

50 YEARS OF ECONOMICS AT BATH: A PERSONAL VIEW

COLIN LAWSON
University of Bath



UNIVERSITY OF
BATH

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Preface

This account records and celebrates the study of economics at Bath, since the foundation of the University in 1966. It focuses particularly on the undergraduate courses – their history and content, who took them, who taught, who graduated, and where the graduates went. Chapter 1 is an introduction and overview, built around a small table of statistics that summarise some key characteristics of the department over the last 50 years. Chapter 2 is a very brief description of the administrative structures within which the subject began to develop within the University. Chapter 3 looks at the national higher education context over the last half century and describes the national planning and control institutions, and the government ordered switch in management philosophy imposed on universities around 1990. Chapters 4 and 5 focus on the development of our undergraduate programmes and their results. Research postgraduate and taught postgraduate programmes are covered in chapters 6 and 7 respectively. Chapter 8 records the academic staff and how over time their workloads grew. Finally we take a slightly more light-hearted approach to some of the recurrent issues that exercised successive generations of students and staff: lack of space; student participation in decision-making; openness; exams versus coursework; anonymous marking; personal tutoring; and semesters versus terms. The account does not cover the work of economists in the Management School, but the author would like to acknowledge the key inputs of that School into our undergraduate degrees from their inception.

The account has been written as a contribution to the University's 50th anniversary celebrations in 2016, and is especially aimed at alumni who might want to place their own experiences in the wider contexts of the growth of the university, the development of the subject, and the constraints and objectives which lay behind those processes. What from a distance might appear to be a story of steady growth in strength and reputation – an emergence from obscurity to national and then international prominence – seemed anything but certain to those who experienced the journey, or indeed participated in any stage of it. It was often an uncertain journey, beset with setbacks, sometimes originating in changing national priorities and opportunities, sometimes in changing University plans. But along the way enough opportunities were seized to reach the goal of an independent economics department (in 2009), which was ranked 6th in the country in the 2016 Complete University Guide.

I would like to thank the Department and its current Head, Michael Finus, for agreeing to open up its records and providing me with the opportunity to collect departmental data and read the minutes of its various committees, some going back to before 1966. Their content is the raw material of this history, and I reference it in the following way. From 1966 to 1997 economics staff were members of the Political Economy Group (PEG) of the School of Humanities and Social Sciences (HSS). The key decision-making committee of the School was its Board of Studies (BoS). I also occasionally use minutes from its Course Regulations Sub-committee (CRSC) and its School Advisory Committee (SAC). The latter dealt with resource allocation. After 1997 the key unit was the department and I quote departmental meeting minutes (DM). So a typical reference will be the committee acronym followed by the date.

I would especially like to thank Sally Rose for helping me find the relevant records, and arranging a room in which I could store and read the files. Her help has been crucial to getting the project completed. I would also like to thank those who created and curated the records, and especially

Owen Ward, Gwen Davies, David Ramsey, Anne Swindells, Maggie Smith, Jo Schol, Sandra Swaby, Emma Scrase, Hannah Welton, Catherine Adams and the University Archivist, Lizzie Richmond. Without their and others' efforts there would be no permanent record to consult. Eleanor Eaton has done a very professional job of getting this account into a form fit to publish.

I would also like to thank my colleagues, past and present, for encouraging my somewhat eccentric project, and patiently answering my numerous questions. In particular I am grateful to W. Lee Hansen of the University of Wisconsin at Madison for suggestions on content and for introducing me to Robert J. Lampman's "Economists at Wisconsin" (1993) from which I have borrowed ideas on content and presentation. I would like to thank David Collard for his helpful comments, and Roger Eatwell, Nic Delves-Broughton and Owen Ward for supplying or helping to identify appropriate photographs. However, any remaining faults are mine – this is a personal not an official account.

Finally I would like to thank Alice Leonard for excellent editing and a wide range of helpful advice and support over the three years during which I have worked on this project.

Colin Lawson

Bath, November 2016



The Author, Colin Lawson

Chapter 1: Overview and Summary

I want to set the scene, provide you with some context, and whet your appetite for the more detailed stories that follow in later chapters. Or if you want just a brief summary of some of the main facts and issues and no more, then this chapter is for you.

The summary data give a clear signal of trends but in most dimensions they obscure the variation in resources, student characteristics, activities and outcomes that influenced participants' individual experiences. More detailed discussions of these factors appear later in this account, and on some topics there is extensive data in annexes to this document. But for now a general prospect may help.



3 East, the home of Economics at Bath

First some orientation: Table 1 gives you a snapshot selection of some of the key statistics that reflect the growth of economics at Bath since 1966. The data are presented as annual averages across the five decades.

Table 1 Key Statistics: Economics at Bath 1966-2015¹

Decade	UGs	PGs	Staff	1st or 2.1%	UG female%	Placement%	Students	SSR
Annual Averages								
1966/7-1975/6	30	3	6	38	15	69	109	18
1976/7-1985/6	43	6	13	44	27	12	130	10
1986/7-1995/6	55	22	11	54	27	26	181	16
1996/7-2005/6	91	48	15	66	29	61	355	24
2006/7-2015/16	135	76	28	69	30	68	653	24

In Table 1 the first two decades involved a move to a steady state, as undergraduate numbers, which were locally proposed and nationally approved, rose, as slowly so did staff numbers.

¹ Notes: UGs = first degree graduates; PGs = higher degree or diploma graduates; Staff = number of economists on the staff, including, from 2007/08, teaching fellows; 1st or 2.1% = % of firsts and upper seconds in the first degree graduating classes; UG female% = % of women in the UG graduating class; Placement% = % of graduating class that undertook placements; Students = annual average number of students in the department, or on placement, adjusting for course i.e. Economics undergraduates count as 1, Economics and Politics and Economics and International Development UGs count 0.5, while taught masters or diploma postgraduates count 1, except for Development Studies students who count 0.5 until 2009 and zero thereafter because the course and its staff transferred to the Social and Policy Sciences department. SSR = student/staff ratio, where the student numbers are calculated as above, and staff are the number of economists.

At the same time the degrees changed from Economics and Administration (DEG) to Economics (ECON) and to Economics and Government (DEG) later renamed Economics and Politics (DEP).

In those years home students usually did not pay fees, and were eligible to receive means tested grants. So the fiscal costs of authorising extra students were high. The high costs of undergraduates, and their low numbers in relation to staff, reflected a national elite model of higher education that would prove to be increasingly unsustainable as participation in higher education expanded. The result was that the SSR rose in the 1986/7-95/6 decade and stabilised in the following two decades at a workload level about two and half times that of the elite model. By the early 1990s we were clearly in the era of mass higher education and the experiences of all participants – students, academic staff and support staff – were very different from those of earlier generations.

Table 1 shows that taught postgraduate numbers developed even more slowly. Universities themselves could decide whether to offer taught masters courses, and a key test was whether they were at least self-financing, at a time when public grants for such courses were very scarce. Our HSS School's first such course was Development Studies. This began in 1972 as a joint product of the Political Economy and Sociology groups. It recruited about 12-14 students a year in its first two decades.

Research students were relatively rare, partly reflecting the slow growth in staff, but mainly reflecting a lack of demand. Nationally there were few good MSc courses from which a PhD candidate could move straight into advanced research, and the idea of a PhD as a training degree, rather than a magnum opus, had only recently arrived from the USA. Most importantly there was a chronic and acute shortage of student grants for postgraduate work. Home undergraduates were cosseted with generous living allowances and low or no fees, but generally postgraduate work was less highly valued.

Over the whole period there have been over 5000 degrees awarded. After a slow start the proportion of higher degrees rose to 29% in the third decade, and averaged 35% thereafter. The rising proportion reflects changing demand, especially for taught masters, and the fact that until very recently while there have been very tough national limits on home and other European Union undergraduates, postgraduates have long been a potential source of profit.

In recent years departments have also been able to expand undergraduate recruitment of home students if they could show excess demand from highly qualified candidates, and this has helped the Economics Department grow even more quickly. So while I estimate the average number of student members of the Department from 2006/07 to 2014/15 to be 639, my estimate for the current year, 2015/16, is around 800.

Recruitment of overseas students in the early decades was small, at Bath and nationally, except for a limited number of universities, such as SOAS or the LSE, and for some specific subjects, for example postgraduate Development Studies. Over time this changed as globalisation increased the incentives and opportunities for an international market in higher education, and chronic and sometimes acute financing problems, plus rigorously enforced limits on the recruitment of domestic or EU entrants, drove us to look much further afield. All UK universities face the same incentives and constraints, and it is interesting that in a recent research paper Machin and Murphy (2014) conclude that since 1994/5 there is no evidence that overseas students have crowded out domestic applicants and that

domestic postgraduates have increased alongside the growth in overseas postgraduates. They interpret this as evidence of cross-subsidisation from overseas to home and other EU students.

The Department's 2001 Degree Scheme Review (DSR), covering the previous five years notes that we were aiming for about 10% of the entering undergraduate class to be overseas non-EU students. The 2006 DSR records the 2002-06 entry as being about one third overseas non-EU, as does the 2011 DSR for the 2007-11 entries. The 2011/12 entry overseas target was slightly smaller, at 25%, though of a larger total. As restrictions on recruiting home and EU students were removed for the 2015 entry, and permanent settlement in the UK has become more difficult, we would expect the overseas proportion to fall in future. It is too early to guess the impact of the recent referendum decision to withdraw from the EU.

Table 1 also records the quality of first degrees. This shows a very large increase in the percentage of firsts and upper seconds across 50 years. This is not out of line with the results of comparable departments – as we would expect given that we employ external examiners from those departments, in part to ensure we use similar criteria in judging quality. However we have to discuss the issue of grade inflation and we will see later on that there is prima facie evidence that it is widespread in the UK and USA systems. Whether that creates major problems is less clear, as we will argue.

The gender division shown in Table 1 also reflects more general national trends. The changes in the gender breakdown in the early decades probably reflect growing gender equality in university student admissions, and possibly an increasing preference by women for business careers. It might also be related to the spread of 'A' level economics courses in the 1970s and 1980s. But the stability in the gender proportion of entrants thereafter is harder to explain. Certainly economics itself has steadily become more technical at all levels and the mathematical prerequisites have also increased, and that may have produced this result. Perhaps readers will have their own views, or perhaps even some hard evidence.

The placement statistics in Table 1 are easier to explain. In the first decade all DEA students undertook placements, which were administered by the Management School. But the ECON degree which replaced the DEA had no placement provision because we had too few staff to administer placements ourselves. However the small DEG degree did have placements, though by the time it was renamed as DEP the placement year was voluntary. In the mid-1980s a voluntary placement year was introduced into the ECON degree and this has proved increasingly popular over the last 30 years. It gives those who take it an edge in the job market, and appears to be linked on average to significantly better degree results. This may be because placements improve work habits, or lead final year students to have a clearer view of what they want to achieve. As placements are competitive it may be employers are good at spotting the more able applicants. Whatever the reason, placements also allow students to earn significant incomes – they generally pay enough for students not to need to take on more debt, and perhaps enough to allow them to cut their debts. They may also lead directly to job offers. Very few top undergraduate departments have placement systems and ours gives us a great recruiting advantage.

All the topics illustrated in Table 1 are dealt with in greater depth later in this account. We try to provide more information about the trends and more about the variability in the data. Averages – especially ten-year ones – hide many of the more interesting stories underlying the outcomes. For example the number of economists on the staff rose very slowly from 4 in 1966 to 14 in 1979.

It fell to 11 in 1987 and did not exceed its previous peak until 1999. There was only one full time new member of staff between 1979 and 1990. These details reflect key aspects of the department's situation, for example the extremely limited resources for expansion or innovation of those years, and perhaps help explain why external examiners later called for the award of more firsts.

But for now we return to the main line of the account and the origins of the Department.



3 East under construction



3 East half built



3 East nearly completed

Chapter 2: Background to Economics at Bath

When the decision to expand British university provision was made in the early 1960s the proportion of the cohort of 18 year olds receiving undergraduate education was about 5%, with an additional 3% undergoing teacher training. Only 2% of women in that cohort of 18 year olds went into higher education. Now the proportion of the cohort is over 40%, and a higher proportion of women than men are in higher education. The 1963 Robbins Report, commissioned and accepted by the government, included extensive evidence that there were large numbers of very able potential students who could have benefitted from a university education.

There was at that time great public support for and confidence in science and technology and so along with the creation of new campus universities such as Sussex, Kent and Warwick, it was decided to upgrade a series of Colleges of Advanced Technology into universities, amongst which was the Bristol College of Science and Technology. Science and technology were seen as the keys to future economic development, and to improving national productivity and competitiveness, in an economy that still had a powerful manufacturing base, and extensive overseas markets. Business management, economics and other social sciences were viewed in an equally positive light, and were expected to have a complementary role with science and technology in creating a prosperous and socially harmonious future.

The role of economics in the Bristol College of Science and Technology and in its successor institution - The University of Bath: A Technological University - reflected those then-dominant views. Economics provided service courses, to improve the economic awareness of the technology students. To a limited degree these service courses may also have reflected the then-influential idea of the desirability of a liberal education. The original title of the University reflects the make-up of its most powerful founding Schools, and the national intention, articulated through the orders of the University Grants Committee (UGC) that this type of university would not become a more traditional university with a wide range of arts, sciences, and vocational departments. Although as early as 1971 the institution's name was changed to the more conventional University of Bath, partly in an attempt to improve recruitment, there was no intention of deviating significantly from the original mission statement.

The University's original expansion plan envisaged that the newly created School of Humanities and Social Sciences would be divided into three groups, Humanities, Sociology and Political Economy. The latter group comprised four economists and one specialist in administration and government, which in part explains why the group used the nineteenth century name for economics, "political economy". All three groups emerged from a general studies department in the College and were intended to have their own degrees. From 1964 the Political Economy Group collaborated with Management in running a degree in Economics and Administration, which had a large Business Administration stream, and a smaller Public Administration stream. From 1972 this joint degree was replaced by a Business Administration degree in the Management School, while the Public Administration stream was replaced by a degree in Economics and Government, run by PEG in the School of Humanities and Social Sciences. At the same time PEG launched an Economics degree.

These degrees are discussed in more detail later in this account.

Chapter 3: National Planning and Control Institutions

The development of UK universities over the last 50 years has been shaped, often down to the fine details, by government policy. This is unsurprising as the bulk of financial resources have been provided, directly or indirectly from the public purse. Governments have influenced or determined developments by direct statements of their policies and preferences, but mainly through the use of special institutions of control. Those that played a role in the development of economics at Bath were the Universities Grants Committee (UGC) up to 1989, the Universities Funding Committee (UFC) from 1989 to 1992, and since then the Higher Education Funding Council (HEFCE).

THE UGC

The UGC operated as an advisory committee to the British Government from 1919. Until 1946 its remit was to assess financial needs and advise on grants to universities. From 1946, following the recommendation of the Barlow Report, it also had a planning role. In 1964 it was transferred from HM Treasury to the new Department of Education and Science, from where it continued to exercise an often decisive role in the development of UK universities, including regular detailed assessments to check that universities had fulfilled their plans. Its successor, the Universities Funding Council (UFC), was directly responsible to Parliament.

As an institution the UGC acted both as advocate for universities, and as their controller. This apparently curious pair of roles seems to have been a product of quite different reasoning applied at different periods of the UGC's existence. The existence of a separate institution to mediate between universities and government was justified as a way of strengthening universities' independence from their main paymaster. So spending plans were issued in advance for a series of years to allow universities more certainty than most other mainly government funded bodies. Universities were not part of the state sector but had a private sector status. So their employees were not directly employed by the state and did not automatically enjoy the terms and conditions of civil servants. Thus pensions were contributory and fully funded. And in the event of wage disputes, staff had to deal with universities rather than their ultimate paymaster the Government. This arm's length fiction suited politicians rather than the higher education industry.

The UGC's planning and regulatory roles were very extensive and extraordinarily detailed. A university could propose that a new degree be developed, but if the UGC was not persuaded then it would not be launched. From 1946 until the 1990s it is not too far from the truth to describe British university education as being a planned economy. Not only were universities subject to financial constraints but, as we will see below, the UGC also determined or influenced their physical output mix and their production techniques.

