

Jing Liu

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EDUCATION

2018 Ph.D., Economics of Education, Stanford University
2016 M.A., Economics, Stanford University
2013 M.A., Economics of Education, Peking University, China
2011 B.A., Economics, Peking University, China

ACADEMIC APPOINTMENTS

2018- Postdoctoral Research Associate, Annenberg Institute, Brown University
 *Affiliate, Taubman Center for American Politics and Policy

PEER-REVIEWED PUBLICATIONS

7. **Liu, J.** & Loeb, S. (Forthcoming), “Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”. *Journal of Human Resources*.
 *Press coverage: Chalkbeat, FutureEd, EducationDive, National Council on Teacher Quality
6. Sun, M., **Liu, J.**, Zhu, JM., LeClair, Z. (Forthcoming), “Using a Text-as-Data Approach to Understand Reform Processes: A Deep Exploration of School Improvement Strategies”. *Educational Evaluation and Policy Analysis*.
5. Penner, E., Rochmes, J., **Liu, J.**, Solanki, S., Loeb, S. (2019), “Differing View of Equity: How Prospective Educators Perceive Their Role in Closing Achievement Gaps”. *RSF: The Russell Sage Foundation Journal of Social Sciences*, 5(3), 103-127.
4. Bo, S., **Liu, J.**, Shiu, J., Song, Y., Zhou, S. (2019), “Admission Mechanisms and Mismatches between Colleges and Students: Evidence from A Large Administrative Dataset from China”. *Economics of Education Review*, 68, 27-37.
3. Whitney, C. R. & **Liu, J.** (2017), “What We’re Missing: A Descriptive Analysis of Part-Day Absenteeism in Secondary School”, *AERA Open*, 3(2).
 *Press coverage: Education Week, Stanford Report

2. Bettinger, E., **Liu, J.**, Loeb, S. (2016), “Connections Matter: How Interactive Peers Affect Students in Online College Courses”, *Journal of Policy Analysis and Management* (Big Data Special Section), 35(4), 932-954.
1. **Liu, J.** & Yuan, C., (2012), “Did Value-Added Tax Reform Change Enterprise’s Employment? Evidence from the Value-Added Tax Reform in Northeastern China”, *Economic Science* (in Chinese), 1, 103-114.

WORKING PAPERS

3. **Liu, J.**, Lee, M., & Gershenson, S., “The Short- and Long-Run Impacts of Secondary School Absences”. IZA Working Paper No. 12613. (*under review*)
2. **Liu, J.**, “Measuring Beneficial Teacher Practices at Scale: A Novel Application of Text-as-Data Methods”.
1. **Liu, J.**, Loeb, S., & Shi, Y., “Employee Absences, Temporary Workers, and Productivity: Evidence from Regular and Substitute Teachers”.

WORK IN PROGRESS

5. “Productivity Returns to Experience for Engaging Teachers” (with Susanna Loeb)
4. “Causes and Consequences of Exclusionary Discipline”
3. “Linking Teacher Absences, Student Behavior, and Racial Gaps in Exclusionary Discipline” (with Seth Gershenson)
2. “Simulated Classrooms and Teacher Bias” (with Julia Cohen)
1. “Teacher-Student Race Match and Student Attendance in Secondary School” (with Susanna Loeb)

OTHER PUBLICATIONS

2. **Liu, J.** (2017), “It’s Time to Ask Why Postsecondary Online Learning Is Not Working Well”, *Inside Higher Ed*, June 21, 2017.
1. **Liu, J.** & Loeb, S. (2016), “Going to School Is Optional: Schools Need to Engage Students to Increase Their Lifetime Opportunities”, *Brookings Evidence Speaks Series*, October 27, 2016.

