

Final

Self-Study for Department of Economics  
– 2014 Academic Program Review:  
Redefining our future, while learning  
from our past

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## 1.0 Background and Context to the Department of Economics' Self-Study

*One of the characteristics of successful departments is that they have a well-defined set of goals that directs their activities ... We haven't had that. Partly out of history, partly because of a somewhat anarchistic viewpoint among members of the department that doesn't value collective efforts.*

*This anarchistic attitude is related to another characteristic of the department that has limited our performance: the lack of a service culture. Departmental administration is regarded as a tiresome task to be avoided, and when unavoidable to be performed with as little effort as possible, rather than the opportunity to take on a job one can be proud of at the end. As a result, most of the work gets done by a small number of people, who invariably get too overloaded to give much thought to what they are doing.*

***A senior member of the Department of Economics***

*Since the mid-1970s, the Department of Economics has been viewed as a "department divided," with strong personalities and with academic issues devolving into personal ones...The senior administration has taken, for the most part, a laissez-faire approach but with occasional interventions which have often aggravated the situation.*

*The result has been that courses, such as Public Finance, which should have been taught by members of the Department, have been taught by other academic units. Areas that should have been nurtured, such as regional economic development, and areas that should have been maintained, such as course on poverty and income inequality, have been allowed to be abandoned. Members have been permitted to define their attachment to the University in ways which may not have served the interests of the University or the Community. Senior administration has, in some cases, supported these individuals by permitting them to take on light "administrative" responsibilities, but without compensating the Department for the diverted resources.*

*In some ways, what was happening within the Department was not entirely unique, but there was a leadership/management vacuum.*

***Another senior member of the Department of Economics***

Although it is important to contextualize the current Academic Program Review (APR) by referencing how the Department of Economics has evolved as an academic unit since its last APR (2001), it is imperative for the future success of the Department that our faculty members appreciate that we need not be slaves to our past — nothing in this context is predetermined! Moreover, it is within our collective wills and we also have the ability first, to identify and second, to enable the future path that we prefer.

While it is really our choice whether we let inertia extend our past into our future unaltered, we need to acknowledge that inertia, apathy, indifference and complacency are strong, but not immutable, forces. Consequently, an improved future for the Department of Economics will require departmental cohesion,

departmental buy-in of an accepted vision for the future, and a concerted effort on the part of all members of the department to facilitate and enable a better future.

**The primary focus of this APR is, as it ought to be, on how to optimize the Department of Economics' future contribution to each of its stakeholders.** However, as part of moving forward and redefining ourselves as a productive and cohesive academic unit within Memorial University, it is essential that each of us acknowledge the reality our collective journey to this point. We need to recognize both those things that we have done well and those choices that may not have been the best for the long term sustainability and viability of the Department.

While it should be obvious, even to the casual observer, that the Department has progressed positively and appreciably in recent years, it should also be clear that the Department of Economics has been characterized by interpersonal differences and small “p” political power struggles. These conflicts/differences have, in turn, contributed to the Department's relatively slow academic progress and lower than desirable scholarly productivity. The situation that has been permitted to manifest within our department has been less than ideal and certainly not optimal from any reasonably objective perspective. However, it is important to emphasize that even though the members of the Department of Economics bear a large part of the responsibility for what has transpired, so does the administration at all levels – these include the headship, the decanal and the senior administrative levels.

With four new, tenure-track appointments since the last APR, the Department has been injected with a new vitality, a new passion, a new optimism, and new technical skills. New skills which are being imparted to our students and which should enhance the Department's research productivity. These new faculty members, combined with the current search for an energy/non-renewable resource economist and the possibility of replacing another faculty member whose retirement became effective on December 31, 2014, have injected new energy and a new optimism into the Department.

A new direction for the Department is indeed a very real possibility — one in which the Department of Economics is a productive, cohesive unit that contributes positively to the advancement and success of our students; is both respectful and supportive of the legitimate academic aspirations of each member of the Department; elevates the reputation of the Department within the institution and enhances our contribution to Memorial University achieving its mission and stated vision; engages in research activities and knowledge mobilization that is of particular benefit to the province; and fulfills our professional responsibility to the discipline as a whole. The Department of Economics, as an entity, has every reason to be optimistic about its future.

Yet, future success will require work and effort on the part of each member of the department to optimize our common interests and to ensure that the Department of Economics: (1) educates our students to a level that is appropriate to their skills, their interests and their aspirations; (2) is a vital component of the research focus of Memorial University; and (3) engages with the community and the public sector to facilitate knowledge mobilization and effective knowledge utilization. The Department of Economics should strive to be a vital partner within the University and within the Province. We can and should do better than we have done in the past. In fact, we will do better!

In summary, the Department of Economics has functioned within the University in terms of teaching, research, public and institutional service, and public engagement, perhaps less than optimally and certainly less than our potential. For instance, the Department has graduated students; has produced academic research papers; and has engaged with the community. It is important to understand that the Department has progressed. We are, at least, moving in the right direction!

## 2.0 Vision, Mission Statement and the Strategic Objectives of the Department

### 2.1 Vision Statement for the Department of Economics

The vision statement that the Department of Economics espouses in the 2014 APR is:

***The Department of Economics will be the “go-to” department in eastern Canada for applied, technical economic analysis pertaining to research that is of special interest to both the province of Newfoundland and Labrador and throughout the region of Atlantic Canada. Furthermore, the Department of Economics will provide maximum benefits to the people of the province and the region by: (1) mobilizing the knowledge gained through its research via appropriate dissemination; (2) engaging with the community; and (3) ensuring that the training and education received by our students prepare them appropriately for their chosen career paths.***

The Department of Economics’ vision statement is consistent with and will contribute directly to the broader vision of the university, where Memorial University’s Vision Statement is:<sup>1</sup>

**Memorial University will be one of the most distinguished public universities in Canada and beyond, and will fulfill its special obligation to the people of Newfoundland and Labrador.**

In particular, the Department of Economics, in its vision statement, distinguishes itself as a university department which specializes in applied technical economic analyses that will both address issues which are of special interest to the Province and the region and transfer knowledge through the training received by our students; through stakeholder engagement; and through appropriate dissemination of the knowledge gained from our research. This vision both contributes to the broader university vision and will enable the University to fulfill its vision as it pertains to economic issues and economics education within Newfoundland and Labrador.

### 2.2 Mission Statement for the Department of Economics

The mission statement of the Department of Economics identified for the 2014 APR is:

***The Department of Economics will focus on the hiring of new faculty in strategic areas that are of interest to all of our stakeholders; will increase undergraduate and graduate enrollment***

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<sup>1</sup> Memorial University’s strategy plan utilized in this self-study can be found at <http://www.mun.ca/ciap/Planning/MemorialStrategicPlan2014-17.pdf>.

***while simultaneously increasing student success and retention rates; will revamp its course offering to ensure that its students get training in areas that reflect the current state of knowledge in economics and are consistent with the demonstrated expertise of the faculty members within the Department; and will implement strategic initiatives designed to enhance our impact within the institution, within the province, and within the discipline in terms of research, appropriate dissemination, knowledge mobilization, and engagement with the general public, decision-makers and other academics.***

***In particular, the Department of Economics will pursue initiatives that enhance our research productivity; develop shared values and inclusiveness; contribute positively to the advancement and success of our students; provide a working environment which is both respectful and supportive of the legitimate academic aspirations of each member of the Department; elevate the reputation of the Department within the institution; enhance the Department of Economics' contribution to Memorial University's ability to achieve its mission and stated vision; facilitate engagement in research and knowledge mobilization that is of particular benefit to the province; and fulfill our professional responsibility to the discipline as a whole.***

The Department of Economics' mission statement corroborates the broader mission identified by the University, especially as it relates to teaching, student support, research, public engagement and knowledge mobilization, where Memorial University's Mission Statement is:

*Memorial University is an inclusive community dedicated to innovation and excellence in teaching and learning, research, scholarship, creative activity, service and public engagement. Memorial welcomes and supports students and scholars from all over the world and contributes knowledge and expertise locally, nationally and internationally.*

Similar to the University's mission statement, the Department of Economics' mission statement focuses on: (1) increasing its effectiveness and relevance in terms of teaching and learning in both our graduate and undergraduate programs; (2) improving research productivity and knowledge mobilization; and (3) stakeholder engagement. As well, the Department of Economics wishes to improve its contribution to the institution, to the province, to the discipline, to its students and to each other as colleagues. Thereby, improve its reputation amongst all of these stakeholders.

### **2.3 Strategic Objectives of the Department of Economics – Redefining Our Departmental Culture**

In response to a request by the head for input from the faculty members within the Department of Economics as what our objective and goals should be and challenges faced by the Department, there were eight responses received from the twelve faculty members. These responses recognized the importance of having goals and objectives that are more-or-less in line with the University's mission and how the process of developing goals can, in-and-of-itself, be a valuable exercise. This may be especially important in a department which has never really set explicit goals for itself.

The strategic objectives for the Department of Economics identified in the 2014 Self-Study are:

*Objective #1- Defining our Collective Values, Vision and a Strategic Framework for Development*

This process should: (1) enable, or at least facilitate the ability of, faculty members to achieve their legitimate professional aspirations; (2) reinvigorate passion for teaching and research within the Department for Economics; and (3) enhance the productivity of faculty members in both their teaching and research activities.

This is currently the most important objective for the Department of Economics. Achieving this objective requires buy-in by all members of the Department, and it requires its facilitation, promotion, encouragement and active enablement by the academic head. It also requires the cooperation of the office of the Dean of Arts and senior administrators within the institution. As well, faculty in the senior ranks need to help ensure that those in the junior ranks are given the means to shape their own future in an environment of strength and growth. The members of the Department need to buy into our vision and use their social networks to advance the role of the Department within the University, in particular and in Newfoundland and Labrador, in general. In particular, success will require more of a departmental/collective focus and less of an individual/self-interest focus to ensure that our departmental culture focuses on securing our vision.

*Objective #2 – Receiving Direction from Administration: The Department needs to obtain a consensus with the President, VPs, Deans and the Board of Regents on what the role of the Department of Economics should be within the University.*

While the Self-Study has enabled the members of the Department of Economics to define our view on the appropriate role for the Department of Economics within the institution, without appropriate direction, guidance and support from the senior echelons within Memorial University, this effort may be for naught.

The majority of faculty members within the Department of Economics feel that the Department is not being assigned a role within the University that capitalizes fully on their skill sets and experiences. Some members of the Department also have a sense that some actions of the administration have been counterproductive to optimizing the contribution of the Department of Economics to all of its stakeholders. And, perhaps, more disconcerting is the belief that the administration may not have a full understanding of how the Department can both enhance the ability of the institution to meet its stated mission and contribute to the ability of the Province to realize its full potential.

Although the perception of the potential contribution of the Department to these goals may have been reinforced by the actions or inactions of the Department in the recent past, this perception is no longer valid. As such, it will be helpful if the administration could reinforce and reiterate what it is that they expect from the Department of Economics. The Department should not have to infer how it is perceived within the institution by interpreting the administrative tea leaves.

*Objective #3 – Hiring Strategically: The Department should continue to hire faculty who have a passion for research in areas that are strategically important for the Department of Economics, for Memorial University and for the Province.*

In the short term, this would include recruiting in our core areas of public economics/public policy, natural resources, and the environment. In the medium term, this would involve expanding the capacity

of the Department to offer advanced undergraduate courses in macroeconomics, as well as being able to fully meet the demand for courses in applied fields such as *Health Economics*, *Behavioral Economics*, and *Industrial Organization/Game Theory*. Ideally, in order for the Department to offer the full complement of courses that are needed, the faculty complement should grow to 15 full-time faculty members. Obviously, expanding the faculty complement is one means to change departmental culture and productivity.

*Objective #4 – Increased Research Intensity: The Department of Economics will be established as a research-intensive department with demonstrated expertise in applied economic research in order to enhance its contribution within the University, the Province, the country, and the discipline.*

Initially, this will involve hiring, in strategically important areas of research, technically-competent economists who have a passion for research, teaching and knowledge mobilization. It will also involve the recruitment of post-doctoral fellows to address specialized areas of research under the mentorship of faculty members who have expertise in those particular areas. In addition, encouraging and enabling visiting scholars to interact with our students and collaborate with our faculty should be continued and be expanded. Finally, it will also require the administrative support of the CARE initiative in order to sustain and enhance the contribution of the CARE initiative to research intensity within the Department.

*Objective #5 – Curriculum Review: The Department will establish a curriculum review committee as part of a broader objective of maintaining a strong and diversified undergraduate program with the appropriate variety of courses that prepares our students for jobs in the public and private sectors and/or advanced academic pursuits.*

Immediately, the Department will establish a curriculum review committee to evaluate which of the inactive courses should be removed from the curriculum, which new courses should be added to the curriculum, and which courses should be renumbered.

Specifically, this committee should consider renumbering Economics 2010 and Economics 2020 as Economics 1010 and Economics 1020 in order to enable the Department of Economics to capture a greater share of first-year students. The renumbering to 1000-level courses would also require: (1) renumbering some of the 3000-level courses as 2000-level courses; (2) changing the focus of some of our 3000-level courses; and (3) the introduction of other courses such as a new 2000-level economic policy course and an introductory course in oil and gas project evaluation. This would also enable the advanced minerals and petroleum course to focus on more of the technical aspects of subject material than are now being addressed. Additionally, the Department should develop a Critical Reading and Writing (CRW) course within Economics so that our students better understand basic economic concepts and analysis. This enhanced understanding would be gained through the careful and accurate reading of assigned materials which would enhance the students' abilities to analyze concepts and write in a clear logical fashion. This course would meet the stated objectives for CRW courses within the Faculty of Arts. A new public policy course at the 2000-level might be appropriate as an economics-related CRW course.

One task of the curriculum review committee should be to consider the costs and benefits and the logistical constraints associated with having a common grading scheme (e.g., two mid-term exams and a final) and a common final exam set by a subcommittee within the Department for our introductory

courses. This should help ensure some degree of consistency across introductory sections, but this will need to balance any perceived costs.

*Objective #6 – Growing the MA program: The Department should increase effort to attract and retain graduate students.*

This objective will require competitive levels of financial support for our students. It is also important that the Department have a faculty complement with a reasonable scholarly reputation and possess expertise pertaining to the current state of knowledge within their relevant subject areas. Additionally, the faculty complement needs to be large enough to enable the Department to offer a further variety of courses and to provide adequate supervision to our students so as to enable them to complete their program in a reasonable timeframe.

While the Department of Economics recognizes the value that our graduate program provides to our students, to our researchers, and to prospective employers, the department also recognize that it is important to maintain a viable program. In particular, people who graduate with an MA in economics from our department need to have the requisite skills to move on to other academic pursuits or move into employment with the public and private sectors. In this regard, the Department will consider adding a time-series econometrics course at the graduate level in the second semester, devoting the first semester course to microeconometrics.

Furthermore, the Department needs to ensure that students admitted to the MA program have sufficient background preparation as to allow them a good chance of successfully completing the program. This may require more intensive screening of potential candidates. In particular, the Graduate Coordinator will continue to utilize individual Skype interviews to more accurately ascertain students' background preparation. This may also require, perhaps, establishing the formal requirement of GRE or GMAT scores above a certain level. As well, the Department may have to consider (1) conditional acceptances with satisfactory performance in qualifying courses and (2) implementing qualifying year should any particular student be unable to pass an entrance exam. This latter step may be needed in the future if the attrition and failure rates do not improve as a result of the other measures implemented recently.

We will also consider a more proactive recruiting strategy among MUN undergraduate students, both from Economics and from other departments, such as Business, Political Science, etc.

As well, in order to avoid the situations in which a student registers for four course in the Fall and drops two of them before the deadline, the Department will have to consider making the four courses in the first (Fall) semester courses as prerequisites for the courses in the second (Winter) semester, unless permission is provided in writing by the Head of the Department of Economics. In addition, we may have to make funding offers conditional upon attending all classes and seminars and successfully completing all courses in each semester.

In summary, the MA program needs a thorough assessment. The Department will appoint a committee to undertake this assessment and recommend changes as appropriate.

*Objective #7 – Continue CARE: The Department should endeavour to continue and expand the CARE initiative.*

The awarding of CARE funding to support a wide range of research projects that have connections to the provincial economy has been positive for the development of the Department. While the principal investigators will continue to undertake activities that will likely yield additional external support for CARE, the Dean's office will have to provide continued support for this initiative. One important and tangible demonstration of this support is through the provision of one-course remission per year for the next three years to enable a faculty member to assume the administrative responsibility associated with the coordination of CARE. CARE has had a very positive impact on our graduate program allowing the Department to hire graduate students as research assistants and to supplement student funding offers. Those who participate in the initiative are actively engaged with the community, and are focused on curiosity-driven, applied research.

*Objective #8 – Visiting Speakers: The department should continue with the Visiting Speakers program.*

The visiting speakers program has been funded primarily through the *Scholarship in the Arts* program, which is available to the Department from the VP Academic's office and administered through the office of the Dean of Arts. Since the inception of the program, the Department of Economics has hosted 17 visiting speakers from all over the world, with another six coming to present their research in the winter semester of 2015. There have been a diverse range of topics presented through our visiting speakers program. These include, the efficiency of crude oil markets, forecasting oil prices, carbon taxes and oil sands GHGs, carbon taxes and British Columbia's demand for gasoline, measures of well-being, the Dutch disease, domestic water demand profiles in Spain, valuation of health risks, monetary policy, biofuels, oil sands economics, fiscal policy and resources, the role of government, the state of Newfoundland and Labrador's finances, homelessness, innovation in manufacturing, the role of government in income inequality, steady state properties of income inequality, gender and inequality, food security and the impact of the TransCanada pipeline on the Newfoundland and Labrador oil and gas industry. The researchers delivering these talks have come from universities in the Atlantic region (University of Prince Edward Island, Moncton and Dalhousie), the Bank of Canada, Ontario universities (Carleton, Ottawa, and McMaster), Alberta universities (Calgary and Alberta) the Grenfell campus, foreign universities (Tufts, Oviedo, Warwick and Toulouse School of Economics), other organizations (Centre for the Study of Living Standards, Centre for Policy Alternatives, ESMIA), the current Auditor General of NL and the former Premier of Newfoundland and Labrador.

These sessions were open to the public and advertised widely. They were well attended by our students, our faculty, other departments within the University, and the general public. Typically, between 30 and 50 people attended each of these sessions.

The visiting speakers program accomplishes a number of objectives: (1) it exposes our students to a variety of topics, techniques and researchers and helps develop a passion for economics and for applied research; (2) it rejuvenates our faculty as it helps create excitement about the importance of research and allows for networking possibilities; (3) it demonstrates to prospective faculty and students that the Department of Economics is a dynamic place; (4) it helps the general public understand the diversity of topics covered in economics and it helps reinforce to the public how economics might be meaningful to

their lives; and (5) it raises the profile of the Department within the University and the Province and reinforces that the Department is a vibrant and engaged entity within Newfoundland and Labrador.

In short, the visiting speakers program offers numerous benefits to our faculty, to our students and to the public.

*Objective #9 – Improve Undergraduate Teaching: The Department should endeavour to improve teaching and offer an exciting course delivery to our first year students.*

Some of our best and most innovative teachers in the Department of Economics are the current group of per course instructors (PCIs). They have a passion for teaching, which is transferred to our students. The Department should make every effort to continue to employ the PCIs. As well, the Department should pursue the possibility of having workshops on how to improve teaching of economics. This will allow for continued professional development for those faculty members who wish to partake of this opportunity.

*Objective #10 – Continue Co-op Program: The Department should continue its Co-operative Education program.*

The co-op program gives our students practical experience on how economics is utilized in a real-world setting. The co-op program has placed our students with provincial government departments (Finance, Innovation Trade and Rural development, Transportation and Works, Human Resources, Labour and Employment, Education, Fisheries and Aquaculture, and Policy Innovation and Accountability Office), federal government department (Fisheries and Oceans, Atlantic Canada Opportunities Agencies, Human Resources and Skill Development Canada, Foreign Affairs and International Trade and Transport Canada), NGOs and professional organizations (Colony of the Avalon Foundation, World Wildlife Fund and the St. John's Board of Trade), the private sector (ExxonMobil, Credit Union Central and House's Ltd., Shallow Bay Motel) and Memorial University.

This applied experience makes our students more employable and gives them greater insight into how economics works in practice. It is a benefit to the Department and to our students that should be continued and supported by the administration.

*Objective #11 – Secure Research Chairs: The Department should attempt to secure research chairs by making economics a priority for research within the institution and within the community.*

Members of the department have indicated that the focus of the Department of Economics should shift toward more applied research. This would include areas as energy and mineral economics, productivity, competitiveness and innovation research, health economics, and regional economic development. It was also suggested that this applied research focus would be financed by at least one Canada Chair and two jointly funded chairs.

In this regard, the Department of Economics has been in talks with three separate groups to sponsor three limited research chairs within the department. The first would involve a joint initiative with the Marine Institute to have a share chair in fisheries economics. While discussions have been held with the Vice-President in charge of the Marine Institute, the current fiscal problems faced by the Government of Newfoundland and Labrador will have a direct influence on whether this idea comes to fruition. A

second set of talks have been held with the Vice-President for Husky Energy about the possibility of having a research chair in energy economic in the Department of Economics. These talks were held prior to the recent collapse of the oil prices and these reduced oil prices may certainly affect whether this chair proceeds. Finally, a private sector donor has indicated that it may be possible to establish a research chair in public policy and public economics within the Department. These talks are at a very preliminary stage.

The Department should continue to pursue these opportunities and if these talks proceed further, administrative support will be needed for these initiatives. While a Canada Research Chair would help transform the Department, there is no indication that this is a strategic area for the University at this point in time.

*Objective #12 – Promote Engagement: The Department should promote engagement and make the Department to be a more meaningful entity within the Province and within the University.*

We should facilitate and promote engagement with other research groups, with the public, and with the government. A growing trend is for faculty to have joint associations with other universities and with not-for-profit institutions primarily through adjunct professorships but also through joint appointments. There is substantial public engagement by the Department with all of our stakeholders. These relationships should be encouraged and promoted, especially since it contributes directly to the University's ability to achieve its mission and its stated vision.

## **2.4 The Department of Economics Contributes to the Objectives of the MUN**

Memorial University set out a three-year strategic plan<sup>2</sup> which identified goals and objectives to address four strategic areas: (1) teaching and learning; (2) research, scholarship and creative activity; (3) public engagement; and (4) factors that will enable success.

Under teaching and learning, the strategic plan identified Goal #1 as:

*By March 31, 2017, Memorial University will have strengthened its teaching and learning.*

Encompassed under its teaching and learning goal, the strategic plan highlighted three objectives:

1. *By March 31, 2015, Memorial University will have undertaken activities to strengthen its teaching and learning.*
2. *By March 31, 2016, Memorial University will have continued to undertake activities to strengthen its teaching and learning.*
3. *By March 31, 2017, Memorial University will have implemented activities to strengthen its teaching and learning.*

Under research, scholarship and creative activity, the strategic plan identified Goal #2 as:

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<sup>2</sup> Please refer to Memorial University's strategic plan submission to the Department of Advanced Education and Skills, Government of Newfoundland and Labrador, April 1, 2014 – March 31, 2017 (<http://www.mun.ca/ciap/Planning/MemorialStrategicPlan2014-17.pdf>),

By March 31, 2017, Memorial University will have enhanced its creation and profile of research and scholarly knowledge.

This research, scholarship and creative activity goal comprised three objectives:

1. By March 31, 2015, Memorial University will have undertaken activities to enhance its creation and profile of research and scholarly knowledge.
2. By March 31, 2016, Memorial University will have continued to undertake activities to enhance its creation and profile of research and scholarly knowledge.
3. By March 31, 2017, Memorial University will have implemented activities to enhance its creation and profile of research and scholarly knowledge.

Under public engagement, the strategic plan identified Goal #3 as:

By March 31, 2017, Memorial University will have enhanced its public engagement with the province and beyond.

The goal for public engagement goal highlighted three objectives:

1. By March 31, 2015, Memorial University will have undertaken activities to enhance its public engagement with the province and beyond.
2. By March 31, 2016, Memorial University will have continued to undertake activities to enhance its public engagement with the province and beyond.
3. By March 31, 2017, Memorial University will have implemented activities to enhance its public engagement with the province and beyond.

To enabling success, the strategic plan identified Goal #4 as:

By March 31, 2017, Memorial University will have enhanced infrastructure and operational efficiency of the institution.

Included in the enabling success goal, Memorial University's specified three objectives:

1. By March 31, 2015, Memorial University will have commenced activities to enhance infrastructure and operational efficiency.
2. By March 31, 2016, Memorial University will have continued activities to enhance infrastructure and operational efficiency.
3. By March 31, 2017, Memorial University will have furthered activities to enhance infrastructure and operational efficiency.

The Department of Economics strategic objectives are more specific and narrowly focused than those presented by the University. However, they are consistent with the goals and objectives of enhancing and promoting excellence in teaching, research and engagement. Specifically, the Department of Economics' vision statement, mission statement and objectives all enhance and reinforce the University's objectives for teaching, research and engagement as it relates to economics.

## **2.5 Success in Achieving the Objectives Identified in the Previous APR**

The short answer is that we do not know what the success rate has been and cannot possibly know the success rate since there were no specific strategic objectives identified in the 2001 Self-Study for the Department of Economics in its APR. Rather, the 2001 Self-Study extracted excerpts from the strategic objectives identified at the time for the University. Having reiterated the University's strategic objectives, the Self-Study then proceeded to interpret the responsibilities of the Department of Economics — not its strategic objectives — in context of the stated university objectives. Furthermore, it does not appear that the members of the department, as a unit, either before the 2001 self-study or since, has committed to any strategic objectives for itself. At least, there does not appear to be any formal record of it. The 2014 Self-Study provides the Department an opportunity to define its vision, its mission, and the strategic objectives that will contribute to the identified vision and mission statement and allow the Department to function more cohesively.

By way of further illustration, the 2001 Self-Study acknowledged that the Department of Economics had a responsibility “to provide excellence in in undergraduate and graduate teaching, supported by excellence in research” and that, as a discipline, Economics “offers the knowledge and expertise required especially by the public services and financial institutions.” From this discussion, the 2001 Self-Study suggested (see page 2) that the major missions of the Department of Economics in terms of teaching and research were:

1. to train students with analytical skills and knowledge of the institutional setting needed to pursue professional careers in governments and other private institutions and to contribute to society with their education; and
2. to advance and expand the knowledge in economics and to transmit or disseminate our research output to the academic community, governments, industries and the general public.

Additionally, the 2001 Self-Study reported that “We strive to carry out our mission in the most efficient manner without sacrificing the quality of education and research we seek to provide.” While this stated desire is laudable, it does not provide any real guidance for the Department that could help our direction, our focus, or allow us to measure our progress.

In summary, we cannot put forward any evidence as to how the Department has met its objectives because there does not appear to have been any objectives specified in the previous APR or since.

## **3.0 Student Enrolment/Program Outcomes**

### **3.1 Student Enrolment Trends**

An important focus of the Department of Economics is its service function to other faculties and departments within the University. Consequently, it is important to examine the number of course registrants. This provides a reflection of the contribution of the Department to the University that is not reflected in the number of students who have declared economics as a first or second major or as a minor.

For example, Table 1 and Figure 1 illustrate that, since 2002-03, the number of economics registrations have increased by 10% — increasing from 2,341 in 2001-02 to 2,577 in 2012-13. While the Department had 53 full-time first majors, 17 full-time second majors, 6 part-time majors and 12 MA students in the fall of 2013, we had 2,577 registrations in 2012-13. If all of our major s were to register for five courses per year, which is higher than one should expect, then our majors and masters students would account 440 registrations (i.e., 5 times 88). In other words, our majors account for less than 17 percent of our registrations or more than 83 percent of registrations result from servicing other departments and faculties within the University.

The registration numbers in recent years are distorted by the decision of the Faculty of Business Administration to remove the requirement that their students take Economics 3150 (*Money and Banking*). As Table 2 and Figures 2, 3 and 4 illustrate the change in registrations in the Department of Economics from that one course accounted for a drop of 350 registrations. Specifically, from 2005 to 2011, the Department of Economics offered 9 sections of Economics 3150 to accommodate an average of 425 students for an average of 48 students per course section. This has now dropped to 71 students in 3 sections for an average of 24 registrations per course section. In fact, the Department is likely to offer this course once a year, rather than once a semester.

It is interesting to note that despite the fall of more than 350 registrations due to the Faculty of Business Administration’s decision with respect to Economics 3150, the total registrations in the Department of Economics have fallen by only 133 from 2,710 in 2011-12 to 2,577 in 2012-13. In other words, our registration would have actually increased had it not been for the reduced enrollment in Economics 3150.

**Table 1: Students Registered in Economics Courses (CIAP Data)**

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Undergraduate Registrations</b>	2,266	2,510	2,488	2,558	2,568	2,609
<b>Graduate Registrations</b>	75	69	50	64	69	82
<b>Total Registrations</b>	2,341	2,579	2,538	2,622	2,637	2,691
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Undergraduate Registrations</b>	2,768	2,688	2,658	2,518	2,640	2,468
<b>Graduate Registrations</b>	36	69	37	89	70	109
<b>Total Registrations</b>	2,804	2,757	2,695	2,607	2,710	2,577

Figure 1: Students Registered in Economics Courses (CIAP Data)

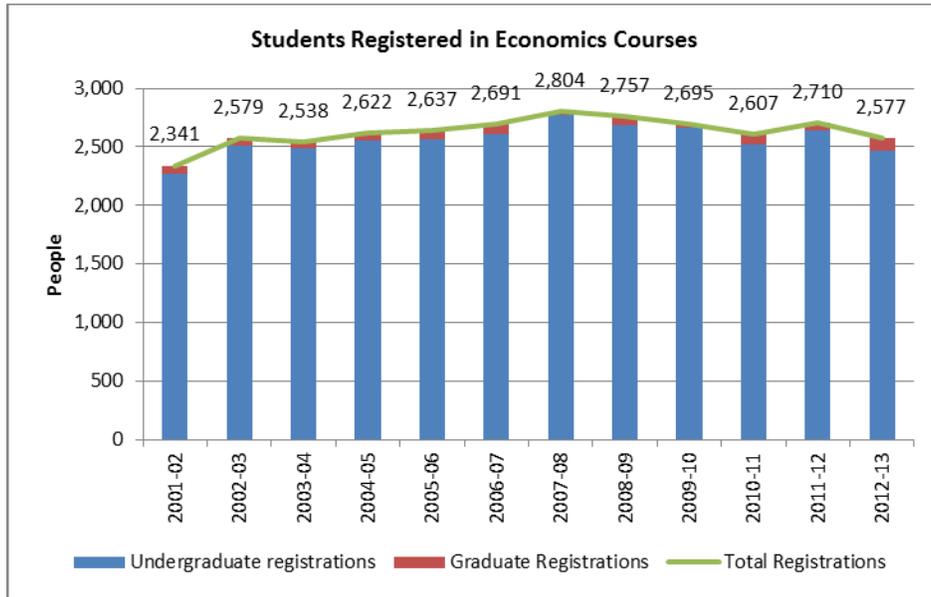


Table 2: Enrollment in Economics 3150 (data extracted from Student Banner)

	Enrollment Econ 3150	Sections of Econ 3150	Enrollment per Section of Econ 3150
2005	371	8	46.4
2006	450	9	50.0
2007	448	9	49.8
2008	468	9	52.0
2009	442	9	49.1
2010	415	9	46.1
2011	400	9	44.4
2012	339	8	42.4
2013	136	6	22.7
2014	71	3	23.7

Figure 2: Enrollment in Economics 3150 (data extracted from Student Banner)

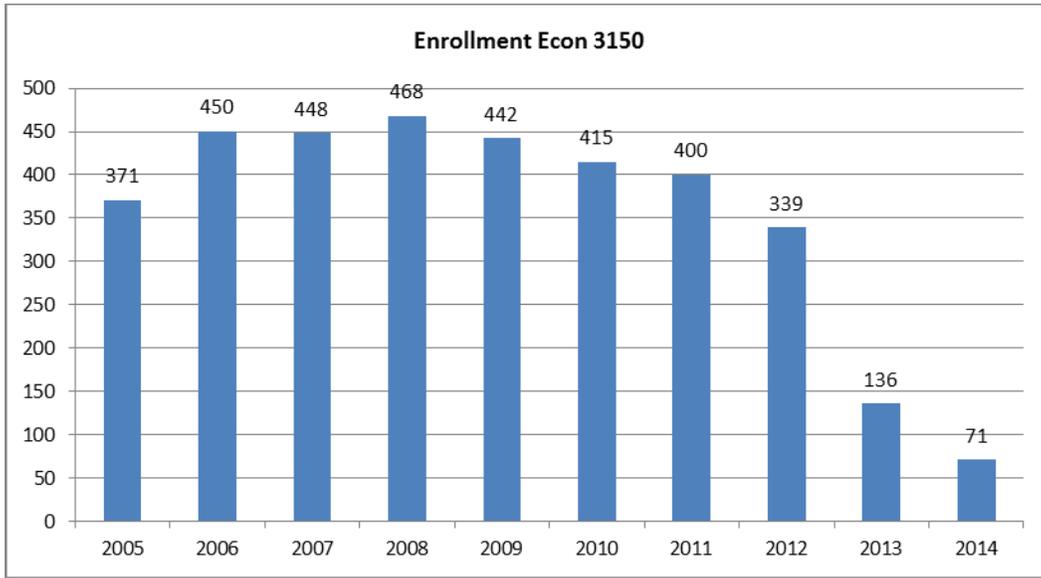


Figure 3: Sections of Economics 3150 (data extracted from Student Banner)

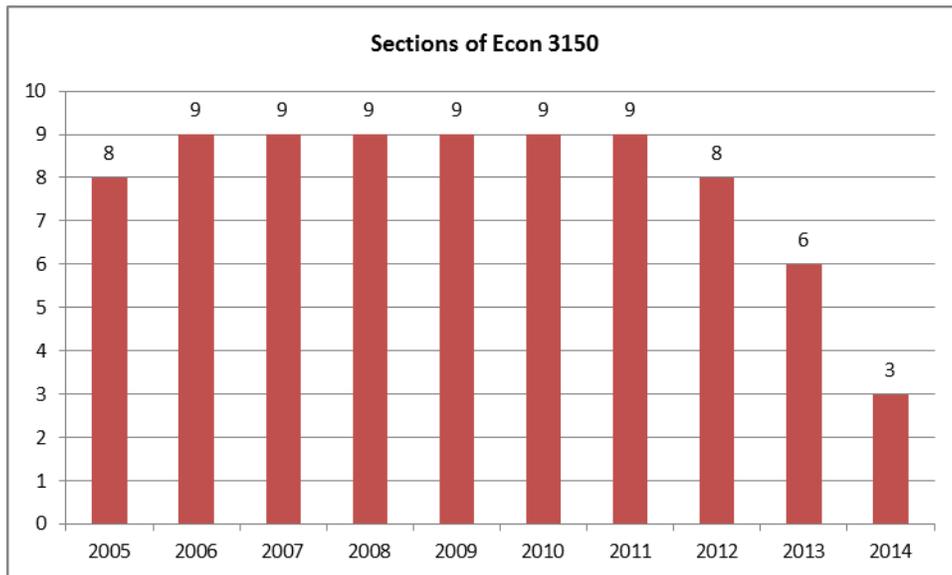
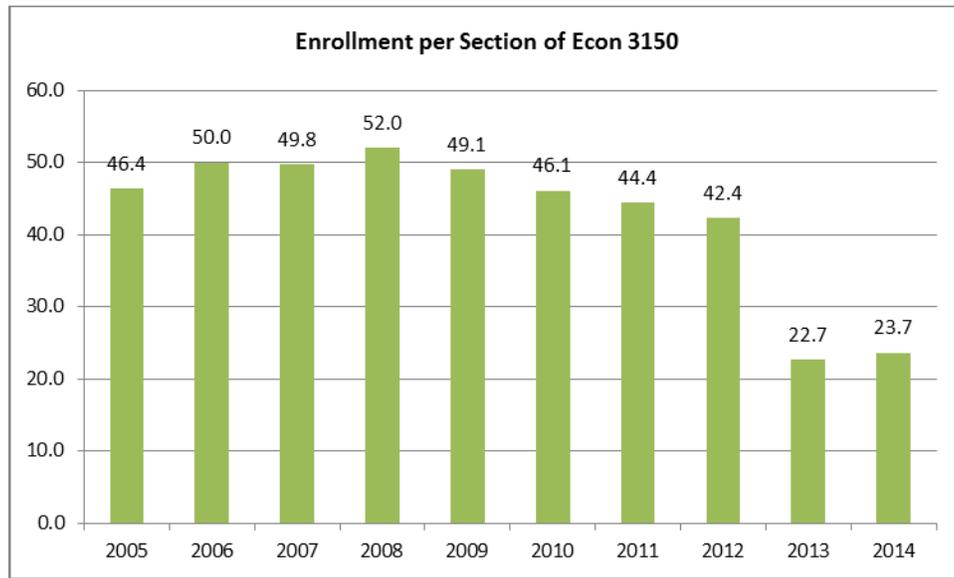


Figure 4: Average Enrollment per Section in Economics 3150 (data extracted from Student Banner)



### 3.2 Economic Majors

As Table 3 and Figures 5 through 7 illustrate, since 2004, majors in economics have grown by 87% — increasing from 47 majors in 2004 to 88 majors in 2013. This was comprised of a 100% increase in MA students, an 89% increase in our full-time majors and a 50% increase in part-time majors.

Clearly, there has been a steady growth in the number of students that have declared their major in Economics. This bodes well for the program. It is a tangible demonstration that the program is viable and contributing to education and training mission of Memorial University.

A second set of data for majors were also provided by the Centre for Institutional Analysis and Planning for this APR and are reproduced in Table 4. This data, while slightly different from those provided in Table 3 below, are helpful in illustrating how the Department compares to the Faculty of Arts and to the University as a whole. To aid with this comparison, Figures 8 and 9 are also included below.

In terms of the number of majors, the Department has outperformed both the University and the Faculty on a proportional basis. Specifically, undergraduate economics majors have increased by 68% over the period 2002 to 2013, while the Faculty of Arts has grown by 17% and declared majors at the undergraduate level for the University has fallen by 9%. Interestingly, in 2002, declared majors in economics equalled 2.3% of the declared majors in the Faculty of Arts. This has grown to 3.3% in 2013. Correspondingly, the share of declared undergraduate majors at Memorial University has doubled — increasing from 0.3% in 2002 to 0.6% in 2013.

Finally, Tables 5, 6, and 7 and Figures 10, 11, and 12 involve data which are extracted directly from Student Banner. These data illustrate how the types of majors have evolved since the last APR. From Table 5 and Figure 10, one observes that, while there is variation from year to year, the majority of economics majors are from the Faculty of Arts (63% on average) and majors from the Faculty of Science make up the residual 37%. The breakout of majors by type of degree is presented in Table 6 and Figure

11. The shares are relatively consistent over the time period considered — on average 60% of our majors are working toward a BA, 30% have declared a BSc major and slightly more than 9% of our majors were in the co-op program. Table 7 and Figure 12 indicate that the composition of science-based versus arts-based majors enrolled in our co-op program has completely reversed over the time period considered. In the earlier years, about 60% of the co-op majors were arts-based, but by 2014 only 33% were arts-based.

The contribution of the Department of Economics to the Memorial University’s mission with respect to teaching has been improving relative to the Faculty of Arts and to the institution as a whole.