From the 1990s HEFCE has continued the tradition of detailed government engagement in higher education, though with progressively less detailed planning and more freedom for universities to choose their mix of subjects and development plans. Since June 2010 HEFCE has been the main regulator for higher education institutions that are classified as "exempt charities" – but a regulator

that also distributes public funds by university and for a series of different teaching initiatives. HEFCE is now a non-departmental public body of the Department for Business, Innovation and Skills.

HEFCE is not the only regulator of higher education. Since 1997 the Quality Assurance Agency (QAA) has been tasked with upholding standards and improving the quality of programmes in higher education. It embarked on a multi-year detailed assessment of all undergraduate subjects, the Subject Reviews, and the scores it awarded quickly became key influences on recruitment throughout the system. This led to universities diverting increasing resources to cope with the visitations of the agency, and after widespread complaints the Government directed that there should be a less onerous assessment regime. Economics was in the final round of the original visitations and in 2001 we were able to build on the university's experience with earlier subject investigations and, along with Politics to get the highest possible score in the final assessment.

In the central planning period of the UGC the control was not just financial but also physical, as various minutes of the committees of the School of Humanities and Social Sciences and its Political Economy Group record. For example in 1968 the UGC announced that in its then current five year plan no major expansion in social science would be permitted in the UK [BoS: 15.5.68]. In the following five year plan for 1972-1977 it gave advance notice that it intended to "discourage" any developments in UK arts and humanities degrees [SAC: 6.10.70]. This dampened HSS's hopes for introducing a History degree.

The UGC's 1972-1977 plan authorised the building of 3East, which allowed HSS and the PEG to move from the top floor of 1West into (almost) its own building. The minutes of the School Advisory Committee for 25.5.72 record that the UGC had set out the various options for the staff room and seminar room sizes in the new building. No detail was apparently too small for this national body. But in parenthesis and in fairness to the UGC, it did not propose the set of rather small staff rooms on the top floor of 3East. The top floor was originally intended for the School of Education and they chose to sacrifice staff room size to gain larger seminar rooms. In the end they did not move into 3East, and HSS inherited the consequences of their choice.

When we created the Degree in Economics with Computing and Statistics (ECS) the UGC had to approve both the concept and the course outline. The initial aim was for it to recruit about a dozen students a year, but the UGC "recommended that any further expansion of student numbers on this degree should be at the expense of numbers on other social science degrees." [PEG: 12.12.80] In fact the UGC strongly approved of this kind of technical degree and on their next visitation to the University they singled it out for praise. Implicitly they were comparing it favourably to some of the other social science degrees, but the internal politics of the school would have precluded its growth at their expense. In fact as we will see below it was difficult to maintain recruitment at even this low level.

CUTS AND EXPANSIONS

Although the 1960s were a fairly successful time for the UK economy the 1970s and the first half of the 1980s were much more difficult with high and volatile inflation, erratic growth and severe recessions. In a sense Bath was unlucky to be the last of the Robbins universities to be built. During the period of its construction public expenditure was under increasing pressure and hence its growth was slower than planned. Even in the 1960s the plan for a lake was only rescued from the UGC axe

because the local fire service was concerned that without it there would be insufficient water on campus to deal with a major fire.

The 1970s and 1980s saw a series of cuts in expansion plans and numerous scares about possible cuts [BoS: 27.10.76; 14.3.84; 28.1.87]. By the mid-1980s it was clear that the UGC and the University were no longer committed to developing a History degree at Bath. So the Humanities Group of HSS was closed; its staff moving to other groups, other universities, or retirement. However the problem of resources was a national one and in part reflected the relatively low staff-student ratios required by the traditional elite model of UK Higher Education. When higher education was only available to a few, its high unit costs were sustainable. But widening access was expensive. By 1986 the UGC was looking for significant cost savings, saying "A new pattern of undergraduate courses must be envisaged which shall be capable of operating on reduced resources." [BoS:18.6.86].

Looking back across this period from the high hill of 50 years, it seems to have been dominated by cutbacks, endless reprioritisations of posts and degree developments, some later reprioritised or rescinded. It made decision-making in a multi-subject School like HSS especially difficult because there were always long queues for any additional resources and any significant new development was likely to be at the cost of other subjects. Both Heads of Groups and Heads of School were often disappointed as their carefully balanced political solutions failed to get priority at a university level, or even if they did, were caught by national cutbacks. This background needs to be borne in mind when we record the slow growth of economics over the early decades of our history.

FROM ELITE TO MASS EDUCATION

In the late 1980s and early 1990s the government finally decided to move the UK university system from its previous elite model to a mass education system. Former colleges and polytechnics were designated as universities and the system expanded significantly. To limit the costs of the expansion, quotas for Home and EU students were maintained and HEFCE penalised universities that exceeded them. HEFCE also drastically cut their subsidies for undergraduate courses and introduced a fairly modest fee to be paid by students. The staff-student ratio worsened and at the same time the government insisted that universities move from a participative governance model to a managerial model. [BoS: 23.5.89; 15.12.93]

These changes had profound consequences for universities and their students. For example the introduction of student fees increased student influence on decision-making. That influence increased as in stages fees rose to cover the full costs of education. As fees for overseas students were unregulated recruiting such students became a key priority. Similarly as postgraduate fees and recruitment were also unregulated their recruitment became increasingly important. Government continued to subsidise research, and from the mid-1980s undertook periodic national assessments of its quantity and quality. Departments and subject areas paid increasing attention to their positions in various types of research and teaching rankings as their students became customers and sought better information about the quality of what they were consuming, and increasingly directly paying for.

FROM PARTICIPATION TO MANAGERIALISM

The move towards managerialism beginning in 1989 also had profound effects. It was imposed on a university system that traditionally had some elements of participatory self-government. The changes led to power being drawn away from the periphery to the centre, as the institution became more like a business firm. Bath had always had a rather centralised governance model, in part perhaps because it had never absorbed other institutions. Its rather compact campus, with all the schools and departments in close geographical proximity, was a physical metaphor for its centralised administration. But academic staff could elect representatives to their Schools' Boards of Studies, Senate and Council, though all such bodies comprised a mixture of appointed and elective members. After 1989 the key policies were more commonly developed and decided in appointed centralised structures, as was the government's intention. The more representative structures remained but their business became more routine and less concerned with policy making than with policy implementation. Generally these changes reflected a governmental philosophy that placed more emphasis on academics being employees rather than semi-independent participants in a professional process of teaching and discovery. Large business firms are bureaucratic in their routine operations and this was the model for universities that all UK governments have favoured in the last quarter century.

For the staff the managerial model had several significant impacts. In HSS the Board of Studies had always been the forum where new staff with an interest in contributing to the governance of the University learnt their trade. The Board's decisions had policy implications and it provided a public space for individuals and for academic subjects to present their arguments for policy priorities and resources. That ceased when the University moved to a Faculty – Department structure in 1997, when the Economics Group became the Department of Economics and International Development (DEID) in the Faculty of Humanities and Social Sciences, which also included the departments of Psychology, Social and Policy Sciences (SPS), Education, Health and European Studies and Modern Languages. This faculty had a board of studies, but being cross-departmental its deliberations were more formal than those of the HSS board, and they rarely had any policy or resource content other than information about decisions made elsewhere or about their implementation. Decision-making became even more centralised after departmental post-graduate administration was moved to the faculty in 2010 [DM: 20.10.10].

Within the PEG the managerial model initially had little impact, but that began to change after 1997. There was a growth in sub-committees, partly to provide the Faculty with information about how university policies were being implemented. By 2004 the department had five sub-committees: Research; Staff-Student relations, both under graduate and post graduate; Teaching; and Resource Advisory [DM: 10.11.04]. Staff also participated on a departmental non-academic staff committee and various liaison committees to help coordinate postgraduate teaching with SPS [DM: 23.9.05]. The administrative load obviously increased, as did the costs of coordination or its failure. From the University's viewpoint it was logical to make all departmental committees advisory to the head of department, but it was a stark reminder of the end of the consultative-participative model.

Chapter 4 Development of Undergraduate Degree schemes

The key person in the administration of degree schemes, and often in their development is the Director of Studies. The Director of Studies is the link between the teaching staff and the more central organs of administration. Departments without good administrations are like armies without plans – they are incapable of movement in any direction, and any attempt to move quickly reduces them to a shambles. The Economics Department and its predecessors was doubly lucky to have always had effective and efficient departmental administrators, both senior and junior, and, because it had only 6 Directors of Studies in 50 years they were able to develop experience and exercise consistency in their judgements. The Directors of Studies have been academics with teaching and normally with research duties, and while they have not usually had personal tutees, this is only because until recently they had to resolve disputes where tutors and tutees did not see eye to eye and sometimes arbitrate in marking disputes. They are the main link between the Department and its external examiners, and they have often performed essential duties in relation to external regulators, such as the Quality Assurance Agency. The Department’s Directors of Studies were always responsible for the whole suite of undergraduate degrees in the Department, and this helped them decide whether a student who needed or wanted to leave a particular programme could safely move to another.

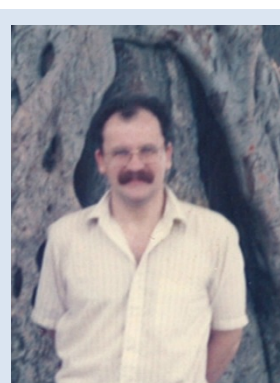
The Directors of Studies were:



Edward Horesh 1966-1977



Adrian Winnett 1989-1992



Colin Lawson 1977-1983



Philip Jones 1983-1989



Cathy Winnett 1992-2016



Andreas Kraus 2016-date

Table 2 below records the numbers and relative pattern of graduates across our degrees for the whole period. We will look in more detail at selected degree programmes later. Economics is the only single subject degree and it has provided the bulk of graduates. Its predominance was less pronounced in the 1970s, 1980s, and 1990s, when recruitment targets in part reflected the presence of political scientists in the Political Economy Group (PEG). But in 1997 most of the political scientists transferred to the Department for European Studies and Modern Languages (ESML), and the remainder left in 2009 when Development Studies joined the Department of Social and Policy Sciences (SPS).

Economics and Politics is a joint honours degree, and therefore arguably more difficult to excel at than a single honours course. This, plus the increasing need for entrants to have ever better mathematics 'A' levels to cope with economics' growing technical complexity, has restricted the pool of applicants, so that DEP now provides only around a tenth of graduates.

The only other sizeable undergraduate degree has been Economics and International Development (EID). This was attractive to applicants, and its success is reflected in its relatively high placement take up. However its longer term prospects were adversely affected by some of the same issues that influenced DEP recruitment, including the need for strong mathematics, and it is currently being replaced by a new degree in International Development with Economics. This will have a smaller and less technical economics component, and will be administered by the SPS department, though we will continue to provide some of its economics units.

The Degree in Economics with Econometrics was really a stream in the Economics degree, and as we describe later the main degree evolved to incorporate the additional econometrics courses, leading to this stream's reincorporation into the main degree. Although it was always a small stream the success of the initial plan to provide additional econometrics is probably in part reflected in the very high proportion of its graduates who completed placements.

The ECS degree was a separate joint honours degree whose students could spend as much time being taught with mathematics students as with other economists. It was designed to be a highly technical course and was given a realistically low recruitment target. Even that proved difficult to achieve and though it was praised by the UGC, and its graduates were rapidly hired, it was perhaps ahead of its time, and fishing in too small an applicant pool. The Department recently decided to experiment with a modernised version of the degree, and in October 2015 admitted the first students on to the new Degree in Economics and Mathematics.

Table 2 Summary Statistics for First Degree Graduates 1968-2016

Degree (Economics &)	Period	Graduates	% of Total Graduates	% Undertaking Placements*
Administration	1964-1975	179	5%	100%
Politics	1972-2016	680	19%	42%
Computing & Stats.	1982-1996	63	2%	46%
Econometrics	1986-2000	49	1%	71%
International Dev.	1999-2016	349	10%	65%
Economics	1971-2016	2319	64%	48%

* The placement percentages were calculated for 1968-2015 graduates.

From 1994-1997 the Political Economy Group also administered the Degree in Politics with Economics. In 1997 it had 8 graduates. This degree then moved with the politics lecturers to the Department of European Studies and Modern Languages.

THE DEGREE IN ECONOMICS AND ADMINISTRATION (DEA)

This four-year degree started recruiting in 1964 and was the smaller partner of the Management School's Degree in Business Administration. The students did two six-month industrial placements, so-called thin sandwiches, in their third and fourth years. There were eight graduating classes, '68-'75, a total of 185 graduates – roughly 23 per class. 37% received firsts or upper seconds, at a time when a lower second was the most commonly awarded UK degree.

The DEA's 1967-68 examining board (see Annexe D) shows the outline structure of the course in the year of its first graduating class. The Political Economy Group provided the Economics, Economic Analysis, and Political Theory courses, as well as Public Finance in the final year. All the other economics courses were taught by Management. The Mathematics, Statistics and Operational Research units were taught by the Mathematics School. The rest of the HSS School contributed units on Philosophy, Social Change, Sociology, Psychology and Modern Languages. Until 1968, when it became a separate school, Modern Languages was part of HSS.

The DEA programme was designed for those who wanted to pursue careers in industry and commerce, in general management, or more specialised fields such as marketing or operations research. It also offered some exemptions from the accountancy qualifications. For example a Board of Studies minute from 1968 records that a revised degree scheme had been accepted by the Institute of Chartered Accountants [BoS:21.2.68].

The first destinations of the first three DEA graduating classes are known for about three quarters of the graduates. Of those 39% went into Banking, Finance and Accountancy, 35% into Management, Administration, Sales and Marketing, 19% into economic advice and research, and 6% continued

their studies. The DEA also clearly provided a good grounding for further research work, and several of the graduates went on to have distinguished research careers. For example Julian Cooper '68 retired in 2012 as an emeritus professor from Birmingham University's Centre for Russian and East European Studies. Roger Bowles '72 returned to teach economics at Bath 1979-2002, and retired from a chair in Economics at York University in 2010, where he was Director of its Centre for Criminal Justice Economics and Psychology. Bernard Pearson '71 retired as Senior Lecturer in Statistics and Econometrics at Exeter University in 2010, and Michael Godwin '71 retired from Bath in 2005 after a long and highly productive research career.

The overall DEA programme did not change much during the decade it was offered. In 1968 Econometrics was added to the final year, taught by Peter Hardwick. Economic Planning, taught initially by Cedric Sandford, later by Colin Lawson, followed in 1969, and Economic History (Angus Buchanan) and Constitutional Law (David Reeves) in 1970-71. According to Michael Godwin '71 the latter two were added following student pressure.

The placement provisions for the DEA were, according to a paper written by Cedric Sandford, a pioneering innovation in UK social science degrees. Students were aware of and generally seemed to appreciate its innovative nature. Certainly it gave the DEA programme a good selling point, and it gave graduates a sometimes telling advantage in the labour market. But it did entail costs. The costs of finding and administering the placements were borne by the Management School, but the costs of visiting their students on placements and holding a residential placement conference fell on HSS. As early as 1966 the Academic Board and Senate of the University asked Boards of Studies "to review the educational value of student residential weekends." [BoS:7.12.66]. HSS thought they did have sufficient educational value to be continued, and that they definitely had a social value for those on placement. The Senate authorised their continuance for several more years. For HSS the last hotel-based placement weekend was in Wells in 1970-71. For economics students university-based placement conferences continued until 2012, when they were replaced by poster events held in the first semester of the final year, with prizes donated by employers. [DM:21.2.12].

Although the DEA course and its placement scheme were innovative, and students generally seem to have enjoyed their degree experiences, it is clear that the early graduating classes experienced a rather fragmented teaching environment. The first building on the Bath campus, known then as the Preliminary Building, later as the South Building, and now as the more prosaic 4S, was finished in 1965. But Theresa Lloyd '68 remembers attending classes at Kings Weston House, a fine Grade 1 listed country house in north-west Bristol, whose architect was Sir John Vanburgh, and at the more central college buildings at Ashley Down. Another Bristol City Council owned property, "Rockwell", in Laurence Weston, again in north-west Bristol, was also used. Theresa recalls that there were few existing student societies so they had to create their own. As Lady Vice-President (sic) of the Student Union – typically, for the time, a non-sabbatical post – she had direct experience of the problems the University faced in developing the Claverton Down site, serving as one of two student representatives on the building Committee.

