

# SETH GERSHENSON

(updated December 5, 2017)

American University  
School of Public Affairs  
4400 Massachusetts Ave. NW  
Washington, DC 20016

Phone: 202-885-2687  
Fax: 202-885-2347  
gershens@american.edu  
www.sethgershenson.com

## ACADEMIC POSITIONS

Associate Professor, School of Public Affairs, American University

- Assistant Professor (2011-2017)
- Faculty Affiliate, School of Education, American University (2013-present)
- Director, MPP Program (2016-2017)
- Coordinator, SPA Analytics and Management Institute (2017-present)

Visiting Scholar, Institute for Health & Social Policy, Johns Hopkins Univ. (spring 2014)

Visiting Scholar, Graduate School of Education, Stanford University (March 2018)

Visiting Scholar, Education Research Section, Princeton University (April 2018)

## EDUCATION

Ph.D. in Economics, Michigan State University (2011)

M.A. in Economics, Michigan State University (2007)

B.S. in Economics, Drexel University (2005)

## OTHER AFFILIATIONS

IZA Research Fellow, Institute of Labor Economics (2015-present)

Wiley Faculty Fellow (2015-2017)

Editorial Board, Educational Evaluation and Policy Analysis (2016-present)

Editorial Review Board, SAGE Open (2016-present)

Technical Advisor, Johns Hopkins Institute for Education Policy (2016-present)

Editorial Board, Journal of Education for Students Placed at Risk (2017-present)

## RESEARCH INTERESTS

Economics of Education, Education Policy, Labor Economics, Time Use

## HONORS & AWARDS

Thomas A. Downes Award (2016, best article published in *Education Finance & Policy*)

Outstanding Teaching Award (2014, School of Public Affairs, American University)

Emerging Education Policy Scholar (2014, AEI & Thomas B. Fordham Institute)

SPA Scholar Award (2014, School of Public Affairs, American University)

Pre-Doctoral New Scholar Award (2010, Association for Education Finance & Policy)

Recognition of Outstanding Teaching (2009, MSU Department of Residence Life Survey)

**PEER-REVIEWED PUBLICATIONS** (student co-authors are underlined)

1. **Gershenson, Seth**. 2012. How do substitute teachers substitute? An empirical study of substitute-teacher labor supply. *Economics of Education Review*, 31(4): 410-430. DOI: 10.1016/j.econedurev.2011.12.006
2. **Gershenson, Seth**. 2013. The causal effect of commute time on labor supply: Evidence from a natural experiment involving substitute teachers. *Transportation Research Part A: Policy and Practice*, 54: 127-140. DOI: 10.1016/j.tra.2013.07.010
3. **Gershenson, Seth**. 2013. Do summer time-use gaps vary by socioeconomic status? *American Educational Research Journal*, 50(6): 1219-1248. DOI: 10.3102/0002831213502516
4. **Gershenson, Seth**, & Langbein, Laura. 2015. The effect of primary school size on academic achievement. *Educational Evaluation and Policy Analysis*, 37(1S): 135S-155S. DOI: 10.3102/0162373715576075
5. Gottfried, Michael A., & **Gershenson, Seth**. 2015. Student absences: How they hurt and what works? *Teachers College Record*, May, ID No. 17953.
6. **Gershenson, Seth**, & Holt, Stephen B. 2015. Gender gaps in high school students homework time. *Educational Researcher*, 44(8): 432-441. DOI: 10.3102/0013189X15616123
7. **Gershenson, Seth**. 2016. Linking teacher quality, student attendance, and student achievement. *Education Finance & Policy*, 11(2): 125-149. DOI: 10.1162/EDFP\_a\_00180. \*(lead article; recipient of Thomas A. Downes Award for best article of 2016)
8. Hayes, Michael S., & **Gershenson, Seth**. 2016. What differences a day can make: Quantile regression estimates of the distribution of daily learning gains. *Economics Letters*, 141: 48-51. DOI: 10.1016/j.econlet.2016.01.023  
Media Coverage: *Education Week*
9. **Gershenson, Seth**. 2016. Performance standards and employee effort: Evidence from teacher absences. *Journal of Policy Analysis & Management*, 35(3): 615-638. DOI: 10.1002/pam.21910  
Media Coverage: *The 74*
10. **Gershenson, Seth**, Holt, Stephen B., & Papageorge, Nicholas. 2016. Who believes in me? The effect of student-teacher demographic match on teachers' beliefs. *Economics of Education Review*, 52: 209-224. DOI: 10.1016/j.econedurev.2016.03.002  
Media Coverage: *Science*, *vox.com*, *USA Today*, *Washington Post*, *Huffington Post*, *Seattle Times*, *NBC News*, *The Atlantic*, *WCPN radio (Ohio)*, *KPFA radio (Oakland)*, *Education Week*, *Perkins Platform*, *Baltimore Sun*, *Chicago Tribune*
11. **Gershenson, Seth**. 2016. Should value-added models control for student absences? *Teachers College Record*. September, ID No. 21629.

