

New College of Florida

Board of Trustees

Academic, Student and External Affairs Meeting

January 23, 2023 at 9:00 – 10:00 A.M. (EST)

To Join Virtually Visit

<https://ncf.zoom.us/j/91578360435?pwd=YmQ5R1c0aC9veGhQeVpnVnJlVldzQT09>

Passcode: 187890

Meeting Agenda

- 1. Call to Order – Roll Call, Establish Quorum, Confirm Notice of Public Meeting**
Committee members: Trustee James Stewart, Chair
Trustee Keenan
Trustee Lepinski
Trustee Mackie
Trustee Ruiz (Ex Officio)
- 2. Minutes of the August 10, 2022 Meeting**
- 3. Approval – Student Success Plan Completion: Program Proposals for Research and Experimental Psychology & Econometrics and Quantitative Economics**
- 4. Closing Remarks and Adjournment**

**New College of Florida Board of Trustees
Academic Affairs Committee Meeting
Via Zoom
Draft Minutes for August 10, 2022**

In attendance: Trustee James Stewart (Committee Chair), and Trustee Committee Members Garin Hoover, David Harvey, Grace Keenan, and Mary Ruiz (ex-officio). In addition, in attendance were Suzanne Sherman and Maneesha Lal.

Call to Order and Review of Minutes

Trustee Stewart called the meeting to order at 3:35 p.m. Roll call was called and quorum was established. Meeting has been publicly noticed.

Review of minutes from June 22, 2022 Academic Affairs Committee Meeting. Minutes were approved.

New Business

Academic Calendar

Provost Sherman reported that some slight adjustments needed to be made to the Undergraduate Academic Calendars for academic years 2022-23 and 2023-24. She explained that the revisions included updates made by the Offices of the Registrar and Provost in collaboration with the Educational Policy Committee Chair to reflect all the relevant motions that were passed by the faculty during academic year 2021-22. These calendars would improve clarity for students and faculty.

A motion to approve the revised versions of the NCF 2022-23 and 2023-24 Undergraduate Academic Calendars was made and seconded. The motion passed unanimously.

Adjournment

There being no other business, the meeting was adjourned prior to 4:00 pm.

Respectfully submitted by Maneesha Lal, *Assistant Vice President for Academic Affairs*.

NEW COLLEGE OF FLORIDA BOARD OF TRUSTEES

Meeting Date: January 23, 2023

SUBJECT: Student Success Plan Completion: Program Proposals for Research and Experimental Psychology & Econometrics and Quantitative Economics

PROPOSED BOARD ACTION

Consider approval of proposals for programs in *Research and Experimental Psychology and Econometrics and Quantitative Economics*.

BACKGROUND

New College of Florida's Student Success Plan (approved by the BOT on August 10, 2022) calls for the development and approval of two "new" Programs of Strategic Emphasis by March 2023:

- (1) Research and Experimental Psychology
- (2) Econometrics and Quantitative Economics

Rather than create completely new academic programs, faculty in our existing Psychology and Economics programs are updating these programs to shift these existing Areas of Concentration into Programs of Strategic Emphasis that address critical staffing shortages within Florida. We anticipate these updated programs will attract students to New College and will improve the employment outcomes of our graduates.

These programs will also improve our score on the Performance-Based Funding metrics by increasing the proportion of bachelor's degrees we award in Programs of Strategic Emphasis in the STEM category by 10% each year.

More immediately, approval of these programs will complete the ten initiatives proposed in NCF's Student Success Plan. This makes it likely that the Board of Governors will release \$907,493 in Performance-Based Funding to New College of Florida at the March BOG meeting.

Recently completed program reviews provide additional information on the current Psychology and Economics programs. Pre-proposal forms, approved by the Council of Academic Vice Presidents' Academic Coordinating Group, provide additional curricular and employment opportunity information on the proposed programs. If these proposals are approved by the New College Board of Trustees, full proposal forms will be developed, reviewed by the Board of Trustees, and submitted to the Board of Governors for consideration.

**Supporting Documentation Included: Student Success Plan (page/metric #6)
Program Reviews
Program Pre-Proposal Forms**

Other Support Documents Available: N/A

Metric 6: Bachelor's Degrees within Programs of Strategic Emphasis (PSEs)

Recent and Projected Performance

New College of Florida dropped 12% on this metric in 2020-21, but we project a 4-5% increase for 2021-22:

	2018-19	2019-20	2020-21	2021-22 projection
Bachelor's degrees awarded	213	183	158	163
STEM and Environmental Studies	82 (38%)	85 (46%)	60 (38%)	68 (42%)
Intl. Studies & Foreign Languages	30 (14%)	21 (11%)	13 (8%)	14 (9%)
Programs of Strategic Emphasis	112 (53%)	106 (58%)	73 (46%)	82 (50%)

The 12% drop in 2020-21 was caused, in part, by shifting student interests to programs that do not count as PSEs for New College. For example, even though we awarded fewer degrees in 2021 than in 2020, the number of degrees awarded to Economics and Econometrics majors more than doubled. Because New College has not yet secured the appropriate CIP code for Econometrics, those majors did not count as earning degrees in PSEs.

Strategy for improvement with actions, goals, and targets

Our strategy to improve on this metric is to more closely align our academic programs with BOG goals and areas with critical staffing shortages within Florida.

As indicated in our 2022 Accountability Plan, we will propose two "new" Programs of Strategic Emphasis: *Research & Experimental Psychology* and *Econometrics & Quantitative Economics*. These programs won't be completely new, as our faculty have expressed an interest in shifting our long-existing Psychology and Economics majors into Programs of Strategic Emphasis that address critical staffing shortages within Florida.

Based on recent student demand in these fields, we anticipate offering these two new PSEs will increase our performance on this metric by nearly 10% each year.

In addition to an immediate increase in the degrees we offer in Programs of Strategic Emphasis, offering these programs will improve the employment outcomes of our students. Occupations directly linked to the Research & Experimental Psychology (CIP 42.2799) include psychologists (27% growth in Florida from 2018-28 with median wages of \$105k), postsecondary psychology teachers (12% growth, \$78k median salary), and managers (11%, \$116k). Occupations linked to Econometrics & Quantitative Economics show similar strong growth, with titles such as statisticians (35%, \$92k), data scientists (31%, \$98k), economists (13%, \$108k), and postsecondary economics teachers (9%, \$107k).

Beyond this, we will begin working to propose additional undergraduate programs and a small number of targeted master's degree programs that will be classified as Programs of Strategic Emphasis.

Planned Action	Goal/Target for March 2023
Offer programs in: <ul style="list-style-type: none"> - Research & Experimental Psychology, and - Econometrics & Quantitative Economics 	By March, the New College of Florida Board of Trustees will have approved proposals for both programs.

New Academic Degree Program Authorization Pre-Proposal Form

New Academic Program Pre-Proposal Process

New academic program pre-proposals are initiated and developed by the faculty members. Approval of the pre-proposal must be obtained from department chairs and college deans or equivalent administrators before submission for Academic Affairs level review and consideration for inclusion in the University's Annual Work Plan.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature, and submit the proposal via [CAVP Academic Coordinating Group webpage](#) for review by the Council of Academic Vice President's Academic Coordination Project Workgroup.

Institution	New College of Florida
Degree Program Title (e.g. M.A. in Biology)	B.A. in Psychology
CIP Code	42.2799 (Research and Experimental Psychology, Other)
Proposed Delivery Mode (% online, if applicable)	In person
Enrollment Projections (Headcount): Year 1 and Year 5	Year 1: 15 Year 5: 20
Proposed Implementation Date (e.g. Fall 2017)	Fall 2022
Emphasis: (STEM, Health, Global, other)	STEM
Other Programs in the SUS (Including Enrollment and Degrees):	Currently, UNF offers Bachelor's and Master's degrees and UF offers Master's and Research Doctorate degrees in this CIP code.

Program Summary: *(Briefly describe the proposed program)*

1. Briefly summarize the overall rationale for the new academic program and consider the following in your narrative:
 - Nature of the proposed curriculum, including areas of emphasis.
 - Ways in which the proposed program is distinct from others already offered in the SUS (use the 4-digit CIP as a guide).
 - How this program supports specific university and SUS missions.
 - Collaborative opportunities with other SUS institutions as appropriate (maximum length 250 words).

New College of Florida currently offers a B.A. area of concentration (AOC) in Psychology under CIP code 24.0199 (Liberal Arts and Sciences, General Studies and Humanities, Other). We propose a change to CIP code 42.2799 to emphasize that the Psychology B.A. curriculum at NCF is firmly anchored in research and experimental methods. The new CIP code will more accurately reflect the content of our psychology academic program and better highlight and represent it to prospective students and their families, to employers, and to graduate institutions.

