

TIMOTHY N. BOND

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EDUCATION

Ph.D., Economics, Boston University, Boston, MA, May 2012 (expected)
Dissertation Title: *Essays on Internal Labor Markets and Education*
Main advisor: Kevin Lang

M.A., Political Economy, Boston University, Boston, MA, 2010

B.S., Quantitative Economics (*Magna Cum Laude*), Miami University, Oxford, OH, 2007

FIELDS OF INTEREST

Labor Economics, Economics of Education, Social Welfare Analysis

TEACHING EXPERIENCE

Teaching Assistant, Poverty and Discrimination (EC325), Department of Economics, Boston University, Fall 2010, Fall 2011
Instructor, Introduction to Econometrics (EC414), Department of Economics, Boston University, Summer 2010
Instructor, Economic Analysis of Legal Issues (EC337), Department of Economics, Boston University, Summer 2010
Instructor, Market Structure and Economic Performance (EC332), Department of Economics, Boston University, Summer 2009
Teaching Fellow, Introductory Macroeconomic Analysis (EC102), Department of Economics, Boston University Fall 2008-Spring 2009
Supplemental Instructor, Principles of Macroeconomics (ECO202), Department of Economics, Miami University, Spring 2007

OTHER EXPERIENCE

NBER Summer Institute Labor Studies Student Participant, August 2011
Research Assistant for Professor Kevin Lang, Sept. 2010-Present
General NLSY Summer Workshop, July 2009

FELLOWSHIPS AND AWARDS

Teaching Fellow, Boston University, Fall 2008-Spring 2009
Gerald E. Fueckiger Award, Miami University, 2007
Phi Beta Kappa, Miami University, 2007
Junior Scholar of Economics, Miami University, 2006

WORKING PAPERS

- “Internal Labor Markets in Equilibrium,” November 2011.
- “The Evolution of the Black-White Test Score Gap in Grades K-3: The Fragility of Results,” (joint with Kevin Lang), October 2011.

WORK IN PROGRESS

- “Test Choice, Scale Choice, and the Black-White Test Score Gap” (joint with Kevin Lang)
- “Local Priors and College Admissions” (joint with Laura Salisbury)

CONFERENCES AND PRESENTATIONS

- Green Line Labor Meeting, Boston College, November 2011

LANGUAGES

- English (Native), German (Intermediate)

COMPUTER SKILLS: STATA, MATA, MATLAB, Scientific WorkPlace, Microsoft Office

OTHER: Graduate Economics Association co-president 2009-2010, Graduate Student Organization, economics tutor

CITIZENSHIP/VISA: UNITED STATES

REFERENCES

Professor Kevin Lang
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Internal Labor Markets in Equilibrium (Job Market Paper)

Traditional models of promotion have difficulty explaining why many firms do not favor their own workers for advancement. I develop a new model which seeks to explain this phenomenon. My model generates an equilibrium in which some firms, but not all, commit to promote ex-ante. These "promotion" firms are able to attract higher quality employees to the lower ranks of the firm, which in turn makes them more likely to get skilled workers in upper level jobs. Non-promotion firms benefit from paying lower wages. This divergence in strategies is due to the scarcity of high quality workers. My model generates several testable predictions: first, workers at entry-level jobs will be paid higher wages at promotion firms, both because they are better workers and because they capture some of the quasi-rents that promotion firms earn after workers are promoted. Second, the observed return to tenure in a cross-section of entry-level job workers will be higher at non-promotion firms because the best workers in all firms will advance over time to higher jobs, either inside or outside the firm. Third, there will be no wage differences between workers at promotion and non-promotion firms among the most senior employees at entry-level jobs, since only low ability workers will remain at entry-level jobs at any firm. Finally, workers at supervisory jobs will earn higher wages at promotion than non-promotion firms, because committing to promote yields better candidates for these jobs in equilibrium. I confirm these predictions empirically using a matched employer-employee dataset from the UK.

The Evolution of the Black-White Test Score Gap in Grades K-3: The Fragility of Results (with Kevin Lang)

Test scores are reported using ordinal scales. Using the Early Childhood Longitudinal Survey, we examine the effect of monotonic transformations of the scale on the evolution of the black-white reading test score gap from kindergarten entry through third grade. These transformations generate changes in the gap that range from effectively zero to twice that in the baseline scale with the most plausible showing modest reductions in growth relative to the original scale. In those scales showing a widening gap between first and third grades, much of the growth may be attributable to the greater potential for differences on the third grade test rather than to an actual change in relative performance.

Test Choice, Scale Choice, and the Black-White Test Score Gap (with Kevin Lang)

A puzzling feature of the early childhood black-white test score gap is that different tests yield strikingly different conclusions about its size. We explore to what extent this is due to differences in the scales used by each test. The Children of the National Longitudinal Survey of Youth administered both the Peabody Picture Vocabulary Test (PPVT) and the Peabody Individual Achievement Test (PIAT). The PPVT shows a racial gap of nearly 1 standard deviation by age 4, while the PIAT reading tests shows a gap of less than .25 standard deviations at kindergarten. We show using both non-parametric and sixth degree polynomial monotonic transformations that we cannot rule out that this difference is entirely due to differences in scaling. The PIAT Reading Comprehension test shows a growth of .36 in the racial test gap between kindergarten and third grade. We further show that this growth is also not robust to choice of scale.