Graduate Program Review
2000-2006

Department of
Economics and Geography

Joseph E. King, Chair

College of
Arts and Sciences

Jane Winer, Dean

January 2008
PROGRAM REVIEW OUTLINE
Economics and Geography

I. Program Overview – A one to two-page summary of department’s vision and goals.

II. Graduate Curricula and Degree Programs
(Include any special problems courses – provide either syllabus or course description and outline)
A. Scope of programs within the department
B. Number and types of degrees awarded
   - Degrees Awarded – Academic Year (chart)
   - Total Degrees Awarded – Academic Year (chart)
   - Comparison of Degrees Awarded – Fall Data (Peer info table)
   - Program Degrees Awarded (table)
C. Undergraduate and Graduate semester credit hours
   - Semester Credit Hours – Academic Year (chart)
   - SCH compared to Budget - Academic Year (chart)
D. Number of majors in the department
   - Enrollment by Level – Fall Data (chart)
   - Total Enrollment by Year – Fall Data (chart)
   - Comparison of Enrollment – Fall Data (Peer info table)
   - Program Enrollment (table)
E. Course enrollments over the past six years (enrollment trends by course – include detailed course descriptions and requirements)
   - Course Enrollments by Academic Year (table)
F. Courses cross listed (undergrad and grad – need syllabus for both ug and grad courses)

III. Faculty
A. Number, rank and demographics of the graduate faculty
   - Teaching Resources (chart)
   - Tenured and Tenure-Track by Rank - Fall Data (chart)
   - Comparison of Full-time Faculty (Peer info table)
B. List of faculty members (graduate and non-graduate) (table)
C. Summary of the number of refereed publications and creative activities (table)
D. Responsibilities and leadership in professional societies
   - Professional Leadership (table)
   - Committee service (table)
E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)
   - Faculty Workload (table)
   - College SCH/FTE – Fall Data (chart)
   - Department SCH/FTE – Fall Data (chart)

IV. Graduate Students
A. Demographics of applicants and enrolled students
   - Graduate Student Summary by Category – AY (chart)
   - Graduate Student Summary by Year – AY (chart)
   - Graduate Applicants by Region – Fall/Summer Data (chart)
   - Graduate Applicants - Fall Data (table)
- Admitted Graduate Students - Fall Data (table)
- Enrolled New Graduate Students - Fall Data (table)
- Demographics of Enrolled Graduate Students - Fall Data (table)
- Demographics of Enrolled Undergraduate Students - Fall Data (table)

B. Test scores (GRE, GMAT or TOEFL) of enrolled students
   - Average GRE Scores for Enrolled Graduate Students – Fall Data (chart)

C. GPA of new students
   - New Graduate Students GPA by Level – Fall Data (chart)

D. Initial position and place of employment of graduates over the past 6 years (table)

E. Type of financial support available for graduate students.

F. Number of students who have received national and university fellowships, scholarships and other awards
   - fellowships awarded (table)

G. Graduate Student Publications and Creative Activities (table)

H. Programs for mentoring and professional preparation of graduate students.

I. Department efforts to retain students and graduation rates

V. Department

A. Department operating expenses
   - Department Operating Cost - Academic Year (chart)
   - Department Operating Cost as a Fraction of Employees - (table)

B. Summary of Proposals (Submitted)
   - Summary of Number of Proposals Written and Accepted (table)

C. External Research expenditures
   - Summary of Faculty Awards (table)
   - Research Expenditures (chart)
   - Peer Institution Info (if available) (table)

D. Internal funding
   - Source of Internal Funds (TTU) - (table)

E. Scholarships and endowments

F. Departmental resources for research and teaching (i.e. classroom space, lab facilities) - (table)

G. HEAF expenditures (table)

VI. Conclusions – a one- to two-page summary of the observed deficiencies and needs identified by your review. Highlight areas of greatest need and areas of significant contributions.

VII. Appendices – should include, but not be limited to, the following:

Table of Contents
A. Strategic plan
   - Attachment from Strategic Planning website

B. Course Offerings (table)

C. Recruiting Materials

D. Graduate Student Handbook

E. Graduate Student Association(s) - Description and information

F. Graduate Faculty Information (current Confirmation/Reconfirmation forms for all tenured and tenure-track faculty)
I. Program Overview –

MISSION STATEMENT

The Department of Economics and Geography strives for the highest standards of excellence in teaching, research, and service. Our mission is to provide all students with a broad and strong foundation in these disciplines while offering specialized programs for majors and graduate students. The graduate program in Economics---no graduate program is offered in Geography---is designed to produce highly qualified research scholars committed to the development of new knowledge, its application to problem solving, and its dissemination to students, employers, and the public. The doctoral program trains talented students in the latest research methodologies, theories, and skills to pursue careers in institutions of higher education, in public agencies here and abroad, and in various areas of the private sector. The master’s program educates its students for a diverse range of pursuits, including further graduate education, law school, faculty positions at community colleges, and careers in business or public administration. The aim of both degree programs is to produce well trained and qualified individuals who will be productive and professional economists and contribute to the advancement of the discipline.

VISION STATEMENT

The Department of Economics and Geography seeks to attain the highest national standards in teaching, research, and service. We are dedicated to preserving a diverse and creative academic environment for students, faculty, and staff. The department values new directions in research and teaching and desires to communicate its skills and expertise with a wide range of constituencies. Through continuing efforts at self-improvement, we look to advance our growing undergraduate and graduate programs, while strengthening our significant service commitment to the university as a whole and to the Rawls College of Business Administration in particular. In all respects, we are determined to enhance the contribution we make to our students, our professional disciplines, and the community at large.

DEPARTMENT OF ECONOMICS AND GEOGRAPHY CORE VALUES

➢ Research and scholarship of a high caliber
➢ Excellence in teaching and commitment to student intellectual growth
➢ Diversity within the departmental community
➢ Critical and creative thinking in economics and geography and an understanding of how each discipline analyzes problems and discovers new knowledge

Economics and Geography
- Effective written and oral expression
- Service to the community at all levels
- Appreciation and respect for the differentness between peoples, cultures, and ideas
II Graduate Curricula and Degree Programs

A. Scope of programs within the department

The department offers two graduate degrees:

Ph.D. in Economics. This degree requires 24 hours of core, 18 hours of specialization field courses in economics plus 18 hours of approved electives. Students are encouraged to take the electives within the department but are allowed to take some of them outside the department. Hours taken outside the department are typically taken in areas like Finance, ISQS, Mathematics, and Agricultural Economics. Program is designed to be completed in 5 years from the BA. The program could be shortened by requiring fewer hours, but the 60 hour requirement is a minimum imposed by the graduate school.

M.A. in Economics. The department offers a non-thesis and a non-thesis option for the M.A. The non-thesis option requires 27 hours of courses within the department and 9 hours of electives, which may be taken either within or outside the department. Students must also pass a written comprehensive M.A. exam. The thesis option requires 15 hours of courses in economics, 9 hours of electives and 6 thesis hours. Under the thesis option students write and defend a M.A. thesis instead of taking the comprehensive written exam.

The core courses are offered annually, and the field courses are offered at least once every two years. The courses generally have enough students to teach. Offering them less frequently would severely constrain the students from taking the courses necessary for the degrees in a timely manner, and offering them more frequently would run a sharply increased risk of not having enough students to teach the courses.

The graduate committee meets at least once a term and discusses any problems in the graduate course offerings, and it also can discuss any desirable changes in the program. The individual instructors are generally responsible for course content, although for almost courses the content is fairly well standardized. Additional input on new courses can come for other graduate faculty. Reviews of teaching are the responsibility of the chair, using the teaching evaluations filled out by the students, the in-class observations of junior faculty, and whatever other information the chair may have at hand.

In the five year period since 2001, the department has graduated an average of 3 Ph.D. students and 6 masters students per year. In terms of enrollment there has been an increase in the number of doctoral students from 2001 to 2006 of 50%. One would expect that this increase is sustainable for the future since the number of qualified applications to the doctoral as well as the masters program has steadily increased over
the years as well. In the same period of time, the department has graduated an average of 9 economics undergraduate students per year. However, this number is misleading since the total enrollment of undergraduate students has increased steadily over the six year time period under consideration (from 26 in 2001 to 130 in 2006).

The main message of these tables, however, is that the graduate programs and even the undergraduate programs are relatively small compared to the total numbers of students taught by the department. Even if the 130 undergraduate majors in 2006 had taken 15 hours of economics that year, the resulting 1950 hours would be less than 10 percent of the 20,208 hours of economics courses that were taught that year. At the graduate level, assuming that each of the graduate students in economics enrolled in 9 hours, the resulting 297 hours would account for approximately 25% of the total semester credit hours for that year. Hence, the graduate program in economics not only has been growing over the last several years in terms of number of doctoral students and semester credit hours itself, but has also provided increased services to other departments and colleges (most notably the College of Business).

