# Matt S. Giani, Ph.D.

Curriculum Vitae

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## EDUCATION:

**The University of Texas at Austin**
Ph.D. in Education Policy and Planning – Graduate Portfolio in Applied Statistical Modeling
Degree conferred December 2014

**Stanford University**
Masters in Educational Policy, Organization and Leadership Studies
Degree conferred June 2009

**The University of Texas at Austin**
Bachelor of Arts in English – Minor in Sociology
Degree conferred May 2008

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## WORK:

**Research Associate Professor**
Department of Sociology – The University of Texas at Austin (2022 – Present)
Faculty Affiliate – Texas Behavioral Science and Policy Institute, Population Research Center
Faculty Affiliate – Texas Center for Equity Promotion

**Director of Research and Data Science**
Governmental Affairs and Initiatives (formerly the Office of Strategy and Policy) – The University of Texas at Austin (2018 – 2022)

**Assistant Professor of Practice**
Department of Educational Leadership and Policy, The University of Texas at Austin (2018 – 2022)

**Principal**
Giani Consulting & Evaluation, LLC – Austin, TX (2015 – Present)

**Research Scientist**
Office of Strategy and Policy – The University of Texas at Austin (December, 2015 – September, 2018)

**Research Assistant Professor**
Office of Community College Research and Leadership – Department of Education Policy, Organization and Leadership, University of Illinois at Urbana-Champaign (October, 2014 – December, 2015)

**Social Science Research Associate**

Ray Marshall Center for the Study of Human Resources – LBJ School of Public Affairs, The University of Texas at Austin (June, 2013 – August, 2014)

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**GRANTS AND AWARDS:**

**FAST Times at Texas High? Does Free Dual Credit Accelerate Disadvantaged Students toward College Success?,** 2027-29, PI (*Pending*)
*Arnold Ventures*
With Lauren Schudde (Co-PI) and Madison Andrews (Co-PI)

**Research Initiation: Studying Empathic Perspective-Taking through Ethics of Care in Humanitarian Engineering Education**, 2027-29, Co-PI (*Pending*)
*National Science Foundation*, Proposal #: 2706696
With Anastasia Schauer (PI) and Maura Morrego (Co-PI).

**JET Propulsion? Evaluating the Postsecondary Impacts of Texas's Jobs & Education for Texans CTE Grant Program,** 2027-30, PI (*Pending*)
Institute of Education Sciences, Proposal #: GRANT14778811
With Brian A. Jacob (Co-PI) and Madison Andrews (Co-PI)

**JET Propulsion? A Quasi-Experimental Evaluation of Texas's Jobs & Education for Texans (JET) Grant Program,** 2025-28, PI
*Arnold Ventures,* Award #: 25-15729, $394,245
With Madison E. Andrews (Co-PI) and Brian A. Jacob (Co-PI)

**Impacts of an AI-Enhanced Teacher Professional Learning Program on Math Instruction and Performance,** 2025-99, Co-PI
*National Science Foundation,* Award #:2509858, $3,669,969
With David Yeager (PI), William H. Schmidt (Co-PI), Mary Murphy (Co-PI), and Elizabeth Tipton (Co-PI)

**Dual-Enrollment Dosage Design Project (D3P),** 2024-2027, PI
*Bill and Melinda Gates Foundation,* $922,049

**The Louisiana Corequisite Reform Alliance (LCRA),** 2024-2027, PI
*Ascendium Education Group,* $1,865,805
With Angela Boatman (Co-PI) and Elizabeth Kopko (Co-PI)

**Admission Tuition, and Housing: The Relative Effects of Different Guarantees in the College Outcomes of High-Ability, Low-SES Students,** 2024-2026, PI
*Spencer Foundation* (Large Grant), $499,035
With Stella Flores (Co-PI), Richard Murphy (Co-PI), and Joridan Barash (Co-PI)

**Measuring and Changing STEM Teacher Stress to Promote Effectiveness and Retention,** 2023-2026, Co-PI
*National Science Foundation,* $999,998
With David S. Yeager (PI), Jeremy Jamieson (Co-PI), Catherine Riegle-Crumb (Co-PI), and Michael Marder (Co-PI)

https://www.nsf.gov/awardsearch/showAward?AWD_ID=2243530&HistoricalAwards=false

**Incubating Infrastructure for Experimentation on Inclusive STEM Teaching Practices,** 2023-2026, Co-PI
*National Science Foundation,* $499,393
With David S. Yeager (PI), Mary Murphy (Co-PI), Beth Tipton (Co-PI), and Jared Murray (Co-PI)
https://www.nsf.gov/awardsearch/showAward?AWD_ID=2322330&HistoricalAwards=false

**Beyond the ABCs of IBCs: The Longitudinal Outcomes of Earning Industry-Based Certifications in High School,** PI, 2023-2025
*The Bill and Melinda Gates Foundation,* $731,924

**A Mixed-Methods Study of Industry-Recognized Certifications in Indiana and Illinois,** PI**,** 2023-2026
*Joyce Foundation,* $250,000

