UNC GREENSBORO
Department *of* Economics

Department of Economics
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February 22, 2022

Dear Professors Dickens, Poterba, and Viceisza:

I would like to apply for participation in the mentoring program to support NSF grant proposals by MSI faculty. I confirmed with Elisa Pepe that UNC Greensboro is considered an MSI for the purpose of this program.

I am an applied microeconomist with research interests in education and labor economics. My work focuses on access to, success in, and financing of postsecondary education, especially for disadvantaged or traditionally underrepresented students. I also study employment trends in the public sector, with a particular focus on public school teachers. I have worked as co-investigator on multiple externally funded projects, which are listed on my CV. I am close to completing one relatively small externally funded project for which I am the Lead Principal Investigator. I have taken the lead on several other external grant applications, listed below, that were not funded. At the current stage of my career, I would like to start pursuing external funding opportunities for projects that are longer-term and larger in scope. Given my fields of specialization, I am in a good position to seek external funding for projects that would constitute strong research contributions and at the same time would help enhance the success of students at UNC Greensboro and similar institutions. The attached proposal discusses one such project. I believe that the mentoring program would be timely for me and can be an essential catalyst to help me achieve these goals.

My past grant applications as Lead Principal Investigator are as follows:

- Arnold Ventures through University of North Carolina System Office: "Evaluation of Program to Identify Students with Financial and Academic Planning Risk and Intervene to Promote Timely Graduation," 2019 – 2022 ($54,000) – Funded
- Agency for Healthcare Research and Quality through George Mason University: "Impact of Health Insurance Access on At-Risk College Students," submitted in 2018 and resubmitted in 2019 ($43,000) – Not funded
- William T Grant Foundation through George Mason University: "The Impact of Health Insurance Access on the Academic Performance and Degree Completion of College Students," LOI submitted in 2018 ($76,000) – Not funded

- Spencer Foundation: "Macroeconomic Implications of Student Debt: A State-Level Analysis," submitted in 2019 ($50,000) – Not funded
- WE Upjohn Institute for Employment Research: "Overtime Premiums, Labor Supply, and the Social Value of Occupations," submitted in 2015 ($5,000) – Not funded
- Spencer Foundation: "Post-Graduation Access to Consumer Credit for Student Borrowers," submitted in 2011 ($33,000) – Not funded

In addition, I have participated in the preparation of proposals led by other researchers. Ones that I have played the largest role in include:

- Institute of Education Sciences: "Efficacy of The Feeling Friends at School," submitted in 2020 and resubmitted in 2021 (Lead Analyst; total amount requested: $3,731,000) – Under review
- William T Grant Foundation: "College Readiness, Access, and Success for Homeless Youth," submitted in 2018 (Principal Investigator; total amount requested: $491,000) – Not funded
- Spencer Foundation: "Transition to College for Homeless Youth," submitted in 2018 (Principal Investigator; total amount requested: $456,000) – Not funded
- Institute of Education Sciences: "Transition to College for Homeless Youth," submitted in 2018 (Principal Investigator; total amount requested: $528,000) – Not funded
- Ewing Marion Kauffman Foundation: "Leveraging Entrepreneurship through Alternative Investments: Differences by Gender," 2012 – 2013 (Principal Investigator; total amount: $10,000) – Funded

I would be happy to provide any additional information that you may need. For questions regarding the types of institutional support available at UNC Greensboro for sponsored research activities, you can contact Dr. McRae Banks, Dean of the Bryan School of Business and Economics, at mcbanks@uncg.edu or (336) 334-5338.

I look forward to the workshop on February 25 and to hearing back from you about the mentoring opportunity.

Sincerely,



Dora Gicheva

Associate Professor and Director of Graduate Studies
Department of Economics
University of North Carolina at Greensboro
Email: d_gichev@uncg.edu

February 2022

Dora Gicheva

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UNC Greensboro
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Greensboro, NC 27402

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Fields of Specialization:

Labor Economics, Economics of Education, Personnel Economics

Employment:

Associate Professor of Economics, University of North Carolina at Greensboro, August 2018 – Present
Director of Graduate Studies, Department of Economics, UNC Greensboro, August 2021 – Present
Research Affiliate, UNC System Student Success Innovation Lab, September 2018 – Present
Assistant Professor of Economics, UNC Greensboro, August 2010 – July 2018

Education:

Ph.D., Economics, Yale University, December 2010
M.Phil., Economics, Yale University, December 2007
M.A., Economics, Yale University, May 2006
B.A. (*Salutatorian*), Economics (*with honors*) and Mathematics, Colgate University, May 2004

Publications and Working Papers:

(Name in bold when the order of authors is non-alphabetic)

Journal Articles and Book Chapters

Gicheva, D. Teachers' working hours during the COVID-19 Pandemic (2022). *Educational Researcher*, 51(1), 85–87.

