



UNIVERSITY OF NEVADA, LAS VEGAS

Program Review Self-Study

Program Reviewed: M.S. Hotel Administration

Degree: Master of Science

Program Chair or Director: Billy Bai

Dean: Stowe Shoemaker

Date of Report: March 15, 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-

I. Program Description

A. College/Department/Program

1. College or School: William F. Harrah College of Hotel Administration
2. Unit: Graduate Studies Office Web address: <http://www.unlv.edu/hotel/graduate-studies>
3. Program(s) being reviewed: Master of Science in Hotel Administration
 - a. Degrees and their abbreviations:

HOSMS HOA

B. Primary individual completing this worksheet

1. Name: Billy Bai, Ph.D.
2. Title: Professor, Associate Dean For Research and Graduate Studies
3. Date of self-study: January 27, 2016
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C. Other faculty involved in writing this report:

Bobbie Barnes, Christine Bergman, James Busser, Gael Hancock, Tony Henthorne, Daniel McLean, Toni Repetti, Gail Sammons

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

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

The description is not entirely correct. There are two things that need to be changed.

- a. The sentence, "You can choose from several tracks of study including food service management, hotel management, hospitality education, convention and meetings management, or casino and gaming management," should be removed. There are not enough electives available or flexibility within the required course offerings for a "track of study" to be created.
- b. The program code for the GMAT needs to be changed. **This is the code assigned by the testing institution for our specific university, college, and degree. Students use this code to**

indicate where they want final GMAT scores to be sent or what school representatives can access the scores online.

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)?

The mission of the William F. Harrah College of Hotel Administration is as follows: 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.

The vision of the Hotel College: To be the premier school in the world for hospitality education and research.

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:

UNLV's Top Tier Mission: "UNLV's diverse faculty, students, staff, and alumni promote community well-being and individual achievement through education, research, scholarship, creative activities, and clinical services. We stimulate economic development and diversification, foster a climate of innovation, promote health, and enrich the cultural vitality of the communities that we serve."

Key Measure: *Impact of our research, scholarship and creative activities.* The Harrah Hotel College faculty and students consistently publish in scholarly journals; present at education and industry conferences; apply for grants, and conduct collaborative research with peers within the college, at UNLV, and throughout the world. In 2016, faculty members in the college published papers in 19 Tier 1 journals, and 18 Tier 2 journals. In the college, 13 grant applications were submitted and 8 awarded for a total of \$488,918.20.

Our faculty members—and even our Ph.D. students –consistently win best paper awards at conferences; are awarded life-time research achievement awards from publishing companies and educational organizations; are recognized on the UNLV campus for outstanding research; and are cited by researchers all over the world, attesting to their reputations as authorities in the discipline.

Key Measure: *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 work in the hospitality industry, network with industry leaders, and hone management skills. Consistent with university requirements, learning outcomes have been established and are measured every semester. At the core of curriculum delivery is a highly qualified, scholarly faculty, many with years of industry experience.

Key Measure: *Placement into preferred employment or post-graduate educational opportunities.* As reported elsewhere in this document, all students in the Hotel college are served by the Boughner Career Center and are supported and provided multiple career enhancement opportunities through career fairs, targeted career searches, industry mentors, and career counseling. Internships at the graduate level are monitored by faculty members and have specific requirements for reporting and performance. These internships often result in long-term employment after, or sometimes even before, the student graduates from the program.

Key Measure: *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 percent of the graduate students are reported as other than white. Twenty-six percent of our graduate students are listed as nonresident alien, followed by 11 percent Asian, five percent Hispanic, and four percent African American. We also have a diverse faculty and staff.

Key Measure: *Alignment of our physical infrastructure and organizational effectiveness with our Top Tier mission.* The Harrah Hotel College will have a new home as of Spring 2018 as faculty, students and staff move into a new 93,500 square foot building. Taken from the Hotel College website (www.unlv.edu/hotel): Hospitality Hall will provide the setting and the resources students need to learn the fast-paced, ever-changing world of hospitality. With faculty guidance and industry partnerships, Hospitality Hall will help set a new standard of excellence in hospitality education. With modern amenities and experiential learning spaces, Hospitality Hall will attract students and educators with a true passion for the hospitality industry. The building's facilities set new standards for hospitality education as well as strengthen the relationship between the college and industry mentors, collaborators and supporters.

A recent change in the management team in the college is the addition of a vice dean, responsible for the day-to-day running of the college including finances, facilities, and other routine matters. This position, filled by Dr. Daniel McLean, was added to free the dean to spend time fundraising and meeting with industry leaders to ensure that the college is teaching the skills needed by the industry. **The addition of this position has made a positive difference in the flow of work through the financial systems. Things in general are running much more smoothly.**

Key Measure: *A deeper engagement of UNLV with Las Vegas and our region to ensure ongoing alignment with our diverse community's needs and interests.* Every year, the Harrah Hotel College hosts UNLVino – a three-day fundraising event celebrating wine and spirits. Attendance has become a tradition for many community members. Students, at both the graduate and undergraduate levels, work for months on this event, creating menus for the tapas-like foods that are served; planning logistics for the event, etc. Here community members, faculty, staff, and students have the opportunity to meet and sample champagne, sake, and wines from around the world. **The Las Vegas community is deeply steeped in traditions of hospitality that include the enjoyment of foods and beverages. UNLVino – now in its 43rd year – gives the community an annual event to celebrate these traditions, meet with like-minded individuals, recognize the impact of the Harrah Hotel College on the industry, and give back by supporting scholarships with proceeds from the tickets and auction items.**

Another annual event is the Vallen Dinner. Outstanding leaders in the hospitality community are honored. This event – attended by hospitality leaders throughout the region – is a chance for faculty, students, and industry representatives to come together to celebrate the honorees' achievements. **The Vallen Dinner serves a similar purpose as UNLVino, but on a smaller scale. The hospitality community is a close-knit group. Many of the industry's leaders are alums of the**

college. This event provides an annual opportunity for these people to spend time together, meet newcomers, and, again, recognize the importance of the Harrah Hotel College to the industry.

Hospitality 2025 was held in 2015 and was attended by more than 140 industry leaders and faculty. It was a day of conversations set around the hospitality industry of the future and the types of skills that employees will need to succeed. This translated into suggestions for changes in the Harrah Hotel College curriculum that will help ensure the success of the college's future students. (See Appendix 2, Hospitality 2025 Report).

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

The graduate faculty in the Harrah Hotel College has developed a diverse, balanced master's-level curriculum that can take a student into a management position with a hospitality company anywhere in the world and prepare the student for admittance into a Ph.D. program in hospitality or business-related disciplines. The college routinely engages with hospitality leaders on a local, national, and international basis to elicit input into program curriculum and learning objectives to ensure that the program is providing students with the necessary skills to meet the demands of the industry (See Appendix 2, Hospitality 2025 Report). 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 shown below reflect the close relationship with the needs and expectations of our industry.

Learning Outcomes

Upon completion of this program student will be able to:

1. Apply, assess, and adapt academic learning to hospitality settings.
 2. Develop an in-depth understanding of the relationship of the strategic and operational components of the hospitality industry.
 3. Use critical analytical skills to interpret the quality and validity of decision information available in a hospitality setting.
- Core Theme 2: Advance Research, Scholarship, and Creative Activity

The college encourages faculty to engage in scholarly activities. The goal is to focus on quality and impactful research, not mere numbers of publications. One objective approach toward this assessment is the productivity on top tier journal publications. The college has a journal list that includes journals ranked as Tier 1, Tier 2, and Tier 3. The journals that fall under Tier 1, normally adopted by peer schools, include *Annals of Tourism Research*, *Cornell Quarterly*, *International Journal of Contemporary Hospitality Management*, *International Journal of Hospitality Management*, *Journal of Hospitality & Tourism Research*, *Journal of Travel Research*, and *Tourism Management*.

The following table shows the outcomes based on the availability of data from 2011 to 2016. It indicates that the overall productivity on Tier 1 journal publications has been steady over the last two calendar years. Other ways to examine impactful research should be explored in the future such as article citations and best industry practices as a result of implementing academic research findings.

Grants and contracts are also integral to this core theme. Both sponsored programs and corporate grant/contract workshops have been offered to our college faculty by the Office of Sponsored Programs and representatives from the UNLV Foundation. For 2016, 13 grant applications were submitted and eight awarded for a total of \$488,918.20, most of which came from the successes at the International Gaming Institute (IGI), now a university-level research center.

Year	Number of Publications*
2016	19
2015	23
2014	8
2013	16
2012	6
2011	12

*Note: Publications that are authored by multiple faculty members are only counted once. Also, for consistency and comparison, only those actually published are included. Publications that are either accepted or in press are not counted.

Master’s level research is actively encouraged and supported. Advisors recommend that students write a thesis and conduct research, rather than opt for a professional paper as their culminating experience project. On a case-by-case basis, master’s students may receive up to \$2,000 to go toward research-related expenses in relation to their thesis.

In addition, up to four master’s students are sent each year to the Graduate Student Research Conference in Hospitality and Tourism. Students apply with an essay proposing a specific research question. Winners write an essay documenting their travel experiences and make presentations in two or more master’s classes.

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

The Harrah Hotel College is one of the most diverse units on the UNLV campus. The new International Student Academic Success Center that will be on the first floor of our new Hospitality Hall (opening Spring 2018) indicates the college’s commitment to this student population. In addition, there are several multi-cultural student organizations open to both undergraduate and graduate students.

D. Excellence

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

1. Outstanding graduate faculty to mentor students in impactful research and other scholarly activities. Many of our faculty members are renowned researchers in the hospitality discipline. For example, our graduate faculty worked with graduate students on research projects and published several top tier journal articles. The following are the actual references for record in 2016.

