

Matthew Tadashi Hora  
Departments of Liberal Arts and Applied Studies & Educational Policy Studies  
Wisconsin Center for Education Research  
University of Wisconsin-Madison  
1025 Johnson St., Suite 964, Madison, WI 53706  
(608) 265-0448 [hora@wisc.edu](mailto:hora@wisc.edu)

## FORMAL EDUCATION

**University of Wisconsin-Madison** **November 2012**

Ph.D. in Educational Psychology – Learning Sciences, UW-Madison  
Title of Thesis: A situative analysis of postsecondary teaching: Examining the relationships among faculty beliefs about student learning, course planning, and classroom instruction.

**University of Maryland, College Park** **2004**

M.A.A. in Applied Anthropology

**University of California, Santa Barbara** **1995**

B.A. in Literature – College of Creative Studies

## POSITIONS HELD

**Founding Director**, Center for Research on College-Workforce Transitions **2016 - Present**  
Wisconsin Center for Education Research, UW-Madison

**Assistant Professor of Adult and Higher Education** **2015-Present**  
Department of Liberal Arts and Applied Studies, UW-Madison

**Researcher** **2006-Present**  
Wisconsin Center for Education Research, UW-Madison

**Research Associate/Program Evaluator** **2004- 2006**  
LTG Associates, Inc., Silver Spring, MD

## SPECIAL AWARDS AND HONORS

**Frederic W. Ness Book Award**: Association of American Colleges & Universities (2018)  
For "Beyond the skills gap: Educating college students for life and work." For the best national book on liberal education.

**The Jerome L. Neuner Award for Excellence in Professional-Scholarly Publication** (2016)  
For Bouwma-Gearhart, J. & Hora, M.T. (2016). Supporting faculty in the era of accountability: How postsecondary leaders can facilitate the meaningful use of instructional data for continuous improvement. *Journal of Higher Education Management*, 31 (1), 44-56.

**Emerging Interfaces Award**, Wisconsin Institutes for Discovery (2012)

## RESEARCH AND PUBLICATIONS

\* denotes peer-reviewed publication

# indicates graduate student working towards a degree at UW-Madison at time of publication

^ denotes work performed prior to tenure-track appointment at UW-Madison

Note: Available Google Scholar, downloads and views, and Altmetric scores are provided when available

Total Google Scholar citations: 1,185                      H-index: 18                      i10index: 24

## Peer-Reviewed Journal Articles, Published or Accepted for Publication

- \* 1. Hora, M.T., Chen, Z., Parrott, E. #, & Her, P. # (2020). Problematizing college internships: Exploring issues with access, program design, and developmental outcomes in three U.S. colleges. *International Journal of Work Integrated Learning*, 21 (3), 235-252.
- 2. Hora, M.T., Parrott, E.#, & Her, P. # (2020). How do students conceptualise the college internship experience? Toward a student-centred approach to designing and implementing internships. *Journal of Education and Work*, 33 (1), 48-66. (Online journal views: 108)
- \* 3. Hora, M.T., Newman, R.T.,# Hemp, R. #, Brandon, J. #. & Wu, Y. # (2020). Re-framing student employability: From commodifying the self to supporting student, worker and societal well-being. *Change: The Magazine of Higher Learning*, 52 (1), 37-45. (Online journal views: 79; Altmetric: 10)
- \* 4. Chin, M.Y., # Blackburn Cohen, C.A. #, & Hora, M.T. (2020). Examining US business undergraduates' use of career information sources during career exploration. *Education + Training*, 62 (1), 15-30. (Google Scholar citations: 0; Altmetrics: 5)
- \* 5. Hora, M. T. (2020). Hiring as cultural gatekeeping into occupational communities: implications for higher education and student employability. *Higher Education*, 79 (2), 307-324. (Downloads: 438)
- \* 6. Hora, M.T., Smolarek, B., Martin, K.N. & Scrivener, L. # (2019). Exploring the situated and cultural aspects of communication in the professions: Implications for teaching, student employability, and equity in higher education. *American Educational Research Journal*, 56 (6), 2221-2261. (Views and Downloads: 414; Altmetric: 8)
- \* 7. Benbow, R., & Hora, M.T. (2018). Reconsidering college student employability: A cultural analysis of educator and employer conceptions of workplace skills. *Harvard Educational Review* 88 (4), 483-515. (Google Scholar citations: 4)
- \* 8. Hora, M.T., Benbow, R., & Smolarek, B. (2018). Re-thinking soft skills and student employability: A new paradigm for undergraduate education. *Change: The Magazine of Higher Learning*, 50 (6), 30-37. (Google Scholar citations: 5; Views: 675; Altmetric: 16)
- \* 9. Hora, M.T. & Smolarek, B.# (2018). Examining faculty reflective practice: A call for critical awareness and institutional support. *The Journal of Higher Education*, 89 (4), 553-581. (Google Scholar citations: 1; Views: 561; Altmetric: 8)
- \*10. Hora, M.T. & Blackburn-Cohen, C. # (2018). Cultural capital at work: How cognitive and non-cognitive skills are taught, trained, and rewarded in a Chinese technical college. *Community College Review*, 46 (4), 388-416. (Google Scholar citations: 2; Views and downloads: 371)
- \*11. Hora, M.T., Bouwma-Gearhart, J. & Park, H. # (2017). Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning. *Review of Higher Education*, 40 (3), 391-426. (Google Scholar citations: 21)
- \*12. Hora, M.T. & Oleson, A.K. # (2017). Examining study habits in undergraduate STEM courses from a situative perspective. *International Journal of STEM Education*, 4 (1), 1-19. (Google Scholar citations: 18; Downloads: 10,000)

