

**A Proposal for Joint Ph.D. Programs between  
the Sanford School  
and  
Allied Disciplines (Psychology and Neuroscience, Sociology)**

**Revised: October 28, 2016**

### **History and Status**

This document proposes to establish Joint Ph.D. Programs between the Sanford School of Public Policy and two Allied Disciplines of Psychology and Neuroscience and Sociology—here forth referred to as “the Discipline”. No new Ph.D. is proposed; rather, two new Joint Programs will be established administratively as optional tracks within the current public policy Ph.D. program in the Sanford School and two current Ph.D. programs in the Disciplines, specifically, Psychology and Neuroscience and Sociology.

#### *Departmental Review*

The proposal was first submitted to the faculty members of relevant departments on September 7, 2014.

It was reviewed, discussed at four faculty meetings, and approved by the Sanford faculty on May 8, 2015, with a vote of 36 in favor, 4 opposed, and 4 abstentions, and then reviewed and endorsed by the Sanford Dean Kelly Brownell.

The proposal was reviewed and approved by the faculty of the Department of Psychology and Neuroscience in the fall of 2015, with a vote of 19 to 0, and then reviewed and endorsed by the Department Chair, Scott Huettel.

The proposal was reviewed and approved by the faculty members of the Department of Sociology in the fall of 2015, with a unanimous vote (count uncertain but two faculty members not present), and then reviewed and endorsed by the Department Chair Eduardo Bonilla-Silva.

The proposal is currently under review by the Department of Economics and the Department of Political Science, but these departments are not expected to reach a decision until later this academic year. If and when these departments approve the proposal, a new request will come to the Graduate School to add these departments by administrative review, rather than coming to the university Academic Council.

#### *Graduate School Review*

The program was submitted to the Executive Committee of the Graduate Faculty in the fall of 2015, reviewed at its meeting on February 2, 2016, revised, reviewed again, and then approved in May of 2016. It was then reviewed and endorsed by the Dean of the Graduate School.

#### *Academic Council Review*

The proposal now comes to the university Academic Council.

## Intellectual Rationale

President Obama's tenure has been marked by a move toward evidence-based public policy that relies on scientific analysis to guide policy decision-making. More and more, society is calling upon the academy to solve important problems in contemporary society, and these solutions require a new type of scholarship that combines the depth of disciplinary science with the breadth and balance of public policy analysis. Likewise, universities, including Duke, are advocating the production of science in service to society.

Consider the problem of growing income equality in the United States. Some policy initiatives to grow the economy have failed, and some that have partially succeeded have inadvertently increased inequality across subpopulations. Absolute poverty brings stress, and growth in the disparity between rich and poor brings added comparative disadvantage and more stress. In order to address the problem of income equality, scholars must: bring to bear diverse empirical methods that include, at least, econometric modeling of population data, longitudinal analysis of individual change, and ethnographic analysis of qualitative interviews; consider myriad perspectives from disciplines of sociology, economics, psychology, political science, and public policy; and integrate this knowledge into coherent and comprehensive theories, findings, and solutions. The new type of scholarship must be rooted in a discipline, it must draw on multiple perspectives, and it must be supplemented by integrative analysis. This new type of scholarship will, in turn, inform basic research in the disciplines; for example, research on the economics and health implications of inequality has already led to new hypotheses and empirical research on the psychological and emotional consequences of inequality.

Consider another problem that too many children are entering kindergarten ill-prepared to undertake formal education. Diverse solutions have been offered, such as science-based language development interventions during the preschool years to remedy the lack of exposure at home, greater access to prenatal care so that biological limits on a child's brain development are not imposed at the outset, formal publicly-funded pre-kindergarten programs for four-year-olds, and training of elementary school teachers to accommodate a diverse student body that is not so much ill-prepared to learn as is the school system ill-prepared to teach diverse students. Each solution has a rationale based in science that might or might not be valid. Leaving aside whether any of these solutions has scientific merit, the costs, benefits, and feasibility must be considered when weighing options of how to engineer a comprehensive solution. Evaluating possible solutions will, in turn, likely raise new questions in the disciplines.

The academy has not yet solved these, and many other, contemporary problems. Nonetheless, contributions to solving these vexing challenges most definitely can come from scholarship, but universities must train a new type of scientist to make significant advances. We suggest that scientists contributing to solutions to these problems must be trained to integrate a deep knowledge based in the theories and methods of a discipline (such as psychology and neuroscience, sociology, economics, or political science) with the analytic tools of public policy (such as cost-benefit analysis, framing research, and systems analysis) and the skills of engaging in multi-disciplinary discourse. Current programs in the academy, and at Duke, provide strong but only partial training, which could be enhanced by modest revisions to current doctoral programs that incorporate collaborations across disciplines. Current disciplinary programs at Duke are absolutely appropriate for addressing certain problems and should be continued, of course. We propose new joint programs that could address different problems such as the ones above.

We propose Joint Ph.D. Programs between Public Policy and each of several allied disciplines of Psychology and Neuroscience, Sociology, Economics, and Political Science. Our proposal has reached formal agreements between the Sanford School and Psychology and Neuroscience and between Sanford and Sociology; we do not currently propose a Joint Program involving Economics or Political Science, so these programs will not be described further here. We note these other departments to signal our longer-term plan.

### **Key Features of the Proposed Joint Programs**

These Joint Programs are designed to appeal to students who seek to take advantage of multiple complementary intellectual benefits from studying Public Policy and the Discipline in a coordinated program. A student who enrolls in a Joint Program will be required to meet requirements of both the Sanford School and the Discipline in a five-year or six-year period. Joint Programs will be administered by the participating departments and the Sanford School. A student's primary research advisor will be a faculty member from either Sanford or the disciplinary department. Co-advising is also possible.

Applicants to existing Ph.D. Programs will be invited to apply to a Joint Program at the same time as application to an existing program within one of the participating units. Applicants to a Joint Program must be approved for admission by both the originating unit (which could be either a Ph.D. Program at Sanford or any Ph.D. Program in a Discipline) and the complementary unit. The originating unit will have responsibility for all financial aid, unless by mutual agreement the student changes to a primary research advisor in a complementary department. As much as possible, guidelines for student financial aid and work requirements will be similar across units. Analysis of current guidelines indicates a high level of compatibility already.

The Graduate School allows a program to provide its own title. Note that the Duke diploma lists "Ph.D." as the only official title. The title of the degree for Public Policy Ph.D. students originating in Sanford will be Public Policy and Psychology and Neuroscience, or Public Policy and Sociology. The title of the degree for students originating in a disciplinary department will be Psychology and Neuroscience and Public Policy, or Sociology and Public Policy.

Because a Joint Program is an optional "track" within these existing programs, it will neither increase nor decrease the total number of Ph.D. students in any of the participating departments (unless a unit chooses to change its overall size with its own resources). For students who enter through the Sanford School, the proportion of all Ph.D. students who matriculate into a Joint Program (versus Public Policy only) could be as low as zero and will not exceed one half for each of the next three years. For each participating allied discipline department, the proportion will be determined by the department.

We plan to review the new Joint Programs in several years, 2019-2020. At that point, all options for modifying the program will be considered, including but not limited to greater emphasis on substantive rather than disciplinary research areas, termination or expansion of the Joint Program, and other option of interest to the faculty.

We anticipate that a joint doctoral program will attract very strong applicants, broaden the job prospects of its graduates, and increase their marketability in top-ranking disciplinary departments and public policy schools and other job markets that require clear documentation of rigorous disciplinary *and* interdisciplinary training.

