

BEEN THERE, DONE THAT: HOW FACULTY WORK EXPERIENCE IMPACTS STUDENT EVALUATIONS OF TEACHING

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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 industry experts and teachers...all in an effort to yield the best educational outcome possible. 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 industry experience are as effective in the classroom as their more traditionally trained counterparts. Using 355 sets of students' evaluations of business classes from three public southwestern universities with AACSB accreditation, matched with career information about the respective instructors, this study sought to verify if having industry experience positively impacts classroom effectiveness as well as if years of teaching experience, level of one's degree, and whether one is currently in an administrative role with their university impacts the student ratings of the instructor. Results supported some hypotheses and previous research while not supporting others. As industry experience was predominately found to not improve one's effectiveness, the results raise questions for hiring officials and university leadership.

Keywords: Management Education and Careers, Classroom Management, Academic Career Development, Student Evaluations of Teaching

*We learn from experience that men never learn from experience.
~~George Bernard Shaw*

INTRODUCTION

The field of business education has long been a complex and ever-evolving area of the college campus: for what is it precisely that we are preparing our students? An even bigger mystery has been who is exactly the best qualified to be teaching business students in the classroom. Through the analysis of student evaluations of teaching, the current study works to confirm if having industry experience positively impacts one's ability to successfully teach in the business college classroom. This study also looks to confirm the impact of teaching in regards to years of teaching, level of degree, and having an administrative role on the campus.

BACKGROUND

For the business college, distinct changes have occurred in the type of individual being sought to teach since the American Assembly of Collegiate Schools of Business (today known as The Association to Advance Collegiate Schools of Business or AACSB), invited its original sixteen institutions for membership in 1916 (Culligan, 2002). At the time, it was questioned if the "man

of business” even needed to attend college (Clark, 2005). At the same time, the newly formed American Association of University Professors (AAUP), in an effort to distance higher education from being a “business venture” extolled the need to attract those with the “highest ability, of sound learning, and of strong and independent character. This is the more essential because the pecuniary emoluments of the profession are not, and doubtless never will be, equal to those open to the more successful members of other professions” (AAUP, 1915, p. 21).

While it was in the 1960s that a terminal degree, most commonly Ph.D., was needed to attain the position of an assistant professor, it was not until 1993 were definitive definitions of academic and professional qualifications were articulated (Gitlow, 1993). As expected, academics were required to hold a doctorate in the field in which they were teaching and for those teaching without a doctorate, it was “substantial specialized coursework” was needed for employment, not industry experience (p. AACSB, 1995). Fast-forwarding to 2007, AACSB itself published a document entitled *Becoming a Business Professor* in which, while extolling the freedom of position and lucrative monetary rewards, pointedly stated for those interested in academia, “There also is no specific requirement to have business work experience. However, students who do not have a business background or degree will likely have to take foundation masters courses in business.” (p.2). Today though, one need only quickly glance through position postings for assistant professors in essentially any field of business to quickly see that many colleges seek significant industry experience. In fact, a formal survey of job postings revealed that 38% of job postings sought a candidate who in addition to the “traditional” qualifications, had industry level experience (Finch et al., 2016). With the impending dearth of new business professors which has been consistently predicted by AACSB as far back as 1958 (Owens, 2008), the addition of five to ten years of industry experience would seemingly raise the average age of a freshly minted Ph.D. and work against the need to bring quality academics into the classroom.

Theory Versus Practice

The debate between theory and practice has taken place all the way back to the origins of the business school. In the United States, since the founding of The Wharton School of Finance and Commerce in 1881, business schools worked to teach and conduct research (Khurana & Spender, 2012). As time progressed, business schools worked to move away from being perceived as trade schools and worked to focus more on academic status, publication in peer-reviewed journals, and requiring doctorates for teaching positions (Khurana, 2007). At the same time that these academic qualifications were being raised, so was the question of how effective academics can be in preparing students for the “real world” of business (Porter & McKibbin, 1988), questioning how well being a content expert is on one’s ability to teach (Bonner et al., 2020). To many, having industry experience in the classroom allows for more of a reality-based education as it is assumed that one with industry experience can use their experiences to make the theories of business “come alive” to the students (Sull, 2016) and that one’s experiences in industry can aid students in learning how to solve real-world problems (Gootzeit, 2014).

