

Date: June 15, 2018

To: Martha Venn, Deputy Vice Chancellor for Academic Affairs, University System of Georgia

From: Michael Galchinsky, Associate Provost for Institutional Effectiveness, Georgia State University

Cc: Risa Palm, Senior Vice President for Academic Affairs and Provost, Georgia State University

Re: Comprehensive Program Review

This memorandum explains the reporting mechanism used by Georgia State University for the purpose of Comprehensive Program Review in 2018.

The following Georgia State University programs underwent Comprehensive Program Review (CPR) using the System's CPR reporting vehicle in Spring 2017:

Bachelor of Arts with a major in Applied Linguistics (16010201)

Bachelor of Arts with a major in Economics (45060100)

Bachelor of Arts with a major in History (54010100)

Bachelor of Arts with a major in International Economics and Modern Languages (45060501)

\*Bachelor of Business Administration with a major in Business Economics (52060101)

Bachelor of Business Administration with a major in Hospitality Administration (52090105)

Bachelor of Science with a major in Criminal Justice (43010401)

Bachelor of Science with a major in Economics (45060100)

Bachelor of Science with a major in Physics (40080101)

Bachelor of Science in Nursing (51380101)

Bachelor of Science in Nursing, RN to BSN (51380105)

Master of Arts with a major in Applied Linguistics (13140101)

Master of Arts with a major in Economics (45060100)

Master of Arts with a major in History (54010100)

Master of Global Hospitality Administration (52090101)

Master of Heritage Preservation (30999901)

\*Master of Science with a major in Business Economics (52060101)

Master of Science with a major in Criminal Justice (43010401)

Master of Science with a major in Nursing (51380105)

Master of Science with a major in Physics (40080101)

\*Master of Laws (22020101)

\*Juris Doctor (22010100)

Doctor of Nursing Practice (51380101)

Executive Doctorate in Business (52029901)

Doctor of Philosophy with a major in Applied Linguistics (13140101)

Doctor of Philosophy with a major in Astronomy (40020100)

Doctor of Philosophy with a major in Criminal Justice and Criminology (43010401)  
Doctor of Philosophy with a major in Economics (45060100)  
Doctor of Philosophy with a major in History (54010100)  
Doctor of Philosophy with a major in Nursing (51389901)  
Doctor of Philosophy with a major in Physics (40080101)

In all but four cases (those indicated with an asterisk), these CPR reports were used as inputs in the preparation of self-study study reports by units as part of the comprehensive Academic Program Review (APR) process during the past year.

The following units successfully completed the APR process in 2018:

Department of Applied Linguistics and English as a Second Language  
Department of Criminal Justice and Criminology  
Department of Economics  
Department of History  
Department of Physics and Astronomy  
School of Hospitality Administration  
School of Nursing

In addition, the Executive Doctorate in Business program, which is not located within any single department, completed the APR process.

Unlike CPR, APR at Georgia State University involves the entire unit in which the program is based. Thus, in APR, a department's bachelor's, master's, doctoral, and other programs are all reviewed as part of a holistic evaluation of the unit's viability, quality, and productivity. The robust APR process involves data collection, a self-study, an external review by disciplinary specialists, an internal review by the University Senate, an action plan, and a series of implementation reports. The units must demonstrate their contribution to the University's Mission and Strategic Plan, and must articulate a series of goals aimed at continuous quality improvement.

Consequently, in lieu of a CPR reporting vehicle for each program, we are submitting the following documents for those programs housed in units that conducted APR in 2017-2018 on a unit by unit basis:

- 1) For each program in the unit, the signed final page of the CPR vehicle, attesting that the program "meets" the institutional criteria for retention
- 2) The unit's self-study report
- 3) The report of the external reviewers for the unit
- 4) The report of the University Senate's Academic Program Review Committee for the unit  
(The action plans will be developed over the summer and are not yet available)

As noted above, four programs were not covered by the APR process. For two of these programs (BBA with a major in Business Economics, MS with a major in Business Economics), we are submitting an updated CPR reporting vehicle. The two other programs (Master of Laws, Juris Doctor) are scheduled to undergo APR in 2020.

Please let me know if you have any questions. Thank you for your consideration.

SENIOR VICE PRESIDENT OF ACADEMIC AFFAIRS AND PROVOST  
Office of the Provost

**Mailing Address:**  
PO Box 3999  
Atlanta, GA 30302-3999

Phone: 404-413-2574  
Fax: 404-413-1301



June 15, 2018

To whom it may concern:

I hereby certify that each of the programs scheduled for Comprehensive Program Review at Georgia State University in 2018 MEETS the institution's criteria for retention. I have designated Michael Galchinsky, the Associate Provost for Institutional Effectiveness, as the signatory for the individual reports.

Sincerely,

A handwritten signature in cursive script that reads "Risa Palm".

Risa Palm  
Senior Vice President for Academic Affairs and Provost

**Comprehensive Program Review**  
***Instructions, Reporting Vehicle, and Definitions***

**Reporting Vehicle**

**Institution: Georgia State University**

**Academic Program Name: Bachelor of Business Administration with a major in Hospitality Administration**

**CIP Code: 52090105**

**College or School and Department: J. Mack Robinson College of Business - School of Hospitality**

**Date of Last Internal Review: 2007-2008**

**Outcome of Previous Program Review (brief narrative statement):**

**Date: June 2018**

**Program Reviewed at the Institution for this report: Bachelor of Business Administration with a major in Hospitality Administration**

**Comprehensive Program Review**  
**Instructions, Reporting Vehicle, and Definitions**

**Provost/VPAA Categorical Summation:**

Check any of the following to categorically describe action(s) the institution will take concerning this program.

**Program MEETS Institution's Criteria**

Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

**Program DOES NOT MEET Institution's Criteria**

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

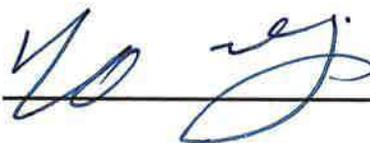
Program will be voluntarily terminated.

Other (identify/add text): \_\_\_\_\_

Provost/VPAA Signature and Date: \_\_\_\_\_

----- OR -----

Provost/VPAA's Designee Signature and Date:

 6/14/2018

**Comprehensive Program Review**  
***Instructions, Reporting Vehicle, and Definitions***

**Reporting Vehicle**

**Institution: Georgia State University**

**Academic Program Name: Master of Global Hospitality Administration**

**CIP Code: 52090101**

**College or School and Department: J. Mack Robinson College of  
Business - School of Hospitality**

**Date of Last Internal Review: New Program 2013**

**Outcome of Previous Program Review (brief narrative statement):**

**Date: June 2018**

**Program Reviewed at the Institution for this report: Master of Global  
Hospitality Administration**

**Comprehensive Program Review**  
**Instructions, Reporting Vehicle, and Definitions**

**Provost/VPAA Categorical Summation:**

Check any of the following to categorically describe action(s) the institution will take concerning this program.

**Program MEETS Institution's Criteria**

Program is critical to the institutional mission and will be retained.

Program is critical to the institutional mission and is growing or a high demand field and thus will be enhanced.

**Program DOES NOT MEET Institution's Criteria**

Program will be placed on a monitoring status.

Program will undergo substantive curricular revisions.

Program will be deactivated.

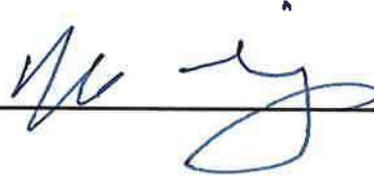
Program will be voluntarily terminated.

Other (identify/add text): \_\_\_\_\_

Provost/VPAA Signature and Date: \_\_\_\_\_

----- OR -----

Provost/VPAA's Designee Signature and Date: \_\_\_\_\_

 6/14/2015

**Cecil B. Day School of Hospitality Administration**  
**Robinson College of Business**

**2017-2018**  
**Academic Program Review**

**Self-Study Report**

**Review Period:**

**2014 – 2016**

**Self-Study Team:**

**Soon-Ho Kim, Ph.D. – Chair APR**

**Soyoung Boo, Ph.D.**

**Debby Cannon, Ph.D.**

**Donetta Poisson, Ph.D.**

**Kyle Townsend, Ph.D.**

**Submitted November 30, 2017**

# School of Hospitality

## Academic Program Review 2017-2018

### Table of Contents

<b>Section</b>	<b>Page</b>
<b>Section 1: Where is the School of Hospitality Now?</b>	<b>1</b>
<b>1.a Undergraduate Education</b>	
1.a.1 Quality of Undergraduate Students	1
1.a.2 Scholarship Support for Undergraduates	2
1.a.3 Student Learning Success and Satisfaction	2
1.a.3.1 Assessment of Student Learning	2
1.a.3.2 Recruitment Rates and Advisement Procedures	4
1.a.3.3 Retention Rates and Graduation Rates	5
1.a.3.4 Output Quality Metrics	5
1.a.3.5 Enrollment by Program, Gender and Race	6
1.a.3.6 Level of Financial Need	6
1.a.3.7 Student Services	6
1.a.3.8 Curriculum Quality as Determined by Benchmarks	8
1.a.3.9 Contribution to Core Curriculum	9
1.a.4 Signature Experiences	9
1.a.4.1 Research Practica	10
1.a.4.2 Urban Service Learning Programs	10
1.a.4.3 Internships	10
1.a.4.4 Study Abroad	11
1.a.5.1 Honors Courses	12
1.a.6.1 Courses - Cross-listed	12
1.a.7 Number of Students Enrolled, Online/Hybrid Courses	12
1.a.8 Undergraduate Degrees Conferred by Fiscal Year	12
<b>1.b Graduate Education</b>	<b>12</b>
1.b.1 Quality of Graduate Students	13
1.b.2 Expanding Support of Graduate Program	13
1.b.2.1 Total Number of Graduate Programs	14
1.b.2.2 Percentage of Graduate Students	14
1.b.2.3 Graduate Student Financial Support	14
1.b.2.4 Ratio of Graduate Students to TT Faculty	14
1.b.2.5 Internships, Service Learning, Field Placements	14
1.b.3 National Reputation	15
1.b.3.1 Number of Graduate Students by Year	15
1.b.3.2 Pass Rates on National Credentialing Examinations	15
1.b.4 Student Learning Success and Satisfaction	15
1.b.4.1.a Assessment of Student Learning	16
1.b.4.1.b Courses Taught	17

**School of Hospitality**  
**Academic Program Review 2017-2018**  
**Table of Contents**

<b>Section</b>	<b>Page</b>
1.b.4.2	17
1.b.4.3	18
1.b.4.4	18
1.b.4.5	18
1.b.4.6	18
1.b.4.7	18
1.b.4.8/4.9	19
1.b.5.2	19
1.b.6	20
1.b.7	20
<b>1.c Research</b>	
1.c.1	20
1.c.1.1	21
1.c.1.2a	21
1.c.1.2b	22
1.c.1.3	22
1.c.1.4	22
1.c.1.4a	22
1.c.1.5	23
1.c.1.6a	23
1.c.1.6b	23
1.c.1.7	24
1.c.1.8	24
1.c.2	25
1.c.2.2	26
1.c.2.3	26
1.c.2.4	26
1.c.5	26
1.c.5.2	27
1.c.5.3	27
<b>Overall Assessment of the Unit</b>	
Faculty Resources	27
Administrative Resources/Staff Support	28
Technological Resources	28
Space Resources	28
GSU Foundation Resources	29
<b>Where do you want unit to go?</b>	29
<b>What is needed to reach School's vision?</b>	30

## **Section I: Where is the Cecil B. Day School of Hospitality Now?**

As the School of Hospitality enters its 45<sup>th</sup> year (founded in 1973), it is a pivotal time for the School. Achievements have included being named one of the top-ranked programs in the Southeast, nation and globally for both undergraduate and graduate studies. External funding efforts have been reasonably successful with a \$1 million gift resulting in the naming of the Regynald G. Washington Masters in Global Hospitality Management Program in 2015. In 2016, it was announced that the School of Hospitality will initially be the one academic program with facilities at the Georgia State Stadium which will encompass primarily culinary and event management labs, dedicated classrooms as well as additional allocated space.

The School of Hospitality is one of ten programs in the U.S. dually accredited by AACSB and ACPHA (Accreditation Commission for Programs in Hospitality Administration.) The School was first accredited by ACPHA in 1992 and has consistently been reaccredited successfully (2000, 2007, 2015). The School has been in the College of Business since 1995.

The 45<sup>th</sup> anniversary also sees challenges for the School of Hospitality which will be transparently addressed in this document. The School's enrollment of undergraduate majors has been flat with periodic slight dips in enrollment. Students often opt for a minor or a certificate in hospitality and select a non-business major avoiding some of the more rigorous required BBA courses. On the graduate level, there are more educational products on the market particularly with online options at competitive prices. These challenges will also be addressed.

Section I will first focus on the undergraduate program, followed by the Masters in Global Hospitality Management Program. Faculty research will next be analyzed. "Contributions to Cities" and "Globalizing the Unit" will follow which are directly connected to two university-level strategic goals.

### **1.a Undergraduate Education**

#### 1.a.1 Quality of Undergraduate Students

Freshmen entering Georgia State have to declare a major although many, in reality, are undecided until later. Students declaring hospitality are pre-majors until they complete six courses that are "Area F" in the curriculum with a minimum GPA of 2.8. The "Area F" requirement screens out some students in their sophomore year, therefore moderating the freshmen admission data resulting in higher-level students academically. Most BBA students do not take the first class in the major until their junior year.

