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**ACPHA**  
**APPLICATION FOR ACCREDITATION**

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Date: November 1, 2014

To: Director  
Accreditation Commission for Programs in Hospitality Administration

To the best of my knowledge, this program complies with the Eligibility Requirements and Standards of Accreditation Commission for Programs in Hospitality Administration, and we hereby apply for:

- Initial accreditation:  
 Reaffirmation of accreditation

Enclosed is a check for \$500.00 (non-refundable) Application Fee and a copy of our institutional catalog (Note catalog is now in digital format and found at <http://catalog.iastate.edu> .

1. Corporate name of institution: Iowa State University
2. Name of program: Hospitality Management
3. Program Information:  
Address/City/State/Zip: AESHM, 31 MacKay Hall, Ames, IA 50011-1121

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Phone: 515-294-7474 Fax: 515-294-6364

Email: [drbob@iastate.edu](mailto:drbob@iastate.edu)

Website Address: [www.aeshm.hs.iastate.edu](http://www.aeshm.hs.iastate.edu)

4. Date institution was authorized or chartered: 1858
5. Date institution enrolled first students in the program: 1924
6. Date institution awarded the first degree for graduates of the program: 1928
7. Type of control: (Check appropriate category)

Public

State X

County

City

Other (Specify) \_\_\_\_\_

Private

Proprietary

Independent non-profit

Religious group

Other (Specify) \_\_\_\_\_

8. By which agency is the institution legally authorized to provide a program of education beyond high school, and what degree is it authorized to grant to graduates of the Hospitality Administration program: State of Iowa Board of Regents –Bachelor of Science; also Master of Science and Doctor of Philosophy. What is the date of the authorization: 1928
9. Number of instructional (semester) hours in the program: 123
10. Number of hours required by the state, if any: N/A
11. Maximum number of students enrolled in the program at any given time: approximately 200  
Maximum number of students enrolled in the institution at any given time: currently 34,723
12. Total number of students graduating from the program each year over the past three years:
 

2011-12	Number:43
2012-13	Number:42
2013-14	Number:54
13. Number of program faculty: full-time: 10 /part-time: 1
14. Name of the regional (United States) or National/Government (International) recognized institutional accrediting agency, which has accredited the institution: North Central Association of Colleges and Secondary Schools
15. Name and title of the chief administrative officer of the institution: Jonathan A. Wickert, Senior Vice President and Provost
16. Name and title of the chief academic officer of the institution: Steven Leath, President

We will not make any promotional use of our application for accreditation prior to the actual granting of accredited status by the Commission.

Program Director: Robert H. Bosselman

Signature:

School Official: Pamela J. White

Title: Dean, College of Human Sciences

Signature:

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FOR ACPHA ADMINISTRATION USE ONLY:

DATE REC'VD \_\_\_\_\_

SS DUE \_\_\_\_\_

DATE OF VISIT \_\_\_\_\_

SCHEDULED MTG \_\_\_\_\_

## Preface

The faculty of the Hospitality Management Program, in the Department of Apparel, Events, and Hospitality Management, of the College of Human Sciences, at Iowa State University are pleased to provide this comprehensive Self-Study of our program. The faculty has worked as a team to gather the information and documentation provided.

The Self-Study is based on the ACPHA Self-Study Guide, 2013 revision. The faculty began the process of discussing the Self-Study in January 2014, and continued with monthly meetings. Faculty took charge of specific sections of the Self-Study, reporting back to the faculty as a whole. The final document was edited by the department chair, to provide a unified voice to the document.

Faculty, and the section they were responsible for;

Dr. Susan Arendt: Mission and Outcomes

Dr. Robert Bosselman: Administration and Governance

Dr. Rebecca Tang & Dr. Tianshu Zheng: Planning

Dr. Thomas Schrier: Assurance of Student Learning

Dr. SoJung Lee and Dr. Lakshman Rajagopal: Curriculum

Dr. Eric Brown: Instructional Resources

Mrs. Dawn Fiihr and Mr. Stewart Burger: Student Support Services

Mr. John Kramer: Physical and Learning Resources

Dr. Robert Bosselman: Financial Resources

The faculty is looking forward to the evaluation and assessment of the program. We recognize the time commitment you are making to be a part of this ACPHA re-accreditation process. We thank you for your time and attention to our program.

## I. MISSION AND OUTCOMES

### **Standards:**

- I a. A clearly stated mission statement for the program exists, is aligned with the mission(s) of the School/College and the parent institution and is publicly available.**
- **State the University/College/School and Program mission statements.**

The mission of Iowa State University is as follows:

*Create, share, and apply knowledge to make Iowa and the world a better place.*

As the first land-grant university in the United States, we take our role in preparing the leaders of our nation and the world very seriously. To make the world a better place, Iowa State will call upon its great strengths in student-centered education, global collaboration, and transformational basic and applied research. Iowa State will lead in developing more sustainable ways to produce and deliver safe and nutritious food, water, materials, and energy; integrate the protection of plant, animal, and human health; and care for our environment. We will design tools and infrastructure that will create entrepreneurial opportunities. The major changes sweeping the world are creating extraordinary opportunities for Iowa State to capitalize on its land-grant mission and be at the forefront in addressing our common, global challenges.