One problem of moving an originally Bristol-based institution to Bath was that many of the students continued to live, work and socialise in Bristol. Until the Bath campus was largely complete they had only a limited experience of being part of a university community. The staff of HSS were well aware of this problem and lobbied the College's Academic Board to move the DBA and DEA undergraduates to Bath as soon as the University opened. In March 1966 the HSS Board of Studies

noted that then 3rd year DBA students had spent a year at Rockwell with only post graduates for company and therefore should be relocated to Bath in the autumn of 1966, to avoid missing out on being with other undergraduates "...and thus be deprived of much of the social life of the university which we consider to be a most valuable part of a University Education." [BoS:9.3.66] Other subject areas lobbied similarly. Not until 1975 were all of the Schools located on the Bath campus.

By 1967 DEA courses were taught in Bath, though the University's facilities were very limited. Michael Godwin '71 remembers that all social events had to take place in the South Building. There was a student common room on the second floor, where you could try to relax amidst a perpetual fug of cigarette smoke, endless games of brag, and the same two LPs blaring out of speakers. Student dances were held either at the College of Domestic Science up in Lansdown, or at Newton Park teacher training college. Both of these venues are now part of Bath Spa University.



South Building Refectory (1960s)



Outside 3 East School Office (1970s)

SINGLE AND JOINT HONOURS DEGREES IN ECONOMICS

From the early 1970s the undergraduate degrees of PEG and later the Department were designed as a group of programmes rather than a series of entirely separate entities. The idea was that students should be able to move between programmes relatively easily, especially in the early semesters, as their tastes changed and their abilities developed. Obviously there were limitations to this freedom, but the possibility of such movement allowed students wider opportunities, and made the Department more efficient by helping to reduce the number of entrants who left before graduation. This substitutability between our degree programmes has been retained to the present day, though now, because programmes are more specialised, movement between them is possible only until the second semester of the first year.

All the joint honours degrees required candidates to study a series of compulsory economics courses, generally the same as those required on the single honours course. So as our focus is on economics we can concentrate on the single honours economics degree, adding remarks on the joint honours courses where relevant.

The **Economics degree's** evolution reflects national developments in undergraduate teaching of economics over the past fifty years, and in particular the development of increasingly technical approaches to the subject. Annex D contains degree outlines for Economics and for Economics and Politics at their inception, in the 1990s and more recently. The changes over time are worth noting.

Annex E contains the recollections of Edward Horesh, the first Director of Studies both for Economics, and for the DEA. The recollections, which were written down a few years ago in response to an invitation from John Hudson, set out the intellectual background to the design of the degree, and note the practicalities of recruiting able students at a time when economics was not a very significant 'A' level subject.

In practise the interests of staff, students, employers and funders combine to determine the functions of degrees. These, in turn, determine course structures whose content and level of difficulty determine the level of entry qualifications and any required prerequisites. Planned or desired new developments in curricula are influenced by professional developments in the subject and changes in the job market for graduates. Certainly until the last twenty years, with the rise of banking and finance as employment destinations, economic literacy, followed at some considerable distance by producing junior economists, were the main aims of economics degrees (Lawson, 1991).

From 1971 the Economics degree offered subsidiary streams in Economic and Social History, Politics, and Sociology. There was a wide range of choices in the first year, and by the end of that year students had to select one of these streams for continuing studying in their second and final years. Further subsidiary streams were added in Philosophy (1978), Psychology (1978), Social Policy (1981) and Econometrics (1986). All but the latter reflected a philosophy of education that emphasised the important links between the cognate subjects of social sciences and humanities.

The 1990s saw the addition of foreign languages to the Economics degree, beginning in 1990 with French, German, Russian and Italian, and later including Spanish, Chinese and Japanese. Partly introduced in response to student initiatives their inclusion also reflected a growing institutional awareness of the need to equip graduates for an increasingly globalised job market.

By 1996 on the eve of the disbandment of the School of Social Sciences the Economics degree offered a wide variety of other social science, management, and language options, but there was by then no formal requirement to follow a subsidiary stream. Within limits students could build their degree to reflect their own interests. In fact from the start of the degree in 1971 there had always been a strong element of student choice, though it was mainly confined to the final year. In the early years on admission many students did not have 'A level' maths or economics. So the key aim of the first year was to ensure that by its end all students had sufficient economics and maths to tackle the all-important second year. The second year offered few options and provided the key elements of an economics education. The final year required courses in microeconomics and macroeconomics and until the 1990s a dissertation, but otherwise students could choose from a wide range of economics and other options.

The end of the School of Humanities and Social Sciences eventually led to a decline in other social science options, except for some in development and in politics. In part this reflected the increasingly technical demands of the subject. In 1971 at Bath less than ten per cent of compulsory courses on the Economics degree were in mathematics, statistics, computing or econometrics. By 1996 that had risen to about a quarter. Similar trends affected other UK economics departments (Lawson, 1990), and also American economics departments (Allgood et. al.: 2015).

Bath's current Economics degree scheme has a significantly greater elective component than earlier degree schemes, though the range of elective subjects is narrower. In part this reflects a marked change in the pattern of jobs students have taken in the past quarter century. There has been a very significant rise in graduates entering employment in finance, accountancy, management consultancy and taxation. This led to more management and finance options, many taught by the Management School, being added to the degree schemes. The job market changes obviously reflect the changing structure of the UK economy – the financial sector's share of UK GDP rose from about 4% in 1971, to 7% in 1996 and over 12% in 2007.

The changing destination of our graduates also partly reflects the success of our placement system which has grown steadily over 30 years to accommodate much of the student demand for this type of experience. Acquiring placement positions depends on a host of factors including the state of the business cycle and how many former graduates offer to provide the placements.

From 1984 to 2002 Cathy Winnett was Economics Placements Tutor. She was responsible for building a very successful portfolio of placement posts at a wide range of prestigious institutions including HM Treasury, the Bank of England, the Inland Revenue, leading accounting and consultancy firms and major banks and other City firms. This portfolio was undoubtedly a key attractor for generations of would-be students. After Cathy Winnett, Clare Wilson was appointed as full-time placements officer, later becoming Faculty Placements Manager, Marie Pullen became Faculty Placements Administrator and the placements unit expanded to include placements for the PoLIS, Psychology and SPS departments. They successfully expanded and maintained the earlier portfolio. In 1985-86 Economics had 9 students out on placement. By 1995-96 there were 25, in 2005-06 81, and in 2015-16 142. Over time a higher proportion of placements were in the private sector, in London, in larger companies and in finance. But that reflects the way the UK economy has developed, and the key point is that a very successful placements service has coped well with a surge in demand caused by growing student numbers and increasing student recognition of the advantages of a placement.

The Economics with Econometrics stream (1989-2000) reflected the growing technical bias in economics and the felt need to provide those who wanted a career as an economist with an opportunity of a stronger statistical training. It was rather a minority choice and produced only 47 graduates, but by 2000 the main Economics stream included the more advanced econometrics courses as options and so no special degree title was justified.

The Degree in Economics and Politics evolved in a similar way to ECON. If we compare the two degree programmes in 1981 and in 2013 the similarities are obvious. In 1981 both programmes comprised 36 course units, a university requirement, and for both degrees half the units were prescribed, that is compulsory. Only with DEP, half the compulsory units were economics, maths or statistics, and half were politics or public administration. With ECON they were all economics, maths or statistics. DEP students had a similar range of options as ECON students, plus the economics, maths and statistics courses that were compulsory for ECON but not for DEP. In fact a DEP student might graduate with almost as many economics and technical units as a DEP student, and pursue graduate studies in economics. A significant minority did.

By 2013 the university had reduced the required number of course units to 30. Half the units were prescribed for ECON, and almost half for DEP. For DEP the compulsory courses were more generic than in 1981, when four of the nine compulsory units covered British, West European, and American Politics. DEP options included more International Relations and more politics of developing countries, which reflected the growing importance of international Relations and of Development in the University, and the growing number of politics staff in the PoLIS department.

The **Degree in Economics and International Development (EID)** has a strong Economics spine that is very similar to that for DEP. The course requires completion of 30 units. There are 12 compulsory economics units and 8 ID units. Of the remaining 10 optional units most of the possible choices are economics courses, which reflects the wide scope of the undergraduate economics studied at Bath, plus a small range of ID courses and some from PoLIS. Thus EID graduates are equipped to pursue postgraduate ID courses or others with a large economics component. They are vocationally equipped to pursue careers in ID and the high proportion opting for the voluntary placement year in part probably reflects that intention. EID is being replaced by the degree in International Development with Economics. This new degree began in 2015-16 and is administered from the Social and Policy Sciences Department. Its limited economic component will mainly be taught by ID specialists and focussed on economic development issues.

Chapter 5 First Degree Results: Improvements or Grade Inflation?

The detailed undergraduate results are set out in Annexe E. We presented some highly aggregate findings in Table 1 and here we comment on the issue of grade inflation – that is the growth over time in the marks awarded for work of unchanged quality. We noted earlier that the proportion of upper seconds and firsts has risen over the decades. But we also know that over time our students were drawn from an increasingly narrow applicant population at the top of the ability range, and the quality of staff may have improved as we now attract a wider range of applicants from right across the world. In addition recent decades have seen increasing attention paid to the quality of teaching, backed up by a growing array of digital learning aids and most recently by a rapid growth in the proportion of lectures filmed for later downloading by those who could not attend the presentation, or for revision. The National Teaching Excellence Framework (TEF) which is being developed and adopted now will increase incentives to raise teaching standards, so we might expect to see further increases in the proportion of “good” degrees awarded, and these could simply reflect improved teaching and learning performance.

The problem or possible problem of grade inflation in university degrees was first noticed around 40 years ago in the USA, and the phenomenon continues there to the present day. The Economist of 6/9/2014 reports research that suggests grade inflation throughout Ivy League colleges from 1960. For example in 1950 the average grade at Harvard was C+. By 2013 it was around A-. But Harvard in 1950 admitted a higher proportion of students because their fathers had attended the college, than it did in 2013, so some unknown portion of the rise in average grades is improved performance not grade inflation.

If grade inflation is a real phenomenon in the UK the widespread use of external examiners may provide a key vector to spread it throughout the system. Indeed as we noted earlier that is part of their duty, as they try to ensure comparable standards across universities. Of course other external examiners will be trying to stamp out grade inflation. On 11/6/2015 the Times Higher Education published a piece by Jack Grove, “Algorithms are a flexible friend”, that said a draft Higher Education Academy report claimed almost half the “institutions it surveyed had changed their degree algorithms since 2010 to ensure that their students were not disadvantaged compared to those of other institutions.”

As we will see below for Bath the economics and politics staff that joined the University in the 1970s remained in post into the present century. They examined together, and dominated the key examining decisions for three decades. Thus the risk of grade inflation was reduced, but in the end the weight of advice from external examiners told and the proportion of firsts began to rise in the noughties. In the 1960s there were no firsts, in the 1970s 2% were awarded firsts, in the 1980s and 1990s 5%, in the 2000s 10% and in the 2010s 22%.

Part of the problem of grade inflation in the UK has been the degree classification system, with both the upper and lower second classifications covering a wide range of marks. In the 1960s the bulk of UK students gained lower seconds, and employers understood the wide ability range that a II(ii) label might disguise, by generally not distinguishing between “good lowers” and most “uppers”.

The boundary mark of 60% cut off perhaps the top 25% of results. In time as average marks rose the same boundary line came to pass through the densest part of the ability distribution and the more selective employers eventually began to question their practice of routinely recruiting staff with “good lowers”. As the desirability of a II(ii) fell so the pressure to mark more generously rose.

The consequences of rising average marks have been significant. At the top end the information content of good degrees has been reduced. Lower down large numbers of those with less good degrees have struggled to get a foot on the employment ladder. For example Naylor et al. (2015) report large wage premiums of 7%-8% in 2000, and also in 2008 for those born in 1970 and graduating with a first or an upper second in 1991, relative to those with poorer degrees. A major influence on the existence of the premium they report is that graduate recruiters increasingly exclude those with poorer degrees. For example they quote the Association of Graduate Recruiters 2010 Survey as recording that “78% of employers filtered out applicants who had not achieved at least an upper second class degree.”(p.1). Also the wage premium for a good degree has been rising with increasing participation in higher education.

So, why have degree results improved over time? My conclusions are similar, though not identical to those I set out in an article for the Times Higher on 19/4/1996 –“Grade inflation: true or false?” There have been improvements in teaching and learning, and over fairly long periods there has been some grade inflation. And as long as there is an external examiner system, and graduates from different disciplines continue to compete for at least some of the same jobs, it is very probable that grade inflation in one part of the system will eventually be generalised to the whole system – not just in one subject but across subjects. In the article I suggested a solution – that in economics we should have a core curriculum and national exams, at least in the key subjects of Micro, Macro and Econometrics. I favoured a system where at least half the courses were nationally examined, and the remainder could reflect local specialisms and available teaching resources. External examiners could then focus on any significant drift in the departmentally assessed papers away from the same students’ national results. Justifying and disputing any such significant differences would be a far more effective exercise in standards comparability than the present entirely subjective exercises.

There was no appetite for such a system. Perhaps complacency or fear of competition ruled out such approaches. On the strength of the article I got an invitation to join the Higher Education Quality Council (HEQC) which was interested in the issue. It was an eye-opening experience, but that is another story. HEQC had no real answer to grade inflation, but they were replaced by the Quality Assurance Agency which set up the horrendously resource intensive subject reviews. The reviews made the elementary mistake, at least from an economist’s viewpoint, of focussing on the production process of degrees rather than outcomes. If you have a well organised highly competitive labour market to value the output of a degree course why would you waste resources trying to evaluate the minutiae of the process of production? In our case we had to spend 18 months gathering, sorting and displaying all of our teaching related activities. We filled a large meeting room from floor to ceiling with paper file records. It was nice to get a clean bill of health, but professionally disappointing to see the stupendous waste of resources necessary to get it. National examinations and a study of the careers of graduates would have been much more effective and a lot cheaper.

For Bath economics and joint honours students the impact of grade inflation has been limited. Someone graduating with a decent upper second before the turn of the 21st century would probably get a first now – because you would get one in another top economics department. So comparisons

of firsts before and after 2000 are probably not very sensible. Comparisons of other degree classifications across one or more decades are not very meaningful either. But the key point is that this is of little economic consequence. Competition in the graduate market is mostly within graduating classes rather than between them. Although they are shy to state it graduate recruiters focussing on first degree courses generally prefer to hire younger rather than older candidates. A candidate is not necessarily old at 25, but 23 is younger, and may be preferred because they are thought to be more flexible and hence mouldable. So provided grade inflation is only noticeable across say half a decade, one is not disadvantaged in the main graduate recruitment market. And as for the degree classification scheme – well, eventually we will need to add a new class above first.

In fact one of our alumni, Geraint Johnes of Lancaster University has recently produced some interesting evidence on grade inflation. He and a colleague, Kwok Tong Soo, used stochastic frontier analysis to account for differences in efficiency across universities during the period 2004-12. They find that the main determinants of degree results are the quality of the student intake and the university's research performance. They found "no evidence of grade inflation at the boundary between upper and lower second-class honours...[and] little evidence that universities of different quality differ in their propensity to inflate grades over time." (Johnes & Soo: 2015).

Of course neither result is inconsistent with the fact that grades may have risen very substantially over longer or different periods. Nor does it deny that if a department gets out line with its peers there will be a correction. This has happened for firsts at Bath within the last decade.

Chapter 6 Research Postgraduate Degrees

Piecing together a complete, accurate record of research degrees in economics is difficult if not impossible. Undergraduate Boards of Examiners meet regularly and record their decisions in easy to interpret ways. But research degrees could be reported to Boards of Studies at any of their meetings, and often details that would have been interesting, such as the supervisors, were absent from the record. Until the 1990s the School of Social Sciences had produced an annual report of activities that included records of staff publications and some data on post graduate students. But when I searched for them in 2013, most had vanished.

The centralisation in recent years of the administration of faculty postgraduate work in a Graduate School should make the task of producing an accurate detailed overview of doctoral work in economics much easier. Also a researcher with access to the University's central data bases might be able to construct a definitive account. But working from the scattered and sometimes incomplete records held within 3 East in 2013-15 for the Economics and the Social and Policy Sciences Departments I have only been able to form a rough estimate of the scale of completed theses. An accurate detailed record of research theses' dates, titles, authors, supervisors and examiners from the pre-graduate school years would be a useful resource to help trace some of the most important work of the Department and perhaps help record its influence on the history of the subject. Perhaps it could be a small summer research project for someone.