While there is some evidence that having industry experience does positively impact the content of a given course (Lewis & McKinzie, 2019), there is little evidence that suggests that industry experience positively impacts one’s teaching ability (Burns, 2012). The argument has been offered that business persons are likely to not understand what it is students need to know (Patrick, 1969)

and that the industry experience of the academic may lead to a one-sided focus which may hinder the development of the student's skill set (Bledow et al., 2017; Collinson & Tourish, 2015; Lewis, 2019). Despite having industry experience, as one is now teaching and is no longer in industry, the relevancy of the prior experience can be rather diminished over time (Lipinski & Kosicek, 2016). An exception to this is found in the faculty designated as Executive in Residence, someone who is an executive expert within their field who can offer specialized knowledge to the organization with which they are working (Maginnis & Weidman, 2017). When placed in an educational setting, these individuals are typically not within the tenure system and work on a contractual basis extending no more than five years (AACSB, 1995).

It is this trend of seeing faculty with industry experience that led to this research. If universities are looking for faculty with industry experience, is there any evidence that this experience impacts one's teaching ability? To augment that, if industry experience might have an impact on one's teaching ability, does one's length of teaching have an impact? Research on industry experience (HI) and years of teaching (HT) indicated that there was no impact or mixed results. We chose to take a position that the longer one had worked in industry or taught, the better their teaching. This analysis consisted of comparing numerical independent (years) and dependent (SET scores) variables thus allowing us to use correlations and significance of correlations for the analysis.

HI.#: Greater length of industry experience has a positive impact on teaching evaluations.

HT.#: Greater length of teaching experience has a positive impact on teaching evaluations.

Accreditation Requirements

Entering into this discussion (as well as being viewed by many as the cause of this issue), AACSB has provided guidance to delineate among those who serve in mainly academic roles in research and scholarship under the titles of *Scholarly Academic* and *Scholarly Practitioners*, and those who serve in applied and practice roles under the titles of *Instructional Practitioners* and *Practice Academics* (AACSB, 2017). While these classifications do provide for the hiring of those initially qualified based on academic preparation or professional preparation, the definitions of the categories do not lend themselves to Universities either needing to nor being required to add significant industry experience to all faculty hires. On the contrary, the accreditation standards, though differing models can be used, lean toward the hiring of those who will maintain Scholarly Academic status which places more emphasis on academic preparation and continuing scholarly production. This tendency towards terminal degrees led us to also include the level of degree as a factor in this research. However, with the dearth of research on the level of degree (D), we chose to support the AACSB trend that supports the higher level of degrees in academia and took the position that this would positively impact teaching. All the research we uncovered indicated that serving in administrative (A) roles has a negative impact on teaching. Our second analysis compared the categorical independent variables of the level of degree and administrative role on the numerical dependent variables. For this analysis, we ran an ANOVA and *t*-tests assuming unequal variances for our modeling.

H.#.D: A higher the level of degree obtained has a positive impact on teaching evaluations.

H.#.A: Not being in an administrative role has a positive impact on teaching evaluations.

How to Measure Teaching – Dependent Variables

While this paper does not join the debate on the effectiveness of student evaluations of teaching (SET) or use of SET results in faculty annual evaluations, as the source of data was drawn from SET, a brief discussion of previous research in business colleges that used SET is appropriate. The earliest found study dates to 1971 when, while studying pre-vocational business teachers, it was found that neither years of teaching experience nor years of industry experience had any significant relationship to SET (Brown, 1971). Ironically, in a 1979 study, it was found that when students themselves gained industry experience, their own industry experience was not found to impact their evaluations of their instructors (Firth, 1979).

In a study published in *The Journal of Education for Business*, researcher Barth (2008) investigated SET from his own institution of Georgia Southern University, finding that the main determinate of an instructor's overall rating was found in the quality of instruction (involving such areas as preparation, clarity of presentation, course objectives, and relevance of material) and that the difficulty rating of the instructor can be offset by the enthusiasm the professor exhibits for the topic and their willingness to work with students outside of class. These findings echoed the findings of Feldman (1998) that course organization and preparation are most important to producing student learning.

