Florida Board of Governors

Request to Offer a New Degree Program

University of South Florida
University Submitting Proposal

Fall 2011
Proposed Implementation Date

Arts and Sciences
Name of College or School

Economics
Name of Department(s)

Economics
Academic Specialty or Field

Doctor of Philosophy 45.0601
Complete Name of Degree
(Include Proposed CIP Code)

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees
President

Signature of Chair, Board of Trustees
Vice President for Academic Affairs

Date
Date

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Student Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
</tr>
<tr>
<td>Year 1</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>Year 2</td>
<td>26</td>
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<td>624</td>
</tr>
<tr>
<td>Year 4</td>
<td>27</td>
<td>648</td>
</tr>
<tr>
<td>Year 5</td>
<td>28</td>
<td>672</td>
</tr>
</tbody>
</table>
INTRODUCTION

I. Program Description and Relationship to System-Level Goals

A. Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

Insert response here.

We are proposing to transfer the current Ph D program in Business Administration with concentration in Economics to a stand-alone doctoral (Ph D) program in Economics. For the past ten years, the department of economics has offered a Ph D in Business Administration with a concentration in economics. With the Department’s move to the College of Arts and Sciences, it is necessary to convert the doctoral program to a stand-alone doctoral program in economics. This change is consistent with the strategic direction of the department and its realignment with the College of Arts and Sciences. This change is also consistent with the University’s strategic plan to increase graduate education and to produce highly skilled, high wage workforce.

The purpose of this program is to train student to take positions as researchers in health and allied fields, business, government, universities, and development and international organizations.

The degree program will be an applied program in economics emphasizing specialization in (i) health economics, (ii) industrial organization, and (iii) urban/regional economics. It will also include fields in development/international economics, and public sector economics.

B. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which goals the program will directly support and which goals the program will indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/StrategicResources/)

Insert response here.

The proposed program is consistent with Goals A3, A4 Access to and the production of degrees), B4 (economic development: high wage/high demand jobs), and C (building world class academic programs) of the SUS Strategic Planning Goals. It achieves this consistency through the teaching and research activities in a highly demanded field of inquiry. The proposed program also meets the Strategic Guidance on new doctoral programs in that it is consistent with institutional missions and statewide goals, it is in the targeted field, is highly demanded by students and employers, is non-duplicative and imposes no additional cost.
INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Insert response here.

The Council of Economic Advisors has reported that health care accounted for 18% of the US GDP in 2009. If the trend continues, the report argues, health care will account for 34% of the US GDP by 2030. There is therefore the need to improve efficiency in the allocation of health resources as a means both reducing cost while providing the best health care for Americans. Health economics, a specialization in economics that is concerned with the economic analysis of health care has become a very hotly demanded area of study in economics. In 2009 health economics was the only specialty in which job availability exceeded the number of candidates.

Our program in health economics has graduated about 6 doctoral students. All these students have had no difficulty finding jobs in academia or as researchers in large health research organizations.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Insert response here.

Since we began offering the economics concentration in the Business Administration doctoral program, we have had a tremendous response from students. In the last 5 years, we have accepted only 25% of our applicant pool. We have attracted students both regionally, nationally, and internationally. We have been limited in our intake only by the lack of doctoral fellowships and the small size of the department’s faculty. We have been successful in attracting students without advertizing. The applicant pool we have drawn and will continue to draw on as well as expand on is large and diverse, and come from several regions of the world including, Florida, other states in the US, and a sizable proportion of international students (see Appendix A). The international component of our applicant pool and admissions is consistent with the University’s strategic goal of global literacy.

As indicated in Section 1 (B) above, the doctoral program on economics is consistent with the BoG’s strategic goals A3-A4, B4, and C. In particular, the program is consistent with the BoG’s strategic goals of training graduates in critical needs areas of health professions, economic development in emerging technologies, high wage/high demand jobs, and globalization. The program is also consistent with the University’s strategic goal of global literacy.

