What is the lowest wage at which a person can be induced to work called?

In what year did the United States go off the gold standard?

Which federal reserve bank is responsible for executing monetary policy?

What describes the additional satisfaction a consumer gains from consuming more of a good or service?

Who was responsible for forming the US National Bank as the first Secretary of the Treasury?

What is the box diagram used to represent various distributions of resources?

What is it called when someone can produce a product or service at a lower cost than others?

What is a reduction in the amount of inflation called?

What is it called when a few firms control a large majority of their market shares?

Which government act is responsible for discouraging anti-competitive behavior in US markets?

From the Chair

Mark Showalter

“SPANISH INFLUENZA EPIDEMIC—SCHOOL CLOSED—HALT!” That was the headline in the BYU student newspaper on October 16, 1918. Classes were cancelled, and students and faculty sent home. Classes resumed in winter semester, but with masks and significant restrictions on gatherings. Obituaries of faculty and students who succumbed to the flu appeared weekly in the newspaper through the next summer.

Fortunately, this current pandemic has not been quite as disruptive or as deadly. Classes have continued online, “social distancing” and masks are the norm, and fall semester 2020 will have students back on campus. However, we did miss April graduation and the opportunity to celebrate with the family and friends of our great students. We wish them the best and hope that at least some of them will take the opportunity to participate in a future graduation celebration on campus.

This year’s magazine is due largely to the efforts of Makayla Beitler, who doubles as the editor of the magazine and the department internship and alumni coordinator. Special thanks to her and best wishes as she moves on to start law school. We appreciate the work of all the staff and faculty who worked to put this magazine together.

We note with sadness the retirement of Val Lambson. He will be greatly missed, but we wish him and his family the best. We also welcome the addition of Ryan Hill as a new assistant professor in the department. Ryan recently completed his PhD at MIT and will do a one-year post-doc at Northwestern University. We look forward to him joining us on campus in summer 2021.

We hope you enjoy the magazine and that you have a safe and productive year!
WE LIVE IN A WORLD WHERE inclusion and diversity have become increasingly im-
portant, but companies still struggle to know how to make those goals of equality a reality in the workplace. Fortune 500 companies of-
ten wonder how they can have an increasing diverse workforce if they aren't even able to attract minority groups to apply. Dr. Olga Stoddard explains that at this time in inclu-
sion and diversity research, “There were very few studies that were done in the field with actual job applicants, actual firms where these inequities are so persistent, so salient. It was exciting to work on real issues facing a real firm and to do research in a natural setting where participants didn't know they were participating in research, so they behaved naturally.”

The lack of field studies is largely due to the challenges that accompany them—commit-
ting on research objectives in order to satisfy all involved parties and building relationships that will encourage lasting co-
noperation between the researchers and the company.

In its development, the experiment be-
came more nuanced than just understand-
ing whether or not including a diversity statement in recruiting information would effectively create a more diverse applicant pool. The experiment tested how explicit the statement needed to be and if more subtle methods—like expressing an interest in a di-
versity of majors—could be just as effective. They even tested to see if factual information would be more effective than just “cheap talk” claims that lacked supporting evidence of diversity values. And when they finally ran the experiment, the results they found proved enlightening.

Joining the Group
In 2015, Dr. Stoddard joined a working group called Bias Interrupters that brought togeth-
er behavioral economists and social psychol-
ogists from across the world with the hope that “the researchers would try to bridge the gap between the research on biases in the workplace and the practices in the workplace.”

Dr. Stoddard and her coauthors Jeffrey A. Flory, Andreas Leibbrandt, and Christina Rott were first introduced to this problem in the hiring process when a chief diversity off-
cer (CDO) from a large financial firm came to Bias Interrupters, wanting to know how to increase diversity in the applicant pool for an entry-level position at the firm.

Jumping on the opportunity to explore inclusion and diversity in the hiring pro-
cess, Stoddard and her coauthors devel-
oped a pilot experiment over the next year. Specifically, Stoddard and her team “wanted to test empirically, rigorously, in a random-
ized way, whether there is any impact of communicating a firm’s value of diversity ex-
plicitly to potential applicants.” They created interventions in the form of informational messages that the firm would provide to potential applicants on how they valued di-
versity. Applicants received one of a random selection of recruiting messages ranging from an explicitly diverse message to a very neutral message that had nothing to do with diversity.

Building Relationships and Research
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sion and diversity research, “There were very few studies that were done in the field with actual job applicants, actual firms where these inequities are so persistent, so salient. It was exciting to work on real issues facing a real firm and to do research in a natural setting where participants didn’t know they were participating in research, so they behaved naturally.”

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Understanding the Impact
Stoddard and her coauthors found that those minority applicants who saw an ex-
plicitly stated diversity message were three times more likely to express interest and two times more likely to apply than those who saw a neutral message. This is a stag-
gering change in application rates for the minimal effort required to change recruiting message details.

When it came to variance in the messag-
es used, Stoddard gained further interesting insight. The results showed that less explicit diversity statements didn’t attract more mi-
nority applicants. Moreover, cheap talk di-
versity statements were just as effective at attracting more minority applicants as were the diversity statements that included facts about the company’s inclusion efforts—fac-
tual evidence didn’t seem to matter.

But Stoddard was most surprised by the results they gathered on women. They found that “for women, there doesn’t seem to be a strong positive impact on communicating explicit values of diversity.” Stoddard specu-
lates that this could be caused by an inade-
quate sample size of women or because “the word diversity seems to resonate more along racial dimensions than gender.”

Nonetheless, these initial results show companies how simple, low-cost interven-
tions in the recruitment process can sig-
ificantly affect diversity at the hiring level. Stoddard says, “Often, it’s a really lofty goal to increase diversity and inclusion, and com-
panies get overwhelmed by the resources they think they need to be spent and the neces-
sary steps they need to undertake. What this particular research suggests is that often-
times, even something as simple as commu-
nicating that you value diversity can have a really strong effect. Potential job applicants respond well to these kinds of explicit mes-
sages from firms.”

Moving Forward
This experiment has opened many doors for further research. While this study looks at application rates impacted by diversity re-
cruiting messages, it doesn’t show if those hired still feel like the diversity messages they received were true two years down the road. It doesn’t show if em-
ployees from minority groups feel like they belong after working there. Stoddard’s fu-
ture research intends to answer these more probing questions.

At the end of this initial experiment, co-
authors Flory and Leibbrandt founded an
organization called Science of Diversity and Inclusion Initiative (SODI), with Stoddard as the research director. The nonprofit partners with the University of Chicago, the Berkeley Haas School of Business, and big companies like Blackrock, GE, and Google. SODI is still one of the only groups doing field experiments on inclusion and diversity, but the relationships it has built with companies seem promising.

Currently, SODI has five ongoing field experiments and several more in design. Stoddard shares, “We’re venturing beyond just testing means to increasing diversity and inclusion in hiring and moving into promotions and retention of employees. We’re trying to see what kinds of interventions can help improve outcomes in terms of retention, feelings of inclusion and belonging in the organization. Because diversity and inclusion really go hand in hand. You can’t have one without the other.”

This continued research will serve to strengthen diversity and inclusion in the workplace and to propel the purpose of that original working group: “to bridge the gap between research and practice.” And it all began with the initial study on the hiring process, a study which has not only shown that diversity efforts can be simple and effective, but which has also opened doors for greater research and collaboration in the workforce.

Professor Lambson first became interested in economics as an undergraduate because he wanted to save the world and he felt that economics was a critical foundation for that purpose. While his early studies convinced him that “the world doesn’t want to be saved,” he continued with economics because he knew it would teach him how to think rigorously, and he is convinced of the value of that.

Dr. Lambson received his B.A. in economics from Brigham Young University (BYU) in 1979, and he went on to receive his PhD in economics from the University of Rochester (UR). After working for a year as an assistant professor at UR and then working another five years as an assistant professor at the University of Wisconsin-Madison, Dr. Lambson ultimately returned to BYU to teach. Provo has now been his home for thirty-one years.

