions of Emigration from Rural Mexico."

Research Experience

Research Assistant
 Department of Economics. University of Colorado Boulder Fall 2012
 Project Details: Aided in preparing Professor Brian Cadena's manuscript for submission to Journal of Human Resources.

Research Assistant Fall 2010
 Department of Economics. University of Colorado, Boulder
 Project Details: Aided Professor Murat Iyigun in cleaning large panel data sets to ascertain identification and appropriate sample.

Graduate Research Fellow Summer 2010
 Center for Environment and Population along with IBS at University of Colorado, Boulder.
 Project Details: Graduate fellowship work to formalize idea, specification and analyze data from the Mexican Migration Project for the paper, "The Environmental Dimensions of Outmigration from Rural Mexico." with Professors Lori Hunter and Fernando Riosmena.

Invited Speaker

Presenter, CSWEP Mentoring Panel Fall 2019
 Southern Economic Association 89th Annual Conference
"Tips for going Back on the job market before Tenure"

Presenter, CSWEP Mentoring Panel Fall 2016
 Southern Economic Association 86th Annual Conference
"Job offer Details and Perks to Pay Attention to When Interviewing, Negotiating, and Starting, at a Liberal Arts College"

Presenter, Graduate Teaching Luncheon Series Spring 2013
 Department of Economics. University of Colorado, Boulder
"Tips and Tricks for Teaching Large, Introductory Economics Courses"

Presenter, Lead Graduate Teacher Capstone Network Poster Event. Spring 2012
 University of Colorado, Boulder
"Going Beyond Mere Attendance: Encouraging Student Participation through Interactive Classroom Activities."

Presenter, Principles of Macroeconomics course. Spring 2011
 University of Colorado, Boulder
"Using Gapminder to track the Millennium Development Goals."

Presenter, Lead Graduate-Teacher Capstone-Network Poster Event. Spring 2011
 University of Colorado, Boulder
"Teaching People to People: Motivating the Social Sciences through Current Events and Technologies."

Presenter, Fall Intensive Training. Fall 2011
 Graduate Teacher Program. University of Colorado, Boulder
"Teaching as Instructor of Record and TA Management"

Associations

- American Economic Association
- Midwestern Economic Association
- Omicron Delta Epsilon - The International Economics Honor Society
- Phi Beta Kappa - Academic Honor Society
- Population Association of America
- Society of Economics of the Household
- Society of Labor Economists
- Southern Economics Association
- Western Economic Association International

Other Information

Technical Skills: STATA, ARC GIS, Scientific Word,
 Citizenship: United States
 Gender: Female

References

Brian Cadena Associate Professor Department of Economic University of Colorado Boulder 256 UCB, Boulder CO 80309 303.492.7908 Brian.Cadena@colorado.edu	Joni Hersch Cornelius Vanderbilt Chair Department of Law and Economics Vanderbilt University 131 21st Ave. Nashville, TN 37203 615.343.7717 Joni.Hersch@vanderbilt.edu
Terra McKinnish Associate Professor Department of Economics University of Colorado Boulder 256 UCB, Boulder CO 80309 303.492.6770 Terra.Mckinnish@colorado.edu	Murat Iyigun Professor Department of Economics University of Colorado Boulder 256 UCB, Boulder CO 80309 303.492.6653 murat.Iyigun@colorado.edu

LECTURERS

John William Barnes, Jr.

John William Barnes, Jr.
 108 Forsythe Street
 Chattanooga, Tennessee 37415

cell: 423-713-8914
 business: 423-425-4129
 email: jwbarnesmba@aol.com

Summary of Qualifications:

- Academic teaching experience at two state level universities
- Corporate level experience in four major firms in diverse industries
- Technical skills – major PC software applications, including SAS, COGNOS, @RISK, MINITAB, SPSS, SQL, QMF, Microsoft Office, MCSOURCE and MedAI
- Functional expertise – data analysis, finance, planning, human resources, and I/S

Professional Experience:

Lecturer of Economics, Department of Finance and Economics
University of Tennessee at Chattanooga, 2017 - current
Adjunct, Economics, Department of Finance and Economics
University of Tennessee at Chattanooga, 2003 – 2016
Adjunct, Economics, Department of Economics

- Responsible for all aspects of selected economics undergraduate and graduate courses for small / large class size.
 - Developed classroom instructional materials and case studies with associated data modeling in various software applications
 - Performed requisite academic administrative functions for assigned courses
- Teaching - undergraduate course experience
 - Principles of Macroeconomics
 - Principles of Microeconomics
 - Regulated Industries and Antitrust
 - Health Care Economics
 - History of Economic Thought
 - Urban Economics
 - Environmental Economics
- Teaching - graduate course experience
 - Economics for Managers
- Research interest – Health Care

University of Memphis,
Fogelman College of Business and Economics, Memphis, Tennessee, 1999 - 2003

- Responsible for all aspects of selected economics and mathematics graduate and undergraduate courses for small / large class size.
 - Developed classroom instructional materials and case studies with associated data modeling in various software applications
 - Performed requisite academic administrative functions for assigned courses
- Teaching - undergraduate course experience
 - Principles of Macroeconomics
 - Principles of Microeconomics
 - Managerial Economics
 - Business Forecasting
 - Mathematical / Quantitative Methods
- Teaching - graduate course experience
 - Managerial Economics
 - Business Forecasting
 - Mathematical / Quantitative Methods

Updated – September 8, 2019

**Principal Bio-Statistical Research Scientist, Medical Informatics / Health Services Research
IM Analyst/Team Lead, Information Management, Information Systems
Manager, Health Care Analysis and Decision Support, HMO Finance
BlueCross BlueShield of Tennessee, Chattanooga, Tennessee. (1996 - 2017)**

Responsible for the management and development of corporate health care analysis and the decision support processes/systems for BCBST with corollary reporting and consulting with large provider groups. This included recommendations for changes in benefit design and medical care delivery to enhance member quality of care, increase utilization of preventive services, and/or reduce overall program costs. Played a key role in the transition of provider reimbursement to an RBRVS based methodology and performed pre / post financial and impact analyses with on-going network and contracting studies. Administered the reporting for and evaluation of the commercial physician Pay-for-Performance program. Managed the commercial and government provider profiling activity; initiated and managed the internal disease management program ROI evaluations. Played a key role in the development and launch of the Physician Transparency Initiative for public reporting of physician clinical quality and cost metrics. Developed data validity processes for the data analysts at the 1st level validation and for identified peer analysts at the 2nd level validation for all departmental analyses and studies. Additional responsibilities included specific aspects of data warehouse administration and coordination with internal and external users, including participation in the BHI project representing BCBST.

- Forecasting - developed various forecasting models for membership, claims expense, utilization and other metrics
- Utilization - created demand models for specific health care services incorporating demand and production functions relating to reimbursement levels
- Financial analysis - performed profitability analysis by line of business and product with specific focus on the relationship among premium, benefit level and risk factors
- Reporting - developed specific reporting formats for proposal response, BCA reporting, group/client requests including various client specific databases
- Administration - performed duties as Secretary to the Board of the company's HMO/IPA, supervise a technical staff of advanced degreed associates

Vice President, Finance and Corporate Secretary

Coca-Cola Enterprises, Inc., Serv-O-Matic, Inc., Memphis, Tennessee. (1986 - 1996)

Responsible for managing corporate level finance/treasury, accounting, planning and human resource functions for a multi-concept regional vending and food management company; including usual duties of corporate secretary and administration of operating contracts.

- Performed key role as an equity participant in the successful leveraged buy-out from Coca-Cola Enterprises, Inc. (1990) which included banking/legal arrangements, development of five (5) year business plan and the transition from a subsidiary to a stand alone corporation
- Directed new business acquisitions which included valuation, pro-forma statements, due diligence and financing
- Developed budgeting format that provided detailed analyses of volume and non-volume changes in sales and pre-tax profit which surfaced specific strengths/weaknesses of a given strategic business unit
- Constructed a capital evaluation matrix which provided a methodology to allow the most efficient allocation of capital among operating units

Updated – September 8, 2019

Director, Operations Administration and Publications

Holiday Inns, Inc., Perkins Family Restaurant, Inc., Memphis, Tennessee. (1979 - 1986)

Responsible for directing all facets of corporate operating systems/procedures/policy for effective management of field operations, training and purchasing; providing operational analysis and recommendations regarding allocations of resources required for achieving corporate objectives for a family style, full-service restaurant company. Initiated and managed two management control systems for food and labor cost involving complex systems development and time-in-motion studies

Manager, Retail Operations Administration

G.C. Murphy & Company, Minneapolis, Minnesota. (1973 - 1979)

Responsible for total retail operations including purchasing, merchandising, marketing, budgeting, facilities management and staff supervision.

Education:

Master of Arts, Economics, awarded **Outstanding Graduate Student in Economics**, University of Memphis, Fogelman College of Business and Economics, Memphis, Tennessee, 1995

Master of Business Administration, University of Memphis, Fogelman College of Business and Economics, Memphis, Tennessee, 1993

Bachelor of Arts, cum laude, Liberal Studies, Texas Lutheran University, Seguin, Texas, 1970

Accounting/finance, 30 plus undergraduate/graduate semester hours

Professional Association:

American Society of Health Economists

Publications, Presentations, and Other

Peer Review Publication: The American Journal of Managed Care, Volume 14, Number 8, August 2008 A Meta-analysis Update: Percutaneous Coronary Interventions

<http://www.ajmc.com/journals/issue/2008/2008-08-vol14-n8/Aug08-3509p521-528>

Peer Review Publication: Journal of Managed Care Pharmacy, Volume 12, Number 8, October 2006 Relationship of the Use and Costs of Physician Office Visits and Prescription Drugs to Travel Distance and Increases in Member Cost Share, pp665-676

<http://www.jmcp.org/doi/abs/10.18553/jmcp.2006.12.8.665>

Speaker: Practical Approaches to Healthcare Quality Improvement, Sponsored by The University of Tennessee College of Medicine Chattanooga, TN, October 2006, Round Table

Speaker: Practical Approaches to Healthcare Quality Improvement, Sponsored by The University of Tennessee College of Medicine Chattanooga, TN, October 2005, Round Table

Poster Presentation: Avoiding Surgery: A Health Insurers Approach in Evaluating High-Energy ESWT as a Treatment for Plantar Fasciitis, Academy of Health Conference, Phoenix, Arizona, June 2007

Poster Presentation: Building Relationships Between a Health Plan and an Academic Medical Center, Academy of Health Annual Research Meeting, Boston, Massachusetts, 2005.

