

Program Review

B.A. in Economics

College of Liberal Arts

October 2007



MARSHALL UNIVERSITY

College/School Dean's Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation: The College of Liberal Arts recommends continuance of the Bachelor of Arts in Economics at the current level of activity.

Rationale:

(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a *program of excellence* address all criteria listed in HEPC Series 11)

The B.A. in Economics is offered as a joint partnership between the College of Liberal Arts and the Lewis College of Business. The Lewis College of Business B.B.A. places emphasis on fields appropriate for business students—accounting, finance, marketing, business law, and management. The B.A. in Economics offers Marshall students the opportunity to combine a strong liberal arts education with solid grounding in economics. In nearly half the colleges and universities in the United States, the Economics program is housed in the institution's college of business. Every such institution has a Liberal Arts Economics option which allows Liberal Arts students to participate in the college of business Economics program. Therefore, the existence of the B.A. program in Economics at Marshall University reflects standard, accepted, nationwide practice in higher education.

The Economics B.A. is designed to prepare students for careers both in the public and private sectors and for graduate study in economics. Economics majors are qualified for a wide variety of positions in the financial sector and jobs in business and government. Students also frequently use a major in economics as preparation for law, politics, teaching, research, or social service.

The B.A. in Economics typically attracts a small number of majors; however, it offers these students a unique opportunity without requiring any additional institutional resources. We will continue to develop our pre-law program since economics is an appropriate disciplinary option for students interested in law school and will continue to support internship programs that would be appropriate for a major in the B.A. in Economics.

Signature of the Dean:

Date: _____

Donna J. Spindel (Interim)

Marshall University
Program Review
October 2007

Program: B.A. Economics
College: Liberal Arts
Date of Last Review: October 2002

I PROGRAM DESCRIPTION

Provide a program narrative with information on any options or tracks and describe the program's nature and characteristics. You may include the description from the University catalog.

Students in the College of Liberal Arts who pursue a B.A. degree in Economics will develop their ability to analyze economic problems and issues and will gain a deeper understanding of the operation of the US economy and others around the world. They will be able to participate more effectively in the decision-making process of society. The B.A. in Economics, to put it simply, enables students to study economics within the social sciences. The core curriculum includes subjects such as a country's level of production, its rate of inflation, its unemployment rate, the factors driving economic growth or decline, the distribution of resources and income across individuals in society, international trade and financial flows, economic development locally, regionally, and around the world, and managerial decision-making. As students explore economic theories and issues, they also gain an understanding of the inherent connections between economics and liberal arts disciplines such as history, geography, political science, and sociology. These connections make it possible for students with interests in government, politics, public service, the environment, etc., to prepare themselves for a variety of careers. The B.A. in Economics also offers a solid foundation for law school and graduate study in fields such as public administration, hospital and health care, as well as urban and regional planning.

Students who select the B.A. in Economics option must fulfill all College of Liberal Arts requirements for the B.A. degree as well as specific coursework in Economics.

II ACCREDITATION INFORMATION

(NOTE: If your program has been accredited by a national organization, supply the following information. If your program is not accredited, skip to section III. Use the appendix numbers as indicated in each section. If you skip a section **do not** renumber the appendices.)

Note: The Lewis College of Business, with which the College of Liberal Arts partners in this program, is accredited by AACSB International (The Association of Advance College Schools of Business), which represents the highest standard of achievement for business schools, worldwide.

III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

A ADEQUACY Provide a narrative summary for each of the following in addition to the requested appendices.

1 Curriculum: Summarize degree requirements and provide commentary on significant features of the curriculum.

Majors must fulfill the general and specific requirements for the B.A. degree in the College of Liberal Arts as well as the major in Economics in the Lewis College of Business (See Appendix I)

In Liberal Arts, students must earn ENGLISH (6 hours), FOREIGN LANGUAGE (12 Hours), COMMUNICATION STUDIES (3 Hours), FINE ARTS (3 Hours), CLASSICS, PHILOSOPHY OR RELIGIOUS STUDIES (3 Hours), LITERATURE (6 hours), SOCIAL SCIENCES (15 hours), NATURAL SCIENCES (12 Hours), MATHEMATICS (3 hours), COMPUTER LITERACY AND COMPETENCY (3 Hours), MINOR REQUIREMENT (12-15 hours), MARSHALL PLAN REQUIREMENTS.

A student who earns a B.A. in Economics must complete the coursework within Major Course Work in Appendix I and a total of 128 hours of which 48 hours must be 300 level or above. Because the General Education Courses are in common with other College of Liberal Arts Majors, students can generally complete two majors by obtaining these course requirements without having to complete additional credits past 128.

The Economics Capstone experience consists of ECN 466 and 467--a 2-semester, 4-hour sequence taken during the senior year. The Capstone Experience is designed to (1) develop the students' oral and written communications skills, (2) improve their ability to evaluate and critique the oral and written work of others, and (3) prepare them for entering the job market after graduation.

2 Faculty: Summarize significant points relating to faculty teaching courses within the major (percentage of faculty holding tenure, extent of use of part-time faculty, level of academic preparation, faculty development efforts, books & journal articles, papers & attendance at state, regional and national professional organization meetings). Include part-time faculty and graduate assistants you employed during the final year of this review.

The Economics faculty includes nine full-time equivalent faculty members plus one temporary instructor. Four faculty hold the rank of full professor, four are associate professors, one is an assistant

professor and one holds the rank of instructor. Nine hold terminal degrees in the field of economics. The terminal degrees are from Kansas State, Wisconsin-Milwaukee, Tennessee, Indiana, Kentucky and Yale. Eight of the ten faculty are tenured, one is tenure track and one is a temporary one year appointment.

Courses in the economics program were taught mostly by Lewis College of Business full-time faculty members during the reporting period. This is a condition of Lewis College of Business accreditation.

Like all other units in the Lewis College of Business, the Division of Finance and Economics provides several avenues for faculty development. Reassigned time has been consistently available on an annual basis. This is a condition of the Lewis College of Business accrediting organization. Each faculty member is allowed one course release time per semester to work on scholarly/ research activities. This has enabled faculty to present academic papers and to publish their work in conference proceedings and refereed journals. The continued granting of reassigned time is based on sustained productivity. The Lewis College of Business also has a travel policy which provides a total of \$1,000 for trips to present intellectual contributions at professional meetings. An additional \$600 is given to faculty for the purchase of books, journals, computer software and hardware, travel to professional meetings and research projects.

- 3 Students:** NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report.
- a Entrance Standards: Describe the admission standards and procedures employed for making the admission decision. (GPA, ACT, other tests)

The BA in Economics Program requires the same entrance standards as the University for all incoming freshmen:

General Requirements

1. A high school diploma or GED diploma.
2. An Overall Grade Point Average of at least 2.0 (C average) **and** a composite score of at least 19 on the ACT **or** a combined score (verbal + math) of at least 910 on the SAT.
3. Completion of the 1990 Board of Trustees course requirements.

Board of Trustees course requirements:

1. 4 years of English (including courses in grammar, composition, literature)
 2. 3 years of social studies (including U.S. history)
 3. 2 years of college-prep math (Algebra I and higher)
 4. 2 years of laboratory science (from biology, chemistry, physics, and other courses with a strong laboratory science orientation)
- b Entrance Abilities: Identify potential ability of students admitted to the program as measured by standardized tests (ACT, SAT, GED, TOEFL, etc.) and high school GPA.

