



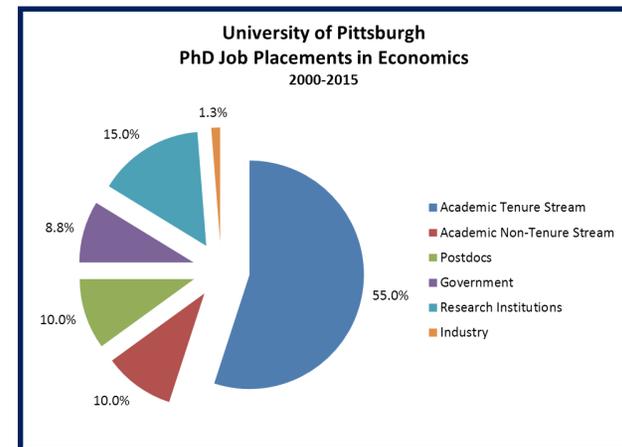
Kenneth P. Dietrich School of Arts and Sciences

Department of Economics PhD Program

ECONOMICS PHD PROGRAM HIGHLIGHTS

MISSION AND GOALS: The mission of the [Department of Economics graduate program](#) is to prepare students to be professional economists in academia, business, or government. The PhD program has three goals: to advance economic knowledge through an intensive and balanced research program; to develop the skills needed to conduct independent research on current economic problems; and to provide training needed for effective teaching of economics.

SOLID JOB PLACEMENTS: The success of our PhD program is reflected in our solid job placement record, with **70 percent of our graduates placed in research-oriented jobs** (tenure-stream academic plus research institutions). Our placements since 2000 include research universities such as the University of Minnesota, Carnegie Mellon University, University of Virginia, University of Toronto, University of South Carolina, SUNY Albany, and University of Nevada as well as highly ranked liberal art colleges such as Oberlin, Kenyon, the College of William and Mary, and Colgate University.



BREADTH IN TRAINING: Our PhD course plan is designed around a dual-major model, a best practice in the discipline. We achieve breadth in training also by requiring students to complete a minor in a different field. During the first-year, students take rigorous core courses in microeconomic theory, macroeconomics, econometrics and math. Preliminary exams in micro theory and macroeconomics occur during the summer of the first year. Starting in the second year, students select field courses to complete the dual major and the minor. Each major consists of two field courses and a graded seminar, while the minor includes two courses. The six fields we currently offer include: applied microeconomics, econometrics, experimental, international/ development, macroeconomics, and microeconomic theory. Within applied microeconomics, we offer three different major tracks: labor, urban/public, and history/institutions. Students may only pursue one of these applied micro tracks as a major, but may complete a minor in another one.

EARLY RESEARCH IMMERSION: We offer a **Research Methods in Economics** course for second-year students to guide them in the transition from coursework to research. Our research-training model combines multiple components to immerse students in our research community from the beginning of their second year:

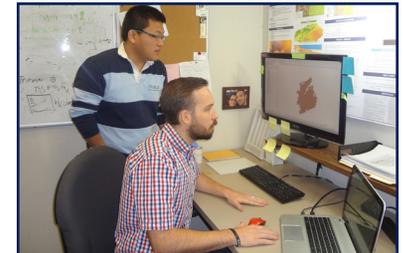
- **Second-year paper:** Students write their first research paper during the summer of their second year. Research ideas leading to this paper are generally explored in field courses. We celebrate our students' early research achievements with the Best Second-Year Paper Award.
- **Brown bags:** Starting in the second year, students participate in weekly field-specific brown bags where faculty and students present research in progress and receive early feedback. Students also learn research methodology and practice presentation skills in these brown bags.
- **Collaborative research:** Many students are involved in productive research collaboration with faculty. About 50 percent of students in years 2+ co-author papers with faculty. A similar proportion co-author papers with other graduate students. About 25 percent of students collaborate in interdisciplinary research with faculty from other units, particularly public health, education, decision sciences, and international affairs.
- **Laboratory experiments:** Graduate students have access to our world-class [Pittsburgh Experimental Economics Lab \(PEEL\)](#) to run their experiments. This lab is a leading center for experimental research, and is used by our economics faculty, other affiliated faculty from Pitt and Carnegie Mellon University as well as our graduate students. The PEEL makes our department particularly attractive for students interested in pursuing experimental economics.
- **Expanded research community:** Students are exposed to frontier research conducted by external speakers through our seminar series in each of the six fields. Most of our seminar series are run jointly with Carnegie Mellon University, extending our research community beyond the walls of our building. We close each academic year with the department-wide Pittsburgh Economics Medley Conference, which brings together researchers from Pitt, Carnegie Mellon, and RAND, and provides our students with the opportunity to showcase their research with poster presentations.



IN-HOUSE TEACHING TRAINING: We train our students to be effective teachers. We offer an in-house course in **Teaching Economics** to all students during the fall of their second year. In addition, we have a **Summer Teacher Mentoring Program** to assist graduate students who serve as primary instructors in summer courses. Both of these programs encompass general and field-specific teaching tips; the provision of teaching materials from experienced faculty; video-taping of students' teaching followed by one-on-one feedback; and classroom visits by faculty members. We recognize students' teaching excellence through annual awards.

DIVERSITY: Our student body is diverse. There currently are 68 students in residence, 62% of which are men, 37% are women, and 1% outside the binary. Our international students come from a variety of countries, including Brazil, China, Chile, India, Kazakhstan, Ukraine, Lebanon, South Korea, Singapore, Israel, Uruguay, Uzbekistan, Nepal, Benin, Russia, Colombia, and more. We are proud to welcome them to Pittsburgh, which has been ranked by *The Economist* as the "most livable city in the continental United States" based on stability, health care, culture and environment, education, and infrastructure!

For more information and to apply, please visit www.econ.pitt.edu/graduate.



Wesley W. Posvar Hall