

# Cristóbal Ruiz-Tagle C.

CURRICULUM VITAE

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EDUCATION	<b>PhD in Economics and Finance, Bocconi University, Italy</b> <i>Thesis Title: Essays in Barriers and Pathways to Equitable Development</i> <i>Supervisors: Prof. Pamela Giustinelli, Prof. Sarah Eichmeyer</i>	Sep 20-Jun 25
	<b>MSc. in Engineering, Pontificia Universidad Católica, Chile</b> <i>Thesis Title: Preferences between Universities and Vocational Colleges</i> <i>Supervisor: Ricardo D. Paredes</i>	Aug 14- May 17
	<b>BSc. in Engineering, Pontificia Universidad Católica, Chile</b> <i>Industrial Civil Engineer Degree, Construction Management major</i>	Mar 09-Jun 14

RESEARCH INTERESTS	<b>Primary Fields:</b> Public Economics and Economics of Education <b>Research Interests:</b> Market failures, behavioral insights, gender, equity, mental health
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REFERENCES	<b>Prof. Pamela Giustinelli</b> Department of Economics Bocconi University <a href="mailto:pamela.giustinelli@unibocconi.it">pamela.giustinelli@unibocconi.it</a>	<b>Prof. Sarah Eichmeyer</b> Department of Economics Bocconi University <a href="mailto:sarah.eichmeyer@unibocconi.it">sarah.eichmeyer@unibocconi.it</a>
	<b>Prof. Rafael Sánchez F.</b> Department of Economics CUNEF University <a href="mailto:rafael.sanchez@cunef.edu">rafael.sanchez@cunef.edu</a>	

JOB MARKET PAPER	<p><b><u>Performance Gaps in High-Stakes Testing: The Role of Textual Context</u></b></p> <p><b>ABSTRACT:</b> This paper examines how the textual context within questions on Brazil’s ENEM—the world’s second-largest college admission test—affects performance gaps across socioeconomic status (SES), gender, and ethnicity. Using data from over 3.8 million test-takers across 13 years (2010–2022), I analyze question-specific gaps, linking them to words and topics in each question through bag-of-words and topic modeling, combined with penalized regressions, to identify key drivers of these gaps. Based on top predictive words and topics, I generate hypotheses on how specific contexts influence disparities. Testing these hypotheses with a rich set of fixed effects that help rule out alternative drivers, I find that textual context matters: SES gaps grow by 0.8 percentage points (p.p.) –13% of the SES gap—when questions feature financial language but decrease by 0.3 p.p. (5% of SES gap) in everyday contexts. Gender gaps are sensitive to negative effects only among high-ability test-takers: for these students, abstract scientific contexts widen the gap by 0.3 p.p. (17% of the high-ability gender gap), while creative and social contexts reduce it consistently across the entire ability distribution by 0.6 p.p. (16% of gender gap). Additionally, questions featuring female characters help close gender gaps, while references to underprivileged individuals widen SES disparities. Ethnic gaps, however, show no significant text-based predictors except in the language subject. These findings show that textual context affects testing equity, highlighting paths to fairer design.</p>
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**IN-PROGRESS  
PAPERS****Battling Inertia: Evidence from a pro-competition reform in the Chilean pension system****Breastfeeding duration and Child Development: evidence from a natural experiment,***with Rafael Sánchez, Matías Berthelon and Diana Kruger***Understanding the Rules of the Game: The Role of Cutoffs in College Admissions,** *with**Raphaëlle Aulagnon***PUBLICATIONS****Ruiz-Tagle, C.** (2019). Selection of School Principals Based on Competitive Processes: Evidence from a Policy for Chile. *Calidad en la Educación*, No 51. pp. 85-130. doi: <https://doi.org/10.31619/caledu.n51.646> (In Spanish)**Ruiz-Tagle, C.,** Paredes, R. (2019). Higher technical education: An alternative to university? *El Trimestre Económico*, Vol. 86, N° 341, pp. 31-63. doi: <https://doi.org/10.20430/ete.v86i341.621> (In Spanish)**BOOK CHAPTERS**

Competitive and transparent appointment of school principals in Chile: a review of a policy change (In Spanish). In Weinstein y Muñoz (forthcoming) "¿Qué sabemos sobre el liderazgo educativo en Chile hoy?"

**TEACHING**

Bocconi, Teaching Assistant Macroeconomics (BSc. Level)

Spring 2023-24

Bocconi, Tutor Microeconomics (BSc. Level)

Fall 2021- 24

Bocconi, Tutor International Macroeconomics (BSc. Level)

Spring 2023-24

Bocconi, Tutor Introduction to Econometrics (BSc. Level)

Fall 2024

**WORK  
EXPERIENCE**

Research Assistant, Project Age-It Spoke 7, joint work by Bocconi University and Piemonte Orientale University, for Prof. Vincenzo Galasso.

2024

Research Assistant, Bocconi University for Prof. Matthias Rodemeier

2022

Advisor of Social Policy, Ministry of Finance, Chile.

2018-2020

Coordinator of Studies, Center of Real Estate Studies, ESE Business School, Universidad de Los Andes, Chile

2017-2018

Head of Studies Coordinator, NGO IdeaPaís, Chile

2014-2016

**AWARDS AND  
SCHOLARSHIPS**

Fondazione Romeo ed Enrica Invernizzi Financial Support for PhD Candidates

2024-2025

Chilean National Agency for R&amp;D, Becas Chile Scholarship for PhD

2020-2024

**CONFERENCES**

Milan PhD Economics Workshop, 2024

**REFeree SERVICES***Studies in Higher Education, Poverty and Public Policy***PERSONAL  
INFORMATION**

Citizenship: Chilean

Languages: Spanish (Native), English (fluent), Italian (Beginner)

Software: Stata, Python, LaTeX

Married, three children