
John K. LODEWIJKS

Dean (Undergraduate Program)

Professor of Economics

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MAJOR FIELDS

- Economic Growth and Development
- History and Methodology of Economics
- Macroeconomic Policy

QUALIFICATIONS

- Bachelor of Economics (First Class Honours), University of Sydney, May 1978
- Master of Arts, Duke University, September 1981
- Master of Economics, University of New England, April 1982
- Ph.D. in Economics, Duke University, May 1985

HONOURS, PROFESSIONAL RECOGNITION AND ADMINISTRATIVE EXPERIENCE

- Donald George Crew Memorial Prize, Arthur Oakes Memorial Prize and Commonwealth Bank Scholarship, 1976; Economic Graduates' Association Prize and Randolph G. Rouse Prize, 1977 - University of Sydney
- Offered Commonwealth Scholarship to England in 1979. Accepted Institute of International Education Special Assistantship to Duke University in 1979 and Fulbright Grant. Life Member Australian Fulbright Association.
- Awarded the 1983 prize by the American Association for Asian Studies (Southeast Conference), in its competition for best paper on Asia at an academic institution in the Southeastern United States.
- Omicron Delta Epsilon International Honour Society in Economics, April 1985
- Assistant to the Editor, *History of Political Economy*, 1980-1984
- Special Guest Privileges, Brookings Institution, Washington, DC, July 1 to August 31, 1983.
- Visiting Scholar, Duke University, Fall 1989, Fall 1992, Fall 1996
- Member of the Executive Committee, 1992-1995, Centre for Applied Economic Research, UNSW
- Consultant, National Centre for Development Studies, Australian National University, 1986.
- Consultant, AIDAB (AusAID), Economic Advice of Pacific Island Countries Period Contract, 1991-1993
- Member, DFAT Committee, Pacific Island Senior Visiting Fellowship Awards
- Member of the Reference Committee, International Social Development Graduate Program, School of Social Work, UNSW
- Member of the Executive Committee, Faculty of Commerce and Economics; Faculty Promotion Committees (Level C & D); Faculty Education Quality Committee; Convenor, School of Economics Honours Program, UNSW. Member of UNSW Qualifications Committee, Level C; Faculty Standing Committee; Faculty Teaching Portfolio Review Committee 2006
- Member, Organizing Committee and Scientific Program Committee, XIX Pacific Science Congress at UNSW, July 1999.
- Tertiary Sector Representative of the Committee of Chairs of Academic Boards/Senates of Universities in NSW and ACT, Board of Studies' Curriculum Committee (October 1998-2000). Academic Member, Economics Project Team, Board of Studies (June 1998); Examinations committee 2005-07; Member, Business and Economics Reference Group, ACARA, Australian Curriculum for Business and Economics (2011- 2013); Member of Board of Directors, Economics and Business Educators NSW (2012 -2014).
- Appointed in January 1998 as Judge for the North American History of Economics Society "Best Article" competition.

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- Appointed to Editorial Board, *International Journal of Applied Economics and Econometrics*, 2000. *International Journal of Development Issues*, Advisory Editorial Board, 2003. Appointed, Survey Editor, *Economic Record*, 2004-2010. International Advisory Board & then Executive Editor & Co-editor-in chief of the *Economic and Labour Relations Review*, May 2008 -.
 - Adjunct Staff, ATAX, Faculty of Law, UNSW 2003-2006
 - Head, Department of Economics (1 Feb. 1994 - 31 Dec. 1997), UNSW
 - Editor, *History of Economics Review* (1991-1999)
 - Director, Centre for South Pacific Studies (1993- mid-1999), UNSW
 - Appointed Professor and Head of School, School of Economics & Finance, UWS, April 2, 2007 for a five year term.
 - Awarded the Vice-Chancellor's Award for Teaching Excellence, UNSW, 2005 and the Carrick Citation for Outstanding Contributions to Student Learning, UWS, 2007.
 - At UWS, served as Acting-Dean of the College, Deputy Chair of Education, Assessment & Progression Committee, member of Senate, Dean's Advisory Committee, Research and Higher Degrees Committee, Promotion Committees and numerous other committees at School, College and University level.
 - Selected as Peer Reviewer, ERA 2012, Economics & Commerce.
 - Adjunct Professor, UNSW, Jan.1 2014 - Dec.31 2017.
 - Dean (Undergraduate), S P Jain School of Global Management, July 1, 2015 -
 - Ad Hoc Review Panel Member: Economics/Finance Department, University of Canterbury, NZ, 2014; University of Auckland 2015
 - Selection Panel Member, Premier's First State Super Financial Literacy Scholarship, 2014-

RESEARCH ACTIVITIES AND RESEARCH LEADERSHIP

My research has concentrated on the history and methodology of modern (post-1945) economics, development economics particularly with respect to economic policy in the South Pacific island economies, and macroeconomic policy. I have published articles in all the major international journals in the history of economic thought - *History of Political Economy*, *Journal of the History of Economic Thought*, *Research in the History of Economic Thought and Methodology*, *History of Economics Review*, *Journal of Economic Methodology* and *Journal of the History of Economic ideas*. The research efforts I have coordinated and contributed to on the Island economies had a clearly discernible influence on Australian government policy discussion of the South Pacific region.

