

NOMINATION COVER SHEET

2008 Virginia Outstanding Faculty Awards

1. <u>NAME</u> Full (Legal): KimMarie McGoldrick Preferred First Name: KimMarie	
2. <u>INSTITUTIONAL INFORMATION</u> Institution: University of Richmond Rank/Position Title: Professor of Economics Year Rank/Title Attained: 2007 Years at Institution: 15 Campus Email Address: kmcgoldr@richmond.edu Campus Phone: 804-289-8575 Campus Mailing Address: Department of Economics University of Richmond Richmond, VA 23173	3. <u>PROFESSIONAL INFORMATION</u> Academic Discipline: Economics Specialization/Field: Economic Education, Applied Micro Economics Type of Terminal Degree: Ph.D. Year Awarded: 1993 Awarding Institution: SUNY at Binghamton
4. <u>PERSONAL INFORMATION</u> Home Phone: 804-553-9864 Home Mailing Address: 10417 Scenic Place Glen Allen, VA 23060	

RESEARCH DOCTORAL INSTITUTION NOMINEE: YES _____ NO X
MASTERS/COMPREHENSIVE/BACCALAUREATE INSTITUTION NOMINEE: YES X NO _____
TWO-YEAR INSTITUTION NOMINEE: YES _____ NO X
RISING STAR NOMINEE: YES _____ NO X
TEACHING WITH TECHNOLOGY NOMINEE: YES _____ NO X

Table of Contents

Cover Sheet	1
Mission Statement	2
Summary of Accomplishments	3-8
Personal Statement.....	9-10
Abbreviated Curriculum Vitae	11-12
Letters of Support (Excerpted)	13-15
Additional Documentation	16-19

President or Chief Academic Officer

Signature: _____

Printed Name: Joseph F. Kent, Ph.D., Interim Provost

Mission Statements

University of Richmond

The mission of the University of Richmond is to sustain a collaborative learning and research community that supports the personal development of its members and the creation of new knowledge. A Richmond education prepares students to live lives of purpose, thoughtful inquiry, and responsible leadership in a global and pluralistic society.

Approved March 15, 2005 by the Board of Trustees

Robins School of Business

The mission of the Robins School of Business is to develop an active learning community in which teaching, scholarship, and service are integrated to stimulate intellectual inquiry as the foundation for responsible leadership in the global business environment.

Approved February 21, 2003 by the Faculty of the Robins School of Business

Summary of Accomplishments

Overview

“Segmenting Professor McGoldrick’s academic career into four categories is very difficult indeed because hers is a unified whole. Her Teaching interests lead to her endeavors of scholarly Discovery which lead in turn to Knowledge Integration and Service as well as feeding back into her Teaching. It is a reinforcing, upward spiral.”

Robert Schmidt, Chair, Department of Economics, University of Richmond

KimMarie stands apart from the typical faculty member because she not only excels in each of the Scholarships of Teaching, Discovery, Knowledge Integration, and Service but also because she integrates her activities across these roles and is active in promoting others to do the same. The Merriam-Webster Dictionary defines synergism as “interaction of discrete agencies, agents, or conditions such that the total effect is greater than the sum of the individual effects.” Even a cursory review of KimMarie’s work reveals patterns of connections, extensions, and mutual enhancements across teaching, research and service activities.

These synergistic activities and the high expectations she sets for herself and those with whom she interacts have earned her respect and praise among students and colleagues. KimMarie is the only faculty member of the Robins School of Business to have received each of the awards that the school conveys: the Outstanding Teacher, Scholarly Activity, and Service awards and she has received the University’s highest honor in being named Distinguished Educator in 2006. Her work is recognized beyond the university throughout the economics profession as demonstrated by the many invitations she receives to organize and lead teaching and professional development workshops at the regional and national levels. Furthermore, KimMarie is considered by current leaders in the field of economic education to be among the next generation of leaders in that field.

Scholarship of Teaching

The Robins School of Business (RSB) sets the bar quite high on its quality of instruction. KimMarie rises above that bar. She has received the two highest honors for teaching at the University of Richmond, the RSB Outstanding Teacher Award (1996) and the University’s Distinguished Educator Award (2006). KimMarie has a reputation among students as being a challenging professor who expects them to take responsibility for their contribution to the learning process and to understand economic theory well enough to apply it to new and complicated situations. Students consistently remark positively about the extent to which they learn in her courses and they identify this as due to her ability to break down complex theories in ways that enhance their comprehension. It is not surprising then that over 90 percent of students believe that her courses called upon their ability to think critically and analytically either very much or exceptionally so when compared to their other courses. KimMarie has been a leader in implementing a variety of pedagogical techniques to enhance student learning including debates, presentations, experiments, cooperative learning, and service-learning. Her dedication to student learning extends beyond these classroom techniques and her course evaluations consistently reveal that she is exceedingly willing to meet with her students and provide them with study techniques in addition to extra problems to practice mastering course content. Her success is demonstrated in that 85 percent of her students agreed or strongly agreed that they had learned a lot as a result of the course and that the instructor’s overall teaching ability was excellent. Although her excellence is demonstrated consistently across all courses, two merit special mention.

The economics department instituted the requirement of a senior experience course for all majors starting with the 2003-2004 academic year. Although a number of potential formats for this course were discussed in the abstract, KimMarie was the only faculty member to bring forth a concrete proposal that included a detailed course description. Furthermore, she volunteered to develop and teach the course. The resulting capstone course is a step-by-step tutorial on how to initiate and complete a significant research project. This is a course in methodology and procedure; a course where students learn to use what they have learned in all previous courses; a course where students learn to think like an economist in a rigorous manner. In short, KimMarie mentors students through the Scholarship of Discovery. What is especially important to keep in mind is that the best students often opt out of the capstone course by accepting invitations for the honors program, leaving the remainder of the distribution of students in the capstone course. It is these other students who have the most to gain from the individual attention and process that KimMarie has developed for the capstone course. Students have developed research projects on topics such as an analysis of the competitive nature of the cellular phone industry, the impact of trade restrictions and regulations on the American textile industry, an evaluation of the Richmond Virginia Project Exile, and the factors that determine the forms and extent of family debt holdings. KimMarie's paper describing the construction of this course and associated student outcomes was recently accepted for publication in the leading education journal in the field, the *Journal of Economic Education*.

