

HOSPITALITY MANAGEMENT PROGRAM REVIEW

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College of Business
Florida Atlantic University (FAU)

2007-2013 Program Review, Self-Study Component

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SECTION A: MISSION AND VISION OF THE PROGRAM

The Hospitality Management program, housed within the FAU College of Business (CoB), contributes in many ways to the mission of both the college and university. The program is the fastest-grown program within the CoB. In fact, it has grown from under 30 majors in 2007 to over 150 majors in 2013. Additionally, there are 50-80 minors per year moving through the program; these minors come from over 30 different majors on campus with common ones such as communications, interdisciplinary studies, criminology, sociology, psychology, exercise science, health administration, marketing, finance, accounting, management, et al.

The hospitality management program was developed and started during a period of intense financial pressure for both the college and university; hence, faculty hiring has been at a much slower pace than the program's enrollment numbers would indicate. In 2013, the full-time faculty consists of one program director, one instructor, one associate professor and one assistant professor (newly hired in the fall of 2013). The program also relies upon credentialed part-time (adjunct) faculty members numbering between one and three per semester, depending upon the adjunct faculty members' availability.

The program offers one degree – a bachelor of business administration (BBA) in Hospitality Management. All faculty members are located on the Boca Raton campus. The large majority of courses (over 90%) are offered via face-to-face (F2F) format with a small minority offered via mixed mode/hybrid format.

The program is focused on being the most rigorous among hospitality management programs in the state university system (SUS) of Florida. There are a handful of programs housed in colleges of business; however, the FAU program is the only one with a BBA degree that is accredited by the Association to Advance Collegiate Schools of Business (AACSB). The program has been designed to be the most rigorous in the state and to produce the highest-quality graduates prepared for future managerial roles in the hospitality and tourism industry.

The **MISSION** of the Hospitality Management Program at Florida Atlantic University (FAU) is fourfold:

1. To educate students through a highly rigorous curriculum in comparison to statewide 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 applied research and other scholarly outputs to assist business and academic leaders in the hospitality industry
4. To actively serve the college, university, and regional business community with service, consulting, and mentoring activities

The FAU Hospitality Management Program mission is tied concretely to the FAU overall strategic plan: *Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction*. The FAU Strategic Plan is in the process of being updated; however, the program's mission is highly likely to incorporate any future strategic plan changes with the existing mission statement.

Some of the highlighted areas of the strategic plan that tie directly to the Mission statement include:

Items #1 and #2 in the Mission Statement above relates directly to Strategic Plan Commitment:

Prepare students to fulfill a productive destiny in the workplace...

Item #3 in the Mission Statement above relates directly to Strategic Plan Commitment:

Value and disseminate scholarship, research, creative activity and use that scholarship to inform the academic discipline, teaching, and community engagement

(See Appendix 1 for the abbreviated faculty member CVs indicating the level of scholarly activity and its distribution during the years 2007-2013.)

Item #4 in the Mission Statement above relates directly to Strategic Plan Commitment:

Support all those who rely on the University...

(Students are regularly trained and provided to the South Florida hospitality workforce in part-time, full-time, and internship/field experience roles.)

Even more closely, the Mission Statement of the FAU Hospitality Management Program ties in to very narrow portions of the strategic plan. Some of these highlighted areas include:

A. *Enhance the quality of undergraduate academic programs*

A.4 *Support the development of writing skills in students*
(Written communication skills are assessed within the program's assessment activities.)

A.8. *Identify and expand programs that develop in students the talents and skills that promote economic development*
(Hospitality is the state of Florida's #1 private employer.)

D. *Support an organizational culture in which all units are dedicated to student success*

D.3 *Expand opportunities for experiential learning such as internships, service learning, study abroad, and co-curricular*

programs

(The program requires 1000 hours of field experience for majors and 500 hours of field experience for minors.)

(The program has an “Adopt a Class” offering where industry experts are recruited to teach in an experiential format in conjunction with the faculty members)

(The program has a minimum of 15 industry experts per semester actively involved in co-teaching or guest lecturing. Due to the program’s location in the tourism and hospitality mecca of South Florida, these industry experts truly enhance the quality of education provided.)

E. Involve students at all levels in research, scholarship, and creative activity

(As an undergraduate-level-only program, students participate in directed independent study (DIS) courses which have led to output in terms of papers, reports, and presentations commensurate with the undergraduate level and sophistication of those enrolled. This follows the university-wide *Quality Enhancement Program* [QEP] initiative “distinction through discovery” whereby undergraduate students are strongly encouraged to showcase their research and prepare for graduate school and beyond. One of our faculty members serves on the QEP Advisory Board.)

F. Increase FAU’s Community Engagement/Expand Opportunities for experiential learning including internships/externships/field experience, service learning, and co-curricular programs

(see field experience and Adopt a Class initiatives mentioned above)

F.1 Leverage FAU’s presence and engagement in the community to foster private-public partnerships and maximize the value of the University’s expertise to various communities

(see field experience and Adopt a Class initiatives mentioned above)

In essence, the program’s mission statement is focused and detailed to develop an exceptional program while staying completely housed within the broader university strategic plan.

The **VISION** of the Hospitality Management Program at Florida Atlantic University (FAU) is to *develop the finest business leaders who will positively impact the global hospitality and tourism community.*

SECTION B: EXTERNAL PROGRAM ACCREDITATION

The hospitality management program at Florida Atlantic University (FAU) is accredited by both SACS – The Southern Association of Colleges and Schools (www.sacs.org) as well as the AACSB – The Association to Advance Collegiate Schools of Business (www.aacsb.edu) as part of its role within the larger FAU College of Business and university overall.

All faculty members participated as required in the most recent SACS reaffirmation process as well as the AACSB reaffirmation process (2012).

Additionally, hospitality and tourism programs are sometimes accredited by the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) (www.ichrie.org) which has an accrediting “arm”. The process is handled by ACPHA – The Accrediting Commission for Programs in Hospitality Administration (www.acpha-cahm.org). Normally, the programs which choose to have discipline-specific accreditation are programs which are not already undergoing the extensive and rigorous accreditation process by the AACSB or other business college regulatory agency.

Indeed, of the 28 undergraduate-only AACSB hospitality management peer programs, only 2 were found to use the accreditation process of the ICHRIE.

Even more relevant, we are part of the Florida state university system (SUS) which has a Florida Board of Governors Regulation 6C-8.015, requiring all academic degree programs in state universities to be completed every seven years. The rigor and thoroughness required is quite similar to an external discipline-specific review and *includes* peer reviewers from pertinent, aspirant institutions.

Lastly, during the process of program development, surveys and focus groups of potential students, existing students, peer administrators, peer faculty members, and parents of current and potential students all 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 since we have such a thorough 7-year review process which includes discipline experts as part of the review team.

Hence, at the current time, the program and its stakeholders do not pursue or plan to pursue discipline-specific accreditation.

SECTION C: INSTRUCTION

Overview

The FAU Hospitality Management Program, developed and executed around 2005, was created with a bachelor of business administration degree (BBA) and a major in Hospitality & Tourism Management. The founders felt that starting with a *broad* hospitality and tourism degree would be beneficial. It was quickly realized by faculty members (both full- and part-time) as well as industry partners that a more focused program specific to the *business management* of the hospitality industry was a more logical approach to placement of graduates in the 21st century. Tourism programs are focused more directly and pervasively on tourism coursework (i.e., tourism planning, destination development, tourism economics, etc.). However, hospitality management programs focus on preparing future managers and executives for all aspects of the hospitality industry. The businesses and professional roles 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.

As such, faculty members, regional industry executives, and other stakeholders have developed a state-of-the-art curriculum. This curriculum fits within the narrow range of credit hours offered by a major housed in a large college of business. The hospitality-specific coursework will be discussed in greater detail later in this manuscript.

Keep in mind the overarching goals of the program: to be one of a handful of AACSB-accredited college of business hospitality management programs (1), to use the college of business environment to prepare future managers and executives for the hospitality industry (2), to utilize core business and hospitality-specific business courses to establish a firm footing so that graduates can enter supervisory or entry-level managerial roles or training programs upon graduation (3), and to uphold strategic goals of the program and the university by focusing on what is important to the local region, the state of Florida, and the overall hospitality industry (4).

Enrollment and Demographic Information

It is very important to demonstrate numbers and program growth during the 2007-2014 time frame as the program has experienced many challenges in terms

of having a home department AND funding. This history is described below along with important program information in a chronological format.

2007-2008

In 2007-2008, the program had recently been formed and had a handful of majors and minors. The program was housed in a department titled Industry Studies which included majors such as healthcare administration, sport management (graduate level only), real estate, business law, and hospitality management.

The chair of the Industry Studies taught a minimal number of hospitality courses. Additionally, there was one full-time program director (instructor level) who primarily taught hospitality law and introduction to hospitality management. The program hired a *visiting associate professor* at the start of the 2007 year.

Hence, there were 3 faculty members in the department. Due to course release for administration duties, the program director's and department chair's total courses taught added up to ONE full-time equivalent faculty member. The visiting associate was the one other faculty member teaching full-time.

In the 2007-2008 time period there were 87 majors and minors combined. Unfortunately, the system was not sufficient enough at that time to separate out minors and they were lumped into one number. However, it was somewhat accurately estimated that there were 37 majors and 50 minors.

Student diversity for the 2007-2008 is shown here:

American Indian/Alaskan Native	4.5%
Asian or Pacific Islander	4.5%
Black (not of Hispanic origin)	11.5%
Hispanic	9.2%
White (not of Hispanic origin)	37.0%
Non-resident Alien	8.0%
Not Reported	25.3%

Female to Male Percentage: 71.2%/29.8%

Due to the fact that many minors may not have defined their ethnic background, the “not reported” category is quite high; nonetheless, the program demonstrated strong diverse student backgrounds even early on in its history.

To sum up the 2007-2008 period, the year started off very positively with a new program completely with department chair, program director, and visiting associate professor. The situation quickly worsened as both the department chair and program director resigned. Meetings took place with upper administration to make sure that majors and minors were being counted accurately. The curriculum was being revisited as was the academic learning company and assurance of learning goals. It was a time of major transition and it was a large unknown as to whether the dean’s office would keep the program active.

2008-2009

During the 2008-2009 years the program went from a “growing, burgeoning program with 3 faculty members” to almost becoming extinct. The department chair of Industry Studies and the program director both left the university simultaneously to pursue opportunities elsewhere. The newly hired visiting associate professor was left to try and maintain the program.

Simultaneously, the program was starting to flourish and grow at a fast pace. In concert with the college of business dean at the time, the associate professor agreed to hire several adjunct faculty members for a one-year period to see if the program should be maintained and if there was continued interest.

During this stretch, the program became extremely efficient and extremely heavy on growth while it searched for a new departmental home. The dean agreed to supervisor the program temporarily and departments were considered for a new “home” among management programs, marketing, information technology & operations management, *or* to remain under the direct supervisor of the dean’s office.

There was considerable difficulty during this time period in that students could not easily locate their courses in the online registration system as the program and Industry Studies had seemingly “disappeared”. Nonetheless, program growth continued.

During the years 2008-2009 the program reached a new high of 102 majors. The system was able to accurately identify *majors* without including minors. So, this demonstrates considerable growth year-over-year of 17.2%. Further, across the college, majors in many other areas realized that a minor in hospitality management would be very useful in the Florida marketplace. Indeed, hospitality is the state of Florida's number one private employer and it has been for many decades. Further, Palm Beach County and all surrounding counties for hundreds of miles in any directions, hospitality and tourism is the number one employer. Hence, students quickly saw the benefit to combine a minor in hospitality management with majors in: accounting, marketing, entrepreneurship, information technology & operations management, management, international business, economics, and finance.

