

Aboozar Hadavand

Postdoctoral Fellow, Johns Hopkins University

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RESEARCH AND TEACHING INTERESTS

Research:

Labor Economics, Economics of Education, Health Economics

Teaching:

Econometrics, Machine Learning for Social Sciences, Labor Economics, Introductory Economics, Economic Inequality

POSITIONS

Johns Hopkins University, Bloomberg School of Public Health, Postdoctoral Fellow 2017–Current
Columbia University, Barnard College, Adjunct Instructor 2016–2017

EDUCATION

City University of New York, Graduate Center, Ph.D. Economics 2017
Texas Tech University, M.A. Economics 2011
Iran University of Science and Technology, M.Sc. Control Systems & Robotics 2008
Iran University of Science and Technology, B.Sc. Electrical Engineering 2005

PUBLICATIONS & WORKING PAPERS

Journal Articles

Hadavand, A., Thomas, S., Almasi, P., Gharehgozli, O., *New Evidence on the Match Between College Coursework and Occupations*, *Revise and Resubmit*, *Education Economics* ([Link](#)).

Hadavand, A., *Misperceptions and Mismeasurements: An Analysis of Subjective Economic Inequality*, *Forthcoming*, *Research on Economic Inequality* ([Link](#)).

Hadavand, A., *Educational Aid Policy and Inequality: The Case for Merit- and Need-Based Aid*, *Forthcoming*, *Review of Social Economy* ([Link](#)).

Working Papers

Hadavand, A., Gooding, I., Leek, J.T., *Can MOOC programs improve student employment prospects?*, *Submitted to Science*, (mimeo).

Hadavand, A., *Anatomy of Income Inequality in the United States: 1979-2013*, *LIS Working Papers* ([pdf](#)).

Hadavand, A., Trujillo, A., *Misperception of Body Size as Motivated Belief*, *Working Paper*, (mimeo).

Software

Hadavand, A., Muschelli, J., Leek, J.T., *crsra: Tidying and Analyzing 'Coursera' Research Export Data*, Available on CRAN, <https://CRAN.R-project.org/package=crsra>.

Hadavand, A., *citec: A Package for Scraping RePEc CitEc Data*, Available on <https://github.com/ahdvnd/citec>.

Patents

Hadavand, A., Sikri, D., Johar, I., Kluger, L., Kadochnikov, N., Dasgupta, S., Senthuran, T., Yoshioka T., *Intelligent Identification of White Space Target Entity: A Machine Learning Algorithm for Client/Product Matching*, IBM, Patent Pending, August 2016.

TEACHING

<i>Adjunct Instructor, Columbia University</i>	2016–2017
Economics of Inequality, Econometrics, Introduction to Economic Reasoning	
<i>Adjunct Instructor, CUNY–Brooklyn College</i>	2012–2016
Graduate Econometrics, Elementary Microeconomics, Elementary Macroeconometrics	
<i>Adjunct Instructor, Yeshiva University</i>	2015–2016
Econometrics	

SEMINAR AND CONFERENCE PRESENTATIONS

<i>LERA 70th Annual Meeting, Baltimore, MD</i>	2018
<i>ECINEQ, Society for the Study of Economic Inequality, New York, NY</i>	2017
<i>Population Association of America Annual Meeting, Chicago, IL</i>	2017
<i>Eastern Economic Association Conference, New York, NY</i>	2017
<i>Applied Economics Seminar, CUNY Graduate Center, New York, NY</i>	2017
<i>Luxembourg Income Studies Seminar Series, CUNY Graduate Center, New York, NY</i>	2016
<i>Teaching with Technology, Columbia University, Barnard College, New York, NY</i>	2016
<i>CENS Lab, Stevens Institute of Technology, Hoboken, NJ</i>	2014

AWARDS

<i>Dissertation Fellowship Award, CUNY, Graduate Center (\$25,000)</i>	2017
<i>Doctoral Student Research Grant, CUNY, Graduate Center (\$2,000)</i>	2017
<i>Sallie Mae Graduate Student Award (\$1,000)</i>	2015
<i>Advanced Research Collaborative Fellowship, CUNY, Graduate Center (\$2,000)</i>	2013
<i>Quantitative Reasoning Fellowship, CUNY, BMCC (\$20,000)</i>	2013
<i>Chancellor's Fellowship, CUNY, Graduate Center (\$25,000 for 5 years)</i>	2011

PROFESSIONAL MEMBERSHIPS

Reviewer, Education Finance and Policy

Reviewer, Energy Economics

Reviewer, Chemical Engineering Journal

Member, Institute for New Economic Thinking (INET)

Member, Middle East Economic Association

Member, Labor and Employment Relations Association (LERA)

Member, American Economic Association

PROFESSIONAL EXPERIENCE

Co-founder, Art of Metrics: An Online Platform for Learning Econometrics 2016–Current

Senior Strategy Consulting Intern, IBM, Summer 2016

Quantitative Reasoning Fellow, Borough of Manhattan Community College, 2015–2016

REFERENCES

Dr. Jeffrey Leek, Professor of Biostatistics, School of Public Health, Johns Hopkins University, jtleek@gmail.com, Phone: +1 (410) 955-1166

Dr. Wim Vijverberg, Program Exec. Officer & Dissertation Advisor, Program in Economics, CUNY–Graduate Center, wvijverberg@gc.cuny.edu, Phone: +1 (212) 817-8255

Dr. Sharon Harrison, Dept. Chair & Teaching Supervisor, Columbia University, Barnard College, sharriso@barnard.edu, Phone: +1 (718) 951-5153

JOB MARKET PAPER: New Evidence on the Match Between College Coursework and Occupations

We propose a new measure of match between college education and occupations and estimate how this match affects wages. Where previous studies have looked at the match between college “majors” and occupations, we calculate a non-binary match score that links “coursework” to occupations. Using NLSY97 data, we find that taking courses in college that are relevant to one’s occupation significantly increases wages. Furthermore, performing well in these courses is associated with an even higher wage premium. A student’s wage increases, on average, by 1.6–2.9 percent for each matched course. This effect increases to 2.3–3.8 percent when we use a grade weighted matching score.

Can MOOC programs improve student employment prospects?

Massive open online courses (MOOCs) exploded into popular consciousness in the early 2010s. Huge enrollment numbers set expectations that MOOCs might be a major disruption to the educational landscape. However, there is still uncertainty about the new types of credentials awarded upon completion of MOOCs. We surveyed close to 9,000 learners of the largest data science MOOC program to assess the economic impact of completing these programs on employment prospects. We find that completing the program that costs less than \$500 led to, on average, an increase in salary of \$8,230 and an increase in the likelihood of job mobility of 30 percentage points. This high return on investment suggests that MOOCs can have real economic benefits for participants.

Misperceptions and Mismeasurements: An Analysis of Subjective Economic Inequality

This paper focuses on an important aspect of economic inequality – the question of how people perceive inequality and whether these perceptions deviate in any meaningful way from statistical measures of inequality. Perceptions of inequality have been shown to affect happiness, job satisfaction, and political support for redistribution, and studies have also shown that individuals tend to ‘misperceive’ inequality. I find that individuals across different countries are able to correctly estimate the shape of the income distribution of the country where they reside. I also find that perceptions of inequality are frequently shaped by reference groups such as those formed according to educational attainment, age, and gender.