Besides researching and teaching, Dr. Lambson has refereed for a broad range of journals, varying from the American Economic Review to Econometrica to the Journal of Economic Theory. He has also reviewed for a variety of publishing companies, including Addison-Wesley Publishing Company, MIT Press, and Oxford University Press.

WHEN YOU MENTION Professor Val Lambson to those who know him, you hear overwhelming appreciation and admiration for his influence as a teacher and a researcher. Dr. Lambson says that one of the best parts of teaching has been the testimonials of returning students, and it is clear from listening to those testimonials why such feedback would make it all worthwhile to him.

History

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Dr. Lambson says that the best part of his job has been the opportunity to discuss really interesting things with really smart people, so every day is a study in rigorous thinking. And his scholarship and emphasis on theory certainly reflects that. He has contributed to the field of game theory and industrial organization through thirty-two refereed publications, two book chapters, and one book review. But his legacy of scholarship is more than just a stack of published research, for his research collaboration has influenced the work that his previous students and coauthors continue to produce.

Adelina Gschwandtner, economics professor at the University of Vienna and coauthor of Dr. Lambson, explains, “Working with Val showed me what good research is about: a combination of theory and practice and the constant interaction between the two. Val showed me that every empirical analysis needs to have a strong theoretical foundation. This is something that every good academic knows. But he also showed me that good theory needs to be confirmed empirically, and if this is not happening, then the theory needs to be reformulated. This is something that less good academics often ignore.”

John van den Berge, one of Dr. Lambson’s students and a current PhD candidate at Northwestern University Michael Gmeiner shares, “Working with Val Lambson helped me understand the value of theory in the scientific method. Val always talked about how data and theory were both needed to understand the world and stressed that theory was critical to interpreting empirical results.” This emphasis on theory helped shape Gmeiner’s education as he concludes, “In graduate school I always wrote mathematical models to explain the empirical work I was doing, even if the model did not end up in the final version of my papers.”

Dr. Lambson’s research requires extensive theory and impressive scholarship, but it has also been a lot of fun for those he has worked with. Grant McQueen, one of Dr. Lambson’s coauthors and the current director of BYU’s MBA program, details his experience in writing three papers with Dr. Lambson over the span of nearly a decade: “My research meetings with Val consisted of three parts. First, he shared a Libertarian joke, and we debated some issue or discussed some historical footnote; second, I explained an interesting finance puzzle using words; and third, Val took my story and turned it into a series of precise equations with testable implications. There you have it: a three step recipe for a good publication and a great time.”

In reflecting on Dr. Lambson’s position as both teacher and scholar, the one definitive word that epitomizes his career becomes clear: mentor. Gschwandtner clarifies just how important Dr. Lambson has been to her, as she states, “Working with Val really made a difference for me and for my career. Without Val I would most probably not work in academia anymore. We have written three important papers together that have been pivotal for my career and have made a contribution to the profession.”

Van den Berge seconds that sentiment, adding that Val is “always very open-minded and friendly to talk to...I am deeply indebted to Val who helped me get into a good graduate school and whose work with me—just very recently—helped me get a tenure track position after graduate school.”

Dr. Lambson’s impact on the field of economics and on his students is far-reaching and life-shaping. We will miss him in the Economics Department as he transitions into retirement, for Gschwandtner says it best: Dr. Lambson “taught me that the most important thing in life is to be happy and to make other people happy. I consider myself very lucky to have met and have worked with Val Lambson. Working with him was like having Christmas every day!”
BYU STUDENTS declare economics as their major for a variety of reasons, with different motivations and aspirations pushing them through the rigorous program. They go on to a variety of different fields, allowing economics to shape their paths in unique ways. But the commonality between BYU Econ students is the impact the major has had in shaping their lives, their thinking, and their choices. This year’s graduating class was eager to write in about just how much the economics program has changed them.

ECONOMICS SHAPED MY LIFE

by Makayla Beitler
I hate making decisions, and I always have. It was hard as a child and even harder as a teenager. Dr. Pope’s definition of economists is my favorite, but a shorter one that I also love is “Economics is the study of decision-making and scarcity.” At first it was fun to me, but at the end of my undergraduate degree I’m pretty amazed by how much economists actually helps me to make decisions. I don’t get hung up on the costs anymore—I just weigh them against the benefits and make a choice based on my own preferences.

Economics has shaped the way I see the world, the way I interact with people, the way I govern my own life. The dismal science has at times indeed proven to be dismal, but it has also proven to be deep, powerful, and insightful to so many areas of life and fields of study. I do not think I will ever forget the day I heard Dr. Kearl’s last Econ 110 lecture and decided I would major in economics. I do not think I will ever appreciate and aspire to acquire the irrational traits that make humanity wonderful: altruism, kindness, respect, and love of community. I am most grateful and forever in debt to all the professors and fellow students that made my experience in the BYU Economics Department fabulous and transformative.

Econ 110 was the hardest class that I’ve ever taken, enough that I retook it no avail, resulting in a B both times, the second grade I’ve ever earned in my life. As a result, I then began to consider other degrees. Yet, as ironic as it is, I couldn’t be more thankful that I chose to major in economics as I’ve learned so much academically and wouldn’t have met my wife otherwise.

I may be a little biased (I met my wife in ECON 388), but majoring in economics has definite impact on how the economy will play a profound role in changing the way I think about the world. It opens you mind to more than just economics but how the media or the uninformed world as it really is, rather than how the world is portrayed by the irrational traits that make humanity wonderful: altruism, kindness, respect, and love of community. I do not think I will ever appreciate and aspire to acquire the irrational traits that make humanity wonderful: altruism, kindness, respect, and love of community. I am most grateful and forever in debt to all the professors and fellow students that made my experience in the BYU Economics Department fabulous and transformative.

Economics 110 is a controversial topic for most BYU students, I agree. The major kicked my butt! How often? Every semester! However, that’s the most valuable thing I learned from economics: how to persevere through something challenging. It impacted my life by showing me that you don’t have to be the brightest kid on the block in order to make a difference. Economics searches for truth in human behavior when we have limited resources like time and money. The way we choose how to manage our own resources such as time, friends, service, partying, spiritual study, and money determines what we value. Actions of one body affect another, and the way we allocate our own resources will determine the negative or positive impact we have on others. I like economics because it also strives to find the most efficient way to resolve the world’s problems. How will you use the limited resources that you have been given to make a positive impact in the world?

For the past year, I’ve always wanted to help those who were not. I wanted to study something that would be useful but were not. I wanted to study something that would be useful. Despite two of my brothers having gotten PhDs in economics, I didn’t actually know what it was before or its usefulness. As a freshman at BYU, I began taking classes as an international relations major. I took Econ 110 from Dr. Pope and fell in love. Here was an area of study that combined my passion for people and decision-making with mathematic models and proofs. Dr. Emily Lewis and Dr. Omar Steword introduced me to work done by Esther Duflo at J-PAL, a research focused on a data-centered approach to helping disadvantaged populations, something so coinciding to me. I majored in economics because I wanted to be able to learn more about and to issues more critically and support them that you have been given to make a positive impact in the world.

Economics changes the way I think about the world. It opens you mind to more than just economics but how the media or the uninformed world as it really is, rather than how the media or the uninformed masses may try to portray it. In the context of our current crisis of COVID-19, economics has made it clearer how the economy will recover and that it isn’t the end of the world as we know it. I’ve also been blessed by having so many economics professors take a sincere interest in my life, checking in on me when my health has been bad, and talking with me about future plans simply because they cared. This major truly is a combination of things and without it, I’m not sure I would even be graduating this semester, with how bad my understanding the “other side of the story.”
JOHNNY BLOOD

My education in economics has uniquely enabled me to grap- ples with the complexities of this pandemic. Economics starts with the assumption that people are rational; from that we quickly conclude that often people serve others for their own self-interest in a well-functioning society. But even in times like these, when the markets temporarily fail, and people act irrationally by hoard- ing dozens of eggs they may nev- er use, economics still helps me understand some of our irrational human behavior. In time, compa- nies with a profit motive working cooperatively with nations united in this fight will achieve unprec- edented results. This philosophy gives me hope for my life ahead and encourages me to pursue my education.

