



Department of Economics,  
University of Toronto.

**COLLEGE OF LIBERAL ARTS & SCIENCES**

Department of Economics  
214 David Kinley Hall, MC-707  
1407 W. Gregory Dr.  
Urbana, IL 61801-3606

Dear Members of the Search Committee,

I am writing to apply for the position of Assistant Professor in Economics as advertised on Econ Job Market. I am a microeconomist specializing in political economy and industrial organization with particular focus on political communication, timing of elections and firm pricing. I will complete my Ph.D. in Economics from the University of Illinois at Urbana-Champaign in May 2022.

I am extremely interested in joining the faculty of Toronto. As a member of the department, I will contribute to its focus on economics education, continue my research on strategic communication and firm pricing, and lead departmental service activities. I find the research philosophy at Toronto very exciting and stimulating, and I am confident that my theoretical and empirical approach to studying socially relevant topics, and my track record for collaborative work make me an excellent fit for the position in your department.

My research examines issues in political economy and industrial organization. In my job market paper, I theoretically and empirically examine how politicians strategically vary ad content and placement to mobilize their base and demobilize the opposing one. In industrial organization, I theoretically analyze topics such as price-matching guarantees, co-location, and secondary markets. Currently, in a joint work, my co-author and I empirically measure the switching costs that emerge from airline entry in new US domestic airports.

In addition, I have a strong interest in teaching, and I have extensive teaching experience in a range of topics. During my doctoral studies at Illinois, I was honored to be selected by my students among the top 10% of teachers in the university.

Included in my application are copies of my CV, my job market paper titled “Messaging the Bases: Tailoring Political Ads to Audiences”, statements on my research agenda and teaching philosophy, and a statement affirming my commitment to diversity and inclusion. Letters in support of my application from Professors Dan Bernhardt (Chair), George Deltas, and Stefan Krassa will be sent under a separate cover.

I will be available for virtual interviews at the AEA Meeting in January 2022 and the European Job Market in December 2021. I can be reached via email at [ecnstnt2@illinois.edu](mailto:ecnstnt2@illinois.edu).

Please do not hesitate to contact me if there is any additional information that I can provide.

While I am not a Canadian citizen/permanent resident of Canada, I am extremely interested in positions in Canada. Thank you very much for your time and consideration.

Sincerely,  
Evangelos Constantinou

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# Diversity Statement

Evangelos Constantinou

My lived experience as a first generation college graduate and an immigrant to the United States ground my commitment to diversity and inclusion. I can only describe challenges I faced as an isolated newcomer, unaware of available support or how to seek help for several months after first arriving on the University of Illinois campus. My background makes me particularly sensitive to the detrimental impact exclusion and isolation have on students' well-being and academic success.

I was fortunate to be part of a very diverse cohort at UIUC, with fellow graduate students from all around the world, on a campus with over 14,000 international students hailing from over 100 countries. Once I became more aware of the rich diversity of the Champaign-Urbana community, I felt welcomed, that I belonged, and that my department wanted me to succeed. I firmly believe that it is imperative for academic institutions to promote diversity and inclusion of everyone, with special attention to marginalized groups.

While serving as a head teaching assistant at the University of Illinois, I had the opportunity to work closely with services such as the Division of Disability Resources and Educational Services (DRES). With support and resources from DRES, I was able to help ensure students with disabilities had equal opportunity to succeed in my classroom. Collaborating with DRES to support students improved my understanding of the challenges faced by students with disabilities. This enabled my teaching assistants and me to educate ourselves and respond to students' needs with accommodations for coursework and classroom environment without compromising the quality of education provided.

Through this experience, I learned that an educator must strive to develop an inclusive environment which provides conditions for the academic and social success of all students. Teaching students from all walks of life has been eye-opening and motivated me to expand my research agenda to issues relating to voting rights and representation of marginalized groups.

Every academic community must exemplify the principles of diversity and inclusion in intention, word, and action. We need to provide the tools to every individual to succeed both within and beyond the academy. I must use my privileged position in the classroom, in committee meetings and admission committees to reach, enfranchise and make space for marginalized and underrepresented communities that face barriers to equity and inclusion. I am committed to using my role as a faculty member to continue listening to underrepresented and historically excluded groups to better understand the challenges encountered by different members of our community, strengthen my skills as an inclusive instructor, and ensure all students and faculty I interact with are treated with dignity and respect.