

Matthew Tadashi Hora

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

Associate Professor of Adult and Higher Education **2021-Present**
Departments of Liberal Arts and Applied Studies and Educational Policy Studies
UW-Madison

Assistant Professor of Adult and Higher Education **2015-2021**
Department of Liberal Arts and Applied Studies, UW-Madison

Qualitative Researcher **2006-2015**
Wisconsin Center for Education Research, UW-Madison

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

SPECIAL AWARDS AND HONORS

Board Member, National Academies of Science, Engineering, and Medicine Board on Higher Education and Workforce (2023)

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.

RESEARCH GRANTS AND FUNDING

Total: \$11,249,529 External: \$9,823,707 Internal (UW-Madison): \$1,425,822

Principal Investigator. Preparing the next generation of internship scholars. Strada Education Network (2023-2025), \$142,670.

Principal Investigator. Testing knowledge mobilization of postsecondary-workforce activities. Bill & Melinda Gates Foundation (2022-2025), \$838,959

Principal Investigator. Provisioning education to employment services to postsecondary. Bill & Melinda Gates Foundation (2020-2022), \$1,100,000

Principal Investigator. RAPID: Investigating the impact of online internships in the midst of the COVID-19 pandemic. National Science Foundation, DGE: DGE #2032122 (2020), \$145,000.

Principal Investigator. Understanding and reducing inequalities in higher education: Lessons from Hmong American college student-engaged Participatory Action Research. UW-Madison (2020-2022), \$97,500.

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. Seed funding to launch the Center for Research on College-Workforce Transitions. School of Education, Wisconsin Center for Education Research, UW-Madison. (2016-2020), \$1,276,294.

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.

RESEARCH PAPERS AND PUBLICATIONS

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

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

Total Google Scholar citations: 2,800

H-index: 28

i10index: 48

Peer-Reviewed Journal Articles, Published or Accepted for Publication

1. Hora, M.T., Forbes, J.#., & Preston, D. (in press). What do we know about internships at HBCUs? A summary of key findings and an agenda for future research. *The Journal of Negro Education*.
2. Hora, M.T., Chen, Z., Wolfgram, M., Zhang, J., & Fischer, J.J.# (2023). Designing effective internships: A mixed-methods exploration of the sociocultural aspects of intern satisfaction and development. *The Journal of Higher Education*.
3. Hora, M.T. (2023). Higher education's response to the climate emergency is failing to help prepare students for the future of work: Why preparing our students for lives and careers within a disrupted biosphere is a critical, sector-wide responsibility. *Change: The Magazine of Higher Learning*.
4. Hora, M. T., Wolfgram, M., Huerta, A. H., Lee, C.#, & Gopal, A. (2022). A multilevel, agent-centered analysis of intersectionality in a Hispanic-Serving Institution: The case of college internship access for Latinx students. *AERA Open*, 8, 1-15.
5. Hora, M.T., Wolfgram, M., & Chen, Z. (2021). Closing the doors of opportunity: A field theoretic of the prevalence and nature of obstacles to college internships. *Teachers College Record*, 123 (12), 180-210.
6. Hora, M.T., Benbow, R.J., & Lee, C. # (2021). A sociocultural approach to communication instruction: How insights from communication teaching practices can inform faculty development programs, 30 (4-5), 747-796. *The Journal of the Learning Sciences*, 30 (4-5), 747-796.
7. Chhabra, P. #, Smolarek, B. & Hora, M.T. (2021). Exploring the factors that influence how (and why) community college instructors teach communication and teamwork skills in computer technology courses. *Community College Journal of Research and Practice*, 46 (6), 396-415.
8. Hora, M.T. (2021). Editor's note. *New Directions for Community Colleges*, 2021 (195), 7-12.
9. Crespin-Trujillo, V. & Hora, M.T. (2021). Teaching during a pandemic: Insights into faculty teaching practices and implications for future improvement. *New Directions for Community Colleges*, 2021 (195), 13-22.
10. Hora, M.T. & Lee, C.# (2021). Does industry experience increase the teaching of "soft" skills in community college classrooms? *New Directions for Community College*, 2021 (195), 65-79.

11. 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.
12. 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.
13. 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.
14. 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.
15. Hora, M. T. (2020). Hiring as cultural gatekeeping into occupational communities: implications for higher education and student employability. *Higher Education*, 79 (2), 307-324.
16. 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.
17. 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.
18. 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.
19. 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.
20. 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.
21. 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.
22. 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.
23. 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.
24. Hora, M. T. (2016). Navigating the problem space of academic work. *AERA Open*, 2(1), 1-19.
25. 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.

26. 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.
27. 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.
28. 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.
29. 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.
30. 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.
31. 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.
32. 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
33. Hora, M.T. (2012). Organizational factors and instructional decision-making: A cognitive perspective. *The Review of Higher Education*, 35(2), 207-235.
34. 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.
35. Johnson, T. & Hora, M.T. (2005). Distance and beyond: Variables influencing conceptions of food store accessibility in Baltimore, Maryland. *Practicing Anthropology*, 27(2), 15-17.
36. 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.

Books and Book Chapters

37. Hora, M.T. (2023). Re-framing employability as a problem of perceived opportunities: The case of internships in a U.S. college using the Student Perceptions of Employment Opportunities (SPEO) framework, In *Rethinking Graduate Employability in Context: Discourse, Policy and Practice* (Siivonen, Isopahkala-Bouret, Tomlinson, Korhonen, Korhonen & Haltia, Eds.).
38. Hora, M.T. (2020). Classroom observation of teaching. In David, M.E., & Amey, M.J. (2020). *The SAGE Encyclopedia of Higher Education* (pp.251-253). Thousand Oaks, CA: Sage Publications.