The graduate programs are instrumental in allowing the department to service a large numbers of undergraduate students with a relatively small number of faculty positions. In addition, and perhaps even more important, having a Ph.D. program, regardless of size, is instrumental in attracting faculty who are able to offer new courses at the undergraduate level (for example we have been able to offer new courses in Labor Economics, Game Theory, and Econometrics at the undergraduate level), can do well in publishing in respected journals, and who can make a difference in how the academic community at large view Texas Tech University.
A. Number and types of degrees awarded

### Degrees Awarded - Academic Year (ECON)

*Source: Institutional Research Services*

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### Total Degrees Awarded by Year - Academic Year (ECON)

*Source: Institutional Research Services*

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### Program Degrees Awarded

*Source: Institutional Research Services*

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Economics and Geography
Time to Degree in Years (ECON)

Source: Institutional Research Services

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Average years to graduate for all students graduating each year

Economics and Geography
B. Undergraduate and graduate semester credit hours
C. Number of majors in the department for the fall semesters

![Enrollment by Level - Fall Data (ECON)](chart1)

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![Total Enrollment by Year - Fall Data (ECON)](chart2)

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Program Enrollment

Source: Institutional Research Services

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D. Course enrollments over the past six years (enrollment trends by course)

- Figures are totals – classes may be offered more than once a year

**Course Enrollments by Academic Year**
*Source: Institutional Research Services*

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**TOTALS**
E. Courses cross listed

Economics has no graduate courses cross listed.
III. Faculty

A. Number, rank, and demographics of the graduate faculty

[Graphs showing Teaching Resources (ECON) and Tenured and Tenure-Track by Rank - Fall Data (ECON)]
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N = # of full time faculty contributing  F = # of full time faculty in department

Economics and Geography
D. Responsibilities and leadership in professional societies

DEPARTMENT COMPLETES

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N = # of full time faculty contributing  F = # of full time faculty in department

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E. Assess average faculty productivity for Fall semesters only (use discipline appropriate criteria to determine)

FACULTY WORKLOAD

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Economics and Geography
Although a relatively small department, faculty productivity compares favorably with peer institutions in the areas of teaching and research and has excelled at generating external funding. For the period under review, faculty were awarded grants totaling nearly $3.5 million, placing us at or near the top in social sciences within the college. The faculty are regularly encouraged to seek sources of outside funding for their research and they have positively and effectively responded.
College SCH/FTE - Fall Data

Source: Institutional Research Services

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Department SCH/FTE - Fall Data (ECON)

Source: Institutional Research Services

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Economics and Geography
IV. Graduate Students

A. Demographics of applicants and enrolled students

Graduate Student Summary by Category - Fall Data (ECON)

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<th>Total Applicants</th>
<th>Total Admitted</th>
<th>New Grad Students</th>
<th>Students Graduated</th>
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Graduate Student Summary by Year - Fall Data (ECON)

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Economics and Geography
### Graduate Applicants by Region - Fall/Summer Data (ECON)

**Source:** Institutional Research Services

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Economics and Geography
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Economics and Geography
Demographics of Enrolled Graduate Students - Fall Data

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Gender Total

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Demographics of Enrolled Undergraduate Students - Fall Data

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Gender Total

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Demographics of applicants and enrolled students

Over the six year period about 30% of the applications received were from domestic students and 70% from international students. These percentages appear to be comparable to those of the peer institutions as well as other Big XII schools and graduate programs in economics in general. It is worthwhile to point out that despite the fact that the main alternative career choices have become increasingly attractive for American citizens, the department has been able to solicit roughly the same number of applications from US students over the time period under consideration.

From 2001 to 2006, the department, on average, admitted about 70% of the number of total applicants. Of those admitted, about 50% decided to enroll. The fact that only about 50% of the students who were admitted decided to enroll may be attributed to a number of factors, but it
is clear that the limited financial support that the department is able to offer plays a major role in students who were accepted deciding not to attend TTU. This applies in particular to international students. International students are among our best qualified applicants and their secondary school preparation tends to be excellent. They most often speak more than one language and they contribute to a rich cultural diversity on campus. However, it is not unusual that international students who have been admitted and would like to attend TTU decide not to do so because of financial constraints.

B. Test scores (GRE, GMAT and/or TOEFL) of enrolled students

Economics and Geography
C. GPA of new students

New Graduate Students GPA by Level - Fall Data (ECON)

Source: Institutional Research Services

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D. Initial position and place of employment of graduates over the past 6 years

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<td>San Antonio, Texas</td>
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<td>Tiglioglu, Tufan</td>
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<tr>
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Economics and Geography
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<td>Badev, Anton</td>
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<td>Lu, Yonggang</td>
<td>Student, MBA</td>
<td>Univ. of Texas</td>
<td>Austin, Texas</td>
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</table>

Economics and Geography
E. Type of financial support available for graduate students

The department offers two main types of financial support:
Teaching Assistantships: These are by far the most important type of financial support, both in terms of numbers and in terms of size of the award. Given the large numbers of Non-majors that the economics department teaches, mainly as a service to the College Of Business, the department is able to offer about 70% of the graduate students a teaching assistantship. The salary of a starting teaching assistant is set as a level just sufficient to satisfy the expenses that the admissions office calculates as being the amount necessary for international student to avoid having to provide evidence of independent financial support ($11,900 for two long semesters). The amount is increased by a small amount as the student becomes an instructor responsible for his or her own classes and further after the student has passed the Ph.D. comprehensive qualifying exam. Unfortunately, it appears that our compensation for teaching assistants is substantially below the amounts offered by other Big 12 universities, in particular if one takes into account the benefits of full tuition waivers offered by other universities.

Scholarships: These are used mainly for first-year graduate students. The usual scholarship amount is about $1500 per year. This is not sufficient to provide anywhere near full support for a student’s expenses, but it allows out-of-state students to pay tuition at the in-state rates, which is a substantial savings. If students perform satisfactorily the first year, they are normally eligible for teaching assistantships the second year and beyond. Scholarships are used primarily for students whose application credentials are satisfactory for admission, but who rank below the group of students who are offered teaching assistantships.

F. Number of students who have received national and university fellowships, scholarships and other awards

Graduate student scholarships are funded from Graduate Tuitions accounts. No other scholarship support for graduate students has been available, although several scholarships, including ones at the department level, are solely intended for undergraduates. The Janie and Lewis Hill Scholarship can be used to support graduate education, but it has not yet reached endowment level sufficient to provide stipends in significant amounts.
<table>
<thead>
<tr>
<th>AWARD</th>
<th>00/01</th>
<th>01/02</th>
<th>02/03</th>
<th>03/04</th>
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<th>05/06</th>
<th>06/07</th>
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<tbody>
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<td>$3,000</td>
<td>$3,000</td>
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<td>Helen Devitt</td>
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<td>$10,500</td>
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<td>$16,850</td>
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G. Graduate Student Publications and Creative Activities – Number of publications and other activities by Master and Doctoral students in the department.

### DEPARTMENT WRITES

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<thead>
<tr>
<th>Publication:</th>
<th>Referred</th>
<th>Non-Referred</th>
<th>Poster presentations</th>
<th>Other activities</th>
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<td></td>
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</tr>
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<td></td>
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<tr>
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<td>2000</td>
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</tbody>
</table>

Masters students in economics do not publish their theses often, and the same is true here. For the majority of the masters students who are in the non-thesis option, there is in fact no thesis to publish. Many of the Ph.D. students who continue on in U.S. academic institutions succeed in publishing at least part of their dissertations, but the publication rate is much smaller for students who do not join an academic track at an academic institution.
H. Programs for mentoring and professional preparation of graduate students

Graduate students are mentored by their major professor and members of their thesis committee. In the case of non-thesis students, the examining committee members, along with the graduate advisor, provide directions and advice to prepare candidates within that program.

In addition, Teaching College Economics is a graduate, non-credit course in a seminar format that trains individuals for a professional career in the discipline.

I. Department efforts to retain students and graduation rates

The department efforts to retain graduate students fall into two categories, financial and non-financial.

The department attempts to provide financial aid to most of the graduate students who appear to need it, especially after the first year. The bulk of this financial support takes the form of teaching assistantships, but the department also tries to make use of university fellowships and a few research positions to the extent possible.

Non-financial attempts to retain students involve primarily an effort to maintain an atmosphere where the students are guided so as to progress through the program in a timely and efficient manner. Students are encouraged to complete the core courses as quickly as possible so that they are able to take the Ph.D. qualifying exam after about 3 semesters. Students are always welcome to discuss their progress in the program with the graduate advisor and /or chair. Students are encouraged to speak with individual faculty members regarding their research interests and the students generally take advantage of this. The graduate advisor and the chairperson make it a point to be available to students on a regular basis, and most other faculty have regular contact with at least a few of the graduate students. Being a relatively small group, the students also have a lot of interaction among themselves.
V. Department

A. Department operating expenses

Department Operating Cost - Academic Year (ECON)

Source: Institutional Research Services

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<th>Year</th>
<th>Operating Cost</th>
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<td>01/02</td>
<td>$65,667</td>
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<tr>
<td>02/03</td>
<td>$70,358</td>
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<td>03/04</td>
<td>$67,888</td>
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<tr>
<td>04/05</td>
<td>$66,711</td>
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<tr>
<td>05/06</td>
<td>$60,639</td>
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Department Operating Costs as a Fraction of Employees

DEPARTMENT COMPLETES

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<tr>
<th>Year</th>
<th>Dept Operating Cost</th>
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B. Summary of Proposals (submitted)

Summary of Number of Proposals Written and Accepted

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D = proposals written by CO-PI's from your department only
M = proposals written by CO-PI's from multiple departments

C. External Research expenditures

SUMMARY OF FACULTY AWARDS BY HOME DEPARTMENT

Source: Office of Research Services

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Research Expenditures (ECON)

Source: Institutional Research Services

Economics and Geography
### Comparison of Research Expenditures

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<th>01/02</th>
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### D. Internal Funding

**DEPARTMENT COMPLETES**

**Source of Internal Funds (TTU)**

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**TOTALS:** $7,924    $77,651    $47,181    $21,369    $11,000    $33,950    $15,760

### E. Scholarships and endowments

*See F in Section IV*
F. Departmental resources for research and teaching (i.e., classroom space, lab facilities)

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G. HEAF expenditures

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Economics and Geography
VI. Conclusion

STRENGTHS

The modest size of our program permits our students a high degree of one-on-one contact with faculty and more active exchange of ideas and advice from their teachers. The mentoring aspect of our program rewards students and faculty alike. New faculty become immediately involved in graduate education, imparting fresh perspectives and new research strategies and methods to students. Though we have a large contingent of international students (72% - 75%) who come from wide range of cultural and ethnic backgrounds, our student population is a close knit group who seem to have good morale and rapport with each other. The program is without division or faction. While admitting negative consequences to our pattern of graduate student teaching (explained below), virtually all students acquire classroom experience hence improving their communication, deepening their knowledge of the discipline, and gaining self-confidence and "presence" as young professionals. Faculty choose to involve students in joint research projects, often co-authoring working papers and polishing them into articles, encourage students into research seminars, and shepherd them around professional conferences. The department, sometimes in conjunction with the graduate school, provides full or nearly full financial support to all students who deliver a research paper at conferences. We likewise have a successful record in placing students in professional positions upon or soon after graduating. We are pleased to have exceeded both department and institutional goals to grow the program. In earlier reports, dating to 2001, we sought 25% growth, but have achieved nearly a 50% increase in enrollment without diminishing our criteria for admission. Finally, the faculty has an estimable record of interdisciplinary research and success in generating external funding.