- \*13. Bouwma-Gearhart, J., & Hora, M.T. (2016). Supporting faculty in the era of accountability: How postsecondary leaders can facilitate the meaningful use of instructional data for continuous improvement. *Journal of Higher Education Management*, 31 (1), 44-56. (Google Scholar citations: 1)
- \*14. Hora, M. T. (2016). Navigating the problem space of academic work. *AERA Open*, 2(1), 1-19. (Google Scholar citations: 10; Downloads: 662; Altmetric: 7)
- \*15. Hora, M.T. (2015). Towards a descriptive science of teaching: How the Teaching Dimensions Observation Protocol illuminates the dynamic and multi-dimensional nature of active learning modalities in postsecondary classrooms. *Science Education*, 99 (5), 783-818. (Google Scholar citations: 35; Altmetric: 5)
- ^\* 16. Ferrare, J. # & Hora, M.T. (2014). Cultural models of teaching and learning: Challenges and opportunities for undergraduate math and science education. *Journal of Higher Education*, 85 (6), 792-825. (Google Scholar citations: 20; Views: 131; Altmetric: 3)
- ^\* 17. Hora, M. T., & Hunter, A. B. (2014). Exploring the dynamics of organizational learning: identifying the decision chains science and math faculty use to plan and teach undergraduate courses. *International Journal of STEM Education*, 1(1), 1–21. (Google Scholar citations: 6; Downloads: 4,000)
- ^\* 18. Hora, M.T. (2014). Exploring faculty beliefs about student learning and their role in instructional decision-making. *The Review of Higher Education*, 38 (1), 37-70. (Google Scholar citations: 31)
- ^\* 19. Hora, M.T. & Ferrare, J. # (2014). Re-measuring postsecondary teaching: How singular categories of instruction obfuscate the multiple dimensions of classroom practice. *Journal of College Science Teaching*, 43 (3), 36-41. (Google Scholar citations: 53)
- ^\* 20. Oleson, A. #, & Hora, M.T. (2014). Teaching the way they were taught? Revisiting the sources of teaching knowledge and the role of prior experience in shaping faculty teaching practices. *Higher Education*, 68 (1), 29-45. (Google Scholar citations: 256; Downloads: 3,600)
- ^\* 21. Hora, M.T. & Ferrare, J. # (2013). Instructional systems of practice: A multi-dimensional analysis of math and science undergraduate course planning and classroom teaching. *The Journal of the Learning Sciences*, 22 (2), 212-257. (Google Scholar citations: 108; Views: 2,085)
- ^\* 22. Hora, M.T. & Holden, J. # (2013). Exploring the role of instructional technology in course planning and classroom teaching: Implications for pedagogical reform. *Journal of Computing in Higher Education*, 25 (2), 68-92 (Google Scholar citations: 43; Downloads: 1,800)
- ^\* 23. Hora, M.T. (2012). Organizational factors and instructional decision-making: A cognitive perspective. *The Review of Higher Education*, 35(2), 207-235. (Google Scholar citations: 75)
- ^\* 24. Hora, M.T. & Anderson, C.D. # (2012). Perceived norms for interactive teaching and their relationship to instructional decision-making: A mixed methods study. *Higher Education*, 64 (4), 573-592. (Google Scholar citations: 32; Downloads: 958)
- ^\* 25. Hora, M.T. (2004). Identifying effective promotional strategies for farmers markets and nutrition education through the integration of ethnography and Geographic Information Systems (GIS). *Practicing Anthropology*, 26(4), 18-23. (Google Scholar citations: 1)

