

# Ana Trindade Ribeiro

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INFORMATION [anactr@stanford.edu](mailto:anactr@stanford.edu)  
[LinkedIn](#)

EDUCATION **Stanford University** Ph.D. in Economics / Education, (*expected*) Spring 2023  
**University of Sao Paulo**, M.A. in Economics 2017  
**PUC-Rio**, B.S. in Economics 2013

RESEARCH FIELDS Public Economics, Behavioral and Experimental Economics, Economics of Education.

DISSERTATION Professor Eric Bettinger  
COMMITTEE Graduate School of Education, Graduate School of Business, Stanford University  
E-mail: [ebettinger@stanford.edu](mailto:ebettinger@stanford.edu)  
Professor Muriel Niederle  
Department of Economics - Stanford University  
E-mail: [niederle@stanford.edu](mailto:niederle@stanford.edu)  
Professor Tom Dee  
Graduate School of Education - Stanford University  
E-mail: [tdee@stanford.edu](mailto:tdee@stanford.edu)

RESEARCH PAPERS **Long-term outcomes of affirmative action - Evidence from a law school in Brazil** (Joint with Fernanda Estevan)

This paper uses one of the first quota policies implemented in Brazil, at Flagship State University (UERJ), to separately investigate the long-term effects for applicant who benefited from the Affirmative Action policy and non-AA applicants displaced by it. We focus on applications to the undergraduate law major at UERJ for three reasons. First, UERJ's application process allows us to identify applicants to either AA or non-AA slots, and, among them, those who were offered admissions. Second, this is a highly selective undergraduate program. A 30-40 point (out of 100) difference in the cutoff scores between AA and non-AA shows that AA applicants were subjected to a much lower bar for admissions. Third, a high-stakes post-college exam (lawyers' licensing process) enables tracking applicants into the law career after college. In addition, we combine government data, including employment information (RAIS), firm ownership, and graduate degrees, along with online scraped data for the lawyer licensing exam, internship applications, and college graduation. For applications between 2006-2011, we are able to track about 87% of AA and 79% of non-AA applicants around each group-specific cutoff across outcomes. Our results suggest that, for beneficiaries, this AA quota policy increases the probability of graduating from college from 41% to about 80%, becoming a certified lawyer from 31% to about 70% , and being employed as such from 13% to about 30%. We find that applicants displaced by the policy do not appear to be negatively impacted, possibly because they could've been admitted to other quality universities. We estimate that non-AA applicants both slightly above (admitted) and below (displaced) the cutoff have a 71% chance of graduating from college, about 70% of becoming a licensed lawyer, and 25% of being employed as such. We interpret the net effect of this policy to be positive, expanding opportunities for the less privileged without any significant direct impacts on others.

**The gender gap in test performance explained by behavioral differences under time pressure** (solo)

Although high-stakes tests are designed to be objective and unbiased, gender differences in performance have been widely documented across many years and countries, consistently

showing women to be underrepresented at the top of the performance distribution, where the best opportunities are granted. This paper uses an experimental approach to measure gender differences in performance under varying degrees of time pressure, and differences in thoroughness in the test-taking environment, which is a behavior more often associated with women than men and may not be optimal in a time-constrained setting. By varying the time limit condition, this experiment investigates to what extent test-taking time use and thoroughness can explain the gender gap in performance. In this experiment, I find that the gender when time is strictly constrained is significantly wider than when time is unconstrained. The gender difference in time use for the constrained condition implies that men see on average one question more than women, which approximates the performance gap.

RESEARCH IN  
PROGRESS

**Can growth mindset narrow the gender gap in challenge-seeking behavior?**  
(solo)

This paper combines a growth mindset intervention with laboratory measures of challenge-seeking behavior and competitiveness.

**What is it about Mindset?** (Joint with Eric Bettinger, Guilherme Lichand, David Yeager, and Mari Rege)

This paper adapts the traditional computer-based growth mindset intervention to a text message format and investigates the effects of different mechanisms that constitutes this intervention with a multi-arm RCT.

RELEVANT  
POSITIONS

**Decision Science Internship** Summer 2022

Coursera

Growth Team

Project: Investigation of word-of-mouth as a driver of direct traffic

**Research Assistant** September, 2017 - June, 2022

Stanford University,

Professor Eric Bettinger, Ph.D.

Project: What is it about mindset? (coauthor)

**Summer Internship / Consultant** August - September, 2019

World Bank - Poverty and Equity Global Practice,

Gabriel Lara-Ibarra, Ph.D.