New College's existing psychology curriculum spans the fields of developmental psychology, social psychology, biopsychology, behavioral endocrinology, and cognitive psychology, and strongly emphasizes laboratory and field experimentation and observation, participant interviews, data analysis, archival work, and video and audio analysis. Through introductory and intermediate courses in psychology and additional requirements in statistics, research methods, and a senior seminar, students learn to critically evaluate research designs, formulate questions and hypotheses, collect and analyze data, draw appropriate conclusions, and demonstrate mastery of content. The current psychology program thus aligns with the description of CIP code 42.2799.

Distinctive features of the NCF undergraduate degree include the requirement that every student complete at least three Independent Study or Independent Research Projects (ISPs or IRPs) during January Interterms, and also prepare and orally defend a substantive (in psychology, an empirically-based) thesis during the final year. Students thus have multiple opportunities to develop their independent research, analytical, quantitative, writing, and presentation skills.

Our B.A. program in Research and Experimental Psychology would qualify as a Program of Strategic Emphasis in the STEM category. It would thus support the Florida Board of Governors 2025 System Strategic Plan and NCF's mission of graduating students well equipped to meet area, regional, state, and national workforce needs.

NCF graduates will be well prepared to pursue postbaccalaureate studies at other SUS institutions.

Student Demand: *(Describe the demand in the SUS for the proposed program)*

2. Briefly describe the student demand for the proposed program and consider the following in your narrative:
 - Explain why a student would be interested in this program.
 - Recognizing that programs at different levels may require different degrees of justification (e.g., greater duplication may be warranted at undergraduate and master's degree levels), indicate why duplicative programs should be warranted.
 - Numbers of graduates and students enrolled in similar programs currently offered online or face-to-face. For assistance, see the Board of Governors interactive data source, <https://www.flbog.edu/resources/academic/resources-new-program-proposals/>.
 - As applicable: place-bound learners, underserved populations in the field/profession, and professional credentials requirements. (maximum length 250 words)

NCF offers over 40 undergraduate Areas of Concentration (AOCs). The existing Psychology AOC is one of the most popular—typically in the top five—comprising 9% of all NCF graduates in May 2021, 5% in May 2020, 8% in May 2019, 6% in May 2018, and 7% in May 2017. Students have thus demonstrated consistent interest in the Psychology AOC, recognizing its value in addressing questions of human and animal cognitive processes and behavior and in helping them develop skills in scientific observation, experimentation, and data analysis.

NCF students have the opportunity to pursue their academic interests in a variety of curricular formats. Whether in full-term courses, independent study projects (ISPs), tutorials, or the required thesis/capstone project, psychology has been successful in attracting students from a diversity of backgrounds and with an impressive variety of career aspirations. Over the past five years, from the 2016-17 academic year to the 2020-21 academic year, full term enrollment in psychology courses has ranged from 272-345, ISP enrollment from 20-39, and tutorial enrollment from 55-72. The number of students graduating with a Psychology AOC has ranged from 12 to 19.

Academic Year	Full Term Enrollment	ISP Enrollment	Tutorial Enrollment	# of Graduates with Psychology AOC
2016-17	345	36	71	16
2017-18	302	39	62	12
2018-19	298	28	72	19
2019-20	272	20	55	13
2020-21	296	25	57	14

Recent MOUs signed by NCF with State College of Florida, Hillsborough Community College, Florida SouthWestern State College, Lake Sumter State College, and Santa Fe College clarify curricular pathways and guarantee NCF admission to qualified students who wish to earn an AA degree and then transfer to NCF to complete a BA degree. Psychology faculty have defined course pathways for the Psychology AOC and are prepared to welcome increased numbers of transfer students.

This proposal is to reclassify our existing program in psychology to a new CIP code, thereby allaying concerns about duplication.

University of North Florida is the only SUS institution currently offering bachelor's degrees under CIP code 42.2799; its enrollment and degrees awarded are detailed below.

CIP 42.2799 + Old 42.0101	Institu- tion	2016- 17	2017- 18	2018- 19	2019- 20	2020- 21
Fall Headcount Enrollment (Calculated in August of Academic Year)	UNF	990	950	935	1,031	1,104
Bachelor's degrees awarded	UNF	243	282	299	313	344

Workforce and Economic Development Needs: *(Describe how the proposed program meets workforce and economic development needs)*

3. Briefly describe how the proposed program meets workforce and economic development needs and consider the following in your narrative:
- Impact of this program (local, state, national, and international).
 - Impact of research funding.
 - Changing of professional credential requirements. (maximum length 250 words)

Graduates of the NCF program in psychology have acquired research, analytical, and communication skills that are highly valued by employers and graduate schools. A psychology concentration prepares students for careers in elementary and postsecondary education, human resources, management, psychology, guidance and career counseling, communications, law, health care, and social work. Many NCF psychology graduates combine their degree in psychology with another AOC such as Neuroscience, Biological Psychology, Computer Science, Applied Mathematics, Economics, Sociology, Political Science, Music, or Art, which provides them with a wide array of career options. Among recent graduates are a social psychology doctoral candidate at Syracuse University, a political science doctoral candidate at Northwestern University, an Analyst at Quire, a Research Assistant at Teachers College of Columbia University, an Activities Assistant at The Palace Group, a Social Media Manager at Ranked Choice Voting, a Policy Project Coordinator at the Center for Open Science, and an Owner/Director of Energize Dance Studio.

A funded contract with a private company has enabled some NCF psychology students to engage in zoo biology training off-site with zoo professionals; students analyze data related to research in zoos, learn new technical and animal training skills, and gain exposure to potential zoo-based employment.

For occupations directly linked to CIP 42.2799 through the CIP-SOC Crosswalk, the outlook, particularly in Florida, is bright for psychology graduates. Projected employment growth from 2018-2028 in Florida is 27% for psychologists, 12% for postsecondary psychology teachers, and 11% for managers (all other).

SOC Standard Occupational Classification for CIP 42.2799: Research and Experimental Psychology, Other

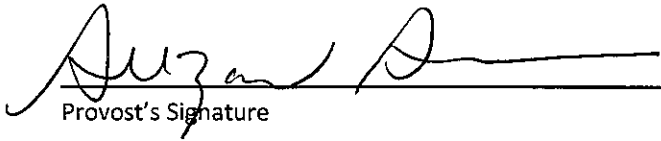
SOC		U.S. Hourly Median Wages (2020)	U.S./Florida Annual Median Wages (2020)	U.S. Projected Annual Job Openings (2020-2030)/Florida Projected Annual Job Openings (2018-2028)
19-3039	Psychologists, All Other	\$50.86	\$105,780/\$100,340	3,700/190
25-1066	Psychology Teachers, Post-secondary	--	\$78,180/\$72,910	4,700/130
11-9199	Managers, All Other	\$55.94	\$116,350/\$93,800	47,100/4,810



I support the exploration of this degree proposal.

Suzanne Sherman

Print Provost's Name



Provost's Signature

February 15, 2022

Date

Thank you for the privilege of reviewing the Psychology AOC at New College of Florida (NCF). We both enjoyed this assignment greatly, as it afforded us the chance to meet some very dedicated colleagues, tour their laboratories, offices, and classroom facilities, eat some scrumptious meals at your local restaurants, and think carefully about the issues facing this discipline at this college in this moment. We were treated royally as your guests, and we appreciate the warm welcome we received from everyone we talked with.

Faculty in the AOC did an outstanding job assembling the self-study document and related records. Below we present our recommendations and responses to the questions raised by the faculty, the division director, or the provost, **in bold** and embedded in a narrative of our findings and our thoughts about the program. The bottom line, as you will see, is that we believe your AOC faculty are incredibly dedicated to students and one another, are working hard, are making excellent use of the resources they have and in desperate need of some more. We hope our report helps the faculty obtain these much-needed assets, which will further strengthen an already high-performing program.

Curriculum

The overall structure of the AOC is sound and strong. Twelve required courses comprise the requirements, and they are fairly standard ones in undergraduate programs, including introductory psychology seminar, statistics, research methods, four (of seven) intermediate level courses in the various subdivisions of the field (these are Biological, Cognitive, Developmental, Social, and Personality Psychology, Behavioral Endocrinology, and, when available, Psychology of Mental Health), a laboratory course, two advanced-level courses or tutorials, and a Psychology Senior Seminar.

We are intrigued by the small-seminar format of Introductory Psychology, which is customized in focus to the interests of the faculty member teaching it. Faculty feel strongly that this model works much better than the standard large-lecture course (that is often team-taught by a team of instructors). Faculty have collaborated to agree on a common set of topics to be covered in every section, but then leave open the rest of the course to the instructor to engage students in an in-depth exploration of a topic in the instructor's area of expertise. Students are engaged in an empirical project and get to work in depth in a collaborative way with peers and the instructor. We also recognize the practical necessity of the faculty's development of a general psychology survey service course, designed to

serve the needs of nonmajors, especially those preparing for the MCAT. Although majors may count General Psychology in place of the smaller seminars, they are strongly encouraged to take the smaller seminars, of which 4-6 sections are offered in the fall.