The actual teaching experience of the instructor seems to be as controversial as a factor as evaluations themselves. While some research shows that years of teaching experience is highly significant in student evaluations (Feldman, 1983; McPherson, 2006) other research has shown that the longer a professor has been teaching, the less likely they are to get high SET (Zabaleta, 2007). While the "credibility" of the instructor to the student has been shown to be significant (Fandt & Stevens, 1991), the experience of the teacher has been found in other research to only be significant when the class is a lower division "principles" class and the experience of the instructor is not important when discussing upper-division courses (McPherson, 2006).

With one's increased experience often comes administrative responsibilities. As this study was looking into both industry and teaching experience, we felt it prudent to consider having an administrative role. Previous studies show faculty who move into administrative positions do so somewhat unwillingly (Bolton, 1996; Gallos, 2002), find the time demands difficult (Standifird, 2009), and experience overall difficulty in balancing the faculty and administrative roles (Gmelch, & Miskin, 1993; Jacobe, 2013). Overall, holding a college administrative role in addition to teaching courses negatively impacts SET (Garcia-Gallego et al., 2015).

METHODS

Data Collection

The data utilized in this study is representative of three separate universities, part of a larger university system, in the southwest United States. These institutions represent each of the research

tiers (R1, R2, and R3) individually and all were AACSB accredited at the time of data collection. The SETs were made publicly available by the institutions and are representative of courses designated within the respective college of business. All analysis in this research was done using SAS Studio with MS Excel 365 to format data and tables.

Student Evaluation of Teachers (SET) data

The five questions which were common to all three institutions were utilized. The evaluations utilized Likert Scaling ranging from 1 (strongly disagree) to 5 (strongly agree). A higher SET reflects positively on the instructor. All evaluations were administered electronically at the end of the semester with the means for each question and the number of respondents collected for each course/instructor. While 355 evaluations were collected representing 355 different course sections, the data represents 107 unique instructors and 124 unique courses at all academic classifications of undergraduate (18 lower, 283 upper) and master's (54) levels. Most of the courses were management (159) with about equal representation from accounting (67), finance/economics (50), and marketing (63). The smallest area represented was information systems (16). The available data did not include individual student responses nor qualitative data. The five metrics were:

1. The instructor clearly defined and explained the course objectives.
2. The instructor was prepared for each instructional activity.
3. The instructor communicated information effectively.
4. The instructor encouraged me to take an active role in my own learning.
5. The instructor was available to students either electronically or in person.

Independent Variables

For information on the evaluated faculty members, we quantified information from the instructor's CV's as made public on their institution's website (the three institutions in question require faculty to provide a current CV) so all CVs were available to be recorded. The researchers quantified available data such as years of industry experience, years of teaching, level of highest degree obtained, and administrative roles on campus (if they were in that role at the same time as the course which was evaluated). The quantified data was matched to the time of the SET.