Appendix 1.a.1 delineates different data used in determining freshman admission to Georgia State. The data include scores for students who are declaring hospitality as freshman. Regarding quality of undergraduate students who are declared hospitality majors, data show sound Freshmen Index scores (evaluated for three consecutive fall semesters from 2014-2016.) Freshmen Index Scores increased between 2014 and 2016 with an upward range of 98 points over the three years. SAT scores did not significantly vary between 2014 (1058) and 2016 (1061) but did drop in 2015 to 1026. ACT scores, however, continued to gradual climb over the three

years from by 2 points (ACT averaged 23 points in 2014) to 25 in 2016. High School GPAs were consistent between enrolled freshmen in 2014 (3.28) compared to 3.43 in 2015 and 3.39 in 2016.

In comparison to all business majors entering as freshmen in 2014 – 2016, overall there is little variance. Hospitality majors, for the three years, had a high school GPA average of 3.37. For all College of Business departments, the GPA average for entering freshmen was 3.39. The SAT composite scores for hospitality majors for the three-year period averaged 1048.3. For all College of Business departments, the average for entering freshmen was higher at 1083.7. Entering freshmen declaring hospitality averaged 528.3 on math, and 525.7 on verbal compared to 549 on math and 543 on verbal for the college as a whole.

### 1.a.2 Scholarship Support for Undergraduates

The School of Hospitality follows a structured process for internally-awarded scholarships. Students are notified during fall semester of available scholarships and are encouraged to apply by completing a required form. Scholarship deadlines are typically before the winter break in mid-December. If needed, a second notification is sent after the beginning of spring semester. Scholarship applicants are evaluated by established criteria. Most scholarships are industry-specific, i.e. American Hotel & Lodging Educational Foundation states preference is given to students who have career aspirations in lodging.) Scholarships are awarded in conjunction with the Robinson College of Business Honors Day in March. Over the last four years (2014 – 2017), \$145,437 was awarded to students through the School of Hospitality. Of this amount, \$119,437 are scholarships awarded directly by the School. The remaining \$26,000 are school-sponsored applicants awarded funding through the American Hotel & Lodging Educational Foundation. This total does not include financial support to students for travel (New York Hotel Show, NRA Show, for example) or funding on the college or university-level (such as Study Abroad Scholarships.) In 2017, alone, \$8600 was awarded to eight students in total to support their travel to the Young Hoteliers Summit in Switzerland and the National Restaurant Association Show in Chicago.

Appendix 1.a.2. delineates scholarships and financial awards in 2014 – 2017.

### 1.a.3 Student Learning, Success and Satisfaction

#### 1.a.3.1 Assessment of Student Learning

The School of Hospitality engages in continuous improvement efforts that are structured around several processes: formal feedback from students through the written Student Evaluation of Instructors (SEIs); informal feedback from students in various interactions with faculty and staff; written feedback from employers through the supervisors' evaluation of student work performance; input from the School's Industry Board members as well as through interaction with industry representatives in primarily professional associations; faculty input based on in-class and out-of-the-classroom interaction with students; the University annual assessment process; annual reports required by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) and reaccreditation processes for both ACPHA and AACSB.

The School's mission is: "The Cecil B. Day School of Hospitality develops hospitality leaders in a global society."

The Student Learning Outcomes are:

Students at the completion of the BBA degree in Hospitality Administration will be able to:

1. Identify and explain management concepts, principles and processes in operational areas of business and hospitality organizations.
2. Describe and demonstrate the fundamental principles of leadership and model the behavior of effective managers.
3. Demonstrate effective communication skills.
4. Analyze and synthesize hospitality managerial and leadership skills through strategic critical thinking and problem-solving.

The School's mission and the four programmatic Student Learning Objectives are included on each undergraduate hospitality course syllabus. Course learning objectives are then delineated and included on each course syllabus.

Appendix 1.a.3.1 includes a copy of each undergraduate assessment report for the last three years. Assessment measures have been focused on student performance on quantitative measures such as the Certification in Hospitality Industry Analytics (CHIA) exam and ServSafe exam results as well as more qualitative results such as leadership portfolios, field experience portfolios and supervisor evaluations of student work experiences.

Assessment results have led to changes in the curriculum and course structuring. For example, material that is reflected on the CHIA exam is now being taught in the first hospitality course typically taken, "Perspectives of the Hospitality Industry" (HADM 3010), and integrated into most major courses. Changes in the course structuring occurred in response to low ServSafe scores and these changes will continue with further revisions of culinary courses. The "Supervisor Evaluation Form" was revised to offer numeric ratings but also to include definite functional areas for feedback.

Faculty have been deliberating the addition of a Senior Hospitality Exit Exam. Passing the exam would not be a graduation requirement but completing the exam would be linked to a required senior hospitality course and would be a course requirement. The possibility of awarding students who achieve high scores on the exit exam with some type of recognition through the School of Hospitality would hopefully be a motivator for students to take the exam seriously. There is a Senior Exit Exam on the college level but the content is based on the required business courses starting at the sophomore level through senior year. It is felt that more defined hospitality content is needed and therefore the consideration of a departmentally-based exit exam in addition to the College requirement.

Comprehensive Program Review Reports for both the undergraduate and graduate programs are included in this Appendix 1.a.3.1 as are the undergraduate program of study and course descriptions.

### 1.a.3.2 Recruitment Rates and Advisement Procedures

While the GSU Admissions Department engages in recruiting activities representing the entire university, the School actively and regularly engages in recruiting activities for more targeted markets. The School strategically works to increase the awareness of hospitality as a major encompassing on-campus and off-campus activities.

As seen in the breakdown of recruiting events in Appendix 1.a.3.2.1, the School participates in events for high school students to inform them of GSU's hospitality program as well as on-campus activities for high school students who are potential majors. Examples of these include the annual High School Pro-Start Career Expo held in Atlanta, visits to local high schools and on-campus visits and class experiences for high school students typically from Pro-Start and hospitality programs. A comprehensive list of recruiting done in 2013 is provided to show the scope of such opportunities. For the years 2014 – 2017, reoccurring recruiting opportunities are presented and differentiated between those events targeting undergraduate students and those for graduate applicants. An analysis of social media marketing is also included in this appendix.

The School also has a strong presence at on-campus recruiting activities such as the freshman orientations which start in May and are offered throughout each summer. The School has delivered welcome bags to incoming freshmen dormitory rooms, been part of dorm move-in days with gifts for students and held open houses in the department on numerous occasions and always has a presence at university student organization recruiting fairs, "change of major" events and similar recruiting opportunities such as Panther Previews which are campus visits for high school juniors and seniors offering mock classroom experiences and information tables for different majors. The School of Hospitality participates in both parts of Panther Previews.

The School of Hospitality regularly participates in recruiting activities to gain majors but also to market the program options of minoring in hospitality, obtaining a certificate or declaring a double major. In addition, hospitality courses (12 credit hours) are included in the Bachelor of Interdisciplinary Studies program in Sports Administration which can result in good marketability for jobs in the sports venue/event management area.

Regarding advisement, freshmen, sophomores and juniors receive academic assistance in the University Advisement Center. Senior hospitality majors prepare for graduation with the Office of Academic Assistance in the Robinson College of Business. In working with the University Advisement Center, the School of Hospitality regularly presents information sessions for the advisors. This is also done on the college-level with the Robinson College of Business Office of Academic Assistance. School of Hospitality faculty and staff present information sessions at least annually to both the College's Academic Assistance Department as well as to University Advisement Center staff. The School of Hospitality welcomes students who are potential majors, minors and certificate students and encourages advisors to recommend that students visit the School. Faculty and staff are familiar with industry-specific career options as well as employment opportunities for students while in-school. Hospitality-related work experience, completed through the course, Hospitality Field Experience (HADM 4900), is a graduation

requirement for hospitality majors and an explanation by advisors of this requirement is recommended before a student's junior year.

#### 1.a.3.3. Retention Rates and Graduation Rates

The Fall 2010 cohort of first time freshmen (entering 2010) had a six-year graduation rate of 77.78% with a retention rate through fall 2016 of 77.78%. For the overall Robinson College of Business, the graduation rate for that same time period was 57.34% with a retention rate of 62.5%. For that time period, the School of Hospitality had the highest retention rate and graduation rate in the college.

These rates do vary. For example, for the Fall 2009 first time freshmen cohort, the six-year retention and graduation rates for hospitality were 46.67% with the college's retention rate being 65.74% and the graduation rate at 60.2%. For the Fall 2011 cohort of first time freshmen, the hospitality retention and graduation rate at the five-year mark was 80% with the college having a graduation rate of 48.92% and retention rate of 62.07%.

Anecdotal evidence supports that students most likely change their major from hospitality during their first two years in the program before actually taking hospitality courses which begin in the junior year. Typically, the School of Hospitality is not aware of students changing their majors or even leaving Georgia State when it occurs before taking hospitality courses or connecting with the department. Efforts have intensified to connect with first semester freshmen who have declared hospitality to get them involved in student organizations, scholarship opportunities and other ways to engage them. The School of Hospitality has also discussed providing supplemental tutoring for students particularly for the more difficult business core courses such as the two required accounting courses.

#### 1.a.3.4. Output Quality Metrics: Placement rates and/or acceptance rates into advanced degree programs

Neither the University nor Robinson College of Business collect data on placement of graduating seniors. The School of Hospitality has, therefore, been involved for several years in collecting data utilizing sources such as the Hospitality Alumni Club and LinkedIn. Because GSU emails are retained for only one year after graduation, long-term contact with alumni is challenging. Included in Appendix 1.a.3.4 is information on employment of hospitality alumni and graduate degrees earned or in-progress. While there is limited data on graduating classes dating to the 1970s, alumni information is included from 2012 to spring 2017. In addition, there is a breakdown of industry sectors and the number of alumni by sector. Also included in this appendix is information on undergraduate alumni who have continued their education with graduate or professional degrees.

In analyzing data collected by the School of Hospitality of 373 alumni (from 2012 – 2017), almost 40% (39.9%, n=149) of the alums work in the hospitality industry. Over 31% (31.3%, n=117) work outside the hospitality industry and industry details for 29% (n=107) are not known. For those alumni working outside the industry, almost 80% (49.6%, n=58) work in a business environment in sales, marketing or finance.

The alumni survey administered by the Office of Institutional Effectiveness also targeted career information post-graduation. Although limited with only sixteen respondents, the survey did show the largest percentage working (53.5%) to be in the hospitality and tourism industry followed by the next largest percentage (26.7%) to be employed as college faculty/administration.

#### 1.a.3.5 Enrollment by Program, Gender and Race

Undergraduate enrollment by gender shows a consistent and significant majority of females majoring in hospitality. Over the three years reported for the APR, the average number of females represented an average of 80% of hospitality majors. Enrollment by race shows a very diverse student body of hospitality majors. Over the three years reported, 34.6% of hospitality majors were African American; 18.5% were Asian and 34.7% were White. In addition, .2% were Native American, and 4% multi-racial. Compared to GSU's enrollment on the undergraduate level for 2014-2016, the percentages for the university were 43.2% African America, 13.1% Asian and 31.5% White, .27% Native American and 6% multi-racial.

#### 1.a.3.6 Level of Financial Need

Financial need was reviewed for three consecutive fall semesters from 2014 – 2016 for hospitality majors and hospitality pre-majors. The average gross need was \$18,962.33 for the three reported years for hospitality majors. For pre-majors in hospitality, the average was \$20,380.33. For hospitality majors, the average unmet need for the three years was \$8429.33 compared to \$9674 for pre-majors. Over the three years reviewed, the unmet need increased for hospitality majors on average \$1095 per year. For pre-majors, the unmet need increased considerably more at \$2,292.50 per year. The scholarships awarded through the School of Hospitality are essential to many students in ensuring they can achieve their academic goals and many scholarship sources have criteria that allow pre-majors to apply.

#### 1.a.3.7 Student Surveys

Surveys of students (undergraduates and graduate) and alumni (BBA and Masters in Global Hospitality Management) were conducted spring 2017 by the Office of Institutional Effectiveness. The results for undergraduate majors and undergraduate alumni will be included in this section.

The sample size for current hospitality students (as of spring 2017) was 45. Questions targeted a number of areas including general learning outcomes, program preparation, challenge and program quality. Regarding "General Learning Outcomes," the School of Hospitality averaged a 5.075 (on a Likert scale of 1 indicating no contribution to 6 indicating significant contribution) to the question, "To what degree is your major program of study contributing to your doing or achieving the following?" This question was followed by seven specific general learning outcomes. The highest responses were for understanding ethical standards (5.2), speaking clearly and effectively (5.0), locating and organizing information for multiple sources (5.0), integrating new information with past knowledge (5.0), and developing original ideas (5.0). The areas of

slightly lower responses were writing clearly and effectively (4.62) and analyzing problems from various points of view (4.89). The overall average of 5.075 for these seven outcomes was higher than the University's average of 4.81 based on a sample of 2783 undergraduate students.

The survey completed by the students in spring 2017 also included questions on program preparation and challenge. The School of Hospitality was consistently above the university mean (on a scale from 1 to 6) for the program preparing students for career and future educational goals (5.36), being academically challenging (5.07), offering experiences in the department that foster student interest in their program of study (5.31) and overall the department stressing high quality work from students (5.38.) The overall mean for this section for the School of Hospitality was 5.28 compared to the University's overall mean of 4.965 for the section.

Program quality was also rated higher with four items targeted: overall quality of undergraduate courses in the department (5.02), availability of undergraduate courses in the department (4.69), overall quality of undergraduate instruction in the department (5.13) and procedures used to evaluate student performance (4.80.) The mean for the School was 4.91 compared to the University's overall mean of 4.51.