Prior to taking on the work of the capstone course, KimMarie taught Women and Gender Issues in Economics. This course provides multiple perspectives on gender differences in labor market issues such as labor force participation, wages, and poverty. One unique aspect of this course is the service-learning project which enhances student learning by connecting classroom content to the real world in a way that improves the lives of those being served. In this course, students are required to identify an economic issue, research the theoretical underpinnings that inform related policy debates, locate nonprofit organizations dedicated to solving the problems associated with that issue, document the organizations impact on the community, and link the practice of organizations with the economic theory that informs policy recommendations. Students volunteer at many nonprofit organizations in the community discovering first hand how the cycle of poverty impacts women. They put their economics to work as they relate theory discussed in class to the realities faced by people in the community.

Scholarship of Discovery

Although the mission of the University of Richmond and the Robins School of Business indicate a main focus on teaching, it is expected that faculty will engage in the scholarship of discovery. In addition to the enormous time that she commits to her students, KimMarie is clearly a dedicated scholar as well. As with teaching, KimMarie received the RSB's Outstanding Scholarly Activity award in 1997. She is prolific and consistent in her scholarly endeavors as evidenced by the fact since joining the faculty in 1992 she has published 24 refereed journal articles, co-edited two books, published eight chapters in books, and has over 60 academic conference presentations. She has published in the top journals in her fields including *Industrial Relations*, the *Journal of Economic Education*, and the conference proceedings of the *American Economic Review*. Although KimMarie's record may not be considered as 'superior' by comparison to our colleagues at universities with a Ph.D. program and a strong research mandate, this is not the focus at the University of Richmond. Her work may be considered superior within the University's mission because she has developed a national reputation in her chosen field of economic education and she brings her research back to the school and the classroom.

Although KimMarie publishes articles of applied micro theory and labor economics, her passion is that of economic education. One might summarize KimMarie's work as an active campaign to change the way economics is taught and to identify ways to motivate students to engage in the practice of thinking like an economist beyond the classroom walls. More specifically, her work is dedicated to expanding the use of pedagogical practices beyond the lecture (including cooperative learning and service-learning), identifying factors that lead to gender differences in attitudes towards and learning of economics (such as different forms of media exposure), and understanding student behaviors (such as course registration choices and cheating). Her latest research, *Faculty Role Integration: How Service-Learning Involvement Can Launch Engaged Scholarship*, moves beyond the traditional focus of pedagogical research on student outcomes to the neglected role of faculty in service-learning practices. One reviewer (associated with a revise and resubmit request from the *Michigan Journal of Community Service Learning*) noted that "it breaks new ground in conceptualizing faculty roles in a way that may benefit both the faculty and institutions seeking deeper engagement."

Pedagogical practices in economics are dominated by the lecture. KimMarie's research agenda challenges this tradition and provides models by which it might be changed. In reviewing KimMarie's co-edited volume *Putting the Invisible Hand to Work: Concepts and Models for Service-Learning in Economics*, David Colander (Professor, Middlebury College) had this to say: "For many, the recipe for making an economist has become a bit stale: too much talk, too much chalk, not enough stirring. This book offers some new recipes with some spice and lots of stirring. It is a required read for economists who take their teaching seriously, especially those who are having a difficult time facing yet another class presenting yet another curve."

In an effort to better understand how the goals of the major are being met, KimMarie conducted a nationwide survey of economics departments at U.S. institutions designed to determine the degree to which writing assignments are required and the existence and form of research-oriented opportunities such as honors, capstone/senior experiences and the senior thesis. This work (now forthcoming in the *Journal of Economic Education*) grew out of her development of the capstone course in economics and complements her Scholarship of Teaching activities.

Leaders in the field have recognized the quality and importance of KimMarie's scholarship as demonstrated by the invitation in 2006 to join the leading organization for economic education at the college level, the American Economic Association's Committee on Economic Education. As part of her commitment to this organization, she was asked to take a leadership role in drafting a grant in response to the Teagle Foundation's call for proposals to reconsider the undergraduate major and its role in liberal education. The proposal was successful and KimMarie, as Co-Principal Investigator on the project, has co-authored a preliminary report establishing the state of undergraduate economics, its relationship to liberal education, and a series of recommendations for change (addressing graduate student preparation for teaching and current content and pedagogical practices). To provide opportunity for dialogue evaluating these draft recommendations, they are being vetted at two workshops by leaders in economic education. Versions of the report have already been accepted for presentation at regional and national economics meetings. Clearly this is a substantial undertaking with the potential to have a major impact on the discipline and it is a testament to their confidence in KimMarie's abilities that leaders in the field have entrusted her with such a significant role in the project.

Scholarship of Knowledge Integration

Even a cursory view of KimMarie's work reveals evidence of the Scholarship of Integration. In fact, many of the examples provided in each of the other three scholarship sections are also

relevant as demonstrations of her integration.

Perhaps the course that best embodies her dedication to curricular development and the synthesis of teaching and research is the economics capstone experience course. As revealed in both the Scholarship of Teaching and the Scholarship of Discovery sections above, the capstone course that KimMarie developed integrates research and teaching on many levels. Both the university and business school missions encourage collaborative projects between students and faculty. Although the capstone course has provided an opportunity for students to practice the Scholarship of Discovery throughout the course, KimMarie's work with students does not stop at the end of the semester. Periodically, knowledge contribution developed by a student has the potential to be of interest to the wider scholarly community. KimMarie encourages these students to work beyond the semester and present their work to a wider audience. For example, she coordinates student participation in undergraduate research sessions at regional economic meetings. Students gain valuable professional skills presenting their research, serving as discussants, and interacting with peers from other institutions.

KimMarie's integration of research and teaching is further evidenced by her applications of and research detailing service-learning in economics. Not satisfied to simply implement service-learning in her own classes, KimMarie took on the task of informing the discipline of this pedagogical technique through publications, presentations and workshops. Her co-edited volume is a culmination of this work in that it provides the theoretical and practical perspective through course examples that is critical for encouraging others to adopt service-learning in their own classes. In short, this work reinforces her own implementation of experiential exercises as well as promotes their integration throughout the profession.

