

# Taylor K. Odle

University of Wisconsin-Madison  
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## Academic Appointments

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University of Wisconsin-Madison 2022-Present  
Assistant Professor, Department of Educational Policy Studies

## Affiliations

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Institute for Research on Poverty, UW-Madison 2022-Present  
Interdisciplinary Training Program in Education Sciences, UW-Madison 2022-Present

## Education

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Ph.D. Higher Education, University of Pennsylvania Graduate School of Education 2022  
Dissertation (with distinction): *Three Essays in Economics, Education Policy, and Inequality*  
Institute of Education Sciences Predoctoral Fellow and AERA/NSF Dissertation Fellow

A.M. Statistics, University of Pennsylvania, The Wharton School 2020

M.Ed. Higher Education Administration, Vanderbilt University, Peabody College 2016  
Concentrations in Public Policy and Quantitative Methods

B.A. College Scholars: Organizational Behavior, University of Tennessee-Knoxville 2014  
Chancellor's Honors and Howard H. Baker Jr. Scholar, *summa cum laude*, Phi Kappa Phi  
Minors in Business and Psychology

Certificate of Advanced Studies in Education Sciences, University of Pennsylvania 2022  
Graduate Certificate in College and University Teaching, University of Pennsylvania 2020

## Research

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### Interests and Expertise

Economics of education; education policy; educational inequality and economic opportunity; college access and success; applied data science, causal inference, and program evaluation; research-practice partnerships

### Peer-Reviewed Journal Articles (\* alphabetical; + student; ^ policymaker)

6. Odle, T. K., Bae, J.+ , & González Canché, M. S. (2022). The effect of the Uniform Bar Examination on admissions, diversity, affordability, and employment prospects across law schools in the United States. *Educational Evaluation and Policy Analysis*. doi: [10.3102/0162373722113180](https://doi.org/10.3102/0162373722113180).
5. Odle, T. K., & Delaney, J. A. (2022). You are admitted! Early evidence on enrollment from Idaho's direct admission system. *Research in Higher Education*, 63, 899-932. doi: [10.1007/s11162-022-09675-x](https://doi.org/10.1007/s11162-022-09675-x).
4. Gurantz, O., & Odle, T. K. (2022). The impact of merit aid on college choice and degree attainment: Reexamining Florida's Bright Futures program. *Educational Evaluation and Policy Analysis*, 44(1), 79-104. doi: [10.3102/01623737211030489](https://doi.org/10.3102/01623737211030489).
3. Odle, T. K. (2022). Free to spend? Institutional autonomy and expenditures on executive compensation, faculty salaries, and research activities. *Research in Higher Education*, 63, 1-32. doi: [10.1007/s11162-021-09642-y](https://doi.org/10.1007/s11162-021-09642-y).

2. Odle, T. K., & Monday, A. (2021). Spending more or spending less? Institutional expenditures and staffing in the free-college era. *AERA Open*, 7(1), 1-21. doi: [10.1177/23328584211034491](https://doi.org/10.1177/23328584211034491).
1. Odle, T. K., Lee, J. C., & Gentile, S. P. (2021). Do promise programs reduce student loans? Evidence from Tennessee Promise. *The Journal of Higher Education*, 92(6), 847-876. doi: [10.1080/00221546.2021.1888674](https://doi.org/10.1080/00221546.2021.1888674).

### Revise and Resubmit

- Freeman, J. A., Gottfried, M. A., & Odle, T. K. Explaining course enrollment gaps in high school: Examination of gender-imbalance in the applied sciences. Revisions requested at *Educational Policy*.
- Gottfried, M. A., Freeman, J. A., Odle, T. K., Plasman, J. S., Klasik, D., & Dougherty, S. Does high school STEM career coursework align with college employment? Revisions submitted at *Teachers College Record*.
- Odle, T. K. The power of 'free' college: Reducing racial and socioeconomic inequalities in college expectations. Revisions requested at *Economics of Education Review*. Released as [EdWorkingPaper: 22-565](#), Annenberg Institute, Brown University.
- Odle, T. K. No pay? No way! Declining teacher preparation enrollment. Revisions requested at *Educational Researcher*.
- Odle, T. K., & Russell, L. C. Giving credit where credit is due: Causal impacts of reverse transfer associate degrees on education and labor market outcomes. Revisions submitted at *Journal of Policy Analysis and Management*. Released as [EdWorkingPaper: 22-569](#), Annenberg Institute, Brown University.

