



January 21, 2025

Mitzi Montoya
Senior Vice President for Academic Affairs
205 Park Bldg.

APPROVED:

 1/21/25

Mitzi Montoya Date
SVP for Academic Affairs

RE: Graduate Council Review
Department of Economics

 1/24/25

Taylor R. Randall Date
President

Dear Vice President Montoya:

Enclosed is the Graduate Council's review of the Department of Economics. Included in this review packet are the report prepared by the Graduate Council, the Department Profile, and the Memorandum of Understanding resulting from the review wrap-up meeting.

After your approval, please forward this packet to President Taylor Randall for his review. It will then be sent to the Academic Senate to be placed on the information calendar for the next Senate meeting.

Sincerely,



Darryl P. Butt
Dean, The Graduate School

Encl.

CC: Tom Maloney, Chair, Department of Economics
Michelle Camacho, Dean, College of Social and Behavioral Science

The Graduate School
Office of Graduate Education and Postdoctoral Affairs
260 Central Campus Drive, Room 3105
Salt Lake City, Utah 84112
(801)581-7642
<http://www.gradschool.utah.edu>

The Graduate School - The University of Utah
GRADUATE COUNCIL REPORT TO THE SENIOR VICE PRESIDENT
FOR ACADEMIC AFFAIRS AND THE ACADEMIC SENATE

September 23, 2024

The Graduate Council has completed its review of the **Department of Economics**. The external review committee included:

William Darity, Jr. Ph.D.
Professor, Sanford School of Public Policy
Duke University

J. Bradford DeLong, Ph.D.
Professor, Department of Economics
University of California at Berkeley

Teresa Ghilarducci, Ph.D.
Professor, Department of Economics
The New School for Social Research

The internal review committee of the University of Utah included:

Erin Castro, Ph.D.
Associate Professor
Department of Educational Leadership and Policy

Chris Peterson, JD
John J. Flynn Endowed Professor
S.J. Quinney College of Law

Shad Roundy, Ph.D.
Associate Professor
Department of Mechanical Engineering

This report of the Graduate Council is based on the self-study submitted by the Department of Economics, the reports of the external and internal review committees, and a joint response to the external and internal reports from the chair of the Department of Economics and dean of the College of Social and Behavioral Science.

DEPARTMENT PROFILE

Program Overview

Established in the 1890s, the Department of Economics is one of seven departments housed in the College of Social and Behavioral Science. According to its mission statement, “the department is committed to addressing the broad tripartite themes of inequality, sustainability, and globalization” through research, teaching, and service efforts. Economics is recognized for its “pluralistic” scholarship on crucial areas in political economy, emphasizing traditional as well as niche areas of study. The internal and external reviews and self-study all note that one of the department’s greatest strengths is its dual emphasis on broad-ranging analysis and specializations.

The department offers degree programs leading to bachelor’s, master’s, and doctoral degrees in economics, encompassing an online major and a statistics certificate. The department plays vital roles within and beyond the university through its course offerings, research, and partnerships, including contracts and advising to state agencies and the legislature. Since its last review, the department has enhanced its overall profile through various efforts, including increased research productivity, grant participation, establishing centers and initiatives (e.g., the Economic Evaluation Unit (EEU), the Matheson Center for Healthcare Studies (MCHS), the Health Economics Core (HEC), and the Utah Project on Antitrust and Consumer Protection), and sponsored conferences.

Faculty

At the time of review, the Department of Economics consisted of twenty-one (~20 FTE) tenure-line faculty, five (~4 FTE) career-line faculty, three adjuncts, and a visiting professor. Since then, the department has lost a tenured full professor to retirement and hired a new tenure-line assistant faculty member, maintaining its total tenure-line faculty at 21 members (~20 FTE). The department has also promoted two faculty members to the rank of full professor and another to the rank of associate professor.

Faculty research spans a wide range of traditional fields in economics, including economic history and methodology, as well as emerging specializations that feature intersections of economics and, variously, law, healthcare, labor, development, environment and sustainability, and social inequality. Internal and external reviewers uniformly noted that faculty research productivity and quality have increased “impressively” since the last review; internal reviewers observe that “the culture of research has become dominant” in the past decade. External reviewers lauded several “stars” among the department faculty and described the unit as “a department on the rise.” They noted further the practical, real-world impact of department faculty scholarship, writing that “faculty at Utah’s Department of Economics were leaders in the development of the subfield of feminist economics...a thriving field and framework used by the World Bank and other international agencies.”