Boyer (1990, 77) suggested that one goal of the Scholarship of Knowledge Integration is "to build bridges across disciplines, and connect the campus to the larger world." A new project that KimMarie is leading envelops both of these ideals in a way never before developed in economics. KimMarie and her two collaborators are putting final touches on an NSF grant application that proposes the creation of an economics portal as part of the national Science Education Resource Center (SERC). It will offer one-stop pedagogical resources for economics instructors, including ready-to-use examples organized by teaching technique and topic in the introductory curriculum. The portal is unique in that it will share existing SERC pedagogical resources, adapting them for use in economics courses, and will add new resources in areas not now included as part of the SERC site. Topics for enhancement and new development include student research, cooperative learning, and service-learning. Coordination with SERC builds bridges of pedagogical knowledge between economics and the sciences and specific modules provide support for instructors interested in linking their classes with the larger world.

Scholarship of Service

KimMarie's commitment to both University and professional service exceed expectations and her work was recognized in 2005 with the receipt of the RSB Outstanding Service Award. Furthermore, it should not be surprising that KimMarie again demonstrates the integration of Boyer's four Scholarships in her service work.

KimMarie serves on many committees at the University level (averaging eight a year) and the committees she chooses (or is invited to serve on) are in near perfect correlation with her teaching and research interests. For example, her research on and teaching about gender issues in economics extends to her service to the women's college (Westhampton) at the University and the Women in Living and Learning program (a co curricular program of

leadership for women). Furthermore, her interest in the curriculum issues as demonstrated in the use of and research about service-learning in economics extends to her current involvement in the Center for Civic Engagement and its predecessor the Service-Learning Advisory Board.

Beyond the University campus, KimMarie's commitment to encouraging faculty to participate in the Scholarship of Teaching has been demonstrated by her many activities. Over the past 10 years, KimMarie has worked on the dissemination of pedagogical practices through presentations at workshops and the development of regional and national workshops. The validation of the importance of this work is indicated by her continued success in securing grant funding for these activities. She has co-organized six workshops for the International Association for Feminist Economics on topics such as integrating race and gender into principles courses and the use of inclusive pedagogies. For five years she co-organized a regional teaching workshop at the University of North Carolina-Wilmington (partially funded by a grant from the Committee on Economic Education of the American Economic Association, the National Council on Economic Education and The Calvin K. Kazanjian Economics Foundation, Inc.). In conjunction with her co-edited volume *Putting the Invisible Hand to Work: Concepts and Models of Service-Learning in Economics*, she and her co-editor developed and facilitated a workshop on integrating service-learning in economics (funded by a grant from the Atlantic Philanthropic Society).

In recognition of her dedication to the development of pedagogical practices in economics through her service to the profession (as demonstrated by numerous teaching workshops developed) and through her excellent standard of research (as demonstrated through her innovative quality research) she was chosen as one of the lead instructors for the Teaching Innovations Program (TIP). TIP is a five-year program funded through a \$670,000 grant from the National Science Foundation. What makes this teaching program unique is that it involves three stages designed to move participants beyond the traditional single shot intervention typical of most pedagogy workshops. Phase One is participation in a three-day workshop. At the workshop, participants are exposed to alternative interactive teaching strategies and participate in hands on demonstrations of these techniques. KimMarie was invited to develop the cooperative learning module and team exercises for this workshop. The TIP program has completed six such workshops (225 participants) and is receiving rave evaluations for Phase One. 83 percent of participants rated the workshop a better use of their time as their next best alternative (and 13 percent said it was at least as good a use of their time). One participant said that the workshop "was one of the TOP experiences that I have had in a conference in my professional career...a super learning environment."

Phase Two of the TIP program is participation in web-based instruction lead by workshop instructors that occurs at the beginning of the following term. Participants complete at least two modules that help them introduce interactive teaching strategies in a course they are teaching. They review instructional materials, complete assessments, prepare learning exercises for their own courses, teach using their newly created materials, and complete an assessment designed to help them improve the new materials and their use. What makes this part of the program unique is that each participant has direct feedback from the leader of the module and receives advice on the plan that they develop for implementation of the pedagogical technique into their own courses. Phase two of the program is currently underway and it is a testament to the work KimMarie does at the workshops that her cooperative learning module is by far the most in demand for this component of the program. Phase Three of the program is participation in the scholarship of teaching and learning. KimMarie was asked to take a leadership role in the implementation of this phase and has coordinated sessions at national and regional economics meetings devoted to papers on teaching prepared by participants. As a result of her impact on

the first two years of the TIP program, KimMarie was asked to expand her role in the program. Starting in 2007 she took over as leader of one of the two workshop teams and has transitioned into the role of workshop coordinator (vetting applications and negotiating workshop venues).

Leaders in the field have recognized the importance of both her research and her active participation in workshops and KimMarie has been invited to more actively participate in the future of economic education research. In addition to being invited to join the American Economic Association Committee on Economic Education (as described above), she was recently invited to join the editorial board of the leading economic education journal, the *Journal of Economic Education*.

KimMarie has also been an active member of The Committee on the Status of Women in the Economics Profession (CSWEP) of the American Economics Association for over a decade, including serving two three-year Board terms. CSWEP was founded in 1971 in order “to eliminate discrimination against women, and to redress the low representation of women, in the economics profession.” KimMarie’s role in this organization has been twofold. During the first four years of her Board membership she oversaw the organization newsletter. The main purpose of this thrice-yearly document is to provide information in the form of short articles, events at national and regional meetings, and the status of women in the profession. More recently, KimMarie was a key player in the securing and implementation of a \$350,000 grant from the National Science Foundation’s ADVANCE and Economics Panels used to implement a series of mentoring workshops for junior (untenured) economists, focusing on issues relevant to women economists at the beginning of their careers. Over a five-year period, mentoring workshops were held in conjunction with two national and five regional association meetings. KimMarie took on the complete responsibility for developing and implementing the regional workshops which are aimed at helping junior faculty in institutions where teaching, research and service all play a primary role in the evaluation for tenure. The workshop consists of two days of panel presentations and small group exercises associated with topics such as developing effective teaching styles, networking, choosing the right journal for their research, constructing tenure packets, and life balancing. Evaluations suggest that the workshops have been a great success. On a scale of 1-7 where 1 is “not at all helpful” and 7 is “extremely helpful” the average rating of the workshops were 6.60 (123 evaluations received out of 133 participants). The program has been so successful that the American Economic Association has agreed to provide funding to continue these workshops after NSF funding is exhausted. KimMarie has been asked to continue in her role as regional workshop coordinator.