**Can Recommended Course Sequence Reforms Facilitate Transfer Student Success?** PI, 2022-2024
*Greater Texas Foundation,* $406,476
With Lauren Schudde (Co-PI)

**Teacher Mindsets and Student Outcomes in Bangladesh,** Co-PI, 2022-2023
*World Bank,* $20,000
With David S. Yeager (PI) and Nick Medrano (Co-PI)

**Texas Mindset Initiative,** Co-I, 2020-2022
*Bill & Melinda Gates Foundation,* $1,500,000
With David Yeager (PI), Carol Dweck (Co-PI), Mary Murphy (Co-PI), and Jennifer Porter (Co-I)

**Certified Skills? The Role of Industry-Based Certifications in Shaping Students' Postsecondary Education and Labor Market Outcomes,** PI, 2020-2021
*Thomas B. Fordham Institute*, $30,000

**Early Leading Indicators of Student Success,** Co-I, 2017-2020
*Bill & Melinda Gates Foundation* and *Great Lakes Foundation,* $67,469
With Paul Attewell, PhD, City University of New York (PI)

**Third-Party Evaluation of "Building Developmental Success through Analytics-based Mobile Applications,"** PI, 2015-2019
*First in the World, Fund for the Improvement of Postsecondary Education, US Department of Education,* $159,985

**Statewide Approaches to Regional Needs: How the Relationship between Career and Technical Education and Postsecondary Outcomes Varies Across Regions in Texas,** PI, 2018
*American Enterprise Institute,* $30,000

**Degrees When Due,** Co-I, 2017-2018
*Institute for Higher Education Policy, via The University of Utah*
With Jason L. Taylor

This study is part of the *Degrees When Due* research agenda estimating the impact of receiving an associate's degree through reverse credit transfer on students' university and labor market outcomes.

**Bridging Reverse Transfer Research to a Broader Transfer Research Agenda,** Co-PI, 2015-2017
*Bill & Melinda Gates Foundation*
With Debra Bragg, PhD, University of Illinois at Urbana-Champaign (PI), and Jason Taylor, PhD, University of Utah (Co-PI)

**Dissertation Grant Recipient (2013-2014)**
*Association for Institutional Research*
Supported by the National Science Foundation, the National Center for Education Statistics, and the National Postsecondary Education Cooperative.
"Engines of inequality or vehicles for social mobility? The influence of socioeconomic status on the college-to-career pathways of high-achieving, low-income students"
Proposal available from http://www.airweb.org/GrantsAndScholarships/Documents/Giani%20-%20DG%2032%20Proposal.pdf.

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## MANUSCRIPTS IN PREPARATION:

Giani, M. S., Lyra, F., & Riegle-Crumb, C. (*In preparation*). The rise of statistics and effectively maintained inequality in advanced math pathways.

Giani, M. S., Andrews, M. E., & Ogden, K. (*In Preparation*). Teaching to the technical test: How industry-recognized certification policy is perverting CTE pedagogy.

Giani, M. S., & Lyle, R. (*In Preparation*). The role of gateway faculty in shaping college students' persistence and attainment in STEM.

Giani, M. S., & Gaertner, M. N. (*In Preparation*). How middle school students' college and career knowledge shapes socioeconomic inequalities in high school curricular patterns.

Khandekar, S., Andrews, M., & Giani, M. S. (*In Preparation*). Rigor, risk, and reward: Do STEM dual-enrollment courses promote or prevent equity in students' STEM aspirations?

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## MANUSCRIPTS IN REVIEW:

Giani, M. S., Ogden, K., & Woulfin, S. L. (*Accepted with revisions*). CAPacity constraints: Advising program (in)coherence in district partnerships with college advising programs. *Teachers College Record.*

Giani, M. S., Childs, J., Lyle, R., & Kennedy, M. (*Accepted with revisions*). The potential of professional learning networks in improving teaching effectiveness and college readiness. *American Educational Research Journal.*

Andrews, M. E., Giani, M. S., & Sultana, T. (*Accepted with revisions*). Cheapskin effects? The heterogeneous value of industry-recognized certificates earned by high school students. *EdWorkingPapers*: 26-1412. Retrieved from Annenberg Institute at Brown University: https://doi.org/10.26300/evgq-re17. *Social Science Research.*

Zepeda, C., Giani, M. S., & Butler, A. C. (*In review*). Students' use of motivational regulation strategies and their relation to course performance. *Learning and Individual Differences.*

Yeager, D. S., Hecht, C., Bryan, C., Giani, M. S., Crosnoe, R., Muller, C., Tipton, E… & Dweck, C. S. (*Accepted with revisions*). A scalable, theory-based intervention to influence teachers' student engagement practices improves academic performance in a state-wide sample. *Nature Human Behavior.*