Regarding faculty interaction, the lowest rating for the School was in response to the statement, "In my department, students have opportunities to do research-related activities with the faculty" (4.27.) The other items were significantly higher regarding faculty availability (5.40), faculty being adequately prepared for courses they teach (5.31), faculty motivating students to do their best (5.27) and the department promoting an environment of inclusiveness and respect (5.44). To the item, "I would recommend my department to other students like myself" the mean was 5.33. Overall for these six items, the mean was 5.17 with the University's mean being 4.8.

The rating on the research-related activities is supported by the undergraduate alumni feedback with 50% feeling that they could not list research skills on their resume and 57.5% stating they could not discuss research skills in a job interview. Slightly over 67% stated they could use these skills on the job, however. The incorporation of more research on the undergraduate level will be on the agenda for discussion at a future faculty meeting.

The survey asked undergraduate students how they heard about the School of Hospitality. Eighteen students commented that they heard about the School through GSU advisors, other students and taking hospitality courses (such as the Perspectives course taught on the sophomore level). The next largest group (14 comments) did research on their own, primarily online, and identified the School as a good fit for their needs. Events were mentioned by some students (Student Organization Fair, Panther Preview). A few heard about the School from advisors in high school and at technical colleges. These comments, even though limited to a small sample of 45, support the School of Hospitality's efforts in a multi-pronged approach to recruiting with both on-campus and off-campus efforts.

The sample respondents' comments on reasons for majoring in hospitality provided qualitative material for current and future recruiting efforts. The largest number of comments (20) focused on being passionate about providing service to others, working in fast-paced environments that never gets boring.

Limited alumni information was derived from the survey administered by the Office of Institutional Effectiveness resulting in 37 alumni responding. The School of Hospitality has 1,954 alumni as of fall semester 2017.

Alumni were asked to what extent they agreed with three statements using a six-point Likert scale in which 6 was “strongly agree.” The questions included “My program of study has made a positive contribution to the quality of my life” (mean of 5.08); “I have applied the skills I learned in my program to help resolve issues I’ve faced in my professional life” (4.73); and “Overall, I was satisfied with my degree program” (5.03). The overall average for the three factors was 4.9. Compared to University data of a sample of 1168, the average for the three factors was 4.68.

In analyzing the questions on specific skills gained in the program, alumni were asked whether specified skills were listed on their resumes, discussed in job interviews or if being used on the job. The highest areas of being listed on the resume, discussed in job interviews and used on the job were: communication skills (83.3%, 94.4%, 97.2% respectively); ability to analyze problems from different perspectives (71.4%, 77.8%, 94.4%); and ability to work with diverse populations (62.9%, 85.7%, 97.2%). The lowest skills were ability to interpret data/information in a critical manner (45.7%, 58.3%, 82.9%) and research skills (38.9%, 38.9%, 75%).

The two lowest skill areas will be immediately addressed starting in faculty meeting discussions about curriculum changes as well as other prescriptive actions. Both of these areas were higher on the overall university-level.

Alumni were asked what aspects of the hospitality program they believed were most valuable in earning a degree from Georgia State. Many responses included positive comments about “hands on classes,” having real world experiences shared by professors with industry experience, being part of a diverse university community, study abroad experiences, being involved in extracurricular student organizations, caring faculty and a well-rounded program.

Alumni were also asked about areas for improvement. The responses included better internships and career placement, expand career areas beyond hospitality operations (whether through speakers, course content, internships, etc.), more technology incorporated into courses, additional culinary courses, the option of earning certifications of different kinds in the industry and additional hands-on career planning.

#### 1.a.3.8 Curriculum Quality as Determined by Internal and External Benchmarks

The School regularly examines curricular quality based on a variety of benchmarks. Regular scanning of other hospitality programs is done to determine new approaches to course offerings. The School pays particular attention to the ranking sources for hospitality programs and those programs ranked higher than Georgia State. Websites are visited for those schools to review curriculum, student services, industry partnerships and other special program services.

Industry feedback is also received regularly through professional associations, industry board members and supervisory evaluations of hospitality students. All faculty are connected to industry partners and look for changing trends and workforce needs. Industry and academic conferences are attended which help keep faculty aware of industry needs as related to changing

academic content, delivery and resources. Appendix 1.a.3.8 provides sample lists of faculty development activities that include both academic and industry conferences that help keep course content and delivery up-to-date and relevant.

#### 1.a.3.8.a/1.a.3.8.b - Degree Requirements and List of Courses

Degree requirements and course descriptions are listed in Appendix 1.a.3.1 (assessment section.)

#### 1.a.3.9 Contributions to the Core Curriculum

The School of Hospitality participates in offering at least one section of GSU 1010 each fall as well as a “Perspectives” course on hospitality and tourism taught on the freshman level each fall. The School of Hospitality was one of the first departments in the Robinson College of Business to be involved in teaching these courses. GSU 1010 is a one-credit hour course and the Perspectives course is a two-credit hour course. Student success has been linked to these courses which establish a more supportive learning environment during the first semester. In addition to contributing to student success, the School of Hospitality has consistently welcomed the opportunity to have contact with freshmen and make them aware of what the major offers as well as career opportunities. Starting fall 2016, Robinson College of Business has had GSU sections specifically for business majors with activities and supplemental learning experiences tied to the business community.

#### 1.a.4 Signature Experiences

The School of Hospitality offers Signature Experiences, special learning opportunities outside the traditional classroom, for both undergraduate and graduate students. Many of these experiences are opportunities for students to attend major national and international professional conferences and conventions offering industry-based educational sessions and countless networking opportunities. Such conventions/conferences include the New York Hotel Show, the annual World Conference on Club Management (CMAA) and the National Restaurant Show and the Young Hoteliers Summit in Switzerland each March. These opportunities are funded totally or significantly by the School.

There are also events held in Atlanta such as the Hunter Hotel Conference (focused on hotel development, real estate and finance), Lodging Outlook and meetings of the Georgia Hotel & Lodging Association, Club Managers Association of America, Georgia Restaurant Association and International Association of Exhibitions and Events. In addition, students have the opportunity to attend special events such as the Bharat Shah Leadership Speaker Series and the Grand Hyatt Atlanta Sleepover at which students have a one-night stay at the hotel, have dinner with the Management Team, participate in a case study and shadow employees for part of one day. The corporate office of InterContinental Hotels Group has also conducted exclusive special visits for GSU hospitality majors with opportunities to meet with director-level leaders. A comprehensive list of “Signature Experiences” can be found in Appendix 1.a.4.

#### 1.a.4.1 Research Practica

Hospitality students engage in research opportunities on the undergraduate level through specific courses as well as through student organizations such as the American Hotel & Lodging Association. Regarding applied research combined with hospitality coursework, the following are examples, but not an exclusive list, of such projects:

Course: Hospitality Service Marketing (HADM 3760)

Partnerships: Various hospitality companies

Research Project: Students in this course develop marketing plans for existing hospitality businesses in the Atlanta area. All marketing plan components are included involving research on the specific company as well as those businesses in their competitive set and external environmental scanning of Atlanta and the dynamics of the business environment.

Course: Hospitality Strategic Leadership (HADM 4800)

Partnership: Department of Cultural Affairs, City of Atlanta

Research Project: Strategic plan for Cyclorama (historic replica located in East Atlanta)

Course: Hospitality Strategic Leadership (HADM 4800)

Partnership: Woodruff Park, City of Atlanta

Research Project: SWOT Analysis of Woodruff Park as a location for GSU Student Events

In November 2017, six students participated in the Smith Travel Research Project competition held at the AHLA New York Conference. This project involved the student team analyzing data on an assigned city and presenting their findings and suggestions at the conference. This was the first time GSU participated in the competition. It was very successful and will be done each fall. In 2016, two hospitality students were selected as finalists for the student competition at the annual conference of the Hospitality Asset Management Association and presented at their conference in Atlanta.

#### 1.a.4.2 Urban Service Learning Programs

Hospitality students regularly volunteer for a variety of community causes benefitting many different organizations throughout Metro-Atlanta. If approved in advance through the School of Hospitality, students can receive work study credit for hours volunteered for these community projects. There are also many opportunities for students to volunteer for events sponsored by hospitality associations and organizations. Listed separately in Appendix 1a.4 are examples of student participation as volunteers with community and industry-sponsored events.

#### 1.a.4.3. Internships

Hospitality majors are required to work a minimum number of hours related to the industry as a graduation requirement. Appendix 1.a.4.3 delineates this field experience requirement and the format for the field experience portfolio. Supervisors of students submit a structured evaluation

form. This form, along with content from the students' field experience portfolios, are regularly evaluated for the School's annual assessment report.

The School of Hospitality is the only program in the Robinson College of Business with a work requirement although among hospitality programs around the nation, this is a typical requirement for graduation. Gaining industry-specific work experience while in college provides a tremendous advantage for students in building knowledge and skill competencies, helping make them more marketable and providing valuable networking opportunities.

The School provides a number of opportunities for students to connect with work opportunities including internships, part-time positions, special projects and volunteer positions in the industry. The School's online "Job Hotline" is regularly updated and is a comprehensive listing of available positions in the industry. Hospitality companies also participate in the Robinson College Career Expo (held biannually) and "Hospitality Career Meet and Greet" sessions held each fall and spring semester, on-campus interviewing and company visits.

#### 1.a.4.4 Study Abroad

Study abroad programs are offered for undergraduate and graduate students in hospitality. The undergraduate programs are not restricted to hospitality students (majors, minors, certificate students) although they may be given first preference in the study abroad application process. The graduate study abroad program is limited to the cohort in the Masters in Global Hospitality Management Program.

In 2016, a study abroad component was added for the masters' cohort. In 2016 and 2017, graduate students traveled to Cuba to study that country's capacity to handle the anticipated surge in visitors particularly from the United States with the opening of Cuba-US relations. Because of reinstated travel restrictions, the graduate cohort will travel to Europe in 2018 with the trip including the IMEX Convention in Frankfurt, Germany (the meeting, incentive travel and tradeshow's global convention) and a trip to the United Nation's World Tourism Organization (UNWTO) in Madrid.

In 2017, the IMEX Conference was added to the itinerary for the undergraduate "European Hospitality Experience." This was a successful addition and the convention will be included for 2018. In addition to IMEX in Germany, undergraduate students also visit a variety of hospitality businesses in France, Switzerland and Italy.

Scholarships earmarked for study abroad experiences are available on the University and College-levels. Undergraduate scholarships awarded through the School of Hospitality can be applied to study abroad expenses. Graduate students are provided scholarships to help subsidize their study abroad experiences.

Enrollment figures are provided in Appendix 1.a.4.4 as well as program overviews for the undergraduate and graduate study abroad trips.

In addition to the shorter-term study abroad programs, the School of Hospitality offers semester-long exchange programs with three international universities: Hong Kong Polytechnic

University; Institute for Tourism Studies (Macao, China) and the Université de Savoie, Chambéry, Annecy. The agreements with these schools are for incoming and outgoing students with transfer credit approvals arranged with each of the three. Since fall 2014, twelve GSU hospitality students have participated in a semester-long exchange.

#### 1.a.5.1 Honors Courses and Honors Add-Ons Taught by Faculty

Between 2014 and 2016, there have been 27 hospitality majors who were honors students through the GSU Honors College. Robinson College of Business also has an Honors Program. Students in the RCB Honors Program take courses throughout the College with a separate honors section established for the course. Typically, there is an extra project or in-depth assignment, above and beyond the regular coursework, for students in the RCB sections. From Fall 2014 through Spring 2017, there were 21 separate RCB Honors sections established in various hospitality courses involving 33 students. Appendix 1.a.5.1 details what courses had honors sections and for how many people.

#### 1.a.6.1 Courses Cross-Listed

Students on the undergraduate and graduate levels from the Department of Nutrition have the option of taking the hospitality course, “Food Production and Service Management” (HADM 3401/3402.) The nutrition department does not have a commercial food lab and this partnership has been successfully working for over ten years.

#### 1.a.7 Number of Students Enrolled in Fully Online and Hybrid Courses

The School of Hospitality was one of the first units in the Robinson College of Business to offer online courses. From fall 2014 through spring 2017, there have been 42 sections of courses offered online; all of these being on the undergraduate level. Appendix 1.a.7 provides a list of these courses and enrollment numbers.

#### 1.a.8 Undergraduate Degrees Conferred by Fiscal Year

An average of 68.3 degrees were conferred each year from 2013 -2016. This number reflects only hospitality majors and not students receiving a minor or certificate in hospitality. Typically, double majors are not counted by both departments so this number is inclusive of double majors who first declared hospitality as a major and later added a second degree but not those students who added hospitality as a second major.

In FY2015, 78 degrees were conferred. In FY 2016, 48 were conferred and in FY 2017, 79 were conferred. There was obviously a significant drop in degrees conferred in FY 2016. This may have been due to the change in “Area F” requirements that were implemented in 2013. Area F required students to have a 2.8 GPA in six required courses – two of which are accounting courses, two in economics, one in computer applications and one in business law/ethics.

### **1.b Graduate Education**

The Masters in Global Hospitality Management Program began in fall 2013. Prior to fall 2013, the School of Hospitality had a concentration in hotel real estate in the MBA program. With the

recession and real estate career opportunities dropping, the School began work in 2010 on a specialized Master's degree that would fit the Robinson College of Business model of starting fall semester and ending after summer semester including ten courses for thirty credit hours. In 2015, the program became the first named program in the Robinson College of Business with Regynald G. Washington, an icon in the foodservice industry, gifting the School \$1 million. In a short period of time, the program has gained distinguished rankings of 14<sup>th</sup> worldwide and 2<sup>nd</sup> in the United States of hospitality graduate programs. The ranking source was Eduniversal. Georgia State's Masters in Global Hospitality Management Program is the only graduate hospitality program located in the state of Georgia.

