

Yuki Takahashi

(pronoun: they/them)

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Employment

Tilburg University Postdoctoral Researcher
European University Institute Max Weber Fellow

Sept 2023 - present
Sept 2022 - Aug 2023

Education

University of Bologna PhD in Economics

Nov 2017 - July 2022

Advisors: Maria Bigoni, Laura Anderlucchi (Dept. of Statistics), Vincenzo Scrutinio

International Christian University MA in Public Economics

Mar 2011

Research Interests

Experimental Economics, Labor Economics, Gender Economics, Economics of Education

References

Prof. Maria Bigoni
Dept. of Economics
University of Bologna
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Prof. Boris van Leeuwen
Dept. of Economics
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Prof. Jan Hausfeld
CREED
University of Amsterdam
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Prof. Sigrid Suetens
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Grants

Joint Usage Grant, University of Osaka (¥320,000, Co-PI)	2025
NWO XS Grant, Dutch Research Council (€50,000, Co-PI)	2023
Staff Exchange Grant, University of Bologna (€10,644)	2022
Marco Polo Mobility Grant, University of Bologna (€6,900)	2020, 2021
PhD Scholarship, Italian Ministry of Education, Universities and Research (€63,504)	2017 - 2022

Awards

Runner-up Award, Moriguchi Prize Competition	2021
Runner Up Paper Prize, Annual Southern PhD Economics Conference	2021
Merit-Based Student Loan Repayment Waiver, Japan Student Services Organization	2011

Research Visits

University of the Thai Chamber of Commerce (Aug 2025), University of Osaka (Jul 2025, Dec 2024), Kobe University (Summer 2024), University of Gothenburg (Spring 2023), University of Amsterdam (Oct 2022), UC Berkeley (Spring 2022), Tilburg University (Summer 2021), NHH (Spring - Fall 2020)

Teaching Experience

Microeconomics: Agents and Markets (Co-instructor), Bachelor, Tilburg University	2024 - present
Visualizing Data and Writing for Policy Makers (Co-instructor), Bachelor, Tilburg University	Spring 2024
Statistical Methods for Business & Economics (TA), Master, Johns Hopkins University	Spring 2019

Advising and Mentoring

Thesis Supervisor (master student 1x, bachelor student 1x), Tilburg University	2024 - present
Thesis Co-Reader (master student 2x, bachelor student 2x), Tilburg University	2024 - present
Mentor (secondary school student 5x), Technovation Girls	Spring 2023
Mentor (PhD student 1x, bachelor student 1x), Women in Economics Initiative	2021 - 2023
Mentor (master student 1x), GAIN Network	Fall 2021

Other Relevant Experience

Policy Research Consultant, Waffle	Summer 2022
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Research Assistant, University of Warwick	Summer 2021
Research Assistant, University of Bologna	2019 - 2021
Administrative Staff, Ministry of Economy, Trade and Industry	Spring 2016
Project Consultant, Asian Development Bank Institute	Summer 2014

Other Activities

Co-organizer for Experimental Economics Group Meetings, Tilburg University	2023 - present
Team Member, Women in Economics Initiative	2021 - 2023
Representative for Economics PhD Students, University of Bologna	2019 - 2021
Co-organizer for Experimental Economics Group Meetings, University of Bologna	2018 - 2021

Seminars and Conferences (incl. scheduled)

2025: Women in STEM Workshop Heidelberg, Thai Chamber of Commerce, Osaka, KVS, Comenius, M-BEPS, Workshop on Gender in Adaptive Design, LEER Conference; 2024: Virtual East Asia Experimental and Behavioral Economics Seminar, Maastricht, EEA-ESEM, Kobe, Osaka; 2023: Lund, Florence, Gothenburg, Charles, PhD-EVS, Waseda; 2022: Tilburg, Amsterdam, SASCA PhD Conference, Meeting of the Society for Social Choice and Welfare, Discrimination and Diversity Workshop, Caltech Summer School in Theory-Based Experiments, Australian Gender Economics Workshop; 2021: Osaka, Irish Postgraduate and Early Career Economics Workshop, ESA Job Market Seminar, CSQIEP, EALE, Young Economists' Meeting, Brazilian Meeting in Family and Gender Economics, TIBER Symposium, Stanford Institute for Theoretical Economics, IOS Regensburg, Tilburg, ESA, FROGEE Workshop, Warwick Economics PhD Conference, Webinar in Gender and Family Economics, Gender Gaps Conference, Annual Southern PhD Economics Conference, Copenhagen, Catholic University of Brasília, Ca' Foscari, PhD-EVS, WEAI; 2020: Applied Young Economist Webinar, NHH; 2018: Ca' Foscari, Behavioral and Experimental Economics Network

