Graduation Plan PhD

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# Introduction

This document is intended to serve as a guidebook for completing my PhD program, and as a document to detail my professional goals.

# Guiding Questions

Make my career into a policy metaphor. What is the policy problem?

A policy problem is a problem that cannot solve itself because there is a gap that allows this problem to happen

my personal brand is to say that modeling is going the wrong direction, we argue from first principles and not to them

Some people are just going to see me as ‘an economist’ vs a {insert here} economist

Gerard McCullough - when applying for professorships, look for top heavy, retirement age faculty

# Long Term Career

Long term career Lorem Ipsum

## Objectives

Long term career objectives Lorem Ipsum

### Get students excited about economics

The pipeline of economists seems to be geared towards people with backgrounds in finance.

Many people want to solve issues of access and value, but they are not even aware that they are allowed to use the techniques of economics to address these problems.

I believe that if students are excited about the field of economics, even if they do not become professional economists, they will have a vocabulary to discuss issues in an economic way. This vocabulary gives them access to policy discussions that are usually shrouded in terminology

### Frame problems in new ways

Give new solutions to old problems

Teach students how to identify what is the policy problem? What makes this a policy problem? What makes this a problem? Is this a problem that YOU think is a problem, or is this a social problem? What vocabulary do your opponents use? Are you debating past each other?

### Make a little bit of work go a long way

Keynesianism is back in fashion, but faces an uphill battle

Behavioral economics has the ability to address interesting topics in a new way, but there is not a clear set of techniques to address these issues, Behavioral is too amorphous right now

Many economists don’t know what to do if their assumptions are not met. Do you continue to use those techniques and assume that the gap is not a problem, or do you have a responsibility to close that gap before you consider the rest of the mechanism?

Many think that supportive policy doesn’t have clear quantitative basis

I want to work with a network of people to develop the field of economics, because I realize that I cannot do all of these things myself

I want to work across disciplines because I want to give new people access to the tools of economics, rather than only preach to the choir in an echo chamber

## Long Term Constraints

Long term constraints Lorem Ipsum

### Get into first school

The first school I get into is going to choose me based on my research interests, and off of what gaps exist in their department at the time. The best way to get into my first school will be to have a research project that is interesting and well thought out, but I will also need to know what the needs of the department are beforehand. I will need to know who is retiring at that program, and if I have skills that would fill the gap they leave behind. I should also know what new funding is going to the department in case they want to expand into new territory.

### Get Tenure

I am going to get tenure in one of two ways. If I am at a research school, I am going to get tenure by consistently getting new funding for the school, increasing the exposure of the school, and by providing a value add that is competitive and unique to the institution. If I am at a liberal arts school, I will get tenure by getting positive evaluations from students and by teaching material that the rest of the department is not teaching (am I the only one who can teach policy analysis? Am I willing to teach Macro even though no one else does?).

### Be attractive to academia

My research must be novel, engaging with the rest of the economics community, and clearly designed. In order for people to care about my topic, it needs to be in a field that is interesting to the community. This means I need to be aware of the trends that are in the field. I don’t want to define my research off of what is trendy, but I need to be aware that my personal interest in a topic is not enough to validate the value of the research.

### Only 24 hours in a day

I am not going to be able to develop all of these ideas. I am going to have a comparative advantage in some vs others. I am going to be in the right place and the right time for a certain topic, and that is going to allow me to capitalize on resources, but I don’t know what that is going to look like until I am already there.

### Access to other academics for partnerships

If I can make my research engaging with non-economists, it gives access to funding from new sources, and allows my research to reach an audience that it would not otherwise reach. This also allows me to publish papers in a new context and break new ground very quickly, assuming that I can appropriately speak to that discipline.

### University goals aligning with my goals

The university is going to have its own goals for funding, for distinguishing the university, and for building relationships with other institutions.

### High Schools are teaching less math

Standardized testing is changing the incentives for teaching math. There are also many who seek to “be finished” with mathematics as soon as possible. Because they are distancing themselves from math, they are not prepared to discuss formal models of value and constraints.

## Academic Research

What matters to me as a researcher? Research is a function of the topic that is being discussed, the functions that are used to explore this phenomena, and the audience of the research.

Studying new techniques allows you to better train the next generations of policy analysts and economists. On the other hand I don’t think that I am going to be excited by methods alone. I need to have an interest in the field of the research if I am going to participate in it when I develop my professional career. I recognize that learning techniques will allow me to more effectively address new audiences, but that said, I see researching new techniques as a necessary constraint on my time in order to meet my objective of reaching new audiences.