Giani, M. S., Andrews, M. E., & Agarwal, R. (*In review*). Dual-enrollment dosage design: Conceptualization and measurement of student profiles and school structures. Available through Annenberg Institute at Brown University: https://edworkingpapers.com/sites/default/files/ai26-1421.pdf. *American Journal of Education.*

Grano, K., & Giani, M. S. (*In review*). Advancing a new conceptual model for college advising in high schools. *The High School Journal.*

Duran, A., Andrews, M. E., & Giani, M. S. (*Accepted with Revisions*). Tiering them apart: What Texas's new IBC tiers reveal about credential growth and equity. *Education Finance and Policy.*

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**PEER-REVIEWED PUBLICATIONS:**

Giani, M. S., Murphy, R., Flores, S. M., Barash, J., Akhbari, M., Dixon, B., & Bernal, J. M. (2026). From passive promises to proactive guarantees: The efficacy of financial certainty interventions among automatically (in-)admissible students. *Educational Evaluation and Policy Analysis.* OnlineFirst, https://doi.org/10.3102/01623737261482127.

Giani, M. S., Andrews, M. E., Sultana, T., & Medrano, N. F. (2026). Curricular-credential decoupling: How schools respond to college and career readiness policy. *Social Forces.* Online First. https://doi.org/10.1093/sf/soag133.

Andrews, M. E., Giani, M. S., & Ogden, K. (2026). Situated sugarcoating: How policy contexts moderate teachers' strategies for motivating student behavior. *Educational Psychology for Policy and Practice.* https://psycnet.apa.org/doi/10.1037/e3p0000009.

Giani, M. S., Schudde, L., & Sultana, T. (2026). Credit loss shock: How the loss of credits relates to retention, persistence, and swirl among vertical transfer students. *Review of Higher Education.* OnlineFirst. https://doi.org/10.1353/rhe.0.a988388.

Clarida, K., Graham, J., Giani, M. S., Kotok, S., & DeMatthews, D. (2026). Race at the top: How superintendent racial representation shapes principal diversity in Texas schools. *Educational Administration Quarterly 0*(0), https://doi.org/10.1177/0013161X261422737.

Giani, M. S., Schudde, L., & Sultana, T. (2026). Toward a comprehensive model predicting credit loss in vertical transfer. *American Educational Research Journal.* OnlineFirst. https://doi.org/10.3102/00028312251409063

Giani, M. S., Schudde, L., & Sultana, T. (2026). New insights on sources of credit loss. *Educational Researcher.* OnlineFirst. https://journals.sagepub.com/doi/10.3102/0013189X251410173

Andrews, M. A., Ogden, K., & Giani, M. S. (2026). Weighing the value of industry-based certifications against their costs. *NASBE State Education Standard.* Retrieved from https://www.nasbe.org/weighing-the-value-of-industry-based-certifications-against-their-costs/

Schudde, L., Castillo, S., Conroy, K., & Giani, M. S. (2026). Institutional transfer logics among community college and university stakeholders. *Educational Policy, 40*(3), 340-380. https://doi.org/10.1177/08959048251339814

Giani, M. S., Khandekar, S., & Porter, J. (2025). Access, supports, and performance in dual enrollment: A COVID-19 case's implications for equity. *AERA Open*, 11. https://doi.org/10.1177/23328584251327161.

Hecht, C.A., Murphy, M.C., Dweck, C.S., Bryan, C.J., Trzesniewski, K.H., Medrano, F.N., Giani, M. S., Mhatre, P. and Yeager, D.S. (2023). Shifting the mindset culture to address global educational disparities. *npj Science of Learning*, 8(1), p. 29

Giani, M. S., Krawietz, C. A., & Whittaker, T. A. (2023). The role of student beliefs in dual-enrollment courses. *Research in Higher Education, 64*, 1113-1164. https://doi.org/10.1007/s11162-023-09740-z.

Giani, M. S. (2023). Industry-recognized certifications for college and career readiness. *Kappan.*

Attewell, P., Maggio, C., Tucker, F., Brooks, J. Giani, M. S., Hu, X., Massa, T., Raoking, F., Walling, D., & Wilson, N. (2022). Early indicators of student success: A multi-state analysis. *Journal of Postsecondary Student Success, 1*(4), 35-53. DOI: 10.33009/fsop_jpss130588.

Dorimé-Williams, M., & Giani, M. S. (2022). The impact of race, class, and involvement on collegiate degree attainment. *Journal of College Student Retention: Research, Theory, & Practice*, *23*(4), 989-1017. https://doi.org/10.1177%2F1521025119885445.

Giani, M. S., & Martin, A. (2021). Mobilizing development education: The causal effect of mobile apps on the outcomes of developmental education students. *Educational Evaluation and Policy Analysis, 43*(4), 668-687. https://doi.org/10.3102/01623737211013782.

Giani, M. S., Taylor, J. L., & Kauppila, S. (2021). Examining the educational and employment outcomes of reverse credit transfer. *AERA Open.* https://doi.org/10.1177%2F2332858421989998.

