

**Jun He, Ph.D.**

860-771-8886 | [junhe.econ@gmail.com](mailto:junhe.econ@gmail.com) | <https://junhe.weebly.com/>  
 351 W University Blvd, Cedar City, UT 84720  
 Dept. Economics, Dixit Business School, Southern Utah University

**EDUCATION**

- Ph.D.**, Economics, Aug. 2021, University of Connecticut, Storrs, CT (GPA: 3.700 / 4.0)  
 Dissertation: Three Essays on Industrial Organization  
 Committee: Thomas Miceli, Talia Bar, Mikhael Shor, Meina Cai
- M.A.**, Economics, Aug. 2015, University of Connecticut, Storrs, CT (GPA: 3.625 / 4.0)
- B.A.**, Economics, 2013, Beijing Technology and Business University, Beijing, China (GPA: 3.910 / 4.0)

**AREAS OF SPECIALIZATION**

Industrial Organization, Law and Economics, Environmental Economics, Sports Economics, Public Policy

**TEACHING CAPACITY****Courses Taught**

Econometrics, Law and Economics (various levels), Principles of Macroeconomics, Mathematical Economics  
 Economic Topics in Sports, Introductory Statistics for Economists, Environmental and Resource Economics,  
 Managerial Economics, Quantitative Methods for Business and Economics

**Courses Capable to Teach**

Game Theory, Industrial Organization, Causal Inference, Panel Data Econometrics, Public Policy

**TEACHING EXPERIENCE**

*Assistant Professor*, Southern Utah University, Cedar City, UT

Managerial Economics; Quantitative Methods for Business and Economics Fall 2022

*Visiting Assistant Professor*, Wesleyan University, Middletown, CT

Economic Topics in Sports (class size: 22, evaluation: 7.50/9 (median)-outstanding)<sup>1</sup> Fall 2021- Spring 2022

Economic Analysis of Law (class size: 18, evaluation: 8.00/9 (median)-exceptional) Fall 2021

Environmental and Resources Economics Fall 2021

*Visiting Instructor*, Wesleyan University, Middletown, CT

Econometrics (class size: 23; evaluation: 8.00/9 (median)-exceptional) Fall 2020- Spring 2021

Economic Analysis of Law (class size: 27; evaluation: 7.00/9 (median)-outstanding) Spring 2021

Law and Economics (advanced level, class size: 15; evaluation: 7.00/9 (median)-outstanding) Fall 2020

*Visiting Assistant Professor*, Trinity College, Hartford, CT

Mathematical Economics (class size: 11; evaluation: 5/5) Spring 2022

Law and Economics (class size: 13; evaluation: 5/5) Fall 2021- Spring 2022

Introduction Statistics for Economists (class size: 13; evaluation: 4/5) Fall 2021- Spring 2022

- Held synchronous lectures (via Zoom during 20-21, in-person during 21-22) regularly for each class
- Posted weekly on Moodle supplemental learning materials to enhance learning quality, including assignments, chapter summaries, course outlines, reference papers, and extensive readings
- Used real-life examples, current events, and video clips to make economic theories easily understandable
- Advised each student to produce a quality term paper for Econometrics and Law & Economics class, helped students convert primitive interests into researchable tasks through extensive brainstorming during office hours, graded and annotated midterm proposals and final papers based on organization, content, and reasoning
- Incorporated the mock court process to enhance student engagement in the Law and Economics class. For a four-student group, a pair of students reproduced the disputes between the plaintiff and the defendant. The entire class then voted as a jury. The other pair of students then presented the judges' opinions on the original case, the relevant cases, and the economic intuition. Students experienced the legal practice and the jury voting part engaged the entire class.
- Arranged peer-review groups for project-involved classes to incentivize inter-student collaboration and motivate the exchange of research ideas and skills
- For Econometrics, arranged the content of the latter half of the semester based on the needs of advanced methods demonstrated through their proposals (including Differences-in-differences, Event History Instrumental Variables, Fixed Effect, and Random Effect) which strongly enhanced the student-lecturer rapport; demonstrated step-by-step application of these methods to relevant topics via *STATA*
- For Econometrics, lectured on academic writing, explaining the key elements of solid causal inference projects

<sup>1</sup> This is a new course and I was fully responsible for creating this course, including syllabus, assignments, and exams.

