

**Mihaylo College of Business and Economics  
California State University, Fullerton**

**Department of Economics**

**PROGRAM PERFORMANCE REVIEW SELF-STUDY**

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**Prepared by**

**Kristin J. Kleinjans  
(Committee Chair)**

**Maria Casanova**

**Mira Farka**

**Denise Stanley**

***on behalf of the Department of Economics***

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## I. DEPARTMENT MISSION, GOALS AND ENVIRONMENT

### A. Mission and Goals

*Mission: The Department of Economics provides a student-focused learning environment through analytically rigorous instruction, effective advising, and high-quality research. We seek to recruit and retain highly qualified faculty by investing in research-related activities and skill-based development. We engage in local and global community outreach programs, scientific research with broad applicability, and high-impact practices that benefit our students, faculty, staff and our stakeholders.*

The Department mission has undergone significant revisions since our last PPR in order to more aptly express the overarching purpose of the department and to more appropriately align it with the Vision and Mission statement and the Guiding Principles of the Mihaylo College of Business and Economics, the University Strategic Plan 2013-2018 (<http://planning.fullerton.edu/>)<sup>1</sup> and the University Academic Master Plan (AMP, see <http://www.fullerton.edu/amp/drafts/documents/AMP-Final-Signed.pdf>) and to reflect the work and mission of our two centers, the *Center for Economic Education* and the *Woods Center for Economic Analysis & Forecasting*.

The department reviewed and approved revised long-term goals, priorities, and strategies based on intensive discussions and a faculty survey in fall 2017. They were finalized during a faculty retreat in December 2017.

Our long-term goals are:<sup>2</sup>

1. Strengthen the MA program (CSUF SP goals 1 & 2, AMP goals 1 & 3);
2. Strengthen the Undergraduate Program (CSUF SP goals 1 & 2, AMP goals 1 & 3);
3. Develop Joint Undergraduate and Graduate Programs with Business Fields (CSUF SP goal 1, AMP goal 1);
4. Strengthen Alumni Relations and Fundraising (CSUF SP goal 4, AMP goal 7);
5. Recruit and Retain High-Quality Faculty (CSUF SP goal 3, AMP goals 1 & 5).

The department's goals have evolved significantly in response to the changing environment in the University (CSU Graduation Initiative 2025, student success initiatives), external factors (reduced state support) and dynamic shifts within the profession (workplace needs/demands).

### B. Changes in the Discipline and Department Response

#### Employment prospects for students

Economics continues to remain an important discipline with bright career opportunities for our graduates. According to the Bureau of Labor Statistics (BLS), employment for economists is expected to grow by 6% in the years 2016-2026, as fast as the average growth of employment. However, median wages for economists, at \$101,050, are higher than in the other social sciences fields (where median wages are \$75,280). Only 10% of economists earn less than \$55,150, and the top 10% earn more than \$181,060. Economists command a higher salary in the state of California (median wage of \$119,650), and particularly in Southern California (\$143,680).

Economists work in a broad range of industries. The largest employers for economists are the federal government (22% of employment; \$111,310 median salary), scientific research and development services (17%; \$102,000 median salary), management, scientific and technical consulting services (15%; \$110,900

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<sup>1</sup> Development of a new University Strategic Plan is in progress, but it seems unlikely that the general direction and goals will change significantly.

<sup>2</sup> Links to relevant CSUF Strategic Plan and Academic Master Plan goals are provided in parenthesis.

median salary), state government (9%; \$69,170 median salary), and finance and insurance (7%; \$124,660 median salary).<sup>3</sup> A large number of our students plan to work as analysts, an area that is predicted to experience more than average employment growth (11% between 2016-2026), and that has a median salary of about \$82,000.<sup>4</sup> Bachelors in economics often pursue advanced degrees in economics, MBAs, and in law.<sup>5</sup>

We conducted a survey of our undergraduate economics majors enrolled in the Capstone course (Econ 490) in the spring of 2018 and found that over one third of our graduates plan to apply for analyst positions. 20% of respondents plan to pursue an advanced degree, with the vast majority expressing a desire to enroll in graduate studies in economics, but also in public administration and law. We also found that a significant number of students are unsure about their future career paths and express a lack of knowledge about career options and occupational profiles.

### Recruitment of prospective students

Despite strong employment trends, high wages, and fulfilling professional careers, economics continues to remain a low-visibility field for many CSUF students. More often than not, through formal and informal polling, we have found that students perceive the discipline as difficult, too quantitative and math-oriented, with uncertain (and unknown) job prospects. The latter stands out as an obstacle particularly for the business students in our college who prefer to major in fields with clearer (but narrower) career profiles, such as accounting.

In response, in an attempt to bridge the knowledge gap about professional careers in economics, we have developed flyers and brochures highlighting the ample opportunities offered by the discipline. We are also in the process of creating advising tracks attached to different occupational goals, and plan to conduct outreach at local high schools and community colleges (for our undergraduate degree) and at other undergraduate departments in California and other departments at CSUF (for our graduate degree) (see also long-term goals 1 and 2).

### Changes in the discipline

Economics as a discipline has undergone significant changes over the past few years prompted by advances in computing power, the availability of “big data,” advancements in statistical and econometric methods, and data analysis and query software. At the same time, economics has become increasingly interdisciplinary by incorporating insights from other social sciences, such as psychology and sociology, as well as the natural sciences, including the medical field. According to O\*NET, required skills for a successful career as an economist include database user interface and query software (such as SQL) and data management system software (such as MySQL), in addition to analytical and scientific software (such as Stata) and spreadsheet software (such as Excel).<sup>6</sup> Management and financial analysts also use business and data analysis software such as Tableau.<sup>7</sup>

To address the rapidly growing need in specialized training in quantitative methods, data analytics, and software, we have redesigned our capstone course (ECON 490) to incorporate significantly more exposure to the application of economic theory to practical questions. We have also made changes to the curriculum, adding ECON 440 (Introduction to Econometrics) or ISDS 316B (Business Analytics II) as a core major requirement. Our long-term goals 1, 2, and 3 and associated priorities directly address the need for specialized training by ensuring access to Stata for all of our students, creating new courses with focus on technical skills, developing new joint programs with other business departments to provide

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<sup>3</sup> <https://www.onetonline.org/link/summary/19-3011.00>.

<sup>4</sup> For more details, see [HTTPS://WWW.BLS.GOV/OOH/BUSINESS-AND-FINANCIAL/FINANCIAL-ANALYSTS.HTM#TAB-1](https://www.bls.gov/ooH/business-and-financial/financial-analysts.htm#TAB-1) and [HTTPS://WWW.BLS.GOV/OOH/BUSINESS-AND-FINANCIAL/MANAGEMENT-ANALYSTS.HTM#TAB-1](https://www.bls.gov/ooH/business-and-financial/management-analysts.htm#TAB-1).

<sup>5</sup> See, for example, <https://www.aeaweb.org/resources/students/careers/law-other-professions>.

<sup>6</sup> See [HTTPS://WWW.ONETONLINE.ORG/LINK/SUMMARY/19-3011.00](https://www.onetonline.org/link/summary/19-3011.00)

<sup>7</sup> [HTTPS://WWW.ONETONLINE.ORG/LINK/SUMMARY/13-2051.00](https://www.onetonline.org/link/summary/13-2051.00) .

students with the skills needed to work in business fields, and developing a plan to recruit new faculty trained in these specialized fields to ensure the long-term feasibility of our course offerings. Our long-term plans also include advising those students who aspire to be analysts to redirect some of their free electives towards a few ISDS courses which focus extensively on instructional training in various software programs (e.g., SQL and Tableau).

### **C. The Department's Priorities for the Future**

The department's goals and priorities are identified and summarized below. Specific details are provided in section VII. Appendix V provides an overview and brief explanation, a mapping to CSUF goals, and the planning horizon.

#### Goal 1: Strengthen the graduate program

*Priority A – Establish a 4+1 Program*

*Priority B – Increase the number of students*

*Priority C – Offer more and new elective courses*

*Priority D – Increase the number of graduate assistantships*

*Priority E – Create liaisons with other universities and employers.*

#### Goal 2: Strengthen the undergraduate program

*Priority A – Increase the number of students*

*Priority B – Reduce time to graduation*

*Priority C – Establish an Honors program*

*Priority D – Improve career outcomes*

#### Goal 3: Develop joint undergraduate and graduate programs with other business fields

*Priority A – MS Program in Computational Economics jointly with Information & Decision Science (ISDS)*

*Priority B – Joint MS program with Finance*

*Priority C – Undergraduate double-concentration with Information & Decision Science (ISDS).*

#### Goal 4: Strengthen alumni relations and fundraising

*Priority A – Fundraising*

*Priority B – Strengthen alumni relations and community outreach*

#### Goal 5: Recruit and retain high-quality faculty

*Priority A – Recruit faculty to teach global classes*

*Priority B – Recruit faculty to teach new courses*

*Priority C – Implement strategies to reduce the overall burden of faculty and increase work satisfaction.*

### **D. Programs in Special Session Self-Support Courses**

Economics courses are also offered in three self-supported programs: the Extended Education Program (offered during summer months), the Online BA in Business Administration (BABA) program, and the FEMBA (the fully employed MBA program). The courses are taught as “overload”. The following courses are offered in these programs: ECON 201 (Principles of Microeconomics), ECON 202 (Principles of Macroeconomics), ECON 315 (Managerial Economics), ECON 335 (International Economy), ECON 340 (Research Methods), ECON 515 (Microeconomic Perspective for Managers) and ECON 521 (Macroeconomic Perspective for Managers). BABA and FEMBA courses are not taken by economics majors. There is no direct relationship between these programs and department resources.

The Extended Education Program is offered in two sessions during the summer months and provides our students with additional opportunities to enroll in various courses with the expressed intent of decreasing the time to graduation. One of the main factors that would help reduce graduation times, as identified by our students, is increased availability of summer courses. Our long-term goal 2, priority B, includes a plan to offer additional prerequisite courses during the summer in order to shorten the time to graduation. This program provides some funding to the department's budget, which is received through the college.

## II. DEPARTMENT DESCRIPTION AND ANALYSIS

### A. Curricular Changes

#### Undergraduate program

The department has implemented the following major curricular changes:

1. Introduced a redesigned (and now) mandatory economics capstone course (ECON 490) offered every semester for economics majors in their last semester of studies. Students develop the skills necessary for a successful career in economics through writing assignments, presentations, policy briefs, and original research.
2. Introduced two new 400-level courses: Behavioral Economics (ECON 418) and Economics of Education (ECON 419).
3. Revamped prerequisites to improve course sequencing and preparation:
  - ❖ Removed ECON 201 as a prerequisite for ECON 202 so student can decide the preferred sequence of lower-division requirements.
  - ❖ Removed the discontinued ISDS 265 from the list of lower-division required course and replaced it by either ECON 440 or ISDS 361B at the upper division.
  - ❖ Made ACCT 201B optional to attract majors, improve time to graduation and align the lower-division requirement more closely with the newly-adopted AA-T in Economics.<sup>8</sup>
  - ❖ Required ECON 340 for selected 400-level courses to improve student preparation and sequencing.
4. Clarified the requirements for the Economics major to encourage students to take more than two 400-level electives;
5. Introduced one-on-one faculty mentoring of newly-declared economics majors and Business Economics majors using revised roadmaps and newly created career-advising materials.
6. Designed four advising tracks (International, Quantitative Analysis, Public Policy, and Applied Microeconomics) to better assist students in the choice of electives centered around a particular career or educational goal. Implementation of the four tracks is in progress.
7. Expanded the number of electives and core courses offered in an online format from 2 to 7.
8. Reduced class sizes in upper-level courses to improve learning outcomes and allow for more high-impact practices.
9. Increased course offerings at the CSUF-Irvine campus.

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<sup>8</sup> AA-T is the Associate in Arts degree conferred by community colleges designed for transfers to CSU as established by SB 1440.

## Graduate Program

The graduate program has undergone major restructuring to reflect recent trends and developments in the discipline and in the workplace and to reduce time to graduation. Important changes since the last PPR include:

1. A thorough revamping of the study plan of the M.A. program.
2. Identification of assessment goals and tools for the graduate program.
3. Renaming of course titles for a number of courses (ECON 502, 503, 504, 505, 595, 599, 528, and 531) and updating of the catalog course descriptions (ECON 502, 503, 504, 505, 590, 595, 599, 515, 521, and 531) to reflect updated course content.
4. Change of prerequisites (ECON 502, 503, 504, 505, 590, 595, 599, 515, 521, 528, and 531).
5. Change in admission requirements (GPA, GRE, TOEFL and IELTS scores).
6. Introduction of six new elective courses: ECON 529 (Seminar in Monetary Economics), ECON 530 (Seminar in Labor Economics), ECON 532 (Seminar in Game Theory), ECON 533 (Seminar in Development Economics), ECON 534 (Seminar in Environmental and Natural Resource Economics), ECON 535 (Seminar in Industrial Organization).
7. Change of Comprehensive Examination rules (Micro and Macro can now be taken separately from the Econometrics Exam, ECON 440 is not included in Econometrics exam, and specifying passing grade of Comps).
8. Introduction of semester-applications to graduate assistantships.

## **B. Structure of Degree Program**

### Undergraduate Program

Currently, the department offers a BA in Economics and a Minor in Economics. There is also a B.A. in Business Administration with an Economics Concentration under the auspices of the MCBE College. The BA degree is a traditional program preparing students for employment in various private and public sector positions or to pursue graduate work in economics, business, law or other fields. The degree provides training in critical thinking, problem-solving, and quantitative analysis skills useful in multiple research and analyst-type positions.

TABLE 1: STRUCTURE OF THE UNDERGRADUATE PROGRAM

Lower Division Requirements (18 units)	ECON 201 (Principles of Microeconomics) ECON 202 (Principles of Macroeconomics) MATH 135 (Business Calculus) or MATH 130 (a Short Course in Calculus) or MATH 150A (Calculus I) ACCT 201A (Financial Accounting) BUAD 201 (Business Writing) ACCT 201B (Managerial Accounting) or MATH 150B (Calculus II) or MGMT 246
Upper Division Requirements (21units)	BUAD 301 (Advanced Business Communication) ECON 310 (Intermediate Microeconomics) ECON 320 (Intermediate Macroeconomics) ECON 340 (Research Methods) ISDS 361A (Business Analytics I) ECON 440 (Introduction to Econometrics) or ISDS 361B (Business Analytics II) ECON 490 (Economics Capstone)
Electives (15 units)	15 units of upper-division economics electives (of which at least 6 units must be 400-level)

Students are admitted to the major after completing the lower-division core courses with a C or better. Core courses are selected to take advantage of overall college course offerings as well as to achieve the Student Learning Outcomes (SLOs) for the major. Finally, students earning a B.A. in Economics are provided with a variety of elective courses to select from, allowing flexibility in designing a coursework package around their career and educational plans. Students may use an independent study option to fulfill one of their electives, and currently an internship experience is provided on a credit/no-credit basis (though very few students elect to enroll in the internship course).

The department is in the process of implementing four advising tracks (International, Quantitative, Public Policy, and Applied Microeconomics specializations) to better assist students in elective course choices. Additional options include pursuing a minor in Business Administration (which requires 15 units of separate coursework) or grouping classes in Finance or Mathematics. Choices across these options depend upon a student's interest in pursuing graduate school or direct employment in an analyst position, or in undertaking studies and employment in government, legal services, or fields such as teaching.

To earn a minor degree in Economics, students need to take a total of 24 units, of which 15 are required while 9 are free upper-division electives. The required courses for a minor in Economics are: a) lower division: ECON 201 and ECON 202; b) upper-division: BUAD 301, ECON 310 (or ECON 315) and ECON 320. This means that BA in Business Administration students who minor in Economics need to take four courses in addition to their other course requirements: ECON 320 plus 9 units of upper-division economics electives for a total of 12 unique and distinct units. International Business Majors who minor in Economics also need four additional courses (ECON 310 or ECON 315, ECON 320, plus 6 units of upper-division economics courses (not including ECON 333, ECON 335, and ECON 411) for a total of 12 unique and distinct units.

The BA in Business Administration (Business Economics concentration) differs in degree requirement and course sequencing. Students electing to pursue a Business Economics concentration must complete the entire business lower-division core courses, including MGMT 246, the business upper-division core [ECON 315 (instead of 310), FIN 320, MGMT 339, MGMT 340, ISDS 351, ISDS 361A/B, and MKTG 351], and the business capstone course MGMT 449. They are encouraged to take an economics course for their global business requirement and must participate in the economics core (ECON 320, ECON 340). Their upper-division work incorporates four economics electives. They interact with Economics majors in the student association and are invited to apply for the majority of the Economics-centered student awards.

### Graduate Program

The Masters of Arts in Economics program is intended to prepare students for professional careers in the private sector and in government agencies. In addition, the program prepares students to continue with their graduate education and pursue a Ph.D. in Economics or related fields.

In order to achieve these objectives, students are required to take courses that cover the main approaches of economic analysis as well as courses that provide them with the latest and most advanced quantitative tools and techniques that are essential to conduct research and that improve employment prospects.

The core Micro/Macro (ECON 502/503) courses introduce students to economic theory from a micro and macro perspective, and provide them with the tools to study other specialized subjects in economics. The Advanced Microeconometrics/ Macroeconometrics courses (ECON 504/505) equip students with the latest statistical and econometric techniques that enable them to work with micro and macro datasets and to answer analytical questions in micro and macro contexts. In the capstone course ECON 595 (Current Research in Economics), students combine their knowledge of economic concepts and theories with their quantitative/econometrics by reviewing and analyzing peer-reviewed academic publications.

The students also develop a research project that either replicates existing published work or reflects original work.

TABLE 2: STRUCTURE OF THE GRADUATE PROGRAM

Pre-requisite Courses	ECON 440 – Introduction to Econometrics ECON 441 – Mathematical Economics
Core Courses (21 units)	ECON 502 – Advanced Microeconomics ECON 503 – Advanced Macroeconomics ECON 504 – Econometric Analysis ECON 505 – Economic Models and Forecasting ECON 595 – Capstone (Current Research in Econ)
Electives	2 electives if choosing to complete a thesis 4 electives if choosing to take comprehensive exams

Students may choose one of two exit options to graduate: write a thesis or take the comprehensive examinations.

- *Thesis option:* This option requires that students enroll in ECON 598 (Thesis Research) and work with a committee comprised of three advisors to develop and defend their thesis after completing 30 units of coursework. Students need to take two elective courses to complete their degree requirements.
- *Comprehensive examinations option:* This option requires that students complete a total of 33 units of coursework. These students need to take four elective courses to fulfill the degree requirements. There are three comprehensive examinations: Microeconomics, Macroeconomics, and Econometrics. Students have to successfully pass all three exams before graduation.

### C. Student Demand

The department’s primary instructional role within the Mihaylo College of Business and Economics (MCBE) is to offer a number of required core courses for the business majors. In that sense, Economics can be viewed as a service department within the MCBE. Students graduating with a BA in Business Administration are required to take a number of economics courses: ECON 201, ECON 202, ECON 315 or Econ 320, and one of our global classes (ECON 33X).

The number of students with an economics major, economics concentration or economics minor remains relatively low. On average, roughly 10-15 freshmen per year enter as pre-economics or economics majors and around 30-35 students as upper-division transfer students (Appendix I, Table 1). Around 40-50 students graduate each year with a major in economics, and about 35 students with a BA in Business Administration with an Economics Concentration (Appendix I, Table 4). The number of minor degrees conferred over the past five years has fluctuated between 9 and 16 per year (numbers not shown). Graduation rates and time to graduation have also varied widely over the past five years (Appendix I, Table 3-A), likely reflecting, in part, the undue influence of a small number of majors. It is important to note that official graduation rates include only a subset of our students (see Table notes): they exclude all students who switched from another major to economics, those who began their studies in the spring semester, and those who started out as undeclared majors.

The department has put in place an ambitious plan to expand the number of students, enhance students’ academic success and shorten graduation times. We have made significant changes to the curriculum, increased and improved undergraduate advisor mentoring, and updated and created a number of materials aimed at helping our students perform well in their studies, graduate quickly, and be successful in their career. Our long-term strategies (detailed in section VII) lay out a concrete plan for recruiting new students and expanding career advising. In addition, per directive of the CSU Chancellor, general

education requirements are expected to change, making it less costly for some students to add a minor, which should also help boost the number of students minoring in Economics in the future.

Over the past five years, annual enrollment in our graduate program has ranged from 8 to 20 and degrees awarded from 5 to 17 per year. We expect graduation rates to improve over time as more students move away from the more time-consuming thesis option and elect to take the comprehensive exams. The students who began their studies several years ago are slowly finishing, and the newer cohorts have increasingly gravitated towards comprehensive exams. Improvements in graduation rates are visible in the latest numbers, reaching almost an 80% 3-year graduation rate for the 2014 cohort (Appendix II, Table 11). Of the most recent cohort (2015), 40% have graduated within 2 years. A large number of our graduate students attend part-time, as can be seen from the low FTES (Full Time Equivalent Students) per headcount (roughly 0.6) (Appendix II, Table 10-B). We are therefore greatly encouraged by the recent improvements in our graduation rates which are largely attributable to the latest changes implemented in the graduate program and the hard work of our overworked graduate advisor.

#### D. Enrollment Trends

##### *Undergraduate Program*

The department's total FTES reached a peak of 891 in Fall 2016, from 786 in 2012 (Table 3). In recent years, enrollment has generally remained in the high 800s with the exception of Fall 2017 when it dipped due to a technical glitch that disallowed students from enrolling. The FTEF (Full-Time Equivalent Faculty) increased slightly during the 2012-2017 period, from 33.5 in 2012 to 34 in 2017. Compared to 2008-2009, FTES have slightly increased while FTEFs have decreased by 9%, from 37.4 to 34. The student faculty ratio has also risen from 23.25 in 2008-2009, to 25.97 in 2016-2017.

TABLE 3: FTES TARGET, ACTUAL FTES, FTEF AND STUDENT-FACULTY RATIOS \*

Semester	FTES Target	Actual FTES	Faculty Allocation (FTEF)	Student-Faculty Ratio (Actual FTES/FTEF)
2008-09		869.5	37.4	23.25
Fall 2012	738.79	785.8		
Spring 2013	729.14	766.2	33.5	23.16
Fall 2013	806.88	845.67		
Spring 2014	767.52	798	34.0	24.17
Fall 2014	831.36	811.87		
Spring 2015	767.52	799	32.5	24.78
Fall 2015	843.16	878		
Spring 2016	900.1	880.4	33.8	26.01
Fall 2016	878.94	891.07		
Spring 2017	924.59	874.8	34.0	25.97
Fall 2017	901	810.27		
Spring 2018	898		36.1	N/A

\* FTEF includes FERPs and leaves, SFR (student-faculty ratios) are calculated using AY averages.

The total number of students majoring in Economics and in Business Administration with an Economics concentration has increased since the last PPR. In 2008-2009, the number of students majoring in Economics was 146. In 2016-2017 that number had increased to 178.5. The same trend is also apparent in Business Economics, with the number of students increasing to 88 in 2016-2017 from 60.5 students four years earlier (see Tables 2-B in Appendix I for more detail). These numbers are encouraging and our goal is to build on and further expand this trend.

Student enrollment in our principles courses has decreased over the past four years while enrollment in intermediate courses has increased (Appendix I, Table 5-A). Enrollment in the global courses (which are taken by business majors to fulfill both the GE and the global requirement) has also increased over the past two years. The rise in demand for intermediate and global courses likely reflects growth at the college level: the overall enrollment in the college has increased from 8,069 in Fall 2014 to 8,422 in Fall 2017. The lower enrollment in our principles courses may reflect, in part, changes in curriculum requirements due to the Student Transfer Achievement Act and Senate Bill 1440, which reduced the number of lower-division required courses taken at CSUF for transfer students with associate degrees from a community college.

The DFW Rate (share of students receiving a D, F or W) is relatively high in all three microeconomic courses (ECON 201, ECON 310 and ECON 315) as well as in ECON 100, and lower in the macroeconomics courses (see Table 5-A in Appendix I). As a result, ECON 201, ECON 310 and ECON 315 are considered bottleneck classes. The department has responded to this challenge by introducing supplemental instruction (SI), increasing the number of online and hybrid courses, and developing additional instructional materials. In collaboration with the college, we are working on creating instructional videos and worksheets addressing a number of frequently encountered quantitative problems that can be used by instructors and SI leaders in the tutoring center. In addition, to provide students with additional options, we have increased the number of sections of ECON 320 offered every semester.

Enrollment and DFW for 300- and 400-level courses taken by mostly Economics and Business Economics majors are provided in Table 5-B, Appendix 1. Note that the increase in enrollment in ECON 490 (Capstone) is the result of it now being required for all economics majors. We expect the widely varying DFW rates to improve as a result of the upgraded course sequencing and graduation requirements.

Going forward, enrollment in Economics courses should move in tandem with college enrollment, as most of our students are business majors who are required to take a number of economics courses, as stated above (ECON 201, ECON 202, ECON 315 or ECON 320, and at least one ECON 33X). Enrollment in ECON 201 and ECON 202 is likely to fall as the college is expected to experience an increase in the number of students with an Associate Degree for Transfer (ADT, established through Senate Bill 1440). Counteracting this trend is the increase in enrollment at our college which will likely boost demand for ECON 315/320 and our global courses.

### *Graduate Program*

Graduate program FTES was 13.85 in 2016-2017, slightly higher than in 2012-2013 but lower than at its 5-year peak in 2013-2014, and close to the 14.2 FTES in 2008-2009. The student headcount has increased, with 30 students in 2008-2009 and 39 students in 2016-2017 (see Appendix II, Tables 10-A and 10-B).

## **E. Plans for curricular changes**

### *4+1 Program*

- ***Program:*** The department has approved and is in the planning stages of introducing an accelerated fast-track “4+1” program, which allows students to complete a BA in Economics within four years and an MA in Economics in the fifth year. Students are required to follow a specific study plan (with year-round courses) and begin work towards their graduate studies in their senior year. In the fifth year, students are expected to satisfy the remainder of the graduate degree requirements and pass the three Comprehensive Examinations. This degree requires a total of 150 units (120 undergraduate credits and 30 graduate).
- ***Recruitment:*** Our recruitment plans include direct outreach to local high schools with the assistance of the *Center for Economic Education*. A higher GPA threshold (relative to the university system) will be required for admittance to the program; students are required to maintain that GPA in order to be able

to matriculate in the program. We are also exploring collaboration options with Fullerton College in which students complete the first two years at Fullerton College and transfer to CSUF for the remaining three years.

- Outlook/Demand: We anticipate a high demand for this program because it offers a number of advantages. First, it saves students time and tuition at a time when many are struggling with increases in the cost of higher education and student debt. Second, it provides students with a competitive edge in the marketplace. Third, the waiver of some of the graduate admission requirements (GRE scores, test-taking fees, and application fees) further reduces the cost for the students.
- Feasibility: Since this program requires neither CSU nor CSUF approval, the department plans to launch the 4+1 beginning in the fall of 2020.
- Link to Priorities: Goal 1, Priorities A and B; Goal 2, Priorities B and D.

### *Graduate Program*

We plan to introduce five new elective courses in our curriculum:

- Seminar in Computational Economics: the course will focus on agent-based modelling, algorithms, programming, and simulations.
- Big Data Analytics in Economics: the course will focus on the latest advances in Big Data Analytics.
- Seminar in Mathematical Economics: a proof-based course that covers topology, advanced calculus, optimal control, dynamic programming and has applications in Economics.
- Seminar in Health Economics: a course in Health Economics designed for M.A. students in Economics and M.A. students in Public Health.
- Internship in Economics: a course that will provide guided work-related experience in economic analysis for students who are not planning to continue their education.
- Feasibility: We expect to add these courses in the short-to-medium term (3-5 years). Our faculty recruitment plans include the recruiting of new faculty with expertise in these fields. In addition, our long-term plans include the establishment of an Outreach Coordinator, who will coordinate, among other things, internships for our undergraduate and graduate students.
- Link to Priorities: Goal 1, Priority C, and Goal 4, Priority B.

### *Undergraduate Program*

#### Honors track in the Bachelors of Economics Program

- Program: The criteria for the honors track will include the following requirements:
  - ❖ Final GPA above 3.5. Minimum GPA of 3.25 in the first year after admission to the program.
  - ❖ Advanced Course Track: more than two 400 level electives, i.e., at least one 400 level elective course in lieu of a 300 level economics elective.
  - ❖ An "A" grade in a thesis/project.
  - ❖ Membership of the local Kappa Chapter of Omicron Delta Epsilon (ODE).
- Advantages: The honors track will increase marketability for our students, promote visibility of the Economics major in the college, university, and region, and provide a pool of students available to assist faculty with research. It will also allow us to draw high-achieving students into the program and serve as recruitment ground for the graduate program.
- Feasibility/Planning: Meetings with the University Honors Board are in progress. Expected implementation date: Fall 2020.
- Link to Priorities: Goal 2, Priority C.

#### Split Econ 340 (Economic Research Methods) into two required courses

- Background: In its current form, ECON 340 aims at introducing students to both data collection/analysis and basic econometric models (which are further developed in ECON 440). The scope is too broad to be effectively taught in the span of a single semester. In addition, some students delay enrolling in ECON 340 (a prerequisite for ECON 440) until late in their junior year or at the start of

their senior year, which may be too late for beneficial internships or participation in larger scale research projects. Splitting the material in ECON 340 into two separate courses allows for a more in-depth treatment of each broad subject in addition to improving course sequencing (students develop data collection/ analysis skills at an earlier stage).

- **Course I:** Emphasis on data collection, data sources, analysis, summary statistics, graphing, and presenting to general and economics audiences. Students will perform literature reviews and complete a final research project to strengthen their command of data collection and analysis as well as writing/presenting skills.
- **Course II:** Emphasis on econometric methods and research analysis with focus on multiple variable regression analysis, application of hypothesis testing, heteroscedasticity, autocorrelation, imperfect multicollinearity, functional form issues, and basic forecasting. Students will complete a final research project that includes data collection and empirical analysis.
- **Feasibility/Planning:** Work on this project is underway. Expected implementation date: Fall 2020.
- **Link to Priorities:** Goal 2, Priority D.

#### *New Course: Introduction to Economic Forecasting and Time Series Analysis (ECON 405)*

- **Background:** This course is designed to provide our undergraduate students with the specialized quantitative skills required to pursue a career as economic consultant, market researcher or analyst. The course aims to equip students with a solid foundation in time series data analysis, econometric models and forecasting techniques. Each time-series technique will be demonstrated using a detailed “real-world” application and data, giving students the much needed hands-on experience and the opportunity to develop the technical skills necessary to succeed in their careers. EViews statistical software will be used extensively to demonstrate estimation and forecasting techniques.
- **Feasibility/Planning:** Work on this course is already underway. Expected implementation date: Fall 2020.
- **Link to Priorities:** Goal 2, Priority D.

#### *Revise/Update the internship course*

- **Background:** Employers value internships and relevant work experience highly (see, e.g., The Chronicle of Higher Education, 2017).<sup>9</sup> Even though an internship course is currently part of our curriculum, very few students opt to enroll.
- **Proposal:** Establish close relationships with employers and alums to be able to offer students guided internships. We will hold close oversight to ensure that students’ learning experience is commensurate with receiving academic credits.
- **Feasibility/Planning:** Offering a serious internship course requires time (to develop relationships with the community) and resources (establishing the position of Outreach Coordinator). We expect the program to be operational in the long-run (4-7 years).
- **Link to Priorities:** Goal 2, Priority E; Goal 4.

#### *Increase the number of required 400-level electives*

- **Proposal:** In order to further enhance the skills of our graduates, the department plans to increase the number of required 400-level courses.
- **Feasibility/Planning:** The introduction of additional courses necessitates changes in program requirements as well as hiring of new faculty specialized in relevant subjects. We expect these changes to occur after Fall 2020.
- **Link to Priorities:** Goal 2, Priorities B and D.

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<sup>9</sup> The Chronicle of Higher Education (2017). *What Graduates Need to Succeed: Colleges and Employers Weigh In*. Pearson Education.

## F. Special Session self-support programs

Over the past five years, the department has offered around 22 courses every summer. The typical courses offered are: ECON 201, ECON 202, ECON 315, ECON 320, ECON 333, ECON 335, ECON 515 and ECON 521 (see Table 4 below). Due to a department-level change in policy in 2016, nearly all courses offered in the summer are taught by full-time faculty.

The Online Bachelor of Arts in Business Administration (BABA) enrolls about 30 to 40 students per year (ECON 315, ECON 335 and ECON 340 are offered as part of the program). The Fully Employed MBA (FEMBA) enrolls about 30 to 40 students per year (ECON 515 and ECON 521 are offered).

TABLE 4: SUMMER ENROLLMENT DATA

	Year	Enrollment	Number of Sections	Sections Taught by Part-Time Faculty
Summer	2013	477	21	6
Summer	2014	546	22	5
Summer	2015	556	23	6
Summer	2016	605	21	4
Summer	2017	598	22	1

## III. DOCUMENTATION OF STUDENT ACADEMIC ACHIEVEMENT AND ASSESSMENT OF SLOS

### A. Assessment Plan and Structure

#### *Undergraduate Program*

The Department has developed and implemented a full assessment plan for the major that includes: a) a comprehensive and condensed list of student learning outcomes (SLOs), b) a complete timetable for assessment evaluation, c) continual evaluation of assessment tools, and d) steps to address shortfalls (“closing the loop”).

#### General Approach and Time Table

The assessment plan for the undergraduate degree consists of course-embedded assessments in the five core courses for the major: ECON 310, ECON 320, ECON 335, ECON 340, and ECON 490. A variety of assessment tools are used to assess our SLOs (see Tables 5-A for undergraduate SLOs):

- Goal 1 (“Understand Critical Concepts”) is assessed in ECON 310, ECON 320 and ECON 335. Ten common multiple choice questions are included in the final exam in all sections taught (see Appendix I, Table 6). They are a combination of critical thinking and problem solving questions. Econ 310 is used to test Goals 1a and 1b (microeconomic concepts), while Econ 320 and Econ 335 are used to evaluate Goals 1b and 1d (macroeconomic and international economic concepts).
- Goal 2 (“Operate Professionally”) is assessed in ECON 340 and 490. In Econ 340, a combination of writing assignment (in the form of a term paper) and a quantitative question in the final exam are used to evaluate students’ understanding of goals 2a-2d. In Econ 490, a complete research project (accounting for 35% of the final grade) is used for assessment of goals 2a, 2b and 2d. The research assignment in Econ 490 is carried out in stages, to allow for instructor feedback and student revisions/modifications.

Over the past four years, the Department has carried out assessment activities in all of the five core courses (see Appendix I, Tables 7-A-E for more details). In addition, periodic assessment (every two years) is carried out in ECON 315 as part of the assessment of the business degree curriculum. The

assessment tool for ECON 315 consists of ten common multiple choice questions in the final exam. The questions cover a wide range of topics in Managerial Economics and represent a balanced selection of questions requiring critical thinking and problem solving.

#### Management of Assessment Activities

The entire assessment process is carried out by the department assessment committee in collaboration with the course instructors. This is an ad-hoc committee, despite the fact that it has operated for over ten years and its duties seem to expand over time. This committee is responsible for the coordination, follow up, analysis, and compilation of assessment reports.

Individual instructors, particularly those teaching ECON 490 and ECON 340 design, implement and evaluate the assessment activities, and also analyze the results and produce the final reports (which tend to be very thorough and time consuming). Instructors of ECON 310, ECON 320 and ECON 335 are also closely involved in the development of assessment questions, but the analysis and final assessment report for these courses is compiled by the assessment committee.

There is no budget to support the assessment process at the department level. In particular, staffing needs (clerical or student assistant) are acute, especially when dealing with the logistics of managing large-scale assessment activities. Support is needed for routine tasks such as making copies of exam scantron forms, recording data, and gathering information from all sections involved.

This lack of support has hampered assessment efforts to a certain extent. For example, we have been unable to design and implement an assessment plan for our online courses. In addition, while the Department wishes to carry out assessment in each course every two years, we have been unable to do so on a consistent basis. ECON 315 is the only exception, but the coordinator role for that course is supported by the College as part of the MCBE Core Course Curriculum Council (C4). As of Fall 2016, ECON 335 is now part of the same council, which should help with the coordination and assessment of that course.

Looking forward, we hope to streamline much of the assessment work so that it can be less burdensome on the instructors and committee members. However, given the enormity of the task, without further support, the viability of the assessment plan (and especially the frequency of assessment) continues to remain in question.

#### Changes implemented to assessment plan

The assessment plan has undergone some changes since its initial stage to better align the student learning outcomes with course content.

- ECON 490 was initially used to assess Goal 1a-1d through a comprehensive multiple choice final exam, administered in Spring 2013. However, the objectives of the course and student learning outcomes align better with Goal 2 since students are expected to demonstrate mastery of economic theory and quantitative methods by presenting and summarizing selected scholarly journal articles, writing policy briefs on selected economic topics, and writing a research paper with a focus on applying economic theory. As such, starting in Spring 2017, the focus of assessment for Econ 490 was changed to assessing goals 2a, 2b and 2d.
- A revamp of ECON 320 assessment questions to reflect more current macroeconomic theory (especially as it relates to the most recent financial crisis and the response from monetary policy).
- Changes to some ECON 310 assessment questions with increased focus on problem-solving skills.
- A complete revamp of ECON 335 assessment questions to reflect a broader range and depth of subjects covered.

## Graduate Program

The first assessment of our graduate degree occurred in Fall 2017. However, a fully functional assessment plan is in place (Appendix II, Table 13). We have adopted a systematic and periodic approach to the assessment of our graduate program, with assessment taking place every two years. The purpose of the assessment is to ensure that students are provided with the knowledge of economic concepts and models, are exposed to the latest advances in the different areas of Economics, and learn the quantitative techniques that are essential in the conduct of economic analysis and development of research papers. This aligns with the objectives of the program to prepare students for further academic studies or careers in private and public institutions.

Student Learning Outcomes (SLOs) for the graduate degree are assessed in the capstone course (ECON 595), using a common rubric to grade a final research paper, which is the culmination of a semester-long step-by-step process where students learn how to carry out a full-fledged research project. The paper is intended to follow in style and content a published paper in applied economics and could be a basis for a Master's thesis in Economics. The course project relates directly to the three assessment goals (see Table 5-B). Assessment results are compiled by the instructor of the course. Feedback on assessment/closing the loop are decided by the members of the Graduate Committee in collaboration with the course instructor and the Assessment Committee.

### B. SLOs, Methods and Assessment Results

The student learning outcomes (SLOs) for the undergraduate and the graduate program are shown in Tables 5-A and 5-B below.

TABLE 5-A: UNDERGRADUATE STUDENT LEARNING OUTCOMES

Goal 1a	Understand the economic problem of allocating limited resources among competing uses in an economy given a technological and institutional context.
Goal 1b	Understand and use microeconomic concepts such as supply and demand, elasticity, costs, market structure, market imperfection, consumer and firm decision-making.
Goal 1c	Understand and use macroeconomics concepts such as key measures and determinants of macroeconomic activity and growth, the interaction between goods, factors and financial markets, and monetary and fiscal policy
Goal 1d	Understand and use international economic concepts such as trade and exchange rates, and balance of payments.
Goal 2a	Communicate coherently about economic issues and events
Goal 2b	Access, use and interpret economic literature and data
Goal 2c	Employ statistical methods for estimation and evaluation
Goal 2d	Apply various quantitative methods used in economic theory

TABLE 5-B: GRADUATE STUDENT LEARNING OUTCOMES

Goal 1	Identify new topics for study from the pertinent scholarly literature, summarize the findings of previous studies, and emphasize the contribution of the new study.
Goal 2	Use economic theory to generate testable hypotheses about economic relationships, and use the state of the art econometric techniques to test these hypotheses.
Goal 3	Possess effective communication skills and the ability to present work to disseminate findings to business leaders, field experts and broader audience, and emphasize the relevance of the work to the business community and/or public policy.

## Assessment Results for the Undergraduate Program

### Goal 1

- Initially assessed in ECON 490 in Spring 2013
- Subsequently assessed in ECON 310, 320 and 335
- Assessment tool: Common multiple choice questions in final exam (direct assessment)

Table 6 below shows the criteria for student achievement used. The results were “Acceptable” or “Good” with the exception of Goal 1d in ECON 490 (“Needs improvement”), Goal 1b in ECON 310 (“Needs Improvement”), and Goal 1d in ECON 320 (“Needs improvement”). Please see Table 7-B in Appendix I for more details.

TABLE 6: CRITERIA FOR STUDENT ACHIEVEMENT

Excellent	Good	Acceptable	Needs Improvement
85%-100% correct	75%-85% correct	65%-75% correct	0%-65%

### Goal 2

- Assessed in ECON 340 (Spring 2014) and ECON 490 (Spring 2017)
- Assessment tools: direct assessment
  - ❖ ECON 340: Research paper graded using common rubric and one analytical question in final exam with the same performance standard as shown in Table 6 above.
  - ❖ ECON 490: Research paper graded using common rubric with a performance standard of “C” or better. Learning outcomes 2a, 2b and 2d were assessed using the draft version and final research paper. Learning outcome 2a was further assessed using the presentation of the research paper.

All outcomes in ECON 340 were “Acceptable” or “Good” with the exception of goal 2d (“Needs improvement”). In ECON 490, out of 36 students, one failed to meet the performance standard for goal 2a, two students failed to meet the standard for goal 2b, and 4 students failed to meet the standard for goal 2d. More information is provided in Tables 7-D and 7-E in Appendix I.

## Assessment Results for the Graduate Program

All three SLOs were assessed for the first time in Fall 2017 in ECON 595 using a common rubric to grade the research paper. While generally students have met the standards or exceeded them and have shown great improvement between the first draft and the final version of the paper, two out of the 11 students in the course received an evaluation of “Poor” in one or several categories assessed. Detailed information is provided in Table 7-F in Appendix I.

## **C. Curriculum Changes due to Assessment Outcomes**

Assessment outcomes have served as a springboard for several curriculum improvements such as across-section harmonization of topics, increasing students’ experiential learning and offering of new courses.

- ECON 490: Redesigned to “close the feedback loop” so that students deepen their understanding of economic theory and applied skills acquired in the core courses and explicitly apply those analytical skills to current policy issues. The newly designed ECON 490 aims to: 1) deepen students’ understanding of economics and the interconnectedness of the different subfields; 2) improve their ability to apply quantitative methods to answer research questions; 3) learn how to conduct original economic research; and 4) improve students’ communication skills through team work, presentations, writing assignments, and a short research paper.
- ECON 340: This course has also undergone significant changes with a greater emphasis now being placed on the final research paper, in which students apply statistical and econometric methods to a

research question of their choosing. Some students have published their term research papers in undergraduate economics journals, presented their findings at undergraduate research conferences, and used them in their portfolio when seeking employment.

- ECON 335: The assessment exercise carried out in the Fall 2016 exposed significant differences not only in the topics covered by various instructors but also in the depth and breadth of that coverage. Part of the issue is the lack of clearly defined SLOs for the course. Some of these issues were addressed in an Econ 335 Teaching Workshop held in Spring 2017 where a broader set of common topics and some of the initial framework for SLOs for the course were discussed. The work is still ongoing and a number of issues are still to be finalized, such as: a) SLOs for the course, b) a list of common topics, and c) a change in assessment questions (tools) that are better aligned with the finalized SLOs in the course. The work should be completed in Spring 2018.
- Other courses: Assessment results in ECON 320 (Intermediate Macroeconomics) also brought forth a need to revamp the treatment of some topics, such as placing greater emphasis on significant macroeconomic events from recent years (i.e., the financial crisis of 2007-2009). Some assessment questions have been revised accordingly. In ECON 310, a teaching workshop was organized in Fall 2017 where “best teaching” practices were shared among instructors.

Additional curriculum improvement aimed at enhancing students’ learning experience include a variety of pedagogical methods which range from technological-based innovations to sharing “best practices.” A detailed (though by no means exhaustive) list, includes:

- Technology: Most courses use some form of online activities (homework, quizzes) through a number of platforms (LearnSmart, Connect, MindTap, Aplia, Titanium, MyEconLab) which enhances student engagement in the course. Some courses have also integrated online polling and student response methods (clickers) for immediate feedback to enhance the in-class learning experience.
- Online Videos: Faculty has developed a number of videos/supplemental modules for math remediation, which have proven to improve student outcomes in courses that require quantitative and mathematical knowledge (ECON 315). A series of Stata instructional YouTube videos was also created for ECON 595. Some instructors assign short videos before introducing a topic to help facilitate understanding and discussion on that topic.
- Research Skills: Greater emphasis is placed on enhancing students’ quantitative skills and the ability to handle and analyze data. Almost all elective courses and some core courses (in particular ECON 340 and 490) are structured around research projects that aim to enhance the students’ ability to synthesize and critically evaluate economic papers, analyze data, apply economic methods/tools to answer research questions, and write and present their findings in a coherent, well-organized manner. In some courses (most notable ECON 340, ECON 440, ECON 528, and ECON 595) students are asked to replicate empirical studies from top journals in economics.
- Data Familiarity: A number of faculty report that they have increasingly used publicly available data sources (FRED, BEA, BLS) to familiarize students with various data series and databases.
- Supplemental notes/materials: A large number of faculty members report supplementing textbook material with their own lecture notes focusing on specific models and problem solving techniques. Recently, one faculty has successfully published an incredibly valuable Step-by-Step Guide to the Principles of Microeconomics. The book’s aim is to help students work with economic models, focusing on how to correctly apply the appropriate model, manipulate graphs and understand how mathematical and graphing tools relate to the relevant economic concepts.
- Teaching Workshops: A number of Teaching Workshops (ECON 310, ECON 315 and ECON 335) were held over the years to share “best teaching practices” among instructors (with a lead faculty sharing his/her experience). The Department desires to maintain and expand this practice as more courses can benefit from this shared experience (in particular, ECON 320, ECON 201 and ECON 202).

#### D. Other Measures of Effectiveness/Success

- Teaching Effectiveness. The department considers a number of other measures of teaching effectiveness, such as class GPA, class size and Student Opinion Questionnaires (SOQs) (Appendix I, Tables 8-A to 8-C). Based on these metrics, the courses offered by the department appear quite rigorous while SOQs are quite high (despite the large class sizes). Average GPA in our two lower division courses and ECON 310, 315 and 320 ranges between 2.26-2.49 (Appendix I, Table 8-A), while the SOQ average is consistently above 3 (quite often by a large margin) (Appendix 1, Table 8-C). Class GPA ranges from 2.41-2.69 in our global courses, with GPA increasing further in our 400- and 500-level courses. We have made a concerted effort to maintain our class sizes manageable, especially in our 400-level courses (Appendix 1, Table 8-B).
- Graduation rates. See Section II. C above.
- Other measures of student success: The Department has been successful in placing graduate students in both high ranking Ph.D. programs and lucrative positions in the private sector, government agencies, and some research institutes.
  - ❖ *Ph.D. Programs:* University of California at Los Angeles, University of Colorado at Boulder, Washington University in St Louis, University of Iowa, Michigan State University, University of California at Irvine, North Carolina State University, University of Houston, University of New Mexico, University of California at Santa Barbara.
  - ❖ *Government agencies:* California Council on Economic Education, City of Irvine, Bureau of Labor Statistics, Federal Trade Commission, Orange County Registrar of Voters, and Orange County Treasury.
  - ❖ *Private Sector Employment:* Accenture, Arlon, Bank of America, Beacon Economics, Competitive Analytics, Cushman & Wakefield, Deloitte Consulting LLP, DIRECTV, First American Trust, HF&H Consultants, KPMG, Motion Picture Association, PIMCO, Playano Investments, Southern California Edison, The Irvine Company, The Walt Disney Company, Townley Capital Management, Wells Fargo, Wilshire Associates Inc., and Zodiac Aerospace.

In addition to tracking our graduate student success, the department has plans to systematically collect data for undergraduate student career outcomes (see Section VII for details).

#### E. Assessment of Online Course Offerings

The department has steadily increased its online class offerings over the past five years and there is now a significant number of courses being offered online in each semester, including summers. Priority is given to classes with large enrollments, which tend to be those that are also core requirements for the business degree. We currently offer ECON 201 (Principles of Microeconomics), ECON 202 (Principles of Macroeconomics), ECON 315 (Managerial Economics), ECON 333 (Development Economics), ECON 335 (International Economy), and ECON 340 (Research Methods). ECON 320 (Intermediate Macroeconomics) will be first offered in Spring 2019.

