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Bridging the Gap: An Exploratory Study on Classroom-Workplace Collaborations

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Bridging the Gap: An Exploratory Study on Classroom-Workplace Collaborations

A thesis submitted in partial fulfillment
of the requirements for the degree of
Master of Science in Human Environmental Sciences

by

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University of Arkansas
Bachelor of Science in Human Environmental Sciences
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ABSTRACT

“Bridging the gap” between theory and practice has historically been challenging. There is a definite lag between textbook knowledge and “real-world” application. For decades colleges have been adopting different Executive-In-Residence (EIR) models to help with this concern. Various EIR models include bringing industry professionals into the classes as guest speakers, hosting a series of one-on-one meetings, and conducting seminars and workshops. There is little to no research on EIRs in the Hospitality and Tourism field. In today’s modern time, the hospitality industry is a forerunner in the service industry, thus making this research extremely beneficial to the body of knowledge regarding hospitality education.

The purpose of this study was to investigate the impact of a new EIR Classroom Teaching Model that can be utilized in hospitality programs globally. A non-experimental descriptive survey research design was utilized in this study for the purpose of determining if knowledge increased in the subject area, determining appropriate course workloads, and determining students’ preferences on the traditional textbook. Two descriptive survey questionnaires (one for EIR students, another for non-EIR students) were designed and distributed via email to the participants of the study.

The study found that EIR students felt they learned more than Non EIR students. The study also found that EIR students found the EIR course more challenging and it enhanced their creativity. The data also concluded that both EIR and Non EIR students feel that textbooks are not necessary in upper-level courses. Results from this study can be used as a catalyst for conducting follow-up research on knowledge management in hospitality programs, allowing new instructional methods and classroom collaborations with industry leaders.

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Finally, I must express my profound gratitude to my family and friends. God has truly blessed me with incredible support and I am forever grateful. I could not have made it through graduate school, nor life without any of the above.

DEDICATION

This work is dedicated to my incredible and selfless husband, along with my amazing mother. Without you both, this would not have been possible. Your constant love and encouragement helped me to pursue my dreams. Thank you, from the bottom of my heart.

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CHAPTER I

INTRODUCTION

“Bridging the gap” between theory and practice has historically been challenging. There is a definite lag between textbook knowledge and “real-world” application. For decades colleges have been adopting different Executive-In-Residence (EIR) models to help with this concern. Various EIR models include bringing industry professionals into the classes as guest speakers, hosting a series of one-on-one meetings, and conducting seminars and workshops.

Traditionally, the Executive-In-Residence model has been employed in business colleges. It is a relatively new phenomenon to hospitality education. There is little to no research on EIRs in the Hospitality and Tourism field. In today’s modern time, the hospitality industry is a forerunner in the service industry, thus making this research extremely beneficial to the body of knowledge regarding hospitality education.

Executive-In-Residence programs date back to the early 1970’s (Wellemeijer, 1983). “Executive-In-Residence” is a term used by many universities to define different types of industry involved programs. For example, the Association to Advance Collegiate Schools of Business (AACSB) defines “Executives-In-Residence” or “Clinicals” as permanent additions to business school faculty with most having the rights, privileges, and voting power of traditional faculty but without the traditional research demands (AACSB, 1995). Other programs involve employing an executive to teach full time for a limited period of time such as one or two semesters, these executives may also have an executive chair position to the program (Wendel, 1981). In some EIR programs, the executive acts more as a guest lecturer and does not have primary responsibility for any one course (Achenreiner & Hein, 2010). In this case the executive

speaks and interacts with students for a short period of time such as 2-3 weeks (Patrick, 1969; Cossaboom & Cossaboom, 1981; Wellemeyer, 1983). The term “Executive-In-Residence” has also been used to define a course that involves bringing in a series of guest lecturers, each for one day (Johnston 2004). Although the programs differ substantially, EIR programs have been promoted since the early 70’s as one approach to bridging the gap between theory and practice (Achenreiner & Hein, 2010).

The primary benefit of executive-in-residence programs articulated in the literature for business colleges and students is the real world experience and examples that executives can bring into the classroom, which in many cases provides a broader perspective of the opportunities and constraints businesses face (Johnston 2004; Patrick 1969; Cossaboom & Cossaboom 1981; Schrader & Thomas 2004; AACBS 1995). Other benefits include stronger connections with the business executives serving as role models or mentors for students which may help business schools recruit students (Schrader & Thomas 2004).

The University of Arkansas (U of A) has adopted an Executive-in-Residence preliminary teaching model that brings in an industry professional to work alongside an academic instructor for a semester (15 weeks) to co-teach a senior-level hospitality course. The U of A has previously employed this strategy, in the spring semester of 2016. Andrew Lipson from Chartwell’s / Compass Group co-taught (with a tenure-track faculty member) Critical Issues in Hospitality and Tourism. The Critical Issues course emphasized new restaurant start-ups that could be implemented nationwide on college campuses where Chartwell’s is the food supplier. Two start-up concepts were selected and put into production on the University of Arkansas campus. Those were Rocket Taco and True Burger. Both concepts are fully operational as of August, 2016 and are located in the student union and a residence hall.

The University is testing this teaching model in the fall of 2016, in the Meetings & Events and Destination Marketing & Operations courses. The Meetings & Events course focuses on the planning and management of meetings and conventions in the hospitality industry. It includes catering (on- and off-premise), contract management operations and theme catering. The Destination Marketing course is designed to provide students with a basic understanding of the tasks and processes involved in running a successful destination management organization. The University's EIRs collaborate with the instructor to create the course objectives, and develop service-learning projects, where students get "out of class" hands-on experience. This "real world" experience dovetails with the nationwide trend of including service learning in hospitality programs.

This study will conduct a survey that will be administered to students currently enrolled in the courses being taught by an EIR, along with students that have previously completed the same course that was not co-taught with an EIR. Results will be compared between the EIR group and the Non-EIR group.

Problem Statement

Currently, EIR programs are limited in that the executives are mere "guest speakers" who have "one-and-done" sessions with students and do not remain on campus for extensive periods of time. This model lacks the depth and responsiveness that allows students to bridge the gap between theory and practice.

The Purpose of Study

The purpose of this study was to investigate the impact of a new EIR Classroom Teaching Model that can be utilized in hospitality programs globally.

Research Questions

1. Compared to students who did not take an EIR course, do EIR students feel their knowledge of the subject matter increased more since the beginning of the course?
2. Compared to students who did not take an EIR course, do students in the EIR course feel that the workload is appropriate for class?
3. Compared to Non EIR students, do EIR students feel textbooks are necessary in upper-level courses?

Assumptions and Limitations

It was assumed that participants answered the questionnaire honestly and accurately and were knowledgeable enough about the Executive-in-Resident model to actually answer the questionnaire. It was assumed that the participants would complete the survey objectively.

The research is limited in scope due to the following factors:

- The present study utilized a survey method comprised of University of Arkansas students who were currently or previously enrolled in an Executive-in-Residence course. Therefore, the results cannot be generalized beyond this population.
- There was no way to ascertain whether responses represent the true opinion of all participants.

CHAPTER II

LITERATURE REVIEW

CLASSROOM STRUCTURE

The traditional classroom must do more than just teach about a topic. Transitioning from teaching *about* something into teaching *how* to do something, requires constant attention.

Universities must be willing to adopt new practices and update curricula to meet the current trends. Classrooms use many methods to balance theoretical learning and practical application. Achenriener (2010) points out that “these often include case studies, live business projects, guest lectures, field trips, action learning labs, simulations and internships.” For this study the areas of guest speakers, blended classrooms, experiential learning, flipped classrooms and service are expanded on.

Guest Speakers

Guest speakers can bring a new and fresh interest to students who are burned out with the normal learning environment of their classroom. Guest speakers offer a fresh perspective on topics that are not usually included in the regular classroom. Students are more interested and will also engage in the lesson if it’s a topic that he/she has an interest. It is beneficial for students to hear from guest speakers who are professionals in their industry. Not only do guest speakers benefit the students but the teachers also come away with a better awareness of industry and skills needed in today’s workforce.

Learning styles affect the way students react to guest speakers. Leor (2015) established there are different learning styles that vary with each student: sensate, visual, sequential, and active. Leor’s learning styles are elaborated on in Table 1.

Table 1: Leor's Student Learning Styles

Sensate Learners	Visual Learners	Sequential Learners	Active Learners
Real-world learners, they do well with lectures. They do not do well with lessons that involve uncertainty	These like pictures, videos and diagrams and work very well in groups. They do not do well with guest speakers	Prefer logic and do not respond well to lectures	Like discussions

**Leor, 2015*

After examining these four styles of learning, it is easy to see that there is a 50/50 chance that student's will or will not respond well to guest speakers. Although studies have shown that guest speakers can be a positive addition to the classroom, Leor (2015) states a few reasons why teachers do not bring in more guest speakers into their classrooms:

- Teachers have time restrictions on trying to include all required academic material in the time allotted for their course;
- It is sometimes difficult to find guest speakers that can come to the location of the school and also to try to match schedules to where the class and the speaker can each find free time for one another;
- Travel expenses for guest speakers can become pricey and that can hinder opportunities to bring in speakers; and
- A lack of useful technology in the classroom can also hinder bringing in a guest speaker.

Leor (2015) also stated reasons why a guest speaker is sometimes not a successful choice in the classroom:

- Sometimes modifications to the presentation need to be made to allow it to better work with students;
- There must be a shared interest between the speaker, students and the teacher;

- A negative student experience can influence how a student does in class; and
- It can take class time away from other lessons that might be valuable to student's knowledge.

Leor (2015) concluded his study with ways to help ensure that a guest speaker and their presentation goes well in the classroom:

- Plan ahead and have a set schedule for the speaker, cut out discussion that has no importance or is not substantial;
- If a guest speaker is a great distance away and unable to make it to the school, an online conference where the speaker can present is a great option for classes. It has been shown that many times in the online setting students are more willing to get involved in answering questions and posting questions and comments; and
- Making guest speakers mandatory can also increase a student's connection to some of the speakers and help open doors that they did not know existed.

Blended Classrooms and Learning

Bonk & Graham (2004) stated that blended learning had become the method of choice for higher education, corporations, and governments. "Blended learning in higher education can be defined as learning that is facilitated by effectively combining different modes of delivery, models of teaching, and styles of learning, with transparent communication among all parties involved" (Wong, Pang, & Wong, 2013).

Because students have a wide variety of learning styles, different teaching structures must be in place. Lectures can be "an efficient way of transmitting large amounts of information in a relatively small amount of time" (Silver & Perinin, 2010). All the while, online-based learning has also been a great benefit to students because it allows them to complete tasks on their own

terms and timeline (Maier & Thomas 2013). Blended classrooms bring together the best of both worlds, with face to face interaction and online components (Wong, Pang, & Wong, 2013). This helps engage students in a “fun” learning environment. According to Kirkley & Kirkley (2005) a sense of pleasure resulting from “having fun” is a key driving motivator for people.