Year	Mean Averages			
	BA in Economics		All Majors	
	ACT Score	H S GPA	ACT Score	HS GPA
Fall 2003	25.6	3.91	21.0	3.32
Fall 2004	23.5	3.67	21.1	3.28
Fall 2005	21.7	3.55	21.1	3.30
Fall 2006	19.3	3.13	21.2	3.25
Overall	22.2	3.56	21.1	3.29

- c Exit Abilities: Identify abilities of students who graduate from the program (GPA, licensure exam, certification tests, etc.)

Graduates of the B.A. program in Economics during the reporting period had an impressive average GPA of 3.61.

- 4 **Resources:** NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report.

Resources for this cooperative program are provided by the Elizabeth McDowell Lewis College of Business which is accredited.

- a **Financial:** Provide information related to financial support of the program, including what portion of the unit's resources was devoted to this program. Include state-appropriated funds, grants, contracts, supplemental state funds or student fees. If this program were terminated as a major, what resource changes would occur, e.g., reduced faculty, staff, space, courses taught, etc. If this program were reduced or terminated, what changes would occur and how would it affect the university?

The BA in Economics program is not a program in the

traditional sense of the word. It has no budget, no dollars dedicated to it, no dedicated faculty lines, no separate curriculum. It is technically an **option** which allows students in the College of Liberal Arts to access the Economics program at Marshall which happens to be housed in the Lewis College of Business. There is one budget for Economics, one set of faculty lines, and one curriculum— all in the Lewis College of Business. This means that elimination or reduction of the program would negatively impact the most important constituency at Marshall University—the student. Termination or reduction would remove the B.A. in Economics option. It is standard practice for colleges of Business in the United States which house a major in Economics to provide for an Economics major option for Liberal Arts students. Elimination or reduction of this program would cause Marshall University to be out of step with many other similar institutions. We recommend that Marshall continue to support a program which provides a highly specialized path of study to a type of student for whom the degree has special interest and value.

- b **Facilities:** Describe facilities available for the program including classrooms, laboratories, computer facilities, library facilities, or equipment needed for program delivery.

The B.A. in Economics program makes use of existing physical facilities on the Marshall University Huntington campus, existing computing facilities and the University Libraries.

5 Assessment Information: NOTE: This section is a summary of your yearly assessment reports.

- a Summarize the principal goals of the assessment program.
- A comprehensive exit survey is given to all economics majors who take the economics capstone course. Many areas of the economics program are assessed including satisfaction with the major program, quality of faculty instruction, course offerings and content and overall undergraduate experience.
 - A written assessment test is given to all majors who take the economics capstone course. Questions are designed to evaluate whether our majors learned the material established in the course objectives.
 - Results: Overall, the feedback from B.A./B.B.A majors indicates they feel very favorably toward the economics program, particularly in the areas of employment planning, career

preparation, writing ability, internship experience, speaking ability, critical thinking and overall program quality.

- b Provide summary information on the following elements. Attach **Chart I Assessment Summary** as evidence.
- student outcomes
 - assessment tools; approach
 - standards/benchmarks
 - results/analysis
 - action taken

See Assessment Summary Chart. Results of Assessment Summary Chart:

- Student Outcomes – Student outcomes were evaluated based on several important areas such as critical and analytical skills, global perspective, written communication, career preparation, oral communication, and technological and computer expertise. Overall, students in the economics program were very satisfied with all of these areas.
- Assessment Tools – Specific assessment tools and approaches were employed to determine the effectiveness of the economics program. The assessment tools and approaches used to evaluate the economics program included comprehensive exams, senior exit surveys, written and oral reports, and college and institutional research reports. Overall, these assessment tools and approaches were very useful in evaluating the effectiveness of the economics program.
- Standards/benchmarks – Different standards and benchmarks were established using the Lewis College of Business curriculum standards and published standards. The Lewis College of Business also surveyed students to determine what standards they expected graduates to achieve from the economics program. These skills included critical thinking, oral and written communication skills and a solid foundation of finance knowledge.
- Results/Analysis - After reviewing the assessment tools and approaches of the economics program, changes were made to the capstone course, the program curriculum, the use of technology and the use of internships and independent studies to provide additional educational learning experiences.

- Action taken - There were specific actions that resulted from the assessment of the economics program. The actions taken included improvements to the capstone course, program curriculum, technological content and research competencies.
- c Provide information on how assessment data are used to improve program quality. Include at least 3 specific examples drawn from the past 5 years.

Example 1. Change of capstone course. Our faculty encourage more critical and analytic skills from our students. Specifically, the capstone course was changed to include more real-world practical case analysis as well as to use more technology for classroom assignment. Many of the technical tools that are used in industry are now used by our economics majors including PowerPoint, Internet, Google, and Compustat database management. The learning objectives in the economics capstone course, ECN 466, include oral communication, written communication, critical thinking, and knowledge-based skills.

Example 2. Change to the economics curriculum. Our faculty encourage more practical and global perspectives of the economics program. Courses that have increased their global focus include international economics and macro economic analysis. One new course dealing with China, ECN 480, has been added to the program.

Example 3. Change of technological and computer expertise. The faculty encourage more technology and computer expertise of the economics program. Several faculty members use the university course management software as a course supplements and to deliver fully online courses. There has also been an increase in the use of Excel spreadsheet applications for classroom and out of class assignments.

- d Graduate and Employer Satisfaction: Provide evidence and results of follow-up studies to indicate graduate and employer satisfaction with the effectiveness of the educational experience. Indicate the number of individuals surveyed or contacted and the number of respondents.

In November 2001, the MU Career Services Center surveyed employers to determine their satisfaction with the academic preparation of the institution's graduates.

Data are currently being collected on our program and will be provided as soon they are available from Career Services.

- e Attach the previous five years of summary reports provided by the Office of Assessment.

See attached Five Years of Assessment Summary Reports.

- 6 Previous Reviews:** Describe the last program review action (including committee recommendation) and indicate corrective actions (if necessary) since the last review.

The program review committee concurs with the institutional recommendation to continue at the current level of activity. In 2004 the B.A. program in Economics was recommended for continuation at the current level of activity through an additional review cycle.

In 2007, the result of program review was to recommend that the B.A. in Economics in the College of Liberal Arts continue at the current level of activity. The economics faculty are pleased with the educational program that is offered to the economics majors.

- 7 Strengths/Weaknesses:** Identify the strengths and weaknesses of the program. Describe program plans for removing the weaknesses.

Strengths:

- The greatest strength of the BA in Economics is that it offers students the opportunity to choose a plan of study consistent with their interests, abilities, and career aspirations. This is an opportunity that is standard practice at many institutions across the country. Much like the program at West Virginia University, Marshall's program recognizes tracks in Economics with distinctive emphases on the social sciences and business. To clarify, a West Virginia University student may complete a BA in Economics offered through the Eberly College of Arts and Sciences or complete a BS in Economics offered through the Lewis College of Business and Economics.
- The B.A. in Economics promotes cooperation between the College of Liberal Arts and the Lewis College of Business.

This cooperation crosses disciplines and engages faculty across colleges. Cooperation also advances both colleges towards interdisciplinary instruction.

