



UNIVERSITY OF NEVADA, LAS VEGAS

Program Review Self-Study

Program Reviewed:	B.S. Hospitality Management
Degrees:	Bachelor of Science
Program Chair or Director:	James Busser
Dean:	Stowe Shoemaker
Date of Report:	January 26, 2017

GENERAL INSTRUCTIONS

1. Please provide Faculty CVs as a single electronic file (PDF preferred) or on a thumb drive *for the external reviewers*.
2. **Please complete the program review self-study using this template.**
3. If this review is covering several degree levels, please be sure to address *each level* in your responses to the questions.
4. Contacts for questions:
 - Chair of the Faculty Senate Program Review Committee found here: <http://facultysenate.unlv.edu/committees/program-review> or the Chair of the Graduate College Program Review Committee found here: <http://www.unlv.edu/graduatecollege/program-review-committee>
 - Gail Griffin in the Office of the Vice Provost for Academic Affairs: Gail Griffin, gail.griffin@unlv.edu, 702-895-0482.

I. Program Description

A. College/Department/Program

1. College or School: William F. Harrah College of Hotel Administration
2. Unit: N/A Web address: <http://www.unlv.edu/hotel>
3. Program(s) being reviewed: Hospitality Management

a. Degrees and their abbreviations:

2005 – 2012

MAIN CAMPUS: HOSBSHA
SINGAPORE CAMPUS: HOSSINBSHA

2012 – Present*

MAIN CAMPUS: HOMXXXXXBS
SINGAPORE CAMPUS: HOSSINXXBS

*Changed degree name in 2012 from Bachelor of Science in Hotel Administration, to Bachelor of Science

B. Primary individual completing this worksheet

1. Name: James Busser
2. Title: Associate Dean for Academic Affairs
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C. Other faculty involved in writing this report:

Billy Bai, Bobby Barnes, Alexandra Lieberman, Daniel McLean, Gail Sammons, Stowe Shoemaker, Sherri Theriault, Antonio, Villegas

D. Please provide as Appendix 1 the most recent catalog description(s) of the program(s):

1. Is the description correct? Yes
If not, what needs to be changed?

II. Centrality to Mission

A. Department/Program Mission

What is the program's mission statement (or the department's if the program does not have one)?

Develop students into leaders of the hospitality industry, contribute to the advancement of the profession and provide service to the community by having an outstanding faculty, challenging curriculum, innovative research, supportive culture and wide range of professional experiences; all in the context of one of the most exciting cities in the world.

B. Department/Program Mission Alignment

Briefly describe how this program is aligned to the mission of the University as described in the most recent mission statement, UNLV Mission <http://www.unlv.edu/about/mission>, and how it supports achievement of the institution's mission:

The Hospitality Management Major – Vision & Mission Alignment

The mission of the Hotel College is to "Develop students into leaders of the hospitality industry, contribute to the advancement of the profession and provide service to the community by having an outstanding faculty, challenging curriculum, innovative research, supportive culture and wide range of professional experiences; in in the context of one of the most exciting cities in the world." The vision of the Hotel College is to "Educate the next generation of hospitality leaders." At the Hotel College web site (www.unlv.edu/hotel/undergrad-studies) we state: The "Hospitality Management Major offers a broad educational approach to a career in the hospitality industry. Its varied course of study prepares students with both the management theories and operational competencies necessary to enter any segment of the industry upon graduation. Students take classes specific to the industry including an introduction to hospitality, human resources management, organizational behavior, facilities management, hospitality law and a course in leadership, management and ethics. Students also study food sanitation, food service operations, cost control, career development, financial and managerial accounting, financial management, hospitality service management, and operations and strategic management."

The Alignment

The Hotel College academic program is the premiere hospitality program in the United States and is located a short distance from the most tourist-oriented stretch of real estate in the country. That proximity provides unique opportunities for our students to expand their academic and professional skills. The College is committed to the top tier initiative and has aligned its academic programs to enhance student engagement and success in their academic and future career choices.

UNLV Standard: *Student achievement of learning outcomes*. The academic curriculum focuses on student achievement of learning and application of those skills to the hospitality industry. Addressed in greater detail elsewhere in this report are the opportunities students have to engage in the hospitality industry. Consistent with university requirements learning outcomes have been established and are measured every semester. At the core of curriculum delivery are highly qualified, scholarly academics, practice focused academics, instructional practitioners (Faculty in Residence), and a core of dedicated part-time faculty. Specifically, the BS in Hospitality Management has engaged in a process of assessing student achievement of learning outcomes through an ongoing process, consistent with university policy and practice. Faculty, in conjunction with the College Assessment Committee, developed the outcomes.

UNLV Standard: *Placement into preferred employment or post-graduate educational opportunities.* As reported elsewhere in this document, the undergraduates are served by the Boughner Career Center and are supported and provided multiple career enhancement opportunities through career fairs, targeted career searches, undergraduate focused industry mentors, internships, and career counseling.

UNLV Standard: *Student, faculty, and staff diversity, including maintaining UNLV's Minority Serving Institution (MSI) status and Hispanic Serving Institution (HSI) status.* The Hotel College is among the most diverse academic units on the UNLV campus. Sixty-seven percent of the undergraduate students are reported as other than white. Thirty-two percent of students are listed as nonresident alien, followed by 18 percent Asian and 17 percent Hispanic.

C. Core Themes

Briefly describe how this program supports UNLV's Core Themes (the core themes can be found at <http://www.unlv.edu/about/mission>):

- **Core Theme 1: Promote Student Learning and Success**
 - o The college routinely engages with hospitality industry leaders on a local, national, and worldwide basis, to elicit input into program curriculum and learning objectives to ensure that the program is providing students necessary skills to meet the demands of the industry. Periodic reviews of the curriculum allow for the delivery of innovative learning opportunities incorporating the newest industry trends with an emphasis on the skills and knowledge our industry values. The program learning objectives reflect the close relationship with the needs and expectations of our industry partners.

Learning objectives 2015-2018

Upon completion of this program student will be able to:

- Demonstrate effective oral, written and visual communication.
 - Communicate effectively in written, spoken, visual and digital modes to different audiences (e.g. industry leaders, employees, employers, faculty and peers).
- Develop knowledge of the global and multicultural hospitality industry.
 - Respond to diverse perspectives (personal identity, age, ability, religion, race, gender, and ethnicity) in American and international contexts.
- Understand issues in ethics, diversity, and inclusion.
 - Design a sustainable component or practice for a hospitality business (hotel, F&B, gaming, meetings, events, etc
 - Examine various concepts and theories of ethics in the hospitality industry.
 - Function effectively in diverse groups.
- Apply critical thinking to management problems.
 - Interpret industry-related problems and their causes, generate alternative solutions, and arrive at reasoned conclusions.
 - Analyze financial, marketing, and operational results and outcomes for hospitality operations.
 - Analyze, understand, and solve human resource problems and challenges.
 - Demonstrate effective management techniques in hospitality operations (hotel, F&B, gaming, meetings, events, etc.).
- Evaluate critical management concepts.

- Apply a core body of hospitality specific knowledge to management situations.
- Manage all forms of capital (e.g., human, financial) in an ethical and sustainable way.
- Develop an understanding of customer segments and key marketing concepts, and apply this knowledge to increase revenue and brand value.
- Effectively identify and assess the legal risks associated with common hospitality business practices and events and identify appropriate risk management techniques and employment practices to minimize those risks.

- **Core Theme 2: Advance Research, Scholarship, and Creative Activity**

The College does not have a formal structure for involving undergraduates in research and scholarship at this time. However, the College supports faculty research in several ways.

The workload policy provides for a reduced teaching load based on scholarly productivity and all non-tenured faculty are on a reduced teaching load of 2 classes per semester. There are several opportunities for faculty to receive support for research and scholarship: 1) an annual summer research stipend is offered based on an approved proposal with an expected outcome of a tier 1 or 2 journal submission and conference presentation and 2) an annual summer teaching fellowship which supports financially an in-depth experience in the industry to gain knowledge of best practices. For the summer research award and teaching fellowship the expectation is that faculty will incorporate the outcomes in the undergraduate classes they teach.

The college also provides limited funding for special research projects and financially rewards faculty annually up to \$4,000 for scholarship in top tier journals. In addition, the college is supporting faculty dissemination of their scholarship with an annual \$4,000 for conference attendance and presentations. As a result, faculty research and scholarly productivity has been rising and in 2015 the faculty published 23 papers in top-tier journals.

The college has prioritized doctoral education as a top tier goal to admit the most talented individuals to our program. In support of that goal, the graduate assistantship stipend has been increased, an annual internal grant program based on a research proposal is offered, travel funding to the annual Graduate Student Research Conference is provided along with an additional \$1,500 for travel to present their research at another conference.

- **Core Theme 3: Foster a Diverse Campus Population and Engagement With the Community**

- o The college faculty and advisors participate in numerous recruiting events organized by the University's Admissions Office. These efforts are designed to support the university's commitment to maintaining its current ranking as one of the most diverse universities for undergraduates. The events are designed to attract the diverse population in the southwestern United States and Hawaii and include outreach to local high schools, presentations at college fairs, and invitations for high school students to visit the campus for dinner and conversation with college representatives. Forty-five percent of the college's population report being part of a racial or ethnic minority.

D. Excellence

List and briefly describe five highlights or areas of excellence of the program:

- The College of Hotel Administration alumni family numbers more than 15,000 and represents some of the most influential leaders in the the hospitality industry. Alumni oversee major hotel brands, popular restaurants and event firms, and Fortune 500 companies throughout the world. While nearly half of the Hotel College alumni live and work in Las Vegas, thousands are actively engaged across the country and around the globe. From California to New York and Florida to Asia, Hotel College graduates are ubiquitous in every hospitality market and are creating networks to foster professional and personal connections for one another, current students and young alumni. The Hotel College Alumni Relations program is expanding with an emphasis on engagement including interactive online platforms, mixers in major markets (Las Vegas, New York City, Chicago, Orlando, Singapore), participation with the college at all levels, and service as the point of connection for graduates and industry professionals alike.
- Average of 150 hospitality executives participate in our annual student mentor program
 - o The mission of the Hotel College Mentor Program is to provide students with the opportunity to meet hospitality industry professionals who are willing to share their knowledge, experience and advice to assist students in making better career choices. Additionally, the program seeks to foster relationships with the employer community to provide students with an insight into the world of work.
 - o The Hotel College Mentor Program began in 1994 with an average of 150 hospitality executives from the Las Vegas area participating each year. As part of the program, junior and senior level students are paired for a seven-month period from October through April with a hospitality industry professional within the Las Vegas community. It is a structured pairing of a student with a mentor whose experience is aligned with the student's professional career path with focused areas of expertise to include culinary, event planning, finance, food & beverage, gaming, hotel, human resources, sales & marketing, and tourism & convention. Hospitality executives who have served as mentors for many years include Colleen Birch, Senior Vice President of Revenue Optimization for The Cosmopolitan Las Vegas; Mark Hellrung, General Manager of Four Seasons, Las Vegas; Chris Meyer, Vice President of Global Business for the Las Vegas Convention and Visitors Authority; Susan Moore, Vice President of Leisure Sales for Caesars Entertainment; Don Richardson, General Manager of Boulder Station, Anna Schmid, Vice President of Administration and Events for Venetian|Palazzo, and Josef Wagner, Vice President of Food and Beverage for MGM Resorts International.
- Over 600 student internships placed each year
 - o A rotational internship is a requirement of the B.S. Hospitality Management program providing students with an opportunity to gain practical, marketable experience while integrating practice with theory. Assignments are completed as part of an online course and include internship activity logs, online modules, research papers, department worksheets, and the student performance evaluation.
 - o Students have the option of completing a paid internship (minimum of 200 hours) or unpaid internship (minimum of 90 hours to a maximum of 120 hours). Due to the online nature of the course, internships are completed in sites across the United States and around the world (International F-1 students have the option of completing their internship in their home country).
 - o Over 600 internships are completed yearly in the areas of conventions, events, golf management, hotel, restaurant, and tourism & travel. Internship sites range from

- large hospitality organizations including Marriott International, MGM Resorts International, Panda Restaurant Group, Wyndham Vacations to small companies including Rockstar Beers, Royal Links Golf Club, and Watabe USA.
- Over 100 hospitality organizations visit and recruit our students each year
 - o The College of Hotel Administration welcomes over 100 hospitality organizations to campus each year. Organizations represent all segments of hospitality including large chains (Hyatt Hotels, Hilton Worldwide, Marriott International), luxury brands (Accor, Dorchester Collection, Four Seasons, Mandarin Oriental, The Peninsula), restaurant groups (Aramark, J. Alexander's, Legends Foodservice, Pappas Restaurants), convention and events companies (Aurora Events, Destination by Design, Freeman, GES, PSAV Audio-visuals), golf and recreation (Alyeska Resort, The Broadmoor, Vail Resorts), services providers (Avero, Duetto, Ecolab, Expedia, MICROS) and gaming companies (Boyd Gaming, Caesars Entertainment, MGM Resorts International, Station Casinos, Venetian|Palazzo, Wynn Resorts).
 - 22% of students are international
 - o The William F. Harrah College of Hotel Administration is known for excellence in hospitality education. It attracts students from all over the world, which brings a global perspective to students' educational experience. A variety of countries are represented in the student population with students from China, Korea, Japan, Taiwan, Philippines, Mexico, Viet Nam and Canada.

III. External Demand for Program

A. Stakeholders

1. Who are the main local and regional stakeholders of your educational programs, i.e., employers and entities benefiting from these programs, hiring the graduates, or admitting them to graduate and/or professional programs?

An average of 100 hospitality organizations recruit at UNLV each year with over 40% of employers visiting two or more times during the year. Services provided to employers include career fairs, employer classroom visits, and the scheduling and promotion of information sessions, marketing tables, and interview schedules.

Main local and regional employers include the following:

- Boyd Gaming
- Caesars Entertainment
- Diamond Resorts
- Four Seasons
- FRHI Resorts
- Hilton Worldwide
- Hyatt Hotels and Resorts
- Kimpton Hotels
- Las Vegas Sands (Venetian|Palazzo)
- Mandarin Oriental
- Marcus Hotels
- Marriott International
- Marriott Vacations Worldwide
- MGM Resorts International
- Omni Hotels and Resorts

- Panda Restaurant Group
- Starwood Resorts
- Station Casinos
- The Cosmopolitan
- White Lodging
- Wyndham Vacation Resorts
- Wynn Resorts

2. What are specific stakeholder needs for graduates?

Information provided by hospitality recruiters indicates a continued need for graduates focused on hotel and food and beverage operations.

B. Needs for Graduates and Future Plans

1. What are the anticipated needs for program graduates over the next 3-5 years? Please cite sources of information.

Based on data derived from Hospitality 2025 (Appendix 7 – 2025 Report), an industry/education summit held in November 2015, there is an expected need over the next 3-5 years for graduates to possess competencies in analytics, financial management, and revenue management.

2. What changes to the program will those require?

Incorporation of curriculum supporting graduate competencies in the following areas: finance, profit and loss understanding, expense management, revenue management, and data driven analysis.

C. Success of Graduates

1. What steps does the department take to facilitate the success of graduates (e.g., internships, career fairs, employment talks, etc.)?

In 2007, the College of Hotel Administration opened the Bob Boughner Career Services Center to support the career needs of students. Working in tandem with UNLV Career Services, this center provides opportunities for Hotel College students and alumni to gain access to a broad range of employers, employment information, and career opportunities. Student services include:

- Job search resources
- Job announcements and referrals including management training programs information and application procedures and internship postings
- *Hire a Rebel* registration and access assistance
- Personalized career counseling including resume review
- Work experience guidance and approval
- Internship advising and class enrollment

Hotel College Career Mixers

In addition to the University-wide job fairs held twice yearly, the College of Hotel Administration hosts degree specific career mixers twice yearly to provide students with an exclusive opportunity to network with hospitality employers. An average of 50 hospitality organizations and 300 students attend each event.

Employer Panels

The College of Hotel Administration hosts employer panels on a variety of topics including professional image and career preparation, creating customer-first cultures, and workplace power and politics. An average of 100 students attend each panel.

Hotel College Mentor Program

The Hotel College Mentor Program is an optional development opportunity offered to students within the college. As part of the program, junior and senior level students are paired for a seven-month period from October through April with a hospitality industry professional within the Las Vegas community. It is a structured pairing of a student with a mentor whose experience is aligned with the student's professional career path. The amount of time and type of development activities are flexible and vary from one pairing to another.

Mock Interview Events

As part of TCA 201: Hospitality Professional Development course curriculum, students participate in a mock interview event at the Caesars Entertainment Employment Center. As part of the mock interview event, students complete an online application and participate in both a one-on-one and group interview with Caesars Entertainment Employment Representatives. Based on the feedback from post course evaluations, this activity is seen as the most valuable component of the curriculum.

Prep Events

Each semester, the College of Hotel Administration sponsors coaching and development sessions to prepare students for upcoming career events. Events include LinkedIn profile reviews and workshops, one-on-one interview and resume coaching sessions with industry executives, and employer/job research seminars.

