

# **DEVINDER M. MALHOTRA**

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## **EDUCATION**

- 1979 Ph.D., Economics, Kansas State University, Manhattan, KS
- 1969 M.A., Economics, University of Delhi, New Delhi, India
- 1967 B.A., (Honors) Economics, University of Delhi, India

## **OTHER TRAINING**

- 1999 Management Development Program, Harvard Institutes of Higher Education, Harvard University, Cambridge, MA
- 1972 Institute of Economic Growth, University of Delhi, India
- 1971 National Academy of Administration, Mussorie, India

## **PROFESSIONAL ADMINISTRATIVE APPOINTMENTS**

- July 2014- July 2016 Interim President, Metropolitan State University, St. Paul, MN
- 2009-2014 Provost and Vice President for Academic Affairs, St. Cloud State University, St. Cloud, MN
- 2005–2009 Dean, College of Arts and Sciences, University of Southern Maine, Portland, ME
- 1999–2005 Associate Dean, Buchtel College of Arts and Sciences, The University of Akron, Akron, OH
- 1994–1999 Chair, Department of Economics, The University of Akron
- 1971–1974 Indian Economic Service. Employment in various research organizations of the Government of India.

## **ACADEMIC APPOINTMENTS**

- 2005–2009 Professor of Economics, University of Southern Maine
- 2005-Present Professor Emeritus of Economics, The University of Akron
- 1989–2005 Professor of Economics, The University of Akron
- 1984–1989 Associate Professor of Economics, The University of Akron
- 1979–1984 Assistant Professor of Economics, The University of Akron
- 1991–1993 Research Associate (Adjunct), Center for Regional Economic Issues, Case Western Reserve University, Cleveland, OH
- 1978–1979 Instructor (part-time), Kansas State University
- 1975–1978 Graduate Teaching Assistant, Kansas State University

## **OTHER RELEVANT EXPERIENCE**

- 2000–2001 Campus Coordinator, Carnegie Teaching Academy Project, The University of Akron
- 1999–2000 Co-Campus Coordinator, Carnegie Teaching Academy Project, The University of Akron
- 1997–1999 Chair, Faculty Senate, The University of Akron

## **ADMINISTRATIVE EXPERIENCE**

### **2014- 2016 Interim President, Metropolitan State University**

As Chief Executive Officer of Metropolitan State University for two years, I led an institution with an enrollment of 11,500 students, several campuses, and an annual operating budget of about \$130 million. Metropolitan State is Minnesota's only public urban institution. It is vibrant, innovative, diverse, and inclusive; well over 50% of its students are first generation college entrants and 40% are drawn from communities of color. A third of its workforce is also from communities of color.

My major focus as interim president of Metropolitan State University was on student experience and student success. In order to accomplish this, it was important to identify and promote approaches to strengthen the existing work of the university and broaden the scope of its offerings and activities. This entailed strategic repositioning for the institution as well as increasing the institution's organizational capacity to move towards a sustainable, growth-oriented future. During my two-year tenure, the university moved forward on almost all fronts -- in building capacity, in strategic repositioning, in bringing about needed organizational changes, in creating and nurturing partnerships with other MnSCU institutions and the community at large, moving the budgetary allocative processes towards a more rational footing, aligning institutional university operations to goals embedded in Charting the Future and the Metro Baccalaureate Plan, increasing the magnitude of philanthropic fund raising, and enhancing and projecting the "public urban" brand of the institution.

#### **Strategic Positioning and Its Implementation**

Created a Strategic Planning Advisory Committee (SPAC), co-chaired by the Provost and the President of the Faculty Association (IFO). Work has started on eight priority areas recommended by the Committee: Student Success, Organizational Culture, Growth in Enrollment and in Program Portfolio, Quality and Continuous Improvement, Innovation, Fiscal Stewardship and Sustainability, Community Engagement, and Diversity and Inclusion. The goal is to double the number of graduates over the next ten years, increase the retention and persistence rate from 70 to 77percent, and reduce the time to graduation to a median of 2.7 years for an additional 4% of the students. The expectation is to increase the size of the institution from 11,500 students to around 18,000 to 20,000 over the next ten years.

Instituted an Executive Strategic Council, chaired by the Provost and consisting of those who report directly to the President as well as some other key university leaders. The Council is charged to review and oversee the work in all the priority areas identified by SPAC and make appropriate recommendations to the President for decisions at the institutional level regarding policies and strategies needed to accomplish the underlying goals of the priority areas.

Executed a strategic Marketing Plan, including a major advertising campaign with a refreshed diverse look aimed at the urban communities that provide students to the universities and absorb its graduates. We followed a segmented market approach -- developing different strategies for transfer students, degree completers, and career changers. Also oversaw the complete redesign of the web site and integrated social media into our interactive website environment and our advertising campaign.

Created the Enrollment Management Council, which initially focused on integrating career advising into advising for undeclared students, and creating a Student Success Center which will become a one-stop resource for meeting student support needs. Work was also started on two-year rolling course schedules and putting in place Degree Planning software in alignment with our two-year partners.

Consultants, including one from the Government Finance Association, examined the current budgetary practices and conducted extended university-wide conversations that included participation by all the unions. As a result, the consultants recommended strategies to dovetail budgeting with strategic priorities, promote a culture of transparency and information sharing, and, most importantly, incent appropriate behaviors to reach the university's targeted goals. Implementation of these strategies began in FY17. Although separate but related, instituted regular budget forums and conversations with the broader university community regarding the budgetary outlook and associated issues.

Oversaw and monitored the construction of three buildings (Science Education Center, Student Center, and a parking ramp) costing well over \$70 million. As soon as I started in July 2014 some soil contamination was discovered, and environmental concerns were raised. We worked with the Minnesota Pollution Control Agency, the Office of the Mayor of the City of St. Paul, and the MnSCU System Office to address not only pollution mitigation concerns, but also changes in construction timelines and budgets. We accomplished these construction plan changes with full community support -- and with no additional costs being passed on to students because of the soil contamination. All buildings were operational and came online within the stipulated construction schedule. As the Science Center became operational, there was a substantial uptick in student and faculty enthusiasm and optimism, as many additional STEM programs and [innovation] innovative curricula were put in place.

Converted an abandoned Green House into a GROW IT Center focused on urban agriculture and food security, providing students interested in these and related areas with vital programmatic and experiential opportunities. This work was undertaken in consultation with faculty, deans, area legislators, the Department of Agriculture, the District Council of the City of St. Paul, and important community organizations.

In early 2015 the university experienced a data breach. Worked with the System Office and State of Minnesota to not only fix the problem and provide support for remedial actions for those impacted, but also altered IT operational structures to harden security protocols in order to minimize the likelihood of such occurrences in the future. In this regard, provided ongoing updates and reports to the Board of Trustees. Moved IT operations from the Finance and Administrative Division to be under a newly constituted

CIO position reporting directly to the President. Hired a new CIO and altered the leadership structure within the IT Division.

When I joined the university, response to the payroll debacle had already started. Oversaw the successful conclusion of the payroll audit. Reviewed and implemented new procedures relating to workload entry and verification to avoid such lapses in the future. Worked closely with the System Office to implement the recommendations of the HR audit. Hired a permanent CHRO, who is also enhancing HR capacity by recruiting, hiring and training new HR personnel.