12. Brummet, Quentin, **Gershenson, Seth**, & Hayes, Michael S. 2017. Teachers grade-level reassignments: Evidence from Michigan. *Educational Policy*, 31(2): 249-272. DOI: 10.1177/0895904815586857.
13. Vinopal, Katie, & **Gershenson, Seth**. 2017. Re-conceptualizing gaps by socioeconomic status in parental time with children. *Social Indicators Research*, 133(2): 623-643. DOI: 10.1007/s11205-016-1370-x
14. **Gershenson, Seth**, Jackowitz, Alison, & Brannegan, Andrew. 2017. Are student absences worth the worry in U.S. primary schools? *Education Finance & Policy*, 12(2): 137-165. DOI:10.1162/EDFP\_a.00207
15. **Gershenson, Seth**, & Hayes, Michael S. 2017. The summer learning of exceptional students. *American Journal of Education*, 123(3): 447-473. DOI: 10.1086/691226.
16. **Gershenson, Seth**, & Hayes, Michael S. 2017. Police shootings, civic unrest, and student achievement: Evidence from Ferguson. In Press, *Journal of Economic Geography*. DOI: 10.1093/jeg/lbx014 [Previously circulated as IZA Discussion Paper No. 10091, “The effect of civic unrest on student achievement: Evidence from Ferguson”]  
Media Coverage: *US News*
17. **Gershenson, Seth**, & Tekin, Erdal. 2017. The effect of community traumatic events on student achievement: Evidence from the beltway sniper attacks. In Press, *Education Finance & Policy*. DOI: 10.1162/EDFP\_a.00234  
Media Coverage: *fivethirtyeight.com*, *The Atlantic*
18. Holt, Stephen B., & **Gershenson, Seth**. 2017. The impact of teacher demographic representation on student attendance and suspensions. In Press, *Policy Studies Journal*. DOI: 10.1111/psj.12229  
Media Coverage: *Huffington Post*, *Education Week*, *The Independent*, *WURD (Phila.)*
19. **Gershenson, Seth**, & Hayes, Michael S. 2018. The implications of summer learning loss for value-added estimates of teacher effectiveness. *Educational Policy*, 32(1): 55-85. DOI: 10.1177/0895904815625288

## WORKING PAPERS

1. Hayes, Michael S., & **Gershenson, Seth**. 2014. The estimation of summer learning rates. [Revise and resubmit, *Economics of Education Review*]
2. Ellis, Jimmy R., & **Gershenson, Seth**. 2016. LATE for the meeting: Gender, peer advising, and college success. IZA Discussion Paper No. 9956. [Revise and resubmit, *Journal of Research on Educational Effectiveness*]
3. Chu, Yu-Wei, & **Gershenson, Seth**. High times: The effect of medical marijuana laws on student time use. IZA Discussion Paper No. 9887. [Under review]

4. Papageorge, Nicholas, **Gershenson, Seth**, & Kang, Kyungmin. 2016. Teacher expectations matter. IZA Discussion Paper No. 10165. [under review]
5. Birdsall, Chris, **Gershenson, Seth**, & Zuniga, Raymond. 2016. A law school instructor like me: Gender, race, and ethnicity dynamics in law school classrooms. IZA Discussion Paper No. 10459. [under review]
6. **Gershenson, Seth**, Hart, Cassandra M. D., Lindsay, Constance A., & Papageorge, Nicholas. 2017. The Long-Run Impacts of Same-Race Teachers. IZA Discussion Paper No. 10630.  
Media Coverage: *New York Times*, *NPR*, *Marketplace*, *Washington Post*, *Seattle Times*, *US News*, *Baltimore Sun*, *Education Week*, *The 74*, *Fox45 (Baltimore)*
7. **Gershenson, Seth**, Holt, Stephen B., Morrissey, Taryn, & Vinopal, Katie. The effect of universal early childhood education on parental time use.
8. **Gershenson, Seth**, & Papageorge, Nicholas. 2016. The impact of merit awards on non-needy student outcomes. [in progress]
9. Atteberry, Allison, **Gershenson, Seth**, Hayes, Michael S., & McEachin, Andrew. Spring or fall annual tests? Implications for value-added models. [in progress]