We believe that a Joint Ph.D. Program is consistent with the evolving nature of science in this domain. Many policy issues can be studied best by a coordinated effort among disciplines to reap the

benefits of the intellectual and methodological traditions of public policy and allied disciplines (economics, psychology, sociology, and political science). These critical questions can be addressed by combining the rigorous tools of diverse social and behavioral sciences. Emerging scholars who wish to study core aspects of human and organizational behaviors that are relevant to policy may be served best by programs that emphasize both disciplinary and public policy training curricula.

### Current Status of Duke Programs

The table below lists the number of applicants to the Sanford Ph.D. Program, the number accepted by the program, and the number matriculating, for each of the past six years. The trend has been a stable number of applicants over this period. Other data (not shown here) indicate improvements in the credentials (e.g., GRE scores, GPA, quality of recommendations). The yield rate is about 50 percent, averaged across years, with high variance. The Sanford Ph.D. students recently analyzed where applicants who had been admitted to the Sanford Ph.D. program but declined the offer ended up matriculating. About half of them enrolled in a disciplinary Ph.D. program or a joint Ph.D. program, a quarter in a different public policy Ph.D. program, and a quarter could not be located.

Year	Applicants	Accepted	Matriculated
2009-2010	135	12	2
2010-2011	157	14	8
2011-2012	160	11	3
2012-2013	182	10	8
2013-2014	180	12	5
2014-2015	170	14	8
2015-2016	150	14	5

The 18 graduates of the relatively new Sanford Public Policy Ph.D. program have been marketable in academic jobs and nonacademic research positions. Seven of the 18 graduates are now in tenure-track positions, and five more are in postdoctoral research fellowships. These graduates compete for top positions in schools of public policy but seem to be ineligible for positions in disciplinary departments. Graduates of Duke's longstanding Ph.D. programs in Economics, Sociology, Political Science, and Psychology and Neuroscience compete for top positions in disciplinary departments, but their range of job placements in public policy and other departments is limited. A joint degree program could increase the range of job placements for Duke graduates and enable them to compete for positions in top 10 disciplinary departments, top 10 public policy schools, and top non-academic research positions such as the World Bank.

It is instructive to look at the record of placements of the joint doctoral program offered by the University of Michigan Ford School of Public Policy, which, among all joint doctoral programs, comes closest to balancing policy and discipline.<sup>1</sup> The Ford School Program, established in 2001, offers joint doctoral programs in Public Policy and Sociology, Public Policy and Economics, and Public Policy and Political Science. Their placement record suggests that a joint program opens up

<sup>1</sup> The Woodrow Wilson and Kennedy Schools also offer joint doctoral programs. However, those programs are housed in the departments and are "discipline-plus" programs for which, in addition to fulfilling the requirements of one's discipline, students complete a two or three-semester long course on "Issues in Inequality and Social Policy," followed by a one-semester advanced workshop variously designed to develop research ideas, complete an empirical paper and develop presentation skills in a multidisciplinary setting. Most placements of these programs are in disciplinary departments with rare placements in public policy schools or policy-focused jobs.

top-ranked disciplinary departments to policy students. Many of these placements are in top 20 departments, including current tenure-track faculty members at Duke in economics, sociology, and the Sanford School. Ford School graduates are also placed in Public Health Schools, Federal Reserve Board, Treasury, Mathematica, and teaching colleges, suggesting that the joint program has opened up the economics and sociology job markets to policy students without curtailing opportunities to compete for non-academic jobs.

### **Proposed Admissions, Mentoring, and Financial Responsibility**

Students seeking admission to a proposed Joint Program will apply to one of the participating academic departments and will designate interest in one of the joint program tracks at the time of application by checking a box on the application form. Applicants will be evaluated for admission by the originating unit, both for admission in the originating unit and whether a joint degree is appropriate. Approved applicants will then be routed to the complementary unit's admission committee for review. Coordination among the admissions committees early on in the admission review process by sharing short-listed applications will facilitate the process. If the complementary unit rejects any applicants forwarded by the originating unit, the originating unit has the option to negotiate with regard to the entire cohort. That is, the complementary unit has the right to disapprove of any candidate for a joint degree, but does not have the right to make the final affirmative decision on joint degrees proposed by the originating unit. During each of the first three years, no more than one half of the applicants admitted into Sanford's Ph.D. programs will be admitted to a Joint Program.

At the time of admission, a plan will be put in place for each admitted student that includes funding and research mentoring. Funding and primary research mentoring will ordinarily be the responsibility of the originating unit, although it is possible that a different arrangement will be made but only by mutual agreement (e.g., an applicant might switch application from one department to another during the review process, or an applicant might be co-mentored by one faculty member from each unit with funding provided by one of the units). An incoming student's plan binds the originating unit to financial and mentoring responsibilities. It does *not* bind the complementary unit in any way. Across the five or six years of the program, a Joint Program student might apply for transfer of financial and mentoring "ownership" to the complementary unit, but approval of that transfer is not guaranteed or expected and must be evaluated by the receiving unit.

### **Impact on Current Students**

Current and future students who are already enrolled in one of the existing Ph.D. programs will be allowed to continue their current program with no interruption or loss of resources. Also, they will be allowed to apply for transfer into any Joint Program. An admissions committee in the originating unit will review each application and make a recommendation regarding admission and a plan for how the student will complete all requirements (e.g., an additional year of training might be required). An admissions committee in the complementary unit will then review the application before approval is granted. There will no limit on the number of existing Sanford public policy Ph.D. students who will be eligible to transfer into a new Joint Program, subject to approval of individual applications by both the Sanford admissions committee and the discipline-based admissions committee and completion of all requirements, including coursework and representation on a dissertation committee by at least two members who have primary appointments at Sanford and two members who have primary appointments in the discipline. The number of current students in each allied discipline who will be allowed to apply for transfer will be determined by the respective disciplinary unit.

Joint Program students who wish to transfer out of any Joint Program into a Discipline or a Sanford Ph.D. Program will be allowed to submit an application, although admission is not guaranteed or expected. The incoming unit will convene an admissions committee to evaluate the student's application.

### **Program Structure**

The aims of the curriculum of the Joint Program are to build upon what already exists at Sanford and the Disciplines, to strengthen students' disciplinary orientation while orienting them to public policy problems and methods of policy analysis, to involve them in research very early in the program through a close relationship with one or more faculty mentors, and to synergize the benefits of the curricula of each participating unit. Any of these Joint Programs is designed to lead to the Ph.D. in five or six years.

This document will not list the courses required for any Joint Program because each approved curriculum will evolve over time. Curricula will differ across the Disciplines and will be decided by the Directors of Graduate Studies of each unit and any Joint Program. Possible course requirements for the programs in Public Policy and Economics, Public Policy and Sociology, and Public Policy and Psychology and Neuroscience are described in the Appendix. The following is one possible prototype.

In Year 1, all students will take the core two-semester course in public policy (901 and 902) and a sequence of basic courses in research methods and statistical methods required of Ph.D. students in their disciplinary departments. They will begin involvement in research by regularly meeting with their primary mentor. The summer following the first year will be devoted to research involvement and any topical modules relevant to their program of study.