Figure 5: Economics Majors – Full-Time Undergraduates

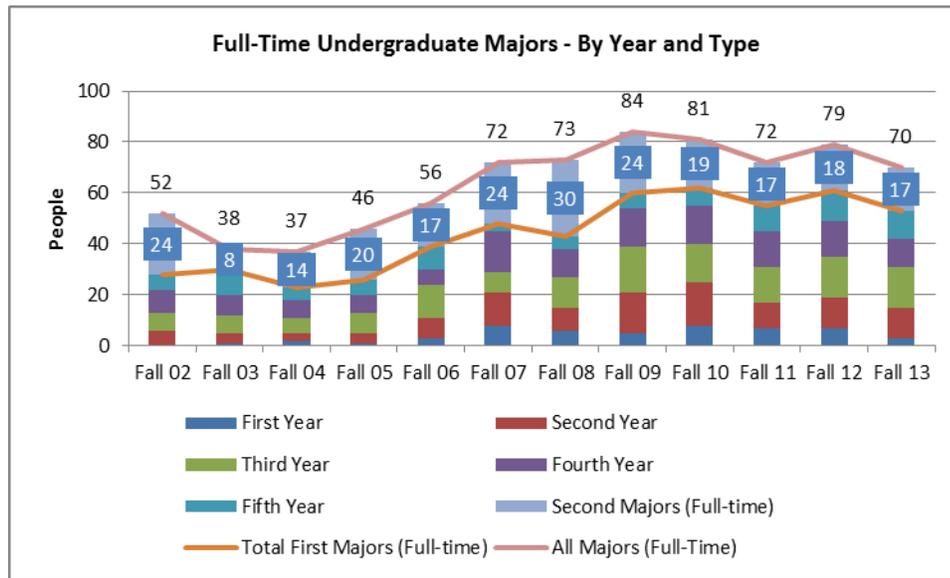


Table 3: Economics Majors by Year (CIAP Data)

	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
1 <sup>st</sup> Year (full-time)	0	1	2	1	3	8	6	5	8	7	7	3
2 <sup>nd</sup> Year (full-time)	6	4	3	4	8	13	9	16	17	10	12	12
3 <sup>rd</sup> Year (full-time)	7	7	6	8	13	8	12	18	15	14	16	16
4 <sup>th</sup> Year (full-time)	9	8	7	7	6	16	11	15	15	14	14	11
5 <sup>th</sup> Year (full-time)	6	10	5	6	9	3	5	6	7	10	12	11
<b>Total First Majors (Full-time)</b>	<b>28</b>	<b>30</b>	<b>23</b>	<b>26</b>	<b>39</b>	<b>48</b>	<b>43</b>	<b>60</b>	<b>62</b>	<b>55</b>	<b>61</b>	<b>53</b>
Second Majors (Full-time)	24	8	14	20	17	24	30	24	19	17	18	17
<b>All Majors (Full-Time)</b>	<b>52</b>	<b>38</b>	<b>37</b>	<b>46</b>	<b>56</b>	<b>72</b>	<b>73</b>	<b>84</b>	<b>81</b>	<b>72</b>	<b>79</b>	<b>70</b>
1 <sup>st</sup> Year (part-time)	0	0	0	1	0	0	1	3	1	1	3	0
2 <sup>nd</sup> Year (part-time)	0	0	1	0	1	0	1	2	2	1	1	1
3 <sup>rd</sup> Year (part-time)	0	2	0	2	0	0	1	0	1	4	2	1
4 <sup>th</sup> Year (part-time)	2	2	0	0	0	2	0	0	1	0	0	0
5 <sup>th</sup> Year (part-time)	1	5	3	3	4	4	5	0	1	8	5	4
<b>Total Part-time</b>	<b>3</b>	<b>9</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>5</b>	<b>6</b>	<b>14</b>	<b>11</b>	<b>6</b>
Full-time - MA	5	4	6	4	6	3	7	5	8	9	8	13
Part-time MA	0	0	0	1	0	0	0	0	0	0	0	0
<b>Total MA</b>	<b>5</b>	<b>4</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>12</b>
<b>Total Majors</b>	<b>60</b>	<b>51</b>	<b>47</b>	<b>57</b>	<b>67</b>	<b>81</b>	<b>88</b>	<b>94</b>	<b>95</b>	<b>95</b>	<b>98</b>	<b>88</b>

Figure 6: Economics Majors – Part-Time Undergraduates

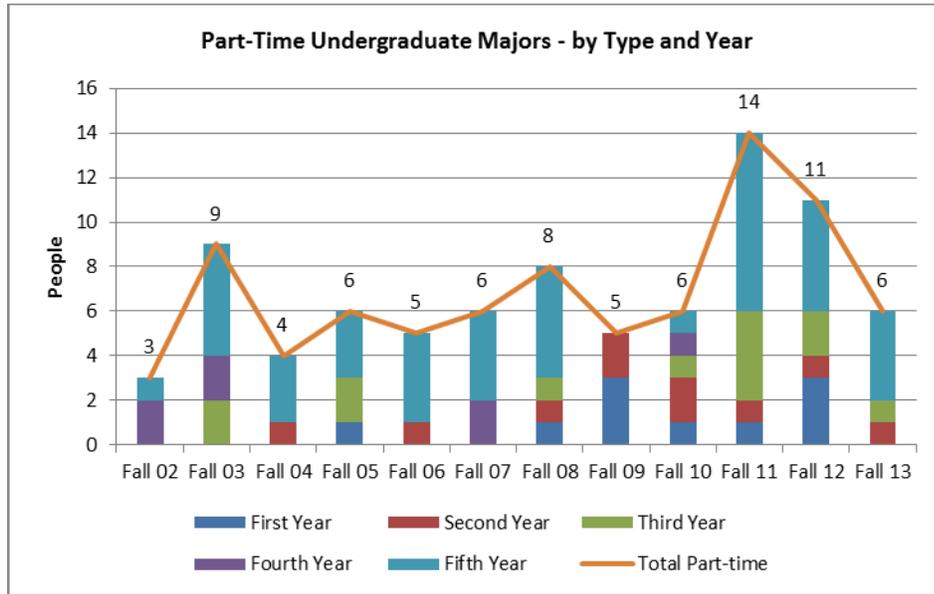


Figure 7: Economics Majors – Full –Time Masters Students

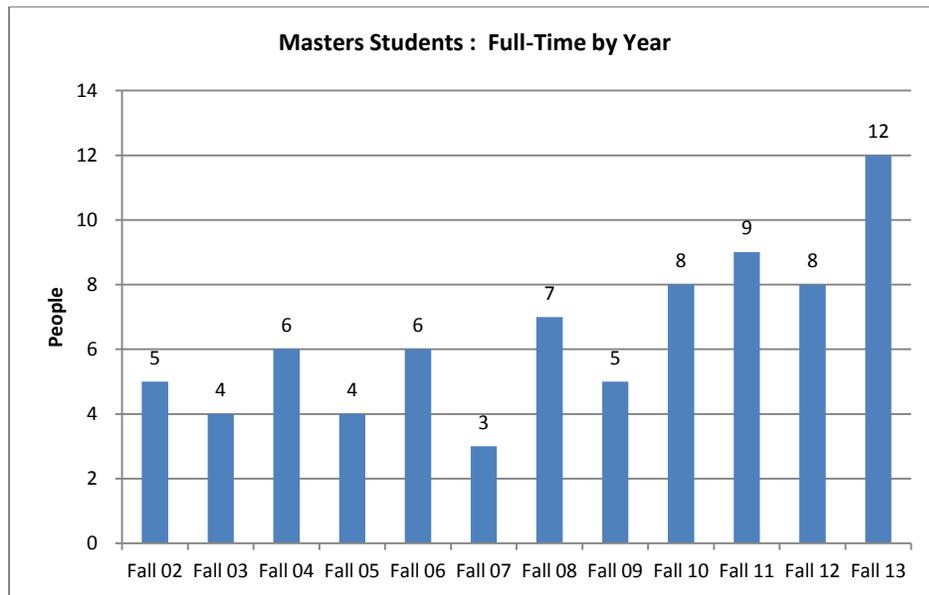


Table 4: Declared Majors – Economics, Faculty of Arts and University

	Economic Majors	Arts Majors	Memorial Majors
2002	28	1,219	9,010
2003	27	1,392	9,253
2004	19	1,524	9,483
2005	28	1,706	9,333
2006	39	1,650	9,059
2007	50	1,526	8,735
2008	41	1,458	8,571

	Economic Majors	Arts Majors	Memorial Majors
2009	49	1,460	8,680
2010	52	1,540	8,717
2011	45	1,506	8,678
2012	52	1,445	8,501
2013	47	1,422	8,191

Figure 8: Economics Majors Relative to Faculty of Arts Majors

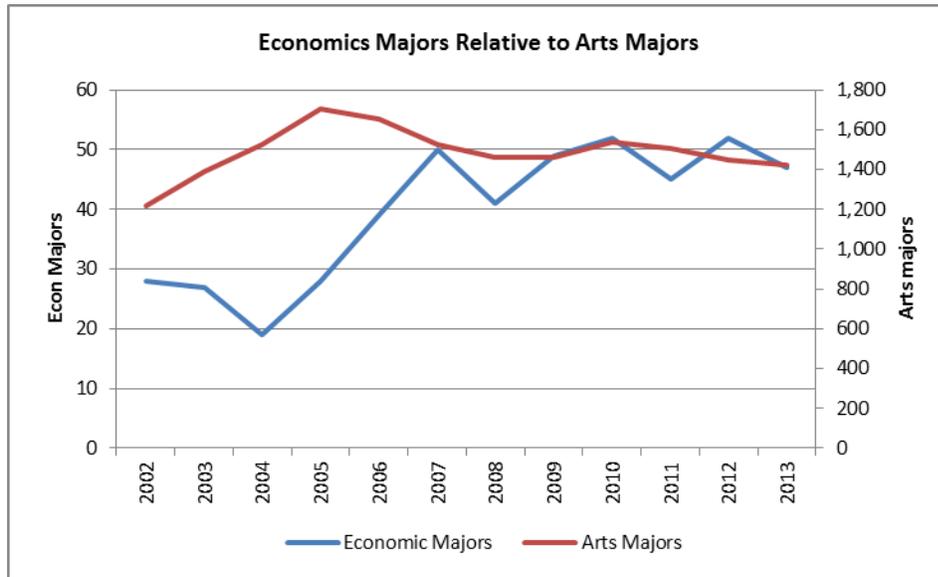


Figure 9: Economics Majors Relative to University-wide Majors

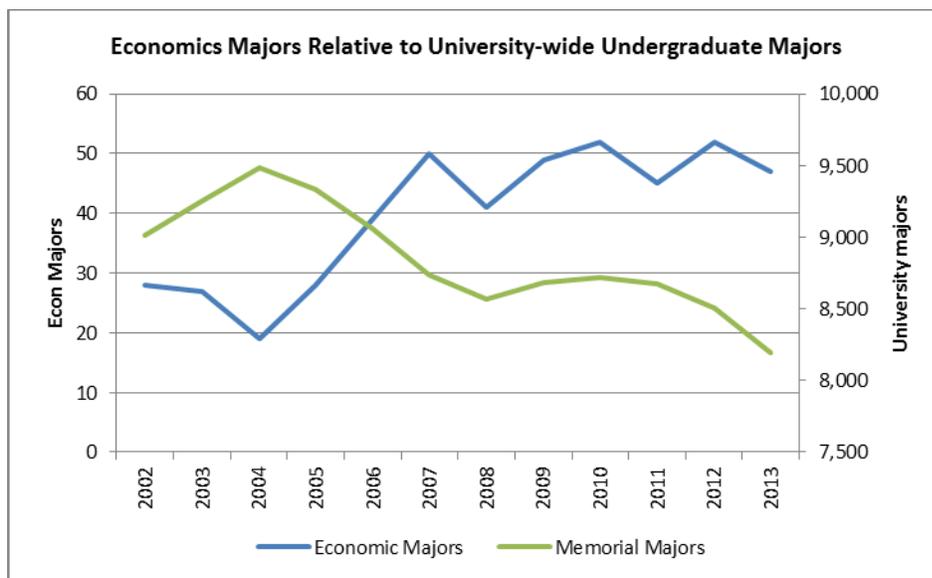


Table 5: Share of Economics Majors by Arts Versus Science

	Arts Majors	Science Majors
2003	58.1%	41.9%
2004	66.7%	33.3%
2005	64.2%	35.8%
2006	62.3%	37.7%
2007	55.1%	44.9%
2008	60.0%	40.0%
2009	68.8%	31.2%
2010	67.9%	32.1%
2011	66.7%	33.3%
2012	63.4%	36.6%
2013	60.6%	39.4%
2014	63.6%	36.4%
<b>Average</b>	<b>63.1%</b>	<b>36.9%</b>

Figure 10: Share of Economics Majors by Arts Versus Science

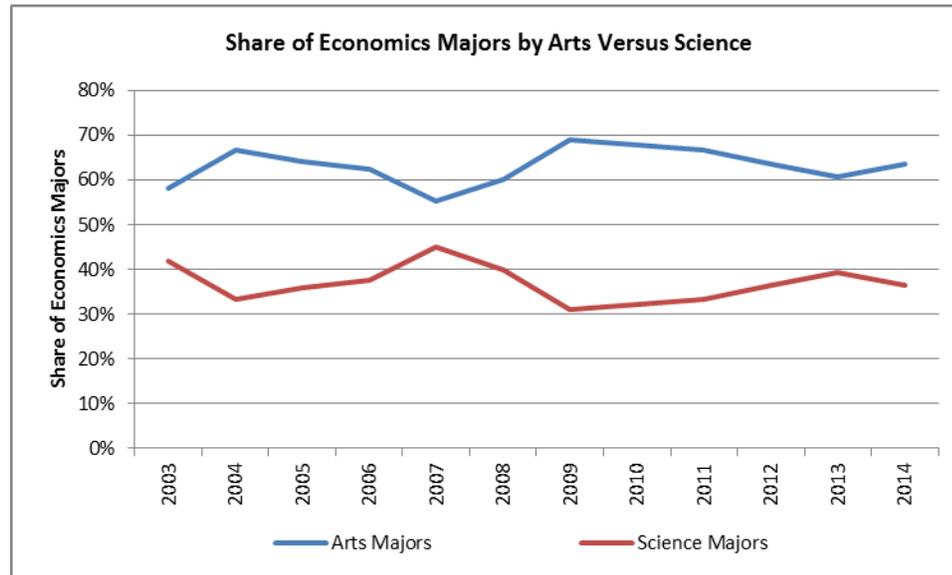


Table 6: Share of Economics Majors by BA, BSc and ECEO

	BA	BSC	ECEO
2003	51.2%	37.2%	11.6%
2004	61.5%	28.2%	10.3%
2005	64.2%	28.3%	7.5%
2006	60.7%	34.4%	4.9%
2007	53.8%	35.9%	10.3%
2008	56.3%	30.0%	13.8%
2009	66.2%	24.7%	9.1%
2010	64.3%	23.8%	11.9%
2011	66.7%	28.4%	4.9%
2012	61.0%	31.7%	7.3%
2013	56.1%	33.3%	10.6%
2014	60.0%	29.1%	10.9%
<b>Average</b>	<b>60.2%</b>	<b>30.2%</b>	<b>9.4%</b>

Figure 11: Share of Economics Majors by BA, BSc and ECEO

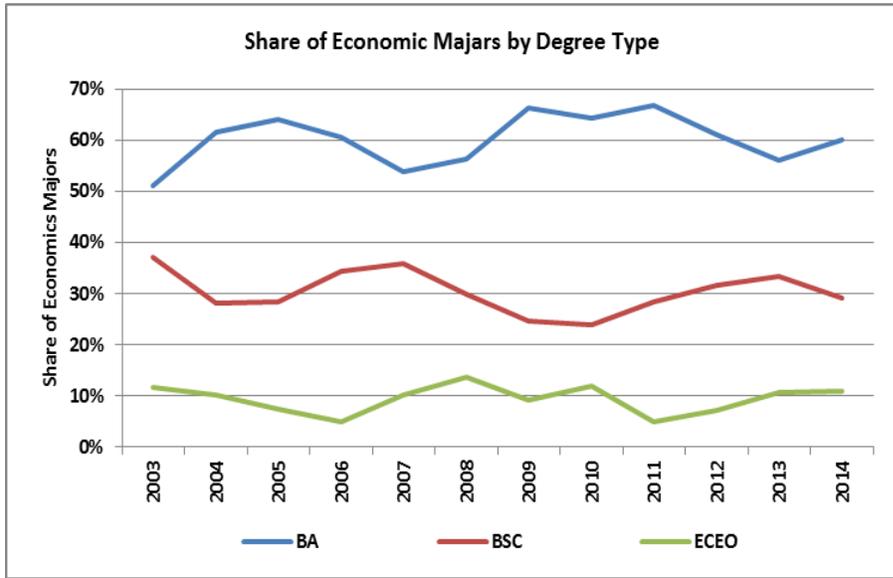
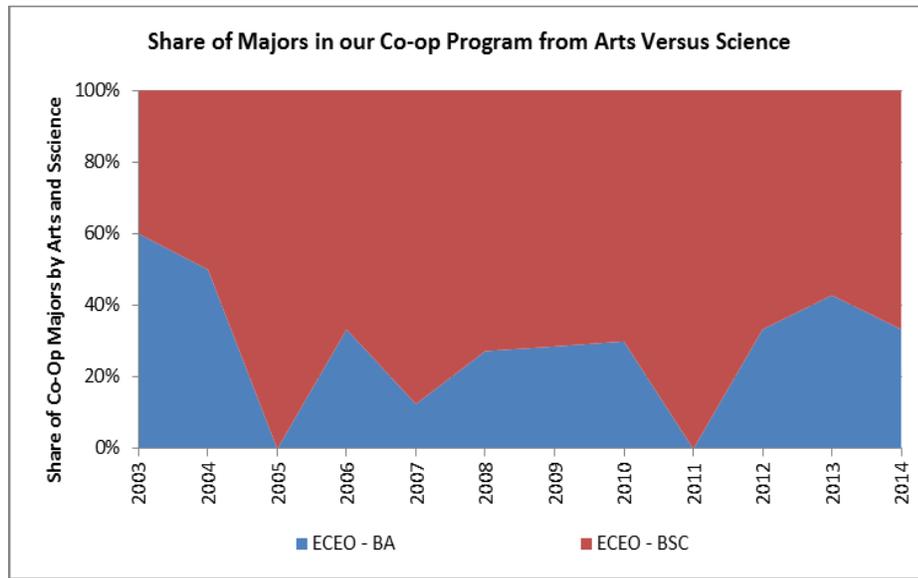


Table 7: Share of Majors in our Co-op Program from Arts Versus Science

	ECEO - BA	ECEO - BSC
<b>2003</b>	60.0%	40.0%
<b>2004</b>	50.0%	50.0%
<b>2005</b>	0.0%	100.0%
<b>2006</b>	33.3%	66.7%
<b>2007</b>	12.5%	87.5%
<b>2008</b>	27.3%	72.7%
<b>2009</b>	28.6%	71.4%
<b>2010</b>	30.0%	70.0%
<b>2011</b>	0.0%	100.0%
<b>2012</b>	33.3%	66.7%
<b>2013</b>	42.9%	57.1%
<b>2014</b>	33.3%	66.7%
<b>Average</b>	<b>29.3%</b>	<b>70.7%</b>

Figure 12: Share of Majors in our Co-op Program from Arts Versus Science



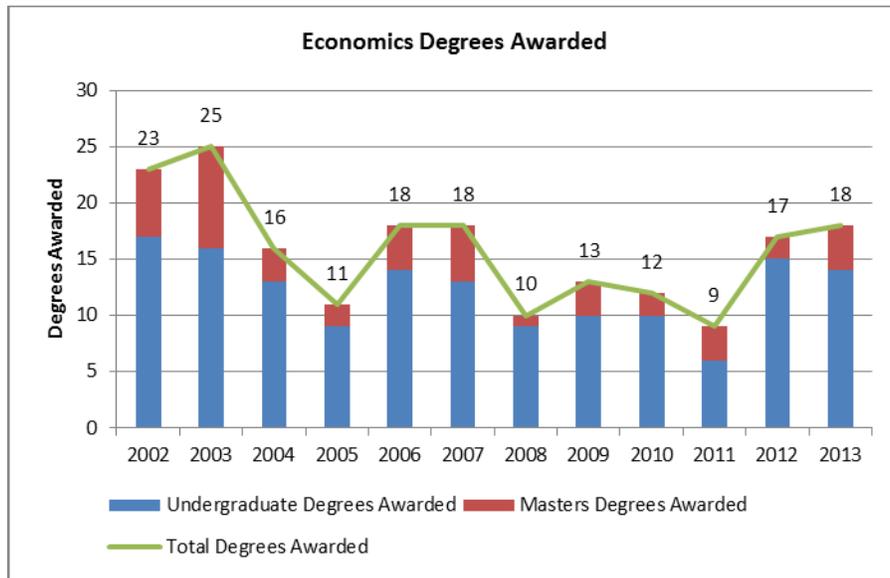
### 3.3 Number of Degrees Awarded Through the Department of Economics

The number of degrees awarded per year and type are profiled in Table 5 and Figure 10 below. On average, the Department has awarded 16 degrees per year —12 undergraduate degrees and 4 graduate degrees. Other than 2002 and 2003, which averaged 24 degrees, the number of degrees awarded through the Department of Economics has averaged 14.2. Clearly, there is variation from year to year as reflected in a standard deviation of 5 and an average of 15.8. We have no explanation for this degree of variability.

Table 8: Economics Degrees Awarded by Type and Year (CIAP Data)

	2002	2003	2004	2005	2006	2007
<b>Undergraduate Degrees Awarded</b>	17	16	13	9	14	13
<b>Masters Degrees Awarded</b>	6	9	3	2	4	5
<b>Total Degrees Awarded</b>	<b>23</b>	<b>25</b>	<b>16</b>	<b>11</b>	<b>18</b>	<b>18</b>
	2008	2009	2010	2011	2012	2013
<b>Undergraduate Degrees Awarded</b>	9	10	10	6	15	14
<b>Masters Degrees Awarded</b>	1	3	2	3	2	4
<b>Total Degrees Awarded</b>	<b>10</b>	<b>13</b>	<b>12</b>	<b>9</b>	<b>17</b>	<b>18</b>

Figure 13: Economic Degrees Awarded by Year (CIAP Data)



### 3.4 Retention Rates for the Program

We have no information on retention rates at the undergraduate level.

As Table 9 and Figure 14 show, there has been an increase in the number of students enrolled the MA program since the last APR. The Fall semester enrolment has almost tripled. Until 2012, the difference between the Fall and Winter registrations, a rough estimate of those who do not make it through the Fall semester, has been relatively consistent. It should be noted that 2010 was an anomalous year because a student became deceased part way through the program.

In recent years, the retention rates are not satisfactory at the MA level, but they are getting better. For instance, there were 18 students registered for our graduate program in 2013-14, but only four completed their degrees so far. In the current academic year, there are 14 students enrolled in the MA program and four failed out of the program at Christmas time. In addition, in the current year one student was required to redo one course next year, but he is permitted to continue with the program. Additionally, one student who had registered for the program never showed up to attend classes or write any exams.

In response to the poor retention results in 2013-14, prior to accepting students into the program, the Department implemented an interviewing process, via Skype, for the 2014-15 year and beyond. While the process has enabled the Department to improve retention, it is not perfect as one of the students who was interviewed failed to make it through this year. Interestingly, one of our students from a Canadian university who also received the highest funding offered this year was not actually interviewed. This student was the only person to receive a good funding package who was so good on paper that he was not interviewed, rather the section committee just relied on his strong CV, transcript and references and the fact that he personally phoned a couple of times. The other two failures were students who had deferred from previous years and were not screened by the interviewing process.

Although the interviewing process involves a lot of extra work for the Graduate Coordinator, it does allow us to gather information about the students' academic backgrounds that are sometimes different from what are reflected in their official transcripts. Although their IELTS and TOEFL scores do give some sense of their English competency already, the interview gives us a better sense of their ability to communicate and understand English verbally, a reasonable indicator of potential performance in a lecture-style program delivered in English. It seems to us, that we have reduced the admission of students who are in the lower tail of the distribution of academic preparedness.

Table 10 and Figure 15 indicate that from 2010 to 2013, the number of applications the Department received has increased from 99 applicants to 184 applicants — an 86% increase in applications. The Department made offers of admission, some with funding, but most without, to 31 students in 2010. This increased to 44 offers in 2013, which represented a 42% increase in admission offers. The Department currently makes admission offers to between 23% and 24% of the applicants. As illustrated in Table 11 and Figure 16, this falls short of the ratio of offers of admission to applicants in the Faculty of Arts (30%), but exceeds the experience in Engineering (16%).

Table 12 and Figure 17 indicate that there has been a significant increase in the actual number of student who enrolled in the program in 2012 and 2013. The doubling of enrollment relative to offers is explained by the fact that the financial offers that the Department can make have increased, primarily as a result of CARE providing funds to attract better students.

Table 13 and Figure 18 compare the experience of the Department of Economics to the Faculty of Arts and to Engineering. In 2012, the Department was able to attract 27.5% of those students who were offered admission, while the faculty-wide experience was 59% and the experience in Engineering was 52%. We do not have an explanation for these differences, but they may have to do with the size of the funding offers. Anecdotally, we have heard from some applicants that the MA program end up losing students who debate between the offer from the Department and those by universities like Ottawa, Carleton, Brock, Simon Fraser University, and the University of New Brunswick.

Table 14 and Figure 19 indicate that 21.4% of the students enrolled in the program from 2010 to 2012 have either failed out or withdrew from the program. Note, 2013 was significantly worse – this number was 77.8% in 2013. In that year, the grades on the students' transcripts did not reflect their background academic preparation. Table 15 and Figure 19 indicate that in 2012, 14.3% of our students either withdrew or failed out of the MA program. This compares to 3% for the Faculty of Arts and 3.4% for Engineering. This is a problem that the Department has recognized and it is hoped that the interviewing process adopted this year will have some success in coming years as well.

Table 16 and Figure 21 show that 83% of the students in our MA program are international students. This makes it difficult to determine whether the transcripts are truly reflective of the academic preparation of most of the students who enter the MA program. This compares to 18% international students enrolled in the graduate program for the Faculty of Arts.

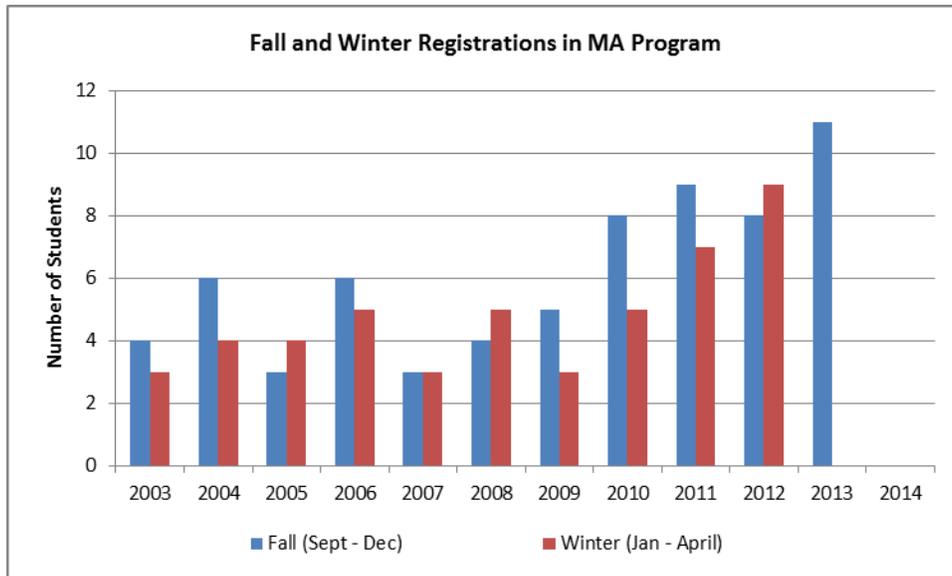
Table 18 and Figure 23 indicate that for students who graduate, it typically takes 3.8 semesters to complete the program. The shortest time in which they could complete our program would be 3

semesters. Table 19 and Figure 24 show how efficient our students are relative to those in the Faculty of Arts. Economics students take 27% longer than the minimum (3 semesters), while graduate students in the Faculty of Arts require 18% more than the minimum 6 semesters to complete the thesis-based option.

**Table 9: Fall and Winter Registrations for the MA Program**

	Fall (Sept - Dec)	Winter (Jan - April)
2003	4	3
2004	6	4
2005	3	4
2006	6	5
2007	3	3
2008	4	5
2009	5	3
2010	8	5
2011	9	7
2012	8	9
2013	11	

**Figure 14: Fall and Winter Registrations for the MA Program**



**Table 10: MA Applications and Admission to the Department of Economics**

	MA Applications	MA Admissions	Admissions as Percent of Applications
2010	99	31	31.3%
2011	135	32	23.7%
2012	174	40	23.0%
2013	184	44	23.9%

Figure 15: MA Applications and Admission to the Department of Economics

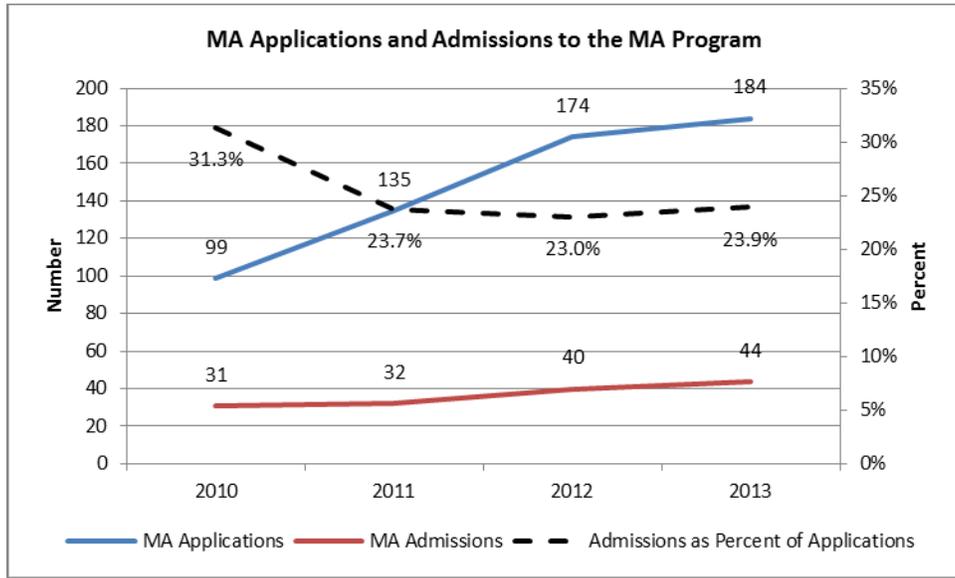


Table 11: A Comparison of Admissions as a Percent of Applications

	Economics	Arts	Engineering
2010	31.3%		
2011	23.7%		
2012	23.0%	30.0%	16.0%
2013	23.9%		

Figure 16: A Comparison of 2012 MA Admission as a Percent of MA Applications

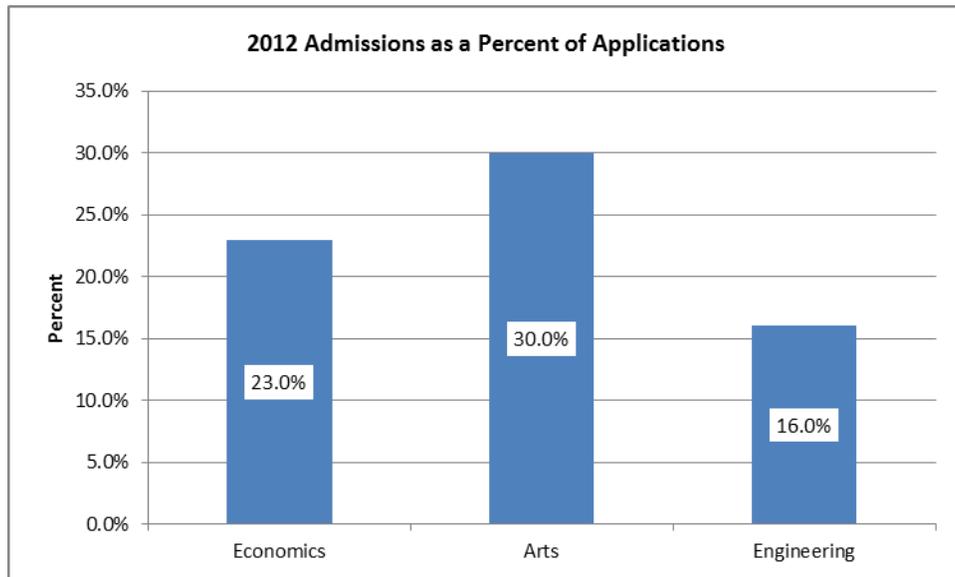


Table 12: MA Admission and MA Enrolment to the Department of Economics

	MA Admissions	MA Enrolment	Enrollment as Percent of Admissions
2010	31	4	12.9%
2011	32	4	12.5%
2012	40	11	27.5%
2013	44	9	20.5%

Figure 17: MA Admission and MA Enrolment to the Department of Economics

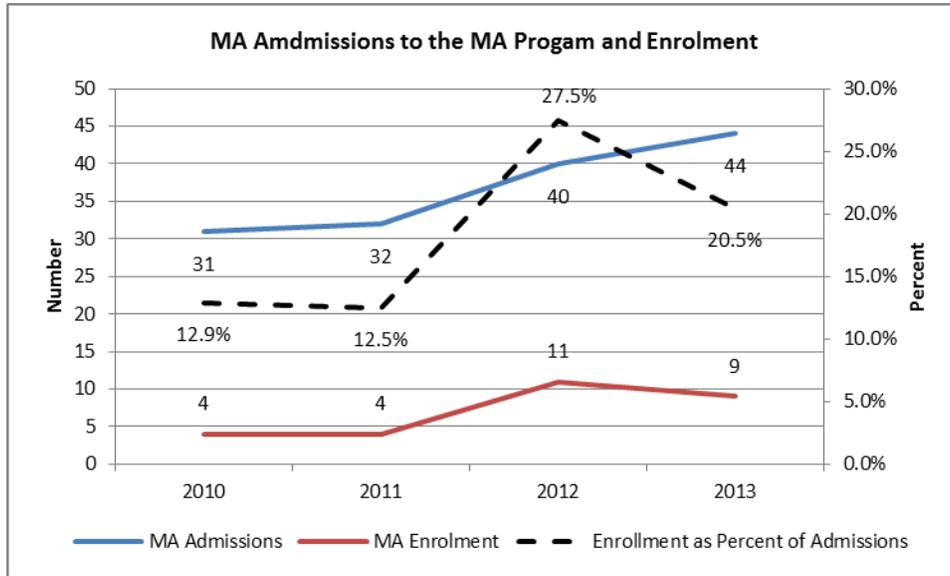


Table 13: A Comparison of Enrolment as a Percent of Admissions

	Economics	Arts	Engineering
2010	12.9%		
2011	12.5%		
2012	27.5%	59.0%	52.0%
2013	20.5%		

Figure 18: A Comparison of Enrolment as a Percent of Admissions

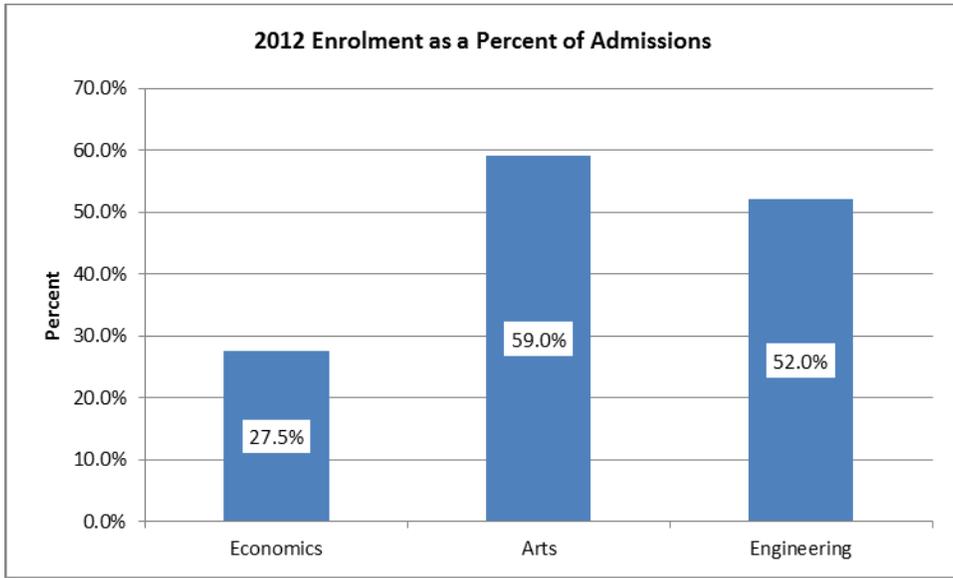
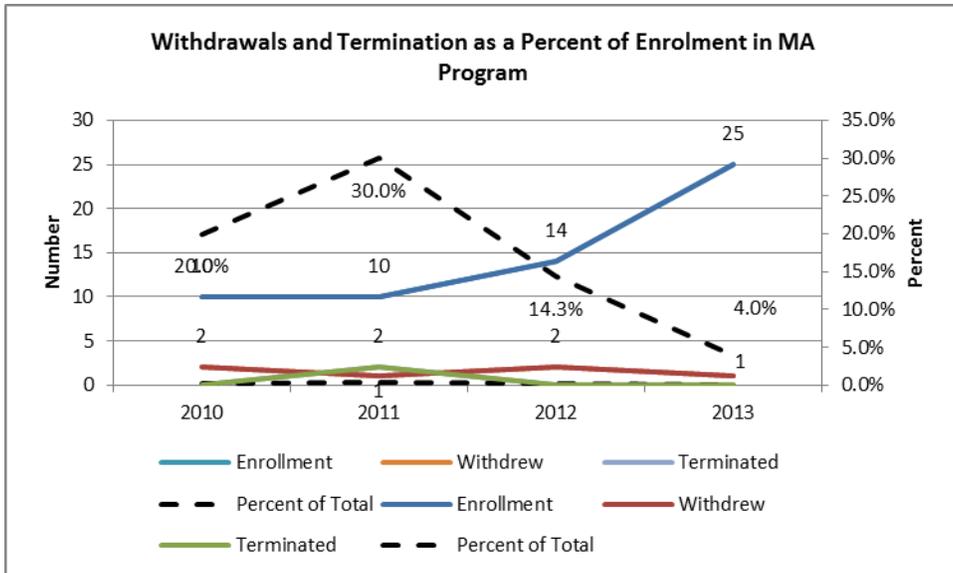


Table 14: Withdraws and Termination from MA Program as a Percent of Enrolment

	Enrollment	Withdraw	Terminated	Percent of Total
2010	10	2	0	20.0%
2011	10	1	2	30.0%
2012	14	2	0	14.3%
2013	25	1	0	4.0%

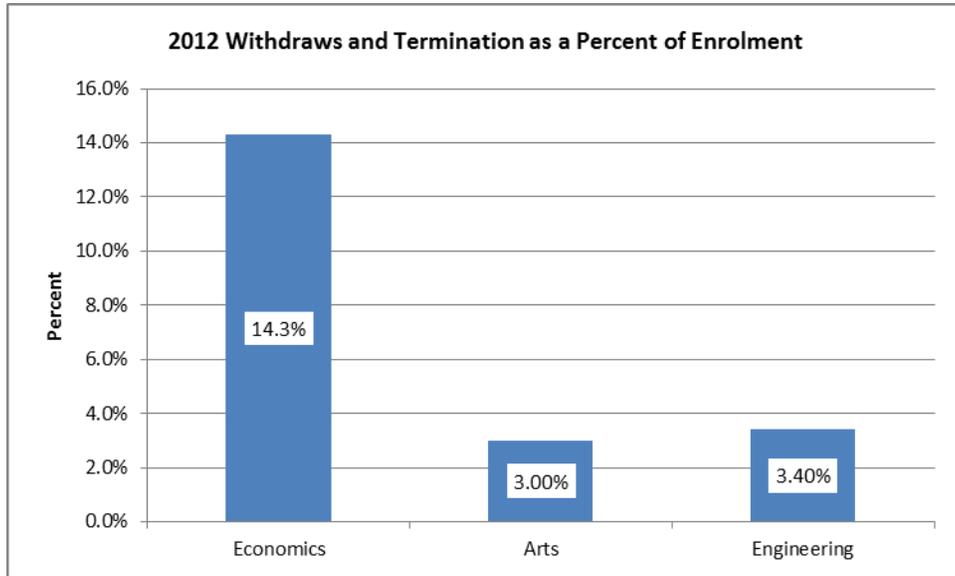
Figure 19: Withdraws and Termination from MA Program as a Percent of Enrolment



**Table 15: A Comparison of MA Withdrawals and MA Termination to MA Enrolment**

	Attrition Economics	Attrition Arts	Attrition Engineering
<b>2010</b>	20.0%		
<b>2011</b>	30.0%		
<b>2012</b>	14.3%	3.00%	3.40%
<b>2013</b>	4.0%		

**Figure 20: A Comparison of MA Withdrawals and MA Termination to MA Enrolment**



**Table 16: Canadian Versus International Students Enrolled in MA Program**

	CDN	International	Total Enrolment
<b>2010</b>	2	8	10
<b>2011</b>	2	8	10
<b>2012</b>	1	13	14
<b>2013</b>	5	20	25

Figure 21: Canadian Versus International Students Enrolled in MA Program

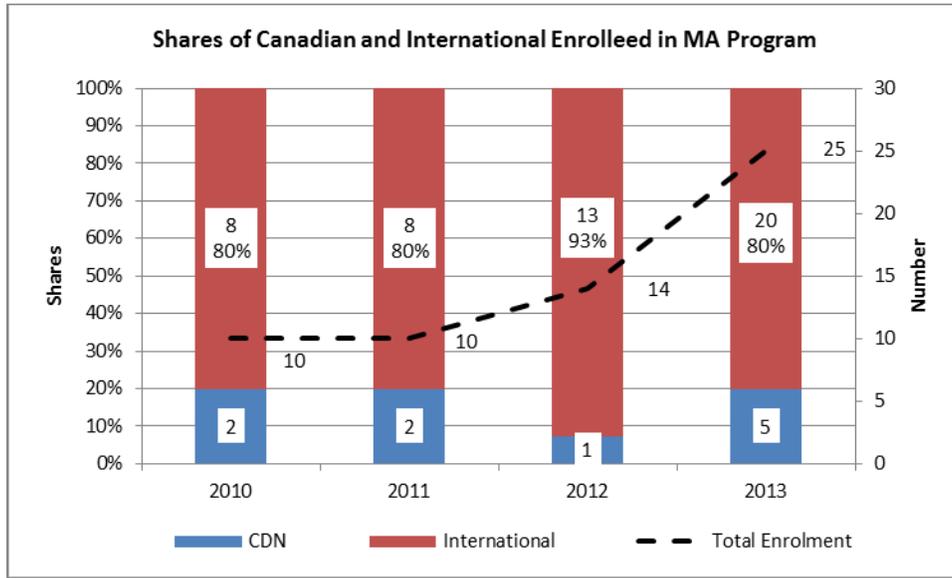
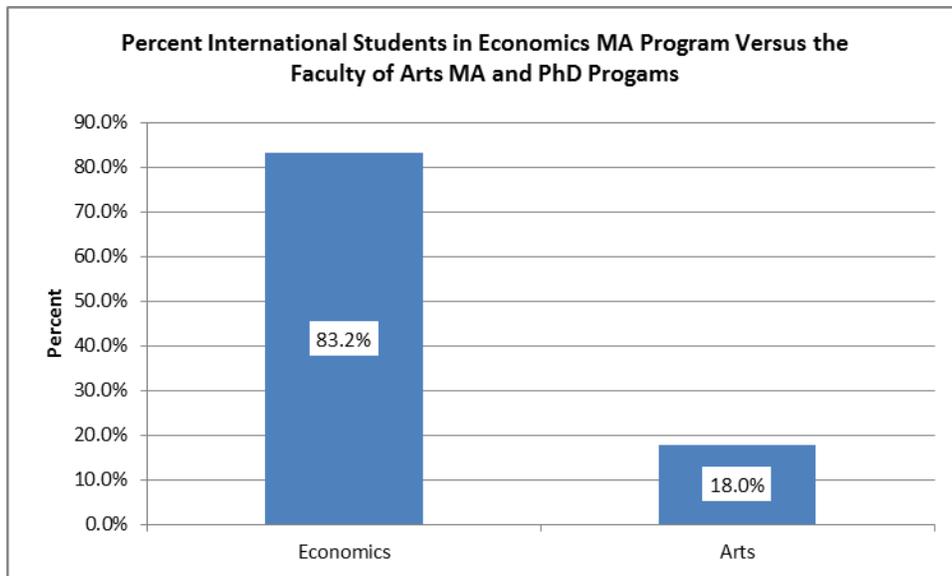


Table 17: A Comparison of the Percentage of Graduate Students who are International Students

	Economics	Arts
2010	80.0%	
2011	80.0%	
2012	92.9%	
2013	80.0%	
Average	83.2%	18.00%

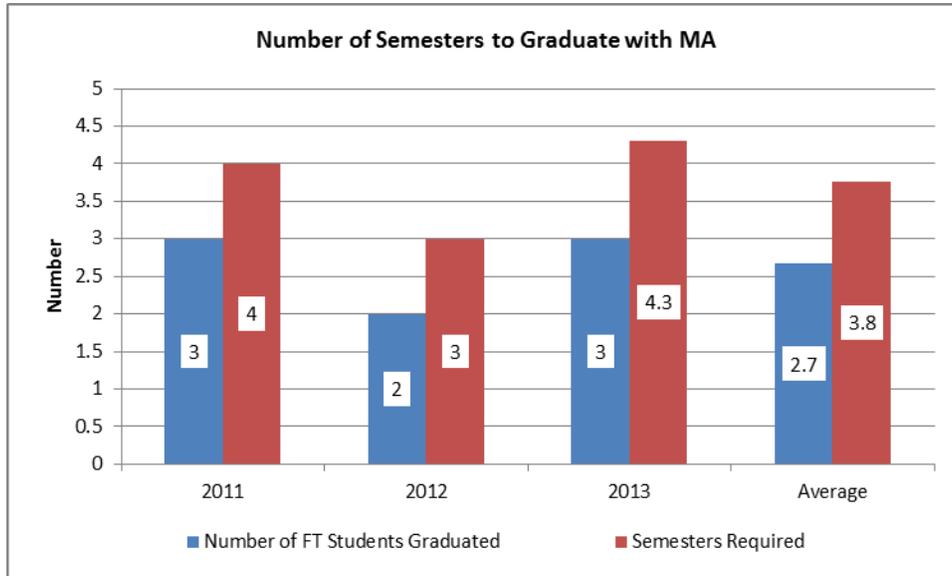
Figure 22: A Comparison of Percent of Graduate Students who are International Students



**Table 18: Length of Time for MA Students to Graduate**

	Number of FT Students Graduated	Semesters Required
2011	3	4
2012	2	3
2013	3	4.3
<b>Average</b>	<b>2.7</b>	<b>3.8</b>

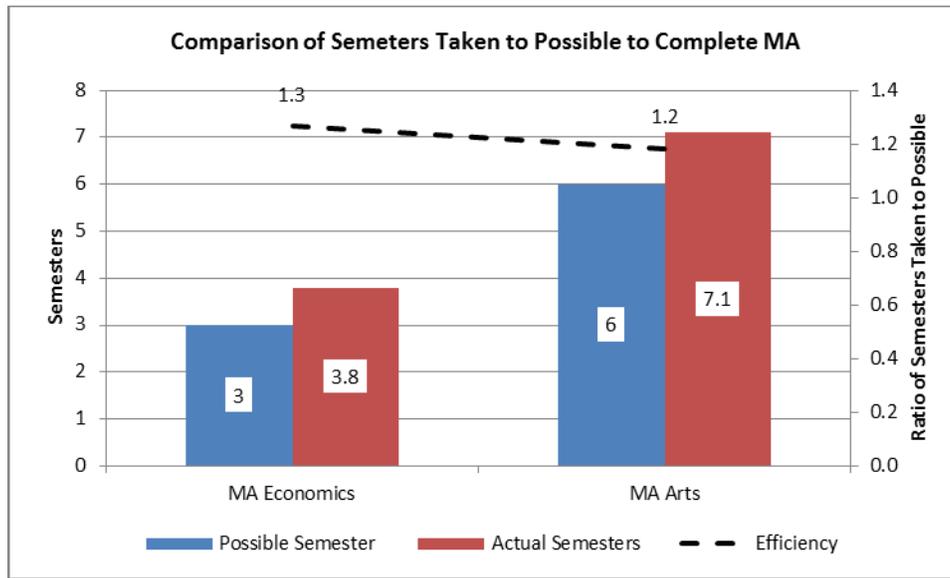
**Figure 23: Length of Time for MA Students to Graduate**



**Table 19: Completion Efficiency – Economics Versus Faculty**

	MA Economics	MA Arts
Possible Semester	3	6
Actual Semesters	3.8	7.1
Efficiency	1.3	1.2

Figure 24: Completion Efficiency – Economics Versus Faculty



### 3.5 The level of satisfaction among graduates of the program

The Department does not really collect information on student satisfaction with the program and the response rate to the graduate exit survey was so small for economics graduates as to make it unusable for this APR. However, in order to provide some information on student satisfaction, the Centre for Institutional Analysis and Planning undertook two focus groups in March of 2014 – one for the undergraduate students in our program and one for the graduate students in our program. The *verbatim* transcripts are provided below as Box 1 and Box 2, respectively.