#### 1.b.1 Quality of Graduate Students Attracted to the Unit's Programs

The students attracted to the graduate program are a combination of individuals in hospitality careers desiring more momentum, career changers and those recently graduating and just launching their careers. The average GPA for 2014-2016 was 3.1 with a very small range from 3.06 to 3.13. GMAT/GRE scores, over the three years from 2014 through 2016, have averaged in the 50th percentile for verbal and 50th percentile for quantitative.

Other criteria evaluated in the admission package include work experience, an essay and, if needed, an interview. While work experience is not required, having industry-related work experience is advantageous for knowing fundamental terminology, processes and applications that will be discussed throughout all graduate courses.

The accepted ratio for the three years is 62% with a range from 68% in 2014 to 58% in 2016. The enrolled ratio is 60% with a range of 53% in 2014 to 66% in 2016.

#### 1.b.2 Expanding Support for Graduate Program

As we enter the fifth year of the Masters in Global Hospitality Management Program (MGHM) our focus is increasing enrollment and making curricular improvements. A specialized program such as the MGHM Program requires very targeted and strategic recruiting. The School receives the support of the College's Graduate Student Services Department which includes some recruiting support as well as providing student services to the existing cohort. There are also services available to the cohort through the College's Career Advancement Center. Being an industry-specific program, the School significantly supplements what the College provides with additional recruiting activities, career advancement activities and other student services. These outreach activities have also included additional marketing initiated by the School including print media and social media as well as attendance at industry conferences and conventions to showcase the graduate program.

The recruiting activities engaged in over the last three years are detailed in Appendix 1.b.2 and have involved faculty, staff and, at times, alumni.

For the future, the supplemental recruiting activities must continue to give the MGHM program the external visibility needed. The international student market has consistently been important to the success of the MGHM program and targeted recruiting trips to certain countries will most likely be important as well as the potential establishment of international programmatic

exchanges. Continuation of working with the School's Industry Board in recruiting from within the local, regional and national industry will be important and utilizing successful MGHM alumni as spokespeople. The School has regularly evaluated the pros and cons of an online Master's program, a hybrid program and possible relocation to the downtown campus for more reasonable pricing. These discussions will continue in conjunction with the Dean's Office with the goal on increasing graduate recruitment.

#### 1.b.2.1 Total Number of Graduate Programs

The School of Hospitality offers only one graduate program, the Regynald G. Washington Masters in Global Hospitality Management.

#### 1.b.2.2 Percentage of Graduate Students

The percentage of graduate students, compared to undergraduates, has ranged from a low of 5.7% in 2014 to the high of 7.9% in 2016. The average percentage of graduate students for the three years is 6.6% with undergraduates comprising 93.4% of the hospitality students at Georgia State.

#### 1.b.2.3 Graduate Student Financial Support

Over the three years under review, 12 students have received Graduate Research Assistantships averaging \$2,258.33 in financial support.

Most scholarships awarded through the School of Hospitality are for undergraduate students as was determined at the time of the endowments being established. There have been a few exceptions with scholarships that have the flexibility to be awarded to both undergraduates and graduate students. Over the last four cohorts of the graduate program, (2014 – 2017), a total of \$91,550 has been awarded to students. In addition to scholarships, this total represents \$27,000 awarded in 2016 and 2017 to supplement the student abroad trips to Cuba. For the graduate study abroad trips, students are also encouraged to apply for scholarships on both the college and university-level earmarked specifically for these trips. The School plans to continue the student stipends for future graduate study abroad trips.

#### 1.b.2.4 Ratio of Graduate Students to TT Faculty

There was only one tenured faculty and no TT faculty of the five faculty who taught in the graduate program between 2014 and 2016. This will change in January 2018 with the addition of Dr. Benjamin Lawrence who will start as a TT Associate Professor.

#### 1.b.2.5 Internships, Service Learning Programs, Field Placements

There is no field experience or internship required as part of the Masters in Global Hospitality Management Program. Most domestic students work while going through the one-year program. International students are typically restricted by law from working in a paid position. There have been some volunteer opportunities for students in this category that helped expand work experience but did not violate immigration restrictions.

### 1.b.3 National Reputation in Professional Degree Programs

Unlike many disciplines in a College of Business, hospitality programs are not ranked by the traditional “US News and World Report” or “Financial Times.” The rankings are from sources such as “BestSchools,” “CEOWORLD Magazine,” and “Eduniversal.” Most of the rankings are for the respective hospitality programs and include acknowledgement of both undergraduate and graduate programs. Eduniversal is the exception in ranking graduate programs separately. In 2017, the Regynald G. Washington Masters in Global Hospitality Management was ranked #14 globally and #2 in the United States. Eduniversal is based on survey research which is then evaluated by their team. Feedback from students who are in the programs or are alumni is allowed and actually welcomed. Eduniversal also gets input from HR representatives.

#### 1.b.3.1 Number of Graduate Students by Year

The number admitted to the MGHM graduate cohort degree program has been: AY2013 (18), AY 2014 (18), AY 2015 (17), to AY2016 (24).

#### 1.b.3.2 Pass Rates on National Credentialing Examinations

Graduate students complete the Certification in Hospitality Industry Analytics (CHIA) exam in conjunction with the course, “Financial Management Applications in Hospitality Enterprises.”

CHIA is being utilized worldwide as a credentialing exam for professionals in the hotel industry. It was developed by the American Hotel and Lodging Association in conjunction with Smith Travel Research and the Council for Hotel, Restaurant and Institutional Education (CHRIE).

Whereas most of the exams through the National Restaurant Association require a minimum number of years of industry work experience (which would not be applicable to all graduate students), CHIA is based on a minimum level of mastery of industry terminology, concepts and principles of the lodging industry.

Passing rates have been high for CHIA since the exam was first implemented for the MGHM program in fall 2015. For fall 2015, 100% of the cohort passed the exam. For fall 2016, the passing rate was 88% (21/24.)

### 1.b.4 Student Learning Success and Satisfaction

The Office for Institutional Effectiveness administered a survey to MGHM alumni during spring 2017. There were 16 respondents. The questions included “My program of study has made a positive contribution to the quality of my life” (mean of 5.44); “I have applied the skills I learned in my program to help resolve issues I’ve faced in my professional life” (5.25); and “Overall, I was satisfied with my degree program” (5.19). The overall average for the three factors was 5.29. Compared to University data of a sample of 732, the average for the three factors was 4.9.

Alumni of the MGHM program were asked what aspects of the program was most valuable in contributing to a degree from Georgia State University. The responses included faculty and their first-hand experience in the industry; the ability to work independently as well as within groups

to identify personal strengths and areas of growth; doing research, developing analytical and writing skills; working with diverse groups; public speaking; and networking.

In response to the question about suggested improvements, the suggestion was made to expand course content beyond hospitality operations into investments and real estate; additional courses in marketing, branding, transportation and logistics; career support and advice; more relevant experiences in field of study by faculty; more follow-through post-graduation.

#### 1.b.4.1.a Assessment of Student Learning

The MGHM program as four student learning objectives. These are:

1. Analyze and appraise global management concepts, principles and processes in operational areas of business and hospitality organizations.
2. Evaluate and support global principles of leadership and model the behavior of effective leaders.
3. Assess and evaluate effective communication skills.
4. Synthesize and evaluate managerial and leadership skills through strategic critical thinking and problem-solving in global hospitality organizations.

The MGHM program was first assessed after the inaugural year in 2013-2014. The three assessment reports from 2013-2016 are in Appendix 1.b.4.1.a . Initial assessment methods focused on a cumulative final essay examination that required application of information on the global hospitality industry. The other assessment method was a comprehensive research project completed during the last semester of the program. This was an individual project based on a self-selected topic that was preapproved by the faculty assigned to the course. Starting fall 2015, the Certification in Hospitality Industry Analytics was administered to the MGHM cohort. For the 2015-2016 academic year, CHIA results in addition to the research project results were evaluated.

While the results from the three targeted years are in the appendix, most importantly were programmatic changes resulting from the assessment process. Scheduling changes were made after the 2013-2014 academic year resulting in the course “Hospitality Research Methodologies” being the only course offered for the first mini-semester of spring semester. This scheduling change has continued to the present academic year. The research project was tied to the study abroad trip for the MGHM cohort starting in 2015-2016. For two academic years (2015-2016; 2016-2017), MGHM students visited Cuba during the Maymester to evaluate the country’s capacity for the expected increase in incoming visitors from the United States. Students met with a variety of hospitality and tourism officials in Cuba from the government to small entrepreneurial operations. Students were assigned with identifying needed tourism/hospitality services and products, and building corresponding business models.

The plans for the 2017-2018 MGHM study abroad trip do not include Cuba based on changing diplomacy and restrictions from the U.S. federal government. Students, instead, will visit the IMEX global conference in Frankfurt, Germany followed by two days in Madrid, Spain for a visit with officials in the United Nations World Tourism Organization.

#### 1.b.4.1.b Courses Taught

The courses have been consistently offered in a schedule structured with the same four courses offered fall semester (2 each mini-mester), three in spring and three in summer semester.

These courses are listed with catalog descriptions in Appendix 1.b.4.1b.

#### 1.b.4.2 Recruitment Rates, Admission Requirements and Procedures and Advisement

The annual enrollment goal for the Masters in Global Hospitality Management program is 25+. Faculty and staff are actively engaged in many recruiting activities throughout the year. There are also recruiters who work in the Graduate Student Services Office of Robinson College of Business. The School participates in all recruiting activities held by the College and expands recruiting to industry events and other hospitality programs. The School of Hospitality recruits at on-campus events focused on existing GSU students, at other colleges/universities from which we have had recruiting success in the past (Spelman, Atlanta University, Young Harris, Fort Valley State, for example). We also recruit at hospitality student conferences (Graduate Research Conference, National Society of Minorities in Hospitality) as well as industry professional conferences (American Hotel & Lodging Association, Hunter Hotel Conference) and the School's Industry Board meetings. We have placed ads in hospitality-specific journals and trade/business publications as well as engaging in social media.

Unlike the undergraduate application process, the Robinson College of Business Graduate Admissions Office oversees this process. Specific admission representatives work with each department. The admissions staff in conjunction with the MGHM Graduate Program Director, Dr. Soon-Ho Kim, oversee the evaluation of application packages. The graduation admissions staff provide consistency between departments while still appreciating variance that exists between departments in GMAT or GRE scores. Graduate admissions and Dr. Kim initially review requests for admission test waivers which are then more formally evaluated by an Admissions Committee.

The College and School have consistently been in agreement on reviewing the application package in its entirety. There is no exact minimum GMAT or GRE score although there are parameters of acceptability. The admission test scores are reviewed as well as undergraduate academic performance, career experience and specificity of career goals. This approach has worked well for the MGHM program.

MGHM students work directly with the Assistant Director of Student Services for several programs including academic advisement and financial assistance. The graduate faculty in hospitality (Kim, Boo, Cannon and Townsend) also support students in academic and career advisement. In addition, there are assigned career counselors to the cohort through the College's Career Advancement Center.

Applications to the MGHM program have varied from 42 (AY 2013) to 47 (AY 2014) to 49 (AY 2015). The admission rate has ranged from 57% (n=24, AY 2013) to 68% (n=32, AY 2014) to 59% (n=29, AY 2015). Conversion to enrolled students also has varied from 75% (n=18, AY 2013), to 56% (n=18, AY 2014) to 65.5% (n=19, AY 2015).

#### 1.b.4.3 Retention Rates, Graduation Rates, and Output Quality Metrics

Students entering fall semester should graduate the following summer. If a student enters the MGHM program spring semester (which has happened for cases that were evaluated and approved), the January starts then matriculate the following December.

For the existing four cohorts, the retention rates have been: 94.4% (2013-2014 cohort; 17 out of 18 students completed degree); 100% (2014-2015 cohort; 18 out of 18); 94.1% (2015-2016 cohort; 16 out of 17); 100 % (2016-2017 cohort; 24 out of 24).

#### 1.b.4.4 Placement Rates

Placements are based on student career goals and organizational needs and thus are customized to each student. In the last 4 years, students have been placed in a variety of settings, including upper level management in operations (7 students), middle level management operations (4 students), hospitality corporate offices (IHG – 8 students, Five Star Hospitality & Development Group – 1 student, Wyndham – 1 student, Sodexo – 1 student, Expedia – 1 student, and Amex Travel – 1 student), doctorate programs (4 Ph.D students in reputable universities) and higher education - 1 Instructor at Kennesaw State University, 3 University staff members.

#### 1.b.4.5 Enrollment by Program, Gender and Race

For the graduate program 2014-2016, 71.7% of the students were female and 28.3% were male. For the same time period, 35% of the students were Asian, 35% African American, 18.3% White, 1.7% Native Hawaiian/Pacific Islander, 3.3% Multi-Racial and 6.7% did not report.

#### 1.b.4.6 Level of Financial Need

The financial need figures are based on the financial need of 34 of the 59 students in the graduate program between 2014 and 2016. The gross need for these students ranged between \$ 45,710 (2016) to \$55,556 (2015). The average gross financial need for the three years averaged averaging \$51,222. The unmet financial need ranged from \$13,369 (2015) to \$19,387 (2014) with the average being \$15,640.

#### 1.b.4.7 Student Surveys

Thirteen graduate students completed the survey initiated by the Office of Institutional Effectiveness during spring semester 2017. Eight general learning outcomes were detailed and the students were asked to what degree their “major program of study contributed to doing or achieving” these objectives using a six-point Likert scale (with six indicating a significant contribution.) The overall average for the eight factors was 5.11 compared to the University’s survey of graduate programs with a sample of 1336. The lowest area of response was “knowledge about the tenets of ethical practice” (4.62). This learning outcome will be further evaluated in the curriculum with revisions made to include material addressing the outcome.

