

Department of Economics
2008-2009 Self Study

Prepared by: Dale R. DeBoer, Ph.D.
Chair, Department of Economics
Associate Professor of Economics

In consultation with: John Brock, Ph.D.
Director of the Center for Economic Education

A. Paul Ballantyne, Ph.D.
Professor of Economics

Larry Eubanks, Ph.D.
Associate Professor of Economics

Daphne Greenwood, Ph.D.
Director of the Center for Colorado Policy Studies
Professor of Economics

Michael Lucchesi
Instructor

Patricia Shaffer
Instructor

With assistance from: Sue Meston
Administrative Assistant

Outline of the Department of Economics Self-study

1) History of the Department of Economics	Page 3
2) Current Faculty	Page 5
3) Mission and Accomplishments of the Department of Economics	Page 6
4) Teaching	Page 7
5) Research	Page 8
6) Service	Page 9
a) Center for Economic Education	
b) Colorado Center for Policy Studies	
7) Resource Availability	Page 12
8) Department Diversity	Page 13
9) Student Outcome Assessment	Page 14
10) Development of the Department of Economics	Page 15
11) Appendices	
a) Curriculum Vitae	
b) Department Promotion and Tenure Criteria	
c) Student Data	
d) College Comparative Data	
e) Department Goals	
f) Unit Assessment Report	
g) Library Information	

1. History of the Department of Economics

The undergraduate degree program in economics at UCCS began in 1967 with the hiring of A. Paul Ballantyne. At that time, the department was considered an extension of the Department of Economics at the University of Colorado, Boulder. Students completed course work in Colorado Springs for a B.A. awarded from the Boulder campus. Faculty members were considered part of the Boulder campus department.

Professor Ballantyne became Dean of the College of Letters, Arts, and Sciences in 1970. In order to continue the degree program in Colorado Springs, Timothy Tregarthen was hired and began teaching during the Fall 1971 academic term.

In 1972, the College of Letters, Arts, and Sciences was given administrative autonomy from the Boulder campus. Programs that had been offered as extensions of the Boulder program either became autonomous and independent, or were eliminated due to lack of resource support. The B.A. program was one of the programs temporarily eliminated.

Nancy Sidener, who had been teaching as a lecturer, was assigned a half-time position in the department in 1973. With one full-time and one part-time faculty member, together with continued course offerings from Dean Ballantyne and part-time lecturers, the department sought reinstatement of its B.A. program. After extensive review, the program was approved by the Regents and the Colorado Commission on Higher Education in 1974. Professor Tregarthen became chair of the department in 1975 while Professor Ballantyne continued serving as Dean of the College of Letters, Arts, and Sciences.

A joint position with the Graduate School of Public Affairs was created in 1976 and filled as a visiting appointment with William Kelly from the University of Georgia. A search was conducted that same year, leading to Michael Spicer's appointment in 1977. During that year Professor Sidener's position became a full-time appointment.

The department increased in size again in 1978 with the appointment of Patricia Pacey, an economist previously with the Congressional Budget Office, to a full-time position. That year Professor Ballantyne also returned to the department after serving eight years as Dean of the College. With his return to the department, Professor Ballantyne established and became director of the Center for Economic Education. The Center is affiliated with the Colorado Council on Economic Education and the National Council on Economic Education. From 1978 until 2000 Professor Ballantyne's position was shared between the department and the Center for Economic Education. This gave the department 4.5 faculty positions (Ballantyne, Tregarthen, Sidener, Pacey, and Spicer (0.5)) in 1978.

In 1980, Professor Pacey took a one-year leave of absence to teach and conduct research at the Boulder campus. She was replaced on a visiting basis by Daphne Greenwood, who was a corporate economist with Esmark Corporation of Chicago. Professor Pacey subsequently resigned from the department to accept a position on the Boulder campus and Professor Greenwood applied for and accepted a regular appointment to the department in 1981. In 1983 and 1984, Professor Greenwood was on unpaid leave at the Treasury Department.

Professor Spicer was appointed Assistant Dean of the Graduate School of Public Affairs in 1984. In 1985, Professor Sidener left the university to accept a position at Louisiana State University.

In 1985, Professor Ballantyne resumed chair responsibilities for the department. Also in 1985 a Minor in Economics for business students was approved.

