

Taylor K. Odle

University of Wisconsin-Madison
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Academic Appointments

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

Affiliations

Data Science Institute, UW-Madison 2023-Present
Institute for Research on Poverty, UW-Madison 2022-Present
Interdisciplinary Training Program in Education Sciences, UW-Madison 2022-Present

Education

Ph.D. Higher Education, University of Pennsylvania Graduate School of Education 2022
Institute of Education Sciences Predoctoral Fellow and AERA/NSF Dissertation Fellow
Dissertation (with distinction): *Three Essays in Economics, Education Policy, and Inequality*
* Winner of the AERA (Division J) Outstanding Dissertation Award *
* Winner of the APPAM Raymond Vernon Memorial Award *

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

Interests and Expertise

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

Peer-Reviewed Journal Articles (* alphabetical; + student; ^ policymaker/practitioner)

- Freeman, J. A.+ , Gottfried, M. A., & Odle, T. K. (2023). Explaining course enrollment gaps in high school: Examination of gender-imbalance in the applied sciences. *Educational Policy* (OnlineFirst). doi: [10.1177/08959048231174884](https://doi.org/10.1177/08959048231174884).

8. Gottfried, M. A., Freeman, J. A., Odle, T. K., Plasman, J. S., Klasik, D., & Dougherty, S. (2023). Does high school STEM career coursework align with college employment? *Teachers College Record*, 125(3), 207-236. doi: [10.1177/01614681231175199](https://doi.org/10.1177/01614681231175199).
7. Odle, T. K., Bae, J., & González Canché, M. S. (2023). 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*, 45(3), 520-529. doi: [10.3102/0162373722113180](https://doi.org/10.3102/0162373722113180).
6. Odle, T. K., & Russell, L. C. (2023). The impact of reverse transfer associate degrees on education and labor market outcomes. *Journal of Policy Analysis and Management*, 42(3), 648-676. doi: [10.1002/pam.22480](https://doi.org/10.1002/pam.22480).
* Winner of the 2023 APPAM Raymond Vernon Memorial Award *
5. 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).
4. 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).
3. 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).
2. 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).
1. 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).

Revise and Resubmit

Delaney, J. A., & Odle, T. K. State-level common application policies and college enrollment. Revisions requested at *Education Finance and Policy*.

Odle, T. K. No pay? No way! Declining teacher preparation enrollment. Revisions requested at *Educational Researcher*.

Odle, T. K. The power of 'free' college: Reducing racial and socioeconomic inequalities in college expectations. Revisions requested at *Economics of Education Review*. [EdWorkingPaper: 22-565](#).

Under Review

Odle, T. K., & Delaney, J. A. Experimental evidence on "direct admissions" from four states: Impacts on college application and enrollment. [EdWorkingPaper: 23-834](#).

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

Odle, T. K., & Magouirk, P. "Non-submitters:" Evidence on students who start but don't complete a college application. [EdWorkingPaper: 23-819](#).

Working Papers

"A 'Fast Pass' to college access: An evaluation of Hawaii's direct admissions system," with J. A. Delaney.

- “Another unfunded mandate? Institutional effects of Maryland’s dual enrollment policy,” with J. Wright-Kim, & J. Bae+.
- “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+, & E. Hsieh+.
- “Whose last dollar? Estimating the effects of promise programs on financial aid awards,” with J. Wright-Kim, & A. Castrejón+.