DEFICIENCIES

We depend exclusively on teaching assistantships (TA, GPTI, AOF) to support our students and yet we uncompetitive in stipends by almost any measure, including fellow schools in the Big XII and within the region. Our awards are at least 25% below the competition and lower than related disciplines on campus, finance and mathematics for example, which occasionally lure our students away with higher wages. Our rates barely surpass minimums required by the INS to permit foreign students to enroll. At $13,000 for nine months we are several thousand dollars shy of what we need to attract better students. Budget constraints leave most of our graduate students without funds during the summer. The issue of low stipends is more problematic because our students teach more hours and carry larger student enrollments that comparable programs. We have failed to reach our own goal of keeping class size in the mid 30's and, in fact, we see a trending upward in class size. The seriousness of the problem cannot be overstated. Changing demographics within our student population contribute to the difficulty. We admit students with superior quantitative skills, but ones who may progress more slowly in satisfying the requirement of the SPEAK test. This inhibits our ability to spread the teaching over a greater cross-section of graduate assistants. A shortage of large classrooms coupled with
difficulties inherent to teaching economics effectively in a “monster class” adds to the larger problem.

A persistent turnover in junior faculty has a deleterious effect on the program. Within the time frame of this review, the department has seen 8 faculty depart while retaining only 2 of new hires in economics. Reasons given for leaving are varied: spousal considerations, failure in promotion cases, more appealing job offers, and discontent with the local environment. Only one individual considered a counter-offer. The turnover adversely affects graduate students by altering schedules and losing key advisors. Conducting new searches each year for positions recently filled undercuts department morale, imposes additional cost, and saps the time and energy of faculty. Despite this issue, we have been fortunate in attracting individuals from high quality institutions, i.e., University of Virginia and University of Washington, and have had administrative support to meet or beat competing offers. However, we have not developed a plan to reduce the turnover rate and would welcome suggestions and advice from others.

Another problem stems from turnovers. By hiring each year in a steadily rising market for Ph.D.s in economics, we promptly produce salary inequities within the corps of senior faculty who express their dismay to students and colleagues. We believe that equity adjustments should become a priority.

We are deficient in the number and variety of courses offered at both the graduate and undergraduate level. Meeting the demand for graduate core courses and service courses leaves little leeway for expanding the curriculum. Too often we resort to 7000 level courses to meet a pressing student need, realizing that those classes generally lack the content or rigor of organized ones. Similarly, courses utilized by other programs on campus can result in enrollments over 35 students creating an unwieldy and unsatisfactory situation at the graduate level.
VII. Appendices – should include, but not be limited to, the following:

A. Strategic Plan
B. Graduate Course Offerings
C. Recruiting Materials
D. Graduate Student Handbook
E. Graduate Student Association(s)
F. Graduate Faculty Information
APPENDIX A

Strategic Plan
Department of Economics and Geography
Texas Tech University
Strategic Plan

Goals, Critical Success Factors, Strategies, and Assessments

GOAL 1. ACCESS AND DIVERSITY: To increase our majors and minors and the number of students and faculty from under-represented groups.

Critical Success Factors

- Identify a donor for a scholarship to support the education of a minority student
- Increase the number of majors and minors in our program by 25%
- Increase the percentage of under-represented groups to 20% of our total student body
- Increase the percentage of women in the graduate program to 30%
- Recruit three U.S. graduate students per year
- Recruit and admit graduate students from Vietnam and Mexico by using existing or developing channels
- As hiring opportunities occur, recruit women and under-represented faculty members

Objective 1.1: Attract more undergraduate enrollments

Strategies
- Provide superior student advising and counseling
- Work with university recruiters to inform potential students of our programs
- Identify new sources of student financial aid
- Have faculty personally contact interested students
- Survey student interests for courses and programs
- Invigorate undergraduate student associations
-- Revise and upgrade the undergraduate curriculum
-- Maintain contact with students who graduate from our department
-- Annual participation in UIL events to recruit highly talented students

Assessments:
Annually review changes in enrollment and revise strategies accordingly
Document efforts at recruitment

Objective 1.2: Recruit and retain more students from under-represented groups

Strategies
-- Commit financial and faculty/staff resources to recruit students from under-represented groups
-- Advertise the value and usefulness of our programs to members of minority groups
-- Establish ties with campus women and minority organizations
-- Participate in the Ethnic Studies program, i.e., African-American Studies
-- Work with university offices, such as Admissions and recruitment centers around the state, to contact students from under-represented groups
-- Seek Hispanic graduate students through a faculty connections at Texas A&M International and University of Texas, Pan American
-- Develop recruiting materials aimed at under-represented student groups
-- Join the university in a renewed effort to attract minority students from this locality
-- Meet with teachers and counselors at secondary schools with large enrollment of under-represented groups

Assessment
Chart changes in the number of under-represented groups in the graduate and undergraduate programs
Annual review of our strategies for their effectiveness
Objective 1.3 Increase faculty diversity

Strategies
-- Identify minority faculty at institutions with fewer resources and attempt to recruit them to meet our programmatic needs
-- Use campus-wide offices and minority colleagues to assist recruiting efforts
-- Utilize personal contacts and specialized media to identify and recruit a more diverse faculty
-- Seek additional resources from TTU to improve the terms of employment for under-represented faculty
-- Foster a climate within the department that respects and appreciates diversity
-- Instruct and monitor search committees to advance our objectives in diversity

Assessment
Annual review of the unit's effort in promoting faculty diversity

Objective 1.4 Seek financial support for a more diverse student body

Strategies
-- Through the college development office, contact alumni, friends of the department, emeritus faculty, and corporate entities to raise funds for minority scholarships
-- Recognize and honor donors
-- Lower the application fees for international students
-- Provide graduate stipends that exceed the minimum required by the U.S. government for self-supporting foreign students

Assessment
Review and document our progress in obtaining additional financial support for under-represented students
GOAL 2. EXCELLENCE: To achieve the highest standards of excellence in all facets of our department's mission -- teaching, research, and service

Critical Success Factors

- Increase the number of well qualified doctoral students by 30%
- Continue progress in establishing a graduate program in Geography
- Achieve ranking for the Economics graduate program
- Have a faculty member selected for the Teaching Academy
- Each year apply for at least one college/university teaching or research award
- Formalize a mentoring program for new faculty
- Create a department excellence in teaching award
- Generate at least 3 external grant applications each year
- Create our new course to instruct graduate assistants on effective teaching strategies and methods
- Have no graduate assistant teach a lower-level undergraduate course larger than 75 students
- Establish a department award and recognition for the best graduate teaching assistant
- Reduce our college-leading student/teacher ratio to the average at Big Twelve institutions
- Use highly visible and quality research agendas -- such rural economic development, the economics of aging and retirement, the economics of natural disaster, environmental issues, and geographic information systems-- to attract first-rate graduate students
- Fund every graduate student request for travel to deliver a research paper at a professional meeting
- Have a faculty member each year engaged in recruiting superior graduate students
- Have no regular faculty member ranked below 3.8 in average student evaluations
- Appeal to the university for 3 new faculty positions in Economics and 1 in Geography

Economics and Geography
Objective 2.1 Enhance the quality of our undergraduate program

Strategies
-- Utilize the faculty "teaching specialist" to revise and improve our courses in principles
-- Structure the training of graduate assistants for classroom responsibilities
-- Add new faculty to enrich our program and reduce high student/teacher ratios
-- Make use of TTU programs, such as the TLTC, to strengthen teaching performance
-- Stress the importance of good undergraduate teaching and reward those who succeed
-- Continue giving appropriate weight to teaching on tenure and promotion decisions

Assessments
Monitor performance in teaching
Conduct teaching evaluations of junior faculty

Objective 2.2 Improve the graduate program

Strategies
-- Push forward our proposal for a graduate program in Geography
-- Recruit high quality graduate students by using "pipelines" to schools in the U.S. and abroad
-- Use our unique and most successful research activities as a tool for recruiting doctoral students
-- Reduce the teaching workload of students and stress the importance of their own professional development
-- Raise stipends to a minimum of $12,000 for 9 months
-- Involve students in faculty research projects, leading to co-authored scholarship

Assessment
Annual review and evaluation of the graduate program, including student progress toward completion
Objective 2.3 Provide incentives and resources for faculty research, teaching, and service
Strategies
-- Since the Economics faculty is the smallest in the Big Twelve, seek support for 3 new faculty
-- Seek support for 1 new faculty in Geography to meet minimal requirements for a graduate
program
-- Adopt a standard teaching load of 2 courses per semester
-- Increase flexibility in assigning faculty duties
-- Encourage faculty development leaves and visiting professor appointments
-- Seek funding support for faculty travel
-- Create an environment for the free flow and exchange of ideas
Assessment
Increased faculty performance in teaching, research, and service