Gicheva, D. Altruism and Burnout: Long Hours in the Teaching Profession (2022). *ILR Review*, 75(2), 427–457.

Bahadir, B. & Gicheva, D. Macroeconomic implications of student debt: A state-level analysis. Forthcoming in *Journal of Money, Credit and Banking.*

Anand, P. & Gicheva, D. The Impact of the Affordable Care Act Medicaid Expansions on the Sources of Health Insurance Coverage of Undergraduate Students in the United States. Forthcoming in *Medical Care Research and Review.*

Gicheva, D. and Link, A. Public Sector Entrepreneurship, Politics, and Innovation. Forthcoming in *Small Business Economics.*

Edmunds, J. A., **Gicheva, D.**, Thrift, B. & Hull, M. Using Mixed Methods to Explore Variations in Impact within RCTs: the Case of Project COMPASS. Forthcoming in *Journal of Mixed Methods Research*.

Edmunds, J. A., **Gicheva, D.**, Thrift, B., & Hull, M. (2021) High Tech, High Touch: The impact of an online course intervention on academic performance and persistence in higher education. *The Internet and Higher Education*, April, 100790.

Bednar, S., Gicheva, D. & Link, A. (2021). Innovative Activity and Gender Dynamics. *Small Business Economics*, 56, 1591–1599.

Gicheva, D. (2020). Occupational social value and returns to long hours. *Economica*, 87(347), 682-712.

Bednar, S., & Gicheva, D. (2019). Workplace support and diversity in the market for public school teachers. *Education Finance and Policy*, 14(2), 272-297.

Andersen, M. S., Gicheva, D., & Sarbaum, J. (2018). Requiring versus recommending preparation before class: Does it matter? *Southern Economic Journal*, 85(2), 616-631.

Bednar, S., & Gicheva, D. (2018). Career implications of having a female-friendly supervisor. *ILR Review*, 71(2), 426-457.

Gicheva, D. (2016). Student loans or marriage? A look at the highly educated. *Economics of Education Review*, 53, 207-216.

Gicheva, D., & Link, A. N. (2016). On the economic performance of nascent entrepreneurs. *European Economic Review*, 86, 109-117.

Gicheva, D., & Link, A. N. (2015). The gender gap in federal and private support for entrepreneurship. *Small Business Economics*, 45(4), 729-733.

Gicheva, D., & Thompson, J. (2015). The effects of student loans on long-term household financial stability. In *Student loans and the dynamics of debt*, edited by K. Hollenbeck & B Hershbein, W.E. Upjohn Institute, 287-316.

Bednar, S., & Gicheva, D. (2014). Are female supervisors more female-friendly? *American Economic Review Papers & Proceedings*, 104(5), 370-75.

Gicheva, D. (2013). Working long hours and early career outcomes in the high-end labor market. *Journal of Labor Economics*, 31(4), 785-824.

Bednar, S., & Gicheva, D. (2013). Tax benefits for graduate education: Incentives for whom?. *Economics of Education Review*, 36, 181-197.

Gicheva, D., & Link, A. N. (2013). Leveraging entrepreneurship through private investments: Does gender matter? *Small Business Economics*, 40(2), 199-210. Reprinted in A. N. Link, *Public Support of Innovation in Entrepreneurial Firms*, Edward Elgar Publishing, 2013.

Gicheva, D. (2012). Worker mobility, employer-provided general training, and the choice of graduate education. *Labour Economics*, 19(2), 232-240.

Gicheva, D., Hastings, J., & Villas-Boas, S. (2010). Investigating income effects in scanner data: Do gasoline prices affect grocery purchases? *American Economic Review Papers & Proceedings*, 100(2), 480-84.

Other Publications

Gicheva, D., Edmunds, J. A., Thrift, B., Hull, M. & Bray, J. (2020). Conducting a randomized controlled trial in education: Experiences from an online postsecondary setting. *SAGE Research Methods Cases*.

Bednar, S. & Gicheva, D. (2017, August). Retaining minority teachers in schools where most of their colleagues are white. Brown Center Chalkboard Blog at the Brookings Institution.