What’s more, new students aren’t excited by techniques, they are interested in the topic and the techniques are a means for discussing these topics.

As for finding new audiences, I feel that this is my weakest point. UMN has prepared me to employ an array of techniques to study economics. I myself come to the field with my set of research interests. The Roy Wilkins Center seems to be the best channel for discovering what groups of people have/don’t have access to the tools of economic analysis. What goes into that knowledge? Prior relationships. I need to build a network and build relationships to provide analysis to groups that have a demand for my skills. If I do this only to students in the school, I am only going to be able to speak to one kind of audience.

Labor Economics

## What is the value of information that is given by the State?

Lorem Ipsum

### Occupational Licensing

A license is a right to practice a profession. There are different qualities to assessing who is under the protections of these policies, as well as what types of actions are covered by these policies. There are differences from state to state, as well as federal to state to locality. A license is put in place in order to restrict entry to a service market, to ensure quality of service providers, and to act as a signal of service provider quality to consumers. If these goals are met through a license is a matter of debate

### Occupational Certification

Certification is a right to a title. The title is a signal of quality that allows consumers to better identify the services that are available from a provider. Certification is not preventative from providing services. Any group may develop a certificate. Do state sanctioned certificates mean more than certificates that are made from private institutions?

### Occupational Registration

Occupational registration is a means of record keeping. Registration requires that service providers are searchable for the sake of the state and for consumers.

### Inter-State Valuations and Inter-State Compacts

States have different levels of interests that they are trying to protect. One state may be willing to compromise their goals for the sake of gaining access to service providers from another state.

## How is the minimum wage designed

Minimum wages are designed differently from region to region. There are stakeholders who seek to design exemptions from the minimum wage. Who is served by these exemptions? Do these exemptions actually provide the level of support that its defenders purport?

### How to measure the effects?

How do we measure the effects of the minimum wage? What groups are not addressed in the existing literature?

What new techniques can better measure of the treatment effects of a minimum wage?

### How are exemptions designed?

Who advocates for these exemptions? Are the stated stakeholders pushing for these exemptions, or are other groups using them as a means to be unbound from the policy?

### Do exemptions actually serve its stakeholders?

How is the data blind to the stakeholders?

How are the current set of analytical tools blind to stakeholders?

Do people work around the policy anyways?

## Policy Economics

### The Public Value

How do we determine what is in the public interest?

We discuss the “tradeoff” between equity and efficiency, but Stiglitz says there is no tradeoff. What do we mean by inequality? Inequality of what? Inequality between whom?

### Problem of Access

Micro assumes free entry and exit to the market, as well as full information. When does this assumption not hold?

### Industrial Organization

How does the organization and design of a firm reflect the values of a firm?

How does the organization and design of a firm reflect the abilities of a firm?

### Law and Economics

The law is the body to determine damages, values, and rights of a population. How is the legal system designed to bring about results structurally? What assumptions are made by the legal system?

1. Coase Theory
2. We assume that transaction costs are low, and therefore, it is easy to bring about the Pareto Optimal solution. Does this happen in reality?
3. How are the costs of the legal system preventative to bring about the “ideal” distribution of resources?
4. Expected Value
5. How often do people actually perform Expected Value calculations in legal proceedings?
6. Are peremptory challenges used in a strategic way?
7. Are peremptory challenges an example of an iterated game of incomplete information?
8. Are peremptory challenges racially/gender motivated?
9. Is there a correlation between identity and outcomes of the peremptory challenge system?

### Game Theory

Industrial Organization

Philosophy of representation

### Behavioral Economics

I think behavioral economics has the potential to change economics. I don’t think it will in fact. I think that there are not enough formal techniques in behavioral to make it useful for economics as a whole. It seems that behavioral

### Macro Economics

I think macroeconomics is extremely important to determining the environment in which policy occurs. I do not think that I need to be a macroeconomist to meet my goals.

# Teaching Goals

## Give students the resources to explain problems using the vocabulary of economics

I realize that most of the students that I teach are not going to become academic economists. Most are going to be taking economics because they are required to take a social science credit. Many are going to go into finance or accounting or business. Some are going to go into policy analysis. A few are going to be interested in academic economics. If people are not interested in economics for the sake of economics, I want to still give people the mathematical tools to discuss economic issues, and I want to give people economic tools to discuss social issues.