- To create knowledge, Iowa State must be a magnet for attracting outstanding students, faculty, and staff who will learn, work, and conduct world-class research and scholarship that address the challenges of the 21<sup>st</sup> century.
- To share knowledge, Iowa State's faculty, staff, and students must be able to communicate with and learn from diverse populations. The University must maintain a strong focus on student success and provide exceptional undergraduate, graduate, professional, and outreach programs that prepare students and citizens for leadership and success.
- To apply knowledge, Iowa State's faculty, staff, and students must be able to develop global partnerships to convert what they know into products, services, and information that will improve the quality of life for the citizens of Iowa, the nation, and the world.

The mission of the College of Human Science (CHS) is as follows:

*Create, share, and apply knowledge to improve people's lives through the science and technology of living and learning.*

We prepare transformative leaders for our nation and the world. To make the world a better place, CHS will use its strengths in student-centered education, global citizenship and collaboration, and innovation in research and technology. CHS will lead in developing sustainable ways to provide innovations in health and wellness, education, entrepreneurship, financial wellness, and STEM fields (science, technology, engineering, and mathematics). We will design tools and an infrastructure leading to enhanced living and learning. Major advancements in 21<sup>st</sup> century living provide opportunities for CHS at the global forefront to address common challenges.

The mission of the Department of Apparel, Events, and Hospitality Management (AESHM) at Iowa State University (ISU) is as follows:

*Prepare professionals for leadership roles in careers represented in the department.*

There are three distinct programs within AESHM, and each is recognized for its leadership within its respective field. Both the Apparel, Merchandising, and Design Program (AMD), as well as the Hospitality Management Program (HM), were established decades ago in the original College of Home Economics. Both programs were forerunners of graduate education within their respective fields, and both programs have produced leaders in both academia and industry. Although the Events Management Program is only four years old, the program is already recognized by academia and industry as one of the leading programs in its genre.

The mission of the Hospitality Management Program is as follows:

*Develop leaders for the hospitality industry.*

- **Is the program mission statement appropriate for higher education?**

The mission statement is appropriate for higher education and resonates with all stakeholders (e.g. students, faculty, administration, and industry partners). It is appropriate that an institution of higher learning, such as ISU, and its Hospitality Management Program, would seek to produce leaders for the hospitality industry.

- **Demonstrate how the program mission flows from the institutional mission(s).**

The mission of Iowa State University is to create, share, and apply knowledge to make Iowa and the world a better place. The College of Human Sciences (CHS) provides an integrative approach to improving the quality of life for individuals, families, consumers, and communities by linking in health and wellness, education, entrepreneurship, financial wellness, and STEM fields (science, technology, engineering, and mathematics). AESHM reflects both ISU's and CHS's missions and address critical issues within both statements. The department focuses on preparing professionals for leadership roles by creating, sharing, and applying knowledge to improve peoples' lives. Graduates of HM take on leadership roles in lodging, foodservice and other related areas to improving consumers' experiences while "away from home". For example, the HM food safety research team has conducted many funded research projects, and findings have been applied both in the classroom and shared beyond the ISU borders to improve the food safety in foodservice operations while assisting students to be champions of food safety when they are in formal leadership roles in hospitality organizations. A second example are the numerous student clubs available at ISU, as well as within HM. These student clubs (Club Managers Association of America Cyclone Chapter; Eta Sigma Delta Honor Society; Hospitality Management Club – includes joint membership in Iowa Lodging Association; and National Society of Minorities in Hospitality) offer leadership opportunities, as well as interaction with industry professionals.

- **Is the program mission statement documented in printed materials or electronic domains?**

The mission statement is clearly posted on the AESHM website <http://www.aeshm.hs.iastate.edu/about/> . The mission statement is also included in the AESHM Governance Document (available in ACPHA Workroom). In addition, the mission statement is included in syllabi format requirements set forth by the AESHM Curriculum Committee, therefore, the program mission statement is included on all syllabi (see <http://www.hs.iastate.edu/classweb/aeshm> ). The mission statement is also found in the university catalog (see <http://catalog.iastate.edu> ).