My wife, Madalyn Hyland Blood, B.S. Experience Design 2020, and I are grateful for this BYU education that allows us to graduate debt-free in this pre- carious job-seeking environment. Economics teaches me that we now have the freedom to make choices that so many college graduates do not have when saddled with student loans. My de- gree was instrumental in securing me a slot in the BYU Law Class of 2023. I will always be grateful for the BYU Economics faculty and staff for giving me this head start into my career.

MATTHIAS PEREZ

I came to BYU with the idea that I wanted to be an attor- ney and help influence immigra- tion law. One thing I knew for sure was that I did not want to deal with numbers or math in anything I studied. That quick- ly changed after taking Econ 100 with Professor Hart. I saw that the creation of public policy is based off studies that deal with data and numbers. After my light bulb moment in the introductory econ class, I switched my major and began taking all the pre-cal- culus courses that were offered at BYU. I did not do well in those classes and doubted my abil- ity to succeed as an economics major, knowing that it was quant heavy. I told myself that I was going to work as hard as I could and let the chips fall where they may. At the beginning, I strug- gled to grasp some of the early statistics courses but soon found that my hard work had paid off.

I became comfortable with sta- tistics and enjoyed it so much that I added a statistics minor and emphasized my econ major around econometrics courses that primarily deal with caus- al inference from random samples of data. Economics has chal- lenged me and pushed me to learn more about what I can achieve academically and pro- fessionally. The professors have been phenomenal, and the stu- dent body has been competitive. In hindsight, I’m grateful I stum- bled upon the economics major through the introductory course.

KELLEY PHAN

Because of economics, I now feel qualified knowing that I am to blame for when my decisions make me better off and someone else worse off. In light of COVID-19, I’ll illustrate my reasoning with a recent trip to the local grocery store. A couple of weeks back, I had walked past the aisle of household cleaning products, and in the corner of my eyes, I had seen a pack of toilet paper sitting by itself on the top shelf. Considering that I had an unopen pack of 48 rolls at home, I known that I would gain utility from winning the game called “Who can buy the last roll of toilet paper?” With the poten- tial payoff in mind, I turned my cart around and pushed down the aisle with the intent to purchase the last pack. But as expected, quit had followed me to inform me that my purchas- ing of that last pack would have someone desperate go without it. I then pushed my cart slowly hesitating to reach for that lonely pack of generic brand toilet pap- per, but then the mental voices of my econ professors justified the situation. They had whispered, “You are a self-interested individ- ual.” I quickly grabbed the pack, placed it in my cart, and pushed it to the next aisle in search of Purell hand sanitizer to resell for a higher price online, but it was out of stock.

REBEKAH JENSEN

When I first declared my major as economics after four semesters of being undecided, I thought that I was going to learn all about how the economy works. After reaching the end of the pro- gram, I know little more about the economy than I did when I started, other than being able to mathematically prove how supply equals demand. So now, I like to tell people that econ at BYU is a combination of applied statistics and calculus with Greek letters. I don’t care much for the Greek calculus part (sorry Dr. Platt), but the statistics was a different story. It all started in 278 when I started getting excited about hypothesis testing and p-val- ues. Then, in 388 when I learned that “homoskedasticity” is an actual word and not something Dr. Waters made up. And then finally in 488 when Dr. Lefgren showed that there are ways you can actually use regression to find a causal effect. Even in 588, where 90% of the class was over my head (confidence level [.75, 1.05] due to low degrees of freedom), I got excited when Dr. Frandsen started taking about Quantile Regression and esti- mating effect sizes for different quantiles of the population.

In all sincerity though, I have absolutely loved my time in BYU’s economics program. Every one of my professors has been extremely passionate about both their area of study and the students they teach. Countless professors have helped me to succeed in countless ways, and I am extremely grateful for that. So despite the fact that the econ program was nothing like what I expected, I really appreciate what I did turn out to be, and I am so happy that I got to be a part of it.

SEAN HILL

Economics revolves around us every day, every hour, and every second. The choices we make present opportunity costs. As an econ major, I have developed a sixth sense to make the best decisions in the nick of time. Balancing my time and ener- gy like the demand and supply curves to pinpoint the equilibri- um point has been a key to my success. Despite the economy taking a hit from coronavirus, I have faith to ride out the market because in the long-term, my pa- tience will pay dividends.

“ECONOMICS REVOLVES AROUND US EVERY DAY, EVERY HOUR, AND EVERY SECOND.”

In the article, “Elder Henry B. Eyring: Molded by ‘Defining Influences,’” Gerald N. Lund re- counts the following story. When President Henry B. Eyring was struggling with a mathematical problem while studying phys- ics at the University of Utah, he asked his father for help. His father chassised him for having not worked more on the prob- lem, since he had been struggling with this same type of question the week before. His father said, “When you walk down the street, when you’re in the shower, when you don’t have to be thinking about anything else, isn’t this what you think about?” President Eyring confessed that it was not, and his father tenderly said, “Hal, I think you’d better get out of physics. You ought to find some- thing that you love so much that when you don’t have to think about anything, that’s what you think about.” Economics has become what I think about when there’s nothing else to think about. Its theories and applications have allowed me to think in perspectives I would never have known even existed and opens my mind to further realms of possibility. Graduating with a degree in economics is the opportunity to make the most of every other opportunity that follows.

In all sincerity though, I have absolutely loved my time in BYU’s economics program. Every one of my professors has been extremely passionate about both their area of study and the students they teach. Countless professors have helped me to succeed in countless ways, and I am extremely grateful for that. So despite the fact that the econ program was nothing like what I expected, I really appreciate what I did turn out to be, and I am so happy that I got to be a part of it.
Estimating the Effect of Focused Donor Registration Efforts on the Number of Organ Donors

WAITING TIMES FOR ORGANS in the United States are long and vary widely across regions of the United States. As of July of 2019 there were 131,312 candidates for an organ transplantation on waiting lists in the United States. Nearly eighty-four percent of those candidates are waiting for a kidney. As of July of 2017, only forty-seven percent of kidney transplant candidates first listed in 2007 had received a transplant. Similarly, the percentage of candidates receiving a kidney transplant within five years varies widely across regions, ranging from 10.2–80.3 percent. The median waiting time for hearts in 2016–2017 was 79 months.

Donor registration can increase the number of potential donors, but its effect on the actual number of organ transplants depends upon several factors. First among these factors is that deceased organ donation requires both that death occur in a way that allows donation and that either potential donors or their surviving family grant consent for organ donation. Our recent work decomposes the probability of donation as the product of the probability of eligible death and the probability of consent conditional on eligible death. We also condition on donor registration status. We estimate eligible death rates and conditional consent rates by donor registration status for each state and for key demographic groups. We find significant variation in eligible death rates and in consent rates across states and groups.

With this information, we then develop a simple measure of the value of a new donor registration. This combined measure using information on consent rates and probable death rates also varies widely across states and groups, suggesting that registration drives targeting high-value groups and states can significantly increase the overall number of donors. Our estimates can also be used to assess alternative, but complementary, policies such as protocols to improve consent rates for non-registered potential donors.


A WELL-KNOWN PATTERN IN POLITICS is polarization. By various statistical measures, for example, Democratic politicians tend to be more liberal than US voters, while Republicans are more conservative. This has long puzzled economists and political scientists: a centrist candidate should be preferred to an extremist, both by moderate voters and by voters at the other extreme, and so should have a competitive advantage. In fact, statistical evidence suggests they do have a competitive advantage; why would any candidate choose a losing, extremist position when they could win with a more moderate position?

