

Hospitality and Tourism Management  
Academic Program Review  
Self - Study Report  
(2014-2020)

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College of Business  
Florida Atlantic University

Program Director:	Peter Ricci
Program Self-Study Contact:	Peter Ricci
Self-Study Contact Email:	<a href="mailto:peter.ricci@fau.edu">peter.ricci@fau.edu</a>
Self-Study Contact Phone Number:	954-234-3847

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## **SECTION A: MISSION, VISION, PROGRAM OVERVIEW, AND ACCREDITATION**

### **Program Mission**

The **Mission** of the Hospitality and Tourism Management Program (HTMP) at Florida Atlantic University (FAU) is fourfold:

1. To educate students through a highly rigorous curriculum in comparison to similar peer programs
2. To prepare students for successful careers in the world's number one service industry – hospitality and tourism – by focusing on quantitative and communications skills to a greater extent than peer programs
3. To produce and distribute meaningful research and other scholarly outputs to assist business and academic leaders across the hospitality industry
4. To actively serve the college, university, and regional business community with service, consulting, and mentoring activities

The HTMP mission is aligned with the FAU strategic plan: *The Race to Excellence* (2015-2025) including the following:

- The University's *aspiration* to recruit and retain the highest talent in faculty. Our faculty curriculum vitae, provide in Appendix 1, are among the best of our peer institutions in the Florida State University System (SUS).
- The University's *value* of excellence in teaching, research, and public service. Our faculty member have won numerous research and teaching awards.
- The University's *goal of place*, that is, a deep engagement with South Florida's global communities, and its *platform* of community engagement and economic development. Our initiatives including employer partnerships, industry classroom integration, global certificates, our presence on local and state boards of industry associations, and our placement of students in firms across the industry that are among the major industry drivers of the state's economic development are all testaments of our engagement and contributions.

Some indicators of our mission's success include recent rankings of various types. These include:

A ranking among the top 10 in Florida  
(<https://www.collegefactual.com/majors/business-management->

[marketing-sales/hospitality-management/rankings/top-ranked/southeast/florida/\)](https://www.collegechoice.com/rankings/top-ranked/southeast/florida/)

Next, was the recognition by College Choice (2016) as a Top 30 national program. College Choice is one of the most highly recognized hospitality and tourism ranking systems for potential students looking at hospitality and tourism higher education. Unfortunately, their recent 2020 ranking now stops at 25 schools.

Further, we have also become one of the top 75 national hospitality schools (<https://hospitality-colleges.com/florida-atlantic-university>) listed in the Guide to Hospitality Colleges in the USA.

And, in 2018, our MBA specialization was listed among the Top 25 “Best Master” degrees from College Choice and was reported throughout the hospitality and tourism trade media. For example, the link here takes the reader to a mention in HN News (Hospitality Net) [<https://www.hospitalitynet.org/news/4087919.html>]

Lastly, in 2020, our undergraduate online BBA was listed #11 among the Top 20 by “Learn.org”.

[https://learn.org/articles/Bachelors Degree in Hospitality Management Online Degree.html](https://learn.org/articles/Bachelors-Degree-in-Hospitality-Management-Online-Degree.html)

The Program’s mission statement follows the broader university’s strategic plan and they complement each other significantly. The FAU Strategic Plan may be viewed at the following link: <http://www.fau.edu/provost/academic-affairs/strategic-plan.php>

### ***Program Vision***

The **Vision** of the Program is to develop the finest business leaders who will positively impact the global hospitality and tourism community.

### ***Program Overview***

HTMP is housed within the FAU College of Business (COB) and contributes in many ways to the mission of both the college and university. The Program has been the fastest-growing Program within the COB. Growth is measured in full time equivalent

(FTE) student credit hours generated. FAU uses a somewhat aggressive method of calculations for FTEs. It uses 12 credit hours spring, 6 credit hours summer, and 12 credit hours fall (or some combination thereof) to get to 30 credit hours expected *per student per* calendar year. Even with this high expectation the FTEs have dramatically increased over the period 2014-2020 for the Hospitality and Tourism Management Program.

The Program's focus is on the business aspects of the hospitality and tourism industry. This focus is designed to enhance job placement for alumni and distinguishes our Program's curriculum. This curriculum prepares future managers and leaders for many areas of the overall industry including, but not limited to: hotels, resorts, theme parks, casinos, attractions, state and national parks, private country clubs, catering companies, meeting and event and conference planning organizations, stadium, arena, convention center, and other facility management roles, revenue management, restaurants, travel agencies, airlines, rail travel operators, tour companies, et al.

The number of HTMP majors remains relatively constant between 90 and 135 per year during each of the years 2014-2020. Growth in both not-for-credit (executive) and for-credit certificates as well as minors explain overall *high* growth in FTEs generated.

Minors come primarily from 20+ majors at FAU: common minors emerge from communications, interdisciplinary studies, criminology, sociology, psychology, exercise science, health administration, marketing, finance, accounting, management, economics, Information Technology (IT), Management Information Systems (MIS), accounting, architecture, social work, et al.

HTMP, along with the college and university, faced financial constraints that were severe from 2007-2011, yet faculty lines were added with an assistant professor hire in 2014. In 2014, the faculty group consisted of one Program Director, one instructor, one associate professor and one assistant professor. The Program now has one (1) Program director (clinical associate), four (4) instructors, one (1) associate professor, and two (2) assistant professors. The Program relies less on part-time (adjunct) faculty members to 1) ensure consistency across course offerings and 2) due to difficulty in locating COB-eligible adjuncts.

The Program offers two undergraduate degrees – a bachelor of business administration (BBA) and a bachelor of science (BS) in Hospitality and Tourism Management. The BS requires additional higher-level math courses and, to date, we have had only one student pursue this option. Almost 100% of students pursue the

more marketable BBA degree. All faculty members are located on the Boca Raton campus.

The Program also participates within the FAU Executive Education MBA offerings by having a specialization in hospitality and tourism management. Students enrolled in the Professional MBA (PMBA), fully online MBA (OMBA), or Executive MBA (EMBA) may all pursue this specialization. To date, we have had about 50 MBA completing students during the period of this report.

Our Program is unique in that all courses have historically been offered in Hybrid format. For FAU, hybrid is defined as 20% to 80% online. Our students, to a great extent, work in the hospitality industry while pursuing their degrees; hence, this flexible format has served the Program well. It may indeed be a reason why the Program has continued with enrollment growth year after year. Further, this format assists certificate seekers who are primarily full-time employees within the regional hospitality and tourism industry.

The Program is positioned as being the most rigorous among peer programs in the state university system. By *most rigorous* we define it as the BBA degree. Among the hospitality and tourism programs across peer AACSB colleges, there are only a handful in North America (Georgia Southern University, Georgia State University, Henderson State University, and Pace University). There are no others in the SUS of Florida offering a BBA degree.

### ***Program Accreditation***

The Hospitality and Tourism Management Program at Florida Atlantic University is accredited by both SACS – The Southern Association of Colleges and Schools ([www.sacs.org](http://www.sacs.org)) as well as the AACSB – The Association to Advance Collegiate Schools of Business ([www.aacsb.edu](http://www.aacsb.edu)) – as are all of the programs in the COB.

During the spring of 2013, the University was reaccredited by SACS. During the summer of 2019, a SACS committee reviewed FAU’s compliance with select standards of the Principles of Accreditation outlined in its Fifth Year Report and requested no additional information about these standards.

The College of Business was most recently reaccredited by AACSB during the spring of 2018.

Hospitality and tourism programs are sometimes accredited by the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) ([www.chrie.org](http://www.chrie.org))

which has an accrediting “arm.” The process is handled by ACPHA – The Accrediting Commission for Programs in Hospitality Administration ([www.acpha-cahm.org](http://www.acpha-cahm.org)). Programs that are already accredited by AACSB typically would not also elect to seek accreditation by ICHRIE. Among the 28 hospitality and tourism management programs accredited by AACSB, only two are accredited by ICHRIE.

Surveys and focus groups of potential students, existing students, peer administrators, peer faculty members, and parents of current students indicated zero desire for discipline-specific accreditation. Indeed, our own faculty members are unanimous in their regard for a focus on AACSB and SACS over a need for ACPHA or other discipline-specific accreditation due to the high rigor of AACSB.

The University is part of the SUS as mentioned above and is overseen by the Florida Board of Governors (BOG). Regulation 6C-8.015 of the Board requires all academic degree programs to be reviewed every seven years. The rigor and thoroughness required is quite similar to a discipline-specific review.

### ***SECTION B: ACTIONS SINCE PRIOR PROGRAM REVIEW (2014)***

During the former Program Review (2014), several strategic goals and action plans emerged. They are detailed below along with their outcomes.

#### **Goal 1: To increase the visibility and stature of the Hospitality and Tourism Management Program and faculty within the College of Business.**

Several methods were discussed including naming the Program as a free-standing department or changing the name of the Department of Marketing to the Department of Marketing and Hospitality Management. The reason for this suggestion is that we had recently merged into the marketing department and it was perceived that we might lose our visibility.

The plan was rolled out with a 5- to 7-year temporal plan. First, the name of the Department would be changed to the larger Department of Marketing and Hospitality Management. Second, the Hospitality and Tourism Management faculty numbers would be increased to meet growing student demand from two (2) tenure track and two (2) non-tenure track to three or four of each designation. Third, a separate department would eventually emerge for the Hospitality and Tourism Management Program. Hospitality, this would conclude with the name of a School of Hospitality and Tourism Management with a sizeable donation.

There has not been a change of name for several reasons. First, our integration with marketing has gone exceptionally well. Next, there was a recession and no financial rationale to change the name just for “change’s sake.” Further, a new department chair was hired for marketing who makes it a point to work alongside her hospitality and tourism peer as almost a “co-chair” and *not* a subordinate. Lastly, the faculty members have found no viable reason for us to re-name at this time.

Also, the COB has been through various foundation staff members over this period and no movement has been made toward any type of naming donation.

It was feared during the last review that HTMP would be lose its identity when merged into marketing; yet, this has not been the case.

**Goal 2: To strengthen the relationship between the Hospitality and Tourism Management Program’s faculty members and executives in the industry and the greater South Florida community.**

Action plans emerged to first create an industry Executive Advisory Board. And, next, with the assistance of a Board, to create an annual fund raising event or activity.

The Program brought in two South Florida two high level, C-suite industry executives to share their input on their roles on various program advisory boards. The first was Chris Nassetta, CEO of Hilton. The other was Mike Leven, former president of Days Inn, Holiday Inn, and Sands Corporation.

Both of these executives recommended identical feedback. They stated that a) we are already super nimble in comparison to other programs with advisory boards, b) we already have a better network of contacts than most other established programs with advisory boards, and c) were already actively raising funds without an advisory board. Indeed, Mike Leven said, “You don’t need a dog & pony show. You’re already doing things better *because* of your nimble-ness and your leadership style.” Beyond these two world-class leaders, we surveyed 800+ employer stakeholders that recruit regularly from our Program. We also held two separate off-site retreats with 25 of these employers and asked their input on advisory boards.

We learned from all these activities that, in a way, we *already have* a large “ad hoc” advisory board and have decided not to create a formal one at this time. We are of course open to ongoing suggestions on this topic.



On the action plan to raise funds using an annual activity, the Program Director created the Employer Partner Program where regional hospitality and tourism employers now engage with nominal donations and have professional created videos for recruitment at their own businesses. These employers also help co-teach various courses across our curriculum. This has led to modest donations each year.

**Goal 3: To further enhance the brand of the Hospitality and Tourism Management Program.**

Currently, the Program is the only one to offer an AACSB-accredited BBA degree in the SUS. This is already considered a major part of our branding. The faculty members further seek to enhance with an action plan of areas of specialization. These were pondered across Revenue Management, Country Club Management, and/or Meetings and Events Management. We have made the furthest progress in the area of Club Management to date. We are also debuting a new course in Hospitality and Tourism Analytics in the fall of 2021. This analytics effort is part of a broader College and University initiative in analytics.

**Goal 4: To improve and expand the Hospitality and Tourism Management curriculum.**

The 5- to 7-year plan included multiple action plans in a temporal sequence. First, regarding the graduate-level curriculum, the faculty would develop and add a concentration in Hospitality and Tourism Management in the College's MBA programs. Second, the faculty members would create a fully online BBA – known as OBBA. Third, a face-to-face and/or fully online Bachelor of Science in Business Administration (BSBA) degree would be considered. Lastly, a for-credit internship option would also be discussed.

Thus far we have successfully created and started our specialization in the MBA with multiple graduates and high placements. The OBBA has been a huge success and has at least thirty (30) majors; further, many of the other students now take our online courses mixed in with their face-to-face courses. Overall, the OBBA has added tremendous flexibility for *all* our students – both traditional and fully online. The College is in the process of possibly debuting a BABA or BSBA, so the unit-level discussions of a for-credit internship and a possible BSBA degree have been currently put on hold until the larger College process takes place.

**Goal 5: To develop an on-campus hotel that will provide new synergistic opportunities to train students and attract university and external constituents in need of meeting and event space.**

The outcome was not proposed by the review committee; rather, it was brought to light by our own Program Director who was on a committee for a potential hotel. It was discussed that our Program would continue with the idea of having a hotel on campus.

On this action item, it was halted almost immediately after our last Program Review visit concluded. A severe recession emerged, new leadership at FAU arrived, and our campus needs changed. The hotel concept was left behind as a result. And, now, with the Covid-19 pandemic front and center, the hotel concept is completely off the table for the foreseeable future.

## **SECTION C: INSTRUCTION**

### ***Instruction Overview***

Our Program focuses on the *business management* aspects of the hospitality and tourism industry. The goal is to enhance job placement over programs that may be more vocational in nature. Industry segments we prepare for include, but are not limited to: hotels, resorts, casinos, cruise lines, theme parks, private country clubs, meetings, events, & conventions, arena management, stadium management, convention center management, destination promotion & marketing, revenue management, restaurants, catering facilities, online travel agencies, brick & mortar travel agencies, airlines, rail travel operators, tour companies, etc.

Our faculty members and industry stakeholders have helped to develop a state-of-the-art curriculum. This curriculum fits within the narrow range of credit hours offered by a major housed in a college of business. The hospitality-specific coursework will be discussed in detail later in this report.

Some overarching goals of the Program include: (1) to be one of a handful of AACSB-accredited college of business hospitality and tourism management programs, (2) to use the college of business environment to prepare future managers and executives for the hospitality industry, (3) to utilize core business and hospitality-specific business courses to establish core competencies for entering a supervisory or managerial role upon graduation and, (4) to uphold strategic goals of the Program and the University by focusing on what is important to the region, state, and overall hospitality industry.

## ***FAU Admissions Criteria***

Florida Atlantic University (FAU) is one of twelve (12) state universities within the state university system of Florida (SUS). The middle 50% of freshmen who were admitted to the fall, 2020 freshmen entering class were reported as:

Criteria	Fall Admit	Summer Admit
High School GPA (out of 4.0)	3.62-4.34	3.18-3.76
ACT Composite Score	23-29	20-25
SAT Total Score	1110-1260	1030-1160

Admissions criteria and selectivity are quite comparable to other state universities. In addition to the admissions criteria listed above, business college-specific pre-professional courses are minimum GPA is discussed elsewhere.

## ***Program Admissions and Program Curriculum***

Our curriculum may be viewed at:

<https://business.fau.edu/images/business/undergraduate/files/HospitalityTourismUgProgram.pdf>

At FAU students first complete two years of Intellectual Foundation Program (IFP) courses plus electives across various discipline areas. During those same two years, they must also complete pre-professional business foundation courses. These courses are shown at the link above. Collectively, across the pre-professional courses, a GPA of 2.5 is the minimum requirement to enter the College of Business. A student must receive a C grade – minimum – for these courses as well.

After successfully, completion of their IFP courses, their electives, and their pre-professional business foundation courses, students may then be admitted to the College of Business. At this point, they can declare hospitality and tourism as their major. If a student transfers to FAU, he or she will also be required to have met the IFP and pre-professional course equivalents. Some transfers arrive with all requirements satisfied and start immediately in the College of Business; others take several semesters.

The Hospitality and Tourism Management curriculum includes the following core courses:

HFT 3003,	Introduction to Hospitality Management	3 credits
HFT 4503	Hospitality Marketing and Revenue Management	3 credits

HFT 4453	Financial Analytics for Hospitality Managers	3 credits
HFT 3603	Principles of Hospitality Law	3 credits
HFT 4240	Excellence in Guest Service Management	3 credits
HFT 4941*	Internship in Hospitality and Tourism Management	0 credits

\*the internship is described in further detail below

Students must also pick at least one other course from among:

HFT 3741	Meetings and Events Management	3 credits
HFT 3263	Principles of Food and Beverage Management	3 credits
HFT 3221	Human Resources for the Hospitality Industry	3 credits
HFT 4277	Club Management	3 credits
HFT 3785	Casinos and the Gaming Industry	3 credits
HFT 4955	International Experience in Hospitality & Tourism	3 credits
HFT 4930	Special Topics	3 credits

In total, students have 21 credits hours plus the 0-credit required internship of *hospitality specific* coursework. The above is our *Program portion* of the curriculum.

Next, BBA students must take core business course from various disciplines across the college. These include:

MAN 3025	Management & Organizational Behavior	3 credits
MAR 3023	Marketing Management	3 credits
FIN 3403	Financial Management	3 credits
ECO 3703	International Economics Course	3 credits
BUL 4421	Business Law	3 credits
ISM 3011	Management Information Systems	3 credits
GEB 3213	Introduction to Business Communications	3 credits
QMB 3600	Quantitative Methods in Administration	3 credits
MAN 3506	Operations Management	3 credits
MAN 4720	Global Strategy and Policy	3 credits

Hospitality and Tourism Management students have room for two (2) lower division electives and one (1) upper division elective. Many choose to take a hospitality and tourism course among their electives.

Our curriculum is reviewed by the faculty annually. We also have a bi-annual off-site retreat with industry stakeholders to review our content, our textbooks, and even our style and method of teaching. We are *very cognizant* and try to stay as current as possible on curricular updates. In BBA programs, the actual majors are only

permitted a maximum of 21 credit hours, so we must offer the best selection of courses to fulfill our hospitality and tourism-specific core courses.

The Program's faculty members and director have discussed a future possibility of expanding hospitality- and tourism-specific credit hour offerings if a Bachelor of Arts (BA) or Bachelor of Science (BS) degree is created within the College of Business. Those discussions are at rest for the current time and not under immediate consideration.

The Program also offers for-credit certificates in Casinos and Gaming, Club Management, Meetings and Events Management, and general Hospitality & Tourism Management.

In sum, our major is an offering of *limited* hospitality- and tourism-specific courses that total 21 credit hours. However, this is commonplace for programs offering BBA degrees.

### ***Required Internship and Optional Study Abroad***

The Program is fairly unique in that it requires one thousand (1000) hours of verifiable industry experience from each major prior to graduation. These hours may be earned in any entry-level or higher hospitality, tourism, guest service, retail, or strongly related industry work role. Hours may be earned from their freshmen year through to the semester of graduation.

Most peer programs are in the neighborhood of 250-800 hours, with relatively few requiring 1000 hours. The true benefit of 1000 hours is that the employer feedback for FAU's Program is that students come out more "balanced", more "realistic", and more "ready to start" as a manager in training.