Project: Inequality of Opportunity in Uruguay

**Research Assistant** August, 2016 - July, 2017

Climate Policy Initiative (PUC - Rio),

Professor Juliano Assunção, Ph.D., and Clarissa Gandour, Ph.D.

**Experimental Economics Lab Assistant** May - July, 2014

Laboratory of Experimental Economics at PUC - Rio,

Professors Leonardo Rezende (PUC-Rio), Ph.D., Avery Cohn (Tufts University),

Ph.D., and Chantal Toledo (Energy Bioscience Institute), Ph.D.

**Research Assistant** July, 2012 - May, 2014

Climate Policy Initiative - (PUC - Rio),

Professors Juliano Assunção, Ph.D., Pedro Hemsley, Ph.D., Romero Rocha, Ph.D.,

Dimitri Szerman, Ph.D.

TEACHING  
EXPERIENCE

Stanford University

- (Graduate) Experimental Research Design and Analysis

Sep - Dec, 2020

Teaching Assistant for Professor Eric Bettinger, Ph.D.

University of São Paulo

- (Undergraduate) Introduction to Microeconomics

Jan - Jul, 2016

Teaching Assistant for Professor Sergio Almeida, Ph.D.

	<ul style="list-style-type: none"> <li>• (Undergraduate) Applied Mathematics for Economics Teaching Assistant for Professor David Turchick, Ph.D.</li> </ul>	Jul - Dec, 2015
	Pontifical Catholic University	
	<ul style="list-style-type: none"> <li>• (Undergraduate) Econometrics Teaching Assistant for Professor Rafael Pinho, Ph.D.</li> </ul>	Jul - Dec, 2011
	<ul style="list-style-type: none"> <li>• (Undergraduate) Macroeconomics Teaching Assistant for Professor Eduardo Zilberman, Ph.D.</li> </ul>	Jul - Dec, 2011
CONFERENCE PRESENTATIONS	<ul style="list-style-type: none"> <li>• NEUDC, Boston University</li> <li>• APPAM Student Conference</li> <li>• AEA/ASSA Poster Session</li> <li>• LACEA/LAMES, Guayaquil - Ecuador</li> <li>• 3rd Applied Economics Network (REAP), São Paulo - Brazil</li> <li>• Impact Evaluation Network 10th Meeting LACEA at the Inter-American Development Bank - Washington D.C.</li> <li>• Brazilian Econometric Society (SBE), Iguazu Falls, PR - Brazil</li> </ul>	November, 2021 May, 2021 January, 2021 November, 2018 August, 2017 March, 2017 December, 2016
FELLOWSHIPS	<b>Dissertation Fellowship, Stanford</b> Granted by the King Center at Stanford	Fall, 2022
	<b>Doctoral Fellowship</b> Granted by the Lemann Center at Stanford	September, 2017 - 2022
	<b>Summer Fellowship in Law and Economics</b> Granted by John M. Olin Program in Law and Economics	Summer, 2019
	<b>Masters Fellowship, University of São Paulo, Brazil</b> Granted by CAPES (Brazil)	Jan, 2015 - June, 2017
	<b>Undergraduate Research Fellowship (PET)</b> Granted by PUC - Rio	Jan, 2010 - Dec, 2012
GRANTS/AWARDS	<ul style="list-style-type: none"> <li>• The Weiss Fund for Research in Development Economics Graduate Student Research Funding</li> <li>• Shultz Dissertation Fund Graduate Student Research Funding</li> <li>• Stanford King Center on Global Development Exploratory Graduate Student Research Funding Award</li> <li>• Karr Family Fellowship Research Financial Support</li> <li>• Stanford Center on Global Poverty and Development Exploratory Graduate Student Research Funding Award</li> <li>• J-PAL Post-Primary Education Initiative Full project category (PI: Professor Eric Bettinger)</li> <li>• Karr Family Fellowship Research Financial Support</li> <li>• LACEA/LAMES scholarship, Guayaquil - Ecuador</li> <li>• Impact Evaluation Network 10th Meeting (travel award) LACEA at the Inter-American Development Bank - Washington D.C.</li> </ul>	2022 2020-2021 2020-2021 2020-2021 2018-2019 2019-2021 2019-2020 November, 2018 March, 2017
SERVICE	Conference Organizer (Stanford, CA) Development and Political Economics, SF Bay Area Ph.D. Student Conference	April, 2019
SKILLS	Quantitative Research, Data Analysis, Causal Inference, R, STATA, Git, SQL, Python, Redshift, Javascript, Qualtrics, oTree, A/B Test Design, Survey Design.	

LANGUAGES      Portuguese (Native), English (Fluent), French (Intermediate), Spanish (Basic)