

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
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GRANTS, AWARDS, AND FELLOWSHIPS

2019-2020	Spencer Small Grant, PI: Jing Liu, Co-PI: Seth Gershenson (\$50,000) “The Impact of Class Absences on Student Achievement in Secondary School”
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

PEER-REVIEWED PUBLICATIONS

Penner, E., Rochmes, J., **Liu, J.**, Solanki, S., Loeb, S. (forthcoming), “Differing View of Equity: How Prospective Educators Perceive Their Role in Closing Achievement Gaps”. *RSF: The Russell Sage Foundation Journal of Social Sciences*.

Bo, S., **Liu, J.**, Shiu, J., Song, Y., Zhou, S. (2018), “Admission Mechanisms and Mismatches between Colleges and Students: Evidence from A Large Administrative Dataset from China”. *Economics of Education Review*.

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

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.

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

Liu, J. & Loeb, S. (2019), “Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”. (Conditionally accepted at *Journal of Human Resources*)

Sun, M., **Liu, J.**, Zhu, JM., LeClair, Z. (2019), “Using a Text-as-Data Approach to Understand Reform Processes: A Deep Exploration of School Improvement Strategies”. (Revise & Resubmit at *Education Evaluation and Policy Analysis*)

Liu, J., “Measuring Beneficial Teacher Practices at Scale: A Novel Application of Text-as-Data Methods”

Liu, J., Loeb, S., & Shi, Y. (2019), “Employee Absences, Temporary Workers, and Productivity: Evidence from Regular and Substitute Teachers”.

WORK IN PROGRESS

“Causes and Consequences of Exclusionary Discipline”

“The Impact of Class Absences on Student Achievement in Secondary School” (with Seth Gershenson & Monica Lee)

“Simulated Classrooms and Teacher Bias” (with Julia Cohen & Vivian Wong)

“Teacher-Student Race Match and Student Attendance in Secondary School” (with Susanna Loeb & Sam Trejo)

OTHER PUBLICATIONS

Liu, J. (2017), “It’s Time to Ask Why Postsecondary Online Learning Is Not Working Well”, *Inside Higher Ed*, June 21, 2017.

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.

PRESENTATIONS

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

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 *AERA Open, Economic Inquiry, Education Researcher, the Elementary School Journal, Journal of Research on Educational Effectiveness, Economics of Education Review*

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)