Giani, M. S., Attewell, P., & Walling, D. (2020). The value of an incomplete degree: Heterogeneity in the labor market benefits of college non-completion. *Journal of Higher Education, 91*(4), 514-539. https://doi.org/10.1080/00221546.2019.1653122.

Giani, M. S., & Walling, D. (2020). Will I get in? Using predictive analytics to develop student-facing tools to estimate university admissions decisions. *Journal of College Access, 5*(1), 14-31. Retrieved from https://scholarworks.wmich.edu/jca/vol5/iss1/4.

Giani, M. S. (2019). The correlates of credit loss: How demographics, pre-transfer academics, and institutions relate to the loss of credits for vertical transfer students. *Research in Higher Education*, *60*(8), 1113-1141. https://doi.org/10.1007/s11162-019-09548-w.

Giani, M. S. (2019). Who is the modern CTE student? A descriptive portrait of career and technical education students in Texas. *American Enterprise Institute.* Available at: http://www.aei.org/publication/who-is-the-modern-cte-student-a-descriptive-portrait-of-career-and-technical-education-students-in-texas/.

Taylor, J. L., & Giani, M. S. (2019). Modeling the effect of the reverse credit transfer associate's degree: Evidence from two states. *The Review of Higher Education*, *42*(2), 427-455. https://doi.org/10.1353/rhe.2019.0002.

Giani, M. S. (2019). Does vocational still imply tracking? Examining the evolution of career and technical education policy in Texas. *Educational Policy, 33*(7), 1002-1046. https://doi.org/10.1177%2F0895904817745375.

D'Amico, M. M., & Giani, M. S. (Eds.) (2017). Special issue: Transfer matters. *Community College Review, 45*(4). http://journals.sagepub.com/toc/crwa/45/4.

Giani, M. S., & Fox, H. L. (2016). Do stackable credentials promote social mobility or reinforce stratification? An analysis of health professions pathways reform in a community college consortium. *Journal of Vocational Education and Training, 69*(1). DOI: 10.1080/13636820.2016.1238837.

Giani, M. S. (2016). Are all colleges equally equalizing? How institutional selectivity impacts disparities in college graduates' labor outcomes. *The Review of Higher Education, 39*(3), 431-461.

Giani, M. S. (2015). The postsecondary resource trinity model: Exploring the interaction between socioeconomic, academic, and institutional resources. *Research in Higher Education*, *56*(2), 105-126. DOI 10.1007/s11162-014-9357-4.

Giani, M. S., Alexander, C., & Reyes, P. (2014). Exploring variation in the impact of dual-credit coursework on postsecondary outcomes: A quasi-experimental analysis of Texas students. *The High School Journal, 97*(4), 200-218.

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**REPORTS:**

Giani, M. S., Lyra, F., & Tyner, A. (2025). *Calculus or statistics: Does it matter?* Washington, DC: Thomas B. Fordham Institute. Retrieved from https://eric.ed.gov/?id=ED673481.

Giani, M. S., Woods, S., Gueguen, L., & Torres, J. (2023). *From transactional to transformational: Unpacking and strengthening the multiple dimensions of advising capacity.* Austin, TX: Texas College Access Network, Educate Texas. Available upon request.

Giani, M. S. (2022). *How attaining industry-recognized credentials in high school shapes education and employment outcomes.* Thomas B. Fordham Institute. Retrieved from https://fordhaminstitute.org/sites/default/files/publication/pdfs/082022-final-industry-recognized-credentials.pdf.

Giani, M. S. (2022). Dual-enrollment and career and technical education. In J. L. Taylor et al. (Eds.). *Research priorities for advancing equitable dual enrollment policy and practice* (p. 63-69). Salt Lake City, UT: University of Utah. Retrieved from: https://cherp.utah.edu/_resources/documents/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.pdf.

Taylor, J. L., Allen, T. O., An, B. P., Denecker, C., Edmunds, J. A., Fink, J., Giani, M. S., Hodara, M., Hu, X., Tobolowsky, B. F., & Chen, W. (2022). *Research priorities for advancing equitable dual enrollment policy and practice.* Salt Lake City, UT: University of Utah. Retrieved from: https://cherp.utah.edu/_resources/documents/publications/research_priorities_for_advancing_equitable_dual_enrollment_policy_and_practice.pdf.

Giani, M. S. (2019). *Bossier Parish Community College First in the World third-party evaluation: Final Annual Performance Report.* Austin, TX: Giani Consulting & Evaluation, LLC. Available upon request.

Giani, M. S., Lippa, A., & Khandekar, S. C. (2018). *The high school readiness report: A study of the landscape of middle school advising in Texas.* Austin, TX: Texas OnCourse, The University of Texas at Austin. Available at: https://texasoncourse.org/media/1971/texasoncourse_highschoolreadinessreport_nov2018.pdf.

Giani, M. S., & Lippa, A. (2017). *College and career advising in Texas: The Texas OnCourse survey report.* Austin, TX: Texas OnCourse, The University of Texas at Austin. Available at https://texasoncourse.org/about/report/college-and-career-advising-tx-survey-report.

