Removing Educator/Employer Silos in a ~~Post~~-Covid World

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Removing Silos

- Over 66% of employers have little to no interaction with educators, resulting in a gap that creates graduates who are not prepared for workplace success (Mourshed et al., 2012).

- Remove silos by expanding collaboration, including partnerships between educators, employers, employees, and community stakeholders (McKinsey, 2021).

- Success may be defined as educators entering employers' world and employers experiencing educators' world (Llopis, 2022).

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Research Team

About Dr. Akojie

Dr. Akojie

- Dr. Akojie earned her PhD from the University of Kentucky
- Doctoral Instructor – CHAIR - University o Phoenix College of Doctoral Studies
- Certified Advanced Facilitator, University of Phoenix.
- Faculty Spotlight, May 2020
- Research Scholar, Center for Educational and Instructional Technology Research (CEITR)

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About Dr. Haynes

Dr. Haynes

- Dr. Haynes has been in the Health Care industry nearly 30 years. She is Board Certified by the American College of Healthcare Executives. She earned her Doctorate from the University of Southern California.
- Dr. Haynes is an award-winning educator and advanced facilitator. She is a Doctoral Instructor, Methodologist, Committee Chair, Advisor & Mentor.
- 2018 "Academic Faculty of the Year"
- 2018 "Excellence in Leadership Award"

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About Dr. Magabo

Dr. Magabo
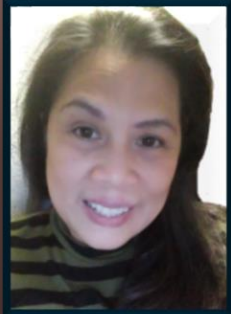
- Dr. Magabo earned her doctorate in Communication from the University of the Philippines. Dr. Magabo specializes in strategic development & innovative approaches in communication, research, theory and model building, curriculum and instructional design, instructional communication
- Associate Director of the Global Listening Center
- Elected Board Member in 2019 – 2021 of the International Communication Association-Student Representative; served as Co-Chair of Student and Early Career Scholars Advisory Committee; now as Secretary, of Instructional and Development Division
- She has been an Officer and member of the Board of Directors of the American Communication Association since 2016
- Associate Faculty since 2008, Advanced Facilitator, Member and Scholar in Residence, **Center for Educational and Instructional Technology Research** (CEITR) **University of Phoenix**

About Dr. Marzano

Dr. Marzano

- Dr. Marzano has been in the healthcare and related industries for over 30 years.
- Teaching doctorate, masters and undergraduate Healthcare, Educational Leadership, business and management courses since 2008
- University of Phoenix College of Doctoral Studies Faculty: Research/ URM
- She earned her Ph.D. in Organization and Management from Capella University
- MBA/TM Degree from University of Phoenix, Colorado Campus
- Phoenix 500- 2020,2021

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About Dr. Navarro

Dr. Navarro

- UOP University Research Methodologist
- PhD in Applied Experimental and Human Factors Psychology from the University of Central Florida
- Over 20 years of experience teaching research methods and psychology courses at the junior college, baccalaureate, masters, and doctoral levels.
- Teaching with UOP since 2009.
- UOP Research Fellow - Center for Educational and Instructional Technology Research

About Dr. Patterson

Dr. Patterson

- Over 26 years of health care experience
- Board Certified by ANCC
- Earned MD from Xavier University and DNP from The Catholic Universities of America, Washington DC
- Teaches health care at undergraduate, graduate, and post-graduate level for over 10 years
- 2020 – Veteran – Combat Decorated US Army Veteran
- 2011 - Board of Regents and Federal Service Chiefs Award Winner Uniformed Services University of the United States
- 2012 - United States Capitol – Memorial Day and Veteran's Day Guest Speaker
- 2008 – USF Rural Health Community Scholar addressing health disparities in rural communities
- 2008 – NIOSH Advisory Board Sunshine Education and Research Center USF