In a recent working paper, Dr. McMurray points out that polarization is puzzling partly because of the underlying paradigm through which elections are traditionally viewed. Understandably, economists and political scientists tend to see politics as a contest of interests: liberal policies benefit liberal voters, conservative policies benefit conservative voters, and democracy promotes overall welfare by favoring large groups over minorities. Another possibility, however, is that voters have a shared interest in promoting overall welfare but expect different policies to do this most effectively. In that case, the role of democracy may be to distinguish truth from the myriad of opinions, preferring consensus beliefs over minority viewpoints.

An information paradigm helps explain polarization because a candidate who believes that an extreme policy is best for society might also expect voters to figure this out. If they do, she can prevail in an election even over a more centrist opponent. In practice, extreme candidates do often prevail against more centrist opponents. Centrist policies still give a competitive advantage, but the importance of this advantage gets overwhelmed by the swings in public opinion that candidates have no control over.

From an information perspective, polarization may not be all bad: a ballot with two centrist candidates would limit voters’ ability to steer policy in productive directions. On the other hand, if candidates are overconfident in their policy opinions then they will polarize more than is optimal. The most important task for voters is to base their decisions on as accurate and complete information as possible.


Air Pollution and Risk of Mortality

THERE IS SUBSTANTIAL EVIDENCE from survival studies of cohorts of individuals that long-term exposure to air pollution contributes to risks of cardiopulmonary and lung cancer mortality. One concern regarding several of the key studies was that they are “Secret Science” because they use private and confidential health and personal data that cannot be shared broadly. Therefore, there have been growing appeals for studies that use public data and that is representative of the US adult population. Specifically, based on public data that is representative of the US adult population, they used National Health Interview Survey (NHIS) data from 1988 to 2016 linked with air pollution exposure estimates modeled by CACES colleagues and linked with mortality data through 2015 to create a cohort of 1,599,329 US adults and a sub-cohort with more detailed information of 635,539 adults.

Pollution-mortality hazard ratios for all-cause and specific causes of death controlling for individual risk factors and regional and urban versus rural differences were estimated using various statistical models. These models included Cox Proportional Hazards regression models (CPH); complex CPH models that accounted for NHIS’s complex, stratified, multistage sample design; various models that allowed for multi-pollutants and for alternative spatial and temporal decompositions of pollution; and CPH models with inverse probability weighting methods. Elevated mortality risks were most robustly associated with fine particulate matter air pollution (PM2.5). Estimated PM2.5-mortality hazard ratios (per 10 g/m3) for all-cause, cardiopulmonary, and lung cancer mortality were 1.12 (95% CI=1.08–1.15), 1.25 (1.18–1.32), and 1.12 (1.00–1.26), respectively—results comparable to other key studies.

Results were observed using the various statistical models. Adverse PM2.5-mortality associations were observed across sub-populations defined by sex, age, race-ethnicity, income, education levels, and geographic regions. In addition, the morbidity and public health impact of breathing polluted air.

Estimating the Effect of Focused Donor Registration Efforts on the Number of Organ Donors

James Cardon
Mark Showalter
Jordan Holbrook

An Information Model of Political Polarization

Joseph McMurray

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A Haiku from Cycling

Here is an example of a haiku written for a picture I had taken while on a bike ride. The ride was on March 25, 2019, around 6000 W 7200 S in Spanish Fork, Utah.

Skies aren’t always blue
The road isn’t always straight
But sometimes they are

It has always been easier for me to focus on the difficult, the dark clouds, the potholed road. Thinking about this picture brought out the difficult, the dark clouds, the potholed road. Haiku provides not only a starting point but also a structure that invites one into the mystery of creation. Haiku has taught me that writing is a creative process I can trust. What do I trust? I trust that these seemingly innocuous thoughts that come to mind are inspiration, and I am learning that these thoughts don’t arise if I don’t write.

Haiku as a Door to Creation
Haiku is a poetry form associated with three lines and seventeen syllables—five on the first line, seven on the second line, and five on the third line. The simplicity of the framework has two benefits for me: first, because it is short, it doesn’t feel overwhelming to get started, and second, the seventeen-syllable format rewards minimizing words. For someone who finds journaling to be a chore, the brevity of haiku feels simple, like flipping the pillow over to cool down instead of having to build an air conditioner from existing materials.

Nevertheless, I admit that it can be difficult to start writing when the page is blank—what do I write about? How do I begin? How do I know when I’m done? Here again, haiku is helpful. Haiku provides not only a starting point but also a structure that invites one into the mystery of creation. Haiku has taught me that writing is a creative process I can trust. What do I trust? I trust that these seemingly innocuous thoughts that come to mind are inspiration, and I am learning that these thoughts don’t arise if I don’t write.

Haiku, Revelation, and Translation
Writing about the world I see on my bike has been an auspicious opening into the creative process. Over time, that creative process found its way into my spiritual life as I started writing haiku associated with scripture, a work of art, or a meditation insight. An unexpected awareness came one day as I read back over a set of haiku I had written and found that, even without a picture, I was transported back to both the experience and the thoughts that had prompted the poem. Writing facilitated remembering and remembering reinforced revelation. Yes, I believe that the words that come together as you write are your own personal revelation—revelation that arises only when you purposely practice and record what comes. The following are three haiku that I wrote as I worked with words that jumped out at me from scripture and thoughts from meditation. See if they evoke anything in you.

I get up each day
I smile and open the door
Small and simple means
- 1 Nephi 16:29, Alma 37:6

Actively hoarding
Preparing my own sandwich
Aren’t we all beggars
- Mosiah 4:19

It’s always a choice
I choose what to focus on
Adjust attention
- A morning meditation

When you read the scriptures, don’t just lay your eyes like stones on the pages. Roll up your sleeves and translate them again... Word by word, line by line, verse by verse, chapter by chapter; God wants the whole thing translated once more, and this time he wants it translated into your tongue, infected by your native concerns, and written in your native flash.

I didn’t understand that passage from Miller’s book when I read it in 2014. After my experience with haiku, I see that this is what I’ve always needed—to liken the scriptures to my own situation (1 Nephi 29:23). The best way to create (or consume) spiritual writing like haiku is to let the words move slowly through your mind, one at a time. Don’t rush to write (or read) as many haiku as possible in one sitting. Let the words wash over you—let them rest in you. This washing and this resting will be as refreshing as the cool side of the pillow. Try it for yourself. Flip the pillow over and try your hand at writing a haiku (here’s a prompt: think about the word “charity” and see where your mind goes). The cool fabric of your writing can be the beginning and the end, the opening and the closing, the initiation and the mystery—indeed, it will be an invitation into the presence of the divine.

Adam Miller writes in his “Letters to a Young Mormon.”

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
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<tbody>
<tr>
<td>A Haiku from Cycling</td>
<td>16</td>
</tr>
<tr>
<td>Haiku as a Door to Creation</td>
<td>17</td>
</tr>
</tbody>
</table>
Elise Biancardi

Elise Biancardi didn’t always know she would be a data analyst, let alone an economics major. She confesses, “I went through more majors at BYU than any other student—everything from journalism to philosophy to commercial music. In my brief phase as a pre-business major, I took Econ 110 from Professor Kearl in the JSB, and I was instantly hooked. I felt as though I had found my tribe. Suddenly, I had discovered a whole school of thought, a discipline of people who thought the way I did!”

After graduating, Elise joined Cornerstone Research as an economic analyst. When applying for that first job, she says, “I would often highlight my 388 project or my work as a teaching assistant. Both of these experiences provided great fodder for showcasing key skills like leadership, initiative, and ownership.” Two years later, Google recruited Elise into its Ads Finance team. Over the last four years, she has transitioned from a revenue analyst to an impact analyst, where she “measures the impact that sales teams have on the advertisers they service” to help leadership make future hiring investments.

