Yuki Takahashi

(pronoun: they/them)

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Academic Positions

Tilburg University Postdoctoral Researcher — Sept 2023 - present
European University Institute Max Weber Fellow — Sept 2022 - Aug 2023

Education

University of Bologna PhD in Economics — Nov 2017 - July 2022
Advisors: Maria Bigoni, Laura Anderlucci (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

Publications

- Are Men Less Generous to a Smarter Woman?, forthcoming, *Journal of the Economic Science Association*

Working Papers

- Does the Gender Ratio at Colleges Affect High School Students' College Choices? (with Chihiro Inoue and Asumi Saito) – **Job Market Paper**
- Attention Discrimination and Performance Evaluation (with Jan Hausfeld and Boris van Leeuwen)
- Closing the Gender Gap in STEM: Evidence from a Curriculum Reform in Computer Science (with Dede Long)
- Corrections and Gender in Team Collaboration, *submitted*
- Decriminalization of Light Intimate Partner Violence and Married Women's Well-Being, *submitted*

Selected Work in Progress

- ESIT (with Sota Ichiba, Boris van Leeuwen, and Jeroen van de Ven) – *data collection ongoing*
- The Supply of Emotional Labor (with Boris van Leeuwen) – *data collection completed*
- Legacy of Misconceived Discrimination (with Gwen-Jirō Clochard and Mifuyu Kira) – *funding secured*
- Structured Mentoring (with Weerachart T. Kilenthong and Saisawat Samutpradit) – *funding secured*
- Gendered Brain Drain (with Giulia Briselli and Junko Okuda) – *data analysis ongoing*

References

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Grants

Joint Usage Grant, University of Osaka (¥320,000, Co-I) — 2025
NWO XS Grant, Dutch Research Council (€50,000, Co-I) — 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 (incl. scheduled)

University of the Thai Chamber of Commerce (Aug 2025), University of Osaka (Jul 2025, Dec 2024), Comenius University (Jun 2025), 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)

Seminars and Conferences (incl. scheduled)

2025: University of the Thai Chamber of Commerce, University of Osaka, KVS, Comenius University, M-BEPS, Workshop on Gender in Adaptive Design, LEER Conference; *2024:* Virtual East Asia Experimental and Behavioral Economics Seminar, Maastricht University, EEA-ESEM, Kobe University, University of Osaka; *2023:* Lund University, University of Florence, University of Gothenburg, Charles University, PhD-EVS, Waseda University; *2022:* Tilburg University, University of 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:* University of 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 University, ESA, FROGEE Workshop, Warwick Economics PhD Conference, Webinar in Gender and Family Economics, Gender Gaps Conference, Annual Southern PhD Economics Conference, University of Copenhagen, Catholic University of Brasília, Ca' Foscari University, PhD-EVS, WEAI; *2020:* Applied Young Economist Webinar, NHH; *2018:* Ca' Foscari University, Behavioral and Experimental Economics Network

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
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

Refereeing

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

Skills

Programming: R, oTree, Qualtrics (fluent), Python, Javascript, Stata (intermediate)
Languages: English (fluent), Japanese (native), Dutch, Italian (basic)

Selected Paper Abstract

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
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.