

**Matthew Tadashi Hora**

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 Wisconsin Center for Education Research  
 University of Wisconsin-Madison  
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**HIGHLIGHTS**

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- Nationally recognized expert on teaching, institutional reform, and career development in higher education, and winner of 2018 AAC&U Ness Book Award for “Beyond the skills gap.”
- Director of the Center for Research on College-Workforce Transitions at UW-Madison.
- Published 1 book and 14 articles since 2013 in journals such as *The Journal of the Learning Sciences*, *The Journal of Higher Education* and *The Review of Higher Education*.
- Developed innovative, mixed-methods research program on postsecondary teaching and workforce development integrating theory and method from the learning sciences, cultural anthropology, and education research.
- Awarded over \$3.6 million in competitive external funding since 2008 to support this program.

**EDUCATION**

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

Ph.D. in Educational Psychology – Learning Sciences, UW-Madison

*Thesis title:* 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

**PROFESSIONAL EXPERIENCE**

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**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

**GRANT FUNDING**

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**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, and Kelly Martin)(NSF-ECR Program). *Exploring factors that shape education & workplace training on essential 21st century competencies: A translational study in four high-STEM job regions* (2016-2020), \$1,739,670.

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

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

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

## **PUBLICATIONS**

**For the following citations, \* denotes graduate student working towards a degree at UW-Madison.**

### **Books**

Hora, M.T., Oleson, A.\*, & Benbow, R. (2016). *Beyond the skills gap: Educating college students for life and work*. Boston, MA: Harvard Education Press.

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

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.

### **Book chapters**

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. In *Learning analytics in higher education* (Eds. Lester, J., & Klein, C.). London, UK: Routledge.

### **Peer-Reviewed Journal Articles**

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.

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*.

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.

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.

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.

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.

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.

Hora, M. T. (2016). Navigating the problem space of academic work. *AERA Open*, 2(1), 1-19.

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.

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.

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.

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.

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.

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.

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.

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

Hora, M.T. (2012). Organizational factors and instructional decision-making: A cognitive perspective. *The Review of Higher Education*, 35(2), 207-235.

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

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.

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

### **Submitted Manuscripts**

Hora, M.T., (under review). Hiring as cultural gatekeeping into occupational communities: Implications for college students, faculty, and career advisors.

Hora, M.T., Blackburn Cohen, C., & Chin, M. (under review). Exploring college students' career decision-making processes: The role of culture and tolerance for ambiguity.

Hora, M.T., Smolarek, B., Martin, K.N. & Scrivener, L. (under review). Investigating conceptions of communication skills in nursing and engineering professions: A critical view of non-cognitive skills

### **Works in Progress**

Hora, M.T. & Fischer, J.J. \* (in progress). A critical review of the literature on college student employability.

Hora, M.T., Benbow, R., & Lee, C.\* (in progress). Factors influencing faculty decisions about teaching “soft” skills in college classrooms.

### **Letters to the Editor**

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.

### **Selected Technical Reports**

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.

### **Popular media articles**

Hora, M.T. (February 1, 2017). Beyond the skills gap. National Association of Colleges and Employers. Available at: <http://www.nacweb.org/career-readiness/trends-and-predictions/beyond-the-skills-gap/>

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

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. Available at: <https://www.insidehighered.com/views/2015/03/16/essay-criticizes-focus-vocational-training-higher-education-policies-president>

### **Media coverage**

Association for American Colleges and Universities (1/24/18). Announcement of Ness Award.

College for America. (4/26/2017). Interview with Matt Hora.

Chronicle of Higher Education. (1/22/2017). The idea that launched a thousand strategic plans.

Evolution. (1/06/2017). The skills gap: Redefining the problem.

WIScontext. (4/26/2016). Researcher discussed WI skills gap findings.

### **PRESENTATIONS**

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#### **Invited Presentations: Beyond the Skills Gap Book Talks**

January 25, 2018: Washington, DC: Association of American Colleges and Universities.

October 10, 2017: Fairfax, VA: George Mason University

September, 21, 2017: Orangeburg, SC: Claflin University.

June 27, 2017: Atlanta, GA: United Negro College Fund Career Pathways Initiative.