Book, L., Tanford, S., & Chen, Y. (2016). Understanding the impact of negative and positive traveler reviews: Social influence and price anchoring effects. *Journal of Travel Research*, 55(8), 993-1007.

Raab, C., Berezan, O., Krishen, A., & Tanford, S. (2016). What's in a word? Building program loyalty through social media communication. *Cornell Hospitality Quarterly*, 57(2), 138-149.

Lee, S., Jung, S., & Dalbor, M. (2016). The negative synergistic effect of internationalization and corporate social responsibility on U.S restaurant firms' value performance. *International Journal of Contemporary Hospitality Management*, 28(8), 1759-1777.

2. Opportunities for industry connections (mentor program; internships; Bob Boughner Career Center). The Harrah Hotel College actively engages industry leaders as advisors, mentors, and donors. The college's connections have helped many a student start their hospitality careers.
3. Industry-targeted curriculum. The college is continuously seeking input from the industry on required skills, specific knowledge, and related topics that the college should be teaching students. The college hosted a day-long conference, Hospitality 2025 in the fall of 2015 that resulted in specific input from industry leaders on curriculum and skills required for employment. In addition, the dean has an active international advisory board that meets in person twice a year and convenes four times a year by phone. This board focuses on a number of topics, including curriculum, degree offerings, and fundraising.
4. Emphasis on and opportunities for research and travel. Master's and Ph.D. students have the opportunities to travel to present at conferences. In addition, there are funds for research support. The following are some examples of stand up presentations with graduate students as the lead authors in the immediate past annual graduate conference in hospitality and tourism, which was held in Houston in January 2017. Graduate students and faculty were funded to attend the conference.

Chen, Y., & Chen, C. (2017). To choose or not to choose? That is the question: The phantom decoy effects in restaurants.

Yoon, S., & Erdem, M. (2017). Should hotels consider Airbnb a major threat?

Sung, J., & Tang, H. (2017). Loyalty program rewards' attributes and choice of booking sites.

Shulga, L., Busser, J., & Bai, B. (2017). Trusts' role in value co-creation: Participants and bystanders.

Jung, S., & Tanford, S. (2017). Factors that influence satisfaction and loyalty for festivals: A meta-analysis.

5. Service to students: engaged knowledgeable advisors; administrative support (Graduate Studies Office); engagement opportunities (Hospitality Graduate Student Association). It is important to keep students engaged. By providing direction and support, the college helps students focus on their studies.

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?

The local and regional stakeholders of this program include the thousands of hospitality organizations in southern Nevada. More than 100 companies actively recruit Harrah Hotel College students each year through career fairs, information sessions, and interviews. It is important to note that one of the requirements for admittance into the MS HOA program is a minimum of one year of full-time work experience in a management/supervisory capacity in the hospitality industry, or three years of full-time, front-line experience. Employers know that our graduates have both academic *and* industry experience.

Many of our graduates are employed locally, but some work throughout the world. Some of our local and international 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
- Marchs Hotel
- Marriott International
- Marriott vacations Worldwide
- MGM Resorts
- 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?

All indications are that the need for skilled, knowledgeable graduates in hotel management, event management, and food and beverage will continue to grow. There are places throughout the world where tourism is just beginning to take hold, and become a viable, recognizable industry. There is a growing need for employees in those areas. Plus, as the economy strengthens, money spent on travel increases, helping to strengthen the continuing need for hospitality industry employees. In continuing conversations with industry representatives, it is evident there will be a continuing need for skilled knowledgeable employees.

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.

In November 2015, The Harrah Hotel College hosted Hospitality 2025 (Appendix 2), a one-day conference designed to kick off an ongoing discussion on hospitality education through the next decade. Approximately 140 people attended including industry leaders and Hotel College faculty members.

During the conference, all comments were recorded and coded to determine interest and recommendations. Out of that conference, 51% of the comments related to curriculum, 29% to student development, and 20% to faculty development.

Based on the written report from the conference, graduate students should have the following skills or attributes:

- Analytical skills, presentation skills, and critical thinking skills
- Improved emotional intelligence
- A positive attitude embodying initiative and self improvement
- A need to expand their own body of knowledge through both

2. What changes to the program will those require?

Faculty members will need to develop activities, assignments and assessments to use in their classrooms that address these specific employer needs. This may result in changes to the learning objectives for each class and possibly for the entire program.

The college's Graduate Curriculum Committee has been tasked with reviewing the curriculum of the program to make sure it is in alignment with the needs of the industry as outlined above.

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.)?

The Harrah Hotel College is fortunate to have the Bob Boughner Career Center, opened in 2007, that actively coordinates career fairs, employer mixers, information sessions, resume reviews, and many other activities. Internships are coordinated through the Career Center at the undergraduate level, and through the Graduate Studies Office at the graduate level.

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 Harrah Hotel College hosts 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 Harrah Hotel College hosts employer panels on a variety of topics including professional image and career preparation, creating customer-first cultures, and workplace power and politics.

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 undergraduate students, and all graduate 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.

Prep Events

Each semester, the Harrah Hotel College 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:

It is difficult to discern actual placement of recent graduates as many of our students are working in high-level hospitality jobs while they are attending school. It is estimated that five to seven percent of the placements in the Bob Boughner Career Center are for students in the MS HOA and related dual programs but actual numbers are hard to calculate as many of the graduates seeking help in the center do not identify themselves as such.

Below is an example of the companies worked for and positions held by recent graduates:

- Stations Casinos, Director of Slot Operations
- Aliante Casino & Hotel, Assistant Hotel Manager
- Gilead Sciences, Senior Event Planner
- Estenson Logistics, Transportation Manager
- Belterra Casino Resort, Director of Facilities
- Aria Resort and Casino, Manager
- Rose. Rabbit. Lie., Associate Director of Operations
- SLS Las Vegas, Revenue Management
- Extended Sales, VP, National and Government Sales
- The Cosmopolitan of Las Vegas, Casino Project Manager
- The Venetian Las Vegas, Director of Events
- The Venetian Las Vegas, Guest Services Manager
- Starwood, Food and Beverage Manager

International graduate students, however, may return to their home countries due to visa restrictions. They can find employment but only for OPT. **International graduate students,**

however, may return to their home countries due to visa restrictions. They can find employment but only for OPT, the optional 12 months of practical training available to international students after their graduation. In other words, it is an option to work for a year in their field of study in the United States prior to returning to their own countries. Most industry employers don't support employment visa applications.

3. If the department or program does not have placement information on graduates, what is the plan to implement gathering that information?

The Graduate Studies Office is currently in the process of developing an exit interview that will be required of all graduating students. Within that interview, we will start collecting specific placement data.

4. Do placements match stakeholder needs as identified above in A of this section?

Yes.

5. If not, please explain.

6. Does the program assess whether the graduates are meeting employer's needs?¹

The Harrah Hotel College has an International Advisory Board that meets twice a year to address the needs of the college on a range of topics. The board members are all renowned hospitality industry leaders and are in touch with the needs of employers at all levels.

In addition, the hosted Hospitality 2025, a one-day conference where employers and faculty members met to discuss the skills and information needed by graduation students. The findings of this conference can be found in Attachment 2.

7. If not, what will the program do to get this assessment in place and by what date?²

8. Additional Comments

IV. Program Resources

A. Faculty Time

1. Faculty and GA Resources

Currently, there are 44 full-time faculty members in the Harrah Hotel College. The breakdown by rank and category are as follows:

- Full Professors – 16 (six with administrative appointments: Dean; Vice Dean; Associate Deans (2); Department Chair; Director IGI)
- Associate Professors – 10 (two with administrative appointments: Department Chairs)
- Assistant Professors – 8

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)

- Faculty in Residence – 6 (two with administrative appointments: Director PGM, Director of Enrollment Management))
- Lecturers – 4

Among the full-time faculty, 36 hold full graduate faculty status, while six hold associate graduate faculty status. The tables below profile the distribution of teaching for all degree programs in the college. Decision Support was unable to isolate the distribution for only the MS HOA degree.

The Graduate Studies Office is staffed with a Graduate Programs Manager, an Administrative Assistant, and a Graduate Assistant. The college has five graduate programs:

- Master of Science in Hotel Administration
- Master of Science in Hotel Administration/Master of Science in Management Information Systems (dual degree with the Lee Business School)
- Master of Business Administration/Master of Science in Hotel Administration (dual degree with the Lee Business School)
- Master of Hospitality Administration (offered online)
- Doctor of Philosophy in Hospitality Administration

For each of the above graduate programs, we have a faculty advisor administering the process of admissions and other related matters.

