

Shahidul Islam

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Education

Purdue University, West Lafayette, Indiana

PhD in Economics

Master of Science

August 2020 - current

May 2023

University of Dhaka, Dhaka, Bangladesh

Master of Social Science in Economics

Bachelor of Social Science in Economics

December 2015

December 2014

Research Interest

Labor Economics; Public Economics; Economics of Education; Health Economics

Working Papers

"Alone" College Students' Academic Outcomes [JMP]

Abstract: This paper examines the experiences of college students who are the sole representatives of their race, ethnicity, or nationality in a classroom setting, a situation referred to as being "alone." Specifically, I explore whether being the only student of a particular background in a course section has a causal effect on the academic outcomes of undergraduate students. To answer this, I exploit the random course and section assignment based on freshman students' course preferences at a large public college in the USA. I use actual course assignment data to define an instrument for the treatment of being *alone*. Conditional student's course preferences, the instrument (i.e., being assigned *alone*) is as good as random. The findings show that being the only student in a class by race or ethnicity impacts students' course grades negatively. Being alone in a class by students' racial, ethnic, or national attributes and academic attributes impacts course grades negatively. Being alone in a course by race or ethnicity and college reduces the course grade by 0.054 points for domestic students. Being alone by race or ethnicity and college in the same instructor-taught sections of the course reduces the course grade by 0.076 points for domestic students and 0.30 points for international students. The empirical mechanism reveals that the negative *alone* effects are driven by positive peer effects. The inability of *not-alone* students to avoid negative peer effects for small peer group size derives the positive *alone* effect among heterogeneous peers, while homogeneous peers do not impact them differently by group size.

Physicians Supply, and Access to Healthcare and Health Outcomes (with Redwan Baten and Azharul Islam)

Abstract: This study evaluates the impact of a 2014 policy that increased physician supply in rural Bangladesh, using Household Income and Expenditure Survey data from 2005-2016. A Difference-in-Differences model was applied to assess healthcare access and outcomes for rural residents compared to urban counterparts. Results show a 14 percentage point increase in rural visits to government doctors and a 15-point decline in private doctor visits. Reliance on informal care sources, such as pharmacy salesmen and traditional healers, decreased, while access to public medication improved. Overall healthcare costs for rural residents decreased, despite higher transportation and medicine costs due to increased utilization. Chronic conditions like heart disease and arthritis were more frequently reported, and travel time to healthcare providers was reduced. The intervention successfully enhanced healthcare access and utilization for rural residents.

Work in Progress

College Students' Performance in (potentially) Stereotypical Environment *Abstract:* Experimental, education, and behavioral psychology literature papers that minorities and women underperform in math classes when their within-group representation is reduced. From real university classes, I find environments where women and minority students would feel potentially negatively stereotyped exploiting the class compositions. Using that, I find both women and minority students perform worse in STEM courses when their representation is low in a

"stereotype-friendly" environment.

"What Drives Grade Inflation?" (with *Kevin Mumford*)

"Effect of Feminizing of Primary Education Recruitment on Student Outcomes"

Conference presentations

2024 - Society of Labor Economists, Midwest Economic Association, Western Economic Association, Krannert Doctoral Symposium

2023 - Southern Economic Association

Peer-reviewed publications (pre-PhD)

- Khatoon, Rabeya, et al. "Aggregation, asymmetry, and common factors for Bangladesh's exchange rate-trade balance relation." *Empirical Economics*, 2021.
- Islam, S., and Hasan, E. "Is the Public Sector Wage Premium Real? Findings from Bangladesh." *The Bangladesh Development Studies*, 2020.
- Islam, S. "Age and Education Effects in the First Demographic Dividend of Bangladesh." *The Bangladesh Development Studies*, 2019.

Teaching Experience

Purdue University, West Lafayette, Indiana

Instructor

ECON 201 Principle of Economics

Summer 2023

Teaching Assistant

ECON 650 Applied Microeconometrics

Fall 2022, Fall, 2022, Fall 2024

ECON 562 Econometrics I

Fall 2022

ECON 606 Microeconomic Theory I

Fall 2021

ECON 456 Urban Economics

Fall 2022 & Spring 2023

ECON 251 Microeconomics

Fall 2020

ECON 252 Macroeconomics

Fall 2020

Stamford University Bangladesh, Dhaka, Bangladesh

Instructor

Development Economics

Fall 2016

Econometrics I

Spring 2017

Awards

Purdue University, West Lafayette, Indiana

James A. Papke Graduate Fellowship for the Study of Public Sector Economics

Fall 2020

Summer Research Grant

Summer 2021

Grants

USD 5,500 (*PI*), Bangladesh Institute of Development Studies (BIDS) Research Endowment Fund

Computer Skills

Languages: Matlab, Python, L^AT_EX

Statistical Software: Stata, R

References

Timothy Bond

Associate Professor, Purdue University, Indiana, USA

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Kevin Mumford (Advisor)

Professor, Purdue University, Indiana, USA

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Victoria Prowse

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