

University of Regina

DEPARTMENT OF ECONOMICS

ACADEMIC UNIT REVIEW SELF STUDY REPORT

2018-2019

1. BACKGROUND

The Department of Economics is one of the oldest departments in the University and was originally formed as part of the Department of Economics and Political Science within the Faculty of Arts (Econ AUR, 2002). The University of Regina began as Regina College in 1911, became Regina campus of the University of Saskatchewan in 1934, and in 1974 became an independent university (UG Calendar, 2009). According to the Fall 2018 Census, the University of Regina has 15,568 students enrolled. This accounts for a 33.5 per cent overall growth since 2008, with some programs such as engineering and computer science experiencing a much stronger growth (ORP, 2018a). Over the years, the student body has become more diverse in terms of the cultural background, the destination, and the level of preparedness for academic success at the university.

Prior to the last Academic Unit Review in 2002, the Department of Economics experienced fluctuations in both undergraduate enrollments and majors. In the early and mid-1990s, the department was faced with a strong declining trend in enrollments, economics majors, and graduates in both aggregate numbers and as a share within the Faculty of Arts. In response to these concerning trends, the department undertook curriculum changes and also created a number of programs such as combined majors with Administration, History, Geography and Statistics to advance interdisciplinary education (Econ AUR, 2002). Although the declining trends were contained and enrollments were stabilized in 2002, the main objective of the 2002 AUR process was to find ways to continue to reverse the declining trends and enhance the economics undergraduate programs by making economics courses and programs more accessible and interesting to students, while maintaining their academic rigor.

In the years following the 2002 AUR process, a number of major changes were undertaken within the Department of Economics. First, in the 2002-2003 academic year, the department created a one-year program leading to a Certificate in Economics. Second, there was a restructuring of the flagship program, the BA Major in Economics, by shifting focus towards applied economics and away from pure theory courses at 400 level. Third, the department initiated the development of a number of new elective courses that had flexible prerequisites and utilized the research interests of the current cohort of faculty members. The electives included issue-based courses at the 200 level, which in some cases later became requirements for other programs, and 300 level elective courses with a focus in applied economics combined with a strong writing focus. In addition, a research & writing course (Econ 380) was included as part of the core requirements. Fourth, in 2004 the department created a new program BA Major in Economics and Society, which included courses from other social sciences and had greater flexibility in choice of required economics courses than the regular BA in Economics.

In addition to the changes made in the immediate years following the 2002 AUR, further changes were made in 2010 with the creation of a BSc and BSc Honours in Economics¹ and a one-year graduate program leading to a Masters in Applied Economics and Policy Analysis (MAEPA), which required a combination of coursework and a final research project. Although there were some successful cases in the MAEPA program, it faced a number of challenges in attracting a critical mass of quality graduate students needed in order to ensure its long term sustainability (Guliani, 2017)².

¹ See various UG Calendars (2002, 2004, 2010) for new programs.

² See for more details MAEPA Report, included as Appendix II of this Report.

In addition, given the relatively small faculty complement, the program imposed a high opportunity cost as it limited resources available to maintain the quality of undergraduate classes, which were experiencing strong enrollment growth. As a result, in September 2016 the department initiated a thorough review and examination of the MAEPA program. After careful consideration of various options, the Department decided to discontinue the MAEPA program effective Fall 2018 and reallocate resources to focus on delivering undergraduate programming and to building the Honours programs.

2. STAFFING AND RESOURCES

2.1. Staffing - faculty, instructors, and support staff

Name	Position and Rank	Notes
Dr. Hafiz Akhand	Associate Professor	at U of R since 1992, took early retirement on Dec 31, 2018
Dr. Jason Childs	Associate Professor	at U of R since 2008
Dr. Monika Çule	Associate Professor and Head	at U of R since 2004
Dr. Brett Dolter	Assistant Professor	Term appointment in 2018 until 2021, Econ self-funded
Dr. Carmen Dybwad	Lecturer	Term appointment in 2015, reduced appointment in 2017 until 2021, Econ self-funded for the 2017-2020 period
Dr. Viktoriya Galushko	Associate Professor and UG Coordinator	at U of R since 2008
Dr. Samuel Gamtessa	Assistant Professor	Term appointment in 2013, followed with Tenure Track appointment in 2014
Dr. Harminder Guliani	Associate Professor	Term appointment in 2011, followed with Tenure Track appointment in 2014, on Sabbatical Leave (2018-19)
Mr. George Hartner	Lecturer	Term appointment in 2013, partially funded by Econ, followed with a Tenure Track appointment in 2017
Dr. Harvey King	Associate Professor and Director of Center for Continuing Education	at U of R since 1987, in out of scope positions since 2000
Dr. Richard Kleer	Professor and Dean of Arts	at U of R since 1990, in out of scope positions since 2007
Dr. Kanybek Sagynbekov	Assistant Professor	Term appointment in the Instructor rank in 2010, followed with Tenure Track appointment in 2011
Dr. Stuart Wilson	Associate Professor	at U of R since 2000
Mr. John Wright	Lecturer	Term appointment in 2015, reduced appointment in 2017 until 2020
Jamie Kraushaar	Administrative Assistant	Started with Econ on Jan 01, 2019

Table 2.1 outlines the list of current academic members within the department. It is important to note that in the mid-2000s to early 2010s, the department faced a high uncertainty of academic resources, a situation that was detrimental to the morale of the remaining members. More specifically, a number of probationary members resigned their positions, a few senior members took administrative secondments, one of whom followed with retirement and two other took long-term disability or unpaid leaves. Their replacements were not always automatic and sometimes the recruitment processes faced challenges in attracting qualified candidates that were willing to make a long-term career investment at the U of R. To deliver its programs during this time, the department relied heavily on a few term appointments with some renewed repeatedly.

As Table 2.1 shows, a number of tenured/tenure stream faculty in the current list (Sagynbekov, Guliani, Gamtessa, Hartner) started their academic career at the U of R with term appointments. After term renewals, these colleagues were eventually successful in receiving probationary appointments. As the availability of academic positions in the recent years has tightened in Canada, the department has had a low turnover. The low turnover has allowed time to build collegial relationships and productive synergies. As such, the department has reached a desirable level of relative stability and is well positioned moving forward.

Due to a variety of reasons, not all members listed above hold full teaching loads in a given year. Drs. King and Kleer, who have held out of scope positions for a long time, only teach one course per academic year. As well, Dr. Wilson returned in July 2018 from his 3.5 year service as the Head of the International Languages Department, during which time he held reduced teaching load. Dr. Sagynbekov has also returned from a leave of absence and reduced appointment in July 2018. However, Both Dr. Wilson and Dr. Sagynbekov will have reduced teaching loads in the next few years as they currently hold a service contract with the Saskatchewan Ministry of Corrections and Policing. This teaching shortfall is being offset by a 3-year term position held by Dr. Dolter. In addition, Dr. Childs has received a number of teaching releases for his service with UR Academic Bargaining. In addition to the above resource challenges, in any given year, a tenured member is typically on sabbatical leave.

In addition to the 3-year term position, the department has several teaching only positions in the Lecturer rank, two of which are term positions, to further offset the resource challenges addressed above and to meet increasing student demand. We have been truly fortunate to have Mr. Wright and Dr. Dybwad in two of these positions who have outstanding public service careers and bring a wealth of practitioner experience in our classrooms, and Mr. Hartner who is an outstanding instructor and very popular among our students. In recent years, the department has been creative and proactive in using its CCE revenues and other allocated resources to self-fund some term positions. The Dean's support in this respect has been very encouraging, especially given the difficult budgetary situation of the Faculty and/or the University in recent years. Finally, the department was recently been granted a new tenure track position and received approval to fill a vacant position resulting from Dr. Akhand's retirement. Therefore, we are in the process of recruiting two tenure track positions commencing in July 2019. As a result of the department's resource strategy and support from the faculty, the department has achieved relative stability in its long-term academic resources and is well positioned to meet the challenges and needs of the immediate future.

2.1.1. Research institutes, clusters, or specialized labs

The University of Regina has identified a number of strategic research clusters in areas where the university has a strong national and international reputation due to having a critical mass of qualified researchers in a specific area, through demonstrating specialization in specific areas, and in research areas where there is strong community partnerships (UR Research, 2018).

A number of our department members are engaged in collaborative research projects that align with various strategic research clusters identified by the University. For instance, Dr Stuart Wilson and Dr Kanybek Sagynbekov participate in the Social Justice & Community Safety Cluster. Dr Wilson works with the Collaborative Centre of Justice and Safety (CCJS) on its Economics of Community Safety Initiative, which examines the impact of demographic and economic change on crime and policing. Dr. Wilson has worked with the CCJS and the Canadian Institute for Public Safety Research and Treatment on the PTSD and Operational Stress Injuries Initiative, which examines the economics of PTSD. Dr Wilson is also a co-investigator with Dr Sagynbekov on collaborative projects with the Ministry of Corrections and Policing, including the analysis of crime trends, the prevalence of remand incarceration, the costs of corrections, and program evaluations. Dr. Wilson has also provided assistance to the Community Safety Knowledge Alliance on issues including drunk driving and youth criminal involvement, educational intervention programs, and lifecycle simulations and program evaluation.

Dr. Harminder Guliani's collaborative work with multi-disciplinary research teams aligns with the University's Anxiety, Stress & Pain research cluster. These projects are funded by the Canadian Institutes of Health Research and the Saskatchewan Health Research Foundation. As the economist on the team, Dr Guliani specializes in the economic evaluation aspect on a range of health care interventions. For instance, for the project led by Dr. Heather Hadjistavropoulos, (Psychology, U of R) on advancing mental health care by improving the delivery of therapist-guided, Internet-delivered Cognitive Behavioural Therapy, Dr. Guliani is leading the cost-effectiveness analysis. In the project led by Dr. Thomas Hadjistavropoulos and Dr. Lisa Lix on the cost of pain to long-term care residents in Saskatchewan, Dr. Guliani will play a role in analyzing the data to estimate the cost of pain. In another project with Dr. Tarun Katapally (JSGS) that aims to address mental health and addictions among indigenous youth through the use of land-based interventions, Dr. Guliani is responsible for the quantitative analysis to evaluate the economic impact of land-based active living interventions among indigenous youth.

Dr. Samuel Gamtessa and Dr. Brett Dolter are pursuing several research projects which align with the University's research cluster in Water, Environment and Clean Energy. In their collaborative work on the economics of climate change policy in Saskatchewan, they are assessing the economy-wide impacts of competing electricity generation pathways for Saskatchewan. Dr. Gamtessa's work is related to energy efficiency, valuation of a clean energy projects, estimation of marginal abatement costs for CO2 emissions in Saskatchewan, and the economic effects of greening Saskatchewan's Electricity Generation. In collaboration with Clean Energy Technologies Research Institute (CETRI), the Faculty of Engineering & Applied Science, Dr. Gamtessa is exploring the potential benefits of FOG-to-Fuel Conversion Technology in Regina. Dr. Dolter's projects on clean energy and climate change policy include evaluating the cost of lowering greenhouse gas emissions in the Canadian electricity sector; evaluating the distributional impacts of carbon pricing; and cost modelling and testing the social acceptability of competing energy futures for Regina.

3. SCHOLARLY OUTPUT

3.1.1. Summary

The Economics Department provides great diversity in research areas despite its relatively small size. Research expertise includes health economics, development economics, innovation in agriculture, economics of corruption and tax evasion, behavioural economics, energy economics, climate change policy, efficiency analysis, fiscal sustainability, economic history, and economics of crime. This diversity in research is one of our strengths and has made our unit a contributor to public policy discussions on a number of issues such as legalization of cannabis in Canada, development of new funding models in crop research in Canada, carbon pricing and taxation to name a few. High demand for our researchers' expertise is reflected in a relatively high number of invited speaker presentations (Table 3.1.2.).

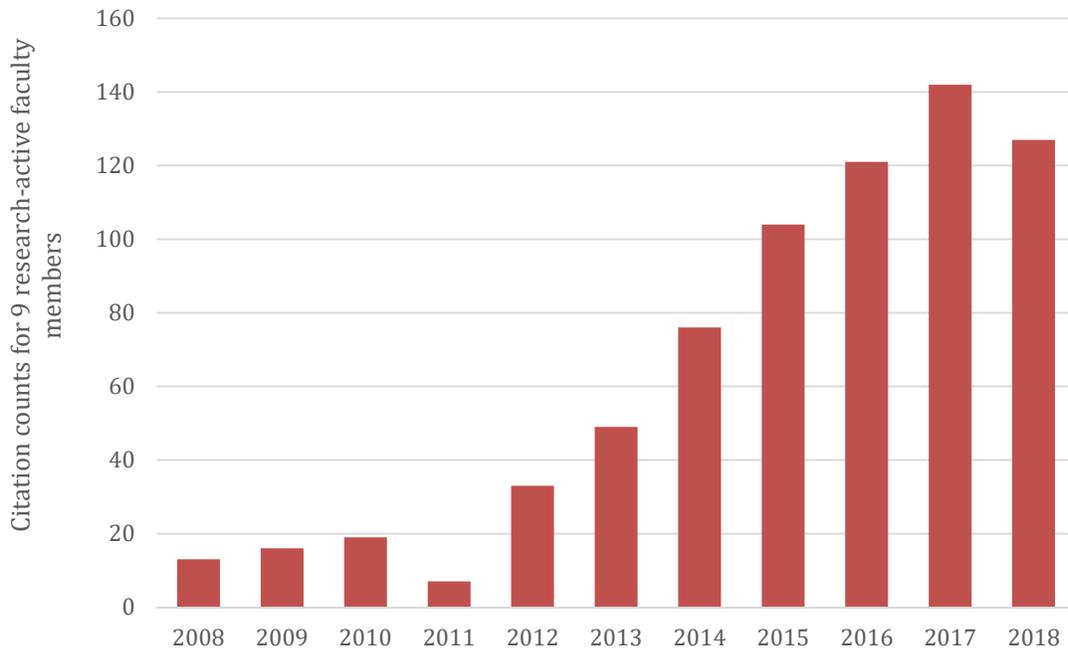
The scholarly output outlined in Table 3.1.2, measures both research volume³ and research impact (Figure 1). The data focuses on research productivity from 2008 to 2018. Publication counts are derived from the members' CVs, while the list of citation counts in each year is obtained from Google Scholar citation system. Please note that these citations include both peer-reviewed journals as well as non-peer reviewed scholarly or scientific journals since Google Scholar search system does not allow the option for searching only through peer-reviewed journals. The research impact also includes working papers, which are usually produced for a broader audience and as a result, have potentially had a much stronger impact in public policy circles and the community outside academia. The research impact excludes conference proceedings, abstracts, and workshop materials.

Scholarly output and research productivity in the Economics Department at the University of Regina has to be viewed from the context of the composition of the unit's research membership. Two out of five senior faculty members have been holding full-time, out of scope administrative positions for most of the period under review. Three other senior members of the unit served part of the period under review (2008-2018) and held administrative positions and/or were on leaves during that time. These three senior members are no longer with the department due to retirements/long term sick leave. Four out of eight current faculty members, whose appointments require research, started their research careers in 2011 or later. The Department's research impact reflects the fact that the majority of current research faculty members have started their research careers within the past 10 years.

As Figure 1 shows, the number of citations has noticeably increased (more than a six-fold increase) over the past 5 years. This strongly suggests that research faculty members have successfully established their research programs and have continued to build their research capacity. Their work appears in reputable economics journals, and they have obtained a good reputation among the scholarly peers.

³ The data also includes the work of Dr. M. Jones, a longstanding member of the Department for the period 2008 – 12, while she was still with the unit.

Figure 1. Citations counts for nine research active faculty members



Source: Members publications and Google Scholar

To provide further context, we compared the performance of our research faculty to the performance of other research faculty in Economics Departments at 10 universities in Ontario⁴. Over the six-year period (2007 to 2012), the median number of publications per faculty member ranged from the highest of 5 (McMaster University) to the lowest of 2 (Laurier University). It should be noted that research productivity is directly and negatively related to teaching loads. While McMaster University’s Economics faculty produced a median of 5 peer reviewed publications over the six-year period, the average teaching load in Economics at McMaster University was reported to be 3.1 classes per academic year. At the University of Regina, the regular teaching load in the unit is 4 courses per academic year. In the past 5 years the load has been higher than 4, as a number of faculty members took on teaching overloads to meet increasing demand for Economics courses.

A more comparable university would be Windsor University which has a regular teaching load of 4.2 courses per year. The reported median number of publications at Windsor is 3 per faculty member over the 6-year period or equivalently, 0.5 publications per faculty member per year. Therefore, in terms of scholarly output (refereed journal articles) economists at the University of Regina perform similarly to those at comparable comprehensive universities in Ontario.

⁴ Jonker and Hicks, 2014.

3.1.2. Statistical summary of published and accepted scholarly work, 2008-2018*

	Number	Notes
Refereed journal articles	58	
Refereed conference proceedings	2	
Technical reports/Working papers	23	
Book chapters	4	
Books/Volumes	2	
Textbooks/Study guides	12	
<i>Other scholarly output (specify):</i>		
Conference presentations	91	
Invited speaker presentations	34	
Policy briefs/web-based publications	15	
Book reviews	7	
* Note: Joint publications of the Economics Department's members have been counted only once		

3.1.3. Grants and Contracts

Principal Investigator(s)	Funding Agency/Grant	Total Amount (% Assigned To Unit)	Dates
Jason Childs	Collaborative Applied Research in Economics	\$13,000	2018
Kathy McNutt, George Hartner and Jason Childs	Drummond Group of Companies	\$25,000	2017
Jason Childs	Ministry of Parks, Culture and Sport Research Contract	\$28,560	2016
Jason Childs	Collaborative Applied Research in Economics	\$38,000	2014
Viktoriya Galushko & Monika Cule	Genome Canada, Prairie Canada	\$409,000 (41%)	2015-2019
Viktoriya Galushko	Genome Canada, Prairie Canada	\$308,000 (50%)	2011-2014
Brett Dolter and Madeleine McPherson	Trottier Foundation	\$125,000	2018
Jeniffer Winter (Co-investigator Brett Dolter)	Small Prosperity Institute's Greening Growth partnership	\$39,257	2018
Samuel Gamtessa	City of Regina	\$34,500	2016
Samuel Gamtessa	Saskpower, University of Regina	\$20,000	2016
H. Hadjistavropoulos (Co-investigator Harminder Guliani)	CIHR	\$971,552 (small portion to cover RAs)	2017-2021

Tarun Katapally (Co-investigator Harminder Guliani)	CIHR	\$1,000,000 (small portion to cover RAs)	2017-2022
Harminder Guliani	Community Research and Action Fund	\$3,000	2016
Stuart Wilson and Kanybek Sagynbekov	Ministry of Corrections and Policing Research Collaboration Contract	\$338,000 \$515,000	2015-2018 2018-2023
Stuart Wilson	Collaborative Centre for Justice and Safety-RCMP Research Collaboration	\$29,000	2013-2018

4. COMMUNITY SERVICE INITIATIVES

Department members provide service to the community via community-oriented research and through public lectures, responding to media interview requests, reviewing manuscripts, and serving on committees for professional bodies and community organizations.

Over the years, our members have made important research contributions to the community. These contributions include: an evaluation of the social and economic impacts of summer reading programs for the United Way; an examination of the facilitators and barriers immigrant women face in accessing healthcare services for the Regina Immigrant Women Centre; policy briefs on Saskatchewan finances and non-renewable resource revenues for the Saskatchewan Chamber of Commerce; analyses of cannabis policy and pricing which have attracted widespread local, national, and international attention, and attention from the Saskatchewan Ministry of the Economy; research on tax credits for built heritage for the Saskatchewan Ministry of Culture, Tourism and Sport; reports on demographic and economic changes and its impact on crime for the RCMP; and, analyses of incarceration trends and program evaluations for the Ministry of Corrections and Policing.

The Department also has co-organized and participated in public seminars on current issues. These include: public panel discussions on the Global Credit Crisis (2008), the Coming Recession? (2011), the Privatization of Sasktel (2016), America Decides (2016), A Trading Nation in the Age of Trump and Brexit (2017), the 2017-18 Federal and Saskatchewan Budgets (2017), and Carbon Taxes and Global Warming (2017); public lectures by Kevin Page and Mostafa Askari from the Parliamentary Budget Office (2008, 2015), Lynn Paterson from the Bank of Canada (2015), and by prominent scholars including Chris Ragan from McGill University (2009) and Greg Poelzer from the University of Saskatchewan (2015). The Department also runs a seminar series during the academic year for faculty, students, and professionals to present their research and discuss their work experiences.

Members are invited to provide presentations to the public and to community organizations. Department members have presented on a wide range of topics at the Lifelong Learning Centre including banking issues, business cycles and recessions, oil prices and the economy, the privatization of liquor sales, and on carbon taxes. Members have also presented lectures on climate change policy in Regina and to employees of SaskEnergy, on demographic change to the Law Society of Saskatchewan, and on the economics of trauma at the First Responders and Community Workers Forum.

Media organizations have tapped the expertise of faculty members on various issues. Specifically, Dr. Jason Childs regularly responds to media inquiries on various topics including budgets, NAFTA and trade issues, the economic outlook, alcohol taxes, carbon pricing, and cannabis policy. Other members have also contributed media commentary on these economic issues and other issues including climate change policy, oil and energy prices, demographic change, crime, and public safety. Our newest member, Dr Brett Dolter, has made many recent media appearances on carbon pricing, climate change, and Saskatchewan policy options. Interviews have been conducted by CBC Radio & TV, Global News, CKRM and CJME local radio, the Leader-Post, the Associated Press, and even the Norwegian media (cannabis).

Finally, Department members actively serve academic organizations as article reviewers and conference program organizers, and serve other universities as external reviewers of tenure applications and of organizational units and programs. Dr Harvey King has provided extensive service for organizations of administrative professionals (including the Regina School Boards Transition Committee, the Saskatchewan Council for Admissions and Transfer, and the Canadian Association for University Continuing Education Executive Committee serving as Treasurer and as President). Currently, Mr. John Wright is serving as a member of the Advisory Committee on the Implementation of National Pharmacare and the Task Force on Just Transition for Canadian Coal Power Workers and Communities. Members also volunteer their skills and services to non-profit and charitable organizations, including the Open Door Society of Regina and the Kidney Foundation of Canada.