## Provide students the economic tools to evaluate social problems

Many interested in social justice do not think that economics is “for them.” They believe that economics is a set of tools that people in power have used to justify their actions and to justify indifference to policies that seek to rectify inequality. Economics is not inherently pro-inequality. Economics is not inherently anti-inequality. Economics is a set of tools to decide how to best allocate scare resources in order to meet objectives.

## Give students an understanding of the world of possibilities that can be discussed using economics

Many don’t think that economics can be used to discuss issues that don’t involve money.

Many think that economists are all libertarians.

## Give students a clear understanding of what economics is and is not

### What it is

How to allocate scarce resources to best meet objectives

### What it is not

Finance

Global Trade

Accounting

Business

Moral Philosophy

Political Philosophy

# Institutions

If I am going to have a career in academics, how is the institution I work for going to shape my career?

## Liberal Arts Schools

Liberal arts schools are places where many students come to get a quality, broad based education. They are not necessarily looking for deep development in to one field, but they are looking for a general set of skills they can use to acquire more skills in the future. Liberal arts students come from many backgrounds. Many of the students in liberal arts schools are not going to be interested in academic economics, but they are going to possibly use the techniques I teach them as a basis to discuss economic issues in their personal careers going forward.

## Research Schools

Research schools have funding. Research schools are going to be interested in answering novel questions and engaging with the rest of the academic community. Research schools are not going to be as interested in supporting becoming a better teacher, but they are still interested in teaching skills to students. These skills are necessary to develop quality researchers, and someone has to teach them.

## Other

I want to teach students. Is it more important for me to teach fundamentals or to teach research techniques? If I work at a research school, I am still teaching, I am just teaching a different set of students. I am also going to be teaching a different subject matter. Rather than being conversant in these topics, research schools want to teach students how to apply techniques in their careers.

Schools may have an attitude towards Salt-Water Keynesians schools vs Freshwater Neoclassicists. I am myself a Keynesian. That said, I don’t think my advantage is going to be in macroeconomics. Am I willing to work for a neoclassical school? Will a neoclassical school want me in the first place?

# Access to Economics

Give students who would not normally consider economics as a viable field of interest the resources to at least discuss social problems in an economic vocabulary

# Minnesota Citizenship

How can I contribute to Minnesota (institutions)

UMN

DEED

MDLI

Dept of Revenue

Legislature

City Council

# Short Term Career

## Top Heavy Institutions

How do I get into organizations that want to hold on to their tenured faculty as long as possible?

## Geography

How can I maximize my chances to keep my career in Minnesota?

## Students

How can I work at an institution where I can teach students who may not consider economics while also teaching students who are likely to contribute to the field in the long term?

# Questions

## Where is my comparative advantage?

1. How to teach the value of math
2. How to frame moral questions in an economic context
3. How to teach both sides
4. How to understand both sides
5. How to identify what students are getting excited about
6. Framing
7. Do I want to be the head of the project or do I want to assist the project?

## Where am I going to be limited by access to data?

Breath vs depth of knowing one data set

## How can I be certain I don’t back the wrong horse

Will ever turn myself into a luxury hire

## The answer is always do more of everything, how do I make the best use of my time?

1. Do I take two or three field exams?
2. Do I learn the nuances of every dataset?
3. Do I sit for the IO?
4. Do I do all of this before I graduate?
5. Do I need to do all of this before I get tenure?

# Post Doc

Insert Here

## What research can I be a part of to grow exposure to policy?

Insert Here

# Dissertation

## Topics

Insert topics

### Is Dun and Bradstreet a Natural Monopoly?

Text Here

Subject: Industrial Organization

#### Intro/Context/Abstract

Insert Abstract

#### Policy/Econ Question

Why is this important?

#### Last Worked On

Progress Report

#### Current Theory / Lit Review

Existing literature notes

#### Current Empirics

Existing literature notes

#### Current Policy

Statutory Language

#### My Theory

Insert Theory

Does it match the data?

Novelty

Difficulty

Controversy

#### My Empirics

Insert Identification Strategy, Model

Assumptions

Data – Link to a section on data bases

Availability

Cost

Unit of Observation

#### My Future Policy

What are the policy recommendations?

#### Audience (Academics or Departments)

What professionals are interested?

What departments are interested?

#### Journal Audience

What journal would publish this?

#### Government Policymaker Audience

Are there administrators or policymakers that would be interested in the results?

#### Possible Co Authors

Who would be interested in coauthoring? What do they contribute?

#### Possible Advisors

Whose experience would contribute to this?

#### Possible Institutional Partners

Are there any University or governmental departments that would be interested in this project?

Would they be able to contribute any resources to its development?