Breadth in the program comes through the intermediate courses. **We want to raise as an issue worthy of discussion among the faculty whether or not some further structure ought be imposed on student choices**, especially if Psychology of Mental Health becomes a regular offering. That is, should the seven intermediate-level courses be divided into two “buckets,” with so-called “softer” psychology courses (Developmental, Personality, Social, Mental Health) in one category, and so-called “hard science” psychology courses (Biological, Cognitive, Behavioral Endocrinology) in the other, with students required to take at least one (or even two) courses in each category? Reasonable psychologists could differ in whether or not this additional structure is warranted; we believe psychology faculty should discuss it and make an intentional decision one way or the other.

In general, student learning outcomes and requirements are very appropriate for a bachelor’s degree in Psychology. The outcomes reflect three of the five undergraduate learning goals and outcomes recommended by the American Psychological Association, and are consistent with the outcomes of many peer and aspirational schools. **We believe the faculty are doing an exemplary job of incorporating the career center and issues of planning for the future into their courses** throughout the curriculum, most notably in the introductory psychology seminars and in the senior seminar. It is clear to us that faculty are intentionally conscious of the need to help students think about their future trajectories, and work to give them opportunities and feedback to chart their course. An issue worthy of consideration is one we heard brief mention of, namely, that the faculty are more likely to encourage a path in graduate study than any other path. Not all students have an academic trajectory or career in mind, and these students need to feel faculty acceptance and support of their decisions.

Students expressed appreciation for the faculty’s work with them and acknowledged the curricular purposes of various courses and the effort faculty put into teaching them. They expressed an interest in more applied courses, especially in the clinical/counseling area. They also described an interest in having “History of Psychology” (particularly the areas of Freudian psychology/psychoanalysis) in the curriculum. We fully support some of these suggestions (see below).

Psychology faculty and the division chair both asked us to comment on whether it would be appropriate to rename the entire discipline “Research and Experimental Psychology” (CIP code 42.2799). **We believe, first, that this is a question for the faculty to take up and explore both the advantages and disadvantages of. Another possibility we see is changing the CIP code to 42.0101, “Psychology, General.” Further, we remind readers that having the AOC switch CIP codes is a separate issue from what the AOC is called on campus. We suggest that the on-campus designation remain “Psychology,” which is what this set of courses would be named on most every other campus.**

Finally, psychology faculty raised as a small but seemingly easily resolvable problem: A faculty member in Sociology renamed a course in that AOC “Social Psychology,” causing confusion with the psychology course of the same title. Students have enrolled in the sociology version thinking they were fulfilling a psychology requirement when in fact they were not. **This is an issue the division chair could resolve fairly quickly. There seems no good reason to have two different courses bearing the same name.**

Staffing

Students and faculty alike voiced a strong desire to offer the Psychology of Mental Health course much more regularly. We endorse the desirability of this addition to the curriculum. We note that it fulfills a goal of New College to encourage a variety of career paths among AOC concentrators by modelling applications of the study of psychology. **Specifically, we recommend the establishment of a half-time, non-tenure track position** to be held by a licensed psychologist in private practice in the mental health field. That person could develop other specialty courses in the counseling/clinical area, could possibly offer other courses if interested (e.g., General Psychology), and could be a resource to students seeking internships or who wish to pursue a career in the mental health field. **Whether or not such a person should be available to offer tutorials or supervise theses ought to be a discussion topic for faculty and the division chair.**

We were asked to make a recommendation on what the next line in the psychology area ought to be, were one to be made available. **First, we strongly support the addition of another full-time, tenure-track line, given the strong and lasting pattern of enrollments in psychology courses.** Second, given the college’s interest in promoting strong career preparation, and taking into

consideration the areas of psychology already well covered by existing faculty, **we recommend defining the next position broadly, in an applied, non-clinical area of psychology.** This person might be an industrial-organizational psychologist, a human factors engineering psychologist, or a specialist in some other applied area.

It would be beneficial if this person could also teach the statistics course in psychology, and this combination of skills should not be difficult to find. As both external reviewers are past or current teachers of statistics, we both strongly favor a stats course taught within psychology as the kind of approach psychologists use differs in significant ways from those of other social scientists.

A major issue raised in the self-study along with in several meetings was that of a psychology technician. Currently, one of the psychology faculty has a grant that pays the salary and benefits of this technician. However, this strikes us as unfair as the technician is there to serve the teaching and research needs of all the faculty in the department. It is increasingly common to see psychology departments of this size with technicians, paid for out of regular college funds. **We recommend that this position be established as a regular one with at least half of the support from college funding.**

We heard discussion among faculty of the desirability of establishing a “subject pool” for introductory psychology students, in which each student is expected to participate in, say, three empirical studies over the course of a semester. **The faculty is advised to consider whether students would achieve important learning outcomes by participating in an expected number of scientific investigations by faculty members and other students.** Here, “expected” means that students (e.g., in selected courses) must sign-up for an AOC-determined number of IRB-approved studies each semester OR complete library-research assignments of comparable effort and time commitment, AND that the students retain their right to discontinue or withdraw participation in any study without penalty or loss of benefit to which they are entitled.

One disincentive to this plan is that someone has to oversee the administration of a subject pool. **We suggest the establishment of a subject pool, to be overseen by the psychology technician.**

Workload

Faculty in Psychology are working hard. Their class enrollments are high, likewise their number of concentrators. This in turn means more narrative reviews

each year, more thesis supervision each year, more requests for tutorials, letters of recommendation, and service on baccalaureate committees each year, relative to other college faculty. And yet, beyond course enrollments, little of this effort appears to be captured by official New College performance metrics.

College officials respond to work overloads with younger faculty (we heard, anecdotally) by urging them to “Just say no” to student requests of the sort just described. And indeed, the two reviewers have dispensed just that kind of advice to their younger colleagues at their respective institutions. However, being more guarded about saying “yes” is not going to solve the problem. AOC students need thesis advisors, and baccalaureate committee members, and tutorials, and who better and more natural to ask than faculty they already have relationships with? And given how hard the psychology faculty have worked and are working to attract students to their field and give them a thorough series of educational experiences, how then can they turn away from students in genuine need?

Instead, **we recommend that some formal means be established of counting thesis supervision and tutorial offerings, and that overloads in either be compensated.** Institutional research or the Registrar’s office ought to be able to tabulate both things from existing records. Administration needs to compare this aspect of workload in psychology to this aspect of workload in other AOCs and establish fair and equitable ways of compensating them. For example, one could decide that any number of theses or tutorials over the division average, say, would be an overload, and that every X units of overload was worth .Y% of a course release. How best to obtain the data and how to include it meaningfully among other metrics are issues we leave to the faculty and administrators. That said, we can recommend *Equity-minded faculty workloads: What we can and should do now* (<https://www.acenet.edu/Documents/Equity-Minded-Faculty-Workloads.pdf>), published by the American Council on Education for useful guidance regarding equity-minded workload auditing and assignment practices.

Facilities

The psychology faculty have a clear and commendable “can do”—and “make do”—culture in which they are accomplishing excellent instruction and scholarship in the classrooms and laboratory spaces that are available. In contrast to institutions where faculty can be territorial and where redundancy creates waste, the NCF psychology faculty appear to share laboratory and instructional facilities collegially and effectively. **It is our evaluation that the faculty are making good and efficient use of available space.**

Currently, such sharing of space appears predominantly to be negotiated and coordinated informally between individual faculty members, with AOC-wide discussions for sharing of the primary classroom. **An online scheduling tool could make space-sharing even more efficient and effective, highlighting blocks of time when current space might be vacant and available to serve instructional or research needs.**

Students were not visible in the laboratory spaces during our visit, although the various ways that these spaces are utilized by students were reported to us. Of course, there are natural rhythms of demand on facilities created by class schedules, student experiments, grant funding, new vs. sunseting research topics, and so forth. **Faculty members should encourage their advisees to use assigned space as much as possible.** Science and instruction are catalyzed when people with common interests occupy adjacent spaces.

In fairness to the students, their utilization of laboratory areas is discouraged by a general state of disrepair. In particular, there are maintenance issues at NCF that must be addressed if the college is to retain strong faculty and students who make productive use of laboratory and classroom spaces.