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About Dr. Reed

Dr. Reed

- Dr. Reed earned her doctorate in Management and Organizational Leadership from the University of Phoenix.
- She has been a faculty member since 2015 and specializes in organizational behavior, leadership, and management courses.
- Dr. Reed enjoys traveling the country with her husband, son, and Boxer.
- She is a UoPX Faculty, Administrator, & Alumnus
- Fellow for the Center for Educational & Instructional Technology Research (CEITR) CDS Alumni SIG
- Phoenix 500 2020, 2021, 2022

About Dr. Underdahl

Dr. Underdahl

- Earned PhD from the University of Southern California
- Doctoral Instructor – ACCESS/PV - University of Phoenix College of Doctoral Studies
- Research Fellow – CEITR CDS Alumni SIG
- 2022 Phoenix500
- 2022 Faculty Excellence Award recipient

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Removing Educator/Employer Silos in a ~~Post~~-Covid World

Study Overview

Career success depends upon integration of discipline-specific and social skills, such as team collaboration, communication, listening, analytical thinking, and ethics (Aasheim et al., 2019; Monteiro et al., 2020; Sahin & Celikkan, 2020).

Lack of alignment between academic curricula, employer needs, and employer/employee expectations is a recurrent theme, with only 11% of industry leaders rating graduates as having competencies required for workplace success (Llopis, 2022; Moore & Morton, 2017; Mourshed et al., 2017; Wolff & Booth, 2017).

Study results may enable institutional leaders, program directors, and curriculum developer specialists to align curricula with industry needs.

What is the issue?

Failure to align higher education curricula with employer needs.

Graduates not prepared to fulfill professional practice expectations (Abelha et al., 2020; Bear & Skorton, 2019; Herbert et al., 2020; Vitale et al., 2020).

Doctor of Education (EDD) programs may fail to provide discipline depth, system depth, and collaboration breadth (Bierema, 2019).

