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**EDUCATION**

Ph.D. Economics, University of Maryland at College Park, expected May 2019  
M.P.P. University of Maryland at College Park, 2012  
B.A. Economics, University of Maryland at College Park, 2011

**FIELDS OF SPECIALIZATION**

Primary: Labor Economics  
Secondary: Applied Microeconomics, Development Economics

**DISSERTATION**

*Essays on the Economics of Skills*

Committee: Prof. Sergio Urzua (Chair), Prof. Melissa Kearney, Prof. Judith Hellerstein

**JOB MARKET PAPER**

“What’s Math Got to Do with It? Multidimensional Ability and the Gender Gap in STEM”

This paper studies the relationship between pre-college skills and the gender gap in STEM majors. Using longitudinal data for the United States, I estimate a dynamic discrete choice model of initial and final major choices in which college students sort into majors based on observed characteristics and unobserved ability. More specifically, I distinguish observed math test scores from latent ability. I find that math test scores significantly overstate gender gaps in math problem solving ability. Math problem solving ability strongly predicts STEM enrollment and completion for men and women. I further explore the importance of math self-efficacy, which captures students’ beliefs about their ability to perform math-related tasks. Math self-efficacy raises both men’s and women’s probability of enrolling in a STEM major. Math self-efficacy also plays a critical role in explaining decisions to drop out of STEM majors for women, but not for men. The correlation between the two math ability components is higher for men than for women, indicating a relative shortfall of high-achieving women who are confident in their math ability. Lastly, I estimate the returns to STEM enrollment and completion for women and find large returns for high math ability women. These findings suggest that well-focused math self-efficacy interventions could boost women’s STEM participation and graduation rates. Further, given the high returns to a STEM major for high math ability women, such interventions also could improve women’s labor market outcomes.

**OTHER RESEARCH PAPERS**

“Chapter 2: Cognitive and Socio-Emotional Abilities,” 2017, in Handbook of Contemporary Education Economics, with Miguel Sarsoza and Sergio Urzua

“The Effect of Involuntary Displacement on Labor Market Outcomes: Evidence from Brazil,” working paper

“Should I Stay or Should I Go? Career Choices for Young Workers in Latin America,” revise and resubmit at *Economic Inquiry*, with Graciana Rucci and Sergio Urzua

“Dynamic Treatment Effects of Job Training,” under review, with Jorge Rodriguez and Sergio Urzua

“Does an Increasing Minimum Wage Reduce Formal Sector Employment? Evidence from Brazil,” under review, with Sergio Urzua

“Inequality in Latin America: Learning from Matched Employee-Employer Data,” under review, with Ercio Munoz, Graciana Rucci and Sergio Urzua.

“Don’t Hold Me Back: The Dynamic Effect of Grade Retention on Multidimensional Skill Development,” work in progress.

“Gritting it Out: The Importance of Non-Cognitive Skills in Higher Education,” work in progress.

“Saved by the Bell? The Effect of Schooling on Risky Behavior in Adolescence,” work in progress.

### **TEACHING EXPERIENCE**

Graduate Assistant, Promoting Achievement and Diversity in Economics, 2017-2018

Instructor, Economic Development of Underdeveloped Areas (undergraduate), University of Maryland, Summer 2016, Winter 2017, Spring 2017, Summer 2017

Teaching Assistant, Public Finance and Public Policy (undergraduate), University of Maryland, 2016

### **RESEARCH AND RELEVANT WORK EXPERIENCE**

Research Assistant, Prof. Sergio Urzua, University of Maryland, Fall 2015-Spring 2016.

Research Assistant, Prof. Melissa Kearney, University of Maryland, Fall 2015-Fall 2016.

Senior Research Assistant, Brookings Institution / Tax Policy Center, 2012-2014.

Consultant, Inter-American Development Bank, Labor Markets Division, Summer 2016, 2017, 2018.

### **GRANTS AND AWARDS**

Best Third Year Paper, 2<sup>nd</sup> prize, Department of Economics, University of Maryland, 2017.

Development Bank of Latin America, “Understanding the Productivity Gap in Latin America,” \$15,000 Research Grant, 2016.

Graduate Assistantship, University of Maryland, 2015-2018.

Jacob K. Goldhaber Travel Award, University of Maryland, 2016.

International Conference Student Support Award, University of Maryland, 2016.

### **CONFERENCE AND SEMINAR PRESENTATIONS**

2018: OECD (scheduled). Inter-American Development Bank, 2017: Latin American and Caribbean Economic Association (LACEA) Labor Network, LACEA-LAMES Annual Meeting, Inter-American Development Bank, 2016: LACEA-LAMES Annual Meeting

### **LANGUAGES**

Spanish (native), English (native), French (basic).

### **REFERENCES**

Prof. Sergio Urzua	University of Maryland	<a href="mailto:urzua@econ.umd.edu">urzua@econ.umd.edu</a>	(301) 405-3532
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