Summary

Although this simple summary cannot possibly provide all the details of KimMarie’s contributions to her students, the University or her community, she has more than exceeded expectations. KimMarie excels in Teaching (consistently rated as one of the top teachers in the Robins School of Business), Discovery (publishing in top journals in her fields such as *Industrial Relations* and the *Journal of Economic Education*), Knowledge Integration (bringing her research into the classroom, developing key courses for the economics major, and sharing her pedagogical insights through her research), and Service (to the community through service-learning activities, through many university committees and in national and international organizations, and participation in two major initiatives of teaching and mentoring). But what is perhaps more unique is that she is a teacher-scholar in every sense of the term. She purposefully integrates the traditional roles of faculty (teaching, research, and service) in a manner in which all facets are enhanced. KimMarie is a faculty member that exemplifies the mission of the University of Richmond in every sense.

Personal Statement

The mission of the University and the Robins School of Business suggest that faculty should strive to be teacher-scholars. This expectation is often defined in terms of the integration of teaching and research activities only, neglecting the service role of faculty. I have always believed that the teacher-scholar has the additional responsibility to their university and the profession to promote a community of scholars. I believe that when a teacher-scholar successfully integrates all their roles as a faculty member each enhances the other. This is the motivation for my dedication to developing a synergistic approach to my role as teacher, researcher, and community member.

My Teaching Philosophy

My goal as an educator is to instill a commitment to lifelong learning in every student. This requires that students have a comprehensive factual and theoretical understanding of economics, develop a process of critical thinking in which they learn to apply this theory to practical problems, and participate in the creation of knowledge. Students must take ownership over their learning and realize that this is a process and not a series of discrete steps with some well defined end. Achieving my goal of instilling lifelong learning necessitates that I develop a relationship with students that motivates them to participate in this learning process. I attempt to do this by (1) communicating a set of high and well defined standards (2) making the material I teach personal (3) giving students a taste for the real world learning they will be faced with after graduation and (4) mentoring them through the process of knowledge creation.

During my recent sabbatical (academic year 2006-2007), I entirely restructured my introductory course. In the past I have provided students with a course guide of sample problems, yet only the strongest students took advantage of this resource. This year I organized material in the form of in class exercises that are typical of the decisions students will encounter after graduation. Using many different classroom practices (such as cooperative learning) students are nurtured through the process of tackling difficult problems. The focus of the course is putting the economics covered in their text to use and students learn quickly that preparation for class is critical. While it is too early to tell the impact of this change on learning, students appear to be more engaged in the material and learning process.

In all my courses I strive to make the material personal through examples based on my own experiences and those close to my students. For example, students in my Labor Economics course have an assignment that requires them to identify patterns of labor force participation for two family members. Their task is to identify both personal and economic forces that have influenced these decisions. They will learn about the application of models of labor force participation through the decisions they detail for these two family members. Although bringing real world problems into class is one method of achieving this connection, a more powerful technique is to have students engage in the real world. I became involved in service-learning because I felt my students deserved more than what I was providing them in class and that they needed to understand that they have the ability and the responsibility to contribute to society.

At the end of a student's formal university education, I believe they should be prepared with the skills to actually do economics and create new knowledge (even if it is only new to them). When the department chose to institute a capstone experience course, I knew that this was an opportunity I simply could not pass up: to reinforce critical thinking skills and instill passion for lifelong learning in students of the major. The course I developed is very time consuming and challenging for me, since every student project is based on a different economic question and spans across numerous micro and macro economic topics. It mentors them through the process of generating knowledge and I require weekly meetings with every student to ensure

they get the one-on-one attention they need in developing their research project. Students have the opportunity to choose a topic that is of interest to them, develop an economic question, and then learn the process by which they actually answer that question. In the process I try to get the students to care enough about learning that they do not want to let me down because I have found that this motivates them to exceed their own initial expectations. This mentoring process exemplifies our shared responsibility in learning and applying the material in a critical way.

Synergies

I chose to join the University of Richmond because of its emphasis on teaching coupled with the recognition that research and service activities are important because they help to develop learning communities. My desire to instill lifelong learning in my students has motivated my research about their behaviors and learning processes. It is important to share knowledge of pedagogical practices in an environment that builds a community of scholars and I have made presentations at and developed teaching workshops on both the regional and national level. In short, teaching has been a source of enhancement for both my research and service activities.

As my career matures and I develop networks across the profession, my commitment to synergistic scholarship now also has origins in service and research activities. The experiences I have had in my service to the Richmond community through the service-learning projects of my students have motivated me to document and communicate the advantages of this pedagogical technique through presentations and publications. My comparative advantage in service to the university and the economics profession is in faculty development. I am proud to be part of a unique effort in spreading the use of innovative pedagogical strategies through the Teaching Innovations Program. The unique follow up activities beyond the workshop (phase 2 and 3) are designed to develop a community of scholars using and researching best practices in economic education. The development of materials for my cooperative learning module motivated the incorporation of new cooperative learning exercises in my own courses and I recently completed drafting a working paper on the process of developing learning objectives in conjunction with integrating cooperative learning in economics. Recognition of my synergistic work has led to the invitation to join leaders in the field on the Committee on Economic Education and take a primary role as Co-Principle Investigator on a Teagle Foundation grant exploring the economics major and the goals of liberal education. This project complements other research I am conducting addressing synergies across teaching and research that can be used to model for students how to “think like an economist” and promote lifelong learning.