#### Projected Needs

What is needed to make this a reality?

#### Projected Wants

What would make this project even better?

#### To Do List

Step 1:

Step 2:

#### Anticipated Criticism

What problems are in my data source?

What problems are in my identification strategy?

What assumptions do I make?

How externally valid are my results?

#### Other

Misc

### Does Dun and Bradstreet Structurally Under/Over Value Minority or Women Owned Enterprises?

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#### Intro/Context/Abstract

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#### Anticipated Criticism

What problems are in my data source?

What problems are in my identification strategy?

What assumptions do I make?

How externally valid are my results?

#### Other

Misc

### How Binding is the Minimum Wage Constraint?

Text Here

#### Intro/Context/Abstract

Insert Abstract

#### Policy/Econ Question

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### Are Minority or Women CEOs used to narrow variance?

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### Do Benefit Corporations Act Differently than Other Types of Corporations?

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### Are Benefit Corporations Cournot/Bertrand Competitors?

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### How does sensitivity to presentation effect allocation

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### Making the Economic Case for DBEs

This paper is the same structure as the “Should Benefit Corporations Exist?” paper, but we prove for the bounds in which a DBE is a net gain for society. There are some important contexts that may shape B-Corps vs DBEs. B-Corps is a tax structure, DBEs is a contracting structure. B-Coprs are intended to produce a public / club good, DBEs are intended to remedy disparity and account for past inequity. B Corps are legal entities, DBEs are statuses that are bestowed upon a firm (means tested by size and ownership).

Don’t equate the two ever, but I think that the discussion of one will produce externalities into the discussion of the other [ come back later to develop I like this]

Also, think about if correcting a past inequity == eliminating an economic distortion / dead weight loss, and if correcting this inequity is a public good, a club good for the disadvantaged group, or something orthogonal

Maybe use minority owned depository institutions at the federal reserve

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### Minority Owned Depository institutions – see federal reserve

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### Template

S-Corp Cutoff

#### Intro/Context/Abstract

One source says that S corp cutoffs was 75, another says 100, is there an RD change we can test?

<https://www.irs.gov/uac/soi-tax-stats-s-corporation-statistics>

<https://www.irs.gov/uac/soi-tax-stats-business-tax-statistics>

<https://www.irs.gov/uac/soi-tax-stats-annual-extract-of-tax-exempt-organization-financial-data>

<http://www.nber.org/tax-stats/population/eo-bmf/eo_info.pdf>

<http://www.nber.org/data/soi-tax-stats-exempt-organizations-business-master-file-form-990.html>

<http://www.nber.org/data/soi-tax-stats-annual-extracts-form-990.html>

<https://www.irs.gov/uac/tax-stats>

<http://users.nber.org/~taxsim/gdb/gdb11.pdf>

<http://users.nber.org/~taxsim/gdb/gdb11.pdf>

<http://users.nber.org/~taxsim/gdb/>

<https://www.irs.gov/pub/irs-soi/16databk.pdf>

<https://www.irs.gov/uac/soi-tax-stats-soi-bulletins>

<https://www.irs.gov/uac/soi-tax-stats-individual-income-tax-returns-publication-1304-complete-report>

<https://mail.google.com/mail/ca/u/1/#search/kalam002%40umn.edu/15a39d05173e967a>

<https://www.irs.gov/uac/soi-tax-stats-products-publications-and-papers>

so many papers here, live here forever

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Whose experience would contribute to this?

#### Possible Institutional Partners

Are there any University or governmental departments that would be interested in this project?

Would they be able to contribute any resources to its development?

#### Projected Needs

What is needed to make this a reality?

#### Projected Wants

What would make this project even better?

#### To Do List

Step 1:

Step 2:

#### Anticipated Criticism

What problems are in my data source?

What problems are in my identification strategy?

What assumptions do I make?

How externally valid are my results?

#### Other

Misc

### Credits APEC 8888

make sure you have enough of them.

I can take 12, 12, 12, 12 and get it finished in 2 years

This still assumes that I don't do anything over the summers

I may want to think about post docs

\\

24 of 8888

\\

# Classes

Industrial Organization + ECON Metrics

Real Analysis

Topography

Econometrics III

Behavioral

Labor

# Research Assistance

BCBS

Peremptory Challenges

Minneapolis Foundation

Minimum Wage

New Jersey Transit

Population Center

# Non Academic

## Alumni Network

Who is in my alumni network?

How much do alumni help?

## Student Leadership

Does getting involved in student leadership increase my exposure to UMN?