Assessment of student learning is carried out by each individual instructor through exams, homework assignments, term papers, and other types of assignments. In ECON 201 and ECON 315 the assessment method is very similar to face-to-face instructions: students complete homework and quiz assignments online but exams are taken on campus. The other courses have online exams and use platforms such as ProctorU to ensure the integrity of the process.

ECON 315 online is part of the formal assessment carried out by the MCBE. However, we have yet to administer a formal assessment in the core assessment courses offered online (ECON 335 and Econ 340). ECON 320 online will be assessed for the first time in Spring 2020 and ECON 340 online in Spring 2018.

## IV. FACULTY

### A. Changes in FTEF and Faculty since last PPR

Since the last PPR (AY 2008-2009 – AY 2016-2017), FTEFs have decreased by 9%, from 37.4 to 34.0. Meanwhile, AY FTES have increased by 3.2%, from 869.5 to 897.5. The number of tenured and tenure-track faculty has decreased by 1 to 15 tenured and 8 tenure-track faculty. Of the tenured faculty, two are currently on leave (other than sabbatical). Please see Appendices III and VI for more information and the CVs of the faculty.

Turnover in full-time faculty (including full-time lecturers) has been high due to retirements (7), resignations (5), and new hiring (10), as described in Table 5 below. All tenure-track faculty who remained in the department since the last PPR are now tenured. As a result, tenure density has remained essentially unchanged.

TABLE 7: FULL-TIME INSTRUCTIONAL FACULTY BY RANK: SPRING 2010 AND SPRING 2018

		Tenure-track Faculty	Tenured Associate Professor	Tenured Full Professor	Lecturer (non-TT)	Total
Spring 2010	Count	9	4	11	3	27
	% of total	33%	15%	41%	11%	100%
	# of women	4	3	2	2	11
	% women	44%	75%	18%	67%	41%
Spring 2018	Count	8	8	7	3	26
	% of total	31%	31%	27%	12%	100%
	# of women	3	4	2	1	10
	% women	38%	50%	29%	33%	38%

As a result of this turnover, our faculty is now younger. The gender composition has changed slightly. Compared to spring 2010, women's share of full professors has risen, but it has decreased in all other ranks.

The loss of one faculty position since the last PPR, together with the two tenured faculty members on extended leave, results in a de facto faculty size of 24, a 3-member decrease since Spring 2010. These changes, coupled with the increase in FTES has led to the following:

1. Fewer faculty members available to mentor and advise undergraduate and graduate students. At a time when increased importance is placed on high-impact practices, such as student-led research, these constraints limit our ability to effectively and meaningfully support and engage our students.
2. Increased hiring of part-time faculty to teach lower- and upper-division courses, including core courses for economics majors and global courses for business students. This academic year, approximately 38% of all courses (68 sections out of 181, not including summer) will be taught by part-time lecturers. Of further concern are the difficulties that the department has faced in hiring qualified part-time lecturers.
3. Difficulty in staffing important committees and a high service load, especially for tenured faculty members.
4. High overall work load (see section VII, Goal 5 for more detail) resulting from the high teaching loads and increased service requirements. Despite this, our faculty remains very research active (see Appendix VI.A. Table 12 for recent refereed publications).

Given the age structure of the faculty, we expect that within the next seven years several faculty members will retire and within the next year one full-time lecturer may not have his visa renewed, further increasing the department's need to recruit new faculty.

## **B. Recruitment Priorities**

Based on the above discussion, there is an acute need for quick and aggressive recruiting in order to staff our current and planned new courses with qualified faculty, pursue our short- and long-term strategies to further our long-term goals, and to enable us to provide the advising and mentoring that our students need in order to ensure a high-quality education that "prepares students for success in academic, personal, and professional lives" (Academic Master Plan (December, 2016)).

In view of our long-term goals, our (not mutually exclusive) recruitment priorities are to hire tenure-track or tenured faculty to:

- Teach global classes (International or Development Economics) to satisfy college demand;
- Teach the new courses the department is planning to offer;
- Conduct research in fields that overlap with research fields of junior faculty with the aim of creating research clusters in order to improve faculty success and research outcomes;
- To create research clusters in the field of microeconomics and to make up for the loss of several department members in this discipline.

In the short term (within 3 years) the department would like to hire at least 5 faculty members, including at least 3 faculty members in the field of international or development economics (to teach global courses), 2 faculty members in quantitative methods with a special focus on computational techniques and large data analysis, and at least 2 faculty members in fields that overlap with junior faculty fields. Longer-term (years 4-7), the department aims to hire at least 5 additional faculty members, including 2 additional faculty members in the field of international or development economics and at least 3 faculty members in the field of microeconomics.

We recognize that these are ambitious hiring goals, but we see them as the only viable solution to the understaffing problems we are currently facing (and will likely continue to face) over the next 7 years.

Recruiting has been challenging. In the past 6 recruitment cycles, we were only able to fill half of the advertised positions. During our last recruitment, we attempted to hire two faculty members but were only able to hire one, despite the fact that we extended a total of 5 offers.<sup>10</sup>

We face two main obstacles to attracting qualified applicants. First, the salary we offer is not competitive.<sup>11</sup> As a result, we routinely miss out on solid candidates who opt for higher-salary jobs in public, private, and other academic institutions. Uncompetitive salaries are particularly problematic in Orange County/Los Angeles County due to the high cost of living in the area.

The second obstacle is related to the high teaching load. A full teaching load is 4 courses per semester (8 courses per year). The initial teaching load is reduced to 2+2 courses for new hires for the first two years. Thereafter, the College's release time policy can be used to reduce the teaching load by up to 3 courses per year (resulting in a 3/2 teaching load in the optimal scenario), which is arguably still high. However, as faculty members become tenured and their service responsibilities rise (at the department, college and university level), maintaining the research output needed to reduce the teaching load becomes increasingly less attainable. Once the teaching load goes up it becomes difficult to reduce, because with a higher load there is now even less time to conduct successful research.

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<sup>10</sup> It is likely that we would have extended seven offers had two flyout candidates not already accepted other offers.

<sup>11</sup> According to the NSF, median starting salaries for PhDs in Economics were \$108,000 in 2013 ([https://ncesdata.nsf.gov/doctoratework/2013/html/SDR2013\\_DST54.html](https://ncesdata.nsf.gov/doctoratework/2013/html/SDR2013_DST54.html)).

This issue is especially daunting for faculty members who shoulder a high service burden. Since there is currently no release time accorded for applications to major grants, our faculty members have not been very active in soliciting external grants. Competition for internal grants has also increased rather dramatically in the past 7 years because of budget cuts and changes in priorities at the university level.

The department has been fortunate in recent years to be able to recruit high-quality faculty who happen to have a strong regional preference for personal reasons, but this is not a sustainable long-term hiring strategy. We hope that the new university administration will address the issue of salaries and high teaching load. An additional strategy to increase the attractiveness of our job offers would be for the university to reconsider its position on spousal hiring (currently not viewed as a priority/favorably), especially if both partners are economists.

### C. Role of full-time and part-time faculty and student teaching assistants

Full-time faculty teach all upper-level undergraduate (with one exception) and graduate courses. Three non-tenure-track full-time lecturers (who all have PhDs) and are considered full members of our department, teach 9% of all classes offered (16 sections).

Part-time lecturers teach 38% of courses offered this AY, including 4 sections of our core economics courses. The share of students taught by part-time lecturers - who tend to teach bigger classes - was 47% in 2016-2017. While this is lower than in previous years (it was 62% in AY 2012-2013), it is still very high. Nine of the 18 part-time faculty teaching this spring do not have a PhD. Table 8 below shows the share of students taught by full-time faculty by course, which ranges from 31% to 100%.

TABLE 8: PERCENTAGE OF STUDENTS TAUGHT BY FULL-TIME FACULTY BY CLASS

		Academic Years				
		2012-13	2013-14	2014-15	2015-16	2016-17
ECON 201	Principles Micro	67%	50%	47%	64%	81%
ECON 202	Principles Macro	46%	57%	68%	58%	60%
ECON 310	Intermediate Micro	47%	8%	74%	46%	100%
ECON 315	Intermediate Bus Micro	5%	34%	31%	39%	43%
ECON 320	Intermediate Macro	87%	91%	91%	76%	44%
ECON 332	Econ of Pacific Rim	100%	100%	100%	100%	100%
ECON 333	Econ Development	27%	35%	15%	22%	31%
ECON 335	International Economy	12%	49%	58%	48%	53%
ECON 340	Econ Research Methods	100%	100%	100%	100%	100%
ECON 4XX	400 Level Courses	100%	86%	100%	100%	93%
ECON 5XX	500 Level Courses	100%	91%	82%	100%	100%

The College offers “Supplemental Instruction” (SI) where students who successfully complete a course become tutors for the same course in later semesters. Data up to 2017, summarized in Table 9 below, show that the program has been a moderate success according to the percentage of students receiving grades of D, F, or W (withdrawal). So far, most SI sessions have targeted ECON 315, but we would like to expand the program to include ECON 201, ECON 310, ECON 340, and all global classes, and to allow for involvement of graduate students.

High achieving graduate students are rewarded with Graduate Assistants (GA) positions, through which they assist faculty with research and teaching. GAs provide teaching assistance in large non-GE classes

(250 Students) and large GE classes (120 students) and help faculty with proctoring of exams, grading, and by holding office hours. Our GA budget, which has varied between 80 and 140 hours per week, falls short of our needs especially in light of the increase in large-class offerings in the past three years. To maintain the GAs essential role in ensuring student success in larger classes, the department would like to increase GA hours to approximately 200 hours per week.

TABLE 9: ECONOMICS SUPPLEMENTAL INSTRUCTIONS IN ECON 315: SPRING 2015-SPRING 2017

Course	Class Enrollment	% Attended	# of SI Hours Offered	Student Contact Hours	SI DFW Rate	Non-SI DFW Rate
Spring 2015	80	10%	25	61	0%	10%
Fall 2015	732	11%	78	435	12%	22%
Spring 2016	735	16%	84	818	25%	33%
Fall 2016	729	29%	86	1,252	17%	25%
Spring 2017	755	19%	110	1,062	25%	33%
All	3,031	19%	383	3,628	20%	28%

#### D. Instructor participation in special sessions self-support programs

As previously discussed, we recently changed our summer teaching policy to ensure that almost all courses are taught by full-time faculty members.

### V. STUDENT SUPPORT AND ADVISING

#### A. Department Advising

The advising offices of the university (The Academic Advising Center) and the college (The Business Advising Center), together with the Titan Degree Audit (TDA) system, meet the overall advising needs of the student in terms of University requirements, General Education, and program requirements.

##### *Undergraduate advising*

Within the department, the Undergraduate Advisor plays a key role in connecting directly with individual students. The main responsibilities of the Undergraduate Advisor include providing mentoring, advice, and career guidance to economics majors and minors and business students with a concentration in economics. The Undergraduate Advisor also serves as advisor to the Economics Association and the local chapter of Omicron Delta Epsilon (ODE), the international honor society for economics.

Through the university Student Success Initiatives, all faculty members are involved each semester in student mentoring of newly-declared Economics/Business Economic majors. During these one-on-one meetings, students and faculty discuss possible career paths and related course choices, course sequencing, and academic questions ranging from how to write a research paper to how to approach professors for recommendation letters. In the last round of mentoring (Fall 2017), our faculty members met with a record of 94% of all newly-declared Economics/Business Economics students. In the future, we would like to expand this program to accommodate mentoring meetings with all students at least once per year. This is not feasible at this point, however, given our staffing constraints.

### *Graduate advising*

At the graduate level, the Graduate Advisor runs the recruitment process for candidates for the MA program. Upon admission, he/she meets with each student to design a course plan and subsequently provides advice, mentoring, and career guidance. The Graduate Advisor also works with the Department Chair and serves as chair of the Department's Graduate Studies Committee for administering the graduate program, which oversees the program and suggests curriculum changes.

### **B. Honors, Research and Internship Opportunities: High Impact Practices**

#### *Honors program*

Students with a concentration in Business Economics can apply to the Honors Program in the College. Generally, students apply as incoming freshmen, and highly-qualified students (>3.9 GPA and >1200 SAT scores) are accepted. The program is run as a cohort, so it has few transfer students. Freshman Business Honors students are automatically enrolled in the University Honors Program, which is built around the General Education coursework. The College program includes honors courses of the Business Administration core. Additionally, Business Honors students are required to complete either an internship or study abroad. Almost 40 Business Honors students have undertaken study abroad in Europe over the last 3 years. We are in the process of establishing an honors program in Economics, pending approval of the Academic Senate committee (see Goal 2, Priority C.).

In 2014, the department revived the Kappa Chapter of Omicron Delta Epsilon (the national honor society in Economics). Recruitment occurs each semester for students meeting the minimum requirements (overall GPA and GPA in at least 12-units of Economics coursework >3.0). In 2015, the Economics Association President was awarded the Charles Phillips Outstanding Student Leadership Award. Currently, the chapter has 34 members, although graduation of members has prevented the development of board leadership.

#### *Undergraduate Research*

Undergraduate students have opportunities for research within the department and can apply each spring for three research paper awards.

With approval of the Department Chair and the Undergraduate Advisor, undergraduate students can take ECON 499 (Independent Study) to explore collaborative research opportunities with faculty. 12 students have enrolled in ECON 499 over the last years. For instance, one student analyzed equity crowdfunding, another one undertook a corporate responsibility case study with Shell, another applied time series regression analysis to purchasing power parity concerns, and yet another completed a study of remittances and labor supply and represented CSUF at the CSU Undergraduate Research Competition.

Student research has also emerged from the core Economic Research Methods class (ECON 340). Two students published independent articles in the *Undergraduate Economic Review* based on research papers they wrote in ECON 340. One of them competed in the CSUF Undergraduate Research Competition, won the Outstanding Scholarly and Creative Activities Award for the MCBE, and enrolled in the University of Iowa's PhD program in Economics. The second student graduated with a Masters in Economics from CSU, Long Beach and is now enrolled in the PhD program in Political Science at the University of California, Riverside. Two other students, presented their research in a poster session at the Southern California Conference for Undergraduate Research. A third student also competed in the CSUF Undergraduate Research Competition.

Students also conduct research in some of the 300-level classes, such as Economies of the Pacific Rim (ECON 332) and in several of our 400-level classes, including in Behavioral Economics (ECON 418), History of Economic Thought (ECON 450), and International Trade (ECON 411). Since the redesigning of

the Economics Capstone course (ECON 490), students in their last semester of studies now also conduct research in this course.

Students receive exposure to research presentations through conference attendance, the department seminar series and club-sponsored events. The Economics Association, a BICC (Business Interclub Council)-affiliated student organization, sponsored an Undergraduate Economic Research Program in fall 2013. The Association provides students with opportunities to network with professors and other business professionals outside of the classroom setting and regularly hosts or attends events allowing for dynamic interactions between students, professors and corporate speakers to provide vibrant learning and network communities for students during and post-academic careers. Membership has increased in recent years from 10 paid members in Fall 2014 to 28 currently.

Going forward, undergraduate students will have further opportunities to engage in research with the planned split of ECON 340 into two courses with a required term paper in each of them (Goal 2, Priority B, see section II.E) as well as the planned increase in required 400-level classes (Goal 2, Priority B).

### *Graduate research*

Graduate students interested in research can pursue the thesis option for completing their degree. In recent years, about 20% of graduates have written a thesis. Students engage in research by writing course term papers in several individual courses, and recent recipients of the Outstanding Graduate Scholarly Research Award have conducted research in several different areas. Graduate students also conduct research in many of their courses, including all electives courses and in ECON 595 (Current Research in Economics).

Some graduate students have been hired to help in research sponsored by the department-affiliated Centers. For example, the *Woods Center for Economic Analysis and Forecasting* has consistently engaged students in various research activities, ranging from data collection and analysis to performing statistical analysis and producing the Center's forecasts. Students are also involved in the Center's two flagship events: Annual Economic Forecasts (usually held in October) and the Midyear Update (usually held in April). In addition, student research is also featured widely in other research projects and presentation activities undertaken by the *Center*, such as the International Trade Forecasts, Riverside County Economic and Budget Forecasts, Orange County Budget Forecasts, etc. The Center has involved nearly 12 graduate students in its various activities over the past five years.

Likewise, the *Center for Economic Education* has involved BA and MA students in financial literacy outreach. Nearly 20 undergraduate and graduate students have either used that Center's IRB-approved data to undertake MA thesis work or assisted in data collection, entry, and/or teaching. This student involvement has opened new career paths for our graduates in the field of financial literacy as well as other areas. For example, one of our economics graduates was hired at Goldman Sachs who referred explicitly to his experience with financial literacy and stock market game mentoring at the *Center*.

### *Internships*

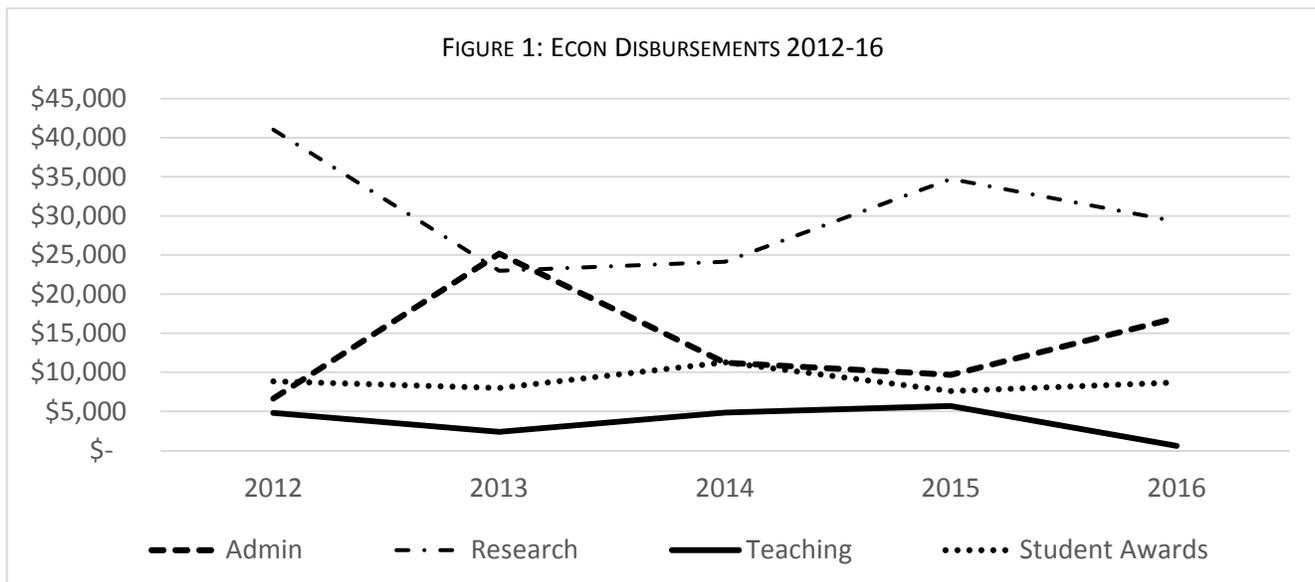
Undergraduate students can enroll in ECON 495 to work in the private or public sector and apply the knowledge of economic and business principles. This class is graded on a credit/no-credit basis and requires preparation of two written reports. The department has supported a small number of these internships in the last few years. While the Center for Internships and Community Engagement (CICE) provides opportunities for students to find internships, the Undergraduate Advisor and Chair provide approval, monitoring and evaluation of the internship. Recently, placements have been secured with government bodies (the Orange County Public Defender, U.S. Department of Commerce), the CSUF *Center for Economic Education*, and private businesses (Republic Services, GEICO Insurance and Apex Outsourcing).

We are delighted that, in recognition of the impactful work by the *Center for Economic Education*, Wells Fargo has recently agreed to fund a named internship for financial literacy through the *Center*. The implementation of this internship is currently in progress.

Our long-term plans include the revision of our existing internship course (see Goal 2, Priority D., as well as section II.A.). Our long-term plan also includes the establishment of an internship course option for graduate students (see Goal 1, priority E.).

## VI. RESOURCES AND FACILITIES

More than half of the department’s budget is spent on salaries of faculty and staff. As is commonly the case, we do not have control over this budget from year to year. As the graph below shows, the department has low overhead costs to conduct the day-to-day operations of the department office. Indeed, in most years, the expenditure on administrative costs is well below \$20,000 per year. Research-related expenditure (which includes travel) is modest for a department with 45 full-time and part-time faculty members. Although we do not have comparable numbers for other departments within the college, we believe that the department runs efficiently on many fronts: travel, administrative costs, and teaching-support costs. Fluctuations in administrative costs and research support may be attributed to discontinuous two-year lease payments and varying costs of conference attendance depending on conference locations.



NOTES. Admin: Telephone/Communication, Copier Lease/exceed limits, Postage, Supplies, Physical Plant  
 Teaching Support: Teaching Related Subscriptions, Teaching Workshops.  
 Research Support: Department-supported database, software, paper submissions, seminars, travel.  
 Not Included: faculty or staff salary and benefits, direct summer research support, recruitment expenditure, etc.

Of special concern to the department is the insufficient availability of funding for travel. The Dean’s Office restricts faculty travel to a total of approximately \$3,000 per year (with \$1,500 maximum per trip) and faculty must present a paper to receive funding. To maintain research currency, it is important for faculty to attend conferences and seminars not only nationally/ internationally but also at local/regional universities. As a result, we would like to fund local academic travel even if a faculty member is not

presenting a paper. A productive liaison could be developed with local research universities such as UCI, UCSD, Claremont Schools, USC, UCLA, Cal Tech, UCSB and Cal Poly SLO. We would prefer to work with the Dean's Office to set up and maintain an ongoing fund that supports these types of local travel.

### *Resources for Recruitment*

As discussed earlier, the department has faced significant challenges in recruitment. The yield rate (number of acceptances to offers made) is worryingly low. Southern California has one of the most expensive housing markets in the country, and in order to successfully recruit and retain faculty members talented in both research and teaching, a competitive salary must be offered. There is a significant resource constraint in this area.

An additional difficulty is salary inversion. This is particularly acute for associate and full professors. If not properly addressed (by the university and the college) this issue is likely to lead to a sense of perceived unfairness within the department, particularly if market-determined salaries are offered to newly recruited faculty (something that we certainly favor).

### *Teaching Load*

The high teaching load (4+4 courses in a year, which may be reduced to 3+2 with publications in approved peer-reviewed journals) poses a significant barrier to successful recruitment and retention. The issue may be partly addressed by creating large courses (which may count as two courses), hiring a larger number of graduate assistants, and providing assigned-time incentives to faculty who teach graduate classes and develop new courses.

### *Facilities*

Four types of classrooms are available:

1. Standard classrooms are used for courses with enrollment caps of 40 (standardized in 2016).
2. Computer Labs are used for courses with enrollment caps of 40 (approximately 10 to 15 sections per semester).
3. Large classrooms are used for courses with enrollment caps of 120 (the number of such sections offered have increased from 5 to 15 between 2015 and 2017).
4. Very large classrooms are used for courses with enrollment caps of 250 students (3 sections of Econ 315 per semester).

Classrooms are adequate at this time, though it should be noted that a number of faculty have remarked on classroom cleanliness (white boards, podiums, tables, and floors).

We would also prefer that our graduate students have access to a "break room" and a separate space where they can tutor undergraduate students, hold office hours, and the like. There is an acute shortage of such rooms.

Tenure-track faculty recruitments are further limited by the availability of office rooms with a window view. About 28 such rooms are available, implying that the department may not be able to expand beyond 28 full-time faculty members unless such rooms are made available elsewhere.

Faculty members have commonly raised concerns about a number of other resource-related issues, especially low-capacity computers. Stata and some other software packages are in great demand and need to be installed in student labs.

## VII. LONG-TERM PLANS

### A. Summary of long-term plan and strategies

Our long-term plans, priorities and strategies, as well as their relation to the University's Strategic Plan and Academic Master Plan, are shown in detail in Appendix V. Below, we further develop our goals, priorities and general metrics.

#### Goal 1: Strengthen the MA Program

Since the last PPR, the department has undertaken a major overhaul of the graduate program, revamping the study plan, updating core and elective course content and offerings, changing admission requirements, adopting new assessment goals and tools, and conducting a major assessment of the program. These efforts have already proven effective, as can be witnessed by improvement in graduation rates and increased enrollment.

Going forward, we plan to build on recent successes with the main focus on expanding the program by expanding the number of students. This would allow us to offer a wider variety of elective courses, which would further improve the career outcomes of our graduates.

#### ➤ *Priority A – Establish a 4+1 Program*

As described in detail in section II.E., the department is in the planning stages of introducing an accelerated fast-track “4+1” program, which allows students to complete a BA in Economics within four years and an MA in Economics in the fifth year. We anticipate a high demand for the program given its many advantages: time and tuition savings, competitive edge in the job market, and removal of some impediments to graduate school admission (GRE scores and fees, application fees).

#### ➤ *Priority B – Increase the number of students*

Our plans for recruitment include the following: a) Continue and intensify the outreach efforts in ECON 490 (Capstone) to recruit students for the graduate program; b) Increase outreach efforts to undergraduate students at CSUF (in Math, Business Economics, and minors in Economics) and in other schools in California. This is a time-intensive endeavor and will be undertaken once the graduate advisor is awarded additional release time for these efforts (currently the graduate director receives only 3-units of release time per academic year plus an additional 3-units for the first year).

#### ➤ *Priority C – Increase the number of elective courses*

The department plans to offer the following new courses:

- ❖ Seminar in Computational Economics
- ❖ Big Data Analytics in Economics;
- ❖ Seminar in Mathematical Economics
- ❖ Seminar in Health Economics
- ❖ Internship in Economics

#### ➤ *Priority D – Increase the number of graduate assistantships*

In order to attract more highly-qualified students, the department plans to expand the number of graduate assistantships (GAs) offered. The College has agreed to increase the number of GA hours (starting in Fall 2018) and has supported the department's decision to offer GAs to students admitted in the program simultaneously with the admission offer. In the long-term, the department plans to increase funding for this category through the *Woods Center*, the *Center for Economic Education*, and from alums' donations.

#### ➤ *Priority E – Create liaisons with other universities and employers.*

The department plans to undertake a concerted effort to establish, develop and cultivate closer relationships with the external community (employers, business leaders, other universities) and

other stakeholders. These efforts are currently in their infancy. This is vital to our program as it ensures that our graduates receive the necessary skillsets to succeed professionally. In addition, closer interactions with the external community will enable us to establish an internship course geared towards students not bound for the PhD program. Since these efforts are time-intensive, we plan to ramp up this outreach once release time has been secured for the Outreach Coordinator.

## Goal 2: Strengthen the Undergraduate Program

In the past few years, the department has restructured the undergraduate curriculum in order to improve course sequencing and ensure that students have the knowledge to succeed in upper-level courses. We also implemented mentoring, increased the offering of upper-division courses and reduced class sizes, and expanded outreach to the number of majors, minors and Business Economics students.

Moving forward, the department's main goal for our undergraduate program is to ensure its long-term feasibility by increasing the number of students, reducing time to graduation and preparing students for a successful career.

### ➤ *Priority A – Increase the number of students*

- ❖ Conduct outreach at local high schools and community colleges. The Undergraduate Advisor, in collaboration with the Director of the *Center for Economic Education* and members of the Student Affairs Committee, will develop and distribute an information brochure about the major and career opportunities to the local communities. The department will also host special presentations about the major in selected community college classes and/or manage distribution tables at local colleges transfer events. We will seek to leverage the fact that many local community colleges have developed an AA-T degree (Associate Degree for Transfer) which immediately transfers into the CSUF BA in Economics, allowing the students to complete the BA in Economics in 4 semesters (60 units).
- ❖ Recruit Minors: A recent change in the General Education requirements by the CSU Office of the Chancellor (allowing double-counting of courses) has presented us with the opportunity to expand the number of students enrolled in Economics courses and to increase the number of minors. Since this change will increase the number of free electives, we anticipate that it will motivate more students (especially in Political Science and History) to take economics classes or to complete a minor in Economics. We are planning to initiate a strong outreach effort to recruit students once there is more clarity on these changes, but no later than Fall 2019.

### ➤ *Priority B – Reduce time to graduation*

- ❖ Background: The department has introduced an exit questionnaire in ECON 490 to poll student opinions on the main factors that would reduce time to graduation. Advising (including on career paths) and more choices of 400-level courses were two of the factors commonly identified by students. We have already expanded our advising/mentoring efforts and course offering and plan to further expand those in the future. One of the main hurdles to faster graduation is that many of our students tend to work a large number of hours per week (with a hefty number working full-time). While this is a systemic issue that we as a department alone cannot solve, we are confident that the streamlining of the course sequence and increased mentoring/advising will help shorten graduation times by reducing the number of unnecessary courses in which students enroll as well as course repetitions. To further improve graduation rates, we propose to:
- ❖ Offer the newly split ECON 340 and 400-level electives in the summer: The structure of our prerequisites requires that students take a number of courses (ISDS 361A, ECON 340) prior to enrolling in the rest of the upper division courses. Offering these courses over the summer should help students graduate faster by removing barriers to progressing to more advanced courses. In the past, we have been unable to offer these courses in the summer due to lack of staffing. Staffing needs would be greatly alleviated with the proposed new faculty recruitment. In addition, an

increase in the number of course overload (currently capped at 3 for the entire academic year, including summer) would ease the bottleneck by allowing interested faculty to teach more courses (affording them the opportunity to supplement income).

- ❖ Publish medium-term upper-level elective course offerings: This would allow students to plan ahead when setting their schedules. Establishing a medium-term plan so far has been difficult given faculty turnover and the fact that many courses are being taught by only one or two faculty. Going forward, the department has made a firm commitment to establish such a plan, given its importance to student graduation success.
- ❖ Increase the number of 400-level course offerings: Our target is to offer between five and eight 400-level courses each semester, a stark increase from the past when we routinely offered a couple of courses due to low enrollment and difficulty in staffing courses. The department has decided to offer more courses even if enrollment is low(er) in order to better meet the needs and interests of our students. Moreover, with the recent additions to our faculty ranks (and future hiring) interest in offering more specialized upper-division courses has increased dramatically.

➤ *Priority C – Establish an honors program*

In order to attract high-quality students and increase visibility of the Economics major in the college, university, and region, the department will implement an Honors track in the Bachelors of Economics Program (see section II.E. for more detail). The expected implementation date is Fall 2020.

➤ *Priority D – Improve career outcomes*

- ❖ Background: Improving career outcomes for our graduates requires addressing a few key issues, such as better alignment of our courses with the needs of the industry (data analytics, written/oral communication, technical skills), developing and cultivating relationships with our alums, and offering advising/mentoring about future career paths. To address these issues, we have taken a number of initiatives, such as: redesigning ECON 490 (Capstone) to place heavier emphasis on oral/written communication and technical work; expanding student mentoring/advising to include career advice and graduate school options; increasing the required number of upper-level courses; and changing mandatory requirements to include a statistics or econometrics course (ISDS 361B or ECON 440) for all majors. We are currently in the process of implementing specialized tracks geared towards different career paths. Our future plans include:
- ❖ Introduce a new course in Economic Forecasting and Time Series (ECON 405): This course is designed to equip students with a solid foundation of time series data analytics, econometrics, and forecasting methods. The focus is on core techniques with an emphasis on applications and hands-on experience using real data. The course provides our students with the specialized quantitative skills necessary to pursue a career as analyst, in economic consulting and in market research.
- ❖ Split ECON 340 (Research Methods) in two required courses: The first course will focus on data collection and analysis, while the second will emphasize econometric methods and applications. The split will allow for a more in-depth treatment of each broad subject (data analysis and econometric methods) in order to better align student knowledge/skills with employer demand. It would also provide students with the requisite skills on data collection/ analysis and research methods at an earlier stage of their academic career, thus improving performance in the upper-level courses.
- ❖ Student advising on non-Economic electives: Economics majors have up to five free elective courses which can be used to enhance their marketability. This creates an opportunity for students to acquire additional career-relevant skills. For example, students aspiring to become analysts could be advised to enroll in a number of ISDS electives (such as ISDS 402 (Database Management Systems, including SQL), ISDS 412 (Statistics with SAS Applications), ISDS 415 (Principles of Business Intelligence, including Tableau), ISDS 462 (Applied Regression Analysis), and ISDS 474 (Data Mining for Managers)). We will match elective courses to each of the proposed study tracks in economics and include this information/advice in our faculty mentoring meetings, informational presentations, and in relevant written materials.

- ❖ Provide all students with access to Stata: Financial feasibility for this initiative has been established through the support of our Interim Dean. We expect all students to have access starting in fall 2018.
- ❖ Collect alum information: Efforts to track our alums are in their infancy both at the college and department level. Our goal is to develop and cultivate long-term relationships with our alums as this will provide invaluable information for curriculum improvement, internships and job opportunities for our graduates. The department plans to initiate a concerted outreach to our alums including invitations to department events, invitations of guest lecturers, panel discussions, surveys, etc. In addition, earnings data from our alums will be made available to CSUF by researchers from CSU, Northridge. Once our Institutional Research Office makes this data available to us, we will be able to evaluate our students' outcomes in much greater detail.
- ❖ Revise our internship course: This would greatly enhance the career paths of students who do not plan to pursue a graduate degree by providing them with the opportunity to develop career-relevant skills and relationships with employers. (see Section II.E for details)
- ❖ Increase the number of required 400-level electives: This initiative is expected to improve the career outcomes of our graduates by providing them with enhanced skills and the technical/quantitative knowledge sought by many employers (see Section II.E for details)
- ❖ Establish regular career events: Currently, there are no career events specifically targeting students majoring in Economics. We plan to collaborate with the University and the MCBE career centers to establish such events, leveraging the relationships that we will have developed with employers and alums (see also Goal 4.B).

### Goal 3: Develop Joint Undergraduate and Graduate Programs with Business Fields

#### ➤ *Priority A – MS Program in Computational Economics*

- ❖ Background: From algorithmic game theory and computational mechanisms designed to analyze big data, a new field has emerged from two converging disciplines: Economics and Computer Science. A joint program in these fields answers the call for an interdisciplinary program that trains students in these important computational skills linked to economics, and to prepare them for careers in economics, finance, government, and business. Such a program would combine the strengths of the Department of Economics and Information and Decision Sciences (ISDS) with possible inputs from the Department of Computer Science at CSUF.
- ❖ The Program: 30 units of graduate course work, including four core Economics courses (ECON 441, ECON 502, ECON 503, and ECON 504) and three/four core courses in ISDS/Computer Science. Students will also be required to enroll in the newly proposed course: Seminar in Computational Economics.
- ❖ Feasibility/Planning The department has held discussions with the ISDS department where interest for such a program is high. We are in the process of reaching out to the Computer Science department. We expect this program to become operational in the long-run (4-7 years).

#### ➤ *Priority B – Joint MS program in Economics and Finance*

- ❖ Background: The Joint program in Economics and Finance aims at providing students with quantitative and theoretical tools for a successful career in business, finance, banking, consulting firms, government, and policy-oriented organizations. The emphasis of the program is to familiarize students with the fundamentals of economic and finance theory, econometric and statistical techniques, large-scale financial and time-series datasets, and statistical software packages (EViews, R, Stata). The program will have a more quantitative orientation than a typical MBA program and a more applied focus than a typical MA in Economics program.
- ❖ The Program: 30 units of graduate course work, including four core Economics courses (ECON 440, ECON 502, ECON 503, and ECON 505) and three/four core courses in Finance (including FIN 517, FIN 541, FIN 542). Students can select from a wide range of electives, including ECON/FIN

528 (Financial Economics), ECON 529 (Seminar in Monetary Economics), FIN 560 (Corporate Risk Management and Insurance), and FIN 570 (Seminar in International Financial Management).

- ❖ **Feasibility/Planning:** While we have held tentative discussions with the department of Finance to gauge interest, we have not yet explored fully this initiative. We plan to do so in the near future, and if the venue seems promising, we expect to have the program up and running in the long-run (5-7 years).

➤ *Priority C – Undergraduate double-concentration in Economics and Information & Decision Science (ISDS).*

- ❖ **Background:** To better equip our students for a successful professional career in technical/data-intensive fields, we plan to establish a double-concentration in economics and ISDS for undergraduate business majors.
- ❖ **The Program:** Students will be required to complete 21 units in this concentration, including the following courses:
  - ECON 315 or ECON 320, ECON 340, and ECON 440;
  - ISDS 402 ((Database Management Systems), ISDS 415 (Principles of Business Intelligence), ISDS 474 (Data Mining for Managers); and
  - Any one of the following courses: ISDS 462 (Applied Regression Analysis), ISDS 473 (Applied Business Forecasting), ISDS 442 (Business Modeling using Spreadsheets), ECON 405, ECON 410, ECON 441.
- ❖ **Feasibility/Planning:** This concentration has been approved by the two departments. The target start date for this double-concentration is Fall 2020.

Goal 4: Strengthen Alumni Relations and Fundraising

➤ *Priority A – Fundraising*

- ❖ **Current practices:** The need for external funding has become more acute in the face of persistent budget shortfalls at the state levels and increased student demand. The joint efforts of our department and the Dean's office have culminated in a \$100,000 donation to the department in honor of one of our recently retired faculty, Dr. Robert Michaels. In addition, our two centers of excellence – the *Center for Economic Education* and the *Woods Center for Economic Analysis and Forecasting* – are important resources for community outreach and fundraising.
  - **The Center for Economic Education** is directed by Dr. Bhattacharya and promotes economic and financial literacy in schools (K-12), institutions of higher learning, and in the larger community. The Center conducts high-quality research on financial and economic literacy and seeks to establish a financially literate community in Orange County and the State of California. Over the 2010-2018 period the Center has successfully raised over \$630,000, which has enabled it to implement financial and economic literacy programs for high-school students and teachers. The Center hires and trains several economics undergraduate and graduate students each year to deliver these financial literacy programs. Such hands-on experience provides economics students with high-impact skills that have helped in landing them coveted jobs in the private sector and the government.
  - **The Woods Center for Economic Analysis and Forecasting** is co-directed by Dr. Puri and Dr Farka. The Center issues economic forecasts and analyses at the national and regional level, provides policy advice on economic issues, and conducts research in related areas. The Center undertakes independent studies and engages in sponsored research with private and public entities in the areas of its focus. Its objective is to facilitate effective public and private decision-making related to significant economic and policy issues. The Center's activities are structured to allow participation of CSUF graduate and undergraduate students. The Center generates around \$70,000 annually from its activities (annual and midyear forecast, presentations, sponsored research) and has commitment from donors of \$1 million, which

will be fully funded over the next three years. The Center is expected to generate \$30,000-\$35,000 annually once the endowment is fully funded.

❖ Future plans:

- Develop a fundraising strategy and priority list for the use of funds: The department is in the process of surveying and contacting alums and business leaders and plans to hold a Symposium in Energy Economics in honor of Dr. Michaels and the donor, Mr. Moderow. The department is in the process of deciding how to use the remaining funds.
- Leverage the Woods Center for fundraising activities, research studies and regional economic reports: Our long-term plans include establishing the *Woods Center* as a regional think tank. The Center has a promising future and we would like to expand its reach and further its stature by increasing its grant/contract/external funding activities, expanding the involvement of undergraduate/graduate students, and broadening the range of sponsored research to other topics with relevance for the region.

➤ *Priority B – Strengthen Alumni Relations and Community Outreach*

❖ Current Practices: Until recently, the department has maintained contact with alums primarily through individual efforts by faculty and/ or alums. The department hosts an annual mixer with graduating students and selected alums. The recently redesigned ECON 490 (Capstone) course invites alums as guest speakers in the class.

❖ Future Plans:

- ECON 490 outreach: Beginning in Fall 2018, the instructor of ECON 490 will contact graduates from the AY 2016-2017 and, from then on, alums in the semester after they graduated to establish initial contact.
- Establish the position of Outreach Coordinator: The coordinator would be in charge of alumni outreach, employer relations, and the internship courses for both the undergraduate as well as the graduate program. The Outreach Coordinator would maintain and cultivate relationship with our alums (once initial contact has been established by the ECON 490 instructor) as well as initiate contacts with past graduates. The position would come with a 3-unit course release per year.
- Department website: The department is in the process of revamping its website, though this has proven to be challenging because of the major overhaul that the university and the MCBE websites have undergone over the past months. Many changes cannot be made directly by the department but requested of the MCBE web team.
- Expand the newly established Department Working Paper Series.
- Publish a bi-annual newsletter posted on the website and distributed by email.
- Establish a database with the alum data.
- Hold career events specifically for Economics/Business Economics majors in coordination with the MCBE and university career centers.
- Conduct bi-annual mixers with graduating students and alums.
- Contact all graduates within one year of graduation and maintain contact through newsletters, invitations, and other means.

### Goal 5: Recruit and Retain High-Quality Faculty

In the past couple of years, the department has revised and clarified the Standards for Retention, Tenure and Promotion (RTP), and updated the department constitution to reflect changes in the university and departmental policies. Last fall, the department voted to split the Department Personnel Committee into two separate entities (one dedicated to matters related to full-time faculty and the other one to part-time faculty) to reduce the burden on its members.

In preparation for the PPR, the department conducted a faculty survey of all full-time faculty in the fall of 2017. The results of this survey point to an overarching sense of a cohesive, collegial department, with the vast majority of faculty (80%) indicating they are “very satisfied” or “somewhat satisfied” at being a member of the department. Nonetheless, faculty voiced a number of concerns, such as: a) high teaching load and dwindling opportunities for teaching load reduction; b) fewer research resources (data, journal submission fees, travel expenses); c) increased administrative/committee duties and service; d) difficulties in securing external grants due to budget cuts; e) increased class sizes and lack of funding for grading assistance; f) outdated and inefficient hardware (computers and printers); g) low salaries and salary inversion. As initial response to the faculty survey, the department has implemented an informal mentoring program for junior/ tenure-track faculty, and is working on securing the funds to replace outdated, slow, and non-working office printers, monitors, and keyboards.

To address some of the concerns faculty raised in the survey and to further the goal of recruitment and retention of high-quality faculty, the department plans to pursue the following strategies:

➤ *Priority A – Recruit faculty to teach general education and global classes*

The department plans to hire at least three new tenure-track members in the short run and an additional two faculty members in the long run for our global courses (ECON 33X). There is an acute need to hire in these fields in order to staff these courses and to increase the share of tenured/tenure-track faculty teaching them.

➤ *Priority B – Recruit faculty to offer new courses*

The department plans to hire at least two tenure-track faculty in the field of quantitative methods, with a special focus on computational techniques and large data analysis in order to be able to offer related courses to our undergraduate and graduate students (as outlined in section II.E.). These new hires would also teach the split ECON 340 courses. Longer term, we plan to hire an additional three faculty members specialized in microeconomics/applied microeconomics to staff our upper-division microeconomics courses and replace recent departures/retirements from our faculty ranks.

➤ *Priority C – Implement strategies to reduce the overall burden of faculty and increase work satisfaction.*  
In response to the results from the faculty survey conducted in fall 2017, and to increase faculty work satisfaction and retention, the department’s short-term plans (next 3 years) are as follows:

- ❖ Create research clusters aligned around disciplines/fields of junior faculty. Starting out is especially difficult for junior faculty who do not have colleagues in the same field. We plan to hire at least two new tenure-track faculty in similar fields to our junior faculty.
- ❖ Reorganize front staff work with the aim of reducing the administrative workload of faculty. The department has experienced successive staff turnovers and other issues over the past two years, which have led to additional administrative burdens being placed on faculty. While most of these concerns have been greatly alleviated with our recent hiring of Ms. Poledna, further improvements are possible that would reduce the workload of both staff and faculty. It is also highly desirable for the staff to take over some of the routine duties currently performed by the vice chair (updating the webpage, coordination/ design of planned biannual newsletters).
- ❖ Increase the number of graduate assistants (see also Goal 1d). An increased number of highly skilled research and teaching assistants would not only assist faculty with research and grading, but would also equip undergraduate students (especially the new honors students) and graduate students with the much needed skills and financial support.
- ❖ Increase teaching release time for graduate advisor and vice chair. Currently our graduate advisor and vice chair are awarded 3-units release time per year. This is short of what is needed considering the high workload shouldered by these two positions. With additional release time, the graduate advisor would be able to further ramp up efforts directed at recruitment, career advising and placement activities for our graduates. Similarly, the vice chair would be able to take over some functions currently shouldered by the department chair.

- ❖ Restructure committee work to reduce and balance workload, using assigned time if necessary and feasible. The current distribution of service workload is uneven, especially given the relatively small number of senior faculty. This has caused an (undesired) drop in participation from our faculty in the College and University committees.
- ❖ Secure funding for annual department awards. In an effort to recognize hard-working faculty for their efforts/dedication to teaching, research and service, the department proposes to establish four new awards: 1) Best Teacher, 2) Best Published (or Accepted) Article, 3) Most Impactful Service Contribution, 4) Best Full-time or Part-Time Lecturer.
- ❖ Provide an additional 0.5 units (1.5 total) release time for faculty teaching graduate courses. This policy would reward faculty members who elect to teach the more time intensive graduate courses as well as incentivize them to offer new courses in the graduate program while maintaining an active research agenda.
- ❖ Increase travel funding. We hope to collaborate with the Dean's Office to allow faculty more flexibly in the use of travel funds (e.g., instead of capping each travel expense at \$1,500 (for a total of \$3,000/year) allow faculty members to determine the most optimal use of \$3,000). In the longer term, while the college and university will continue to remain the primary source for such funding, persistent budgetary challenges mean that the department will need to develop its own independent sources of funding for this category.

In the long-term (years 4-7), the department plans to also:

- Update/upgrade office computers and hardware. While IT-related matters are obligations of the university, planned university-wide upgrades are occurring with fewer frequency than in the past. In our survey, a significant number of faculty members pointed out that their office computers are incredibly slow and outdated, leading some to purchase their own computers with their own funds. While challenging, the department hopes to secure funding to provide all faculty members with updated computers/hardware.
- Secure funding for additional teaching release for deserving faculty. We would like to award 3-units of release time per year to faculty members who have demonstrated strong research, excellent teaching and outstanding service to the students, department, college or university. The award would go to a faculty member in each rank: a) a tenure-track member who has exhausted the initial 2/2 course release; b) a tenured associated professor in the third year (and beyond) after receiving tenure; c) a full professor in the third year (and beyond) after achieving the rank of full professor.
- Award additional stipends to all new faculty members. Funding for this initiative is needed in order to be able to attract highly qualified applicants, supplement salaries (which are far below comparable schools, especially when accounting for the high cost of living in Southern California), and help defray some of the cost of relocating to the area. This would also serve as a commitment signal from the department to our new hires.
- Incentivize applications for external grants. Applying for grants is time consuming as it requires a significant amount of administrative work, student supervision, and research output. Seed funding for faculty who apply for large-scale grant projects or who apply frequently (2-3 times every couple of years) would help encourage applications for external grants by defraying some of the up-front costs of applying.

## **B. Connection of long-term plan to the University's mission, goals, and strategies**

The department's long-term plan aligns directly with the University's Strategic Plan 2013-2018 and the Academic Master Plan. The four goals of the current CSUF Strategic Plan are aimed at improving student career and personal outcomes; improving student persistence, increasing graduation rates, and narrowing the achievement gap; recruiting and retaining high-quality and diverse faculty and staff; and increasing revenue. The Academic Master Plan furthers these goals and the mission of CSUF as a comprehensive university by focusing on student success (through a comprehensive and dynamic

curriculum), engagement of highly qualified faculty and staff (through active recruitment and professional development), and future growth and sustainability (through community outreach and optimization of existing human, financial, technological and physical resources).

These goals are reflected in the department goals and strategies, which aim at improving undergraduate and graduate student success in their academic and professional lives, improving graduation rates and shortening time to graduation, developing and cultivating alumni relation, increasing fundraising activities, and recruiting/retaining high-quality faculty.

The MCBE does not have an independent strategic plan but our long-term plan is guided by MCBE’s Guiding Principles of *Program Quality, Balancing Theory & Practice*, and *Expanding Outreach & Visibility*, as well as its Vision and Mission to “leverage the diversity and entrepreneurial spirit of Southern California to produce globally-aware business leaders through innovative teaching and high-quality applied research” by placing emphasis on quality education, student outcomes, and a curriculum that is responding to the needs of current and future employers.