### Under Review

- Odle, T. K., Gottfried, M. A., Miller, T., & Andrews, R. Who's matched up? Access to same-race instructors in higher education. Released as [EdWorkingPaper: 22-681](#), Annenberg Institute, Brown University.

### Working Papers

- "Another unfunded mandate? Institutional effects of Maryland's dual enrollment policy," with J. Wright-Kim, & J. Bae+.
- "Application simplification for all: State-level common application policies and college enrollment," with J. A. Delaney.
- "Defining, observing, and describing 'non-submitters': Evidence from the Common App universe on students who start but do not complete a college application," with P. Magouirk.
- "Geographic and community influences on college savings: Evidence from the universe of Pennsylvania 529 account holders," with R. Nathenson.
- "High performing Pell institutions: A typology and analysis of institutions with high low-income student success," with E. Dunens+.
- "Whose last dollar? Estimating the effects of promise programs on financial aid awards," with J. Wright-Kim, & J. Bae+.

### Research in Progress

- "A 'Fast Pass' to college access: An evaluation of Hawaii's direct admissions system," with J. A. Delaney.
- "Can targeted college and career information improve college-going outcomes? Experimental evidence from the College Advising Corp."

“Difference-in-differences with endogenous treatment: Issues and solutions in education policy settings.”

“Experimental evidence using direct admissions to reduce inequality in college admissions from four states,” with J. A. Delaney.

“Leaky pipeline: Nearby college enrollment of low-income, minority, and adult students following a for-profit closure,” with J. Bae+, & J. Wright-Kim.

“The price is not right: Exploring intended and unintended outcomes of tuition regulation.”

## Book Chapters

Delaney, J. A., & Odle, T. K. (2022). Direct admissions: Proactively pushing students into college. In O. A. Poon, & M. N. Bastedo (Eds.), *Rethinking college admissions: Research-based practice and policy* (pp. 165-184). Harvard Education Press.

## Reports, Policy Briefs, Book Reviews, and Other Research

Odle, T. K., & Glave, C.+ (2022). Review of P. B. Levine (2022), A problem of fit: How the complexity of college pricing hurts students – and universities. *Teachers College Record*. Access the review [here](#).

Odle, T. K., Dundar, A., Shapiro, D., Chen, X., & England, B. (2022). *PDP insights: Credit accumulation and completion rates among first-year college students*. National Student Clearinghouse Research Center. Access the report [here](#).

González Canché, M. S., Bae, J.+, Odle, T. K., Edgerton, A. K., & Fahl, C.+ (2021). *Employment volatility in the academic workforce: Implications for faculty financial and retirement plans*. TIAA Institute. Access the [Trends and Issues](#), June 2021 and [Research Dialogue](#), Issue No. 181.

González Canché, M. S., Odle, T. K., & Bae, J.+ (2021). *The effect of the Uniform Bar Examination on admissions, diversity, affordability, and employment across law schools in the United States*. AccessLex Institute. Access the report [here](#).

Perna, L. W., & Odle, T. K. (2022). *Do some forms of paying for college “cost” more than others? Examining how the role of student work impacts postsecondary value*. Postsecondary Value Commission, Bill & Melinda Gates Foundation. Access the brief [here](#).

Delaney, J. A., & Odle, T. K. (2020). *Reducing red tape through simplification: How Idaho radically reimagined college admissions*. Hack the Gates: Radically Reimagine Admissions. Access the policy brief [here](#).

Odle, T. K. (2020). *Strategies to support adult learners and some college, no degree students “to and through” a postsecondary credential*. Society for Research on Educational Effectiveness. Access the report and materials [here](#).

