

# ACADEMIC INTEGRITY/ CONFLICTS OF INTEREST CHECK

\*\*\*The following major proposal was proposed in coordination with the opening of the Charles Koch Foundation funded Center for Governance and Markets. This analysis assesses the materials in this curriculum on the high standards of academic integrity at GSPIA, which entail at the very least: (1) a bi-partisan presentation of the literature on political economy, (2) a clear ability of the curriculum to grow beyond the limited libertarian, anti-regulation, anti-government ideology of the funder, and a sufficient conflicts of interest test against the financial interests of Charles Koch, Koch Industries, and the Koch Network.\*\*\*

## Graduate School of Public and International Affairs Graduate Major/Minor in Economic Development

### PROGRAM OVERVIEW

Initiator of Proposal: Dean John T.S. Keeler  
Professor Jennifer Murtazashvili  
Director, Master of International Development Program

Responsibility Center: GSPIA

Proposed Program: Graduate Major/Minor in Economic Development

School: GSPIA

Programs: Master of International Development

Date of Proposal: April 2019

Coordinator of proposal: Professor Ilia Murtazashvili, GSPIA

#### Comment 1:

Jennifer and Ilia Murtazashvili are the primary professors in charge utilizing the recent \$4.2 million grant from the Charles Koch Foundation to establish the Center for Governance and Market, which is referenced throughout this document.

Due to the close relationship between the subject matter of this major and the center and the ideological campaign of the funder, this proposal should undergo heightened scrutiny.

## 1.0 Graduate Major in Economic Development

The proposed major Economic Development will provide students with the skills to understand which policies bring society closer to its goals of economic wellbeing and sustainable economic development. It is organized around some of the following questions. Why are some countries poor, unfree, and violent? What are institutional and organizational foundations of economic development? How do political institutions influence prospects for economic development? What types of policies are more likely to improve prospects for economic development at reasonable cost? What is the role of technology in economic development? Our special focus in GSPIA will include the following:

- Economics of development
- Evaluation of development policies
- Applied political economy analysis
- Sustainable economic development
- Self-governance and public policy

Our students will also benefit from the associated centers, research projects, and seminars:

- ~~Gender Inequality Research Lab~~
- ~~Ford Institute for Human Security~~
- Center for Governance, Markets, and Global Affairs
- Programs and projects in Sub-Saharan Africa, Latin America, Central Asia, and the Former Soviet Union

The proposal for this major is based on several ideas. First, it will leverage the strength of our development faculty who work in the areas of economic development and political economy. We view it as finding our comparative advantage, and adjusting our major offerings based on what has occurred through a spontaneous process in terms of our evolving expertise. Second, this proposal comes from a belief that we are at a competitive disadvantage by not offering an economics-oriented major because some of our competitors offer such degrees. Since we have the capacity to offer this degree, we believe it is time to formally offer students an option of majoring in Economic Development at GSPIA. Third, in creating this major, we are cognizant of opportunity costs. This structure of this major provides a flexible framework that requires only one course to be taught annually for students to participate fully in the major. This approach, with a single required course and students choosing from several electives, ensures administrative flexibility while providing students with core knowledge of the process of economic

## WHY ECONOMIC DEVELOPMENT?

The purpose of studying economics is not to acquire a set of ready-made answers to economic questions, but to learn how to avoid being deceived by economists.

- Joan Robinson

Economic growth without investment in human development is unsustainable - and unethical.

- Amartya Sen

How does something immoral, when done privately, become moral when it is done collectively?

- Walter Williams

Comment 5:

Walter Williams is a glaringly one-sided libertarian with ties to the Cato Institute<sup>2</sup> (Koch funded), the Mercatus Institute<sup>3</sup> (Koch funded), and the Bradley Foundation<sup>3</sup> (similar libertarian foundation with ties to Koch). He is avidly against gun control and addressing climate change<sup>4</sup>, calling climate awareness "idiotic environmental predictions."<sup>5</sup>

RED FLAG

Comment 2:

"Economic wellbeing" is a specific term identified in Koch's strategy to promote its preferred libertarian message. This is explained in Jane Mayer's dark money, and many online resources.<sup>1</sup>

RED FLAG

Comment 3:

Self-gov is another common theme among Koch's ideological agenda to promote libertarianism.

Comment 4:

Leadership within these centers have not expressed commitment or interest, to our knowledge, in working collaborating with this effort.

1. <http://pulse.ncpolicywatch.org/2016/09/13/surprise-koch-brothers-and-friends-pour-4-2-million-into-new-well-being-center-at-wake-forest/>  
2. <https://www.cato.org/people/walter-williams>  
3. <https://www.mercatus.org/scholars/walter-williams>  
4. <https://www.foxbusiness.com/money/economist-walter-williams-global-warming-cost-idiotic-environmental-predictions>  
5. <http://walterwilliams.com/idiotic-environmental-predictions/>

See Comment 2:

development and the relationship of public policy to economic wellbeing.

The Economic Development major also pairs nicely with our recently created Governance and International Public Management (GIPM) major. Broadly, the former is our economics major; the latter is the politics major. The GIPM major has been extremely popular; in just a few years, it has become the largest MID major, and the second-largest major in GSPIA. We believe that Economic Development will provide students with a more economically oriented option, but also provide an ideal minor for GIPM students.