We have graduated 10 students since we started offering the Doctoral degree in Business Administration with a concentration in Economics. Appendix B shows the placement of our graduates and what stages in their careers they are in. Of the 10 graduates of our program, only
I has not been placed because she chose not to go the labor market because of family reasons. The data in Appendix B show that our graduates have done well both in the labor market and in their respective professions.

C. If similar programs (either private or public) exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of any communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). Provide data that support the need for an additional program.

Insert response here.

Economics doctoral programs exist at University of Florida, Florida State University, University of Central Florida, Florida International University, and University of Miami. The doctoral programs at UF, UCF, UM are offered through the College of Business Administration while FSU offers its doctoral program through the College of Social Sciences, and FIU offers its doctoral program through the College of Arts and Sciences. UF, FSU, and UM focus their doctoral programs on general economics with no particular area of specialization. UCF focuses on environmental and natural resources while FIU’s doctoral program focuses on political economy and Latin America. Our program is the only one that emphasizes health economics.

D. Use Table 1 (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

Insert response here.

<table>
<thead>
<tr>
<th>Year</th>
<th>HC</th>
<th>FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>24</td>
<td>576</td>
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<tr>
<td>Year 2</td>
<td>26</td>
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</tr>
<tr>
<td>Year 3</td>
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<td>Year 4</td>
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<td>720</td>
</tr>
<tr>
<td>Year 5</td>
<td>32</td>
<td>768</td>
</tr>
</tbody>
</table>

The enrollment projections provided stems from past experience. Enrollments in our program have been increasing at the rate of 2 students per year for the last five years. In the fall of 2009, we will have 24 students enrolled and we use this as the baseline for future enrollment project.

E. Indicate what steps will be taken to achieve a diverse student body in this program, and identify any minority groups that will be favorably or unfavorably impacted. The university’s Equal Opportunity Officer should read this section and then sign and date in the area below.

Insert response here.
In the past five years, our representatives have attended forums such as Doc.Net that serve as recruitment avenues for under-represented groups. We anticipate continued participation in such programs.

__________________________________________ _______________________
Equal Opportunity Officer     Date

III. Budget

A. Use Table 2 to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

Insert response here.

B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Insert response here.

We do not foresee any negative impact of the proposed program on other activities in the department. On the other hand, we foresee increased opportunities for undergraduates and MA students to participate in faculty research. We also foresee an increase in faculty research productivity as they work with their doctoral students at the frontiers of their discipline.

C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

Insert response here.

We require students to take course outside the economic department so this will lead to an increased demand for graduate classes in other departments. On the other hand, economics also provides service classes to PhD students in Business and other programs.

D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to
support the proposed program.

Insert response here.

Many of the Department’s Faculty has applied for research grants from federal, state, and local agencies as well as from business. A number of these grants have included funding to support doctoral students.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Table 1, Table 2, and the supporting narrative for “Need and Demand” to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

Insert response here.

The United States spends about 17% of its Gross Domestic Product (GDP) on health care and the President’s Council of Economic Advisors has projected that this share will rise to over 30% by 2030 if current trends continue. In the state of Florida where the elderly population is relatively large, the expected increase in health care expenditure is likely to be larger than the national average. The large expenditure has not brought about the best possible health outcomes to American citizens. The World Health Organization (WHO) ranks the US as 32nd among all countries in health outcomes even though it is number one in health expenditure per person. The relatively large share of GDP spent on health care, the relatively low health outcomes, and the expected increase in health care cost suggest the need to find ways to use health care resources more efficiently. The proposed program will benefit the state as its research efforts and graduate education provides inputs into policies to improve efficient utilization of health care resources. The proposed program will benefit the University of South Florida, the local community and the state of Florida through its research and teaching efforts. Through its teaching the program will benefit the state and local community by contributing to economic development and by the production of a degree in high demand, and to the University by building a world class academic program in health economics, a focus that not only addresses the needs of an aging population in Florida but also the health needs of the world.

V. Access and Articulation – Bachelor’s Degrees Only

A. If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a request to the BOG for an exception along with notification of the program’s approval. (See criteria in BOG Regulation 6C-8.014)

Insert response here.