Odle, T. K., & Finney, J. E. (2020). *“Faultlines” shaping higher education policy and opportunity in California*. Institute for Research on Higher Education, University of Pennsylvania. Access the [Executive Summary](#) and [Full Report](#).

Delaney, J. A., & Odle, T. K. (2019). *Direct admissions: Investigating a promising, low-cost policy innovation to increase college access and equity*. Forum on the Future of Public Education, University of Illinois at Urbana-Champaign. Access the reports and presentations [here](#).

Perna, L. W., & Odle, T. K. (2019). *Recognizing the reality of working college students: Minimizing the harm and maximizing the benefits of work*. American Association of University Professors/*Academe*. Access the article [here](#).

Perna, L. W., & Odle, T. K. (2019). *Before you decide to work in college, ask yourself these questions*. The Conversation. Access the article [here](#).

Odle, T. K. (2014). *The implications of distance and envy in organizations: An exploration of leader-member exchange and organizational citizenship behaviors*. University of Tennessee-Knoxville. Access the College Scholars thesis [here](#).

Odle, T. K. (2014). *The Pell grant: Foundations, current model, and future public policy implications*. Howard H. Baker Jr. Center for Public Policy, University of Tennessee-Knoxville. Access the Baker Scholars policy summary [here](#).

## Funding

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### Competitive Grants and Fellowships

- \$25,000 American Educational Research Association/National Science Foundation. 2021. *Giving credit where credit is due: Causal impacts of reverse transfer associate degrees on education and labor-market outcomes*. Principal Investigator (AERA-NSF Dissertation Grant).
- \$300,000 Joyce Foundation. 2021. *Improving college access in the Great Lakes and beyond: Reducing economic, racial, and geographic inequality*. Consultant (Research), with D. Tandberg (PI) and J. A. Delaney (Co-PI).
- \$50,000 Spencer Foundation. 2021. *Direct admissions: Reducing economic, racial, and geographic inequality in college access*. Co-Principal Investigator, with J. A. Delaney (PI).
- \$239,861 State Council of Higher Education for Virginia. 2021. *Statewide PK-12 and postsecondary college access campaign*. Consultant (Research), with J. Carpenter (PI).
- \$898,617 Institute of Education Sciences, U.S. Department of Education. 2020. *Development of an education return-on-investment (ROI) web application called Return on College (ROC)*. Associate Principal Investigator, with J. Carpenter (PI). Small Business Innovation Research (SBIR) program.
- \$100,000 Institute of Education Sciences, U.S. Department of Education. 2020. *University of Pennsylvania predoctoral training program in interdisciplinary methods for field-based research in education*. Fellow (IES Predoctoral Training Program), with R. Maynard (PI) and A. B. Bowden (Co-PI).
- \$4.99 M Office of Postsecondary Education, U.S. Department of Education. 2020. *Career and educational pathways exploration system (career pathways) program*. Consultant (Research), with W. Finch (PI), J. Carpenter (Co-PI), and D. Lang (Co-PI). Fund for the Improvement of Postsecondary Education (FIPSE).
- \$71,128 AccessLex Institute. 2019. *The effect of the Uniform Bar Examination on diversity, affordability, and employment prospects*. Consultant (Research), with M. S. González Canché (PI).
- \$35,000 American Educational Research Association. 2019. *Performance funding in higher education: Connecting 40 years of policy, research, and practice*. Co-Organizer, with M. S. González Canché (PI), L. W. Perna (Co-PI), K. Callahan (Co-PI), S. P. Gentile (Co-PI), and D. Tandberg (Co-PI). AERA Education Research Conferences Program.
- \$199,987 Institute of Education Sciences, U.S. Department of Education. 2019. *A user-contextualized tool to make meaning of lifetime costs and tradeoffs associated with different degree programs*. Associate Principal Investigator, with J. Carpenter (PI). Small Business Innovation Research (SBIR).
- \$60,500 Joyce Foundation. 2019. *Direct admissions: A college-access focus on supports for low-income students and students of color*. Consultant (Research), with J. A. Delaney (PI) and M. S. González Canché (Co-PI).
- \$70,000 TIAA Institute. 2018. *Employment volatility in the academic workforce: Implications for faculty and retirement plans*. Co-Principal Investigator, with M. S. González Canché (PI), J. Bae (Co-PI), and A. K. Edgerton (Co-PI).