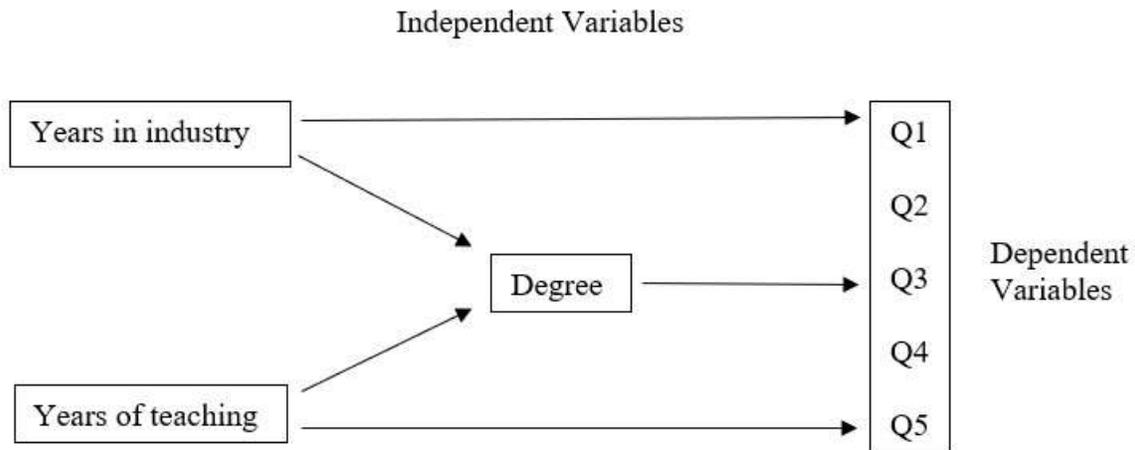
Approach

We considered the use of hierarchical level modeling (HLM) in this research as the level of degree could be viewed in levels (pre-graduate, masters, and doctoral). We did find significance for the variance of intercepts at level 1, but not at level 2 for any of our SET questions. We also found that our intraclass correlations (ICC) were smaller than 10% indicating that such grouping was not working (no differences in the scores within each group). Our final regression results mirrored the significance of the results we obtained below with slight insignificant numerical differences in the regression equations. We also conducted clustering analysis tests on the SET using the level of degree as well as if they were in an administrative role, yet no cluster met the criterion for splitting.

Model

The first set of hypotheses used only the numerical independent variables while the second used only the categorical independent variable. The final grouping used combined variables created from the binary representation of the categorical variables multiplied by one of the numerical independent variables. We took on this inquiry primarily to determine if the directionality (positive or negative) of impact would remain consistent once combined. Figure 1 depicts the model we used which led to the development of our hypotheses.

Figure 1: *Research Model*



Preliminary variable analysis

All of the dependent variables were slightly skewed left (between - 1.53 and -0.50). The independent numerical variables ranged from 0 to 40 for teaching and 0 to 50 for industry experience. There were a vastly larger number of instructors with no industry experience (72) than those whose CV reflected no teaching experience meaning that they had yet to complete one full year of teaching (2). Both of these independent variables were skewed right (between 0.91 and 0.95). All passed the assumptions for Normality allowing us to run t-tests, ANOVA, and regression.

Our other independent variables were our categorical variables. Of the participants teaching doctoral level, 54 had an administrative role while 205 did not. Thirty-four master’s degree level had an administrative role; sixty did not. The respondent teaching undergraduate-level classes did not have an administrative role.

MODELING RESULTS

We present our modeling results in the same order we presented our hypotheses beginning with the numerical independent variables, categorical independent variables, and then the combined independent variables. We begin with industry experience and then with years teaching. We then

discuss the level of degree and then the administrative role. Finally, we present the entirety of the models.

Numerical Independent Variables

One of the first things we noticed was the positive, yet weak, correlations between the years of industry experience and the SET. Also of note was the weak yet negative correlation with the years teaching (opposite the hypothesis). Although significance is shown in Table 1, these relationships are explained with modeling later in this paper.

Table 1: Correlations of IVs and DVs

| | Industry Experience | Years Teaching | 1. Objectives | 2. Prepared | 3. Communicated | 4. Encouraged | 5. Available |
|---------------------|---------------------|----------------|---------------|-------------|-----------------|---------------|--------------|
| Industry Experience | 1 | | | | | | |
| Years Teaching | 0.0217 | 1 | | | | | |
| 1. Objectives | 0.0872 | -0.1596 ** | 1 | | | | |
| 2. Prepared | 0.0792 | -0.0762 | 0.8598 ** | 1 | | | |
| 3. Communicated | 0.0736 | -0.1573 ** | 0.9145 ** | 0.8417 ** | 1 | | |
| 4. Encouraged | 0.0797 | -0.0800 | 0.7920 ** | 0.7900 ** | 0.826 ** | 1 | |
| 5. Available | 0.1060 * | -0.1159 * | 0.7739 ** | 0.7880 ** | 0.776 ** | 0.776 ** | 1 |

* $p \leq 0.05$; ** $p \leq 0.01$

Categorical Independent Variables

First, we will present the results for the level of degree obtained followed by the results for the instructor being in (or not) an administrative role at the time they were teaching. As a reminder, there was only one person (having two SETs/data points) with an undergraduate degree. Although there were 27 students who responded, thus allowing us to conduct statistical analysis, we felt that there may be sample bias with only one instructor reporting. Therefore we suggest that the lower mean scores in Table 2 for those with only a Bachelor’s degree (B.S. in Accounting) may be an anomaly. The only other significant result noted was that those instructors with a Master’s degree communicated more effectively than those with a Doctoral degree - which was not what we hypothesized. The effect size of 0.21 (Cohen’s D) is relatively small (Sawilowsky, 2009).