## OTHER PUBLICATIONS

1. **Gershenson, Seth**. 2015. Did No Child Left Behind affect teacher attendance? Evidence from North Carolina. *Employment Research*, 22(2): 4-6.
2. Dee, Thomas S., & **Gershenson, Seth**. 2016. Unconscious bias in the classroom: Evidence and Opportunities. Mountain View, CA: Google Inc.
3. **Gershenson, Seth**, & Papageorge, Nicholas. 2018. The Power of Teacher Expectations. *Education Next*, 18(1): .
4. Brookings Brown Center *Chalkboard* blog posts
  - (a) The insidiousness of unconscious bias in schools. (March 20, 2017)
  - (b) A law school instructor like me: How a professor's race and gender can impact student performance. (February 6, 2017)
  - (c) Do teacher expectations matter? (September 16, 2016)
  - (d) Students in Ferguson schools flounder amidst civic unrest. (August 5, 2016)
  - (e) Peer advisors provide low-cost support for male undergraduates. (June 17, 2016)
  - (f) Gender gaps merit more attention than they receive. (January 13, 2016)
  - (g) Impact of instructional time not equal across students. (September 24, 2015)
  - (h) The alarming effect of racial mismatch on teacher expectations. (August 18, 2015)

## EXTERNAL FUNDING

1. AERA Research Grant. *Linking Teacher Quality, Student Attendance, and Student Achievement: Evidence from the ECLS-K*, 2013-14, \$20,000. Co-PI: Alison Jacknowitz.
2. Spencer Foundation Research Grant. *Linking Teacher Quality, Student Attendance, and Student Achievement*, 2013-14, \$39,427.
3. W.E. Upjohn Institute Early Career Research Award. *The Effect of High-Stakes Accountability Policies on Teacher Absences*, 2014-15, \$5,000.
4. AERA Research Conference Grant. *Using Time Diary Data in Education Research*, 2014-2015, \$24,685. [Conference held March 6-8, 2015, at American University; See <http://www.american.edu/spa/dpap/using-time-diary-data-2015.cfm>]
5. Google Inc. *Understanding Unconscious Bias in Education*, 2016, \$50,000. Co-PI: Thomas S. Dee.
6. AIR Research Grant. *A Law School Instructor Like Me: Gender, Race, and Ethnicity Dynamics in Law School Classrooms*, 2016-17, \$49,127.
7. W.E. Upjohn Institute Early Career Research Award. *Gender, peer advising, and college success*, 2016-17, \$5,000.
8. Access Group/AIR Research Grant. *The Relative Efficacy of Adjunct Faculty in Law School Classrooms*, 2017-18, \$50,000. PI: Erdal Tekin.
9. 21CC Applied Research Seed Grant. *How Information and Future Expectations Affect Educational Investments among Low-Income Youth in Baltimore*, 2017-2018, \$25,000. Co-PI: Stefanie DeLuca and Nick Papageorge.

## INTERNAL FUNDING

1. AU Faculty Research Support Grant. *Linking Teacher Quality, Student Behavior, and Student Achievement: Evidence from North Carolina*, 2012-13, \$7,370.
2. AU Faculty Research Support Grant. *The Effect of High-Stakes Accountability Policies on Teacher Absences*, 2014-15, \$9,710.
3. Metropolitan Policy Center Faculty Grant. *The Effect of Universal Early Childhood Education on Parental Time Use*, 2016-17, \$10,000. Co-PI: Taryn Morrissey.