- \$300,000 University of Pennsylvania Graduate School of Education. 2018. *Dean's fellowship*. Student (Ph.D. in Higher Education).
- \$23,500 Vanderbilt University, Peabody College. 2014. *Dean's tuition scholarship*. Student (M.Ed. in Higher Education Administration).

### Other Funded Work and Contracts

- \$1.76 M Community College Research Center, Teachers College, Columbia University. 2021. *Paving the way to equitable, adequate, and effective community college funding*. Consultant (Benefit-Cost/Cost Effectiveness), with N. Edgecombe (PI). Subcontract (\$40,000). Project funded by Ascendium Education Philanthropy, the Bill & Melinda Gates Foundation, and Lumina Foundation.
- \$344,940 Institute of Education Sciences, U.S. Department of Education. 2018. *Does applied STEM CTE strengthen the college and career pipeline for low-income high school students?* Consultant (Research), with M. Gottfried (PI) and D. Klasik (Co-PI).
- \$49,997 Association for Institutional Research. 2016. *Estimating the effect of losing the federal loan subsidy on debt accumulation for law and professional students in the United States: Evidence from a natural experiment*. Consultant (Research), with M. S. González Canché (PI).

### Presentations

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#### Invited Presentations and Workshops

- 2023 Texas Tech University; University of Wisconsin (Institute for Research on Poverty)
- 2022 American Educational Research Association (National Science Foundation); Association for Education Finance and Policy; Association for the Study of Higher Education; Come to Believe (College Access) Network; State Higher Education Executive Officers Association; Penn Graduate School of Education; University of Wisconsin (Board of Regents, BOR Direct Admissions Task Force, Collaborative Training Grant Fellows Program, Educational Policy Studies, Education Policy Across the Disciplines, Interdisciplinary Training Seminar in Education Sciences, Introduction to Educational Policy Studies)
- 2021 The Common App; Society for Research on Educational Effectiveness; Penn Graduate School of Education; University of Pittsburgh School of Education; University of Tennessee-Knoxville College of Education, Health, and Human Sciences; University of Wisconsin-Madison School of Education.
- 2020 Ascendium Education Philanthropy; The Graduate! Network; Grantmakers for Education; Hack the Gates: Radically Reimagine Admissions; Penn Graduate School of Education.
- 2019 Bill & Melinda Gates Foundation (Postsecondary Value Commission); University of Illinois at Urbana-Champaign; Penn Graduate School of Education.
- 2018 Tennessee State University College of Education; University of Tennessee-Knoxville College of Education, Health, and Human Sciences; Penn Graduate School of Education Hub for Equity, Anti-Oppression, Research, and Development (HEARD).
- 2017 Association for the Study of Higher Education Graduate Student Policy Seminar; Tennessee State University College of Education.

#### Peer-Reviewed Conference Presentations (\* alphabetical; + student; ^ policymaker)

##### *American Educational Research Association*

- Delaney, J. A., & Odle, T. K. (2023). A "fast pass" to college access: An evaluation of Hawaii's direct admissions system. Chicago, IL.