5. PROGRAMS OFFERED

5.1. Programs

The Department of Economics offers a number of four-year Bachelor of Arts (BA) and Bachelor of Science (BSc) Degrees, a Minor in Economics, and a one-year program, Certificate in Economics. The following is a list of the four-year programs in economics.

1. BA Major in Economics
2. BA Honours Major in Economics
3. BSc Major in Economics
4. BSc Honours Major in Economics
5. BA Major in Economics and Society
6. BA Combined Major in Economics and Business Administration
7. BA Combined Major in Economics and Geography
8. BA Combined Major in Economics and History
9. BA Major in Philosophy, Politics and Economics
10. BSc Combined Major in Statistics and Economics

The majors in Economics are designed for students who plan to work as professional economists in the private sector, public sector, or for non-profit organizations. These majors place greater emphasis on core theory and quantitative analysis, with the BSc having more quantitative requirements than the BA.

The major in Economics and Society and the combined majors are designed for students who are interested in liberal arts and interdisciplinary approaches to economics, who are preparing for professional schools (e.g., law), or who plan to complete graduate programs in business, public administration, or international relations. Compared to the majors in Economics, these majors place more emphasis on policy and applications.

The Honours in Economics degrees (both BA and BSc) are designed for students planning on a career as a professional economist or hoping to pursue graduate studies in economics. The Honours programs require more economics courses than any of the other economics majors. These additional courses emphasize theory, mathematics, and quantitative methods. Although they are more intensive and theoretically oriented than the other majors, they open up more career opportunities for students.

Appendix I outlines the Economics Programs, their structure, program requirements, the GPA requirements and the catalog of economics courses.

5.2. Service teaching in support of other programs

Economics provides service to a number of programs on Campus. The table below provides an account of the Economics courses which form part of the requirements of other programs and the specific programs.

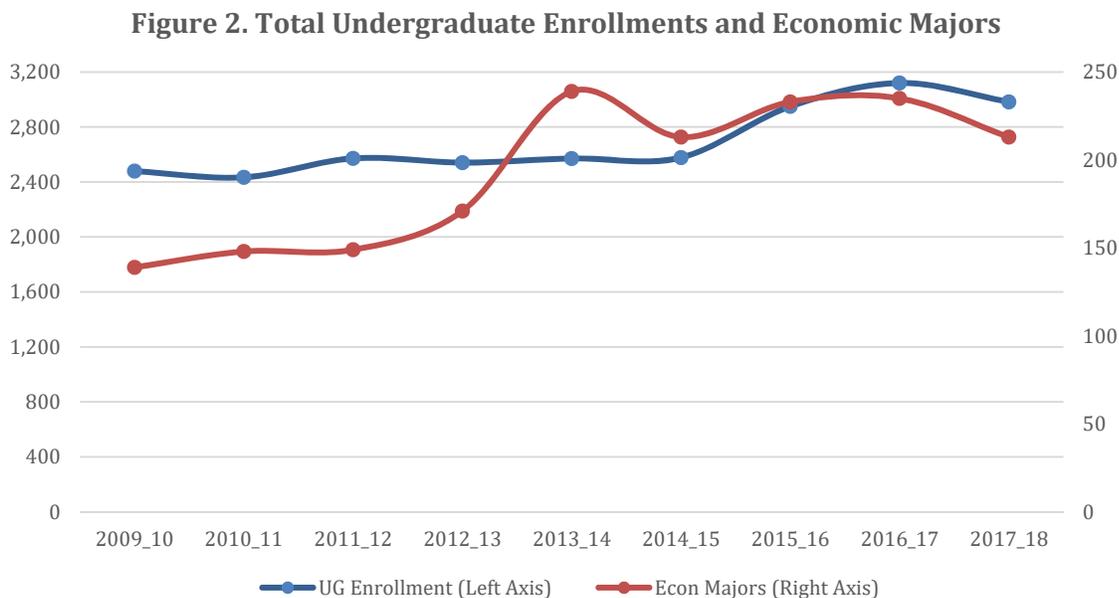
Program, Faculty	Economics Course
Bachelor in Business Administration BBA, Faculty of BA	Econ 201; 202
BBA Qualifying	Econ 201
BBA Diploma	Econ 201
All Bachelor of Applied Science BAS programs, Faculty of Engineering and Applied Science	Econ 201
BSc in Actuarial Science, Faculty of Science	Econ 201; 202
BSc in Computer Science, Business area concentration, Faculty of Science	Econ 100, 201, 202
Sports and Recreation Management, Faculty of KIN	Econ 100 or 201; Econ 238
BA in Environmental Studies, Faculty of Arts	Econ 273
BA in International Studies, Faculty of Arts	Econ 211 or 202
Certificate in Administration, Level II, CCE	Econ 100, 201 or 202

Source: UR Undergraduate Calendar 2018-19

In addition, a number of Economics electives are identified as Major Electives or Approved Electives for the following programs: Health Studies, Gerontology, Health Promotion, Indigenous Environmental Science, International Studies, Justice Studies, Certificate in Computer Science, Sustainability Certificate, Certificate in Administration Level I etc.

5.3. Enrollment trends

In the last 9 years, the undergraduate Economics enrollments have been strong and have displayed an upward trend as shown in Figure 2. The overall growth from 2,479 students in the 2009-10 Fiscal Year to 2,983 students in the 2017-18 Fiscal Year, accounts for a 20.33 per cent increase during this period. This stable and growing demand for economics courses arises from increases in the number of students majoring in Economics as well as teaching service to other programs on Campus (see Section 5.2) that have seen stable or growing enrollments during the period. As Figure 2 shows, the number of students declaring a major in Economics (four year) programs has increased from 139 to 213, or by 53.23 per cent.



A closer look at enrollments by course level shown in Figure 3 indicates that 200 level courses constitute the majority of total enrollments, which is not surprising given that all economics service teaching is done with 200 level economics courses. In addition, the share of enrollments in Econ 100 has increased over time, almost doubling to 21.18 per cent in 2014-15 and approximately maintaining this share in the last 5 years. Although Econ 100 is not a required course for Econ or Business majors, there are a number of reasons for such an increase in enrollments.

First, with the strong growth in students at the university in the last 10 years, the students' level of academic preparedness has varied widely. Academically less prepared students are more inclined to take Econ 100 as a primer or preparatory course before successfully completing the introductory micro and macro courses. Second, many science or engineering students elect to take Econ 100 as their humanities/social science elective of Science/Engineering core requirements. Additionally, in the most recent years, there has been a notable increase in the number of students completing the Certificate in Administration through CCE, and many of these students take Econ 100 to fulfill their certificate requirements.

**Figure 3. Undergraduate Enrollments
(Total Student Count and Percentage by Course Level)**



Table 1 and Figure 4, overleaf shows the Economics Majors enrolled in Fall semesters during the period 2010-2018 and broken down by level. As seen in Figure 4, the undergraduate majors in four-year programs account for most of the Economics majors whereas a relatively small number of students were enrolled in the Certificate and Minor programs. The total number of Econ majors peaked at 274 in 2014, a year in which the undergraduate majors were the highest at 239. In addition, there were also 23 graduate students enrolled in the MAEPA program. With suspension of graduate admissions starting in Fall 2017 and the discontinuation of the MAEPA program in Fall 2018, the current number of graduate students indicates those who have yet to complete the program. The noticeable drop in total majors in Fall 2018 from 260 to 213 in the previous year is primarily due to the unexpected leave of undergraduate students from Saudi Arabia and to the fall in number of graduate students.

Table 1. Economics Majors by Level

	2010	2011	2012	2013	2014	2015	2016	2017	2018
UG Majors	139	148	149	171	239	213	233	235	213
UG CERT	2	4	5	7	4	10	3	11	7
UG Minors	6	7	6	4	8	4	5	1	8
GRAD	7	14	19	25	23	20	26	13	5
Total	154	173	179	207	274	247	267	260	233

Source: University of Regina ORP data

Figure 4. Economics Majors by Level

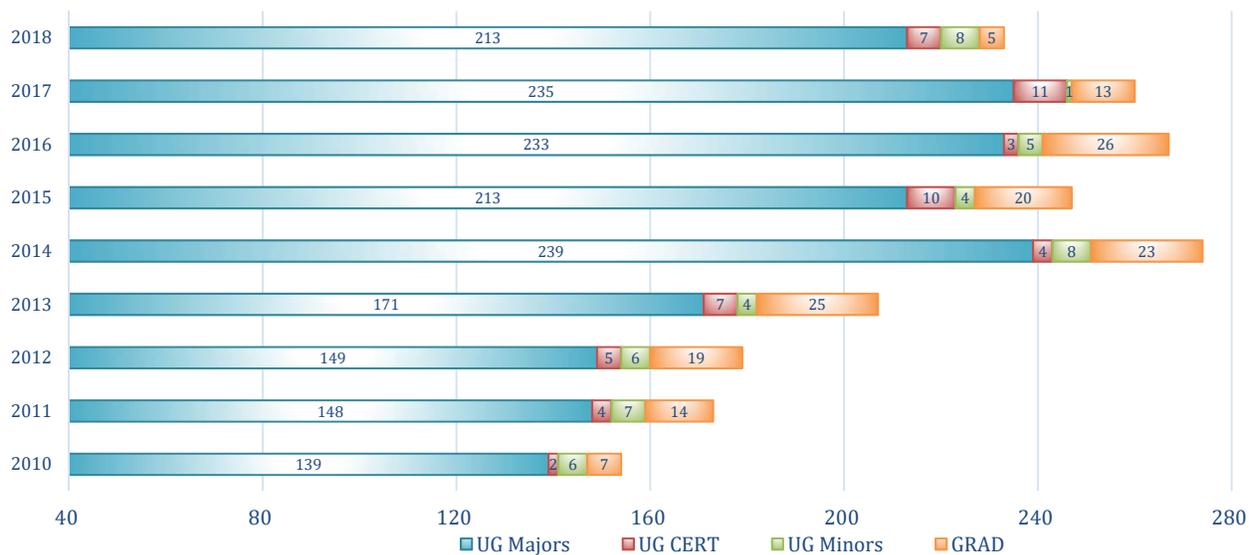


Figure 5. Undergraduate Majors by Program

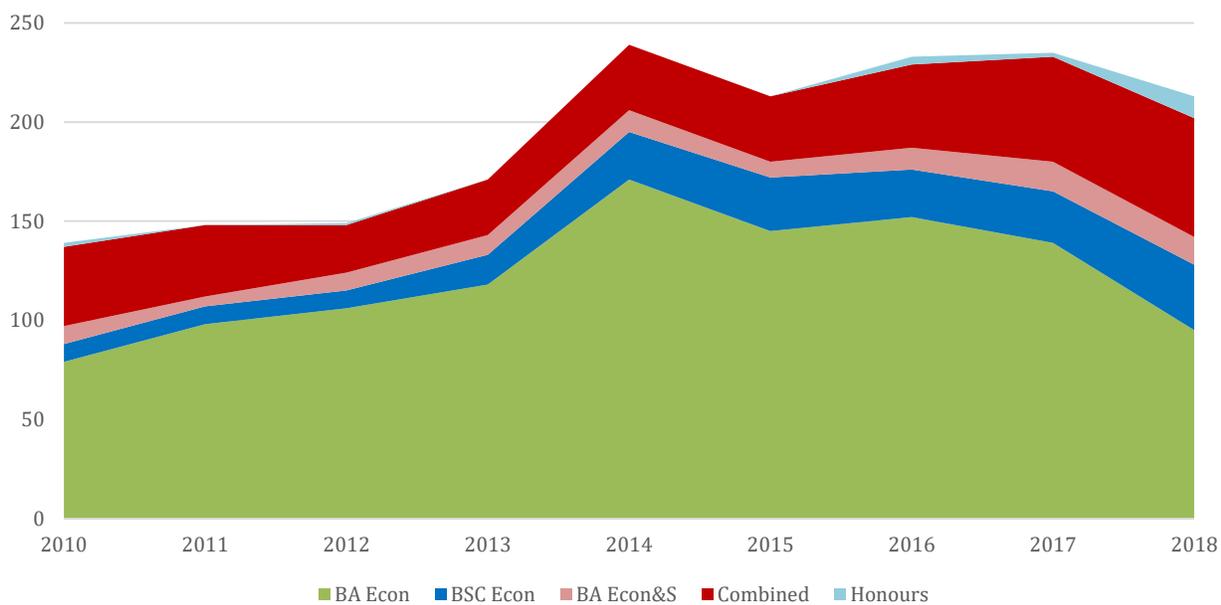


Table 2. Economics Undergraduate by Program

	2010	2011	2012	2013	2014	2015	2016	2017	2018
BA Econ	79	98	106	118	171	145	152	139	95
BSc Econ	9	9	9	15	24	27	24	26	33
BA Econ&Society	9	5	9	10	11	8	11	15	14
Combined (BUS, HIS, GEOG, PPE, STAT)	40	36	24	28	33	33	42	53	60
BA & BSc Honours	2	0	1	0	0	0	4	2	11
Total UG Majors	139	148	149	171	239	213	233	235	213

Source: University of Regina ORP data

Table 2 and Figure 5 provide a further breakdown of undergraduate majors by program. As seen, although the BA in Economics remains the largest program with an overall growth of about 20% since 2010, its size has decreased in the last couple of years. On the other hand, other Economics programs have shown growth. More specifically, the BSc program has more than tripled since 2010. The increase in students majoring in combined programs is primarily due to the growth in the PPE program since its launch in 2015. Among the combined programs, the Econ & Geography has seen a steady decline with only one student declaring this major in the last 3 years. One possible reason for such a decline is that students with a combined interest in both disciplines may find the Environmental Studies, an interdisciplinary program as a more suitable program.

The sharp growth in the Honours programs in 2018 is worth noting. This growth is partially the result of changes in the entry requirements in Arts Honours programs, but more importantly the department’s deliberate and focused efforts in recruiting students to the program. In recent years, the department has also created undergraduate scholarships for honours students, such as Entry Honours Scholarship and Economics Honours Research Fellowship to further aid these recruiting efforts.

As Figure 6 shows, the number of the female students declaring an Economics major has fluctuated at around 60 students during the 2011-2018 period. While there has been some growth in the number of female majors, this growth was much slower than the overall growth. As a result, the percentage of female Economics majors has shown a declining trend during 2011-2016, with a slight reverse in the last three years. The female percentage of majors in Econ is higher than for Engineering at the U of R at 17.8 per cent in Fall 2018, but lower than the Natural Sciences at 44.6 per cent in Fall 2018 (ORP, 2018b). Although the rate may not be very different than what is generally observed in STEM and the field of economics, it is important to be aware of such gender gap so that we are more deliberate in encouraging female students to pursue an Economics program.

Figure 6. Female Undergraduate Majors

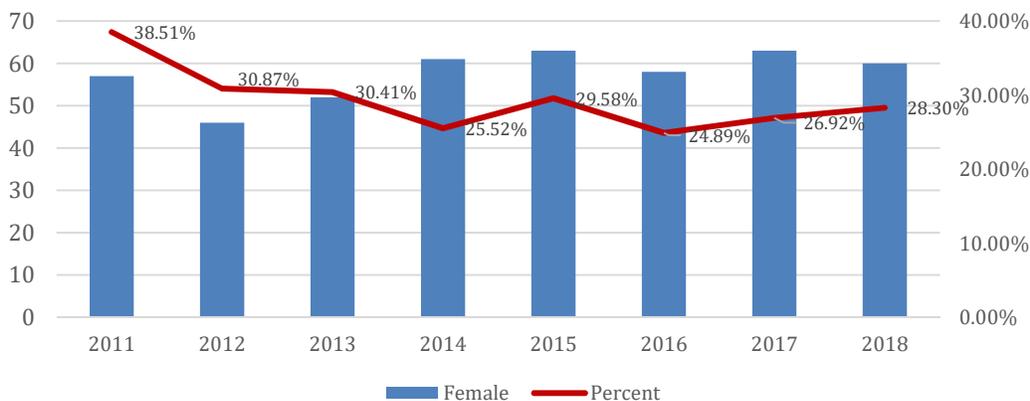
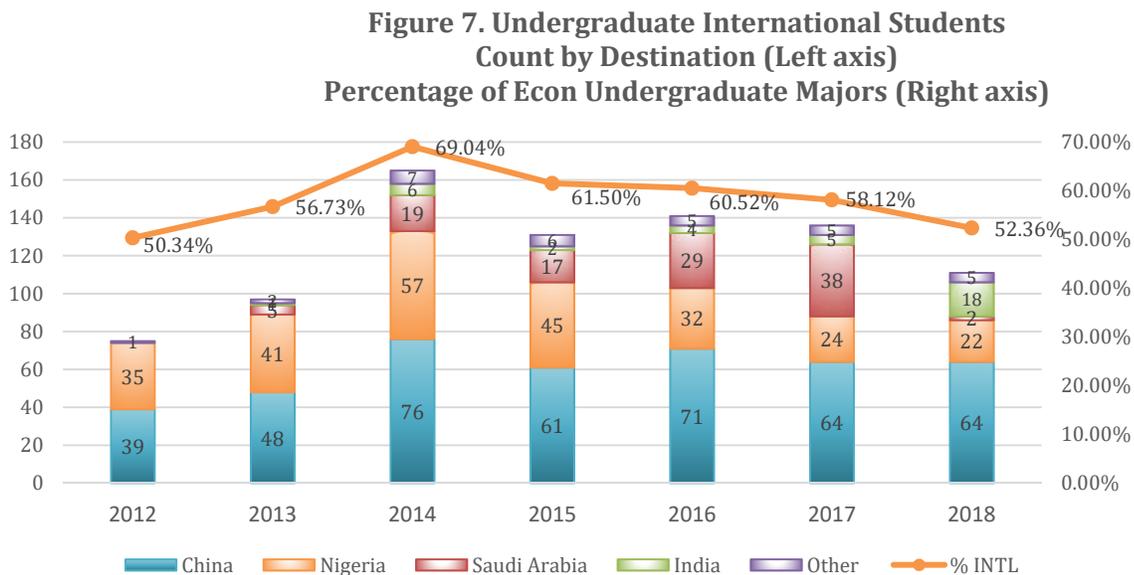
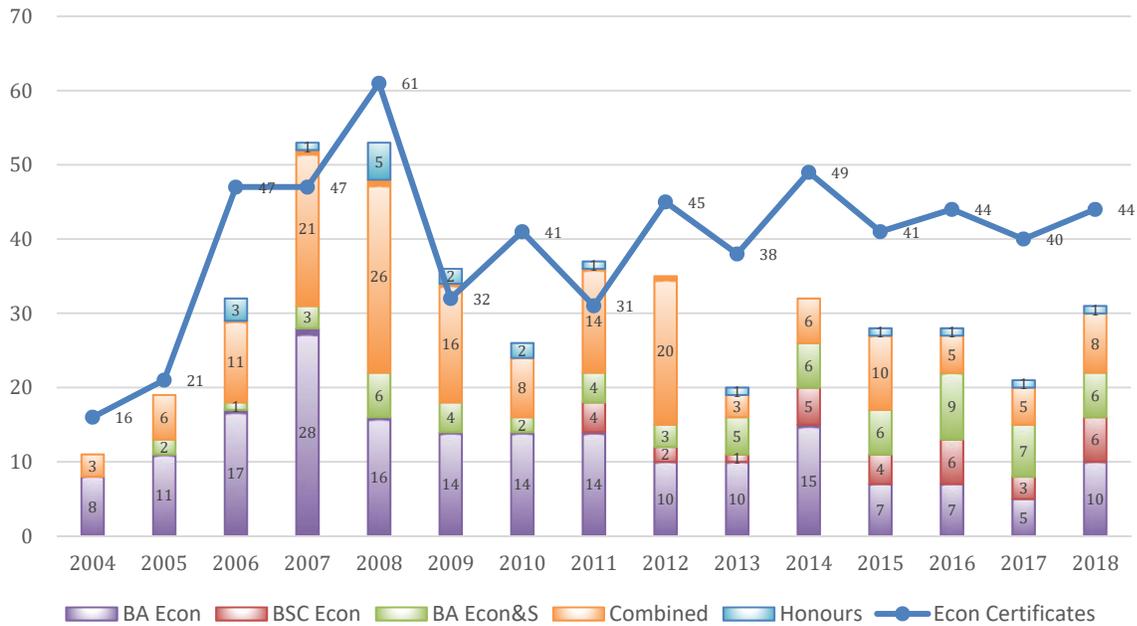


Figure 7 provides an account of the international students enrolled in Economics undergraduate programs for the period 2012-2018. As seen, more than 50 per cent of Economics undergraduate majors are visa students. In 2014, a year in which the number of majors was the highest, almost 70 per cent of Economics majors were international students. As the destination breakdown shows, the major destinations our students come from are China, Nigeria, Saudi Arabia and more recently India. The number can fluctuate considerably based on the availability of state sponsored scholarships from home countries. For instance, at the peak of students' cohort from Nigeria in 2014, most of these students held a scholarship from the Nigerian government as opposed to the current cohort of students who are self-financing their education at the U of R. Likewise, most of Economics students from Saudi Arabia were sponsored by Saudi Bureau of Education and the immediate withdrawal of Saudi students from Canadian Universities in August 2018 resulted in a sharp decline of Econ majors at the University of Regina as seen in Figure 7.