Poster Presentation: Potential Cost Impact of Drug-eluting Stents on Blue Cross Blueshield of Tennessee Commercial Insured Business, Society for Medical Decision Making Conference, Chicago IL, October 2003

Award: Michael G. Lundy, MD, Blue Cross Blue Shield of Tennessee, Memorial Award for Excellence in Research, Development or Analysis, for 2005, 2007, and 2009.

Consulting: Department of Medicine Research Committee, the University of Tennessee College of Medicine Chattanooga TN, external based resource participant

References Available Upon Request

Catherine Middleton

4816 Lone Hill Rd
Chattanooga, TN 37416
(423) 314-7888
catherine-middleton@utc.edu

EDUCATION: **Masters of Business Administration (2012)**
University of Tennessee at Chattanooga

M.A. Economics (2004)
University of Alabama

B.S. Economics (2000)
University of Tennessee at Chattanooga

EXPERIENCE:

1/2017- present Director of Assessment
College of Business, UTC

- *manage Assurance of Learning process for AACSB reporting
- *Director of Summer Business Experience
- *Director of Business Empowerment Academy
- *teach one course in Economics per semester

1/2008-1/2017 Lecturer, Department of Economics
University of Tennessee at Chattanooga

- *Teach multiple sections of Principles of Economics
- *Teach senior level classes in Sports Economics and Gender Economics
- *Academic Advisor for all Economics majors
- *Faculty Coordinator for Curriculum redesign, tutors, and Honor Society
- *Director of College of Business Summer Business Experience Program

3/2005 – 12/2008 **Recruiter**
SmartHireHR
Chattanooga, TN

- *Negotiate with clients for new accounts
- *Manage candidate application process, interview candidates, and administer skills assessment
- *Analyze candidate job history/testing results and recommend job placement

1/2001 – 5/2002 **Financial Advisor**
American Express Financial Advisors
Chattanooga, TN

- *Client acquisition
- *Analysis of client financial situation and specific investment options
- *Held Stock Broker's Licensing with the SEC

Caleb Watkins

 (423) 290-7593 •  caleb-watkins@utc.edu
 <https://sites.google.com/site/cswatkins91/>

Research Interests

Labor Economics, Industrial Organization, Applied Microeconomics, and Economics of the Family

Education

Ph.D., Economics, Middle Tennessee State University	May 2017
Committee: Michael Roach (chair), Mark Owens, Charles Baum	
M.A., Economics, Middle Tennessee State University	December 2014
B.S., Mathematics, Middle Tennessee State University, <i>Summa Cum Laude</i>	May 2013

Publications

Manuscripts.....

1. "School Progress Among Children of Same-Sex Couples." June 2018. **Demography**. 55(3), 799-821

Book Chapters.....

1. "The Origins of War: Empirical Models of Warfare, Aggression, and Conflict Resolution for Forager Societies." 2017. (with Wes Routon). Chapter 12 in Wiley Companion to Cross-Cultural Research. Edited by Douglas R. White, Malcolm M. Dow, and E. Anthon Eff. West Sussex, UK: Wiley-Blackwell. *forthcoming*

Working Papers

1. "The Top Gun Effect: the Impact of Department of Defense Assisted Films on Military Service Interest"
2. "Parental Birth Cohorts and Normal School Progress: Differences Between the Children of Same-Sex and Opposite-Sex Couples"
3. "Social Stigma and Normal School Progress"

Works in Process

1. "The Impact of eWOM on Restaurant Visits: Evidence using Facebook Data" with Navid Aghakhani and Joy Lin
2. "The Impact of Video Games on Crime: Evidence using Steam Data" with Maxwell Deaton

Teaching

Economics Lecturer, University of Tennessee at Chattanooga Fall 2017-Present

Principles of Microeconomics	Fall 2017, 2019; Spring 2018, 2019
Principles of Macroeconomics	Fall 2017, 2018, 2019; Spring 2018, 2019
Industrial Organization	Spring 2019

Economics Instructor, Middle Tennessee State University Fall 2014-Spring 2017

Principles of Microeconomics	Fall 2014, 2016; Spring 2015, 2016, 2017
Fall Evaluations: 4.5/5.0 (2014), 4.4/5.0 (2016)	
Spring Evaluations: 4.7/5.0 (2015), 4.8/5.0 (2016), 4.5/5.0 (2017)	
Principles of Macroeconomics (Dual Enrollment: Siegel High School)	Fall 2015
Evaluation: 4.0/5.0	

Presentations

"The Top Gun Effect: the Impact of Department of Defense Assisted Films on Military Enlistment."
Southern Economic Association Annual Meeting, Tampa, FL November 2017

"The Effects of Paid Family Leave Laws on Leave Taking, Employment and Cognitive Development."
Contemporary Economic Issues, Maryville College February 2017

"The Top Gun Effect: the Impact of Department of Defense Assisted Films on Military Enlistment."
Research Seminar, Middle Tennessee State University March 2016

"Do the Children of Same-Sex Couples Lag Behind in School?"
Research Seminar, Middle Tennessee State University October 2015

Professional Service and Activities

Discussant, Southern Economic Association Annual Meetings November 2017
 Session Chair, Southern Economic Association Annual Meetings November 2017
 Referee Service: *Journal for Economic Educators*

Honors and Awards

Beta Gamma Sigma 2017
 Graduate Research and Teaching Assistantship, Middle Tennessee State University 2013-2017
 Senior Honors, Middle Tennessee State University 2013
 Mrs. Leona Drake Mathematics Scholarship 2012
 Mathematics Faculty/Alumni Award, Middle Tennessee State University 2011
 MTSU Presidential Scholarship 2009-2013
 HOPE Scholarship 2009-2013

Certifications

Independent Applying the QM Rubric (APPQMR) September 2017

Programming Languages

Proficient in the use of R, Python, MATLAB, SAS and Stata

Professional Membership

American Economic Association
 Southern Economic Association

References

Dr. Michael Roach
 Email: michael.roach@mtsu.edu
 Phone: 615-494-8914

Dr. Mark Owens
 Email: mfo6@psu.edu
 Phone: 814-898-7015

Dr. Jason DeBacker
 Email: jason.debacker@moore.sc.edu
 Phone: 803-777-1649

ADJUNCTS

Caroline Bell

423 295-5551
caroline.bell823@gmail.com

Current Academic Teaching Position

Adjunct Instructor, Course Pellissippi State Community College, Knoxville, TN, 8/2018 to present.

Teach: Principles of Macroeconomics

Prior Academic Teaching Experience

Adjunct Instructor: Baker College Online, Flint MI, 2008 - 2012.

- Principles of Economics (Microeconomics and Macroeconomics)
- International Economics
- Research Methods
- Course Developer for Principles of Economics and International Economics

Other Work Experience (most utilizing economic applications)

2018-present: UTC Economics and Finance, Chattanooga TN. 37403

2007 - 2018 Access Insurance Holdings Atlanta, Ga

Senior Business Analyst

- Instruct Regional Vice Presidents (RVP) on principles of economic forecasting in order to develop realistic quarterly sales targets and design effective sales plans.
- Construct user-friendly analytic tools based on economic modeling for daily, monthly and quarterly use by the sales force that identify and quantify magnitude of performance gaps to prioritize process improvement strategies for key business and economic drivers.
- Quantify impact of operational investments for business drivers and present findings / recommendations to the highest level of management.

1998 - 2007

BellSouth Telecommunications

Atlanta, Ga

Senior Regional Force Analyst

- Trained 750 coaches and 62 call center directors on the principles and use of various analytic tools to maximize operation efficiency and increase net revenue.
- Analyzed weekly performance using sound statistical principles to identify trends / changes and educate officers and RVP in weekly strategy meeting.

Senior Sales Operations Manager (Customer Care)

- Created regression models to track / trend inbound call center key drivers and derive magnitude of performance gaps to prioritize corrective actions.
- Provided VP Consumer Sales with daily, weekly and quarterly evaluation of key business drivers and quantified the impact of proposed recommendations
- Trained field managers, directors and RVPs on the principals and use of analytic tools to determine effective strategies and tactics for maximizing customer satisfaction and minimize cost.

Education 1975 - 1980

University of Tennessee

Knoxville, TN

- B.S., Wildlife and Fisheries Science.
- M.S., Agricultural Economics. Graduated with honors.

Professional Associations

- **2016 – Present:** Board Member, Chestnut Tops Association, current.
- **2017 Present:** Board Member, Milarepa Osel Cho Dzong, current.

Peggy V. Douglas

**108 Brentwood Dr.
Chattanooga, TN 37415
peggyvdouglas@yahoo.com
(865) 202-5705**

EDUCATION

Ph.D. Environmental Economics, University of Tennessee, Knoxville. May 1989.
M.S. Environmental Economics, University of Tennessee, Knoxville. May 1984.
M.B.A. University of Tennessee, Nashville. June 1978 (includes 30 semester hours of Business Law classes from The University of Memphis School of Law).
B.A. Sociology, University of Tennessee, Knoxville. June 1973.

