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Undergraduate Studies:

M. A., Economics, Harvard University, 2021

M. S., Economics, Ecole Polytechnique, 2015

B. S., Economics and Management, HEC Paris, 2014

Graduate Studies:

Harvard University, 2017 to present

Ph.D. Candidate in Economics

Thesis Title: *Essays on the Economics of Equality and Opportunity*

Expected Completion Date: May 2023

References:

Professor Raj Chetty

Opportunity Insights, Harvard University

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Teaching and Research Fields:

Primary fields: Labor Economics, Public Economics

Secondary field: Economics of Education

Teaching Experience:

Spring 2022	Intermediate Macroeconomics (Ec1011b), Harvard, Teaching Fellow for Pr. Paul Willen
Fall 2021	Introduction to Econometrics (Ec1123), Harvard, Teaching Fellow for Pr. Davide Pettenuzzo
Spring 2021	Introduction to Data Analysis (Ec20), Harvard, Teaching Fellow for Pr. Isaiah Andrews
Fall 2020	Introduction to Econometrics (Ec1123), Harvard, Teaching Fellow for Pr. Davide Pettenuzzo

Research Experience and Other Employment:

2016-2017	Collège de France, Research Assistant to Profs. Philippe Aghion and Stefanie Stantcheva
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Professional Activities:

Referee for *Quarterly Journal of Economics*.

Honors, Scholarships, and Fellowships:

2019-2022	LEAP Research Grant (\$10,000)
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Research Papers:

“Rather First in a Village than Second in Rome? The Effect of Students’ Class Rank in Primary School on Subsequent Academic Achievements” (**Job Market Paper**) (joint with Paolo Sestito and Falco Bargagli-Stoffi)

Abstract: Is it better to be first in a village than second in Rome, as Caesar claimed? Peer groups can impact later outcomes through two distinct yet related channels: the group’s intrinsic quality and one’s relative position within this group. The Italian public school setting is an advantageous quasi-laboratory to investigate this question. Using panel data on Italian students over 2013-2019, we compare the effect of a student’s relative position in their peer group (class rank) to the effect of class quality in primary school on later academic outcomes. We design a new strategy to identify the rank effect by leveraging two sets of scores: grades on a national standardized test and grades on class exams. Standardized test grades are used to control for ability, alongside student fixed effects. Class grades are used to construct the class rank. We exploit the variation in rank coming from differences in teachers’ grading pattern and offer evidence that our measure of rank is as good as random, once we control for our proxies for ability. We find that ranking at the top of the class compared to the bottom in primary school is associated with a gain of 8.1 percentiles in the national standardized grade distribution in middle school and 7.6 in high school. We further show that Caesar was misguided: the effect of a one standard deviation increase in rank amounts to 20% of the effect of a similar increase in class quality, conditional on the rank. Finally, using an extensive student survey, we establish that the rank effect is mediated through student sorting into better high schools and higher interest in academic subjects, self-esteem, peer recognition, and career prospects.

“Women on Corporate Boards: Evidence from a French Reform Imposing a 40% Gender Quota” (joint with Louise Paul-Delvaux)

Abstract: In 2010 the French government mandated a 40% gender quota on corporate boards to be met by January 2017. The policy raised the average female board share of publicly traded firms from 10.3% in 2009 to 43% in 2019. We examine the effects of this staggering increase, leveraging novel data on 200 French publicly traded firms over 2006-2019. First, newly appointed female board members appear to be as qualified as their male counterparts, are less likely to have any family connection with incumbent board members than prior to the reform and have access to powerful positions within the boardroom. Second, these changes reduce gender gaps for the top management but not at lower echelons of the firm’s hierarchy.

“Gender Gaps in the (Remote) Workplace” (in progress) (with Louise Paul-Delvaux)

Abstract: We utilize an exhaustive access to employee panel data over 2005-2022 obtained from a French multinational, uniquely matching wages, positions within the firm, team organization, in and out of office presence and remote work tool usage. First, we aim to identify the effect of remote work on gender gaps. Second, we are interested in identifying the impact of remote work on productivity by gender, leveraging data on remote work tool usage.