Personal Statement for Promotion Review
August 2008

[redacted]

Associate Professor, James Madison College
Michigan State University

I was hired five years ago at Michigan State as an associate professor on a final, four-year contract. Three years ago I was granted tenure, without a promotion in rank. At the time I was hired at MSU, I had been an associate professor at Augustana University College for nine years. I am now applying for promotion to full professor, having served as an associate professor for the past fifteen years.

During those fifteen years, I have consistently performed well as a teacher while maintaining a strong research program and regular service contributions to both universities and scholarly societies. My application for promotion to full professor comes now because my record of strong performance over the past five years at MSU shows the continuation of and even growth from my previous nine years in rank at Augustana; thus, waiting additional years will not significantly increase the strength of my application.

In what follows, I will review my record of teaching, research and service over the past fifteen years as an associate professor, focusing primarily, of course, on my experiences at Michigan State and, more specifically, on the achievements of the past three years, since my last personal statement (for tenure purposes). I refer the Committee to that earlier personal statement for additional material regarding my academic career and my first three years at MSU.

Teaching

Long ago, I accepted the fact that I was going to be recognized by students as a very good teacher, but was seldom going to receive the kind of accolades for my teaching that come to those who are excellent teachers. In part, this is the result of my own choice to place almost as much emphasis on other aspects of my academic career – research and service – as I do on teaching; in part it has to do with personality traits and expectations on both the students' and my parts. Nevertheless, students regularly choose my classes and want to study with me. My style is one that combines lecture and discussion in a way that allows students to struggle with issues firsthand, and affirms a diversity of views among students even when they know where I stand.

Since the fall of 2005, when I applied for tenure, my teaching has been highlighted by:

- the opportunity to teach senior seminars;
- the creation of the "Michigan Futures in the Global Economy" applied public policy research seminar (now taught as MC 469), co-taught with [redacted]
- beginning to work with several senior honors thesis students;
- regularizing MC 293, which I taught for the first time under that course number in summer 2008 and will teach again in spring 2009 (the course was taught by [redacted] in fall 2007); and
- teaching MC 202 for the first time.

At Madison, my strongest course has probably been MC 241, which is a difficult course to design because it cannot repeat what IR students do in MC 221, or what all Madison students take in EC 201 and 202. My version of MC 241 has come to focus on key elements in modern political economy that are missing from those other courses. If I were to identify the course with any "perspective," I'd call it "Coasean," after [redacted] whose work has been a constant in the required reading for MC 241 since I took over. Essentially, I have sought ways to break down the seemingly inevitable division students make between market solutions and political solutions: whether it's dismissing market solutions because of market failure arguments, or dismissing political solutions because of a view that markets always work. A Coasean perspective encourages students to look at existing institutions seriously, to start their analysis from where we are rather than from some idealized version of the world, to look at the externalities (positive and negative) and transaction costs that may exist under the current institutional arrangements, and see if there are any improvements that can be undertaken without too many transition costs. I have continued to experiment with the other readings in the course, although one other constant for the past three years in MC 241 has been a module on the political economy of higher education. Students know so little about the "industrial organization" and market dynamics of their current setting, and have such strong opinions about the problems of tuition, tenure, collegiate sports, etc., that they learn a lot from the module.

One problem that is emerging with MC 241 is that, with increasing demand for the course (from the growth in PE and the introduction of the business cognate), enrollment for fall 2007 and spring 2009 have both been almost entirely upper-division students (especially seniors) and Honors College sophomores. Most other sophomores, as well as many juniors, simply have to wait to take the course until their senior year. The shift to an upper-division-heavy enrollment is a problem for two reasons: a) a course that is designed to set students up for other courses in the PE program essentially ends up as a capstone experience for them, but the material is still sophomore-level; and b) the inability to take the course early may lead students to discontinue their PE specialization or pursuit of the business cognate. Once every two or three years, we should offer the course twice in a year.