### C. Evidence for progress towards goals

Given the concrete nature of the department’s goals and priorities, assessment of progress and achievement of the goals is straightforward. Please see the tables below for a listing by goal and the associated measures/evidence of success.

TABLE 10: MEASURES OF SUCCESS OF PROGRESS TOWARDS DEPARTMENT GOAL 1

Goal 1: Strengthening the Graduate Program – Metrics by Priority		
	Short-run	Long-run
A.	4+1 up-and-running by Fall 2019.	4+1 program increased in size (evidenced by enrollment numbers) and reduced graduation time for undergraduate/graduate students (as evidenced by graduation rates).
B.	Increased number of graduate students (evidenced by enrollment numbers). Established outreach to other departments at CSUF, economic minors, business economics students, and undergraduate departments at other California universities.	Continued increased in the number of students (evidenced by enrollment numbers). Continuous contact and outreach to other departments and schools and non-economics majors.
C.	Additional electives offered (evidenced by changes/additions to curriculum)	Further additional electives offered, reflecting the areas of specialty of new faculty hires. Course offerings are reassessed during the 2021-22 assessment cycle and adjusted if necessary.
D.	Increased hours of graduate assistantships. At least one immediate assistantship per AY is offered upon acceptance to the program.	Increased hours of assistantships are maintained and increased if possible. Immediate assistantship offer is continued and expanded.
E.	Relationships with employers have been established in coordination with the career centers and are being used to help students find internships, jobs, and to inform study plans.	Increased collaboration/liaisons with other universities and employers.

TABLE 11: MEASURES OF SUCCESS OF PROGRESS TOWARDS DEPARTMENT GOAL 2

Goal 2: Strengthening the Undergraduate Program – Metrics by Priority	
Short-run	Long-run
<b>A.</b> Increased number of majors resulting from outreach at local high schools and community colleges. Increased number of minors. Increased number of non-economics students taking economics classes.	Continued increase in the number of majors, minors, and FTES.
<b>B.</b> The split ECON 340 courses and at least one 400-level course are offered each summer. Medium-term course offerings are published on the website and discussed in mentoring meetings. 5-8 400-level courses are offered every semester.	Continued as in short-term metric.
<b>C.</b> Honor’s Program established and first students enrolled by Fall 2020.	Honor’s Program is evaluated in terms of its effectiveness and feasibility.
<b>D.</b> All students have access to Stata. ECON 405 offered at least once a year. More students take career-relevant courses as free electives. Split ECON 340 courses are mandatory for new majors. Alums are systematically tracked and results used to evaluate graduates’ career outcomes.	Internship course revised. Increased required number of 400-level courses. Regular career events for economics majors.

TABLE 12: MEASURES OF SUCCESS OF PROGRESS TOWARDS DEPARTMENT GOAL 3

Goal 3: Develop joint programs with other business fields – Metrics by Priority	
Short-run	Long-run
<b>A.</b> MS Program in Computational Economics in development.	MS Program in Computational Economics established and first cohort of students is enrolled.
<b>B.</b> MS Program in Economics and Finance in development.	MS Program in Economics and Finance established and first cohort of students is enrolled.
<b>C.</b> Double-concentration in economics and ISDS established and first cohort of students enrolled by Fall 2020.	Program continued with growing participation.

Table 13: Measures of Success of Progress towards Department Goal 4

Goal 4: Strengthen alumni relations and fundraising – Metrics by Priority	
Short-run	Long-run
<b>A.</b> Fundraising strategies and priorities established. Survey of alums and business leaders concluded and results analyzed. Energy Symposium was successful and has led to increased contact with alums and donations. Plan for use of donated funds implemented. <i>Woods Center</i> used for fundraising and to fund research studies and reports.	Wood Center established as regional think tank.
<b>B.</b> Publication of biannual newsletter showcasing our department. Database with alums established and maintained. First career event held specifically for economics majors. Biannual mixers held for alums and graduating students. All alums are contacted within one year of graduation and contact is maintained. Position of Outreach Coordinator established.	Increased contact with alums.

Table 14: Measures of Success of Progress towards Department Goal 5

Goal 5: Recruitment and Retention of High-Quality Faculty Metrics by Priority	
Short-run	Long-run
A. Hired at least 3 faculty who teach global courses.	Hired at least 2 more faculty who teach global courses.
B. Hired at least 2 faculty in quantitative methods.	Hired at least 3 faculty in microeconomics.
C. Hired at least 2 faculty in fields overlapping with those of junior faculty. Staff work reorganized, resulting in less administrative burden for faculty. More and better trained graduate assistants. Increased teaching release for graduate advisor and vice chair. Committee work rebalanced. Faculty awards established. Additional release time for faculty teaching graduate courses provide. Increased travel funding.	Updated office computers. 3 times 3-credit release time established per AY for especially active and deserving faculty. Stipends for new recruits established. Incentives to apply for external grants established.

#### D. Long-term budget in support of long-term plan and priorities

Our long-term plan is ambitious, but we believe it is especially important for the university, the college, and for our department to develop strategies that help our students achieve success in their professional and personal lives and become engaged citizens in both local and global communities. This is particularly important in the face of persistent and growing challenges: dwindling resources and budget cuts at the federal and state level, greater job uncertainty due to dynamic changes in the labor market, and wage stagnation in a number of industries.

Our department, as part of the larger university, has an important role to play in shaping the future of our students and our communities. We take this increased responsibility seriously, and acknowledge that in the past we may have underestimated the vital role we play in helping students lead fulfilling and fruitful professional and personal lives. We are indeed in a unique position to assist our students to successfully complete their studies, become engaged and informed citizens, and lead successful careers.

But we need some help in realizing our plans. Faculty is stretched thin between a myriad of responsibilities that come with our high teaching load, ever-expanding administrative and service burden, research expectations, and our desire to contribute positively to our community. Our sense of satisfaction diminishes when we perceive that, due to limited resources, we cannot do more to support our students, and when we contemplate the “what ifs” at the end of semesters.

While we are aware that the university’s and the college’s resources are limited and strained, our budgetary requests relate to items that are necessary to support our mission and long-term plans. Tables 15-A and 15-B in the Appendix illustrate the fact that our department operates in *an extremely cost-efficient manner*, both in absolute and relative terms (e. g., compared to other departments in the College). In light of this, it is our hope that we will be provided the necessary funds to support our mission.

The most significant budget items in our long-term plan are as follows (in no particular order):

- Funding for 10 new hires over the next 7 years;
- Increased funding for graduate advisor and the vice-chair;
- Funding for an Outreach Coordinator;
- Increased funding for graduate assistantships;
- Increased travel funding for faculty;
- Funding for an additional 0.5 course release for graduate classes taught;
- Funding for faculty awards (monetary and release time);
- Funding for updated office computers and equipment;
- Increased salaries and/ or reduced teaching loads for future hires and current faculty.

## VIII. APPENDICES CONNECTED TO THE SELF-STUDY

### APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

NOTES: ECON = ECONOMICS MAJORS, PECN = UNDECLARED, PRE-ECONOMICS. THIS TABLE ONLY INCLUDES THOSE STUDENTS WHO APPLIED AS PECN/ ECON.

TABLE 1-A. FIRST-TIME FRESHMEN: PROGRAM APPLICATIONS, ADMISSIONS, AND ENROLLMENTS

AY	Major	# Applied <sup>1</sup>	# Admitted <sup>2</sup>	% admitted	# Enrolled <sup>3</sup>	% Enrolled
2012-2013	PECN	104	96	92.3	14	14.6
2013-2014	PECN	147	105	71.4	13	12.4
2014-2015	PECN	139	98	70.5	10	10.2
2015-2016	PECN	157	102	65.0	11	10.8
2016-2017	PECN/ ECON	187	112	60.2	14	12.5
Fall 2017	PECN	161	121	75.2	15	12.4

TABLE 1-B. UPPER DIVISION TRANSFERS: PROGRAM APPLICATIONS, ADMISSIONS, AND ENROLLMENTS

AY	Major	# Applied <sup>1</sup>	# Admitted <sup>2</sup>	% Admitted	# Enrolled <sup>3</sup>	% Enrolled
2012-2013	ECON	2	1	50.0	1	100.0
2012-2013	PECN	111	85	76.6	25	29.4
2013-2014	ECON	1	0	0.0	N/A	N/A
2013-2014	PECN	161	74	46.0	20	27.0
2014-2015	ECON	1	1	100.0	1	100.0
2014-2015	PECN	178	80	44.9	30	37.5
2015-2016	PECN	170	87	51.2	36	41.4
2016-2017	PECN	204	101	49.5	40	39.6
Fall 2017	ECON	1	1	100.0	N/A	N/A
Fall 2017	PECN	173	63	36.4	16	25.4

<sup>1</sup> THE NUMBER OF STUDENTS WHO APPLIED TO PECN OR ECON BEFORE STARTING AT CSUF.

<sup>2</sup> THE NUMBER OF STUDENTS ADMITTED FROM THOSE WHO APPLIED AS ECON/ PECN.

<sup>3</sup> THE NUMBER OF STUDENTS WHO ENROLLED OF THOSE ADMITTED AS PECN/ ECON. THE DISCREPANCY BETWEEN # ADMITTED AND # ENROLLED RESULTS FROM STUDENTS NOT JOINING CSUF AS WELL AS STUDENTS JOINING AS A MAJOR DIFFERENT FROM PECN/ ECON.

**TABLE 2. Undergraduate Program Enrollment in FTES**

**TABLE 2-A. UNDERGRADUATE PROGRAM ENROLLMENT IN FTES**

**ECONOMICS MAJORS**

AY	Lower-Division FTES total <sup>1</sup>	Lower-Division FTES Major <sup>2</sup>	Upper-Division FTES total <sup>3</sup>	Upper-Division FTES Major <sup>4</sup>
2012-2013	259.0	0.1	491.5	43.1
2013-2014	303.5	0.2	494.1	51.9
2014-2015	280.3	0.1	503.5	42.7
2015-2016	294.5	0.0	560.1	43.9
2016-2017	254.4	0.0	607.4	46.2
Fall 2017	126.2	0.1	267.0	21.2

**UNDECLARED PRE-ECONOMICS**

AY	Lower-Division FTES total <sup>1</sup>	Lower-Division FTES Major <sup>2</sup>	Upper-Division FTES total <sup>3</sup>	Upper-Division FTES Major <sup>4</sup>
2012-2013	259.0	2.7	491.5	14.9
2013-2014	303.5	7.2	494.1	11.2
2014-2015	280.3	4.7	503.5	11.7
2015-2016	294.5	4.9	560.1	12.5
2016-2017	254.4	3.7	607.4	12.4
Fall 2017	126.2	2.1	267.0	4.4

**BUSINESS ADMINISTRATION WITH ECONOMICS CONCENTRATION**

AY	Lower-Division FTES total <sup>1</sup>	Lower-Division FTES Major <sup>2</sup>	Upper-Division FTES total <sup>3</sup>	Upper-Division FTES Major <sup>4</sup>
2012-2013	259.0	0.0	491.5	24.1
2013-2014	303.5	0.1	494.1	24.0
2014-2015	280.3	0.3	503.5	22.0
2015-2016	294.5	0.1	560.1	24.3
2016-2017	254.4	0.1	607.4	31.1
Fall 2017	126.2	0.0	267.0	12.4

<sup>1</sup> ALL STUDENTS' FTES REGARDLESS OF STUDENT MAJOR ENROLLED IN LOWER DIVISION COURSES OF THE PROGRAM.

<sup>2</sup> STUDENTS' FTES WITH THE MAJOR ENROLLED IN LOWER DIVISION COURSES OF THE PROGRAM.

<sup>3</sup> ALL STUDENTS' FTES REGARDLESS OF STUDENT MAJOR ENROLLED IN UPPER DIVISION COURSES OF THE PROGRAM.

<sup>4</sup> STUDENTS' FTES WITH THE MAJOR ENROLLED IN UPPER DIVISION COURSES OF THE PROGRAM.

TABLE 2-B. UNDERGRADUATE PROGRAM ENROLLMENT (HEADCOUNT)

ECONOMICS MAJORS

AY	Lower Division	Upper Division	Total	FTES per headcount
2012-2013	0	70.5	70.5	0.7
2013-2014	0	97.5	97.5	0.8
2014-2015	1	83.0	84.0	0.8
2015-2016	1	84.5	85.5	0.8
2016-2017	0	83.0	83.0	0.8
Fall 2017	1	41.5	42.5	0.8

UNDECLARED, PRE-ECONOMICS

AY	Lower Division	Upper Division	Total	FTES per headcount
2012-2013	37.5	56.5	94.0	0.9
2013-2014	59.0	41.5	100.5	0.9
2014-2015	57.0	46.5	103.5	0.9
2015-2016	45.5	47.0	92.5	0.8
2016-2017	42.5	53.0	95.5	0.8
Fall 2017	22.0	25.5	47.5	0.8

BUSINESS ADMINISTRATION WITH ECONOMICS CONCENTRATION

AY	Lower Division	Upper Division	Total	FTES per headcount
2012-2013	0.0	60.5	60.5	0.8
2013-2014	0.0	67.0	67.0	0.8
2014-2015	0.5	58.5	59.0	0.8
2015-2016	0.0	75.0	75.0	0.8
2016-2017	1.0	87.0	88.0	0.8
Fall 2017	0.0	37.5	37.5	0.8

**TABLE 3. Graduation Rates for Majors**

NOTE: THESE TABLES ONLY INCLUDE STUDENTS WHO ENTERED IN THE FALL SEMESTER AND WHO HAD DECLARED PECN/ECON AT TIME OF ENROLLMENT. "IN MAJOR" REFERS TO STUDENTS WHO STARTED IN PECN/ECON AND GRADUATED IN ECON AND "NOT IN MAJOR" TO STUDENTS WHO STARTED AS PECN/ECON BUT SWITCHED TO A DIFFERENT MAJOR.

**TABLE 3-A. FIRST-TIME FRESHMAN GRADUATION RATES FOR MAJORS**

Entered In	Head-count	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7 <sup>th</sup> year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2007	7	14.3	28.6	28.6	42.9	28.6	42.9	28.6	42.9
Fall 2008	19	5.3	5.3	10.5	21.1	10.5	26.3	10.5	26.3
Fall 2009	8	25.0	0.0	25.0	12.5	25.0	25.0	37.5	25.0
Fall 2010	10	30.0	10.0	40.0	40.0	40.0	50.0	40.0	50.0
Fall 2011	11	0.0	9.1	0.0	45.5	0.0	45.5	N/A	N/A
Fall 2012	18	11.1	22.2	11.1	44.4	N/A	N/A	N/A	N/A
Fall 2013	24	12.5	29.2	N/A	N/A	N/A	N/A	N/A	N/A

**TABLE 3-B. TRANSFER STUDENT GRADUATION RATES FOR MAJORS**

Entered In	Head-count	% Graduated in 2 years		% Graduated in 3 years		% Graduated in 4 years		% Graduated in 4 years plus 5 <sup>th</sup> year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 2009	32	18.8	3.1	40.6	25.0	50.0	28.1	50.0	28.1
Fall 2010	24	41.7	0.0	62.5	12.5	66.7	12.5	66.7	12.5
Fall 2011	20	40.0	0.0	55.0	0.0	55.0	5.0	55.0	5.0
Fall 2012	29	24.1	3.4	48.3	17.2	55.2	20.7	55.2	24.1
Fall 2013	25	40.0	4.0	52.0	16.0	56.0	20.0	N/A	N/A
Fall 2014	31	19.2	3.2	35.5	29.0	N/A	N/A	N/A	N/A
Fall 2015	25	32.0	16.0	N/A	N/A	N/A	N/A	N/A	N/A

**TABLE 4. Degrees Awarded**

AY	Economics	Business Economics
2012-2013	43	30
2013-2014	54	32
2014-2015	44	32
2015-2016	54	38
2016-2017	47	33
Total	242	165

**TABLE 5. ENROLLMENT AND DFW BY COURSE**

**TABLE 5-A. ENROLLMENT AND DFW RATES: LOWER DIVISION AND 300-LEVEL REQUIRED COURSES**

		Academic Years									
		Number of Students Enrolled					DFW Rate				
		2012-13	2013-14	2014-15	2015-16	2016-17	2012-13	2013-14	2014-15	2015-16	2016-17
ECON100	Econ Environmt	78	82	46	39	53	23%	15%	17%	28%	19%
ECON201	Principles Micro	1,462	1,659	1,526	1,636	1,369	17%	19%	21%	17%	22%
ECON202	Principles Macro	1,050	1,292	1,225	1,268	1,122	13%	17%	13%	13%	13%
ECON310	Interm Micro	207	189	182	202	159	22%	13%	18%	19%	25%
ECON315	Interm BusMicro	1,656	1,732	1,782	2,057	2,289	20%	18%	20%	21%	20%
ECON320	Interm Macro	425	398	386	459	598	11%	8%	9%	12%	9%
ECON330	Compar Econ Sy	353	361	346	340	172	5%	2%	3%	4%	4%
ECON332	Econ Pacific Rim	173	184	207	260	245	16%	11%	11%	10%	7%
ECON333	Econ Developmt	524	515	567	573	631	11%	10%	11%	8%	13%
ECON334	Econ Latin Am	36	40				6%	18%			
ECON335	International	1,037	958	1,036	1,192	1,448	15%	11%	8%	8%	8%
ECON336	Econ MiddleEast	39	33	33	35		5%	18%	15%	20%	
ECON33X	All Global (330-336)	2,162	2,091	2,189	2,400	2,496					

**TABLE 5-B. ENROLLMENT AND DFW RATES: UPPER-DIVISION COURSES**

		Academic Years									
		Number of Students Enrolled					DFW Rate				
		2012-13	2013-14	2014-15	2015-16	2016-17	2012-13	2013-14	2014-15	2015-16	2016-17
ECON340	Econ Research Methods	123	131	118	123	123	15%	10%	8%	20%	11%
ECON355	Econ of Gender & Work			11					9%		
ECON361	Urban Econ				11					0%	
ECON362	Environmental Econ		39		33	39		8%		21%	21%
ECON410	Industrial Organization	14	30	33	21		14%	13%	15%	14%	
ECON411	Intl Trade & Fin	37	41	78			22%	7%	6%		
ECON412	Labor Econ	36				18	3%				22%
ECON416	Ben Cost & Pol Analysis					37					11%
ECON417	Public Finance	42			34	41	14%			15%	17%
ECON418	Behavioral Econ	20	29	32	22	43	5%	14%	6%	0%	0%
ECON420	Money & Banking	46	49	63	50	29	9%	2%	6%	6%	3%
ECON431	Intl Macro & Growth	30	26	22	19		10%	12%	0%	11%	
ECON440	Intro To Econometrics	55	60	36	52	59	7%	3%	11%	8%	8%
ECON441	Intro Math Econ	27	49	23	36	40	15%	0%	0%	25%	10%
ECON450	Hist of Econ Thought					27					15%
ECON461	Ecological Econ		22					0%			
ECON462	Natural Resource Econ					16					13%
ECON490	Econ Capstone	15	33	46	48	50	0%	12%	7%	0%	0%
ECON4XX	400-Level Courses	322	339	333	282	360					

TABLE 6. ASSESSMENT PLAN FOR THE UNDERGRADUATE DEGREE

Goal	Course/Title Measurement	Schedule
1a) Understand the economic problem of allocating limited resources among competing uses in an economy given a technological and institutional context.	ECON 310 <i>Common</i>	Spring 2016 (completed)
	<i>Questions in Final Exam</i>	Spring 2018
		Spring 2020
1b) Understand and use microeconomic concepts such as supply and demand, elasticity, costs, market structure, market imperfection, consumer and firm decision-making.	ECON 310 <i>Common</i>	Spring 2016 (completed)
	<i>Questions in Final Exam</i>	Spring 2018
		Spring 2020
1c) Understand and use macroeconomics concepts such as key measures and determinants of macroeconomic activity and growth, the interaction between goods, factors and financial markets, and monetary and fiscal policy.	ECON 320 <i>Common</i>	Spring 2016 (completed)
	<i>Questions in Final Exam</i>	Spring 2018
		Spring 2020
1d) Understand and use international economic concepts such as trade and exchange rates, and balance of payments.	ECON 320 and 335 <i>Common</i>	Spring 2016/ Fall 2016 (completed)
	<i>Questions in Final Exam</i>	
	ECON 320	Spring 2018 Spring 2020
	ECON 335	Fall 2018 Fall 2020
2a) Communicate coherently about economic issues and events	ECON 340 <i>Term Paper</i>	Spring 2014 (completed) Spring 2018
	ECON 490 <i>Term Paper</i>	Spring 2017 (completed) Spring 2019
2b) Access, use and interpret economic literature and data	ECON 340 <i>Term Paper</i>	Spring 2014 (completed) Spring 2018
	ECON 490 <i>Term Paper</i>	Spring 2017 (completed) Spring 2019
2c) Employ statistical methods for estimation and evaluation	ECON 340 <i>Term Paper</i>	Spring 2014 (completed) Spring 2018
2d) Apply various quantitative methods used in economic theory	ECON 340 <i>Common Question</i>	Spring 2014 (completed) Spring 2018
	ECON 490 <i>Term Paper</i>	Spring 2017 (completed) Spring 2019

Table 7. Assessment Schedule and Results

TABLE 7-A: ASSESSMENT SCHEDULE

Courses	Completed Assessment	Future Assessment
Econ 490	Spring 2013, Spring 2017	Spring 2019
Econ 340	Spring 2014	Spring 2018
Econ 310	Spring 2016	Spring 2018
Econ 320	Spring 2016	Spring 2018
Econ 335	Fall 2016	Fall 2018

TABLE 7-B: GOAL 1 ASSESSMENT RESULTS

	ECON 490 Spring 2013	ECON 310 Spring 2016	ECON 320 Spring 2016	ECON 335 Fall 2016
Number of students	14	125	179	650
Overall Mean (% Correct)	70.1% (Acceptable)	60% (Needs Improvement)	62.2% (Needs Improvement)	72.5% (Acceptable)
Overall Median (% Correct)	71.4% (Acceptable)	61% (Needs Improvement)	70.6% (Acceptable)	78.4% (Good)
Goal 1a Mean (% Correct)	70.5% (Acceptable)	45.2% (Needs Improvement)		
Goal 1b Mean (% Correct)	71.9% (Acceptable)	63.7% (Needs Improvement)		
Goal 1c Mean (% Correct)	73.2% (Acceptable)		62.2% (Needs Improvement)	
Goal 1d Mean (% Correct)	63.1% (Needs Improvement)			72.5% (Acceptable)

TABLE 7-C: GOAL 2 ASSESSMENT RESULTS (ECON 340 SPRING 2014)

	Goal 2a	Goal 2b	Goal 2c	Goal 2d
Number of students	51	51	51	55
Method of Assessment	Term Paper Common Rubric	Term Paper Common Rubric	Term Paper Common Rubric	Common question final exam
Mean (% Correct)	74.1% (Acceptable)	76.9% (Good)	67.1% (Acceptable)	60.5% (Needs Improvement)
Median (% Correct)	73.7% (Acceptable)	77.5% (Good)	64.4% (Acceptable)	70% (Acceptable)
Standard Deviation	10.8%	12.9%	19.5%	33%

TABLE 7-D: GOAL 2 ASSESSMENT RESULTS (ECON 490, SPRING 2017)

SLO	Rubric	Number of Students with Grades	
		A-C	Below C
2a	Writing Quality	Draft: 18 (58%) Final: 35 (97%)	Draft: 15 (42%) Final: 1 (3%)
2a	Presentation	34 (93%)	2 (both C-) (6%)
2b	Theory-driven and Evidence-based	Draft: 19 (58%) Final: 34 (94%)	Draft: 14 (42%) Final: 2 (6%)
2d	Conceptual Model/ Theory	Draft: 21 (64%) Final: 32 (89%)	Draft: 12 (36%) Final: 4 (11%)

TABLE 7-E: ASSESSMENT GRADE BY LEARNING OUTCOME (ECON 490, SPRING 2017)

SLO	A	B	C	D	F	Mean (sd)
2a	12 (33.3%)	15 (41.7%)	8 (22.2%)	1 (2.8%)	0 (0%)	3.01 (0.78)
2b	9 (25.0%)	15 (41.7%)	10 (27.8%)	2 (5.6%)	0 (0%)	2.83 (0.85)
2d	8 (22.2%)	11 (30.1%)	16 (44.4%)*	1 (2.8%)	0 (0%)	2.69 (0.84)

TABLE 7-F: ASSESSNEBT RESULTS (ECON 595, FALL 2017)

	First Draft (N=11)		
	Poor	Good	Excellent
Literature	0	4	7
Data and Modeling	1	5	5
Presenting the Data	4	6	1
Argument	2	6	3
Writing	4	4	3

	Final Draft (N=11)			N Improved
	Poor	Good	Excellent	
Literature	0	4	7	0
Data and Modeling	0	3	8	4
Presenting the Data	2	6	3	4
Argument	2	4	5	2
Writing	0	6	5	6

**TABLE 8. TEACHING EFFECTIVENESS: CLASS GPA, CLASS SIZE AND SOQs**

**TABLE 8-A. Class GPA**

	Academic Year					Avg
	2012-13	2013-14	2014-15	2015-16	2016-17	
ECON 201 Principles Micro	2.37	2.37	2.33	2.38	2.39	2.30
ECON 202 Principles Macro	2.39	2.39	2.37	2.39	2.46	2.38
ECON 310 Intermediate Micro	1.95	1.95	2.45	2.38	2.29	2.26
ECON 315 Intermed Bus Micro	2.44	2.44	2.52	2.51	2.46	2.30
ECON 315 Intermed Bus Micro (excluding very large classes)	2.44	2.44	2.57	2.59	2.51	2.31
ECON 320 Intermediate Macro	2.52	2.52	2.47	2.52	2.47	2.49
ECON 332 Economies of Pacific Rim	2.33	2.33	2.43	2.36	2.35	2.41
ECON 333 Economic Development	2.54	2.54	2.59	2.62	2.59	2.55
ECON 335 International Economy	2.47	2.47	2.59	2.67	2.55	2.69
ECON 340 Econ Research Methods	2.79	2.79	2.60	2.74	2.33	2.77
All 400-Level Courses	2.78	2.78	2.92	2.88	2.76	2.81
All 500-Level Courses	3.26	3.26	3.38	3.28	3.27	3.37

**TABLE 8-B. AVERAGE CLASS SIZE**

	Academic Year					Avg
	2012-13	2013-14	2014-15	2015-16	2016-17	
ECON 201 Principles Micro	63.61	57.24	44.97	43.08	41.52	50.08
ECON 202 Principles Macro	37.54	36.91	40.93	40.94	44.84	40.23
ECON 310 Intermediate Micro	34.67	23.63	26.00	28.86	31.80	28.99
ECON 315 Intermed Bus Micro	82.80	75.78	85.90	90.26	74.45	81.84
ECON 315 Intermed Bus Micro (excluding very large classes)	36.73	34.18	32.73	37.00	34.72	35.07
ECON 320 Intermediate Macro	38.64	40.00	38.60	38.25	35.18	38.13
ECON 332 Economies of Pacific Rim	28.83	23.00	29.71	37.14	35.00	30.74
ECON 333 Economic Development	30.94	36.79	37.87	38.27	48.54	38.48
ECON 335 International Economy	35.76	36.85	39.88	45.88	46.74	41.02
ECON 340 Econ Research Methods	24.60	32.75	29.50	29.80	29.00	29.13
All 400-Level Courses	24.77	28.25	25.62	22.62	25.62	25.37
All 500-Level Courses	18.50	18.14	19.45	22.64	19.00	19.55

TABLE 8-C. SOQ AVERAGE

	Academic Year					Avg
	2012-13	2013-14	2014-15	2015-16	2016-17	
ECON 201 Principles Micro	3.30	3.20	3.23	3.20	3.20	3.23
ECON 202 Principles Macro	3.28	3.14	3.17	3.16	3.24	3.20
ECON 310 Intermediate Micro	2.32	2.86	3.12	2.87	2.89	2.81
ECON 315 Intermed Bus Micro	3.20	3.29	3.30	3.33	3.11	3.24
ECON 315 Intermed Bus Micro (excluding very large classes)	3.07	3.18	3.16	3.21	2.97	3.12
ECON 320 Intermediate Macro	3.06	3.21	3.12	3.03	3.29	3.14
ECON 332 Economies of Pacific Rim	3.18	3.09	3.16	3.27	3.31	3.20
ECON 333 Economic Development	3.41	3.27	3.17	3.14	3.26	3.25
ECON 335 International Economy	3.13	3.20	3.21	3.15	3.18	3.17
ECON 340 Econ Research Methods	3.49	NA	NA	3.34	3.39	3.41
400-Level Courses	3.13	3.03	3.31	3.21	3.25	3.19
500-Level Courses	3.51	3.41	3.50	3.50	3.48	3.48

## APPENDIX II. GRADUATE DEGREE PROGRAMS

TABLE 9. GRADUATE PROGRAM APPLICATIONS, ADMISSIONS, AND ENROLLMENTS

AY	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2012-2013	37	25	67.6	18	72.0
2013-2014	27	21	77.8	10	47.6
2014-2015	15	13	86.7	8	61.5
2015-2016	17	13	76.5	8	61.5
2016-2017	34	26	76.5	20	76.9
Fall 2017	27	14	51.9	9	64.3

TABLE 10. Graduate Program Enrollment in FTES

Note: This does not include students who are not currently enrolled for credit (e.g., because they are working on their thesis).

TABLE 10-A. GRADUATE PROGRAM ENROLLMENT IN FTES

AY	ECON Grad Major FTES
2012-2013	13.3
2013-2014	15.5
2014-2015	11.8
2015-2016	12.6
2016-2017	13.8
Fall 2017	7.5

TABLE 10-B. GRADUATE PROGRAM ENROLLMENT IN HEADCOUNT

AY	Master's	FTES per headcount
2012-2013	54	0.5
2013-2014	40	0.7
2014-2015	38	0.6
2015-2016	31	0.6
2016-2017	39	0.6
Fall 2017	33	0.3

TABLE 11. GRADUATION RATES FOR MASTER'S-SEEKING STUDENTS

Entered In	Head-count	% Graduated in 2 years	% Graduated in 3 years	% Graduated in 4 years	% Graduated in 4 years plus 5 <sup>th</sup> year persistence
Fall 2009	22	22.7	45.5	45.5	45.5
Fall 2010	26	23.1	38.5	42.3	42.3
Fall 2011	16	12.5	25.0	31.2	31.2
Fall 2012	20	10.0	20.0	20.0	20.0
Fall 2013	14	28.6	28.6	50.0	N/A
Fall 2014	9	22.2	77.8	N/A	N/A
Fall 2015	10	40.0	N/A	N/A	N/A

TABLE 12. MASTER'S DEGREES AWARDED

AY	Degrees Awarded
2012-2013	8
2013-2014	15
2014-2015	14
2015-2016	5
2016-2017	17

TABLE 13. ASSESSMENT PLAN FOR GRADUATE DEGREE

Goal	Course/Title Measurement	Schedule
1) Identify new topics for study from the pertinent scholarly literature, summarize the findings of previous studies, and emphasize the contribution of the new study.	ECON 595 <i>Research Project</i>	Fall 2017 (completed) Fall 2019
2) Use economic theory to generate testable hypotheses about economic relationships, and use the state of the art econometric techniques to test these hypotheses.	ECON 595 <i>Research Project</i>	Fall 2017 (completed) Fall 2019
3) Possess effective communication skills and the ability to present work to disseminate findings to business leaders, field experts and broader audience, and emphasize the relevance of the work to the business community and/or public policy.	ECON 595 <i>Research Project</i>	Fall 2017 (completed) Fall 2019

### APPENDIX III. FACULTY

TABLE 14. FACULTY COMPOSITION

AY	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	FTEF	AYFTES
2012-2013	12	7	1	3	17	33.5	790.7
2013-2014	13	6	1	3	19	34.0	835.7
2014-2015	14	5	1	3	20	32.5	816.9
2015-2016	14	7	1	3	17	33.8	892.4
2016-2017	14	9	0	1	18	34.0	897.7
2017-2018	13	8	2	0	21	36.1	N/A

## APPENDIX IV. RESOURCES

The department does participate in self-funded programs such as the BABA program and Summer Extended Education Program. Funds from these programs do not accrue to the department. The department resources overwhelmingly come from state supported funds as shown below.

TABLE 15-A. DEPARTMENT AVERAGE VARIABLE COST

Academic Years	Total Expenditure	FTEs	FTEF	\$/FTEs	\$/FTEF
2012-13	\$ 3,979,029	N/A	33.5	N/A	118,777
2013-14	\$ 4,162,600	822	34	5,065	122,429
2014-15	\$ 4,384,470	805	32.5	5,444	134,907
2015-16	\$ 4,674,967	836	33.8	5,593	138,313
2016-17	\$ 2,771,083	883	34	3,138	81,502

TABLE 15-B. MCBE DEPARTMENTS' AVERAGE VARIABLE COST (INCL. ECONOMICS)

Academic Years	Total Expenditure	FTEs	FTEF	\$/FTEs	\$/FTEF
2013-14	\$30,700,806	4,746	N/A	\$6,469	N/A
2014-15	\$34,037,532	4,828	N/A	\$7,050	N/A
2015-16	\$35,520,639	5,054	N/A	\$7,028	N/A
2016-17	\$38,157,640	5,347	N/A	\$7,136	N/A
2017-2018	\$39,608,806 (projected)	5,488	N/A	\$7,217	N/A

TABLE 15-C. MCBE DEPARTMENTS' AVERAGE VARIABLE COST (EXCL. ECONOMICS)

Academic Years	Total Expenditure	FTEs	FTEF	\$/FTEs	\$/FTEF
2013-14	\$26,721,777	3,924	N/A	6,810	N/A
2014-15	\$29,874,933	4,023	N/A	7,426	N/A
2015-16	\$31,136,170	4,218	N/A	7,382	N/A
2016-17	\$35,386,558	4,464	N/A	7,927	N/A

The department had lackluster fundraising efforts during 2013 and 2014. As the table below shows, there has been significant successes in fundraising in the last three years, culminating in large gifts in 2017.

TABLE 16. Fundraising

Year	Philanthropic Funds Raised
2013	\$ 2,873.00
2014	\$ 2,729.00
2015	\$ 8,455.00
2016	\$ 7,606.00
2017	\$ 63,567.00

## **APPENDIX V. Long-term Planning**

The department has decided on five long-term goals:

1. Strengthen the Graduate Program (CSUF SP goals 1 & 2, AMP goals 1-3);
2. Strengthen the Undergraduate Program (CSUF SP goals 1 & 2, AMP goals 1-3);
3. Develop Joint Undergraduate and Graduate Programs with Business Fields (CSUF SP goal 1, AMP goal 1);
4. Strengthen Alumni Relations and Fundraising (CSUF SP goal 4, AMP goal 7);
5. Recruit and Retain High-Quality Faculty (CSUF SP goal 3, AMP goals 1, 3, 5).

See below for a brief explanation of the five goals, a mapping of our goals to those of the university, our priorities, and our short- and long-term objectives.

### **Goal 1: Strengthen the MA Program**

Our MA program has been successful in providing our students with a high-quality learning environment and with preparing students for successful careers and entry into PhD programs. As can be seen from table in Tables 10-A Appendix II, enrollment rates in terms of FTES have recovered after a 3 year decrease and are now back up to numbers from 2012-2013. Graduation rates have also improved over the last years as can be seen from Table 11 in Appendix 11. This was driven by better program structure, recruitment of higher quality students and improved communication with the students. To further strengthen the MA program, the department plans to take steps in order to further improve student outcomes in terms of graduation rates and career prospects, to keep the curriculum current, and to maintain the viability of the graduate program. Specifically, the long-term plan includes the following five priorities (see Table 17-A for an overview):

- A. Introduce a 4+1 program, enabling high-achieving students to complete their BA and MA in Economics in 5 years;
- B. Increase the number of graduate students per cohort;
- C. Offer more and new electives to keep the curriculum current and relevant for career outcomes;
- D. Provide more graduate assistantships to attract highly-qualified students and to reduce time to graduation by decreasing the need to work long hours;
- E. Create liaisons with other PhD granting institutions and potential employers to improve student awareness of the skillsets needed for academic and professional opportunities and to establish an internship course aimed at enhancing the career paths of students who are not planning to continue with further education by providing them with the opportunity to develop career-relevant skills and relationships with employers.

Table 17-A. Goal 1: Strengthening the MA Program

Priorities	CSUF Goals *	Completed or ongoing	Short-term (3 years)	Long-term (4-7 years)
A. Establish a 4+1 Program	SP: 1, 2, 2.1, 2.3 AMP: 1.2, 1.4	Feasibility established.	Establish program, update roadmaps, incorporate option in student advising at MCBE and department level, and recruitment of students. Expected start: Fall 2019.	Maintain program and increase student participation.
B. Increase number of students per cohort	SP: 2.3 AMP: 1.2, 3.2	Ongoing: Outreach to graduating seniors in ECON 490 (Capstone).	1. Outreach to other undergraduate departments in California. 2. Outreach to other departments at CSUF (e.g., Mathematics), economics minors and business students with economics concentration.	Maintain close relationships and outreach efforts with other universities and departments.
C. Offer more and new electives	SP: 1, 1.3, 2, 2.4 AMP: 1.1, 3.1, 3.3		Assign or hire new faculty to teach those courses and introduce courses over time.	Reassess course offerings during next assessment cycle in 2021-22 in terms of feasibility, career outcomes or PhD program admission success.
D. Provide more graduate assistantships	SP: 2 AMP: 3.3	Dean has agreed to fund increased hours.	1. Increase hours of graduate assistantships. 2. Establish graduate assistantship immediately upon admission to attract high-quality students.	Continue assistantships and increase funding if possible.
E. Create liaisons with other universities and employers	SP:1 AMP: 1.4	In progress: Agreement with Wells Fargo to finance internship in financial literacy through the Center for Economic Education	Coordinate with the career centers to establish relationships with alums and companies to create an internship course for students not bound for graduate school and to provide information on required skillsets (see also Goal 4 B.).	Provide graduate advisor with more release time in order to increase liaisons with other universities and employers and increase career advising.

\* SP: 2013-2018 Strategic Plan; AMP: Academic Master Plan, December 2016.

## Goal 2: Strengthen the Undergraduate Program

The department has restructured the undergraduate curriculum in order to improve student success by increasing the number of elective courses offered, revising prerequisites to increase the rigor of the program and enable faster graduation, and increase faculty and undergraduate advisor mentoring. Jointly with business advising, we have placed particular emphasis on advising students on the best way of sequencing their economics and business courses in order to speed up graduation, and we expect to see results for future graduating cohorts. We have also begun, jointly with our college, to track students' career outcomes and to survey graduating students in order to identify avenues for additional improvement to our program. As can be seen in Appendix I, the number of students enrolled as economics majors has remained almost unchanged while the number of students with business economics concentration has increased steadily since AY 2014-2015. It is important to note the relatively low number of economics and business economics students.

The department plans to take the following steps in order to improve student outcomes in terms of graduation rates and career prospects, and to maintain the viability of the undergraduate program and department. Specifically, the long-term plans includes the following four priorities (please see Table 16-B for an overview):

- A. Increase the number of undergraduate students taking economics classes through the recruitment of economics majors, business majors with economics concentration, minors, and students taking general education (GE) classes in economics;
- B. Reduce time to graduation of majors by offering five to seven 400 level electives each semester. More course choice and scheduling flexibility will allow the students to graduate early and focus in their areas of interest. We will also provide advanced notice of course offerings to improve study planning;
- C. Establish an Honors' Program in Economics to attract high-quality students and increase the visibility of our program;
- D. Improve career outcomes of majors by giving all students access to Stata, offering an internship course and other classes aimed at improving career-relevant skills, increase the number of required upper-level courses, and further improving career advising based on results from alum surveys.

Table 17-B. Goal 2: Strengthening the Undergraduate Program

Priorities	CSUF Goals *	Completed or ongoing	Short-term (3 years)	Long-term (4-7 years)
A. Increase number of students	SP: 1 AMP: 3.2	Ongoing: Outreach to business students to consider a minor in economics.	1. Recruit more majors by conducting outreach at local high schools and community colleges. 2. Continue outreach effort to recruit minors. 3. Recruit students to take economics GE classes after the CSU-wide change in GE rules takes place.	Continue outreach efforts.

Priorities	CSUF Goals *	Completed or ongoing	Short-term (3 years)	Long-term (4-7 years)
B. Reduce time to graduation (See also Table 16-1.A.)	SP: 1, 1.2, 2, 2.1, 2.2, 2.3 AMP: 3.3	1. Ongoing: One-on-one faculty mentoring of newly declared economics majors and business economics students. 2. Redesigned roadmaps and restructured course prerequisites. 3. Reduced class sizes in 400-level classes and increased number of 400-level classes offered. 4. Ongoing: Survey graduating seniors about obstacles to graduation.	1. Offer split ECON 340 courses and 400-level electives in the summer. 2. Publish medium-term course offerings of upper-level electives to improve study plans. 3. Increase the number of 400-level course offerings to about five to eight courses each semester.	
C. Establish an Honors Program	SP: 1, 1.3, 2, 2.4 AMP: 1.2	Ongoing: Program Design.	Establish Program. Expected start date: Fall 2020.	
D. Improve Career Outcomes	SP:1, 1.2, 1.3, 2, 2.3 AMP: 1.1, 1.4	1. Redesigned Econ 490 (Capstone) to teach additional career-relevant skills and provide career counselling and information about graduate school. 2. Ongoing: Discourage majors from taking 300-level courses geared towards business majors. 3. Ongoing: Assess teaching quality of part-time faculty and rehire only highly qualified instructors. 4. Increased the required number of upper-level economics courses and made ISDS 361B or Econ 440 mandatory. 5. Ongoing: Implementation of undergraduate tracks. 6. In progress: Agreement with Wells Fargo to finance internship in financial literacy through the Center for Economic Education.	1. Provide all students with access to Stata (financial feasibility established). 2. Offer Econ 405 (Forecasting and Time Series Analysis). 3. Encourage students to take non-economics electives that teach them skills related to their desired careers. 4. Split ECON 340 (Research methods) into two required courses to increase quantitative skills and redesign study plan and roadmap accordingly. 5. Collect alums' information and evaluate graduates' career outcomes (see also Goal 4 B.).	1. Redesign internship course. 2. Further increase required number of upper-level economics courses. 3. Establish regular career events in cooperation with the university and MCBE career centers for economics students, fostered by our relationships with alums and employers (see also Goal 4 B.).

\* SP: 2013-2018 Strategic Plan; AMP: Academic Master Plan, December 2016.

### Goal 3: Develop Joint Undergraduate and Graduate Programs with Business Fields

At this point, the economics department has no joint programs with other departments. In response to changes in employer needs, the department plans to develop the following programs (see Table 17-C):

- A. An MS program in Computational Economics (jointly with the Department of Information and Decision Science - ISDS);
- B. A joint MS program with Finance;
- C. An undergraduate double-concentration in Economics and ISDS.

Table 17-C. Goal 3: Develop Joint Graduate and Undergraduate Programs

Priorities	CSUF Goals *	Completed or ongoing	Short-term (3 years)	Long-term (4-7 years)
A. MS Program in Computational Economics (with ISDS)	SP: 1 AMP: 1.2, 1.4	In assessment stage.	Develop and submit proposal if assessment is positive.	Establish joint program if assessment is positive.
B. Joint MS Program with Finance	SP: 1 AMP: 1.2, 1.4	In assessment stage.	Develop and submit proposal if assessment is positive.	Establish joint program if assessment is positive.
C. UG double-concentration with ISDS	SP: 1 AMP: 1.2, 1.4	Approved by both departments.	Establish joint program and recruit majors.	Assess double-concentration in terms of student numbers, graduation rates, career outcomes, and long-term feasibility.

\* SP: 2013-2018 Strategic Plan; AMP: Academic Master Plan, December 2016.

### Goal 4: Strengthen Alumni Relations and Fundraising

The department has made great strides in fundraising by securing a \$100,000 donation by an alum who donated the funds in honor of one of our now-retired faculty members, Robert Michaels, leading to the naming of our department office. Our department is actively seeking more opportunities. It was only recently that the college and the department has begun to track graduating students and conducting exit surveys. At this point, the department remains in contact with only few alums and the efforts of individual faculty members are not coordinated by the department. The departments' plans for the future are as follows (see Table 17-D for a summary):

- A. Fundraising: Continued efforts at fundraising to ensure sufficient funds in times of state funding cuts and rising student numbers;
- B. Alumni relations and community outreach: A planned and deliberate approach to maintain contact with alums in order to increase our knowledge about career paths and requirements and to improve future fundraising (see also Goal 2, Priority D.).

Table 17-D. Goal 4: Strengthening Alumni Relations and Fundraising

Priorities	CSUF Goals*	Completed or ongoing	Short-term (3 years)	Long-term (4-7 years)
A. Fundraising	SP: 4, 4.1 AMP: 7.2	1. A \$100,000 donation in honor of Prof. Michaels. 2. Ongoing: Survey, contact and invite alums and business leaders. 3. Ongoing: Organize Energy Symposium. 4. Develop plan for use of donated funds (see also goal 5C.).	1. Develop a fundraising strategy and a priority list for the use of donated funds (see also Goal 5.C.). 2. Use the Woods Center for fundraising and to fund research studies/ reports/ regional economic reports.	Establish the Woods Center as regional think tank, with research, grants, contract work, and events aimed at the larger community and academia.
B. Strengthen alumni relations and community outreach	SP: 4, 4.4 AMP: 7.2	1. Ongoing: Annual mixer with graduating students and selected alums. 2. Ongoing: Invitation of alums as guest speaker in Econ 490 (capstone). 3. Ongoing: Update department website. 4. Ongoing: Collection of new alum data in Econ 490. 5. Ongoing: Expand recently established Working Paper Series of the department.	1. Publish a bi-annual newsletter. 2. Establish data base with alum data. 3. Coordinate with the MCBE and university career centers to hold career events specifically for economics majors and business majors with economics concentration. 4. Conduct bi-annual mixers with graduating students and alums. 5. Contact all graduates within one year of graduation and maintain contact through newsletters, invitations, and other means. 6. Establish the position of Outreach Coordinator, in charge of alumni and internship affairs, with a 3-unit course release per year.	See Goal 2 D.

\* SP: 2013-2018 Strategic Plan; AMP: Academic Master Plan, December 2016.

**Goal 5: Recruit and Retain High-Quality Faculty.**

The department serves as a service department to other departments in the business school as the only department to offer general education classes which combined with a global focus fulfill a requirement for business students. We are short in faculty who can teach those courses. As a result, the department relies on part-time instructors to teach many of these courses. Per our goals stated above, the department also seeks to offer additional courses to enhance career success of our graduates in economics as well as in our planned joint programs and concentrations for which recruitment of additional faculty is necessary.

Recruitment and retention of faculty has been a challenge for the department. The main difficulty lies in finding faculty who are interested in joining our department despite the high cost of living and capped salaries as well as the high teaching load for faculty who are less research active. The service load has increased as well, especially for tenured faculty members, making it increasingly difficult to publish sufficiently to maintain a teaching load in line with what other universities offer.

As a result of these considerations, the department would like to:

- A. Hire a substantial number of faculty who can teach the global classes (Econ 332-336), in order to increase the full-time to part time faculty ratio and improve student learning outcomes;
- B. Hire faculty in fields that are useful for furthering students’ career outcomes;
- C. Implement strategies to reduce faculty’s overall burden.

Table 17-E. Goal 5: Recruit and Retain High-Quality Faculty

Priorities	CSUF Goals *	Completed or ongoing	Short-term (3 years)	Long-term (4-7 years)
A. Recruitment global focus	SP: 3 AMP: 5.1		Hire at least 3 faculty (may overlap with B.)	Hire at least 2 faculty (may overlap with B.)
B. Recruitment for new courses	SP:3 AMP: 1.4, 5.1		Hire at least 2 faculty in the fields of quantitative methods, with a special emphasis on computational techniques and large data analysis who can also teach Econ 340A and Econ 340B.	Hire at least 3 faculty in microeconomics.