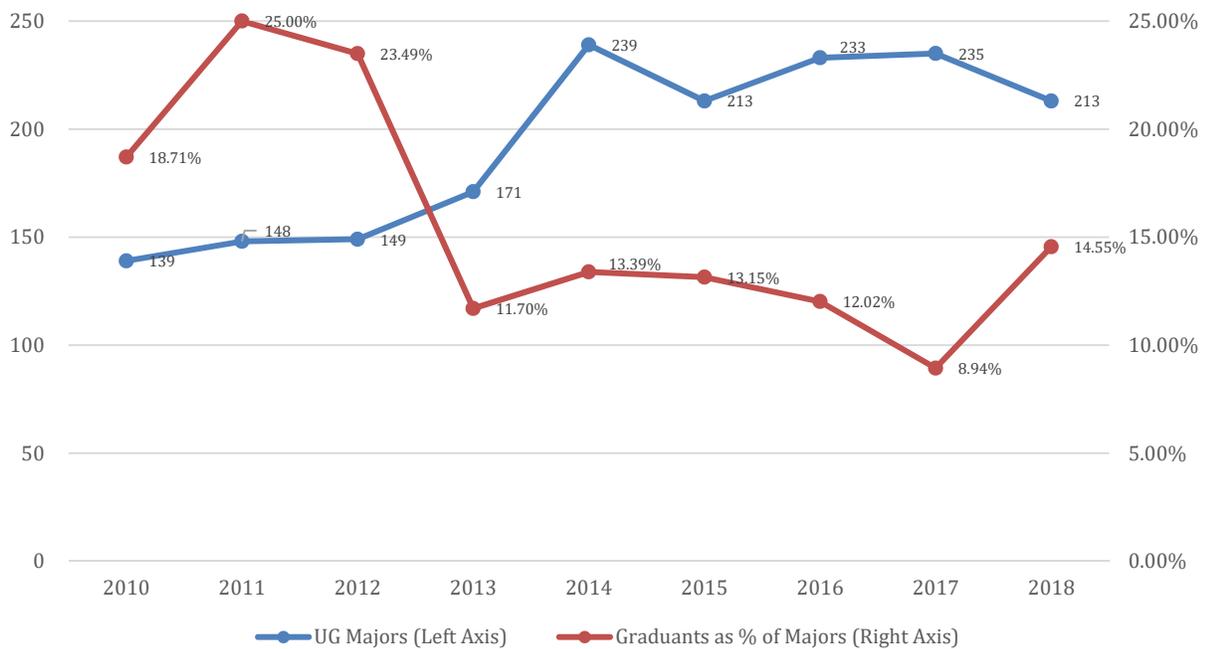
Stacked columns in Figure 8, overlaid show the number of students that graduated from undergraduate Economics programs in the last 15 years. The total number of graduates has fluctuated greatly during this period going as high as 53 in 2008 and 2009 and as low as 11 in 2004 yielding an average convocation count of 31 students per year. It is interesting to note that the number of students that received an Economics Certificate, as shown by the line graph in Figure 8, is often higher than those who were granted an Economics degree in any given year. In addition, the number of student convocations with a Certificate in Economics is almost 4 times higher than those declaring for the program each year. It is very common that Business students complete requirements towards the Certificate in Economics while majoring with a Business degree and only declare the certificate at the time of applying for graduation.

Figure 8. Undergraduate Convocations by Program



Lastly, Figure 9 depicts the number of undergraduate economics majors (left axis) along with the number of convocated students as a percentage of econ majors enrolled (right axis) for the 2010 – 2018 period. As seen, while the undergraduate economics majors line shows an upward trend during this period, the Economics graduates (as percentage of majors) line shows a declining trend.

Figure 9. Undergraduate Majors and Convocations



Furthermore, in recent years the percentage has been around 15 per cent, much lower than 25 percent. The latter is the ideal convocation rate for a student body that is uniformly distributed across the program years with students expected to complete their degrees in four years.

There are a number of reasons for this observation. First, the average course load in a regular term at the University is about 10 credit hrs. For instance, Faculty of Arts average student credit load is 9.66 credit hrs compared to 10.93 credit hrs for the University as a whole (OPR, 2018c). This is an indication that the average student completes a four year degree in about 6 years. Furthermore, less than 50 per cent of Arts students graduate within 6 years, whereas for the University of Regina it is under 60 per cent (ORP, 2018d)⁵. While financial constraints and the need for employment while studying might be an obvious reason for such length, another relevant consideration for this pattern is the lack of academic preparedness.

Given the tuition differential whereby the international students pay three times as high tuition as domestic students, international students do not typically enroll in a full load of 10 courses (30 credit hours) per year in order to reduce the financial burden of annual tuition. Instead, it is common for these students to only enroll in three courses per regular term, the minimum load to hold full time student status, which is an immigration requirement for study permits. Given the high percentage of the international students in Economics who take longer than four years to complete their Economics degrees, the convocation rates are low. In addition, anecdotal evidence from interaction with students who seek academic advice indicates that despite having completed 120 credit hours, a number of students stay longer because they repeat courses to improve their GPA in order to achieve the graduation average of 65.

5.4. Successes

The following section provides a list of students who graduated from the economics programs and for whom the department has information about their further studies and work placements. Some of these students provided testimonials for their experience with our department during their studies.

Brett Dolter, Assistant Professor, Economics Department, University of Regina, Regina, SK
Tanner Forster, Senior Manager, Portfolio Insights & Analytics at Scotiabank, Toronto, ON
Jonathan Yee, Co-founder and Director of Planning and Governance at Echo Change, Calgary, AB
Glenn Schatz, Alberta Power Trader in Energy Commodities Trading, Calgary, AB
Benn Proctor, President at Proctor Consulting; Alberta Energy Regulator, Calgary, AB
Christine Brown, Economist at Finance Canada, Ottawa, ON
Anthony Hinzmann, Master of Financial Economics Candidate at Western University, London, ON
Alex Brazill, Manager at Business Intelligence and Data Analytics, Regina, SK
Jonathan Barks, Splunk and Security Engineer at rSolutions Corporation, Regina, SK
Kellan Gulka-Tiechko, Lawyer at Linka Howe Law Office, Regina, SK
Taylor Pardy, Senior Policy Analyst, Canada Mortgage and Housing Corporation, Vancouver, BC

⁵ The latest data on this indicator was for 2010-2011 entry cohort that graduated in 2017.

Alexander Siebert, PhD Candidate at Tulane University, New Orleans, USA
David Weisgerber, Verification Officer at Government of Saskatchewan, Regina, SK
Michael Sherrar, PhD Candidate at University of Toronto, Toronto, ON
Troy Jule, Data Scientist, Ministry of Social Services at Government of Saskatchewan, Regina, SK
Patrick Button, Assistant Professor at Tulane University, New Orleans, USA
Jordan Woloshyn, Senior Research Officer, National Claims Reporting and Measurement, Regina, SK
Jason Penner, Policy Analyst, Strategic Policy Branch, Ministry of Agriculture, Regina, SK
Megan Salter, Senior Policy Analyst, Government of Saskatchewan, Regina, SK
Andrew Konoff, Independent Apps Builder via his own company, Toronto, ON
Jeff Mahon, Senior Advisor for Innovation, Science, and Economic Development Canada, Ottawa, ON
Tyler Taylor, Portfolio Manager at ScotiaMcLeod, Regina, SK
Joseph Laszlo, Project Assistant at Petroleum Technology Research Centre, Regina, SK
Jason Gagnon, Business Analyst at Input Capital Corp, Regina, SK
Taras Matkovski, Analyst at Service Canada, Ottawa, Ontario; Master of Political Economy at Carlton University, Ottawa, ON
Emily Gardner, Master of International Affairs at Auckland University, New Zealand
Alykhan Bhanji, Graduate Student at the JSGS of Public Policy, Regina, SK
Jeff Anuik, Senior Marketing Analyst at Gibson Energy, Moose Jaw, SK
Orion Roy-Wright, Commodity Trader, Winnipeg, Manitoba
Victoria MacDonald, Chief Administrative Officer at Town of Grenfell, Grenfell, SK
Krisztina Gurzo, Model Validation and Quality Assurance Specialist at Farm Credit Union, Regina, SK
Dmytro Rukas, Utilization Management Analyst at Regina Qu'Appelle Health Region, Regina, SK
Abayomi Akintola, Manager, Business Planning and Analysis at Ministry of Social Services, Regina, SK
Navin Rai, Economist at Bank of Canada, Ottawa, ON
Tolulope Adubi, Analyst at the Government of Saskatchewan, Regina, SK
Ksenia Rezvukhina, Treasury Board Analyst, Budget and Program Review Section at Ministry of Finance, Regina, SK
Kaley Bancescue, Senior Analyst at the Ministry of Energy and Resource, Regina, SK
Larissa Flister, Law Student at the University of Saskatchewan, Saskatoon, SK

TESTIMONIALS

Anthony Hinzmann, BSc (Hons) (2018): My time in the economics program at the University of Regina was a challenging and rewarding experience. The program provides students with a solid understanding of the main fields of economics, while providing ample electives for students to tailor their studies to their interests. Students in this program develop a strong toolbox of analytical skills and research ability that can be used to analyze and solve real world problems. The program prepares students for further study at the graduate level or employment in a variety of fields such as policy analysis and finance. My time in the economics program was thoroughly enjoyable, and provided me with many valuable skills I use daily to help me succeed in my current studies as a Master of Financial Economics Candidate at Western University.

Alexander Siebert, BA (Hons) at the UofR (2015) and MAEPA at the UofR (2017); currently pursuing PhD at Tulane University: Overall, I'm very happy to be where I am (getting a PhD in economics from a university in the U.S.A.) and am excited about where I'm going, and I most definitely would not be here if it wasn't for the UofR's ECON department. Here's why:

First of all, the overall quality of teaching from the UofR's ECON department is significantly better than what I experienced when I was at the University of Saskatchewan when I was there for a few years, and it is as good as or maybe slightly better than what I've experienced here at Tulane so far. In addition, it was really easy to obtain help from the department outside of class time (everyone was always friendly and willing to help if I dropped by their office), and I was impressed with the level of help that I usually received.

Second, I really liked the degree of emphasis that the undergraduate and master's degree programs placed on writing. In particular, not only did we have to write term papers in almost every course, but we had multiple courses dedicated to writing. This emphasis on writing helped me produce my first coauthored publication this year, and has made the largest portion of my PhD program—the writing of three dissertation papers—seem a lot less intimidating.

Finally, the first semester of the master's program was probably the most transformative experience of my entire life. The challenge was greater than anything I ever faced before or since, and I probably wouldn't have been able to make it through if I wasn't able to lean on the departments' unwavering willingness to help. During this time, I learned that I could write papers more than twice as fast as I used to write them because, given the workload, I had no other choice but to write them twice as fast. I learned how to be confident when presenting even when I haven't had time to rehearse and my knowledge of the material is less than I'd like it to be. And, perhaps most importantly, I learned that I can be happy even when I do nothing other than work all the time. Having those experiences made me infinitely more confident in my ability to handle any future challenge (hence why I decided to apply to PhD programs) and have undoubtedly enabled me to better handle the rigors of my current PhD program.

Tanner Forster, BA in Economics (2014): My undergraduate degree built a solid foundation of both theoretical knowledge and quantitative skills, helping me to earn a Masters of Financial Economics from the University of Western Ontario. I felt the professors were knowledgeable, friendly, and always accessible for extra support. In addition, my course work exposed me to a variety of differing economic schools of thought and sub-topics to explore; all of the courses helped me to develop my analytical and critical thinking skills. I now work as a Senior Manager of Portfolio Analytics for The Bank of Nova Scotia in Toronto.

Troy Jule, Economics and Society major at the UofR (2014), JSGS MPA (2018): I have to be honest - at the start of my academic career, Economics was not a field I was overly interested in. After middling through one year of courses in various fields, I happened to be enrolled in an Introductory Macroeconomics class. It became immediately apparent I had accidentally stumbled into something that was a perfect fit for me. Economics lies at the intersection of liberal arts & business; the intersection of social sciences and sciences. It's a field of study made for the curious; for those who wish to understand the ways in which decision making, human behaviour, and the consumption of goods and services intertwine in an ever-changing world.

My studies during my time in this faculty were immensely enjoyable. In attaining my BA in Economics & Society, the professors I had were always engaging, while the content reflected real world applications & modern challenges.

Following my undergraduate degree, I obtained employment in the public sector and immediately enrolled in graduate studies to further my understanding of the application of economics through a policy lens in the public sector, an interest of mine that had developed both professionally and academically. Five years on from undergraduate studies, one year on from the completion of graduate studies, and five years into my professional career, I have no regrets. Simply put, I would not have attained immediate employment, had the ability to excel in graduate studies, and make life-long friendships without the completion of my Economics & Society degree from the University of Regina.

Jordan Woloshyn, BA in Economics (Hons) (2011): When I reflect on my time at the University of Regina, one key aspect comes to mind. My degree afforded me the ability to think through problems more critically. I have gained an understanding to not always take things at face value, and instead examine a problem deeper to uncover the processes at work. I feel more capable at looking at underlying processes more deeply and understanding how those influence a system as a whole. This is useful both in a work setting (for project work) as well as in the real world, when I have to sift through so much contradictory news sources out there.

While an Economics degree can be typically seen as a theory intensive program, my time studying my degree prepared me much further. I was granted a wealth of instances on how to apply these to the real world. I was also given the opportunity to apply much more advanced analytical techniques to models of behaviour.

Ryan Tessier, BA in Mathematics/Statistics with Certificate in Economics (2011): Economics is about incentives! This is a fact that was imprinted firmly in my mind while studying economics at the University of Regina. The focus of the U of R's economics department was always on incentives and motivations behind the behaviors we observe in the workplace. Behind the mathematical models we learned in class, there was always a focus on the intuition behind it. The professors and lecturers make sure to instill in us the "why" of the model instead of just the "how".

This is something that has helped me immeasurably in my career. I have moved from Saskatchewan Polytechnic instructor, into union leader, to department head and finally educational consultant and strategy development. The reason I have been able to thrive in such diverse roles is the focus on incentives instilled in me while studying Economics at the University of Regina. What makes the University of Regina especially unique is how willing each professor is to engage with students. Throughout all the classes I took, the professors were eager to meet with you after class. The department had an open-door policy and the faculty were always able to help. This helped instill the principles they were teaching as you could really drill down deep into the theory when meeting with them after hours. This added a truly memorable touch to my education - I love University of Regina economics!

Glenn Schatz, BSc (Hons) at UofR (2010) and MA in Economics at UofAlberta (2011): I currently work as an Alberta Power Trader in Energy Commodities Trading. What I learned in my program that has got me to where I am today. 1) To think and learn independently. I think the biggest strength of programs in the Arts/Sciences faculty is the focus on learning how to learn, as opposed to being taught how to do something. Being able to learn abstract economic concepts and then independently apply those concepts to equally abstract real-world problems is what I do for a living and I credit a lot of my ability to do that with my education at the UofR. 2) Technical skills in data management/modelling. I credit a lot of this to Dr. Richard Martin and my undergraduate econometrics course. He taught us a program called R, and I have just stuck with it. I deal with ridiculous amount of data on a day-to-day basis, and being able to manage that data, build models, and share the results of those models with coworkers has made me invaluable to my coworkers.

I think the biggest strength to the UofR Economics program I took was the access to professors. I found it easier to get one-on-one time with my professors in my BSc than in my MA.

Patrick Button, BA in Economics (2008): My undergraduate degree in economics definitely helped solidify my career. I am now an Assistant Professor of Economics at Tulane University in New Orleans. I got my start at the University of Regina before going to the University of Toronto for an M.A. in Economics and the University of California, Irvine for a Ph.D. in Economics. What was incredibly helpful at the U of R was the small class sizes and the direct interaction with faculty. They invested in me significantly by offering courses that helped me in graduate school and by providing lots of mentoring. I didn't get that kind of support at the other universities I went to. At the U of R, I didn't feel like a student number. At the U of R, I had room to grow and the support to do so.

Ben Proctor, BA in Economics at the UofR (2005-2007), transferred to University of Victoria, BA in Economics (2011): I had a funny feeling when I started as a general arts student at the University of Regina. More school seemed like a path to a job sure, and it helped that I was making friends, but I really wasn't sure why I was there. I ventured aimlessly from one course to another with nothing really clicking. But lucky for me, the penny dropped after I took an economics 100 course at the U of R. The subject matter was interesting, but it was really the fantastic instruction I received and the practical application of course material to solve real world problems that lit a big spark for me. Along the way I learned that not all economics courses or instructors are created equal, but I never once doubted my decision to pursue a bachelors in economics.

The end result has been a rewarding career that my first year student-self would scarcely believe. I've worked at Canada's central bank and for regulatory bodies in BC and Alberta. I've earned consulting income as an expert witness on ride-hailing, published op-eds on energy topics, and made TV appearances to lament Canadian dairy policies. I just recently returned home after a two-year stint in Washington, DC where I had a front row seat to the NAFTA renegotiation while working at a think tank specializing in Canada-U.S. relations. I owe a lot of my success to the excellent training I received while at the U of R.

Michael Sherar, BA in Economics (2008): I am an alum of the economics program at the University of Regina and am currently doing my PhD studies at the University of Toronto. The thing that stands out most to me about my undergraduate education at the U of R is in direct contrast to my education thus far at the U of T. The thing I did not appreciate at the time was the amount of access and engagement I had from my professors and instructors. At the U of R, if a professor was in their office, it was never a problem to sit down and talk to them. It didn't matter if it was questions about course material, theoretical questions, or career/life advice.

For me, the true U of R advantage was the community and cohort. Where else would professors take our questions in good faith and debate our amateurish points sincerely and without judgment? Where else would instructors join us at the bar and give us the safe space to admit our confusions and engage in theoretical debates? Where else would instructors recognize that just because it's not scheduled contact hours doesn't mean learning can't take place? We were given a playground where even just as students, we could assist, challenge, and grow with each other.

Christine Brown, BA in Economics (Hon)(2008): As the Department of Economics at the University of Regina is smaller than many other institutions in Canada, I was afforded opportunities that I imagine those in larger departments don't receive. For example, in the last year of my undergraduate program I had the opportunity to do an Arts Work Experience Internship for course credit. As Dr.

Stuart Wilson's Research Assistant, I helped him conduct research for his Saskatchewan Institute of Public Policy (SIPP) Research Fellowship to study child-rearing decisions and public pension systems. This position allowed me to gain research experience which ultimately helped me to be awarded a Social Sciences and Humanities Research Council (SSHRC) grant for my Master's program. I was also extremely fortunate to work with Dr. Wilson on my Honours paper. As I was one of the few Honours students he supervised that year he always had time to meet with me and made sure I had all the tools I needed to succeed.

Furthermore, the undergraduate program at the U of R provided me with the necessary background to pursue a Master's degree in economics. Through the Bachelor of Arts Honours program I developed skills in numeracy, writing, problem solving, and working with data. Upon graduating I was offered a job with Finance Canada in Ottawa where I still work nine years later. If my experience at the U of R was not as positive as it was, I may never have pursued further education in economics which allowed me to get a great job with the federal government doing something I am passionate about.

Brett Dolter: “My economics training at the University of Regina has been a wonderful stepping stone for a career in energy and climate policy research and teaching. After graduating from the University of Regina I worked as a policy analyst at the Saskatchewan Ministry of Environment. I used cost-benefit analysis to evaluate decision such as, for example, whether the Saskatchewan government should offer incentives for solar energy installations. I continue to use cost-benefit analysis today when evaluating how to achieve emissions reductions at the lowest dollar-per-tonne cost. Empirical tools that I was taught like econometrics allow me to use data to evaluate the impacts of various decisions and public policies.

I am now excited to be returning to the University of Regina Department of Economics as an Assistant Professor 15 years after I completed my undergraduate degree. I look forward to equipping the next generation of economics students with the tools and training that will prepare them for exciting careers in their chosen fields.”

Alykhan Bhanji, BA in Economics (Hons) (2017): “Studying economics was always going to be a ‘demanding process’. The Economics Program, while sharpening my micro and macro economic acumen, also afforded me the opportunity to apply these key terms and concepts in both research papers and presentations. Students were always encouraged to go beyond their classroom teachings when studying economics at the UofR.

The Economics department at the UofR are very close-knit, capable, friendly, non-partisan, professional, approachable and knowledgeable in their craft. They genuinely want their students to succeed. I have fond memories debating micro and macroeconomic principles with my professors at their offices!

The foundation my degree has provided is second to none towards my goal of lifelong learning. Through the support of a very dedicated Economics department, I am grateful I saw the program through to its completion. A very rewarding albeit challenging experience.

6. UNIT BUDGET

Figure 10 and Table 3 show the annual permanent budget for the number of active academic full-time positions (allocated, not necessarily occupied) per year over the last 10 years. The monetary increases to the annual budget are primarily due to increases in salaries resulting from Collective Agreements, allocation of career growth increments, and progression through the ranks. As noted earlier in the academic resources section, in the recent years, the unit has generated an increasing amount of CCE revenues (reaching more than \$57,000 in FY 2017-18), which in combination with Part of Load stipends from CCE courses have been used to fund and/or supplement salaries for term positions.

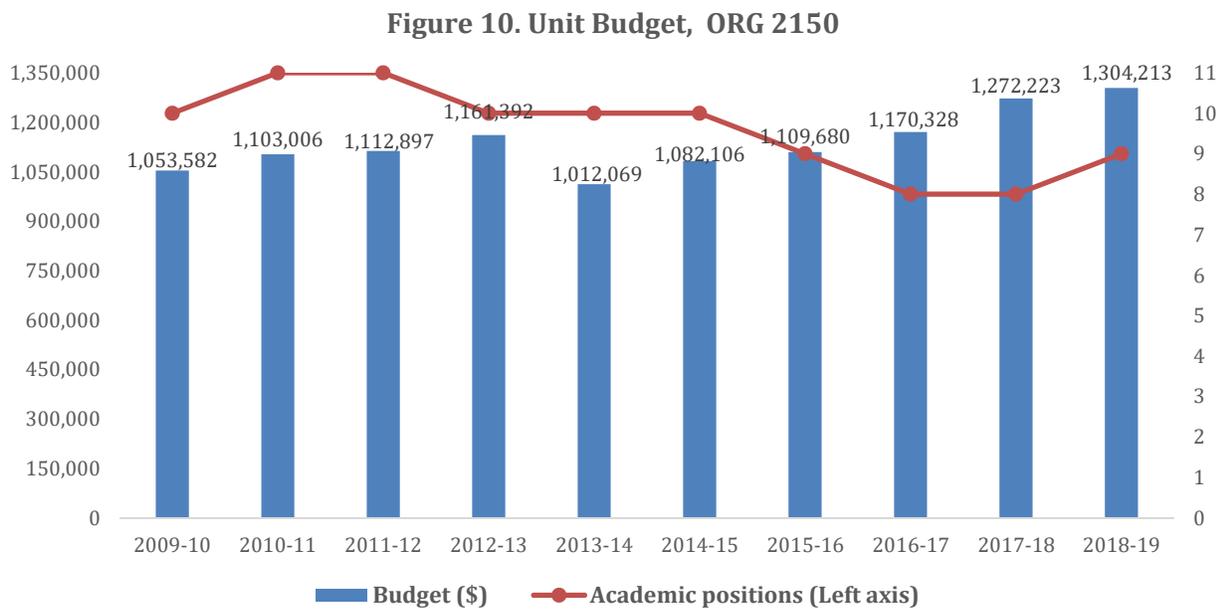


Table 3. Department of Economics Budget

Year	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Budget (\$)	1,053,582	1,103,006	1,112,897	1,161,392	1,012,069	1,082,106	1,109,680	1,170,328	1,272,223 ⁶	1,304,213
Faculty Complement	10	11	11	10	10	10	9	8	8	9

Source: ORP, UR Budget Book

⁶ Of the \$95,900 miscellaneous expenditure shown in the 2017-18 Budget Book, only \$10,900 are discretionary funds. The other \$85,000 were CCE revenues, waiting to be transferred into students' scholarships funds or to be paid on a term position salary.