Prior to fall 2005, I had not taught a senior seminar (that's just how teaching responsibilities had fallen out between PTCD and PE). I have described my experiences of teaching MC 497 in my white forms for 2005-2006 and 2007-2008, but will add here that the opportunity to teach the seminars has been a real highlight for me. Both years I labeled my seminar "Constitutional Political Economy," but while the first version focused solely on James Buchanan and F.A. Hayek, the second version reduced the reading from those authors in order to make room for material from Frank Knight and John Rawls. The change was not my effort to make space for a reading of Knight, but rather because: a) the students in the first seminar had repeatedly asked why we were not reading Knight given his relevance to both Buchanan and Hayek; and b) between 2005 and 2007 I learned that there was an interesting connection between Rawls and Knight, which, given what I already knew about the connections between Rawls and Buchanan, made the addition of both Knight and Rawls integral to the course. Hayek became, in a sense, the odd man out in the course, given the nice fit between Knight (Buchanan's mentor), Buchanan, and Rawls (who identified Knight as his precursor in the articulation of the justice as fairness conception, and had a correspondence, recently published, with Buchanan). One of the highlights of the fall 2007 seminar was the student research paper which provided a Knightian reading of Rawls' agents behind the veil of ignorance that was much more complete than a hint to the same effect that Buchanan made in a lecture given several months after the students' paper was complete. I still have hopes of working with the student to publish his version of the Knight-Rawls connection over the next year.

Since my tenure review, [redacted] and I have introduced the "Michigan Futures in the Global Economy" applied public policy research seminar, which will be taught after the 2007-2008 year as our variant of MC 469: Applied Public Policy Research Seminar. We have taught the course 3 times, but rather than becoming more familiar to us, each version of the course has been completely different than the others. In part this is because we have asked different questions for each version, but more importantly, the students have really made the course their own. The course has had its ups and downs (catalogued in my white forms), but we have steadily improved in our organization of it, and are confident now that the basic structure we provide can continue to provide a significant educational opportunity for students.

When I applied for tenure in fall 2005, I was working with my first senior honors thesis student, [redacted]. Since then I have supervised four theses ([redacted] and assisted with another ([redacted]). All have done well. I encourage my thesis students to present outside the oral defense setting, partly to get experience in other academic settings, and also to obtain feedback from outside Madison. All of them have presented either orally or in poster format at the University Undergraduate Research and Arts Forum (UURAF). [redacted] was awarded first place for his presentation at the April 2007 UURAF. [redacted] also presented her thesis at the Summer 2006 Institute for the Preservation of the History of Economic Thought conference at George Mason University (another student, [redacted], also presented at that conference), and [redacted] presented a portion of his thesis at the Economics Scholars Program for Undergraduate Research at the Federal Reserve Bank of Dallas in March 2008. [redacted] are pursuing the publication of revised versions of portions of their theses in academic journals. I will have at least one senior honors thesis in 2008-2009.

I have also worked with several students on significant independent study or externally funded research. [redacted] did a two-semester independent study in 2007-2008 on entrepreneurship in India; [redacted] originally began the research that turned into his senior honors thesis while working for me on Frank Knight in 2006-2007; and [redacted] received funding from the Dean's office to assist her with research on entrepreneurial communities in Michigan during the 2007-2008 academic year. Last year, my two Professorial Assistants also began an examination of the process of business startup in the Great Lakes region. All of these students presented their work at UURAF sessions.

My most significant teaching innovation since arriving at MSU five years ago is occurring this fall: I am changing the nature of my infamous "daily memos." I have been dissatisfied with the memo requirement over the past few years and have fiddled with it a few times, but am unwilling to give it up. In June I attended a session on using the "interpretive question cluster" discussion format in courses on the history of economic thought at the History of Economics Society meeting at York University in Toronto, and the presentation got me thinking about how I could significantly improve both my memo requirement and discussion in class. I am instituting a version of the "interpretive question" technique, with more focused interpretive questions provided for the daily memo requirement, which will provide a more focused starting point for class discussion. My own twist to the technique is the requirement that the students themselves write the interpretive questions that will be distributed for use in the daily memos. Pairs of students will be assigned to write the questions and have them checked by me. By the time the Promotion Committee considers my file, the Committee should have my course syllabi, which explain the process (and the reward and punishment scheme devised to incentivize it) thoroughly.