## 2.0 Rationale

The gap between wealthy and poor countries is perhaps the most important empirical features of development. The average standard of income across the world is higher than at any time in history. Early approaches to economic development were optimistic that wealth would come to all countries, even that there were advantages of “backwardness.” However, the gap between the wealthy and developing countries continues to grow. Despite much improvement in wealth, the standard of living for the group development economist Paul Collier referred to as “the bottom billion” has not improved much, and in many ways, is worse than in the past—despite tremendous development assistance. The ongoing challenge of development provides a powerful rationale for the Economic Development major.

There is also a clear relationship between institutions and prosperity. Economists such as Nobel Prize Winner Douglass North showed that institutions, or rules, contribute to development, especially those that encourage economic freedom. There appears to be an important relationship between economic freedom and development.

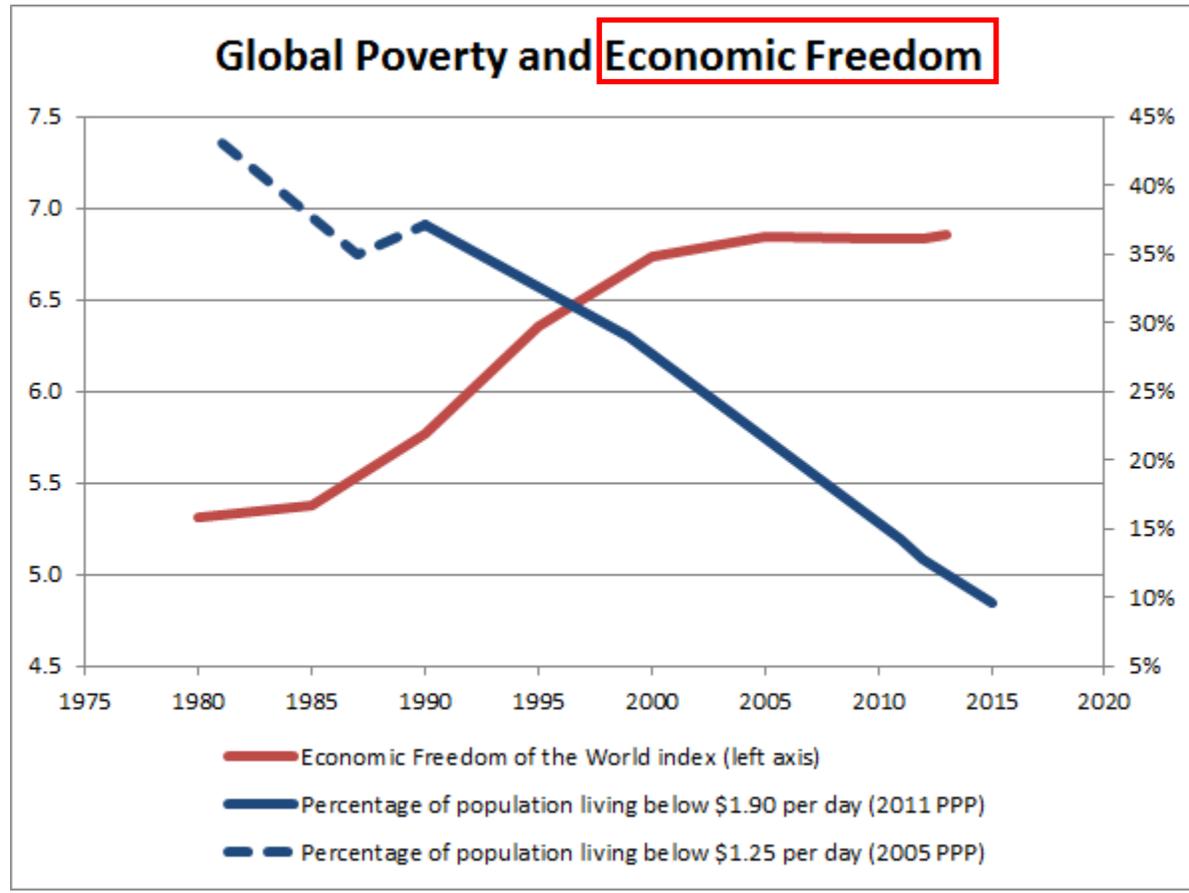
Comment 6:

This does not reflect the consensus among the field of political economy, and in fact seems directly correlated with the views held by a subset of libertarian economists, many of which have direct ties with Koch funded institutions like the Heritage Foundation, the Cato Institute, and the Mercatus Center.

RED FLAG

"Economic freedom" is a specific term used by the Koch network, as defined by the Heritage Foundation (Koch funded): RED FLAG

Figure 1. Global Poverty and Economic Freedom



Comment 8: RED FLAG This graph (which is not cited) is from the Fraser Institute (Koch funded institute).<sup>7</sup>

Our policy studies will learn these relationships. But we will also provide students with the ability to implement policies to improve economic well-being, such as by considering real-world applications of development policies.

Our professional students will be well placed for jobs in the private sector and international development organizations such as USAID, UN-Habitat (the UN Human Settlement Program), or the World Bank, as well as nonprofit organizations working to implement development policies throughout the world. In addition, if students choose to work locally, the skills for analyzing the functioning of markets and the process of economic development translated well to local development challenges.

**Professors without borders**

Jennifer Murtazashvili, along with a research team of six Afghans, conducted fieldwork in 30 villages in Afghanistan to evaluate the World Bank’s massive development project, the National Solidarity Program.