**I b. There are identifiable and measurable program learning outcomes (PLO's).**

- **State the program learning outcomes**

Hospitality Management program learning outcomes are identified on the AESHM website (<http://www.aeshm.hs.iastate.edu/about/outcomes/hm/>) as follows:

- 1) Prepare, maintain, analyze, and utilize financial documents and data related to foodservice and lodging organizations.
- 2) Plan, organize, coordinate, develop, and evaluate the human resources of foodservice and lodging organizations.
- 3) Implement operational sales and marketing techniques in foodservice and lodging organizations.
- 4) Use technology to achieve operational efficiency and productivity in foodservice and lodging organizations.
- 5) Make decisions based on integrating knowledge of functional areas for managing foodservice and lodging organizations.
- 6) Demonstrate leadership and entrepreneurial characteristics and professional behaviors.
- 7) Use appropriate professional written and oral communication skills.
- 8) Demonstrate best practices in the operation of foodservice and lodging organizations to meet customer expectations.
- 9) Obtain food protection manager certification (for example, ServSafe® ).

- **Are the program learning outcomes written in measurable terms?**

Yes, the nine learning outcomes are written in measurable terms. For example, in HRI 333, a required course, students are tested on their ability to achieve outcome #1 (prepare, maintain, analyze and utilize financial documents). Likewise, for outcome #9, students take the ServSafe examination in HRI 233 and a passing score is used as the measurement standard.

- **Do the program learning outcomes clearly state what knowledge, skills, and abilities (KSA's) graduates should have attained at the completion of the degree program?**

These nine learning outcomes are written in a broad perspective. The outcomes indicate KSAs related to financial management, human resource management, marketing, technology, decision making, leadership & entrepreneurship, communication, best practices and food safety. These outcomes apply to all segments of hospitality including foodservice and lodging. Individual courses within the hospitality management curriculum address specific knowledge, skills, and abilities to be attained. There is no exit comprehensive exam that tests for completion of the KSA's. This is an area faculty are working on as a unit, to clearly identify specific KSA's completed, and when completed in the program.

- **Are the program learning outcomes documented in printed materials or electronic domains?**

Program learning outcomes are available on the AESHM website. Individual syllabi will also address program learning outcomes that pertain to that specific course. Additionally, the CHS Outcomes Committee meets regularly to discuss and evaluate outcomes through formal processes. Outcomes reports are submitted on an annual basis.

**I c. There are separate identifiable and measurable program learning outcomes (PLO's) for areas of concentration, specialization, or emphasis that are within the control of the program, if applicable. Differentiate these outcomes from the program learning outcomes.**

The Hospitality Management Program does not have any concentrations, specializations, or emphases that are within control of the program.

#### **Strengths of Mission and Outcomes:**

Clear and widely communicated mission of university, college, department, and program. Identifiable and measurable program learning outcomes.

#### **Weaknesses of Mission and Outcomes:**

Outcomes assessment is a constant process, and dependent upon faculty participation. Linkage of PLO's and KSA's is inconsistent and incomplete.

#### **Next Steps to Take:**

While we have PLO's, we can do better by more clearly identifying KSA's attained at degree completion. Faculty have initiated this task as part of our strategic planning.

## II. ADMINISTRATION AND GOVERNANCE

### Standards:

**II a. The program is structured with sufficient operational independence, consistent with the mission and objectives of the institution, to enable the program to achieve its mission successfully.**

- Does the organizational structure and administrative chain of command allow the program sufficient operational independence to function efficiently and operate effectively?

ISU is the land-grant institution of the state of Iowa. There are eight colleges (Agriculture and Life Sciences; Business; Design; Engineering; Graduate; Human Sciences; Liberal Arts and Sciences; and Veterinary Medicine) within ISU. The Senior Vice President and Provost (Dr. Jonathan Wickert) serves as Chief Academic Officer, and the Dean of CHS (Dr. Pamela White) reports directly to the Provost.

There are over 34,700 students attending ISU. They are served by approximately 1,900 faculty, 2,000 staff, over 100 bachelor's degree programs, over 110 master's degree programs, and over 80 doctoral programs.

The Hospitality Management Program is one of three programs (Apparel, Merchandising, and Design [AMD]; Events Management; and Hospitality Management) housed in the Department of Apparel, Events, and Hospitality Management (AESHM). AESHM is one of five units within the College of Human Sciences (AESHM; Department of Food Science and Human Nutrition; Department of Human Development and Family Studies; Department of Kinesiology; and School of Education). There are over 5,000 students in CHS. AESHM is one of the largest academic departments at ISU, and has experienced strong growth in total student numbers and student credit hours over the past seven years.

The AESHM department chair (Dr. Robert Bosselman) reports directly to the Dean of CHS. The AESHM department chair is also a hospitality management faculty member, and serves as program leader for hospitality management. Hospitality management faculty meet on a regular basis to discuss all aspects of the program. Decisions related to the hospitality management program are made via consensus among the faculty. An example are when faculty searches are authorized. Faculty initiate the request, and the department chair presents that request to the dean. Once approved, faculty determine an appropriate search committee, who then manage the search process, with assistance from the department chair and department administrative assistant. ISU's Faculty Handbook (see <http://www.provost.iastate.edu/facultydbook/current>) and the AESHM Governance Document provide clear evidence of policies, practices, and procedures followed by faculty.