On the whole, then, my teaching experience in the three years since my application for tenure has been a continuation of the types of activity and performance that characterized my first two years at Madison, which was itself a continuation of my activities and performance in the previous 9 years as an associate professor at Augustana. My teaching activities have been both innovative and diverse and my performance strong.

Curricular Development

I will follow the precedent I set in my last personal statement and include under the teaching category my contributions to curricular development.

MC 293 was the first course I created here at MSU, and I learned a lot about the college and university curricular practices in the process. Taught originally under the MC 272 rubric, the "Methods for Strategic Analysis in Public Affairs" course was regularized during the 2005-2006 academic year and taught for the first time in Fall 2007. I taught the course in summer 2008 and will teach it again in spring 2009.

In the personal statement attached to my tenure application, I outlined several directions that my contributions to curricular development could go. While some efforts were made in 2006-2007 to see what alterations to the curriculum could be made to incorporate public policy more visibly, the decision by the Office of the Registrar to end "options" as a curricular category put an end to the alteration that seemed to make the most sense within Madison. In hindsight, then, none of the directions outlined three years ago have come about. However, I ended up contributing to the creation of a different curricular project that already has had a significant impact on the Madison curriculum. That addition is the creation of MC 469, the Applied Public Policy Research Seminar, described earlier. At the present time, several other curricular projects loom on the horizon. Several colleges have approached [redacted] and I to participate in the creation of programming regarding entrepreneurship. Whether such programming will take the form of a university-wide specialization, or a series of college-specific entrepreneurship seminars remains to be seen, and several options may be pursued simultaneously by different colleges, although as the nexus at which most of these proposals meet, we hope to steer them toward a coordinated outcome.

Another set of curricular projects I hope to move toward realization over the next few years is some kind of summer non-credit educational offerings through MCIEP and James Madison College. Whether it be a week-end "boot camp" for recent college graduates starting jobs as legislative aides in downtown Lansing (utilizing the experience of JMC grads to provide practical advice and skills to aide the graduates as they move from the College to full-time work with legislators) or a week-long seminar for university students on innovation, entrepreneurship and prosperity, or a three-day seminar for high-school juniors reading key texts in political theory with PTCD faculty, there are many possible ways for us to reach out to our community, partner with private-sector organizations (foundations and private partners) and provide additional resources for the College. With funding for a full-time project assistant for MCIEP in place for summer 2009, I hope to launch at least one experiment next summer.

Research

My research since promotion to associate professor is conveniently summarized in the forthcoming book *Frank Knight and the Chicago School in American Economics*. The book, to be released by [redacted]n early 2009, includes 15 of my essays from the past 20 years (only 3 of the essays included in the volume were completed before I was promoted to associate professor in 1994, and 5 of the essays were written or completed after I arrived at James Madison College). I have included the manuscript (submitted in August 2008) with my application for promotion, and refer you to it for the best of my work (appendix A provides a guide to what material in the volume is new to my College file and what material members of the committee will have seen before). Two forewords grace the volume: one each by my mentors [redacted]

Originally, I had intended to give Frank Knight a book-length treatment, extending my doctoral dissertation to cover the breadth of Knight's career and work. However, in the summer of 2007, I realized that the energy for that dream had disappeared. I am content for now working on a variety of essays on Knight's work, but have put aside any expectation of a book. Instead, I have turned to two book themes that I have found much more energy for over the past five years: a history of Chicago economics, and a book about the foundations of innovative societies.