The Program's philosophy has been to *not charge students to go out and get work experience*. Hence, this is a 0 credit course whereby the Program Director individually reaches out to every employer for documentation. The student's performance is not the subject of conversation; instead, the required 1000 hours must be met. However, if the employer goes into considerable detail about poor performance on behalf of the student, the student is then called in to meet one-on-one with the Program Director and a discussion of career interests and options ensues to make sure that there is not a "disconnect".

This requirement also includes meetings with the Program Director, a reflection paper, and career planning. We have asked employers regularly if they would like to

also add more traditional style internships and the answer has been “no” based upon the quality of our graduates.

The metro area of South Florida makes the internship requirement a unique highlight of our Program with easy ability for students to find jobs in most every industry category. The main categories include: restaurants, cruise lines, airlines, casinos, attractions, hotels, and resorts. Employer feedback is continually positive.

For those interested in study abroad, there are numerous offerings across the university as well as one specific elective course in our Program: HFT 4955, International Experience in Hospitality and Tourism Management. This course is offered once every 2-3 years. In addition, the required International Economics course (part of the core business courses) has an annual trip to Costa Rica where hospitality students are permitted to incorporate a hospitality- and tourism-related project.

Florida Atlantic University has a very visible and active office of Education Abroad Programs. We have a regular pattern of students taking study abroad courses to enhance their global job marketability upon graduation. Once may see the extensive offerings of the FAU Study Abroad office by visiting <http://fau.edu/goabroad>

Our 1000 hour requirement and our offering of abundant global study opportunities are assets to our Program.

### ***Student Demographic Information and Enrollments/Class Size***

#### ***Student Demographic Information***

The data provided in the tables below show a profile of diversity among the Hospitality and Tourism Management majors. (Diversity headcount data for students minoring or taking elective courses in Hospitality and Tourism are not collected by the University’s Office of Institutional Effectiveness and Analysis – data provided is for majors only.)

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
American Indian	1.0%	2.1%	1.0%	0.6%	0.6%	0.5%
Asian	7.2%	9.8%	9.0%	6.9%	3.9%	4.2%
African American	15.2%	17.5%	14.0%	11.8%	13.7%	14.0%
Hispanic	16.7%	14.0%	17.5%	18.7%	25.4%	26.4%
White	57.9%	53.1%	57.2%	58.6%	52.6%	54.9%
Non-resident Alien	2.0%	2.1%	0.0%	2.0%	3.2%	0.0%

	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Female Majors	64.8%	67.8%	69.9%	71.7%	70.1%	72.2%
Male Majors	35.2%	32.2%	30.1%	28.3%	29.9%	28.8%
Total Majors	145	143	145	145	154	157

**Summary of Student Demographic Information**

Approximately 55% of the majors are White (77.3% of the state’s population is White), 19% are Hispanic (27% of the state’s population is Hispanic), 15% are African American (16.9% of the state’s population is African American) and 1% are Native American (0.1% of the state’s population is Native American). The remainder included small percentages of non-resident Alien students which may move into a minority category at a future time.

In comparison to our last Program Review, the Program continued to *grow* in both our African American, Hispanic, and Native American student populations. Toward the latter portion of the review period, the minority growth was even more noticeable.

Overall, the growth to 45% non-white majors compared to 40% non-white majors (since our last Program Review) is significant. This is a proud point of distinction for the Program. The hospitality and tourism industry is one of the most diverse industries in the world. The racial diversity of the Program’s majors most closely matches the State of Florida’s African American population. Although there is a greater difference between the majors and the State’s Hispanic population, the percentage of Hispanic majors is substantial.

In terms of the gender of majors, the female-to-male ratio of 60/40 changed over the review period to a female-to-male ratio of 70/30 ratio. This range between 30%-40% male and 60% to 70% female is consistent across most hospitality and tourism programs globally as well as the top five (5) U.S. which deliver the highest number of hospitality degrees annually Female Ratio = 68.8% (see <https://datausa.io/profile/cip/hospitality-management#demographics>). FAU’s Program Review average female ratio is 69.42%.

**Enrollments**

Overall, the non-duplicated headcount of majors increased slightly over the period of the Program Review. At the same time, it is important to note that the number students enrolled in Hospitality and Tourism courses taken by both majors, minors, elective takers, certificate takers, and non-degree seekers increased significantly over the 2014-2020 review period explaining a large increase in full time equivalents (FTE) generation. FTEs have grown *significantly* not only during this Program Review period, but during the prior period as well. Hospitality and Tourism Management *produces* the highest FTEs of any unit in the college of business per faculty member and are is the most efficient. The efficiency is in large part due to work load and class size.

FTE growth can be explained due to a variety of reasons as listed below:

- South Florida hospitality and tourism workers pursue for-credit certificates and are non-degree-seeking students; South Florida is a “hot bed” for the tourism and hospitality industry across all niche business segments
- Bachelor of General Studies (BGS) students often minor in hospitality and tourism
- Hospitality and tourism one of the most popular minors across the FAU campus
- Our Program has quite flexible course offerings in all modalities from face-to-face to hybrid to fully online; further, we offer courses both day and evening to accommodate working professionals

The chart below indicates the FTEs generated during the period of the Program Review. Highlighted in yellow is the percentage FTE growth over the prior year.

<i>YEAR</i>	<i>HOURS</i>	<i>FTEs</i>	<i>% Increase</i>
2013-2014	3,948	131.60	4.94%
2014-2015	4,500	150.00	13.98%
2015-2016	5,514	183.80	20.87%
2016-2017	6,291	209.70	12.13%
2017-2018	6,954	231.80	12.89%
2018-2019	7,977	265.90	12.29%
2019-2020	8,760	292.00	11.05%



Over the 2013-2020 period we had an increase in FTEs generated of 88.15% - 12.59% per academic year. This follows a prior Program Review period with equivalent growth in FTE production.

Below is a chart demonstrating our productivity in comparison to all the other College of Business units/majors. We have aided the productivity of the overall marketing department; and, further, when separated out, we are higher by a large margin than any other area.

Accounting	66.77
Economics	87.23
Finance	43.73
ITOM	101.43
Management	77.87
Marketing	76.47 (includes hospitality)
Hospitality and Tourism Management	<b>117.90</b> (only hospitality)

***Class Size***

Our way to successfully maintain the FTE growth was through heavier workloads, overloads, increasing class sizes, and increasing student-to-faculty ratios. The table below illustrates these steady average class size increases.

2013-2014	38.7
2014-2015	39.9
2015-2016	41.3
2016-2017	41.6
2017-2018	42.4
2018-2019	44.6
2019-2020	47.4

***Student-to-Faculty Ratios***

Our student-to-faculty ratios continue to grow along with FTEs and class sizes. The below chart illustrates our ratios compared to the College of Business and the overall university. The year 2015-2016 was the only decline year over year due to a faculty member vacating his position and offering fewer courses. However, in this year the Program *still* maintained higher student-to-faculty ratios than the college and/or university.

<i>YEAR</i>	<i>Hospitality &amp; Tourism Ratio</i>	<i>College of Business</i>	<i>FAU</i>
2013-2014	41.1	34.1	22.1
2014-2015	48.9	35.1	22.1
2015-2016	43.1	37.1	21.1
2016-2017	49.1	38.1	21.1
2017-2018	61.0	38.1	21.1
2018-2019	64.9	37.1	23.1
2019-2020	66.5	37.1	23.1

While both the College of Business and overall university have remained relatively flat, we have increased considerably. Further, we were already noticeably higher than our peers in the college and across the university. Again, this trend occurred not only during *this* period of the Program Review, but in the prior one 2007-2013 indicating heavy faculty workload assignments and burnout.

### ***Summary of Enrollments***

Our number of majors continues to grow at a relatively flat or slow pace; however, our overall generation of FTEs and minors has skyrocketed leading to high numbers of students in seats, increasing class sizes, and increasing student-to-faculty ratios.

The graph below illustrates the increasing number of students in seats taking classes by semester. The pattern is fall, summer, spring repeating throughout. One will note that the latter portion illustrates what the tables illustrate above – faster growth toward the end of this Program Review period.

### ***Advising***

From their first semester at FAU through approximately fifty-five (55) credit hours, students are advised by University Advising Services (UAS). They are also free to visit the College of Business Student Academic Services (Advising) to become familiar with their services. Students who transfer in will see either/both UAS and the College of Business Academic Services depending on their number of transfer hours.

After the 50-55 credit hour mark, students apply to the college of business and move from “pre-business hospitality and tourism” to become a business student with major in hospitality and tourism.

Students start at the university as pre-business hospitality and tourism students if they are incoming freshmen. To help connect with them, we offer HFT 1000, An Introduction to the Tourism Industry which they can take any time during their first

two years. The next class, HFT 3003, Introduction to Hospitality Management, can be taken at 30 credit hours or more. This also helps with student advising as we get first-hand exposure to incoming students and can guide them on their way. Faculty mentoring begins in both of these courses. Our goal is to have them in HFT 1000 during their first year and in HFT 3003 in the second half of their sophomore year. Without direct admit as freshmen into the Hospitality and Tourism Management Program, this is a necessary component to our faculty-direct advising.

Alongside the College of Business advising team, our Program's faculty members regularly help with prospective student presentations, incoming College of Business transfer orientations, they travel with advisors to state colleges and community colleges, and they assist in other methods as "advisors" from various possible interaction points.

### ***Scholarships***

Unfortunately, a weakness of the Program is the availability of scholarships through the College of Business (COB) overall. Hospitality-specific scholarships are almost never available at the college level and we only have one donor at this time whose funding for the scholarship will end in 2022. The College of Business scholarship offerings are available for view at: [http://business.fau.edu/undergraduate/current-students/scholarships/index.aspx#.Ukd7kPPD\\_Sc](http://business.fau.edu/undergraduate/current-students/scholarships/index.aspx#.Ukd7kPPD_Sc)

Hospitality and tourism scholarship limitations have caused the Program Director to combat these low resources in creative methods. The director has personally served on boards for professional hospitality and tourism organizations and solicited funding for his students. Some examples are listed below.

The Hospitality Sales and Marketing Association International (HSMIAI) has honored Dr. Ricci with a scholarship in his name to award students across South Florida, in perpetuity, once per year with tuition funding. This honor occurred at the start of this Program Review in 2013. To date, the fund has awarded over \$15,000 to FAU students alone and an additional \$10,000 to other programs' students. It is described below from their website: "The South Florida chapter of this global organization has recognized the Program Director with the Dr. Peter Ricci HSMIAI South Florida Scholarship. This award has provided increments from \$1000 to \$2500 increments for up to two students each year during the entire period of this Program Review." You may view the 6<sup>th</sup> year press release of the student awards at the following link: <https://www.hospitalitynet.org/news/4090858.html>

Next, the American Hotel and Lodging Association (AHLA) has included FAU for the entire length of this Program Review as a participant school receiving scholarships each year for its students. The amount has been \$7500 per year and is distributed by the internal Hospitality and Tourism Management Program Scholarship Committee. A simple formula is used to find the students with the highest GPAs who are committed to a career in the lodging sector. To date, during this Program Review, we have delivered over \$45,000 in scholarships to those in need.

The Program Director has also compiled a web site for industry-wide hospitality and tourism scholarships. On the hospitality and tourism home page, there is now a sub-page for scholarships. One category is for those scholarships available from FAU and the other is from industry groups. You may peruse this web page here:

<https://business.fau.edu/departments/marketing/hospitality-management/hospitality-scholarships/>

### ***Exceptional Teaching Performance/Teaching-Related Fundraising***

Within the 21 credit hours offered to hospitality and tourism majors, some pedagogical innovations take place that are based upon the strong creativity of our Program Director. These help raise funds in lieu of the shortage of scholarships mentioned above.

One such activity is the “Employer Partner Program.” This is an initiative where professional video interviews are conducted on site at various hiring employers. These employers provide a donation for the creation of the video. These videos are shared with prospective students, with prospective hires of the agencies, and produce a “win-win.” It gets the community engaged *with* the Program and the Program engaged *with* the community. Further, it helps produce revenues for the operations of the Program. To date, it has produced over \$50,000 during this period of Program Review.

By blending industry *with* the academy, we truly are performing community engagement where the rubber meets the road. These same executives often guest lecture, recommend their associates to study at FAU, and ask us to provide training to their organizations.

This Employer Partner Program unique in that the industry leaders must “learn the content” and *infuse* their culture and operational style into the classroom activities.

Another exceptional activity that our unit has undertaken during the period of review is in regard to eLearning. While this has not brought in revenues per se, it

has permitted us to be the only unit in the College of Business where every faculty member has gone through the Center for Online and Continuing Education (COCE) courses to teach in hybrid or fully online format. By offering a higher-than-normal percentage of hybrid and online courses, our FTEs have increased steadily. The Program Director received 100% buy-in from all faculty members and all of them have completed the required course called “eDesign.” This made us a truly nimble unit and helped us bring in tuition dollars from online students.

Ironically, due to the Covid-19 pandemic, we were already prepared when the entire university moved to online learning.

Moving on to other exceptional examples of teaching, we will now turn to student evaluations. At FAU, teaching performance is measured by what are known as *Student Perceptions of Teaching* (SPOT).

The Program’s overall SPOT results are truly remarkable and indicate excellent instruction throughout this entire period of review. Our SPOT performance results were similar in the last Program Review and these continue to be a great point of pride and strength of our Program. The overall results annualized for the period of 2013-2020 are listed below based upon the assessment item that is deemed most important at FAU: “Rate your instructor’s overall teaching effectiveness in this course.” The possible ratings are from 1 “Completely Agree” (best) to 5 “Completely Disagree (worst).” The results are listed below and compared to other areas.

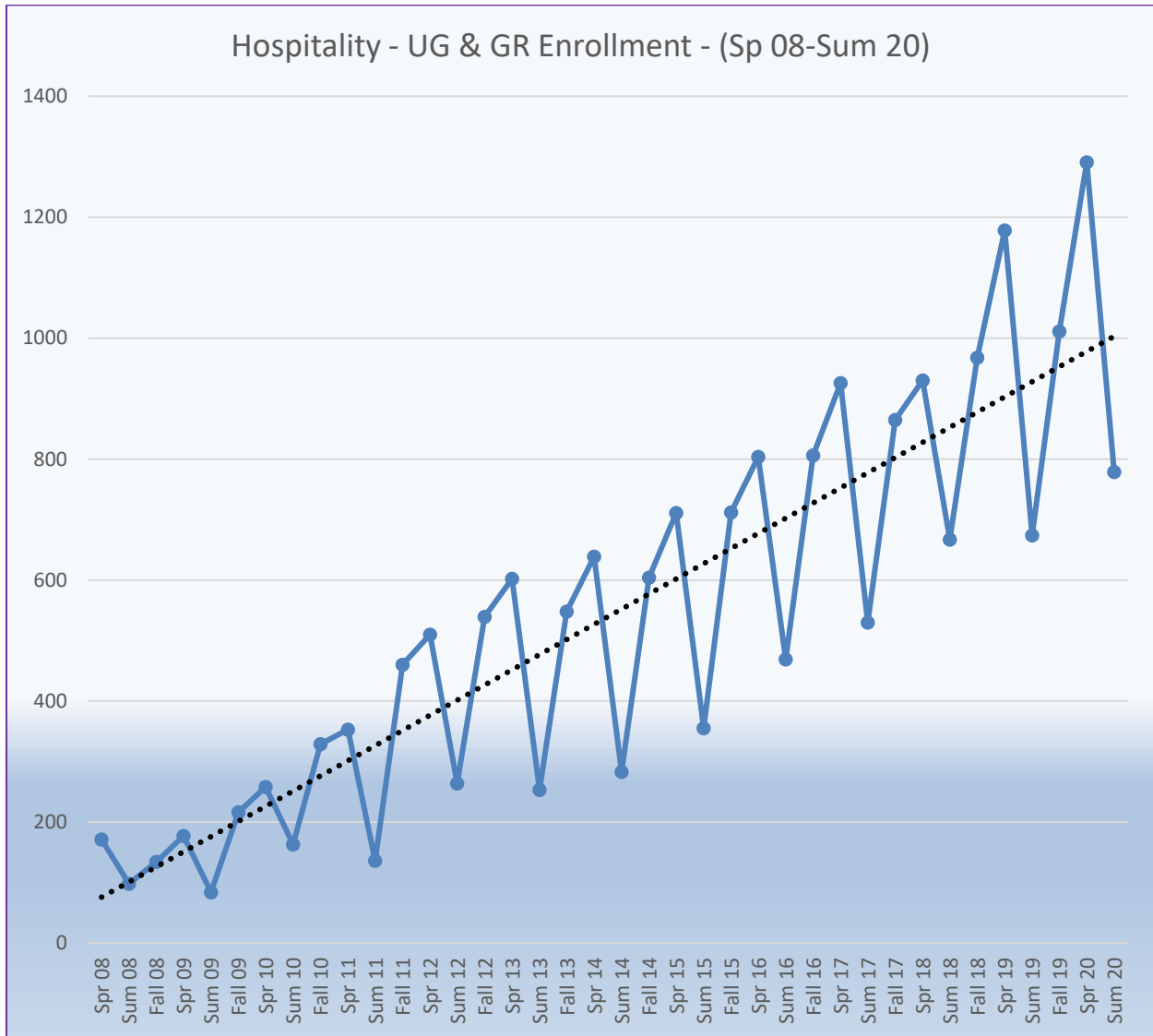
<b>Year</b>	<b>HTMP</b>	<b>Marketing</b>	<b>College</b>	<b>University</b>
2013	1.24	1.48	1.58	1.72
2014	1.22	1.44	1.57	1.68
2015	1.31	1.47	1.55	1.94
2016	1.39	1.49	1.59	1.81
2017	1.30	1.55	1.58	1.92
2018	1.29	1.40	1.67	1.98
2019	1.37	1.51	1.72	1.98
2020*	1.35	1.55	1.74	1.95

(\*spring and summer results)

In every year during this Program Review, our Program’s faculty members performed better than the overall marketing department, better than the overall College of Business, and better than the University overall. This is a noteworthy

achievement given the increasing class sizes, increasing student-to-faculty ratios, and increasing FTEs generated each and every year.

Please see below for a graphic of HTMP enrollments (students in seats) since the inception of the Program including the current Program Review period.



## ***Recruitment and Placement Strategies***

Due to the Program's fast growth and need for *instruction* we have not had the opportunity to hire a specific recruitment or internship coordinator.

Instead, we incorporate duties for the Program Director to supervise all interns annually (approximately 150 per year between majors and minors). Internship courses are offered in all semesters; spring, summer, and fall. To make these courses as effective as possible, students are required to meet one-on-one with the Program Director for career advice, complete a reflection paper on their 1000 hours of work experience, and to also write a reflection on their experience utilizing the FAU Career Center and the College of Business Office of Internships and Careers.

A truly enhancing feature for our student placement is that the Program Director himself maintains an email list of majors, minors and certificate takers as well as a separate list of alumni of the Program. Next, he maintains an industry recruiter database of over 800 hiring agencies. Each and every day he sends email blasts for job and internship opportunities. In essence, the Program Director is performing the role of what most programs would have in a separately hired internship and placement coordinator.