**II b. The structure of the programmatic unit provides opportunity for effective leadership that promotes the objectives of the programmatic unit.**

- Does the organizational structure allow and encourage effective leadership in promoting the objectives of the programmatic unit?
- Is there evidence that the institution understands and supports the objectives of the program?

- Is there evidence of effective communication between and among administration, staff, faculty, and students?

Hospitality management is a program within a department (AESHM). The department chair serves as program leader for all three AESHM programs. A senior member of the AMD faculty (Dr. Ann Marie Fiore) serves as departmental Director of Graduate Education (DOGE). The senior AESHM advisor (Mrs. Chris Wise) serves as scheduling coordinator. Within hospitality management, the Tearoom has its own coordinator (Mr. John Kramer), who supervises the team associated with the Tearoom.

The department chair has supported several AESHM faculty to participate in the Emerging Leaders Academy, a leadership program sponsored by the Provost's Office. The chair has also supported faculty to serve in leadership roles in professional associations, such as ICHRIE (currently two serve as US Central Federation officers). As the chair is nearing the completion of his 2<sup>nd</sup> five-year term, and considering retirement in late 2017 or early 2018, he is doing all he can to develop the next cadre of leaders in the department.

In the last ACPHA re-accreditation review (spring 2008), there was concern raised over the confusing names within the department. Specifically, the hospitality program was cited for different names and acronyms for the undergraduate and graduate programs. The university supported the changing of the hospitality unit name and all three degrees (BS, MS, Ph.D.) to Hospitality Management, which became official in spring 2010.

Since 2008, there has been considerable turnover (retirements, resignations) in the faculty within the hospitality management program. The college and university have supported the program through faculty replacement searches. Two assistant professors (Dr. Lakshman Rajagopal & Dr. Tianshu Zheng) were hired in 2008 (both promoted to associate professor and tenured in 2014); two assistant professors (Dr. Rebecca Tang & Dr. Thomas Schrier) were hired in 2009 (both currently in the promotion and tenure process); one assistant professor (Dr. Eric Brown) in 2011 (successfully completed third-year review); one assistant professor (Dr. SoJung Lee) in 2012; and one assistant professor in 2013 (note this faculty member [Dr. Nicholas Thomas] left after one year). A full-time lecturer (Mrs. Carolyn Elbert) was hired in 2014, and there are currently three full-time faculty searches (all at assistant professor level) underway (accounting and finance; foodservice management; and human resources), two of which are new faculty lines. A part-time faculty member (Mr. Stewart Burger) increased his responsibility from one class to three, effective in August 2013.

There is a clear organizational structure in place at ISU. Communication flows freely between all levels of the university. Students are primarily communicating via email now, and these are responded to quickly by hospitality management faculty, as well as the AESHM department chair. Students are represented on the Curriculum Committee, which discusses all aspects of the individual programs. Faculty meets regularly to discuss all issues relate to the hospitality management program. The chair is a member of the CHS Cabinet, President's Council, and Chairs Cabinet, and communicates all important messages regularly.

**II c. Are the courses that constitute the common core of knowledge in hospitality under the administrative prerogative of the hospitality program?**

The courses that constitute the common core of knowledge in hospitality are under the administrative prerogative of the hospitality program. The specifics are discussed in the Curriculum section of the Self-Study.

**Strengths of Administration and Governance:**

AESHM as well as Hospitality Management are well-respected units on campus.

ISU is a well-organized and functioning university.

The faculty are very involved in decision-making.

Despite turnover in the unit, replacement hires have been made quickly.

**Weaknesses of Administration and Governance:**

There has been considerable turnover of faculty in the hospitality management program.

The hospitality management program is comprised of primarily younger faculty.

The department chair has carried an excessive teaching load for a number of years.

The AESHM department is a complex unit to manage.

The search for the next department chair is fast approaching, and will be challenging.

**Next Steps to Take:**

Completing the three faculty searches underway will enable HM to spread responsibilities more evenly.

Succession Planning is under discussion as an element of strategic planning.

### III. PLANNING

#### III a. There is evidence of the following planning documents:

- Strategic & Marketing Plan

ISU, CHS, and AESHM all operate based on strategic plans. There is not a specific strategic plan for any of the individual programs within AESHM at the current time. See <http://www.hs.iastate.edu/about/planning/strategies> and Appendix A in this section, AESHM 2020.

An example of evaluation of specific objectives as noted in the strategic plan is instructional evaluation by students (see Appendix B, this section, Class Climate form), conducted each semester for each class. Faculty utilize this input to make strategic changes within curriculum. A second measure of our current strategy is monitoring the number of students and student credit hours. As noted previously, these are increasing.