B. List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see Common Prerequisite Manual http://www.facts.org). The courses in the Common Prerequisite
Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as “limited access.”

If the proposed prerequisites they are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional “track” of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Insert response here.

C. If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in BOG Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Insert response here.

D. If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual http://www.facts.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Insert response here.

INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.
The goals of USF’s strategic plan include: (i) expanding world-class interdisciplinary research, (ii) promoting globally competitive undergraduate, graduate and professional programs, (iii) expanding local and global engagement initiatives to strengthen and sustain global healthy communities and improve the quality of life, and (iv) enhancing all sources of revenue… The proposed program is consistent with all these goals. Faculty research and publications have contributed to goals i & iii, our teaching and student research have contributed to goals i & ii as our students have already published in areas as diverse urban traffic congestion in the US, problems of labor market participation in Latin America, the price effects of regulation of pharmaceutical markets in Europe, and the effects of malaria on school outcomes in Africa. Our faculty has contributed to goal iv. by winning external research grants; grants do not only include overhead but also doctoral fellowships.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The University of South Florida has a very large world class health program that includes the Colleges of Medicine, Public Health, Behavioral and Community Sciences, and Nursing. In addition, USF houses the Moffitt Cancer Research Center. Our program takes advantage of the strengths of health program. We already work with faculty from the various colleges of health through collaborative research, serving on our doctoral dissertation committees, and a few the faculty from these colleges have courtesy appointment in the Department of Economics. We expect to have joint hires with some of these colleges in the future. In addition to the health programs, the department also has strong relationships with the Department of Finance and the Department of Mathematics and Statistics in which our students take some of their courses in the two departments and their students take our courses.

C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

The program is currently being implemented as part of the doctorate degree in Business. With the department’s move to the College of Arts and Science, we simply need to establish the degree under a CIP code that closely reflects the nature of the doctorate degree in economics. The College of Arts and Sciences strongly supports this change to a Social Science CIP.

<table>
<thead>
<tr>
<th>Planning Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date</strong></td>
</tr>
<tr>
<td>September 2008</td>
</tr>
</tbody>
</table>

Revised 4/4/07
Events Leading to Implementation

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2009</td>
<td>Hired 2 new faculty to replace a retiring faculty</td>
</tr>
<tr>
<td>September 2009</td>
<td>Introduced 2 additional courses to strengthen the theory offerings</td>
</tr>
</tbody>
</table>

VII. Program Quality Indicators - Reviews and Accreditation

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Insert response here.

In 2004, a panel of experts made up of Professors T. Paul Schultz of Yale University and Professor Peter Khun of University of California at Santa Barbara, evaluated the Economics concentration of the Ph D in Business degree (see Appendix C). The conclusion was that the program was doing very well. However, the panel recommended: (i) substantially increasing the number of faculty, (ii) substantially increasing the number of Ph D fellowships, (iii) reducing teaching requirements of doctoral students, (iv) narrowing the areas of specialization, and (v) strengthening the theoretical preparation of students.

The Department has addressed these issues in the following way:

- There has been a net increase in faculty size by 1. However, as a result of retirements and other changes, the department has hired 4 new faculty members in the last four years. With more modern training than the ones they replace, the department has made a great leap in improving its graduate faculty. Two of these faculty members were hired while we were in the College of Arts and Sciences.
- Reduced teaching requirements of doctoral students by 50% since the review.
- Introduced 2 graduate courses---Mathematical Economics II and Game Theory---to strengthen the core theory sequence. These courses are taught by new faculty.
- The number of doctoral fellowships has remained unchanged.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor’s degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Insert response here.

Graduates of the proposed doctoral program are expected to be proficient in advanced economic theory, econometrics and applied research, especially in the areas of health and public policy. Students will be trained to take positions in academia, government, research organizations, as well as the private sector.
B. Describe the admission standards and graduation requirements for the program.

Insert response here.