#### Box 1: Summary of Student Feedback – Undergraduate Focus Group Undertaken by CIAP

**Summary of Student Feedback – Undergraduate Focus Group Undertaken by CIAP**

The student feedback session was moderated, recorded and summarized by the Centre for Institutional Analysis and Planning. The purpose of the session was to obtain feedback from undergraduate students on their experiences with the programs of the Department of Economics. A total of seven students voluntarily provided feedback (six in person and one via email). The main points of the feedback are summarized below, according to themes of the broad questions used to structure the session.

**Academic/Program Curriculum**

**Content Relevance:** Students expressed a common perception of the content of their program curriculum. Overall, students found the program curriculum to be satisfying and relevant. Some specific comments were raised around required courses and the emphasis of the curriculum content as follows:

- The curriculum provides students with a significant number of courses towards a minor in Math. Students recognize this as a positive aspect of the program and feel it should be promoted by the department. If students are aware of their credits toward a Math minor, they may want to complete the remaining courses.
- Third-level courses are perceived to provide the best knowledge of Economics. The content of third-level courses is more in-depth compared to first-year courses which are perceived to be more general. Students understand the purpose of the overall approach to curriculum content – from general to specific - but observe that the gap in approach between the levels of courses is significant and requires some adaptation by students.
- Courses are highly theoretical in nature. Students found that there was little emphasis placed on application of theory to real-world issues and events (e.g., terrorism). The general consensus was that these types of applications would be helpful to student development.
- Analytical courses (e.g., Econometrics) require students to learn software application outside class instruction. Students feel it would be beneficial to incorporate more laboratory and hands-on application of theory in class schedules (e.g., schedule classes in laboratories in addition to three-hour lab slots).
- Required courses in Computer Science are perceived to be more relevant to Math majors than to Economics majors.
- The curriculum may be limited for stimulating specific interests of students and promoting concentrated areas of study. Students believe that they could specialize in areas of interest if courses of other disciplines were cross listed with Economics.

- Students see the benefit of seminars and speakers on special topics inside class time as well as outside class time.
- More emphasis could be placed on experiential learning through enhanced coordination of co-operative education.

**Course Organization and Selection:** Students were generally satisfied with the order in which current courses are taken during the program. They were more concerned about course offerings and selection as well as coordination of courses with other areas. Specific comments included:

- The program of Economics includes a number of electives and the scheduling of these courses seems to be inconsistent across semesters.
- Students are expected to engage in research and technical writing in certain courses. Considering this, courses on research methods and writing should be offered as part of the program curriculum.
- Courses involving more research opportunities should be offered in the curriculum.
- Selection of 4000 level elective courses is limited.
- The schedules of mandatory courses for double majors can conflict which makes it difficult for students to plan their programs of study.
- Certain fields of study are not available to be completed together (e.g., Economics and Earth Sciences).

**Evaluation/Assessment:** Overall, students seemed quite satisfied with their grades in their programs. Specific comments revolved more around evaluation/assessments tools and schemes as follows:

- Students perceived there to be some inconsistency in material tested across first-level courses. The perception is that the inconsistency exists because courses are delivered by per-course instructors. While this is understandable, students feel that the inconsistency could still be addressed.
- The number of midterms given during a semester should be standardized across courses.
- There was an expression of interest in peer presentations of work and papers as part of course requirements.

#### **Student Support and Development**

**Faculty Support:** Students feel that faculty of the department are extremely well-qualified and uphold a standard of reputation in their areas. Faculty members represent great role models for students. One suggestion may be to consider greater demographic diversity in future hiring to match the diversity of students enrolled in the programs.

**External Speakers:** There was agreement between the students that their professors and the department did a very good job of scheduling external people to speak on different topics. The speakers and topics are of relevance and interest to students.

**Communication:** Students were positive about their communications with faculty, students and staff of their programs. In terms of more formal communications on program-related matters, students were less positive. They expressed that they felt uninformed about matters that may be important to them. Comments included:

- Communication about course offerings and guest speakers could be more formally coordinated. It was suggested that the departmental website could be updated to support communication on such matters relevant to students and faculty.
- Communication among instructors on course requirements and evaluations appeared to be inconsistent to students. There was a perceived lack of coordination among instructors and thus an imbalance in evaluation across courses, particularly first-level courses.
- Communication and coordination of co-operative placements could be improved.

**Facilities and Space:** While students were positive about the atmosphere of their program, they were less positive about the physical space. Specifically, students remarked that society rooms are important spaces for students to study and socialize. There is no such area allocated for undergraduate students within the department. As a result, the student community is seen as weak. Students suggested sharing the space reserved for the graduate students.

**Scholarships/Funding:** Students perceive that there is a lack of funding for undergraduate scholarships within the department. There is a perception that more emphasis is placed on graduate student support. It was suggested that enhanced funding opportunities at the undergraduate level could motivate students to also support the development of the department.

#### **Overall Strengths of the Programs**

Comments included:

- Student-faculty relations are a great strength of the program. Overall, faculty are perceived to be very helpful to students. Faculty set an open atmosphere that supports student progress and development.
- Faculty office hours are held to accommodate student schedules.
- The Help Centre is supportive to students.
- Courses offered provide students with good knowledge of the field.
- Speakers on special topics are interesting and informative.

### **Box 2: Summary of Student Feedback - Graduate Focus Group Undertaken by CIAP**

#### **Summary of Student Feedback - Graduate Focus Group Undertaken by CIAP**

The student feedback session was moderated, recorded and summarized by the Centre for Institutional Analysis and Planning. The purpose of the session was to obtain feedback from graduate students on their experiences with the programs of the Department of Economics. A total of two students voluntarily provided feedback (one in person and one via email). The main points of the feedback are summarized below,

according to themes of the broad questions used to structure the session.

#### **Academic/Program Curriculum**

**Content Relevance:** Overall, the student respondents found the program curriculum to be satisfying and relevant. Some specific comments were raised around required courses and the emphasis of the curriculum content as follows:

- The overall curriculum may be limited in relevance to growing employment opportunities, particularly in Newfoundland and Labrador. There seems to be less emphasis on non-renewable resources (e.g., oil and gas) than renewable resources. Also, Health Economics is believed to be a developing area but it receives little attention in the program curriculum.
- Presentations by invited speakers and some course material can include concepts of finance. It may be helpful to have more financial material integrated in the program or at least encourage students to enroll in related business courses.
- Mathematical economics provides very good knowledge for students but the content could be refined or reduced by requiring linear algebra as a prerequisite.

**Course Organization and Selection:** The student respondents were generally satisfied with the order in which current courses are offered during the program. They were more concerned about course selection and overlap. Specific comments included:

- The content of courses in the second semester seems to have a significant level of overlap. There is a great deal of emphasis on public and renewable resources and little on other areas (e.g., labor and non-renewable resources). Student perception is that the selection of courses and the topics covered could be better coordinated among professors.
- For students who completed their undergraduate degree at Memorial, they would find a number of the graduate courses to be repetitive. Also, they would lack experience with statistical software for graduate studies.

**Evaluation/Assessment:** Overall, the students found the course material significantly more challenging in content and volume than that of undergraduate programs but still seemed quite satisfied with their grade assessments. Specific comments revolved more around evaluation/assessments tools and schemes as follows:

- The number of midterms given during a semester should be standardized across courses. Some courses include only one mid-term and one final exam. These courses can place a great deal of pressure and stress on students.
- Greater integration of assignments in course evaluations would be beneficial to student learning and performance. Assignments help prepare students for tests and exams.

#### **Student Support and Development**

**Faculty Support:** Student respondents feel that faculty of the department are extremely well-qualified and uphold a standard of reputation in their field of knowledge. One suggestion may be to encourage the use of technology by faculty inside and outside the classroom to support student learning and relations.

**External Speakers:** There was agreement between the students that their professors and the department did a very good job of scheduling external people to speak on different topics. The speakers and topics are of relevance and interest to students.

**Communication:** Overall, the students were positive about their communications with faculty, students and staff of their programs. There was a perception that there is some inconsistency in communication among instructors on course requirements and evaluations. There was a perceived lack of coordination among instructors and thus an imbalance in evaluation across courses.

#### **Overall Strengths of the Programs**

Comments included:

- Student-faculty relations are a great strength of the program. Overall, faculty are perceived to be very helpful to students. Faculty set an open atmosphere that supports student progress and development.
- Speakers on special topics are interesting and informative.

#### **Areas for Improvement**

Comments included:

- Faculty should be encouraged and developed to incorporate the use of technology in student teaching and relations.
- The emphasis on exams in course evaluation plans should be decreased and the use of assignments should be increased.
- Topics covered across courses should be broadened and coordinated to be relevant to employment opportunities.

Accepting the focus group summaries as evidence of students' views and concerns, it appears, that in general, undergraduate and graduate students are reasonably happy with the program; appear to be satisfied with the grading within the Department; appreciate the faculty; perceive the faculty as good role models; appreciated the visiting speakers program; and considered the informal communication between themselves and the faculty as being positive. However, the students have offered some suggestions about how the program could be improved.

One suggestion proposed by the students pertained to having a more applied focus in some of our senior level courses, while another suggestion was that there ought to be more focus on assignments and less on formal exams in the graduate program. While the calendar description provides the general topics covered under each course and some courses are more amenable to real world applications being introduced than others, each instructor has flexibility in what specific topics within each course will be developed. It is the case that many of our courses have a real world focus, with specific real world applications used to emphasize a technical or theoretical point. Since the research focus of the majority of faculty members in the Department is in applied economics, this focus invariably finds its way into the classroom.

Another suggestion has been that there should be more emphasis on experiential learning through enhanced co-ordination of the co-op program. This would not be feasible in our department as the co-op program is small – typically less than 10 students — and given the resources required to maintain the co-op program, an expansion would require a significant expansion of the faculty complement to the Department. In the current fiscal environment, this is unlikely to happen within Memorial University. An expansion of the Department of Economics does not appear to be a priority for either the Faculty of Arts or the institution as a whole. However, the CARE program can be developed so as to provide students with a better opportunity to do applied research. CARE researchers are currently working with students to develop their analytical writing skills. These students are also expected to present their results publicly. This again, gives these students more marketable and real-world skills.

A third suggestion is that more laboratory time in our analytical courses, such as Econometrics, be included in the curriculum. This is somewhat surprising as we already have labs in Econometrics, Mathematical Economics and Intermediate Microeconomics. It is not clear what is being asked for here that is not already available in our technical courses. It might be that the Department does not really have labs in a “lab” with computers, etc. Rather, students are asked to bring their computers to class every day (since there is really no difference in terms of what the instructors teach in econometrics or the class location between a lecture and a lab). The instructor expects students to be running their Econometrics software with him as they proceed with the course, so they both learn how to use the software and the actual material together with the instructor. This seems to work well for those students who do bring their laptop and the instructor tries to accommodate those who do not own one...but in some occasions they simply do not open or do not start their laptops...Since Econometric lab classes are not in a classes where the Department provides a computer for them, the instructor has felt reluctant to demand have computers in class and lab periods. It is the view of the instructors of Econometrics that the format of the class, the provision of software starting guides, the provision of exercises and code to replicate examples and exercises should be conducive to their learning how to use the software, even if not much time (perhaps a lecture session or two) is explicitly devoted to learn it.

A fourth suggestion was that more electives are needed at the senior level and they need to be offered on a consistent basis. In addition, to enhance their employment opportunities in Newfoundland and Labrador, graduate students wanted to see more non-renewable economics courses and health economics courses. As well, it was suggested that a research methods course (other than econometrics) is needed at the undergraduate level. While we would agree that students would benefit from this and

more electives being offered each year, with the faculty complement of 12 — some of whom are on sabbatical, leave or administrative reassignment in any given year — it may not be possible to achieve this. The Department just does not have enough people to expand our program in this way.

A fifth suggestion is that more standardized testing across sections and more standardized evaluation methods and peer presentations ought to be part of the evaluation scheme. Certainly, the standard testing and evaluation methods should be considered by the curriculum review committee that will hopefully come out of this APR. The peer review presentation will work in some courses, but would not be feasible to use in other courses, given the technical nature of these courses and the amount of information that would have to be dealt with in the limited time available in a one-semester course.

Additionally, the lack of a formal communication link between the Department and the students was seen as an undesirable aspect of the Department. This is something that should be looked into as to its logistics and potential benefits.

Another concern is that there was not enough space for the students, including the lack of a society room. The lack of space is a universal problem that pervades the whole university. There is no space that we can allocate to a student room. We have allocated a resource room so that the graduate students have limited office space, access the internet, and available computers.

There was a perception that there was a lack of scholarship support for undergraduate students and there was too much emphasis on graduate financial support. As dealt with below, the Department of Economics provides significant scholarships to its undergraduate students. This varies between \$16,000 and \$20,000 per year. As well, scholarships are made available by donors and they are either available or they are not. This information is available on the Department's website, but it may require an additional effort to promote awareness of these scholarships.

Finally, student-faculty relations were perceived to be a very positive aspect of the program and faculty were seen to be very helpful to students which supported the students' progress and development. As well, office hours are held to accommodate student schedules; the Help Centre was seen as supportive to students, courses offered provide students with good knowledge of the field; and the visiting speakers were interesting and informative. These are indeed positive aspects of our program and we appreciate of the students recognizing and acknowledge this.

### **3.6 Student Post-Graduation Success**

Unfortunately, we have no way of tracking this, except through personal contacts. In the past two years, four of our recent MA graduates students were accepted into Ph.D. programs at Queen's University, University of Alberta (2 students), and McMaster University. The Department has had at least four of our former MA graduates complete Ph.D. programs at the University of York, Dalhousie University, the University of Toronto and Simon Fraser University. As well, at least two of our undergraduate students in previous years went on to complete PhDs at the University of Rochester and Dalhousie University. In addition, the Department has had two Rothermere Scholarship winners — one enrolled at Oxford University and one enrolled at York.

In terms of our undergraduates, the Department typically has one to two students per year go on to complete a MA degree at other institutions. While the Department has had four students move from the undergraduate program in 2013-14 to the graduate program, most of these students were doing qualifying courses for the MA program and some of the students had previously moved to Newfoundland and Labrador to enter into our undergraduate program.

In addition, the graduate and undergraduate students are employed in all levels of government, private industry and in NGOs, both within and outside of the province. While our graduates appear to be able to obtain employment when they leave our program, the Department does not track them. Some of our students are deputy ministers, assistant deputy ministers, directors, managers and hold other technical positions within government, while others occupy key positions in energy and other private sector firms.

Based on what we know, it appears that our students are relatively successful in progressing academically into more advanced degrees and professionally into jobs related to the economics training received through our program.

### **3.7 Non-Traditional Students**

We do not know how many non-traditional students are enrolling in our courses and programs because we do not monitor or have no way to collect data on this issue. Moreover, it is our understanding that this data is not readily available at the departmental level from the Centre of Institutional Analysis and Planning either.

### **3.8 Communication of Program Outcomes to Students**

Quite simply, there is no formal mechanism through which program outcomes are made known to students. The only way program outcomes are made known to students is when the outcomes are reflected on our website, through the media or in our APR – the last of which took place 13 years ago. This is not something that has been utilized by the Department of Economics. However, the performance of individual students in each of their completed courses is communicated to the student in each semester after the final grades have been recorded by the Department.

## **4.0 Curriculum Teaching**

### **4.1 Consistency of Curriculum Delivery with Objectives, Calendar Descriptions, Course and Degree Requirements and Admission Standards**

As evidenced by the course outlines and sample tests included with this APR, the curriculum is delivered consistently with calendar descriptions, course requirements, degree requirements and standard of admission. While the course descriptions are available in the calendar, the list of courses that have been offered in the last five years at each level and in each semester are illustrated in Tables 9 and 11 below. Also included in this table are the number of students enrolled in each of the courses and the number of sections offered.

Table 20: Economics Course Taught from 2009-10 to 2010-11

COURSE	2009-2010						2010-2011						
	S09	REG	F09	REG	W10	REG	S10	REG	F10	REG	W11	REG	
<b>ECON</b>													
2010	1	36	6	525	3	195	1	43	6	451	3	181	
2020	1	39	2	148	4	394	1	38	2	96	4	335	
2550					1	21					1	26	
	<b>2</b>	<b>75</b>	<b>8</b>	<b>673</b>	<b>8</b>	<b>610</b>	<b>2</b>	<b>81</b>	<b>8</b>	<b>547</b>	<b>8</b>	<b>542</b>	
3000			1	28	1	14			1	37	1	3	
3001					1	20					1	25	
3010			1	19	1	29			1	27	1	19	
3011					1	8					1	10	
3030			1	21					1	15			
3070			1	23					1	19			
3080			1	9					1	9			
3140													
3150	4	185	1	58	1	44	4	163	1	49	1	68	
3360					1	31					1	15	
3550			1	20	1	1			1	28	1	4	
3551					1	4					1	4	
3711			1	13									
	<b>4</b>	<b>185</b>	<b>8</b>	<b>191</b>	<b>8</b>	<b>151</b>	<b>4</b>	<b>163</b>	<b>7</b>	<b>184</b>	<b>8</b>	<b>148</b>	
4000			1	3									
4010													
4025											1	16	
4026									1	4			
4030			1	3	1	3							
4031									1	1			
4060													
4085			1	4							1	8	
4090					1	8			1	3			
4100													
4120					1	11					1	4	
4140													
4150			1	5					1	3			
4550			1	6					1	17			
4551					1	7					1	7	
			<b>5</b>	<b>21</b>	<b>4</b>	<b>29</b>			<b>5</b>	<b>28</b>	<b>4</b>	<b>35</b>	
2010 D/E	1	49	1	73	1	76	1	69	1	68	1	65	
2020 D/E	1	47	1	50	1	73	1	58	1	75	1	69	
2550 D/E			1	12					1	19			
	<b>2</b>	<b>96</b>	<b>3</b>	<b>135</b>	<b>2</b>	<b>149</b>	<b>2</b>	<b>127</b>	<b>3</b>	<b>162</b>	<b>2</b>	<b>134</b>	
3000 D/E			1	17					1	15		19	
3010 D/E	1	6							1	12			
3030 D/E					1	24					1	19	
3080 D/E	1	13							1	16			
3150 D/E	1	39	1	60	1	33	1	57	1	36	1	27	
	<b>3</b>	<b>58</b>	<b>1</b>	<b>77</b>	<b>2</b>	<b>57</b>	<b>4</b>	<b>100</b>	<b>1</b>	<b>36</b>	<b>3</b>	<b>65</b>	

Table 21: Economics Course Taught from 2011-12 to 2012-13

COURSE	2011-2012						2012-2013					
	S11 SEC	REG	F11 SEC	REG	W12 SEC	REG	S12 SEC	REG	F12 SEC	REG	W13 SEC	REG
<b>ECON</b>												
2010	1	47	6	520	3	249	1	58	6	534	3	254
2020	1	43	2	168	4	379	1	36	2	181	4	407
2550					1	21					1	27
	<b>2</b>	<b>90</b>	<b>8</b>	<b>688</b>	<b>8</b>	<b>649</b>	<b>2</b>	<b>94</b>	<b>8</b>	<b>715</b>	<b>8</b>	<b>688</b>
3000			1	12					1	38		
3001	1	1			1	10					1	28
3010			1	30	1	19			1	16	1	29
3011					1	2					1	21
3030					1	15			1	7		
3070			1	13					1	18		
3080			1	13					1	16		
3140												
3150	4	166	1	42	1	67	3	134	1	26	1	37
3360					1	39						
3550			1	14					1	25		
3551					1	12					1	8
3711			1	14								
	<b>5</b>	<b>167</b>	<b>7</b>	<b>138</b>	<b>7</b>	<b>164</b>	<b>3</b>	<b>134</b>	<b>7</b>	<b>146</b>	<b>5</b>	<b>123</b>
4000												
4010												
4025					1	15						
4026					1	10						
4030											1	3
4031												
4060												
4085									1	12		
4090			1	15								
4100												
4120					1	11					1	11
4140											1	13
4150			1	8					1	11		
4550			1	14					1	20		
4551					1	7					1	13
			<b>3</b>	<b>37</b>	<b>4</b>	<b>43</b>			<b>3</b>	<b>43</b>	<b>4</b>	<b>40</b>
2010 D/E	1	94	1	125	1	89	1	99	1	114	1	92
2020 D/E	1	90	1	91	1	96	1	94	1	113	1	133
2550 D/E			1	21					1	15		
	<b>2</b>	<b>184</b>	<b>3</b>	<b>237</b>	<b>3</b>	<b>185</b>	<b>2</b>	<b>193</b>	<b>3</b>	<b>242</b>	<b>2</b>	<b>225</b>
3000 D/E	1	15			1	28	1	13			1	16
3010 D/E	1	14					1	12				
3030 D/E			1	23							1	19
3080 D/E	1	13					1	24				
3150 D/E	1	54	1	39	1	30	1	41	1	41	1	16
	<b>4</b>	<b>96</b>	<b>2</b>	<b>62</b>	<b>2</b>	<b>58</b>	<b>4</b>	<b>90</b>	<b>1</b>	<b>41</b>	<b>3</b>	<b>51</b>

Table 22: Economics Course Taught from 2013-14 to 2014-15

COURSE	2013-2014						2014-2015					
	S13 SEC	REG	F13 SEC	REG	W14 SEC	REG	S14 SEC	REG	F14 SEC	REG	W15 SEC	REG
<b>ECON</b>												
2010	1	39	6	520	3	232	1	41	6	499		
2020	1	56	2	152	4	388	1	29	2	159		
2550					1	25						
	<b>2</b>	<b>95</b>	<b>8</b>	<b>672</b>	<b>8</b>	<b>645</b>	<b>2</b>	<b>70</b>	<b>8</b>	<b>658</b>	<b>0</b>	<b>0</b>
3000			1	42					1	31		
3001					1	20						
3010			1	25	1	36	1	13	1	12		
3011					1	9						
3030					1	36						
3070			1	16					1	18		
3080			1	26					1	26		
3140												
3150	1	17	1	30	1	33			1	33		
3360			1	19					1	17		
3550			1	34					1	16		
3551					1	16						
3711												
	<b>1</b>	<b>17</b>	<b>7</b>	<b>192</b>	<b>6</b>	<b>150</b>	<b>1</b>	<b>13</b>	<b>7</b>	<b>153</b>	<b>0</b>	<b>0</b>
4000					1	5						
4010												
4025												
4026												
4030												
4031			1	4								
4060									1	6		
4085									1	7		
4090			1	21					1	10		
4100					1	4						
4120					1	12						
4140												
4150			1	6					1	8		
4550			1	15			1	6	1	15		
4551					1	10						
			<b>4</b>	<b>46</b>	<b>4</b>	<b>31</b>			<b>5</b>	<b>46</b>	<b>0</b>	<b>0</b>
2010 D/E	1	80	1	108	1	85	1	75	1	75		
2020 D/E	1	97	1	117	1	123	1	89	1	98		
2550 D/E			1	18					1	0		
	<b>2</b>	<b>177</b>	<b>3</b>	<b>243</b>	<b>2</b>	<b>208</b>	<b>2</b>	<b>170</b>	<b>3</b>	<b>173</b>	<b>0</b>	<b>0</b>
3000 D/E					1	32						
3010 D/E												
3030 D/E			1	15								
3080 D/E	1	31			1	12	1	17				
3150 D/E	1	12			1	9	1	12				
	<b>2</b>	<b>43</b>	<b>1</b>	<b>15</b>	<b>3</b>	<b>53</b>	<b>2</b>	<b>29</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## 4.2 Curricular Overlap with Other Departments and Programs

There is very little overlap. However, the Faculty of Business Administration has been making in-roads into teaching courses that in most universities would be considered courses that would solely be in the

domain of the Department of Economics. An example would be Business 5530 – Public Finance. It appears to be very similar to Economics 3711 – Intergovernmental Relations.

### **4.3 Relevancy, Rigorousness and Cohesiveness of Curriculum**

In our view, the curriculum is relevant to the needs of the students. The curriculum is both rigorous and cohesive. This is bolstered by the fact that a number of the Department's students have gone to successfully complete MA and Ph.D. programs. Furthermore, the Department's students have been successful in getting important jobs in the public and private sector. As well, the growth in Economics majors in recent year attests to the fact that students think that an Economics degree is relevant.

### **4.4 Effectiveness of Curriculum Delivery**

For the most part, the Department believes the curriculum is delivered effectively. While there may be some problems with teaching at the individual level, they are probably similar to those experienced in other departments.

### **4.5 Responsiveness of Curriculum to the Needs of Students and Employers**

The Department is very responsive to the needs of our students and to potential employers. The Department provides resources to the Economics Help Centre; we provide a variety of programs and degrees; we have had numerous scholars visit the Department and present their research; we provided detailed information for courses and requirements on our website; we add courses as a perceived need exists; we have offered courses out of sequence to help students graduate sooner or qualify for graduate school; we list our courses for each semester on our website; we list our scholarship winners and students success stories on our website, our bulletin board and our display case; we provide employment opportunities for our students in terms of applied research opportunities; we provide financial support to our graduate student through the School of Graduate Studies and through CARE; and we are willing to renumber our courses and move 2010 and 2020 to 1000-level courses to better meet the needs of entry-level students.

We provide the Economics Help Centre that is staffed by MA level students and senior undergraduate students five days a week and in most slots so that students can avail of the service. The Help Centre is run to answer questions from students taking introductory economics courses. Information on the Help Centre is posted on our website ([http://www.mun.ca/econ/Help\\_Centre\\_Hours.php](http://www.mun.ca/econ/Help_Centre_Hours.php)), updated every semester, and announced to all students taking our introductory classes. In particular, as noted on our website, the Economics Help Centre aims to provide assistance for students enrolled in Economics 2010 & 2020 with the following: (1) textbook problems or course study guide; (2) further explanation of textbook readings or lecture materials; and (3) study assignments when approved by course instructor. Information about hours of operations are also posted in the General Office, room AA3077.

Similarly our website (<http://www.mun.ca/econ/programs/>) also explains that the Department of Economics offers several undergraduate degree programs and it provide those interested with hyperlinks to the appropriate university website. For example, students majoring in economics may choose to complete a [Bachelor degree \(General or Honours\)](#) in Arts or in Science. As well, the Department of Economics offers four joint major programs with two departments in the Faculty of

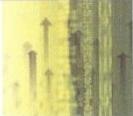
Science, i.e., the Department of Mathematics and Statistics and the Department of Computer Science. Specifically, we offer a [Joint Major in Applied Mathematics and Economics, a Joint Major in Computer Science and Economics, a Joint Major in Pure Mathematics and Economics and a Joint Major in Statistics and Economics](#). As well, many students in the Bachelor of Commerce program have also enrolled in the joint degree program in Economics.

As well, the Department of Economics offers its students an Economics Co-operative Education Option (ECEO). The Department offers this program because of the popularity and demand for economics co-op programmes has been increasing across the country. It is our view that economics is a discipline that lends itself ideally to co-operative education. The qualitative and quantitative analytical skills of economists in training are in demand by the private sector and the public sector alike. Co-op programmes combine a solid base of course work with work terms that can provide students with invaluable experience. In particular, students will learn practical skills in an employment situation during their course of study. This can help students to secure initial employment in their chosen field of work. Another benefit to our students is that paid employment helps students to defray their cost of education. Moreover, we have modeled our ECEO on the best co-op programmes in the country. The course work and each of the three work terms have been carefully matched so as to maximize the advantage to both students and the employer, preparing students to undertake progressively more qualified tasks in the workplace. We provide additional information about our co-op program through a hyperlink on our website ([http://www.mun.ca/econ/programs/co\\_op.php](http://www.mun.ca/econ/programs/co_op.php)) and the application is also on our website ([http://www.mun.ca/econ/programs/economics\\_coop\\_educ\\_application.php](http://www.mun.ca/econ/programs/economics_coop_educ_application.php))

The Department of Economics also offers a MA program. The Department re-instituted the program in 1996. The degree of Master of Arts is offered in Economics. The focus of the program is applied economics. The non-thesis option is designed so that suitably qualified full-time students can complete it in one year. The thesis option normally takes more than one year. The average length of time to complete the degree is a little more than thirteen months, the shortest for a graduate degree in the University, according to the statistics released by the School of Graduate Studies.

Student Information Business Cards are take-away business cards with concise information on program requirements – Major, Minor and Honours – students can take away with them. This allows them to see very quickly the courses that are required to complete their chosen program. See Figures below for examples of information. Also, the Graduate Coordinator is working with the Faculty of Arts to prepare brochures like these for the MA Program. Certainly, the previous Graduate Coordinator did some work on this.

Our website provides Honour guidelines ([http://www.mun.ca/econ/programs/honours\\_essay.php](http://www.mun.ca/econ/programs/honours_essay.php)). As Box 3 below indicates, these guidelines detail what is involved in an honour dissertation. It is written in a clear concise way that should be easy for students to follow.

<p><b>ECONOMICS</b></p> <p><b>MAJOR</b></p> <p>For suggested course pattern contact the department.</p> <p>arts@mun.ca  Faculty of Arts</p>	<p><b>ECONOMICS</b></p>  <p><b>MINOR</b> requirements</p> <p>8 Economics courses</p> <ul style="list-style-type: none"> <li>2010, 2020, 3000 and 3010</li> <li>four courses in economics electives chosen in consultation with a delegate from the department</li> </ul> <p>As of 2013/14 Calendar</p> <p>www.mun.ca/economics</p>	<p><b>ECONOMICS</b></p>  <p><b>HONOURS</b> requirements</p> <ul style="list-style-type: none"> <li>3011, 3551, 4550 and 4551</li> <li>two additional courses in economics electives chosen in consultation with a delegate from the department</li> <li>4999</li> <li>NOTE: All above in addition to the requirements for a major</li> </ul> <p>www.mun.ca/economics</p>
<p><b>ECONOMICS</b></p>  <p><b>MAJOR</b> requirements</p> <p>Statistics 2500 and 13 Economics courses</p> <ul style="list-style-type: none"> <li>2010, 2020, 2550, 3000, 3001, 3010 and 3550</li> <li>six courses chosen in consultation with a delegate from the economics department</li> <li>of above six courses, three must be from the 4000-level</li> <li>for requirements regarding the economics coop major, see the university Calendar</li> </ul> <p>www.mun.ca/economics</p>	<p><b>ECONOMICS</b></p> <p><b>MINOR</b></p> <p>For suggested course pattern contact the department.</p> <p>arts@mun.ca  Faculty of Arts</p>	<p><b>ECONOMICS</b></p> <p><b>HONOURS</b></p> <p>For a suggested course pattern, contact the department.</p> <p>arts@mun.ca  Faculty of Arts</p>

**Box 3: Honours Essay Policy and Guidelines**

**Honours Essay Policy and Guidelines**

**Introduction**

Candidates for an Honours degree in economics are required to submit an essay based on the independent research work undertaken by the student under the supervision of a faculty member (supervisor). This document sets out the recommended procedures to be followed in the planning and production of an honours essay and pertains both to the Honours Essay required under the B.A. (Honours) Regulations, and to the Honours Dissertation required under the B.Sc. (Honours) Regulations.

The specific guidelines are intended to help students and supervisors in this endeavour. It is noted that honours essays are not meant to be equivalent to graduate dissertations. The work required to complete the essay should be in proportion to the three course credit hours awarded for Econ 4999. The honours essay is intended to provide an opportunity to pursue a topic in depth, to learn to identify and analyze an economic problem that merits study, and to communicate the results clearly. The honours essay thus gives the student an opportunity to present and defend a view that derives from the research and is the student's own.

**The Process**

Students who are considering applying for the honours program should meet with the Head of Department to discuss the program requirements including the essay. Upon admission to the program (normally in the third year), the candidate should again meet with the Head who will help the student begin the process of thinking about (a) selecting a suitable essay topic, and (b) identifying a faculty member as a potential supervisor.

The essay requires significant effort on the part of the student as well as the supervisor. Candidates should therefore talk with faculty members as early as possible about areas of interest, topics and possible supervision. Having identified a potential supervisor, the candidate should work with that faculty member to select a topic and begin to explore the relevant literature.

**Guidelines for Choosing a Topic:**

1. The essay should relate to course work already completed.
  2. The topic must be appropriate in scope, and narrowly focussed.
- The next step is to write a 1-2 page essay proposal. The proposal shall be submitted to the Head no later than the end of October in the student's final year. Before submitting the proposal, the candidate should work closely with the potential supervisor to ensure that the proposal meets the following standards.

**Guidelines for the Honours Essay Proposal:**

1. The proposal must present a brief and clear description of the problem to be explored.
2. It must contain a statement explaining why the problem merits study.
3. It must include an outline of the project.
4. Finally, it should list a working bibliography of books/articles to be read.

Once the proposal has been approved, and the supervisor has been appointed by the Head, the candidate should meet with the supervisor to determine all the details of the honours study (the availability of the supervisor, the frequency of meetings, the extent of required readings, and how much written work will be required for each of two progress reports to be submitted to the supervisor).

In preparing the first draft of the essay, the candidate is expected to pay due attention to grammar, spelling, and syntax. It is strongly recommended that the student follow the stylistic guidelines for citation, referencing et cetera outlined below. Candidates are also advised to avail of the excellent guidelines to essay writing available in the QEII Library.

During the Winter Semester, the Head in consultation with the supervisor will ask another faculty member to serve as second reader. A complete draft of the essay must be submitted to the supervisor and the second reader two (2) weeks before the end of classes. The final version of the essay shall be submitted to the supervisor no later than the last day of classes. The final version shall address the comments received from the supervisor and the second reader. The final grade for the honours essay will be determined by the supervisor, with input from the second reader and, if appropriate, from the other members of the department. Three copies of the essay must be supplied: one for the supervisor, one for the QEII Library, and one for the department.

**Summary of deadlines**

- Proposal due no later than the end of October in the semester immediately preceding that in which the student registers for the Honours Essay.
- First draft due two weeks before the end of classes in Winter Semester.
- Final version due on the last day of classes in Winter Semester.

For advice on undergraduate programs in the Department of Economics, please contact the Undergraduate Coordinator.

The Department of Economics offers our students exchange opportunities universities in Sweden and in Germany. The **Memorial-Sweden Exchange** is a program between MUN and [Jönköping International Business School](#) (JIBS) of Jönköping University in scenic south-central Sweden. The **Memorial - Germany Exchange** is a program between MUN and the [University of Kaiserslautern](#) (TUK) in the Palatinate Forest in southwest Germany. Information about the exchange program is available on our website (<http://www.mun.ca/econ/programs/exchange.php>)

#### 4.4 Course Offerings

Tables 6 and 7 indicate the course offerings by the Department of Economics since 2009-10. The Department attempts to offer a variety of courses at all levels to ensure that our students are able to plan their course of study in order to graduate within a normal time period. As well, while we focus on the fall and winter semester to service the semesters for which we have the biggest demand, the Department tries to schedule courses within each semester so as to accommodate the diverse schedules that students have. The department balances morning, afternoon, evening, and distance courses and time of week slots (Monday, Wednesday and Friday versus Tuesday and Thursday). Boxes 4, 5 and 6 below indicate the information that would be available to students on our website ([http://www.mun.ca/econ/course\\_offerings/](http://www.mun.ca/econ/course_offerings/)).

Box 4: Spring Semester, 2014

<u>Spring Semester, 2014</u>					
<u>COURSE #</u>	<u>TITLE</u>	<u>ENROL SECTION</u>	<u>SLOT</u>	<u>INSTRUCTOR</u>	<u>ROOM</u>
2010	Intro. Microeconomics	80	002/ 20	J. Aucoin	ED2018B
2010	Intro. Microeconomics 99	081/WWW	G. Riser	-	-
2020	Intro. Macroeconomics	80	001/13	K. Chu	ED2018B
2020	Intro. Macroeconomics	99	081/WWW	S. Lynch	-
299W	Work Term I	10	001	-	-
3010	Intermediate Macro Theory I	49	001/11	K. Chu	ED4011
3080	Natural Resources and Environmental Economics	99	081/WWW	N. Lyssenko	-
399W	Work Term II	5	001/	-	-
4999	Honours Essay	5	001/	-	-
499W	Work Term III	20	001/	-	-
6999	Master's Essay	10	001	-	-
9000	Graduate Registration	10	001	-	-
<u>Interession Semester, 2014</u>					
<u>COURSE #</u>	<u>TITLE</u>	<u>ENROL SECTION</u>	<u>SLOT</u>	<u>INSTRUCTOR</u>	<u>ROOM</u>
4550	Econometrics I	49	001/7, 8	R. Martinez-Espineira	AA2065

Box 5: Fall Semester, 2014

<u>Fall Semester, 2014</u>					
<u>COURSE #</u>	<u>TITLE</u>	<u>ENROL SECTION</u>	<u>SLOT</u>	<u>INSTRUCTOR</u>	<u>ROOM</u>
2010	Intro. Microeconomics	104	001/ 02	G. Riser	ED2018B
2010	Intro. Microeconomics	105	002/ 17	T. Ramessur	ED2018A
2010	Intro. Microeconomics	104	003/ 06	W. Wiseman	ED3034A
2010	Intro. Microeconomics	104	004/ 20	J. Aucoin	A1043
2010	Intro. Microeconomics	104	005/ 09	A. Blackmore	ED2018A
2010	Intro. Microeconomics	105	056/ 31	M. Doyle	ED2018B
2010	Intro. Microeconomics	99	081/ WWW	G. Riser	-
2020	Intro. Macroeconomics	100	001/04	A. Coffin	ED2018A
2020	Intro. Macroeconomics	100	002/08	B. Long	ED2018B
2020	Intro. Macroeconomics	120	081/WWW	S. Lynch	-
299W	Work Term I	20	001	-	-
3000	Intermediate Micro Theory I	40	001/16	M. Wern	ED2003
3010	Intermediate Macro Theory II	30	001/13	K. Chu	ED2002
3070	Structure & Problems of NL Economy	25	001/05	A. Coffin	A2065
3150	Money & Banking	66	001/11	K. Chu	ED3048
3360	Labour Market Economics	20	001/14	D. May	BN3037
3550	Mathematical Economics I	40	001/19	N Lyssen	ED3030

399W	Work Term II	5	001/	-	-
4060	Development of Economic Thought I	20	001/09	G. Riser	A1045
4085	Advanced Environmental Economics	20	001/20	N Lyssenko	A1049
4090	Mineral & Petroleum Economics	20	001/18	W. Locke	A1049
4150	Monetary Theory	20	001/19	K. Chu	A3095
4550	Econometrics I	20	001/6	G. Kundhi	A1049
4999	Honours Essay	5	001/	-	-
499W	Work Term III	20	001/	-	-
5999	Exchange Program – CERES	5	001/	-	-
6000	Advanced Micro Theory	10	001/17	M. Wern	A1049
6001	Advanced Macro Theory	10	001/10	S. Lynch	C3053
6002	Econometrics	10	001/20	G. Kundhi	A3017
6009	Graduate Seminar	10	001/12	S. Lynch	C2026
6030	Labour Market Economics	20	001/	D. May	BN2015
B8108	Business Economics	20	001/21	D. May	TBD
6999	Master's Essay	10	001	-	-
9000	Graduate Registration	10	001	-	-

#### Box 6: Winter Semester, 2015

<u>Winter Semester, 2015</u>						
<u>COURSE #</u>	<u>TITLE</u>	<u>ENROL</u>	<u>SECTION</u>	<u>SLOT</u>	<u>INSTRUCTOR</u>	<u>ROOM</u>
2010	Intro. Microeconomics	104		001/18	A. coffin	A1043
2010	Intro. Microeconomics	104		002/ 20	N. Lyssenko	ED3034A
2010	Intro. Microeconomics	105		056/ 35	M. Doyle	ED1014
2010	Intro. Microeconomics	100		081/ WWW	N. Lyssenko	-
2020	Intro. Macroeconomics	104		001/08	W. Wiseman	IIC2001
2020	Intro. Macroeconomics	105		002/03	T. Ramessur	ED2019B
2020	Intro. Macroeconomics	105		003/10	G. Kundhi	ED2018B
2020	Intro. Macroeconomics	103		056/34	W. Wiseman	ED2018A
2550	Econ Stats & Data Analysis	40		001/13	S. Lynch	C2003
299W	Work Term I	20		001	-	-
3001	Intermediate Micro Theory I	40		001/17	M. Wern	ED2003
3010	Intermediate Macro Theory I	40		001/06	A Coffin	SN1019
3011	Intermediate Macro Theory II	40		001/10	S. Lynch	ED4008
3030	International Economics	40		081/WWW	J. Waples	
3080	Nat Res & Environ Econ	40		001/18	N. Lyssenko	SN4063
3551	Mathematical Economics II	15		001/05	J. Feehan	C4011
399W	Work Term II	5		001/	-	-
4030	International Trade	15		001/04	J. Waples	C3035
4031	International Monetary Problems	15		001/09	J. Waples	A1045
4120	App Welfare & Cost Benefit	15		001/07	J. Feehan	A2071
4361	Lab Mkt Theory & Income Dist	15		001/20	T. Fang	A1045
4551	Econometrics II	15		001/06	G. Kundhi	ED3034B
4999	Honours Essay	5		001/	-	-

499W	Work Term III	5	001/	-	-
5999	Exchange Program – CERES	5	001/	-	-
6011	Expenditure	10	001/17	W. Locke	A1049
6021	Econ Renew Nat Res	10	001/13	M. Wern	SN2041
6022	Environ Econ	10	001/19	N Lyssenko	C2026
6024	Topics Res Econ	10	001/10	M. Wern	
6999	Master's Essay	10	001	-	-
9000	Graduate Registration	10	001	-	-

We have the following 16 courses that are described in the calendar but have currently been listed as inactive. They are listed as inactive because they have not been offered within the last three years and 4 others that are about to be listed as inactive because they have not been offered since 2011. The courses that are currently listed as inactive are:

1. 2015 Introduction to Microeconomics II - inactive course.
2. 2070 The Structure and Problems of the Newfoundland Economy - inactive course.
3. 3140 Economic Analysis in Health Care - inactive course.
4. 3600 Industrial Revolutions of the 18th and 19th Centuries - inactive course.
5. 3610 International Economic History of the 19th and 20th Centuries - inactive course.
6. 3620 Canadian Economic History to the End of the 19th Century - inactive course.
7. 3630 Canadian Economic History in the 20th Century - inactive course.
8. 4010 Economics of Development in Less Developed Countries - inactive course.
9. 4011 Economic Planning and Development - inactive course.
10. 4040 Economics of Education - inactive course.
11. 4050 Inflation: Theory and Policy - inactive course.
12. 4070 Forestry Economics - inactive course.
13. 4080 Advanced Fisheries Economics - inactive course.
14. 4100 Industrial Organization and Public Policy - inactive course.
15. 4140 Health Economics - inactive course.
16. 4361 Labour Market Theory and Income Distribution - inactive course.

