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Contact Information:

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Undergraduate Studies:

A.B., Applied Mathematics and Economics, Harvard University, 2013

Graduate Studies:

Harvard University 2015 to present

Ph.D. Candidate in Political Economy and Government

Expected Completion Date: Spring, 2022

References:

Professor Edward Glaeser
(617) 496-1841
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Professor David Cutler
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Professor Christopher Avery
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Professor Andrei Shleifer
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Teaching and Research Fields:

Labor Economics, Economics of Education, Economic History, Health Economics

Teaching Experience:

Spring, 2020 Introduction to Econometrics, Harvard University, Dr. Gregory Bruich

Research Experience and Other Employment:

2013-2015 Harvard Business School, Research Associate with Professor Shawn Cole
2011-2013 Harvard University, Research Assistant with Professor Edward Glaeser

Honors, Scholarships, and Fellowships:

2020 National Academy of Education/Spencer Foundation Dissertation Fellowship
(declined, in order to accept NBER Health and Aging Fellowship)
2019-2021 NBER Health and Aging Economics Fellowship, funded by the National Institute
on Aging
2020 Harvard Lab for Economic Applications and Policy (LEAP) Grant

2019	Bradley Foundation Graduate Fellowship
2017-2019	Partnering in Education Research Fellowship, Harvard Center for Education Policy Research, funded by the Institute of Education Sciences
2013	Henry Russell Shaw Fellowship, Harvard College

Job Market Paper:

“How Does Access to College Affect Long-Term Life Outcomes? Evidence from U.S. Openings of Two-Year Public Colleges”

More than eight hundred two-year public colleges opened in the United States between 1920 and 1980, creating major differences in access to college by location and date of birth for otherwise similar people. Using the variation arising from these college openings, I estimate the causal effect of greater access to college on economic, social, and health outcomes using linked Census and Social Security Administration data. The college openings led to about one-tenth of a year of additional college attainment on average for nearby college-age men and women. The openings resulted in ‘democratization’ and not ‘diversion’—that is, to a higher probability of completing four years of college. Moreover, I find that the junior college openings (i.e., the openings between 1920 and 1940) had a positive causal effect on one’s likelihood of working as a professional, of having a college-educated spouse, and of delaying family formation. The postwar community college openings led to a 1.0 percentage-point increase in one’s likelihood of living past age 65.