7. SWOT ANALYSIS (STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS)

STRENGTHS

Economics programs, their delivery and the quality of teaching

Economics programs have good flexibility in their design. In addition to maintaining strong traditional core courses in Microeconomics, Macroeconomics and Quantitative streams, we offer a variety of different field courses that are structured for a diverse audience. Recent restructuring of additional sequence classes in intermediate micro and macro provide more breadth and rigor to the BA in Economics Program. Additionally, courses such as Econ 280, 480 and electives with writing components challenge students to strengthen their research and writing skills. Compared to other programs in Arts that develop critical thinking and writing skills, Economics courses provide more opportunity for students to develop the additional skills of analytical thinking and numeracy.

The Department offers second year elective courses that are issues based and provide good applications of economic theory. They are received as interesting classes not only by students majoring in Economics but also by non-econ majors. The combined majors provide more choice for students who have broad interests in interdisciplinary education. The economics honours program is of benefit to those students who would like to specialize in economics and potentially go on to complete graduate work.

In terms of delivering our programs, the department maintains fairly flexible offerings of courses in day, night, online, spring & summer formats. Many program requirements are delivered in evening slots for increased flexibility. The frequency of offerings is well established and facilitates adequate progression for students in completing their degrees. In addition, there is a good range of courses offered by full-time faculty. The unit has a unique advantage in utilizing instructors with longstanding public service careers in the province, who bring practitioner experiences into the classroom. As a relatively small department, we are better positioned to build a good rapport with students than large departments. Instructors are not only competent and enthusiastic about Economics, but also friendly and approachable. They are accessible, patient and helpful to students and generally keep a flexible open door policy. Students appreciate that professors will know their names and take an interest in them⁷.

Another unique advantage for our unit is the highly efficient course scheduling practices. Combined with strong student demand for economics courses, these practices have generated considerable revenues from CCE courses. The unit has in turn used its CCE revenues to support teaching and provide stability to our course offerings by funding term positions. In addition, our academic staff is well equipped to teach a wide variety of courses, both theory and applied which greatly increases the flexibility in assigning teaching duties. Another strength of the unit is a good collegial culture with most members well-inclined to help each other. In addition, members are flexible in their teaching service to ensure the department is deploying resources to best support our programs and students.

⁷ Consult Section 5.4 of this report; In addition, the department conducted a student survey to get their input for the SWOT analysis. Results of the survey are available upon request.

Research Capacity

There is a wide variety of research areas and interests within the department with some overlap between members. The department has particular research strengths in the areas of energy, resources and environment and in health and public safety, all of which align with the university's research clusters. Many members are involved in collaborative projects both inside and outside of the university. In addition, newer members have highly technical skills, they are more active in collaborative research, in presenting their work in conferences, and in publishing. This has created a better research climate for all. In recent years, we have promoted research achievements of the faculty members and there is a better sense of encouragement and celebration of each other's successes.

Compared to other researchers in the Faculty of Arts there seems to be value for the skills and expertise economists possess (data analysis and empirical work in policy analysis) and better research funding opportunities from third parties. A few members have developed relationships with some government units for targeted research funding.

WEAKNESSES

The unit's weaknesses are inherently linked to its relatively small size. For example, there are limitations in offering more course choices. Due to resource pressures and relatively low demand compared to other economics courses, the upper year required courses are not delivered in frequent and flexible formats (evenings, online, more than once per year or every other year). While the strong demand for economics courses is a blessing, less frequency requires the unit to have class sizes which are typically among the largest within the Faculty of Arts. From a student perspective this can be viewed as a weakness since students receive less attention than in smaller sized courses of other social science programs.

The relatively small department size imposes real constraints in our ability to deliver quality programing at both the undergraduate and graduate levels. Spreading resources thin and trying to do more than what a small-sized department can do well, could jeopardize the quality of delivering our programs. To maintain a high quality of instruction, it is essential that most of the classes are taught by in-house faculty members. Hence, we should avoid heavy reliance on sessional instructors who are not as accessible to students as full time faculty or sometimes lack the proper qualifications for field courses, as was the case few years ago. In addition, it is important to maintain consistent coverage and level of difficulty in our core introductory level courses.

To further improve the delivery of our programs and enhance student experiences, the unit can be more intentional in utilizing professional development opportunities offered within the university such as the Faculty of Arts workshop/teaching pubs or events offered by Center for Teaching and Learning.

In the past, we have struggled with creating a sizable Honours program. The Department believes that directing focus towards building the Honours Program is a worthy investment for the future and this a direction the unit has recently moved towards. The department's recent efforts in recruiting and providing financial support to Honours students are paying off and the unit could capitalize on this momentum to strengthen the program and further increase its size. It is also important to get honours students enrolled in early years to enhance their cohort experience as they progress in their studies.

As convocation data suggests, timely progression and degree completion is an area which requires more attention and efforts for improvement. Anecdotal evidence suggests that international students are generally less inclined to utilize the academic advising services early in their studies. Given the large number of international students enrolled in economics programs, the unit should explore ways to directly engage in collaborative actions with Students Services at UR International and at the Faculty of Arts to provide early academic advising for international students in order to facilitate improved degree completion rates.

With respect to research, there is always a desire to improve the quality and quantity of research output. There are however real challenges given the high teaching intensity at a comprehensive university such as ours and the considerable administrative demands and duties faced by some members. From an external perspective, other scholars may view the University of Regina primarily as a 'teaching university' where research is not given priority. This in turn can adversely affect the inclination of potential candidates with successful research agendas to seriously consider our unit for their professional career.

The small size of the unit limits the ability for positive synergies and internal partnerships needed to create the critical mass for building specialized research capacity. This could lead to isolation of researchers. One way to address the issue is to be more deliberate in building additional research capacity in areas that have already been successful. The unit could use the opportunity to hire new members in the areas that support existing faculty member's research and/or areas that align with university's research clusters which in turn could enhance interdisciplinary collaborations. This also means that we should avoid hiring colleagues with very narrow research specializations.

The unit has lacked the capacity for mentorship of junior members, as only one senior member recently achieved the full professorial rank. In this environment, it is essential that a new faculty member is more of a self-starter and/or proactive in building and maintaining collaborative relationships with scholars in other institutions. However, the distance to potential collaborators and professional networking hubs is another challenge in itself. In the most recent years, there has been a shift with more research collaboration within the unit. We should continue to build on this momentum and foster the culture of internal collaboration, while also reasonably avoiding taking on projects outside of our fields of expertise.

Another research challenge the unit has faced is the availability of quality research assistants. This was a recurring problem even during the time when the MAEPA graduate program was active as only a select few students were well qualified. With the renewed focus on building the Honours program, the unit can work to boost undergraduate research by engaging our honours students as research assistants.

OPPORTUNITIES

Fortunately, Economics training will continue to be an area of high demand in academic markets, including the demand from international students. Attracting higher quality students in such a context requires programming that is relevant. Increasing demands in professional sectors for skills such as big data manipulation will create increasing demand for graduates with strong quantitative skills. There is current scope for greater focus in strengthening the quantitative components of our economics programming. For example, the unit could increase the frequency of practical courses, such

as cost-benefit analysis without significant demands on resources. In addition, we can explore creating new courses in data science and visualization. All of which develop useful skills that better prepare students for the changing trends within workplaces.

As the data on majors across various Economics programs show, there is increasing interest in the BSc Major in Economics program and the unit can be more deliberate in tapping into the interest from Science students. With the new Research Data Center coming to the University of Regina, we could encourage our honours students to develop their thesis/project using Stats Canada data.

The evidence emerging from the Economics convocation data suggests that while there is a considerable demand for the Certificate in Economics program, there is also a need to provide a faster exit pathway to graduation for struggling students. More specifically, we could explore offering programs in a laddering system, with a two year Diploma program in Economics being the logical next step beyond the Certificate. On one side, the Diploma could entice the more successful Certificate students to further continue their Economics education, while on the other side, the lesser performing students are given a faster exit with a university credential. Both ways can improve graduation rates and increase the academic quality of our student body in the four year degree programs, all of which will in turn improve students' financial and mental wellbeing.

There are a number of interesting trends that we could seize upon utilizing our strengths. First, the attack on democracy and the erosion of civility in the public discourse, aided by basic ignorance is very concerning. Any effort in our programming that assists in creating an informed citizenry is important. While we always strive to include current events in our courses, we could be even more deliberate with these efforts. We should also continue to organize and facilitate public lectures and debates about these events.

Second, students are looking for flexibility in their classes in terms of time of day/year and mode of delivery. Although our unit has developed some online courses and is currently developing more, the number of online econ courses is smaller than those offered from some other units. With the potential shift of student's demand toward online delivery, there is rationale and scope within the Department for developing more online courses.

Third, given the advancements within Economics in the areas of Behavioral Economics, Identity Economics, and Institutional Economics, all of which have interesting intersections with other social sciences, it is important to better reflect these fields in our course offerings. While there are qualified members who could teach courses in these areas, the capacity has been an issue in the past. With the addition of the new hires, we will hopefully be better positioned to take advantage of this opportunity.

Fourth, given the resource-based economy of the province, the unit could maintain and even build a more environmental, resource and energy economics focus in our program offerings. Climate change and the need to transition away from fossil fuels are issues that will continue to define our political and economic landscape for years and decades to come. These issues open up avenues for research on a wide variety of topics. We could aim to better position ourselves in this field and attract students to the University of Regina. Furthermore, as we strengthen our Honours program, we could explore opportunities to establish student research and policy analyst internships with industry partners in the field of climate change policy and energy transition.

Fifth, research grants supporting large scale interdisciplinary research projects often require economic evaluations. A number of our members have been part of such projects funded by Genome Canada, Canadian Institute of Health Research and Saskatchewan Health Research Foundation.

This model presents good research opportunities the unit should continue to explore in the future. MITACS funding provides many opportunities for research in areas where our members have expertise. If research funding is in place, in the absence of graduate students, one can take advantage of an unfavorable academic market to hire postdoctoral candidates and/or research associates to support the research agenda.

THREATS

Unlike many Social Science programs that are facing declining trends in enrollment and majors, Economics has faced a steady demand for its courses. As noted earlier, this demand results from students majoring in Economics, as well as from students enrolled in other strong or high growth programs such as business, engineering, kinesiology and natural sciences, which we service. Nevertheless, since Economics is housed in the Faculty of Arts, we face similar hurdles as other Art's programs from the perception of students, parents and career counselors that good jobs and careers are more attainable for students graduating from professional programs. In addition, we face competition from other reputable economics programs that have broader and deeper professional and alumni networks. These issues do create obstacles for the recruitment and retention of high-quality students.

The Department is also affected by tight fiscal conditions within the Province. As in many other post-secondary institutions in Canada, the University of Regina is challenged with increasing operational costs at a time when the government operational grant is declining, leading to increasing reliance on tuition revenues. As a result, the university administration is compelled to grow the student base and tuition revenues, particularly through international recruitment of students.

With the growth in the Economics program and a higher number of students in the classroom, we have also experienced an increasing number of students who struggle with basic skills, math skills, writing skills and language comprehension. We are dealing with larger classes of an increasingly more diverse student body in terms of cultural background, academic and learning abilities, university preparedness etc. With a larger number of international students in Economics courses who typically face additional challenges with respect to language barriers and cultural adjustments, we have experienced increased workloads with relatively same or less resources.

While our own expectations about the quality standard of our services have not changed, the student body has, and what we can achieve has been greatly affected by considerations beyond our control. Inadvertently lowering our standards could lead to a high reputational cost for our programs with long-term adverse consequences. Therefore, it is essential that we are mindful of these challenges and do not give up high standards in the face of an increasingly lower level of student preparedness for university studies.

There are additional threats stemming from the majority of Economics majors being international students. This is perhaps one of the most volatile sources of demand as it is greatly affected by geopolitical events beyond our control. For example, the Saudi Government's actions to withdraw students from Canadian universities had a major impact on the number of the Economics majors and provides a perfect illustration of this kind of threat. Currently, students from China, Nigeria, and India

value studying in the fields of business and economics. However, since the university may diversify sources of future international recruitment, there could be a shift toward countries in which economics is not valued as much. Past experience demonstrates the potential risk of decreasing demand and the unit should be aware of the dangers of complacency.

A final risk is the continued proliferation of online courses at the University of Regina and other institutions. The current demand for our in-person courses is still high despite increases in the number of online courses. One reason might be that most students currently still prefer the face to face experience. There is some options for increasing our own online delivery to keep pace with this trend. However, it is essential for the department to monitor changing trends and remain flexible to mitigate future demand loss due to increasing alternatives.

REFERENCES

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Guliani, H. 2017. Report on the state of MAEPA Program, 2010-2017. Department of Economics, December 2017.

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ORP, 2018a. National Fall 2018 Counts, Student Headcounts
<http://www.uregina.ca/orp/statistics/student-headcount.html>

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<https://www.uregina.ca/orp/assets/statistics/supplemental-reports/201830-gender-faculty.pdf>

ORP, 2018c. 2018 Fall Term, October 3, Registration Statistics Report.
<https://www.uregina.ca/orp/assets/statistics/reg-stats/201830-oct-03-reg-stats.pdf>

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UG Calendar, 2009. University of Regina, Undergraduate Calendar, 2009-2010.

UG Calendar, 2010. University of Regina, Undergraduate Calendar, 2010-2011.

UG Calendar, 2018. University of Regina, Undergraduate Calendar, 2018-2019.

UR Research 2018. Strategic Research Plan 2016-2021. <https://www.uregina.ca/research/strategic-research-plan.html>

JASON CHILDS, Ph.D.
Associate Professor
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Education and Professional Development

McMaster University (PhD: Economics)
 McMaster University (MA: Economics 1997)
 Mount Allison University (BA Honours: Economics 1996)

Employment History

July 2008 – current Associate Professor, Economics Department, University of Regina
 July 2008 – current Adjunct Professor, Economics Department, University of New Brunswick,
 Saint John
 July 2002 – June 2008 Associate Professor, University of New Brunswick, Saint John

Teaching History

Undergraduate Teaching Fields

International Finance, Introductory Economics (Micro and Macro), Macroeconomics, Experimental Economics, Economics of Professional Sports, Economics of Beer.

Graduate Courses Taught

Macroeconomic Theory for Policy Analysis, Game Theory and Behavioural Economics, MBA Fast-track Microeconomics, International Finance

Student Supervision

Name	Position	Dates of supervision
Alexander Siebert	MAEPA student	2016/2017
Landon MacDonald	MAEPA student	2016/2017
Lucas Hansen	MAEPA student	2014/2015
Tolulope Adubi	MAEPA student	2014/2015
Navin Rai	MAEPA student	2013/2014
Abayomi Akintola	MAEPA student	2010/2011
Dmytro Rukas	MAEPA student	2011/2012
Krisztina Gurzo	MAEPA student	2011/2012
Alexander Siebert	Honours project	2014/2015
David Weisgerber	Honours project	2012/2013
Kellan Gulka-Tiechko	Honours Project	2009/2010
Glenn Schatz	Honours Project	2009/2010

University Service

2018-2019 Science Pub Speaker Selection Committee; URFA Chief Negotiator
 2016-2018 Science Pub selection committee; URFA Collective Bargaining Team
 2012-2013 Graduate Program Coordinator

2011/2012 Recruitment Committee Department of Economics; Graduate Program Coordinator; Joint Committee to form a comparator group for faculty pay

2010/2011 Graduate Program Coordinator; Joint Committee to form a comparator group for faculty pay

2009/2010 Recruitment Committee – Department of Economics; Acting Department Head; Graduate Program Coordinator

2008/2009 Acting Department Head February 2009 to August 2009; Recruitment Committee – Department of Economics; Recruitment Committee – Johnson Shoyama School of Graduate Studies; Graduate Coordinator Department of Economics

2007/2008 Student Disciplinary Committee Supervisory Committee; Student Disciplinary Committee Technical Advisor; Alternate for Senate Appeals Committee; Alternate for Senate Admissions Committee; Department of Social Science Level I Committee

Scholarly Research

PEER REVIEWED PUBLICATIONS

Jason Childs and Alexander Siebert. 2018. “The Powerless, Yet Relevant Third”. *Applied Economics Letters*.

Jason Stevens and Jason Childs. Dec. 2016. “Re-examining the economic determinants of alcohol consumption in Canada.” *Applied Economics Letters*.

Jason Childs, John Palmer, and Gary Tompkins. May 2014. “The Economics of Culture: Implications and Underpinnings.” *International Journal of Liberal Arts and Social Science*.

Jason Childs and John Palmer. 2014. “Misallocation Costs under Rent Control: Experimental Evidence.” *SOP: Transactions in Economic Research*.

Jason Childs. December 2013. “Personal Characteristics and Lying: An Experimental Investigation.” *Economics Letters*. Volume 121(3) p. 425-427.

Jason Childs. Summer 2012. “Demonstrating the Need for Effective Business Ethics: An Alternative Approach.” *Business and Society Review*. Volume 117(2).

Jason Childs, February 2012. “Gender Differences in Lying”. *Economics Letters*. Volume 114(2) p. 147-149.

Jason Childs, July 2009. “Rate of Return Parity and Currency Crises in Experimental Asset Markets”. *Journal of International Financial Markets, Institutions and Money*.

Refereed Conference Proceedings and Refereed Working Papers

Jason Childs and Rob Moir, October 2005. “Side Effects of the Lottery Panacea”. [Atlantic Canada Economic Association 2005 Papers and Proceedings](http://www.unb.ca/econ/acea/documents/moir_childs_ACEA20051.pdf), Rick McGaw, ed. Available online at http://www.unb.ca/econ/acea/documents/moir_childs_ACEA20051.pdf

Jason Childs, 2011. “Gains versus losses in a simple sender receiver game: Experimental evidence on framing.” *Applied Economics Research Bulletin* refereed working paper.

Books/Textbooks

R. Glenn Hubbard, Anthony Patrick O’Brien, Apostolos Serletis, Jason Childs. *Macroeconomics*, 3rd Canadian Edition. Pearson Canada, Toronto. Forthcoming. Expected Fall 2019.

R. Glenn Hubbard, Anthony Patrick O’Brien, Apostolos Serletis, Jason Childs. *Microeconomics*, 3rd Canadian Edition, Pearson Canada, Toronto. Forthcoming, expected Fall 2019.

R. Glenn Hubbard, Anthony Patrick O’Brien, Apostolos Serletis, Jason Childs. © 2017. *Macroeconomics*, 2nd Canadian Edition. Pearson Canada, Toronto. In print December 2016.

R. Glenn Hubbard, Anthony Patrick O’Brien, Apostolos Serletis, Jason Childs © 2017. *Microeconomics*, 2nd Canadian Edition, Pearson Canada, Toronto. In print January 2017.

Jason Childs, Abayomi Akintola, and Michael Sherar. ©2015 Beeronomics. Pearson Canada. ISBN: 1-323-11204-9

R. Glenn Hubbard, Anthony Patrick O'Brien, Apostolos Serletis, Jason Childs. © 2015. Macroeconomics, 1st Canadian Edition. Pearson Canada, Toronto. In print December 2013. (Note: Hubbard and O'Brien are the American authors, Serletis and Childs the Canadian authors.)

R. Glenn Hubbard, Anthony Patrick O'Brien, Apostolos Serletis, Jason Childs © 2015. Microeconomics, 1st Canadian Edition, Pearson Canada, Toronto. In print January 2014.
(Note: Hubbard and O'Brien are the American authors, Serletis and Childs the Canadian authors.)
Instructor's Manual to Microeconomics, 1st Canadian Edition.

RESEARCH GRANTS

Collaborative Applied Research in Economics, \$13,000 (2018)

A Saskatchewan Blueprint for the Legalization and Regulation of Cannabis, \$25,000 (2016); Principle investigators: Kathy McNutt, George Hartner, and Jason Childs

Ministry of Parks, Culture and Sport Research Contract, \$28,560 (2016)

Collaborative Applied Research in Economics, \$38,000 (2014); Jason Childs as Principle Investigator. Co-investigators Rob Moir and Wade Locke.

CONFERENCE PRESENTATIONS

Canadian Centre on Substance Use and Abuse Cannabis Policy Research Meeting, Ottawa, ON. Dec 10-11, 2018.

Canadian Economics Association Meetings in Montreal, PQ. June, 2018. Presented

"Microeconomic Behavioural Parameters Across Canada"

Saskatchewan Economics Association Meetings in Regina, SK. Presented "Cannabis in Saskatchewan".

Atlantic Canada Economics Association Meetings in Antigonish, NS. Presented "Edgeworth Meets Kahneman and Tversky: Reference Dependence and Loss Aversion in Simple Trade".

Canadian Economics Association Meetings in Antigonish, NS. June 2017. Presented "Economic Behaviour of Civil Servants".

Progressive Economic Forum Meetings in Antigonish, NS. June 2017. Presented "The Saskatchewan Advantage? Provincial Budget and Oil Prices".

Saskatchewan Economics Association Meetings in Regina, SK. Nov. 2016. Presented: "Behavioural Economics and the Nudge"

Atlantic Canada Economics Association Meetings in Sackville, NB. Oct. 2016. Presented:

"Microeconomic Behavioural Parameters"

Canadian Economics Association Meetings in Ottawa, ON. June 2016. Presented: "Microeconomic Behavioural Parameters"

Atlantic Canada Economics Association Meetings in Wolfville, NS. Oct. 2015. Presented "Lying, Trust, and Group membership."

Canadian Economics Association meetings in Toronto, ON. May/June 2015. Presented: "Lying, Trust, and Group membership."

Atlantic Canada Economics Association meetings in Truro, NS. Oct. 2014. Presented: "The Economic Determinants of Demand for Alcoholic Beverages in Canada."

Canadian Economics Association meetings in Vancouver, BC. June 2014. Presented: "Trust and Personal Characteristics: An Experimental Investigation".