The courses that have been flagged as not having been offered since 2011 are:

1. 3670 Applications of Choice Theory
2. 3711 Intergovernmental Relations
3. 4025 Public Expenditure
4. 4026 Taxation

The courses that are about to be flagged as inactive are part of the Departments specialization in terms of our graduate and undergraduate program or represent a new direction for at least one of the faculty. This will require the academic head of the department to draft a response to the Associate Registrar indicating these points. However, the fact that these courses have been flagged as inactive does highlight a more serious problem faced by the Department – **the Department does not have a sufficient faculty complement to offer all of the course that should, including what would be considered our core specializations.**

To understand why these courses have not been offered and how this relates to an insufficient faculty complement, we need to consider that the public finance courses would normally be taught by Dr. Roy, Dr. Feehan and Dr. Locke. In recent years, Dr. Roy has been the Dean of Arts, on administrative leave, on sabbatical, retired or been teaching econometrics for the Department and, as such, he has not been available to teach public finance courses. Dr. Feehan has been given 60% of his teaching responsibilities off in order to meet services obligations to the faculty such as the director of ISER and looking after a heritage website. For the two courses for which he has been available, he indicated that he is interested in teaching in another subject area and has indicated that he does not wish to teach in the graduate program. This has meant that Dr. Locke has been teaching public expenditure at the graduate level almost exclusively. Dr. Locke also teaches minerals and petroleum economics every year, a course that we try to teach every year because of the demand for it and the \$16,000 in Chevron scholarships that are tied to oil and gas interest. As well, Dr. Locke is currently the academic head and is restricted to teaching two courses per academic year. These are the graduate public finance course, until we get new faculty member that can and is willing to teaching in the graduate program and the mineral and petroleum course. This leaves no room for the undergraduate public finance courses. Prior to assuming the role of academic head, Dr. Locke was on sabbatical and unavailable to teach. With the new energy/non-renewable resource economist being hired, this will free up time for teaching public finance courses as there will be a faculty member who can teach the minerals and petroleum course.

The application of choice theory is a new course that Dr. Martinez-Espineira will be offering in the winter of 2015 after he returns from sabbatical and parental leave. The Department expects this innovative course to be of interest to our students and to be offered on a consistent basis.

The other inactive courses can be best dealt with by a departmental curriculum review committee. However, some comments on these courses are warranted.

- Economics 2015 - *Introduction to Microeconomics II* is a course that was put on to service the Faculty of Business Administration students. There is no demand for this course anymore and it does not serve any useful purpose within our program. As such, this course should be dropped from our curriculum.
- Economics 2070 - *The Structure and Problems of the Newfoundland Economy* is a course that can be reactivated and should appeal to students from other departments and faculties who want to have a non-technical discussion of issues pertaining to the Newfoundland and Labrador economy. In particular, this course might appeal to students involved in the public policy certificate. As well, this course can be redefined as a critical writing course. Should the curriculum review committee agree to this, it will allow the Department to make Economics 3070 a more technical course that is less descriptive.
- Economics 4100 *Industrial Organization and Public Policy* was offered last year by Dr. Feehan and Economics 4361 *Labour Market Theory and Income Distribution* will be offered in winter 2015 by Dr. Fang. Therefore, these courses should no longer be considered inactive.
- Economics 3140 - *Economic Analysis in Health Care* and Economics 4140 - *Health Economics* are courses that we really should offer. However, the faculty member who was teaching in this

area, now wishes to focus on, and has been focusing on, international trade type courses (e.g., Economics 3030, Economics 4030 and Economics 4031) that we also need taught. While we had a Per Course Instructor offer *Health Economics* in the past, we cannot depend on it. This is a course that should be kept on the books, as this area of public policy will continue to increase in importance, especially given an aging demographic structure with the province.

- Economics 3600 *Industrial Revolutions of the 18th and 19th Centuries*, Economics 3610 *International Economic History of the 19th and 20th Centuries*, Economics 3620 *Canadian Economic History to the End of the 19th Century*, and Economics 3630 *Canadian Economic History in the 20th Century* are economic history courses. We currently have no one with a specialization in this area and there have been no requests to teach these courses. Additionally, since the Department of History can easily teach the economic history needed by our students, there is no need to teach these courses and the curriculum review ought to consider dropping them from the calendar. Finally, Economic History is in decline in the economics market in general, both in terms of faculty supply and the demand for economic history courses
- Economics 4010 *Economics of Development in Less Developed Countries* and Economics 4011 *Economic Planning and Development* are courses that were taught by faculty who have left. These courses are areas that a comprehensive program should teach. It is entirely possible that one of the new faculty members that we hope to hire will have these skills. As such, the curriculum review committee should consider keeping these courses.
- Economics 4040 *Economics of Education* is a course in which we have never developed an expertise, but it is a course that curriculum review should consider keeping as it is, and will remain, an important public policy issue.
- Economics 4050 *Inflation: Theory and Policy* is a course that we have not taught. This course should be replaced by an advanced macroeconomics course that will better prepare our undergraduate students for graduate school. This course will match our advanced microeconomics course.
- Economics 4070 *Forestry Economics* is a course for which we have expertise, but the faculty has focused on meeting higher priority needs identified by the Department – such as microeconomics, graduate courses, etc. This course should be kept and there may be a bigger demand for this in the future as the Department is likely to undertake a research program with provincial forestry in the near future.
- Economics 4080 *Advanced Fisheries Economics* again, three retirements and a thin faculty complement has resulted in this course has not been offered. The Department is currently discussing with Marine Institute the possibility of having a joint fisheries chair. If this were to happen, we are likely to need both this course and a graduate course in fisheries.

## 5.0 Faculty Contributions

### 5.1 Effectiveness as Teachers

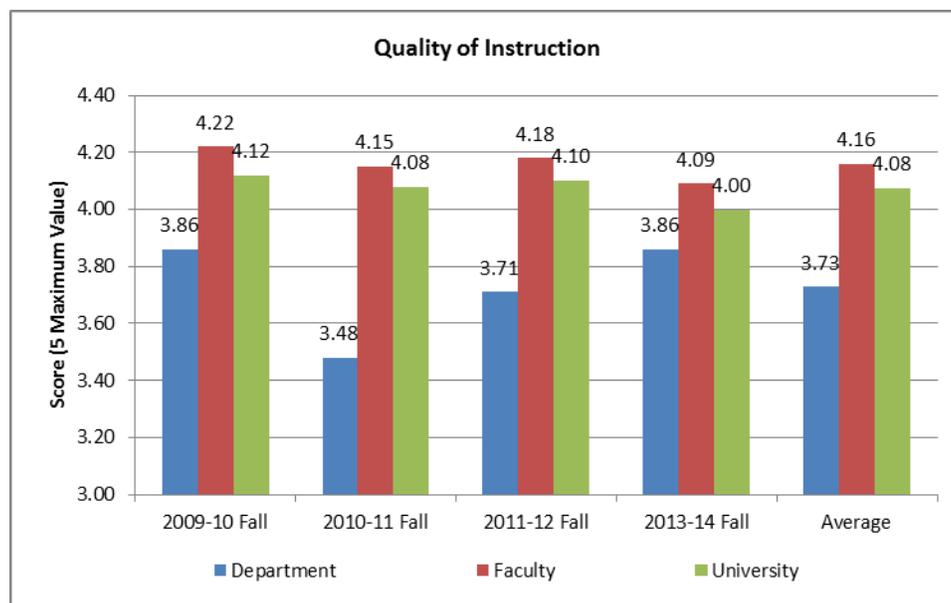
For the most part, the faculty members are reasonable teachers as reflected in the student comments received from the CIAP focus groups. The Department does have some problems with teaching at the

individual level, but they are probably similar to those experienced in other departments. This probably accounts for the relatively lower CEQ scores for overall quality of instructions of the Department (3.73) relative to the Faculty (4.16) and University (4.08). The relative CEQ scores for quality of instruction are profiled in Table 23 and Figure 26 below. This is one area where improvements should be possible.

**Table 23: Relative CEQ Scores for Quality of Instruction**

	Department	Faculty	University
2009-10 Fall	3.86	4.22	4.12
2010-11 Fall	3.48	4.15	4.08
2011-12 Fall	3.71	4.18	4.10
2013-14 Fall	3.86	4.09	4.00
<b>Average</b>	<b>3.73</b>	<b>4.16</b>	<b>4.08</b>

**Figure 25: Relative CEQ Scores for Quality of Instruction**



## 5.2 Research and Scholarship

The research output, scholarship and academic service other than sitting on Promotion and Tenure committees, search committees and services such as Undergraduate Coordinator, Graduate Coordinator, Co-op Coordinator, Visiting Speakers Committee, Visiting Scholars Committee, Deferred Examination Committee, Faculty of Arts representative, Faculty of Science representative, and Library representative are profiled in Table 24 and Figures 26 through 29 below.

While each member of the department is contributing to our scholarship and services in different ways and some are outstanding in particular areas, it is clear that all members are contributing in some form or another. Since the last APR, four individuals stand out in terms of their contribution to refereed publications, papers under consideration and book chapters. In terms of the number of non-refereed publication since the last APR, the department has one person who stands out, but everyone has some non-refereed publications. Community engagement and academic presentation are particularly strong

in this department, with again some people standing out more than others. The supervision of students is determined by the number of students in each category. This is not distributed as fairly as it should be as indicated by the fact that some people do not do any supervision, especially since the last APR. It should be noted that the new faculty members have yet to have the opportunity to supervise students at Memorial University. While SSHRC-type grants are scarce within the Department, faculty members have been successful in obtaining research grants from various sources. Finally, the Department has been engaged in refereeing activities for journals, accepted positions on advisory boards and other appointments, received research and service awards, and contributed to test banks and study guides.

Over their career, members of the Department have published 175 refereed articles, another 13 papers are under review, 48 book chapters, 294 non-refereed publications, 557 presentations, 11 book reviews, and 164 grants, which corresponds to an average per faculty member of 15.5 refereed publications, 1.2 papers under review and 4.4 book chapters, 26.4 non-refereed publication, 49.0 presentations, 1.0 book review, and 14.9 grants.

As well, over their careers, members of the Department have supervised 18 honours students, 51 MA students and 4 Ph.D. students, have been involved with 165 refereeing/editorial services, 29 advisory appointments/boards, have received 17 research/service awards, and 3 test banks, which corresponds to an average per faculty member of 1.6 honours supervisions, 4.6 masters students, 0.4 Ph.D. students, 14.5 refereeing/editorial services, 2.6 advisory appointments/boards, 1.5 research/service awards and 0.3 test banks/study guides.

Since the last APR, members of the Department have published 107 refereed articles, another 13 papers are under review, 31 book chapters, 178 non-refereed publications, 435 presentations, 6 book reviews, and 96 grants, which corresponds to an average per faculty member of 9.4 refereed publications, 1.2 papers under review and 2.8 book chapters, 15.8 non-refereed publications, 37.9 presentations, 0.5 book reviews, and 8.7 grants.

As well, since the last APR, members of the Department have supervised 12 honours students, 51 master students and 4 Ph.D. students, have been involved with 118 refereeing/editorial services, 17 advisory appointments/boards, have received 16 research/service awards, and contributed to 3 test banks, which corresponds to an average per faculty member of 1.1 honours supervisions, 4.6 masters students, 0.4 Ph.D. students, 10.3 refereeing/editorial services, 1.5 advisory appointments/boards, 1.5 research/service awards and 0.3 test banks/study guides.

Table 24: Departmental Indicators of Scholarship and Service

		Ref Pubs	Under review	Bk Chpt	Non-refer	Present	Book Rev	Grants	Hons Super	MA Super	PhD Super	Refer/Edit Services	Advisory Appoint/B oards	Research/ Service Awards	Testbank/ Study Guides
Kam Chu	Career	18		6	10	27	1	4	2	12		18	1	1	3
	Since APR	15		3	5	27	1	4	2	12			1	1	3
James Feehan	Career	30		7	12							34	5	2	
	Since APR	15		5	8							34	5	2	
Wade Locke	Career	18		6	181	174		25	3	5	2	7	5	3	
	Since APR	2		4	123	136		14	2	5	2	3	5	3	
Scott Lynch	Career	2			15	18		6	2	3		7			
	Since APR	1			11	16		6	0	3		1			
Roberto Martinez Espineira	Career	36		6	4	63	2	19	5	2		35		1	
	Since APR	36		6	4	63	2	17	5	2		35		1	
Douglas May	Career	21		10	29	119	1	42	4	12	2	25	18	1	
	Since APR	0		0	3	65		12	1	12	2	6	6		
Jane Waples	Career	3		4								5			
	Since APR	3		4								5			
Michael Wernerheim	Career	16		4	23	46	7	31	2	17		17			
	Since APR	4		4	6	22	3	6	2	17		17			
Nikita Lyssenko	Career	6			3	9		3							
	Since APR	6			3	9		3							
Tony Fang	Career	21	13	5	13	83		34				12		9	
	Since APR	21	13	5	11	79		34				12		9	
Gubhinder Khundi	Career	4			4	18						5			
	Since APR	4			4	18						5			
Average	Career	15.2	1.2	4.4	26.4	49.0	1.0	14.9	1.6	4.6	0.4	14.5	2.6	1.5	0.3
	Since APR	9.0	1.2	2.8	15.8	37.9	0.5	8.7	1.1	4.6	0.4	10.3	1.5	1.5	0.3
Total	Career	175	13	48	294	557	11	164	18	51	4	165	29	17	3
	Since APR	107	13	31	178	435	6	96	12	51	4	118	17	16	3

Figure 26: Average Number of Publications and Presentations per Faculty Member

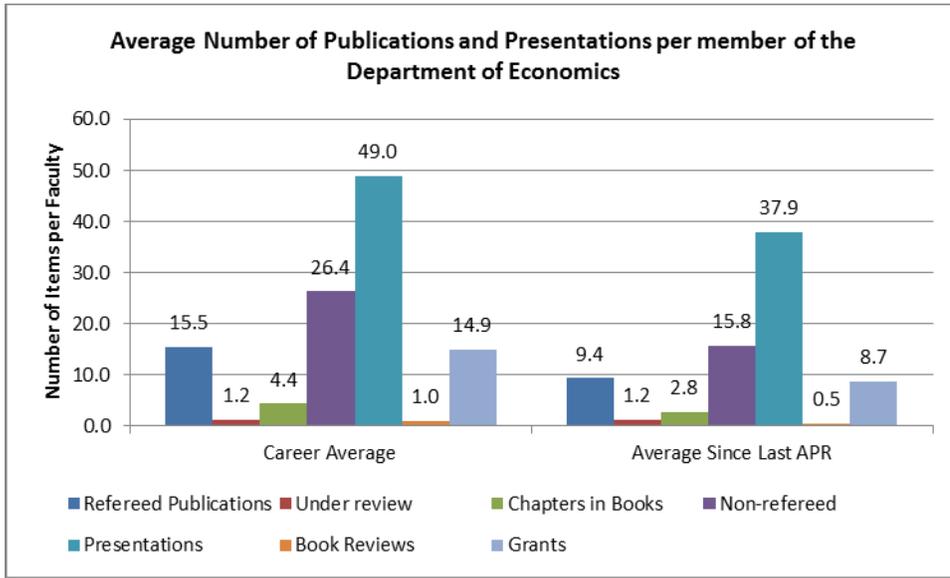


Figure 27: Total Number of Publications and Presentations of the Department of Economics

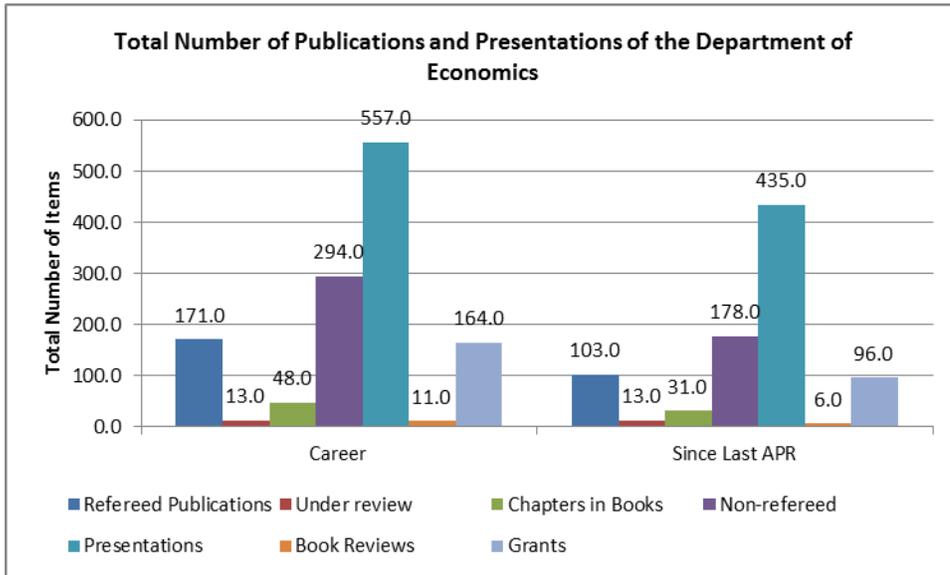


Figure 28: Average Other Academic Services of the Department of Economics

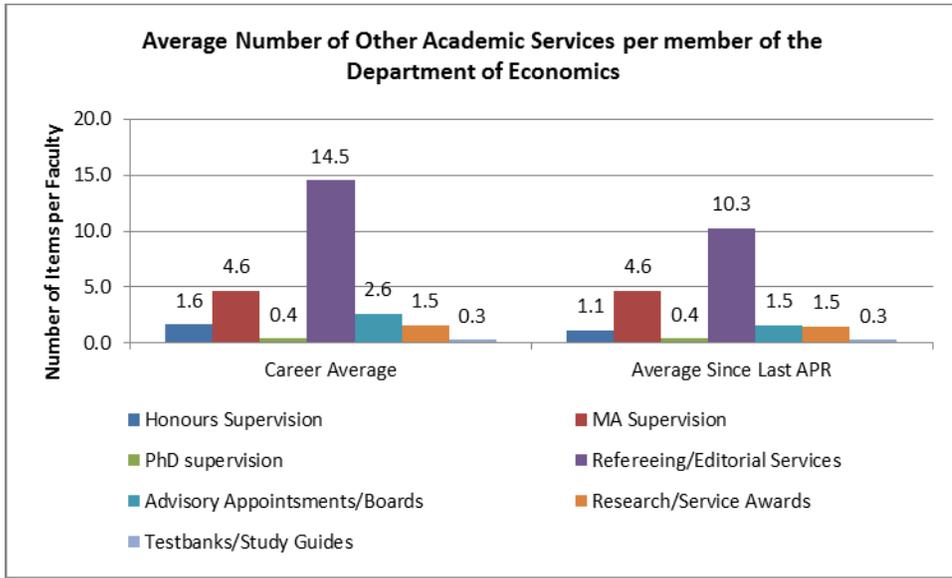
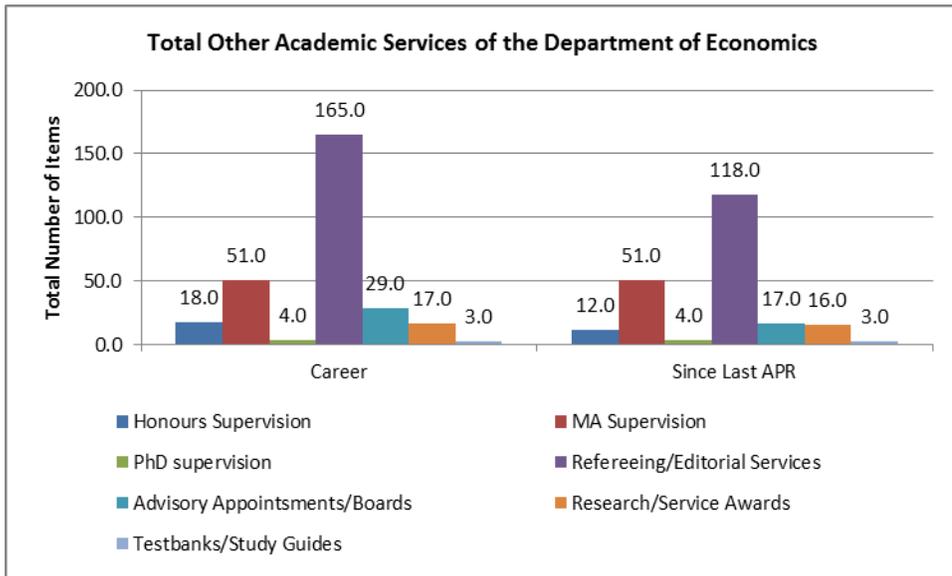


Figure 29: Total Other Academic Services of the Department of Economics



### 5.3 Quality and Impact of the Scholarly Contributions

The Department has no independent data on this. However, we can extract some relevant information from the CVs which are attached in the appendix. Specifically, one can look at the journals for which our faculty have been providing refereeing services. Box 7 indicates that there were 107 different academic journals for members of the Department of Economics provide or have provided refereeing services.

These journals run the gamut from top 100 ranked journals<sup>3</sup> in economics (e.g., *Review of Economics and Statistics*, *International Economic Review*, *Journal of Econometrics*, *Economic Journal*, *Journal of International Economics*, *Journal of Public Economics*, *Journal of Environmental Economics and Management*, *Journal of Economic Behavior & Organization*, *Canadian Journal of Economics*, *Economic Inquiry*, *Journal of Institutional and Theoretical Economics* and *Southern Economic Journal*) to more specialized journals which are reflective of the expertise within the department (e.g. *Applied Economics*, *Canadian Journal of Forestry Research*, *Canadian Public Policy*, *Empirical Economics*, *Canadian Journal of Regional Science*, *Newfoundland and Labrador Studies* and *Regional Studies*).

In addition, as shown in Box 8, members of the department have acted as external referees for 17 other groups, which include being an external assessor for Social Sciences and Humanities Research Council (SSHRC) standard research grants and other specialized grants administered by SSHRC, adjudicators for SSHRC grant competitions, member of the College of Reviewer for Canada Research Chairs (SSHRC), referees for various federal government departments and agencies, think tanks, and NGOs.

**Box 7: Refereeing/Editorial Services: Academic Journals**

Refereeing/Editorial Services: <u>Academic Journals</u>	
1	Academy of Management Journal
2	Acadiensis; The J. of the History of the Atlantic Region
3	African Journal of Business management
4	Applied Economics
5	Applied Health Economics and Health Policy
6	Australian Journal of Agricultural and Resource Economics
7	British Journal of Industrial Relation
8	Canadian Ethnic Studies
9	Canadian Forestry Services
10	Canadian Journal of Administrative Sciences
11	Canadian Journal of Agricultural Economics
12	Canadian Journal of Economics
13	Canadian Journal of Forest Research
14	Canadian Journal of Regional Science
15	Canadian Public Policy
16	Canadian Water Resources Journal
17	China Economic Review
18	Computational Statistics and Data Analysis
19	Contemporary Economic Policy
20	Corp. Gov: An Inter. Review, Gender, Work & Organization
21	Ecological Economics
22	Economic Inquiry
23	Economic Journal
24	Economic Record
25	Economics Bulletin
26	Editorial Board International J. on Business and Econ. Dev.
27	Empirical Economics
28	Energy Studies Review
29	Environment and Development Economics
30	Environmental and Resource Economics
31	Environmental Economics and Policy Studies
32	Environmental Management
33	Environmental Technology
34	Explorations in Economic History
57	Journal of Econometrics
58	Journal of Economic Behaviour and Organization
59	Journal of Economic Geography
60	Journal of Economic Issues
61	Journal of Economics
62	Journal of Environmental Economics and Management
63	Journal of Environmental Management
64	Journal of Forest Economics
65	Journal of Industrial Relation
66	Journal of Institutional and Theoretical Economics
67	Journal of International Business Studies
68	Journal of International Economics
69	Journal of International Money and Finance
70	Journal of International Trade & Economic development
71	Journal of International Trade and Economic Development
72	Journal of Labor Research
73	Journal of Leisure Research
74	Journal of Macroeconomics
75	Journal of Multivariate Analysis
76	Journal of Organizational Change Management Review
77	Journal of Public Economics
78	Journal of Socioeconomics
79	Journal of the American Water Resources Association
80	Learning and Individual Differences
81	Marine Resource Economics
82	Editorial Board, Canadian Journal of Economics
83	Editorial Board, Canadian Journal of Regional Science
84	Natural Resources Modeling Journal
85	Newfoundland and Labrador Studies
86	Personnel Review
87	Population and Environment
88	Public Finance/Finances Publiques
89	Queen's Law Review
90	Relations Industrielles

<sup>3</sup> A ranking of the economics journals can be found at Journal-Tanking.com. <http://www.journal-ranking.com/ranking/listCommonRanking.html?selfCitationWeight=1&externalCitationWeight=1&citingStartYear=1901&journalListId=294>

35	FinanzArchiv	91	Regional Studies
36	Fraser Institute	92	Review of Agricultural and Environmental Studies
37	Geografiska Annaler B (GAB)	93	Review of Industrial Organization
38	Hacienda Pública Española	94	Review of International Economics
39	Human Relations	95	Revista de Estudios Regionales
40	Human Resource Management	96	Safety Science
41	Industrial and Labor Relations Review	97	Scandinavian Journal of Forest Research
42	Industrial Relations	98	Services Industries Journal
43	International Economic Journal	99	Society and Natural Resources
44	International Economic Review	100	South East European Journal of Economics
45	International Journal of Human Resource Management	101	Southern Economic Journal
46	International Journal of Manpower	102	The Social Science Journal
47	International Journal of Migration and Integration	103	Urban Forestry and Urban Greening
48	International J. of Sustainable Development and Planning	104	Water Resources and Economics
49	International Journal of Wildland Fire	105	Water Resources Research
50	International Tax and Public Finance	106	Wildlife Biology
51	Journal of Agricultural and Resource Economics	107	World Economy Review
52	Journal of Applied Forestry		
53	Journal of Applied Meteorology and Climatology		
54	Journal of Business and Economic Statistics		
55	Journal of Business Research		
56	Journal of Development Economics		

#### Box 8: Refereeing/Editorial Services: Other Refereeing Services

Refereeing/Editorial Services: <u>Other Refereeing Services</u>	
1	Alberta Heritage Foundation for Medical Research
2	Atlantic Institute for Market Studies
3	Board of Research Advisors, Atlantic Institute for Market Studies
4	Canadian Coordinating Office for Health Technology Assessment
5	College of Reviews for Canada Research Chairs, SSHRC
6	Department of Fisheries and Oceans-Canada
7	External reviewer for the Meteorological Service and the National Water Research Institute of Environment Canada
8	Industry Canada
9	Institute of Intergovernmental Relations-Queen's University
10	ISER Books, Memorial University
11	Mercatus Centre; George Mason University
12	SSHRC (Insight Research Grant Program)
13	SSHRC - External assessor for Infrastructure Canada's Peer Reviewed Research Studies
14	SSHRC - External Assessor for SSHRC for Canada Research Chair candidate in Natural resources at University of Alberta
15	SSHRC - External assessor for SSHRC research grant applications (Federations & Federalism)
16	SSHRC - External assessor for SSHRC research grant applications (INE)
17	SSHRC - External Assessor for SSHRC's standard research grants competition
18	SSHRC - External Assessor for SSHRC's two Canada Research Chairs
19	SSHRC - Adjudication Committee, Federations and Federalism program – research and conference grants competition

Another indicator of the quality and impact of the scholarly contributions of the faculty members in the Department of Economics is the 81 awards and appointments that its members have received over time. As illustrated in Box 9 below, these include appointments to various ministerial and departmental committees at the provincial and federal levels, advisory roles to agencies such as Statistics Canada, advisory roles to economic think tanks (APEC and AIMS), NGOs (community sector council) royal commissions (Royal Commission on Employment/Un-employment in Newfoundland), and professional associations (Board of Trade). It also includes various awards such as the Vanderkamp Prize and Best Paper Honourable Mention - at the 2009 Administrative Sciences Association of Canada and appointments to expert panels such as The Expert Panel on Canadian Industry's Competitiveness in Terms of Energy Use (Council of Canadian Academies).

## Box 9: Awards and Appointments

### Awards and Appointments

1	ASSA Executive Officer
2	Adviser to the Chief Statistician of Canada
3	Advisor Foreign Affairs, Trade and Development Canada
4	Advisory Committee on Services Statistics
5	Advisory Committee, Community Services Council on the Role of the Third (Voluntary) Sector in the Economy
6	Advisory Committee to Minister of Education on the Implementation of the Report of the Royal Commission of Inquiry into the Delivery of Programs and Services in Primary, Elementary and Secondary Education
7	Appointed to Dept. of Education's Global Economics Advisory Group
8	Appointed to serve on the Economic Development Committee, City of St. John's
9	Atlantic Provinces Economic Council Research Advisory Committee for fiscal federalism project
10	Best Paper Honourable Mention - at the 2009 Administrative Sciences Association of Canada
11	Board Member of the Community Services Council and Chairman of the Committees on Teenage Pregnancy and Tax Reform
12	Board of Directors, Atlantic Canada Economics Association
13	Board of Governors of the Law Foundation Newfoundland and Labrador
14	Dean of Arts Award for Distinguished Scholarship, Memorial University
15	Director, John Deutsch Institute for the Study of Economic Policy, Institute for Queen's University, Kingston, Ontario
16	Domain Leader, Economic and Labour Market Integration, CERIS - Ontario Metropolis Centre
17	Economic Research and Policy Advisory for the Community Sector Council
18	Editor of Newfoundland and Labrador Studies
19	Editorial Board of Energy Studies Review
20	Editorial Board of the Canadian Journal of Economics
21	Executive Council of the Canadian Economics Association
22	Expert Advisory Committee for the Energy Statistics Framework, Statistics Canada
23	Finalist, 19th Annual National Tax Association-Tax Institute of America Awards Program for Best Ph.D. dissertation in Public Finance
24	Founding Member of the Canadian Science and Innovation Indicators Consortium
25	Guest editor for special issue of the Canadian Water Resources Journal: Applications of Water Economics and Policy in Canada
26	Guest Editor, China Economic Review
27	Honorary Dean, School of Economics and Management, Yunnan Normal University
28	Invited Expert, Centre for China & Globalization
29	Invited participant at the Zonal Cod Stock Assessment Meeting, Department of Fisheries and Oceans, St. John's
30	Invited Participant, Expert Consultation on Private Pension Plans, Government of Canada
31	Journal of Environmental Management's Excellence in Reviewing Award
32	Member of the Atlantic Environmental Science Network (AESN) `Natural Capital Valuation Group
33	Member of College of Reviewers for Canada Research Chairs applications, Social Science and Humanities Research Council
34	Member of Steering Committee, Indicators Project, Department of Education, Government of Newfoundland and Labrador
35	Member of the Centre for Developmental Science, MUN
36	Member of the Executive Committee, Canadian Economics Association
37	Member of the Executive Council of ISER
38	Research Advisory Committee for the Study on the Impact of Unemployment, Community Services Council
39	Research Advisory Committee on Income Distribution and Equity for the Macdonald Commission on Economic Union
40	Member of the St. John's Board of Trade Committee on Canada's Future Economic Prospects
41	Member, Advisory Board, St. John's College
42	Member, Canadian Research Advisory Group, Canadian Index of Well-Being, University of Waterloo
43	Member, Minerals and Metals Indicator Advisory Group, Natural Resources Canada
44	Member, National Accounts Advisory Committee, Statistics Canada
45	Member, National Statistics Council, Statistics Canada
46	Member, Provincial Constitutional Committee of the Executive Council, Government of Newfoundland and Labrador
47	Member, World Bank Advisory Committee on Migration and Development
48	Municipalities Newfoundland and Labrador, Fiscal Framework Advisory Committee
49	National Statistics Council of Canada
50	NL Provincial Advisory Committee on Primary Health Care
51	Panel of Fiscal Experts, International Monetary Fund
52	President, Atlantic Canada Economics Association
53	Regional coordinator on the OECD study on the role of higher education institutions in economic development
54	Research Advisor- Royal Commission on Strengthening and Renewing Our Place in Canada
55	Research Advisor, Atlantic Institute for Market Studies
56	Royal Commission on Employment/Un-employment in Newfoundland
57	Senior Economic Advisor to Minister of Finance on the Fiscal Situation (Government of Newfoundland and Labrador)
58	Senior Policy Advisor, Atlantic Provinces Economic Council
59	The Expert Panel on Canadian Industry's Competitiveness in Terms of Energy Use (Council of Canadian Academies)
60	Toronto Region Immigrant Employment Council (TRIEC), Council Member
61	Vanderkamp Prize, awarded by the Canadian Economics Association

62	Vice-President of the Atlantic Canada Economics Association
63	Vice-President, Atlantic Canada Economics Association
64	Visiting Fellow, Department of Economics, University of Macau
65	Visiting Professor (Short-term), Economics & Finance, City University of Hong Kong
66	Visiting Professor, Centre for Industrial Relations & Human Resources, U of Toronto
67	Visiting Professor, Econ. Education and Research Consortium- Ukraine
68	Visiting Professor, Economics, University of Western Ontario
69	Visiting Professor, School of International Affairs, Carleton University
70	Visiting Professor, the Wharton School of the University of Pennsylvania
71	Visiting Research Fellow, Department of Economics Bergen, Norway
72	Visiting Research Fellow, Department of Economics, University of Munster, Germany
73	Visiting Research Fellow, department of Economics, Uppsala University, Sweden
74	Visiting Research, Baltic Business School, University of Kalmar, Sweden
75	Visiting Researcher Hong Kong Institute of Economics and Business Strategy, University of Hong Kong
76	Visiting Researcher School of Economics & Finance, University of Hong Kong
77	Visiting Scholar, Harvard University (Honorary Faculty-level Appointment)
78	Expert Advisory Committee for the Energy Statistics Framework, Statistics Canada
79	Economic Research and Policy Advisory for the Community Sector Council
80	Municipalities Newfoundland and Labrador, Fiscal Framework Advisory Committee
81	Independent Panel to Review the Implication of Hydraulic Fracturing Operations in Western Newfoundland

## 5.4 Faculty Engagement with Relevant Professional Communities

Most of the faculty members are engaged in some form or another with relevant professional communities locally, regionally and nationally. Although the Department has no independent data on this issue, it is possible to gain a perspective on the Department’s engagement with professional organizations and with the broader community by reviewing the information on the submitted CVs. Engagement appears to be one of the strengths of the Department. For example, as profiled in Box 10, there were 183 different locations/conferences at which members of the Department of Economics presented academic papers/seminars. As well, members of the department are, or have been, members of 21 professional associations — see Box 11 below. Quite simply members of the department are engaged in professional activities.

**Box 10: Academic Presentations**

Academic Presentations	
1	Department of Economics, St. Francis Xavier University
2	“Regional Growth Agendas” conference for the Regional Studies Association, at Aalborg, University, Aalborg, Denmark
3	2014 Harvard University/National Bureau of Economic Research (NBER) China Conference
4	27th AIRAANZ Conference, Fremantle
5	6th IZA/CIER Annual Workshop on Research in Labor Economics, Bonn, Germany
6	6th Spring Meeting of Young Economists
7	Academy of Management Meeting
8	Administrative Sciences Association of Canada
9	Allied Social Sciences Association Meetings
10	American Economic Association
11	An International Workshop on Natural Resources, Environment, Urban Economics, October 2-4, 2013, St. Petersburg, Russia
12	Annual Conference of the European Association of Environmental and Resource Economists
13	Annual Conference of the Resource Modelling Association
14	Annual Conference, Canadian Industrial Relations Association
15	Annual Conference, Canadian Industrial Relations Association
16	Annual Meeting of the Association for Public Policy Analysis and Management
17	Annual Meeting of the Association for Public Policy Analysis and Management
18	Antai College of Economics and Management, Shanghai Jiaotong University
19	ASSA Annual Conference, Philadelphia
20	Atlantic Canadian Economics Association’s Annual Conference
21	Australasian Econometric Society Meetings
22	Beijing Normal University, School of Economics and Management

23	BIOECON Workshop in Kings College Cambridge, UK
24	BJIR workshop on "The Political Economy of Immigration and Migration Labour,"
25	British Journal of Industrial Relations Workshop
26	Business and Labour Market Analysis Division, Statistics Canada
27	Canadian Association for Rural Studies
28	Canadian Econometric Study Group meetings
29	Canadian Economics Association Annual Conference
30	Canadian Employment Research Forum
31	Canadian Evaluation Society
32	Canadian Industrial Relations Annual Conference
33	Canadian Regional Science Association
34	Canadian Resource and Environmental Economics Study Group Annual Conference
35	Canadian Tax Foundation
36	Central University of Finance and Economics, School of Economics
37	CERIS Research Seminar
38	China Agricultural University
39	China Global Talents Conference
40	China University of Geosciences, School of Economics and Management
41	CIMTAN Workshop
42	Citizenship and Immigration Canada Research Network Meeting
43	City University of Hong Kong, Department of Economics and Finance
44	City University of Hong Kong, Department of Public Policy
45	College of Business and Economics, University of Wisconsin at Whitewater
46	College of Business, Shanxi University
47	College of Commerce, University of Saskatchewan
48	Computational and Financial Econometrics
49	Computing in Economics and Finance
50	Concordia University, Department of Economics
51	Conference of the International Water and Resource Economics Consortium
52	Conference on Education, Training and the Evolving Workplace
53	Conference on Evolving Workplace
54	Conference on the Economics of Immigration
55	Conference on Understanding Cultural Diversity and the Economics of Social Inclusion and Participation
56	Congreso Nacional de Medio Ambiente
57	DeGroot School of Business, McMaster University
58	Department of Economics, McMaster University
59	Department of Economics, University of Guelph
60	Department of Geography, Memorial University of Newfoundland
61	Der Fachbereich Wirtschaftswissenschaften, Technical University of Kaiserslautern
62	Eastern China University of Science and Technology, School of Business
63	Econometric Society World Congress meetings
64	Encontro de Xoves Investigadores de Análise Económico
65	Environmental Research Forum
66	European Association of Environmental and Resource Economists
67	European Econometric Society
68	European Economic Association
69	Evidence-based Policy and Information System Conference
70	Faculty of Business Administration, Memorial University of Newfoundland
71	Faculty of Economics and Business Administration, University of Oulu, Oulu, Finland
72	Faculty of Economics, University of Vigo, Vigo, Spain
73	Faculty of Management, UBC Okanagan
74	Faculty of Social Sciences, University of Western Ontario
75	Fudan University, China Center for Economic Studies
76	Fudan University, School of Economics
77	Guangdong University of Finance and Economics
78	Guelph University, Department of Economics
79	Hawaii International Conference on Business
80	Hawaii International Conference on Social Sciences
81	History of Economic Society
82	Hohai University, School of Public Administration
83	Human Resources Management Association of British Columbia 2005 Fall Symposium,
84	Hunan University, School of Business
85	I. H. Asper School of Business, University of Manitoba
86	Inaugural Meeting of the International Consortium of China Studies, Beijing University, Beijing, China
87	Inequality in Canada: Driving Forces, Outcomes and Policy, IRPP-CLSRN Conference, Ottawa
88	International Association for the Review of Income and Wealth

89	International Atlantic Economics Conference, Vienna, Austria
90	International Atlantic Economics Conference, Vienna, Austria, March 12 -16, 2003
91	International Conference of the European Association for Research on Services
92	International Conference of the European Association for Research on Services
93	International Conference on Canada-China Ethno-Cultural Diversity Comparative Studies
94	International Conference on Computing in Economics and Finance
95	International Conference on Ecosystems and Sustainable Development, Cadiz, Spain
96	International Labour Process Conference
97	International Symposium on Contemporary Labor Economics
98	International Symposium on Society and Resource Management
99	International Trade and Academic Research Conference
100	International Water and Resource Economics Consortium(IWREC) Conference in Water Economics
101	Invited Lecture, Antai College, Shanghai Jiaotong University
102	Invited Lecture, Tsinghua University, Beijing
103	Jiangsu University, School of Finance and Economics
104	Knowledge-Based Economy and Regional Economic Development conference in St. John's, Newfoundland and Labrador
105	Knowledge-Based Economy and the Regional Economic Development Conference in St. John's,
106	Mid-year Fellows Workshops in Honor of Louise O. Kelso, Rutgers University
107	MIT Sloan School of Management
108	MUN KBE Study Group Seminar, St. John's
109	Nanjing University, School of Business
110	Nankai University, School of Economics
111	National Conference on Canada's Oceans: Research, Management and the Human Dimension
112	National Metropolis Conference
113	North Atlantic Forum 2000, Corner Brook
114	Northeastern University, School of Business Administration
115	Northern Finance Association
116	OECD-IIID DD4D Conference
117	Pacific Rim Conference
118	Peking University, Chinese Centre for Economic Research
119	PISA-YITS 2000 - 2008: Research, Findings and Implications
120	Regional Studies and the Rural-Urban Dynamic: An Interdisciplinary Perspective
121	Regional Studies Association conference "Building Entrepreneurial Capacity in the Regions", London, England, November 22, 2002.
122	Regional Studies Association conference Regional Growth Agendas, University of Aalborg
123	Regional Studies Association Conference: Reinventing Regions in a Global Economy, April 12-17, 2003, Pisa, Italy
124	Regional Studies Association Conference: Reinventing Regions in the Global Economy, Pisa, Italy
125	Renmin University, School of Business
126	Renmin University, School of Economics
127	Renmin University, School of Labour Relations and Human Resources
128	research seminar at Dalhousie University
129	Rotman Institute for International Business Roundtable, University of Toronto
130	Rural Matters conference
131	Rural Matters conference, Miramichi, New Brunswick, October 27-29, 2002
132	School of Administrative Studies, York University
133	School of Business Management, Ryerson University
134	School of Business, Brock University
135	School of Business, George Washington University
136	School of Business, Ningbo University
137	School of Business, University of Northern British Columbia
138	School of Economics and Management, China Agricultural University
139	School of Economics, Shandong University
140	School of Economics, Zhejiang Commerce University
141	School of Management, University of Ottawa
142	School of Tourism and Hospitality Management, University of Guelph
143	Schulich School of Business
144	Seminar at University of Oviedo
145	Seminar on Environmental and Resource Economics
146	Shanghai University of Finance and Economics, School of Economics
147	Simposio de Análisis Económico
148	Simposio de Análisis Económico, Spanish Economic Association
149	South China Normal University, School of Economics and Management
150	Southwest University of Finance & Economics, Research Institute of Economics & Management
151	Southwest University of Finance and Economics, School of Business Administration
152	Southwest University of Finance and Economics, School of Finance
153	Summer Meetings, Econometric Society
154	Symposium Water Resource Management-Efficiency, Equity and Policy

155	Symposium: Improving policies for the sustainable use of biodiversity: valuation and perceptions. 7th International Conference of the European Society for Ecological Economics, Leipzig, June 2007
156	TED Conference
157	the conference “Reforming Minimum Wages and Labor Regulation Policy in Developing and Transition Economics” in Beijing
158	The John Graham Memorial Lecture, Atlantic Canada Economics Association 36th Annual Conference, Acadia University
159	The John Graham Memorial Lecture, Atlantic Canadian Economics Association’s Annual Conference, UPEI
160	The Youth in Transition Survey Symposium Research, Findings and Implications Workshop
161	Third Biennial of the North American Association of Fisheries Economists
162	Tsinghua University, School of Economics and Management
163	Tsinghua University, School of Humanities and Social Sciences
164	University of Electronic Science & Technology of China, School of Economics & Management
165	University of Macau, Department of Economics
166	University of Macau, Faculty of Business Administration
167	University of Toronto, Centre for Industrial Relations & Human Resources.
168	WEAI Conference, Tokyo
169	Western Economic Association International
170	Workshop on Water Pricing and Roles of Public and Private Sectors in Efficient Urban Water Management
171	World Bank/Metropolis Public Seminar, “Migrant Re-integration and Homeland Development: Policy Prospects and Potential”
172	World Conference on Natural Resource Modeling
173	World Congress of Environmental and Resource Economists
174	World Econometric Society
175	Wuhan University of Technology, School of Economics
176	Wuhan University, School of Economics and Management
177	Xi’an Jiaotong University, School of Management
178	Yunnan Normal University, School of Economics and Management
179	Zhejiang University, School of Management
180	Zhejiang University, School of Public Administration
181	Zhongnan University of Finance and Economics, School of Economics
182	Zhongshan University, Lingnan (University) College
183	Zicklin School of Business, City University of New York

**Box 11: Professional Associations**

Professional Associations	
1	American Economics Association
2	Association of Environmental and resource Economists
3	Atlantic Canada Economic Association
4	Canadian Association of University Teachers
5	Canadian Economic Association
6	Canadian Labour Market and Skills Researcher network
7	Econometrics Society
8	Economic History Society of Australia and New Zealand
9	European Association of Environmental and Resource Economists
10	European Association of Research on Services
11	European Economics Association
12	Hong Kong Economics Association
13	International Association of Research in Income and Wealth
14	International Health Economics Association
15	Natural Resource Modeling Association
16	Regional Science Association International
17	Swedish Economics Association
18	The Fritof Nilsson Piraten Society
19	The Society of Labor Economists
20	Western Economic Association
21	Western Economics Association

**5.5 Faculty Engagement with Business, Government, and Other Groups**

Another departmental strength is the extent of engagement of our faculty with business, government, cultural or other relevant communities. Members of the Department routinely meet with the Minister

of Finance to discuss budgetary and fiscal policy prior to budgets being finalized. As well, members of our department routinely meet with provincial and federal bureaucrats, business organizations, trade associations, labour organizations, and cultural and heritage groups. For instance, as shown in Box 12, departmental members have given 135 presentations in the community. These have included talks to government agencies such as ACOA, students, alumni, trade associations (Construction Association and Home Builders), the general public, caucuses and leaders of province and federal parties, municipal leaders, industry conference (NOIA, CIM) business and labour groups, Rotary and senior university officials.