GRANTS, AWARDS, AND FELLOWSHIPS

Pending	National Science Foundation, PI: Seth Gershenson, Co-PI: Jing Liu (\$270,000) “Linking Teacher Absences, Student Behavior, and Racial Gaps in Exclusionary Discipline”
Pending	Spencer Small Grant, PI: Seth Gershenson, Co-PI: Jing Liu (\$50,000) “Linking Teacher Absences, Student Behavior, and Racial Gaps in Exclusionary Discipline”
2019-2020	Spencer Small Grant, PI: Jing Liu, Co-PI: Seth Gershenson (\$50,000)
2019-2020	Emerging Education Policy Scholar by the Thomas B. Fordham Institute and the American Enterprise Institute
2017-2018	National Academy of Education/Spencer Dissertation Fellowship (\$27,500)
2017-2018	Shultz Graduate Student Fellowship in Economic Policy, Stanford Institute for Economic Policy Research (\$17,500)
2017-2018	Dissertation Support Grant, Stanford Graduate School of Education (\$6,000)
2017-2018	Dissertation Grant, Stanford Freeman Spogli Institute (\$15,000)
2017-2018	Technology for Equity in Learning Opportunities Award, Stanford Graduate School of Education (\$7,500)
2015-2016	The Karr Family Fellowship, Stanford Center for Education Policy Analysis
2013-2014	The I. James and Viola Quillen Fellowship, Stanford Graduate School of Education
2011	Best Paper Award, Deloitte Tax Championship, China
2011	Outstanding Graduate, Department of Public Finance, Peking University
2011	Excellent Graduate Thesis, Department of Public Finance, Peking University

INVITED TALKS

2019	“Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”, Department of Public Policy, University of Connecticut.
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“Causes and Consequences of Student Absences in Secondary School”, Taubman Center for American Politics and Policy, Brown University.

“Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”, School of Education, University of California at Irvine.

PRESENTATIONS

- Scheduled “The Short- and Long-Run Impacts of Secondary School Absence”, LERA in Conjunction with ASSA/AEA, San Diego, CA.
- 2019 “Employee Absences, Temporary Workers, and Productivity: Evidence from Regular and Substitute Teachers”, AEFPP 2019 Conference, Kansas City, Missouri.
- “Causes and Consequences of Student Absences in Secondary School”, AEFPP 2019 Conference, Kansas City, Missouri.
- 2018 “Employee Absences, Temporary Workers, and Productivity: Evidence from Regular and Substitute Teachers”, APPAM Conference, Washington DC.
- 2017 “Looking into Classrooms: Using Text-As-Data Methods to Understand Beneficial Teacher Practices at Scale”, APPAM Conference, Chicago.
- “Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”, APPAM Conference, Chicago; SREE Conference, Washington DC.
- “Peer Interaction and Social Roles: Measuring Peer Effects in Online Higher Education Classrooms”, AEFPP Conference, Washington DC.
- 2016 “Connections Matter: How Interactive Peers Affect Students in Online College Courses”, GESIS Computational Social Science Winter Symposium, Cologne, Germany.
- “Teacher Effects on Student Attendance in Secondary School”, AEFPP conference, Denver, Colorado.
- 2015 “Peer Mechanism: How Interactive Peers Affect Students in Online College Courses”, APPAM Conference, Miami, Florida.

TEACHING EXPERIENCE

2019	Annenberg Undergraduate Fellowship in Education and Social Policy, Brown, Program Designer and Instructor
2018	Introduction to Test Theory, Stanford, Teaching Assistant
2017	Education Policy in the United States, Stanford, Teaching Assistant
2016	Statistical Analysis in Education: Regression, Stanford, Teaching Assistant
2014	Economics of Education in the Global Economy, Stanford, Teaching Assistant

SERVICES

Referee	<i>AERA Open, Economic Inquiry, Education Researcher, Educational Evaluation and Policy Analysis, the Elementary School Journal, Journal of Research on Educational Effectiveness, Economics of Education Review</i>
University	Student Liaison, Stanford Institute for Research in the Social Sciences (2015-2018)
Memberships	Association for Education Finance and Policy (AEFP) Association for Public Policy and Management (APPAM) American Education Research Association (AERA) Society for Research on Educational Effectiveness (SREE)