But Elise’s work is about more than just data. “It’s important to me to work at a company that is having a net-positive impact on the world, which is one reason I love working at Google. From providing free information to users on Search to developing AI that can detect cancer, Google is improving people’s lives. Her career has also allowed her to have a bigger impact on an individual level, as Google “creates a work environment that encourages me to donate my time and money to causes I care about.” Elise’s experience with Mexican immigrants during her mission to El Paso, Texas, and her awareness of the “immigrant and refugee heritage in [her] family and within the church” has built her passion for the refugee crisis. She decided she wanted to do something to help after reading about Syria and the crisis in Europe, so she started Project Wheelhouse, a non-profit that provides free consulting and training services to support other nonprofits at the forefront of the crisis, particularly in Greece.

“Whether in her nonprofit or at Google, Elise values her economics degree every day. She shares, “[my degree has] helped me to think critically about complex problems in my work. . . . While I’m not building econometric models anymore, I am still econometrically-adjacent. Google has an incredible team of PhDs in economics, and I get to partner with these guys on some fun projects.” In advice to future economics students, Elise says, “Be you! I’m serious, here. A lot of people feel the need to put on a professional persona in interviews or at work. . . . I’d much rather be as genuine as I can and build meaningful connections with my colleagues. It turns out good working relationships make you better at your job, and they also make you happy.”

“Good working relationships make you better at your job, and they also make you happy.”

Scott Petty

Scott Petty loves helping companies grow. He has spent the last twenty years since cofounding Signal Peak Ventures doing just that—being a part of the great new ideas that “bring jobs and opportunities for other people and solve problems for different sectors of the community.”

Scott became an economics major at BYU because he felt like it was a happy medium between business and intellectually stimulating theory. Economics taught Scott how to think logically and forced him to make rational arguments for problems without a clear right answer. That skillset has been particularly important to him throughout his career.

Scott graduated from BYU in 1987 and spent three years consulting at Bain & Company before earning an MBA at Harvard Business School. He then returned to Bain because he saw value in working “on strategic issues, related to big companies, with a lot of different people and a lot of smart minds.”

After another three years at Bain, Scott’s entrepreneurial interests took over and he joined a food startup called Zuka Juice in 1996. He joined when only one store was open, but within three years, he helped grow the startup into 100 stores in seven states. One of their early stores was actually on BYU campus, next to the Varsity Theatre in the Wilkinson Student Center.

Scott learned a lot about startups from Zuka Juice. When it was acquired by Jamba Juice, he knew, “I wanted to do something entrepreneurial again, but I also missed consulting.” This led him and some colleagues to launch Signal Peak Ventures in 2000, which invests in “early-stage technology and software companies both here in Utah and in other underserved markets across the country.”

Scott’s role with Signal Peak Ventures falls into three categories: strategizing with current portfolio companies, looking for new investment opportunities, and raising the firm’s own funds so they can continue to invest in more companies.

Scott is passionate about startups and new businesses, but it’s the people he works with that drive that passion. Entrepreneurs often have a lot of bravado, but they also sacrifice so much to big ideas. As such, it’s important that within his own firm, Scott can “make sure entrepreneurs feel respected and heard,” even when he has difficult conversations with them. At the end of the day, Scott gets to “work with some really incredible entrepreneurs who have incredible drive, incredible persistence, and incredible will.” Their enthusiasm for what they’re doing and how they’re changing the world makes Scott’s job fun and worthwhile.

Scott encourages future economics students to “take your time, enjoy being a student, and just study what you love.” As you graduate and start thinking about careers and jobs, keep your options open to a great extent until you figure out what you’re really passionate about. “Just make sure it’s something that you can learn and grow from.” If students have doubts, they can look to Scott’s career as a case study in following passions and continuing to learn as you go.

“Take your time, enjoy being a student, and just study what you love.”
**Suzanne Hyland**

Suzanne Hyland’s passion for “mentoring and helping women find joy and success in their personal, family, and professional pursuits” motivates her work—from running her own business to joining the BYU Life Science Advisory Council.

Suzanne graduated from BYU in 1989 as the youngest graduate of her class and one of only three women in the economics program. She then began her career in financial information systems in healthcare and health insurance. That knowledge translated well when she transitioned to the Institute for Clinical Outcomes Research. While she didn’t have a medical background, “(the analysis skills that [she] learned in [her] economics degree is what carried [her] through in both of those employment opportunities.”

Suzanne loved clinical research and “the human impact of [her] work there,” but it wasn’t conducive to her current family life. In 2000, she left that path and “started [her] own business to have the flexibility to raise a family and to work.” Quilters Touch LLC is a wholesale business that provides products for quilters, and Suzanne has loved working for an industry “dominated by women and women-owned businesses.” With Quilters Touch LLC, Suzanne could “work and contribute to family income while also cherishing the opportunity to nurture and raise three children.”

Suzanne didn’t stop there. In 2016, she completed an executive MBA program at the University of Utah. That same year, she and her husband established a scholarship for women pursuing biological and biomedical sciences in BYU’s College of Life Sciences. They have since been able to serve on the Life Science Advisory Council—both work on the internship committee, and Suzanne also serves on the women’s committee. In her service there, she has helped to develop both a peer consulting program for all students and a platform called “She is a Scientist” to help women navigate the STEM world.

In addition to her business and BYU responsibilities, Suzanne is now the Director of Education and Industry Relations at Quilts Inc., an international events company. In this role, she works with the industry to lift and support all businesses in the quilting industry.

Economics has remained fundamental throughout Suzanne’s career. During her time at BYU, Suzanne was a research assistant for Dr. Del Gardner. Their research keyed into behavioral economics long before it was called such. Those principles, as well as topics like opportunity cost and econometrics, have shaped her business decisions. She explains, “Economics and the way that economics trains your thinking . . . is advantageous for all aspects of our lives.”

Suzanne’s career path has not been straightforward, but every turn has allowed her to do more to serve others. When she was in school “there just was not the structure for a lot of women to succeed, especially if they were mothers.” Today, Suzanne is a part of the changes that continue to help all women succeed. She shares, “My goal is to help women contribute to their families’ economic stability . . . When women have the opportunity for gainful employment, our families are less vulnerable to the economic impacts of those disruptions.”

Economics helps in my role as a team leader and my management of Enterprise Risk Management. These strategies help in my role as a team leader and my management of Enterprise Risk Management.

**Brittan Mitchell**

Brittan Mitchell has loved the path her legal career has taken and the influence that economics has played in it. However, Brittan didn’t come to BYU with grand ambitions for economics or the law. She took Economics 101 from Dr. Arden Pope during her first semester only because she wanted to try something different from her early elementary education major, and that class convinced her to change to economics. Later on, many of Brittan’s BYU professors encouraged her to pursue law school, but Brittan didn’t seriously consider their suggestions until she had graduated and reevaluated her future plans.

Brittan graduated from BYU in 1999 and got a second B.S. in accounting from Florida State University in 2000 before going on to get her J.D. from Stetson College of Law in 2003. During her time at Stetson, Brittan was a research attorney for the National Clearinghouse for Science, Technology, and the Law. After law school, she opened her own practice at Mitchell & Mitchell, where she specialized in litigation, estate planning, tax planning, and business needs for agricultural families in Florida. During this time, she also got an Executive LLM in taxation from New York University in 2011.

In 2014, Brittan transitioned to Exactech, Inc., where she remains today as the senior manager of Enterprise Risk Management. Brittan handles many responsibilities within her current role, including the management of the company’s insurance portfolio, all corporate governance documentation, the data privacy initiatives, and business continuity concerns including hurricane and pandemic planning efforts.

Brittan’s legal career has grown in ways she didn’t expect as an undergraduate, but her passion for leadership has always remained consistent. She shares, “Regardless of my role, I have always worked towards becoming a better leader. I spend time reading books on leadership and working towards incorporating the strategies. These strategies help in my role as a team leader and my role as a mother.”