In Year 2, students will continue to take courses in their Discipline designed to provide them with experience in designing studies and collecting and analyzing quantitative and qualitative data. They will complete general course requirements in their Discipline (e.g., theory sequence in Sociology, field courses in Economics) while beginning to specialize in a topical area. For example, students in Public Policy and Economics might take a labor economics sequence, an economic development sequence, a health economic sequence, or an environmental economics sequence; students in Public Policy and Sociology might take the demographic methods sequence, a social stratification/social inequality sequence, a race and ethnicity sequence, or a social networks sequence; students in Public Policy and Psychology and Neuroscience might take a developmental methods and theory sequence or a mental health intervention, program evaluation, and assessment sequence. Courses associated with these topic areas should also fill the specialty area requirements of participating departments.

The Sanford School will provide resources to add a new course to the second-year curriculum as a strongly-recommended elective. This 800- or 900-level course will cover causal inference with regression discontinuity, instrumental variables, randomized controlled trials, and propensity score matching, as well as experimental methods, survey methods, and other methods such as process tracing.

Also in Year 2, students will write a second year paper suitable for submission to an academic journal under the guidance of their faculty mentor. This paper could be written to satisfy a topical course requirement, as the assignment of the second-year empirical paper course offered in some departments (e.g., sociology), or in the context of an independent study under the supervision of

faculty mentor. Students in some Disciplines might replace this paper requirement with passing of field course exams.

By the beginning of the third year, the student will complete a Comprehensive Exam that consists of the empirical paper requirement (or passing field course exams) and an oral exam that is conducted by a Comprehensive Exam Committee of three faculty members, including at least one faculty member from each department. This Committee will review the student's progress in the program and the student's plan for completion of all requirements. In Year 3, all students will complete the two-semester course sequence (908 and 909) at Sanford that leads to the dissertation proposal that is submitted as part of the Preliminary Examination at the end of the third year. It is possible to substitute this sequence with a similar sequence within the Discipline. The Dissertation Committee for all students in the Joint Program will include at least two members from the Sanford School and two members from the Discipline.

In Years 4 and 5, students will complete a dissertation under the supervision of their research mentor and Dissertation Committee members.

Other requirements of any Joint Program will be designed to train students in scientific research and socialize them into an academic research culture within their Discipline.

The program of study for the Joint Program will have several advantages: it will preserve the primary (but not necessarily all) core course requirements of each participating program while accommodating requirements of the complementary program. For example, the curriculum for Economics and Public Policy will accommodate well the first-year economics course requirements and qualifying exams in microeconomics and econometrics (although minimizing macroeconomics) and will ensure students' completion of the two-course core sequence in Public Policy. It will enable students to apply social science theory and knowledge to public policy problems through the first-year course requirements in the Discipline and through the research requirements. It will generate a sense of cohort membership among all Joint Program students in all disciplines by requiring them to take the core course sequence in Public Policy, and it will generate a sense of membership in the Discipline by completion of the courses that Ph.D. students in the Discipline complete.

### **Administration of the Program**

Joint Programs will be administratively supported in the Sanford School. A Joint Program Executive Committee will consist of the Director of Graduate Studies (or a designee) from each of the Disciplines and the two Sanford School Ph.D. Programs. Each Discipline and the Sanford School may have Ph.D. Program committees that will provide additional oversight and will ensure that the Disciplinary and the Policy components of any Joint Program are preserved.

### **Benefits of Joint Programs**

If a new Joint Program is successful, it will not only produce students who can conduct interdisciplinary research at a time when policy issues are best addressed with insights from multiple disciplines, it will also produce students will take these skills back to Disciplinary programs to expand the boundaries of the disciplines. The program aims to produce students who "qualify" under the terms of the disciplinary department and who will bring a set of policy-relevant skills to scholarship in the disciplines. Their presence across departments and the stake that departmental faculty have in these students might also influence the work and broaden the research perspectives of students in the discipline. Any Joint Program will not hurt the current pool of applicants for any department but will open the door for Discipline-based students who want more policy-oriented

training than is currently offered. It will open the door for all Policy students who want stronger grounding and credentialing in a Discipline.

A major hope is that Joint Programs will encourage stronger links between faculty members in Sanford and each Discipline. By serving on committees together and working with students who mix perspectives in their research, faculty members will also broaden their views and enrich the science conducted by Duke faculty members.

### **Evaluation of the Program**

The Joint Program will be implemented for an initial three-year period with three cohorts of matriculating students and will then be evaluated by all participating units for possible continuation. Any unit can withdraw from participation in any year. All matriculating students will be allowed to complete the Joint Program even if new students are no longer admitted, assuming adequate progress. Metrics to evaluate the Joint Program will include, but not be limited to, the following:

1. Number of applicants to each Joint Program from each unit, by year
2. Number of applicants admitted to each Joint Program, by year, with yield rates
3. Quality of matriculants (GRE scores, GPAs, prior experiences, subjective ratings)
4. Table of each student's progress through the Joint Program
5. Feedback from faculty members and students



## APPENDIX

Possible Sanford Public Policy and Sociology Joint Ph.D. Program Course Requirements					
Year 1	Course	Course Name		Course	Course Name
Fall	PUBPOL 901	Political Economy of Public Policy	Spring	PUBPOL902	Ethics of Public Policy
	PUBPOL 810	Microecon. I		PUBPOL811	Microecon. II
	SOCIOL720S	Research Methods I: Logic of Inquiry		SOCIOL721S	Research Methods II: Research Practicum
	SOCIOL	Stats 1		SOCIOL	Stats 2
Year 2					
Fall			Spring		
	PUBPOL	New PUBPOL Methods		PUBPOL	Experimental design for behavioral and social sciences OR Qualitative methods (PhD level)
	SOCIOL710	Classical Sociological Theory		SOCIOL711	Contemporary Explanations
		Soc elective OR PP elective		Soc elective OR PP elective	
		Soc elective OR PP elective		Soc elective OR PP elective	
Year 3					
Fall	PUBPOL908	Dissertation proposal workshop I	Spring	PUBPOL909	Dissertation proposal workshop II

Note: The Joint Program in Public Policy and Sociology course requirements are broadly consistent with existing Public Policy and Sociology Department requirements. The Sociology program requirements include a two-course theory sequence, a research methods sequence, a statistics sequence, and two advanced/specialized methods courses, in addition to seven electives. The two advanced/specialized methods courses could be any of the methods courses required in Public Policy or other departments as electives. Additional Sociology requirements include (a) a first year essay exam, to be turned in at the beginning of the fall semester of the second year, in which

students will choose two works from a list of the most influential books and articles in sociology and will use this work as a basis for two essays that investigate their influence in sociology, and (b) a second year empirical paper suitable for submission to an academic journal. This requirement is equivalent to the Sanford second-year empirical paper requirement. In addition, before proposing a dissertation project, Sociology students must qualify in two specialty areas. The requirements for this qualification are determined by two examiners, one in each specialty area. Requirements could include any combination of reading a list of works, writing an essay, taking an exam, passing one or more topic or methods courses, participating regularly in a workshop. Students in the joint Ph.D. program will be given credit for the policy specialty area and will need to qualify in an additional specialty area under the supervision of a Sociology faculty member (e.g. race, population studies, stratification, religion, networks, etc.). Because of the overlap of some of the Public Policy topical areas with some of the Sociology specialty areas, this additional requirement could be addressed to the satisfaction of both Public Policy and Sociology. The Joint Program will also require a Preliminary Exam that will incorporate a defense of the dissertation proposal. The Preliminary Exam committee and the Dissertation Committee will consist of at least two faculty members with a primary appointment in Duke Sociology and two faculty members with a primary appointment in Public Policy. As required by the Graduate School, the committee must include a "Minor Area Representative," a faculty member who is not from a student's primary area. The multi-disciplinary nature of the Joint Program will fulfill this requirement for all students by the above-named membership requirement.