It was evident to me that there was an essential need to improve the organizational climate and morale for the above work to reach its full potential. A three-pronged approach was followed. First, worked with unions, particularly the IFO Faculty Association, and engaged in a candid and open dialogue regarding the underlying issues and needed solutions to develop an ethos of joint responsibility and mutual accountability. New consultative and communication structures were added to institutionalize these initial interactions. Second, increased the transparency and timeliness of information sharing through intentional communications planning and collaboration. In the very first year, undertook communication blitz relating to budgets, Charting the Future, construction projects, organizational changes, the data breach, and strategic positioning efforts. Third, emphasized civility and professional development for all employees, from leadership positions down to direct service staff. Organized a two-day seminar on change leadership for the top 25 administrators and later extended these conversations, on an ongoing basis, to 67 individuals, including middle-level managers and union representatives.

### **Organizational Review and Reorganization**

We completed the administrative reorganization merging the Academic Affairs and Student Affairs divisions. The newly constituted division is led by the Executive Vice President and Provost. The aim was to integrate students' classroom experiences with support structures available to them outside the classroom. This has led to joint planning and execution of the strategy by academic units and student support professionals. Also, many of the student support functionalities have been reorganized and are better aligned with student academic activities. The merger eliminated one vice president's position and provided an opportunity to streamline many of the operations and eliminate duplication, which led to additional savings. These savings were then used to establish a new Unit of Institutional Effectiveness led by an executive director. This unit will focus on data analytics, institutional research, continuous improvement, support of strategic planning, and AQIP accreditation.

We also reorganized academic units, such as schools and colleges to create a sharper, more focused academic identity to support the institutional mission and student success. In this regard, we created two new colleges: College of Community Studies and Public Affairs and College of Nursing and Health Sciences. The old College of Arts and

Sciences was broken up into the College of Sciences and the College of Liberal Arts. By creating a separate College of Sciences, we felt we were better positioned to expand our portfolio of science offerings and fully leverage the potential of the new Science Education Center. The center will also enable us to focus on STEM disciplines and diversity, which would substantially impact access and achievement gaps.

It was decided to separate the functions of planning, marketing, public relations and web presence/governance from advancement and University Foundation work. This provided opportunities to streamline these operations and increase efficiencies, resulting in savings which will be used to enhance advancement work.

The newly constituted Advancement, University Foundation and Alumni Division would be led by the Vice President, with a singular focus on friend raising and fund raising. Worked with the chair of the Foundation Board and others to re-energize and impart a heightened focus to foundation activities. Hired a consultant to review the work of the Advancement Division and foundation to substantially increase the university's endowment. During my tenure there was significant increase in the magnitude of external funds raised.

Strategic Planning and Marketing was moved to the Academic and Student Affairs Division and will work closely with enrollment management and various colleges/schools. The web presence sub-unit was moved to Information Technology Services and will be overseen by CIO. Public relations and governmental/external relations operations will be consolidated in the president's office.

For improved communications, greater efficiency, and better realignment between budget and strategic priorities, the Finance and Administrative Division was also reorganized. The IT functionality was removed from its oversight, and an IT division was formed, headed by a newly hired CIO reporting directly to the president. The Student Financial Aid Unit was moved from the Academic and Student Affairs Division into the Finance and Administration Division.

To increase the likelihood of success of the new organizational structure, also undertook a review of personnel in top leadership positions. Changes were made in the leadership of the Advancement and Communications Division, Diversity and Equity Office, and the Finance and Administrative Division. As a result, a new Chief Diversity Officer was put in place, as well as an Interim Vice-President for Advancement and Communication. Additionally, an Interim CFO and Vice-President for Administrative Affairs was hired. As mentioned above, also hired a new CHRO and a new CIO. Thus, the institutional leadership structure was substantially altered.

## **Alignment with Charting the Future Implementation and Metro Baccalaureate Plan.**

As we undertook our strategic positioning work, we cross-walked it with expectations underlying Charting the Future and its recommendations. This was reflected in the various progress reports we submitted to the System Office. These reports were developed by the Executive Strategic Council led by the Provost and Executive Vice President, with input/feedback from the Strategic Planning Advisory Committee, a group consisting of representation from across the university.

During my tenure, our work on the Metro Baccalaureate Plan fell in two categories. One was continuous and ongoing participation in Metro Alliance conversations and in MnSCU-level forums aimed at aligning the strategy to meet the goals of the Metro Baccalaureate Plan. The other was our work related to deepening and enhancing our partnerships with two-year institutions, which made substantial progress on both fronts.

Metro State has three levels of academic partnerships with the two-year colleges. Tier One offers baccalaureate completion on their campuses. Tier Two involves programs such as the Minnesota Alliance for Nursing Education (MANE), which are dual admission/dual enrollment in a multi-institutional arrangement. Tier Three partnerships are where courses are offered on two-year campuses but are not yet full programs. An example of the scale and scope of these partnerships can be seen in the spring 2016 semester, when about 1200 students were enrolled in Metro State offerings at two-year colleges as part of Tier One and/or Tier Three partnerships. In both regular formal forums and through regular informal channels, I engaged and interacted with presidents of two-year institutions to facilitate the institutional work relating to all three types of partnerships mentioned above.

Metro State has been involved with Hennepin County in the development of its program to provide a career and educational ladder for members of the community into secure, well-compensated positions with the county. As Metro State's president, I served on the Leadership Council for this program, and the provost and deans led conversations with county department heads to begin finding ways to fill their gaps in human services, IT services, corrections and social work. We explored ways to offer degree completion on-site to county employees through our B.A. in Individualized Studies, a degree plan that can be customized to meet specific needs of the employer. I also engaged on similar issues with leaders of other area counties including Ramsey County. We were also in active discussion with some healthcare providers for similar partnerships.

## **External Communications**

Interacted routinely with area legislators and chairs of important legislative committees to make a case for higher education in Minnesota and Metro State. This work was undertaken in collaboration and consultation with governmental relations officials of the

System Office. Provided testimony to the higher education committees of both the Minnesota House and Senate on matters of higher education/MnSCU funding.

Kept in constant touch with longstanding donors to the university and worked with philanthropic individuals and organizations to cultivate new donors and new sources of external funding for the university.

Interacted extensively with mayors and other local officials around the Twin Cities and the broader Metro region. Was invited by the Mayor of St. Paul to participate in a delegation that visited sister cities of Nagasaki, Japan and Chang Sha, China.

Extensive engagement with such organizations as Greater MSP, St. Paul Authority, Central Corridor Partnership, Chamber of Commerce, etc. to understand the emergent labor market needs and ensure university preparedness to make significant contributions in this area.

Interacted routinely with both print and broadcast media. In this regard was invited three times in two years to participate in hour-long panel discussions on issues pertaining to higher education on MPR radio station.

Worked closely with civic groups in and around the university's campuses, particularly on the east side of St. Paul, to nurture harmonious and productive university-community relations which were mutually beneficial. Also engaged and participated in activities of groups and organizations focused on diversity and social justice issues. Encouraged and conveyed expectations to the senior leadership team, faculty, and staff to actively engage with community groups and fulfill our obligations as stewards of the communities where we are located and that we serve.