This has been an arduous task as the Program Director and faculty members are stretched thin with so many courses to instruct. However, it has worked for the period of this Program Review quite well. As shown below, our placements remain strong.

The Program Director actively goes out into the region to meet with employers, entice them to post open roles, and to foster relationships. In the course of a typical year, he meets with a minimum of 50-100 employers from all aspects of the industry.

To date, the Program Director and the faculty members should be commended on how many placements they have and how well we have done. The marketing department overall has a placement range of 50%-65% with a salary of \$25,000 or higher within one year of graduation. The Hospitality and Tourism Management Program is higher at 72%-84% at best estimate. This number, as it blends *into* the overall marketing department figure, shows the lift we provide to the overall department.

A separate recruitment strategy is the specific assigned duties of multiple instructors to visit regional high schools and technical schools with culinary and/or hospitality and tourism programs. These same instructors also serve on the

advisory boards of these schools. As some examples, there are approximately 20 such high schools in Broward County, about 10 such schools in Palm Beach County, and another 30 or more in Miami-Dade County.

By visiting these schools, we educate K-12 students on the FAU Program and this adds to our own recruitment abilities. Further, we meet industry executives who also serve on these boards and we encourage them to post their open positions with us.

In summary, our unique geographic location permits us to have these assigned instructor duties and interesting activities for recruitment. Nonetheless, a Program Coordinator to handle internship and placement duties is *high* on our wish list.

### ***Overall College Placement Rates***

FAU and the College of Business have a poor track record in providing placement rates for their graduates. Indeed, the College of Business does not have a person in that specific role at this time.

The Program Director has tried to track student graduates, but with little luck. He maintains his own Excel sheet with student email addresses. At the conclusion of every semester, a survey is sent to graduating students. Even though they have just graduated, the response rate is dismal and hovers below 10%. Further, any salary data is self-reported and subject to bias.

The Program Director's survey results are listed below illustrating the low response rates. Caveat emptor with the results.

<b>Year</b>	<b>Response Rate</b>	<b>Employed at Graduation</b>	<b>Earnings</b>
2013	11.0%	92.0%	\$27,802
2014	16.2%	88.7%	\$29,919
2015	8.35%	100%	\$31,150
2016	18.3%	87.0%	\$31,500
2017	7.2%	82.8%	\$36,034
2018	14.0%	90.9%	\$33,418
2019	10.5%	85%	\$30,887

Of special note is that our typical FAU student works *throughout* his or her pursuit of a college degree – usually in an industry role. So upon the time of graduation he or she is also *likely* to be in a lower earning position.



This is a poor attempt at graduation placements and salaries, but it is indeed the best attempt the Program Director could do for the Program Review. The Program Director himself emails the entire list of graduates spring, summer, and fall – each and every year – within 30 days of graduation.

Next, we will shift to a more optimistic placement estimate. This is a method via the state board of governors (BOG) and the state university system (SUS) as they attempt to measure alumni salaries. State universities in Florida are given performance metrics to strive for. One of these metrics deals with salary within one year post graduation. The BOG metric combined employed and/or continuing education/military, one-year post graduation. This metric also includes those enrolled earning a minimum of \$25,000 somewhere in the United States. Students who do not have valid social security numbers are excluded. Within hospitality, this is could be problematic since some of our students leave the US to work globally. According to the BOG and SUS metrics, the FAU College of Business graduates had the following overall performance:

<b>Cohort</b>	<b>Employed</b>	<b>Continuing Education or Military</b>
2014-2015	66.2%	10.3%
2015-2016	63.0%	10.5%
2016-2017	63.2%	13.1%
2017-2018	64.3%	11.9%

In general, the median salary for FAU College of Business students is far stronger than other colleges at the University. For 2017-2018, the median reported salary was \$44,700. It has ranged in a small narrow area from \$44,366 in 2017 through \$48,650 in 2019.

The hospitality and tourism faculty members can only *assume* anecdotally that our job placement is better than the college overall, but that our first year salaries are lower overall. With such dismal response rates, we do not have proof, yet this is the outcome.

It comes as no surprise that we would have higher placement for two main reasons: 1) hospitality and tourism entry level salaries are often lower than other fields and jobs are easier to get into quickly upon graduation, 2) our vast majority of students are already working upon graduation in their pre-existing hourly or entry-level roles.

From what we know, we are pleased with our job placement rates. The anecdotal evidence and the constant flow of emails from alumni about the jobs they have located give us comfort in this outcome.

Please visit our most recent alumni spotlights web page. These are self-provided testimonials and show that the business school model of hospitality produces many rapid-rising future industry leaders. You may view the page at the following link:

<https://business.fau.edu/departments/marketing/hospitality-management/alumni-spotlights/>

Another reason our students we believe that our students are placed well is that we have the unique initiative called the Employer Partner Program (discussed elsewhere). This interaction with employers and ongoing interviews, video production, job promotion, etc. adds to the hiring possibilities. Our employers regularly mention this as a very successful recruiting. Please visit our Employer Partner Program video page at the following link:

<https://business.fau.edu/departments/marketing/hospitality-management/employer-partner-recruitment-videos/>

Lastly, one of the rather reasons for our strong placement is that we are geographically located in what the Program Director calls the “tourism wonderland.” Florida, and in particular South Florida, has resorts, hotels, motels, bed & breakfast inns, condo hotels, vacation rentals and timeshare. It has the headquarters for most of the world’s cruise lines. It has multiple casinos. There are numerous attractions, state/national parks, attractions and theme parks. And, of course there are restaurants of every shape and size catering to every type of cuisine. Further, the greater Boca Raton area is home to many affluent residents who often have regional or seasonal offices for their travel companies not far from our main campus. Further, students can readily join multiple professional hospitality organizations in South Florida as we have chapters for almost every one of them. Some examples are MPI, ILEA, NACE, CMAA, AHLA, FRLA, HFTP, SITE, and so on. All of these combined items add to enhancing our placements of students. One can only imagine the placement possibilities if and when we employ a person specific to those duties.

### ***Retention/Persistence/Graduation Rates and Placement***

In 2007, the College of Business at FAU decided to have incoming freshmen and transfer students identified as “pre-business”. In other words, any student who would eventually wind up as a major within the College of Business was coded in our system as pre-business. This made for tracking by major impossible until *after*

the student had entered the college of business successfully *and* declared his or her major.

Luckily, for part of this Program Review, starting in the year 2015, a new method was implemented. The university started identifying pre-business plus major as student types. In essence, we could now locate someone who is pre-business/hospitality & tourism. This ability has been a tremendous aid in retention and persistence since we can start working with incoming students their very first semester once identified.

Even with this great enhancement, however, many students simply do not choose any major until junior year when they enter the College of Business. We try immediately to meet with these newly-declared students whenever possible.

Tracking persistence and retention rates from freshmen year through junior year is problematic during this period of Program Review. Retention rates beyond the junior year once admitted to the College of Business are readily accessible. The preferred term used here at FAU is “persistence rate” – those persisting to graduation.

Our data can be interpreted from a variety of angles. For the purposes of the Program Review, we will look at the percentage of those who were classified as hospitality and tourism majors at the time of their junior year, admitted to the college of business, and persisted toward graduation at FAU. We will also ascertain the number of First Time in College (FTIC) students who designated pre-business hospitality and tourism management to see their persistence.

FAU’s College of Business has a very high percentage of transfer students coming either with Associate of Arts degree in hand, or nearly completed. Our FTICs are very few in number.

We had just two FTIC students to report; both entered in 2018 and both persisted (100%) into 2019. That is the only data we have on FTIC students during this period of review. Remember, until 2015 the FTICs were not even able to classify as pre-business/hospitality & tourism management.

Even though hospitality and tourism only had two FTIC students to track, the persistence patterns among FTICs is indicated in the table below.

## COB First Time in College Graduation Rates

<b>Year</b>		<b>Graduation Rate</b>
2012-2016	Freshmen Cohort	26.5%
2013-2017	Freshmen Cohort	28.7%
2014-2018	Freshmen Cohort	32.5%
2015-2019	Freshmen Cohort	40.0%
2016-2020	Freshmen Cohort	48.1%

The College of Business continues to increase its persistence to graduation among FTICs which will positively impact those who are pre-business hospitality & tourism. The College of Business did 2<sup>nd</sup> best in the university overall among FTIC persistence in the 2016-2020 cohort.

Once we can better track our hospitality FTICS, we will have more to report in our next Program Review period.

The College of Business and the university overall are making great strides to improve persistence to graduation rates. We are doing this not by reducing rigor but instead through a series of steps in which hospitality and tourism students are also included. Some examples are:

- Additional advisors hired for college of business and for the University Advising Services (UAS) area for their first 2 years prior to entering the business school
- Addition of intercession courses to speed up the pathway toward graduation
- More flexible scheduling including class lengths of 5 weeks, 16 weeks, 8 weeks, 10 weeks, and even 3 weeks
- More hybrid and fully online options which matches better the student demographic at FAU; our students tend to work part-time or full-time while attending college and these online offerings help keep them *in* school
- Changes in class patterns including weekends nights, and different day of week patterns
- Focusing on communicating midpoint grades in Canvas (our learning management system), reaching out using the Starfish advising system to alert students who may be falling behind

In summary, among FTICs we will assume that our 2 students are hopefully indicative of future results with strong persistence. For now, there are not enough available students to measure.

Persistence to graduation among juniors/transfers is where we have readily available data. The below table shows Transfers (AA) and their Persistence to Graduation among hospitality and tourism majors.

<b>Year</b>	<b>Cohort Hospitality (Transfers)</b>	<b>% Persisted to Graduation</b>
2010	Incoming Transfer Cohort	25.0%
2011	Incoming Transfer Cohort	52.2%
2012	Incoming Transfer Cohort	40.9%
2013	Incoming Transfer Cohort	41.7%
2014	Incoming Transfer Cohort	55.0%
2015	Incoming Transfer Cohort	71.4%

In sum, we continued to improve both in graduation rates steadily (along with the college and university overall) and, once we can better track First Time in College Students we will definitely focus on that specific group more closely.

### ***Retention and Graduation Rate Initiatives***

In *addition* to the College and university overall initiatives to enhance retention and graduation rate, the Program has taken several steps.

1) We offer tremendous flexibility in scheduling course types – switching days & times for required courses. Our students here in South Florida are primarily full-time or part-time employees *in* the hospitality and tourism industry working 30-60 hours per week across all seven (7) days of the week.

2) We offer courses at various times of the day/year, on different campuses, in various formats from face-to-face to hybrid to fully online. We also offer courses in various lengths of time: 3 week, 5 week, 6 week 8 week, and 16 week.

3) The Program Director meets regularly with the advising leader and the advisors to discuss any student requests for scheduling, course requests, etc.

4) The Associate Dean of Advising & Enrollment for the college of business has summarized the Program Director’s initiatives below in a recent report shared with the college of business. He stated:

- Hospitality and Tourism Management has improved retention and graduation rates due to the students' ability to plan and take required courses. The Program offers courses in a more regular pattern over its initial years of operation to enhance student planning. Specifically, this means making it possible for students to take required courses regardless of semester. In part, this movement offers justification for additional faculty lines as there is no way to meet this schedule with current instructional resources.
- The director of the Hospitality and Tourism Management Program seeks to increase communication among hospitality and tourism management faculty members and the college of business advisors to catch students having problems that may prevent them from timely graduation. This has greatly enhanced their graduation rates compared to the peer programs in the college. Last year, the director focused on advising interested students himself to discuss their timeline and "pathway" to graduation. As part of the required Internship in Hospitality and Tourism Management course, the advisor meets one-on-one with every student several times during his or her final semesters to make sure that the job search is active, that positions are being located, and that all required coursework is being completed in a timely fashion. The Program Director seeks to do this as an ongoing effort.
- The advising office and the Program Director both strive to improve matching students with their Internship opportunities. This is a requirement for graduation for all hospitality management students. Currently, daily job postings are emailed to students who are hospitality majors or minors. The Program Director does this effort himself. There have been as many as 1000 jobs posted in a 1-week period. The Program Director's extensive industry contacts, professional relationships, and board of director roles has assisted the students tremendously in finding both Field Experience and post-graduation job opportunities in comparison to peer programs within the college of business.
- Another unique and very important item is that the required internship course, HFT 4941, has an inherent part where students meet one-on-one with the Program Director. They discuss career pathing, discuss the job email listserv and how to take advantage of it, and the students are then required to have their resumes critiqued by our FAU Career Center or the College of Business Internships & Career office. The Program Director personally connects students with industry leaders. This is a very arduous and time-consuming portion of the Program Director's duties. And, the contract at

current stance simply adds this role into his director duties and does not permit a course release for it. Instead, the director is on a 2/2/2 12-month contract, but adds this internship course each of the three semesters making in a 4/4/4 load. The ideal situation would be for this to count as a regular course and duties at a *minimum*.

We are probably the only Program in the SUS without a Program Coordinator for job postings, internships, and job placement. Further, we may be one of only a handful nationally without this role.

Indeed, our Program Director has found a “work around” method to achieve success, but this is not ideal by any means. The role of Program Coordinator or Internship/Placement Coordinator due to the nuances of the hospitality and tourism industry *and* the requirement of 1000 work hours prior to graduation make this position “a must” for future programmatic success to continue.

### ***Faculty Overview***

Our Program has outstanding faculty members who hold over one hundred fifty years of collective industry experience as well as most with terminal degrees. Our total staffing level has been a challenge. Since the Program’s inception, we have remained about one or two faculty members behind our “ideal” due to budget shortfalls. In 2020, at the end of this Program Review period, we were able to hire a new instructor and assistant professor alleviating some challenges in staffing.

The Program’s faculty are now sufficient in numbers for the 2020 academic year and are well balanced across areas of expertise. The faculty members are briefly described below. Please also see their abbreviated CVs in Appendix 1.

As of the fall, 2020 semester, the full team of faculty members (including adjunct faculty) in hospitality and tourism management are listed below.

Dr. Peter Ricci, Program Director & Clinical Associate Professor  
Dr. Anil Bilgihan, Associate Professor  
Dr. Ye Zhang, Assistant Professor  
Dr. Soyoung Park, Assistant Professor  
Dr. James (J B) Ward, Instructor  
Mr. Greg Bohan, Instructor  
Ms. Stella Quintero, Instructor

Dr. Jeff Miller, Instructor  
Ms. Manuela Rappenecker, Adjunct Instructor  
Mr. Alex George, Adjunct Instructor

Our faculty members are described below.

- 1) One *Program Director/clinical associate professor* (Peter Ricci) who is a former industry expert. He will be applying for clinical full professor in the fall of 2021. He maintains *scholarly academic (SA)* AACSB status through ongoing scholarly activity and conference presentations. The Program Director has over 20 years of hospitality industry experience combined with a terminal degree in higher education leadership and administration.
- 2) One *instructor* who holds the *practice academic (PA)* AACSB status. This instructor, Jeff Miller, holds an MBA plus 18 additional credit hours specific to hospitality *plus* a Juris Doctor (JD) degree. He publishes monthly in a law magazine which covers current hospitality and tourism topics. He is an asset to the Program in terms of his academic and industry versatility. He also provide *pro bono* legal advice to faculty members, students, and FAU staff.
- 3) Two instructors who hold *instructional practitioner (IP)* status with AACSB. These instructors, Greg Bohan and Stella Quintero, have relevant/broad industry experience, are strong in the classroom, provide high levels of services, and do not have research assignments.
- 4) Another newly-hired instructor (James - "J B" – Ward) holds a terminal degree (PhD) and has the goal of maintaining his current *scholarly academic (SA)* AACSB status with a portion of his annual assignment dedicated to scholarly activity. As a former industry professional, J B also has the goal of greatly expanding our Program's outreach to the Davie Campus in west Fort Lauderdale and holds heavy service duties.
- 5) Our associate professor, Anil Bilgihan, is an extremely high-quality researcher and excellent teacher. His areas of expertise include hospitality consumer behavior, marketing, revenue management, and IT in hospitality. This associate professor has produced over 40 peer-reviewed articles and was recently promoted to the associate rank. He has maintained *scholarly academic (SA)* status since hire.
- 6) The Program currently has two assistant professors. One was hired this fall in 2020. Soyoung Park was hired as a replacement to the person listed below in item 7. She has not participated on the faculty during the period of this



Program Review. She comes to us with *scholarly academic (SA)* status and will maintain that status going forward. In her first semester of hire she has already published as lead author a grade 4 article publication (Academic Journal Guide).

The Program's other assistant professor, Ye Zhang, has produced multiple top journal articles (*Academic Journal Guide*) and has been successful in teaching and service. She has applied for tenure and promotion this fall, 2020. Ye has maintained *scholarly academic (SA)* status since hire. She has won college wide awards for her research productivity, has regularly received summer research grant awards, and continues to regularly produce high-quality research.

- 7) During this period of Program Review we have had one faculty member separate from employment at FAU. His performance during the Program Review is indicated where appropriate in this document. Dr. Melih (Mel) Madanoglu started at FAU as an assistant professor and was promoted to associate and then to professor before his departure. He was promoted to full professor in 2019 and departed shortly thereafter.

Mel's scholarly output was extraordinary and he received not only researcher of the year for the college, but also for the university – this was a first-time achievement for a College of Business faculty member.

While it is unfortunate that our first full professor left his position for another institution, I must mention that it is with pride that he moved onward. He received one of the country's *rare* endowed professorships in our field Mel continues to be held in high esteem.

Our Program is now well balanced across faculty types and levels except for full professor with Mel's departure. During the next period of review, we hope for further promotions and advancement.

One-page *abbreviated* curricula vitae (CVs) of full-time faculty members may be found in Appendix 1. To view the *full* CVs for faculty members, please visit the following web site: <http://business.fau.edu/faculty-research/faculty-profiles/index.aspx#.Ukivs PD Sc>

After landing on the web page, simply type in the last name of the faculty member of interest in the "find faculty" box and then click the "search" button.

## ***Staffing Challenges***

As discussed above, our Program has had tremendous growth in full time equivalents (FTEs) and, as such, have stretched our instructional resources to their maximum. We have had to move all instructors to heavier teaching loads and had to offer overloads just to cover enrollments. We had a similar experience in the prior Program Review 2007-2013.

As described above in the enrollments section, FTE exponential growth has led to hiring needs and challenges during the period of this Program Review. During the period of review the Program Director has averaged a 4/4/4 teaching load, instructors have averaged a 3.5/1/4 teaching load, and tenure-track faculty have averaged a 2/1.5/2 teaching load.

## ***Faculty Diversity***

Our Program is proud to be one of the most diverse of its kind. To have such wide diversity among only nine (9) full-time faculty members is a proud accomplishment of the Program. Our diverse faculty members match the industry we serve.

Diversity comes from many points of views, angles, and in various interpretations. Some of our top demonstrations of our diverse faculty are indicated below.

### ***Diversity in Language***

First, across the nine faculty members, *eight (8)* languages are spoken fluently. These include: English, Turkish, Spanish, Chinese (Mandarin), German, Portuguese, French, and Korean.

### ***Diversity in Gender***

One area of improvement in diversity could be in gender mixture. We currently stand at 34% female to 66% male. This does not reflect our student body *or* our industry. We do have three adjunct faculty members who help add balance and we are focused on former and future searches to try to reach a 50/50 point over the next period of review if at all possible. Of course, with the Covid-19 pandemic, we may not hire again for a while.

