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Catalyzing Entrepreneurship and Economic Development Program: An Analysis of the Educational Opportunities in Mississippi's Tourism Industry

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CATALYZING ENTREPRENEURSHIP AND ECONOMIC DEVELOPMENT
PROGRAM:
AN ANALYSIS OF THE EDUCATIONAL OPPORTUNITIES IN MISSISSIPPI'S
TOURISM INDUSTRY

by
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ABSTRACT
HOLLY RUTH PITTS: Catalyzing Entrepreneurship and Economic Development
Program: An Analysis of the Educational Opportunities in Mississippi's Tourism
Industry
(Under the direction of Dr. Albert Nylander)

The purpose of this thesis is to provide an analysis of the educational
opportunities provided by the tourism industry in Mississippi, and to highlight the
University of Mississippi's efforts to institutionalize community engagement. I undertook
this study as a result of my role as a Catalyzing Entrepreneurship and Economic
Development (CEED) innovation scholar at the McLean Institute for Public Service and
Community Engagement. The McLean Institute was expanded as part of UM's 2020
strategic action plan, and its mission statement involves advancing transformative service
and fighting poverty through education.

I began my research as a participant observer serving as an intern at the B.B. King
Museum and Delta Interpretive Center and the GRAMMY Museum MS, both located in
the Mississippi Delta. Through two statewide surveys to school leaders (n=181) and
museum staff members (n=51), data were gathered on the educational opportunities
provided by the tourism industry.

The findings demonstrated that most education leaders perceived the tourism
industry as having positive impacts on students' educational opportunities. Although
there were noted differences in principals versus others, the majority envisioned excellent
opportunities for their teachers and students to learn through the tourism industry. Unlike
other findings of negativity in the tourism industry (Cole and Morgan, 2010; King, 2011),
the education and museum leaders in Mississippi see mostly positives.

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CHAPTER I: INTRODUCTION

There has been a movement, since Boyer's call in the 1990s, for higher education to return to its democratic purpose. Since then universities have grappled with how to develop institutional priorities and values to sustain civic and community engagement (Saltmarsh and Hartley, 2011). The University of Mississippi made transformation through service one of its key priorities in its UM 2020 strategic plan. One of the action items was to create a center for community engagement to assist in institutionalizing community engagement throughout the university. The creation of the McLean Institute for Public Service and Community Engagement in 2012 accomplished this objective.

Since its expansion, the McLean Institute has secured approximately $5 million in grants or donor funding to support students, faculty, and community partners. In the fall 2016 semester, University of Mississippi Chancellor Jeffrey Vitter joined approximately 500 chancellors and presidents by signing the [Campus Compact 30th Anniversary Action Statement](). This action statement supports the public purpose of higher education in service to the greater good. The statement includes the following core commitments:

- We empower our students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby and around the world.

- We prepare our students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good.

- We embrace our responsibilities as place based institutions, contributing to the health and strength of our communities—economically, socially, environmentally, educationally, and politically.

- We harness the capacity of our institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future.

- We foster an environment that consistently affirms the centrality of the public purpose of higher education by setting high expectations for members of the campus community to contribute to their achievement.

Embracing UM's responsibility as a place-based institution to contribute to the health and strength of Mississippi communities, I joined the McLean Institute's Catalyzing Entrepreneurship and Economic Development (CEED) program to make a difference.

Mississippi ranks near the bottom in most quality of life indicators. A Google search of Mississippi produced a state rankings and facts website from U.S. News and World Report (https://www.usnews.com/news/best-states/mississippi), with Mississippi coming in at 49th overall in quality rank. Academic researchers commonly find reason to study the social problems in Mississippi. For example, a University of Denver study on health disparities found that Mississippi ranks number one with approximately 11.3% of its population reporting diagnosed diabetes (Sharma, 2014). A Florida Atlantic University study discovered that the Mississippi Delta's white and black leaders view their social problems quite differently (Harvey, 2013), with the findings suggesting that the local community citizens could benefit from external partners adding to the consensus building locally.

Purpose of This Study

The purpose of this thesis is to provide an analysis of the educational opportunities provided by the tourism industry in Mississippi, and to highlight the University of Mississippi's efforts to institutionalize community engagement. The McLean Institute for Public Service and Community Engagement's mission is to create transformative experiences for university students, and to fight poverty through education

in Mississippi. As a CEED student, I participated in a 2016 summer-long educational engagement at the GRAMMY Museum MS in Cleveland, MS, and at the B.B. King Museum and Delta Interpretive Center in Indianola, MS. This educational opportunity allowed me to see how important it was for community-campus partnerships to exist.

Through this experience I developed an interest in how the tourism industry influenced the economy in Mississippi, and how it connected to the institution of education. These community engagement experiences I had as a CEED scholar will be shared in the findings and discussion chapter. I also will share research findings from school and museum leaders' perspectives on the educational opportunities tourism offers Mississippi students.

What is an Engaged University?

An engaged university calls for the creation of knowledge which is "applied, problem-centered, transdisciplinary, heterogeneous, hybrid, demand-driven, entrepreneurial, and network-embedded" (Sandmann et al., 2008), rather than knowledge produced in the traditional workings of academic disciplines. Community engagement relies on two-way communication and scholarship between academic institutions and community partners to both create and apply knowledge that reflects community needs (Weerts and Sandmann, 2010).

The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; to prepare educated, engaged citizens; to strengthen democratic values and civic responsibility; and to address critical societal issues for contributions to the public good (Carnegie Foundation, 2013). The

incorporation of community engagement into a university's academic activities requires

consideration of the challenges facing the community and the difficulties of creating a

campus-wide infrastructure to respond to those challenges. As an anchor institution

embedded in North Mississippi and close to the Mississippi Delta, the university has an

interest in responding to the challenges of these communities and the learning

opportunities they present to university students (Axelroth and Dubb, 2010).

The creation and institutionalizing of a community engagement model relies on

the work of individuals who Weerts and Sandmann describe as boundary spanners.

According to Weerts and Sandmann (2010), the function of boundary spanning activity is

to create relationships between an institution and its community partners by processing

information about the external environment and representing the institution to its external

stakeholders. The work of the McLean Institute's Catalyzing Entrepreneurship and

Economic Development (CEED) program serves as a boundary spanner to assist in

community problem solving, and to create mutually beneficial partnerships with

equitable flow of knowledge and expertise (see Table 1).

Table 1: *Engagement and Models of Knowledge Flow*
(Source: Weerts and Sandmann, 2008)

	Linear, Unidirectional Model (One-Way Approach)	Constructivist, Integrative Model (Two-Way Approach)
Epistemology	*Positivist*: knowledge is value neutral, detached, and "exists on its own." Logical, rational perspective.	Constructivist: knowledge is developmental, internally constructed, and socially and culturally mediated by partners (researchers and community partners).
Role of higher education institution and community partners	University produces knowledge through traditional research methodology (labs, controlled experiments, etc). Roles and functions of labor, evaluation, dissemination, planning separated from researcher and community. Community partners have little input into the research design.	Learning takes place within context in which knowledge is applied (community). Knowledge process is local, complex, and dynamic and lies outside the boundaries of the institution. Knowledge is embedded in a group of learners (community and institution).
Boundary-spanning roles	Field agents deliver and interpret knowledge to be used by community members.	Field agents interact with community partners at all stages: planning, design, analysis, implementation.
Dissemination philosophy and strategies (Hutchinson & Huberman, 1993)	Dissemination paradigm: Spread: One-way broadcast of new knowledge from university to community Choice: University produces alternatives for users to choose.	Systemic change paradigm: Exchange: Institutions and community partners exchange perspectives, materials, resources Implementation: Interactive process of institutionalizing ideas.
Metaphors	Community partners as empty vessel to be filled. Knowledge is a commodity to be transferred to community partners.	Community and university are equal partners in a "community of learners." Universities become learning organizations.
Problems and concerns	Little attention to users, does not take into account motivations and contexts of intended recipients.	Power struggles between community and institution—consensus through negotiation and strife. Lack of readiness to implement (faculty, curricular, societal).
Beneficiaries	Public, consumers.	Public, stakeholders, institutional Learning.

My Interest in Working at the McLean Institute

　　As a university student majoring in Civil Engineering, I received an email in the Spring of 2015 from the McLean Institute calling for scholarship applications to fight poverty in Mississippi. Being a native of Northwest Mississippi in a small Delta town with one of the highest persistent poverty rates in the United States (see Figure 1), I decided to apply so that I could make a difference during my higher education experience to assist others.
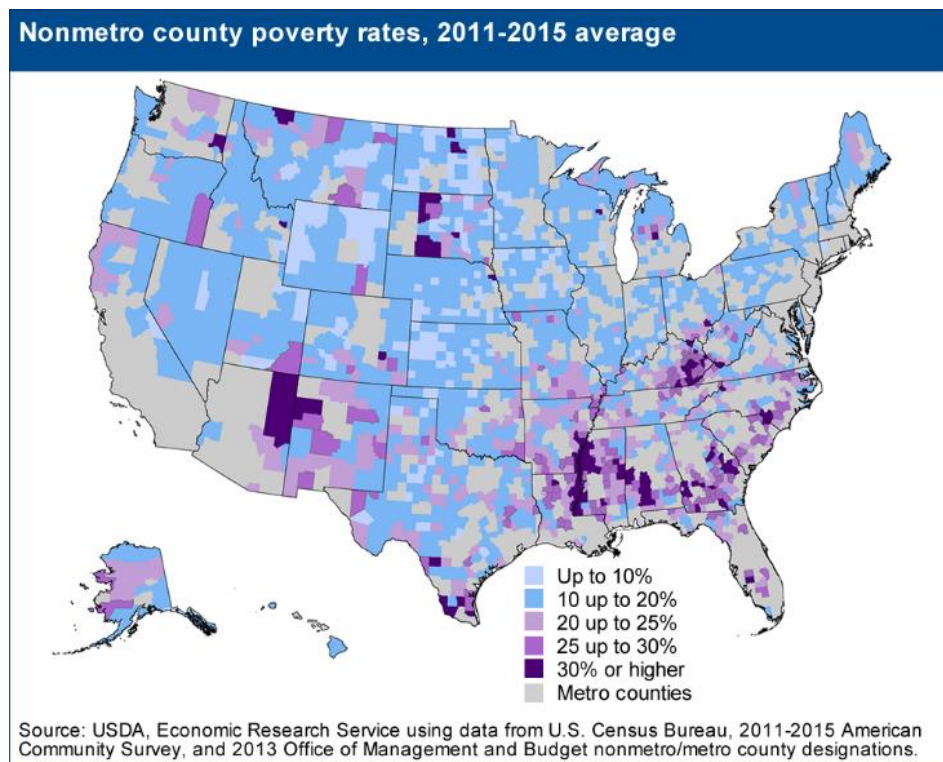
Figure 1: *Nonmetro County Poverty Map*

　　In my statement of purpose letter, I expressed the youthful desire to leave the Mississippi Delta but that as I matured and lived in other communities, the Delta became a place to treasure and value. In the letter I wrote, "What once appeared to me as a flat, extremely boring place that offered almost zero opportunities, turned out to be one of the most culturally rich and historic places in the whole world. Despite the fact it had been

right in front of me the whole time, for the majority of my life I somehow overlooked and misjudged it. Looking back, I am amused at how far off I was in my wishes, and I now cannot imagine ever abandoning such an intriguing place as the Mississippi Delta."

I also discovered that the Mississippi Delta is a unique place in the world. Writing in the application: "When I was a waitress at a small restaurant in Indianola, I once was speaking with a man from the North who was visiting Indianola for his job. He told me he had called his wife earlier and said, 'I keep thinking I'm going to see Tom Sawyer or Huckleberry Finn every time I round a corner.' I am extremely fascinated by the way that the Delta seems to be stuck in a time capsule. However, I think this is what caused my misperception to continue for so long. I negatively considered this "time capsule" as that which was holding the Delta back from so much opportunity, when in reality, the "time capsule" is exactly what makes the Delta such a special place. Everything in the Delta— from the people, to the roads, from the food, to the music—everything holds on to the rich history that created it…. Although the Mississippi Delta is a fascinating place, it is far from reaching its full potential. It provides us with an extremely rare and valuable culture, and it is our job to take such a place and provide it with the opportunity it deserves."