The following data refer to research degrees supervised by economists. I could identify only a handful of such degrees from 1966 to 1979, but in 1980-1996 there were around 20, split fairly evenly between PhDs and MScs. From 1997-2015 there were roughly 75, mostly PhDs. Over the 50 years then there have been about 100 research degrees. The current plan of the University and hence of the Department is to increase the proportion of taught and research postgraduates in total student numbers. In 2015-16 there were 26 continuing PhD students in economics.

The University now provides a significant number of research scholarships to assist with PhD fees and subsistence. However for most of the last 50 years a shortage of funding was the main limitation to the recruitment of research students. A doctorate takes 3-4 years and until recently in the UK unless you wanted to work in university economics departments you did not really need one. Most professional non-university economists in the UK have good first degrees and taught MScs from the stronger economics departments. The fact that UK first degrees in economics are generally fairly technical and have only limited non-economics components means that a further year of MSc study will produce an economist who, while limited in research experience, is well qualified to tackle research projects. Of course if you want to work as an economist in most OECD countries, or for international agencies, then you will need a PhD. So where you intend to work and how generous scholarships are is important in your decision on whether to get a doctorate. And of course for such a long training period you should be sensitive to salaries. The fact that UK academic salaries fell by more than 10% in the aftermath of the 2008 financial crisis will, *ceteris paribus*, have reduced recruitment to UK doctoral programmes.

Chapter 7 Taught Masters Degrees

Economists and other PEG staff have provided or contributed to a series of taught masters' degrees since the early 1970s. The degrees generally lasted a year and contained a research dissertation to be completed in the summer following the course work and examinations. The first two, in Development Studies and in Fiscal studies reflected the research interests of the early members of the Political Economy Group, and the wider School of Humanities and Social Sciences, and had a strong vocational element to them. With both courses the aim was in part to attract practitioners, or those who wanted to be practitioners. So both programmes offered diploma versions of the course for those who had practical experience of the subjects but did not have the standard academic background required for postgraduate study.

From about 2000 the then Department of Economics and International Development began to plan to introduce a series of more conventional economics taught masters, having also experimented for a few years with a bespoke MSc for the large Swindon based energy firm Innogy. This innovative programme was designed and directed by John Cullis. It was a part-time course for economists and others within the firm who wanted upgrade their skills in theoretical and empirical economic analysis. The programme was successful, with most students eventually finishing their degrees, but it was resource intensive, and the number of students was too small to justify its continuation. At that time the University was looking to develop a Swindon campus, and although that strategy was later abandoned, for a time we were able to contribute to it, and John Cullis was able to use the lessons learned in his designs for the more conventional programmes we put on in Bath.

DEVELOPMENT STUDIES

This began as an HSS School programme in 1972-73 with Edward Horesh and Brian Smith from PEG and Leslie Palmier from Sociology as key initiators. Later they were joined by Geof Wood from Sociology. The PEG group supplied about half the resources used on the course up to 1997, though only perhaps half of that involved economists, including, after 1992, James Copestake. In 1997 the course became a wholly Department of Economics and International Development programme, but after 2009 when ID moved over to the Social and Policy Sciences Department, the Economics Department no longer had any input, for those economists teaching on it also left for SPS.

Over time the course built up its numbers, helped by a growing student interest in Development Studies, and later by the growing reputation of the ID group. In the 1970s and 1980s on average there were 12 graduates a year, in the 1990s about 20 a year, rising to around 35 in the 2000s. In its first decade more diplomas than MScs were awarded. This proportion then reversed, and in recent years very few diplomas have been awarded. I estimate that from its inception to the break with Economics in 2009 there were in total around 750 MSc and diploma awards.

FISCAL STUDIES

This programme began in 1979-80 and finished in 1990-2000. It produced about 170 MScs and 50 diplomas. The programme initially reflected the research interests of the first Head of PEG, Cedric Sandford, and the area of research for which Bath economics was best known until the end of the

20th century. Cedric Sandford had been interested in tax and expenditure issues since he had been a research student at Manchester University in the early 1950s, and he was able to renew research on the topic in the 1960s. By the mid-1970s he had a growing reputation in the field, especially in the area of the compliance costs of taxation, and in 1975 the University's Senate approved the creation of the Centre for Fiscal Studies, as an institutional base for research into public economics.

The Centre's research projects included the politics of tax policy, with Vilma Flegman and the political scientist Ann Robinson, tax expenditure with Peter Hardwick, the psychology of taxation with the psychologist Alan Lewis, and a series of compliance cost studies with Denise Frears, Ian Butterworth, and Michael Godwin.

The Fiscal Studies MSc was designed to draw on the skills of the members of the centre for Fiscal Studies, and in addition was able to tap the experience of a series of retired senior Inland Revenue and Customs officials. The aim was that about one third of the students should be recent graduates, one third local or central government officials and one third overseas students or seconded officials. In the 1980s there were around ten graduates a year, and in the 1990s thirteen a year. For most of its existence it had a core of British Council sponsored overseas students, many of whom were mid-career senior Indian civil servants. Government cuts ended that link, and indirectly killed off the degree, for it was uneconomic to run it for the remaining handful of students.

Although Cedric Sandford had set up the programme the burden of administration fell on the newly appointed economics chair, David Collard, who was its Director of Studies 1979-1986. He was succeeded by Roger Bowles 1986-96, and then by Philip Jones 1996-2000. Not only did the degree comfortably survive the retirement of its originator in 1987, even when it struggled to recruit viable numbers from the mid-1990s Public Economics continued to be the Department's best known specialism. David Collard strengthened his reputation in the area and in the late 1980s and 1990s he revisited Sandford's early work on compliance costs and along with Michael Godwin and John Hudson produced a monumental and for some time a definitive study of the compliance costs of the UK income tax.

In 1990 we further developed our expertise by appointing Christopher Heady from UCL and the Institute for Fiscal Studies to a chair. He came with an established reputation in the theory of optimal taxation, and soon set about setting up research projects in the public economics of transition economies, which led to many publications on tax reforms and tax-benefit models for central Europe, with Fiona Coulter and Colin Lawson of Bath, and Stephen Smith of UCL.

Roger Bowles took over the leadership of the Centre for Fiscal Studies from David Collard and pursued a series of research and teaching initiatives, including a British Council financed PhD student link with the University of Karachi. Finally, after 2002 John Cullis and Philip Jones, who were long associated with the Centre for Fiscal Studies and had worked in the public choice tradition since the 1970s, provided the main link with the heyday of public economics at Bath.

In 2002 David Collard retired, Christopher Heady moved to be Head of Tax Policy at the OECD, and Roger Bowles left for a chair at York. The Department was in the process of increasing its International Development staff, and the losses in public economics were not replaced. Although the Centre for Fiscal Studies was renamed the Centre for Public Economics and continued to function for another six years, without replacements, and with no viable MSc programme it rather faded away. Michael Godwin retired in 2005, and although Tim Taylor and Colin Lawson continued to put on short courses, the main research contributions were now in the public choice area. In 2009 Godwin

and Lawson published the last two papers in the mainline tradition of the CFS, on the employers' compliance costs of the Working Families Tax Credit. But by then the main research reputation of the Department in economics had long passed to Environmental Economics, and the Department was on the verge of resolving its future research profile and moving ahead without International Development.

ECONOMICS MSc PROGRAMMES

From 2002-2003 to the present the Department has run a growing series of taught MSc programmes focussing on the key postgraduate elements of the subject and some of its developing sub-specialisms. The MSc in Economics began in 2002-03 and up to and including 2015-16 had admitted 226 students. John Cullis was the key creator of this course and Thanos Mergoupis eventually took over its administration. The current Director of Studies is Kerry Papps. There was a Development Economics stream in this degree, though in 2013 it ceased recruiting because of limited demand [DM: 22.02.13]. In 2006-07 we launched an MSc in Economics and Finance, and this has become the largest of our MSc programmes, having admitted 371 students since then. Finally the MSc in International Money and Banking was added in 2011, with 128 students up to 2015-16. Christos Ionnidis, who transferred to Economics from Management in 2009, Andreas Krause who came over in 2013, and Bruce Morley amongst others, have had major roles in these developments. Taken together these programmes have produced around 550 graduates in their first decade, and the plan is to substantially increase that number in the next decade, in line with the University's strategic aim to rebalance towards postgraduate work.

Finally in the last decade there have been a small number of Economics postgraduates who followed the HSS Faculty masters in research programme, the MRes.(Economics). Several of them have gone on to undertake PhDs in the Department. This programme uses a blend of subject specific and more general faculty-wide research skills training to provide students with the training in research methodology, economic and econometric theory and practise to tackle major research projects such as a PhD. The practical training in developing research ideas from concept to applications can also help students decide on their specific doctoral topics. Those going on to a PhD would normally expect to complete a further three-year programme. A new revised MRes Economics course will be introduced in 2016-17. The HSS faculty's Graduate School runs a set of 10 similar MRes courses for the different subjects taught in the faculty.

From 2017-18 the Department will introduce a new MSc Applied Economics in a major development to expand the range of our taught postgraduate courses. The degree will have five course pathways: Applied Economics, Applied Economics with Banking and Financial Markets, with Public Policy, with Environmental Policy, and with Behavioural Policy. A large number of additional senior staff will be appointed in the University's biggest investment in Economics to date.

Chapter 8 Academic Staff

To get a more detailed idea of the academic teaching resources available to the Department and its predecessors Table 3 gives the full time economists in post at the beginning of selected academic years. The table does not include Graduate Teaching Assistants (GTAs) or Teaching Fellows (TFs). From time to time before 2002 we had used suitably qualified graduate students and occasionally part-time lecturers, but very sparingly. In 2002 it was decided to employ GTAs to help deal with the growing workload of economics teaching [DM: 04.12.02]. From then until 2007 between two and four GTAs were employed annually. In 2007 GTAs were replaced by TFs. TFs have longer contracts and better benefits than GTAs, and they are increasingly widely recognised as valued full-time teaching specialists. They complement the other more traditional academic staff in the HSS Faculty who would normally be expected to devote 30% of their time to research. Teaching fellows are encouraged to publish and such a post can be a step towards a traditional academic post. It is possible that the use of TFs, which is spreading through British and American universities will help to raise teaching quality (Allgood et al.; 2015). Since 2007 the Economics Department at Bath has employed between two and six Teaching Fellows.

Table 3 Full-Time Academic Economics Staff

1966	1971	1976	1981	1986	1991	1996	2001	2006	2011	2014	2016
4	5	11	13	13	11	12	15	17	17	28	32

Table 3 shows that after the Department worked up to its allowed establishment of economists during its first decade its size varied little over the next 25 years. In the 2000s the establishment grew a little, but only in the last five years has it expanded rapidly and significantly. The small size of the Department in its first decades encouraged collegiality and allowed us to operate an efficient academic administration with a minimum of bureaucracy. The early directors of Studies and Heads of Group could make most of their decisions fairly quickly and yet with plenty of consultation, much of it informal, if they wanted to. Staff met most days for coffee and lunch and information and opinions were easily exchanged. As the student body grew this informality became more difficult to achieve, and with the advent of Managerialism in the 1990s the Zeitgeist changed.

The effects of the small size of the early department were negative as well as positive. For example most staff had to lecture on a range of courses, some of them well outside their areas of research interests. Those who had to keep abreast of developments in a range of often disparate areas had reduced opportunities to exploit any economies of scope and scale. Of course it was interesting to learn more about areas outside one's specialist expertise, but such entertainment came at a price.

This unintended consequence of a small department stymied David Collard's attempt in the early 1980s to introduce a variant of Oxbridge style tutorial teaching. He proposed that staff should teach their personal tutor groups for a range of classes running alongside compulsory subjects.

The personal tutor groups were then fairly small, so the proposal would have provided significant small group experiences for students. But after a detailed consultation which I carried out it was clear that most staff were opposed to it, and the adverse effects of having to teach across an even

wider range of topics and specialisms than before was the main objection. A formal vote confirmed the findings of the consultation.

When Christopher Heady became Head of Department in 1990-91 he also favoured small group teaching. The experiment involved staff who taught final year options using small group classes to run alongside their lectures. This did not require them to expand the range of their teaching for the tutorials were in their specialisms. I was never clear how many staff implemented this change. My experience was that the students appreciated discussing issues in small groups, and that it enhanced their and my experience of the topics, but it was extremely demanding to teach in this way. The real problem was that Oxbridge had at least twice the teaching resources of other universities. So if the others wanted to teach in small groups then they could do so only by cutting back student contact hours elsewhere. In Bath this would not have been acceptable to the University, and the staff could not be expected to fill the resource deficit themselves.

Figure 1 adds some detail to the aggregate data, by showing the Bath careers of the 25 faculty members who served 10 years or more, and therefore until its recent expansion had the greatest long-term influence on the Department. Figure 1 shows that the “founding” academic staff all went on to have long careers at Bath, but that so did many of the next generation of staff appointed in the 1970s. Four of them are still in post. This provided stability and continuity and as has been argued it reduced the risk of significant grade inflation over short periods.

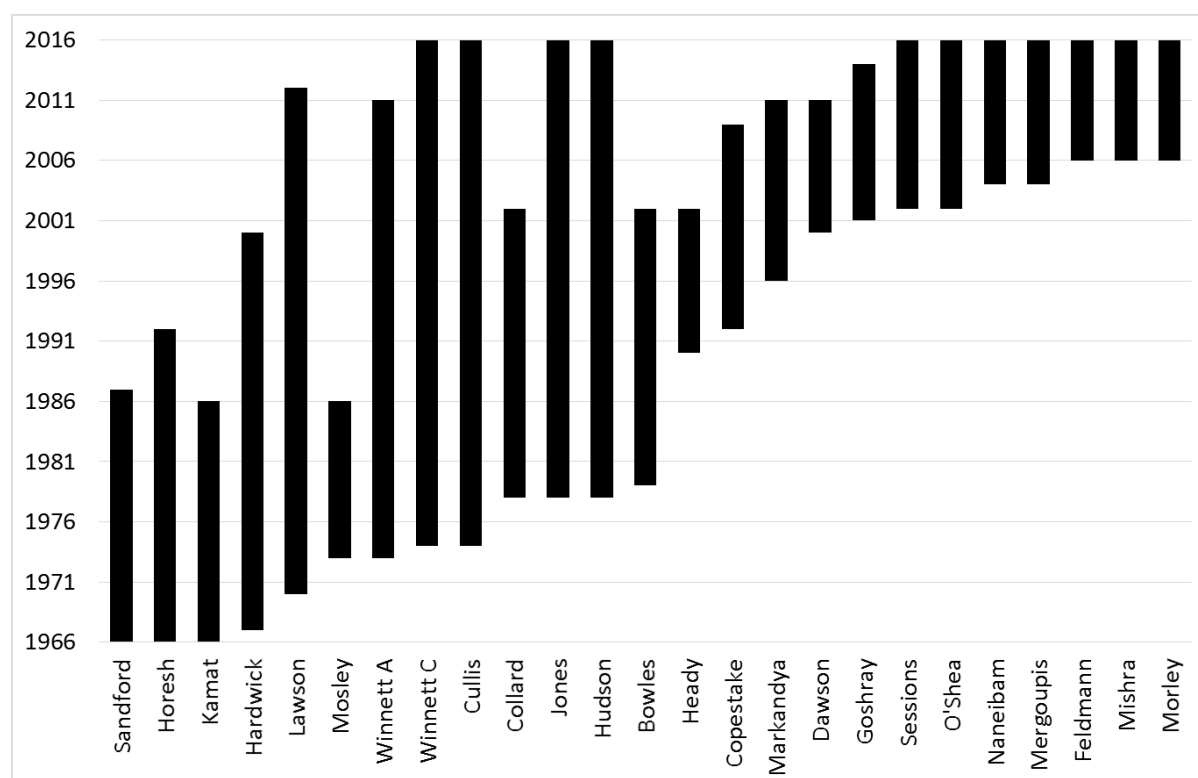


Figure 1: Twenty-five faculty members who served ten years or more

Figure 1 also suggests that as the core group of staff from the 1970s retired there was a new group of core staff hired during the 2000s to take over from them. A more detailed analysis of the staff turnover statistics adds some complexity to that story. The data on economics teaching staff set out

in Annex C shows that between 1966 and 2016 seventy-five lecturers were hired. The frequency distribution is interesting. Of those, 20 stayed three years or less, though only four were replacements for staff on sabbatical or leave of absence. One stayed for five years, three for seven years and three for eight. Twenty-five of the remaining forty-nine stayed for ten years or more, and the remaining twenty-three are still with us, with an average of three years' service, having been appointed in 2009 or after as the Department expanded after the separation from International Development and the national and local relaxation on recruitment of students. If we leave aside the post 2008 hires the record on staff retention suggests a significant "churn" in the first three years, but about half of those hired decided to stay and settled into significantly lengthy stays.