Two faculty members were hired in 1986. Larry Eubanks, previously a member of the faculty at the University of Oklahoma, took the joint position with the Graduate School of Public Affairs that had been held by Professor Spicer. Deborah Battles from CU-Boulder took Professor Sidener's vacated position. However, Professor Battles appointment was a shared half-time appointment with the College of Business. With the appointment of Professors Eubanks and Battles the department had 4.0 full-time faculty positions (3 full-time and 2 part-time).

Professor Greenwood was a visiting Honors Professor at the Naval Academy during the 1989-90 academic year and was on sabbatical during Fall 1991. During Spring 1991, Spring 1992, Spring 1993 and Spring 1994, Professor Greenwood was on unpaid leave while she served as a state legislator. Professor Greenwood was on unpaid leave during 1994 during which time she ran for state treasurer. She returned to the faculty full-time Spring 1995 until her sabbatical Fall 2000.

Professor Battles resigned in 1991 and Peter Peté joined the faculty with a full-time appointment. Professor Peté resigned in 1992 to become the Economic Advisor to the Minister of Finance in New Zealand. This position was vacant during the 1992-93 academic term and filled in 1993 by Dale DeBoer.

In 1994, Professor Eubanks began serving as co-chair with Professor Ballantyne. He completely assumed this position in 1995. In 1995, Professor Tregarthen retired from the department for health reasons. He was replaced at the Senior Instructor level by Dr. John Brock. At this time, Dr. Brock became Co-director of the Center for Economic Education with Prof. Ballantyne. Dr. Brock has since fully assumed responsibility for the center.

Professor Greenwood established and became director of the Center for Colorado Policy Studies (since renamed the Colorado Center for Policy Studies) in 1998. The Colorado Center for Policy Studies applies economics and related disciplines to state and local policy issues through its programs on Local Growth Issues, Educational Policy and Tax Policy, and disseminates results to the public through print and electronic media, public appearances, and an active website. Since 2003, the work of this center has been supported through a bequest from Elizabeth Cushman. This support allowed her teaching load to be reduced by 3 courses per year.

Professor Eubanks took family and sabbatical leave in 2000 and stepped down as department chair. Professor DeBoer became department chair in 2000. Professor Eubanks' position was filled on a temporary basis at the instructor level by David Chaplin. In 2001, Professor Eubanks returned to the department on half-time status. Patricia Shaffer filled the half-time vacancy at the instructor level. Professor Eubanks returned to full-time status in 2004.

In 2007, Patricia Shaffer moved to a full-time appointment. In 2008, Michael Lucchesi moved from a lecturer position to fill a half-time instructor line. Finally, for 2008 the expected teaching load for tenure track faculty was adjusted from 3/3 to 3/2 to bring department expectations in line with the college norm.

For the 2008-09 academic year, this leaves the department with 4 tenure track lines, 1 senior instructor line, and 1.5 instructor lines. In addition, the department typically fills 2 sections per term with lecturers.

2. Current Faculty

Full Professors

- Professor A. Paul Ballantyne
Ph.D., Stanford University
 - Emphasis: History of Economic Thought
- Professor Daphne Greenwood
Director Center for Colorado Policy Studies
Ph.D., University of Oklahoma
 - Emphasis: Urban and Rural Economic Development, Labor Economics

Associate Professors

- Dale R. DeBoer
Chair, Department of Economics
Ph.D., University of California, Davis
 - Emphasis: International Economics, Comparative Economic Systems
- Larry Eubanks
Ph.D., University of Wyoming
 - Emphasis: Public Economics, Environmental Economics

Senior Instructor

- Dr. John Brock
Director of the Center for Economic Education
Ph.D., Cornell
 - Emphasis: Industrial Organization

Instructors

- Michael Lucchesi
M.A., University of Washington
- Patricia Shaffer
M.B.A., Regis University

Lecturers

- Robert Breisch
M.A., University of Utah

3. Mission and Accomplishments of the Department of Economics

The Department of Economics is a small department with 4 tenure-track and 2½ instructor lines. This limited size has consistently placed a burden on our pursuit of goals. However, within these size constraints, the department has sought to achieve the goals specified in the department mission statement. While the full mission statement may be viewed within the department Criteria and Standards (see Appendix B, page xx or Appendix E, page xx), we view our mission as (1) providing an outstanding educational environment for our students, (2) rewarding research that embodies discovery, integration, or application, and (3) providing service to the community that actively embodies our economic expertise.