GOAL 3. ENGAGEMENT: Build quality community connections internally, locally, and regionally
Critical Success Factors

- Maintain the current level of effort and establish new interdisciplinary programs with other
  academic units

- More effectively integrate the Economics and Geography divisions within the department

- Promote economics and geography awareness in the community and region

- Develop one distance learning course in GIS

- Open regular avenues of communication with secondary schools in LISD and other
  neighboring school districts

- Annual participation in University Interscholastic League events

- Sponsor a conference on local economic issues, inviting the public, secondary school
  representatives, business leaders, and regional colleges
• Use student and faculty expertise to benefit community projects

• Use the media to inform the public of department activities and accomplishments

• Maintain and expand ties to the Honors College

Objective 3.1 Connect the department more closely with local schools, civic groups, and the public

Strategies
-- Designate a faculty member to communicate with and visit schools in LISD
-- Encourage faculty and student interaction with the public media
-- Offer short courses and summer classes in economics and GIS for teachers
-- Maintain faculty involvement in UIL
-- Develop press releases on the department for distribution by News and Publications
-- Assign appropriate credit for effective community service in tenure and promotion decisions
-- Become involved in meetings to develop a Ports-to-Plains corridor
-- Set up community learning groups to meet with faculty on contemporary economic issues, i.e., energy, aging and retirement, and water
-- Encourage faculty and students to lend expertise to local agencies and organizations, perhaps giving students course credit
-- Create a list of faculty speakers and their topics for distribution to interested groups
-- Invite representatives of regional businesses to the department to meet students and faculty and discuss areas of mutual interest and opportunity

Assessment
Annual review and documentation of the department's relationship with the community
Objective 3.2 Foster department interaction with other programs and units on campus

Strategies
-- Maintain and/or expand our participation in interdisciplinary programs including Women's Studies, Environmental Studies, International Studies, Community and Urban Studies, Ethnic Studies, and Land-Use Planning, Management, and Design
-- Assume a leadership role on campus in rural economic development
-- Extend our relationship with the Center for Public Service
-- Encourage new course offerings in distance education

Assessment
Annually evaluate and document our interdisciplinary activities

Objective 3.3 Develop mutually advantageous relationships with local colleges and junior colleges

Strategies
-- Assist local colleges in finding teachers
-- Establish routine communication between our department and units at Wayland Baptist University, Lubbock Christian University, South Plains College, and West Texas A&M
-- Invite faculty and students from neighboring institutions to seminars, conferences, and professional meetings at TTU
-- Encourage joint research projects with regional faculty members
-- Recruit graduate students from regional institutions that do not offer advanced degrees

Assessment
Record and review all joint efforts with regional institutions of higher education
GOAL 4. INFORMATION TECHNOLOGY: To maximize the effective use of technology in all facets of the department mission

Critical Success Factors

- Have 2 faculty optimize the use of the internet to teach undergraduate courses
- Increase the availability of statistical data for student research
- Provide incentives (time and money) to faculty to develop new instructional technologies
- Achieve premier status in GIS-related technologies
- Reduce by 50% the use of paper for inter-department communications

Objective 4.1 Increase faculty and student usage of computer technologies

Strategies
- Address faculty and student needs for state-of-the-art hardware and software
- Enhance all instructors' capacity to use information technology for teaching
- Provide site licenses to satisfy the need for statistical information
- Utilize the services of TLTC
- Recognize and reward faculty who are innovative in the use of instructional technology
- Support efforts to develop distance education courses

Assessment
Annual review of the department's success in providing sufficient support for hardware and software
Record department activities in utilizing information technology

Economics and Geography
Objective 4.2 Develop individual web pages and improve the department web site

Strategies
-- Employ a professional to upgrade the department web site
-- Provide technical support for individual web pages and networking
-- Enable department staff to improve computer skills and knowledge
-- Electronically submit standard reports and forms to the university

Assessment
Annual review of the department web site and the extent of its utilization by visitors

Objective 4.3 Provide a high level of GIS education

Strategies
-- Remain an active participant in the campus consortium on Geographic Information Systems
-- Coordinate GIS courses with Geosciences, Biological Sciences, and other academic units
-- Upgrade the GIS laboratory in terms of hardware and software and improve the physical facility
-- Provide technical assistance for students and faculty who use the lab
-- Use GIS as one means to further integrate Economics and Geography
-- Make full use of our two GIS teaching labs

Assessments
Track student enrollments in GIS
Annual review of GIS facilities and capabilities
GOAL 5. PARTNERSHIP: To collaborate in strategic alliances with other academic, government, community, corporate, and private entities

Critical Success Factors

- Establish a working relationship in teaching and research with Agricultural and Applied Economics

- Sustain collaborations in GIS with other units on campus

- Establish and enhance the joint graduate-degree program with the Center for Public Administration

- Maintain and broaden department collaboration with TTU Health Sciences, Wind Engineering, and with units and agencies involved with rural economic development including the Texas Cooperative Fish and Wildlife program and the Northwest Texas office of the Small Business Development Center

- Join with other TTU units to establish a teaching and research relationship with the "City of Learning" in the Republic of Panama

- Increase the number of cross-disciplinary grants and publications

- Enable students to travel and study abroad

- Establish an internship program with an appropriate government or corporate institution

- Foster collaborative work between faculty within Economics and Geography

- Provide additional budget support for foreign travel

Objective 5.1 Maintain and expand and partnerships between the department and other units at TTU

Strategies
-- Develop teaching and research initiatives with other TTU units
-- Set up cross-disciplinary seminars
-- Maintain collaboration with Wind Engineering, Health Sciences, Business Administration, GIS-involved units, Center for Public Service, Agricultural and Applied Economics, ICASALS, and Water Resources Center
-- Encourage new joint grant proposals and research projects

Assessment

Annual review of collaborative efforts

**Objective 5.2 Maintain and extend external collaboration**

**Strategies**

-- Provide money and released time to faculty who draft significant proposals for extramural funding
-- Promote faculty research collaboration with colleagues at Big Twelve institutions
-- Support ongoing research activities with NIST, U.S. Economic Development Agency, and Social Security Administration
-- Encourage joint research projects with colleagues at smaller institutions in the area and with former Ph.D. students at schools nationwide

**Assessment**

Track the number of external collaborative proposals and projects

**Objective 5.3 Further the integration of Economics and Geography**

**Strategies**

-- Use department advising system to encourage students to take courses in both disciplines
-- Offer courses attractive to majors in both fields, i.e., economic geography or regional economics
-- Promote faculty collaboration in research, such as using GIS as a research tool

**Assessment**

Track course enrollments for majors in both fields
Solicit student opinions and preferences for courses
GOAL 6. HUMAN RESOURCES: To enhance the quality of the work experience for all Texas Tech employees

Critical Success Factors

- Adopt a mentoring policy for new faculty
- Add faculty in both department areas to reduce class size and permit teaching of specialty courses
- Reduce graduate assistant teaching load to 1 class a semester
- Adopt a two course per semester teaching load for all regular faculty
- Raise salaries for all professorial ranks to levels competitive with peer institutions
- Improve benefits package for faculty and staff
- Boost salaries for staff to levels commensurate with the private sector
- Foster a climate of respect, civility, and fairness
- Equip offices with better furniture
- Increase travel stipends
- Encourage faculty participation in all facets of department operations

Objective 6.1 Improve the quality of the work experience for all members of Economics and Geography

Strategies
-- Encourage a sense of mutual respect and appreciation for each individual's worth and role within the department
-- Move forward on the new workload policy
-- Improve salaries and benefits
-- Seek the advice of faculty on matters of department policy and management
-- Increase travel allowances and broaden support to include other professional expenses

Economics and Geography
Objective 6.2 To foster the freer flow of ideas, communication, and information

Strategies
-- Regularly nominate faculty and staff for university awards and celebrate occasions of professional and personal accomplishment
-- Schedule more occasions for social interaction
-- Assurance of the department's progress and evaluation of department morale

Objective 6.3 Improve the terms of employment and conditions for staff and student workers

Strategies
-- Expand our faculty seminar program
-- Assure that everyone has full information about college policies, programs, and training sessions
-- Encourage greater social exchange between faculty, staff, and students and nurture the concept of a "shared community"
-- Promote joint teaching and research activities
-- Work towards greater integration of Economics and Geography
-- Schedule more faculty meetings, though not to the detriment of our chief responsibilities as teachers and scholars
-- Include student involvement in department deliberations

Annual review of progress and results

Economics and Geography
-- Recognize staff members as professionals and reward them accordingly
-- Exhibit flexibility in satisfying the personal needs of staff
-- Better equip student offices and expand access to computers
-- Provide support for the professional development and continuing education of staff members
-- Strive to avoid conflicts between personnel and move swiftly to resolve disputes

Assessment
Annually review personnel relations and student issues

GOAL 7. TRADITION AND PRIDE: To project a strong image locally, regionally, and nationally

Critical Success Factors

• Co-sponsor a rural economic development conference

• Communicate with alumni once a year

• Place 2 faculty on the boards of professional organizations

• Have all faculty involved in professional organizations and attend at least one professional meeting a year

• Revitalize student honor societies

• Hold an annual banquet, invite alumni, and attract a prominent speaker

• Expand public relations to increase our visibility with local and regional media