There is also another group who stayed for several years, though less than a decade, who developed department-specific skills and hence invested in the department, but who left for promotion elsewhere. They were a loss to the department, but promotion was often easier to get externally than internally. Senior posts were very hard to get internally, and senior outside appointments were even rarer. In the first 38 years of the Department there were only three senior external appointments. Perhaps more than any other fact this illustrates how difficult it was to get resources to expand and to develop or change direction.

STAFF WORKLOADS

We noted in Table 1 that there was a large increase in staff-student ratios between the 1970s and the 1990s. This was part of the transition from an elite model of higher education to a mass model. The UGC had financed a 1:11 ratio in 1976/77 [SAC: 09.06.71], but by 1997 the University was aiming for a 1:20 ratio for undergraduates, with postgraduates additional to that load [BoS: 07.05.97]. That workload is consistent with my workload estimate for the fourth decade of the Economics Department given in Table 1, though the University's way of defining workloads may be slightly different from mine.

From 1997 to 2009 Economics was paired with Development Studies, and this period saw both a further rise in overall workloads and a major difference in the two groups' workloads. The overall workload in the joint department rose to 1:27 in 2001 [DM: 03.10.01] and was still at 1:26 in 2004 [DM: 10.11.04]. In 2006 it was 1:25, but underlying this aggregate figure were workloads of 1:29 for Economics but only 1:14 for International Development. This was in the context of a targeted workload factor of 1:23.

ID had good demand for their postgraduate programmes, but needed much greater undergraduate demand to justify their staffing levels. This workload disparity, added to other problems of cohabitation made separation a necessary solution, and ID joined Social and Policy Science in 2009. Partly because some of the development economists chose to go to SPS the workload of economists remained high, with a staff-student ratio of 1:28 being recorded in 2012 [DM: 20.09.12].

The period since 2009 has seen a rapid growth in staff and in students and a major reorientation in research activities. In the first four decades of Economics at Bath Public Economics was the foundation of our research reputation. After Anil Markandya arrived in 1996 Environmental Economics became increasingly important to the Department's reputation, and as we have noted it

eclipsed Public Economics in the early 2000s. After Anil Markandya's retirement Michael Finus took up the standard and those working in the area include Lucy O'Shea and Alistair Hunt.

The most significant developments in departmental research in the last decade have been the growth in staff numbers and the emergence of research groupings in the central research areas of the subject. The current groups are:

- Econometrics
- Economic Theory
- Labour, Education and Health
- Macroeconomics and Finance
- Public and Environmental Economics

The centrality of these research areas to the subject reflects our interests and the ambition of the Department for its role in the subject, both nationally and internationally.

Chapter 9 Recurrent Themes and Issues: a Light-Hearted Lookback

When I was doing the archive spadework for this account I was struck by the number of issues that came up again and again in the minutes and papers of the various committees that form the information bedrock of the research. Recurring topics would sometimes appear in slightly different guises, but essentially they would reflect the same concerns. The experience of different generations is obviously not the same, but it does have some common aspects and it struck me that perhaps the alumni readers of this account might like to see that their experiences are echoed across the generations. To a long serving faculty member some of the topics seem like an academic version of Groundhog Day.

But first, to show that there are differences across time here are four examples of views or practices that were very much of their time:

The minutes of the HSS School Advisory Committee for [21.09.66] refer to a service course for science schools entitled “Man and Society”. My recollection is that the Humanities Group’s Social Science degree in the 1970s had a string of similarly titled courses. Indeed I taught on one, but can’t recall if anyone raised an objection to its title.

A paper for the Board of Studies of the School of Humanities and Social Sciences [21.09.66] notes some of the *in loco parentis* duties of the University. At that time universities and some of their staff had legal responsibility in certain circumstances for the behaviour of those students under the age of 21. The repeal of this legislation a few years later was greeted with great relief in higher education. For example, students who experimented with prohibited substances were still committing an offense, but at least the staff that ran the student residences where the experiments occurred could not be prosecuted.

The Board of Studies of HSS [20.06.90] minutes report that at the Economics Staff-Student Liaison Committee (SSLC) of [10.05.90] “The Committee had asked that the area outside the School Office [now the SPS department’s office] on Level 3 should be made a no smoking area and the décor improved. The Board was sympathetic, but also suggested that the foyer at Level 2 should be improved so that smokers would have somewhere else to go.”

And finally, the Board of Studies [12.05.93] was informed that the University had adopted equal opportunities policies. This was two decades after the first equalities legislation: The Equal Pay Act 1970; The Sex Discrimination Act 1975 and The Race Relations Act 1976.

FACILITY ISSUES

The space in which we work and sometimes relax has generally been under pressure since the University was founded. There have been many suggestions to improve things.....

[BoS: 01.11.89] “...the Board believes that the Senior Common Room (SCR) facilities should be available to all employees and postgraduate students of the University.” Many years later this happened, by fiat, and the non-academic staff also lost their building. The SCR liquidated itself and its assets and split the resulting £40,000 between the Cats and Dogs Home next door and the Royal United Hospital in Combe Park.

[BoS: 18.06.92] The Board noted that during an examination in the Sports Hall the temperature had reached 95 degrees F. And this was before global warming became obvious. This problem continued for at least the next 20 years. I would like assure readers that your invigilators were sympathetic to your plight, and also felt slightly sautéed themselves. But at least we could work off some our annoyance by reporting the problem on our invigilators’ forms. Not that there was ever any response from the Examinations Office.

[BoS: 15.12.93] The Board reported that the Vice Chancellor wanted 3 East renamed. The Board suggested either “The Malthus Building” or “The Jane Austen Building”. Not very original but certainly guaranteed to attract attention, and abuse – from non-economists in the case of the first, and from the whole world in the case of the second. The Vice Chancellor had a point – 3 East is not an iconic name – but then it’s not a very iconic building. It is not recorded whether he lost interest or thought better of his plan.

[BoS: 05.03.97] Graham Room, then Head of School, proposed to erect a single storey extension in front of 3East to be used as a student common room. This was much needed, but was rejected by the University for lack of finance. Perhaps he should have found a private donor and offered to name it after them. But this could have been problematic – see the previous item.

[BoS: 15.03.95] There were many complaints about the state of 3 East, from staff, students and visitors. The Board of Studies heard that the building needed urgent attention, including cleaning its windows, internally and externally. After much correspondence between the School and the University we were informed by the Estates department that the windows were self-cleaning. This seemed to be an attempt at humour, because soon afterwards outside contractors were seen cleaning the administration building’s windows. 3 East’s windows remained self-cleaning.

Finally, if you wondered why 3 East, which was built in 1974-5, has only single glazed but nevertheless large windows, it is, indirectly, partly the fault of the UK nuclear industry. In the 1960s and 1970s to persuade politicians to invest in the then state-owned nuclear industry its leaders and publicists claimed that nuclear power would be so cheap it would not be worth metering. This was never likely to be true but politicians bought it – and so it appeared did those who commissioned the university buildings. Or perhaps the UGC thought double-glazing would weaken the moral fibre of those who used them. In reality the 1960s were a time when far too little emphasis was placed on cutting carbon emissions by insulation. Especially for a partly oil-driven system like the University’s.

STUDENT PARTICIPATION

The 1960s saw a significant number of student protests on a wide range of issues, some vaguely political, some more prosaic, for example accommodation costs. Universities commonly seemed surprised by the disputes. Students generally had little or no role in university governance. By the early 1970s the era of student protest was largely over, but two of its legacies were much more systematic and widespread consultations with students, and students' increased involvement in university governance.

Bath students were consulted on the design of the University and had a clear and effective voice in governance through Staff-Student Liaison Committees (SSLCs) and later through electing representatives to sit on their schools' Boards of Studies. Four students, two from the DEA degree and two from Sociology joined the HSS Board for the first time in 1971 [BoS: 21.01.71]. Through the Students Union they also had representation on the University Senate, and direct access to senior managers.

The Economics SSLC in the early years was a regularly scheduled mass meeting of students and staff whose minutes were received and discussed by the Political Economy Group and by the HSS Board of Studies. My impression was that the system worked well and marked a real advance in participative governance. We noted earlier that the Economics SSLC was the prime mover in reintroducing placements into the Economics Degree. It was and has remained an active participant in syllabus and course changes, and the phrase "subject to SSLC approval" appears from time to time in the records of the School and later the Department [CRSC: 23.10.89].

As the student body grew mass meeting SSLCs became more unwieldy and hence less effective. So each degree year group elected delegates to regularly scheduled SSLC meetings, though anyone could attend if they were interested. The Chair of the SSLC in the mass meeting era was the Director of Studies but later and sensibly became a staff member who could be a more neutral chair. SSLCs were used for both undergraduate and postgraduate courses, and they seem to have made an effective transition from the participative to the managerial model of administration. In Economics' case this must have been helped hugely by the great experience of John Cullis as long-time SSLC chair.

OPENNESS

To raise issues effectively at SSLCs students need information. UK universities in the 1960s and 1970s were not very open institutions. In this they reflected UK society. We now take openness for granted as a key design feature of a well-functioning public institution. But in the early 1970s the National Union of Students, the Association of University Teachers, and other organisations in higher education felt the need to circulate a joint document advocating greater transparency of syllabi and examining practices [SAC: 05.06.74]. Syllabi could be very brief unrevealing documents, and unseen examinations were exactly that. Unpleasant surprises in the examination hall were not rare. And if you never saw a marked exam paper, or indeed did not know your marks, how could you know where you went wrong, still less what was expected of you?

At Bath one issue was that University Regulations forbade the disclosure of “the marks awarded for subjects assessed in the final year of study.” This was to avoid litigation and to hide evidence of how medical certificates affected results. [BoS: 12.05.93] This regulation was repealed in 1994.

A second issue was whether students could see their marked exam papers. This was raised frequently and the request repeatedly denied over a very long period. [DM: 11.10.09]. But policy finally changed in 2012, and marked exam papers could then be viewed under controlled conditions [DM:28.11.12]. The take-up rate was 50% [DM: 19.09.13].

EXAMS VERSUS COURSEWORK

Another long running saga involves the balance between course work and exams. No matter when you studied at Bath you will have been affected by it. In the beginning there were only exams. This was then standard practice for UK economics degree courses. But as early as 1968 the SSLC was pressing for 40% assessed coursework for all units [BoS: 10.07.68]. This was when we were cohabiting with Sociology, and those with tidier minds felt that all students should have the same assessment scheme, preferably regardless of subject or degree course. So by the 1970s a 50:50 split was standard across the School. This lasted until 1989 when Economics moved to a 60:40 split in favour of exams [CRSC: 02.03.88]. All the other subject areas stayed with 50:50.

Having got the bit between their teeth economics then pressed on to an 80:20 exam-coursework split, subject to the SSLC’s agreement, which was granted [BS: 24.10.90]. By 2004, well into the internet era the External Examiner was raising questions about counting coursework towards degree classification, given the increased risks of plagiarism (Degree Scheme Review 2006). This chimed in with the views of many staff and many of the units reverted to the 1960s practice of only exams.

The debate continues, in part because coursework and exams test different skills; there are good pedagogic reasons for both types of assessment. In addition many students, but not all, prefer to enter the final exam knowing that they have already got some marks in the bag. So, dual track assessment is an attractive scheme to the vast majority of us who are risk averse. But that can mean there are fewer opportunities for students to write and learn from assignments that are not assessed, because student and staff time is finite. And students do seem to like the idea of some non-assessed assignments [PEG: 1981 & 1984]. Given all this, and the dictates of academic fashion, it is unsurprising that this issue resurfaces time and again.

ANONYMOUS MARKING

Connoisseurs of bureaucracy will have spotted in the previous item an example of the use of a rule - the need for all units to have a 50:50 dual assessment system – to settle an issue. The issue of anonymous exam marking – that the examiner should not know the candidate’s name – provides another.

As early as 1971 the HSS Board of Studies held a discussion on anonymous marking, concluding that there was “no pressing need to introduce it” [BS: 24.03.71]. But the discussion was reopened a few years later and the Board decided to ask Senate for permission to anonymise exam scripts. Senate refused, arguing that it would have to apply uniformly across all schools [BoS: 18.05.71]. The issue of anonymity resurfaced from time to time until, more than twenty years later, Senate was minded to,

or prevailed upon, to allow HSS to anonymise exam scripts [BS: 24.06.92]. At that time anonymity did not have to apply across the University, though three years later it was made general [CRSC: 08.12.95].

PERSONAL TUTORING

This service has evolved as resources have become more stretched, but not always to the satisfaction of students, or indeed tutors. It crops up as a problem area from time to time and I think it is worth setting out an explanation of why that is.

In the modern era of mass higher education UK universities are always in danger of creating unrealistic expectations about personal tutoring. The idea of a personal tutor belongs back in the era of elite education. Even then outside of Oxbridge a personal tutor was someone who would keep an eye on your progress, meet with you a few times a year, and write you references for jobs. They might set you a few essays to see how you reasoned. If you got into difficulties, academic or otherwise, your tutor might be there to help, but that varied from tutor to tutor.

In the 1970s and 1980s at Bath a staff member might have had 12-15 tutees – not a heavy load by modern standards. Even so some academic staff felt that “keeping an eye on students was not part of academics’ functions” [BoS paper: 06.11.67]. In 1978 the HSS Board of Studies had a debate on the topic. Paul Mosley argued for creating a limited number of specialist tutors. Student representatives proposed having tutoring groups. The Board noted that the “nature of tutoring is not yet defined....personal counselling and academic guidance were both needed.” [BoS: 17.05.78]

The transition from the elite era to the mass era would have been a good time to reform or even abolish tutoring. But the UK system continued to act as though little or nothing had changed. At Bath the personal tutoring load in economics is now about double its 1970s level. In 2014-15 a typical staff member could have had 20 undergraduates, 5 postgraduates, 5 placement students, and 1-2 PhD students. But to give personal tutors help in dealing with more difficult tutoring problems we created Year Tutors and the post of Senior Tutor [Degree Scheme Review 2011].

There are two main reasons why the issue of personal tutoring is a continuing problem. First, some students have unrealistic ideas on what this service can deliver. Second, the student experience varies significantly across tutors. To address these problems requires that tutors face realistic demands on their time and skills, and that in part requires that students know what assistance they can expect to receive. The second cause is a management issue.

SEMESTERS VERSUS TERMS

Finally the Mother of all academic Groundhog Days: should we have semesters or terms? Even if you were not a student in the numerous years when this stale chestnut of a debate was revived it may have struck you that having an academic year composed of two semesters, but timetabling the year as though it was composed of three terms is a bit odd. You would not be alone.

The traditional UK academic year had three terms. It doesn’t matter now why that was, just that it was, and that a lot of UK universities still follow that plan, with sizeable breaks at Christmas and at Easter. Bath chose to follow the American two semester pattern. I suspect, but do not know, that

fashion and the desire to look modern played a part in that choice. I wonder if those who made the choice knew that American universities had problems about how to schedule the two semesters in such a way that the academic year did not seem too disjointed by public holidays.

As early as 1976 the HSS Board of Studies had a long discussion on whether to return to a three term system [BoS:01.02.76]. Five problems with semesters were noted. First it involved examining in the middle of the academic year, almost straight after the teaching finished, allowing little time for the material to be absorbed. The traditional UK system of the mid 1960s had exams at the end of the first and final years, allowing students a lot of time to absorb material. If you could not understand a topic you could often go back to it later – even much later. Both from a learning perspective and from teaching viewpoint the traditional system was more flexible.

The second problem was that the two semester system generated more examinations. A traditional term based course might involve five three-hour exams at the end of year one, and a further eight, on which the degree classification depended, at the end of the third year. But a Bath degree might involve 12, 2-hour exams every year. Third, the two semesters were of unequal length. Fourth, the spring term had a rather fragmented appearance and delivered a dislocated experience for students. It started with exams for semester one units, followed by a short inter-semester break, then some of the lectures for semester two units, then a three week Easter vacation and so on. The final problem was that there are fixed administration costs to starting a year, including registration, option selection, and organising teaching. A semester system doubles these costs.

