


CONTACT INFORMATION

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EXPERIENCE

U.S. Equal Employment Opportunity Commission
Economist, Office of General Counsel – Research & Analytic Services

Washington, DC
August 2022 – Present

EDUCATION

University of Oregon
Ph.D., Economics
M.S., Economics
B.A., *magna cum laude*, Economics and Political Science (with honors)

Eugene, OR
June 2022
December 2017
June 2015

RESEARCH

Areas of expertise

Applied microeconometrics, economics of education, labor economics, public economics

Publications

“Voting Rights and the Resilience of Black Turnout,” *Economic Inquiry*, 2022, 60(3):1127–1141.

The Voting Rights Act of 1965 increased turnout among Black voters, which then generated economic benefits for Black communities. In *Shelby County v. Holder* (2013), the Supreme Court invalidated the enforcement mechanism responsible for these improvements, prompting concerns that states with histories of discriminatory election practices would respond by suppressing Black turnout. I estimate the effect of the *Shelby* decision on the racial composition of the electorate using triple-difference comparisons of validated turnout data from the Cooperative Congressional Election Study. The data suggest that the *Shelby* decision did not widen the Black-white turnout gap in states subject to the ruling.

Working papers

“Does the Salience of Race Mitigate Gaps in Disciplinary Outcomes? Evidence from School Fights,” under review (with Glen Waddell)

Racial gaps in the adjudication of student misconduct are well documented—for similar behaviors, students of color are more likely to be disciplined and discipline tends to be harsher. While students of color do receive harsher punishments, on average, we show that this differential depends on the racial composition of incidents. Consistent with administrators moving toward equal treatment when variation in race is more salient, multi-race incidents evidence no differentials in our data. In fact, when a white student is implicated in the same incident as a student of color, punishments imposed on students of color are indistinguishable from those imposed on white students in all-white incidents.

Work in progress

“Race, Gender, and Second Chances: Do Employers Engage More with Some Candidates than with Others?” (with Glen Waddell)

“Losing Consensus: Does the Role of Juries Change in an Age of Political Polarization?” (with Glen Waddell)

“Getting the Hard Ones Right: How Relative Performance Feedback on Specific Questions Affects Student Performance” (with Glen Waddell)

TEACHING

Principles of Microeconomics (EC 201)

Instructor (enrollment up to 336)

Winter 2019, Winter 2020

Teaching assistant

Spring 2017, Spring 2018, Fall 2018, Spring 2019

Introduction to Econometrics (EC 320)

Instructor (enrollment up to 55)

Summer 2019, Fall 2019

Labor Economics (EC 350)

Instructor (enrollment up to 65)

Summer 2018, Spring 2021, Winter 2022

Contemporary Economic Issues (EC 101)

Teaching assistant

Fall 2016, Fall 2017

AWARDS

Kleinsorge Summer Research Award, Department of Economics, University of Oregon 2020

Graduate Teaching Award, Department of Economics, University of Oregon 2020

Graduate Teaching Fellowship, University of Oregon 2016–2022

SKILLS

Statistical Computing: R (preferred), Stata

Scientific Communication: \LaTeX , R Shiny, Markdown, Git/GitHub

REFERENCES

Glen R. Waddell

Professor of Economics

University of Oregon

IZA Research Fellow

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NBER Research Economist

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David D. Liebowitz

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Methodology, Policy and Leadership

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