I concluded the application letter by writing that it was my obligation to give back to the community that gave so graciously to me and to help others receive similar opportunities. Everyone deserves the opportunity for success. Thankfully I was selected for this life-changing program, and I have been enriched for the opportunity to create community engagement partnerships in the place that means so much to me.

Setting for Community Engagement Internship

The Mississippi Delta, which is not actually the mighty river's "delta", but rather an alluvial floodplain, is, in a cultural aspect, considered to stretch from "the lobby of the Peabody Hotel in Memphis" down to "Catfish Row in Vicksburg," as David Cohn once famously stated (Cobb, 1992). The Mississippi Tourism office, however, presents a slight variation for the Delta boundaries, as shown below in Figure 2, *Mississippi Delta Region.*
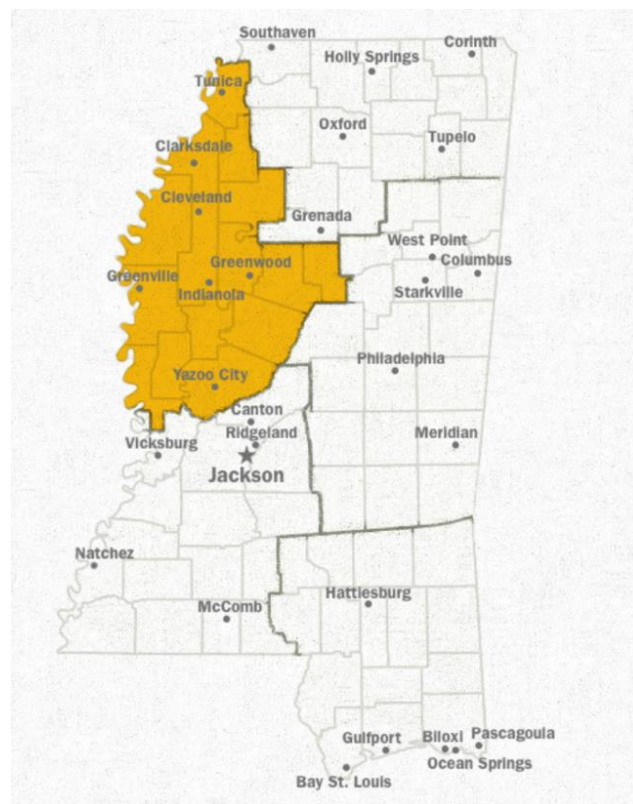
Figure 2: *Mississippi Delta Region*
Source: (http://visitmississippi.org/regions)

The Mississippi Delta is known for its fertile soil, and agriculture is Mississippi's number one industry (https://growingmississippi.org/agriculture-in-mississippi/). The industry brings in $7.4 billion in income, with more than 37,000 farms. Many prominent people have also come from the Delta region—Archie Manning, Fred Carl, Jr., B.B.

King, and Willie Morris to name a few. Mississippi and the Delta region, however, continue to be one of the most impoverished places in the nation. Figure 3 below shows those under the age of 18 who are in poverty in 2015 for the 14 Delta counties. All are significantly above the national average of 20.7% (US Census Bureau).
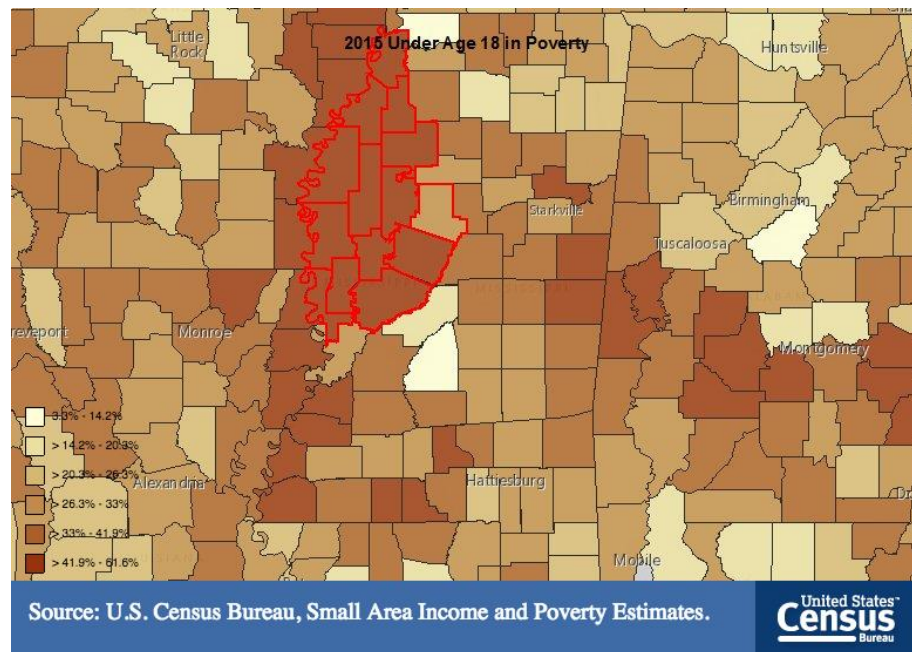
Figure 3: *2015 Under Age 18 in Poverty*

As a CEED Innovation Scholar, I worked as an intern under the Ambassador Coordinator and Executive Assistant at the B.B. King Museum and Delta Interpretive Center, and as an Education and Public Programs intern for the GRAMMY Museum MS. I had the opportunity to experience firsthand the direct impact that the tourism industry has on educational opportunities for Mississippi students. Through these experiences, I gained personal insights into community engagement and CEED concepts to study the tourism industry. The succeeding chapters aim to inform of this direct impact by presenting my findings through personal internship observations, literature reviews, survey data, and face-to-face interviews.

CHAPTER II: LITERATURE REVEIW

Tourism has brought significant economic benefits to Mississippi through increased revenues. In 2016, the total tourism visitor spending totaled $6.3 billion statewide from an estimated 23 million total visitors, while also providing 86,600 tourism jobs (2016 Economic Impact Report). Table 2 provides the estimated travel and tourism expenditures by visitors in 2015 and 2016. The entertainment sector in particular, which includes museums, experienced an overall 23.8% increase in visitor spending from 2015 to 2016. Table 3 represents the breakdown of these numbers for the Delta Region.

Table 2: *Estimated Travel and Tourism Expenditures by Visitors, FY 2015 and FY 2016*
Source: (2016 Economic Impact Report)

CATEGORY	FY 2015	FY 2016	CHANGE
Food services and drinking establishments (1)	$1,148,969,575	$1,195,397,212	4.0%
Specialty food, liquor stores and vending machines	132,731,057	132,620,778	-0.1%
Lodging (2)	857,820,438	905,859,847	5.6%
Gaming (3)	1,428,867,646	1,450,118,988	1.5%
All Retail, excluding gasoline/service stations (4)	1,650,376,181	1,696,474,612	2.8%
Gasoline/service stations, convenience stores, fuel	700,663,709	660,655,318	-5.7%
Fixed facilities, air transportation (5)	12,066,112	959,308	-92.0%
Passenger car rental leasing	31,450,145	34,475,178	9.6%
Auto repair shops, accessories, mechanics, car wash	55,265,291	57,171,215	3.4%
Rail and water passenger transportation (6)	10,929,551	10,675,468	-2.3%
Entertainment/athletic events/outdoor recreation (7)	68,093,161	84,332,357	23.8%
Consumer Goods Rental	60,923,662	61,382,547	0.8%
Advertising Specialties	1,271,934	1,448,779	13.9%
Printing and Publishing	1,601,157	NA	NA
Laundries, Dry Cleaning	5,420,504	5,278,286	-2.6%
TOTAL	**$6,166,450,123**	**$6,296,849,893**	**2.1%**

Table 3: *Delta Region Travel and Tourism Expenditures, Employment, Taxes, Tourism Capital Improvements, FY 2016*
Source: (2016 Economic Impact Report)

DELTA REGION	Travel and Tourism Expenditures by Visitors	Direct Travel and Tourism Employment	Travel and Tourism Employment Percentage*	State and Local Taxes Attributed to Travel and Tourism**	Tourism Capital Investment
Bolivar	$48,981,351	630	5.3	$4,488,641	$441,190
Carroll	867,557	12	1.1	87,143	293,884
Coahoma	65,990,487	955	12.0	7,507,446	815,365
Holmes	3,489,443	48	1.3	310,009	233,550
Humphreys	2,270,679	30	1.5	206,573	126,469
Issaquena	147,720	2	1.4	15,084	1,049
Leflore	50,580,536	745	5.4	3,873,594	1,789,768
Quitman	1,048,208	15	1.4	111,224	72,779
Sharkey	1,431,026	20	1.9	124,117	0
Sunflower	14,529,614	195	2.3	1,293,842	643,992
Tallahatchie	2,005,086	28	0.9	194,782	0
Tunica	556,989,166	5,800	62.2	69,871,341	483,542
Washington	87,070,747	1,465	8.5	9,378,151	2,237,396
Yazoo	14,903,475	205	3.2	1,417,803	800,000
Regional Totals	**$850,305,095**	**10,150**	**11.6**	**$98,879,750**	**$7,938,984**

The Executive Director of the Mississippi Development Authority remarked, "The attractions making up Mississippi's vast tourism assets also create more vibrant communities where people not only want to visit, but also want to live. Quality of life is directly related to the abundance of opportunities" (2016 Economic Impact Report). From an economic standpoint, the statistics show the tourism industry's positive impact on the economy. Some, however, argue that the tourism industry does not benefit everyone equally, which will be addressed in the next section.

Tourism and Social Inequalities

The Catalyzing Entrepreneurship and Education program that I have been a part of mutually engages with communities to co-create solutions to Mississippi's pressing problems. While serving in educational programming at the B.B. King Museum and the GRAMMY Museum MS, I worked with numerous schools that brought groups of students through the museum. The students were introduced to many opportunities such as learning about Blues music and its heritage, successful Mississippians, and other

education endeavors. These enrichment opportunities might be the only time many of the students get to experience such activities.

Does the tourism industry contribute to social inequalities, particularly for underserved people? Research offers mixed findings (Barton and Leonard, 2010; Cole and Morgan, 2010; King, 2011). King's, "*I'm Feeling the Blues Right Now: Blues Tourism and the Mississippi Delta*," is a sharp critique of the strategies used by those promoting the blues industry compared to those who lived and experienced the historical racial divides.

King (2011) argued that some of the marketing of the blues to attract tourist dollars ignored some of Mississippi's racist past. He wrote that it made strange bedfellows to bring Mississippi's African American musicians together with some of the traditional white organizations like the chamber of commerce, and local and regional tourism boards.

Cole and Eriksson (2010) examined tourism and social inequalities. They believed tourism could be a means to reduce these inequalities. Some communities and countries envision tourism as a tool for potential development. "Tourism has been promoted as a key economic sector in almost every country of the globe, and, since the 1970s and 1980s, as a 'tool' to generate economic growth and development, particularly in countries at low levels of economic development, with high levels of poverty and limited resources to trade" (Cole and Eriksson, 2010, p. 89). They also argue that tourism, especially to low economically developed countries, is often based on unequal relations for the poorest members of the community.

Cole and Eriksson (2010) found that "present-day conceptions [of tourism] can be summed up as a multidimensional process leading to 'good change' and seen to embrace self-sufficiency, self-determination and empowerment, as well as improved standards of living" (p.108). Tourism has the potential to stimulate employment in rural areas, countering the structural inequalities of income distribution.