• Tout faculty who achieve national and international recognition for their work

• Cooperate with university efforts in state and regional recruiting campaigns

• Publicize our strengths in teaching and research

• Develop a department newsletter
Objective 7.1 Build a strong public image
Strategies
-- Communicate department news to alumni and friends
-- Maintain contact with recent graduates
-- Cultivate a positive image of the department in the public media
-- Elevate our stature through effective alliances and cooperative endeavors with local agencies and businesses and with other units at TTU
-- Encourage public presentations by faculty
-- Take a leading role in addressing issues with a significant regional impact
-- Improve our record in publication and grant applications
Assessment
Review contacts with alumni, recent graduates, and the wider community
Document our progress in image building

Objective 7.2 Establish a greater presence in professional organizations
Strategies
-- Nominate faculty for offices in regional and national professional associations
-- Urge faculty to accept duties as manuscript reviewers and referees
-- Provide better funding for attendance at conferences and meetings
-- Assign adequate weight to professional service in making merit decisions
-- Reward faculty whose scholarship appears in top-tier journals
-- Attract editorial and business offices to TTU
Assessment
Document all participation of faculty in professional organizations
Objective 7.3 Establish an active presence in the community
Strategies
-- Participate in local civic activities
-- Make our professional expertise available for benevolent community purposes
-- Make ourselves accessible to the public and media on issues related to our specialized areas of knowledge and experience
Assessment
Document our interaction with the community
APPENDIX B

Graduate Course Offerings

Our graduate course offerings are located at the following website: http://www.depts.ttu.edu/officialpublications/courses/ECO.html
APPENDIX C

Recruiting Materials

Our departmental graduate recruiting materials are located at the following website:

http://www.depts.ttu.edu/economicsandgeography/econGrad_prog.php
GRADUATE FACULTY APPLICATION FORM  
TEXAS TECH UNIVERSITY  
Confirmation/Reappointment

Instructions: Please type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: MASHA RAHNAMA  
Department/Unit: ECONOMICS & GEOGRAPHY  
Rank/Title: Associate Professor  
Date Submitted: 1/16/2008  
TTU Email: VGRAH@TTACSTTU.EDU  
SSN: 483-94-3263  
Mailing Address: 5507 85TH STREET  
City/State: LUBBOCK, TX  
Zip: 79424  
Mailstop:  

1. Tenured or tenure-earning appointment:  
   - Continuing record of scholarly accomplishment for the past 6 years.  
   - Reappointment of lapsed membership  
2. ____ Ex-officio (rank of collegiate dean or higher)  
3. ____ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)  
4. ____ Retired faculty  
5. ____ Adjunct or Visiting status (employed outside the University or in a non-tenure-earning position with the University) OP 64.10 permits departments and college to place restrictions on the duties of retired Graduate Faculty or Adjunct or Visiting Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or indicate “none.”

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

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Peer Evaluation Representative:

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Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

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Signature

College Dean:

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</table>

Signature

Graduate Council Action: To be completed by the Office of the Graduate Dean.

Page 1
I. Academic Background (begin with last degree; include post-doctoral work)

**Include:**

- **Degree:** Ph.D.
- **Field:** International Economics, Macroeconomics, Econometrics.
- **Institution:** Iowa State University, Ames, Iowa.
- **Year Awarded:** Summer 1988.

- **Degree:** MS
- **Field:** Economics
- **Institution:** Iowa State University
- **Year Awarded:** Summer 1980

- **Degree:** BS
- **Field:** Economics and Law
- **Institution:** Tehran University, Tehran, Iran.
- **Year Awarded:** Spring 1977.

II. Professional Experience, Academic and Nonacademic (begin with present position)

**Include:**

- **Title:** Associate Professor of Economics
- **Institution/Agency:** Texas Tech University
- **Years:** Fall 1996-Present.

- **Title:** Visiting Assistant Professor
- **Institution:** Indiana-Purdue University At Fort Wayne, Fort Wayne, Indiana
- **Years:** Fall 1992-Summer 1996.
### Title: Visiting Assistant Professor
### Institution: Winona State University, Winona, Minnesota
### Years: Fall 1989-Summer 1992

## III. Direction Of Graduate Students (completed theses and dissertations directed in last six years)

### Chair Of Completed Ph.D. Dissertations:

1. **Name:** Juan Luis Sherwell  
   **Degree:** Ph.D.  
   **Institution:** Texas Tech University  
   **Year Completed:** Fall-2007

2. **Name:** Indunil De Silva  
   **Degree:** Ph.D.  
   **Institution:** Texas Tech University  
   **Year Completed:** Summer-2006

3. **Name:** Khalid Bataineh  
   **Degree:** Ph.D.  
   **Institution:** Texas Tech University  
   **Year Completed:** Summer-2006

4. **Name:** Fadi Fawaz  
   **Degree:** Ph.D.  
   **Institution:** Texas Tech University  
   **Year Completed:** Summer-2006

5. **Name:** Adari Johnson  
   **Degree:** Ph.D.  
   **Institution:** Texas Tech University  
   **Year Completed:** Fall-2004

6. **Name:** Charles Starnes  
   **Degree:** Ph.D.  
   **Institution:** Texas Tech University  
   **Year Completed:** Summer-2003
Chair Of Completed Masters' Theses:

1- Name: Lee Shie
Degree: MA
Institution: Texas Tech University
Year Completed: Fall-2007

2- Name: Luci Ruymgaart
Degree: MA
Institution: Texas Tech University
Year Completed: Summer-2006

3- Name: Michael James Fallin
Degree: MA
Institution: Texas Tech University
Year Completed: Spring-2005

4- Name: Mike Moray
Degree: MA
Institution: Texas Tech University
Year Completed: Spring-2004

5- Name: Gulnihan Buyukmut
Degree: MA
Institution: Texas Tech University
Year Completed: Spring-2003

6- Name: Duygu Kesmen
Degree: MA
Institution: Texas Tech University
Year Completed: Spring-2003

7- Name: Calvin Lee Pacleb
Degree: MA
Institution: Texas Tech University
Year Completed: Fall-2003

IV. Other Service on Graduate Committees in Last Six Years(excluding III)

1-Member of Ph.D. Dissertation Committee

Name: J.J. Saint
Degree: Ph.D., Political Science.
Institution: Texas Tech University.
Year Completed: Fall-2001.
2. Member of Committee: Master's Thesis

Name: Pan Tao
Degree: MA
Institution: Texas Tech University
Year Completed: Fall-2006

V. Graduate Courses Taught in Last Six Years

Institution: Texas Tech University
Course Number: Econ5381

Institution: Texas Tech University
Course Number: Econ 5332
Years Taught: Spring 2005, Spring 2004, Spring 2002

Institution: Texas Tech University
Course Number: Econ 5333
Years Taught: Fall 2004, Spring 2003, Spring 2001

VI. Published Research in Refereed Journal:


**This article also has been selected by the Advisory Board of the ANNUAL BUSINESS STATISTICS**, an annual book published by McGraw-Hill with ISBN # 0072561521 in year 2002, to be included in that book. The articles included in the ANNUAL BUSINESS STATISTICS are highly refereed. The advisory board is chaired by professor Barbara Beliveau from University of Connecticut. The articles included are to show to the students of Statistics and Econometrics how one can successfully apply the probability and statistical models presented in those classes to real world situations.

7. **Invited Book Review:**

VII. Current Participation In Professional Associations

1. Member of the Editorial Advisory Board of the *journal of Collective Negotiations in Public Sector*. I also referee articles for the journal.

VIII. Professional Papers and Abstracts for Last Six Years

PAPERS PRESENTED(with my students):


OTHER PAPER PRESENTED:


IX. Grant and Contract Activity for Last Six Years.

None.
X. Other

1. Member of Texas Tech University Senate, Spring 2005-Spring 2007.
3. Member of Faculty Incentive Grant Review Panel, Fall 2003-Fall 2005, Texas Tech.
4. I served as a member of Honors College Advisory Council, Texas Tech.
5. I served as a member of Library Committee, Texas Tech.
6. I served as a member of Artists and Speakers Committee, Texas Tech.
7. I served as Under-Graduate Advisor until Fall 2001, Economics and Geography Department, Texas Tech.
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Thomas L. Steinmeier
Department/Unit: Economics & Geography

Rank/Title: Professor
Date Submitted: August 30, 2007

TTU Email: Thomas.Steinmeier@TTU.edu
SSN:

Mailing Address Economics & Geography City/State Lubbock, TX Zip 79409 Mailstop: 1014

1. Tenured or tenure-earning appointment:
   ___ Continuing record of scholarly accomplishment for the past 6 years.
   ___ Reappointment of lapsed membership

2. ___ Ex-officio (rank of collegiate dean or higher)

3. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)

4. ___ Retired faculty

5. ___ Adjunct or Visiting status (employed outside the University or in a non-tenure-earning position with the University) OP 64.10 permits departments and college to place restrictions on the duties of retired Graduate Faculty or Adjunct or Visiting Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ___ Approve  # ___ Disapprove  # ___ Abstain  (record vote)

Peer Evaluation Representative:

___ Approve  ___ Disapprove  (check one)
Comment:

Signature

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

___ Approve  ___ Disapprove  (check one)
Comment:

Signature

College Dean:

___ Approve  ___ Disapprove  (check one)
Comment:

Signature

Graduate Council Action: To be completed by the Office of the Graduate Dean.
Page 1
I. Degree: Ph.D.  
Field: Economics  
Institution: Yale University  
Year Awarded: 1975