- The B.A. in Economics has a core curriculum in economics and connections to other complementary programs. Students learn the relationship between economics and liberal arts disciplines such as geography, history, political science, and sociology. These associations make it possible for students with interests in government and politics or in environmental and natural resources to follow these interests and prepare themselves for careers in private industry, government and public affairs, and education. The B.A. in Economics also provides excellent preparation for the study of law and for graduate study in fields such as public administration, hospital and health administration, urban and regional planning, transportation, political science, and statistics.
- The Economics program has many outstanding professors who consistently rank as the top professors in the Lewis College of Business. These faculty teach all major courses in the B.A. in Economics program. Their scholarly output has been exceptional as is indicated by publishing in such prestigious journals as Journal of Environmental Management, National Tax Journal, Applied Economics Letters, Journal of Developing Areas, and Contemporary Economic Policy of Financial Economics. Nationally, this helped bring tremendous academic prestige to our economics program. In addition, the economics faculty have won many outstanding teaching and service awards.
- The B.A. in Economics program also reflects fiscal value as it requires no resources beyond those which are already available through the Lewis College of Business.

Weaknesses:

- Salaries among economics faculty are relatively low. Recently, one faculty member left for a higher salary at another university.
- The program by its nature appeals to a very specific type of student who is interdisciplinary in inclination and who is prepared to be challenged by a rigorous curriculum. This fact is a weakness only in that it produces typically a student pool of less than 12. The College of Liberal Arts will address this by marketing the program more effectively. This effort is already underway with the production of a new brochure which highlights the program's strengths and which lays out the specific career options available to graduates of the

program. The brochure also emphasizes that the B.A. in Economics serves as an excellent second major in the College of Liberal Arts. The College will also integrate the B.A. in Economics more directly into our pre-law program which is being reconfigured to meet the needs of a fast-growing body of students seeking a law school education. We believe that the B.A. in Economics program is inherently solid and that a persistent, sustainable marketing effort, designed to acquaint students with this option, will result in larger enrollments.

B VIABILITY Provide a narrative summary for each of the following items in addition to requested appendices.

The information below is provided by the Lewis College of Business which provides instruction for students in the B.A. in Economics program.

1 Articulation Agreements:

Describe program specific articulation agreements with other institutions for delivery of this program.

None.

2 Off-Campus/Distance Delivery Classes: Describe/Summarize off-campus (other than the Huntington, or South Charleston campuses) /Distance Delivery courses offered and locations for the past 2 years. (Include locations, courses, enrollments, as **Appendix III.**)

Many academic units require their students to take one or more courses in economics. This actually understates the degree to which economics services other areas of the university. Many departments require a certain amount of course work in the social sciences to which economic belongs. Many students will take one or more courses to fulfill this requirement.

Several of the required courses (ECN 250 – Principles of Microeconomics and ECN 253 – Principles of Macroeconomics) for the B.A. degree in Economics are also offered on the Point Pleasant, Hurricane, and Teays Valley campuses.

3. Service Courses: Describe/Summarize departmental courses that are required for students in other majors and support programs outside the major. (Include enrollment data for these courses in a chart for the past five years as **Appendix IV.**) Use the table format shown as **Appendix IV** to present data. *The data are prepared by the Office of Institutional Research and is sent to every college dean and chair in November and*

March.

Economics 200 – Survey of Economics

Many academic units such as modern language, international affairs, political science and secondary education require their students to take course work in economics. Many non-economics majors elect to take the ECN 200 – Survey of Economics.

- 4 Program Course Enrollment:** Describe/Summarize program area courses taken by students who are majors and include enrollment by semester for the past 5 years. Indicate required or elective courses. The purpose of this section is to indicate the availability and relative strength of the program area courses. Include all students enrolled in the courses, whether majors or not. (Include enrollment data for these courses in a chart for the past five years as **Appendix V.**) Use the table format shown in the **Appendix V** template to present data. *The data are prepared by the Office of Institutional Research and are sent to every college dean and chair in November and March.*

Enrollment data for all economics courses the past five years are reported in Appendix V of this report. According to the figures found in Appendix V, the total number of students enrolled in economics classes are as follows:

02/03 (2,443)
03/04 (2,481)
04/05 (2,460)
05/06 (2,122)
06/07 (2,151)

- 5 Program Enrollment:** Summarize data indicating the number of new students admitted, number of principal majors enrolled from your college, number of second majors, the number of students enrolled as majors from other colleges (i.e., College of Education specialization majors), the number of minors, and the number of graduates for the program for each of the past five years. (Include a chart as Appendix VI and provide separate data for each option offered under the program.) Data are furnished by the Office of Program Review and Assessment and Office of Institutional Research. Some of these data are available from the Office of Institutional Research website.

Appendix VI reports the five year major enrollments for the BA in Economics.

6 Enrollment Projections: Identify trends that will influence enrollment over the next five years. Provide enrollment projections.

The College of Liberal Arts is focusing its marketing on the B.A. in Economics through an enhanced brochure and strategic marketing at the Fall and Spring Open Houses sponsored by the Office of Recruitment.

C NECESSITY: NOTE: If your program is accredited, please refer to the appropriate page numbers in your accreditation report. Provide a **narrative summary** for each of the following items in addition to requested appendices. The narrative should be in portrait style with the charts/appendices in landscape style.

1 Advisory Committee: Identify whether the program has an Advisory Committee, and, if so, briefly indicate the role and impact of the Committee.

In recent years, the BA in Economics program has relied on assistance from members of the Lewis College of Business Advisory Board.

2 Graduates: Provide information on graduates in terms of places of employment, starting salary ranges (where appropriate and known), number employed in field of specialization, and/or acceptance into baccalaureate or graduate programs. (NOTE: Do not identify students by name.)

Many recent graduates have accepted employment positions with national corporations including State Farm Insurance, Huntington Bank, A.G. Edwards, Ferris Baker Watts, United Bank, Simon Properties, BB&T Bank, Merrill Lynch, Smith Barney, and New York Life.

3 Job Placement: If the job placement rate reported above is low, can a course of action be identified that would improve this situation? Provide a summary of procedures utilized by the institution to help place program graduates in jobs or additional educational programs. Include activities supported by both the student's academic department as well as the institution's placement office. This summary should include the institution's procedures and program organization for continuing contact and follow-up with graduates.

We are working more closely with the Career Services Center to better market our graduates. Also, we need more direct input on what employers expect from our graduates. The curriculum is

routinely assessed to ensure that it is meeting the needs of the workplace today.

- D CONSISTENCY WITH UNIVERSITY MISSION:** NOTE: If your program is accredited, refer to the appropriate page numbers in your accreditation report. Provide a narrative summary.

Explain how this program fits into the mission of the institution. Identify the relationship of this program to other programs at the institution, especially in terms of mutual support, e.g., shared faculty, shared facilities, and shared course requirements.

Mission statement of the College of Liberal Arts:

The College of Liberal Arts is committed to excellence in higher education. We have the responsibility to preserve, transmit, interpret, and create knowledge in an environment of free inquiry and expression.

We will provide instruction that forms the core of the undergraduate curriculum for all Marshall University students so they may think critically and imaginatively, communicate effectively, and understand various dimensions of human experience.

Within the disciplines of the College we will provide specialized instruction for undergraduate and graduate students, enabling them to develop the intellectual and moral abilities to live autonomous, sensitive, productive lives.

We will be active scholars who contribute to the wider academic community.

We will continue to use our expertise in the service of others.

The B.A. in Economics program is designed to accomplish many of the goals referred to in the mission statement above—to help students think critically, to work in an environment of free inquiry, to be active scholars, and to use their expertise in the career paths they choose to serve others.

IV PROGRAM OF EXCELLENCE

Not applicable.