The Economic Development major builds on the strength of our faculty in the economics of development and political economy. Some of the areas of expertise of our faculty include the following:

6. <https://www.heritage.org/index/about>

7. <https://www.fraserinstitute.org/studies/economic-freedom>

- Self-governance and economic development
- Evaluation of development projects
- Political economy analysis of development
- Gender and economic development
- The link between environment and economic development
- Land titling in informal sectors
- Political decentralization and economic development

Comment 9:

There is general consensus in this field that many government interventions are necessary to achievement the goals outlined here: gender development, environmentally sustainable economic development, etc. This seems to be starkly in the contrast with the "economic freedom" (minimal government, minimal regulation emphasis).

## Careers

### Demand

Global poverty is increasing in many areas. The US spends about \$50 billion a year in foreign aid and security assistance. This accounts for about 1.2 percent of the federal budget.



### Career Opportunities in International Development

Economic Development majors will develop skills to alleviate poverty among citizens of developing countries, including analysis of economic policies, as well as microfinance. They will also provide insight into ways to evaluate these projects.

### Career Paths

Graduates will may begin working the US, with the government or with NGOs. Over time, they may develop more skills, and travel overseas. As careers advance, much time may be spent traveling.

Candidates with a master's degree in Economic Development will enter the US government with a GS 9, or higher with more experience.

### Qualifications to enter the field

A master's degree is essential to a career in economic development. The focus of our policy degree is interdisciplinary, which will provide an advantage in the market. In addition, we encourage development of language skills.

#### Sample Group of Employers

#### International Organizations:

African Development Bank, [www.afdb.org](http://www.afdb.org)  
Asian Development Bank, [www.adb.org](http://www.adb.org)  
Inter-American Development Bank, [www.iadb.org](http://www.iadb.org)  
International Finance Corporation, [www.ifc.org](http://www.ifc.org)  
International Monetary Fund, [www.imf.org](http://www.imf.org)  
The World Bank, [worldbank.org](http://worldbank.org)  
United Nations, [www.un.org](http://www.un.org)  
United Nations Development Programme, [www.undp.org](http://www.undp.org)  
World Food Programme, [www.wfp.org](http://www.wfp.org)  
United States Agency for International Development (USAID) [www.usaid.gov](http://www.usaid.gov)  
US Treasury, International Division, <http://www.treasury.gov/about/organizational-structure/offices/Pages/Office-Of-International-Affairs.aspx>

#### Consulting:

Abt Associates Inc., [www.abtassociates.com](http://www.abtassociates.com)  
Chemonics, [www.chemonics.com](http://www.chemonics.com)  
Development Alternatives Inc., [www.dai.com](http://www.dai.com)  
Environmental Resources Management, [www.erm.com](http://www.erm.com)  
John Snow International Inc., [www.jsi.com](http://www.jsi.com)  
Research Triangle Institute (RTI), [www.rti.com](http://www.rti.com)  
Tetra Tech, <http://www.tetrattech.com/>  
The Pragma Corporation, [www.pragmacorp.com](http://www.pragmacorp.com)

#### Non-Governmental Organizations (NGOs):

Accion International, [accion.org](http://accion.org)  
Ashoka, [ashoka.org](http://ashoka.org)  
CARE USA, [careusa.org](http://careusa.org)  
Catholic Relief Services, [www.crs.org](http://www.crs.org)  
International Foundation for Election Systems, [www.ifes.org](http://www.ifes.org)  
Management Sciences for Health, [www.msh.org](http://www.msh.org)  
National Democratic Institute, [ndi.org](http://ndi.org)  
Oxfam America, [www.oxfamamerica.org](http://www.oxfamamerica.org)  
Pact, [www.pact.org](http://www.pact.org)  
Partners of the Americas, [www.partners.net/](http://www.partners.net/)  
Population Services International, [www.psi.org](http://www.psi.org)  
Save the Children, [www.savethechildren.org/](http://www.savethechildren.org/)  
Winrock International, [www.winrock.org/](http://www.winrock.org/)  
World Learning, [worldlearning.org](http://worldlearning.org)

World Wildlife Fund, [www.wwf.org](http://www.wwf.org)

### **Foundations, Policy Institutes:**

Bank Information Center, [www.bicusa.org/](http://www.bicusa.org/)

Brookings, [www.brookings.org/](http://www.brookings.org/)

Carnegie Endowment for International Peace, [www.ceip.org](http://www.ceip.org)

Center for Strategic and International Studies, [www.csis.org](http://www.csis.org)

Earthwatch, [earthwatch.org](http://earthwatch.org)

Environmental Defense, [www.edf.org](http://www.edf.org)

Ford Foundation, [www.fordfound.org](http://www.fordfound.org)

Heritage Foundation, [www.heritage.org/](http://www.heritage.org/)

Rockefeller Foundation, <http://www.rockefellerfoundation.org/>

Worldwatch Institute, [worldwatch.org](http://worldwatch.org)

### **3.0 Market Analysis**

Comment 10: From what we can tell - these programs do not have nearly the same libertarian emphasis as this proposal, but more research is needed to confirm.

Several competing programs in International Development offer a majors in economics, which puts us at a disadvantage in recruitment. We consider here several peer institutions that offer majors and what advantages we have over these competitors.