Research in Progress

- “A PLUS or a minus? A mixed methods investigation documenting the decisions and outcomes of students, families, and institutions in the Parent PLUS Loan portfolio,” with J. Burmicky, & J. Wright-Kim.
- “Boosting college enrollment and completion: Evidence from Tennessee’s pre-college Advise TN strategy.”
- “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.”
- “Investing in equity: Cost and cost-effectiveness of community college student success initiatives.”
- “Leaky pipeline: Nearby college enrollment of low-income, minority, and adult students following a for-profit closure,” with J. Bae+, & J. Wright-Kim.
- “Returns to education-occupation match: Evidence from Tennessee,” with L. Russell.
- “The impact of stacking degrees: Are returns to a bachelor’s degree different for workers who also have associates degrees?,” with L. Russell.
- “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., Delaney, J. A., & Magouirk, P. (2023). *Complex applications create barriers to college – some are trying to change that*. Brown Center on Education Policy, Brookings Institution.
- Odle, T. K. (2023). *Direct admissions: Reimagining college applications to promote equity*. The Campaign for College Opportunity.
- Delaney, J. A., Trinh, T. M., & Odle, T. K. (2023). *Direct admissions: Policies and principles*. *College & University*, 98(3), 75-80.
- 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*.
- Odle, T. K., Dunder, 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.
- 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. *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.
- Perna, L. W., & Odle, T. K. (2021). *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.
- Delaney, J. A., & Odle, T. K. (2020). *Reducing red tape through simplification: How Idaho radically reimaged college admissions.* Hack the Gates: Radically Reimagine Admissions.
- 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.
- 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.
- 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.
- 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.
- Perna, L. W., & Odle, T. K. (2019). *Before you decide to work in college, ask yourself these questions.* The Conversation.
- 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.
- 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.

Funding

Competitive Grants and Fellowships

- \$348,342 Arnold Ventures. 2023. *A PLUS or a minus? A mixed methods investigation documenting the decisions and outcomes of students, families, and institutions in the Parent PLUS Loan portfolio.* Principal Investigator, with Jeremy Wright-Kim (Co-PI) and Jorge Burmicky (Co-PI).
- \$214,035 University of Wisconsin-Madison. 2023. Office of the Vice Chancellor for Research and Graduate Education (Increasing Social and Economic Inclusion). *Boosting equitable college and career outcomes: A research-practice partnership to study a scaled pre-college advising strategy.* Principal Investigator.
- \$58,555 University of Wisconsin-Madison. 2022. Office of the Vice Chancellor for Research and Graduate Education (Fall Research Competition). *Improving access to college for rural populations.* Principal Investigator. [DECLINED]
- \$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

Expert Testimony

- State of Minnesota, Senate Committee on Higher Education (2023)
University of Wisconsin Board of Regents (2022)

Keynotes, Invited Presentations, Meetings, and Workshops

- 2024 Association for the Study of Higher Education (Research Methods Workshop); National Association of Student Financial Aid Administrators
- 2023 Appalachian State University; City University of New York; Council for the Study of Community Colleges; State Higher Education Executive Officers Association [SHEEO] (Direct Admissions Community of Practice, Policy Conference); State of Connecticut (Governor's Office/Automatic Admissions Working Group); State of Wisconsin (Rep. Alex Joers); Texas Tech University; University of Wisconsin (Educational Policy Studies, Education Policy Across the Disciplines, Institute for Research on Poverty, Transfer Advisor Conference [Keynote], University of Wisconsin System Administration, Wisconsin Union Directorate)
- 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; University of Tennessee-Knoxville; University of Wisconsin-Madison
- 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; University of Tennessee-Knoxville; Penn Graduate School of Education
- 2017 Association for the Study of Higher Education; Tennessee State University

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

- Odle, T. K., Mayer, A. K., Slaughter, A., & Wright-Kim, J. (2023). Connecting research, policy, and practice for equitable community college outcomes. Atlanta, GA.
- 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.

Society for Research on Educational Effectiveness

- Odle, T. K., Edgecombe, N., Cardona, S., & Gastelum, G. (2023). Investing in equity: Cost studies of community college student success initiatives. Arlington, VA.

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

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 (on campus, graduate), *Instructor*
- Economics of Education (on campus, undergraduate/graduate), *Instructor*
- Introduction to Debates in Higher Education Policy (on campus, undergraduate/graduate), *Instructor*
- Introduction to Quantitative Methods in Education Policy (on campus, undergraduate), *Instructor*

University of Pennsylvania

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

University of Tennessee-Knoxville

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

Other Teaching and Training

Association for the Study of Higher Education, Research Methods Workshop. (2024). *Advanced quantitative methods for policy research in higher education*. Instructor.
American Educational Research Association Professional Development Course. (2020). *Network analysis of qualitative data: Relying on freeware, rigor, and transparency*. Teaching Assistant.