Stansfield, McLellan, & Connolly (2004) stated that teachers benefited from classroom-based learning in the following ways: (a) the ability to observe their students and (b) greater ability to see and interpret facial expressions and react immediately to signs of inattention. However traditional classroom styles do have pitfalls. According to El Mansour & Mupinga (2007), classroom-based learning can be inconsistent, be monotonous, and lack flexibility.

“Hospitality researchers Bailey and Morais (2005) reported that students’ satisfaction was influenced by their online interactions with other students, the instructor, and specific content; they emphasized the importance of online tools in improving student satisfaction and welcomed further examination of the link between online materials and student performance” (Maier & Thomas, 2013). However, 100% online learning may not be conducive for all subjects (Maier & Thomas 2013; Mihhailova, 2006). All online classes do share one thing in common, and that is technology. Technology presents its own difficulties including capacity, interruptions, and requirements (Maier & Thomas, 2013).

Recent studies including Wong, Pang, and Wong’s (2013) study, discovered the benefits of blended learning when applied to a research setting being employed in group project setting. Wong, et al., discovered that students responded very favorably, as evidenced by the comments below:

- “It helped me to understand much more about HR functions and discover HR roles and the challenges encountered by the managers. I also gained more insights into hotel operations”;
- “It was good to have this integration using real-life cases. I collected rich information in real interview. It was the most valuable experience”;
- “It helped to deepen my understanding and I’m proud to be involved in the development of policies and procedure for our hotel. Unlike other case studies, we will never know if our “product” is useful or not” (Wong, Pang, & Wong, 2013).

In addition to Wong, et al., Maier & Thomas’ 2013 study on blended methods teaching summarized methods and learning activities. Similar to Wong, et al., student comments and suggestions were studied and deemed very positive. Student results related to teaching methods such as: mass lecture, interactive tutorial, group project, guest lecture, pre-class exercise and second life application are summarized in Table 2.

Table 2: Maier & Thomas’ Instructors’ Overall Comments and Suggestions on Blended Learning

Teaching Methods/Learning Activities	Comments	Suggestions
Mass lecture	<ul style="list-style-type: none"> • Best for delivery of subject knowledge and still one of the most efficient ways of transmitting large amounts of information in a relatively small amount of time • Face-to-face delivery mode, practical examples, insightful stories, and two-way communication with quick in-class activity, such as casting a vote on certain topics, were welcomed by students. • Students still rely heavily on teacher-centered approaches- less receptive to independent learning. 	<ul style="list-style-type: none"> • Include more relevant and insightful stories with industry-related examples to help students recall and relate theories. • Allocate time at the beginning of the semester to go through teachers’ expectations and provide more guidelines on student-centered learning approaches in a blended learning course.

Table 2 Cont.: Maier & Thomas' Instructors' Overall Comments and Suggestions on Blended Learning

Teaching Methods/Learning Activities	Comments	Suggestions
Interactive tutorial	<ul style="list-style-type: none"> • Tutorials structured in a way to provide relevant experience with proper demonstration were effective in deepening students' understanding and as a foundation for new knowledge. • Game-based tutorials with classroom activities and summary of debriefing notes were very well received, as Generation Y students are looking for interesting, fun, interactive, and directive learning opportunities for better knowledge retention. 	<ul style="list-style-type: none"> • Provide everyone with a chance to play and experience through problem-centered, experiential in-class learning activities. • Some students may require more explanation of how certain games relate to the theories. It is also important to consider Generation Y students' values and learning style in a classroom environment.
Group project	<ul style="list-style-type: none"> • The unique learning environment integrated with the hotel school enhanced students' teamwork collaboration skills, provided insight into hotel operations, and motivated outstanding students to creatively aim higher. 	<ul style="list-style-type: none"> • Design creative and problem-based learning opportunities, in collaboration with the hotel school, to foster students' experience with an application in an authentic scenario. • Include a progress management mechanism in the tutorial to assist students to effectively monitor their own progress.
Guest lecture	<ul style="list-style-type: none"> • Two-way interaction with experience-sharing opportunities was limited because of the large class size and lecture hall arrangements. 	<ul style="list-style-type: none"> • Invite alumni to be guest speakers and share their experiences in the form of interactive workshops.

Table 2 Cont.: Maier & Thomas' Instructors' Overall Comments and Suggestions on Blended Learning

Teaching Methods/Learning Activities	Comments	Suggestions
Pre-class exercise and Second Life application	<ul style="list-style-type: none"> It encouraged students to pre-read material, but technical problems 	<ul style="list-style-type: none"> Explore other learning platforms that are more user-friendly and
	<p>encountered in Second Life created frustration for students.</p> <ul style="list-style-type: none"> Teachers focused on the for content development, but their limited knowledge of technology may put some constraints on the design. Technical support is on a project-funding basis. Timely feedback for students could not easily be fulfilled. 	<p>technically stable. Discuss with blended learning specialists familiar with both teaching and design aspects to balance pedagogical issues with making best use of tools.</p> <ul style="list-style-type: none"> Take into account students' learning styles, interest in Web-based tools, and whether these can provide enough convenience to arouse students' interest in learning them. More budget allocations and resources could be devoted to employing full-time technical support.

*(Maier & Thomas, 2013)

The Flipped Classroom

“The flipped classroom, with its use of videos that engage and focus on student learning, offers a new model for case-study teaching, combining active, student-centered learning with content mastery that can be applied to solving real-world problems” (Herried & Schiller, 2013). The concept of the flipped classroom is that hands on learning seems to work more effectively than the majority of traditional teaching methods. The days of just verbally telling students information (lecturing) is not viable to today's technically savvy students. These students have shown to retain more knowledge by having to complete tasks and the experience from the work

associated with completing hands-on tasks. The flipped classroom offers instruction in a new and inventive way that helps students to learn and study on their own. It “moves the lectures outside the classrooms and uses learning activities to move practice with concepts inside the classroom” (Strayer, 2012).

“Learning is a two-step process. First, you must have transfer of information; second, you must make sense of the information by connecting it to your own experiences and organizing the information in your brain” (Demski, 2013, p. 34). The students complete the reading, videos, charts and other activities on the flipped classroom at home before coming to class. This allows materials to be delivered outside of the classroom and in turn, frees the student up for more activities during class time. Once in class they will then have the background knowledge needed to fully participate in classroom activities and discussions. Although flipped classrooms have received all types of notoriety, teachers and students must be properly trained for the flipped classroom experience to fully work and be productive.

The academic findings of the study between the two traditional classrooms and the one flipped classroom showed that academically there was no major difference (Findlay-Thompson & Mombourquette, 2014). However, students who were in the flipped classroom stated that they felt as though they had done better in the flipped classroom. The evidence showed that there was no discernible difference between the two groups and the students who were in the flipped classroom stated that they felt as though they had more opportunity in class to ask questions of the teacher and also of their classmates. This could be why the flipped students felt like they had done better with this concept (Findlay-Thompson & Mombourquette, 2014).

Mason, Shuman & Cook (2013) performed a study involving two classes of senior engineering students who were monitored during class. One class was taught using traditional

lecture methods while the other class was taught using the inverted classroom method. This study compared the performance of a reversed classroom to a conventional classroom in the following ways:

- Content coverage;
- Student performance on traditional quizzes and exam problems; and
- Student observation and perception of the inverted classroom format.

A controlled-treatment experiment comparing an inverted classroom to a traditional lecture-style format was used. The results showed the following:

- The inverted classroom allowed the instructor to cover more material;
- Students participating in the inverted classroom performed as well or better on comparable quiz and exam questions and on open ended design problems; and
- While students initially struggled with the new format, they adapted quickly and found the inverted classroom format to be satisfactory and effective.

Three primary motivations for using the inverted classroom (IC) are:

- The IC frees time for interactive activities, such as active, cooperative, and problem-based learning, and for reinforcing course material without sacrificing content;
- The IC allows the educator to present course materials in several different formats, and to engage the students' various learning styles and preferences; and
- The IC can encourage students to become self-learners and help prepare them for how they will need to learn as practicing engineers.

Potential problems with using an inverted classroom (IC):

- Implementing an IC can initially be time consuming. An instructor cannot simply videotape a 50-minute lecture. Optimum length for an IC video should be around 20

minutes. This requires the instructor to re-organize course material into short segments and spend time editing recordings. The instructor must develop and include activities and or a pretest to ensure the students are prepared for class;

- Online learning may frustrate some students. Strayer found some students were uncomfortable at having to take responsibility for their own learning. The instructor can allay this discomfort by providing clear expectations for what students should know; and
- There is some discrepancy in the literature about the appropriateness of an IC for different course levels. Bland was cautious about using an IC in more advanced courses, while others suggest that an IC may be more applicable in advanced courses.

“The results of this study were promising. The IC concept provided a platform for class time to be used for individual and group problem solving. Not only was the instructor able to cover more material in the IC class, but students also demonstrated equal or better quiz and exam performance and better scores on design problems, adopted to the format fairly quickly, and showed equal or greater satisfaction” (Mason, Shuman, & Cook, 2013).

Guest speakers, along with the blended and the flipped style methods are all widely used in today’s classroom. However these methods often still lack “real world” experiences. “One of the primary reasons is that assignments or projects tend to focus on a specific problem and lack the impact of the broader organizational, industrial, environmental business problem” (Achenreiner, 2010). This problem calls for an approach that allows students to be “up close and personal” with the industry.

Experiential Learning

Experimental learning “involves a variety of a person’s mental capabilities and exists when a learner processes information in an active and immersive learning environment”

(Ruhanen, 2006). This approach combines “doing”, “hearing”, and “seeing”. Combining academic learning with the development of vocational skills through industry work experience is a popular way to meet the needs of the universities and the future employers. (Busby, Brunt, & Baber, 2001; Cooper & Shepherd, 1997; Leslie & Richardson, 2000; Ruhanen, 2006).

Experiential learning allows students to take the knowledge they’ve learned in the classroom and apply it in the industry. In many circumstances students develop “textbook” knowledge about hospitality industry technology. Therefore lacking the “real life” skills needed to put the knowledge into practice. This lends students to take up attitudes consistent with surface learning (Box, Munroe, Crosky, Hoffman, Kraukiis, & Ford, 2001). Brockbank and McGill (1998) note that students who adopt an active approach tend to make connections and draw conclusions, while the surface learning “concentrates on the discourse itself, relying on memory to learn.”