Does tourism contribute to poverty alleviation? Researchers maintain a (post) structuralist political economic view and believe that major reforms must happen in the industry for significant reductions in social inequalities (Cole and Eriksson, 2010). Others have found that tourism can provide sustainable community development through social justice processes (Barton and Leonard, 2010). The tourism benefits must be weighed against the negative social and cultural impacts in Mississippi and the Delta. To analyze these impacts, Mississippi education and museum leaders were asked about the educational opportunities provided by the tourism industry.

Sociology of Leadership and Education

Education is critical for reducing poverty. Amartya Sen argued that educational opportunities "facilitate economic participation" (2010, p. 11), and as mentioned, the McLean Institute's mission statement involves fighting poverty through education in Mississippi. Mississippi lacks educational opportunities compared to other states, and these inequalities are even more pronounced in the Mississippi Delta.

In *The Most Southern Place on Earth: The Mississippi Delta and the Roots of Regional Identity*, James C. Cobb, described the Delta as a region that had been bypassed by the economic, social, and political realities that have positively impacted the United States. Fannie Lou Hamer stated, "The sickness in Mississippi is not a Mississippi

sickness. This is America's sickness" (Asch, 2011, p. 222). She said to reporters, "The American people have got to realize that Mississippi is a part of American society and that what happens there has a bearing on the whole country" (Asch, 2011, p. 219).

Sociologist Pierre Bourdieu developed the concept of cultural capital as part of explaining how patterns of social inequality are reproduced through the institution of education. Bourdieu stated,

> Apart from collective representations, such as the representation of man as the outcome of a long process of evolution, or the representation of the world as governed by necessary and immutable laws instead of by an arbitrary and capricious fate or by a providential will, every individual unconsciously brings to bear general tendencies such as those by which we recognize the 'style' of a period … and patterns of thought which organize reality by directing and organizing thinking about reality and make what he thinks thinkable for him as such and in the particular form in which it is thought. (Bourdieu, 1967, p. 345)

Hamer recognized Mississippi's sickness was really America's sickness. Bourdieu captured this educational process as a collective one, patterned along systematic tendencies of socialization through language. Different classes experience unique teachings based on the instructional capacities of the teachers. According to Bourdieu:

> It follows that individuals whose education condemns them to a kind of cultural hemiplegia, while at the same time encouraging them to identify their own work with the worth of their culture, are inclined to feel uneasy in their contacts with people an alien and sometimes rival culture…. (Bourdieu, 1967, p. 350).

Bourdieu contends that one's learning of culture depends on how it is acquired. A large part of this acquisition occurs through the institution of education, which often differentiates it along class lines. He continues by saying that "many national characteristics of intellectual activity must be referred back to the traditions of

educational systems which owe their specific character to national history and, more especially, to their specific history within the national history" (1967, p. 352-353).

Roscigno and Ainsworth-Darnell (1999) examined the extent to which black and white students differed in cultural capital and educational resources. They found that the racial variations in cultural capital primarily came from the disparities in class background, and micro-level effects by instructors in the classroom. For their study, they measured cultural capital through students' participation in cultural trips (museums), cultural classes (art, music, dance), and household educational resources (books, computer, magazines, etc). Their finding was that cultural capital opportunities in education varied depending on the status of its possessor/education administrator (Bourdieu, 1977; Roscigno and Ainsworth-Darnell, 1999).

Educational Leadership

School leaders, particularly principals, are occupied by high-stakes accountability and testing and the work intensity of managing a school. Much of their time involves ensuring that the daily, weekly, and monthly schedules run on time for students to obtain the necessary knowledge to pass tests. Unlike other school personnel, including superintendents, principals manage the daily conflicts within the school (Addi-Raccah, 2015; Grissom, Loeb, and Mitani, 2015; Niesche, 2011).

Principals serve in boundary spanning roles to lead local schools. Their main priorities consist of the curriculum programming and mediating the myriad roles within the school. They depend on the superintendents to negotiate between the schools and the local educational authorities such as school boards (Addi-Raccah, 2015; Grissom, Loeb, and Mitani, 2015). For this study, I examined the differences in principals' perceptions

from other school personnel to determine their views of educational opportunities in tourism. Museum leaders' perspectives also were examined to supplement the findings on access to educational programs within tourism.

Catalyzing Entrepreneurship and Economic Development Internship

Mississippi's tourism industry was my area of interest throughout my CEED experience. Growing up in the Mississippi Delta I unknowingly began my role as a participant observer in examining its various impacts on educational opportunities, which I would later continue through the McLean Institute as a CEED innovation scholar.

Following the CEED initiative's student learning outcomes, I began to study social problems throughout rural Mississippi, with an emphasis on creating and developing solutions. I consistently gained knowledge through field trips promoting engagement with specific community partners. The CEED program had regular meetings with impressive guest speakers who addressed economic development and entrepreneurship. I participated in the McLean Institute's annual Rural Entrepreneurship Forum in Tupelo in 2016 and then in Greenwood in 2017. I learned about the problems and solutions through weekly discussions with the fellow members of the CEED cohort, taking in their experiences and insights. Most importantly, the summer CEED internships provided the richest learning opportunities.

Through the internships, I logged 36 days and nearly 200 hours of experience. Analyzing the field notes from my experiences of participating and observing, I gained valuable insight that was vital to this academic research. These campus-community partnerships and experiences informed my research questions.

Community Engagement Application

As a CEED scholar, I have been immersed in understanding how practice and theory combine to extend the scholarship of discovery and application at the community level. This scholarly discovery does not happen independent of community application, at least not for the catalyzing entrepreneurship and economic development work at the McLean Institute. The McLean Institute's founding director, Vaughn Grisham, is known for saying that "it is the responsibility of the people of Mississippi to try to raise the level – economically, educationally, spiritually and otherwise – of all the people of Mississippi. There's nobody else who's going to come in here and do it for us" (Grisham, 1999). Local people must address local problems (Grisham and Gurwitt, 2004).

Universities can serve as strong partners with local communities to address the major social challenges at the local level. Community engagement strategies like CEED strengthen community-campus partnerships, transforming lives and fighting poverty. Although civic engagement is not a priority for many campuses (Saltmarsh, Hartley, and Clayton, 2009), it is a priority for the University of Mississippi and the McLean Institute.

Community-campus partnerships strengthen social infrastructures to empower communities to address their own challenges (Sandmann and Weerts, 2008). These partnerships offer excellent opportunities for students to engage with community partners. The CEED work has provided more than 50 University of Mississippi students over three years the opportunity to collaborate with community agencies to think about mutually solving Mississippi's challenges. The two-years in the CEED program equipped me with the knowledge of thinking entrepreneurial about community and economic

development, and about civic responsibility and local participation in community engagement activities.

During the internships, I was able to build relationships in the tourism industry and better understand how to make it more accessible to everyone. These community-building processes operationalized transformative experiences for me and for the community partnerships, and created deeper, more meaningful relationships between the community and campus (Stewart and Alrutz, 2012).

These community engagement experiences provided additional information for me to see that educational opportunities in the tourism industry are important for Mississippi's students. In the next chapter, I will share the methodological approach for evaluating leaders' perceptions of tourism's opportunities for education. Details also will be provided on the CEED internship experience, which informed the survey questions of education leaders throughout Mississippi.

Hypotheses

The literature review framed the following hypotheses to be tested.

H1: School principals are less likely than other school staff to view the tourism industry as making educational opportunities easily accessible.

H2: White respondents are more likely than African Americans to be satisfied with the availability of employment opportunities in tourism.

H3: Mississippi Delta respondents are less likely than non-Deltans to view the tourism industry as having a positive impact on the K-12 students.

CHAPTER III: METHODOLOGY

As a Catalyzing Entrepreneurship and Economic Development (CEED) scholar, I participated in the 2015-2017 community engagement course and fieldwork. This thesis utilized a mixed-methods approach through survey instruments, personal interactions and conversations, and participant observation through a personal internship experience at two museums: B.B. King Museum and Delta Interpretive Center and GRAMMY Museum Mississippi.

The data used in this study come from two self-completion surveys of Mississippi school superintendents, principals, teachers, staff, and Mississippi museum personnel conducted in the fall 2017 semester. These data are the first of its kind to be collected on tourism in Mississippi. Public email addresses were obtained to gain the insight of school leaders and museum administrators from Mississippi.

Data were gathered using the total population of school administrators by collecting all superintendents and principals' email addresses from the Mississippi State Department of Education's website and the Mississippi Association of Independent Schools' website. The museum personnel email addresses were collected from multiple sites, including asking the Mississippi Museum Association director to send along the survey. The museum data represent a convenient sampling.

Institutional Review Board and Surveys

I received Institutional Review Board (IRB) approval to distribute the two online Qualtrics surveys. The required IRB documents and approval are located in Appendix A -

IRB approval and consent forms. Both surveys were delivered throughout Mississippi via email, one directly to all school principals or administrative office and the other to museum leaders throughout the state, where contact information was available. The intended purpose of both surveys was to assess school and museum leaders' perceptions on the tourism industry's impact on educational opportunities in Mississippi. Each survey was prepared to take no more than 5-10 minutes. The school leader survey and museum staff survey are in Appendix B and Appendix C, respectively.

Each survey was sent through the Qualtrics email platform to contacts gathered from the Mississippi Department of Education (MDE) and the Mississippi Association of Independent Schools (MAIS) websites for the school leader survey and contacts gathered from the Visit Mississippi and Mississippi Museums Association (MMA) websites for the museum leader survey. On the fourth and eighth day, follow up emails were sent, each time garnering additional responses. Finally, anonymous links to take the survey were distributed to personal connections in these industries.

Every survey response was voluntary and anonymous, and respondents could stop at any point if they wished. Following, Table 4, *Survey Response Summary*, shows the overall response and completion rates for each survey.

Table 4: *Survey Response Summary*

Sample	Email Invites	Survey Starts	Hard Bounced	Email Duplicates	Completes
Education	1,368	190	111	15	181
Museum	172	54	22	2	51
Overall Sample	1,540	244	133	17	232

There was a 13% response rate for school leaders, and approximately 30% response rate for museum leaders. The email addresses of 1,368 school superintendents, and principals were collected from the Mississippi Department of Education and Mississippi Association of Independent Schools websites. On October 11, 2017 an invitation to participate in the study was launched, and two follow-up requests were sent to respondents who did not complete a questionnaire on the first request. The survey was closed on November 1, 2017. Of the 1,368 emails used in the study, 190 potential respondents "started" the survey and 181 completed it. There were 111 email addresses that were recorded as "hard" bounced, and 15 that were recorded as "duplicate."

The email addresses of 172 museum staff members were collected from the Visit Mississippi website, and the director of the Mississippi Museum Association (MMA) also forwarded along the survey to all of the MMA members. On October 11, 2017 an invitation to participate in the study was launched, and two follow-up requests were sent to respondents who did not complete a questionnaire on the first request. The survey was closed on November 1, 2017. Of the 172 emails used in the study, 54 potential respondents "started" the survey and 51 completed it. There were 22 email addresses that were recorded as "hard" bounced, and 2 email addresses were recorded as "duplicate."

According to Don Dillman, a renowned expert on using Internet-based self-completion surveys as a data collection instrument, there is much to be learned on how to best calculate, interpret, and increase response rates in online surveys (Dillman, 2007). Calculating a response rate by dividing the number of respondents that were requested to complete the survey by the number of respondents that did complete the survey would seem to provide a rather low but accurate response rate.

Research Design

To address my proposed research questions and test subsequent hypotheses, I conducted statistical analyses using data from the school administration survey, which consisted of descriptive statistics and tests of association (Chi-Square). I examined whether the school administrators' perceptions are associated with support of the tourism industry's access to educational opportunities. I also examined this tourism support by race and Mississippi region. These associations were tested by using a chi-square (χ^2) test, which gives only evidence of an association or no association, but it does not produce effect estimates and confidence intervals. The variables of interest for these tests are in Table 5 below. The attitudinal variables on the tourism industry were recorded by combining strongly agree and agree into one category, and the same process for strongly disagree to disagree. The satisfied variables of employment in tourism were recoded the same way.