### **Work at the MnSCU System Level**

Member of the System-wide task force, as part of Charting the Future, to suggest strategies for a System-wide focus on Competency- Based Education and Credit for Prior Learning to expand access and affordability and reduce time to graduation. Participated in the System's Taskforce on Fiscal Sustainability chaired by Vice Chancellor Laura King and Associate Vice Chancellor Phil Davis.

Member of the Joint Taskforce of MnSCU representatives and Tribal Government representatives focused on increasing access and success of students drawn from native communities.

Participated in the System's Leadership Council and other MnSCU forums as directed by the chancellor.

2009–  
2014

## **Provost and Vice President of Academic Affairs, St. Cloud State University (SCSU)**

As provost, I was the chief academic officer of the university, which has over 16,000 students and over 600 full-time faculty. I oversaw the university's Academic Affairs Division, which has six schools/colleges, as well as other units, such as admissions/enrollment management, continuing education, registrar, University College, Center for International Studies, graduate studies, and sponsored programs. In addition, the Center for Excellence of Teaching and Learning, the Center for Holocaust and Genocide Education, and the Multicultural Resource Center reported directly to me. The Academic Affairs Division had an annual budget of well over \$100 million. In the absence of the president, I was designated the Responsible Administrator on campus.

### **Strategic Planning**

Led a campus-wide strategic planning effort under the direction of the president. In this context, interacted with the Strategic Planning Committee, deans of schools/colleges, faculty, Inter-Faculty Organization (IFO), and campus-wide staff to develop strategic positioning documents in several areas of university functioning. This led to the presentation to the Board of Trustees of new mission and vision statements for the university.

A new institutional identity was developed based on four learning commitments: community engagement, sustainability in its broadest context, global and cultural competencies, and experiential learning. This new identity was enveloped in three operational frames: fostering the rigor and relevance of academic programs, promoting integrated experiences for students, and nurturing and sustaining a vibrant, diverse, and inclusive university community.

The focus on integrated student experiences led to the creation of organizational structures to foster student success: the new University College and a first-year transition program. The integrated student experience involves working with faculty and administrations of high schools and community colleges where we recruit many of our freshmen and transfer students. This cooperative, trans-institutional approach enables us to enhance the college readiness of these students and ease their transition to the university. We also stressed our commitment to provide access to first-generation college students and students of color, as well as our dedication to a comprehensive internationalization of the campus.

### **Reorganization of Academic Units and Alignment to Strategic Goals**

The above framework of planning and strategic positioning for student success led to my work in the following:



- Restructured the university's academic organization from five large disciplinary, expertise-based colleges to four autonomous professional schools and two large colleges focused on providing a general cognitive base of knowledge in the liberal arts and sciences. Two additional professional schools are embedded in the two colleges: the School of Arts is in the College of Liberal Arts, and the School of Computing, Engineering, and the Environment is in the College of Science and Engineering. The new organizational structure will facilitate and support the three operational frames noted above. Further, it should also promote the development interdisciplinary and multi-disciplinary programs.
- Combined the School of Graduate Studies and the Office of Sponsored Programs under one leader, the Associate Provost of Research and Dean of Graduate Education, in order to leverage complementarities between research and graduate programs.
- Created the University College with a comprehensive structure to support student success under one leader, the Associate Provost for Student Success and Dean of the University College. In order to create a seamless transition from recruitment to the first-year experience, moved the Admissions Office and Financial Office into this new college.
- Separated the formerly combined Learning Resources (the library) and Technology Services under a Dean of Learning Resources and a Chief Information Officer, respectively. This move was prompted by the impact of rapidly changing technology on university functioning.
- Created additional capacity in each autonomous school/college to assist faculty in the areas of administration and budget, student relations, and experiential learning.

### **Budget and Personnel**

Over two years cut \$12 million from the Academic Affairs budget. Almost \$3 million came by reducing administrative personnel during the reorganization of the colleges and Academic Affairs.

- Cut three senior-level administrators reporting directly to the provost.
- Added three professional support positions to facilitate school/college work in student monitoring/advising, experiential learning coordination, and administrative and budget issues.
- After reviewing all 200 academic programs, the university cut 26 and suspended 6 to create room for new programs.

- Budget cuts were not across-the-board. The library, Registrar's Office, Center of International Studies, Admission's Office, and other academic support services were held more or less "harmless."
- Given the IFO contract requirements, noticed 26 probationary faculty, but rescinded 24 of the 26 notices five months later by using the \$3 million administrative savings from the reorganization mentioned above.
- Engaged the Office of Finance and Administration in eliminating longstanding structural deficits in many budget areas and moved towards a more rational allocation process.
- Hired three associate provosts and seven deans over the last four years. Some vacancies had been created through reorganization. Currently searching for an Associate Vice President for International Affairs and an Assistant Provost for Recruitment.

### **Organizational Development**

- Focused on creating structures and capacity to facilitate faculty development, particularly in the areas of adapting to pedagogical innovations and applied, project-based, industry-relevant research.
- Reallocated resources to strengthen the focus on transfer students, degree completion, and building bridges with our feeder community and technical colleges.
- Increased the scope and effectiveness of student learning assessment work throughout the university. Upgraded the position of part-time Director of Assessment to a full-time Assistant Provost of Assessment.
- Worked with other SCSU vice presidents to increase the strength and vibrancy of the interface between Academic Affairs and other university units.
- Have worked with the IFO to build structures to facilitate discussions regarding both the changing roles of faculty and positioning the university appropriately to adapt to the rapidly changing context of higher education.
- Developed university-level guidelines to help each school and college develop operating procedures to clarify faculty roles and expectations, particularly in regard to accelerating the career profiles and work priorities of junior faculty.

### **Other Institutional Activities**

Community engagement and stewardship of place were important responsibilities. I was heavily involved in community activities, both in shaping public policy and strategic

agenda(s) for the region, as well as in understanding better where our students came from and where they lived and worked after graduation thus informing substantially our work within the university.

- Hired new leadership for and refocused the Center for Excellence in Teaching and Learning (CETL), which has strengthened faculty development and started a year-long orientation program for new faculty. Implemented an initiative for Faculty Learning Communities (FLCs), which have focused on pedagogical research and curricular reform. Over the past three years almost 100 faculty have signed up for these FLCs.
- Led campus efforts to develop an International Vision and a Plan for Internationalization. Hired an outside consultant to assess gaps in the university's capacity to strategically reposition its efforts related to internationalization. Worked closely with the president and others to establish a Confucius Institute. Monitored international academic partnerships and recruitment efforts. Participated in developing proposals that led to SCSU receiving the Simon Award for Comprehensive Internationalization and the Heiskell Award for International Partnership acknowledging our institutional efforts. Routinely interacted with the leadership of our academic partners in China, India, South Africa, and Chile. Changed the leadership of and developed plans to reorganize the university's Center for International Studies (CIS) in order to support efforts related to internationalization.
- Led the institutional effort to rethink technology-mediated instruction. Heightened focus on online and distributed learning support for many of the university's strategic goals. In this context, directed a coordinated effort to engage the campus on issues relating to the role of technology in curricular design and delivery. A task force submitted an e-learning strategic plan.
- Directed the Center for Continuing Education to develop an operational plan. These efforts were critical to ensure the relevancy of the curricular design, serve place-bound nontraditional students, and engage working adults in flexible, low-residency academic programs.
- Revamped our strategic positioning of admissions and recruitment. Developed an approach in which recruitment is integral to student success. Recruitment activities were designed to engage students early, make sure recruitment were integrated with the first-year experience and with the whole student success apparatus. In order to accomplish this, eliminated the position of Associate Vice President for Enrollment Management and moved the enrollment management responsibility to the Associate Provost of Student Success and Dean of the University College.
- Completely overhauled the first-year experience, started a Common Reading Program for all incoming freshmen, and used scholarship funds to impact both the size and composition of the incoming class. Created success pathways aligned to the academic profile of each incoming student and increased our capacity to identify and diagnose early student challenges.