The history of thought pieces are an attempt to bring historical perspective to modern economies, to highlight the historical antecedents of contemporary ideas and how the discipline has evolved. I examine contributions (e.g. macroeconomic models) or economists (Okun, Rostow, Weintraub) or debates (among macroeconomists or with anthropologists) and illuminate the issues

through historical enquiry. A further project examines the work of Australian economists through oral history. A recent paper was titled "The history of economics 'down-under': repulsing the barbarians at the gate" prepared for a 'festschrift' in honour of John King (15-16 April 2014 conference at Victoria University).

At UNSW in 1996 I organized the History of Economic Thought Society of Australia Annual Conference, with Peter Kriesler, and at UWS again organized it in 2008. I also organized the Science, Technology and Economic Progress National Forum for PhD students with Don Lamberton in 2008.

Most recently I contributed "The case for economics" in *The Australian*, July 08, 2013 and the posting of March 7th, 2014 'What price the history of economics?' in the *Economics Student Society of Australia* blog. This is the largest economics society of its kind in Australia, spanning across Melbourne and Monash universities: <http://economicstudents.com/2014/03/what-price-the-history-of-economics/>. Another posting on 'Resuscitating economics in the high schools' appeared on the 24th September 2014: <http://economicstudents.com/2014/09/resuscitating-economics-in-the-high-schools/>. Another posting from March 2, 2015 appears as: <http://economicstudents.com/2015/03/economics-an-elite-subject-soon-only-available-in-elite-universities/>. A paper on the state of economics in Australia was discussed in *The Australian* September 5th, 2014; *The Age* 15th December 2014; and in the LSE blog: <http://blogs.lse.ac.uk/politicsandpolicy/the-growth-of-elitism-in-the-uks-higher-education-system-the-case-of-economics/>. It is also mentioned in the April 2015 issue of The Royal Economic Society Newsletter. During 2014 at UNSW I have been involved with the *Economic and Labour Relations Review*, and am now co-Editor & Chief, for example, I co-edited the *Special Issue on Crisis and Austerity*, Vol.25 Issue 3 September.

Indicators of Research Recognition

1. My article on Okun published in the *Journal of Economic Surveys* was specifically mentioned in the "Inside the Profession" section of the *Journal of Economic Perspectives* (Winter 1990 p.191). This section of the journal highlights particularly interesting contributions for members of the American Economic Association.
2. My article with Neil de Marchi was used as the basis for Professor Don Walker's 1988 Presidential Address to the American History of Economics Society Conference.
3. Invited and funded to give a paper at an international conference organized by the Pew Charitable Trusts Program for Integrating Economics and National Security (August 1990). Invited and funded to give a paper at the COPEC X111 Conference, Northeastern University (January 1994).
4. Author of "Current and Emerging Policy Issues in the South Pacific" pp.14-27 in CAER publication: *South Pacific Economies*, prepared for an Asian Development Bank Workshop, Manila, February 1989. Co-author of "South Pacific Developing Member Countries" presented at the Fourth Asian Economic Outlook Conference, Asian Development Bank, Manila, 28-31 October 1991.
5. Invited to write the Economics chapter for the Academy of the Social Sciences of Australia Project on Postgraduate Training in the Social Sciences (1999-2001).

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6. Asked to contribute an editorial for the North American History of Economics Society List entitled "Societies, Journals and Research in the History of Economics" (appeared on Nov. 23, 1997).

I have published over 100 journal articles and book chapters.

UWS Register Triennium Data (2003-2013)

Triennium	Publications
2011-2013	6.67
2010-2012	7.83
2009-2011	10.0
2008 - 2010	8.50
2007 - 2009	14.50
2006 - 2008	12.00
2005 - 2007	14.00
2004 - 2006	9.00
2003 - 2005	9.50

Research Leadership

Research leadership is demonstrated through the editing of a professional journal and the transformation of a research centre. These activities involved a major personal commitment and exhibited considerable entrepreneurial drive.

EDITOR, HISTORY OF ECONOMICS REVIEW

At the Sixth Biennial Conference of the Australian History of Economic Thought Society (July 1991) I was elected editor of the Society's official publication, then called the *HETSA Bulletin*. As editor I attempted to raise the status of the journal in the profession. I transformed this publication into a fully-refereed international journal, titled the *History of Economics Review*. Two issues of about 150 pages of articles and book reviews were published each year.

The new journal was enthusiastically received by members and attracted submissions from leading historians of thought with subscribers from 15 countries. It has even found its way into the Harvard College Library. Articles have appeared from eminent scholars in the field such as Robert Dimand, Warren Samuels, Robert Skidelsky, Craufurd Goodwin, Vincent Tarascio, Geoffrey Harcourt, John Creedy, Terence Hutchison, Philip Mirowski and others. The image and appearance of the journal has been further enhanced and in January 1995 it was accepted for indexing in the *Journal of Economic Literature*.