- Curriculum Review Plan

The Department of Apparel, Events, & Hospitality Management (AESHM) annually forms a curriculum committee, comprised of four faculty members representing the three individual programs as well as two undergraduate student representatives and one graduate student representative. The curriculum committee has regular meetings in both Fall and Spring semesters (see Appendix C, this section, Curriculum Committee meetings). Since 2009, the following courses were added to the HM curriculum. Additions of these courses followed a generalizable theme of curriculum improvement and were voted upon by the HM faculty. The added courses include:

HRI 320. Attractions and Amusement Park Administration.

HRI 505. Hospitality Management Scholarship and Applications.

HRI 506. Current Issues in Hospitality Management.

#### III b. There is evidence that these planning documents are in alignment with the parent institution, and the results used for programmatic changes.

AESHM 2020 was structured to match ISU and CHS strategic plans. We have focused on increasing our international reputation as a pre-eminent hospitality management program. Our ranking as number fifteen worldwide by the Journal of Hospitality and Tourism Research, and number ten in the U.S. by bestschools.com supports our efforts. We have attracted new talent to our faculty, in recent years building expertise in social media, technology in general, and food allergies. We build on our long-term strength in foodservice management, and continue to move the hospitality management discipline forward.

**III c. The program periodically tracks its graduates and utilizes the information for planning.**

- Does the program have evidence such as alumni surveys?

The HM program has distributed a survey to its alumni (see Table III 1 at end of section). This survey, completed electronically, did not yield a strong response. We are following up on email and street addresses before attempting another survey. Students do complete an annual advisor survey, as well as an exit survey that identifies the student's job after graduation.

**III d. There is evidence that the program obtains significant input from additional stakeholders including, faculty, students, and industry partners for planning.**

- Does the program have evidence such as faculty meeting minutes, advisory board meeting minutes, senior exit interviews, focus groups or surveys?

While faculty is the most involved in the process, other constituents are also involved. Students provide informal evaluation as well as formal course and instructor evaluation each semester. Exit surveys of graduating seniors are utilized. Alumni surveys are used (see Appendix E at end of section), as well as informal input from industry representatives. There is no current Industry Advisory Board, although the formation is in the planning stages.

Formal meetings of the entire AESHM and HM faculty are held on a monthly basis, and other various committee meetings are held on an as needed basis depending on the specific committee needs (see Appendix D, this section, for sample faculty meeting minutes). Additionally, faculty are encouraged to meet informally and work as a collaborative unit to achieve their goals.

**Strengths of Planning:**

Multiple constituencies utilized in evaluation.

**Weaknesses of Planning:**

Most assessment by students, alumni, and industry relate to curriculum. Need to involve these constituents in more overall evaluation of program.

**Next Steps to Take:**

Expand survey of students and alumni.  
Initiate Industry Advisory Board.  
Strengthen industry relations.  
Develop specific programmatic strategic plan.

## **Appendix D** Sample Faculty Meeting Minute

AESHM Faculty Meeting

March 10, 2014

### Welcome & Announcements – Dr. Bob

Dr. Rajagopal and Dr. Zheng received news that they received their promotions – Congratulations!

Also, congratulations to Tom on his work with the Iowa Lodging Association. Tom also did a great job with department awards, so I would like to thank him and thank Chris and Eric for helping. Jamie Beyer has received an award – Congratulations! Dr. Bob reported that he would like AESHM to have several alumni award nominees next year. Faculty and staff can make recommendations to Tom and the committee.

There have been lots of visitors this past week. Jamie and Dawn met with a friend of the President's from Montana. He visited to discuss internships.

The Incubator project is moving along and on Wednesday, the powers that be will be visiting the space. I will know more about this after break.

Tom announced that there will be a pot-luck this Wednesday, March 12, 6:00 – 8:00 p.m. in the Tearoom. The purpose is to introduce our students to Department Clubs.

Iowa State is one of 62 schools with AAU Memberships. There is concern that we need to do more. Nebraska got booted out and Syracuse left. Part of the problem is that we do not have a medical school, and do not bring in large NIH grants. AAU looks for high quality programs of academic research and scholarship and that a university is outstanding in its research and education programs. They look at competitively funded Federal Research and membership in the National Academies. They also look at the number of PhD's granted annually, the number of Post Docs, and Undergraduate Education.

We should hear from the Legislature, soon, about what our budget will be next year. Salary increases, if any are granted, are based completely on tuition revenue of the respective college. Fortunately our college has increased its tuition revenue again this year, so stay positive.

### Hires

We had good meetings with the two Lloyd Chair interview candidates. The first HM lecturer candidate will interview on Wednesday and the second HM lecturer candidate interview will be on March 24. The AMD Search Committee is working to schedule three candidate interviews for the AMD lecturer position. They will be interviewing right after Spring Break.

### Minutes

A motion to approve the February minutes was made by Lisa Thomas and seconded by Ann Marie Fiore. The February minutes were approved.