Hotel Administration

Instructor Counts, Classes Taught, and SCH Taught in Select Instructor Categories

Fall 2014, Spring 2015

Number of Instructors	Fall 2014	Spring 2015
Full-time Faculty	31	31
GA	12	14
PTI	27	26
FIRS & Visiting	10	11
<i>all others</i>	8	7

Number of Classes Taught	Fall 2014	Spring 2015
Full-time Faculty	89	82
GA	18	14
PTI	49	44
FIRS & Visiting	35	37
<i>all others</i>	15	20

Student Credit Hours Taught	Fall 2014	Spring 2015
Full-time Faculty	11211	9162
GA	891	1449

PTI	6076	5280
FIRS & Visiting	3960	4593
<i>all others</i>	836	826

Percent of Classes Taught	Fall 2014	Spring 2015
Full-time Faculty	43.2%	41.6%
GA	8.7%	7.1%
PTI	23.8%	22.3%
FIRS & Visiting	17.0%	18.8%
<i>all others</i>	7.3%	10.2%

Percent of SCH Taught	Fall 2014	Spring 2015
Full-time Faculty	48.8%	43.0%
GA	3.9%	6.8%
PTI	26.4%	24.8%
FIRS & Visiting	17.2%	21.6%
<i>all others</i>	3.6%	3.9%

Source: UNLV Office of Decision Support, December 2016

Data: Faculty Workload databases

Notes:

Figures include state-supported undergraduate and graduate enrollments and class sections

Figures exclude faculty on sabbatical or other leave (e.g. medical)

Figures include enrollments from both formal (organized) and informal (individualized) class sections

Cross- or dual-listed courses (multiple listed sections that combine to one taught class section) are counted once within a given category

Instructor categories are defined as follows:

* "Full-time Faculty": regular, permanent faculty (PERM)

* "GA": instructors identified by departments as graduate assistants (GA)

* "PTI": instructors identified by departments as teaching on a letter of appointment; excludes professional staff and administrators (LOA)

"FIRS & Visiting": temporary or visiting faculty, and faculty-in-residence (TEMP)

* *all others*: professional staff, administrators, and any other instructor not identified in the above categories (ADMLOA, ADM, OTHER)

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?
N/A

If so, please describe:

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	7,746,308	7,839,336
Student Fees	803,568	791,349	662,610
Indirect Cost Recovery	209	742	91
Self-supporting	751,026	1,051,148	827,995
Total Allocations	9,217,482	9,589,547	9,330,032
Number of Graduate Assistantships (including GAs on grants)			

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

The operating budget of the college is not structured in such a way that we can break out the MS HOA degree. The fiscal resources made available to the HOA program are satisfactory for delivery of the program, but we have insufficient funds allocated for scholarships/assistantships. Travel is funded for accepted conference presentations, preferably research. Funding travel and some other funding (including one graduate assistant) come from funds generated through the online master’s program.

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

An increase in scholarships would potentially result in a higher level of enrollment; more high-achieving students, and even possibly a more diverse student body depending on the scholarship requirements.

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.

At this time, funding from other sources allows the program to meet its needs. To grow the program, additional funding will be required.

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

Additional funding streams allow us to attract students with scholarships and graduate assistantships, and high-level faculty members with endowed chairs. First, differential tuition, if approved and implemented would generate a moderate amount of additional funds. Second, we need to significantly increase our development activities, seeking out more program-oriented gifts and endowments. Faculty endowed positions should be created to attract and retain the best scholars. In addition, endowed scholarships need to be created for recruitment of the best student talents and to retain existing students. Currently, the college has focused its fundraising efforts on funding the construction of our new academic building – Hospitality Hall. Once it is completed, attention shall be directed toward the above initiatives.

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

While not specifically targeted at graduate education, donor revenue has been ongoing. As of now, significant donor revenue has been acquired for Hospitality Hall.

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

No, in the past, fundraising activities have been handled at the college level. Going forward, we shall empower faculty to raise funds specifically for graduate level research and related travel, and graduate scholarships and assistantships.

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

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.

Space issues will be resolved in January 2018 when we move into Hospitality Hall, the description of which follows:

January, 2018 will herald a new era for the William F. Harrah College of Hotel Administration with the opening of Hospitality Hall, a \$50 million, 93,500 square foot learning facility. This building represents a public/private partnership, with half of the funding coming 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 3200 undergraduate and graduate students. Designed to meet the needs of today's students and those of the future, Hospitality Hall boasts ten 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 features a student-run café/coffee shop, located across from the advising and career centers. The main floor also includes a technology enhanced classroom and a designated 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 house the primary teaching spaces and the core of the 62 offices including the Dean's Suite. Located on the 4th floor is a beverage lab and state-of-the-art teaching kitchen with ten student stations and a learning space designed to compliment the kitchens in Beam Hall and the Stan Fulton Building.

The 3rd floor will house the Graduate Studies Spaces, including a master's lounge with study, team activities, and relaxation areas. Also on the 3rd floor is the Ph.D. office with 24 carrels, three small conference rooms, and several study tables.

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

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

We have excellent support from the university library. Our Hospitality Librarian, Lateka Grays, holds weekly office hours in the Graduate Studies Office to answer inquiries and provide support to both faculty and graduate students. The library is also very responsive to specific requests for reference materials not in the collection, often responding within days with the needed information.

11. Staffing

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

Yes. We are in the process of hiring an additional staff person to manage the Masters of Hospitality Administration program in FY 2018. That will relieve workload of the Graduate Programs Manager, allowing that person to focus more on recruitment.

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

12. Additional Comments

V. Size of Program

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

Hotel Administration MS (HOA MS)

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
Headcount	89	82	76	71	71	63	64	61	61	51	54	59

Course Enrollment											
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
HOA	500-Level	17	8		20	11	6	9	2	2	23
	700-Level	219	202	201	163	198	190	186	176	151	133

Academic Year July to June	Degree Count
2005-06	38
2006-07	35
2007-08	20
2008-09	26
2009-10	28
2010-11	35
2011-12	45
2012-13	31
2013-14	24
2014-15	35
2015-16	14

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

In the fall of 2015, the Graduate College asked all graduate program advisors in the university to complete an R2PC Plan (Recruitment, Retention, Progression, Completion) . The falling headcount shown above is not at all in line with this plan. Recent admittance data starting with 2013-2014 shows declining numbers of matriculated students:

2013-2014 – 21
 2014-2015 – 17
 2015-2016 – 22

The strategic R2PC Plan had the following goals:

2017-2018 – Minimum Goal: 35; Push Goal 43
 2019-2020 – Minimum Goal: 43; Push Goal 50
 2021-2022 – Minimum Goal 50; Push Goal 56

3. If not, why not?

In the Harrah Hotel College, all recruitment activities at the graduate level have focused mainly on promoting the Master of Hospitality Administration online program. Since 2013, even those recruitment efforts have been severely curtailed with no travel to hospitality industry trade shows or participation in other recruitment opportunities.

4. Does your program's enrollment trend differ from national trends?
 A brief review of graduate program enrollments indicates that they are stagnating or increasing at a slow rate.

According to an article in Inside Higher Ed, the number of first-time graduate students rose in 2014 by 3.5 percent over the previous year. However, the number of all 2014 enrolled graduates was still below the peak enrollment of 2009. A graph relating to this article indicates falling enrollment since 2009 with a slight upturn starting in 2012 (Flaherty, 2015)

A study by the South Carolina Commission on higher education indicated that between 1990

and 2014, total graduate school enrollment in South Carolina had only increased 6.7 percent. For public school graduates in South Carolina, predicted 2014-2023 enrollment increases will stay much the same with a 7.0 percent increase indicated. According to the report, this slow increase is in keeping with national trends.

Flaherty, C. 2015. Study finds first-time graduate school enrollment is up 3.5 percent, the biggest annual increase since the Great Recession. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/news/2015/09/17/study-finds-first-time-enrollment-graduate-school-35-percent>

5. If yes, please discuss the reasons:

As stated above, we have done little or no recruiting for the MS HOA program. Plus, there is the fact that other institutions have new and/or maturing hospitality graduate programs and there is more competition. These schools are actively recruiting with participation in industry trade shows, attractive materials, and aggressive outreach programs.

6. Additional Comments

As part of the Top Tier Graduate R2PC Plan mentioned above, the following ideas were developed:

Changes to the MS HOA program (that might make it more attractive to students)

- Allow students to take more electives in the program
- Allow faculty members to develop diverse electives
- Offer honors-type student designation with suitable entrance and course requirements; honors program could be designed to lead to the Ph.D. program (a feeder opportunity)
- Allow students to focus on a particular area of hospitality (e.g. longer programs with more electives or fewer required classes or offer a professional master's degree on campus in addition to the MS
- Broaden the scope of the classes, making them more global in focus, therefore attracting more international students.

Recruitment

- Market the program to students from “feeder” hospitality programs in the Americas (universities and colleges that do not have hospitality graduate programs)
- Market the program to students working in the hospitality industry who have a bachelor's degree but in some discipline other than hospitality or business
- Market to students in the Western Interstate Commission on Higher Education (WICHE) that qualify for the Western Regional Graduate Program (WRGP), a tuition reciprocity agreement among certain states.
- Establish joint programs with international hospitality programs.

VI. Retention, Progression, Completion

A. Major Course Offerings

1. Are enough courses offered to meet enrollment demands?

We have enough courses to meet the demands of students. Our challenge is filling our elective classes. When we have to cancel an elective course, that can create real challenges for some of our students. In the MS HOA program there is one elective if a student has chosen the thesis subplan, and two electives if a student has chosen the professional paper subplan. In the Dual MBA/MS HOA, there is one elective for the MS HOA portion of the degree, and there are no electives in the dual MS HOA/MS Management Information Systems program at all. (See Appendix 3 – Plan Requirements).

An option would be to limit the required courses and add electives, or increase the number of credits required for completion.

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

 0 Added 1 Eliminated

3. Why were the actions taken?

One of our courses – HOA 751 Hospitality Services Management was removed as a required course from the MS HOA and the dual Master of Business Administration/Master of Science in Hotel Administration degree. The course was not offered on a regular basis and it was causing a bottleneck and substitutions had to be found. The class is still available to be offered as an elective.

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

In the Harrah Hotel College, we view retention, progression, and completion as more than just making courses available when they are needed. We think it is important that a student be engaged in the program by working with faculty members, meeting and working with other students, being exposed to industry leaders, and having opportunities for travel and industry experiences.

