

# Azat Nurmukhametov

Ph.D. Candidate  
Department of Economics  
Virginia Polytechnic Institute and State University (Virginia Tech)

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## Education

<b>Virginia Polytechnic Institute and State University</b>	Blackburg, VA
• Ph.D. in Economics	2024 (expected)
• Master of Arts in Economics	2020
<b>St. Cloud State University</b>	St. Cloud, MN
• Master of Science in Applied Economics	2018
• Graduate Certificate in Data Analytics	2018
<b>Kazan State Institute of Finance and Economics</b>	Kazan, Russia
• Master of Science in Accounting	2003
• Bachelor of Science in Economics	2002

## Professional Experience

<b>Virginia Polytechnic Institute and State University</b>	Blackburg, VA
Graduate Assistant, Department of Economics	2018-present
<b>St. Cloud State University</b>	St. Cloud, MN
Graduate Assistant, Department of Economics	2016-2018
<b>Tupolev JSC (Kazan Branch)</b>	Kazan, Russia
Deputy Chief Accountant (Last Position), Department of Accounting	2003-2016

## Research and Working Papers

**Fields of Study:** Applied Microeconomics, Labor Economics

**Working Papers:**

- **Gender Differences in the Effects of Robot Adoption: Evidence from the US** (Job Market Paper).  
Abstract: *A significantly growing robotics technology may have considerably influenced labor market dynamics over the recent decades. This paper delves into the implications of increased industrial robot installations on changes in population size and employment in local labor markets. The cross-sectional study reveals discernible gender disparities in the impacts of robot adoption. The effect of robotization on the labor force participation rate is negative for men and unmarried women yet positive for married women. As industrial robots are predominantly programmed to perform routine tasks in manufacturing industries traditionally associated with heavy manual male-dominated labor, the anticipated impact of robot exposure on employment in the manufacturing sector is predictably negative for male workers. For women, this effect is conversely positive. It was also found that robot penetration leads to an increase in the share of family income attributed to females within married-couple households.*
- **Changes in Job and Occupational Mobility: Evidence from NLSY79 and NLSY97** (3rd-Year Paper, 2021).  
Abstract: *Over the past decades socio-cultural, technological, and other changes presumably have had a significant influence on the labor market decisions of employees. This paper examines how these changes translate to labor mobility in terms of job and occupation shifts among young workers. The data from two National Longitudinal Surveys of Youth (NLSY79 and NLSY97) reveal a noticeable between-cohort growth in job mobility of young participants. Using these data, I show that the negative effect of age on the probability of a job change is greater for the second cohort. This increase is mostly driven by changes in the impact of age for specific socio-demographic groups of respondents. I also found that there is a significant between-cohort rise in the association between both upward and downward directions of job transitions and occupational mobility.*
- **The Effect of Robotization on Labor Market Outcomes: Findings from NLSY97** (in progress).  
Aggregate local labor market-level effects of robots may be driven by unobservable individual-level factors. Therefore, further research explores the impact of robot adoption on outcomes of interest at the individual level, employing the longitudinal data on migration and job mobility using the restricted access NLSY97 data. It would allow tracking of migration and employment behavior among young millennials, controlling for a broad range of characteristics.

## TA and Teaching Experience

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### Virginia Tech: Principles of Microeconomics, Instructor

Fall 2021 (4.96)<sup>1</sup>, Spring 2022 (5.55), Fall 2022 (5.33), Spring 2023 (5.25), Summer 2023 (5.78), Fall 2023 (current)

### Virginia Tech: Teaching Assistant (Main TA in Fall 2019–Spring 2021)

- Principles of Microeconomics (Fall 2018, Spring 2019, Fall 2019, Spring 2020, Fall 2020, Spring 2021)
- Principles of Macroeconomics (Spring 2019)

### St. Cloud State University: Teaching Assistant

- Principles of Microeconomics (Fall 2016, Spring 2017, Fall 2017, Spring 2018)
- Principles of Macroeconomics (Fall 2017, Spring 2018)
- Intermediate Microeconomics (Fall 2016)
- Introduction to Mathematical Economics (Fall 2017)
- Introduction to Econometrics (Spring 2017, Spring 2018)
- Public Finance (Fall 2017)
- Money and Banking (Fall 2017, Spring 2018)
- Economics of Immigration (Spring 2018)
- Macroeconomic Theory (Spring 2018)

### Teaching Interests:

- Principles of Microeconomics and Principles of Macroeconomics
- Intermediate Microeconomics and Intermediate Macroeconomics
- Econometrics
- Labor Economics

## Fellowships, Honors, and Awards

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Full-Time Teaching Assistantship, Department of Economics, Virginia Tech	2018-present
Graduate Student Instructor of the Year, Department of Economics, Virginia Tech	2023
Full-Time Teaching Assistantship, Department of Economics, St. Cloud State University	2017-2018
Michael D. White Economics Fellowship, Department of Economics, St. Cloud State University	2017
Part-Time Teaching Assistantship, Department of Economics, St. Cloud State University	2016-2017
Recommendation for Graduate Study, Kazan State Institute of Finance and Economics	2002
Dean's List (every semester) and Advanced Scholarship, Kazan State Institute of Finance and Economics	1998-2003

## Other Projects

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<b>COVID-19 Influences and Impacts: A Curated Database of Databases (v1)</b>	Summer 2020
A member of a development team ( <a href="https://sites.google.com/vt.edu/covid-19-data-lake/home">https://sites.google.com/vt.edu/covid-19-data-lake/home</a> )	

## Skills

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**Software:** Stata, R, Matlab, L<sup>A</sup>T<sub>E</sub>X, Python, SAS, SPSS, JMP, Tableau, EViews

**Languages:** Tatar (native), Russian (native), English (full professional proficiency), Turkish (basic)

## References

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**Susan Chen** (Committee)  
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<sup>1</sup>The numbers in parentheses are the mean values of SPOT evaluation scores (Overall, the instructor's teaching was effective: min - 1, max - 6)