Reviewers note that faculty morale is high and that members feel well supported, as reflected among tenure-line faculty in rates of successful advancement, reasonable teaching loads, and research leaves for

untentured faculty. Career-line faculty similarly report general satisfaction and dedication, although reviewers note that short-term contracts may limit their potential contributions; thus, reviewers suggested that multi-year contracts would better serve both the department and career-line faculty members.

Reviewers noted that the department would benefit from additional lines to secure its foundation, meet growing teaching demands (e.g., expanded course offerings at the new Herriman campus), and grow the graduate program. Internal reviewers note that the number of faculty has not grown in decades, despite the increased demand for teaching General Education courses. Regarding faculty diversity, female representation is not out of step with national trends, but there is room for improvement. “Among departments with Ph.D. programs the U’s Economics Department is generally consistent with national averages in terms of tenure-track faculty (21% vs. 24%) and all faculty (24% vs. 26%),” as noted in the self-study.

Students

A major challenge facing the department is the decline in undergraduate economics majors since the last review. The lower enrollment has impacted the department’s revenue stream, which hinders its ability to maintain programs. The decline is partly due to the increase in Quantitative Analysis of Markets & Organizations (QAMO) majors, which is now located in the Eccles School of Business. The self-study explains that the decline might also reflect a broader trend, where “undergraduates have become more attracted to ‘issue-related’ majors, such as Environmental and Sustainability Studies and Health, Society and Policy, to the detriment of certain ‘traditional’ disciplines.”

External reviewers observed that competition for undergraduate majors could be exacerbated by misrepresentations and/or misperceptions regarding the Department of Economics and its curriculum that appear to be in circulation on campus. Some students and faculty reported that the department and its curriculum are mischaracterized on campus as having a “communist” political bias; lacking rigor; and/or that an economics degree has less practical, professional value than competing degrees, any or all of which could deter students from the major. In their response, the chair and dean of the unit acknowledged the existence and persistence of these mischaracterizations, noting that they have taken steps in the past to combat it and remain committed to continuing to do so.

The graduate program is experiencing a commensurate decline, likely due in the case of the master’s program to the COVID-19 pandemic and an increase in competing master’s programs across the university. Doctoral program decreases in enrollment reflect inadequate funding for increased stipends. Recent data suggest that these declines have stabilized in the past few years. The department is exploring different options to build up its master’s and Ph.D. programs, including seeking extramural funding through grants and contracts (e.g., through the EEU) and building pathways (e.g., a five-year bachelor’s plus master’s option) for more students to enter the Economics major and pursue advanced degrees. Both internal and external reviewers recommended prioritizing increasing the numbers of Ph.D. students, noting that this would serve the market well and pay dividends to the department in the long run.

In meetings with the internal review team, undergraduate students cited several concerns relative to quality and rigor of online courses, faculty office hours, lack of community among economics majors, lack of engagement with faculty and graduate students, and a need for additional exam resources.

Graduate students reported satisfaction with advising but expressed dissatisfaction with the funding stipend relative to rising cost of living. They also registered a desire for more formal training and mentoring relative to teaching.

The gender and race/ethnicity diversity of economics undergraduates has improved since the last review. However, the external reviewers noted that women are still underrepresented in the undergraduate programs. Regarding the diversity of graduate programs, the department reports “substantial variation” in the percentage of female and minority students among master’s students. The diversity rates among Ph.D. students are on par with university and college averages.

Curriculum

The internal and external reviews noted the success and “excellent instruction” of the department in servicing students across the university in different majors through its “pluralistic” curriculum and programs of study. The department was lauded for balancing the standard economics undergraduate curriculum with alternative, diverse perspectives essential for economic literacy and instituting more quantitative analysis/statistics requirements highly valued by the field and prospective employers.

At the graduate level, external reviewers commended the Ph.D. program for requiring economic history, making crucial adjustments to the curriculum/program of study to enhance learning and research opportunities, and offering training in both longstanding and critical niches of study, particularly connections between economics and healthcare, development, and social inequality.

