Program Review: Center for Economic Education

Mary Rittenhouse

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Date: June 14, 2011
From: Dr. Tim Burkin, CBT Dean
To: Dr. Charles Bicak, SVCASA
CC: Ms. Mary Rittenhouse, Director, CEE
     Dr. Frank Tenkorang, Chair, Department of Economics
RE: Dean’s Response to the UNK Center for Economic Education APR

General evaluation of the department / program

The Center for Economic Education promotes economic literacy regionally, under the umbrella of the Nebraska Council of Economic Education. Over the past several years the mission target has changed from a primary focus on K-12 to the broader community. The main activity has been Smart Money Week, which by all accounts has made a positive impact in our region. This APR is an opportunity to examine the mission, activates, and resources of the Center and plan for any needed adjustments; a necessary step for all viable organizations.

General comments on the Review Team’s report

The Team’s report addresses all topics required by the APR process. The assessment is candid and balanced. There are specific and reasonable recommendations offered to help improve the CEE. These recommendations provide a roadmap the Center can use to refocus on the K-12 mission.

General comments on the program’s response to the Review Team’s report

The APR report provides detailed “recommendations for the future”. The response does not address each specifically; rather the response takes a broader view about mission and resources. The response reveals the tension of an organization struggling with its mission. During a recent meeting with the Director we discussed that the expectation is for the Center to refocus on the K-12 mission.

The response also expresses concern about resources available, notably time. The amount of activity should be commensurate with the current resources. As we discussed, the Director should be spending the equivalent of one day per week on Center activities. This is the
expectation on which future performance will be based. This will require careful planning and execution to meet the mission with limited resources.

**Comments on all recommendations in the APR report and how the department / program responded**

The recommendations established by the APR are detailed and realistic and result in a useful map, constructed as “immediate”, “one- to two-year”, and “long-range” goals. Following this map will help the CEE refocus its mission in an appropriate way.

In particular, I support the recommendation to link more closely with the National and State Councils, including collaboration with other Nebraska CEE directors. These organizations have many resources and experiences which the UNK Center can use to enhance service to K-12 teachers.

I also encourage the Director to strengthen connections with area high school teachers through UNK PBL events. Stronger network with teachers is key to fully accomplishing the Center’s mission. In the future there should be renewed efforts at promoting the use of proven curricula, such as the Stock Market Game, to high schools in UNK’s region. I commend Director Rittenhouse for assuming the responsibility for the UNK PBL Chapter. There is a natural synergy between PBL and the mission of the Center.

A Community-focused financial literacy programming should continue, but in a more focused way, with the Center’s highest priority on K-12. This clearly will require scaling back *Smart Money Week* programming.

The Center should submit annual reports of activities to the department chair and dean.

**Recommendations involving changes in faculty and staff responsibilities in the program**

The Director will continue with the current workload, including a 20% time release plus summer stipend. She should establish plans to pursue the Center’s mission appropriate with this available time.

**Anticipated program changes that result from review recommendations**

There will be less community-focused programming and more on K-12, commensurate with the Center’s mission. It is anticipated that more efforts will be taken to provide curricular assistance to business and economics instructors at area schools, including promoting/facilitating the use of nationally funded programs such as the Stock Market Game. Annual plans and activity reports will be completed.
An evaluation of the recommendations from the Review Team in terms of how they relate to department / program, college, and university strategic plans

There is a clear connection between the recommendations and the UNK and CBT missions and strategic plans.

An indication of what college resources will be devoted to accomplishing recommendations that are supported by the Dean.

The Center’s efforts will be supported with a $4,000 operating budget. A specific, written justification from the Director is needed to consider hiring a work-study student.

Attachments:  Program Review
               APR Report
               Director’s Response
SPRING 2011

Program Review
CENTER FOR ECONOMIC EDUCATION
University of Nebraska Kearney

Submitted by
Mary Rittenhouse,
Director
March 2011
## University of Nebraska Kearney

Center for Economic Education
Program Review

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Center for Economic Education
University of Nebraska Kearney

PROGRAM REVIEW TEAM MEMBERS

Jean Anna Sellers, Ed. D. Chairperson
Professor and Director of Center for Economic Education
Fort Hays State University
Hays, Kansas

Kathryn Zuckweiler-Stewart
Associate Professor
Department of Management
University of Nebraska Kearney

Carol Renner
Associate Superintendent
Kearney Public School
Kearney, Nebraska

Scott A. Barger
Assistant Vice-President
McCook National Bank
McCook, Nebraska
University of Nebraska Kearney
Center for Economic Education
Program Review Team Schedule
March 27 – 29, 2011

Sunday, March 27, 2011
6:30 to 8:00 p.m.
Orientation Dinner
Location: Nebraskan Student Union Room 310
Review Team Members,
Assistant to the Senior Vice Chancellor for Academic Affairs and Student Life-Dr. Deborah Bridges,
Interim Chair, Economics Department-Dr. Frank Tenkorang
UNK Center for Economic Education Director, Mary Rittenhouse

Monday, March 28, 2011
8:00 – 9:30 a.m.
Introductory Review Meeting Room: West Center 120E
Review Team Members
UNK Center for Economic Education Director, Mary Rittenhouse

9:30 – 10:30 a.m.
Meet with College Dean-Dr. Tim Burkink Room: West Center 120E

10:30 – 11:30 a.m.
Meet with Department Chair – Dr. Frank Tenkorang Room: West Center 120E

1:00 – 2:00 p.m.
Meet with Center Director, Mary Rittenhouse Room: West Center 120E

2:00 – 4:00 p.m.
Work time for preparation of reports and recommendations for exit interview Room: West Center 120E

4:00 – 5:00 p.m.
Follow-up meeting with Center Director for request of additional information, clarifications Room: West Center 120E

Tuesday, March 29, 2011
8:00 – 9:00 a.m.
Follow-up meeting on requested information Room: West Center 120E

9:00 – 10:00 a.m.
Preparations of recommendations for the exit interview Room: West Center 120E

10:00 – 11:00 a.m.
Oral report to Center Director Room: West Center 120E

11:00 – 11:45 a.m.
Oral exit report to the SVCASA, CBT Dean, Economics Department Chair Room: West Center 120E

11:45 a.m.
Adjourn
HISTORY

In 1985 the Center for Economic Education was established with the general purpose of promoting a better understanding of economics and our economic system. It was to serve as a resource for schools and adult groups throughout Central Nebraska. The establishment of the Center was in affiliation with the, then, Joint Council of Economic Education, currently the National Council on Economic Education. By this association the Center was also affiliated with the Nebraska Council on Economic Education (NCEE), housed at the University of Nebraska Lincoln.

At the time the Kearney State College Center for Economic Education became one of five state Centers under the sponsorship and auspices of the Nebraska Council. The other four Centers are located at University of Nebraska Lincoln, University of Nebraska Omaha, Wayne State College and Chadron State College. The Center was to be organized within the College of Business and Technology and be under the Dean of the College.

Since its conception, this Center for Economic Education has had a fluctuating history of events and economic education activities, ranging from sporadic teacher classes and seminars offered during the summer to its current mission aimed at K - 12 activities and community outreach partnerships.

STRUCTURE

Overview

The Center for Economic Education at the University of Nebraska Kearney (CEE-UNK) is a service organization for the promotion of economic literacy and education in the south central and south western regions of the state. The CEE-UNK is one of five Centers in Nebraska under the umbrella organization the Nebraska Council on Economic Education, a member of the national organization Council for Economic Education. The focus of the CEE-UNK remains to work closely with and partner with organizations in their region to provide economic and financial literacy education programs to K – 12 students.