To be admitted to the doctoral program, a student must meet the following minimum requirements:

1. Bachelors degree or equivalent from a regionally, nationally accredited university or international equivalent
2. Have a GPA of 3.0 (B) or better in all upper division undergraduate classes
3. Take a graduate admissions test within the preceding 5 years with minimum scores of 500 (V) and 660 (Q) on the GRE and 575 on the GMAT
4. A minimum of 2 courses in calculus, a minimum of 1 course in probability and statistics, and intermediate-level microeconomics and macroeconomics. Applicants must earn a grade of B or better in each of these courses.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Insert response here.

The program consists of the following:

Core Courses (27 Hours)
ECO 6405 Mathematical Economics I
ECO 7406 Mathematical Economics II
ECO 6115 Microeconomics I
ECO 7116 Microeconomics II
ECO 6206 Aggregate Economics
ECO 6424 Econometrics I
ECO 6425 Econometrics II
ECO 7426 Econometrics III
ECO 6305 History of Economic Thought

Two two-course fields in economics (12 Hours)
ECP 6536, ECP 7537: Economics of Health Care
ECS 6015, ECO 6706: Economic Development/International Trade
ECP 6405, ECP 7405: Industrial Organization
ECO 6505, ECO 6525: Public Economics
ECP 6614, ECP 6624: Urban/Regional Economics

3 course minor outside of economics (9 hours)

Dissertation (21 hours minimum)
D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Insert response here.

<table>
<thead>
<tr>
<th>Fall Year 1</th>
<th>Spring Year 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Economics I</td>
<td>Mathematical Economics II</td>
</tr>
<tr>
<td>Microeconomics I</td>
<td>Microeconomics II</td>
</tr>
<tr>
<td>Econometrics I</td>
<td>Aggregate Economics</td>
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</table>

<table>
<thead>
<tr>
<th>Fall Year 2</th>
<th>Spring Year 2</th>
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</thead>
<tbody>
<tr>
<td>Econometrics II</td>
<td>Econometrics III</td>
</tr>
<tr>
<td>Field</td>
<td>Field</td>
</tr>
<tr>
<td>Support</td>
<td>History of Economic Thought</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year 3</th>
<th>Spring Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field</td>
<td>Field</td>
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<tr>
<td>Support</td>
<td>Support</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
</tbody>
</table>

Year 4
Dissertation

E. Provide a one- or two-sentence description of each required or elective course.

Insert response here.

Microeconomics I – Microeconomic behavior of consumers, producers, and resource suppliers, price determination in output and factor markets, general market equilibrium.

Microeconomics II – Topics in advanced microeconomic theory, including general equilibrium, welfare economics, inter-temporal choice, uncertainty, information, and game theory.

Aggregate Economics – Advanced microeconomic analysis of income, employment, prices, interest rates and economic growth rates.

History of Economic Thought – Currents of modern economic thought in the last hundred years.

Mathematical Economics I – Mathematical models of optimizing behavior and economic equilibrium.

Mathematical Economics II – Advanced Mathematical techniques, dynamic processes, set theories and fixed set theorems.
Econometrics I – Theory and use of multiple regression to estimate relations in causal models, use of standard software packages.

Econometrics II – Advanced econometric techniques: model building, estimation and forecasting, design and execution of research projects.

Econometrics III – Advanced Econometrics with emphasis on panel data and applications to data.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and identify if any industry advisory council exists to provide input for curriculum development and student assessment.

Insert response here.

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

Insert response here.

N/A

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor’s or master’s programs associated with the proposed program. Are the programs accredited? If not, why?

Insert response here.

N/A

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses; distance/distributed learning technologies, and joint-use facilities for research or internships.

Insert response here.

The program relies on traditional delivery mode on the Tampa campus. There are no plans to collaborate with other universities.
IX. Faculty Participation

A. Use Table 4 to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

Insert response here.

