

KEVIN NG
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CORNELL UNIVERSITY

Office Contact Information

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Undergraduate Studies:

Bachelor of Science, Mathematics, Ramapo College of New Jersey, Summa Cum Laude, 2016
Minor: Economics. Teacher Certification, Honors Program.

Graduate Studies:

Cornell University, 2016 to Present
Ph.D. Candidate in Economics
Thesis Title: “Selecting and Incentivizing High Quality Teachers”
Expected Completion Date: May 2022

References:

Professor Michael Lovenheim
Cornell University
mfl55@cornell.edu

Assistant Professor Evan Riehl
Cornell University
eriehl@cornell.edu

Assistant Professor Zhuan Pei
Cornell University
zhuan.pei@cornell.edu

Fields:

Primary field: Labor Economics
Secondary field: Economics of Education
Completed Sequences: Labor Economics, Empirical Strategies, First Year (FY) Microeconomics, FY Macroeconomics, and FY Econometrics

Teaching Experience:

Spring, 2020	Introductory Labor Economics, Cornell University, Teaching Assistant
Fall, 2017	Introductory Microeconomics, Cornell University, Teaching Assistant
Spring, 2016	Algebra I and II and Precalculus, Bergen County Academies, Student Teacher
2013-2015	Remedial Math, Ramapo College Reclaim My Math Program, Student Instructor
2013-2016	Assorted Classes, River Dell Regional School District, Substitute Teacher
2013-2015	Calculus and Statistics, Ramapo College Office of Specialized Services, Tutor

Research Experience and Other Employment:

2018-2020	Cornell University, Labor Economics Research Assistant for Evan Riehl
2015-2016	Ramapo College of New Jersey, Economics Research Assistant for Jason Hecht
2013-2014	Eastern Economics Association, Student Intern
2013-2016	VP of Statistics and Analytics, Atlantic Baseball Confederation Collegiate League

Professional Activities:

2018-Present	Referee, <i>Journal of Sports Economics and Management</i>
2018-Present	Coordinator, Cornell University's <i>Labor Works in Progress Series</i>
2013-2015	Student Trustee, Ramapo College of New Jersey
2012-2013	Student Representative, Ramapo College Strategic Planning Task Force

Honors, Scholarships, and Fellowships:

2016-Present	Sage Fellowship Recipient, Cornell University
2014-2016	Pi Mu Epsilon Mathematics Honor Society, Ramapo College of New Jersey
2014-2016	Kappa Delta Pi Teacher Education Honor Society, Ramapo College of New Jersey

Publications:

Analyzing Major League Baseball Player's Performance Based on Age and Experience. *Journal of Sports Economics & Management*, 7 (2), 78-100.

Research Papers in Progress:

“The Effect of Teacher Tenure and Job Security on Performance” (Job Market Paper)

This study examines the costs and benefits of tenure by leveraging quasi-experimental variation from the 2012 Teacher Effectiveness and Accountability for the Children of New Jersey (TEACHNJ) Act. This law lengthened the time needed to earn tenure from three years to four years. I estimate the causal impact of teacher tenure on teacher motivation, as measured by value-added and teacher evaluations. A differences-in-differences model estimates the effect of tenure by comparing fourth-year tenured teachers to fourth-year pretenured teachers. If there is reduced effort in response to tenure, tenured teachers would have lower value-added than pretenured teachers conditional on experience. I also conduct a Regression Discontinuity Design relying on discontinuities in job security around evaluation score thresholds to estimate tenure's effects on lower performing teachers later in their careers. Finally, the study evaluates changes in the teacher labor market in response to the policy change.

“Risks and Rewards: The Returns to STEM Programs for Less-Prepared Students” with Evan Riehl

We examine how returns to enrolling in science, technology, engineering, and math (STEM) programs vary with students' academic preparation. We match data on STEM admissions at a Colombian flagship university to nationwide college and earnings records. Our identification strategy combines a regression discontinuity design with variation in admission quotas. We find that less-prepared students were less likely to complete a STEM degree than their more able peers, but they had larger earnings returns to enrolling. Thus less-prepared students may face a stark risk/reward tradeoff in pursuing STEM degrees, which has implications for policies that promote STEM enrollment.

“Can Schools Predict Teacher Performance?”

This study examines the connection between past and future teacher value-added (VA) and teacher evaluations. I leverage a unique data set with over 161,000 teacher-year observations to correlate the VA measures and evaluations. Utilizing machine learning techniques, I estimate optimal weights on prior teacher performance to predict career VA. Using these future performance predictions, I simulate revised personnel decisions to determine whether schools are optimally using available information.

“The Effect of Attending School on Job Performance: Evidence from Teachers”

Every year, full-time employees attend graduate school to earn a degree and its well-documented returns. However, workers may spend over 50 hours per week studying and working leading to exhaustion and performance losses. I analyze the effect of graduate school on concurrent teacher performance as measured by value-added and evaluation scores. Previous literature has found no correlation between graduate degrees and value-added, though school districts continue to subsidize these degrees. Using instrumental variables, I test whether these incentives are counterproductive.