Just before coming to Michigan State, I launched a research program on the history of Chicago economics with a research grant from the Earhart Foundation. The Chicago Economics Oral History Project that emerged from that grant formed the basis for my first works on Chicago economics. I was also given the opportunity to write about the project a couple of years ago at a *History of Political Economy* conference at Duke, and that paper just appeared as "Oral History and the Historical Reconstruction of Chicago Economics," in *Economists' Lives: Biography and Autobiography in the History of Economics*, [redacted] During the past two years, I have been asked to write two short entries for academic encyclopedias on Chicago economics: one for the *International Encyclopedia of the Social Sciences* and the other for the *New Palgrave*. I have also continued to work toward finishing the *Elgar Companion to the Chicago School*, which I have been talking about on my white forms since I arrived. Editing projects like the Elgar Companion have a tendency to move to the back burner when opportunities to write essays come along, and I have also had to wait for several of the contributors to provide final copies. However, over the past year, I have finished copy-editing most of the entries, and now need to finish the introduction and a short bio of Knight. The book currently stands at about 200,000 words, so it is quite long. My fall goal is to have the book submitted by the end of the term. I have provided a table of contents in appendix B.

In conjunction with my sabbatical request for 2009-2010, have submitted a research grant request to both the Earhart and Koch foundations that would enable me to complete a book-length treatment of the history of Chicago economics from the early 1950s to the 1980s. The underlying focus of the book will be an accounting for the success of Chicago economics during the post-war period. My argument regarding that success will weave together an account of both internal and external factors that contributed to the School's success. Essentially, I will walk a path between those who attribute its success to an internal culture and those who attribute it to the rise of neo-liberalism (and hence view its "success" in an alternative light!). Because my purpose is to account for the success it experienced during the 1980s, rather than to assess the contribution it makes from a contemporary point of view, my history will also walk between those who condemn Chicago economics and those who praise it.

[redacted] and I have been working on a book proposal for the past three years, in conjunction with the Michigan Futures seminar. We have both been too busy to take it forward, and at the moment I'm not sure whether we will work on it in the near future because of his commitments to the Office of Bio-based Technology. In the meantime, our work has prompted me to begin planning a book on the question of whether innovative societies share a set of basic institutions (or a set of institutions that provide similar functions to their societies). Entitled for now *The Constitution of Innovation*, the book will provide a Madisonian combination of political/economic theory and comparative analysis. I am using the MC 390 course that I'm teaching this fall as an opportunity to explore the question with students.

Since the fall of 2005, when I applied for tenure, my research activity has been highlighted by:

- creating The Michigan Center for Innovation & Economic Prosperity with [redacted];
- working with undergraduate student researchers;
- co-publishing an article in the French journal *Politique américaine* with [redacted] on the Midwest:
- receiving an Internal Research Grant for 2006-2007;
- completing the *Biographical Dictionary of American Economists*, for which I was executive editor, published in 2006 by Thoemmes/Continuum;
- being asked to write an entry for the *New Palgrave Dictionary of Economics*, the premier encyclopedia of the economics profession;
- shepherding three articles (none of which appear in my forthcoming book) based on my research on Frank Knight and Chicago economics through the process of research, writing, presentation, submission, peer or editor review, revision and publication:
    - "The Religion of a Skeptic" (presented at the *History of Political Economy* conference, Duke University, April 2007);
    - "Knight's Challenge (to Hayek)"; and
    - "Oral History and the Historical Reconstruction of Chicago Economics" (presented at the *History of Political Economy* conference, Duke University, April 2005;