### ***Diversity in Sexual Orientation***

Our faculty have Lesbian, Gay, Bisexual, and Transgender (LGBT) representation at 22%.

### ***Diversity in Reasonable Accommodations***

We have one full-time faculty member with reasonable medical accommodations (11%).

### ***Diversity in Age***

At least 50% of our faculty members who are above 40 and in the age protected classification.

### ***Diversity in Ethnicity***

Our faculty member composition is *somewhat* diverse on race and ethnicity, but could improve in African American (not of Hispanic Origin) and American Indian/Alaskan Native where we have 0%.

The full-time faculty currently have a mixture of:

22.22%	Asian or Pacific Islander
11.11%	Hispanic
66.67%	White (Not of Hispanic Origin)

### ***Faculty Instructional Contribution***

A graphic representation of our mixture of tenure track and non-tenure track faculty is listed below. You will see that we are adding the equivalent of about one faculty member every other academic year and our actual “need” has been about 1.5.

During the period of this Program Review we have grown from five (5) full-time faculty members to seven (7) full-time faculty members. We mention *nine (9)* full-time faculty members elsewhere but two (2) of those were *just hired* in the fall, 2020 semester and are not indicated below among the 7.

You will see the rather slow growth in terms of headcount from five (5) to seven (7) faculty during the Program Review period. Highlighted in yellow, you will see the much faster growth in FTEs and instructional need.

			Hospitality & Tourism Management					
			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Tenured & tenure-earning faculty	Professor, Assoc Professor, Asst Professor	Total Headcount	2	2	3	3	3	3
		Total Person-Years	1.7	1.7	2.4	2.3	2.5	2.6
		Person-Years Devoted To Instruction	1.0	0.8	0.9	1.1	1.3	1.3
		Total FTE	2.2	2.3	3.2	3.1	3.3	3.4
		FTE Devoted to Instruction	1.3	1.0	1.2	1.5	1.7	1.7
Non-tenure-earning faculty	Instructors, Lecturers, Visiting Faculty	Total Headcount	2	3	4	4	4	4
		Total Person-Years	1.9	2.7	4.0	3.8	3.8	3.8
		Person-Years Devoted To Instruction	1.4	1.5	2.3	2.1	2.5	2.8
		Total FTE	2.5	3.7	5.3	5.1	5.0	5.1
		FTE Devoted to Instruction	1.9	2.0	3.1	2.8	3.3	3.7
Adjuncts	--	Total Headcount	1	1		1		1
		Total Person-Years	0.1	0.3		0.3		0.3
		Person-Years Devoted To Instruction	0.1	0.2		0.3		
		Total FTE	0.2	0.3		0.4		0.3
		FTE Devoted to Instruction	0.2	0.3		0.4		
Total		Total Headcount	5	6	7	7	7	7
		Total Person-Years	3.7	4.7	6.4	6.4	6.2	6.5
		Person-Years Devoted To Instruction	2.6	2.4	3.2	3.4	3.8	4.1
		Total FTE	4.9	6.2	8.6	8.6	8.3	8.5
		FTE Devoted to Instruction	3.4	3.3	4.2	4.6	5.1	5.4

DDI Table B1 for Hospitality Management Faculty, Instructors & Adjuncts

## ***Assessment***

The Program is vigorously active when it comes to measuring learning outcomes. As a relatively new program compared to more mature global programs, our Program places continual focus on developing and fine-tuning curriculum and testing learning outcomes through the assessment process. The curriculum itself has been continually changed and modified since the Program's inception based upon significant and on-going input from industry stakeholders, faculty members, and faculty members from aspirant and peer institutions.

Our Program assesses across majors courses in hospitality and tourism only. We assess on three (3) key areas: content knowledge, written/oral communications, and critical thinking. Other business courses may be assessed by various departments within the College of Business and the core business courses are assessed by both departments and a college-wide assessment committee. There is also a university assessment committee overseeing the college activities.

### ***Academic Learning Compact (ALC)/Assurance of Learning (AOL) and Assessment Goals***

The state of Florida has historically required all programs to have an academic learning compact (ALC), now referred to generally as Assurance of Learning (AOL) that is available and visible to those interested. Readers may learn what is promised in terms of educational outputs from public institution-based programs. The Team for Assurance of Student Learning (TASL) is the university-level assessment committee mentioned above and it is comprised of the Associate Provost for Assessment and Instruction, College Assessment Directors, the Dean of Undergraduate Studies, and a representative from Institutional Effectiveness and Analysis. Although the structure and title of academic learning compacts (ALCs) are changing, this report focuses on the ALC as it has existed during the period under review of this report (2013-2020). The Hospitality and Tourism Management Program's document outlining Assurance of Student Learning can be found at the following uniform resource locator (URL):

<http://iea.fau.edu/ALC/HospitalityManagementSLOA.pdf>

### ***Content Knowledge/Oral Communications/Written Communications/Critical Thinking***

Within the Program, content knowledge is evaluated through the use of an objective-style exam which has input and questions from all major/required courses in the Program. These major/required courses are the hospitality and tourism courses listed above in the curriculum section.

Assessment of oral and written communication skills are evaluated in the course Hospitality Marketing and Revenue Management (HFT 4503) via a project which has both a written report and an oral presentation. Students are evaluated on both competencies using a rubric for each concept.

Assessment of critical thinking is measured through the use of case study analyses during the course Financial Analytics for Hospitality Managers (HFT 4453) in the students' last year of study.

Each assessment area is discussed and refined on an annual basis during the annual assessment retreats held by the Program's faculty members and industry advisory volunteers. During the period 2013 to 2019, the exams and rubrics were updated on multiple occasions to (1) keep current with industry expectations, (2) add rigor to the existing assessments; and, (3) further emphasize the unique competencies and skills taught to hospitality students housed within a BBA program.

### ***Summary of Assessment Activity, Results, and Program Improvement***

As a way of providing an overall summary of our efforts to target areas for improvement and adjustments to rigor over the course of the entire seven-year Program Review period, we have compiled the data in the following two tables.

The table below summarizes, on an academic year by academic year basis, the desired goal in terms of target performance and the actual performance achieved for each of our four major assessment areas.

Academic Year	Content/Declarative Knowledge		Oral Communication		Written Communication		Critical Thinking / Analytical Skills	
	Goal	Actual	Goal	Actual	Goal	Actual	Goal	Actual
2013-2014	70.0%	66.6%	80.0%	85.0%	80.0%	83.7%	80.0%	81.1%
2014-2015	70.0%	73.6%	80.0%	86.7%	80.0%	91.5%	80.0%	78.6%
2015-2016	70.0%	72.8%	82.5%	85.5%	82.5%	83.2%	80.0%	79.1%
2016-2017*	70.0%	75.0%	82.5%	84.3%	82.5%	82.1%	80.0%	80.8%
2017-2018*	70.0%	71.0%	80.0%	87.8%	80.0%	89.3%	80.0%	84.2%
2018-2019*	70.0%	71.8%	80.0%	84.8%	80.0%	83.6%	80.0%	77.3%
2019-2020*	70.0%	69.0%	80.0%	91.0%	80.0%	86.5%	80.0%	87.3%
<b>Average</b>	<b>70.0%</b>	<b>71.4%</b>	<b>80.7%</b>	<b>86.4%</b>	<b>80.7%</b>	<b>85.7%</b>	<b>80.0%</b>	<b>81.2%</b>

\* Center point of range used to calculate average goal in these years for figures shown in italics

The next table illustrates how the constant monitoring and adjustment of our assessment tools and goals enabled us to maintain a relatively close relationship between goals and achieved results. This was especially noteworthy for the areas of content/declarative knowledge and critical thinking/analytical skills.

<b>Academic Year</b>	<b>Content / Declarative Knowledge</b>	<b>Oral Communication</b>	<b>Written Communication</b>	<b>Critical Thinking / Analytical Skills</b>
2013-2014	-3.4%	5.0%	1.1%	1.1%
2014-2015	3.6%	6.7%	-1.4%	-1.4%
2015-2016	2.8%	3.0%	-0.9%	-0.9%
2016-2017	5.0%	1.8%	0.8%	0.8%
2017-2018	1.0%	7.8%	4.2%	4.2%
2018-2019	1.8%	4.8%	-2.7%	-2.7%
2019-2020	-1.0%	11.0%	7.3%	7.3%
<b>Average*</b>	<b>1.4%</b>	<b>5.7%</b>	<b>5.0%</b>	<b>1.2%</b>
<i>*Average percentage POINT difference</i>				

Overall, the faculty members involved in assessment feel strongly that we have a strong process in place for continuous improvement.

Appendix 2 exhibits extensive detail on a year-by-year basis including our processes, our discussions, our on- and off-site assessment-related activities, and our ongoing process monitoring.

## **SECTION D: RESEARCH**

Academic research has become a fundamental part of the Hospitality and Tourism Management Program. Between the years 2014-2020, the Program was able to maintain an extremely competitive stream of research that has been recognized and awarded both nationally and internationally. Indeed, per capita, our faculty members produced more top end research than most any peer within the college or university. The faculty members continue to produce and distribute research that is impactful in our field through a variety of scholarly conduits.

Research active faculty members are regularly publishing in leading hospitality and tourism journals (as well as mainstream business journals) and assisting local businesses and organizations with their research needs and goals.

A strong scholarly agenda began prior to this current review period during the fall semester of 2009 when the Program hired its first tenure-track (TT) assistant professor. He helped launch a robust stream of research over the ensuing years. This faculty member, Mel Madanoglu, had notable achievements such as the 2018 *Florida Atlantic University Scholar of the Year Award* in the Associate Professor Category. This was the first time **any faculty member** from the FAU College of Business had won this award at the university level.

Another notable accomplishment for Dr. Madanoglu was the 2016 *Bradford Wiley Memorial Best Research Paper of the Year Award* in hospitality and tourism. This award is given to a superior research publication on a topic relevant to the field of hospitality or tourism management. He was also the winner of the Best Paper in Track at the 2016 Southern Management Association (SMA).

Unfortunately, this fantastic research productivity led this full professor to accept a position as endowed research faculty member at another university after it was turned down by our Program Director. Both of them were highly solicited for this position, but only one left the Program.

The Hospitality and Tourism Management Program quickly replaced that faculty member with a tenure-track assistant professor (Dr. Anil Bilgihan) who quickly adapted to the Program and started producing high-quality research very rapidly.

The active research agenda kept thriving with the hire of Dr. Bilgihan. Between the fall semesters of 2014 and 2020, Dr. Bilgihan published 70 peer-reviewed articles, most of which were in top journals as measured by our base tool used – the Academic Journal Guide (AJG). He also had 26 refereed presentations at national and international conferences.

Dr. Bilgihan's productivity led to the awarding of the *Warren Holtzman Excellence in Research Award* in the Department of Marketing and the *Scholar of the Year Award* for junior faculty in the College of Business. Further, he earned the *Dean's Outstanding Junior Faculty Research Fellowship*. Dr. Bilgihan also was awarded the *Emerald Citations of Excellence Award*, *Elsevier Highly Commended Paper Award for 2016*, *Travel and Tourism Research Association Sage Publication Best Research Paper Award* et al.

In the fall semester of 2015, the department hired another new assistant professor, Dr. Ye Zhang. Between the years 2015-2020, she has published 9 refereed journal articles and 24 conference proceedings. Of her 9 journal articles, they are all in the top grades 3 or 4 in the Academic Journal Guide. She is actively advising doctoral students in other institutions. Ye, too, has been awarded multiple times for her



research projects. She is the recipient of the *Dean's Junior Faculty Research Fellowship, University of Queensland Jim Whyte Fellowship, TTRA Best Paper Award, and Keeling Dissertation Award.*

The Program Director, on a Clinical Associate line with only 5% research assigned per semester, also maintains a stream of scholarly activity. He continues to publish at least one peer-reviewed journal article (PRJ) per year and has also won the *Scientific Paper Reviewer* award from the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) on *three (3) separate years* during the period of this Program Review. He prefers applied research and does an exceptionally high number of conference presentations – both scholarly and academic – to maintain high visibility for the Program. He has served as a co-editor for the ICHRIE Research Reports and is a regular ad hoc reviewer and member of editorial boards. The goal here is to have him maintain a stream of scholarly activity to maintain Scholarly Academic Status (SA) within AACSB while having a main focus on directing the Program. Nonetheless, his publications are also in top grade journals as measured by the Academic Journal Guide.

The Program also has two instructors who produce a minimal stream of research. One has both an MBA and a JD and writes a highly respected monthly law column. The other (recently hired full-time in 2020) has the goal of one peer-reviewed journal article (PRJ) per calendar year. It is our belief that even instructors who produce scholarly research will add to the overall quality of our Program. He was on a visiting line with the Program for the past two years and is now full-time beginning in the fall of 2020.

Our law professor, Dr. Jeff Miller, also writes academic book chapters on law, presents at top legal conferences, presents at many hospitality and tourism industry conventions, and also provides 1000 hours of legal service *pro bono* as part of his service each academic year.

If one takes the combination of the Program Director, the law professor with MBA and JD, the newly hired instructor with PhD, and, the heavy-researching associate and assistant professors the reviewers can easily see why the scholarly output for our Program is commendable.

Lastly, we just hired a new assistant professor in the fall of 2020 (the tail end of this review period). Recently completing her PhD from Penn State University in the summer of 2020, she has already had a top journal article produced during her time at FAU. This article is grade 4 within the Academic Journal Guide and indicates to the readers just the *type* of high quality faculty members we attract here at FAU.

We have very high expectations for this faculty member, Dr. Soyoung Park, and she is already demonstrating outstanding results.

The college of business at FAU uses the Chartered Association of Business Schools (CABS) Academic Journal Guide now known as the Academic Journal Guide (AJG) as discussed above. Prior to this Program Review, there was no consistent list of hospitality and tourism journals in CABS. Before the inclusion of the hospitality and tourism journals in that list, the Program suffered a great deal from its lack of respect and breadth when it comes to hospitality-specific peer reviewed journals. With the recent inclusion and improvement of hospitality and tourism journals in the Chartered Association of Business Schools (CABS) Academic Journal Guide (AJG), one can now say without a doubt that our faculty members produce scholarly research in top journals regularly and almost *exclusively*.

Most of the research output of the faculty is highly ranked (grade 3 and 4; journals range from grade 1 through 4 with 4 being the highest quality) in this list. According to the AJG list, journals that are rated 4 publish *“the most original and best-executed research. As top journals in their field, these journals typically have high submission and low acceptance rates. Papers are heavily refereed. These top journals generally have among the highest citation impact factors within their field”*. Journals rated grade 3 *“publish original and well executed research papers and are highly regarded. These journals typically have good submission rates and are very selective in what they publish. Papers are heavily refereed. These highly regarded journals generally have good to excellent journal metrics relative to others in their field, although at present not all journals in this category carry a citation impact factor”*.

The table below reflects the scholarly output of the Hospitality and Tourism Management Program for the time period of 2014-2020.

### **Scholarly Activities, Hospitality & Tourism Management (2014-2020)**

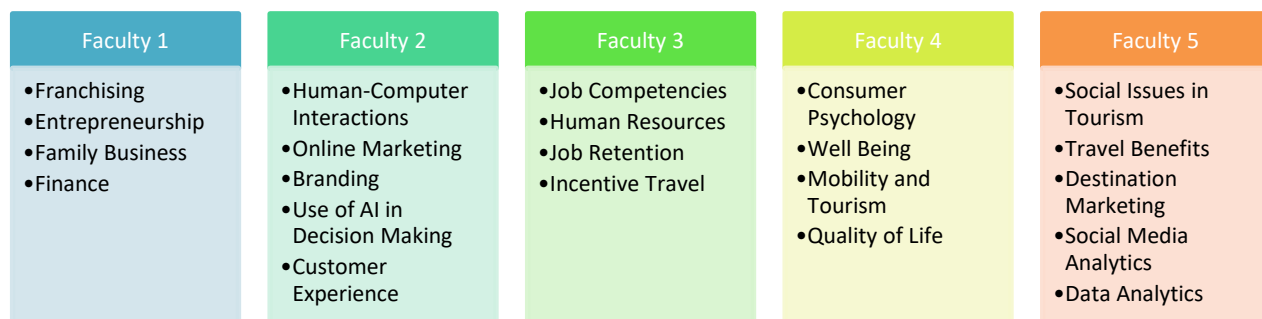
<b>Scholarly Activity</b>	<b>Count</b>
Peer Reviewed Journal Articles	109
Academic Book Chapters	2
Conference Proceedings	81
Industry Publications	25
Panel presentations for industry associations or professional groups	34

The Hospitality and Tourism Management Program faculty members serve on editorial boards of several discipline-specific and general business journals. In addition, faculty members regularly review papers for major hospitality and business conferences. The associate professor is an associate editor of a CABS/AJG grade 3 journal where he handles North America submissions and he is also the co-editor of a CABS/AJG 3 grade journal.

The Hospitality and Tourism Management Program is engaged in interdisciplinary work with other departments such as management programs, marketing, finance, real estate, and others outside the college of business. Several projects have already been presented at major academic conferences and/or been published in peer-reviewed journals. In addition, some of the scholarly work conducted by hospitality and tourism management faculty has implications for hospitality and tourism industry practitioners. For example, the Program Director is especially interested in job competencies for lodging managers and serves on the board of directors for the Hospitality Sales and Marketing Association International (HSMIA) as well as visible roles in the Florida Restaurant and Lodging Association (FRLA) and American Hotel and Lodging Association (AHLA). He often conducts focus groups, questionnaire design, and related scholarly activities with these and other industry groups. Another very relevant example is a study that was published using data from the world’s largest Native American casino operator.

Plan (QEP) with one of the goals to have undergraduate students become more involved with scholarly activity. As a result, the Hospitality and Tourism Management Program has joined the university-wide initiative to contribute to the QEP’s emphasis on undergraduate student research.

The figure below shows the diverse yet complementary research interests of faculty members.

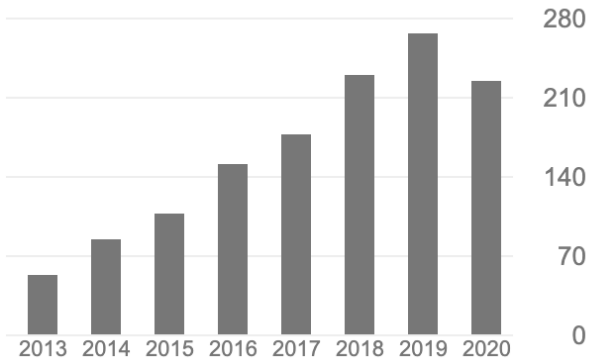


**Citations**

The Program’s research impact has been steadily increasing during the Program Review period of 2014-2020. The citation counts below show the increasing research impact of the faculty members.