### CHS Exploratory Week Discussion – Jamie

Jamie said that she is a representative on the CHS Exploratory Week Committee. The Committee is trying to decide if we should have a CHS week. A survey will go out asking everyone if this is something that they would support and if they would help with this event. Please send your response back to Jamie in the next few days.

Dr. Bob said that the College needs to “Brand” itself and why they are considering a CHS week. The other Colleges who have done this are Engineering, Business, and Ag-Life Sciences.

### Courses and AESHM Field Trip Policy – Elena

#### Courses

The AMD courses for the 15-16 Catalog have been approved.

Next Monday, we are hoping all courses will have been finished. On Monday, March 24, the Committee will look at all changes and then the changes will be sent to Faculty to look at and then approve at our next Faculty Meeting.

#### AESHM Field Trip Policy

Elena sent an email that included the AESHM Field Trip Policy for all to read. Elena said that according to the Office of Risk Management, we do not need to sign waivers or process any additional paperwork if the field trip is part of the course. A question was raised about what if no points are associated with the field trip? It was suggested that points must be allocated at start of the semester and placed in the syllabus.

Sarah Bennett made motion to approve the AESHM Field Trip Policy and seconded by Ann Marie. Motion passed. Elena will add to the AESHM policies.

### Outcomes Assessment – (Dr. Bob for Jessica)

Jessica said that the Outcomes Assessment finalized the CHS Report on Critical Thinking/Problem Solving and sent it to the CHS Curriculum Committee for review. By the end of March, Jessica would like to have a finalized list of the three AESHM classes that we will be using for the Communication outcome. It does not have to cover all four of the WOVE (written, oral, visual, and electronic) categories, it just needs to cover at least one of the WOVE communication areas. After we discussed this in a previous AESHM meeting, some possible choices include: AESHM 275, AESHM 311, and AESHM 379. Please let me know your thoughts to these suggested classes, and if your class would be a good fit, please let me know so I can follow up with you and let you know what we will need to do for the Communication part in your class. Dr. Bob asked the instructors for the 3 classes to get in touch with Jessica.

Graduate Program – Ann Marie

The Graduate College will be sending out a report on who has not completed their POS report. Please work with your student to get this done, quickly. The electronic form for the POS is moving ahead and should be ready by fall semester.

There will be a Graduate Faculty meeting on March 31, please email agenda items to Ann Marie. Lakshman wants to discuss rewording of prelim policies.

Undergraduate Program - Chris

March 20 is the last day to drop a full semester course. As far as next fall's course schedule, I am tweaking, making a couple changes, and then will be done.

The CHS College Marshall for Spring Commencement is our AMD student, Caine Westergard.

Advisers – Ann, Chris, Dawn, Liz, and Jamie

No report.

CHS Curriculum - Lakshman

No report.

Tearoom – John (Dr. Bob for John)

John is preparing for VEISHEA Cherry Pies and would like to match last year's record.

A reminder that the Tearoom is open Tuesday - Friday for lunch and Tuesday and Thursday nights for dinner. The evening dinners would be a good place to have dinner and hold a meeting.

Museum - Suzanne

A reminder, that the Open House in LeBaron is Friday, March 28<sup>th</sup>, 4:30 – 6:30 p.m. We will also be holding a Silent Auction to help support the TC Museum. We are accepting textiles-related donations for the Silent Auction.

Fashion Show - Sarah

The Girl Scouts Event on Saturday went very well. We ended up with 25 girls. There was an article in the *Daily* today about the event. Garments for The Fashion Show will be turned in tomorrow and on Thursday, everything will be set-up. Judging will take place the weekend after break! The Guest Designer – Kelcey O'Connell is from "C. Wonder", a lifestyle brand company! Kelcey's brand is a young brand and pretty affordable. She uses lots of color.

Old Business

None.

### New Business

Nick reminded everyone that March 28 is the cut-off for US Central CHRIE vote for officers and committee members. He also reminded everyone to register for the Alligator Hour to be held in Chicago.

Dr. Bob said that the MacKay Project is moving right along and that you can now get a sense of what the room will look like. You can also get a sense of what the “Welcome Center” in 118 will look like. The project should be done by the end of this semester.

In 213 MacKay, there will be white boards on the wall that can be removed for students to write on and placed back on the wall. The room capacity will be for 48 students. This room should be done by the end of this semester too.

### Other Business

#### Collaborative Transformation

I would like to draft my response and move forward with Sharon Bird. I have shared the report with the Dean. We want to make sure that we are covering those things that meet your needs.

Kim shared with you the Office Staff tasks and Dr. Bob asked if there were any questions with the sheet. Young-A said that the tasks sheet is very specific and detailed.