The Fletcher School of Law and Diplomacy at Tufts offers a Master of Arts in Law and Diplomacy (MALD). Students can choose from 21 specializations. One is Economic Development. Each specialization has one required course; the rest are electives.

The required course, Development Economics, concentrates on central themes including global poverty, growth, and the role of policies towards agriculture and trade. Other courses in the field complement this broad perspective, addressing such issues as nutrition and rural development, microeconomic poverty interventions, international finance, and political economy.

Fletcher lists 8 faculty with expertise in Economic Development.

In comparison with the Fletcher School MALD degree, GSPIA has a comparable number of faculty; hence, we can compete in terms of offering an Economic Development major in terms of our capacity to supply a quality degree. We also offer a major advantage in cost of living compared to the Boston area. Another difference is that our faculty have more applied and practical knowledge than the faculty listed at the Fletcher School.

A second comparison program is the Duke University Master of International Development Policy. This program at Duke offer seven optional specializations that are designed to help students on the job markets:

- Applied economics
- Development management and governance
- Environmental management and policy
- Law and development
- Peace and conflict resolution
- Social Policy

- Innovation and Entrepreneurship

Our proposed major is similar to Applied Economics and Law and Development. The major in Applied Economics at Duke emphasizes the economic policy aspects of development, including issues of international trade and competitiveness; public finance and evaluation of public expenditures; banking and financial sector management; privatization; external debt management; and international capital markets. The Law and Development area of focus is concerned with the intersection of formal and informal law (including informal arrangements that actually govern outcomes), with the broad field of development. Topics past fellows have taken an interest in including the law of “doing business,” good governance, rule of law, “the rules of the game,” rights-based approaches to development, J4P (justice for the poor), and legal empowerment. The curriculum is flexible and will be tailored to encompass the development tools and legal frameworks that most complement each fellow’s previous experience and future aspirations.

Our Economic Development major offers similar skills. One GSPIA advantage is that we list the major on the transcript, which can be useful for students; Duke’s approach is informal. We also strike a balance between applied economics and institutional analysis, which we believe will provide students with a solid foundation for analysis.

The University of Denver Korbel School offers a MA in International Development. This is one of our key benchmark schools. They market the following options for a program training core for their students:

- Economic Development
- Politics of Development
- International Development in Cross-Cultural Perspectives
- Microfinance & Sustainable Development
- Health and Development
- Gender and Health Education and Development
- Environmental Security
- Population, Environment and Development in Latin America
- Health and Humanitarian Aid

From a competition standpoint, it is clear that they are able to market to potential students a wide range of choices, including in Economic Development. GSPIA, in contrast, only offers a few options, and does not list any of these somewhat fashionable (read marketable) topics. In addition, we have as many faculty, but offer much less as far as options for a program training core. We believe this puts us at a competitive disadvantage. We would also be able to offer a clearer focus.

The Evans School at the University of Washington offers a MPA degree. One of the majors is International Development. Sample courses include:

- Development Management and Governance
- Economics of International Development
- Food and Agricultural Policy in Developing Countries (
- American Foreign Policy
- Development Practice: Financial Inclusion and Poverty Reduction
- Diagnosing and Reforming Corrupt Systems
- International Organizations and Ocean Management

- Values in International Development
- The Role of Nongovernmental Organizations in International Development

Our course list is comparable. However, we have more faculty. The University of Washington faculty list includes two faculty who list international development as a field of specialization. They do offer expertise in evaluation of development policies, which we also believe will be a strength of our program.

**Table 1. Comparison of Programs**

School	Concentration name	Faculty with expertise	Required courses
Fletcher Tufts	Development economics	8	1 (Development economics)
Duke Master of International Development Policy	Applied Economics Law and Development	6	None
Korbel	Economic development	6	None
Evans School	International Development	1	None

In comparison, we have similar expertise to offer as these other top programs. However, we arguably have more expertise than some. We also offer a couple required courses, including evaluation, which can provide more of an applied focus. Beyond that, we can offer complementary economics courses to rival and of these schools based on our strength in applied economics.

### **US News Rankings—Leveraging Our Global Policy Ranking**

The US News ranks public policy specializations. One of them is Global Policy and Administration. We rank #10 on this list. Our Economic Development major would fit within this ranking and strengthen our position in the rankings. We especially believe it would be useful to pair our GIPM and Economic Development majors as two excellent options for analytically-minded development students who seek to apply their skills globally and locally.

### **Analysis based on past new majors**

The GIPM major now is the second-largest major in the school. The EE major is not as strong but has brought in an average of 5 students since its inception in 2014. Therefore, we would expect that the major will bring between the average of 5 students for EE and 20 for GIPM, which is about 10 students. This estimate is based on past performance of our majors.

One might ask whether these GIPM students are new, or would have come otherwise. That is an issue no analysis can really discern with certainty, but it is reasonable to presume that a good number of the students came here because of the major. Therefore, we can attribute some positive amount of any new Economic Development students to the creation of the major, though some might have come anyway. Regardless, since the major costs nothing, even a low estimate for the increased enrollment caused by the major would justify the investment.

With an estimate of 10 new students, the Economic Development major will bring in approximately 400,000 in revenue. Since our faculty are already planning to teach courses, we do not count those costs. Since adjuncts cost about \$4000 a course, even if we had to hire several adjuncts each year, there are still clearly net benefits. Even with a single new student, the major would be justified.