The Society's Accumulated Funds have doubled and membership has more than doubled, with overseas membership increasing significantly, during my editorship. At the Seventh Biennial Conference (July 1993) the Chief Executive Officer of the Society in his Report to members noted that this was "largely a consequence of the upgrading in quality of the Society's journal".

UNSOLICITED COMMENTS

A number of respected economists have written to me about the success of the Journal. A list of some of these comments follow:

- "Congratulations on a splendid HER! She is just what we wanted. You have really made a great leap forward for HET in Australia. Looking forward to future issues".

Associate Professor John Pullen, Former editor of HETSA Bulletin, undated (October 1991?)

- "Just a note to say what an excellent issue of HER the summer 1991 is. My congratulations to you and the contributors".

Professor Geoff Harcourt, University of Cambridge, 28 November, 1991

- "Congratulations on the first issue of HER - I haven't read every word, but have enjoyed that which I have read."

Professor A.W Coats, University of Nottingham, 11 November 1991

- "It is impossible to contemplate a pleasanter, simpler, or quicker contact with a journal than you have provided me."

Professor Mary Ann Dimand, Yale University, 6 Feb. 1993

- "Thanks also for the latest issue of your journal. It gets better and better. All the Aussies should be proud of what you are achieving".

Professor Craufurd Goodwin, Editor, History of Political Economy, June 29, 1993

- "Let me congratulate you on the quality of the journal printing, as well as the content of volumes 20 and 21. The number of interesting articles vastly exceeds HOPE."

Dr. Michael Emmett Brady, 21st September, 1994

- "On my return from overseas I found the Winter 1994 issue of HER waiting for me and should like to congratulate you on its handsome appearance and rich content."

Professor H.W. Arndt, ANU, 25th September, 1994

- "HER is a very interesting journal".

Professor David Laidler, University of Western Ontario, July 25, 1994

- "Ray Petridis and myself have agreed that you have done an excellent job with HER - the winter edition was first class."

Dr Robert Leeson, Murdoch University, October 3, 1994

- "Just a brief note to congratulate you on the latest issue of HER! Splendid contents and also a magnificent new format and cover design. We should make the JEL soon."

Professor Peter Groenewegen, University of Sydney, October 11, 1994

- "The journal is getting more and more praise abroad and it is terrific it is now JEL listed. Congratulations again"

Professor Peter Groenewegen, University of Sydney, 2 March 1995

DIRECTOR, CENTRE FOR SOUTH PACIFIC STUDIES

I was appointed Acting Director of this UNSW Centre in January 1993 and subsequently appointed Director on May 4, 1993, under unusual circumstances. I inherited a Centre with a number of major problems which had seriously undermined its effectiveness, including an accumulated a debt of \$15,000. My mission was to create a financially viable Centre and restore its standing in the University community.

I was able to raise more than \$250,000 for Centre activities. In December 1993 we were provided with funding of \$120,000 from the Pacific Economic Policy Section of AIDAB. Private funding of a further \$125,000 arrived in June 1994. A letter from Tony Wicken (June 17, 1994) acknowledged "this tremendous contribution to the University of New South Wales". Another \$10,000 or so soon arrived from private sources. The outstanding debit balances in the Centre's accounts were paid off in January 1994. A \$125,000 interest bearing capital account was established, with only the interest being used for Centre activities, to maintain the financial viability of the Centre over time. The UNSW Centre Review Report noted that "The Committee was impressed by what Dr Lodewijks has been able to achieve since he became Acting Director and now Director of the Centre. Having inherited a deficit of \$15,000, he has energetically and successfully pursued substantial funding for the Centre and has continued the Centre's publication program more or less single-handedly".

During my term as Director the success of the Centre can be gauged from number of different pieces of "evidence":

1. Two books and 15 Pacific Studies monographs have been published. Forty-six issues of the *Newsletter* have been produced (around 32 pages each). The Newsletter is distributed to 4000 subscribers, half the subscribers are located overseas in 70 countries. More than half of the overseas mailings go to the South Pacific Islands. It is sent to all government departments concerned with the South Pacific, all South Pacific leaders, along with their educational and cultural institutions.
2. In September 1994 the Centre purchased the Ideas Centre Resource Library (books, journals, videos and audio stock, reference material, database and 2 PCs with software and all current journal subscriptions). This provides the material for the Global Education Resource Room operated by the School of Social Work and officially opened in February 1994 by UNSW Pro-Vice-Chancellor, Jane Morrison.
3. The Centre has held more than 150 research seminars with local and overseas speakers. These have been well-publicized and have attracted speakers of considerable prominence in the region, for example, Dr. Subramani, Pro-Vice-Chancellor, University of the South Pacific; Sir Colin Allan, Former Governor of Solomon Islands; Mr. Singh, Consul-General of Fiji; Mr. Paul Songo, High Commissioner for PNG and Bishop Finau, Bishop of Tonga.
4. The Pacific Islands Distinguished Speaker Series was established. The Minister for Development Cooperation and Pacific Island Affairs, the Hon Gordon Bilney, gave the Inaugural Address in October 1994 at UNSW. This address was published by the Centre and has become a very influential policy statement and widely quoted.
5. As Director I was asked to chair a session at a Department of Foreign Affairs and Trade colloquium designed to review Australia's South Pacific