- Repositioned the honors program and set it up for further expansion.
- Most importantly, engaged the seven largest feeder community colleges accounting for 70% of our incoming students. Also took a long-term, collaborative perspective and reduced the number of provisionally admitted students, directing them to an academic pathway we developed jointly with our local community college.
- Worked closely with the university president and the Vice President of Advancement to cultivate potential donors. Have also directly interacted with both current and potential donors.

### **Minnesota State Colleges and Universities (MnSCU) System-Wide Work**

- As a member of the Chancellor's Task Force on Charting the Future, participated in drafting the recommendations of the task force's Education for the Future component of the report.
- Have been a member of a joint task force of MnSCU and the Minnesota Indian Affairs Council to focus on increasing the access of students from Native American Communities to MnSCU institutions and facilitating their success at the post-secondary level.
- Was a member of MnSCU's Academic Affairs Council, which is charged with advising the System on System-wide academic policies and procedures.
- Have been a member of a MnSCU System-wide committee making recommendations on resource allocation for each institution within the System.
- Started a provost's group of MnSCU universities which meets regularly to discuss collaborations and potential partnerships.

### **Work at the National and International Level**

Have actively engaged on matters relating to higher education at the national level.

- Have been active in the network of Chief Academic Officers of the American Association of State Colleges and Universities (AASCU). Served on AASCU's Red Balloon Project Steering Committee, aimed at promoting curricular reform, particularly through the use of technology.
- In a prelude to moving towards competency-based academic programs, led the AASCU discussions on aligning curricula and programs with the emergent needs of the manufacturing sector.
- Have made presentations on the internationalization of curricular design and delivery

at the AASCU, the American Council on Education (ACE), NAFSA: Association of International Educators, the College Board, and the Chinese Ministry of Education.

- Have also made presentations about university strategic planning and positioning to changing circumstances in China, South Africa, and at the national conferences of the AASCU and the Higher Learning Commission (HLC).

## **2005–2009 Dean, College of Arts and Sciences, University of Southern Maine**

As dean of the College of Arts and Sciences (CAS), I led and managed a large and complex academic organization. The University of Southern Maine was the second largest campus (approximately 10,500 students) within the University of Maine system. The CAS consisted of 23 academic departments organized into four divisions: Fine and Performing Arts, Humanities, Social Sciences, and Natural Sciences and Mathematics. The CAS offered 45 undergraduate majors and minors and six graduate programs. Annually, 3,500 students majored in its degree programs, and 6,800 students took classes it offered. I exercised broad oversight across all of the CAS's operations/activities. More specifically:

### **Budget and Personnel**

The CAS had an annual budget of approximately \$23 million. Each of the 23 academic departments/schools within the CAS was headed by a chair or director who directly reported to me. There were 185 tenured/tenure track faculty, 35 classified staff, 25 professional staff, and 125 adjunct/part-time faculty. I was ultimately responsible at the college level for:

- Hiring, reappointment, tenure and post-tenure review of all tenured/tenure track faculty.
- Hiring, reappointment, and reclassification of all classified and professional staff.
- Formulating and implementing the budget.
- Allocating resources (both monetary and personnel) among the academic departments.
- With the advice/counsel of a faculty committee, allocating resources among faculty for professional development activities, including technology training and travel.

### **Student Success, Curricular Oversight, and Academic Program Development**

The CAS was committed to anchoring the educational experience of students in the best traditions of a liberal arts and sciences education. The academic programs were designed and delivered by highly engaged and student-centered faculty. Experiential learning, such as undergraduate research and internships, became increasingly part and

parcel of the curricular design and delivery. More specifically:

- Provided college level oversight for curriculum change and curriculum development done by the faculty at the departmental level.
- Developed new interdisciplinary programs in international studies, liberal studies, Spanish, and undergraduate teacher preparation programs in foreign languages.
- Collaborated on an ongoing basis with the College of Education to strengthen undergraduate teacher preparation programs and increase interactions with K-12 institutions.
- Led conversations for the creation and development of an overarching structure to promote creative writing in order to leverage the strength of the university's nationally recognized graduate program in creative writing (the low-residency Stonecoast MFA in Creative Writing) and establish linkages with a highly respected undergraduate degree program in creative writing, including a strong outreach component to engage the literary community of Maine and beyond.
- With the assistance of other units of the university, developed closer relationships with area community colleges, aiming to make it easier for their students to transfer to programs in our college and to have adequate preparation to succeed in a four-year degree program.
- Engaged in system-level conversations leading to a structure where we could broker arrangements to offer our degrees at other (smaller) University of Maine campuses in academic areas where degree programs were not offered.
- Implemented the college's advising plan, with the twin objectives of linking students with faculty at the earliest possible point and creating an ethos where advising is considered an integrated part of teaching.
- Developed and implemented strategies and initiatives to foster institutional priorities to increase persistence, retention, and graduation rates. In this context, moved towards an outcome-based curriculum with assessment embedded in it.
- Worked with the Admissions Office to better showcase our academic programs and our distinctive teaching/learning structure to potential students.
- Worked with the appropriate faculty groups on the design and implementation of a new General Education Program, both within the CAS and at the institutional level.

### **Organizational Development, Faculty Development, and Other Related Issues**

The salient features of academic administration are cooperation and collaboration. As dean, I attempted to create an ethos and organizational structure that enable the faculty to engage students effectively and mentor them to become intentional lifelong learners. I also attempted to provide the requisite autonomy for decision making at the departmental level. At the same time, my office worked hard to identify funds and make judicious investments in faculty professional development. More specifically, I undertook the following activities as dean:

- Led discussions on the reorganization of the CAS with the creation of a new College of the Arts.
- Engaged at the institutional level in conversations surrounding the creation of a physical and organizational infrastructure for raising the faculty's scholarly profile.
- Implemented new faculty professional program at the college level, a year-long new faculty seminar and mentorship program.
- Engaged actively at the university level in discussions to promote distant and asynchronous learning.
- Worked with the faculty to create a programmatic and organizational structure for Creative Writing and improve the interface between graduate and undergraduate programs in creative writing.
- Worked with the university level faculty committee to put in place a college level structure to facilitate the faculty's implementation of the new general education pathway.
- Engaged the institution in conversations regarding the creation of an overarching structure to promote faculty involvement in undergraduate research, scholarship, and creative activity.
- Worked with the Advancement Office to cultivate potential donors to support the college's academic programs, particularly in the areas of upgrading arts facilities and creating the Center for Undergraduate Research.
- Led conversations to create a unified and distinctive programmatic identity for the arts, dovetailed with an effort to improve the arts facilities plan.
- Engaged the institution in planning that led to the creation of a Center for Book Arts, financed by a donor-funded endowment.
- Engaged in conversations at the university level about an integrated marketing plan to showcase the accomplishments of students and faculty and enhance the institution's distinctive reputation.
- Created an elected CAS Staff Council in order to provide a voice to the staff and establish a channel for the free flow of information between staff and the dean. Staff could convey their concerns and thoughts regarding various issues facing the college. It also enabled the dean's office to provide more effective support for their work.

