

# JING LIU

## Curriculum Vitae

Notarization. I have read the following and certify that this curriculum vitae is a current and accurate statement of my professional record.

Signature

Date

---

### PERSONAL INFORMATION

#### Contact Information

Name: Liu, Jing  
Work: 2203 Benjamin Building, University of Maryland, MD 20740  
Email: [jliu28@umd.edu](mailto:jliu28@umd.edu)  
Website: <https://education.umd.edu/directory/jing-liu>

#### Academic Appointments at University of Maryland College Park (UMD)

Assistant Professor in Education Policy, University of Maryland College Park 2020-Present

#### Educational Background

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

#### Other Employment and Affiliation

Faculty Associate, Maryland Population Research Center 2023-Present  
Steering Committee, Maryland Equity Project, UMD 2020-Present  
Board Member, Baltimore Education Research Consortium 2021-Present  
Research Advisory Board Member, DC Education Research Collaborative 2021-Present  
Research Affiliate, IZA Institute of Labor Economics 2021-Present  
Principal Investigator, Maryland Longitudinal Data System Center 2020-Present  
Postdoctoral Research Associate, Annenberg Institute, Brown University 2018-2020  
Visiting Professor, Annenberg Institute, Brown University 2020-2022

## Refereed Journals

### *Refereed Journal Articles*

15. Liu, J., Penner, E., Gao, W. (Forthcoming), “Troublemakers? The Role of Frequent Teacher Referrers in Expanding Racial Disciplinary Disproportionalities”. *Educational Researcher*  
\* Press coverage: AERA Communications, EducationWeek
14. Demszky, D., Liu, J., Hill, H., Jurafsky, D., Piech, C. (Forthcoming), “Can Automated Feedback Improve Teachers’ Uptake of Student Ideas? Evidence from a Randomized Controlled Trial in a Large-Scale Online Course”. *Educational Evaluation and Policy Analysis*  
\* Press coverage: Stanford News
13. Liu, J., Hayes, M., Gershenson, S. (Forthcoming), “From Referrals to Suspensions: New Evidence on Racial Disparities in Exclusionary Discipline”. *Journal of Urban Economics*.
12. Hayes, M., Liu, J., Gershenson, S. (2023), “Who Refers Whom? The Effects of Teacher Characteristics on Disciplinary Office Referrals”. *Economics of Education Review*, 102376
11. Liu, J., Loeb, S., & Shi, Y. (2022), “More Than Shortages: The Unequal Distribution of Substitute Teaching”. *Education Finance and Policy*, 17(2), 285–308.  
\*Press coverage: Fordham Institute, NBC News, National Council on Teacher Quality
10. Liu, J. & Cohen, J. (2021), “Measuring Teaching Practices at Scale: A Novel Application of Text-as-Data Methods”. *Educational Evaluation and Policy Analysis*, 43(4), 587-614.  
\*Press coverage: Fordham Institute
9. Liu, J., Lee, M., & Gershenson, S. (2021), “The Short- and Long-Run Impacts of Secondary School Absences”. *Journal of Public Economics*, 199, 104441.
8. Liu, J. & Loeb, S. (2021), “Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”. *Journal of Human Resources*, 56(2), 343-379. [Lead Article].  
\*Press coverage: Chalkbeat, FutureEd, EducationDive, National Council on Teacher Quality
7. Kuhfeld, M., Soland J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J.. (2020), Projecting the Potential Impacts of COVID-19 School Closures on Academic Achievement”. *Educational Researcher*, 49(8), 549-565.  
\*Press coverage: New York Times
6. 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”. *Educational Evaluation and Policy Analysis*, 41(4), 510-536.

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.

### ***Refereed Conference Proceedings & Policy Reports***

4. Demszky, D. & Liu, J., (2023), “M-Powering Teachers: Natural Language Processing Powered Feedback Improves 1:1 Instruction and Student Outcomes”, *Proceedings of the Tenth ACM Conference on Learning @ Scale*.
3. Alic III, S., Demszky, D., Mancenido, Z., Liu, J., Hill, H., & Jurafsky, D. (2022), “Computationally Identifying Funneling and Focusing Questions in Classroom Discourse”, *Proceedings of the 17th Workshop on Innovative Use of NLP for Building Educational Applications (BEA)*, pp. 224–233.
2. Liu, J., (2022) ”Imperfect Attendance: Toward A Fairer Measure of Student Absenteeism”, Washington D.C.: Thomas B. Fordham Institute.  
\*Press coverage: K-12Dive, The 74 Million
1. Demszky, D., Liu, J., Cohen, J., Hill, H., Mancenido, Z., Jurafsky, D., & Hashimoto, T. (2021), “Measuring Conversational Uptake: A Case Study on Student-Teacher Interactions”, *Proceedings of the 59th Annual Meeting of the Association for Computational Linguistics (ACL)*.