Working Papers

Bednar, S. & Gicheva, D. Universal testing mandates and the composition of students at selective four-year colleges. Under review.

Anand, P. & Gicheva, D. The Effects of Access to Medicaid on the Employment and Academic Progress of College Students.

Gicheva, D., Edmunds, J. A., Hull, M. & Thrift, B. Getting students to stick around: the effects of completing an introductory course on persistence for community college students.

Gicheva, D., Ionescu, F. & Simpson, N. The effects of credit status on college enrollment and college completion. *IZA Discussion Paper 6719*.

Gicheva, D. & Mikkelsen, I. Preferences for family-oriented benefits and the returns to graduate education.

Gicheva, D., Hastings, J., & Villas-Boas, S. Revisiting the income effect: Gasoline prices and grocery purchases. *NBER Working Paper 13614*

Work in Progress

Demeter, E., **Gicheva, D.**, Al-Hossami, E., Dorodchi, M., Smail, J. & Walker, L. Financial and academic planning intervention to promote timely graduation for undergraduates with financial need

Demeter, E., **Gicheva, D.**, Walker, L., Fallahian, M., Benedict, A., Benedict, A., Dorodchi, M. Do you have the 'Funds to Finish'? Intervening with undergraduates to align their academic plans and financial aid resources

Anand, P. & Gicheva, D. Distance learning and postsecondary education for people with disabilities

Anand, P. & Gicheva, D. Broadband internet access and for-profit colleges

Research Grants:

"Evaluation of Goalbook," Enome, Inc., 2022 (Co-investigator; Principal Investigator: Julie A. Edmunds; Co-investigator funding $11,000)

"Project EQuIPD–Engaged Quality Instruction through Professional Development," U.S. Department of Education, Supporting Effective Educator Development (SEED) Program, 2021–2022 (Co-Investigator funding $30,000; Principal Investigator: Julie A. Edmunds)

"Evaluation of Program to Identify Students with Financial and Academic Planning Risk and Intervene to Promote Timely Graduation," University of North Carolina System Office, 2019–2022 (Principal Investigator; $54,000)

"Cost Analysis of Program to Improve the Educational and Social-Emotional Functioning of College Students with ADHD," U.S. Department of Education (Institute of Education Sciences), 2019 (Co-Investigator funding $25,000; Principal Investigator: Arthur D. Anastopoulos)

"Impacts of Expanding Access to Health Insurance for College Students," UNCG Faculty First Award, 2018 ($5,000)

"First in the World – Wake Tech COMPASS Project," U.S. Department of Education (Institute of Education Sciences) via subcontract to Wake Technical Community College, 2015–2019 (Co-Investigator funding $70,000; UNCG Principal Investigator: Julie A. Edmunds)

"Using Practical Rigor to Evaluate U.S. Military Support Programs," USDA via subcontract to the Purdue University Military Family Research Institute, 2014–2016 (Co-Investigator; UNCG Principal Investigator: Jeremy Bray; $75,000)

"Leveraging Entrepreneurship through Alternative Investments: Differences by Gender," Kauffman Foundation, 2012–2013 (Co-Principal Investigator; Lead Principal Investigator: Albert Link; $10,000)

"Gender in Top Management: Evidence from the NCAA," UNCG New Faculty Grant, 2012 ($5,000)

"Gender in Top Management: Evidence from the NCAA," UNCG Summer Excellence Research Award, 2012 ($5,000)

"Does The Student-Loan Burden Weigh Into The Decision To Start A Family?" UNCG Bryan School, Dean's Research Scholar Program Award, 2010 ($3,000)

Fellowships, Honors, and Awards:

Kathleen Price Bryan Dean's Notable Scholar Award, Bryan School of Business and Economics, 2018–20
Dean and Tracy Priddy Dean's Notable Scholar Award, Bryan School of Business and Economics, 2015–17
UNCG Bryan School Junior Teaching Excellence Award, 2015–16
UNCG Bryan School Junior Research Excellence Award, 2014–15
Yale University Dissertation Fellowship, Fall 2009
Cowles Foundation Graduate Student Fellowship, Cowles Foundation, 2004–2008
Summer Fellowship, Yale University, 2005, 2006 and 2007

Yale University Doctoral Fellowship, 2004–2008
Phi Beta Kappa
High Distinction in the Liberal Arts Core Curriculum, Colgate University, May 2004
Marshall-Keynes Award for Excellence in Economics, Colgate University, May 2004
Sisson Mathematics Prize, Colgate University, May 2003