May 16, 2017: Yakima, WA: Heritage University.  
 May 15, 2017: Bothell, WA: Cascadia Community College.  
 May 12, 2017: Eugene, OR: University of Oregon.  
 May 11, 2017: Portland, OR: Portland State University.  
 May 11, 2017: Corvallis, OR: Oregon State University.  
 April 28, 2017: Appleton, WI: Fox Valley Technical College.  
 February 16, 2017: Solvang, CA: Community College League of California.  
 February 24, 2017: Santa Barbara, CA: University of California, Santa Barbara.  
 February 14, 2017: Madison, WI: University of Wisconsin, Madison: Career Services Council.  
 December 16, 2016: Madison, WI: University of Wisconsin, Madison: WISCAPE Book Launch.

### **Peer-Reviewed Presentations**

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 2018. Philadelphia, PA.

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 (ASHE) 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 (ASHE) 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 (AERA) 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 (AERA) 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 (AERA) 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 (ASHE) 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 (ASHE) Annual Meeting, November 2012. Las Vegas, NV.

Hora, M.T. (2012). Visualizing the dynamics of classroom instruction: The Teaching Dimensions Observation Protocol (TDOP). Workshop presented at the Professional and Organizational Development (POD) 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 (AERA) 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 (AERA) 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 (ASHE) Annual Meeting, November 2011. Charlotte, NC.

Hora, M.T. & Anderson, C. (2011). Social norms and their relationship to interactive teaching. Paper presented at the American Educational Research Association (AERA) 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. Paper presented at the Association for the Study of Higher Education (ASHE) Annual Meeting, November 2010. Indianapolis, IN.

**Other Invited Addresses**

Hora, M.T. (2018). A critical look at “soft” skills in vocational education. Beijing Humboldt Education Conference. Beijing, China.

Hora, M.T. (2014). Findings from the “Tracking the processes of data driven decision-making” study. Presented to the Discipline-based Education Research Group. University of Colorado-Boulder.

Hora, M.T. (2014). Findings using the Teaching Dimensions Observation Protocol (TDOP). Presented to the Biology Education Research Group. University of Washington-Seattle.

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

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

**TEACHING EXPERIENCE**

<b>A critical and cultural look at student employability (EPS 518)</b> Department of Educational Policy Studies, UW-Madison	<b>Spring 2019</b>
<b>Assessment in higher education (ELPA 888)</b> Department of Educational Leadership & Policy Analysis, UW-Madison	<b>Spring 2018</b>
<b>How faculty can incorporate non-cognitive skills into their courses</b> Division of Continuing Studies (online, non-credit course)	<b>Spring 2018</b>
<b>School-Community Engagement (ELPA 770)</b> Department of Educational Leadership & Policy Analysis, UW-Madison	<b>Summer 2016</b>
<b>Doctoral Inquiry (w/ Rich Halverson) (ELPA 810)</b> Department of Educational Leadership & Policy Analysis, UW-Madison	<b>Fall 2015</b>

<b>Graduate Student Mentoring, UW-Madison</b>	<b>2007 – Present</b>
<b>Field Teacher-Naturalist, University of Rhode Island</b>	<b>1996-1998</b>
<b>Assistant Language Teacher, Shizuoka Prefecture, Japan</b>	<b>1995-1996</b>
<b>Instructor, University of California-Santa Barbara</b>	<b>1995</b>

#### **AWARDS AND HONORS**

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**2018 Frederic W. Ness Book Award: Association of American Colleges & Universities**

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**

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.**

**Graduate Fellowship, University of Maryland College Park, Anthropology Department.**

#### **PROFESSIONAL AFFILIATIONS**

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**Panel Review Member** (National Science Foundation, U.S. Department of Agriculture).

**Manuscript Reviewer** (Journal of the Learning Sciences, Journal of Engineering Education, International Journal of STEM Education, Review of Higher Education, Education Researcher, Journal of Higher Education, CBE-Life Sciences Education, The Teacher Educator).

**Memberships** (International Society of the Learning Sciences, American Education Research Association, Association for the Study of Higher Education, Society for Applied Anthropology, POD Network).