2. Discuss the placements of recent graduates:

Placement rates for recent graduates:

- 69% (including F-1 Students)
- 77% for students with continuous unrestricted United States Work Authorization

Recent graduates work in a broad range of employers with placements to include management training programs, direct placement supervisory, and direct placement line-level positions with career advancement potential. Examples include:

- Aria Special Events Representative
- Bellagio Assistant Front Desk Manager
- Booking.com Senior Coordinator
- Boyd Gaming Marketing Analyst
- Burlingame Country Club Assistant Professional
- Caesars Entertainment Box Office Lead

- Caesars Palace Rooms Inventory Control Specialist
 - Candlelighters Childhood Cancer Association Special Events Coordinator
 - Cosmopolitan of Las Vegas Casino Services Agent
 - Courtyard by Marriott Guest Service Supervisor
 - Destination By Design Sales Coordinator
 - Dorchester Collection Management Trainee
 - Embassy Suites Sales Coordinator
 - Fairmont Leadership in Development Program Participant
 - Four Seasons Assistant Housekeeping Manager
 - Four Seasons Manager in Training
 - Hilton Grand Vacations Human Resources Generalist
 - Hyatt Corporate Training Program
 - Just College Event Coordinator
 - Levy Restaurant Group Database Administrator
 - Mandarin Oriental Guest Relations Supervisor
 - Marriott Voyage Management Training Program
 - Marriott F-1 Program
 - MGM Grand International Marketing Executive
 - MGM Resorts International Management Associate Program
 - Panda Restaurant Group General Manager in Training
 - Ritz Carlton Management Internship
 - Scientific Games Project Coordinator
 - Skinny Fats Manager
 - SLS Las Vegas Delphi Administrator
 - Starbucks Supervisor
 - Station Casino Night Auditor
 - Suncoast Hotel and Casino Dual Rate Floor/Dealer
 - Taco Bell General Manager
 - TGI Fridays (Briad Group) Bar Manager
 - Tommy Bahamas Restaurant Party Captain
 - Trump Las Vegas Food and Beverage Manager
 - White Lodging Front Desk Manager
 - Wyndham Desert Blue Activities Supervisor
 - Wynn Housekeeping Analyst
3. If the department or program does not have placement information on graduates, what is the plan to implement gathering that information? N/A
4. Do placements match stakeholder needs as identified above in A of this section?

Placements are consistent with stakeholders needs. Graduate placements include management training programs, direct placement supervisory, and direct placement line-level positions with career advancement potential.

If not, please explain. N/A

5. Does the program assess whether the graduates are meeting employer’s needs?¹

In November 2015, the College of Hotel Administration hosted Hospitality 2025, a one-day conference bringing together 140 participants including industry leaders and faculty members to explore and identify the skills hospitality graduates need to be successful post-graduation.

Additional forums and studies are planned to continually evaluate industry needs and its alignment to the College of Hotel Administration curriculum.

If not, what will the program do to get this assessment in place and by what date?² N/A

6. Additional Comments N/A

IV. Program Resources

A. Faculty Time

1. Faculty and GA Resources

There are currently 44 full-time faculty in the college. The breakdown by rank and category are as follows: Full Professors – 16 (6 have administrative appointments: Dean, Vice Dean, Associate Deans (2), Department Chair, Director IGI); Associate Professors – 10 (2 are Department Chairs); Assistant Professors – 8; Faculty in Residence 6 (1 is Director PGM, 1 Director of Enrollment Management); Lecturers – 4. The tables below profile the distribution of teaching for all degree programs in the college. In addition, the Advising Center is staffed with a Director and 6 advisor; Career Services includes a Director and 2 program staff.

Decision Support was unable to isolate the distribution only for the undergraduate program.

Number of Instructors	Fall 2014	Spring 2015
Full-Time Faculty	31	31
Graduate Assistants	12	14
Part-time Instructors	27	26
Faculty in Residence & Visiting	10	11
Other	8	7

Number of Classes Taught	Fall 2014	Spring 2015
Full-Time Faculty	43.2%	41.6%
Graduate Assistants	8.7%	7.1%
Part-time Instructors	23.8%	22.3%
Faculty in Residence & Visiting	17.0%	18.8%
Other	15	20

¹ This is a new question to respond to recently implemented program review enhancements by the NSHE. (3/16)

² If the program has no employer expectations information, there must be a plan to put such a program in place and it has to be stated. (3/16)

Percent of Student Credit Hours Taught	Fall 2014	Spring 2015
Full-Time Faculty	48.8%	43.0%
Graduate Assistants	3.9%	6.8%
Part-time Instructors	26.4%	24.8%
Faculty in Residence & Visiting	17.2%	21.6%
Other	3.6%	3.9%

Student Credit Hours Taught	Fall 2014	Spring 2015
Full Time Faculty	11211	9162
Graduate Assistants	891	1449
Part-time Instructors	6076	5280
Faculty in Residence & Visiting	3960	4593
Other	836	826

Percent of Classes Taught	Fall 2014	Spring 2015
Full Time Faculty	43.2%	41.6%
Graduate Assistants	8.7%	7.1%
Part-time Instructors	23.8%	22.3%
Faculty in Residence & Visiting	17.0%	18.8%
Other	7.3%	10.2%

2. For other non-major courses – e.g., upper division for the college or university, estimate the unit's resources allocated to them: N/A

General Education

1. If your program or unit offers General Education courses, please estimate what proportion of the unit's resources are allocated to this area: N/A

2. Does the combined load from A and B affect your unit's ability to offer courses for its major? If so, please describe: N/A

B. Budget

1. Please fill in the table with three years of financial expenditures to be used to respond to questions 2 and 3 below.

Budget category	FY 13-14	FY 14-15	FY 15-16
State Operating (2101)	\$7,662,679.12	\$7,746,308.49	\$7,839,336.25
Student Fees	\$803,568.33	\$791,348.57	\$662,609.59
Indirect Cost Recovery	\$208.86	\$742.25	\$90.75
Self-supporting	\$751,026.38	\$1,051,147.72	\$827,994.97
Total Allocations	\$9,217,482.69	\$9,589,547.03	\$9,330,031.56
Number of Graduate Assistantships (including GAs on grants)	24	24	23

2. Are these resources sufficient to meet the degree program’s instructional and scholarship needs?

There is a need for additional graduate assistantships to support the instructional program.

3. If not, approximately what line items and amounts would be needed? N/A

C. Other Funding and Resources

1. Is funding from other sources sufficient to assist the program in achieving its outcomes? Other sources to be considered include: differential tuition, grants and contracts, endowment income, and one-time gifts for student scholarships, other one-time gifts.

Funding is undertaken at the college level. While other income sources help support our vision for the college, the current gifts and grants do not cover all the college’s current needs and we rely on state funding and tuition to cover the majority of our costs.

The undergraduate program benefits from endowment income and donations for student scholarships. It is difficult to determine the exact dollar amount that directly goes to the undergraduate program. However, clearly the new academic building will be a significant contribution. In addition, for the academic year 2015-2016, \$380,000 was awarded in scholarships.

Summer term is self-supporting with a percentage of the revenue generated above instructional salaries coming back to the college. Annually, faculty are provided with \$4,000 for development.

2. If not, which funding streams could most reasonably be increased to help the program attain its outcomes?

As state funding decreases, we will see a decline in faculty hires and an increase in class sizes. We need to focus on increasing private donations, specifically in the form of endowed chairs, to have the ability to hire more faculty in residence positions. Faculty chairs also allow us to hire established researchers to come in a mentor younger faculty, specifically those with limited industry experience. Additionally, significant work must be done to generate more scholarship funds for our students and for recruitment purposes to grow the talent of our undergraduate class. Over the past few years the fundraising efforts have been focused on funding the construction of our new academic building, Hospitality Hall. This new building is a vital need for our college as we strive to remain competitive with other Hospitality programs in the country. Efforts to secure programmatic funding support must be increased to help the college continue its mission to fully integrate with the hospitality industry. Some additional funding sources could include - faculty industry fellowships, endowed chairs in industry specific segments, student development funds, chair for enrollment management to assist in recruitment and retention efforts

3. Has any new donor revenue been generated since the last program review?

Donor revenue has been ongoing

Significant donor revenue has been acquired for Hospitality Hall (see #6 below).

4. Has the unit engaged in fundraising activities to support the program over the last 5 years?

Yes

5. What has been the result of these fundraising activities?

Since the last review we have raised money to support capital, scholarship and programmatic needs. Some of the highlights include:

- Approximately \$25 million to fund new academic building Hospitality Hall (#6 below)
- \$4.5 million to fund and establish the Harrah Hotel College PLS Center (Center for Professional and Executive Education); established in 2014
- Various new scholarship funds
- We have also focused on increasing alumni engagement and providing new opportunities for alumni to give back. We have seen an increase on the percentage of alumni giving, many of whom are making a first time gift.

6. Review the space data for your department and comment on its amount and quality. These data will need to be accessed by an individual with Archibus® access.

Hospitality Hall Description

January, 2018 heralds a new era for the William F. Harrah College of Hotel Administration with the opening of Hospitality Hall, a \$50 million 93,500 square feet learning facility, with half of the funding from industry leaders. Located next to the current Harrah Hotel College home, Hospitality Hall will provide space for academic experiences, support, research, and traditional and specialized instruction for the Hotel College's almost 3,200 undergraduate and graduate students. Designed to meet the needs of today's students and those of the future, Hospitality Hall boasts 10 convertible classrooms, allowing faculty and students to reconfigure spaces to meet class needs, improve communications, and strengthen learning opportunities. The building features a number of common spaces on every floor where students and

educators can mingle and collaborate. The main floor incorporates a student run cafe/coffee shop, located across from the advising and career centers. The main floor also includes a technology enhanced classroom and major space for the PGA Golf Management program including, offices, a pro shop, golf club repair lab, and swing lab. An International Student Academic Success Center, also on the first floor, will serve as a distinctive and invaluable resource for the college's large diverse international student population. The second through fourth floors are the primary teaching spaces (9 additional classrooms) and the core of the 62 remaining offices, including the Dean's Suite. Located on the 4th floor is a beverage lab and state of the art teaching kitchen with 10 student stations and a learning space designed to compliment the kitchens in Beam Hall and the Stan Fulton Building. Opening for the spring, 2018 semester, Hospitality Hall will revolutionize hospitality education

7. Is the quality and quantity of available consumable materials and supplies (e.g., office supplies or lab supplies) adequate and if not, explain why not:

Currently consumables are adequate.

8. Is the quality and quantity of available technology resources, such as computers adequate and if not, explain why not:

The university has a replacement computer program that ensures that each college member has a

9. Is the quality and quantity of available equipment (other than computing) adequate and if not, explain why not:

Currently equipment is adequate

10. Is the quality and quantity of available library and information resources adequate and if not, explain why not:

The college is fortunate to have a library endowment to support acquisitions. Therefore resources are adequate

11. Staffing

a. Are available department staff resources sufficient to attain the program's outcomes?

Yes

b. If not, what additional staff resources are needed and how would they be funded?

12. Additional Comments

V. Size of Program

Academic Level Key	
Undergraduate (UGRD):	Graduate (GRAD):
10 – Freshman	GR - Graduate
20 – Sophomore	PHD – PhD
30 – Junior	
40 – Senior	
50 – Post Bacc Undergrad	

1. Below are headcount, course enrollment, and degrees conferred data from Decision Support.

Major Headcount*

Main Campus

Hospitality Management

Academic Level - Beginning of Term	Fall 2010 Prelim	Spring 2011 Prelim	Fall 2011 Prelim	Spring 2012 Prelim	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim
10	257	187	267	199	363	267	409	309	462	309	403	302
20	299	295	298	314	302	339	425	426	434	447	457	397
30	361	374	420	405	447	479	483	499	505	557	552	581
40	756	696	659	681	703	700	752	746	770	766	836	878
50	0	1	48	32	35	31	31	28	21	21	23	20
*Includes all HOS and HOM related Major Codes												

Major Headcount*

Singapore Campus

Academic Level - Beginning of Term	Fall 2010 Prelim	Spring 2011 Prelim	Fall 2011 Prelim	Spring 2012 Prelim	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim
10	182	220	214	50	214	235	235	4	1	0	0	0
20	12	8	33	8	21	40	163	7	5	2	0	0
30	23	22	38	34	9	5	10	48	2	2	0	0
40	48	41	226	459	391	283	90	372	230	183	0	0
*Includes all HOSSIN and HOMSIN related Major Codes												

Course Enrollments												
Department Name of Course	Subject	Course Number Level	Fall 2011* Prelim	Spring 2012 Prelim	Fall 2012 Prelim	Spring 2013 Prelim	Fall 2013 Prelim	Spring 2014 Prelim	Fall 2014 Prelim	Spring 2015 Prelim	Fall 2015 Prelim	Spring 2016 Prelim
College of Hotel Admin	FAB	100-Level	1,052	899	1,057	914	1,116	820	977	752	935	768
		200-Level	50	25	25	25	25	23	25	25		
		300-Level	659	567	382	505	608	543	396	349	403	276
		400-Level	610	427	748	436	475	486	452	678	460	469
	GAM	200-Level	95	60	59	59	60	60	86	60	86	60
		300-Level	23	53	84	73	84	93	94	106	97	101
		400-Level	170	188	115	204	99	95	98	66	91	112
	HMD	100-Level	853	571	754	333	699	352	623	299	542	239
		200-Level	450	590	755	1,075	957	983	989	871	909	847
		300-Level	706	628	703	891	1,130	1,040	1,427	922	925	887
		400-Level	1553	1,446	1,654	1,430	1,374	1,243	1,475	1,308	1,171	1,190
	PGM	100-Level	53	73	69	75	67	77	76	62	50	47
		200-Level	16	13	21	19	21	18	22	20	15	11
		300-Level	15		13	11	18	16	15	15	17	16
		400-Level	24	8	20	5	24	6	19	4	16	3
	TCA	100-Level	205	184	418	260	416	418	511	382	493	271
		200-Level	462	564	555	813	597	781	594	638	622	559
		300-Level	1,002	827	1,090	837	1,071	784	1,148	753	804	838
		400-Level	859									

**In Fall 2011 the courses were housed in three departments as follows: FAB – Department of Food and Beverage; GAM and HMD – Department of Hotel Management; PGM and TCA – Department of Tourism and Convention Administration. Beginning Spring 2012 these departments were dissolved and the courses reverted back to the College of Hotel Administration.*

**Degrees Conferred
Main Campus**

Department	College of Hotel Administration
Academic Career	UGRD
Academic Plan Description	Hospitality Management (HOMXXXXXBS)
Degree	BS*
Degree Description	Bachelor of Science

Academic Year - July to June	Degree Count
2013-14	34
2014-15	179
2015-16	357

**Degrees Conferred
Main Campus**

Department	College of Hotel Administration
Academic Career	UGRD
Academic Plan Description	Hospitality Management BSHA - (HOSBSHA)
Degree	BSHA*
Degree Description	Bachelor of Science in Hotel Administration

Academic Year - July to June	Degree Count
2005-06	77
2006-07	198
2007-08	275
2008-09	309
2009-10	287
2010-11	342
2011-12	408
2012-13	397
2013-14	374
2014-15	228
2015-16	99

*Degree name changed in 2012 from Bachelor of Science in Hotel Administration (BSHA) to Bachelor of Science (BS).

**Degrees Conferred
Singapore Campus**

Department	College of Hotel Administration
Academic Career	UGRD
Academic Plan Description	Hospitality Management BS (HOSSINXXBS)
Degree	BS*
Degree Description	Hospitality Management BS
Academic Year - July to June	Degree Count
2014-15	74
2015-16	185

**Degrees Conferred
Singapore Campus**

Academic Career	UGRD
Academic Plan Description	Hospitality Management BSHA (HOSBSHA)
Degree	BSHA*
Degree Description	Bachelor of Science in Hotel A
Academic Year - July to June	Degree Count
2005-06	-
2006-07	-
2007-08	-
2008-09	7
2009-10	30
2010-11	43
2011-12	35
2012-13	245
2013-14	299
2014-15	162
2015-16	-

*Degree name changed in 2012 from Bachelor of Science in Hotel Administration (BSHA) to Bachelor of Science (BS).

2. Discuss the headcounts from the last five years, i.e., are the trends in line with projections in your unit's strategic plan?

Enrollment trends exhibited in our headcount have remained consistent across the board and have met the unit's strategic plan.

In Fall 2006, the Hotel College opened a campus in Singapore, which increased the headcount and graduation rate numbers for the Main Campus until its Singapore location closed in Summer 2015.

To assist with the retention and progression rates, the college increased the admissions requirements for all international students attempting to major in Hospitality. Due to the implementation of the new admissions guidelines for fall 2012, the college experienced a drop intake of international students of approximately 3%. As the population becomes better informed of the admissions requirements, it is expected for the percentage rate of international students to start to slowly increase once again.

Office of Admissions began larger recruitment campaigns across the United States in order to increase admission numbers to the institution for Fall 2013 and continued through Fall 2014. After reviewing the quality of admits for the aforementioned semesters, Provost Office noticed a larger increase of students being admitted who did not meet the minimum admissions requirements and who had been admitted through a conditional admit process. After a request to lower conditional admits by 108%, admission trends for the college slightly decreased.

3. If not, why not? N/A
4. Does your program's enrollment trend differ from national trends?

Based on multiple publications such as the Journal of Hospitality and Tourism Research, the creation of Hospitality Programs in higher educations have increased in the last few years and all have experienced the same amount of interest as our program. With Hospitality still being a relatively new academic discipline in higher education, the college should continue to see an increase in student enrollment as interest for hospitality continues to increase.