As the regional Center on Economic Education for K-12 students, educators and administrators, the CEE-UNK is an integral part of the regional’s effort dedicated to improving economic literacy and education. The CEE-UNK provides services to Nebraska Education Service Units 10, 11, 15, and 16. This geographic area is comprised of 35 counties in south-central and south-western Nebraska.
Mission and Vision

Mission
The Center for Economic Education at UNK provides services that advance the application of economic education and research.

Vision
To partner with other educational, business and governmental units to provide tools that increase knowledge, understanding and skills pertaining to economic decision-making.

The general mission of CEE-UNK has traditionally been to act as a catalyst for and to contribute to the economic community by building the capacity of individuals, families, organizations, and communities to be informed and responsible decision makers. This mission incorporates the goals of providing relevant and high quality economic educational programs and opportunities for all ages and collaborating with other government, business and educational entities to advance knowledge of economics.

The vision of the CEE-UNK is to be recognized as a premier service organization for the increasing of economic education and literacy to the population of Nebraska. Increasing the awareness of how economics provides for a higher level of competency in life’s decisions will be accomplished by:

- Providing relevant and high quality economic education programs and opportunities for all ages
- Collaborating with other economic education partners to distribute available materials
- Serving the community and stakeholders through the capacity of advisor
- Advancing knowledge through applied and pedagogical scholarship

Staff
The CEE-UNK is staffed by one Director. This position is staffed by one faculty member of the Department of Economics. The faculty member is provided one-quarter class release (one class release) to accommodate the services of the CEE. Currently the CEE is under the direction of Mary Rittenhouse. (Appendix I: Vitae)

No other regular supporting staff is maintained. However, assistance is available periodically from staff and work studies assigned to the Department of Economics and the Dean’s office for the College of Business and Technology.
Budget

The CEE is not maintained by a fiscal budget. Activities and services are provided with funding through donations and grants obtained for that specific project or activity. This task is the responsibility of the CEE Director.

SERVICES TO STAKEHOLDERS

Since its conception in 1985 the CEE-UNK has been involved in diverse activities (Supporting data: Appendix II) that have included:

- Community out-reach programs that partner with other organizations to provide and distribute information
- Instructional programs in a variety of formats: after-school workshops, classroom presentations and professional development presentations
- Curriculum development for K – 12 students
- Training teachers
- Providing a library of economic educational materials
- Evaluating results
- Providing a Center website: http://www.unk.edu/academics/cee.aspx?id=5894

However, the general mission of the CEE-UNK has evolved to more efficiently interact with the UNK community. The mission has expanded to feature outreach programs that allow the CEE-UNK to collaborate with other entities with similar interests. By contributing to and partnering with other existing programs and networks, this allows for a larger expansion for distribution and for the visibility of the purpose and goals of the College of Business & Technology and UNK.

The core services of CEE-UNK include:

- **$martMoney Week**: a week long regional collaboration of business, government and educational units that provides activities and events free to the community for all age groups on personal finances and business ownership.
  - This includes two High School Personal Financial Literacy and Education Summits in Kearney and McCook, NE
- **Region IV Leadership Conference**: Hosted by the UNK College of Education, approximately 250 5th & 6th graders from area schools participate. CEE provides activities about money, personal money management and the entrepreneurial spirit.
- **KidzExplore**: Each of UNK's colleges partner to provide a University experience for the children of the region for this two-day event. Approximately 2500 "students" matriculate and "earn" degrees during this event annually.
• *Presentations for educational methods classes*: Multiple sessions of methodology of incorporating economics in the curriculum for the elementary, middle and secondary education classes

• *BIE Grant*: The CEE-UNK has partnered with the UNK Center for Rural Research and Development to increase awareness of global entrepreneurial opportunities for grades K – 12

The effort by the CEE-UNK to establish collaborative projects have provided an auxiliary outcome for the UNK students who have benefitted by the national, regional, state and local speakers and the experiential learning provided by the CEE-UNK activities. UNK students are given the opportunity to employ their interests and knowledge by volunteering in the different activities. A breakdown of the UNK student participation is provided in the table of supporting data found in Appendix II.
### SWOT Analysis

#### SWOT Matrix

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>OPPORTUNITIES</th>
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</thead>
<tbody>
<tr>
<td>• Strong commitment and support from Department of Economics</td>
<td>• Current economic climate highlighting need for economic knowledge and literacy</td>
</tr>
<tr>
<td>• Growth-minded community</td>
<td>• Growth-minded community</td>
</tr>
<tr>
<td>• Director has strong, applicable background in economic education with national networking base</td>
<td>• Dynamic market conditions allows for developing markets and opportunities</td>
</tr>
<tr>
<td>• Central, widely recognized location</td>
<td>• Partnerships with community and regional entities</td>
</tr>
<tr>
<td>• Responsive to change</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEAKNESSES</th>
<th>THREATS</th>
</tr>
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<tbody>
<tr>
<td>• Geographic distances</td>
<td>• Budget constraints</td>
</tr>
<tr>
<td>• Insufficient public identity</td>
<td>• Declining resources</td>
</tr>
<tr>
<td>• Lack of committed budget</td>
<td>• Private market contributions</td>
</tr>
<tr>
<td>• Declining resources</td>
<td></td>
</tr>
<tr>
<td>• Current dichotomy of responsibilities for Director</td>
<td></td>
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<tr>
<td>• Lack of established advisory body and strategic objectives</td>
<td></td>
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<tr>
<td>• Clear recognition of stakeholders</td>
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</tbody>
</table>

### Summary of SWOT Matrix

#### Strengths and Opportunities

The need for economic literacy is accepted and understood in the CEE-UNK community of south-central and south-western Nebraska. This provides a strong opportunity for partnerships to increase distribution of material and information about economics and personal financial literacy.

This supportive community environment is combined with a committed University, College of Business and Technology and Department of Economics.

The current Director, Mary Rittenhouse, has a deep passion for teaching and educating persons young and old about economics, and recognizes the need to be aware of the changing needs of our dynamic economy. Before coming to the University of Nebraska at Kearney in 2004, she served as Economic Education Specialist for the Federal
Reserve Bank of Chicago where she assisted in the implementation of a nationally renowned financial education program called Money$mart Week. This project was used as a model for the Center’s $martMoney Week. While at the Federal Reserve Bank of Chicago, Ms. Rittenhouse developed Mary’s Money Moments, a video-based educational program. Ms. Rittenhouse joined the UNK-CBT faculty in 2004 to teach economics and to direct the Center for Economic Education.

Weaknesses and Threats

The three over-lying areas perceived as sources of the CEE-UNK’s weaknesses and/or threats are time, geography, and resources. These three merge in different combinations and provide the greatest challenges facing the CEE-UNK.

The geographic region serviced by the CEE-UNK encompasses 35 counties in the central and south western regions of Nebraska. The following map provides an illustration of this region.

Figure 1: Geographic Region for the CEE-UNK

The expanse of the geographic region coupled with declining resources of UNK, the communities and school districts have severely limited participation of K – 12 teachers for offered classes.

Since 2004 the current Director has attempted to provide teacher trainer workshops and seminars with limited or no participation. Location appears to be a determinant of participation. Those offered at the school had more success than those offered in Kearney at UNK. Day-long or partial day workshops and seminars were more successful than classes for credit. A breakdown of the teacher-trainer workshops and seminars is provided in the table of supporting data found in Appendix II.

An important combination of a weakness and a threat for the CEE-UNK is the current structure of the position and the availability of quality programs provided by the private market. The development and distribution of time-intensive projects and activities are challenging. The current Director position, in addition to servicing the needs of the
CEE-UNK, requires a course-load of three economic classes each semester in addition to remaining professionally qualified (P/Q) for accreditation. (See Appendix III for P/Q qualifications) This dichotomy of responsibilities limits the quantity and quality of both the CEE-UNK and faculty requirements.