## TEACHING EXPERIENCE

- *Michigan State University*: Economics of Development, Principles of Microeconomics, Intermediate Microeconomics, Principles of Macroeconomics
- *American University*: Public Managerial Economics (MPA), Economics for Policy Analysis (MPP), Advanced Quantitative Methods for Policy Analysis (MPP/PhD), Public Policy Seminar (PhD), Econometrics II (PhD)

## GUEST LECTURES

- 2016: Osher Lifelong Learning Institute (OLLI)  
 2014: Superintendent's Seminar, Arlington Public Schools (Arlington, VA), Johns Hopkins University (Institute for Health & Social Policy)  
 2013: IDC Herzliya (Lauder School of Government, Public Policy & Administration)

**INVITED PRESENTATIONS** (including scheduled)

- 2018: Stanford (CEPA), UC Irvine (Ed), USC(Policy/Ed), UCSB (econ), UC Riverside (econ)  
 2017: Urban Institute, University of Michigan (Ford School)  
 2016: UMBC (Policy), Rutgers-Camden (Policy), W.E. Upjohn Institute  
 2015: American University (Econ), George Mason University (Policy), College Board, Towson University (Econ)  
 2014: American University (Econ), College Board, Johns Hopkins University (Econ), Oregon State University (Econ/Policy), University of Oregon (Econ)  
 2009: University of Michigan, Drexel University, Western Michigan University

**SELECT CONFERENCE PRESENTATIONS** (including scheduled)

- American Economic Association (AEA): 2015, 2017  
 Society of Labor Economists (SOLE): 2015, 2017  
 UW-Madison Institute for Research on Poverty (IRP) Summer Workshop: 2017  
 IZA Economics of Education Workshop (Bonn, Germany): 2017  
 American Educational Research Association (AERA): 2012-2016  
 Association for Education Finance & Policy (AEFP): 2010-2017  
 Association for Public Policy Analysis & Management (APPAM): 2014-2016  
 International APPAM Meeting: 2016, 2017  
 International Association of Time Use Research (IATUR): 2014, 2017  
 Society for Research on Educational Effectiveness (SREE): Fall 2014, Spring 2015, 2017

**INTERNAL SERVICE** (at American University's School of Public Affairs)

- Organizer: DPAP Departmental Research Seminar (Spring 2012-present)  
 Member: DPAP MPP Curriculum Committee (Spring 2016-present)  
 Member: SPA Deans Faculty Council (Fall 2015-present)  
 Member: DPAP Health Policy Search Committee (Fall 2013)  
 Member: SPA Academic Integrity/Grievance Committee (Spring 2013)  
 Member: SPA Steering Committee for School-Wide Planning (Spring 2013)

Ph.D. Dissertation Committee Member (\* indicates chair or co-chair)

- Christopher Birdsall (2016, Boise State University), Andrew Brannegan (2014, Aspire Public Schools), \*Jimmy Ellis, \*Michael Hayes (2014, Rutgers University-Camden), \*Stephen Holt (2017, SUNY Albany), Aviva Liu, Katy Quissell, Yusra Shawar (2016, Post Doc, University of Pennsylvania), Katie Vinopal (2016, Ohio State University), Raymond Zuniga (2017, Virginia Tech)

Undergraduate Honors Capstone Advisor  
Sarah Hofgesang (Sp. 2013), Matt Waskiewicz (Sp. 2016)

## **EXTERNAL SERVICE**

Miscellaneous:

Program Committee (Health & Education): 2015 ASPA Conference  
Article Editor for SAGE Open (2015)

Peer Reviewer: *American Educational Research Journal*; *American Journal of Education*; *AERA Open*; *Demography*; *Economics of Education Review*; *Education Economics*; *Education Finance and Policy*; *Education Policy Analysis Archives*; *Educational Assessment, Evaluation, and Accountability*; *Educational Evaluation and Policy Analysis*; *Educational Policy*; *Educational Researcher*; *Elementary School Journal*; *International Journal of Time Use Research*; *Journal of Consumer Affairs*; *Journal of Economic Geography*; *Journal of Education for Students Placed at Risk*; *Journal of the European Economic Association*; *Journal of Human Resources*; *Journal of Policy Analysis & Management*; *Journal of Population Economics*; *Journal of Public Economics*; *Journal of Research on Educational Effectiveness*; *Journal of Urban Economics*; *Labour Economics*; *Review of Educational Research*; *School Effectiveness and School Improvement*; *Southern Economic Journal*; *Social Science Journal*; *Social Science Quarterly*; *Studies in Educational Evaluation*; *The American Economist*; American Educational Research Association (AERA) Annual Meeting; National Science Foundation (Economics); Office of Planning, Research, and Evaluation-U.S. Department of Health and Human Services (HHS); Population Association of America (PAA) Annual Meeting; Routledge; Society for Research on Educational Effectiveness (SREE) Spring Conference; Thomas B. Fordham Institute