From a teaching perspective, the department has sought to achieve these ends through the development of new courses (for instance, Ecological Economics, Constitution and the Economy, and Economics in Practice), restructuring of our course offerings so that core courses can be offered with greater frequency (specifically, Intermediate Micro- and Macroeconomics are now offered 2 out of 3 terms, rather than once per year), and offering more courses outside of the traditional terms (January interterm, May interterm, and summer). Further, we have attempted to better focus the instructional activities of faculty through some narrowing of the range of courses offered by faculty (though this effort is hampered by our limited faculty size). That the department is being at least partially successful is evidenced by the very high average rating of department faculty and courses on end of term student course questionnaires.

The attainment of our departmental service goals has been very successful. Both of the department centers have active agendas that have markedly increased the visibility of the department in the local and state community. We expect these efforts to continue in the coming years.

The department's scholarly work has been of more limited success. Several reasons for this lesser success suggest themselves. First, the faculty of the department tend to emphasize integration and application, rather than discovery. There are fewer traditional outlets for this type of work. Second, the department faculty face limited opportunities for collaboration given that only two members of the department face "normal" annual research expectations (differentiated workloads have markedly reduced the research expectation for the other two tenure track faculty). Third, the breadth of course preparations required given the small size of the faculty works against the research/teaching synergy that supports traditional refereed publication. Finally, the department is "top heavy" – the last new tenure track position in the department was granted in 1993. As such, the majority of the faculty have moved out of the traditional post-dissertation heavy research output years.

4. Teaching

The Department of Economics attempts to provide high quality B.A. degree programs in economics and a minor in economics, while at the same time fulfilling a heavy service requirement to the College of Business and the General Education Program for the University of Colorado, Colorado Springs. Providing a high quality educational outcome is greatly aided by the faculty of the department, four of whom are recipients of teaching awards from UCCS and two other that are recipients of teaching awards from other academic institutions.

Despite the quality of the faculty, the small size of the faculty of the department makes balancing the demand on department teaching resources difficult. Typically the department offers 15-16 course sections per term. Of these, roughly seven are courses offered primarily for students pursuing either a major or minor in economics. The balance are offerings of introductory level courses. While these courses do serve majors and minors in economics, primarily the students in these courses are either satisfying requirements of the College of Business or fulfilling General Education Requirements. A survey of majors of the Department of Economics conducted during the Spring 2008 academic term indicated that the limit on the number of upper division offerings was the single greatest concern of majors in economics.

A natural solution to the problem would be to increase the number of faculty lines in the Department of Economics. However, following the retirement of Prof. Tregarthen the department lost a tenure track faculty line. Part of the justification of the removal of this line was the small number of majors in the department. This points to circular problem – because of the small number of majors, the department cannot increase the size of the faculty; but because the faculty is small we cannot offer sufficient upper division courses to attract new majors so that we can justify additional resources for new faculty lines. Due to this conflict we are not enthusiastic about the prospects for the university allocating the department funds for a new position. That this concern is real is evidenced by the department being the top priority for a new hire within the College of Letters, Arts, and Sciences for the past two years, but the campus administration not allocating the department funds for a new hire.

This has led the department to pursue two solutions that do not require additional resources from the university. The first solution is to begin offering larger sections of introductory courses. This policy reduces the number of 100-200 level sections required by department faculty freeing resources to teach more 300+ level courses.

The second solution is to examine course offerings of other departments and colleges for courses that may be appropriately cross-listed as economics courses and offered to our majors. Since these courses are currently offered by other campus units, we can without resource cost increase the number of offerings available to our majors. A sample of classes that we have identified as appropriate for cross-listing are Quantitative Methods 201: Statistics, Finance 440: International Finance, and Finance 450: Money and Banking. The department continues to seek valid cross-listing opportunities that are appropriate for our majors and minors.

