

Jun He, Ph.D.

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318 High St., Dept. Economics, Wesleyan University, Middletown, CT 06459

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

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
Environmental Economics: Pollution Haven, Pollution Control

Dissertation Chapters

“Counterfeit Hunter Counter Counterfeits: Should Chinese Law Enable Private Enforcement against Counterfeits?”
(Job Market Paper, planned to submit to 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”
“Evaluation of the ‘No Hand-Check Rule’ in Basketball Games, an Empirical Evidence on Strategic Responses”
“Does Wait Time Increase Chance of Winning in the Subsequent Round? —An Empirical Study of NBA Playoffs”

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

Courses Capable to Teach

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

TEACHING EXPERIENCE

Visiting Assistant Professor, Trinity College, Hartford, CT

Mathematical Economics	Spring 2022
Law & Economics	Fall 2021- Spring 2022
Introduction Statistics for Economists	Fall 2021- Spring 2022

Visiting Assistant Professor, Wesleyan University, Middletown, CT

Economic Topics in Sports (<i>I create and design this course that was unprecedented in Wesleyan</i>)	Fall 2021- Spring 2022
Environmental and Resource Economics	Spring 2022
Economic Analysis of Law	Fall 2021

Visiting Instructor, Wesleyan University, Middletown, CT

Econometrics (size: 23; evaluation: 7.35 /9 (mean); 8.00/9.00 (median)) ¹	Fall 2020- Spring 2021
Economic Analysis of Law (size: 27; evaluation: 6.75/9.00 (mean), 7.00/9.00 (median))	Spring 2021
Law and Economics (size: 15; evaluation: 7.18/9.00 (mean), 7.00/9.00 (median))	Fall 2020

¹ According to Wesleyan University’s standard, 9 stands for exceptional, 7 outstanding, and 5 good.

- Held synchronous lectures via Zoom twice per week 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 and current events and video clips to engage students so that I explained abstract theories in a way students can more easily understand
- Advised each student to produce a quality term paper for Econometrics and Law & Economics class, helped students convert primitive interests into researchable tasks through in-length brainstorming during office hours and beyond, graded and annotated comments on proposals (due by mid-term) and final papers from the aspects of organization, content, and economic reasoning
- Arranged two-person peer-review groups 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 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, gave students two lectures on writing, specifically, explained the necessary elements of writing convincing causal inference projects referring to “formulae for writing abstract and introduction of economic projects,” which deepened students’ mastery of knowledge points like eliminating endogeneity issues by incorporating controls for confounding variables and applying log-transformation to variables where change rate matters more

Instructor of Record, University of Connecticut, CT

Principles of Macroeconomics (Waterbury Campus, class size: 33; evaluation: 4.7/5 (mean), 5/5 (median))² Fall 2019
 Principles of Macroeconomics (Avery Point Campus, size: 35; evaluation: 4.7/5 (mean), 5/5 (median)) Spring 2019
 Principles of Macroeconomics (Main Campus, size: 20; evaluation: 4.4/5 (mean), 5/5 (median)) Spring 2019
 Mathematical Economics (Main Campus, size: 33; evaluation: 4.1/5 (mean), 5/5 (median)) Fall 2018

- 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
- Received University Provost’s Recognition in Teaching Excellence for each semester of independent teaching
- 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
- 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
- In Math Econ class, organized in-class group-wise problem solving to prompt engagement and collaboration
- 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 & Econ, Sports Econ, and Environmental Economics
- 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

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

² According to the University of Connecticut’s standard, 5 stands for excellent, 4 very good, and 3 good.

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: (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
- 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*, Introductory Microeconomics Fall 2017
- 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 on 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) 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), advised this student towards his goal, entering a graduate program, by working out the application timeline for him and referring him to relevant campus resources, such as CCD and the writing center for the preparation of application documents
 - 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
Secretary, Association of Graduate Economics Students
Senator, Graduate Student Senate

Jan. 2020, Aug. 2019
 Fall 2013-Spring 2016
 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, 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 2021
 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

Chinese Economist Society 2020-present
 National Association for Business Economics 2020-present
 American Economic Association 2019-present
 American Law and Economics Association 2018-present

CONFERENCES

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

SKILLS

Academic: Course Planning and Designing (remote, hybrid, and in-person);
 Student Advising (on papers and theses, and career development)
Research: Math Modeling (Optimization Theory, Game Theory, Dynamic Programming);
 Reduced-form 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) Associate Advisor 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 Grad. 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
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