On page 6 of the report regarding “Work & Life Balance”, How can we help with this? Nick suggested more faculty circles. Maybe AESHM Jr. Faculty can come together and form a group called the “AESHM New Faculty Circle.”

Dr. Bob asked if the CELT and Provost Seminars have been helpful. Lisa said she likes the CELT seminars because they are more specific.

Dr. Bob asked that when someone is sick, who takes over the class. He said that it is up to faculty to find someone, but if there are other ways of doing this, please say something.

It was suggested that Senior Faculty help Junior Faculty and to possibly meet together for lunch. Ann Marie also suggested faculty to be more socially engaged. Dr. Bob asked if this should be more formalized or not? Lisa suggested meeting maybe once a month and Elena mentioned in the Tearoom.

Dr. Bob said that the report is about the culture of department and how department functions. Do situations that develop in the department keep faculty from achieving what needs to be achieved? Are there things we can do to make younger faculty more at ease? There was a mention of uneven mentoring.

Dr. Bob asked that if he was to book a series of lunches or dinner in the Tearoom, would you be interested. Ann Marie would prefer having socials. Mary Lynn suggested two different things, having a social and having mentors. Lisa suggested an annual or bi-annual get together.

Ann Marie suggested that we come up with dates for socials. Dr. Bob said that he will develop an AESHM circle to begin, fall 2014.

Dr. Bob asked if this resolves the mentoring issue since it came up a few times.

Suggestions:

- Junior Faculty see a Senior Faculty anytime they have a question.
- Circle sessions should be helpful.
- Both Junior and Senior Faculty need to reach out, not one or the other.

Dr. Bob said to refer to Pg. 11 on “How Things are Done.” Some questions were these: How do you know what you have in your funds; how are teaching loads assigned; how are TAs assigned.

Dr. Bob said that Denise handles the accounts and that you need to work with her to make sure you have money. He said that teaching loads have been challenging and there are always times when someone once a semester is off or has a course reduction. Chris is working with all of the courses. The RA/TA is part of your start up package. After that, it is up to Ann Marie and Dr. Bob with input from Chris.

Again, Dr. Bob is looking for input, so please give input for any questions you have on anything. Lisa shared that she thinks some people don't have problems asking Dr. Bob when they have a question, but some people have problems saying something in a meeting setting like this one.

Linda gave her TA thoughts. She said that large classes need a TA and also for grants. Linda thinks there could be different models, maybe not every semester, but maybe alternating, just not all or nothing.

Suggestions:

- Sharing a person for their time; 5 hrs. and 5 hrs.
- Splitting TA's a good thing; RA's not a good thing since they are focusing on Research.
- Mid-Career and Senior Faculty still have the same teaching load; still expected to get grants.
- Maybe more creative hybrid versions of courses
- Develop a Policy – So many hours, you receive a TA; Some sort of rule to follow in the future.

Dr. Bob said that this is your department, how do you want to see the department go?

If you have a comment, please see Dr. Bob. He would really appreciate your comments so that he can do his report.

Meeting adjourned at 5:38 p.m.

## Appendix E Sample Student Survey

### Sample Alumni Survey

#### College of Human Sciences Multicultural Alumni Survey

Thank you for agreeing to complete this survey. Your responses will be used to improve services for multicultural alumni and current students of the College of Human Sciences at Iowa State University.

*Your personal information will be used only to facilitate programs and services related to the College of Human Sciences Multicultural Programs.*

#### What is your First Name?

First Name

Last Name

Middle Initial

#### In what field are you currently working?

- Apparel/Fashion Industry
- Education (Pre-K, K-12 & Higher Education)
- Food Science/Nutrition
- Health and Wellness
- Hospitality & Events
- Social Services
- I am not currently employed
- Other Field

#### Please tell us about your current position.

Title

Company or Agency

City

State

#### Would you be interested in communicating with current multicultural students planning to enter your current or previous profession(s)?

- Yes.
- No.

#### Would you consider attending events hosted for Human Sciences multicultural alumni?

- Yes, I might be interested in attending.
- No, I would not be interested in attending.

#### Would you be interested in receiving updates about Multicultural Programs and the College of Human Sciences 2-3 times a year?

- No
- Yes

**What is the best way to contact you in the future?**

- Email
- U.S. Postal Mail
- Telephone
- Please do not contact me in the future.

**If you could share one piece of advice with current multicultural students about how to be successful in your field, what would it be?**

**Are there services or programs you would find beneficial as an alum that we could provide?**

To learn more about current programs in the College of Human Sciences Office of Multicultural Programs, visit <http://www.hs.iastate.edu/current-students/multicultural-programs/alumni/>.