Teaching Experience:

Department of Economics, UNC Greensboro
Graduate Labor Economics
Mathematical Economics for Ph.D. Students
Applied Econometric Methods for M.A. Students
Undergraduate Econometrics
Undergraduate Labor Economics
Undergraduate Mathematical Economics
Topics in Public Policy
Principles of Microeconomics

Department of Economics, Yale University (Teaching Assistant)
Introductory Microeconomics; Financial Economics; Economics of Natural Resources; Introductory Econometrics

Conference Presentations

AEFP Annual Conference (March 2017 - Poster Session; March 2021; March 2022)
APPAM Fall Research Conference (November 2018, November 2020)
Carolina Region Empirical Economics Day (CREED) (May 2019, May 2021)
SNAG Micro Labor Workshop, Federal Reserve Bank of Atlanta (April 2019)
IZA World Labor Conference (June 2018)
SREE Spring Conference (March 2018; March 2019)
SOLE Meetings (May 2009; May 2013 - Poster Session; May 2017 - Poster Session)
Southern Economic Association Annual Conference (November 2011; November 2016; November 2014 - Session organizer and presenter)
AEA Meetings (January 2016 - CSWEP Sessions; January 2014 - CSWEP Sessions and invited discussant)
FDIC Consumer Research Symposium (October 2014 - Invited discussant)
Upjohn/Ford School Conference on Student Loans (October 2013)
Midwest Economic Association Annual Meeting (March 2011)

Other Presentations

University of Maine (2021), Elon University (2019), Colgate University (April 2012; April 2017); Appalachian State University (March 2014); University of South Carolina (February 2014); North Carolina State University (November 2013); Federal Reserve Board (May 2013); UNCG Economics Department Seminar (September 2010); Labor and Population Workshop, Yale University (September 2009); Labor-Public Finance Lunch, Yale University (2006-2009)

Professional Service:

Referee for *American Economic Journal: Applied Economics, American Economic Review, Applied Economic Perspectives & Policy, B.E. Journal of Economic Analysis and Policy, Canadian Journal of Economics, Contemporary Economic Policy, Demography, Economica, Economic Inquiry, Economic Journal, Economics and Business Letters, Economics Letters, Economics of Education Review, Education Economics, Emerging Markets Review, Empirical Economics, ILR Review, Industrial Relations, International Economic Review, IZA World of Labor, Journal of Economic Behavior and Organization, Journal of Human Resources, Journal of Labor Economics, Journal of Labor Research, Journal of Technology Transfer, Labour Economics, Quarterly Journal of Economics, Review of Economic Studies, Review of Social Economy, Small Business Economics, Southern Economic Journal, Strategic Entrepreneurship Journal*

Proposal reviewer for *2021 and 2022 AERA Annual Meetings; National Science Foundation*

Phi Beta Kappa Epsilon Chapter of North Carolina: President (January 2016 – December 2017) and Treasurer (January 2018 – Present)

Proposed Research Project

There are significant gaps in college enrollment and attainment between high school students with and without disabilities (Newman et al., 2011). Federal and state programs exist to assist people with disabilities to transition to postsecondary education after the completion of high school, but traditional face-to-face college instruction poses challenges for some students with disabilities, for whom distance learning may provide better educational opportunities. While the number and range of distance learning opportunities has been increasing steadily over time (Seaman et al., 2018), there is little empirical research on the impact of this increased supply of distance education offerings on the postsecondary enrollment and long-term outcomes of people with disabilities. Most of the research on postsecondary online education for students with disabilities is based on case studies or small-scale surveys whose results are unlikely to be generalizable (Kimball et al., 2016). Some economists have expressed concerns that the returns to online education are lower than the social costs (Hoxby, 2018), but these calculations do not take into account the unique circumstances of people with disabilities that raise the cost of face-to-face education.

My proposed project would address the question of whether increases in the availability of distance learning opportunities affect the postsecondary enrollment and attainment rates and improve the labor market outcomes of people with different types of disabilities. Fig. 1 shows preliminary descriptive analysis using the National Postsecondary Student Aid Study, which points to substantially higher growth in the share of undergraduate students with disability who were enrolled in fully online programs compared to students without disabilities. This trend is most pronounced for students with hearing or mobility impairments, who are likely to find online learning advantageous compared to face-to-face instruction.