PMC provides much-needed and well-justified space to the AOC, but is in a state of disrepair that impairs the effectiveness of research and instruction. **If PMC is to be assigned as space for faculty scholarship and mentoring of student research, then it must be repaired immediately and maintained adequately by NCF.** Older buildings require vigilant upkeep, and ongoing maintenance issues (e.g., the leaky roof, the water-damaged door to Dr. Cook's laboratory, ADA compliance, AC, odor and water issues—some of which are shown in photographs at the end of this report) are likely only the most obvious of the issues with this facility, which otherwise would likely be adequate to current needs if it were in good repair. The reception and waiting-room areas also require attention before community participants could be brought to PMC for testing. Maintenance of this building should be a priority. **If it is no longer cost-effective to maintain PMC, immediate alternate accommodation of laboratory space for faculty and student research is imperative, whether in an existing facility on campus or in a new (permanent or temporary) building.**

Psychology space in Bon House is very good in many ways. Of particular note, it provides offices for full-time faculty together in one building. It includes a dedicated classroom and a computer lab that are not assigned as part of the general

college inventory, but rather are used for AOC instruction. The building appears generally to be in good repair, attractive, and satisfactory for a psychology faculty of the current size. It is imperative to plan now to augment or supplement this space in anticipation of future growth of the psychology faculty and student body.

The outdoor and storage areas directly behind Bon House are currently wasted opportunities that might instead provide additional usable space for research and instruction. **With minimal investment of funds and effort, it would seem that NCF could make the overgrown patio areas functional, renovate the much-needed storage shed that is in a dangerous state of disrepair, and make better use of the covered parking area that is currently used to store an out-of-service golf cart.** The college should repair and weatherproof the shed so it may be used more effectively for storage, which would then liberate space within Bon House that could, in turn, be used for student research or even another faculty office. Similarly, conversion of the gravel parking area could produce a space that is useful for research (e.g., the proposed student project with dogs) and instruction. More significant renovation might result in expansion of Bon House by enclosing and finishing this covered area. As for the patio area, a single student-and-faculty workday might provide the initial clean-up to make this area functional for psychology use—and, perhaps, further building rapport and cohesiveness within the unit—leaving the NCF grounds employees only the task of maintaining the area.

In addition to these facilities issues and recommendations, it appears that Dr. Cook and Dr. Casto were promised additional laboratory space (in the new science building, which we understand is now fully occupied) that has not been provided. **This should be corrected.**

Laboratory space in Pritzker and research resources at the Mote Lab facility are outstanding, providing unique and valued opportunities for faculty and students to study and to learn about animals. NCF is commended for supporting scholarship and teaching in these signature facilities.

Other Resources

Psychology is a laboratory science and must have research and instructional resources appropriate for laboratory sciences. Growth of the research program in psychology, biopsychology, and behavioral neuroscience can be instrumental in increasing funding to NCF. This funding pathway includes but is not limited to the most obvious route: helping faculty to attract direct and

indirect funds through extramural grants contracts. Moreover, the research profile of the faculty can help to attract and to retain outstanding students, thus increasing enrollment and decreasing attrition. Students who are involved in cutting-edge research are also more likely to succeed in gaining acceptance into graduate study and to develop research-related skills that increase the students' market value after graduation—both of which are key factors in Florida's current performance-based funding model. Further, impactful research accomplishments by faculty and students can be leveraged by the Development Office in solicitations for contributions by alumni and friends of NCF.

From our discussions with the psychology faculty and our review of their publications, it is clear that NCF's investments (e.g., through start-up funds and equipment for the most recent hires) are greatly appreciated and that they have yielded both scholarly and instructional returns, with more to come. Faculty members are, however, quite reasonably concerned about ongoing costs associated with (a) preventative maintenance of research equipment, (b) research supplies, (c) participant remuneration, and (d) data or sample analysis. **Such laboratory expenses should be budgeted** following whatever model is currently used for the natural and computational sciences.

We were informed that central support for research-related functions (e.g., grants and contracts, Institutional Review Board) is provided by hard-working, very helpful, but understaffed offices. **Growth of NCF's research portfolio will require investment into central support units.**

We were very favorably impressed with the library leadership team and with NCF's investment into continued access to scholarly databases (e.g., PsycINFO and Web of Science). **Clarity of communication about this transition from access through USF and continued coordination between the AOCs and the library staff is encouraged.**

There exists substantial confusion or uncertainty among the faculty and students alike about work-study opportunities at NCF for the psychology and biopsychology AOCs. Many schools provide departmental student assistants through the work-study program, which contributes considerable support for research, instruction, and administrative functions. **Psychology faculty should investigate the opportunities for increasing students' awareness of and access to work-study positions through this funding mechanism.**

Similarly, psychology faculty were not consistently clear about the NCF indirect rate, the basis on which it was established, or the model by which AOCs and investigators might use indirect cost recovery as a catalyst for additional research. **Psychology faculty should gain clarity on these policies, and should benefit from the indirect funds they generate. Additionally, as research-facility improvements are made, NCF should consider applying for increased Facilities and Administrative rate.**

Internal funding varies greatly across departments and colleges of comparable size. NCF is competing for retention of its AOC faculty with schools that routinely provide professional development funds (e.g., for conference travel for faculty members and students, for professional-association dues, for research or teaching supplies) annually. Internal-grant funding mechanisms are also common for psychology, biopsychology, neuroscience faculty at other institutions, frequently with an overt or implied commitment that such investments should leverage to applications for extramural support. In particular, **a small college like NCF should consider earmarking research funds for costs (e.g., advertising, incentives) associated with recruiting participants from the community or on an online platform like Mechanical Turk.** The instructional-release policy at NCF following successful pre-tenure review is similar or better than the practices in departments and colleges of comparable size.

General Comments

The overall impression afforded by our visit to NCF and by our review of the self-study materials is that the faculty are highly motivated, engaged in impressive scholarship as well as intensive instruction, collegial and supportive of one another, and committed to the college and its students. The dynamic curriculum, with its emphasis on mentorship, seminars, tutorials, undergraduate research, and narrative evaluations, is distinctive. It creates an unusually demanding chronic workload that competes for time and energy with the faculty's concurrent commitment to research productivity—a competition that is exacerbated for the faculty members who, by virtue of their excellence as educators and scholars, attract student advisees, mentees, and apprentices. To protect faculty members from their own willingness to be responsive, AOC- or Division-wide mechanisms should be developed for balancing the dynamic and student-driven aspects of instruction.

It is clear that students adore, respect and appreciate the AOC faculty members, and that the faculty members adore, are proud of, and are greatly invested in the students.

Faculty members are also keenly aware of the difficulties that NCF is facing. Financial woes, declining enrollment, and a rapidly changing educational landscape challenge faculty morale and cohesiveness. Changes in upper administration at NCF over the last few years appear to have provided hope and encouragement. For this and other reasons, as educational institutions adjust to a post-pandemic world, the time seems ideal for establishing the direction and re-committing the support needed for the psychology and biopsychology AOCs to continue to flourish.

Submitted by:

David Washburn

Professor of Psychology

Covenant College

Kathleen Galotti

Director of Cognitive Science

William H. Laird Professor of Cognitive Science

Carleton College

BASED ON THE SELF-STUDY AND THE EXTERNAL-REVIEW SITE VISIT, IDENTIFY GOALS YOU WOULD LIKE THE AOC TO ACCOMPLISH OVER THE NEXT 3-5 YEARS TO IMPROVE EFFECTIVENESS. PROPOSE HOW YOU WORK TO ACCOMPLISH EACH GOAL AND IDENTIFY THE RESOURCES YOU WOULD NEED.

Goals	Proposals	Required Resources
<p>Strengthen the curriculum by developing regular solutions to current and anticipated coverage issues.</p>	<p>The faculty should discuss whether to add additional structure on student choices within the AOC, to promote consistency in student experience and preparation while maintaining flexibility and options for progression toward graduation.</p>	<p>Given the number of courses already offered in the social / developmental / clinical areas and in the bio / neuro / cognitive areas, it seems unlikely that additional resources would be directly required for this proposal.</p>
	<p>Regularize the offering of courses on mental-health topics and the opportunities for students to receive mentoring from a faculty member with expertise in these topics, as is found in most other psychology programs.</p> <p>The faculty should discuss whether this person would also offer tutorials or supervise theses.</p>	<p>Create a regular-faculty, half-time, NTT position for a practicing clinical or counseling psychologist. To avoid problems of multiple relationships with students, it is not ideal for this instructor also to be a member of the college clinic.</p>
	<p>Recruit an additional faculty member with complementary research expertise in an applied, non-clinical area (e.g., I/O, community/organizational, human factors), ideally with quantitative skills and interest to address anticipated future needs in statistics instruction and mentoring.</p>	<p>One full-time tenure-track faculty line, with start-up funding for an established program of research in applied psychology that complements AOC strengths and fills needs.</p>
<p>Document and address actual workload and any inequities within and across AOCs</p>	<p>Formal means should be established for counting and compensating overloads in thesis supervision, tutorial offerings, and other aspects of workload.</p> <p>The faculty should discuss and develop new ways to document instructional, professional development and service workloads to as to determine whether they are equitable across faculty members within the AOC and across the division.</p>	<p>Workload-equity audit resources are available. These should be adopted for NCF faculty. These discussions and documentation activities will require time and effort, but can be made part of annual reporting practices.</p> <p>Compensation for progressive overloads either requires additional funding from the college, or requires AOC faculty members to reconceive</p>