CURRENT ACADEMIC AND ADMINISTRATIVE POSITIONS

Adjunct Instructor, University of Tennessee, Chattanooga, TN. 1981 to present (intermittent).

- **Develop and teach economics courses for the undergraduate, MBA, PMBA Programs.**

Director, Scenic City Angel, Chattanooga, TN. January 2017 to present.

- **Manage a non-profit initiative that serves inner city youth and their families by reducing barriers to education and employment, and helping young people to become college and workplace ready.**

PRIOR ACADEMIC TEACHING AND ADVISING EXPERIENCE

Online Adjunct Instructor, Course Developer, Faculty Mentor, Baker College Online, Flint, MI 3/2004 to 2015. Taught:

- **Principles of Economics**
- **International Economics**
- **Research Methods**
- **Course Developer**
- **Faculty Mentor**

Online Adjunct Instructor, University of Phoenix, Phoenix, AR 3/2010 to 2015. Taught:

- **Principles of Economics**

Online Adjunct Instructor, Buena Vista University, Storm Lake, IA 50588. 3/2010 to 2015. Taught: **Principles of Economics**

Ellis University, Chicago IL 60606. Online Instructor and Course Developer in Principles of Macro and Microeconomics, Money and Banking, and First Year Experience Courses. Spring 2003-2011

Associate Professor in Economics. Livingstone College, Salisbury, NC. 2004-5.

Adjunct Instructor in Sociology and First Year Experience Course. Chattanooga State Technical Community College, Chattanooga, TN. 3/1999 to 12/2002.

Associate Professor, Antioch College, Yellow Springs OH. 1993-94

Visiting Professor in Ecological Economics, University of Londrina, Brazil. 12/1995.

ACADEMIC ADMINISTRATIVE EXPERIENCE

Department Chair, Renaissance Institute. Chattanooga State Technical Community College. 3/1999 to 12/2002.

- Develop, obtain funding, and implement the Renaissance Institute (Freshman seminar). Tasks include obtaining and coordinating Geier Grants; writing a textbook for the Freshman Experience course; training instructors; and coordinating twenty-five Renaissance classes each semester with emphasis on self-actualization through writing and dialogic interaction.
- Teach first year experience, humanities, leadership and writing courses
- Coordinate Master Advisor Program
- Course scheduling, staffing, coordinating
- Develop, coordinate, and manage campus-wide retention programs.

Executive Officer for Social Justice, President's Office, West Virginia University. 7/1997 to 3/1999.

- Advise the President of West Virginia University, as well as regional campus Vice Presidents, on policy and programming that promotes equal access and social justice within the campus and West Virginia communities.
- Supervise the Conflict Resolution, Affirmative Action, Disability Services, Student Leadership, Learning Success, Multicultural Affairs Programs.
- Teach Multidisciplinary Studies courses in Leadership Studies, Community Organizing, and Multicultural Studies.

COMMUNITY DEVELOPMENT EXPERIENCE

Executive Director, Appalachian Center for Urban Ecology, Knoxville, Tennessee. 6/1989 to 6/1997 (Part-time).

- Provided literacy and leadership training in creating individual and social change to the Highlander Folk School, Southern Appalachian Labor School, Save Our Cumberland Mountains, Appalachian Women's Alliance, Public Housing Project 2000, Inc, Tennessee Environmental Council, and various other community groups.
- Assisted various marginalized community and civic organizations in securing environmental and social justice grants.
- Assisted the incubation of community development projects such as Pandora's Multicultural Bookshop; the Community Gardening and Composting Project; Knoxville Public Housing Entrepreneurship Program, the African American Appalachian Arts Project.

CURRENT AND PAST PROFESSIONAL ASSOCIATIONS

Board President, Mark Making. 2016- Present
 Strategic plan Advisory Committee, Metropolitan Ministries. 2017-2018.
 Vice President, Chattanooga Writer's Guild-2014-15
 Advisory Group, Chattanooga Mindfulness Center—Present.
 Board Member, Chattanooga Folk School. 2015- 2017
 Board Member and Literary Contest Screener, Chattanooga and Knoxville Writer's Guild. 2012.
 Screener, Peter Taylor Literary Prize for the Novel. 2002.
 Volunteer, Chattanooga Sexual Assault Center. 2000-2001.
 Steering Committee, Morgantown Community Relations Taskforce, 1998-1999.
 Member, West Virginia State Taskforce on Disability Concerns. 1997-1999.
 Board of Directors, Caritas AIDS Hospice Inc. Northern West Virginia. 1997-1999.
 Member, WVU Council on African American Concerns. 1997-1999.
 Member, WVU Council for Women's Concerns. 1997-1999.
 Member, WVU Council for Disability Concerns. 1997-1999.
 Board of Directors, AIDS Response Knoxville, TN-1996
 Executive Committee, Tennessee Environmental Council. 1992-95

COURSE PREPARED TO TEACH IN ADDITION TO THOSE TAUGHT

Principles of Macroeconomics
 Principles of Macroeconomics
 Money and Banking
 International economics
 Ecological Economics
 Sustainable Economics
 Peace Studies

PROFESSIONAL AFFILIATIONS

Omicron Delta Epsilon - The International Economics Honor Society
 National Academy of Poets
 Southern Association of Bluegrass Musicians

PUBLICATIONS AND WORKING PAPERS

- Douglas, Peggy. *Twisted Roots*. 2011. Finishing Line Press. Georgetown, KY.
- Douglas, Peggy. Contributing Author. **Women in Higher Education: Empowering Change**. 2002. Greenwood Press: Boston, MA.
- Douglas, Peggy. **Radical Learning**. 2001. Pearson: Boston, MA.
- Douglas, Peggy. "Full Cost Accounting for Solid Waste Disposal". Written testimony for the civil trial: **Fayette County, Tennessee vs. Profill Development, Inc.** February 1997.
- Douglas, Peggy (contributor), **Pay As You Throw, Variable Rate Solid Waste Pricing Methods**. 1995. U.S. Environmental Protection Agency, Washington, D.C.
- Douglas, Peggy. "Collecting and Cooperatively Marketing Solid Waste Recyclables in Tennessee." 1992. Tennessee Valley Authority Solid Waste Management Report.
- Barkenbus, Jack, Robert Bohm, Peggy Douglas et. al. January 1991. Managing Our Solid Waste: Solid Waste Planning for Tennessee." University of Tennessee Waste Management Research and Education Institute Research Report.
- Douglas, Peggy. January 1991. Marketing Plan for Recyclables in Tennessee". University of Tennessee, Waste Management Research and Education Institute Research Report.
- Douglas, Peggy. January 1991. "Yard Waste Composting Options for Tennessee Communities". University of Tennessee Waste Management Research and Education Institute Research Report.
- Davis, Gary and Peggy Douglas. September 1990. "Solid Waste Legislation: Source Reduction, Recycling and Facility Siting Processes". **Solid Waste Management Planning Issues and Opportunities**. American Planning Association Report Numbers 424-425.
- Douglas, Peggy; Roland Roberts; and William Park. May 1989. "A Contingent Valuation of Avoiding a Landfill in the Carter Community of East Knox County, Tennessee". UT Agricultural Economics Research Report. May 1989.
- Douglas, Peggy; Roland Roberts; and William Park. "Willingness to Participate in and Pay for a Curbside Recycling Program—A Case Study of North Chattanooga, Tennessee." Tennessee Farm and Home Science Journal, 1989.
- Douglas, Peggy. **Social Costs to the Carter Community of Siting a Municipal Landfill in East Knox County, Tennessee—A Contingent Valuation Analysis**. Doctoral Dissertation. May 1989.

Ziad Keilany

ADDRESS: HOME

7100 Lisa Gaye Lane
Chattanooga, TN 37421
U.S.A.

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WORK

Department Of Economics
University of Tennessee
at Chattanooga
Chattanooga TN. 37403
(423) 425-4116

EDUCATION

Ph.D. Indiana University, Bloomington, Indiana (1968) Major: Economics

M.A. Indiana University, Bloomington, Indiana (1964) Major: Economics

B.S. Indiana University, Bloomington, Indiana (1959) Major: Business Administration

PROFESSIONAL EXPERIENCE

2013-Present, Emeritus Guerry Professor of Economics, UTC

2000 – 2013 Department Head of Economics, Guerry Professor of Economics,
The University of Tennessee at Chattanooga, Chattanooga, Tennessee

1999- 2000 Acting Head of Economics Department, The University of Tennessee at Chattanooga,
Chattanooga, Tennessee

1992-present Guerry Professor of Economics, Department of Economics, The University of Tennessee at
Chattanooga, Chattanooga, Tennessee

1882-83 Executive Vice President and Chief Economist, Dar Al-Maal Al-Islami, (DMI) S.A. Geneva, Switzerland

1979-80 Head of Economics and Policy Planning Department, Islamic Development Bank, Jeddah, Saudi Arabia

1972-92 Chairman & Guerry Professor of Economics, The University of Tennessee at Chattanooga, Chattanooga,
Tennessee

1968-72 Associate Professor of Economics, The University of Tennessee at Chattanooga, Chattanooga, Tennessee

1966-67 Research Assistant, Indiana University, Bloomington, Indiana

1961-63 Economic Analyst, American Embassy, Damascus, Syria

1960-61 General Manager, Syrian Oil Refining Company, Damascus, Syria

1959-60 Sales Manager, Marshall Field and Company, Chicago, Illinois

Eric J. Kruger

6220 Shallowford Road, Suite 417
 Chattanooga TN 37421
 Tel: 1-917-517-5614
 E-mail:krugerstrategies@gmail.com

**EXPERIENCED INTERNATIONAL ECONOMIST
 ACADEMIC PRACTITIONER/ CROSS-CULTURAL MANAGEMENT CONSULTANT**

Experienced international academic, business and policy economist and professionally trained cross-cultural strategist with over 25 years of experience working with universities, companies, governments and multilateral agencies in Latin America, the Middle East, Africa, East Asia, Europe and Latin America. Experienced Lecturer in universities, business conferences and government colloquia. Specialist in analyzing the new global competitiveness environment, based upon rigorous research and interviewing in the organization, HR regulations, new technology, business law and global economics and politics of key global industries. Proficient in developing practicable competitiveness strategies for businesses and policy agencies. Experience in financial services, pharmaceuticals, telecommunications and food products. Special skills include:

- Creating and giving presentations/courses to universities, governments and businesses.
- Reputed to be a “lively and motivating” university teacher and dedicated coach to students writing dissertations/ theses, especially foreign students. (Macro/micro, international, econ. development.)
- Fully trained and seasoned in Cross-Cultural Management Consulting.
- Proficient in five major languages.