<b>Possible Psychology and Neuroscience (Social) and Sanford Public Policy Joint Ph.D. Program Course Requirements</b>					
Year 1	Course	Course Name		Course	Course Name
Fall	PUBPOL 901	Political Economy of Public Policy	Spring	PUBPOL902	Ethics of Public Policy
	PUBPOL 810	Microecon. I		PUBPOL811	Microecon. II
	P&N Core I			P&N Core II	
	P&N First Year Seminar			P&N First Year Seminar	
Year 2					
Fall			Spring		
	PUBPOL	New PUBPOL Methods		PUBPOL	Experimental design for behavioral and social sciences OR Qualitative methods (PhD level)
	P&N Core III			P&N Core IV	
	Stat / Methods Course			Stat / Methods Course	
	TAship or Practicum/Elective		TAship or Practicum/Elective		
Year 3					
Fall	PUBPOL908	Dissertation proposal workshop I	Spring	PUBPOL909	Dissertation proposal workshop II
	Stat / Methods Course				
	TAship			TAship	

By third year, defend Major Area Paper (P&N)/Qualifying Exam (PubPol)\*\*\*\*\*

\*\* **one of the three stats/methods courses for P&N** could be **micro-economics** (PubPol810, which is a required core course for PubPol); a second microeconomics course (PubPol811), causal inference, and other advanced statistics courses are also available to fill additional required statistics/methods requirements in P&N if desired by the student.

\*\*\* students in public policy are expected to complete a **second year empirical manuscript**; it is likely that students originating in Psychology would also be completing this type of paper as the course of their training.

\*\*\*\*the **dissertation proposal seminar** is a required course for Sanford Ph.D. students. Perhaps there is an opportunity to run a seminar course that covers both dissertation proposal and grant writing in Year 3.

\*\*\*\*\* there appears to be significant amount of overlap in the **Major Area Paper Requirement in P&N** and **Qualifying Exam Paper requirements** in Public Policy; the requirements for both departments could be fulfilled with the same paper/oral defense and a committee made up of members from both Psychology and Neuroscience and Public Policy, the details of which would need to be worked out between the two departments/areas.

**P&N practicums** could be designed to facilitate interaction with faculty from Sanford.

Both Sanford and P&N require students to attend **seminar series/brown bag lectures** and give at least 2 talks in these series. This requirement is consistent across departments and could also provide an opportunity to bring students from across the Joint PhD program together.

## Appendix

### Ph.D. Placements for Top Programs in Public Policy

#### **Texas University—LBJ School**

Since its inception in fall 1992, the LBJ School's Ph.D. program has graduated 56 students [August 2013]. The most frequent career path (40%) is faculty positions in research universities here and abroad; 18% work in public policy research institutions in the United States; 10% in international agencies; another 10% in private consulting, and; 8% in state or federal government.

#### **Wisconsin - Robert M La Follette School of Public Affairs**

<http://www.lafollette.wisc.edu/career-development/career-statistics>

No PhD program—only an MPA and Master in International Public Affairs

#### **Indiana University—School of Public and Environment Affairs**

Has several joint degrees. Available information is listed below for the Business Economics and Public Policy Joint Degree:

1. Kyle Anderson: Indiana University-Purdue University Indianapolis (IUPUI)
2. Ellie Banalieva: Northeastern University
3. Wen (Clara) Cao: Chinese University of Hong Kong
4. An-Sing Chen: National Chung Cheng University in Taiwan
5. Dong Chen: Peking University
6. Jihui (Susan) Chen: Illinois State University
7. Barick Chung: Chinese University of Hong Kong
8. Chris Decker: University of Nebraska-Omaha
9. Kevin Du:
10. Carl Raul Gwin: Pepperdine University
11. Haizhou Huang: International Monetary Fund
12. George Hammond: University of Arizona
13. Anand Jha: Texas A&M International University
14. In Hyeock Lee Western Kentucky University
15. Kelly Lear: Nordby Lear Nordby LLC
16. Stephan Levy: LECG
17. Jing Li: Simon Fraser University
18. Kenneth Li: Federal Reserve Bank of New York
19. Chang Hoon Oh: Simon Fraser University
20. Christopher Pope: University of Georgia, Athens
21. Rafael Reuveny: Indiana University, School of Public and Environmental Affairs
22. Robert Ridlon: Sungkyunkwan University
23. Sooyoung Song: Chung-Ang University, Seoul, Korea
24. John Velis: Russell Investments
25. Lan (Allen) Zhang: Southwest University of Finance and Economics, China

### **Syracuse Maxwell School of Citizenship and Public Affairs:**

**Master's and doctoral degrees in the social sciences.** Maxwell offers graduate degrees in these social-science disciplines: anthropology, economics, geography, history, political science, social science, and sociology. The public administration department offers a Ph.D., as well. Many of these departments are among the most esteemed at Syracuse University, and are well-known nationally and internationally.

2013 Kerri Raissian, PhD \* Assistant Professor of Public Policy, University of Connecticut

2013 David Berlan, PhD \* Assistant Professor, Florida State University

2012 Khaldoun AbouAssi, PhD, 2012 \* Assistant Professor, The Bush School of Government and Public Service at Texas A&M

2011 Hyunhoe Bae, PhD, 2011 \* Assistant Professor of Public Administration, North Carolina State University

2011 Tamara Hafner, PhD, 2011 \* Assistant Professor of Public Administration and Policy, American University

### **Carnegie Mellon Heinz Public Policy and Management**

<http://www.heinz.cmu.edu/school-of-public-policy-management/doctoral-program/index.aspx>

They also have **joint Ph.D. programs** with other units at CMU and elsewhere, including CMU's Tepper School of Business; CMU's School of Computer Science; CMU's Department of Statistics; CMU's Strategy, Entrepreneurship, and Technological Change program; and the Ph.D. in Technological Change and Entrepreneurship with a consortium of universities in Lisbon, Portugal.

They have had **career outcomes** at academic institutions like Cornell University, University of Florida, University of Michigan, University of Pennsylvania, and Stanford University, as well as at other prominent non-academic organizations, including the Federal Reserve Bank, National Academy of Sciences and the RAND Corporation and private firms like Google, Booz Allen, and so on. Visit the placement page for more information. (note: no placement page for PhD students)

<http://www.heinz.cmu.edu/prospective-students/salary-placement-statistics/index.aspx>

Carnegie Mellon has a similar joint degree. Students and graduates of our HCPM program are employed by important organizations in the non-profit, public, private and consulting sectors and hold a variety of professional and management positions. Some recent employers of HCPM graduates include:

- \* UPMC
- \* Highmark
- \* Gateway Health Plan
- \* MITRE
- \* Avalere

- \* Epic
- \* Deloitte
- \* Allegheny Health Choices
- \* Optimal Solutions
- \* Johnson & Johnson
- \* Cigna
- \* Veteran's Administration

Additionally, several HCPM graduates have gone on to medical school upon completion of the program.