A Benedicte Apouey Ph D Economics T-E 9 0.25  
A Andrei Barbos Ph D Economics T-E 9 0.75  
A Donald Bellante Ph D Economics T 9 0.25  
A Yi Deng Ph D Economics T-E 9 0.25  
A Joseph DeSalvo Ph D Economics T 9 0.5  
A K. Gyimah-Brempong Ph D Economics T 11 0.25  
A Mark Herander Ph D Economics T 9 0.25  
A Bradley Kamp Ph D Economics T 9 0.25  
A Michael Loewy Ph D Economics T 9 0.5  
A Murat Munkin Ph D Economics T 9 0.5  
A Gabriel Picone Ph D Economics T 9 0.75  
A Philip Porter Ph D Economics T 9 0.25  
A Christopher Thomas Ph D Economics T 9 0.25

B. Use Table 2 to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

Insert response here.

C. Provide the number of master's theses and/or doctoral dissertations directed, and the number and type of professional publications for each existing faculty member (do not include information for visiting or adjunct faculty).

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Theses</th>
<th>Dissertations</th>
<th>Professional Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benedicte Apouey</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Andrei Barbos</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Donald Bellante</td>
<td>5</td>
<td>6</td>
<td>34 reviewed articles, 2 books, 10 book chapters</td>
</tr>
<tr>
<td>Yi Deng</td>
<td>2</td>
<td>2</td>
<td>5 refereed articles</td>
</tr>
<tr>
<td>Joseph DeSalvo</td>
<td>20</td>
<td>15</td>
<td>25 refereed articles, 1 book</td>
</tr>
<tr>
<td>Mark Herander</td>
<td>5</td>
<td>2</td>
<td>17 refereed articles, 1 book</td>
</tr>
<tr>
<td>K. Gyimah-Brempong</td>
<td>15</td>
<td>2</td>
<td>56 refereed articles, 6 book chapters</td>
</tr>
<tr>
<td>Bradley Kamp</td>
<td>3</td>
<td>2</td>
<td>8 articles</td>
</tr>
<tr>
<td>Michael Loewy</td>
<td>6</td>
<td>2</td>
<td>12 refereed articles, 2 book chapters</td>
</tr>
<tr>
<td>Murat Munkin</td>
<td>2</td>
<td>2</td>
<td>9 refereed articles</td>
</tr>
<tr>
<td>Gabriel Picone</td>
<td>8</td>
<td>10</td>
<td>17 refereed articles, 1 book, 7 book chapters</td>
</tr>
</tbody>
</table>
D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Insert response here.

As the table in IX C above indicates, the faculty members involved in the program have been very productive in research; some have also have had their research funded by prestigious organizations such as the National institute for health and the National Science Foundation as well as service to the community. In the past five years, all indices of faculty productivity has been trending upwards: For example, between 2004/2005 and 2008/2009, average per faculty SCH production in the department increased by .., the number of economics majors has increased by… and graduation rate has increased by …. In terms of research, the table suggests that the department’s faculty has been very productive. For example, in the last 5 years, published 6 papers in the last three years, 5 faculty members have published at least 6 refereed journal articles each in highly reputable journals (See Appendix D). Professor Deng won the best journal article published in the International Journal of Industrial Organization Award in 2008 while Professor Apouey won the Young European Economist of the Year Award in 2009. In addition, Professors Bellante, Gyimah-Brempong, and Porter serve as Associate Editors on professional Economic Journals. Detailed compilation of Faculty productivity in the last five years is attached as Appendix D.

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university’s students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Insert response here.

The current library resources, including journals and data bases are adequate enough to meet the needs of the proposed doctoral program in economics.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Insert response here.

We do not need additional library resources for the proposed program. (See attached information from Librarian).
C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

Insert response here.
We currently have adequate classrooms and an econometrics lab to support the proposed program. However, as it grows in the future, we expect office space for new faculty and additional doctoral students. Each faculty has a computer and access to the needed software to support his/her teaching and research.

D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2. Do not include costs for new construction because that information should be provided in response to X (J) below.

Insert response here.
None

E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

Insert response here.
Each faculty member and doctoral student has a PC and appropriate econometric software to conduct their research. The Department also has an econometric lab with 2 PCs and appropriate software for student research and homework.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2.

Insert response here.
None

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2.

Insert response here.
None

H. Describe fellowships, scholarships, and graduate assistanships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2.

Insert response here.
Currently, the University provides 2 doctoral fellowships a year incoming student for a cumulative total of 8 fellowships a year.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

PhD programs in economics generally do not require internship or practicum experiences. Occasionally, students writing dissertations may do some field work to collect data.