Working with Faculty Members

At the graduate level in the Harrah Hotel College, students work with faculty members in a variety of ways. Both the independent study and the internship credits require a faculty advisor. The professional paper requires that the student have a chair, and the thesis requires a complete committee. Graduate assistants work with faculty members in the classroom and on research projects.

Students Connecting with Students and Support

This semester we increased the time allotted for our New Graduate Student Orientation to three hours—it may be even longer in the fall. We saw this as an opportunity for students to make valuable connections before classes even began. We invited current Ph.D. students to attend, and all of our graduate assistants. There were presentations about research, a panel of current students sharing their experiences, and opportunities for working in teams and networking. We made it very clear that we are there to help and that graduate student success is our only goal. We stressed the many forms of support provided for our students:

- Mentor program
- Bob Boughner Career Center
- Graduate Studies Office
- Designated Librarian

- Graduate and Professional Student Association
- Hotel Graduate Student Association
- Advisor
- Travel support

In the college, we also have the Hotel Graduate Student Association, a student organization that is one-third industry exposure (tours and speakers); one-third academic (information on research); and one-third social. This is only one of 12 student organizations available to graduate students in the Harrah Hotel College.

Exposure to Industry Leaders

Many faculty members have industry representatives speak in their classrooms. Although this is a valuable experience, it does not compare to the opportunity for mentoring available to junior/senior-level undergraduate students and all graduate students. Students may apply to work with an industry mentor to shadow, ask questions of, and learn from. The program is through our Bob Boughner Career Center and it is one of the most dynamic opportunities in the college. In addition, the center hosts information session, career fairs and networking events, giving students the chance to meet potential employers.

Travel and Learning Opportunities

Master's level graduate students may compete each year for four \$1,000 stipends to use for travel to the annual Graduate Student Research Conference in Hospitality and Tourism. This conference highlights student research and gives students an opportunity to present their findings in a safe and comfortable setting. Students winning the award must write an essay about some of the research presented, and speak in at least two classes about their experiences at the conference. This was established to encourage research at the master's level.

Students travel to Trinchero Winery in Napa Valley for a three-day submersion in wine growing, winemaking, and the business of wine. This past year, ten students were invited on this all-expenses-paid trip including several graduate students.

Graduate and undergraduate students travel to the Student Market Study Competition sponsored by STR. A team went in 2015, and a team is being formed for 2017. This competition asks students to analyze a market and the hotel industry within that market and make recommendations for the hotel industry concerning growth.

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 three courses that are often listed as conditions for full admittance to the MS HOA program: TCA 221 Hospitality Accounting 1 and Psychology 210 Introduction to Statistical Methods or Econ 261 Principles of Statistics 1. A review of an applicant's undergraduate transcript(s) indicates the need for study in these areas. Because these are all building-block courses, they are often full and it may be the second or third semester of a graduate student's academic career before they are able to get in. This is often after they have taken the class(es) that these courses would have helped prepare them for.

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.

Financially-based solutions: Add an Introduction to Statistics class and Introduction to Accounting class at the graduate level. However, the number of students requiring this additional assistance does not warrant the time and expense.

Another option might be to work with the college's PPlus Center to develop similar classes that would not be for academic credit.

Still another option might be to require students to take an accounting and/or statistics class on Lynda.com.

Non-financially-based solution: Work with the incoming students more closely to make sure they register as early as possible for these classes, helping ensure that there is space for these students. However, this would create a bottleneck on the other end in that undergraduate students will therefore be unable to take their required courses in a timely manner.

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

Few, if any, of our courses have prerequisites. Sequencing is not as important in the Harrah Hotel College as it may be in other colleges. However, we do encourage new graduate students to take both Research Methodology and Statistics classes during their early semesters so that they can participate and engage in classroom discussions.

B. Graduation Rates

Program graduation numbers and rates are summarized below.

New Masters Students Graduating in Less than Six Years

Fall 2007 - Fall 2013 Cohorts

Term	Cohort Number	Graduated in...							
		2 Years	%	3 Years	%	4 Years	%	5 Years	%
Fall 2007	33	16	48.5%	25	75.8%	26	78.8%	28	84.8%
Fall 2008	33	14	42.4%	30	90.9%	30	90.9%	31	93.9%
Fall 2009	39	20	51.3%	31	79.5%	34	87.2%	34	87.2%
Fall 2010	23	15	65.2%	19	82.6%	20	87.0%	20	87.0%
Fall 2011	26	12	46.2%	19	73.1%	24	92.3%	113/128	88.3%
Fall 2012	27	12	44.4%	23	85.2%	67/77	87.0%		
Fall 2013	18	17	94.4%	147/181	81.2%				
<i>Combined Cohort</i>		<i>106/199</i>	<i>53.3%</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%)?

Our 6-year cohort graduation rates are consistently above 50% with a high in year six of 88.3%.

2. If not, what is being done to reach the goal?
3. Discuss how and why the graduation rate is changing.

We think the graduation rate is growing because of improved advising practices, and the engagement of the students on more than academic levels as mentioned above.

4. Additional Comments

VII. Relationship to Other Programs

1. What relationship does your program have to other programs (such as transfers, collaborations, partnerships) in the NSHE system? N/A
2. What the relationship does this program have to other programs at UNLV (e.g., collaborations, partnerships, affiliated faculty, General Education requirements, etc.)?

The HOA degree is available as a dual degree with both the MBA and the Master of Science in Management Information Systems degrees in the Lee Business School. These two dual degrees were developed through collaboration between faculty members of the two schools, deciding on total number of credits, class offerings, etc.

We are currently in discussions with representatives from the following departments to create a Master of Science in Data Science degree in conjunction with the following departments:

- Computer Science
- Management Information Systems
- Mathematical Sciences
- Community Health Sciences

This degree would have a number of subplans, each focusing on a different discipline..

Finally, we are engaged in similar discussions with representatives of the new Master of Health Care Administration online program. The conversation centers on a development of a dual online offering of health care and hospitality management classes.

3. Additional Comments

VIII. Impact

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

Many hospitality programs around the world are housed in a business school or college of a different discipline. The Harrah Hotel College is one of the few stand-alone hospitality

education institutions. This status has positioned us well in the market to contribute to the overall reputation of the university.

This program has a team of high caliber graduate faculty members. The graduate faculty in the Harrah Hotel College collaborate on research with peers and students. Many of them are excellent scholars, publishing in reputable academic journals and obtaining external grants/contracts. The established reputation has helped attract quality graduate students. In addition, the International Gaming Institute – once part of the Harrah Hotel College – is creating partnerships all over the world to study gaming in other countries; helping shape gaming regulations in countries where gambling has recently been legalized (e.g., Japan); and furthering the university’s reputation as the world’s intellectual hub for gaming research and study.

The program will continue to contribute to the university Top Tier initiatives while providing diverse options for students pursuing advanced degrees. We are currently working on recruitment plans in order to further increase the program awareness and enrollment. Targeted schools and programs will be identified to build long-term relationships and attract prospective students.

b. Community

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 serve as a value-added resource for community groups, philanthropic efforts, and hospitality organizations.

Students at both the graduate and undergraduate levels help support the community through volunteering for various events and activities. Many of these students have years of experience in the hospitality industry and play more than a rudimentary role when they work with non-profits and other community organizations.

The college also hosts large community and/or industry events including UNLVino and the Vallen Awards Dinner, among many others. Together these events bring together thousands of people, providing opportunities for networking, socialization, and learning.

A key goal in UNLV’s Top Tier Initiative focuses on community partnerships. One specific area we will improve on is to find more effective ways to connect with the industry so that our academic research will benefit the community in general and hospitality and gaming industry in particular.

c. Field:

A good benchmark of the impact on the field is the quality and quantity of academic journal publications. According to a 2011 article published in the top tier Journal of Hospitality & Tourism Research (<http://journals.sagepub.com/doi/abs/10.1177/1096348011400743>), UNLV is ranked 3rd for hospitality research and 5th for hospitality and tourism research combined together.

With the strong support from the university and college, our graduate faculty will continue to produce quality and increase productivity in scholarly activities. Recent hires of tenure-track faculty bring in new knowledge and skillsets to engage in cutting-edge

research. It is expected that our research rankings will be further improved and more competitive when compared to peer programs.

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

This program provides specialists' knowledge through graduate-level research and faculty and industry collaborations.

In addition, graduate students contribute to undergraduate education through serving as teaching assistants for classes and leaders for student clubs.

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)?

The following are some highlights of the integration of teaching, research, and service.

- a. Under the guidance of a faculty supervisor, four college graduate students won the spa development competition at the 2015 Global Wellness Summit, held in Mexico City. They developed a wine-focused, all-inclusive resort and spa to be located in Mendoza, Argentina: Ch'ulel Mendoza: A Vinotherapy-Inspired Resort Spa. The students designed the logo and menus for the resort's many eateries, created spa treatments, and researched the health and beauty benefits of wine. They also 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. The students made a final presentation to more than 450 attendees of the summit.
- b. While almost all of our graduate classes invite industry guest speakers to campus, the real partnership with the industry has proven effective and successful. The HOA 555 -- Hospitality Innovation course integrates academics, entrepreneurship, and problem solving. Students not only learn from the instructor but also from the industry directly. Divided into groups, students have their own industry mentor, **which gives the students access to a high-level facilities executives from the Las Vegas strip**. For example, several students submitted patent applications for new mobile apps and new product concepts in Spring 2016.

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 4.