Taylor, J. L., & Giani, M. S. (2016). Reverse transfer: Taking stock and moving forward. *OCCRL Updates, Spring 2016,* p. 24-27. Available at http://occrl.illinois.edu/docs/librariesprovider4/news/update/taking-stock.pdf.

Bragg, D. D., Giani, M. S., Fox, H. L., Bishop, C., & Bridges, K. (2015, July). *Third party evaluation of the impact of the Health Professions Pathways (H2P) Consortium*. Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign. Available at http://occrl.illinois.edu/files/Projects/TAA/h2p-impact.pdf.

Giani, M. S., & Taylor, J. L. (2015). *CWID DATA NOTE: Cumulative college credits and reverse transfer eligibility policies.* Champaign, IL: Office of Community College Research and Leadership, University of Illinois at Urbana-Champaign.

Giani, M.S., Alexander, C., & Shin, J. (2014). *The Texas Reverse Transfer Initiative: Baseline report*. Austin, TX: Texas Education Research Center. Available upon request.

Cumpton, G. & Giani, M. S. (2014). *Texas school counselor study: Exploring the supply, demand, and evolving roles of school counselors.* Austin, TX: Ray Marshall Center for the Study of Human Resources. Available from http://raymarshallcenter.org/files/2015/01/Texas-School-Counselor-Study_Exploring-the-Supply-Demand-and-Evolving-Roles-of-School-Counselors.pdf.

Mikelson, K. S., Giani, M. S., King, C. T., & Khan, A. (2014). *Estimating labor demand and supply in Texas: How planning tools and data are used.* Report prepared for the Texas Workforce Investment Council. Austin, TX: Ray Marshall Center for the Study of Human Resources. Available upon request.

Reyes, P., Alexander, C., & Giani, M. S. (2012). *Postsecondary access, persistence, and completion of Houston-area youth.* Austin, TX: Texas Education Research Center. Available from http://utaustinerc.org/files/publications/HISD_Report.pdf.

Alexander, C., Giani, M. S., & Reyes, P. (2011). *High school persistence and completion of Houston-area youth*. Austin, TX: Texas Education Research Center. Available from http://utaustinerc.org/files/publications/.

Giani, M. S., Alexander, C., & Reyes, P. (2011). *A Study of postsecondary access and preparedness of Houston-Area youth.* Austin, TX: Texas Education Research Center. Available from http://utaustinerc.org/files/publications/.

Alexander, C., Reyes, P., & Giani, M. S. (2011). *Postsecondary persistence and completion of Houston-area youth*. Austin, TX: Texas Education Research Center. Available from http://utaustinerc.org/files/publications/.

Giani, M. S., & O'Guinn, C. M. (2010). Weaving outside ideas into our school. In K. Geiser and C. O'Guinn (Eds.), *Youth in the middle: Envisioning and implementing a whole-school youth development approach: A guide for middle school leaders (pp. 81-89).* Palo Alto, CA: John W. Gardner Center for Youth and Their Communities. Available from http://jgc.stanford.edu/docs/YIM_Toolkit_100429.pdf.

Giani, M. S., & O'Guinn, C. M. (2010). Building supportive relationships as a foundation for learning. In K. Geiser and C. O'Guinn (Eds.), *Youth in the middle: Envisioning and implementing a whole-school youth development approach: A guide for middle school leaders (pp. 81-89).* Palo Alto, CA: John W. Gardner Center for Youth and Their Communities. Available from http://jgc.stanford.edu/docs/YIM_Toolkit_100429.pdf.

Giani, M. S., & O'Guinn, C. M. (2010). Motivation to learn: Igniting a love of learning in all students. In K. Geiser and C. O'Guinn (Eds.), *Youth in the middle: Envisioning and implementing a whole-school youth development approach: A guide for middle school leaders (pp. 81-89).* Palo Alto, CA: John W. Gardner Center for Youth and Their Communities. Available from http://jgc.stanford.edu/docs/YIM_Toolkit_100429.pdf.

O'Guinn, C. M., Giani, M. S., & Geiser, K. (2010). Renewing school: Productive dialogue and difficult conversations. In K. Geiser and C. O'Guinn (Eds.), *Youth in the middle: Envisioning*

*and implementing a whole-school youth development approach: A guide for middle school leaders (pp. 81-89).* Palo Alto, CA: John W. Gardner Center for Youth and Their Communities. Available from http://jgc.stanford.edu/docs/YIM_Toolkit_100429.pdf.

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**INVITED PRESENTATIONS:**

"Pennsylvania overhauled its graduation requirements. Are high schoolers better off?" Chalkbeat. Available from https://www.chalkbeat.org/philadelphia/2026/05/13/schools-need-more-help-to-give-students-valuable-career-paths-experts-say/.