Table 5: *Variables of Interests*

Variables	Measurement
Gender	1 = Male
	2 = Female
Race	1= Black
	2 = White
Region	1 = Delta
	2 = Other
Attitude	
"The tourism industry makes educational opportunities easily accessible."	1 = "Strongly Disagree to Disagree"
	2 = "Strongly Agree to Agree"
Attitude	
"Availability of employment opportunities in tourism."	1 = "Highly Satisfied to Somewhat Satisfied"
	2 = "Somewhat Dissatisfied to Not Satisfied"
Attitude	
"The tourism industry has a positive impact on K12 students."	1 = "Strongly Disagree to Disagree"
	2 = "Strongly Agree to Agree"

Limitations

Despite the significance of the two surveys' results, a few limitations were present. One was the availability and accuracy of the contact information gathered online. Another limitation was the lack of personal interaction with potential survey responders who are much more likely to delete an email from a stranger than they would be to turn down an in-person interview. Although there was an email list of respondents for principals, headmasters, and superintendents, this did not exist for school teachers. Since both samples were convenient, there is a higher chance of the results being skewed. Both quantitative and qualitative data, however, share important findings for these research questions.

In conclusion, the findings gathered from my personal experiences and observations and from the survey responses from school and museum leaders throughout Mississippi help to answer the research questions. In the next chapter, I share the findings and results of utilizing a mixed-methods approach to study the tourism industry's impact on educational opportunities.

CHAPTER IV: FINDINGS AND DISCUSSION

The objective of this thesis was to analyze the tourism industry's impacts on educational opportunities in Mississippi. These impacts were analyzed using information gathered from first-hand community engagement observations as a participant observer, secondary statistical data, and the results of two primary surveys, one distributed to museum leaders, and the other to school leaders. This chapter will discuss the results of those findings, both positive and negative, thereby leading to possible solutions for more future successes and increases in educational opportunities in Mississippi.

Community Engagement Internship Experience

As an intern at the B.B. King Museum and Delta Interpretive Center located in Indianola, MS, I worked under the direction of the museum's Ambassador Coordinator and Executive Assistant. Throughout the summer, I had the opportunity to experience a variety of aspects within the museum, such as working in the gift shop and interacting with visitors, experiencing the exhibit itself, assisting in the back of house offices, and helping with Camp Lucille.

Working in the gift shop and experiencing the exhibit gave me the opportunity to have personal interactions with visitors and discover who was actually coming to experience the B.B. King Museum. Participating in the museum offices allowed me to further that knowledge. Finally, I assisted with Camp Lucille, which is a weekday educational summer camp designed primarily for local children. The students in Camp Lucille were divided by age range into separate groups, who would rotate throughout the

day between activities such as music, fitness, reading, and nutrition. Being an assistant to all areas of the camp allowed me to serve as a participant observer in examining firsthand the educational impacts of this summer youth program. Therefore, I was able to engage directly with the students rather than only observing.

Throughout the internship, I helped serve nutritional lunches, coach fitness classes, monitor recesses, and assist with music lessons. Each lunch was carefully planned and brought in each day by various community members, and in addition, the students were taught the importance of a healthy diet. In the fitness classes, I helped instruct the students through a mixture of typical elementary physical education exercises in addition to learning dances from some of their favorite celebrities. They were able to have fun while getting in a solid workout, and they learned about the impacts that an active lifestyle can have on overall health. They also learned about the significant impacts from some famous celebrities such as Beyoncé, one of the most famous music performers ever, who also is known for her dancing skills. This also ties into the daily music lessons, where the students learned of the heritage and cultural impact of various styles of music. For example, the students all had the opportunity to play a djembe, a West African drum, and were instructed of its origination and important uses.

In addition, every year the B.B. King Museum and Delta Interpretive Center holds its annual B.B. King Homecoming Festival. For my internship at the Blue Biscuit, I worked under the direction of the owner who was very experienced in hosting tourists and provided weekly live music and authentic food. However, my role as an intern was to help put on a students' area during the annual festival, which was located directly across the street from the museum itself. I once again had the opportunity to interact directly

with students of all ages and mostly from the Delta region. Although this event was slightly less educational in nature, it still presented opportunities for the students to learn about the importance of B.B. King and the blues while allowing students to dress up as rock stars and rock the stage for photos themselves, as well as participating in an art booth also.

Finally, I spent the majority of my summer interning at the GRAMMY Museum MS, as an Education and Public Programs Intern under the museum's Education and Public Programs Manager. Throughout my time there I worked on a variety of tasks such as designing school information packets, creating a school contact list to reach out to, giving group tours of the actual exhibit, assisting with educational programs, taking field trips with the youth leadership group, and assisting with large-scale, community involved public programs.

My first project was to compile a list of student summer camps, daycares, etc., and contact information for each. After this was complete, we designed an information packet to send out to the list. I then created a school contact list for all of the schools in Mississippi. Next, I researched other museums for any useful information regarding youth leadership programs and museum teen docent training information.

Also on the educational aspect, I learned to assist giving tours to school groups and kids' summer programs. This varied day-to-day, as some days we had groups coming in one after the other, and other days we had none at all. This part gave me another opportunity to serve as a firsthand participant observer by directly interacting with people, mostly children, from all over, and also it allowed me the opportunity to learn about the exhibit itself. I also assisted with an educational program the museum hosted—

a Swamp Romp program for kids to learn about Louisiana Root Music from Scott Billington and Johnette Downing.

Furthering my experience, I had the opportunity to assist a youth leadership program, which is a group of students from all of the high schools in Bolivar County. I traveled with the group to Memphis where we toured Willie Mitchell's Royal Studios, the Stax Museum of American Soul Music, the Stax Music Academy, and Graceland—The Home of Elvis Presley. I had never been to any of these places before, and they all helped further my knowledge and appreciation of the music industry as well as the museum industry, not to mention giving me an additional perspective through my experiences with and observations of the students in the youth leadership program.

One of the most exciting days of the summer was hosting "An Evening with Jimmie Vaughan," which also included a large-scale concert on the lawn titled, "A Celebration of Pride & Joy: The Texas Blues of Stevie Ray Vaughan (with opener Kingfish)." I received the opportunity to meet all of the artists, including Jimmie Vaughan, which was such an incredible experience that I would not have had the chance to do otherwise. Over 300 people attended the concert on the lawn, which was a big success for a Wednesday evening in Cleveland, MS. This event offered me a unique insight compared to the others because I was able to participate and observe impacts on the whole community, rather than just children or students like most of my previous experiences had been; for even at the B.B. King Homecoming Festival I was mostly volunteering strictly in the kids' area.

These practical experiences allowed me to engage with the tourism industry as it related to the catalyzing entrepreneurship and economic development program. The

CEED team's curriculum was the Ice House Entrepreneurship Program, which is a framework for understanding and implementing an entrepreneurial mindset (Taulbert & Schoeniger, 2010). According to their training materials, "The Ice House Entrepreneurship Program is an experiential, problem-based program designed to inspire and engage learners in the fundamental aspects of an entrepreneurial mindset while immersing them in entrepreneurial experiences that will enable them to develop creativity and critical thinking, effective problem solving, teamwork, and other entrepreneurial skills—skills that will enable them to succeed regardless of their chosen path" (https://elimindset.com).

This program was founded by the Kauffman Foundation based on Clifton Taulbert's books, "*Once Upon a Time When We Were Colored*," and "*Who Owns the Ice House?*" His rising from the plantation fields of the Mississippi Delta to a best-selling and Pulitzer Prize-nominated author offers real-world solutions to overcoming grand challenges. The Ice House training program has been embraced by the National Association for Community College Entrepreneurship group, which envisions these methods as a way to advance economic growth and prosperity for communities. The curriculum prepared me for the realities of the day-to-day challenges for these local tourism experiences. These community engagement interactions also informed the questions I asked in the surveys.

Education and Museum Leaders Demographics

In general, the tourism industry's impacts can be broken down into two main categories: indirect impacts and direct impacts. The results of this thesis garnered more

information towards the direct impacts, due to the study's methods, and the Visit Mississippi 2016 Economic Impact Report validated the indirect impacts.

The tourism industry's indirect impacts mostly revolve around economic impacts and the impacts of economic development in society. Visit Mississippi's 2016 Economic Impact Report showed that $395.1 million dollars in tax revenue was earned in 2016 from travel and tourism alone. This revenue was the result of $6.3 billion dollars spent by visitors throughout the industry (2016, p. 2 & 6). The more revenue the tourism industry gains overall leads to more tax dollars for the state. This leads to an overall increase in state funding, which should increase educational funding throughout the state. As economic development and tourism increase at the local level, community development and educational opportunities should improve.

On the other hand, the tourism industry's direct impacts on educational opportunities come more in the form of first hand experiences and increased exposure. For example, the tourism industry provides many opportunities for people to learn, through developing museum experiences, workshops to participate in, community-wide public programs, additional curriculum that can be integrated into classroom settings, and much more. Increasing tourism's exposure leads to the creation of new ideas and perspectives in the minds of many community members, especially those who may be impoverished or who may not have been aware of these personal opportunities for success in life.

Considering these various impacts on educational opportunities, two surveys were developed and distributed to analyze museum and school leaders' perceptions of these impacts. The demographics from both surveys—museum leaders and school leaders—

can be seen in the following tables, Table 6: *Demographics on Museum Respondents*, and Table 7: *Demographics on School Leader Respondents*.

Based on the demographics in the tables, most respondents were female (above 60% for both surveys), and white (approximately 80% for both surveys). As expected the school leaders' have a much higher income. Most respondents were either superintendents or principals, and both groups were highly educated with most having at least a bachelor's degree. One note was that a few school teachers and administrative assistants (n=6) responded to the survey.

Table 6: *Demographics on Museum Respondents*

Characteristic	Number	Percentage
Gender		
Male	12	31.6%
Female	26	68.4%
Age		
18 to 24	0	0.0%
25 to 34	5	12.8%
35 to 44	5	12.8%
45 to 54	9	23.1%
55 to 64	11	28.2%
65 and older	9	23.1%
Racial Ethnic Group		
American Indian or Alaska Native	0	0.0%
Asian	0	0.0%
Black/African American	6	15.4%
Native Hawaiian or Pacific Islander	0	0.0%
White	31	79.5%
Hispanic/Latino	1	2.6%
Other	1	2.6%
Metro Status		
Urban	13	34.2%
Suburban	8	21.1%
Rural	16	42.1%
Other	1	2.6%
Household Income		
Under $15,000	0	0.0%
$15,000 - $24,999	1	2.9%
$25,000 - $29,999	2	5.9%
$30,000 - $34,999	2	5.9%
$35,000 - $39,999	1	2.9%
$40,000 - $49,999	3	8.8%
$50,000 - $59,999	3	8.8%
$60,000 - $84,999	10	29.4%
Over $85,000	12	35.3%
Highest Level of Education		
Less than high school	0	0.0%
GED, High school diploma	1	2.6%
Some college, no degree	5	12.8%
Associate's degree	0	0.0%
Bachelor's degree	10	25.6%
Master's degree or higher	23	59.0%

Table 7: *Demographics on School Leader Respondents*

Characteristic	Number	Percentage
Gender		
Male	55	38.7%
Female	87	61.3%
Age		
18 to 24	2	1.4%
25 to 34	6	4.2%
35 to 44	37	25.9%
45 to 54	51	35.7%
55 to 64	37	25.9%
65 and older	10	7.0%
Racial Ethnic Group		
American Indian or Alaska Native	1	0.7%
Asian	0	0.0%
Black/African American	23	16.4%
Native Hawaiian or Pacific Islander	0	0.0%
White	114	81.4%
Hispanic/Latino	0	0.0%
Other	2	1.4%
Household Income		
Under $15,000	0	0.0%
$15,000 - $24,999	0	0.0%
$25,000 - $29,999	3	2.2%
$30,000 - $34,999	1	0.7%
$35,000 - $39,999	1	0.7%
$40,000 - $49,999	1	0.7%
$50,000 - $59,999	3	2.2%
$60,000 - $84,999	25	18.7%
Over $85,000	100	74.6%
Highest Level of Education		
Less than high school	0	0.0%
GED, High school diploma	1	0.7%
Some college, no degree	1	0.7%
Associate's degree	1	0.7%
Bachelor's degree	17	11.9%
Master's degree or higher	123	86.0%
Position		
Superintendent	28	14.8%
Principal	105	55.6%
Secondary Teacher	15	7.9%
Elementary Teacher	2	1.1%
Staff Member	9	4.8%
Other	30	15.9%
Lives in Delta Region		
Yes	38	20.1%
No	151	79.9%

The majority of the findings below show that school leaders acknowledged the tourism industry's positive impacts on educational opportunities. The main themes were the firsthand experiences available, increased interest and understanding of concepts and material, and increased exposure towards future life possibilities. Some school leaders acknowledged the indirect benefits that come through the tourism industry's economic gains and overall economic development as well. On the negative side, the issues mentioned were also consistent, including: not enough funding; issues due to location, such as lack of affordable transportation; teacher interest, perhaps due to the hassle of planning and executing field trips; time constraints, often due to strict curriculums and a high emphasis on preparing for standardized state tests; and finally, lack of awareness of the already existent opportunities.