It is worth mentioning that the college encourages both quality and productivity when it comes to scholarly activities. Research support is made available for faculty to engage in research projects that lead to reputable journal publications. In addition, faculty receive monetary awards for publication in the seven top tier journals for the hospitality industry. **A good benchmark of the impact on the field is the quality and quantity of academic journal publications. According to a 2011 article published in the top tier Journal of Hospitality & Tourism Research (<http://journals.sagepub.com/doi/abs/10.1177/1096348011400743>), UNLV is ranked 3rd for hospitality research and 5th for hospitality and tourism research combined together.**

With the strong support from the university and college, our graduate faculty will continue to produce quality and increase productivity in scholarly activities. Recent hires of tenure-track faculty bring in new knowledge and skillsets to engage in cutting-edge research. It is expected that our research rankings will be further improved and more competitive when compared to peer programs.

2. Additional Comments

X. Quality

A Admission and graduation requirements

1. Please provide program admission requirements as **Appendix 5** 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 updates need to be made to the graduate catalog at this time.

3. How many full-time advisors are available at the college level?

There are four faculty advisors at the graduate level in the college. These faculty members are paid a small stipend and serve as advisors in addition to teaching and researching. There is one advisor for each of the degree programs, except for the two dual programs that are covered by one advisor.

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 6.
2. Describe specific program changes made based on the program's evaluation of its assessment reports:

A major program change took place in 2015 when learning outcomes were revisited and streamlined. Please refer to #3 and #4 for the specific highlights.

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?

Yes.

- a. If yes, what changes were made and why?

We continue to offer the seminar class for HOA 788 Professional Paper and 789 Thesis each semester. This seminar class moves the students through the writing and research process of the professional paper and thesis. This has had very positive results. Our graduation rates continue to improve. The quality of the papers has improved. The digital commons downloads increase each year.

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?

Learning objectives for assessment plans – changed in 2015

Original learning outcomes

The following are considered to be the learning goals, developed by the Harrah Hotel College faculty, for the Master's of Science in Hotel Administration degree:

- Examine the functions of human resource management, with special attention to strategic human resource alliances and developing trends.
- Apply accounting and financial information to executive decision making in the hospitality industry.
- Develop marketing & advertising systems for hospitality industries based on the need to create new markets and the need to respond to significant shifts in social and economic patterns.
- Examine service marketing and management concepts relevant to the hospitality industry and explore how these concepts can be applied to service delivery systems.
- Examine research methods including: scientific method, literature review, sampling, statistics, research design and analytical technique.
- Examine mechanisms and techniques employed in the management of hotel management, convention and meetings management, casino management, or food service management.
- Develop critical analytical skills to assess the quality of the research and information that students will encounter in their professional lives.
- Conduct independent research in their major area of work on the analysis of a problem for a hospitality organization.

Current learning outcomes:

Upon completion of this program student will be able to:

- Apply, assess, and adapt academic learning to hospitality settings.
- Develop an in-depth understanding of the relationship of the strategic and operational components of the hospitality industry.

- Use critical analytical skills to interpret the quality and validity of decision information available in a hospitality setting.

5. Describe any other changes made in the last 5 years (for example, advising) based on assessment reports:

The changes in outcomes allow each course to assess all three of the outcomes. Prior to 2015, some courses did not have any learning outcomes that applied to the course material.

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

7. Additional Comments

The 2016-2017 assessment will concentrate on graduate outcomes #1 and # learning objectives (please see below for details). We will continue to collect data on other graduate outcomes also.

- Apply, assess, and adapt academic learning to hospitality settings.
- Develop an in-depth understanding of the relationship of the strategic and operational components of the hospitality industry.

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?

The draft self-study was sent out for review by our graduate faculty in the college on March 3, 2017.

2. What were the results of the faculty review?

As of March 10, 2017, a total of 14 graduate faculty members provided their review comments. The results of the faculty review will be summarized in #3 through #6 below.

3. What are the top 3 priorities and/or needs for the future development of the program?

- Determine the ultimate desired outcomes of the master's (MS HOA) degree and revise the curriculum as necessary to meet the outcomes.

First, we have two types of students working towards their master's degree: research motivated with career goals of teaching in higher education and moving into a Ph.D. program; and industry bound with goals of moving through the management ranks. We must come to a consensus with regard to what they should have in the way of skills, know, or be able to do when they graduate. One possibility is the development of two separate tracks or subplans for students, with a core of required courses that might pertain to both, and separate electives and culminating experience options.

Second, we need to conduct a complete review of our curriculum, based on the needs of our two types of students. It is important also that we examine the skills that are being taught. We need to reconsider the value-proposition via enhancing the tangibles earned throughout the courses and the degree. For example, besides the degree earned, what are the tangible skills our students are developing? Do we have enough avenues for research at the master's level for our Ph.D.-bound students? Do we provide enough support for master's level research? For the career track students, what are we giving them to make them more employment or promotion ready? Can we guarantee (to an employer) that all our graduate students are capable of developing a feasibility analysis; outlining an effective pricing strategy; designing a needs assessment tool; or creating a training module? What are we really good at, and is that reflected by our product (our graduates)? We need to add additional assessment measures, making sure that all students are able to demonstrate the competencies earned before graduating via a final comprehensive exam or a project.

Third, we need to align program outcomes to the individual course outcomes to ensure that we are preparing students for leadership positions in industry or pursuing academic careers. We also need to assess if we have the appropriate faculty in relation to the outcomes. One particular area is to evaluate the culminating experience for both tracks to make this more meaningful and relevant. There are many options for final projects that we can consider: thesis, professional paper, portfolio review, and project. We need to determine those that best meet the needs of students in relation to their future plans.

Fourth, we need to rethink the program and not be bound by academic tradition. We should focus more on our backyard strengths in the laboratory of Las Vegas, in a way that is exportable globally to develop an "integrated resort education" strategy. Adding a Gaming Management program may be a viable option. We also need to consider developing a combined MS/Ph.D. program.

- Enhance our recruitment efforts to market the program nationally and internationally.

We are exploring a number of options including using social media; in-person visits to conferences and undergraduate schools without a hospitality MS program; partnering with other graduate programs, to increase student ethnic diversity and attract highly capable students with well-advertised scholarships and graduate assistantships. Also, more effective marketing should be done to attract students who already have a successful profile in the industry; having a few established names earn our graduate degrees will be the best PR for us. We should keep our classes small but fill them up with great students. The goal is to offer a boutique graduate degree known for high caliber students where the student/teacher ratio ensures concierge service at the higher-ed level.

- Re-evaluate and enforce admission standards.

We should evaluate the value of our current work experience requirement of three or more years of frontline or one or more years of management experience in the hospitality industry. Is this important to employers? Do they want to see someone with both the education and experience in the industry? Is this important for our Ph.D.-bound students? Would increasing our academic qualifications increase our quality of students, but lower the numbers? If so, where is the balance point? It is questions like these and others that we must ask ourselves.

4. What are the strengths of the program?

The Harrah Hotel College has many strengths that are recognized throughout the world. We have been consistently ranked among the top hospitality programs nationally and internationally and with good reason:

- Las Vegas location, giving students access to one of the greatest tourism markets in the world with almost unlimited opportunities for employment and research.
- Connections with the industry, strong industry supporting program rather than scholarly process being as Top Tier goal.
- Faculty academic knowledge with a diversity of scholarly research interests. Many faculty are well-established with valuable hospitality experience background who are also strong researchers. The faculty who continue to engage industry while staying on top of the latest industry knowledge/research -- and the students are really good at letting us know who that is.
- The students. Many of our students work on research with our faculty. We also provide funding opportunities for the students. Plus, many are working in the industry and bring their own contacts into the classroom.
- Diversity of campus and community. Both our faculty and students come from different industrial, cultural, and academic backgrounds. They work and study in one of the most diverse campuses and cities in the nation.

5. What are the challenges facing the program?

- Enrollment needs to be increased. We have experienced a downward enrollment trend in recent years. There may be several reasons. One reason is due to the rising competition of new and maturing hospitality programs in other universities. Another reason is lack of recruiting efforts on our part. Finally, many faculty members think our admission requirement for work experience (see Priority #3 above) is keeping students away. Before reducing or removing this requirement, we need to poll industry leaders to determine the industry's view of education vs. experience.
- Quality assurance and rigor need to be enhanced. The use of student evaluations of faculty members has created grade inflation and removed rigor from many programs in the US. The focus should be on what students need to know vs. what they want to know. For example, we need to introduce a coding course into the program (e.g., R). It should be required. With this knowledge, students will have much more to offer future employers, which will ultimately bode well for the program. Schools such as Cornell are on to this idea. We also need to stress experimental design and statistical analysis much more. While anyone can perform the other duties, hospitality companies have few if any managers who can design an experiment and test it using an advanced statistical technique. We need to provide graduates with the skills that are needed in the workplace -- skills that can make a difference. At the same time, consistency of student quality - the scholastic gap between students in the same cohort is at times wide. This makes it a challenge to teach a seminar or put students in front of the industry.
- Our master's level curriculum needs to be significantly revamped. We still get caught up in the yesterdays of this outstanding university program and this industry. We should be focused on the tomorrows -- and our current and future millennial and GEN Z students. The curriculum has not been reviewed or changed for many years. It lacks innovation and

relevance. We allow for only one or two electives, depending on whether a student chooses to write a thesis or professional paper as his/her culminating experience. We need to strengthen the academic preparation component and at the same time meet the needs of those who want to advance in the profession (not academics). Efforts must be made to ensure delivery of consistent content across faculty members. Many students are not adequately prepared to tackle the research challenges of writing a thesis. Our students need to be exposed to assignments start building research skills early in the program. It is not enough for one class such as research methodologies to require statistics, understanding of analytical software for data analysis (e.g., SPSS), and better prepared with research skills such as research methodologies, statistics, and the software needed for data analysis (e.g. SPSS). There is some expressed concern that our MS program becomes a feeder for our Ph.D. program.

