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   Assistant Professor Evan Riehl
Cornell University   Cornell University
mfl55@cornell.edu   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, 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, *Journal of Sports Economics and Management*
2018-2020	Coordinator, Cornell University's *Labor Works in Progress Series*
2013-2015	Student Trustee, Ramapo College
2012-2013	Student Representative, Ramapo College Strategic Planning Task Force

Honors, Scholarships, and Fellowships:

2016-Present	Sage Fellowship Recipient, Cornell University
2016	Faculty-Student Research Award- Anisfield School of Business, Ramapo College
2016	Outstanding Academic Achievement- Mathematics Major, Ramapo College
2014-2016	Pi Mu Epsilon Mathematics Honor Society, Ramapo College
2014-2016	Kappa Delta Pi Teacher Education Honor Society, Ramapo College
2012-2016	Presidential Scholar, Ramapo College

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 Effects of Teacher Tenure on Productivity and Selection" (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 performance 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.

"The Returns to STEM Programs for Less-Prepared Students" with Evan Riehl

Revise & resubmit, American Economic Journal: Economic Policy

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. Our results suggest that policies that encourage less-prepared students to enroll in STEM programs can yield large but unevenly distributed earnings gains.

"Can Schools Predict Teacher Performance?"

This study examines the connection between past and future teacher value-added and teacher evaluations. I leverage a unique data set to correlate the value-added measures and evaluations. I proceed to search for heterogeneity in the connection between value-added and evaluations based on a variety of observable characteristics. Utilizing machine learning techniques, I estimate optimal weights on prior teacher performance to predict career performance. Using these future performance predictions, I simulate revised personnel decisions to determine whether schools are optimally incorporating the information available to them.

Presentations and Seminars
    2020   Economics of Education Graduate Student Workshop

<u>Other:</u>
Programming: Stata, R, LaTeX