*Instructor of Record*, University of Connecticut, CT

Principles of Macroeconomics (Waterbury Campus, class size: 33; evaluation: 5/5 (median)) <sup>2</sup>	Fall 2019
Principles of Macroeconomics (Avery Point Campus, size: 35; evaluation: 5/5 (median))	Spring 2019
Principles of Macroeconomics (Main Campus, size: 20; evaluation: 5/5 (median))	Spring 2019
Mathematical Economics (Main Campus, size: 33; evaluation: 5/5 (median))	Fall 2018
<ul style="list-style-type: none"> <li>Lectured in-person to a class size of around 30 students with the incorporation of numerous examples from current news and real life, which aroused interest, developed economic intuition, and fostered critical thinking; Wrote the lecture outline on the side of the board before each class to provide visual guidance</li> <li>Received University Provost's Recognition in Teaching Excellence for each semester of independent teaching</li> <li>Supported the learning through supplemental materials such as lecture summaries and slides posted on Blackboard, and extensive reading and weekly assignments posted on Pearson MyEconLab</li> <li>Designed a grading rubric that motivated students to participate in class discussions and explore economic issues for the Macroeconomics class, including advising an optional paper investigating the 1980s Japan-US trade war in response to students' interest in the current trade war, which fostered research skills</li> <li>In Math Econ class, organized in-class groups to solve problems together, which prompted engagement</li> <li>In Math Econ class, motivated students' interest, curiosity, and exploration in higher-level economics study with extra-credit questions taken from my research in IO, Law &amp; Econ, Sports Econ, and Environmental Economics</li> <li>In Math Econ class, arranged the course content to explicate derivations in intermediate-level economic class (e.g. reinforced their mastery of deriving OLS coefficients when covering unconstrained optimization and the derivation of Marshallian demand with constraint optimization), which made the math tool more approachable to students and enhanced interdisciplinary connections</li> </ul>	

*Teaching Assistant (Discussion Session)*, University of Connecticut, CT

Principles of Microeconomic	Spring 2018, Fall 2017, Spring 2016
Principles of Macroeconomic	Spring 2017, Fall 2016, Spring 2015

*Teaching Assistant*, University of Connecticut, CT

Economic Development	Fall 2017
Intermediate Microeconomics	Fall 2015, Fall 2014
Intermediate Macroeconomics; Money and Banking	Fall 2015
Game Theory; Public Finance	Fall 2014

## RESEARCH INTERESTS

**Industrial Organization:** Moral Hazard, Price Discrimination, Advertisement, Two-sided Market

**Law and Economics:** Eminent Domain, Private versus Public Enforcement, Counterfeit Trading

**Sports Economics:** Talent Accumulation of Athletes, Rule Changes of Sports, the Peltzman Effect

## Dissertation Chapters

“Counterfeit Hunter Counter Counterfeits: Should Chinese Law Enable Private Enforcement against Counterfeits?”

(Job Market Paper, planned to submit to the Asian Journal of Law and Economics)

“Do Governments Profit in Takings from Non-Compliance with the Plan of Acquisition?”

“Resistance against Unjustly Compensated Land Acquisitions: An Economic Model of Michelman's Demoralization Cost in Takings”

## WORK IN PROGRESS

“The YouTube Premium Membership: A Two-Sided Market with Advertisement and Market Segmentation”

“A Recursive Application of the Conflict Model to the Dynamic Competency of Athletes over Their Careers”

“Does Wait Time Increase Chance of Winning in the Subsequent Round? —An Empirical Study of NBA Playoffs”

“How do Location of Teams and Income Tax Influence the NBA Teams' Competitiveness?”

## PROJECTS ADVISED

*Major advisor* of Graduation Thesis “Impact of EU International Policies on the Increasing Globalization of Production in UK Domestic Market” by Yachun Huang, Scottish Graduate Program in Economics, University of Edinburgh 2021

*Advisor* of Term Projects at Wesleyan University, Middletown, CT Fall 2020-Spring 2021

Econometrics: (below are examples of projects advised)

--The Effect of a Coaching Change on an NBA Team's Winning Percentage

--Adoption of Pay as You Throw Waste Management Causes Massachusetts Municipalities to Reduce their Trash Output

--Is Economic Growth More Energy Efficient Overtime? --A case study among Chinese provinces

--Effects of Medicaid Expansion on Overall Enrollment Evidence from the Affordable Care Act

<sup>2</sup> According to the University of Connecticut's standard, 5 stands for excellent, 4 very good, and 3 good.

Law and Economics: (examples of projects advised)

- Social Capital, the Sicilian Mafia, and Elections: A case study of the 1987 National Parliamentary Election in Sicily
- An Econometric Analysis of The Influence of Inmate Release Type on Recidivism Rates in the United States

## PROFESSIONAL EXPERIENCE

University of Connecticut, Storrs, CT

*Advisor*, College of Liberal Arts and Sciences (CLAS) Academic Services Center Summer 2021

- Advised students from diverse majors in the College of Liberal Arts and Sciences, such as English, Chemistry, and Biology, and with diverse needs, such as crediting Advanced Placement courses and transferring credits, to register on Peoplesoft as full-time students per college regulations
- Advised on how to accomplish their academic career goal (such as preparing for med schools) and how to meet departmental and collegiate requirements for a smooth and timely graduation

*Tutor*, Student-Athlete Success Program (funded by NCAA)

Principles of Macroeconomics

Summer 2019

Master-level Microeconomics; Macroeconomics; Econometrics; Mathematical Economics

Spring 2017

*Online Tutor*, Principles of Microeconomics

Summer 2016

*Tutor*, Preliminary Exams of Micro and Macroeconomics, Economics Department

Summer 2016

## SERVICE & ACTIVITIES

Wesleyan University, Middletown, CT

*Research Community*, Office for Faculty and Career Development

Spring 2021

- Broke research into attainable weekly targets of teaching, research, and service; updated them in a shared Google document with three other professors to incentivize accomplishment
- Met every week to update the fulfillment of the targets in the past week, summarizing the successes and failures, and helped mutually in improving time management
- Shared experience on how to enhance students' learning in writing-intensive classes
- Wrote together with the community (4 faculty members in total) for two hours each week, helped each other over hardship in writing, provided language-wise peer review if needed