Priorities	CSUF Goals *	Completed or ongoing	Short-term (3 years)	Long-term (4-7 years)
C. Implement strategies to reduce overall burden of faculty and increase work satisfaction	SP: 3, 3.1 3.2 AMP: 5	<ol style="list-style-type: none"> <li>1. Faculty Satisfaction Survey (completed 11/2017).</li> <li>2. Survey of chair's performance (completed: 11/2017).</li> <li>3. Revised departmental RTP standards (Spring 2014).</li> <li>4. Revised Department Constitution (Spring 2017).</li> <li>5. Established informal faculty mentoring program for junior faculty (Spring 2018).</li> <li>6. Split Departmental Personnel Committee into two to separately review full-time and part-time faculty (Fall 2017).</li> <li>7. In progress: Provide all faculty with new printers, monitors and keyboards if necessary and not funded by University IT.</li> </ol>	<ol style="list-style-type: none"> <li>1. Hire at least 2 faculty in fields with overlap in junior faculty's fields (may overlap with A. and B.)</li> <li>2. Reorganize front staff work with the aim of reducing faculty's administrative workload.</li> <li>3. Increase the number of graduate research and teaching assistants (see also goal 1.D.).</li> <li>4. Increase teaching release for graduate advisor and vice chair.</li> <li>5. Restructure departmental committee work to reduce and balance service workload, using assigned time if necessary and feasible.</li> <li>6. Secure funding for annual departmental awards for 1) best teacher; 2) best published or accepted journal article; 3) most impactful service contribution; 4) best full- or part-time lecturer.</li> <li>7. Provide faculty with 0.5-units (half a course) additional release time for every graduate class taught.</li> <li>8. Increase travel funding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Update office computers.</li> <li>2. Secure funding to give 1 course release per AY to each of the following: <ol style="list-style-type: none"> <li>1) A tenure-track faculty member in the first year (and beyond) after the reduced 2/2 teaching load who has shown great promise in research and service to students, the department, college, or university;</li> <li>2) A tenured associate professor in the third year of receiving tenure (and beyond) who shows strong research and service to students, the department, college, or university;</li> <li>3) A full professor in the third year of receiving promotion to full (and beyond) who shows strong research and service to students, the department, college, or university.</li> </ol> </li> <li>3. Secure funding to give an additional stipend to all new faculty recruits.</li> <li>4. Incentivize applications for external grants.</li> </ol>

\* SP: 2013-2018 Strategic Plan; AMP: Academic Master Plan, December 2016.

## APPENDIX VI. FACULTY Information, Research and Vitae

TABLE 18. ACADEMIC DATA: FULL-TIME FACULTY

Name	University, Date of Ph.D.	Academic Rank	Fields of Specialization
Ahmed, Kazi	Southern Illinois Univ Carbondale, 2012	Lecturer	Trade, Industrial Organization
Amaral, Pedro	University of Minnesota, 2002	Associate Professor	Growth and Development, Macroeconomics
Best, Gabriela	University of California, Irvine, 2010	Assistant Professor	Macroeconomics, Econometrics
Bhattacharya, Radha	Pennsylvania State University, 1991	Professor	Macroeconomics, Econometrics
Bhuiyan, Mohammad Rokon	Queens University, 2009	Associate Professor	Macroeconomics, Econometrics
Casanova, Maria	University College London, 2010	Assistant Professor	Labor Economics, Applied Econometrics
Chang, Jen-Wen	University of California, Los Angeles, 2016	Assistant Professor	Microeconomic Theory, Game Theory, Industrial Organization
Farka, Mira	Columbia University, 2004	Associate Professor	Financial Economics, Applied Macroeconomics
Fleissig, Adrian	North Carolina State University, 1993	Professor	Econometrics, Applied Microeconomics
Ghosh, Gagan	University of Iowa, 2012	Assistant Professor	Game Theory, Industrial Organization, Auction Theory
Gill, Andrew	Washington State University, 1985	Professor	Labor Economics, Applied Econometrics
Gratton-Lavoie, Chiara	Virginia Tech, 2000	Lecturer	Economic Education, Industrial Organization
Howard, Larry	University of Houston, 2008	Associate Professor	Public Economics, Health Economics Applied Econometrics
Huntington-Klein, Nicholas	University of Washington, 2015	Assistant Professor	Labor and Education Economics, Behavioral Economics
Khalifa, Sherif	Johns Hopkins University, 2006	Professor	Development Economics, Labor Economics, Macroeconomics
Kleinjans, Kristin J.	University of Pittsburgh, 2003	Associate Professor	Public Economics, Applied Microeconomics
Lartey, Emmanuel	Boston College, 2007	Associate Professor <i>On leave</i>	International Economics, International Finance
Livy, Mitchell	Ohio State University, 2015	Assistant Professor	Environmental and Resource Economics, Regional and Urban Economics
Mead, Robert	University of Pittsburgh, 1996	Associate Professor	Economic Development, China
Pan, Huiran	University of California, Davis, 2007	Associate Professor	International Economics, Economic Development

Name	University, Date of Ph.D.	Academic Rank	Fields of Specialization
Popp, Aaron	Ohio State University, 2012	Lecturer	Macroeconomics, Computational Economics
Purkayastha, Dipankar	Washington State University, 1990	Professor	Economic Development, International Trade
Rahmatian, Morteza	University of Wyoming, 1982	Professor, <i>Interim Dean of MCBE</i>	Environmental Economics, International Economics
Stanley, Denise	University of Wisconsin, 1996	Professor	Economic Development, Applied Microeconomics
Xiao, Feng	University of Massachusetts, 2003	Associate Professor	Economic Development, Environmental Economics
Zhang, Fang	Ohio State University, 2012	Assistant Professor	Macroeconomics, Monetary Economics, Applied Econometrics

TABLE 19. FULL-TIME FACULTY PEER-REVIEWED PUBLICATIONS: 2010 - 2017

**Ahmed, Kazi**

“Food Price Inflation in Bangladesh: Can it be Stopped?” with S. Lahir, 2010. *AIUB Journal of Business and Economics*, 9(2), 101-119.

“Pooled Mean Group Estimation of the Bilateral Inpayments and Outpayments for Bangladesh vis-avis Major Trading Partners,” with G. G. Goswami, 2010. *The IUP Journal of Applied Economics*, IX(1), 27-39.

“Trade and R&D Policy in a Product-Quality Model of Intra-industry Trade: Theory and Evidence from Bangladesh,” with A. Rahman and N. Uddin, 2016. *Arthaniti*, XV(1), 1-16.

**Amaral, Pedro**

“Limited Enforcement, Financial Intermediation and Economic Development: A Quantitative Assessment,” with Erwan Quintin, 2010. *International Economic Review*, 51(3), 785-811.

“The Cyclical Behavior of Equilibrium Unemployment and Vacancies Across OECD Countries,” with Murat Tasci, 2016. *European Economic Review*, 84, 184-201.

“Monetary Shocks and Sticky Wages in the U.S. Great Contraction: A Multi-sector Approach,” with James C. MacGee, 2017. *Journal of Monetary Economics*, 92, 112-129.

**Best, Gabriela**

“Fear of Floating or Monetary Policy as Usual? A Structural Analysis of Mexico’s Monetary Policy,” 2013. *The North American Journal of Economics and Finance*, 24, 45-62.

“A New Keynesian Model with Staggered Wage and Price Contracts under Learning,” 2015. *Journal of Economics Dynamics and Control*, 57, 96-111.

“Monetary Policy and News Shocks: Are Taylor Rules Forward-Looking?” with Pavel S. Kapinos, 2016. *The B.E. Journal of Macroeconomics*, 16(2), 335-360.

“Policy Preferences and Policymakers’ Beliefs: The Great Inflation,” forthcoming. *Macroeconomic Dynamics*.

### **Bhattacharya, Radha**

“Impact of Apartheid on Economic Growth: Implications and Empirical Evidence from South Africa,” with A.D. Lowenberg, 2010. *Comparative Economic Studies*, 52(1), 38-61.

“Economic Fundamentals, Subprime Lending and Housing Prices: Evidence from Msa-Level Panel Data,” Sei-Wan Kim, 2011. *Housing Studies*, 26(6), 897-910.

“Integration of a Financial Literacy Curriculum in a High School Economics Class: Implications of Varying the Input Mix from an Experiment,” with Andrew Gill, 2015. *Journal of Consumer Affairs*, 49(2), 472-487.

“The Effectiveness of Financial Literacy Instruction: The Role of Individual Development Accounts Participation and the Intensity of Instruction,” with Andrew Gill and Denise Stanley, 2016. *Journal of Financial Counseling and Planning*, 27(1), 20-35

“Don’t Do As I Do, Do As I Say? Evidence on the Inter-Generational Transmission of Financial Attitudes,” with Andrew Gill, forthcoming. *Eastern Economic Journal*.

“The Interaction of Financial Attitudes and Financial Knowledge: Evidence for Low-Income Hispanic Families,” with Andrew Gill, 2017. *Atlantic Economic Journal*, 45, 497-510.

### **Bhuiyan, Mohammad Rokon**

“The Effects of Monetary Policy Shocks in Bangladesh: A Bayesian Structural VAR Approach,” 2012. *International Economic Journal*, 32(2), 123-134.

“Identifying a Forward-Looking Monetary Policy in an Open Economy,” 2012. *Economica*, 79(315), 576-599.

“Monetary Transmission Mechanism in a Small Open Economy: A Bayesian Structural VAR Approach,” 2012. *Canadian Journal of Economics*, 3(45), 1037-1061.

“Inflationary Expectations and Monetary Policy: Evidence from Bangladesh,” forthcoming, 2013. *Empirical Economics*, 44(3), 1155-1169.

### **Farka, Mira**

“The Fed and The Stock Market: An Identification based on Intraday Futures Data,” with Stefania D’Amico, 2010. *Journal of Business and Economic Statistics*, 29, 126-137.

“The Fed and the term structure: Addressing simultaneity within a structural VAR model,” with Amadeu DaSilva, 2010. *Journal of Empirical Finance*, 18(5), 935-952.

“Habit Formation in an Overlapping Generations Model with Borrowing Constraints,” with Amadeu DaSilva and Christos Giannikos, 2010. *European Financial Management*, 17(4), 705-725.

“Financial Development, Crises and Growth,” with Emmanuel Lartey, 2011. *Applied Economics Letters*, 18(8), 711-714.

“The Asymmetric Impact of FOMC Statements on Asset Prices,” 2011. *Contemporary Economic Policy*, 29(4), 469-493.

"The Effect of FOMC Statements on Asset Prices International," with Adrian Fleissig, 2012. *Review of Applied Economics*, 26(3), 387-416.

"The Impact of FOMC Statements on the Volatility of Asset Prices," with Adrian Fleissig, 2013. *Applied Economics*, 45, 1287-1301.

"Asset Pricing Puzzles in an OLG Economy with Generalized Preferences," with Amadeu DaSilva, forthcoming, *European Financial Management*.

### **Fleissig, Adrian**

"Substitution between Monetary Assets and Consumer Goods: New Evidence on the Monetary Transmission Mechanism," with Leigh Drake, 2010. *Journal of Banking and Finance*, 34 (11), 2811-2821.

"A Revealed Preference Test of Rationing," with Gerald Whitney, 2011. *Economics Letters*, 113 (3), 234-236.

"The Effect of FOMC Statements on Asset Prices International," with Ermira Farka, 2012. *Review of Applied Economics*, 26(3), 387-416.

"The Impact of FOMC Statements on the Volatility of Asset Prices," with Ermira Farka, 2013. *Applied Economics*, 45, 1287-1301.

"Virtual Prices and the Impact of House Rationing in Belgium on Consumer Choices," with Gerald Whitney, 2013. *Explorations in Economic History*, 50(2) (2013), 308-315.

"Return on Investment from Training Programs and Intensive Services," 2014. *Atlantic Economic Journal*, 42(1), 39-51.

"Estimating Demand Elasticities Under Rationing," with Gerald Whitney, 2014. *Applied Economics*, 46(4), 432-440.

"Belgium Relief Fund, Post War Food Shortages and the "True" Cost of Living," with Gerald Whitney, 2015. *Explorations in Economic History*, 58, 93-106.

"Changes in Aggregate Food Demand Over the Business Cycle," 2015. *Applied Economics Letters*, 22(17), 1366-1371.

"The Impact of Commercial Sweeping on the Demand for Monetary Assets during the Great Recession," with Barry Jones, 2015. *Journal of Macroeconomics*, 45, 412-422.

"A Revealed Preference Test of Rationing A Monte Carlo Analysis," with Gerald Whitney, 2015. *Economic Modelling*, 45(2), 207-211.

"Changing Trends in US Alcohol Demand," 2016. *Atlantic Economic Journal*, 1-14.

### **Ghosh, Gagan**

"Non-Existence of Equilibria in Simultaneous First Price Auctions with a Common Budget Constraint," 2015. *International Journal of Game Theory*, 44(2), 253-274.

"Strategic Budgets in Sequential Elimination Contests", with Steven Stong. Accepted. *Journal of Public Economic Theory*.

## **Gill, Andrew**

“Yakity-Yak: Who Talks Back? An Email Experiment,” with Victor Brajer, 2010. *Social Science Quarterly*, December.

“Retention of Economic Knowledge and the Effect of the California Mandate,” with Chiara Gratton-Lavoie, 2011. *Journal of Economic Education*, 42(4), 319-337.

“The Importance of High-School Economics Education,” with Chiara Gratton-Lavoie, 2011. *Issues of Economic Development and Accounting in Asia*, proceedings, Foreign Trade University, Vietnam.

“Wonderlic, Race, and the NFL Draft,” with Victor Brajer, 2012. *Journal of Sports Economics*, 13(6), 642-653.

“Integration of a Financial Literacy Curriculum in a High School Economics Class: Implications of Varying the Input Mix from an Experiment,” with Radha Bhattacharya, 2015. *Journal of Consumer Affairs*, 49(2), 472-487.

“The Effectiveness of Financial Literacy Instruction: The Role of Individual Development Accounts Participation and the Intensity of Instruction,” with Radha Bhattacharya and Denise Stanley, 2016. *Journal of Financial Counseling and Planning*, 27(1), 20-35

“Don’t Do As I Do, Do As I Say? Evidence on the Inter-Generational Transmission of Financial Attitudes,” with Radha Bhattacharya, forthcoming. *Eastern Economic Journal*.

“The Interaction of Financial Attitudes and Financial Knowledge: Evidence for Low-Income Hispanic Families,” with Radha Bhattacharya, 2017. *Atlantic Economic Journal*, 45, 497-510.

“Institutions, Parental Selection, and Locus of Control”, with Kristin J. Kleinjans, forthcoming. *Applied Economics Letters*.

## **Gratton-Lavoie, Chiara**

“Retention of Economic Knowledge and the Effect of the California Mandate,” with Andrew Gill, 2011. *Journal of Economic Education*, 42(4), 319-337.

“The Importance of High-School Economics Education,” with Andrew Gill, 2011. *Issues of Economic Development and Accounting in Asia*, proceedings, Foreign Trade University, Vietnam.

## **Howard, Larry**

“Is the Demand for Health Care Generosity Equal for All Recipients? A Longitudinal Analysis of State Medicaid Spending, 1977-2004,” 2010. *Public Finance Review*, 38(3), 346-377.

“Does Food Insecurity at Home Affect Non-cognitive Performance at School? A Longitudinal Analysis of Elementary Student Classroom Behavior,” 2011. *Economics of Education Review*, 30(1), 157-176.

“Transitions Between Food Insecurity and Food Security Predict Children’s Social Skill Development During Elementary School,” 2011. *British Journal of Nutrition*, 105(12), 1852-1860.

“Do School Lunch Subsidies Change the Dietary Patterns of Children from Low-Income Households?” with Nishith Prakash, 2012. *Contemporary Economic Policy* 30(3), 362-381.

“Do Employment Quotas Explain the Occupational Choices of Disadvantaged Minorities in India?” with Nishith Prakash, 2012. *International Review of Applied Economics* 26(4), 489-513.

"Food Insecurity Experiences Predict Children's Fruit and Vegetable Consumption in the USA," 2013. *ISRN Nutrition*.

"Modeling the Effects of Immunizations Timing on Child Health Outcomes in India," with Alok Bharagave, Aravinda Guntupalli, and Michael Lokshin, 2014. *Health Economics*, 23(5), 606-620.

"Do the Medicaid and Medicare Programs Compete for Access to Health Care Services? A Longitudinal Analysis of Physician Fees, 1998-2004," 2014. *International Journal of Health Care Finance and Economics*, 14(3), 229-250.

"Is Medicaid Crowding Out Other State Government Expenditure? Internal Financing and Cross-Program Substitution," with Steven G. Craig, 2014. *Regional Science and Urban Economics*, 49, 164-178.

"Does Government Oversight Improve Access to Nursing Home Care? Longitudinal Evidence from U.S. Counties," 2014. *INQUIRY*, 51, 1-12.

"Remittances Channels and the Physical Growth of Honduran Children," with Denise Stanley, 2017. *International Review of Applied Economics*, 31(3), 376-397.

### **Huntington-Klein, Nicholas**

"Subjective and Projected Returns to Education," 2015. *Journal of Economic Behavior & Organization*, 117, 10-25.

"Do Completed College Majors Respond to Changes in Wages?" with Mark C. Long and Dan Goldhaber, 2015. *Economics of Education Review*, 49, 1-14.

"(Un)informed College and Major Choice': Verification in an Alternate Setting," 2016. *Economics of Education Review*, 53, 159-163.

"A Method for Estimating Local Average Treatment Effects in Aggregate Data with Imperfect Assignment," 2017. *Applied Economics Letters*, 24(11), 762-765.

"Selection into Online Community College Courses and their Effects on Persistence," with James Cowan and Dan Goldhaber, 2017. *Research in Higher Education*. 58(3), 244-269.

"Screen Twice, Cut Once: Assessing the Predictive Validity of Applicant Selection Tools," with Dan Goldhaber and Cyrus Grout, 2017. *Education Finance and Policy*, 12(2), 197-223.

"College Choice as a Collective Decision," forthcoming. *Economic Inquiry*.

"Peer Effects in a Predominantly Male Environment: Evidence from West Point," with Elaina Rose, forthcoming. *AEA Papers and Proceedings*.

"The Long Road to Equality: A Meta-analysis of the Influence of African American Racial Status on Student Achievement over Time," with Elizabeth Ackert, forthcoming. *Social Science Quarterly*.

### **Khalifa, Sherif**

"Conditionality Covenants: Commitment Versus Discretion in Sovereign Credit Contracts," 2010. *Journal of International Development*, 22, 411-423.

"Heterogeneity in Ability and Inheritance, Disparities, and Development," 2010. *International Economic Journal*, 24(2), 255-282.

"Income Disparities, Economic Growth, and Development as a Threshold," with Sherine El Hag, 2010. *Journal of Economic Development*, 35(2), 23-36.

"Offshoring and Wage Inequality in Developing Countries," with Evelina Mengova, 2010. *Journal of Economic Development*, 35(3), 1-42.

"Undiscounted Optimal Growth with Consumable Capital: Application to Water Resources," with Ihsan Hurçan, 2011. *Journal of Applied Economics*, XIV(1), 145-166. 2011.

"Undiscounted Optimal Growth with Consumable Capital and Labor-Intensive Consumption Good," 2011. *Economic Modelling*, 28, 1673-1682.

"Financial Wealth Effect: Evidence from Threshold Estimation," with Ousmane Seck and Elwin Tobing, 2013. *Applied Economics Letters*, 18(13), 1303-1305.

"Job Competition, Crowding Out, and Unemployment Fluctuations," 2012. *Macroeconomic Dynamics*, 16, 1-34.

"Undiscounted Optimal Growth with Consumable Capital and Capital-Intensive Consumption Goods," 2013. *Mathematical Social Sciences*, 65, 118-135.

"Housing Wealth Effect: Evidence from Threshold Estimation," with Ousmane Seck and Elwin Tobing, 2013. *Journal of Housing Economics*, 22, 25-35.

"Cyclical Job Upgrading, Wage Inequality, and Unemployment Dynamics," 2013. *International Economic Journal*, 27(4), 549-585.

"Labor Mismatch, Skill Obsolescence, and Unemployment Persistence," 2013. *Journal of Quantitative Economics*, 11(1-2), 199-229.

"Labor Mismatch and Skill Premia," 2014. *Eastern Economic Journal*, 40, 249-273.

"Direction of Trade and Wage Inequality," 2014. *Applied Economics Letters*, 21(13), 898-901.

"South-South Trade and Skill Premia," 2014. *The World Economy*, 37(11), 1634-1648.

"Learning-by-Doing and Unemployment Dynamics," 2015. *Economic Modelling*, 44, 180-187.

"Trading Tasks, and Patterns of Skill Premia," with Evelina Mengova, 2015. *Journal of Finance and Economics*, 3(3), 46-71.

"Trust, Landscape, and Economic Development," 2016. *Journal of Economic Development*, 41(1), 19-32.

"Trade, Overeducation, and Wage Inequality," 2016. *Journal of Developing Areas*, 50(2), 153-183.

"Endowments, Culture, and Economic Development," 2017. *Review of Development Economics*, 21(3), 664-677.

### **Kleinjans, Kristin**

"Family Background and Gender Differences in Educational Expectations," 2010. *Economics Letters*, 107, 125-127.

"An Economic Analysis of Identity and Career Choice," with Maria Knoth Humlum and Helena Skyt Nielsen, 2012. *Economic Inquiry*, 50(1), 39-61.

"The Man of the House – How the Use of Household Head Characteristics leads to Omitted Variable Bias," 2013. *Economics Letters*, 119, 133-135.

"Rounding, Focal Point Answers and Nonresponse to Subjective Probability Questions," with Arthur van Soest, 2014. *Journal of Applied Econometrics*, 29(4), 567-585.

"The Effect of a Severe Health Shock on Work Behavior: Evidence from Different Health Care Regimes," with Nabanita Datta Gupta and Mona Larsen, 2015. *Social Science & Medicine*, 136-137, 44-51.

"Occupational Prestige and the Gender Wage Gap," with Anthony Dukes and Karl Fritjof Rasmussen, 2017. *Kyklos*, 70(4), 565-593.

"Institutions, Parental Selection, and Locus of Control", with Andrew Gill, forthcoming. *Applied Economics Letters*.

### **Lartey, Emmanuel**

"A Note on the Effect of Financial Development on Economic Growth," 2010. *Applied Economics Letters*, 17(7), 685-687.

"Financial Openness and the Dutch Disease," 2011. *Review of Development Economics*, 15(3), 556–568.

"Financial Development, Crises and Growth," with Ermira Farka, 2011. *Applied Economics Letters*, 18(8), 711-714.

"Remittances, Exchange Rate Regimes and the Dutch Disease: A Panel Data Analysis," with Pablo Acosta and Federico Mandelman, 2012. *Review of International Economics*, 20(2), 377–395.

"Financial Openness, Nontradable Inflation and Optimal Monetary Policy," 2012. *Economics Letters*, 117(3), 782-785.

"Remittances, Investment and Growth in Sub-Saharan Africa," 2013. *Journal of International Trade and Economic Development*, 22(7), 1038-1058.

"Does the Quality of Institutions in Developing Countries Affect Remittances," with Evelina Mengova, 2016. *Journal of Developing Areas*, 50(1), 59-76.

"Financial Openness, The Financial Accelerator and Sectoral Dynamics," with Joon Hur, 2016. *International Review of Economics and Finance*, 42, 277-290.

"The Cyclicity of Remittances in Sub-Saharan Africa," 2016. *Journal of Economic Development*, 41(1), 1-18.

"A Note on Remittances, Monetary Regimes and Nontradable Inflation Dynamics," 2016. *Macroeconomic Dynamics*, 20(6), 1668-1682.

"Exchange Rate Flexibility and the Effect of Remittances on Economic Growth," 2017. *Review of Development Economics*, 21(1), 103-125.

"Remittances and Current Account Dynamics," 2017. *Economic Notes*, 46(1), 37-52.

"FDI, Sectoral Output and Real Exchange Rate Dynamics under Financial Openness," forthcoming. *Bulletin of Economic Research*.

**Livy, Mitchell**

“Maintaining Public Goods: Household Valuation of Renovated Local Parks,” with Allen Klaiber, 2016. *Land Economics*, 92(1), 96-116.

“The Effect of Local Amenities on House Price Appreciation Amid Market Shocks: The Case of School Quality,” 2017. *Journal of Housing Economics*, 36, 62-72.

**Mead, Robert**

“Adjusting Chinese Income Inequality for Environmental Equity,” with Victor Brajer and Feng Xiao, 2010. *Environment and Development Economics*, 15, 341-362.

“Searching for an Environmental Kuznets Curve in China's Air Pollution,” with Victor Brajer and Feng Xiao, 2011. *China Economic Review*, 22, 383-397.

“Observing China’s Urban Air Pollution: Potential Research and Policy Avenues for Vietnam,” 2011. *Issues of Economics Development and Accounting in Asia*, proceedings, Foreign Trade University, Vietnam.

**Pan, Huiran**

“Government Debt in the Euro Area—Evidence from Dynamic Factor Analysis,” with Chun Wang, 2012. *Economics Letters*, 115(2), 272-275.

“Financial Development and Economic Growth: A New Investigation,” with Chun Wang, 2013. *Journal of Economic Development*, 38(1), 27-46.

“House Prices, Bank Instability, and Economic Growth: Evidence from the Threshold Model,” with Chun Wang, 2013. *Journal of Banking and Finance*, 37(5) (2013), 1720-1732.

“Asset Revaluation and Trade Balance under Liability Dollarization: The Case of South Korea,” 2013. *Journal of Economic Development*, 38(3), 1-32.

“Co-movement of Government Debt and Economic Growth in the Euro-area: A Bayesian Dynamic Factor Model Analysis,” with Chun Wang, 2013. *International Economic Journal*, 27(4) (2013), 625-643.

“Can Cross-listing Relax Financial Frictions in Trade and Equity Holdings: A Sector-level Analysis,” with Meixin Guo, 2015. *Applied Economics*, 47(19), 2012-2029.

“Long-run Equilibrium and Short-run Adjustment in U.S. Housing Markets,” with Chun Wang, 2016. *International Real Estate Review*, 19(4), 547-571.

**Popp, Aaron**

“The Macroeconomic Effects of Uncertainty Shocks: The Role of the Financial Channel,” with Fang Zhang, 2016. *Journal of Economic Dynamics and Control*, 69, 319- 349.

“Unemployment Insurance in a Three-State Model of the Labor Market,” 2017. *Journal of Monetary Economics*, 90(C), 142-157.

**Stanley, Denise**

“Employment and Migration in a Central American Export Region,” 2010. *Journal of Human Development and Capabilities*, 11, 315-337.

“Is Non-Timber Forest Product Harvest Sustainable in the Less-Developed World? A Systematic Review of the Recent Economic and Ecological Literature,” with Robert Voeks and Leaa Short, 2012. *Ethnobiology and Conservation*, 1, 1-39.

“Can Technology Improve Large Class Learning? The Case of an Upper-Division Business Core Class,” 2013. *Journal of Education for Business*, 88, 265-270.

“Can International Transfers be Problematic? Honduran Remittances and Labor Supply Decisions,” 2015. *Contemporary Economic Policy*, 33, 550-570.

“The Effectiveness of Financial Literacy Instruction: The Role of Individual Development Accounts Participation and the Intensity of Instruction,” with Radha Bhattacharya and Andrew Gill, 2016. *Journal of Financial Counseling and Planning*, 27(1), 20-35

“Remittances Channels and the Physical Growth of Honduran Children,” with Larry Howard, 2017. *International Review of Applied Economics*, 31(3), 376-397.

### **Xiao, Feng**

“Adjusting Chinese Income Inequality for Environmental Equity,” with Victor Brajer and Robert Mead, 2010. *Environment and Development Economics*, 15, 341-362.

“Searching for an Environmental Kuznets Curve in China's Air Pollution,” with Victor Brajer and Robert Mead, 2011. *China Economic Review*, 22, 383-397.

### **Zhang, Fang**

“Monetary Policy for Rationally Inattentive Economies with Staggered Price Setting,” 2014. *Journal of Economic Dynamics and Control*, 38, 184-208.

“The Macroeconomic Effects of Uncertainty Shocks: The Role of the Financial Channel,” with Aaron Popp, 2016. *Journal of Economic Dynamics and Control*, 69, 319- 349

“Rational Inattention in Uncertain Business Cycles,” 2017. *Journal of Money, Credit and Banking*, 49(1), 215-253.

“Confidence and the Transmission of Macroeconomic Uncertainty in U.S. Recessions,” 2017. *Applied Economics*, 49(29), 2893-2909.

## TABLE 20. CURRICULUM VITAE OF FULL-TIME FACULTY

*Please see the following pages.*

# KAZI AHMED

(206) 465-6977 ◊ kahmed@fullerton.edu

Department of Economics ◊ California State University  
800 N. State College Blvd. ◊ SGMH3359 ◊ Fullerton, CA 92831

## EDUCATION

---

- Southern Illinois University, Carbondale** *Carbondale, IL*  
Ph.D. in Economics *August 2012*  
Dissertation: Investment in Product Quality with Heterogeneous Firms - Theory and Evidence from Bangladesh
- University of British Columbia** *Vancouver, Canada*  
M.A. in Economics *November 2003*
- University of Dhaka** *Dhaka, Bangladesh*  
B.S.S. (Honors) in Economics *May 2000*

## EXPERIENCE

---

- California State University Fullerton** *Fullerton, CA*  
*Lecturer August 2012 - Present*
- Courses Taught:
- Undergraduate: International Economy, Introduction to Econometrics, International Trade, Intermediate Business Microeconomics, Intermediate Microeconomics, Environmental Economics.
  - Graduate: Advanced Microeconomic Analysis, Special Topics in Trade.
  - MBA: Microeconomic Perspective for Managers, Business Calculus Boot Camp.
- Southern Illinois University** *Carbondale, IL*
- Instructor: Fall 2010, Spring 2011, Summer 2011
  - Teaching Assistant: Fall 2008 - Summer 2010
- North South University** *Dhaka, Bangladesh*  
*Lecturer May 2005 - July 2008*
- Courses Taught: Introduction to Microeconomics, Introduction to Macroeconomics, Applied Mathematics, Introduction to Statistics, Intermediate Macroeconomics.
- International Centre for Diarrhoeal Disease Research, Bangladesh** *Dhaka, Bangladesh*  
*Consultant May 2006 - August 2006*
- Economic Research Group** *Dhaka, Bangladesh*  
*Consultant May 2005 - August 2006*
- University of British Columbia** *Vancouver, Canada*  
*Teaching Assistant September 2003 - December 2003*

## PUBLICATIONS AND PAPERS

---

### Refereed Journal

- "Trade and R&D Policy in a Product-Quality Model of Intra-industry Trade: Theory and Evidence from Bangladesh" with S. Lahiri, *Arthaniti*, Vol. XV, No. 1, pp. 1-16, July 2016.

- “Pooled Mean Group Estimation of the Bilateral Inpayments and Outpayments for Bangladesh vis-a-vis Major Trading Partners” with G. G. Goswami, The IUP Journal of Applied Economics, Vol. IX, No. 1, pp. 27-39, January 2010.
- “Food Price Inflation in Bangladesh: Can it be Stopped?” with A. Rahman and N. Uddin, AIUB Journal of Business and Economics, Vol. 9 No. 2 pp. 101-119, August 2010.

### **Under Review**

- “Competition and Product Quality among Heterogeneous Firms: Theory and Evidence from Bangladesh” with S. Lahiri, Revise and Resubmit to The Journal of International Trade & Economic Development.

### **Working Paper**

- “Addressing Regional Inequality Issues in Bangladesh Public Expenditure” with C. S. Mahmoud and S. N. Wadood, IDEAS Working Paper Series from RePEc, Source: CPD Occasional Paper Series, 71, November 2008.

### **Reports**

- “Assessing Macro-Impacts of Community-based Fisheries Management in the Inland Open Water Fishery Sector of Bangladesh” with S. Begum and S. Zohir, August 2006.

### **In Progress**

- “Economic Networks and the border effect”.
- “Trade Policy and Endogenous Product Quality”.
- “Investigating Home Bias within United States Over Time”.
- “Money, Social Status and Donation: Evidence from a Cash-in-Advance Model” with Z. Du and Y. Liu.

## **PRESENTATION**

---

- “Product Quality in a Reciprocal Dumping Model of International Trade: Theory and Evidence from Bangladesh” with S. Lahiri, Western Economic Association International Annual Conference, 2015.
- “Competition and Product Quality with Heterogeneous Firms: Theory and Evidence from Bangladesh” with S. Lahiri, Western Economic Association International Annual Conference, 2013.
- “Competition and Product Quality with Heterogeneous Firms: Theory and Evidence from Bangladesh” with S. Lahiri, California State University Fullerton, 2013.
- “Competition among Heterogeneous Firms and the Choice of Quality”, Midwest Economic Association Annual Meeting, 2012.
- “Investigating Home Bias within United States Over Time”, Tenth Annual Missouri Economics Conference, 2010.

## **PROFESSIONAL ACTIVITIES AND SERVICES**

---

### **California State University Fullerton**

- Seminar and Research Committee, Fall 2016.
- Undergraduate Curriculum Committee, Fall 2012 - Spring 2014.
- Student Affairs Committee, Fall 2012 - Spring 2016.
- Developed and Revised Syllabus for Intermediate Business Microeconomics with Calculus, 2013.

### **Southern Illinois University Carbondale**

- Bangladesh Student Association, Spring 2009 - Spring 2012.

## **Association for Economic and Development Studies on Bangladesh**

- Organized Sessions in Western Economic Association Annual Conference in 2013, 2014, 2015 and 2016.

## **PROFESSIONAL ASSOCIATION**

---

- American Economic Association.
- Western Economic Association International.
- Association for Economic and Development Studies on Bangladesh.

## **COMPUTER SKILLS**

---

- EViews, STATA, SPSS, GAUSS, SAS, Mathematica, MATLAB, LATEX, Scientific WorkPlace.

## **HONORS AND AWARDS**

---

- Recognition of Outstanding Achievements in Teaching, 2016, California State University Fullerton.
- Dissertation Research Assistant Award, Fall 2011 - Spring 2012, Southern Illinois University.
- Outstanding Student Teacher of the Year, Department of Economics, 2011.
- Thomas and Chany Chung Endowed Scholarship, Fall 2008 & Summer 2011.
- Graduate Student Award for the Meeting of Nobel Laureates in Germany, Oak Ridge Associated Universities, 2011.
- International Graduate Tuition Scholarship, Faculty of Graduate Studies, 2003.
- B.S.S. Merit Scholarship, University of Dhaka, 2000.
- H.S.C. and S.S.C. Board Scholarship, Government of Bangladesh, 1993 & 1995.
- Junior Scholarship in talent pool, Government of Bangladesh, 1991.

## **REFERENCES**

---

Sajal Lahiri  
Professor and Vandever Chair  
Department of Economics  
Southern Illinois University at Carbondale  
Phone: (618) 453-9472  
Email:lahiri@siu.edu

Scott Gilbert  
Associate Professor  
Department of Economics  
Southern Illinois University at Carbondale  
Phone: (618) 453-5095  
Email:gilberts@siu.edu

A.K.M. Mahbub Morshed  
Associate Professor  
Department of Economics  
Southern Illinois University at Carbondale  
Phone: (618) 453-5740  
Email:mmorshed@siu.edu

# Pedro S. Amaral

Department of Economics  
Mihaylo College of Business and  
Economics  
California State University, Fullerton  
Fullerton, CA 92834-6848  
☎ +1 (657)278-2588  
✉ [pamaral@fullerton.edu](mailto:pamaral@fullerton.edu)  
[IDEAS/RePEc page](#)

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## Education

- 2002 **Ph.D. in Economics**, *University of Minnesota*.
- 2000 **M.A. in Economics**, *University of Minnesota*.
- 1996 **Licenciatura in Economics**, *Universidade Católica Portuguesa*.

---

## Employment

- 2017–current **Associate Professor**, *Department of Economics*, California State University, Fullerton.
- 2014–2015 **Visiting Senior Researcher**, *Research Department*, Banco de Portugal.
- 2009–2017 **Senior Research Economist**, *Research Department*, Federal Reserve Bank of Cleveland.
- 2006–2007 **Visiting Assistant Professor**, *Department of Economics*, University of Minnesota.
- 2005–2006 **Visiting Assistant Professor**, *Department of Economics*, University of Texas-Austin.
- 2002–2009 **Assistant Professor**, *Department of Economics*, Southern Methodist University.
- 2000–2002 **Research Assistant**, *Research Department*, Federal Reserve Bank of Minneapolis.
- 1998–2000 **Instructor**, *Department of Economics*, University of Minnesota.

---

## Academic publications

- 2017 **Monetary Shocks and Sticky Wages in the U.S. Great Contraction: A Multi-sector Approach**, with James C. MacGee, *Journal of Monetary Economics* 92, 112-129.
- 2016 **The Cyclical Behavior of Equilibrium Unemployment and Vacancies Across OECD Countries**, with Murat Tasci, *European Economic Review* 84, 184-201.
- 2010 **Limited Enforcement, Financial Intermediation and Economic Development: A Quantitative Assessment**, with Erwan Quintin, *International Economic Review* 51 (3), 785-811.
- 2006 **A Competitive Model of the Informal Sector**, with Erwan Quintin, *Journal of Monetary Economics* 53 (7), 1541-1553.
- 2002 **The Great Depression in Canada and the United States: A Neoclassical Perspective**, with James C. MacGee, *Review of Economic Dynamics* 5, 45-72.

---

## Policy publications

- 2017 **Monetary Policy and Inequality**, Economic Commentary, Federal Reserve Bank of Cleveland 2017-01.
- 2014 **The Cyclicalilty of the Portuguese Labor Market: A Macroeconomic Perspective in the OECD context**, Economic Bulletin, Banco de Portugal, October 2014.
- 2014 **Reassessing the Effects of Unemployment Insurance Benefits on Unemployment**, with *Jessica Ice*, *Economic Commentary, Federal Reserve Bank of Cleveland 2014-23*.
- 2013 **Monetary Policy Tightening and Long-Term Interest Rates**, Economic Commentary, Federal Reserve Bank of Cleveland 2013-08.
- 2012 **Technology Shocks and Unemployment in the Last Recession**, Economic Commentary, Federal Reserve Bank of Cleveland 2012-07.
- 2011 **Credit Flows to Businesses During the Great Recession**, Economic Commentary, Federal Reserve Bank of Cleveland 2011-15.
- 2010 **Is U.S. Federal Debt Too Large?**, Economic Commentary, Federal Reserve Bank of Cleveland 2010-10.

---

## Working papers

- 2016 **A New Perspective on the Finance-Development Nexus**, with *Dean Corbae and Erwan Quintin*, *Federal Reserve Bank of Cleveland, Working Paper no. 16-29*.
- 2016 **Trade, Relative Prices, and the Canadian Great Depression**, with *James C. MacGee*, *Federal Reserve Bank of Cleveland, Working Paper no. 16-06*.
- 2009 **Job Separations, Heterogeneity, and Earnings Inequality**, *Federal Reserve Bank of Cleveland, Working Paper no. 09-10*.

---

## Work in progress

- 2016 **Heterogeneous agents and search labor markets**, with *Daniel Carroll*.
- 2016 **Intermediate Goods and Real Product Wages in the U.S. Great Depression**, with *James C. MacGee*.

---

## Book chapters

- 2007 **The Great Depression in Canada and the United States: A Neoclassical Perspective**, with *James C. MacGee*, in "Great Depressions of the Twentieth Century", T. J. Kehoe and E. C. Prescott, editors, Federal Reserve Bank of Minneapolis.

---

## Recent presentations

Society for Economic Dynamics, Edinburgh; Summer Meetings of the Econometric Society, St. Louis; Banco de Portugal; Midwest Economics Association Meetings, Cincinnati; Cal State Fullerton; Latin American Meetings of the Econometric Society, Bogota; Inter-American Development Bank; Federal Reserve Bank of Atlanta; Computing in Economics and Finance Meetings, Bordeaux; Midwest Macro Meetings, Purdue; Western University; Banco de Portugal; University of Arkansas; University of Akron; LuBra Macro Meetings, Évora; University of Pittsburgh; Federal Reserve Board of Governors; Ohio State University.

---

## Refereeing

American Economic Journal: Macroeconomics, American Economic Review, B.E. Journal of Macroeconomics, Canadian Journal of Economics, Economic Inquiry, Economic Theory, Economics Bulletin, European Economic Review, European Review of Economic History, International Economic Review, Journal of Economic Dynamics and Control, Journal of Economic Growth, Journal of Growth and Development, Journal of Monetary Economics, Journal of Political Economy, Journal of Public Economics, Macroeconomic Dynamics, Review of Economic Dynamics, Review of Economic Studies, and Southern Economic Journal.

# GABRIELA BEST

---

Department of Economics  
California State University, Fullerton  
Steven G. Mihaylo College of Business and Economics  
Fullerton, CA 92834-6848

Phone: 657-278-2387  
Email: gbest@fullerton.edu  
Web: <http://www.gabrielabest.com>

## CURRENT APPOINTMENT

Assistant Professor, Department of Economics, California State University, Fullerton  
August 2012 - present

## PAST PROFESSIONAL EXPERIENCE

Assistant Professor, Department of Economics, Missouri State University,  
August 2010 - May 2012

## EDUCATION

Ph.D. University of California, Irvine, Economics, 2010  
Thesis Title: *Essays in Monetary Policy and Learning* (Advisor: Fabio Milani)  
M.A. University of California, Irvine, Economics, 2009  
B.A. California State University, Los Angeles, December 2003  
Universidad Nacional Autonoma de Mexico, Completed 242 units in Economics

## RESEARCH & TEACHING FIELDS

Primary Fields: Macroeconomics, Monetary Economics, Time Series Econometrics

## PUBLICATIONS

- "Policy Preferences and Policymakers' Beliefs: The Great Inflation," *Macroeconomic Dynamics*, Forthcoming.
- "Monetary Policy and News Shocks: Are Taylor Rules Forward-Looking?" (with Pavel S. Kapinos) *The B.E. Journal of Macroeconomics (Contribution)*, 16 (2), 335-360, 2016.
- "A New Keynesian Model with Staggered Wage and Price Contracts under Learning," *Journal of Economics Dynamics and Control*, 57, 96-111, 2015.
- "Fear of Floating or Monetary Policy as Usual? A Structural Analysis of Mexico's Monetary Policy," *The North American Journal of Economics and Finance*, 24, 45-62, 2013.

## WORKING PAPERS

- "Bad Luck, Bad Policy, or Learning? A Markov-Switching Approach to Understanding Postwar U.S. Macroeconomic Dynamics" (with Joonyoung Hur). Revise and Resubmit to the *European Economic Review*.
- "Forward-looking Taylor Rules, Real-time Forecasts, and the Price Puzzle" (with Pavel S. Kapinos). Submitted to the *Journal of Money, Credit, and Banking*.
- "Is the Fed's News Perception Different from the Private Sector's?" (with Pavel S. Kapinos). Finished manuscript in preparation to be submitted to *Economic Letters*.
- "Good Policy or Learning Evolution? A Markov-Switching Approach to Understanding the Determinants of Fed Policy" (with Joonyung Hur).

# GABRIELA BEST

---

## WORK IN PROGRESS

“Monetary Policy Perceptions” (with Fabio Milani).

“The Causes of the Great Inflation in Japan and Germany: Policy Preferences or Policymakers’ Beliefs.”

## RESEARCH EXPERIENCE

Dissertation Internship, Federal Reserve Bank of St. Louis, Research Division (06/2008 – 09/2008)

Research Assistant, Professor Fabio Milani (Spring 2007)

## TEACHING EXPERIENCE

Department of Economics, California State University, Fullerton

Advanced Macroeconometrics Graduate Course (Fall 2018)

Monetary Economics Graduate Course (Fall 2015 and 2016)

Introduction to Econometrics (Spring 2013, 2014, 2015 and 2016, and Fall 2014)

Principles of Macroeconomics (Fall 2012, 2014, 2015 and 2016, and Spring 2013, 2014, 2015 and 2016)

Intermediate Macroeconomics (Fall 2012 and 2017, and Spring 2016)

Department of Economics, Missouri State University

Applied Econometrics II (Spring 2012)

Principles of Macroeconomics (Fall 2010 and 2011, and Spring 2011 and 2012)

Applied Econometrics (Fall 2010 and 2011)

Intermediate Macroeconomics (Spring 2011)

Department of Economics, UC Irvine

Intermediate Macroeconomics (Summer 2009)

Teaching Assistant, The Paul Merage School of Business, UC Irvine

Business and Government for M.B.A. students (Fall 2009 and Winter 2010)

Teaching Assistant, Department of Economics, UC Irvine (2004–2010)

Intermediate Macroeconomics

International Money

Intermediate Microeconomics

Basic Economics

## CONFERENCE PRESENTATIONS AND SEMINARS

Southern Economic Association Conference, Tampa, FL (November 17-19, 2017)

Midwest Macroeconomics Meetings, Kansas City, MO (November 4-6, 2016)

Macroeconomics Workshop, University of California, Irvine, CA (October 21, 2016)

Midwest Economic Association Meetings, Evanston, IL (April 2, 2016)

90th Western Economic Association International Annual Conference, Honolulu, HI, (June 28-July 2, 2015)

California State University, Los Angeles, CA (October 6, 2014)

# GABRIELA BEST

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## CONFERENCE PRESENTATIONS AND SEMINARS (CONTINUED)

- 89th Western Economic Association International Annual Conference, Denver, CO (June 19-21, 2014)
- Midwest Macro Meetings, University of Missouri, Columbia, MO (May 30 - June 1, 2014), (Paper Accepted)
- American Association of Hispanics in Higher Education, Pre-Conference Workshops, (March 6, 2014)
- 88th Western Economic Association International Annual Conference, Seattle, WA (July 1-2, 2013)  
California State University, Long Beach, CA (May 3, 2013)
- The 48th Annual Meeting of the Missouri Valley Economics Association, Kansas City, MO (October 20-22, 2011)
- The 2011 Midwest Macroeconomics Meetings, Vanderbilt University, Nashville, TN (May 20-22, 2011)
- 20th Annual Meeting of the Midwest Econometrics Group, Washington University, St. Louis, MO (October 1-2, 2010)
- The 6th DYNARE Conference, Bank of Finland, Helsinki (June 3-4, 2010), (paper accepted)
- Universidad Autonoma de Baja California, Tijuana, Baja California Norte, Mexico (May 7, 2010)
- Federal Reserve Bank of St. Louis Seminar Series, St. Louis, MO (June and September 2008)
- Small Open Economies in a Globalized World Conference, Second International Conference, Waterloo, Canada (June 12-15, 2008)
- Economics Colloquium Series, Department of Economics, University of California, Irvine, CA (2006, 2007, 2008, 2009)

## WORKSHOP PARTICIPATION

- Semi-Annual Workshop for Applied Time Series Econometrics, Federal Reserve Bank of St. Louis (November 2010, March 2011, October 2011)
- Master Advisor Workshop, Missouri State University (August 11-12, 2011)
- Showcase on Teaching and Learning, Missouri State University (Fall 2010)

## HONORS & AWARDS

- Jr/Sr Mihaylo College of Business and Economics Research Grant (2016)
- Faculty Recognition Scholarly and Creative Activity at Cal State Fullerton (2016)
- Social Science Merit Fellowship, UC Irvine (Spring 2009)
- Dissertation Internship, Federal Reserve Bank of St. Louis (06/2008 – 09/2008)
- Economics Department Research Fellowship, UC Irvine (Spring 2007)
- Summer Research Fellowship, Department of Economics, UC Irvine (2006 and 2007)
- Departmental Honors, California State University, Los Angeles (2002)
- Phi Kappa Phi Honor Society Member

# GABRIELA BEST

---

## OTHER INFORMATION

Computer Skills: Matlab, Stata, EViews, L<sup>A</sup>T<sub>E</sub>X

Spanish (Native), English, and French (Intermediate)

Affiliation:

American Economic Association

Committee on the Status of Women in the Economics Profession

Citizenship: USA

## REFEREE

Journal of Money, Credit and Banking

European Economic Review

Studies in Nonlinear Dynamics and Econometrics

North American Journal of Economics and Finance

Advances in Econometrics

The Journal of Economics

## SERVICE

Cal State Fullerton:

MCBE Senate Junior Member (2017-2018 and 2018-2019)

University Diversity and Inclusion Committee Member (2017-2018 and 2018-2019)

Kevin Negrón Thesis Advisor (2017)

Harrison Shieh Thesis Advisor (2016-2017)

Recruiting Committee Alternate Member (2016-2017)

MBA Committee (2016-2017 and 2017-2018)

Graduate Curriculum Committee (2016-2017)

Student Affairs and Career Development (2015-2016 and 2017-2018)

Steering Committee Member (2014-2015 and 2015-2016)

Seminar Committee Chair (2014-2015)

Economics Department Commencement Coordinator (2014 and 2015)

Thesis Committee Member: Sam Chau (2013)

Undergraduate Curriculum Committee Member (2012-2013)

Seminar Committee Member (2012-2013 and 2015-2016)

Department of Economics, Missouri State University:

Faculty Research Seminar Organizer (2010-2011)

Scholarship Committee member (2010-2011)

Student Liaison Committee member (2010-2011)

# GABRIELA BEST

---

## REFERENCES

Fabio Milani  
Associate Professor of Economics  
University of California, Irvine  
3151 Social Science Plaza  
Irvine, CA 92697-5100  
fmilani@uci.edu  
949-824-4519

William Branch  
Associate Professor of Economics  
University of California, Irvine  
3151 Social Science Plaza  
Irvine, CA 92697-5100  
wbranch@uci.edu  
949-824-4221

**VITA: Radha Bhattacharya**  
**Professor of Economics, California State University at Fullerton**

**EDUCATION**

1991 Ph.D. Economics, Pennsylvania State University, "Essays on Intertemporal Open-Economy Macroeconomic Models"

1988 M.A. Economics, Pennsylvania State University

1985 M.Phil Economics, Gokhale Institute of Politics and Economics, Poona, India

**PROFESSIONAL EXPERIENCE**

Director, Center for Economic Education, California State University, Fullerton (2011-present)

Professor, Department of Economics, California State University, Fullerton (2010-present)

Associate Professor, California State University, Fullerton (1999-2009)

Assistant Professor, California State University, Fullerton (1992 – 1998)

Lecturer, California State University, Fullerton (1990-1992)

**GRANTS**

U.S. Bank IDA Grant 2017-2018: \$50,000

Wells Fargo Financial Literacy Lab 2017-2018: \$20,000

Assets for Independence (AFI), Department of Health and Human Services: (2011-2016): \$150,000

U.S. Bank Economic Empowerment and Youth IDA: (2011-2016): \$250,000

Financial Literacy Lab with Wells Fargo Bank: (2012-2016): \$100,000

CIPEP Office of Research and Development, California State University, Fullerton: (2014) :\$3,000

International Economic Education Showcase, Council for Economic Education: (2012) : \$2,500

Financial Literacy in Low Income Schools, Council for Economic Education: (2012:\$2,500)

**COURSES TAUGHT:** Principles of Microeconomics (Econ 201), Principles of Macroeconomics (Econ 202), Intermediate Macroeconomics (Econ 320), Intermediate Business Microeconomics (Econ 315), Research Methods in Economics (Econ 340), Econometrics (Econ 440), Money and Banking (Econ 420), Advanced Macroeconomic Analysis (Econ 503), Price System and Resource Allocation (MBA: Econ 515), Macroeconomics (MBA: Econ 521), Critical Issues in the Media and Economics (Econ 370).