Advising and Mentoring

Doctoral Advisor (Primary) / Dissertation Chair

Adalberto Castrejón, Ph.D. in Educational Policy Studies (UW-Madison)
* UW-Madison School of Education Graduate Research Scholar (Ed-GRS)
* UW-Madison Interdisciplinary Training Program in Education Sciences (ITP) Fellow
Skylar Duke, Ph.D. in Educational Policy Studies (UW-Madison)
* UW-Madison School of Education Graduate Research Scholar (Ed-GRS)
Ellen Hsieh, Ph.D. in Educational Policy Studies (UW-Madison)
* UW-Madison Interdisciplinary Training Program in Education Sciences (ITP) Fellow

Dissertation Committee Member

Jared Colston, Ph.D. in Educational Leadership & Policy Analysis (UW-Madison)
Christin Gates Calloway, Ph.D. in Educational Policy Studies (UW-Madison)
Wallace Grace, Ph.D. in Educational Policy Studies (UW-Madison)
Noah Hirschl, Ph.D. in Sociology (UW-Madison)
Arun Kolar, Ph.D. in Educational Policy Studies (UW-Madison)
Jake Wertz, Ph.D. in Sociology (UW-Madison)

Other Mentoring and Supervision

Carla Glave, Co-Author and Mentor (Ph.D. in Educational Policy Studies, UW-Madison)
Erin Gill, Mentoring Committee (Ph.D. in Educational Leadership & Policy Analysis, UW-Madison)
LaShanda Harbin, Research Assistant Supervisor (Ph.D. in Educational Policy Studies, UW-Madison)
Jacques Lesure, Research Assistant Supervisor (Ph.D. in Educational Policy Studies, UW-Madison)
Elise Marifian, Research Assistant Supervisor (Ph.D. in Economics, UW-Madison)
Isabel McMullen, Research Assistant Supervisor (Ph.D. in Political Science, UW-Madison)

Service and Engagement

To the Profession

Editorial Board	<i>The Journal of Higher Education</i> , 2023-Present <i>Research in Higher Education</i> , 2023-Present <i>American Journal of Evaluation</i> , 2023-Present <i>Journal of Student Financial Aid</i> , 2020-22 <i>Perspectives on Urban Education</i> , 2018-20
Referee (ad-hoc)	<i>Journal of Policy Analysis and Management</i> , <i>Education Finance and Policy</i> , <i>Educational Evaluation and Policy Analysis</i> , <i>Educational Researcher</i> , <i>The Journal of Higher Education</i> , <i>Research in Higher Education</i> , <i>Review of Educational Research</i> , <i>Review of Higher Education</i> , <i>AERA Open</i> , <i>Journal of Student Financial Aid</i> , <i>Community College Review</i> , <i>Journal of Critical Scholarship on Higher Education and Student Affairs</i> , <i>Educational Policy</i> , <i>Education Policy Analysis Archives</i> , <i>Higher Education Policy</i>

Program Committee	Association for Education Finance and Policy (Postsecondary Student Access, Admissions, Finances, and Success), 2021-2024 Association for Public Policy Analysis and Management (Education Subcommittee), 2023 Association for the Study of Higher Education (Graduate Student Policy Seminar, Outreach Team), 2021
Session Chair/ Discussant	American Educational Research Association Association for Education Finance & Policy Association for the Study of Higher Education (Presidential Session) Society for Research on Educational Effectiveness
Proposal Reviewer	American Educational Research Association (Division J) Association for Education Finance and Policy 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 (former) Society for Research on Educational Effectiveness
Other	The College Board, Policy Fellows Advisory Council, 2023-Present Lumina Foundation, Reviewer, Great Admissions Redesign Challenge (2023) Society for Research on Educational Effectiveness, Review Panel for SREE Summer Fellows (2023) State Higher Education Executive Officers Association, Research Co-Lead for Direct Admissions & Common App Community of Practice (2021-2023)