		what they are willing or able to offer by way of instruction, service, or research
Build recognition and distinctiveness of the Psychology AOC.	The faculty should discuss the merits and competitive advantages of different CIP-code options, while maintaining the “Psychology” designation on campus.	No additional resources required.
	The Division Chair should resolve the confusing issue of multiple course offerings with the same name but within different AOCs.	No additional resources required.
Develop capacity for psychology to grow as a laboratory science	Ongoing and disruptive maintenance issues in laboratory areas must be corrected.	Correcting the chronic (and any new) maintenance issues in PMC should be prioritized, or alternate and acceptable space should be made available for psychology research and instruction.
	Modifications to Bon House (particularly the areas behind the facility) should make the storage shed, parking area, and patio functional for instruction, research, and storage.	Rather minimal resources required to clean and repair these areas and to make them usable. Long-term growth plans to expand Bon House might involve more significant investment of design, construction, and maintenance resources.
	All space commitments that were made to recent hires within the AOC should be honored.	If laboratory space is no longer available in the Science facility, suitable alternate space should be provided.
	Post and fill a regular staff position (e.g., technician, research tech) to relieve faculty of a myriad of time-consuming tasks ranging from supporting instructional and research technologies (e.g., computers, cameras, laboratory instruments) to administering the participant pool (see below)	AOC faculty has been funding a staff position from grant funds. Stabilizing this position requires a regular half-time budget line (state appropriations or indirect-cost recovery funds not tied to a specific psychology grant) at a competitive salary.
	The faculty should consider benefits for student training and for the research program of establishing a subject pool	Administration of a participant pool requires an investment into software (e.g., SONA)

<p>through a research-participation requirement.</p> <p>Whether required as part of student instruction or not, establishing a participant pool would greatly facilitate productivity for faculty and student researchers.</p>	<p>and personnel (e.g., regular budget for a psychology technician).</p> <p>Alternatively (or in conjunction with a NCF student subject pool), annual budgetary provision of participant-recruitment incentives from community or online (e.g., Mechanical Turk) sources would catalyze faculty and student research productivity.</p>
<p>Other regular laboratory expenses should be provided as lines in the regular budget, following the model currently used with the other (i.e., natural and computational) sciences.</p>	<p>Whether through state allocations or indirect-cost recovery models, funds for laboratory maintenance, supply, and analysis needs should be provided.</p>
<p>Investment into the central NCF research infrastructure (e.g., grants & contracts office, IRB) will be required for future growth.</p>	<p>Staff hiring will be needed to augment the existing personnel in these areas.</p>
<p>Faculty members should investigate and publicize opportunities for students to work within the AOC through work-study mechanisms.</p>	<p>No additional resources required.</p>

Appendix: Photographs of some of the lab-maintenance issues

Photos of roof leak and water-damaged exterior door in PMC laboratories:



Panoramic photo of Bon House storage shed, with standing water on right:



Photos of under-utilized areas behind Bon House in need of maintenance or development:



New Academic Degree Program Authorization Pre-Proposal Form

New Academic Program Pre-Proposal Process

New academic program pre-proposals are initiated and developed by the faculty members. Approval of the pre-proposal must be obtained from department chairs and college deans or equivalent administrators before submission for Academic Affairs level review and consideration for inclusion in the University's Annual Work Plan.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature, and submit the proposal via [CAVP Academic Coordinating Group webpage](#) for review by the Council of Academic Vice President's Academic Coordination Project Workgroup.

Institution	New College of Florida
Degree Program Title (e.g. M.A. in Biology)	B.A. in Economics
CIP Code	45.0603 (Econometrics and Quantitative Economics)
Proposed Delivery Mode (% online, if applicable)	In person
Enrollment Projections (Headcount): Year 1 and Year 5	Year 1: 10 Year 5: 20
Proposed Implementation Date (e.g. Fall 2017)	Fall 2022
Emphasis: (STEM, Health, Global, other)	STEM
Other Programs in the SUS (Including Enrollment and Degrees):	Only one other institution, USF, currently offers a bachelor's-level degree (a B.S.) with CIP code 45.0603; it was implemented in Fall 2021. UF offers a Ph.D. entitled Food and Resource Economics under this CIP code.

Program Summary: *(Briefly describe the proposed program)*

1. Briefly summarize the overall rationale for the new academic program and consider the following in your narrative:
 - Nature of the proposed curriculum, including areas of emphasis.
 - Ways in which the proposed program is distinct from others already offered in the SUS (use the 4-digit CIP as a guide).
 - How this program supports specific university and SUS missions.
 - Collaborative opportunities with other SUS institutions as appropriate (maximum length 250 words).

New College of Florida currently offers a B.A. area of concentration (AOC) in Economics under CIP code 24.0199 (Liberal Arts and Sciences, General Studies and Humanities, Other). We propose a change to CIP code 45.0603 to more accurately reflect our economics academic program and to better highlight and represent it to prospective students and their families, to employers, and to graduate institutions.

New College's current economics curriculum emphasizes economic analysis and modeling using mathematical tools and statistical inference. Required courses in microeconomics, macroeconomics, statistics, and mathematical economics develop skills in empirical analysis of economic data and theoretical modeling, and include instruction in price theory, cost/benefit analysis, optimization theory, and economic forecasting. NCF's Economics Academic Learning Compact specifies solid knowledge of analytical tools and competency in quantitative methods of analysis as expected educational outcomes. The current economics program thus aligns with the description of CIP code 45.0603.

Distinctive features of the NCF undergraduate degree include the requirement that every student complete at least three Independent Study Projects during January Interterms, and also prepare and orally defend a substantive thesis/capstone project during the final year. Students thus have significant opportunities to develop their independent research, analytical, quantitative, writing, and presentation skills.

NCF's Econometrics and Quantitative Economics B.A. program would qualify as a Program of Strategic Emphasis, in the STEM category under Economic Development. It would thus support the Florida Board of Governors 2025 System Strategic Plan and NCF's mission of graduating students well equipped to meet area, regional, state, and national workforce needs.

NCF graduates will be well prepared to pursue postbaccalaureate studies at other SUS institutions.

Student Demand: *(Describe the demand in the SUS for the proposed program)*

2. Briefly describe the student demand for the proposed program and consider the following in your narrative:
 - Explain why a student would be interested in this program.
 - Recognizing that programs at different levels may require different degrees of justification (e.g., greater duplication may be warranted at undergraduate and master’s degree levels), indicate why duplicative programs should be warranted.
 - Numbers of graduates and students enrolled in similar programs currently offered online or face-to-face. For assistance, see the Board of Governors interactive data source, <https://www.flbog.edu/resources/academic/resources-new-program-proposals/>.
 - As applicable: place-bound learners, underserved populations in the field/profession, and professional credentials requirements. (maximum length 250 words)

NCF offers over 40 undergraduate Areas of Concentration (AOCs). The existing Economics AOC has consistently ranked among the most popular—typically in the top five—comprising, for example, 4.9% of all 2020 graduates earning a bachelor’s degree, 6% of 2019 graduates, and 8% of 2018 graduates. Students have thus shown consistent interest in the Economics AOC, recognizing its value in addressing questions of wide practical relevance.

NCF students have the opportunity to pursue their academic interests in a variety of curricular formats. Whether in full-term courses, independent study projects (ISPs), tutorials, or the required thesis/capstone project, economics has been successful in attracting students from a diversity of backgrounds and with an impressive variety of career aspirations. Over the past five years, from the 2016-17 academic year to the 2020-21 academic year, full term enrollment in economics courses has ranged from 123-262; ISP enrollment from 20-39, and tutorial enrollment from 17-64. The number of students graduating with an Economics AOC has ranged from 7 to 16.

Academic Year	Full Term Enrollment	ISP Enrollment	Tutorial Enrollment	# of Graduates with Economics AOC
2016-17	262	36	40	7
2017-18	224	28	17	16
2018-19	235	39	64	15
2019-20	173	20	37	13
2020-21	123	23	33	12

Recent MOUs signed by NCF with State College of Florida, Hillsborough Community College, Florida SouthWestern State College, Lake Sumter State College, and Santa Fe College clarify curricular pathways and guarantee NCF admission to qualified students who wish to earn an AA degree and then transfer to NCF to complete a BA degree. Economics faculty have defined course pathways and completed training in transfer student support to prepare for increased numbers of transfer students.

This proposal is to reclassify our existing program to a new CIP code, thereby allaying concerns about duplication.