Canadian Economics Association meetings in Montreal, PQ. June 2013. Presented: "Misallocation Costs under Second Generation Rent Control"

Atlantic Canada Economics Association Meetings in Halifax, NS. Oct. 2012. Presented: "Misallocation Costs under Rent Control: An Experimental Investigation"

Canadian Economics Association Meetings in Calgary, AB. June 2012. Presented: "Misallocation Costs under Rent Control: An Experimental Investigation"

Atlantic Canada Economics Association Meetings in Charlottetown, PE. Oct. 2011. Presented "Tuition and the Intensity of Undergraduate Education on the Canadian Prairies".

Canadian Economics Association Meetings in Ottawa, On. June 2011. Presented: "Gains vs. Losses in a Simple Sender-Receiver Game".

Atlantic Canada Economics Association Meetings in Sydney, NS. Oct 2010. Presented: "Deception and Incentives".

Atlantic Canada Economics Association Meetings in Saint John, NB, Oct 2009. Presented: "Lottery Fundraising in a Multiple Public Good Environment"

Atlantic Canada Economics Association Meetings in Wolfville, NS. Oct 2008. Presented: "Incentives and Polygraph Lie Detection"

MONIKA ÇULE, Ph.D.

Associate Professor and Head Department of Economics
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Education and Professional Development

EDUCATION

November 2003 – June 2004

Post-Doctorate Studies, University of Saskatchewan, Canada and Centre for Studies in Agriculture, Law and Environment (CSALE)

January 2000 – April 2004

Ph.D. Agricultural Economics, University of Saskatchewan, Canada.

October 1997 – November 1999

M.Sc. Economic and Management Sciences, Mediterranean Agronomic Institute of Chania (MAICh), Greece.

September 1990 – July 1994

Bachelor of Business Administration (Management), University of Tirana, College of Business and Economics, Tirana, Albania

PROFESSIONAL DEVELOPMENT

April – August 2018

Everything DiSC: Work of Leaders, Executive training with Do Process Facilitation Services

Everything DiSC: Productive Conflict, Executive training with Do Process Facilitation Services

October – December 2017

Everything DiSC: Workplace, Executive training with Do Process Facilitation Services

Employment History

2013 – current	Associate Professor, Economics Department, University of Regina
2006 – 2013	Assistant Professor, Economics Department, U of Regina, Tenured in 2010
2004-2006	Assistant Professor, joint appointment with Economics and Political Science, University of Regina

Teaching History

CURRENT TEACHING RESPONSIBILITIES

- ECON 201 Introductory Microeconomics
- ECON 480 Capstone Seminar
- ECON 364 Economics of Corruption
- ECON 301 Intermediate Microeconomics I
- ECON 307 Intermediate Microeconomics II

PREVIOUS TEACHING RESPONSIBILITIES

- ECON 273 Environmental Economics
- ECON 100 Introduction to Economic Issues
- Econ 496AI/872 Issues in Environmental and Resource Economics/ Environmental and Resource Economics
- ECON 233 Issues on Canadian Agriculture
- ECON 362 Economics of Collective Behaviour.

Student Supervision

Name	Position	Dates of supervision
Alykhan Bhanji	Supervisor honours thesis	Winter 2017

University Service

- Head of Economics Department (July 2016 to present)
- Member of Dean's Executive Committee (July 2016 to present)
- Chair of Council Committee on Budget (September 2017 to present)
- Member of Council Committee on Budget (July 2016 to September 2017)
- Member of Council Procedures Ad-Hoc Committee, Faculty of Arts (March 2018 to present)
- Member of Search Committee for Associate Dean of Research and Graduate Studies, Faculty of Arts (June 2018)
- Member of Advisory Committee for International Studies Program (Fall 2018)
- Member of Budget Advisory Committee, Faculty of Arts (July 2013 to June 2018; August 2009 to June 2010)
- Member of Executive of Council, University of Regina (July 2017 to present; July 2013 to June 2015)
- Member of Internalization Task Force, Faculty of Arts representative, University of Regina (January 2014 to January 2015)
- Member of "Streamlining for the Future" subcommittee of Arts Vision and Priorities Process (January 2016 – April 2016)
- Undergraduate Coordinator, Department of Economics (July 2012 to June 2014)
- Member of URFA Mobilisation Committee, (October 2014 to Spring 2015)
- Member of International Advisory Committee, Faculty of Arts (August 2009 to June 2015)
- Chair/Member of Undergraduate Scholarship Committee, Department of Economics (July 2012 to June 2015)
- Child Care Committee, URFA representative (April 2010 to April 2012)

- Member of the Recruitment Committee for the Economics Department tenure track position of 2007-2008 and 2010-2011; term positions of July 2007; July 2013 and Chair for July 2018
- The Economics Department committee representative to Department of Math & Stats, Faculty of Science (Fall 2008 - June 2010)
- Volunteer lecture on Learning for the Future event of June 2015
- Volunteer interpreter of Albanian language for Open Door Society of Regina (January 2009 to August 2016)
- Member of the Board of Directors for Turtle Park/Gator Park Day Care Cooperative (September 2012 to December 2013)
- Member of the Board of Directors for Awasis Child Care Cooperative (September 2009 – September 2011)
- Volunteer canvasser for Kidney Foundation of Canada for spring 2011 and 2012 fundraising campaigns

Scholarly Research

PEER REVIEWED PUBLICATIONS

Çule M., and M. Fulton. 2013. Corporate governance and subjective well-being. *Applied Economics Letters*, 20(4), 364 – 367. (Cited 10 times)

Fulton M., and M. Çule. 2012. Port access and regulation in a post-CWB monopoly world. *Western Policy Analyst*, 3(1), 6 – 7.

Çule M., and M. Fulton. 2009. Business culture and tax evasion: why corruption and unofficial economy can persist. *Journal of Economic Behaviour and Organization*, 72(2009), 811 – 822. (Cited 22 times)

RESEARCH GRANTS

GE³LS (a.k.a the socio-economic) component of the large scale (~\$10M), research project titled “Canadian Triticum Applied Genomics2” (CTAG2); Granting agencies: Genome Canada/ Genome Prairies and other Wheat Industry Partners

GE³LS or CTAG 2, Activity 5 Grant: ~ **\$409,000 (U of R portion ~\$168,000)**, over 4 years, effective October 01, 2015 GE³LS Principal Investigators: V. Galushko and M. Çule (U of Regina), R. Gray and S. Smyth (U of Saskatchewan)

CONFERENCE PRESENTATIONS

“Geographic and income variation in smoking behavior: Evidence from Ethiopia” with H. Guliani and S. Gamtessa, presented at the annual conference of the Canadian Economics Association, Montreal, QC, June 1-3, 2018

“The wheat quality management system and provision of industry goods in Australia” with R. Gray, presented at the annual conference of the Canadian Agricultural Economics Society, Montreal, QC, June 18-21, 2017

“Good government: Satisfaction (not) guaranteed” with K. Sagynbekov, presented at the 54th Annual Conference of Public Choice Society, New Orleans, Louisiana, USA, March 1-4, 2017.

“America Decides: A panel discussion on US presidential election”, expert panelist bringing the economic perspective on US electoral issues, Current events series organized by Economics and PAIS, Faculty of Arts, University of Regina, October 28, 2016.

“An academic perspective on unofficial economy”, presented at the “Unofficial Economy Roundtable – Saskatchewan”, event organized by Canadian Revenue Agency and Saskatchewan Ministry of Finance, December 1, 2015, Regina, Saskatchewan.

“Tax auditing and revenues in the presence of fiscal corruption and political patronage in transition economies”, presented at the European Public Choice Society annual conference, April 3-6, 2013, at the ETH, Zurich, Switzerland.

“Does corporate ethics and corporate governance matter for subjective well-being?” by M. Çule and M. Fulton, presented at the CEA 46th annual meetings, June 7 - 10, 2012, University of Calgary, Alberta, Canada.

“Port access and competition in the Western Canadian Grain Handling and Transportation System” by M. Fulton and M. Çule, presented at the CEA 46th annual meetings, June 7 - 10, 2012, University of Calgary, Alberta, Canada.

BRETT DAVID DOLTER
Assistant Professor

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Education and Professional Development

Ph.D. in Ecological Economics (2015)

Faculty of Environmental Studies, York University

M.A. in Economics (2011)

Department of Economics, University of Victoria

M.A. in Resource Management and Environmental Studies (2006)

Resource Management and Environmental Studies, University of British Columbia

B.A. Hons. Combined Degree in Economics and Geography (2003)

Departments of Economics and Geography, University of Regina

Employment History

Assistant Professor (2018 – present)

Department of Economics, University of Regina

Postdoctoral Research Fellow (2017-2018)

Faculty of Arts, University of Regina

Postdoctoral Research Fellow (2016-2017)

Institute of the Environment, University of Ottawa

Sessional Lecturer (2007-2010)

Department of Economics, University of Regina

Teaching History

Assistant Professor

Department of Economics, University of Regina (2018)

- Econ 480 Capstone Seminar in Economics (Fall 2018, Winter 2019)
- Econ 396AM Climate Change Policy (Fall 2018)
- Econ 201 Microeconomics (Fall 2018, Winter 2019)
- Econ 296AH Ecological Economics (Spring 2018)

Sessional Lecturer

Department of Economics, University of Regina (2007 – 2010)

- Econ 296AH Ecological Economics (Spring 2007, 2008, 2009, 2010)
- Econ 100 Introductory Economics (Fall 2008, Winter 2009, Winter 2010)

University Service

University Committees

I am a member of the steering committee for the Sustainability and Community Engagement Fund at the University of Regina.

Media Appearances

I make frequent appearances on Saskatchewan and national news outlets including: CBC, Global News, CTV News, and CKRM Radio. My role in these media appearances is as a subject matter expert on Canadian climate and energy policy.

Public Lectures

I have presented several free, public lectures on subjects that include the economics of carbon pricing and the challenge of achieving sustainability in a natural resource exporting province. I have also organized public lectures on topics such as meeting the 1.5°C climate target and the economic history of Indigenous Peoples.

Invited Presentations

I have delivered invited presentations to organizations such as SaskEnergy and the University of Regina Bushwakker Science Pub.

Peer Review

I have conducted peer review for publications including: Energy Research and Social Science, Global Environmental Change, Utilities Policy, Environmental Innovation and Societal Transitions, Canadian Public Policy and Ecological Economics. I have also conducted peer review for organizations such as the Environmental Commissioner of Ontario, Statistics Canada, the University of Calgary School of Public Policy, the University of Calgary Department of Economics, and the Social Sciences and Humanities Research Council (SSHRC).

Scholarly Research

Edited Volumes

Victor, Peter and Brett Dolter (Eds.) (2017) *Handbook on Growth and Sustainability*. Northampton MA: Edward Elgar. [Co-editor, 5 citations on Google Scholar (GS)]

Refereed Journal Articles

Dolter, Brett and Martin Boucher (2018) "Solar Energy Justice: A Case-Study Analysis of Saskatchewan, Canada" *Applied Energy*. 225, pp. 221-232. DOI: [10.1016/j.apenergy.2018.04.088](https://doi.org/10.1016/j.apenergy.2018.04.088). [First author, 2 citations on GS, 2 on Scopus]

Dolter, Brett David and Nicholas Rivers (2018) "The Cost of Decarbonizing the Canadian Electricity System." *Energy Policy*. DOI: [10.1016/j.enpol.2017.10.040](https://doi.org/10.1016/j.enpol.2017.10.040). [First author, 7 citations on GS, 5 on Scopus]

Dolter, Brett and Peter Victor (2016) "Casting A Long Shadow: The Implications of Demand-based accounting of Canada's Greenhouse Gas Emissions." *Ecological Economics*. 127, pp. 156-164. DOI: [10.1016/j.ecolecon.2016.04.013](https://doi.org/10.1016/j.ecolecon.2016.04.013). [First author, 5 citations on GS, 3 on Scopus]

Winfield, Mark and Brett Dolter (2014) "Energy, Economic and Environmental Discourses and their Policy Impact: The Case of Ontario's Green Energy and Green Economy Act." *Energy Policy*. 68, pp. 423-435. DOI: [10.1016/j.enpol.2014.01.039](https://doi.org/10.1016/j.enpol.2014.01.039). [Identified and explained assumptions embedded in economic studies of the Ontario Green Energy and Economy Act, 30 citations on GS, 21 on Scopus]

Arbuthnott, Katherine and Brett Dolter (2013) "Escalation of commitment to fossil fuels." *Ecological Economics*. 89, pp. 7-13. DOI: [10.1016/j.ecolecon.2013.02.004](https://doi.org/10.1016/j.ecolecon.2013.02.004). [Explained relationship between concepts in psychology and energy economics, 24 citations on GS, 6 on Scopus]

Dolter, Brett and Katherine Arbuthnott (2010) "Any Risk Is Unacceptable – Cultural Identity, Ethics and Support for the Nuclear Industry in Saskatchewan." *Prairie Forum*. 35:2, pp. 79-112. [First Author, 4 citations on GS, 2 on Scopus]

Book Chapters

Dolter, Brett and Peter Victor (2017) "From Growth to Sustainability," In Peter Victor and Brett Dolter (Eds.) *Handbook on Growth and Sustainability*. Northampton MA: Edward Elgar. [First author]

Conference Proceedings

"Carbon Pricing and Saskatchewan." Congress 2018 in Regina SK, May 28, 2018.

"Mediated Modelling: Taking stakeholders inside the black box." Positive Energy workshop in Ottawa ON, January 24, 2018.

"Deliberating Our Energy Future." Canadian Society for Ecological Economics (CANSEE) biannual conference in Montreal QC, October 20, 2017.

"Energy prices and manufacturing plant competitiveness: Empirical evidence from Canada." Canadian Resource and Environmental Economics conference in London ON, September 30, 2017.

"The Cost of Decarbonizing the Canadian Electricity System." The Economics of Energy and Climate Change conference in Toulouse FR, June 6, 2017.

"The Cost of Decarbonizing the Canadian Electricity System." Canadian Economics Association conference in Antigonish NS, June 2, 2017.

VIKTORIYA GALUSHKO

Associate Professor

viktoriya.galushko@uregina.ca, (306) 585-4191,

Education and Professional Development

2004 – 2008	University of Saskatchewan. PhD in Agricultural Economics
2001 – 2003	National University “Kyiv-Mohyla Academy”. The EERC Master’s Program in Economics
2001 – 2002	National Agricultural University (NAU). Master’s Degree in Management of External Economic Relations
1997 – 2001	National Agricultural University. Department of Agricultural Management. Bachelor’s degree in Management of External Economic Relations.

Employment History

2011 – present	Adjunct Professor. Department of Bioresource Policy, Business, and Economics, University of Saskatchewan
2013-present	Associate Professor, Economics Department, University of Regina; tenure granted
2008 – 2013	Assistant Professor, Economics Department, University of Regina

Teaching History

ECON341 – Canada and the Global Economy;
 ECON201 - Introductory Microeconomics;
 ECON322 - Mathematical Economics;
 ECON224 - Empirical Economics;
 ECON801 - Microeconomics for Public Policy;
 ECON401 - Advanced Microeconomics;
 JSGS803 - Quantitative methods for Public Policy;
 ECON321 - Introduction to Econometrics;
 ECON480 - Seminar in Economics; IDS101 - Global Citizenship: Current Dynamics

Student Supervision

Name	Position	Dates of supervision
Trang Tran	Honours student	2010
Jordan Woloshyn	Honours student	2011
Kateryna Tyschenko	MAEPA student	2012-2013
Ksenia Rezvukhina	MAEPA student	2012-2013
Liyi Tian	MAEPA student	2014-2015
Yi Huang	MAEPA student	2015-2016
Larissa Ducati-Flister	MAEPA student	2015

Kaley Bancescue	MAEPA student	2015-2016
Jeff Bowman	MAEPA student	2018

University Service

- 2018** Research and Graduate Studies Committee; Graduate Program coordinator; Undergraduate program coordinator; Performance Review Committee
- 2017** Research and Graduate Studies Committee; Dean's Research Award Sub-Committee; SK Innovation Scholarship Sub-Committee; Graduate Program coordinator; Undergraduate program coordinator; Performance Review Committee
- 2016** Research and Graduate Studies Committee; Dean's Research Award Committee; Graduate Program coordinator; ARTS Representative to Social Studies
- 2015** Research and Graduate Studies Committee; Dean's Research Award Committee; Graduate Program coordinator; ARTS Representative to Social Studies; Acting Department Head (June-August)
- 2014** Research and Graduate Studies Committee; Dean's Research Award Committee; Graduate Program Coordinator; Executive of Council; ARTS Representative to Social Studies; FGSR Faculty council member
- 2013** Research and Graduate Studies Committee; Dean's Research Award & Creative; Research Award Sub-committee; Graduate Program Coordinator; Executive of Council
- 2012** Nominating Committee – Faculty of Arts; Research and Graduate Studies Committee;
- 2011** Nominating Committee – Faculty of Arts; ARTS representative to the Faculty of Engineering and Applied Science; Committee to Study Comparator Group for Bargaining Purposes – University of Regina Faculty Association (URFA)
- 2010** Recruitment Committee – Department of Economics; Nominating Committee – Faculty of Arts; ARTS representative to the Faculty of Engineering and Applied Science; Academic Program Development Committee – Faculty of Arts
- 2009** Nominating Committee – Faculty of Arts; ARTS representative to the Faculty of Engineering and Applied Science; Recruitment Committee – Department of Economics

Scholarly Research

PEER REVIEWED PUBLICATIONS

Gray, R., Kingwell, R.S., Galushko, V., Bolek, K. 2017. Intellectual Property Rights and the Canadian Wheat Breeding for the 21st Century. *Canadian Journal of Agricultural Economics* 65 (2017): 667 – 691.

Flister, L., Galushko, V. 2016. The impact of wheat market liberalization on the seed industry's innovative capacity: an assessment of Brazil's experience. *Agricultural and Food Economics* 4: 11

Galushko, V. Gray, R. 2014. The Privatization of Wheat Breeding in the UK: a 25 Year Retrospective Assessment, *Science and Public Policy (Oxford Journals)* 41(6): 765-779

Galushko, V. 2012. Do Stronger Intellectual property Rights Promote Seed Exchange: Evidence from U.S. Seed Exports? *Agricultural Economics* 43, Issue Supplement s1: 59-71

Galushko, V., Ryan, C. 2012. Intellectual Property and Freedom to Operate in the Flax Breeding World: Canada in the Global Context. *International Journal of Technology and Globalization* **6(3)**: 171-187.

Galushko, V., Gray, R., and Oikonomou, E. 2012. Operating in an Intellectual Property World: Knowledge Sharing among Plant Breeders in Canada. *Canadian Journal of Agricultural Economics* **6 (3)**: 295-316

Galushko, V., Gray, R., and Smyth, S. 2010. Resolving FTO barriers in GM canola. *AgBioForum* **13(4)**: 360 – 369. Available at <http://www.agbioforum.org/v13n4/v13n4a08-smyth.htm>.

RESEARCH GRANTS

GE³LS (a.k.a the socio-economic) component of the large scale (~\$8M), research project titled “Canadian Triticum Applied Genomics” (CTAG); Granting agencies: Genome Canada/ Genome Prairies and other Wheat Industry Partners

GE³LS, CTAG Activity 3 Grant: \$308,000 to be spent between the Principle Investigators Richard gray (University of Saskatchewan) and Viktoriya Galushko (University of Regina), over 3 years, effective October 2011.

GE³LS (a.k.a the socio-economic) component of the large scale (~\$10M), research project titled “Canadian Triticum Applied Genomics 2” (CTAG2); Granting agencies: Genome Canada/ Genome Prairies and other Wheat Industry Partners

GE³LS or CTAG 2, Activity 5 Grant: ~ **\$409,000 (U of R portion ~\$168,000)**, over 4 years, effective October 01, 2015 GE³LS Principal Investigators: V. Galushko and M. Çule (U of Regina), R. Gray and S. Smyth (U of Saskatchewan)

CONFERENCE PRESENTATIONS

June 21-June 24, 2016. CAES Annual Meetings. Victoria. **Presentation title:** “The importance of location determinants in food manufacturing investment in Canada”

June 8 – 11, 2014. The 2nd Canadian Wheat Symposium, Saskatoon. **Presentation Title:** “Second generation public-private wheat research partnerships in the EU”

May 28 – June 1, 2014. CAES Annual Meetings. Vancouver. **Presentation title:** “Privatizing wheat breeding in Canada: challenges and prospects”

August 18-24, 2012. International Association of Agricultural Economists (IAAE) Conference in Brazil, Foz do Iguaçu. **Presentation Title:** “A Re-Examination of the Role of Intellectual Property Rights in U.S. Seed Exports”

June 17-19, 2012. CAES Annual conference in Niagara Falls. **Presentation Title:** “Do Stronger Intellectual Property Rights Promote Seed Exchange: Evidence from the US Seed Exports?”

June 27-28, 2010 - 17th Annual “Farming for Profit” Conference, Moose Jaw. **Title of Presentation:** “Knowledge sharing in crop research”

June 16 - 18, 2010 - 14th ICABR Conference On BIOECONOMY GOVERNANCE: POLICY, ENVIRONMENTAL AND HEALTH REGULATION, AND PUBLIC INVESTMENTS IN RESEARCH. Organized by the International Consortium on Agricultural Biotechnology Research (ICABR), Ravello, Italy. **Title of Presentation:** “Resolving FTO Barriers in GMO canola” by Galushko, Gray & Smyth

May 28-May 30, 2010 - Annual CEA Conference, Quebec City. **Presentation title:** "Returns to Wheat Breeding Research: Results from the Infinite Lag model"

May 28 – June 1, 2009 – CAES-CEA Joint Conference in Toronto, University of Toronto. **Presentation Title:** "Innovation and Farmer Welfare Implications: Patents versus Plant Breeder's Rights"

Dec 14-15, 2008 – Canadian Agricultural Innovation Research Network (CAIRN) workshop in Banff. **Title of presentation:** "Plant Breeder's Rights and the Future of Plant Breeding in Canada"

June 30 - July 1, 2008 – CAES/NAREA (Northern Agricultural and Research Economics Association) Joint Conference. **Presentation title:** "Intellectual Property Protection in Canadian Agriculture: a Shift to the Tragedy of Anticommons?"

SAMUEL GAMTESSA

Assistant Professor

samuel.gamtezza@uregina.ca, (306) 585 40402,

Education and Professional Development

PhD (Economics), University of Alberta, Edmonton, Alberta, Fall 2011.
MSc (Economic Policy Analysis), Addis Abba University, Ethiopia, August 2002.
BA (Economics), Addis Abba University, Ethiopia, August 1997.