**SCHOLARLY PUBLICATIONS**

- Gill, A., and Bhattacharya, R. (2017), "The Interaction of Financial Attitudes and Financial Knowledge: Evidence for Low-Income Hispanic Families." *Atlantic Economic Journal*, 2017, 45, 497-510.
- Gill, A; Bhattacharya, R.. " Don't Do As I Do, Do As I Say? (2017) Evidence on the Inter-Generational Transmission of Financial Attitudes." *Eastern Economic Journal*, Forthcoming
- Bhattacharya, R; Gill, A; Stanley, D. (2016) The Effectiveness of Financial Literacy Instruction: The Role of Individual Development Accounts Participation and the Intensity of Instruction. *Journal of Financial Counseling and Planning*. 27, 1, 20-35, 2016.
- Gill, A; Bhattacharya, R. Integration of a Financial Literacy Curriculum in a High School Economics Class: Implications of Varying the Input Mix from an Experiment. *Journal of Consumer Affairs*. 49, 2, 472-487, 2015..
- Bhattacharya, R. , & Kim, S. (2011). Economic fundamentals, subprime lending and housing prices: Evidence from msa-level panel data. *Housing Studies*, 26(6), 897-910.

- Bhattacharya, R; Lowenberg, A.D. "Impact of Apartheid on Economic Growth: Implications and Empirical Evidence from South Africa." *Comparative Economic Studies*. 52, 1, 38-61, Mar. 2010.
- Kim, S. W. and R. Bhattacharya. "Regional Housing Prices in the US: An Empirical Investigation of Nonlinearity," *Journal of Real Estate Finance and Economics*, 2009, 38:443-460.
- Stanley, D. and R. Bhattacharya. "The Informal Financial Sector in the US: The Role of Remittances," *Quantitative Review of Economics and Finance*, 2006, 5, 43-58.
- Bhattacharya, R. and D. Stanley. "The Unbanked Hispanic Community: Implications for the Banking Sector," *The Journal of Commercial Banking and Finance*, Vol. 5, No. 1, 2006, p. 43-58.
- Laurice, J. and Bhattacharya, R. "Prediction Performance of a Hedonic Model for Housing," *The Appraisal Journal*, Spring 2005, Volume LXXIII, Number 2, p 198-209.
- Bhattacharya R., "Long Run Relationships between House Prices and Fundamentals." Unpublished Working Paper, 2005.
- Bhattacharya, R. "Sources of Variations in Regional Economies," *Annals of Regional Science*, 2003, 37:291-302.
- Bhattacharya Radha, and Cockerill, Lee, "Economic Impact of California State University, Fullerton," (Report) April 2002.
- Bhattacharya Radha, "Further Concerns Regarding the Low Income Housing Crisis in California," April 2000, (Report) Faculty Fellows Program.
- Bhattacharya, Radha, "Housing Affordability in the Southland: Will it Stifle the Local Economic Boom?" (Report) June 2000.
- Bhattacharya, R. "The Exchange Rate and the Trade Balance of the U.S," *Journal of Economics*, December, 1997.
- Bhattacharya, R. "Accounting for Sources of Fluctuations in Output in Small Open Economies of Asia," *Journal of the Asia Pacific Economy*, December 1997.
- Bhattacharya, R. "Cointegrating Relationships in the Demand for Money in India," *The Indian Economic Journal*, October 1995.
- Ahmed S. and Radha Murthy (Bhattacharya), "Money, Output and Real Business Cycles in a Small, Open Economy," *The Canadian Journal of Economics*, 1994, No. 27, vol. 4, 982-93.

**CONFERENCE PRESENTATIONS (selected):**

- Don't do as I do, Do as I say? Transmission of Intergenerational Financial Attitudes." Council for Economic Education Meetings, Dallas, October 2014
- Integration of a Financial Literacy Curriculum in a High School Economics Class: Implications of Varying the Input Mix." EEA meetings, Boston, MA, March 2014.
- "Educational IDAs and Youth Outcomes." ASSA meetings, Philadelphia, PA, January 2014.

**AWARDS AND SCHOLARSHIPS (selected):**

- Mihaylo Faculty Fellowship, May 2013
- Faculty Student Service Award, May 2006

**THESIS ADVISEMENT, M.A. (selected)**

- 2014, Impact of Financial Literacy Education on Financial Knowledge of Elementary School Children, Member
- 2012, Male-Female Wage Differential in China, Member

Bhattacharya Curriculum Vitae

# Rokon Bhuiyan

October 1, 2014

## Contact Information

Department of Economics, SGMH 3328  
Steven G. Mihaylo College of Business and Economics  
Cal State Fullerton, Fullerton, CA 92834  
Email: mobhuiyan@fullerton.edu  
Phone: (657) 278-4019

## Education

Ph.D. (Economics), September 2004-April 2009, *Queen's University*, Canada

M.A. (Economics), September 2002-August 2004, *University of Saskatchewan*, Canada

M.S.S. (Economics), July 1999-June 2000, *University of Dhaka*, Bangladesh

B.S.S. (Economics), July 1995-June 1999, *University of Dhaka*, Bangladesh

## Published Papers

1. "Real and Nominal Effects of Monetary Policy Shocks", with Robert F. Lucas, *Canadian Journal of Economics*, pp. 679-702, Volume 40, No. 2, May 2007.
2. "The Effects of Monetary Policy Shocks in Bangladesh: A Bayesian Structural VAR Approach", *International Economic Journal*, pp. 123-134, Volume 34, No. 2, June 2012.
3. "Identifying a Forward-Looking Monetary Policy in an Open Economy", *Economica*, pp. 576-599, Volume 79, No. 315, July 2012.
4. "Monetary Transmission Mechanism in a Small Open Economy: A Bayesian Structural VAR Approach", *Canadian Journal of Economics*, pp. 1037-1061, Volume 3, No. 45, August 2012.
5. "Inflationary Expectations and Monetary Policy: Evidence from Bangladesh", forthcoming to *Empirical Economics*, pp. 1155-1169, Volume 44, Issue 3, May, 2013.

## Papers Under Submission

1. "The Effects of Monetary Policy Shocks in the USA: A Forecast-augmented VAR Approach", Submitted to *Journal of Applied Economics* for publication and passed the first-round review.
2. "The Effects of Monetary Policy Shocks on Exchange Rates in a Small Open Economy: A Structural VAR Approach", Submitted to *Canadian Public Policy* for publication.

## Working Papers

1. “Roles of Oil Price and Monetary Policy in Inflation Dynamics: Evidence from China”, with Yi Shen, in final preparation for submission.

## Work in Progress

1. “The Effects of Macroeconomic Variables on Dynamics of Purchasing Power Parity: A Two Country Model”, with Nazneen Ahamad, work in progress.
2. “The Dynamics Effects of Remittances in Developing Countries”, with Emmanuel Lartey, work in progress.
3. “Determinants of Housing Price in the USA”, with Radha Bhattacharya, work in progress.
4. “Do Central Banks in Developing Countries Consider Inflationary Expectations?”

## Books and Book Chapters

1. Book Chapter: “Forecasting Inflation using a Vector Auto Regression Model”, with AHM Saidul Hassan, pp. 5-38, (Kalamogo Coulibaly, Chandra Putcha, and Brian W Sloboda edited) in *Economic Modeling and Forecasting*, Mellen Press, New York, 2013.
2. Book: Designing Monetary Policy in Vector Auto Regressions, Work in Progress

## Conference Participation and Invited Seminars

Presenter: “The Effects of Monetary Policy Shocks on Exchange Rates in a Small Open Economy: A Structural VAR Approach”, 89th Annual Conference of the Western Economic Association, July 2014, Denver.

Discussant: “Strategic Environmental Management System and Competitive Advantage: Utilizing Propensity Score Matching to Overcome Self Selection Bias, 89th Annual Conference of the Western Economic Association, July 2014, Denver.

Presenter: “The Effects of Monetary Policy Shocks in the USA: A Forecast-augmented VAR Approach”, 88th Annual Conference of the Western Economic Association, July, 2013, Seattle.

Presenter: “The Effects of Monetary Policy Shocks in the USA: A Forecast-augmented VAR Approach”, 82nd Annual Southern Economic Association Meetings, November, 2012, New Orleans.

Session Chair: Session 19J, “ISSUES ON MONETARY POLICY I”, 82nd Annual Southern Economic Association Conference, New Orleans, November 2012.

Discussant: “Gaussian Test for Unit Roots with Application to Great Ratios”, 82nd Annual Southern Economic Association Conference, New Orleans, November 2012.

Presenter: “Determinants of Housing Price in the USA”, (with Radha Bhattacharya), 85th Annual Conference of Western Economic Association, July 2010, Portland (Could not participate).

Presenter: “Identifying a Forward-Looking Monetary Policy in an Open Economy, Southern Economic Association Meetings, Washington, D.C., November 2008.

Presenter: “Effects of Monetary Policy in a Small Open Economy: A Structural VAR Approach”, Canadian Economics Association Meetings, University of British Columbia, 2008.

Presenter: “Effects of Monetary Policy on Exchange Rates in a Small Open Economy: A Structural VAR Approach”, Canadian Economics Association Meetings, Dalhousie University, 2007.

Presenter: “Real and Nominal Effects of Monetary Policy Shocks”, Canadian Economics Association Meetings, Ryerson University, 2004.

Session Chair: Session-International Finance II, Canadian Economics Association Meetings, Dalhousie University, 2007.

Participant: QED Frontiers of Macroeconomics Workshop, March 2008.

Participant: QED Frontiers of Macroeconomics Workshop, March 2007.

Participant: Canadian Economics Association Meetings, Concordia University, 2006.

Participant: Third Annual Economics Research Symposium, Department of Economics, University of Saskatchewan, 2003.

Invited Seminar: “Identifying a Forward-Looking Monetary Policy in an Open Economy” Department of Economics, California State University, Fullerton, CA, January 29, 2009.

Invited Seminar: “Identifying a Forward-Looking Monetary Policy in an Open Economy” Department of Economics, University of Scranton, PA, January 27, 2009.

Invited Seminar: “Identifying a Forward-Looking Monetary Policy in an Open Economy” Department of Economics, St. Thomas More College, University of Saskatchewan, Canada, March 2009 (canceled).

Invited Seminar: “Identifying a Forward-Looking Monetary Policy in an Open Economy” Department of Economics, University of Northern British Columbia, Canada (canceled), February 2009.

Invited Seminar: “Identifying a Forward-Looking Monetary Policy in an Open Economy” International Monetary Fund (IMF), Washington, DC, January 13, 2009.

Invited Seminar: “Identifying a Forward-Looking Monetary Policy in an Open Economy” World Bank, Washington, DC, December 01, 2008.

## Awards, Scholarships, and Grants

Intramural Research Award, Cal State Fullerton, 2013-2014

Faculty Excellence Fellowship Award, Mihaylo College of Business and Economics, Cal State Fullerton, 2013

Faculty Recognition: Scholarly and Creative Activity Award, Cal State Fullerton, 2013

Dean's Research Fund, Mihaylo College of Business and Economics, Cal State Fullerton, 2010

Skelton Clark Award, Queen's University, 2009

Queen's University Graduate Scholarship, 2005-2007

Queen's University Louisa A. Fowler Graduate Fellowship, 2004-2005

## Graduate Student Supervision

Chirs King, *Monetary Policy, Unemployment Expectations, and Consumer Loans: a Structural VAR Analysis*, Cal State Fullerton, 2010 (Principal Supervisor)

JJ Espinoza, *Dynamic Aspects of Foreign and Domestic and Foreign Variables in Nicaragua's Output and Prices*, Cal State Fullerton, 2011 (Principal Supervisor)

Parth Bhatt, *Beating the Market: Fundamental Factors and Stock Performance* Cal State Fullerton, 2011 (Committee member)

Caner Zorlubas, *Exchange Rate Fluctuations and Trade Balance of Norway: An Econometric Analysis*, Cal State Fullerton, 2011 (Committee Member)

Blaine Fletcher, *Regional Labor Market Implications of Emerging Asian Trade with the United States*, Cal State Fullerton, 2012 (Committee Member)

Sam Chau, *Foreign Direct Investment and Unemployment: An Econometric Analysis*, Cal State Fullerton, 2013, (Principal Supervisor)

Sisi Wu, *Urban Residential Housing Price Dynamics and the Role of Foreign Investment in China before and after the Document No. 171, 2000-2010*, 2013, (Committee Member)

Mallory Keeler, *Are Fragile Countries more Susceptible to Regional Growth Spillovers?*, 2013, (Committee Member)

Jonathan Lee, *The Dynamic Effects of Energy Prices in Monetary Policy Variables*, Cal State Fullerton, 2013, (Principal Supervisor)

Viet Lee, *The Effects of Monetary Policy Shocks in China: A Structural VAR Analysis*, Cal State Fullerton, 2014, (Principal Supervisor)

Vanessa Martinez-Acero, *The Effects of South American Immigration on the United States on Bilateral Trade*, Cal State Fullerton, 2014, (Committee Member)

## Graduate Independent Study Supervision

Marcos Franz, *Forecasting Commercial Crude Oil Inventories using Box-Jenkins Procedure*, Cal State Fullerton, 2011

Yi Shen, *Calculation of Expected Inflation in China*, Cal State Fullerton, 2014

## Journals Refereed For

*International Economic Journal* (2014), *Latin American Journal of Economics* (2013), *Journal of International Trade and Economic Development* (May 2012), *Empirical Economics* (April 2012), *Journal of International Money and Finance* (January 2010), *Czech Economic Review* (November 2008)

## Book Reviewed

*Economic Forecasting for Undergraduates: A Hands-on Approach*, Pearson Economics, 2010, Gloria Gonzalez-Rivera, University of California at San Diego.

## Departmental, College, and University Committees

### Academic Year 2009-2010

Department Level: Graduate Studies Committee, Undergraduate Curriculum Committee

### Academic Year 2010-2011

Department Level: Graduate Studies Committee, Seminar Committee, Research Committee

### Academic Year 2011-2012

Department Level: Graduate Studies Committee, Seminar Committee (Chair of the Committee), Research Committee, Recruitment Committee

College Level: CCCC Committee (Coordinator for Econ 202) (Summer part of 2011-2012)

### Academic Year 2012-2013

Department Level: Graduate Studies Committee, Seminar Committee (Chair of the Committee)

College Level: CCCC Committee (Coordinator for Econ 202)

University Level Committee: Extended Education Committee

### Academic Year 2013-2014

Department Level: Graduate Studies Committee, Assessment Committee

College Level: CCCC Committee (Coordinator for Econ 202), MCBE Senate Committee, Undergraduate Program Committee

University Level Committee: Extended Education Committee

### **Academic Year 2014-2015**

Department Level: Recruitment Committee, Graduate Studies Committee, Assessment Committee

College Level: CCCC Committee (Coordinator for Econ 202), MCBE Senate Committee

University Level Committee: Extended Education Committee

## **Participation in Workshops and Training**

Online Course Development Workshop, March 2010 (Organized by OASIS)

Faculty Recruitment Training Workshop, September 2014 (Organized by Diversity and Equity, Human Resources)

Workshop on Assessment 101, September 2014 (Organized by Office of Assessment and Educational Effectiveness)

## **Administrative Positions, Professional Affiliations, and Other Activities for the Department, College, University, and Community**

*Assistant Faculty Marshall*, Commencement Ceremony, Cal State Fullerton

*Member*, Phi Beta Delta at Cal State Fullerton

*Honorary Member*, Golden Key International Honour Society, CSUF Chapter

*Member*, Asian American Pacific Islander Faculty Staff Association (AAPIFSA)

*Founder and Member*, Green Delta Forum for Bangladesh (GDSFB)

*Member*, Member of Quantum Foundation, Bangladesh

*Member*, Member of the Association for Economic and Development Studies on Bangladesh (AEDSB)

*Member*, Association of the Bangladeshi Professionals in Los Angeles (ABPLA)

*Volunteer*, Bangladesh Unity Federation of Los Angeles (BUFLA)

*Volunteer*, Distressed Children and Infants International (DCI)

*Member*, Quantum Foundation, Bangladesh

*Secretary*, Water Gardens Home Owners' Association

*Member*, Southern Economic Association (SEA)

*Member*, Royal Economic Society

*Member*, American Economics Association (AEA)

*Member*, Canadian Economics Association (CEA)

*Member*, Bangladesh Economics Association (BEA)

*Member*, Western Economic Association (WEA)

*Member*, Dhaka University Department of Economics Alumni Association (DUDEAA),

*International Student Representative*, Graduate Student Executive (GSE), Department of Economics, Queen's University

*Secretary for Publication and Publicity*, Daudkandi Students' Association in Dhaka

## **Mentoring Students for Graduate Admissions/Career and Writing Reference Letters**

Some of the Students are as follows: Sagun Khadka (for PHD admission, MA, 2009), Yogesh Bhardwaj (for MA admission, BA 2010), Iosif Dubei (for job, BA, 2010), Chris Erwin (for PHD admission, MA, 2011), Andrew Yu (for MA admission, BA, 2011), Thanh Phan (for Job, BA, 2011), Matt Nordeman (for MBA admission, BA, 2011), Michael Rodriguez (for MA admission, BA, 2011), Rachel Lauren MacWillie (for admission into Law school, BA, 2011), Daniel Jewell (for MA admission, BA, 2012), Zehra Bahcivan (for MA admission, BA, 2012), Lee Wilson (for MA admission, BA, 2012), Erick Melendez (for MA admission, BA, 2012), Tayebah Karimi (for MBA admission, BA, 2012), Robert Garcia (for MA admission, BA, 2012), Greg Halverstadt (for MA admission, BA, 2012), Erika Zanki (for job, BA, 2012), Rachel MacWillie (for admission into Law School, BA 2012), Marshall Urias (for PHD admission, BA 2013), Yi Shen (for PHD admission, MA 2014)

## MARIA CASANOVA

Mihaylo College of Business and Economics  
California State University, Fullerton  
800 North State College Blvd, Fullerton, CA 92831, USA  
Tel: 657-278-4482  
[mcasanova@fullerton.edu](mailto:mcasanova@fullerton.edu)

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### Employment

Assistant Professor, California State University, Fullerton, 2015-present  
Assistant Professor, UCLA Department of Economics, 2008-2015

### Education

Ph.D., Economics, University College London, U.K. November 2010  
M.Phil., Economics, University College London, U.K. 2005  
M.Sc., Economics and Finance, CEMFI, Madrid, Spain 2001  
Economics, University Carlos III, Madrid, Spain, 1999

### Fields of Interest

PRIMARY: Labor Economics; Applied Econometrics.  
SECONDARY: Economics of Aging; Intra-Household Decisions.

### Teaching

#### COURSES

Econ 320 - Intermediate Macroeconomic Analysis, CSU Fullerton, 2015-2017  
Econ 504 - Advanced Microeconometrics, CSU Fullerton, 2017  
Econ 201 - Principles of Microeconomics, CSU Fullerton, 2015-2016  
Topics in Labor Economics (PhD), UCLA, 2010-2015  
Topics in Econometrics (PhD), UCLA, 2010-2011  
Introduction to Econometrics (undergraduate), UCLA, 2009-2011, 2013-2015

#### STUDENT THESIS COMMITTEES

Anthony Papac, MCBE Master in Economics 2016 (currently Ph.D. candidate at UCLA)  
Javier Perez Estrada, UCLA Ph.D. 2011 (currently employed at Bank of Mexico)  
Arturo Harker Roa, UCLA Ph.D. 2011 (currently employed at Universidad de Los Andes, Colombia)  
Hernan Winkler, UCLA Ph.D. 2011 (currently employed at World Bank)  
Alvaro Mezza, UCLA Ph.D. 2011 (currently employed at Federal Reserve Board)  
Mark Luppino, UCLA Ph.D. 2010 (currently employed at Federal Trade Commission)

### Research

#### WORKING PAPERS

“WHAT YOU THINK YOU KNOW CAN HURT YOU: OVERCONFIDENCE IN FINANCIAL KNOWLEDGE AND RETIREMENT PREPAREDNESS”, with Marco Angrisani, 2017 (under consideration for special issue at the Journal of Pension Economics and Finance)

“WORK-LIFE BALANCE AND LABOR FORCE ATTACHMENT AT OLDER AGES”, with Marco Angrisani and Erik Meijer, 2017 (under review)

“THE WELFARE COST OF RETIREMENT UNCERTAINTY”, with Frank N. Caliendo, Aspen Gorry and Sita Slavov, 2016 (under review)

“THE DYNAMICS OF RETIREMENT BEHAVIOR IN COUPLES: EVIDENCE FROM ENGLAND AND THE U.S.”, with James Banks and Richard Blundell, 2016.

“UNDERSTANDING HETEROGENEITY IN HOUSEHOLD PORTFOLIOS: THE ROLE OF COGNITIVE ABILITY AND PREFERENCE PARAMETERS”, with Marco Angrisani, 2016.

“INDIVIDUAL RATHER THAN HOUSEHOLD EULER EQUATIONS: IDENTIFICATION AND ESTIMATION OF INDIVIDUAL PREFERENCES USING HOUSEHOLD DATA”, with Maurizio Mazzocco, 2015.

“REVISITING THE HUMP-SHAPED WAGE PROFILE”, 2013 (under review)

“HAPPY TOGETHER: A STRUCTURAL MODEL OF COUPLES' RETIREMENT CHOICES”, *mimeo* University College London, 2011.

#### PUBLICATIONS

“WORK AND RETIREMENT”, James Banks. In *Health, Wealth and Lifestyles of the Older Population in England: The 2002 English Longitudinal Study of Ageing*. Marmot et al. (eds.) London: IFS, 2003.

“THE IMPACT OF E.U. ENLARGEMENT ON MIGRATION FLOWS”, with Christian Dustmann, Michael Fertig, Ian Preston and Christoph M. Smith. U.K. Home Office Online Report 25/03, 2003

#### Service

##### MCBE – DEPARTMENT OF ECONOMICS COMMITTEES

Ad-hoc Assessment Committee 2017-

Ad-hoc Program Performance Review Committee 2017-

Research and Seminar Committee, 2015-2016

Journal Ranking Committee, 2015-2016

Tenure Track Faculty Search Committee, 2015-2016

Ad-Hoc Committee to Revise Departmental Constitution and Formulate By-Laws, 2016-2017

##### UNIVERSITY COMMITTEES

Faculty Research Policy Committee 2017-

##### CONFERENCE PRESENTATIONS AND INVITED SEMINARS

2016-17 DISCUSSANT: USC Conference on Genetics and Social Sciences.

2015-16 INVITED TALKS: Michigan Retirement Research Center Research Workshop.  
CONFERENCES: Quantitative Society for Pensions and Savings at Utah State University.

- 2014 INVITED TALKS: Society for Economic Dynamics.  
 CONFERENCES: Quantitative Society for Pensions and Savings at Utah State University.
- 2013 INVITED TALKS: Michigan Retirement Research Center Research Workshop, Society for Economic Dynamics, California Institute of Technology, Federal Reserve Bank, St. Louis.  
 CONFERENCES: Quantitative Society for Pensions and Savings at Utah State University, Population Association of America Annual Meeting.
- 2012 INVITED TALKS: NBER Summer Institute, Washington University in St. Louis, Michigan Retirement Research Center Research Workshop, Arizona State University, Georgia State University, Bank of Italy, University College London.  
 CONFERENCES: Society for Economic Dynamics, Meeting of the Spanish Economic Association.
- 2011 INVITED TALKS: Ohio State University, New York University, Duke University, University of British Columbia, California Center for Population Research, SUNY at Stony Brook.  
 CONFERENCES: North American Summer Meeting of the Econometric Society, Meeting of the Spanish Economic Association.
- 2010 INVITED TALKS: CRES Applied Microeconomics Conference at Washington University in St. Louis, Federal Reserve Bank of Chicago, National Tax Association Meetings, University of Wisconsin–Madison.  
 CONFERENCES: Southern California Conference in Applied Microeconomics at Claremont McKenna College, Econometric Society World Congress.
- 2009 INVITED TALKS: Stanford University, UC Riverside, California State University, Fullerton, London School of Economics - LSE Enterprise.  
 CONFERENCES: Meeting of the Spanish Economic Association, USC Conference on Empirical Legal Studies.
- 2008 INVITED TALKS: Northwestern University; UCLA; RAND Corporation; University of Iowa; University of Rochester; University of Maryland; University of Warwick; Bank of Spain; Universidad Carlos III; Universitat Autònoma de Barcelona;  
 CONFERENCES: Society for Economic Dynamics, All-UC Conference in Labor Economics.

#### REFEREEING

American Economic Review, B.E. Journal of Economic Analysis & Policy, European Economic Review, Fiscal Studies, Journal of Applied Econometrics, Journal of Development Economics, Journal of Health Economics, Journal of Labor Economics, Journal of Pension Economics and Finance, Journal of the European Economic Association, The Manchester School, National Science Foundation, Quarterly Journal of Economics, Review of Economic Studies, Southern Economic Journal.

#### OTHER PROFESSIONAL SERVICE

Presenter at the workshop “How to Apply to a Ph.D. Program”, organized by Dr. Sherif Khalifa. MCBE Department of Economics, 2015

Program committee member for the Annual Meeting of the Society for Economic Dynamics, 2013 (Seoul, South Korea) and 2014 (Toronto, Canada).

RESEARCH GRANTS

Michigan Retirement Research Center – Social Security Administration. Joint with Marco Angrisani and Erik Meijer. \$47,500.

California Center for Population Research, UCLA: \$11,000

# Jen-Wen Chang

website: <https://sites.google.com/site/jenwenc/> , email: jenwenc@gmail.com

<b>Employment</b>	<b>California State University, Fullerton</b> Assistant Professor of Economics	2016-
<b>Education</b>	<b>University of California, Los Angeles</b> Ph.D. in Economics	2010- 2016
	<b>National Taiwan University</b> B.S. Mathematics B.A. Economics	2004 - 2008
<b>Research Interests</b>	Applied Microeconomic Theory, Game Theory, Industrial Organization.	
<b>Awards and Fellowships</b>	UCLA 2010-2011 Tuition and Registration Fee Grant UCLA 2011-2014 Teaching Assistantship UCLA 2015 Research Assistantship Taiwan Ministry of Education 2010-2011 Study Abroad Fellowship The Phi Tau Phi Scholastic Honor Society Member	
<b>Conference Presentations</b>	SWET Conference, Spring 2015 (U. of Arizona) Midwest Theory and Trade Conference, Fall 2015 (PSU)	
<b>Working Papers</b>	The Economics of Crowdfunding (under review) Belief Preserving Maps and Bayes Nash Equilibrium, with Ichiro Obara Should the Talk be Cheap in Contribution Games? Competition, Heterogeneous Beliefs and Sub-optimal Decisions, with Simpson Zhang	
<b>Work in Progress</b>	Information Aggregation and Efficiency Under Quorum Rule	
<b>Other Work</b>	Solution Manual of <i>The Analytics of Uncertainty and Information 2nd</i> , Bikhchandani, Hirshleifer, Riley.	
<b>Teaching Experience</b>	Undergraduate: Introduction to Microeconomic Analysis Graduate: Mathematical Economics	
<b>Professional Services</b>	Referee for: International Journal of Game Theory	
<b>Languages</b>	Mandarin Chinese: Native English: Proficient Japanese: Elementary	
<b>References</b>	Prof. Ichiro Obara (Chair) Department of Economics University of California, Los Angeles Phone (310) 794-7098 Email: iobara@econ.ucla.edu	Prof. Sushil Bikhchandani Anderson School of Management University of California, Los Angeles Phone (310) 206-2686 Email: sbikhcha@anderson.ucla.edu
	Prof. Moritz Meyer-ter-Vehn Department of Economics University of California, Los Angeles Phone (310) 825-1011	Prof. Simon Board Department of Economics University of California, Los Angeles Phone(310) 825-5304

## Mira Farka, Ph.D.

Department of Economics, California State University, Fullerton

Phone: (917) 399-8982; E-mail: [efarka@fullerton.edu](mailto:efarka@fullerton.edu)

Webpage: <http://business.fullerton.edu/economics/mfarka/>

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### **EDUCATION**

- Columbia University, Graduate School of Arts and Science, New York, Ph.D. in Economics, 2004
- Columbia University, Graduate School of Arts and Sciences, New York, Master of Arts in Econ., 2000
- California State University, Fresno, CA, Bachelor of Art in Economics, (*summa cum laude*), 1998

### **EMPLOYMENT**

#### **Academic Appointments**

- California State University, Fullerton, 2011-present, Associate Professor (tenured), Department of Economics
- California State University, Fullerton, 2005-2011, Assistant Professor, Department of Economics
- California State University, Fullerton, 2011-present, Co-Director: Institute for Economic & Environmental Research

#### **Business Experience**

- Deutsche Bank, Foreign Exchange Research, New York, 2003-2005, Senior Economist
- Deutsche Bank, Foreign Exchange Research, New York, 2001-2003, Consultant, Research Associate

### **ACADEMIC RESEARCH**

#### **Publications**

- “Asset Pricing Puzzles in an OLG Economy with Generalized Preferences,” (with Amadeu DaSilva), *European Financial Management*, forthcoming
- “The Impact of FOMC Statements on the Volatility of Asset Prices,” (with Adrian Fleissig), *Applied Economics*, 2013, 45, 10, 1287-1301.
- “The Effect of Policy Statements on Asset Prices,” (with Adrian Fleissig) *International Review of Applied Economics*, 2012, 26, 3, 387-416.
- “The Fed and the Stock Market: An Identification Based on Intraday Futures Data,” (with Stefania D’Amico), *Journal of Business and Economics Statistics*, 2011, 29, 1, 126-137.
- “Monetary Policy and the Term Structure: Addressing Simultaneity within a Structural VAR model,” (with Amadeu DaSilva) *Journal of Empirical Finance*, 2011, 18, 5, 935-952.
- “Habit Formation in an Overlapping Generations Model with Borrowing Constraints,” (with Amadeu DaSilva and Christos Giannikos), *European Financial Management*, 2011, 17, 4, 705-725.
- “The Asymmetric Impact of FOMC Statements on Asset Prices,” *Contemporary Economic Policy*, 2011, 29, 4, 469-493.
- “Financial Development, Crisis and Growth,” (with Emmanuel Lartey) *Applied Economic Letters*, 2011, 18, 8, 711-714.
- “The Effect of Monetary Policy Shocks on Stock Prices Accounting for Endogeneity and Omitted Variable Biases,” *Review of Financial Economics*, 2009, 18, 1, 47-55.

#### **Submitted Papers/Working Papers/Work in Progress**

“Portfolio Allocation in an Ageing Economy,” (with Amadeu DaSilva and Christos Giannikos), (revise/resubmit) the Financial Review

“Monetary Policy and the Inflation/Stock Return Relation: a Potential Resolution of the Puzzle,” (under review)

"Asset Prices and Monetary Policy across Business Cycles"

"Measuring the Effects of Monetary Policy on "Financial Markets: A Principle Component-Augmented VAR" (with Stefania D'Amico)

"Financial Fragility, Fed Intervention and the Creation of Asset Price Bubbles," (with Amadeu DaSilva)

## **AWARDS**

- Mihaylo College of Business and Economics Continued Excellence in Publication, 2016
- Mihaylo College of Business and Economics Continued Excellence in Publication, 2015
- Mihaylo College of Business and Economics Faculty Fellowship Award, 2014
- Mihaylo College of Business and Economics Continued Excellence in Publication, 2014
- Outstanding Faculty Award, Mihaylo College of Business and Economics, 2013
- Mihaylo College of Business and Economics Continued Excellence in Publication, 2013
- Mihaylo College of Business and Economics Continued Excellence in Publication, 2012
- Mihaylo College of Business and Economics Continued Excellence in Publication, 2011
- CSUF Faculty Recognition Award for Scholarly and Creative Activity, 2010

## **GRANTS**

### **External Funding**

- County of Riverside Forecasts and Economic Outlook, County of Riverside, (with Adrian R. Fleissig), 2013-2015.
- County of Riverside Forecasts and Economic Outlook, County of Riverside, (with Adrian R. Fleissig), 2010-2012.
- Strategic Financial Plan, Orange County, (with Anil K. Puri and Adrian R. Fleissig), 2006-2009.
- County of Riverside Forecasts and Economic Outlook, County of Riverside, (with Adrian R. Fleissig), 2009, 2011.
- Forecasts of Orange County Delinquent Taxes, County of Orange, (with Adrian R. Fleissig), 2008.
- ATEP Regional and State Economic Impact Report for the District, (with Adrian R. Fleissig), South Orange County Community College District 2008-present.

### **Other Funding**

- Intramural Grants, CSUF, 2006-2016
- Economic Outlook and Forecasts, The Nation, Southern California and Orange County, (with Anil K. Puri), 2006-present, IEES, CSUF.
- Orange County Exports, (with Adrian R. Fleissig), 2010-present, IEES, CSUF.
- Inland Empire Exports, (with Adrian R. Fleissig), 2011-present, IEES, CSUF.
- New Tenure-Track Professional Development Award, Faculty Research Fund, CSUF, 2006-2008
- Research/Creative Activity International Travel Grant, CSUF, 2006

## **ACADEMIC PRESENTATIONS**

- World Finance Conference, Cagliari, Italy, July 2017
- Western Economic Association International, Santiago, Chile, January 2017
- Econometric Society, Asian Meeting, Kyoto, Japan, August 2016
- Western Economic Association International, Singapore, January 2016
- European Financial Management, Amsterdam, the Netherlands, June 2015
- World Finance Conference, Venice, Italy, July 2014
- European Financial Management, Rome, Italy, June 2014
- Econometric Society, Australasian Meeting, Melbourne, Australia, July 2012
- Department of Economics, CSUF, Fullerton, December 2010
- Fudan University Summer Seminar, Shanghai, China, June 2010
- European Economic Society and Econometric Society, Barcelona, August 2009
- Western Economic Association, 84th Annual meeting, Vancouver, Canada, July 2009

- Western Economic Association, 83rd Annual meeting, Hawaii, July 2008
- Western Economic Association, 82<sup>nd</sup> Annual meeting, Seattle, 2007
- Financial Management Association, Asian Conference, Auckland, New Zealand, July 2006
- Financial Management Association, European Conference, Stockholm, Sweden, 2006
- Academy of Business and Administrative Sciences, 14<sup>th</sup> International Conference, Limassol, Cyprus, 2006

### **BUSINESS PRESENTATIONS**

- Under New Management: Outlook for US Growth post-Election,” SoCal Real Estate Conference, May 2017
- US Economic Outlook, ASAP Conference, Fullerton, April 2017
- Shifting Drivers and Changing Gears: US Economic Outlook, Ben Franklin Forum, Costa Mesa, January 2017
- Annual Economic Forecasts, *CalCPA*, Newport Beach, January 2017
- Sustainable Growth? Will the Recovery Amp up? *Critical Mass Annual Conference*, Anaheim, CA, December 2016
- US Outlook: Will the Recovery Pick up Speed? *Richey Advisors, Inc.*, Fullerton, CA, October 2016
- Industry Trends: US Economic Analysis and Forecasts, IICF Women in Insurance, Los Angeles, June 2016
- The Great Divide: The Multi-Speed Recovery, CSUF Executive Board, Costa Mesa, May 2016
- International Trade: Analysis, Forecasts and Outlook for SoCal, CSUF, December 2015,
- Sluggish Growth: Can the Economy Out-Trump it? *Fullerton Chamber of Commerce*, Fullerton, CA, November 2015
- *CSUF Economic Forecast Conference*, Irvine, CA, - 2006 - present
- *CSUF Midyear Economic Outlook and Forecast*, Irvine, CA - 2007-present
- US, California and Riverside County Overview and Forecast, County of Riverside, Riverside, CA, May 2015
- What is the Outlook for Real Estate in SoCal?, OC Apartments Association, March 2015
- Arrested Development: Will the Recovery Pick up Speed? *Fullerton Chamber of Commerce*, Fullerton, CA, November 2014
- Curbed Enthusiasm: Is Moderate Growth our New Normal?, *Richey Advisors, Inc.*, Fullerton, CA, October 2014
- 2015 CSUF Economic Forecast Conference, Irvine, CA, October 2014
- "Secular Stagnation" or "Ready for Lift-Off", WNC Conference, Newport Coast, September 2014.
- US, California and Riverside County Overview and Forecast, County of Riverside, Riverside, CA, May 2014
- CSUF Midyear Economic Outlook and Forecast, Irvine, CA, April 2014
- A more Normal Abnormal, *OC Chapter of Risk Management Association*, Newport Beach, CA, November 2013
- Inching Towards a Lesser Abnormal, *Fullerton Chamber of Commerce*, Fullerton, CA, November 2013
- Outlook for Growth under Policy Consolidation, *Osher Learning Institute*, Fullerton, CA, November 2013
- Smooth, Shaken or Stirred? The Outlook for Growth, *Richey Advisors, Inc.*, Fullerton, CA, October 2013
- 2014 CSUF Economic Forecast Conference, Irvine, CA, October 2013
- The Art of being the Fed, *MCBE Executive Council*, Costa Mesa, CA, September 2013
- US, California and Riverside County Overview and Forecast, County of Riverside, Riverside, CA, May 2013
- Economic Outlook and Forecasts, *CSUF Philanthropic Foundation*, Fullerton, CA, May 2013
- CSUF Midyear Economic Outlook and Forecast, Irvine, CA, April 2013
- Growth in Uncertain Times: The New Normal, *Fullerton Chamber of Commerce*, Fullerton, CA, November 2012
- Prospects for Growth in Uncertain Times, *Richey Advisors, Inc.*, Fullerton, CA, October 2012
- 2013 CSUF Economic Forecast Conference, Irvine, CA, October 2012
- US Economic Forecasts, *Client Advocate Network*, Brea, CA, September 2012
- Halftime in America: Economic Forecasts, *Morris Basdakos Wealth Management Group*, June 2012
- Economic Forecast and Analysis, US, and Riverside County, *Riverside County Office of Education*, June 2012
- Finding Your Recovery in the Credit Markets, *Experian Vision Conference*, Scottsdale, AZ, May 2012.
- US, California and Riverside County Overview and Forecast, County of Riverside, Riverside, CA, May 2012
- CSUF Midyear Economic Outlook and Forecast, Irvine, CA, April 2012
- CSUF International Trade Forecasts: US and OC, Irvine, CA, December 2011
- Inland Empire International Trade Forecasts, Riverside, CA, November 2011
- Recovering from the Recovery, *Fullerton Chamber of Commerce*, Fullerton, CA, November 2011
- Surviving the Recovery: Implications for US and OC, *PIHRA District 8*, Buena Park, CA, November 2011
- The fate of the US Recovery, *Richey Advisors, Inc.*, Fullerton, CA, November 2011

- 2012 CSUF Economic Forecast Conference, Irvine, CA, October 2011
- The US Recovery, Economic Outlook and Analysis, *WNC*, Dana Point, May 2011
- US, California and Riverside County Overview and Forecast, County of Riverside, May 2011
- National and Regional Economic Outlook, *California Association of Assessors*, Temecula, April 2011
- 2011 CSUF Midyear Economic Outlook and Forecast, Irvine, CA, April 2011
- CSUF International Trade Forecasts: US and OC, Irvine, CA, December 2010
- 2011 CSUF Economic Forecast Conference, Irvine, CA, October 2010
- The Shape of the Recovery: Implications for US and OC, *PIHRA District 8*, Buena Park, CA, May 2010
- US, California and Riverside County Overview and Forecast, *County of Riverside*, May 2010
- 2010 CSUF Midyear Economic Outlook and Forecast: Irvine, CA, April 2010
- US Economy: The Morning After, *Lambda Alpha International, OC Chapter*, Newport Beach, Dec. 2009.
- 2009 CSUF Economic Forecast Conference, Irvine, CA, October 2009
- The Global View, *Southern California College of Optometry, Fullerton*, August 2009
- US, California and Riverside County Overview and Forecast, *County of Riverside*, June 2009
- 2009 CSUF Midyear Economic Outlook and Forecast: Irvine, CA, April 2009
- 2009 Economic Forecasts, *Osher Lifelong Learning Institute*, December 2008
- US and OC Forecasts, *Lambda Alpha International, Orange County Chapter*, Newport Beach, Dec. 2008
- Strategic Financial Plan, *County of Orange, Board Meeting*, November 2008
- 2008 CSUF Economic Forecast Conference, Irvine, CA, October 2008
- 2008 CSUF Midyear Economic Outlook and Forecast: Irvine, CA, April 2008
- 2007 CSUF Economic Forecast Conference, Irvine, CA, October 2007
- County of Orange, *Board Meeting, Strategic Financial Plan*, August 2007
- 2007 CSUF Midyear Economic Outlook and Forecast: Irvine, CA, April 2007
- County of Orange, *Board Meeting, Strategic Financial Plan*, August 2006
- 2006 CSUF Economic Forecast Conference, Irvine, CA, October 2006

## **MEDIA RELATIONS**

- Frequently interviewed, consulted and quoted by the local media on economic issues
  - *OC Register*
  - *Orange County Business Journal*
  - *Los Angeles Times*
  - *California Commerce*
  - *Valley News*
  - *OC Metro*
- Critical Mass for Business, with Ric Franzi, 2016
- Critical Mass for Business, with Ric Franzi, 2015
- Guest of *California Commerce (90.1 FM, KBPK)* with John McCauley, 2014
- Guest of *California Commerce (90.1 FM, KBPK)* with John McCauley, 2013
- Guest of *California Commerce (90.1 FM, KBPK)* with John McCauley, 2012
- Guest of *California Commerce (90.1 FM, KBPK)* with John McCauley, 2011
- Guest of *California Commerce (90.1 FM, KBPK)* with John McCauley, 2010
- Invited by the OC Metro Business to create my own blog on its webpage which discusses current economic and financial issues
- Invited by the OC Register to write articles on the outlook for the economy.

## **BUSINESS HONORS**

Wall Street ranking of Foreign Exchange Research Teams for all institutional investors and brokerage firms during my tenure at Deutsche Bank:

- Institutional Investor Magazine: Ranked #1 Foreign Exchange Research Team, 2002
- Euromoney Magazine: Ranked #1 Foreign Exchange Research Team, 2003
- Extel Survey (Pan European): Ranked #1 Foreign Exchange Research Team, 2003, 2004
- Global Investor Magazine: Ranked #1 Foreign Exchange Research Team, 2003
- FXMM Magazine: Ranked #1 Foreign Exchange Research Team, 2003

## **PROFESSIONAL MEMBERSHIP**

- American Economic Association
- Econometric Society
- Financial Management Association

## **LICENSURES**

- General Securities Representative Examination: NASD Series 7 certified.
- Uniform Securities Agent State Law License: Series 63 certified

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## ADRIAN R. FLEISSIG

Professor of Economics  
California State University, Fullerton  
Phone: (657) 278-3816  
E-mail: [afleissig@fullerton.edu](mailto:afleissig@fullerton.edu)

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### EDUCATION

- Joint Ph.D. in Economics and Statistics, North Carolina State University, 1993

### EMPLOYMENT

- Full Professor California State University Fullerton, 2003-date
- Research Associate for Woods Center for Economic Analysis and Forecasting CSUF, 1999-date
- Research Associate for Center for Demographic Research CSUF, 2004-date
- Research Associate for Social Science Research Center CSUF, 2005-date
- Associate Professor California State University Fullerton, 1999-2002
- Assistant Professor Saint Louis University, 1996-1999

### HONORS AND AWARDS

- World Ranking: Top 1.4% of economists worldwide: 757 out of 55,000. *World Rankings of Economists and Economic Departments*, Tom Coupe
- Advisory Board for Monetary Services Index, *Federal Reserve Bank of St. Louis*, 2004-2011
- Outstanding University Researcher Award, CSU Fullerton, 2001, 2004, 2007, 2010
- Mihaylo Faculty Fellowships, 2009, 2016.

### RESEARCH INTERESTS

- Regional Economics and Real Estate
- Economic Forecasting and Analysis
- Consumer Behavior
- Macro Economics
- Econometrics and Statistics

### PUBLICATIONS

- "Changing Trends in US Alcohol Demand." *Atlantic Economic Journal*, 2016, 1-14.
- "A Revealed Preference Test of Rationing A Monte Carlo Analysis," with Gerald Whitney, *Economic Modelling*, 2105, 45(2), 207-211.
- "The Impact of Commercial Sweeping on the Demand for Monetary Assets during the Great Recession," with Barry Jones, *Journal of Macroeconomics*, 2015, v45, 412-422.
- "Changes in Aggregate Food Demand Over the Business Cycle," *Applied Economics Letters*, 2015, 22(17), 1366-1371.
- "Belgium relief fund, post war food shortages and the "True" cost of living," with Gerald Whitney, *Explorations in Economic History*, 2015, 58, 93-106.
- "Estimating Demand Elasticities Under Rationing," with Gerald Whitney, *Applied Economics*, 2014, 46(4), 432-440.
- "Return on Investment from Training Programs and Intensive Services," *Atlantic Economic Journal*, 2014, 42(1), 39-51.
- "Virtual prices and the impact of house rationing in Belgium on consumer choices," (with Gerald Whitney) *Explorations in Economic History*, 2013, 50(2), 308-315.