When reflecting on how economics shaped her legal career, Brittan points to the intellectual stamina she developed at BYU. She shares, “Economics is a tough major. You are competing against intelligent students for the top grades. One of the toughest courses for me was Professor Lambson’s course on game theory. Even though the class was incredibly difficult, the class positively impacted my career more than any other course. . . . To this day, twenty years later, I think about getting through those game theory exams, and I know that I can get through anything. . . . I graduated from BYU’s economics program at nineteen. At that age, there were so many things I did not understand about the economy, and yet my economics professors challenged me to create models that could impact significant business decisions and public policies.

Brittan urges future economics students, “Stick with the program. It is a tough degree, but every other degree after economics seemed like a breeze.” She also reiterates the importance of building relationships with professors. Reflecting on her choice to attend law school, and her professors’ influence on that decision, Brittan says, “Get to know your professors and listen to their suggestions! Their words of encouragement may help years after you have graduated.”
WHEN DEREK MONSON reflects on his career path, the word that comes to mind is “non-traditional.”

Derek became fascinated with the worldview that economics offered after taking Economics 110 with Dr. Kearl. But when the International Relations Department stated that too many classes overlapped for a double major with economics, he changed his plans and decided to double major in economics and political science instead.

Derek’s plans at graduation centered on a PhD in economics, which he planned to pursue once his wife, Melanie, finished her undergraduate degree the following year. During that time, the Economics Student Association advertised an entry-level policy position at Sutherland Institute. Despite knowing little about policy and no one at the company, Derek interviewed, thinking he would be good at the job. He was right. The analytical thinking and quantitative reasoning skills he gained in economics have shaped his career from day one.

Derek only intended to stay at Sutherland Institute for a year, but he enjoyed policy work so much, he realized that he wanted to stay longer. Now, thirteen years later, he is the Vice President of Policy at Sutherland.

His days focus on Sutherland’s strategic policy positioning—he is constantly thinking about where the think tank wants to be in a year and how they’ll get there. Derek feels particularly passionate about challenging people, beginning with himself. He loves the challenge of helping people find common ground and using those shared principles to build bridges on controversial issues.

Building bridges is part of the daily work. But Derek shares that the most exciting moments occur when “an idea that I had took hold and won the day, without my name being attached to it.” Being a nonpartisan public policy think tank, neither Sutherland’s nor Derek’s names are often attached to the legislation they help to create. But when policymakers’ decisions on taxpayer dollars or DUI legislation reflect his ideas—that is when he feels the greatest satisfaction.

Derek’s love for policy has led him to stay at Sutherland through four different CEOs. While there is often a lot of turnover when an executive leaves, Derek has “enjoyed being able to see how people bring a unique approach to the same principles and outcomes.”

Derek’s experience has given him valuable insight: “Learn in the day-to-day mindset to put the goals of the team above yourself and your own goals. . . . Good bosses really want employees who are thinking about how to make the organization more successful, not just employees who are trying to get the next pay raise.” He also encourages candid communication, where people focus on the good of the team and work effectively, without reading any personal attack into criticism. If colleagues can both give and receive honest feedback, they achieve so much more individually and as an organization. “You can’t get much better than that for day-to-day professional satisfaction,” Derek concludes.

Derek urges current students to add these skills to the set economics already provides. Doing so will launch successful careers—whether or not they know anyone at their dream company or their plans change along the way. MB

“Learn in the day-to-day mindset to put the goals of the team above yourself and your own goals.”

Economics Students Trek to San Francisco

by Makayla Beitler
THE SUN SHINES BRIGHTER when it makes it through the clouds in San Francisco, but that isn’t why fourteen of our econ students made a trek to the West Coast last September. No, their decision to explore the Bay Area was motivated by something more important: networking.

In today’s world, the majority of all jobs are found by networking. It has become a critical step for anyone hoping to start a career, grow their career, or simply garner the relationships considered critical in this modern age. BYU Economics students are, as usual, staying ahead of the game in building relationships that can help guide them on their paths to careers.

Connecting with Alumni

But the trek didn’t just get students into the doors of big companies. It also provided a chance for them to meet BYU Economics alumni—to ask their questions and see what life after BYU can really look like. The Economics Department didn’t want to limit that discussion to the office because it wanted students to feel comfortable asking questions about work and everyday life. Luckily, Dave Hedengren—BYU alum and data scientist—reached out to get students inside look at some top companies in the Bay Area: Visa, Google, Cornerstone Research, Zillow, and Dodge & Cox. Info sessions and Q&A panels gave the students insight into a breadth of careers ranging from economic consulting to investments to data science. It also allowed the companies to get to know the economics students a little better.

Connecting with Each Other

When the students weren’t networking with companies and alumni, they had the chance to do some sightseeing—eating dinner in Chinatown, driving along the Golden Gate Bridge, and wandering through Fisherman’s Wharf. As they explored highlights of the city, the students connected with each other.

When reflecting on the trek, many students felt grateful for the opportunity to talk with not just alumni, but also with their peers, who share the same present decision-making stresses. It taught them that networking isn’t about who they meet—it’s about being open to connecting with and learning from the people they already know.

Finding New Insights and New Questions

The students left San Francisco with new insights to start their careers:

“Apply and apply some more.”

“Get involved in LinkedIn, and keep both LinkedIn and résumés updated.”

“Don’t be afraid to reach out to the people you’ve met. Putting yourselves out there and staying in contact is the best way to form a lasting network.”

Even more importantly, the students walked away with new questions to ponder. Although a slightly daunting task to engage in, the students appreciated now knowing what to think about, and what other details should weigh on them, besides just industry and salary. Valuable conversations with alumni helped the students realize that knowing the right question to ask is the first step in finding the career they really want.

Even after the trek ended, students felt grateful for the opportunity to talk with not just alumni, but also with their peers, who share the same present decision-making stresses. It taught them that networking isn’t about who they meet—it’s about being open to connecting with and learning from the people they already know.

Takeaways

Economics doesn’t have just one clear career path for students at graduation. The degree opens doors for many different opportunities, making it critical for students to consider their future career paths early on and think about what doors they want to walk through after they leave BYU. The good news is that this year’s three-day trek has given students a broad network of alumni who span many fields and locations. It should feel comforting to know that there are many BYU alumni who know what it’s like being a new economics graduate and who are eager to shine a light on what they do. The Department loved its time in San Francisco and is excited to embrace its network will take students in the future.
Building Your Network: What That Really Means

Networking can feel unnerving if you don’t have much experience or confidence to dive right in. But, the truth is, networking is just about building connections within the professional domain. Once you realize that, it should feel much less overwhelming. Here are some helpful tips if you’re not sure where to start.

1. Engage in informational interviews
If you’re a student new to the work world, or perhaps an employee wanting to switch industries, consider an informational interview. Ask someone in your field of interest to talk with you for fifteen minutes about what they do and how they got there. If you don’t know anyone directly, use LinkedIn to reach out to alumni whose interests align with yours. Most professionals remember what it’s like to be in your shoes and are happy to help. As a caveat, an informational interview is a good way to grow your network and learn more about an intriguing career, but it won’t guarantee you a job.

On the other side, if a student is eager to learn from you, consider sacrificing fifteen minutes in your busy workload. The next Einstein might have just stumbled into your path, but even if they didn’t, at the very least, you can help to positively shape your industry’s next generation.

2. Have something to offer
Remember that networking is just building new friendships, and all meaningful relationships are helpful in some way. The same remains true in the professional world. Come to the table with something to offer—even if all you have as a student or recent graduate is a wealth of enthusiasm and gratitude. If you are sincerely eager about getting to know and support those you interview, applicants, or even be a LinkedIn message after yesterday’s conference. It can happen exclusively at massive, working events that come your way. Whether you’re invited to represent your company at a conference or you’re invited to the office party, you don’t have to accept every invitation that enters your inbox, but you should be mindful of the time you want to get to know and attend the events that will allow you to do so.