Employment History

University of Regina; Regina, SK:	
Assistant Professor (Tenure-track)	July 2014 to present
Assistant Professor (Term Position)	July 2013 to June 2014
Mount Allison University, Sackville, NB:	
Assistant Professor (Term Position)	August 2012 – April 2013
MacEwan University, Edmonton, AB:	
Sessional Instructor	September 2011 – July 2012
University of Alberta, Edmonton, AB	
Sessional Instructor	April 2005 – August 2009

Teaching History

Advanced Macroeconomics, Intermediate Macroeconomics, Intermediate Microeconomics, Game Theory, Economic Growth, Mathematical Economics, Econometrics, International Trade, International Development, Recourse Economics, Cost-benefit analysis, Energy Economics, Environmental Economics, Introductory Macroeconomics, and Introductory Microeconomics.

Student Supervision

Name	Position	Dates of supervision
Kombe Mohammed, MAEPA	Co-supervisor	2017 - 2018
Todd Blyth, MAEPA	Supervisor	2018 -
Michael Horvath, MPP, JSGS	Co-supervisor	2018 -
Osayomwanbor Osazuwa, PhD, JSGS	Co-supervisor	2017 -
Maral Mazjini, PhD, Actuarial Science	Co-supervisor	2017 -
Rifkatu Yashim, MAEPA	Co-supervisor	2017-2018
Gloria Ugwokegbe, MAEPA,	Supervisor	2015 -2016
Quanhan Chen, MAEPA,	Supervisor	2015 -2016

Economics Department Services

Hiring committee member: 2015 and 2018; A member of graduate student admission committee in 2016; Chair of the macro stream and member of the micro stream sub-committee of the core stream review process of 2017; Member of Economics Student Award committees for the Art and Jane Hillabold Memorial Scholarship in 2014 and Gary Tompkins Distinguished Service Award in 2014 and 2015; Re-grading examinations submitted for formal grade re-assessment and reviewing applications for credit transfers from other institutions in courses of environmental/energy economics fields; and mentored and worked closely with a sessional instructor in winter 2017 so that he could address some serious issues in designing and delivering Econ 202 within the department expectations.

Panelist and Presenter

“Should a Carbon Tax be Part of the Plan to Combat Global Warming?” A Public Forum Organized by the Department of Economics; University of Regina, November 17, 2017; “Resource-based economies and sustainability: the case of Saskatchewan,” Presented by Faculty of Arts; Open Minds: A Public Discussion Series; Royal Saskatchewan Museum, December 6, 2017; “Clean Electricity in Saskatchewan: Options and Implications” a research progress presented at the SaskPower Research Day, organized by the VP Research Office, University of Regina, June 2, 2017; “Abatement Costs for GHG Emissions: A Shadow Cost Approach,” Department of Economics Seminar, University of Regina, October 20, 2017; and “Energy Price and Induced Technical Change,” Department of Economics Seminar, University of Regina, April 4, 2014

Scholarly Research

PEER REVIEWED PUBLICATIONS

Gamtessa, S. and H. Guliani (2018). “Are households with pro-environmental behaviours more likely to participate in residential energy-efficiency retrofit programs? Evidence from Canada.” *Energy Efficiency*, July, 1- 14

Gamtessa, S. and A. Olani (2018). Energy price, energy efficiency, and capital productivity: Empirical investigations and policy implications. *Energy Economics*, 72(2018): 650-666 (Citations: 3)

Gamtessa, S. (2017). “Price and income elasticity of oil import demand under foreign exchange constraints.” *The Journal of Energy and Development*, 42 (1-2): 271 – 285

Gamtessa, S. (2017). “The effects of energy price on energy intensity: evidence from Canadian manufacturing sector.” *Energy Efficiency*, 10(1), 183 – 197 (Citations: 3)

Gamtessa, S. (2016). “The relationship between input prices and energy intensity in Canadian manufacturing industries.” *Canadian Public Policy*, 42(2): 496 - 504.

Gamtessa, S. (2014). “Technical change and technical efficiency in Canadian manufacturing industries.” *Economic Research International*; doi:10.1155/2014/376486. (Citations: 1)

Gamtessa, S. (2013). “An explanation of residential energy efficiency retrofit behaviour in Canada.” *Energy and Building*, 57, 155-164. (Citations: 76)

HARMINDER GULIANI

Associate Professor

Harminder.Guliani@uregina.ca (306) 585-4442

Education and Professional Development

PhD, Economics	2012
Department of Economics, University of Manitoba, Winnipeg, MB	
MSc (Hons.), Economics	2000
Department of Economics, Guru Nanak Dev University, Amritsar, India	
BSc (Hons.), Economics	1998
Department of Economics, Guru Nanak Dev University, Amritsar, India	

Employment History

Department of Economics - University of Regina, Regina, SK	July 2016 - Present
Associate Professor	July 2014- June 2016
Assistant Professor (Tenure-track)	Jan. 2012-June 2014
Assistant Professor (Term position)	Aug. 2011 -Dec. 2011
Lecturer (Term position)	
Department of Economics, University of Manitoba, Winnipeg, MB	
Sessional Lecturer	2007-2011

Teaching History

Department of Economics, University of Regina

- Econ 353 - Health Economics
- Econ 311- Development Economics
- Econ 253 – Economic Issues in the Canadian Health Care System
- Econ 211 – Introductory Development Economics
- Econ 201- Introductory Microeconomics
- Econ 100 - Introduction to Economic Issues

Department of Economics, University of Manitoba

- ECON 3690- Economic issues of Health policy
- ECON 3390 – Development Economics
- ECON 2480 –Macroeconomic theory and its Applications II
- ECON 1200- Principles of Economics

Student Supervision

Name	Position	Dates of supervision
Adeberun, Joy Oluwasola	Graduate Student	Jan. 2016 - April 2017
Bhattacharya, Aparna	Graduate Student	Jan. - Dec. 2016
Li, Nuoya	Graduate Student	Jan. - Dec. 2015

Committee Membership

Department Level

- Graduate Coordinator, 2017-18
- Economics Graduate Student Application Review Committee, 2015, 2016
- Economics Recruitment Committee, May 2013, July 2015, June 2017
- Undergraduate Economics Essay prize Committee, May 2012, May 2014, May 2017

Faculty level

- Accessible Scholarly Writing Award Committee, 2015, 2016
- Budget Advisory Committee, 2016-2019
- Dean's Observer, Psychology Recruitment Committee, 2014-15
- International Advisory Committee, 2014-2017
- Space Allocation Committee, 2013- 2014
- Undergraduate Student Appeals Committee (An Alternate), 2013-2014
- Chair, MA defense (student- Ms. Lidia Costa- Muresan), Department of Politics and International studies, December 2017

University Level

- Executive of Council Member, University of Regina, 2014-2016
- Faculty of Graduate Studies and Research Council Committee, University of Regina, Jan2016-March 2016

External Examiner

- Andreea Tamaian, Department of Psychology, University of Regina, 2017
- Brooke Jones-Delcorde, Department of Sociology, University of Regina, 2015

Workshops

- FGSR Research Boot Camp- Statistics Canada Research Data Centre, University of Regina, October 2018.

Reviewer Services

- Health Policy and Planning
- Social Science and Medicine
- Studies in Family Planning
- Global Public Health
- BMJ Open

Scholarly Research

PEER-REVIEWED PUBLICATIONS

Gamtessa, S., and **Guliani, H.** (2018). "Are households with pro-environmental behaviors more likely to undertake residential energy-efficiency audits? Evidence from Canada." *Energy Efficiency*, 1-14. DOI: <https://doi.org/10.1007/s12053-018-9702-0>

Sepheri, A., and **Guliani, H.** (2017). "Regional Gradients in Institutional Cesarean Delivery Rates: Evidence from Five Countries in Asia." *BIRTH-Issues in Prenatal Care*, 44(1):11-20. DOI: <https://doi.org/10.1111/birt.12265> [Citations Count: 3]

Wilson, S., **Guliani, H.**, and Boichev, G. (2016). "On the economics of post-traumatic stress disorder among first responders in Canada." *Journal of Community Safety and Well-being*, 1(2):26-31. Available at: <https://journalcswb.ca/index.php/cswb/article/view/6> [Citations Count: 4]

Guliani, H. (2015). "Mix of Maternity Care Providers in Canada." *Healthcare Policy*, 14(1): 47-60. PMID: 26571468
Serieux, J., Njelesani, M., Chombolola, A., Sepheri, A., and **Guliani, H.** (2015). "The Impact of the Global Economic Crisis on HIV and AIDS Programs directed at Pregnant Women and Children in Zambia." *African Journal of AIDS research*, 14(2): 95-106. DOI: <https://doi.org/10.2989/16085906.2015.1040806>

Sepheri, A., and **Guliani, H.** (2015). "Socioeconomic status and children's health: Evidence from a low-income country." *Social Science & Medicine*, 130 (7): 23-31. DOI: [10.1016/j.socscimed.2015.01.045](https://doi.org/10.1016/j.socscimed.2015.01.045). [Citations Count: 7]

Guliani, H., Sepheri, A., and Serieux, J. (2014). "Determinants of Prenatal Care Use: Evidence from Thirty-two Low-Income Countries across Asia, Sub-Saharan Africa and Latin America." *Health Policy and Planning*, 29(5):589-602. DOI: [10.1093/heapol/czt045](https://doi.org/10.1093/heapol/czt045) [Citations Count: 33]

Guliani, H., Sepheri, A., and Serieux, J. (2013). "Does the type of provider and Place of Residence matter in the use of Prenatal ultrasounds: Evidence from Canada." *Applied Health Economics and Health Policy*, 11(5):471-84. DOI: [10.1007/s40258-013-0046-9](https://doi.org/10.1007/s40258-013-0046-9) [Citations Count: 1]

Guliani, H., Sepheri, A., and Serieux, J. (2012). "What Impact Does Contact with the Prenatal Care System Have on Women's Use of Facility Delivery? Evidence from Low-Income Countries." *Social Science & Medicine*, 74(12), pp 1882-1890. DOI: <https://doi.org/10.1016/j.socscimed.2012.02.008> [Citations Count: 50]

GEORGE HARTNER

Lecturer

George.hartner@uregina.ca, (306) 585 4463,

Education and Professional Development

Florida Atlantic University, Boca Raton, Florida

- M.S in Financial Economics 2003
- B.S in International Economics 2002

Employment History

University of Regina, Regina, Saskatchewan

Tenured Lecturer

August 2013 –Present

Teaching Areas: Intermediate Micro & Macro Theory, International & Monetary Economics, Financial Economics, and Research & Writing for Economists.

Sessional

January 2010 –August 2013

Teaching Areas: Intermediate Microeconomics and Macroeconomics, Economic Development, and Economics of Money & Banking.

Saskatchewan Ministry of Health, Regina, Saskatchewan

Senior Financial Analyst

Financial Services Branch

Nov. 2009 – June 2011

St. Paul's Hospital, Saskatoon, Saskatchewan

Administrative Fellow

Regina Qu'Appelle Health Region, Regina, Saskatchewan

Feb. 2009 – Nov. 2009

Economic/Financial Consultant

Nov. 2007- Feb. 2009

Saskatchewan Ministry of Health, Regina, Saskatchewan

Consultant

Medical Services Branch

March 2007 – September 2007

Director of Financial Research & Information

Finance & Administration Branch

October 2006 - March 2007

Policy Analyst

Medical Services Branch

October 2005 -October 2006

Florida Atlantic University, Boca Raton, Florida

Adjunct Professor

June 2003 - January 2005

Teaching Areas: Principles of Microeconomics and Macroeconomics, Macroeconomic Theory, and The Economics of Money, Banking, and Financial Markets.

Teaching History

University	University of Regina	
Course Prefix	Course Title	# of Times Taught
ECON 100	Introduction to Economic Issues	2
ECON 211	Development Economics	3
ECON 237	Economics of Canadian Regionalism	1
ECON 253	Health Care in Canada	1
ECON 280	Writing for Economists	5
ECON 301	Intermediate Microeconomics 1	10
ECON 302	Intermediate Macroeconomics 1-Economic Fluctuations	7
ECON 311	Economics of Developing Countries	2
ECON 331	Monetary Theory and Domestic Financial Markets	4
ECON 341	International Trade	1
ECON 342	Global Financial Markets	3
ECON 351	Cost Benefit Analysis	4
ECON 354	Urban Economics	1
ECON 396	Financial Economics & Inv Analysis	1
ECON 480	Capstone Seminar in Economics	3
ECON 880	Research and Writing in Economics	6
JSGS 802	Public Finance	1
JSGS 805	Economics for Public Policy	1
Grand Total		56

Scholarly Research

REPORTS:

- Jason Childs and George Hartner, 2018. "Will Concentration Hurt Saskatchewan's Cannabis Market?". Policy Options Magazine. Aug. 28th.
- Jason Childs and George Hartner, 2017. "An Effective Retail and Distribution Model for Recreational Cannabis". JSGS Policy Briefs.
- Jason Childs, George Hartner, and Kathy McNutt, 2017. "Legalizing Cannabis in Canada: Regulate, Educate, Mitigate, and Innovate". JSGS Policy Briefs
- Jason Childs and George Hartner, 2017. "Legalizing & Regulating Cannabis in Saskatchewan: Chapter 4 Economic Analysis". Johnson Shoyama Graduate School of Public Policy

RECENT PROJECTS:

"Business Case for a Centralized Cannabis Distribution Company in Saskatchewan". 2017.

"Economic & Social Impact Analysis of Summer Reading Programs". United Way of Regina. 2016.

HARVEY B. KING Director, Centre for Continuing Education
Associate Professor

Harvey.King@uregina.ca, (306) 585-5712,

Education and Professional Development

Ph.D. (Economics) University of Western Ontario, 1988

M.A. (Economics) University of Western Ontario, 1981

B.A. (Economics) University of Alberta, 1979

Professional Development

“Fundamentals of Project Management Course,” U of R CCE, December 2014

“Senior University Administrators Course,” CHERD, June 2011

“University Management Course,” CHERD, June 2001

Employment History

Director, Centre for Continuing Education, University of Regina January 2007 – present

Associate Professor, Department of Economics, University of Regina July 1997 – present

Teaching History

Economics 202 (Introductory Macroeconomics), online. Developed for first offering in Winter 2010, offered a total of nine times through Winter 2018.

Student Supervision

Name	Position	Dates of supervision
Anthony Hinzmann	Honours Paper	January – April 2018
Chao Guo	Masters Paper	December 2012 – December 2013

University Service

Co-Chair, Distance and Distributed Learning Task Force, March 2018 to present.

Member, Congress 2018 Executive Committee, Feb. 2017 to May 2018

Member and Lead, Advisory Committee on the Certificate in Ideation, Creativity, and Entrepreneurship, Feb 2016 to present

University Representative, Faculty of Kinesiology and Health Studies Athletics Review, Fall 2016

Member, CAC Revitalization Joint Project Evaluation Committee, 2016

Member, University Commons (Dining Hall) Business Plan Advisory Committee, January 2016 to September 2016

CCE representative, Associate Deans Academic Group, December 2015 to present

Member, Northern Campus Evaluation Working Group, 2015

Member, CAC Revitalization Project Steering Committee, 2015-present

Member, Campus Master Plan Advisory Committee, 2015-16

Member, University Web Governance Committee (plus the Web Usability Study Group), Sept 2015 to mid 2017

Member, Leadership Development Program Advisory Committee, Fall 2015 to Spring 2016

CCE representative, CCUAS Subcommittee on Academic Regulations, 2014 - present

Member, Senate Student Appeals Committee, Summer 2014 to present

Co-Chair, University of Regina Working Group on Internationalization, 2013-16

Member, Distance and Distributed Learning Committee, 2010 to Present

Chair, University of Regina Administrative and Organizational Review Committee, 2009–2011 (half-time secondment by the President)

Member, Executive of Council, many years in total (on and off) since 1987

Member, Deans Council, *and* University Leadership Team, 2007 to present

Member, Senate, January 2007 to present

Member, various Senate Committees (Student Appeals, Ceremony, Executive), 2007 to present

Member, University of Regina– Regina School Boards Transition Committee, 2009–present

Management Representative to APT Bargaining Committee, 2008; Dec. 2012-June 2013

Member, Campus Master Plan Advisory Committee, 2010–11

External Service

Board Member (U of R rep), Regina District Industry Education Council, July 2016-present

Board Member (U of R rep), Saskatchewan Research Net (SRNet), December 2015-present

External Reviewer, Mount Royal University Faculty of Continuing Education and Extension, April 2018.

Member, Canadian Association for University Continuing Education Nominations Committee, 2013-2015

External Reviewer, UNB Centre for Extended Learning, Centre for Musical Arts, November 2013

Canadian Association for University Continuing Education Executive Committee: Secretary-Treasurer (2009–10), President-Elect (2010-11), President (2011-12), Past-President and board member (2012-13)

Examiner, “Economics 1”, a correspondence economics course offered by the Certified General Accountants Association of Canada, 1993–2010

Chair, Saskatchewan Council for Admissions and Transfer (SaskCAT), 2005–10

Member, Campus Saskatchewan Management Board, 2009–10

Scholarly Research

"Money Isn't Everything: How Internal Incentives and Partnerships can Integrate Online Learning into the University" presentation at the World Conference on Online Learning in Toronto, October 2017

Microeconomics: flexText, (with Avi J. Cohen). Toronto: Pearson Canada, 2017.

Macroeconomics: flexText, (with Avi J. Cohen). Toronto: Pearson Canada, 2017.

Study Guide: Macroeconomics, 8th Canadian edition, (with Avi J. Cohen). Toronto: Addison-Wesley Publishers, June 2012. (To accompany *Economics*, (8th edition), by M. Parkin and R. Bade, Addison-Wesley Publishers 2012.) I was also co-author of the previous seven editions.

Study Guide: Microeconomics, 8th Canadian edition, (with Avi J. Cohen). Toronto: Addison-Wesley Publishers, June 2012. (To accompany *Economics*, (8th edition), by M. Parkin and R. Bade, Addison-Wesley Publishers 2012.) (Note: also published in a joint format as *Study Guide: Economics*, Toronto: Addison-Wesley Publishers, June 2012.) I was also co-author of the previous seven editions.

Introduction à la macroéconomie modern, Guide de l'étudiant, and *Introduction à la microéconomie modern, Guide de l'étudiant*, with Avi J. Cohen; [adaptation] Pierre Chapleau ; [traduction, Monique Gillet et Marjolaine Solari]. 4e éd. -- Saint-Laurent, Québec : Éditions du Renouveau pédagogique, 2010. [2005, 2000, 1993]

RICHARD A. KLEER

**Professor of Economics,
Dean of Arts**

richard.kleer@uregina.ca, (306) 585-
4895,

Education and Professional Development

Ph.D. (Economic History). University of Toronto, 1992.
M.A. (Economics). University of Toronto, 1983.
B.A. (Economics). University of Toronto, 1982.

Employment History

2018 to present Professor of Economics, U of R
1997-2018 Associate Professor of Economics,
2010 to present Dean of Arts, University of Regina,
2009-10 Acting Dean of Arts, University of Regina,
2007-2009 Associate Dean (Undergraduate) of Arts, University of Regina,

Teaching History

2005-6, 2018 Introduction to Economic Issues (ECON 100),
2017-18 Capstone seminar in PPE (PPE 400),
2009-17 Writing for economists (ECON 280),
2010 International Economic Institutions (ECON
235)
2009 Monetary and Financial Crises (ECON 234),

University Service

Numerous ex officio roles as Dean of Arts, 2010-
Member, University bargaining team, faculty agreement for 2017-20,
2018- Chair, Academic Integrity Assessment Committee, 2018-
Member, University bargaining team, faculty agreement for 2014-17,
2014-15 Member, Data governance framework and reporting project,
2014 -
Member, Timetable software protocols steering committee,
2012-14 Member, University web governance committee,
2008-16
Member, University-school divisions transition committee,
2008-18 Member, Council committee on student appeals,
2008-10, 2012-16 Member, Student retention initiatives
committee, 2010-13
Member, Committee to develop a University Strategic Teaching and Learning Plan,
2009-13 Member, CCUAS sub-committee to review requirement-to-discontinue
policies, 2009

Scholarly Research

Richard Kleer. 2017. *Money, politics and power: banking and public finance in wartime England, 1694-96*. London and New York: Routledge, 2017.

Richard Kleer. 2015. "A new species of money: British Exchequer bills, 1707-11". *Financial History Review* 22.2 (2015): 179- 203.

Richard Kleer. 2015. "Riding a wave: the Company's role in the South Sea Bubble". *Economic History Review* 68.1 (2015):264- 85.

Richard Kleer. 2012. "'The folly of particulars': the political economy of the South Sea Bubble". *Financial History Review* 19.2 (2012): 175-97.

Richard Kleer. 2008. "'Fictitious cash': English public finance and paper money, 1689-97". In Christopher Fauske and Ivar McGrath (eds.), *Money, power and print: interdisciplinary studies on the British financial revolution* (Newark, DE: University of Delaware Press, 2008), pp. 70-114.