The lack of an established budget limits the scale and scope of projects as funds need to be found for each activity.
SUMMARY

Since its establishment, the CEE-UNK has offered multiple programs and workshops for central Nebraska communities and teachers to increase economics and personal financial literacy. Services of the CEE-UNK have ranged from maintaining a repository of curriculum and materials to teach economics and personal finance to multi-organizational collaborations aimed at increasing community literacy. This history has significant gaps that have contributed to its lack of awareness and visibility in the community.

The CEE-UNK has achieved great successes with its $martMoney Week project but faces challenges through its lack of established financial resources and dedicated Director position.

Today’s economic environment has awakened the need for understanding the sophisticated financial market. But, how is this accomplished when, also because of the market, resources are managed even more tightly by businesses and organizations? How do members of the general public find the information needed relevant to their needs to make sound financial decisions? An opportunity exists for the CEE-UNK to be a contributing body in distributing material and programs to increase the understanding of all citizens.

Plan of Action
Going forward, the CEE-UNK faces an opportunity to contribute to the ability of the citizens of central Nebraska to be more informed decision makers through increasing economic and personal finance literacy. There remains the potential to continue to offer programs for all ages of the community. The current director shares the passion for the need of economic education and personal financial literacy and would welcome the opportunity to create new ventures with other educational and business units. The position of the CEE-UNK in Nebraska allows for accessibility for a large portion of the state.

One important variable when considering the opportunities for the CEE-UNK to contribute to the economic education literacy of our citizens is the other options provided by other private market entities. Important questions need to be addressed when considering the future direction of the CEE-UNK. What is the efficiency of the CEE-UNK? With the myriad of credible programs and literature available that have been developed by private market entities, what role does the CEE-UNK have? A majority of these programs do not have a cost factor to the user and can be easily downloaded off the internet. For example, Junior Achievement and Wells Fargo’s Hands on Banking both offer credible, interactive programs that are presented at the school without cost. Is
it still feasible, and efficient, to dedicate resources to the CEE-UNK to remain a player in this market?

If the answer is yes, in what capacity and will resources be dedicated to develop a quality program that reflects the standards of the University, College of Business & Technology and the Department of Economics? How does the current mission and vision statement support that of the College and University? What will be needed to establish and sustain this program?

If the answer is no, how will the University, College and Department remain a contributor to the market? This position as contributor can be accomplished through the Department of Economics on a limited basis.

The market for economic and personal financial literacy is growing, as a market. There is potential to establish and grow a premier program for the central portion of Nebraska. One final question: How can the CEE-UNK address an efficient need?
Appendix I: Director Vitae
Academic Background
M.B.A. University of Nebraska at Kearney, Kearney, NE, 1997
B.S. University of Nebraska at Kearney, Kearney, NE, Secondary Math and Economics Education, 1994

Certifications
Nebraska Teaching Credential 8-12 Math and Economics, 1994

WORK EXPERIENCE:
Academic Experience
 Director, University of Nebraska at Kearney (2004 - Present). Center for Economic Education.
 Lecturer, University of Nebraska at Kearney (1997 - 2001). Department of Economics.

Non-Academic Experience
National
Director of Center for Economic Education, University of Nebraska at Kearney (1998 - 2001).

Consulting
2009: Expert Reviewer, Selected as an expert reviewer for a grant being written by the Powell Center for Economic Literacy. This project will link economic education to character education in the elementary school curriculum. The Powell Center is a national organization that serves as a resource for educational units to increase economics into the curriculum.

TEACHING:
Courses Taught
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<tr>
<th>Term</th>
<th>Course</th>
<th>Course Title</th>
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<tr>
<td>2010/Fall</td>
<td>BSAD 188</td>
<td>Strengths &amp; Skills of 21st Century Workplace</td>
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<td>2010/Fall</td>
<td>ECON 270H</td>
<td>Principles of Economics, Macroeconomics-Honors</td>
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<td>2010/Fall</td>
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<td>Principles of Economics, Macroeconomics</td>
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<td>2010/Summer</td>
<td>ECON271</td>
<td>Principles of Economics, Microeconomics</td>
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<td>2010/Spring</td>
<td>ECON322</td>
<td>Money and Banking</td>
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<tr>
<td>2010/Spring</td>
<td>ECON271</td>
<td>Principles of Economics, Microeconomics</td>
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<td>2010/Spring</td>
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<td>2009/Fall</td>
<td>ECON321</td>
<td>Economic Theory, Intermediate Macroeconomics</td>
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<td>2009/Spring</td>
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Other Teaching Activities

Course (New) - Creation/Delivery: Conventional
2006-2007 - Course (New) - Creation/Delivery: Conventional. ECON 100: First Year Experience

Course (New) - Creation/Delivery: Online
2007-2008 - Course (New) - Creation/Delivery: Online. ECON 100 Contemporary Economic Issues Online Course

INTELLECTUAL CONTRIBUTIONS:
Refereed Articles

Refereed Proceedings
Full Paper

Presentation of Refereed Papers
International

National

Regional

Presentation of Non-Refereed Papers
Regional

Research Grants
Funded
2008: Rittenhouse, M., Economics International ($4,125.00), National Council on Economic Education.
2007: Rittenhouse, M., Title VIB Business and International Education Grant ($165,000.00), Co-director for a two-year grant, GOV-Department of Education (DE).
2007: Rittenhouse, M., Economics International ($6,300.00), National Council on Economic Education.
2006: Rittenhouse, M., Economics International ($5,400.00), Funded a week long study tour for two economic educators from the former Soviet Union., National Council on Economic Education.

Not Funded
2009: Rittenhouse, M., Economics International ($4,150.00), National Council on Economic Education.

Pending

Research Reports

Creative Activities
Regional
2009 - (Published Creative Work) Game of Life. Developed a hands-on activity for high school students that emphasizes decision making skills and consequences. This was used at the Nebraska National Honors Society Conference as well as the 2009 $martMoney Week High School Summits on Financial Literacy and Education held in Kearney and McCook, Nebraska.
2009 - (Published Creative Work) The Coin That Broke. A short book on how the Spanish Piece of 8 provided an efficient source of money for the colonists. Written for elementary school students.
2006 - (Published Creative Work) $martMoney for Kids - A NIE Project. Obtained an agreement with the Kearney Hub to provide a series of articles and print activities for their Newspaper in Education program. The umbrella topic will be on personal finance.

Other Research Activities
2009: Research-in-Progress. Re-entry and Recidivism: An oral narrative
2009: Research-in-Progress. Learning Styles: Nature or Nurture
2006: Special Projects or Assignments. Developed an activity book for 4-6th grade students on basic economic concepts of scarcity and choice and how to use interest to make their money grow.

Title: Making Money Grow
2006: Special Projects or Assignments. Wrote two children's books for early elementary children on the history of money used at story time at local libraries.
1. When is a fish a fish?
2. The coin that broke
SERVICE:
Service to the University
College Assignments
Chair:
2008-2009: CBT Student Affairs Committee
Faculty Sponsor - Student Club/organization:
2010-2011: Advisor: PBL: PBL
Member:
2009-2010 – 2010-2011: CBT Student Affairs Committee
2007-2008: CBT Student Affairs Committee
Other Institutional Service Activities:
2010-2011: Guest Speaker: Participated with the F2010 Management 493 Business Ethics class on October 11, 2010, in a discussion on corporate responsibility. Involvement included integrating economic terms and theories into the discussion.
2009-2010: New Venture Adventure: Served as Judge for the 2009 New Venture Adventure
2009: Homecoming Parade Judge

University Assignments
Faculty Sponsor - Student Club/organization:
2006-2007: Phi Beta Lambda - Sponsor
Member:
2007-2008: UNK General Studies Roundtable II
Mentoring Activities:
2010-2011: Freshman Orientation Mentor
2010-2011: Thompson Scholar Research Mentor: Similar to the UNK Undergraduate Research Fellows program, the Thompson Scholar Research Project requires all students in the Thompson Scholar program to participate in activities and projects supervised by faculty mentors. Mentor for two Thompson Scholars.
Other Institutional Service Activities:
2006-2007 – 2010-2011: COE Methods Classes: Provided economic methods classes for UNK students majoring in elementary and secondary education. These classes provided pedagogy and resources for including economics in the curriculum.