5. If yes, please discuss the reasons: N/A
6. Additional Comments

The Hotel College has increased their involvement of recruitment events with the Office of Admissions. Discover Hospitality Tours were created to provide prospective students an opportunity to tour the facilities and obtain a more personal experience of what is currently happening in the college. Most importantly, students and their parents have the ability to meet current faculty and academic advisors as they enjoy pastries from the Executive Chef of the Hotel College.

VI. Retention, Progression, Completion

A. Major Course Offerings

1. Are enough courses offered to meet enrollment demands?

Yes, the college has an enrollment management team, which is tasked with developing the class schedule each semester. The group consists of the Associate Dean, Director of Enrollment Management, Director of Advising, and Enrollment Management Administrative Assistant, with each bringing a different perspective to the table when deciding which classes to offer and how many seats will be needed. The team watches for trends, such as spikes in enrollment, changes in faculty, and teaching expertise. In addition, as registration progresses, the Director of Advising watches for problems and requests additional sections as the registration activity dictates. Also, graduating seniors are always accommodated so that they can proceed to graduation without problems. Lastly, 97% of courses required for the Hospitality degree are currently being offered year round (fall, spring, and summer).

2. How many major courses have been added or eliminated in the last 5 years?
 3 Added 0 Eliminated

3. Why were the actions taken?

Two elective courses were created to give students a more diverse offering of subjects to use in their elective block. One course on leadership, ethics and management was added to the program to answer demands from our industry to provide students with more exposure to issues surrounding these topics.

4. After reviewing the program, what additional actions should be taken to improve retention, progression, and completion?

Retention, progression, and completion (RPC) has been at the forefront of all initiatives being implemented by the college. The Office for Student Advising has implemented a three stage advising cycle that incoming first time freshman to the Hospitality program are mandated to complete. First component of the advising cycle begins with students attending New Student Orientation (NSO), followed by First Year Seminar and lastly Sophomore Student Orientation. Each session provides students with the opportunity to further their knowledge of the degree program and develop a better informed group of students. Since the implementation of the advising cycle, retention numbers for first-year full-time new freshman has increased from 79.1% for fall 2011 admits to the current retention rate of 92.5% for fall 2016 admits. Even though the retention rate is 2.6% higher than the universities, all three group advising sessions are currently being revamped to meet the new standards implemented by the Provost Office.

The Hotel College continues to be the number one college at the university with the highest graduation rates. Currently with a 58.1% six-year graduation rate for full-time new freshman, versus the universities 40.7% overall graduation rate. The 17.4% difference speaks volumes of the efforts from the college to continue to innovate and immediately take action to resolve course or curriculum concerns that may affect the success of students in the program.

5. Are there any courses that students routinely have difficulty getting enrolled in, that slow progression and/or graduation? If so, please identify them:

There are two courses that have the potential to delay graduation for Hospitality Management majors.

MATH 124 – College Algebra – A lack of seats makes it difficult to enroll new students in the appropriate math class in the student’s first semester. Math can be a problem if delayed as there is a four to six semester sequence of courses that starts with Math. Failure to enroll in the first semester can delay graduation.

FAB 467 – Restaurant Management Operations – This course is conducted in the college’s kitchen facility. Because of the nature of the course and the resources available in the facility as well as the number of faculty qualified to teach this class, it is sometimes difficult to accommodate the numbers of students who need to take the class.

6. If last question was answered yes, what steps can be taken to reduce “bottle-necks” in these courses. Please indicate *both* financially-based and non-financially-based solutions.

MATH 124 – The addition of more sections of MATH 95, 96, and 124 are needed to mitigate this issue.

FAB 467 – The college curriculum committee is in the process of viewing an option to allow students to select from two courses to complete this requirement. This would eliminate the bottleneck currently in place.

7. Can any changes in sequencing of courses be made to facilitate graduations?

Not at this time. The college’s Curriculum Committee continually monitors students’ ability to progress through the program without delay and addresses issues as they arise.

B. Graduation Rates

Program graduation numbers and rates are summarized below.

First-time, Full-time Freshmen Graduating within Six Years (Hospitality Management BS - HOSBSHA)

Fall 2001 - Fall 2009 Cohort

Cohort		Graduated			
Term	Number	in Department	%	any Department	%
Fall 2004	169	78	46.2%	91	53.8%
Fall 2005	151	67	44.4%	76	50.3%
Fall 2006	115	54	47.0%	71	61.7%
Fall 2007	134	59	44.0%	73	54.5%
Fall 2008	187	81	43.3%	94	50.3%
Fall 2009	142	80	56.3%	92	64.8%
<i>Combined Cohort</i>	<i>898</i>	<i>419</i>	<i>46.7%</i>	<i>497</i>	<i>55.3%</i>

Using the data in the tables above, please answer these questions:

1. Are trends in 6-year cohort graduation close to the University’s goals (UNLV’s undergrad goal is 50%)?

Graduation rates for the college have continued to far exceed the overall graduation rates for the university each year. Current goal of the university is to reach at least a 49% graduation rate and the Hotel College has superseded the universities goal for more than 10 years. Also, graduation rates for full-time new transfers 2010-2016 is 84.1% (highest of all colleges)

2. If not, what is being done to reach the goal?
3. Discuss how and why the graduation rate is changing.
Normal fluctuations are expected due to the college’s non-traditional population, which includes a large number of international students, external influences, e.g. recent recession, and the high numbers of students who work in the local industry.

4. Additional Comments

It is the college's hope that as a higher quality of students are recruited to the university and with the implementation of higher English proficiency scores for International students to gain admissions into our program that graduation rates will continue to increase.

VII. Relationship to Other Programs

1. What relationship does your program have to other programs (such as transfers, collaborations, partnerships) in the NSHE system?

The largest feeder school for the Hospitality Management program is our local community college, College of Southern Nevada (CSN). CSN has corresponding programs, which enhance the movement of students from CSN to UNLV's College of Hotel Administration. Transfer agreements are made available to all CSN students.

2. What the relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)? Current partnerships at UNLV include one formal and two informal collaborations on the UNLV campus that requires us to allow students from other UNLV programs to enroll in courses typically required for Hospitality majors only. The formal agreement is with the Nutrition Department, which lists courses housed in the College of Hotel Management as required courses for their majors. The two informal agreements are with the College of Liberal Arts for its Multi-Disciplinary program and the College of Urban Affairs, both of which require students to enroll in courses outside their colleges

3. Additional Comments

A cross-listing of GAM 442/SOC 442 is currently in place to accommodate students in Liberal Arts to obtain their Multicultural requirement.

VIII. Impact

1. What impact has this program had or will have in the following areas:
 - a. University

UNLV has been designated a Minority Serving Institution (MSI) and enrolls a high percentage of minority students. This designation makes UNLV eligible to apply for and obtain grants to assist in recruiting and serving minority students.

The Harrah College attracts more out-of-state students than any other college on campus. In fact, approximately 75% of our students pay out-of-state tuition. The college boasts the highest number of international students with 534 (22% of college population). Closest behind the Hotel College are the College of Business with 146 (4% of college population) and Engineering with 142 (6% of college population).

A recent analysis by the Vice President of Finance revealed that the Harrah College earned more revenue than it spent. In fact, if an index of 1.0 indicates revenue equals expenses, the college's index was approximately 1.50. As a point of perspective, the index for the business school was approximately .87.

In addition to the financial implication, for many years the Harrah College was the most renowned of all the colleges that make up UNLV. It can be argued that the Harrah College – in addition to UNLV basketball – put UNLV on the map.

Many other hospitality programs around the world are part of a business school or some other college. The Harrah College is one of three stand-alone programs. The other universities that have stand-alone programs are University of Central Florida and University of Houston. The hotel school at Cornell is part of the College of Business (as of July 1, 2016), as are the hotel programs at Michigan State, University of Delaware, and University of Denver to name a few. These programs and other programs are more like a business school with hotel examples. At UNLV we are doubling down on hospitality and will remain focused on providing a hands-on experience for our students. We are preparing our students to enter the industry and not only make an immediate impact but also have the skillset to grow within their organization. The industry will look to UNLV to generate their future operators.

Many of our students are first generation college students, which means we are truly changing the family tree. We can change the family tree of our students.

The strategy we are following can be seen on the Figure that is attached in Appendix 2 – Educating the Next Generation of Hospitality Leaders.

b. Community

One of the key goals in UNLV's Top Tier Initiative is focused on community partnerships. As outlined in the Top Tier strategy: UNLV will stimulate economic development and diversification in, and enrich the cultural vitality of, our community by deepening and expanding reciprocal connections with our partners and leveraging our unique strengths to collaborate locally, nationally, and internationally. Steps to accomplishing this goal include:

- Establish a sustainable Community Engagement Center at UNLV to serve as a one-stop entry point for individuals and organizations seeking to partner with UNLV.
- Create and sustain an environment, both on and off campus, where community members and UNLV faculty, staff, and students work together to improve the economic environment and quality of life in Nevada through entrepreneurship, innovation, and an enhanced workforce.
- Communicate UNLV's strengths to promote the link between progress toward Top Tier and the benefit to the community, the region, the state, the Legislature, and other groups.
- Deepen transparency and accountability by providing a community dashboard containing specific metrics
- Establish three to five key partnerships keyed to identify areas of focus in research in a manner similar to what other benchmark institutions have done.
- Develop a plan for supporting economic diversification and globalization relevant to the communities that we serve.

College:

The College defines community services as lending our faculty and student expertise to hospitality initiatives both locally and globally. The College's goal is to service as a value-added resource for community groups, philanthropic efforts, and hospitality organizations.

Our faculty and staff:

- Serve on external boards at the high school level such as ProStart, Future Business Leaders of America, and DECA.
- Lend expertise to a variety of boards and committees including state workforce development boards, editorial boards for peer-reviewed journals, external curriculum evaluation committees, and various philanthropic causes related to hospitality
- Share research and serve as a resource and knowledge hub for the hospitality industry.
- Support philanthropic efforts that align with our curriculum (i.e. – a recent Festival and Events Management class coordinated a Golf for Dummy’s tournament to raise funds for Valley High School Academy of Tourism program (local high school magnet program)

The College values community service. Not only does service provide needed resources for community efforts, but it also builds competencies needed for hospitality managers including leadership, teamwork, and effective interaction with diverse groups of individuals, project management, accountability, self-efficacy, empathy, and mutual understanding.

Community service is a core value of corporate culture, especially in the hospitality industry. Employees are encouraged participate in community services and so are our students. It is important that they understand the importance of supporting the community as this will prepare them for their careers. In addition to providing service opportunities for our students, we also provide opportunities for our industry partners and alumni through our mentor program, speaking engagements, and volunteer opportunities to support college programs. Here are some examples”

- Community project in Freshman Experience course. Students in TCA 103 are involved in one service project a semester. Eighty-five percent of the students work with Rebel Recycling in UNLV's recycling efforts at large events the other 15% work with charitable organization with whom they already have a relationship. These students have worked with: The Shade Tree, Catholic Charities, Safe Nest, Helping Hands of Vegas Valley and NSPCA.
- Class credit or extra-credit for supporting philanthropic activities that align with the hospitality curriculum.
- Service provided as part of club membership; we have 17 student clubs and organizations related to hospitality
- Volunteer hours that are hospitality-related (i.e. – assisting at a non-profit organization fundraising event) can be applied towards the College’s 1,000-work experience requirement.
- Our College instills that the success of a hospitality business is based largely on the community that surrounds it. Social sustainability to include an educated workforce, infrastructure, cultural life, and community development are critical aspects for students to gain awareness of in order to positively impact both while as a student and as an industry leader after graduation.

c. Field

Many leaders of the industry today are UNLV grads, both in Las Vegas, nationally and internationally. Over half of our total alumni live outside the Las Vegas area. Some of our notable alumni include:

- Carlos Castro’92 Senior VP and CFO, Aria Resort & Casino
- John Ceriale ’75 – President, Prospect Advisors

- Jaques D’Rovencourt - ’89 General Manager, Hilton Americas Houston
- Russ Dazzio - Chairman, R&R Global Hospitality
- Paula Eylar Lauzon ’89 – Senior VP Administration, Boyd Gaming
- Stephen Falk ’95 – Director Project Services, Supply Management Hilton Worldwide
- Guy Fieri ’90 - Chef and Food Network Star
- Ann Hoff ’90 – General Manager, Excalibur Hotel and Casino
- William Hornbuckle ’84 - President, MGM Resorts International
- Denise Hunter ’84 Founder, Destinations Link Hospitality
- Jerry Inzerrilo ’75 - CEO, Forbes Travel Guide
- Eric Jacobs ’88 - Chief Development Officer, Marriott International
- Tom Jingoli ’96 MS – Senior VP and Chief Administration Officer, Konami Gaming, Inc.
- Chuck Lehman ’71 Former President of Fresh and Ready Foods
- George Maloof ’88 - Founder, Palms Casino Resort
- William McBeath ’87 President, Cosmopolitan of Las Vegas
- Scott Menke ’87 - CEO and Co-Founder, Paragon Gaming
- Cynthia Kiser Murphy ’80 President, New York New York Hotel and Casino
- Scott Kreeger ’92 President, SLS Las Vegas
- Mike Muir ’88 Former VP of North American Development, Best Western International and now Head of Hotel Lending Live Oak Band
- Tim Muir ’87 Vice President of Franchise Development, Choice Hotels International
- William Paulos ’69 Principal, Cannery Casino Resorts
- Scott Sibella ’88 President, MGM Grand Resort and Casino
- Rikki Tanenbaum ’06 MHA - Senior Vice President of Marketing, Golden Nugget Nevada Region
- Gus Teleda ’89 - Director of Marketing, Four Seasons Hotel Las Vegas
- Robert Van Ness ’83 - Executive Vice President, Preferred Hotel Group
- Jung-ho Suh ’82 - Chairman, Ambassador Hotel Group South Korea

2. What are the benefits to the institution of offering this program?

Our college is involved in many community service activities, as mentioned above. Our students are also involved in different academic competitions both nationally and internationally. For example, in March, Harrah Hotel College students Hailey Matthews and Jeremi Sitompul represented UNLV at the 7th annual Young Hoteliers Summit in Switzerland. The three-day summit, held annually at the Ecole Hôtelière de Lausanne in Lausanne, Switzerland, brings top students from over 40 hospitality schools around the world together with leading hospitality firms to network, interview, and participate in panel discussions. Additionally, students must complete a challenge in which they address a major concern brought forth by the industry. This year’s challenge was presented by Four Seasons Hotels and Resorts and required student teams of 10 to create game-changing career paths that go from the university to general manager in less than nine years.

At February 2016's National Society of Minorities in Hospitality Conference in Washington DC, the UNLV chapter claimed many awards, including "Best Newsletter" and "Best

Activities" awards. Yessenia Vega, Ariel Larson, Vivien Halas, Taylor Campbell, Olivia Crick, and Daniela Sanchez were honored as NSMH Scholars.

In summer 2016 Harrah Hotel College Capstone 490 students hosted an event to help support the Nevada SPCA No-Kill Animal Shelter. The event featured an open bar, live entertainment, and a silent auction (auction items include a Schwinn bicycle and a 40-inch flat screen TV). The event class, run by Professor Todd Uglow raised over \$16,000.

Smith Travel Research (STR), one of the premium providers of benchmarking data, analytics, and industry insights for the hotel industry, held their second annual market study competition in New York in November 2016 during the Hotel Experience trade show. UNLV's College of Hotel Administration sent students to compete for the second year in a row. Kayla Colbert, Lucas Gazola, and Jeremi Sitompul competed with undergraduate teams from 24 other schools and took second place. The competition consisted of analyzing various STR reports along with other external information about the city they selected, Anaheim. They had 8 weeks to compile their research and record their presentation to send to STR for preliminary results. The UNLV team was selected as one of the top 7 undergraduate finalist teams. All 7 schools then had to present to 3 industry executives while in New York and the UNLV students came in 2nd based on the industry executives feedback. Students were exposed to real world live data and industry executives while advancing their hotel market knowledge and presentation skills. This was a great experience for the students and they are still talking about it with other students and faculty since they have come back.

3. Are there examples of the integration of teaching, research, & service that you would like to highlight (e.g., faculty mentoring leading to student presentations at conferences, service learning classes, community service activities involving students, or other student activities and/or achievements that you think are noteworthy)?

Four students college students won the spa development competition at the 2015 Global Wellness Summit, held in Mexico City. The project began nine months before the summit as students started imagining the components of a new concept spa to be set in Mendoza, Argentina. The result was an integrated resort using the area's wine region to draw tourists, and the area's wines to be the basis for the spa's treatments and products. The students designed a logo, developed menus for the resort's many eateries, created spa treatments, and researched the health and beauty benefits of wine. They worked with a London architect who designed the spa and resort itself, integrating the student's ideas with his visions of buildings that incorporated stunning views of the vineyards and surrounding mountains. They studied the financial aspects of a resort of this magnitude, making multi-year projections for income and expenses. The final presentation of Ch'ulel Mendoza: A Vinotherapy-Inspired Resort Spa, was made to the 450+ attendees of the Summit. The faculty advisor was Dr. Tony Henthorne.

4. Additional Comments

IX. Productivity

1. Please provide an indication of faculty productivity appropriate for your unit:

The college has several categories of faculty: Lecturer, Faculty in Residence and Tenure Track/Tenured. Lecturers and Faculty in Residence have a teaching load of four courses per semester. Administrative responsibilities may reduce that teaching load. Tenure Track faculty are on a two course teaching load per semester in order to support their scholarship toward promotion and tenure. Tenured faculty teaching loads range from two to four classes per semester based on the college workload policy.