Employers of Ph.D. Graduates:

- \* Georgia Tech, Ivan Allen College of Liberal Arts - Matej Drev
- \* University of Texas Austin, McCombs School of Business - Rajiv Garg
- \* University of Michigan, Ross School of Business - Yan Huang
- \* Notre Dame, Mendoza College of Business - Idris Adrejid
- \* Temple University, Fox School of Business - Bin Zhang
- \* University of Florida, Warrington School of Business Admin - Anuj Kumar
- \* University of North Carolina, Dept of Political Science - Justin Gross
- \* Stanford University, Graduate School of Business - Sharique Hasan
- \* Cornell University, Dept of Policy Analysis and Management – Sam Kleiner
- \* University of Maryland, Dept of Criminology – Nakamura Kiminori
- \* Technology University of Lisbon, Dept of Economics – Ana Venancio
- \* Indian Institute of Management, Corporate Strategy and Policy, Chirantan Chatterjee
- \* University of Chicago (Post doc) – Yu-Chieh, Hsu
- \* State of Alaska - Matt Snodgrass
- \* Federal Reserve - Jeff Brinkman
- \* Government of India - Surendra Bagde

### **Princeton University—Woodrow Wilson School**

No placement information on the internet

### **University of Chicago Harris School**

### **2013–2014 JOB MARKET CANDIDATES**

Elise Chor: Postdoctoral Fellow, Northwestern University  
 Elizabeth Chorvat: Visiting Assistant Professor, University of Illinois, Champaign-Urbana  
 Pedro Bernal Lara: Consultant, International Development Bank  
 Kyung Park: Assistant Professor, Wellesley College  
 Maria Rosales Rueda: Assistant Professor, University of California School of Education  
 Alejandro Ome Velasquez: Research Scientist, NORC

## 2012–2013 JOB MARKET CANDIDATES

Jonah Deutsch: Researcher, Mathematica

Sara Heller: Assistant Professor, University of Pennsylvania, Criminology Department

Ana Sofia Leon Lince: Assistant Professor, Universidad Diego Portales, Public Policy School

Nikolas Mittag: Assistant Professor, CERGE-EI, Economics Institute of the Academy of Sciences

Margaret Triyana: Assistant Professor, Nanyang Tech University Department of Economics

Jorge Ugaz: Specialist, Abt Associates Inc.

Felicity Vabulas: Lecturer, University of Chicago, Harris School of Public Policy

## 2011–2012 JOB MARKET CANDIDATES

Gudadulope Bedoya: Economist, World Bank

Jen Hao Chen: Assistant Professor, University of Missouri

Chloe Gibbs: Assistant Professor, University of Virginia

Masataka Harada: Assistant Professor, National Graduate Institute for Policy Studies

Janna Johnson: Assistant Professor, University of Minnesota, Humphrey School of Public Policy

Daniel Kriesman: Assistant Professor, Georgia State University

Javaeria Qureshi: Assistant Professor, University of Illinois at Chicago, Economics Department

Matthew Steinberg: Assistant Professor, University of Pennsylvania, Department of Education

Laura Wherry: Assistant Professor, UCLA Medical School

Joanna Woronkovicz: Assistant Professor, Indiana University

Arianna Zanolini: Postdoctoral Fellow, University of North Carolina, Center for Infectious Disease

## University of Michigan Ford School

### Doctoral alumni: first and current jobs

#### Public Policy and Economics

Name	Position at graduation	Current Position
<b>Beam, Emily '13</b>	Visiting Assistant Professor of Economics, National University of Singapore	Visiting Assistant Professor of Economics, National University of Singapore
<b>Broussard, Nzinga '08</b>	Postdoctoral Fellow, Department of Economics, Ohio State University; Assistant Professor, Claremont McKenna College	Research Associate, IMPAQ International
<b>Garlick, Robert '13</b>	Postdoctoral Fellow at the World Bank Development Research Group; Assistant Professor of Economics, Department of Economics, Duke University	Assistant Professor of Economics, Department of Economics, Duke University
<b>Godlonton, Susan '13</b>	Postdoctoral Fellow at the International Food Policy Research Institute; Assistant Professor of Economics, Department of Economics, Williams College	Assistant Professor of Economics, Department of Economics, Williams College
<b>Goldberg,</b>	Assistant Professor, Department of	Assistant Professor, Department of



<b>Jessica ‘11 Goldstein, Daniel ‘07</b>	Economics, University of Maryland Lecturer, Department of Economics, Penn State University	Economics, University of Maryland Lecturer, Department of Economics, Penn State University
<b>Hyman, Joshua ‘13</b>	Postdoctoral Fellow at the Gerald R. Ford School of Public Policy	Assistant Professor, Department of Public Policy at the College of Liberal Arts and Sciences, University of Connecticut
<b>Johnson, Erik ‘11</b>	Assistant Professor, School of Economics, Georgia Tech	Assistant Professor, School of Economics, Georgia Tech
<b>Matsudaira, Jordan ‘05</b>	Robert Wood Johnson Scholar in Health Policy Research, University of California, Berkeley.	Assistant Professor, Department of Policy Analysis and Management, Cornell; Senior Economist for Labor and Education, Council of Economic Advisers, Executive Office of the President of the United States
<b>McLaren, Zoe ‘10</b>	Research Affiliate, IZA Institute for the Study of Labor	Assistant Professor, Department of Health Management and Policy, University of Michigan
<b>Montgomery, Nicholas ‘13</b>	Visiting Assistant Professor, Franklin & Marshall College	Visiting Assistant Professor, Franklin & Marshall College
<b>Murphy, Daniel ‘13</b>	Assistant Professor of Business Administration, University of Virginia, Darden School of Business	Assistant Professor of Business Administration, University of Virginia, Darden School of Business
<b>Nunn, Ryan ‘12</b>	Office of Microeconomic Analysis, U.S. Treasury Department	Economist, Office of Economic Policy, U.S. Treasury Department
<b>Pounder, Laurie ‘07</b>	Economist, Board of Governors of the Federal Reserve System	Economist, Board of Governors of the Federal Reserve System
<b>Ratner, David ‘12</b>	Economist, Board of Governors of the Federal Reserve System	Economist, Board of Governors of the Federal Reserve System
<b>Resch, Alexandra ‘08</b>	Researcher, Mathematica Policy Research	Senior Researcher, Mathematica Policy Research
<b>Tulayasathien, Soraphol ‘03</b>	Director, Economic Stability Analysis Division, Thailand Treasury Department	Director, Economic Stability Analysis Division, Thailand Treasury Department
<b>Walsh, F.G Elias ‘11</b>	Researcher, Mathematica Policy Research	Researcher, Mathematica Policy Research

### Public Policy and Political Science

<b>Name</b>	<b>Position at graduation</b>	<b>Current Position</b>
<b>Benstead, Lindsay ‘08</b>	Post-doctoral Fellow & Lecturer, Princeton University	Assistant Professor, Urban and Public Affairs, Portland State
<b>Brown (Reid), Ashley ‘12</b>	Senior Associate, McKinsey & Company	HR Business Partner, Google