39. 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: 73)

40. 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.

41. 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: 54)

42. 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)

Edited Volumes

43. Hora, M.T. (2021). Teaching and learning in the 21st century community college (Hora, M.T., Ed.). *New Directions for Community College*.

Extension/Outreach Publications

Practitioner articles and op-eds

Hora, M.T. (January 11, 2023). Career readiness initiatives are missing the mark. *Inside Higher Ed*. <https://www.insidehighered.com/views/2023/01/11/career-readiness-initiatives-are-missing-mark-opinion>

Hora, M.T. & Thompson, M. (2021). Covid-19 shows why it's time to finally end unpaid college internships. *The Conversation*. (Readers: 6,869). <https://theconversation.com/covid-19-shows-why-its-time-to-finally-end-unpaid-college-internships-152797>

Hora, M.T. (January 24, 2020). 5 obstacles that stop an students from taking an internship. *The Conversation*. (Readers: 24,435) <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*. <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*. <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*. https://madison.com/ct/opinion/column/matthew-t-hora-opposing-uw-cultural-diversity-courses-hurts-state/article_099399e6-aa9f-50d6-adc8-79a838937e37.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*. <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*. <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. (2022). Unpaid internships and inequality: A review of the data and recommendations for research, policy, and practice. Policy Brief #2. Center for Research on College-Workforce Transitions. University of Wisconsin-Madison.

Hora, M.T., Colston, J.#, Chen, Z., & Pasqualone, A. # (2021). National survey of college internships (NSCI) 2021 report: Insights into the prevalence, quality, and equitable access to internships in higher education. Center for Research on College-Workforce Transitions. University of Wisconsin-Madison.

Hora, M.T., Huerta, A., Gopal, A., & Wolfgram, M. (2021). A review of the literature on internships for Latinx students at Hispanic-Serving Institutions: Toward a Latinx-serving internship experience. Center for Research on College-Workforce Transitions. University of Wisconsin-Madison.

Hora, M.T., Forbes, J, & Preston, D. (2020). What do we know about internships at HBCUs? A review of the literature and agenda for future research. Center for Research on College-Workforce Transitions. University of Wisconsin-Madison.

Hora, M.T., Vivona, B., Chen, Z., Zhang, J., Thompson, M., & Brown, R. (2020). *What do we know about online internships? A review of the academic and practitioner literatures*. Center for Research on College-Workforce Transitions. University of Wisconsin-Madison.

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*. Center for Research on College-Workforce Transitions. University of Wisconsin-Madison.

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

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

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

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*. Center for Research on College-Workforce Transitions. University of Wisconsin-Madison.

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*. Center for Research on College-Workforce Transitions. University of Wisconsin-Madison.

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

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.

LIST OF PRESENTATIONS

Invited Presentations

July 26, 2023. *Measuring equitable and effective teaching practices using classroom observation protocols*. National Academies of Science, Engineering and Technology, Board on Science Education.

December 6, 2022. *The importance of employability skills in the college curriculum*. Tuskegee University.

December 8, 2022. *Insights from the college internship study: Issues of program access, structure, and student outcomes*. National Society for Experiential Education Innovative Scholars Series.

July 12, 2021. *The challenge & Promise of Postsecondary Internships: Insights from Research on Recruitment, Program Design, Evaluation, and Accessibility*. National Science Foundation.

December 11, 2020. *Virtual internships data and trends: Insights from the literature and preliminary data from a study of micro-internships in 2020*. Milwaukee Area College Internship Consortium.

June 16, 2020. *A cultural approach to workplace training in the “soft” skills*. Creating a learning organization to develop the technologists of the future. UW-Madison E-Business Consortium Information Technology Peer Group Web Meeting.

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.

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

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.

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

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

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.

TEACHING

Principal Areas and Experience

Integrating 21st century skills into the college classroom (online, non-credit) Division of Continuing Studies, UW-Madison and EdX	Summer 2023
Career development theory, policy, and practice (EDPOL202) Department of Educational Policy Studies, UW-Madison	Fall 2022
Career development theory, policy, and practice (EDPOL202) Department of Educational Policy Studies, UW-Madison	Fall 2021
A critical and cultural look at student employability (EDPOL 600) Department of Educational Policy Studies, UW-Madison	Fall 2021
A critical and cultural look at student employability (EDPOL 600) Department of Educational Policy Studies, UW-Madison	Fall 2020
Integrating 21st century skills into the college classroom (online, non-credit) Division of Continuing Studies, UW-Madison	Summer 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, non-credit)	Spring 2019

Division of Continuing Studies, UW-Madison

A critical and cultural look at student employability (EPS 518) Spring 2019
Department of Educational Policy Studies, UW-Madison

Integrating 21st century skills into the college classroom (online, non-credit) Fall 2018
Division of Continuing Studies, UW-Madison

Assessment in higher education (ELPA 888) Spring 2018
Department of Educational Leadership & Policy Analysis, UW-Madison

Integrating 21st century skills into the college classroom (online, non-credit) Spring 2018
Division of Continuing Studies, UW-Madison

School-Community Engagement (ELPA 770) Summer 2016
Department of Educational Leadership & Policy Analysis, UW-Madison

Doctoral Inquiry (w/ Rich Halverson) (ELPA 810) Fall 2015
Department of Educational Leadership & Policy Analysis, UW-Madison

Supervision and Mentoring

Professional Research Staff (7)

PhD Student Dissertation Committee Member (11)

Master's Thesis Committee Member (1)

Graduate Project Assistants (24)

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.