Chart I Assessment Summary
Marshall University
Assessment of Student Outcomes: Component/Course/Program Level
5 year summary

Component Area/Program/Discipline: B.A. Economics

<i>Component / Course / Program Level</i>					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmarks	Results/Analysis	Action Taken
1. Promote critical and analytic skills	Division Head and Faculty	Comprehensive exams and program exit survey	Division standards per course	Use more simulation in capstone course	Improved capstone course content
2. Global perspective of program	Division Head and Faculty	Review of program by division head and faculty	Peer school and division standards/criteria	Made changes to program curriculum	Improved program curriculum
3. Promote writing competencies	Division Head and Faculty	Comprehensive exams and written reports	Division standards per course	Added more writing assignments	Encouraged more writing projects
4. Encourage research competencies	Division Head and Faculty	Review of program by division head and faculty	Division standards per course	Use more interns and independent studies	Increased number of internships and studies
5. Adequate career preparation	Division Head and Faculty	Program exit surveys and alumni surveys	Market survey and division standards/criteria	Economics majors are better prepared for jobs	Encourage faculty to discuss career options
5. Updated capstone experience	Division Head and Faculty	Review of course by division head and faculty	Peer school and division standards/criteria	Made changes to capstone course	Improved capstone course content
6. Larger enrollments	Division Head and Faculty	College and Institutional Research reports	LCOB and AACSB standards	Increase in economic students and majors	Increase the marketing of the economics major
7. Technology and computer expertise	Division Head and Faculty	Review of program by division head and faculty	Peer school and division standards/criteria	Implemented WebCT in several courses	Improved the technological content

Appendix I
Required/Elective Course Work in the Program

Degree Program: **Economics** B.A.

Person responsible for the report: **Donna Spindel**

Courses Required in Major (By Course Number and Title)	Total Required Hours	Elective Credit Required by the Major (By Course Number and Title)	Elective Hours	Related Fields Courses Required	Total Related Hours
ECN 250 Principles of Microeconomics	03	9 additional hours of ECN electives must also be selected with the advice and approval of the student's academic advisor.	03	MTH 203 Calculus for Business	03
ECN 253 Principles of Macroeconomics	03		03	MGT 218 Business Statistics	03
ECN 326 Intermediate Microeconomics	03		03		
ECN 328 Intermediate Macroeconomics	03				
ECN 423 Introduction to Econometrics	03				
ECN 440 History of Economic Thought	03				
ECN 466-7 Economics Capstone	04				
Total	22		09		06

Appendix II
Faculty Data Sheet
 (for the period of this review)

Name: Roger Adkins Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: yes no

Highest Degree Earned: Ph.D. Date Degree Received: 1981

Conferred by: Kansas State University

Area of Specialization: Labor Economics & Economic Development

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience 0
 Years of employment other than Marshall 11
 Years of employment at Marshall 27
 Years of employment in higher education 38
 Years in service at Marshall during this period of review _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
05 Fall	Ecn 253	Principles of Macroeconomics	45
05 Fall	Ecn 253	Principles of Macroeconomics	45
05 Fall	Ecn 342	U.S. Ec. Devel.	23
06 Spring	Ecn 253	Principles of Macroeconomics	40
06 Spring	Ecn 253	Principles of macroeconomics	40
06 Spring	Ecn 342	U.S. Ec. Devel.	23
06 Fall	Ecn 253	Principles of Macroeconomics	38
06 Fall	Ecn 253	Principles of Macroeconomics	40
06 Fall	Ecn 342	U.S. Ec. Devel.	18
07 Spring	Ecn 253	Principles of Macroeconomics	40
07 Spring	Ecn 253	Principles of Macroeconomics	40
07 Spring	Ecn 342	U.S. Ec. Devel.	30

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research. Extensive reading in the area of U.S. economic history as a consequence of taking on Economic Development of the U.S. (Ecn 342) following the death of previous instructor.

3 Discipline-related books/papers published (provide a full citation). (A) "Grading Bias in the Grading of Written Assignments in the Principles of Macroeconomics: An Exploratory Study." Journal of Economics and Finance Education. Vol. 2 (2), Winter 2005, pp. 16-21. Written with Geok Simpson. (b) "Designing the Economic Curriculum: A Survey of the use of 'Big Ideas' and Proficiencies." Journal of Economics and Finance Education, vol. 5 (2), Winter 2006, pp. 7-16. Written with Mike Newsome.

4 Papers presented at state, regional, national, or international conferences. None

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations. Attended Seventh Annual Economics and the Classroom Conference sponsored by Idaho State University (Sept. 15-17, 2006) at Moran, Wyoming.

6 Externally funded research grants and contracts you received. None

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition. Distinguished Service Award – LCOB (2006)

Community service as defined in the *Greenbooka*. Reviewer for Journal of Economics and Finance Education

- b. University Food Service Committee
- c. Athletic Committee
- d. LCOB Graduate Committee
- e. President of beta Gamma Sigma
- f. Optimist Club of Huntington

Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Jacqueline Agesa Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: yes no

Highest Degree Earned: Ph, D. Date Degree Received: May 1996

Conferred by: University of Wisconsin-Milwaukee

Area of Specialization: Economics

Professional Registration/Licensure -- Agency: --

Years non-teaching experience
Years of employment other than Marshall 4
Years of employment at Marshall 7
Years of employment in higher education 11
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005/Fall	ECN – 200	Survey of Economics (2 sections)	66
2005/Fall	ECN - 328	Intermediate Microeconomic Analysis	21
2006/Spring	ECN – 200	Survey of Economics (2 sections)	45
2006/Spring	ECN - 467	Economics Workshop II	16
2006/Fall	ECN – 200	Survey of Economics (2 sections)	70
2006/Fall	ECN - 328	Intermediate Microeconomic Analysis	20
2007/Spring	ECN – 200	Survey of Economics (2 sections)	38
2007/Spring	ECN - 467	Economics Workshop II	10

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.
Co-presenter of a two day workshop, “The Wage Equation and Decomposition Techniques, University of Pretoria, June28-29, 2007.

3 Discipline-related books/papers published (provide a full citation).
1. “The Decreasing Influence of Domestic Market Structure on Racial Earnings Differentials: 1984 to 1996” Contemporary Economic Policy, Apr 2006, Vol. 24 Issue 2, p224-236 (with K. Monaco).

2. “The Research Productivity of Black Economists: A Rejoinder.” (with Granger, M. and Price, G. N.) Review of Black Political Economy, Winter 2006, Vol. 33 Issue 3, p51-63.

3. “Market Power and Racial Earnings: A Quantile Regression Approach.” (with K. Monaco). In Product Market Structure and Labor Market Treatment. Edited by John S. Heywood and J. Peoples, SUNY Press, 2006.

4. “NBA Salaries: Role Players and Superstars,” The Sport Journal, Vol. 8, No.2, Spring, 2005, (with R. Agesa and M. Toshkova).

5. “Sources of Gender Differences in the Incidence of Rural to Urban Migration in Kenya: Does Human Capital Matter?” Applied Economics Letters, Vol. 12, Issue 11, September 2005, pp. 705-09, (with R. Agesa).

6. “Industry Racial Employment by Skill Level: The Effects of Market Structure and Racial Wage Gaps,” Journal of Labor Research, Vol. 25, No. 2, Spring 2004, pp. 315-29, (with K. Monaco).

College of Liberal Arts, Economics B.A. 2007

7. "Competition and Earnings Discrimination: The Effects Inter-industry Concentration and Import Penetration," *Social Science Quarterly*, Vol. 85, No. 1, March 2004, pp. 121-35, (with D. Hamilton).