USF is the only SUS institution currently offering a bachelor's degree under CIP code 45.0603. Begun in Fall 2021, its fall headcount enrollment for bachelor's degree-seeking students was 17; it has not yet graduated any students.

Workforce and Economic Development Needs: *(Describe how the proposed program meets workforce and economic development needs)*

3. Briefly describe how the proposed program meets workforce and economic development needs and consider the following in your narrative:
- Impact of this program (local, state, national, and international).
 - Impact of research funding.
 - Changing of professional credential requirements. (maximum length 250 words)

Graduates of the NCF program in economics acquire skills that are highly valued by employers and graduate schools within Florida and elsewhere; an economics concentration prepares students for careers in government, non-profit organizations, public policy, business, journalism, law, and academia. Employers of 2021 graduates include Enterprise Florida, the Center for Economic and Policy Research, Johnson Controls, the US Army, FIS, Lightning Bolt Solutions, and WSLR Radio; one graduate is pursuing a Ph.D. in Public Policy at Georgia State University and another will begin a Ph.D. in Economics at University of Massachusetts, Amherst this fall.

Many NCF graduates over the past five years have pursued joint concentrations, combining, for example, an Economics AOC with another field such as Environmental Studies, International and Area Studies, Political Science, Applied Math, Finance, or Computer Science. These graduates have an even wider range of career options.

For occupations directly linked to CIP 45.0603 through the CIP-SOC Crosswalk, the outlook is bright for economics graduates, with a U.S. projected employment growth from 2020-2030 of 35% for statisticians, 31% for data scientists, 13% for economists, 9% for postsecondary economics teachers, 8% for social science research assistants, and 7% for managers (all other). Projected growth in Florida in these occupations ranges from 40% for statisticians to 12% for economists to 9% for postsecondary economics teachers.

The U.S. Department of Homeland Security has designated CIP code 45.0603 as a STEM field, and thus F-1 international students with this degree may apply for a 24-month extension of their post-completion optional practical training (OPT) (typically 12 months). Offering this degree program could help NCF attract international students.

SOC Standard Occupational Classification for CIP 45.0603

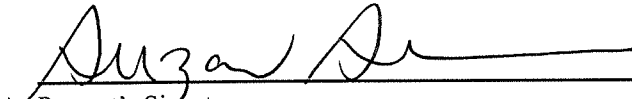
SOC		U.S. Hourly Median Wages (2020)	U.S./Florida Annual Median Wages (2020)	U.S. Projected Annual Job Openings (2020-2030)
11-9199	Managers, All Other	\$55.94	\$116,350/\$93,800	47,000
15-2041	Statisticians	\$44.36	\$92,270/\$72,640	5,000
15-2051	Data Scientists	\$47.23	\$98,230/\$85,540	7,100
19-3011	Economists	\$52.09	\$108,350/\$76,470	1,600

19-4061	Social Science Research Assistants	\$23.66	\$49,210/\$45,960	5,400
25-1063	Economics Teachers, Postsecondary	--	\$107,260/\$98,420	1,700

I support the exploration of this degree proposal.

Suzanne Sherman

Print Provost's Name


 Provost's Signature

February 15, 2022

Date

External Review Report
Economics Program
New College of Florida
Fall 2022

Dr. Vikram Kumar
Professor of Economics
Davidson College
November 21, 2022

Summary of Recommendations

Curriculum

1. Replace the two-semester Introductory Micro and Introductory Macro sequence with a one-semester Introductory Economics course.
2. Rename the Internship Capstone, for example, as the “Liberal Arts in Society” Capstone.
3. In the catalog description of the re-named Capstone option, clearly articulate the balance of rigor, intellectual depth and innovation expected from this experience. So that students consider all final project options to be equivalent, ensure that assessments of the Internship Capstone support these expectations.
4. Replace courses that regularly have very low enrollments (with few exceptions, such as Econometrics) with courses that have broader appeal. Consider accommodating low enrollment classes as group tutorials if feasible.

Staffing

5. Submit an application for a tenure-track line in the field of Public Economics to replace the sanctioned visiting position, with preference given to applicants who can contribute to one or more policy areas including but not limited to: environmental economics, labor economics, urban economics, health economics, economics of gender, economics of education, and poverty and inequality.
6. A fifth tenure-track position should be given serious consideration to restore the *status quo ante* Professor Paul’s departure once enrollment reverts to normal levels.
7. Ensure successful hiring and retention of highly qualified new faculty by making salary offers commensurate with the tight labor market for Economics PhDs.

Student Engagement

8. Sponsor extracurricular programming at a level feasible with the bandwidth of the faculty, such as “Conversations with Students.”
9. Review all elective course titles and course description language to ensure they not only accurately reflect the content but also appeal to students.
10. Take steps to foster a community of scholars by providing, for example, bulletin board space to display pictures of Economics students, highlight interesting elective classes, and display photographs from “Conversations.”

I. Introduction

On August 16, 2022, the New College of Florida (NCF) invited me to serve as external reviewer of its Economics program. I visited the campus on October 24 and 25, 2022 as part of the review.

My assessment is holistically based on my review of the program's quality and student learning, the efficacy of the Economics program's structure and processes in achieving its learning outcomes, its strengths and weaknesses, and the sufficiency of resource support provided to it. This assessment serves as a basis for suggested actions to increase the capacity of the program to better serve its goals in support of the mission of the New College of Florida.

In preparation for my visit, I was provided with an Economics Department templated self-study completed in fall 2022, and related supporting documents including the Economics Workload Overview for 2016-22, Economics AOC Assessments for 2015-17 and 2018-19, and the Student Learning Improvement Plan for 2018-21.

Prior to arriving on campus, I had an informal dinner meeting on October 23 with Professor Barbara Hicks, Social Sciences Chair, and Economics Professor Rick Coe. My formal schedule on campus included individual meetings with the Provost, Dr. Suzanne Sherman, Economics program faculty members Professors Tarron Khemraj and Sherry Yu, the Director of the Social Science Research Lab Dr. Duff Cooper, Director of the Quantitative Resource Center Dr. Travis Lee and Political Science Professor Frank Alcock. I had a very productive discussion with a small group of students, met with Economics program faculty members Professor Tracy Collins, Khemraj and Yu as a group, and concluded my site visit with an exit meeting with Professor Hicks.

II. Context and General Impressions

The Economics program at the New College of Florida is foundationally a very strong program that succeeds in fulfilling the learning objectives it has set for itself. These learning objectives, enumerated in the self-study, are consistent with those in mainstream Economics departments and programs including in my home school, Davidson College. The Economics faculty are highly accomplished, deeply committed to the educational mission, and very effective in advancing the interests of the students.

The New College of Florida itself is a small gem in the world of liberal arts that has recently faced headwinds of declining enrollments. The COVID-19 pandemic has posed challenges to institutions of higher learning across the country in direct proportion to their tuition-dependence, but I also understood there were idiosyncratic institutional reasons for enrollment pressures that have now begun to abate.

The Economics program was, not surprisingly, also subject to these larger trends. It appears to have suffered a disproportionate, hopefully temporary, reduction in students. Whereas the college-wide enrollment has fallen by 20% recently, the enrollment in Economics has decreased by 54% between 2016-2018 and 2020-2022 (see page 12). Assuming that Economics FTEs were similar and taking account of the context of the pandemic, I find this to be a cause for concern

but not an indication of a crisis. Despite falling enrollments, tutorial enrollments decreased by only about 2% and theses sponsored increased by about 28% over the same period. These data, of course, reflect existing cohorts progressing through the program. However, when the numbers are small to start with, then even small downside variations have very visible proportionate effects. There was optimism that the negative enrollment trends had been reversed in recent data, and awareness that it will take a couple of years for the impact of smaller incoming class sizes in the program to dissipate. The recent introduction of a joint Economics AOC is also expected to bolster the Economics program.

Yet, low recent enrollments that will have lingering effects is a point of stress to the program that requires laser-like focus on reexamining how the program can better serve the students. While there was some natural dispersion in perspectives and approaches amongst Economics faculty, a genuine desire to make appropriate changes was self-evident.

The recommendations below relate firstly to the curriculum, secondly to staffing, and thirdly to student engagement. In no sense should these suggestions convey any disappointment in the program. To the contrary, they reflect my excitement in assisting an impressive program in meeting the moment, thriving, and positioning itself to meet future challenges from a position of strength.

III. Curriculum

Two themes that emerged early and clearly in my conversation with a group of Economics students were (a) the paucity of elective courses, and (b) constraints in their ability to progress through the AOC at a good speed. They expressed a strong desire to have more upper-class course options, as well as for both Introductory Micro and Introductory Macro to be offered every semester. Excellent planning to stay on track for the AOC, while always recommended, was deemed a necessity.