- Odle, T. K. (2023). The effect of teacher wage-premium elimination on enrollment and degree completion in graduate education programs. Chicago, IL.
- Gottfried, M., Freeman, J., Odle, T. K., Dougherty, S. M., Plasman, J., & Klasik, D. (2022). Pursuits beyond high school: Can STEMM-CTE credits sustain college going and employment? San Diego, CA.
- Odle, T. K. (2022). The power of “free” college: Reducing racial, socioeconomic, and geographic inequalities in college aspiration. San Diego, CA.
- Dunens, E.+\*, & Odle, T. K.\* (2021). “High Performing Pell” institutions: A typology and analysis of institutions with high low-income student success. Virtual.
- Edgerton, A. K., & Odle, T. K. (2021). Worse than a last resort? Estimating the effects of Parent PLUS loans on student success. Virtual.
- Odle, T. K., & González Canché, M. S. (2021). The price is not right: Exploring unintended and heterogeneous outcomes of tuition regulation. Virtual.
- Edgerton, A. K., & Odle, T. K. (2020). Worse than a last resort? Estimating the effects of Parent PLUS loans on student success. San Francisco, CA (Canceled due to COVID).
- González Canché, M. S., Bae, J., Chiappa, R., Odle, T. K., & Edgerton, A. K. (2020). Diasporic academic partnerships: A comprehensive network analysis of factors affecting faculty-led U.S.-Mexico collaborations. San Francisco, CA (Canceled due to COVID).
- Monday, A., & Odle, T. K. (2020). Spending more or spending less? Institutional finance patterns and position counts after Tennessee Promise. San Francisco, CA (Canceled due to COVID).
- Odle, T. K., & Edgerton, A. K. (2020). The effect of teacher wage-premium elimination on enrollment and degree completion in graduate education programs. San Francisco, CA (Canceled due to COVID).
- Odle, T. K., & González Canché, M. S. (2020). The price is not right: Exploring intended and unintended outcomes of tuition regulation. San Francisco, CA (Canceled due to COVID).

#### ***Association for Education Finance and Policy***

- Odle, T. K., & Delaney J. A. (2023). Experimental evidence using direct admissions to reduce inequality in college admissions from four states. Denver, CO.
- Delaney, J. A., & Odle, T. K. (2023). A ‘Fast Pass’ to college access: An evaluation of Hawaii’s direct admissions system. Denver, CO.
- Freeman, J. A., Gottfried, M. A., & Odle, T. K. (2022). Can student and school factors explain gender differences in STEM-career coursetaking? Denver, CO.
- Odle, T. K. (2022). The power of “free” college: Reducing racial and socioeconomic inequalities in educational aspirations. Denver, CO.
- Odle, T. K., & Delaney J. A. (2022). Simplifying college admissions: Experimental evidence on direct admissions policies from three states. Virtual.
- Odle, T. K., & Russell, L. (2022). Giving credit where credit is due: Causal impacts of reverse transfer associate degrees on education and labor market outcomes. Denver, CO.
- Delaney, J. A., & Odle, T. K. (2021). State-level common application policies and college enrollment. Virtual.
- Odle, T. K., Bae, J., & González Canché, M. S. (2021). The effect of the Uniform Bar Examination on admissions, diversity, affordability, and employment across law schools in the United States. Virtual.
- Gurantz, O., & Odle, T. K. (2020). The impact of merit aid on college choice and degree attainment: Reexamining Florida’s Bright Futures program. Ft. Worth, TX (Virtual).
- Nathenson, R., & Odle, T. K. (2020). Geographic and community influences of college savings: Evidence from the universe of Pennsylvania 529 account holders. Ft. Worth, TX (Virtual).
- Odle, T. K., & Delaney, J. A. (2020). You’re admitted! Early evidence on applications and enrollment from Idaho's direct admissions system. Ft. Worth, TX (Virtual).
- Wright-Kim, J., Odle, T. K., & Bae, J. (2020). Another unfunded mandate? Institutional effects of Maryland's dual enrollment policy. Ft. Worth, TX (Virtual).
- Odle, T. K., Lee, J. C., & Gentile, S. P. (2019). Do promise programs reduce student loans? Evidence from Tennessee Promise. Kansas City, MO.

#### ***Association for Public Policy Analysis and Management***

- Gottfried, M. A., Freeman, J., Odle, T. K., Plasman, J., Klasik, D., & Dougherty, S. M. (2021, Rescheduled to 2022 due to COVID). Does the share of STEM CTE coursework affect postsecondary pursuits? Austin, TX.