There must be a balance of theory based knowledge with practical skills for the hospitality and tourism industry (Ruhanen, 2006). Role-play has been used as a tool to help facilitate learning theory while practicing skills. “Role-play allows participants to immerse themselves in a learning environment by acting out the role of a character or part in a simulated scenario, and behave as they would be expected to under such circumstances” (Ruhanen, 2006).

The benefits from experimental learning are outlined in the Table # 3.

Table 3: Educational Benefits of Experiential Learning

Development of creative and critical thinking skills
Practical experience for career development
Integration of various coursework elements
Improved interpersonal skills and self-confidence
Increasing a learners’ capacity to evoke higher-order cognitive abilities in terms of problem solving skill and judgment

*(Ruhanen, 2006).

Students gain valuable knowledge with interactive projects and hands-on projects outside of the classroom, as researched by Johnson (2013) who studied business graduates and their ability to succeed in the hostile business world. Johnson's study utilized graduate students in a research methods class who conducted an interactive project involving a SWOT analysis for a local non-profit organization. Students' reflections of the experience were positive with most of the students stating they enjoyed putting their experience to use to solve hands on problems; however, a few students said they would have rather worked alone due to the short time period of the class which was ten weeks (Johnson, 2013).

Learners in today's classes need real world feedback from individuals, organizations and the community to better know how to assess their own skills. "While client based service learning projects take more coordination and time on the part of the instructor, the enhanced experience for the student results in active learning and critical thought" (Kolenko, Porter, Wheatley, & Colby, 1996; Meyers, 2010). "Students have a desire for practical application of theoretical knowledge to the workplace" (Benjamin & O'Reilly, 2011).

Service Learning

Service learning refers to a method under which students apply particular course concepts to real-life situations (Furco, 1996). Service learning plays an important part in the academic learning of students and also personal and social development through social-emotional processes (Simons and Clearly, 2006). Nearly every study on service learning reports on how the classroom structure develops students far beyond the classroom itself.

Warren (2012) along with many previous authors, notes a multitude of areas that service learning has had a positive effect on: higher order thinking (Eyler & Giles, 1999), empathy (Lundy, 2007), cultural awareness (Bloom, 2008; Borden, 2007; Gutheil, Chernesky, & Sherratt,

2006), personal and impersonal development (Gullicks, 2006), motivation to study (Flournoy, 2007), life skills (Astin & Sax, 1998), self-efficacy (Simons & Cleary, 2006; Stewart, 2008), and civic engagement/responsibility (Astin & Sax, 1998; Einfeld & Collins, 2008; Gullicks, 2006; Lee, Olszewski-Kubilius, Donahue, & Weimholt, 2008; Prentice, 2007; Simons & Cleary, 2006). Warren (2012) found that service-learning has also had effects on cultural awareness, social responsibility, and student cognitive learning outcomes.

Service learning is rooted in developing and applying a multitude of skills. Students in Simons and Clearly's (2006) study showed improvement in diversity and political awareness, community self-efficacy, and civic engagement scores from the beginning to the end of the semester. The students also students' academic learning, personal and interpersonal development, and community engagement were detected as the major benefits from engaging in service learning.

"Godfrey, Illes, and Berry (2005) identifies three fundamental elements which should be included in any successful learning experience, namely the "3 Rs" of service learning, which include *reality*, *reflection*, and *reciprocity*" (Yorio & Ye, 2012). According to Gofrey et al. (2005) and Kolenko et al. (1996) the "3 Rs" are critical to service learning because help develop students in the following ways:

Reality

- Enhances academic content in a real-world setting
- Provides a deeper knowledge of the social issues that exist within organizations (diversity, poverty, homelessness, and hunger)

Reflection

- Helps students understand "How am I different after this experience?"

- Forces students to think deeply and write cogently about how the service experience has affected them

Reciprocity

- Encourages students to engage in an open and mutually beneficial exchange between themselves and community partners
- Provides an opportunity to deepen the service experience as students become more equal and trusted partners.

Reality, Reflection, and Reciprocity all allow students to develop a greater knowledge of social issues and grant them the ability to enhance the outcome of their own personal insight, while enhancing cognitive development. The learning outcomes are outline below in Table # 4.

Table 4: Learning Outcomes of Service Learning

Learning Outcome	Definition	Sample Measures
Understanding Social Issues	An Individuals' frame of reference that guides decision making in terms of complex social issues.	Diversity and cultural awareness and sensitivity; perceptions of homeless, elderly, disabled, different races or cultures; ethical and moral values and decision making; interpersonal skills; understanding of the needs of the community; understanding how to help the community, a desire to engage in future service activities in terms of both a feeling of responsibility and a commitment to do so.
Personal Insight	An individual's perception of self.	Identity; awareness of oneself in terms of strengths and weaknesses; career aspirations; self-efficacy; self-esteem; determination; persistence.
Cognitive Development	Task and skill development and academic achievement.	Management skill development; writing skills; problem-solving skills; critical-thinking skills; GPA; course performance.

*(Yorio & Ye, 2012)

TEACHING MODELS

An industry professional's nature of expertise allows them to build complex cognitive structures, and adapt quickly and efficiently (Bransford, Brown, & Cocking, 2000; Chi, Glaser, & Farr, 2014; Sheppard, Macatangay, Colby, & Sullivan, 2008). These are important skills for students to learn. As the authors of *How People Learn* state "expertise in a particular domain does not guarantee that one is good at helping others learn it" (Bransford, Brown, & Cocking, 2000).

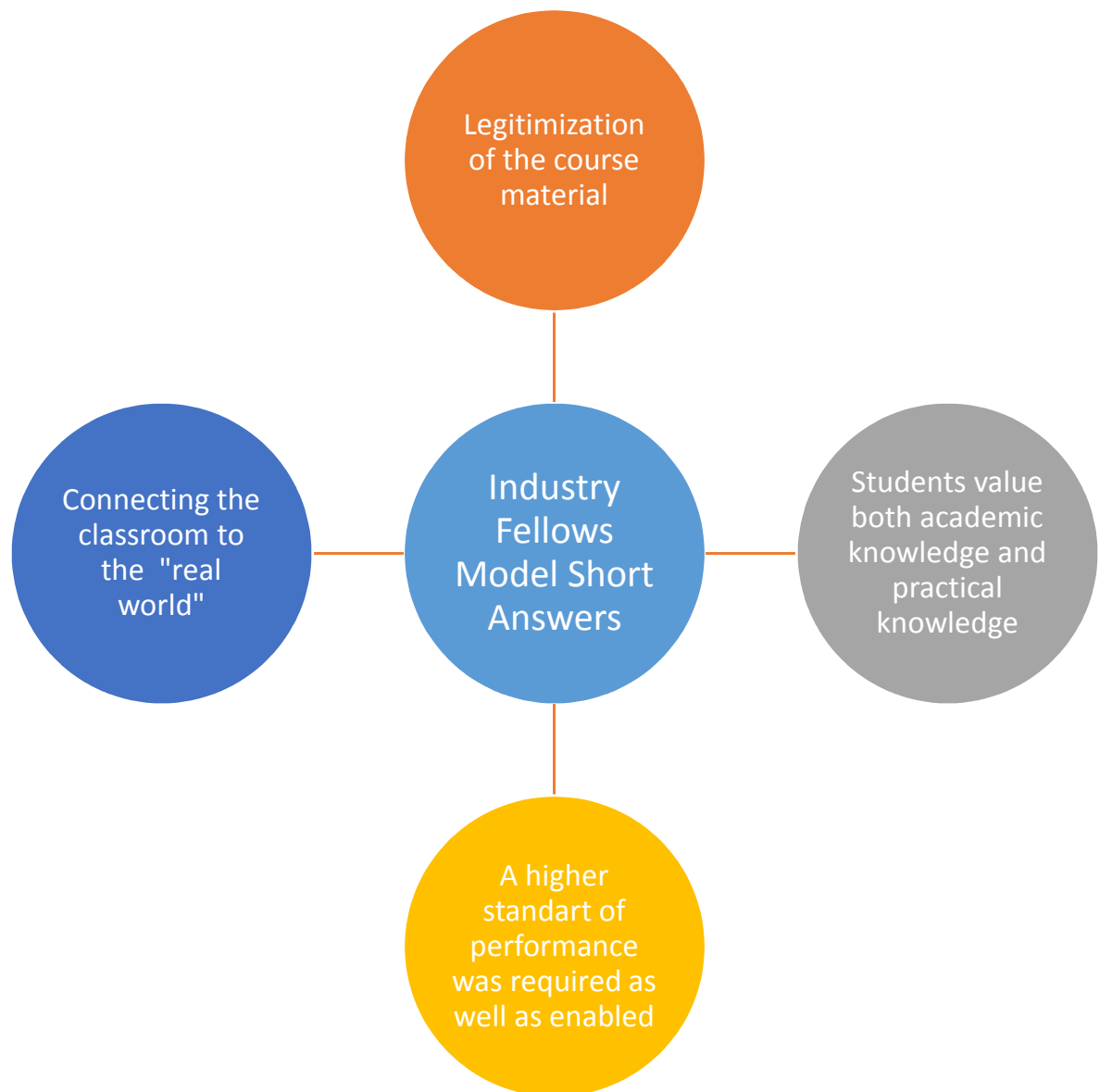
As Sheppard et al. (2008) stated "the best learning happens as experts model performance in such a way that learners can imitate the performance. And this process is greatly facilitated if the experts provide feedback to learners about their performance" (Sheppard et al., 2008). There are numerous models regarding teaching styles and methods in the classroom, and which style fits which students the best. However, in a college setting where students are open to enroll in any course that fits their plan of study, teaching and learning styles can mesh or collide resulting in a lack of knowledge retention, frustration, and confusion on the parts of all those involved. Students desire each faculty member to have expertise in their field to maximize their teaching potential, but is this always the case? The question is asked: what doesn't the faculty member bring to the classroom that an industry leader can?

Tenenberg (2010) answers this question by stating that the faculty member brings a broad, theory-based understanding to the discipline, while the industry fellow brings knowledge gained from professional practice. Furthermore, Tenenberg points out the difference is expertise between teachers and practitioners that often results in gaps between the academic studies of computing students and the required practices that they will employ in professional settings.

In the *Industry Fellows* model the fellow (EIR) mentioned 2 benefits, “the realization for his goal in participating in the partnership: to directly influence the education of future software developers..” and “learned more about how to apprentice students into key practices associated with HIC” (Tenenberg, 2010). Measured on a 5-level Likert scale, “no students indicated negative impact on any items” (Tenenberg, 2010)(See Figure 1). On Teneberg’s (2010) survey, two open ended questions were asked: “Compared to other courses in the Institute of Technology at UW Tacoma, what difference did it make having the industry fellow as part of the teaching team?” and “How interaction with the industry fellow was affected the design and execution of your final project?” The student’s answers are categorized into themes in Figure 1. Students state their experiences to each theme below.

