
EDUCATION

Doctor of Philosophy, Economics
University of Oregon, Eugene, Oregon

Anticipated: June 2022

Master of Science, Economics
University of Oregon, Eugene, Oregon

December 2018

Bachelor of Science, Applied Mathematics
Saginaw Valley State University, University Center, Michigan

May 2017

FIELDS OF INTEREST

Microeconometrics, Education, Environmental

WORKING PAPERS

Job Market Paper: “Making FAFSA Mandatory: An Evaluation of Louisiana’s Financial Aid Submission Policy on College Enrollment and Pell Grant Awards”

Aiming to reduce inequalities between low- and high-income students enrolling in college, many states have proposed legislation requiring high school students to file a FAFSA application, or opt-out, prior to graduation. Louisiana was the first to implement this policy in the 2017-2018 academic year, thus potentially impacting enrollments in Fall 2018. FAFSA submissions increased significantly in Louisiana following the policy change, suggesting there may have been some follow through into post-secondary institutions. I use a synthetic control approach to estimate causal impacts of Louisiana’s FAFSA policy on college enrollment and Pell Grant awards. I find suggestive evidence that students may have substituted away from public two-year institutions towards four- year institutions. Specifically, I find marginally significant effects on enrollment for Black students at large, public four-year universities.

“Reading Resources and Student Achievement: Evidence from the Michigan Culture of Reading Program”

This paper considers the effect of additional reading resources on third-grade student achievement by exploiting a quasi-experimental setting. In 2014, the Michigan Department of Education Culture of Reading campaign gave over 3,000 copies of a storybook, along with reading instructions, to children in 115 elementary schools and early childhood programs. I use student-level data to identify the effect of additional reading resources on third-grade English language arts (ELA) test scores. I find significant, positive effects of additional reading resources on student achievement for students who received books when they were in an early childhood program.

“What can we learn from student performance? Identification in the presence of curves and letter grades” (with Glen Waddell) [Revised and Resubmitted at Education Finance and Policy]

Grade-based performance measures are routinely relied on when considering the efficacy of policy innovation. Yet, it is common for measures of student performance to be transformed—subjected to a curve and discretized through letter-grade transformations. We show how transformed grades systematically challenge the identification of unbiased estimates of the effect of intervention. In particular, curves can introduce false patterns of treatment heterogeneity, attenuating measured responses to treatment among high-performing students, for example, or inflating measured responses among low-performing students. Even without explicit curving, transformations to letter grades can be particularly problematic, yielding estimates that are weighted combinations of (i) inflated treatment effects for students around letter-grade thresholds and (ii) “zeros” for those away from thresholds.

WORKS IN PROGRESS

“The Academic Impact of the USDA Fresh Fruits and Vegetables Program in Illinois Elementary Schools”

PUBLICATIONS

Geyer, A., Putz, J. and Misra, K. (2017), “The effect of short-term study abroad experience on American students’ leadership skills and career aspirations”, *International Journal of Educational Management*, Vol. 31 No. 7, pp. 1042-1053

TEACHING EXPERIENCE

Independent Instructor

EC 311: Intermediate Microeconomics	Summer 2019, Fall 2020, Spring 2022
EC 333: Issues in Resource and Environmental Economics	Spring 2020, Winter 2021
EC 320: Introduction to Econometrics	Summer 2021, Fall 2021

Teaching Assistant

EC 320: Introduction to Econometrics	Fall 2018, Winter 2019
EC 421: Introduction to Econometrics	Spring 2019, Fall 2019, Winter 2020
EC 525: Econometrics (First-year PhD Course)	Spring 2019

GRANTS, HONORS, AND AWARDS

Graduate Teaching Award, Department of Economics, University of Oregon	2020-2021
Kleinsorge Summer Research Award, Department of Economics, University of Oregon	Summer 2020
Graduate Teaching Fellowship, Department of Economics, University of Oregon	Fall 2018 - Present
First-Year Graduate Fellowship, Department of Economics, University of Oregon	Fall 2017 - Spring 2018
Student-Led Research Grant, Saginaw Valley State University	May 2016

SERVICE

Professional Service

Referee, Economic Inquiry	2020
Discussant, Western Economic Association International. Portland, Oregon.	July 2016
Discussant, Academy of Economics and Finance Conference. Pensacola Beach, Florida.	February 2016

University Service

Mentor, Economics Departmental Mentorship Program, University of Oregon	2020 - Present
Panelist, First-generation Student Panel, University of Oregon	May 2020
PhD Program Representative, Department of Economics, University of Oregon	2018-2019

PRESENTATIONS

“Income Inequality and Industrial Composition: Assessing Industry Type, Size, and Volume”.	November 2016
Southern Economic Association Conference. Washington D.C.	

“Income Inequality and Industrial Composition: Assessing Industry Type, Size, and Volume”.	July 2016
Western Economic Association International Conference. Portland, Oregon.	

“The Effect of Short-Term Study Abroad Experience on Students’ Leadership Skills and Career Aspirations”.	February 2016
Academy of Economics and Finance Conference. Pensacola Beach, Florida.	

SKILLS

Statistical Computing: R (preferred), Stata
Scientific Communication: LaTeX, Markdown, Github

REFERENCES

Glen Waddell

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