ACADEMIC BACKGROUND AND EXPERIENCE

UNIVERSITY OF TENNESSEE AT CHATTANOOGA:	At. Professor, Department of Economics Macroeconomics: Theory and Policy	2015-
NEW YORK UNIVERSITY:	At. Professor, Paul McGhee School International Business Strategy Multicultural Conflict Resolution and Negotiation	2001-2003
COLUMBIA UNIVERSITY:	At. Professor, International Business International Economics and Economic Development Comparative Business Systems	1976-83
UNION UNIVERSITY	Ph.D. in Economic Public Policy (in process)	
GRADUATE FACULTY NEW SCHOOL UNIV.:	M.A. Economics (Honors) Major: International Economics Minor: Development Economics	
LONDON SCHOOL OF ECONOMICS AND	B. Sc. Economics (Honours) Major: Applied Economics; Minor: International Relations	

UNIVERSITY COLLEGE
ERIC J. KRUGER

PAGE 2

SELECTED PUBLICATIONS

UNITED NATIONS: **Participatory Approaches to Poverty Alleviation in Developing Countries**
Non-Conventional Finance for Low-Income Housing in Developing Countries

INTERAMERICAN DEVELOPMENT BANK
Strategies for Privatizing Utilities and Public Services in Costa Rica

Pacific institute: **Sea Change and Anxiety in the Advanced Economies**
(co-author with Stephen Blank and Thomas Synott)

Pacific Institute: **The Politics and Economics of the Internet and Cyberspace**
(co-author with Mary-Lea Cox)

ASSOCIATIONS AND MEMBERSHIPS

Member of: the European Union's Team of Experts in the United States;

COMPUTER SKILLS AND FOREIGN LANGUAGES

All Windows programs including Excel/PowerPoint etc. Fluent in French, proficient in Spanish, German and Brazilian Portuguese.

CITIZENSHIP: United States

SELECTED PROFESSIONAL ACCOMPLISHMENTS

COMPASS DEVELOPMENT STRATEGIES: **President** 1990-present
Created own consulting practice to offer senior management competitive global strategies to higher- and middle-level executives in global industries in different cultures. Conduct in-depth research for government decision-makers and executives managing in new situations and cultures and multi-cultural workforces. Senior Cross-cultural Strategist for Volkswagen Chattanooga TN.

THE CONFERENCE BOARD: Chief Economist and Executive Director, International Program 1986-90

- Conducted briefings and wrote articles on key developments in the U.S. and global economy and their implications for human resources for CEO's.
- Created and developed new program addressing global business issues, specifically addressed to CEO's and senior management leaders.
- Turned around a demotivated and directionless department of 22 analysts into a functioning, client-centered and focused team.

WORLD TRADE DEVELOPMENT GROUP: International Strategist 1978-86
Directed and conducted trade missions in local industries. Carefully identified target industries and linkages for developing markets in Western and Eastern Europe and East Asia. Managed and upgraded a team to produce outstanding results.

UNITED NATIONS: Industrial and Trade Development Economist 1972-78
Directed and conducted major multinational policy projects based on field work linking regional private and public development efforts with international opportunities. My key activity was in bringing institutions and local people of different viewpoints together and supporting them in creating a mutually advantageous strategy.

Jing Li

Email: jing-li@utc.edu · *Phone:* (865) 360-1249 · *Web:* <https://sites.google.com/site/jinglieconomics>

Office Address: 417-A Fletcher Hall, Douglas Street, Chattanooga, TN 37403

Last updated December 12, 2016

TEACHING INTEREST

Principles of Microeconomics and Macroeconomics, Intermediate Microeconomics and Macroeconomics, Law and Economics, Experimental Economics, Behavioral Economics, Managerial Economics, Game Theory, Industrial Organization

RESEARCH INTEREST

Behavioral Economics, Experimental Economics, Labor Economics

EDUCATION

Exp. 2017	University of Tennessee at Knoxville Department of Economics	Ph.D in Economics
2010	University of Illinois at Urbana-Champaign Department of Economics	M.S. in Policy Economics
2009	Qingdao University College of Economics	B.S. in Economics

ACADEMIC EXPERIENCE

University of Tennessee, Chattanooga

Lecturer Principles of Economics: Microeconomics, Fall 2016, Spring 2017
Principles of Economics: Macroeconomics, Fall 2016, Spring 2017

University of Tennessee, Knoxville

Instructor Law and Economics (ECON 333), Spring 2013, Fall 2015
Introduction to Economics (ECON 201), Summer 2015

Business Coach Integrated Process Management (BA 353), Fall 2013, Spring 2014 & 2016

Research Assistant to Dr. William Neilson, Summer 2013

to Dr. Matt Harris, Spring 2015

Teaching Assistant *Graduate level*

Microeconomic Theory I (ECON 511), Fall 2012

Mathematical Methods and Economics (ECON 581), Math Camp Fall 2012

Undergraduate level

The Firm in Global Context (BA 361), Fall 2013, Spring 2014

Principles of Economics (ECON 201), Fall 2011, Spring 2012

RESEARCH IN PROGRESS

“Axiomatic bargaining with inequity aversion: preferences vs. norms” (Job Market Paper)

with William Neilson

Abstract: We propose a model consolidating the norm- and preferences-based approaches to explain laboratory bargaining outcomes. Social norms are identified by the axioms from cooperative bargaining theory and other-regarding preferences are captured using Fehr and Schmidt’s inequity aversion utility function. The model applies to bargaining situations where other-regarding agents abide by social norms in their decision-making. Preferences and norms interact to determine bargaining outcomes, and their interaction undermines the recoverability of the other-regarding preference parameters based on observations from the lab.

“Gender-biased task assignment: evidence from a laboratory experiment”

with Patrick McGuire

Abstract: We examine, in a controlled lab experiment, whether managers assign a lucrative task to a same-sex worker more often than to an opposite-sex worker. In a workplace where managerial roles are predominately male, such a bias can lead to a gender gap in earnings even when there is no gender difference in time spent on a task. We find no evidence for in-group favoritism in our experiment. However, the gender composition of task candidates significantly affects managerial decision errors through two channels: a gender difference in task preferences conditional on ability and a cognitive load due to the presence of conflicting information.

“College premiums across the ability distribution: evidence from the NLS cohorts”

with Matt Harris

“The effects of confirmation bias and subgroup bias in hiring decisions”

with Becky Davis, Matthew McMahon, and Nathan Murray

PRESENTATIONS AND WORKSHOPS

University of Tennessee, Economics Brown Bag Workshop, Knoxville, TN (Nov. 11, 2016)

University of Tennessee, Economics Brown Bag Workshop, Knoxville, TN (Jan. 29, 2014)

The Choice Lab (NHH) and Rady School of Management (UC San Diego), Spring School in Behavioral Economics, San Diego, CA (Mar. 9-13, 2014)

Indiana University-Purdue University Indianapolis, Midwest Economic Theory Conference, Indianapolis, IN (May. 31, 2014)

SCHOLARSHIPS AND AWARDS

2015-2016	Russell Sage Foundation Small Grants in Behavioral Economics
2011-2016	Graduate Assistantship, University of Tennessee at Knoxville
2013-2014	Graduate Student Senate Travel Awards, University of Tennessee at Knoxville
2005-2008	Asahiko Isobe Scholarship of Economics
	Major Second Class Scholarship of Qingdao University
	Progress Scholarship for Minority Group Students
	Model Students of Academic Records
	Excellent Student Leader

ACADEMIC ACTIVITIES

Referee Journal of Economic Behavior and Organization
Certificate Marketplace Trainers Certificate

PROGRAMMING LANGUAGES

z-Tree, Stata, Matlab, Mathematica, LaTeX

LANGUAGES

Fluent in Chinese (Mandarin) and English

DISSERTATION COMMITTEE MEMBERS

William S. Neilson (Advisor)
Professor and Head of the Department
Dept. of Economics
University of Tennessee
Phone: (865) 974-1710
wneilson@utk.edu

Matthew C. Harris
Assistant Professor
Center for Business & Economic Research
University of Tennessee
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mharris@utk.edu

Scott Gilpatric
Associate Professor
Dept. of Economics
University of Tennessee
Phone: (865) 974-1696
sgilpatr@utk.edu

Bogdan Bichescu
Associate Professor
Dept. of Business Analytics & Statistics
University of Tennessee
Phone: (865) 974-1696
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RETIRED FACULTY**E Bruce Hutchinson**