Policy ("Australia's Pacific Way Ahead Program" in conjunction with Griffith University, March 1994). The Centre has Observer Status at the South Pacific Commission meetings and is acknowledged in the Joint Committee on Foreign Affairs, Defence and Trade Report on *Australia's Relations with the South Pacific*.

6. The Centre was given a two page "Institutional Spotlight" in the Pacific Science Association Information Bulletin, Vol.46 No.1/2 April/June 1994.
7. Government funding of \$60,000 per year until the end of the century was provided for Pacific Island Senior Visiting Fellowship Awards. I was asked to be a member of the committee to allocate funding for this program. There are only two other members of the committee - The Director of the Research School of Pacific and Asian Studies, Australian National University and a DFAT senior official. John Connell, a Centre Associate, later took over my position on this Committee.
8. The Director receives frequent visitors from government and academic bodies interested in the South Pacific and DFAT routinely sends all its South Pacific visitors and diplomats to visit the Centre.
9. The July 1994 issue of the ANU's *Development Bulletin* contained a 150 page special issue on "Managing Resources in the South Pacific". My article therein was explicitly quoted by the editors in their introduction. Gordon Bilney distributed copies of the *Bulletin* at the South Pacific Forum, then meeting in Brisbane. AIDAB has sent additional copies to all DFAT and AIDAB officers in the region.
10. As a spin-off effect from expertise on the Pacific Islands, considerable income in terms of consultancies has come to UNSW. To give one example, in 1991 I put together a team of consultants and wrote up the proposal for a Unisearch consulting bid with the Australian International Development Assistance Bureau for a three year contract on the Economies of the South Pacific. Only 4 out of 106 submissions were accepted, with our bid on top. (For more information see Focus, "Unisearch Large Projects Section", January 31, 1992). AIDAB officials calculate it has brought in more than \$250,000 for Unisearch.
11. In 1997 the Centre was instrumental in bringing the Hallstrom Collection to the University Library. This collection has been valued at \$309,544. Items in the collection relate to Australia, the Pacific and South-East Asia and cover a range of disciplines including history, anthropology, law and psychology. For an outlay of around \$7500 of the Centre's own funds this collection will be of significant research value. The Centre also acquired the Howlett Collection in early 1996.
12. In 1996 the Hon. Alexander Downer, Minister for Foreign Affairs, gave the Pacific Islands Distinguished Lecture. All the members of the Simons committee to review Australia's overseas aid program attended the Lecture.
13. From 1995-1999 the Centre has attracted external grants of \$US 495,000 from the Sasakawa Pacific Island Nations Fund. Almost all the praise for this goes to Centre Associate, Grant McCall, but the operation of the Centre facilitated the process.

During my time as Director the Centre achieved considerable success. AusAID has clearly recognized the Centre's role in disseminating information and research about the South Pacific.

TEACHING AND LEARNING PROFILE

Teaching Philosophy

My basic approach evolves around: Enthusiasm, Relevance, Caring and Encouragement. Enthusiasm is infectious, students must be persuaded that the material presented is important and has meaning, that the lecturer cares about their progress and wants them to participate in the learning process. My approach to teaching is profiled in *Uniken* (April 2006, Issue 32 p.10). *A long-term commitment to excellence in teaching is demonstrated by way of a variety of educational indicators:*

Teaching Experience and Student Responses

- University of Sydney - Part-Time Tutor, 1977, The Australian Economy; Visiting Lecturer, post-graduate courses: Development and Trade; Macroeconomics, 1998-2002, 2004; Macroeconomic Theory, Summer 2015.
- Australian Catholic University, 2014, Economic Policy Analysis, The Global Economy, Development Economics
- University of New England - Teaching Fellow, 1978-1979, Micro and Macro Principles
- Duke University - 1979-1983 - Teaching Assistant, Head TA and Instructor Micro Principles, Macro Principles, History of Economic Thought, Economic Science and Economic Policy.

Duke University Teaching Evaluations: I tutored or lectured 14 classes at Duke with student numbers ranging from 11 to 51. The student evaluations could range from from 1 (Bad) to 5 (Excellent). My mean evaluation was 4.42, with a range from 3.97 to 4.82. I twice received the Chairman of the Department's Outstanding Lecturing Commendation.