- Chairing thesis versus professional paper needs to be revisited. Although MS students are encouraged to do a thesis rather than a professional paper, most students perform the latter. A thesis can sometimes be turned into a scholarly publication but very seldom will this happen to a professional paper. Consequently, many faculty members prefer to mentor students who do a thesis. Professional paper students thus have fewer faculty to choose from to be their chair. Students have the perception doing a professional paper is easier than doing a thesis. This isn't inherently true but may be so in reality due to the publication issue and that faculty aren't rewarded or recognized for chairing professional papers. To meet the Top Tier goal, we also need to gear up more master theses rather than professional papers.
 - Scheduling for courses needs to be improved. There are courses not offered consistently, making it hard for students to follow the degree plan. We have courses in the foodservice management (e.g., HOA 720) area that haven't been taught in over two years. This is due to the loss of several strong foodservice management professors that haven't been replaced. It isn't due to a lack of student interest. Another example is HOA 735 that may have a waiting list in Fall and very few students in Spring. Electives are scheduled overlapping with required courses, such as an elective from 4-6:45 and a required course from 5:30-8:15. Students are choosing the electives and not getting the skills they need to do a thesis or professional paper. Also, we offer mostly night classes and only Monday - Thursday. This results in some classes being offered at the same time. Some students have had to stay an additional semester to be able to take their last required course, as a consequence. There needs to be a structured plan of study and scheduling that matches it. For example, we should consider offering classes in the afternoon, Friday or Saturday.
 - Effective use of master's GAs needs to be strengthened. From the professors' perspectives, the need for GAs is greater than the number available. Most GAs have their 20 hours of work divided into four groups of five hours. Each set of hours may be supervised by a different person. With such a limited amount of time, it is difficult for faculty to teach students new skills that can then be used to assist the faculty member with research or teaching. Thus, mostly repetitive work such as grading or data entry is what GAs are assigned. More money is being used to support a greater number of PhD students. While this supports the university's as well as the college's mission, it leaves less money available to support the MS program graduate assistantships.
6. What recent additions, corrections, or other changes have been made to the program that reflect changes or developments in the field?

We introduced HOA 555 Hospitality Innovation class to relate what we teach to the real world. Students under the guidance of the instructor and industry leaders develop creative product ideas and designs, some of which have been submitted for patent application.

B. Other comments

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

We have great potential to continue to position ourselves as a premier hospitality program. More resources should be provided. The following are a few examples. On staff statistics experts, professional proof readers (or a contracted service), funding for offering private tutoring to some of our students and/or for providing regular professional development seminars to ensure that they are getting the skill sets needed to succeed in the program and beyond (ethics, leadership, personal finance, etiquette, politicking in the workplace, time-management, project management, etc.).

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 – Program Plan Description

Student ID: _____ Student
Name: _____ Adviser
Name: _____

Catalog: 2016-2017 Graduate
Catalog Program: Master of
Science - Hotel Administration
Minimum Credits
Required: _____

Master of Science - Hotel Administration

Plan Description

The 36-hour Master of Science – Hotel Administration degree program will prepare you for a successful career as an upper-level executive in the hospitality industry or as an instructor/researcher in a hospitality education program. You can choose from several tracks of study including food service management, hotel management, hospitality education, convention and meetings management, or casino and gaming management.

Students have the opportunity to conduct research on a subject that interests them by writing a thesis or a professional paper. This decision will be based upon the student's goals and consultation with an academic advisor. Copies of the completed thesis must meet the guidelines of the UNLV Graduate College and be completed according to published deadlines.

For more information about your program including your graduate program handbook and learning outcomes please visit the Degree Directory.

Appendix 2 – Hospitality 2025 Report



UNLV Conference
November 2015

REPORT

UNLV
WILLIAM F. HARRAH College of
HOTEL
ADMINISTRATION

UNLV
PLUS CENTER

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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 attendents 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.

LIST OF FIGURES AND TABLES

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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.

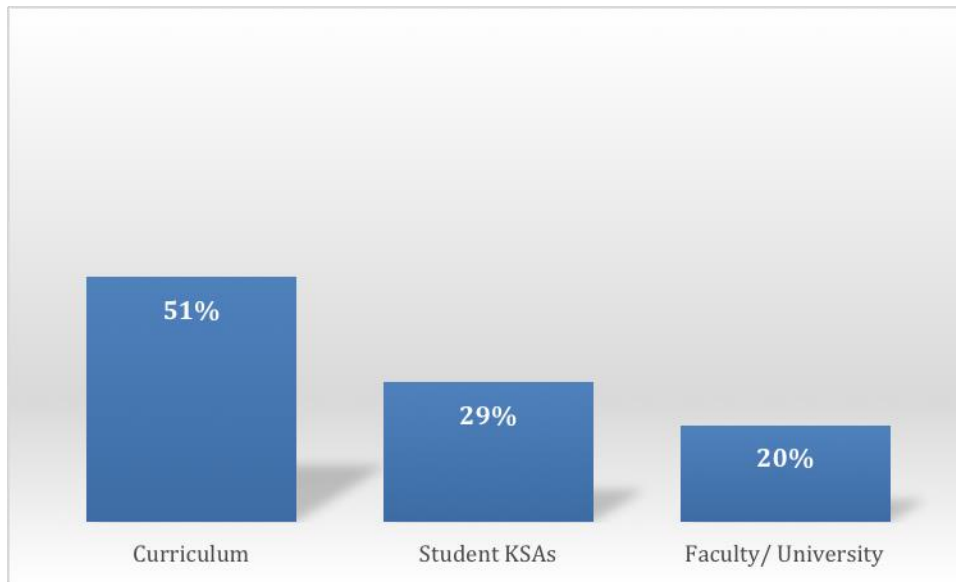
Report Methodology

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

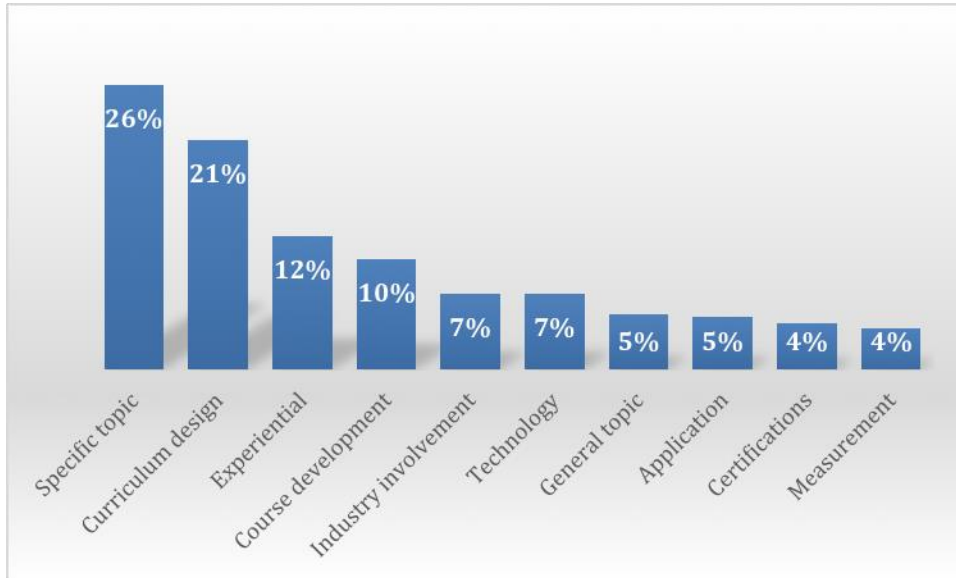
Just over 50% of all comments addressed curriculum development, which was defined as any comment addressing general recommendations for how to develop curriculum or what general types of curriculum would be best for the Hotel College program.

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

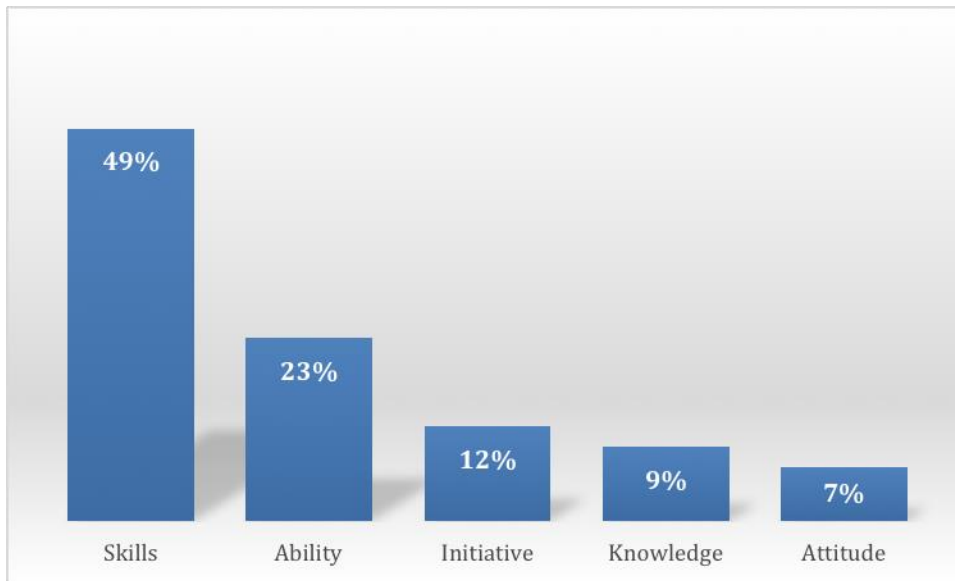
Revenue management	Cost contracts	Business writing
Basics of hotels/ resorts	Finance	Operations
Excel	Employee relations	Portfolio management
Presentation skills	Analysis	Data driven management
P&L Understanding	Communication	Finance
Expense management	Process and design skills	Accounting

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).

