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THE UNIVERSITY OF TEXAS AT AUSTIN

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Education:

Ph.D in Economics, The University of Texas at Austin
Expected Completion: May 2017
Dissertation: “*Essays on Economics of Education*”
Thesis Supervisor: Prof. Leigh L. Linden
M.S. in Economics, The University of Texas at Austin, 2014
B.S. in Economics, State University of New York at Binghamton, 2012
B.A. in Mathematics, State University of New York at Binghamton, 2012

Teaching and Research Fields:

Primary fields: Labor Economics and Public Finance
Secondary fields: Econometrics

Reference:

Professor Leigh L. Linden Department of Economics University of Texas at Austin Phone: 512-475-8556 Email: leigh.linden@austin.utexas.edu	Professor Richard J. Murphy Department of Economics University of Texas at Austin Phone: 512-475-8525 Email: richard.murphy@austin.utexas.edu
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Professor Kate Antonovics
Department of Economics
University of California, San Diego
Phone: 858-534-2973
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Teaching Experience:

2016	Econometrics, Southwestern University, Lecturer
2016	Microeconomic Theory, University of Texas at Austin, Teaching Assistant
2014	Labor Economics, University of Texas at Austin, Teaching Assistant
2013	Mathematics for Economists, University of Texas at Austin, Teaching Assistant

Research Experience:

2015-2016 University of Texas at Austin, Research Assistant for Prof. Kate Antonovics and Prof. Julie Cullen
“Tracking, Peers and Labor Market Outcomes” with Education Research Center Dataset

- in Texas
- 2016 University of Texas at Austin, Research Assistant for Prof. Murphy
“The State of Dual Credit in Texas” with Texas Education Agency dataset
- 2014-2015 University of Texas at Austin, Research Assistant for Prof. Sandra Black
“Collaborative Research: STEM Education Effects on a Diverse Workforce's
Development over the Life Cycle” with 1980-2013 Census and American
Communication Survey and High School and Beyond Dataset

Presentations:

- 2015 University of Texas at Austin, Applied Microeconomics lunch seminar

Honors, Scholarships, and Fellowships:

- 2014-2016 Research Assistant, University of Texas at Austin
- 2012 Distinguished Achievement in Economics, State University of New York at Binghamton
- 2012 Summa Cum Laude, State University of New York at Binghamton

Research Paper(s) in Progress:

The Impact of Track Assignment on Subject Specializations. (Job Market Paper)

This paper evaluates the impact of educational track assignment in a Chinese high school on academic achievement and choice of high school major. Using a Regression Discontinuity Design where assignment into high-ability classes relies solely on school entrance exam scores, I find that being assigned to the high track raises achievement for boys by 0.16 standard deviations but does not affect achievement for girls. Despite these positive or neutral impacts on achievement, I find that being assigned to the high track significantly reduces the likelihood of choosing the more challenging science major for both genders. I also find that girls are more likely to be discouraged from choosing science majors than boys. For students around the tracking threshold, being assigned to a high track reduces the probability of choosing the science major by 7 percent for boys and 21 percent for girls.

Does Education Affect Religious Affiliation and Related Behaviors in China? (Joint with Jia Xu) Oral presentation at China Young Economists Forum, Beijing, 2016

This paper investigates the impact of education on religious beliefs, exploiting a compulsory schooling law implemented in China in 1986 that extended schooling from 6 to 9 years. We use cross-sectional data from the 2007 Spiritual Life Study of Chinese Residents and find that individuals who experienced the reform had more years of education, which led to lower levels of religious belief later in life. An additional year of education leads to an 8 percent decline in the likelihood that an individual identifies with any religion. We also find that education reduces the likelihood that an individual believes in the supernatural.

Do International Students Affect Whether Domestic Students Major in STEM? August 2016

Universities in the United States experienced a dramatic increase in international students over the last decade. Many of these students study science, technology, engineering, or mathematics (STEM fields). This inflow may have affected whether natives majored in a STEM field in college and consequently impact wages in the labor market. I first document the changes in numbers and composition of international students over time. Using a Bartik shift share instrumental variables approach that allocates recent flows based on prior enrollment patterns, I plan to examine how the higher numbers of international students affect the number of U.S.-born college students who graduate with degrees in STEM fields.

On the Origins of STEM: The Role of High School STEM Coursework in Occupational Determination and Labor Market Success in Mid-Life (Joint with Sandra Black, Chandra Muller, and Alexandra Spitz-Oener), July 2015

Using data from the High School and Beyond (HS&B) sophomore cohort, this paper examines the relationship between courses that provide Science Technology Engineering and Math (STEM) training in

high school and later labor market success as measured by employment in a STEM occupation, occupational upgrading between 1992 and 2014, and wages. The results suggest that math courses are an important predictor of labor market success as measured above. Even among less-educated workers, higher-level math courses are important, even conditional on cognitive test scores and fixed high school characteristics. These results suggest a role for rigorous mathematical preparation for all students in order to best prepare them for the changing labor market.

Tracking, Peers and Labor Market Outcomes. (Joint with Kate Antonovics, Julie Cullen and Sandra Black). September 2016

This paper studies whether tracking in elementary education mitigates or exacerbates inequities in labor market outcomes. Using Texas administrative data that link students to their classrooms, we first estimate a summary measure of the degree to which students are tracked by ability in each school by grade, which is equal the ratio of the standard deviation of prior year math test scores for the cohort divided by the weighted average of the standard deviation across classes. To account for variation in the number of classes and the distribution of student ability, we standardize this measure based on the mean and standard deviation obtained from repeated random assignment of students to classes. With our measure of tracking in hand, we then explore the factors that determine the extent of tracking across localities and across grades and how the extent of tracking relates to college and the labor market outcomes.