The college workload policy describes the productivity expectations for teaching, research and service for all faculty and is provided in Appendix 5.

2. Additional Comments

X. Quality

A. Admission and graduation requirements

1. Please provide program admission requirements as Appendix 3 from the current UNLV catalog:
2. Are there any updates that need to be made to the catalog and if so, what are they? - No
3. How many full-time advisors are available at the college level? - Six full-time advisor positions.

B. Outcomes and Assessment

1. Student Learning Outcomes and Program Assessment Plans and Reports by program concentration are listed at <http://provost.unlv.edu/Assessment/plans.html>. Please attach the most recent assessment report as Appendix 4.
2. Describe specific program changes made based on the program's evaluation of its assessment reports:

Until 1996, the College had one degree and one major — Bachelor of Science in Hotel Administration, with a major in Hotel Administration. During the period of rapid growth experienced at UNLV leading up to the 2008 Recession, the College expanded its offerings to include four degrees, nine majors, three minors and a formal concentration, to allow our students the opportunity to specialize in their specific area of interest. While the new programs showed promise initially, they continued to maintain a relatively low number of students. The majority of our student population continued to show interest in the original program, the Bachelor of Science in Hotel Administration, with large student numbers and a continued interest from prospective students.

With the budget constraints brought on by the recession, the College thought it prudent to examine the expanded program structure to ensure that it was operating in the most efficient way possible. As a result, we identified programs that either, didn't support our core hospitality curriculum, were too specialized in nature, or served a small percentage of our student population (without sufficient enrollment to support funding). Although these

programs demonstrated value and long term potential, the new budget did not have the resources to grow the curriculum and provide students with a meaningful learning experience.

As we developed the recommendations to move forward, we focused on our core mission of providing a premier education in hospitality management – then worked to objectively challenge our academic structure, programs, and curriculum to assure ourselves that we were as effective and efficient as possible in carrying out our mission. It was a tough, but healthy process, throughout which we remained committed to maintaining the incredible reputation that this college has achieved over the course of the past several decades – and to ensure that our students receive the best possible academic preparation for entering the workforce and achieving their career goals.

Consolidation of Programs

Our proposal would consolidate four degrees into one Bachelor of Science degree; nine majors into one (Hospitality Management); and allow for four concentrations to include, Meetings & Events Management, Food & Beverage Management, Gaming Management, and Professional Golf Management which would enable and encourage students with an interest in these specialized areas to concentrate their electives around a specific field of study. These changes were designed to return to the basic structure, which existed very successfully in the past.

2012 - Changes to the Hospitality Management Program to facilitate consolidation of programs (as defined above), reduce total credits to 120 (as mandated by the Provost) and meet industry needs

- a. Eliminated FAB 160 – Purchasing, ENG 407A – Business Writing, Computer Class, PSY or SOC 101, Economics Elective, eliminate 2 credits open electives (17 credits)
 - b. Added business writing content to TCA 201 – Hospitality Career Development and increase from two to three credits.
 - c. Add three credit Lodging Elective – Giving students option between HMD 202 Housekeeping, HMD 203 Front Office or HMD 226 Hospitality Technology
 - d. Develop new course to meet industry needs and add to program requirements - HMD 307 – Hospitality Leadership, Management & Ethics
 - e. Increase College Electives from 12 to 15 credits to accommodate optional concentrations
 - f. Develop four concentrations as options for students to use in place of College Electives
 - i. Gaming Management Concentration
 - ii. Meetings and Events Management Concentration
 - iii. PGA Professional Golf Management Concentration
 - iv. Restaurant Management Concentration
3. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?
- a. If yes, what changes were made and why? (See Appendix 6 – Curriculum Changes)
4. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years? Yes
- a. If yes, what changes were made and why?

- i. Faculty will create nonverbal and verbal communication rubrics to use in classes that include presentations. FAB 333, FAB 467 and HMD 401/402 faculty are sharing rubrics and developing assignments that will help measure learning outcomes for each student taking these classes. A focus on written and oral communication is needed in all courses within the college
 - ii. Curriculum review has started with Hospitality 2025. Next steps to be discussed. Departments will now use the assessment plans and reports to propose curriculum changes. Plans will be developed to concentrate on specific learning outcomes and creating assessment rubrics each year.
 - iii. Curriculum review and assessment meetings will be held in at the department and college level
5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:

The Office for Student Advising (OSA) in the College of Hotel Administration has advised first and second year students, from New Student Orientation (NSO) through the Sophomore year when a Sophomore Orientation (SSO) is conducted. This advising is done during three group advising sessions which take place at NSO; in the First Year Seminar (FYS) class; then, in TCA 201 which is taken during the student's Sophomore year.

NSO Advising – Takes place the semester before the student's first semester and is designed to orient the student to university life. Advisors select appropriate classes for the first semester and enroll the student in these classes prior to the NSO session. Students are presented with this class schedule, are lead through setting a goal to graduate within the next four years, and receive the Four-Year Plan of Study showing that it is possible and expected that they will do so. They also receive their program requirements and learn how to read their program worksheet.

FYS Advising – Takes place during their first semester in a computer lab in a small group setting (25). For this session, advisors select appropriate classes for the student's second semester prior to the meeting and present the student with a plan of study for semesters two and three. However, students will enroll themselves in their second semester classes once registration begins. Advisors revisit the discussions that took place during NSO, while emphasizing the importance of the role that the student must play to ensure their success in future semester planning. Advisors lead students through the use of the MyUNLV Planner which allows them to plan their entire academic plan of study through graduation. The purpose of this session is to increase the student's knowledge and confidence and the likelihood of retaining the student through year two. We have had great success with this effort as the College's retention rates have risen to 95% for the 2015 cohort.

SSO Advising – Takes place in TCA 201 – Hospitality Career Development which is also the College's Milestone Experience. Students learn about prerequisite courses, why they are important, and when they are to be taken to keep the student on track for the graduation goal set during NSO. Advisors lead students through an exercise to examine the courses completed during their first year to see if they are on track or have fallen behind their plan to graduate on time. In this session, students must select appropriate classes for their fourth semester, which is then approved by an advisor to ensure the student's understanding of timely progression through their academic program. Students will then enroll in their fourth semester classes once the registration process begins. The purpose of this session is to prepare students to move into their

final two years, mindful of appropriate progression through prerequisite classes to ensure a timely graduation.

Advising for the final semesters then take place, ideally in individual one-on-one advising appointments where advisors can address the student's unique needs for moving forward to graduation.

6. List and describe two specific improvements in student learning outcomes and why they represent forward movement.³

We have aligned the majority of our learning outcomes with the ULO's. We are concentrating on communication, diversity, and global issues for the current assessment cycle (2015-2018).

HMD 450: Hospitality Internship course was redesigned in 2014 to increase student engagement and overall learning outcomes. Two significant changes included:

Change One

Implementing a formal internship approval process. Prior to Fall 2014, students provided information on their employer and a brief explanation of the internship process to obtain permission for registration. Beginning in the Fall 2014, the registration process changed requiring students to compose and submit a 2 to 3 page learning agreement documenting the following:

- Description of internship rotations. Internships must have at least four department rotations or four distinctly different areas of learning. For freestanding restaurants, three all-inclusive rotations in front of house, back of house and management are required.
- Estimated hours in each department.
- Learning components per department including how the student will be trained to perform the role, tasks that come from that training, and observations experienced during the internship.
- Personal learning outcomes/goals the student develops as a result of the internship experience.

The learning agreement ensures that the internship will benefit the student in addition to establishing expectations between the student and internship supervisor. Specifically, the learning agreement provides the basis for evaluation and validation of the learning gained and serves as a guide to the student, work supervisor and faculty supervisor of the academic purpose and activities of the internship.

Change Two

Implementing an internship evaluation process to assess a range of competency areas. Prior to Fall 2014, faculty supervisors used a variety of evaluation formats. Beginning in Fall 2014, a 25-question Likert-scale evaluation was developed to evaluate students' performance in the following areas:

Ability to Learn

- Reading/Writing/Computation Skills
- Listening & Oral Communication Skills

³ This is a new question to respond to recently implemented program review enhancements by the NSHE. (3/16)

- Creative Thinking & Problem Solving Skills
- Professional & Career Development Skills
- Interpersonal & Teamwork Skills
- Organizational Effectiveness Skills
- Basic Work Habits
- Overall Performance

The multi-area evaluation provides students with feedback on their overall performance in the internship as well as an understanding of skill sets needed to be effective within the hospitality industry.

Both changes are significant as the enhancements align with the University Undergraduate Learning Outcomes, particularly the outcomes of Intellectual Breadth and Lifelong Learning, Inquiry and Critical Thinking, and Communication.

7. Additional Comments
 - a. With the reorganization of the college, there will be a lot of discussion and planning for appropriate program changes. Faculty will have opportunities to have input in more ways than before the reorganization.

XI. Conclusions, Self-Assessment

A. Faculty Review of self-study

1. On what date did the program and/or department faculty review this self-study?
January 26, 2017 – February 3, 2017
2. What were the results of the faculty review?
Faculty comments are provided in #3 through 6 below
3. What are the top 3 priorities and/or needs for the future development of the program?

More hands-on experience will be needed for students (e.g., learning a real property management system rather than just reading the textbook chapters).

More analytic courses should be provided to students (e.g., management science, revenue management, operations management).

Aligning new faculty with teaching areas-thus hiring faculty in residence with great teaching skills and industry experience in the proper courses.

Curriculum update to support industry needs/reflect changes in both industry and the technology used. Faculty with both experience and academic potential or a group of individuals whose skills support the dual priorities. We are an applied degree that is developing students to use the theory. Greater focus on the business of hospitality.

We need to update the curriculum – on an ongoing basis. We need a continuous internal/external assessment of the marketplace. We need to keep faculty current!

More faculty to teach strategic management, Higher English fluency/proficiency among students, Merit pay, Full time faculty to teach HMD 454, Increased rigor in lower division courses, Stricter admissions standards, Fund-raising, Update curriculum, Raise admissions standards.

A stronger student body. Admission standards are not acceptable.

Priority 1 – Align curriculum with industry needs/expectations. Hospitality organizations expect our graduates to possess skills in leadership and management competencies. The traditional approach to education does enable us to meet industry expectation. We need to begin developing a competency-based approach into our curriculum.

Need to develop quantitative skills (of UG students). Need to drive rigor all the way down through the 100 – level courses. Need to develop business writing skills.

More rigor, more qualitative classes, more industry needs addressed in classes. The dynamics of hotel industry and the shift to Asia. Decreasing of the budget for teaching and research. The industry might not need students with hospitality degree.

4. What are the strengths of the program?

One of the strengths is UNLV hotel college has a close relationship with industry. Thus, it is not difficult to reach out industry people and invite them to the classroom. I found students really like various guest lecture series.

Reputation has always been our strength. Faculty are discouraged from writing textbooks – which supported our reputation. We need to continue to grow our reputation by writing textbooks to support our courses. Continue the work experience and internship required for graduation.

Industry partnerships through Boughner Center including mentoring program, internships, recruiting, etc. This is our greatest competitive advantage. Faculty who are engaged with industry and on top of current trends. Great relationship with industry, they are willing to tell us where we can be better in supporting their changing needs.

Located in Las Vegas, diversity of our student body, faculty strength/knowledge and diversity.

Opportunities for internships and work experience, Faculty with significant industry experience in many areas, location, advising and career services, Student and faculty diversity, Many years of industry experience among the faculty, Very popular program because it's known to be easy.

Strong faculty, strong industry connection, reputation (which is at risk).

The strength of our program comes from our reputation and our location. We should move toward a strategy that comes beyond our current strength.

Reputation and location, industry experience of some of the faculty, career services.

Diversity, access to the industry and inclusive subjects.

5. What are the challenges facing the program?

As I mentioned above, students need more hands-on experience. Recently, faculty members who teach IT classes are working on introducing Agilysys' property management system to the classroom. I think this is a good start.

Curriculum revision, competition from growing programs.
Implementing what industry tells us. The pace of change is too slow to meet industry needs.
We don't have an operation to run, which would benefit student growth and development over the 4 years. Broad range of student capabilities.

Unwilling to incorporate Top Tier, relevancy and C?

Administrators do not follow NSHE and University rules, Inconsistency among sections of a course, Must improve English proficiency of students, Too many part time instructors, Wide range of basic abilities among students, Lack of collegiality among some faculty, Research focus is detracting from teaching mission, Maintaining or better yet improving our reputation, Leadership development, We need a vision, mission, and strategic plan that will survive a change of deans.

Delivering industry related needs, for example, we need more attention to "problem solving" as a core competency.

Students are hand fed, so they don't think on their own. Faculty not willing to change as industry needs warrant.

We need to constantly evaluate the quality of the students we graduate. As online education continues to disruptively innovate higher education, we are falling behind. An immediate response to the changing approach to higher education is imperative.

No control over admissions. Need more quality control amount PTI and FT faculty.
Rising competitions of online programs and other universities. Lack of innovation.

6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?

Revenue management offered, not yet a required course. We are moving in the right direction, it just takes time. I'm sure there are more...

Hybrid and online courses, better use of technology, Raised English proficiency requirements but not nearly enough, Getting rid of some really bad part time instructors. Closing some of the CSN loopholes and increased TOEFL score requirement has helped, but further improvement is possible.

None – we have had adept curriculum committees for ½ years and nothing proposed to faculty even though some proposals have been brought to committee.

The communication channels have been improved. Faculty are acknowledged more for their input and effort to the college.

B. Other comments

1. Is there anything else you would like to discuss about the program?

We need to come together to create a true capstone experience for our students.

The potential is great. We need greater investment from faculty.

The NSHE also requires that any action steps identified based on the review of the program and the status of the action steps be ready for consideration at the December board meeting the year the program review is completed. You will be contacted about this after the external review has been completed.

NEXT STEPS:

- A. Create an executive summary of this self-study, using the template provided, that is *no more than 2 pages long*.
- B. Email the self-study and the executive summary to:
 - Chair of the Faculty Senate Program Review Committee found here: <http://facultysenate.unlv.edu/committees/program-review> or the Chair of the Graduate College Program Review Committee found here: <http://www.unlv.edu/graduatecollege/program-review-committee>
 - Gail Griffin, gail.griffin@unlv.edu, 702-895-0482.

APPENDIX 1

CATALOG DESCRIPTION

Hospitality Management Major - Bachelor of Science (BS)

Please see the UNLV College of Hotel Administration web page at <http://www.unlv.edu/hotel/> for information about department programs, faculty and facilities.

Please see advising information at the UNLV College of Hotel Administration Advising Center at <http://www.unlv.edu/hotel/advising>.

Accreditation

Institution - Northwest Commission on Colleges and Universities www.nwccu.org

Learning Outcomes

Upon completion of the B.S. program in Hospitality Management, students should be able to:

- Identify career goals and effective strategies for achieving them
- Develop effective interview techniques
- Articulate your personal elevator speech about your career
- Communicate effectively in written, spoken, visual and digital modes
 - To different audiences, e.g. industry leaders, employers, faculty and fellow students
- Human resources
 - Manage all forms of capital (e.g., human, financial) in an ethical and sustainable way
 - Evaluate changing legal issues based on existing legal principles
 - Resolve problems (simple to complex) considering ethical and legal ramifications and risk.
 - Determine the impact of business transactions on financial statements
 - Use historical financial information to prepare operating budgets
 - Develop effective marketing strategies to meet changing customer needs and expectations
 - Design sustainable marketing mix activities to maximize marketing goals
 - Value continuous leadership development
 - Develop a passion for HR.

University Graduation Requirements

Please see [Graduation Policies](#) for complete information

Hospitality Management Degree Requirements - Total: 120 Credits

The Hospitality Management Major offers a broad educational approach to a career in the hospitality industry. Its varied course of study prepares students with both the management theories and operational competencies necessary to enter any segment of the industry upon graduation. In addition to the university's general education requirements, students take classes specific to the industry including an introduction to hospitality, human resources management, organizational behavior, facilities management, hospitality law and a course in leadership, management and ethics. Students also study food sanitation, food service operations, cost control, career development, financial and managerial accounting, financial management, hospitality service management, and operations and strategic management.

The inclusion of 22 credits of elective courses allows the student to customize their educational experience based on their personal interests through the selection of the elective topics of their choice. Although it is not required, students may elect to declare a concentration to provide an opportunity to focus their elective credits toward a specific area of study.

Rounding out this curriculum is an internship, two senior-level capstone classes that will have students using all of their learned managerial and leadership skills, and actual work experience in the hospitality industry. This approach offers prospective

employers a well-rounded graduate who understands day-to-day operations, has the ability to do strategic planning, and can adapt to a multitude of positions. With this expansive knowledge base, students will be ready to look at numerous career opportunities upon graduation.

Pre-major core must be completed prior to enrolling in upper division degree requirements. See [Pre-Major Designation](#) section in the catalog or contact the College of Hotel Administration Advising Center.

General Education Requirements - Subtotal: 37-38 Credits

First Year Seminar - Credits: 2-3

English Composition - Credits: 6

[ENG 101 - Composition I](#)

[ENG 102 - Composition II](#)

Second Year Seminar - Credits: 3

Any approved Second Year Seminar (

[ENG 231](#)

or

[ENG 232](#)

fulfills this requirement)

Constitutions - Credits: 4

[HIST 100 - Historical Issues and Contemporary Society](#)

or

[PSC 101 - Introduction to American Politics](#)

Mathematics - Credits: 3

[MATH 124 - College Algebra](#)

Distribution Requirement: Credits: 19

Please see [Distribution Requirements](#) for more information.