Table 2: SET Controlling for Degree Level

| | | Mean | one tail <i>t</i> -test | | | |
|------------------------|---------------|-------|-------------------------|------|----------------|------|
| | | | Undergraduate | | Masters | |
| | | | sig | D | sig | D |
| 1. Objectives | Undergraduate | 3.720 | | | | |
| | Masters | 4.405 | 0.0044 | 1.48 | | |
| | Doctorate | 4.350 | 0.0076 | 1.35 | 0.1038 | 0.15 |
| 2. Prepared | Undergraduate | 4.000 | | | | |
| | Masters | 4.456 | 0.0314 | 1.89 | | |
| | Doctorate | 4.433 | 0.0292 | 1.91 | 0.28 | 0.07 |
| 3. Communicated | Undergraduate | 3.500 | | | | |
| | Masters | 4.346 | 0.0024 | 1.74 | | |
| | Doctorate | 4.258 | 0.0086 | 1.51 | 0.0467* | 0.21 |
| 4. Encouraged | Undergraduate | 3.825 | | | | |
| | Masters | 4.388 | 0.0051 | 2.04 | | |
| | Doctorate | 4.381 | 0.0066 | 1.97 | 0.4319 | 0.02 |
| 5. Available | Undergraduate | 4.055 | | | | |
| | Masters | 4.456 | 0.0466 | 1.66 | | |
| | Doctorate | 4.415 | 0.0581 | 1.54 | 0.1498 | 0.12 |

* $p \leq 0.05$

Research indicates that when one has an administrative role, their SET is lower than those without administrative roles. Our results showed the opposite to be true.

Table 3: SET Controlling for Administrative Role

| | | Mean | One tail <i>t</i> -test sig | Cohen's D |
|------------------------|-----|--------|-----------------------------|-------------|
| 1. Objectives | Yes | 4.4127 | 0.0625 | 0.20 |
| | No | 4.344 | | |
| 2. Prepared | Yes | 4.4877 | 0.0445* | 0.21 |
| | No | 4.4194 | | |
| 3. Communicated | Yes | 4.3631 | 0.0172* | 0.28 |
| | No | 4.2487 | | |
| 4. Encouraged | Yes | 4.4183 | 0.0917 | 0.17 |
| | No | 4.3671 | | |
| 5. Available | Yes | 4.4945 | 0.0097** | 0.30 |
| | No | 4.401 | | |

* $p \leq 0.05$; ** $p \leq 0.01$

Combined Independent Variables

The next four tests use all of our variables. Due to the multicollinearity that resulted between these combined variables and the numerical independent variable which helped create them, we could not model these new variables and their associated independent variable in a regression model at the same time. We ran single variate linear regressions (SLR) with the numerical independent time variable (confirming our correlations) and backwards elimination combined multivariate linear regression (CLR) with the newly created combined variables.

Time in industry and degree, HI.#.D

We began with testing the five SETs against time in industry. In all models, the resulting model’s adjusted *R*-square was weak. The SLR (using time in industry) and the CLR (using Master’s degree only) were both statistically significant (Table 4). The results from testing showed that the instructor’s availability was stronger when the instructor had a Masters’ degree than when the instructor had a Doctoral degree.

Table 4: Regression Degree and Time in Industry

| Model | Equation | Adj R-square | <i>p</i> -value |
|-------|---|--------------|-----------------|
| SLR | SET5 = 4.3896 + 0.0029*Time Industry | 0.0084 | 0.0459 |
| CLR | SET5 = 4.4074 + 0.0037*Master's*Time Industry | 0.0118 | 0.0230 |

Time in industry and administrative role, HI.#.A

The SLR and correlation analysis show that being in an administrative role improves SET scores. Additionally, we were also able to show that when accounting for longer time in industry and being in an administrative role, the SET scores were larger for all five of the SET than when compared to those instructors not in an administrative role (Table 5). This is opposite of our original hypothesis.

Table 5: Regression Administrative Role and Time in Industry

| Model | Equation | Adj R-Square | <i>p</i> -value |
|-------|--|--------------|-----------------|
| SLR | SET5 = 4.38964 + 0.0029*Time Industry | 0.0084 | 0.0459 |
| CLR | SET1 = 4.3362 + 0.0072*Admin*Time Industry | 0.0243 | 0.0019 |
| | SET2 = 4.4122 + 0.0070*Admin*Time Industry | 0.0290 | 0.0008 |
| | SET3 = 4.2477 + 0.0085*Admin*Time Industry | 0.0231 | 0.0024 |
| | SET4 = 4.3633 + 0.0048*Admin*Time Industry | 0.0134 | 0.0164 |
| | SET5 = 4.3969 + 0.0079*Admin*Time Industry | 0.0382 | 0.0001 |

Time teaching and degree, HT.#.D

As shown here, having a higher level degree and also having more years teaching both have a negative relationship to SET which was opposite our hypotheses. This analysis brings those results

together showing that when combining these two variables, the negative relationship holds (which was opposite our hypothesis).

