

Steven W. Hemelt

Department of Public Policy
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EMPLOYMENT

Assistant Professor, Department of Public Policy, University of North Carolina at Chapel Hill, 2013 –
Postdoctoral Research Fellow, Gerald R. Ford School of Public Policy, University of Michigan, 2011 – 2013
Assistant Professor, Department of Politics, Cornell College, 2009 – 2013
(Leave of absence: 2011-2012 and 2012-2013)

EDUCATION

Ph.D. Public Policy, University of Maryland, Baltimore County (UMBC), 2009
Concentration: Evaluation and Analytical Methods
M.A. Economic Policy Analysis, UMBC, 2007
B.A. Economics, *magna cum laude*, UMBC, 2004
B.A. Modern Languages and Linguistics – Spanish, *magna cum laude*, UMBC, 2004

OTHER PROFESSIONAL POSITIONS & AFFILIATIONS

Research Fellow, IZA Institute for the Study of Labor, 2016 –
Partner, National Center for Analysis of Longitudinal Data in Education Research (CALDER), 2017 – (Affiliated Researcher, 2016-2017)
Faculty Affiliate, Education Policy Initiative at Carolina (EPIC), University of North Carolina at Chapel Hill, 2013 –
Affiliated Researcher, Education Policy Initiative (EPI), Gerald R. Ford School of Public Policy, University of Michigan, 2013 –
Certified Reviewer, What Works Clearinghouse (WWC), Institute of Education Sciences (IES), U.S. Department of Education, 2012 –

RESEARCH & TEACHING FIELDS

Economics of education, education policy, labor economics, program evaluation

HONORS & AWARDS

Johnston Teaching Excellence Award, University of North Carolina at Chapel Hill, 2015
Association for Education Finance and Policy (AEFP) Postdoctoral New Scholars Award, 2012
Association for Public Policy Analysis and Management (APPAM) Dissertation Award, 2009
Dissertation Fellowship, Graduate School, UMBC, 2009
Outstanding Graduate Student, Master's Program in Economic Policy Analysis, UMBC, 2006
Outstanding Graduating Senior in Economics, UMBC, 2004

PUBLICATIONS

Peer-Reviewed Journal Articles

- Hemelt, S. W., & Rosen, R. B. (2016). "School Entry, Compulsory Schooling, and Human Capital Accumulation: Evidence from Michigan." *The B.E. Journal of Economic Analysis & Policy*, 16(4), 1-29. [Earlier version released as IZA Working Paper 9889.]
- Hemelt, S. W., & Marcotte, D. E. (2016). "The Changing Landscape of Tuition and Enrollment in American Public Higher Education." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, 2(1), 42-68.
- Hemelt, S. W., & Stange, K. M. (2016). "Marginal Pricing and Student Investment in Higher Education." *Journal of Policy Analysis and Management*, 35(2), 441-471. [Earlier version released as NBER Working Paper 20779.]
- Dynarski, S. M., Hemelt, S. W., & Hyman, J. M. (2015). "The Missing Manual: Using National Student Clearinghouse Data to Track Postsecondary Outcomes." *Educational Evaluation and Policy Analysis*, 37(1S), 53S-79S. [Earlier version released as NBER Working Paper 19552.]
- Hemelt, S. W., Roth, K. B., & Eaton, W. W. (2013). "Elementary School Interventions: Experimental Evidence on Postsecondary Outcomes." *Educational Evaluation and Policy Analysis*, 35(4), 413-436.
- Hemelt, S. W., & Marcotte, D. E. (2013). "High School Exit Exams and Dropout in an Era of Increased Accountability." *Journal of Policy Analysis and Management*, 32(2), 323-349.
- Hemelt, S. W., & Marcotte, D. E. (2011). "The Impact of Tuition Increases on Enrollment at Public Colleges and Universities." *Educational Evaluation and Policy Analysis*, 33(4), 435-457.
- Hemelt, S. W. (2011). "Performance Effects of Failure to Make Adequate Yearly Progress (AYP): Evidence from a Regression Discontinuity Framework." *Economics of Education Review*, 30(4), 702-723.
- Hemelt, S. W. (2010). "The College Double Major and Subsequent Earnings." *Education Economics*, 18(2), 167-189.
- Marcotte, D. E., & Hemelt, S. W. (2008). "Unscheduled Closures and Student Performance." *Education Finance and Policy*, 3(3), 316-338.

Policy Reports

- Impacts of International Baccalaureate's Primary Years Program (PYP) on Student Achievement: Evidence from Michigan and North Carolina.* (2015). International Baccalaureate Global Research Office: Bethesda, MD.