Economic Consultant
 403 Tennessee Avenue
 Signal Mountain, TN 37377
 423-314-0578 (Cell), Email: Bruce-Hutchinson@utc.edu

2019

Address: 403 Tennessee Avenue, Signal Mountain, Tennessee 37377
 Telephone: Home: 423-314-0578 Work: 423-425-4180
 E-Mail: Bruce-Hutchinson@utc.edu
 Family: Jessie (Wife)
 Military: U.S. Navy (Officer, 1965-1970)

Education

B. S. (Accounting [*cum laude*], June 1965), University of Virginia
 Doctor of Philosophy (1971-1974, Economics, May 1979), University of Virginia
 Dissertation Title:
 An Empirical Analysis of Multi-Family Housing Production Under Sections
 221 and 236 of the National Housing Act

Fields of Interest

Statistics/Econometrics	International Economics
Microeconomic Theory	Sports Economics
Urban Economics	Industrial Organization

Teaching Experience (regularly teach 375+ credit hours/semester)

University of Tennessee at Chattanooga, Department of Economics (08/1982 –
 07/31/2016), Tenured, Professor (08/1991 – 07/31/2016), Retired &
 Professor Emeritus (07-31-2016)
 Head, Dept. of Economics (08/1992 – 08/1999)
 Central Michigan University, Institute for Personal and Career Development
 Adjunct Faculty (01/1979 - present)
 Berry College, Center for Economic Education
 Visiting Professor (Summer 1989, 1991, 1992, and 1994)
 Virginia Military Institute, Department of Economics
 Assistant Professor (08/1980 - 08/1982)
 Emory University Graduate School of Business
 Assistant Professor (09/1974 - 08/1980)

Refereed Publications

Factors that Impact Compensation of NCAA Head Basketball Coaches, Leila J.
 Pratt, E. Bruce Hutchinson and Catherine Middleton, **Journal for Economic
 Educators**, Vol. 18, No. 2 (Fall 2018): 81-90.

A Cost Analysis of Amazon Prime Air (Drone Delivery), Adrienne Welch Sudbury and E. Bruce Hutchinson, **Journal for Economic Educators**, Vol. 16, No. 1 (2016) 1-12.

The Wages of a Successful College Basketball Coach, E. Bruce Hutchinson and Leila J. Pratt, **Journal of Business and Economics**, Vol. 5, No. 6 (June 2014): 866-870.

A Gender Comparison of Economists' Publication Records, E. Bruce Hutchinson, Marc A. Loizeaux, Leila J. Pratt, and Stephanie Smullen, **Journal of Economic Educators**, Vol. 10, No. 2 (2010): 27-34.

Confounding Issues in the Deadweight Loss of Gift-Giving, E. Bruce Hutchinson, Leila J. Pratt, H. Kristl Davison, and Mark N. Bing, **The Journal of Economic Educators**, Vol. 8, No. 4 (2008): 1-14.

Is Contracting-Out Government Services the Great Panacea: Evidence from Public School Transportation in Louisiana? E. Bruce Hutchinson and Leila J. Pratt, **The Journal of Private Enterprise**, Vol. 23, No. 1 (Fall 2007): 67-81.

Publication Rates for Economists, E. Bruce Hutchinson, Marc A. Loizeaux, Leila J. Pratt and Stephanie Smullen, **Social Science Research Network Educator**, 2004.

Factories Don't Move Abroad, E. Bruce Hutchinson, **The Freeman: Ideas on Liberty**, 2004 (September): 41.

Performance Testing and Student Performance: The Impact of Financial Incentives, Mark N. Bing, K. Kristl Davison, E. Bruce Hutchinson, Leila J. Pratt, and Sharon Siders, **Business and Economic Review**, Vol. 17, No. 1 (Spring 2004).

The Laffer Curve for Amnesty, E. Bruce Hutchinson and J. R. Clark, **The Journal of Private Enterprise**, Vol. 20, No. 1 (Fall 2004): 9-29. Selected as best paper of the year.

Deadweight Loss of Gift-Giving, H. Kristl Davison, E. Bruce Hutchinson, and Leila J. Pratt, **Economic Research Network Educator**, 2003.

Aggregate Tax Revenues and Individual Effects of the 1997 IRA Tax Change, E. Bruce Hutchinson, Leila J. Pratt, and Laurie Prather, **Business and Economic Review**, Vol. 13, No. 1, 1999: 36-51.

The Comparative Cost of Privatized Public School Transportation in Tennessee, E. Bruce Hutchinson and Leila J. Pratt, **Policy Studies Journal**, Vol. 27, No. 3, 1999: 446-458.

The Publication Profile of Economists, E. Bruce Hutchinson and Terry L. Zivney, **Journal of Economic Education**, Vol. 26 No. 1 (Winter 1995): 59-79.

Jack of All Trades: Can the Economist Compete in Finance Research? Terry L. Zivney, E. Bruce Hutchinson, and William J. Bertin, **Financial Practice and Education**, Vol. 4 No. 1 (Spring/Summer 1994): 27-36.

Save a Soul or Save a Body: Dilemmas in Serving the Urban Homeless, Ralph Anderson and E. Bruce Hutchinson, **New England Journal of Human Services**, Vol. 11 No. 2 (1993): 23-28.

A Note on Input Separability in Multifamily Housing, E. Bruce Hutchinson, **Journal of Housing Economics**, Vol. 2 (1992): 384-394.

Input Substitutability in Multifamily Housing Construction, E. Bruce Hutchinson, **Regional Science & Urban Economics**, Vol. 20 (1990): 111-24.

The Inefficiency of Bureau versus Monopoly Production: Reply, E. Bruce Hutchinson, **Midwestern Journal of Business and Economics**, Vol. 5 No. 1 (Spring 1990): 59-60.

The Economics of a Linkage Tax, E. Bruce Hutchinson, **Quarterly Journal of Business and Economics**, Vol. 29 No. 1 (Winter 1990): 57-69.

A Three Factor Cost Function for Multifamily Housing: A Study in Philanthropy, E. B. Hutchinson and Michael P. Murray, **Urban Studies**, Vol. 26 No. 2 (April 1989): 234-239.

The Conventional Wisdom About Cross-Haul, Phillip E. Giffin, E. Bruce Hutchinson, and Joseph W. Kushner, **Eastern Economic Journal**, Vol. 15 No. 1 (Jan.-March 1989): 29-34.

The Economic Inefficiency of Bureau versus Monopoly Production, E. Bruce Hutchinson, **Midwestern Journal of Business and Economics**, Vol. 3 No. 3 (Fall 1988): 31-37.

Journal Submission in the Dismal Science: Do Economists Practice What They Preach? Phillip E. Giffin and E. Bruce Hutchinson, **Midsouth Journal of Economics & Finance**, Vol. 11 No. 4 (Spring 1988): 595-599.

Monopoly versus Bureau Production: A Welfare Comparison, E. Bruce Hutchinson, **Midsouth Journal of Economics & Finance**, Vol. 10 No. 1 (Fall 1987): 313-318.

The Neglected Market, Alan Rabin, E. Bruce Hutchinson, and John Abraham, **Eastern Economics Journal**, Vol. 13 No. 2 (April-June 1987): 137-142.

A Metaphysical Notion: The Symmetry between Consumer and Producer Demand, Phillip E. Giffin and E. Bruce Hutchinson, **Journal of Post Keynesian Economics**, Vol. 7 No. 1 (Fall 1984): 134-136.

Libraries in Selected NAIS Secondary Schools: Summary and Analysis of a Survey, Academic 1975/76, Jerry J. Donovan, Catherine Alexander, Eugene B. Hutchinson, **TSC Teacher Services Committee Newsletter**, Spring 1978: 8-13.

Other Publications

Constitutional Attorney Ann Coulter Draws Thousands to the Burkett Miller Lecture Series, E. Bruce Hutchinson, **The Enterpriser**, Vol. 30 No. 1 (Spring 2010): 1-2, 8 & 10.

Principles of Economics: Microeconomics 5th ed., E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 2008.

Principles of Economics: Macroeconomics 4th ed., E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 2008.

Thiel Anticipates Technology to Reduce Government Control, E. Bruce Hutchinson, **The Enterpriser**, Vol. 28 No. 1 (Spring 2008): 1-6.

Dr. Thomas Saving Addresses the Future of Medicare, E. Bruce Hutchinson, **The Enterpriser**, Vol. 27 No. 1 (Spring 2007): 1-2.

Affidavit to accompany appeal to US. Federal District Court for Tennessee (Eastern Division) regarding economics of BAPCPA (Bankruptcy Abuse Prevention and Consumer Act of 2005).

Nobel Laureate Dr. Edward C. Prescott Speak in Burkett Miller Lecture Series, E. Bruce Hutchinson, **The Enterpriser**, Vol. 26 No. 1 (Spring 2006): 1-5.

Czech President Speaks at College of Business, Bruce Hutchinson, **The Enterpriser**, Vol. 24 No. 1 (Spring 2004): 4-5.

Intermediate Microeconomics, E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 2000.

International Economics, 2nd ed., E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 1999.

Principles of Economics: Microeconomics 4th ed., E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 1999.

Principles of Economics: Macroeconomics 3rd ed., E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 1997.

International Economics, E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 1995.

The Economic Impact of UTC on the Chattanooga Area, E. Bruce Hutchinson and Marilyn Helms, University of Tennessee at Chattanooga, 1993.

The 1969 Economics Ph. Ds.: Their Journal Publications, E. Bruce Hutchinson, **Abstracts of Papers Presented at the Southwestern Society of Economists' Meeting**, March 1993.

Principles of Economics: Microeconomics 3rd ed., E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 1992.