For part of my proposed project, I plan to use data from the North Carolina SchoolWorks Information System, a longitudinal data system that allows for the linking of student-level administrative data from the North Carolina Department of Public Instruction for all public school students in grades K through 12 with students' postsecondary records from the University of North Carolina System, the North Carolina Community College System, and the North Carolina Association of Independent Colleges and Universities, as well as with workforce data from the Labor and Economic Analysis Division of the North Carolina Department of Commerce. I expect to be able to obtain access to the data based on prior commitments from the relevant state agencies to provide access to the SchoolWorks system for a different grant proposal I worked on.

It is possible that other policy changes introduced during the sample period may have increased access to postsecondary education for youth with disabilities. To identify the causal relationship between having access to distance learning and postsecondary education outcomes for youth with disabilities, I will use data from the Federal Communications Commission on the number of broadband Internet service providers by county and year as a source of exogenous variation in access to distance learning, which past research has shown to affect educational outcomes (Dettling et al., 2018). There is wide variation across counties and over time in the diffusion of high-speed internet in North Carolina, as shown in Fig. 2.

To my knowledge, this would be the first large-scale study of the benefits of online postsecondary education to individuals with disabilities and as such will directly inform policymakers and education administrators about the need for more investments in making distance learning more accessible for this population.

References

Dettling, L. J., Goodman, S., and Smith, J. (2018). Every little bit counts: The impact of high-speed internet on the transition to college. *Review of Economics and Statistics*, 100(2):260–273.

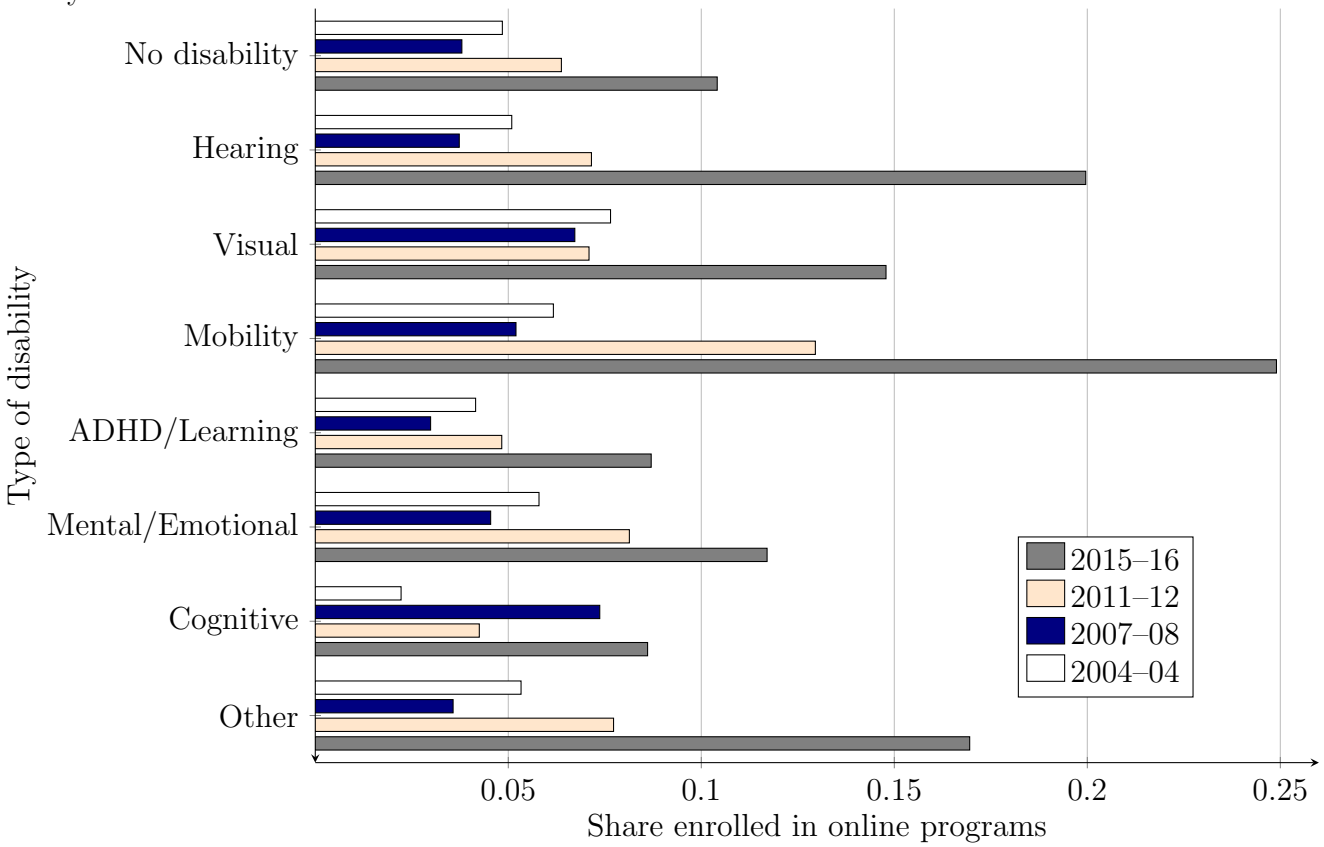
Hoxby, C. (2018). *Online postsecondary education and labor productivity*. Chicago: University of Chicago Press.