While all small departments and programs naturally face these challenges, economics differs from other social sciences because the AOC is very structured. Not only are faculty resources absorbed in teaching core Introductory and Intermediate Micro and Macro courses, students also must take electives over a shorter timeframe. Therefore, the importance of including the broadest feasible set of electives in engaging student interest cannot be overstated. I found that Economics faculty stretch themselves to an admirable extent in offering an array of electives, but more can be done in this regard.

1. Replace the two-semester Introductory Micro and Introductory Macro sequence with a one-semester Introductory Economics course.

The Economics AOC should replace its two-semester Introductory Micro and Introductory Macro sequence with a one-semester Introductory Economics course. This is a significant curricular change that should be implemented with thoughtful deliberation, but should be made as soon as possible because several advantages flow from it:

- Firstly, room will be made for at least one more elective on a regular basis (which is significant in proportion to existing electives) since current teaching commitment for the Introductory sequence will be reduced. Conversely, two Introductory Economics sections can be offered each year if student demand eventually warrants.
- Secondly, students will have more freedom to take Intermediate Micro or Intermediate Macro the following semester, as well as to take electives earlier in the AOC for courses with an Introductory Economics prerequisite.
- Thirdly, beneficial effects of this change will flow to areas allied with Economics such as International Studies if they desire students with prior training in Economics.
- Fourthly, it is very possible this change will motivate *more* students to take Introductory Economics relative to the number taking the one-year sequence. Reducing the ‘price’ of Introductory Economics by 50% may well increase its demand! This course has the potential to become a general service course for the college to the extent that students curious and otherwise interested in Economics find that the two-course sequence is a high cost to pay for their investment.

This change will also impose some costs, challenging the faculty to be more selective in content and more efficient in instruction. With good course planning these costs can be mitigated. In my home institution Davidson College, Economics majors (and non-majors) have taken a one-semester Introductory course for decades without discernible disadvantage in their preparation or outcomes. I have shared with some Economics faculty a syllabus used at Davidson as an example of how such a course may be implemented. The merged one-semester course will be more challenging for students also, but I believe that NCF students will be very much up to the task – and even excited to take up this challenge.

Faculty teaching Intermediate Micro and Intermediate Macro will also need to make appropriate adjustments. I found in my group discussion with them that the Economics faculty were highly receptive to seriously considering proactive approaches to usher changes for the benefit of the Economics program, including a one-semester Introductory Economics course.

2. Rename the Internship Capstone, for example, as the “Liberal Arts in Society” Capstone.

3. In the catalog description of the re-named Capstone option, clearly articulate the balance of rigor, intellectual depth and innovation expected from this experience. So that students consider all final project options to be equivalent, ensure that assessments of the Internship Capstone support these expectations.

The Internship Capstone is a relatively new alternative to the Thesis final project, having been in place for two graduating classes. Its newness together with the disruptions caused by the COVID-19 pandemic make it difficult to meaningfully assess student experiences and outcomes (for small sample reasons), though it is assuring to read in the self-study that “numerous students have secured job offer[s] at the completion of the internship.”

The description of the program in the self-study shows that it is has been generally well structured. Some concern was expressed about the quality of internships and some dilution of the rigor of this final project option. Separately, worry was expressed (based on anecdotal accounts) that students taking the Internship Capstone option were being “talked down to” by other students who do not consider this option to be intellectually on par with Thesis projects.

Taken together, these concerns indicate the importance of perceptions in sustaining curricular innovations: if students are reticent to take up the Internship Capstone in response to peer narratives, then it will make this curricular innovation less impactful. Thus, this is a good moment to make adjustments to accurately reflect that the requirements of the Capstone option are meant to prepare students to apply high-order thinking to address complex issues, and to prepare them for leadership roles in which they will make ethical decisions that solve society’s pressing problems at the least cost.

The language of its description must better articulate the balance of rigor, intellectual depth, innovation, and standards of quality expected from this experience so that students consider all final project options to, in fact, be equivalent. Since the Internship Capstone alternative to Thesis projects speaks to the aspirations of a good subset of students, the following steps may address the problem at this incipient stage:

- Firstly, labels are important: the name “Internship Capstone” (which was commonly used) does not indicate any intellectual component in the project even though it may be experientially challenging, whereas “Thesis” is conventionally understood to denote an advanced and rigorous product of study. Therefore, **the Internship Capstone should be re-named**. To the best of my knowledge, Internship Capstone projects can span public and private institutions, for-profit and not-for-profit institutions, and domestic and international organizations; the catchment spectrum is very wide. Hence, relabeling it, for example, as the **“Liberal Arts in Society” Capstone** can widen the appeal of this final project option not only within Economics but across the NCF curriculum, and it can help gain the confidence even of students who do not opt for it.
- Secondly, **the course description of the Internship Capstone should be revised** to more clearly, and more deliberately, reflect the desired balance of intellectual and experiential components, though these are not always separable categories. Needed changes in emphasis, even at the proposal stage, to include a preliminary reading list of academic sources, and then a literature review as part of the final internship report should be considered. (For instance, for-profit-business-related proposals could explore contextualizing the internship in Schumpeterian approaches for an economic-historical-thought emphasis). If such is already standard practice, then it should be emphasized, highlighted, and clearly articulated in the course description. These adjustments will also address to an extent differences of opinion about a “classical” approach to the final project and its more contemporary conceptions.

4. Replace courses that regularly have very low enrollments (with few exceptions such as Econometrics) with courses that have broader appeal. Consider accommodating low enrollment classes as group tutorials if feasible.

If the department regularly offers courses that have very low enrollments, then rebalance the offerings. Such courses should be periodically reviewed by instructors with hard questions asked (and answered) about why the student uptake is low: Are the course content and pedagogy on the frontiers of knowledge? Do students find relevance in its content? Is the instructor sufficiently welcoming to the students in terms of giving them space to grow intellectually? Does the instructor provide sufficient encouragement to experiment with creative approaches to problems without undue fear of failure (however defined)?

I say this as a reminder – though none is needed for this distinguished faculty – that a growth mindset enjoins upon us the task of periodic self-reflection. A curriculum that appeals to students is one that excites their minds, challenges their abilities, and engages them in contemporary issues, so with few exceptions (such as Econometrics), regularly low-enrollment courses must be set aside to make room for others. Alternatively, faculty can consider accommodating low enrollment classes as group tutorials if feasible. Small programs cannot afford the luxury of low-enrollment courses unless they are essential for other reasons.

IV. Staffing

Given the recent departure of Professor Mark Paul, the imminent retirement of Professor Rick Coe will result in a 40% decline in the number of the tenured or tenure-track Economics faculty lines. Economists understand trade-offs well, and while institutional imperatives are many, offering an Economics AOC experience consistent with curricula of quality in the upper echelons of Liberal Arts colleges obliges NCF to offer a reasonable spectrum of courses on a stable basis.

5. Submit an application for a tenure-track line in the field of Public Economics to replace the sanctioned visiting position, with preference given to applicants who can contribute to one or more policy areas including but not limited to: environmental economics, labor economics, urban economics, health economics, economics of gender, economics of education, and poverty and inequality.

6. A fifth tenure-track position should be given serious consideration to restore the *status quo ante* Professor Paul's departure once enrollment reverts to normal levels.

The Provost has approved a visiting position starting in fall 2023. The intervening period should be used for further deliberation to **frame an application for a tenure-track line to replace the sanctioned visiting position**. In the fullness of time, once student subscription for the Economics AOC returns to normal levels, **a fifth tenure-track position should be given serious consideration to restore the *status quo ante* Professor Paul's departure.**

My various conversations revealed a strong desire to hire in the field of Public Finance/Public Sector Economics/Public Economics. I understood that this has been a popular field of study taught by Professor Coe and his departure will leave an important gap in the study of domestic policy. This field is also an important element of the Finance secondary field. Thus, the program

should **seek a candidate who specializes in Public Economics, with preference given to applicants who can meaningfully contribute to one or more policy areas** including but not limited to environmental economics, labor economics, urban economics, health economics, economics of gender, economics of education, and poverty and inequality, which are all fields of mainstream economics curricula. Courses in any of these additional areas address vital social issues that will attract student interest.

7. Ensure successful hiring and retention of highly qualified new faculty by making salary offers commensurate with the tight labor market for Economics PhDs.

Successful hiring and retention of accomplished new faculty requires a realistic acknowledgment that the Economics job market is highly competitive. Successful hires of Economics faculty of a quality commensurate with the aspirations of NCF would likely require higher [salaries](#) than in other social sciences and humanities. Economics job applicants typically have multiple career pathways outside academics. [As noted](#) by the American Economic Association, “Holders of the PhD often also choose research careers outside of academics, including roles at the Federal Reserve, international agencies, and government policy and evaluation departments as well as in private banks, investment houses, and other for-profit ventures.¹”

Therefore, **an appropriate level of budgetary support for the new hire will be critical.** It is important that hiring efforts be supported by realistic salary offers to attract faculty of high caliber who can uphold the fine reputation of the New College of Florida and serve its students’ expectations. Otherwise, a failed search may well result.