A Three-Factor Cost Function for Multifamily Housing: A Study in Philanthropy, (abstract) E. B. Hutchinson and M. P. Murray, **Citizen Participation and Voluntary Action**, Vol. 16 No. 3 (Summer 1992): 7.

Principles of Economics: Macroeconomics 2nd ed., E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 1991.

The Economics of a Linkage Tax, (abstract) E. Bruce Hutchinson, **Journal of Economic Literature**, Vol. 28 No. 1 (March 1990): 486.

The Conventional Wisdom about Cross-Haul, (abstract) Phillip E. Giffin, E. Bruce Hutchinson and Joseph W. Kushner, **Journal of Economic Literature**, Vol. 28 No. 1 (March 1990): 508.

The Neglected Market, (abstract) Alan Rabin, E. Bruce Hutchinson and John Abraham, **Journal of Economic Literature**, Vol. 26 No. 3 (September 1988): 1493.

Principles of Economics: Microeconomics 2nd ed., E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 1987.

Principles of Economics: Macroeconomics, E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 1986.

A Three Factor Cost Function for Multifamily Housing: A Study in Philanthropy, E. B. Hutchinson and Michael P. Murray, Claremont Working Paper 84-36, Center for Economic Policy Studies (Claremont Graduate School and The Rand Corporation), 1984.

Principles of Economics: Microeconomics, E. Bruce Hutchinson, Center for Extended Learning, University of Tennessee, 1984.

Impact of Environmental Regulation on Small Business, Milton Z. Kafoglis and Bruce Hutchinson, Working Paper E-003, Emory University School of Business Administration, June 1980.

Presentations at Professional Meetings & Other Prof. Activities

An Economic Analysis of Basketball Coaching Salaries, Leila Pratt and Bruce Hutchinson, Academy of Economics and Finance, February 2017.

An Economic Analysis of Basketball Coaching Salaries 2011-14, Leila Pratt, Bruce Hutchinson, and Catherine Middleton, Academy of Economics and Finance, February 2016.

The Wages of a Successful College Basketball Coach Revisited, E. Bruce Hutchinson and Leila J. Pratt, Academy of Economics and Finance, Feb. 2014.

Discussant: *Effects of Survey Timing on Customer Satisfaction Responses at Sporting Events*, Richard McGrath, Academy of Economics and Finance, Feb. 2014.

Co-coordinator 2013 (November) The Decosimo Lecture Series on Global Business: Arranged for speaker Dr. Iveta Radicova (former Prime Minister of Slovakia): "European Institutions/Mechanisms and European Union Politics for Economic Development."

An Economic Analysis of Basketball Coaches' Salaries, E. Bruce Hutchinson and Leila J. Pratt, Association of Private Enterprise Education, April 2013.

Session Chair: Empirical Political Economy, Association of Private Enterprise Education, April 2013.

CityScope.Com magazine (2013): "Housing Market Heats Up."

Co-coordinator 2012 The Decosimo Lecture Series on Global Business: Arranged for speaker Dr. Mariano Croce: "Euro Zone Crisis."

Presentation to Multidisciplinary Council (Chattanooga): "The Economic Issues of Obama Care to be Considered by the supreme Court" (Invited Participant).

Co-coordinator 2011 The Decosimo Lecture Series on Global Business: Arranged for speaker Anne Kai (Director General of the Taipei Economic and Cultural Office (Atlanta, GA).

An Examination of the Differences Between Male and Female Economist Education Patterns, Bruce Hutchinson, Leila J. Pratt and Stephanie Smullen, Western Social Science Association, April 2010.

Co-coordinator 2009 The Decosimo Lecture Series on Global Business: Arranged for speaker Dr. Sebastian Vaduva, Dean of Emanuel University (Romania).

Co-coordinator 2008 The Decosimo Lecture Series on Global Business: Arranged for speaker Emily B. Brinkemoeller, Managing Director of the World Trade Center Illinois.

Co-coordinator 2007 The Decosimo Lecture Series on Global Business: Arranged for speaker L. Patrick Henry from the Emerging Markets Group (USAID in Africa, the mid-East and the former Soviet Republics.

Risk Assessment of Publicly Provided School Transportation, E. Bruce Hutchinson and Nathan Line, Association of Private Enterprise Education, April 2007.

Session Chair: Education in the Public Eye, Association of Private Enterprise Education, April 2007.

Privatized Public School Transportation in Louisiana, E. Bruce Hutchinson and Leila J. Pratt, Association of Private Enterprise Education, April 2006.

Session Chair: Shrinking or Expanding Markets, Association of Private Enterprise Education, April 2006.

Co-coordinator 2005 The Decosimo Lecture Series on Global Business: Arranged for speaker Stanislav Peciar (Partner in Europa Spol, Board of Directors of the Slovak Association of Commerce, Representative to the UN Labor Conference 1996-2000)

Privatized Public School Transportation in Louisiana, E. Bruce Hutchinson and Leila J. Pratt, Western Social Science Meetings, April 2005.

Fifty Years of Income Taxes: How has the Burden Been Shared? E. Bruce Hutchinson, J. R. Clark and D. J. Donahue, Association of Private Enterprise Education, April 2005.

Session Chair: Public Sector Economics, Association of Private Enterprise Education, April 2005.

Co-coordinator 2004 The Decosimo Lecture Series on Global Business: Arranged for speaker John Lenton (Dean of Emanuel University School of Business and former Senior Vice President of American Express Europe)

Discussant: *The Political Economy of Regulation: "Bootleggers and Baptists" in Arkansas*, Richard K. Ford and David E. R. Gay, Southern Economic Association, November 2004.

Comparing the Publication History of Male to Female Economists, E. Bruce Hutchinson and Leila J. Pratt, Association of Private Enterprise Education, April 2004.

Session Chair: Small Businesses and Entrepreneurship, Association of Private Enterprise Education, April 2004.

Publication Rates for Economists, E. Bruce Hutchinson and Leila J. Pratt, Academy of Economics and Finance, February 2004.

Discussant: *Public Policy, Entrepreneurship, and Economic Growth*, Steven F. Kreft and Russell S. Sobel, Southern Economic Association, November 2003.

Amnesty, J. R. Clark and E. Bruce Hutchinson, Association of Private Enterprise Education, April 2003.

Session Chair: Tax and Finance, Association of Private Enterprise Education, April 2003.

Panel Discussant: *Globalization: Are You Ready?* Sponsored by Berry College and Covenant College, April 2003.

Discussant: *Automobile Safety and the Incentive to Drive Recklessly: New Empirical Evidence*, Todd M. Nesbit and Russell S. Sobel, Southern Economic Association, November 2002.

Book Review (for publisher): **The Economics of Cities and Suburbs** by William Thomas Bogart, Prentice Hall, 1998.

Book Review (for publisher): **Fundamentals of Urban Economics** by John F. McDonald, Prentice Hall, 1997.

Deadweight Loss of Gift Giving, E. Bruce Hutchinson and Leila J. Pratt, Association of Private Enterprise Education, April 2002.

Publication Rates for Male and Female Economists, E. Bruce Hutchinson and Leila J. Pratt, Association of Private Enterprise Education, April 2002.

Session Chair: *Economics of Education*, Association of Private Enterprise Education, April 2002.

Discussant: *The Budget Surplus: A Public Choice Explanation*, Russell S. Sobel, Southern Economic Association, November 2001.

High School Proficiency Testing and District Level Student Proficiencies: The Impact of Financial Incentives, Mark N. Bing, K. Kristl Davison, E. Bruce Hutchinson and Leila J. Pratt, Association of Private Enterprise Education, April 2001.

Opportunity Cost and Student Pass Rates: The Case of Ohio, E. Bruce Hutchinson and Leila J. Pratt, Western Social Science Meetings, April 2000.

Privatized Public School Transportation in Tennessee, E. Bruce Hutchinson and Leila J. Pratt, Association of Private Enterprise Education, scheduled for April 2000.

Proficiency Tests and Cash Incentives: Ohio's Experience, E. Bruce Hutchinson and Leila J. Pratt, Association of Private Enterprise Education, scheduled for April 2000.

The Comparative Cost of Privatized Public-School Transportation in Tennessee, E. Bruce Hutchinson and Leila J. Pratt, Southern Economic Association, November 1999.

Discussant, "The Implicit Social Welfare Function of Statism: An Analytical Approach" by David E. R. Gay, Southern Economic Association, November 1999.

Laffer Curves and Equilibrium for Amnesty, J. R. Clark and E. Bruce Hutchinson, American Society of Business and Behavioral Sciences, February 1999.

The Comparative Cost of Privatized Public School Transportation in Tennessee, E. Bruce Hutchinson and Leila J. Pratt, Western Social Science Association, April 1998.

The Political Economy of the 1997 IRA Tax Change, E. Bruce Hutchinson, Leila J. Pratt, and Laurie Prather, Western Social Science Association, April 1998.

The Amnesty Laffer Curve, J. R. Clark and E. Bruce Hutchinson, Association of Private Enterprise Education, April 1998.

The Laffer Curve for Amnesty, J. R. Clark and E. Bruce Hutchinson, Southern Economic Association, November 1997.

Exploring Classical Liberalism: A Summer Program for Teachers, E. Bruce Hutchinson, Association of Private Enterprise Education, March 1996.

Has the Research Output of Female Economists Changed? E. Bruce Hutchinson and Leila J. Pratt, Southern Economic Association, November 1995.

Session Chair: *The Rhetoric of Economics*, Southern Economic Association, November 1995.

Abstract, Nobel Laureate Dr. James Buchanan's Burkett Miller Distinguished Lecture Series (University of Tennessee at Chattanooga, Nov. 1994) presentation; printed in **The Enterpriser**.