Of course the decision to choose semesters or terms lies with each university, so the HSS debates indicate that there was a wider discussion going on. In 1976 the Political Economy Group favoured terms but Sociology wanted semesters. The PEG's innovative response was to link course units together and examine them in the summer. By 1986 the sociologists had changed their mind and an announcement that a term-based teaching system was to be introduced "...met with universal approval." [BS: 05.11.86] This change was made in 1987/88, when the number of course units was reduced from 12 to 10.

But in 1993 a new American Vice-Chancellor first wanted modularisation – that normally all course units throughout the year would count as equal components towards the degree, and be examined straight after their delivery. This began in 1995/96. He then ordered the return of the "broken-back" semester system, whose second semester started in February.

You can by now probably anticipate the next chapter in the saga. In 2002 a Senate Working Party tried to tackle the built-in problems with semesters by proposing two 12-week teaching periods either side of Christmas, with a bumper exam period for both semesters in the summer term. Economics supported the idea but other departments did not. [DM: 06.02.02].

In 2007 the inter-semester break was revived, to help staff complete their first semester marking before beginning their second semester lectures. The Easter vacation was cut to two weeks to allow more time at the end of the semester for marking, processing, and holding exam boards. But problems remained, and a further investigation into the possibilities for change took place in 2014/15. I learnt of this while completing the archive work for this report. I did not follow the latest investigation in any detail. No major changes were proposed. But I expect that eventually further attempts at reform will be made, because it is clear that there are better options available.

If the semester system has advantages over terms those advantages cannot be fully realised with the present “broken-back” model. Long ago – some say in the 1960s - the American university system produced the solution that works best. Start the first semester in early September and wrap it up before Christmas. Start the second in early January and end it in early May. For them that allows a third, summer semester, or allows staff a decently long research intensive summer.

American semesters are longer than Bath’s, but as they start in early September, and as they use much less elaborate exam systems, it is easier to fit them into the available allocated time. The UK exam system is now elaborate and immensely time consuming in part through the need to satisfy outside regulators. I expect that cripples reform attempts. So, given that regulation is likely to become even more onerous with the Teaching Excellence Framework, a return to the traditional three term model has clear attractions. Which is why I expect the author of the sequel to this account - “100 Years of Economics at Bath” - to include a section on “Terms versus Semesters: Groundhog Day Revisited”.

Envoi

I said at the beginning that this was a rather eccentric project. My choice of topics and my judgments are partly subjective. But if you have gone through Bath as a student or contributed as a support worker, teacher or researcher you will have your own views and can correct for my eccentricities. I have enjoyed being able to contribute to the Department. For me that opportunity has been a sustained stroke of luck that I hope many more will enjoy in the next 50 years.

Colin Lawson

Bath November 2016

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Annex A: TIMELINE FOR THE ECONOMICS DEPARTMENT

1966	<ul style="list-style-type: none"> University founded. George Moore is Vice-Chancellor. There are 1,145 undergraduates, 115 postgraduates, and about 470 staff. The Political Economy Group (PEG) has about 65 students, 4 economists and 1 political scientist. Home tuition fees are £85 (about £1,300 in 2016 prices) and overseas tuition fees are £250 (about £3,800 in 2016 prices). PEG is located in the South Building - then called the Preliminary Building
1967	<ul style="list-style-type: none"> DEA intake of 29. In 1971, 23 graduate, including 2 women
1968	<ul style="list-style-type: none"> First 13 graduates from the 4-year sandwich Degree in Economics and Administration (DEA). "We are pioneers in the provision of sandwich courses in the social sciences in this country." (Head of PEG Cedric Sandford writing in <u>Technology and Society</u>)
1969	<ul style="list-style-type: none"> PE Group located in 1 West on main campus. Leonard Rotherham is Vice-Chancellor.
1970	<ul style="list-style-type: none"> First on-campus student residences opened. PE Group to start Degree in Economics (DE) 1971-72, but without placement due to limited administrative capacity and supply of placements.
1971	<ul style="list-style-type: none"> First entrants to the 3-year Degree in Economics (DE) Student representatives attend HSS Board of Studies for the first time.
1972	<ul style="list-style-type: none"> First entrants to the 4-year Degree in Economics and Government (DEG). DEG began with a thin sandwich system (2 short placements), but switched to a thick sandwich (1 long placement) with the 1976-77 entry. MSc and Diploma courses in Development Studies begin.
1973	<ul style="list-style-type: none"> There are 24 DEA graduates and 9 full-time teaching staff.
1974	<ul style="list-style-type: none"> The first 18 graduates from the 3-year DE.
1975	<ul style="list-style-type: none"> In its 10th year the University has 2,891 undergraduates, 451 postgraduates and about 1,115 staff. The PE Group has about 115 undergraduates, 20 post-graduates, 10 economists and 3 political scientists. Final 34 graduates from the DEA. All departments are finally located on the Claverton Down campus. Senate approves the creation of the Centre for Fiscal Studies.
1976	<ul style="list-style-type: none"> First 9 graduates from the DEG 4-year sandwich degree. University Grants Committee to cut university grant by 4% in real terms in 1977-78. All staff appointments are frozen. PE Group moves to 3 East.

	<ul style="list-style-type: none"> • Paul Matthews is Vice-Chancellor.
1977	<ul style="list-style-type: none"> • Tony Holbrook, HSS Librarian, begins attending Boards of Studies because of the volume of questions raised about Library issues. • Senate refuses to let HSS students have anonymised exam scripts. • British Association for the Advancement of Science holds annual conference at Bath. PE Group hosts Section F (Economics).
1978	<ul style="list-style-type: none"> • David Collard arrives from Bristol to take up a chair in economics. • First entrants to 3 or 4 year Degree in Economics and Politics (DEP). • PE Group to reduce number of required course units per session from 12 to 10 from 1979-80.
1979	<ul style="list-style-type: none"> • Psychology and philosophy option streams added to DE.
1980	<ul style="list-style-type: none"> • Final 15 graduates from DEG. • DEG changes title to Degree in Economics and Politics (DEP) from 1980-81 to attract more applicants. Label change works well.
1981	<ul style="list-style-type: none"> • First 19 graduates from DEP.
1982	<ul style="list-style-type: none"> • University's 10,000th graduate. PE Group graduated 517 undergraduates and about 150 postgraduates out of this total. • First entry to the Degree in Economics with Computing and Statistics (ECS).
1983	<ul style="list-style-type: none"> • Students raise question of adding optional placement year to DE. First students on placement 1986-7. • Rodney Quayle is Vice-Chancellor.
1984	<ul style="list-style-type: none"> • The Association of University Teachers in Economics, then the main UK academic economists' body, holds its annual conference in Bath. It's a great success, but it is never again held at Bath.
1985	<ul style="list-style-type: none"> • In its 20th year the University has 3,014 undergraduates, 619 postgraduates and about 1,575 staff. The PE Group has about 150 undergraduates, 35 postgraduates, 13 economists and 4 political scientists. • First 6 graduates from ECS.
1986	<ul style="list-style-type: none"> • Econometrics stream introduced in DE.
1987	<ul style="list-style-type: none"> • Cedric Sandford retires. Humanities Group of HSS School to be dissolved. • 2 semester academic year replaced by a traditional 3 term year: widely welcomed in HSS. • National funding cuts expected to require 20% reduction in staff by early 1990s.
1988	<ul style="list-style-type: none"> • Final graduates from the Degree in Social Sciences, and the demise of the Humanities Group
1989	<ul style="list-style-type: none"> • University shifts to a cost centre model. This was a local response to national pressures to move higher education away from professionalism and collegiality to a managerial system.

1990	<ul style="list-style-type: none"> Chris Heady arrives from UCL to take up a chair in economics.
1991	<ul style="list-style-type: none"> External examiners urge the award of more firsts.
1992	<ul style="list-style-type: none"> Edward Horesh first Director of Studies in Economics retires. Anonymised exam scripts finally allowed by Senate. David VandeLinde is Vice-Chancellor.
1993	<ul style="list-style-type: none"> University adopts an Equal Opportunities Policy, 18 years after the founding of the Equal Opportunities Commission and 19 years after the founding of the Commission for Racial Equality. The Vice Chancellor wants and gets a return to the two-semester academic year. Attempting to reduce the fiscal impact of a rapid expansion in university numbers, the government announces 30% cuts in the student grant by 1996, and a 45% cut in payments for teaching undergraduates.
1994	<ul style="list-style-type: none"> Politics with Economics (PwE) degree introduced.
1995	<ul style="list-style-type: none"> In its 30th year the University has 4,828 undergraduates, 1,618 postgraduates and about 1,917 staff. The PE Group has about 226 undergraduates, 60 postgraduates, 11 economists and 4 political scientists. PE Group becomes the Economics Group, as Politics moves to the European Studies and Modern Languages School.
1996	<ul style="list-style-type: none"> Anil Markandiya from UCL takes up chair in environmental economics. Final 2 graduates from ECS.
1997	<ul style="list-style-type: none"> New faculty-based University structure is introduced. The Economics Group becomes the Department of Economics and International Development (DEID), in the Faculty of Humanities and Social Sciences. First 8 graduates from the PwE degree. Proposal to build a single storey extension in front of 3 East to be used as a student common room is rejected for financial reasons.
1998	<ul style="list-style-type: none"> Fees of £1,000 for home/EU students introduced.
1999	<ul style="list-style-type: none"> First intake for the Degree in Economics and International Development (EID).
2000	<ul style="list-style-type: none"> Final 3 students graduate from the Econometrics stream of DE. 377 students on undergraduate programmes, plus about 50 postgraduates.
2001	<ul style="list-style-type: none"> Economics awarded top score of 24 out of 24 by the Quality Assurance Agency in a Subject Review. In evidence during the Review the UK Treasury affirms Bath economics graduates are exactly the type of graduate they want. This is as good as it gets in the rather excessively harsh judgemental world of economics. Nirvana attained in the Department's 35th year. MSc Fiscal Studies closes for lack of qualified applicants. Glynis Breakwell is Vice-Chancellor.

2002	<ul style="list-style-type: none"> • David Collard retires; Chris Heady moves to the OECD and Roger Bowles to York. Public economics, with a three decade long international reputation, very significantly weakened. • First 5 graduates from the EID degree. • MSc in Economics begins with an intake of 17. Centre for Fiscal Studies rebranded as Centre for Public Economics.
2003	<ul style="list-style-type: none"> • Rapid growth in the Department's taught masters reflects demand for postgraduate qualifications as well as the rising profile of University and Department.
2004	<ul style="list-style-type: none"> • Fees rise to £3,000 (£4200 in 2016 prices) for home/EU undergraduate students. • MSc Economics and MRes (Econ) (Masters in Research in Economics) recruit 47.
2005	<ul style="list-style-type: none"> • DEID forms three research groups; Public Economics, Environmental Economics and International Development.
2006	<ul style="list-style-type: none"> • Finance courses available in every semester, mostly supplied by Management School, reflects student demand and job choices. • DEID splits into two teaching groups, Economics and International Development. Andrew Abbott heads the Economics group.
2007	<ul style="list-style-type: none"> • Full-time teaching fellows introduced to reflect growing student numbers. 3 posts in 2007, 4 in 2009, and permanent contracts from 2011. By 2015 there are 6 teaching fellows, including a Director of Teaching and Learning.
2008	<ul style="list-style-type: none"> • Placement demand continues to grow. 67% of the undergraduate graduating class completed placements.
2009	<ul style="list-style-type: none"> • Christos Ioannidis transfers from Management, taking a chair in economics and finance. • Chris Martin from Brunel takes up a chair in economics. • Department of Economics formed. It has 579 undergraduates and about 50 postgraduates. There are 17 economists, 4 teaching fellows and 3 research fellows.
2010	<ul style="list-style-type: none"> • Over 100 students and staff attend a talk at the Assembly Rooms, given by David Smith, Chief Economics Editor of the Sunday Times, followed by dinner. The event, organised by second year students from the Economics Society is one of a series supported by John Taysom '77, founder of we7.
2011	<ul style="list-style-type: none"> • Year Tutor system introduced, along with the post of Senior Tutor. • 26% of economics students achieve firsts. • 108 students are on placement. Their average salary is £27,000, slightly more than average UK earnings for that year. • The upper limit on recruitment numbers for home/EU students to be abolished from 2012/13. Recruitment determined by demand from well qualified applicants.
2012	<ul style="list-style-type: none"> • Michael Finus from Exeter takes up a chair in environmental economics. • Economics Alumni Network set up by the University • Annual placement conference replaced by poster event with prizes donated by employers.

	<ul style="list-style-type: none"> • Staff-student ratio is 1:28. HEFCE grants now phased out. • Fees rise to £9000 for home/EU students (£9500 in 2016 prices).
2013	<ul style="list-style-type: none"> • Final intake for EID degree. • Students can request to see marked exam scripts. Take up rate is 50%. • MSc Economics (Development) stream closed due to low demand. • Undergraduate intake exceeds 200. • Widespread use of videoing of lectures allows a more flexible approach to lecture attendance.
2014	<ul style="list-style-type: none"> • The <u>Times</u> and <u>Sunday Times</u> rate Bath as the best campus university in the UK. • The University has over 100,000 alumni in 158 countries. • Economics has over 5,000 alumni.
2015	<ul style="list-style-type: none"> • Economics ranked 8th in the 2015 Complete University Guide, and 6th in the 2016 edition. • First intake to the Economics and Mathematics degree (EM) • Ballpark recruitment targets for UG degrees total over 230. • Around 120 are recruited to the three MSc degrees in Economics, Economics and Finance, and International Money and Banking.

Annex B: ECONOMICS: ORGANISATION STRUCTURES AND LEADERS 1966-2016

School of Humanities and Social Science 1966-1987 (HSS), and School of Social Sciences 1987-97 (SS).

HSS comprised three groups, Political Economy, Humanities, and Sociology. The latter originally incorporated Social Work, Psychology and later Social Policy. After 1987, when the Humanities Group disbanded the School became the School of Social Sciences (SS). This structure was abolished in 1997, when the present structure of departments and faculties was created. Economics, Social and Policy Sciences (SPS), and Psychology became separate departments within the Faculty of Humanities and Social Sciences, which now also includes the departments of Politics, Languages and International Studies (PoLIS), Education, and Health.

Heads of HSS and SS:

1966-68; 1971-74; 1977-79: Cedric T Sandford (Economics)	1992-95: Christopher J Heady (Economics)
1968-71; 1974-77: Stephen F Cotgrove (Sociology)	1995-97: Graham J Room (Social Policy)
1979-82; 1985-88: Rudolph E Klein (Social Policy)	
1982-85: David A Collard (Economics)	
1988-90: Jonathan Gershuny (Sociology)	
1990-92: Harry M Collins (Sociology)	

Political Economy Group 1966-1995 (PEG); and Economics Group 1995-97.

PEG comprised economists and political scientists. In 1995 when the political scientists left for the School of European Studies and Modern Languages (ESML), later renamed the Politics, Languages and International Studies (PoLIS) department, it became the Economics Group.

Heads (all economists)

1966-78: Cedric T Sandford
1978-90 & 1992-97: David A Collard
1990-92: Christopher J Heady

Department of Economics and International Development 1997-2009 (DEID), and Economics Department, 2009-date.