Humanities and Fine Arts - Credits 9

[COM 101 - Oral Communication](#)

One courses from different Humanities area - 3 credits

One course in Fine Arts - 3 credits

Social Science:

Automatically satisfied by Major requirements

Life and Physical Sciences and Analytical Thinking - Credits: 10

[ENV 101 - Introduction to Environmental Science](#)

[PHIL 102 - Critical Thinking and Reasoning](#)

One course from Life and Physical Sciences category with a lab

Multicultural and International

Multicultural, one 3 credit course required

International, one 3 credit course required

These courses may overlap with general education and major requirements. A single course may not meet the multicultural and international requirements simultaneously. For the list of approved multicultural and international courses, go to:

<http://facultysenate.unlv.edu/students>

Major Degree Requirements - BS in Hospitality Management - Subtotal: 61 Credits

Business Core Requirements Credits: 3

[ECON 261 - Principles of Statistics I](#)

Hotel College Core Requirements - Credits: 18

[HMD 101 - Introduction to the Hospitality Industry](#)

[TCA 221 - Hospitality Accounting I](#)

[HMD 307 - Hospitality Leadership, Management, & Ethics](#)

[HMD 259 - Human Resources Management in the Hospitality Industry](#)

[TCA 380 - Hospitality Marketing I](#)

[HMD 401 - Hospitality Law](#)

Functional Area Requirements - Credits: 31

[FAB 101 - Food Service Sanitation I](#)

[FAB 159 - Food Service Operations Fundamentals](#)

[TCA 201 - Hospitality Career Development](#)

[HMD 202 - Housekeeping Operations](#)

or

[HMD 203 - Front-Office Operations](#)

or

[HMD 226 - Industry Computer Applications for Hospitality & Tourism](#)

[HMD 253 - Hospitality Services Management](#)

[TCA 321 - Hospitality Accounting II](#)

[HMD 395/395D - Facilities Management](#)

[HMD 402 - Employment Law in the Hospitality Industry](#)

[HMD 407 - Organizational Behavior Applied to the Service Industries](#)

[FAB 461 - Food and Beverage Cost Control](#)

[TCA 420 - Hospitality Financial Management](#)

Capstone Requirements - Credits: 6

[HMD 454 - Strategic Management in Hospitality](#)

[FAB 467 - Restaurant Management and Operations](#)

Internship Requirement - Credits: 3

[HMD 251 - Hospitality Externship](#)

or

[HMD 450 - Hospitality Internship](#)

or

[FAB 450 - Food and Beverage Internship I](#)

or

[FAB 451 - Food and Beverage Internship II](#)

or

[TCA 450 - Tourism & Convention Internship](#)

or

[GAM 490 - Internship in Gaming Operations](#)

Work Experience (see note 1 below)

Hospitality Management Electives - Credits: 15

of which 9 must be upper division (300/400 level)

Electives - Credits: 6-7

Total Credits: 120

Notes

All students must complete 1,000 hours of work experience in the hospitality industry. It is highly recommended that a portion of these hours be dedicated to the student's concentration (if applicable), to facilitate entry into that segment of the industry after graduation.

Areas of Concentration

Students who wish to specialize in a particular segment of the hospitality industry can declare a concentration to focus their studies in that field. Concentration courses replace the Hotel College electives in the Hospitality Management Major and must be completed with a grade of C or better. An internship and work experience specific to the area of concentration, is strongly advised to enhance the student's career opportunities. Four concentrations are available for interested students.

Gaming Management Concentration

The gaming management concentration is targeted not only to those who will work in actual casino operations but also to students who are thinking about careers in casino accounting, as professional staff in gaming regulations and control, and as suppliers who will serve the casino industry.

Gaming Management Concentration Core - Credits: 15

[GAM 334 - Gaming Management I](#)

[GAM 340 - Gaming Device Management](#)

[GAM 437 - Casino Industry Regulation](#)

[GAM 440 - Casino Marketing](#)

[GAM 470 - Quantitative Methods and Applications in Casino Gaming](#)

Meetings and Events Concentration

The meetings and events management concentration encompasses meetings, conventions, tradeshow, and special events. It is a specialized curriculum that includes everything from site selection and marketing to budgets and logistics. The meetings and events industry is an exciting, fast-paced field that allows and encourages creativity and innovation.

Meetings and Events Concentration Core - Credits: 15

[TCA 110 - Introduction to the Convention Industry](#)

[TCA 383 - Meeting Planning](#)

[TCA 488 - Special Events Management](#)

[TCA 490 - Festival and Event Management](#)

Any TCA Elective

Restaurant Management Concentration

The restaurant management concentration is a course of study ideal for those students interested in all aspects of restaurant and foodservice management. The focus will be on food production, service, marketing, supervision, and financial management. With over 15 million jobs available in the restaurant industry, this concentration will prepare you for a career in the fastest growing area of hospitality.

Restaurant Management Concentration - Credits: 15

[FAB 160 - Hospitality Purchasing](#)

[FAB 333 - Culture and Cuisine](#)

[FAB 370 - Nutrition in Food Service](#)

FAB Upper Division (300/400) Elective

FAB Upper Division (300/400) Elective

Professional Golf Management Concentration

The PGA golf management concentration provides students with the academic knowledge and experience necessary for a career in the golf industry. The PGA concentration consists of 23 credits within the hospitality management major. Sixteen months of internship at approved golf facilities and successful completion of the PGA's player's ability test and qualifying level, level 1, 2, and 3 examinations are required. Completing the hospitality management major with the PGA golf management concentration qualifies students with U.S. citizenship membership into the PGA upon receiving a background check and eligible employment in the golf industry. Concentration fees include extensive golf course playing and practice privileges and access to the PGA knowledge center. Admission to this concentration requires admission to the university plus a golf handicap of 12 or less verified by the United States Golf Association, Professional Golfers' Association of America, PGA golf professional, high school golf coach, or successful completion of the PGA playing-ability test.

Professional Golf Management Concentration - Credits: 23

[PGM 102 - Introduction to Player Development](#)

PGA Playing Ability Test

[PGM 110 - Introduction to Golf Operations](#)

[PGM 111 - Golf Operations II](#)

[PGM 162 - PGM Internship I](#)

[PGM 201 - PGA PGM Level 1](#)

[PGM 202 - PGA PGM Level 2](#)

[PGM 262 - PGM Internship II](#)

[PGM 301 - PGA PGM Level 2 continued](#)

[PGM 302 - PGA PGM Level 3](#)

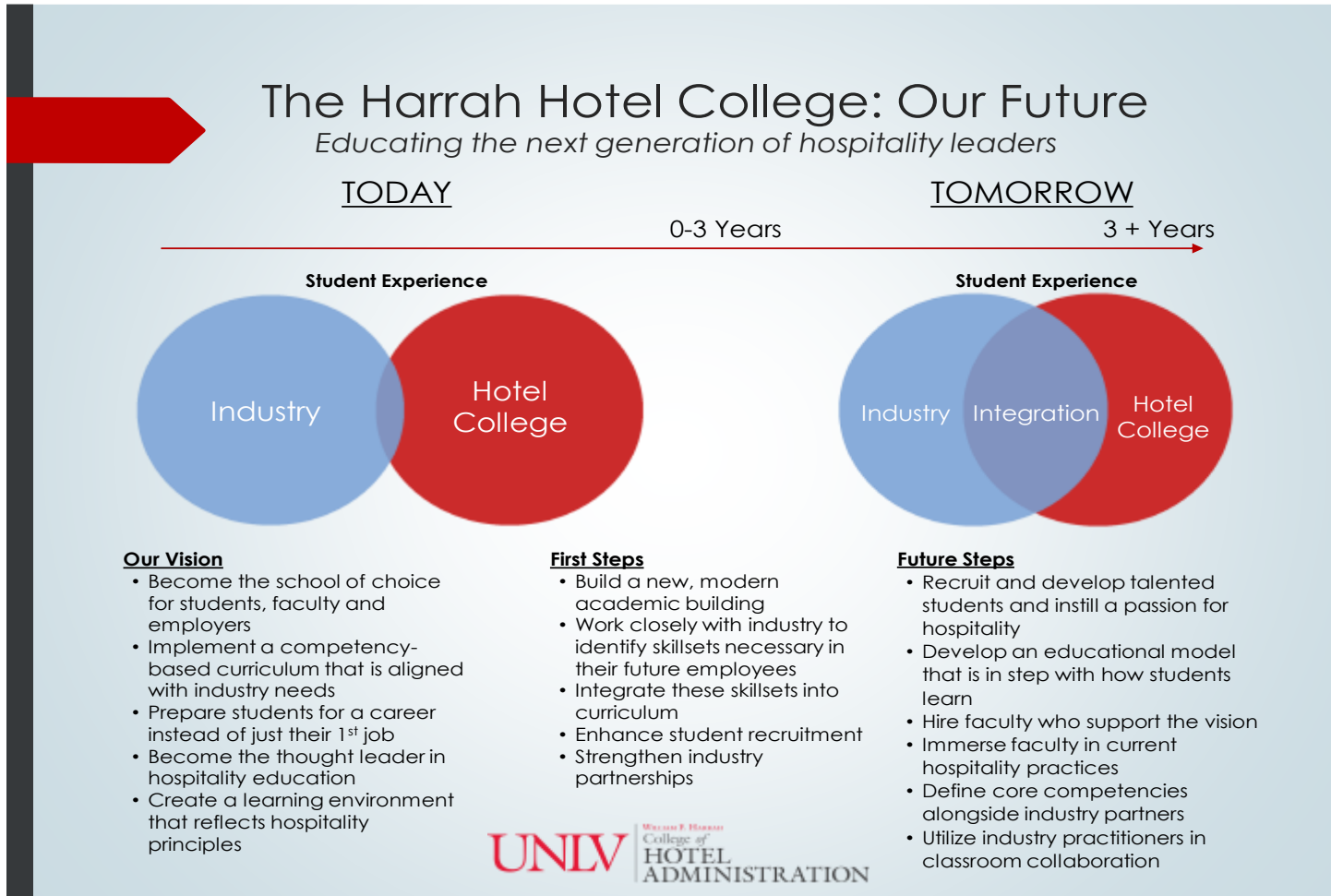
[PGM 362 - PGM Internship III](#)

[PGM 401 - PGA PGM Level 3 continued](#)

[PGM 462 - PGM Internship IV](#)

APPENDIX 2

EDUCATING THE NEXT GENERATION OF HOSPITALITY LEADERS



APPENDIX 3

ADMISSIONS REQUIREMENTS – COLLEGE OF HOTEL ADMINISTRATION

New students who meet the university’s admission requirements may apply and be admitted directly to a major within the College of Hotel Administration. Continuing students may request admission to the college through the change of major process by contacting the Office for Student Advising and making an appointment to meet with an academic advisor. Minimum GPA for change of major is 2.00.

International Student Admissions

International students must demonstrate English proficiency by providing a test score from the TOEFL, IELTS, or the institutional Michigan Test. Scores must meet the minimum standards listed below.

TOEFL — Overall score of 80 or higher with a minimum Writing score of 20 on the IBT version.

IELTS — Overall band of 6.5 with Writing score of 6.

UNLV Institutional Michigan Test score of 81 percent, with a Writing score of 40.

Admissions Requirements – University of Nevada, Las Vegas

High School Students: In addition to the submission of official test scores from the American College Test (ACT) or the Scholastic Aptitude Test (SAT), admission to the university requires graduation from an accredited high school with a minimum weighted grade point average of 3.00 on a 4.00 scale in the following required high school courses is required if a student does not have a minimum score of a 22 composite on the ACT or a 1040 (Critical Reading and Math components only) on the SAT:

ENGLISH: Emphasis on composition; rhetoric; and American, English, and world literature.....	4 units
MATHEMATICS: Algebra or higher-level mathematics, including algebra I and II, geometry, analytic geometry, trigonometry, precalculus, probability and statistics and other advanced mathematics.....	3 units
NATURAL SCIENCE: (lab or simulation); Including biology, chemistry or physics with at least two years in a laboratory science.....	3 units
SOCIAL SCIENCE STUDIES: Including world history, geography, U.S. history, economics, government, or law.....	3 units
TOTAL.....	13 units

Students who may or may not have completed the required high school courses but have not earned a minimum grade point average of 3.00 (on a 4.00 scale) may be admitted to the university if they have earned a combined score from the SAT critical reading and SAT math section of at least 1040, or an ACT composite score of at least 22, or earned a Nevada Advanced High School Diploma.

Transfer Students: Except for in-state transfer students as described in the section “In-State Transfer Students,” admission to a four-year degree program is granted to domestic and international applicants transferring from another regionally-accredited college or university provided that 24 transferable semester credits have been completed and a minimum cumulative grade point average of 2.50 has been achieved. The applicant must be in good standing and eligible to return to the educational institution last attended (i.e., the applicant cannot be on academic or behavioral suspension).

Applicants who have attempted 23 or fewer college credits after high school graduation are subject to the high school admission requirements. The high school record must meet the minimum grade point average or other requirements as indicated in the “High School Students” section.

APPENDIX 4

ASSESSMENT REPORT

In 2015, a new assessment plan was created. The new learning objectives were also aligned with the ULO's. Upon completion of this program student will be able to:

1. Demonstrate effective oral, written and visual communication.
 - A. Communicate effectively in written, spoken, visual and digital modes to different audiences (e.g. industry leaders, employees, employers, faculty and peers).
2. Develop knowledge of the global and multicultural hospitality industry.
 - A. Respond to diverse perspectives (personal identity, age, ability, religion, race, gender, and ethnicity) in American and international contexts.
3. Understand issues in ethics, diversity, and inclusion.
 - A. Design a sustainable component or practice for a hospitality business (hotel, F&B, gaming, meetings, events, etc).
 - B. Examine various concepts and theories of ethics in the hospitality industry.
 - C. Function effectively in diverse groups.
4. Apply critical thinking to management problems.
 - A. Interpret industry-related problems and their causes, generate alternative solutions, and arrive at reasoned conclusions.
 - B. Analyze financial, marketing, and operational results and outcomes for hospitality operations.
 - C. Analyze, understand, and solve human resource problems and challenges.
 - D. Demonstrate effective management techniques in hospitality operations (hotel, F&B, gaming, meetings, events, etc.).
5. Evaluate critical management concepts.
 - A. Apply a core body of hospitality specific knowledge to management situations.
 - B. Manage all forms of capital (e.g., human, financial) in an ethical and sustainable way.
 - C. Develop an understanding of customer segments and key marketing concepts, and apply this knowledge to increase revenue and brand value.
 - D. Effectively identify and assess the legal risks associated with common hospitality business practices and events and identify appropriate risk management techniques and employment practices to minimize those risks.
8. Has the program revised its curriculum such as changing prerequisites, adding or eliminating required or elective courses, or co-curricular experiences for the degree(s) in the last 5 years?
 - a. If yes, what changes were made and why? No changes were made, but committees have been formed to determine what changes need to be made to the common core.
9. Has the program revised course content or instructional approaches (pedagogy, technology) in the last 5 years?
 - a. If yes, what changes were made and why? HMD 259 and HMD 402 instructors have discussed what employment law topics need to be covered in each course. With a clear distinction of what should be introduced in HMD 259.

10. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:
Advising has created individual advising sessions to confirm the students are meeting course pre-reqs successfully.

11. List and describe two specific improvements in student learning outcomes and why they represent forward movement. ⁴

12. Additional Comments

With the reorganization of the college – there will be a lot of discussion and planning for appropriate program changes. The faculty will have opportunities to have input in more ways than before the organization.

⁴ This is a new question to respond to recently implemented program review enhancements by the NSHE. (3/16)

Appendix 5

WILLIAM F. HARRAH COLLEGE OF HOTEL ADMINISTRATION WORKLOAD ASSIGNMENT POLICY AND GUIDELINES

I. INTRODUCTION

A. General Policy Statement

1. The distribution of workload assignments for a tenure-track academic faculty member will be determined in accordance with the mission and priorities of the University and the goals and needs of the William F. Harrah College of Hotel Administration. All workload assignments shall be consistent with the UNLV Workload Assignment Policy and Guidelines, the applicable sections of the Board of Regents' Handbook, and the bylaws of the University, as well as the bylaws of the William F. Harrah College of Hotel Administration. Each faculty member's workload will be distributed over an agreed-upon allocation of activity in the areas of teaching, research, scholarship, or creative activity, and service. It is the responsibility of all faculty members to be engaged in the pursuit of excellence in generating, transmitting, applying, and preserving knowledge.
2. The standard University instructional requirement for all full-time, tenure-track faculty members is three (3) courses per semester (one course equals three credits). The nature of academic work dictates against a standardized definition of work in terms of hours (e.g., 40-hour work week).
3. The workload policy guidelines below shall apply to full-time, academic tenure-track faculty, with teaching responsibilities. Part-time tenure-track faculty with teaching responsibilities will have workload assignments prorated to the percentage of their appointment. It shall not apply to nontenure-track (Rank 0) appointments, those who have administrative or nonteaching appointments, part-time instructors, or support staff. Nontenure-track (Rank 0) employees with teaching responsibilities generally will teach four courses per semester. Nontenure-track workload assignments, however, may be negotiated to include other responsibilities, such as directing a laboratory, advising, or other duties. The reassignment and other teaching assignment categories may be used to designate the other responsibilities negotiated in the nontenure-track employees' workload assignments.
4. Under very limited circumstances, a tenured faculty member may request a four (4) course (one course equals three credits) per semester teaching load in lieu of any requirements for research or creative activity. This is known as a Teaching-Track Assignment. Assignments for teaching-track faculty must be approved by their immediate the Associate Dean for Academic Affairs, Dean and the Executive Vice President and Provost. Annual evaluations will be based solely on teaching and service activities. A return to regular faculty status, and the return to the standard University instructional requirement for all full-time, tenure-track faculty members of three (3) courses per semester, can be negotiated at any time.