- Monday, A.+\*, & Odle, T. K.\* (2020). Spending more or spending less? Institutional finance patterns and position counts after Tennessee Promise. Virtual.
- Odle, T. K., & Edgerton, A. K. (2020). The effect of teacher wage-premium elimination on enrollment and degree completion in graduate education programs. Virtual.
- Delaney, J. A., & Odle, T. K. (2019). Estimating the effect of state-level common applications on college enrollment. Denver, CO.
- Odle, T. K., Wright-Kim, J.+ , Bae, J.+ , & Dym, A. R.+ (2019). Whose last dollar? Estimating the effects of a promise program on financial aid awards. Denver, CO.
- Odle, T. K., & Gonzalez Canche, M. S. (2019). Bending the curve: Does tuition regulation lead to lower prices? Evidence from Tennessee. Regional Student Conference. Washington, D.C.

### ***Association for the Study of Higher Education***

- Bae, J.+ , Odle, T. K., & Wright-Kim, J.+ (2020). Leaky pipeline: Nearby college enrollment of low-income, minority, and adult students following a for-profit closure. Virtual.
- Patel, P. R.+ , Bodnar, M.+ , Kaul, M.+ , Odle, T. K., Finney, J., Dunens, E.+ , & Adams, L. J.+ (2020). Fault lines in the (Master) Plan: State policy influences on California higher education performance. Virtual.
- Delaney, J. A., & Odle, T. K. (2019). State-level common application policies and college enrollment. Portland, OR.
- González Canché, M. S., Lee, J. C.^ , Harding, J., Wright-Kim, J.+ , & Odle, T. K. (2019). Estimating the effect of losing the federal loan subsidy on debt accumulation for graduate and law/professional students: Evidence from a natural experiment. Portland, OR.
- Odle, T. K., Lee, J. C.^ , & Gentile, S. P.^ (2018). The promise of no loans: Early evidence from Tennessee on promise programs and student loan behavior. Tampa, FL.
- Odle, T. K., House, E.^ , & Gentile, S. P.^ (2016). Funding the finish line: Emergency aid and student success. Columbus, OH.
- Odle, T. K. (2015). Equity in educational research: Understanding the differential effects of financial aid across racial/ethnic groups. Denver, CO.

### **Other Peer-Reviewed Presentations**

- Klafehn, A.^ , & Odle, T. K. (2017). More than a promise: Financial and programmatic interventions at Tennessee community colleges. SHEEO Policy Conference. Minneapolis, MN.
- Odle, T. K., & Munyon, T. P. (2017). The space between: Distance in leader-member relationships and subordinate turnover. Society for Industrial and Organizational Psychology. Orlando, FL.
- Odle, T. K., & Gianitsis, J. M. C. (2016). Research design, data analysis, and program assessment in student affairs. NASPA Assessment and Persistence Conference. Portland, OR.
- Boyd, K. D., Odle, T. K.\*, & Robinson, K. S.\* (2015). Infusing intercultural competence across leadership education. Association of Leadership Educators. Washington, DC.
- Odle, T. K. (2015). ACPA & NASPA professional competencies: Best practices in assessment. NASPA Assessment and Persistence Conference. Boston, MA.
- Odle, T. K., & Munyon, T. P. (2015). How far is too far? Distance on the college campus. American College Personnel Association (ACPA). Tampa, FL.
- Odle, T. K., & Munyon, T. P. (2015). The impact of expanding organizations on educational leadership. Harvard Graduate School of Education (Student Research Conference). Cambridge, MA.
- Odle, T. K., & Munyon, T. P. (2015). Organizational factors affecting the psychosocial development of leader-follower relationships. Association of Leadership Educators. Washington, DC.
- Odle, T. K., & Munyon, T. P. (2015). Seeing green: Exploring envy in leader-member relationships. The Academy of Management. Vancouver, BC, Canada.