Problem Statement

General Problem

Specific Problem
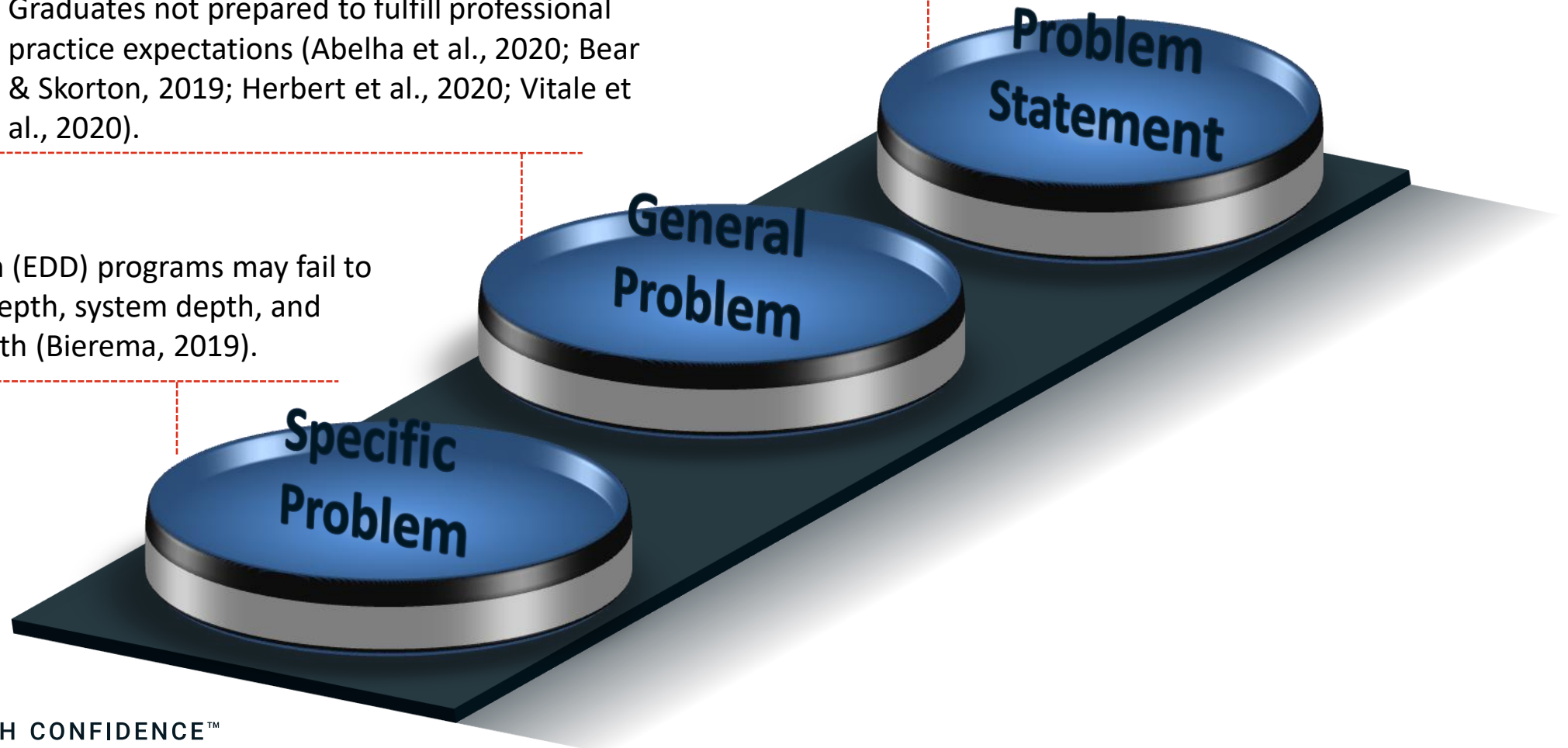
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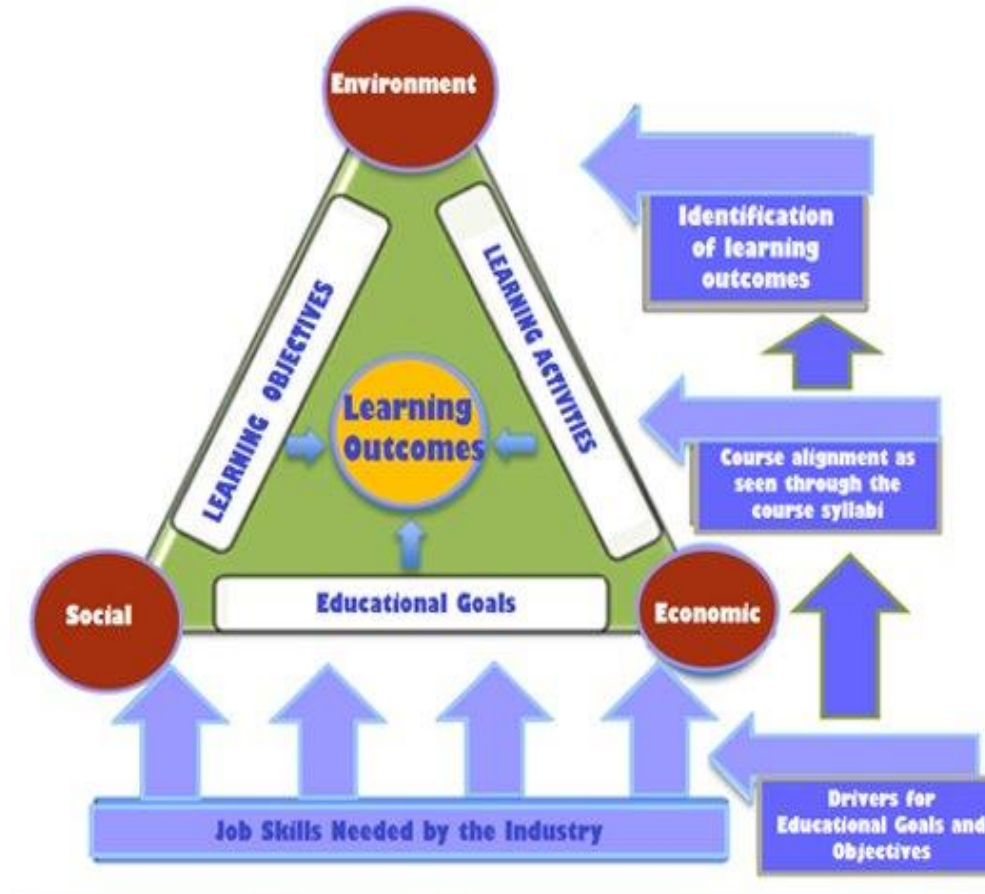
(Magabo, 2020)