Program Effectiveness and Outcomes Assessment

The reviewers recognize the department’s rigorous process for assessing learning outcomes as part of undergraduate and graduate curricula and training. Specifically, the process codifies program mission statements with learning outcomes and assessment procedures for undergraduate and graduate levels. It consists of iterative cycles of defining learning outcomes and assessments, implementation, analysis, and revision. Reviewers encouraged the department to push ahead with the next iterative cycle, analyze feedback data, and implement necessary changes to improve students’ learning outcomes and experiences.

There was concern about the assessment procedures for large and online classes, which the department is working to address.

As stated earlier, the undergraduate program has experienced a decline in the number of students declaring an Economics major and degrees granted. The department is working with central administration and is engaged in several initiatives for reversing these declines, including: the creation of the new Law and Economics emphasis; a new MOU with Salt Lake Community College; work with the new Herriman Campus; increased outreach and marketing activities; and, exploring possible collaborations with other units and centers on campus to bolster majors (e.g., the Department of Family and Consumer Studies).

The master’s degree completion rate was 83% among 29 master’s students between 2015-2021, and the Ph.D. program has enrolled 40 doctoral students since 2015. The department is commended for successfully reducing the average time to completion for doctoral degrees from 7.2 to 5 years. The reviews indicate that crucial adjustments to the graduate programs made since the last review (e.g., revising exam requirements and adding research seminars and workshops) have improved the quality and efficiency of doctoral training, including reduced teaching loads and greater exposure to structured research opportunities earlier in the program. The reviews identify strong employment and academic-career prospects of doctoral graduates. Reviewers recommended that the department might consider tracking post-graduation outcomes at all levels moving forward, which could help future marketing efforts.

Facilities and Resources

The department generates additional funds through special service agreements (e.g., MOU to teach economics classes for other units), grants, and contracts, mainly through the EEU. Reviewers commended the department for its ability to remain in the black despite a decline in revenue due to reduced incentive and productivity funds and the decline in economics majors. Reviewers noted, however, that there was significant unevenness in compensation of faculty in their various service and teaching capacities across campus; they cited, in particular, a potentially inequitable funding agreement with QAMO.

The move to Gardner Commons has been working well, for the most part. Proximity to NEXUS and the Research Data Center has led to new research activities and collaborations. There were concerns about acquiring additional office space to accommodate the department's aspirations for growth, a lack of convenient meeting or gathering spaces, and inadequate printing facilities/equipment.

The department's self-study states that staff are capable and committed. The external committee reports that staff are content, feel supported, and can pursue professional development opportunities.

The department will likely continue to face challenges related to faculty salaries, graduate student funding, and rising living costs in Salt Lake City. The internal and external reports noted inequitable compensation to economics faculty members who vitally support other departments and colleges through their teaching and service work. Working with central administration and key stakeholders is necessary to ensure the department thrives.

COMMENDATIONS

1. The faculty are commended for outstanding growth in research quality and productivity since the last seven-year review. The department has substantially expanded its footprint and raised its national recognition by creating new initiatives and units (e.g., EEU, HEC, MCHS). The Center for the Study of Antitrust and Consumer Protection (at the time - proposed, now approved) is garnering more support and promises to be a vital asset for the university.
2. The department is recognized for implementing numerous changes leading to improved student outcomes and experiences at all levels.
3. External reviewers commend the scope, substance, and quality of the department's academic and practical impact relative to peer programs, especially remarkable given relatively limited resources.
4. The undergraduate emphases in Statistical Analysis and Business Economics Analysis offer specialized knowledge and skills that are highly valued and prepare students for further study or the job market.
5. The career-line faculty are commended for contributing to pedagogy and building the department's relational capacity with students.
6. The department is committed to salary parity across its faculty and has dedicated its own resources to increasing salaries to remain competitive within the profession.

RECOMMENDATIONS

1. To ensure that the range, quality, and contributions of the department to university, local, state, and national communities are accurately conveyed and appropriately recognized, and to recruit more undergraduates into the major, the department should work with college and university administration to develop a robust and multipronged marketing campaign.
2. The department should attend to key aspects of their graduate programs, including increasing the number of admitted students to the Ph.D., increasing stipends, and developing more varied professional training and mentorship opportunities. Relatedly, the department should offer additional teaching assistant training, support, and resources.
3. The department should collaborate with the college and university to find a fair and stable solution to the issue of inadequate compensation for the services provided by the Department of Economics to the university. Economics classes serve many majors across campus through general education requirements and teaching services to other units. To ensure equity, certain funding structures and agreements should be reexamined.
4. The department should instate multi-year contracts for career-line faculty.