STUART J WILSON

Associate Professor, Department of Economics

stuart.wilson@uregina.ca, (306) 337-2230,

Education and Professional Development

B.A. Economics, Concordia University, Montreal QC (1993)
M.A. Economics, Concordia University, Montreal QC (1996)
Ph.D. Economics, Queen's University at Kingston ON (2000)

Employment History

Assistant Professor, 2000-2006, Tenure, 2004
Associate Professor, 2006-present
Head, Department of Economics, 2008-2013
Head, Department of International Languages, 2015-2018

Teaching History

ECON 100 – Introduction to Economic Issues
ECON 201 – Introductory Microeconomics
ECON 202 – Introductory Macroeconomics
ECON 231 - Money, Banking and Financial Institutions
ECON 302 – Intermediate Macroeconomics
ECON 321 – Econometrics
ECON 363 – Population Economics
ECON 402 - Advanced Macroeconomics
ECON 421/496AA: Advanced Econometrics/Econometric Methods
ECON 431 – Advanced Monetary Economics
ECON 480 – Capstone Seminar in Economics
ECON 802 – Macroeconomics/Macroeconomics for Public Policy
ECON 821/824 – Econometrics/Econometrics and Data Analysis
ECON 831 – Applied Macroeconomics/Monetary Economics
ECON 835 – Economics of Public Safety
ECON 890AB – Demographic Changes and Public Policy
ECON 892AA – Microeconomics of Financial Intermediation

Student Supervision

Name	Position	Dates of supervision
Megan Salter	Undergraduate Honours Student	2009
Jason Penner	Undergraduate Student	2012
Amy Demyen	Undergraduate Student	2012
Thomas Hugo	Undergraduate Student	2013
Navin Rai	MAEPA Graduate Student	2014
Qing Han	MAEPA Graduate Student	2013-14
Taylor Pardy	MAEPA Graduate Student	2013-14
Keren Jia	MAEPA Graduate Student	2015-16
Jason Penner	MAEPA Graduate Student	2013-16
Tina Yang	MAEPA Graduate Student	2016-17
Josette Douglas	MAEPA Graduate Student	2017-18
Rifkatu Yashim	MAEPA Graduate Student	2018
Olber Rodrigues	MAEPA Graduate Student	2017-2018
Kombe Mohamed	MAEPA Graduate Student	2017-2018
Georgi Boichev	Post-Doctoral Fellow	2015-2017

University and Community Service

I served as Head of the Department of Economics from July 1 2008 to June 30 2013. I also served as Head of the Department of International Languages from January 1 2015 to June 30 2018. I have served on various curriculum review committees for the Department of Economics and the Department of International Languages. I have served on many recruitment committees for the Department of Economics, the Department of Politics and International Studies, the Department of International Languages, for the Faculty of Business (Finance, and Accounting) and the Johnson-Shoyama Graduate School. I have served on various University of Regina Faculty Association Committees (Pensions and Benefits, Budget, Finance, Member Mobilization, Negotiations Advisory Board). I have served on the Executive of Council Committee, the Council Committee on Budget, and on the Academic Program Review Elected Task Force. I have served on the Saskatchewan Chamber of Commerce Finance Committee from 2012 to 2017, providing general feedback as well as background reports and policy proposals for the committee. I have served as a journal referee for 5 journals, and as an external reviewer for 2 tenure applications. I have served as Treasurer and Director for Camp Zimrat Yah Inc, a non-profit organization that organizes and runs summer camps for youth, since 2009.

Scholarly Research

- Stuart Wilson. 2017. "Assessing the impact of economic and demographic change on property crime rates in Western Canada," *Journal of Community Safety and Well-Being* Vol 3 No 2 (October 2018), pp.52-58.
- Stuart Wilson. 2017. "Perceptions and Expectations of Economic and Demographic Change and of Community Safety in Saskatchewan." *The Changing Economy and Demography of Saskatchewan and its Impact on Crime and Policing Phase IV Report*, Collaborative Centre for Justice and Safety, December 2017.
- Stuart Wilson. 2017. "Saskatchewan Crime Patterns and Determinants." *The Changing Economy and Demography of Saskatchewan and its Impact on Crime and Policing Phase III Report*, Collaborative Centre for Justice and Safety, May 2017.
- Stuart Wilson, Harminder Guliani, and Georgi Boichev. 2016. "On the economics of post-traumatic stress disorder among first responders in Canada." *Journal of Community Safety and Well-Being* Vol 1 No 2 (August 2016), pp.26-31.
- Stuart Wilson, Ken Sagynbekov, Taylor Pardy, and Jason Penner. 2015. "Influences on Criminal Behaviour - Theory and Evidence." *The Changing Economy and Demography of Saskatchewan and its Impact on Crime and Policing Phase II Report*, CCJS, June 2015.
- Stuart Wilson and Ken Sagynbekov. 2014. "Overview of Demographic, Economic, Crime and Policing Trends in Saskatchewan." *The Changing Economy and Demography of Saskatchewan and its Impact on Crime and Policing Phase I Report*, CCJS, February 2014.
- Stuart Wilson. 2014. "Resource Revenues and Heritage Funds Revisited." *Western Policy Analyst* Vol 5 Issue 4 June 2014, pp. 9-12.
- Stuart Wilson. 2012. "Resource Revenues and Heritage Funds." *Western Policy Analyst* Vol 4 Issue 2 December 2012, pp. 1-3.
- Stuart Wilson, Jason Penner, Amy Demyen. 2012. "A call for a new Saskatchewan Heritage Fund?" *Department of Economics Discussion Paper No.109* (October 2012).
- Stuart Wilson and JHC Emery. 2012. "Why didn't Americans want compulsory health insurance after WWI? An application of the lifecycle model." *Economics Research International* Volume 2012, Article ID 231473, doi:10.1155/2012/231473 (January 2012).

Appendix I: Economics Programs and Course Catalog

For all degree programs in Economics, ECON 100 is highly recommended, but not mandatory. Students who have successfully completed ECON 201 and 202, or any 300-level ECON course, may not afterwards take ECON 100 for credit.

BUS/ADMN 340, Government Finance, may be counted as 200-level credit in economics (but see note to ECON 232 in Course Descriptions).

BA in Economics

Credit hours	BA Economics major Required Courses
Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 280
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
3.0	One of: ECON 311, 341, 353, 354, 361, 363, 364, 372
3.0	ECON 321 or 351
3.0	ECON course
3.0	ECON course
3.0	ECON course
3.0	ECON 480
3.0	One of MATH 103 or 110
45.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100
0.0	Any course in MATH, STAT, CS (except CS 100), ECON 224, PHIL 150, 352, 450, 452, 460, SOST 201– Requirement met in major
3.0	Any course in ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST
3.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121
3.0	One of: ENGL 110; PHIL 100; RLST 245, 248; SOST 110
3.0	Two language courses (or one six-credit class) in any language other than English.
3.0	Any course in ANTH; GEOG 100 or 120; INDG 232, 234, 238, 332, or 432; RLST (except RLST 181, 184, 186, 188, 284, 288)
3.0	Any course in HIST, CATH 200, CLAS 100, IDS 100, or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242, or any one of INDL 240AA-ZZ
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST – Requirement met in major
3.0	Any course in INCA, INDG (except for INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; LING 230, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies
Refer to Arts Core Requirements Summary for more details	
27.0	Subtotal
Open Electives	

Department of Economics

Website: www.uregina.ca/arts/economics/

General Information

The Department of Economics offers four-year Bachelor of Arts degrees in: Economics, Economics and Business Administration, Economics and Geography, Economics and History, Economics and Society, and Philosophy, Politics and Economics. It is also possible to do a minor in Economics, an Economics Certificate, or a Bachelor of Science degree with a major in Economics or a combined major in Statistics and Economics.

The majors in Economics (both BA and BSc) are good choices for students who plan to work as professional economists, whether in the private or public sectors, or non-profit organizations. These majors place greater emphasis on theory and quantitative analysis. The major in Economics and Society, and the combined majors, are designed for students who want liberal arts and interdisciplinary approaches to economics, who are preparing for professional schools (e.g., law), or who plan to complete graduate programs in business, public administration, or international relations. Compared to the majors in Economics, these majors place more emphasis on policy and applications. Students taking the Economics and Society major are strongly urged to combine it with a minor or major in another social science or with the Diploma of Business Administration.

The BA Honours ins in Economics (both BA and BSc) are the best choices for those planning on a career as a professional economist or hoping to pursue graduate studies in economics. The BA Honours ins require more economics courses than any of the other economics majors, including more courses that emphasize theory, mathematics, and quantitative methods. They are more intensive and theoretically-oriented than the other majors, but do open up more career opportunities.

Program outlines are available from the Arts Student Services Office: www.uregina.ca/arts/student-resources/choosing-Program/program-outlines.html

Appendix I: Economics Programs and Course Catalog

Credit hours	BA Economics major Required Courses
48.0	16 elective courses
120.0	Total: 60.00% PGPA and UGPA required

BA Honours in Economics

Students planning to attend graduate school in economics are strongly urged to take MATH 122.

Credit hours	BA Honours in Economics Required Courses
BA Honours in Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 280
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
3.0	ECON 321
3.0	ECON 322
3.0	One of ECON 311, 341, 353, 354, 361, 363, 364, 372
3.0	ECON 401
3.0	ECON 402
3.0	ECON 480 (with a grade of at least 75%)
3.0	ECON 499
3.0	ECON course
3.0	ECON course
3.0	ECON course
3.0	STAT 160 or 200
3.0	One of MATH 103 or 110
60.0	Subtotal: 75.00% major GPA required
Arts Core Requirements	
27.0	Same as stated above for BA in Economics
Open Electives	
33.0	11 elective courses
120.0	Total: 70.00% PGPA and 60.00% UGPA required

BA Combined Major in Economics and Business Administration

Note: Students must complete at least two courses in economics with a minimum GPA of 65.00% on all attempted ECON courses before being permitted to declare this major. Students in this program may not register in BUS/ADMN 400.

Credit hours	BA Economics/ Business Administration major Required Courses
Major Requirements	
3.0	ECON 201
3.0	ECON 202

Credit hours	BA Economics/ Business Administration major Required Courses
3.0	ECON 224
3.0	ECON 280
3.0	ECON 301
3.0	ECON 302
3.0	One of ECON 311, 341, 353, 354, 361, 363, 364, 372
3.0	ECON 480
3.0	ECON course
3.0	ECON course
3.0	BUS/ADMN 100
3.0	BUS/ADMN 210
3.0	BUS/ADMN 260
3.0	BUS/ADMN 285
3.0	BUS/ADMN 288
3.0	BUS/ADMN 290
3.0	BUS/ADMN course
3.0	BUS/ADMN course
3.0	300- or 400-level BUS/ADMN course
3.0	300- or 400-level BUS/ADMN course
3.0	One of MATH 103 or 110
63.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
27.0	Same as stated above for BA in Economics.
Open Electives	
30.0	10 elective courses
120.0	Total: 60.00% PGPA and UGPA required

BA Combined Major in Economics and Geography

Credit hours	BA Economics and Geography major Required Courses
Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 280
3.0	ECON 301
3.0	ECON 302
3.0	One of ECON 311, 341, 353, 354, 361, 363, 364, 372
3.0	ECON 480
3.0	ECON course
3.0	ECON course
3.0	STAT 160 or 200
3.0	GEOG 120
3.0	GEOG 121

Appendix I: Economics Programs and Course Catalog

Credit hours	BA Economics and Geography major Required Courses
3.0	GEOG 203 or 207
3.0	GEOG 222
3.0	Two additional 200-level GEOG courses
3.0	
3.0	One 400-level GEOG course
3.0	Three additional 300- or 400-level GEOG courses
3.0	
3.0	
63.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100
0.0	Any course in MATH, STAT, CS (except CS 100), ECON 224, PHIL 150, 352, 450, 452, or 460, SOST 201 - Requirement met in major
3.0	Any course in ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST - Requirement met in major
0.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121
3.0	One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110
3.0	Two language courses (or one six-credit class) in any language other than English.
3.0	
0.0	Any course in ANTH; GEOG 100 or 120; INDG 232, 234, 238, 332, or 432; RLST (except RLST 181, 184, 186, 188, 284, 288) - Requirement met in major
3.0	Any course in HIST, CATH 200, CLAS 100, IDS 100 or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242, or any one of INDL 240AA-ZZ
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST - Requirement met in major
3.0	Any course in INCA, INDG (except for INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; LING 230, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies
21.0	Subtotal
Open Electives	
36.0	12 elective courses
120.0	Total: 60.00% PGPA and UGPA required

BA Combined Major in Economics and History	
Credit hours	BA Economics and History combined major Required Courses
Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 280
3.0	ECON 301
3.0	ECON 302
3.0	One of ECON 311, 341, 353, 354, 361, 363, 364, 372
3.0	ECON 480
3.0	ECON course
3.0	ECON course
3.0	One 100-level HIST course
3.0	One 100-level or 200-level* HIST course
3.0	Three 200-level HIST courses*
3.0	
3.0	
3.0	Five 300- or 400-level HIST* courses (can include PSCI 331)
3.0	
3.0	
3.0	
3.0	
*Students must complete at least one 200- or 300-level course from each of Groups I – IV, and a second 200- or 300-level course from at least two of the groups. See chart under the Department of History.	
60.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100
3.0	Any course in MATH, STAT, CS (except CS 100), PHIL 150, 352, 450, 452, 460, SOST 201, ECON 224
3.0	Any course in ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST
3.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121
3.0	One of: ENGL 110; RLST 245, 248; PHIL 100; SOST 110
3.0	Two language courses (or one six-credit class) in any language other than English.
3.0	
3.0	Any course in ANTH; GEOG 100 or 120; INDG 232, 234, 238, 332, or 432; RLST (except RLST 181, 184, 186, 188, 284, 288)
0.0	Any course in HIST, CATH 200, CLAS 100, IDS 100 or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242, or any one of INDL 240AA-ZZ - Requirement met in major
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST - Requirement met in major

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Credit hours	BA Economics and History combined major Required Courses
3.0	Any course in INCA, INDG (except for INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; LING 230, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies
27.0	Subtotal
Open Electives	
33.0	11 elective courses
120.0	Total: 60.00% PGPA and UGPA required

BA in Economics and Society

Credit hours	BA Economics and Society major Required Courses
Major Requirements	
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 280
3.0	ECON course
3.0	One of: ECON 311, 341, 353, 354, 361, 363, 364, 372
3.0	300- or 400-level ECON course
3.0	300- or 400-level ECON course
3.0	Three other social science courses from at least two different disciplines (courses taken toward a joint major or minor can be counted toward this requirement)
3.0	
3.0	
45.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
0.0	ARTS 099
3.0	ENGL 100
3.0	Any course in MATH, STAT, CS (except CS 100), ECON 224, PHIL 150, 352, 450, 452 or 460, SOST 201
3.0	Any course in ART, ARTH, CTCH, FILM, INA, INAH, MAP, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST
3.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121
3.0	One of: ENGL 110; PHIL 100; RLST 245, 248; SOST 110
3.0	Two language courses (or one six-credit class) in any language other than English.
3.0	
3.0	Any course in ANTH; GEOG 100 or 120; INDG 232, 234, 238, 332, or 432; RLST (except RLST 181, 184, 186, 188, 284, 288)
3.0	Any course in HIST, CATH 200, CLAS 100, IDS 100 or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242, or any one of INDL 240AA-ZZ
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431),

Credit hours	BA Economics and Society major Required Courses
	INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST - Requirement met in major
3.0	Any course in INCA, INDG (except for INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; LING 230; PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies
Refer to Arts Core Requirements Summary for further details.	
30.0	Subtotal
Open Electives	
45.0	15 elective courses
120.0	Total: 60.00% PGPA and UGPA required

BA in Philosophy, Politics, and Economics

Credit hours	BA Philosophy, Politics, and Economics combined major Required Courses
Major Requirements	
3.0	PHIL 100
3.0	PHIL 150
3.0	Three additional PHIL courses with one from each area: History of Philosophy: One of PHIL 210, 211, 212, 213, 214, 216, 312/412, 329/429
3.0	Problems of Philosophy: One of PHIL 235, 241, 243, 245, 246, 336/436, 344/444, 345/445, 346/446, 347/447
3.0	Value Theory: One of PHIL 270, 271, 272, 273, 274, 275, 276, 277, 282, 312/412, 329/429, 370/470AA-ZZ, 371, 372 AA-ZZ, 379, 471AA-ZZ
3.0	One additional 300-level PHIL course*
3.0	PSCI 100
3.0	PSCI 230
3.0	One of PSCI 210, 220, 240
3.0	Two courses in PSCI at the 300 level
3.0	
3.0	One 400-level PSCI course
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	One additional ECON course at the 200 level or higher
3.0	Two courses in ECON at the 300 or 400 level
3.0	
3.0	200-level PPE foundations course
3.0	400-level PPE capstone course
*The 300 and/or 400-level PHIL course(s) must be chosen from those listed in the areas of history of philosophy, problems of philosophy, and value theory in this table.	
60.0	Subtotal: 65.00% major GPA required
Arts Core Requirements	
3.0	ENGL 100
0.0	Any course in MATH, STAT, CS (except CS 100), ECON 224, PHIL 150, 352, 450, 452, 460, GEOG 205 or SOST 201 - Requirement met in major

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Credit hours	BA Philosophy, Politics, and Economics combined major Required Courses
3.0	Any course in ART, ARTH, INA, INAH, CTCH, MAP, FILM, MU, MUCO, MUEN, MUHI, MUTH, THAC, THDS, THEA, or THST
3.0	Any course in ASTR, BIOL, CHEM, GEOL or PHYS that has a laboratory component, or GEOG 121
0.0	One of: ENGL 110; PHIL 100; SOST 110 - Requirement met in major
3.0	Two language courses (or one six-credit class) in any language other than English
3.0	
3.0	Any course in ANTH; GEOG 100 or 120; INDG 232, 234, 238, 332, or 432; RLST (except RLST 181, 184, 186, 188, 284, 288)
3.0	Any course in HIST, CATH 200, CLAS 100, IDS 100 or INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230 or INDL 241, 242, or any one of INDL 240AA-ZZ
0.0	Any course in ECON, GEOG (except GEOG 100, 120, 121, 309, 321, 323, 325, 327, 329, 333, 411, 421, 423, 429, or 431), INDG 236, 258, 305, 358, IS, JS, LING 270, PSCI, PSYC, SOC, SOST or WGST - Requirement met in major
3.0	Any course in INCA, INDG (except for INDG 208, 210, 215, 216, 218, 219, 221, 228, 229, 230, 232, 234, 236, 238, 258, 305, 332, 358, 432), INHS or any one of ENGL 214, 310AA-ZZ; GEOG 344; HIST 310; JS 350, 351; KIN 105; LING 230, PSCI 338 or SOC 214 or other courses approved by the Faculty of Arts as having substantial indigenous content, including special studies
24.0	Subtotal
Open Electives	
36.0	12 elective courses
120.0	Total: 60.00% PGPA and UGPA required

BSc Major in Economics

Credit hours	BSc Economics major Required Courses
3.0	ECON 201
3.0	ECON 202
3.0	STAT 160 or STAT 200
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
3.0	ECON 321
3.0	ECON 322
3.0	Two STAT courses above 200 or MATH courses above 110 (except for MATH 124 and 127)
3.0	
3.0	ECON course
3.0	ECON course
3.0	300- or 400-level ECON
3.0	CS 110
3.0	MATH 103 or 110
48.0	Subtotal: 65.00% major GPA required
3.0	ENGL 100
3.0	ENGL 110
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective

Credit hours	BSc Economics major Required Courses
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Natural Science elective
3.0	Natural Science elective
3.0	Science elective (not ECON)
3.0	Science elective (not ECON)
3.0	Science elective
3.0	Science elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
120.0	Total: 65.00% program GPA and 60.00% UGPA required

BSc Honours in Economics

Credit hours	BSc Economics Honours in Required Courses
3.0	ECON 201
3.0	ECON 202
3.0	ECON 224
3.0	ECON 280
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310
3.0	ECON 321
3.0	ECON 322
3.0	One of ECON 311, 341, 353, 354, 361, 363, 364, 372
3.0	ECON 401
3.0	ECON 402
3.0	ECON 480 (with a grade of at least 75%)
3.0	ECON 499
3.0	Two STAT courses above 200 or MATH courses above 110 (except for MATH 124 and 127)
3.0	
3.0	STAT 160 or STAT 200
3.0	CS 110
3.0	MATH 103 or 110
60.0	Subtotal: 75.00% major GPA required
3.0	ENGL 100
3.0	ENGL 110

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Credit hours	BSc Economics BA Honours in Required Courses
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Natural Science elective
3.0	Natural Science elective
3.0	Science elective (not ECON)
3.0	Science elective (not ECON)
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Science, Arts, or Media, Art, and Performance elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
3.0	Open elective
120.0	Total: 70.00% program GPA and 60.00% UGPA required

BSc Combined Major in Statistics and Economics

For the purposes of this combined degree only, economics courses cannot be used to fulfill the BSc requirement of 18 credit hours in Arts, or Media, Art, and Performance.

The Bachelor of Science program is offered by the Faculty of Science. Refer to the Faculty of Science section for additional important information, in particular the Bachelor of Science and Department of Mathematics and Statistics sections. It is recommended that students seek academic advising from the Department of Mathematics and Statistics or from the Department of Economics.