^\* 26. Johnson, T. & Hora, M.T. (2004). Distance and beyond: Variables influencing conceptions of food store accessibility in Baltimore, Maryland. *Practicing Anthropology*, 27(2), 15-17. (Google Scholar citations: 1)

## Books and Book Chapters

\* 27. Hora, M.T., Oleson, A.#, & Benbow, R. (2016). *Beyond the skills gap: Educating college students for life and work*. Boston, MA: Harvard Education Press. (2018 Frederic W. Ness Book Award: Association of American Colleges & Universities). (Google Scholar citations: 49)

\* 28. Hora, M.T. (2018). A framework for studying the use of instructional data in higher education: A socio-technical analysis of data driven decision-making (pp.22-44). In *Learning analytics in higher education* (Eds. Lester, J., & Klein, C.). London, UK: Routledge.

\* 29. Hora, M.T. (in press). *Classroom observation of teaching*. The SAGE Encyclopedia of Higher Education.

^\* 30. Hora, M.T. & Millar, S. (2011). *Building education partnerships: Navigating diverse cultural contexts to turn challenge into promise*. Sterling, VA: Stylus Publications. (Google Scholar citations: 49)

^ 31. Hora, M.T. & Tick, J. (2001). *From farm to table: Making the connection in the Mid-Atlantic food system*. Capital Area Food Bank. Washington, D.C. (Google Scholar citations: 18)

## Extension/Outreach Publications

### Practitioner articles and op-eds

Hora, M.T. (February 1, 2020). Entry-level workers can lose 6% of their wages if they don't have this. *Fast Company*. Retrieved from: [https://www.fastcompany.com/90458673/5-things-standing-in-the-way-of-students-taking-internships?partner=rss&utm\\_source=rss&utm\\_medium=feed&utm\\_campaign=rss+fastcompany&utm\\_content=rss?cid=search](https://www.fastcompany.com/90458673/5-things-standing-in-the-way-of-students-taking-internships?partner=rss&utm_source=rss&utm_medium=feed&utm_campaign=rss+fastcompany&utm_content=rss?cid=search)

Hora, M.T. (January 24, 2020). 5 obstacles that stop an students from taking an internship. *The Conversation*. (Readers: 8,471) Retrieved from: <https://theconversation.com/5-obstacles-that-stop-many-students-from-taking-an-internship-130357>

Hora, M.T. (September 23, 2019). Internships as a high-impact practice? *Insider Higher Ed*. Retrieved from: <https://www.insidehighered.com/views/2019/09/23/campuses-should-proceed-caution-when-it-comes-student-internships-opinion>

Hora, M.T. (March 4, 2018). What's wrong with required internships? Plenty. *The Chronicle of Higher Education*. Retrieved from: <https://www.chronicle.com/article/What-s-Wrong-With-Required/242727>

Hora, M.T. (2018). Beyond the skills gap: How the vocationalist framing of higher education undermines student, employer, and societal interests. *Liberal Education*, 104 (2), 20-27.

Hora, M.T. (September 25, 2017). Opposing UW cultural diversity courses hurts state's workforce development. *The Capital Times*. Retrieved from: [https://madison.com/ct/opinion/column/matthew-t-hora-opposing-uw-cultural-diversity-courses-hurts-state/article\\_099399e6-aa9f-50d6-ade8-79a838937e37.html](https://madison.com/ct/opinion/column/matthew-t-hora-opposing-uw-cultural-diversity-courses-hurts-state/article_099399e6-aa9f-50d6-ade8-79a838937e37.html)

Hora, M.T. (February 2017). Beyond the skills gap: Systemic reform centered on active learning is essential to cultivate career competencies. *National Association of Colleges and Employers Journal* (NACE Journal), 23-32.

Hora, M.T., & Benbow, R. (October 26, 2016). Author interview for “Beyond the skills gap.” *Inside Higher Education*. Retrieved from: <https://www.insidehighered.com/news/2016/10/26/authors-discuss-new-book-challenging-narrative-about-colleges-and-skills-gap>

Hora, M.T. (September 21, 2016). State must invest in experiential learning. *USA Today and the Wisconsin Rapids Tribune*. Retrieved from: <https://www.wisconsinrapidstribune.com/story/opinion/columnists/2016/09/21/state-must-invest-experiential-learning/90784038/>

Hora, M.T., Benbow, R. & Oleson, A.K. (March 16, 2015). The view from Wisconsin: Why Scott Walker and President Obama’s focus on the skills gap is off the mark. *Inside Higher Education*. Retrieved from: <https://www.insidehighered.com/views/2015/03/16/essay-criticizes-focus-vocational-training-higher-education-policies-president>

#### Letters to the Editor (scholarly journals)

Hora, M.T. (2014). Limitations in experimental design mean that the jury is still out on lecturing. *Proceedings of the National Academy of Sciences*, 111 (30), 3024.