The majority of museum leaders reported that education was part of the museum's mission statement. Most, however, lacked a specific education department, and they did not have a budget for educational programs, nor a dedicated educational development staff. While the majority of museums did have dedicated space available for educational programs, they did not offer direct teacher training. Many school leaders reported integrating these experiences into the classroom either before or after visiting a museum. However, most museums did not provide a developed curriculum to assist school teachers with this integration.

Many school and museum leaders provided examples of actual successes and offered useful insight into potential ideas and solutions to increase both the amount of educational opportunities available, and the feasibility of schools to be able to take advantage of these. In general, the majority of all respondents tended to agree that the

tourism industry does indeed positively impact educational opportunities, but they also

reported that they would like to see an increase in these positive impacts. Combined with

the knowledge gained from my community engagement opportunities in the field, and

data collected from the two surveys, I now discuss the results and tests from the analysis

of the research questions.

Education and Museum Leaders' Quantitative Findings

In order to develop a general idea of the types of museums from which the

museum leaders were responding, they were asked to select no more than two areas of

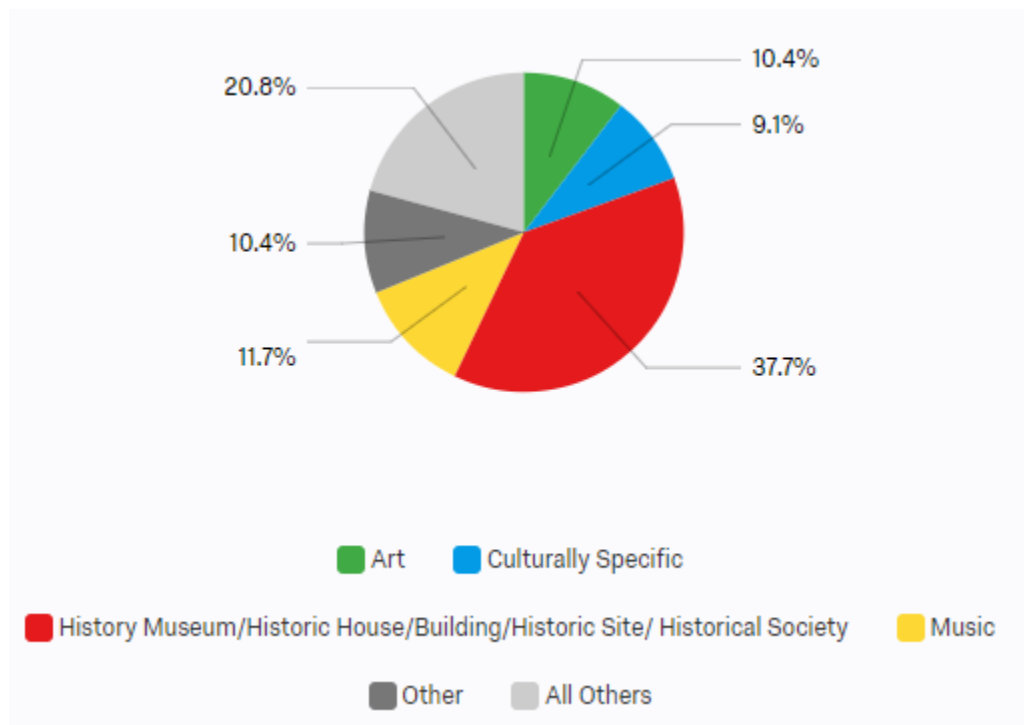their organizations' disciplines. The results are below in Figure 4, *Museum Disciplines.*

Figure 4: *Museum Disciplines*

In comparison Figure 5, *School Leaders' Opinions on Museum Content*

Importance, presents the school leader results on the types of educational foci school

leaders found most and least important. The data were consistent with the actual types of

museums present, with history being the most important and most represented topic, followed closely behind by music, art, and cultural heritage.
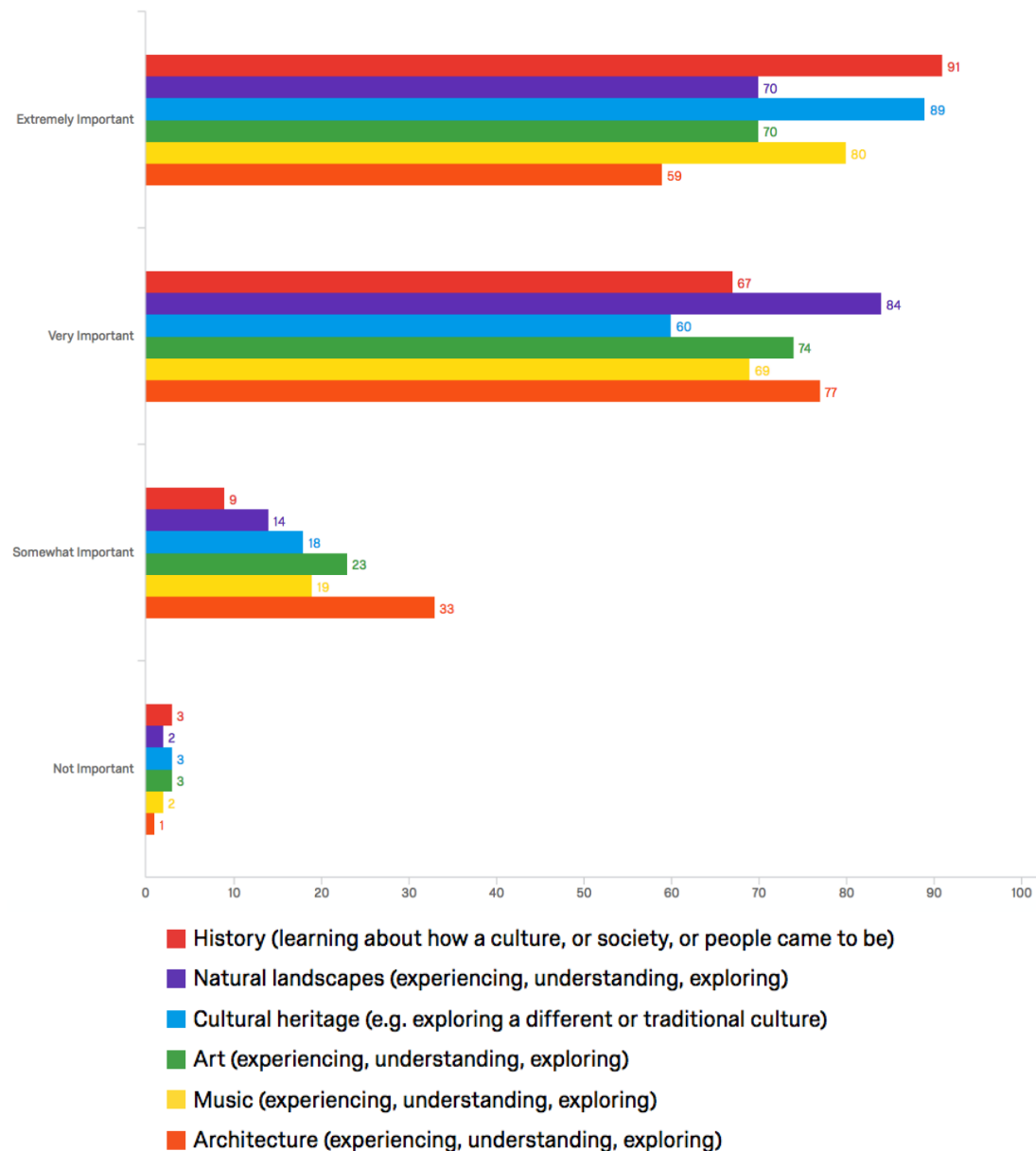

Figure 5: *School Leaders' Opinions on Museum Content Importance*

An overwhelming majority of respondents to the museum leader survey reported that education was indeed part of the museum's mission statement. Out of 40 respondents, 34 (85.00%) reported yes, 5 (12.50%) reported no, and 3 (7.50%) responded

with "other." Additionally, the two museums I interned at, the B.B. King Museum and Delta Interpretive Center, and the GRAMMY Museum MS, both included learning and education in their mission statements.

B.B. King Museum and Delta Interpretive Center Mission Statement

The mission of the B.B. King Museum and Delta Interpretive Center, a 501)c) (3) non-profit organization, is to empower, unite and heal through music, art and education and share with the world the rich cultural heritage of the Mississippi Delta.

GRAMMY Museum MS Mission Statement

To provide unique learning opportunities based on the enduring legacies of all forms of music; the entire creative and technological processes of recording; and the history of the GRAMMY Awards with a focus on the continuing achievements of Mississippians.

These two museums which are geared towards education do have dedicated departments, staff, and budgets for educational programming; however, the majority do not. Table 8 below, *Museum Education Department Staff*, shows how many full-time and part-time staff members were at each museum. In most cases where there was a lack of a specific museum staff member dedicated to an education department, the management responsibility went to the museum's director and other staff members, including to volunteers who helped deliver the education programs.

Table 8: *Museum Education Department Staff*

Paid Staff Members	Full Time		Part Time	
0	30	71.43%	24	57.14%
1	8	19.05%	8	19.05%
2-5	3	7.14%	9	21.43%
6-10	1	2.38%	1	2.38%
11-15	0	0.00%	0	0.00%
16-20	0	0.00%	0	0.00%
More than 20	0	0.00%	0	0.00%
Total	42	100.00%	42	100.00%

Additionally, the majority of museum respondents had no, or almost no specific budget for education—see Table 9: *Museum Education Department Budgets*.

Table 9: *Museum Education Department Budgets*

Answer	%	Count
less than $4,999	48.89%	22
$5,000 to 9,999	0.00%	0
$10,000 to $50,000	13.33%	6
$50,000 to $99,999	4.44%	2
$250,000+	2.22%	1
I'm not sure	11.11%	5
Other (please describe):	20.00%	9
Total	100%	45

These education department budgets were further analyzed using crosstabs developed through the software Statistical Package for the Social Science (SPSS) to present museums' education department budgets versus total operating budgets and museums' education department budgets versus on-site educational program attendance—see Table 10, *Total Operating Budgets versus Education Department*

Budgets, and Table 11, *Education Department Budgets versus Educational Program Attendance*.

Referring to Table 10, *Total Operating Budgets versus Education Department Budgets*, there appears to be a slight increase in the budgets of education departments as the overall budget increased. A finding of note was the education budgets of the museums with operating budgets of $1 million to $2.99 million. These varied from the lowest possible education budget option (less than $4,999) to the highest possible option ($250,000 +), with at least one museum selecting every choice.

In reference to Table 11, *Education Department Budgets versus Educational Program Attendance,* attendance was chosen for one of the cross tabs due to the majority of respondents claiming to measure a program's success based on attendance records. These data, however, demonstrate that museums with smaller budgets tend to garner similar attendance.

