

MUCHIN BAZAN

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EDUCATION

Virginia Tech

Ph.D., Economics (Dissertation title: “Essays on Education”)
M.A.; Economics

Expected May 2022

Overall GPA: 3.90/4

University of Warwick

MSc.; Economics

Thesis title: “The Effect of International Trade Markets on the Productivity of Firms: A Case of Learning by Exporting in the U.K.”

September 2017

Distinction awarded

Universidad de Piura

B.Sci.; Economics

Thesis title: “The Determinants of the Interest Rate Margins: An Econometric Analysis”

December 2011

Distinction awarded

RESEARCH AND TEACHING INTERESTS

Research Interest: Development Economics, Health Economics, Applied Microeconomics, Economics of Education, Experimental Economics

Teaching Interest: Principle of Economics, Microeconomics, Econometrics, Development Economics, Health Economics

PUBLICATIONS

—“[Are Pilot Experiments Random? Social Connections and Policy Expansion in China](#)”

(with Jinyang Yang), February 2021,

The Journal of the Economics of Ageing, 18, 1-13.

RESEARCH PAPERS

—“[Do We Care About El Niño? Predictability and Education Achievement](#)”(Job Market Paper), October 2021

This paper investigates the long-term effects of in-utero exposure to floods. Using data from the Peruvian National Household Survey (ENAH) over the period 2001-2017, I verify completion of primary (secondary) education for individuals born between 1975 and 1983 following the exposure to floods during the 1982-1983 El Niño phenomenon in Peru. I compare similar El Niño shocks in terms of anticipation and intensity. The findings indicate that the probability of completing primary education during adulthood decreases by 1.5 percentage points after in-utero exposure to the 1982-1983 floods. The effects are statistically significant only for individuals in urban dwellings. Interestingly, the study also demonstrates that more anticipated El Niño shocks have opposite effects on primary education completion in urban areas. The effect of exposure to more anticipated floods is positive rather than negative but only statistically significant at 10%. From the analysis of possible mediators, I find that individuals, who experienced prenatal exposure to floods, are more likely to suffer a chronic disease later in life. In contrast, the estimates on income variables are statistically insignificant. In a context where the occurrence of El Niño events is more frequent due to climate change, most vulnerable groups need the help of the government to better cope and predict extreme weather conditions.

—“[Women in Engineering: The Role of Role Models](#)”

(with Marcos Agurto, Siddharth Hari, and Sudipta Sarangi), September 2021.

Gender disparities in STEM fields participation are a major cause of concern for policymakers around the world. In addition to talent

misallocation, low female enrollment rates in STEM careers contribute to gender-based inequalities in earnings and wealth, given the higher average level of earnings in these fields. This paper studies the effects of exposure to role models on female preferences for STEM majors. We conduct a randomized control trial where female senior students currently enrolled in engineering programs at an elite private university in Peru give talks about their experiences at randomly selected high schools. We find that exposure to this treatment increases high ability female students' preferences for engineering programs by 14 percentage points. The effect is only statistically significant for the subgroup of female students with baseline math scores in the top 25 percentile, and who reside close to the city where the role models' university is located. We also find positive but smaller effects on "low ability" male students. In a context where females are discouraged from enrolling in STEM fields, our results have important policy implications.

—To Quit or to Stay? Academic Probation in College, July 2021

Academic probation (AP) is a warning given to students who fail to make the academic progress the institution requires for graduation. By receiving AP, students get additional information of their capabilities to successfully complete a degree. This paper explores the effect of AP on college drop-out rates by using administrative data from a university in Peru, and a Regression Discontinuity Design (RD). We exploit variation on academic outcomes and students drop-out decisions around the minimum grade point average (GPA) required to avoid AP for the first time. According to the results, having been exposed to AP for the first time increases the likelihood of leaving the program the subsequent semester. In addition, male and female students enrolled in Engineering, perform better next semester if they are subject to AP, and if they decide to stay in the program, while women outside Engineering fields perform worse under the same circumstances. We take these facts as evidence of men's and STEM students' resilience towards negative shocks in grades. Interestingly, the university policy does have effects on temporal drop-out of college, but it does not have implications on permanent college drop-outs.