Table 6: Regression Degree and Years Teaching

| Model | Equation | Adj R-Square | p-value |
|-------|---|--------------|---------|
| SLR | SET1 = 4.4443 - 0.0067*Years Teaching | 0.0227 | 0.0026 |
| | SET3 = 4.3763 - 0.0080*Years Teaching | 0.0220 | 0.0030 |
| | SET5 = 4.4783 - 0.0044*Years Teaching | 0.0106 | 0.0290 |
| CLR | SET1 = 4.4193 - 0.0056*Doctorate*Years Teaching | 0.0202 | 0.0042 |
| | SET3 = 4.3509 - 0.0071*Doctorate*Years Teaching | 0.0225 | 0.0027 |
| | SET5 = 4.4749 - 0.0049*Doctorate*Years Teaching | 0.0189 | 0.0055 |

Time teaching and administrative role, HT.#.A

Continuing with this trend, considering the administrative role and time teaching, the model combined negative variables and kept not being in an administrative role in the model. Combining these variables showed a negative relationship.

Table 7: Regression Administrative Role and Years Teaching

| Model | Equation | Adj R-Square | p-value |
|-------|---|--------------|---------|
| SLR | SET1 = 4.4443 - 0.0067*Years Teaching | 0.0227 | 0.0026 |
| | SET3 = 4.3763 - 0.0080*Years Teaching | 0.0220 | 0.0030 |
| | SET5 = 4.4783 - 0.0044*Years Teaching | 0.0106 | 0.0290 |
| CLR | SET1 = 4.4209 - 0.0063*Not Admin*Years Teaching | 0.0255 | 0.0015 |
| | SET2 = 4.4713 - 0.0037*Not Admin*Years Teaching | 0.0092 | 0.0395 |
| | SET3 = 4.3575 - 0.0084*Not Admin*Years Teaching | 0.0322 | 0.0004 |
| | SET5 = 4.4768 - 0.0055*Not Admin*Years Teaching | 0.0245 | 0.0018 |

DISCUSSION

The purpose of this study was to investigate the effect of having industry experience, teaching experience, higher level of degrees, and not being in an administrative role on one’s teaching success in the business college classroom, as measured by the SET. In only one variable does our work confirm previous studies (and thus our hypotheses): length of industry experience.

For the remaining conclusions (20), our results indicated the opposite (negative) conclusions we expected given previous studies and industry practices. This study also proves significant to the literature because, while there are a multitude of studies regarding SET, scant look specifically within the college of business. Past this, not only is it the first known study to investigate these specific variables in question but also to address the presumptive solution for placing a stronger emphasis on skill-building and solving real-world problems by hiring faculty with significant

industry experience within the business school. Per the results of this study, academic leaders might want to reconsider their hiring practices.

We began this study with 40 hypotheses. When the results were significant, it showed faculty demographics of 1) longer industry experience, 2) a Master's degree, and 3) serving in an administrative role had a positive impact on the SET (11 hypotheses). It also showed faculty demographics of 1) longer teaching experience, 2) Doctoral degrees, and 3) not serving in an administrative role had a negative impact on the SET (10 hypotheses). The others were not statistically significant in support or denial of the hypotheses. Our results also indicate that when controlling for the level of degree (in HLM) there was no impact on the directionality or significance of our results neither adding or eliminating conclusions nor changing the directionality of the regression equations.

The results of this study mirrored those of the 1971 study by Brown. While within that study, years of teaching experience and industry experience were not found to have a significant impact on SET, the current study did find certain significance, mostly positive for industry experience and negative for teaching experience. Most notably here is that industry experience positively effects primarily one's ratings in relationship to their availability to students. While more investigation is needed into this phenomenon, the explanation might be as simple as one of conditioning. Those traditional to academia, particularly after five years of Doctoral level training, are conditioned to rather odd and unusual working hours and locations. While a traditional academic usually balks at the idea of set hours, someone from industry is most likely accustomed to such requirements and therefore might certainly be more willing to be available when needed. Likewise, one accustomed to industry relationships might simply be more comfortable interacting with students due to a collegial viewpoint whereas a traditional academic might not be able to move past the professor-student roles.