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**Professor Adrian R. Fleissig**

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- “The Impact of FOMC Statements on the Volatility of Asset Prices,” (with Mira Farka) Applied Economics, 2013, 45(10), 1287-1301.
- “The Effect of FOMC Statements on Asset Prices,” (with Mira Farka) International Review of Applied Economics, 2012, vol 30(3), 387-416.
- “A Revealed Preference Test of Rationing,” (with Gerald Whitney), Economics Letters, 2011, 113 (3), 234-236.
- “Substitution between monetary assets and consumer goods: New evidence on the monetary transmission mechanism,” (with Leigh Drake) Journal of Banking and Finance, vol 34, 11, 2010, 2811-2821.
- “Potential Biases in Substitution Estimates of Regularity Conditions,” (with Leigh Drake) Advances in Econometrics, 2009, vol 24, 27-60.
- “Testing for Weak Separability,” (with Gerald Whitney) Advances in Econometrics, 2009, vol 24, 107-130
- “A nonparametric test of weak separability and consumer preferences,” (with Gerald Whitney), Journal of Econometrics, 2008, 147(2), 2008, 275-281.
- “Monetary Policy and Monetary Asset Substitution,” (with Dutkowsky and Jones), Economics Letters, 99(1), 2008, 18-22.
- “A Note on the Policy Implications of Using Divisia Consumption and Monetary Aggregates,” (with Leigh Drake), Macroeconomic Dynamics, 12(01), 2008, 132-149.
- “Retail Sweep Programs and Monetary Asset Substitution,” (with Dutkowsky and Jones), Economics Letters, 99(1) 2008, 159-163.
- “Quantity Constraints and Violations of Revealed Preference,” (with Gerald Whitney), International Symposia in Economic Theory and Econometrics, Functional Structure Inference, edited by W. A. Barnett and A. Serletis, Elsevier Science, 2007, 23-32.
- “Testing additive separability” (with Gerald Whitney), Economics Letters, 96(2), 2007, 215-220.
- “Adjusted Monetary Aggregates and U.K. Inflation Targeting” (with Leigh Drake), Oxford Economic Papers, 2006, vol. 58, 681-705.
- “Testing for the Significance of Violations of Afriat's Inequalities,” (with Gerald A. Whitney) 2005, Journal of Business and Economic Statistics, vol. 23, No. 35, 355-362.
- “Semi-Nonparametric Estimates of Currency Substitution: The Demand for Sterling in Europe” (with Leigh Drake), Review of International Economics, 2004, vol 12(3). 374-394.
- "Are Consumption and Government Expenditures Substitutes or Complements?" (with Robert R. Rossana), Economic Inquiry, 2003, vol. 41, 132-146.
- “A New PC Based Test for Varian’s Weak Separability Test,” (with Gerald Whitney), Journal of Business and Economic Statistics, 2003, 21(1), 133-144.
- “A Semi-nonparametric Approach to the Demand for U.K. Monetary Assets,” (with Leigh M. Drake and James L. Swofford), 2003, 70, Economica, 99-120.
- “Semi-Nonparametric Estimates of Substitution between Canadian Monetary Assets,” (with Apostolos Serletis), Canadian Journal of Economics, 35(1), 2002, 78-91.
- “Flexible Functional Forms and the Aggregate Consumption Function,” (with Douglas Fisher and Apostolos Serletis), Journal of Applied Econometrics, 16, 2001, 51-80.
- “Panel Unit Root Tests of OECD Convergence,” (with Jack Strauss), Review of International Economics, 9 (1), Feb 2001, 153-162.
- “Evaluating the Performance of Semi-Nonparametric Functional Forms,” (with Terry Kastens and Dek M. Terrell), Economics Letters 68, 2000, 235-244.
- “Panel Unit Root Tests of Purchasing Power Parity for Price Indices,” (with Jack Strauss), Journal of International Money and Finance 19 (2000), 489-506.
- “Separability, Aggregation, and Euler Equation Estimation,” (with Ronald A. Gallant, and John J. Seater), Macroeconomic Dynamics, 2000, 4(4), 547-572.

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**Professor Adrian R. Fleissig**

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- "GARP, Separability and the Representative Agent," (with Alastair Hall and John J. Seater), Macroeconomic Dynamics, Sep. 2000, Vol 4(3). 324-342.
- "Is OECD Real Per Capita GDP Trend or Difference Stationary? Evidence from Panel Unit Root Tests," (with Jack Strauss), Journal of Macro Economics, Fall 1999, 21(4), 673-690.
- "Are 'Risky' Assets Substitutes for 'Monetary Assets? Evidence from an AIM Demand System." (with Leigh M. Drake and Andy Mullineaux), Economic Inquiry, 37(3) 1999, 510-526.
- "Rational Expectations and the Demand for Money in the U.S.," (with Fisher, Douglas and Apostolos Serletis), North American Journal of Economics and Finance, 9(1), 1998, 1-13.
- "Monetary Aggregation and Demand for Assets," (with Douglas Fisher), Journal of Money Credit and Banking, 29(4), November 1997, 458-475.
- "The Dynamic Laurent Flexible Form and Long-Run Analysis" Journal of Applied Econometrics, 12(6), 1997, 687-699.
- "Dynamic Asymptotically Ideal Models and Finite Approximation," Journal of Business and Economics and Statistics, (with James L. Swofford), 15(4), 1997, 482-492.
- "Unit Root Tests on Real Wage Panel Data for the G7," Economics Letters, (with Jack Strauss), 56(2), October 1997, 149-155.
- "The Consumer Consumption Conundrum: An Explanation," Journal of Money, Credit and Banking, 29(2), May 1997, 177-192.
- "Semi-nonparametric Estimates of Substitution Elasticities," Economics Letters, (with Terry Kastens and Dek M. Terrell), 54(3), July 1997, 209-216.
- "Substitution Elasticities Between Durable and Nondurable Goods: Estimates from the Dynamic Laurent System," Empirical Economics, vol 22, 1997, 1-13.
- "A Dynamic Asymptotically Ideal Model of Money Demand," (with James Swofford), Journal of Monetary Economics 37, 1996, 371-380.
- "Monetary Aggregates and the P\* Model of Inflation," International Review of Comparative Public Policy, (with Douglas Fisher), vol 8, 1996, 157-178.
- "Money Demand in a Flexible Fourier Expenditure System," Eighteenth Annual Economic Conference on Money Stock Measurement, (with Douglas Fisher), St. Louis Federal Reserve Bank Quarterly Economic Review, 76(2), 1994, 117-128.
- "The Real Exchange Rate Conundrum: The Case of Central America," (with Tom Grennes), World Development, Jan, 22(1), 1994, 115-128.

# Gagan Ghosh

Department of Economics  
Mihaylo College of Business and Economics  
California State University Fullerton  
Fullerton, CA 92834

Tel: +1-657-278-3818  
E-mail: [gghosh@fullerton.edu](mailto:gghosh@fullerton.edu)  
<https://sites.google.com/site/gaganghosh/>

## Education

Ph.D. in Economics, University of Iowa, 2012  
M.A. in Economics, Delhi School of Economics, 2005  
B.A. in Economics, University of Delhi, 2003

## Employment

2014-: Assistant Professor, Dept. of Economics, California State University Fullerton  
2013-2014: Assistant Professor, Dept. of Economics, Copenhagen Business School  
2012-2013: Research Fellow, Dept. of Economics, Copenhagen Business School

## Research Interests

Auctions, Political Contests, Matching, Bargaining

## Published Papers

“Non-Existence of Equilibria in Simultaneous First Price Auctions with a Common Budget Constraint”, *International Journal of Game Theory*, May 2015, Volume 44, Issue 2, pp 253-274

## Working Papers

“Budget Constraints, Learning, and the Declining Price Anomaly”, with Heng Liu  
“Sequential Second Price Auctions with Budget Constrained Bidders”, with Heng Liu  
“Strategic Budgets in Sequential Elimination Contests”, with Steven Stong  
“Simultaneous First-Price Auctions with Budget-Constrained Bidders: Case of Offshore Drilling Rights Auctions”  
“Inefficiency in Discriminatory Auctions”

## Work in Progress

“Sequential Tullock Contests with Endogenous Budgets”, with Steven Stong  
“On the Effect of Marriage Market decisions on Labor Market Outcomes”, with Elisa Keller  
“War of Attrition with Budgets”, with Bingchao Huangfu and Heng Liu

## Presentations

(2017) University of Winnipeg; Colby College (2016) International Game Theory Conference, Stony Brook; GAMES, Maastricht University (accepted paper); Midwest Theory Conference, University of Rochester (2015) Oligo Workshop, Carlos III University of Madrid (accepted paper) (2014) California State University Fullerton (2013) European Association for Research in Industrial Economics Conference, University of Évora, Royal Economic Society Annual Conference, Royal Holloway University (accepted paper). (2012) University of Surrey; Copenhagen Business School. (2011) University of Northern Iowa; University of Rochester (2009) Alumni Workshop, University of Iowa; Midwest Theory Conference, University of Iowa; International Game Theory Conference, Stony Brook. (2008) Graduate Student Conference, Washington University in St. Louis

### Teaching Experience

Undergraduate

Introduction to Mathematical Economics, Industrial Organization, Intermediate Microeconomics, International Economics and Business, Principles of Macroeconomics

Graduate

Game Theory, Mathematical Economics, Microeconomics I (Phd Core, T.A.), Microeconomics II (Phd Core, T.A.)

### Awards and Honors

MCBE junior/senior research grant, (Fullerton) 2017-18

Dissertation Year Fellowship, Department of Economics, (Iowa) 2011-12

University of Iowa Tuition Scholarship, 2006-2012

Teaching Assistant of the Year, Department of Economics, (Iowa) 2010-11

Summer Fellowship, Department of Economics, (Iowa) 2008

### Referee Services

*International Journal of Game Theory, Economic Theory, European Economic Review, Journal of Economic Dynamics and Control*

### Department and University Services

Department Steering Committee (2016-), MCBE Senate (2015-17), Recruitment Committee (2015-16), Seminar Committee (2014- ), Research Committee (2014-15), Graduate Committee (FA 2014)

### References

Srihari Govindan	Ayça Kaya
Department of Economics	Department of Economics
University of Rochester	University of Miami
<a href="mailto:s.govindan@rochester.edu">s.govindan@rochester.edu</a>	<a href="mailto:a.kaya@miami.edu">a.kaya@miami.edu</a>

**Personal Information**

Citizenship: Indian, US Permanent Resident

Marital Status: Married to Johanna Kirk

Last Modified: September 9, 2017

Andrew M. Gill  
Department of Economics  
California State University, Fullerton  
Fullerton, CA 92834

Phone: 657 -278-3076

email: [agill@fullerton.edu](mailto:agill@fullerton.edu)

### **Education**

Ph.D., Economics, Washington State University, 1985  
B.S., Economics, Northeastern University, 1979

### **Major Areas**

Labor Economics, Econometrics

### **Academic and Research Positions**

Professor, Department of Economics, California State University,  
Fullerton: August 1997 – Present.

Coordinator for Scholarly and Creative Activities, California State University, Fullerton,  
November 2000 – June 2003.

Research Associate, Institute for Economic and Environmental Studies,  
California State University, Fullerton: June 1996 – June 1997.

Associate Professor, Department of Economics, California State University,  
Fullerton: Fall 1989 - June 1997.

Visiting Associate Professor, Department of Economics, Washington State  
University: Fall 1994 - Spring 1995.

Assistant Professor, Department of Economics, California State University,  
Fullerton: Fall 1984 - Spring 1989.

### **Journals**

Co-Editor: *Contemporary Economic Policy*, Fall 1998 – Spring 2007.

### **Consulting**

Vice President and Economist, Mummery and Gill, Inc.: Economic Consultants.  
2601 E. Chapman Avenue, Suite 105, Fullerton CA, June 1996 – August 2003.

## **Publications**

### Books and Monographs

*Do Community Colleges Respond to Local Needs? Evidence from California*, (with Duane Leigh), W.E. Upjohn Institute for Employment Research, Kalamazoo, MI, August 2007.

*Evaluating Academic Programs in California's Community Colleges*, (with Duane Leigh), San Francisco: Public Policy Institute of California, August 2004.

### Articles

“The Interaction of Financial Attitudes and Financial Knowledge: Evidence for Low-Income Hispanic Families,” (with Radha Bhattacharya), *Atlantic Economic Journal*, forthcoming.

“Don't Do As I Do, Do as I Say? Evidence on the Inter-Generational Transmission of Financial Attitudes,” (with Radha Bhattacharya), *Eastern Economic Journal*, forthcoming.

“The Effectiveness of Financial Literacy Instruction: The Role of IDA Participation and the Intensity of Instruction,” (with Radha Bhattacharya and Denise Stanley), *Journal of Financial Counseling and Planning*, June 2016.

“Integration of a Financial Literacy Curriculum in a High School Economics Class: Implications of Varying the Input Mix from an Experiment,” (with Radha Bhattacharya), *The Journal of Consumer Affairs*, Summer 2015.

“Wonderlic, Race, and the NFL Draft,” (with Victor Brajer), *Journal of Sports Economics*, December 2012.

“The Importance of High-School Economics Education (with Chiara Gratton-Lavoie), *Issues of Economic Development and Accounting in Asia*, proceedings, Foreign Trade University, Vietnam, November 28, 2011

“Retention of Economic Knowledge and the Effect of the California Mandate,” (with Chiara Gratton-Lavoie), *Journal of Economic Education*, October 2011.

“Yakity-Yak: Who Talks Back? An Email Experiment,” (with Victor Brajer), *Social Science Quarterly*, December 2010.

“A Study of High School Literacy in Orange County, California,” (with Chiara Gratton-Lavoie), *Eastern Economic Journal*, Fall 2009.

“How Well Do Community Colleges Respond to the Occupational Needs of Local Communities? Evidence from California, (with Duane Leigh), in *Occupational Outlook for Community Colleges*, Richard M. Ramano and Hirschel Kasper (ed.), New Directions for Community Colleges, NO. 146. Jossey-Bass, San Francisco, Summer 2009.

“Differences in Community College Missions: Evidence from California,” (with Duane Leigh), *Economics of Education Review*, February 2009.

“EM Subinternship: Does a Standard Clinical Experience Improve Performance Outcomes?” (Wendy Coates and Chris Lampe), *Academic Emergency Medicine*, January 2008.

“Emergency Medicine Clerkship Directors: Defining the Characteristics of the Workforce,” (with Wendy Coates and Richard Jordan), *Annals of Emergency Medicine*, March 2005.

“The Effect of Community Colleges on Changing Students’ Educational Aspirations,” (with Duane Leigh), *Economics of Education Review*, February 2004.

“Remediating Prerequisite Deficiencies to Improve Success in Intermediate Microeconomics,” (with Victor Brajer), *Exchanges*, February 2004.

“Do the Labor Market Payoffs to Community Colleges Differ between Transfer and Terminal Training Programs?” (with Duane Leigh), *The Journal of Human Resources*, Winter 2003.

“Do Community Colleges Really Divert Students from Earning Bachelor’s Degrees?” (with Duane Leigh), *Economics of Education Review*, February 2003.

“Measurement of DSM Program Savings: Comparing Estimates from Treatment Effects and Fixed Effects Models,” (with Eric Solberg and A. Ahmed), *International Energy Program Evaluation Conference Proceedings*, August 2003.

“Emergency Medicine Sub-Internship: Can we Provide a Standard Clinical Experience for all Students?” (with Wendy Coates and Mary Gendy), *Academic Emergency Medicine*, October, 2003.

"Adults Returning to School--Payoffs from Studying at a Community College," (with Duane Leigh), in *Working Time in Comparative Perspective, Vol. II: Life-Cycle Working Time and Nonstandard Work*, Susan Houseman and Alice Nakamura, eds., W.E. Upjohn Institute for Employment Research, Kalamazoo, Michigan, (2001)

“The Emergency Medical Sub-Internship – A Standard Experience for Medical Students? (with Wendy Coates), *Academic Emergency Medicine*, March, 2001.

“Community College Enrollment, College Major, and the Gender Wage Gap,” (with Duane Leigh), *Industrial and Labor Relations Review*, October, 2000.

“Race and Ethnicity Assessments in Baseball Card Markets,” (with Rodney Fort), *The Journal of Sports Economics*, February 2000.

“Cigarette Smoking, Illicit Drug Use and the Value of Life,” *The Social Science Journal*, July, 1998.

“Labor Market Returns to Community College: Evidence for Returning Adults,” (with Duane Leigh), *The Journal of Human Resources*, Spring 1997.

“Predicting Educational Attainment for a Minor Child: Some Further Evidence,” (with Jack Foley), *Journal of Forensic Economics*, Spring/Summer 1996. Reprinted in *Assessing Damages*

*in Injuries and Deaths of Minor Children*, Thomas Ireland and John O. Ward, eds., Lawyers and Judges Publishing, 2002.

“The Impact of Drug Use on Earnings: A Life-Span Perspective,” (with Denise Kandel and Kevin Chen), *Social Forces*, September 1995.

“Incorporating the Causes of Occupational Differences in Studies of Racial Wage Differentials,” *The Journal of Human Resources*, Winter 1994.

“Baseball Cards and Baseball Stars: A New Look at Pay and Performance in Major League Baseball,” (with Victor Brajer), *Social Science Quarterly*, March 1994.

Surplus Schooling and Earnings: A Critique, “(with Eric J. Solberg), *The Journal of Human Resources*, Fall 1992.

“Drug Use and Earnings: A Discussion,” (with Robert Michaels), *Industrial and Labor Relations Review*, April 1992.

“Does Drug Use Lower Wages?” (with Robert Michaels), *Industrial and Labor Relations Review*, April 1992.

“Do Women Receive Compensating Wage Differentials for Risks of Dying on the Job?” (with J. Paul Leigh), *Social Science Quarterly*, December 1991.

“The Determinants of Drug Use,” (with Robert Michaels), *Contemporary Policy Issues*, July 1991.

“Macroeconomic Warfare,” (co-authored appendix with Murray Wolfson), in *Studies in the Beginning and End of the Cold War*, by Murray Wolfson with John P. Farrell, Homa Shabahang, and Andrew Gill: Macmillian, London, 1991.

“The Role of Discrimination in Determining Occupational Structure,” *Industrial and Labor Relations Review*, July 1989.

“Is There an Immigrations Status Wage Differential between Legal and Undocumented Workers: Evidence from the Los Angeles Garment Industry” (with Stewart Long), *Social Science Quarterly*, March 1989.

“An Analysis of the Gender Gap in the Wages of Illegal Aliens,” (with Stewart Long), *The Social Science Journal*, January 1989.

“Choice of Employment Status and the Wages of Employees and the Self- Employed: Some Further Evidence,” *Journal of Applied Econometrics*, September 1988.

### Abstracts

“EM Sub-Internship: Does a Standard Clinical Experience Improve Performance?” *Academic Emergency Medicine*, May 2004, 11 (5)

“The EM Sub-Internship: Can We Provide a Standard Clinical Experience for All Medical Students?” (with Wendy Coates), *Academic Emergency Medicine*, May 2002; 9(5). Full article in *Academic Emergency Medicine*, forthcoming.

“The Emergency Medicine Sub-Internship - A Standard Experience for Medical Students?” (with Wendy Coates) *Academic Emergency Medicine* 2000; 7(5), Full article appears in *Academic Emergency Medicine*, March 2001.

### Technical Reports

“Retention of High School Economics Knowledge and the Effect of the California State Mandate,” (with Chiara Gratton-Lavoie), National Council on Economic Education, IS-05-1011, June 2007.

“Evaluating Compulsory Economic Education in California High Schools: Differences by Race Ethnicity and Gender” (with Chiara Gratton-Lavoie), National Council on Economic Education, EFR-9007, June 2006.

“Increasing the California Minimum Wage: Proposition 210,” (with Eric Solberg), *1996-97 Economic Forecast for Orange County and Southern California*, Institute for Economic and Environmental Studies, School of Business Administration and Economics, California State University, Fullerton

“An Analysis of the Potential Impact of Raising the California Minimum Wage,” (with Eric Solberg), Center for California Studies, June 1996.

### **Working Papers and Work in Progress**

“Negative Parental Selection and Children’s Non-Cognitive Skills: Evidence from German Reunification, (with Kristin J. Kleinjans), working paper, California State University, Fullerton.

“Institutions, Parental Selection, and Locus of Control,” (with Kristin J. Kleinjans), working paper, California State University, Fullerton.

“Changes in Aptitudes? Results from a Financial Literacy Intervention,” (with Radha Bhattacharya), working paper, California State University, Fullerton.

### **External Grants**

National Council on Economic Education

“Retention of High School Economics Knowledge and the Effect of the California Mandate, (with Chiara Gratton-Lavoie), December 2005, \$21,285.

National Council on Economic Education

“Evaluating Compulsory Economic Education in California High Schools: Differences by Race, Ethnicity and Gender,” (with Chiara Gratton-Lavoie), December 2004, \$19,587.

W.E. Upjohn Institute for Employment Research, Kalamazoo, MI

“Payoffs to California’s Community Colleges: Differences by Ethnicity, Age, and Field of Study,” (with Duane Leigh), January 2004, \$74,163.

Public Policy Institute of California (PPIC), San Francisco, CA  
“Evaluating the Variety of Educational Services Offered by California’s Community Colleges,” (with Duane Leigh), June 2002, \$78,232.

Faculty Fellows Program, Center for California Studies, “An Analysis of the Potential Impact of Raising the California Minimum Wage,” (with Eric Solberg), April 1996, \$15,000.

Canadian Employment Research Forum, Statistics Canada, Human Resources Development Canada, and the Upjohn Institute for Employment Research, “Costs and Benefits of Postsecondary Classroom Training for Returning Adults, (with Duane Leigh), November 1995, \$3,500.

### **Honors, Professional Services and Associations**

#### College

Outstanding Professor, College of Business and Economics, May 2000.

#### University

Outstanding Teacher-Scholar Recognition Award, CSUF 2008  
Outstanding Teacher-Scholar Recognition Award, CSUF 2005.  
Outstanding Creative and Scholarly Activities Recognition Award, CSUF 2004.  
Outstanding Service Recognition Award, CSUF, 2003.  
Outstanding Teacher-Scholar Recognition Award, CSUF, 2002  
Outstanding Creative and Scholarly Activities Recognition Award, CSUF, 2001.  
Outstanding Service Recognition Award, CSUF, 2000.  
Outstanding Creative and Scholarly Activities Recognition Award, CSUF, 1998.

Graduate Advisor, Department of Economics, California State University, Fullerton.  
2008 - 2012 .

Research Associate, Center for the Study of Economics of Aging and Health, August 2006 – 2008.

Content Expert, U.S Department of Education, Institute of Education Sciences, Eric Program, 2004-2005.

Review Panel, District Level Accountability Framework for California Community Colleges, California Community College Chancellor’s Office, 2004-2005

Referee for: *Economic Journal*, *Economic Inquiry*, *Southern Economic Journal*, *Industrial and Labor Relations Review*, *Economics of Education Review*, *Journal of Human Resources*, *Industrial Relations*, *Defense Economics*, *Contemporary Policy Issues*, *International Migration Review*, *The Review of Regional Studies*, and *Journal of Sports Economics*.

**Courses Taught:**

Labor Economics, Graduate Econometrics, Econometrics, Mathematical Economics, Intermediate Microeconomics, Principles of Microeconomics, Undergraduate Capstone, Graduate Capstone, Graduate Seminar in Labor Economics.

**September 2017**

## Chiara Gratton-Lavoie

California State University, Fullerton  
Economics  
(657)-278-2292  
Email: cgratton@fullerton.edu

### Education

Ph.D., Economics, Virginia Polytechnic Institute and State University, July 2000.  
Dissertation Title: Essays on Privatization.

M.A., Economics, Virginia Polytechnic Institute and State University, May 1994.

Laurea (Undergraduate Degree, Master Equivalent), Magna Cum Laude, Economics, University of Trieste, Italy, November 1990

### Teaching/Professional Experience

California State University Fullerton, August 1999-Present

Full-Time Lecturer of Economics, Department of Economics.

Courses taught: Principles of Macroeconomics, Principles of Microeconomics, Principles of Microeconomics/Honors, Online Principles of Microeconomics, Intermediate Business Microeconomics, Intermediate Microeconomic Analysis, Industrial Organization, Mathematical Economics, Italian.

California State University Fullerton, August 2002-December 2009

Director, Center for Economic Education, Department of Economics.

Director, Business Europe Study Tour (BEST), MCBE, 2012-2013

Visiting Scholar, Department of Economics, Kagawa University, Takamatsu, Kagawa, Japan.

Taught an intensive Industrial Organization course. August 17-26, 2012

Foreign Trade University, Hanoi, Vietnam, June-July 2011

FTU & CSUF Business Program through University Extended Education

Course taught: Principles of Macroeconomics.

Florence, Italy, June-July 2009

Study Abroad Program CSUF, Summer 2009, Florence, Italy.

Course taught: Directed Studies/Italian Conversation, Principles of Microeconomics.

University of Trieste, Trieste, Italy, May 2001

Visiting Scholar, Department of Economics.

Course taught: Antitrust and Regulation Policies in the United States.

University of California, San Diego, September 1998-June 1999

Full-Time Lecturer of Economics, Department of Economics.

Courses taught: Elements of Macroeconomics, Markets, Industrial Organization and Antitrust Policy, Elements of Microeconomics with Calculus, Management Science Microeconomics, Economics of Regulation.

Wake Forest University, August 1997-June 1998

*Instructor of Economics*, Department of Economics.

Courses taught: Intermediate Microeconomics I, Introduction to Economics, Intermediate Microeconomics II

University of Trieste, Trieste, Italy, May 1997

Visiting Lecturer of Economics, Department of Economics.

Course taught: Regulation of Public Utilities. Theories and Practice.

Virginia Polytechnic Institute and State University, Fall 1993-Spring 1997

Instructor of Economics and Teaching Assistant, Department of Economics.

Instructor: Principles of Microeconomics (Spring 1994, Summer 1994, Summer 1995), Principles of Macroeconomics (Spring 1996, Fall 1996, Spring 1997).

Sole responsibility for course development and structure, book selection, grading and administration.

Teaching Assistant: Public Economics (Fall 1993), Principles of Macroeconomics (Fall 1994, Fall 1995, 500 student classes), Principles of Microeconomics (Spring 1995).

## Research

### Refereed Journal Articles

Gill, A., Gratton-Lavoie, C. (2011), "Retention of Economic Knowledge and the Effect of the California Mandate," *Journal of Economic Education*, v42 (4), pp.319-336.

Gratton-Lavoie, C., Gill, A. (2009). A Study of High School Economic Literacy in Orange County, California. *Eastern Economic Journal*, 35 (4), 433-451.

Gratton-Lavoie, C., Stanley, D. L. (2009). Teaching and Learning Principles of Microeconomics Online: An Empirical Assessment. *Journal of Economic Education*, 40 (1), 3-25.

### Book Chapters/Proceedings

Gratton-Lavoie, C., Gill, A., "The Importance of High School Economic Education," in Papers and Proceedings of the FTU International Seminar (November 2011) on Issues of Economic Development and Accounting in Asia, Hanoi, Vietnam.

Gratton-Lavoie, C., Stanley, D. L. (2003). Online Learning as an Improvement? The Case of Economic Principles. In C. L. Weigand (Ed.), *From Email to Earthquakes: On Teaching and Learning with Technology in the California State University* (pp. 270-285). Long Beach, CA: The California State University Press.

Gratton-Lavoie, C., Stanley, D. L. (2003). Online Learning as an Improvement? The Case of Economic Principles. In S. Reisman, D. Edge, & J. Flores (Eds.), *Electronic Learning Communities. Current Issues and Best Practices* (pp. 349-365). Greenwich, CT: Information Age Publishing.

## Working Papers/Current Journal Submissions

Gratton-Lavoie, C., Stanley, D. L. (2015), *The Class Size Gap and Technology: Is Help a Click Away?* Department of Economics, CSUF

Vega, C., Gill, A and Gratton-Lavoie, C. (2013), *Assessing The Effectiveness of High School Economics Instruction: Differences by Cognitive Skill and Gender.* Department of Economics, CSUF

## Other

Gratton-Lavoie, C., Gill, A. M. (June 2007). Retention of High School Economics Knowledge and the Effect of the California State Mandate. (Final Report in Fulfillment of Research Grant, Reference Number IS-05-1011, National Council on Economic Education).

Gratton-Lavoie, C., Gill, A. M. (June 2006). Evaluating Compulsory Economic Education in California High Schools: Differences by Race, Ethnicity, and Gender. (Final Report in Fulfillment of Research Grant, Reference Number EFR 9007, National Council on Economic Education).

## Presented Intellectual Contributions (Selected)

Gratton-Lavoie, C. (2015). *The Class Size and Technology: Is Help a Click Away?* CSU-LA Symposium on University Teaching, March 2015, Los Angeles.

Gratton-Lavoie, C. (2011) *Retention of High School Economics Knowledge and the Effect of the California Mandate.* Seminar Presentation at the Department of International Economics, Foreign Trade University, Hanoi Vietnam, June.

Gratton-Lavoie, C. (2009). *Retention of High School Economics Knowledge and the Effect of the California Mandate.* 2009 Council for Economic Education / NAAEE / GATE Annual Conference, Washington, D.C.

Gratton-Lavoie, C. (2007). *Retention of High School Economics Knowledge and the Effect of the California State Mandate.* Western Economic Association 82nd Annual Conference, WEAI, Seattle, Washington.

Gratton-Lavoie, C. (2007). *Retention of High School Economics Knowledge and the Effect of the California State Mandate.* ASSA/AEA 2007 Annual Meetings, AEA, Chicago, IL.

Gratton-Lavoie, C. (2006). *Retention of High School Economics Knowledge and the Effect of the California State Mandate (preliminary results).* Southern Economic Association 2006 Annual Meetings, Charleston, SC

Gratton-Lavoie, C. (2006). *Evaluating Compulsory Economic Education in California High Schools: Differences by Race, Ethnicity, and Gender.* Eastern Economic Association 2006 Annual Meetings, EEA, Philadelphia, PA.

Gratton-Lavoie, C.,(2005). *Evaluating Compulsory Economic Education in California High Schools: Differences by Race, Ethnicity, and Gender.* Southern Economic Association 2005 Annual Meetings, Washington, D.C.

Gratton-Lavoie, C. (2005). *Teaching and Learning Principles of Microeconomics Online: An Empirical Assessment*. ASSA/AEA (American Economic Association) Annual Meetings, AEA, Philadelphia, PA.

Gratton-Lavoie, C. (2004). *Online Learning as an Improvement? The Case of Economic Principles* Western Economic Association International, Vancouver, B.C.

Gratton-Lavoie, C., (2004). *Online Learning as an Improvement? The Case of Economic Principles*. Lilly West Conference on College and University Teaching, Cal State University, Pomona, Pomona, CA.

Gratton-Lavoie, C.(2004). *Teaching and Learning Principles of Microeconomics Online: An Empirical Assessment*. Eastern Economic Association Annual Meetings, Washington D.C.

Gratton-Lavoie, C. (2003). *Online Learning as an Improvement? The Case of Economic Principles (preliminary results)*. Western Economic Association International, Denver, CO.

Seminar Presenter, Economics Department CSUF. (December 2003)

## **Contracts, Grants and Sponsored Research**

### **Grants**

Gratton-Lavoie, C. (Principal), "Instructional Innovation Grant," Sponsored by Mihaylo College of Business and Economics, California State University, Fullerton, \$5,000.00. (Spring 2013 – Fall 2013)

Gratton-Lavoie, Chiara (Principal), "International Economics: Teacher Training Workshop," Sponsored by Council for Economic Education, Federal, \$2,000.00. (September 2009)

Gratton-Lavoie, Chiara (Principal), "Teaching the Ethical Foundations of Economics," Sponsored by NCEE, Federal, \$1,000.00. (October 25, 2008)

Gratton-Lavoie, Chiara (Principal), "Financial Smart for Teachers workshop," Sponsored by Financial Smarts for Teachers, State, \$1,000.00. (February 2008)

Gratton-Lavoie, Chiara (Principal), "Minigrant for Teacher Training Workshop," Sponsored by National Council on Economic Education, Federal, \$2,000.00. (December 2007)

Gratton-Lavoie, Chiara (Principal), "Training Workshop Minigrant," Sponsored by NCEE, \$2,000.00. (April 2007)

Gratton-Lavoie, Chiara (Principal), "Training Workshop Minigrant," Sponsored by National Council on Economic Education, \$1,500.00. (December 2006)

Gratton-Lavoie, Chiara, Gill, A., "Retention of High School Economics Knowledge and the Effect of the California State Mandate," Sponsored by National Council on Economic Education/United States Department of Education, \$21,285.00. (2005)

Gratton-Lavoie, Chiara (Principal), "Training Workshop Minigrant," Sponsored by NCEE-National Council on Economic Education, \$1,000.00. (2005)

Gratton-Lavoie, Chiara (Principal), "Training Workshop Minigrant," Sponsored by NCEE-National Council on Economic Education, \$1,900.00. (2005)

Gratton-Lavoie, Chiara, Denise Stanley, "Conference Mini Grant," Sponsored by Faculty Development Center, California State University, Fullerton, \$200.00. (2004)

Gratton-Lavoie, Chiara, Andrew Gill, "Evaluating Compulsory Economic Education in California High Schools: Differences by Race, Ethnicity and Gender," Sponsored by The Department of Education & National Council on Economic Education, \$19,587.00. (2004).

Gratton-Lavoie, Chiara (Principal), "Training Workshop Minigrant," Sponsored by National Council on Economic Education (NCEE), \$1,000.00. (2004)

Gratton-Lavoie, Chiara (Principal), "Training Workshop Minigrant," Sponsored by National Council on Economic Education (with Moody's Foundation funding), \$1,000.00. (2004)

Gratton-Lavoie, Chiara (Principal), "Teaching Minigrant," Sponsored by High School Economic Teachers, \$0.00. (2003)

Gratton-Lavoie, Chiara, Travel Grant, Sponsored by NSF, \$1,500.00. (2003)

## **SERVICE**

### **Department Service**

Committee Member, Assessment Committee, (August 2016-present)

Committee Member, Seminar Committee (August 2013-May 2015 & Spring 2016)

Thesis Committee Member, 2014 and 2016

Committee Member, Undergraduate Curriculum. (August 2010- May 2015)

Committee Member, Mission and Goals. (August 2009 - May 2010)

Director, Center for Economic Education. (August 2002 - December 2009)

Committee Member, Seminar Committee. (August 2008 - May 2009)

Committee Member, Undergraduate Curriculum. (August 2008 - May 2009)

Committee Member, Assessment Committee. (August 2005 – May 2007)

Committee Member, Undergraduate Curriculum Committee. (August 2004 – May 2007)

Committee Chair, Ad-Hoc Teaching Economics Conference Committee. (Spring 2004-Fall 2004)

Committee Member, Library Committee, (Fall 2001-Spring 2003)

Committee Member, Undergraduate Curriculum. (Fall 2000- Spring 2004)

Committee Member, Student Affairs. (Spring 2000- Spring 2003)

### **College Service**

Director, Center for Economic Education. (August 2002 - December 2009).

Committee Member, E-Commerce Committee (Spring 2000)

## **University Service**

Member of the University Academic Senate. (August 2009 – May 2013).

Member of the Student Academic Life Committee (August 2011-May 2013)

Member of the University Library Committee. (August 2009 – August 2011).

Member of the Social Science Subject Matter Preparation Program Committee.  
(August 2008 – Spring 2010).

College of Education, Faculty Advisor. (2006 – 2009)

Faculty Advisor, Single Subject Matter Preparation Program. (2004 - 2009).

College of Education, Interviewer Committee Member. (2004 - 2007).

## **Other Professional Service**

Study Abroad, Geopolitics and Security: The Case of Black Sea-Caspian Region, Georgian Institute of Public Affairs (GIPA), Tbilisi, Georgia, June 14-June 30, 2015.

Participant, McGraw-Hill Principles of Economics Technology Workshop, March 21-22, 2014, San Diego, CA.

Presenter, Celebrating International Experiences, CSUF International Education Week, November 2014

Program Organizer, 2009 Southern California Teaching Symposium, Fullerton, CA, March 6.  
(Keynote Speaker: Paul Krugman, recipient of the 2008 Nobel Prize in Economics)

Committee Member, Communications Committee, National Association of Economic Educators (NAEE). (2003 - 2008)

Discussant, Western Economic Association Annual Meetings, July 2007, Seattle

Committee Member, Screening Committee and Session Consultant WEAI. (2006).

Committee Member, Screening Committee and Session Consultant WEAI. (2004 - 2005).

Discussant, Southern Economic Association 2005 Annual Meetings, Washington, D.C..  
(November 18, 2005 - November 20, 2005).

Reviewer, Textbook, Addison-Wesley. (January 2005).

Reviewer, Textbook, Intermediate Microeconomics Textbook Materials. (January 2005).

Discussant, ASSA/AEA 2005 Annual Meetings of the American Economic Association, Philadelphia, PA. (January 7, 2005 - January 9, 2005).

Reviewer, Textbook, Publishers' Focus Groups. (2004).

Reviewer, Journal Article, Western Economic Association International & Oxford University Press. (2003 - 2004).

Discussant, Southern Economic Association (SEA), New Orleans, LA. (November 21, 2004).

Program Organizer, West Coast Teaching Economics Conference, Fullerton, CA. (October 2004).

Discussant, 16th Lilly West Conference on College and University Teaching, Pomona, CA. (March 19, 2004 - March 20, 2004).

Discussant, Eastern Economic Association, Washington, DC. (February 2004).

## **Professional Memberships**

Eastern Economic Association. (2004 - 2009).

National Council on Economic Education. (2004 - 2009).

Western Economic Association. (2004 - 2010).

Committee on the Status of Women in the Economics Profession (CSWEP). (2004 - present).

## **Development Activities/ Conference Attended**

Workshop, "Train-the-Trainer Program for teaching the Ethical Foundations of Economics," NCEE, Las Vegas, Nevada. (March 16, 2007 - March 17, 2007).

Attended Conference, "An Inside Look at Economics," Pearson/Prentice Hall, CSUF Marriott. (November 4, 2005).

Attended Conference, "CASET 10th Annual Conference," San Francisco, CA. (October 28, 2005).

Attended Conference, "NCEE/NAEE/GATE Annual Conference," San Antonio, TX. (October 5, 2005 - October 8, 2005).

Attended Conference, "2004 Annual Meetings," Allied Social Science Association & American Economic Association, San Diego, California. (January 2, 2004 - January 4, 2004).

Workshop, "2003 NSF Workshop on Classroom Experiments," National Science Foundation, Westward Look Resort in Tucson, Arizona. (May 2002).

## **Awards and Honors**

2005 Adam Smith Award, California Council on Economic Education. (October 28, 2005).

# Larry L. Howard

*Curriculum Vitae*

February 2017

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## Contact Information

Department of Economics  
California State University, Fullerton  
Fullerton, California 92834-6848  
Phone: +1-657-278-7171  
Fax: +1-657-278-3097  
Email: [larryhoward@fullerton.edu](mailto:larryhoward@fullerton.edu)  
Website: [business.fullerton.edu/economics/larryhoward](http://business.fullerton.edu/economics/larryhoward)

## Research Fields

Public Economics, Health Economics, Applied Microeconomics

## Employment History

2014 - Associate Professor  
Department of Economics, California State University, Fullerton

2008 - 2014 Assistant Professor  
Department of Economics, California State University, Fullerton

2003 - 2008 Graduate Assistant and Teaching Fellow  
Department of Economics, University of Houston

## Education

2008 Ph.D., Economics, University of Houston  
*Essays on Public Economics and Health in the U.S.*  
Alok Bhargava (co-advisor), Steven Craig (co-advisor), Aimee Chin

2005 M.A., Economics, University of Houston

2003 B.S., Economics, University of Houston, *magna cum laude*

## Peer-Reviewed Journal Articles

12. Howard, L. L. and D. Stanley. Remittances Channels and the Physical Growth of Honduran Children. Forthcoming in *International Review of Applied Economics* 2016.
11. Howard, L. L. Does Government Oversight Improve Access to Nursing Home Care? Longitudinal Evidence from U.S. Counties. *INQUIRY* 2014; 51: 1-12.

10. Craig, S. and **L. L. Howard**. Is Medicaid Crowding Out Other State Government Expenditure? Internal Financing and Cross-Program Substitution. *Regional Science and Urban Economics* 2014; 49: 164-178.
9. **Howard, L. L.** Do the Medicaid and Medicare Programs Compete for Access to Health Care Services? A Longitudinal Analysis of Physician Fees, 1998-2004. *International Journal of Health Care Finance and Economics* 2014; 14(3): 229-250.
8. Bhargava, A., A. M. Guntupalli, M. Lokshin and **L. L. Howard**. Modeling the Effects of Immunizations Timing on Child Health Outcomes in India. *Health Economics* 2014; 23(5): 606-620.
7. **Howard, L. L.** Food Insecurity Experiences Predict Children's Fruit and Vegetable Consumption in the USA. *ISRN Nutrition* 2013.
6. **Howard, L. L.** and N. Prakash. Do Employment Quotas Explain the Occupational Choices of Disadvantaged Minorities in India? *International Review of Applied Economics* 2012; 26(4): 489-513.
5. **Howard, L. L.** and N. Prakash. Do School Lunch Subsidies Change the Dietary Patterns of Children from Low-Income Households? *Contemporary Economic Policy* 2012; 30(3): 362-381.
4. **Howard, L. L.** Transitions Between Food Insecurity and Food Security Predict Children's Social Skill Development During Elementary School. *British Journal of Nutrition* 2011; 105(12): 1852-1860.
3. **Howard, L. L.** Does Food Insecurity at Home Affect Non-cognitive Performance at School? A Longitudinal Analysis of Elementary Student Classroom Behavior. *Economics of Education Review* 2011; 30(1): 157-176.
2. **Howard, L. L.** Is the Demand for Health Care Generosity Equal for All Recipients? A Longitudinal Analysis of State Medicaid Spending, 1977-2004. *Public Finance Review* 2010; 38(3): 346-377.
1. Bhargava, A., D. Jolliffe and **L. L. Howard**. Socioeconomic, Behavioural and Environmental Factors Predicted Body Weights and Household Food Insecurity Scores in the Early Childhood Longitudinal Study-Kindergarten. *British Journal of Nutrition* 2008; 100(2): 438-444.

## Teaching Assignments

Economics 201	Principles of Microeconomics
Economics 310	Intermediate Microeconomic Analysis
Economics 315	Intermediate Business Microeconomics
Economics 417	Public Finance
Economics 502	Advanced Microeconomic Analysis

## **Personal Information**

Citizenship: USA

Birth date: May 2, 1980

Marital Status: Married

## **Nick C. Huntington-Klein**

Last Updated: January 8, 2018

nhuntington-klein@fullerton.edu, (657) 278-3918, nickchk.com

### **Employment:**

California State University Fullerton, Assistant Professor of Economics, August 2015 – current  
Center for Education Data and Research, Research Assistant, May 2014 – July 2015  
Collaborative Researchers in Educational Sciences Training, Fellow, September 2010 - May 2014  
Teagle Foundation, Research Assistant, Summer 2008 and 2009

### **Education**

Ph.D. in Economics, University of Washington, 2015  
M.A. in Economics, University of Washington, 2012  
B.A. in Economics and Mathematics, Reed College, 2009

### **Journal Publications:**

Huntington-Klein, Nick and Elaina Rose. Forthcoming. "Peer Effects in a Predominantly Male Environment: Evidence from West Point" *AEA Papers and Proceedings*.

Huntington-Klein, Nick and Elizabeth Ackert. Forthcoming. "The Long Road to Equality: A Meta-analysis of the Influence of African American Racial Status on Student Achievement over Time" *Social Science Quarterly*.

Huntington-Klein, Nick. Forthcoming. "College Choice as a Collective Decision" *Economic Inquiry*.

Goldhaber, Dan., Cyrus Grout, & Nick Huntington-Klein. 2017. "Screen Twice, Cut Once: Assessing the Predictive Validity of Applicant Selection Tools" *Education Finance and Policy*. 12(2), p. 197-223

Huntington-Klein, Nick, James Cowan, & Dan Goldhaber. 2017. "Selection into Online Community College Courses and their Effects on Persistence" *Research in Higher Education*. 58(3), p. 244-269

Huntington-Klein, Nick. 2017. "A Method for Estimating Local Average Treatment Effects in Aggregate Data with Imperfect Assignment" *Applied Economics Letters*. 24(11), p. 762-765.

Huntington-Klein, Nick. 2016. "(Un)informed College and Major Choice: Verification in an Alternate Setting" *Economics of Education Review*. 53, p. 159-163.

Long, Mark C., Dan Goldhaber, & Nick Huntington-Klein. 2015. "Do Completed College Majors Respond to Changes in Wages?" *Economics of Education Review*. 49, p. 1-14.

Huntington-Klein, Nick. 2015. "Subjective and Projected Returns to Education" *Journal of Economic Behavior & Organization*. 117, p. 10-25.

### **Other Work:**

"Assessing the Effects of Tuition-Free Community College in Maryland" with William Zumeta. 2017. Maryland Independent Colleges and Universities Association.

An Analytical Report "Utilizing Independent Colleges and Universities to Fulfill States' College Degree Attainment Goals" with William Zumeta. 2017. The Council of Independent Colleges.

"The Cost-Effectiveness of Undergraduate Education at Private Nondoctoral Colleges and Universities" with William Zumeta. 2015. The Council of Independent Colleges.

"Understanding Sub-baccalaureate Certificate Production and Incidence in Washington's Labor Force Through 2023" with William Zumeta. 2015. Washington Student Achievement Council.

"It's Selective, But Is It Effective? Exploring the Predictive Validity of Teacher Selection Tools" with Dan Goldhaber and Cyrus Grout. 2014. CEDR Policy Brief 2014-9.

**Working Papers:**

“Keeping an Eye Out: Behavior in the Presence of Riskless Ambiguity.” CSU Fullerton Department of Economics Working Paper 2018/001.

“The Search: The Effect of the College Scorecard on Interest in Colleges.”

“Diverging Prices among Novel Goods” with Alasdair Young. CSU Fullerton Department of Economics Working Paper 2017/002.

“Most Likely to Succeed: Personality and Long-Run Economic Outcomes” with Elaina Rose.

“College Curricular Dispersion: More Well-Rounded or Less Well Trained?” with Dan Goldhaber, James Cowan, and Mark Long. CEDR Working Paper 2015-6.

**Book:**

Huntington-Klein, Nick. 2018. “A Step-by-Step Guide to the Principles of Microeconomics.” Kona Publishing.

**Teaching Experience:**

Economics of the Education System, CSU Fullerton

Current Research in Economics, CSU Fullerton

Principles of Microeconomics, CSU Fullerton, Seattle University, University of Washington (TA)

Behavioral Economics, CSU Fullerton, Edmonds Community College

Introductory Macroeconomics, University of Washington (TA)

**Conference Presentations and Invited Talks:**

American Economics Association (2017, 2018)

Association for Public Policy Analysis and Management (2016)

Western Economics Association International (2013, 2014, 2016)

University of California, Santa Barbara (2016)

Association for Education Finance and Policy (2013, 2014, 2016)

American Educational Research Association (2014)

International Foundation for Research in Experimental Economics (2012)

**Service**

*Referee:* Education Economics, Education Finance & Policy, Heliyon, Journal of Business Ethics, Journal of Economic Behavior & Organization, Journal of Human Resources, Journal of Labor Economics, Journal of Policy Analysis and Management, Journal of Public Economics, Labour Economics, Sociological Perspectives, Teaching Education

*Discussant:* Association for Education Finance and Policy (2016), Western Economics Association International (2013, 2014, 2016)

Chair, Research and Seminar Committee, CSU Fullerton, Fall 2015-Fall 2017

Member, Assessment Committee, CSU Fullerton, Fall 2015-Fall 2017

Member, Recruitment Committee, CSU Fullerton, Fall 2016-Spring 2017

Organizer, Labor/Development Brownbag, University of Washington, Spring 2014

Organizer, Economics Book Club, University of Washington, Fall 2011-Winter 2013

**Fellowships and Awards:**

2017 Graduation Initiative 2025 Grant, California State University Fullerton

2016 Jr/Sr Grant, California State University Fullerton

2014 Ensley Fellowship

2010-2014 Collaborative Researchers in Educational Sciences Training (CREST) pre-doctoral research fellowship, Institute of Education Sciences

2013 Storer Award for Labor Economics

2011 Best Second-Year Paper Award, Department of Economics, University of Washington

## SHERIF KHALIFA

Department of Economics  
Steven G. Mihaylo College of Business and Economics  
California State University, Fullerton  
Fullerton, CA 92834-6848  
Phone (657) 278-3756  
Fax: (657) 278-3097  
URL: <http://business.fullerton.edu/economics/skhalifa>  
Email: [skhalifa@fullerton.edu](mailto:skhalifa@fullerton.edu)

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### EMPLOYMENT

Diplomat. Ministry of Foreign Affairs, Egypt. 1996-2006.  
Professor. California State University, Fullerton. 2006-present.