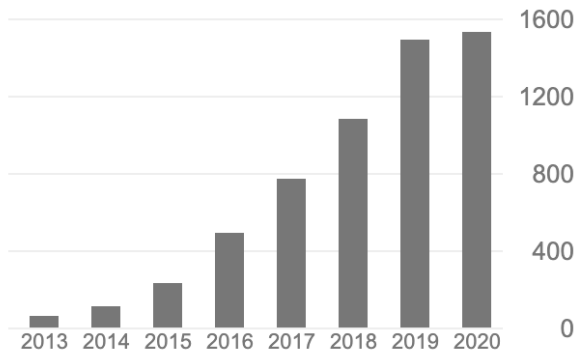
Full professor’s (Faculty 1) citations:

	All	Since 2015
Citations	1471	1162
h-index	17	17
i10-index	31	24



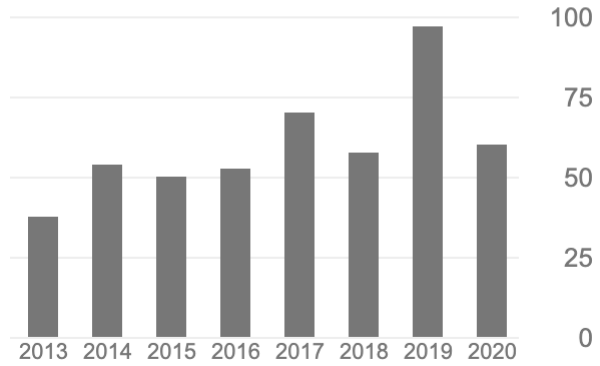
Associate professor’s (Faculty 2) citations:

	All	Since 2015
Citations	5951	5687
h-index	38	37
i10-index	68	68



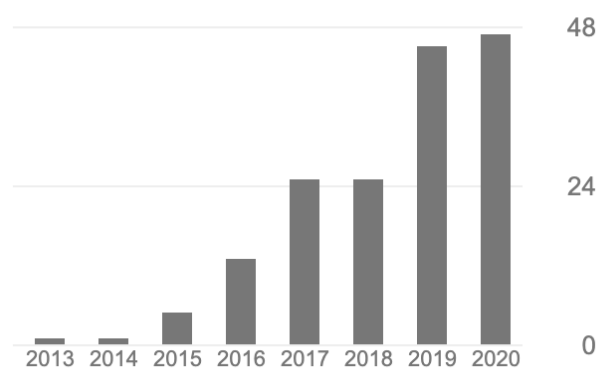
**Program Director's (Faculty 3)  
citations:**

	All	Since 2015
Citations	695	388
h-index	16	12
i10-index	18	12



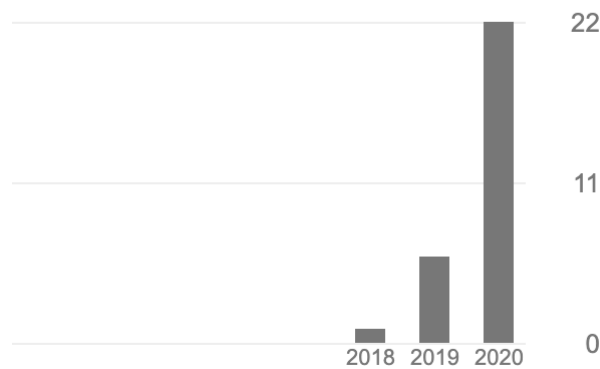
**Assistant Professor's (Faculty 4)  
citations:**

	All	Since 2015
Citations	165	160
h-index	5	5
i10-index	3	3



**Assistant Professor (Faculty 5)  
citations:**

	All	Since 2015
Citations	30	30
h-index	3	3
i10-index	2	2



The total citation count during the Program Review period is an *astounding* **8,312**.

The HTMP faculty members regularly published in CABS/AJG grade 3 and 4 journals that received high citations.

Selected peer-reviewed journals of note with heavy faculty publications include:

- Annals of Tourism Research
- Tourism Management
- Current Issues in Tourism
- Journal of Travel Research
- International Journal of Hospitality Management
- International Journal of Contemporary Hospitality Management
- Journal of Hospitality Marketing & Management
- Computers in Human Behavior
- Electronic Commerce Research and Applications
- Information & Management
- International Journal of Information Management
- Technological Forecasting and Social Change

### ***Research Goals***

Here at FAU, faculty member research expectations for tenure and promotion in Hospitality and Tourism Management (and all other College of Business units) are commensurate with those at institutions that are designated RU/VH or “very high research activity” (formerly Research I). Faculty productivity is on a par with institutions categorized as RU/VH such as the University of South Carolina. For example, the Hospitality and Tourism Program at the University of South Carolina requires two peer-reviewed articles in academic journals on an annual basis – in quality journals. Even with limited financial support for data collection, the lack of availability of research assistants for data processing and collection, and other limitations, the faculty members in the FAU Hospitality and Tourism Management Program were able to *exceed* every unit within the College of Business *as well as* our aspirant programs.

Currently, as primarily a bachelor's degree granting program, we are prevented from having many of the traditional resources one would find for scholarly activity at programs that offer graduate degrees. These items include: graduate students, graduate assistants, large funding sources for data collection, etc. We strive to have some of these items via our master's degree in the Master of Business Administration (MBA) Program with a specialization in hospitality and tourism

management. However, the vast majority of these students are business focused and *not* research focused. Exposure to graduate students and offering a graduate-level degree would truly help our Program with its overall research endeavors.

When the marketing department redesigns and gets more involved with our new Executive PhD. Program, there *may be* a slim chance for the hospitality and tourism management faculty members to be involved in the selection and advising of the doctorate students. However, this will be a difficult road as there are no PhD courses specific to hospitality and/or tourism.

All new faculty members are placed on a 2 fall/2 spring teaching load and are given compensation during the summer for research activities absent summer teaching for the first three (3) years of their employment as long as they are on track and productive as indicated in their annual assignments. The college of business (COB) supports its untenured assistant professors by offering increased travel support to untenured faculty and meeting their statistical software package needs. It also provides summer pay (as indicated above) without having any classes to teach for their first three (3) summers based on continued productivity.

### ***Scholarly Activity Overview***

To close the discussion of scholarly activity we will summarize a very telling and revealing commendation of our Program's success in this area.

The 2007-2013 Program Reviewers established a goal of **30** peer-reviewed journal articles for our current period now under review (2014-2020). In this period 2014-2020 we actually had over **100** peer-reviewed articles which significantly exceeded our goals.

It's important to note that when it comes to research productivity per faculty member, our Program has exceeded the *Department*, the *College's other units*, and the *University* average. Further, we have most likely surpassed our peer programs' output within the SUS.

Nonetheless, we have ongoing projects in place and continue to expand research areas. Following the mantra of our university's president, Dr. John Kelly, our Hospitality and Tourism Management Program faculty carry out their research and scholarly activity with "unbridled ambition." This has been achieved through good hiring and strong mentoring from the Program Director and department chair.

## ***SECTION E: SERVICE & COMMUNITY ENGAGEMENT***

Our Program has *extremely* high involvement in both service and community activities. One reason for this is our geographic location among hundreds of hospitality and tourism employers. Another, is due to the fact that the Program Director has over 30 years of supervisory and managerial roles within the industry and the teaching faculty have over 150 of combined industry experience and activity. Further, many hospitality and tourism professional organizations have South Florida chapters in which faculty members may take leadership roles.

The Program is more involved in service activities than probably any other unit within the college of business – this includes service to the department and college, service to the industry, and service to the academic profession.

### ***Industry Service Highlights & Community Engagement***

Faculty members hold memberships in and provide service to the following:

Society of Government Meeting Professionals (SGMP)  
Meeting Professionals International (MPI)  
Club Management Association of America (CMAA)  
Hospitality Finance & Technology Professionals (HFTP)  
International Council of Hotel, Restaurant, & Institution Educators (ICHRIE)  
American Hotel & Lodging Association (AH&LA)  
Florida Restaurant & Lodging Association (FRLA) – all 3 South Florida counties plus state level  
National Association of Catering & Events (NACE)  
International Live Events Association (ILEA)  
Greater Miami and the Beaches Hotel Association (GMBHA)  
High School Tourism Advisory Boards at over 10 high schools in South Florida  
National Restaurant Association (NRA)  
Hospitality Sales and Marketing Association International (HSMIAI)  
The Chamber of the Palm Beaches  
Delray Beach Chamber of Commerce  
Boca Raton Chamber of Commerce  
National Academy Foundation (NAF)  
Association of Black Travel Professionals  
Global Business Travel Association (GBTA)  
American Culinary Federation (ACF)  
Palm Beach State College Hospitality Advisory Board



Academy of Hospitality & Tourism (AoHT) – Miami-Dade County  
Discover the Palm Beaches

Not only are the faculty members and Program Director *members* of these organizations, they hold at least 5 board of director roles annually across these groups.

Faculty members have served on professional association panels, produced industry publications, attended industry conferences, presented at industry conventions, and the like.

The Program Director and Dr. J B Ward created the first annual Hospitality Symposium which was a free conference for statewide high school and culinary teachers. They were invited to stay with complimentary lodging and meals for two days and attend a conference that was also complimentary. It was a huge success! Year two of this conference would have taken place in summer, 2020; but, due to Covid-19 this has been postponed indefinitely.

With such a small team, we are beyond a doubt out and visible in the community as much as possible.

During the period of review, there have been no fewer than:

*20 “board member” combined years of roles across faculty members*

*55 industry presentations*

*40 trade industry publications*

### ***Academic/Scholarly Service Highlights***

The Program Director and three (3) separate faculty members are heavily involved with the school districts of Palm Beach, Broward Counties and, Miami-Dade Counties. Indeed, part of the annual assignments of 3 of the instructors includes presenting at these high school culinary and hospitality programs, recruiting students, mentoring students, and assisting as a “conduit” to FAU. We mainly visit students to promote tourism careers; however, it turns into a recruitment tool for FAU at the same time.

South Florida has a preponderance of these hospitality and tourism high school programs – over 150 within a 90-mile range of the university’s main campus. As such, there are many board roles, fundraising events, guest speaking events, and related roles for our faculty members.

The Program Director and professors Greg Bohan, Stella Quintero, and J B Ward have assisted with curriculum design, textbook selections, guest speaking at over 45 high schools per year on average, plus the advisory board involvement. A sampling of schools include: Palm Beach Gardens, Forest Hill, Olympic Heights, Delray Beach, Miami Springs, et al. Further, the Program Director has served on the National Academy Foundation (NAF) Broward County board when it was active during the early period of this Program Review. This group has been somewhat “silent” as of late.

In addition to these instructor and clinical professor type service activities, our tenure-track faculty have presented at no fewer than 40 academic conferences. Both Melih Madanoglu and Anil Bilgihan have presented in no fewer than twenty (20) countries. Ye Zhang, a recent tenure-track hire, has produced three (3) grade four (4) articles during her time at FAU as ranked by the Academic Journal Guide and has presented these research findings in four (4) countries. In essence, our tenure-track faculty are *also* heavily involved in service: reviewing, presenting, serving on editorial review boards, serving as editors and co-editors, etc. Anil Bilgihan has two (2) editorial roles and there are at least eight (8) editorial review board roles across the other tenure-earning faculty members. Our faculty reviewed approximately 115 articles during the period of this Program Review.

Even the Program Director who has 5% assigned to research has published four (4) articles during the Program Review of which one is grade three (3) and the other is grade four (4) in the Academic Journal Guide. He also served for 5 years as a co-editor for the ICHRIE Research Reports as well.

Our full-time instructor who specializes in hospitality and tourism law, Dr. Jeff Miller, produces a monthly column for a well-read hospitality law publication.

Our unit has done more per capita in terms of academic and scholarly service than its peers in the College of Business (COB) as indicated below.

The COB unit summaries of service provision reported in the Institutional Effectiveness and Analysis Database lump together Marketing *with* Hospitality and Tourism Management and, unfortunately, cannot be broken out easily. A minimum of 50% (more likely 60% or higher) of the below numbers hospitality- and tourism-specific accomplishments. The most recent 3 rolling years are available. Prior years were identical in level of productivity.

## **2016-2017**

Books	1 (11% of COB)
Other Peer-Reviewed Publications	42 (31% of COB)
All Other Publications	9 (16% of COB)
Presentations at professional meetings/conferences	52 (31% of COB)

## **2017-2018**

Books	1 (33% of COB)
Other Peer-Reviewed Publications	31(23% of COB)
All Other Publications	3 (9% of COB)
Presentations at professional meetings/conferences	54 (32% of COB)

## **2018-2019**

Books	0 (0% of COB)
Other Peer-Reviewed Publications	23 (17% of COB)
All Other Publications	17 (49% of COB)
Presentations at professional meetings/conferences	40 (24% of COB)

Indeed, the overall marketing department produces a great portion of the overall College of Business productivity when it comes to scholarly activity. More importantly for the purposes of this Program Review is that just a handful of individuals in the Hospitality and Tourism Management Program produce over 50% on average of the *entire* marketing department scholarly activity. This makes our Program, *per capita*, the highest producer of scholarly activity in the College of Business during most years.

### ***College and University Service and Engagement***

The same “service-oriented culture” exists across our college and university when it comes to providing service. The faculty members are involved in admissions tours, “open houses,” career fairs, advisory groups for the Center for Learning and Student Success (CLASS), served on over 22 search committees outside the COB (housing, admissions, financial aid, provost’s office, et al.), served on the student honor review board, provided sessions on pedagogy and service learning, serve on the advisory board for the Center for Online and Continuing Education (COCE), served on the SACS and AACSB re-affirmation committees and visits, and so on. Greg Bohan and Peter Ricci have shared the period of this Program Review on the college assessment committee as well.

All faculty members have a minimum of 2 and as many as 6 college or university committees on which they serve.

## ***Service & Community Engagement Summary***

Indeed, our Program has an extremely service-focused culture. We continually discuss as a group which involvement will lead to key variables such as:

- a) continued student recruitment among industry leaders
- b) continued recognition as a program of excellence among industry leaders
- c) continued presence within top academic conferences to showcase our research while simultaneously publishing in top grade journals
- d) continued presence and involvement with any and all university- or college-wide initiatives that show our role as a collegial and supportive Program to the overall university mission

Undoubtedly, our Program is one of the most service-oriented programs within the entire college and university based upon per faculty member output.

Each year during the pre-fall-semester faculty mini retreat, upcoming service goals are discussed, evaluated, and formalized. The previous year is evaluated and committee effectiveness, community involvement, etc. are all analyzed to make certain that our small team has the highest impact through service that it can. On occasion, organizations or specific roles are added or dropped as necessary. The Program plans to continue its very heavy service involvement as one of the methods to continually have the Program gain exposure, increase respect, and gain recognition among its stakeholders both on and off campus.

### ***Awards for All Areas: Teaching, Service, Scholarly Activity***

This section includes a listing of awards across *all* areas for service: industry, university, college, department, scholarly, and non-scholarly.

Same as our per capital production of research, we have received more awards per capita than any other unit in the College of Business.

There were multiple awards during this Program Review period 2014-2020 and they easily demonstrate our diversity in service excellence across multiple areas.

***Hospitality Hero Award, Hospitality Sales and Marketing Association International, Peter Ricci, 2020***

FAU College of Business ***Dean's Distinguished Teaching Fellow, Peter Ricci, 2020***

FAU College of Business **Stewart Distinguished Professorship**, Peter Ricci, 2019

**Best Scientific Paper Reviewer Award** (ICHRIE), Peter Ricci, 2019

FAU College of Business, **Dean's Faculty Research Fellowships**, Anil Bilgihan (2018-2020), Ye Zhang (2018-2020), Peter Ricci (2018-2019)

FAU College of Business, **Dean's Distinguished Research Fellow**, Anil Bilgihan, 2018

FAU College of Business **Dean's Distinguished Teaching Fellow**, Peter Ricci, 2018

**Best Reviewer Award** (JHTT), Anil Bilgihan, 2017

**Student Choice Award**, FAU Freshmen Learning Programs, Peter Ricci, 2017

FAU College of Business, Marketing Department, **Warren Lloyd Holtzman Excellence in Teaching Award**, Stella Quintero, 2017

**Best Paper Award**, Travel & Tourism Research Association (TTRA) International Conference, Peter Ricci and Ye Zhang, 2016

FAU College of Business, **Scholar of the Year Award**, Anil Bilgihan, 2016

**Highly Commended Paper Award** (JHTM), Anil Bilgihan, 2016

**Keeling Dissertation Award**, Ye Zhang, 2016

**Outstanding Faculty Award**, FAU Student Affairs, Peter Ricci 2016

**Emerald Citations Award**, Anil Bilgihan, 2016

Travel and Tourism Research Association (TTRA) SAGE Publication **Best Research Paper Award**, Anil Bilgihan, 2016

**Lifetime Achievement Award**, Hospitality Sales and Marketing Association International, Greg Bohan, 2016

Hospitality Sales & Marketing Association **Board Member of the Year Award**, Peter Ricci, 2015

**Best Scientific Paper Reviewer Award** (ICHRIE), Peter Ricci, 2015

***Norma Bondy Lifetime Achievement Award***, Meeting Professionals International, Peter Ricci, 2015

***Excellence in Teaching Innovation Award***, FAU College of Business, Peter Ricci 2015

***Best Scientific Paper Reviewer Award*** (ICHRIE), Peter Ricci, 2014

FAU College of Business, Marketing Department, ***Warren Lloyd Holtzman Excellence in Research Award***, Anil Bilgihan, 2014

***Emerald Literati Network Awards for Excellence***, Anil Bilgihan, 2014

***Member of the Season Award***, Meeting Professionals International, Peter Ricci, 2014

***Lifetime Achievement Award***, Hospitality Sales and Marketing Association International, Peter Ricci, 2014

***Dr. Peter Ricci Scholarship***, Created in honor of Dr. Peter Ricci, Hospitality Sales and Marketing Association International, Peter Ricci, 2014-Present

### ***Exceptional Accomplishments that Deserve Special Attention***

This section follows the awards section and highlights some of the truly *exceptional* achievements of our Program during this Program Review period.

#### ***The Hospitality and Tourism Management COVID-19 Executive Education Certificate***

At the start of 2020 as Covid appeared to be taking hold internationally, the Program Director immediately focused on the thousands of regional hospitality employees that would be temporarily laid off during the normal “high season.” Having been a hotel general manager for many years and having laid off his own teams due to various recessions, SARS, and/or the 9/11 terrorist attacks, he moved to create a “mini” version of our Hospitality and Tourism Certificate.

With the approval of the dean and the provost, the IT team, FAU Executive Education team, and hospitality faculty created a mini version of our traditional

certificate. Normally, the certificate had been taught face-to-face with a minimum of 40 hours of content. The mini version online had a total of 15 hours of content.

The Program Director reached out via email to the 800+ employer stakeholders to see if they would want their employees to participate free of charge, earn a certificate, and stay engaged in the short time while out of work for Covid. Of course, at that point in February/March, 2020, no one realized the extent of time people would truly be out of work and how many jobs would be lost.

The certificate caught on immediately and went viral. In the end, the following results came to life:

- Almost 77,000 registered from over 165 countries around the world
- Of those who registered, over 61,500 actually accessed the content at some point in time
- Among those who accessed the course, 45,000 actually completed it in its entirety for a completion rate nearing 75% (this is a quite high completion rate when compared to regular certificate completion rates).

This certificate became a global phenomenon of altruism to the world at large combined with continuing education.

It “took a village.” The Program Director himself responded to, on average 1000 to 5000 emails *per day* for a period of a month. There were technical glitches as we moved forward, there was video storage space to purchase, there were TV interviews, newspaper interviews, radio interviews, guest speaking invitations on Internet based hospitality and tourism shows, and so on and so forth.