B. Faculty Responsibilities Related to Policies and Guidelines

See UNLV Bylaws, Chapter 3, Sections 2.4 and 5.1; UNLV Bylaws are located at:

http://blue.scsr.nevada.edu/Handbook/title-5/t5-CH06.doc_cvt.htm#t5c6s1.

It is understood that all faculty members will fulfill their individual obligations as detailed in the UNLV Bylaws and all other applicable governing documents.

II. BASIC PRINCIPLES OF HARRAH HOTEL COLLEGE WORKLOAD ASSIGNMENT POLICY AND GUIDELINES

- A. Seminal activities to the Mission of the University (see Section V.) are teaching; research; artistic, creative, cultural exhibition, and performance activities; advising; administrative and governance service; professional development; maintaining currency in academic discipline; public, professional, and institutional service; developing curriculum and other instructional enhancements; and resource procurement. Any of these would serve as justification for requesting and/or being assigned workload reassignments and/or other teaching assignments.
- B. All workload assignments must be consistent with the standard University instructional requirements; and the applicable workload guidelines, procedures, and policies at all required governing levels. In addition, all reassignments and other teaching assignments must be requested and/or assigned, documented, and approved each semester as outlined in this document, with the respective bylaws and Workload Policy(ies) governing each faculty member detailing the specific requirements. These requests and/or assignments will be documented and approved when the schedules are finalized each semester. Reassignments and other teaching assignments are made on a case-by-case basis, and are not automatic. Faculty can expect that the inability to complete proposed activities may result in denial of future requests, or cancellation of reassignments and/or other teaching assignments that may have been pre-approved.
- C. Summer assignments are not considered part of the academic year workload assignments for a B-contract faculty member. A faculty member who assumes additional teaching, advising, or other responsibilities during the summer may be compensated by means of a Letter of Appointment (LOA) for an agreed-upon amount, a supplemented contract, or in exceptional circumstances request reassignment during the academic year. Faculty members may request to do additional work in the summer for no additional remuneration, and request that these additional summer assignments offset their fall or spring semester workload assignments in exceptional circumstances depending upon the curricular needs of the students. This would include those faculty members who teach in alternative summer semester programs. These requests must be approved in advance by the Associate Dean for Academic Affairs, Dean, and the Executive Vice President and Provost.
- D. Teaching assignments will not be reduced to zero over an academic year except in the case of sabbatical leave, professional development leave, research buy-out, fellowship leave (e.g., Fulbright), temporary assignment to a major university position (e.g., Interim Dean, Assistant to the President), or other approved assignments. Any assignments, reassignments, and/or other teaching assignments which bring the faculty member's teaching assignments to zero must be approved in advance by the Associate Dean for Academic Affairs, Dean and the Executive Vice President and Provost.
- E. A reassignment will not be automatically granted if a faculty member's course fails to enroll a sufficient number of students as defined by the University. The faculty member may be assigned to teach a course ordinarily taught by a part-time instructor or by a graduate assistant; or, the faculty member may request to teach an overload the following semester without additional compensation or request another type of reassignment. These assignments and/or reassignments must be approved by the Associate Dean for Academic Affairs and the Dean.

- F. Teaching in Interdisciplinary Programs and/or Other Departments, Schools, Programs, Units. Faculty member may teach a classroom, laboratory, or equivalent course for a Unit other than their own; such as Women's Studies, the Honors Program, or in any other Department, School, Program, or interdisciplinary program; and that course will be considered part of the faculty member's standard University instructional teaching assignment. The Associate Dean for Academic Affairs must approve this assignment.
- G. Overload. Overload teaching assignments must be approved by the Associate Dean for Academic Affairs and their Dean. Faculty with approved teaching overload assignment contracts must continue to fulfill service and research or creative activity obligations. Faculty may not request overload teaching assignments if they have also requested and been approved for reassignment(s) and/or other teaching assignment(s).
- H. Research and scholarship workload expectations are measured on a 3-year rolling calendar, beginning with the current year and going backwards 2 years. The e-year model recognizes the nature of the research, grant seeking, and publishing process. Expectations and results are measured within the context of the 3-year model. The faculty member has primary responsibility for communicating and documenting progress towards meeting the established standards.

III. WORKLOAD ASSIGNMENTS AND DISTRIBUTION OF RESPONSIBILITIES

Individual workload assignments and distribution of responsibilities will be determined each semester for faculty members in accordance with the mission and priorities of the University, and the goals of the William F. Harrah College of Hotel Administration. All faculty members who are governed by the UNLV Workload Assignment Policy and Guidelines must follow the practices and procedures for implementation and record keeping in accordance with the general guidelines of this Policy. Faculty members requesting each reassignment and/or other teaching assignment must complete the required documentation and obtain approval of all administrators, as required, within their reporting structure. Each request for reassignment and/or other teaching assignment must be documented and approved, and meet the policy and reporting policy requirements appropriate to the William F. Harrah College of Hotel Administration. In addition, faculty members will be required to report the results of their reassignment(s) and/or other teaching assignment(s). Faculty can expect that the inability to produce results may result in the denial of future requests and/or the cancellation of reassignments and/or other teaching assignments that may have been pre-approved. All documentation regarding these requests and/or assignments, as well as the results, must be in writing and maintained for purposes of audit by the Unit designated by the University.

- A. Other Teaching Assignments. Teaching, or instructional, assignments approved for academic faculty cannot be defined by only using the framework of standard lecture and laboratory courses. There are many other types of teaching assignments that are considered part of the students' educational experience. Students are either learning when taught within these other structures, or students will benefit from the faculty member's involvement in these other teaching assignments. These other teaching assignments include, but are not limited to: laboratory teaching and/or supervision, direction of independent study, supervision of internships/externships, student advising, thesis and dissertation supervision, and course and curriculum development.

These other types of teaching assignments will be requested and/or assigned each semester, and must be documented and approved in writing as detailed in 'this Workload Policy. For consideration of credit towards the faculty member's standard instructional requirements, these other teaching assignments must be approved. They are determined on a case-by-case basis, and

are not automatically considered part of the full-time, tenure-track faculty member's standard University instructional requirement of three (3) courses per semester.

Other Teaching Assignments may be requested and/or assigned for the following activities with the approval of the Associate Dean for Academic Affairs and Dean. The guidelines and the credits to be assigned for each of these will be detailed in 'this Workload Policy

Teaching of Large Sections. Other teaching assignment credits may be requested and/or assigned for teaching large sections. The credits approved for this assignment are based on a formula established using the class size and determined by the college executive committee.

Guidelines: 100-200 level classes: 89-146 students = 1.5 load (or .5 overload)
190-282 students – 2.0 load (or 1.0 overload)
300-400 level classes: 89-146 students = 1.5 load (or .5 overload)

Distance Education classes follow the same guidelines as normal classes.

- B. Reassignments. These may include, but are not limited to the following: research related to scholarly and creative work in the faculty member's discipline aimed at specific results (e.g., books, articles, and reports; and/or service to the University community, and/or profession, including research, creative activity, consultation, administration, or other services directed toward the University or professional association to which the faculty member belongs and for which the faculty member is not compensated monetarily.

Reassignments may be requested and/or assigned each semester, and must be documented and approved in writing as detailed in the faculty member's Workload Policy. Reassignments are determined on a case-by-case basis, and are not automatically considered part of the full-time, tenure-track faculty member's standard University instructional requirement of three (3) courses per semester. Reassignments may be requested and/or assigned for one or more of the following activities:

1. Scholarship. Reassignments may be requested and/or assigned for the preparation of articles, books, reports, and other manuscripts for publication, and the preparation of creative performances or exhibits.
2. Research and Development Related to Proposal Preparation. Reassignment may be requested if a faculty member is preparing a proposal for which the faculty member would be the Project Director. It is not necessary that the proposal be funded during the semester a reassignment is approved, but it should be submitted for review to a funding agency during that semester.
3. Reassignment may be requested if the faculty member is the Principal Investigator, Chief Administrator, or Director/Supervisor of a Creative Activity supported by a grant or contract funded by extramural sources for which the University receives indirect cost remuneration. Whenever possible, compensation must be returned to the University to cover costs of replacing the faculty member with the grant or contract funding.
4. Associate/Assistant Dean, Director, or other administrative assignment. Reassignments may be requested by these faculty members for their administrative duties. Reassignment credits will vary depending on the size/complexity of the number and level of degree programs offered; and/or whether the faculty member has the major responsibility for the

administration and supervision of a facility, academic or research program or unit. Faculty will negotiate this reassignment with the Associate Dean or their representative.

5. Other Administrative Assignments and/or Other Major University or Unit Service. Reassignments may be requested and/or assigned for other administrative assignments/duties (e.g., Director of Internships, Curator, Computer Coordinator); and/or for serving as Chair of a significant committee/task force, serving on multiple committees/task forces (for the College or University), serving as Faculty Senate Chair, serving as NCAA representative, or other similar service-intensive positions. Faculty will negotiate this reassignment with the Associate Dean or their representative.
 6. Service to Profession. These reassignments would include Editor/Associate Editor of a Professional Journal; Convention/Program Chair; Officer of a Professional Association; and/or other comparable service to the faculty member's profession. Reassignments may be requested if the faculty member has primary responsibility for the review and selection of manuscripts; or if it appears the scope and responsibilities of the journal position warrant reassignment. Reassignments may be requested for service as the Program Chair or local arrangements Chair of a major convention of the discipline; and/or for service as an officer of a regional or national professional association, depending upon the scope and responsibilities of the position. Faculty will negotiate this reassignment with the Associate Dean or their representative.
 7. Newly Hired Faculty. Newly hired faculty in tenure track-positions, who are not hired with tenure, may negotiate reassignment annually of a three-credit course (or its equivalent) during their pre-tenure employment. The documentation for these requests must detail the purpose using one of the other categories of reassignments and/or other teaching assignments. Faculty will negotiate this reassignment with the Associate Dean or their representative.
 9. Leave. This category of reassignment is used when a specific type of leave has been approved by the applicable Unit and/or Supervisor (e.g., sabbatical, faculty development, medical).
- C. In the Harrah Hotel College, the following specific course reassignments may be given under the following circumstances and expectations for workload in teaching, research and service:
1. There may be a four-course reassignment, per year, for the Associate Deans.
 2. There may be a two-course reassignment, per year, for any faculty member who is serving in an administrative capacity for the College, i.e., as an Associate or Assistant Dean or Director.
 3. There may be a one-course reassignment, per semester, for those faculty members who teach three labs courses in one semester.
 4. There may be a one-course reassignment, per semester, for those persons acting as program directors of major programs within the college/department.
 5. There may be the University mandated standard course reassignment for those faculty members serving on/chairing University committees requiring course reassignment.
 6. There may be a one course reassignment per year for those faculty members who serve as graduate coordinators.

7. In exceptional circumstances the Associate Dean for Academic Affairs, with the approval of the Dean, may authorize a course release, when requested and documented by the individual faculty member. Examples might include a large number of independent study students in a single semester, chairing multiple dissertations, and so forth.

D. Expectations.

Reassignments for scholarship and research are made in accordance with the following policy that indicates satisfactory levels of performance in teaching, research and service for the associated workload:

Specific Details:

- A Teaching Summary is required of each faculty member. It is a summary of activity for the previous year with appropriate artifacts to demonstrate competence and effectiveness. (such artifacts could include a philosophy of teaching statement and for each class taught: syllabus, outcomes assessment(s), tests, assignments, and student evaluation scores)
- Research and Scholarship are measured on a 3-year rolling calendar, beginning with the current year and going backwards 2 years. The 3-year model recognizes the nature of the research, grant seeking, writing, and publishing process. Expectations and results are measured within the context of the 3-year model. The faculty member has primary responsibility for communicating and documenting progress towards meeting the established standards. Acceptable research/scholarly products include: refereed journal articles, refereed conference proceedings, academic conference presentations, non-referred publications, grants or grant applications, reports to sponsor, or other scholarly or creative activities that relate to the faculty member's academic area.

4/4 Course Load

Teaching:

- Five office hours per week on campus (Note: Faculty who teach on-line will meet the on-campus office hours requirement and are encouraged to also provide on-line office hours, that may occur at the same time as the on-campus office hours.)
- Acceptable student evaluations for the course type and level.
- An annual teaching summary for the previous year.

Research:

- There is no research/scholarly activity expected for this teaching load assignment.

Service:

- Active member of 2 college, or university level committees,
- Active member of 1 educational or professional society and
- Evidence of industry interaction and involvement (e.g., seminars, conferences, faculty internships, consulting, holding an office, etc.).

3/3 Course Load

Teaching:

- Five office hours per week on campus (Note: Faculty who teach on-line will meet the on-campus office hours requirement and are encouraged to also provide on-line office hours, that may occur at the same time as the on-campus office hours.)
- Acceptable student evaluations for the course type and level.
- An annual teaching summary for the previous year.

Research:

- Any 3 of the following per year: refereed journal articles, refereed conference proceedings, academic conference presentations, non-referred publications, grants or grant applications, reports to sponsor, or other scholarly or creative activities that relate to the faculty member's academic area.

Or

- Revision of an existing book.

Or

- One book every three years.

Service:

- Active member of 2 college, or university level committees,
- Active member of 1 educational or professional society and
- Evidence of industry interaction and involvement (e.g., seminars, conferences, faculty internships, consulting, holding an office, etc.).

3/2 Course Load

Teaching:

- Five office hours per week on campus (Note: Faculty who teach on-line will meet the on-campus office hours requirement and are encouraged to also provide on-line office hours, that may occur at the same time as the on-campus office hours.)
- Acceptable student evaluations for the course type and level.
- An annual teaching summary for the previous year.

Research:

- One refereed journal article per year
- In addition to the refereed journal article, a revision of an existing book or any 2 of the following per year: Refereed conference proceedings, academic conference presentations, non-referred publications, grants or grant applications, reports to sponsor, or other scholarly or creative activities that relate to the faculty member's academic area.
- Assessment includes a published work, or letters of acceptance for work accepted for publication, work in progress, components of future research, data gathering activities, submitted articles, completions, etc.

Or

- Two refereed journal articles per year and one book every three years.

Service:

- Active member of 2 college, or university level committees,
- Active member of 1 educational or professional society and
- Evidence of industry interaction and involvement (e.g., seminars, conferences, faculty internships, consulting, holding an office, etc.).

2/2 Course Load

Teaching:

- Five office hours per week on campus (Note: Faculty who teach on-line will meet the on-campus office hours requirement and are encouraged to also provide on-line office hours, that may occur at the same time as the on-campus office hours.)
- Acceptable student evaluations for the course type and level.
- An annual teaching summary for the previous year.

Research:

- Two refereed journal articles per year
- In addition to the refereed journal articles, a revision of an existing book or any 2 of the following per year: refereed conference proceedings, academic conference presentations, non-referred publications, grants or grant applications, reports to sponsor, or other scholarly or creative activities that relate to the faculty member's academic area.
- Assessment includes a published work, or letters of acceptance for work accepted for publication, work in progress, components of future research, data gathering activities, submitted articles, completions, etc.

Or

- Two refereed journal articles per year and one book every three years.

Service:

- Active member of 2 college, or university level committees,
- Active member of 1 educational or professional society and
- Evidence of industry interaction and involvement (e.g., seminars, conferences, faculty internships, consulting, holding an office, etc.).

Summary of Workload Expectations

Workload Policy Research/Scholarly Activity Productivity Expectations 3-Year Model

Teaching Workload	Refereed Publication		Research/Scholarly Product		Book Revision		New Book
3/3	3	or	9	or	3	or	1*
3/2	3	and	6	or	3	or	1*
2/2	6	and	6	or	3	or	1*

* A new book receives 3 years of credit

C. Reassignments and/or other teaching assignments shall not be requested, assigned, and/or approved for the following:

1. Any private, professional services including, but not limited to, consulting, performance/exhibits, expert witness services, contract work, or other employment where there is remuneration over and above the faculty member’s University compensation.
2. Community service activity that is not consistent with a faculty member’s area of teaching and/or research or creative activity expertise.
3. Instruction, workshop organization, conference planning, curriculum development, clinical work for licensing requirements, and/or creative performance for any program where there is remuneration over and above the faculty member’s University compensation.

IV. PRIVATE PROFESSIONAL WORK, CONSULTING, AND OUTSIDE EMPLOYMENT

Private professional work, consulting, outside employment, and other bases of supplemental compensation should not be a factor in workload assessment and determination in any University of Nevada, Las Vegas workload assignments, requests for reassignments, and/or requests for other teaching assignments. Workload reassignments and/or other teaching assignments shall not be requested, assigned, and/or approved for any extra-compensation activities.