<b>Demessie, Menna '10</b>	Fellow, APSA, Congressional Fellowship	Senior Research & Policy Analyst, Congressional Black Caucus Foundation; Adjunct Professor, University of California – Washington Center
<b>Gong, Abe '13</b>	Data Scientist, Jawbone	Senior Data Scientist, Jawbone
<b>Helfstein, Scott '08</b>	Assistant Professor, U.S. Military Academy, WestPoint	Vice President, Global Multi-Asset Class Strategy, BNY Mellon Investment Management
<b>Howard, Tiffany '06</b>	Assistant Professor, Institute for Conflict Analysis and Resolution and School of Public Policy, George Mason University	Assistant Professor of Political Science, University of Nevada, Las Vegas
<b>Kabo, Valenta '13</b>	Program Director, Center for Public Policy in Diverse Societies; Post-Doctoral Research Fellow, Gerald R. Ford School of Public Policy	Program Director, Center for Public Policy in Diverse Societies; Post-Doctoral Research Fellow, Gerald R. Ford School of Public Policy
<b>Katz, Daniel '11</b>	Assistant Professor of Law, Michigan State University	Assistant Professor of Law, Michigan State University
<b>Kavanagh, Jennifer '11</b>	Associate Political Scientist, RAND	Political Scientist, RAND Corporation Adjunct Professor, Georgetown University and American University Washington, D.C.
<b>Loftis, Kenyatha '10</b>	Research Associate in the Political Science Department at Rice University; Research Specialist in the Office of Research and Accountability at the Houston Independent School District	Principal Consultant, Solutions by L.SMURPHE.F
<b>McGee Larue, Heather '11</b>	World Learning Democracy Fellow, USAID/DCHA/DRG Learning Team; Research Associate, International Forestry Resources and Institutions (IFRI)	Research Fellow, School of Natural Resources and Environment, University of Michigan
<b>Okwuje, Ifeoma '05</b>	Budget Analyst, House Budget Committee, D.C.	Foreign Service Officer, U.S. Department of State
<b>Phinney, Robin '10</b>	Lecturer, Taubman Center for Public Policy & American Institutions, Brown University	Research Associate, Department of Political Science, University of Minnesota
<b>Stephens, LaFleur '12</b>	Visiting Scholar, Massachusetts Institute of Technology	Assistant Professor, Department of Politics, Princeton University
<b>Teodoro, Manny '07</b>	Assistant Professor, Department of Political Science, Colgate University	Associate Professor, Department of Political Science, Bush School of Government & Public Service, Texas A&M University
<b>Tkacheva,</b>	Postdoctoral Fellow, University of	Postdoctoral Fellow, University of

<b>Olesya '09</b>	Rochester	Rochester
<b>Ullah, Haroon '11</b>	Belfer Fellow, Kennedy School of Government, Harvard University	Secretary Kerry's Policy Planning Staff, U.S. State Department

### Public Policy and Sociology

	<b>Position at graduation</b>	<b>Current Position</b>
<b>Dinzey-Flores, Zaire '05</b>	Andrew W. Mellon Postdoctoral Fellow on Race, Crime, and Justice, Vera Institute of Justice.	Assistant Professor, Sociology and Caribbean Studies, Rutgers University
<b>Forbes, Melissa '10</b>	President Management Fellow (PMF), Department of Homeland Security's Office of Risk Management and Analysis, D.C.	National Preparedness Assessment Division, Federal Emergency Management Agency (FEMA)
<b>Greenman, Emily '07</b>	Assistant Professor of Sociology and Demography, Penn State University	Assistant Professor of Sociology and Demography, Penn State University
<b>Grieger, Lloyd '10</b>	Postdoctoral Associate and lecturer, Jackson Institute for Global Affairs; Postdoctoral Fellow, Center for Research on Inequalities and the Life Course, Yale	Assistant Professor of Sociology and Global Affairs, Department of Sociology & Jackson Institute for Global Affairs, Yale; Faculty Fellow Center for Research on Inequalities and the Life Course, Department of Sociology, Yale
<b>Harris, Angel '05</b>	Research Fellow, University of Michigan; Assistant Professor of Sociology University of Texas-Austin; Assistant Professor, Sociology and African American Studies, Princeton University	Professor, Sociology and African & African American Studies, Duke University
<b>Hevenstone, Debra '08</b>	Research Economist, Policy Studies Institute, University of Westminster, London	Researcher, University of Zurich
<b>Johnson, Maria '10</b>	Director, Center for Diversity and Public Policy, Ford School of Public Policy, University of Michigan	Postdoctoral Research Fellow at the Center for the Education of Women, the University of Michigan
<b>Killewald (Achen), Sasha '11</b>	Researcher, Mathematica Policy Research	Assistant Professor, Department of Sociology, Harvard University
<b>King, Katherine '11</b>	NIA Postdoctoral Fellow, Center for Study of Aging and Human Development, Duke University; Visiting Assistant Professor, Department of Sociology, Duke University	ORISE Postdoctoral Researcher, Environmental Protection Agency
<b>Lavelle, Bridget '12</b>	Senior Research Manager at Washington State Department of Social and Health	Senior Research Manager at Washington State Department of

	Services	Social and Health Services
<b>Lewis-McCoy, R. L'Heureux '08</b>	Assistant Professor, Sociology and Black Studies, The City College of New York	Assistant Professor, Sociology and Black Studies, The City College of New York
<b>Perez, Anthony '06</b>	Post-doctoral Research Associate, Center for Studies in Demography and Ecology and Department of Sociology, University of Washington	Assistant Professor, Department of Sociology, University of North Carolina
<b>Paul, Anjou '12</b>	Assistant Professor of Social Science (Sociology), YaleNUS College	Assistant Professor of Social Science (Sociology), Yale - NUS College
<b>Pineda, Daniela '10</b>	Research Analyst, Bill & Melinda Gates Foundation	Strategic Data Officer, Bill & Melinda Gates Foundation
<b>Roberts, Christopher '10</b>	Associate Professor, University of Minnesota Law School	Associate Professor, Law School; Affiliated Faculty, Department of Sociology, University of Minnesota
<b>Ross, Karen '10</b>	Associate Research Scientist, U.S. Department of Education	Associate Research Scientist, U.S. Department of Education
<b>Seefeldt, Kristin '10</b>	Assistant Professor, School of Public Health and Environmental Affairs, Indiana University-Bloomington	Assistant Professor of Social Work, Adjunct Assistant Research Scientist and Assistant Professor of Public Policy, Gerald R Ford School of Public Policy, University of Michigan
<b>Strenthal, Michelle '08</b>	Postdoctoral Research Fellow, Public Health/Social Epidemiology, Harvard	Deputy Director of Federal Affairs, March of Dimes
<b>Wyse, Jessica '11</b>	Postdoctoral Research Fellow, Population Studies Center, ISR, University of Michigan	Research Affiliate, Population Studies Center, ISR, University of Michigan
<b>Yarger (Eckerman), Jennifer '11</b>	Sociologist, Bixby Center for Reproductive Health and the Philip R. Lee Institute of Health Policy Studies, University of California-San Francisco	Sociologist, Bixby Center for Reproductive Health and the Philip R. Lee Institute of Health Policy Studies, University of California-San Francisco
<b>Zelner, Jonathan '11</b>	Postdoctoral Research Associate, Department of Ecology and Evolutionary Biology, Princeton University	Postdoctoral Research Associate, Department of Ecology and Evolutionary Biology, Princeton University

### Harvard University Kennedy School of Government

#### PhD in Public Policy Job Placement: 2014-2015

##### **Maria Cecilia Acevedo**

Consultant, World Bank, Poverty Global Practice Division

##### **Natalie Bau**

Assistant Professor, University of Toronto, Department of Economics

**Syon Bhanot**

Assistant Professor, Swarthmore College, Economics Department

**Gabriel Chan**

Assistant Professor, University of Minnesota, School of Public Affairs, Department of Science, Technology and Policy

**Sarah Cohodes**

Assistant Professor, Teachers College, Education Policy Department

**A. Nilesh Fernando**

Assistant Professor, University of Notre Dame, Economics Department (Post-doc at Harvard University first)

**Dan Honig**

Assistant Professor, Johns Hopkins SAIS

**Mahnaz Islam**

Economist, Amazon

**Richard Sweeney**

Assistant Professor, Boston College, Economics Department

**Elizabeth Walker**

Consultant, NERA, Energy, Environment, and Network Industries Practice

**2013-2014****Dany Bahar**

Senior Associate Economist, Inter-American Development Bank

**Ariel Dora Stern**

Assistant Professor, Harvard Business School, Technology and Operations Management Unit