### **Teaching**

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#### **Awards, Certifications, and Ongoing Development**

- The Discussion Project, University of Wisconsin-Madison, 2022
- Penn Prize for Excellence in Teaching by Graduate Students, University of Pennsylvania, 2020
- Graduate Certificate in College and University Teaching, University of Pennsylvania, 2020

## University of Wisconsin-Madison

Cost-Effectiveness and Benefit-Cost Analysis (Fall 2022, on campus, graduate), *Instructor*  
Economics of Education (Fall 2022, on campus, undergraduate/graduate), *Instructor*  
Introduction to Debates in Higher Education Policy (Spring 2023, on campus, graduate), *Instructor*

## University of Pennsylvania

Big Data and Program Evaluation in Education (Summer 2020, online, graduate), *Instructor*  
Advanced Public Policy (Spring 2020, hybrid due to COVID, graduate), *Teaching Assistant*  
Higher Education Finance (Fall 2019, on campus, graduate), *Teaching Assistant*  
Program Evaluation and Data Analysis (Spring 2022, on campus, graduate), *Teaching Assistant*  
Quantitative Research Methods (2018-19 and 2019-20, on campus, doctoral), *Teaching Assistant*  
Quasi-Experimental Design (Spring 2020, hybrid due to COVID, graduate), *Teaching Assistant*

## University of Tennessee-Knoxville

Ethics in Leadership (Spring 2021, online, honors), *Instructor*  
Theory and Practice in Leadership (Spring 2013, on campus, honors), *Instructor*  
Introduction to Leadership (Fall 2013, on campus), *Teaching Assistant*  
Servant Leadership and Social Justice (Spring 2013, on campus, experiential), *Teaching Assistant*  
Student Leadership Development (Fall 2012, on campus, experiential), *Teaching Assistant*

## Other Teaching and Training

American Educational Research Association Professional Development Course. (2020). *Network analysis of qualitative data: Relying on freeware, rigor, and transparency*. Teaching Assistant.

## Advising and Mentoring

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Jared Colston, Dissertation Committee Member (Ph.D. in Educational Leadership & Policy Analysis)  
Carla Glave, Co-Author and Mentor (Ph.D. in Educational Policy Studies)  
Arun Kolar, Dissertation Committee Member (Ph.D. in Educational Policy Studies)

## Service and Engagement

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### To the Profession

Editorial Board	<i>Journal of Student Financial Aid</i> (Rising Scholars Editorial Board), 2020-Present <i>Perspectives on Urban Education</i> , 2018-20
Referee (ad-hoc)	<i>Community College Review</i> , <i>Education Finance and Policy</i> , <i>Educational Evaluation and Policy Analysis</i> , <i>Educational Policy</i> , <i>Education Policy Analysis Archives</i> , <i>Journal of Critical Scholarship on Higher Education and Student Affairs</i> , <i>Journal of Student Financial Aid</i> , <i>Research in Higher Education</i> , <i>Review of Educational Research</i>
Program Committee	Association for Education Finance and Policy (Postsecondary Student Access, Admissions, Finances, and Success), 2021, 2022, 2023 Association for the Study of Higher Education (Graduate Student Policy Seminar, Outreach Team), 2021
Session Chair	American Educational Research Association Association for Education Finance & Policy Association for the Study of Higher Education (Presidential Session)
Proposal Reviewer	American Educational Research Association (Division J) Association for the Study of Higher Education Society for Research on Educational Effectiveness
Member	American Educational Research Association Association for Education Finance and Policy



Association for Public Policy Analysis and Management  
Association for the Study of Higher Education  
Council on Public Policy in Higher Education  
Society for Causal Inference  
Society for Research on Educational Effectiveness