There were five questions which addressed program preparation and challenge. The overall average for this section was 4.892 compared to the University’s average of 4.874. Several areas were identified for further evaluation: “program is academically challenging” (4.77); “sufficient

research opportunities available in the department” (4.62) and the “curriculum is broad enough” for career choice preparation (4.23). With 2017-2018 being the fifth cohort in the MGHM program, course revisions and changes have already been discussed.

Seven items were targeted at program quality. The overall average was 4.93 compared to the University’s average of 4.59. Areas with scores below 5.0 included: overall quality of the graduate courses (4.85); availability of graduate courses in the department (4.92); career preparation and guidance available in the department (4.67); and support for student conference presentations and publications (4.50). The quality factor will be evaluated particularly in connection with the degree. The program is perceived as challenging and the need to offer more research opportunities for students which is also directly related to the support for student conference presentations and publications.

There were eight factors related to faculty interaction which averaged a rating of 5.45 compared to the University’s rating of 5.09. All ratings were over 5.0 with the highest in the areas of faculty being prepared (5.38); faculty being up-to-date in emerging trends and information in their fields (5.46); faculty being available to students (5.46); faculty motivating students to do their best (5.69) and faculty being fair and unbiased (5.46). Administrative staff was also rated high in being helpful (5.23) as well as the department having an environment of being inclusive and respectful (5.46). The statement, “I would recommend my department to other students like myself” was rated 5.46.

#### 1.b.4.8 – 4.9 Student Publications and Presentations/Student Accomplishments: exams, theses, dissertations, projects, grants, prizes and awards

Based on the work of four of the graduate cohorts (2013 -2017), there were 8 refereed scholarly journal articles co-authored by graduate students and 7 refereed conference presentations. The publications and presentations involved the work of four graduate students. Three of the four, now GSU alumni, are currently in doctoral programs at other universities in hospitality and tourism.

The Masters in Global Hospitality Management Program does not include a thesis component, consistent with all masters programs in the Robinson College of Business. The MGHM does include, however, an emphasis on analytical research in all courses which tend to be writing intensive.

#### 1.b.4.10 There is no doctoral degree program in hospitality.

#### 1.b.4.11 Student Outcomes After Graduation – included in 1.b.4.4

#### 1.b.5.2 Areas of Overlap/Redundancy with other GSU Units

The courses in the Masters in Global Hospitality Management program are very industry-specific. There are, therefore, no overlaps or redundancy with other GSU units.

### 1.b.6 Number of Students Enrolled in Fully Online and Hybrid Courses

At present, there are no online or hybrid courses in the program. Approximately three years ago, we did a pilot in which we marketed an online program as well as the in-person program. The in-person program had a better response particularly from international applicants.

### 1.b.7 Graduate Degrees Conferred by Fiscal Year

In FY 2015, 16 Master's degrees were conferred followed by 19 in FY 2016 and 16 in FY2017.

## **1.c Research**

### 1.c.1 Success of the Unit's Research Culture

The School of Hospitality has an active research culture. With the exception of the School's Director, all faculty are in clinical faculty positions (Clinical Assistants) with one faculty member being in a Visiting Lecturer position. Faculty are research productive publishing in both quality and quantity similar to faculty in tenure-track positions. Based on College policies, clinical (non-tenure track) faculty are expected to show evidence of either pedagogical research or research of practice with less emphasis placed on research in the discipline. In the case of hospitality, research-productive faculty are publishing in both applied (of practice) journals as well as referred scholarly journals, many of these being top-tier based on the School of Hospitality's ranked list of journals.

**Soyoung Boo**, Ph.D., specializes in research on meetings, events, tradeshow with a focus on tourism impact of events. She has collaborated globally with colleagues in China and the United Kingdom. In 2014, she received the "Best Paper Award" given by the Global Events Congress VI held in Australia. Since 2012, she has been cited 1,047 times. Dr. Boo started at Georgia State in 2016 as a Visiting Lecturer. She became a non-tenure track Clinical Assistant Professor starting fall semester 2017.

**Debby Cannon**, Ph.D., specializes in research in human resources particularly on the labor force trends and challenges in the hospitality industry, multi-generational issues in the workforce and personality styles impacting communication, leadership and team dynamics. She is a certified facilitator for two personality inventories, Herrmann Brain Dominance Inventory and Lumina Inventories. She is a regular contributor to the Georgia Restaurant Informer and presents to industry conferences and seminars each year on these topics.

**Soon-Ho Kim**, Ph.D. specializes in tourism with a focus on destination loyalty of travelers and impact of branding. He has expanded his research on loyalty criteria into research on both customer satisfaction and employee satisfaction as with his recent study on hospitality employees' citizenship behavior. His research has been applied to coffee shop operations tied to the growing entrepreneurial sector of coffee shops particularly in Asia.

**Donetta Poisson**, Ph.D. specializes in foodservice and restaurant management including a focus on consumer perceptions of food safety through various distribution points such as indoor and outdoor farmers’ markets.

**Kyle Townsend**, Ph.D. specializes in sports management and fan satisfaction, customer satisfaction, branding in hospitality and club management. Dr. Townsend is in his second year as a Visiting Lecturer after receiving his doctorate degree in August 2016. Dr. Townsend has presented his research nationally and internationally with a focus on interdisciplinary conferences.

Although research productivity going back to 2014 includes work by faculty no longer with the School, research productivity figures indicate the activity level of hospitality faculty over the last three years. The review of 2014 – 2016 also shows the improvement in research productivity from the last place ranking in 2014.

#### Intellectual Contributions Portfolio

Year	Peer Reviewed Proceedings	Peer Reviewed Journals	Non-Peer Reviewed Journals	Other	Total	# compared to other RCB depts.
2014	1	3		3	7	11 <sup>th</sup>
2015	1	14		4	19	5 <sup>th</sup>
2016		3		5	8	6 <sup>th</sup>

#### 1.c.1.1 2CI and NextGen hires, Regents Professors, Alumni Distinguished Professors, Eminent Scholars and Endowed Professors

The School of Hospitality’s first endowed professorship was established in 2014 through an endowment from Aziz Hashim. Mr. Hashim is past Chair of the International Franchising Association. A search for this position began fall 2016 and successfully concluded with the selection of Dr. Ben Lawrence, currently at Cornell University in the School of Hotel Administration. Dr. Lawrence has a strong background in research focused on franchising. He is the recipient of a “Best Paper Award” from the International Society of Franchising which is a global academic group from varied disciplines that focus primarily on franchising research. Dr. Lawrence will teach the undergraduate course, “Franchising Entrepreneurship.” He will begin at Georgia State in January 2018.

#### 1.c.1.2.a Levels of External and Internal Funding: grants, fellowships and other awards

Dr. Kyle Townsend has applied for external funding through the Club Managers Association of America (CMAA) on a study of perceptions of industry challenges from top-level club CEOs and General Managers. The focus is on event management in the club environment. Dr. Soyoung Boo has also applied for research funding through CMAA on a study of event management in

private club environments. Dr. Boo has applied for a faculty scholarship through the Professional Conventional Management Association.

#### 1.c.1.2.b Ratio of Proposals Submitted to Grants Awarded

Dr. Boo's proposal to CMAA has been accepted with the amount granted for research funds at \$2500. The other proposals are still in the review process.

#### 1.c.1.3 National/International Rankings

The Masters in Global Hospitality Management Program has gained distinguished rankings of 14<sup>th</sup> worldwide and 2<sup>nd</sup> in the United States of hospitality graduate programs. The ranking source was Eduniversal.

#### 1.c.1.4 Research Productivity that Furthers the Strategic Goals of the University

“Goal 2” of the University’s Strategic Plan is: “Significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researchers and societal leaders.” Three alumni from the Masters in Global Hospitality Management Program are now in doctoral programs with a fourth student accepted but deferring her start date until 2018. The foundation of strong research skills was built in the MGHM program and the three doctoral students have been prolific in their research. Between the three MGHM alums, they have a total of eight publications and seven research conference presentations.

“Goal 4” of the University’s Strategic Plan is “Be a leader in understanding the complex challenges of cities and developing effective solutions.” The hospitality industry is one of Metro Atlanta’s largest private employers with over 250,000 workers. Hospitality research that supports the industry positively impacts, directly or indirectly, those working in this field. For example, the School of Hospitality partnered with the Atlanta Convention and Visitors Bureau on a study of visitor perceptions of the city. Findings revealed that visitors to Atlanta perceived lack of safety which led to increased funding by the City of Atlanta for the Ambassador Program (visible uniformed individuals who work for the City but are not police officers and serve to provide directions and assistance in what is termed the “tourism triangle” of downtown Atlanta.) Additional coverage by Atlanta police officers in this district benefited visitor perceptions.

“Goal 5” of the University is to “Achieve distinction in globalizing the university.” The research of hospitality faculty has largely been international focusing on global subjects with collaboration with faculty across the world.

#### 1.c.1.4.a Impact of Research on Relevant Disciplines - Analyses of citations of the work of individual faculty members

Dr. Soyoung Boo: All citations (1238), since 2012 (1047); h-index 18, 16 since 2012; i10-index 22 in total 21 since 2012.

Dr. Soon-Ho Kim: All citations (246), since 2012 (238); h-index 6, 6 since 2012; i10-index 4 in total and 4 since 2012.

Dr. Debby Cannon: All citations (165), since 2012 (55); h-index 6, 4 since 2012; i10-index 4 in total and 3 since 2012.

1.c.1.5 Success in Recruitment and Retention of Top Faculty in the Field

One of the most challenging areas for the School of Hospitality over the last four years has been in recruiting and hiring a sufficient number of faculty. As can be seen in the grid in Appendix 1.c.1.5, in fall of 2014, there were eight full-time faculty members and six part-time instructors.

Three years later (fall 2017), there are five full-time faculty and 12 part-time instructors. Through one death (Joe Perdue in January 2015), one retirement (Ray Ferreira in June 2015) and non-renewals of either NTT faculty contracts or visiting faculty, the number of faculty has been reduced significantly. The latest editions of faculty are well-established, productive researchers in their fields of franchising (Ben Lawrence – joining GSU from Cornell) and event management (Soyoung Boo – joining from UNLV.)

1.c.1.6.a Number of Faculty Promoted and/or Tenured Since Last Self-Study

The current faculty (fall 2017) include three NTT positions at the rank of Assistant Professor and one Visiting Lecturer. Dr. Soon-Ho Kim is going up this year for promotion to Clinical Associate Professor. Dr. Soyoung Boo, who was a Visiting Lecturer for AY2017 is now a Clinical Assistant Professor. Dr. Kyle Townsend is in his second and last year as a Visiting Lecturer. Dr. Poisson’s contract will end after spring semester 2018. Dr. Ben Lawrence will start in January 2018 as a TT Associate Professor. Dr. Lawrence is the Aziz Hashim Endowed Professorship in Franchising Entrepreneurship. Dr. Lawrence will begin his position at Georgia State at the start of spring semester 2018. There is one faculty line open at present at the rank of NTT Clinical Assistant Professor.

1.c.1.6.b Average Time in Rank/Recruiting/Hiring History

The table below indicates the ratio between full-time and part-time faculty over the last three years as well as the reduction in tenure-track lines over the same time period. Recruiting for new faculty is very restricted both in the lack of faculty lines approved by the college and the limitation to non-tenure track (NTT) positions. NTT positions are not appealing to senior faculty nor are they attractive to recent graduates from top doctoral programs.

Year	Number of Full-Time Faculty/Rank	Number of Part-Time Faculty
Fall 2014	8 / 2 tenured at Associate/ 6 NTT	6
Fall 2015	7 / 1 tenured/ 5 NTT/1 Visiting Lecturer	7
Fall 2016	6 / 1 tenured/3 NTT/2 Visiting Lecturers	10
Fall 2017	5/ 1 tenured/3 NTT/1 Visiting Lecturer	12

The implications of the above drop in faculty lines, no significant increase in tenure-track lines and the growth of part-time instructors create a very troubling trajectory for the School in terms of teaching effectiveness, research productivity, nationwide and global reputation of the School and building a foundation for near-future growth. Atlanta has one of the most robust

environments for hospitality which should coincide with a large, well-recognized School of Hospitality.

While the School of Hospitality has experienced faculty reductions, the level of teaching productivity has remained relatively high. On-line class sections are particularly large with 60+ students. For fall semesters 2014 – 2017, hospitality courses had an average class size of 27.9 which was slightly lower than the College's average class size of 29.5. (The College's average class size is impacted by large, lecture hall classes such as in accounting with an average class size of 43.2). When compared with several smaller departments, however, the average hospitality class size was larger. For example, average class size for health administration is 17.1; international business is 25.1 and real estate is 15.6.

#### 1.c.1.7 Faculty Participating in Exchanges Where Applicable to the Unit

Because of the limited faculty staffing available at present, faculty would be restricted for participating in exchanges of a significant length because of little flexibility in class coverage and other responsibilities.

#### 1.c.1.8 Faculty Surveys

Thirteen faculty completed the survey distributed spring 2017 in conjunction with the Academic Program Review obviously including both full-time and part-time faculty. The average for the five items under "University/Department Engagement" was 4.97 on a Likert scale of 1 (strongly disagree) to 6 (strongly agree.) The highest rated statement was "I am proud of my department's standing in the national academic community" (5.77). The lowest rated item was "I have adequate opportunities to influence decisions made in the department about our program" (4.54). The five statements averaged 4.4 for the University.

