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# J. Lucas Tilley

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INTERESTS Labor economics  $\diamond$  Economics of education  $\diamond$  Gender economics

EDUCATION Ph.D. candidate in Economics, Uppsala University, 2013-present.  
Expected completion: Spring 2021. Expected effective time: 5.5 years.  
*Visiting scholar, Institute for Policy Research, Northwestern University, 2015-16.*

M.Sc. in Economics, Uppsala University, 2013.

B.A. with High Honors in Economics, Oberlin College, 2010.  
*Concentration in mathematical economics.*

AFFILIATIONS Uppsala Center for Labor Studies (UCLS), Uppsala University, 2014-present

JOB MARKET PAPER “The effect of higher-stakes grades on student achievement”

I exploit a change in high school admission rules in Stockholm to study whether compulsory school students respond to incentives for higher grades. Using a difference-in-differences setup, I find that the reform increased students’ grade rank in compulsory school by 3.5 percentile points on average. Estimates of the unconditional quantile treatment effects follow an inverted U-shape pattern, revealing that the largest shifts occurred in the middle of the grade distribution. I perform a variety of checks to support the hypothesis that these effects were driven by changes in student effort rather than changes in school grading practices. The evidence suggests that behavioral responses from students drive the results. Thus, strengthening the performance incentives implicit in the design of the education system can have a positive effect on student achievement.

ADDITIONAL THESIS WORK “Does where teachers were taught determine where they will teach? The effect of degree selectivity on teachers’ initial job placements”

Teachers with stronger academic credentials tend to work in schools with students from more advantaged backgrounds. This paper contributes to an emerging literature on the mechanisms that drive these sorting patterns. With register data covering all college graduates and teachers in Chile between 2007 and 2017, I examine whether earning a more selective teaching degree has a causal effect on where graduates teach at the start of their career. For identification, I exploit a college placement mechanism that generates hundreds of admission cutoffs around which access to more selective teaching programs is essentially random. Using the variation near these cutoffs in a regression discontinuity design, I find no evidence that degree selectivity affects the type of schools where graduates find their first teaching job. This holds for several school attributes on which teachers typically sort: location; public or private ownership; and socioeconomic composition of the student body.

“Teacher credentials, per-pupil spending, and student performance in adult education”

This paper studies a large-scale educational expansion to evaluate whether shocks to school inputs have an impact on student performance. I analyze the spillover effects of a Swedish policy that temporarily doubled enrollment in adult education, thus putting considerable strain on school resources. Because the intervention targeted individuals age 25 and over, my analysis focuses on individuals under age 25 to mitigate concerns that changes in student composition drive my findings. First, I establish that students in regions subject to larger enrollment shocks also experienced stronger negative shocks to school inputs like teacher credentials and per-pupil expenditure. Then, I show that the stronger negative shocks to school inputs coincided with steeper declines in course completion. Taken together, the two sets of results suggest a causal link between school inputs and course dropout.

OTHER  
PROJECTS

“From epidemic to pandemic: did the Corona outbreak affect study choices in Sweden?” (joint with Aino-Maija Aalto and Dagmar Müller)

“The effect of peer gender composition on student outcomes in high school”  
(joint with Aino-Maija Aalto)

“Talking about my generation: The economics of gender transitions in Sweden”  
(joint with Ian Burn, Emma von Essen, and Ylva Moberg)

PRESENTATIONS

*2020*: AEA Economics of LGBTQ+ Individuals Virtual Seminar Series,  
Uppsala Labor Group PhD Workshop, UCLS Annual Meeting Flash  
Talks, SUDSWEC Conference, Department Seminar (Uppsala Uni.)  
*2019*: PhD Workshop (UCLS), Brown Bag Seminar (Uppsala Uni.)  
*2018*: Brown Bag Seminar (Uppsala Uni.), PhD Workshop (Uppsala Uni.)  
*2017*: PhD Workshop (UCLS), Brown Bag Seminar (Uppsala Uni.),  
Stockholm-Uppsala Education Economics Workshop  
*2015*: Lab Session (Institute for Policy Research, Northwestern Uni.)

AWARDS AND  
SCHOLARSHIPS

Hedelius Scholarship, Jan Wallanders och Tom Hedelius Stiftelse, 2014-15  
Comfort Starr Prize in Economics, Oberlin College, 2010

TEACHING  
EXPERIENCE

Teaching assistant in Mathematical Methods (Ph.D. level), 2014-17  
Department of Economics, Uppsala University

Tutor in Econometrics & Principles of Economics, 2009-10  
Student Academic Services, Oberlin College

PROFESSIONAL  
EXPERIENCE

Summer Research Analyst, Morgan Stanley, New York City, 2012  
U.S. macroeconomics (6 weeks) and credit strategy (4 weeks)

PROFESSIONAL  
ACTIVITIES

Organizer of Brown Bag Seminar series, 2017-20  
Board member of PhD Student Association, 2013-20  
PhD representative (substitute) for Working Environment Group, 2018-19  
Vice president of Nationalekonomiska föreningen, 2014-17  
Member of the Uppsala University team at Econometric Games in Amsterdam, 2013  
President of Pareto Uppsala, non-profit organization, 2013  
Board member of Pareto Uppsala, non-profit organization, 2012

SKILLS &  
LANGUAGES Stata, Matlab, Python (basic), L<sup>A</sup>T<sub>E</sub>X  
English (native), Swedish (professional)

REFERENCES Helena Holmlund  
Institute for Evaluation of Labour  
Market and Education Policy (IFAU)  
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