#### Box 12: Other Presentations

Other Presentations	
1	Atlantic Canada Opportunities Agency, Nova Scotia, Halifax
2	Atlantic Heritage Industries
3	Procurity Business Conference, Saddlebrook Resort & Conference Centre, Tampa
4	Royal Societies of Canada's conference "Shaping an Agenda for Atlantic Canada", Halifax
5	the Australian Bureau of Statistics in Melbourne
6	"Economic Development Benefits of the Oil and Gas Industry in Newfoundland and Labrador," St. John's, May 16, 2007.
7	"Let's Talk About of Future" a Genworth Canada's Breakfast Event, St. John's, NL
8	"Make Midterm Matter", Memorial University
9	"Simpson and Locke: Thoughts on the Economy, Canada and Newfoundland and Labrador, a learning event sponsored by the NL Federal Communications Council of the NL Federal Council and the NL Regional Office of the Treasury Board of Canada Secretariat (TBS) Regional Communications Network, St. John's
10	"Your Say Conference", St. John's
11	2011 Annual Convention of Municipalities Newfoundland and Labrador held at Corner Brook
12	2011 Atlantic Mayors' Congress, Happy Valley-Goose Bay, NL
13	2011 Municipal Symposium, May 5 to May 7, 2011 – Hotel Gander
14	2012 Conference and Annual General Meeting of the Professional Engineers and Geoscientists of Newfoundland and Labrador
15	440 North: Arctic Challenges – East Coast Solutions, NOIA Conference 2009, St. John's
16	9th International Symposium on the Oil and Gas Resources of Western Newfoundland, Corner Brook, NL
17	Action Canada's Conference, St. John's
18	Action Canada's Forum on Consumer Household Debt, St. John's
19	Advocis, NL
20	Annual Convention of the Newfoundland and Labrador Federation of Labour, Gander
21	APEC Board of Directors, Halifax, Nova Scotia
22	Appraisal Institute of Canada Conference: Valuation, Just the Tip of the Iceberg, St. John's
23	Association of Canadian Pension Management's 2011 National Conference, St. John's, NL
24	Association of Seafood Producers' General Meeting, St. John's
25	Atlantic Association of Applied Economics, Halifax,
26	Atlantic Canada Opportunities Agency's Energy Group, Halifax
27	Atlantic Canada Opportunities Agency's Policy Director Generals, St. John's
28	Atlantic Conference of Canadian College of Health Service Executives
29	Atlantic Equalization Roundtable of the Expert Panel Reviewing Equalization, Moncton
30	Atlantic Metropolis Centre Session, St. John's
31	Board of Director of the Research and Development Corporation (NL)
32	Board of Directors. St. John's International Airport Authority
33	Board of Trade Luncheon
34	Build Green Atlantic NL 2013 Conference, St. John's, NL
35	Business Association of Newfoundland and Labrador
36	Business Day
37	Canadian Catholic Financial Administrators Conference
38	Canadian Home Builders Association, Eastern Newfoundland, St. John's
39	Canadian Homebuilders' Association of Newfoundland and Labrador
40	Canadian Institute for Research on Regional Development
41	Canadian Institute of Mining and Metallurgy
42	Canadian Manufacturers & Exporters, Newfoundland and Labrador's conference on Human Resources Innovation/Best Practices
43	CGAs of Newfoundland
44	Community Accounts Conceptual Development: Culture and Heritage Accounts in the Tourism Account
45	Community Prosperity Forum – "Creating Successful Municipalities," Corner Brook
46	Conference of the Newfoundland and Labrador Association of Youth Serving Agencies

47	Consortium for North American Higher Education Collaboration's 11th North American Higher Education Conference: "Rethinking North America: Higher Education, Regional Identities and Global Challenges," Quebec City
48	Council of Independent Community Pharmacy Owners' Annual Meetings
49	Credit Counselling Canada 2014 Conference
50	Credit Unions' Director Conference, Gander, NL
51	Delegation from Nantong University (China), St. John's
52	Department of Natural Resources, Government of Newfoundland and Labrador
53	Development of the N-LAD database
54	Dr. House's Oil and Development Class (Sociology/Anthropology 4091)
55	Economic Development Committee, St. of St. John's, March 4, 2009.
56	Exploring the Future of Offshore Oil and Gas development in BC? Lessons from the Atlantic, Simon Fraser University, Burnaby
57	Fortis Properties Management Planning Meeting 2009
58	From Ivory Tower to Regional Power: The role of universities and colleges in development, A Seminar sponsored by the Leslie Harris Centre, Memorial University
59	Government of Canada's Accelerated Economist Training Program – Educational Site Visit to St. John's, NL
60	Government of Canada's Accelerated Economist Training Program, St. John's, NL
61	Government of Canada's Advanced Leadership Program Panel on "Innovation and the Ocean Sector"
62	Government of Canada's, Accelerated Executive Development Program, St. John's
63	Grenfell Campus's Office of Alumni Affairs and Navigate Entrepreneurship Centre, Corner Brook
64	Harris Centre for Regional Policy and Development, Synergy Session Series
65	Harris Centre Seminar on Untangling the Accord: The Atlantic Accord, Equalization, and Offsets – An Independent Assessment, Memorial University
66	Harris Centre's Seminar on Competition Policy and Competitiveness
67	Harris Centre's, Applied Economic Policy's and The Atlantic Provinces' Memorial Presents
68	Husky Energy
69	Industry Canada and the Atlantic Canada Opportunities Agency, St. John's
70	Industry Canada Conference on Service Industries and Knowledge-Based Economy
71	Industry Canada's Forum on Competitiveness, Fredericton, Halifax, Charlottetown and St. John's
72	Institute of Public Administration of Canada and Policy NL, St. John's, NL
73	International Conference on Marginal Regions "Looking to the Sea, Looking to the Land: Survival Strategies in the 21st Century", Memorial University, St. John's
74	Invited by Nova Scotia government to discuss with senior cabinet ministers to AIMS study on federal transfers and Atlantic Canada
75	Invited speech on Foreign Credential Recognition, Institute for Canadian Citizenship
76	Invited speech on HR Strategy and Best Practice at the Quarterly Meeting of HR Committee, Canadian Electricity Association
77	Invited to give a lecture on resource allocation to first year medical students, Memorial University Medical School
78	Irish Loop Chamber of Commerce, Cape Broyle
79	Irish Loop Municipal Symposium 2012
80	Joint Meeting of the Geological Association of Canada and the Mineralogical Association of Canada, St. John's
81	Journal of Business Ethics
82	KBE Conference in Vancouver
83	Knowledge in Motion/88 Conference, St. John's, NL
84	Labrador West Regional Task Force
85	Lecture Series Time for the Making sponsored by the MUN Catholic Community, St. John's
86	Liberal Caucus, Government of Newfoundland and Labrador, St. John's
87	M5 and the Iron Ore Company of Canada, St. John's
88	Memorial University Alumni Association, Corner Brook
89	Memorial University's "havin' a time: Reunion 2012"
90	Mental Health Week Symposium, St. John's
91	Moderator for afternoon session of The NAFTA Conference: Wealth Creation through Free Trade and Entrepreneurship, Ottawa
92	MUN Alumni & Friends (sponsored by CIBC Wood Gundy & Scotia McLeod), Memorial University,
93	National Energy Board's 2010 Energy Futures Conference, Ottawa
94	Natural Gas Forum
95	Newfoundland and Labrador Construction Association
96	Newfoundland and Labrador Employers' Council 2011 Conference,
97	Newfoundland and Labrador Environment Network and the Learning Co-op's Seminar: "Alberta Tar Sands: A Night of Film, Panelists and Discussion," St. John's
98	Newfoundland and Labrador Teachers Association annual conference, St. John's
99	Newfoundland Labour Congress
100	NL ACOA Board Members
101	OECD's International Conference: Globally Competitive, Locally Engaged – Higher Education and Regions, Valencia, Spain
102	OECD's International Seminar on the Role of Higher Education Institutions in Regional Development, Karlstad University
103	OECD-IMHE Secretariat, Copenhagen Business School, Copenhagen Demark
104	Office of the Auditor General, Newfoundland and Labrador, St. John's
105	Panel discussant, Strategic Partnership Conference
106	Panel Discussant, Newfoundland Environmental Industry Association
107	Panelist for Canadian Association of Journalist on covering the provincial budget

108	Panelist on "Cutbacks in Health, Education, and Other Services", in Memorial University Extension Services' Televised Series entitled Issues in Public Policy
109	Panelist: Municipalities Matter: Re-Thinking St. John's for Working Families (Municipal Realities), Public Forum organized by the St. John's and District Labour Council, St. John's
110	Panelist: Valuing Alternative Forms of Scholarship (Memorial strengths and weaknesses in enabling Scholarship of Engagement, Memorial University
111	participant in Government of Canada Roundtable on Retirement Income System, St. John's NL
112	Participant in NAFTA conference on Sustainable Wealth Creation through Human Capital Transformation in the New Knowledge Economy at University of Maryland University College, Adelphi, Maryland
113	Pensioner's Coalition, St. John's, NL
114	Placentia Bay Industrial Showcase, Placentia, NL
115	Plenary Talk to Provincial Executive Labour Relations Boards
116	Presentation on the Philippine Fishery by the Philippine Study Group, University of the Philippine, Visayas, Member of Panel of Memorial Faculty, The Harris Centre for Regional Development and the Marine Institute of MUN
117	President and officials of the College of the North Atlantic, St. John's
118	Probis, St. John's
119	Professor Lynch's Newfoundland Economy Course (Econ 3070)
120	Public Presentation Sponsored by the Faculty of Arts, St. John's
121	Rotary
122	Rothesay Energy Dialogue 2009, Rothesay, NB
123	Rothesay Energy Dialogue IV, Rothesay, NB
124	Second Montreal International Iron Ore Symposium, Canadian Institute for Mining, Metallurgy and Petroleum (CIM), Montreal
125	Senior Academic Administrators' Group, Memorial University
126	Senior officials from Memorial University and the City of St. John's
127	Skills for Change, The Job Search Workshop Fall Networking Event
128	Speech at the Thunder Bay Immigration Forum
129	St. John's City Council, St. John's
130	Statistics Canada's Socio-economic Conference
131	Strategic Planning Meeting of the McInnes Cooper Board of Directors, St. John's,
132	Students from the International University of Germany Attending the Centre for Management Development
133	symposium on Growing the Economy of Newfoundland and Labrador, Corner Brook
134	various Rotary Clubs within the St. John's area
135	Workshop on Politics and Public Policy in Newfoundland and Labrador

In addition, Box 13 indicates that members of the department have engaged with the community 77 times in addition to the presentations reported in Box 12. These include meetings with politicians and Newfoundland and Labrador senators, testimony before the senate committee on national Finances, briefing the federal minister responsible for Newfoundland and Labrador, external reviewers for various economics departments and various delegations from other countries.

#### Box 13: Community Engagement

Community Engagement	
1	A presentation to the Honourable Peter Penashue, Minister of Intergovernmental Affairs, President of the Queen's Privy Council for Canada and Regional Minister for Newfoundland and Labrador, Ottawa
2	Advisory Board Member, Far Horizons Competition and Conference
3	members of the Department of Economics met with the Minister of Finance, GNL and his deputy, two ADMs, one director and one manager to discuss fiscal issues and the NL economy
4	Asked to testify on the changes to equalization contained in Bill C28 required for the Nova Scotia amended deal on equalization before the Senate of Canada's Committee on National Finances on December 13, 2007
5	Asked to testify on the equalization and Atlantic Accord implications of Bill C52 (Budget 2007 Implementation Act) before the Senate of Canada's Committee on National Finances on June 20, 2007
6	at request of Memorial University President Kachanoski, I met and briefed him on the implication of the Atlantic Accord for provincial government revenues
7	At the invitation of the University met to discuss economic issues with a group of journalists visiting Memorial University
8	at the request of the VP Research, I met with the Energy Council and the VP to discuss energy related issues
9	Briefed the Official Opposition, Government of Newfoundland and Labrador on the oil and gas industry
10	Chair of APR Committee for the Math Learning Centre of Memorial University
11	Co-host on "Let's Talk Business"
12	Co-host on weekly E.T.V. Show, "Economics is Your Business"

13	External Examiner for PhD Thesis - University of Granada
14	External Reviewer, Department of Economics, University of New Brunswick
15	External Reviewer, St. Francis Xavier University
16	External Tenure Reviewer: Acadia University
17	External Tenure Reviewer: University of Alberta
18	Invited by Department of Finance Canada to discuss the findings of the Expert Panel on Equalization with the Panel on the day that the report was released
19	Judge for Exploits Value Economic Development Corporation`s Economically Speaking: Speak Off, for high school students
20	Judge for the Far Horizons Competition and Conference
21	meet with Premier and Minister of Finance to discuss progressivity of personal income taxes in NL
22	meeting Nov 8 with Minister of Business, Mr. Wiseman and the Minister of Finance, Mr. Marshall and Doug May, Dept of Economics, to discuss an initiative to established an applied economics research centre within NL
23	meeting Oct 12 with Ed Martin, President of NALCOR, to discuss the NL economy
24	meeting on April 17, 2009 with Mr. Knubly, Dept Minister (Intergovernmental) Privy Council Office, Paul Mill, Vice President of ACOA (NL) and Dave Collins, Direct General Policy, ACOA to discuss the Newfoundland and Labrador economy and future developments is the same, including the Lower Churchill project and the offshore
25	meeting on January 14, 2009 with the Premier, Minister of Finance and senior staff to discuss the economic and financial crisis as a preparation for First Minister`s conference in Ottawa
26	meeting on November 20, 2009 with Senator Rompkey to discuss the Lower Churchill project and the implication of the Quebec/NB MOU
27	meeting with Gilles Duceppe and political science to discuss NL issues
28	meeting with Michael Jenner Second Secretary (Economics and Environment) British High Commission (Nov 6) to discuss NL economy and energy sector
29	Meeting with Minister of Human Resources, Labour and Employment on minimum wages, January 18, 2008
30	meeting with VP STATOIL (Hege Rogno) to discuss NL economy and oil and gas,
31	met with Board of Trade to discuss sustainability of NL economy
32	Met with delegation from Greenland and Denmark to discuss the economic impacts of the oil and gas on the NL economy
33	Met with delegation from Saudi Arabia and Texas to discuss local oil and gas benefit capture
34	met with Dept of Natural Resource to discuss natural gas as energy source for electricity
35	met with NDP caucus to t discuss my Muskrat Falls analysis
36	met with the executive of Municipalities Newfoundland and Labrador to discuss how to move forward with the provincial government on the fiscal problems faced by local government in NL
37	met with the leader of the opposition (Dwight Ball) to discuss energy issues, including the Lower Churchill
38	met with the Minister of Natural Resources to discuss NL energy related issues, including the Lower Churchill project
39	met with visiting delegation from Nantong University, China to discuss NL economic and department of economic research initiatives
40	met with VP (oil and Gas) Nalcor to discuss Nalcor`s initiatives with respect to promoting oil and gas exploration activity within Newfoundland and Labrador
41	Minister of Labor on minimum wages
42	November 16, met with the Economic Recovery Commission to discuss the current state of the Newfoundland economy and economic issues in general
43	Oct 19th discussion with Senator Manning in how to value the federal government`s share of Hibernia
44	October 16, responding to a request from the Director of ISER, I and others met with a delegation from the Falkland Islands to discuss economic development issues and offshore oil
45	On behalf of Foreign Affairs and International Trade, Government of Canada asked to provide an expert report and to act as an expert witness in the international investment arbitration under Chapter 11 of the North American Free Trade Agreement brought by Mobil Investments Canada and Murphy Oil Corporation with respect to CNLOPB`s 2004 Guidelines for Research and Development and the capacity of the Province of Newfoundland and Labrador to absorb the associated research and development and education and training expenditures
46	On behalf of the Newfoundland and Labrador Provincial Court Judges` Association, prepared a report on the state of the Newfoundland and Labrador economy and the Government of Newfoundland and Labrador financial position as an input into the 2006 Provincial Court Judges` Salary and benefits Tribunal and testified before the tribunal on March 6-8, 2006
47	Organizing Committee of the 35th Atlantic Canada Economics Association annual conference
48	Ph.D External Examiner: McMaster University
49	Ph.D External Examiner: University of British Columbia
50	Ph.D External Examiner: university of Western Ontario
51	PhD Qualifying Examination Committee - University of New Brunswick
52	Presentation at Workshop for the First Symposium of the Canadian Alliance for Regional Risk Factor Surveillance
53	Presentation of the Community Accounts to the Cities Secretariat of the Privy Council Office, Government of Canada
54	Presentation to ASI workshop on Population Health, Halifax
55	Presented briefs to Federal parliamentary committees
56	Program Development and Steering Committee, Provincial Forestry Forum, The Harris Centre
57	Program Development Committee, Fishery and Communities Forum, The Harris Centre
58	Provided policy briefing to Stephane Dion on energy policy at the Atlantic Canada Roundtable in Halifax
59	Resource Person to St. John`s Cabot Committee
60	Scientific Committee of the Annual Meeting of the Canadian Resource and Environmental Economics
61	along with four other members of the Department of Economics, we met with the Minister of Finance, GNL and his deputy, two

	ADMs, one director and one manager to discuss fiscal issues and the NL economy
62	Judge for Exploits Value Economic Development Corporation's Economically Speaking: Speak Off, for high school students
63	meet with Premier and Minister of Finance to discuss progressivity of personal income taxes in NL
64	meeting Oct 12 with Ed Martin, President of NALCOR, to discuss the NL economy
65	Meeting with Minister of Human Resources, Labour and Employment on minimum wages, January 18, 2008
66	meeting with VP STATOIL (Hege Rogno) to discuss NL economy and oil and gas
67	met with Board of Trade to discuss sustainability of NL economy
68	Met with delegation from Greenland and Denmark to discuss the economic impacts of the oil and gas on the NL economy
69	Met with delegation from Saudi Arabia and Texas to discuss local oil and gas benefit capture
70	met with Dept of Natural Resource to discuss natural gas as energy source for electricity
71	met with NDP caucus to discuss my Muskrat Falls analysis
72	met with the leader of the opposition (Dwight Ball) to discuss energy issues, including the Lower Churchill
73	met with the Minister of Natural Resources to discuss NL energy related issues, including the Lower Churchill project
74	met with visiting delegation from Nantong University, China to discuss NL economic and department of economic research initiatives
75	met with VP (oil and Gas) Nalcor to discuss Nalcor's initiatives with respect to promoting oil and gas exploration activity within NL
76	Oct 19th discussion with Senator Manning in how to value the federal government's share of Hibernia
77	Provided policy briefing to Stephane Dion on energy policy at the Atlantic Canada Roundtable in Halifax on August 27, 2007

## 5.6 Faculty Recognition and Participation in Professional Organizations.

Most faculty members participate with professional organizations and the younger faculty appear to be stronger in this regard. As well, the department has a number of faculty who been on the board of directors and the executive of the Atlantic Canada Economics Association, have sat on panels and boards for Statistics Canada, editorial boards, and acted as referees for numerous economic journals.

## 5.7 External Grants and Contracts

The most significant development in the Department in the last few years is the CARE initiative. This initiative has enabled all faculty members to access funds for applied research. Decisions on funding are made within a week and grants provided to faculty members range anywhere from \$20,000 to \$50,000 per project. This funding can be utilized for research assistants, data acquisition, retaining specialized professional help, to purchase software, to enable research-related travel required for data acquisition or for the dissemination of research results and to acquire computers and other hardware as needed. In addition, CARE has enabled the department to secure a Bloomberg licence and data terminal for use by our faculty and students, and to purchase a color printer for use by CARE researchers and the general office. As well, it has enabled the members of the Department to invite researchers to give presentations at the Department as a precursor to potential future collaboration with those researchers.

The CARE funds are certainly consistent with the objectives of the Department and the University as it allows members of the department to research areas that are of special interest to the Province. Additionally, CARE funding facilitates the ability of and enables the Department to develop into a research intensity entity through a focus on applied research. The specific details associated with CARE are outlined in Box 14 below.

It is clear that the level of external SSHRC grants being generated within is low. This is clearly a weakness of the department. However, a number of faculty members have received SSHRC grants as part of a broader research team but these grants are not recorded as part of our grant total.

Although external funding through SSHRC grants is a weakness, the department is relatively strong in receiving external support for its research. This external support can be in the form of either financial

support for CARE from industry, the federal government, or the provincial governments or in terms of research and consulting contracts that do not flow through Memorial University's accounting system.

In interpreting these numbers, it is important to appreciate that there is a trade-off between community engagement/applied community research and the goal of "academic" research in referred peer-reviewed journals. While SSHRC will fund projects that lead to the latter, it is unlikely to fund the former, unless there are some special circumstances surrounding the application such as an innovative approach or a more general problem that is the focus of the local case study which is used for illustration purposes. Moreover, if greater weight is to be placed on referred journal publications rather than applied community/regional/provincial research, then this should be formally stated in the Collective Agreement and the weights should be explicit! If this were made explicit, then members of the faculty should be careful about doing work for Royal Commissions/Not-for-Profit Organizations, expert testimony or environmental assessments that are currently part of the professional responsibilities associated by members of the Department.

#### Box 14: CARE Initiative

##### Collaborative Applied Research in Economics (CARE) initiative

CARE is research initiative within the Department of Economics. It has changed the research culture and the enthusiasm for research within the department. All members of the Department of Economics have participated in CARE projects, except two people. One faculty member does not do applied research and is unlikely to avail of the opportunities offered through CARE. The other, while indicating that he would like to have funds from CARE to travel to workshops and conferences, he did not want to be part of CARE.

The CARE initiative brings together applied research economists who are located in Newfoundland and Labrador or in the Maritimes. Its objective is to promote applied economic research within the region with a view to promoting a greater understanding of the regional economies and any associated wider social impacts. In carrying out CARE-sponsored research, researchers are asked to involve students in order to improve the students' skills and hopefully, their interests in carrying out further research in this area thus increasing the knowledge capital the region.

CARE is administered through the Department of Economics at Memorial University of Newfoundland by Wade Locke, Scott Lynch and Doug May. Its original funders were the Atlantic Canada Opportunities Agency, Husky Energy, the Government of Newfoundland and Labrador, and Memorial University. To date, CARE has received \$945,000 in financial support, comprised of:

###### Original supporters

- Atlantic Canada Opportunities Agency: \$450,000 over three years
- Husky Energy: \$75,000 over three years
- The Department of Industry, Business and Rural Development: \$75,000 over three years
- VP Research MUN: \$60,000 over three year
- Dean of Arts: 5 course remissions (\$25,000 equivalence)

###### Later Supporter

- NALCOR Oil and Gas: \$100,000 over three years
- Treasury Board (NL): \$80,000

###### Additional Research Funding

- RDC: \$40,000 to fund R&D research project
- Office of Public Engagement (MUN): \$40,000 to fund economic impact MUN

Although the topics chosen for funding through CARE are determined by the interests and willingness of the faculty members to engage in a specific research topic, the members of CARE are informed by the annual meetings of an Advisory Board. This Advisory Board meets with the members of CARE once a year to suggest applied research topics that might be of interest to their organizations, in particular and those which might be important to the province as a whole.

The Advisory Board is composed of representatives from the federal government, the provincial government, the municipal government, the energy industry, businesses, labour, social and volunteer groups, and academic groups. The current Advisory group consists of

- Margaret Allen – Husky Energy
- Chief Miesel Joe - Miawpukek Mi'kamaway Mawi'omi (Conne River)

- Michael Clair – Harris Centre
- Zita Cobb – Entrepreneur (Fogo)
- Frank Coleman – Entrepreneur (Corner Brook)
- Marilyn Field – Women’s Policy Office
- Patricia Hearn – Industry Canada
- Dennis Hogan – Advanced Education & Skills
- Alton Hollett – Finance
- Terry Johnstone – Business, Tourism, Culture & Rural Development
- Jim Keating – NALCOR Oil & Gas
- Mark Kielley – Research Grant & Contract Services
- Karen Legge – Municipal & Intergovernmental Affairs
- Paul Mills – ACOA
- Alastair O’Rielly - Business, Tourism, Culture & Rural Development
- Lana Payne – Unifor
- Lynne Phillips – Dean of Arts
- Craig Pollett – Municipalities Newfoundland and Labrador

Approximately \$615,000 has been spent or committed to 20 research projects, leaving \$330,000 for future projects. The projects that have been funded are:

- ***The Macroeconomic Impacts of Research and Development***  
Investigators: Wade Locke & Scott Lynch
- ***The Newfoundland Fishery: Twenty Years After the Moratorium***  
Investigators: Noel Roy & William Schrank
- ***Business Sector Productivity Performance in Newfoundland and Labrador: A Detailed Analysis***  
Investigators: Doug May & Andrew Sharpe
- ***Moose, Cars, and People: Designing Public Policies Under a Cost-Benefit Approach***  
Investigators: Roberto-Martínez-Espiñeira, María Ángeles García-Valiñas & María Periez-Urdiales
- ***Developing A Community Well Being and A Composite Community Sustainable Growth Index for Newfoundland and Labrador***  
Investigators: Doug May
- ***CAREFOR - An Economic Forecast of the Provincial Economy***  
Investigators: Scott Lynch
- ***Progressivity of the Personal Income Taxes in Newfoundland and Labrador***  
Investigators: Wade Locke, Scott Lynch, Doug May & Noel Roy
- ***Local Government Taxation and Expenditure in Newfoundland and Labrador***  
Investigators: Paul Hobson & Wade Locke
- ***Demonstrating the Economic Contribution of Community Organizations in the St. John’s Region***  
Investigators: Wade Locke & Penny Rowe
- ***Cultural and Heritage Resource Accounts: A Path to Community Development and Well-being***  
Investigators: Doug May and Carrie Dyck with the Town Council of Fogo Island
- ***The Impact of the Trans-Canada Pipeline on the Oil and Gas Industry in Newfoundland: An Analysis on the Upstream Sector***  
Investigator: Wade Locke
- ***Microeconomic Behavioural Parameters: Establishing Cross-Provincial Benchmarks and Inter-group Comparisons:***  
Investigators: Jason Childs, Wade Locke & Rob Muir
- ***Income Distribution and the Burden of Non-Communicable Diseases Among Visible Minority Populations in Canada.***  
Investigator: Eric Tenkorang
- ***Climate Change***  
Investigators: Nikita Lyssenko and Leslie Shield
- ***Productivity, clusters, and trade in intellectual property services: Some implications for Canada and its Atlantic Region.***  
Investigators: Michael Wernerheim & Jane Waples
- ***Economic Impact of Memorial University***  
Investigators: Wade Locke & Scott Lynch
- ***The Newfoundland Fishery and Economy Twenty Years after the Northern Cod Moratorium***  
Investigators: Noel Roy & Bill Schrank
- ***A Detailed Analysis of Newfoundland and Labrador’s Productivity Performance, 1997-2010: The Impact of the Oil Boom on Productivity***  
Investigators: Andrew Sharpe & Etienne Grand-Maison
- ***Valuation of a Moose-Vehicle Accident Mitigation Policy in Newfoundland***  
Investigators: Roberto Martínez-Espineira & Nikita Lyssenko
- ***OECD’s Better Life Index For Canada and the Provinces: Challenges and Results***  
Investigators: Douglas May & Philip Hoskins
- ***The Determinants of Life Satisfaction in Newfoundland and Labrador***  
Investigators: Douglas May & Philip Hoskins

In addition to funding research, CARE has enable the Department to update all applied researchers to STATA, acquire a Bloomberg terminal and rights to use the associated data, has contracted Statistics Canada to train our students and government staff on the use of SPSS software, contributed over \$50,000 to MA program in order to make competitive offers to potential graduate students, fund the hiring of undergraduate students, purchase a colour printer for use by CARE researchers and the Department of Economics, sponsor visiting researchers. Researchers involved with the CARE initiative now produce short-term economic forecasts, the labour market observer, better life indices for the province and have allowed CARE researcher to undertaken research on income inequality and how to improve the progressivity of the provincial income tax system at the request of the Premier and the Minister of Finance. Additionally, CARE has intrigued potential candidate who have been interested in tenure track positions in Economics at MUN — recently at the Canadian Employment Exchange in Toronto, almost all of the 28 prospective candidates with whom the head and the Chair of the search committee met had mention the CARE initiative as an asset and one that would make working at MUN more attractive.

Quite simply CARE has enabled the Department of Economics to have a vitality and has raised the profile and contribution of the department within the university and within the province.

## 5.9 Workload Balance

The balance of teaching, research and service is defined by the Collective Agreement. Box 15 reports on the 110 internal services that are provided by members of the department.

### Box 15: Internal Services

Internal Services	
1	Academic Planning Committee, Faculty of Arts
2	Academic Senate
3	ad hoc committee on criteria, standards, and procedures for promotion
4	Ad Hoc Committee on Feasibility of Reinstating the MA Program in the Department of Economics
5	Ad Hoc Committee to Determine Departmental Procedures for Preregis-tration within the Department of Economics
6	ad hoc computer committee
7	Advisory Committee on the Budget for the Faculty of Arts
8	Arts Faculty Representative to the Faculty of Business Administration
9	Arts Faculty Representative to the School of Engineering & Applied Science
10	at request of MUN president, a member of the department met with and briefed him on the implication of the Atlantic Accord for provincial government revenues
11	At the invitation of the University met to discuss economic issues with a group of journalists visiting Memorial University
12	at the request of the VP Research, I met with the Energy Council and the VP to discuss energy related issues
13	Atlantic Accord Career Development Scholarship Committee
14	Awards Committee, President's Award for Exemplary Service
15	Board of Regents Pension Committee
16	Board of Studies for the Masters of Oil and Gas Program, Memorial University
17	Briefed the Official Opposition, Government of Newfoundland and Labrador on the oil and gas industry
18	CARE Coordinator
19	Chair of APR Committee for the Math Learning Centre of Memorial University
20	Chair, Decanal Review Committee Faculty of Engineering
21	Co-Chair, Energy Consultation session for MUN's research strategy development
22	committee on tenure regula-tions
23	Co-operative Coordinator
24	Co-organizer for the Conference: The Knowledge-Based Economy and the Regional Economic Development.
25	Curriculum Development Committee
26	Dean of Arts, ISER Research Directorship Review Committee
27	Dean's representative at PhD Comprehensive Exam in Biochemistry
28	Department Committee for External Speakers in the Department of Econom-ics
29	Department Curriculum Review Committee
30	Executive Committee, Institute for Social and Economic Research
31	Faculty of Arts Committee on Undergraduate Studies
32	Faculty of Arts Representative to the. Faculty of Business Administration
33	Faculty of Science Faculty Council
34	Graduate Admissions Committee
35	Graduate Coordinator
36	Graduate Council
37	Headship Search Committee
38	Headship Search Committee Political Science

39	Headship Search Committee, Department of Sociology
40	High school interviews
41	Inter-Departmental Committee for the Administration of the Newfoundland Studies Minor
42	International Exchange Program Coordinator
43	Involvement in ad hoc committee to establish a Statistics Canada Branch Research Data Centre on campus
44	Library Representative, Department of Economics
45	M.U.N.F.A. Investment Review Committee-Legal Support Fund
46	M.U.N.F.A. Pension Committee
47	M.U.N.F.A. Performance Review Committee
48	Member of Arts Research Committee
49	Member of Library Committee, Faculty of Science
50	Member of the Promotion & Tenure Committee of the Gender Studies Department
51	Member of the search committee for the Jarislowsky Chair
52	Member of the steering committee of the Canadian Census Research Initiative funded by the Canadian Foundation for Innovation
53	Member of Working-Papers Series Committee, Department of Economics
54	Member-At-Large, Executive, Memorial University Faculty Association
55	MUN Committee, Shastri Indo-Canadian Institute
56	MUN pension Committee
57	MUN Subcommittee on Pension Performance
58	MUNFA Pension Committee
59	Ph. D. committee, Department of Geography
60	Ph. D. committee, Faculty of Medicine
61	Ph.D. Comprehensive Examination Committee, Department of Education, MUN
62	Promotion & Tenure Committee
63	Resource Person to St. John's Cabot Committee
64	Search Committee
65	Search Committees, Faculty of Medicine
66	Selection Committee, University Research Professors
67	Senate Ad Hoc Committee on Priority Registration by Grade Point Average
68	Senate Committee on Undergraduate Studies
69	Senate Standing Committee on Enrolment, Chair
70	Spring High School Interviewing
71	Standing Committee which Deals with Deferred Examination Requests
72	the ad hoc committee on merit procedures and standards
73	The Arts Distinguished Lectureship Committee
74	Tri-annual Review Committee of AF&G
75	Undergraduate Coordinator
76	University Appeals Panel
77	V.P. Academic Search Committee, Memorial University
78	Visiting Speakers Committee
79	Supervising honours students
80	Supervising honours masters

## 5.10 Integration of Teaching, Research and Service

Teaching is assigned by the head, after consulting with each faculty member. Once a year, information is requested for scholarship and service. Currently, everyone is meeting the obligations for teaching and research under the Collective Agreement. There is no independent data of how their research is integrated into teaching. This information might best be derived by having the APR external committee ask each faculty member for his/her experience in this regard.

## 6.0 Administrative Support/Efficiency

### 6.1 University Support for the Department – Scholarship in the Arts

The Scholarship in the Arts program, sponsored by the VP academic, has enabled the Department of Economics: (1) to implement a visiting speakers program, which is described below; (2) provide a \$9,000 start-up grant for each of two new tenure-track appointments; and (3) to be a good faculty citizen and

contribute over \$5,000 to two faculty-wide initiatives designed to promote scholarship — the initiatives supported by the department were the *Arts on Violence* and the *Arts on Oceans*.

### 6.1.a Visiting Speakers Program

Since February 2013, the Department has brought in 15 visiting speakers and will sponsor another 6 in the winter semester of 2015, see Box 16 below for the details of the presentations.

The visiting speakers program has been funding primarily through the Scholarship in the Arts program available from the VP Academic's office and administered through the office of the Dean of Arts. Since the inception of the program, the Department of Economics has hosted 17 visiting speakers from all over the world, with another six coming to speak in the 2015 winter semester. There have been a diverse range of topics presented through our visiting speakers program. These include: the efficiency of crude oil markets, forecasting oil prices, carbon taxes and oil sands GHGs, carbon taxes and British Columbia demand for gasoline, measures of well-being, the Dutch disease, water tariffs in Spain, valuation of health risks, monetary policy, biofuels, oil sands economics, fiscal policy and resources, the role of government, state of Newfoundland and Labrador's finances, homelessness, innovation in manufacturing, the role of government in income inequality, steady state properties of income inequality, gender and inequality, food security and the impact of the TransCanada pipeline on the Newfoundland and Labrador oil and gas industry. The researchers presenting these talk have come from regional universities (University of Prince Edward Island, Moncton and Dalhousie), the Bank of Canada, Ontario universities (Carleton, Ottawa, and McMaster), Alberta universities (Calgary and Alberta) the Grenfell campus, foreign universities (Tufts, Oviedo, Warwick and Toulouse School of Economics), other organizations (Centre for the Study of Living Standards, Centre for Policy Alternatives, ESMIA), the current Auditor General of NL and the former Premier of the Province.

These sessions were open to the public and were advertised widely. They were well attended by our students, our faculty, other departments within the University and the general public. Typically, between 30 and 50 people attended each of these sessions.

The visiting speakers program accomplishes a number of objectives: (1) it exposes our students to a variety of topics, techniques and researchers and helps develop a passion for economics; (2) it rejuvenates our faculty members as it helps create excitement about the importance of research and allows for networking possibilities, (3) it demonstrates to prospective faculty and students that the Department of Economics is a dynamic place; (4) it helps the general public understand the diversity of economics and it helps reinforce how economics might be meaningful to their lives; and (5) it raises the profile of the department within the University and the Province as a vibrant and engaged entity.

In short the visiting speakers program offers numerous benefits to our faculty and our students.

#### Box 16: Visiting Speakers to the Department of Economics

<i>Visiting Speakers to the Department of Economics</i>
<b>To be determined, 2014</b>
<a href="#"><u>Dr. Donald Savoie (Universite de Moncton)</u></a>

Topic: "What is Government Good For?"

Time:

Location:

**March 27, 2014**

[Tom Marshall \(Former Premier of Newfoundland and Labrador\)](#)

Topic: "Resources and public policy in Newfoundland and Labrador"

Time: 3:00pm

Location:

**April 10, 2014**

[Armine Yalnizyan \(Centre for Policy Alternatives\)](#)

Topic: "The role of women in reducing Canada's income inequality"

Time: 3:00pm

Location:

**Feb 13, 2014**

[Dr. Kathleen Vaillancourt \(ESMIA Consultants, Inc., Montreal\)](#)

Topic: "Impact of the Trans Canada pipeline on the oil and gas industry in Newfoundland"

Time: 3:00pm

Location:

**February 27, 2014**

[Dr. Bill Scarth \(McMaster University\)](#)

Topic: "Income inequality: what can governments do?"

Time: 3:00 pm

Location:

**Jan 30, 2014**

[Dr. Catherine Keske \(Grenfell Campus\)](#)

Topic: "Food security , food sovereignty, and the agricultural supply chain in Newfoundland and Labrador"

Time: 3:00 pm

Location: Arts & Administration Building, Room A1049

**November 14, 2014**

[Terry Paddon \(Auditor General, Newfoundland and Labrador\)](#)

Topic: "The financial condition of the province of Newfoundland and Labrador"

Time: 3:00pm

Location: Arts & Administration Building, Room A2065

**November 14, 2014**

[Dr. Lars Osberg \(Dalhousie University\)](#)

Topic: "Canadian Inequality, Then and Now: Can Increasing Inequality be a Steady State?"

Time: 3:00pm

Location: Arts & Administration Building, Room AA2071

**October 3, 2014**

[Dr. Paul Boothe \(Ivey Business School, Western University\)](#)

Topic: "The Future of Canadian Manufacturing: Learning from Leading Firms"

Time: 3:00pm

Location: Arts & Administration Building, Room AA2071

**September 19, 2014**

[Dr. Ron Kneebone](#) (University of Calgary)

Topic: "Patterns of Homelessness in Calgary"

Time: 3:00pm

Location: Arts & Administration Building, Room AA2071

**April 11, 2014**

[Dr. Jean-Thomas Bernard](#) (Université d'Ottawa)

Topic: "The Effects of the CO2 tax on BC Gasoline Demand"

Time: 2:30pm

Location: G.A. Hickman Building, Room ED1014

**April 4, 2014**

[Dr. Andrew Leach](#) (University of Alberta)

Topic: "Oil Sands: Should We Leave It In the Ground?"

Time: 2:30pm

Location: Arts & Administration Building, Room A1043

**March 28, 2014**

[Dr. Ujjayant Chakravorty](#) (Tufts University)

Topic: "Biofuels, Food Prices and Poverty"

Time: 2:30pm

Location: G.A. Hickman Building, Room ED2018B

**March 21, 2014**

[Dr. Apostolos Serletis](#) (University of Calgary)

Topic: "Monetary Policy and Leverage Shocks"

Time: 2:30pm

Location: Arts & Administration Building, Room A1043

**January 17, 2014**

[Dr. Henrik Anderron](#) (Toulouse School of Economics)

Topic: "Valuation of small and multiple health risks: A critical analysis of SP data applied to food and water safety"

Time: 2:30pm

Location: Science Building, Room

**September 11, 2013**

[María Pérez-Urdiales](#) (University of Oviedo, Spain)

Topic: "Responses to changes in domestic water tariff structures: a finite mixture analysis of household heterogeneity in Granada, Spain"

Time:

Location:

**May 10, 2013**

[Dr. Serge Columbe](#) (University of Ottawa)

Topic: "Resource Boom, Productivity and the Dutch Disease"

Time: 2:30

Location: Chemistry C3033

**May 3, 2013**

**[Dr. Andrew Sharpe](#) ([Centre for the Study of Living Standards](#))**

Topic: "Newfoundland and Labrador well-being measures relative to other provinces"

Time:

Location:

**March 15, 2013**

**[Dr. Andre Plourde](#) ([Carleton University](#))**

Topic: "Carbon taxes and financial incentives for GHG emissions reductions in Alberta's Oil Sands"

Time: 2:30

Location: Bruneau Centre for Research and Innovation IIC2001

**March 8, 2013**

**[Dr. Ron Alquist](#) ([Bank of Canada](#))**

Topic: "Recent Developments in Modelling Crude Oil Prices"

Time: 2:30

Location: Bruneau Centre for Research and Innovation IIC2001

**February 8, 2013**

**[Dr. Jason Stevens](#) ([University of Prince Edward Island](#))**

Topic: "Testing mean reversion in the infinite horizon: An application to the price of crude oil"

Time:

Location: Science

### **6.1.b Start-up Grants for New Tenure Track Appointments**

We have recently hired one new tenure track appoint (Dr. Gubhinder Kundhi) and are currently advertising for another position in energy/non-renewable resources economics. By enabling the department to commit \$9,000 as a start-up research grant for new faculty, *Scholarship in the Arts* has increased the attractiveness of Department of Economics as a place to establish a career. The Department has currently received 74 applications for the energy/non-renewable economics position that is currently under active search.

The combination of the \$9,000 department start-up grant and the \$15,000 available through the Faculty of Arts has enhanced the competitiveness of the Department of Economics in the job market. The increased competitiveness of the Department of Economics as a place to work can be directly linked to the *Scholar in the Arts* and for that, the Department is appreciative and thankful.

### **6.1.c Good Citizen Gesture – Support for faculty-wide initiative**

As a result of funding from the *Scholarship in the Arts* program, the Department allocated 15% of its allocation to broader scholarship initiatives undertaken through the Faculty of Arts. While there was no direct departmental involvement in either initiative, the Department wanted to be a good citizen within the Faculty of Arts by endorsing and supporting financially *Arts on Violence* and *Arts on Oceans*.

## **6.2 University Support for the Department – Operating Budget**

The budget offered annually to the Department is sufficient to operate effectively. The Department has no complaints in this regard. However, it might be helpful to allow departments to carry forward unused balance for a period of three years, much like is currently done with the professional development fund for each academic staff member. This would allow the department to more efficiently budget, instead of discovering in February that an unspent balance is available and will be lost unless some artificial need is created by purchasing new furniture or new computers that previously neither planned for nor apparently needed.