II. Professor of Economics  
Texas Tech University  
1982 - 2007

Research Economist  
National Bureau of Economic Research  
1981 - 2007

Adjunct Staff  
RAND Corporation  
2004 - 2007

Adjunct Research Scientist  
University of Michigan  
1992 - 1997

Assistant Professor of Economics  
Dartmouth College  
1975 - 1982

Instructor  
Oberlin College  

III. Syed Hassan  
Ph.D.  
Texas Tech University  
2005

Farinaz Wigmans  
Ph.D.  
Texas Tech University  
2006

IV. Economics, Texas Tech University: 4 students  
Accounting, Texas Tech University: 1 student

V. Texas Tech University  
Economics 5314  
Texas Tech University
Economics 5315


VII. Professional Associations:
    American Economic Association
    2002, 2003, 2004

    Econometric Society

    Society of Labor Economists

    Southern Economic Association
    2004
Reference for the Following Journals:

American Economic Review
Contemporary Economic Policy
Demography
European Economic Review
International Economic Review
Industrial and Labor Relations Review
Industrial Relations
Journal of Applied Econometrics
Journal of Economic Analysis & Policy
Journal of Economic Education
Journal of Human Resources
Journal of Income Distribution
Journal of Labor Economics
Journal of Pension Economics and Finance
Journal of Population Economics
Journal of Public Economics
Journal of Risk and Insurance
Labor Economics
Michigan Retirement Research Consortium
Review of Income and Wealth
Social Science Research
Swiss National Science Foundation


X. Testimony before the Subcommittee on Social Security of the House Committee on Ways and Means of the U.S. House of Representatives, Washington, D.C., June 14, 2005, Televised Live on C-SPAN.
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment - Provisional

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Peter M. Summers
Department/Unit: Economics/Geography

Rank/Title: Asst. Prof.
Date Submitted: 1/9/06
TTU Appointment Date: 9/05
TTU Email: Peters_summers@ttu.edu
Phone: 2-2456
Campus Mail Stop: 10201

Mailing Address: 2466 Houston Hll
City/State: Lubbock, TX
Zip: 79409

1. X Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 3 years
2. ___ Reappointment of lapsed membership
3. ___ Ex-officio (rank of college dean or higher)
4. ___ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ___ Adjunct (employed outside the department/area or outside the University)
6. ___ Visiting (in a non-tenure-earning position within the University)
7. ___ Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as “cannot direct a dissertation,” etc.). Please list briefly any restrictions, or indicate “none.”

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ___ Approve  # ____ Disapprove  # ___ Abstain

Peer Evaluation Representative:

____ Approve  ____ Disapprove

Comment:

Signature:

Print Name:

Chair, Department/Area: (Please attach memo if circumstances warrant.)

____ Approve  ____ Disapprove

Comment:

Signature:

Print Name:

College Dean (of Department submitting this application):

____ Approve  ____ Disapprove

Comment:

Signature:

Print Name:

Graduate Council Action:

Updated 8/22/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last three years.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include: Degree
   Field
   Institution
   Year Awarded

II. Professional Experience, Academic and Nonacademic (begin with present position)
   Include: Title
   Institution/Agency
   Year(s)

III. Direction of Graduate Students (completed theses and dissertations directed in the last three years)
   Include: Student’s Name
   Degree
   Institution
   Year Completed

IV. Other Service on Graduate Committees in the last three years (excluding III)
   Include: No. Students
   Department
   Institution

V. Graduate Courses Taught in the last three years (list course numbers only once plus the years each was taught.)
   Include: Institution
   Course Numbers
   Year(s)

VI. Published Research and Creative Activity in the last three years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.

VII. Current Participation in Professional Associations
   Include: Association
   Years Meetings Attended
   Offices, Participation, Etc.
   Editorial Positions
   Referee for Journals, Proposals, etc.
   Service on Award Panels, Juries, etc.

VIII. Professional Papers and Abstracts for the last three years

IX. Successful Grants and Contracts for the last three years
   List grants, contracts or other types of sponsored research funded in the last three years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities during the last three years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)
I. Academic background:
Ph.D. (Economics), University of Iowa, 1993
M.S. (Mathematics), University of Iowa, 1993
M.A. (Urban & Regional Planning), University of Iowa, 1988
B.A. (Communications), University of Iowa, 1983

II. Professional Experience:
CURRENT POSITION
Texas Tech University: Assistant Professor (August 2005-present)

PREVIOUS POSITIONS
Federal Reserve Bank of
Kansas City: Visiting Scholar (August 2004 – May 2005)

Melbourne Institute, The
University of Melbourne: Associate Professor and Head of Macroeconomic Research. (2003-04)

Deputy Director, Centre for Business Cycle Analysis and Senior Research Fellow, (1999-2003)

Research Fellow, (1996-1999)

University of Adelaide: Assistant Professor, Dep’t. of Economics (1993-96)

III. Direction of Graduate Students:
Completed dissertations directed:
Penelope A. Smith
Ph.D., Economics
The University of Melbourne
Completed 9/2005
Winner of the Chancellor’s Prize for Excellence in the PhD, August 2006

IV. Other Service on Graduate Committees:
Supervisor for Cindy Wan-Shin Mo (Economics, Texas Tech University)
Committee member for Khalid Bataineh, Fadi Fawaz (both Economics, TTU), Francisco Ortega (Art, TTU)

V. Graduate Courses Taught:
Monetary Theory I (ECO 5323), taught Fall 2007
VI. Published Research and Creative Activity:


VII. Current Participation in Professional Associations:

Membership:

- American Economic Association
- Econometric Society
- Missouri Valley Economics Association (Vice President, 2007-08)

Refereeing (last three years)

Journals:

- *Journal of Applied Econometrics*
- *Journal of Business and Economic Statistics*
- *Journal of Macroeconomics*
- *Economic Modelling*
- *Quarterly Review of Economics and Finance*
- *The Journal of Economics and Business*
- *The Economic Record*
- *Computational Statistics and Data Analysis*
- *Australian Economic Review*
- *Journal of Eastern Caribbean Studies*

Books:


PhD thesis examiner for

- Daniel Buncic, University of New South Wales (Supervisor: Adrian Pagan)
- Siwage Negara, University of Melbourne (Supervisors: Don Harding and Andrew Clarke)

VIII. Professional Papers and Abstracts:

(This list does not include published articles – see VI above)

“What Does an Oil Shock Do?” (Latest version January 2008)

**Abstract:** This paper uses a partial linear model to analyze the evidence for potential nonlinear relationships between oil price movements and growth in various macroeconomic series. Using Hamilton’s (2003) nonlinear transformation
of oil prices, I obtain mixed results. Oil price increases above some previous maximum level have a significantly negative effect on several components of GDP, most noticeably for disposable personal income and consumption. Unlike Hamilton's results, these negative effects do not seem to be proportional to the size of the net oil price increase. Private investment, industrial production and capacity utilization do not seem to be affected in a non-linear way.

Presented at:
- *Missouri Valley Economics Association* annual meeting, Kansas City, October 26;
- Economics Department seminar, Texas Tech University, November 9, 2007;
- to be presented at the Federal Reserve Bank of Atlanta, May 9, 2008;
- submitted for presentation at the *Society for Nonlinear Dynamics and Econometrics* 16th annual symposium, San Francisco, April 2008


**Abstract:** This paper has three main objectives. First, we re-examine some recent findings that suggest a structural decline in the variance of GDP growth in the United States. We estimate a univariate model in which both the mean growth rate of GDP and its variance are influenced by latent state variables that follow independent Markov chain processes. We are particularly interested in evidence of increased stability in the U.S. economy, either because of reduced volatility or a narrower gap between growth rates in expansions and recessions. Second, we investigate whether a similar phenomenon has occurred in other countries.

We find evidence of a reduction in GDP volatility in U.S. data, beginning in late 1984. Using data from the G-7 countries plus Australia, we find evidence of a similar reduction in volatility of GDP growth. However, it is less clear that this change represents a structural break. The shift for Japan apparently happened in about 1974, and the past decade’s poor economic performance seems to have brought a return to the high-variance state. Canada, Germany, and the United Kingdom have all experienced multiple switches from high to low variance and back. The variance reductions in most countries all occurred within a ten year period between the mid 1970's and the mid 1980's.

Finally, there seems to be little evidence in favor of more moderate business cycles or milder recession periods in the low-variance state. The business cycle does seem to have moderated in Japan and France. Furthermore, a lower variance will result in longer expansions and rarer recessions, other things equal. The evidence presented here, however, suggests that recessions have been just as severe, on average, when they do occur.
Presented at:
- Economics Department seminar, Texas Tech University, October, 2005;
- Missouri Valley Economics Association annual meeting, Kansas City, October 28, 2005;

"What Caused the ‘Great Moderation’? International Evidence from a Regime-Switching Model with Time-Varying Transition Probabilities." (with P. Smith; latest version October 2007)

Abstract: A decline in the volatility of output growth and inflation in several major economies beginning in the mid-1980’s is a striking feature of the evolution of economic growth in late 20th century. It is so well documented that it has become known simply as the ‘Great Moderation.’ However its cause remains unclear. This paper aims to contribute to this debate by formally evaluating the relative importance of a number of potential explanations for the Great Moderation. To do so we estimate the parameters of a time series model of real GDP growth with a switching intercept and residual variance for the United States, the United Kingdom and Australia. We specify the probabilities which determine transitions between the volatility states in this model to be time varying and dependent upon a number of variables which contain information about the potential causes of the Great Moderation. The relative importance of each factor is assessed by evaluating the posterior evidence in favor of various restrictions on this model.