The Michigan Context: High School Attainment and College Enrollment Across the State. (2012). Michigan Consortium for Educational Research: Ann Arbor, MI (with Susan M. Dynarski, Kenneth Frank, Brian A. Jacob, Rachel B. Rosen, and Barbara Schneider)

Impacts of the Michigan Merit Curriculum on Student Outcomes: Preliminary Findings from the First Cohort. (2012). Michigan Consortium for Educational Research: Ann Arbor, MI (with Susan M. Dynarski, Kenneth Frank, Brian A. Jacob, Rachel B. Rosen, and Barbara Schneider)

Working Papers

“Multifaceted Aid for Low-Income Students and College Outcomes: Evidence from North Carolina” (with Charles Clotfelter and Helen Ladd)

“Differentiated Accountability and Education Production: Evidence from NCLB Waivers” (with Brian Jacob)

“Raising the Bar for College Admission: North Carolina’s Increase in Minimum Math Course Requirements” (with Charles Clotfelter and Helen Ladd)

“School Personnel and Student Outcomes: The Role of Support Staff in North Carolina’s Elementary and Middle Schools (with Charles Clotfelter and Helen Ladd)

Work in Progress

“Dual-Credit Courses and Early Postsecondary Outcomes” (with Nate Schwartz and Susan Dynarski)

“Why Does College Cost so Much? Contemporary Cost Drivers in Higher Education” (with Kevin Stange)

“Dual-Enrollment Participation and College Choice” (with Nicole Ross)

“Building Better Bridges to Life After High School: Experimental Evidence on Contemporary Career Academies” (with Matt Lenard and Colleen Paepow)

“Math Acceleration in Elementary School” (with Matt Lenard)

RESEARCH FUNDING (Since 2011)

2016-2018 Smith Richardson Foundation, \$261,000
Co-Principal Investigator (Co-PI: Kevin Stange)
Why Does College Cost So Much? Cost Drivers in Higher Education

2015-2016 Center for Analysis of Longitudinal Data in Education Research (CALDER)
Co-Investigator (Co-Investigators: Charles Clotfelter and Helen Ladd)
Sub-award to University of North Carolina at Chapel Hill, \$37,500
Research on State and Local Education Policies in North Carolina

- 2014-2019 Institute of Education Sciences (IES), \$2.1 million
Co-Principal Investigator (Co-PIs: Susan Dynarski and Nate Schwartz)
Dual-Credit Courses and the Road to College: Experimental Evidence from Tennessee
- 2014-2015 National Alliance of Concurrent Enrollment Partnerships (NACEP), Mini-grant
Principal Investigator
Dual-Credit and Dual-Enrollment Opportunities in the United States: Participation, Patterns, and Gaps
- 2014-2016 William T. Grant Foundation, \$298,000
Co-Principal Investigator (Co-PIs: Tom Dee and Brian Jacob)
Improving Chronically Underperforming School Settings? Regression-Discontinuity Evidence from NCLB Waivers
- 2014-2016 Spencer Foundation, \$389,500
Co-Principal Investigator (Co-PIs: Tom Dee and Brian Jacob)
School Reforms and Educational Inequality: Regression-Discontinuity Evidence from NCLB Waivers
- 2013-2014 Walton Family Foundation, \$100,000
Co-Principal Investigator (Co-PIs: Tom Dee and Brian Jacob)
Do School Turnaround Efforts Improve Chronically Underperforming Schools? Evidence from NCLB Waivers
- 2013-2014 International Baccalaureate (IB), Global Research Office, \$43,500
Principal Investigator
Impacts of International Baccalaureate's Primary Years Program (PYP) on Student Achievement: Evidence from Michigan and North Carolina
- 2012-2013 W.E. Upjohn Institute for Employment Research, \$5,000
Principal Investigator, Early Career Research Grant Program
Childhood Educational Interventions: Experimental Evidence on Postsecondary Impacts
- 2011-2012 W.E. Upjohn Institute for Employment Research, \$5,000
Principal Investigator, Early Career Research Grant Program
High School Exit Exams and Student Outcomes

TEACHING

University of North Carolina at Chapel Hill

Policy Innovation and Analysis (PLCY 210)

Research Design for Public Policy (PLCY 581/681)

Cornell College

Introduction to Public Policy (POL 282)
Methods of Public Policy Analysis and Evaluation (POL 382)
Introduction to Politics (POL 111)
Education Policy (K-12) in America: Dollars, Sticks, or Carrots? (POL 352)

University of Maryland, Baltimore County (UMBC)