Comment 11:

Inadequate emphasis on student skills and their relationship to potential careers.

#### 4.0 Curriculum

One of the reasons to offer the major in Economic Development is because our MID students have a strong background in economics, statistics, and policy analysis. All students in the MID are required to complete the following courses:

**Table 2. Selected required courses**

PIA 2xxx: Microeconomics
PIA 2xxx: Public Policy Analysis
PIA 2xxx: Quantitative Methods 1
PIA 2xxx: Economics of Development

Students then take two courses: States and Markets and Program Evaluation. Markets, States, and Development is an advanced course on economics of development, including the role of markets in creating wealth, the role of the state and state policies. Program evaluation provides insight into how to evaluate development policies. Together, the courses provide insight into the theory of development and how to evaluate policies seeking to implement these theories.

Comment 12: The previous professor Martin Staniland taught this course incorporating a broad range of viewpoints.

#### Award-winning teachers

International Development professors ~~Müge Finkel~~, Jennifer Murtazashvili, Nuno Themudo, and Ilia Murtazashvili have all won GSPIA school-wide teaching awards.

The course Markets and States will be revived by Ilia Murtazashvili, who agreed years ago to take over the course from a faculty member who recently retired. The course is something that can be taught by a number of our faculty, and in the worse case scenario, we could have an adjunct teach the course for a semester. The cost of such courses is in the startup and new preparation, but the professor is interested in the course and so willing to make that investment.

**Table 3. Course Plan for Major in Economic Development**

All students take the following courses: <ul style="list-style-type: none"><li>PIA 2xxx: Markets and States</li><li>PIA 2117: Program Evaluation</li></ul>
Students select two electives from the following list: PIA 2xxx: Behavioral Economics PIA 2xxx: Quantitative Methods II PIA 2xxx: Quant III/Causal Inference for Public Policy PIA 2xxx: Game Theory PIA 2xxx: Macroeconomics PIA 2xxx: International Political Economy PIA 2xxx International Trade PIA 2xxx International Finance PIA 2xxx Food Security PIA 2xxx: Corruption

PIA 2xxx: Environmental Economics PIA 2xxx: Natural Resource Governance and Management PIA 2xxx: Human Security PIA 2xxx: Comparative Governance PIA 2096: Capstone Seminar: Poverty Alleviation PIA 2096: Capstone Seminar: Development Program Evaluation
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We will also actively work with faculty in other units, including the Business School and the School of Computer and Information Science (SCI), to provide our students with innovative courses that deal with the interface of entrepreneurship, technology, and development.

Students will also complete a development-themed Capstone Seminar that will bring together the Economic Development students but will also be available to other students. We already offer several capstones that would be useful for Economic Development students, including one on program evaluation for development. In addition, Nuno Themudo has offered to teach a Capstone Seminar on economic development.

**Minor in Economic Development**

The minor requires 9 credits (three courses). For student in the MPA and MPIA programs, the only required course for the minor is Economics of Development. For MID students, a minor can be completed with 9 credits from the list above.

**Table 4. Description of courses**

<p><b>PIA 2xxx: Markets and States</b>          Instructor: Ilia Murtazashvili</p> <p>The topics of the course include the following: the challenge of incentives and information in development; economic institutions—informal; economic institutions—formal; economic policy, including planning; political incentives and political constraints; foreign aid; law and development; corruption and development; self-governance and development.</p>
<p><b>PIA 2117: Program Evaluation</b>          Instructor: Varies</p> <p>Qualitative and quantitative methods to evaluate the implementation and consequences of public policies, including randomized impact evaluations, statistical methods of evaluation (matching, instrumental variables, quasi-experimental design), with applications to US and developing countries.</p>
<p><b>PIA 2xxx: Corruption</b> (new elective)          Instructor: Jennifer Murtazashvili</p> <p>The course will consider the relations of corruption to economic development; the origins of corruption; and evaluation of efforts to combat it.</p>
<p><b>PIA 2196: Capstone on Economic Development</b>          Nuno Themudo</p> <p>Topic TBD</p>



## 5.0 Faculty

A key aspect of any major is faculty who conduct research and teach in the area. We have leading researchers working on economic development, with emphasis on the institutional foundations of economic development and on the relationship between economic development and environmental sustainability. Our faculty are also high-quality teachers, many of whom bring practical knowledge and experience into the classroom.

~~MÜGE FINKEL~~ co-directs the Gender Inequality Research Lab and teaches course on evaluating development policies and on the causes and consequences of poverty.

~~MICHAEL LEWIN~~ is an economist with substantial expertise in international development, with regional expertise in sub-Saharan Africa. He worked many years at the World Bank and teaches course in international trade, international finance, and microeconomics at GSPIA.

ILIA MURTAZASHVILI specializes in the political foundations of economic development, governance of natural resources, and self-governance. He is currently researching topics including land governance in fragile states, land expropriation in China, and the link between culture and democracy, property rights, and financial sector development.

JENNIFER MURTAZASHVILI has decades of experiences in international development assistance and fieldwork expertise in five countries, including recent work with the World Bank in Uzbekistan, USAID in Kyrgyzstan, and with several organizations in Afghanistan. She has published widely on issues related to the political economy of development, state-building, corruption, and development policy.

LOU PICARD has decades of experience implementing public policies to improve prospects for economic development, experience designing large-scale programs to evaluate development projects, and has written widely on issues of concern to the development community. He offers tremendous experience in sub-Saharan Africa, including with implementation of development projects.