Credit hours	BSc Combined Statistics and Economics major Required Courses
3.0	MATH 110
3.0	MATH 111
3.0	MATH 122
3.0	MATH 213
3.0	One of: STAT 160, 200, 289
3.0	STAT 251
3.0	STAT 252
3.0	STAT 351
3.0	STAT 354
3.0	Three STAT courses numbered above 354
3.0	
3.0	
3.0	MATH or STAT course at 200-, 300- or 400-level, or ACSC course
3.0	ECON 201
3.0	ECON 202
3.0	ECON 301
3.0	ECON 302
3.0	ECON 307
3.0	ECON 310

Credit hours	BSc Combined Statistics and Economics major Required Courses
3.0	ECON 321
3.0	ECON 322
3.0	ECON course
3.0	ECON course
3.0	CS 110
72.0	Subtotal: 65.00% major GPA required
3.0	ENGL 100
3.0	ENGL 110
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Arts, or Media, Art, and Performance elective
3.0	Lab Science elective
3.0	Lab Science elective
3.0	Science elective
3.0	Science elective
3.0	Science elective
3.0	Science elective
3.0	Science elective
3.0	Science elective
3.0	Science elective
3.0	Open elective
3.0	Open elective
120.0	Total: 65.00% program GPA and 60.00% UGPA required

Minor in Economics

Credit hours	Economics minor Required Courses
3.0	ECON course (ECON 100 is highly recommended)
3.0	ECON course
18.0	Total: 65.00% GPA required

Certificate in Economics

Credit hours	Certificate in Economics Required Courses
0.0	ARTS 099
3.0	ECON 201
3.0	ECON 202
3.0	ECON course (ECON 100 is highly recommended)
3.0	ECON course (may be ADMIN/BUS 340)
3.0	ECON course
3.0	ECON course
3.0	ECON course
3.0	ENGL 100
3.0	Approved elective
3.0	Approved elective
30.0	Total: 65.00% PGPA required

See the Department of Economics website for a list of approved electives:

www.uregina.ca/arts/economics/programs/undergrad/certificate.html

Appendix I: Economics Programs and Course Catalog

Economics Course Catalog

ECON 100 - Introduction to Economic Issues

Basic economic concepts are used to explore current economic issues such as unemployment, inflation, trade disputes, the crisis in agriculture, pollution reduction, and health care. *Note: Students who have received credit for either ECON 201 or 202, or any ECON course numbered 300 or higher may not take ECON 100 for credit.*

ECON 201 - Introductory Microeconomics

Theory of how individual consumers and firms behave in a market economy. Emphasis is on evaluating how well markets deliver efficient and fair outcomes. ***Prerequisite: 15 credit hours or ECON 100 or Pre-Calculus 20 (or equivalent)*** *Note: Students who have already received credit for both ECON 201 and ECON 301 may not retake ECON 201 for credit.*

ECON 202 - Introductory Macroeconomics

Basic economic concepts are used to explain how economies operate at a national or regional level, with a focus on production, income, interest rates, prices, inflation, and unemployment. Principles are introduced for understanding and evaluating the methods by which governments can smooth fluctuations in overall economic activity. *** Prerequisite: 15 credit hours or ECON 100 or Pre-Calculus 20 (or equivalent) *** * Note: Students who have already received credit for both ECON 202 and ECON 302 may not retake ECON 202 for credit.*

ECON 211 - Development Economics

Problems and challenges facing developing countries in their attempts to improve living standards. *** Prerequisite: 15 credit hours or ECON 100 ***

ECON 224 - Empirical Economics

This course introduces students to various sources of economic data. Using Excel, students will perform analyses of data, and conduct hypothesis tests and simple regressions. *** Prerequisite: 15 credit hours or ECON 100 ***

ECON 231 - Money, Banks & Financial Institutions

How did money evolve and who controls its supply? How do banks work and what is the role of the central bank? How do stock and bond markets work and what purpose do they serve? *** Prerequisite: 15 credit hours or ECON 100 *** * Note: Formerly numbered ECON 296AA. Students may not receive credit for both ECON 231 and ECON 296AA. *

ECON 232 - Government and the Economy

Considers rationales for government intervention in the economy. Assesses the impact of government activity on the economy and on the economic welfare of the population. Includes a comprehensive survey of Canadian tax and spending programs and policies. *** Prerequisite: 15 credit hours or ECON 100 *** * Note: Students may not receive credit for both ECON 232 and BUS/ADMN 340. *

ECON 233 - Issues in Canadian Agriculture

Applies economic theory to current problems facing Canadian and world agriculture. Supply and demand conditions in world markets. Causes and effects of government support programs. Impact of WTO agreements. *** Prerequisite: 15 credit hours or ECON 100 *** * Note: Formerly numbered ECON 296AB. Students may not receive credit for both ECON 233 and ECON 296AB. *

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ECON 234 - Monetary and Financial Crises

Why do stock markets and national currencies occasionally collapse and what lessons can we learn from such crises? These questions are examined through a study of classic cases like the Asian currency crisis of 1997-98 and the global financial crisis of 2007-8. ***Prerequisite: 15 credit hours or ECON 100***

ECON 236 - Economics of Crime

Does crime pay? Do governments punish and regulate crime too much or too little? Basic economic concepts are used to analyze criminal behaviour and anti-crime measures. Covers such issues as the underground economy, costs and benefits of anti-drug laws, and policies for preventing crime. *** Prerequisite: 15 credit hours or ECON 100. ***

ECON 238 - Economics of Sports

Are professional athletes paid too much? Should governments pay for stadiums? Can small-market franchises survive? *** Prerequisite: 15 credit hours or ECON 100 *** * Note: Formerly numbered ECON 296AC. Students may not receive credit for both ECON 238 and ECON 296AC. *

ECON 253 - Economic Issues in the Canadian Health Care System

Surveys the Canadian health care system from an economic perspective. Discusses common misconceptions about health care. Examines the economic costs and socio-economic benefits of health care in this country, and compares the health care system here with those prevailing in other countries. *** Prerequisite: 15 credit hours or ECON 100 ***

ECON 269 - The Economics of Beer

This course explores the economics of the multi-billion dollars industries of brewing and selling beer; along with the myriad of regulations surrounding the production and consumption of alcoholic beverages. ***Prerequisite: ECON 100 or 15 credit hours*** * Note: Formerly numbered ECON 296AJ. Students may receive credit for only one of ECON 269 or ECON 296AJ.*

ECON 273 - Environmental Economics

This course examines contemporary questions and issues of environmental economics, such as why are fish stocks disappearing? What are the economic causes of pollution? Why did Canada abandon the Kyoto agreement? How does trade liberalization affect the environment? *** Prerequisite: 15 credit hours or ECON 100 ***

ECON 280 - Writing for Economists

Students will work, individually and collaboratively, in classroom and library, on a range of writing assignments built around current economic policy issues. The goal is to help students, improve their research and writing skills. ***Prerequisite: Three ECON courses*** *Note: Registration is restricted to ECON majors only.* *Note: This course was formerly numbered ECON 380. Students may receive credit for only one of ECON 280 or 380.* *Note: ECON 280 must be taken concurrently with one of ECON 311, 341, 353, 354, 361, 363, 364, 372.*

ECON 281 - Wages & Employment in Canada

How are wages determined? What are the causes of unemployment? What policies are best suited for dealing with industrial injuries, part-time work, employee health, and retirement? *** Prerequisite: 15 credit hours or ECON 100 *** * Note: Formerly numbered ECON 381. Students may not receive credit for both ECON 281 and ECON 381. *

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ECON 296AG - Economics of Global Warming

Examines the risk of global climate change, and the potential economic impact of that change, as well as the economic impact of potential policies for reducing that risk especially the Kyoto Protocol. This includes estimating the costs and benefits of implementing the Protocol in Canada.

ECON 296AH - Issues in Ecological Economics

This course introduces students to theories and concepts in Ecological Economics through a discussion of contemporary environmental issues. *** Prerequisite: ECON 100 or 15 Credit Hours

ECON 296AL - Economics of Energy

This course will explore the basic economic concepts of energy production and consumption, the structure of the energy sector (including ownership, structure and regulation), conventional and emerging energy resources. ***ECON 100 or 15 credit hours***

ECON 301 - Intermediate Microeconomics I

Presents a more advanced theory of the behaviour of households and firms in competitive and non-competitive markets. Examines consumer preferences and their optimal choices, and cost structures and firm behaviour in various market structures. ***Prerequisite: ECON 201***

ECON 302 - Intermediate Macroeconomics I - Economic Fluctuations

Advanced economic concepts are used to explain how economies work at a national or regional level, with a focus on booms, recessions, government spending, taxation, and monetary policy. *** Prerequisite: ECON 202 ***

ECON 307 - Intermediate Microeconomics II

A continuation of ECON 301. Topics include: producer and consumer choice over time and under uncertainty, market failure (public goods, externalities, and asymmetric information), factor markets, introductory general equilibrium, game theory, welfare economics and behavioural economics. ***Prerequisite: ECON 301 and MATH 103 or equivalent, or permission of Department Head***

ECON 308 - Economic Growth

This course surveys theories and models of economic growth, along with growth and development experiences of various countries. ***Prerequisite: ECON 202 and MATH 103 or 110 or permission of Department Head***

ECON 309 - Game Theory

This course introduces students to the tools and logic of game theory to broaden the range of situations and actions to be considered in the study of microeconomics. The strategic behaviour of firms and other agents will be explored in cases when the actions of one agent have an impact on the actions of others. Topics include Nash equilibrium, sub-game perfection, asymmetric information and risk. ***Prerequisites: Econ 301 and Math 103 or equivalent, or permission of Department Head***

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ECON 310 - Intermediate Macroeconomics II

A continuation of Econ 302. Topics include: growth theories, the life-cycle consumption-saving, work – leisure decisions of the representative household, investment theories, issues in fiscal sustainability, the Ricardian equivalence, and time-inconsistency of government policies.

Prerequisite: Econ 302 and MATH 103 or equivalent

ECON 311 - Economics of Developing Countries

Comparative case studies of attempts by Third World countries to improve their living standards. Introduction to theories of how economies develop. ***Prerequisite: ECON 202 or ECON 211***

Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.

ECON 321 - Econometrics

This course covers estimation and hypothesis testing in the simple and multiple regression model, consequences and remedies of estimation under non-classical conditions. Students will use econometric software in a laboratory setting. ***Prerequisite: ECON 224, or STAT 160 or 200 or equivalent***

ECON 322 - Mathematical Economics

This course develops mathematical techniques used to conduct economic analysis, including differentiation, logarithmic and exponential functions, maximization and minimization. ***

Prerequisite: ECON 201 & one of MATH 103, 105 or 110 ***

ECON 331 - Monetary Theory and Domestic Financial Markets

Examines theories of money, financial markets, and institutions in a Canadian context. ***

Prerequisite: 45 credit hours or three ECON courses ***

ECON 341 - International Trade

Uses theories of international trade to examine trade patterns, the impact of trade and trade agreements on economies, and the effects of trade policies. ***Prerequisite: ECON 201*** *Note:

Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.*

ECON 342 - Global Financial Markets

A survey of international monetary and financial institutions and arrangements. Topics include foreign-exchange markets, international banking, hedge funds, currency speculation, alternative exchange-rate regimes, and regulation of global financial markets. *** Prerequisite: ECON 202 ***

ECON 351 - Cost Benefit Analysis

Introduces techniques for estimating in dollar terms the costs and benefits of real-world projects and policies. ***Prerequisite: ECON 201***

ECON 353 - Health Economics

Examines the Canadian health care system from an economic perspective. Uses models of patient, physician and institutional behaviour to analyze the factors governing health and the demand for health care, and to evaluate competing proposals for health care reform. ***Prerequisite: ECON 201 or ECON 253*** *Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.*

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ECON 354 - Economics of Cities

Applies economic analysis to important questions regarding urban areas: Why do they exist? What determines their location? What is their role in the Canadian economy? Other issues considered are: zoning policies, local government spending and taxation, urban economic development policy, and urban transportation policy. ***Prerequisite: ECON 201*** *Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.*

ECON 361 - Industrial Organization

A study of how strategic interactions of firms in various market structures affect economic performance. Topics may include: monopolies and public policy toward crown corporations; competition policy of mergers and acquisitions in oligopolistic industries; causes and effects of government intervention in private economic activities such as, price discrimination, advertisement, and innovation. *** Prerequisite: ECON 201 ***

ECON 363 - Population Economics

Examines the impact of changing population age structures on economic performance and public well-being. ***Prerequisite: 45 credit hours or three ECON courses*** *Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.*

ECON 364 - Economics of Corruption

The Course analyzes the incentives and deterrent of corrupt behaviour through the use of various economic models of corruption. The course examines causes and consequences of corruption, with a particular focus on transition economies and developing countries. In addition, the course analyzes corruption from an institutional and transaction economics approach and as it sustains other illicit activities such as tax evasion, the underground economy, and organized crime. ***Prerequisites: 45 credit hours or 3 Econ courses.*** *Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.*

ECON 372 - Natural Resource Management on the Prairies

Problems in the prairie oil/gas, timber, uranium, potash, power generation and water management sectors; preservation of prairie ecosystems; application of theory to determine how best to deal with these problems. ***Prerequisite: ECON 201*** *Note: Economics majors are required to take ECON 280 concurrently with this course, if not already completed successfully.*

ECON 396AM - Current Economic Policy Issues

Economic analysis of current policy issues which may include health care sustainability, financing a domed stadium in Regina, financing education with property taxes, urbanization and urban planning, climate change and environmental policy. Topics will vary according to instructor and timeliness of issues. ***Prerequisite: 45 credit hours or 3 ECON courses***

ECON 396AR - Financial Economics and Investment Analysis

The course objective is to study the practical application of economic theory to financial decision making, investment analysis, and asset pricing. Course topics will include consumer's savings/investment decisions, firm valuation techniques, selection/pricing of risky assets, derivative instruments, and firm's capital structure decisions.

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ECON 396AS - The Economics of Canadian Brewing

This course builds on the topics and skills covered in ECON 269 to give students a deeper understanding of issues and regulation of the multi-billion dollar Canadian Brewing industry.

Prerequisites: ECON 269 or ECON 201, or permission of the Department Head.

ECON 396AW - Climate Change Policy

This course will explore questions such as, what policy options are available to address climate change? What climate change policies have been introduced in Canada and around the world? How do we evaluate whether climate change policy has succeeded? ***Prerequisite: ECON 201 or ECON 273***

ECON 401 - Advanced Microeconomic Theory

Advanced microeconomic analysis using optimization techniques including multivariate calculus with public policy applications. Topics include consumer and production theory, general equilibrium and welfare analysis, public goods, externalities, asymmetric information and uncertainty. ***Prerequisite: ECON 307 and ECON 322 or equivalent***

ECON 402 - Advanced Macroeconomic Theory

Advanced macroeconomic analysis using dynamic optimization techniques and differential equations. Topics include growth theory and policy, business cycle theory, stabilization policy, consumption and investment behaviour, monetary policy, and fiscal sustainability.

Prerequisite: ECON 310 and ECON 322 or permission of Department Head

ECON 480 - Capstone Seminar in Economics

Students will research an economic issue of personal interest under the supervision of a faculty member, present their work in class, and produce a term paper. ***Prerequisite: ECON 224, ECON 280, and one of ECON 311, ECON 341, ECON 353, ECON 354, ECON 361, ECON 363, ECON 364, ECON 372, or permission of Department Head***

ECON 499 - Honours Project

Continuation of ECON 480. Students will expand their ECON 480 paper under the direction of a faculty member, and present the final project at a Departmental seminar. *** Prerequisite: Grade of at least 75% in ECON 480. *** * Note: ECON Honours students only. *

Appendix II

REPORT on the STATE of MAEPA PROGRAM 2010-2017

Prepared by HARMINDER GULIANI,
Graduate Coordinator, December 2017

This report presents a snapshot of the state of the MAEPA program between 2010 and 2017 using annual data on variables such as the total number of applications received, admissions offered, students enrolled, and years taken to complete the program.

Applications and Admissions Offered

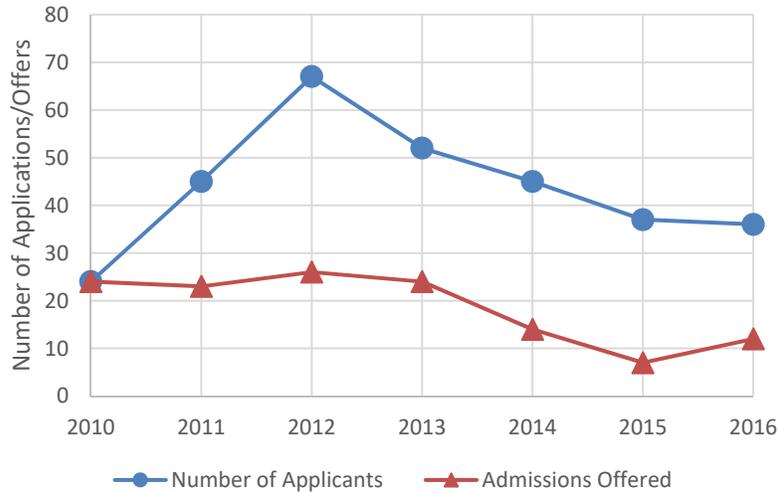


Figure 1: The number of applications received and admissions offered (2010-2016)¹

The MAEPA program has been facing a steady drop in the number of applications since 2012, indicating a decline in demand. In the first year of the program (2010), all 24 applicants were offered admission (Figure 1). However, between 2011 and 2016, of the total applications received each year, the number of offers made varied from 27% to 51% with a declining trend since 2013. The gap between the number of applications received and admissions offered highlights a significant drop in the quality of applications received. Please note that the analysis excludes data for 2017 because the department has suspended new admissions for 2017-18 academic year. Only two students were admitted under special case in 2017 (one in SS 2017 and another one in Fall 2017).

Admissions offered and Incoming Students

Not all those who were offered admissions actually joined the program. Of the 133 admission offers made between 2010 and 2016, only 59 students (44%) actually joined the program with an average of 8 students per year, as shown in the following Figure 2.

¹ The data for the graphs included in this report was compiled by Dr. Viktoriya Galushko, some of which she collected from the RAGS reports.

Appendix II

REPORT on the STATE of MAEPA PROGRAM 2010-2017

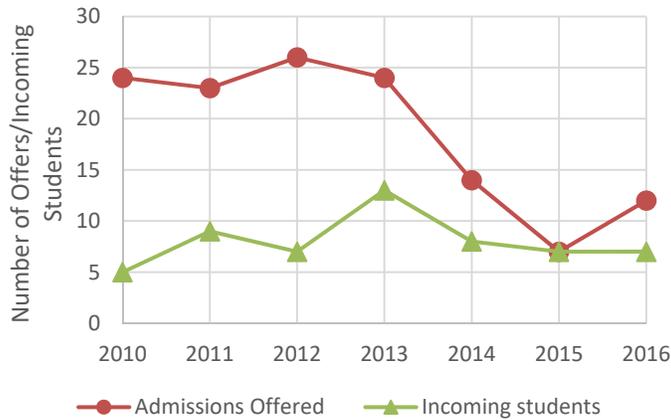


Figure 2: The number of admissions offered and incoming students (2010-2016)

Enrolment and Discontinuing Students

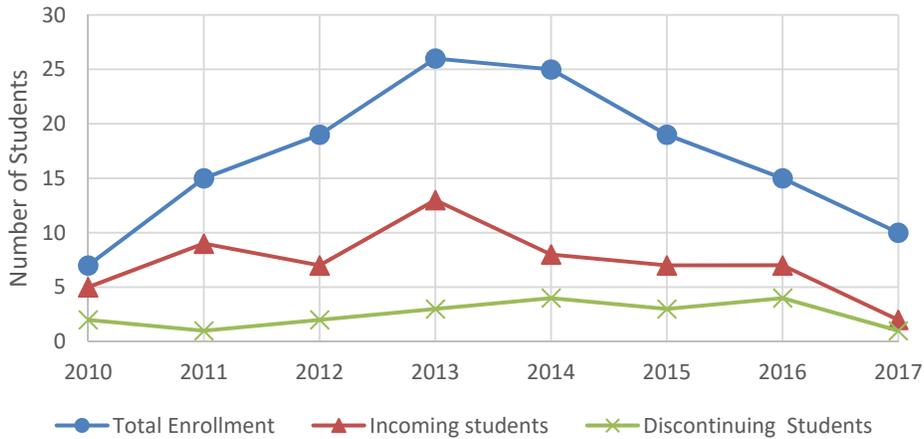


Figure 3: The total number of students enrolled, incoming and discontinuing students (2010-2017)

Additionally, in the recent years, the number of students discontinuing the program have increased, as seen in Figure 3. On average three students per year dropped out of the program between 2013 and 2017. Please note that student who dropped out in a given year may not have been admitted in the same year. This dropout rate can be attributed to students failing the core course requirements or transferring to the JSGS program. Feedback from recent dropouts indicates that students generally found the MAEPA project work and/or the core theory courses challenging to complete, which points to the shortage of academic capabilities.

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REPORT on the STATE of MAEPA PROGRAM 2010-2017

Time taken to complete the program

The FGSR data on total number of students enrolled in a given year (Figure 3) include both incoming and continuing students. One reason for relatively high number of students enrolled is that continuing students are taking longer time to complete the program. Only 2 out of 34 (6%) students were able to complete the program in three semesters per the original design of program completion time (please see Figure 4 for distribution). Nearly 53% of the students who graduated between 2012 and 2017 took six or more semesters to complete the program, which is double the expected time. Reasons contributing to students not graduating on time primarily include their probationary status, but also part-time load or personal issues.

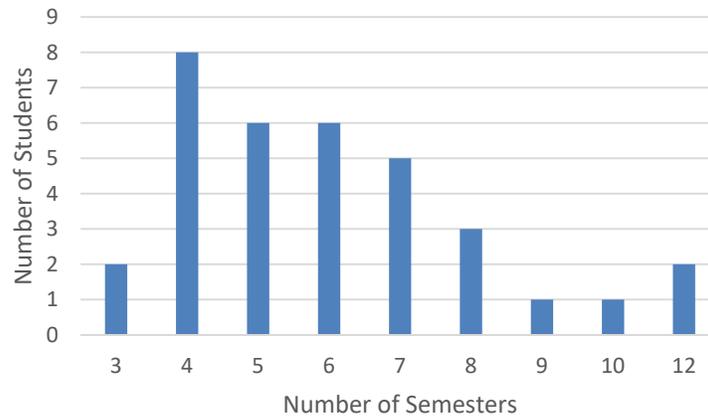


Figure 4: Distribution of time taken to complete the program (2012-2017)

It is worth noting that the program attracted a large number of international applications compared to domestic applications. It is no coincidence that this period aligns with changes to the Saskatchewan Immigrant Nominee Program (SINP), where a degree from the University of Regina would have a comparative advantage. Anecdotal evidence suggests that many of the international students wanted to permanently stay in Canada. Feedback from colleagues indicates that many international students lack adequate background preparations or language skills, which further challenged students' ability to successfully complete the program in a timely fashion. This should not be interpreted as that all domestic students have higher academic capabilities than the international students. It is important to note that some of the top performers have been international students.

Appendix II

REPORT on the STATE of MAEPA PROGRAM 2010-2017

Overall GPA as measure of students' academic achievement

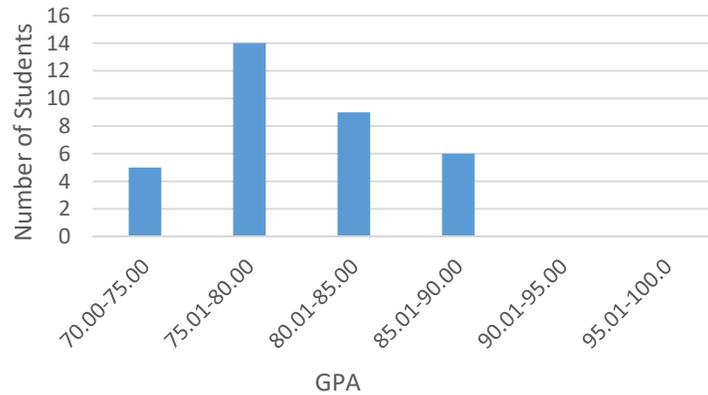


Figure 5: Distribution of GPA (2010-2017)

About 21% of the total graduated students performed very well with a GPA ranging between 85 and 90% (please see the distribution in Figure 5). Only 44% of the total graduated students performed better with a GPA ranging between 80 and 90% and were eligible for financial support. Nearly 56% of the MAEPA graduates secured a GPA between 70 and 80%. It is important to note that candidates' eligibility to receive financial support has varied in many semesters. In some occasions, the department was unable to allocate the funding (such as GSS) due to lack of eligible candidates. This may further point to the quality of students in the program.

On a closing note, we have produced some excellent students in the past who are well placed in the job market, some of which are even contributing as sessionals in our department. However, that number remains low.