

# Jing Liu

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[Google Scholar](#)

[Personal Website](#)

## 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

## Academic Appointments

### **University of Maryland College Park**

Assistant Professor in Education Policy, College of Education	2020-Present
Faculty Affiliate, Value-Centered Artificial Intelligence	2023-Present
Faculty Associate, Human Computer Interaction Lab	2023-Present
Faculty Associate, Maryland Population Research Center	2023-Present
Steering Committee, Maryland Equity Project	2020-Present

### **Brown University**

Postdoctoral Research Associate, Annenberg Institute	2018-2020
Visiting Professor, Annenberg Institute	2020-2022

## Other Employment and Affiliation

Research Affiliate, IZA Institute of Labor Economics	2021-Present
Board Member, Baltimore Education Research Consortium	2021-Present
Principal Investigator, Maryland Longitudinal Data System Center	2020-Present
Research Advisory Board Member, DC Education Research Collaborative	2021-2023

## Refereed Journals

### *Refereed Journal Articles*

16. Liu, J., Kulfeld, M., Lee, M. (Forthcoming). Noncognitive Factors and Student Long-Run Success: Comparing the Predictive Validity of Observable Academic Behaviors and Social Emotional Skills. *Educational Policy*. DOI:10.1177/08959048231209262

15. 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* DOI: [10.3102/01623737231169270](https://doi.org/10.3102/01623737231169270)  
\*Press coverage: [Stanford News](#), [EducationWeek](#)
14. [Liu, J.](#), Hayes, M., Gershenson, S. (Forthcoming). From Referrals to Suspensions: New Evidence on Racial Disparities in Exclusionary Discipline. *Journal of Urban Economics*. DOI: [10.1016/j.jue.2022.103453](https://doi.org/10.1016/j.jue.2022.103453)
13. [Liu, J.](#), Penner, E., Gao, W. (2023). Troublemakers? The Role of Frequent Teacher Referrers in Expanding Racial Disciplinary Disproportionalities *Educational Researcher*. DOI: [10.3102/0013189X231179649](https://doi.org/10.3102/0013189X231179649)  
\*Press coverage: [AERA Communications](#), [EducationWeek](#), [Diverse: Issues in Higher Education](#), [EdSurge](#)
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. DOI: [10.1016/j.econedurev.2023.102376](https://doi.org/10.1016/j.econedurev.2023.102376)
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. DOI: [10.1162/edfp\\_a00329](https://doi.org/10.1162/edfp_a00329)  
\*Press coverage: [Fordham Institute](#), [NBC News](#), [National Council on Teacher Quality](#), [K-12Dive](#)
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. DOI: [10.3102/01623737211009267](https://doi.org/10.3102/01623737211009267)  
\*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. DOI: [10.1016/j.jpubeco.2021.104441](https://doi.org/10.1016/j.jpubeco.2021.104441)
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. DOI: [10.3368/jhr.56.2.1216-8430r3](https://doi.org/10.3368/jhr.56.2.1216-8430r3) [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. DOI: [10.3102/0013189X20965918](https://doi.org/10.3102/0013189X20965918)  
\*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. DOI: [10.3102/0162373719869318](https://doi.org/10.3102/0162373719869318)
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. DOI: [10.7758/rsf.2019.5.3.06](https://doi.org/10.7758/rsf.2019.5.3.06)
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. DOI: [10.1016/j.econedurev.2018.12.004](https://doi.org/10.1016/j.econedurev.2018.12.004)
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). DOI: [10.1016/j.econedurev.2018.12.004](https://doi.org/10.1016/j.econedurev.2018.12.004)  
\*Press coverage: [Education Week](#), [Stanford News](#)
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. DOI: [10.1002/pam.21932](https://doi.org/10.1002/pam.21932)
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*. DOI: [10.1145/3573051.3593379](https://doi.org/10.1145/3573051.3593379)
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. DOI: [10.48550/arXiv:2208.04715](https://doi.org/10.48550/arXiv:2208.04715)
2. Liu, J. (2022). Imperfect Attendance: Toward A Fairer Measure of Student Absenteeism. Washington D.C.: Thomas B. Fordham Institute. [Link](#)  
\*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*. DOI: [10.18653/v1/2021.acl-long.130](https://doi.org/10.18653/v1/2021.acl-long.130)

### ***Working Papers***

5. Demszky, D., Liu, J., Sanghi, S., Chung, T., Hill, H. “Improving Teachers’ Questioning Quality through Automated Feedback: A Mixed-Methods Randomized Controlled Trial in Brick-and-Mortar Classrooms”. (*under review*)
4. Himmelsbach, Z., Hill, H., Liu, J., Demszky, D. “A Quantitative Study of Mathematical Language in Classrooms”. (*under review*)
3. Adel, A., Liu, J., Ai, W., Demszky, D., Espy-Wilson, C. “Kid-Whisper: Towards Bridging the Gap in Automatic Speech Recognition for Children”. (*under review*)
2. Liu, J., Conrad, C., Blazar, D. “Computer Science for All? The Impact of High School Computer Science Courses on College Majors and Earnings”.
1. Liu, J., Lee, M. “Beyond Chronic Absenteeism: The Dynamics and Disparities of Class-Absences in Secondary School”.  
\*Press coverage: [The 74 Million](#), [Chalkbeat](#)