The high increase in number of majors with simultaneous high increase in the number of minors put a tremendous strain on teaching resources. With only one full-time faculty member during this time, the program showed extraordinarily (and not attainable for the long-term) efficiency; this efficiency came from the utilization of adjunct faculty members. Luckily, the program is housed in a large metropolitan and it is possible (albeit it very difficult), to locate qualified adjunct faculty who are both SACS (Southern Association of Colleges and Schools; www.sacs.org) and AACSB accredited (www.aacsb.edu).

The program continued to show strong diversity during this stretch of time in terms of ethnicity and continued to match the national trend of a 70/30 mix female to male students.

Florida Atlantic University is the most diverse institution in the state university system (SUS); hence, it is not surprising that we have a strongly diverse student body in hospitality management which continues to the present time.

Student diversity for the 2008-2009 year is exhibited here:

American Indian/Alaskan Native	0.0%
Asian or Pacific Islander	3.9%
Black (not of Hispanic origin)	5.9%
Hispanic	11.8%
White (not of Hispanic origin)	69.6%

Non-resident Alien	6.9%
Not Reported	1.9%

Female to Male Percentage: 71.9% to 29.1%

As one can easily see, in 2008-2009 the “not reported” category was far lower indicating that, in all probability, the “White (not of Hispanic origin)” category was most likely understated the previous year. Nonetheless, the program still remained diverse during its period of high growth.

To sum up the 2008-2009 period, this was an incredibly difficult time for the program. There was no program director. The program had no department to call home and was “floating along” under direction of the dean. The one full time faculty member was on a visiting line. The program growth was over 17%. Students often could not even find their courses in the registration system since the department had been dissolved. And, the one faculty member had no administrative support.

2009-2010

The 2009-2010 was one of the darkest time periods for the flourishing, growing program. Although a new assistant professor line was approved, the program was still far outgrowing its pace with only two faculty members. The existing visiting associate professor was given the Interim Director title, but the program was running mostly on adjunct faculty member input. Indeed, the assistant professor was put on a tenure-earning track, able to teach only a 2 fall/2 spring workload with *no* courses to be taught by this person during the summer period.

Simultaneously, there were truly no departments that could absorb the program adequately with resources. Across the university, major budget cuts were taking the place and the college of business was not immune in any fashion to these cuts. The dean and the interim program director agreed that the dean’s office could not oversee the program since it now had a tenure-earning faculty member. Also, the Information Technology & Operations Management (ITOM) department

only had an interim chair at the time, so it was probably not the best idea to become a major in operations management.

As such, the management programs department (at the time, Department of Management), became the only likely choice. While its chair was very amenable to the idea of accepting hospitality management, the department's legacy faculty members were against the idea from the first day it was proposed. They were already short of resources and, because of limitations in funding, the department was asked to absorb sport management, hospitality management, and healthcare administration. In addition, the majority of faculty members in the management programs department do not see hospitality or tourism as professions; instead, they view them as "professions" or "niches" and, as such, they wished to devolve the BBA degree in Hospitality & Tourism Management to simply a "concentration".

The dean met with management faculty members several times as well as the program director. The university's upper administration, dean's office, university stakeholders, and the hospitality community all embraced the idea of keeping FAU at the forefront with a hospitality management program, yet the management programs faculty members did not change their stance.

As such, this became quite a period of consternation for the program director and anyone else working with the hospitality management program.

On the positive side, the program maintained its exact size even as the one full time faculty member and newly hired assistant professor struggled to deal with increase students in seats. The number of majors at 101 was almost identical to last year's 102. However, the number of minors increased by about 30 students and is not counted in the university's overall reports. *However, the number of minors was at 99 and was almost identical to the majors. This demonstrates a need for much instructional faculty that is obscured by the university reported data on only majors.*

Student diversity for the 2009-2010 year is exhibited here:

American Indian/Alaskan Native	0.0%
Asian or Pacific Islander	3.9%

Black (not of Hispanic origin)	7.9%
Hispanic	20.8%
White (not of Hispanic origin)	62.4%
Non-resident Alien	3.9%
Not Reported	0.9%

Female to Male Percentage: 69.9% to 30.1%

To sum up the 2009-2010 period, the program was at an all-time low in terms of morale. There were possibilities of being shut down or converted to a concentration because of the lack of support from the management programs faculty members in terms of “embracing” the program; these faculty members neither embraced the program academically or with resources. Nonetheless, with just one full-time interim program director and one assistant professor on a 2 fall/2 spring course load, the program maintained its size in terms of majors.

Equally noteworthy is the fact that *minors grew by an unprecedented 30%* during this tumultuous academic year; the program finished the year with as many *majors as minors* putting an uptick in terms of average class sizes and efficiencies, yet causing substantial stress on the instructional faculty.

At the end of this time, it was decided by the program director and dean to move the program to the Department of Marketing for 1-3 years until the program was large enough to become a department of its own. The marketing faculty members voted unanimously to welcome the program to be within their department and to keep its curriculum, program mission, and all other features “intact” in preparation for its future move to be a department of its own. There was mutual interest, there was no desire to shrink it to a concentration, and things were again positioned for growth approval was given to hire a full time instructor.

2010-2011

The program moved into the Marketing Department at the start of 2010. Although the program was warmly welcomed, there was still a “disconnect” among the students and the small number of faculty in the program. The feeling

that emerged was one of “are we here to stay...or will we be moved every few years?”

The good news was that the leader of the marketing department became a quick ally to the program director. As with the chair of management programs, the two of them strategized very well for the hospitality management program’s continued growth and development. However, *unlike* the former home in management, the marketing faculty members were fairly “hands off” in a *positive* fashion – letting the program flourish when needed and voting positively on issues that needed their attention. This new home began to feel better for the time until the program would grow sufficiently to become its own department.

Another highlight of the 2010 year was the hiring of a full-time instructor to teach a 4 fall/4 spring course load and help the burden of continued growth. At this point in our history, we need had a program director (instructor line), an assistant professor working toward tenure on a 2 fall/2 spring load, and a new instructor.

The program was back to the earlier staffing levels of three faculty members; albeit, the program had doubled in size and was still behind by one or two additional faculty members needed. Nonetheless, this new instructor line, along with several adjunct faculty members (6) permitted the program to continue its move forward.

The number of majors had now grown from 101 to 115, a growth rate of 13.9%. Additionally, the number of minors in the program grew from 99 to 123, a growth rate of 24.24%. The hospitality management program continued to have strong placement and became a popular major through “word of mouth”.

A negative for students was our move from industry studies to dean’s office to management programs to marketing. The program director fielded several calls and emails throughout the year by upset students who thought the program had been disbanded. It took public relations efforts throughout the university to make stakeholders aware of the program’s new location.

The student diversity numbers for the 2010-2011 year are shown here:

American Indian/Alaskan Native	0.0%
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Asian or Pacific Islander	9.6%
Black (not of Hispanic origin)	8.7%
Hispanic	18.3%
White (not of Hispanic origin)	60.8%
Non-resident Alien	2.6%
Not Reported	0.0%

Female to Male Percentage: 64.4% to 35.6%

The 2010-2011 year was a better one for the program. It was not without continuous change as it moved into the marketing department; however, the faculty members felt as if its placement in marketing was indeed better than their previous home in management programs. And, further, the student numbers continued to show promising opportunities for the hospitality management program.

It became painstakingly evident at this time, though, that the program needed additional faculty members to even simply maintain the ongoing growth in majors.

2011-2012

During the 2011-2012 year the program remained in marketing and the faculty members strove to maintain this new home until the program grew sufficiently to become its own department. The goal for this is 2015-2016.

With increased student numbers, the program still has a need for adjunct faculty members at a rate of almost 50%. A request for another assistant professor, tenure-earning role was made with a fall, 2013 hire date and was approved.

Requests for a master's level specialization within the MBA reached continued to be strong for the 2011-2012 year as was an interest in a fully-online (eLearning) undergraduate degree with a major in hospitality management.

During the program's bi-annual strategic planning meeting, it was decided among the program director and faculty members that these would initiatives would be put on the "back burner" until we have further faculty members on a full-time

basis. The demand for both a fully online program *and* a specialization within the MBA was strong, acknowledged, and processed accordingly.

The number of majors and minors again continued to grow. The majors grew from 115 to 125, a growth rate of 8.7%. Minors remained almost flat at 122 – with the previous year at 123.

The student diversity numbers for the 2011-2012 year are shown here:

American Indian/Alaskan Native	0.8%
Asian or Pacific Islander	8.0%
Black (not of Hispanic origin)	8.8%
Hispanic	23.5%
White (not of Hispanic origin)	63.5%
Non-resident Alien	2.4%
Not Reported	0.0%

Female to Male Percentage: 62.4% to 37.6%

2012-2013

The 2012-2013 official university data is not yet available for diversity information. However, the program grew from 125 majors to 140 majors at a growth rate of 12%. The minors showed a slight move downward to 115 from the previous year's 122. Several of these students converted to be majors during that time period.

A full-time assistant professor position (tenure-earning) was approved for the upcoming fall, 2013 period and interviews took place during this academic year. With this additional hire, the program will be further able to explore the offering of a track/specialization in the MBA program. The demand for this program is quite evident. The program director himself has sent over 40 students to neighboring Lynn University to either complete their full master's degree *or* to pursue simply 18 graduate credit hours within hospitality management in order to become an adjunct faculty member somewhere in South Florida.

The offering of this track in the MBA is quite important not only to those entering industry, but also for those desiring the credentials to teach at the college level. Across South Florida including Miami, the Keys, Fort Lauderdale, Palm Beach, Naples, and Fort Myers – there are almost 20 hospitality management programs seeking faculty members on a regular basis. FAU would be one of the only institutions able to provide the education at the graduate level for these students.

The 2012-2013 year continues to show promise for the hospitality management program with ever-increase major numbers and a commitment to offer a fully eLearning undergraduate degree as well as a specialization or track within the MBA at the earliest time possible.

The college also committed to a full-time faculty member hire for the fall of 2013 to assist with the ongoing growth. The program continued to have one of the highest efficiencies, if not *the* highest, across the entire university as evidenced in the next section on full time equivalency (FTE) generation.

Summary of Enrollment and Demographic Information

Enrollments have grown over the 2007-2013 years from 37 majors to approximately 155 majors. Additionally, the number of minors has grown from approximately 15 to about 120 during that same time period. Hence, the overall growth in numbers of students taking hospitality classes as either majors or minors had a combined growth of over **525%**.

During the same time frame, the faculty members went from 3 full-time down to just one, then back to two, then to three. Just now (fall, 2013) the program was truly able to “grow” in full-time faculty members for the first time by adding a fourth full-time assistant professor. Indeed, it has been a whirlwind work experience for the program director and, in particular the one full-time assistant professor who was hired in 2009.

Diversity remained fairly consistent with breakdown of approximately 60% White, 25% Hispanic, 8%-10% African American, and the remainder among other categories. The result of 40% non-white students demonstrated the diversity of Florida Atlantic University – to date, the most diverse university in the state university system (SUS).

The program also follows close to a 60/40 female-to-male ratio. This ratio of 60%-70% female to 30%-40% male is common across the continental United States with hospitality management 4-year college programs.

In summary, enrollments continue to grow and the program has been *extremely* short-staffed in ability to meet this growth due to the departure of 2 faculty members in 2008. By 2015, we hope to add additional faculty members to permit the program to grow at its current rate while simultaneously having a sufficient number of faculty members to provide a satisfactory learning experience.