Equally concerning is the level of degree in relation to the classroom. While the Finch et al. study (2016) does indicate that academic qualifications are overall the most important criteria for hiring new faculty, the same study indicates that less than 40% placed having a Ph.D. as the main criteria. Most graduate business programs do not specifically train new academics in how to teach; however, the experience of earning higher degrees certainly influences the manner in which someone is able to teach their subject and can certainly not be substituted with industry level experience during the selection process. However, this study showed that whereas having a Masters' degree results in higher SET than having a Doctoral degree, when combined with years teaching, having a Doctoral degree negatively impacts one's relaying of objectives, effective communication, and availability. This in and of itself may be an indication that we need to revitalize our faculty after they have been teaching for a period of time to re-focus on their student interactions – especially those faculty with Doctoral degrees—perhaps by placing them in an administrative role.

Finally, while the results of this study only minimally support the criteria of industry experience in the hiring of professors, it does lend itself to the continued role of Executives in Residence. These instructors generally have a longer time in industry, shorter teaching tenures (five years or less), and tend not to hold Doctoral degrees. If these Executives in Residence were to also hold an administrative position, they would have all the positive attributes covered.

The results indicated positive significance with student ratings and one having an administrative role on campus. This runs counter to the findings of Garcia-Gallego et al 2015. This held true even when modeling as the only independent variable or combining it with time in industry or time teaching. If administrators are receiving higher SET, it would behoove us to research why.

FUTURE RESEARCH

The results of this study, and the overall lack of research into this topic, lend themselves greatly to future studies, benefiting not only the college of business but the campus as a whole. A study attempting to find any confounding variables would be welcome. There are several potential variables that may be appropriate: prior pedagogical training, being a course director, type of course delivery (traditional, hybrid, online, flipped), recency of degree, teaching load, course level (McPherson, 2006), course topic/area, required vs. elective course, class size, and/or the number of previous times one has taught course are a few that come to mind. The timeline and circumstances of how the faculty member became an administrator might also prove most interesting for a better understanding of the found phenomena.

Exploration of other demographics such as gender and age (student and instructor) can not only shed light on how students respond to teachers (thus also extending the literature on SET) but also clarify some of the concerns about the length of teaching service and the relevance of the industry experience of the faculty member. Finally, further investigation is needed to see if the full or part-time status of the faculty affects their overall teaching rating as generally those in part-time positions tend to receive lower teaching evaluations (Garcia-Gallego et al., 2015).

The data used in this study was based on aggregate data by class section. Having data for individual respondents (students) would allow additional research into variability by course type/section.

This study used data from AACSB universities at R1, R2, and R3 public universities in the southwest United States. It might be useful to compare the results of the different levels of research universities. There may be different responses at these different types of universities based on our variables as a more research-focused university may value industry experience less or level of degree more. The criteria of industry experience need also be explored separately from the use of SET. While effective, the use of the SET and all the documented issues with such, limit the results of this study somewhat in the depth of exploration. A deeper investigation into this area is needed, most certainly utilizing student interviews and longitudinal surveys.

CONCLUSION

Given the continued momentum of including industry experience as a criterion for the hiring of new faculty, using SET, we studied the impact of industry experience along with years of teaching experience, level of degree, and administrative role on their impact on student ratings of teaching. We found that having industry experience primarily proved beneficial in one's availability to students. Counter to our assumptions, having longer teaching experience proved detrimental in most of the SET categories. Another hypothesis was believing that higher level degrees and not being in an administrative position would be beneficial; yet, none of these held true. We believe

this study lays the groundwork for a far more detailed study into the actual need for industry experience to be an effective business faculty member and that administrators may need to reconsider the importance of the criteria in the hiring process. As this is a unique analysis as it focuses on the business college, expanding this across many different college types at the same universities would be very insightful to see the impacts.

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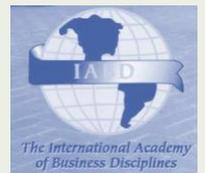
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