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

8. Demszky, D., Bush, J., D’Mello, S., Jacobs, J., Hau, I., Hill, H., Liu, J., Loeb, S., Maples, K., Pokorny, R., Rascoff, M., Robinson, J., Yeager, D., Wentworth, L. (2023). “[Empowering Educators via Language Technology.](#)”
7. Liu, J., Demszky, D., Hill, H. (2023). “[AI Can Make Education More Personal \(Yes, Really\).](#)” *Education Week*.
6. Liu, J. (2023). “[Disciplinary Referrals, Teachers, and The Sources of Racial Disciplinary Disproportionalities.](#)” *Brookings Brown Center Chalkboard*.
5. Liu, J. and Cohen, J. (2021). “[Natural Language Processing May Provide A New Perspective on Effective Teaching.](#)” *Brookings Brown Center Chalkboard*.
4. Liu, J. (2020). “[America Faces A Substitute Teacher Shortage—and Disadvantaged Schools Are Hit Hardest.](#)” *Brookings Brown Center Chalkboard*.
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*.
2. Liu, J. (2017). “It’s Time to Ask Why Postsecondary Online Learning Is Not Working Well.” *Inside Higher Ed*.

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\*.](#)

## Sponsored Research and Programs

### *External Grants*

9. *Principal Investigator*. “Can Identifying and Supporting Frequent Teacher Referrers Reduce Racial Disciplinary Disproportionalities? A Planning Study for A Field Experiment.” Co-PI: Emily Penner. (Arnold Ventures; \$94,886; 2024)
8. *Co-Principal Investigator*. “Scaffolding Automated Feedback for Teachers.” PI: Dora Demszky; Co-PIs: Heather Hill, Janet Carlson. (National Science Foundation; \$200,000; 2023-2024)
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.” PI: Min Sun; Co-PIs: Wei Ai, Lorraine Males, and Melissa Boston. (National Science Foundation; \$1,490,000; 2023-2027)
6. *Principal Investigator*. “M-Powering Teachers II: A Machine Learning Tool for Mathematics Instruction Measurement and Feedback.” Co-PIs: Heather Hill and Dora Demszky (Bill & Melinda Gates Foundation; \$400,000; 2023-2025)
5. *Principal Investigator*. “M-Powering Teachers: A Machine Learning Tool for Mathematics Instruction Measurement and Feedback.” Co-PIs: Heather Hill and Dora Demszky (Learning Agency; \$249,978; 2022-2024)
4. *Co-Principal Investigator*. “NEXUS: Nurturing EXcellence for Undergraduate Success.” PI: Nancy Shapiro. (Abell Foundation; \$19,773; 2022-2023)
3. *Principal Investigator*. “Imperfect Attendance: Toward A Fairer Measure of Student Absentees”. (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.” Co-PI: Seth Gershenson (Spencer Foundation; \$50,000, 2019-2020)

### *Internal University Grants*

6. *Principal Investigator*. “Access, Impact, and the Computer Science Teacher Pipeline: A Systematic Study on the Expansion of Computer Science Courses in Maryland’s High Schools” (University System of Maryland; \$37,857; 2023-2024)
5. *Principal Investigator*. “M-Powering Teachers: Using Machine Learning to Measure and Improve Equity in K-12 Mathematics Classrooms,” Grand Challenge Grants Program. Co-PIs: Wei Ai and Carol Espy-Wilson (University of Maryland; \$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. (University of Maryland; \$10,000; 2022-2023)
3. Support Program for Advancing Research and Collaboration (SPARC) New Assistant Professor Award. (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)

## Conferences, Workshops, and Talks

### *Invited Talks*

- 2024 (Scheduled): SFUSD Research Partnership Meeting, University of Virginia EdPolicy-Works.
19. Liu, J. (2023, October). *Harnessing the Power of AI to Support Educators with Automated Feedback*. Value-Centered Artificial Intelligence Colloquium, University of Maryland.
  18. Liu, J. (2023, October). *Troublemakers? The Role of Frequent Teacher Referrers in Expanding Racial Disciplinary Disproportionalities*. Coalition for Educational Equity, University of Pennsylvania.
  17. Liu, J. (2023, August). *Harnessing the Power of Artificial Intelligence to Support Teachers*. China Institute for Educational Finance Research, Peking University.
  16. Liu, J. (2023, July). *Unpacking the Origins of Educational Inequality—The Case of Exclusionary Discipline*. Institute of Economics of Education, Peking University.
  15. Liu, J. (2023, May). *Postsecondary Success of Baltimore City students at USM Institutions*. Board of Regents Meeting, University System of Maryland.
  14. Liu, J. (2023, April). Key Note Speech: *Harnessing the Power of Artificial Intelligence to Support Teachers: A Novel Tool for Mathematics Instruction Measurement and Feedback*. Advancing Equity and Inclusion in Math Education with the Algebra Project, AI, and Mindset, University of Baltimore.
  13. Liu, J. (2022, December). *From Referrals to Suspensions: New Evidence on Racial Disparities in Exclusionary Discipline*. School of Public Health, University of Maryland.
  12. Liu, J., (2022, December). *Imperfect Attendance: Toward A Fairer Measure of Student Absenteeism*. Network to Advance State Attendance Policy and Practice Meeting, Attendance Works.

