

## Steven W. Hemelt

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University of North Carolina at Chapel Hill  
Abernethy Hall, Campus Box 3435  
Chapel Hill, NC 27599  
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### ACADEMIC EMPLOYMENT

- 2024–present Professor, Department of Public Policy, University of North Carolina at Chapel Hill
- 2019–2024 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

- Hemelt, S. W., Mange, B., & Raynor, S. (2025). “Take HEART: Experimental Evidence on Enhanced Advising and Postsecondary Progress.” *Economics of Education Review*, 107, 1-15.
- Conzelmann, J. G., Hemelt, S. W., Hershbein, B. J., Martin, S., Simon, A., & Stange, K. M. (2025). “Grads on the Go: Measuring College-Specific Labor Markets for Graduates.” *Journal of Policy Analysis and Management*, 44(3), 741-763.
- Ross, N. M. V., & Hemelt, S. W. (2024). “Banking on Dual Credit: Broadening Opportunities to Earn College Credit in High School and the Transition to College.” *Educational Researcher*, 53(1), 36-45.
- Komisarow, S., & Hemelt, S. W. (2024). “School-Based Healthcare and Absenteeism: Evidence from Telemedicine.” *Education Finance and Policy*, 19(2), 252-282.
- 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.
- 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.

#### Contributions to Edited Volumes

Conger, D., & Hemelt, S. W. (2025). “Early College Credit Courses.” In Harris, D. N. (Ed.), *AEFP Live Handbook of Education Policy Research*.

#### Policy Briefs and Research Reports

Conzelmann, J., Hemelt, S. W., Hershbein, B., Simon, A., & Stange, K. M. (2025). *What the Migration of College Graduates Means for Earnings-Based Accountability*. Policy and Research Brief. Postsecondary Education & Economics Research Center (PEER).

Conzelmann, J. G., Hemelt, S. W., Hershbein, B. J., Martin, S., Simon, A., & Stange, K. M. (2024). *How Higher Education Responds to Labor Market Demand*. Policy and Research Brief. W.E. Upjohn Institute for Employment Research.

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

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

"The Benefits of Advice: High-Quality Advising and Postsecondary Success" (with Brennan Mange)

"Disrupted Trajectories: College Enrollment and Employment among High School Graduates through the COVID-19 Pandemic" (with Elc Estrera and Matt Lenard)

### Work in Progress

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

"Pathways 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, Matt Lenard, and Laura Rosof)

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

## RESEARCH FUNDING

- 2025–2028     Arnold Ventures, \$493,000  
Principal Investigator (Co-PIs: Elc Estrera, Matt Lenard, & Laura Rosof)  
*Pathways to Young Adulthood: The Effects of Contemporary Career and Technical Education on College-Going and Employment Outcomes of High School Students*
- 2022–2026     Arnold Ventures, \$500,000  
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-Investigator (Co-PIs: Andrew Kelly & 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 & Brad Hershbein)  
*Skills, Majors, and Jobs: Does Higher Education Respond?*
- 2019–2021     Russell Sage Foundation, \$165,300  
Co-Principal Investigator (Co-PIs: Kevin Stange & 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 & Colleen Paeplow)  
*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*

- 2015–2026 Center for Analysis of Longitudinal Data in Education Research (CALDER)  
Senior Researcher (Collaborators: Charles Clotfelter & Helen Ladd)  
Subawards to University of North Carolina at Chapel Hill, \$221,000  
*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 & 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 & 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 & 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 & 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**

- 2025 Excellence in Reviewing, *Journal of Human Resources*
- 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 Certificate of General Honors, UMBC Honors College
- 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)
- Education Policy, Skills, and Transitions to Adulthood (PLCY 799)
- 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)**

- 2025-2026 Association for Public Policy Analysis and Management (APPAM), Association for Education Finance and Policy (AEFP) Policymakers and Practitioners Forum, CUNY Higher Education Research Seminar Series
- 2024-2025 Association for Public Policy Analysis and Management (APPAM), Center for Analysis of Longitudinal Data in Education Research (CALDER), Association for Education Finance and Policy (AEFP)
- 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 Research 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 Economists (SOLE)

### **PROFESSIONAL SERVICE**

Referee: *American Economic Journal: Applied Economics, American Economic Journal: Economic Policy, 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, Industrial and Labor Relations Review, Journal of Human Resources, Journal of Labor Economics, 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, Science Advances, 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), APPAM Conference (2025)

Co-Organizer, Triangle Economics of Education Workshop (2020, 2021, 2023, 2024)

Mentor, AEFP Early Career Mentorship Program (2022–2023)

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

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

Consultant or Advisor: Strada Education Foundation (2024–2025), North Carolina Longitudinal Data System (NCLDS; 2024)

## UNIVERSITY SERVICE

### *University of North Carolina at Chapel Hill*

#### Department of Public Policy:

2025–2026	Member, Chair’s Advisory Committee
2025–2026	Chair, Faculty Search Committee
2024–2025	Chair, Faculty Search Committee
2023–2024	Organizer, Policy Research Group (PRG) Seminar Series
2023–2024	Member, Faculty Search Committee
2022–2024	Co-Chair, MPP Committee
2017–2019, 2024–2026	Member, Doctoral Admissions Committee
2021–2022	Member, MPP Committee
2017–2024	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)

#### Doctoral Advising:

2027*	Cecilia Rodríguez Ingold (Public Policy)
2027	Anna Marion (Public Policy)
2026	Menna Mburi (Public Policy)
2026	Emily Wilcox Walls (University of Kentucky, Martin School of Public Policy)
2025	Claire Breen (Public Policy)
2025	Wesley Morris (School of Education) Postdoctoral Scholar, University of Maryland
2025	Md Twfiqur Raham (Georgia State University, Department of Economics) Postdoctoral Scholar, University of Chicago

- 2024\* Brennan Mange (Public Policy)  
Senior Research and Policy Analyst, University of Texas System
- 2024\* Johnathan Conzelmann (Public Policy)  
Assistant Professor of Economics, Denison University
- 2024 William Zahran (School of Education)  
Postdoctoral Scholar, Institute of Higher Education, University of Florida
- 2023 Paul Sirma (Public Policy)  
Economist, American Institutes for Research (AIR)
- 2022 Tom Swiderski (Public Policy)  
Postdoctoral Research Fellow, Education Policy Initiative at Carolina (EPIC), University of North Carolina at Chapel Hill
- 2021\* Elc Estrera (Public Policy)  
Director of Data Strategy and Analytics, Wake County Public School System; and  
Harvard Strategic Data Fellow
- 2021 Aspacia Stafford (Public Policy)  
Postdoctoral Scholar, Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill
- 2019\* Nicole Ross (Public Policy)  
Senior Research Analyst, Office of Institutional Research, Planning and Effectiveness,  
Colorado State University
- 2016 Lisa Spees (Public Policy)  
Postdoctoral Research Fellow, Sheps Center, University of North Carolina at Chapel Hill
- 2014 Shanyce Campbell (Public Policy)  
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: 1/2026