**1999–2005 Associate Dean, Buchtel College of Arts and Sciences, The University of Akron**

In this leadership role, I interacted with department chairs on an ongoing basis to

further the college agenda. More specifically, I assisted the dean and/or fulfilled on his behalf the following responsibilities:

### **Budget and Personnel Administration**

- Managed the budget (\$32 million annually) of a very large and complex college and allocated resources among 18 academic departments and 7 institutes/centers.
- Monitored the hiring, appointment, reappointment, and evaluation of over 200 adjunct/part time faculty.
- Participated actively in hiring full-time college faculty by
  - Facilitating the search process and relocation of new faculty and
  - Arranging start up funds.
- Evaluated retention, tenure, and promotion files of faculty members as assigned by the dean.
- Reviewed annually the performance of departments by evaluating annual reports. (These responsibilities were shared with two other associate deans.)
- Coordinated and assisted the dean in determining merit raises for college faculty.

### **Research, Graduate Education and Interdisciplinary Initiatives**

- Oversaw the enhancement and maintenance of the research infrastructure and monitored the research activities of the college. In this context, I acted as the college liaison with the Office of Sponsored Programs and Research and assisted the faculty in preparing research grant proposals and arranging the needed matching funds. From 1997 to 2004, the college doubled its external research awards, and by 2004 its researchers were being awarded approximately \$10 million annually.
- Monitored the graduate programs of the college. Evaluated faculty for the granting of Graduate Faculty status, which enabled them to direct dissertations and theses and to teach graduate courses. Acted as a point person for the Dean's Office to deal with the graduate school and academic departments on issues associated with graduate education.
- Aided in building interdisciplinary teams to strengthen academic programs and accelerate the pace of research. At the time of my leaving, college faculty members were heavily engaged in two major interdisciplinary areas of research: teacher preparation and material science and nanotechnology. I also assisted in the organization of a college-sponsored, widely recognized, international conference on the Human Genome Project with a focus on bioethics.

### **Strategic Planning and Organizational Development**



Participated in developing the strategic plan for the college and identifying college goals and priorities embedded in the plan. Counseled and assisted the dean in determining and implementing college policies aimed at accomplishing the goals and priorities.

- Assisted the dean in the evaluation and approval of departmental bylaws. These documents included rules and regulations regarding departmental governance structure, faculty workload, and departmental criteria for retention, tenure, promotion, and merit raises. Assisted in the reorganization of an "umbrella" research institute renamed the Institute of Health and Social Policy, which housed several centers. In 2004, the institute included faculty members from five academic departments of the Buchtel College of Arts and Sciences and two other colleges engaged in research for its various projects. In 2003 the institute's annual research expenditures totaled approximately \$5 million.
- Assisted in developing proposals for and establishing two new centers: the Center for Organizational Research and the Center for Collaboration and Inquiry (jointly with the College of Education). Worked with the directors of all the institutes/centers to ensure their smooth administrative functioning.

#### **Faculty Development and Other Areas**

- Coordinated the evaluation of departmental proposals to be funded by state and/or endowment monies. Such projects generally related to technology, pedagogical improvements in classroom instruction, and faculty development. I also oversaw a grant of seed money for research projects and funding for summer projects. These were granted competitively to faculty members to pursue research scholarship and improvements in classroom instruction. In 1999 and 2000 monitored the curriculum review process, the teaching of general education courses, and student outcome assessment. During the same time period coordinated and facilitated discussions among department chairs, university officials, and architects regarding the design of the new \$20 million College of Arts and Sciences building.
- Worked with the office of the university's General Counsel regarding legal implications of college actions and appropriate responses to difficult and complex personnel issues. I also interacted with the Office of International Programs regarding study abroad programs and visa issues of faculty, students, and visiting scholars.
- Dealt with the Development Office on an intermittent basis and, at times, represented the dean in meetings and activities associated with cultivating potential donors.

#### **1994 – 1999 Chair, Department of Economics, The University of Akron**

I provided academic leadership and worked with the faculty to develop a shared

vision regarding departmental mission, goals, and objectives. I managed the department in all its facets, with a consistent focus on enhancing the quality and maintaining the integrity of its academic programs. The department had 10-12 full-time faculty members. We also hired a few adjunct/part-time instructors. The department offered two undergraduate degrees: a B.A. in Economics and a B.S. in Labor Economics. It also had a vibrant, active masters program in economics. As department chair, I discharged the following responsibilities:

### **Departmental Governance**

- Oversaw the functioning of the committee structure of the department. Appointed an undergraduate advisor and graduate advisor from among the faculty.
- Managed the departmental budget, allocated departmental space, and ensured rational scheduling of classes.
- Dealt with other colleges, including business, engineering and nursing to make certain that their students were developing the required competencies in economics.
- Engaged in discussions with other departments of the college and the Colleges of Business and Education to develop interdisciplinary program linkages with an economic component. For example, developed a new PPE (philosophy, political science, and economics) track for the college's B.A. degree in Social Science. All three departments participate in this program.
- Underwent a university-mandated departmental program review. In this context, worked with departmental faculty to produce a detailed self-study report. The departmental response to the self-study and the report of the Program Review Committee led to changes that strengthened both graduate and undergraduate programs.
- Participated in recruiting graduate students and awarding approximately 8-10 teaching assistantships, as well as some additional tuition scholarships. Worked with the admissions office and departmental faculty to recruit undergraduate majors and minors, and students for undergraduate courses.

### **Faculty Issues**

- Undertook annual evaluations of the faculty and made recommendations to the dean regarding merit raises. The merit raise criteria were weighted so that 45% was given to teaching and research each and 10% to service.
- Facilitated the work of departmental committees on retention, tenure, and promotion. As chair, I not only forwarded committee reports and other materials but also made independent recommendations to the dean with regard to faculty retention, tenure, and promotion.

- Determined faculty workload and assignments for classes. Instituted a differential workload policy in which the workload of an individual faculty member depended upon her/his scholarly performance and other contributions to the departmental mission.
- Undertook, jointly with the faculty, a complete overhaul of departmental bylaws. The revision of the bylaws raised departmental standards for retention, tenure, and promotion.
- In the span of five years as chair, hired three new tenure-track faculty members.

#### **Other Areas**

- Wrote a successful proposal and received funds from House Bill monies (State of Ohio) leading to the establishment of a large computer lab. The computer lab was essential in increasing the experiential learning component of both graduate and undergraduate programs, a priority of the department and its faculty.
- Was involved with the Emile Grunberg Lecture Series right from its inception. Arranged funding for the series (mostly university funds and grants from private foundations) and helped faculty organize the lectures. The series has grown in stature; 11 of the 13 Grunberg Lecturers are Nobel Laureates in Economics.