**Alexandra van Geen**

Assistant Professor, Erasmus School of Economics, Department of Finance

**2012-2013****Will Dobbie**

Assistant Professor of Economics, Assistant Professor of Economics and Public Affairs, Princeton University, Economics Department & Woodrow Wilson School

**Jeffrey Friedman**

Postdoctoral Fellow in International Security and US Foreign Policy, John Sloan Dickey Center for International Understanding, Dartmouth College

**Marie Newhouse**

Residential Lab Fellow, Edmon J. Safra Center for Ethics, Harvard Law School

**Olga Rostapshova**

Postdoctoral Fellow, Social Science Genetics Association Consortium/NBER and Senior Evaluations Specialist, Social Impact

**Laurence Tai**

Residential Lab Fellow, Edmon J. Safra Center for Ethics, Harvard Law School

**UC Berkeley School of Public Policy**

No Placement information

## Appendix

### Job Placement History for Allied Disciplines at Duke University

#### Duke Economics

Name	Position	Institution
2014		
<a href="#">Ryan Brown</a>	Assistant Professor, Economics	University of Colorado, Denver
<a href="#">Gabriela Farfan</a>	Extended Term Consultant	Development Research Group, World Bank
<a href="#">Felix Feng</a>	Assistant Professor, Economics	Notre Dame
<a href="#">Domenico Ferraro</a>	Assistant Professor, Economics	Arizona State University
<a href="#">Kristoph Kleiner</a>	Assistant Professor, Finance	Indiana University, Kelley School of Business
<a href="#">Chung-Ying Lee</a>	Assistant Professor	National Taiwan University
<a href="#">Lala Ma</a>	Assistant Professor, Economics	University of Kentucky
<a href="#">Dong Hwan Oh</a>	Economist	Federal Reserve Board, DC
<a href="#">Deborah Rho</a>	Assistant Professor, Economics	University of St. Thomas
<a href="#">Teresa Romano</a>	Assistant Professor	Goucher College
<a href="#">Yair Taylor</a>		US Department of Justice
<a href="#">Chutima Tontarawongsa</a>	Senior Economist	Siam Commercial Bank
<a href="#">Andrea Velasquez</a>	Assistant Professor, Economics	University of Colorado, Denver
<a href="#">Erik Vogt</a>	Economist	New York Federal Reserve Bank
<a href="#">Wenjing Wang</a>	Research	Moody's Analytics

<a href="#">Lai Xu</a>	Associate Assistant Professor, Finance	Syracuse University
<b>2013</b>		
<a href="#">Emily Lynch Anderson</a>	Data Scientist	CoreComplete, LLC
<a href="#">Jonas Arias</a>	Economist	Federal Reserve Board, DC
<a href="#">Benjamin Carlston</a>	Assistant Professor	Eberhardt School of Business, University of the Pacific
<a href="#">Patrick Coate</a>	Postdoc	University of Michigan Population Center
<a href="#">Michael Dalton</a>	Research Economist	Bureau of Labor Statistics
<a href="#">Christopher Geissler</a>	Economist	ISO New England
<a href="#">Songman Kang</a>	Assistant Professor	Hanyang University Korea
<a href="#">Peter Landry</a>	Postdoc	California Institute of Technology
<a href="#">Kai Li</a>	Assistant Professor	Hong Kong University of Science and Technology
<a href="#">Zhengzi (Sophia) Li</a>	Assistant Professor	Michigan State Broad College of Business
<a href="#">Marcelo Ochoa</a>	Economist	Federal Reserve Board
<a href="#">Mehmet Ozsoy</a>	Assistant Professor	Ozyegin University
<a href="#">Evan Peet</a>	Postdoc	Harvard School of Public Health
<a href="#">Kalina Staub</a>	Lecturer	University of Toronto- Mississauga
<a href="#">Sergiu Ungureanu</a>	Lecturer	City University London, UK
<b>2012</b>		
<a href="#">Eric Aldrich</a>	Assistant Professor	UC Santa Cruz
<a href="#">Esteban Aucejo</a>	Lecturer	London School of Economics

Jeremy Chiu	Economist	Bank of England
Alex Groves	Postdoc	European Center for Advanced Research in Economics and Statistics
<a href="#">Iaryna Grynkiv</a>	Quantitative Associate	Barclay's Capital
Kristin Johnson	Research Manager	Harvard Business School
<a href="#">Edward Kung</a>	Assistant Professor	UCLA
<a href="#">Tatyana Kuzmenko</a>	Visiting Associate Professor	College of William and Mary
<a href="#">Daniel Lafave</a>	Assistant Professor	Colby College
<a href="#">Kyle Mangum</a>	Assistant Professor	Georgia State University
<a href="#">Ralph Mastromonaco</a>	Assistant Professor	University of Oregon
<a href="#">Barry Rafferty</a>	Lecturer	University of Melbourne

### Duke Sociology Department

Christian	Michelle	University of Tennessee	Assistant Professor	TTRACK	2013
Wisecup	Allison	Radford University	Assistant Professor	TTRACK	2011
Welsh	Whitney	Duke University	Research Associate	NONTTRAC K	2011
Zheng	Hui	Ohio State Washington	Professor	TTRACK	2011
Powers	Jillian	University	Postdoc	POSTDOC NONTTRAC	2011
Powers	Jillian	Brandeis University	Lecturer	K	2013
Armstrong- Hough	Mari Jean	Meiji University	Assistant Professor	TTRACK	2011
Armstrong- Hough	Mari Jean	Davidson College	Visiting Assistant Professor	NONTTRAC K	2014
Burroway	Rebekah	SUNY Stony Brook University	Assistant Professor	TTRACK	2011
Frenk	Steven	UNC-Chapel Hill	Research Associate	NONTTRAC K	2011



Frenk	Steven	National Center Health Statistics	Service Fellow Assistant	NONTRACK K	
Lee	Joonkoo	Hanyang University	Professor	TRACK	2012
Dietrich	David	Texas State University	Professor	TRACK	2011
Mayorga	Sarah	University of Cincinnati	Assistant Professor	TRACK	2012
Sebring		North Carolina		NONTRACK	
Wadlington	Serena	State University	Lecturer	K	2012
Freeman	Elizabeth	University of South Florida	Assistant Professor	TRACK	2012
Zhang	Yanlong	Peking University	Professor	TRACK	2012
Destro	Lane	Roanoke College	Assistant Professor	TRACK	2013
Roth	Leslie	Unknown			
Finnigan	Ryan	WZB Berlin Social Science Center	Postdoc Assistant	NONTRACK K	2013
Finnigan	Ryan	UC Davis	Professor	TRACK	2014
Rogers	Kimberly	Mount Holyoke College	Visiting Assistant Professor	NONTRACK K	2013
Smith	Jeffrey	University Nebraska Lincoln	Assistant Professor	TRACK	2013
Rackin	Heather	Louisiana State University	Assistant Professor	TRACK	2013
Foy	Steven	University of Texas- Pan America	Assistant Professor	TRACK	2013
Brynildsen	Wendy	Duke University	Scholar in Residence	NONTRACK K	2013
Sereny- Brasher	Melanie	Dickenson College	Visiting Assistant Professor	NONTRACK K	2013
Sereny- Brasher	Melanie	University of Rhode Island	Assistant Professor	TRACK	2014
Tian	Feng	Fudan University	Assistant Professor	TRACK	2014
Rajan	Sowmya	UNC Chapel-Hill	Postdoc	POSTDOC	2014
Ray	Victor	University of Tennessee	Assistant Professor	TRACK	2014
Son	Inseo	Korea University	Postdoc	POSTDOC	2014
Mendelsohn	S		Assistant Professor	TRACK	2014
Reynolds	Megan	University of Utah	Assistant Professor	TRACK	2014
Freeland	Robert				
Gauthier	Gertrude	University of	Postdoc	POSTDOC	2014

		Nebraska	Assistant		
Fulton	Brad	Indiana University	Professor	TTRACK	2015
Miles	Andrew	University of Toronto	Assistant Professor	TTRACK	2015
Fu	Qiang	University of British Columbia	Assistant Professor	TTRACK	2015
Medwinter	Sancha	University of Massachusetts-Amherst	Assistant Professor	TTRACK	2015
Eagle	David	Duke Divinity	Postdoc	POSTDOC	2015
Buckelew	Rose				

### Duke Psychology Department

Information given, but names withheld.