Service to the Profession
Academic Conference: Discussant
2010-2011: New Era Rural Energy Symposium, The focus was on the importance of the role of economic education and the transfer of information in the development of rural energy systems. McCook, Nebraska (State).
Member: Profession / Committee / Board
Presentation
2010-2011: Kearney Area Girl Scout Troops, Provided presentation on budgeting and personal financial management, Kearney, Nebraska (Local).
Reviewer - Article / Manuscript

**Service to the Community**

**Member of a Committee**

- 2009-2010: Kearney Chamber of Commerce: Business & Education Committee
- 2009-2010: Kearney Area Chamber of Commerce Business Youth Education and Diversity committee
- 2009-2010: NETForce, NETForce is a state-wide assembly of post-secondary educational units involved in increasing entrepreneurial ability and awareness for all ages.
- 2008-2009: $martMoney Week, Held November 3 - 8, 2008, over 100 workshops and seminars were provided to the public in the Kearney area by 90+ partnerships on personal finance topics and entrepreneurship.
- 2006-2007: Committee for Teaching Excellence, Member of UNK Committee for Teaching Excellence
- 2006-2007: General Studies Roundtable Discussion, Member of UNK committee with the goal of developing a General Studies program that better serves today's students.
- 2006-2007: First Year Program Advisory Council Member, to assist in the planning for the UNK First Year Program.

**Other Community Service Activities**

- 2010-2011: Southwest Nebraska High School Personal Financial Literacy & Education Summit, Rachel Cruze, daughter of New York Times Best-Selling Author and nationally syndicated radio host, Dave Ramsey, provided southwest Nebraska high school students an interactive presentation on planning to get ahead with their personal financial plan.
- 2010-2011: 2010 Kearney Area High School Financial Literacy & Education Summit, Rachel Cruze, daughter of New York Times Best-Selling Author and nationally syndicated radio host, Dave Ramsey, provided high school students an interactive presentation on planning to get ahead with their personal financial plan.
- 2009-2010 – 2010-2011: Region IV Leadership Conference
- 2009-2010 – 2010-2011: $martMoney Week, This year's week-long event included two High School Summits in Kearney and McCook in addition to other community focused events.
- 2009-2010: Southwest Nebraska High School Personal Financial Literacy & Education Summit, Students from regional high schools participated in the Game of Life, an interactive, real-life learning experience to increase their personal financial literacy.
- 2009-2010: 2009 Kearney Area High School Financial Literacy and Education Summit, Students from regional high schools participated in the Game of Life, an interactive, real-life learning experience to increase their personal financial literacy.
- 2009-2010: KidzExplore, Assisted in the development, organization and implementing UNK University at the annual KidzExplore. Over 3000 children of the Kearney region participated in Hands-on activities sponsored by different departments and organizations on the UNK campus. A stand-alone activity was provided by The Center for Economic Education. The activity, A handful of money, provided visitors with shredded money and information on the life of a dollar bill.
- 2008-2009: 2008 Kearney Area High School Financial Education & Literacy Summit, Local, state and national leaders address high school students on need to increase
personal financial literacy. 150 high schools from the Kearney area FBLA chapters participated.

2008-2009: Nebraska National Honors Society Conference, Member of organizing committee and developed real-world activity focusing on financial decision-making skills, The Game of Life.

2006-2007 – 2008-2009: KidzExplore, The Center for Economic Education was a co-organizer of this regional event.

2007-2008: 2007$martMoney Week, Held November 5 - 9, 2007, over 100 workshops and seminars were provided to the public in the Kearney area by 70+ partnerships on personal finance topics and entrepreneurship.

2006-2007: KidzExplore, Assisted in the development, organization and implementing UNK University at the annual KidzExplore. Over 3000 children of the Kearney region participated in Hands-on activities sponsored by different departments and organizations on the UNK campus. The Center for Economic Education participated through an activity that showed how money can grow with interest.

2006-2007: $martMoney Week, Facilitated and participated in 2nd Annual Kearney Area $martMoney Week held November 6 - 10, 2006. Through partnerships developed with regional businesses and organizations, over 100 workshops and seminars were held in four communities on personal finance topics and entrepreneurship.

2006-2007: Region IV Leadership Conference, Center for Economic Education Presentation Provided workshops on the history of money for approximately 100 middle grade students attending the Region IV Leadership Conference on the UNK campus.

Speech / Presentation at a Community Meeting


Faculty Development

Instructional-Related Conference

2010-2011: The State of Metropolitan America. Hosted by the Federal Reserve Bank of Kansas City, the Brookings Institution provided a webinar on Tuesday, August 17, 2009 on the demographic and social trends shaping the nation’s large metropolitan areas. Discussions included how public policies hold implications for the growth of these metropolitan areas. Specific topics covered include: population and migration, race and ethnicity, immigration, age, households and families, educational attainment, work, income and poverty. Unknown, Virtual.

2009-2010: Best Tips on Calculating and Graphing: AVC, ATC, and MC with Steve Slavin. October 18, 2010

Webinar with full audio capabilities with Economist/Author Steve Slavin on teaching principles of microeconomics. The webinar was offered by McGraw-Hill and provided full discussion capabilities with the presenter and others attending, including access to slides. Concentrating on methods to use to activate graphs on Powerpoint, discussion was also on current events that provided affective learning for students. unknown, Virtual.

2009-2010: Teaching the Core Principles with Bob Frank. October 11, 2010

Webinar with full audio capabilities with Economist/Author Bob Frank, co-author with
Ben Bernanke of a principle of macroeconomics text. The webinar centered on teaching principles to today's students who have not experienced economic declines or inflation. The webinar was offered by McGraw-Hill and provided full discussion capabilities with the presenter and others attending, including access to slides. The discussion provided a sharing of current techniques and class activities and projects, including a version of the Fed Fund Collegiate competition offered by the Federal Reserve in some of the districts, that emphasizes higher-level learning: affective learning, rather than cognitive. Unknown, Virtual.

**Research-Related Conference/Seminar**


Webinar with full audio capabilities with Economist/Author Kermit Schoenholtz. The webinar was offered by McGraw-Hill and provided full discussion capabilities with the presenter and others attending, including access to slides. Presentation provided discussion on the Fed's Response to the Financial Crisis beginning with a historical review of the monetary indicators from the Great Depression with a comparison and potential global ramification from the recent financial crisis. Unknown, Virtual.

2009-2010: 2010 Nebraska Economic Forum. Attended, with the Economics Honors Macroeconomic class, the Nebraska Economic Forum hosted by the Federal Reserve Bank of Kansas City. The forum provides an opportunity to hear presentations on regional economic issues and national trends, as well as updates on monetary policy objectives and concerns. In addition, the forum provides an opportunity to share in discussions on these economic issues and trends. Kearney, Nebraska.


**Other Professional Development**

2010-2011: Developmental Advising Workshop. Workshop provided by CBT Student Affair Committee on developmental advising. Kearney, Nebraska.

**Professional Seminars / Workshops**

2010-2011: UNK Grant Writing Workshop. A 10 week workshop providing instructions and feedback on grant writing activities. Kearney, Nebraska.


2007-2008: UNK-Shandong University International Faculty-Staff Development Project. Weihei, China-PRC.


**Honors-Awards-Grants**

**Award**

2008-2009: Outstanding Professor Award received from UNK Multicultural Affairs Office in recognition for outstanding work and commitment to UNK students. UNK Multicultural Affairs.