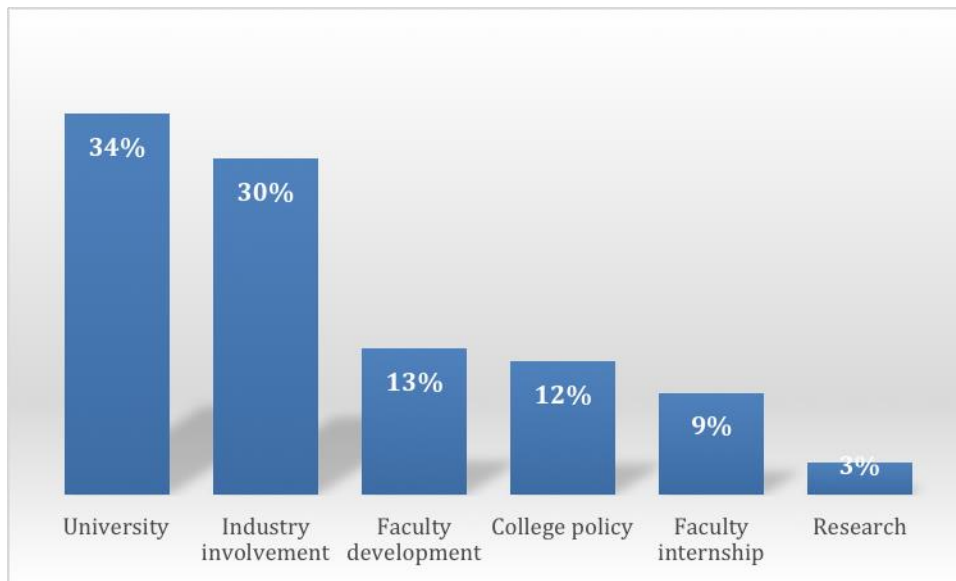
The largest sub-category is made of comments related to the University itself and university policies. Many comments draw attention to the business model of UNLV, questioning the current strategy, lack of financial success, lack of resources provided to faculty for their success, and lack of buy-in from 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 PLoS 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 PLS 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.

Appendix #3 -- Plan Requirements

Application Deadline: Refer to the Graduate College website for specific deadlines.

Students are accepted into a degree program as described in the Graduate Catalog. The faculty and corresponding sub-disciplines and sub-plans within the described programs are subject to change at any time.

Subplan 1 Requirements: Thesis Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 24

HOA 703 - Human Resources Management in the Hospitality Industry

HOA 705 - Financial Analysis for the Service Industries

HOA 711 - Laws of Innkeeping and Food Service

HOA 730 - Statistical Analysis for Hospitality

HOA 731 - Operational Analysis in Hospitality Management

HOA 735 - Research Methodology

HOA 740 - Marketing Systems

HOA 777 - Critical Issues in Hospitality Management

Management Elective Course – Credits: 3

Complete one of the following courses:

HOA 716 - Principles and Practices in Hotel Management

HOA 717 - Principles and Practices in Convention and Meetings Management

HOA 718 - Principles of Casino and Gaming Management

HOA 720 - Principles and Practices in Food Service Management

Supporting Elective Course – Credits: 3

Complete three credits of advisor-approved elective coursework.

Thesis – Credits: 6

HOA 789 – Thesis

Degree Requirements

1. Successfully complete a minimum of 36 graduate-level credit hours, of which no less than 24 are in Hotel Administration. This allows for a variety of supplemental tracks including business and education. At least 27 credits must be at the 700-level.
2. An oral examination is required of all candidates for the M.S. degree.
3. Successfully complete supplemental courses as required by the academic advisor, if the student's undergraduate preparation is insufficient. Generally, no more than six credits of supplementary courses will be required.
4. In consultation with his/her advisor, a student will organize a thesis committee of at least three departmental members. In addition, a fourth member from outside the department, known as the Graduate College Representative, must be appointed. An additional committee member may be added at the student and department's discretion. Please see Graduate College policy for committee appointment guidelines.
5. In addition to the academic requirements, the Harrah Hotel College requires 500 hours of acceptable employment experience in the hospitality industry. The work experience requirement requires the student to find employment, but carries no academic credit and may be earned outside Nevada and during the summer. This work experience will be evaluated qualitatively as well as quantitatively, and may be waived at the discretion of the program coordinator. International students must go to the Office of International Students and Scholars to verify employment eligibility.

Graduation Requirements

1. The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
2. The student must submit and successfully defend his/her thesis by the posted deadline. The defense must be advertised and is open to the public.
3. The student must submit his/her approved, properly formatted hard-copy thesis to the Graduate College, and submit the approved electronic version to ProQuest by the posted deadline.

Subplan 2 Requirements: Professional Paper Track

Total Credits Required: 36

Course Requirements

Required Courses – Credits: 24

HOA 703 - Human Resources Management in the Hospitality Industry

HOA 705 - Financial Analysis for the Service Industries

HOA 711 - Laws of Innkeeping and Food Service

HOA 730 - Statistical Analysis for Hospitality

HOA 731 - Operational Analysis in Hospitality Management

HOA 735 - Research Methodology

HOA 740 - Marketing Systems

HOA 777 - Critical Issues in Hospitality Management

Management Elective Course – Credits: 3

Complete one of the following courses:

HOA 716 - Principles and Practices in Hotel Management

HOA 717 - Principles and Practices in Convention and Meetings Management

HOA 718 - Principles of Casino and Gaming Management

HOA 720 - Principles and Practices in Food Service Management

Supporting Elective Courses – Credits: 6

Complete six credits of advisor-approved elective coursework.

Professional Paper – Credits: 3

HOA 788 - Professional Paper

Degree Requirements

1. Successfully complete a minimum of 36 graduate-level credit hours, of which no less than 24 are in Hotel Administration. This allows for a variety of supplemental tracks including business and education. At least 27 credits must be at the 700-level.
2. An oral examination is required of all candidates for the M.S. degree.
3. Successfully complete supplemental courses as required by the academic advisor, if the student's undergraduate preparation is insufficient. Generally, no more than six credits of supplementary courses will be required.
4. In addition to general academic requirements, the Harrah College of Hotel Administration requires 500 hours of acceptable employment in the hospitality industry. This work experience will be evaluated qualitatively as well as quantitatively. The work experience requirement may be met during the school year or in summers. International students must go to the Office of International Students and Scholars to verify employment eligibility. The work experience requirement requires the student to find a paid job but

carries no academic credit and may be earned anywhere.

Graduation Requirements

1. The student must submit all required forms to the Graduate College and then apply for graduation up to two semesters prior to completing his/her degree requirements.
2. The student must successfully complete a professional paper.

Appendix #4 – College 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 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.

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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

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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:

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- 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

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- 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

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

Teaching Workload	Refereed Publication	or	Research/Scholarly Product	or	Book Revision	or	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 #5 – Program Admission Requirements

The student must satisfy the minimum admission requirements of the UNLV Graduate College and the William F. Harrah College of Hotel Administration, including:

1. Submission of a completed online application form and required admission fee.
2. Submission of two copies of official transcripts from all institutions attended after high school. One copy should be sent directly from the institution attended to the UNLV Graduate College and another one to the Harrah Hotel College Graduate Studies Office. Please note: it is a requirement of the UNLV Graduate College that students with class credits and/or degrees from educational institutions outside the United States must provide a course-by-course evaluation of those credentials by a Graduate College approved NACES Evaluation Agency. This is to obtain an evaluation of the courses, verification of degrees, and establish accreditation of the schools and/or universities. A copy of this evaluation should be sent to both the UNLV Graduate College and the Harrah Hotel Graduate Studies Office. Unofficial copies of transcripts may be uploaded with the online application form.
3. A baccalaureate degree from an accredited institution with a minimum overall GPA of 2.75 on a 4.00 scale, or 3.00 in the last two years of study.
4. A satisfactory composite score on the Graduate Record Examination (GRE) (institution code 4861), with a minimum score of 155 on the quantitative portion and 148 on the verbal portion of the exam., or the Graduate Management Admissions Test (GMAT) (department code ZSC-37-21), minimum score 550 with at least 25% on the verbal portion. All scores must be sent directly from the testing center to the Harrah Hotel College Graduate Studies Office.
5. A minimum of one year of full-time work experience in a management/supervisory capacity in the hospitality industry, or three years of full-time, front-line experience.
6. A brief essay of approximately 500 words outlining the applicant's career goals and how the applicant's hospitality employment background has prepared him/her for graduate study.
7. Two letters of recommendation, one from a current or former employer and one from a college faculty member able to evaluate the applicant's potential for success in a graduate program. If the applicant is no longer in touch with faculty members, letters from two employers will suffice.
8. A current resume with employer references. The resume should clearly indicate job titles, places and dates of employment, and specific job responsibilities.
9. All domestic and international applicants must review and follow the Graduate College Admission and Registration Requirements.

Items 6, 7, and 8 above can be submitted to the Harrah Hotel College Graduate Studies Office by email or mail. Recommendation letters must be mailed or emailed directly from the employer or professor, not forwarded by the applicant.

Appendix #6 – Assessment Report

Annual Academic Assessment Report Cover Sheet

Assessment reports are due the 1st Wednesday after the Fall Term

Email to: assessment@unlv.edu

Program Information:

Program Assessed	HOA MS, MHA, MBAMHA
Department	Graduate programs
College	Hotel Administration
Department Chair	Billy Bai
Assessment Coordinator	Gail Sammons, Dan McLean, Chih Chien Chen
Date Submitted	
Contact Person for This Report	
Name	Gail Sammons
Phone	702-895-4462
Email	Gail.sammons@unlv.edu

- What are the student learning outcomes? Please provide a numbered list.