Appendix 6

CURRICULUM CHANGES

Justification for Minor/Concentration change:

2012-2013

- Fall 2012 PGA Accreditation added a Level 1 course change which allows the PGM concentration to add PGM 111 and delete OH 240. This keeps the total credits at 122 - the minimum number allowed by the PGA accreditation documents.
- Added gatekeeper course prereqs to all core courses (HMD 307, 407, 401, 402, FAB 461) that had Junior or Senior standing. The pre-req courses included HMD 101 or GAM 225, ENG 102 or ENG 114, MATH 124 or higher.
- **TCA 490:** Senior in good standing (minimum GPA of 2.0), TCA 110, 321, 379, 380, 476 and 488.
- **HMD 454:** Prerequisites HMD 407, TCA 321, TCA 380, and FIN 301 or TCA 420, senior standing, 2.0 GPA.
- **TCA 421** We are deleting ECON 261 as a hard prerequisite because of difficulties with MyUNLV recognizing all possible equivalencies. We are changing the accounting prerequisite from TCA 221 to TCA 321 to ensure that students have more upper-level accounting knowledge prior to taking TCA 420
- **TCA 103:** We are adding, "Freshmen Only" as a prerequisite so that upper division students can not enroll in the course
- **FAB 361:** We are removing CHEM 110 as a prerequisite because it is no longer offered by the university.

2013-2014

- **TCA 201:** TCA 201 course content was changed in fall 2012 to include business writing when the credits went from 2 to 3. At that time, the pre-req of ENG 102 was not included – only ENG 101. We are finding that it is also important to limit this class to Hotel Majors/Premajors and add ENG 102 as the second pre-req.
- **FAB 372:** Basic food and beverage service used to be covered in FAB 159 but now is part of HMD 253 – Hospitality Services Management. It is essential that students understand guest service to perform well in the UNLVino Management class. Pre-reqs FAB 101 and FAB 159 and HMD 253 and HMD 259
- **FAB 373:** Basic food and beverage service used to be covered in FAB 159 but now is part of HMD 253 – Hospitality Services Management. It is essential that students understand guest service to perform well in the UNLVino Management class. Pre-reqs FAB 101 and FAB 159 and HMD 253 and HMD 259
- **FAB 465:** FAB 160 is no longer required for our Hospitality Management Major. It is being deleted so that all Hotel College students will be eligible for the class. HMD 253 – Hospitality Services Management includes basic guest service and beverage service knowledge that is necessary for students to perform well in the class. Prereq HMD 253.
- **HMD 253:** A portion of the HMD 253 class discusses service for food, beverage, and events. Therefore, the students need general knowledge of food and culinary techniques provided by FAB 159 to understand that section of the class. There are practical experience requirements for both courses and it is difficult for students to

perform both in the same semester. It will also help keep students taking the correct sequence of 100 and 200 level courses to assist with our RPC efforts. Prereqs HMD 101 and ENG 102 or ENG 114 and FAB 101 and FAB 159.

- **Delete HMD 410**
- **Create HMD 409** Analysis of contemporary risk management and security concerns specific to hospitality and gaming industries; encompassing lodging, food and beverage, casinos, events, and clubs. Includes development of security and risk management strategies for asset protection, loss prevention, disaster control, crisis management, industrial safety, casino security, and emergency action planning.
- **HMD 450:** Prerequisites TCA 201, HMD 307 or HMD 407, Admission to a College of Hotel Administration Major, Minimum UNLV GPA of 2.
- Deleted PGA courses that are no longer offered:
- **TCA 201:** We need to remove ENG 101 from the TCA 201 prerequisites. Many students are exempt from 101, (i.e., Honors students and students with a high ACT/SAT score).
- **FAB 461:** Add: Admission to a College of Hotel Administration Major
- Remove: HMD 101 or GAM 225. We are adding admission to college so students who are not accepted in our program (low gpa or ESL) can not take this class.
- Deleted all RLS courses and degree program.

2014-2015

- **FAB 290:** Course does not have any prerequisites currently. HMD 101 will ensure that students have a legitimate interest in hospitality and understand the role of beverage operations in the industry. FAB 101 – Foodservice Sanitation is necessary as students perform hands-on mixology and practical experience serving guests.
- **FAB 362:** The course does not have any course prerequisites currently. HMD 101 will ensure that students have a legitimate interest in hospitality and understand the role of distilled spirits and liqueurs in the industry.
- **FAB 364:** The course does not have any course prerequisites currently. HMD 101 will ensure that students have a legitimate interest in hospitality and understand the role of distilled spirits and liqueurs in the industry.
- **FAB 365:** The course does not have any course prerequisites currently. HMD 101 will ensure that students have a legitimate interest in hospitality and understand the role of distilled spirits and liqueurs in the industry.
- **FAB 367:** The course does not have any course prerequisites currently. HMD 101 will ensure that students have a legitimate interest in hospitality and understand the role of distilled spirits and liqueurs in the industry.
- **Created HMD 441:** Revenue management is a method for profitably managing capacity. This course will provide you with the basic tools to apply the principles of revenue management to hospitality operations. The course focuses on the integration of revenue management techniques with information technology, internal management issues and external marketing concerns.
- **TCA 103:** Remove Same as EPY 101f from Description. [Chris Heavey, Chair of Gen Ed Committee](#) asked us to remove the reference to EPY 101 from our description of TCA 103. The two courses were never cross listed, we just put that text in our description. We shouldn't have to involve Education.
- **Changed HOM degree:** Leaving the total # of electives the same - Changing the number of upper division electives from 15 to 9 leaving 6 credits of 100 or 200 level electives. This allows the students to transfer in 6 credits from a community college.

2015-2016

- **FAB 159:** To support RPC – we have a lot of international students that have not passed their requirement tests that are getting into this class with the current prereq of FAB 101. This will open seats for hospitality, nutrition pre and nutrition majors and allow them to proceed through the program in a timely manner.
- Change FAB 160 to **FAB 260:** FAB 159 is the prerequisite for this course. Hospitality Purchasing builds on that class and provides a more academic explanation of hospitality operations and the specific purchasing function. All sections require a large written project and/or multiple papers. Students must solve math problems on the level of TCA 221 – Hospitality Financial Accounting. Students do not normally take this course in their freshman year. In particular, it is required for the dietetic management program and those students are not told to take it until they are officially accepted into the major their junior year. Therefore, we currently have mostly upper division students in a 100 level class. However, by keeping it a 200 level class instead of 300 level, it will still allow students from hospitality and culinary programs with appropriately similar classes to transfer it in.
- **TCA 221:** Change prereq from Math 124 to Math 96. This course does not require all of the elements of Math 124 for a student to be successful in it.
- HOS Program change – included the pre-req change for TCA 221 – allowing students to move through the core accounting classes in a timely manner.
- **TCA 490:** Remove: May be repeated for a maximum of six credits.
- Create **FAB 390:** This course is designed to develop the skills and knowledge necessary to manage and supervise a beverage operation, including bartending and mixology. The student will also receive practical experience performing as a bartender for hospitality operations.
- **FAB 366:** FAB 366 classes are for Hospitality Majors only. FAB 160 is no longer part of the Hotel College core so students are having to get permission in MyUNLV to take the course. By switching to FAB 159 which is in the college core, students will be able to register for the FAB 366 courses more efficiently.

APPENDIX 7

2025 REPORT



**UNLV Conference
November 2015**

REPORT

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EXECUTIVE SUMMARY

This section provides an executive summary of the Hospitality 2025 Conference, which took place at University of Nevada, Las Vegas, on November 6, 2015.

1. The overall purpose of this conference was to determine:
 - How can we as a college and university be more responsive to industry's needs?
 - How can we best prepare our students to fit those needs now, and in the future?

The authors of this report were Dr. Heather Monteiro, Joyce Gorsuch and Angela Ramsey. The analysis was conducted and report co-authored by Dr. Heather Monteiro, who is the Market Research Analyst for the Harrah's College of Hotel Administration's Center for Professional and Leadership Studies (Plus Center). Ms. Gorsuch, a co-author of this report, is a writer for the Plus Center. Ms. Ramsey is also a co-author of this report, and is the Harrah's College of Hotel Administration's Director of Communication.

2. Hospitality 2025 was a one-day conference held in UNLV's Stan Fulton Building. This conference began with a keynote address by Michael Horn of the Christensen Institute and was followed by two round table exercises of 14 tables each, and one panel discussion of experts with questions and answers. (p. 7)
3. All comments were recorded in writing and were coded by the authors to determine the interest and recommendations of the conference participants. The relative percentages of comments are 51% curriculum development, 29% student development, and 20% of the comments referred to the faculty development, college or university. (p. 8)
4. The theme which was most represented with 51% of the total comments was curriculum development. This theme was broken down into ten subthemes: application, certifications, course development, overall curriculum design, experiential learning, general topics for teaching, industry involvement in curriculum design, measurement of learning, specific topics for teaching, and technology's ability to improve education. (p. 8)
5. The theme with the second highest number of comments was specifically related to student development. This category was made up of five subthemes: abilities, attitudes, initiative, knowledge, and skills. (p. 9)
6. The third theme focused on faculty, college policies and practices, and university policies and practices. This category was made of six subthemes: college policies,

faculty internships, industry involvement in courses, faculty research, faculty development and university policies and practices. (p. 10)

Recommendations are presented next. Following the recommendation section is the main body of the report.

RECOMMENDATIONS

This short list of recommendations is only included to spark debate. It is certainly not exhaustive. The order of the recommendations is not indicative of importance.

1. *Focus on curriculum development should include the following:*
 - Specific course topics explicitly requested by the industry attendants such as Excel, PowerPoint, Analysis and Business Communication;
 - Competency-based learning;
 - Customized learning;
 - Improving and expanding the experiential component of the program;
 - Using hands-on application of learning in classrooms;
 - Having direct industry involvement in curriculum development; and
 - Including professional certifications in the Hotel College as an alternative to the traditional four year degree program.

2. *Student development in the Hotel Program should focus on encouraging and facilitating the following skills, knowledge, and abilities in the UNLV Hotel Program Graduates:*
 - Improvement of specific skills sets such as analytics skills, presentation skills, and critical thinking skills;
 - Improvement of emotional intelligence;
 - Encouragement of a positive attitude embodying initiative and self-improvement; and
 - Expanding their own body of knowledge through both formal education programs and informal educational opportunities.

3. *To address the abundance of concern for university and college policies:*
 - Focus additional interest on the business proposition of the university and college;
 - Provide additional opportunities and incentives for faculty involvement in industry and research to benefit industry directly;
 - Develop strong industry partnerships to inform multiple aspects of the university including providing input into the education and evaluation processes; and
 - Revisiting the incentive structure for faculty, including but not limited to promotion, tenure, and other evaluations.

4. *The faculty should focus on:*
 - Improving and enhancing teaching skills;

- Expanding the pedagogy and types of learning in the classroom;
- Including individuals from industry in course development, course evaluation, and student evaluation; and
- Seeking out industry internships as a way to bring the industry into the classroom and better inform their subject matter.

This ends the recommendation part of the report. The list of figures is presented next followed by the main body of the report.

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BRIEF REPORT

Overview

The William F. Harrah College of Hotel Administration held Hospitality 2025 on November 6, 2015, to kick off an ongoing discussion about the advancement of hospitality education into the next decade. The day-long meeting brought together approximately 140 participants, including industry leaders and Harrah Hotel College faculty members, to explore and identify the skills Harrah Hotel College graduates need to possess to succeed in the ever-changing, highly competitive hospitality field.

Specifically, participants were charged with taking a critical look at the content and delivery of the college's current curriculum, asking whether or not existing course material is answering the needs of employers in the industry, and exploring ways to close competency gaps so that Harrah Hotel College students are better prepared for long-term success in their careers. Education systems innovator of the Christensen Institute, Michael Horn, delivered the keynote address. Following the address, industry leaders and faculty participated in various phases of a guided discussion—the first in a long-term conversation about what direction the college's curriculum should be moving.

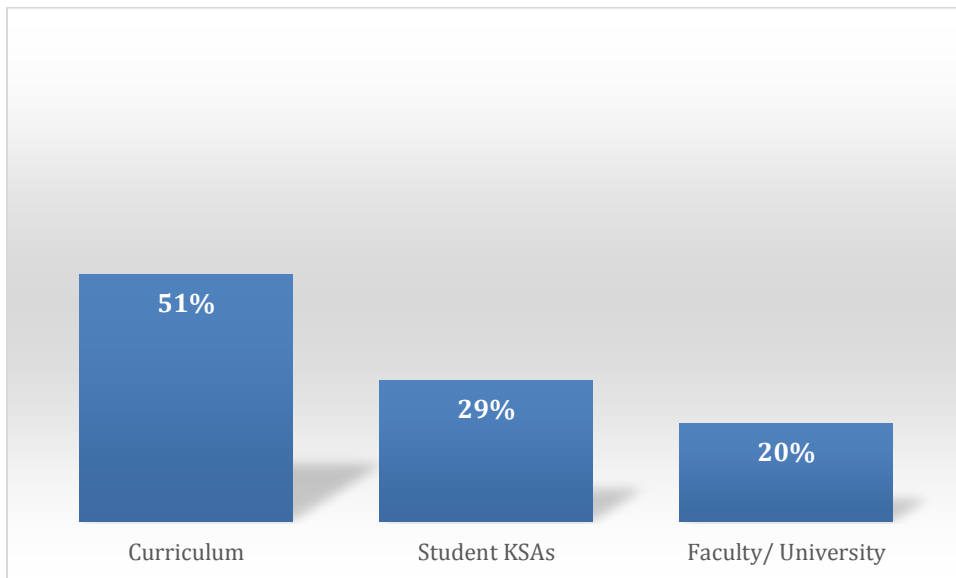
Report Methodology

This report was developed using text analysis of the transcripts and written comments of the Hospitality 2025 Conference. Three individuals coded the comments with 92% interrater reliability. Comments which were not coded identically underwent an iterative approach between the three coders to achieve 100% interrater reliability.

Overall Results

The full group of comments showed a dramatically higher focus on curriculum development than either of the other categories. The following figure shows the relative percentages of each coded category: curriculum development, student development, and faculty development, or college and university policies.

Figure 1: Main Categories



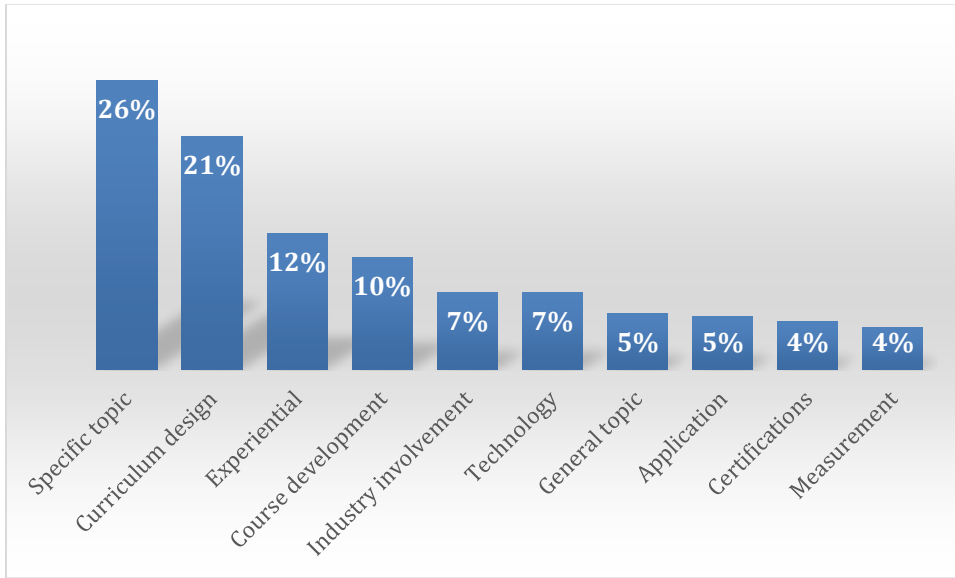
Curriculum Development

Just over 50% of all comments addressed curriculum development, which was defined as any comment addressing general recommendations for how to develop curriculum or what general types of curriculum would be best for the Hotel College program. Examples of curriculum development include

- General and specific topics for inclusion in the Hotel College curriculum;
- Curriculum design issues such as custom curriculum and core competency curriculum;
- The experiential component of the curriculum;
- Industry involvement in the curriculum design process;
- Application of classroom learning;
- The use of technology to expand course offerings;
- Measurement considerations in the Hotel College program; and
- Including an option for professional certification in the Hotel College program.

The figure below shows the relative importance of each of the subcategories.