#### Technical reports and working papers

Hora, M.T. (2020). *What to do about internships in light of the COVID-19 pandemic? A short guide to online internships for colleges, students and employers*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Chen, Z., Wolfgram, M., Her, P. & Hora, M.T. (2020). *Results from the College Internship Study at Fayetteville State University*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Chen, Z., Wolfgram, M., Her, P. & Hora, M.T. (2020). *Results from the College Internship Study at Northeastern Illinois University*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Chen, Z., Wolfgram, M., Her, P. & Hora, M.T. (2020). *Results from the College Internship Study at the University of Texas-El Paso*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Chen, Z., Wolfgram, M., Her, P. & Hora, M.T. (2020). *Results from the College Internship Study at Benedict College*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Chen, Z., Wolfgram, M., Her, P. & Hora, M.T. (2019). *Results from the College Internship Study at the University of Baltimore*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Chen, Z., Wolfgram, M., Her, P. & Hora, M.T. (2019). *Results from the College Internship Study at the University of Wisconsin-Oshkosh*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Hora, M.T., Chen, Z., Parrott, E., & Her, P. (2019). *Problematizing college internships: Exploring issues with access, program quality and developmental outcomes in three U.S. colleges*. Wisconsin Center for Education Research Working Paper No. 2019-1. UW-Madison.

Hora, M.T., Parrott, E.\*, Chen, Z., Thompson, M., Perez-Chavez, J.\*, Fetter, A.K.\*, Scaglione, M., Wolfgram, M., & Kolar, A.\* (2018). *Results from the College Internship Study at Claflin University*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Hora, M.T., Scaglione, M., Parrott, E.\*, Chen, Z., Wolfgram, M., & Kolar, A.\* (2018). *Results from the College Internship Study at the University of Wisconsin-Parkside*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Hora, M.T., Scaglione, M., Parrott, E.\*, Chen, Z., Wolfgram, M., & Kolar, A.\* (2018). *Results from the College Internship Study at Madison College*. University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Hora, M.T., Wolfgram, M., & Thompson, S.\* (2017). *What do we know about the impact of internships on student outcomes?* University of Wisconsin-Madison. Center for Research on College-Workforce Transitions.

Hora, M.T. & Ferrare, J.\* (2013). *A Review of Classroom Observation Techniques Used in Postsecondary Settings*. Wisconsin Center for Education Research Working Paper No. 2013-1. UW-Madison.

Hora, M.T. (2011). *Applying insights from faculty teaching practices to science and math education reforms*. Policy Brief – Wisconsin Center for the Advancement of Postsecondary Education (WISCAPE). Madison, WI: UW-Madison.

Hora, M.T. & Millar, S. (2008). *A final case study of SCALE activities at UW-Madison: The influence of institutional context on a K-20 STEM education change initiative*. Wisconsin Center for Education Research Working Paper No. 2008-6. UW-Madison.

## **RESEARCH AND PUBLICATIONS IN PROGRESS**

### **Peer-Reviewed Journal Articles, Revise and Resubmit**

\* Chhabra, P. #, Smolarek, B. & Hora, M.T. (revise and resubmit). Exploring the factors that influence how (and why) community college instructors teach communication and teamwork skills in computer technology courses.

\*Hora, M.T., Benbow, R.J., & Lee, C. # (revise and resubmit). Decomposing the planning processes informing communication instruction: Implications for faculty learning and professional development.

### **Peer-Reviewed Journal Articles, Under Review**

\* Hora, M.T. & Lee, C. # (under review). Industry in the classroom: Does industry experience increase or enhance faculty skills-focused instruction?

\* Hora, M.T., Wolfgram, M., & Chen, Z. (under review), Closing the doors of opportunity: How financial, sociocultural, and institutional barriers intersect to inhibit participation in college internships.

\* Hora, M.T., Chen, Z., Parrott, E. #, & Her, P. # (under review). Not all internships are created equally: How program structure shapes intern satisfaction and development.