Refereeing

Economics Bulletin, Health Economics, Italian Economic Journal, Journal of Economic Behavior & Organization (3x), Southern Economic Journal

Skills

Computer: R, oTree, Qualtrics (fluent), Python, Javascript, Stata (intermediate)

Languages: English (fluent), Japanese (native), Dutch, Italian (basic)

Working Papers

[Does the Gender Ratio at Colleges Affect High School Students' College Choices?](#) (with Chihiro Inoue and Asumi Saito)
- Job Market Paper

Although the gender gap in mathematics and sciences in OECD countries is negligible, female students are still less likely to major in STEM fields in college, which can lead to several social issues. One explanation that has received less attention in the literature is that STEM programs are predominantly male-dominated, which makes female students a minority. We study whether the gender ratio at colleges affects high school students' college choices and the extent to which it contributes to the gender gap in STEM programs. We begin by using administrative data to show that the gender ratio has become more balanced in both STEM and non-STEM programs over the last 16 years, especially in programs where students are supposed to have less trade-off among attributes. We then use an incentivized discrete choice experiment and show that the gender ratio at colleges does affect both female and male students' college choices: both female and male students prefer gender-balanced college programs over those with a male or female majority. Students avoid programs where they will be a minority mainly because they expect it to be difficult to fit into such environments. A counterfactual analysis suggests that the low female student share in STEM programs reduces the likelihood of female students choosing STEM programs by 6.0 percentage points or 15.7%, and they incur a utility cost equivalent to 0.58 standard deviations of program selectivity. Removing this constraint would lead to female students with high mathematics ability replacing male students with low mathematics but high reading ability in STEM. Thus, the gender ratio at colleges is an important factor for high school students' college choices, and making STEM programs more gender-balanced can help narrow the STEM gender gap and address social issues arising from it, and can improve the allocation of talent.

[Attention Discrimination and Performance Evaluation](#) (with Jan Hausfeld and Boris van Leeuwen)

Managers decide on the promotion and dismissal of workers. To accurately evaluate the worker's performance, however, managers must pay attention to all workers, which can be difficult because attention is scarce, thereby allowing stereotypes to arise. In a controlled laboratory experiment with eye-tracking, we study how stereotypes affect managers' attention and evaluations of workers when not everyone can be tracked. We find

that managers' attention and evaluation are affected by stereotypes. Workers who are negatively stereotyped receive less attention when managers must identify the best performers, but they receive more attention when managers must identify the worst performers. These attention patterns roughly translate into evaluation accuracy. Importantly, these differences in attention and evaluation are not driven by workers' true performance, and certain workers suffer more. Showing repeated performance information does not overrule stereotypes. We conclude that since attention is scarce, stereotypes affect these promotion and dismissal decisions, leading to suboptimal decisions as the best and worst performers are not accurately identified.

[Closing the Gender Gap in STEM: Evidence from a Curriculum Reform in Computer Science](#) (with Dede Long)

The underrepresentation of women in science, technology, engineering, and math (STEM) is widely studied, with growing recognition that gender gaps vary significantly across different STEM fields. Leveraging a curriculum reform at a US liberal arts college, we show that restructuring an introductory computer science course into a format emphasizing the discipline's broad social relevance increased the likelihood of female students majoring in computer science by 12.2 percentage points compared to their male counterparts. Furthermore, the reform significantly boosted the earnings of female students in the labor market, increasing their average salaries by 15.7% more than male students. We find no evidence that female students' academic outcomes deteriorated following the reform. Overall, our results suggest that men and women respond differently to STEM curricula and that curriculum design can serve as a viable policy lever in closing gender gaps in STEM fields that still experience gender disparity.

[Corrections and Gender in Team Collaboration, reject and resubmit, *International Economic Review*](#)

While successful teamwork often involves correcting colleagues' mistakes, it may have negative interpersonal consequences. In an experiment, I show that it also has negative economic consequences: individuals are less willing to collaborate with those who have corrected them, even when the correction benefits the team. The data are consistent with negative feedback aversion: individuals who initially received positive feedback about their ability are significantly less willing to collaborate with those who corrected their mistakes, but not with those who corrected their right actions. Additionally, I find that men, but not women, are more tolerant of women who corrected their right actions. It is potentially due to men's beliefs about women's abilities, making women's corrections of their right actions less ego-threatening. This reluctance to work with those who provide corrective feedback can undermine teamwork, and mixed-gender teams may attract less competent women due to gendered sorting.

