

Steven W. Hemelt

Department of Public Policy
University of North Carolina at Chapel Hill
Abernethy Hall, Campus Box 3435
Chapel Hill, NC 27599
<http://hemelt.web.unc.edu/>

ACADEMIC EMPLOYMENT

- 2019–present Associate Professor, Department of Public Policy, University of North Carolina at Chapel Hill
- 2013–2019 Assistant Professor, Department of Public Policy, University of North Carolina at Chapel Hill
- 2011–2013 Postdoctoral Research Fellow, Gerald R. Ford School of Public Policy, University of Michigan
- 2009–2013 Assistant Professor, Department of Politics, Cornell College
(Professional leave of absence: 2011-12 and 2012-13)

ACADEMIC AFFILIATIONS & APPOINTMENTS

- 2022–present Research Fellow, CESifo Research Network
- Summer 2022 Visiting Scholar, CESifo Center for the Economics of Education, University of Munich; IZA Institute of Labor Economics
- Spring 2022 Visiting Scholar, Sanford School of Public Policy, Duke University
- 2019–2022 Board of Directors, Association for Education Finance and Policy (AEFP)
- 2019–present Contributor, EdWorkingPapers, Annenberg Institute, Brown University
- 2018–present Research Affiliate, Student Success Innovation Lab (SSIL), University of North Carolina System
- 2017–present Senior Researcher, National Center for Analysis of Longitudinal Data in Education Research (CALDER); Affiliated Researcher, 2016–2017
- 2016–present Research Fellow, IZA Institute of Labor Economics
- 2013–present Faculty Fellow, Education Policy Initiative at Carolina (EPIC), University of North Carolina at Chapel Hill
- 2013–present Affiliated Researcher, Education Policy Initiative (EPI), Gerald R. Ford School of Public Policy, University of Michigan

EDITORIAL POSITIONS

- 2023–present Editorial Board, *Education Finance and Policy*
- 2019–2023 Associate Editor, *Education Finance and Policy*
- 2019–present Editorial Board, *Educational Evaluation and Policy Analysis*

EDUCATION

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

PUBLICATIONS

Peer-Reviewed Journal Articles

- Conzelmann, J. G., Hemelt, S. W., Hershbein, B. J., Martin, S., Simon, A., & Stange, K. M. (in press). “Grads on the Go: Measuring College-Specific Labor Markets for Graduates.” *Journal of Policy Analysis and Management*, forthcoming.
- Hemelt, S. W., Hershbein, B., Martin, S., & Stange, K. M. (2023). “College Majors and Skills: Evidence from the Universe of Online Job Ads.” *Labour Economics*, 85, 1-17.
- Ross, N. M. V., & Hemelt, S. W. (in press). “Banking on Dual Credit: Broadening Opportunities to Earn College Credit in High School and the Transition to College.” *Educational Researcher*, forthcoming.
- Komisarow, S., & Hemelt, S. W. (in press). “School-Based Healthcare and Absenteeism: Evidence from Telemedicine.” *Education Finance and Policy*, forthcoming.
- Clotfelter, C. T., Hemelt, S. W., Ladd, H. F., & Turaeva, M. R. (2023). “School Segregation in the Era of Color-Blind Jurisprudence and School Choice.” *Urban Affairs Review*, 59(2), 406-446.
- Hemelt, S. W., & Swiderski, T. (2022). “College Comes to High School: Participation and Performance in Tennessee’s Innovative Wave of Dual-Credit Courses.” *Educational Evaluation and Policy Analysis*, 44(2), 313-341.
- Hemelt, S. W., Ladd, H. F., & Clifton, C. R. (2021). “Do Teacher Assistants Improve Student Outcomes? Evidence from School Funding Cutbacks in North Carolina.” *Educational Evaluation and Policy Analysis*, 43(2), 280-304.
- Hemelt, S. W., Stange, K. M., Furquim, F., Simon, A., & Sawyer, J. E. (2021). “Why is Math Cheaper than English? Understanding Cost Differences in Higher Education.” *Journal of Labor Economics*, 39(2), 397-435.
- Hemelt, S. W., Schwartz, N. L., & Dynarski, S. M. (2020). “Dual-Credit Courses and the Road to College: Experimental Evidence from Tennessee.” *Journal of Policy Analysis and Management*, 39(3), 686-719.