5. Research

The research mission of the Department of Economics encompasses discovery, integration, and application activities. Therefore, the scholarly activity of the department has been broad based during the 2002 to 2008 period. During this period the tenured and tenure-track faculty of the department (instructors and senior instructors have been excluded as these faculty do not have a research expectation specified in their contracts) has produced the following scholarly materials (details may be seen in the faculty Curriculum Vitae in Appendix A):

Refereed journal articles	3
Educational materials	3
Invited presentations	3
Conference presentations	5
Conference proceedings	1
Public education articles	10
Other publications	8

The current professional plans of the faculty of the Department of Economics foretells a similar level of scholarly output during the coming 5 years.

6. Service

In addition to active service on university and college committees, the department is very active in community service. The major outlets for community service for the Department of Economics come through the Center for Economic Education and the Colorado Center for Policy Studies. Professor Ballantyne, Dr. Brock, and Professor DeBoer are active participants with the Center for Economic Education. Professor Greenwood is active with the Center for Colorado Policy Studies. Detailed discussion of these centers follows.

6a. Center for Economic Education¹

The Center for Economic Education, established in 1978, is affiliated with the National Council on Economic Education (New York City) and the statewide Colorado Council on Economic Education (Denver). The National Council on Economic Education is an independent, nonprofit, nonpartisan, educational organization incorporated in 1949 to encourage, improve, coordinate and service the economic education efforts in the U.S. and many other countries around the world. There are approximately 47 state councils and 250 Centers for Economic Education in the U.S.

The Center engages in programs and activities designed to raise the general level of economic understanding, with special emphasis given to K-12 school teachers and school districts in Colorado, including international economics study tour travel opportunities for teachers. The Center also conducts additional economic education programs that involve the community.

Since very few teachers are required to take an economics course in college, the Center/CCEE provide a unique solution as the only Colorado organization educating teachers in both economic content and teaching methods. Educating those who teach our children is a highly cost-effective means of achieving economic literacy. One teacher, armed with sound economic understanding and creative classroom pedagogy, delivers economics to many students each semester. The result – thousands of young citizens armed with an essential life skill – *the economic way of thinking*.

The Center and CCEE offer classes, workshops, and a comprehensive library of instructional resources designed to equip teachers with the needed background of economic understanding and the finest classroom materials available for their students. Each year the Center and Council serve over 1,000 teachers. Since its founding, CCEE (in cooperation with the Center) has trained teachers from nearly every Colorado public school district and scores of private and religious schools. In addition, many of these schools and districts have benefitted from CCEE/Center curriculum design assistance.

The Center is located in Dwire Hall, Room 259. For more information, contact 262-4033 or jbrock@uccs.edu.

¹ Written by John Brock, Director for the Center for Economic Education.

6b. Colorado Center for Policy Studies²

At the Colorado Center for Policy Studies we apply economic principles and research results to critical policy issues through the Program on Growth Issues, the Program on Education Policy and the Program on Tax Policy, with a particular focus on states and localities. Most of our work can be found right here on this website, making it accessible to interested citizens and policymakers. We are a member of the Education Policy Alliance a network of university-based research units that provide high quality research on significant education policy and practice issues. Faculty with expertise in a variety of areas, along with some of our best students, conduct applied research and provide advice and information to state and local governments and nonprofit organizations. The Elizabeth Cushman Internship in Public Policy funds outstanding students' participation in this work.

The Center operates under all laws governing the University of Colorado, including the Rules of the Regents. We are committed to nonpartisan, fact-based examination of the issues. Statements and publications issued from researchers at the Center do not necessarily reflect the views of the University of Colorado or the members of the Advisory Board. We are funded by contracts and grants, in addition to tax-deductible private donations made through the University of Colorado Foundation. Founded in 1999 as the Center for Colorado Policy Studies, the focus was on issues facing the Pikes Peak Region and the state of Colorado. Through the years our work has grown to encompass a broader mission which the name change (adopted in 2008) reflects.

² From the WWW site from the Colorado Center for Policy Studies.

7. Resources Available

The Department of Economics currently consists of four full-time tenured faculty (Ballantyne, DeBoer, Eubnaks and Greenwood), one full-time center director (Brock), one full-time lecturer (Shaffer), one half-time instructor (Lucchesi) and two part-time instructors (Breisch and Cook – though Cook is leaving the department after Fall 2008). The annual operating budget for 2008-2009 for the department was \$3,862 for general operating expenses, \$2,016 for telecommunications, \$2,200 for travel, and \$402 for hiring an hourly student assistant. Taken together, this represents a \$138 annual budget increase (or 1.7%) from the last Program Review to the current budget cycle.