NUNO THEMUDO is an expert in economics of development, with special expertise on the role of non-government organizations in the development process. He has written widely on the process of economic development. One of his areas of expertise is how civil society contributes to economic development, as well as the relationship between environment and development and on the causes and consequences of corruption for economic development.

## Recent faculty books

**Nuno Themudo**, *Nonprofits in Crisis: Economic Development, Risk, and the Philanthropic Kuznets Curve*

- Winner, Best Book, Nonprofits

**Jennifer Murtazashvili**, *Informal Order and the State in Afghanistan*

- Winner, Best Book, Central Eurasian Studies Society

**Ilia Murtazashvili**, *The Political Economy of the American Frontier*

**Lou Picard**, *A Fragile Balance: Re-examining the History of Foreign Aid, Security and Diplomacy*

**Jennifer and Ilia Murtazashvili**, *Land, the State, and War: The Economic and Political Origins of Property*

**Ilia Murtazashvili**, *The Political Economy of Fracking: Private Property, Polycentricity, and the Shale Revolution*

JEREMY G. WEBER is an economist with expertise in rural economic development, oil and gas development, and state and local fiscal policies. He has also written extensively on economics in developing countries, including on the impact of free trade policies on coffee growers. He is currently serving on the Council of Economic Advisors.

In addition, several of our joint appointees are part of our research group and can offer expert advice to our students on jobs, study abroad, and so forth.

DAN BERKOWITZ is an economist who publishes widely on the relationship between institutions and economic development. He offers substantive expertise on China and Russia, as well as on the role of financial markets in economic development.

TYMOFIY MYLOVANOV is a Pitt economics professor and the honorary president of the Kyiv School of Economics. A microeconomic theorist by training, he is now doing cutting edge work on the political and economic foundations of development, with expertise on Ukraine.

**Publications in high-impact journals**

Our Economic Development Faculty have published in *World Development*, *Land Use Policy*, *American Economic Review*, *Journal of Comparative Economics*, *Public Choice*, *Energy Economics*, *Forest Policy and Economics*, *Journal of Policy Analysis and Management*, *Journal of Institutional Economics*, and many more

**6.0 Governance, Budget, Capacity, Capacity**

**Governance.** The faculty who contribute to the major will be primarily responsible for its governance, in consultation with the MID faculty and MID program director.

**Budget.** All resource requirements will be managed within the current budget of the School.

**Capacity.** The MID degree, with proposed changes, would have the six options for students.

We can offer a more precise analysis of our capacity to offer this major. To do so, we first consider some competing schools, including how many majors/concentrations they offer, as well as how many required courses.

**Table 5.** A Comparison of the Number of Majors in Competing Programs

School	Degree Program	Concentrations
University of Wisconsin-La Follette	MPP	Total Concentrations offered: 9 <ul style="list-style-type: none"> <li>• Policy analysis</li> <li>• Public/nonprofit management</li> <li>• Public finance and budgeting</li> <li>• Health policy and management</li> <li>• Homeland security and defense</li> <li>• Energy and Environment Policy</li> <li>• Social and poverty policy</li> <li>• Education policy</li> <li>• City management and urban policy</li> </ul>
University of Washington, Evans School	MPA	Total: 9

		<ul style="list-style-type: none"> <li>• Social Policy: Poverty, Education, and Welfare</li> <li>• Public Policy Analysis</li> <li>• Nonprofit Management and Philanthropy</li> <li>• Environmental Policy and Management</li> <li>• Public Leadership, Management, and Decision-making</li> <li>• International Development</li> <li>• Metropolitan Policy</li> <li>• Public Finance and Budgeting</li> </ul>
University of Nebraska-Omaha	MPA FT Faculty: 13	<p>Total: 8</p> <ul style="list-style-type: none"> <li>• Emergency Management</li> <li>• Healthcare Administration</li> <li>• Local Government</li> <li>• Nonprofit Management</li> <li>• Public Management</li> <li>• Public Policy</li> <li>• Criminology and Criminal Justice</li> <li>• Information &amp; Technology Management</li> </ul> <p>•</p>
Korbel (Denver)	Master of International Development	<p>Total: 10</p> <ul style="list-style-type: none"> <li>• Economic Development</li> <li>• Politics of Development</li> <li>• International Development in Cross-Cultural Perspectives</li> <li>• Microfinance &amp; Sustainable Development</li> <li>• Health and Development</li> <li>• Gender and Health Education and Development</li> <li>• Environmental Security</li> <li>• Population, Environment and Development in Latin America</li> <li>• Health and Humanitarian Aid</li> </ul> <p>•</p>
Syracuse Maxwell	MPA	<p>Total: 8</p> <ul style="list-style-type: none"> <li>• Data Analytics for Public Policy</li> <li>• Environmental Policy and Administration</li> </ul>

		<ul style="list-style-type: none"> <li>• International and Development Administration</li> <li>• National and International Security Policy</li> <li>• Public and Nonprofit Management</li> <li>• Public Sector Innovation and Management</li> <li>• Social Policy (Aging, Education, Health, Welfare)</li> <li>• State and Local Government Financial Analysis and Management</li> </ul>
<b>GSPIA</b>	<b>MID</b>	<b>4</b> <b>(Two unique, four shared)</b>

For a comparison, the GSPIA MID program offers 4 majors (two unique, four shared).