Figure 2: Curriculum Development



The table below shows a sample of the specific courses requested by the industry attendees of the conference:

Table 1: Specific Topics Requested by Industry

Revenue management	Cost contracts	Business writing
Basics of hotels/ resorts	Finance	Operations
Excel	Employee relations	Portfolio management
Presentation skills	Analysis	Data driven management
P&L Understanding	Communication	Finance
Expense management	Process and design skills	Accounting

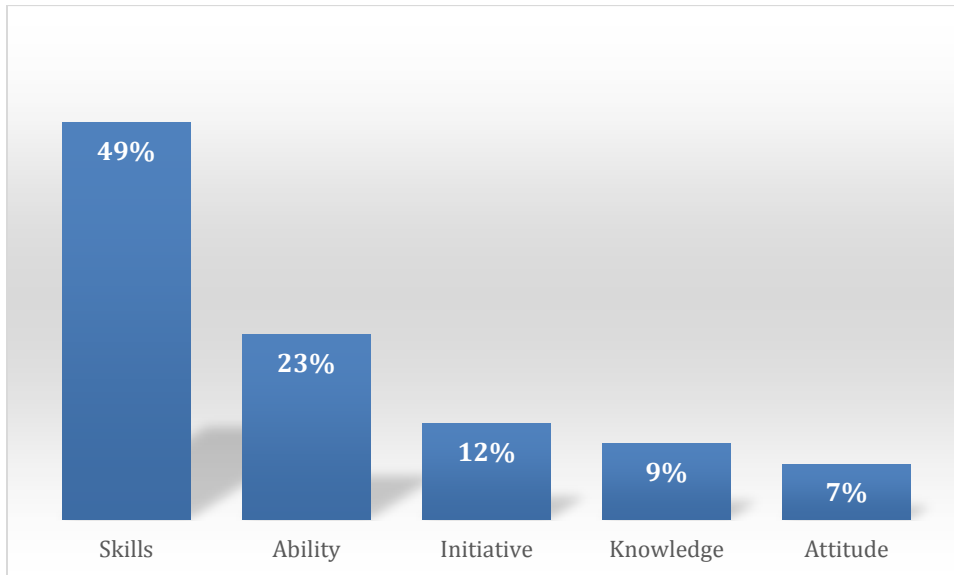
Student development

The second category, student development, though closely related to curriculum design, focused on qualities or abilities that students and new graduates are lacking, or could improve. The themes within student development included ability, attitude, initiative, knowledge and skills. Abilities refer to more nebulous abilities that are more inherent to an individual such as empathy, cultural sensitivity, and emotional intelligence. Attitude was defined as those aspects of an individual such as self-awareness, willingness to fail, and adaptability. Attitude is more closely related to personality than those which can be cultivated, such as the aforementioned abilities.

Initiative was defined as the students' willingness to take responsibility for their success by being open, willing, and accomplishing their own improvement. Knowledge was categorized as some specific learning that can be accomplished through a course or by learning on their own. Finally, skills

were defined as the application of the knowledge into marketable skills. The following table shows the relative importance of each of the subcategories.

Figure 3: Student Development



Faculty development, college policies, university policies

The final category was made up of comments about faculty development, college policies and university policies. Faculty development was, more specifically, largely focused on faculty internships (9% of comments in this category), industry involvement in the classroom, college and university (30%) and university and college policies improvement (46% total).

The largest sub-category is made of comments related to the University itself and university policies. Many comments draw attention to the business model of UNLV, questioning the current strategy, lack of financial success, lack of resources provided to faculty for their success, and lack of buy-in from potential industry partners. The second largest category, industry involvement, encourages participation from industry on two different levels: 1) advising the University itself in terms of providing excellent potential new hires; and 2) involvement in the classroom alongside faculty.

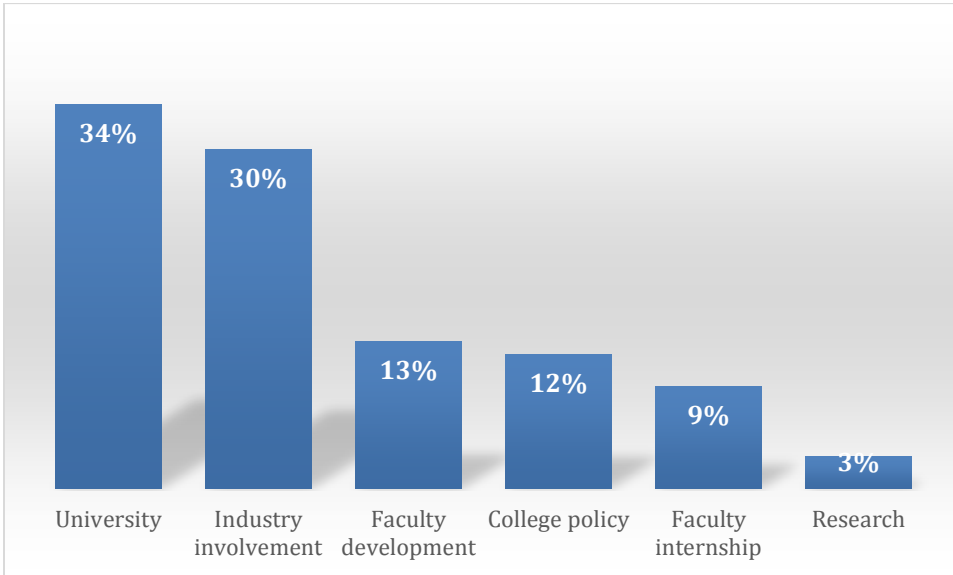
Faculty development was defined as recommendations and comments suggesting faculty could improve teaching skills, rapport with students, and an expansion of the types of pedagogy and project-based learning taking place in the classrooms.

College policy included topics such as the faculty promotion, tenure and evaluation processes; providing additional opportunities for faculty development; and improving the college-level strategy for improved retention and graduation rates.

Roughly 9% of all comments in this category recommend faculty internships as one way to bring current industry and industry experience into the classroom. Finally, only 3% of comments referred to

faculty research balance and topics—with a specific recommendation that research become more relevant to industry improvements.

Figure 4: Faculty Development, College and University



APPENDIX: SUMMARY OF PARTICIPANT COMMENTS

This appendix offers a sample of the comments from the specified sessions of the conference. This sample is not mathematically representative of the total comments made during the conference.

Group Exercise One (morning—following Michael Horn’s Talk)

Explored the following questions:

What are the implications of Michael Horn’s talk to the way universities teach hospitality courses?

How can this disruptive education model help our college produce a better candidate for hospitality organizations?

Ideas/Discussion Points

- Student needs to have ability to identify/solve strategic difficulties of the hospitality business
- Unique classes—send groups of students to study differences among hotels/resorts; analyze what details to look for
- Capitalize on global opportunities: thirst for talent overseas, international internships—Address barriers to international internships—Match international students to global industry resources
- Re-examine faculty incentives—Rewards should be based on well-prepared graduates, not just research—Give faculty incentives to do industry work in their specialized fields—Create faculty internships in the hospitality industry—Evaluate faculty based on industry priorities
- Align curriculum to industry need—Incorporate industry evaluation of coursework/students addressing industry problems—Students work on a project given by the industry, with guidance from professors, make a presentation to representatives of the company, get feedback—Company gets benefit of students’ fresh ideas—Students can work on projects assigned by hospitality companies and make presentations to representatives of the companies—Keep longitudinal data on graduates’ career progress
- Professional education opportunities—Create an emerging trends class: outside industry professionals can come learn too—Utilize college’s PLS Center resources—Support industry professionals with their path and have ways for them to learn
- Opportunities for college credit—the service year
- Experiential concept—create cross-disciplinary courses that examine real life issues—Require cross-disciplinary exposure—Hospitality industry is multifaceted
- Competency-based, personalized learning teaches students to learn at own pace, lose fear of failing
- Disaggregate a subject down into its smaller components
- Offer certifications or small core classes not necessarily tied to the degree
- Get ahead of the trends—Innovate—Build an autonomous unit: free it from behaviors, culture, tradition of the rest of the university—Consider whether 4-yr program necessary, or rather

something more self-paced—What is the new word for hospitality industry? Do classes unrelated to hospitality teach thinking?

- Assess what global, portable skills the Hotel College already offers—Partner with all businesses?
- Develop game-based simulation courses by collaborating with the industry—fun and effective—video has questions followed by simulation—active learning
- Close the gap between textbook learning and practical application—Competency-based courses
- Involve industry in teaching—Faculty partnering with industry professionals can allow industry to teach using disaggregated staffing
- Curriculum revision: pull industry execs to participate here with UNLV
- Change rules: for adjunct, change requirement of having a master's degree to teach; offset with # years of experience—Understand what industry requires vs following Ivy League model—Strengthen relationship with industry—Utilize industry-experienced professors
- Career ownership/accountability/engagement—Students need to know their interests/strengths/weaknesses—Employers need graduates to have passion and resourcefulness
- Offer online courses/customized/personalized learning experiences for student that give student freedom to fail/learn at own pace—More one-on-one teaching styles to match student's learning style—"Choice has flipped its education model: has its final exam first" (Longstreet)
- Cultivate student's in-person communication skills: active listening, empathy, eye contact
- Identify opportunities—cross-industry—by staying current
- Hands-on learning prior to employment—Effective internships—Applied learning
- Faculty internship—Faculty should incorporate both managerial and theoretical implications into teaching
- KNOD (<http://www.knod.net/>) industry projects—set student expectations (focus on core skills)—need industry participation, access to platforms/tools—keep industry focus to be best hospitality school vs Cornell
- Committee/advisory group comprised of community/industry/UNLV

Panel Discussion

Panelists: Andre Carrier, Ryan Flieger, Kimo Kippen, Suzie Southgate-Fox, Stacey Veden, and Scott Voeller

Explored the following questions:

How is the manager of the future different from the manager you have today in terms of tangible skills, knowledge, etc.?

What are some of the major changes that have occurred in your industry over the last 3-5 years, and how has your organization responded to these changes?

How are these changes being integrated into your strategic plans over the next 5-10 years?

How do these changes impact what you look for in your future employees?

Ideas/Discussion Points

- Practices that would make UNLV the top hospitality school—
 - Keep having these academic-industry conversations; act on today’s conversation;
 - be bold; innovate—Don’t wait for industry’s call; reach out first—Utilize the abundant hospitality resources here in Vegas so students can figure out what they want
 - Keep emphasizing business and technical acumen
 - Marriott gets “18,000+” applicants: make sure student resumes are clear, specific, express how student is unique; no typos!
 - Student who can demonstrate he/she has done the hardest job will stand out to managers
 - UNLV’s proximity to Strip separates UNLV from every other school: limitless educational resources
 - Faculty can best stay current by doing an internship in the industry
 - Universities need to be bold! UNLV: What do you want to be when you grow up?
- Question from faculty member: *How to reconcile institutional requirement for syllabus with need to prepare student for unstructured environment?* Response:
 - University model is “archaic,” not relevant; —4 million jobs open, employers can’t find qualified applicants—
 - The college can foster realistic expectations for graduates by offering a “less syllabized” experience—; Business is not structured/”syllabized”—It’s constantly changing
- Hospitality professionals need multifaceted competency that is cultural/digital/social—Speak Spanish; customers and staff alike speak Spanish
- To go to the next level at MGM, hospitality professionals need to master 7 baskets of competencies
- Blended learning: classroom/online/simulations/sharing best practices—Hospitality professionals need base competencies (not expert knowledge) to build on, initiative to identify opportunities/improve self—Career lattice has replaced career ladder—Hospitality professionals need business and technical acumen
- Effects of Great Recession are far-reaching—Result: fewer leadership positions—Fewer people are leading more people than at any other time—Keen industry interest in a curriculum for a front-line manager “I will up for that deal right now.”—Fewer opportunities exist today for students who are graduating—Shortage of people (in Chicago, NYC) in hourly/mgmt. jobs
- Manager of the future should be able to build a team of people better/sharper than he/she is—Formal mentor/mentee program maps out where hospitality professional wants to go—Should have the ability to adapt to needs of guest, and to people he/she leads, including ability to discern who needs to be served with soft skills, or with quick, device-based activities
- Digital technology is omnipresent—Result: a greater need for emotional intelligence skills (active listening, communication, empathy) to balance out the use of technology—Business needs employees who are “super users” of databases/systems; know how to support apps and databases
- Adaptability makes a hospitality professional effective in communicating with/serving customers in different ways—Do the hardest job; “shovel the shit”—Ability to think on your feet/selling an idea with confidence is essential: an innovation/new technology/sponsorship

- Students need to be able to present ideas effectively to a varied audience—Writing skills help organize thoughts for dissemination; so does the ability to fit into a culture and work in a team
- Students need opportunities to practice skills for problem solving: critical thinking, listening— You can tell that a graduate has critical thinking skills if he/she shows willingness to risk failing, then analyze afterward—“Today’s managers are good at *fixing* a problem; they also need to be good at critical thinking, to address the *cause* of problems.”
- In hospitality, “the people part is a given”; being engaged in the company’s success is key, too— When a graduate is a great match, he/she has passion for the business: committed to the industry/engaged, doesn’t mind working evenings, weekends
- Customer demographic has changed, dominated by Millennials—Many in Gens Y, Z are “tech-dependent”/”tech-savvy”
- Business is now more analytics driven— MGM is looking to create a seamless experience between properties—70% of MGM revenues are nongaming
- Corporate training—MGM does twice-a-year competency reviews as part of formal review process—MGM has 7 competency areas; Marriott has 5—Marriott Voyage program is global; it includes classroom training, online training

Group Exercise Two (afternoon—following panel talk)

Explored the following questions:

What are the long-term implications for our college courses?

Are there specific skill sets that are needed for hospitality students that have not been addressed today?

In what ways can the Harrah Hotel College work with industry to better prepare students for their first, second and third jobs?

Ideas/Discussion Points

- Cultivate student ownership of career—Lattice, not ladder—Cultivate student capacity for independent analysis, critical thinking, professional development—Students should have ideas about jobs they want
- Cultivate understanding of what it takes for a hotel to be profitable—Accounting, cost contracts, HR, revenue mgmt., reading P&Ls, understanding how technology impacts cost structure and revenue—Understanding how student’s job in industry will drive/impact profitability and how to demonstrate value to employer
- Hospitality business is physical realm, interactive, requires emotional intelligence
- Simulate real-world environment (case studies)—Role play in real environment/assessment centers—Access to reports from industry
- Academic/industry communication—Encourage faculty to attend round-table meetings held by professional organizations to discuss/share ideas with industry leaders—Understand what skills they’re looking for (especially ones they’re not currently getting)

- Cultivate skills for analysis, leadership, presentation—Excel, PowerPoint—Labor analysis/impact—Margin increases / \$ rev management—Analyze, adjust, business decisions—Employee relations, empowerment culture—Fluidity/shifting priorities—How does data support business and your piece of it
- Cultivate better global awareness, cross-cultural skills—Hospitality industry is global, interpersonal
- Have work experience support student’s career goals/degree—Hours/internship in core major area—Unique activities for real-world experience (have students sell their ideas one-on-one, more real-life situations, faculty reach out to contacts for activities to bring to classroom, faculty visit industry property to become more creative)
- Require each instructor to conduct annual focus group on classes they teach, by course topic
- Immerse professor in the industry
- Add more rigor to the 1,000 hour requirement—hours needed in core major area
- Encourage continuing education links and partnerships between academia and industry
- Reach out often and communicate what you are doing to make changes and adapt to the new challenges
- Have courses on entrepreneurship, emerging trends—allow industry professionals to enroll, as well as students
- Cultivate interpersonal skills of student—Emotional intelligence (EQ) internal and external—Dealing with conflict—Empathy—Negotiation—Leadership—Setting realistic expectations (respect)—Present the real idea individually face-to-face
- Don’t focus just on large businesses (Hilton, Marriott, etc.); look for innovators in the space (smaller disruptors)

Summary of Table Leader Perspectives

- Develop industry and faculty partnerships including input on end-result competencies and assessment—create an industry contact list for faculty to use to coordinate guest speakers, obtain case study data, or obtain feedback on course content and assessment rubrics.
- The bottom 80% of Hotel College students lack these competencies:
 - Critical thinking skills/logic;
 - Communication skills;
 - Business acumen; and,
 - Eagerness, energy, industry savvy, and self-initiative—
- Start transferring weaker courses to the competency-based model
- In addition to work experience, require capstone projects, students writing and completing their own contracts for autonomous and self-designed and completed projects
- Create a competitive student leader model (think multi-function TAs)
- Create a career fellow program by selecting 1 faculty member per year who takes a break from one aspect of job and become a third career coach within Boughner center for one year
- Expand GAM to become “Gaming, Nightlife and Entertainment”
- Partner with armed forces to develop a program of study for retiring service men/women

- Offer areas of concentration that are certificate programs too.
- Have a competency exam at junior year and include judges who are industry experts
- Make it a requirement to attend Boughner Career Services events and update a resume each year.
- Industry and faculty partnerships including input on end-result competencies and assessment are critical—Share best practices.
- Decide what current courses would work well online and what needs to stay as face-to-face— We need more direct and measurable deliverables from industry such as specific questions or a list of competencies—Frame the requirement in terms of industry, for example what accounting skills do you need in front-line managers when you hire them, and what skills would you like to see in them for the 3rd management job
- Offer UNLV-themed “gift item” to guest speakers—create a database of potential speakers and their area of expertise—possibly hold classes at industry locations/spaces.
- Develop innovative assignments with greater correlation to needs of industry—create a workforce development program/certificate program.
- Our graduates need to be businesspeople, first and foremost; be “present” (not just physically); be tech-savvy (not tech-dependent); articulate their value proposition (how they bring value to the company)
- Create a database of industry people
- Utilize the PLoS Center for workforce development programs
- Offer business writing course during first year
- For a more competency-based curriculum, break some 3-credit courses into 1-credit, 5-week courses
- Train students in how business/culture exists beyond North America, perhaps in series of 1-credit courses
- Revisit how faculty is rewarded for efforts; many Hospitality 2025 ideas will require a lot of non-research work
- Publish applied work that answers questions that business is asking that is also methodologically rigorous
- Establish more co-teaching arrangements so that certain technical skills are introduced early and reinforced throughout the curriculum
- Incorporate business practices throughout the curriculum.