Presented at:
- Midwest Econometrics Group annual meeting, St. Louis University, October 12;
- to be presented at the Midwest Economics Association annual meeting, Chicago, March 15, 2008


Abstract: Recent work by Hamilton, Waggoner and Zha (2007) has demonstrated the importance of identification and normalization in econometric models. In this paper, we use the popular class of two-state Markov switching models to illustrate the consequences of alternative identification schemes for empirical analysis of business cycles. A defining feature of (classical) recessions is that economic activity declines on average. Somewhat surprisingly however, this property has been ignored in most published work that uses Markov switching models to study business cycles. We demonstrate that this matters: inferences from Markov switching models can be dramatically affected by whether or not average growth in the ‘low state’ is required to be negative, rather than simply below trend. Although such a restriction may not be appropriate in all applications, the difference is crucial if one wants to draw conclusions about ‘recessions’ based on the estimated model parameters.
Presented at:
- Research Department seminar, Federal Reserve Bank of Kansas City, September, 2004;
- Economics Department seminar, Texas Tech University, March, 2005;

"Bayesian Analysis of Cointegration in a Structural Error Correction Model," (with C. L. Chua; latest version March 2005)

Abstract: This paper analyses the cointegration in Structural Error Correction Model (SECM). We amalgamate the Bayesian methods of Kleibergen and Paap (2002) for analysis of cointegration in the error correction model (ECM), and the Bayesian methods of Waggoner and Zha (2003) for estimating the structural parameters in Bayesian structural vector autoregressive (BSVAR) model into our proposed model. First, we apply the model to four data generating processes, each with a different number of cointegrating vector. The results show that in each of the DGPs, the Bayes factors are able to select the appropriate cointegrating vectors and the estimated marginal posterior parameters' pdfs cover the actual values. We then empirically illustrate using an example from Kim and Roubini (2000). Our finding suggest the existence of two cointegrating vectors.

Presented at: Midwest Econometrics Group annual meeting, Northwestern University, October 15, 2004

"Bayesian Model Averaging over Distinct Groups of Models," (with C. L. Chua; latest version November 2004)

Abstract: In Bayesian model averaging, the posterior model probabilities are often analytically intractable. One way of estimating them is to employ sampling techniques that sample from the space of the parameters and models. However, one shortcoming of this approach is that all models to be evaluated have to be specified at the outset. In this paper, we are concerned with situations in which a model averaging exercise has already been conducted, and the researcher then becomes aware of one or more additional models that were not previously considered. We show how to use model averaging techniques in such cases without having to re-estimate all previous models.

IX. Successful Grants and Contracts:
None

X. Other Professional Activities:
None
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY
Confirmation/Reappointment

Instructions: Please type complete this cover sheet and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Andres J. Vargas Department/Unit: Economics and Geography

Rank/Title: Assistant Professor of Economics Date Submitted: 01/18/2008

TTU Email: andres.vargas@ttu.edu SSN: 640-80-4985

Mailing Address: Box 41014 City/State: Lubbock/ Texas Zip: 79409 Mail Stop 1014

1. Tenured or tenure-carrying appointment
   □ Continuing record of scholarly accomplishment for the past 6 years
   □ Reappointment of lapsed membership
2. __ Ex-officio (rank of collegiate dean or higher)
3. __ Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
4. __ Retired faculty
5. __ Adjunct or Visiting faculty (employed outside the University or in a non-tenure-carrying position within the University) OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions: None

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# ___ Approve # ___ Disapprove # ___ Abstain

Peer Evaluation Representative:

_____ Approve _____ Disapprove

Comment: ____________________________

Signature: ____________________________

Chair, Department/Area: (Please attach memo if circumstances warrant.)

____ Approve _____ Disapprove

Comment: ____________________________

Signature: ____________________________

College Dean (of Department submitting this application): 

_____ Approve _____ Disapprove

Comment: ____________________________

Signature: ____________________________

Graduate Council Action: Updated 8/22/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Limit responses to the last six years.

I. Academic Background (begin with last degree; include post-doctoral work)
   Include:
   Degree: Ph.D.
   Field: Economics
   Institution: University of Texas at Austin
   Year Awarded: August 2006

   Degree: M.S.
   Field: Economics
   Institution: University of Texas at Austin
   Year Awarded: May 2003

II. Professional Experience, Academic and Nonacademic (begin with present position)
    Include:
    Title: Assistant Professor of Economics
    Institution/Agency: Department of Economics, Texas Tech University
    Year(s): Fall 2006 - Present

    Title: Teaching Assistant
    Institution/Agency: Department of Economics, University of Texas at Austin
    Year(s): Fall 2002- Spring 2006 (4 years)

    Title: Research Assistant
    Institution/Agency: Department of Economics, University of Texas at Austin
    Year(s): Summer 2003

III. Direction of Graduate Students (completed theses and dissertations directed in the last three years)
     Include:
     Student’s Name: None
     Degree:
     Institution:
     Year Completed:

IV. Other Service on Graduate Committees in the last three years (excluding III)
     Include:
     No. Students: None
     Department
     Institution

V. Graduate Courses Taught in the last three years (list course numbers only once plus the years each was taught.)
   Include:
   Institution: Texas Tech University
   Course Numbers: Labor Markets Theory and Policy (ECO 5321)
   Year(s): Fall 2007
VI. Published Research and Creative Activity in the last three years (do not include in-house reports)
List: articles, books, and creative activities pertinent to your discipline. List abstracts and papers presented at professional meetings in VIII below. For publications, show complete authorship and provide exact titles, dates, and inclusive page numbers. Fully describe performances, showings, compositions, etc., for items in the Fine Arts and related areas.


VII. Current Participation in Professional Associations

Include:
Association: Society of Labor Economist
Years Meetings Attended: 2004, 2007

Association: Southwestern economic Association
Years Meetings Attended: 2007, 2008


VIII. Professional Papers and Abstracts for the last six years:

- “The Effect of Social Security Contributions on Wages: The Colombian Experience,”
  o Poster Session at the 12th Society of Labor Economists meetings. May 2007
  o Sam Houston State University Economics Seminar: March 2007
  o Southwestern Economics Conference: March 2007
  o Texas Tech University Economics Seminar: December 2006
  o Second Conference on Aging in the Americas (SCAIA): Key Issues in Hispanic Health and Health Care Policy Research. Winner of the best poster presentation award, Austin, TX, September 2005. XXV Annual Institute of
    o Latin American Studies Student Conference, Austin, TX, February 2005.
    o University of Texas at Austin Labor Economics Seminar: April 2004

- The Impact of Social Security Contributions on Employment Sector Choice and Hours Worked: Lessons from Colombia.
  o Southwestern Economics Conference: March 2008
  o Poster Session at the 12th Society of Labor Economists meetings. May 2007
  o Texas Tech University Economics Seminar: February 2006
  o University of Texas at Austin Economics Seminar: October 2005
IX. Successful Grants and Contracts for the last six years

List grants, contracts or other types of sponsored research funded in the last six years. Note title of the proposal, date, and the sponsoring agency; dollar amount is optional. Include proposals that (a) were evaluated by an appropriate peer group, (b) made a contribution to graduate education, (c) indicate which ones were funded.

X. Indicate other professional activities that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

• I submitted proposals to ASCAP for two new graduate classes in labor economics: Labor Economics Theory and Policy (ECO 5321) and The Economics of Wages and Income (ECO 5321). These classes are important to the program because they reinstate a field of specialization that was previously offered by the department, is standard in most graduate economic programs, and was being demanded by our students. Both proposals were approved by ASCAP. I taught the first of these new classes during fall 2007, and I am teaching the other one.

• FELLOWSHIPS and HONORS:
  o Fellowship in Institutional Economics, University of Texas at Austin 2006
  o Summer Hale Fellowship, University of Texas at Austin May-Aug 2005
  o Teaching Assistantship, University of Texas at Austin Fall 2002 – Spring 2006
  o Summer Research Assistantship, University of Texas at Austin May-Aug 2004
  o High-Pass Microeconomics Comprehensive Exam, UT Austin Summer 2002
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY

Confirmation/Reappointment

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Eleanor T. von Ende  Department/Unit: Economics

Rank/Title: Associate Professor  Date Submitted: 01.01.2008  Appointment Date: 01.09.1991?

TTU Email: eleanor.vonende@ttu.edu  Phone: 742 2466,234  Campus Mail Stop: 1014

Mailing Address: P.O.Box 41014  City/State: Lubbock, Texas  Zip: 79409

1. X  Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 6 years
2. ___  Reappointment of lapsed membership
3. ___  Ex-officio (rank of collegiate dean or higher)
4. ___  Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. ___  Adjunct (employed outside the department/area or outside the University)
6. ___  Visiting (in a non-tenure-earning position within the University)
7. ___  Retired Faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none".

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# _____ Approve  # _____ Disapprove  # _____ Abstain

Peer Evaluation Representative:

_____ Approve  _____ Disapprove

Comment: Signature

Printed Name:

Chair, Department/Area: (Please attach memo explaining any unusual circumstances.)

_____ Approve  _____ Disapprove

Comment: Signature

Printed Name:

College Dean (of department submitting this application):

_____ Approve  _____ Disapprove

Comment: Signature

Printed Name:

Graduate Council Action: (To be completed by the Office of the Graduate Dean)
I. Academic Background


II. Professional Experience, Academic and Nonacademic

Associate Professor, Economics, Texas Tech University, 1999 - present
Assistant Professor, Economics, Texas Tech University, 1991 - 1999.
Visiting Assistant Professor, Economics, Texas Tech University, 1990-1991.
Visiting Assistant Professor, Economics, The University of Kansas, 1987-88.
Assistant Professor, Economics, Ohio University, 1985-1987.
Graduate Teaching Assistant, The University of Kansas, 1979-1985.

III. Direction of Graduate Students (theses and dissertations directed in last six years)
Brian Starr, Ph.D., Economics, Texas Tech University, not completed (co-chair).
Lu Wang, M.A., Economics, Texas Tech University, Spring 2007.
Alfred Sams, M.A., Economics, Texas Tech University, Fall 2005.