I also invite consideration of the fact that **salary equity objectives across disciplines, however worthy, will in the long run inevitably lead to inequities in students’ academic-quality experiences** (with Economics students at the lower end) if the quality of new hires becomes uneven across disciplines.

V. Student Engagement

As a social science discipline, Economics integrates with all aspects of study and is often central to broad policy discussions that transcend programs or departments. Taking part in those discussions makes economics exciting, and here there is scope to increase visibility of the Economics program in the broader intellectual life of the New College of Florida. Promoting a culture of engaging broadly with the campus community on policy issues makes the Liberal Arts richer for all students and awakens or reinforces in them a deeper understanding of the relevance of Economics in their lives.

Such engagement can increase the pipeline of students wanting to take Economics courses as a direct benefit, but it is also a *per se* important contribution to NCF’s mission of preparing “intellectually curious students for lives of great achievement.²” Engaging students who have

¹ [American Economic Association \(aeaweb.org\)](#). Retrieved November 15, 2022.

² [Mission & Values - New College of Florida \(ncf.edu\)](#). Retrieved November 18, 2022.

multiple interests and potential distractions is a delicate task and can be frustrating. All approaches will not be successful, so this should be a matter of ongoing conversations and experimentation.

8. Sponsor extracurricular programming at a level feasible with the bandwidth of the faculty, such as “Conversations with Students.”

An effective approach can be for the program faculty to **sponsor extracurricular programming at a level feasible with their bandwidth**. Events addressing contemporary issues of an interdisciplinary nature would interest concentrators as well as students who have not yet taken economics.

Each Economics faculty could, once a year, hold what one faculty member called **“Conversations with Students”** on topics of social interest, topics in the news, or those related to compelling economic events in the world. Inflation, development aspects of climate change, inequality and poverty in the context of economic growth, politics and budget priorities, and Gen Z and the changing labor market are a subset of potential topics that would be of compelling interest to a general student audience. The following “impact multipliers” can be helpful:

- Involve Economics students to do outreach, create posters and get the word out. These students could suggest the subject matter of the “Conversations” in consultation with relevant faculty to encourage greater buy-in which will increase their enthusiasm for the work. Students are the best ambassadors in reaching other students.
- Hold the “Conversations” close to the dorms, at a convenient hour in the evening.
- Provide financial support for ice-cream or snacks: food goes well with food for thought.

9. Review all elective course titles and course description language to ensure they not only accurately reflect the content but also appeal to students.

Course titles and descriptions make important first impressions on students. Economics faculty are urged to **review the titles and descriptions of all electives** to make sure that they not only accurately reflect their content, but also illustrate their relevance to human affairs and the social condition in a way that speaks to the priorities of today’s students.

10. Take small steps to foster a community of scholars by providing, for example, bulletin board space to display pictures of Economics students, highlight interesting elective classes, and display photographs from “Conversations.”

Faculty devote much time and attention to advance learning for Economics students. Students also benefit from being part of a visible community of scholars with a common goal of learning economics. **Fostering a community of scholars** is a good way to increase student engagement in Economics. It can involve simple initiatives like having a bulletin board to display

photographs of Economics students, or inviting small groups of students to assemble a one-pager weekly information sheet on an economic issue that can be displayed in dorms and other public spaces.

Alfred Marshall famously said that “Economics is a study of [persons] as they live and move and think in the ordinary business of life.³” The ordinary business of life is what young and inquiring minds strive to understand; empowering students to see Economics in this perspective is a worthy goal – and a successful pathway – for student engagement. And student engagement is integral to achieving the educational mission of the New College of Florida.

³ Marshall, A. (2013). The Substance of Economics. In: Principles of Economics. Palgrave Classics in Economics. Palgrave Macmillan, London. https://doi.org/10.1057/9781137375261_2

Responses to Questions for the External Reviewer in the Self-Study

Responses to questions from the Social Sciences Chair

1) After this year, the field will have two vacancies and no one doing public finance or policy. Assuming that, for the time being, we can only fill one of these lines and that we have to address the gap in these two fields, what options do you see for defining that line?

Please see recommendation 5 and the accompanying discussion.

2) We have a handful of options in the Division and College for Intro Stats or the first-level quantitative analysis course. A few overlap substantially and then have differences shaped by field. In your opinion, what does that first stats/quant course in Economics need to cover – topics that cannot be lost in any attempt to bundle these courses?

Concepts an undergraduate Statistics course for economics students should cover include the following topics:

Probability theory & distributions	Descriptive statistics [mean, median, std dev, variance, CV] Population parameters Chebyshev's rule Covariance, Correlation Probability; Conditional Probability Bayes' Theorem Discrete random variables Bernoulli, Binomial distribution Mathematics of Expectations Permutations, Combinations Continuous random variables Uniform, Poisson, Exponential distributions Normal distribution; reading normal distribution tables
Sampling distributions, estimation, and hypothesis testing	Sampling Sample statistics Sampling distribution Central limit theorem Confidence intervals for μ Using z & Student's t distributions Confidence intervals for π Sample size calculations Hypothesis testing concepts: tests on μ using z and t

Two-sample tests	Hypothesis tests on π Power Two-sample tests Independent samples, matched pairs Chi-squared tests of independence
Simple regression analysis	OLS estimation method Properties of OLS estimator; unbiasedness, efficiency Gauss-Markov theorem Coefficient interpretation Goodness of fit: R^2 , standard error of the model Inferences about β_1 ; prediction

The description for the Statistics for Economics and the Social Sciences Course in the document “**The Quantitative Skills Programs**” provided by Dr. Travis Lee during my visit with him broadly indicates many of these areas are covered.

Additionally, multiple regression analysis, use of dummy variables and violation of Gauss-Markov assumptions can be included in a Statistics course for Economics students. Discussion of experimental design and randomized controlled trials can serve as a bridge to the Econometrics course and is also useful for other social sciences. These topics are included in the statistics course offered by the Economics department at Davidson College.

Responses to questions from the Provost

1) It is impossible to draw conclusions about faculty workload and needs for faculty based on data from 2016-2018, considering the very different circumstances of NCF at that time compared to now (total college enrollment is down nearly 20%). How have course enrollments, numbers of tutorials, and numbers of graduates changed in AOCs supported by Economics since 2016-2018?

Data provided show that relative to the 2016-2018 averages, the following changes were recorded in the 2020-2022 averages:

	2016-2018 (average)	2020-2022 (average)	Percent change
Full Term Enrollment	243	111.5	-54.1%
Tutorial Enrollment	28.5	28	-1.8%
Theses Sponsored	9	11.5	+27.8%

Please see section II for discussion.

2) In recent years I have noticed some Economics classes with very low enrollment. Can fewer courses be offered while still meeting the needs of students with AOCs in the different pathways of Economics? Could other topics (currently taught as courses) be taught as tutorials with more tutorial options as part of the AOC curricula?

Please see recommendation 4 and accompanying discussion. Also see (3) below.

3) What is the total number of course requirements for an AOC in Economics and an AOC in Quantitative Economics? How does this number compare to the 7-10 courses required at the comparison institutions?

Per the information provided, the Economics AOC requires 11 courses and the Quantitative AOC requires 10 courses. The number of required courses in the NCF Economics program are not unusual. There are no “hidden” prerequisite courses that some schools may have. For instance, the Economics major at my home school Davidson College requires 10 Economics courses, but Calculus is a prerequisite for Intermediate Micro and Macro courses that is not counted in the 10-course major.

Certainly, conversations about the “right” number of required courses for the AOC are appropriate and should be ongoing. A recommendation in this regard is not provided because this decision involves a larger institutional understanding of what constitutes sufficient specialization in a discipline. There are both philosophical and practical issues that require the wider engagement of the institution. Therefore, a change in the required number of courses for the AOC are best considered by Economics in conjunction with all programs at NCF and not necessarily by it in isolation.

4) The internship capstone in Economics is an innovative and flexible option for students that can serve as a model for other AOCs. I would like to know more about the outcomes of these students post-New College. A comparison of these outcomes to those of students who produced a traditional thesis would also be useful, as we work, as a college, towards more flexible options for the senior thesis/project that will create more time for students in their final year to plan their next steps.

I understand that the Internship Capstone has affected two graduating classes. The sample size is very small, for a short time period affected as it has been with disruptions from the pandemic. There is not sufficient information available to draw meaningful inferences about the comparative effectiveness of the Capstone and Thesis options. However, please see recommendations 2 and 3 and the associated discussion regarding the Internship Capstone.

5) I reiterate the Chair’s first point about what to prioritize in filling one line in Economics in light of the recent resignation of Professor Paul and the retirement of Professor Coe after this year.

Please see recommendations 5 and 7 and the accompanying discussion.