Submitted by the ad hoc committee of the Graduate Council:

José Gutiérrez (chair)
Assistant Professor, College of Education

Aaron Kaplan
Associate Professor, College of Humanities

Donna Ziegenfuss
Librarian, Marriott Library

Melissa Zahl (Undergraduate Council representative)
Associate Professor, Occupational and Recreational Therapies

College Name
College of Social and Behavioral Science

Department Name
Economics

Program
All

Faculty Headcount

		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
With Doctoral Degrees Including MFA and Other Terminal Degrees	Full-Time Tenured Faculty	14	14	15	14	14	14	15
	Full-Time Tenure Track	4	2	3	3	5	5	5
	Full-Time Career Line/Adjunct Faculty	2	4	5	5	5	4	3
	Part-Time Tenure/Tenure Track	1	0	1	2	2	2	0
	Part-Time Career Line/Adjunct Faculty	0	3	5	3	1	3	1
	Total	21	23	29	27	27	28	24
With Masters Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty	1	1	2	3	0	0	0
	Part-Time Tenure/Tenure Track							
	Part-Time Career Line/Adjunct Faculty							
	Total	1	1	2	3	0	0	0
With Bachelor Degrees	Full-Time Tenured Faculty							
	Full-Time Tenure Track							
	Full-Time Career Line/Adjunct Faculty							
	Part-Time Career Line/Adjunct Faculty							
	Total							
Total Headcount Faculty	Full-Time Tenured Faculty	14	14	15	14	14	14	15
	Full-Time Tenure Track	4	2	3	3	5	5	5
	Full-Time Career Line/Adjunct Faculty	3	5	7	8	5	4	3
	Part-Time Tenure/Tenure Track	1	0	1	2	2	2	0
	Part-Time Career Line/Adjunct Faculty	0	3	5	3	1	3	1
	Total	22	24	31	30	27	28	24

Cost Study

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Direct Instructional Expenditures	3,447,392	3,308,029	3,896,539	3,591,122	3,478,179	3,956,827	3,498,627
Cost Per Student FTE	4,507	4,753	5,680	5,511	6,266	7,844	6,480

Student FTE from Cost Study by Instructor's Status with the University

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Full-Time	20	20	16	19	17	17	21
Part-Time	15	9	11	7	3	1	1
Teaching Assistants	2	2	3	3	4	5	6

Funding

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Grants	65,886	162,736	0	0	58,877	148,423	294,953
State Appropriated Funds	2,730,910	2,463,782	2,933,872	3,103,311	3,282,182	3,546,017	3,544,837
Teaching Grants							

Student Credit Hours and FTE

		2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
SCH	Lower Division	8,373	7,812	7,959	7,842	6,624	5,820	6,384
	Upper Division	11,237	10,634	10,581	9,833	8,427	7,805	8,293
	Basic Graduate	988	654	622	517	412	349	397

	Advanced Graduate	1,237	968	739	733	657	657	616
FTE	Lower Division	279	260	265	261	221	194	213
	Upper Division	375	354	353	328	281	260	276
	Basic Graduate	49	33	31	26	21	17	20
	Advanced Graduate	62	48	37	37	33	33	31
FTE/FTE	LD FTE per Total Faculty FTE	7.5	8.3	8.9	9.0	8.8	8.4	7.7
	UD FTE per Total Faculty FTE	10.1	11.3	11.9	11.3	11.2	11.2	10.0
	BG FTE per Total Faculty FTE	1.3	1.0	1.0	0.9	0.8	0.8	0.7
	AG FTE per Total Faculty FTE	1.7	1.5	1.2	1.3	1.3	1.4	1.1

Enrolled Majors

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Undergraduate Pre-Majors	42	40	30	40	24	20	51
Undergraduate Majors	425	440	439	423	386	348	327
Enrolled in Masters Program	70	58	37	29	29	21	23
Enrolled in Doctoral Program	64	56	54	47	44	41	30
Enrolled in First-Professional Program							

Degrees Awarded

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Undergraduate Certificate							
Graduate Certificate							
Bachelors	240	271	245	248	191	174	165
Masters	33	17	21	9	13	14	11
Doctorate	2	7	8	4	12	9	9
First-Professional							



Memorandum of Understanding Department of Economics Graduate Council Review 2022-23

This memorandum of understanding is a summary of decisions reached at a wrap-up meeting on December 17, 2024; it concludes the Graduate Council Review of the Department of Economics. Mitzi Montoya, Senior Vice President for Academic Affairs; Thomas Maloney, Chair of the Department of Economics; Michelle Camacho, Dean of the College of Social and Behavioral Science; Darryl Butt, Dean of the Graduate School; and Helene Shugart, Associate Dean of the Graduate School, were present.