- **The Social Cognitive Career Theory or   SCCT Model** (Betz & Hackett, 1981; Lent et al., 2000) based on Bandura's Cognitive Learning Theory

- **Systems Theory -** how structures function to support common subsystems goals such as:
  - The goals of curricular programs aligning with the needs for sustainable system or economy.

As can be gleaned from
The U.S. Competency Model (2019)

- **Cybernetics -** functions and processes of a goal-oriented system; circular, causal chains from action to sensing to comparison with the desired goal, and again to action.

Significance

1 Purpose of the study is to identify career relevant competencies a Doctor of Education (EdD) program can provide through the lens of employers.

Employers' demand for social and emotional skills, defined as interpersonal skills and empathy, negotiation, leadership, and initiative taking, could increase 25% in the post-COVID-19 environment because such tasks are not easily automated (Dingli & Azzopardi, 2021).

2

3 Educators can contribute by strengthening individuals' capacity for the adaptability and continuous learning associated with mastering new skills as technology evolves.

Contribute actionable data to strengthen career relevance of academic programs, align curriculum content with industry requirements, prepare graduates for the workforce, and improve job placement.

4

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Methodology & Design

Method & Design

Mixed method study. Sequential explanatory strategy, with quantitative correlational as the primary method/design & qualitative/explanatory case study as the secondary method/design.

Instrumentation

Survey to be used for collection of evidence. The survey questionnaire has scale rating and open-ended questions to allow the ability to capture additional insights from the participants.

Population & Sample

Survey distributed to HR representatives of organizations that employed EdD alumni of an online university in southwest United States between 2018 and 2021.

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Research Questions

- **Are ED curricula aligned with industry or job skills requirements for graduates?**

- **What industry or job skills requirements are met by current EdD curricula?**

- **What industry or job skills requirements are not met by current EdD curricula?**

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Web-based survey

- **4 quantitative questions**

- **2 qualitative questions**

- **52 employers of EdD graduates of online university in southwest United States**

- **36 completed responses**

Results: Quantitative

Question	Employers' Response
Do EdD graduates possess necessary soft skills (communication, teamwork, cross-cultural competence)?	75% agree
Do EdD graduates possess necessary work-related skills (leadership, conflict management)?	58% agree
Do EdD graduates possess transferrable skills (technology use, training techniques, people development)?	81% agree
Do internships or career development training prepare graduates for workplace success?	84% agree

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Results: Qualitative

Questions	Themes
• What modifications to EdD curricula would better prepare graduates for workplace success? • How should employers collaborate with universities to prepare EdD graduates for workplace success?	• More training in conflict and classroom management • Mentoring, internship practicum, job shadowing, workplace experience • Better quality educator/employer collaboration

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Implications

- Study results align with 2022 National Association of Colleges and Employers survey; employers should be willing to support educators by (Gray, 2022, para. 4)

  - Offering resources for course projects and capstones;
  - Serving on advisory boards;
  - Providing guest lectures;
  - Conducting collaborative research; and
  - Hosting case competitions.

- Findings may catalyze collaborative partnerships between academia and business to align EdD curricula with industry needs.

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