**TEACHING:**

ELP 390S: Social and Cultural Contexts of Education – Graduate-level course examining the larger social, economic, and political contexts in which schools, districts, colleges, and universities operate and investigating the ways in which issues of race, immigrant status, social class, gender, and (dis)ability status shape students' experiences and outcomes within educational institutions along the P-20 continuum.
University of Texas at Austin – Spring 2023

ELP 384H: Educational Policy Implementation – Graduate-level course exploring theoretical frameworks and empirical approaches for studying the implementation of educational policies.
University of Texas at Austin – Spring 2022

ELP 392P: Advanced Quantitative Research Design and Analysis – Graduate-level course examining quantitative methodologies commonly used in educational research such as linear and logistic regression, multi-level modeling, and techniques for causal inference.
University of Texas at Austin – Fall 2018-2023

EOL 570: Organization in Higher Education – Graduate-level course which examined American higher education both as a system and as a field of study. Included consideration of organizational patterns, stakeholders, governance, and the purposes of higher education. One of the core courses for all students in the higher education program.
University of Illinois at Urbana-Champaign – Fall, 2015

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**CONFERENCE PRESENTATIONS:**

Leckey, S., Seo, E., Giani, M. S., Yeager, D. S., & Trzesniewski, K. (2024). Measuring teachers' growth mindset beliefs. *American Educational Research Association.*

Giani, M. S. & Tyner, A. (2024). Is the calculus pathway overrated? Evaluating the postsecondary and career impact of high school calculus vs. statistics courses. *Association for Education Finance and Policy.*

Giani, M. S., Hecht, C., Porter, J., Bryan, C., Dweck, C., Murphy, M., & Yeager, D. S. (2023). Testing a year-long growth mindset-supportive teaching fellowship. *Society for Research on Educational Effectiveness.*

Giani, M. S. (2022). Certified skills? How industry-recognized credentials shape high school students' postsecondary outcomes. *Association for Public Policy Analysis & Management Conference.*

Giani, M. S., & Lyle, R. (2022). Networking through professional development for increased teacher effectiveness. *Association for Education Finance and Policy Conference.*

Giani, M. S., Porter, J. R., & Khandekar, S. C. (2021). Who was most impacted by COVID-19? An examination of student performance in dual-enrollment courses. *American Educational Research Association Conference.*

Giani, M. S., & Khandekar, S. C., Gaertner, M., & Bowzer, A. (2021). Those who advise must be wise: Factors that influence educators' college and career knowledge. *Association for Education Finance and Policy Conference.*

Giani, M., Porter, J. R. & Khandekar, S. C. (2020) Professional Learning, Teacher Experience, and Student Achievement in Dual-Enrollment Courses [Poster Session]. AERA Annual Meeting San Francisco, CA. http://tinyurl.com/yx5cuugo (Conference Canceled)

Giani, M., Taylor, J. L. & Kauppila, S. (2020) Examining the Educational and Employment Outcomes of Reverse Credit Transfer in Texas [Symposium]. AERA Annual Meeting San Francisco, CA http://tinyurl.com/scc6vvu (Conference Canceled).

Giani, M. S., & Khandekar, S. C. (2020). The effect of credit eligibility on the college aspirations of dual-enrollment students. *Association for Education Finance and Policy Conference.*

Giani, M. S. (2019). Reimagining dual-enrollment: The role of research universities in closing College readiness gaps. *Council for Public Policy in Higher Education Pre-Conference, Association for the Study of Higher Education.*

Giani, M. S. (2019). Mobilizing developmental education: The causal effect of mobile apps on student outcomes. *Council for the Study of Community Colleges 2019 Conference.*

Giani, M. S., Lippa, A., & Khandekar, S. C.(2018). Middle school advising in Texas and the decision-making processes for selecting a high school graduation plan. *American Educational Research Association 2018 Conference.*

Giani, M. S., & Walling, D. (2017). Will I get in? Using predictive modeling to estimate university admission decisions. *Association for the Study of Higher Education 2017 Conference.*

Giani, M. S. (2017). Does vocational still imply tracking? Examining the evolution of career and technical education policy in Texas. *American Educational Research Association 2017 Conference*.

Giani, M. S., Lippa, A., & Morrill, S. (2017). Unpacking undermatch: What factors impact college application, enrollment, and matriculation for Texas students? *American Educational Research Association 2017 Conference*.

Giani, M. S., Bragg, D. D., & Taylor, J. L. (2017). How credit loss varies according to student and institutional characteristics: The case of Hawaii. Paper session. *Council for the Study of Community Colleges 2017 Conference*.

Giani, M. S., Morrill, S., & Lippa, A. (2016). Unpacking undermatch: What factors impact college application, admission, and matriculation for Texas students? *2016 Texas Higher Education Symposium.*

Giani, M. S., Bishop, C., Fox, H. L., Bridges, K., & Bragg, D. D. (2016). How effective are community colleges?: New methods for measuring program of study intention and completion. Paper session. *American Educational Research Association 2016 Conference*.