Figure 1

Industry Fellows Model



**(Teneberg, 2010)*

Teneberg's model can be further explained when each theme is explained in greater depth through students comments related to their perceptions and experiences.

1. Legitimization of the course material

- “[The industry fellow’s] presence helped us to think of our project as serious work rather than a practice exercise that simply simulated the real work. I think this encouraged us to think more deeply about the problems we faced rather than simply grasping at ‘good enough’ answers.”
- “The biggest thing he did for the course was to validate how important HCI is for the technology community.”
- “Having an industry fellow in the classroom provided validation that what was being taught could actually be used in the industry that we plan to (or already) work in. In turn, I think this increased the level of attention in class to everything that was being discussed.”

2. Connecting the classroom to the real world

- “A lot of the time in courses, I find myself asking ‘how much of this stuff am I actually going to use,’ and come with an answer myself. Having and [sic] industry fellow present to clear up any ambiguity to this question helps a lot.”
- “The industry fellow gave the design and execution of our project a real ‘professional’ feeling. It made the project feel like a REAL project, instead of just another assignment. It helped tie in some of the key concepts that we would need to learn and be conscious of for work outside of an academic setting.”

3. A higher standard of performance was required as well as enabled

- “The feedback he was able to give us on our milestones was well-grounded, and the fact that he didn’t hold his punches made us more determined to work hard.”

- “He also pointed out some key design choices that we never would have thought about. If anything, [the industry fellow] was like a model of doing things right. Although we would probably never really meet his high expectations at this point, I know that our group was better off having seen a pro in action!”
- “I think that the input received from the industry fellow improved the quality of our final project.”
- “I feel that since we were going to be presenting our project to an industry professional, we wanted to increase the quality of the project.”
- “The industry fellow really added to the standards of the class. I personally had the feeling that without him it would have just been another difficult class. But because this person had a large amount of experience and offered up his knowledge, I felt that the demands and expectations for the class was much higher. I personally felt that knowing that he was going to work hard for us made me work harder for him and the class.”

4. Students value both academic knowledge and practical knowledge

- “Having a representative from the industry provides a much needed alternate perspective. We have been able to get both the research and experimentation view alongside the practical hands on perspective.”
- “There’s an academic side to things and a practical, product-driven side. Normally, a professor is either an academic who has written many research papers or, and more rarely, and [sic] industry professional. In this class we got both. It really helped to have both broad readings and instruction as well as real-life examples.”

- “Having [the industry fellow] around . . . provided an alternate perspective on a lot of issues, including some unexpected areas like the ethics [of] Interaction Design work.”

The *Industry Fellows* model is one approach to bridging the gap between theory and practice. It is different but also complementary to guest speakers, blended classrooms, and experiential learning. It is powerful because it blends the professional teacher and industry expertise. The model is grounded in how people learn. “It is directed toward changing students’ conceptions and perceptions of the value of course work and its link to professional practice, faculty learning and the learning of transferable skills” (Tenenberg, 2010).

THE EXECUTIVE-IN-RESIDENCE PROGRAM (EIR)

EIRs are important because they bring real world experience to the classroom. Students, faculty and the university all benefit from this model. Students get hands on experience, teachers get a fresh prospective of the ever-changing industry, and universities get better connected to the business world (Johnston, 2013). When students are more prepared for industry they have a higher graduation rate and career placement rate which reflects highly on all three institutions.

An EIR course can be structured in many ways. Achenreiner and Hein (2010) categorize these models into one of two categories: “short-term” and “full-time”. In a short term program, industry professionals visit campus for a short period of time, ranging from one day to a few weeks. These professionals usually visit to give a guest lecture, attend an event, or mentor students. A “full-time” EIR takes sole responsibility for teaching a course for the length of the course. It is important that EIR courses must be thoroughly planned and executed, so that qualified students can enroll in the course; more importantly, there must be an academic component involved in the course.

At the Columbia School of Business (2016), EIRs are retired or semi-retired leaders who “bring an energy and perspective to campus that give classroom studies and research projects additional meaning.” Their Executives “teach classes, advise student-run clubs, participate in annual club conferences, and organize informal lunches for groups of students with common interest, among many other activities.” The University of Chicago, Booth School of Business (2016), “invites distinguished senior executives to share their experience through candid conversations and small group advisory sessions.”

EIRS provide practical insights to the industry by sharing their own experiences and stories (Achenreiner & Hein, 2010). EIR programs have been around for decades and research shows that almost half of Association to Advance Collegiate Schools of Business (AACSB) accredited programs have some type of executive-in-residence program (Shrader & Thomas, 2004). Traditionally, EIR programs have been housed in Colleges of Business, but in recent years there has been a need for hospitality programs (some housed in Colleges of Business, and others not) to institute EIR programs. Patrick (1969) stated that the most desirable EIRs are “generalist in small business” because with “big corporation specialists” the “capital (active participation in business) quickly deteriorates”.

George, Gordon, & Hamilton (2010) outlined multiple different EIR programs in Table 5. The author’s discuss different activities that the Executives-in-Residences were involved with, alongside different quotations about the Executive and or the EIR program itself.

Table 5 : University-hosted Entrepreneur-in-Residence Models

Institution	Activity	Quotations
Manchester Metropolitan University	Hosts an EIR, who acts as speaker, mentor to start-ups, and helps them to bridge the gap between academia and industry.	‘Manchester Metropolitan University Business School has appointed Marks Sims, Managing Director of Armadillo Sports, as an Entrepreneur in Residence for its Innovo Centre. Formerly Commercial Director of Kellogg UK and Ireland, he aims to help to bridge the gap between academia and industry.’ (Finn, 2009)
University College of London	Spin-out clinic.	‘Dr Daniel Brown is the Computer Science Department’s first Entrepreneur-in-Residence. The following are two specific areas that will be looked at: the commercialization of good ideas and providing assistance in building company structures to enable spinout of UCL and for the companies to become rapid-growth start-ups. Computer software experience and contributions for new companies are being developed.’ (Pollakorn, 2008)
Aberdeen University	The Entrepreneur in Residence is available to students from across the university.	<p>‘Book to see our Entrepreneur-in-Residence for:</p> <ul style="list-style-type: none"> • a one-on-one confidential meeting with an experienced, innovative and highly successful entrepreneur • ideas and feedback on the student’s business concept, strategy or venture • the chance to learn best practices for starting a business through Business Planning Clinics • insight into specific industries or markets • the opportunity to broaden the student’s professional

Table 5 Cont.: University-hosted Entrepreneur-in-Residence Models

Institution	Activity	Quotations
		network potential opportunity for a relationship to grow out of this meeting' (Robinson, 2008)
Cambridge University	Judge Business School hosts 11 EIRs.	'They are distinguished people who assist the Centre for Entrepreneurial Learning in its work. We are also privileged to be able to work with a core group of Entrepreneurs in Residence who have been appointed in recognition of the valuable contribution made to the development of entrepreneurship at the University of Cambridge.' (Barrell, 2008)
University of Edinburgh	Edinburgh Business School's Edinburgh Entrepreneurship Club hosts EIRs to support MBA alumni.	<p>'The EIRs are confidential sounding boards for business ideas at all stages of a company's development. In addition, the College of Medicine and Veterinary Medicine have an EIR (Carmel Reilly). The programme aims to build life science business proposals that:</p> <ul style="list-style-type: none"> • originate from College intellectual assets • are aligned with market needs • seek to utilize Scotland-wide and international assets. <p>Companies are encouraged to locate to Edinburgh BioQuarter, contributing to a vision of a globally competitive life science industry in Scotland.'</p> <p>(Marriage, 2009)</p>

Table 5 Cont.: University-hosted Entrepreneur-in-Residence Models

Institution	Activity	Quotations
University of Queensland	Uses EIRs for spin-out stimulation and support.	‘The entrepreneurs’ broad roles may include growing early-stage companies into start-ups, proposing business structures for start-ups, and mentoring research students.’ (Dunne, 2009)
The University at Albany	New York State runs a technology entrepreneur in residence (TER) program.	‘Based in a business center incubator, the TER scheme provides mentoring support and strategic advice to students with business ideas seeking to launch business start-ups.’ (Brigham, 2009)
Babson College	Clean Technology Entrepreneur-in-Residence.	‘His role has been to help design and teach Babson’s Clean Technology, sustainability and social entrepreneurship programs in the MBA and Executive Education programs. He was also tasked to develop case studies for these areas.’ (Rosen, 2009)
Wharton University of Pennsylvania	Student clinics press release.	Student clinics press release. ‘PHILADELPHIA, PA, October 2, 2001 – Wharton’s Entrepreneurial Management Programs has announced an unusual new program called Entrepreneur in Residence, which allows University of Pennsylvania students the chance to tap the brainpower and expertise of successful entrepreneurs. Participating students are provided one-on-one 30 minutes sessions with the Entrepreneur in Residence, gaining the opportunity to access their insight, experience and business advice.’ (Wharton, 2009)

**George, Gordon, & Hamilton, 2010*

Dizik states, “For business schools, using Executives in Residence helps add real-life experience to classes that are sometimes steeped in theory. At the same time, it gives the schools readily accessible professionals who have first-hand knowledge of forging career paths in emerging fields such as social enterprise or sustainability” (Johnston, 2013).

Benefits of EIR Programs

Historically, the hospitality field has been rich with cooperation between industry and universities. Universities offer well-educated graduates, new research and ideas, and highly specialized faculty members. However, hospitality programs have always walked the fine line between the academic side of the industry and the practitioner side. In reaction to criticism of being vocational or trade schools, hospitality programs have begun to emphasize the academic nature of hospitality business education. The direction has now moved toward a greater inclusion of real-world experiences. As a result, many hospitality programs are including industry practitioners to help teach or co-teach their courses.

Benefits to Students

According to Johnston (2013), benefits to students who were enrolled in an EIR course were: “(1) Learn what employers want in new graduates as employees, (2) Access a network for potential job opportunities, (3) Learn to match expectations to reality in the working world and (4) Be entertained by guest speakers.” Johnston’s research cited student responses that included:

“my thoughts were changed about the short term operational goals of first starting a business, in that the most successful ones do not start off huge...I also realized owning your own business is more complicated when you hear it from a true entrepreneur instead of just reading it from the book.”

Another stated that:

“I learned a lot in general about just how the business world operates and what prospective employers are looking for in employees. I particularly enjoyed the fact that it was a hands-on class that allowed you to interact with real people.”

Baker, Wysocki, House, & Batista (2008) found that most students benefited from:

- The exposure to potential employees;
- The access to data and information for research projects;
- “Real-world” experience; and
- The access to current issues, data, and expertise.