Faculty Profiles and Program Hiring Needs

The program remains quite understaffed with one program director who is not tenured (non-tenure-track), one associate professor, one instructor, and one newly hired (fall, 2013) assistant professor.

The program had 3 full-time faculty members in 2007 and fell to one. With over 500 students of growth, it got back to three in 2012.

There is definitely a need for additional hires. Some specific reasons include:

- a) an ongoing increase in class size
- b) an inability for the program director to convert to a tenure track because of extreme demands in workload
- c) an inability to offer a fully eLearning (on line) degree due to insufficient staff numbers
- d) an inability to offer a track within the MBA for a specialization in hospitality management
- e) an inability to find qualified adjunct faculty members (qualified according to both the Southern Association of Colleges and Schools [SACS] guidelines as well as AACSB guidelines)

Further, the ability to handle the growth is compounded by a College of Business hiring format which puts new hires on a 2 fall/2 spring teaching load for 3 years – without summer teaching duties.

The program director has taught as many as 10 courses in just **one** academic year to maintain the program growth and course offerings.

After the 3-year period, faculty members still remain on a 3 fall/2 spring or 2 fall/3 spring course load unless they are instructors on a 4 fall/4 spring load.

To say the least, the course offerings have been drastically hurt by this 2/2 teaching load philosophy. Nonetheless, it permits new hires to work toward their scholarly productivity goals. Our assistant professor hired in 2010 was promoted to associate in 2013 due to this ability to perform scholarly activity.

In order to offer an eLearning degree, a track in the MBA, and to hold back on ever-increase class sizes, the program ideally would need an additional four faculty member hires. The program director has worked strategically with the former dean, the former interim dean, and the current dean to be certain we are least able to hire one faculty member per year until budget capacity increases.

To summarize, there is **truly no possible way to strategically plan for hiring**. The program is so far behind in terms of instructional staffing levels that there is almost an inability to catch up during the near future.

Appendix 1 includes simplified one-page CVs of current full-time faculty where one can examine their diverse educational backgrounds. In addition to the two full-time instructors and one associate professor, an assistant professor was hired this fall, 2013. Separately, the program employs between two and four adjunct (part-time) faculty members.

It is quite difficult to ascertain *qualified* adjunct faculty members who have the academic credentials to teach in an AACSB- and SACS-accredited college program. Further, since the program is located in a top tourism and hospitality mecca of the world, many industry professionals who would be able to serve as adjunct instructors are quickly relocated to other parts of the world – normally, they are leaders in their professions. As such, the turnover in adjunct faculty members is quite high. Nonetheless, the program director works regularly to find qualified adjunct faculty to maintain sufficient class sizes and increase diversity among the faculty.

The program has a strong international mix of experience among faculty members. Two of the full-time faculty members have lived in Turkey and worked/consulted throughout Europe. One of the adjunct faculty members is originally from Colombia and has worked throughout Latin America. Also, our full-time instructor responsible for hospitality law has practiced law within the hospitality industry for over 25 years and has worked in over 20 countries on various projects.

There are four male faculty members (full-time) and 3 female faculty members (part-time). There is a need for a full-time female faculty hire to balance gender when the program next has open positions.

Our students often comment on the great mix of faculty members and diverse opinions and styles that we have. The program director has tried vigorously to maintain a diverse and global focus even with a small team. Of course, there is great room for improvement moving forward.

Faculty teaching loads are discussed elsewhere. Faculty scholarship is discussed under the following section on Research. And, as discussed above, one-page summary CVs of 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 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. As of the fall, 2013 semester, the full team of faculty members in hospitality management may be found below:

Dr. Peter Ricci, Program Director & Instructor

Dr. Melih Madanoglu, Associate Professor

Jeffrey Miller, JD, Instructor

Dr. Anil Bilgihan, Assistant Professor

Ms. Manuela Rappenecker, Adjunct Instructor

Ms. Stella Quintero, Adjunct Instructor

Ms. Laura Amaral, Adjunct Instructor

Full Time Equivalents (FTEs), Class Size, Faculty-to-Student Ratios

FTEs and Average Class Size

Full time equivalents refer to the concept of one student attending FAU on a full-time basis. The university uses 40 credit hours per year as the full time equivalent (FTE) for one full-time student. Unfortunately, this is inaccurate and somewhat pushes down the more accurate and “true” FTE numbers. Our actual students take somewhere between 30 and 34 credit hours per year for the most part if they are full-time.

Nonetheless, even with this somewhat lower-than-accurate reported FTE, the hospitality management program has seen the highest FTEs of any unit in the college of business and, probably across the overall university. The efficiency is in large part due to the fact that the program is still in its infancy and faculty staffing levels are not in alignment with the exceptional growth. The program’s hours generated, FTEs, and average class sizes are listed below:

2006-2007	990 hours	24.75 FTEs	Average Class Size 8
2007-2008	1185 hours	29.63 FTEs	Average Class Size 16
2008-2009*	1056 hours	26.40 FTEs	Average Class Size 27
2009-2010	1779 hours	44.48 FTEs	Average Class Size 35
2010-2011	2202 hours	55.05 FTEs	Average Class Size 37
2011-2012	3399 hours	84.98 FTEs	Average Class Size 42
2012-2013	3762 hours	94.05 FTEs	Average Class Size 45

*The reader will notice only one academic year, 2008-2009, having generated credit hours and FTEs slightly under the previous year. This aberration was due to the fact that the program had **three full-time faculty members** in 2007-2008 and just **one full-time faculty member** in 2008-2009. However, even with just one full-time faculty member the subsequent year, the program was maintained more

than adequately until another full-time hire was possible and the temporary loss in FTEs was a true aberration.

In summary, it is easy to see that the program is almost **too efficient** and there continues to be a need for additional faculty members to bring the FTE generation more in line with other College of Business departments and programs.

The four-year average (2008-2012) of FTEs for college of business departments are listed below to show the sheer efficiency of the hospitality management program.

Accounting	28.33
Economics	43.33
Finance	26.96
ITOM	25.72
Management	31.20
Marketing	28.93
Hospitality Management	52.73

Although the 2012-2013 FTEs are not available for all departments just yet, it is almost guaranteed that the hospitality management average FTE will surpass 55 or 57 FTEs – remaining the highest in the college of business.

The hospitality management program, on average, during the years 2008-2012 had a 66% higher FTE generation rate compared to the combined average of all other departments within the CoB.

FTE growth has been increased by increasing class size and increasing number of sections taught per faculty member, namely the program director who has taught over 75% of course sections each summer thus far.

In sum, the FTE production by the hospitality management program far surpasses its peers. As faculty members are added over the next several years, the FTEs will remain efficient, but fall to a number more in line with peer departments. Currently, the faculty members are somewhat stretched and class sizes have steadily risen. However, the reader should be cautioned that the quality of education remains strong even with these high efficiency standards. Average class size is reaching a problematic point at almost 50 students per course. Further hiring of faculty members will alleviate the negative side of an otherwise positive FTE trends within the hospitality management program.

Faculty-to-Student Ratios

The faculty-to-student ratios also indicate the need for additional faculty lines as the program continues to grow at a much more rapid rate than resources permit for hiring of instructional and support staff.

The faculty-to-student ratios were:

2007-2008	1:12.50 (program director + 2 faculty members)
2008-2009	1:16.87 (program director + 2 faculty members)
2009-2010	1:63.24 (program director alone)
2010-2011	1:48.74 (program director + 1 faculty member)
2011-2012	1:47.36 (program director + 2 faculty members)
2012-2013	1:55.22 (program director + 2 faculty members)

In addition, adjunct faculty members were each included in the faculty-to-student ratios at an equivalent of “.33” per adjunct course. Hence, for every 3 adjunct courses taught, the productivity would equate to 1 full-time faculty member.

In comparison to other departments in the college, our faculty-to-student ratios are about two-to-three times higher and approaching four times higher.

This section has demonstrated the *incredible* efficiencies found within the hospitality management program. However, these efficiencies come at a cost to educational quality and are a direct result of the insufficient number of instructional faculty. At some points during the program review (2007-2013) there have been semester with as high as 70% of the course sections taught by adjunct faculty members. The ongoing percentage of adjunct faculty course sections to full-time course sections has remained above 50%.

Assessment and Assurance of Learning Goals (AOLs)

The program is vigorously active when it comes to measuring learning outcomes. As a fairly new program, the curriculum itself was changed and modified during the 2007-2010 years based upon significant from industry stakeholders, faculty members (both full-time and part-time) and faculty members from aspirant and peer institutions. As such, learning goals were modified along the way as well.

The state of Florida will soon be revising its Academic Learning Compacts (ALCs) and changing the format to a new version and new title. As such, the report will focus on *past* activities related to the ALC for this program.

The program's part-time faculty (adjuncts) and full-time faculty are heavily involved in assessment and the program has become a model program within the college of business (CoB) for its assessment practices.

Undergraduate courses are not assessed by the program or by the college as the college teaches only upper division courses; and, further, students are not admitted until their junior year into the CoB.

Further, core business courses are assessed and discussed with a college-wide assessment committee and/or curriculum committee. Hence, the core business courses are not specifically assessed by the hospitality management faculty or program director. Instead, the program has identified the most important competencies required by graduates (as evidenced by peer institutions and industry expert contribution) and we have incorporated these items into specific

courses. Those are the courses that are assessed regularly and will be reported below.

Academic Learning Compact (ALC) and Assessment Goals

The state of Florida has required all programs to have an academic learning compact (ALC) available and visible to those interested to see what is promised in terms of educational outputs from public institution-based programs. The academic learning compacts are “required by Policy Guideline #PG 05.02.15 issued by the Chancellor of the State University System: (see http://www.fau.edu/honors/academics_alc.php) 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 (2005-2013). Going forward, the ALCs will be titled SLO (Student Learning Outcomes) but, for the most part, will have identical contents.

The hospitality management program has an ALC which can be found at the following uniform resource locator (URL):

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

As is illustrated in the ALC, all students pursuing the bachelor of business administration (BBA) degree within the CoB must fulfill the core courses associated with the BBA. The program’s faculty members do not assess or evaluate the core courses when it comes to assessment.

However, in addition, the program’s stakeholders have identified three key areas for assessment after considerable input and discussion. These key areas include:

1. Content Knowledge (also known as “declarative knowledge”)
2. Communication (Written communication *and* Oral Communication)
3. Critical Thinking (also known as “analytical skills”)

Within the program, content knowledge is evaluated through the use of an objective-style exam which has input and questions from all required courses in the program. These courses include:

- Introduction to Hospitality Management (HFT 3003)

- Hospitality Marketing and Revenue Management (HFT 4503)
- Performance Analysis for Hospitality Managers (HFT 4453)
- Principles of Hospitality Law (HFT 3603)
- Excellence in Guest Service Management (HFT 4240)

The exam is administered during the “capstone course” – Performance Analysis for Hospitality Managers – which is taken by only majors during their final year of study.

Within the program, oral and written communication skills are evaluated in the course Hospitality Marketing and Revenue Management via a project which has both a written report and an oral presentation. Students are evaluated on both concepts using a rubric for each concept.

Within the program, critical thinking is measured through the use of case study analyses during the “capstone course”, Performance Analysis for Hospitality Managers, in the students’ last year of study.

Each assessment area is discussed and refined on an annual basis during the twice-annual assessment retreats held by the program’s faculty members and industry advisory volunteers. During the period 2007-2011, the exams and rubrics were updated no fewer than four different times to keep current with industry expectations (1), to add rigor to the existing assessments (2), and further emphasize the unique skills incorporated to hospitality students within a BBA program housed within a college of business (3).

The following section goes into further detail regarding specific assessment outcomes.