Heads (economists unless noted)

1997-2000 Anil Markandya	2009-2011 Chris Martin
2000-2005 Geof D Wood (ID)	2011-2014 Christos Ioannidas
2005-2007 John G Sessions	2014-date Michael Finus
2007-2009 James Copestake	

Annex C: DEPARTMENT OF ECONOMICS ACADEMIC TEACHING STAFF 1966-2016

Economists

Outi Aarnio (1992-1993).	Moved to Oxford University.
Andrew Abbott (2002-2009)	Moved to Hull University.
Ahmad Ahmad (2010-2013)	Moved to Loughborough University.
Christian Almer (2013-date).	
Simon Appleton (1999-2000)	Moved to Nottingham University.
Liam Aspin (1999-2000).	
Elnaz Bajoori (2013-date).	
Will Bartlett (1986-1987)	Moved to Bristol University.
Roger A. Bowles (1979-2002)	Moved to York University.
Joanna Clifton-Sprigg (2015-date).	
David A. Collard (1978-2002)	Retired 2002.
James Copestake (1992-2009)	Moved to Social and Policy Sciences Department.
Guido Cozzi (2006-2007).	Moved to Glasgow University.
John G. Cullis (1974-date).	
Robert Davies (1975-78)	Left for private business.
Oscar Davies (1973-1980)	Transferred from School of Architecture; retired 1980.
Peter Dawson (2000-2011)	Moved to the University of East Anglia.
Soumyananda Dinda (2007-2008).	Moved to Sidho Kanho Birsha University, India.
Christine Downton (1971-1974)	Seconded to the Bank of England then left for the City.
Joshy Easaw (2001-2009)	Moved to Swansea University, then Cardiff.
Horst Feldmann (2006-date).	
Michael Finus (2012-date).	
Atanu Goshray (2001-2014).	Moved to Newcastle University.
Andreea Halunga (2015-date).	
Peter J. W. Hardwick (1967-2000)	Retired 2000, died 2008.
Christopher J. Heady (1990-2002)	Moved to OECD, then to Kent, retired 2015.
Tim Hinks (2005-2010)	Moved to the University of the West of England.
Edward E. Horesh (1966-1992)	Retired 1992.
Andrew A. Horsman (1976-1978)	Church of England parish priest in London and then York.
John R. Hudson (1978-date).	
Alistair Hunt (2015-date).	Researcher (1998-2015).
Christos Ioannidis (2009-2016)	Transferred from the Management School, left for Aston.
Jonathan James (2012-date).	
Stephen Jenkins (1983-1991).	Joint post with Social Policy; moved to Swansea, Essex then LSE.
Philip R. Jones (1978-date).	
R.P. (Nandu) Kamat (1966-1986)	Retired 1986, died 2008.
Nikolaos Kokonas (2013-date).	

Andreas Krause (2013-date)	Transferred from the School of Management.
Colin W. Lawson (1970-2012)	Retired 2012.
Edward N. Luttwak (1966-1967).	Moved to Johns Hopkins University USA, for postgraduate study.
Chris Martin (2009-date).	
Alessandro Marchesiani (2014-date).	
Anil Markandya (1996-2011)	Retired. Moved to Basque Centre for Climate Change.
Andrew D. McKay (2003-2006)	Moved to Sussex University.
Thanos Mergoupis (2004-date).	
Ajit Mishra (2006-date).	
Bruce Morley (2006-date).	
Pascal Mossay (2007-2008)	Moved to Reading University, then to Newcastle.
Paul Mosley (1973-1986)	Moved to Reading University, Manchester, then Sheffield.
Shasi Nandeibam (2004-date).	
Ramses Abul Naga (2008-2010)	Moved to Aberdeen University.
Javier Ordonez Montfort (2010-2013)	Moved to Universidad Jaume 1, Spain.
Lucy O'Shea (2002-date).	
Kerry L. Papps (2011-date).	
Asgerdur Osk Petursdottir (2016-date).	
Vito S. Polito (2013-date).	
Peter Postl (2012-date).	
Javier Rivas (2013-date).	
Nikos Sakkas (2012-date).	
Cedric T. Sandford (1966-1987)	Retired 1987, died 2004.
Maik T. Schneider (2015-date).	
William Seal (1974-1977)	Moved to Nottingham Trent University.
John Sessions (2002-date).	
Michalis Stamatogiannis (2012-2015)	Moved to Liverpool University.
Turan T. Subasat (2001-2009)	Moved to SPS, now at Muğla Sıtkı Koçman University, Turkey.
Constantine Thanassoulas (1979-1980)	Moved to Barclays Bank.
Aron Toth (2010-date).	
Kei Tsutsui (2014-date).	
Suncica Vujic (2011-2014).	Moved to University of Antwerp.
Tobias Wenzel (2015-date).	
Deborah Wilson (1998-2000)	Moved to Bristol University.
Adrian B. Winnett (1973-2011)	Retired 2011.
Catherine P. Winnett (1974-date).	
Ben Zissimos (2011-2012)	Moved to Exeter University.
Robertas Zubrickas (2014-date)	

Notes: The above list includes all economists on the lecturing staff. Where staff left Bath the list shows their first destination but may not include subsequent moves.

Several research or technical staff also delivered lecture courses:

Michael R. Godwin (1973-2003 with gaps).	Retired.
Martin Snell (1983-1989) Technical Officer.	Moved to Plymouth University. Retired.
Tim Taylor (1998-2011)	Moved to Exeter University.

Politics staff in the Political Economy Group (1966-1997)

Alex Cunliffe (1979-1980)	Moved to Plymouth University; retired 2014.
Peter Dorey (1989-1990)	Moved to Cardiff University.
Roger Eatwell (1974-1995)	Moved to ESML (PoLIS); retired 2013.
Cho Kong (1992-1994)	Moved to Shell International.
Pooja Kumar (1993-1994)	Left to study acting.
Allister McGregor (1987-2009)	Moved to Sussex University.
Elizabeth M. Meehan (1979-1991)	Moved to Queens University, Belfast; retired.
Brian P. Neve (1975-1995)	Moved to ESML (PoLIS); retired 2014.
Ann Robinson (1972-1975)	Moved to Cardiff University.
Brian C. Smith (1972-1989)	Moved to Dundee University; retired.
Scott Thomas (1994-1995)	Moved to ESML (PoLIS).
Mary B. Williams (1966-72)	Deceased.

Note: From 1997-2008 there were also development studies lecturers in the department. These included Dibyesh Anand; Graham Brown; Severine Deneulin; Joe Devine; Susan Johnson; Ben Reid; Sarah White and Geof Wood.

Department of Economics: Teaching Fellows

Jacinto Braga (2007-10)	Moved to Lisbon School of Economics and Management.
Ian Corrick (2013-date).	
Matteo De Tina (2011 to date)	Director of Learning and Teaching from 2015.
Giancarlo Ianulardo (2007-2010)	Moved to Exeter University Business School.
Ray Johnson (2008-2011).	
Michail Karoglou (2007-8)	Moved to Aston University.
Anastasios Koukoumelis (2014-date).	
Issam Malki (2007-2012)	Moved to Sheffield Hallam, then to the University of Westminster.
Simmona Montagnana (2015-date).	
Matteo Pazzona (2012-13).	
Mike Peacey (2012-2014)	Moved to Bristol University for postgraduate study.
Maria Sarigiannidou (2012-date).	
Antonio Savoia (2007-2010)	Moved to Manchester University, Development Policy & Management.
Imran Shah (2013-date).	
A. Thomadakis(2012-13)	Moved to LSE.
Haibo Wen (2015-date).	

Annex D: EXAM BOARDS AND DEGREE SCHEMES: SOME SAMPLE YEARS

We do not have any detailed degree schemes from the 1960s so we begin with an exam board from 1967-68 which shows the courses available to students across the four years. In comparison to later years it is worth noting the focussed nature of the course in the first three years and the wider range of courses available in the final year. This pattern was followed in the later Economics programmes.

B.Sc. Exam Board: Economics and Administration (DEA) 1967-68

	<u>1st Year</u>	
Economics	-	Mr. E. Horesh
Accounting	-	Mr. J.C. Lehane
Mathematics and Statistics	-	Mr. O.B. Chedzoy
Political Theory	-	Mrs M.B. Williams
Philosophy of Science	-	Mr. G.I. Walters
Modern Foreign Language	-	Dr. J. Coveney
Sociology of Industrial Societies	-	Mrs. K.M. Lyon
	<u>2nd Year</u>	
Economic Analysis	-	Mr. E. Horesh
Organisation of Industry and Commerce	-	Mr. A. E. Mills
Accounting	-	Mr. J.C. Lehane
Mathematics and Statistics	-	Mr. O.B. Chedzoy
Social Change	-	Dr. R.A. Buchanan
Modern Foreign Language	-	Dr. J. Coveney
	<u>3rd Year</u>	
Economic Analysis	-	Mr. E. Horesh
Statistics	-	Mr. P.K.Nandi and Mr. M. Brigden
Accountancy	-	Mr. G. Ray
Business Law	-	Mr. D. Gluxon
Organisation of Industry and Commerce	-	Mr. A. E. Mills
Industrial Sociology	-	Mr. W.A.T.Nichols
Industrial Psychology	-	Mr. M. Howells

4th Year

Administrative Theory and Practice	-	Mr. A.E. Mills
Business Policy	-	Prof. R.E. Thomas
Economics of Labour	-	Dr. O. Robinson
Economics of Industry	-	Prof. R.E. Thomas
Business Information and Systems Analysis	-	Mr. G.H. Ray
Economics of Trade and Transport	-	Prof. R.E. Thomas
Public Finance	-	Prof. C.T. Sandford
Business Law II	-	Mr. D. Gluxon
Marketing	-	Mr. J.I. Mason
Modern Foreign Languages	-	Dr. J. Coveney
Industrial Relations	-	Mr. B.C. Barrett
Personnel Administration	-	Mr. A.J. Baker
Training Administration	-	Mr. H.E. Frank
Operations Research	-	Mr. G.R. Gedye
Statistics for Operations Research II	-	Mr. M.E.B. Brigden
Accounting IV A	-	Mr. J.C. Lehane
Accounting IV B	-	Mr G.M. Ray

The Heads of Management (Ray Thomas) and HSS (Cedric Sandford) could attend all boards.

BSc in Economics Course Structure 1971

YEAR 1 COMPULSORY UNITS

Theories of Economy and Society
Economic Theory I and II
Economic Organisation
Maths I (if no A level maths) and II (stats)

OPTIONAL UNITS

A subsidiary course in Economic and Social History, Politics or Sociology, to be followed throughout the 3 years of the programme. Plus 4 other options (5 if you had A level Maths) from a list of 14. These included Law, Accountancy, 2 economics options, and a wide range of other social science options.

YEAR 2 COMPULSORY UNITS

Economic Theory III, Microeconomics, Macroeconomics, Maths III & IV, International Trade, Public Finance, 2 subsidiary subject units.

OPTIONAL UNITS

2 from Accounting, Mathematical Economics, Money and Banking, Social and Economic Statistics, Major Themes in Theories of Economy and Society.

YEAR 3 COMPULSORY UNITS

Economic Problems I & II, Dissertation I & II, Subsidiary subject I & II.

OPTIONAL UNITS

6 from 21, covering 12 economics specialisms, including 2 econometrics units, 2 maths units, and 7 Management units, including 2 operations research units.

BSc in Economics Course Structure 1986

YEAR 1 COMPULSORY UNITS

2 Micro and 2 Macro units, Mathematics (if no A level Maths), 2 Computing units, Statistics.

OPTIONAL UNITS

4 or 5 units. Law and Accountancy were taught by Management. The remainder were taught by other groups in the School and covered the subsidiary subjects of Economic and Social History, Politics, Sociology, Psychology, Philosophy and Social Policy. A subsidiary Subject had to be studied for the first 2 years, and could be continued in the final year.

YEAR 2 COMPULSORY UNITS

2 Economic Theory units, Comparative Economic Systems, 2 International Economics units, 2 Mathematics units, Social and Economic Statistics, Public Finance, 2 subsidiary subject units.

OPTIONAL UNITS

Either Economics of Agriculture or Economic Thought and Policy.

YEAR 3 COMPULSORY UNITS

Economic Theory III & IV, Dissertation (2 units).

OPTIONAL UNITS

6 options from Economics courses (from 14 specialist units), Management courses (4), or from subsidiary course subjects. Management courses were either Operations Research, or the Economics of Nationalised industries.

BSc in Economics Course Structure in 2013

YEAR 1

COMPULSORY UNITS

Micro, Macro, the Modern World Economy, Economic Data Analysis, Mathematics 1 & 2, Statistics, Economic Policy in the UK.

OPTIONAL UNITS

3 from Accounting, Key Concepts in Politics, International Development, Corporate Finance, Development Economics.

YEAR 2

COMPULSORY UNITS

Macro (1 & 2), Micro (1 & 2), Econometrics.

OPTIONAL UNITS

5 from a wide range including Development Economics, Economic Thought and Policy, Corporate Finance, Money and Finance, Public Finance 1 & 2.

YEAR 3

Optional Placement Year

FINAL YEAR

COMPULSORY COURSES

Macro & Micro

OPTIONAL COURSES

Wide range of choice including Development Economics, Econometrics 1 & 2, Economics of Banking, Environmental Economics, Experimental, Behavioural and Neuro Economics, Financial Theory and Applications, Growth Theory, Health Economics, Investment and Trading, Natural Resource Economics, Dissertation (1 & 2).

Commentary

The three BSc Economics programme course structures illustrate a series of trends noted in the main text. These are:

1. The growing importance of technique in Economics, and hence the increasing emphasis on mathematics, computing and econometrics. Even in the late 1980s entry without an A-level in Mathematics was still possible. No longer, and given the high entry grades now demanded, recruitment to the Economics and Politics programme has declined.
2. The narrowing focus of the degree programme. The early programmes reflected the close links of the Political Economy Group with Management. Over time that importance declined, as the School of Social Sciences grew. The subsidiary subject requirement in the 1971 and 1986 degree schemes reflects a particular view of what economics graduates should know of cognate subjects. But it also reflects our close administrative links with the staff in those subjects. When the School of Humanities and Social Sciences split into departments in the mid-1990s much of that connection vanished. The demise of the required subsidiary subject came earlier, and even the 1986 degree scheme shows the start of that process, as the subsidiary subject could be dropped in the final year.
3. The growing role of finance and management in the degree scheme. This reflects the end of HSS, but it also reflects the growth of finance as a graduate destination, and it is reflected in the changing specialities of the Department's staff. In a way our links with Management or at least with subjects taught commonly in Management Schools is now closer to the early days of economics at Bath than it has been for several decades past.

Annex E: UNDERGRADUATE DEGREE RESULTS

The table below gives the total number of graduates by degree programme, class of degree, whether they completed a placement, and female gender. The degree programmes are;

DEA Degree in Economics and Administration

DEG Degree in Economics and Government

DEP Degree in Economics and Politics

DEID Degree in Economics and International Development

ECON Degree in Economics (including the Econometrics stream 1989-2000)

ECS Degree in Economics, Computing and Statistics

ECE Degree in Economics and Econometrics

NB. The numbers in the column for 3rd class degrees include unclassified degrees. Over the period there were 32 unclassified degrees, including 4 aegrotats. NA = data unavailable. The 1997 DEP results include the first 8 graduates from the Politics with Economics degree, prior to its move to the PoLIS department. The class totals are the total number of all economics graduates in that year's graduating class.