Placement for graduates from 2011-2014

Not working
Postdoctoral Researcher, University of Michigan, non-tenure track, 8/2014
Postdoc, Egner lab, Duke University, 2014
Postdoc Fellow, Centre for Addiction and Mental Health, Toronto, 10/2014
Adjunct teaching at Duke University
Postdoc Research Scholar, Washington Univ. 8/2014
Visiting Assist. Professor, Williams College, non-tenure track, 2014
Assistant Professor, Bard College, 2014
Psychologist - private practice - 8/2014
Postdoc, Johns Hopkins Hospital, 2014
Postdoctoral Research Associate, Cardiff University, Wales, 8/2014
Postdoc - non-tenure, Duke Univ., 8/2014
Postdoctoral Fellow - non-tenure, Harvard Univ, 8/2014

Postdoc Fellow at Evidence Based Treatment Center, Seattle, non-tenure track, 2014
Postdoc, UCSD/San Diego VA Med Center, non-tenure track - 2014
Research Scientist, Duke University
Postdoc Fellow, Vanderbilt Institute for Energy & Environment, 7/2013
Postdoc Research Scholar & Adjunct Assist Prof, Columbia Business School, non-tenure track - 7/2013
Research Assistant Professor
Assistant Professor, National University of Singapore, tenure track, 2013
Postdoc Fellow at Stanford University/ VA Palo Alto
Research Scientist, Duke University, non-tenure track, 2014
Research Scientist, Center for the Study of Adolescent Risk and Resilience, Duke University, non-tenure track, 2013-2013
Visiting Research Fellow, SSRI, Duke Univ., non-tenure track, 9/2014
Postdoc at NYU, 9/2012
Visiting Assist. Professor, St. Norbert College, non-tenure track, 2013
Researcher, Facebook, non-tenure track, 2012
Data Scientist at Prosper, Insight Date Science
Assistant Professor, University of Louisville, tenure track, 2012
Postdoc Reseatcher, Otto-von-Guericke Universitat, Germany, non-tenture track, 2012
Postdoctoral Researcher, The Ohio State University Wexner Medical Center, non-tenure - 2012
Postdoc Fellow, Rutgers University, 2014

Postdoc Research Scientist, Columbia University Medical Center, non-tenure track, 2013
Psychologist, Cognitive-Behavioral Therapy Center, Asheville, NC, 2012
Coordinator of Measurements & Evaluations, Alamo College, non-tenure track, 2012
Assist. Professor, UNC-Pembroke, tenure track, 8/2014
Assistant Professor, Wartburg College, tenure track, 2011
Assistant Professor, Fox School of Business, Temple University, tenure track, 2011
Postdoc Fellow, Connected Learning Newwork, University of Pittsburgh, 2012
Private practice, non-tenure track (2012), adjunct faculty at Stanford Univ., non-tenure track (2013), Research Consultant, VA Palo Alto, (2014)
Experience Researcher at Barnes & Noble, non-tenure track, 2011
IRVINE VALLEY COLLEGE
Research Associate - tenure track - St. Jude Children's Research Hospital, 8/2014
Postdoc, UC-Davis
Postdoc Scholar, Duke University, 2013, non-tenure track
Assistant Prof., Elon University, tenure-track - 2011
Talent Analytics Consultant at Tele Tech, 2011
not working
Postdoc Fellow, Duke University, 2011
Psychologist, Veritas Collaborative Practice, 2012
Private practice, non-tenure track, 2011

**Duke Political Science Department**

**Cassy Dorff** (2015): Assistant Professor, University of New Mexico, Albuquerque, NM  
**Daniel Krmaric** (2015): Assistant Professor, Northwestern University, Evanston, IL  
**Simon Weschle** (2015): Junior Research Fellow, Carlos III-Juan March Institute, Madrid, Spain  
**Florian Hollenbach** (2015): Assistant Professor, Texas A&M, College Station, TX  
**Nathaniel Harris** (2014): Enrolled in MD Program, Duke University Medical School, Durham, NC  
**Sandra Ley Guterrez** (2014): Visiting Professor, Centro de Investigacion Docencia Economica (CIDE), Mexico  
**Joseph Cantey** (2014): Assistant Professor, Washington and Lee University, Lexington, VA  
**Benjamin Barber** (2014): Assistant Professor, Instituto de Empresa Business School, Madrid, Spain  
**Jonathan Schwartz** (2014): Post-Doc, University of Wisconsin, The Center for the Study of Liberal Democracy, Madison, WI  
**Aaron Houck** (2014): AP edX Assessment Coordinator, Davidson College, Davidson, NC  
**Danielle Lupton** (2014): Assistant Professor, Colgate University, Hamilton, NY  
**Yi-Ting Wang** (2013): Assistant Professor, National Cheng-kung University Tainan, Taiwan  
**Aaron King** (2013): Assistant Professor, UNC-Wilmington, Wilmington, NC  
**Sean Zeigler** (2013): Associate Political Scientist, RAND Corporation, VA  
**Bradford Bishop** (2013): Assistant Professor, Northern Illinois University, DeKalb, IL  
**Charles Miller** (2013): Lecturer, Strategic & Defence Studies Cte of Australian Nat'l University, Australia  
**Brittany Perry** (2013): Instructional Assistant Professor, Texas A&M, College Station, TX  
**Richard Salsman** (2012): Visiting Assistant Professor, Duke University, Durham, NC  
**Elda Becerra Mizuno** (2012): Coordinadora de Opinion Publica de la Presidencia, Mexico  
**Kent Freeze** (2012): Assistant Professor, Carleton College, Northfield, NM  
**David Sparks** (2012): Director of Basketball Analytics, Boston Celtics, Boston, MA  
**Melanie Freeze** (2012): Visiting Professor, Wesleyan University, Middletown, CT  
**Arturas Rozenas** (2012): Assistant Professor, New York University, New York, NY  
**Jan Pierskalla** (2012): Assistant Professor, Ohio State University, Columbus, OH  
**Lenka Siroky** (2012): Assistant Professor, Arizona State University, Tempe, AZ  
**David Rice** (2012): Adjunct, Connecticut College, New London, CT  
**Jessica Carew** (2012): Post-Doc/Assistant Professor, Elon College, Elon, NC  
**Cristina Corduneanu** (2012): Assistant Professor, Central European University, Hungary  
**Marco Fernandez** (2012): Research Director at Mexico Evalua, Mexico Evalua  
**Christopher Desante** (2012): Assistant Professor, Indiana University, Bloomington, IN