- Wake Forest University -1984-1985 - Visiting Instructor Micro Principles, Macro Principles, Economists and the Policy Process, After Keynes.
- Macquarie University, lectured in the AIDAB-sponsored Environmental Economics and Policy course run by the Graduate School of the Environment, October 11-12, 1993. Student response, independently evaluated by the Macquarie University Centre for Higher Education and Professional Development, showed an overall teaching evaluation mean of 5.8 (scale: 1 = very poor, 7 = excellent).
- University of N.S.W. - 1985 to March 2007. On 12 August, 1985 started three year fixed term contract; converted to tenurable 3 year Contact Lecturer on March 2 1987; Tenure 1 June 1989; Promotion to Senior Lecturer 1 July 1989; Head of Department from 1 February 1994- Dec 31,1997; promotion to Associate Professor (Jan 1. 1996).

Adjunct Staff, ATAX, Faculty of Law, 2003-2006: Microeconomics and the Australian Tax System, Macroeconomics, Government and the Economy, Research Methods in Taxation.

Courses taught in UNSW School of Economics: Micro1, Macro1, Micro Principles, Macro Principles, Micro 2, Applied Microeconomics, Growth, Technology and Structural Change, Developing Economies and World Trade, Economic Development in ASEAN Countries, Economics of Developing Countries & Development Economics A, Economic Methodology, Topics in Economic Development, Macroeconomic Policy, Asian Development Studies B, Economic Philosophers, Economies in Transition, Business Economics, Global Interdependence, Economic Reasoning, International Economics, Business & Government, Business Economics

At U.N.S.W. I have been lecturer-in-charge of subjects ranging from small postgraduate seminars to the large (1000+ students) Introductory Macroeconomic class. The summary evaluations for my Lecturing indicate favourable student responses 10 to 20 percentage points above the norm response (covering all those lecturers who are evaluated in similar subjects.

Below are evaluations that place my teaching consistently in the 80-90% decile ranking among my peers at UNSW. I achieved the following student responses to the question: *How would you rate this teacher's overall effectiveness as a University teacher* (out of 5):

1996: Economic Philosophers - 4.4, Macro I - 4.6, ASEAN Economies - 4.3, Micro Principles - 4.0;

1997: Macro I - 4.3, Growth, Technology and Structural Change - 4.3, Economic Philosophers - 4.0, Asean Economies - 3.8; Developing Economies & World Trade - 4.3, P/G DE & WT - 4.5

1998: Micro Principles - 4.5; Economies in Transition – 4.6; Economic Philosophers – 4.2; Macro Principles – 4.4; P/G DE & WT – 4.4; Developing Economies and World Trade – 4.1.

1999: Micro I – 4.4 (90th percentile); Macro I – 4.2 (70th percentile, N=51), Macro I – 4.5 (90th percentile)

2000: Micro I – 4.4 (80th percentile, N=175); Micro I – 4.1 (70th decile, N=92), Macro I – 4.4 (80th percentile, N=132); Macro I – 4.4 (80th percentile, N=129), Economic Philosophers – 4.4 (80th percentile); Business Economics – 4.4 (80th percentile)

2001: Macro I - 4.4 (80th percentile, N=119); 4.3 (80th percentile, N=125)

2002: Macro I - N= 157 Mean = 4.6 Decile = 100; N= 148 Mean = 4.5 Decile = 90; N = 115 Mean = 4.7 Decile = 100

2003: Economic Reasoning – 4.5 (70th Decile); International Economics – 4.6 (80th Decile)

2004: Growth, Technology & Structural Change – 4.7 (90th Decile); Economic Reasoning 4.7, Development Economics 4.6

CATEI Results (scale of 1-4)

2005: International Economics - 3.3; Growth, Technology & Structural Change – 3.4; Business Economics – 3.5; Development Economics 3.5.

2006: Microeconomics I – 3.5 (N=102) and 3.7 (N=170).

Course Evaluation: covering 4 lecturers, with 74 tutorials and 20 different tutors.

Number of students enrolled: 1515

Number of Evaluations completed: 669

<i>% of students who indicated satisfaction with the overall quality of the course*</i>	<i>% of students who indicated they were not satisfied with the overall quality of the course*</i>
87%	9.3%

At UWS I taught Introductory Economics in 2007 and Principles of Economics over 2008-2013. The Principles of Economics subject, that I coordinated every session over this period, is a compulsory component of the Bachelor of Business and Commerce degree and ranges from between 1000-2000 students every semester. It is the largest unit that the School of Economics and Finance offers accounting for about a third of the undergraduate enrolment. Over this period it was the most popular first year subject, in terms of student feedback, among all the large core first year units offered in the College.