YEAR	Programme	1st	2.1	2.2	3rd	TOTAL	Class total	Placement	Gender (F)
1968	DEA	0	3	9	1	13	13	13	2
1969	DEA	0	2	5	1	8	8	8	0
1970	DEA	0	7	14	0	21	21	21	1
1971	DEA	2	7	13	1	23	23	23	2
1972	DEA	1	6	18	2	27	27	27	2
1974	DEA	1	11	12	0	24	24	24	3
1974	DEA	1	13	13	2	29	-	29	7
	ECON	0	7	11	0	18	47	0	4
1975	DEA	0	15	18	1	34	-	34	3
	ECON	0	9	19	5	33	67	0	4

YEAR	Programme	1st	2.1	2.2	3rd	TOTAL	Class total	Placement	Gender (F)
1976	ECON	0	12	17	4	33	-	0	9
	DEG	1	4	4	0	9	42	9	4
1977	ECON	0	8	12	4	24	-	0	7
	DEG	0	2	4	0	6	30	6	2
1978	ECON	1	9	17	2	29	-	0	6
	DEG	0	2	2	0	4	33	2	2
1979	ECON	1	11	19	4	35	-	0	5
	DEG	0	3	3	0	6	41	6	1
1980	ECON	0	17	19	1	37	-	0	8
	DEG	0	4	10	1	15	52	NA	2
1981	ECON	1	10	14	0	25	-	0	5
	DEP	0	9	10	0	19	44	NA	8
1982	ECON	0	12	14	0	26	-	0	10
	DEP	0	8	9	2	19	45	3	5
1983	ECON	4	10	17	1	32	-	0	8
	DEP	1	7	10	0	18	50	3	6
1984	ECON	0	8	9	1	18	-	0	3
	DEP	1	3	11	1	16	34	2	5
1985	ECON	3	14	12	2	31	-	0	12
	DEP	0	7	6	0	13	-	2	5
	ECS	2	2	2	0	6	50	0	1

YEAR	Programme	1st	2.1	2.2	3rd	TOTAL	Class total	Placement	Gender (F)
1986	ECON	2	10	10	3	25	-	0	9
	DEP	1	12	8	1	22	-	9	9
	ECS	2	1	0	0	3	50	0	1
1987	ECON	0	8	9	0	17	-	0	3
	DEP	1	6	5	1	13	-	3	3
	ECS	0	3	0	0	3	33	0	0
1988	ECON	0	16	12	1	29	-	7	9
	DEP	0	7	5	2	14	-	5	3
	ECS	0	3	2	0	5	48	5	3
1989	ECON	0	9	8	0	17	-	6	1
	DEP	0	10	7	0	17	-	4	4
	ECS	2	3	1	0	6	40	3	3
1990	ECON	0	18	9	0	27	-	14	9
	DEP	1	10	8	0	19	-	3	5
	ECS	1	3	1	0	5	51	3	0
1991	ECON	1	15	16	1	33	-	6	12
	DEP	0	5	3	0	8	-	0	2
	ECS	1	11	5	0	17	58	8	3
1992	ECON	0	13	15	2	30	-	4	9
	DEP	1	8	15	0	24	-	0	7
	ECS	1	4	0	0	5	59	2	1

YEAR	Programme	1st	2.1	2.2	3rd	TOTAL	Class total	Placement	Gender (F)
1993	ECON	3	13	11	1	28	-	5	10
	DEP	2	14	6	1	23	-	3	9
	ECS	1	3	3	0	7	58	4	2
1994	ECON	2	15	15	3	35	-	9	9
	DEP	3	17	19	0	39	-	7	8
	ECS	1	2	0	0	3	77	2	0
1995	ECON	1	13	16	4	34	-	12	8
	DEP	1	10	9	0	20	-	4	4
	ECS	0	0	1	0	1	55	0	1
1996	ECON	3	17	19	2	41	-	13	11
	DEP	0	15	14	2	31	-	10	5
	ECS	0	2	0	0	2	74	2	1
1997	ECON	3	10	16	4	33	-	19	8
	DEP	1	12	9	3	25	58	11	6
1998	ECON	3	16	18	4	41	-	24	12
	DEP	0	10	7	1	18	59	11	9
1999	ECON	3	21	19	1	44	-	31	11
	DEP	0	5	7	0	12	56	5	5
2000	ECON	4	19	18	0	41	-	23	11
	DEP	1	6	5	0	12	53	8	3

YEAR	Programme	1st	2.1	2.2	3rd	TOTAL	Class total	Placement	Gender (F)
2001	ECON	7	32	14	1	54	-	35	10
	DEP	0	20	11	1	32	86	13	9
2002	ECON	2	27	21	1	51	-	38	16
	DEP	3	17	2	0	22	-	13	11
	DEID	0	2	2	1	5	78	0	4
2003	ECON	5	40	18	3	66	-	47	17
	DEP	3	16	4	1	24	-	14	6
	DEID	1	17	6	1	25	115	17	10
2004	ECON	5	39	17	4	65	-	47	16
	DEP	3	21	4	1	29	-	18	9
	DEID	3	21	10	1	35	129	20	11
2005	ECON	8	34	24	3	69	-	39	18
	DEP	3	26	5	1	35	-	19	8
	DEID	3	36	7	1	47	151	25	20
2006	ECON	4	46	18	3	71	-	39	15
	DEP	3	15	5	0	23	-	18	6
	DEID	3	26	5	1	35	129	24	13
2007	ECON	16	47	34	1	98	-	50	46
	DEP	3	14	1	0	18	-	11	4
	DEID	5	12	9	2	28	144	18	15

YEAR	Programme	1st	2.1	2.2	3rd	TOTAL	Class total	Placement	Gender (F)
2008	ECON	11	45	26	8	90	-	60	18
	DEP	1	5	2	0	8	-	4	2
	DEID	3	19	11	2	35	133	25	10
2009	ECON	12	52	29	4	97	-	54	22
	DEP	0	3	1	1	5	-	3	1
	DEID	4	10	9	2	25	127	17	8
2010	ECON	9	65	30	6	110	-	65	19
	DEP	1	12	4	0	17	-	12	5
	DEID	1	14	3	1	19	146	14	9
2011	ECON	33	56	27	9	125	-	68	28
	DEP	3	7	0	0	10	-	9	5
	DEID	3	10	2	0	15	-	12	10
2012	ECON	25	77	16	9	127	-	93	23
	DEP	0	7	1	1	9	-	6	2
	DEID	2	8	6	0	16	152	9	5
2013	ECON	30	83	25	4	142	-	104	40
	DEP	4	4	2	0	10	-	9	3
	DEID	2	19	2	1	24	176	18	16
2014	ECON	25	85	23	4	137	-	104	NA
	DEP	2	5	0	0	7	-	4	NA
	DEID	3	10	1	1	15	159	12	NA
2015	ECON	21	72	20	4	117	-	78	NA
	DEP	5	4	3	0	12	-	5	NA
	DEID	2	6	2	0	10	139	5	NA
2016	ECON	36	80	16	2	134	-	107	44
	DEP	0	5	1	0	6	-	6	1
	DEID	3	11	3	0	17	157	11	9

Note. A gender breakdown by programme was not available for 2014 or 2015. But overall for the 2014 graduating class 51 of the 159 students were female, and for the 2015 graduating class 50 of the 139 students were female.

Annex F: THE DEGREE IN ECONOMICS: THE FIRST DECADE

Edward Horesh*

***Sometime Senior Lecturer in Economics, main designer of the degree and its first Director of Studies (DBA and ECON, 1966-77).**

A few years after the University began it was decided to replace [the DEA] degree with two separate and more conventional courses. The School of Management was to run a new degree in Business Studies and the Economics degree would remain with us. H&SS was already running a degree in Sociology encouraged by the recent Younghusband Report calling for more academic training for social workers, and the Political Economy Group (PEG) as it was then called provided them with a first year course in economics. It was envisaged that in the first year undergraduates in both degrees should be taught economics together. However, this was not to the taste of the sociologists and the idea was soon dropped.

Management's Business Studies degree adopted the 'sandwich' principle characteristic of the ten technological universities recommended by the Robbins Committee Report on Higher Education in 1960, of which Bath University is one. However the Degree in Economics did not have a placement stream until the mid-1980s. This was mainly due to a lack of resources. The placements built up under the Degree in Economics and Administration continued within the Business Studies degree.

The development of the new Economics degree during the 1970s and beyond reflected the changing nature of economics education and practice during the post Second World War period. 'A level' standard economics was not offered very widely in the schools and where it was, it was very often taught by untrained teachers – history teachers were likely to be given that task. The course content tended to be more institutional than analytic. Within most Universities the economics degree curriculum contained the study of a fair amount of cognate disciplines especially economic history and government. This 'political economy' approach to economic studies was reflected in standard works on the subject in Britain from Adam Smith through J. S. Mill to Alfred Marshall whose textbook [Principles of Economics] ran to eight editions from 1890 to 1920 and whose 'ideas and even prejudices' according to Maynard Keynes coloured the ideas of the leading Cambridge economists up to the middle of the 20th Century. One could say that the theories embodied in these works were mainly backed up by 'thought experiments' and no more than casual empiricism. Marshall opined that mathematics were useful to writers in clarifying their own thoughts but not helpful to readers who could more easily profit from necessary verbal arguments and diagrams.

Elsewhere, a competing approach was developed based on mathematical reasoning, associated with the work of Pareto and Walras and later by the development of econometrics and attempts to identify and quantify the most significant economic variables. Tinbergen's contribution to business



Edward Horesh

cycle theory in this tradition elicited a famously harsh response in the 1939 Economic Journal from Maynard Keynes. Echoes of the ensuing controversy (which had been brewing throughout the 1930s) can still be heard. Nevertheless, by the end of the early post-world war period, these approaches were subsumed into mainstream Anglo-Saxon thinking. By the end of the war relatively few economics graduates were employed by government or business as practitioners – since then the numbers of economics departments and employment within them have grown rapidly and with them the demand for trained economists. The practice has become increasingly professionalized though there is still no body to establish standards such as we find in the law, medicine and engineering. This is the context within which our Economics degree was established and developed.

It may be interesting to note that [shortly after] the launching of this degree, the University Grants Committee in its *Guidelines For the Quinquennium* [1972-77] with the approval of the Association of University Teachers, had attempted to resist the trend towards specialisation arguing that ‘from the point of view of future employment expansion of broadly based courses is likely to be of value’. Following this in 1972, the University recommended [to the UGC] that ‘now that specialist degrees in Economics and Sociology were ‘well established’, a three year degree in social sciences should be created, and a so-called ‘transdisciplinary’ degree was established the following year which called on the resources of the whole of H&SS. However it was not successful and lasted only a few years.

When the Economics degree was launched, the PEG consisted of Professor Cedric Sandford, Edward Horesh (who was Director of Studies throughout the decade), Peter Hardwick, Nandu Kamat, Colin Lawson, and Mary Williams who taught politics and on her retirement was replaced by Brian Smith. All these except Ms Williams were in the faculty at the end of the decade by which time the PEG had experienced considerable growth. There were, of course, inputs from other groups in H&SS and other departments of the University including Mathematics and Management. Members of PEG also serviced other departments including Management, Architecture, Modern languages and Engineering.

The curriculum of the new degree in Economics consisted of the mainstays of the discipline including History of Economic Thought and Economics of Development. In the first year of the course students were required to take one option from history, sociology or politics. Mathematics and Statistics were also taught in the first two years. Student applicants were offered places on the basis of ‘A levels’ in any academic subjects. Not all had Mathematics, so those that did not, had to have ‘good’ O levels in it. They were also required to pass a maths aptitude test devised by two colleagues – a statistician and a psychologist – and the Director of Studies. Students with Mathematics ‘A level’ did not attend the first year maths course but instead took an additional option. [The outline of the degree course in the year it began producing graduates is in Annex D].

Applicants were made offers conditional on ‘A level’ results through the UCCA [Universities Central Council for Admissions] system. Our institution had a previous history as a College of Advanced Technology and before that a technical college and its upgrade to a University was hardly recognised by school teachers or others giving advice to potential applicants. At first there was not a great demand for places and our conditions were relatively low: typically CCD and we had to go ‘into

clearing' fairly regularly to top up to the 30-35 intake². However the commitment and enthusiasm of both students and teachers working in a new kind of university institution made up for any deficiencies in the learning experience students may have experienced at school. Results in Finals were as good as any, as our first external Professor Derek Brooman of the Open University was to report. Over the years that followed, knowledge about the University and its courses spread and its reputation began to grow and with it, respect for its work and as a result recruitment became easier. By the end of the decade the faculty had grown and its membership included John Cullis, Adrian and Cathy Winnett, Paul Mosley, and Phil Jones. A few others had also joined us for short periods but left during the decade [Christine Downton (1971-74); Bob Davies (1975-78); Andrew Horsman (1976-78); Constantine (Gus) Thanassoulas (1979-80)]. A second Chair in Economics was created in 1978 when Professor David Collard was appointed. The last new appointments of the 1970s, in 1979, were John Hudson in Econometrics, and Roger Bowles. Three new lecturers in Politics had also joined the staff by the end of the decade: Roger Eatwell, Brian Neve and Elizabeth Meehan. The Political Economy Group was now firmly established as an important provider of economics education and training and ready to meet the challenges that were to beset Higher Education in the years to come.

² In modern terms allowing for some grade inflation, the intake tariff was around BBC-BBB. The intake levels remained unchanged well into the 1980s, though minimum intake grades rose steadily to their present AAA level (Colin Lawson, editor's footnote).

Annex G: ECONOMICS STAFF PHOTOBOOK



The Author: Colin W. Lawson (1970-2012) Retired 2012.



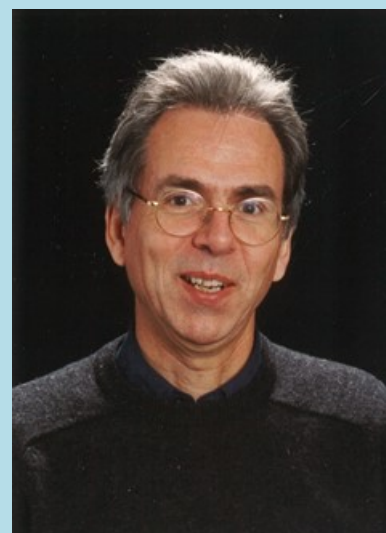
Andrew Abbott (2002-2009)



Ahmad Ahmad (2010-2013)



Elnaz Bajoori (2013-date)



Roger A. Bowles (1979-2002)



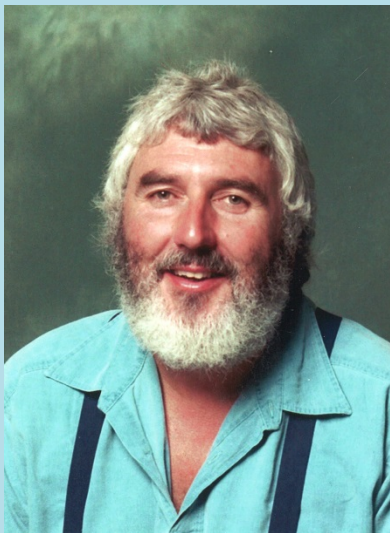
Joanna Clifton-Sprigg (2015-date)



David A. Collard (1978-2002)



James Copestake (1992-2009)



John G. Cullis (1974-date)



Peter Dawson (2000-2011)



Horst Feldmann (2006-date)



Michael Finus (2012-date)



Atanu Goshray (2001-2014)



Andreea Halunga (2015-date).



Christopher J. Heady (1990-2002)



Tim Hinks (2005-2010)



Edward E. Horesh (1966-1992)



John R. Hudson (1978-date).



Alistair Hunt (1998-date).



Jonathan James (2012-date).



Stephen Jenkins (1983-1991).



Philip R. Jones (1978-date).



Nikolaos Kokonas (2013-date).



Andreas Krause (2013-date)



Chris Martin (2009-date).



Anil Markandya (1996-2011)



Thanos Mergoupis (2004-date).



Ajit Mishra (2006-date).



Bruce Morley (2006-date).



Ramses Abul Naga (2008-2010)



**Javier Ordonez Montfort
(2010-2013)**



Lucy O'Shea (2002-date).



Kerry L. Papps (2011-date).



**Asgerdur Osk Petursdottir
(2016-date).**



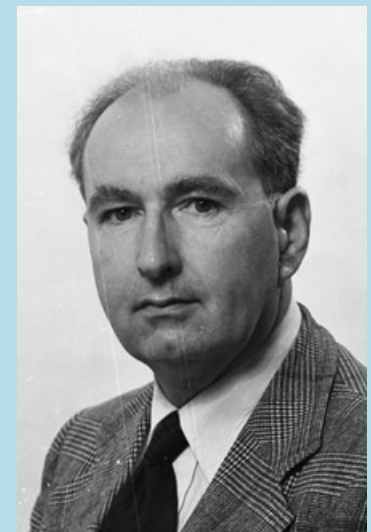
Vito S. Polito (2013-date).



Peter Postl (2012-date).



Javier Rivas (2013-date).



Cedric T. Sandford (1966-1987).



Maik T. Schneider (2015-date).



John Sessions (2002-date).



**Michalis Stamatogiannis
(2012-2015)**



Turan T. Subasat (2001-2009)



Aron Toth (2010-date).



Kei Tsutsui (2014-date).



Adrian B. Winnett (1973-2011)



Catherine P. Winnett (1974-date).



Ben Zissimos (2011-2012)



Robertas Zubrickas (2014-date)

Department of Economics: Teaching Fellows



Matteo De Tina (2011 to date)



Giancarlo Ianulardo (2007-2010)



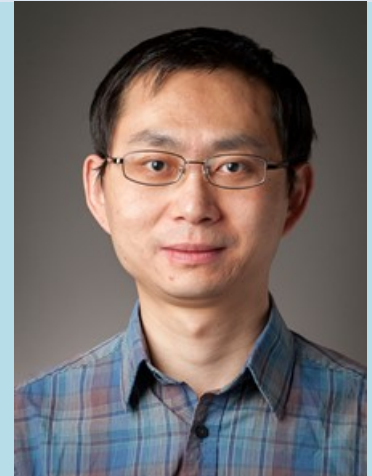
**Anastasios Koukoumelis
(2014-date).**



Maria Sarigiannidou (2012-date).



Imran Shah (2013-date).



Haibo Wen (2015-date).