4 Papers presented at state, regional, national, or international conferences.

"Market Structure-Initiated Discrimination in South Africa pre- and post the End of Apartheid (with R. Agesa) Presented at the annual meetings of the Midwest Economics Association, March, 2007, Chicago, IL.

"Women and the Opportunity Cost of Fetching Water in Kenya: Is the Forgone Cost too High?" (with R. Agesa). Presented at the annual meetings of the Midwest Economics Association, March, 2004, Chicago, IL.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Session Chair, The Effects of Ordinances, Regulation and Market Structure on Wage and Non-Wage compensation, Midwest Economic Association, Chicago, IL, March 2007.

Board of Directors, National Economic Association, 2004 - present.

American Economics Association, member.

Beta Gamma Sigma, member.

Committee on the Status of Women in the Economics Profession, member.

Midwest Economics Association, member.

National Economic Association, member.

Omicron Delta Epsilon, member.

Southern Economic Association, member.

Western Economic Association International, member.

6 Externally funded research grants and contracts you received.

Economic Research South Africa grant, "Market Structure-Initiated Discrimination in South Africa Pre- and Post the End of Apartheid." Was a Visiting Scholar at University of Pretoria, Summer 2007.

National Science Foundation grant, "Product Market Competition and Employment Discrimination," 2002-03 academic year (\$18,000).

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

The Outstanding Teacher of the Year, the Lewis College of Business, Marshall University, 2006-07.

The Outstanding Researcher of the Year, the Lewis College of Business, Marshall University, 2005-06.

The Outstanding Woman of Color Award, Marshall University, 2004-05.

Who's Who Among America's Teachers, 2004, 2005.

8 Community service as defined in the *Greenbook*.

Appendix II
Faculty Data Sheet
 (for the period of this review)

Name Ramchandra Akkihal : _____ Rank Professor _____

Status (Check one): Full-time Part-time _____ Adjunct _____ Current MU Faculty: yes _____ no

Highest Degree Earned: Ph.D. _____ Date Degree Received: 1969 _____

Conferred by: University of Tennessee _____

Area of Specialization: Economics _____

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience _____ 0 _____
 Years of employment other than Marshall _____ 6 _____
 Years of employment at Marshall _____ 39 _____
 Years of employment in higher education _____ 45 _____
 Years in service at Marshall during this period of review _____ 45 _____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Spring 2007	ECN 250	Principles of Microeconomics	77
	ECN 420	International Trade	28
Fall 2006	ECN 250	Principles of Microeconomics	90
	ECN 420	International Trade	31
	ECN 501	Economic Analysis	8
	UNI 101	New Student Seminar	8
Spring 2006	ECN 250	Principles of Microeconomics	93
	ECN 420	International Trade	18
Fall 2005	ECN 250	Principles of Microeconomics	100
	ECN 420	International Trade	28

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.
 Editorial Board of Bhavan's Journal of Business :DHARANA

3 Discipline-related books/papers published (provide a full citation).
 'Changing Demographics of Labor Force and Productivity: A Case of Japan '
 Accepted for publication in ' Perspectives on Global Development and Technology'

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Royal Economic Society (U K) -Life Member
 Eastern Economic Society (USA)-Life Member
 Indian Econometric Society (INDIA)-Life Member

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
 Outstanding Alumni Service Award May 2007

'Higher Education and Globalisation' --A Keynote Address delivered at Basaveshwar College
Bangalore India August 2006

'Social Capital as an Asset to Business Students'- Inaugural Lecture at H B College of Commerce
Bangalore India July 2007

8 Community service as defined in the *Greenbook*.

LCOB Graduate Committee

LCOB Faculty Charter Committee

Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Micheal L. Brookshire Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: yes no

Highest Degree Earned: Ph.D Date Degree Received: 3/15/1975

Conferred by: University of Tennessee

Area of Specialization: Labor Economics

Professional Registration/Licensure N/A Agency: N/A

Years non-teaching experience 6
Years of employment other than Marshall 6
Years of employment at Marshall 25
Years of employment in higher education 31
Years in service at Marshall during this period of review 2

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2005/Fall	HRM 605-101	HR ECONOMICS	25
	HRM 610-101	COLLECTIVE BARGAINING	23
2006/Spring	ECN 480/650	FORENSIC ECONOMICS	14
2006/Fall	HRM 605-101	HR ECONOMICS	27
	HRM 610-101	COLLECTIVE BARGAINING	23
2007/Spring	ECN 480/650	FORENSIC ECONOMICS	14

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.
PRODUCE 125-150 REPORTS PER YEAR ON ECONOMIC ANALYSES AND ECONOMICS DAMAGES, PRIMARILY FOR TRIAL ATTORNEYS IN U.S. FREQUENTLY SPEAK AT MEETINGS OF TRIAL ATTORNEYS ACROSS THE NATION. MEMBER OF FIRST ADVISORY COUNCIL TO ECONOMICS DEPARTMENT AT UNIVERSITY OF TENNESSEE.

3 Discipline-related books/papers published (provide a full citation).
Books:

Michael L. Brookshire, Frank Slesnick, and John O. Ward, editors, The Plaintiff and Defense Attorney's Guide to Understanding Economic Damages (Tucson, Arizona: Lawyers and Judges Publishing Company, Inc., 2007).

Refereed Articles and Publications:

Michael L. Brookshire and Elizabeth A. W. Gunderson, "Wrongful Death Cases and Personal Consumption Deductions," The Plaintiff and Defense Attorney's Guide to Understanding Economic Damages (Tucson, Arizona: Lawyers and Judges Publishing Company, Inc., 2007), pp. 85-91.

Michael L. Brookshire, "Some Special Cases and Issues," The Plaintiff and Defense Attorney's Guide to Understanding Economic Damages (Tucson, Arizona: Lawyers and Judges Publishing Company, Inc., 2007), pp. 101-108.

Michael L. Brookshire and George A. Barrett, "Punitive Damages," The Plaintiff and Defense Attorney's Guide to Understanding Economic Damages (Tucson, Arizona: Lawyers and Judges Publishing Company, Inc., 2007), pp. 117-129.

Michael L. Brookshire, Michael R. Luthy and Frank L. Slesnick, "2006 Survey of Forensic Economists: Their Methods, Estimates, and Perspectives," Journal of Forensic Economics, 19(1), 2007, pp.29-59.

Patrick A. Gaughan and Michael L. Brookshire, "Measuring Lost Profits Damages," Chapter 22 of Commercial Damages (New York: Matthew Bender, 2007). Previous chapters published by Brookshire, Gaughan, and Cobb in 1986, 1989, 1992, and 1999.

George A. Barrett and Michael L. Brookshire, "The Forensic Economics of Medical Monitoring Damages In the United States," Developments in Litigation Economics (Oxford: Elsevier, 2005), pp.9-28.

Michael L. Brookshire, Michael R. Luthy and Frank L. Slesnick, "Forensic Economists, Their Methods and Estimates of Forecast Variables: A 2003 Survey Study," Litigation Economics Review, Vol. 6, No.2, Winter 2005, pp. 28-44.

4 Papers presented at state, regional, national, or international conferences.

"A 2006 Survey of Forensic Economists: Their Methods and their Values of Forecast Variables," paper presented (with Michael Luthy and Frank Slesnick) at the July 1, 2006 meetings of the Western Economic Association International, San Diego.