J. If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

Insert response here.
This program does not require additional space for either research or instruction.
### PhD Applicant Data

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Appendix B: Placement Economics Ph D Graduates

PhD Business Economics Graduates

Josefa Ramoni (2004), Universidad dos Los Andes, Venezuela, Full Professor, tenured

Wesley Austin (2006), University of Louisiana-Lafayette, Assistant Professor, tenure earning

Chanvuth Sanghai (2006), Research Economist, Monetary Policy Group, Bank of Thailand

Barbara Caldwell (2006), St. Leo University, Assistant Professor and Department Chair, Computer Information Systems, tenure earning

Qing Su (2006), Northern Kentucky University, Assistant Professor of Economics, tenure earning

Taiwo Abimbola (2007), Research Economist, Global Aids Program Center for Disease Control (CDC)

Aysegul Timur (2007), Hodges University, Ft. Myers, Associate Professor of Economics, tenured

Betty Rincon (2007), Adjunct Professor, Department of Economics, USF

Christopher Jones (2008), Florida Economic Advisors, President and Chief Economist
Appendix C: Report of External Review Team

The Economics Ph. D. Program at the University of South Florida:

Report and Recommendations

Prepared by:

Peter Kuhn, University of California, Santa Barbara
T. Paul Schultz, Yale University
March 19, 2004

This report summarizes our conclusions regarding the current and potential status of the economics Ph.D. program at USF. It is based on detailed conversations with faculty, graduate students and administrators during the course of our site visit, March 14-16, 2004, evaluated through the lens of our own experiences as academic economists over the past several decades in a number of universities across the country. We will address the questions posed to us in the provost’s letter explicitly and in turn.

What is the Current Status of the Program?

The Economics Ph.D. is a small, new program operated by the Department of Economics within the College of Business Administration. Formally, it is a Ph.D. in Business Administration with an emphasis in Economics, though practically – with one important exception we discuss below—it follows the model of Ph.D. instruction and thesis supervision that has become completely standard within the U.S. economics profession.

The program started in 1999, and graduated its first student in March 2004; based on the five-year normative time that is now the standard in economics, this rate of progress is right on track. Admitting an average of two or three students a year, the program has attained a size of 12, which will be approximately its steady-state size if the current level of funding and commitment to the program are maintained. The program offers five fields of specialization – labor, health, econometrics, urban/regional and public finance— wisely reflecting its strengths in empirical microeconomics. Overall, our impression was that the students were well trained and satisfied with the program, and that faculty were pleased to have a Ph.D. program and eager to teach in it despite the extra workload. Properly nurtured, the program has significant upside potential to generate marketable graduates, and to attract and retain at USF faculty who would raise the university’s national research ranking and raise significant extramural research funds. At the same time, the program currently faces some important stresses resulting from the low and diminishing level of resources allocated to it. Unless these stresses are alleviated soon it is possible that the program could quickly fall below the critical mass required to keep it viable.

The main sources of stress facing the department today are threefold. First, and most critically, the number of faculty (i.e. lines) in the department has fallen from 17 to 13 since the Ph.D. program was instituted five years ago. Since a number of these instructors were active researchers, who are critical to the state-of-the-art instruction required in a doctoral program, this
represents a major blow to the department and program. Second, while faculty lines have shrunk, the number of undergraduate course units taught by the department has expanded dramatically. Most of this increase appears to have been absorbed in the form of larger classes, and in the teaching of courses by graduate students and adjunct faculty. The amount of instruction expected of graduate students in the program strikes us as excessive by the standards of our profession and an impediment to timely completion of first-rate dissertation work. Third, the current requirements of the program mandate the students to complete what amounts essentially to a full extra year of coursework that is not required in any other economics Ph.D. program of which we are aware: we refer to the sequence of M.B.A. courses in management, information systems, accounting, marketing, etc. that—with the exception of finance—are not relevant to an economics Ph.D. In fact, given these last two barriers, we are very impressed by the timely completion of the department’s first Ph.D. this March.