### **Manuscripts in Progress, Edited Volumes**

Hora, M.T. Ed. (in progress). *New Directions for Community Colleges: Focus on Teaching and Learning.*

### **Manuscripts in Progress, Journal Articles**

Hora, M.T. & Fischer, J.J. # (in progress). A critical review of the literature on college student employability. *To be submitted to the Review of Educational Research.*

Hora, M.T., Chen, Z., Parrott, E. # & Her, P. # (in progress). Who are the interns? An examination of the demographic and academic characteristics of college interns. *To be submitted to the Review of Higher Education.*

Colston, J.#, Hora, M.T., & Chen, Z. (in progress). How do working college students view the developmental value of their current jobs? *To be submitted to the Journal of Education and Work.*

Huerta, A., Duenas, M.# & Hora, M.T. (in progress). How internships are designed and experienced at Hispanic Serving Institutions.

Rogers, S., James, B., Preston, D., & Hora, M.T. (in progress). How internships are designed and experienced at HBCUs.

Hora, M.T., Thompson, M., Wolfgram, M., Chen, Z. (in progress). The impact of COVID-19 on college student internships.

### **RESEARCH SUPPORT**

**Principal Investigator.** Expanding experiential learning in pathways framework. Bill & Melinda Gates Foundation (2019-2021), \$1,832,870.

**Principal Investigator.** The college internship study: A longitudinal mixed-methods study exploring the impacts of college internships on student outcomes at HBCUs. National Science Foundation, EHR Core Research Program: DGE#1920560. (2019-2022), \$1,489,273.

**Co-Principal Investigator** (with Ross Benbow PI, You-Geon Lee). Exploring STEM career pathway persistence among student service members and veterans: A mixed methods study of social support networks. National Science Foundation, EHR Core Research Program: HRD#1920482. (2019-2022), \$556,754.

**Principal Investigator.** The college internship study: Phase 2. UW-Madison Fall Competition. (2019-2020), \$52,028.

**Principal Investigator.** Examining the relationship among design features of college internships and student outcomes: A mixed-method longitudinal study. The University of Wisconsin System (2018-2019), \$25,000.

**Principal Investigator.** (with Ross Benbow, Ben Zwickl, Kelly Martin). Exploring factors that shape education & workplace training on essential 21st century competencies: A translational study in four

high-STEM job regions. National Science Foundation, EHR Core Research Program: DGE#1561493. (2016-2020), \$1,739,670.

**Principal Investigator.** Exploring the alignment among employer expectations for STEM skills and the design of education curricula and interventions. National Science Foundation, EHR Core Research Program: DGE#1348648. (2013-2016), \$562,022.

**Co-Principal Investigator** and Project Director (with Richard Halverson, Jana Bouwma-Gearhart). Tracking the process of data-driven decision making: Exploring the use of the instructional systems of practice (ISOP) framework to transform undergraduate STEM education. National Science Foundation, TUES Program: DUE# 1224624. (2012-2015), \$593,844.

**Co-Principal Investigator** and Project Director (with Susan Millar, Charles Kalish). Culture, cognition and evaluation of STEM higher education reform. National Science Foundation, REESE Program: DRL# 0814724. (2008-2012), \$797,645.

## LIST OF PRESENTATIONS

### Invited Presentations

March 5, 2020. *Improving access to internship opportunities: Insights from a study on obstacles to internship participation.* 36th Annual – 2020 Wisconsin Technical College Information Technology Faculty and Administrators Conference. University of Wisconsin-Madison.

February 12, 2020. *Outline of CCWT's research portfolio.* The Bill & Melinda Gates Foundation Equitable Futures Team.

January 17, 2020. *Designing meaningful tasks for interns.* 2020 Intern Bridge Thought Leaders Symposium.

January 16, 2020. *Why culture and the disciplines are essential for teaching “soft” skills to college students.* United Negro College Fund – Career Pathways Initiative.

December 11, 2019. *Building and sustaining stakeholder partnerships in Wisconsin: Lessons from the New Skills for Youth grant.* 2019 ACP/Pathways Education-Business Partnerships Conference.

October 15, 2019. *Why culture and the disciplines are essential for teaching “soft” skills to college students.* Columbus, OH. The Ohio State University Sesquicentennial Academic Summit Reimagining Teaching and Learning.

March 7, 2019. *Strategies for integrating transferable or “soft” skills into your training programs.* Madison, WI. University of Wisconsin-Madison. Employee Career Conference.

January 24, 2019. *Bridging the 21st century skills gap.* Annual Meeting of the Association of American Colleges and Universities (AACU). Atlanta, GA.

December 12, 2018. *A cultural and critical perspective of college students' employability skills: Implications for higher education.* Ann Arbor, MI. University of Michigan.