#### **1997 – 1999 Chair, Faculty Senate, The University of Akron**

I was elected to the Faculty Senate of the university in 1995 and was subsequently elected its chair in 1997. As associate dean, I was not eligible to be a member of Faculty Senate and therefore relinquished the position of chair in 1999. The Faculty Senate had its own office and a separate budget to conduct its activities. As its chair, I undertook the following responsibilities/activities:

- Provided leadership to university faculty on academic and governance issues. Acted as liaison between the Faculty Senate and the central administration of the university and transmitted the senate's recommendations to the president. Attended Board of Trustees meetings as a faculty observer. Met with the president of the university one-on-one each month to discuss issues pertaining to academic governance and faculty concerns.
- Served as chair of the Executive Committee of the Senate, which monitored senate functioning. It solicited faculty preferences regarding committee assignments and appointed faculty members to both standing and ad hoc senate committees. The committee met with the president once a month to discuss and provide input regarding faculty concerns.
- Participated regularly in the deliberations of the university's Planning and Budget Committee of the University chaired by the provost. During my tenure on the

committee, bringing faculty salaries in line with comparable institutions became an important budget priority. Worked closely with the chairs of three important committees: the Facilities Planning Committee (space allocation), Faculty Well-Being Committee (faculty benefits, including health care and compensation issues) and Computing and Technology Committee.

- Participated in the process of hiring a new university president. On a request from the Board of Trustees, the senate hosted university-wide open forums where candidates for the presidency interacted with university faculty. We collected faculty input on candidates and forwarded it to the Presidential Search Committee.
- Under my leadership, the Executive Committee of the Senate set up an ad hoc committee which drafted the university policy for conflict of interest and commitment.
- Participated in a statewide group of faculty senate officers of Ohio universities (mostly chairs of faculty senates). The group made recommendations to the Ohio Board of Regents on issues relating to higher education.

#### **1999 – 2000 Co-Coordinator, Campus Carnegie Teaching Academy Project**

In the fall of 1998, the University of Akron decided to participate in the Carnegie Teaching Academy Project, since renamed the Carnegie Academy on the Scholarship of Teaching and Learning (CASTL). The project was funded by the Carnegie Foundation and Pew Charitable Trust and coordinated by the American Association of Higher Education (AAHE). The project had two goals: first, to improve the quality of student learning and second, to raise the status of teaching. Associate Provost Jean Blosser and I were asked to lead this effort on our campus. In order to implement the Carnegie Teaching Academy Project, I undertook the following activities and/or discharged the following responsibilities:

- Recommended to the provost a university-wide task force and organized a task force retreat to work out a strategic plan to accomplish the objectives of the project. On the recommendation of the task force, the Planning and Budget Committee and the provost approved an annual allocation of \$250,000 for the project.
- Developed a system of seeking faculty volunteers (termed Teaching Ambassadors) to conduct campus conversations that provided input on strategic initiatives needed to accomplish project goals. Three hundred faculty members volunteered to participate in these campus conversations, which were divided into small groups of 10-15 each. Using the project website, a summary of these group discussions was tracked and shared.
- Worked with the co-coordinator and the task force to evaluate the input of the campus conversations. Based on themes which emerged from them, the task force made two recommendations to the provost. First, revision of retention, tenure, and promotion guidelines to give appropriate weight to scholarly teaching and the scholarship of teaching and learning. Second, establishment of an Institute of

Teaching and Learning to provide a framework and infrastructure to accelerate the pace of scholarship of teaching and learning and to support faculty members in their efforts to increase their effectiveness in the classroom.

- Worked with the co-coordinator to organize a university summer grant competition for faculty to pursue activities pertaining to scholarly teaching and the scholarship of teaching and learning. Also facilitated the organization of an annual teaching and learning day which enabled the faculty to showcase their work in the scholarship of teaching and learning and innovative teaching methods.
- Along with the co-coordinator, represented the university in various forums of AAHE dealing with the Carnegie Teaching Academy Project. Made presentations in these venues detailing the progress of the project at the University of Akron.
- Used the project budget to provide matching funds and seed grants for externally funded proposals dealing with scholarship of teaching and learning. Between July 1999 and March 2001 faculty at the university received funds totaling \$1.5 million from external sources (including the NSF) to improve laboratory instruction, experiment with new pedagogies in the classroom, and involve undergraduate students in their research projects.

**2000 – 2001 Coordinator, Campus Carnegie Academy on the Scholarship of Teaching and Learning (CASTL)**

The provost asked me to serve in this capacity until the new Associate Provost for Teaching, Learning, and Faculty Development was hired and the proposed Institute for Teaching and Learning was established. Based on the recommendation of the Carnegie Teaching Academy Task Force, the provost directed colleges and departments to include faculty contributions in the areas of the scholarship of teaching and learning and scholarly teaching in their criteria for retention, tenure, promotion and merit raises. Other activities and/or discharged responsibilities on behalf of the provost included the following:

- Chaired the university's Carnegie Teaching Academy Task Force charged to undertake all activities associated with scholarly teaching and/or the scholarship of teaching and learning.
- Managed the \$250,000 annual budget for the project. Created subgroups to oversee different activities and allocated funds to each. Subgroup membership came from across the university. Facilitated the process and arranged funds for the faculty team attending the AAHE's Summer Institute.
- Organized and coordinated a grant competition to fund projects regarding assessment of student learning outcomes undertaken by departmental teams and/or faculty members.
- Served on the search committee and facilitated the process of hiring an Associate Provost of Teaching, Learning and Faculty Development, who also serves as the

director of the Institute of Teaching and Learning.

- Worked closely with the subgroup in charge of organizing an annual Teaching and Learning Day, as well as the subgroup responsible for bringing nationally renowned experts on the scholarship of teaching and learning for seminars/workshops on campus.
- Developed appropriate materials and coordinated the presentation made by the university team at the national meeting of the AAHE. The university team was led by the provost and included two deans, a department chair, and three faculty members active in the pursuit of the scholarship of teaching and learning.

### **Other Relevant Experience at the University of Akron**

During my tenure at the University of Akron, I served on many important committees that had important policy implications. In the interest of brevity, I will highlight my service on three committees during my last three years at the University of Akron. This work gave me an invaluable perspective on the overall governance of the university.

- Academic Policy Committee: I served on this committee for three years. Chaired by an associate provost, this group deliberated formulating new policies and changing/fine tuning existing ones vital to student success and other academic objectives of the university. The committee made recommendations to the Faculty Senate.
- University Task Force for Revision of Guidelines for Retention, Tenure and Promotion: We drafted a set of consistent guidelines applicable to all academic units in the university. Acceptance of the committee's recommendations led to the creation of college level committees which reviewed departmental recommendations for tenure and promotion, institution of mandatory external reviews for tenure and promotion, and inclusion of the scholarship of teaching and learning in departmental criteria for tenure and promotion. Within a span of one year, all academic departments of the university revised their departmental bylaws to be consistent with the new university guidelines.
- University task force to produce a self-study document for the 10-year accreditation of university by the North Central Association of Colleges and Schools (NCA): The task force was charged to write a self-study document demonstrating the extent of the university's compliance with the NCA's criteria for accreditation. I chaired the subgroup which drafted the chapter, "Accomplishing the Educational Mission," addressing the NCA criterion #3 for accreditation.