Assessment Activity and Results

Following the program’s 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 each and every year.

Assessment was not formalized and organized until the 2009-2010 academic year. Hence, for 2007-2008 and 2008-2009 assessment practices were minimal and were used simply to discuss which areas would be implemented in a more formal/systematic method. For example, faculty members did not yet agree on the four areas, the ALC was not formalized, etc.

As such, assessment reporting will be shown for 2009-2010, 2010-2011, 2011-2012, and 2012-2013.

2009-2010

Content Knowledge/Declarative Knowledge

Students will demonstrate Content Knowledge (declarative knowledge) before exiting as a major in hospitality management. The core courses within the hospitality management program include (Introduction to Hospitality Management (HFT 3003), Principles of Hospitality Law (HFT 3603), Hospitality Marketing and Revenue Management (HFT 4503), and Performance Analysis for Hospitality Managers (HFT 4453).

The faculty members (both full-time and part-time) have developed an assessment exam in concert with expectations from the local, regional, and national hospitality industry professionals. Focus groups were utilized to help narrow down and fine tune the questions for the 2009-2010 year.

An assessment exam was given for the first time in the spring, 2010 semester. The expectation was an 85% average of those taking the exam. The actual outcome was an average of **77.24%** among the 17 students who participated.

The exam is administered in the final course which hospitality management students take, HFT 4453 - Analyzing Performance of Hospitality Managers.

In discussion of the outcomes, it was quite obvious that many curriculum changes and more current items of instruction were not added to the other core courses until recently. This graduating group was expected to score slightly below average

in comparison to our departmental expectations. Indeed, the outcome was as planned.

The faculty members expected to see a slight increase toward our goal of 85% during the next exam administration in the 2010-2011 academic period of observation.

Program Improvement

Our program discussed "continuous improvement" after these 2009-2010 results specific to Content Knowledge/Declarative Knowledge.

Originally created in the Industry Studies Department, the program was temporarily moved to the Management Programs Department which explained some of the lower-than-average results. During the former academic year, courses were reviewed for content relevancy via discussions with part- and full-time faculty as well as with industry executives who recruited our students.

Students were expected to be slightly under our goal of an 85% score on the assessment exam in 2009-2010 year and, probably, the next academic year since most students began the program under much less rigorous academic conditions.

Our improvement plan continued on track into the 2010-2011 year with new students being exposed to the higher rigor and more relevant course offerings and content.

Oral and Written Communication

With our program's relocation from the Management Programs Department into the Marketing Department effective fall, 2010, we had only just created this assessment goal. And, during this early stage, we were not separating out results for oral and written which we quickly realized was not appropriate and changed in later years.

Communication skills are examined in the course, Hospitality Marketing and Revenue Management (HFT 4503).

The professors who teach this course have created a project within the marketing topical area requiring students to complete a written paper as well as present the project to their classmates.

In the 2009-2010 year, the average student score was 83.1% and the faculty members (both part-time and full-time) were quite pleased with this first run at reaching toward our goal of 85%. For the 2010-2011 year, the rubric will be incorporated into instruction at the very start of the course reinforcing the desired learning outcomes for oral and written communication of each student.

Nonetheless, the 83.1% results for the 2009-2010 year indicated that our program was on track and we moved forward to enhance rigor in 2010-2011 even if meant sliding a bit on reported outcome scores.

Program Improvement

Our communication scores of 83.1% in 2009-2010 seemed to indicate that our students were on track for both oral and written communication skills; however, our industry recruiters almost continuously indicated otherwise. These industry stakeholders commented that we needed to focus on regularly improving the communication skills of our students.

As such, we enhanced the rigor of the assessment for the 2010-2011 year and expect to have lower score outcomes, purposefully to demonstrate the enhanced rigor. We also had a meeting with those teaching undergraduate communications to see if we could have any influence/input on improving the teaching of communication skills college-wide. This outcome was not satisfactory in the opinion of the program director; yet, continued focus on oral and written communication skills for hospitality students will remain important to the program.

Critical Thinking Skills/Analytical Skills

In the course Performance Analysis for Hospitality Managers (HFT 4453) students demonstrated critical thinking skills using the case study method. This course title

and content was revamped during the 2007-2009 years to become the program's "capstone" course. It is only available to those with 90 credit hours or higher who are majors in the program. As such, it is where we truly examine the critical thinking skills of our students just prior to graduation.

During the 2009-2010 year, this assessment was not performed as the program moved from Industry Studies to Management Programs and now was "floating along" before moving into the Marketing Department effective fall, 2010. As such, during the 2009-2010 year our part- and full-time faculty worked with industry focus groups who regularly hire students in our region to decide what types of critical thinking skills should be assessed and what method was the best to do so. It was decided by all involved stakeholders that we would incorporate a case study approach and implement it during the 2010-2011 year in this Performance Analysis for Managers course. As stated above, this should be one of the final hospitality-specific courses (if not *the* final hospitality-specific course) a major would take just prior to graduating with a BBA with a Hospitality & Tourism Management degree.

The created rubric will be debuted to students early on in the semester during the 2010-2011 year so students can become more familiar with expected learning outcomes.

Program Improvement

No program improvement was permissible on the critical thinking assessment as it was not conducted during the 2009-2010 academic year.

2010-2011

Content Knowledge/Declarative Knowledge

The identical content knowledge exam indicated above was used for the 2010-2011 year with a few slight revisions to questions based upon what was being

taught in the courses (continuous program improvement). These question changes were minimal.

The goal for the 2010-2011 year was an average score of 80%, a 2% increase over the initial offering the exam the prior academic year. The actual outcome was an average of **81%**.

In discussion among faculty members, it was agreed that an increase in rigor would be required on the questions moving into the 2011-2012 year because while the scores of 81% passed our goal, the anecdotal evidence of students did not indicate that they truly possessed the basic content knowledge the faculty members were expecting.

Program Improvement

As stated above, rigor was added both into the **content** taught in the Introduction to Hospitality Management course as well as the question design moving into the 2011-2012 academic year.

A section with some basic quantitative problems was incorporated into the Introduction to Hospitality Management core textbook used across all sections. The faculty members were in agreement on this slight increase to rigor.

Oral and Written Communication

Oral and written communication skills were once again assessed in the Hospitality Marketing and Revenue Management course.

The average goal was set at 80% for both oral and written communication skills. The actual scores far surpassed our goals: written communication at 89.1% and oral communication skills at 90.2%

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

It became quite clear that the assessment used for both oral and written skills was too simplistic or that students had somehow grown considerably in strength over their peer group the previous year.

It was decided unanimously that the instructor of record had graded in too easy of a fashion.

As such, the assessor was re-trained for the following year, yet the assessment was left “as is”.

Critical Thinking Skills/Analytical Skills

The case analyzes for critical thinking skills were implemented once again in the Performance Analysis for Hospitality Managers course.

The benchmark score remained at 80% and the actual outcome was an average score of 81%. The professor of record and program director agreed that we were “on track” with our goals for assessing critical thinking skills.

Program Improvement

As part of our goal for continuous program improvement, especially in light of employers always citing critical thinking skills as a job competency of paramount consideration, the program director and instructor of record added 2 cases for the upcoming year with more rigor. The analysis of these cases would take more thought, concentration, creativity, and analysis.

2011-2012

Content Knowledge/Declarative Knowledge

The 2011-2012 academic period score goal was:	80.00%.
The actual 2011-2012 academic period score outcome was:	75.18%

Indeed, the rigor added to the Introduction to Hospitality Management course, textbook, and questions led to the lower scores.

Program Improvement

The faculty members agreed that the additional rigor in the textbook for introduction to hospitality along with the rigor in the classroom, led to these lower average scores. This was not perceived as a negative. The faculty members would continue to teach at this higher level with the goal of keeping the scores in the 70%-75% range during the years 2012-2013 as the students were slowly exposed to higher learning goals.

Oral and Written Communication

The 2011-2012 academic year goals were 80% for oral communication and 80% for written communication.

The actual scores were 83% for oral communication and 83.1% for written communication.

For the first time, the outcomes were more in line with our benchmark even after considering the increased rigor and method of grading.

Program Improvement

No changes were necessary to the rubric of method of assessment for the oral and written communication domains. 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 2011-2012 academic period score goal was:	80.00%
The 2011-2012 academic period actual scores were:	82.30%

Both the program director and the professor of record were pleased with the outcomes utilizing these more rigorous case studies.

Program Improvement

Case studies were left the same for the upcoming 2012-2013 academic year along with the style and format for review of these cases.

2012-2013

Content Knowledge/Declarative Knowledge

The 2012-2013 academic period score goal was: 80.00%.
The actual 2011-2012 academic period score outcome was: 70.62%

Indeed, the rigor added to the Introduction to Hospitality Management course, textbook, and questions led to the lower scores.

Program Improvement

Both the faculty members and the advisory group felt that leaving the rigor in place and slowly seeing scores climb toward our goal of 80% would be the best way to proceed. No changes were made to the rigor, textbook, or questions.

Oral and Written Communication

The 2011-2012 academic year goals were 80% for oral communication and 80% for written communication.

The actual scores were 90.6% for oral communication and 91.4% for written communication.

Even though the instructor of record had been trained to grade more rigorously on scores, the outcomes were still quite high.

Program Improvement

A faculty meeting including all full-time and part-time faculty members was held to discuss the seemingly inflated scores. A lengthy discussion ensued. The instructor of record (a part-time professor) assured the group that he had used higher rigor in 2011-2012 than the previous year. The group, however, was unanimous in the feeling that students still had a “long way to go” on improving their oral and written communication skills.

It was decided that the project format needed to be revised. A peer review among other departments measuring oral and written skills ensued and our rubric was slightly refined along with a revamped project.

Critical Thinking Skills/Analytical Skills

The 2011-2012 academic period score goal was:	80.00%
The 2011-2012 academic period actual scores were:	82.30%

Both the program director and the professor of record were pleased with the outcomes utilizing these more rigorous case studies.

Program Improvement

Case studies were left the same for the upcoming 2012-2013 academic year along with the style and format for review of these cases. However, if the scores are once again above the benchmark, an increase in rigor *may* be discussed for the 2013-2014 academic years.

Summary of Assessment Activity, Results, and Program Improvement

The hospitality management program’s faculty members (including both full-time *and* part-time) are completely behind the assessment and program continuous improvement processes.

The team members meet each and every year to discuss results, revise examinations as necessary, discuss better methods, review peer activities, etc.

As you will note from the year-by-year discussions above, our goals are to continuously improve rigor – one of the main themes of a hospitality program housed within a college of business – at the same time as intelligently discussing outcomes and training those who perform assessment.

Our program is always on time with submitting assessment results and takes continuous program improvement quite seriously.

Most importantly, the program’s **entire curriculum has been updated, altered, changed, revised, and improved** due to the assessment activities and subsequent program improvement implementations each and every year since 2009. Indeed, almost all courses have been newly titled to reflect their current and relevant course content. The courses have been paired against “benchmark” courses offered in peer and aspirant programs. And, the program has emerged as **the** college of business niche program within the state of Florida’s university system – the most rigorous and the one best preparing students on managerial concepts within a college of business environment.

The faculty members are quite proud of their ongoing assessment and continuous program improvement process. The program director serves on the college-wide assessment committee and is involved in pedagogical research; as such, assessment and program improvement have emerged as **top priorities** for the hospitality management program here at FAU.