The University of Arkansas – Fort Smith (2016) Executive-in-Residence program’s benefits include:

Student Benefits:

- Executive mentoring and career counseling;
- Learning experiences related to real-world situations;
- Improved internship opportunities; and
- Enhanced interview skills.

Table 6: Benefits and Costs of EIR Courses

	Benefits	Costs
Students	<ul style="list-style-type: none">• Learn what employers want in new graduates as employees• Access a network for potential job opportunities• Learn to match expectations to reality in the working world• Be entertained by speakers	<ul style="list-style-type: none">• Time spent in class, doing research, meeting practitioner• Credit hour costs
Instructor	<ul style="list-style-type: none">• Learn current business practice to use as examples in teaching• Learn current career advice to give students	<ul style="list-style-type: none">• Time spent preparing for class, coordinating visits, evaluating assignments, time in class• Time spent getting a course added to the college catalog
College	<ul style="list-style-type: none">• Provide practitioner input to students in the curriculum• Contribution to achieving college mission and objectives• Potential new “friends” of the college	<ul style="list-style-type: none">• Cost of meals (possibly)• Cost of faculty time• Cost of items needed for courses (food, beverage, materials, etc.)
Practitioner	<ul style="list-style-type: none">• An attentive audience of students• A chance to help others with his or her experiences• Introduction to potential employees• Association with the program	<ul style="list-style-type: none">• Time and travel costs

**Johnston, 2004*

Benefits to Faculty

As the instructor of an EIR, Johnston (2013) noted that he benefitted from “(1) Learning current business practice to use as examples in teaching and (2) learning current career advice to give students.” His costs were, “normal time and effort to manage a course, plus the added effort to coordinate and host guests to campus” (Johnston, 2013). Most Executives-in-Residence benefit from sharing their personal stories and experience with eager students. When reflecting on his EIR experience at Cornell, Wendel (1981) said “I was exposed to lively inquiring minds, an informal and relaxed atmosphere, a beautiful campus, (and) distinguished scholars in diverse disciplines throughout the university.” The practitioner can also benefit by meeting prospective

employees, and promoting their business. Baker et al. (2008) found that many faculty members benefitted from exposure to industry problems, as well as publications, and the exposure to multiple companies for possible future collaborations.

Benefits to Universities

The primary benefits of an EIR course for universities are: broader perspectives, mentors, and strong connections with the business community. Achenreiner and Hein (2010) note that student's positive associations for "short term" programs are entertainment and networking opportunities, while "long term" programs benefit from more in-depth knowledge on social practices and facilitating change. Most executives gain a sense of satisfaction when helping students by sharing insights to their own career (Achenreiner & Hein, 2010; Johnston, 2004; Patrick, 1969; Wellemeyer, 1983; Jolson and Holbert, 1979; Wendel, 1981; Gales, 1995).

Universities can benefit from EIR programs in multiple ways. They can advance their teaching process with new ideas and create lasting relationships with industries. In return these relationships can foster higher employment rates after graduation and also monetary donations to the program (Johnston, 2013). Universities can also benefit from press and newspaper releases. Getting familiar with these local business allows for student internships and higher placement after graduation. Universities "benefit from the exposure to companies they would not have known about otherwise" (Baker et al., 2008).

The University of Arkansas – Fort Smith (2016) Executive-in-Residence program's benefits include:

College of Business Benefits:

- Increased visibility to UAFS and its programs;
- Enhancement of existing and creation of new corporate relationships;

- Improved placement of graduates in Fort Smith and the surrounding region;
- Increased likelihood that UAFS research will be relevant to regional needs;
- Insights to new business ideas and perspectives; and
- Assistance in achieving the mission of the College of Business.

Benefits to the Executive-In-Residence

The Executive-in-Residence programs are a benefit to more than just the students and universities. The Executives and companies themselves thoroughly benefit as well. Baker et al. (2008) completed a study that focused on executives participating in an EIR program at Santa Clara University, noted below are the benefits listed by executives who participated in the program:

- In-depth exposure with potential future employees;
- Increased exposure to students;
- Exposure to a fresh set of ideas;
- The ability to have a problem examined by a fresh set of eyes;
- The prospect of utilizing applications and analyzed with the latest methods; and
- Receiving the strategic planning documents, created as part of the research.

For the companies that participated in Santa Clara University's workplace collaborations it was said that the single greatest benefit was "the ability of students to think out of the box" (Baker et al., 2008). The University of Arkansas – Fort Smith (2016) Executive-in-Residence program's listed possible responsibilities or potential tasks for EIRs. Those included the following:

- Expand and implement the COB student mentorship program;
- Share knowledge and experiences with students and faculty;

- Guest lecture in appropriate business classes through coordination with faculty members;
- Engage student organizations,
- Arrange office hours for counseling students,
- Collaborate with faculty to enhance courses and research topics,
- Serve as a UAFS ambassador in the local business community,
- Consult/advise the COB executive team,
- Assist in the development of functional internship opportunities as determined by the College of Business faculty internship coordinator; and
- Help enhance student employment opportunities.

In summary, there are many models of teaching: guest speakers, blended classrooms, experiential learning, flipped classrooms and service learning classrooms. However, they all have their own share of setbacks, and lack “real-world experience”. Most of these classroom styles merely teach *about* a topic, leaving a gap between the classroom and the work place. The Executive-in-Residence model bridges that gap by bringing the workplace into the classroom.

CHAPTER III

METHODOLOGY

Research Design

Planning and development for the research design began in Fall of 2016. A quantitative approach was used in the study to investigate the impact of an Executive-in-Residence modeled classroom. A non-experimental descriptive survey research design was utilized in this study for the purpose of increasing knowledge in the subject area, determining appropriate workloads, and determining students' preferences on the traditional textbook. This study proposes a curriculum that can be used globally, by all hospitality programs for an EIR program. An extensive review of the literature, and a panel of experts provided insight as a guideline to help build the questionnaire.

An approval form for research involving human subjects was submitted to the Institutional Review Board. The approval form was accepted and approved on February 20, 2017. (See Appendix A). Two descriptive survey questionnaires (one for EIR students, another for non-EIR students) were designed and distributed via email to the participants of this study.

Population and Sample Selection

The population used in this study was University of Arkansas hospitality students. The research participants were students enrolled in one or more of the following hospitality courses: Destination Marketing, Meeting & Events, or Issues & Trends. Students were enrolled in the courses either because they were required as core classes for their program of study, or they were used as professional electives. The researcher identified the sample of students from previous and current course enrollments. The classes being compared studied the same content and completed the same coursework. One course was co-taught with an Executive-in-Residence,

while the other was only taught by a faculty member. Participants were invited to complete the survey at the end of February, 2017.

Data Collection Techniques

Data collection began by sending an initial email, inviting each sample member to participate in the survey. The text within the email had the link to the online surveys, which was administered via Qualtrics. The initial email was sent to the research participants on February 21, 2017. Four follow up emails were sent on Monday February 27, 2017, Wednesday March 1, 2017, Friday March 3, 2017, and Sunday March 5, 2017. Data collection concluded on Tuesday March 7, 2017. Once data collection was complete, the data was imported to The Statistical Packages for Social Sciences (SPSS, 2016). After data collection and input, the survey data was destroyed.

Participation was voluntary. The incentive was a chance to win \$100 worth of Walmart gift cards. At the end of the survey participants were redirected to a different screen where they were able to input their email for a chance to win the incentive. The incentive entries were in no way linked to the participant's survey. All incentive entries were kept confidential. The entries were stored in an excel file and destroyed after the drawing for gift card was complete. To ensure that all participants who chose to enter the drawing had the same probability of winning the incentive, the researcher printed off the emails of the respondents who chose to enter, put them in a hat, and the winner was drawn by random. After drawing, all emails were shredded.

Instrument

Two self-administered online surveys were developed using information from the literature review and expert feedback. The surveys were identical, with the exception of sentence wording that indicated one was for the faculty lead (Non EIR) course and one was for

the EIR course. Survey A was administered to the students who had been enrolled in one of three EIR courses (See Appendix B), while survey B was administered to students who took the same courses with an instructor, instead of an Executive (See Appendix C).

Questions on surveys A and B focused on: 1.) Demographics, 2.) Subject Matter, 3.) Appropriate workload, 4.) Textbooks and materials. The questionnaire included both Likert Scale and multiple choice questions associated with classroom knowledge, perceptions, and demographics.

Data Analysis

Descriptive statistics were run from demographic data to establish information about the characteristics of the sample used in this study, including race, gender, age, and class ranking.

The data collected was analyzed using descriptive statistics, percentages, frequencies, *t*-tests and ANOVA. Data was coded and analyzed with the Statistical Package for Social Sciences (SPSS Inc, 2016). The first part of the data analysis involved a demographic profile of respondents. Demographic data from the questionnaires was tabulated using frequency and percentages.

Second, data produced from research question 1, 2, & 3 were subjected to the *t*-test to test for homogeneity of variance, using dependent and independent samples. The purpose of the *t*-test was to determine if the variation was significant between hospitality students enrolled or completed a course with an EIR and hospitality students who had taken the same course with a faculty member (non EIR course) on the topics of knowledge and workload.

Assumptions and Limitations

In performing this research, it is assumed that participants were open, honest, and accurate in their responses. All students from the courses were not available for participation, so

it is assumed that the responses received provide knowledge that is valuable and transferable to other University of Arkansas Hospitality students. Finally, it is assumed that participants answered the survey questionnaire in a manner that is thorough and representative of their perspectives.

Potential limitations include the inability to gain full access to all students. The present study utilized a survey method comprised of University of Arkansas students who were currently or previously enrolled in an Executive-in-Residence course. Therefore, the results cannot be generalized beyond this population.

Research Questions

Chapter 4 explored and answer the following research questions:

1. Compared to students who did not take an EIR course, do EIR students feel their knowledge of the subject matter increased more since the beginning of the course?
2. Compared to students who did not take an EIR course, do students in the EIR course feel that the workload is appropriate for class?
3. Compared to Non EIR students, do EIR students feel textbooks are necessary in upper-level courses?

CHAPTER IV

FINDINGS

RESULTS AND DISCUSSIONS

Chapter III elaborated on the research methodologies that were used to investigate the research questions. Through the utilization of statistical analysis techniques, this chapter presents the results of the proposed research questions. Descriptive statistics were used to provide a demographic profile of the participants. Inferential statistics were utilized to compare responses regarding student perceptions in relation to the Executive in Residence program by students who participated in an Executive in Residence program and those who had not.

The purpose of this study was to investigate the impact of a new EIR Classroom Teaching Model that can be utilized in hospitality programs globally.