- Hemelt, S. W., & Lenard, M. A. (2020). "Math Acceleration in Elementary School: Access and Effects on Student Outcomes." *Economics of Education Review*, 74, 1-21.
- Hemelt, S. W., & Jacob, B. A. (2020). "How Does an Accountability Program that Targets Achievement Gaps Affect Student Performance?" *Education Finance and Policy*, 15(1), 45-74. [Broader version released as NBER Working Paper 23461.]
- Hemelt, S. W., Lenard, M. A., & Paepflow, C. G. (2019). "Building Bridges to Life after High School: Contemporary Career Academies and Student Outcomes." *Economics of Education Review*, 68, 161-178.
- Clotfelter, C. T., Hemelt, S. W., & Ladd, H. F. (2019). "Raising the Bar for College Admission: North Carolina's Increase in Minimum Math Course Requirements." *Education Finance and Policy*, 14(3), 492-521.
- Clotfelter, C. T., Hemelt, S. W., & Ladd, H. F. (2018). "Multifaceted Aid for Low-Income Students and College Outcomes: Evidence from North Carolina." *Economic Inquiry*, 56(1), 278-303.
- 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.
- 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.
- 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.
- 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 and Research Briefs

Conger, D., Hemelt, S. W., & Vásquez, M. L. (2024). *Promoting Student Success in Early College Credit Courses*. EdResearch for Action Brief #28, Annenberg Institute, Brown University.

Conzelmann, J. G., Hemelt, S. W., Hershbein, B. J., Martin, S., Simon, A., & Stange, K. M. (2024). *New Data Show How Far Graduates Move from Their College and Why It Matters*. Policy and Research Brief. W.E. Upjohn Institute for Employment Research.

Conzelmann, J. G., & Hemelt, S. W. (2022). *Understanding the Labor Markets for Graduates of UNC System Institutions*. Research Brief. Education Futures Initiative (EFI), University of North Carolina at Chapel Hill.

Ladd, H. F., Hemelt, S. W., & Clifton, C. R. (2021). *Teacher assistants are needed—now more than ever*. Brookings Institution, Brown Center Chalkboard.

Hemelt, S. W., & Stange, K. M. (2020). *Why the move to online instruction won't reduce college costs*. Brookings Institution, Brown Center Chalkboard.

Hemelt, S. W., & Lenard, M. A. (2018). *Career Academies and the Resurgence of Career and Technical Education in the United States*. CALDER Research Brief. National Center for Analysis of Longitudinal Data in Education Research: Washington, DC.

Hemelt, S. W., Lenard, M. A., & Paepflow, C. G. (2017). *Building Bridges in High School and Beyond: The Impacts of Apex High School's Academy of Information Technology on Student Outcomes*. (2017). Wake County Public School System; Data, Research, and Accountability Department, DRA Report No. 16.33: Cary, NC.

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

Other Publications

Hemelt, S. W., Stange, K. M., Furquim, F., Simon, A., & Sawyer, J. E. (2022). “Major Differences: Why some degrees cost colleges more than others.” *Education Next*, 22(2), 8-15.

Working Papers

“Take HEART: Experimental Evidence on Enhanced Advising and Postsecondary Progress”
(with Samantha Raynor and Brennan Mange)

“Skills, Majors, and Jobs: Does Higher Education Respond?” (with John Conzelmann, Brad Hershbein, Shawn Martin, Andrew Simon, and Kevin Stange)

Work in Progress

“What Makes an Effective Advisor? Advising Practices and Postsecondary Success” (with Brennan Mange)

“The Latent Demand for College Majors” (with Jonathan Hartman, Brad Hershbein, Shawn Martin, Nathan Sotherland, and Kevin Stange)

“Transfer, Accelerate, Complete, Engage (TrACE): Experimental Evidence on Transfer Student Success at Four-Year Universities” (with Julie Edmunds, Brennan Mange, and Laura Rosof)

“Transitions to Young Adulthood: The Effects of Career and Technical Education (CTE) Programming on College-Going and Employment Outcomes of High School Students” (with Elc Estrera and Matt Lenard)

RESEARCH FUNDING

2022–2026 Arnold Ventures and UNC System, \$650,000
Co-Principal Investigator (Co-PI: Julie Edmunds)
UNC Transfer, Accelerate, Complete, Engage (TrACE) Pilot

2022–2024 North Carolina Collaboratory, \$227,700
Co-Principal Investigator (Co-PIs: Sarah Fuller, Daniel Klasik, Matt Springer)
The COVID-19 Pandemic and Patterns of Postsecondary Enrollment in North Carolina