INDICATORS OF INVOLVEMENT IN ECONOMICS EDUCATION

1. As Head of Department (1994-97) at UNSW I extensively **restructured the teaching program**. A new program in Business Economics was developed, ten new courses were introduced and I supervised a shift into small-stream teaching in first year classes. In addition we substantially revised the structure of our Honours program and the sequencing of our microeconomic and macroeconomic core subjects. This was probably the most extensive review of our offerings ever undertaken.
2. **Teaching Grant:** I was the originator of a proposal for a 1995 UNSW Development Grant. Of the 58 applications only 23 were successful and I obtained \$60,000 for the development of teaching materials for the introduction of a case study approach to teaching new economics subjects. The effects of this funding initiative are still seen in teaching of courses such as Globalisation, Economics of the Corporation, Economics of Information & Technology, and Business & Government.

I have reflected on the experience outlined in (1) and (2) in two articles:

- "Creating a Conducive Learning Environment: Economics at UNSW", (with Watson, J and Madigan, C) in O'Sullivan, G and Flowers, F (eds.) *Teaching First Year Economics at Australian Universities*, University of Canberra, ACT, 1995, 37-58.

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- "Small is Beautiful: Economics as if Students Mattered" in L. Hewson & S. Toohey (ed.) *The Changing University*, PDC: University of NSW, 1996 pp.228-243

These articles examine an experiment we conducted in the teaching of first year students where we moved from large group teaching (2 lectures a week repeated twice each day to audiences that sometimes exceeded 850) to small-group teaching (26 sections of around 42 students each). Of the 800 students surveyed, 73 per cent found the small group system more effective. The UNSW 'small-group' approach was widely discussed in the economics education circuit at the time. These issues were extensively debated and explored in response to a paper I presented at the 'Workshop on the Economics Major' sponsored by the ANU in February 1996. A second aspect of these papers was that it documented the attempt to change the teaching philosophy in economics towards a case-study approach examining specific issues of direct relevance to other disciplines in the Faculty. The aim was to enrich the learning experiences of students by highlighting the practical application of economic principles through relating the material to specific firms, government instrumentalities and significant policy issues.

3. Peer feedback and recognition is a vital ingredient in achieving effective learning outcomes. When you feel your teaching contributions are not being appreciated it is heartening to receive positive feedback like the following from Professor Ross Milbourne, Head of School, 24 February, 1992, who wrote that: "I am writing to congratulate you on your teaching performance in Second Session 1991 ... on my evaluation, your lecturing in both an absolute and relative sense is exceptional, based upon those evaluations. I want to congratulate you for this achievement and show my appreciation for your efforts".
4. Mentoring of students, colleagues and tutors are essential if an appreciation of quality teaching is to gain momentum. For example, in 1991 I was lecturer in charge of first year macroeconomics and my tutor-in-charge was Judy Cowie. We tried a number of different approaches to course coordination and learning strategies and collaborated on an article detailing our experiences:
 - "Administering to Improve Teaching in a Large Scale Economics Subject" published in the Higher Education Research and Development Society of Australia News Vol.14 No.2 July 1992 pp.6-8

Judy has since quickly built up a reputation for innovative teaching and is the founder of the "The Adelaide Method" of teaching economics. I was one of her referees when she received a 1995 CAUT National Teaching Fellowship. I was interviewed on the 'Adelaide Method' in the teaching section of *LUMEN*, The University of Adelaide Magazine, Spring 1994 pp.15-17.

5. The internationalization of educational opportunities is a valuable experience. Study Abroad students actively enrol in my classes. On a personal note I initiated contact between the Foreign Academic Programs office at Duke University, USA and the Study Abroad Office at UNSW and was able to facilitate a "Duke in Australia" summer program at UNSW. It was a 6 week program, 2 subjects offered, one taught by me and the other by a distinguished Duke faculty member. It was first offered during the 1994

June-July between sessions break. Duke students continue to find UNSW a hospitable learning environment.

6. I have been very actively involved with teaching economics in the High Schools. I started in 1990 presenting papers at various HSC forums organized by the Economics and Commercial Teachers Association of NSW, AIESEC and other HSC forums and this led to publishing articles of use to senior students in various high school education journals:
- "Patterns of Economic Development: 1970-1995" *Economics* Vol.31 No.4 Dec. 1995 pp.23-26
 - "The Asia-Pacific Region and Economies in Transition" *Ecodate* Vol.12. No.2 May 1998 pp.4-8
 - "Evolution of Economic Ideas" *Economics* Vol.35 No.2 1999 pp.40-43
 - "Aspects of the Asian Crisis" *Economics* Vol.36 No.2 2000 pp.11-14
 - "Australia's Macroeconomic Objectives in the Short and Medium Term" *Ecodate* Vol. 16 No.2 May 2002 pp.1-4
 - "Is Australia immune to global financial instability?" (with M. Monadjemi) *The Economic and Business Educators Journal*, Vol.39 No.3 December 2003 pp.8-17

This led to work with the NSW Board of Studies, first as the Academic Member, Economics Project Team, Board of Studies (June 1998) and then as the Tertiary Sector Representative of the Committee of Chairs of Academic Boards/Senates of Universities in NSW and ACT, Board of Studies' Curriculum Committee (October 1998-2000). This curriculum committee rewrote the economics and business studies syllabus that is now in place and my contribution was substantial, particularly in the assessment procedures for Business Studies and the international focus of the Economics syllabus. A range of assessment procedures can be used to elicit positive learning outcomes, particularly in the development of critical thinking and deep approaches to learning tasks.