To the Institution

University of Wisconsin-Madison	Academic Programs Committee (School of Education) Board of Regents Direct Admissions Task Force (UW System Administration) Committee on Undergraduate Recruitment, Admissions, and Financial Aid (2024-2029) (University of Wisconsin) Director's Advisory Council (Wisconsin Center for Education Research) Faculty Search Committee (Department of Educational Policy Studies) Partnership Program in Graduate Excellence (The Graduate School) PROFS Steering Committee (University of Wisconsin) Research Bazaar Planning Committee (Data Science Institute) 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

APPAM, Raymond Vernon Memorial Award, 2023
 AERA, Division J, Outstanding Dissertation Award, 2023
 AEFP, Jean Flanigan Outstanding Dissertation Award (Nominee), 2023
 AERA/National Science Foundation Dissertation Grant, 2021-22
 AERA, Division J, Conference Travel Award, 2021
 Institute of Education Sciences Predoctoral Fellowship, University of Pennsylvania, 2020-22
 Summer Fellowship, Society for Research on Educational Effectiveness, 2020
 Penn Prize for Excellence in Teaching by Graduate Students, University of Pennsylvania, 2020
 AEFP, New Scholars Award (Nominee), 2020
 AEFP, Roe L. Johns Travel Grant, 2019-2021
 ASHE, 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- 2020
 Dean's Tuition Scholarship, Vanderbilt University, Peabody College, 2014-2016
 Baker Scholar, University of Tennessee, Howard H. Baker Jr. Center for Public Policy, 2012-2014
 College Scholar, University of Tennessee, College of Arts and Sciences, 2011-2014
 Chancellor's Scholar, University of Tennessee, Chancellor's Honors Program, 2010-2014
 Phi Kappa Phi

National and State TV/Podcasts/Radio (Selected; * Wisconsin)

Wisconsin Public Radio. (2023, November 29). [State universities to start proactively admitting students next year.](#) *
 Fox 47. (2023, October 6). [UW System to start direct admissions program next year.](#) *
 ABC News 9 / WAOW. (2023, August 23). [Preparing for federal student loan payments.](#) *
 Wisconsin Public Radio. (2023, July 6). [Inside the GOP plan to guarantee UW-Madison admission to top 5 percent of high school graduates.](#) *
 News 3 / WISC TV. (2023, April 26). [More Wisconsin students leaving college before earning degrees.](#) *
 WORT FM (Madison). (2022, October 18). [Applications for Biden's loan forgiveness plan opened today, here's what that means.](#) *
 Come to Believe: The Podcast (College Access Network). (2022, September). [The importance of credit accumulation with Taylor Odle and Davis Jenkins.](#)

National and State Media Coverage, Invited Commentary, Evidence Use (Selected; * Wisconsin)

2023 Churchill, M. (2023, February 5). ['I didn't think any college would accept me, but I was wrong.'](#) *Inside Higher Ed.*
 Hoover, E. (2023, February 13). [Congrats! You didn't apply, but we admitted you anyway.](#) *The Chronicle of Higher Education.*