Response Rate

The researcher had a response rate of 24.59% (15 of 61) for Non EIR completed surveys and 38.10% (16 of 42) for EIR completed surveys. Data was collected for a two week period from February to March, 2017. The initial survey link was sent on February 21, 2017. The researcher sent four follow up emails, encouraging respondents to complete the survey. The first follow up was sent on February 27, 2017, the next on March 1, 2016, another on March 3, 2016, and the final on March 5, 2017. The survey was closed on March 6, 2017.

Respondent Profile

The respondents varied in their demographic makeup; however, it can be stated that the common attributes that the respondents had was they were all hospitality students or recent graduates, all had completed a specific hospitality course with an EIR or not. All participants

were over the age of 20, the majority (81%) were between the ages of 22-24, were Caucasian (87%). More than half of the respondents were classified as seniors (68%), with an overall GPA ranging from 2.50 to a 3.50 (64%) and worked a part-time job (58%).

The sample for this study was comprised of both female (74%) and male (26%) students and graduates. Fifty-two percent had completed a course co-taught by an EIR and 48% had completed a course taught by a hospitality faculty member alone. Table 7A-7F displays the demographic information from both EIR and Non EIR participants.

Table 7A

DEMOGRAPHIC INFORMATION OF RESPONDENTS

Gender	EIR		Non EIR		Total	Percentage
	n	Percentage	n	Percentage		
Male	5	31.25%	3	20.00%	8	25.81%
Female	11	68.75%	12	80.00%	23	74.19%
Total	16	100.00%	15	100.00%	31	100.00%

Table 7B

DEMOGRAPHIC INFORMATION OF RESPONDENTS

Race/Ethnicity	EIR		Non EIR		Total	Percentage
	n	Percentage	n	Percentage		
African American	1	6.25%	1	6.67%	2	6.45%
Asian/Pacific Islander	0	0.00%	1	6.67%	1	3.23%
Hispanic/Latino	0	0.00%	1	6.67%	1	3.23%
Multicultural	0	0.00%	0	0.00%	0	0.00%
Native American	0	0.00%	0	0.00%	0	0.00%
White	15	93.75%	12	80.00%	27	87.10%
Other	0	0.00%	0	0.00%	0	0.00%
Total	16	100.00%	15	100.00%	31	100.00%

Table 7C

DEMOGRAPHIC INFORMATION OF RESPONDENTS

Class Status	EIR		Non EIR		Total	Percentage
	n	Percentage	n	Percentage		
Junior	1	6.25%	0	0.00	1	3.33%
Senior	13	81.25%	7	50.00%	20	66.67%
Graduate	2	12.50%	7	50.00%	9	30.00%
Total	16	100.00%	14	100.00%	30	100.00%

Table 7D

DEMOGRAPHIC INFORMATION OF RESPONDENTS

Age	EIR		Non EIR		Total	Percentage
	n	Percentage	n	Percentage		
18-19	0	0.00%	0	0.00%	0	0.00%
20-21	2	12.50%	2	13.33%	4	12.90%
22-24	14	87.50%	11	73.33%	25	80.65%
25 and above	0	0.00%	2	13.33%	2	6.45%
Total	16	100.00%	15	100.00%	31	100.00%

Table 7E

DEMOGRAPHIC INFORMATION OF RESPONDENTS

Employment Status	EIR		Non EIR		Total	Percentage
	n	Percentage	n	Percentage		
Not employed	2	12.50%	0	0.00%	2	6.45%
Part Time	1 1	68.75%	7	46.67%	18	58.06%
Full Time	3	18.75%	8	53.33%	11	35.48%
Total	1 6	100.00%	15	100.00%	31	100.00%

Table 7F**DEMOGRAPHIC INFORMATION OF RESPONDENTS**

Self-reported Grade Point Average (GPA)	EIR		Non EIR		Total	Percentage
	n	Percentage	n	Percentage		
Under 2.00	0	0.00%	0	0.00%	0	0.00%
2.00-2.49	1	6.25%	1	6.67%	2	6.45%
2.50-2.99	5	31.25%	5	33.33%	10	32.26%
3.00-3.49	4	25.00%	6	40.00%	10	32.26%
3.50-4.00	6	37.50	3	20.00%	9	29.03%
Total	16	100.00%	15	100.00%	31	100.00%

Research Question 1: Compared to students who did not take an EIR course, do EIR students feel their knowledge of the subject matter increased more since the beginning of the course?

In order to determine if the EIR students felt their knowledge of the subject matter increased more than the Non EIR students, the respondents were asked to rate their knowledge at the start and end of the course on a 5 point Likert scale (1= Excellent, 2= Good, 3= Average, 4= Fair, 5= Poor). The study was interested in the effect of the independent variable (EIR status) on the dependent variable (knowledge at start of the course). Based on a non-directional independent samples *t*-test at $\alpha = .05$, the study rejected the null hypothesis that the population means are equal, $t(29) = -3.311, p = .002$. Therefore, it can be concluded that there was significant difference between Non EIR student's knowledge ($M = 2.27, SD = .59$) and the EIR student's knowledge at the beginning of the courses ($M = 3.19, SD = .91$). As shown below in Table 8, the data concluded that EIR students rated their beginning knowledge as lower than the Non EIR students.

In order to compare the differences in knowledge level at the end of the course, the study was interested in the effect of the independent variable (EIR status) on the dependent variable (knowledge at end of the course). Based on a non-directional independent samples *t*-test at $\alpha = .05$, the study failed to reject the null hypothesis that the population means were equal, $t(29) = 1.51, p = .78$. Therefore, it can be concluded that there was no significant difference between Non EIR student's knowledge at the end of the course ($M = 1.8, SD = .68$) and the EIR student's knowledge at the end of the course ($M = 1.88, SD = .81$). As shown in Table 8 both the EIR and Non EIR students felt their ending knowledge was comparable. However, EIR students indicated that their starting knowledge was lower than that of the Non EIR counterparts, therefore they had a greater increase in knowledge than the Non EIR students. Because of this result it can be stated that EIR students gained more knowledge than the Non EIR students.

Table 8

Independent Sample T-Test for Amount of Knowledge Increase							
		df	<i>t</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>p</i> -value
Knowledge at Start							
	Non EIR	29	-3.31	15	2.27	.59	.002
	EIR	25.97		16	3.19	.91	
Knowledge At End							
	Non EIR	29	-.28	15	1.80	.68	.78
	EIR	28.66		16	1.88	.81	

Research Question 2: Compared to students who did not take an EIR course, do students in the EIR course feel that the workload is appropriate for the class?

In order to determine if the EIR students felt the workload was appropriate, compared to Non EIR students, the respondents were asked to rate if they felt the workload was appropriate on a 5 point Likert scale (1= Strongly agree, 2= Agree, 3= Neither agree nor disagree, 4=

Disagree, 5= Strongly disagree). The study was interested in the effect of the independent variable (EIR status) on the dependent variable (appropriateness of the workload in the class). Based on a non-directional independent samples t -test at $\alpha = .05$, the study failed to reject the null hypothesis that the population means were equal, $t(28) = 1.51$, $p = .142$. Therefore, it can be concluded that there was no significant difference between EIR class appropriateness of workload ($M = 1.94$, $SD = .77$) and Non EIR class appropriate of workload ($M = 2.36$, $SD = .75$). As shown in Table 9 both the EIR and Non EIR students felt the workload was appropriate for the course.

Table 9

Independent Sample T-Test for Workload Appropriateness

		df	t	n	M	SD	p -value
Status	Non EIR	28	1.51	14	2.36	.75	.142
	EIR	27.71		16	1.94	.77	

In addition to research question two, respondents were also asked to identify if they felt the course was challenging on a 5 point Likert scale (1= Strongly agree, 2= Agree, 3= Neither agree non disagree, 4= Disagree, 5= Strongly disagree). The study was interested in the effect of the independent variable (EIR status) on the dependent variable (appropriateness of the workload in the class). Based on a non-directional independent samples t -test at $\alpha = .05$, the study rejected the null hypothesis that the population means are equal, $t(29) = 2.36$, $p = .025$. Therefore, it can be concluded that there was significant difference between how challenging the EIR course was ($M = 2.31$, $SD = .793$) and how challenging the Non EIR course was ($M = 3.13$, $SD = 1.23$). As shown below in Table 10, the data concluded that EIR students thought the course was more challenging than Non EIR students.

Table 10**Independent Sample T-Test for Course Challenge Level**

		df	<i>t</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>p</i> -value
Status	Non EIR	29	2.36	15	3.13	1.125	.025
	EIR	25.01		16	2.31	.793	

Research Question 3: Compared to Non EIR students, do EIR students feel textbooks are necessary in upper-level courses?

In order to determine if status effected students' perceptions on the necessity of textbooks, both EIR and Non EIR respondents were asked, "Do you think textbooks are necessary in upper-level courses?" The response set was Yes (1) or No (2). The study was interested in the effect of EIR or Non EIR status on the necessity of textbooks in upper-level courses. Based on a non-directional independent samples *t*-test at $\alpha = .05$, the study failed to reject the null hypothesis that the population means are equal, $t(28) = -.62, p = .542$. Therefore, it can be concluded that there was no significant difference between Non EIR student's feelings ($M = 1.71, SD = .47$) and EIR student's feelings ($M = 1.81, SD = .40$) towards the necessity of textbooks in upper-level courses. The 95% confident interval for the difference in means was $-.424$ to $.228$. This indicates no difference between the two groups' perceptions on textbooks. However, both groups agree that they do not feel textbooks were necessary in upper-level courses. Table 11 shows the results for the non-directional independent samples *t*-test.

Table 11**Independent Sample T-Test for Necessity of Textbooks**

		df	<i>T</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>p</i> -value
Status	Non EIR	28	-.62	14	1.71	.47	.542
	EIR	25.88		16	1.81	.40	

Additional Findings of EIR Students

Table 12 and 13 displays additional descriptive statistics of EIR student responses to questions concerning the EIR model and classroom instruction. EIR and Non EIR students were asked additional questions regarding their experience and perceptions of the courses taught (see Appendix B & C).

Overall, 87.5% of EIR students felt that the knowledge they gained from the EIR course would serve them well in the Hospitality Industry. About 75% of EIR students strongly agree that the Executive in Residence displayed a clear understanding of the course topics. While 56.3% EIR students strongly agreed the EIR model helped enhance their creativity. The students in the Executive-in-Residence class were also asked if they thought that EIR courses should be taught using a textbook, 81.3% of the students said no. The majority (93.8%) of EIR students either strongly agreed or agreed that the University of Arkansas Hospitality Program should continue having industry leaders (EIRs) co-teach courses. Overall, 93.8% of EIR students said they would take another class with an EIR, and 87.5% said they would recommend the EIR classroom model to a friend.