### **6.3 University Support for the Department – Professional Development and Travel Expense Reimbursement**

The availability of these funds is very helpful to the Department in allowing faculty members to expend in designated areas to aid with their professional development. These would include attending conferences, purchasing laptops, memberships in professional associations and software purchases. Being able to carry forward any unused balances for a period of three years is helpful in allowing faculty to plan for larger expenditures for which the annual allotment would be insufficient. This would include, for example, academic conferences in Europe.

### **6.4 University Support for the Department – Sabbatical Grants**

When a faculty member applies for sabbatical, he/she can also apply for a grant normally equal to 5% of their salary. This is very helpful to fund travel to conferences and workshops which are incurred while the faculty member is on sabbatical. It can also be used to fund other sabbatical-related research expenses.

### **6.5 Adequacy and Effectiveness of Infrastructural Resources and Support**

Recognizing the fiscal and space/infrastructural realities that are faced by the Faculty of Arts and the University, the Department feels that it is getting the support that is needed. That being said, we could use more office space and a larger seminar room, more office space for our graduate students, a society room for our undergraduate, a room to host visiting scholars, post-docs, a room in which our per course instructors can meet students, and a secure room in which to house and work on the Bloomberg terminal. The Department can make due with its current space allocation. The Department recognizes that in terms of space allocation, we may not be the highest priority for the Faculty of Arts or for the University. Although it would help to have more space, the Department will still function and be able to achieve its objectives.

In terms of recruitment, the Department have been given adequate support to allow it to advertise and visit the Canada Employment Exchange whenever the Department has had a tenure track position to advertise. While the Dean of Arts has covered most of these expenses, in recent years, the CARE initiative has had to fund the trip to the Canada Employment Exchange. Since CARE is trying to grow the Department's capacity in terms of quantitative technical analysis in areas such as energy, the principals of this research initiative agreed to fund a significant portion of these trips.

### **6.6 Effectiveness of the Department of Economics and Its Programs in Promoting New Initiatives, Plans, Collegial, Spirit and Active Community Involvement**

There are many points that can be raised with respect to this issue. Many are positive and many are not. It might be most helpful to comment on each of the themes separately.

#### **6.6.a Collegiality**

Collegiality was a very serious problem within the Department; the genesis of this problem pre-dates anyone currently active within the Department. There is always a risk when moving toward a collective

vision and culture that individual interests may not be met. While certain allocations may promote the Department's collective well-being, some individuals may perceive that they are losers. An example of such a situation might be asking an individual to cover required courses. The challenges of dealing with such problems are classic issues in economics. In a university, independence of research is undertaken in a collegial environment in which the common purpose of such research is pursued.

### **6.6.b Initiatives and Plans**

While there has been no formal strategic plan for the department, new courses have been added to our curriculum. For example, *Applications of Choice Theory*, *Financial Economics* and a graduate course in labour are courses that have been added. In addition, the department hopes to introduce an additional graduate econometrics course on time series in the near future, an advanced course in macroeconomics and a couple of intermediate undergraduate courses — a public policy course and an oil and gas evaluation course at the intermediate level in the near future.

The CARE research initiative has transformed to the Department by making research funding available for all members who wish to engage in applied research. CARE has allowed students to be hired to work on applied research projects and to be integrated into research programs; provided additional funding for attracting the best quality MA candidates; made the Department a more attractive place for prospective employees; allowed the department to bring in scholars that members of the department wish to work with; and enabled the purchase of numerous laptop and desktop computers for use by faculty and graduate students. As a result of CARE, all applied researchers now have latest version of STATA for their computers. CARE has allowed the Department to acquire a licence for a Bloomberg terminal and to use all of the data which that entails. Finally, CARE funded a post-doc from Mauritius who is researching in the area of climate change, poverty and gender.

### **6.6.c Community Engagement**

There is a substantial amount of this. Some faculty are more active than others. See section 5.5 above for more details.

## **6.6 University Support for the Department – Faculty and Staff**

As illustrated in Table 25 and Figure 30, the regular complement for the Department of Economics is 12 full-time. We have had three retirements in the last three years. Dr. Kundhi was recruited as an applied econometrician to replace Dr. Tsoa who retired three years ago. There is an active search currently for an energy/non-renewable resource economist. This tenure-track position will replace Dr. Roy who retired last year. Finally, the department hopes to get approval to advertise for a new tenure position next year to replace Professor Riser who retired at the end of 2014. In fact, it is imperative for the viability of the program that the Department is allowed to recruit for this most recent retirement.

Additionally, the Department has been given permission to advertise for two eight-month contractual teaching appointments for the academic year, 2015-16 because of faculty going on sabbaticals (three people), parental leave (one person) and retirement (one person). As well, the department has had access to per course instructors (PCIs) who have at least a MA degree in economics and typically have permanent positions with the provincial government, the federal government, industry, or private

sector consulting companies. These PCIs are excellent teachers who approach their teaching assignments with passion and instill enthusiasm for the subject in their students. More importantly, the PCIs make the topic fun and interesting for the students. Quite simply the PCIs are the best teachers of introductory economics courses that the Department has.

As shown in Table 25 and Figure 30 below, the Department is characterized by a “rank” imbalance, with only one assistant professor, five associate professors, and five full professors. The recruitment of replacement faculty in response to retirements should reduce this imbalance as new hires will typically commence their employment at the rank of assistant professor.

While Table 26 below indicates that the Department of Economics has two staff members, one works half-days, which corresponds to one and a half full-time equivalents. Their workloads are great normally, but they has been exacerbated as a result of the graduate program (requiring the processing of nearly 200 applications, 18 admissions, the maintaining of files from previous years deferred admissions, and bi-weekly payroll for MA students), the hiring of two new tenure track positions in two years (there is a huge set of files that have to be managed when there are, for example, 74 candidates for a tenure track position), the APR (obtaining, processing and copying the required information), the Professional Development and Travel Expense Reimbursement (PDTER) grants, and the CARE grants administered through the Department. The staff members are barely able to cope. However, it is expected that workload in the near term will return to a more reasonable level after the APR and the current hiring are complete. Although the department is not requesting additional support staff, it could not function with less either.

Figure 30: Economic Faculty per year (Including on Paid Leave)

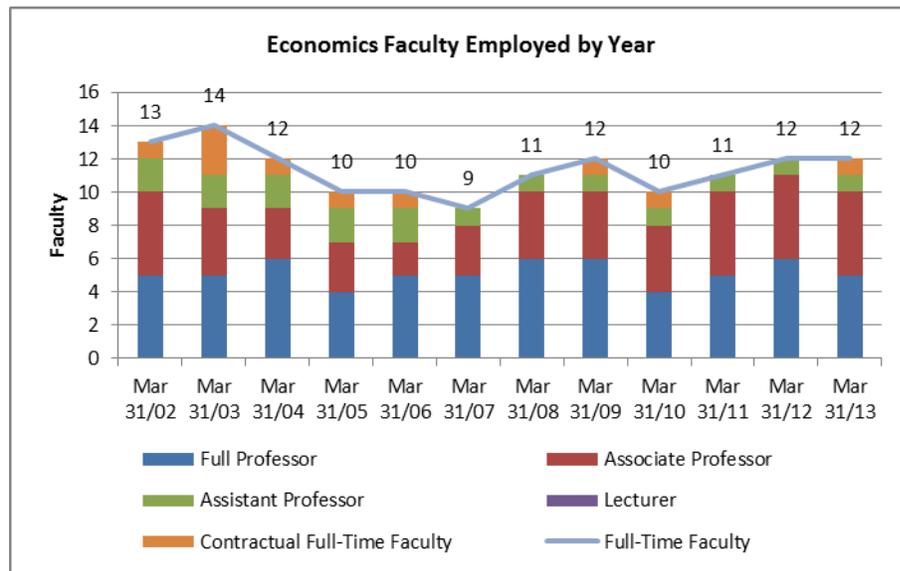


Table 25: Faculty Complement and Teaching Resources Available to the Department of Economics

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Regular Full-Time Faculty - Active</b>												
Full Professor	5	2	5	4	3	5	6	4	3	4	5	2
Associate Professor	4	3	3	3	2	2	4	2	4	5	5	5
Assistant Professor	1	2	2	2	2	1	1	1	0	1	1	1
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Active Faculty</b>	<b>10</b>	<b>7</b>	<b>10</b>	<b>9</b>	<b>7</b>	<b>8</b>	<b>11</b>	<b>7</b>	<b>7</b>	<b>10</b>	<b>11</b>	<b>8</b>
<b>Regular Full-Time Faculty – Paid Leave</b>												
Full Professor	0	3	1	0	2	0	0	2	1	1	1	3
Associate Professor	1	1	0	0	0	1	0	2	0	0	0	0
Assistant Professor	1	0	0	0	0	0	0	0	1	0	0	0
Lecturer	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total Faculty on Paid Leave</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>
<b>Regular Full-Time Faculty - Combined</b>												
<b>Total Regular Full-Time Faculty</b>	<b>12</b>	<b>11</b>	<b>11</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>11</b>	<b>11</b>	<b>9</b>	<b>11</b>	<b>12</b>	<b>11</b>
<b>Contractual Full-Time Faculty - Combined</b>												
Full Professor	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	1	3	1	1	1	0	0	1	0	0	0	0
Lecturer	0	0	0	0	0	0	0	0	1	0	0	1
<b>Total Contractual Full-Time Faculty</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>
<b>Contractual Part-Time Faculty</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>5</b>

Table 26: Staff in Department of Economics

	Mar 31/02	Mar 31/03	Mar 31/04	Mar 31/05	Mar 31/06	Mar 31/07
Regular Full-time	1	1	1	1	1	1
Contractual Full-time	0	0	0	0	0	0
Part-time	1	1	1	1	1	1
<b>Total Staff</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
	Mar 31/08	Mar 31/09	Mar 31/10	Mar 31/11	Mar 31/12	Mar 31/13
Regular Full-time	1	1	1	1	1	1
Contractual Full-time	0	0	0	0	0	0
Part-time	1	1	1	1	1	1
<b>Total Staff</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>

## 6.7 Major Initiatives and Improvements Needed to Enhance the Program

It would be helpful for the Department to have an annual meeting or a retreat to discuss the progress within the Department in terms of teaching and research. This meeting could be used to consider the impediments being faced by the Department and the strategies available to the Department to overcome these impediments and/or to facilitate the achievement of the Department's goals.

## 6.8 Scholarships

MUN Department of Economics proudly boasts a strong scholarship program for its students. Over the past 5 years, in excess of \$60,000 has been awarded to students in the Economics program — see Box 17 for a full list of scholarship recipients who were Economics majors.

Economics students can qualify for general scholarships available through the University and Economics students also qualify for the following specific scholarships: (1) The Tom Budai Award in Business and Economics (\$1,000), (2) Chevron Canada Ltd. Endowed Scholarships in Business, Earth Sciences, Economics and Engineering (approximate value of \$4,000), (3) Chevron Canada Ltd. Term Scholarships in Business, Earth Sciences, Economics and Engineering (three awards for Economics students with a value of \$4,000 each); (4) The Canadian Tire Scholarships (endowment scholarship with a value of \$675), (5) The Talisman Energy Bursary (\$2,000), (6) The Robert Westcott Memorial Scholarship (endowment scholarship with a value of approximately \$750), and (7) The Ernest Joseph Ennis Scholarship (endowment scholarship with a value of \$400).

**Box 17: Scholarships Given to Students in the Department of Economics**

<b>Scholarships Given to Students in the Department of Economics</b>
<p><b>Canadian Tire Scholarship</b>            2009 - Colin Campbell (\$600)            2010 - Brittany Collins (\$625)            2011 - Kaitlin Smith (\$625)            2012 - Guo Feng (\$675)            2013 - Muhammad Munir (\$675)            2014 – Christopher Pike (\$675)</p>
<p><b>Chevron Canada Ltd. Endowed Scholarship in Business, Earth Sciences, Economics and Engineering</b>            2012 - Justin Quinton (\$3,780)            2013 - Olajide Ogunwale (\$3,780)            2014 – Megan Foley (\$3,780)</p>
<p><b>Chevron Canada Ltd. Term Scholarship in Business, Earth Sciences, Economics and Engineering</b>            2011 - Brittany Collins (\$4,000), Shawna Kuehl (\$4,000)            2012 - Guo Feng (\$4,000), Sandy Pike (\$4,000), Grant Taylor (\$4,000)            2013 - Meghan Foley (\$4,000), Alana Jones (\$4,000), Joseph Teo (\$4,000)            2014 –Alana Jones (\$4,000), Jeffery Mollins (\$4,000), Michael Sullivan (\$4,000)</p>
<p><b>Dr. G.A. Frecker Memorial Alumni Bursary</b>            2010 - Stephen Anstey (\$500)</p>
<p><b>Dr. Leslie Harris Memorial University Alumni Association Scholarship</b>            2010 - Kirsten Morry (\$4,000)</p>
<p><b>Edward G. Mullins Memorial Scholarship</b>            2009 - Blair Long (\$500)</p>
<p><b>Ernest Joseph Ennis Scholarship</b>            2011 - Kelli Gordon (\$335)            2013 - Justin Drover (\$398)</p>
<p><b>Law Foundation of Newfoundland and Labrador Legal Research Award for Students of Memorial University</b>            2012 - Scott Loranger (\$500)</p>
<p><b>Robert Westcott Memorial Scholarship</b>            2009 - Blair Long (\$700)            2011 - Brittany Collins (\$690)            2013 - Michael Sullivan (\$766)</p>
<p><b>Tom Budai Award in Business and Economics</b></p>

2013 - Jeffrey Mollins (\$1,000)

### **University Medal for Academic Excellence**

2009 - Blair Long

2012 - Shawna Kuehl

2013 - Tamara Head (Economics and Sociology)

### **Warren and Catherine Ball Memorial Entrance Scholarship**

2013 - Michael Sullivan (\$7,500)

**The Tom Budai Award in Business and Economics** The Tom Budai Award in Business and Economics, valued at \$1000, is funded by Tom Budai, a 2009 graduate of the Faculty of Business Administration and a former member of the Memorial Seahawks men's basketball team. The award is available to a full-time student enrolled in the Bachelor of Commerce (Co-op) program, Bachelor of Business Administration program, Bachelor of Arts in Economics program or Bachelor of Science in Economics program. The candidate must be in at least her/his second year of studies and meet the minimum academic requirements for an award as defined by the University. Preference will be given to candidates who have been active in varsity athletics at Memorial University of Newfoundland and/or who have a demonstrated record of community, volunteer work and/or involvement with student organizations at this University. The award will be granted by the Senate Committee on Undergraduate Scholarships, Bursaries and Awards upon the recommendation from the Dean, Faculty of Business Administration or the Head, Department of Economics.

**Chevron Canada Ltd. Endowed Scholarships in Business, Earth Sciences, Economics and Engineering** Chevron Canada Ltd. Endowed Scholarships in Business, Earth Sciences, Economics and Engineering These scholarships, valued at a portion of the income from the endowment, will be awarded starting in 2011 to full-time students enrolled in at least their second year of Engineering and Applied Science, Earth Sciences, Business or Economics; in a given year, it is anticipated that students from all four faculties will be represented. Selection will be based on scholarship standing as well as expression of interest in potential employment in the oil and gas industry, and signaling of career location mobility. Level of service to community, or leadership will also be considered. Students may receive the scholarship in more than one year. They will be awarded by the Senate Committee on Undergraduate Scholarships, Bursaries and Awards upon the recommendation of the: Dean, Faculty of Engineering and Applied Science; Head, Department of Earth Sciences; Dean, Faculty of Business Administration; and Head, Department of Economics.

**Chevron Canada Ltd. Term Scholarships in Business, Earth Sciences, Economics and Engineering** These scholarships, valued at \$4,000, will be awarded to full-time students enrolled at least their second year of Engineering and Applied Science, Earth Sciences, Business or Economics; in a given year, it is anticipated that students from all four faculties will be represented. Selection will be based on scholarship standing as well as expression of interest in potential employment in the oil and gas industry, and signaling of career location mobility. Level of service to community, or leadership will also be considered. Students may receive the scholarship in more than one year. They will be awarded by the Senate Committee on Undergraduate Scholarships, Bursaries and Awards upon the recommendation of the: Dean, Faculty of Engineering and Applied Science; Head, Department of Earth Sciences; Dean, Faculty of Business Administration; and Head, Department of Economics.

**THE CANADIAN TIRE SCHOLARSHIPS** These scholarships are the result of an endowment to the university by Canadian Tire Corporation, Limited as part of their commitment to community service and to Memorial University via the Opportunity Fund Campaign. The endowment will fund three scholarships in the Faculty of Arts, valued at the annual interest on the initial endowment. The scholarships will be awarded to undergraduate students entering third or fourth year in the Faculty of Arts - one each to students majoring in Sociology, Economics and Linguistics. They will be awarded by the Senate Committee Scholarships and Financial Aid on the basis of scholarship standing and a recommendation from the Head of each of the three academic departments.

**THE TALISMAN ENERGY BURSARY** This Bursary has been established by Talisman Energy Inc. of Calgary, Alberta. One bursary, valued at \$2,000.00 annually, will be awarded on a rotating basis to a student in Earth Sciences, Engineering and Applied Science, Business Administration and Economics. It will be awarded by the Senate Committee on Undergraduate Scholarships and Financial Aid on the basis of scholarship standing, financial need and upon the recommendation of the Dean/Department Head of the appropriate discipline.

**The Robert Westcott Memorial Scholarship** This scholarship was established by Mrs. Mary Westcott in memory of her late husband, Mr. Robert Westcott. It is valued at a portion of the annual interest on an endowment and will be awarded on a rotating basis to students beyond first year who have a strong commitment to post-secondary education and who are majoring in Business Administration and/or Economics. It will be based on scholarship standing and financial need and will be awarded to a student who was born in Newfoundland and Labrador. This scholarship will be awarded by the Senate Committee on Undergraduate Scholarships, Bursaries and Awards upon the recommendation of the Dean/Department Head of the appropriate discipline.

**THE ERNEST JOSEPH ENNIS SCHOLARSHIP** This scholarship was established by Ernest Joseph Ennis of Merasheen, Placentia Bay, retired School Supervisor, in memory of Dr. Hatcher, Ms. Monnie Mansfield, and Professors Fraser, Gillingham, and Andrews of the Memorial University College. This scholarship, valued at the accrued interest, shall be awarded by the Senate Committee on Scholarships to an entrance student of scholarship standing with preference to a student planning to study Economics or Political

## 6.9 Contribution of Administrative Staff to the Academic and Strategic Goals of the Department of Economics

While for the last five years, the department's permanent secretary has been seconded to the office of the Dean of Arts, the department has had a series of temporary secretaries. The Department now has a permanent, full-time administrative secretary and a permanent, half-day intermediate clerk stenographer. The contribution of both staff is extremely important to the effective operations of the Department. Their initiative and diligence are crucial determinants to enabling the Department to function as well as it does. The value of their contribution is immeasurable. Having a Graduate Coordinator, an Undergraduate Coordinator, and Co-op Coordinator has enabled the department to function. These positions are staffed by faculty members who get one-half to one course off or the equivalent in extra pay.

## 7.0 Relative Performance

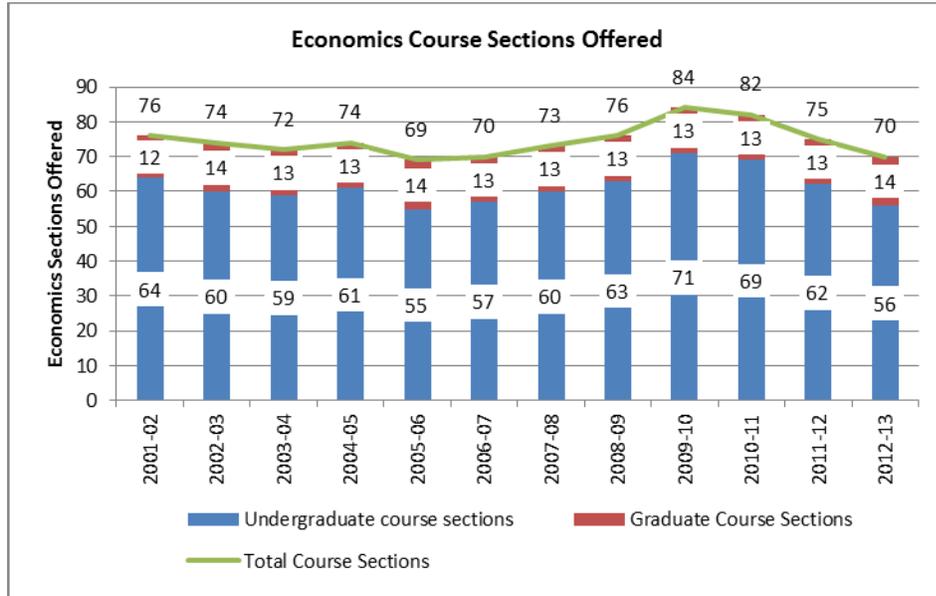
### 7.1 The Student/Faculty Ratios

The Department has offered an average of 61 undergraduate course sections per year from 2001-02 to 2012-13. In recent years, the number of undergraduate courses being offered by the Department have fallen in part because the Faculty of Business Administration no longer requires its students to take Economics 3150 (Money and Banking). The Faculty of Business Administration also removed Economics 3130 and Economics 3360 from its list of required courses.

Table 27: Economics Course Sections Offered by Year

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Undergraduate course sections</b>	64	60	59	61	55	57
<b>Graduate Course Sections</b>	12	14	13	13	14	13
<b>Total Course Sections</b>	<b>76</b>	<b>74</b>	<b>72</b>	<b>74</b>	<b>69</b>	<b>70</b>
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Undergraduate course sections</b>	60	63	71	69	62	56
<b>Graduate Course Sections</b>	13	13	13	13	13	14
<b>Total Course Sections</b>	<b>73</b>	<b>76</b>	<b>84</b>	<b>82</b>	<b>75</b>	<b>70</b>

Figure 31: Economics Course Sections Offered by Year

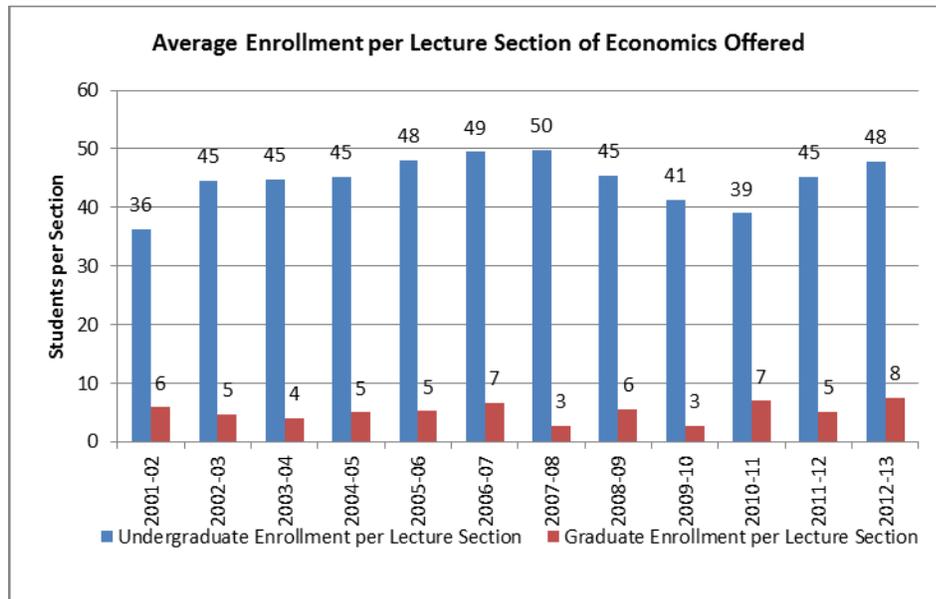


Average enrollment per course offered at the undergraduate level has been fairly consistent, varying about the mean number of 45 students per section. The average enrollment in our graduate courses has been 5 students. Since the last APR, average enrolment per lecture section has increased by 33% (from 36 students per section in 2002-03 to 48 students per section in 2012-13).

Table 28: Average Enrollment per Lecture Section Offered

	2002-03	2002-03	2003-04	2004-05	2005-06	2006-07
Undergraduate Enrollment per Lecture Section	36	45	45	45	48	49
Graduate Enrollment per Lecture Section	6	5	4	5	5	7
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Undergraduate Enrollment per Lecture Section	50	45	41	39	45	48
Graduate Enrollment per Lecture Section	3	6	3	7	5	8

Figure 32: Average Enrollment per Lecture Section Offered



## 7.2 Cost Ratios for the Department of Economics

Table 29 and Figures 33 to 38 profile the relevant cost data for the department. As shown in Figure 33, expenditures with the Department of Economics per degree awarded have increased by 157% between 2001-02 and 2012-13. This indicator has fallen by 27% since its peak in 2010-11. The peak in 2010-11, \$162,991, is explained primarily by the fact that the number of degrees in that particular year was only 60% (9/15) of the average number of degrees awarded in Economics over this whole time period. Moreover, 2010-11 was the lowest recorded number of degrees awarded in Economics since the last APR. The expenditure per Economics degree has average \$95,282 over the period considered.

As profiled in Figure 34, the expenditures per lecture registration has increased by 60% from 2001-02 to 2012-13. This represented an increase of 81%. It is important to appreciate that the biggest component of expenditures within the Department is the salaries of permanent academic employees. There was a 17% increase in the Department of Economics' permanent academic salary bill in 2011-12 and a 34% increase in our expenditures in that year. While part of this was due to the fact that the provincial government increased public sector wages by over 20% in the previous four years covered by this data, a significant increase in the salary bill can be explained by the fact that, after servicing two terms as Dean of Arts, Dr. Noel Roy's salary was credited back to the Department in 2011-12. While the salaries and the expenditures increased, Dr. Roy was on administrative leave so there were no courses being taught by him at that time. Consequently, expenditures per registration appeared to be higher than normal in that year.

The expenditures per section offered, illustrated in Figure 35, are explained, in part, by the higher expenditures incurred and by the reduced number of sections taught. In 2011-12, the salaries for the permanent academic staff increased by 17%, while the sections offered fell by five. The impact of Dr. Roy's salary being assigned to the department in 2011-12, without any teaching responsibilities in that

year explains why 2011-12 is higher than would be normal or reasonable to assign to the department. The average expenditures are \$16,250 per lecture section.

The expenditures per full-time equivalent major have increased from \$36,771 per major in 2001-02 to \$39,026 in 2012-13, a 6% increase — see Figure 36. This was 21% lower than the peak expenditures of \$49,107 that occurred in 2003-04. The average expenditures per major over the period were \$31,894.

From Figure 37, the academic salaries per lecture section increased by 102% from 2001-02 to 2012-13, with a dramatic increase of 26% in 2011-12. On average, academic salaries per lecture section were \$15,934. Again, the addition of Dr. Roy’s salary distorts the 2011-12 statistics. The average academic salaries per lecture section were \$16,250.

The academic salaries per lecture registration, as shown in Figure 38, have increased by 61% from 2001-02 to 2012-13. On average, academic salaries per lecture section were \$425. The impact of the general salary increases after 2008-09 and the addition of Dr. Roy’s salary to the department without additional teaching in 2011-12 explain the trend in salaries per lecture section after 2008-09.

**Table 29: Financial Indicators for the Department of Economics**

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Total Expenditure per Total Degrees</b>	\$46,135	\$45,785	\$74,099	\$99,675	\$65,468	\$64,107
<b>Total Expenditure per Lecture Registrations</b>	\$468	\$465	\$482	\$432	\$461	\$446
<b>Total Expenditure per Lecture Sections</b>	\$15,159	\$17,610	\$18,525	\$16,868	\$18,705	\$18,917
<b>Total Expenditure per FTE Undergraduate Majors</b>	\$36,771	\$35,142	\$49,107	\$39,562	\$29,148	\$23,211
<b>FT Academic Salary per Lecture Sections</b>	\$12,317	\$13,137	\$14,670	\$13,168	\$14,393	\$14,937
<b>FT Academic Salary per Lecture Registrations</b>	\$380	\$347	\$381	\$337	\$355	\$352
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Total Expenditure per Total Degrees</b>	\$125,067	\$106,096	\$120,020	\$162,991	\$115,310	\$118,626
<b>Total Expenditure per Lecture Registrations</b>	\$460	\$521	\$556	\$590	\$745	\$847
<b>Total Expenditure per Lecture Sections</b>	\$19,542	\$20,586	\$20,003	\$20,374	\$29,258	\$34,440
<b>Total Expenditure per FTE Undergraduate Majors</b>	\$27,617	\$22,453	\$22,605	\$24,863	\$30,561	\$39,026
<b>FT Academic Salary per Lecture Sections</b>	\$15,437	\$16,813	\$16,399	\$17,869	\$22,519	\$24,906
<b>FT Academic Salary per Lecture Registrations</b>	\$363	\$425	\$456	\$517	\$573	\$612

Figure 33: Expenditures in the Department of Economics per Degree Awarded

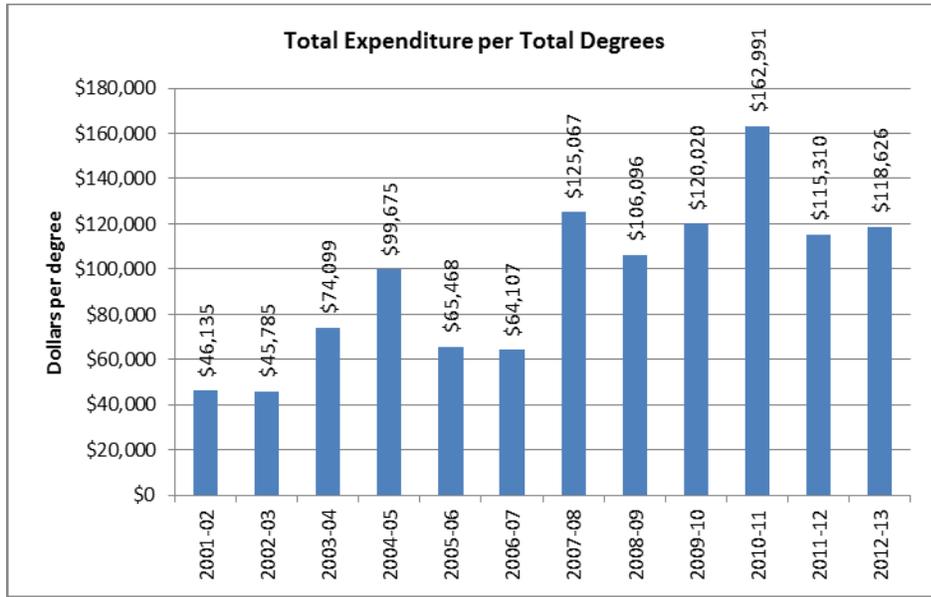


Figure 34: Expenditures in the Department of Economics per Lecture Registration

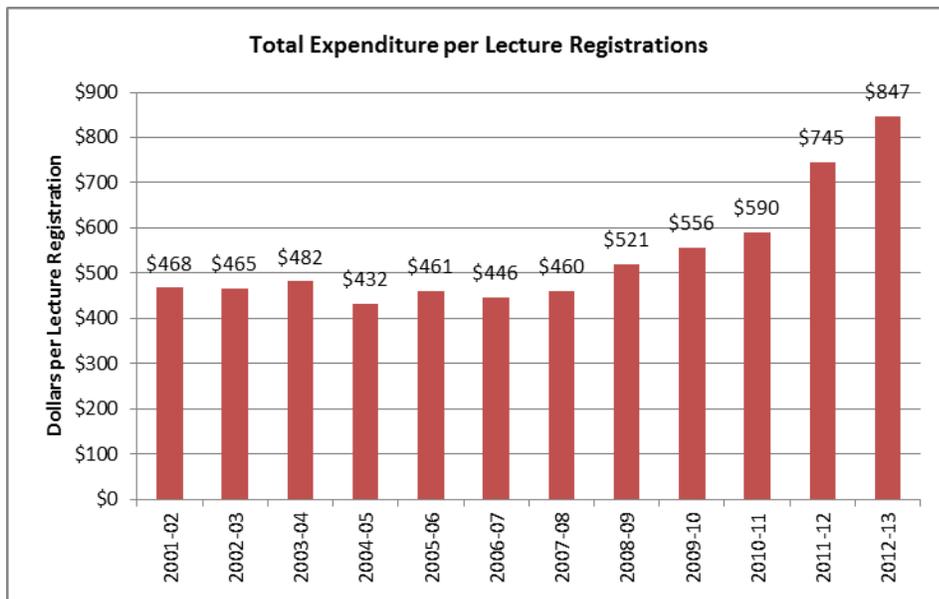


Figure 35: Expenditures in the Department of Economics per Lecture Section

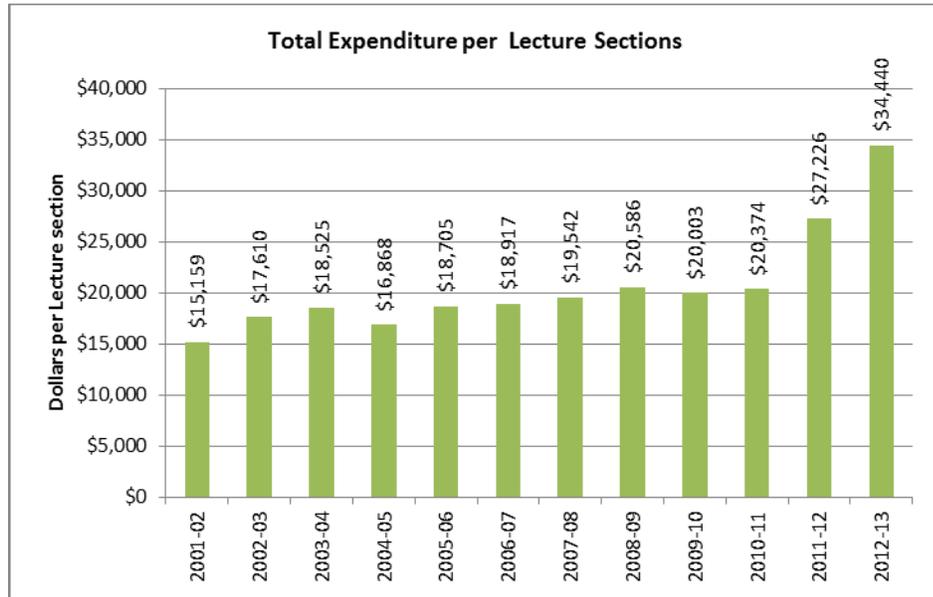


Figure 36: Expenditures in the Department of Economics per Full-Time Equivalent Major

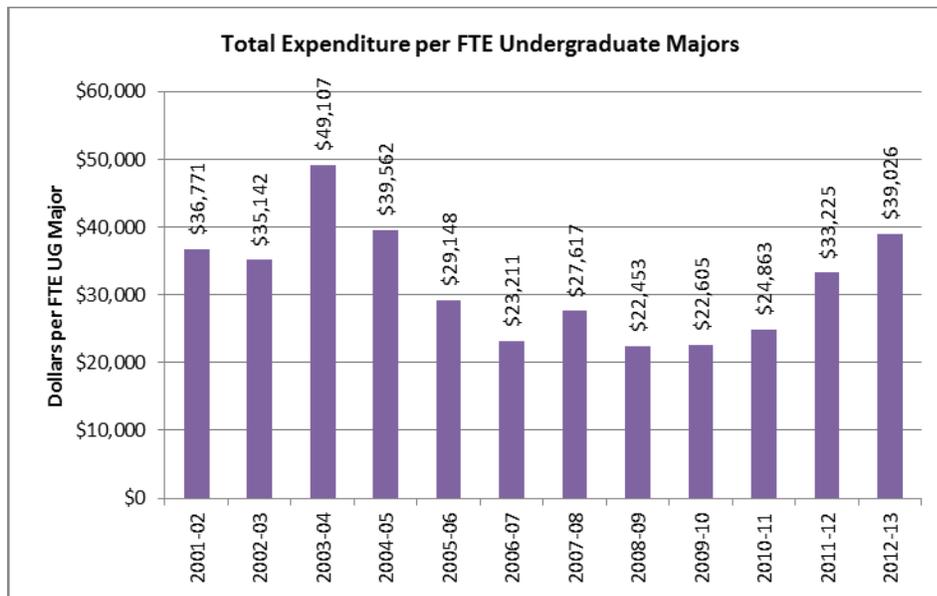


Figure 37: Academic Salaries in the Department of Economics per Lecture Section

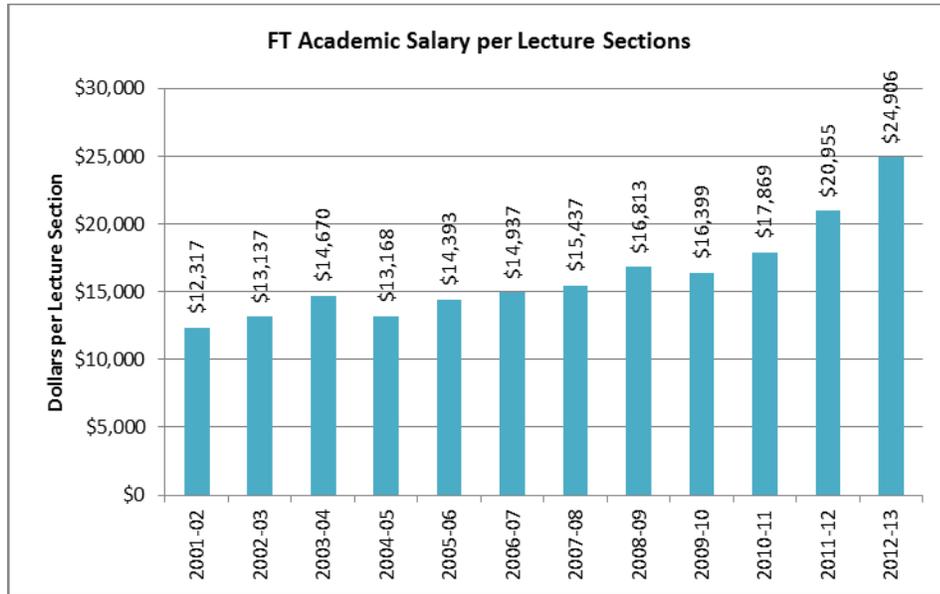
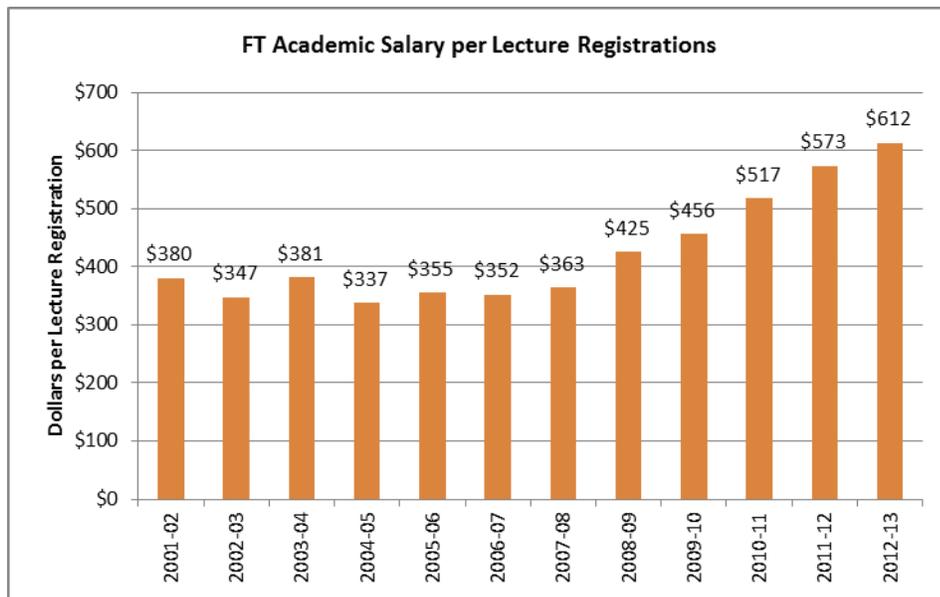


Figure 38: Academic Salaries in the Department of Economics per Lecture Registration



### 7.3 Implied Revenues and Expenditures

From Table 30, it is clear that the estimated tuition revenue has been relatively consistent from year to year. However, the expenditures have increased dramatically. The expenditure increases were explained by the salary increases to faculty members as a result of collective bargaining, a change in accounting procedures from 2011-12 onward that resulted in fringe benefits being charged to the department instead of a central account, and the departmental budget having to account for Dr. Roy’s salary who was previously the Dean of Arts, but returned to the department in 2011-12.

**Table 30: Net Revenue Implied for the Department of Economics**

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Expenditure</b>	\$1.06 M	\$1.13 M	\$1.18 M	\$1.10 M	\$1.16 M	\$1.15 M
<b>Estimated Undergraduate Tuition Revenue</b>	\$743,923	\$811,336	\$816,365	\$837,942	\$840,853	\$850,889
<b>Estimated Revenue Less Net Expenditure</b>	-\$317,180	-\$316,059	-\$359,716	-\$258,487	-\$322,366	-\$303,045
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Expenditure</b>	\$1.25 M	-\$1.38 M	-\$1.44 M	-\$1.47 M	-\$1.96 M	-\$1.94 M
<b>Estimated Undergraduate Tuition Revenue</b>	\$907,781	\$874,662	\$864,057	\$813,450	\$868,317	\$867,112
<b>Estimated Revenue Less Net Expenditure</b>	-\$342,887	-\$500,443	-\$576,185	-\$653,471	-\$1,091,952	-\$1,073,456

## 7.4 Salaries

Combined salaries in the Department have risen by 85% between 2001-02 and 2012-13. The period 2011-12 was an anomalous year for two reasons: (1) Dr. Noel Roy finished his two terms as Dean of Arts and his salaries were recorded to the Department and (2) there was an accounting change that resulted in fringe benefits being charged to the Department instead of a central account.