### **Conferences, Workshops, and Talks**

#### ***Invited Talks***

Notes: Invited talks are grouped by paper/analysis.

5. Liu, J., Hayes, M., Gershenson, S., “From Referrals to Suspensions: New Evidence on Racial Disparities in Exclusionary Discipline”.  
\* Paper presented at the seminar series by UMD’s School of Public Health (2022, December)  
\* Paper presented at the seminar series by George Mason University’s EdPolicyForward (2021, December)
4. Liu, J., (2022) ”Imperfect Attendance: Toward A Fairer Measure of Student Absenteeism”.  
\* Paper presented at the Network to Advance State Attendance Policy and Practice Meeting (2022, December)
3. Demszky, D., Liu, J., Hill, H., Jurafsky, D., Piech, C., “Can Automated Feedback Improve Teachers’ Uptake of Student Ideas? Evidence from a Randomized Controlled Trial in a Large-Scale Online Course”.  
\* Paper presented at the seminar series by UMD’s Computational Linguistics and Information Processing. UMD (2022, February)  
\* Paper presented at the seminar series by the University of Oslo. Online (2021, December)
2. Kuhfeld, M., Soland J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J.. (2020), Projecting the Potential Impacts of COVID-19 School Closures on Academic Achievement”.  
\*Paper presented at University System of Maryland Board of Regents Meeting, Online (2020, December)  
\*Paper presented at the Maryland Longitudinal Data System Center, Online (2020, December)  
\*Paper presented at the Shanghai International Studies University, Online (2021, April)
1. Liu, J. & Loeb, S. (2021), “Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”.  
\* Paper presented at UMD’s College of Education, College Park, MD (2020, November)  
\* Paper presented at University of Connecticut’s Department of Public Policy, Hartford, CT (2020, March).  
\* Paper presented at the Northwest Evaluation Association (NWEA). Portland, OR (2020, September).  
\* Paper presented at University of California at Irvine’s School of Education, Irvine, CA (2019, November)  
\* Paper presented at Brown University’s Walton School of International and Public Affairs, Providence, RI (2019, November)

### ***Refereed Presentations***

Notes: Presentations are grouped by paper/analysis—rather than by conference—as some have been presented to multiple audiences, with updated analyses or findings between each. Only those papers presented by J. Liu or by a graduate student (in close collaboration with J. Liu) are included.

8. Liu, J., Penner, E., Gao, W., “Troublemakers? The Role of Frequent Teacher Referrers in Expanding Racial Disciplinary Disproportionalities”.  
\* Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference. (2022, November).
7. Liu, J., Hayes, M., Gershenson, S., “From Referrals to Suspensions: New Evidence on Racial Disparities in Exclusionary Discipline”.  
\* Paper presented at the Society of Labor Economists Annual Conference. Online. (2021, May)
6. Liu, J., Lee, M., “Beyond Chronic Absenteeism: The Dynamics and Disparities of Class-Absences in Secondary School”.  
\* Paper presented at the annual conference of the Association for Education Finance and Policy. Kansas City, MO (2019, March).
5. Liu, J. & Cohen, J., “Measuring Teaching Practices at Scale: A Novel Application of Text-as-Data Methods”.  
\* Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference. Chicago, IL (2017, November).
4. Liu, J., Loeb, S., & Shi, Y. (2022), “More Than Shortages: The Unequal Distribution of Substitute Teaching”.  
\* Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference. Washington D.C. (2018, November).  
\*Paper presented at the Society for Research on Educational Effectiveness Annual Conference, Washington D.C.,(2017, March).
3. Liu, J., Kulfeld, M., Lee, M., Song, D., “Noncognitive Factors and Student Long-Run Success: Comparing the Predictive Validity of Observable Academic Behaviors and Social Emotional Skills”.  
\* Paper presented at the Society for Research on Educational Effectiveness Annual Conference. Online. (2021).  
\* Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference. Online. (2021, November).
2. Liu, J. & Loeb, S. (2021), “Engaging Teachers: Measuring Teacher’s Impact on Student Attendance in Secondary School”.  
\* Paper presented at the annual conference of the Association for Education Finance and Policy. Chicago, IL (2017, November).

\* Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference. Denver, CO. (2016, November).