In the end, we received over 10,000 thank you cards by “snail mail” and over 600 pages of comments from around the world.

Our university has a total enrollment of just over 30,000 and we dumped in an additional 60,000+ at one time for this certificate. In essence, we *tripled* the enrollment at FAU almost overnight!

It was an amazing journey and continued to have positive results in different ways.

The latest positive outcomes include:

- Over 2 million views of the FAU logo on social media
- Over 40 media interviews, mentions, or Internet talk show invitations

- Over \$70,000 donated to the hospitality and tourism foundation account
- The development of a full-length certificate at a price of \$199 for those who wanted to continue with a *longer* education. This has led to over \$200,000 in revenues for the FAU Executive Education area.
- Over 30 new full-time students who chose FAU after their experience from the original “mini” certificate. We have new students at the undergraduate level, MBA level, as well as for-credit certificate taking students.

This experience, developed in concept and idea by the Program Director and created with a team in just over 10 days...has turned into a global phenomenon of which the Program is very, very proud.

### ***The Program Director's Individual Fundraising Efforts***

Without a foundation person employed at the College of Business for any length of time (three different individuals during the Program Review period) the Program Director attempts to raise funds on his own. *All* funds raised for hospitality and tourism have come from his efforts.

The incredible growth of the Program has created expenditures beyond the capability of the College of Business: collateral materials, conference travel, office supplies, and so on. Plus, the university faced budget cuts/recession during the period of this Program Review. Fundraising was our outlet to help keep the Program visible and active.

To date, the Program Director has raised approximately \$200,000 during this period. He raises most via small increments from businesses, colleagues, friends, etc. and through our Employer Partner Program donations.

Further the huge success of the Covid-19 Certificate led to donations as well – approximately \$60,000 thus far.

Outside the Program, but in related fashion, the Program Director has raised over \$50,000 of “in kind donations” for the silent auction held annual at an annual HSMIA GALA where funds are raised for the Dr. Peter Ricci scholarship. Each and every year an FAU student has received a portion of these award funds.

Yet another area where the Program Director has achieved success in scholarly fundraising is through the American Hotel and Lodging Association’s (AHLA)



Affiliate School Application Process. To date, FAU students have been awarded over \$21,000 from these funds during the current period of Program Review.

Without the ongoing fundraising by just this one individual person – Peter Ricci – the Program would languish in its ability to do what it does. This is especially the case in our ability to send tenure-earning faculty members to multiple conferences per year to showcase their research and expand our fairly new Program’s recognition level.

### ***Summary of Above and Beyond Program Achievements and Awards***

- Per capita, we have the *best* teaching evaluations of the department, College of Business and overall university.
- The highest production of high-quality research per capita in entire College of Business and, probably, the university. University overall data was not easily available. We surpassed our goal of 30 peer-reviewed articles by double!
- The highest individual fundraising of any unit director in the College of Business.
- A globe Covid-19 certificate that has extremely increased recognition of the FAU name and brand, raised over \$60,000 in donations, brought in over \$220,000 of College of Business Executive Education revenues, and has also added at least twenty (20) new BBA and/or MBA students to our ranks.

### ***SECTION F: PROGRAM GOALS***

It is quite simple to explain our Program goals using bullet points.

- Continue to expand enrollments for 14<sup>th</sup> consecutive year if possible
- Continue to expand the MBA Program to 15 students per semester
- Add a BA in Business Administration (BABA) or Bachelor of Science in Business Administration (BSBA) and move away from the Bachelor of General Studies (BGS) degree by the fall, 2022 semester

- Hire a foundation person for the College of Business who can assist with fundraising specifically for hospitality and tourism management (naming, directorship, professorship, etc.) – as immediate as possible
- Increase FAU name brand recognition with funding for marketing, digital marketing, search engine optimization, and related – this has an unknown date as it has not yet been attainable
- Maintain AACSB and SACS accreditations – ongoing
- 

## ***SECTION G: STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS***

As with any educational unit, we have strengths, weaknesses, opportunities and threats that we face when we attempt to achieve our goals.

The largest of these are highlighted below.

### ***Strengths***

- Geographic location

We are in a truly global tourism and hospitality destination where many employers and their associates are interested in studying hospitality

- BBA degree – perceived by industry recruiters as a strong degree due to its inclusion of core business courses and heavy mix of quantitative courses
- Faculty Member Experience – we have truly exceptional producers of high-quality scholarly activity mixed with exceptional teachers who possess many years of industry experience; as evidenced by our Student Perceptions of Teaching Results, our teaching quality and our faculty members make up the largest strength of our Program
- Synergy with department chair of the marketing department; the environment for both majors is “let’s make it happen” versus “us versus them” mentality

## ***Weaknesses***

- Program recognition globally – we are still an “unknown” Hospitality and Tourism Management Program when compared to the best in the world; indeed, even in our regional area, individuals are just learning of our Program. Without advertising dollars, this is a strong weakness that has persisted since the last Program Review into and through the current one
- Located within a larger department; difficult to have a naming opportunity or our own identity
- Funding – we do not have funds to name a professorship, directorship, or department; we were in a recession for a large part of this Program Review making the funding situation quite difficult

## ***Opportunities***

- Ability to add a BABA or BSBA degree and expand enrollments with a preferred degree over a Bachelor of General Studies (BGS)
- Capability to reach new students for the BBA and MBA programs as we continue to reap the benefits and “reach” of the Covid-19 certificate takers
- Possibility of fundraising if and when the College of Business fills the position
- With a lack of culinary training institutes or educational programs, we may possibly consider adding culinary training

## ***Threats***

- The ongoing impacts of Covid-19 on the tourism and hospitality industry; if the industry does not recover within a year, our enrollments may languish
- Ever-increasing number of university programs entering their respective Colleges of Business; this could make FAU not stand out as much as it does right now...loss of differentiation
- Large budget cuts for the state of Florida unless tourism improves; our state has no income tax and relies heavily on the spending of tourists visiting the state

## ***SECTION H: RESOURCE ANALYSIS***

Briefly, the College of Business receives its overall budget through a process that is not handled at the unit level. Further, the Program itself does not control any funds except those that it raises for its own foundation account.

That account is funded only via the fundraising activities of the Program Director and the funds have been used primarily for collateral and marketing materials to promote the program during this period of Program Review.

While our overall university resources have been limited during the period of Program Review, the College of Business dean was able to help the Hospitality and Tourism Management Program to hire faculty members to somewhat keep pace with our fast growth.

As we enter another period of recession in 2021 and the foreseeable future, we anticipate limited resources yet again. One bright lining to this scenario is the fact that our student-to-faculty ratios and class sizes have been climbing steadily for the past 14 years. Our efficiency will make us stronger than other units as we enter this next period of declining resources.

## ***SECTION I: SPECIFIC AREAS THAT IMPEDE PROGRAM SUCCESS***

- Extremely heavy workloads for faculty members that include student-to-faculty ratios above our peers in the department and college and class sizes that are larger than our peers in the department and college – thus, creating faculty burnout
- Lack of a foundation person to help us name the Program and find fellowships, professorships, directorship, etc.
- Absence of a Program Coordinator or Program Internship & Placement Specialist in comparison to our peer programs
- Inability to promote the Program via marketing, digital marketing, etc. – no funds specifically available for this necessary item

## SECTION J: FUTURE DIRECTION

The Program anticipates a future direction that is quite unknown for the near future. The Covid-19 pandemic has created havoc on both the tourism and hospitality industry *and* higher education of the industry's future leaders. It is an unknown what impact this will have in the short term (2021-2023) and also for the long term. This is included in our broad questions below.

We also anticipate possibly losing a faculty member to a competing institution. Funding is quite tight in Florida and our associate professor, our Program Director, and our full professor have all contemplated higher-paying offers elsewhere. The full professor has already left. Indeed, our newest assistant higher has already been courted by another university in the SUS. In the short run, as the College of Business curtails overload pay and there are shrinking opportunities to remain fairly compensated in comparison to peer programs, there is the strong possibility of anticipating a change through a faculty departure over the next Program Review cycle.

Questions that relate to our future direction specifically for the program reviewers are listed below.

1. What are the committee's thoughts on the BBA versus the BA/BS degrees? Do you agree with our faculty members and Program Director that *both* options would be beneficial to possibly enhance future enrollments?
2. Should we move toward an MS degree or continue with a smaller number of students enrolled in an MBA with specialization in Hospitality and Tourism Management?

We hear different things from different stakeholders. It appears that the typical hospitality and tourism employee may not possess prior business skills and is often frightened to enter an MBA program due to its heavy reliance upon quantitative courses. Yet, the business model of the future would indicate that an MBA could be preferable. We would appreciate your hear feedback on this item.

3. What are your opinions on striving to add a track to the Executive PhD Program? Our current sentiment is that a potential pool exists among regional hospitality and tourism experts who may desire future instructor or consulting roles. This group would most likely not have the desire or time to

pursue a traditional research-intensive PhD. Do you think there might be a market for this group and would you pursue it?

4. What are the committee's thoughts and recommendations on having a specific role for Internship & Job Placement or as a Program Coordinator? Please share comparisons with other programs.
5. What are our Program's two biggest strengths and two biggest weaknesses in the eyes of the committee? And, what suggestions do you have on these four items?
6. What are your best practices and advice for improvement when it comes to hiring diverse faculty members at your institutions? Do you have any current initiatives or training as it relates to expanding diversity, examining unconscious bias, or related?
7. What are the thoughts of the committee specific to the Covid-19 pandemic? This would include not only your near- and long-term thoughts for hospitality and tourism enrollments; but, further, overall university structure, course modality distribution, and any other comments you feel are relevant.

### **SECTION K: SUMMARY**

To reference a popular children's story, this Program can be referred to as "the little engine that could". Through the prior Program Review (2007-2013) and the current Program Review (2014-2020), the Program has grown continually and considerably in FTE generation and reputation. The situation of growing class sizes, growing student-to-faculty ratios is a real issue. Nonetheless, our quality and committee has grown as well. We simply move forward despite limitations in staff and resources.

Like your own programs, the future with Covid-19 remains a true unknown. Our Program needs more visibility and stature to hold its own through these challenging times. There is a movement nationally for hospitality and tourism programs to enter business schools; but, we hope to hold our stature through the offering of the BBA as part of our branding. With the addition of a BABA or BSBA, we hope to maintain enrollments.

In this summary, I would like to briefly brag about our faculty members in hospitality and tourism. We have indeed highest rated instructional performance (as show above by Student Perceptions of Teaching) *combined* with the top research

productivity in the college; per capita we produce the highest quality journal articles as well as the highest teaching evaluations. The team is super proud of these joint efforts and accomplishments. Yet, in balance, the Program Director always remains worried that these “superstars” will be recruited away from FAU at any moment.

With limited resources and no time to “breathe” with workloads as they are, the Program has come a long way in a very short time and continues to do so. One of the reasons for this ongoing success cannot be overlooked. That reason is the hiring of Dr. Cheryl Jarvis during the period of this Program Review as department chair. From search committee to hire, Cheryl has shown an ongoing desire to work alongside Peter and the hospitality and tourism faculty to permit us to succeed in all we attempt. Further, she makes great strides to let us operate autonomously, but to be there for guidance any and every time we need it. Her leadership these past several years has made the Program’s ongoing advancements possible.

In closing, Dr. Peter Ricci and the faculty members of the FAU Hospitality and Tourism Management Program cannot thank you enough for participating in our Program Review for 2014-2020. We hope that our enthusiasm and love for this Program is evident to you. We truly appreciate your participation. THANK YOU!

## ***APPENDIX 1: ABBREVIATED FACULTY MEMBERS' CURRICULA VITAE***

The following pages contain abbreviated one-page curricula vitae (CVs) for full-time faculty members in the Hospitality and Tourism Management Program at Florida Atlantic University (FAU) effective fall semester, 2020. The list of faculty members appears first.

If the reader would like to view the full CV of any individual faculty member, he or she may visit the web page: [http://business.fau.edu/faculty-research/faculty-profiles/index.aspx#.Ukivs\\_PD\\_Sc](http://business.fau.edu/faculty-research/faculty-profiles/index.aspx#.Ukivs_PD_Sc) Once you have landed on the web page simply type in the last name of the faculty member of interest in the “find faculty” box and then click the “search” button.

Dr. Peter Ricci, Director & Instructor

Dr. Anil Bilgihan, Associate Professor

Dr. Ye Zhang, Assistant Professor

Dr. Soyoung Park, Assistant Professor

Dr. Jeffrey Miller, Instructor

Dr. James (J B) Ward, Instructor

Mr. Greg Bohan, Instructor

Ms. Stella Quintero, Instructor

One-page abbreviated CVs follow.



## **PETER RICCI**

[peter.ricci@fau.edu](mailto:peter.ricci@fau.edu)

Hospitality and Tourism Management Program Director and Clinical Associate Professor  
Abbreviated Curriculum Vitae

### **EDUCATION:**

Edd, University of Central Florida, May, 2005

MSRS, University of Florida, December, 1989

BA, University of Florida, June, 1987

### **SCHOLARLY ACTIVITY:**

2007-2013

7 peer reviewed journal articles

6 Conference Proceedings/Industry Publications

7 panel presentations for industry associations or professional groups

1 academic book chapter

Reviewer for 10 journals (ad hoc basis)

Reviewer for annual ICHRIE conference papers, posters, etc.; ICHRIE Outstanding Scientific Paper Reviewer Award (2011)

### **PROFESSIONAL ACTIVITIES:**

Board member for Hospitality Sales & Marketing Association International (HSMIAI) and Palm Beach County Hotel & Lodging Association (PBCHLA), Olympic Heights High School Tourism Academy, Palm Beach Gardens High School Tourism Academy, Forest Hill High School Tourism Academy, The National Academy Foundation – Broward County Tourism High School Programs, the Florida Restaurant & Lodging Association (FRLA)

Committee member and organization member in Meeting Professionals International (MPI), American Hotel & Lodging Association (AHLA), Society of Government Meeting Professionals (SGMP), Club Managers Association of America (CMAA), et al.

Regularly consult for hotels, resorts, casinos, restaurants, and related industries.

### **COURSES TAUGHT:**

Introduction to Hospitality Management, Hotel & Resort Management, Meetings & Events Management, Field Experience in Hospitality Management, Club Management, Special Topics

## **ANIL BILGIHAN**

[abilgihan@fau.edu](mailto:abilgihan@fau.edu)

Hospitality and Tourism Management Program Associate Professor  
Abbreviated Curriculum Vitae

### **EDUCATION:**

PhD, University of Central Florida, 2012  
MS, University of Delaware, 2009  
BS, Bilkent University, 2007

### **SCHOLARLY ACTIVITY (2014-2020):**

70 Peer Reviewed Journal Articles  
1 Book Chapter  
1 Guest Edited Journal Issue  
26 Conference Proceedings  
Reviewer for 16 journals

### **PROFESSIONAL ACTIVITIES:**

Associate Editor of P&M (Academic Journal Guide 3)  
Co-Editor of IJHM (Academic Journal Guide 3)

### **COURSES TAUGHT:**

Advanced Marketing Management (Graduate)  
Analytics for Marketing Decisions (Graduate)  
Contemporary Issues in Hospitality Marketing (Graduate)  
Excellence in Guest Services Management  
Hotel and Resort Management  
Hospitality Marketing and Revenue Management  
Introduction to Hospitality Management  
Hotel Systems (Ohio State University)  
Quantitative Research Methods in Hospitality and Tourism (Universidad de Monterrey)  
Advanced Research Methods in Hospitality and Tourism (University of Central Florida)  
Hospitality and Tourism Marketing (University of Central Florida)  
Hospitality Information Systems (University of Central Florida)

## **SOYOUNG PARK**

[soyoungpark@fau.edu](mailto:soyoungpark@fau.edu)

Hospitality and Tourism Management Assistant Professor  
Abbreviated Curriculum Vitae

### **EDUCATION:**

PhD, Pennsylvania State University, August, 2020

MS, University of Korea, May, 2016

BS, University of Korea, May, 2014

### **SCHOLARLY ACTIVITY (2014-2020):**

6 Peer reviewed journal articles

11 Conference Proceedings/Industry Publications

1 Grant as P.I.

Reviewer for 4 journals and 2 conferences

Faculty affiliate for Peace, Justice, and Human Rights Initiative

### **PROFESSIONAL ACTIVITIES:**

Board member and Treasurer in North East chapter of Travel and Tourism Research Association (NETTRA)

Committee co-chair in North East chapter of Travel and Tourism Research Association (NETTRA)

Annual Conference

Organizational member of Sustainable Events Network, Florida & Caribbean (SENFCA)

### **COURSES TAUGHT:**

Introduction to Tourism and Hospitality Management, Excellence in Guest Service Management

**This faculty member was hired for the fall, 2020 semester at the very end of this reporting period. She has had one journal article since arriving at FAU among the items included above.**

## **YE ZHANG**

[vezhang@fau.edu](mailto:vezhang@fau.edu)

Hospitality and Tourism Management Program Assistant Professor  
Abbreviated Curriculum Vitae

### **EDUCATION:**

Ph.D., Indiana University Bloomington, USA, 2015  
M.S., Indiana University Bloomington, USA, 2010  
B.S., Peking University, China, 2008

### **SCHOLARLY ACTIVITIES:**

(2014-2020)

11 Peer-reviewed Journals (8 Academic Journal Guide [AJG] 4, 1 AJG 3, 1 AJG 2)  
29 Conference Proceedings (24 International Conferences)  
1 Grant Funded by Private Foundation as Project Manager (1 Federal Grant Applied as Co-PI, 1 Federal Grant Applied as Project Manager, and 1 Industrial Grant Applied as PI)  
Editorial Board Member for 3 Journals (including 1 AJG 4 Journal and 1 AJG 3 Journal)  
4 Research Awards (including 2 from Travel & Tourism Research Association)  
Reviewer for 13 Journals (2 AJG 4 Journals, 3 AJG 3 Journals) and 5 Conferences  
2 Invited Overseas Research Presentations

### **PROFESSIONAL ACTIVITIES:**

Editorial Board of Journal of Travel Research (AJG 4), Psychology and Marketing (AJG 3), and Tourism Review International (ABDC level C)  
Awards Committee Member, International Conference on Hotel, Restaurant, and Institutional Education  
Moderator, International Conference on Hotel, Restaurant, and Institutional Education

### **COURSES TAUGHT:**

Introduction to the Tourism and Hospitality Industry, Human Resources Management in Hospitality, Introduction to Hospitality Management, Hotel and Resort Management, and Excellence in Guest Service Management

## **JEFFREY R. MILLER**

[jmill196@fau.edu](mailto:jmill196@fau.edu)

Hospitality and Tourism Management Program Instructor  
Abbreviated Curriculum Vitae

### **EDUCATION:**

J.D. Catholic University of America; December, 1973  
MBA Loyola University (Maryland); May, 1971  
BS, University of Maryland (College Park); June, 1968

### **SCHOLARLY ACTIVITY:**

(2014-2020)

55 legal columns written

20 industry presentations and seminars

2 roles as Legal Editor

### **PROFESSIONAL ACTIVITIES:**

Society of Government Meeting Professionals (SGMP)