Table 10: *Total Operating Budgets versus Education Department Budgets*

Museum's Total Operating Budget	**Museum's Education Department Operating Budget**					
	less than $4,999	$10,000 to $50,000	$50,000 to $99,999	$250,000 +	I'm not sure	Other
less than $50,000	12	0	0	0	2	2
$50,000 to $99,999	0	0	0	0	0	2
$100,000 to $249,999	6	0	1	0	0	1
$250,000 to $499,999	2	1	0	0	2	1
$500,000 to $999,999	1	2	0	0	0	1
$1 million to $2.99 million	1	2	1	1	0	0
$3 million or more	0	1	0	0	0	0
Other	0	0	0	0	1	2
Total	22	6	2	1	5	9

Table 11: *Education Department Budgets versus Educational Program Attendance*

Education Department Operating Budget	Educational Programming Attendance (On-Site)						
	Under 499	500 - 2,499	2,500 - 9,999	10,000 - 24,999	25,000 +	I'm not sure/ not my dept.	Other
less than $4,999	8	9	4	1	0	0	0
$10,000 to $50,000	0	2	2	0	2	0	0
$50,000 to $99,999	0	0	1	0	0	1	0
$250,000 +	0	0	1	0	0	0	0
I'm not sure	1	0	0	1	0	3	0
Other	4	3	1	0	0	0	1
Total	13	14	9	2	2	4	1

The museum survey results assisted in better understanding the educational programming in Mississippi. Next, the school leader results provided additional data to understand the impacts of the tourism industry on educational opportunities. Table 12, *School Leaders' Perceptions of the Tourism Industry*, offered a general overview of the breakdown of these perceptions, followed by a more in-depth analysis and then the statistical testing of the research hypotheses.

Table 12: *School Leaders' Perceptions of the Tourism Industry*

Field	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total
The tourism industry has a positive impact on K-12 students.	2.25%	4	6.18%	11	34.27%	61	43.26%	77	14.04%	25	178
Prior to visiting museums, instructors integrate tourism into their lesson plans.	2.25%	4	22.47%	40	17.98%	32	47.19%	84	10.11%	18	178
Upon returning from field trips to museums, teachers include the student learning in their lessons.	1.12%	2	7.87%	14	10.11%	18	62.92%	112	17.98%	32	178
The tourism industry makes educational opportunities easily accessible.	2.27%	4	13.07%	23	23.30%	41	44.32%	78	17.05%	30	176
My school district would like to see more educational programming from the tourism industry.	0.56%	1	3.93%	7	14.61%	26	57.30%	102	23.60%	42	178
The tourism industry is viewed negatively by some in the school district.	10.11%	18	50.00%	89	28.09%	50	8.43%	15	3.37%	6	178

The data presented in Table 12 showed that the majority of education respondents either agreed or strongly agreed that the tourism industry had a positive impact on K-12 students. There was a large group of neutral respondents, although only a small number (15 out of 178) disagreed or strongly disagreed. In addition, the majority of respondents integrated tourism or museum material into the classroom either before or after taking field trips to visit a museum, which supported the research question of the tourism industry having positive impacts on educational opportunities. Again, the majority of respondents believed that the tourism industry does make educational opportunities easily accessible. Almost every respondent, however, still wants additional educational programming. Finally, although most respondents disagreed that the tourism industry was

viewed negatively by others in the school district, there was a smaller number (n=21) who marked that others see it as negative.

To test the research hypotheses, SPSS was used to break down the perceptions by race/ethnicity, Delta and non-Delta residents, and gender. The statistical results aligned with the position that tourism was more positive than negative. One finding needs additional analysis. Table 13, *Views of Principals vs. Other by Gender on Easily Accessible Opportunities*, showed the variations of perceptions of male versus female, and principals versus others on whether the tourism industry makes educational opportunities easily accessible. There was a statistically significant association between female principals and others in their agreement that the tourism industry makes educational opportunities easily accessible. Although most female principals agreed about the opportunities, there was a higher percentage of female principals who did not agree compared to others, which was statistically significant at the $p < 0.05$ ($X^2 = 6.370$) level. Although this finding was statistically significant, the analysis needs further studying to determine why this might be the case. There were no statistically significant findings for the race/ethnicity or Delta versus non-Delta residents on this variable.

Finally, the survey results were analyzed again using SPSS for the research hypotheses. The findings are presented in Tables 14 – 16.

Table 13: *Views of Principals vs. Other by Gender on Easily Accessible Opportunities*

Indicate your level of agreement:
The tourism industry makes educational opportunities easily accessible.

Gender	Position		Strongly Disagree to Disagree	Strongly Agree to Agree	Total
Male	**Principal**	Count	5	20	25
		Expected Count	5.6	19.4	25.0
		% within Position	20.0%	80.0%	100.0%
	Other	Count	4	11	15
		Expected Count	3.4	11.6	15.0
		% within Position	26.7%	73.3%	100.0%
	Total	Count	9	31	40
		Expected Count	9.0	31.0	40.0
		% within Position	22.5%	77.5%	100.0%
Female	**Principal**	Count	11	22	33
		Expected Count	6.8	26.2	33.0
		% within Position	33.3%	66.7%	100.0%
	Other	Count	3	32	35
		Expected Count	7.2	27.8	35.0
		% within Position	8.6%	91.4%	100.0%
	Total	Count	14	54	68
		Expected Count	14.0	54.0	68.0
		% within Position	20.6%	79.4%	100.0%
Total	**Principal**	Count	16	42	58
		Expected Count	12.4	45.6	58.0
		% within Position	27.6%	72.4%	100.0%
	Other	Count	7	43	50
		Expected Count	10.6	39.4	50.0
		% within Position	14.0%	86.0%	100.0%
	Total	Count	23	85	108
		Expected Count	23.0	85.0	108.0
		% within Position	21.3%	78.7%	100.0%

H1: School Principals are less likely than other school staff to view the Tourism Industry as making educational opportunities easily accessible.

Table 14: *H1 Analysis*

Indicate your level of agreement:
The tourism industry makes educational opportunities easily accessible.

Position		Disagree to Strongly Disagree	Agree to Strongly Agree	Total
Principal	Count	18	52	70
	% within	25.7%	74.3%	100.0%
Other	Count	9	56	65
	% within	13.8%	86.2%	100.0%
Total	Count	27	108	135
	% within	20.0%	80.0%	100.0%

The first research hypothesis testing whether or not school principals were less likely than other education respondents to view the tourism industry as making educational opportunities easily accessible was not supported. The result of the chi-square analysis ($X^2 = 2.97$) was not statistically significant ($p < 0.08$). Although this hypothesis was rejected, the percentage findings do indicate that principals had a higher percentage than others in not believing that the tourism industry made education opportunities easily accessible.

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H2: White respondents are more likely than African Americans to be satisfied with the availability of employment opportunities in tourism.

Table 15: *H2 Analysis*

Indicate your level of satisfaction:
Availability of employment opportunities in tourism.

Race/Ethnicity		Highly Satisfied to Somewhat Satisfied	Somewhat Dissatisfied to Not Satisfied	Total
Black	Count	5	12	17
	% within	29.4%	70.6%	100.0%
White	Count	29	37	66
	% within	43.9%	56.1%	100.0%
Total	Count	34	49	83
	% within	41.0%	59.0%	100.0%

The second research hypothesis testing whether white respondents were more likely than African Americans to be satisfied with the availability of employment opportunities in tourism was not supported. The results of the chi-square analysis ($X^2 = 1.180$) was not statistically significant ($p < 0.27$). Although this finding was not statistically significant, caution must be used because one of the cell values was low. If more African Americans would have been in this study, there may have been additional data to test this result. It does appear that whites were in general more satisfied than African Americans regarding the availability of employment opportunities in tourism; however, the majority of both groups were not satisfied with the availability of employment opportunities.

H3: *Mississippi Delta respondents are less likely than non-Deltans to view the tourism industry as having a positive impact on the K-12 students.*

Table 16: *H3 Analysis*

Indicate your level of agreement:
The tourism industry has a positive impact on K12 students.

Current Delta Resident		Disagree to Strongly Disagree	Agree to Strongly Agree	Total
Yes	Count	5	19	24
	% within	20.8%	79.2%	100.0%
No	Count	10	83	93
	% within	10.8%	89.2%	100.0%
Total	Count	15	102	117
	% within	12.8%	87.2%	100.0%

The final research hypothesis testing whether Mississippi Delta respondents were less likely than non-Deltans to view the tourism industry as having a positive impact on the K-12 students was not supported. The results of the chi-square analysis ($X^2 = 1.734$) was not statistically significant ($p < 0.18$). There does not appear to be any statistically significant differences in Delta versus non-Delta residents in their perceptions of the impact of the tourism industry on education in Mississippi.

This research hypothesis was based on the literature that there might be negative views in the Delta region because of the historical racial divides. This was not supported by the statistical analysis, and I did not experience these divisions during my internship experiences. Next, I examined the qualitative findings from these surveys.

Education and Museum Leaders' Qualitative Findings

Regarding the positive impacts of the tourism industry on educational opportunities, the general responses included—firsthand experiences that students were unlikely to have the opportunity to experience otherwise; an increase in interest, understanding, and quality of discussions for a variety of topics by bringing them to life; increased exposure towards new ideas, cultures, and ways of thinking, including towards personal goals and opportunities; and an increase in overall economic development and tax revenues contributing to educational funding.

Table 17, *Positive Impacts*, presents some specific quotes regarding respondents' perceptions towards these topics, but the one that stands out most significantly states: "I believe that the tourism industry is great for education in our state. It provides dollars for education but it also provides more opportunities for our students to actually see history, art, and culture in real life."

Table 17: *Positive Impacts*

Firsthand Experiences
It gives many kids the opportunity to learn and see things they otherwise would not get to experience.
Many students have different learning styles and seeing in person what they have studied in a book makes the experience come to life.
Museums are an interesting supplement to classroom experiences and may be long remembered by children who share in the experiences.
Increases in Interests and Understanding
We have visited museums in the past, and have found them to be very educational experiences. Prior to, and returning from these trips, our teachers have discussed what the students would see and what they learned from the experience.
It brought what they were learning alive and helped them to understand what they were learning. In some cases it made them understand past historical events.
I think there is such a rich culture and history opportunity for students to have better understanding of their heritage.

Exposure to New Ideas and Opportunities
I believe it opens doors for students' knowledge and expands thinking about not only their communities but also their state.
Tourism can benefit students educationally because it gives them more experiences with other cultures, time periods, the arts, etc. The more exposure they have to these opportunities, the better.
I believe it provides an understanding of our past and shows students the success that Mississippians have had furthering the idea that they too can succeed.
Many students were amazed at the contributions their ancestors made in Mississippi. Many students were surprised to learn that not all of the news about our state is negative.
Economic Growth and Development
There are a variety of places to visit in the Mississippi Delta. It provides an economic boost and employment. Tourism promotes artist, musician, and other areas for growth and development.
Tourism industry brings additional income and jobs to Mississippi, which increase Mississippi's schools' funding. Additional funding brings better opportunities for schools to increase the Arts and other programs to teach the whole child.
The strength is that it provides tax revenue to help support schools.

Despite the many positive impacts on educational opportunities that have been observed, there exists problems and issues as well. Nearly all of the issues explained by respondents dealt with the attainment of actual participation in educational opportunities and not with the opportunities themselves. The main issues reported by respondents included: time limitations, often due to emphasis on state test scores; cost and budget limitations; lack of teacher interest, sometimes due to too much hassle; issues due to location or lack of affordable transportation; and a lack of awareness of the existent educational opportunities in nearby communities that could be taken advantage of otherwise. Table 18, *Issues and Limitations*, presents some specific responses towards these issues gathered from the survey data.