11. Liu, J. (2022, February). *Can Automated Feedback Improve Teachers' Uptake of Student Ideas? Evidence from a Randomized Controlled Trial in a Large-Scale Online Course*. Computational Linguistics and Information Processing Colloquium, University of Maryland.
10. Liu, J. (2021, December). *From Referrals to Suspensions: New Evidence on Racial Disparities in Exclusionary Discipline*. EdPolicyForward, George Mason University.
9. Liu, J. (2021, December). *Can Automated Feedback Improve Teachers' Uptake of Student Ideas? Evidence from a Randomized Controlled Trial in a Large-Scale Online Course*. QUINT Observation System Seminar Series, University of Oslo.
8. Liu, J. (2020, December). *Projecting the Potential Impacts of COVID-19 School Closures on Academic Achievement*. Board of Regents Meeting, University System of Maryland.
7. Liu, J. (2020, December). *Projecting the Potential Impacts of COVID-19 School Closures on Academic Achievement*. Maryland Longitudinal Data System Center.
6. Liu, J. (2021, April). *Projecting the Potential Impacts of COVID-19 School Closures on Academic Achievement*. Shanghai International Studies University.
5. Liu, J. (2020, November). *Engaging Teachers: Measuring Teacher's Impact on Student Attendance in Secondary School*. College of Education, University of Maryland.
4. Liu, J. (2020, September). *Engaging Teachers: Measuring Teacher's Impact on Student Attendance in Secondary School*. School of Education, University of California at Irvine.
3. Liu, J. (2020, March). *Engaging Teachers: Measuring Teacher's Impact on Student Attendance in Secondary School*. Department of Public Policy, University of Connecticut.
2. Liu, J. (2019, November). *Engaging Teachers: Measuring Teacher's Impact on Student Attendance in Secondary School*. Northwest Evaluation Association (NWEA).
1. Liu, J. (2019, November). *Engaging Teachers: Measuring Teacher's Impact on Student Attendance in Secondary School*. Walton School of International and Public Affairs, Brown University.

### ***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.

9. Hayes, M., Liu, J., Gershenson, S. “Who Refers Whom? The Effects of Teacher Characteristics on Disciplinary Office Referrals”.



- \* Paper presented at the annual conference of the Association for Education Finance and Policy. Denver, CO (2023, March).
8. Liu, J., Penner, E., Gao, W., “Troublemakers? The Role of Frequent Teacher Referrers in Expanding Racial Disciplinary Disproportionalities”.  
 \* Paper presented at the annual conference of the Association for Education Finance and Policy. Denver, CO (2023, March).  
 \* 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 Association for Education Finance and Policy Annual Conference. 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)

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

### **Training Programs**

2. *Invited Instructor*: Innovation Science for Education Analytics (ISEA): A Data Science Training Program to Advance Educational Research and Practice (2024, Training Grant Awarded by IES: \$799,992).
1. *Program Designer and Instructor*: Annenberg Undergraduate Fellowship in Education and Social Policy (2019, Brown University).

### **Courses Taught**

5. TLPL788M: Research and Writing for Publication (1 credit, 1 per semester); taught twice, 2021-current.
4. TLPL 670/PLCY 688B: Economics of Education (3 credits, 1 per semester); taught once, 2022-2023.
3. TLPL 788D: Data Management for Social Science Research (1 credit, 1 per semester); taught once; 2021-2022.
2. TLPL 765: Quantitative Analysis of Education Policy Analysis (3 credits, 1 per semester); taught four times, 2020-present.
1. TLPL 788X: Policy Analysis of the Education Workforce (3 credits, 1 per semester); taught twice, 2020-2022.

### **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 a four-course sequence (2020 – present)

### Advising: Research or Clinical

#### *Master's: Advisor*

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

#### *Doctoral: Advisor*

6. Jiseung Yoo (PhD advisor; Education Policy; 2023 – present)
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, Contemporary Economic Policy, Computers & Education, Child Development, China Economic Review, 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, Urban Education.*

### Committees, Professional and Campus Service

#### *Campus Service – University*

1. Member, A working group commissioned by the Provost to conduct a strategic planning on UMD's AI research and education 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

***Campus Service – Department***

2. Division 3 Representative, TLPL Graduate Research and Education Committee 2023-2024
1. Member, Faculty Search Committee: Education Policy 2022–2023

***Services in Conferences and Professional Organizations***

5. Proposal Reviewer, NSF Methodology, Measurement, and Statistics Program 2023
4. Organizer, Stanford NLP x Instruction Forum 2023
3. Founding Member, Chinese Education Finance and Policy Association 2020-present
2. Proposal Reviewer, the American Education Finance and Policy Association Annual Conference 2022, 2024
1. Program Committee, the Society of Labor Economists Annual Conference 2023