The Florida Bar

The District of Columbia Bar

The Maryland State Bar Association

Howard County (Maryland) Bar Association

Florida Business Travel Association (FBTA), South Florida Chapter

### **COURSES TAUGHT:**

Introduction to Hospitality Management, Principles of Hospitality Law, Excellence in Guest Service Management, Principles of Food and Beverage Management

## **JAMES WARD**

[jamesward@fau.edu](mailto:jamesward@fau.edu)

Hospitality and Tourism Management Program Instructor  
Abbreviated Curriculum Vitae

### **EDUCATION:**

Ph.D. Texas Tech University 2014

M.S. Texas Tech University 2001

B.S. Texas Tech University 1993

### **SCHOLARLY ACTIVITY:**

(2014-2020)

2 Peer reviewed journal articles

4 Conference Proceedings

### **PROFESSIONAL ACTIVITIES:**

HTMP Summer Conference Co-founder and Co-organizer, Served as Track Chair for presentations

Florida Restaurant and Lodging Association State Education Committee Board Member

Florida Restaurant and Lodging Association Broward Chapter Education Committee Chair

Florida Restaurant and Lodging Association Broward Chapter Board Member

Chairman Palm Beach Gardens Community High School Business Advisory Board

Vice President Palm Beach Gardens Community High School Business Advisory Board

SACS Review Committee

University Search Committee

Athletic Department Search Committee

Faculty Athletics Representative

### **COURSES TAUGHT:**

Introduction to Tourism and Hospitality Industry, Excellence in Guest Service Management

Casinos and the Gaming Industry, Hotel and Resort Management, Hotel Marketing/

Revenue Management

**GREGORY T. BOHAN**

[bohang@fau.edu](mailto:bohang@fau.edu)

Hospitality and Tourism Management Program Instructor  
Abbreviated Curriculum Vitae

**EDUCATION:**

M.S. Florida International University 2012

B.S. Cornell University 1976

**INDUSTRY PRESENTATIONS & CONFERENCES:**

(2014-2020)

11 Industry Conference Presentations

9 Industry Publications/Articles

7 Industry Professional Organization Presentations

**OTHER PROFESSIONAL ACTIVITIES AND SERVICE:**

Hospitality Sales & Marketing Association, International – Board Member

Academy of Hospitality & Tourism Miami/Dade County –Board member/Committee

Greater Miami & the Beaches Hotel Association – Board member

South Florida Hospitality Human Resources Association - Member

Hospitality Human Resources Association of Broward County – Member

Hospitality and Tourism Program Search Committees – Member

Hospitality and Tourism Program Assessment Coordinator

FAU Student Mentor Project – Faculty Mentor

**COURSES TAUGHT:**

Introduction to Hospitality Management, Financial Analytics for Hospitality Managers,  
Meetings & Events Management, Human Resources for the Hospitality Industry,  
Introduction to Tourism and Hospitality Industries, Excellence in Guest Service  
Management, Hotel and Resort Management

## **STELLA QUINTERO**

[squinte1@fau.edu](mailto:squinte1@fau.edu)

Hospitality and Tourism Management Program Instructor  
Abbreviated Curriculum Vitae

### **EDUCATION:**

M.B.A. Lynn University 2007

B.S. Florida Atlantic University 2002

### **SPECIAL CERTIFICATION:**

Basic Level Sommelier Certification, United States Sommelier Association (USSA), 2002

### **INDUSTRY PRESENTATIONS & CONFERENCES:**

(2014-2020)

5 Industry Publications/Articles

6 Industry Professional Organization Presentations

### **OTHER PROFESSIONAL ACTIVITIES AND SERVICE:**

Florida Restaurant and Lodging Association (FRLA) Palm Beach County Chapter, board member, education committee member, EATS Committee member, and Student Conference co-organizer

Discover the Palm Beaches "Providencia Awards" Committee Member

Palm Beach Gardens Community High School Business Advisory Board

Forest Hills High School Hospitality Management and Culinary Advisory Board

Olympic Heights High School Hospitality Management Advisory Board

Hospitality and Tourism Program Search Committees – Member

FAU Student Mentor Project – Faculty Mentor

### **COURSES TAUGHT:**

Introduction to Hospitality and Tourism Management, Food and Beverage Management, Meetings and Events Management, Hotel and Resort Management



## *APPENDIX 2: 2013-2020 Year-by-Year Assessment Outcomes*

### **Assessment Activity and Results**

Following the Program's historical Academic Learning Compact (ALC) and decision to conduct assessment on 4 items (content knowledge, oral communication, written communication, and critical thinking), the Program undertakes assessment every year.

As such, assessment reporting will be shown and discussed in this section for the academic periods 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019, and 2019-2020.

### **2013-2014**

#### *Content Knowledge/Declarative Knowledge*

The 2013-2014 academic period score goal was: 70.0%. The actual 2013-2014 academic period score outcome was: 66.6%. Our intent is for students to continue to demonstrate content knowledge (declarative knowledge) before exiting as a major in our Hospitality and Tourism Management Program. The core courses within the Hospitality and Tourism Management Program remain as they have been in prior years: Introduction to Hospitality Management (HFT 3003), Principles of Hospitality Law (HFT 3603), Hospitality Marketing/Revenue Management Practices (HFT 4503), and Excellence in Guest Service Management (HFT 4240) which was added in the prior academic period, 2012-2013, and Performance Analysis for Hospitality Managers (HFT 4453) which serves as our capstone course.

The assessment exam is administered in HFT 4453 which is the mandatory capstone course for hospitality and tourism majors. It has been developed and fine-tuned with input from hospitality professionals and faculty members at FAU and at peer institutions. Local industry professionals were contacted to verify the legitimacy and accuracy of the assessment areas during the 2013-2014 year. The exam was distributed in the fall, 2013 semester. The faculty members increased rigor of the exam in the prior period, 2012-2013. The expectation was that 2013-2014 average scores would most likely fall under our 70% average score preference due to the increase in rigor and, as shown above, this did occur. This increased rigor in the exam stemmed primarily from a continuous program improvement step of additional rigor in the HFT 3003 – Introduction to Hospitality Industry course from which many of the questions stem. The test stayed intact for 2014-2015.

### *Program Improvement*

Our Program focused on "continuous improvement" after the prior year (2012-2013) results specific to Content Knowledge/Declarative Knowledge. The faculty members increased rigor of the assessment exam in the prior period. This increased rigor in the exam stemmed primarily from a continuous program improvement step of additional rigor in the HFT 3003 – Introduction to Hospitality Management course from which many of the questions stem.

### *Oral and Written Communication*

#### Oral Communication:

The 2013-2014 academic period score goal was:	80.0%
The 2013-2014 academic period score outcome was:	85.0%

#### Written Communication:

The 2013-2014 academic period score goal was:	80.0%.
The 2013-2014 academic period score outcome was:	83.7%

Communication skills (both oral and written) are examined in the course, Hospitality Marketing and Revenue Management Practices (HFT 4503) through a hospitality marketing project. A separate rubric for written communications and a separate rubric for oral communications are utilized - giving a student a score on EACH dimension of communication. Professors who teach this course have created a project within the course which requires students to complete a written paper as well as present the project to their instructor, classmates, and invited guests. The instructor of record is trained on rating criteria and proper assessment according to the agreed-upon standards by the faculty for inter-rater reliability. In the 2013-2014 academic period, average student scores were above the benchmark 80% as shown above. During this 2013-2014 year, the rubrics were further discussed and incorporated into instruction from the very start of the course further reinforcing the desired student learning outcomes (SLOs) for oral communication and written communication skills. No changes to style or method of incorporation of the rubrics was undertaken during the 2014-2015 year.

### *Program Improvement*

As noted above, significant investment in time and energy was put into creating and administering a measurement tool for both oral and written communication skills.

Based upon the 2013-2014 results, no changes to style or method was put for the 2014-2015 year

*Critical Thinking Skills/Analytical Skills*

The 2013-2014 academic period score goal was: 80.0%  
The 2013-2014 academic period score outcome was: 81.1%

In the course Performance Analysis for Hospitality Managers (HFT 4453) students demonstrate critical thinking skills using the analysis of a case method. One of the skills deemed important by faculty members and hospitality management industry recruiters is the ability to analyze business scenarios, financial statements, and critical incidents. As such, the students' CRITICAL THINKING/ANALYTICAL SKILLS are demonstrated through analysis of senior-level, "real life" case studies. In FAU's Hospitality and Tourism Management Program, this assessment most naturally occurs in the Performance Analysis for Hospitality Managers course (HFT 4453). It is the required senior-level "capstone" course for hospitality management students that all majors take during their senior year after having completed a minimum of 90 credit hours at the institution. It is the course most intensely infused with managerial thinking vignettes, operational challenges, critical incident discussions, and financial statements interpretation and analysis.

*Program Improvement*

As noted above, the 2013-2014 average score of 81.1% was slightly above our Program's desired benchmark of 80%. As part of our continuous program improvement plan (CPIP), critical thinking skills were discussed at length during the summer, 2013 faculty retreat. Critical thinking skills were the topic of the full afternoon. Faculty members (both full-time and part-time), the Program director, and one industry executive were in attendance. All agreed that the level of rigor was appropriate and sufficient for an AACSB-accredited Hospitality and Tourism Management Program. No change took place on the instructional strategy or the Assurance of Learning Goals (AOLs) for the 2014-2015 academic year.

**2014-2015**

*Content Knowledge/Declarative Knowledge*

The 2014-2015 academic period score goal was: 70.0%  
The 2014-2015 academic period score outcome was: 73.6%

The same content knowledge exam indicated above was used for the 2013-2014 year with a few slight revisions to questions based upon what was being taught in the courses (continuous program improvement). Also, as in the past, local industry professionals were contacted to verify the legitimacy and accuracy of the assessment areas during the 2014-2015 year. The exam was administered in the late fall, 2014 semester in the mandatory "capstone" course for hospitality management majors, HFT 4453 as it had been in the past. The faculty members increased rigor of the exam in 2012-2013 and this rigor remained in place for the 2014-2015 year. The expectation was that 2014-2015 average scores would most likely fall near our 70% average score preference due to this increase in rigor over the prior two periods. As noted, the average score attained was 73.6%, above our target.

### *Program Improvement*

The class curriculum now focused on teaching these materials at a more advanced rate with the goal of continuing to maintain or exceed our 70% average score in the 2015-2016 academic year. This increase in rigor and change in instructional items emerged from our continuous program improvement process which found the need for additional rigor in the HFT 3003 - Introduction to Hospitality Management course. The exam was made more rigorous and left intact for the 2015-2016 academic year.

### *Oral and Written Communication*

#### Oral Communication:

The 2014-2015 academic period score goal was:	80.0%
The 2014-2015 academic period score outcome was:	86.7%

#### Written Communication:

The 2014-2015 academic period score goal was:	80.0%.
The 2014-2015 academic period score outcome was:	91.5%

Oral and written communication skills were once again assessed in the Hospitality Marketing and Revenue Management course using the case study methods described previously. In the 2014-2015 year, average student scores were well above our desired threshold of 80% with ORAL communication skills reaching an average of 86.7% and WRITTEN communication skills averaging 91.5%.

There was an immediate meeting called between the Program Director and the faculty member who assessed these skills; it was too drastic of an increase from the prior year (see below in Program Improvement).

### *Program Improvement*

Upon this initial result, the Program Director immediately reviewed the projects and met with the instructor of record. The average scores appeared to be too high. It was determined the rigor of the project was too low in its design this particular year because of the topic area chosen. The topic area, being fairly easy to research and discuss, led to higher-than-anticipated average scores on both dimensions of oral communication skills and written communication skills. Indeed, the Program Director does not feel that the students did a bad job; however, he felt that the scores were somewhat inflated in comparison to our desired rigor of the Program and actual skills absorbed.

Faculty members were, of course, pleased with the outcome above our benchmark of 80% even though, as stated above, the scores seem inflated due to the difficulty level of the actual topic. No changes to style or method of instruction nor any change to the rubric was undertaken for the 2015-2016 year; however, it was decided that a more difficult topic would be chosen by the instructor of record for the project.

### *Critical Thinking Skills/Analytical Skills*

The 2014-2015 academic period score goal was:	80.0%
The 2014-2015 academic period score outcome was:	78.6%

The case analyzes for critical thinking skills were implemented once again in the Performance Analysis for Hospitality Managers (HFT 4453) course. The 2014-2015 average score was 78.6%, just under our Program's desired goal of 80%. The rubric was debuted to students early on in the fall semester, 2014 so students would become familiar with the expected student learning outcomes (SLOs). The assessment took place toward the end of the fall, 2014 semester. No changes to the assessment cases or processes occurred in the 2015-2016 assessment cycle. As individual scores were analyzed, a handful of outliers on the low end probably moved the average below our desired score of 80%. The Program Director met individually with these students and found that all three of these individuals had difficulty in quantitative coursework all throughout their college of business career. This reinforced the instructor of record and Program Director's decision not to change the rigor or actual cases used during the next assessment cycle in 2015-2016.

### *Program Improvement*

The assessment of critical thinking skills via the case method was used with the same format, same instructor of record in 2014-2015 academic year and the 2015-2016 academic year. We had just about reached our average score goal of 80% (78.6%) and no changes were deemed necessary entering the next academic year. In terms of improvement for the 2015-2016 year, the only item that was covered heavily was our ongoing discussion of critical thinking skills and how best to measure them. We had a lengthy group discussion including full-time faculty, part-time faculty, and industry executives.

2015-2016

#### ***Content Knowledge/Declarative Knowledge***

The 2015-2016 academic period score goal was:	70.0%
The 2015-2016 academic period score outcome was:	72.8%

Each year since it was initially developed in 2009, this exam is updated and re-evaluated as textbooks, content, and the overall hospitality & tourism industry changes. During this particular 2015-2016 cycle, one question was eliminated and replaced with a more relevant question related to the Performance Analysis for Hospitality Managers course (HFT 4453). The extremely low percentage of correct student responses in the former assessment cycle on that individual question indicated a lack of clarity on the writing of this question. No other changes were implemented.

Both FAU faculty members and local industry professionals were sent the exam during summer, 2015 to verify its continued legitimacy and relevancy for purposes of assessment during the 2015-2016 academic year. The exam was administered early in the fall, 2015 semester. Outside of the one question mentioned in the preceding paragraph, the exam was identical to that used in the 2014-2015 academic year. The expectation was that 2015-2016 average scores would most likely fall near our 70% average score goal. As noted above, the achieved average score was 72.8%.

### *Program Improvement*

The curriculum across the major courses constantly focuses on incorporating content of relevance. Discussions between faculty, examining other programs, and interactions with industry professionals are always part of our continuing

improvement plans. After our summer retreat, we once again increased rigor on only two questions to the actual exam for the 2016-2017 academic year. We held another very successful Annual Assessment Retreat on Sunday, August 21<sup>st</sup>, 2016 with over 50 attendees! We included at this large retreat adjunct faculty members, full-time faculty members, and 38 hospitality & tourism executives from multiple segments of the industry (i.e., hotels, resorts, casinos, meeting & event planning, restaurants, et al.). We had all the stakeholders break out into groups, review our projects and project rubrics, review our content exam, and also discuss our textbooks. This was an event of outstanding usefulness in our constant endeavor to improve Program quality and enhance the success level of our graduates.

### *Oral and Written Communication*

#### Oral Communication:

The 2015-2016 academic period score goal was:	80.0%-85.0%
The 2015-2016 academic period score outcome was:	85.5%

#### Written Communication:

The 2015-2016 academic period score goal was:	80.0%-85.0%
The 2015-2016 academic period score outcome was:	83.2%

These skills continue to be assessed in the course Hospitality Marketing and Revenue Management (HFT 4503) through a hospitality & tourism project for the academic year of 2015-2016 the average scores attained were 85.5% on oral communications skills and 83.2% on written communications skills. As evidence of the strong inter-rater reliability/inter-rater agreement, no individual scores differed between faculty member grades by more than 2%. These scores reflected the anticipated drop from the academic year 2014-2015 due to our increased/desired added rigor of the project. The professor of record, in conjunction with the Program Director, “closed the loop” by re-writing and re-evaluating the rigor of the project to more accurately deliver a product of higher AACSB-type (Association to Advance Collegiate Schools of Business) rigor. Our goal now became a “range” of 80%-85% instead of a single numerical goal. Both oral and written goals were met or exceeded.

In our annual Hospitality & Tourism Management Assessment Retreat for the 2015-2016 year (held August 16<sup>th</sup>, 2015), the rubrics, project, and Assurance of Learning Goals (AOLs) were again discussed in detail. The faculty and industry stakeholders undertook this advanced discussion because of the higher than desired scores

during the 2014-2015 academic year. The instructor of record agreed that the Program had not been up to the standards desired by the overall group in terms of rigor and felt that we had indeed made improvements with the new level of project rigor.

### *Program Improvement*

To “close the loop” for the 2015-2016 year, the advanced Student Learning Outcomes were more clearly 1) re-written into the syllabus and 2) further reinforced by the instructor of record in detail when discussing the project. This process continued during the 2016-2017 academic year. This enhanced description of expectations combined with a more lengthy discussion of the level of quality and rigor expected led to a more expected aggregate performance level this year. As noted above, for 2015-2016, the faculty member of record re-designed the project as discussed here within to be more reflective of the level stakeholders’ desired for an AACSB Program. The level of topic, depth of project research, and expectations for presentation are now indeed at a more appropriate level. Hence, for the 2016-2017 academic year, no changes were necessary to the rubric for either oral or written communication. Our results were finally closer in line to our benchmark without being inflated. The faculty members agreed to wait another year with the format “as is” before making any changes.

### *Critical Thinking Skills/Analytical Skills*

The 2015-2016 academic period score goal was:	80.0%
The 2015-2016 academic period score outcome was:	79.1%

Critical Thinking Skills (Analytical Skills) continued to be assessed in HFT 4453 – Performance Analysis for Hospitality Managers. The 2015-2016 Program goal for average student score was 80%. As shown, the average score attained was 79.1%. A refined rubric was debuted as part of our Continuous Improvement Process (CIP). The rubric was enhanced and re-energized with a more rigorous and inclusive set of parameters for student measurement. The rubric was debuted to students early in the fall semester of 2015 so students would become familiar with the expected Assurance of Learning Goals (AOLs). The assessment took place toward the end of the fall, 2015 semester. No changes to the assessment cases or processes for measurement occurred during the 2015-2016 assessment cycle.

The use of new cases was discussed at the annual retreat to make sure we had relevant, current cases that reflected upon the hospitality industry in its current format. Some of our cases had become quite useful, but “tired.” One case was removed and a new case was added that was more relevant/rigorous case to the



current hospitality and tourism industry at that time. This new case was used during the fall, 2015 assessment cycle.

### *Program Improvement*

Specifically, for program improvement for the coming 2016-2017 year a continued enhancement on effectiveness in pedagogy and case analyses would be the goal. That summer during our annual Hospitality & Tourism Management Assessment Retreat (August 21<sup>st</sup>, 2016) we again reviewed the Assurance of Learning Goals (AOLs) and the “how to” steps for reviewing cases. It is important that, through dedicated and focused pedagogical procedures, the instructor of record instills a style of analysis permitting students to use all the resources they have learned during their studies of hospitality & tourism management at FAU. The case analysis process – and, in particular the goals of this capstone course – is for students to synthesize their learning over several semesters into a broad-based approach to problem solving using critical thinking (analytical skills).