**Honor**

**Other Activities**


Appendix II:
Center for Economic Education
History of Projects
2004 - Present
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Contact Hours</th>
<th>Audience/Location</th>
<th># Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/2004</td>
<td>Region IV Youth Leadership Conference: <em>When is a fish a fish?</em></td>
<td>1</td>
<td>Middle school students/UNK</td>
<td>180</td>
</tr>
<tr>
<td>3/2005</td>
<td>Teacher Workshop: <em>Going the Distance: Teaching Economics Across the Curriculum</em></td>
<td>3</td>
<td>Elem methods classes/UNK</td>
<td>46</td>
</tr>
<tr>
<td>3/2005</td>
<td>Teacher Workshop: <em>Going the Distance: Teaching Economics Across the Curriculum</em></td>
<td>2</td>
<td>H.S. Social Studies teachers/Lexington H.S.</td>
<td>7</td>
</tr>
<tr>
<td>3/2005</td>
<td><em>Going the Distance: Teaching Economics Across the Curriculum</em></td>
<td>2</td>
<td>Elementary, Middle and H.S. Social Studies teachers/Cambridge School</td>
<td>5</td>
</tr>
<tr>
<td>June 2005</td>
<td>ECON 899: <em>Making It Work: Preparing Future Nebraskan Entrepreneurs</em></td>
<td>3</td>
<td>High School Teachers/Kearney</td>
<td>- No registrations</td>
</tr>
<tr>
<td>11/2005</td>
<td><em>1st Annual SmartMoney Week</em></td>
<td></td>
<td>Regional</td>
<td>761</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Participants</td>
<td>Location</td>
<td>Other Notes</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
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<td>----------</td>
<td>-------------</td>
</tr>
<tr>
<td>11/2005</td>
<td>Region IV Youth Leadership Conference:</td>
<td>1</td>
<td>Middle school students/UNK</td>
<td>180</td>
</tr>
<tr>
<td>3/2006</td>
<td>CEE Study Tour</td>
<td>- Week</td>
<td>- Educational and cultural tour of central Nebraska</td>
<td></td>
</tr>
<tr>
<td>6/2006</td>
<td>ECON 899: <em>Eye on Nebraska: The Economics of Entrepreneurship</em></td>
<td>Kearney</td>
<td>- One inquiry - No registrations</td>
<td></td>
</tr>
<tr>
<td>11/2006</td>
<td>2nd Annual $martMoney Week</td>
<td>Regional</td>
<td>1,003</td>
<td></td>
</tr>
<tr>
<td>11/2006</td>
<td>Region IV Youth Leadership Conference:</td>
<td>1</td>
<td>Middle school students/UNK</td>
<td>180</td>
</tr>
<tr>
<td>3/2007</td>
<td>KidzExplore: <em>The Lemonade Stand and Interviews on global entrepreneurship</em></td>
<td>Elementary age/Regional</td>
<td>2700</td>
<td></td>
</tr>
<tr>
<td>5/2007</td>
<td>CEE Study Tour</td>
<td>- week</td>
<td>- Educational and cultural tour of central Nebraska</td>
<td></td>
</tr>
<tr>
<td>11/2007</td>
<td>3rd Annual $martMoney Week</td>
<td>Regional</td>
<td>1,113</td>
<td></td>
</tr>
<tr>
<td>11/2007</td>
<td>Region IV Youth Leadership Conference:</td>
<td>1</td>
<td>Middle school students/UNK</td>
<td>150</td>
</tr>
<tr>
<td>4/2008</td>
<td>KidzExplore: <em>UNK National Bank</em></td>
<td>Elementary age/Regional</td>
<td>3700</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td># UNK Students Participating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2005</td>
<td>1st Annual $martMoney Week</td>
<td>687</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 54 events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/2006</td>
<td>KidzExplore: Making Your Money Grow</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/2006</td>
<td>CEE Study Tour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 3 economic educators from Russia</td>
<td>85</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- NCEE grant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2006</td>
<td>2nd Annual $martMoney Week</td>
<td>893</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 103 events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/2007</td>
<td>KidzExplore: The Lemonade Stand and Interviews on global entrepreneurship</td>
<td>160</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5/2007</td>
<td>CEE Study Tour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 3 economic educators from Indonesia</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- NCEE grant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2007</td>
<td>3rd Annual $martMoney Week</td>
<td>991</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 107 events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2007</td>
<td>Region IV Youth Leadership Conference: Travels of a T-Shirt</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2008</td>
<td>4th Annual $martMoney Week</td>
<td>659</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 151 events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2008</td>
<td>Region IV Youth Leadership Conference: Travels of a T-Shirt</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/2009</td>
<td>CEE Study Tour</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 3 economic educators from Mexico</td>
<td>90</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- NCEE grant</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2009</td>
<td>5th Annual $martMoney Week</td>
<td>625</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 63 events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2009</td>
<td>Region IV Youth Leadership Conference: The Lemonade Stand</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/2010</td>
<td>6th Annual $martMoney Week</td>
<td>703</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 60 events</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix III:
College of Business & Technology
Academic/Professional Qualifications
The scholarly productivity guidelines are to be used by department heads in determining faculty teaching loads and by faculty members and peer committees in measuring faculty performance. The purpose of the guidelines is to direct faculty activities toward achieving college and department objectives. The productivity guidelines are designed to encourage refereed journal publications, as well as other important scholarly activities, all of which are essential for quality programs and accreditation.

CBT scholarly guidelines can be minimally met by achieving any of the following conditions:

1. Four quality peer reviewed journal articles within the past five years.
2. Three quality peer reviewed journal articles and two proceedings and/or paper presentations within the past five years.
3. A total of at least five scholarly contributions within the past five years of which
   a. at least two must be quality peer reviewed journal articles
   b. no more than two can be from the same category of other intellectual contributions

Other intellectual contributions include the following: Books, book chapters, cases, funded research proposals, monographs, non-refereed journal articles, paper presentations, proceedings, professional/technical reports, published software packages, or other quality professional projects.

Notes:

1. A quality peer reviewed journal article is one that:
   a. was subjected to a documented formal review process;
   b. included a peer or editorial review; and
   c. is readily available for public scrutiny in a library or through an on-line retrieval service.
2. Faculty who in the judgment of their peers, department chairs, and College Dean are not making satisfactory progress towards meeting established productivity guidelines may be reassigned to a 12-hour classroom teaching load at any time. Evaluation of

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1 University of Nebraska Kearney College of Business & Technology Constitution, pp. 19-21.
2 Juried creative activities are equivalent
satisfactory progress toward meeting established productivity guidelines will be a part of the normal yearly faculty evaluation process.

3. Only full-time tenured or tenure-track faculty with the rank of Assistant Professor or above are eligible for reassigned time.

University of Nebraska at Kearney
College of Business and Technology: Business Division
Guidelines for Academically Qualified and Professionally Qualified Faculty

Overview

All faculty teaching in the CBT undergraduate and graduate business programs are expected to be either Academically Qualified (AQ) or Professionally Qualified (PQ).

As scholars, faculty members are expected to produce intellectual contributions, which are a function of three main activities: thinking, writing, and speaking. Measuring the impact of these activities is certainly inexact, but required nonetheless.

One principle that can be applied to intellectual contributions is the perceived quality of the faculty member’s activity or accomplishment. In the case of writing, the quality of the manuscript could be assessed by the rigor and structure of the review process that leads to publication.

Measuring the impact of thinking and speaking is more difficult. One way to look at this would be to use a “market-based” approach: Who values what the faculty member thinks or says?

From this perspective, we can introduce the notion of third party validation as a means of assessing the current knowledge, skills, and/or abilities of a faculty member.

The extent to which the business community or others in the academy value the faculty member’s expertise is a reasonable surrogate for evidence of the faculty member’s currency.