## To the Institution

University of Wisconsin-Madison	U.W. System Board of Regents Direct Admissions Task Force Faculty Search Committee (Department of Educational Policy Studies) Hubert H. Humphrey Fellowship Program Committee (School of Education) Undergraduate Committee (Department of Educational Policy Studies)
University of Pennsylvania	Awards Committee (Graduate School of Education) Committee on Race, Equity, & Inclusion (Graduate School of Education) Subcommittees: LGBTQ+ Issues; Racial Literacy; Student and Faculty Diversity Doctoral Student Advisory Board (Graduate School of Education) Tenure and Promotion Panel (ad-hoc; Graduate School of Education) University Council
Vanderbilt University	Graduate Student Association (Peabody College) Chair, Academic and Professional Development
University of Tennessee-Knoxville	Chancellor's Commission for LGBT People Faculty Senate (Undergraduate Council) Provost's Student Advisory Board Quality Enhancement Plan (SACS-COC) Taskforce Student Disciplinary Board (Chair) Student Life Council University Honors Committee

## Recognition and Awards

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American Educational Research Association/National Science Foundation Dissertation Grant, 2021-22  
American Educational Research Association, Division J, Conference Travel Award, 2021  
Institute of Education Sciences Predoctoral Fellowship, University of Pennsylvania Predoctoral Training Program in Interdisciplinary Methods for Field-Based Research in Education, 2020-22  
Summer Fellowship, Society for Research on Educational Effectiveness, 2020  
Penn Prize for Excellence in Teaching by Graduate Students, University of Pennsylvania, 2020  
Association for Education Finance and Policy, New Scholars Award (Nominee), 2020  
Association for Education Finance and Policy, Roe L. Johns Travel Grant, 2019, 2020, 2021  
Association for the Study of Higher Education, Graduate Student Policy Seminar, 2019  
Dean's Fellowship, University of Pennsylvania Graduate School of Education, 2018-22  
Travel Grants, University of Pennsylvania/Penn Graduate School of Education, 2018, 2019, 2020  
Dean's Tuition Scholarship, Vanderbilt University, Peabody College, 2014-16  
Baker Scholar, University of Tennessee, Howard H. Baker Jr. Center for Public Policy, 2012-14  
College Scholar, University of Tennessee, College of Arts and Sciences, 2011-14  
Chancellor's Scholar, University of Tennessee, Chancellor's Honors Program, 2010-14  
Phi Kappa Phi

## Media Coverage

*The Hill, The Washington Post, Forbes, Yahoo, The Chronicle of Higher Education (1, 2), Inside Higher Ed (1, 2, 3, 4), Diverse: Issues in Higher Education (1, 2), Higher Ed Dive (1, 2, 3), Ed Source, Medium, The Tennessean, Wisconsin Public Radio, Milwaukee Journal Sentinel, AccessLex Institute, University Business, Greensboro News & Record, Illinois News Bureau, Colorado State University Press, The News-Gazette, Georgetown University, Ascendium Education Philanthropy, Society for Research on Educational Effectiveness*

## *Podcasts/Radio*

Come to Believe (College Access) Network, WORT-FM (Madison)

## **Professional Experience**

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Applied Research and Data Science Fellow, National Student Clearinghouse Research Center	2021-22
Policy Research Fellow, Center for the Analysis of Postsecondary Readiness, MDRC	2021
Assistant Director of Fiscal Policy and Research, Tennessee Higher Education Commission	2016-18
Policy, Planning, and Research Analyst, Tennessee Higher Education Commission	2015-16
Graduate Intern for Higher Education and Public Policy, The College Board	2015
Graduate Research Assistant, Peabody Research Institute, Vanderbilt University	2014-15
Education Policy Intern, U.S. Senate Committee on Health, Education, Labor and Pensions	2013

## **Other**

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Institute of Education Sciences Methods Training in Economic Evaluation (Cost-Effectiveness and Benefit-Cost Analysis), Center for Benefit-Cost Studies of Education, 2022

Institute of Education Sciences, College Completion Network Convening (Invited Attendee), 2022

Bill & Melinda Gates Foundation – Postsecondary Value Commission, Research Assistant to L. Perna, 2019

U.S. Department of Education, NCES/ AIR Data Institute, 2017 (Selection Review Panel 2018-19)

Visiting Student in the Humanities, Emmanuel College, University of Cambridge, UK, 2012

What Works Clearinghouse (WWC), Group Design Standards Certification, 2021

R, Stata, Python, SQL, Qualtrics, LaTeX

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