November 15, 2018. *Beyond the skills gap: Preparing college students for life and work in turbulent times.* The Illinois Council of Community College Administrators Annual Meeting. Peoria, IL.



September 24, 2018. *A critical look at “soft” skills in vocational education*. Beijing, China. Beijing Humboldt Education Conference.

April 27, 2018. *Beyond the skills gap: Insights about internships, diversity and preparation for the future*. Wisconsin Career Development Association. Gateway Technical College. Racine, WI.

January 25, 2018. *Beyond the skills gap: Educating college students for life and work*. Washington, D.C. Association of American Colleges and Universities.

October 10, 2017. *Beyond the skills gap: Educating college students for life and work*. Fairfax, VA. George Mason University.

September 21, 2017. *Beyond the skills gap: Educating college students for life and work*. Orangeburg, S.C. Claflin University.

June 27, 2017. *Beyond the skills gap: Educating college students for life and work*. Atlanta, GA. United Negro College Fund Career Pathways Initiative.

May 16, 2017. *Beyond the skills gap: Educating college students for life and work*. Yakima, WA. Heritage University.

May 15, 2017. *Beyond the skills gap: Educating college students for life and work*. Bothell, WA. Cascadia Community College.

May 12, 2017. *Beyond the skills gap: Educating college students for life and work*. Eugene, OR. University of Oregon.

May 11, 2017. *Beyond the skills gap: Educating college students for life and work*. Corvallis, OR. Oregon State University.

April 28, 2017. *Beyond the skills gap: Educating college students for life and work*. Appleton, WI. Fox Valley Technical College.

February 16, 2017. *Beyond the skills gap: Educating college students for life and work*. Solvang, CA. Community College League of California.

February 24, 2017. *Beyond the skills gap: Educating college students for life and work*. Santa Barbara, CA. University of California, Santa Barbara.

February 14, 2017. *Beyond the skills gap: Educating college students for life and work*. Madison, WI. University of Wisconsin, Madison: Career Services Council.

December 16, 2016. *Beyond the skills gap: Educating college students for life and work*. Madison, WI. University of Wisconsin, Madison: WISCAPE Book Launch.

May 12, 2014. *Findings from the “Tracking the processes of data driven decision-making” study*. Boulder, CO. University of Colorado-Boulder. Presented to the Discipline-based Education Research Group.

April 22, 2014. *Using the Teaching Dimensions Observation Protocol (TDOP)*. Boulder, CO. University of Colorado-Boulder. Presented to the Biology Education Research Group.

March 12, 2013. *A new approach to modeling organizational culture in IHEs: How to use insights into cultural systems of teaching to facilitate widespread change*. Washington, D.C. Poster and workshop presented at the American Association for the Advancement of Science (AAAS) and the National Science Foundation (NSF).

December 14, 2012. *Findings from the Teaching Dimensions Observation Protocol (TDOP)*. Arlington, VA. Paper presented at the National Science Foundation (NSF) headquarters.

### **Refereed Conference Presentations**

\* Hora, M.T. (Convener and Presenter) (2019). What do we know about college internships? Insights from researchers and practitioners on challenges, opportunities, and implications for equity. *American Educational Research Association Annual Meeting*, April 2019. Toronto, ON.

\* Hora, M.T., & Chhabra, P. # (2019). Exploring community college instructors' teaching of "non-cognitive" skills: Implications for research, policy and practice. *Council for the Study of Community Colleges Annual Meeting*, March 2019. San Diego, CA.

\* Hora, M.T., Benbow, R., Zwickl, K. & Martin, K. (2018). Exploring the cultural and situational features of communication skills in the nursing profession: Implications for higher education. *American Anthropological Association Annual Meeting*, November, 2018. San Jose, CA.

\* Hora, M.T., & Benbow, R. (2018). How educator-employer social networks and cross-sector partnerships impact the teaching and training of non-cognitive skills. *Annual Meeting of the American Economic Association*, January, 2018. Philadelphia, PA.

\* Hora, M.T. & Blackburn Cohen, C. (2018) Cultural capital at work: How cognitive and non-cognitive skills are taught, trained and rewarded in a Chinese technical college. *American Educational Research Association Annual Meeting*, April 2018. New York, NY.

\* Hora, M.T., Berret, D. Van Noy, M., & Zwickl, B. (2016). Exploring the role of public higher education in a career-minded world: Three descriptive studies of higher education – workforce relations that unpack the "Skills Gap" narrative. *Association for the Study of Higher Education Annual Meeting*, November 2016. Columbus. OH.