Thus, a guiding principle should be the value -- both intrinsic and extrinsic -- that external stakeholders place on a faculty member’s talent.

Providing evidence of the impact of intellectual contributions then becomes a function of the quality of the contribution and/or third party validation. These two guiding principles lead to the following definitions of activities that faculty should pursue to remain qualified.

Quality Journal Articles and Validating Experiences

A quality journal article is one that:

1. was subjected to a documented formal review process;
2. included a peer or editorial review; and
3. is readily available for public scrutiny in a library or through an on-line retrieval service.

A validating experience is an activity or accomplishment that is considered to add value to an independent third-party. Typically, the third-party has "purchased" the talent or expertise of a faculty member, either literally or by selecting the faculty member to perform a valued function.

The rationale for a validating experience is that a faculty member possesses a certain degree of current knowledge, skill, or ability that is sought after by the business community or by others in academe.

Examples of validating experiences for professional qualification (PQ) include, but are not limited to the following:

1. creating and/or delivering business-related seminars.
2. maintaining an active consulting practice with evidence of multiple clients.
3. serving as a member of a board of directors making a substantial contribution related to the faculty member's field.
4. writing an invited article for a regionally-known practitioner periodical.
5. delivering speeches to businesspeople through a contractual arrangement with a speaker's bureau.
6. authoring reports (from sponsored research) that are disseminated.
7. publishing (and sustaining the publication of) a newsletter or sequence of reports that attracts a robust subscription base.
8. operating or owning a profitable business with substantial annual revenues
9. obtaining new (and appropriate) professional certification
10. significant paid work in faculty member's field with tangible deliverables.
11. an internship where a faculty member works for a company for a significant period of time and is given a project to complete or set of responsibilities to execute.
12. a funded grant proposal from an outside funding agency.
13. a refereed conference presentation and/or proceedings.
14. a significant pro bono consulting project beyond regular teaching responsibilities.

Considerations:

i. A key litmus test is the sustainability of the activity. Being invited to give a keynote address at a convention is admirable, but one such speech may not be sufficient as a validating experience.

ii. A consulting practice needs to be a regular, ongoing activity that involves many clients and, hopefully, many repeat clients.

iii. The business should be an important contributor to one's annual income, not a hobby.

Initial Professionally Qualified Status for Business Faculty
A faculty member in the CBT will be considered professionally qualified (PQ) at the time of hire if the following conditions are met:

1. The faculty member possesses a master's degree in the field related to the area of teaching assignment, and
2. Has professional experience, significant in duration and responsibility, related to the area of teaching assignment.

**Maintaining Professionally Qualified Status**

A faculty member who was classified as professionally qualified at the time of hire and who meets any of the following conditions during the previous five-year period will continue to be professionally qualified if s/he:

1. Is currently working full-time (or almost full-time) in business with job responsibilities, significant in duration and responsibility, related to the field in which s/he is teaching, or
2. has completed one quality publication and two validating professional experiences over the past five years, or
3. has completed at least four validating professional experiences over the past five years.
Academic Program Review Report
Center for Economic Education
University of Nebraska at Kearney
Kearney, Nebraska

Prepared for:
Dr. Charles Bicak, Senior Vice Chancellor for Academic and Student Affairs
University of Nebraska at Kearney
Kearney, Nebraska

Prepared by:
Dr. Jean Anna Sellers, Chair
Professor and Director of Center for Economic Education
Fort Hays State University
Hays, Kansas

Dr. Kathryn Zuckweiler
Associate Professor
Department of Management
University of Nebraska at Kearney
Kearney, Nebraska

Dr. Carol Renner
Associate Superintendent
Kearney Public Schools
Kearney, Nebraska

April 26, 2011
April 26, 2011

Dr. Timothy Burkink, Dean
College of Business and Technology
University of Nebraska at Kearney
WSTC 140C
1917 West 24th Street
Kearney, NE 68849

Dear Dr. Burkink

Enclosed is a copy of the Academic Program Review Report for the Center for Economic Education that was sent to Dr. Bicak.

The report contains findings regarding the overall effectiveness of the Center and its programs. The report contains two overarching recommendations: 1) the mission of the Center should be closely aligned with the National and State Councils for Economic Education, and 2) the Center should reinstate positive working relationships with the National and State Councils for Economic Education located in New York and Lincoln.

Dr. Carol Renner, Dr. Kathryn Zuckweiler-Stewart, and I would like to express our appreciation for the courtesy and cooperation extended during the review. If you have any questions concerning this report, please call me at (785) 628-4019.

Sincerely

Dr. Jean Anna Sellers, Chair

Attachment

cc: Dr. Carol Renner
    Dr. Kathryn Zuckweiler-Stewart
    Ms. Mary Rittenhouse
    Dr. Frank Tenkorang
    Dr. Tim Burkink
The Center for Economic Education at the University of Nebraska at Kearney was established in 1985 with the general purpose of promoting a better understanding of economics and the economic system. It was established as one of five state centers under the sponsorship and auspices of the Nebraska Council located at the University of Nebraska at Lincoln.

During the six years that Mary Rittenhouse has been Director of the Center for Economic Education, she has led the Center through the transition of four college deans and four department chairs. Through all of those changes, she has sustained the Center’s visibility and value to the University and to the community.

The self-study gave the review team a platform from which it could begin its evaluation of the Center.

Section I, Abstract:

Under the leadership of Mary Rittenhouse, the Center has done an exceptional job in its development of the $martMoney program that is now used as a statewide model by the Nebraska Council on Economic Education for its MoneySmart program. Ms. Rittenhouse’s passion for community based connections is apparent, and her connections with the community are a great strength for the Center, as well as the University.

As a result of the study, two overarching areas were identified that will add even greater strength and sustainability to the Center’s future. The first is the alignment of the Center’s mission with the state and national councils’ missions that focus on K-12 educators, thus creating a multiplier effect in the number of students that can impacted by economic education training. The second area that needs to be addressed is the reinstatement of a positive working relationship with the Nebraska State Council on Economic Education at UNL.

Section II, Evaluation of the Self-Study Document

The self-study was completed in a timely manner, and it presented the history of the Center and an overview of the activities and a SWOT analysis. The report gave the team a beginning; however, the report omitted to address several additional areas that could have enhanced its value.
The review team spent the evening of March 27, all day March 28, and the morning of March 29 evaluating the documents and interviewing the Center Director, the Department Chair, and the College Dean. During those interviews and meetings, it became apparent that the report should have included a description of the relationship between the UNK Center with the Council at UNL. The structure of economic education in the United States is a very successful network of a National Council for Economic Education who has an affiliation with state councils who in turn affiliate centers at universities within the state.

The National Council develops curriculum and generates a clearinghouse for ideas and funding on a national level. The state councils also develop some curriculum and assist the university centers with funding and support. Nationwide this network has proven to be extremely successful and efficient. The National Council is the premier vehicle for training of America’s teachers in economic thought and financial literacy. The National Council has developed the Voluntary National Standards for economic education that are the foundation for most states’ economic education standards.

A second area that needed to be addressed was a more thorough self-reflection of what has been successful and why it was successful. The review team needed to know what attempts have been made to reach K-12 teachers (who should be the primary target audience of the Center’s activities). A description of the strategies for reaching teachers and the incentives used to get teachers to participate in the workshops needed to be included in the report. There were some indicators of offerings to K-12 staff, but K-12 involvement in the planning was unclear.

The report should have provided an analysis of the data in addition to the presentation of the data. Ms. Rittenhouse has developed and delivered several programs, but the report needed to explain the breadth of the activities rather than simply listing them in a table.

Section III, Evaluation of the Mission of the Center

One of the primary recommendations of the reviewing committee was the alignment of the UNK Center’s mission with the state and national council’s missions.