PROFESSIONAL EXPERIENCE

Global Labor Organization

November 2021 - Present

Fellow

Center for Gerontology-Virginia Tech

August 2020 - Present

Graduate Research Assistant, Department of Human Development and Family Science. Project: Families in Rural Appalachia Caring for Older Relatives with Dementia (AppCARES) and Alzheimer's Disease (FACES-AD).

Inter-American Development Bank

June 2021 - October 2021

Consultant/Intern. Project: Over-indebtedness and its impact on health outcomes.

GLO Virtual Young Scholar

November 2020-July 2021

Supervisor: [KOMPAL SINHA](#)

Economics Department, Virginia Tech

August 2018 - August 2020

Research Assistant. Project: A low-cost intervention to increase women's participation in STEM fields.

Superintendence of Banks, and Insurance Companies (SBS) -Peru

June 2014 - September 2016

Inspector. Performed in-situ and extra-situ inspection visits to insurance companies. Supervision Based on Risk Group Project.

ESAN Graduate School of Business

September 2012 - September 2013

Research Assistant and Teaching Assistant, Centre for Intellectual Property, Competition, Consumer and Trade

Maximixe Consult-Peru

June 2012 - August 2012

Economic Analyst

TEACHING EXPERIENCE

Virginia Tech

Graduate Teaching Assistant, Department of Economics, Courses: *Principle of Economics* (Fall 2017,

Spring 2018, Spring 2020), *Economics of Justice* (Fall 2018), *Economics of China* (Spring 2019, Fall 2019)

Universidad de Piura

Instructor, Department of Economics, Course: *STATA for Economists* *May 2019-August 2019*

Universidad de Piura

Teaching Assistant, Department of Economics, course: *Portfolio Theory* *August 2014- December 2014*

ESAN Graduate School of Business

Graduate Teaching Assistant, Courses: *Government and Enterprises, Macroeconomics, Industrial Organization, Competition Law and Consumer Protection Law* *September 2012- September 2013*

AWARDS AND HONORS

Graduate Student Travel Award, Graduate School, Virginia Tech *2020-2021*

People's Choice Award: Fifth Nutshell Games *November 2020*
Virginia Tech

Best Third Year Paper Award *June 2020*
Virginia Tech.

Rising Scholar Fellowship Award *May 2020*
Virginia Tech.

2020 Research Symposium *April 2020*
Virginia Tech. First place in 15-minute research oral presentation. *Category: Eye-opening societal interventions.*

Graduate Fellowship, Virginia Tech *August 2017-May 2022*

CONFERENCES AND WORKSHOPS (* SCHEDULED)

2022: ASSA 2022 Annual Meeting*

2021: WEAI 2021, AERA's 2021 Annual Meeting, 47th Annual Conference Eastern Economic Association, MEA's 85th Virtual Annual Meeting, 48th Annual Meeting VAE, CEA 2021, BYEM 2021, Ridge Impact Evaluation Workshop, SEA 2021

2020: GSA Research Symposium Virginia Tech, 8th UDEP Workshop for Young Economists, JILAEE Eworkshop Field Experiments in Economics, ESA Global online meetings, SEA 90th Annual Meeting, MVEA 57th Annual Meeting.

SOFTWARE AND LANGUAGES

Software: Stata, R, Python, Matlab, ArcGIS, Microsoft Office, LaTeX
Languages: Spanish (Native), English (Proficient), French (Basic), German (Basic)

REVIEWER ACTIVITY

—Economic Modelling, Contemporary Economic Policy, Journal of Economic Behavior & Organization

COMMUNITY SERVICES & LEADERSHIP EXPERIENCE

Graduate Student Assembly (GSA) Representative*Fall 2019, Spring 2020, Fall 2020*

The Graduate Student Assembly (GSA) is the governing body of graduate students that works to improve campus life, scholarly development, and the graduate community.

Programs Committee Member, GSA, Virginia Tech*Fall 2019, Spring 2020*

Designed and reviewed applications to the Graduate Research Development Program and Graduate Research Symposium.

Educa, Impacta, Crece (EIC)- Peru*2015*

Taught classes to children between six and seven years old at Fe y Alegria School in the outskirts of Lima- Peru. Stimulated particular behaviors in children such as self- esteem, empathy, social abilities, and self-control.

REFERENCES

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The World Bank
☎ +1 (347) 283-7555
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Department of Economics
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Department of Human Development
and Family Science
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