Admissions Criteria

Florida Atlantic University (FAU) is one of 13 state universities within the state university system of Florida (SUS). The middle 50% of freshmen who were admitted to the fall, 2013 freshmen entering class were reported as:

High School GPA (out of 4.0): 3.38-3.98

ACT Composite Score: 22-26

SAT Total Score: 1520-1740

Since the hospitality management program is housed within the College of Business (COB), students must first complete the COB “pre-professional business courses” and maintain a 2.50 grade point average (on a 4.0 scale) for admissions. The pre-professional business courses include:

Accounting I (Financial Accounting)	ACG 2021
Accounting II (Managerial Accounting)	ACG2071
Macroeconomics	ECO 2013
Microeconomics	ECO 2023
Methods of Calculus	MAC 2233
Introductory Statistics	STA 2023
Information Systems Fundamentals	ISM 2000

In addition to the 2.50 cumulative GPA overall, students must receive a grade of “C” or higher on all of these pre-professional business courses.

Admissions criteria and selectivity are quite comparable to other hospitality management programs housed within colleges of business across the United States.

The program is not limited access.

Curriculum Structure & Components

As with most hospitality programs housed in a college of business, there are many core business courses in addition to intellectual foundation/general education, pre-business courses, and hospitality management-specific courses.

The program offers 21 credit hours of hospitality-specific courses. This is very similar to programs in colleges of business offering a Bachelors of Business Administration (BBA) degree. Programs housed outside a college of business usually offer up to 60 credit hours of hospitality-specific coursework. Programs

within a college of business offering a *Bachelor of Science* (BS) degree usually offer 20-40 credit hours of hospitality-specific courses. The degree option that we currently offer, the BBA, provides just 21 credit hours of hospitality-specific coursework.

Hence, we offer a very limited curriculum of hospitality-specific courses; yet, this is common for those programs offering BBA degrees. One of our goals is to expand to offer a BS degree in the future. A BS degree is already on the books for our program; however, its curriculum would need to be further developed and tweaked.

In comparison to peer and aspirant college of business programs offering BBA degrees, our program offers a similar number of courses.

Our courses include **hospitality major required courses of:**

Introduction to Hospitality Management	HFT 3003
Principles of Hospitality Law	HFT 3603
Hospitality Marketing and Revenue Management	HFT 4503
Excellence in Guest Service Management	HFT 4240
Performance Analysis for Hospitality Managers	HFT 4453
Field Experience in Hospitality Management	HFT 4941

Please note that this program ***combines*** marketing and revenue management as students are required to *also* take a 3-credit core business course in general marketing.

Please note that the required Field Experience course is 0 credits, yet requires students to demonstrate at least 1000 hours of work experience in a hospitality role prior to graduating from FAU.

In addition to the 15 credit hours earned from the list of required hospitality major courses above, students can take another 6 credit hours from courses on the following list:

Meetings and Events Management	HFT 3741
Hotel & Resort Management	HFT 4253
Principles of Food and Beverage Management	HFT 3263

Human Resource Management for the Hospitality Industry	HFT 3221
Club Management	HFT 3477
International Experience in Hospitality Management	HFT 4955
Special Topics in Hospitality Management	HFT 4930

Students can take any 6 credit hours from this list. Additionally, hospitality majors have another 9 elective courses they can take while pursuing their BBA degree; as such, many take several courses from the list above prior to graduation.

Considering the restrictions of being housed in a college of business with many core business courses, the faculty and industry advisors feel that the program offers a nice, well-rounded course offering for those entering the industry.

There is a desire to add a Bachelor of Science (BS) degree in addition to the BBA degree. Many hospitality programs in colleges of business also offer BS degrees which permit students to take a mandatory offering of about 30 credit hours specific to hospitality management. This is only a “potential thought” at this time and not yet formally in development.

In summary, the program’s curriculum is on target with both peer and aspirant programs housed within a college of business environment; however, the addition of a BS degree would add the program in becoming more competitive. Indeed over 80% of the AACSB-accredited-college-of-business hospitality management programs have BS degrees so that there is a larger, broader, greater offering of hospitality-specific courses. With that said, the BBA is also a differentiating aspect. The program would want to **add** a BS degree along with the BBA offering – *not* discontinue the BBA to exchange for a BS degree.

Field Experience/Internships/Study Abroad

The program is fairly unique in that it requires **1000 hours** of verifiable industry experience by each student major. These hours may be earned in any entry-level or higher hospitality industry work role after the senior year of high school and prior to graduation from FAU.

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 is indeed termed **field experience** and not an internship. We have asked employers regularly if they would like to also add internships. We find that a minority of employers have offered – less than 5% of our total job postings. The employers in this region seem to be perfectly in agreement with having students take regular jobs and earn experience – field experience – prior to graduation.

The reader must remember that we are in the South Florida marketplace – a tourism "hot spot" with literally thousands of hospitality jobs available to local citizens (including students). These jobs can be found in airlines, cruise lines, theme parks, hotels, resorts, casinos, restaurants, catering companies, destination marketing organizations, auto rental agencies, meeting planning companies, special events companies, decorating/meeting design companies, and so on and so forth.

The local metro area of South Florida makes the field experience requirement a unique highlight of this program. Employer feedback is quite positive.

If students wish to pursue a more traditional internship, they indeed may with approval from the program director. These internship hours can count toward their required field experience upon approval.

For study abroad programs, there is a specific course that students may take “International Experience in Hospitality Management” which is usually offered once per 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.

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

One of the strongest components of our program is its location in one of the world’s leading tourism and hospitality meccas. As such our required field experience – 1000 hours of gained work experience in a hospitality role – is a programmatic highlight.

Pedagogical Uniqueness/Offerings/Contributions/Needs

Within the 21 credit hours offered to hospitality majors, some pedagogical innovations are taking place.

- 1) The “Adopt a Class” initiatives whereby a hospitality industry employer financially supports a class and has its executives co-teach a minimum of 15% of the class. Normally, the classes are held on site at the employer for the sections that are co-taught. Executives are provided the textbook chapters or cases of content relevance and must then teach what is required from the book while supplementing their company’s specific nuances regarding these topics.

This initiative has been highly successful and has been incorporated with various South Florida hospitality organizations during the 2009- 2013 academic years.

- 2) In regard to eLearning, the program director and the one associate professor have gone through the Center for eLearning (CEL) required training to deliver eLearning courses or programs.

It is our goal to **greatly expand eLearning during the 2014-2020 academic years**. The program is at a **distinct disadvantage** by not yet offering a fully eLearning BBA degree or BS degree.

ALL programs within a 250-mile radius offering hospitality management have online hospitality degrees, certificates, and course offerings. This is one of the most obvious programmatic weaknesses at this point in time.

- 3) The program now offers two undergraduate-level certificate programs, one in Hospitality Management and one in Meetings & Events Management. These certificates are *in addition to* a minor in Hospitality Management.

The program's faculty members have found both the minor and the certificates to be very well received by FAU students, especially those in the college of business. Hospitality and tourism is the number one private employer in the state of Florida. Many students combine a *major* in accounting, marketing, communications, public relations, finance, or other area with a *minor* in hospitality management and they become more marketable to employers upon graduation.

The program has **almost as many minors as majors**. The certificate programs, approved and implemented in 2012, already have sufficient interest as well.

- 4) In addition to the undergraduate-level certificates, the hospitality team has produced and executed a Hospitality Management Executive Education certificate annually since 2010. Created by the program director, the certificate is offered during the summer months on Saturdays and has filled to capacity (35 attendees) during each offering. This certificate could be offered additional cycles during the year with a higher number of faculty

members. At present, the team is happy with the very high ratings reported by attendees and the annual ability to fill each section. Of course, expanded Executive Education offerings would be a program ideal for the future.

Scholarships

Unfortunately, a weakness of the program is the availability of scholarships through the College of Business (COB). Until recently, the scholarships were not advertised or promoted heavily and were not easily located. These offerings may now be viewed at: http://business.fau.edu/undergraduate/current-students/scholarships/index.aspx#.Ukd7kPPD_Sc

The scholarship offerings are limited in comparison to peer hospitality programs. Further, if one peruses the COB page, he or she will not view any hospitality-specific scholarships. This trend has existed during the entire time of this program review, 2007-2013.

To combat the low resources in terms of scholarships, the program director has personally served on boards for professional hospitality organizations and solicited funding for his students. Some that have come to fruition include:

Palm Beach County Hotel & Lodging Association (PBCHLA)

\$500 per award; 2-4 awards provided per academic year

American Hotel & Lodging Association Educational Foundation (AHLEF)

Have been awarded \$3000 in 2012 and \$3000 in 2013; each award of \$3000 was given to one deserving hospitality major each year.

Hospitality Sales and Marketing Association International (HSMAI)

The South Florida chapter of this global organization has recognized the program director with the **Dr. Peter Ricci HSMAI South Florida Scholarship**. This award will provide \$1000 increments to up to 5 students per year from South Florida hospitality management college programs.

There have been other small one-time awards. The program director is always on the lookout for ways to enhance financial support for students through scholarships.

Recruitment and Placement Strategies

Yet another program weakness is the fact that this program is the only one among its peers to not have a person doing recruitment outreach as part of his or her full-time job. The program director “supplements” by personally visiting over 30 high schools in South Florida on an annual basis; these are high schools which have tourism, hospitality, or culinary programs.

The recruitment strategies have been working as one can notice from our continued annual growth during the 2007-2013 years of observation. However, we are at a constant and continual disadvantage to other programs.

Peer and aspirant hospitality programs have individuals **specifically hired** for recruitment and career placement. We are not referring to *college-wide* career placement, but instead to hospitality-specific career placement. With hundreds of students working thousands of hours per year, it is extremely important for hospitality programs to have someone regularly in contact with the employers. This focus leads to better recruitment strategies, better job placements, and a better education by employers on the quality of our graduates.

Further, this person is normally involved with recruitment at the various high schools.

Indeed, we have been able to ***only focus on Miami-Dade, Broward, and Palm Beach counties*** due to the fact that the program director does all of this activity on his own with no assistance.

Programs in every direction have staff members in these rolls and it puts our program at a distinct disadvantage. Nonetheless, the program director tries to visit as many employers and/or high school as possible to enhance both recruitment and placement.

It is important to note that the college overall does not have a placement or recruit specialist.

Also, of interest, is the campus-wide Career Development Center has fewer than 5% of jobs in its inventory related to hospitality management. When one ponders the fact that the hospitality industry is the #1 private employer in the state of Florida, this shows another weakness at the university level in terms of promoting the program.

To combat this, the program director personally receives postings from 10-50 employers **per week** on his email list and shares these with students. Indeed, students receive probably 2500 emails during the semester with job opportunities in the region; this enhances their ability to secure employment to meet the required Field Experience hours. However, this activity should be handled by a program-employed person specializing in recruitment and placement.

Advising Procedures

From one's freshman year until they have approximately 50 earned credit hours, advising is handled by the university-wide University Advising Office.

Hospitality majors enter our institution as "pre-business". We are the only institution in the state where a student desiring to major in hospitality management **cannot declare his major as hospitality management from the time he or she arrives at FAU**. This leads to a major disconnect and also a problem recruiting. Because we are one of multiple majors in the college of business, students are told to choose "pre-business" as their major initially.

On the surface, this sounds like semantics, but it actually dissuades students from applying to FAU and/or believing that we do NOT have a hospitality management program.

From FIU to Northwood to Lynn University to Florida Gulf Coast – every peer around us permits students to declare their title coming in. The term "pre-business" dissuades applicants.

Hence, the University Advising office is visited at least annually by our program director to be *reminded* that if they have any freshmen students interested in hospitality management to indeed tell them that we have the major available on campus.

This activity also takes place in admissions. The program director regularly visits admissions representatives to remind them that when they meet with potential FAU students to make *sure* the students understand that we do indeed have a hospitality management major, but they will be considered “pre-business” initially.