2022–2024 Smith Richardson Foundation, \$126,000
Principal Investigator (Co-PI: Samantha Raynor)
The Math and the Path: Enhanced Advising and Postsecondary Progress

2021–2023 John M. Belk Foundation, \$1.5 million
Co-Principal Investigator (Co-PIs: Fenaba Addo, Andrew Kelly, Daniel Klasik, Constance Lindsay, Lauren Sartain, and Matthew Springer)
Accelerating Attainment: Identifying High-Leverage Strategies in Support of North Carolina’s 2030 Attainment Goal

2019–2022 National Science Foundation (NSF), Economics Program, \$402,200
Co-Principal Investigator (Co-PIs: Kevin Stange and Brad Hershbein)
Skills, Majors, and Jobs: Does Higher Education Respond?

- 2019–2021 Russell Sage Foundation, \$165,300
Co-Principal Investigator (Co-PIs: Kevin Stange and Brad Hershbein)
Skills, Majors, and Jobs: Does Higher Education Respond?
- 2019–2021 Student Success Innovation Lab (SSIL), UNC System, \$325,900
Principal Investigator (Co-PI: Samantha Raynor)
Disrupting the Churn: The Effect of Targeted Supports on Late College Outcomes
- 2017–2019 Spencer Foundation, \$49,800
Principal Investigator (Co-PIs: Matthew Lenard and Colleen Paepflow)
Building Better Bridges to Life after High School: Experimental Evidence on Contemporary Career Academies
- 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
- 2015–2022 Center for Analysis of Longitudinal Data in Education Research (CALDER)
Partner (Collaborators: Charles Clotfelter and Helen Ladd)
Sub-awards to University of North Carolina at Chapel Hill, \$112,000
Research on State and Local Education Policies in North Carolina
- 2014–2020 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
- 2014–2016 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
- 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

HONORS & AWARDS

2019 Outstanding Reviewer, *Educational Evaluation and Policy Analysis*
2015 Johnston Teaching Excellence Award, University of North Carolina at Chapel Hill
2012 Postdoctoral New Scholars Award (precursor to the Early Career Award), Association for Education Finance and Policy (AEFP)
2009 Dissertation Award, Association for Public Policy Analysis and Management (APPAM)
2009 Dissertation Fellowship, Graduate School, UMBC
2007 Outstanding Graduate Student, Master’s Program in Economic Policy Analysis, UMBC
2004 Outstanding Graduating Senior in Economics, UMBC

TEACHING

University of North Carolina at Chapel Hill

Policy Innovation and Analysis (PLCY 210/210H)
Quantitative Analysis for Public Policy (PLCY 460)
Research Design for Public Policy (PLCY 581/581H, PLCY 801)
Public Policy Professional Development Seminar (PLCY 810)

Duke University

Research Practicum (PubPol 870)

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 WORKSHOPS (SINCE 2010)

2023-2024 Harvard University (PIER Seminar), Association for Public Policy Analysis and Management (APPAM), University of Kentucky (Martin School)

- 2022-2023 Association for Public Policy Analysis and Management (APPAM), American Economic Association (AEA/ASSA), Center for Analysis of Longitudinal Data in Education Research (CALDER), Association for Education Finance and Policy (AEFP), Nebraska Labor Summit, Federal Reserve Bank of New York (NYU and Columbia University), Society of Labor Economists (SOLE), National Bureau of Economic Research (NBER) Economics of Education
- 2021-2022 CESifo Center for the Economics of Education at University of Munich (LMU), IZA Institute of Labor Economics (Bonn), Association for Education Finance and Policy (AEFP), Association for Public Policy Analysis and Management (APPAM)
- 2020-2021 Association for Public Policy Analysis and Management (APPAM), Association for Education Finance and Policy (AEFP), Society of Labor Economists (SOLE)
- 2019-2020 Association for Public Policy Analysis and Management (APPAM), Association for Education Finance and Policy (AEFP), Center for Analysis of Longitudinal Data in Education Research (CALDER)
- 2018-2019 Association for Public Policy Analysis and Management (APPAM), National Center for Analysis of Longitudinal Data in Education Research (CALDER), Association for Education Finance and Policy (AEFP), Vanderbilt University, Tennessee Department of Education (TDOE), Triangle Economics of Education Workshop (TEEW) at Duke University, Montana State University
- 2017-2018 CUNY Higher Education Policy Seminar Series, Association for Public Policy Analysis and Management (APPAM), National Center for Analysis of Longitudinal Data in Education Research (CALDER), Association for Education Finance and Policy (AEFP), University of North Carolina General Administration, University of Delaware
- 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 Greensboro (Economics), Association for Education Finance and Policy (AEFP), Tennessee Department of Education (TDOE), University of Pennsylvania
- 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, Economics of 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, University of Michigan