"Summary of the U.S. Experience with Forensic Economics," paper presented (with Frank Slesnick) at the 3rd Annual International Conference of the National Association of Forensic Economics, May 27-28, 2006, Florence, Italy.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

"Current Issues of Economic Damages from the Defense Perspective," Presentation at the Ohio Association of Civil Trial Attorneys (OACTA) 2006 Winter Conference, Columbus, Ohio, December 1, 2006.

"Punitive Damages, the Pennsylvania Offset, and the Personal Maintenance Deduction from the Defense Perspective," Presentation to the Pennsylvania Defense Institute (PDI) 38TH Annual Conference, Hershey, Pennsylvania, October, 13, 2006.

Session and Panel Chair, "Establishing the Earnings Base," annual meeting of the Western Economic Association International, July 8, 2005, San Francisco.

Session Chair, "Issues in Forensic Economics," annual meeting of the American Economic Associations, January 8, 2005, Philadelphia; also served as discussant in separate session.

National Co-Chairman of 20th Anniversary Celebration of the National Association of Forensic Economics; Boston; January 6, 2006.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Consultant and expert witness for attorneys and their clients in West Virginia and nationwide. Business Clients include CSX, The Greenbrier, The West Virginia Coal Association, and Chesapeake Energy.

Appendix II
Faculty Data Sheet
 (for the period of this review)

Name: Michael A. Newsome Rank: Associate Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: yes no

Highest Degree Earned: Ph.D. Date Degree Received: August 1997

Conferred by: University of Kentucky

Area of Specialization: Economics

Professional Registration/Licensure _____ Agency: _____

Years non-teaching experience 0

Years of employment other than Marshall 1

Years of employment at Marshall 9

Years of employment in higher education 10

Years in service at Marshall during this period of review 2

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Summer 2007	ECN 501	Economic Analysis	20
Summer 2007	ECN 630	Managerial Economics	11
Spring 2007	ECN 340	Global Macro Issues	41
Spring 2007	ECN 423	Introduction to Econometrics	16
Spring 2007	ECN 630	Managerial Economics	32
Summer 2006	ECN 501	Economic Analysis	13
Summer 2006	ECN 630	Managerial Economics	17
Summer 2006	ECN 630	Managerial Economics (India)	49
Spring 2006	ECN 340	Global Macro Issues	40
Spring 2006	ECN 423	Introduction to Econometrics	14
Spring 2006	ECN 630	Managerial Economics	29
Fall 2005	ECN 250	Principles of Microeconomics	26
Fall 2005	ECN 501	Economic Analysis	29
Fall 2005	ECN 630	Managerial Economics	28

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

AACSB Assessment Seminar, November 8-9, 2007
 Los Angeles, California

13th Annual Economics Teaching Workshop, March 31, 2007

University of Kentucky, Lexington, KY
12th Annual Economics Teaching Workshop, March 25, 2006

University of Kentucky, Lexington, KY

Economics and the Classroom Conference, September 15-16, 2005
 Idaho State University, Moran, Wyoming

College of Liberal Arts, Economics B.A. 2007

Economic Teaching Methods Workshop, March 26, 2005
University of Kentucky, Lexington, KY

11th Annual Teaching Economics Conference, April 4, 2003

Bowling Green State University, Bowling Green, OH

Economic Teaching Methods Workshop, March 2, 2002
University of Kentucky, Lexington, KY

3 Discipline-related books/papers published (provide a full citation).

- "Comparative Analysis of Employee Job Satisfaction in the Accounting Profession"** Forthcoming
with Lawrence Shao and Glen Moyes. Journal of Business and Economics Research
- "Evaluating Teaching Effectiveness: Where We Are and Where We Should Be"** June, 2007
with Lawrence Shao and Lorraine Anderson. Assessment and Evaluation in Higher Education, Vol. 32, No.3
- "Designing the Principles Curriculum: a Survey of the Use of Big Ideas and Proficiencies"** Winter, 2006
with Roger Adkins. Journal of Economics and Finance Education, Vol. 5, No. 2
- "Public Preferences for Program Tradeoffs: Community Values for Budget Priorities"** Spring, 2004
with Glenn C. Blomquist and Brad Stone. Public Budgeting and Finance, Vol. 24, No. 1
- "Measuring Principal's Values for Environmental Budget Management: An Exploratory Study"** May, 2003
with Glenn C. Blomquist and Brad Stone. Journal of Environmental Management, Vol. 68, No. 1

4 Papers presented at state, regional, national, or international conferences.

International Academy of Business and Economics 2007 Annual Conference, Las Vegas, Nevada, October, 2007

- "Comparative Analysis of Factors Influencing Job Satisfaction of Accounting Professionals".
- ZhengZhou HeNan Marshall Collaborative Program, June 12, 2007**
"Teaching in Different Cultures: Experiences of a Traveling Professor".
- Delhi Institute of Advanced Studies Business Symposium, Delhi, India, May 27, 2006**
"Survey Technique and Its Use in Developing a Strategic Management Plan at Marshall University".
- Bharatiya Vidya Bhavan Business Leadership Forum, Bangalore, India, May 19, 2006**
with Loren Wenzel, "Trust in the Global Marketplace: the Importance of Transparency in Financial Statements"
- Economics and the Classroom Conference, Moran, Wyoming, September 15, 2005**
with Roger Adkins, "Does External Program Review Move Beyond Chalk and Talk?"
- Midwest Economics Association, Milwaukee, WI. March 12, 2005**
with Roger Adkins. "Explaining Choice of Teaching Techniques and Learning Activities in Principles Courses"
- Kentucky Economic Association, Lexington, KY. October 15, 2004**
"Are We Still Using Chalk and Talk: A Survey of Teaching Methods and Principles"
- Midwest Economics Association, Chicago, IL. March 20, 2004**
"Variation in Economic Education by Institution, Instructor and Course Level"
- Kentucky Economic Association, Lexington, KY. October 17, 2003**
with Roger Adkins. "The State of Economic Education: Where it Stands Today"
- Kentucky Economic Association, Lexington, KY. October 17, 2003**
with Roger Adkins, John Jones, and Tom Watkins. Panel Participant. "Economics Education: Curriculum and Majors"
- Midwest Economics Association, Chicago, IL. March 15, 2002**
with Roger Adkins and Al Wilkins. "The 'Senior Experience' of Economics Majors Among Colleges and Universities"

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Lawrence P Shao Rank: Professor of Finance

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: yes no

Highest Degree Earned: PhD Date Degree Received: 1989

Conferred by: University of Tennessee

Area of Specialization: Finance

Professional Registration/Licensure N/A Agency: _____

Years non-teaching experience _____

Years of employment other than Marshall 12

Years of employment at Marshall 7

Years of employment in higher education 19

Years in service at Marshall during this period of review 7

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
2007 Spring	FIN451-201	Financial Planning Applications	5
	FIN323-201	Principles of Finance	45
	FIN201-201	Personal Finance	44
2006 Fall	FIN 451-101	Financial Planning Applications	21
	FIN323-101	Principles of Finance	57
	FIN201-101	Personal Finance	32
2006 Spring	FIN343-201	Intermediate Financial Management	16
	FIN323-201	Principles of Finance	49
	FIN201-201	Personal Finance	45
2005 Fall	FIN343-101	Intermediate Financial Management	13
	FIN323-101	Principles of Finance	49

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

- "Show Me the Money," Local Chamber of Commerce, Huntington, WV, Oct, 2006
- "Financial Trading Room and Research Center," Ohio Valley Accountants Association, Ramada Inn, Huntington, WV, Feb, 2004
- "Optimal Financial Leverage in International Firms: An Empirical Analysis of the Host Country Effect," Southern Finance Association Conference, Charleston, SC, Dec, 2003 (Co-authored with J. Newman)