The next section "Career Goals" had the lowest rates averaging 3.79 for four statements compared to 4.66 for the University survey. The lower rated statements for the School clearly reflect the faculty's frustration with the College's and University's promotion and tenure policies. The lowest rated question was "I feel the promotion and tenure process has been clearly explained to me" (3.14 as compared to the University mean of 4.66). The two other items rated below 4.0 were "My department has reasonable requirements for achieving tenure and promotion" (3.57 compared to the university's 4.68) and "I feel adequate support and assistance are available to me to achieve tenure and promotion" (3.29; GSU – 4.37). When asked if career development includes possible employment at another university, 36.4% said "no," whereas 54.4% were not sure. Compared to the university survey, 29.6% said "yes" with 38% were not sure and 32.4% said "No."

Regarding "Research," hospitality faculty averaged 4.378 for the five statements as compared to the university average of 4.228. The highest rated stated for hospitality faculty for this section was "My colleagues value my research/scholarship" (5.29) compared to the university rating of 4.49. The lowest rated item was "I have adequate time for scholarly research" (3.60) which was lower than the university rating of 3.71.

Faculty rated “Department Climate” an overall average of 5.25 (university averaged 4.56). The highest rated statements were “My department actively supports a shared and inclusive understanding of diversity” (5.92; university – 4.78) and “My department encourages teamwork and collegiality” (5.62; university – 4.64). The section on “Mentoring,” showed room for improvement with 33.3% having faculty mentors in the department compared to the university percentage of 38.3.

Faculty responded to four statements under that rating of the quality of the department’s program. The overall average was 5.17 compared to the university rating of 4.41. These items targeted academic rigor for the undergraduate program (5.0), graduate program (5.33), academic quality of undergraduate student majors (4.85) and academic quality of graduate student majors (5.50).

The major gap in faculty satisfaction based on the survey results was in the area of “Career Goals” pertaining to understanding and feeling support in the area of tenure and promotion. Since the full-time faculty taking the survey were all non-tenure track faculty, the need to work with the college on clarifying promotion policies and providing support on the departmental level for the promotion process was clearly evident as an important need.

#### 1.c.2 Faculty Partnerships and Professional Service

Hospitality faculty devote considerable energy and time to service to the professional hospitality community. These partnerships are of vital importance to the School of Hospitality by fostering internship and job opportunities for students and graduates and enriching the classroom environment with real-world learning, class speakers and company visits. These partnerships and professional service also tie directly to the roles of faculty in advising student chapters of professional associations.

Dr. Soon-Ho Boo is the faculty advisor for the Student Chapter of the International Association of Exhibitions and Events. She is a member of IAEE and has successfully grown the student chapter to double the members in her one full year at Georgia State. She is on the editorial boards of the internationally peer reviewed journals, Journal of Travel Research and Journal of Travel and Tourism Marketing.

Dr. Debby Cannon is the faculty advisor for Eta Sigma Delta (ESD). ESD volunteers for one major community event each semester. Members also volunteer for industry and school events. Dr. Cannon is a member of several industry boards in helping connect the School to numerous industry professionals. She is on the Executive Committee and Board of the Atlanta Convention and Visitors Bureau (ACVB), is on the board of the Georgia Restaurant Association and Georgia Hotel and Lodging Association and is a member of Les Dames Escoffier Atlanta Chapter.

Cannon is on the editorial board of the Journal of Hospitality and Tourism Education and the International Journal of Contemporary Hospitality Management.

Dr. Soon-Ho Kim is the faculty advisor for the Student Chapter of the American Hotel & Lodging Association. He works closely with major hotel companies such as InterContinental Hotel Group and has arranged several in-depth visits for students to the IHG headquarters. He is

on the editorial board for the International Journal of Tourism and Hospitality Research and the Asia Pacific Journal of Tourism Research.

Dr. Kim's area of specialization is tourism. He has partnered with the World Tourism Organization for the 2018 study abroad experience for this year's graduate cohort.

Dr. Donetta Poisson is the faculty advisor for the Student Chapter, Georgia Restaurant Organization (GRO). She works closely with the Georgia Restaurant Association.

Dr. Kyle Townsend is the faculty advisor for the Student Chapter of Club Managers Association of America. Dr. Townsend attends Georgia Chapter CMAA meetings and events and has a research proposal submitted for funding through CMAA.

Industry partnerships and involvement are not limited to full-time faculty. Part-time instructors are also very involved in industry associations and many work full-time in the hospitality and tourism industries.

#### 1.c.2.2. National and International Research Collaborations/Partnerships

Dr. Soyoung Boo has published two research articles in Event Tourism and Journal of Sustainable Tourism in collaboration with researchers in China and the UK. Recently she has submitted a research paper co-authored with a scholar in China. This paper was submitted to the Journal of Travel Research.

Dr. Soon-Ho Kim has published two articles in the Korean Journal of Hotel Administration and one article in the Korean Academic Society of Hospitality Administration. In addition, he has published three articles in the Asia Pacific Journal of Tourism Research. Dr. Kim was a co-author with international colleagues in Korea for these six published papers.

#### 1.c.2.3 Evidence of Interdisciplinary Research

Appendix 1.c.2.3 delineates research citations of current School of Hospitality faculty who are engaged in interdisciplinary research.

#### 1.c.2.4 Significant Professional Service (noted in 1.c.2)

#### 1.c.5 Unit Infrastructure for Supporting Research/1.c.4.1 Unit-level research and travel grants

The School of Hospitality has consistently supported faculty in attending academic conferences particularly involving the presentation of research. For many years, the funding for such conferences was on an individual basis depending on the interest and request of the faculty member and also the degree to which such conferences could support research productivity.

Starting in 2016, the Robinson College of Business began a new process through which every full-time faculty member (NTT and TT) was allocated money for research activities. This could involve travel to conferences, purchase of resources such as journals/equipment or purchase of data. Because NTT faculty received less money in this process, the School of Hospitality subsidized from departmental soft money additional funding for NTT faculty. In 2017, money

from this account was used to purchase for the entire department advanced research software, Leximancer.

#### 1.c.5.2 Grant Support: writing, administration

The College has an Associate Dean of Research to support faculty through his office with grant support including locating grant potential, writing proposals and follow-up support.

#### 1.c.5.3 Facilities, Equipment, Technical Support and Other Administrative Support

As this Self Study is being written, the School of Hospitality is at a potential pivotal point for the program's growth and visibility with planned space in the renovated Georgia State Stadium. This space would involve expanded culinary labs and event management labs.

The School's current facilities, particularly for culinary courses, are out-of-date, small and in a building that presents operational problems in having a very old infrastructure with constant plumbing, HVAC and electrical problems. The kitchen space's size restricts lab sections to 16 students resulting in numerous sections having to be offered. The current space, which was renovated with industry donations and gifts in-kind, opened in 2007 and was a marked improvement over having no dedicated kitchen lab space on campus. There has been no dedicated space for the very popular event management/meeting and tradeshow/venue management courses. With the important addition of enhanced technology into the event management curriculum, space with computer access is critical.

Ideally, final space determinations will be made before the end of 2017 with renovations at Georgia State Stadium completed by fall 2018. Once the space is confirmed, work will start on logistical planning of student transportation/parking and ingress/egress to the stadium.

### **Overall Assessment of the Unit**

#### Faculty Resources

The School of Hospitality, through attrition particularly over the last three years, realizes that there are several critical problems regarding faculty resources. Faculty lines have been restricted based on college approval resulting in one of the lowest number of faculty in the last 20 years. The result has been overutilization of part-time instructors who typically provide excellent learning experiences in the classroom because of being current and directly tied to the industry. Part-time instructors, however, cannot be expected to produce research and to commit to service responsibilities vital to the benefit of an industry-based program. The other critical problem is the lack of tenure-track faculty in the School. With the exception of the individual hired for the Aziz Hashim Endowed Professorship in Franchising Entrepreneurship (who will begin in January 2018), all faculty hired in the last ten years (representing all current non-administrative faculty) are in clinical NTT positions (or in a limited term visiting lecturer position.) Only one current faculty member in the School is tenured and that person is in the director's position.

There are inherent problems with the over-utilization of clinical faculty. It is harder to attract and hire faculty for clinical positions. This holds true for both junior faculty as well as more-seasoned faculty who are either currently tenure-track or have already achieved tenured.

### Administrative Resources - Staff support

The School has one full-time staff member who is funded by the state and fulfills the role of the Business Manager. A second staff member is funded with soft money. Adequate staff support is essential to the School. Staff members are very involved in student recruitment activities on both the undergraduate and graduate levels. Strong student services are essential and staff help in numerous ways, including but not limited to, supporting student organizations, posting job opportunities, arranging industry campus visits, referring students for specific positions, working with the hospitality alumni network, helping coordinate and plan two industry board meetings each year, supporting study abroad programs as well as helping students with registration needs and approvals.

### Technological Resources

The School has benefited from Georgia State's technical fee grants, funded by the technical fees paid by students and then reallocated to selected departments. The latest technical fee awarded to the School was for a technology lab for hospitality-specific software. With the School's move to a different floor in the College, space will be designated for a small lab providing students with out-of-class resources for course projects particularly in event management, restaurant operations and hotel analytics. The physical space will be limited to six to eight students using the lab at any one time.

### Space Resources

The School of Hospitality is seriously lacking state-of-the-art culinary, event and technology labs. The culinary lab is outdated, too small and cumbersome in that the lab has no classroom space to allow the instructor to lecture as well as demonstrate in the same learning environment. New facilities and equipment in culinary would allow the School to revise the curriculum to be more relevant and current with industry practices and techniques. New facilities will also be beneficial in attracting new hospitality students.

The School acquired the current space for the culinary lab in 2006 which was an improvement because, prior to that, the School had no dedicated lab space. Sharing kitchen space with the campus-dining operation was always problematic because their demands took first priority even if that meant rearranging classes or curricular content. The current culinary lab, funded by industry contributions (cash and in-kind) opened in 2007 after a renovation was completed on a small space that had been used as a non-academic auxiliary kitchen on-campus. This space shortly proved to be less than adequate in size resulting in low class size capacities for lab courses requiring numerous sections being taught.

The School has one small planned technology lab. Additional space allowing collaboration within and between courses would be extremely beneficial particularly to support the event management, meetings/tradeshaw management and venue management courses. A new lab space for the beverage management course would support the expansion of the curriculum to show a more holistic perspective of this diverse sector of the industry. The School does have a dedicated classroom inside the Georgia World Congress Center, approximately five blocks from campus.

That room is used primarily for event-management/tradeshow management speakers coordinated with courses held on-campus.

GSU Foundation Resources and other gifts the unit has received - Appendix 1.a.2

Library Resources - An updated library report related to School of Hospitality resources can be found in Appendix 1.d.1

### **Where do you want the Unit to go?**

One of the most important indicators of an academic program is its graduates and the opportunities created for these individuals with job and career choices. We are committed to the School's mission of: "The Cecil B. Day School of Hospitality develops hospitality leaders in a global society." The vision of the School is to be known globally as a program that produces the most business-savvy, industry-ready individuals for a variety of industry sectors. With this global recognition, would be the distinction of being in the "Top 10" (versus now ranked in the "Top 20") of hospitality programs in the world.

The School must focus on growing the number of majors in both the undergraduate program and the Masters in Global Hospitality Management Program. In the field of hospitality education, size (number of students) is typically associated with greater industry support which spans not only to recruiting students for career positions but also to external industry funding. Size (number of students) also tends to be a catalyst in attracting and recruiting students on an ongoing basis. At the present time (fall 2017), the School has 235 majors. The goal is for this number to exceed 500 within the next four years. There are 21 students in the MGHM program. The goal is to exceed 30 students within the next three years and to exceed 40 students within the next five years. For current and future students, the placement of graduates in management positions with competitive salaries is an ongoing goal. The School will continue to grow relationships with top employers for the benefit of career opportunities. These relationships need to encompass more corporate-level opportunities, particularly for the graduate students, and more national and global positions for graduates from both programs.

Quality research productivity for the School must expand by at least 50% over the next three years. Metrics for this goal is the number of publications in top-tier scholarly journals as well as externally funded research and heightened external awareness of faculty expertise through industry and academic awards and recognition. Upward movement for faculty through promotion and tenure is also a goal for all faculty (NTT and incoming TT faculty.) The goal is for this advancement in rank to be accomplished for faculty members within the next five years.

External funding must occur for optimum growth of the School. The goal is for pivotal funding (gifts of \$1 million and higher) to be achieved within the next three years. The School has many potential naming opportunities particularly with Georgia State Stadium space. This is an immediate need linked to the growth and improvement of facilities and technological support.

### **What is needed to accomplish this vision:**

- The School of Hospitality must analyze a number of strategies for program growth. To do this effectively, there has to be 1) support from the College and University administration to focus on growing the School of Hospitality and 2) collaboration to study potentially beneficial options. For example, would a BS degree in Hospitality, reducing the number of some required business core courses taught on the college-level, attract viable students without compromising quality for being industry-ready? Would a different pricing model attract more graduate students resulting in greater profitability? Top-level University support is needed to make this exploration productive.
- The School of Hospitality currently has a disproportionate number of part-time faculty to full-time faculty (5 full-time/12 part-time.) The School's part-time faculty are wonderful resources for teaching. Many are active in leading industry positions and help bring extraordinary real-world learning to hospitality courses. Even the very best part-time faculty, however, cannot provide the vital contributions of research and service to the School. With the service expected of faculty (to help grow the School, provide services to students and expand and maintain industry partnerships,) we are increasingly having to put these responsibilities on staff members or compromise in our comprehensive coverage which then adversely impacts enrollment and career opportunities for students. With the issue of faculty lines, is also the emphasis at the college-level of the NTT rank. Recruiting in hospitality education has never been more competitive. The top graduates of Ph.D. programs in hospitality and related fields are not attracted to NTT positions. Faculty who are going to be leaders in research production and quality, resulting in accolades for GSU, have to be in tenure-track positions.
- The School needs expanded state-of-the-art facilities. Teaching a food production lab in a building rife with mechanical and operational problems is not providing a positive learning environment. The lack of facilities is a deterrent to attracting new students. The lab sections have to be kept restrictively small with lack of efficiencies in having to schedule multiple sections. Event management is one of the School's most popular specializations and state-of-the-art equipment is needed to prepare students for top industry positions. Beverage management is another area needing better facilities. The School of Hospitality must be known as providing the most innovative, cutting-edge learning experiences for students preparing them for top industry placements which requires facilities such as those found at aspirational hospitality programs.
- The hospitality industry has been supportive of the School of Hospitality but this level of support can be significantly increased. Tangible support from the College and University will result in more external funding because businesses will see the strong potential – added faculty, students, facilities – for a greater return on their investment. The industry's top priority is attracting qualified, talented individuals as leaders of the future. There is a direct positive correlation between the industry's need for future leaders and the success of the School of Hospitality in fulfilling its mission and achieving its vision.