Where Can the Program Go in the Near Future?

If the stresses identified above are at least partially alleviated, the department in the near future can expect to have a small, specialized Ph.D. program that is credible by the standards of the U.S. profession, specializing in a few carefully-chosen areas of microeconomics that link naturally to other areas of strength at USF (in particular the school of engineering, via urban/regional economics and the school of health, via health economics), and producing graduate students with a good and up-to-date set of empirical skills who are readily employable in a number of settings. These settings include teaching colleges and universities; local, state, U.S. and foreign (particularly Latin American) governments; and both non-profit and for-profit research institutes worldwide. In the near future, these settings are unlikely to include tenure-earning positions at tier-one, research-intensive U.S. universities.

To accomplish these near-term goals, we offer a number of concrete suggestions, which should strengthen the program, including faculty hiring and retention strategy, the introduction of specific mechanisms to reward faculty for their research achievements, a set of curriculum and program changes which should improve the research capacity of the graduates and enhance their assessment of the program, and arrangements that could add to the pool of promising program applicants and thereby sustain the high student quality.

What is the Program’s Potential with Respect to Areas of Specialization, Interdisciplinary Linkages, and Partnerships?

The labor, health, and advanced micro-econometrics fields are the current core specialization areas in the economics Ph.D. program, and faculty in these areas are often split between two allied fields. Regional economics has lost a faculty, leaving only one person in the field. Public finance could also be strengthened. Several faculty and students indicated that more faculty teaching in international finance and/or development economics would be valued, given the fraction of students from low income countries, although Gyimah-Brempong’s return from NSF may help revive this field. If there were additional faculty to teach and advise in econometrics, this would reduce the growing burdens of dissertation advising which now fall heavily on Picone and DiSimone. The program faculty should be in the best position to judge
where new faculty are most urgently needed, but we would consider hiring individuals with several empirical micro-economic interests in the core areas of health, urban, labor, education, public finance, and international/development. The goal of having two faculty members in each field is a reasonable one to support dissertation students when individual faculty will periodically be on leave. With a reduction in the Department’s lines from 17 to 13, while undergraduate and MA teaching requirements have increased, it is an achievement that the PhD students in the program expressed satisfaction with their training environment and access to faculty, although they worried that their key faculty would soon be overwhelmed with thesis advising as the program matured and the number of faculty diminished.

The creation of partnerships and interdisciplinary alliances to foster research and Ph.D. training across a large university is a challenge for administrators. How can one reduce disciplinary barriers and funding restriction to such interdisciplinary training and research, and design suitable incentives to encourage the development of such networks that serve the research needs of faculty and graduate students? Two promising areas were evident to us. The regional and urban economics field currently benefits from coordinated activities and appointments with the Center for Urban Transportation Research, maintaining a joint masters program in Urban Regional Science. The health economists in the economics program could collaborate with researchers in the USF Medical School or with the health economist in Public Health where common problems are studied using parallel models, statistical methods, and data sources. Research on the problems in urban/transportation and health/aging is likely to benefit Florida directly at the state and local level, and high quality research will be widely recognized within the economics profession. A final partnership was noted within the College of Business Administration, in which the Center for Entrepreneurship has brought together econometric modelers who can analyze business-oriented data on pharmaceuticals, FDA approval of drugs, and the valuation of these property rights as subsequently reflected in rising stock prices.

**What is Needed to Reach the Potential for this PhD Program and How Long will it Take?**

First and foremost the program needs more research faculty at the new Ph.D. level or in mid career. Two new lines are needed, and the faculty in the Ph.D. program should assess their field priorities. One new faculty might be in health economics, with interests in applied micro economic analysis of health care and perhaps the behavior of the elderly. Another appointment might be in regional, urban, or educational economics, or time series and panel econometric methods.