My experiences are outlined in

- "Teaching High School Economics" in T. Bryant et al (eds.) Proceedings of the 6th Annual Teaching Economics Conference 1999 pp.187-99 (Abridged version in *Economics* Vol.35 No.1 1999 pp.23-31).
7. **Recognition of Innovative Course Design:** The Report of the Academic Standards Panel (Economics) of the Australian Vice-Chancellors' Committee (April 1991) made very favourable comments on the Economic Methodology course that I designed in 1985 and taught from 1986-1988, and 1990. The Methodology subject was "judged to be challenging and exciting" (p.6) and non-traditional in that it was explicitly looking at the history and philosophy of economics and the discipline's interaction with other sciences. It was the 'breadth' to complement the 'depth' of most other offerings.

Professor Edward Tower has published an international collection of "Economics Reading Lists, Course Outlines, Exams, Puzzles and Problems". He writes in a letter (February 8, 1995) that: "We are interested in economics education from the principles course and the freshman

seminar to Ph.D exams and in teaching techniques as well as the course material. We are eager to publish descriptions of innovative courses both at the core and the interdisciplinary fringes of economics. The response of the profession worldwide has been gratifying, with our collections reaching teachers in more than 74 countries". To take at random the Microeconomics volume, it includes material from academics from Yale, UCLA, Chicago, Columbia, Minnesota, Michigan, Princeton and Wisconsin. My economic methodology course outline and final exams were published in the 1990 volumes. Two of my development courses are published in the 1995 volumes.

- "Economic Methodology" in E. Tower (ed.) *History of Economic Thought*. Durham, Eno River Press, 1990. Vol. 24 pp.154-171
- "Developing Economies and World Trade", in Edward Tower (ed.) *Development Economics I*, Eno River Press, 15, 1995, 184-196.
- "Economic Development in ASEAN Countries", in Edward Tower (ed.) *Development Economics II*, Eno River Press, 16, 1995, 72-85.

At the time there were only two or three other contributions from Australians in these volumes.

8. **Participation in Teaching Conferences:** I attended the Inaugural Teaching First Year Economics Conference at the University of Newcastle in July 1993. In 1994 I teamed up with an Associate Lecturer and a Lecturer to present a paper at the second Teaching First Year Economics Conference at the University of Canberra, September 1994. I have since attended many of these conferences and the several publications have resulted, including:

- "A Decade of Honours" (with G. Fishburn) in *Proceedings*, Seventh Annual Teaching Economics Conference, University of Western Australia and Edith Cowan University, 2000 pp.35-46 (This was an analysis of the School of Economics Honours Program over a ten year period).
- (with Satya Paul) "Alternative Structures and Teaching Modes for a Multi-Campus University" *Economic Analysis and Policy*, Vol.33 No.1 March 2003 pp 136-143.

This paper was initially presented at the Ninth Annual Teaching Economics Conference "Economics in the Classroom and Beyond: Challenges and Opportunities" at the University of Queensland, July 2002.

(with Glenn Otto) "Innovative Responses to Learning Constraints", Economics Education Conference, University of South Australia, 13-16 July 2004. Published in *Australasian Journal of Economics Education*, (2) March 2005

Here we examined instruction in large-group introductory economics courses. In an era of increased fiscal stringency, where teaching resources are limited both in quantity and quality, we explored innovative approaches that may relax some of these constraints and facilitate improved learning outcomes. Information technology is often seen as a mechanism to facilitate instruction and to substitute for other scarce teaching resources. The Peer Assisted Support Scheme is another innovative way to assist student learning. We evaluated the effectiveness of these support mechanisms

available to students. We rigorously examined the possibility of sample selection bias which no other study had at the time investigated.

At UWS I hosted the 2008 ATEC Conference.

9. Obtained a \$15,000 grant from the Education Quality Committee at UNSW to introduce a Peer Assistance Support Scheme for first year students. This scheme was introduced in 1996 and has now spread to other Schools in the Faculty. It has become one of the Faculty's key teaching strategies. I regard this as my major contribution to the faculty's teaching effort.

My interest in PASS increased after attending a supplemental instruction/PASS workshop at the University of Queensland in July 1995. Dr Deanna Martin of the University of Missouri - Kansas City was the keynote speaker and she had developed the PASS program in 1973. PASS identifies high-risk courses instead of high-risk students. Participation in the program is voluntary and PASS leaders, usually those that have just successfully navigated the course, conduct regular review sessions where how-to-learn is just as important as what-to-learn. This is all part of active learning. I came away from the Workshop enthused and excited about the possibilities of introducing PASS at UNSW. Since I was an active member of the Faculty Education Quality Committee - I was part of a team that developed the Faculty's *Information Literacy Workbooks* – I thought I was in an excellent position to implement this innovative approach. I was awestruck by the resistance to this learning device, even from the very committee that was supposed to lead the Faculty in these areas. After heated debates, and the intervention of the Dean, finally a modest amount of funding was made available. The PASS scheme was trialed in a Quantitative Methods subject in session 1, 1996. The trial was a significant success and PASS was soon extended to other Departments and Schools in the Faculty and became one of the faculty's key learning support schemes. The PASS scheme's effectiveness is a very pleasing outcome because it directly helps students. I should also acknowledge Judith Watson's dedicated help in getting PASS operational at UNSW.