Does the student leadership network develop my skills to work within universities?

How large is my opportunity cost?

# Other

How to visualize data

How to store data

How to use Excel

How to use Access

How to use R

How to use STATA

How to use MatLab

How to discuss policy problems

# Advisors

criteria here

## Ben-Ner

## Cakir

## Coggins

## McCullough

## Myers

## Ritter

## Runge

# Requirements

## The coursework phase

The coursework that makes up your Ph.D. program includes a set of required courses, additional

courses in Applied Economics, required seminar classes, and thesis credits.

## General Requirements

1. There are 24 credits of required coursework in microeconomic theory, econometrics,macroeconomic theory, and seminars. Generally, these are completed in three semester(except ApEc 8904).
2. You must complete at least 18 additional credits comprising a minimum of six courses in Applied Economics at the 8xxx-level. These will be the courses you use to develop a specialization within applied economics. These may include certain courses offered by the Humphrey School, Department of Work and Organizations, or Department of Health Policy and Management (see “Field Courses” below).
   1. Demography [3]
   2. Discrimination [3]
   3. Welfare Economics [3]
   4. Policy Analysis [4]
   5. Information and Behavioral [2]
   6. Public Finance [3]
   7. [18/18]
3. Your advisor will help you design a program of coursework that will help you meet your professional goals and support your dissertation process.
4. It may be possible to transfer credits for equivalent coursework from another graduate program (see “Transfer Credits” below).
5. By the end of your second year, select a major advisor and contact the Graduate ProgramCoordinator to have the change submitted to the Graduate School. See page 5, above.
6. When you have completed your coursework, complete your Graduate Degree Plan form:
   1. <http://policy.umn.edu/forms/otr/otr198.pdf>
   2. Plan to complete your coursework in four or five semesters, six at the most. Your Graduate Degree Plan identifies the courses you have taken or need to take to fulfill the coursework requirements for the Ph.D. It must be approved by your major advisor, the DGS and the College/Graduate School. Be sure to consult this Handbook to ensure that you have met all the coursework requirements.
7. You are required to register for 24 thesis credits (ApEc 8888).
8. Students who have filed a doctoral degree plan must maintain a 3.0 GPA for courses included on the graduate degree plan. Students who have not yet filed a degree plan must maintain an overall GPA of 3.0. Students who fall below the program's minimum GPA requirement may be terminated from the program.

# People

Text here

## Avner Ben-Ner

Text here

Behavioral Economics

HRIR

Connections to global institutes on behavioral economics, managerial behavior, and behavior of organizations.

Institution: University of Minnesota

## Metin Cakir

Text here

Industrial organization

Institution: University of Minnesota

## Jay Coggins

Text here

Public goods

Theory

Institution: University of Minnesota

## Liz Davis

Text here

Labor economics

Institution: University of Minnesota

## Jason Hicks

Text here

Labor

Uber : the effectiveness of training on car crashes

Occupational licensing and migration

Institution: University of Minnesota

## Laura Kalambokidis

Text here

Tax policy

Tax enforcement

Tax compliance and behavioral economics

Non profit organization and compliance costs with maintaining status

Institution: University of Minnesota

## Morris Kleiner

Text here

Occupational licensing

Unions and productivity

Uber: training and policy interventions

Institution: University of Minnesota

## Samuel Myers

Text here

Discrimination in contracting

Policy and inequality

Unequal lending

Institution: University of Minnesota

Historical context

## Joe Ritter

Text here

Labor economics

Institution: University of Minnesota

## Ford Runge

Text here

Public goods

Institution: University of Minnesota

Agriculture and trade

## Sylvia Allegretto

Minimum wage and employment, earnings, pricing

Institution : Berkeley

## Arin Dube

Minimum Wage and employment, earnings, and turnover/churn

Institution : Amhurst

## Elton McArazie

Minimum wage

Training programs for people with Autism

Institution : Insert Here

## Elanore Ostrum

Insert Here

## Elaine Oster

Insert Here

## Emily Oster

Insert Here

## Misc

What has been written in an economic context about the work of Thurgood Marshall or Nedgar Evars?

# Institutions

Text here

## University of Minnesota

Text here

## Roy Wilkins Center

Text here

## Merrick Inc

Text here

# Data Sources

Text

## ACS

## CPS

## ATUS

## DoH

## QWI

## FRED

## QCEW

## SBO

# Literature

Test

# Entries

**No index entries found.**

# Citations of Authorities / Statutes

**No table of authorities entries found.**

# Bibliography

**There are no sources in the current document.**