The discussion centered on but was not limited to the recommendations contained in the review summary report presented to the Graduate Council on September 23, 2024. The working group agreed to endorse the following actions:

Recommendation 1: To ensure that the range, quality, and contributions of the department to university, local, state, and national communities are accurately conveyed and appropriately recognized, and to recruit more undergraduates into the major, the department should work with college and university administration to develop a robust and multipronged marketing campaign.

Chair Maloney reported that the department is already engaging in these efforts via, for example, the Economic Evaluation Unit (EEU), the departmental research policy organization, through which it is initiating a “research brief” series designed to highlight faculty research—specifically, that research with relevance for and connections to the Utah economy and local context. The department is identifying venues in which to publish these briefs to ensure maximum community visibility. In addition, the department is forging connections with the Hinckley Institute and with the Utah Economic Council, as well as amplifying ongoing, funded research collaborations related to veterans issues. Chair Maloney stated that the department is furthermore identifying ways to engage its prominent local alumni in government and industry positions to the end of further increasing departmental visibility and promotion.

Regarding recruitment of undergraduates into the major, Chair Maloney noted that majors have grown by 7% since the time of the review. Currently, recruitment is primarily accomplished via the advising hub and, indirectly, via large-lecture 2000-level courses that enroll high numbers of first-year students. Chair Maloney stated that the department is developing recruitment pathways with Salt Lake Community College, including identifying ways to more effectively accommodate transfer students into the major in line with USHE and university policies. SVP Montoya suggested that Chair Maloney work with Chase Hagood, Senior Vice Provost for Student Success, to discuss undergraduate recruitment opportunities; she noted that the department could be a good candidate to participate actively in the major exploration program, an Undergraduate Studies initiative wherein undergraduate students participate in a curriculum designed to facilitate their selection of a major during (and by the end of) their first year of enrollment. Dean Camacho observed that departmental majors could participate in college-level data

science internship opportunities, which could aid in recruiting undergraduates into the major. Along similar lines, Chair Maloney reported that the department is going to be updating its project-based learning course offerings in the next year, which tend to be popular with undergraduate students and could attract students into the major. Dean Camacho stated that the college is planning to scale up the department's Q-POD Tutoring Center, which tutors students in quantitative literacy and methods. The center has proven effective in retention of students in departmental classes and in the major, and scaling it to the college will not only aid students throughout the college but will enhance the department's visibility and profile among undergraduate students.

Recommendation 2: The department should attend to key aspects of their graduate programs, including increasing the number of admitted students to the Ph.D., increasing stipends, and developing more varied professional training and mentorship opportunities. Relatedly, the department should offer additional teaching assistant training, support, and resources.

Chair Maloney noted that at \$26,000, current 9-month Ph.D. stipends are higher than the \$20,000 minimum required for TBP-funding, although this funding level remains lower than that of competitive peer programs. He stated that the department now funds students fully and commits to five years of funding on admission. Currently, the department admits about 6-8 doctoral students per year, which Chair Maloney finds right-sized for the program, although he anticipates a slight increase in numbers might be achieved via increased extramural funding activity of junior tenure-line faculty and via collaboration with the health campus, in particular from Population Health Sciences. Dean Camacho observed that the shared staff and services model attendant to the pending formation of a consolidated College of Liberal Arts and Sciences at the university could augment these efforts by furnishing more substantive pre- and post-award support to departmental faculty. Relative to teaching assistant training, support, and resources, Chair Maloney stated that the department has adopted an incremental teaching assignment model under the guidance of faculty members, such that, for example, in the first year, a teaching assistant might be assigned as a discussion-section leader for a large lecture; in the second, as a grader; and in the third year, a standalone section of a departmental course. Chair Maloney noted further that the department has created graduate professional development seminars that include content on pedagogy and teaching. Chair Maloney observed that the professional development seminars seem to be effective in further preparing students for the market. He noted that about half of the department's doctoral students place in academic jobs, and the other half in industry or in the public sector, especially in health-related fields.