\* Hora, M.T. & Benbow, R. (2016). Postsecondary education and the 'Skills Gap' in Wisconsin: An investigation of the cultural nature of valued workforce skills. *Association for the Study of Higher Education Annual Meeting*, November 2016. Columbus. OH.

\* Hora, M.T., Gearhart, J., & Park, H. (2016). Faculty perceptions of affordances to data-driven decision making: Exploring intersections among policy, context, and practice. *American Educational Research Association Annual Meeting*, April 2016. Washington, DC.

\* Hora, M.T. & Oleson, A. (2015). Exploring the role of work ethic in preparing tomorrow's workforce. *American Educational Research Association Annual Meeting*, April 2015. Chicago, IL.

\* Hora, M.T. (2014). A situative analysis of the relationship between faculty beliefs and teaching practice: Implications for instructional improvement at the postsecondary level. *American Educational Research Association Annual Meeting*, April 2014. Philadelphia, PA.

- \* Hora, M.T. (2013). Exploring the processes of organizational learning: How teaching-related routines and organizational memory processes were influenced by an instructional reform effort. *Association for the Study of Higher Education Annual Meeting*, November 2013. St. Louis, MO.
- \*Oleson, A., & Hora, M.T. (2012). Teaching the way they were taught?: Revisiting the sources of teaching knowledge and the role of prior experience in shaping faculty teaching practices. *Association for the Study of Higher Education Annual Meeting*, November 2012. Las Vegas, NV.
- \*Hora, M.T. (2012). Visualizing the dynamics of classroom instruction: The Teaching Dimensions Observation Protocol (TDOP). *Professional and Organizational Development Network Annual Meeting*, October 2012. Seattle, WA.
- \*Ferrare, J. & Hora, M.T. (2012). Teaching techniques as cultural strategies: A field theory of undergraduate science and math instruction. *American Educational Research Association Annual Meeting*, April 2012. Vancouver, B.C.
- \*Hora, M.T., & Ferrare, J. (2012). Antecedents to faculty self-efficacy beliefs for teaching: Implications for pedagogical reform. *American Educational Research Association Annual Meeting*, April 2012. Vancouver, B.C.
- \*Ferrare, J. & Hora, M.T. (2011). The social and cultural order of undergraduate teaching in the natural sciences and mathematics: A field theoretic framework for understanding instructional reform in postsecondary education. *Association for the Study of Higher Education Annual Meeting Annual Meeting*, November 2011. Charlotte, NC.
- \*Hora, M.T. & Anderson, C. (2011). Social norms and their relationship to interactive teaching. *American Educational Research Association Annual Meeting*, April 2011. New Orleans, LA.
- \*Hora, M.T. (2010). Developing and field testing a new observation instrument for teaching in higher education: Accounting for the role of cognition and context in teaching practice. *Association for the Study of Higher Education Annual Meeting*, November 2010. Indianapolis, IN.

## **TEACHING**

### **Principal Areas and Experience**

Integrating 21st century skills into the college classroom (online, non-credit) Division of Continuing Studies, UW-Madison	Spring 2020
Integrating 21st century skills into the college classroom (online, Spanish, non-credit) Division of Continuing Studies, UW-Madison	Spring 2020
Integrating 21st century skills into the college classroom (online, non-credit) Division of Continuing Studies, UW-Madison	Fall 2019
Integrating 21st century skills into the college classroom (online, Spanish, non-credit) Division of Continuing Studies, UW-Madison	Fall 2019
Integrating 21st century skills into the college classroom (online, Spanish, non-credit) Division of Continuing Studies, UW-Madison	Summer 2019
Integrating 21st century skills into the college classroom (online, non-credit) Division of Continuing Studies, UW-Madison	Spring 2019

A critical and cultural look at student employability (EPS 518) Department of Educational Policy Studies, UW-Madison	Spring 2019
Integrating 21st century skills into the college classroom (online, non-credit) Division of Continuing Studies, UW-Madison	Fall 2018
Assessment in higher education (ELPA 888) Department of Educational Leadership & Policy Analysis, UW-Madison	Spring 2018
Integrating 21st century skills into the college classroom (online, non-credit) Division of Continuing Studies, UW-Madison	Spring 2018
School-Community Engagement (ELPA 770) Department of Educational Leadership & Policy Analysis, UW-Madison	Summer 2016
Doctoral Inquiry (w/ Rich Halverson) (ELPA 810) Department of Educational Leadership & Policy Analysis, UW-Madison	Fall 2015