### EDUCATION

**Ph.D. in Economics**, *The Johns Hopkins University*, U.S.A., 2006.

**M.A. in Economics**, *The Johns Hopkins University*, U.S.A., 2003.

**M.Sc. in Economics**, *The University of Warwick*, U.K., 1999.

**B.A. in Economics**, *The American University in Cairo*, Egypt, 1995.

### PUBLICATIONS

#### Academic Publications

- (1) "Heterogeneous Workers and Occupations: Inequality, Unemployment and Crowding Out." *Southern Economic Journal*, 75 (4): 1141-1164, 2009.
- (2) Conditionality Covenants: Commitment Versus Discretion in Sovereign Credit Contracts" *Journal of International Development*, 22: 411-423, 2010.
- (3) "Heterogeneity in Ability and Inheritance, Disparities, and Development." *International Economic Journal*, 24 (2): 255-282, 2010.
- (4) "Income Disparities, Economic Growth, and Development as a Threshold." *Journal of Economic Development*, 35 (2): 23-36, 2010. (with Sherine El Hag)
- (5) "Offshoring and Wage Inequality in Developing Countries." *Journal of Economic Development*, 35 (3): 1-42, 2010. (with Evelina Mengova)
- (6) "Undiscounted Optimal Growth with Consumable Capital: Application to Water Resources." *Journal of Applied Economics*, XIV, 1: 145-166, 2011. (with Ihsan Hurçan)
- (7) "Undiscounted Optimal Growth with Consumable Capital and Labor-Intensive Consumption Good." *Economic Modelling*, 28: 1673-1682, 2011.
- (8) "Financial Wealth Effect: Evidence from Threshold Estimation." *Applied Economics Letters*, 18 (13), 1303-1305, 2011. (with Ousmane Seck and Elwin Tobing)

- (9) "Job Competition, Crowding Out, and Unemployment Fluctuations." *Macroeconomic Dynamics*, 16: 1-34, 2012.
- (10) "Undiscounted Optimal Growth with Consumable Capital and Capital-Intensive Consumption Goods." *Mathematical Social Sciences*, 65: 118-135, 2013.
- (11) "Housing Wealth Effect: Evidence from Threshold Estimation." *Journal of Housing Economics*, 22: 25-35, 2013. (with Ousmane Seck and Elwin Tobing)
- (12) "Cyclical Job Upgrading, Wage Inequality, and Unemployment Dynamics." *International Economic Journal*, 27 (4): 549-585, 2013.
- (13) "Labor Mismatch, Skill Obsolescence, and Unemployment Persistence." *Journal of Quantitative Economics*, 11 (1-2): 199-229, 2013.
- (14) "Labor Mismatch and Skill Premia." *Eastern Economic Journal*, 40: 249-273, 2014.
- (15) "Direction of Trade and Wage Inequality." *Applied Economics Letters*, 21 (13): 898-901, 2014.
- (16) "South-South Trade and Skill Premia." *The World Economy*, 37 (11): 1634-1648, 2014.
- (17) "Learning-by-Doing and Unemployment Dynamics." *Economic Modelling*, 44: 180-187, 2015.
- (18) "Trading Tasks, and Patterns of Skill Premia." *Journal of Finance and Economics*, 3 (3): 46-71, 2015. (with Evelina Mengova)
- (19) "Trust, Landscape, and Economic Development." *Journal of Economic Development*, 41 (1): 19-32, 2016.
- (20) "Trade, Overeducation, and Wage Inequality." *Journal of Developing Areas*, 50 (2): 153-183, 2016.
- (21) "Endowments, Culture, and Economic Development." *Review of Development Economics*, , 21(3): 664-677, 2017.

## **Books**

- (1) Egypt's Lost Spring: Causes and Consequences. Praeger, 2015.

## **Non-Academic Publications**

- (1) "Egypt: To Bequest a Country." *Foreign Policy Journal*, October, 11, 2010.
- (2) "Paddling in the Bosphorus, Floating on the Nile." *Foreign Policy Journal*, November, 28, 2010.
- (3) "Egypt: A Requiem for Democracy." *Foreign Policy Journal*, December, 20, 2010.
- (4) "The Tunisian Syndrome." *Foreign Policy Journal*, January, 21, 2011.
- (5) "Egypt: The Day of Reckoning." *Foreign Policy Journal*, January, 29, 2011.
- (6) "A Deadlock: The Egyptian Dilemma." *Foreign Policy Journal*, February, 6, 2011.
- (7) "The Neo-Islamists." *Foreign Policy Journal*, January, 29, 2012.
- (8) "Egypt's Gaze Into the Abyss." *Foreign Policy Journal*, June, 20, 2013.
- (9) "Egypt's Predicament." *Foreign Policy Journal*, July, 9, 2013.
- (10) "Egypt Election: A Vote in a Game of Charades." *Foreign Policy Journal*, May, 6, 2014.
- (11) "A Requiem to Egypt's Spring." *The Orange County Register*, June, 14, 2016.

## **FIELDS OF INTEREST**

Development Economics, Macroeconomics, Labor Economics.

## SEMINARS AND CONFERENCES

Fall 2005: The Johns Hopkins University Macro Workshop  
Fall 2006: California State University, Fullerton Seminar Series.  
Fall 2007: Southern Economic Association Annual Meeting.  
Spring 2008: California State University, Fullerton Seminar Series.  
Spring 2009: Eastern Economic Association Annual Meeting.  
Spring 2010: Mid West Economic Association Annual Meeting.  
Fall 2010: California State University, Long Beach Seminar Series.  
Spring 2011: Eastern Economic Association Annual Meeting.  
Spring 2012: Southwestern Society for Economists Annual Meeting.  
Spring 2013: Eastern Economic Association Annual Meeting.  
Summer 2013: Society for Computational Economics Annual Meeting.  
Spring 2014: International Symposium on Computational Economics and Finance.  
Spring 2014: International Atlantic Economic Association Annual Meeting.  
Spring 2014: California State University, Los Angeles Seminar Series.  
Spring 2015: International Atlantic Economic Association Annual Meeting.  
Fall 2015: Southern Economic Association Annual Meeting.  
Summer 2016: Western Economic Association Annual Meeting.  
Fall 2017: International Atlantic Economic Association Annual Meeting.

## EXPERIENCE

**Teaching**, California State University, Fullerton

*Business Calculus*

*Principles of Macroeconomics*

*Principles of Microeconomics*

*Intermediate Macroeconomics*

*Intermediate Microeconomics*

*Macroeconomic Perspectives for Managers*

*Microeconomic Perspectives for Managers*

*Development Economics*

*Seminar in Development Economics*

*Advanced Macroeconomics*

**Teaching**, Chapman University

*Introductory Business Statistics*

*Principles of Macroeconomics*

*Intermediate Macroeconomics*

**Teaching**, The Johns Hopkins University

*International Trade*

**Teaching Assistant**, The Johns Hopkins University

*Elements of Macroeconomics*

*Art and Science of Economic Forecasting*

**Research Assistant** to Professor Christopher Carroll, December 2003 - January 2004

**Research Assistant** to Professor Thomas Lubik, May 2004 - July 2004

**Referee** to *Journal of Economic Dynamics and Control*, *Economic Modelling*, *International Economic Journal*, *Journal of Housing Economics*, *Quarterly Review of Economics and Finance*, *Journal of Developing Areas*, *American Journal of Islamic Social Sciences*, *B.E. Journal of Theoretical Economics*.

**Book Review** to a textbook entitled "*Institutions and Economic Development*" by Gerard Roland for Pearson Education.

**Book Review** to a textbook entitled "*Intermediate Macroeconomics*" by Glenn Hubbard, Tony O'Brien and Matthew Rafferty for Pearson Education.

**Book Review** to a textbook entitled "*Principles of Macroeconomics*" by Rick Mishkin and Jeff Perloff, for Pearson Education.

**Student Advising** to Yu-Wei Hsu (*Masters Thesis*), Jihane Mahani (*Independent Study*), Leonard Frederick De Leon (*Masters Thesis*), Michael Smith (*Masters Thesis*), Christian Gunadi (*Masters Thesis*), Mallory Keeler (*Masters Thesis*), Rehan Chaudhry (*Masters Thesis*), Chris Saldana (*Masters Thesis*).

## **SERVICE**

CSUF Academic Standards Committee  
CSUF Planning, Resources, and Budget Committee  
MCBE Senate  
MCBE Executive Committee  
MCBE Undergraduate Programs Committee (Chair)  
MCBE Graduate Programs Committee (Chair)  
MCBE MBA Programs Committee (Chair)  
MCBE Honors Council  
CIBER Grant Development Team  
Department Steering Committee  
Department Graduate Studies Committee (Chair)  
Department Personnel Committee  
Department Research Committee  
Department Recruitment Strategy Committee  
Department Recruitment Committee  
Department Assessment Committee  
Department Graduate Advisor

## **HONORS AND AWARDS**

Fellowship, The Johns Hopkins University, Department of Economics, 2001 - 2006  
British Chevening Scholarship for a Masters degree in the United Kingdom, 1998- 1999

Scholarship, The American University in Cairo, 1992 – 1995  
The CSUF Newly Hired Probationary Faculty Stipend 2008 – 2009  
The CSUF Intramural Grant 2010  
The MCBE Faculty Excellence Fellowship 2012  
The MCBE Continued Excellence in Publications 2012  
The MCBE Continued Excellence in Publications 2013  
The MCBE Continued Excellence in Publications 2014  
The MCBE Research Grant 2014  
The MCBE Continued Excellence in Publications 2015  
The MCBE Faculty Fellowship 2015  
The MCBE Continued Excellence in Publications 2016  
The CSUF Author Award 2016

## **SKILLS**

### **Languages**

Arabic (native), English (fluent), French (intermediate), Spanish (intermediate).

### **Computer**

Microsoft Office, MATLAB, STATA, EViews, Scientific Workplace, LaTeX

## **REFERENCES**

Professor Thomas Lubik, The Johns Hopkins University  
Email: thomas.lubik@jhu.edu, phone: +1 (410) 516-5564

Professor Louis Maccini, The Johns Hopkins University  
Email: maccini@jhu.edu, phone: +1 (410) 516-7607

Professor Christopher Carroll, The Johns Hopkins University  
Email: ccarroll@jhu.edu, phone: +1 (410) 516-7602

Professor Robert Moffitt, The Johns Hopkins University  
Email: moffitt@jhu.edu, phone: +1 (410) 516-7611

Dr. Michael Krause, Deutsche Bundesbank  
Email: michael.u.krause@bundesbank.de, phone: +49 (0) 69-9566-2382

# Kristin J. Kleinjans

## Curriculum Vitae

December 2017

Department of Economics  
Mihaylo College of Business and Economics  
California State University, Fullerton  
Fullerton, CA 92834-6848

Email: [kkleinjans@fullerton.edu](mailto:kkleinjans@fullerton.edu)  
Phone: (657) 278-8693  
<http://business.fullerton.edu/Economics/kkleinjans/>

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### Current Appointment

Associate Professor of Economics, California State University, Fullerton, August 2014 - present

### Previous Appointments

Visiting Researcher, Nanjing University (China), July 23 – July 29 2017

Visiting Researcher, DIW/ SOEP (Berlin, Germany), August 2015 - June 2016

Visiting Researcher, University of Potsdam (Germany), October 2015 - June 2016

Assistant Professor of Economics, California State University, Fullerton, August 2009 - August 2014

Adjunct, RAND Corporation (Santa Monica), April 2004 - April 2013

Visiting Assistant Professor, Department of Finance and Business Economics, Marshall School of Business, University of Southern California, August 2007 - May 2009

Assistant Professor, School of Economics and Management, University of Aarhus (Denmark), August 2004 - July 2008 (on leave July 2007 - July 2008)

Postdoctoral Fellow in Aging, National Institute of Aging and RAND, July 2003 - July 2004

### Education

PhD in Economics, University of Pittsburgh, 2003

Graduate Certificate for Latin American Social and Public Policy, University Center for International Studies, University of Pittsburgh, 2000

Diplom-Volkswirtin (equivalent to M. S. in Economics), Freie Universität Berlin (Germany), 1996 (including 1 year field research in Bogotá, Colombia, 1993-1994)

### Refereed Publications

Institutions, Parental Selection, and Locus of Control. August 2017. (with Andrew Gill). Forthcoming. *Applied Economics Letters*.

Occupational Prestige and the Gender Wage Gap (with Anthony Dukes and Karl Fritjof Rasmussen). 2017. *Kyklos* 70(4), 565-593.

The Effect of a Severe Health Shock on Work Behavior: Evidence from Different Health Care Regimes (with Nabanita Datta Gupta and Mona Larsen). 2015. *Social Science & Medicine* 136-137 (July), 44-51.

Rounding, Focal Point Answers and Nonresponse to Subjective Probability Questions (with Arthur van Soest). 2014. *Journal of Applied Econometrics* 29(4), 567-585.

The Man of the House – How the Use of Household Head Characteristics leads to Omitted Variable Bias. 2013. *Economics Letters* 119 (May), 133-135.

- An Economic Analysis of Identity and Career Choice (with Maria Knoth Humlum and Helena Skyt Nielsen). 2012. *Economic Inquiry* 50(1), 39-61.
- Family Background and Gender Differences in Educational Expectations. 2010. *Economics Letters* 107, 125-127.
- Intertemporal Consumption with Directly Measured Welfare Functions and Subjective Expectations (with Arie Kapteyn and Arthur van Soest). 2009. *Journal of Economic Behavior & Organization* 72, 425-437.
- Do Gender Differences in Preferences for Competition Matter for Occupational Expectations? 2009. *Journal of Economic Psychology* 30(5), 701-710.
- The Colombian Pension System After the Reform of 1994: Evaluation and Perspectives. 2003. *International Social Security Review* 56 (1), 31-52.

### **Working Papers**

- Negative Parental Selection and Children's Noncognitive Skills: Evidence from the German Reunification. September 2017. (with Andrew Gill)
- Because They Were Young: Causal Evidence of Noncognitive Skill Changes from a Sample of East German Women. August 2016. (with Andrew Gill).
- Dynamics of Individual Information about Social Security (with Susann Rohwedder). February 2006.

### **Other Publications**

- Kann Kollusion die hohen Rentenversicherungsgebühren in Kolumbien erklären? (Can Collusion explain the high fees for pension insurance in Colombia?) (with Anthony Dukes). 2005. In: Fritz, B. and K. Hujo (eds.): *Oekonomie unter den Bedingungen Lateinamerikas: Erkundungen zu Geld und Kredit, Sozialpolitik und Umwelt*, Frankfurt/Madrid: Vervuert, 213-229.
- Do individuals make informed pension program choices? Evidence from Colombia. 2004. In: P. Kemp and E. Overbye (eds.): *Pensions: Challenges and Reform*, Aldershot: Ashgate, 71-83.
- La Elección de un Programa de Pensión: La experiencia de Colombia (Determinants of Pension Choice: The Case of Colombia). 2004. In: K. Hujo, M. Nitsch and C. Mesa-Lago (eds.): *Públicos o Privados? Los sistemas de pensiones en América latina después de dos décadas de reformas*, Caracas: Nueva Sociedad, 175-203.
- Die Kolumbianische Rentenreform: Ein gescheiterter Kompromiss? (The Colombian Pension Reform: The Failure of a Compromise?). 1997. *Lateinamerika. Analysen Daten Dokumentation* 36, 100-108.
- Die internationale Rentenreformdebatte - Annahmen und Realität der lateinamerikanischen Reformen (The International Pension Reform Debate – Assumptions and Reality of the Latin American Reforms). 1997. *Lateinamerika. Analysen Daten Dokumentation* 36, 33-50 (with Carmelo Mesa-Lago).
- La reforma del sistema de jubilaciones en Colombia (The Pension Reform in Colombia). 1997. *Desarrollo y Cooperación* 1, 17-21.

### **Invited Seminars**

- Research Seminar in Economics, Freie Universität Berlin, Germany, June 2016
- Research Seminar, Berliner Netzwerk Arbeitsmarktforschung (Berlin Network of Labor Market Research), Berlin, Germany, May 2016
- Research Seminar, University of Hamburg, Germany, May 2016

SOEP Brownbag, Deutsches Institute fuer Wirtschaft (DIW), Berlin, Germany, March 2016  
Potsdam Research Seminar in Economics, University of Potsdam, Germany, December 2015  
SUNY – Binghamton, April 2011  
Danish National Centre for Social Research (SFI), Copenhagen, June 2010  
California State University, Long Beach, March 2010  
California State University, Fullerton, November 2008  
Loyola Marymount University, November 2008  
University of California – Riverside, October 2008  
Danish National Centre for Social Research (SFI), Copenhagen, June 2008  
University of California – San Diego, Rady School of Management, April 2008  
Danish Institute of Governmental Research (AKF), Copenhagen, December 2006  
Tilburg University, CentER, Tilburg (Netherlands), August 2006  
Ohio State University, Initiative in Population Research, Seminar, Columbus, March 2006  
Centre for Applied Microeconometrics, University of Copenhagen, Seminar, May 2005

### **Selected Conference Presentations**

European Society of Population Economics, Aarhus, June 2013  
Western Economic Association, San Francisco, June 2012  
CSUF President's Symposium: Confronting Inequality, May 11, 2012  
SOLE Meetings, Chicago, May 2012 (poster)  
13<sup>th</sup> IZA/CEPR European Summer Symposium in Labour Economics, Buch/ Ammersee, August/ September 2011 (poster)  
American Economic Association Meetings, Denver, January 2011  
9th IZA/SOLE Transatlantic Meeting of Labor Economists, Buch/ Ammersee (Germany), May 2010  
3<sup>rd</sup> Nordic Summer Institute in Labour Economics, Aarhus (Denmark), June 2008  
SOLE Meetings, New York, May 2008  
CERP Workshop on the Economics of Ageing, Turin, May 2007  
CIM-AKF Workshop 2007, Nyborg (Denmark), April 2007  
American Economic Association Meetings, Chicago, January 2007  
Netspar Workshop on the Microeconomics of Ageing, Utrecht (Netherlands), November 2006  
Workshop on Pension Savings Behaviour, SFI, Copenhagen, October 2006  
FISS, 13th Research Seminar, Sigtuna (Sweden), June 2006  
First SHARE-ELSA-HRS User Conference, Lund (Sweden), September 2005  
European Conference on Long-Term Care, ZEW, Mannheim (Germany), October 2005  
SOLE – EALE Meetings, San Francisco, June 2005  
SOLE Meetings, San Antonio, April/ May 2004

### **Grants**

Dean's Research Support, California State University, Fullerton (Summer 2013) (\$3,500)

General Intramural Research Grant 2012-2013, California State University, Fullerton (January 2012)  
(1 course release)

Intramural Research Award 2011-2012, California State University, Fullerton (January 2012) (\$4,747)

Mihaylo Curriculum Innovations Grant, Mihaylo College of Business and Economics, California State University, Fullerton (April 2010), joint with Larry Howard (US\$7,050)

Research Grant, University of Aarhus Research Fund (January 2007), Dkr 42,670 (US\$7,300)

Research Grants (2), University of Aarhus Research Fund (May 2006), total: Dkr 44,288 (US\$7,500)

Research Grant from the Danish Social Science Research Council: "Intergenerational Transmission of Human Capital: Career Aspiration and Non-monetary Returns" (PI: Helena Skyt Nielsen), role: Leader of component project "Intergenerational Transmission of Human Capital: Career Aspiration and Gender" (April 2006-April 2010, incl. 3 semester salary funding)

Research Grant, University of Aarhus Research Fund (December 2005), Dkr 40,000 (US\$6,800)

Travel grant, University of Aarhus Jubilaeumsfond (May 2005), Dkr 30,000 (US\$5,100)

P01 grant from the National Institute on Aging: "Health and Economic Status among Older Populations" (PI: Michael Hurd); role: Co-Investigator of the component project "Expectations and Realizations of Retirement Benefits" (May 2005 - April 2009)

Graduate Students Field Research Grant, Center for Latin American Studies, University of Pittsburgh (Summer 2000)

### **Awards and Fellowships**

Faculty Recognition Award for Service, California State University, Fullerton (2017)

Faculty Excellence Fellowship, Mihaylo College of Business and Economics, California State University, Fullerton (2016)

Continued Excellence in Publications Award, Mihaylo College of Business and Economics, California State University, Fullerton (2015)

Continued Excellence in Publications Award, Mihaylo College of Business and Economics, California State University, Fullerton (2014)

Faculty Excellence Fellowship, Mihaylo College of Business and Economics, California State University, Fullerton (2013) (for outstanding performance in research and teaching)

Faculty Recognition Award for Scholarly & Creative Activity, California State University, Fullerton (2013)

Success in Teaching Economics (SITE) Award, California State University, Fullerton, Department of Economics (Spring 2012)

Milton A. Gordon Fund for Scholarly & Creative Activities, California State University, Fullerton (Spring 2012; 1 course release)

Faculty Recognition Award for Scholarly & Creative Activity, California State University, Fullerton (2010)

Postdoctoral Fellow in Aging, National Institute of Aging and RAND (2003-2004)

Richard Thorn Award for Excellence in Teaching, University of Pittsburgh, Economics Department (2002)

Scholarship to attend the RAND Summer Institute on Aging (July 2002)

Han Emanuel Scholarship, Foundation for International Studies on Social Security (June 2002)

Faculty of Arts and Sciences Research Fellowship, University of Pittsburgh (Fall 2000)

Howard Heinz Fellowship for Latin American Social and Public Policy (1997-1999)

Friedrich-Ebert-Stiftung Fellowship (1991-1996), including Colombia field research fellowship (1993-1994)

## **Refereeing**

Danish Council for Independent Research, *Eastern Economic Journal*, *Economics Letters*, *Economics of Education Review*, *Forum of Health Economics & Policy*, *Human Relations*, *International Economic Review*, *International Journal of Manpower*, *International Migration Review*, *Journal of Applied Econometrics*, *Journal of Consumer Affairs*, *Journal of Economic Behavior and Organization*, *Journal of Economic Education*, *Journal of Economic Psychology*, *Journal of Behavioral and Experimental Economics*, *Journal of Institutional Economics*, *Labour Economics*, Netherlands Organisation for Scientific Research (NOW), *Review of Economics and Statistics*, *Social Science & Medicine*, Swiss National Science Foundation.

## **Teaching Experience**

### **California State University, Fullerton**

Economics of Aging	(Graduate)
Behavioral Economics	(Undergraduate)
Business Europe Study Tour	(Undergraduate)
Capstone in Economics	(Undergraduate)
Economic Development	(Undergraduate)
Economics of Gender and Work	(Undergraduate)

### **USC Marshall School of Business**

Economic Analysis for Business Decisions (Intermediate Micro for Undergraduate Business Majors)  
Macroeconomic Analysis for Business Decisions (Intermediate Macro for Undergraduate Business Majors)

### **University of Aarhus (Denmark), School of Economics and Management**

Economics of Pension Finance	(Graduate)
Public Economics	(Graduate)

### **University of Pittsburgh, Department of Economics**

Introduction to Development Economics	(Undergraduate)
Introduction to Economics	(Undergraduate)

## **Invited Textbook Reviews**

Erik Angner, *A Course in Behavioral Economics*, Palgrave Macmillan Higher Education (June 2014)  
B. Douglas Bernheim and Michael D. Whinston, *Microeconomics*, McGraw-Hill (July 2009)

## **Student Advising (Master Theses in Economics unless otherwise noted; all at CSUF)**

Chris Saldana (2. reader) 2018 (Spring); Ashley Sedano (Gerontology (2. reader) 2015 (Spring); Michael Smith, (chair) 2013 (Fall), Tiana Baldwin (chair) 2013 (Spring); Chris Erwin (2. reader) 2011; Leo de Leon (2. reader) 2011; Garret Ridinger (chair) 2011; Yu Wei (2. reader) 2011.

JULY 2017

## EMMANUEL K.K. LARTEY

Department of Economics  
California State University, Fullerton  
800 N. State College Blvd  
Fullerton, CA 92834, USA

Tel: (657) 278-7298  
Cell: (646) 610-1507  
E-mail: [elarthey@fullerton.edu](mailto:elarthey@fullerton.edu)  
<http://business.fullerton.edu/economics/elarthey/>

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### EDUCATION

Ph.D., Economics, Boston College, 2006  
M.A., Economics, University of Toledo, 2000  
M.A., Economic Development and Policy Analysis, University of Nottingham, 1999  
B.A., Economics (Honors), First Class, University of Ghana, 1998

### ACADEMIC APPOINTMENT

Associate Professor (*on leave*), Department of Economics, California State University, Fullerton, 2012-.  
Assistant Professor, Department of Economics, California State University, Fullerton, 2006-2012.

### PREVIOUS POSITIONS

Visiting Professor, Foreign Trade University, Hanoi, Vietnam, Winter 2014  
Visiting Professor, Argyros School of Business and Economics, Chapman University, Spring 2014.  
Teaching Fellow, Department of Economics, Boston College, 2004-2006  
Teaching Assistant, Department of Economics, Boston College, 2002-2004  
Research Assistant, Department of Economics, Boston College, 2001-2002  
Supplemental Instructor, Student Development Center, University of Toledo, 1999-2000

### TEACHING EXPERIENCE

#### Undergraduate:

Statistics for Business and Economics, Principles of Macroeconomics, Intermediate Macroeconomics, International Macroeconomics and Growth, International Economics, Money and Banking, Economics Capstone

#### Graduate:

Macroeconomics (MBA), International Economics

### RESEARCH INTERESTS

International Macroeconomics, Monetary Economics, Development Economics

## PUBLICATIONS

1. “FDI, Sectoral Output and Real exchange rate Dynamics under financial openness”, *Bulletin of Economic Research*, forthcoming
2. “Remittances and Current Account Dynamics”, *Economic Notes*, 46:1, 37-52, 2017
3. “Exchange rate flexibility and the effect of Remittances on Economic Growth”, *Review of Development Economics*, 21:1, 103-125, 2017
4. “A Note on Remittances, Monetary Regimes and Nontradable Inflation Dynamics”, *Macroeconomic Dynamics*, 20:6, 1668-1682, 2016
5. “The Cyclical of Remittances in Sub-Saharan Africa”, *Journal of Economic Development* 41:1, 1-18, 2016
6. “Financial openness, The Financial Accelerator and Sectoral Dynamics”, (with Joon Hur) *International Review of Economics and Finance*, 42:C, 277-290, 2016
7. “Does the Quality of Institutions in Developing Countries Affect Remittances”, (with Evelina Mengova), *Journal of Developing Areas*, 50:1, 59-76 , 2016
8. “Remittances, Investment and Growth in Sub-Saharan Africa,” *Journal of International Trade and Economic Development* 22:7, 1038-1058, 2013
9. “Financial openness, nontradable inflation and optimal monetary policy,” *Economics Letters* 117:3, 782-785, 2012
10. “Remittances, Exchange Rate Regimes and the Dutch Disease: A Panel Data Analysis” (with Pablo A. Acosta and Federico S. Mandelman), *Review of International Economics* 20:2, 377–395, 2012
11. “Financial Development, Crises and Growth,” (with Mira Farka), *Applied Economics Letters* 18:8,711-714, 2011
12. “Financial Openness and the Dutch Disease,” *Review of Development Economics* 15:3, 556–568, 2011
13. “A Note on the Effect of Financial Development on Economic Growth,” *Applied Economics Letters* 17:7, 685-687, 2010
14. “Remittances and the Dutch Disease,” (with Pablo A. Acosta and Federico S. Mandelman), *Journal of International Economics* 79:1, 102-116, 2009
15. “Capital Inflows, Resource Reallocation and the Real Exchange Rate,” *International Finance* 11:2, 131-152, 2008
16. “Capital Inflows, Dutch Disease Effects and Monetary Policy in a Small Open Economy,” *Review of International Economics*, 16:5, 971-989, 2008
17. “Capital Inflows and the Real Exchange Rate: An Empirical Study of Sub-Saharan Africa”, *Journal of International Trade and Economic Development*, 16:3, pp. 337-357, 2007

## WORKING PAPERS/WORK IN PROGRESS

1. Remittances, Dutch Disease and Fiscal Policy, (with Joon Hur, Pablo Acosta and Federico Mandelman)
2. Remittances and the Current Account: An Empirical Analysis
3. Exchange Rate Regimes and Growth under Financial Development and Trade Openness (with Woubet Kassa)
4. Remittances and Manufacturing Sector Growth in sub-Saharan Africa (with Getachew Nigatu)

## **HONORS AND AWARDS**

Mihaylo Faculty Fellowship, MCBE, CSUF, 2015  
Faculty Excellence Fellowship, MCBE, CSUF, 2014  
Faculty Excellence Fellowship, MCBE, CSUF, 2012  
Top 100 Young Economists: High-53<sup>rd</sup>; Low-86<sup>th</sup> (IDEAS ranking, 5 years or less), 2011  
Outstanding Scholarly and Creative Activity Award, CSUF, Spring 2010  
Junior Faculty Research Grant, CSUF, Spring 2010  
Dean's Faculty Research Grant, MCBE-CSUF, Spring 2009  
Dean's Faculty Research Grant, MCBE-CSUF, Spring 2008  
CBE Prospective Research Grant, CSUF, Spring 2007  
Dissertation Fellowship Award, Boston College, Fall 2005  
Paula and Daniel Greeley Dissertation Fellowship Award, Boston College, Summer 2004  
DFID scholarship, University of Nottingham, 1998-1999

## **SEMINARS AND CONFERENCE ACTIVITY**

### **PRESENTATION**

2017: 4<sup>th</sup> African Think Tank Summit  
87<sup>th</sup> Southern Economic Association Annual Conference  
2015: Office of the Chief Economist, Africa Region, World Bank  
2014: 84<sup>th</sup> Southern Economic Association Annual Conference  
2013: Washington State University  
88<sup>th</sup> Western Economic Association International Annual Conference  
2012: 92<sup>nd</sup> Southwestern Social Science Association Annual Meeting  
87<sup>th</sup> Western Economic Association International Annual Conference  
University of Massachusetts, Lowell  
2011: 91<sup>st</sup> Southwestern Social Science Association Annual Meeting  
2010: California State University-Fullerton  
90<sup>th</sup> Southwestern Social Science Association Annual Meeting  
Federal Reserve Bank of Atlanta - Conference on Remittances and the Macroeconomy  
2008: Federal Reserve Bank of Atlanta - Conference on Remittances and the Macroeconomy  
2007: 87<sup>th</sup> Southwestern Social Science Association Annual Meeting,  
XII. Spring Meeting for Young Economists  
2006: Bank of Canada  
Carleton College  
California State University-Fullerton  
Wayne State University

### **DISCUSSANT**

2014: 84<sup>th</sup> Southern Economic Association Annual Conference  
2013: 88<sup>th</sup> Western Economic Association International Annual Conference  
2012: 92<sup>nd</sup> Southwestern Social Science Association Annual Meeting,  
87<sup>th</sup> Western Economic Association International Annual Conference  
2011: 91<sup>st</sup> Southwestern Social Science Association Annual Meeting  
2010: 90<sup>th</sup> Southwestern Social Science Association Annual Meeting  
2008: Federal Reserve Bank of Atlanta, Conference on Remittances and the Macroeconomy  
2007: 87<sup>th</sup> Southwestern Social Science Association Annual Meeting,  
XII Spring Meeting for Young Economists

## **ADVISING AND SERVICE**

### **DEPARTMENT SERVICE**

Thesis Committee Chair: Jonathon Kulesz (2013), Fangning Chen (2012), Caner Zorlubas (2011)  
Thesis Committee Member: Vanessa Martinez (2014), Hien Nguyen, Jonathan Lee, Viet Le (2013),  
Debbie Ellis (2007)  
Department Personnel Committee Member (2015/16)  
Steering Committee Member (2007/08; 2015/16)  
Search Committee Member (2007-2009, 2014-2016)  
Student Affairs and Career Development Committee Chair (2011-2014)  
Student Affairs and Career Development Committee Member (2006-2011)  
Undergraduate Curriculum Committee Member (2010-2015)  
Undergraduate Advisor (2009-2015 )  
Vice Chair (2015/16)

### **COLLEGE SERVICE**

Core Courses Coordinators Committee (2009)  
MCBE Associate Dean Search Committee, Member (2012, 2015)  
Coordinator, FTU/MCBE Advanced Program in Business Administration(2014-2015)

### **UNIVERSITY SERVICE**

Outcomes-Based Funding Committee Member (2014)  
WASC Sub-Committee (Funding) Member (2014)  
Host Faculty, Exchange Visiting Scholar Program (Fall 2009, Spring 2011, Summer 2012-2014)  
Academic Senate, Member (2013-2015)  
Faculty Affairs Committee, Member (2013-2015)  
University Curriculum Committee, Member (2015/16)  
Search Committee Member-Vice President Administration and Finance/CFO (2013)  
Search Committee Member-Director, Faculty Affairs and Records (2016)

### **PROFESSIONAL ORGANIZATION SERVICE**

Vice-President and Student Papers Co-coordinator (2012-2013), Southwestern Economics Association

### **REFEREE FOR JOURNALS**

Applied Economics (5x), Applied Financial Economics, B.E. Journal of Macroeconomics, Bulletin of Economic Research, Canadian Journal of Economics, Contemporary Economic Policy, Eastern Economic Journal, Economics Bulletin, Economic Notes (2x), Economic Modelling (2x), International Review of Applied Economics, Journal of African Economies, Journal of Development Economics, Journal of Development Studies, Journal of International Development (3x), Journal of International Trade and Economic Development (3x), Journal of Macroeconomics, Macroeconomic Dynamics, North American Journal of Economics and Finance, Review of Development Economics (2x), Review of International Economics (3x), Scottish Journal of Political Economy, World Bank Economic Review, World Development.

### **EXTERNAL REVIEWER**

Japan International Corporation Agency (JICA)

### **BOOK REVIEWS**

Macroeconomics, 2<sup>nd</sup> Edition by Charles I. Jones  
Money, Banking and Financial Markets, 3<sup>rd</sup> Edition by Stephen G. Cecchetti and Kermit L. Schoenholtz  
Intermediate Macroeconomics, by Otrók and Hasla

# Mitchell R. Livy

Economics Department  
California State University, Fullerton  
800 N. State College Blvd., Fullerton, CA 92834

Email: [mlivy@fullerton.edu](mailto:mlivy@fullerton.edu)  
Phone: (657) 278-4761  
Office: SGMH 3390

## EDUCATION

---

**The Ohio State University**, Columbus, Ohio, USA Aug. 2015

Ph.D. Agricultural, Environmental, and Development Economics

- Dissertation: "Assessing the Impact of Environmental Amenities on Residential Location Choice"
- Advisor: H. Allen Klaiber, Ph.D.

**The Ohio State University**, Columbus, Ohio, USA Dec. 2014

M.S. Agricultural, Environmental, and Development Economics

**The Ohio State University**, Columbus, Ohio, USA May 2013

M.A. Economics

**Clemson University**, Clemson, South Carolina, USA May 2010

B.S. Economics, *summa cum laude*

## PROFESSIONAL APPOINTMENTS

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**California State University, Fullerton**, Economics Department

Assistant Professor of Economics

Aug. 2015- Present

## PUBLICATIONS

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### Peer Reviewed Journal Articles

**Livy, Mitchell R.** 2017. "The Effect of Local Amenities on House Price Appreciation Amid Market Shocks: The Case of School Quality" *Journal of Housing Economics* 36: 62-72.

**Livy, Mitchell R.**, and Klaiber, H. Allen. 2016. "Maintaining Public Goods: Household Valuation of Renovated Local Parks" *Land Economics* 92(1) 96-116.

### Under Review

The Impact of Intensity on Perceived Risk from Unconventional Shale Gas Development (with Sathya Gopalakrishnan, H. Allen Klaiber, and Brian Roe)

Intra-School District Capitalization of Property Tax Rates

Capitalization of Interconnected Active Transportation Infrastructure (with Cristina Connolly, Yun Qiu, and H. Allen Klaiber)

## PRESENTATIONS

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Presenter. "Catastrophe Capitalization: Estimating Changes in Perceptions of Extreme Natural Events over Time". Selected paper presented at Agricultural and Applied Economics Association Annual Meeting. Boston, Massachusetts, United States. July 30-August 1, 2017.

Presenter. "Intra-School District Capitalization of Property Tax Rates." Selected paper presented at the Annual North American Meetings of the Regional Science Association International. Minneapolis, MN, United States. November 8-11, 2016.

Presenter. "The Impact of Pollution Burden on Micro-Level Residential Sorting." Selected paper presented at Agricultural and Applied Economics Association Annual Meeting. Boston, Massachusetts, United States. July 31-August 2, 2016.

Presenter. "Development of a Multi-Spatial Residential Sorting Model: Implications for Stormwater Management Policies." Selected paper presented at the Annual North American Meetings of the Regional Science Association International. Portland, Oregon, United States. November 11-14, 2015.

Presenter. "Willingness to Pay and Willingness to Accept Shale Drilling: A Survey of Ohio Residents". Selected poster presented at Agricultural and Applied Economics Association Annual Meeting. San Francisco, California, United States. July 26-28, 2015.

Presenter. "Preference Tradeoffs Across Spatial Scales: Developing a Nested Logit Sorting Model." Selected paper presented at Agricultural and Applied Economics Association Annual Meeting. Minneapolis, Minnesota, United States. July 27-29, 2014.

Presenter. "Maintaining Public Parks: Household Valuation of Renovated Local Parks." Selected paper presented at Agricultural and Applied Economics Association Annual Meeting. Washington, D.C., United States. August 4-6, 2013.

Presenter. "Residential Sorting and Public Parks: The Effect of Amenities on Open Space Value." Selected paper presented at the Midwest Graduate Student Conferences on Regional and Applied Economics. Columbus, Ohio, United States. April 4-5, 2013.

## **FUNDED RESEARCH EXPERIENCE**

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**California State University, Fullerton** 2016-2017

*Evaluating the Outcomes of Existing and Proposed Environmental Policies on Orange County, CA Households*

- Grant awarded by MCBE to support locally relevant research

**The Ohio State University, Columbus, OH** 2012-2015

*Regional Climate Variability and Patterns of Urban Development - Impacts on the Urban Water Cycle and Nutrient Export (NSF Award CBET-1160961)*

- Research assistant for an interdisciplinary project linking urban and suburban land development and ecological systems in the Baltimore, Maryland area

## **TEACHING EXPERIENCE**

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**California State University, Fullerton, Fullerton, CA** Aug. 2015- Present

*Instructor- Econ 201: Introduction to Microeconomics, Econ 362: Environmental Economics, Econ 462: Natural Resource Economics, Econ 590: Topics in Economic Analysis and Policy*

**The Ohio State University, Columbus, OH** Aug. 2012-Dec. 2012

*Instructor- AEDEcon 2105: Managerial Records and Analysis*

**The Ohio State University, Columbus, OH** Sept. 2011-June 2012

*Teaching Assistant- AEDEcon 412: Managerial Records and Analysis*

## **SERVICE AND OUTREACH**

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### **Presentations**

Presenter. "Estimating the Impacts of Impervious Surface Policies Using a Multi-Spatial Model of Residential Location Choice." Presented at the California State University, Fullerton Honors Program Welcome Back Event Interdisciplinary Panel on Water. September 10, 2015.

### **Reviewer**

- American Journal of Agricultural Economics
- Journal of Planning Literature
- Selected Papers, Agricultural and Applied Economics Association (2015, 2016)

### **Committee Membership**

- Mihaylo College of Business and Economics Research Committee
- Economics Department Research and Seminar Committee
- Economics Department Undergraduate Curriculum Committee
- Economics Department Ad Hoc Committee to Revise Department Constitution and Formulate By-Laws

### **Student Advising**

- Tommy William, MA Economics Thesis (2017)
- Esteban M. Fernandez, MA Economics Thesis (current)
- Taylor Faust, Senior Honors Thesis (current)

## **PROFESSIONAL ASSOCIATIONS**

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- Agricultural and Applied Economics Association
- American Economic Association
- Urban Economics Association
- Regional Science Association International

## **HONORS AND AWARDS**

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Winner, AEDE Best Doctoral Research Manuscript (OSU) "Dissecting Open Space: The Role of Amenities in Park Valuation"	June 2012
Graduate Research Assistantship (OSU)	2011-2015
Doctoral Fellowship Award (OSU)	2010-2011

## **COMPUTER SKILLS**

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MATLAB, STATA, ArcGIS, SAS

## **Robert W. Mead**

Department of Economics  
California State University--Fullerton  
Fullerton, CA 92834-6848  
E-mail: RMEAD@FULLERTON.EDU

(657) 278-4479 (O)

### **Fields of Concentration**

Development, Comparative Economic Systems/Transition Economies, Economy of China  
General Economics, Asian Studies (Focus on China)

### **Education**

Ph.D. in Economics with Asian Studies Certificate, University of Pittsburgh, August 1996.

Chinese Language Student, East Asian Summer Language Institute, Indiana University, Summer 1992.

B.A. in Economics (Honors) and Computer and Information Science, University of Oregon, 1986.

Chinese Language Student, Beijing Normal College of Foreign Language, Fall 1985 and Summer 1993.

### **Professional Experience**

Director, Business Honors Program, Mihaylo College of Business and Economics, California State University—Fullerton, June 15-Present

Associate Professor, Department of Economics, California State University—Fullerton, August 2008-Present.

Assistant Professor, Department of Economics, California State University—Fullerton, August 2003-August 2008.

Lecturer, Department of Economics, California State University--Fullerton, August 1998-August 2003.

Lecturer, Department of Economics, Bates College, September 1997-April 1998.

Instructor, Department of Economics, University of Pittsburgh, Fall 1996-Spring 1997.

Teaching Assistant/Fellow, Department of Economics, University of Pittsburgh, Fall 1990-Spring

## Robert W. Mead

1996.

### Publications and Research Papers

- “Observing China’s Urban Air Pollution: Potential Research and Policy Avenues for Vietnam,” in *Issues of economics development and accounting in Asia*. Published conference proceeding of Foreign Trade University in Hanoi, Vietnam. 2011
- (with Victor Brajer and Feng Xiao), “Searching for an Environmental Kuznets curve in China's Air Pollution,” *China Economic Review*, 22, 2011, pp. 383-397.
- (with Victor Brajer and Feng Xiao), “Adjusting Chinese Income Inequality for Environmental Equity,” *Environment and Development Economics*, 15, 2010, pp.745-68.
- (with Victor Brajer), “Environmental Cleanup and Health Gains from Beijing's Green Olympics.” *The China Quarterly*, Volume 194, June 2008, pp 275-293
- (with Victor Brajer and Feng Xiao), “Health benefits of tunneling through the Chinese environmental Kuznets curve (EKC),” *Ecological Economics*, 66,4 (2008), pp. 674-686.
- (with Feng Xiao and Victor Brajer), “Blowing in the wind: the impact of China’s Pearl River Delta on Hong Kong’s Air Quality,” *Science of the Total Environment*, 367, 2006, pp.96-111.
- (with Victor Brajer and Feng Xiao), “Valuing the Health Impacts of Air Pollution in Hong Kong,” *Journal of Asian Economics*, 17, 2006, pp. 85-102.
- (with Victor Brajer), “Rise of the automobiles: the costs of increased NO<sub>2</sub> pollution in China’s changing urban environment,” *Journal of Contemporary China*, 15, 2006, pp. 349-67.
- (with Victor Brajer), “Protecting China’s Children: Valuing the Health Impacts of Reduced Air Pollution in Urban China,” *Environment and Development Economics*, 10, 2005, pp.745-68.
- (with Jack W. Hou and Hiro Nagahashi) “Evolution of China's U.S. Policy (1965-72): Prelude to the Economic Reform?” *American Journal of Chinese Studies*, 12, 2005, pp. 1-24.
- (with Victor Brajer), “Valuing Air Pollution Mortality in China’s Cities,” *Urban Studies*, 41, 2004, pp. 1567-1585.
- (with Victor Brajer) “Blue Skies in Beijing? Looking at the Olympic Effect,” *Journal of Environment and Development*, 12, 2003, pp. 239-263.
- “A Revisionist Look at Chinese Agricultural Productivity?” *Contemporary Economic Policy*, 21, 2003, pp. 117-131.

## Robert W. Mead

### Publications and Research Papers (continued)

- “An Examination of China's Agricultural Reforms: The Importance of Private Plots,” *China Economic Review*, 11, 2000, pp. 54-78.
- “Rural Chinese Household Labor Allocation in Pre-Reform China,” Revised July 1999.
- (with Thomas Rawski) “On the Track of China's Phantom Farmers,” *World Development*, 26, 1998, pp. 767-782. (Chinese translation published in *Survey of Rural China*.)
- (with Thomas Rawski) “Phantom Farmers in China” Op-ed article in *Asian Wall Street Journal*, March 11, 1997. (Chinese translation published in *Economic Highlights*.)
- (with Richmond Harbaugh) China Chapters, **WEFA Group's** *Asian Monthly Monitor* (April and May) and *Asia Economic Outlook* (May), 1996.
- “China's Agricultural Reforms: An Exercise in Sharecropping Behavior?” mimeo, University of Pittsburgh, 1993.
- “Japanese Agriculture During the Inter-War Period: Entitlements and a Review,” mimeo, University of Pittsburgh, 1991.

### Presentations

- “Health effects and air pollution in Chinese cities” Presentation for Foreign Trade University Hanoi, Vietnam, May 2011
- “International Economic and Political Development” Presentation to Fudan University Students Study Abroad Program, Summer 2007
- “Economic Policy and Business Administration” Presentation to Sichuan Public Health Training Program, January 2007
- “Labor and Agricultural Production Costs in China” Revised version presented at Western Economic Association Pacific Rim Conference, January 2007. Original draft presented at annual meeting of Western Economic Association, 2006.
- “Looking for a Chinese Environmental Kuznets Curve (EKC) Using Ambient Air Pollution Levels” (with Victor Brajer and Feng Xiao), Revised version presented at Western Economic

## **Robert W. Mead**

Association Pacific Rim Conference, January 2007. Original draft presented at annual meeting of Western Economic Association, July 2006.

### **Presentations (continued)**

- “Valuing the adult health effects of air pollution in Chinese cities” (with Victor Brajer). Invited paper at Collegium Ramazzini’s 3<sup>rd</sup> International Scientific Conference “Framing the Future in Light of the Past: Living in a Chemical World.” September 18<sup>th</sup>-21<sup>st</sup> 2005, Bologna, Italy. Proceedings published in the *Annals of the New York Academy of Sciences*, 1076, September 2006.
- “Restructuring and Development of State-owned enterprises in the United States,” Lecture prepared for PRC training delegations from Shanghai, (December 2004) and Dalian (August 2005).
- “U.S. Agriculture and Rural Economy,” Lecture prepared for PRC training delegations from Shanghai, (February 2004 and December 2004), Sichuan Province (November 2003) and Dalian (August 2005).
- “American Regional Economic Development and Role of Government in the Economic Development,” Revised lecture presented at Hebei University in Baoding, PRC, January 2005. Original lectures prepared for training delegations from Sichuan Province, PRC and Shanghai, PRC, November 2003.
- “Air Pollution and Health Effects in Urban China” (with Victor Brajer). Presented at annual meeting of Western Economic Association, July 2003.
- “Updating China’s Phantom Farmers” Revised versions presented at annual meeting of American Association for Chinese Studies, October 2002 Sixth Biennial WEA Pacific Rim Conference, January 2005. July 2002 version presented at annual meeting of Western Economic Association.
- “Consumption Patterns Among Different Age Groups, A Cross Section Survey of Chinese Urban Households” (with Kwang-Wen Chu). Presented at annual meeting of American Association for Chinese Studies, October 2002.
- “Who are the Asian Economies?” Workshop for Center for Economic Education, November 2002
- “Rural China following WTO Admission,” Presented at Annual Meeting of Western Economic Association, July 2001.
- “U.S. Agriculture and Agricultural Policies,” Lectures prepared for visiting delegation of Chinese officials from Zhejiang Province, PRC, May 2001.
- “Commercialization Levels in Rural China,” revised 1999, Presented at annual meeting of Western

## **Robert W. Mead**

Economic Association, July 1999.