Dorimé-Williams, M., & Giani, M. S. (2016). Class, race, and the impact of involvement on students' baccalaureate attainment. Paper session. *American Educational Research Association 2016 Conference*.

Taylor, J. L., Giani, M. S., & Bragg, D. D. (2016). The equity factor: Reproducing or reducing equity through reverse transfer policies. Paper session. *American Educational Research Association 2016 Conference*.

Giani, M. S., & Fox, H. L. (2016). The impact of enhanced retention services on students' college and career outcomes. *Council for the Study of Community Colleges 2016 Conference.* Paper presentation.

Taylor, J. L., & Giani, M. S. (2015). Modeling the effect of reverse transfer associate's degrees: Evidence from two states. *Association for the Study of Higher Education 2015 Conference*. Paper presentation.

Fox, H. L., Giani, M. S., Bridges, K. E., & Bragg, D. D. (2015). What program are these students in? Alternative methods for measuring college retention, college completion, and labor market outcomes. *American Evaluation Association 2015 Conference*.

Bragg, D. D., Taylor, J. L., & Giani, M. S. (2015). Research on reverse transfer in CWID states. Indianapolis, IN: *Credit When It's Due 2015Convening.*

Giani, M. S., Bragg, D. D., Taylor, J. T., & Garcia, S. (2015). A look inside reverse transfer: The case of Minnesota. Fort Worth, TX: *Council for the Study of Community Colleges 2015 Conference.*

Giani, M. S. (2014). The postsecondary resource trinity model: Exploring the interaction between socioeconomic, academic, and institutional resources in promoting student outcomes. *Association for the Study of Higher Education 2014 Conference*. Paper presentation.

Giani, M. S., & Cumpton, G. (2014). From automatic admission to actual enrollment: Race, SES, and the postsecondary destinations of Texas' top ten percent students. *Association for Public Policy Analysis and Management 2014 Conference*.

Giani, M. S. (2014). Vehicles for mobility or engines of inequality? SES and high-ability students' college pathways. *Association for Institutional Research 2014 Forum*. Paper presentation.

Giani, M. S. (2014). Is college enough? The influence of socioeconomic background on the college-to-work transitions of high-ability students. *American Educational Research Association 2014 Conference*. Roundtable presentation.

Giani, M. S., Alexander, C., & Reyes, P. (2014). Comparing the postsecondary benefits of dual-credit to advanced coursework: A quasi-experimental analysis. *American Educational Research Association 2014 Conference*. Paper presentation.

Giani, M. S., Alexander, C., & Reyes, P. (2013). The impact of dual-credit coursework on postsecondary outcomes: A quasi-experimental analysis of Texas students. *Association for the Study of Higher Education 2013 Conference*. Paper presentation.

Giani, M. S., Alexander, C., & Reyes, P. (2013). The influence of districts on college readiness: An analysis of postsecondary access and preparedness. *American Educational Research Association 2013 Conference.* Roundtable presentation.

Giani, M. S., Alexander, C., & Reyes, P. (2012). Does dual-credit course taking increase access to postsecondary education? *University Council for Educational Administration 2012 Conference*. Paper presentation.

Alexander, C., Reyes, P., & Giani, M. S. (2012). What predicts postsecondary enrollment? *University Council for Educational Administration 2012 Conference*. Paper presentation.

Alexander, C., Giani, M. S., & Reyes, P. (2012). High school predictors of postsecondary outcomes: What factors influence postsecondary access, persistence, and completion? *American Educational Research Association 2012 Conference.* Paper presentation.

Alexander, C., Giani, M. S., & Reyes, P. (2011). Access to postsecondary education: What should leaders know about who is accessing two-year and four-year institutions? *University Council for Educational Administration 2011 Conference*. Paper presentation.

Davis, B. W., Giani, M. S., & Hutner, T. (2011). Non-traditional leadership preparation programs and the candidates they attract**.** *American Educational Research Association 2011 Conference.* Paper presentation.

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**MEDIA COVERAGE AND INTERVIEWS:**

June 26, 2026 — *Forbes* — The Tyranny of the College Admissions "Hook" [Research featured; contributor commentary].

May 13, 2026 — *Chalkbeat* — How can schools better prepare students after high school? Here's what a few experts say. [Quoted; research featured].

April 9, 2026 — *Chalkbeat* — How dubious high school credentials like ladder safety are boosting Pennsylvania's graduation rate [Quoted; research featured].

January 8, 2026 — *Inside Higher Ed* — The Pressure Is On [Research featured; commentary].

September 24, 2025 — *K–12 Dive / Higher Ed Dive* — Just how integral is calculus to college readiness? [Research featured].

July 10, 2025 — *Ithaka S+R* — Examining the Impact of Automatic Admissions and Proactive Financial Aid Guarantees at the University of Texas at Austin: An Interview with Dr. Matt Giani [Interview].

June 24, 2025 — *Tests and the Rest, episode 657* — Does It Matter If You Take Calculus in High School? [Research featured; interview with coauthor Adam Tyner].