### **Graduate Student Advising**

#### Dissertation Committee Member (8)

##### *Completed*

Mun Yuk Chin (Department of Educational Psychology)  
Pa Her (Department of Educational Psychology)  
Bouen Choi (Department of Educational Leadership & Policy Analysis)  
Hyoung Joon Park (Department of Educational Leadership & Policy Analysis)  
Chelsea Blackburn Cohen (Department of Educational Leadership & Policy Analysis)  
Ayesha Innayat (Department of Educational Leadership & Policy Analysis)

##### *In Progress*

Jacklyn John Fischer (Department of Educational Leadership & Policy Analysis)  
Tiffany Jones (Department of Counseling Psychology)

#### Master's Thesis Committee Member (1)

##### *Completed*

Amanda Oleson (Department of Educational Policy Studies)

### **Post-doctoral Researchers**

Jiahong Zhang (employed by CCWT)

### **Project Assistants and Research Interns**

Craig Anderson (Department of Educational Psychology)  
Joseph Ferrare (Department of Curriculum & Instruction)  
Amanda Oleson (Department of Educational Policy Studies)  
Amy Yimin Wang (La Follette School of Public Affairs)  
Hyoung Joon Park (Department of Educational Leadership and Policy Analysis)  
Shelby Rogers (Department of Educational Leadership and Policy Analysis)  
Jacklyn John Fischer (Department of Educational Leadership and Policy Analysis)  
Luke Scrivener (Department of Sociology)  
Changhee Lee (Department of Educational Leadership and Policy Analysis)  
Mun Yuk Chin (Department of Counseling Psychology)

Pa Her (Department of Counseling Psychology)  
Jared Colston (Department of Educational Leadership and Policy Analysis)  
Mary Duenas (Department of Educational Leadership and Policy Analysis)  
Zhixuan Wu (Department of Planning and Landscape Architecture)

## **SERVICE**

### **National Public Service**

Grant Proposal Panel Review Member: National Science Foundation (July 2019; February 2019; December 2017; April 2015; July 2013)

Manuscript Reviewer: Journal of the Learning Sciences, Journal of Engineering Education, International Journal of STEM Education, Review of Education Research, Science Education, Review of Higher Education, Education Researcher, Journal of Higher Education, CBE-Life Sciences Education, The Teacher Educator, American Educational Research Journal.

Editorial Review Board: Innovative Higher Education

### **Selected Coverage of Research by Media and Education Policy and Practice Websites**

Chronicle of Higher Education (February 12, 2020). Why internships can ease the path from college to career – and why they often don't. Retrieved from: [https://www.chronicle.com/article/Why-Internships-Can-Ease-the/248031?cid=wcontentlist\\_hp\\_latest](https://www.chronicle.com/article/Why-Internships-Can-Ease-the/248031?cid=wcontentlist_hp_latest)

Business Insider (October 25, 2019). The days of coffee-grabbing internships are over. Here's how fellows and apprentices are changing the way we train our youngest workers.

<https://www.businessinsider.com/how-fellowships-and-apprenticeships-are-replacing-internships>

Association for American Colleges and Universities (January 24, 2018). Announcement of Ness Award. Retrieved from: <https://www.aacu.org/press/press-releases/aacu-presents-2018-frederic-w-ness-book-award>

College for America. (April 26, 2017). Interview with Matt Hora. Available at:

<https://collegeforamerica.org/work-ethic-biggest-skills-gap/>

Chronicle of Higher Education. (January 22, 2017). The idea that launched a thousand strategic plans.

Available at: <https://www.chronicle.com/article/The-Idea-That-Launched-a/238965>

Evolution. (January 6, 2017). The skills gap: Redefining the problem. Available at:

[https://evollution.com/revenue-streams/workforce\\_development/the-skills-gap-redefining-the-problem-reframing-the-narrative-and-reinventing-partnerships/](https://evollution.com/revenue-streams/workforce_development/the-skills-gap-redefining-the-problem-reframing-the-narrative-and-reinventing-partnerships/)

WIScontext. (April 26, 2016). Researcher discussed WI skills gap findings. Available at:

[https://wpt.org/Here\\_and\\_Now/researcher-discusses-wisconsin-skills-gap-findings](https://wpt.org/Here_and_Now/researcher-discusses-wisconsin-skills-gap-findings)

### **Service to the University of Wisconsin-Madison**

Steering Committee, Center for East Asian Studies (2018-present)

Faculty Senate Representative, Department of Liberal Arts & Applied Studies (2015-present)

Search Committee, Department of Liberal Arts and Applied Studies (Fall 2019)

### **Professional Association Membership and Service**

Member: American Educational Research Association, Association for the Study of Higher Education, International Society of the Learning Sciences, Society for Applied Anthropology