Currently, the department shares one full-time administrative support person with the Departments of Anthropology and Language, Arts, and Culture. This administrative support is supplemented by a part-time work-study student assistants. This is a very low level of administrative support for three departments to share.

The department receives no campus support for its center activities.

The department has no base operating budget for capital improvements.

Despite this fairly meager budget, the department is fortunate in that it receives distributions from the Cushman bequest. Further, the department generates significant revenues through its C2 (Continuing Education) efforts. As such, the department is generally able to fund faculty travel requests and provide a reasonable cycle of replacement for computing needs.

8. Department Diversity

At the time of the previous department program review the faculty of the department of economics had the following gender and ethnic diversity.

	Male	Female	Caucasian	Other Ethnicity
Full Professor	1	1	2	0
Associate Professors	2	0	2	0
Assistant Professors	0	0	0	0
Senior Instructors	1	0	1	0
Instructors	0	1	1	0
Lecturers	2	0	1	1

The current composition of the Department of Economics is as below.

	Male	Female	Caucasian	Other Ethnicity
Full Professor	1	1	2	0
Associate Professors	2	0	2	0
Assistant Professors	0	0	0	0
Senior Instructors	1	0	1	0
Instructors	1	1	2	0
Lecturers	2	0	2	0

Broadly the faculty composition is unchanged since the previous program review. Given the limited opportunities for hiring, the lack of change should not be surprising. Of the applicants for part-time employment that have been received, all have been Caucasian males. As such, no marked change in diversity is expected unless the department sees a sudden surge in hiring opportunities.

9. Student Outcome Assessment

10. Program/Unit Planning

Any academic program is judged by its performance in providing high quality teaching, research, and service, and by its ability to generate funds that support both its own mission and the mission of its campus. On this four-fold division, the Department of Economics has experienced mixed results.

The service mission of the department appears to be more than adequately fulfilled by the on-going connections between faculty and the broader community and through the activity of the department centers.

The department has had some success at generating external funds. It is noteworthy that this success has mostly centered through continuing education efforts, rather than the more traditional route of external grants. Partially, this reflects the strong teaching focused history of the department and the strengths of the faculty of the department. Unfortunately, it also points to a potential weakness of the department. However, on the whole the external funds have been sufficient to shield the department from the most severe consequences of meager funding increases. As such, these efforts should be viewed as a qualified success.

Historically, the department has had very good teachers. This continues to be the case. The biggest weakness in the area of teaching comes from the small size of the faculty. It is difficult to generate an education program of the highest quality with only 4 tenure-track faculty members. While the department is very fortunate to have high quality instructors and lecturers, improving the education we offer our majors is only likely to come with the hiring of new tenure track faculty.

Within the constraints we face, the department has made several efforts to improve the quality of the major. First, we have explored and added numerous cross-listed courses to improve the likelihood of timely graduation on the part of our majors. Second, we have recently adjusted our offerings of intermediate level theory courses so that they are offered 2 of 3 terms, rather than 1 of 2 terms. Third, the department continues to use limited large lower division offerings to free faculty resources for more upper division offerings. Fourth, the department continues to explore the development of new courses (for instance, Ecological Economics, Behavioral Economics, and Austrian Economics). Fifth, the department is attempting to offer courses outside of the normal schedule (Winterim, May-interterm, Summer) to increase the number of offerings available to our majors. Unfortunately, many of these steps come at a cost – reduced time available to faculty for other activities.

The weakest area of department performance is in the production of traditionally refereed and grant funded research. This was the case at the time of the last program review; it continues to be the case today. Unfortunately, the current mix of faculty is broadly the same now as then (only a bit older). While the faculty are actively engaged with the discipline, a broad movement towards traditional research seems unlikely. The interests of the faculty, the time demands for new courses and additional offerings, and the career stage of the faculty do not point towards a broad up-tick in traditional research activity. While an evolutionary movement in this direction is possible, it appears most likely that it will come only with the infusion of new tenure track faculty into the department.