*Remote Teaching Cohort*, Center for Pedagogical Innovation

Fall 2020

*Volunteer Grader*, Introductory Economics (ECON 101)

Spring 2019

University of Connecticut, Storrs, CT

*Graduate Student Career Council*, Center for Career Development (CCD)

Aug. 2019-May 2021

- Planned and delivered a project/semester that improves the career development of graduate students in the Economics Department
- Partnered with CCD to increase awareness and engagement of career development for grad students
- Inventoried career-related offerings in the Economics Department

*Faculty/Staff Mentor*, UConn Connects Mentor program

Aug. 2019-May 2020

- Met weekly with a mentee (student under probation), and advised this student on applying to graduate school, by working out the application timeline for him and referring him to relevant campus resources
- Helped the mentee to develop good time management skills and overcome the fear of difficulties in learning
- One of my mentees won a UConn Connects Scholarship (only 2 out of 300) under my nomination

*Panelist*, Ph.D. panel, New Graduate Student Orientation, Graduate School

Jan. 2020, Aug. 2019

*Secretary*, Association of Graduate Economics Students

Fall 2013-Spring 2016

*Senator*, Graduate Student Senate

Fall 2013-Spring 2016

## AWARDS & RECOGNITIONS

### Teaching

Wesleyan Connecticut, Middletown, CT

Remote Teaching Cohort Fund (\$500), Center for Pedagogical Innovation

Fall 2020

Internationalizing the Curriculum Seminar Fund (\$500), Fries Center for Global Studies

Fall 2020

University of Connecticut, Storrs, CT

UConn Provost Recognition for Excellence in Teaching

Feb. 2020, Jun. 2019, Feb. 2019, May 2018, May 2017

Nominated for 2020 Outstanding Graduate Teaching Award

Nov. 2019

### Research

University of Connecticut Special Research Grant (\$15,500)

Aug. 2020

Fall 2020 Doctoral Dissertation Fellowship (\$2,000), University of Connecticut,

Jan. 2020

Spring 2020 Doctoral Student Travel Fellowship (\$1,000), Graduate School, University of Connecticut	Feb. 2020
Eleanor Bloom Research Fellowship (\$1,600 each summer), Econ. Dept., University of Connecticut	2016-2019
Eleanor Bloom Supplemental Funds for Research (\$800)	Summer 2019
Eleanor Bloom Travel Funds (\$500)	Summer 2018

**Scholarship**

Student First Fund (\$700), University of Connecticut	Spring 2020
Student First Fund (\$1,000), University of Connecticut	Fall 2020
Outstanding Graduate, Beijing Technology and Business University, China	Summer 2013
National Encouragement Scholarship, the Ministry of Education of the People's Republic of China	2010-2012
Excellent Student Award, Econ Dept., Beijing Technology and Business University, China	2010-2012

**MEMBERSHIP**

National Association for Business Economics	2020-present
Chinese Economist Society	2020-present
American Law and Economics Association	2018-present
American Law and Economics Association	2018-present

**CONFERENCES**

China Economics Society Annual Conference, Remote	Jun. 2022
Allied Social Science Association Annual Meeting, San Diego	Jan. 2020
IO, Environ, and Law Econ Seminar, University of Connecticut, Storrs	Apr. 2019
American Law and Economics Conference, Boston, MA	May 2018, Aug. 2022

**SKILLS**

**Academic:** Course Planning and Designing (remote, hybrid, and in-person);  
Student Advising (on papers and theses, and career development)

**Teaching:** Familiar with Blackboard, Moodle, Canvas, Pearson MyEconLab, Cengage WebAssign and Mindtap

**Research:** Math Modeling (Optimization Theory, Dynamic Programming, and the application of Excel Solver);  
Economics Theory (applied IO, Game Theory, Microeconomics Theories)  
Reduced-form Causal-Inference Empirical Research (STATA, R), Simulations (Visual Basic, C++)

**REFERENCES**

Thomas Miceli (Prof. Econ) Major Advisor University of Connecticut (860) 486 5810 Thomas.miceli@uconn.edu 306 Oak Hall 365 Fairfield Way, U-1063 Storrs, CT 06269-1063	Talia Bar (Assoc. Prof. Econ) Director of Grad. Students University of Connecticut (860) 486 3550 Talia.bar@uconn.edu 335 Oak Hall 365 Fairfield Way, U-1063 Storrs, CT 06269-1063	Kenneth Couch (Prof. Econ) Director of Undgrad. Students University of Connecticut (860) 486 3250 Kenneth.couch@uconn.edu 325 Oak Hall 365 Fairfield Way, U-1063 Storrs, CT 06269-1063	Gilbert Skillman (Prof. Econ) Chair of Economics Dept Wesleyan University 860-685-2359 gskillman@wesleyan.edu 318 High Street (swing-place office) Middletown, CT 06459
---	---	---	--