- Courtright, A. (2023, February 22). [Proposed UW system tuition promise program looks unlikely](#). *The Badger Herald*. *
- Elfman, L. (2023, March 7). [Ivy League to become collegiate outlier in top women leadership](#). *Diverse: Issues in Higher Education*.
- Elfman, L. (2023, March 29). [Report shows shift away from tenured faculty in the U.S. workforce](#). *Diverse: Issues in Higher Education*.
- Donaldson, S. (2023, June 2). [Thousands of New York high school seniors to get direct admissions to SUNY community colleges this fall](#). *City & State New York*.
- Edelman, J. (2023, June 15). [Real faculty wages decline for third straight year](#). *Diverse: Issues in Higher Education*.
- Kremer, R. (2023, June 28). [Top 5 percent of high school graduates would get automatic admissions to UW-Madison, other colleges under GOP bill](#). *Wisconsin Public Radio*. *
- Edelman, J. (2023, August 7). [Study explores the students who start, but never finish, the Common App](#). *Diverse: Issues in Higher Education*.
- Bauer-Wolf, J. (2023, August 9). [How Georgia's university system plans to add 11K in-state students](#). *Higher Ed Dive*.
- Churchill, M. (2023, August 10). [Direct admission is making it easier for high school students to get into college and it can offer big benefits to schools too](#). *Fortune*.
- Bauer-Wolf, J. (2023, August 22). [Here's the latest findings from Common App's direct admissions experiment](#). *Higher Ed Dive*.
- Edelman, J. (2023, August 22). [Direct admissions helps raise applications, but not enrollments](#). *Diverse: Issues in Higher Education*.
- Hoover, E. (2023, August 22). [Direct admissions: Promising, but no panacea](#). *The Chronicle of Higher Education*.
- Rubin, A. (2023, August 22). [Students can get admitted to college without ever applying](#). *Axios*.
- Davis, E. (2023, August 23). [As enrollment lags, colleges send acceptances to students who haven't applied](#). *EdSurge*.
- Greenberg, S. (2023, August 23). [Direct admissions boosts applications, but not enrollment](#). *Inside Higher Ed*.
- Spitalniak, L. (2023, August 24). [1 in 4 students never finish their college applications](#). Why? *Higher Ed Dive*.
- Abdul-Alim, J. (2023, August 27). [When colleges apply to students: An emerging university admission system is helping underprivileged applicants by reversing the traditional process](#). *Washington Monthly*.
- Gandal, M. (2023, September 8). [It's time to make college opportunities more automatic](#). *Forbes*.
- Davis, E. (2023, September 12). [Colleges are missing out on students who start – but don't finish their applications](#). *EdSurge*.
- Cawla, S. (2023, September 25). [Reflections from early adopters of direct admissions policies](#). *Medium*.
- Murphy, J. S. (2023, September 25). [I have a simple solution to the college essay problem](#). *Slate*.
- Huynh, K. (2023, October 4). [UW system faculty fear for the future of Wisconsin higher ed](#). *The Cap Times*. *
- Amy, J. (2023, October 5). [You're admitted: Georgia to urge high school seniors to apply in streamlined process](#). *Associated Press (AP)*.
- Bauer-Wolf, J. (2023, October 5). [Georgia is the latest state to try out direct admissions](#). *Diverse: Issues in Higher Education*.
- Thor, B. (2023, October 5). [UW system implements strategies to boost enrollment](#). *The Badger Herald*. *
- Williams, R. (2023, October 5). [Georgia officials aim to open college doors to more of state's students with mail outreach](#). *Georgia Record*.

Basken, P. (2023, October 13). [Using AI in admissions ‘more equitable and transparent’ – study.](#) *Times Higher Education.*

Knox, L. (2023, October 16). [Direct admissions spreads, state by state.](#) *Inside Higher Ed.*

Aelick, J. (2023, October 24). [Can direct admissions benefit everyone?](#) *Volt.*

Kneafsey, K. (2023, October 25). [Universities of Wisconsin schools announce launch of direct admissions program.](#) *The Badger Herald.* *

Najarro, I. (2023, November 3). [Common App will offer some students direct college admission. Its CEO explains.](#) *Education Week.*

Anderson, N. (2023, November 6). [Not done with your college application? No problem. You’re in.](#) *The Washington Post.*

Cann, C. (2023, November 27). [Accepted to college before applying: How Common App is recruiting students.](#) *USA Today.*

2022

Jaschik, S. (2022, January 23). [A radical approach to who gets in.](#) *Inside Higher Ed.*

Hoover, E. (2022, January 27). [Rethinking the act of applying to college.](#) *The Chronicle of Higher Education.*

Spitalniak, L. (2022, February 2). [Direct admissions show early success boosting enrollment in Idaho.](#) *Higher Ed Dive.*

Wright, B. (2022, June 19). [US student loan forgiveness would impact 1 in 8 Tennesseans – here’s how much they owe.](#) *The Tennessean.*

Greenberg, S. (2022, August 1). [Average student not on track to graduate in 5 years.](#) *Inside Higher Ed.*