# Georgia State University

---

## The School of Hospitality Administration Program Review External Reviewers' Report January 28-30, 2018

---

Wanda Costen, Ph.D.  
Dean School of Business  
MacEwan University

Richard Ghiselli, Ph.D.  
Professor & Head of the School of Hospitality & Tourism Management  
Purdue University

Muzzo Uysal, Ph.D.  
Department Chair & Professor Hospitality & Tourism Management  
Isenberg School of Management  
UMass Amherst

---

The external review team very much appreciates the opportunity to provide input to the Academic Program Review process at Georgia State University. As indicated in the 2017-2018 APR Self Study Report, The School of Hospitality Administration is in its 45<sup>th</sup> year, and is considered one of the top-ranked programs in the Southeast, nation and globally.

Through documentation and interviews with faculty, students, alumni, industry partners, and administrators, the team has reviewed the materials provided, and addressed the areas identified in the External Review Report Guide. Specifically, the reviewers have been asked to evaluate these specific elements:

1. The Contributions to the discipline
2. Quality of the Department's Undergraduate and Graduate Programs
3. Quality of the Department's Research Culture
4. Goals.

Because of the limited amount of time the team had on site, the likelihood exists that some of the program's efforts may have been overlooked or misjudged. The team has also identified perceived strengths and weaknesses, and provided some recommendations for the program as it moves forward to further enhance its programmatic offerings, recognition, and reputation.

## 1. Executive Summary

Located in the J. Mack Robinson College of Business, The Cecil B. Day School of Hospitality Administration offers a Bachelor of Business Administration, a Certificate in Hospitality, and a Masters in Global Hospitality Management. The Program is guided by the following mission: *Ensure a diverse student body emerges prepared to deliver value in business, government and non-profit organizations.*

The need/demand for the program is evident. The number of companies that support the program through internship, and employment opportunities is an indicator of this demand. Compared to other similar programs (in terms of enrollment), the size of the faculty (TT and NTT) appears small. It is commendable that the faculty maintain strong connections and relationships with industry, and use those networks to benefit both undergraduate and graduate students. Industry professionals guest lecture in courses, and mentor students. Students are encouraged to engage with the local hospitality industry through internships, and membership in professional associations. Such activities are appropriate and contribute to student engagement, while generating excitement about hospitality career opportunities.

The program's location and reputation are competitive advantages for further expansion and increased enrollment. There are also a number of opportunities worth considering including: developing a stronger Food & Beverage track; offering a 4+1 option, where students can pursue a BBA and an MS. Having state-of-the-art culinary facilities would certainly resonate well with employers, and provide a clear opportunity to gain industry financial support for the program.

Clear work load assignments, expectations for promotion and tenure, and a larger number of TT (versus Clinical) faculty would likely increase research productivity. This is achievable with supportive leadership at the college and university levels.

## 2. Contributions to the Discipline

### a. To which subfields of the discipline does the department make the most significant scholarly, creative, or clinical contribution (as appropriate)?

Many disciplines are included under the umbrella of *Hospitality and Tourism*. These include: hotel management; food service management, tourism, meeting and event planning; club management, etc. The fields of inquiry are similar to those that are found in the business school namely: accounting, finance, marketing, HR, management, etc. There are also discipline-specific research areas like food safety and sanitation.

As indicated in the Self-Study (p. 24), the School's first endowed professorship was established in 2014: the Aziz Hashim Endowed Professorship in Franchising Entrepreneurship. Dr. Ben Lawrence is the first faculty member to hold that position, and this presents the opportunity to significantly contribute to the College's focus on entrepreneurship. Moreover, there appears to be numerous industry partners willing to support the franchising & entrepreneurship focus through access and investment. This focus will also better integrate the School into the College.

In the past, the program has had close ties with the Club Managers Association of America (through Dr. Joe Purdue). Given the students' desire to pursue this segment of the hospitality industry, and strong potential industry partners, perhaps the School could develop an emphasis in this area. Initially, this can be accomplished as a certification within the School.

### b. To what extent are the faculty number and composition sufficient to support the research and educational missions of the department?

In addition to the Major Courses (21 hours), The School of Hospitality Administration offers a number of specialized electives including the following (BBA):

HADM 3310 Hotel Management

HADM 3350 Meeting & Tradeshow Management

HADM 3410 Advanced Food Service Management and Production

HADM 3420 Restaurant and Food Service Management

HADM 3490 Private Club Management

HADM 3500 Beverage Management

HADM 3600 Event Management

HADM 3770 Franchising

HADM 3780 Revenue Management

HADM 3800 Hospitality Quality Management

HADM 4200 Venue and Facility Management

HADM 4300 Aviation Management

HADM 4400 Airline Management  
HADM 4450 Airport Operations  
HADM 4600 Hospitality Study Abroad  
HADM 4900 Hospitality Field Experience

The overall number of faculty has been approximately the same since 2014 (p. 23); however, the composition has changed considerably. There are twice as many part-time faculty in 2017, as there were in 2014. This means that there are more part-time faculty than full-time faculty. This composition does not align with other hospitality programs in universities. Yet, the School supports a number of specialized courses.

The Atlanta market is replete with hospitality expertise, and the School has done an excellent job enticing industry professionals to teach. Nonetheless, there is concern that the quality and consistency of the program may be negatively affected by the ratio of part-time to full-time faculty (currently greater than 2:1). Part-time instructors are not expected to engage in research, nor service activities (e.g. university, college, and departmental committees). Also, because they have full-time jobs in industry, part-time faculty are less likely to engage with students to the extent necessary.

The School's faculty composition is **not** in alignment with other hospitality programs across the country, most especially those located in AACSB-accredited business colleges. If the goal is to enhance the prestige of the School, as desired by both the School Director, and faculty, the School will need more TT faculty lines. One approach to address this would be to create a pathway for scholarly-productive Clinical faculty to move to TT positions.

Given the current emphasis on the "digital revolution", entrepreneurship, and innovation, the School is uniquely positioned to add value to the College's strategic focus. Unfortunately, there currently appears to be little integration of the School into the overall strategic vision for the College, which could lead to lost synergies, and opportunities.

c. Based on your knowledge of similar departments in the discipline, evaluate the overall strength of the department.

The strength of the department depends upon its goals, and upper administration's expectations. The goals of the BBA program (Part 1\_Appendices, p. 10) are comparable to those at other institutions. There appears to be less flexibility in being able to offer discipline-specific coursework, due to Robinson's AACSB curricular requirements. The Hospitality check-sheet indicates there are seven (7) required major courses, and three (3) discipline-specific electives.

The School's primary strength lies in its ties to the industry, and the opportunity to secure external (i.e. industry) funding to support growth. The School's location is ideal, and positions the School to be a primary feeder of talent to Atlanta's hospitality and tourism organizations. Dr. Cannon is a clear strength of the School, and industry partners clearly see her leadership as instrumental in the evolution the School has experienced to date, as well as critical to the School continuing to move forward. External stakeholders are excited about the opportunities that exist with the acquisition of the stadium, and have creative and innovative ideas on how the School can have an enhanced impact on Atlanta (e.g. workforce development, establishing a 2+2 program with its community college acquisition - Perimeter College, etc.). Additionally, faculty are highly engaged with, and have the support of, industry. Faculty are also current in their disciplines.

Another key strength of the School is its global focus, and the diversity of its student body. The School is well-positioned to provide diverse management talent, which continues to be a strategic initiative for hospitality and tourism organizations across the country. Given Atlanta's demographics, this is most likely essential to the City's hospitality and tourism industry

### **3. Quality of the Department's Undergraduate and Graduate Programs**

#### **a. For each of the department's programs, evaluate the quality and currency of the curriculum in terms of disciplinary standards and trends.**

There are three programs:

1. BBA in Hospitality Administration
2. Certificate in Hospitality
3. Regynald G. Washington Masters in Global Hospitality Management Program

The School of Hospitality Administration is one of ten programs in the U.S. dually accredited by AACSB and ACPHA (Accreditation Commission for Programs in Hospitality Administration).

The hospitality curriculum consists of seven required courses and three hospitality electives; in total hospitality students take 10 (30 credit hours) discipline-specific courses. As previously indicated, this is fewer than the number taken by students in many other hospitality programs. In addition, hospitality majors are required to work at least 570 hours in industry-related positions. Students also complete a work portfolio. The undergraduate program produces industry-ready graduates. Each industry professional we met touted the quality of the graduates, and the quality of their

preparedness. Students have extensive engagement with industry through professional associations. The loss of the School's club management faculty member has presented some challenges, given the number of high revenue/top-ranked clubs in Atlanta.

The graduate program seems solid and has a global focus. The one-year program is attractive, but may need to be revised to yield the number of students the School desires in each cohort. The School does a quality job of preparing graduate students for industry, and providing appropriate career development opportunities to enhance students' self-efficacy & self-esteem.

b. Evaluate the quality of both incoming and graduated students in the department's programs, relative to discipline-specific norms.

In comparison to all GSU business majors entering as freshmen in 2014 – 2016, overall there is little variance. During this time frame, hospitality majors had a high school GPA average of 3.37. For all College of Business departments, the GPA average for entering freshmen was 3.39. The SAT composite scores for hospitality majors for this time averaged 1048.3. For all College of Business departments, the average for entering freshmen SAT composite score was slightly higher at 1083.7. (p. 2, self-study) Entering freshmen declaring hospitality averaged 528.3 on math, and 525.7 on verbal compared to 549 on math and 543 on verbal for the College as a whole. The "Indicators of Measures of Quality" (p.21, Appendix 1) suggest incremental improvement in this area from AY 2013 to AY 2015.

The "Area F" requirement can be viewed both positively and negatively. On the one hand, the quality of the student has increased to the extent that GPA reflects a higher caliber student. At the same time, it prevents students who may find success in this discipline from matriculating into the program.

The School appropriately develops industry-ready undergraduates, who are prepared for entry-level management roles. A large number of students are first generation, but the School does a good job of professionally preparing them for entry-level management positions. The graduates are eager, "hungry", and have a high quality work ethic. This is a point of distinction for the School.

Similarly, the Master's program graduates have been able to secure key positions in top hospitality organizations (e.g. IHG corporate, Starwood Corporate, Marriott International Corporate, Walt Disney Corporate, COEX, EXCO and Singapore Airlines.). The review team's engagement with industry suggests that the hospitality industry is extremely happy with the quality of the School's graduates.

c. Based on your professional experience, are the enrollment, retention, and graduation rates appropriate? If not, what changes might the department make to improve them?

The number of competitors offering hospitality-related degrees in the US has increased tremendously over the last 10-15 years. Enrollment in a number of US hospitality programs is flat, or declining.

In order for the School to grow, as desired by the Director & faculty, the School will need to focus on hiring tenure-track faculty, and securing funds to enhance its facilities (e.g. food lab). It's clear there are significant opportunities for industry to invest in the School.

d. Are there appropriate resources and support structures for the department's educational programs?

The review team has a significant concern about the composition of the School's faculty, and the lack of a clear pathway for tenure. The College's P&T criteria should include specific guidelines for how the School's faculty might earn tenure, especially in terms of scholarly productivity. It is highly unusual to require hospitality faculty to publish exclusively in limited business journals, instead of top-ranked hospitality and tourism journals. See Gursoy & Sandstrom (2016). *Journal of Hospitality & Tourism Research*, 40(1), 3-18

e. Evaluate the potential for growth of the department's graduate programs.

One of the goals of the School is to grow undergraduate enrollment to 500 by 2020, and to grow cohorts in the Master's in Global Hospitality Management Program to 30 or more.

Given the global focus of the curriculum and its international alumni base, the School has the opportunity to grow its master's program. The School needs to re-evaluate its position in the graduate education marketplace to confirm how it would like to move forward. There is significant infrastructure needed (e.g., additional staff and technology support, travel support to targeted countries from which to recruit), if the School desires to move its graduate program online.

#### **4. Quality of the Department's Research Culture**

a. Based on your knowledge of the discipline, what is your assessment of the quality of the department's faculty?

Research-wise, every academic program wrestles with both research productivity and impact. This may be even more challenging for niche disciplines like *Hospitality & Tourism*<sup>1</sup>.

The number of terminally-degreed faculty in the department remained constant between 2013 and 2015. The number of non-terminally degreed faculty, however; has decreased by 67%. To the faculty's credit, the number of peer-reviewed publications/ academic year has increased 3-fold. They are also engaged in professional/industry, and academic associations.

The School of Hospitality currently has a disproportionate number of part-time faculty to full-time faculty (5 full-time/12 part-time.) While GSU has done an excellent job of engaging industry professionals to teach elective classes, there is concern that the quality and consistency may be affected by the ratio of part-time instructors to full-time faculty. This likely adversely affects the productivity of the faculty as a whole.

b. From a disciplinary perspective, what is your assessment of the research areas in which the department is already strong, and areas with the potential for further growth?