1. Bettinger, E., Liu, J., Loeb, S., “Connections Matter: How Interactive Peers Affect Students in Online College Courses”.  
\*Paper presented at the Association for Public Policy Analysis and Management Annual Fall Research Conference. Miami, Florida (2015, November).  
\*Paper presented at the GESIS Computational Social Science Winter Symposium. Cologne, Germany (2016, December)

## **Professional and Extension Publications**

### ***Pre-print/Working Papers***

3. Blazar, D., Conrad, C., & Liu, J., “Computer Science for All? The Impact of Access to CS Courses on Student Short- and Long-Run Outcomes”.
2. Liu, J., Lee, M., “Beyond Chronic Absenteeism: The Dynamics and Disparities of Class-Absences in Secondary School”. (*under review*)  
\*Press coverage: The 74 Million, Chalkbeat
1. Liu, J., Kuhfeld, M., Lee, M., Song, D., “Noncognitive Factors and Student Long-Run Success: Comparing the Predictive Validity of Observable Academic Behaviors and Social Emotional Skills”. (*revise & resubmit in Educational Policy*)

### ***Policy Briefs/Op-eds***

6. Liu, J. (2023), Disciplinary Referrals, Teachers, and The Sources of Racial Disciplinary Disproportionalities, *Brookings Brown Center Chalkboard*, January 30, 2023
5. Liu, J. and Cohen, J. (2021), Natural Language Processing May Provide A New Perspective on Effective Teaching, *Brookings Brown Center Chalkboard*, May 17, 2021
4. Liu, J. (2020), “America Faces A Substitute Teacher Shortage—and Disadvantaged Schools Are Hit Hardest”, *Brookings Brown Center Chalkboard*, October 21, 2020.
3. Kuhfeld, M., Soland J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020), ”The Impact of COVID 19 on Student Achievement and What It May Mean for Educators”, *Brookings Brown Center Chalkboard*, May 27, 2020.
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.

## Sponsored Research and Programs

### *Grants*

7. *Co-Principal Investigator.* “Integration of Computer-Assisted Methods and Human Interactions to Understand Lesson Plan Quality and Teaching to Advance Middle-Grade Mathematics Instruction,” the National Science Foundation with Principal Investigator Min Sun and Co-Principal Investigators Wei Ai, Melissa Boston, and Lorraine Males (\$1,499,989; 2023-2027)
6. *Principal Investigator.* “M-Powering Teachers II: A Machine Learning Tool for Mathematics Instruction Measurement and Feedback,” the Melinda & Bill Gates Foundation with Co-Principal Investigators Heather Hill and Dora Demszky (\$400,000; 2023-2025)
5. *Principal Investigator.* “M-Powering Teachers: A Machine Learning Tool for Mathematics Instruction Measurement and Feedback,” the Learning Agency with Co-Principal Investigators Heather Hill and Dora Demszky (\$249,978; 2022-2024)
4. *Consultant.* “NEXUS: Nurturing EXcellence for Undergraduate Success”, the Abell Foundation (\$19,773 to UMD; 2022-2023)
3. *Principal Investigator.* “Imperfect Attendance: Toward A Fairer Measure of Student Absentees”, the Fordham Institute (\$37,500; 2021-2022)
2. *Principal Investigator.* “The Impact of School Quality on Student Educational Attainment and Labor Market,” Maryland Longitudinal Data System Center (\$10,000; 2021-2023)
1. *Principal Investigator.* “The Short- and Long-Run Impacts of Secondary School Absence,” the Spencer Foundation with Co-Principal Investigator Seth Gershenson (\$50,000, 2019-2020)

### *Internal University Grants*

5. *Principal Investigator.* “M-Powering Teachers: Using Machine Learning to Measure and Improve Equity in K-12 Mathematics Classrooms,” Grand Challenge Grants Program, Team Project, University of Maryland, with Co-Principal Investigators Wei Ai and Carol Espy-Wilson (\$1,048,518; 2023-2025)
4. *Principal Investigator.* “Unpacking the Origins of Racial Disparities in Exclusionary Discipline - A Descriptive Analysis of the Referral Process”, Faculty-Student Research Award (FSRA), University of Maryland (\$10,000; 2022-2023)

3. Support Program for Advancing Research and Collaboration (SPARC) New Assistant Professor Award, College of Education, University of Maryland (\$15,000; 2021-2022)
2. Dissertation Support Grant, Stanford Graduate School of Education (\$6,000; 2017-2018)
1. Dissertation Grant, Stanford Freeman Spogli Institute (\$15,000; 2017-2018)

