

**IMPACT OF INDUSTRY EXPERIENCE ON CLASSROOM
EFFECTIVENESS IN US BUSINESS SCHOOLS**

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ABSTRACT

Within an ever-changing marketplace, along with the continued evolution of accreditation standards, those chosen to lead the college business classrooms are being expected to be a combination of researchers, teachers, and industry experts, all in an effort to yield the best educational outcome possible. According to a study by Finch, Deephouse, O'Reilly, Massie, & Hillenbrand (2016), 38% of faculty job postings are seeking a candidate who has professional qualifications from industry. While traditional qualifications such as research and teaching accomplishments are still being sought, this increase in industry qualifications raises the question of whether those hired based on business experience are as effective in the classroom as their more traditionally trained counterparts. Using 355 sets of student classroom evaluations from three southwestern universities, matched with career information about the respective instructors, this study seeks to identify if having industry experience positively impacts classroom effectiveness. In addition, this study also seeks to determine if the level of one's degree, years of experience, and whether one has an administrative role with their university impacts the student ratings of the instructor and course.

REFERENCES

- Finch, D., Deephouse, D. L., O'Reilly, N., Massie, T., & Hillenbrand, C. (2016). Follow the Leaders? An Analysis of Convergence and Innovation of Faculty Recruiting Practices in US Business Schools. *Higher Education: The International Journal Of Higher Education Research*, 71(5), 699-717