IV. Other Service on Graduate Committees in Last Six Years

Member, Ph.D. Core (Micro) Examination Committee, Economics, every Fall and Spring 2001-2007
Member, Ph.D. Core (Macro) Examination Committee, Economics, every Fall and Spring 2002-2007
Member, Ph.D. Comprehensive Examination Committee, Consumer Economics with Personal Financial Planning Emphasis, 2005
Member, M.S. Oral Examination Committee, Agriculture and Applied Economics, 2007
Member, Ph.D. Comprehensive Examination, Agriculture and Applied Economics, 2007

Dissertation Committees - 5 students; Thesis committees - 5 students
Mohamed Khediri, Ph.D., Economics, 2007
Perry Wisinger, Ph.D., Interdisciplinary, 2006.

Funda Ulvan, M.A., Economics, not completed.
V. Graduate Courses Taught


VI. Published Research and Creative Activity


VII. Participation in Professional Associations

Missouri Valley Economic Association Annual Meetings, 2001 (Kansas City, Missouri), session chair, discussant.

VIII. Professional Papers and Abstracts for Last Six Years


IX. Grant and Contract Activity
X. **Other Professional Activities** (related to graduate education)

Chair, Macro Search Committee, 2001-2002, successfully hired new member of graduate faculty.
Chair, Micro Search Committee, 2005-2006, successfully hired new member of graduate faculty.
Member, Macro Search Committee, 2007-present, on-going.
Graduate Dean’s representative for Rachel Koskodan’s dissertation defense, Ph.D. in Mathematics, 2006.
Member, Ad Hoc Committee for Bryan Pearce Bagley Regents Chair in Engineering, 2006.
Omicron Delta Epsilon faculty advisor, Honorary Society for undergraduate and graduate students, 2004-present.
Advisor, Economic Student Association (graduate students), 2005-2006.
Member, Arts and Sciences mentor program, 2006-2007.
Chair, Third year review committee for graduate faculty member Rashid Al-Hmoud, 2002-2003.
Member, Graduate Program Review for Agricultural and Applied Economics programs, 2007-present.
GRADUATE FACULTY APPLICATION FORM
TEXAS TECH UNIVERSITY

Confirmation/Reappointment - Provisional

Instructions: Please complete this cover sheet and type complete and specific information in each category as outlined on the attached page. Do not enclose resume.

Name: Ke Tom Xu
Department/Unit: ECONOMICS

Rank/Title: Assistant Professor
Date Submitted: 01/14/2008
TTU Appointment Date: ___

TTU Email: tom.xu@ttu.edu
Phone: 3-6983
Campus Mail Stop: 8161

Mailing Address: 8308 Detroit Ave
City/State: Lubbock
Zip: 79423

1. Tenured or tenure-earning appointment - Continuing record of scholarly accomplishment for the past 3 years
2. Reappointment of lapsed membership
3. Ex-officio (rank of collegiate dean or higher)
4. Faculty with significant administrative assignments (e.g., department chair, institute director, associate dean)
5. X Adjunct (employed outside the department/area or outside the University)
6. Visiting (in a non-tenure-earning position within the University)
7. Retired faculty

OP 64.10 permits departments and colleges to place restrictions on the duties of Adjunct or Visiting Graduate Faculty or retired Graduate Faculty (e.g., such as "cannot direct a dissertation," etc.). Please list briefly any restrictions, or indicate "none."

Restrictions:

Peer Evaluation Vote: Appointed or elected subcommittee, or all members of the Graduate Faculty, according to department/area policy.

# Approve # Disapprove # Abstain

Peer Evaluation Representative:

Approve Disapprove

Signature: ____________________________
Comment: ____________________________
Print Name: ____________________________

Chair, Department/Area: (Please attach memo if circumstances warrant.)

Approve Disapprove

Signature: ____________________________
Comment: ____________________________
Print Name: ____________________________

College Dean (of Department submitting this application):

Approve Disapprove

Signature: ____________________________
Comment: ____________________________
Print Name: ____________________________

Graduate Council Action: Updated 8/22/06
Please type complete and specific information in each category as outlined below. Do not enclose resume. Where indicated, limit responses to the last three years.

I. Academic Background (begin with last degree; include post-doctoral work)

1988–1992  Southwest University of Finance and Economics  Chengdu, China
B.A. in Economics (International Finance)

1992–1995  Southwest University of Finance and Economics  Chengdu, China
M.S. in Economics (International Finance)

1995–1999  The University of North Carolina  Chapel Hill, NC
Ph.D. in Economics (Health Economics and Econometrics)

II. Professional Experience, Academic and Nonacademic (begin with present position)

1999-present
Assistant professor, Division of Health Services Research, Department of Family & Community Medicine, School of Medicine, Texas Tech University Health Sciences Center

2006-present
Adjunct graduate faculty, Department of Economics and Geography, Texas Tech University

1993-1995  Course Instructor  Southwest University of Economics and Finance
International Finance (undergraduate level)
International Trade (undergraduate level)
Technical Writing in International Trade (undergraduate level)

Course Instructor  The University of North Carolina
Introduction to Economics (undergraduate level)
Intermediate Microeconomics (undergraduate level)
Statistics for Economics and Business (undergraduate level)

1999-present  Course Instructor  Texas Tech University Health Sciences Center
Data Management (graduate level)
Health Economics (graduate level)
Health Care Organizations (graduate level)
Directed Reading (graduate level)
Topics in Health Services Research (graduate level)

2000-present  Lecturer  Texas Tech University Health Sciences Center
Evidence-Based Medicine (School of Medicine: Medical School Curriculum)
Health Care Financing (School of Medicine: Residents Curriculum)
Introduction to Health Services Research (School of Nursing)
Medical Decision Making and Cost-Effectiveness Analysis (School of Nursing)
Health and Health Care Disparities (School of Medicine, School of Business)
Pharmaceutical Market (School of Medicine, School of Business)

III. Direction of Graduate Students (completed theses and dissertations directed in the last three years)

Name: Kimberly Watson
IV. Other Service on Graduate Committees in the last three years (excluding III)

2 students
Department: Economics
Institution: TTU

3 students
Department of Health Services Research
Institution: TTUHSC

V. Graduate Courses Taught in the last three years (list course numbers only once plus the years each was taught.)

TTU: ECO5337
TTUHSC: MSI and MSII

VI. Published Research and Creative Activity in the last three years (do not include in-house reports)


Xu KT, Farrell TW. The complementarity and substitution between unconventional and mainstream medicine among racial and ethnic groups in the US. Health Services Research. 2007. 42(2):811-826.


VII. Current Participation in Professional Associations
American Public Health Association
American Health Economics Association

VIII. Professional Papers and Abstracts for the last three years


Southwest Cancer Treatment and Research Center. 02/2006. Lubbock, TX. Health and Health Care Disparities in the US and West Texas.


Academy Health Annual Research Meeting. 06/2006. Seattle, WA. The Complementarity and Substitution between Unconventional and Mainstream Medicine among Racial and Ethnic Groups in the US.

Academy Health Annual Research Meeting. 06/2007. Orlando, FL. Economic Evidence of Complementarity and Substitution between Complementary and Alternative Medicine and Mainstream Medicine in the United States

IX. Successful Grants and Contracts for the last three years

ONGOING

R03 AT002839-01A1 (Xu, KT) 05/01/2006-4/30/2008 $73,233
Salaries offset 21%
NIH/NCCAM
Racial/ethnic differences and the economics of CAM use
Role: Principal Investigator
The objectives of this study are to examine whether alternative medicine such as acupuncture and herbs are economic substitutes or complements to mainstream medicine, to estimate the demand elasticity of price, elasticity of cross-substitution and income elasticity, and to investigate whether there are racial and ethnic differences in these measures.
IR21 AT003755-01 (Shen L.) 03/01/2007-02/28/2009 $572,720
Salary offset 5%
NIH/NIHICAM
GTP and Tai Chi for Bone Health: a Pilot Study
To study the effect of exercise (Tai Chi) and green tea polyphenols supplementation on bone metabolism and oxidative stress in postmenopausal women with low bone mass.

IR01 AR019767-02 (Sarkh D) 04/01/2009-03/31/09 $1,200,000
NIH/NINAMS
Gender Effects on Anterior Cruciate Ligament Remodeling
Role: Consultant

COMPLETED

No Number (Chyu M) 1/1/2005-12/31/2005 $8,980
Effect of Tai Chi on Biomechanical responses related to risk of falls in postmenopausal women with osteoporosis.
Salary offset 10%
Texas Tech University seed grant
Role: Co-Investigator

No Number (Xu, KI) 12/26/2005-12/25/2006 $15,000
Disparities in Access to Cancer Care
Southwest Cancer Research and Treatment Center
Role: Principal Investigator
The purpose of this project is to identify rural/urban and ethnic disparities in patients’ access and stages of cancer.

IR24 MD0001097-01 (Patterson P) 09/30/2004 - 07/31/2007 $1,225,125
Salary offset 10%
NIH/NCIHD
West Texas EXPORT Center
Role: Director of Shared Resources, Co-Investigator
The purpose of this project is to assess health and health care need among rural West Texas communities and the minority subpopulation.

No Number (Institution) 04/01/2006-03/31/2007 $500,000
Salary off-set 50%

CMS

CMS demonstration project

Role: Chief Health Economist

X. Indicate other professional activities during the last three years that contribute to graduate education (software development, new course development, adjudication, service on government panels, symposia or conferences organized, consulting for state and federal organizations, honors and awards received, etc.)

N/A