***Research Fellowships, Prizes and Awards***

12. Winner, the Future of K-12 Education Data Design Challenge, US Chamber of Commerce Foundation (\$30,000; 2023)
11. Honoree, Maryland Research Excellence Celebration (2023)
10. EdResearch for Action Writing Fellows, Results for America & Annenberg Institute, Brown University (2023-2024)
9. Emerging Education Policy Scholar, the Thomas B. Fordham Institute and the American Enterprise Institute (2019-2020)
8. National Academy of Education/Spencer Dissertation Fellowship (\$27,500; 2017-2018)
7. Shultz Graduate Student Fellowship in Economic Policy, Stanford Institute for Economic Policy Research (\$17,500; 2017-2018)
6. Technology for Equity in Learning Opportunities Award, Stanford Graduate School of Education (\$7,500; 2017-2018)
5. The Karr Family Fellowship, Stanford Center for Education Policy Analysis (2014-2015)
4. The I. James and Viola Quillen Fellowship, Stanford Graduate School of Education (2013-2014)
3. Best Paper Award, Deloitte Tax Championship, China (\$1,000; 2011)
2. Outstanding Graduate, Department of Public Finance, Peking University (2011)
1. Excellent Graduate Thesis, Department of Public Finance, Peking University (2011)

**TEACHING, EXTENSION, MENTORING, AND ADVISING**

**Courses Taught**



6. TLPL788M: Research and Writing for Publication (1 credit, 1 per semester); taught once, 2021-current; approx. 14 students/class.
5. TLPL 670/PLCY 688B: Economics of Education (3 credits, 1 per semester); taught once, 2022-2023; approx. 14 students/class.
4. TLPL 788D: Data Management for Social Science Research (1 credit, 1 per semester); taught once; 2021-2022; approx. 7 students/class
3. TLPL 765: Quantitative Analysis of Education Policy Analysis (3 credits, 1 per semester); taught three times, 2020-present; approx. 10 students/class.
2. TLPL 788X: Policy Analysis of the Education Workforce (3 credits, 1 per semester); taught twice, 2020-2022; approx. 7 students/class.
1. Annenberg Undergraduate Fellowship in Education and Social Policy (Brown University), 2019; 9 students; Program Designer and Instructor

## **Teaching Innovations**

### ***Course Developed***

3. TLPL788M: Research and Writing for Publication
2. TLPL 765: Quantitative Analysis of Education Policy Analysis
1. TLPL 788X: Policy Analysis of the Education Workforce

### ***Program Development***

2. TLPL Doctoral Seminar: Designed a one credit course offered each semester for doctoral students to practice presentations, share research ideas, and attend research talks by external speakers (2021-present)
1. TLPL Quantitative Research Methods: Collaborate with two colleagues to revise requirements and build four-course sequence (2020 – present)

## **Advising: Research or Clinical**

### ***Master's***

1. Ariel Rivers (MA advisor; Education Policy; expected graduation summer 2023)

### ***Doctoral: Advisor***

5. Matthew McCrea (PhD advisor; Education Policy; 2022 – present)
4. Max Anthenelli (PhD advisor; Education Policy; 2022 – present)
3. Youngsun Lee (PhD advisor; Education Policy; 2022 – present)
2. Ting-Yu Chung (PhD advisor; Education Policy; 2021 – present)
1. Wenjing Gao (PhD advisor; Education Policy; 2021 – present)

### ***Doctoral: Dissertation Committee Member***

2. Francisco Lagos Marin (PhD committee; Education Policy; graduated 2022)
1. Robert Reed Senter (PhD committee; Special Education; graduated 2022)

## **SERVICE AND OUTREACH**

### **Reviewing Activities for Journals and Presses**

- AERA Open
- American Education Research Journal
- Child Development
- Developmental Psychology
- Economic Inquiry
- Economics of Education Review
- Education Researcher
- Educational Evaluation and Policy Analysis
- The Elementary School Journal
- Journal of Labor Economics
- Journal of Public Economics
- Journal of Research on Educational Effectiveness
- Journal of Policy Analysis and Management
- Journal of Economic Behavior and Organization
- The High School Journal

### **Committees, Professional and Campus Service**

#### ***Campus Service – Department***

1. Member, Faculty Search Committee: Education Policy 2022–2023

#### ***Campus Service – College***

3. Member, Review Committee for Research-Practice Partnership COE Grant 2021-2022
2. Member, Search Committee for Grant Writer in the College’s Research Office 2022–2023
1. Member, College Senate 2021-2023

#### ***Leadership Roles in Conferences and Professional Organizations***

2. Founding Member, Chinese Education Finance and Policy Association 2020-present
1. Member, Program Committee for the Society of Labor Economists Annual Conference 2022-2023