My involvement with PASS has continued at UWS as that program was piloted and has grown enormously in size and impact.

10. I was invited to write the Economics chapter for the Academy of the Social Sciences of Australia Project on *Postgraduate Training in the Social Sciences* (1999-2001). My report was published as

- "The Doctoring of Economics" in Simon Marginson (ed.) *Investment in Social Capital*, Academy of the Social Sciences of Australia, University of Queensland Press, Chapter 3, 2002 pp.73-89.

After a statistical overview, this article examined some of the more controversial aspects of the nature of Ph.D training. Issues canvassed in post-graduate research training included the perceived weak expository skills of students with deficiencies noted in their writing abilities and communication skills. However, the discipline's formalism has generated a narrowing and specialisation in economics training. This may mean that the training is not meeting a full range of desirable goals of a university education, nor allowing postgraduates to contribute in a broader sense to Australian society. This training fails to communicate the breadth of

economics, its multifaceted character and linkages with other disciplines. Various suggestions for reform are made in this influential ASSA Report.

Two other spin-off articles were:

- "Educating Australian Economists", *Journal of Economic and Social Policy*, Vol.5 No.2 Winter 2001 pp 1-12. and "Training Professional Economists: The Australian Experience" *History of Economics Review* No.34 Summer 2001 pp. 160-167

11. Other facets of teaching might have been added, supervision - for example, I supervised or co-supervised five Honours students in 2004. My most recent PhD completion (with Glenn Otto) was Khaqan Hassan Najeeb in 2009. Another interest involves distance education and e-learning. From teaching at ATAX in the UNSW Faculty of Law I have developed skills with audio-conferencing, intensive regional classes and particularly iLecturing - where streamed digital recordings of audio conferences are available to students on web-CT which I think is a wonderful development.

12. I was awarded the Vice-Chancellor's Award for Teaching Excellence, UNSW, 2005 and the Carrick Citation for Outstanding Contributions to Student Learning, 2007 at UWS.

13. The statements above demonstrate that:

My individual contributions to teaching and learning outcomes display sustained achievement at very high levels of performance. They embody a long-term commitment to excellence in teaching as demonstrated by way of a variety of educational indicators. These reveal a dedication to learning outcomes and a record of achievement in fostering innovative teaching methods and curriculum development.

Management & Administration

In addition to editing a journal for almost a decade, running a research Centre, and coordinating large first year subjects with several thousand students, I have had 4 years as Head of the Department of Economics at UNSW and five years as Head of the School of Economics and Finance at UWS. At UNSW I was particularly pleased with recruiting outcomes. There are at least five staff that I helped recruit (along with Ron Bewley and Ross Milbourne) at Lecturer level that later went on to Chairs in Economics at other Australian universities (Barrett, Hill, Gans, Robertson & Meagher). At UWS there is a record of sustained improvement. Our PhD candidature has doubled since 2007, our Student feedback on teaching has put us near the top among all UWS Schools – we were ranked the second most highly rated School in Autumn 2011. In 2009 the School of Economics and Finance was ranked number **three** in Research Publications and equal fifth in research load amongst UWS Schools. We had a 81% increase in total publications in 2009 compared to 2008. Our contribution represented 40% of the College of Business books, 50% of the book chapters, 35% of the refereed journal articles and 34% of the overall research publications. In terms of UWS as a whole we contributed 9% of all the books, 10% of all the book chapters and 7.7% of all the refereed journal articles. Our weighted publications per staff member were 2.74 compared to the UWS average of 1.41.

In 2010, in terms of Research Publications (sum of weighted HERDC points) SEF was ranked number one among all 16 Schools with 8.02% of all UWS publications. If you add the publications that school members lodged with University Research Groups it is 9.24% but on this combined measure of school performance we are then pipped by the old School of Engineering which accounted for 10.21%. So it is either first or second on research publications at UWS. These outcomes were achieved in times of financial cutbacks and it might be noted that for the first 6 months of 2011, our income generated was the highest in the College and 5.8% higher than the next highest School. In terms of Taught Load EFTSL the School had the 8th largest at UWS; our HDR EFTSL was sixth largest at UWS and our UG Honours EFTSL was also the 6th highest at UWS (out of 16 Schools). In terms of academic staff we are the 4th smallest at UWS. Our staff costs were the second lowest in the College and Casual salaries were the lowest in the College.

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