

# SCOTT DELHOMMER

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## EDUCATION

**Ph.D. Candidate, Economics**, University of Texas at Austin, May 2020 (Expected)  
Dissertation Title: *“Essays on the Education and Labor of Racial and Sexual Minorities”*  
**M.S., Economics**, University of Texas at Austin, 2017  
**B.S., Economics**, University of Missouri at Columbia, 2015, Magna Cum Laude  
**B.S., Statistics**, University of Missouri at Columbia, 2015  
**B.J., Journalism**, University of Missouri at Columbia, 2015

## REFERENCES

Richard Murphy (Co-Chair)  
Department of Economics  
University of Texas at Austin  
512-475-8525  
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Tom Vogl  
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University of California San Diego  
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## TEACHING AND RESEARCH FIELDS

**Fields:** Labor Economics, Public Economics, Applied Microeconomics  
**Sub-Fields:** Education

## HONORS, SCHOLARSHIPS, AND FELLOWSHIPS

2019	University of Texas – McDonald Fellowship
2019	University of Texas – Graduate Student Professional Development
2019	Association for Education Finance Policy – Roe L. Johns Travel Grant
2014	University of Missouri – David J. Loschky Scholarship

## RESEARCH EXPERIENCE AND OTHER EMPLOYMENT

2016 – 2019	Texas Higher Education Coordinating Board, Research Assistant
2013 – 2015	University of Missouri at Columbia, Research Assistant for Dr. Jeffery Milyo
2013 – 2014	University of Missouri at Columbia, Research Assistant for Dr. Cory Koedel

## TEACHING EXPERIENCE

2015 – Present	Graduate and Undergraduate Teaching Assistant, University of Texas at Austin
2012 – 2015	Undergraduate Economics and Statistics Tutor, University of Missouri at Columbia

## WORKING PAPERS

### ***Dissertation Chapters***

#### **“High School Role Models and Minority College Achievement”** (*Job Market Paper*)

Persistent race gaps exist in college enrollment and major choice, which may be exacerbated by the teacher racial distribution. I present the first evidence on direct student-teacher race matching in high school on college outcomes, the first evidence on the long-term effects of race matching for Hispanic and Asian students, and the first evidence on short-term effects of race matching for Hispanic students. I exploit institutional details about how students and teachers are assigned to each other in Texas high schools and show empirically that my fixed effect strategy reduces non-random, endogenous sorting of students and teachers by about 99% for Black, Hispanic, and White students. Using detailed Texas administrative data, I show that race matching for Black and Asian students significantly increases test scores and pass rates. I show that one additional race match in academic classes for Black, Hispanic, and White students increases college enrollment by 0.8 percentage points, 1.4 percentage points, and 0.8 percentage points, respectively. Hispanic students matching with a Hispanic high school STEM teacher become 0.5 percentage points more likely to major in STEM as a freshman in college. Finally, I present evidence that hiring more Black and Hispanic teachers is positive sum, benefiting many White students as well as Black and Hispanic students.

#### **“Sexual Orientation Discrimination in the Workplace”**

I extend the large economics literature on theoretical and empirical implications of discrimination to a dimension relatively unexamined -- sexual orientation. I present the first quasi-experimental research examining how both local and state anti-discrimination laws on sexual orientation differentially affect labor supply and wages for lesbian, gay, and bisexual (LGB) workers. I use the American Community Survey data on household composition to infer sexual orientation and combine this with a unique panel dataset on local anti-discrimination laws. These laws significantly reduce gaps in labor force participation rate, employment, and the wage gap for gay men relative to straight men. These laws also significantly reduce the labor force participation rate, employment, and wage premium for lesbian women relative to straight women. I reconcile these different responses using Becker's (1981) theory of the family, supported with empirical evidence. Finally, I present evidence that state anti-discrimination laws significantly and persistently improve sentiment toward LGB people through increased support for same-sex marriage. This research shows that anti-discrimination laws can be an effective policy tool for reducing labor market inequalities across sexual orientation.

#### **“PrEP and Moral Hazard” with Nir Eilam**

Approved nationally in 2012, Pre-exposure prophylaxis (PrEP), a drug that effectively prevents HIV infections, has the potential to save lives but also carries a risk of moral hazard if people engage in riskier sex practices after taking the drug. We document the first evidence of PrEP on aggregate STI and HIV infections, showing there is an increase in STIs and a decrease in HIV infections in high PrEP states. Using the pre-treatment variation in gay male and HIV and AIDS prevalence, we show that STI rates were parallel in high and low PrEP states before the introduction of PrEP and begin to diverge afterwards. However, HIV infections were consistently downwardly trending in high PrEP states before PrEP with no break at the introduction of PrEP, making inference of the effect of PrEP on HIV infections difficult. Specifically, we show that one additional male PrEP user increases chlamydia infections by 0.73 cases, gonorrhea infections by 0.83 cases, and reduces HIV infections by 0.1 cases. Finally, we show that given relative costs of treating STIs, the net benefit of PrEP in 2016 was over \$1.9 billion. To break even on cost, the 71,932 male PrEP users in 2016 would need to prevent only 19 male cases of HIV.

### ***Other Working Papers***

*“Two for One? The Impact of Dual Credit Education on College Students’ Outcomes”* with Drew Atchison, David Knight, Holly Kosiewicz, Trey Miller, and Richard Murphy.

## PUBLICATIONS

### **Non-Peer Reviewed Publications**

Miller, T., Kosiewicz, H., Tanenbaum, C., Atchison, D., Knight, D., Ratway, B., Delhommer, S., & Levin, J. (2018). *"Dual-Credit Education Programs in Texas: Phase II."* Washington, DC: American Institutes for Research.

Miller, T., Kosiewicz, H., Wang, E., Marwah, E., Delhommer, S., & Daugherty, L. (2017). *"Dual credit education in Texas: Interim report"*. Santa Monica, CA: The RAND Corporation.

## PROFESSIONAL ACTIVITIES

### **Conferences:**

January, 2020	(Up Coming) American Economic Association (AEA), San Diego, CA, Panel Session: <i>"Sexual Orientation Discrimination in the Workplace"</i>
November, 2019	(Up Coming) Southern Economic Association (SEA), Ft. Lauderdale, FL, Panel Session: <i>Job Market Paper</i>
September, 2019	Stata Texas Microeconomics Conference, University of Houston, Houston, TX, Poster Session: <i>Job Market Paper</i>
June, 2019	Western Economic Association International (WEAI), San Francisco, CA, Panel Session: <i>Job Market Paper</i>
March, 2019	Midwestern Economic Association (MEA), St. Louis, MO, Panel Session: <i>"Sexual Orientation Discrimination in the Workplace"</i>
March, 2019	Association for Education Finance Policy (AEFP), Kansas City, MO, Poster Session: <i>Job Market Paper</i>
March, 2019	Association for Education Finance Policy (AEFP), Kansas City, MO, Panel Session with Drew Atchison, David Knight, Holly Kosiewicz, Trey Miller, and Richard Murphy: <i>"Two for One? The Impact of Dual Credit Education on College Students' Outcomes"</i>
March, 2018	Association for Education Finance Policy (AEFP), Portland, OR, Panel Session with Holly Kosiewicz, Trey Miller, and Richard Murphy: <i>"Two for One? The Impact of Dual Credit Education on College Students' Outcomes"</i>
June, 2017	Western Economic Association International (WEAI), San Diego, CA, Panel Session with Holly Kosiewicz, Trey Miller, and Richard Murphy: <i>"Two for One? The Impact of Dual Credit Education on College Students' Outcomes"</i>