Both instructors of record regularly met with the Program Director (4 times) during the course of the academic year for brief discussions on the classes, cases, and students currently in the course process at that time. We would discuss issues such as the ongoing validity/relevance of the cases, the processes, the student learning goals, and any student feedback. This Continuous Improvement Plan (CIP) is our Program norm.

## **2016-2017**

### *Content Knowledge/Declarative Knowledge*

The 2016-2017 academic period score goal was: 65 to 75%

The 2016-2017 academic period score outcome was: 75.0%

During this period, the updated and improved 50-question Assessment Exam for Content Knowledge/Declarative Knowledge was used again. As noted earlier, the rigor of the exam has been improved, in part due to the rigor added to the Introduction to Hospitality Management course (HFT 3003), the custom textbook, on which many of the Assessment Exam questions are based.

The exam was administered in early fall, 2016 within the Performance Analysis for Hospitality Managers class. (HFT 4453). During the assessment retreat prior to this period, it was decided by the faculty members present that one change would be made going forward for the Program in terms of minimum expectations related to performance scores. Historically, the expectation was a minimum aggregate score of

70% out of a possible 100%. During the retreat prior to this 2016-2017 period, lengthy discussions ensued on the topic of a “reasonable expectation range” as it relates to content knowledge (declarative knowledge) for a graduate of the FAU hospitality and tourism management degree.

In conclusion, it was determined that a range of 65% - 75% would be acceptable. For this 2016-2017 academic year cycle, the “range” of 65%-75% (instead of one distinct minimum score) was adopted. As with hospitality and tourism professional certifications, a basic level of retention is expected for the real world; as such, the range for this basic level of retention is now considered 65%-75% instead of one specific “make or break” numerical goal. The actual average grade achieved on the exam given for the 2016-2017 period was at the top of the expectation range – 75%.

### *Program Improvement*

The Hospitality and Tourism Management Program follows an ongoing Continuous Improvement Process (CIP). For each of four years prior to this 2016-2017 period, the Program’s stakeholders have changed textbooks, changed course content, enhanced pedagogy, met with stakeholders on issues deemed relevant for graduates, and so on and so forth.

Specific to the 2016-2017 academic year, our only item for CIP is that we have changed from a static goal of 70% to broader more acceptable range for our assessment scores. The stakeholders felt this to be more relevant and to match better with industry practices (i.e., the method used for professional certification passage acceptance rates).

Further, we have added an improvement strategy for one-on-one consultations with students who achieve lower than a 50% score on the assessment piece. This improvement strategy will provide some counseling to a student in need on core courses content knowledge (declarative knowledge). And, this intervention type of counseling will be handled directly by the instructor of record.

Also, as part of our *ongoing* CIP, our Program’s stakeholders (including industry executives, full-time faculty members, and part-time faculty members) met on August 21<sup>st</sup>, 2016 for the annual assessment retreat. This is an annual event (as noted earlier at which we discuss many ideas, implement those we believe will be successful for Program assessment, go back at a later time and see if they were indeed valid ideas, verify they are working to improve overall student improvement or assessment processes themselves, and then close the loop to start the process all over again with next year’s assessment retreat.

### *Oral and Written Communication*

#### Oral Communication:

The 2016-2017 academic period score goal was: 80.0%-85.0%  
The 2016-2017 academic period score outcome was: 84.3%

#### Written Communication:

The 2016-2017 academic period score goal was: 80.0-85.0%.  
The 2016-2017 academic period score outcome was: 82.1%

These skills continue to be assessed in the course Hospitality Marketing and Revenue Management (HFT 4503) through a hospitality & tourism project. This project is discussed at length in the previous period discussions. Our goal is an average within the range of 80%-85% for each oral and written communications and we attained results within this range during the 2016-2017 period as shown above.

The instructor of record re-wrote extra detail into the syllabus for the prior 2015-2016 year and this revised and more rigorous syllabus was used once again in the 2016-2017 assessment period.

### *Program Improvement*

As it relates specifically to Program improvement, the project used to assess oral and written communication skills is continually and regularly re-evaluated for appropriate level of rigor and for rubric criteria that accurately measure what they intend to measure. Every year our stakeholders (faculty members, Program Director, industry executives, alumni, etc.) gather together for the annual Hospitality and Tourism Management Assessment Retreat. This year's retreat took place on August 21<sup>st</sup>, 2016 and the next one took place on August 13<sup>th</sup>, 2017. Ongoing growth, refinement, and improvement is part of our aptly titled Continuous Improvement Process (CIP).

### *Critical Thinking Skills/Analytical Skills*

The 2016-2017 academic period score goal was: 80.0%  
The 2016-2017 academic period score outcome was: 80.8%

Assessment took place in the fall semester, 2016. A refined rubric for the case studies used for assessment purposes had been introduced the prior assessment period. The rubric was enhanced and re-energized with a more rigorous and inclusive set of parameters for student measurement using stakeholder guidance. Our annual Hospitality and Tourism Management Program Assessment Retreat took place on August 21<sup>st</sup>, 2016 using the newly enhanced and improved rubric from last summer's retreat (August 2015). The instructor of record had no issues using this newly updated rubric. It was anticipated that during the August 21<sup>st</sup>, 2016 retreat we would not change much or add anything in a substantial way to the course for fall 2016 and that was indeed the case. While the average score for the case studies was slightly above the target, this was not interpreted as meaning that any additional rigor was needed.

### *Program Improvement*

Case studies were left the same for the upcoming 2017-2018 academic year along with the style and format for review of these cases. If scores would not reach levels higher than our target of 80% in consecutive years, we would continue to increase rigor in 2018-2019 and beyond.

## **2017-2018**

### *Content Knowledge/Declarative Knowledge*

The 2017-2018 academic period score goal was:	65%-75%
The 2017-2018 academic period score outcome was:	71%

Entering the 2017/2018 cycle no changes were made to the assessment exam in its current iteration. As always, this was not determined until after a thorough discussion at the Assessment Retreat in August, 2017. As it was in the 2016-2017 period, the minimum aggregate score of 70% out of a possible 100% which had historically been used (prior to 2016-2017) was replaced with a *range* of 65% - 75% viewed as acceptable versus one "static" minimum score.

### *Program Improvement*

Both the faculty members and the advisory group felt that leaving the rigor in place and slowly seeing scores climb within the range of 65% to 75% would be the best way to proceed. No changes were made to the rigor, textbook, or questions.

## *Oral and Written Communication*

### Oral Communication:

The 2017-2018 academic period score goal was:	80.0%
The 2017-2018 academic period score outcome was:	87.8%

### Written Communication:

The 2017-2018 academic period score goal was:	80.0%
The 2017-2018 academic period score outcome was:	89.3%

As it had been in the past, these skills are assessed in the course Hospitality Marketing and Revenue Management (HFT 4503) through a project that has both written portions and a presentation component. All professors of record for HFT 4503 have created course projects which require students to complete a research paper on a marketing, sales, or revenue management topic. Further, the students must present their findings of the project to the instructor, peer classmates, invited industry stakeholders, and other faculty members who may wish to attend.

All stakeholders are invited to comment on the quality of the presentation using the criteria in the oral communications rubric. The professor of record then averages a score from the input of all stakeholders getting a 360-degree viewpoint. For the written paper, the professor of record invites two (2) other faculty members from the Program (either part-time or full-time or both) to help grade the written communications component using the rubric. Each assessment period, the instructor of record and these two selected faculty members meet during ahead of the project due date and train on the rubric items to agreed-upon standards. This process leads to higher inter-rater reliability/inter-rater agreement (level of consensus or agreement given by these graders on the written portion of the project). By having a mixture of stakeholders present to view the live presentation, oral communication skills are measured from multiple “lenses” and the same is true for having several faculty members grade the written portion of the project

The 2017-2018 academic year goals were 80% for oral communication and 80% for written communication. The actual scores were substantially higher as noted above, despite the fact that the instructor of record had been trained to grade more rigorously on scores.

### *Program Improvement*

On-going discussions occurred between the faculty member of record and the Program Director. It was decided that the project format should remain as is and that additional focus should be placed upon grading rigor even though it appeared that our group of students exceeded expectations. It is the belief of our Program Director and faculty members that we are “never good enough” and can always improve in every area.

### *Critical Thinking Skills/Analytical Skills*

The 2017-2018 academic period score goal was: 80.0%  
The 2017-2018 academic period score outcome was: 84.2%

Enrollment in Performance Analysis for Hospitality Managers (HFT 4453) in which Critical Thinking/Analytical Skills are assessed was uncharacteristically low in fall 2017 when this assessment was slated to be completed. Only three Hospitality Majors were enrolled. Their average score of 84.2% is reported, however, we believe that this is not a relevant assessment since the sample size is so small.

### *Program Improvement*

Case studies were left the same for the upcoming 2018-2019 academic year along with the style and format for review of these cases. As noted, low enrollment and the small sample size leading the assessment results reported do not allow us to make any substantive changes based on this period’s performance.

## **2018-2019**

### *Content Knowledge/Declarative Knowledge*

The 2018-2019 academic period score goal was: 65.0%-75.0%  
The 2018-2019 academic period score outcome was: 71.8%

As it had been over prior years since 2009, the students’ level of content knowledge (declarative knowledge) was measured using a 50-item, objective-style examination. Questions on the exam continue to be created from core courses of the Hospitality and Tourism Management Program. As noted in the discussion of all prior years, the assessment exam has been updated and re-evaluated on an annual basis ever since its inception. This is part of our Program’s ongoing Continuous

Improvement Process (CIP) which is maintained to keep the Program materials fresh, relevant, and competitive.

As always, the assessment exam evaluation and conversation took place at our summer assessment retreat each August and featured the typical 2-hour curriculum discussion. Subsequent to the 2018 retreat, continued detailed review of the content knowledge exam took place with faculty teaching the relevant courses participating. On the basis of those discussions, the exam was expanded from 50 objective style questions to 65 questions. This was designed to be reflective of the increasing rigor and content delivered in our curriculum. Plus, we had adopted a new text for our HFT 3003 Introduction to Hospitality Management course. Entering the 2019-2020 cycle this change was slated to reflect the evolving and improving nature of the classes from which subject matter would be chosen for the exam.

### *Program Improvement*

We cannot stress enough that this Program takes honest, reflective, sincere thought in its Continuous Improvement Process (CIP) format as you have read for each and every year examined. At our annual Assessment Retreat, faculty members, both full- and part-time, along with a handful of industry stakeholders discuss many ideas, implement those we believe will be successful for Program assessment, go back at a later time and see if they were indeed valid ideas, verify they are working to improve overall student improvement or assessment processes themselves, and then close the loop to start the process all over again with next year's assessment retreat.

The revisions to and expansion of the Content Knowledge/Declarative Knowledge assessment exam decided upon during this cycle and planned for implementation in the 2019-2020 cycle are a reflection of this corroborative effort.

### *Oral and Written Communication*

#### Oral Communication:

The 2018-2019 academic period score goal was:	80.0%
The 2018-2019 academic period score outcome was:	84.8%

#### Written Communication:

The 2018-2019 academic period score goal was:	80.0%.
The 2018-2019 academic period score outcome was:	83.6%

The 2018-2019 academic year goals were 80% for oral communication and 80% for written communication. As noted above, the actual scores were higher than the goal in both cases. We are gracious in permitting students to choose from a variety of topics within the overall course content of sales, marketing, and/or revenue management. The instructor of record re-wrote extra detail into the syllabus over the past two years and this will be once again used for the 2019-2020 year. It was determined during a former retreat that stronger instructions/communication to students was necessary within our Student Learning Outcomes (SLOs) [also referred to as Assurance of Learning Goals [AOLs]]. We have since increased the level of detail so students will know exactly the expectations on each dimension of communication skills. Overall, the rubrics were improved and enhanced.

### *Program Improvement*

For the 2019-2020 we are using the improved rubrics and syllabus communications mentioned above. The Program's stakeholders used a collaborative effort to enhance the project, re-training all raters, holding periodic discussions of potential topics, conversing about the expected level of rigor, etc. This is and always will be part of our Program's Continuous Improvement Process (CIP).

For the 2019-2020 assessment cycle if we yet again exceed 80%, we will once again discuss how to increase the rigor of the project. Hence, for the 2019-2020 academic year our goals remain a minimum score of 80% for each assessed item - oral *and written* communications. Our annual Hospitality and Tourism Management Assessment Retreat will take place in August, 2019 but was canceled due to Covid-19 for August, 2020. This was the first time ever in the history of the Program that our annual retreat and curriculum discussion was canceled. Instead, we will have a spring, 2021 curriculum discussion depending on when and if the Covid-19 restrictions have been lifted.

### *Critical Thinking Skills/Analytical Skills*

The 2018-2019 academic period score goal was:	80.0%
The 2018-2019 academic period score outcome was:	77.3%

Critical Thinking/Analytical Skills continue to be assessed in the course Financial Analytics for Hospitality Managers (HFT 4453). The course name was changed in 2018 to be more reflective of its evolving course format and content. In Financial Analytics for Hospitality Managers (HFT 4453), students continue to demonstrate critical thinking skills using a case analysis method. Critical thinking skills have been found to be some of the most important and desired skills for hospitality and tourism management alumni. Faculty members, hospitality and tourism industry



recruiters, and other industry stakeholders emphasize these skills. They have emphasized these skills when guest lecturing, when visiting with our faculty members, and when attending our annual retreats and "think tank" style forums.

A student's ability to analyze business scenarios, financial statements, and/or critical incidents should improve his or her future potential for managerial and/or executive success in the hospitality and tourism industry. In fact, the curriculum of HFT 4453 is designed using "real life" cases as a method to evaluate the critical thinking skills of future "real life" hospitality and tourism executives and managers. HFT 4453 focuses exclusively on how a future manager in the hospitality and tourism industry will be measured across various metrics for successful performance. The 2018-2019 Program goal for average student scores across all students who attempted the assessment was 80%. This goal of 80% was revised so it is expressed as a range of 75% to 85% for the following 2019-2020 academic year. As noted above the actual average score for the 2018-2019 academic period assessment was 77.3% - within the range to be implemented beginning in 2019-2020 period. Both the Program Director and the professor of record were pleased with the outcomes utilizing these more rigorous case studies.

### *Program Improvement*

As part of our Continuous Improvement Process (CIP) for Program improvement during the 2019-2020 academic year, faculty members will convene in August, 2019 for the annual Hospitality and Tourism Management Assessment Retreat. Invited attendees will include hospitality industry recruiters along with part-time (adjunct) faculty members, Program alumni who have a minimum of 5 years out in the workforce and invited hospitality and tourism industry executives/managers. Not only do we want rigor, but we also want to be sure that we're instilling the best Critical thinking/Analytical skills desired in the workforce. We hear from recruiters as to what they are seeking from graduates. We hear from alumni as to what they are doing daily and what they consider "lacking" from their FAU education or what curriculum components were most useful to them. Further, we regularly look at what other peer institutions are doing in terms of Critical/Analytical thinking in their curriculum. We review Program curricula approximately once per year at a minimum, modifying the assessment cases and rubrics as necessary. In this way we assure ourselves that our capstone course and assessment of Critical thinking/Analytical skills are in agreement with industry expectations as evidenced by industry leaders, recruiters, peer institution faculty, and alumni - we never want to operate in an "ivory tower" vacuum.

## 2019-2020

### *Content Knowledge/Declarative Knowledge*

The 2019-2020 academic period score goal was: 65% to 70%.  
The actual 2019-2020 academic period score outcome was: 69%

A revision to the Content Knowledge/Declarative Knowledge assessment exam was made with the rigor increased reflective of a new textbook for HFT 3003 (Introduction to Hospitality Management) as well as an expanded repertoire of questions with the question count for the exam raised from 50 to 65 as planned during the prior year's Assessment Retreat. This led to lower scores than in prior years and, as noted the average score of 69% was well-centered within the target range of 65% to 75%

### *Program Improvement*

The 2019-2020 Assessment results were discussed virtually since we did not have our retreat (as mentioned above). The major disruption of Covid-19 has put our curriculum discussion temporarily on hold until the spring of 2021. We will discuss virtually any issues that arise in the interim and had a very brief conversation of this sort on September 11, 2020 specifically to discuss going forward starting in 2021 during Covid-19.

One of the items discussed is the possibility to move away from these separate areas of critical thinking, oral communication, written communication, and content knowledge to more of an industry standard type of "exit exam." This would be similar in format and style to the *many* industry certifications such as CHA, CMP, CMM, CRME, and so forth. This was only a discussion at this time since we are not together in person to discuss in depth. We are contemplating creating a prior-to-graduation, last-semester summary content examination. This exit exam would follow the pattern of some of our other aspirant college programs as well as emulate the industry's professional certifications.

This pending change to assessment is considered a major part of our Continuous Program Improvement (CPI) because we always want to attempt to stay "cutting edge" and successful. Several of the faculty members have observed other institutions using this format. And, many of our faculty members possess multiple industry certifications using this method of demonstrating content knowledge. The Program Director alone possesses and maintains the CHA, CHSE, CRME, CHIA, CHRM, HIFIA, and CHBA.

For now, we are just discussing this possible change. We believe this move *could* prove valuable as a way to assess the *overall* knowledge of our departing graduates. A full discussion on this possibility will ensue in the summer of 2021 at our annual retreat – Covid-19 pending.

### *Oral and Written Communication*

#### Oral Communication:

The 2019-2020 academic period score goal was:	80.0%
The 2019-2020 academic period score outcome was:	91.0%

#### Written Communication:

The 2019-2020 academic period score goal was:	80.0%
The 2019-2020 academic period score outcome was:	86.5%

Even though the instructor of record had been coached to grade more rigorously on scores, and revisions to the projects used for assessment had been made, the outcomes were still quite high.

### *Program Improvement*

A decision had been made in the prior academic year to revise the project used to assess Oral and Written Communications. Despite the revision and discussions with the Professor teaching the course in which this assessment is completed, the average overall score on both written and oral communications were higher than the target of 80%.

As noted above in the discussion of Content Knowledge/Declarative Knowledge, the decision has been made for the Program will move away from assessing, separately, content knowledge, critical thinking, and communications. Instead, it will follow the pattern of other aspirant programs by offering an exit exam based upon content from the core hospitality and tourism management courses.

### *Critical Thinking Skills/Analytical Skills*

The 2019-2020 academic period score goal was:	75%-85%
The 2019-2020 academic period actual scores were:	87.30%

The Program Director and the professor of record for HFT 4453 – Financial Analytics for Hospitality Managers, the course where the project providing an

indication of critical thinking and analytical skills discussed the outcomes with respect grades being above target. Were this assessment to continue, more rigor would have been placed upon the project. However, as noted below, a change in the Assessment process will render this intention moot since critical thinking and analytical skills will no longer be measured in this class.

### *Program Improvement*

As noted above for assessment of Content Knowledge/Declarative Knowledge as well as Oral and Written Communications, the decision has been made for the Program will move away from assessing, separately, content knowledge, critical thinking, and communications. Instead, it will follow the pattern of other aspirant programs by offering an exit exam based upon content from the core hospitality and tourism management courses.