The research I conduct is in two areas: pedagogical practices and applications of micro theory. Although the synergies that develop out of my research in economic education may be obvious (as they enhance my teaching and workshop activities rather directly), synergies originate from my other research as well. For example, results of my investigation of gender differences in top administrators’ salaries and compensating differentials have been used to motivate discussions in both my Labor Economics and Women and Gender Issues in Economics courses. My more recent scholarship has focused on promoting these synergies as I have expanded my research on service-learning to that of the engaged campus. This work uses Boyer’s (1990) expanded definition of scholarship as a framework for understanding student learning and faculty motivation. The working paper, *Faculty Role Integration: How Service-Learning Involvement Can Launch Engaged Scholarship* identifies ways in which faculty roles of teaching and research can inform and enhance one another.

Summary

I believe strongly in the enhancements that are possible when faculty integrate their teaching, research, and service roles. The whole is indeed greater than the sum of its parts.

KimMarie McGoldrick
Abridged Vitae

Education

Ph.D. (May 1993) and M.A. (January 1990) in Economics, S.U.N.Y. at Binghamton
B.S. in Accounting, S.U.N.Y. at Oswego, May 1988

Employment History

Professor, University of Richmond, August 2007 to present
Associate Professor, August 1998-August 2007; Assistant Professor, August 1992-August 1998

Honors and Awards

- University of Richmond Distinguished Educator Award, 2006
- Robins School of Business: Outstanding Service Award, 2005; Outstanding Scholarly Activity Award, 1997; Outstanding Teacher Award, 1996
- Teagle Foundation, \$74500. January 2007- September 2008. The Purpose and Practice of Economic Education as Related to Liberal Education Goals. Co-PI.
- NSF Award # SBE-0317755, \$350,000. August 2003- July 2007. ADVANCE Leadership Award: CeMENT: Workshops for Female Untenured Faculty in Economics. Co-PI.

Selected Refereed Publications

- McGoldrick, K. Doing Economics: Enhancing Skills Through a Process-Oriented Senior Research Course. Forthcoming, *Journal of Economic Education*.
- McGoldrick, K. Writing Requirements and Economic Research Opportunities in the Undergraduate Curriculum: Results from a Survey of Departmental Practices. Forthcoming, *Journal of Economic Education*.
- Burrus, R., K. McGoldrick, and P. Schuhmann. 2007 Crime in the Classroom: Does a Definition of Cheating Matter? *Journal of Economic Education*, vol. 38(1): 3-16.
- Burrus, R., K. McGoldrick, and P. Schuhmann. 2005 Student Quantitative Literacy: Importance, Measurement, and Correlation with Economic Literacy. *American Economist*, vol. 49 (1): 49-65.
- McGoldrick, K. and L. F. Voeks. 2005 'We Got Game!' An Analysis of Win/Loss Probability and Efficiency Differences between the NBA and WNBA. *Journal of Sports Economics*, vol. 6 (1): 5-23.
- Burrus, R., K. McGoldrick, and P. Schuhmann. 2005 That's Not Cheating, Is It? An Analysis of Student Definitions of Cheating. *Jr of Excellence in College Teaching*, vol. 15(3): 129-52.
- Monks, J. and K. McGoldrick. 2004 Gender Earnings Differentials Among Highly Paid College and University Administrators. *Industrial Relations*, vol. 43 (4): 742-758.
- Lewis, M. and K. McGoldrick. 2001 Moving Beyond the Masculine Neoclassical Classroom Embodied in the Voluntary National Content Standards In Economics: Using Critique and Active Pedagogical Practices to Reconceptualize the Concept of Work. *Feminist Economics*, vol. 7 (2): 91-103.
- Robst, J. and K. McGoldrick. 1999 The Measurement of Firm Information About Product Demand. *Review of Industrial Organization*, vol. 15 (2): 149-63.
- McGoldrick, K. 1999 Developing Critical Thinking by Using the Web in a Principles of Economics Course. *Feminist Economics*, vol. 5 (1): 83-86.
- Robst, J., R. Deitz, and K. McGoldrick. 1999 Income Variability, Uncertainty, and Housing Tenure Choice. *Regional Science and Urban Economics*, vol. 29(2): 219-29.
- McGoldrick, K. 1998 Service-Learning in Economics: A Detailed Application. *Journal of Economic Education*, vol. 29 (4): 365-76.
- McGoldrick, K. and J. Robst. 1996 Gender Differences in Overeducation: A Test of the

Theory of Differential Overqualification, *American Economic Review Papers and Proceedings*, vol. 86: 280-84.

- McGoldrick, K. and J. Robst. 1996 The Effect of Worker Mobility on Compensating Wages for Earnings Risk. *Applied Economics*, vol. 28: 221-32.
- McGoldrick, K., 1995 Do Women Receive Compensating Wages for Income Uncertainty? *Southern Economic Journal*, vol. 62 (1): 210-22.

Books

- McGoldrick, K. and A. Ziegert, eds. 2002. *Putting the Invisible Hand to Work: Concepts and Models of Service Learning in Economics*. The University of Michigan Press.
- Aerni, A.L. and K. McGoldrick, eds. 1999. *Valuing Us All: Feminist Pedagogy and Economics*. The University of Michigan Press.

Selected Chapters in Books

- Croson, R. and K. McGoldrick. 2007. Scaling the Wall: Helping Female Faculty in Economics Achieve Tenure. In A. Stewart, J. Malley and D. LaVaque-Manty, (Eds.). *Transforming Science and Engineering: Advancing Academic Women*. University of Michigan Press.
- McGoldrick, K. Economics Education and Economics of Education. In M. Lewis and J. Peterson, eds, *The Elgar Companion to Feminist Economics*. Aldershot: Edward Elgar Press, 1999: 310-317 and 317-323.