Once students reach the 50-60-credit-hour-mark, they then get their advising from the College of Business’ own advising team. We have a team that handles advising for ALL undergraduate majors in the college of business. We also have graduate advising for COB. The advisors in the COB are professional and strive to learn about each major in the college so they can give effective advice.

Further, the program director does one-on-one advising for anything related to hospitality management – careers, specific course questions, finding a job for Field Experience, etc. **This takes a considerable amount of time and has gotten increasingly difficult to handle as the program has grown.** Again, this reinforces the fact that the program truly needs a staff member specifically in place to handle Placement & Recruitment, similar to our peer and aspirant hospitality programs. Indeed, most programs have 2-4 placement & recruitment specialists; just one hire would permit FAU to move in the direction of its peers and to provide a better service level to its student stakeholders. At this point in time, the program suffers from its director being pulled in too many directions when it comes to hospitality-specific career advising or related. There are many times when students must wait a day or two for an open appointment.

Retention/Persistence/Graduation Rates and Placement

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

the student has entered the college of business successfully *and* declared his or her major. However, retention rates beyond the junior year are easily accessible. Indeed, we use a more preferred term of “persistence rates” – those persisting to graduation. And, these persistence rates are measured for a period of 10 years, even tracking students who transfer to other institutions. The idea is to see if the student “persisted” to graduation at some point, whether or not at FAU.

As such, the data can be interpreted in a variety of angles for success. For the purposes of the program review, we will look at the percentage of those who were classified as hospitality majors at the time of their junior year, admitted to the college of business, and persisted toward graduation at FAU. This appears to be the most important measure of success for our own program. We will discuss those who persisted toward graduation.

2007: Of the 13 students admitted, 50% had graduated by 2012. (50% retention)

2008: Of the 13 admitted, 70% had graduated by 2011. (70% retention)

2009: Of the 8 students admitted, 100% had persisted until 2012. (100% retention)

2010: Of the 7 students admitted, 100% had persisted until 2012. (100% retention)

2011: Of the 4 students admitted, 100% had persisted until 2012 (100% retention)

It appears that our *retention* (persistence) rate is quite strong; however, we will not look at graduation rates to see if they eventually do leave our program with a degree.

2007: Of those admitted in 2007, 54% eventually graduated prior to this report.

2008: Of those admitted in 2008, 62% eventually graduated prior to this report.

2009: Of those admitted in 2009, 75% eventually graduated prior to this report.

2010: Of those admitted in 2010, 14% have graduated thus far (it is somewhat early for this group to have graduated).

2011: Of those admitted in 2011, no data is available.

We must look at the 2007-2009 admission years on this section to have the most complete data. It appears that our graduation rates moved from 54% to 62% to 75%. The program's stakeholders expect that we will obtain an average graduation rate of somewhere in the 63%-73% range – it is somewhat of an “unknown” at this point; however, it is based on the limited data we have.

In sum, compared to other programs within the state, our persistence/retention rates are quite good. And, in our early stages, our graduation rates have been quite promising.

One must be cautious in realizing that **our** persistence and graduation rates may be much shorter than in other institutions. Indeed, our students are not even classified as hospitality management majors until they have cleared their first two years of coursework, met all the Intellectual Foundation course requirements at FAU, maintained a 2.50 GPA or higher, been admitted to the college of business, etc. They have a far greater chance of both persisting to graduation and actually graduating than if we were examining incoming freshmen throughout all four-six years of university study.

Nonetheless, the faculty members and program director are quite pleased with our results for persistence and graduation.

Retention and Graduation Rate Initiatives

The program director has taken several steps to enhance the chances for graduation. One such step is to make sure courses are offered at various times of the day/year to improve a student's ability to take them. Additionally, the program director meets at least once per year to discuss any programmatic changes with the advising team and its leadership. When the advisors have ongoing education on each program, they are better able to handle student requests for guidance.

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 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 management program seeks to increase communication among hospitality 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 Field Experience in Hospitality 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.

Also, the program director for hospitality management actively participates annually in the AcCESS program for "at risk" sophomores coming into the college of business and advises those anticipating degrees in hospitality management.

- The advising office and the program director both strive to improve matching students with the Field Experience 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 300 jobs posted in a 2-week period across South Florida.

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. The director also works with the newly-hired (2013) college web master to determine the best ways of informing hospitality management majors and minors of career opportunities utilizing the college web site.

Placement Rates/Employer Types

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. Until 2012, students were not provided an FAU email address that would remain active past their graduation date for more than 12 months. Effective 2012, however, students now receive an FAU email address that will remain active indefinitely. Whether or not these graduates *check* their emails is yet another question.

Unfortunately, the program director has a **dismal response rate of graduates of approximately 10%** since graduates were contacted for placement information the first time in 2011.

Between 2011 and 2013, the average salary of hospitality graduates was calculated at: **\$28,737.14** not including bonus or benefits.

Once cannot generalize on salaries due to the low response rate.

The types of employers remains quite varied and has included: restaurants, hotels, resorts, the federal government, tour operators, nightclubs, private country clubs, spas, a personal trainer, corporate event planner, barista/coffee shop, consulting services, marine transportation, promotions & special events, healthcare, powerboat association, auto rental, retail, and media/communications company.

One cannot generalize on types of employers due to the low response rate; however, one can easily be impressed by the sheer variability in types of employers.

Another weakness of the program is the lack of a placement coordinator. This person could be easily combined into a “Recruitment & Placement Specialist” position with high return on investment for the program.

Nonetheless, the program director has made great strides at tracking placement over many other programs and majors in the College of Business.

An interesting note is that students within the hospitality program often come to its faculty members or program director *instead of* the Career Development Center (CDC) because the CDC does not offer a sufficient number of hospitality-specific offerings. The CDC is moving toward more offerings; however, most employers simply reach out to the hospitality management program.

SECTION D: RESEARCH

In its starting years of 2007-2009, the hospitality management program had no tenure-earning or tenured faculty members. However, the program director (on an instructor line) was able to maintain a steady stream of research of at least one peer-reviewed article a year along teaching, administration, and program growth-related duties.

A more scholarly agenda began in the fall of 2009 when the program hired a tenure-track assistant professor which helped launch a stream of research for the coming years. Between the fall of 2009 and the fall of 2013 the new faculty member published 10 peer-reviewed articles and had 23 refereed presentations at national and international conferences. His scholarly output led to winning of ***Warren Holtzman Excellence in Research Award*** in the Department of Marketing

(2011) and the **Scholar of the Year Award** for junior faculty in the College of Business (2012). In addition, he earned a best paper award at the Global Innovation and Knowledge Academy (GIKA) Annual Conference in 2013 in Valencia, Spain.

At the same time, the program director continued to publish at least one peer-reviewed journal article (PRJs) per year and also won the **Scientific Paper Reviewer** award from the International Council on Hotel, Restaurant, and Institutional Education (ICHRIE) due to his ongoing involvement as an ad hoc reviewer and editorial board member of various hospitality publications.

Also, the program hired a terminal-degree-qualified full-time instructor during the fall, 2010 semester. This instructor engages in scholarly activities such as writing academic book chapters, presenting at panels for industry associations and publishing articles in industry publications. Both the program director *and* this instructor continue to have scholarly output similar to those on tenure tracks or in tenured positions. Combined with the heavy-researching assistant professor, the program had considerable scholarly output during the period of the program review (2007-2013).

The table below reflects the scholarly output of the hospitality management program for the time period of 2007-2013. Please note the outstanding contributions considering that there was only **one** tenure-track faculty during a **portion of this overall time period (2010-Present)**.

Scholarly Activities, Hospitality Management Program (2007-2013)

Scholarly Activity	Count
Peer Reviewed Journal Articles	17
Academic Book Chapters	3
Conference Proceedings/Industry Publications	31
Panel presentations for industry associations or professional groups	19
Monthly columns for trade publications	36

The hospitality 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. As stated above, the program director won the “Outstanding Reviewer Award” at *the* major hospitality management educators’ conference.

The hospitality management program is engaged in interdisciplinary work with other departments such as management programs, marketing, 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 management faculty has implications for hospitality 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 Palm Beach County Hotel and Lodging Association. He often conducts focus groups, questionnaire design, and related scholarly activities with these and other industry groups. Another relevant example is a study in progress with the research question of whether or not hotels operated by their own owners outperform hotels that are operated by management companies; the assistant professor performs a high number of finance- and franchise-related research projects.

As part of our overall university accreditation, we installed a Quality Enhancement Plan (QEP) with one of the goals to have undergraduate students become more involved with scholarly activity. As a result, the hospitality management program has joined the university-wide initiative to contribute to the QEP’s emphasis on undergraduate student research. As an example, in the spring of 2012 one of the faculty members supervised two honors students majoring in hospitality management. The two students worked on research projects: one examined hospitality destination management and the other explored the influence of gender on entrepreneurship in hospitality management

Research Goals

Here at FAU, faculty member research expectations for tenure and promotion in hospitality management 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 management program were able to perform on par with aspirant programs such as the University of Memphis.

Currently, as 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 are striving to have some of these items by proposing a master's degree hospitality management specialization in the Master of Business Administration (MBA) program. Exposure to graduate students and offering a graduate-level degree will truly help our program with its overall research endeavors.

It is our goal to hire another research-focused assistant professor to start in the fall of 2013. And, we hope to have one or two part-time research assistants available over the next year or two.

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. The college of business supports its untenured assistant professors by offering increased travel support to untenured faculty and meeting their statistical software package needs.

The program establishes a goal of 30 peer-reviewed journal articles for the next review period (2013-2019) which amounts to an average of 5 journal articles per year. In addition, plans are in place to conduct applied research in hospitality management by partnering with data providers such as Smith Travel Research (STR) and local businesses such as hotels, restaurants, casinos and car rental agencies. Another important goal is to continue supporting the university's QEP program in undergraduate research by encouraging and mentoring our students in research activity.

Special Note on Peer-Reviewed Journals

It is the contention of the faculty members within the hospitality management program to have a more “pure” hospitality management and tourism journals list. At the time, the college relies somewhat heavily on business-specific journal ranking criteria (i.e., ABS).

The external reviewers/readers of this document are encouraged to share their home institution process for the development of a peer-reviewed journals list specific to hospitality management and tourism *within the confines* of an AACSB-accredited college of business. Currently, the hospitality management program suffers from a lack of sufficient hospitality journals on its journals list.

SECTION E: SERVICE & COMMUNITY ENGAGEMENT

Indeed, the program has an extremely-higher-than-average involvement in both service and community activities. This is primarily due to the program director’s former role at a blossoming state university program where he handled all activities for the program’s “main campus” and its community outreach from that position. Further, the program director possesses over 20 years of hospitality industry experience combined with adjunct teaching roles and was far better prepared to be involved in service and community engagement from the start.

Further, upon hiring both the full-time assistant professor and the full-time instructor, the service commitment and community involvement “mantra” was instilled in these faculty members.

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

Some highlights include:

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 Managers 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)
Palm Beach County Hotel & Lodging Association (PBCHLA)

Additionally, the program director serves on the board of directors for several of these organizations and/or committees on other organizations as well.

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

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

Academic Service Highlights

The program director is heavily involved with the school board districts of Palm Beach and Broward Counties and, to a lesser extent, Miami-Dade County when it comes to the K-12 hospitality, culinary, and tourism programs. He has assisted with curricula design, textbook selections, guest speaking at over 15 high schools per year on average, and advisory board involvement. Indeed, he personally serves on the advisory boards for Palm Beach Gardens, Forest Hill, Olympic Heights, Delray Beach, and other high schools. Further, he serves on the National Academy Foundation (NAF) Broward County board which oversees all that county's high school programs offering hospitality & tourism programs.