### **Presentations (continued)**

"East Asia's Financial Meltdown," Workshop for Center for Economic Education, December 1998

"Observations on Rural Chinese Household Labor Allocations," presented at annual meeting of Mid-Atlantic Region of Association for Asian Studies, October 1995

"Warren Fogel," Economics Teaching Case presented at Teaching Excellence Conference: What Works in University Teaching, University of Pittsburgh, March 31-April 1, 1995.

"China's Rural Economy: Trends and Change," presented at annual meeting of Mid-Atlantic Region of Association for Asian Studies, October 1994.

### **Professional Activities**

Delegation member, CSUF Seminar program to Fudan University in Shanghai and Central University for Nationalities in Beijing, June 2001.

Panel Chair, Discussant, and Organizer, American Association for Chinese Studies, Western Economic Association and Western Social Science Association

Referee: *Journal of Agricultural and Resource Economics, China Economic Review, Journal of Contemporary China, Environmental and Development Economics, Ecological Economics, Journal of Environmental Management, Journal of Comparative Economics, Journal of Development Economics, Journal of Environment and Development, China Economic Review, Contemporary Economic Policy, Comparative Economic Studies, and World Development*

Book Manuscript/Proposal Reviews: Routledge Press, John Wiley & Sons, Oxford University Press, Kluwer Academic Press, and Greenwood Publishing Group

Book Review: *China Review International, China Quarterly*

## **Robert W. Mead**

### **Teaching and Advising History**

Courses taught: Principles of Microeconomics, Intermediate Business Microeconomics, Introduction to Economics, Economics of Developing Countries (both lower and upper levels), Comparative Economic Systems, Economy of Greater China, and Economies of the Pacific Rim.

Senior Thesis Advisor: Economic Growth in India, Economic Development of Japan, China's Three Gorges Dam, and Role of Foreign Direct Investment in Economic Growth

Master's Committee Member: The Effects of Foreign Direct Investment on Human Capital Development in China's Economic and Technological Development Zones (ETDZs) (co-chair), Violent Strategies: an Inquiry into the Effects of Penalties in the NFL, Fuel Prices and Commuter Rail Ridership in Southern California, Shepherding Household Production in Balochistan (chair), Currency Crises: IMF Financial Assistance

Ronald McNair Post-Baccalaureate Program Mentor: "Vietnam's Agricultural Reform: Farmers Incentives and Improvement of Productivity"

### **Service Activities**

#### Department level

Department Vice-Chair Fall 2012-Fall 2015

Ad-hoc committee on Missions and Goals (Chair 2008-09 and 2009-10 AYs)

Ad-hoc committee to revise Departmental Release Time Policy (Two different committees: Chair 2009-10 AY, member in 2008-9)

Recruitment Committee (Chair 2014-15, 13-14, 11-12, and 08-09 AYs, member 2007-08 AY, adjunct 2004-05 AY)

Ad-hoc committee to revise Department Constitution (Member 2004-05 and 2005-06 AYs)

Steering Committee (current member as Department Vice-Chair; elected by department for 2003-04, 2004-05, and 2005-06 AYs)

Library Committee (2 years, chair for 1)

Undergraduate Curriculum Committee (4 years)

Scheduling Committee (multiple years as member and chair)

## **Robert W. Mead**

### **Service Activities (continued)**

#### College level

Associate Dean for Academic Programs and Faculty Development search committee (Chair, Spring 2009)  
CBE Building Committee (Beginning Spring 2004)  
Drouillard /Scholarship award review committee (Fall 2004 and Spring 2006)  
Student success steering committee (Starting Fall 2014)  
Business Honors Council (Starting Fall 2014)

#### University level

University Curriculum Committee (2016-17 AY, Chair elect for 2017-18 AY)  
Enrollment Management Committee (December 2014-Present)  
Advisory Board Chair, International Programs and Partnerships—China, University Extended Education (Fall 2014)  
Accountability Task Force (2013-14 Academic Year)  
AVP Finance and Administration Search Committee (2014-15 AY)  
Campus Strategic Planning Steering Committees (Co-chair 2012-13 and member Summer 2011)  
Academic Senate (elected 2 year term Spring 2006, re-elected four times)  
Planning, Resources, and Budget Committee (Member 2009-2016. Chair in 2012-13 AY and 2014-15 AY. Vice Chair in 2011-12 AY and 2013-14 AY)  
University Elections Committee (Chair 2008-09 AY, member 2003-2005, 2006-Present)

## **Curriculum Vitae**

### **Huiran Pan**

Associate Professor

Department of Economics

Mihaylo College of Business and Economics

Phone: (657) 278-8694; Email: hpan@fullerton.edu

### **Educational Background**

Ph.D., Economics, University of California, Davis

M.A., Economics, University of California, Davis

B.A., Economics, Fudan University, Shanghai, China

### **Professional Experience**

**Associate Professor**, Department of Economics, California State University, Fullerton, 2017-Present.

**Assistant Professor**, Department of Economics, California State University, Fullerton, 2009-2017.

**Assistant Professor**, Department of Economics and Legal Studies in Business, Oklahoma State University, 2007-2009.

### **Field of Interest**

International Finance, Open Economy Macroeconomics, Applied Econometrics

### **Publications (Peer-reviewed)**

Long-run Equilibrium and Short-run Adjustment in U.S. Housing Markets (with Chun Wang). *International Real Estate Review*, December 2016, 19(4), 547-571.

Can Cross-listing Relax Financial Frictions in Trade and Equity Holdings: A Sector-level Analysis (with Meixin Guo). *Applied Economics*, 2015, 47(19), 2012-2029.

Co-movement of Government Debt and Economic Growth in the Euro-area: A Bayesian Dynamic Factor Model Analysis (with Chun Wang). *International Economic Journal*, December 2013, 27(4), 625-643.

Asset Revaluation and Trade Balance under Liability Dollarization: The Case of South Korea. *Journal of Economic Development*, September 2013, 38(3), 1-32.

House Prices, Bank Instability, and Economic Growth: Evidence from the Threshold Model (with Chun Wang). *Journal of Banking and Finance*, May 2013, 37(5), 1720-1732.

Financial Development and Economic Growth: A New Investigation (with Chun Wang). *Journal of Economic Development*, March 2013, 38(1), 27-46.

Government Debt in the Euro Area—Evidence from Dynamic Factor Analysis (with Chun Wang). *Economics Letters*, May 2012, 115(2), 272-275.

### **Submitted Articles and Working Papers**

Bank Size, Bank Risk, and Government Securities Holdings (with Chun Wang). Under review.

Government Debt and Bank Stability: Evidence from Panel Vector Autoregression (with Chun Wang). Working Paper.

Meese-Rogoff Redux: Financially-weighted Exchange Rate Forecasting. Working Paper.

Bank Risk and Efficiency: The Link to Macroeconomic Conditions (with Chun Wang). Work in Progress.

### **Grants**

2015-2016 Intramural Research Grant, Junior/Senior/General Grant Program, California State University, Fullerton, 3 WTUs.

2011-2012 Intramural Research Grant, Junior/Senior/General Grant Program, California State University, Fullerton, \$5000.

### **Awards**

Faculty Excellence Fellowship, MCBE, California State University, Fullerton, April 29, 2016.

Continued Excellence in Publications Award, MCBE, California State University, Fullerton, April 29, 2016.

Faculty Recognition: Scholarly and Creative Activity, California State University, Fullerton, March 23, 2016.

Faculty Excellence Fellowship, MCBE, California State University, Fullerton, May 1, 2015.

Continued Excellence in Publications Award, MCBE, California State University, Fullerton, May 1, 2015.

Continued Excellence in Publications Award, MCBE, California State University, Fullerton, May 2, 2014.

### **CONFERENCE PRESENTATIONS (PEER REVIEWED)**

Western Economic Association International 91<sup>th</sup> Annual Conference, Portland, July 2016

Western Economic Association International 90<sup>th</sup> Annual Conference, Hawaii, June 2015

Midwest Finance Association 63<sup>rd</sup> Annual Meeting, Orlando, March 2014

Western Economic Association International 88<sup>th</sup> Annual Conference, Seattle, July 2013  
Western Economic Association International 86<sup>th</sup> Annual Conference, San Diego, July 2011  
Western Economic Association International 85<sup>th</sup> Annual Conference, Portland, July 2010

### **SEMINAR PRESENTATIONS (NON-PEER REVIEWED)**

California State University-Fullerton, Economics Brownbag Presentation, May 2016  
California State University-Fullerton, Economics Brownbag Presentation, October 2013  
California State University-Fullerton, Economics Seminar Presentation, April 2010

### **MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

American Economic Association, Southern Economic Association, Western Economic Association

### **SERVICE**

#### **Department Service**

Committee Chair, Student Affairs and Career Development, 2014-2017.  
Committee Member, Student Affairs and Career Development, 2013-2014.  
Committee Member, Undergraduate Curriculum Committee, 2009-2015.  
Committee Member, Graduate Studies Committee, 2010-2012.  
Committee Member, Department Release Committee, 2009-2011.  
Committee Member, Department Library Committee, 2009-2011.  
Commencement Faculty Marshal, Spring 2010, Spring 2014, Spring 2015.

#### **College Service**

Committee Member, MCBE Business Honors Advisory Council, Fall 2013-Spring 2016.  
Committee Member, MCBE Research Committee, Fall 2014-Spring 2015.

#### **University Service**

Committee Member, Information Technology Committee, Fall 2014-Spring 2016.  
Committee Member, Faculty Development Center Board, Fall 2015-Spring 2017.  
Fullerton Day, Spring 2015, Spring 2016, Spring 2017.

#### **Professional Service**

Ad Hoc Reviewer, Journal Article, International Real Estate Review, July 2016.  
Ad Hoc Reviewer, Journal Article, Portuguese Economic Journal, November 2015.  
Ad Hoc Reviewer, Journal Article, Journal of Economic Development, May 2015.  
Ad Hoc Reviewer, Journal Article, Emerging Markets Finance and Trade, November 2013.  
Ad Hoc Reviewer, Journal Article, Social Sciences, October 2013.  
Ad Hoc Reviewer, Journal Article, Southern Economic Journal, February 2012.

Discussant, Western Economic Association International 91<sup>th</sup> Annual Conference, Portland, 2016.  
Discussant, Western Economic Association International 90<sup>th</sup> Annual Conference, Hawaii, 2015.  
Discussant, Western Economic Association International 88<sup>th</sup> Annual Conference, Seattle, 2013.  
Discussant, Western Economic Association International 86<sup>th</sup> Annual Conference, San Diego, 2011.  
Discussant, Western Economic Association International 85<sup>th</sup> Annual Conference, Portland, 2010.

## Aaron W. Popp, Ph.D.

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CONTACT INFORMATION	Department of Economics California State University, Fullerton 800 N. State College Blvd. Fullerton, CA 92834 Web: <a href="http://business.fullerton.edu/Economics/apopp">http://business.fullerton.edu/Economics/apopp</a>	Office: SGMH 3360 E-mail: <a href="mailto:apopp@fullerton.edu">apopp@fullerton.edu</a> Phone: (657) 278-2053 Fax: (657) 278-3097
CURRENT POSITION	Lecturer, Department of Economics <b>California State University, Fullerton</b>	August 2012 - Present
EDUCATION	<b>The Ohio State University</b> , Columbus, Ohio <ul style="list-style-type: none"><li>• Ph.D., Economics, June 2012 Dissertation Title: <i>Macroeconomic Implications of Frictions in Heterogeneous Agent Economies</i> Committee: Aubhik Khan (Chair), Julia Thomas, Paul Evans</li><li>• M.A., Economics, August 2007</li></ul> <b>University of Northern Iowa</b> , Cedar Falls, Iowa <ul style="list-style-type: none"><li>• B.A., Economics, May 2006</li></ul>	
AREAS OF SPECIALIZATION	<b>Research:</b> Macroeconomics, Computational Economics <b>Graduate Teaching:</b> Macroeconomics, Computational Economics <b>Undergraduate Teaching:</b> Macroeconomics, Microeconomics, Econometrics, International Economics	
PEER-REVIEWED PUBLICATIONS	“The Macroeconomic Effects of Uncertainty Shocks: The Role of the Financial Channel,” <i>Journal of Economic Dynamics and Control</i> , Vol. 69 (August, 2016), 319-349. “Unemployment Insurance in a Three-State Model of the Labor Market,” <i>Journal of Monetary Economics</i> , Vol. 90C (October, 2017), 142-157.	
WORKING PAPERS	“Seasonality in a Menu Cost Model” “Regional Mismatch and the Demographics behind the Shift in the Beveridge Curve”	
WORK IN PROGRESS	“Entry Costs and Financial Frictions in Development Dynamics” “Cross-country Fiscal Policy Transmission: A Time-varying Factor Augmented VAR Approach,” with Fang Zhang “Estimating the Border Effect from a Global Perspective”	

CONFERENCES AND SEMINARS	<p>American Economic Association (AEA) Annual Meeting, “Seasonality in a Menu Cost Model,” 2011</p> <p>California State University, Fullerton Undergraduate Economics Association Econ-Talk, “Regional Mismatch and the Demographics behind the Shift in the Beveridge Curve,” 2017</p> <p>California State University, Fullerton Undergraduate Economics Association Econ-Talk, “The Macroeconomic Effects of Uncertainty Shocks: The Role of the Financial Channel,” 2016</p> <p>Midwest Economics Association Annual Meeting, “Regional Mismatch and the Demographics behind the Shift in the Beveridge Curve,” 2014</p> <p>Midwest Economics Association Annual Meeting, “Unemployment Benefits in a Three State Model of Employment Flows,” 2013</p> <p>Midwest Economics Association Annual Meeting, Discussant, 2013</p> <p>California State University, Fullerton, “Unemployment Benefits in a Three State Model of Employment Flows,” 2013</p> <p>Middle Tennessee State University, “Unemployment Benefits in a Three State Model of Employment Flows,” 2012</p> <p>The Ohio State University, “Unemployment Benefits in a Three State Model of Employment Flows,” 2011</p> <p>The Ohio State University, “Seasonality in a Menu Cost Model,” 2009</p>
NON-REFEREED PUBLICATIONS	<p>“The Effects of Natural Disasters on Long Run Growth,” <i>Major Themes in Economics</i>, Vol. 8 (Spring 2006), 61-82. Reprinted in Swapna Gopalan (ed.), <i>Natural Disaster Insurance</i>, Icfai University Press, 2008</p> <p>“How Happy Are People in Orange County?,” <i>2016 Woods Center for Economic Analysis and Forecasting Economic Forecast</i>, Vol. 8 (November 2015), 40-41.</p> <p>“How Diverse is Orange County’s Economy?,” <i>2017 Woods Center for Economic Analysis and Forecasting Economic Forecast</i>, Vol. 9 (November 2016).</p>
AWARDS AND HONORS	<p>Finalist, Outstanding Mentor Award, University Honors Program, California State University, Fullerton, 2017.</p> <p>Faculty Recognition in Teaching, California State University, Fullerton, 2016-2017.</p> <p>Instructional Innovation Award, Mihaylo College of Business and Economics, California State University, Fullerton, 2015-2016.</p> <p>University Fellowship, The Ohio State University, 2006 - 2007</p> <p><i>Journal of Money, Credit, and Banking</i> Travel Grant, 2011</p> <p>Purple and Old Gold Award, Department of Economics, University of Northern Iowa, 2006</p>
PROFESSIONAL EXPERIENCE	<p>Lecturer, California State University, Fullerton, 2012 - present</p> <p>Instructor, The Ohio State University, 2008 Fall, 2009 Summer and Fall, 2010 Fall, 2011 Winter and Summer</p> <p>Graduate Teaching Associate, The Ohio State University, 2007 - 2012</p> <p>Research Associate, James and Jeanette Woods Center for Economic Analysis and Forecasting, 2016-present</p>

TEACHING EXPERIENCE	<p>California State University, Fullerton</p> <ul style="list-style-type: none"> <li>• Principles of Microeconomics</li> <li>• Principles of Macroeconomics</li> <li>• Economic Research Methods</li> <li>• Graduate Seminar: Special Topics in Unemployment Theories</li> <li>• International Economics</li> </ul> <p>The Ohio State University</p> <ul style="list-style-type: none"> <li>• Principles of Macroeconomics</li> <li>• Intermediate Macroeconomics</li> <li>• Current Economic Issues in the United States</li> <li>• Money and Banking</li> </ul>
PROFESSIONAL AFFILIATIONS	American Economic Association, Society for Computational Economics, Midwest Economics Association, Western Economic Association
UNIVERSITY SERVICE	<p>California State University, Fullerton</p> <ul style="list-style-type: none"> <li>• Undergraduate Curriculum Committee, Department of Economics, 2012 - present</li> <li>• Student Affairs and Career Development Committee, Department of Economics, 2012 - 2015</li> </ul> <p>The Ohio State University</p> <ul style="list-style-type: none"> <li>• Graduate Student Representative, Graduate Studies Committee, Department of Economics, 2008 - 2009</li> <li>• Macro Lunch Workshop Organizer, Department of Economics, 2010</li> </ul>
CITIZENSHIP	U.S. Citizen
LANGUAGES	English (native), French (basic)
SOFTWARE	FORTRAN, MATLAB, EViews, STATA, SPSS, LATEX
REFERENCES	* References available upon request.

**Curriculum Vitae**  
**DIPANKAR PURKAYASTHA**

Department of Economics  
California State University, Fullerton, CA 92834  
Phone: (657) 278-2228 Email: dipankar@fullerton.edu

***EMPLOYMENT AND EDUCATION***

*CURRENT POSITION*

Professor and Chair (2015- Present), Department of Economics, California State University, Fullerton, California.

*EDUCATION*

- Ph.D. (1990), Washington State University. Fields of Concentration: International Economics and Economic Development.
- M.A. (1982), Jawaharlal Nehru University, New Delhi, India.

*PREVIOUS WORK EXPERIENCE*

- Associate Professor (1997- 2005), Department of Economics, California State University, Fullerton, California.
- Consultant (1998), National Institute of Public Finance and Policy, New Delhi, India.
- Visiting Faculty (Summer 1998), School of Finance and Management, University of Lincolnshire and Humberside (India Chapter).
- Visiting Faculty (Spring 1998), Department of Humanities, Indian Institute of Technology, Delhi.
- Assistant Professor (1990-1997), Department of Economics, California State University, Fullerton, California.
- Consultant (1987 and 1988): The Africa Regional Office of the *World Bank*.
- Research Associate (1982-1985) to *The Policy Group/New Delhi Television*.
- Research Associate (1984): At *The Reserve Bank of India* for "The Committee to Review the Working of the Monetary System."
- Research Associate (1985): At *The State Trading Corporation of India* for "The Edible Oils Project."
- Journalist, *The Delhi Press* Group (1982)
- Columnist, *Kolkata Mirror*.

***SERVICE EXPERIENCE***

*DEPARTMENT SERVICE*

Graduate Adviser and Chair of Graduate Committee: 2002-2008, 2011 – 2015

Department Personnel Committee: 2005-2015 (Chair: 2007-2008; 2005-2007 as alternate).  
Member, Economics Department Recruitment Committee 1998-1999; 2004-2005  
Chair, Department Recruitment Committee, 2010-2011  
Member, Department Steering Committee: 1991-1992, 1994-1995, 1997-1998  
Department Scheduling Committee: 2008-2011  
Faculty Mentor: 1999-2000, 2005-2006  
Student Mentor: 1998-2002  
Member, Economics Department Curriculum Committee: 1995-1996  
Chair, Library Committee: 1991-1999  
Member, Library Committee 1990-1991  
Seminar Coordinator, Department of Economics: 1996-2002  
Member, Departmental Student Affairs Committee: 1993-1994  
Chair, Undergraduate Curriculum Committee: 1996-1998, 2000-2001

*COLLEGE SERVICE (MIHAYLO COLLEGE)*

Member, College of Business MBA Committee (2015-Present)  
Member, College of Business Graduate Committee: 2002 – 2008; 2011- 2015; Chair: 2007-2008)  
Chair, CBE Ethics Committee  
Member, CSUF Vision Committee on Academic Quality: 2005-2007  
Member, Ad hoc MBA Review Committee: 2002-2004  
Building Committee, College of Business and Economics, 2003-2007  
Member, Assessment Committee, CSUF College of Business: 2001-2004  
Senate Member, College of Business and Economics, 1999-2001  
International Business Program Coordinator: 1992-1993  
Member, CBE Instruction Committee: 1999-2002

*UNIVERSITY SERVICE*

University Curriculum Committee: 2004-2007  
Advisory Board Member, Institute for the Advancement of Teaching and Learning, 1995-1996  
Member, Search Committee, the Institute for the Advancement of Teaching and Learning: 1995-1996  
Chair, Faculty Development and Educational Innovation Committee: 1995-1996  
Member, Faculty Development and Educational Innovation Committee: 1992-1995  
Member, Library and Computing Resources Committee: 1992-1993  
Member, University Library Committee: 1996-1998

## ***TEACHING EXPERIENCE***

### ***COURSES TAUGHT AT CSUF***

- Upper Division International Economics
- Upper Division Online International Economics
- Advanced International Economics
- MBA International Economics
- Graduate International Economics
- Upper Division Development Economics
- Upper Division Online Development Economics
- Advanced Development Economics
- Graduate Development Economics
- Introductory Macroeconomics
- Online Introductory Macroeconomics
- Upper Division Macroeconomics
- MBA Macroeconomics
- Introductory Microeconomics
- Upper Division Microeconomics
- Advanced Microeconomics
- MBA Microeconomics
- Graduate Special Seminar Course
- Graduate Current Research Course
- Graduate Trade Theory
- Graduate Development Economics
- Advanced Trade Theory
- Upper Division Financial Economics
- Graduate Financial Economics
- Upper Division Corporate Finance (Finance Department)
- MA Thesis Advisement.

### ***THESIS SUPERVISION***

- Committee Member in more than 24 Thesis Committees.
- Chair in five thesis committees.

### ***PEER-REVIEWED SCHOLARLY AND CREATIVE ACTIVITIES***

- DillyDALYing with Welfare Measures: Can Health Indicators Make a Difference in Poor Countries? Book Chapter; Balboa Press, 2018, Invited Paper,
- Resistance, Adaptation, and Transformation: How Global Forces Shaped Religion” with K. Ghosh and T. Tenerelli, *Review of Asian Studies*, 2012, 11 (1): 41-62.

- “Les Misérables: Issues Related to Poverty Measurement,” Book Chapter in *Mathematical Formulation of Poverty Index: How We Measure Poverty in Different Nations Around the World*; Edwin Mellen Press, December 2010.
- “Economic Growth, Intra-Household Resource Allocation and Gender Inequality,” *Atlantic Economic Journal*, 2010, 4(38): 465.
- “A Conversation about Globalization and Culture: Theirs and Ours” (with K. Ghosh), *The Global Studies Journal*, 2008, 1(1): 101-108.
- “Norms of Reciprocity and Human Capital Formation in a Poor Patriarchal Household,” *Journal of Behavioral Economics (Journal of Socio-Economics)*, 2006, 35(1):72-82.
- “Foreign Aid,” Chapter in *Encyclopedia of Globalization*; (A. Vaidya, ed.) ABC-CLIO, 2006.
- “International Joint Ventures” Chapter in *Encyclopedia of Globalization*; (A. Vaidya, ed.), ABC-CLIO, 2006.
- “A Theory of Reciprocal Gifts,” *Atlantic Economic Journal*, 2004, Volume 32; Number 4.
- *Careful Economics: Integrating Caring Activities and Economic Science* - by Maren A. Jochimsen, *Journal of Economic Issues*, Book Review, December 2004.
- “From Parents to Children: Intra-household Altruism as Institutional Behavior,” *Journal of Economic Issues*, September 2003, 37(3): 601-619.
- “Patriarchal Monopoly and Economic Development,” *Feminist Economics*, 1999, 5(2):61-78.
- "Child Labor, Human Capital and the Role of Parental Power in Poor Households," *Journal of Economic Development*, 1998, 23(2): 43-55.
- “Human Capital Investment and Optimum Resource Transfer Between Generations,” *Atlantic Economic Journal*, 1997, 25(1): 116.
- “Rural Urban Wage Differential in a Lewis Economy with Overlapping Generations,” *Journal of Economic Development*, 1996, 21(2): 145-162.
- "Infrastructural Development, Spill-Over Effects and the Strategic Adoption of New Technologies in the LDCs" (with P. Bose), *International Economic Journal*, 1994, 8(4):1-14.
- "Firm-Specific Advantages, Multinational Joint Ventures and Host Country Tariff Policy," *Southern Economic Journal*, 1993, 60(1): 89-95.
- "A Tariff Game with Intermediate Imports," *Atlantic Economic Journal*, 1992, 20(2):51-56.
- "Price and Income Stabilization Issues in the Indian Groundnut Market," *Economic and Political Weekly*, (with A. Subramanian), 1986, 21(8): 353-359.
- "Industrial Sector in India: A Quantitative Analysis," *Economic and Political Weekly*, (with A. Lahiri, P. Roy and S. Madhur), Annual Number, 1984, 19(31, 32 & 33): 1285-1306.

## **CURRICULUM VITAE**

### **DENISE L. STANLEY**

Professor, Department of Economics, 3393 SGMH  
Mihaylo College of Business and Economics (MCBE)  
California State University, Fullerton, CA 92834  
(657) 278-7498 fax: (657) 278-3601 dstanley@fullerton.edu

Web-sites:

<http://business.fullerton.edu/Department/Economics/#EconomicsFacultyInfo?user=dstanley>  
<http://mihaylofaculty.fullerton.edu/sites/DeniseStanley/>

### **Summary of Qualifications**

- Curriculum Development and Instructional Leadership
- Assessment Coordination
- Faculty and Scholar Peer Evaluation
- Teaching Innovation and Documentation
- Survey Administration Supervision and Research Project Completion

### **Education**

**University of Wisconsin-Madison**, Ph.D. program in Agricultural and Natural Resource Economics. Major in Natural Resource Economics and Minor in International Development. 1996. Dissertation Title: "Piece Rates, Tournaments, and Labor Market Outcomes in a Natural Resource Boom--the Case of Mariculture Exports in Central America." Conducted original research in Central America for 15 months by interviewing stakeholders, designing field survey, and supervising survey administration and data input. Reading Committee: Professors Michael Carter, Bradford Barham, and William Thiesenhusen.

**University of Oxford**, St. Antony's College, Oxford, England. M.S. in Agricultural Economics and Development. September 1985. Master's Thesis Title: "Organizations in the Sierra Region: Associated Credit and Community Development." Conducted original research in the Caribbean for 3 months by interviewing stakeholders and designing and administering field survey.

**Occidental College**, Los Angeles, California. B.A. degree. Major in Diplomacy and World Affairs (Latin American Emphasis), Economics Minor; Departmental Honors. June 1983.

**London School of Economics**, London, England, General Course in International Economics. September 1981 to June 1982.

## **Teaching Experience and Recent Employment**

**Professor, Associate and Assistant Professor.** Department of Economics, California State University-Fullerton. Taught courses in economic principles and a range of international topics. Participated in department committees and student affairs and continued research program. Designed and supervised the administration of surveys on immigrant finance patterns and public opinions on voluntary donations. August 2000 to the present.

**Courses Taught:** Managerial Economics, Principles of Microeconomics, Benefit-Cost Analysis, Economics of Latin America, Economic Development, and International Economics. Served as the lead advisor to McNair Scholar, thesis chair and co-chair to Economics M.A. students, and independent study advisor to Economics B.A. students.

**Teaching Innovations:** Adapted Principles of Economics and Managerial Economics classes for online and hybrid environment, including the development of filmed lectures, student peer learning presentations, asynchronous and synchronous activities. Prepared web-based exercises for integration of research and writing on global topics.

**Visiting Faculty,** Latin American Social Work Program (PLATS), National Autonomous University of Honduras (UNAH). Prepared and delivered course material on statistical analysis for the social sciences. Compiled indicators of municipal demographic and social patterns using census data. Interacted with Honduran government, US Embassy and other diplomatic staff associated with the US Fulbright Commission. February 2007 to July 2007.

**Consultant,** World Wildlife Fund and Environmental Defense Fund. Reviewed international case studies of best management practices used by shrimp farming operations in Latin America and Asia. Provided guidelines for economic analysis within scientific reports and bibliographic background to authors. Prepared case study of the development of the export aquaculture sector in Honduras, Central America. January 2000 to December 2000.

**Assistant Professor,** Department of Economics, University of Tennessee. Developed research program around the economics of natural resource industries in developing countries and other topics within applied microeconomics. Taught courses in Principles of Economics, International Economics, Development Economics, Deforestation and Development Processes in Latin America and Surveys of Economic Thought. August 1996 to August 2000.

**Research Assistant,** Land Tenure Center, University of Wisconsin. Supervised preparation of research document on cadastre and property registry systems in Latin America. Prepared case studies of Central American land information systems based on literature reviews and interviews. Provided editing and translating support to other team members. August 1995 to June 1996.

**Adjunct Instructor,** Madison Area Technical College, Madison, Wisconsin. Taught microeconomics and mathematics courses to college-level and returning adult students in vocational education program. Led lectures and small group discussions. Prepared tests and evaluated student performance. September 1994 to June 1995.

## **Service Experience**

Summary: Chaired committees and MCBE Senate, created agendas and conducted meetings to complete curriculum revisions, alignment and innovations. Developed assessment tools, scheduled, administered and reported on assessment activities; served as point person for questions about the Economics 315 course. Evaluated faculty accomplishments as part of the RTP (Retention, Tenure and Promotion) process. Participated in national search recruitments.

## **Department/College/ University**

### *Undergraduate Curriculum Development and Improvement Activities*

- Economics Department Undergraduate Curriculum Committee. 2010-present.
- Economics Department Undergraduate Advisor. 2015-present.
- Mentor for participant in CSU Student Research Competition. 2012.
- MCBE Senate Chair and member. 2008-2010, 2014-present.
- CSU Faculty Review Economics Discipline Group (SB 1440). 2012-2014.
- CSU Economics Discipline Cohort member leader for Course Redesign with Technology Program 2014-present.

### *Assessment Activities*

- Economics 315 Core Course Coordinator. 2009-present.
- Economics Department Assessment Committee. 2006-present.
- University WASC Reaccreditation Ad-Hoc Committee on Assessment. 2008-2011.

### *Personnel and Recruitment Activities*

- Economics Department Faculty Personnel Committee. 2008-2012, present.
- Economics Department Ad Hoc RTP Committee. 2012.
- Economics Department Recruitment Committee. 2014-2016.

### *Department Oversight Activities*

- Economics Department Steering Committee. 2007-2010, 2015, present.
- Economics Department Ad-Hoc Release Policy Committee. 2009-2011.
- Economics Department Ad-Hoc Mission and Goals Committee. 2009-2011.

### *Other University Service*

- Senate Academic Standards Committee. 2011-2015.
- Latin American Studies Council. 2009-present.
- Environmental Studies Steering Committee. 2009-present.

## **External Service**

- Mexico/North & Central America Peer Review Committee Member for the Fulbright U.S. Scholar Program. 2013.
- National Alliance of Latin American Communities Advisory Council. 2009.
- Reviewer for various peer-reviewed journals (list available upon request).

## **Research Experience**

Summary: Undertook research focused on applied microeconomics, with applications of development, environmental, education and labor economics. Specialized in topics including: the effects of new technologies and educational practices on student learning in economics; the impact of natural resource-based activities in Latin America and California; and analyses of the global flows of products, finance and labor.

### **Peer and Editorial-Reviewed Articles (organized by interest)**

#### *Educational Practices*

Bhattacharya, R., Gill A., and Stanley, D. "The Effectiveness of Financial Literacy Instruction: The Role of Individual Development Accounts Participation and the Intensity of Instruction." Journal of Financial Counseling and Planning 27: 20-35, 2016.

Stanley, D. "Can Technology Improve Large Class Learning? The Case of an Upper-Division Business Core Class." Journal of Education for Business 88:265-270, 2013.

Gratton-Lavoie, C. and Stanley, D. "Teaching and Learning Principles of Microeconomics Online: an Empirical Assessment." Journal of Economic Education 40: 3-26, 2009.

Stanley, D. "Wealth Distribution and Imperfect Factor Markets: A Classroom Experiment," Journal of Economic Education, 32: 344-355, 2001.

Shivley, G., Woodward, R. and Stanley, D. "Strategies and Tips for Graduate Students Entering the Academic Job Market." Review of Agricultural Economics, 21: 513-526, 1999.

#### *Natural Resource-Based Activities*

Stanley, D., Voeks, R. and Short, L. "Is Non-Timber Forest Product Harvest Sustainable in the Less-Developed World? A Systematic Review of the Recent Economic and Ecological Literature." Ethnobiology and Conservation 1: 1-39, 2012.

Stanley, D. "Risk Management in Extractive Economies." Journal of Development Studies 43: 1009-1036, 2007.

Stanley, D. "Local Perceptions on Public Goods: An Assessment of Willingness to Pay for Endangered Species Recovery in an Economic Downturn." Contemporary Economic Policy 23: 165-179, 2005.

Stanley, D. "The Economic Impact of Mariculture on a Small Regional Economy." World Development, 31: 191-210, 2003.

Stanley, D. "Efficiency and Equity Tradeoffs: Incentive-Compatible Contracts Revisited," Journal of Development Economics, 67: 309-331, 2002.

Stanley, D. "Searching for Best-Management Techniques in Water Use by Mariculture Operations." Ecological Economics 35:145-155, 2000.

Stanley, D. "Labor Market Structure, New Export Crops, and the Poor," Economic Development and Cultural Change. 48: 71-90, 1999.

Stanley, D. "Explaining Persistent Conflict among Resource Users: The Case of Honduran Mariculture." Society and Natural Resources, 11:267-278, 1998.

Stanley, D. "Demystifying the Tragedy of the Commons." Grassroots Development 15: 27-35, 1991.

Stanley, D. "Communal Forest Management: The Honduran Resin Tappers." Development and Change, 22: 757-779, 1991.

### *Global Flows*

Stanley, D. "Can International Transfers be Problematic? Honduran Remittances and Labor Supply Decisions." Contemporary Economic Policy 33:550-570, 2015.

Stanley, D. "Employment and Migration in a Central American Export Region." Journal of Human Development and Capabilities 11: 315-337, 2010.

Stanley, D. "Empleo y Migración en una Región Exportadora de América Central." Población y Desarrollo-Argonautas y Caminantes 4: 36-50, 2009.

Stanley, D. and Bhattacharya, R. "The Informal Financial Sector in the US: The Role of Remittances." Quarterly Review of Economics and Finance, 48:1-21, 2008.

Stanley, D. "El Uso de Remesas en Honduras: ¿Qué Pasa y Qué Hacemos?" Revista Centroamericana de Economía 69: 45-75, 2007.

Bhattacharya, R. and Stanley, D. "The Unbanked Hispanic Community: Implications for the Banking Sector." Journal of Commercial Banking and Finance 5: 43-58, 2006. Edited from report prepared for the Orange County Business Journal.

Clark, D. and Stanley, D. "Determinants of IntraIndustry Trade between the United States and Industrial Nations," International Economic Journal 17: 1-17, 2003.

Stanley, D. and Bunnag, S. "A new look at the benefits of diversification: lessons from Central America," Applied Economics 33: 1369-1383, 2001.

Clark, D. and Stanley, D. "Determinants of Intra-Industry Trade Between Developing Countries and the United States." Journal of Economic Development, 24: 79-94, 1999.

Stanley, D. "Non-Traditional Agricultural Exports as a Stabilization Strategy." Journal of Developing Areas. 33: 531-548, 1999.

### **Working Papers, Works in Progress and Selected Invited Presentations**

"Remittance Channels and the Physical Growth of Honduran Children" (with L. Howard) conditional acceptance at International Review of Applied Economics.

"The Class Size Gap and Technology: Is Help a Click Away?" (with C. Gratton) Paper originally presented at the National Association of Economic Educators session, ASSA Meetings, San Diego, CA, January 4, 2013.

"The Remittance Crisis: What Will Happen to Spending? Evidence from Honduras." Paper presented at the Latin American Studies Conference, UC-Riverside, May 2010.

"Teaching Managerial Economics Online." Accepted Presentation to the CSU Business Conference on Online Teaching and Learning: November 13, 2009, California State University-Los Angeles.

"Economic Rights in Small Economies." Invited Presentation and Paper for the conference "Human Rights: Challenges of the Past and Challenges for the Future." Woodrow Wilson International Center for Scholars, Washington, D.C. June 2, 2009.

"The Effect of Remittances on Consumption Patterns in Honduras and Mexico." Paper presented at the Western Economics Association International Annual Meetings, Hawaii, July 3, 2008.

"Water Best Management Practices: Trends and Projections for California." Presentation at the Annual Conference of the California Aquaculture Association, January 2004, San Diego, CA.

"Economic Considerations in the Design of EPA's Aquaculture Water Effluent Guidelines," Presentation to the Environmental Defense Working Group of Experts, May 2001, Kingston, Rhode Island.

"Ecological Economics and Christian Perspectives on Local Land-Use Debates." Sermon and Adult Forum Series, St. Mark's Presbyterian Church, Newport Beach, CA, March-April 2001.

"Environmental and Social Practices for Sustainable Mariculture: Lessons from Honduras," Presentation to the World Wildlife Fund/ ISAnet Working Group on World Shrimp Farming, October 2000, Washington, DC.

## **Published Book Chapters, Technical Reports and Abstracts**

Bhattacharya, R. and Stanley, D., "Financial Implications of the Unbanked Hispanic Community in Orange County, California," Abstract published in the Post Conference Notebook of the FDIC Symposium: Tapping the Unbanked Market, National Press Club, Washington D.C. November 5, 2003.

Stanley, D. and Gratton-Lavoie, C. "Online Learning as an Improvement? The Case of Economic Principles." Chapter in Electronic Learning Communities: Current Issues and Best Practices, Information Age Publishing, 2003.

Cockerill, L. and Stanley, D. "How Will the Centerline Affect Property Values in Orange County?: A Review of the Literature and Methodological Approaches." Report prepared for the Orange County Transportation Agency, October 2002.

Stanley, D. "Best Management Practices to Reduce Water Pollution," in Our Fragile World: Challenges and Opportunities for Sustainable Development, Vol. II. Encyclopedia of Life Support Systems, Theme 2.24 (Oxford, UK: UNESCO,2002). Available through subscription at: [www.eolss.net](http://www.eolss.net).

Stanley, D. and Alduvin, C. "Science and Society in the Gulf of Fonseca—The Changing History of Mariculture in Honduras." Report prepared under the World Bank, NACA, WWF and FAO Consortium Program on Shrimp Farming and the Environment. 2002. Downloadable at: [http://www.enaca.org/modules/library/publication.php?publication\\_id=139](http://www.enaca.org/modules/library/publication.php?publication_id=139)

Stanley, D. "Understanding Conflict in Lowland Forest Zones: Mangrove Access and Deforestation Debates in Southern Honduras." In Hatch, U. and Swischer, M. eds. Managed Ecosystems: The Meso-American Experience. (Oxford: Oxford University Press, 1998).

Stanley, D. "Shrimp Farming: Economic and Ecological Effects of a Non-Traditional Export in Honduras." Chapter in Apertura económica y desregulación en pequeños países en vía de desarrollo: los casos de Costa Rica y Honduras (San Jose, Costa Rica: Departamento Ecumenico de Investigaciones, 1996a).

Stanley, D. "David vs. Goliath: fishermen conflicts with mariculturalists in Honduras." In H.Collinson (Ed), Green Guerrillas. London: Latin American Bureau, 1996b.

Stanley, D. "Camáron cultivado: impactos economicos y ecologicos de un rubro de exportacion no tradicional de Honduras." In H. Nuhn and A. Stamm, Apertura Comercial en Centroamerica: Nuevos Retos para la Agricultura. San Jose, Costa Rica: DEI Editores, 1996c.

Carter, M., Barham, B., Mesbah, D., and Stanley, D. "Agro-Exports and the Rural Resource Poor in Latin America: Policy Options for Achieving Broadly-Based Growth." Agricultural Economics Staff Paper Series No. 364, University of Wisconsin, August 1993.

## **Fellowships, Awards, and Extracurricular Activities**

National Research Center for Distance Education and Technological Advancements (DETA) Subgrant Research Award, co-PI (with J. Zhang). 2016.  
CSU Chancellor's Office Promising Practices Award. 2014.  
MCBE Mihaylo Faculty Fellow Award. 2014.  
CSUF E-Fellow (Faculty Development Center). 2013-2014.  
Bill & Melinda Gates Foundation Adaptive Learning Program Grant, (applied). 2013.  
CSUF Senior Intramural Research Award. 2012.  
US Bank Economic Empowerment Award, co-PI (with R. Bhattacharya and A. Gill). 2011.  
CSUF Teacher Scholar Award. 2011.  
CSUF Accessible Technology Initiative Grant. 2010.  
MCBE Mihaylo Faculty Fellow Award. 2010.  
CSUF FDC Faculty Collaborative Mini-Grant (with R. Voeks). 2009.  
CSUF Sabbatical Award. 2007.  
U.S. Fulbright Research and Lecturing Award (Honduras). 2007.  
CSUF Junior Intramural Research Award. 2005.  
W.E. Upjohn Institute Mini-Grant (applied). 2005.  
CSUF Outstanding Scholarly and Creative Activity Recognition. 2004.  
CSU Special Fund for Research, Scholarship, and Creativity Award. 2003.  
CSUF Department of Economics Outstanding Research and Creativity Award. 2003.  
MCBE Drouillard Scholar Award. 2002.  
USEPA NCER Corporate Environmental Behavior Grant (applied). 2002.  
CSUF Online Teaching Mini Grant. 2001.  
CSUF Orange County Public Policy Grant. 2001.  
Environmental Defense Fund Research Professionals Small Grants. 1999.  
University of Tennessee-Knoxville Faculty Research Development Award. 1999.  
University of Tennessee-Knoxville Administration Research Award. 1999.

## **Professional Societies**

Current member of the American Economic Association, Association of Christian Economists, e-Learning Guild, Latin American Studies Association, Online Learning Consortium (Sloan-C), Western Economic Association International.

**Feng Xiao**  
California State University, Fullerton  
Economics  
(657)-278-8229  
Email: fxiao@fullerton.edu

## Education

Ph D, University of Massachusetts, 2003.  
Major: Economics

## Professional Memberships

Western Economic Association. (September 2003 - Present).

## TEACHING

### Teaching Experience

#### California State University, Fullerton

Econ 202, Principles Macroeconomics, 5 courses.  
Econ 320, Intermediate Macroecon, 5 courses.  
Econ 332, Economies of Pacific Rim, 8 courses.  
Econ 521, Macroecon Perspectv for Mgrs, 1 course.

## RESEARCH

### Published Intellectual Contributions

#### Refereed Journal Articles

Brajer, V., Mead, R. W., Xiao, F. (2011). Searching for an environmental Kuznets curve in China's air pollution. *China Economic Review*, 22,383-397.

Brajer, V., Mead, R. W., Xiao, F. (2010). Adjusting Chinese income inequality for environmental equity. *Environment and Development Economics*, 15,341-362.

Xiao, F. (2009). Does the stock market affect investment by Chinese firms: Some new evidence. *International Review of Applied Economics*, 23(2),197-213.

### Presented Intellectual Contributions

Mead, R. W., Brajer, V., Xiao, F. *Health effects and air pollution in Chinese cities*. Guest faculty seminar, Foreign Trade University, Hanoi, Vietnam.

Xiao, F. (2011). *Wealth Effects in China*. The Western Economic Association International Annual Meeting.

Xiao, F. (2011). *The Rise of China and Its Impact on the US*. National Consortium for Teaching about Asia (NCTA) Conference.

Brajer, V., Mead, R. W., Xiao, F. (2010). *Searching for an Environmental Kuznets Curve in China's Air Pollution*. Western Economic Association International 85th Annual Conference, Portland, OR.

Xiao, F. (2010). *The Impact of Economic Reforms in China*. Invited Seminar Presentation at Economics Department, Fudan University, China.

Xiao, F. (2009). *The Stock Market and Long-Run Growth: Evidence from China*. Western Economic Association International 84th Annual Conference, Vancouver, Canada.

## **Research in Progress**

"Coevolution of Technologies and Institutions" (On-Going)

"How Do Chinese Firms Finance Investment and Growth? An Empirical Investigation" (On-Going)

"How Does Macroeconomic Policy Affect Chinese Investment?" (Writing Results)

"Is Investment-Driven Growth Sustainable in China? Evidence from Provincial-Level Investment" (Writing Results)

"Is there an appropriate size for the public sector? Evidence from China" (Writing Results)

"Stock Markets, Banks, and Capital Allocation: Evidence from China" (Writing Results)

## **SERVICE**

### **Department Service**

Committee Member, Economics Department Seminar Committee. (September 2013 - Present).

Committee Member, Master's Thesis Committee (Nam Vu). (June 2009 - Present).

Committee Member, Economic Research Committee. (August 2012 - August 2013).

Committee Member, Economics Department Seminar Committee. (September 2010 - May 2012).

Committee Member, Economics Department Research Committee. (August 2008 - August 2010).

Committee Member, Economics Department Scheduling Committee. (September 1, 2004 - August 31, 2010).

Committee Chair, Economics Department Library Committee. (September 1, 2003 - August 31, 2010).

### **College Service**

Committee Member, The MCBE IT and On-line Course Delivery Committee. (September 2008 - Present).

### **University Service**

Committee Member, Asian Studies Council. (September 2006 - Present).

Guest Speaker, University Extended Education, International Programs. (November 2003 - Present).

Committee Member, Advisory Board, Master's Program, International Programs (Asia), University Extended Education. (September 2004 - August 2009).

## **Professional Service**

Reviewer, Ad Hoc Reviewer, Contemporary Economic Policy. (2005 - Present).

Reviewer, Ad Hoc Reviewer, Economic Inquiry. (2005 - Present).

## Fang Zhang, Ph.D.

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CONTACT INFORMATION	Department of Economics California State University, Fullerton 800 N. State College Blvd. Fullerton, CA 92834 Web: <a href="http://business.fullerton.edu/Economics/fazhang">http://business.fullerton.edu/Economics/fazhang</a>	Office: SGMH 3389 E-mail: <a href="mailto:FaZhang@fullerton.edu">FaZhang@fullerton.edu</a> Phone: (657) 278-8216 Fax: (657) 278-3097
CURRENT POSITION	Assistant Professor of Economics  Mihaylo College of Business and Economics <b>California State University, Fullerton</b>	August 2012 - Present
EDUCATION	<b>The Ohio State University</b> , Columbus, Ohio <ul style="list-style-type: none"><li>• Ph.D., Economics, June 2012</li><li>• M.A., Economics, August 2007</li></ul> <b>Zhejiang University</b> , Hangzhou, China <ul style="list-style-type: none"><li>• B.A., Economics, June 2006</li></ul>	
AREAS OF SPECIALIZATION	<b>Research:</b> Macroeconomics, Monetary Economics, Time Series Econometrics <b>Teaching:</b> Macroeconomics, Microeconomics, Financial Economics	
TEACHING EXPERIENCE	California State University, Fullerton <ul style="list-style-type: none"><li>• ECON201 Principles of Microeconomics</li><li>• ECON320 Intermediate Macroeconomics</li><li>• ECON420 Money and Banking</li><li>• ECON503 Advanced Macroeconomics (M.A.)</li></ul> The Ohio State University <ul style="list-style-type: none"><li>• ECON200 Principles of Microeconomics</li><li>• ECON520 Money and Banking</li><li>• ECON809 Macroeconomic Theory III (Ph.D.)</li></ul>	
PEER-REVIEWED PUBLICATIONS	“Monetary Policy for Rationally Inattentive Economies with Staggered Price Setting,” <i>Journal of Economic Dynamics and Control</i> , vol. 38, January 2014, pp 184-208.  “The Macroeconomic Effects of Uncertainty Shocks: The Role of the Financial Channel,” with Aaron Popp, <i>Journal of Economic Dynamics and Control</i> , vol.69, August 2016, pp 319-349.  “Rational Inattention in Uncertain Business Cycles,” <i>Journal of Money, Credit and Banking</i> , vol.49 (1), February 2017, pp 215-253.  “Confidence and the Transmission of Macroeconomic Uncertainty in U.S. Recessions,” <i>Applied Economics</i> , vol.49 (29), 2017, pp.2893-2909.	