Editorial Boards

- *Journal of Economic Education*; *Journal of Financial and Economic Education* (Associate Editor); *American Economist* (Associate Editor)

Select Positions held in National Professional Organizations

- Society of Economic Educators, elected member, 2007-present
- Committee on Economic Education, Member, 2006- present
- Committee on the Status of Women in the Economics Profession (CSWEP): Board Member, 1999-2004 • Organizer of the five CSWEP/NSF Sponsored Regional Workshops "CeMENT: Workshops for Female Untenured Faculty in Economics"

Select Teaching Activities

- Instructor, the AEA Committee on Economic Education (CEE) sponsored Teaching Innovations Program (TIP) for college and university economics instructors.
- Co-organized Five Annual Teaching Conferences, University North Carolina at Wilmington, 2001-2005. "Teaching and Learning Economics Through Writing" • "The Art of Teaching Principles of Economic: Process and Content" • "Teaching Economics: Explorations in Innovative Teaching Strategies" • "Engaging Students and Promoting Economic Literacy" • "Targeting Economic Literacy in the Classroom"
- Co-organized Five IAFFE one-day teaching workshops, 1997-2000 and 2004
- Co-organizer of "Putting the Invisible Hand to Work: Concepts and Models for Service-Learning in Economics" Workshop, Denison University, 2000.

Select Service to the University of Richmond

- Center for Civic Engagement Steering Comm., Safe Zone Advisory Board, Diversity Comm., Program for Enhancing Teaching Effectiveness, RSB Dean Search Comm., RSB Research Comm., RSB Undergraduate Program Task Force, Service Learning Advisory Board, Women in Living and Learning Advisory Board, Women's Studies Advisory Board.

Excerpts from Letters of Support by Students, UR and Professional Colleagues

Scholarship of Teaching

Her teaching style is very integrative in that we reinforce every theory or idea with “math, a graph, and logic”....Her reason for teaching by *triple threat* is to cater to all types of learners: those who are inclined to learn patterns, those who are visual learners, and those who need intuition behind the theory. *Kelson Blank, Principles of Micro 2004*

I have encountered few things in my formal education as often as a teacher who clearly knew their subject but only knew one way to explain it. Dr. McGoldrick on the other hand never hesitated to rework an example, rephrase an answer, or attack a problem from a different angle. *Matthew Fortin, Principles of Micro 2002, Principles of Macro 2003, Labor Econ 2004*

Through a service learning project for her Women in Economics course, Dr. McGoldrick and our class created a program to raise awareness about gender-related economic issues facing young adults. Dr. McGoldrick combines teaching and service to give students a more lasting, meaningful experience. *Allison Marsh, Introduction to Feminist Theory 1998, Women and Gender Issues in Economics 2000, Labor Econ 2001*

[T]he characteristic that sets her apart from the rest of the great professors at the University of Richmond is her ability to make the connections between the real world and the classroom tangible for all her students. In my case, it was with a student organized project called the Merriewood Miracle, where approximately 1,000 students built a Habitat for Humanity house in one week. Dr. McGoldrick not only helped recruit other professors to include this project in their courses in some way, she actually made it an important part of her own Family Economics Course, requiring students in that class to volunteer for the project as well as complete a few assignments related to it. *Andrew Train, Labor Econ 2002, Women and Gender Issues in Economics 2002*

The course went far beyond the textbook. She integrated recent research articles and current events into the classroom discussion. ... Our discussions often went beyond the topics on the syllabus to include subject matter from other economics courses we had taken. *Mary Baylor Miller, Women and Gender Issues in Economics 2002*

Dr. McGoldrick’s teachings enabled me to look beyond the seemingly plain economic data and statistics and visualize the individual people and decisions that are enveloped within the numbers. ... She is able to recognize a student’s underlying level of comprehension, and rather than simply engage in the process of transferring knowledge, she has an innate ability to provoke the capacity to independently learn. *Jerry Holly, Principles of Macro 2001, Labor Econ 2002, Economics Independent Study 2003*

In discussing her work and mine, I did not feel like a student talking to a professor. I felt like we were peers, the only time during my college career a professor had made that possible. *Matthew Farber, Principles of Micro 2002, Principles of Macro 2003, Capstone 2006*

Labor Economics provided me with one of the most rewarding assignments I took on during my undergraduate education: to examine the entrance and exits of various labor markets of two relatives. Through this assignment, I not only learned about the experiences of my family members and observed how my economics studies played out on a daily basis, but I also realized some of the benefits of having a professor like Dr. McGoldrick. While an excellent professor of economics, she has an impeccable ability to relate and interact with a number of

her students, and to provide incite on many decisions facing college students. *Katie Cartmell, Labor Econ 2005, Capstone 2006*

She asked us probing questions, and rather than telling us or showing us the answer, she questioned us still further until we had arrived there on our own. Whether in class or during her office hours, she challenged us with her own aspirations for our achievement. With this course, she instilled in me a thirst for discovery. *Laurie Dippold, Capstone 2004*

The most rewarding part of working with Dr. McGoldrick is that she allows students (and allowed me) to make their (my) own discoveries. She does not give students the answers but rather offers suggestions and ideas for students to consider. When a student has that Eureka moment, a smile confirms that the student has indeed stumbled upon a worthwhile idea. Self-discovery is a much more satisfying form of learning, and I certainly benefited from this method. It elevated my level of thinking and improved my writing. *Kevin Brown, Labor Econ 2005, Capstone 2006*

Her course was one of the few that forced students to rely on knowledge from courses taken three to four years prior. Although this made the course difficult, it pushed me to utilize all aspects of economics to properly evaluate my topic and eventually produce a substantial paper. Dr. McGoldrick encouraged us to pursue a topic that interested us causing many students to form interdisciplinary questions while still fulfilling the core purpose of economic evaluation. *Tim Wilson, Capstone 2006*

Scholarship of Discovery

When I assess a colleague's body of work, I ask the question, has she made an impact in her fields. For KimMarie, the answer is unequivocally yes. She has a national reputation in both the economics of gender (a sub-field of labor economics) as well economic education. Her work in both of those fields furthers the development of our students. ...Furthermore, she brings her work in economic education directly into the classroom. ... Within the context of the University's mission, I would rate Professor McGoldrick's scholarly activity as superior. *Robert Schmidt, Chair, Department of Economics, University of Richmond*

I have known KimMarie for six years, and I know of few people who are as committed to economic education as she is. She has unbounded energy, and works ceaselessly to improve economic pedagogy. She has edited and written significantly on a variety of subjects in economic pedagogy, and is one of the leaders in the economics profession in making economics less focused on a lecture format, and more focused on student interaction. *David Colander, CAJ Professor of Economics, Middlebury College*