Burt, C. (2022, August 2). [Forget 4 years: Colleges struggle to see students complete degrees in 5.](#) *University Business.*

Edelman, J. (2022, August 2). [Report: Average college student not on track to finish in five years.](#) *Diverse: Issues in Higher Education.*

EdSource. (2022, August 2). [Average first-year college students not on track to graduate in five years.](#) *EdSource.*

Nietzel, M. (2022, August 2). [Report: Most students start too slowly to finish a college degree in five years.](#) *Forbes.*

Seltzer, R. (2022, August 2). [College students average less than 22 credits in their first year, too few to graduate on time.](#) *Higher Ed Dive.*

Yahoo. (2022, August 2). [Average college student not on track to complete college in 5 years.](#) *Yahoo.*

Barnes, A. (2022, August 3). [Average college student needs more than five years to graduate: report.](#) *The Hill.*

Herder, L. (2022, August 11). [Common App experiments with direct admissions, sees more equity.](#) *Diverse: Issues in Higher Education.*

Kremer, R. (2022, August 19). [UW System considering automatic admissions for in-state high school graduates.](#) *Wisconsin Public Radio.* *

Meyerhofer, K. (2022, August 19). [University of Wisconsin System considers direct admissions.](#) *Milwaukee Journal Sentinel.* *

Jaschik, S. (2022, August 21). [Wisconsin considers direct admissions.](#) *Inside Higher Ed.*

Bauer-Wolf, J. (2022, August 25). [University of Wisconsin System mulls direct admissions.](#) *Higher Ed Dive.* *

Chamberlin, N. (2022, September 8). [UW System considers a direct admissions program for Wisconsin high school students.](#) *The Daily Cardinal.* *

Nietzel, M. (2022, November 25). [Direct admissions: How students can be accepted to college without ever applying.](#) *Forbes.*

Edelman, J. (2022, December 22). [Black and Hispanic students far less likely to receive race-matched instruction.](#) *Diverse: Issues in Higher Education.*

Lallman, C., & Ellis, N. (2022, December 26). [What are 'promise programs' and how can they help make college more affordable.](#) *PBS*.

2021 Flaherty, C. (2021, June 22). [A push to plan for adjuncts and equity.](#) *Inside Higher Ed*.

2020 Harmon, J. (2020, February 21). [Counterpoint: Admissions proposal is a better way.](#) *Greensboro News & Record*.

West, C. (2020, March 14). [Congratulations! You got into college without even applying.](#) *The Washington Post*.

Bingham, M., Poon, O. A., & Lee, D. H. (2020, July 30). [Hack the gates! How we radically reimagine college admissions.](#) *Medium / National Center for Institutional Diversity*.

Hoover, E. (2020, August 4). [What should college-admissions reform look like? Researchers share new ideas.](#) *The Chronicle of Higher Education*.

Other (Selected)

U.S. Department of Education. (2023, September 28). [Strategies for increasing diversity and opportunity in higher education.](#) Office of the Under Secretary.

Poiner, J. (2023, August 21). [Lawmakers shouldn't give up on a direct admissions program.](#) Thomas B. Fordham Institute.

D'Orio, W. (2023, January 15). [The direct admission trend: How states, schools, and students are working to flop college enrollment.](#) *The Successful Registrar / American Association of Collegiate Registrars and Admissions Officers*.

National Association of College Admission Counseling & National Association of Student Financial Aid Administrators. (2022). [Toward a more equitable future for postsecondary access.](#)

Abdul-Alim, Jamaal. (2022, Summer). [Flipping the admission process.](#) *The Journal of College Admission / National Association for College Admission Counseling*.

Georgetown University. (2020, March 6). [7 ways to support working college students.](#) *The Feed*.

Professional Experience

Applied Research and Data Science Fellow, National Student Clearinghouse	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

IES Methods Training in Economic Evaluation (Cost-Effectiveness and Benefit-Cost Analysis), 2022

IES College Completion Network Convening (Invited Attendee), 2022

Bill & Melinda Gates Foundation – Postsecondary Value Commission (RA to L. Perna), 2019

U.S. ED, 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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