The full-time associate professor continues to present regularly at academic conferences to showcase his research within the hospitality industry. He serves in

several “ad hoc” reviewer positions for peer-reviewed journals and on editorial review boards as well as the newly-hired assistant professor. The same holds for the program director. Combined, they review for over 12 peer-reviewed journals in hospitality, tourism, and higher education/pedagogy.

Even the full-time instructor who specializes in hospitality law produces a monthly column for a well-read hospitality law publication and has presented at least once per year at an academic conference.

With just one full-time tenured faculty member during the 2007-2013 (33% of the faculty) and the other 66% on non-tenure earning lines, this unit still did beyond its fair share of academic community service and involvement.

College and University Service & Community Engagement

The same “service oriented culture” exists with our college and university service in this unit. The majority of this service came from the program director who has served on or chaired committees for admissions, center for learning and student success, student honor code review board, service learning, center for eLearning, Quality Enhancement Program, SACS re-affirmation committees, college assessment committee, AACSB assessment reaffirmation committee, and many others.

The other faculty members also have a minimum of 3-5 college or university committees with which they work with.

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

- 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

The program summaries of service provision reported in the Institutional Effectiveness and Analysis Database for the years 2009-2013 are as follows. It is unfortunate that no data was maintained during the 2007-2008 or 2008-2009 academic years; however, the pace of service has only increased over time, never lessened.

2007-2008 No data reported

2008-2009 No data reported

2009-2010

Faculty Memberships on program, college, or university committees	9	(4.5 per faculty)
Faculty memberships on community or professional committees	6	(3.0 per faculty)
Faculty serving as editors/referees for publications	2	(100% of the faculty)

2010-2011

Faculty Memberships on program, college, or university committees	10	(5 per faculty)
Faculty memberships on community or professional committees	8	(4.0 per faculty)
Faculty serving as editors/referees for publications	2	(100% of the faculty)

2011-2012

Faculty Memberships on program, college, or university committees	14	(4.67 per faculty)
Faculty memberships on community or professional committees	13	(4.33 per faculty)
Faculty serving as editors/referees for publications	2	(66% of the faculty)

2012-2013

Faculty Memberships on program, college, or university committees	14	(4.67 per faculty)
Faculty memberships on community or professional committees	13	(4.33 per faculty)
Faculty serving as editors/referees for publications	2	(66% of the faculty)

Undoubtedly, our program is one of the most service oriented programs within the entire college and university based upon per faculty member output. **The program director was recognized specifically for his commitment to service duties by receipt of the university-wide TIAA-CREF Faculty Service Award in 2012** “in recognition of the many contributions of professional service provided by the FAU faculty member to our local communities” (see <http://www.fau.edu/cdsi/awards.php>).

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 exposed and respected among its stakeholders both on and off campus.

SECTION F: AN ADDITIONAL PROGRAM GOAL

The thoroughness of this report has permitted the authors to include all programmatic information, reflection, and related information. There is only one other relevant program goal to be included. This goal can be described as a “peripheral” goal relevant to the program.

The goal is that of having a hotel on the university grounds that is affiliated somewhat with the hospitality management program.

In 2006, the program director at the time wrote a brief, 3-page concept paper about bringing a hotel on to the university campus. This idea was well ahead of its time in terms of university size, potential neighborhood business, etc.

The paper, refined and further developed by the current program director in 2008, was more formalized in concept. The university, too, was moving beyond 30,000 full time students and a stadium was under construction as well as “Innovation Village” – an on-campus complex of student housing, retail,

restaurants, etc. Also, the research park adjacent to the main university was increasing its number of business tenants.

The idea of a university hotel developer who would place naming rights on the hospitality management program and change it to a department or college became a somewhat viable concept in the eyes of the program director, faculty members, and college dean's office.

During the 2008-2013 years, the program director has met with hotel brands, hotel developers, and related professionals. Further, the university architect has commissioned a university-funded feasibility study.

As of today, the idea of a hotel "concept" has been approved by the university's board of trustees. In its current iteration, the idea is to have a developer bring a multi-brand hotel concept to campus with both accommodations and meeting/conference facilities. The focus, though, seems to have moved away from naming the hotel program to rather being one of utility use for the overall university with "assistance" and "support" from the hospitality management program.

The current program goal, then, is to stay "involved" in the development of the potential hotel. And, further, to make sure that the program becomes as integrated as possible with the hotel if it comes to fruition. This would permit jobs and internships/field experience opportunities for students. There may be a possibility of holding actual hospitality courses at the hotel in its meeting rooms. And, there may be the opportunity to hire a general manager who possesses the academic credentials to serve in the role of an adjunct faculty member. The university, at this point in time (fall, 2013) seems to have no desire whatsoever to actually *run* the hotel operations. Instead, it wishes to lease the land and have an external developer and operator.

This goal, then, is somewhat "nebulous" and continues to change and grow along with changes in the economy and leadership at the university level.

The program's director and faculty members remain committed to assisting in any way possible to integrate the hotel concept into the program for mutually beneficial components and possibilities.

SECTION G: STRENGTHS/OPPORTUNITIES FOR PROGRAM GOALS

There are several areas of strength across the college of business, university, community, and region that support our program's goals related to faculty hiring, instruction, placements, funding, and related. The key strengths and opportunities are listed below. These are shown in "list" format – there is no intent to list in ranking order of importance.

- The dean's office of the college of business continues to listen to the potential for hospitality management and sees our efficiency. Indeed, all members of the dean's office have been "strength providers" to the program's team and they continue to do so. Both their administrative and staff members offer guidance, support, and recognition on a regular basis.
- The overall university stakeholders from admissions to the president's office....from the Center for Learning and Student Success to residence life....from the Center for eLearning to the Provosts office...and any and all in between seem to embrace the concept that the hospitality industry is the #1 private service employer in the state of Florida. And, as such, that FAU needs to have the best possible program. Over the program's development from 2007-2013, the university stakeholders continue to support the program in various manners.
- The state of Florida governor, the Honorable Rick Scott, during the "great depression" of the late 2000s has shown a strong commitment to the hospitality industry. He continues to fund the state's destination marketing organization, **Visit Florida**, at higher and higher levels. Several reports have indicated that the spending from 85-100 visitors to our state helps create one new job in the hospitality industry. As such, Rick Scott and Visit Florida see hospitality as a viable engine for economic development.

This spending on tourism promotion continues to show higher and higher record levels of tourist visitation to the state of Florida; and, subsequently, continued growth of the hospitality industry. This

support at the state level is a source of strength for our program in terms of job placement for program graduates.

- Another strength (and simultaneous) weakness of the program is its efficiency. By having the highest FTE per faculty member compared to all other programs in the college, and most likely, in the university, our efficiency has been recognized and respected. This efficiency has led to the receipt of two full-time faculty lines during the height of budget cuts. This efficiency, however, will also be shown as a strong weakness going forward. It has gotten us to a point...yet, the program cannot move forward successfully as this extreme level of efficiency. Nonetheless, efficiency has been a valid strength during the 2007-2013 period of observation.
- Curriculum changes resulted from input of industry advisors, peer faculty members at aspirant and state university programs. These curriculum changes have resulted in a very strong curriculum that resulted in the curriculum to emerge as a notable strength of the program. Our BBA degree provides a very strong business foundation for future managers in the hospitality industry. The program director and faculty believe that we have one of the strongest curricula in comparison to our peer institutions. Of course, we are only offering one degree at one level at this time – the future will include an eLearning/online degree, a BS degree, and MBA track or specialization, and possibly MS or PhD degrees in the future. Nevertheless, in its current iteration, the curriculum for our program is truly model example for programs with a BBA in Hospitality Management.
- There are tremendous strengths and opportunities for the program. Some highlights are included here:
 - a) Excellent relationships with professional organizations in the hospitality industry throughout South Florida – actively helping promote and grow our program.
 - b) Outstanding relationships with employers throughout the region and country interested to hire our students.
 - c) The ongoing ability to become the state of Florida's only AACSB-accredited hospitality program offering the most rigorous business training of any state institution in Florida.

- d) The ability to have an on-campus hotel with inherent synergies for training, hiring, and development of students; further, the ability for the hotel's general manager to potentially serve in the role of an adjunct faculty member.
- e) The improving economy at the state level – with an improvement in state tax collections, the state universities may be able to hire tenure-earning faculty members. The program should benefit from this opportunity as long as the economy holds steady during the 2013-2017 years.
- f) A paramount location in South Florida – one of the world's most vibrant and successful tourism destinations.
- g) A program director who possesses over 20+ years of teaching and hospitality industry direct experience; the personal contacts of the program director have provided abundant job opportunities for our graduates.
- h) The ability to have one of the only MBA programs with a specialization or niche in hospitality management – both in an eLearning and face-to-face format. Demand for the MBA is strong. The program director has sent over 50 students to nearby Lynn University (Boca Raton, FL) who then matriculated in their MBA with a specialization in hospitality management. All of these interested students considered FAU their first choice; however, our university could not yet meet their hospitality graduate education requirements.
- i) Of course our faculty members are the strongest asset we have. The program is very lucky to have a program director who was over 20 years of industry experience combined with a doctoral degree, a tenured associate who is one of the top researchers in the area of hospitality finance, a full-time instructor who has been one of the top travel & hospitality lawyers in the country, and a cadre of adjunct faculty members who come from the top organizations within the industry (i.e., Marriott, Expedia, Hilton, et al.).

SECTION H: SPECIFIC AREAS THAT IMPEDE PROGRAM SUCCESS

Along with a host of opportunities and strengths, comes a long list of weaknesses. The unique timing of the program's development is one of the main reasons for this issue. The weaknesses and threats are explained below.

- First and foremost, the program was developed during one of the most severe recessions in history within the state of Florida. As such, the university's budget was slashed tremendously. Hence, there was rapid program growth in student numbers, but no funding to create a department, hire an administrator, or hire faculty members.
- At the start of the program's heavy growth, when majors passed the 35-student mark, both the department chair and program director resigned. The newly hired visiting associate professor was left behind. This individual, who is now the *current* program director, carried on a fast-growing program by himself with adjuncts for a period of 1.5 years. Even with a focus on showcasing and growing the program, there was only so much one person could do with 50+ majors and 25+ minors at the time.
- Funding for faculty lines has been extremely limited across both the college and the entire university over the past 7 years. Ironically, this is the same time period whereby this program was developed. Currently, in the fall of 2013, we have over 500 students in seats taking courses this semester. However, the program only has four full-time faculty members. We are indeed at least 2 faculty members behind for our current situation.

More importantly, we have not yet expanded to include an eLearning degree program, a BS degree option, or a track within the MBA. As such, we are *extremely* behind in terms of hiring faculty members to keep pace with current and future student demand.

- The program is not yet a department. This is a weakness in that anyone doing a search will have found somewhat hidden in the Industry Studies Department (2007-2008), than in the Management Programs Department

(2009-2010), and now in the Marketing Department (2011-Present). The shortcoming in the college's web site design software lists hospitality management faculty as *marketing* faculty – the system titles individual by *department* name, not program name. As such, there is still an issue where stakeholders inside and outside FAU do not even know we exist as a program.

Additionally, since the program was moved around from place to place various times, there is sometimes the feeling that we are not yet permanent.