Discussant, *Public Policy Issues in the Public Choice Perspective*, Southern Economic Association, November 1994.

Abstract, *Milton Friedman Discusses Economic Issues*, J. R. Clark and E. Bruce Hutchinson, **Internet** (The Learning Channel).

The Comparative Cost of Privatized Public-School Transportation in Tennessee, E. Bruce Hutchinson and Leila Pratt, Association of Private Enterprise Education, April 1994.

Discussant, *Public Policy Issues in the Public Choice Perspective*, Southern Economic Association, November 1993.

The 1969 Economics Ph.Ds.: Their Journal Publications, E. Bruce Hutchinson, Southwestern Economics Association, 1993.

Discussant, *Dynamic Shift Share Analysis of Real State Product in Oklahoma*, Southwestern Economics Association, 1993.

International Economics for High School Teachers, E. Bruce Hutchinson, Missouri Valley Economic Association, 1993.

Discussant, *State Income Taxation: Good or Bad for Economic Growth?* Dr. Richard Vedder, Burkett Miller Distinguished Lecture Series (UTC Center for Economic Education), October 1991.

Economic History: Issues and Pedagogy, Lucien Ellington, Bruce Hutchinson and Richard Rice, Joint Council on Economic Education, October 1991.

Jack of All Trades: Can the Economist Compete in Finance Research? E. Bruce Hutchinson, Terry L. Zivney and William J. Bertin, Eastern Finance Association, April 1991.

Member Editorial Review Board **Midwestern Journal of Business and Economics** 1989-1991.

Teaching about International Economics: Japan, Lucien Ellington and Bruce Hutchinson, Joint Council on Economic Education, Los Angeles, October 1990.

An Empirical Test of the AGEM versus Traditional Translog Specification, Southern Economic Association, November 1989.

Chairperson: *Housing Economics*, Southern Economic Association, November 1989.

The Economic Inefficiency of Bureau versus Monopoly Production, E. Bruce Hutchinson, presented to Southwestern Economics Association, March 1989.

Discussant, Southwestern Economics Association, March 1989.

Discussant (two papers), Southern Economic Association, November 1987.

Estimates of the Davis-Bacon Effects from Multi-Family Housing Construction, E. Bruce Hutchinson, Southern Economic Association, November 1986.

Monopoly Power and Basing-Point Pricing, Phillip E. Giffin, E. Bruce Hutchinson and Joseph W. Kushner. Chosen by Review Committee of the Industrial Organization Society for presentation at the 1984 American Economics Association.

Intermediate Macro and/or Monetary Theory Courses: What Should Undergraduate Economics Majors Know About the Subject? E. Bruce Hutchinson, Virginia Association of Economists, March 1981.

Impact of Costs of Pollution Control on Small Business, Milton Z. Kafoglis and Bruce Hutchinson. Presented to the Cost Panel of the National Commission on Air Quality, January 1980.

How to Cope with Inflation from Now through Retirement, E. Bruce Hutchinson. Presented to Technical Association of the Pulp and Paper Industry, December 1978.

Member Editorial Board:

Journal for Economics Educators (2005 – 07/31/2016)

Journal of Business and Economics (2013 – 2016)

Referee:

Business and Economic Review

Eastern Economic Journal

Economic Inquiry

Journal of Business and Economics

Journal of Economic Education

Journal for Economics Educators

Journal of Economics and Finance

Journal of Finance and Economic Education

Journal of Housing Economics

Growth and Change

Midwestern Journal of Business and Economics

Policy Studies Journal

The Journal of Private Enterprise

Social Sciences and Humanities Research Council of Canada

Count of papers refereed following retirement: 1 (2016), 2 (2017), and 1 (2018).

Public Service and Community Activities

Board of Directors, Orange Grove Center, Inc. (2004 - present)

Board Member of the Year (2017)

Chairman (2013-2015, and 2017-2018)

President (2011- 2013)
 Vice-President (2010-2011)
 Assistant Treasurer (2007 - 2011)
 Autism Committee (2007 -2009)
 Finance Committee (2007 - 2012)
 Education & Employment Supports (2004 – present)
 Development Committee (2015 – present)
 Education Committee, Chattanooga Area Chamber of Commerce (2004 to 2008)
 Co-coordinator (2003 - 2016) “The Decosimo Lecture Series on Global Business”
 (Annual lecture series that brings international business personnel to the
 UTC Campus.)
 Finance Committee (Signal Crest United Methodist Church (2010 – 2016)
 Youth Counselor (Signal Crest United Methodist Youth [1997 – present])
 Jefferson Scholars Foundation Regional Selection Committee (2006 - present)
 (University of Virginia)
 Consulting (25 [plus/minus] cases per year):
 Attorneys/Law Firms in: Alabama, Florida, Georgia, Illinois, Kentucky,
 Missouri, New Jersey, Ohio, Tennessee, Virginia, and Washington,
 D.C.
 Mayor's Office (Chattanooga), The Johnson Group, Cooley Public
 Strategies
 Commentator appearing regularly (approximately 25 times/year) on “Let’s Talk
 Money” (radio Talk show, 1999 - present)
 TV and Radio discussant of Current Economic Issues (approximately 20 per year)
 Presentations to civic organizations:
 5 [plus/minus] per year
 Boy Scout Counselor (Troop 60, 1989 to 2000)
 Moderator for 2006 Social Science Session of 6th Annual Graduate Research Day
 (Graduate School UTC)
 Project Advisory Board (Andrew Jackson Institute)
 Chosen by Andrew W. Mellon Foundation (2000) for Study of Impact of Electronic
 Technologies on Scholarship in American Higher Education
 State and Federal Issues Committee (Chattanooga Chamber of Commerce,
 1983-1991)
 Co-Coordinator “Exploring Classical Liberalism” - a nine-day seminar for K - 12
 teachers with invited speakers and special presentations in Charlottesville,
 Va. and Washington, D.C.; 1995 and 1996
 Summer Institute, 1984-1994 (Program of economics preparation for public
 school teachers), UTC Center for Economics Education, primary instructor
 Business Computer Simulation Game for High Schools, Sponsor: Center for
 Economic Education, 1984-1997
 Speaker at High School Teacher Seminars (1992, and 1993), sponsored by the
 Center for Economic Education

Coordinator "1993 Continuing Campaign" for Cherokee Council of Boy Scouts of America

University Committee Assignments

Athletics (08/1992 – 08/1994 and 08/1996-08/1999, 08/2002 – 08/2004, and 2015–2016)
 Faculty Administrative Relations Committee (2014-2016)
 Alpha (lead academic honorary at University of Tennessee at Chattanooga):
 President (2005-2006), Vice-President (2004-2005), (1987–present)
 Academic Standards Committee (08/1990 – 08/1992, 08/2009 - 08/2010, 2011 - 2015), Chair (2014 – 2015)
 Economics Department Promotion & Tenure Committee (08/1989 - 2016)
 Faculty Council (UTC, 08/1984 – 08/1986, 08/1995 – 08/1997)
 Curriculum Committee (08/1987 – 08/1992, 08/1993 – 08/1996, and 08/1999 – 08/2009, 08/2010 – 08/2011), Chair (08/2000 – 08/2002 and 08/2006 – 08/2008)
 Faculty Senate Ad Hoc Committee to Evaluate Chairs versus Heads
 Committee to Re-establish ROTC at UTC (2006-2007)
 Head Department of Economics (08/1992 – 08/1999)
 Council of Department Heads (08/1992 – 08/1999)
 Grade Appeals Committee (08/2001 – 08/2002, Chair 8/2002 to 9/2002)
 General Education (08/1998 – 08/2000 and 08/2004 -08/2006)
 College Council (08/1996 – 08/1997 and 08/2001 - 08/2003)
 Summer School (Council of Department Heads), invited member
 Graduate Council (08/1996 – 08/1997)
 Beta Gamma Sigma (Secretary/Treasurer, Faculty Advisor) (1983 - 1995)
 General Education (08/1992 – 08/1994)
 Budget and Economic Status (08/1993 – 08/1994)
 Freshman Seminar Evaluation (Co-Chairperson, 1990 - 1992)
 SOBA Curriculum Committee (1983 - 1992)
 Advisor to University (UTC) Honors Projects:
 Adrienne Welch (2015, Highest Honors)
 Nathan Line (2006)
 Patrick Blake (2003, Exceptional Honors)
 Daniel Green (2000)
 Nathaniel Milburn (Highest Honors, 1994, Best Undergraduate Paper Southeast Region, 1994, Southeastern Association for Asian Studies)
 Stacey Byington (1993)
 Paula Danskin (1990)
 Travis Hayes (1990)
 University Admissions Committee (UTC, 1983 - 1988)
 Search Committees:

Scott Probasco Chair/Director Center for Economic Education (1992-1993)
 Provost's Advisory Search Committee (UTC, 1984 - 1985)
 Deans Search Committee (UTC, 1983, Secretary)
 Harland Chair Search Committee (Emory University)
 Faculty Handbook Committee (1984 - 1987)
 SOBA Curriculum Committee (UTC, 1984 - 1986, Chairperson)
 SIFE (Students in Free Enterprise, UTC, Faculty Advisor)
 "Brown Bag" Seminar Coordinator (1983 - 1987)
 Coordinator for V.M.I. (Virginia Military Institute) Symposium (1981 - 1982)
 Dean's Faculty Advisory Council (Emory University, 1978 - 1980)
 Virginia Association of Economists (Secretary, 1980 - 1982)

Professional Memberships

American Economics Association (1974-2016)
 Association of Private Enterprise Educators (1994-2014)
 National Association of Forensic Economists (2006 to present)
 Southern Economics Association (1974-2016)