3 Discipline-related books/papers published (provide a full citation).

- "Funding Working Capital Requirements: An Emerging Markets Perspective," *Investment Management and Financial Innovations*, Vol. 1, 2004 (Co-authored with B. Clark and A. Zapalska)
- "Optimal Financial Leverage in International Firms: An Empirical Analysis of the Host Country Effect," *Journal of Financial and Economic Practice*, Vol. 1, No. 2, 2003 (Co-authored with J. Newman)
- "Evaluating Teaching Effectiveness: Where We Are and Where We Should Be," *Assessment and Evaluation in Higher Education*, Assessment and Evaluation in Higher Education, forthcoming (Co-authored with L. Anderson and M. Newsome)

"The Global Dimension of Business Education," 2003, Insights to a Changing World Quarterly Journal, Vol. 1, (Co-authored with A. Zapalska and D. Shao)

"Abstract: Evaluation of Faculty Service Performance," *Proceedings of the International Academy of Business and Economics Meeting*, October 2006, Las Vegas, Nevada (Co-authored with L. Anderson)

"Abstract: Evaluation of Faculty Research Activities," *Proceedings of the Association for Global Business Meeting*, November, 2005, Miami, Florida (Co-authored with L. Anderson and M. Newsome)

"Abstract: Evaluation of Teaching Effectiveness: Where We Are and Where We Should Be," *Proceedings of the Association for Global Business Meeting*, November, 2004, Cancun, Mexico (Co-authored with L. Anderson and M. Newsome)

"Evaluating the Faculty Performance of U.S. and Foreign Business Schools: Teaching Effectiveness," *Global Business Association*, Atlanta, GA, November, 2003 (Co-authored with L. Anderson)

"Technological Approach to Business Education: WebCT Application," *Economics and Economic Education Research Journal*, Vol. 4, No. 2, 2003 (Co-authored with A. Zapalska and D. Shao)

"Evaluating the Effectiveness of WebCT Using Student Feedback," *Academy of Educational Leadership Journal*, Vol. 7, No. 3, 2003 (Co-authored with A. Zapalska and D. Shao)

"Comparative Analysis of Scholarly Performance," 2007, submitted to the International Academy of Business and Economics, (Co-autho. with L. Anderson, D. LeClair & S. Shao)

"Evaluating Faculty Service Performance," 2007, submitted to Assessment and Evaluation in Higher Education, Co-authored with L. Anderson)

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Participant in the MU Center for the Advancement of Teaching and Learning, Common Myths about Assessment: What Assessment is and What it isn't; Developing an Assessment Culture and Encouraging Participant Involvement; Rubric Development and Data Management Seminars, Huntington, WV, April 2007

Participant in Getting Started with Student Learning Assessment Online Seminar, Huntington, WV 2007.

Participant in WebCT/Vista Training Seminar, Huntington, WV, Dec. 2005

Participant in McGraw-Hill Corporate Finance Symposium, Las Vegas, Nevada, Nov. 2005

Participant in Academic Chairpersons Conference, Orlando, FL, Jan. 2005

Participant in the Faculty Evaluation and Compensation Workshop, Huntington, WV, Jan. 2003

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.

Board Member, Metro Area Credit Union, 2006-present

Treasurer, Barboursville Volunteer Fire Department, 2005-present

Board Chairman, Western WV American Red Cross, 2003-2004

Rescue Rope Technician, Cabell County, Huntington, WV October 2005-present

Treasurer, Barboursville Volunteer Fire Department, June 2005- present

Emergency Medical Technician, Cabell County, Huntington, WV, Dec.2004-present

Swiftwater Rescue Technician, Cabell County, Huntington, WV, June 2003-present

Appendix II
Faculty Data Sheet
 (for the period of this review)

Name: Harlan M. Smith II Rank: Professor

Status (Check one): Full-time Part-time Adjunct Current MU Faculty: yes no

Highest Degree Earned: Ph.D. Date Degree Received: 12/89

Conferred by: Yale University

Area of Specialization: Economics

Professional Registration/Licensure N/A Agency:

Years non-teaching experience --
 Years of employment other than Marshall 3
 Years of employment at Marshall 16
 Years of employment in higher education 19
 Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

Year/Semester	Alpha Des. & No.	Title	Enrollment
Fall 2005	ECN 253-102	Principles of Macroeconomics	50
Fall 2005	ECN 460-I,W	Economics of Developing Countries: <i>International; Writing Intensive</i>	24
Spring 2006	ECN 253-203	Principles of Macroeconomics	38
Spring 2006	ECN 326-201	Intermediate Macroeconomic Analysis	32
Fall 2006	ECN 253--101 & 102	Principles of Macroeconomics	26; 35
Fall 2006	ECN 460-I,W	Economics of Developing Countries: <i>International; Writing Intensive</i>	24
Spring 2007	ECN 253-203	Principles of Macroeconomics	41
Spring 2007	ECN 326--201 & 202	Intermediate Macroeconomic Analysis	26; 27

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

- 2 Activities that have enhanced your teaching and or research.
1. Attendance at the 2nd Annual Assessment Conference, University of Charleston, Charleston WV, June 6-7, 2005.
 2. Attendance at the 16th Annual Conference on Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2005.
 3. Recertified as an MU *Writing Across the Curriculum (WAC) Instructor*: 2003-04
 4. Attendance at the 14th Annual Conference on Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2003.
 5. The writing and publication of *Customized Course Workbooks* for the 3 courses that I regularly teach: *Principles of Macroeconomics; Intermediate Macroeconomic Analysis; Economics of Developing Countries**
 *These Workbooks are used as textbooks in my classes.
 *I revise and update each of them once every academic year.

- 3 Discipline-related books/papers published (provide a full citation).
1. "Perceptions of the Characteristics of Good, Bad, and Ordinary Workers on the Job: The Influence of Work Experience and Culture," *DAIS Technology Review-The International Journal for Business and IT*, Vol. 2, No. 2 (October 2005-March 2006). Co-authored with Chong W. Kim and Andrew Sikula, Sr.
 2. "Evaluating the Written Work of Others: One Way Economics Students Can Learn to Write," *Journal of Economic Education*, Vol. 36, No. 1 (Winter 2005). Co-authored with two former students: A. Broughton and J. Copley