There was a noticeable increase in the number of peer-reviewed publications for Academic Year 2015. It is incredibly difficult to establish significant scholarly areas of expertise with only clinical faculty. All things considered, the clinical faculty have very high scholarly productivity given their course loads, and no tenure opportunities.

c. What is your assessment of the support structures for faculty and student research (e.g., grant-writing support, travel grants, laboratories, student funding, administrative support, etc.)?

It appears the program has access to physical resources (e.g. classroom space, office support, instructional media) essential for the School to achieve its objectives. However, there could be more support for student recruitment for the master's program, and travel support for such activities as well.

d. Do you have any recommendations for improvements in the department's research culture, productivity, and results?

In recent years, the number of hospitality and tourism journals has increased exponentially. There has also been a number of quality online journals that have come into play the last few years. Because of this, it is important to identify suitable outlets

---

<sup>1</sup> Niche in this sense refers to the academic journals specific to the hospitality and tourism discipline.

for the dissemination of scholarly activities; it is also important to connect with the hospitality and tourism industry.

Tenure-track faculty drive the research culture and productivity in departments, and schools. Currently there are a greater number of part-time instructors than there are full-time faculty – which limits the productivity of the School as a whole. The fact that there is only one tenure-track faculty member in the School is quite troubling.

## 5. Goals

### a. Are the goals the department has outlined in its self-study appropriate for the unit?

#### **Goals**

##### **G 2: Students will be prepared with business knowledge and service skills.**

Students will be prepared for the hospitality industry with business knowledge and service skills to optimize the success of companies and corporations.

##### **G 3: Students will develop the analytical skills to evaluate the business environment of today and the future.**

Students will be prepared with analytical skills in all functional areas to evaluate the business environment of today and of the future.

##### **G 1: Students will be prepared for management and leadership positions in the hospitality industry.**

Hospitality students will have the knowledge and skills in all major functional areas to be effective managers and leaders in hospitality businesses.

(Part 1\_Appendices, p. 10)

The review team believes the School's goals are appropriate, similar to other hospitality programs, and reflective of industry needs.

### b. Are they in accord with disciplinary trends?

The School's goals are appropriately focused on industry preparedness. However, there is a noted limitation in terms of industry-specific courses, given the number of faculty, and the number of required business-core courses.

### c. Are the priorities reasonable?

Given the School's focus on increasing enrollment, it will be essential to enhance its culinary facilities (i.e. food lab). If the School desires to enhance its reputation in the discipline, it will need to hire tenure-track faculty with clear expertise in specific hospitality and tourism disciplines.

### d. Are the resource needs realistic?

The needed resources identified in the self-study are realistic in the context of having a top-level hospitality program (p. 33, Self-study).

e. Are any changes or additions warranted?

It is critical the School update its foodservice lab facilities in order to deliver a quality learning experience for students, and to acquire tenure-track faculty to meet the expectations of a research-intensive institutions.

## **6. Summary and Recommendations**

a. Summarize the department's major strengths and challenges.

### **Strengths**

- GSU's location in Atlanta is a major attractor for students and for faculty.
- Dr. Debby Cannon is a dedicated leader. She interacts well and has strong rapport with industry, faculty, students and alumni.
- Classroom space and technical infrastructure, instructional media, facilities, and equipment are available.
- Multiple student clubs/organizations provide student leadership and engagement opportunities.
- The School has cultivated extraordinary relationships with local, national, and international hospitality and tourism entities
- The School's faculty are dedicated to student success, quality educational experiences, and a quality program.
- The lone tenure-track faculty holds a doctoral degree, and maintains an active research agenda, as appropriate. Clinical faculty have strong industry experience and teach areas germane to their specialization. The overwhelming majority of the clinical faculty are as scholarly productive as many tenure-track faculty at other research-intensive institutions.
- Networking is a key part of the School's culture.
- Faculty scholarly productivity is commendable, especially given the teaching load and class size.
- The high-engagement of the faculty and the Senior Career Coach (Daena Spencer) are essential to the School's educational mission.
- Students view the international experience opportunities as a value-adding element of the program.
- The faculty and alumni are dedicated to the program and the university. The alumni have been very generous in providing both time and support, as indicated by their financial support and willingness to participate as needed.

- Many hospitality programs struggle as it relates to enticing industry financial support. The School has had some success in raising funds to support scholarship and programmatic needs.

### **Weaknesses**

- There appears to be little integration of the School into the overall strategic vision for the College, and there are likely lost opportunities to collaborate across the College.
- Physical resources, including spaces dedicated to hospitality-specific activities essential for the achievement of the program’s objectives, are lacking.
- There is a significant lack of clarity in the promotion and tenure process for the School’s faculty. Work assignments and expectations for promotion and tenure are not clear.
- Not having a tenure option for clinical faculty will critically hinder faculty recruiting and retention.
- Student advising is inadequate to meet the needs of the School’s students. The College’s advisors are not familiar with the hospitality curriculum.

### **Recommendations**

#### **A. Curriculum**

1. A stronger food and beverage track was suggested by alums and industry representatives because of the high demand for food and beverage managers in all facets of Atlanta’s hospitality industry.
2. A linked or 4+1 program, where students can pursue a BBA and MS at the same time, might attract students interested in pursuing an advanced degree. This could also help expand the enrollment in the MS program.
3. Hospitality programs in both business and non-business colleges have more flexibility with their curriculum. As a result they can offer more industry-specific coursework. For those in a business school, one approach to offering more industry-specific coursework is to be excluded from the AACSB accreditation process. Michigan State is a prime example of a school that has achieved considerable success.
4. Closely-related to number 3 above - the “Area F” requirement might have a negative impact on the School’s recruitment, and retention.

#### **B. Faculty Research Productivity**

A list of hospitality journals can be found at <http://science.thomsonreuters.com/cgi-bin/jrnlst/jlresults.cgi?PC=SS&SC=MW>. Also, please see *An Updated Ranking of Hospitality*

*and Tourism Journals* <http://journals.sagepub.com/doi/pdf/10.1177/1096348014538054> for a peer-reviewed ranking of hospitality and tourism journals. Allowing the School's faculty to publish in discipline-specific journals will enhance recognition and reputation.

Clear work load assignments and expectations for promotion and tenure are needed. Hospitality faculty should be evaluated on discipline-specific criteria. This is normal operating procedure for all academic disciplines.

For faculty to be able to generate more research, a master's program can be beneficial; a PhD program would significantly enhance its position in the academic marketplace. Most top-rated hospitality programs offer a PhD degree. This may be an opportunity worth considering, given its location and the density of hospitality and tourism businesses in Atlanta.

C. Resources

More attention to advising is warranted for undergraduate hospitality students. There are limited graduate research assistantships available. Student recruitment could be enhanced by providing more resources for the graduate program, including marketing and recruitment.

Compared to other master's level programs, the tuition appears high. Perhaps reducing the cost of the program, and/or providing financial incentives may help increase enrollment.

Having a state-of-the-art culinary facilities would certainly resonate well with employers, and create leverage to gain industry financial support for the program. Moreover, external stakeholders are excited about the opportunities that exist with the acquisition of the stadium.

**Report of the Academic Program Review Committee  
For the Cecil B. Day School of Hospitality Administration for FY2015–FY2017  
APRC Approved April 10, 2018**

**Overview.** Begun in 1973, the Cecil B. Day School of Hospitality Administration in the Robinson College of Business (RCB) offers an undergraduate major in hospitality in the BBA Program and the Regynald G. Washington Masters in Global Hospitality Management (MGHM) through a \$1 million naming gift. The mission of the school, with one tenured professor and four clinical assistant professors, is to develop hospitality leaders in a global society. The master's program, begun in 2013, has been ranked by Eduniversal as 14<sup>th</sup> globally and 2<sup>nd</sup> in the U.S. As of 2016, the school was the only unit designated to have facilities at the Georgia State Stadium, primarily as culinary and event management labs and classroom space. The school is one of ten U.S. hospitality units accredited by both the Association to Advance Collegiate Schools of Business (AACSB) and the Accreditation Commission for Programs in Hospitality Administration (ACPHA).

**Quality and productivity of research.** The school's faculty publish primarily in the areas of hospitality and tourism including tourism impact of events, human resources, traveler loyalty, foodservice and restaurant management, and sports management and branding. The one tenured faculty member published an annual average of 1.33 peer-reviewed articles and 0.33 peer-reviewed proceedings. Four non-tenure track faculty members published an average per person of 2.25 peer-reviewed articles and 0.08 peer-reviewed proceedings. There were no contracts/grants for research during the review period.

The external reviewers were concerned about lack of clarity in "work load assignments and expectations for promotion and tenure." They said "Hospitality faculty should be evaluated on discipline-specific criteria." Their view reflects the fact that school faculty members are more likely to publish in top-ranked hospitality and tourism journals rather than the set of top-tier business journals.

**Quality and productivity of teaching.** An annual average of 68.3 BBA degrees with a hospitality major were conferred during the review period from an average enrollment of 282.3 students. The mean annual credit hours for lower/upper division were 94/7190. The SAT mean for majors was 1048.3 compared to an RCB mean of 1083.7. The BBA students were 80% female but ethnically diverse: 34.6% African American, 18.5% Asian, 34.7% White, and 12.2% Other. The hospitality major is the only RCB program with a work requirement, common at other universities, which enables using a work portfolio to assess the student learning outcome of Apply Service Knowledge and Skills. APR surveys of BBA students and alumni showed a generally high level of satisfaction with the hospitality major.

While the self-study appendices included a BBA assessment report for 2014-15 and the first page for 2015-16, no report was included for 2016-17. Student learning outcomes (SLOs) were "Identify and explain...", "Describe and demonstrate...", and "Analyze and synthesize..." While the SLOs with identify/explain/describe might be needed in early courses to assure knowledge comprehension, they do not seem supportive of university-level education in which analyze/synthesize/evaluate predominate. The self-study said assessment led to adoption of the Certification in Hospitality Industry Analytics (CHIA) as a target measure and curriculum changes to improve student performance on CHIA and the ServSafe exam. While external exams afford a measure of objectivity, it is also important to assess learning outcomes in more of the required courses to evaluate their contribution to program objectives.

Verbal and Quantitative GMAT/GRE scores for students in the MGHM averaged in the 50<sup>th</sup> percentiles. By year, 16, 19, and 16 master's degrees were conferred in FY2015, FY2016, and FY2017. Mean annual graduate credit hours were 570. APR surveys of MGHM students and alumni showed a generally high level of satisfaction with the program.

Assessment of SLOs for the first MGHM cohort 2013-14 resulted in scheduling changes to enable students to master research methods before beginning research projects in a study abroad trip. One of

the SLOs was “Assess and evaluate effective communications skills,” but “Assess and evaluate” seems to be more what faculty do in assessing learning. From the student perspective, the SLO might be “Develop...” Assessing SLOs in only two instances (the CHIA exam, also taken by BBA students, and the culminating research project) omits opportunities for determining how learning in different courses enables achievement of SLOs and how to improve learning activities in all courses.

### ***Overall Viability of the Unit***

**Viability of the undergraduate program.** The self-study portrayed RCB’s requirement that BBA students attain a 2.8 GPA in six required lower division courses (two accounting, two economics, one computer applications, and one business law/ethics) as having a detrimental effect on undergraduate enrollments and degrees conferred. The accounting courses were held to be the most challenging for hospitality majors. Students not achieving this GPA are thought to be opting for non-business majors with a hospitality minor or for a hospitality certificate. Increasing the BBA from 235 to 500 students seems ambitious, but earlier integration of financial and accounting aspects, beginning with pre-majors in perspectives courses, might intrigue potential students with the range of decision making in hospitality careers, enabling enrollment growth. A clue about the need for increased integration of financial analysis throughout the program is apparent in the low ranking alumni gave for the skill “ability to interpret data/information.” Because of their continuing costs, it seems unlikely that tutoring and supplementary instruction can be sustained long term.

**Viability of the graduate program.** Viability of the MGHM depends on increasing enrollments to about 40 per year.

### **Unit goals (Self-Study pp. 29-30)**

1. Increase the BBA major from 235 to 500 students in four years and the master’s program from 21 to 40 students in five years
2. Increase research in top-tier journals by 50% in three years
3. Obtain \$1 million and larger gifts in three year
4. Reduce the number of required business courses (BBA Area F); reconfigure MS tuition
5. Achieve a better balance between full-time and part-time faculty (now 5 full-time, 12 part-time)
6. Secure state-of-the-art facilities: culinary labs and event management space

### **External review team recommendations**

The external reviewers believed the unit goals were appropriate. They recommended:

1. Curriculum: Stronger food/beverage track; a dual BBA/MS approach; more industry-specific courses; fewer required BBA Area F courses (2.8 GPA in six freshman/sophomore courses)
2. Faculty productivity: Clearer work load assignments and promotion/tenure expectations; evaluation based on discipline-specific criteria
3. Resources: Better advising for BBA students; lower master’s tuition; state-of-the-art culinary facilities

### **Consistency of goals and recommendations with University Strategic Plan**

APRC believes the goals and recommendations discussed above are consistent with and supportive of the GSU Strategic Plan except as noted below:

1. Address the perceived difficulty of accounting courses for BBA majors in productive ways, e.g., partner with the School of Accountancy to include hospitality-situated examples in course activities; develop modules for pre-majors on financial analysis and management in hospitality contexts; incorporate more analysis of accounting data in hospitality contexts throughout the program beginning with perspectives courses and continuing through major courses.
2. Assess student learning outcomes throughout the BBA and MGHM programs to evaluate each course’s contribution and to determine how to modify courses and other activities to enable greater learning.