Academic and Professional Honors

Board Member of the Year (2017) – Orange Grove Center
 Selected as best paper of the year *The Laffer Curve for Amnesty*, E. Bruce Hutchinson and J. R. Clark, **The Journal of Private Enterprise**, Vol. 20, No. 1 (Fall 2004): 9-29.
 Teacher of the Year (2000-2001) awarded by Pi Kappa Alpha
 Beta Gamma Sigma
 Alpha Society (The Society annually inducts a small percentage of graduating seniors on the basis of academic performance [3.75 GPA or higher], a select group of faculty and members of the administration, a small number of distinguished alumni, and community leaders in Chattanooga whose public service warrant recognition.), Vice-President (2004-2005), and President (2005-2006)

Leila Johnston Pratt

PERSONAL INFORMATION

ADDRESS: 3104 Ozark Road
Chattanooga, Tennessee 37415

HOME PHONE: (423) 875-4214
Email: leila-pratt@utc.edu

EDUCATION

1975 Ph.D. Economics, Virginia Polytechnic Institute and State University

1973 M.A. Economics, Virginia Polytechnic Institute and State University

1971 B.S. Business Administration, Auburn University

WORK EXPERIENCE

2017 to present Emeritus Professor of Economics, University of Tennessee at Chattanooga

1985 - 2017 Professor of Economics, University of Tennessee at Chattanooga

1997-2001 Coordinator of Women's Studies, University of Tennessee at Chattanooga

1979 - 1985 Associate Professor, University of Tennessee at Chattanooga

1981 Named Henry A. Hart Professor

PUBLICATIONS

Pratt, Leila J. Hutchinson E. Bruce. Middleton Catherine. "Factors that Impact Compensation of NCAA Head Basketball Coaches" Journal for Economic Educators. Vol. 18 No. 2 (Fall, 2018).

Pratt, Leila J. Hutchinson, E. Bruce. "The Wages of a Successful College Basketball Coach" Journal of Business and Economics. Vol.5 No.6 (June, 2014).

Hutchinson, E. Bruce. Pratt, Leila J. Smullen, Stephanie. "A Gender Comparison of Economists' Publication Records" Journal of Economics and Finance Education. Fall, 2010.

Hutchinson, E. Bruce. Pratt, Leila J. "Confronting Issues in the Deadweight Loss of Gift Giving" Journal of Economic Educators. Winter, 2008.

Hutchinson, E. Bruce. Pratt, Leila J. "Is Contracting Out Government Services the Great Panacea? Evidence from Public School Transportation in Louisiana" The Journal of Private Enterprise. Fall, 2007.

Hutchinson, E. Bruce, Pratt, Leila J. "The Comparative Cost of Privatized Public School Transportation in Louisiana." Journal of Private Enterprise. Vol. XXIII No. 1 (Fall, 2007).

Bing, Mark N., Davison, K. Kristl, Hutchinson, E. Bruce, Pratt, Leila J., and Siders, Sharon. "Performance Testing and Student Performance: The Impact of Financial Incentives." Business and Economic Review. Vol. 17, No. 1 (Spring 2004).

Hutchinson, E. Bruce, Prather, Laurie, and Pratt, Leila J. "Aggregate Tax Revenues and Individual Effects of the 1997 IRA Tax Change." Business and Economic Review. Vol.13 No.1 (Fall,1999).

Hutchinson, E. Bruce and Pratt, Leila J. "The Comparative Cost of Privatized Public School Transportation in Tennessee" Policy Studies Journal. Vo. 27 No. 3 (1999).

- Prather, Laurie and Pratt, Leila J. "The Gender Gap on Wall Street: Differences Between Mutual Fund Managers" Regional Business Review. Vol. 16. (May 1997).
- Pratt, Leila J. "An Economic Analysis of State Lotteries" in Current Regional Issues, The Dryden Press, 1994.
- Pratt, Leila J. "The Demand and Supply of Minority Educators" in Current Regional Issues, The Dryden Press, 1994.
- Pratt, Leila J. "Health Care Reform Southern Style" in Current Regional Issues, The Dryden Press, 1994.
- Pratt, Leila J., "Changes in the Distribution of Sexes by Occupations 1983-1988" The Journal of the Southwestern Society of Economists Vol. 16 No. 1 (1989).
- Pratt, Leila J., "Local Government and Comparable Worth: A Case Study" The Kentucky Journal of Economics and Business Vol. 9 (1989).
- Pratt, Leila J., Smullen, Stephanie A. and Kyer, Ben L. "The Macroeconomics of the Equal Pay Act" Journal of Macroeconomics Volume 12 No. 4 (fall, 1990).
- Pratt, Leila J., Stephanie A. Smullen, and Kyer, Ben L. "Macroeconomic Impact of Occupational Wage Equality" Technological Forecasting and Social Change Vol. 34 (1988).
- Pratt, Leila J., Smullen, Stephanie. "A Simulation of the Effect of Wage Adjustment Strategies" Social Science Prospective Journal, Vol. 1 #2.
- Pratt, Leila J. "Horizontal Job Segregation and Women in Professional Occupations" Texas Journal of Political Studies (Fall-Winter 1984-1985).
- Pratt, Leila J., Willis, Marilyn. , An Integrated Computer-Based System for Financial and Managerial Decisions" Engineering Costs and Production Economics, Vol. 9 (1985).
- Pratt, Leila J., Davis, Lloyd D. "The Use of Computer Aided Instruction in the Teaching of Macroeconomic Principles" SIGCUE (Summer, 1982).
- Pratt, Leila J., Mixon, J. Wilson, and Wallace, Myles S. "United States Money and Canadian Income" Business and Economic Perspectives Volume VI, No. 2 (Spring-Summer, 1981).
- Pratt, Leila J., Wallace, Myles S., Mixon, J. Wilson. "Money Income Causality and Exchange Rate Regimes: Evidence From Germany" Economic Forum (Winter, 1980-1981).
- Rabin, Alan, Pratt, Leila J. "A Note on Heller's Use of Regression Analysis" IMF Staff Papers (March, 1981).
- Mixon, J. Wilson, Pratt, Leila J. and Wallace, Myles S. "The Short-Run Transmission of U.S. Price Changes Under Fixed and Flexible Exchange Rates: Evidence from the U.K." Southern Economic Journal (April, 1981).
- Pratt, Leila J., Davis, Lloyd D. "The Use of Computer Aided Instruction in the Teaching of Macroeconomic Principles" The Educational Catalyst (Fall, 1980).
- Mixon, J. Wilson, Pratt, Leila J. and Wallace, Myles S. "Money & Income in Canada; Fixed and Flexible Exchange Rates" Review of Business and Economic Research (Fall, 1980).
- Mixon, J. Wilson, Pratt, Leila J. and Wallace, Myles S. "Money-Income Causality in the U.K.: Fixed and Flexible Exchange Rates" Southern Economic Journal Volume 47, No. 1 (July, 1980).
- Pratt, Leila J. "Occupational Licensing and Interstate Mobility" Business Economics, (May, 1980).
- Pratt, Leila J., Wallace, Myles S. and Mixon, Wilson. "Money Income Causality and Fixed Rates: Further Evidence From Germany" Atlantic Economic Journal Volume 8, No. 1 (March, 1980).

- Pratt, Leila J., Davis, Lloyd, Sikora, James. "Business Profits as Perceived by Chattanooga High School Juniors and Others" Educational Catalyst Volume 9, No. 2 (Fall, 1979).
- Mixon, J. Wilson, Pratt, Leila J. and Wallace, Myles S. "Cross National Money to Income Causality: U.S. Money to UK Income" Journal of Money Credit and Banking Volume 11, No. 4 (November, 1979).
- Pratt, Leila J. "A Users Guide to IDA (Interactive Data Analysis)" Academic Computing, The University of Tennessee at Chattanooga, 1976.
- Wallace, Myles, Pratt, Leila J., and Mixon J. Wilson. "Money, Income, and Causality in Canada: Fixed and Flexible Exchange Rates." Atlantic Economic Journal Volume 5, No. 3 (December, 1977).
- Pratt, Leila J. "An Economic Analysis of the Effects of Occupational Licensure on Income" in Perspectives on Occupational Licensure, Occasional Papers in Consumer Studies, University of Tennessee, Winter, 1977.

SERVICE ACTIVITIES

Vice Chairman of the City of Chattanooga Waste Water Regulations Appeals Board. This is a non-paid position appointed by the Mayor and approved by the City Council, which I held from 1997 to 2017.

Board of Directors for the Academy of Economics and Finance. Elected in 2005 to serve a three year term running from 2006-2008.

Executive Committee of the Western Social Science Association. Elected in 2006 to serve a three year term running from 2007-2009.

Vice President Western Social Science Association 2009-2010.

Served as a referee for:

The Journal of Economic and Finance
Regional Business Review
Social Science Journal
Southwestern Economic Review
Quarterly Journal of Business and Economics
Contemporary Economic Policy

Reviewed economics textbooks for:

Prentice-Hall
Dryden
Blackwell
Harper-Collins
Pearson
Addison Wesley

UTC Committee Service:

Faculty Council Honor Court
Graduate Council Committee to Evaluate Freshman Seminar
Curriculum Chancellor's Women's Committee
Faculty Research CECA Grants Committee
Athletics CECA Evaluation Advisory Panel
Faculty Development APR Improvement Committee
NCCA Self Study Committee (2 separate committees)
Chancellor's Sustainability Committee
UNUM Chair of Excellence Search Committee (2010-2011 and 2011-2012)

Selected in 2018 by the membership of the Academy of Economics and Finance as a Research Fellow.