Most importantly, don’t shy away from the real-life networking events that come your way—whether you’re invited to represent your company at a conference or you’re invited to the office party. You don’t have to accept every invitation that enters your inbox, but you should be mindful of the time you want to get to know and attend the events that will allow you to do so.

3. Balance the virtual world and reality
Social media platforms like LinkedIn enhance the breadth of networking opportunities and shouldn’t be overlooked. Check your LinkedIn and stay current, even when you’re not actively seeking a job. Keeping a strong virtual presence matters, and it can often feel easier to reach out to someone over the internet than to reach out and strike up a conversation in person.

But just because it’s easier, it’s not better or enough. Prioritize the people you interact with regularly and attend events when possible. Personal interactions—at events, at work, or even over the phone—are far more memorable than virtual ones. LinkedIn is a valuable tool, but it’s only a tool—it’s not the extent of your network. Use LinkedIn to find new connections and to stay connected. But don’t let it be your only way of doing so.

Most importantly, don’t shy away from the real-life networking events that come your way—whether you’re invited to represent your company at a conference or you’re invited to the office party. You don’t have to accept every invitation that enters your inbox, but you should be mindful of the time you want to get to know and attend the events that will allow you to do so.

4. Don’t be afraid to open your own door
Networking doesn’t have to happen exclusively at massive, industry-wide events. It can happen right in your own office or classroom as you connect with peers, teammates, and bosses. The more engaged you are with both your work and those involved in your work, the more you stand out as someone worth knowing. It will be easier to form friendships that outlast your class or cubicle, and those friendships can help you find new opportunities in the future.

And if you feel like your current interactions aren’t enough, create your own opportunities. Host dinner parties or go to lunch with a colleague you don’t often work with. Real impact comes not from overly elaborate plans but from simple opportunities to connect with people beyond surface level.

5. Broader your network
Be sure that you’re not too field-specific. Just because you’re a financial analyst at a software company doesn’t mean you should connect only with software financial analysts. Try to meet people in a variety of fields. Not only will it help you be more well-rounded and educated across your industry, but it will help you know who to reach out to, should you ever come across an issue outside of your present skill set.

6. Learn the art of the follow-up
Be sure to follow up after meeting someone. This can be a thank-you note to the employer you just interviewed with (more than a few handwritten thank-you notes have been the deciding factor in interviewed applicants), or it can be a quick email to the analyst who shared his business card at yesterday’s conference. It can even be a LinkedIn message after talking to a colleague at a company dinner. Follow-ups don’t have to be fancy or lengthy but should solidify connections. Be sure to reach out again when you have valuable insights. Networking doesn’t need extensive effort every day, just consistent effort over time.

If you’re not sure where to start, consider saying hello
If you still feel overwhelmed, remember that networking can be as simple as saying hello. It can be intimidating to email, call, or walk up to strangers and hope they respond positively. That is hardly unique to professional settings. Still, the easiest way is to fake it till you make it. Walk up and say hello. Most people are just as interested in broadening their network as you are—they just may not know where to start. Now, you do.
### Class Stats 2020

**Grad School**
- 78% plan to attend grad school in the future
- 18% have been accepted to grad school

### Graduate Programs
- DENTAL
- ECON PhD
- LAW
- MEDICAL
- MBA
- MPA
- MPP
- MS FINANCE
- PhD ACCOUNTING
- PhD BUSINESS REAL ESTATE

### Graduate Schools
- University of Pennsylvania
- Brigham Young University
- University of Arkansas at Little Rock
- University of Utah
- University of Notre Dame
- The Ohio State University
- Stanford University
- University of California, Los Angeles
- Pennsylvania State University
- University of Houston

### Advice from Students
- “Go to office and TA hours. Talking about material is way better than just personal study.”
- “Learn to love the way economics teaches you to think. You’ll never look at the world around you the same way, and that’s a plus.”
- “Take advantage of the resources provided by the Economics Department. Participate in the Alumni Mentoring Program or the Economics Student Association. Look for opportunities to work with professors and learn from them.”
- “Diversify your skill set by taking other useful classes and learning how to do programming, finance, accounting, or something related to your interests.”
- “The classes that are worth taking are usually the hard ones. If you can find ways they apply to your life and get excited about the topic, you will enjoy the class a lot more and do better. Push through the 300s to get to the 400s; it’s worth it!”
- “Start networking as soon as possible. Try to have at least two internships before graduating.”
- “Participate as much as you can. Meet with professors often!”
- “Focus on learning more than grades, and the grades will take care of themselves.”
- “Focus, work hard, and enjoy it!”

### Job Industries

#### Companies
- Amazon
- Amica Insurance
- Amgen
- Angi
- Aptiv
- Bain & Company
- Bambou
- Bates White LLC
- Best Buy
- Blended
- BOS Retirement
- BVA Group
- BYU
- Camber Dynamics
- Charles River Associates
- Cicero Group
- Citibank
- Collective Health
- Cornerstone Research
- Deloitte
- Duff & Phelps
- ExxonMobil
- FactSet
- Farmers Insurance
- Fidelity Investments
- Fisher Investments
- FSG
- Goldman Sachs
- G3 Solar
- Hammons
- Hawk
- John Deere
- Larry H. Miller Chevrolet
- Lucid Software
- McKinsey & Company
- Mercer
- Morgan Stanley
- MX Technologies Inc.
- Nielsen Holdings
- Northwestern Mutual
- PACS Inc.
- Peak Capital Partners
- PMCO
- Qualtrics
- RLCC Real Estate
- Recyclops
- Rhodium Group
- SafeStreets
- Select Portfolio Servicing
- Summa Terra Ventures
- Summit Partners
- Sumitomo Business Law
- Teach for America
- The Home Depot
- University Impact Ventures
- University of Chicago Venture Studio
- Vivint SmartHome
- Yale
- Zions Bank

#### Plan to Work Full-Time After Graduation
- 82%

#### Have a Full-Time Offer
- 73%

#### Locations for Work
- 21%
- 56%
- 11%
- 6%
- 1%
IAN BELLOLI

IAN BELLOLI entered BYU with dreams of accounting, but when he realized his accounting aptitude was lacking, he shifted his focus to studying the economics material in Dr. Kearl’s Econ 110 class more than tackling his accounting homework, he decided to switch majors. That decision changed Ian’s educational experience at BYU and opened many doors to him along the way. Ian shares that he loved the “challenging material that the economics major provides. For me personally, I am so glad that I pursued a major that was intellectually rigorous and forced me to struggle and be frustrated on many occasions. . . . Because of the rigor from the program, I feel more confident that I can go out and solve tough problems in this world.”

HANNAH BENDER

HANNAH BENDER wasn’t sold on economics before college. Her childhood passion was to dance professionally, but that vision shifted during high school. Hannah knew little about econ- omics, but she knew she wanted to do something that included math and lots of career options, so she declared an economics major. After taking Econ 110 and 390 her first year at BYU, she never doubted her decision. Hannah shares, “My favorite part about the econ major was honestly the course material. I found all of my classes fasci- nating and the projects we were assigned, although difficult, en- gaging and relevant.” But Hannah didn’t limit her studies just to the classroom. She worked as a research assistant for Dr. Price, Dr. Wiike, and Dr. Stoddard at var- ious points over the years. She also spent summers interning at a nonprofit called Marafiki Afrika, at a startup called Grow, and at Cornerstone Research.

Hannah’s commitment to economics didn’t mean she sac- rificed her love of ballet. As a bal- let minor, Hannah danced on BYU Theatre Ballet. She reflects, “I am so grateful that I was able to continue dancing ballet all of my years at BYU. With the company, I had many opportunities to per- form on and off campus. Theatre Ballet helped me to grow as an athlete and an artist.”