Chair Maloney stated that the department has expanded its recruitment efforts for the graduate program in recent years, increasing its presence at graduate fairs as well as working to develop the BS/MS in Economics. He noted that the number of master's students in the department has declined significantly since the termination of the Global Pathways program, which served as a pipeline for international students. SVP Montoya observed that the Office of Global Engagement coordinates a number of campus-wide international graduate recruitment efforts and strategies; Chair Maloney will contact Randy McCrillis, the university's Senior International Officer, to identify suitable OGE graduate recruitment opportunities for the department.

Recommendation 3: The department should collaborate with the college and university to find a fair and stable solution to the issue of inadequate compensation for the services provided by the Department of Economics to the university. Economics classes serve many majors across campus through general education requirements and teaching services to other units. To ensure equity, certain funding structures and agreements should be reexamined.

Chair Maloney reiterated his response to the Graduate Council report, wherein he stated that this recommendation was likely reflective of the budget model at the time that the review had been conducted, which advantaged units with more majors and did result in inequitable compensation for the department in some cases.

SVP Montoya asked which specific funding agreements had caught the attention of reviewers at the time; Chair Maloney stated that reviewers had specifically cited the agreement with QAMO (Division of Quantitative Analysis of Markets and Organizations, in the David Eccles School of Business) in this regard. The QAMO core curriculum is taught in partnership with the department, and under the old budget model, the proportionately greater number of Business students enrolling in the QAMO major benefited QAMO considerably more than Economics, despite the fact that the teaching load is split evenly between units. The new budget model's revised emphasis on SCH mitigates these inequities, Chair Maloney noted. Discussion turned to variances in differential tuition returned to the department and to QAMO, respectively, in the current arrangement, where some structural unevenness persists: QAMO majors and students who enroll in the QAMO iteration of a cross-listed course pay more tuition differential than do Economics majors or students who enroll in the Economics iteration. Dean Camacho confirmed further that standard pricing for students in the college is based on the major code. Chair Maloney stated, however, that QAMO and Economics have developed an MOU that addresses this inequity via transfer of some QAMO differential tuition dollars to the department, which has mutually benefitted both units by contributing to a faculty line. SVP Montoya noted that tuition differential ought to be attached to individual students rather than to the major or to the course to avoid significant variations and fluctuations in students' tuition bills as they matriculate through their undergraduate degree programs and to control inequities between or among programs, especially those with shared services arrangements. SVP Montoya stated that she will investigate the matter of how tuition differential is determined across the university more broadly, to ensure consistency and relative equity across university programs.

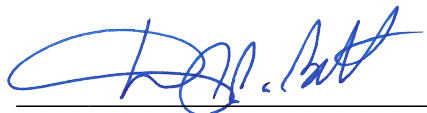
Recommendation 4: The department should institute multi-year contracts for career-line faculty.

Chair Maloney noted that the department has already adopted and implemented this practice and that most career-line faculty are on three- or five-year contracts. SVP Montoya observed that one-year contracts could continue to be practical for new career-line faculty or for those faculty who are not as effective as others. Chair Maloney confirmed that the department practice when hiring new career-line faculty members is to place them on one-year contracts, in line with SVP Montoya's consideration, and once their effectiveness is established, to move them incrementally to three-year and, ultimately, five-year contracts. He noted that established career-line faculty in the department are very good, and that in their cases, the multi-year contracts are not only warranted but, as reviewers had observed, encourage and foster these faculty members' effectiveness by signaling departmental support and confidence and thus boosting morale.

As detailed across review reports, the Department of Economics' research profile has grown substantively in terms of both quality and productivity since its last program review, as have the department's academic and practical contributions to the discipline, university, and local community. The Graduate School hopes that attending to Graduate Council recommendations as described herein will further contribute to this department's positive trajectory.

Upon request of the Graduate School, this memorandum may be followed by letters of progress from the chair of the Department of Economics and/or a three-year follow-up meeting, during AY 2026-27, to discuss progress made in addressing the review recommendations.

Mitzi Montoya
Michelle Camacho
Thomas Maloney
Helene Shugart
Darryl Butt



Darryl Butt
Dean, The Graduate School
January 21, 2025