**Table 31: Salaries in the Department of Economics by Type**

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Academic Permanent</b>	\$862,221	\$853,922	\$938,871	\$855,914	\$906,775	\$911,142
<b>Academic Contractual</b>	\$109,667	\$188,541	\$149,045	\$137,259	\$167,986	\$121,843
<b>Admin Permanent</b>	\$35,560	\$37,727	\$40,514	\$41,583	\$42,310	\$44,156
<b>Admin Contractual</b>	\$12,840	\$13,686	\$13,824	\$14,744	\$7,390	\$11,206
<b>Fringe Benefits</b>	\$4,116	\$4,309	\$3,483	\$4,173	\$3,493	\$2,743
<b>Total Salaries</b>	\$1,024,404	\$1,098,185	\$1,145,737	\$1,053,673	\$1,127,954	\$1,091,090
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Academic Permanent</b>	\$987,967	\$1,126,454	\$1,180,756	\$1,286,597	\$1,508,783	\$1,544,181
<b>Academic Contractual</b>	\$146,897	\$145,988	\$162,896	\$97,434	\$89,263	\$137,615
<b>Admin Permanent</b>	\$46,424	\$46,335	\$49,117	\$49,148	\$54,704	\$62,131
<b>Admin Contractual</b>	\$4,917	\$13,247	\$8,518	\$5,406	\$18,593	\$17,157
<b>Fringe Benefits</b>	\$3,103	\$0	\$559	\$0	\$260,328	\$273,880
<b>Total Salaries</b>	\$1,189,308	\$1,332,024	\$1,401,845	\$1,438,585	\$1,931,671	\$2,034,964

Table 32: Salaries in the Department of Economics by Type

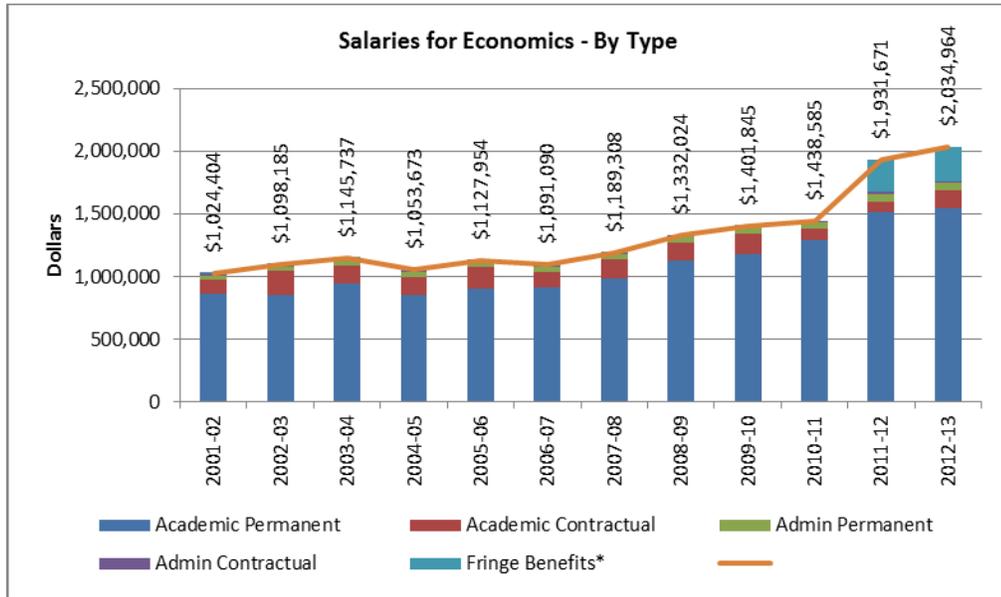
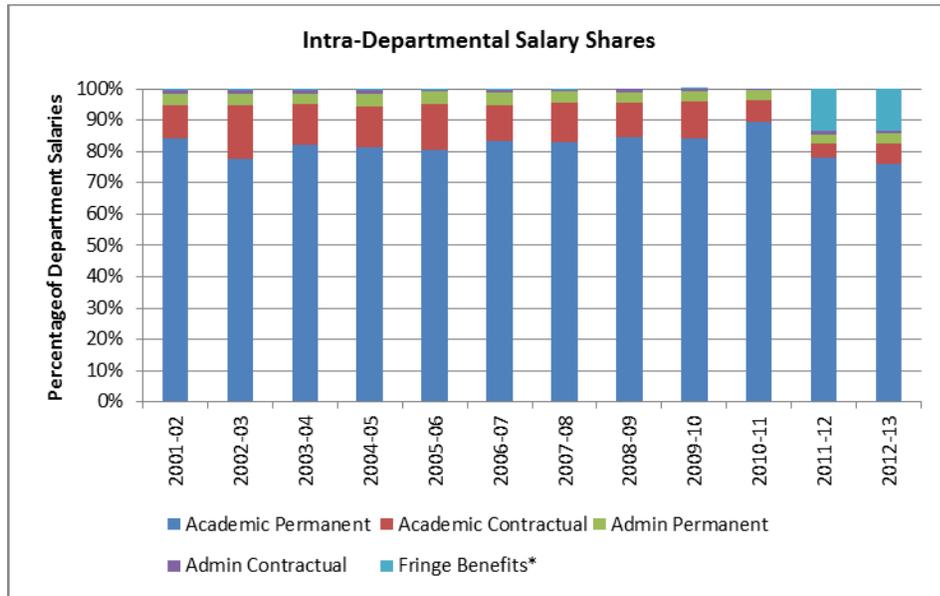


Table 33: Intra-Departmental Salary Shares

	2002-03	2002-03	2003-04	2004-05	2005-06	2006-07
<b>Academic Permanent</b>	84.2%	77.8%	81.9%	81.2%	80.4%	83.5%
<b>Academic Contractual</b>	10.7%	17.2%	13.0%	13.0%	14.9%	11.2%
<b>Admin Permanent</b>	3.5%	3.4%	3.5%	3.9%	3.8%	4.0%
<b>Admin Contractual</b>	1.3%	1.2%	1.2%	1.4%	0.7%	1.0%
<b>Fringe Benefits*</b>	0.4%	0.4%	0.3%	0.4%	0.3%	0.3%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
<b>Academic Permanent</b>	83.1%	84.6%	84.2%	89.4%	78.1%	75.9%
<b>Academic Contractual</b>	12.4%	11.0%	11.6%	6.8%	4.6%	6.8%
<b>Admin Permanent</b>	3.9%	3.5%	3.5%	3.4%	2.8%	3.1%
<b>Admin Contractual</b>	0.4%	1.0%	0.6%	0.4%	1.0%	0.8%
<b>Fringe Benefits*</b>	0.3%	0.0%	0.0%	0.0%	13.5%	13.5%
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Figure 39: Intra-Departmental Salary Shares



## 7.5 Operating Expenditures

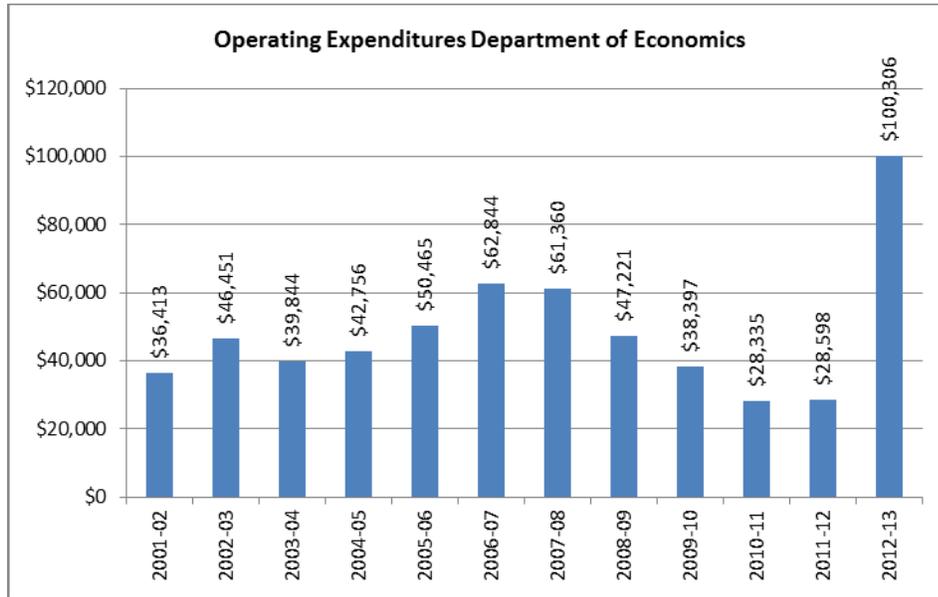
Table 34 and Figure 40 indicate that operating expenditures for the Department in 2012-13 have increased by 175% from 2001-02. The financial differences in operating expenditures in 2013 over 2012 (rounded numbers) was attributable to: (1) Student Assistants, Fellowships, Other Awards (+ \$19,000); (2) Materials & Supplies (+\$10,000); (3) Professional Fees (+\$32, 000); (4) Operating Leases (+\$2,000); (5) Travel & Hosting (+ \$15,000); and (6) Awards (-\$7,000).

While the information presented above explains the accounting differences in operating expenditures in 2011-12, it should be noted that additional research through CARE involved hiring professional organizations to administer surveys for the moose mitigation study. As well, the Department of Economics hosted the ACEA conference in that year and the Department instituted the Visiting Speakers Program through the *Scholarship in the Arts* which explains the increase in travel and hosting. CARE also provided a huge financial support to allow the Graduate Coordinator to offer competitive MA awards.

Table 34: Operating Expenditure for Department of Economics (Excluding Salaries)

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
Operating Expenditures	\$36,413	\$46,451	\$39,844	\$42,756	\$50,465	\$62,844
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Operating Expenditures	\$61,360	\$47,221	\$38,397	\$28,335	\$28,598	\$100,306

Figure 40: Operating Expenditure for Department of Economics (Excluding Salaries)



## 7.6 Relative Expenditures

Table 35 and Figure 41 indicate that relative to all academic departments, the Department of Economics has a higher share of the salaries than it does for the share of undergraduate degrees. Specifically, over the period under consideration, the Department received 1.59% of the salaries, but was responsible for only 0.58% of the undergraduate degrees awarded. While the share of undergraduate degrees appears to have been increasing in recent years, it does fall short of the Department of Economics’ input, as reflected in the share of salaries.

Table 35: Salary Expenditures and Undergraduate Degrees in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	
<b>Salary Expenditures</b>	1.60%	1.67%	1.60%	1.46%	1.54%	1.49%	
<b>Undergraduate Degrees</b>	0.90%	0.82%	0.65%	0.42%	0.62%	0.57%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	<b>Ave.</b>
<b>Salary Expenditures</b>	1.56%	1.63%	1.55%	1.47%	1.97%	1.50%	1.59%
<b>Undergraduate Degrees</b>	0.41%	0.44%	0.47%	0.29%	0.72%	0.60%	0.58%

Figure 41: Salary Expenditures and Undergraduate Degrees in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

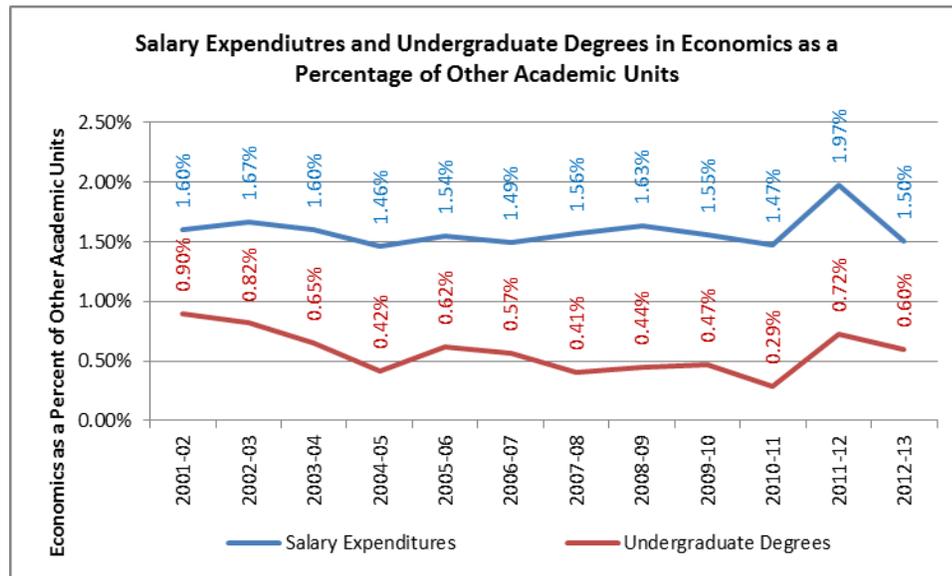
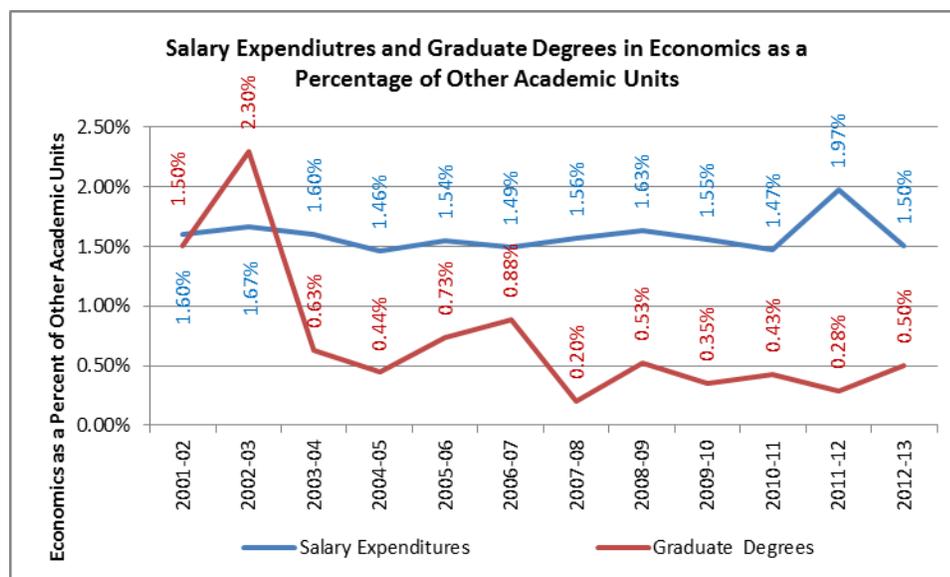


Table 36 and Figure 42 indicate that the Department’s share of salaries (1.59%) exceeds the Department’s share of graduate degrees (0.73%). In recent years, this was even lower. It is reflective of the fact that a significant number of individuals enrolled in the MA program either fail out or do not complete the requirement in order to be awarded a degree.

Table 36: Salary Expenditures and Graduate Degrees in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	
<b>Salary Expenditures</b>	1.60%	1.67%	1.60%	1.46%	1.54%	1.49%	
<b>Graduate Degrees</b>	1.50%	2.30%	0.63%	0.44%	0.73%	0.88%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Ave.
<b>Salary Expenditures</b>	1.56%	1.63%	1.55%	1.47%	1.97%	1.50%	1.59%
<b>Graduate Degrees</b>	0.20%	0.53%	0.35%	0.43%	0.28%	0.50%	0.73%

Figure 42: Salary Expenditures and Graduate Degrees in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

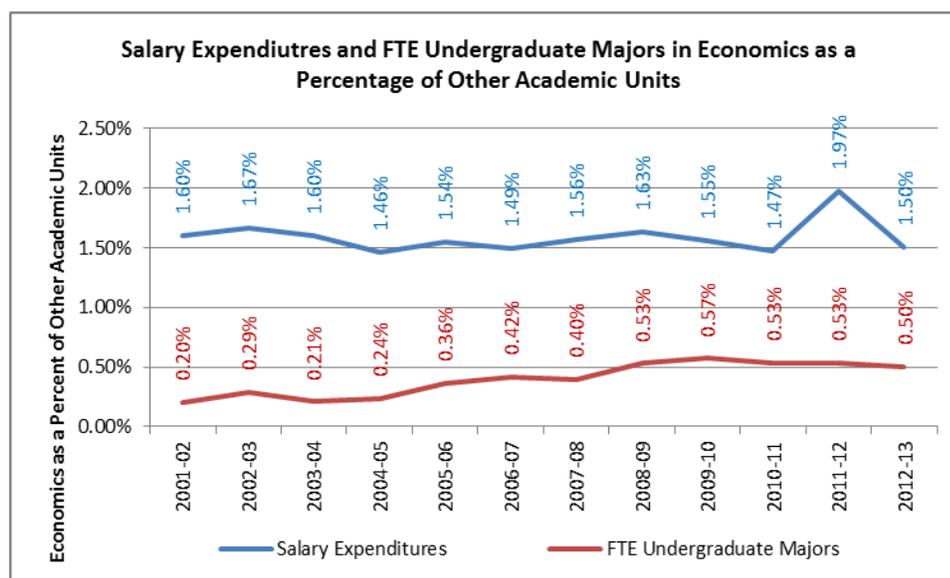


From Table 37 and Figure 43, one observes that the share of salaries (1.59%) exceeds the share of majors (0.40%). While the share of majors has grown consistently from 0.20% in 2001-02 to 0.40% in 2012-13, it is still significantly below the Department’s share of salaries.

Table 37: Salary Expenditures and FTE Undergraduate Majors in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	
Salary Expenditures	1.60%	1.67%	1.60%	1.46%	1.54%	1.49%	
FTE Undergraduate Majors	0.20%	0.29%	0.21%	0.24%	0.36%	0.42%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Ave.
Salary Expenditures	1.56%	1.63%	1.55%	1.47%	1.97%	1.50%	1.59%
FTE Undergraduate Majors	0.40%	0.53%	0.57%	0.53%	0.53%	0.50%	0.40%

Figure 43: Salary Expenditures and FTE Undergraduate Majors in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute



From Table 38 and Figure 44, the Department’s share of graduate students (0.41%) falls short of its share of salaries (1.59%).

Table 38: Salary Expenditures and FTE Graduate Students in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2002-03	2002-03	2003-04	2004-05	2005-06	2006-07	
Salary Expenditures	1.60%	1.67%	1.60%	1.46%	1.54%	1.49%	
FTE Graduate Students	0.40%	0.32%	0.44%	0.30%	0.43%	0.21%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Ave.
Salary Expenditures	1.56%	1.63%	1.55%	1.47%	1.97%	1.50%	1.59%
FTE Graduate Students	0.47%	0.30%	0.44%	0.49%	0.49%	0.60%	0.41%

Figure 44: Salary Expenditures and FTE Graduate Students in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

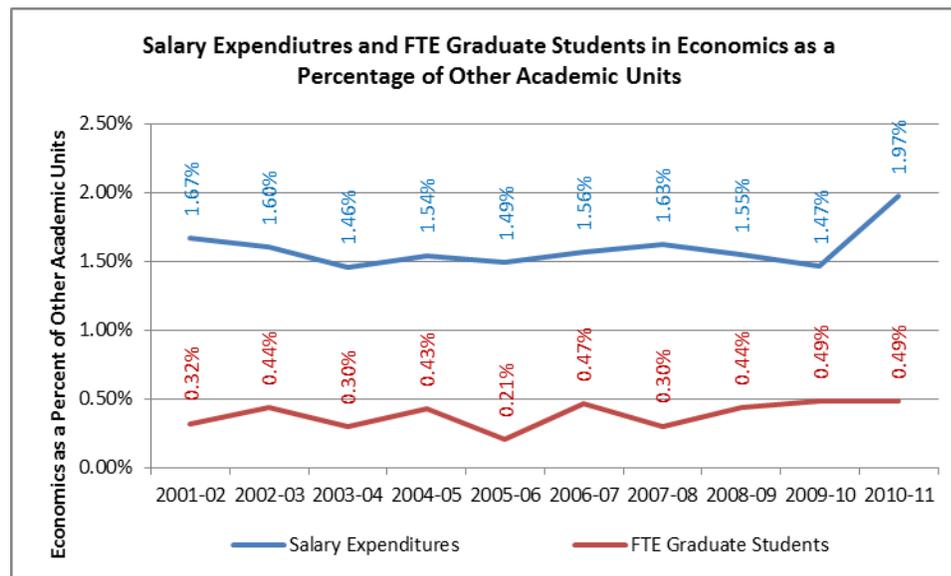


Table 39 and Figure 45 indicate that the Department’s share of salaries (1.59%) is less than its share of full-time faculty (1.85%). This implies that full-time faculty within the Department appears to be relatively lower paid than those across other economic units.

Table 39: Salary Expenditures and Regular Full-Time Faculty in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2002-03	2002-03	2003-04	2004-05	2005-06	2006-07	
Salary Expenditures	1.60%	1.67%	1.60%	1.46%	1.54%	1.49%	
Regular Full-time Faculty	2.10%	1.99%	2.01%	1.64%	1.67%	1.69%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Ave.
Salary Expenditures	1.56%	1.63%	1.55%	1.47%	1.97%	1.50%	1.59%
Regular Full-time Faculty	2.03%	1.97%	1.57%	1.89%	1.99%	1.80%	1.85%

Figure 45: Salary Expenditures and Regular Full-Time Faculty in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

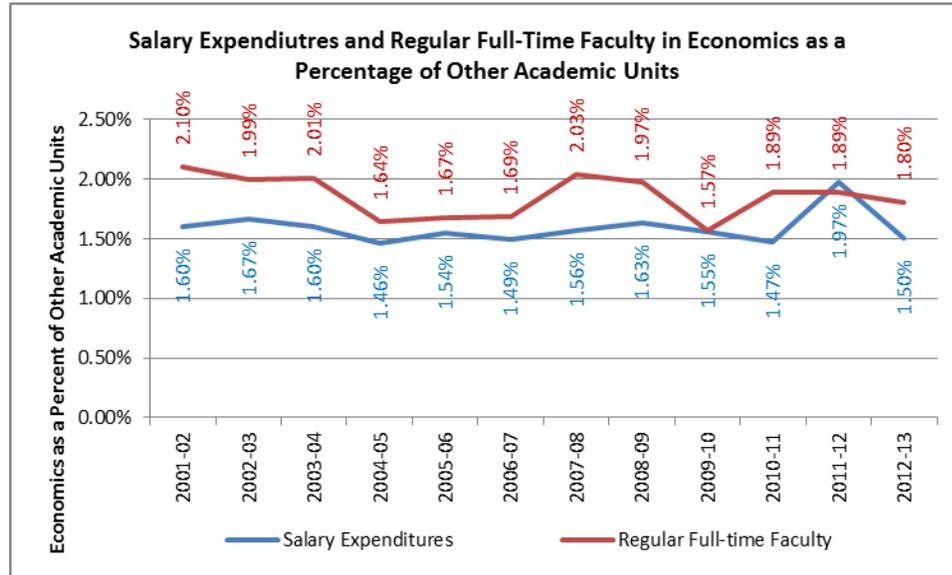
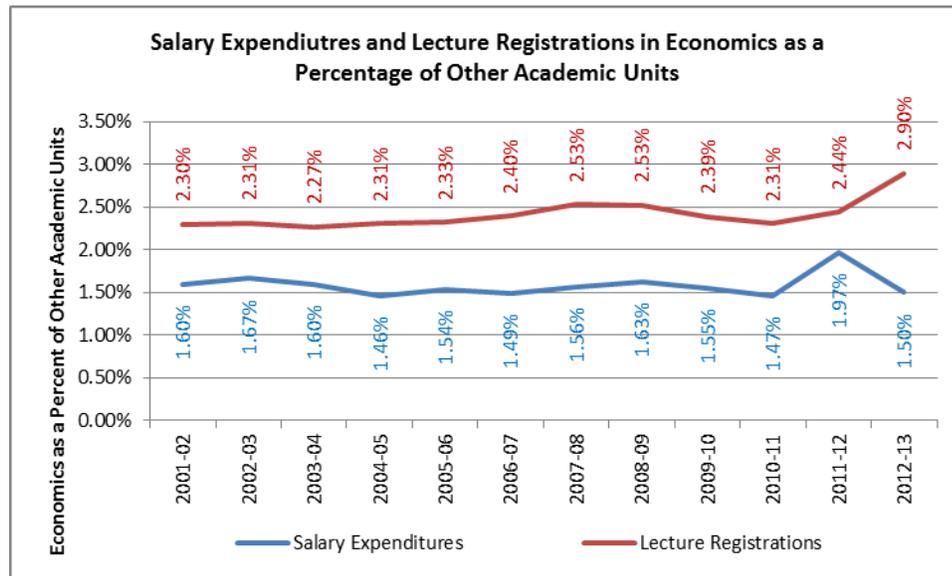


Table 40 and Figure 46, indicate that the Department of Economics accounts 2.42% of lecture registrants and receives 1.59% of the salaries. This reflects the fact that the Department carries a greater load in terms of students taught than is received in terms of shares of salaries by the Department.

Table 40: Salary Expenditures and Lecture Registrations in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	Ave.
Salary Expenditures	1.60%	1.67%	1.60%	1.46%	1.54%	1.49%	
Lecture Registrations	2.30%	2.31%	2.27%	2.31%	2.33%	2.40%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Ave.
Salary Expenditures	1.56%	1.63%	1.55%	1.47%	1.97%	1.50%	1.59%
Lecture Registrations	2.53%	2.53%	2.39%	2.31%	2.44%	2.90%	2.42%

Figure 46: Salary Expenditures and Lecture Registrations in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

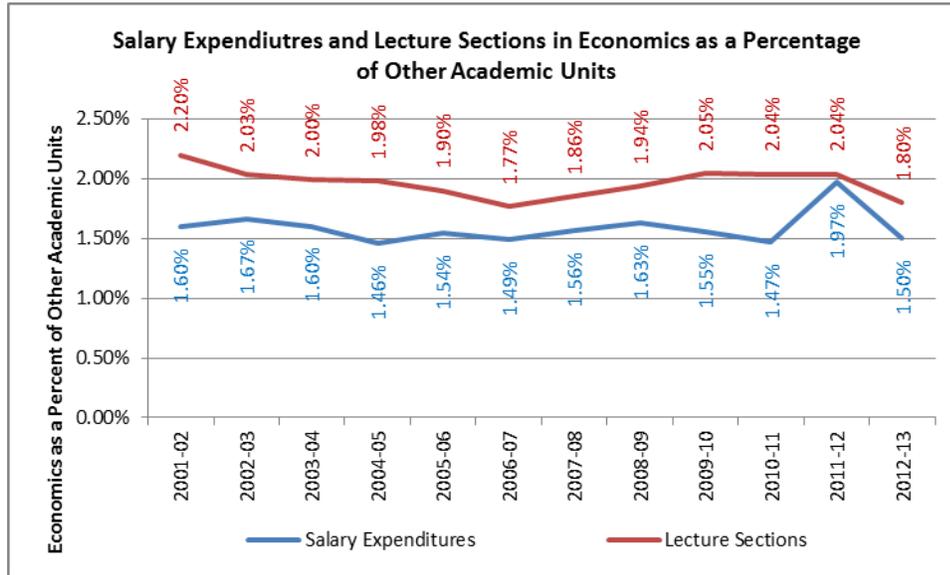


From Table 41 and Figure 47, one observes that the on average, the Department of Economics accounts 1.59% of the total salaries and 1.97% of the lecture sections taught. This difference is consistent over time. Clearly, the Department of Economics teaches more lecture sections than one might expect, given the Department's share of salaries.

Table 41: Salary Expenditures and Lecture Sections in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	
<b>Salary Expenditures</b>	1.60%	1.67%	1.60%	1.46%	1.54%	1.49%	
<b>Lecture Sections</b>	2.20%	2.03%	2.00%	1.98%	1.90%	1.77%	
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>Ave.</b>
<b>Salary Expenditures</b>	1.56%	1.63%	1.55%	1.47%	1.97%	1.50%	1.59%
<b>Lecture Sections</b>	1.86%	1.94%	2.05%	2.04%	2.04%	1.80%	1.97%

Figure 47: Salary Expenditures and Lecture Sections in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute



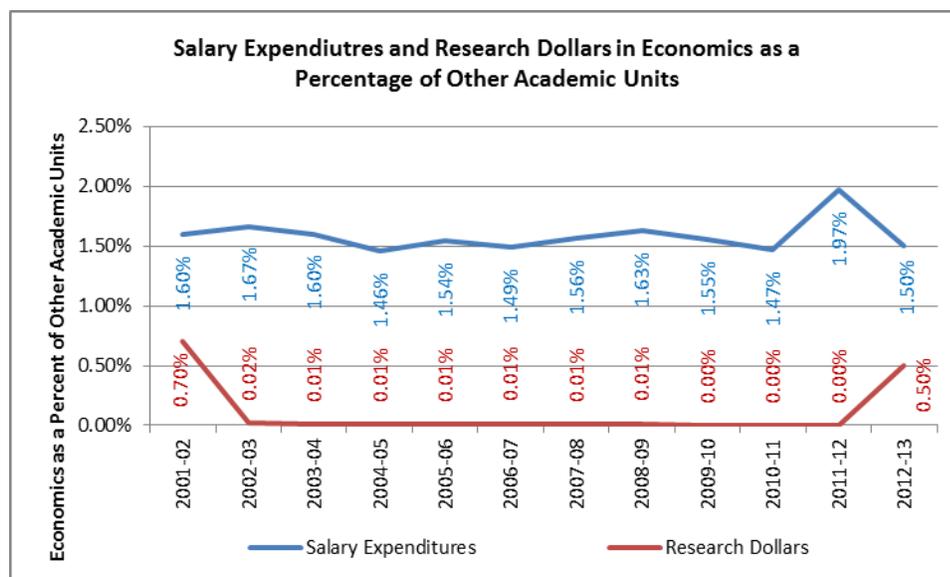
The salary expenditures, with qualifications, reflect the monetary equivalent of the inputs of the Department of Economics and research dollars, again with qualifications, reflect to some degree the research output of the Department. This is particularly true for sponsored research, be it through a granting council, a business, or an NGO. From Table 42 and Figure 48, one observes that the Department of Economics accounted for an annual average of 1.59% of total salaries and it brought in 0.11% of the research dollars received by Memorial University. Moreover, this difference is persistent across the ten years examined.

Using only this metric to measure research success, then the only conclusion that one could reasonably research is that the Department of Economics is not successful in terms of receiving research funding. However, in 2012-13, CARE started to receive \$200,000 in support funding and in that year Dr. Feehan received a \$14,350 grant from the federal government.

Table 42: Salary Expenditures and Research Dollars in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2002-03	2002-03	2003-04	2004-05	2005-06	2006-07	Ave.
Salary Expenditures	1.60%	1.67%	1.60%	1.46%	1.54%	1.49%	
Research Dollars	0.70%	0.02%	0.01%	0.01%	0.01%	0.01%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Ave.
Salary Expenditures	1.56%	1.63%	1.55%	1.47%	1.97%	1.50%	1.59%
Research Dollars	0.01%	0.01%	0.00%	0.00%	0.00%	0.50%	0.11%

Figure 48: Salary Expenditures and Research Dollars in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute



### 7.7 Relative Success in Terms of Enrolment

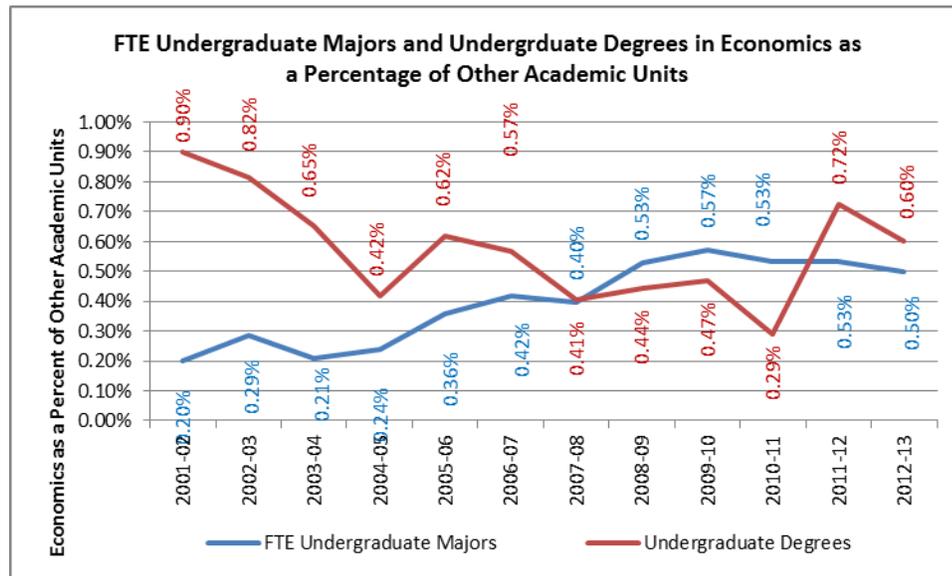
From Table 43 and Figure 49, one observes that the Department of Economics has 0.40% of the total majors and accounts for 0.58% of the undergraduate degrees awarded. The number of degrees has exceeded the number of majors for seven of the last ten years. In 2008-09, the share of total undergraduate majors that Department of Economics accounted for increases of 32.5% (from 0.40% to 0.53%). During that adjustment period, the Department’s share of degrees was temporarily below its share of majors. This reduction has since switched back to the historical profile.

This data appears to suggest that the Department of Economics appears to be more successful than other units as a whole in seeing its undergraduates complete their degrees and actually graduate.

Table 43: FTE Undergraduate Majors and Undergraduate Degrees in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2002-03	2002-03	2003-04	2004-05	2005-06	2006-07	Ave.
FTE Undergraduate Majors	0.20%	0.29%	0.21%	0.24%	0.36%	0.42%	
Undergraduate Degrees	0.90%	0.82%	0.65%	0.42%	0.62%	0.57%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Ave.
FTE Undergraduate Majors	0.40%	0.53%	0.57%	0.53%	0.53%	0.50%	0.40%
Undergraduate Degrees	0.41%	0.44%	0.47%	0.29%	0.72%	0.72%	0.58%

Figure 49: FTE Undergraduate Majors and Undergraduate Degrees in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

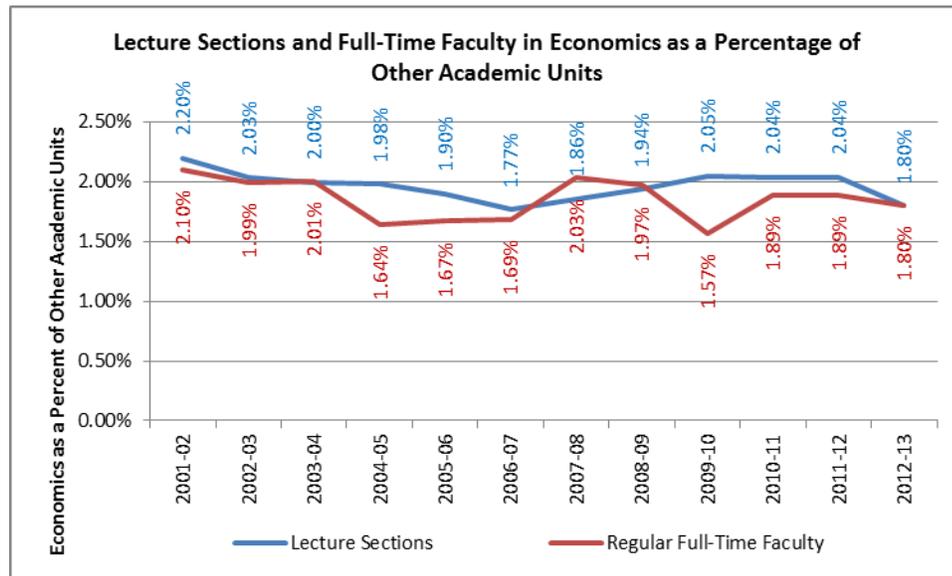


As illustrated in Table 44 and Figure 50, The Department of Economics teaches slightly more course sections (1.97% on average) than its share of regular full-time faculty members. However, the difference is not substantial. This is certainly reflective of the fact that the Department of Economics is carrying its proportional share of courses taught at Memorial University.

Table 44: Lecture Sections and Regular Full-Time Faculty in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2002-03	2002-03	2003-04	2004-05	2005-06	2006-07	Ave.
Lecture Sections	2.20%	2.03%	2.00%	1.98%	1.90%	1.77%	
Regular Full-Time Faculty	2.10%	1.99%	2.01%	1.64%	1.67%	1.69%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Ave.
Lecture Sections	1.86%	1.94%	2.05%	2.04%	2.04%	1.80%	1.97%
Regular Full-Time Faculty	2.03%	1.97%	1.57%	1.89%	1.89%	1.80%	1.85%

Figure 50: Lecture Sections and Regular Full-Time Faculty in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

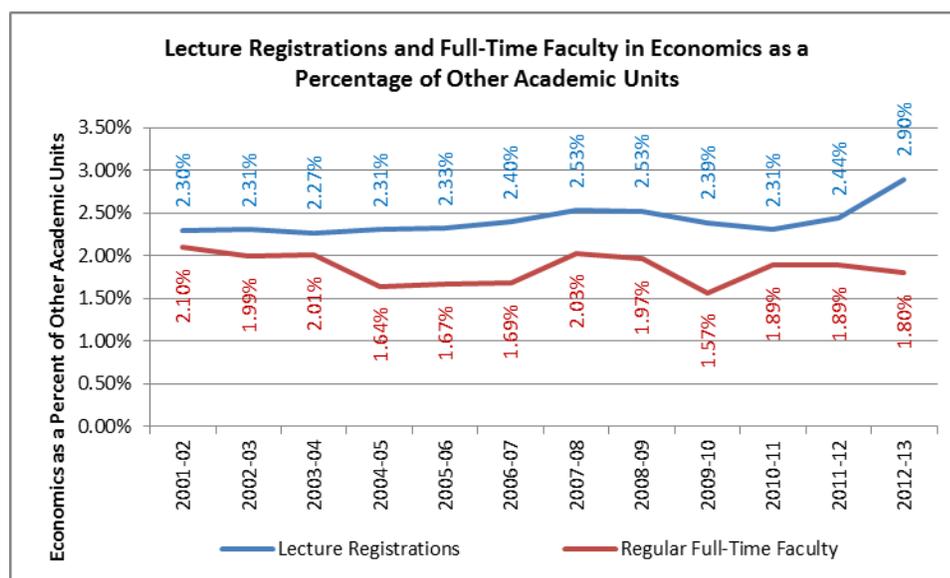


From Table 45 and Figure 51, one observes that the Department of Economics teaches 2.42% of the lecture registrations but only has 1.85% of the regular full-time faculty members. Given that the Department teaches basically the same number of sections per faculty members as the institution as a whole and the Department teaches more students per faculty, then the Department's courses typically contain more students than the institution as a whole. This difference has persisted throughout the time period considered in this review.

Table 45: Lecture Registration and Regular Full-Time Faculty in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute

	2002-03	2002-03	2003-04	2004-05	2005-06	2006-07	Ave.
Lecture Registrations	2.30%	2.31%	2.27%	2.31%	2.33%	2.40%	
Regular Full-Time Faculty	2.10%	1.99%	2.01%	1.64%	1.67%	1.69%	
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	Ave.
Lecture Registrations	2.53%	2.53%	2.39%	2.31%	2.44%	2.90%	2.42%
Regular Full-Time Faculty	2.03%	1.97%	1.57%	1.89%	1.89%	1.80%	1.85%

Figure 51: Lecture Registrations and Regular Full-Time Faculty in Economics as a Percentage of Total for All Academic Units, excluding Medicine, Sir Wilfred Grenfell College and the Marine Institute



## 7.8 Performance in Terms of Majors

As Table 46 and Figures 52 to 58 indicate, the number of economics majors has increased from 28 in 2002 to 47 in 2013, representing a growth of 68%. As a share of majors in the Faculty of Arts, Economics majors have grown from 2.3% of Arts Majors to 3.3%. This corresponds to a relative increase of 44% in the Department's share. Relative to the University as a whole, the Economics majors have increased from 0.31% of all majors to 0.57%, reflecting an 85% increase in our share of all university majors.