Second, the faculty who will create a prestigious Economics Ph.D. program are interested in undertaking influential research and they must be convinced that USF will find a way to reward their research activities and associated Ph.D. training. The Chair of the Economics Department should survey what salary and working conditions peer research institutions are offering to comparable faculty and communicate these market conditions to College administrators and the Provost. It is critical to be flexible in approximately matching outside opportunities, in both financial terms and in reduced teaching loads when individuals are first hired. Providing new faculty with modest research “seed” funds is also common, which they can spend on computers, data, justified travel and research assistance.
Then the administration should encourage the Chair to evaluate and nominate faculty to receive additional salary bonuses for exceptionally high quality research publications. Without such recognition, successful research economists will soon have higher offers at other institutions and it may then be too late to match their outside offers to prevent them from leaving USF. An institution that wants to raise its research profile must try to retain research faculty who play a key role in mentoring Ph.D. students. Dean Anderson indicated that a proposal was already under consideration to award bonus semesters of time released from teaching for selected faculty to pursue research projects, based on their past research productivity and proposed project. Other transparent direct financial mechanisms may be introduced to return a share of overhead charges on an externally funded grant to support the faculty who are successful in these competitive endeavors. The field of economics, in contrast to some professional disciplines in the College of Business Administration, has opportunities to secure research support from NIH, NSF, and other governmental and private foundation sources. But the investment of faculty time and energy to search for funding should be facilitated by a specialized research grant administrator who can spend time with faculty, especially in the first application cycle with a new agency.

Finally, the research faculty associated with the Ph.D. program should have an explicit travel and expense budget for inviting visitors to speak on research topics related to the Ph.D. training program. These visitors will broaden the exposure of the students to alternative methods and approaches in their field of study, and may introduce them to different data sources they can use in their dissertation research. These seminar speakers are a particularly valuable resource for the research faculty, as well as for the Ph.D. students in a small department. Currently, there is funding in the College for outside speakers, but it is not delegated to the Director of Graduate Studies where it could be responsibly allocated over the academic year to improve the Ph.D. Program.

The Economics Ph.D. student is being trained primarily to undertake advanced empirical economic research in a subset of micro economic fields. To attract the strongest students and provide them with these applied skills in the shortest possible time, it would be reasonable to relax the requirement that they complete five MBA field courses in the College. These courses may occasionally fit the research needs of a student, as in finance and statistics, but to our knowledge they are not commonly required in other Economics Ph.D. granting institutions. They may add as much as a year to the course work required for a Ph.D. in Economics at USF. This change in curriculum should be placed in the hands of the economics faculty in the program, but both students and faculty we spoke to recommended such a change overwhelmingly.

Means should be found to allow Ph.D. students to spend more time as research assistants with their faculty, and to reduce their currently heavy teaching loads. Even if teaching is delayed for the first two years of course work, and TA assignments are light in the second year, Research Assistantships could be awarded competitively to students with the best grades in related fields in the third or fourth year to apprentice students in the process of research.

Students could be better socialized even in such a small program, and this might be facilitated by assigning part of the time of one administrative assistant in the Economics Department to oversee the Ph.D. program. More advanced students should be selected to mentor
new entrants to the program, and prepare them for their TA, and teaching assignments. The administrative assistant for the program could also relieve the Director of Graduate Studies of the task of responding to applicant queries and she might consolidate information to be sent by the Internet to program applicants. More systematic dissemination of information about the program across Latin America is likely to produce a substantial pool of strong applicants from the better MA programs in Economics, which have evolved to relatively high academic standards in such countries as Brazil, Chile, Mexico, Colombia, and Argentina.

Conclusions

A viable small PhD program in economics has been created in a short period of five years and begun to graduate well-trained, able, and professionally motivated economists. This achievement occurred while faculty resources available for the program have diminished, and teaching by the Economics Department has grown substantially. Consolidation of the program may depend on securing additional lines for faculty in fields related to the applied microeconomic core of the program, and institutionalization of incentives to reward faculty research and advanced graduate training, and a modest refocusing of the curriculum on the key courses in economic theory, statistics, and empirical applications, and reducing student teaching loads, and increasing student involvement in the research projects of their faculty advisors.
Appendix D: Faculty Productivity, 2004/05—2008/09