Table 12

Summary of EIR Student Findings

		n	Percentage
The knowledge I gained in the class will serve me well in the hospitality industry.	Strongly agree	6	37.5%
	Agree	8	50.0%
	Neither agree nor disagree	2	12.5%
The EIR displayed a clear understating of the course topics.	Strongly agree	12	75.0%
	Agree	2	12.5%
	Neither agree nor disagree	1	6.3%
	Disagree	1	6.3%
This teaching method (EIR) enhanced my creativity.	Strongly agree	9	56.3%
	Agree	3	18.8%
	Neither agree nor disagree	4	25.0%
Do you think EIR classrooms should be taught using a textbook?	Yes	3	18.8%
	No	13	81.3%
Should the program continue having industry leaders (EIRs) co-teach courses?	Strongly agree	11	68.8%
	Agree	4	25.0%
	Strongly disagree	1	6.3%
Would you take another course with a hospitality industry leader (EIR) in the future?	Yes	15	93.8%
	No	1	6.3%
Would you recommend this class model to your friends?	Yes	14	87.5%
	No	2	12.4%

About 73% of Non EIR students felt that the knowledge they gained in the course would serve them well in the Hospitality Industry, while 27% neither agreed nor disagreed. Overall, 80% of Non EIR students felt that the instructor displayed a clear understanding of the course topics. Over half (53%) of the Non EIR students selected “neither agree nor disagree” or “disagree” for the statement “This teaching method enhanced my creativity”. The students in the Non EIR class were also asked if they thought that textbooks were necessary in upper-level course, 66.7% of the students said no. The majority (73.3%) of Non EIR students either strongly agreed or agreed that the University of Arkansas Hospitality Program should continue having

industry leaders (EIRs) co-teach courses. Overall, 73.3% of Non EIR students said they would take a class co-taught with an industry professional.

Table 13

Summary of Non-EIR Student Findings

		n	Percentage
The knowledge I gained in the class will serve me well in the hospitality industry.	Strongly agree	6	40.0%
	Agree	5	33.3%
	Neither agree nor disagree	4	26.7%
The Instructor displayed a clear understating of the course topics.	Strongly agree	2	13.3%
	Agree	10	66.7%
	Neither agree nor disagree	1	6.7%
	Disagree	1	6.7%
This teaching method enhanced my creativity.	Strongly agree	1	6.7%
	Agree	5	33.3%
	Neither agree nor disagree	6	40.0%
	Disagree	2	13.3%
Do you think textbooks are necessary in upper-level courses?	Yes	4	26.7%
	No	10	66.7%
Should the program continue having industry leaders (EIRs) co-teach courses?	Strongly agree	4	26.7%
	Agree	7	46.7%
	Neither agree nor disagree	2	13.3%
	Disagree	1	6.7%
	Strongly Disagree	1	6.7%
Would you a recommend class co-taught with an industry professional?	Yes	11	73.3%
	No	4	26.7%

Interesting was the comparison of EIR students and Non EIR students on the question “Did the instructor/EIR display a clear understanding of the course topic” the EIR students indicated that the course with the EIR had a more clear understanding of the course topic (88%) than the Non EIR students (80%). Obviously, students feel that the faculty did not have the experience and the knowledge that the EIR did, this is possibly due to the fact that the faculty have been out of industry for a number of years, as they turned their career to academia.

Non EIR students (43%) stated that the traditional style of teaching in a classroom did not enhance or encourage them to use their creativity. On the other hand, 75% of the EIR students felt that this model of teaching allowed them to use their creativity. Why is creativity an issue? In the current economic context, hotels, restaurants and event companies all must generate, disseminate and use innovation in order to gain or maintain long-term competitive advantage. It is through classroom modifications in instruction (such as the EIR program) that coming up with new and creative ideas is occurring. It is not uncommon for successful companies to encourage and capitalize on the creativity of their employees; prime examples are Apple, Google, and Facebook. In today's business environment there is a lot at stake and pressure to come up with a unique solution that could propel a company or team forward.

Lastly, while analyzing this comparison data it was discovered that those students who had taken a course with an EIR (88%) would recommend the teaching / class model (EIR) to a friend. Of those students who did not take a class with an EIR, 73% stated if given the opportunity they would take a course taught by an EIR. It is obvious that the EIR model is a desirable one for today's hospitality students.

CHAPTER V

CONCLUSIONS

The purpose of this study was to investigate the impact of a new EIR Classroom Teaching Model that can be utilized in hospitality programs globally. A non-experimental descriptive survey research design was utilized in this study for the purpose of determining if knowledge increased in the subject area, determining appropriate course workloads, and determining students' preferences on the traditional textbook. Two descriptive survey questionnaires (one for EIR students, another for non-EIR students) were designed and distributed via email to the participants of the study. The specific research questions used in this study, which served as the framework for the quantitative analyses, were:

1. Upon completion of a course with an EIR, compared to students who did not take an EIR course, do EIR students feel their knowledge of the subject matter increased more since the beginning of the course?
2. Compared to students who did not take an EIR course, do students in the EIR course feel that the workload is appropriate for class?
3. Does EIR vs. Non EIR status have an effect on students' perception of the necessity of textbooks in upper-level courses?

Knowledge is the outcome a college student seeks throughout their career at their chosen institution. Knowledge retention is defined as the application of tacit or explicit knowledge.

“Knowledge transfer involves two actions: transmission (sending or presenting knowledge to a

potential recipient) and absorption by that person or group” (Davenport & Prusack, 2000). In order to reach the fullest potential: knowledge transfer and sharing must come together at a culmination point—the classroom.

The study asked the students to rate their knowledge at the beginning of the course and again at the end of the semester. The goal was to find out if students ranked themselves higher in knowledge before the experiences with EIR and faculty versus after completing the course.

Results indicated there was a significant difference between the starting knowledge between the two groups. EIR students rated their starting knowledge lower than the Non EIR students; however, both groups of students rated their knowledge the same at the end of the courses. Therefore, it is suspected that the EIR students felt they had more to learn from the EIR than from a faculty member teaching the course or the Non EIR students were more confident in their level of knowledge at the beginning of the course. While the survey did not ask why the EIR students felt they had lower knowledge at the beginning of the course, the researcher speculates this could be due to the possibility that the student felt intimidated by the EIR or that the perception was that the EIR had more knowledge than the faculty member. In addition, it could be theorized that the students who participated in an EIR class were more open to the unusual format of teaching by an EIR and possibly more open to learning in a non-traditional setting by and non-faculty member. It should be noted that both groups of students stated they did increase their knowledge through the course.

The average college student is expected to study two to three hours for every credit hour taken (Meiler, 2011); therefore, if a student is taking 15 credit hours (which is close to average), then the student will spend 45 hours studying in addition to class-time. Many students also work a part-time job (20 hours a week) or have commitments outside of the classroom; add in those

hours and students are looking at 80-hour “work” weeks. Many students struggle to maintain a full workload and retain some balance in their life. According to the American Psychological Association (2013) 95% of college counseling center directors surveyed said that the number of students with significant psychological problems is a growing concern on college campuses with anxiety being the top presenting concern (42%) followed by depression (37%). With more students taking drugs such as Xanax, Wellbutrin, Adderall and Abilify it is easy to see the importance of being able to maintain a good work/personal life balance (APA, 2013).

This study asked participants if they felt the workload in their class was appropriate as the EIR taught courses involved only a semester-long project resulting in only one grade for the course as opposed to the traditional classroom teaching format of tests, quizzes, and projects. The EIR classroom format allowed for students to exercise their critical thinking skills, their creativity and their ingenuity in groups to achieve a project in an actual company under the guidance and coaching of the EIR.

Results indicated that there was no significant difference between the EIR and Non EIR students’ perception on workload. Both the EIR and Non EIR respondents felt that the workload for the respective course was appropriate. However, the EIR students did feel that the course co-taught with an executive-in-residence was more challenging, than the same course taught without an EIR. It is speculated that the EIR students could have felt they were exposed to more knowledge through an industry professional than that of the traditional lecture form of classroom instruction by a faculty member. There is also the possibility that students preferred working in groups and sharing work responsibilities as opposed to completing a project by themselves. In addition, some students possibly considered that the workload to complete one project was more than that of a traditional class with multiple tests, quizzes, and projects/papers.

This is not a justification to reduce or comprise the workload in college classes, it is to raise awareness that this is an issue with college students and the importance of academia to find new teaching methods that work for the students of today.

According to the College Board (Weisbaum, 2016) the average college student spends \$1,200 a semester on textbooks. That cost has increased by 73% since 2006: that is more than four times the rate of inflation: which is the equivalent to 39 percent of tuition and fees at a community college, and 14 percent of tuition and fees at a four-year public university (Bidwell, 2014). This is a serious problem and concern for the college students of today.

This study asked students their perceptions if textbooks were necessary in upper-level classes taught by EIRs and those taught by faculty. Results indicated that there was no significant difference between EIR and Non EIR students' perceptions on textbooks in upper-level courses. This means that both groups of students agreed that textbooks were not necessary in upper-level courses. This could be because the students felt the first two years of the program are the foundation and may require supplemental information, whereas the last two years should be more hands on and "real life" simulating. This assumption, supports Weisbaum's (2016), statements that students feel that textbooks become outdated quickly, and that vocabulary and practices are ever-changing and textbooks are often times used (by some professors) for busy work, while students would rather be learning practical knowledge.

The rationale behind asking about the students' perception of the necessity stems from Weisbaum's (2016) comments that college students are saddled by textbook costs. As a result some universities have moved toward a "Z-Degree" program (the Z stands for "zero textbooks") utilizing open-source materials or "E-Books" (books that can be downloaded for a fraction of the

cost). Classroom teaching models, such as the Executive in Residence program solve the textbook issue through the guidance and inspiration of the Executive of Residence.

Summary

Students build a reservoir of knowledge in college which becomes a critical ingredient in their career and its success. Experience-based knowledge can be written into instructions and/or passed from person to person, but much of it is kept in the mind of the individual(s) that learned it through hands-on or on-the-job experience. This knowledge is the most valuable because its application renders experience-based solutions to particular situational problems and gives the student a competitive advantage as this knowledge can be spread within the organization the student selects to start their career with; therefore, a teaching model such as the Executive in Residence program is a positive method to reinforce knowledge retention, introduce real-life situations and give a competitive advantage to hospitality students; thereby, bridging the gap between classroom and workplace collaborations.