Just as Hannah combined her passions at BYU, she plans to do the same in her career. Hannah currently works as an analyst at Cornerstone, where she hopes to stay for at least four years before- hore pursuing a graduate degree. Her long-term dream is to “start [her] own consulting group that focuses on helping small ballet companies.” She explains, “I aim to empower these dance groups so they can continue to offer so much culture and magic to the communities where they reside.”

These experiences helped Ian realize the flexibility that the major offered, both in student opportunities and future career paths. During his time at BYU, he interned at a quantifi- cy firm Logon Growth Advisors, private equity firm Endurance Capital, and software company Invesco. Beyond his internships, he played on the BYU Water Polo team and participated in clubs ranging from the Business Strategy Club to the Economics Student Association, where he spent this last year as president. Ian encourages future stu- dents to use the major’s flexi- bility and brevity to explore their passions. He explains, “I have spent almost two dozen credits taking courses that did not contribute to my major or minor. They were classes that helped me understand my interests and helped me find new hobbies and topics that I continued to study even after the classes were finished.”

These experiences helped Ian realize his post-Byu priorities. Ian currently works for Teach for America as a math teacher at an under-privileged school in New York City. He didn’t imagine taking such a path when he first started college, but he now knows that he wants a career that gives him “positions to learn and grow, while still being able to impact others’ lives in a positive way.” Teach for America does just that. Ian knows, “It’s been a mean- ingful experience at BYU really has been the people that I have been able to meet. Many of these connections have helped main- tain my sanitarium college and made BYU such an incredible experience at BYU really has been the people that I have been able to meet. Many of these connections have helped maintain my sanitarium college and my heart at BYU.”

IAN BELLOLI

IAN BELLOLI entered BYU with dreams of accounting, but when he realized his accounting aptitude was lacking, he shifted his focus to studying the economics material in Dr. Kearl’s Econ 110 class more than tackling his accounting homework, he decided to switch majors. That decision changed Ian’s educational experience at BYU and opened many doors to him along the way. Ian shares that he loved the “challenging material that the economics major provides. For me personally, I am so glad that I pursued a major that was intellectually rigorous and forced me to struggle and be frustrated on many occasions. . . . Because of the rigor from the program, I feel more confident that I can go out and solve tough problems in this world.”

He also remains on BYU’s all- time top 10 board in both the Steeplechase and 10K. Running and economics shaped Clayson’s undergraduate degree. But he shares that BYU changed him most by teaching him, “challenging material that the economics major provides. For me personally, I am so glad that I pursued a major that was intellectually rigorous and forced me to struggle and be frustrated on many occasions. . . . Because of the rigor from the program, I feel more confident that I can go out and solve tough problems in this world.”

running a successful economics program with serious scholarly rigor isn’t easy. He urges, “Be comfort- able asking people why you are in order to get a win in the other.”

vociferous about economic courses and pushed me to challenge me in economics, my career, and my life choices. I am also grateful for the research and teaching assistant opportunities that the Department provides and have been loved being part of the econ community at BYU.”

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CLAYSON SHUMWAY

CLAYSON SHUMWAY split his time at BYU between the class- room and track field. He relished juggling both athletics and coursework. Clayson challenged himself physi- cally and mentally, Clayson is grateful for his BYU education. Although Clayson didn’t have a wonderful economic class, he quickly settled into her economics classes. While Victoria studied economics and other majors as a freshman, she quickly settled into economics because she loved the way it shaped her perspective of the world. Victoria enjoyed “the way the program made me think about causality when looking at data. I really enjoyed appreciating the inter- active classroom environments.” Those classroom environments also served as a work as a teach- ing assistant and a research assistant with the Economics Department, where she learned about “the entire academic pro- cess” and strengthened her econ- omics skills. Victoria also incorporated economics into her joined her brother Clayson at BYU. During her early years at BYU, she partic- ipated in BYU’s Model United Na- tions (MUN) team, competing at the national MUN conference each year. Because MUN encour- ages students to work across disciplines to study and solve negotiation-related interna- tional issues,” Victoria was able to apply economics in a new setting.

During her later years at BYU, Victoria joined many Marriott Business School students. She became a leader in the Management Consulting Association, empha- sizing mentorship for women in business. But of all her positive experiences, Victoria shares, “The relationships I formed with my professors and classmates at BYU will have the most lasting impact on me. I appreciated the students and professors who took time to get to know me, and I feel that they shaped my education.”

Offering her advice to future BYU Economics students, Victoria says, “Don’t shy away from the quant classes early on.” She also added that minoring in math or statistics would have complemented her major as she enters the professional world. Victoria explained, “I want to work for McKinsey & Company, a decision she made knowing that consult- ing firms offer a unique opportunity to allow her to explore roles in both consulting and business development. These factors will help Victoria consider either an MBA or a JD after several years of consulting. Although Victoria didn’t have a wonderful economic class, she truly enjoyed her time at BYU, and will continue to be a choreogra- pher. Still, he took Econ 110 as a freshman, and after a few more semesters of classes, Clayson re- alized, “I liked economics just as much as my life science classes, but I was better at it, so I decided to double down on economics.” Going all in on economics included getting- in a minor in mathematics and working as a research assistant for Dr. Wilson. While Clayson wasn’t study- ing economics, he was running as an athlete for the BYU Cross Country & Track team. He was an All-American in both Outdoor Track and Cross Country in 2018.

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Finding Connection in Cambridge

by Kenton Young

CONNECTION IS VITAL TO LIFE. It is the wellspring of inspiration—we must connect with God to receive inspiration, and we must connect with other people to inspire one another’s lives. This principle holds true with learning and certainly with economics. Economics was one of my first loves, though I declared the major somewhat reluctantly after failing to get into my desired program at BYU. While I was disappointed, the move to economics never felt like a loss. However, without a strong quantitative or mathemati- cal background, the jump to economics proved a steep learning curve for me. I felt ashamed as I retook many classes while my classmates progressed to internships and TA positions. I felt like I didn’t compare or belong and withdrew further inside myself.

Then, last January, I received an email from the Economics Department detailing a direct enrollment program at Giron College at Cambridge University. The program struck me as an opportunity to develop and get outside myself, but it wasn’t an easy deci- sion. My wife and I had been married only a short time, and her own internship during the month of July meant she couldn’t go. Still, she encouraged me to go, feeling it would help me in my major. July came quickly once we had made our deci- sion. My mission in the northeast of England came quickly once we had made our deci-

The curriculum was enlightening, and the professors a joy to study under. The experience at Giron involved more than just lectures. We took day trips to London and nearby villages, watched Shakespeare in the park, puned on the river, and even attended a music festival. It was all phenomenal. More importantly, the international nature of the students inspired me. Many were from China—Shenzhen in particular—but others came from Hong Kong, Singapore, Australia, Canada, India, the Philippines, and Kazakhstan. These students inspired me with their passion. At the time, the protests in Hong Kong were in full swing, and I was fascinated to hear the Hong Kong students’ experiences. I love these people dearly and hope our friendships last a lifetime.

The friendships that impacted me most were those I developed with my fellow BYU Economics students; they helped resuscitate my university career and revive me personal- ly. Their contributions in lectures were of the highest caliber, and the deep connections I built with them helped me realize that they are humans too. These students continue to help me stay afloat even now; they challenge me and keep me on track when I feel discouraged. This principle holds true with God to receive inspiration, and we must connect with other people to inspire one another’s lives. This principle holds true with learning and certainly with economics. Economics was one of my first loves, though I declared the major somewhat reluctantly after failing to get into my desired program at BYU. While I was disappointed, the move to economics never felt like a loss. However, without a strong quantitative or mathematical background, the jump to economics proved a steep learning curve for me. I felt ashamed as I retook many classes while my classmates progressed to internships and TA positions. I felt like I didn’t compare or belong and withdrew further inside myself.

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“ECONOMICS IS BEAUTIFUL, SOUL AND MIND STRETCHING, AND MOST IMPORTANTLY, A REALLY GOOD TIME.”

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