**Table 6: GSPIA MID Majors**

MID only	Shared
<ul style="list-style-type: none"> <li>• NGOs and Civil Society</li> <li>• <i>Economic Development</i></li> </ul>	<ul style="list-style-type: none"> <li>• Governance and International Public Management</li> <li>• Energy and Environment</li> <li>• Social Policy</li> <li>• Human Security</li> </ul>

By our analysis, GSPIA has far fewer majors than comparable policy programs. Therefore, in general, our resources are not stretched thin compared to other programs. In fact, these data suggest we can be *more* aggressive in offering majors where we have the capacity to do so.

**Further analysis of resource constraints**

One possible objection is that the requirement of courses can prevent us from fulfilling critical needs in the core and degree requirement. Neither argument is compelling when we consider the specifics of who is teaching these courses.

The course Markets and States is one elective taught by a faculty member who regularly teaches core courses. Faculty have equity rights to not teach all their courses in the core, so one elective is fine.

Program evaluation is routinely taught. There is no reasonable concerns for resources for this course.

**Depth versus Breadth?**

One possible objection is that we should focus on depth rather than breadth. One reason to focus on breadth is because we have capacity in areas that we are not marketing effectively. This is not a depth issue, but one where faculty do different things than we have done traditionally. Another reason to focus on breadth is because we do not have exceptional skill in any one area. Consider the Harris School at the University of Chicago, which focuses narrowly on public policy analysis. It is a top 3 school overall and in public policy analysis but does little else. We do not have an area or two of great strength, and so focusing more on breadth makes sense. By specializing, we would be unlikely to develop enough critical mass to compete with more established schools. What we can do is offer more options and try to capture some of the demand for degrees that is currently going to other schools that do a more effective job marketing their capacity in these areas.

**Further Analysis of Opportunity Costs**

Any new major requires courses; that may present a constraint. Before delving into these constraints, we note that we eliminated a major constraint on teaching by reducing the size of the schoolwide core. Therefore, there is less fear that we get pulled into the core because of retirements, sabbatical, etc.

Nonetheless, we can present numbers. To be sure we are not stretching ourselves too thin, we consider our ability as a MID faculty to offer a number of electives. We have 8 faculty in MID; that is about 30 sections of courses a year. We offer two required degree courses, of four sections of courses. We are obligated to contribute to the core. We present an analysis of what would happen if we each taught one core course. Even under that scenario, we have 18 elective slots; but we don't teach much in the core, so de facto, we have many more electives. Therefore, we would expect to have plenty of ability to offer electives—even if we somehow started teaching the equitable number of core courses.

**Table 7. Analysis of Resource Constraints**

	Faculty slots
Degree courses: Development Policy and Administration Economic Development	4
Schoolwide core Microeconomics Statistics 1 Policy analysis	Assuming each faculty teaches one school-wide core section: 8  Note: Many faculty in MID do not teach any core courses, so de facto we have more slots for electives/required major courses; our MID faculty contribute 0 to micro, 0 to statistics 1, and 1 or 2 sections to Policy Analysis.*
Remaining slots for electives/required courses	18 [Minimum], or three electives for each of the 6 majors 24 [Accounting for not teaching in core], Or four electives for each of the 6 majors  Since there is overlap between these electives, and some courses taught outside the MID degree count, this means there would be at a minimum three courses available each year for each major as required or elective courses

\*The issue was raised about teaching in the economics core. However, the one econ course in the core is fully covered by Michael Lewin, who we did not count for the MID faculty but who contributes several courses. Adding Lewin means more electives for the MID econ development major.

## 6.0 Impact on Other Units

We conceptualize of the Economic Development major as the economics-oriented complement to the Governance and International Public Management (GIPM), which emphasizes politics and comparative political economy, but places less emphasis specifically on economics of development.

The International Affairs program at GSPIA offers the major in International Political Economy (IPE). The Economic Development major focuses on markets and the political institutions that sustain markets at the national and local levels. In addition, the Economic Development major, as part of the International Development degree, emphasizes fieldwork knowledge and hands-on experience in developing contexts.

We envision the minor in Economic Development as complementing several majors, especially GIPM, IPE, and NGOs & Civil Society.

No other school or department at the University of Pittsburgh has a similar master's degree major. The Economics Department has plans to offer a master's program in economics, but its focus is not specifically on public policy or on economic development.

## 7.0 Projected Enrollment

We would expect to begin enrolling 5 to 10 students in the first years, and as we market the major, we would like to enroll 10 to 15 students after we begin to market the program.

## 8.0 Relation to Plan for Pitt

Comment 13: It seems there are some serious concerns over academic integrity here over a lack of disaffiliation with the funder and its ideologies. This seems to fail to advance education excellence. RED FLAG

### Goal 1. Advance Educational Excellence

Our faculty are exceptional teachers and researchers who have done much to shape global debates about economic development policy. Four of the faculty listed above as contributing the Economic Development major have also been recognized with teaching awards.

### Goal 2. Engage in Research of Impact

Comment 14: There seems to be a strong concern here that the anti-regulatory emphasis would actually prove to further harm communities. Pittsburgh's Braddock neighborhood is just one example. RED FLAG

Our faculty address practical challenges in a variety of developing contexts. One measure of impact is by publishing in high-impact journals devoted to economic development, as well as by publishing books with some of the world's leading academic publishers.