[Decriminalization of Light Intimate Partner Violence and Married Women's Well-Being, submitted](#)

Light abuses and threats to receive them at home can deteriorate individuals' well-being, even in the absence of severe physical injury. Leveraging Russia's criminal law reform that decriminalized minor domestic violence, I first confirm that the number of domestic violence incidents classified as criminal offenses against female partners indeed decreased sharply after the reform. Using a difference-in-differences approach, I then show that the reform reduced married women's life satisfaction, increased depression, and increased college-educated married women's alcohol intake. Suggestive evidence indicates that the reform contributed to a decline in new marriages, while the divorce rate remained unchanged. These changes are unlikely to stem from shifts in violence outside the household, as there were no significant changes in gender-based violence or other crimes during the same period. These findings suggest that even minor intimate partner violence decreases married women's well-being and highlights the importance of legal institutions in addressing household violence.

Publications

[Are Men Less Generous to a Smarter Woman?](#), forthcoming, *Journal of the Economic Science Association*

Although evidence suggests men are more generous to women than to men, it may stem from paternalism and could reverse when women excel in important skills for one's career success, such as cognitive skills. Using a dictator game, this paper studies whether male dictators allocate less to female receivers than to male receivers when these receivers have higher IQs than dictators. By exogenously varying the receivers' IQ relative to the dictators', I do not find evidence consistent with this hypothesis; if anything, male dictators allocate slightly more to female receivers with higher IQs than to male receivers with equivalent IQs. The results hold both in mean and distribution and are robust to the so-called "beauty premium." Also, female dictators' allocations are qualitatively similar to male dictators. These findings suggest that women who excel in cognitive skills may not receive less favorable treatment than equally intelligent men in the labor market.

Selected Work in Progress

[The Supply of Emotional Labor](#) (with Boris van Leeuwen) – *data collection completed*

Increasingly many jobs require interpersonal interaction. In these jobs, workers are often required to display or suppress certain emotions (e.g. “service with a smile”). This “emotional labor” is widespread and puts psychological demand on workers, associated with lower job satisfaction and increased rates of burnout. However, the existing empirical evidence is largely based on survey evidence and is correlational in nature, which makes it hard to infer causality. This study will provide causal evidence of the wage premia people require to perform emotional labor in a controlled laboratory setting.

Legacy of Environmental Injustice (with Gwen-Jirō Clochard and Mifuyu Kira) – *funding secured*

There are many environmental injustices around the world, especially in developing countries. However, little is known about how they influence people’s preferences. Using two decades of mercury poisoning in a small city during the postwar period (1950s) in Japan that involved a large company and the government, this project studies whether residents of a region exposed to an environmental injustice in the past have a lower trust in the institutions and its consequences. Partnered with the local NGO, we conduct in-person surveys to elicit preferences and economic outcomes from the local residents and compare the residents of the affected city and the surrounding cities. We also investigate whether such preferences have transmitted via collective memory or parents.

Structured Mentoring (with Weerachart T. Kilenthong and Saisawat Samutpradit) – *funding secured*

This project studies whether adding structure to a mentoring program improves the academic achievements and aspirations of lower-secondary students from low SES backgrounds, partnered with a Thai government organization. Students from low-SES backgrounds often face difficulty holding high aspirations because they lack clear ideas about how to achieve their academic or career goals and struggle to sustain aspirations that differ significantly from their social environment. Our mentoring intervention aims to help students from low-SES backgrounds break down a long-term goal into manageable, short-term goals.

Gendered Brain Drain (with Giulia Briselli and Junko Okuda) – *data analysis ongoing*

This project studies whether conservative gender norms differentially affect the outmigration decisions of women and men with high- and low-skills, and how this affects talent misallocation across regions. Since conservative gender norms are especially burdensome for high-skilled women, we expect such norms to lead to the outmigration of high-skilled women. We first use Japanese proprietary panel data with historical male scarcity caused by World War II conscriptions as an exogenous variation in current gender norms to establish causal evidence. Then, we conduct a discrete choice experiment to elicit location preferences and willingness to pay for progressive gender norms among a nationally representative sample of female and male Japanese college students who are about to start their job search. We use the estimated preferences to simulate the counterfactual talent allocations.