The importance of pedagogical research in our discipline has grown substantially over the past couple of decades... Professor McGoldrick has become a key player in this area of our discipline....Professor McGoldrick has been one of the primary pioneers in our discipline at integrating service learning into economic education. *Gail Mitchell Hoyt, Professor of Economics, University of Kentucky*

I currently serve as Chair of the AEA Committee on Economic Education. I had decided to ask KimMarie to join the committee as a member in January, 2007, but then our committee was asked to develop a competitive proposal for the Teagle Foundation, exploring the role of the economics major in a liberal education. ... When this opportunity arose, I was able to convince the President of the AEA to begin KimMarie's term on our committee about six months early, so that she could serve as the co-principal investigator for the Teagle proposal (with David Colander). A preliminary proposal that KimMarie and David developed for us was successful,

and so now economics is one of the relatively small number of fields being asked to develop a full proposal. *Michael Watts, Professor of Economics, Purdue University*

Scholarship of Knowledge Integration

Both David Zimmerman, the other external reviewer, and I, thought the capstone experience Professor McGoldrick has developed was the single greatest strength of the economics major at Richmond. The reason clearly is Professor McGoldrick. I am familiar with senior seminars and honors programs, having written about them professionally, but I have never seen a course as well conceived and executed as Econ 480 at Richmond. ...Finally, I offer an observation on Professor McGoldrick's scholarly activities. Although economics education is clearly where Professor McGoldrick spends most of her time and has made her mark in the economics discipline, she has published ten articles in a variety of respectable journals on a diverse set of applied microeconomics topics, ranging from sports, earnings differentials, and demand, to housing, worker mobility and over-education. This research contributes to Professor McGoldrick's efforts in Econ 480. She has done the kind of professional research that she asks students to attempt in Econ 480, which lends credibility to her efforts to develop the students skills in independent research, demonstrating that she is asking them to do what she does, not just what she says. *John J. Siegfried, Professor of Economics, Vanderbilt University and Secretary-Treasurer, American Economic Association*

I first met KimMarie a few years ago when she gave a talk at Middlebury College about the integration of service-learning in Economics courses. As the co-editor of the leading volume on the topic (*Putting the Invisible Hand to Work: Concepts and Models for Service Learning in Economics*, 2002) and with her strong reputation as an expert on pedagogy, I suspected that much could be learned from KimMarie. I was right; her inspiring talk fundamentally changed the way I teach economics. She convinced me (and other colleagues) of the value of allowing students to apply the intuition and methodology of economics to local community problems; she argued that when students meet with community members to tackle real economic issues, they became better engaged in the research process, heavily invested in the outcome and really begin to think like economists. *Jessica Holmes, Department of Economics, Middlebury College*

Scholarship of Service

Dr. McGoldrick's efforts have been instrumental in the formation of the Bonner Center for Civic Engagement, an academically grounded initiative that addresses civic and social questions in metropolitan Richmond and elsewhere in the Commonwealth. Serving on the faculty planning and steering committees for the past three years, Dr. McGoldrick has worked tirelessly to make careful scholarship, informed teaching, and reflective community work a fuller reality for Richmond students. *Douglas A. Hicks, Director, Bonner Center for Civic Engagement, University of Richmond*

The CSWEP mentoring program, in which Professor McGoldrick's role has been critical, has provided the participants with role models and important information and created networking opportunities for them. ... Through her first-rate leadership and work in this area, Professor McGoldrick has played a highly significant role in advancing the careers of these younger economists. She has given unstintingly of her time and energy, and we are deeply in her debt. *Francine D. Blau, Frances Perkins Professor of Industrial Relations and Labor Economics, Cornell University and Chair, CSWEP 2003-2006*

I am not exaggerating when I say that the single most important thing I did as an untenured faculty member was attend the CeMENT workshop that you coordinated in February 2003. *Jennifer Keil, Associate Professor of Economics, Hamline University*

September 23rd, 2005

The State Council of Higher Education of Virginia

Dear Outstanding Faculty Award Selection Committee,

It is an honor to recommend Dr. KimMarie McGoldrick for the Outstanding Faculty Award for the state of Virginia. As a student in Dr. McGoldrick's Economics Capstone course I learned just how much she embodies the qualities of teaching, discovery, integration of her knowledge into my studies, and service.

Taking Dr. McGoldrick's Capstone course was the highlight of my educational experience at the University of Richmond. Dr. McGoldrick does not simply teach as a day job. She dedicates all of her life to helping students improve their skills, think critically, and sharpen their ability to respond to society's issues. From my own experience, Dr. McGoldrick made herself available through the course of an entire semester as I struggled to apply four years of book knowledge into one, cumulative research project. Instead of simply assigning a capstone project and then collecting it at the end of the semester, she walked along side of me each step of the way. Some of my greatest learning experiences came from sitting in Dr. McGoldrick's office and carrying on a dialogue with her about how to synthesize mass amounts of data into a coherent, manageable project. She would listen, respond, share examples from her own work, and research my questions herself. She would often play devil's advocate, forcing me to solidify my grasp and position on a subject. Never did Dr. McGoldrick give me an easy answer; instead, she forced me to become resourceful and to think for myself. I completed the semester with a finished capstone project, but more importantly, I completed the semester with the resources, confidence, and skills to respond to society.

Dr. McGoldrick was the impetus behind my application of four years of book knowledge. She invested more time and energy into my studies than any other professor, meeting with me outside of class at least once a week and researching my questions on her own time. Even more, she invests the same amount of time and energy into all of her capstone students, strengthening all of our abilities to be more effective participants of society. At the same time, she manages to research on her own and serves in various organizations off campus. Clearly, Dr. McGoldrick embodies all of the ideal qualities of a professor: she is immensely dedicated to her students, she encourages critical thinking and resourcefulness, she is a top economics researcher, and she gives back to society. She greatly impacted the way I think, research, synthesize information, and respond. I cannot imagine a better example of an Outstanding Faculty member.

Sincerely,



Natalie Sylvester
520 West Fifth Street #610
Charlotte, NC 28202



THE UNIVERSITY OF NORTH CAROLINA
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Recommendation for Professor KimMarie McGoldrick

September 26, 2006

Selection Committee, Virginia Outstanding Faculty Awards

Dear Colleagues:

I am writing to support the nomination of Professor KimMarie McGoldrick for the Virginia Outstanding Faculty Award.