- writing "Did the Chicago School Reject Frank Knight?", which was presented at the History of Economics Society conference, and then revised for inclusion in *Frank Knight and the Chicago School in American Economics* (I had intended to make it the "title" entry, but the publisher wanted a different title);
- seeing the final publication of three other peer-reviewed articles which had gone through much of the publication process prior to my tenure application;
  - "Knight, Weber, Chicago Economics, and Institutionalism"
  - "Frank Knight and *The Economic Organization*"
  - "De Gustibus *Est* Disputandum: Frank H. Knight's Response to George Stigler and Gary Becker";
- researching and writing three other papers that are in various stages of publication;
  - "Sharpening Tools in the Workshop: The Workshop System and the Chicago School's Success" (originally prepared for presentation at a conference on "Re-Thinking the Chicago School," organized by [redacted] at Notre Dame University in September 2007; now a chapter in a book on the conference theme submitted by the organizers to Harvard University Press);
  - "Discussion and the Evolution of Institutions in a Liberal Democracy: Frank Knight Joins the Debate" (originally prepared for a Liberty Fund symposium on "Hayek and the Liberal Tradition" in December 2006, and currently a chapter in a volume with that title under consideration at [redacted]
  - "Realism and Relevance in the Economics of a Free Society: The Knight – [redacted] Debate" (commissioned for inclusion in a memorial symposium for [redacted] in the *Journal of Economic Methodology*; journal editors are currently considering what the referee process for the commissioned pieces will be); and
- serving as a visiting professor at the Ecole normale supérieure de Cachan in May 2008.

I won't comment on all of those highlights, but will point out a couple of things that aren't obvious from my cv. First, this year the Michigan Center for Innovation & Economic Prosperity will come up for review with the College's Dean and the Provost's office. We'll have a chance to review the programs we've been running, the funding that is in place, the opportunities for other programs and funding, and our relationship with the College. We've extended the College's public affairs profile in Michigan (when I meet people across mid-Michigan and say that I'm from James Madison, they often say how appropriate it is that the Center is in the College), raised approximately $50,000 from sources outside the university, provided the University with a College-appropriate service by creating the EF21U graduate fellowship program (described in appendix C), created a College course that attracts a lot of interest from students, and worked to provide the University with a coordinated entrepreneurial strategy.

In March 2003, just before I came to East Lansing, [redacted] of the Ecole normale supérieure de Cachan asked if I could come for two weeks to work with his graduate students in the workshop on post-war history of economics. I've known [redacted] since we were both graduate students with a shared interest in Frank Knight and American post-war economics, and was disappointed to tell him that I could not come because of my impending move. So I was delighted this past February when [redacted] approached me again. The responsibilities of the visiting professorship were to spend two weeks in Paris before the end of June (I was there for the last two weeks of May), consult and advice his graduate students (I worked with four of them), give at least one seminar presentation, and be present to participate at a workshop on "Altruism in Modern Economics." I expect that the opportunity to work with [redacted] will come again. I will be writing a paper over the next few months on the origins of the University of Chicago's Committee on Social

Thought and its relation to the disciplinary development of the social sciences in the University for a conference that [redacted] University of Birmingham) have organized for the journal *History of Political Economy* at Duke University in April. [redacted] plans to use that conference to launch a research project on the history of interdisciplinarity in American social science in the post-war period, funded by the French government over at least three years. As an associate of the research project, I would be returning each year to France for a couple weeks.

My tenure as one of the co-editors of the annual *Research in the History of Economic Thought & Methodology* began on my arrival at Michigan State (two economics professors here – [redacted] – are also editors). [redacted] failing health (he has Parkinson's and is now living in Florida) has lead to my gradual take-over of major responsibility for the three-volume annual. Since 2006, I have been the lead editor for volume A, which contains peer-reviewed articles and long book reviews. [redacted] shares the responsibility for volume A. Starting now, with the volume that will appear in 2009, I will assume sole responsibility for the B volume, which contains archival material, conference proceedings, or guest-edited material. [redacted] maintains responsibility for volume C, and [redacted] last Ph.D. student in the MSU department of economics, and currently at the University of Wisconsin-Oshkosh), has been assisting him. I expect that [redacted] and I will assuming responsibility for volume C in 2010. I have not submitted a copy of the research annual to the committee, but would be willing to provide one if asked.