Further, all other hospitality management departments in the state have administrative and placement/recruitment staff members. This includes every peer institution offering hospitality management (FIU, UCF, Daytona State, Valencia College, Broward College, Palm Beach State College, FSU, UF, USF, and FGCU). These individuals go out and attract potential students from the 500+ high school-level culinary and hospitality programs. These K-12-level feeder programs are very important for recruitment. Our current staffing levels do not provide for this position so the program director tries his best to visit several high schools per year. There is no possible way to have the impact that we need on recruitment in comparison to peer institutions with our current staffing levels.

The program truly needs to become its own department with a sufficient infrastructure of support to take us to the next level. Luckily, this can be created at a relatively low cost to the college of business.

- There are several faculty members in the college of business who perceive hospitality management (and related areas such as culinary or tourism) to *not* be of sufficient rigor or quality to be taught within a college of business. As such, these individuals often look down upon the program or question why our program is growing so rapidly or provided resources.

Indeed, the program has one of the lowest GPAs in the college (highest rigor) and often has the highest job placement of graduates each semester. Nonetheless, the negative perceptions persist. The director

has attempted to reduce these prejudicial feelings and emotions, but only to a certain extent. This will take quite a bit of time. This is sometimes a common emotion within a college of business setting for a hospitality management program.

- The program cannot continue with the level of efficiency it has experienced since development. As just one example, the program director has raised funds on his own just to pay for course overloads that he must teach each and every summer. The demand is there; however, we have not been able to hire faculty members fast enough.

The trend has been for the average class size to continue to grow and for the FTE generation by the program to simultaneously grow. There is no argument that efficiency is a strong asset; yet, we are behind efficient almost to the point of inability to keep up. Faculty member hires are a strong need for this program not only to meet demand, but to permit it to move into the direction of other degree offerings as indicated by student and community demands.

- The program's faculty members would like to offer more executive education certificates, but cannot at this point due to staffing demands.
- FAU is the *only* institution in the state university system (SUS) that enters freshmen planning to join the college of business and titles them as *Pre Business* instead of their actual majors. Hence, when an incoming freshman or transfer student applies, he or she will see *Pre Business* as a possible major, but **not** hospitality management. This leads to many individuals perceiving that FAU does not *have* a hospitality management program and they simply apply elsewhere.

All majors who eventually will join the college of business (i.e., marketing, finance, management, etc.) come in listed as *Pre Business*. This has been problematic for the hospitality management program as it can lead to an individual believing that no such program exists; this is especially the case since we are the only state university with this method of major titling upon application.

- The program director need to restart and reorganize the Industry Advisory Board. This board was discontinued during the height of the recent recession and after the previous committee assisted with program design. The goal is to professionalize the board with annual dues and invite a higher caliber level of industry executive to join and participate. This initiative is scheduled to be completed by 2015.

SECTION I: RESOURCE ANALYSIS

The lack of resources has been discussed throughout this document; of particular note are:

- a) Insufficient faculty numbers to even accommodate the current demands, let along the continual growth patterns
- b) Lack of organization as a department – with limited costs of an administrative person and program coordinator this is somewhat of an easy fix, but needs to be undertaken
- c) Research graduate assistants (RGAs) are another item of low cost that would greatly assist the faculty members involved in scholarly activity. The program currently does not participate in the MBA or doctoral program; however, we do currently have a strong need for RGAs as we have several faculty members involved in scholarly activity on a regular basis.

SECTION J: FUTURE DIRECTION

The future direction of the program has been mentioned throughout this document. After receiving input from external reviewers, the program director and faculty members will create action plans. Currently, we envision the following steps for future development:

- a) Continued program growth

- b) Conversion of the “program” to a Department of Hospitality Management
- c) Addition of faculty members
- d) Addition of an administrative person for the department
- e) Addition of 2-3 graduate research assistants per academic year
- f) Addition of a Program Coordinator to handle recruitment and industry relations
- g) Continued growth of undergraduate majors by about 25% over the next 5 years
- h) Addition of 25-50 MBA students undertaking a specialization or “track” in hospitality management
- i) Creation/redesign of the Bachelor of Science (BS) degree option to include additional hospitality management-specific courses over the current Bachelor of Business Administration (BBA) option; this will require additional courses to be approved and additional faculty members to teach these courses. We are estimating 3-5 additional courses in total
- j) Possible synergy and interaction with an on-campus hotel if and when it is developed
- k) The possible creation of additional executive education seminars and courses

SECTION K: SUMMARY

To reference a popular children’s story, this program can be referred to as “the engine that could”. When hired in 2007 full time, the program director was brought on to join a vibrant, funded, new program with 3 full-time faculty members, its own hospitality-focused department (Industry Studies) and good funding models. The future was incredibly bright and promising.

Within a year, the program director was left alone in a fast-growing program, no longer with a home department, and thrust into a downward funding spiral with few resources of any other kind.

The program director took the “bull by the horns” and found qualified adjunct faculty to survive in the short run, had a compassionate dean’s ear who assisted the program in relocating different times on its way to becoming a department,

and a dedicated focus by the director toward becoming a department that could show its true potential.

The program director held out for the best possible new-hires that he could find as soon as suitable funding became available. One person was permitted to be hired in 2009 and another in 2011 bringing us back to the original size in **staff**, but now with **5 times the number of students**. This amazing growth resulted from the promotional efforts undertaken by the program director and as a result of a marketplace that showed great employer and student interest.

Today, we are a great, growing program. Yet, we are in need of a permanent home - our own department – so that we can continue to grow in an orderly fashion with the necessary placement and recruitment staffing levels. The abundant job opportunities for graduates in the state of Florida need a better mechanism for placement and tracking.

Our faculty member numbers are insufficient just our **current** enrollments, let alone our continued growth pace. At the same time, we need to be more competitive by offering extended programs such as a BS degree, fully online degree options, and an MBA specialization. And, it has become evident over time that the program needs the stability of a tenured faculty leader who can weather the political “storms” of a college of business environment by continuing to exhibit the outstanding efficiencies and FAU stakeholder benefits of a hospitality management program.

Despite many hurdles, the program has come a **long way** in a very short 6-year period (2007-2013) and continues to **flourish**. We move forward undaunted and excited to become a department of our own in the near future, one of the strongest departments at Florida Atlantic University and within the state university system (SUS). This is truly an attainable goal with the correct resources.

SECTION L: DISCUSSION ITEMS FOR EXTERNAL REVIEWERS

The program directors and faculty members have pondered many areas throughout their research for this program review. Several questions have

emerged from this undertaking for our external reviewers and other stakeholders. Input on the following would be much appreciated.

1. For a program that was started just a few years ago, what is your perception of where we were, where we are, and where we're headed?
 - a) Are there other areas we should consider?
 - b) Are we commensurate with other programs at this stage of our operation?
 - c) What are your suggestions on our future plans?

2. The unique challenges facing a hospitality management program within an AACSB-accredited college of business are many. They include a tendency toward considering hospitality "professional" or "vocational" in nature as well as a fairly new academic discipline without reputable peer reviewed journals (PRJs). We would like input from the external reviewers on the best methods for this situation. For example:
 - a) How have your programs become recognized among more traditional college of business programs?
 - b) What are the best practices to move the program forward amidst the controversy of a vocational degree housed in a business college?
 - c) How did you develop an accurate journals list permitting hospitality faculty member to publish in hospitality journals without feeling "lesser" than traditional business publications?
 - d) Do you feel the program should move outside of a college of business?
 - e) Do you feel the program should move outside AACSB-accreditation but remain *within* the college of business as many of our peers?

3. When considering the BS degree option, please provide your input and guidance? It is evident that many peer college of business programs offer BS degrees versus BBA degrees in order to offer a higher number of

hospitality-specific coursework (hence, better preparing their graduates). Please provide your input on the BS versus the BBA degree.

4. Should we move toward an MBA with a specialization in hospitality management or toward an MS degree in Hospitality Management? The program director and faculty members perceive the MBA track as beneficial since there are few, if any, available in the state of Florida. We may, however, be too close to the topic. Hence, external input and suggestions would be appreciated on this topic.
5. Is there any need to strive toward a doctoral degree offering at some point in your opinion?
6. Please provide input specifically about professionals/staff you employ in your institutions to handle student recruitment and industry relations/placement. We desperately need to develop this area and would like to follow “best practices”.
7. What is your overall impression of our program thus far?
8. Please provide three action plan items based on our existing program that we may implement during the next 7-year period.
9. In its current iteration, what do you view as our program’s biggest strength and its biggest weakness?

APPENDIX 1: ABBREVIATED FACULTY MEMBERS' CURRICULA VITAE

The following pages contain abbreviated one-page CVs for full-time faculty members in the hospitality management program. These include:

Dr. Peter Ricci, Director & Instructor

Dr. Melih Madanoglu, Associate Professor

Dr. Anil Bilgihan, Assistant Professor (newly hired in fall, 2013 – not employed during period of program review)

Mr. Jeffrey Miller, JD, Instructor

If the reader would like to view the full CV of any faculty member, he or she may visit the web page: <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.

The one-page abbreviated CVs are listed below.

PETER RICCI
peter.ricci@fau.edu
Hospitality Management Program Director
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 (HSMIA) 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:

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

ANIL BILGIHAN
anil.bilgihan@fau.edu
Hospitality Management Assistant Professor
Abbreviated Curriculum Vitae

EDUCATION:

PhD, University of Central Florida, Rosen College of Hospitality Management, August, 2012
MS, University of Delaware, Alfred Lerner School of Economics and Business, May, 2009
BS, Bilkent University, May, 2007

SCHOLARLY ACTIVITY:

2007-2013

6 peer reviewed journal articles

14 conference proceedings

1 industry publications

1 panel presentations for industry associations or professional groups

1 textbook

1 academic book chapter

Editorial Board Member of 2 journals

Reviewer for 5 journals and 3 conferences

1 dissertation committee member

COURSES TAUGHT:

Hotel & Resort Management, Hospitality Marketing & Revenue Management

THIS FACULTY MEMBER WAS HIRED IN THE FALL OF 2013 AND WAS NOT EMPLOYED AT FAU DURING THE PERIOD UNDER OBSERVATION IN THE PROGRAM REVIEW.

MELIH MADANOGLU

mmadanog@fau.edu

Associate Professor of Hospitality Management
Abbreviated Curriculum Vitae

EDUCATION:

Ph.D., Virginia Tech University, December 2005

M.S., Oklahoma State University, July, 2001

B.S., Mersin University, May 1998

SCHOLARLY ACTIVITY:

2007-2013

14 Peer reviewed Journal articles

39 peer reviewed Conference Proceedings/Presentations

1 Special Issue Editorship

1 Book Chapter

4 Editorial Board Memberships of Academic Journals

Reviewer for 12 journals (ad hoc basis)

Reviewer for annual ICHRIE conference papers, posters, etc.; Academy of Management Meeting; Southern Management Association; United States Association of Small Business and Entrepreneurship Conference.

PROFESSIONAL ACTIVITIES:

Board member and Treasurer in Association of Hospitality Financial Management Educators (AHFME)

Committee member and organization member of International Council on Hotel, Restaurant and Institutional Education (ICHRIE) and Hospitality Finance and Technology Professionals (HFTP)

Organization member in Academy of Management (AOM) and United States Association of Small Business and Entrepreneurship (USASBE)

Attendance at professional development workshops; consulting for hotels and casinos.

COURSES TAUGHT:

Introduction to Hospitality Management; Performance Analysis for Hospitality Managers; Excellence in Guest Services Management; Meetings & Events Management

JEFFREY R. MILLER
jmill196@fau.edu
Hospitality 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:

2007-2013

5 Conference Proceedings/Industry Publications

2 textbook chapters for our program's Introduction to Hospitality Management course

72 monthly columns as Legal Editor of *Agent @Home Magazine*

21 panel presentations or speeches for industry associations or professional groups

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:

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