The mission of the UNK Center says, “The Center for Economic Education at UNK provides services that advance the application of economic education and research.” Its vision says, “To partner with other educational, business and governmental units to provide tools that increase knowledge, understanding and skills pertaining to economic decision-making.”

In addition to the mission and vision statements, the self study report explains that, “The general mission of CEE-UNK has traditionally been to act as a catalyst for and to contribute to the economic community by building the capacity of individuals, families, organizations, and communities to be informed and responsible decision makers. This
mission incorporates the goals of providing relevant and high quality economic education programs and opportunities for all ages and collaborating with other government, business and educational entities to advance knowledge of economics.” It goes on to state, “the vision of the CEE-UNK is to be recognized as a premier service organization for the increasing economic education and literacy to the population of Nebraska.”

All of these statements seem too broad and too all-encompassing to be reachable or sustainable. The UNK Center is a small center with one director who has one-quarter release time for its operation. The Center can be a vibrant and effective member of the University’s outreaches, but it cannot do all that its mission statement says that it wants to do.

The mission of the National Council states, “The mission of the Council for Economic Education is two-fold: To advocate for better and greater school-based economic and personal finance education at the K-12 level; and to educate young people in the United States and around the world, primarily through well-prepared teachers, so they may become empowered with economic and financial literacy.”

The National Council’s mission clearly states that it will be an advocate for economic and personal finance education by primarily working through well-prepared teachers.

The Nebraska State Council’s mission is somewhat broader. It states, “The mission of the Nebraska Council on Economic Education is to act as a catalyst and lead a statewide initiative to advance economic literacy.” The state councils around the United States generally serve in a supporting and clearinghouse role for the local university centers.

Although, the Nebraska mission statement does not mention K-12 teachers specifically, it does indicate that they see themselves in the typical supportive role to the UNK Center.

The vision statement of the Nebraska Council does indicate they do want to focus on the K-12 teacher as the primary target of their resources. The vision statement says, “to ensure that all students from kindergarten through high school have an on-going education in economics and to enhance teachers' understanding of economics and their ability to teach economic concepts to their students.”

The overall mission of the National Council and the state councils around the United States is to conduct workshops to train K-12 teachers how to use economic concepts in their current curriculum. Although some parent and student materials are available, the overwhelming majority of their efforts are directed toward the teachers.

To narrow the focus to a clearer objective, it is strongly recommended that the UNK Center align its mission to focus on K-12 teachers, rather than the entire population of its service area. By training teachers, a multiplier effect begins to operate and the effectiveness of the Center’s activities becomes greater and more focused.
Section IV, Evaluation of Center Resources

The greatest strengths of the UNK Center are the qualifications of the director and the support of the administration and faculty of UNK.

Dr. Tim Burkink, Dean of the College of Business and Technology, and Dr. Frank Tenkorang, Chair of the Department of Economics, have both demonstrated their full support of the Center by pledging support for administrative staff, class scheduling, and funding for travel and operating costs.

Ms. Rittenhouse has an impressive work record with the Federal Reserve (who is a major contributor and supporter of the National Council for Economic Education). Her professional interaction with Alan Greenspan gives her a unique set of qualities she has brought to her faculty position in the Economics Department at UNK and to her position as Center Director. She has expressed her desire to have a more effective Center, and she is to be commended for her willingness to restructure the Center so that it aligns more closely to the University and State Council’s missions.

The Center’s only staff is the Director who has one-quarter release time from her academic assignment to operate the Center. For a Center the size of UNK, this is a typical arrangement nationwide. The Center also has access to assistance from the staff and work study student staff in the Department of Economics where the Center is housed. This also is typical of centers this size. Other in-kind support is also furnished—office space, lending library space, telephone and photocopying services, and web site space for linking to the Center.

In addition to office space and administrative support, the Center has a lending library, also typical of most Centers. The lending library includes curriculum and resources that are available to all K-12 teachers and community members free of charge. New materials are added as they become available and as the resources allow.

Although the Center is staffed and supported with the typical administrative assistance resources of most university centers, it does need enhancement in several ways to insure its efficiency and effectiveness in its mission. It needs an approximate annual budget of $4000, informally supported by Dean Burkink, to purchase new lending library materials, to provide curriculum to workshop attendees, to purchase materials to promote the Center’s activities, to pay mailing costs, and to fund travel for the Director. The Center Director should be free to deliver programs, not raise funds for the Center’s activities.

Ms. Rittenhouse’s teaching schedule may need to be adjusted to accommodate more travel time, so that she can attend the National Convention and Nebraska state meetings each year and conduct workshops in the large geographic area that encompasses the Center’s coverage area. The National Convention concentrates on training center directors, introducing new curriculum and software, and training workshop leaders to use the curriculum. The Center Director’s attendance is typically required by most state councils.
Dr. Burkink and Dr. Tenkorang have both pledged to support the Center's activities that support K-12 education and they are both committed to rebuilding positive relations with the Council at UNL. A less obvious side benefit to the University and to the College is that any positive contact made with teachers will improve the relationship of the University with local educators and will in turn draw more students to the University. Teacher workshops also generate graduate credit hours for the college. Both of these side benefits defray or eliminate the cost of operating a center at a university.

Section V, Evaluation of Center Effectiveness

The $martMoney programming has been a tremendous success and has wide appeal and a variety of programs for people of different age levels throughout the community. It has given the UNK Center national media exposure through MSNBC and the Federal Reserve System. The local community has supported the events, and the Center Director has developed lasting ties with school and community leaders.

Another successful outreach has been the Region IV Youth Leadership Conference activities. Again these activities have enhanced the positive interaction with school and community leaders and the University.

Ms. Rittenhouse's presentations to the education methods classes at UNK are a valuable way of reaching future teachers and introducing them to the Center's activities and resources.

Additional demonstrations of the effectiveness of the Center are the grants that Ms. Rittenhouse has received. She co-wrote and shared a $160,000 grant with the Center for Rural Research and Development, and she received over $15,000 in Study Tour grants through the National Council for Economic Education dedicated solely to the Center.

One area of concern is that the Center has focused on financial literacy programs with the SmartMoney and Youth Conference activities; yet, financial literacy is only one component of economic education. Economic education should provide training for K-12 teachers primarily through workshops in the six economic principles that are foundational to the 20 Voluntary National Content Standards. These six principles are:

- People choose.
- People's choices involve costs.
- People respond to incentives in predictable ways.
- People create economic systems that influence individual choices and incentives.
- People gain when they trade voluntarily.
- People's choices have consequences that lie in the future.
Section VI, Recommendations for the Future

The two overarching recommendations that will strengthen and solidify the mission of the Center for Economic Education at UNK are an alignment of the Center’s mission with the national and state council’s mission to reach primarily K-12 teachers and a reinstatement of positive relations with the Council at UNL. With these two recommendations as the first priorities, the other recommendations to be developed as time and resources permit.

Immediate, minimal-cost goals

- Link the UNK Center’s websites everywhere possible—especially with the National Council and the State Council at UNL.
- Continue to present to the teacher education methods classes at UNK.
- Connect with teachers at Phi Beta Lambda Business Day at the Regional High School Future Business Leaders of America Business Competition held on the campus of UNK.
- Embrace all aspects of economic education and remember that financial education is only one component of the mission of economic education.
- Explore webinars, virtual conferences, podcasts, and other media delivery methods to minimize travel for the teachers and the Center director.
- Send press releases to all media in the Center’s service areas for all activities.

One- to two-year goals

- Submit annual report of Center activities to Chair, Dean, and Senior Vice Chancellor.
- Establish an advisory committee and include high school economics teachers, business leaders, and other community leaders.
- Deliver workshops at educational service centers, community colleges, or other educational facilities around the geographic service area to minimize travel for the teachers.
- Attend the National Council for Economic Education annual convention for networking and new ideas for teacher education workshops.
- Attend the New and Newer Center Director’s Training event the day before the National convention.