College of Liberal Arts, Economics B.A. 2007

3. "The Economics of Corruption in Developing Countries, *Coastal Business Journal*, Vol. 1., No. 1 (2002). Co-authored with Roger Adkins and Chandra Akkihal.
4. Papers presented at state, regional, national, or international conferences.
 1. "Options for a Term Project in Upper-Level Economics Courses," Proceedings of the 16th Annual Conference on Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2005.
2. "What Place for Fiscal Policy in Today's Undergraduate Economics Curriculum? A Student-Faculty Panel Presentation," Proceedings of the 14th Annual Conference on Teaching Economics: Instruction and Classroom-Based Research, Robert Morris University, Pittsburgh, PA, February 2003. Co-presented with two students: J. Carpenter and S. Ratcliff.5
Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
 1. Attendance at the 2nd Annual *Assessment Conference*, University of Charleston, Charleston WV, June 6-7, 2005.
 2. Attendance at the 16th Annual *Conference on Teaching Economics: Instruction and Classroom-Based Research*, Robert Morris University, Pittsburgh, PA, February 2005.
3. Recertified as an MU *Writing Across the Curriculum (WAC) Instructor*: 2003-04
 4. Attendance at the 14th Annual *Conference on Teaching Economics: Instruction and Classroom-Based Research*, Robert Morris University, Pittsburgh, PA, February 2003.
 5. Member, *Beta Gamma Sigma*, 2001 – Present
*Official Academic Honor Society for all AACSB- accredited Business Schools
 6. President, MU Chapter of *Beta Gamma Sigma*, 2002 – 2006
 7. Professional Organization Memberships
 - a) American Economic Association
 - b) African Studies Association
 - c) West African Research Association
 - d) Ghana Studies Council
6. Externally funded research grants and contracts you received. N/A
7. Awards/honors (including invitations to speak in your area of expertise) or special recognition.
 1. Who's Who Among America's Teachers: 7th edition (2002); 9th edition (2004/5); 10th edition (2005/6); 11th edition (2006/7).
 2. Recipient, *LCOB Outstanding Service Award*, 2005/6.
 3. Recipient, *LCOB Outstanding & Innovative Teaching Award*, 2003/4.
 4. Recipient, *MU Merit Award*, 2002.
 5. Member of the Editorial Board, *Journal of Sustainable Development in Africa*, 1998 – Present.
8. Community service as defined in the *Greenbook*.
 1. Member, Enslow Park Presbyterian Church *Witness & Service Committee*, January 2003 – Present
*Charged with distribution of the church's monetary contributions to community & civic organizations
 2. Member, Enslow Park Presbyterian Church *Stewardship Committee*, January 2003 – Present
*Charged with organizing and managing the annual Church Pledge (Fund-Raising) Drive
 3. Chair, Enslow Park Presbyterian Church *Stewardship Committee*, 2005
 4. Member, Enslow Park Presbyterian Church *Board of Elders*, 2003-2005
9. Service to the University
 1. Member, *Carter G. Woodson Faculty Initiative Selection Review Committee*, 2007
*At-large member, appointed by the President of the Faculty Senate
 2. Member, *MU Harmony Institute Advisory Committee*, Summer 2005 – Present
*Co-Chair: Summer 2005-Summer 2006
*Appointed by Dr. Betty Cleckley, MU VP for Multicultural Affairs
 3. Member, *MU Commission on Multiculturalism*, 1994 – Present
 4. Member, University Planning Committee for *The Huntington and Marshall Community Remembers: Brown v. Board of Education*, Summer and Fall of 2004
*Responsible for creating, organizing, and implementing the LCOB contribution to the university-wide celebration of the 50th anniversary of this landmark US Supreme Court decision.
*Program Dates: September 13-17, 2004
 5. Member, *MU Honors Council*, 1997 – Spring 2003
 6. Member, *SCORES Steering Committee*, 2002/3
 7. Chair of the Organizing Committee for the MU *Colloquium on Ethnic Studies in the University Curriculum*
*Program Dates: November 14-15, 2002
*Reference: Dr. Betty Cleckley, MU VP for Multicultural Affairs
10. Service to the Lewis College of Business
 1. Chair, *LCOB Assessment/Assurance of Learning Committee*, Summer 2004 – Spring 2007
*3 hours of Release Time granted for this work: Spring 2005, Fall 2005, Spring 2006
 2. Member, *LCOB Accreditation Maintenance Committee*, Fall 2003 – Spring 2007
 3. Member, *LCOB Business and Community Advisory Board*, Fall 2001 – Spring 2007
 4. Member, *LCOB Strategic Management Planning Task Force*, 2005/6 & Spring 2007

College of Liberal Arts, Economics B.A. 2007

**Appendix III
Off-Campus Classes
Economics, 2007**

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Spring 2005	Pt. Pleasant	Ecn 253 – Principles Macroeconomics	14
	Hurricane	Ecn 253 – Principles Macroeconomics	5
Fall 2005	Pt. Pleasant	Ecn 250 – Principles Microeconomics	25
	Teays Valley	Ecn 250 – Principles Microeconomics	10
Spring 2006	Pt Pleasant	Ecn 253 – Principles Macroeconomics	14
	Pt. Pleasant	Ecn 253 – Principles Macroeconomics	11
Fall 2006	Pt Pleasant	Ecn 250 – Principles Microeconomics	21
	Teays Valley	Ecn 250 – Principles Microeconomics	28

**Appendix IV
Service Courses
Economics, 2007**

Course Number	Course Name	Year 1 2002-2003			Year 2 2003-2004			Year 3 2004-2005			Year 4 2005-2006			Year 5 2006-2007		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
200	Survey of Economics		98	70		183	160		138	159		144	127		144	124

**Appendix V
Program Course Enrollment
Economics, 2007**

This information was provided by the LCOB, Division of Finance and Economics faculty who teach the course work for the B.A. in Economics through an articulation agreement with the College of Liberal Arts.

Course Number	Course Name	Required/ Elective	Year 1 2002-2003			Year 2 2003-2004			Year 3 2004-2005			Year 4 2005-2006			Year 5 2006-2007		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
100	Curr Econ Prob & Controv	E		86	106												
200	Survey of Economics	E		98	70		183	160		138	159		144	127		111	124
250	Principles Microeconomics	R	44	368	371	41	367	342	71	362	383	66	354	308	54	268	240
253	Principles macroeconomics	R	20	216	224	30	222	228	30	225	239	19	200	182	23	190	204
310	Money and banking	E		25			29	22		31	19		62	21		35	29
326	Int Micro Analysis	R			61			62			34			33			89
328	Int Microeconomic Analys	R		20			32			23			21			22	
332	American Capitalism	E		18			25										
340	Global Macro Issues	E	39	109	149		93	170	32	101	189	20	91	154	21	172	167
342	Econ Development US	E		4	11			12			26			23		18	30
405	Environmental Economics	E		5													
408	Comparative Econ Systems	E		37			71			26	16		20			25	
415	Regional Economics	E			18												
420	International Trade	E			50		34	38		39	27		29	18		32	31

Course Number	Course Name	Required/ Elective	Year 1 2002-2003			Year 2 2003-2004			Year 3 2004-2005			Year 4 2005-2006			Year 5 2006-2007		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
423	Intro to Econometrics	R			14			15			16			15			18
440	History of Economic Thought	R		17			23			12							
456	Labor Economics	E															
460	Econ of Dev Countries	E		24			24			24			24			24	
466	Economics Workshop I	R		12			19			17			16			11	
467	Economics Workshop II	R			13			23			14			16			10
480	SpTp: Poverty/Public Poli	E			8								13				9
485	Independent Study	E	1		5	1		2		2	2		1	1			
490	Internship	E	1			1					1		1				

**Appendix VI
Program Enrollment, B.A. Economics**

Students	Year 1 2001-2002	Year 2 2002-2003	Year 3 2003-2004	Year 4 2004-2005	Year 5 2005-2006
New Students Admitted	6	5	3	7	6
Principal Majors Enrolled Area of Emphasis 1:					
Principal Majors Enrolled Area of Emphasis 2:					
Principal Majors Enrolled Area of Emphasis 3:					
Principal Majors Enrolled Area of Emphasis, etc.					
Second Majors Enrolled*					
Third Majors Enrolled:**					
Other Areas of Emphasis (i.e., education specialization majors)					
Minors***					
Grand Total of Students Enrolled in the Program	13	10	10	9	8
Graduates of the program	2	3	5	1	2

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**On occasion you may have a student enrolled in your program who is declaring your program as a 3rd major.

***If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.