### **COMMITTEE MEMBERSHIPS AND/OR ACTIVITIES ASSOCIATED WITH ACADEMIC GOVERNANCE**

### **St. Cloud State University**

- Have led the Academic Affairs Council of the university, comprised of all the deans and other heads of units reporting to the provost on matters relating to academic policy and operational frames focused on developing and delivering curricula.
- Have been a member of the President's Council.
- Have led and managed university interactions with the Inter-Faculty Organization (IFO), including co-chairing the regular Meet and Confer sessions with the IFO.
- Have served as primary administrative contact for the IFO.
- Have chaired the university's Broadcast/Media Group, which developed and implemented a strategic plan leading to an approximately \$5 million investment to upgrade the university's digital infrastructure. This enabled us to strengthen academic programs in mass communications, improve athletic outreach, and considerably expand experiential learning opportunities for our students.
- Chaired the search for the Vice President for Finance and Administration.

### **The University of Southern Maine**

- University Council (Consisted of the President's Cabinet and the deans of the academic colleges.)
- Deans Council
- Academic Council (Consisted of academic deans, associate provosts, the Associate Vice President of Research, and heads of other academic programs outside the academic colleges who reported to the provost.)
- Faculty Senate (non-voting)
- General Education Council (non-voting)
- Teacher Education Council (Consisted of all colleges involved, directly or indirectly, in teacher preparation.)
- Bioscience Research Council.
- Student Success Task Force
- Development Council
- Integrated Marketing Task Force
- External Review Committee, Muskie School of Public Service (I was the only member from within the university.)
- Chair, Search Committee for the Dean of the Muskie School of Public Service
- Chair, Stone House Task Force
- Provost's Task Force on Graduate Education Priorities and Budgets
- Search Committee for the President of the University of Southern Maine
- Chair, Search Committee for the Vice President for Advancement and CEO of

the USM Foundation

- President's Task Force on Organizational Restructuring
- Steering Committee for the New England Association of Schools and Colleges Accreditation Review

### **The University of Akron**

#### **Departmental Level:**

- Undergraduate Committee
- Graduate Committee
- Chair, Tenure Committee
- Salary Advisory Committee
- As chair, I was an ex-officio member of all departmental committees. In this context, participated extensively in the discussions of the Faculty Search Committee and the Bylaws Revision Committee.

#### **College Level:**

- College Workload Committee
- Committee for the Center for Conflict Resolution
- Committee for the Evaluation of the Department of Public Administration and Urban Studies
- Search Committee for the Arts and Sciences Vocational Coordinator
- Buchtel College Council
- Chair, Search Committee for the Director of Academic Support, Buchtel College of Arts and Sciences

#### **University Level:**

- Academic Policy Committee
- University Self-Study Task Force, North Central Association Accreditation
- University Task Force for Revision of University-wide Guidelines for Reappointment, Tenure and Promotion
- Search Committee, Vice-President Business and Finance
- Search Committee, Associate Provost Teaching, Learning and Faculty Development
- Search Committee, Associate Dean, Graduate School
- Steering Committee for the Carnegie Teaching Academy Project
- General Education Advisory Committee
- Student Outcomes Assessment Task Force
- Search Committee for an Athletic Director
- Executive Committee of the Faculty Senate (Ex-Officio as chair of the Faculty Senate)
- Faculty Advisory Committee to the President



- Student Grievance Hearing Board
- Faculty Research Projects Committee
- Committee for the Status of Women
- Planning and Budget Committee
- Observer at Board of Trustees meetings as chair of the Faculty Senate
- Stipend/Overload Committee
- Urban Universities Program Governing Board at the University of Akron (sponsored by the State of Ohio)
- Urban Universities Program Research Proposals Review Committee (sponsored by the State of Ohio)
- Task Force for Hiring Practices
- Hearing Board
- BS/MD Medical College Admissions Committee

## **COMMUNITY SERVICE**

### **St. Cloud State University**

Engaging with the broader community has been part of my responsibilities as provost, and I have interacted routinely with the corporate, social, and political leadership of the region.

- Am currently serving on the Board of Trustees of the Central Minnesota Community Foundation and am a member of its Investment Committee.
- Recently joined the Board of Directors of St. Cloud Hospital.
- Have participated in broad-based efforts led by the university president and other regional leaders to determine regional priorities and agendas as they relate to economic development and promoting social cohesiveness.
- Have routinely communicated with print and broadcast media on university-related matters. Have often served as the university spokesperson on issues relating to university functioning and matters of interest to the broader community.

### **University of Southern Maine**

- 2006–2009 Member, Board of Directors of the Portland Ballet.
- 2007–2008 Treasurer, Board of Directors of the Portland Ballet
- 2006–2009 Member, Board of Directors, United Way of the Greater Portland Area
- 2007–2008 Member, Public Policy Committee (a legislative advocacy group), United Way of the Greater Portland Area
- Member, Search Committee for the President and CEO, United Way of the Greater Portland Area

- Dealt with local media on various issues affecting the College of Arts and Sciences

### **The University of Akron**

- Was an invited speaker to various civic organizations.
- Appeared on a local television program to make presentations and offer expertise regarding economic issues.
- Dealt with *The Akron Beacon Journal* (daily newspaper in Akron, Ohio) as chair of the Faculty Senate.
- Organized on-campus group discussions and workshops for students and the community at large after the 9/11 attacks.

### **MEMBERSHIP IN HONORARY ORGANIZATIONS**

- Phi Kappa Phi
- Omicron Delta Kappa

### **COURSES TAUGHT**

- Graduate: Microeconomic Theory  
Advanced Microeconomic Theory  
Managerial Economics  
Application of Mathematical Models to Economics
- Undergraduate: Principles of Economics  
Intermediate Microeconomic Theory  
Intermediate Macroeconomics Economics of Energy  
Economics of Natural Resources and the Environment  
Econometrics

### **RESEARCH FIELDS**

- Applied Microeconomics
- Regional Economics
- Energy Economics

### **PUBLICATIONS**

“Size, Relative Dependency and Openness: A Case of Bhutan and Lessons for Indo- Bhutan

Relationship" (With Shailendra Gajanan) Book Chapter in *Small Economies and Global Economics* (Edited) J. Ram Pillarisetti, Roger Lawrey, Teo Siew Yean, Shamim A. Siddiqui, and Azman Ahmad (University of Brunei) (Forthcoming) Nova Science Publishers, Inc.

"Measures of Capacity Utilization and its Determinants: A Study of Indian Manufacturing." (with Shailendra Gajanan). *Applied Economics* 39 (March-April 2007): 765-777

"Regional Measures of Capacity Utilization in the 1980's" (with Gasper Garofalo). *Review of Economics and Statistics* 79 (Fall 1997): 415-21.

"Impact of University Research on Ohio's Economy" (with Gasper Garofalo). *Proceedings of First Annual UUP Fall Forum*. Columbus, OH (March 1996): 129-39.

"Effect of Environmental Regulations on State-Level Manufacturing Capital Formation" (with Gasper Garofalo). *Journal of Regional Science* 35 (May 1995): 201-16.

"A Regional Comparison of the Impact of Change in Input Prices on Input Demand for U.S. Manufacturing" (with Gasper Garofalo). *Regional Science and Urban Economics* 22 (June 1992): 213-28.

"An Integrated Model of the Economic Effects of Right-to-Work Laws" (with Gasper Garofalo). *Journal of Labor Research* 13 (Summer 1992): 293-305.

"The Demand for Inputs in the Traditional Manufacturing Region" (with Gasper Garofalo). *Applied Economics* 22 (July 1990): 961-72.

"Intertemporal and Interspatial Productivity Differentials in U.S. Manufacturing" (with Gasper Garofalo). *The Annals of Regional Science* 23 (1989): 121-36.