PROFESSIONAL ASSOCIATIONS

Association for Public Policy Analysis and Management (APPAM)
Association for Education Finance and Policy (AEFP)
American Economic Association (AEA)
Society for Research on Educational Effectiveness (SREE)
Society of Labor Economics (SOLE)

PROFESSIONAL SERVICE

Referee: *American Economic Journal: Applied Economics, AERA Open, Economic Journal, Economics of Education Review, Economics Letters, Education Economics, Education Finance and Policy, Education Next, Educational Evaluation and Policy Analysis, Educational Policy, Educational Researcher, Journal of Human Resources, Journal of Policy Analysis and Management, Journal of Population Economics, Journal of Public Economics, Journal of Research on Educational Effectiveness, Research in Higher Education, Review of Economics and Statistics, Social Science Research, Southern Economic Journal*

Grant Reviewer: National Science Foundation (Economics Program, 2023), Institute of Education Sciences (2017; 2018-2020, Principal Member), William T. Grant Foundation, Smith Richardson Foundation

Conference Program Committees: AEFP Conference (2018, 2020, 2021)

Co-Organizer, Triangle Economics of Education Workshop (2020, 2021, 2023)

Conference Proposal Reviewer: SREE Conference (2012–2018, 2021)

Certified Reviewer: What Works Clearinghouse, Institute of Education Sciences (2012–present)

UNIVERSITY SERVICE

University of North Carolina at Chapel Hill

Department of Public Policy:

2024 Organizer, Policy Research Group (PRG) Seminar Series
2023–2024 Member, Faculty Search Committee
2022–2024 Co-Chair, MPP Committee
2017–2019, 2024 Member, Graduate Admissions Committee
2021–2022 Member, MPP Committee
2017–present Member, Graduate Affairs Committee
2014–2018 Member, Undergraduate Affairs Committee
2014–2021 Member, Doctoral Core Examination Committee

University:

2017–2018 Faculty Search Committee Member, School of Education
2017 Consultant, Task Force to Facilitate Research on Pedagogical Innovation at Carolina
2015–present Co-Convener, “Education and Inequality” Seminar Series

Cornell College

University:

2010–2011 Member, Committee on Academic Affairs
2010–2011 Member, Subcommittee on Academic Regulations
2009–2010 Organizer, Speaker Panel on “Mechanics and Challenges of Implementing No Child Left Behind (NCLB) in Iowa”

COMPLETED ADVISING (* DENOTES CHAIR OR CO-CHAIR)

Doctoral Advising:

2025 Claire Breen
2025 Emily Wilcox Walls (University of Kentucky, Martin School of Public Policy)
2024* Brennan Mange
2024* Johnathan Conzelmann
2024 William Zahran (School of Education)
2023 Paul Sirma, Economist, American Institutes for Research (AIR)
2022 Tom Swiderski, Postdoctoral Research Fellow, Education Policy Initiative at Carolina (EPIC), University of North Carolina at Chapel Hill
2021* Elc Estrera, Director of Data Strategy and Analytics, Wake County Public School System; and Harvard Strategic Data Fellow
2021* Aspacia Stafford, Postdoctoral Scholar, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill

- 2019* Nicole Ross, Research Analyst, Office of Institutional Research, Planning and Effectiveness, Colorado State University
- 2016 Lisa Spees, Postdoctoral Research Fellow, Sheps Center, University of North Carolina at Chapel Hill
- 2014 Shanyce Campbell, Assistant Professor, University of California – Irvine

Undergraduate Thesis Advising:

- 2021* Anna McDonald, Highest Honors
- 2020* Peter Foster, Honors
- 2019 Carlyne Barker, Highest Honors and Best Thesis Award
- 2018* Kenya Lee, Highest Honors and Best Thesis Award
- 2017* Harry Edwards (Economics), Honors
- 2017 Kate Townsend, Honors
- 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

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

Last updated: 2/2024