Funding from my Internal Research Grant provided me with the opportunity to use the summer of 2006 to write two articles that cleaned up topics in my Frank Knight saga that previously I had not been able to sort out well enough to finish. The first was my suspicion that during Knight's time in Iowa City from 1919 to 1928 he had been more engaged in religion than the oral history of the Chicago tradition could believe (the Chicago understanding of Knight on religion is characterized by this adage: "There is no God, and Frank Knight is his prophet"). In June 2006, the History of Economics Society held its annual meeting at Grinnell College. I used the opportunity of being in Iowa to spend a couple of days in Iowa City, where Knight was a professor of economics at the University of Iowa. My guide was [redacted] who has done a lot of research on Knight's time in Iowa City. We spent the time on a "Frank Knight tour of Iowa City" and also examined the materials available in the University archives and the Iowa City Unitarian Church archives housed at the Iowa Historical Society. We sorted out several issues that both of us had wondered about, most of them issues regarding Knight's personal life in Iowa City and the divorce that accompanied his displacement to Chicago. I used the insights gained from that visit to Iowa City to write "The Religion of a Skeptic." At the same time, I was asked to write a paper for a Liberty Fund paper-based colloquium on "Hayek and the Liberal Tradition," to expand on an initial attempt I made to identify the difference between them as long ago as 2000 (appendix D outlines my Liberty Fund participation since tenure review). Shortly after, [redacted] asked me to contribute an essay to the volume he co-authored with [redacted] focused on Knight's disagreement with Hayek. The two versions of my argument are found in the [redacted] volume, and the as-yet-unpublished "Discussion and the Evolution of Institutions in a Liberal Democracy" (currently included with the other papers from that Liberty Fund colloquium in a volume under consideration with [redacted] The differences I identified between Hayek and Knight also led to my inclusion of Knight's "Laissez-faire: Pro and Con" (Knight's response to Hayek's *The Constitution of Liberty*) in my Fall 2007 senior seminar.

One of the most satisfying aspects of being a professor at Madison has been the opportunity to bring my teaching and research more closely in line with each other. Prior to coming to Madison, I had only had the opportunity to teach a course in which I could use material from Frank Knight and Chicago once (I had used material from [redacted] several times). Prior to coming to Madison, I had never had a student ask to conduct research under my supervision on some aspect of Knight's work, simply because the student wanted to work with me on a philosophically-minded economist. Prior to coming to

Madison, I would not have thought of either Knight or Malthus as constitutional political economists; working out of the PTCD field helped me to see both of them in that light. Prior to coming to Madison, I had not found my interaction with students sparking research ideas, not only in the history of economics but also in my thinking about the foundations of innovative societies. In short, not only have my research interests been able to inform my teaching here, but my teaching here has informed and invigorated my research.

A part of that teaching-research interchange has been the expansion, especially over the past three years, of my mentoring of undergraduate research. In fall 2008, I will have 2 student project assistants, each working approximately 20 hours per week to oversee the EF21U and Earhart Scholar programs and other related activities for me; 1 senior honors thesis student; at least 1 independent study student; 5 Earhart Scholars working on research related to university-industry linkages for [redacted] and myself; 1 senior undergraduate student collaborating with [redacted] and me on creating the taxonomic model for an article which will pull together our past work and the work of the Earhart Scholars on university-industry linkages; and 3 PAs conducting research for me either on the regulatory environment of business startups in Michigan or a social network analysis of Chicago economics. Most of the funding for these students comes from external sources.

Service

I arrived at MSU with a substantial amount of faculty service at the university level from my previous tenured appointment. While Augustana was a significantly smaller institution, my time on the University College's Budget Committee (serving with the President and VP Academic as a third voting member), a host of committees and taskforces on everything from personnel policy to the university's mission statement, and as creator and first chair of its Institutional Research Board, prepared me to serve MSU in a variety of functions at the College and University level.