Table 18: *Issues and Limitations*

Time Limitations and/or State Tests
Time. With such a great emphasis placed on high stakes testing, opportunities to engage in meaningful field trips is greatly limited.
The time to spend outside of the classroom could have a slightly negative effect on test scores. We have to constantly be mindful of time missed with skills instruction.
Budget and Location
The lack of funding to send students on great trips is a major issue.
It is important to keep admission cost free or very low. School districts also have to consider the cost of transportation to and from museums. Overnight stay is not really an option for elementary students. All students must be given the opportunity to participate. Therefore, each region needs field trip/museum locations close enough that trips can be done in one day.
Lack of Teacher Interest
Too many children result in too much liability for us. It has great potential, but it is too crowded on Field Trip days.
A lot of museums are looking for ways to work with schools but are met with little enthusiasm.
Lack of Awareness of Existing Opportunities
An obstacle, is that there is little promotion of tourism events held statewide. Because we live in an area that offers little tourism experiences, it would be great if surrounding areas advertised better things that are offered in their communities.
There are tons of opportunities out there that aren't advertised so we fail to take advantage many times. It could have a better impact on our schools if marketed better.
The tourism industry could have a more positive effect on education if they advertised to educators and promoted their industry with coupons or special deals.

In addition to the positive opportunities and limitations, survey respondents offered solutions. These potential ideas for solutions can be broken down into categories: increasing awareness of opportunities through additional advertising and promotion; increasing awareness by working with the education system taking school leaders around and presenting opportunities to them firsthand; helping to eliminate travel costs and increase teacher interest by bringing content to the schools such as through traveling or virtual exhibits, at least to establish partnerships increasing the likelihood of schools in turn making the necessary sacrifices to actually visit sites; and finally, through university and community engagement to help facilitate ideas and solutions. Table 19, *Suggestions*

for Improvement, presents relevant, direct findings from the survey data involving potential solutions.

Community and university engagement can be divided into several categories of possible solutions including: supplying interns and volunteers, especially future teachers to help spark interest early; helping to write and obtain grants; assisting with development of educational programming for smaller museums that may not have an established curriculum or dedicated staff; and facilitating communication and helping to bridge the gaps between education systems and the tourism industry. Table 20, *Campus/Community Engagement Ideas*, presents suggestions from the survey data.

Table 19: *Suggestions for Improvement*

Increased Advertising, Promotion, and Education Awareness
It may be beneficial for the tourism industry to take school administrators on a tour around the State highlighting the many attractions. This might allow them to experience firsthand the many opportunities available.
Advertising and opportunities describing the benefits of surrounding site visits.
Provide more professional development for teachers.
More information mailed to schools.
More exposure about tourism. I didn't even know about many of the museums and historic areas in our state.
Bring Opportunities Directly to the Schools
Help create virtual tours of these opportunities for K-12.
They could also create collections that could be loaned out to schools or provide a mobile museum.
We need more traveling exhibits and presentations.
Bring people into our schools to share the information
General Ideas/Other
Promoting more workshops and field trips available to students when school is not in session.
Scholarships for both public and private schools to visit local tourist attractions. Many of our Mississippi students are unable to visit these places due to poverty and lack of funds.

Table 20: *Campus/Community Engagement Ideas*

Internships and Volunteers
The greatest success we have found in being a part of a university model is in having a dedicated team of undergraduate and graduate interns leading programs. Those interns are the individuals I included as paid part-time staff.
Offering internships in tourism for college credit would offer more educational opportunities for students.
Universities could partner with museums in various ways - provide interns, help with research, allow students the opportunity to work in the museum environment for class credit, etc.
Grant Writing and Development of Educational Programming
We would love to partner with students in developing new programming and community outreach services.
Many organizations need pre-developed and tested educational programming that they can share with contractual staff, interns, and volunteers that may not have the same abilities or drive as a salaried, professional educator.
They could help facilitate different types of programming with curriculum especially for small museums like mine where we could use something pre-package so to speak on different topics.
By helping to develop programs and securing grants that may make opportunities for all students easier. Creating a virtual tour of sites across the state that students could login and take a trip to locations that are beyond the travel range their schools can take.
They could help provide more grant opportunities or ways to help school visit some of the places promoted through tourism.
Facilitating Communication Between Tourism Industry and Education System
It would be wonderful if the universities in Mississippi would offer more educational opportunities that would bridge the gap between museum staff and their youth visitors.
Museum internships for education majors are also a great opportunity for them to learn how to craft lessons and learning opportunities, and might show them where there is a gap between museums and some K-12 institutions and how they can work to remedy that once they're employed in a school.
Perhaps lead a conference session for the Mississippi Museums Association annual conference. As a small museum, I could use help understanding how to incorporate the standards into our programming.
Also, can provide more opportunities, with great incentives, to get high school students to help work or promotional campaigns to help promote tourism.
Participation in regional events that are hosted at museums would not only provide exposure of the universities to the public, but also provide educational opportunities with students and the general public.

Ultimately, even despite the existence of significant issues and limitations towards attainment, the tourism industry's actual impacts on educational opportunities are consistently perceived as positive. These findings provide evidence that the majority of educational and museum leaders see the tourism industry as having positive impacts on educational opportunities in Mississippi. The overwhelming suggestions were for potential solutions to making these opportunities even stronger. The final chapter provides a general summary of the tourism industry's impacts on educational opportunities in Mississippi. I also discuss how community-campus engagements create transformative experiences for both university students and community partners.

CHAPTER V: CONCLUSION

In this thesis, I have shared my opportunity as a Catalyzing Entrepreneurship and Economic Development (CEED) student at the University of Mississippi. The McLean Institute for Public Service and Community Engagement began institutionalizing community engagement throughout the university in 2012. The mission of the Institute is to create transformative experiences for university students, and to fight poverty through education in Mississippi. The $1.6 million CEED grant provided scholarships to both undergraduate and graduate students to think about solving problems in Mississippi.

I received approximately $20,000 over two years to be a part of the program. After the first year in the program, each student serves a summer internship with a non-profit or business to mutually partner in thinking about developing entrepreneurial ideas to making Mississippi better for all. Since I was interested in the tourism industry, I completed my internship at the GRAMMY Museum MS in Cleveland, Mississippi, and at the B.B. King Museum and Delta Interpretive Center in Indianola, Mississippi.

These community-engaged experiences informed this study by increasing my applied knowledge with the theoretical framing of the literature. It was obvious in my experiences that both communities and school students received benefits from the museums in the Delta. However, there was still the question of whether the tourism industry contributed to social inequalities, particularly for underserved people. Although I was unable to measure the impacts at the individual level for those impoverished, leaders in the institution of education and the museum industry were surveyed about the

opportunities tourism provides students.

The findings demonstrate that most education leaders perceive the tourism industry as having positive impacts on students' educational opportunities. Although there were differences, the majority see excellent opportunities for teachers and students to learn through the tourism industry. Unlike other findings of negativity in the tourism industry (Cole and Morgan, 2010; King, 2011), the education and museum leaders in Mississippi see mostly positives.

The tourism industry has direct and indirect impacts. The indirect impacts for the economy are increases in tax revenue, which ultimately benefit education budgets, and increases in overall economic development. The direct impacts include benefits from firsthand educational experiences, including exposure to new ways of thinking and additional opportunities for learning.

The limitations are primarily not being able to take advantage of these opportunities. These include time limitations due to necessary preparation for state tests; budget and location challenges, such as determining affordable transportation and other expenses; and the lack of teacher interest because of the daily requirements to manage a classroom. These limitations can be addressed through community-campus partnerships, however. The civic action plan includes a core commitment for these partnerships to pursue a just and equitable future for communities beyond campus like the impoverished Mississippi Delta.

An engaged university provides students with the opportunity to have mutually beneficial relationships with community partners and the opportunity to think together in solving problems (Sandmann et al., 2008). This two-way street where academic

institutions and community partners create and apply knowledge that reflects community needs is important. The CEED scholarship and community internships I experienced allowed me this opportunity to discover knowledge jointly with community partners, which informed this study, leading to additional solutions from the surveys of education and museum respondents.

The solutions include an increase in advertising and promotion by the museums, potentially increasing school leader interest and awareness; an increase in bringing opportunities directly to the schools, such as virtual or traveling exhibits, reducing transportation problems; and an increase in campus-community projects. These ideas also include suggestions for developing internship programs for current college students; promoting universities to help with obtaining grants and development of educational programming; and helping to facilitate communication between the education systems and the tourism industry.

The overall perceptions of the tourism industry's impact on educational opportunities are consistently positive. The majority of respondents want more educational opportunities through tourism. Considering the importance of education on society as a whole, these educational opportunities are important to Mississippi students. Finally, considering the strategy of fighting poverty through education, the tourism industry provides cultural capital opportunities for Mississippi school students.

In conclusion, these findings demonstrate that the engaged university and campus-community partnerships are powerful. As a Mississippi Delta native, I have been impassioned to make a difference for those who are least served in society. The CEED program taught me how to see grand problems as potential grand solutions. Rather than

thinking in limited terms, one can develop an entrepreneurial mindset. This community

engagement perspective approaches problems from a grassroots level to develop

partnerships with the community to co-create solutions. Pursuing these solutions are vital

to Mississippi and the Delta's overall success. Overall, to be truly effective, these

solutions must be discussed and implemented throughout Mississippi.

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APPENDICES

APPENDIX A – IRB APPROVAL AND CONSENT FORMS

From: irb@olemiss.edu
Sent: Tuesday, October 10, 2017 11:52 AM
To: Holly Pitts <hrpitts@go.olemiss.edu>
Cc: Albert Nylander <nylander@olemiss.edu>
Subject: IRB Exempt Approval of18x-054

Ms. Pitts:

This is to inform you that your application to conduct research with human participants, "Tourism and Educational Opportunities in Mississippi" (Protocol #18x-054), has been approved as Exempt under 45 CFR 46.101(b)(#2).

Please remember that all of The University of Mississippi's human participant research activities, regardless of whether the research is subject to federal regulations, must be guided by the ethical principles in The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research.

It is especially important for you to keep these points in mind:

- You must protect the rights and welfare of human research participants.
- Any changes to your approved protocol must be reviewed and approved before initiating those changes.
- You must report promptly to the IRB any injuries or other unanticipated problems involving risks to participants or others.

If you have any questions, please feel free to contact the IRB at irb@olemiss.edu.

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Tourism and Educational Opportunities in Mississippi

Education Study on Tourism's Impact on Educational Opportunities in Mississippi
The McLean Institute for Public Service and Community Engagement at the University of Mississippi is asking you to be a part of a research study to examine school leaders' perceptions of tourism's impact on education in Mississippi.
Benefits: By participating in the study, we hope to gain information that will help us understand perceptions of tourism's impact on K-12 education in Mississippi. Your ideas will help improve education programs in future years.
Risks: There are no perceived risks with this study.
Voluntary nature of the study: Your participation in the study is completely voluntary. Even if you agree to participate, you can change your mind and stop at any time or choose to not answer any question.
This survey will take approximately 5-10 minutes of your time.
Confidentiality: Your participation in this research will be completely confidential and data will be averaged and reported in the aggregate.
Questions: If you have any questions or concerns, would like a copy of the questionnaire, or want to learn more about the study, please contact Holly Pitts at hrpitts@go.olemiss.edu or Dr. Albert Nylander at 662--915--2050 or nylander@olemiss.edu.
Institutional Review Board Approval: This study has been reviewed by The University of Mississippi's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and University policies. If you have any questions, concerns, or reports regarding your rights as a participant of research, please contact the IRB at 662-915--7482.