May 16, 2025 — *Houston Chronicle* — HISD saw surge in graduates earning certifications before the takeover. Were they gaming the system? [Quoted].

May 14, 2025 — *K–12 Dive* — AP calculus or AP statistics? It depends on the student [Research featured].

May 12, 2025 — *Forbes* — How to Choose High School Math Courses [Research featured; contributor commentary].

April 23, 2025 — *Education Week* — Is Calculus or Stats More Advantageous for Student Success? It's Complicated [Research featured].

April 23, 2025 — *The Education Gadfly Show, episode 966* — Is calculus king? Rethinking math pathways, with Matt Giani [Podcast guest].

November 10, 2023 — *The 74* — Military Service Should Count as a Successful Pathway for Students. But First We Need Better Data About Graduates [Research featured; commentary].

January 12, 2023 — *The Hechinger Report* — What happened when a South Carolina city embraced career education for all its students [Quoted; research featured; also published by USA Today].

January 2023 — *MDRC, Evidence First* — Do Industry-Recognized Credentials Help Students Transition to College and Careers? A Conversation with Matt Giani [Podcast guest].

November 15, 2022 — *The 74* — How Rethinking Industry-Recognized Credentials Can Help Boost Student Success [Research featured; analysis].

October 7, 2022 — *The TechEd Podcast* — How Valuable Are Industry-Recognized Credentials? [Podcast guest].

August 23, 2022 — *The Education Gadfly Show, episode 834* — Whether industry-recognized credentials benefit high schoolers [Podcast guest].

August 6, 2020 — *Houston Chronicle* — Why a Houston Facebook group "blew up" with desperate parents looking for help [Quoted].

August 21, 2019 — *Inside Higher Ed* — Even Some College Tends to Pay Off [Research featured].

October 11, 2016 — *Inside Higher Ed* — Stepping-Stone or Off-Ramp? [Quoted; research featured].

**SERVICE:**

**Professional-Track Faculty Advisory Committee (PFAC),** 2026-2028
College of Liberal Arts, University of Texas at Austin

**Summer Undergraduate Research Apprenticeship Program, Research PI,** 2026-27
College of Liberal Arts, University of Texas at Austin

**NSF Research Experiences for Undergraduates**, Faculty Mentor, 2026-Present

**UT Austin Bridging Disciplines Program**, Faculty mentor, 2026-Present

**Independent Advisory Panel,** 2024-2026
National Assessment of Career and Technical Education, US Department of Education

**Education Committee,** 2024-2026
Austin PBS

**Co-Chair of Postsecondary Division,** 2025-Present
Society for Research on Educational Effectiveness

**Education Systems and Broad Reform Panel Member,** 2019-2024
Institute of Education Sciences

**Educational Policy Committee (C4),** 2022-2024
The University of Texas at Austin

**Advisory Board,** 2021-2024
University of Texas at Austin High School

**Co-Chair, Policy and Finance Division,** 2021
Council for the Study of Community Colleges (CSCC) Annual Conference

**Journal Reviews**
Educational Researcher (Associate Editor), 2024-Present
Research in Higher Education (Editorial Board), 2020-Present
American Educational Research Journal (Ad Hoc), 2021-Present
Education Economics (Ad Hoc), 2021-Present
Educational Evaluation and Policy Analysis (Ad Hoc), 2021-Present
Educational Policy Analysis Archives (Ad Hoc), 2016
Journal of Education Policy (Ad Hoc), 2014
Journal of Higher Education (Ad Hoc), 2021-Present
Social Forces (Ad Hoc), 2021-Present
Social Science Research (Ad Hoc), 2021-Present
Sociology of Education (Ad Hoc), 2018-Present
Studies in Higher Education (Ad Hoc), 2016

**Student Advising (UT Austin unless otherwise noted)**
Kaitlin Bernell, PhD in Educational Policy and Planning, 2020
Casey Brown, PhD in Educational Policy and Planning, 2021
Ibrahim Bicak, PhD in Program in Higher Education Leadership, 2021
Garrett Groves, PhD in Educational Policy and Planning, 2023
Mic Fenech, PhD in STEM Education, 2023
Desiree Le, PhD in Educational Policy and Planning, 2024
Kaitlin Ogden, PhD in Educational Policy and Planning, 2024
Toufic Chahin, PhD in Educational Policy and Planning, 2025
Margaret Cosby, EdD in Educational Leadership and Policy Studies, University of Houston, 2025
Karissa Jobman, PhD in Educational Policy and Planning, 2026
Donna Wallis (Co-Chair), Executive EdD in Higher Education Leadership, 2026 (Expected)
Tasneem Sultana, PhD in Higher Education Leadership and Policy, 2027 (Expected)
Franchesca Lyra, PhD in STEM Education, 2027 (Expected)
Rashi Agarwal, PhD in STEM Education, 2027 (Expected)
Catalina Vasquez, PhD in Higher Education Leadership and Policy, 2027 (Expected)

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