Upon completion of this program student will be able to:

1. Apply, assess, and adapt academic learning to hospitality settings.
2. Develop an in-depth understanding of the relationship of the strategic and operational components of the hospitality industry.
3. Use critical analytical skills to interpret the quality and validity of decision information available in a hospitality setting.

- Which learning outcomes were assessed?

1. Apply, assess, and adapt academic learning to hospitality settings.
3. Use critical analytical skills to interpret the quality and validity of decision information available in a hospitality setting.

- Graduate programs outcome assessed

- student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.

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- How were they assessed?

#1 and 3 were assessed by digital scholarship reports and completed thesis and professional papers.

Topics of Professional papers (2015-2016)

Summer 2015

Sexual harassment in Las Vegas nightclub industry

Fall 2015

Marketing to Millennials: A Casino Perspective

Too Drunk to Gamble: Dram Shop Liability for Gaming Debts.

The Economic and Social Effects of Casino Development in Macau.

An Analysis of Empirical Research of Social Media and User-Generated Content in Hospitality and Tourism.

Methods of Teaching Social Intelligence and its impact on service quality.

A study on employee engagement program in a full service hotel.

Transforming for the Future: A New Economic Driver for the Las Vegas Tourism Industry.

Customer delight: How do we achieve it? Customer service and exceeding expectations.

Evaluating e-relationship marketing features on hotel mobile apps.

Considerations for implementing a hotel revenue management system.

Voluntary recognition of unionized labor in a resort with leased food and beverage outlets.

The Effects of Gaming Taxation on Capital Investment in Gaming Businesses.

Impact of hotel website quality on customer reservation in Las Vegas

Servant leadership and related issues in Chinese hotel industry.

Spring 2016

Hospitality Real Estate Cycles The Impact of Financial and Physical Stimuli

Panera Bread Mentorship Program: A Strategy for Employee Retention

Implementing a revenue management philosophy for independent hotels and Airbnb establishments.

Warriors Lodge, Las Vegas: Destination Vacation Resort for Joint Service Members, Families, Retirees, and DoD Civilians.

Shifts in Training – The Creation of Internal Service Standards in Luxury Hotels

During the 2015-2016 assessment period, the Hotel College Graduate Studies concentrated on the MHA program. The only data collected from the other programs was the professional paper/thesis information.

The University of Nevada-Las Vegas hired Keypath Education to conduct a study of all programs in the Hotel College. Concurrently, the MHA program conducted an internal review Spring 2016. One of the goals of the review was to look at marketing the program. Another goal was to review the curriculum. We conducted a survey of alumni and gathered data on curriculum issues.

The following were the finding of the review.

Key findings of our survey:

1. A third of our students learned about the MHA program through the MHA website. Others learned from word of mouth (14%), from a colleague (14%) and other sources, including our Alumni newsletter, The Dean's office, B.A. alumni, unlv.edu and other sources (31%).
2. Less than half (43%) of our student respondents considered other programs.
3. Factors that most influenced student perception perceptions of the MHA program include: overall UNLV reputation, reputation of the college, no set class times, and faculty industry experience. Factors that least influenced student perceptions include: recommendation of family/friend, academic advisor contact,

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interaction with financial aid advisor, successful career placement and documented student learning outcomes.

4. The reputation of our MHA program was also important to students in their choice of programs. Most important among these reputational factors were the facts that the program is recognized in student's field (4.94/5), the program is accredited (4.80), UNLV is highly ranked in student's field (4.80), and the MHA program has high academic standards (4.43). Other factors can be viewed in Appendix A.
5. Students and alums were asked to rate their overall experience with the MHA program and all faculty members. Most highly rated responses on this topic included: diverse talents and ways of learning offered, the fact that students are encouraged to be active participant/learners in all classes, receipt of prompt feedback from faculty, collaborative learning opportunities, faculty encouragement to spend adequate time on each course, faculty care about success academic success, and high expectations of faculty for each class.
6. When asked which aspects of classes students found most useful respondents indicated many factors. However assigned readings (books, articles etc...) were among the most useful mean 4.38/5). "Other" aspects (including flexible time, podcast links, distance, external published research and research and writing applications were also highly rated).
7. A question on whether or not the courses met student expectations and needs revealed the most highly rated courses among students and alums. Most courses were highly accepted. Details are provided in Appendix A.
8. Participants in the study also ranked how well courses prepared participants for their next position in industry. Again, most courses were highly ranked. Details available in Appendix A.
9. Students spent between 6 and 18 hours per week on each course in the MHA program. Most (39%) of students, reported spending between 6-12 hours weekly while the same number (39%) reported spending between 13-18 hours weekly.
10. Simulations, posting to online message boards and group projects were rated most effective in encouraging students to engage with one another.
11. When asked which concerns most were prevalent about the program to participants by far the most important was the cost.
12. Personal development, increased knowledge of the hospitality industry and business acumen were noted by participants as the most important contributions of the program.
13. A total of 67% of respondents indicated that they would recommend the program to others and most considered the program a good value.
14. Regarding the cost of the program 43% of respondents indicated that the cost was about what expected. However, 23% indicated that the cost was much higher than anticipated, 27% said it was somewhat higher than anticipated. Only 6% thought the cost was lower or much lower than anticipated.
15. There is no common method of paying for the program. Some received full payment by the employers (mostly in the form of flexible scheduling and/or partial of complete reimbursement) while others paid for the program themselves, borrowed money to pay for the program or used UNLV financial aid. Forty-five percent of participants reported receiving no support.
16. A total of 33% of participants reported receiving a raise or promotion upon completion. A majority (67%) of participants indicated that they had not received a promotion of raise.
17. Somewhat surprisingly, 43% of respondents indicated that they worked in hospitality areas others than hotel operations, food and beverage operations, meetings and event management, gaming or cruise lines. A total of 17% indicated that they worked in hotel operations, the second largest segment of participants.
18. Thirteen percent of respondents indicated that they were from either Nevada or Florida. California, Oklahoma, Texas, and Illinois provided the second most participants (7% each).
19. Nearly all (97%) of participants resided in the US. The remaining 3% were all from Hong Kong.

Suggested course/program changes

Without the information from the assessment reports, it is hard to determine if the current core and

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elective classes are meeting the program objectives. Since we started assessing our programs in 2011, we have changed our program objectives three times. The last change made in 2014, align our program objectives with graduate and executive education. Underlying skill development in written and oral communication should continue to be assessed.

- Add oral presentations to all Master Programs courses. This is easier as different communication programs or the ease of adding audio to powerpoint, or creating you tube or audio podcasts continue to grow.
- Another way we could strengthen the MHA program is to: Institute online course peer review. Online Education has developed a course peer review process.

The committee proposes curricular course/program changes based on the results of the survey and research into online graduate education.

Survey respondents reported graduate education contributed a lot to the area of Business Acumen as shown in question #13. The three courses we have in the core that directly relate to this area are: MHA 605, 635, and 688.

- We should concentrate on increasing the business acumen competency in these classes.
- MHA 635 could be redeveloped as a business decision making course instead of research methods.

The respondents reported the MHA program contributed to gaining knowledge of the hospitality industry.

- All courses offered in the MHA program should use hospitality examples, cases, and research.

After reviewing other survey questions, additional course/program suggestions include:

- Increase student faculty interaction with in the course. Consider one on one conversation with students at least once in the semester.
- Encourage course designs to include activities that require student to student interaction.
- Continue to set high expectations of student performance.
- Develop courses that allow all types of learners to be successful.
- The graduate faculty should have discussions regarding the time expectations of each course. Twelve respondents reported spending 6-12 hours per week per course and 12 reported spending 13-18 hours per week. We offer 8 week courses. In a 16 week course, a student is in class 3 hours and for every hour in class, there is an expectation they are spending 3-4 hours out of class for a total of 12-16 hours per week per course.
- MHA course design should consider the time spent on 3 credits of course work. Work towards 18-22 hours per week per 3 credit course to align our program with graduate college time expectation norms.
- Communicate the time expectation to all prospective, incoming students and current students.
- Consider removing any correspondence about completing the program in one year. Students taking two courses per semester (36-40 hours of course work) while working full time (40-60 hours per week) may not be successful in all of the course of the program. Survey respondents rated the current core courses as preparing them for the next level position and that they met or exceed expectations.
- MHA faculty should continue to review the program core. The survey results did not suggest we needed immediate changes to the core. But we should watch for trends and continue to survey graduates about our courses.
- The propaper (MHA 788) should be revised to include solving a problem in their current position. The paper would still incorporate a literature review of the topic. The paper may include a discussion of the business decision model they adopted for the study. The results would be a proposed program or solution to the industry problem. These papers may not be able to be published in the library databases as they

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may contain company specific information. A video presentation should be part of the final grade in this course.

Conclusion

The MHA program has proved to be a viable online degree program. Graduates respect their degree. Some parts of the industry respect a graduate degree and as graduates prove their skills and abilities needed to advance within the organization they are rewarded with promotions. However, this study and the Keypath study indicate that our program needs change in order to remain competitive and leading edge.

- How did the program respond to what was learned?

The graduate faculty will begin the process of updating and changing the curriculum for the MHA program. The core classes of all master's programs in the hotel college should be reviewed.

The 2016-2017 assessment will concentrate on communication and #1 and #2 learning objectives. We will continue to collect data on the graduate outcomes also.