### Goal 3. Strengthen Communities

Fieldwork is interwoven into the fabric of this major, and with it a commitment to working with communities to promote development goals. Our mission recognizes the importance of locally inclusive processes of collective action to improve development prospects.

### Goal 4. Promote diversity and inclusion

Comment 15: This narrow viewpoint seems to accomplish the opposite effect on diversity and inclusion. RED FLAG

This major recognizes the necessity of including diverse people and viewpoints to improve development prospects. For example, it is increasingly recognized that one of the most important reasons for economic

underdevelopment is that there are fewer opportunities for girls' access to education. By developing a focus on economic development, we will actively engage a topic that engages gender issues.

Goal 5. Embrace the world

We will have a range of engagements, including with research universities around the world.

## Appendix

### Impact on Faculty Resources

One potential issue is that new course electives will reduce the ability of faculty to teach “service” courses (core courses and required program degree courses).

The Economic Development major has two required course. Program Evaluation is taught regularly and hence there is no constraint on faculty resources. States and Markets can be taught by multiple faculty. Since it is only one elective, it

### Financial model

The Economic Development major is entirely contained in our budget. The justification for creating a new major is that we already have strength in economics and political economic of development but are not effectively marketing it. Therefore, we expect to increase student enrollment without increasing costs beyond our existing budget. The proposed courses are already taught or will be taught, regardless of the new major. Our view is that by creating the major, we will better be able to market those planned electives and to use them to recruit students. Ultimately, the creation of this major is viewed as a way to increase students without increasing our costs, which we view as especially important in a context of an increasingly competitive environment for policy schools.

### Numerical analysis of potential costs

We are adding one additional course. Suppose that the faculty member cannot teach the required course. The worst-case cost is hiring an adjunct as \$4000 for one course in a given year. Even if we had to hire three adjuncts, for \$12,000, that would be worthwhile if we even had one new student. The reason why this works is because the major already has faculty working in this area, so we are not betting on hiring a faculty member and then building a major. Rather, we already have these resources.

### Assessment

Program	Graduate Major in Economic Development
Program statement	The Graduate Major in Economic Development recognizes that economic and political economy skills are a key advantage of students working in international development. Professional students benefit from economic theory and skills in program evaluation. In recognition of these needs, the Graduate School of Public and International Affairs is creating a specialized opportunity for students to develop expertise in the economic and political foundations of wealth creation, as well as the extent economic opportunities are equitably realized.
Program goals	To develop deep knowledge and expertise in economic development by: Providing students with quantitative skills to analyze economic development policies Understanding the political foundation of development Understanding institutional and policy basis for development

Learning outcomes	Assessment method	Standard of comparison: what is the appropriate measure of success?	Use of information: What changes are made afterwards?
(1) Theory: Use economic analysis to understand constraints on development and on human wellbeing	Sample of capstone papers, sample of research papers written in core courses, deliberation about course content	Nearly all work should show exceed competence or competence	
(2) Analysis:	Sample of capstone papers, sample of research papers	Same	
(3) Design:	Sample of capstone papers, sample of research papers	Same	
(4) Communication:	Peer evaluation of course that have presentations	Same	
(5) Teamwork:	Emphasis on team projects in core courses, opportunities for team-based fieldwork	Same	
For each, assessment will be on a scale of 1 to 4, where 1 is needs much work, 2 is needs some work, 3 is meets expectations, 4 is exceeds expectations			

These also fit into the NASPAA evaluation goals. The NASPAA, the Network of Schools of Public Policy, Affairs, and Administration, requires assessment across five categories of competence:

- 1) Leading and managing in public governance
- 2) Participating in and contributing to the policy process
- 3) Analyzing, synthesizing, thinking critically, solving problems, and making decisions
- 4) Articulating and applying a public service perspective
- 5) Communicating and interacting productively with a diverse and changing workforce and citizenry

Comparison to other majors

Table. Resource burden by major, including proposed majors

Program	Major	# Required course (s) (to be taught every year)	# Required electives
MPIA	International political economy	1 required course (International Political Economy)	4
	Human security	1 required course (Human security)	4
	Security and intelligence studies	1 required course (Security and intelligence studies)	4
MID	NGOs and Civil Society	2 (choose one) NGOs, Civil Society & Development Governance, Local Government, and Civil Society	3
	Governance and international public management	4 (choose 2): Governance/Civil Society Comparative governance Managing organizations in development Comparative public administration	2
	Urban and regional affairs	3 (all required) City and Region Theory and Practice GIS for public policy Planning for sustainable regions	1
MPA	Urban and regional affairs	3 (all required) City and Region Theory and Practice GIS for public policy Planning for sustainable regions	1
	Policy research and analysis	1 Intermediate Quantitative methods	
	Public and nonprofit management	2 Managing people Strategic management	2
	Energy and environment	5 (choose 3) Contemporary US Energy Policy Global Energy Environmental Economics Political Economy of Global Energy Natural Resources Governance and Management	1
Social policy*	MPA & MID	2 courses. MPA: Social Policy Economics of Social Policy  MID: Poverty and Inequality Program Evaluation*	2
Economic development*	MID	2 courses. Markets and states Program Evaluation*	2

Note: MPIA degrees require 5 courses for the major; the other degrees require 4 courses.  
\*course is routinely taught and so is not a resource burden.