I agree that I am 18 years or older, and I have read and understood the above form and consent to participate in this study.
Yes (1)
No (2)

Which most closely describes your position?
Superintendent (1)
Principal (2)
Secondary Teacher (3)
Elementary Teacher (4)
Staff Member (5)
Other (6) _____

Please select the county in which you currently reside.
County: (1)

▼ Adams County (0) ... Yazoo County (81)

Do you live in the Delta region?
Yes (1)
No (2)

 How many years have you lived in the Delta region?
Less than a year (1)
1 to 5 (2)
6 to 10 (3)
11 to 20 (4)
More than 20 (5)

How many years have you lived in your current community?
Less than a Year (1)
1 to 5 (2)
6 to 10 (3)
11 to 20 (4)
More than 20 (5)

What is the population of your community (or nearest community)?
Less than 100 (1)
100 to 499 (2)
500 to 999 (3)
1,000 to 4,999 (4)
5,000 to 9,999 (5)
10,000 to 19,999 (6)
20,000 to 50,000 (7)
Over 50,000   (8)
Don't know/not sure (9)

Please indicate your level of agreement with the following educational statements about tourism by choosing strongly disagree, disagree, neutral, agree, or strongly agree.	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
The tourism industry has a positive impact on K-12 students. (1)	○	○	○	○	○
Prior to visiting museums, instructors integrate tourism into their lesson plans. (2)	○	○	○	○	○
Upon returning from field trips to museums, teachers include the student learning in their lessons. (3)	○	○	○	○	○
The tourism industry makes educational opportunities easily accessible. (4)	○	○	○	○	○
My school district would like to see more educational programming from the tourism industry. (5)	○	○	○	○	○
The tourism industry is viewed negatively by some in the school district. (6)	○	○	○	○	○

Please indicate your level of satisfaction with the economy and jobs as they relate to tourism development for your community.	Highly Satisfied (1)	Somewhat Satisfied (2)	Neutral (3)	Somewhat Dissatisfied (4)	Not Satisfied (5)
Tourism programs that support job and business creation. (1)	○	○	○	○	○
Number of tourism businesses. (2)	○	○	○	○	○
Stability of Mississippi's tourism economy. (3)	○	○	○	○	○
Availability of employment opportunities in tourism. (4)	○	○	○	○	○

What sort of experiences and knowledge are important to you in an educational tourism experience?	Extremely Important (1)	Very Important (2)	Somewhat Important (3)	Not Important (4)
History (learning about how a culture, or society, or people came to be) (1)	○	○	○	○
Natural landscapes (experiencing, understanding, exploring) (2)	○	○	○	○
Cultural heritage (e.g. exploring a different or traditional culture) (3)	○	○	○	○
Art (experiencing, understanding, exploring) (4)	○	○	○	○

Music (experiencing, understanding, exploring) (5)	○	○	○	○
Architecture (experiencing, understanding, exploring) (6)	○	○	○	○

To see a list of some museums in Mississippi, click on the drop down menu here:
Museum

Based on your knowledge, which museums have your students (or school district) visited within the past year?

If you or your teachers have had the opportunity to take students on a field trip to a museum in Mississippi, were you (or they) able to integrate the experience into the classroom learning either prior or after the trip?
Yes, learning about the museum took place prior to the trip
Yes, learning about the museum took place after the trip
No, the experience was not integrated into the classroom learning
Other _____

How did the field experience impact the students' learning in the classroom?

Based on your educational experience, how do you think the tourism industry impacts Mississippi in terms of educational opportunities?

What do you believe is the overall strength of the tourism industry in Mississippi as it relates to K-12 education?

What do you believe are the greatest obstacles for promoting tourism in Mississippi as it relates to K-12 education?

In conclusion, we would like to ask some demographic questions.

What is your gender?
Male
Female

What is your highest level of education?
Less than high school
GED, High school diploma
Some college, no degree
Associate's degree

Bachelor's degree
Master's degree or higher

With which racial or ethnic group do you most closely identify?
American Indian or Alaska Native
Asian
Black/African American
Native Hawaiian or Pacific Islander
White
Hispanic/Latino
Other, please specify _____

What is your age?
18 to 24
25 to 34
35 to 44
45 to 54
55 to 64
65 and older

Which category best describes your total 2016 household income BEFORE taxes?
Under $15,000
$15,000 - $24,999
$25,000 - $29,999
$30,000 - $34,999
$35,000 - $39,999
$40,000 - $49,999
$50,000 - $59,999
$60,000 - $84,999
Over $85,000

What role do you believe Universities in Mississippi could offer in creating more educational opportunities with the tourism industry?

A summary report based upon responses from all respondents will be made available to you within three months of the completion of the survey. If you are interested, please enter your email below.

Please use the space below to share any final comments that you wish to add about tourism's impact on education in Mississippi. Thank you very much for your time and participation!

Museum Education in Mississippi

Education Study on Tourism's Impact on Educational Opportunities in Mississippi
The McLean Institute for Public Service and Community Engagement at the University of Mississippi is asking you to be a part of a research study to examine museum leaders' perceptions of tourism's impact on education in Mississippi.
Benefits: By participating in the study, we hope to gain information that will help us understand perceptions of tourism's impact on K-12 education in Mississippi. Your ideas will help improve education programs in future years.
Risks: There are no perceived risks with this study.
Voluntary nature of the study: Your participation in the study is completely voluntary. Even if you agree to participate, you can change your mind and stop at any time or choose to not answer any question.
This survey will take approximately 5-10 minutes of your time.
Confidentiality: Your participation in this research will be completely confidential and data will be averaged and reported in the aggregate.
Questions: If you have any questions or concerns, would like a copy of the questionnaire, or want to learn more about the study, please contact Holly Pitts at hrpitts@go.olemiss.edu or Dr. Albert Nylander at 662--915--2050 or nylander@olemiss.edu.
Institutional Review Board Approval: This study has been reviewed by The University of Mississippi's Institutional Review Board (IRB). The IRB has determined that this study fulfills the human research subject protections obligations required by state and federal law and University policies. If you have any questions, concerns, or reports regarding your rights as a participant of research, please contact the IRB at 662-915--7482.

I agree that I am 18 years or older, and I have read and understood the above form and consent to participate in this study.

○ Yes

○ No

Are you part of your museum's education staff?

○ Yes

○ No

○ Other _____

In which county is your museum located?
County

▼ Adams County ... Yazoo County

Would you describe the location of your organization as:
Urban
Suburban
Rural

What is the major discipline of your organization? (Please check no more than two)
Agricultural
Anthropology/Ethnology
Art
Children's Museum
College and University
Culturally Specific
General
History Museum/Historic House/Building/Historic Site/ Historical Society
Industrial/Transportation
Literary
Maritime
Music
Natural History
Science
Other (please specify): _____

What is the museum's operating budget? (if you are not sure, please give us your best guess)
less than $50,000
$50,000 to $99,999
$100,000 to $249,999
$250,000 to $499,999
$500,000 to $999,999
$1 million to $2.99 million
$3 million or more
Other (please describe): _____

What was the museum's overall attendance for 2016?
Under 9,999
10,000-24,999
25,000-49,000
50,000-199,999
200,000-499,999
500,000+
I'm not sure
Other (please describe): _____

How many people did the education department serve through educational programming off-site?
Under 499
500-2,499
2,500-9,999
10,000-24,999
25,000+
500,000+
I'm not sure/not my department
Other (please describe): _____

How many people did the education department serve through educational programming on-site?
Under 499
500-2,499
2,500-9,999
10,000-24,999
25,000+
500,000+
I'm not sure/not my department
Other (please describe): _____

What is the operating budget (not including salaries) of the museum's education department?
less than $4,999
$5,000 to 9,999
$10,000 to $50,000
$50,000 to $99,999
$250,000+
I'm not sure
Other (please describe): _____

How many paid full-time dedicated staff members does the education department have?
0
1
2-5
6-10
11-15
16-20
More than 20

How many paid part-time dedicated staff members does the education department have?
0
1
2-5
6-10
11-15
16-20
More than 20

If you are from a small museum, without a dedicated education staff, who is responsible for museum education?
Director
Curator
Development
Not a small museum/have dedicated education staff
Other (please specify) _____

Who delivers the education programming at the museum? (select all that apply)
Paid full-time staff
Paid part-time staff
Volunteers
Interns & Fellows

To whom does the education department report?
Interpretation
Executive/Deputy Director
Exhibits
Visitor/Guest Services
Other (please specify) _____

What departments/individuals report to the director of education? (select all that apply)
Interpretation
Exhibits
Visitor/Guest Services
Research/Evaluation
Public Programming/Outreach
Not applicable
Other (please specify) _____

How often does your education staff collaborate with the following departments on strategy, projects, or events?

	Constantly	Occasionally	Rarely	Never	N/A
Exhibits	○	○	○	○	○
Marketing	○	○	○	○	○
Development	○	○	○	○	○
Overall museum strategic planning	○	○	○	○	○
Visitor Services	○	○	○	○	○
Other (please specify)	○	○	○	○	○

Is education part of the museum's mission statement?
Yes
No
Other _____

Does the education department receive funding from any of the following sources?
(check all that apply)
Federal (IMLS, NEA, NEH, etc.)
State & local (state arts/humanities councils, etc.)
Foundations
Internal funding only
Other (please specify) _____

Is the education staff responsible for/involved in any of the following? (check all that apply)
Grant writing
Soliciting individual donations
Soliciting corporate donations
Soliciting foundation donations
Soliciting in-kind donations
None of the above
Other (please specify) _____

Does the museum have targeted programming for the following age groups? (check all that apply)
Pre-K
Elementary
Middle School/Junior High
High school
College
Adults
Senior Adults
Families/intergenerational
Other (please specify) _____

Does the museum provide dedicated space for education programming?
Yes
No
Other _____

Does the museum provide space for school groups to eat lunch?
Yes
No
Other _____

How are your program fees structured? Check off all that apply:

	Free	Included in museum admission	Separate fee from museum admission	Subsidized	N/A
Self-guided school groups	○	○	○	○	○
Guided school programs	○	○	○	○	○
Drop-in programs for any age	○	○	○	○	○
Workshops (for kids/students)	○	○	○	○	○
Festival/special event programs	○	○	○	○	○
Workshops (for adults)	○	○	○	○	○

What types of methodology do your educators use? (check all that apply)
VTS (Visual Thinking Strategies)
Modified VTS
Storytelling/dramatic re-enaction
Writing prompts
Inquiry (directed by student/audience interest/questions
Discussion and debate
Facilitator-centric (classic 'lecture' style transmission of information
Hands-on exploration and/or making
Other (please specify) _____

Do your museum's school programs incorporate the common core and/or state curriculum standards?
Yes
No
Some but not all
Other _____

Does the museum offer teacher training? (check all that apply)
Teacher open houses
Partial or full-day workshops
Multi-day workshops
We do not offer teacher training
Other (please specify) _____

How do you evaluate the success of the museum's education programs?
Informal (anecdotal)
Formal by staff (standard reporting forms and/or oversight)
Formal by paid consultant
Other (please specify) _____
Q31 How do you measure success of a program? (check all that apply)
Attendance
Visitor Survey
Teacher Survey
Written comments from visitors
Informal comments/feedback from visitors
Sticker Charts
Satisfaction of the staff
Other (please specify) _____

In conclusion, we would like to ask some demographic questions.

What is your gender?
Male
Female

Describe your Metro Status:
Urban
Suburban
Rural
Other _____

What is your highest level of education?
Less than high school
GED, High school diploma
Some college, no degree
Associate's degree
Bachelor's degree
Master's degree or higher

With which racial or ethnic group do you most closely identify?
American Indian or Alaska Native
Asian
Black/African American
Native Hawaiian or Pacific Islander
White
Hispanic/Latino
Other, please specify _____

What is your age?
18 to 24
25 to 34
35 to 44
45 to 54
55 to 64
65 and older

Which category best describes your total 2016 household income BEFORE taxes?
Under $15,000
$15,000 - $24,999
$25,000 - $29,999
$30,000 - $34,999
$35,000 - $39,999
$40,000 - $49,999
$50,000 - $59,999
$60,000 - $84,999
Over $85,000

What role do you believe Universities in Mississippi could offer in creating more educational opportunities between museums and the K-12 system?

A summary report based upon responses from all respondents will be made available to you within three months of the completion of the survey. If you are interested, please enter your email below.

Please use the space below to share any final comments. Thank you very much for your time and participation!