Since the fall of 2005, when I applied for tenure, my College and University service has been highlighted by:

- chairing the University Committee on Faculty Affairs in 2006-2007, with the service obligations that entails with the ECAC, Faculty Council, Academic Council and Board liaison committee;
- chairing the search committee to replace (successfully, I might add) former College dean [redacted] as the Associate Provost and Associate Vice President for Academic Human Resources;
- presenting at the MSU Alumni Association's 50-year Reunion event in May 2007 and publishing a short piece on "Michigan's Challenge: Innovation and Entrepreneurship" with [redacted] in the *MSU Alumni Magazine* afterwards.
- serving as field chair for PTCD in 2007-2008 and 2008-2009;
- working the University's office of planning and budgets to help them think about the long-term implications of changing university revenue streams and the prospects for making the university more responsive to the markets it serves;
- chairing the 2008 Spengler Award Committee for the Best Book in the History of Economics for the History of Economics Society;
- participating on the Strategic Research Initiative Taskforce, Arts and Humanities Vision sub-committee for the Office of the Vice-President for Research and Graduate Studies during the summer and fall of 2007;
- mentoring a McNair/SROP student for the first time during 2008;
- presenting on key issues facing UCFA in the coming year at a meeting of the medical colleges' deans in June 2008; and

- running a workshop on Entrepreneurship for the Committee on Institutional Cooperation's Summer Research Opportunities Program conference on July 25, 2008 here at MSU.

My work with the Michigan Center for Innovation and Economic Prosperity has led to a different kind of university service. Inside the university, [redacted] and I have met with most of the academic deans and other leaders across campus to start the process of crafting a university-wide strategy for integrating entrepreneurial education, technology transfer, and the university's connections to the private sector. While we originally conceived this as the start of a grant proposal to the Kauffman Foundation, we realized early on that a coordinated strategy would assist with the pursuit of other major research funders and private sector collaborations. Good thing, because we learned during a visit to the Kauffman Foundation in Kansas City in March 2008 that there was little chance of funds for an overall strategy from them. We continue to pursue coordinated work across campus on these issues. My work with the MCIEP has also led to my serving on the Advisory Board of the Families and Communities Together (FACT) Coalition and as a faculty mentor for a Humphrey Fellow from Pakistan during 2008-2009.

MCIEP has also given me the opportunity to be involved in public service to the wider Michigan community through participation in the Michigan Entrepreneurial Education Network, and the Mid-Michigan Innovation Team. By the time you read this, a grant proposal will have been submitted to the Mott Foundation through the Prima Civitas Foundation to provide funding for several initiatives, including those brought forward by a sub-group I'm chairing on ways to enhance university-industry linkages. I have also been active in discussions about ways to promote entrepreneurial education (if there can be such a thing) at our universities and colleges, and on the creation of WeToo, a website (wetoo.org) being developed to serve the entrepreneurial community in Michigan. This service brings with it the opportunity to participate on various panel discussions and speak to different groups in the area.

Prior to arriving at MSU, I served the History of Economics Society as the founding manager of electronic information resources (establishing the Society's website and editing the online HES discussion group). I stepped down from this position in the summer of 2003 because I knew that I could not continue those activities while trying to establish myself as at James Madison College and MSU. Nevertheless, the Society has continued to ask me to return to active service, and last year I agreed to serve as chair on the committee that selects the best book in the history of economics over the past two years. The author of the chosen book receives the Spengler Award at the Society's annual meeting. My colleagues on the committee were [redacted] (I had nothing to do with the selection!). We received 9 nominations and selected [redacted] I anticipate continuing to have the opportunity to serve the Society, and will eventually be on its executive committee again in some capacity.

Conclusion

Over the past five years I have shown that the standard of teaching, service and research that I maintained previously at Augustana could also be maintained, and if possible even extended, in the James Madison College environment. My teaching remains very good, my research output has continued at a similar level but has been re-invigorated by the opportunities provided at Michigan State and the students I've had the good fortune to work with, and I have found new avenues to serve the University and the College which both build upon my past experience and stretch it in new directions. I plan to continue the balance of teaching, research and service I have created here when promoted to full professor.