Statistical Analysis (PUBL 604) – Teaching Assistant

PRESENTATIONS, INVITED TALKS, AND COMPETITIVE WORKSHOPS

- 2016-2017 Friday Institute for Educational Innovation; National Center for Analysis of Longitudinal Data in Education Research (CALDER); Society for Research on Educational Effectiveness (SREE); University of North Carolina at Greensboro; Association for Education Finance and Policy (AEFP)
- 2015-2016 Association for Public Policy Analysis and Management (APPAM); Tennessee Department of Education (TDOE); University of Michigan; Stanford University; College Board; American University; University of North Carolina at Charlotte; National Center for Analysis of Longitudinal Data in Education Research (CALDER); University of North Carolina at Chapel Hill; Association for Education Finance and Policy (AEFP)
- 2014-2015 Elon University (Economics); Russell Sage Foundation (RSF); Tennessee Department of Education (TDOE); National Center for Analysis of Longitudinal Data in Education Research (CALDER); Association for Education Finance and Policy (AEFP); University of Maryland, Baltimore County (UMBC)
- 2013-2014 National Bureau of Economic Research (NBER, Education); Association for Education Finance and Policy (AEFP)
- 2012-2013 Association for Public Policy Analysis and Management (APPAM); University of Michigan; Association for Education Finance and Policy (AEFP); W.E. Upjohn Institute for Employment Research
- 2011-2012 Workshop on Quasi-Experimental Design and Analysis in Education, Institute of Education Sciences (IES), Northwestern University; What Works Clearinghouse (WWC) Reviewer Training, Institute of Education Sciences (IES), Northwestern University; University of Michigan; Association for Education Finance and Policy (AEFP)
- 2010-2011 Association for Public Policy Analysis and Management (APPAM); Stanford University, Conference on Developing a Research Agenda for Broad-Access Higher Education; University of Michigan
- 2009-2010 Association for Education Finance and Policy (AEFP); University of Michigan, Gerald R. Ford School of Public Policy

2007-2008 Association for Public Policy Analysis and Management (APPAM); University of Maryland, Baltimore County (UMBC); Cornell College; American Education Finance Association (AEFA)

PROFESSIONAL ASSOCIATIONS

Association for Public Policy Analysis and Management (APPAM)
Association for Education Finance and Policy (AEFP, formerly AEFA)
American Economic Association (AEA)
Society for Research on Educational Effectiveness (SREE)

PROFESSIONAL SERVICE

Referee: *Economics of Education Review, Education Economics, Education Finance and Policy, Educational Researcher, Journal of Human Resources, Journal of Policy Analysis and Management, Journal of Public Economics, Research in Higher Education, Review of Economics and Statistics, Social Science Research, AREA Open*

Grant Reviewer: Institute of Education Sciences (2017)

Proposal Reviewer: SREE Conference (2012, 2013, 2014, 2015, 2016, 2017)

Ad-hoc Reviewer: What Works Clearinghouse, Institute of Education Sciences

UNIVERSITY SERVICE

University of North Carolina at Chapel Hill

Department of Public Policy:

2014- Member, Undergraduate Affairs Committee
2014- Member, Doctoral Core Examination Committee

University:

2017- Consultant, Task Force to Facilitate Research on Pedagogical Innovation at Carolina

2015- Co-Organizer, "Education and Inequality" Seminar Series

Cornell College

University:

2010-2011 Member, Committee on Academic Affairs

2010-2011 Member, Subcommittee on Academic Regulations

Seminars and Symposiums:

2009-2010 Organizer, Speaker Panel on "Mechanics and Challenges of Implementing No Child Left Behind (NCLB) in Iowa"

COMPLETED ADVISING (* denotes chair)

Doctoral Advising:

2016 Lisa Spees, Postdoctoral Fellow, Sheps Center, UNC-Chapel Hill

2014 Shanyce Campbell, Postdoctoral Fellow, University of Michigan

Undergraduate Thesis Advising:

2015* Tasia Harris, Honors

2015* William Robertson, Highest Honors and Best Thesis Award

2014 Renee Psenka, Highest Honors and Best Thesis Award

OTHER PROFESSIONAL EXPERIENCE

Teacher, Departments of Business and Foreign Languages, Archbishop Spalding High School,
Severn, MD, 2004 – 2006

PRESS INTERVIEWS/COVERAGE: *Baltimore Sun, Center for College Affordability and Productivity (CCAP), Education Week, Inside Higher Ed, Instituto Nacional de Evaluación Educativa (INEE), National Association for College Admission Counseling (NACAC), National Center on Time and Learning, The Sun (Iowa), The 74, Washington Post Radio*

Last updated: 3/2017