"Analysis of Regional Productivity with Capital as a Quasi-fixed Factor" (with Gasper Garofalo). *Regional Science and Urban Economics* 18 (1988).

"Aggregation of Capital and Its Substitution with Energy" (with Gasper Garofalo). *Eastern Economic Journal* (July-September 1988).

"Regional Capital Formation in U.S. Manufacturing During the 1970s" (with Gasper Garofalo). *Journal of Regional Science* 27 (August 1987): 391-401.

"The Impact of Change in Input Prices on Net Investment in U.S. Manufacturing" (with Gasper Garofalo). *Atlantic Economic Journal* 13 (December 1985): 52-62.

"An Econometric Analysis of the Response of Coal Production to Changes in Its Price During the 1970s." *Journal of Economics* 11 (1985).

"Input Substitution in the U.S. Manufacturing Sector During the 1970s: A Regional

Analysis" (with Gasper Garofalo). *Journal of Regional Science* 24 (February 1984): 51-63.

"Determinants of Production Out of the Existing Reserves for Crude Oil and Natural Gas: An Econometric Analysis" (with Krishna Akkina). *Nebraska Journal of Business and Economics* 20 (1981). (Renamed *Quarterly Journal of Business and Economics*.)

"Dynamic Demand Analysis of Residual Oil in the United States" (with Krishna Akkina). *Journal of Economics* 6 (1980).

"Relative Importance of Monetary Factors as Determinants of Inflation in Asian Countries" (with Krishna Akkina). *Journal of Economics* 5 (1979).

### **PAPERS PRESENTED AT SCHOLARLY MEETINGS**

"Size, Relative Dependency and Openness: A Case of Bhutan and Lessons for Indo-Bhutan Relationship" (With Shailendra Gajanan) at *Allied Social Sciences Association /American Economics Association Meetings*, New Orleans, LA, January 2008.

"Productivity Performance in India's Public and Private Sector" at *Allied Social Sciences Association /American Economics Association Meetings*, January 2005.

"Liberalization, Investment and Growth with Varying Expectations," (with Shailendra Gajanan) at *Allied Social Sciences Association /American Economics Association Meetings*, Washington, DC, January 2003.

"Determinants of Productivity in Indian Manufacturing," (with S.N. Gajanan) at *Allied Social Sciences Association /American Economics Association Meetings*, Atlanta, GA, January 2002.

"Determinants of Capacity Utilization in Indian Manufacturing," (with S.N. Gajanan) at *Allied Social Sciences Association /American Economics Association Meetings*, New Orleans, LA, January 2001.

"An Analysis of Factor Demand in Indian Manufacturing," (with S.N. Gajanan) at *Allied Social Sciences Association /American Economics Association Meetings*, New York, January 2003.

"Impact of University Research on Ohio's Economy," (with Gasper Garofalo) at the *First Annual Urban Universities Program Fall Forum*, Columbus, OH, October 1995.

"Do Industries Near a University Use the University's Research," (with Gasper Garofalo) at the *Southern Economics Association Meetings*, November 1995.

"Contribution of Knowledge-Spillovers and Increasing Returns Manufacturing Productivity," (with Gasper Garofalo) at the *Midwest Economics Association Meetings*, April 1994.

"Contribution of Knowledge-Spillovers and Increasing Returns Regional Manufacturing," (with Gasper Garofalo) at the *Southern Economics Association Meetings*, November 1994.

"An Estimate of the Economic Measure of Regional Capacity Utilization for U.S. Manufacturing," (with Gasper Garofalo) at the *Southern Economics Association Meetings*, November 1989.

"The Effect of Environmental Regulations on the Regional Cost Structure of U.S Manufacturing," (with Gasper Garofalo) at *20<sup>th</sup> Annual Pittsburgh Conference on Modeling and Simulation*, Pittsburgh, PA, May 1989.

"Right-to-Work Laws and Effect of Unions on the Manufacturing Sector," (with Gasper Garofalo) at the *Southern Economics Association Meetings*, November 1988.

"The Effects of Unionization on U.S Manufacturing," (with Gasper Garofalo) at the *Eastern Economics Association Meetings*, March 1988.

"A Regional Analysis of the Automobile and Steel Industries," (with Gasper Garofalo) at the *Southern Economics Association Meetings*, November 1987.

"A Regional Analysis of the U.S Steel Industry," (with Gasper Garofalo) at the *Eastern Economics Association Meetings*, March 1987.

"A Regional Comparison of the Impact of Changes in Input Prices on Input Demand for U.S Manufacturing" (with Gasper Garofalo) at the *Missouri Valley Economics Association Meetings*, February 1987.

"A Regional Analysis of Marshallian Input Demand Functions," (with Gasper Garofalo) at the *International Atlantic Economic Conference*, August 1986.

"Input Prices and Regional Net Investment in U.S Manufacturing," (with Gasper Garofalo) at the *Western Economics Association Meetings*, July 1985.

"Regional Manufacturing Growth: Evidence for 1963-1978" (with Gasper Garofalo) at the *Southern Regional Science Association Meetings*, May 1985.

"An Econometric Analysis of the Response of Coal Production to Changes in Its Price During the 1970s." at the *Missouri Valley Economics Association Meetings*, February 1985.

"Changes in Total Factor Productivity in U.S Manufacturing: A Regional Analysis," (with Gasper Garofalo) at the *Southern Regional Science Association Meetings*, May 1984.

"Aggregation of Capital and Its Substitution with Energy in U.S Manufacturing" (with Gasper Garofalo) at the *Midwest Economics Association meetings*, March 1984.

"Spatial and Intertemporal Distribution of Capital Stock," (with Gasper Garofalo) at the *Eastern Economics Association Meetings*, March 1984.

"Energy Prices and Investment in U.S Manufacturing," (with Gasper Garofalo) at the *Eastern Economics Association Meetings*, March 1983.

"The Impact of Higher Energy Prices on Regional Investment," (with Gasper Garofalo) at the *Southern Regional Science Association Meetings*, March 1983.

"The Effects of Higher Energy Prices on Resource Substitution in U.S Manufacturing During the 1970's, Including Regional Impacts" (with Gasper Garofalo) at the *Southern Economics Association Meetings*, November 1981.

"Dynamic Demand Analysis of Residual Oil in the United States" (with Krishna Akkina) at the *Missouri Valley Economics Association Meetings*, February 1980.

"Relative Importance of Monetary Factors as Determinants of Inflation in Asian Countries" (with Krishna Akkina) at the *Missouri Valley Economics Association Meetings*, February 1979.

## **GRANTS**

Research Challenge Grant, Ohio Board of Regents. "Contribution of Knowledge Spillovers and Increasing Returns to Regional Manufacturing," Summer 1993.

Research Challenge Grant, Ohio Board of Regents. "The Determinants of the Rate of Capital Formation in the Auto, Steel, Rubber and High-Technology Industries in Ohio and Other Competing Regions," May 1986.

Faculty Research Grant, The University of Akron. "Input Prices and Regional Capital Formation," October 1985.

## **CURRENT RESEARCH**

"Regional and Sectoral Dimensions of India's Economic Growth."

"Liberalization and Investment," (with S.N.Gajannan).

"Human Capital, Endogenous Growth and Economic Development. A Case Study of India." (with S.N. Gajannan.)