Long-range and on-going goals

- Network and develop professional relationships with other center directors in Nebraska.
- Utilize the tremendous number of state and national resources more effectively.
- Seek opportunities to present economic and financial literacy curriculum to teacher in-service programs.
- Explore the Stock Market Game, LifeSmarts, and other nationally funded programs available to all Centers.
- Explore opportunities to present economic and financial literacy information to community based organizations such as senior citizens groups and Head Start families.
A realistic expectation for the number of workshops and activities that a Center for Economic Education should accomplish in a year is determined by the size of the geographic service area, the amount of release time for the director, and the resources available for travel and teacher incentives. In general, the average expectation of a Center the size of UNK should be the delivery of three to four, one credit graduate hour workshops in the summer; two or three evening workshops around the service area; attendance at the National Convention each year; attendance at State Council meetings; and availability as a resource for teachers and the Nebraska Department of Education.
Academic Program Review Report

RESPONSE

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Abstract

An initial academic program review was conducted for the Center for Economic Education in March 2011. The purpose of this external review was to serve as the base for a plan of action for the Center going forward. Of particular importance for this review was consideration of an effective and efficient use of current resources available to the Center, the College of Business & Technology and the University. As this was the first external review of the Center since its establishment in 1985, the review should also serve as a precedent for future, recurring external reviews.

The external review team was provided a self-study report one month prior to the on-site visit that presented an overview of the Center's past activities since 2004, the date of service for the current Center Director, mandated by available records. The self-study focused on the recent history of the Center and included data from programs and projects offered to K – 12 students, educators and to the community.

The on-site visit was conducted in two days and culminated with a report of the team's views, findings and recommendations for going forward.

The purpose of this report is to present a response to the findings and recommendations within the report.

Section 1: Response to Evaluation of Self-Study Document

The content of the self-study developed from the current Director's perspective of what information would serve valuable to direct the future of the Center. Omissions were not intentional as a positive, rather than normative, approach was used due to a literal reflection of the APR guidelines to provide a brief overview of past projects. It is felt that the analysis provided was through the data to support the synopsis provided.

A point of interest found in this section of the report is the amount of attention focused on the relationship of the Center with the National Council and the Nebraska Council for Economic Education. It is recognized that the Center is affiliated with these umbrella organizations and that the National Council has been the premier vehicle for setting the national standards for economic literacy. It should also be recognized that the National Council is not the sole provider of quality curriculum and economic literacy material as it once was. It should also be noted that one challenge facing the National Council is the
cost of their material to educators. The cost has become an issue when compared to the myriad of material that is provided free to educators.

Also contrary to the inference taken from the report a relationship, albeit not close, does exist between the Center and the Nebraska and National Council. While the history of this relationship has provided struggles and challenges to the Center, a history of grants from the National Council is well established as are attempts to provide K – 12 educator workshops to support National and Nebraska Councils programs and material. A workshop for high school teachers has been planned for this summer to highlight the release of the latest version of the National Council’s Virtual Economics CD-ROM. This workshop will be financed by a National Council grant and with the materials provided by the Nebraska Council.

Section 2: Response to Evaluation of Mission of the Center
The development of the Center Mission and Vision statement was to encompass all factions of the serviced area population. Effective decision-making skills do not end with the completion of high school. Economic growth, vital to south central Nebraska, is dependent upon the ability of all segments of the economy to evolve with the changes in the current climate. It was decided in 2005 when the current Mission and Vision were written not to limit the Center’s focus to K – 12 students and/or educators. However, the stance was taken to join community initiatives to provide the general public tools needed to adapt to and grow in the changing economy. This commitment remains today.

A conversation was begun in 2010 to align the Center’s mission and vision more closely with the College of Business & Technology’s and the University. It is felt that this issue of the Center’s mission and vision statements will be addressed in 2011.

Section 3: Response to Evaluation of Center Resources
The report focuses on three main categories of resources: 1) Administrative staff; 2) Class scheduling; and 3) Funding and operating costs. Each of these three distinct areas will be addressed separately.

Administrative Staff
Historically, the Center has benefitted from having access to a dedicated work study to assist with the administrative duties. This benefit is useful when an established schedule allows for a direct reporting to the Center Director. It is suggested that a work study be dedicated to the Center with a work load of 10-12 hours per week.

Class Scheduling
Time was listed as both a threat and weakness for the Center Director in the self-study report. Having a class schedule that allows for dedicated days to the Center provides the benefit of uninterrupted time for the Center activities. Suggested is a Monday, Wednesday, Friday class schedule that will allow Tuesday and Thursday for the Center.
Funding and Operating Costs
The annual budget of $4,000 offered by Dean Burkink would provide a financial foundation for the Center’s activities removing the time needed to secure funding from the Center Director’s schedule.

The provided report suggests that a portion of these funds be used to attend the National Conference and state meetings each year. Attendance will present a conflict to research conferences attended by the Director for P/Q qualifications. In addition, attending the National Conference would require additional time away from the Director’s classes. This dichotomy of responsibility continues to present a conflict. It is suggested that formal structure of the delineation of requirements for P/Q status and expectations from the Center be addressed. This would provide direction for both the Director and Center.

Section 4: Response to Recommendations for the Future
The goals listed in the report are consistent with the current objectives of the Center. The provided goals, however, should also consider efficiency of the activity as well as potential effectiveness.

Section 4: Conclusion
The Center for Economic Education is appreciative of the time and attention from the external review team in the effort to develop a plan of action going forward that employs an efficient use of Center, College of Business & Technology and University resources.

The report addresses specific perceived deficiencies of the Center however failed to address one of the requested primary objectives of the program review, that of efficiency of the Center.

For the past six years, SmartMoney Week has been the primary annual activity. It has served to be a strong connection between the Center, College, University and the community. However, it remains to also be the primary time commitment for the Center Director and has suffered from the increasing lack of funding to support the event. While a recent survey among the partners reveal that 92% agree that this is an important community outreach project and should be continued, the willingness to commit to the funding still falls short of necessary expenses.

Due to the lack of financial support it is suggested that June 2011 be used to determine the future of this project. This should include a conversation with University and community participants.

Not addressed within the report, but included in the self-study and has a direct effect on the efficiency of the Center is a need to improve communications within the College and Department of Economics. Improving the transfer of information from indirect to direct
would assist the Center in establishing a more cohesive mission and vision, providing direction for future activities.

A traditional method of production of any product may allow for a continuance, but seldom addresses an efficiency of resources and output. The suggested avenues for currency of teaching techniques should also be considered in light of available time and financial resources. What should be questioned is if the benefit of attending a national conference warrants the implicit and explicit costs of the conference compared to alternative methods of research, webinars and regional networking.

Finally, as a result of the review report combined with the self-study report the following items should be reviewed and finalized within the mission and vision of the College and University.

1. Direction of the Center should be considered and finalized. This conversation should include the inclusion and format of *SmartMoney Week* going forward.
   Options include:
   a. Eliminating *SmartMoney Week* and focusing on K – 12 educator workshops
   b. Restructuring *SmartMoney Week* to limit the size and time requirements
   c. Continue with current format of activities

2. Initiate a more direct line of communications between the Center and the Dean’s office. Options include
   a. Inclusion of the Center in relevant meetings and conversations
   b. Participation of the Center in College and University activities that pertain to economic literacy

3. Create a more current mission and vision statement

4. Construct a formal dichotomy of job description. Suggestion would include:
   a. Class schedule that provides dedicated time for the Center
   b. Expectations from College that conform to College’s current mission and vision

5. Establish dedicated budget and administrative staff

6. Inclusion of Center Director on community boards and committees

These items should be reviewed annually and be considered for future academic program reviews.