Table 46: A Comparison of Economic Majors to the Faculty of Arts and the University

	Economic Majors	Arts Majors	Memorial Majors	Economics Majors as Percent of Faculty of Arts	Economics Majors as Percent of University
2002	28	1,219	9,010	2.30%	0.31%
2003	27	1,392	9,253	1.94%	0.29%
2004	19	1,524	9,483	1.25%	0.20%
2005	28	1,706	9,333	1.64%	0.30%
2006	39	1,650	9,059	2.36%	0.43%
2007	50	1,526	8,735	3.28%	0.57%
2008	41	1,458	8,571	2.81%	0.48%
2009	49	1,460	8,680	3.36%	0.56%
2010	52	1,540	8,717	3.38%	0.60%
2011	45	1,506	8,678	2.99%	0.52%
2012	52	1,445	8,501	3.60%	0.61%
2013	47	1,422	8,191	3.31%	0.57%

Figure 52: Economics Majors

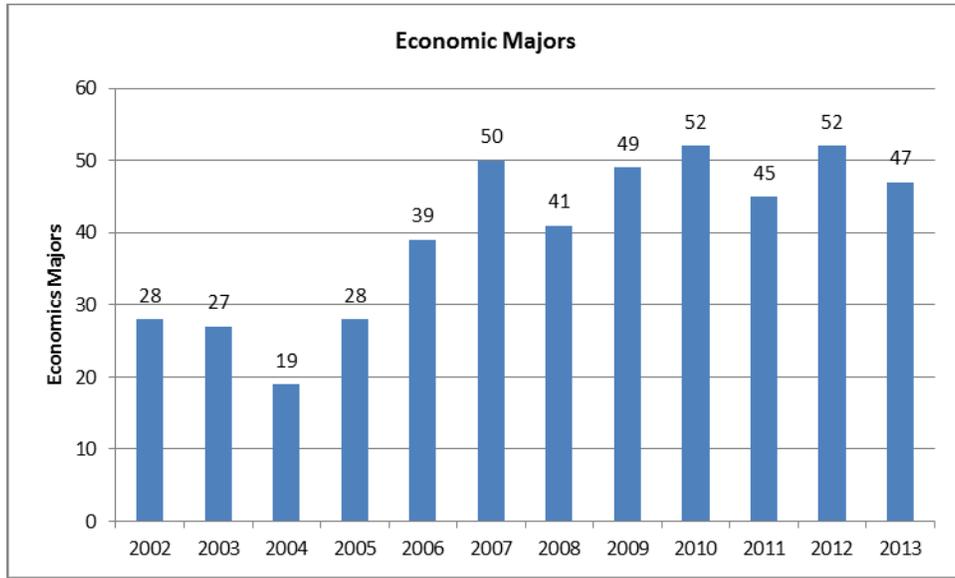


Figure 53: Faculty of Arts Majors

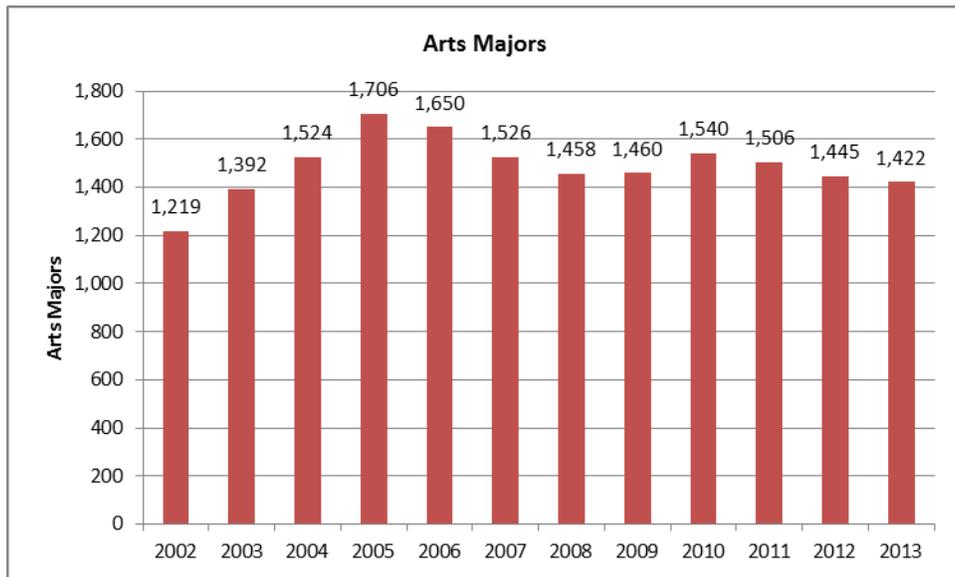


Figure 54: University Majors

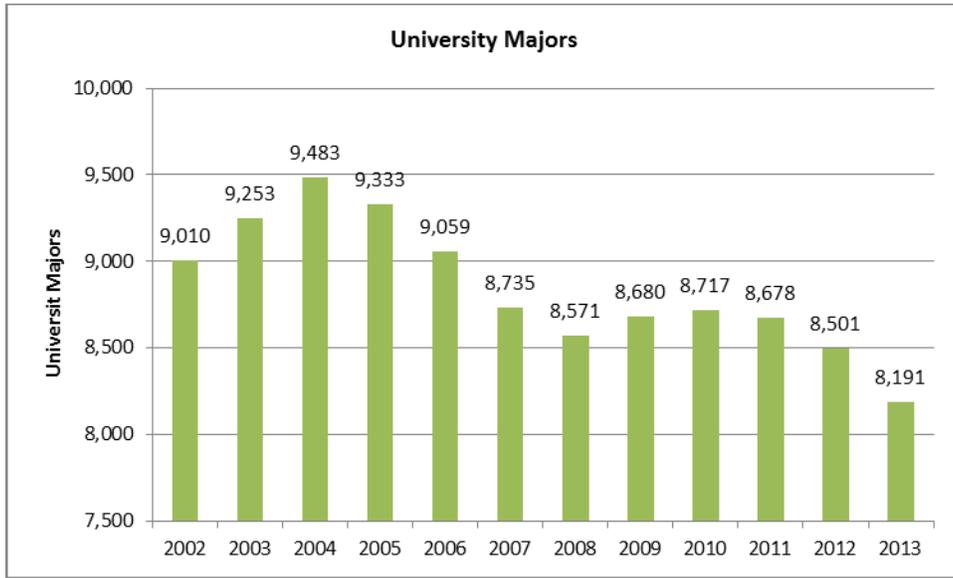


Figure 55: Economics and Faculty of Arts Majors – A Comparison

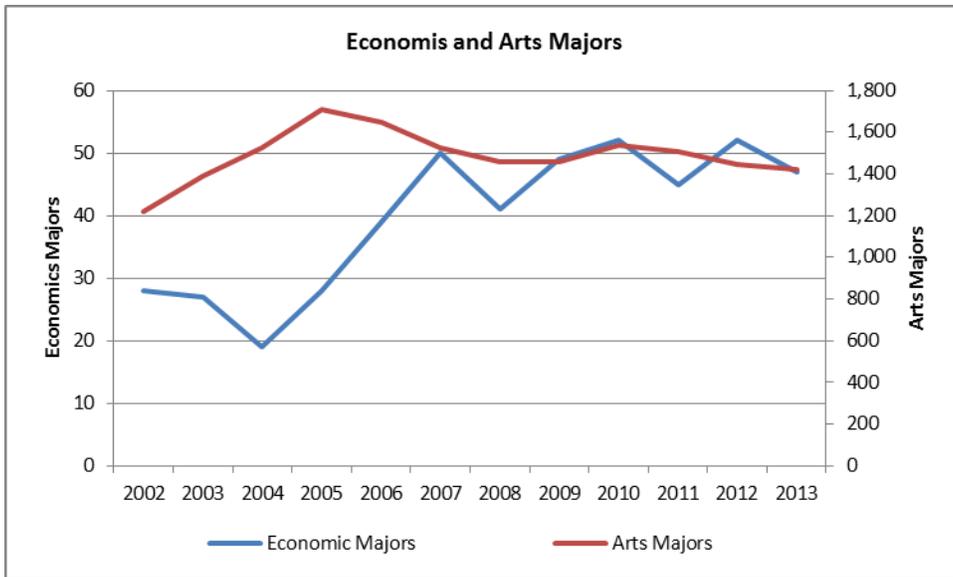


Figure 56: Economics and University-wide Majors – A Comparison

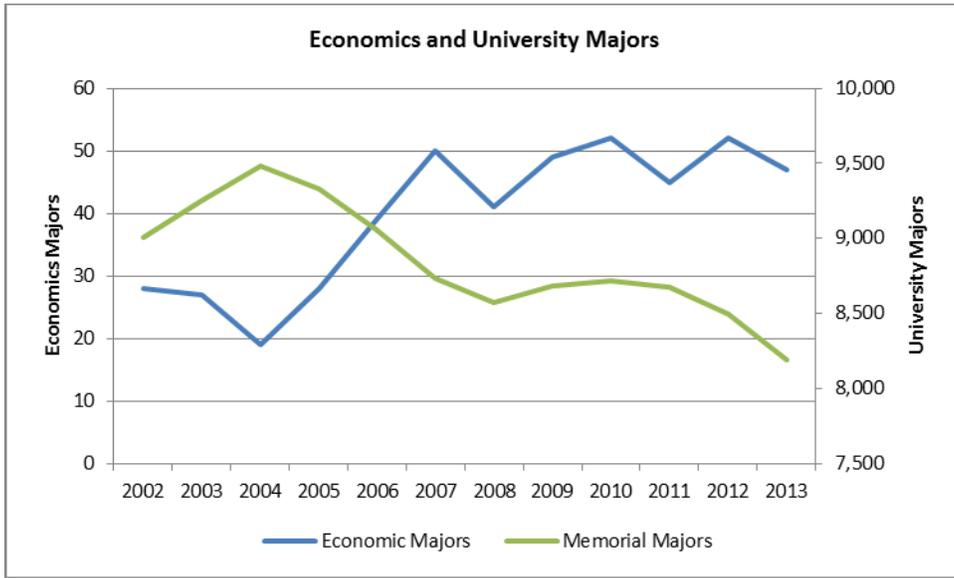


Figure 57: Economics Majors as a Percent of Faculty of Arts Majors

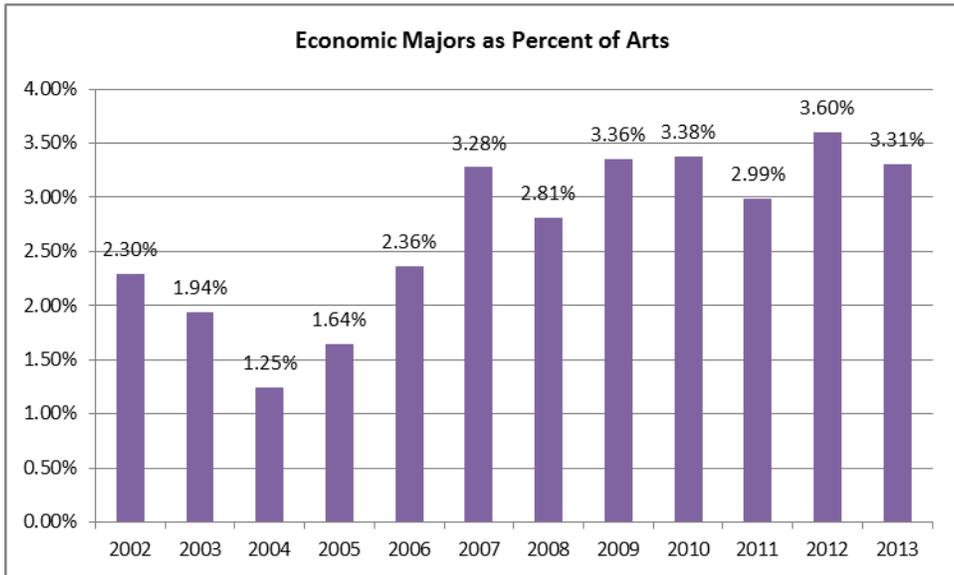
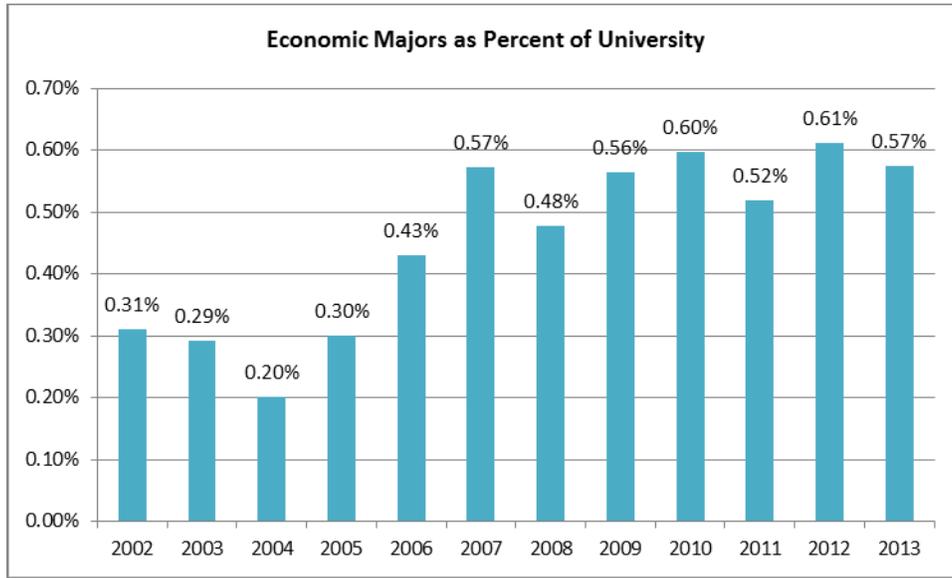


Figure 58: Economics as a Percent of University-wide Majors



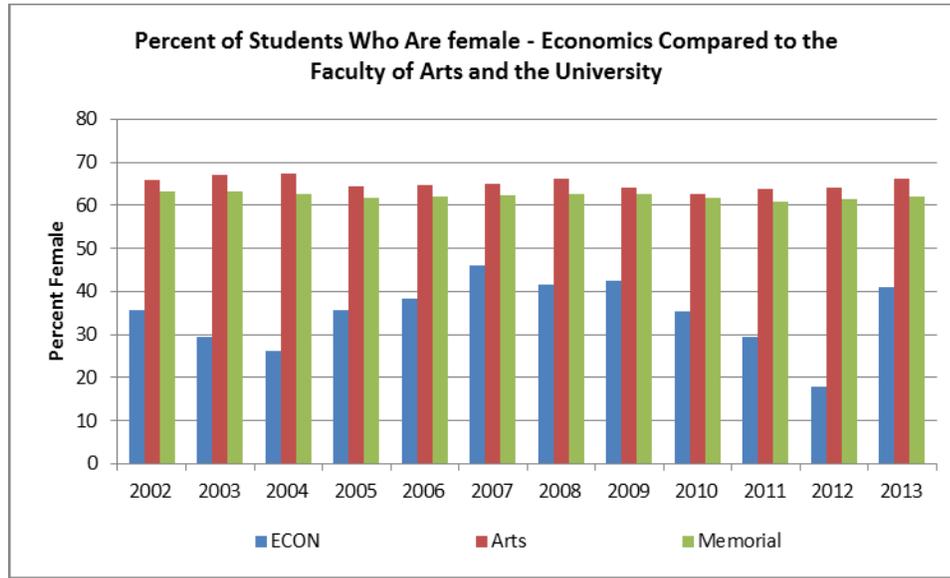
## 7.9 Gender Balance

The percent of female students in the Economics program has been 35% on average since the last APR. As shown in Table 47 and Figure 59, this is significantly below the Faculty of Arts and the University as a whole. While this is probably consistent with the discipline as a whole, the Department does not have any data to substantiate this suspicion. Moreover, the Department has no explanation for why the gender balance in Economics students is less than the Faculty and the University. In addition, the Department has two of twelve faculty members who are female. The Department certainly has tried to hire more female professors, but the Department has been out-competed by other universities for the limited supply of female applicants with a Ph.D. in Economics.

Table 47: Percentage of Students who are Females

	ECON	Arts	Memorial
2002	35.7	66.0	63.3
2003	29.6	67.0	63.3
2004	26.3	67.5	62.6
2005	35.7	64.3	61.8
2006	38.5	64.8	62.0
2007	46	65	63
2008	41.5	66.1	62.6
2009	42.6	64.0	62.6
2010	35.3	62.7	61.9
2011	29.5	63.9	61.0
2012	18.0	64.2	61.6
2013	40.9	66.3	62.7
Average	35.0	65.1	62.3

Figure 59: Percentage of Students Who Are Females



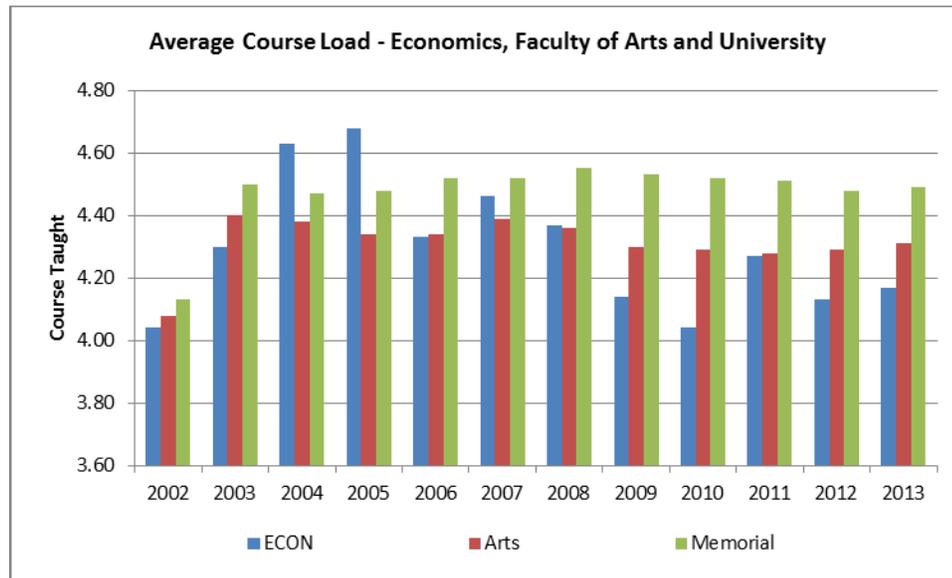
### 7.10 Performance in Terms of Course Load

The average course load in the Department of Economics is not significantly different from those which exist in the Faculty of Arts or across the University — see Table 48 and Figure 60.

Table 48: Average Course Load – Economics, Arts and University

	ECONOMICS	Arts	Memorial
2002	4.04	4.08	4.13
2003	4.30	4.40	4.50
2004	4.63	4.38	4.47
2005	4.68	4.34	4.48
2006	4.33	4.34	4.52
2007	4.46	4.39	4.52
2008	4.37	4.36	4.55
2009	4.14	4.30	4.53
2010	4.04	4.29	4.52
2011	4.27	4.28	4.51
2012	4.13	4.29	4.48
2013	4.17	4.31	4.49
Average	4.30	4.31	4.48

Figure 60: Average Course Load – Economics, Arts and University



### 7.11 Performance in Terms of Grading

As illustrated by Table 49 and Figure 61, the failure rate (i.e., the percent of students with a semester average of less than 50%) is significantly higher in the Department than in the Faculty of Arts and the University as a whole. Specifically, 5.9% more of Economics students have a failing grade relative to than observed faculty-wide (i.e., 14.0% - 8.1%) and 6.4% more of Economics students have a failing grade than observed across the University (i.e., 14.0% - 7.6%). These differences have persisted since the last APR.

This is something that the Department needs to work on. The Department and the Faculty should look into making resources available on how to improve the teaching results within the Department of Economics. While the Department feels that its faculty members are good teachers, there may be techniques that the instructors can learn that will help stimulate the interest and performance of Economics students.

From Table 50 and Figure 62, one observes that the fall semester average in Economics was 66%, while the corresponding averages in the Faculty of Arts and the University were 68.2% and 69.5%, respectively. This indicates that Economics students do not perform as well as others in the Faculty of Arts and the University in terms of grades received. These differences may be explained by the difficulty of the program, the quality of our students, and how effective the instructors are at communicating concepts and motivating students. The department has no way of knowing the contribution of each factor.

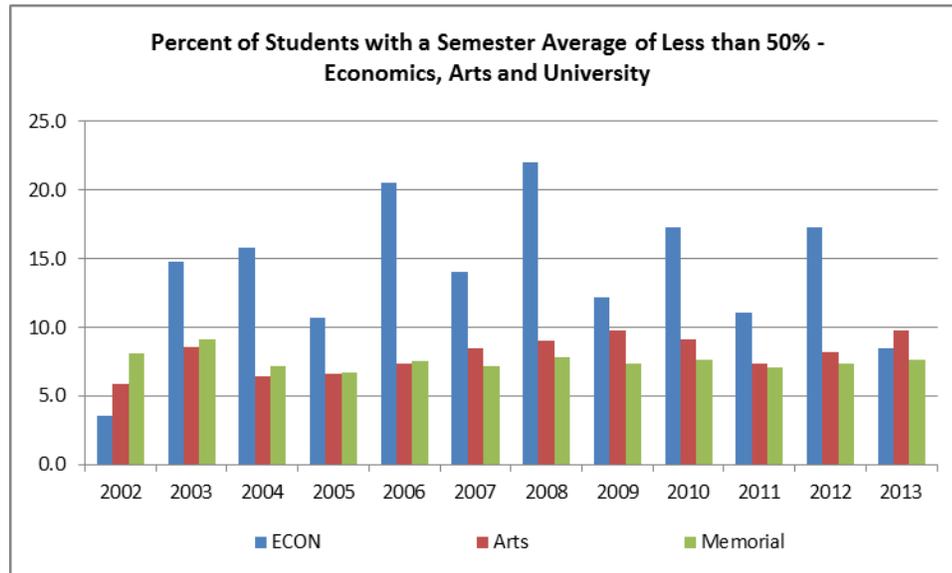
On the other hand, the results of the student focus groups indicate that students were generally satisfied with the quality of instructions received. Specifically, the summary of the focus group reports that “Overall, students seemed quite satisfied with their grades in their programs.” However, the focus group did raise concerns about inconsistency in course delivery and the approach to evaluation. As

such, one task of the curriculum review committee should be to consider the costs and benefits and the logistical constraint associated with having a common grading scheme (e.g., two mid-term exams and a final) and a common final exam set by a subcommittee within the department. This should help ensure some degree of consistency across introductory sections.

**Table 49: Percent of Students with a Semester Average of Less than 50%**

	ECONOMICS	Arts	Memorial
2002	3.6	5.9	8.1
2003	14.8	8.6	9.1
2004	15.8	6.4	7.2
2005	10.7	6.6	6.7
2006	20.5	7.4	7.5
2007	14	8.5	7.2
2008	22	9	7.8
2009	12.2	9.8	7.4
2010	17.3	9.1	7.6
2011	11.1	7.4	7.1
2012	17.3	8.2	7.4
2013	8.5	9.8	7.6
<b>Average</b>	<b>14.0</b>	<b>8.1</b>	<b>7.6</b>

**Figure 61: Percent of Students with a Semester Average of Less than 50%**



**Table 50: Fall Semester Average - Economics, Arts and University**

	ECONOMICS	Arts	Memorial
2002	71.2	68.3	68.1
2003	69.9	67.9	68.1
2004	66.6	68.9	69.1
2005	67.2	68.2	69.6
2006	68.5	68.3	69.6
2007	65.8	67.6	69.5
2008	62.2	67.6	69.5

	<b>ECONOMICS</b>	<b>Arts</b>	<b>Memorial</b>
<b>2009</b>	65.4	67.4	69.8
<b>2010</b>	61.3	67.9	69.8
<b>2011</b>	65.6	69.1	70.4
<b>2012</b>	61.5	68.6	70.0
<b>2013</b>	67.2	68.0	70.3
<b>Average</b>	<b>66.0</b>	<b>68.2</b>	<b>69.5</b>

Figure 62: Fall Semester Average- Economics, Arts and University

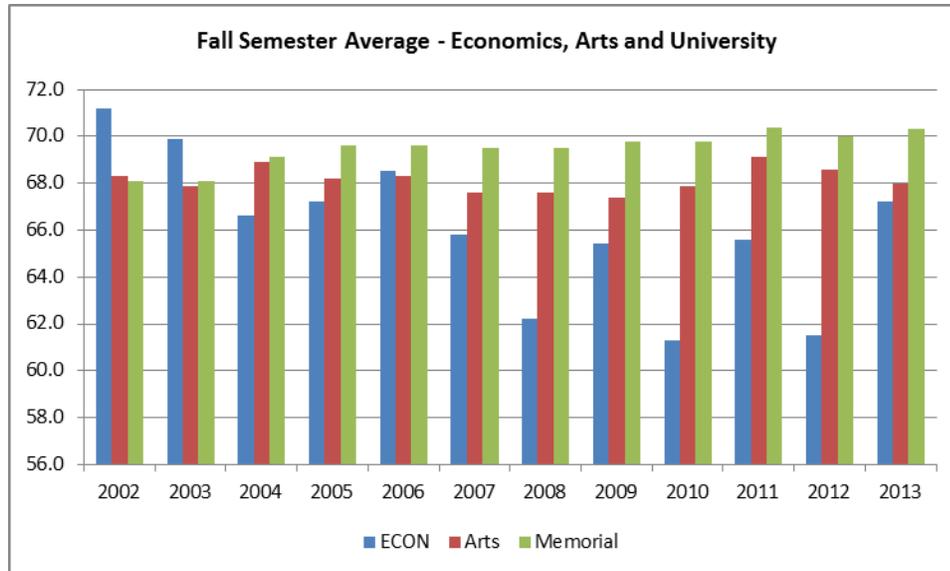
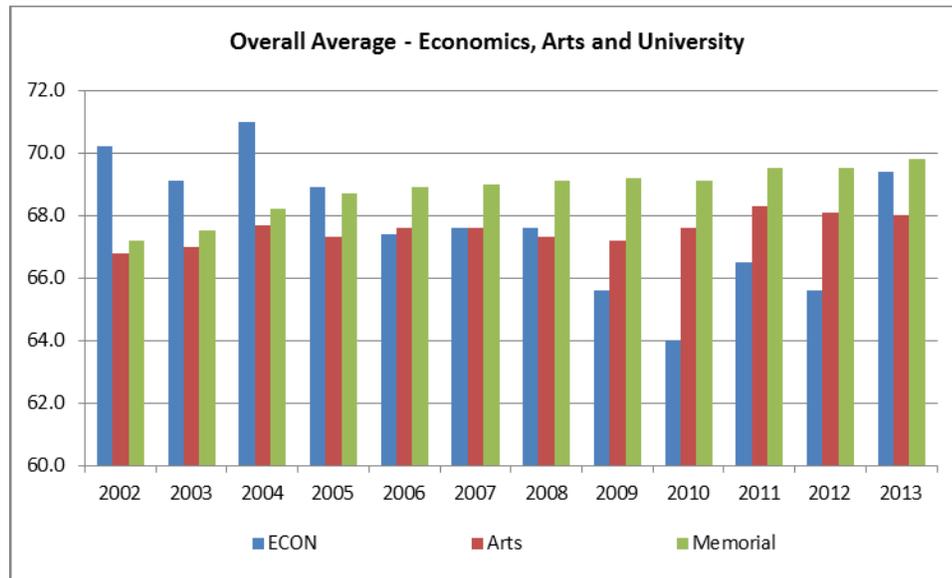


Table 51: Overall Average – Economics, Arts and University

	<b>ECONOMICS</b>	<b>Arts</b>	<b>Memorial</b>
<b>2002</b>	70.2	66.8	67.2
<b>2003</b>	69.1	67.0	67.5
<b>2004</b>	71.0	67.7	68.2
<b>2005</b>	68.9	67.3	68.7
<b>2006</b>	67.4	67.6	68.9
<b>2007</b>	67.6	67.6	69
<b>2008</b>	67.6	67.3	69.1
<b>2009</b>	65.6	67.2	69.2
<b>2010</b>	64.0	67.6	69.1
<b>2011</b>	66.5	68.3	69.5
<b>2012</b>	65.6	68.1	69.5
<b>2013</b>	69.4	68.0	69.8
<b>Average</b>	<b>67.7</b>	<b>67.5</b>	<b>68.8</b>

Figure 63: Overall Average – Economics, Arts and University



## 8.0 Human Resource Constraints Going Forward

A big problem about to confront the Department is the combined impact of its aging faculty members and the difficulty within the University of expanding the faculty complement to meet the Department’s teaching, research and service needs. As Figure 64 illustrates the median age of the faculty is in the 55-59 age cohort. Within four years, six of the faculty members in the older age cohorts will be 60-1, 62-3, 62-3, 65-6, 66-7 and 75-6. Clearly, the Department has an older faculty.

Even though the age distribution has improved significantly in the last three years with the retiring of three senior faculty members, two of whom were over 70 years at the age of retirement. The Department has added two new people in the younger age cohorts and are in the process of hiring person this year. The hiring of two new faculty members has improved the age distribution of the Department and with the hiring of a third person in the area of energy/non-renewable resources has and will continue to improve the age composition of the Department. However, it is imperative that the Department be given permission to advertise for a tenure track appointment to replace the recent retirement that occurred at the end of 2014.

Given the age structure of the Department, it is likely that we will have three to four additional retirements by 2019-20. This will further improve the age distribution of the department.

The impacts of these three or four potential retirements have not been incorporated into the employment profiles presented below in Table 52, Table 53 and Table 54 and Figure 65 and Figure 66. If these retirements are replaced within a reasonable period of time from when they occur, their impact will be minimal. Other than timing of people availability to teach, undertake research and perform services for the Department, new tenure track faculty members will receive a two-course remission in their first two years of employment. This would imply that if three retirements were to take place over

the next four years, there will be a need for six PCIs employed during the four years that this will cover. This, on its own, would not create great difficulty for the department. However, when combined with other issues described below, it will further constrain the Department's ability to offer a viable program.

The analysis presented in Table 52 and Table 53 and Figure 65 assume that the Department will be given permission to hire a new tenure track appointment to replace the faculty member who recently retired in December 2014. The analysis presented in Table 54 and Figure 66 assumes that the December 2014 retirement is not replaced. It is important to appreciate that there is no guarantee that the 2014 retiree will be replaced by a new tenure track position. Although there is a strong case for replacement or a significant number of our courses will have to be cancelled, this would threaten the viability of the Department's graduate and undergraduate programs.

In order to fully appreciate the human resource issues that will be faced by the Department in the next five years, it is important to understand Table 52 in detail. Table 52 indicates the actual number of course sections that have been offered or have been approved to be offered by the Department from 2009-10 to 2015-16. Beyond 2015-16, it is assumed that the Department will only offer 60 sections of economics courses at the graduate and undergraduate levels combined — the average number of sections offered from 2009-10 to 2014-15 has been 64. While it is important to appreciate that the assumption of 60 course sections is less than the average experienced recently, it is also important to recognize that the analysis presented in Table 52 makes no allowance for growth in the Department. If either growth occurs or the average number of courses that need to be offered are closer to 64, then the problem described below underestimates the full extent of the human resource challenges to be faced by the Department in the next five years.

The Department has a regular complement of 12 faculty members who would have a normal load of five courses each, implying a maximum of 60 course sections which could be offered. However, a caveat that must be borne in mind is that normally each faculty member will take a sabbatical every seventh year. With a 12-faculty-member complement, one should plan for 1.71 faculty members to be on sabbatical each year on a go-forward basis, which corresponds to 8.6 course sections per year that will have to be deducted from the 60 course section maximum identified above for a 12-member faculty complement. Utilizing this logic, the total capacity of the Department is not 51.4 course sections per year. Sabbaticals are incorporated into Table 52 by assuming that the two faculty members who delayed their sabbaticals in 2015-16 will take them in 2016-17 — one full sabbatical (five courses) and one half sabbatical (two courses) for a total of seven courses. For each year beyond 2016-17, it is assumed that two faculty members will take sabbatical leaves per year.

Additional deductions from the maximum course sections are needed for administrative remissions. For example, the Academic Head gets a three-course remission in each year, buyouts from other departments (i.e., a joint appointment with business) represent two-course remissions each year, the Graduate Coordinator and the Coop Coordinator each receive one-course remission, a new hire release will average one course section per year for the next four years at least and banked course remissions (20.5) will average about five course sections per year for the next four years. Then there is a special buyout of time of a three-course remission per year for a faculty member who is undertaking

administrative responsibilities within the Faculty of Arts. In the analysis presented below, this special faculty of Arts remission is assumed to stop in 2016-17.

Not counting special buyouts by the Dean of Arts or release time for research awards that faculty members may receive from SSHRC or CARE, the potential course sections for the complement of twelve is reduced by a further 9 course sections or 51.4 course sections is really 42 to 43 course sections. In effect, the Department has 17 fewer course sections than the maximum 60 course sections implied by the Department’s complement of 12 faculty members. Despite this lower number of courses sections which effectively available to allocate to Economics courses, the department still needs to teach the 60 sections to have a viable program. The difference between the demand for 60 course sections and 43 course sections of effective supply has been satisfied by hiring PCIs and having regular faculty teach extra courses.

Under the best case scenario (with the replacement of the 2014 retirement), the Department is facing the possibility 46% (28 courses) of its courses being taught by PCIs. In the worst case scenario (no replacement of the 2014 retirement), PCIs will be needed to teach 54% (33) of the Economics courses needed. While mathematically, the Department can increase the teaching proportion of teaching undertaken by PCIs, up to any number less than or equal to 100%. However, there are at least two problems associated with this scenario: (1) it is not clear where one would get 28 PCIs or 33 PCIs —the potential supply of qualified PCIs may not be that large and (2) as illustrated in Figure 67, Figure 68 and Figure 69, the undergraduate program only offers 23 to 24 introductory courses for which PCI might be qualified to teach. This still leave another 5 to 10 course sections at the intermediate and advanced levels in which the PCIs would not normally be qualified to teach than cannot be filled by PCIs. Consequently, the Department, even under a no growth scenario and no remissions due to research, needs to expand its faculty complement by one or two new tenure track positions in the near future.

Figure 64: Age Distribution of Faculty Members

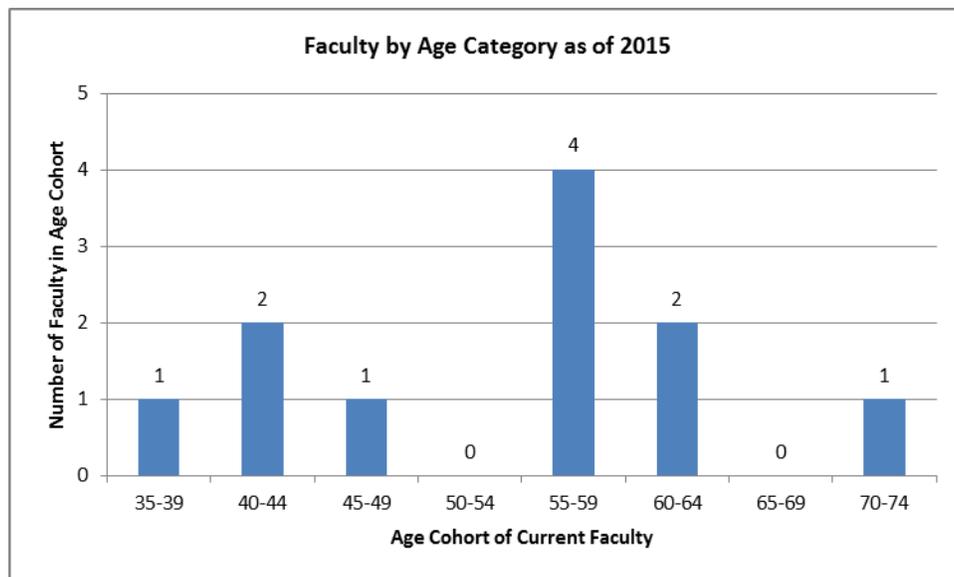


Figure 65: A Problem in the Making – An Increasing Share of Temporary Employees

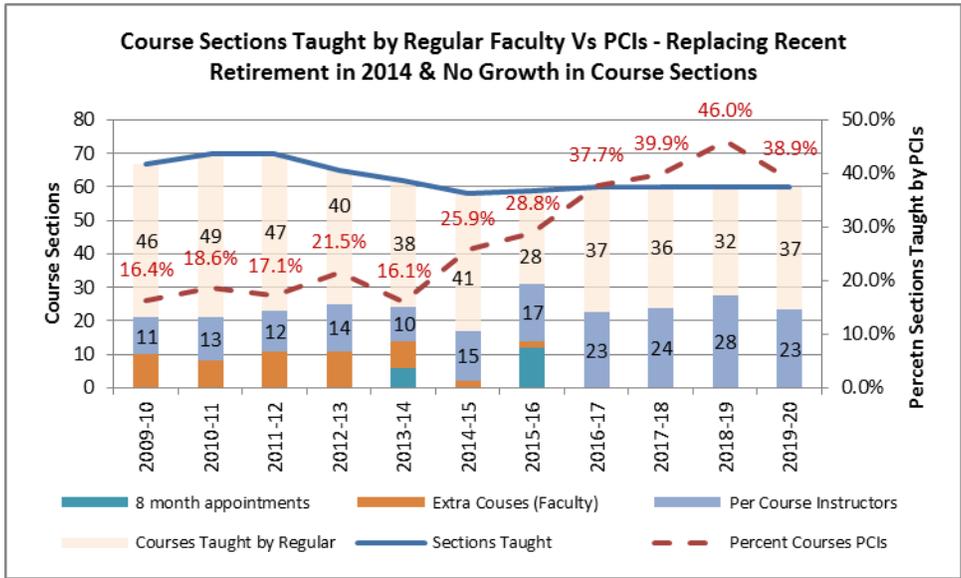


Figure 66: A Bigger Problem if Retirement in 2014 Not Replaced

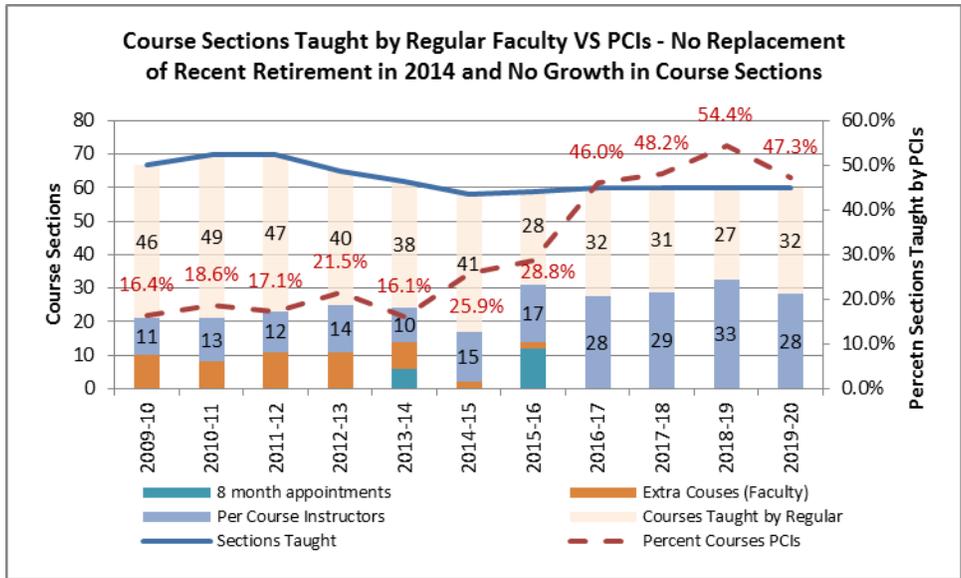


Table 52: Expected Faculty Needs of the Department of Economics – A Detailed Analysis

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Actual Sections Taught	67	70	70	65	62	58	59	60	60	60	60
Actual and Projected Enrollment	2660	2762	2,912	2,825	2,587						
Students per section - Actual and Assumed	39.7	39.5	41.6	43.5	41.7						
Faculty Complement	12	12	12	12	12	12	11	12	12	12	12
Hypothetical sections (5 per complement)	60	60	60	60	60	60	55	60	60	60	60
Administrative release - head					-3	-3	-3	-3	-3	-3	-3
Grad Coordinator release					0	-1	-1	-1	-1	-1	-1
Coop Coordinator release					-1	-1	-1	-1	-1	-1	-1
Faculty of Arts release					-3	-3	-3				
CARE Coordinator release - Lynch					0						
Grad Supervision ( based on 9 students annually)					0	0	0	-3	-3	-3	-3
Honour's supervision (2 per year)					0	0	0	-0.5	-0.5	-0.5	-0.5
buyout from other departments					-4	-2	-2	-2	-2	-2	-2
Unexpected Retirement (Dec 2014)						-2				-5	
New Hire release					0	-1	-2	-1			
Banked Time as of Jan 2015 - Senior Faculty 3.3 courses - assumed taken 2016-17 onward					0	0		-2	-1.3	0	0
Banked Time as of Jan 2015 - Senior faculty (8.74 courses) - assumed taken 2016-17 onward					0	0	0	-2	-2	-2	-2.74
Banked time as of Jan 2015 for 6 other faculty (8.44 courses) - assumed taken 2016-17 onward								-2.11	-2.11	-2.11	-2.11
parental leave							-2				
Sabbaticals (2 people per year after 2016-17)					-11	-7	-15	-7	-10	-10	-10
8 month replaces (6 sections each)					6	0	12				
Extra taught by course by faculty/popst doc	10	8	11	11	8	2	2				
Effective Supply of sections					52	42	40	35.39	34.09	30.39	34.65
Research Chair in department (2 courses)						1	2	2	2	2	2
PCIs					10	15	17	23	24	28	23

**Table 53: Human Resource Constraints – Assuming 2014 Retirement Replaced**

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Sections Taught	67	70	70	65	62	58	59	60	60	60	60
Base Course Load + Research Chair	60	60	60	60	60	61	57	62	62	62	62
Section Reductions (Admin/Banked)	-14	-11	-13	-20	-10	-20	-5	-25	-26	-30	-25
Sabbaticals	0	0	0	0	-11	-7	-15	-7	-10	-10	-10
8 month appointments	0	0	0	0	6	0	12	0	0	0	0
Extra Courses (Faculty)	10	8	11	11	8	2	2				
Per Course Instructors	11	13	12	14	10	15	17	23	24	28	23
Courses Taught by Regular	46	49	47	40	38	41	28	37	36	32	37
Percent Courses PCIs	16.4%	18.6%	17.1%	21.5%	16.1%	25.9%	28.8%	37.7%	39.9%	46.0%	38.9%

**Table 54: Human Resource Constraints – Assuming 2014 Retirement Not Replaced**

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Sections Taught	67	70	70	65	62	58	59	60	60	60	60
Base Course Load + Research Chair	60	60	60	60	60	61	57	57	57	57	57
Section Reductions (Admin/Banked)	-14	-11	-13	-20	-10	-20	-5	-24.61	-25.91	-29.61	-25.35
Sabbaticals	0	0	0	0	-11	-7	-15	-7	-10	-10	-10
8 month appointments	0	0	0	0	6	0	12	0	0	0	0
Extra Courses (Faculty)	10	8	11	11	8	2	2	0	0	0	0
Per Course Instructors	11	13	12	14	10	15	17	28	29	33	28
Courses Taught by Regular	46	49	47	40	38	41	28	32	31	27	32
Percent Courses PCIs	16.4%	18.6%	17.1%	21.5%	16.1%	25.9%	28.8%	46.0%	48.2%	54.4%	47.3%

Figure 67: Fall Course Offerings 2012-2015

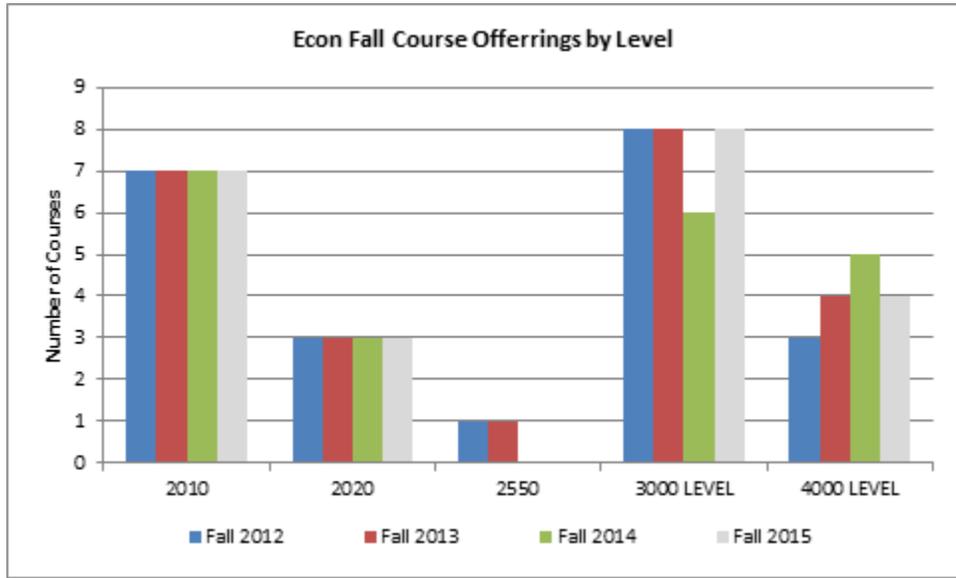


Figure 68: Winter Course Offerings 2012-2015

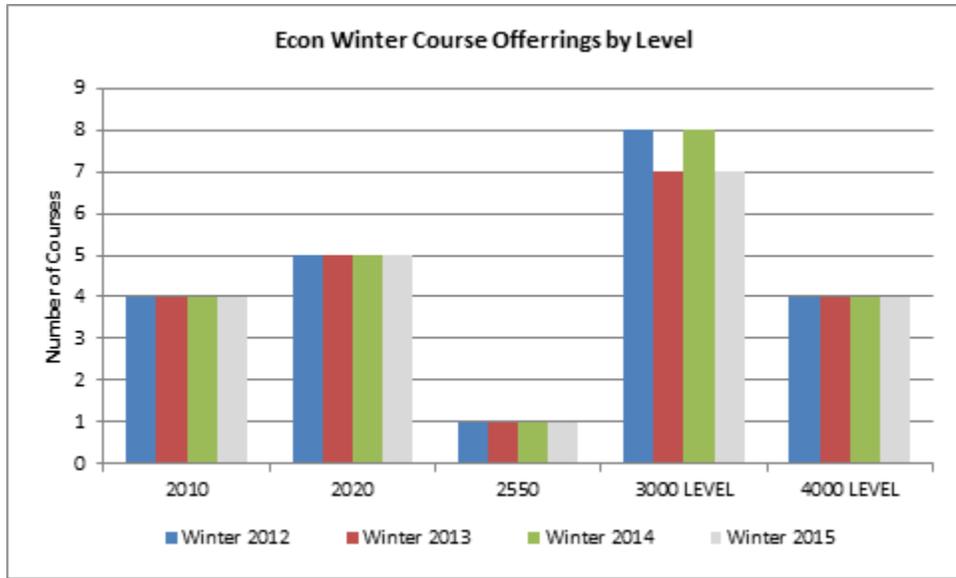
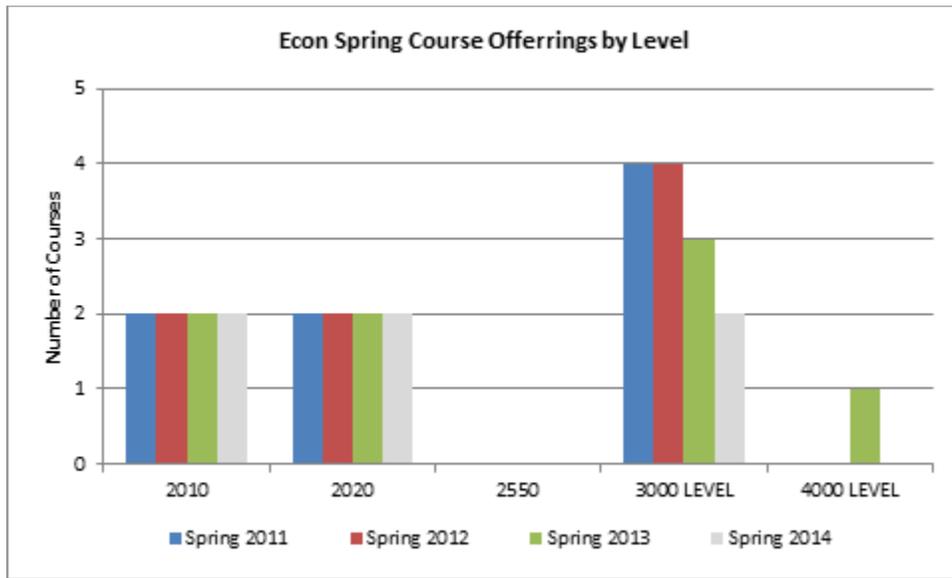


Figure 69: Spring Course Offerings 2012-2015



## 9.0 Conclusion

The last APR was written in a period of a divided department and one in which research efforts were relatively weak. A collegial collective vision did not exist.

While there are some strains still exist within the Department, the overall picture is one of emerging collegiality, growing scholarship and an acknowledged community engagement. The forces which have led to this ongoing very positive development are new hires who have a proven scholarly track record and, in some cases, administrative experience within a university setting. Outside funding through a departmentally-lead initiative called CARE has provided easy access to seed funding with few strings attached. With the appropriate support and appropriate commitment there is a high probability that the Department's Vision Statement will be achieved in that the journey has begun.

This self-study provides an approach that if followed should enable the Department of Economics to make an improvement in contributions to its stakeholders — its students, its faculty, the University, the province and the discipline. We hope that the information provided in this self-study is useful to the APR committee and to the administration in helping the members of the Department of Economics map out an optimal path for the future of the department.