Recommendations for Future Research

Future research can be done by expanding the number of students enrolled in the Executive in Residence courses for knowledge management via pre and post-tests. Results from this study can be used as a catalyst for conducting follow-up research on knowledge management in hospitality programs, allowing new instructional methods and classroom collaborations with industry leaders. An additional study can be done to better generalize results on a larger population of hospitality students and include follow-ups with graduates after they have been in the hospitality industry for a time to determine if the knowledge acquired in the Executive in Residence course(s) did improve their on-the-job performance.

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APPENDIX A

IRB APPROVAL



UNIVERSITY OF ARKANSAS

Office of Research Compliance
Institutional Review Board

February 17, 2017

MEMORANDUM

TO: Katelynn Cassidy Dixon
Kelly Way

FROM: Ro Windwalker
IRB Coordinator

RE: New Protocol Approval

IRB Protocol #: 17-01-414

Protocol Title: *Bridging the Gap: An Exploratory Study on Classroom-Workplace Collaborations*

Review Type: ☒ EXEMPT ☐ EXPEDITED ☐ FULL IRB

Approved Project Period: Start Date: 02/17/2017 Expiration Date: 02/16/2018

Your protocol has been approved by the IRB. Protocols are approved for a maximum period of one year. If you wish to continue the project past the approved project period (see above), you must submit a request, using the form *Continuing Review for IRB Approved Projects*, prior to the expiration date. This form is available from the IRB Coordinator or on the Research Compliance website (<https://vpred.uark.edu/units/rscp/index.php>). As a courtesy, you will be sent a reminder two months in advance of that date. However, failure to receive a reminder does not negate your obligation to make the request in sufficient time for review and approval. Federal regulations prohibit retroactive approval of continuation. Failure to receive approval to continue the project prior to the expiration date will result in Termination of the protocol approval. The IRB Coordinator can give you guidance on submission times.

This protocol has been approved for 200 participants. If you wish to make any modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or irb@uark.edu.

APPENDIX B

EIR QUALTRICS SURVEY

A University of Arkansas graduate student is conducting a study to obtain information on teaching models that the U of A Hospitality program is currently using. Your contribution is very important to the success of this study. Participation is voluntary. Complete responses will help this research and will assist the hospitality industry and hospitality education better serve you in the future. It will take 5-10 minutes of your time. However, if you need to take a break during the survey, you may return to the place you left off using the same computer. If at any time you wish to end participation, you may.

The survey is not designed to sell you anything, or solicit money from you in any way. You will not be contacted at a later date for any sales or solicitations. Participation is anonymous. All responses will be recorded anonymously and will be used only for statistical analysis by the research personnel. At the end of the survey you will be redirected to a different screen. You will be able to input your email for a chance to win \$100 in Walmart gift cards. Your email will be in no way linked to your survey. All emails will be kept confidential. The emails will be stored in an excel file and destroyed after the drawing is complete.

If you have any questions or if you would like to know the results of the study, please contact Katelynn Cassidy Dixon at kcassidy@uark.edu or Dr. Kelly Way at kway@uark.edu.

For questions about your rights as a subject, contact the University of Arkansas Institutional Review Board for the Protection of Human Subjects, University of Arkansas, Fayetteville, AR 72701, 479-575-2208.

By accessing the survey, you consent to participate. Please follow the link below to access the survey:

Follow this link to the Survey:

[\\${!://SurveyLink?d=Take the survey}](#)

Or copy and paste the URL below into your internet browser:

[\\${!://SurveyURL}](#)

Follow the link to opt out of future emails:

[\\${!://OptOutLink?d=Click here to unsubscribe}](#)

EIR Survey

Q1 Gender:

- ☐ Male (1)
- ☐ Female (2)

Q2 Race/Ethnicity:

- ☐ African American/Black (1)
- ☐ Asian/Pacific Islander (2)
- ☐ Hispanic/Latino (3)
- ☐ Multicultural (4)
- ☐ Native American/American Indian (5)
- ☐ White (6)
- ☐ Other: (7) _____

Q3 Class Status:

- ☐ Junior (1)
- ☐ Senior (2)
- ☐ Graduate Student (3)

Q4 Age:

- ☐ 18-19 (1)
- ☐ 20-21 (2)
- ☐ 22-24 (3)
- ☐ 25 and above (4)

Q5 Employment Status (during school):

- ☐ Not employed (1)
- ☐ Part Time (2)
- ☐ Full Time (3)

Q6 Self-reported grade point average:

- ☐ Under 2.00 (1)
- ☐ 2.00-2.49 (2)
- ☐ 2.50-2.99 (3)
- ☐ 3.00-3.49 (4)
- ☐ 3.50-4.00 (5)
- ☐ Don't know (6)

Q7 Thinking back to the course you took with an Executive in Residence, (Critical Issues and Trends, Meeting and Event Management or Destination Management), please answer the following questions.

Q8 How many hours a week did you spend preparing for class

- ☐ None (1)
- ☐ 1-2 (2)
- ☐ 3-5 (3)
- ☐ 6-8 (4)
- ☐ 9-12 (5)
- ☐ 13 or more (6)

Q9 Please answer the following questions

	Excellent (1)	Good (2)	Average (3)	Fair (4)	Poor (5)
How would you describe your level of effort you put into this course (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate your knowledge a the start of the course (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate your knowledge at the end of the course (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Please answer the following questions:	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
The knowledge I gained in the class will serve me well in the hospitality industry (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching method (Executive in Residence, EIR) used in the course fit my learning style (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of this course was consistent with the objectives of this course (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course was challenging (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Executive in Residence displayed a clear understanding of the course topics (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload was appropriate for the course (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This teaching method (EIR) enhanced my creativity (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This teaching method (EIR) helped boost my self-confidence (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This teaching method (EIR) focused on my strengths and interests (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Do you think Executive in Residence classrooms should be taught using a textbook?

- ☐ Yes (1)
- ☐ No (2)

Q12 Do you think textbooks are necessary in upper-level courses?

- ☐ Yes (1)
- ☐ No (2)

Q13 After completing this course..

	A great deal (1)	A lot (2)	A moderate amount (3)	A little (4)	None at all (5)
How much did you learn overall (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Compared to other hospitality classes..

	A great deal (1)	A lot (6)	A moderate amount (7)	A little (8)	None at all (9)
How much do you learn in this EIR class? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 After completing this course..

	Extremely well (1)	Very well (2)	Moderately well (3)	Slightly well (4)	Not well at all (5)
How well do you think it will affect your ability to get a job? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well do you think it will affect your performance on a job? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 After completing this course..

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
Do you think the program should continue with having industry leaders co-teach courses? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 Would you take another class with a hospitality industry leader (EIR) in the future?

- ☐ Yes (1)
- ☐ No (2)

Q18 Would you recommend this class model to your friends

- ☐ Yes (1)
- ☐ No (2)

Q19 Have you graduated?

- ☐ Yes (1)
- ☐ No (2)

Q20 Are you currently employed in the Hospitality Industry?

- ☐ Yes (1) _____
- ☐ No (2)

Q21 Please enter your email & phone number if you would like to be entered for a chance to win a \$100 Wal-Wart gift card.

APPENDIX C

NON EIR QUALTRICS SURVEY

A University of Arkansas graduate student is conducting a study to obtain information on teaching models that the U of A Hospitality program is currently using. Your contribution is very important to the success of this study. Participation is voluntary. Complete responses will help this research and will assist the hospitality industry and hospitality education better serve you in the future. It will take 5-10 minutes of your time. However, if you need to take a break during the survey, you may return to the place you left off using the same computer. If at any time you wish to end participation, you may.

The survey is not designed to sell you anything, or solicit money from you in any way. You will not be contacted at a later date for any sales or solicitations. Participation is anonymous. All responses will be recorded anonymously and will be used only for statistical analysis by the research personnel. At the end of the survey you will be redirected to a different screen. You will be able to input your email for a chance to win \$100 in Walmart gift cards. Your email will be in no way linked to your survey. All emails will be kept confidential. The emails will be stored in an excel file and destroyed after the drawing is complete.

If you have any questions or if you would like to know the results of the study, please contact Katelynn Cassidy Dixon at kcassidy@uark.edu or Dr. Kelly Way at kway@uark.edu.

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Or copy and paste the URL below into your internet browser:

[\\${!://SurveyURL}](#)

Follow the link to opt out of future emails:

[\\${!://OptOutLink?d=Click here to unsubscribe}](#)

NonEIR Survey

Q1 Gender:

- ☐ Male (1)
- ☐ Female (2)

Q2 Race/Ethnicity:

- ☐ African American/Black (1)
- ☐ Asian/Pacific Islander (2)
- ☐ Hispanic/Latino (3)
- ☐ Multicultural (4)
- ☐ Native American/American Indian (5)
- ☐ White (6)
- ☐ Other: (7) _____

Q3 Class Status:

- ☐ Junior (1)
- ☐ Senior (2)
- ☐ Graduate Student (3)

Q4 Age:

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- ☐ 25 and above (4)

Q5 Employment Status (during school):

- ☐ Not employed (1)
- ☐ Part Time (2)
- ☐ Full Time (3)

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- ☐ 2.00-2.49 (2)
- ☐ 2.50-2.99 (3)
- ☐ 3.00-3.49 (4)
- ☐ 3.50-4.00 (5)
- ☐ Don't know (6)

Q7 Thinking back to one course you took (Critical Issues and Trends, Meeting and Event Management or Destination Management), please answer the following questions.

Q8 How many hours a week did you spend preparing for class

- ☐ None (1)
- ☐ 1-2 (2)
- ☐ 3-5 (3)
- ☐ 6-8 (4)
- ☐ 9-12 (5)
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	Excellent (1)	Good (2)	Average (3)	Fair (4)	Poor (5)
How would you describe your level of effort you put into this course (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate your knowledge a the start of the course (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please rate your knowledge at the end of the course (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The teaching method used in the course fit my learning style (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of this course was consistent with the objectives of this course (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course was challenging (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Instructor displayed a clear understanding of the course topics (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The workload was appropriate for the course (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This teaching method enhanced my creativity (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This teaching method helped boost my self-confidence (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This teaching method focused on my strengths and interests (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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How much do you learn in this EIR class? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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How well do you think it will affect your ability to get a job? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How well do you think it will affect your performance on a job? (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15 After completing this course..

	Strongly agree (1)	Agree (2)	Neither agree nor disagree (3)	Disagree (4)	Strongly disagree (5)
Do you think the program should continue with having industry leaders co-teach courses? (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 Do you feel this course would be more beneficial if taught by an industry professional?

- ☐ Yes (1)
- ☐ No (2)

Q17 Would you take a class co-taught with an industry professional?

- ☐ Yes (1)
- ☐ No (2)

Q18 Have you graduated?

- ☐ Yes (1)
- ☐ No (2)

Q19 Are you currently employed in the Hospitality Industry?

- ☐ Yes (1) _____
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