Kimball, E. W., Wells, R. S., Ostiguy, B. J., Manly, C. A., and Lauterbach, A. A. (2016). Students with disabilities in higher education: A review of the literature and an agenda for future research. In *Higher Education: Handbook of Theory and Research*, volume 31. Springer.

Newman, L., Wagner, M., Knokey, A.-M., Marder, C., Nagle, K., Shaver, D., and Wei, X. (2011). The Post-High School Outcomes of Young Adults with Disabilities up to 8 Years after High School: A Report from the National Longitudinal Transition Study-2 (NLTS2). NCSER 2011-3005. *National Center for Special Education Research*.

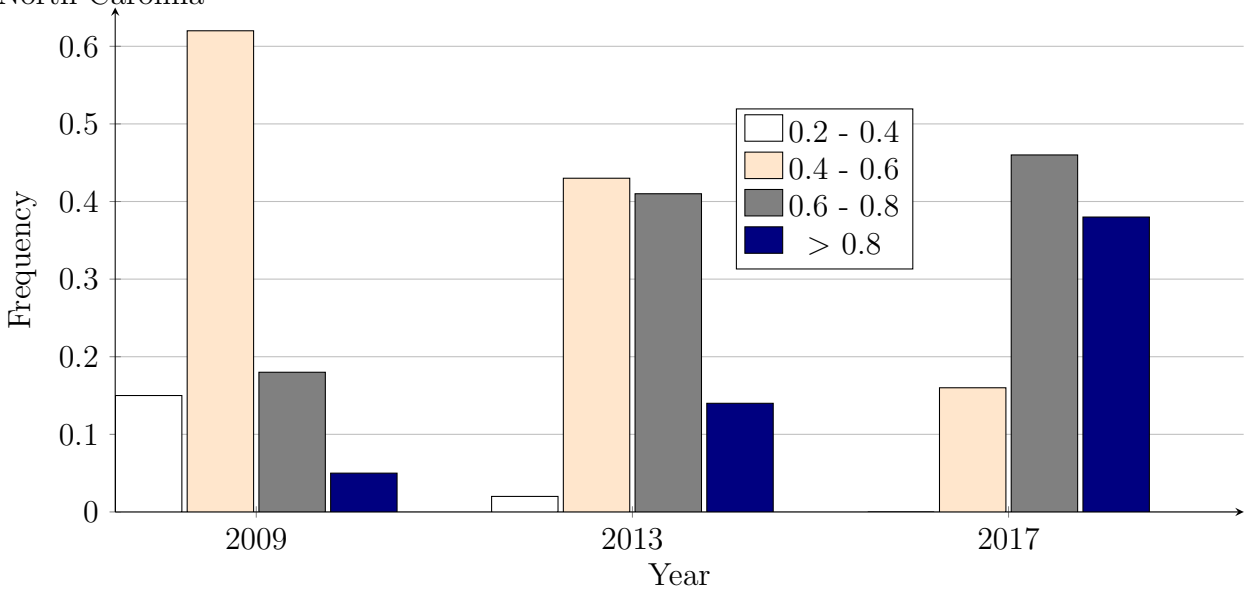
Seaman, J. E., Allen, I. E., and Seaman, J. (2018). Grade Increase: Tracking Distance Education in the United States. *Babson Survey Research Group*.

Figure 1: Share of Undergraduate Students Enrolled in Online Programs by Type of Disability



Source: U.S. Department of Education, National Center for Education Statistics, National Postsecondary Student Aid Study, 2004–05, 2007–08, 2011–12, and 2015–16.

Figure 2: County-Level Residential Fixed High-Speed Internet Connections per Capita in North Carolina



Source: Federal Communications Commission: County-Level Data from FCC Form 477.