KimMarie is a rising star among economic educators. She has overseen and contributed to important research projects, has proven that she can be counted on to get things done, and has demonstrated a strong entrepreneurial spirit. KimMarie played an important role in the Research Projects Conference sponsored by the Committee on Economic Education (CEE) of the American Economic Association in 2000. She is co-organizer of an annual teaching workshop in Wilmington which I consider to be among the best that grew out of the Kazanjian Regional Workshop Program that I administered between 2000 and 2003.

Recently, William Walstad and I selected KimMarie to be a staff member of the Teaching Innovations Program (TIP) sponsored by the CEE and funded by the National Science Foundation. The program provides colleges and university economics instructors opportunities to introduce interactive teaching strategies in their courses. The program includes workshops, follow-on instruction via Blackboard, and opportunities for program participants to author papers about teaching innovations.

KimMarie is a key member of the program team and our expert on cooperative learning strategies. I had the pleasure of observing her presentations at TIP in 2005 and 2006. KimMarie's presentations were more than first rate. She prepared excellent materials that will help participants understand how to create cooperative learning exercises for their own courses. She designed team exercises that will help participants work together to achieve their teaching goals. She displayed a presentation style that was informative, engaging, and indicative of one of the best teaching styles I have ever observed.

As part of TIP, KimMarie designed a follow-on Blackboard instructional module. It is excellent and has so far attracted more interest from TIP participants than any of the other modules designed for the program. Since all the modules were designed by top economic educators, I can only conclude that KimMarie more than held her own at the TIP workshops this spring.

I consider KimMarie to be a leader of economic education, clearly among the very best of her generation. As someone who has played a leadership role in economic education during my career, I have a responsibility to identify and encourage those who, in the years to come, will spearhead efforts to promote research about how students learn and programs that help college-level economics instructors teach more effectively. The future of economic education rests with economic educators like KimMarie who combine excellent presentation skills, a mature understanding of teaching and learning, the ability to undertake and complete important research projects, an entrepreneurial spirit, and superb organizational abilities.

It was my privilege to serve, earlier this month, as an outside reviewer in support of KimMarie's promotion to full professor at the University of Richmond. Permit me to quote from my letter to the personnel committee.

...My trust in KimMarie's abilities goes even further. I am at the stage in my career where I am contemplating retirement. For 25 years, I have been "point man" on teacher education for the AEA Committee on Economic Education. I now face the question of who will take on this role when I retire. After careful thought, I decided two years ago that KimMarie was exactly the right person.

KimMarie is now leader of one of our two workshop teams, has taken a leadership role in organizing conference presentation opportunities for TIP participants, and will gradually begin to take over my responsibilities as co-PI for the project. I tell you this because it is tangible evidence that KimMarie McGoldrick is a nationally recognized expert in pedagogy and because I believe you will consider my actions a more compelling argument than my words.

I wish to enthusiastically endorse the nomination of KimMarie McGoldrick for a Virginia Outstanding Faculty Award. She is most deserving. If the committee desires more information, I can be reached at 919-966-5391.

Most Sincerely



Michael K. Salemi
Bowman and Gordon Gray Professor of Economics

Summary of Student Evaluation Results: Fall 2000 through Spring 2006*

		I have learned a lot as a result of this course.			The instructor's overall teaching ability is excellent.			Compared to other college-level courses, this course called upon your ability to think critically and analytically.		
		Agree	Strongly Agree	Agree and Strongly Agree	Agree	Strongly Agree	Agree and Strongly Agree	Very Much	Exceptionally	Very Much and Exceptionally
Senior Capstone Experience	S 2006	22.2	55.6	77.8	40.7	44.4	85.1	29.6	63.0	92.6
	S 2005	50.0	45.5	95.5	33.3	52.4	85.7	4.8	90.5	95.3
	S 2004	43.8	31.3	75.1	62.5	25.0	87.5	31.3	56.3	87.6
Labor Economics	F 2005	62.5	37.5	100	25.0	75.0	100	50.0	50.0	100
	F 2004	69.2	30.8	100	38.5	61.5	100	33.3	66.7	100
	F 2003	57.1	42.9	100	14.3	85.7	100	28.6	71.4	100
	F 2002	35.7	64.3	100	21.4	78.6	100	53.5	46.5	100
	F 2001	20.0	80.0	100	13.3	86.7	100	26.7	73.3	100
	S 2001	42.9	28.6	71.5	64.3	21.4	85.7	50.0	50.0	100
Women and Gender Issues in Economics	S 2003	52.6	36.8	89.4	36.8	57.9	94.7	57.9	26.3	84.2
	S 2002	36.8	26.3	63.1	47.4	36.8	84.2	35.0	45.0	80.0
	F 2000	38.9	44.4	83.3	22.2	66.7	88.9	38.9	50.0	88.9
Principles of Micro-economics	F 2005	33.3	59.5	92.8	36.6	51.2	87.8	50.0	45.2	95.2
	F 2004	41.7	50.0	91.7	46.8	38.3	85.1	41.7	50.0	91.7
	F 2003	46.6	34.5	81.1	36.8	35.1	71.9	46.6	43.1	89.7
	F 2002	40.9	43.2	84.1	36.4	40.9	77.3	43.2	47.7	90.9
	F 2001	49.0	34.7	83.7	45.1	49.0	94.1	50.0	44.0	94.0
	F 2000	43.6	20.5	64.1	35.0	40.0	75.0	35.0	57.5	92.5
Principles of Macro-economics	S 2003	53.8	38.5	92.3	41.5	46.3	87.8	45.0	40.0	85.0
	S 2002	39.6	37.5	77.1	32.0	46.0	78.0	45.1	47.1	92.2
	S 2001	42.0	32.0	74.0	34.7	36.7	71.4	34.0	62.0	96.0
All courses		43.9	41.6	85.6	36.4	51.2	87.6	39.5	53.6	93.1

* Evaluations for the 2006-2007 academic year are not available as KimMarie McGoldrick was on sabbatical for this period.