Do you have questions we can answer? Please contact us at [hsdiversity@iastate.edu](mailto:hsdiversity@iastate.edu)

**Table III 1. Alumni Survey**

Result of Alumni Survey of Hospitality Management Program in 2012-2013

Category 1. B.S. students

Major	# of Grads	# Grads Reporting	Employed <sup>1</sup>	Employed in Iowa	Employed Outside Iowa	Employed, State Unknown	Average Salary <sup>2</sup> (# Reporting)	Grad/Prof School <sup>3</sup>	Not Seeking <sup>4</sup>	% Placed <sup>5</sup>	Temporarily Employed/ Still Seeking	Seeking
HRI/HSP	41	40	33	19	14	0	\$30,295 (10)	4	0	93%	2	1

Category 2. Master students

Major	# of Grads	# Grads Reporting	Employed	Employed in Iowa	Employed Outside Iowa	Employed, State Unknown	Average Salary <sup>1</sup> (# Reporting)	Grad/Prof School <sup>2</sup>	Not Seeking <sup>3</sup>	% Placed <sup>4</sup>	Seeking
HSP M	6	6	4	1	3	0	...	2	0	100%	0

Category 3. Ph.D. students

Major	# of Grads	# Grads Reporting	Employed	Employed in Iowa	Employed Outside Iowa	Employed, State Unknown	Average Salary <sup>1</sup> (# Reporting)	Grad/Prof School <sup>2</sup>	Not Seeking <sup>3</sup>	% Placed <sup>4</sup>	Seeking
HSP M	6	6	6	0	6	0	...	0	0	100%	0

## IV. Assurance of Student Learning

### IV a. There is evidence that The Program maintains an ongoing and up-to-date assessment plan for all program learning outcomes.

The College of Human Sciences Outcomes Assessment Committee has developed an assessment process for the four CHS core outcomes that, rather than focusing on certifying individual undergraduate students' achievement level for the outcomes, will focus on improving curriculum and co-curricular experiences to support student learning in the core outcome areas.

The College of Human Sciences has established core learning outcomes to provide the unifying foundation critical to personal and professional success for all College of Human Sciences undergraduate students. Assessment of College of Human Sciences core learning outcomes will measure student competence in four (4) areas (Communication, Self-Assessment/Self-Reflection, Critical Thinking, and Social Justice) [note that Hospitality Management will refer to Social Justice/Social Responsibility]. Assessment results will be used by CHS students, faculty and staff to enhance student-learning experiences.

**Table IV. 1** CHS Core Learning Outcomes

Four Competency Areas

<b>Component</b>	<b>Core Learning Outcomes</b>	<b>Curriculum Expectations</b>
Communication	Communicate with clear purpose, workable organization, and effective style in written, oral, visual, and electronic (WOVE) formats without distracting errors in usage or convention.	Demonstrate the appropriate level of competence in each area of WOVE (as defined by ISU COMM) in at least one significant educational activity embedded in coursework at introductory, intermediate, and advanced levels.
Self-Assessment/ Self-Reflection	Consistently and realistically analyze and evaluate one's own knowledge, abilities, and actions in comparison to professional standards and create action plans to enhance personal and professional efficacy.	Demonstrate the appropriate level of competence in at least one significant educational activity embedded in coursework at introductory, intermediate, and advanced levels.
Critical Thinking	Generate, acquire and evaluate information based on scientific evidence, creative processes, and logical and ethical reasoning to make decisions and solve problems in one's personal, professional and community endeavors.	Demonstrate the appropriate level of competence in at least one significant educational activity embedded in coursework at introductory, intermediate, and advanced levels.

Social Justice/Social Responsibility	Articulate and demonstrate a clear concept of a just society in which individuals and groups equitably share in societal benefits within a global community.	Demonstrate the appropriate level of competence in at least one significant educational activity embedded in coursework at introductory, intermediate, and advanced levels.
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The CHS Core Learning Outcomes and Curriculum Expectations can be reviewed at: <http://www.hs.iastate.edu/academics/core-learning-outcomes/>

In addition to the steps taken by the college, the Hospitality Program has conducted an evaluation of its curriculum and assessed that upon successful completion of the program a student should be able to demonstrate the following learning outcomes.

Undergraduate program outcomes:

- Prepare, maintain, analyze, and utilize financial documents and data related to foodservice and lodging organizations.
- Plan, organize, coordinate, develop, and evaluate the human resources of foodservice and lodging organizations.
- Implement operational sales and marketing techniques in foodservice and lodging organizations.
- Use technology to achieve operational efficiency and productivity in foodservice and lodging organizations.
- Make decisions based on integrating knowledge of functional areas for managing foodservice and lodging organizations.
- Demonstrate leadership and entrepreneurial characteristics and professional behaviors.
- Use appropriate professional written and oral communication skills.
- Demonstrate best practices in the operation of foodservice and lodging organizations to meet customer expectations.
- Obtain food protection manager certification (for example, ServSafe ).

Master's program outcomes:

- Describe the impact of current trends and issues in foodservice and lodging organizations.
- Develop effective solutions to advanced managerial problems.
- Make strategic decisions for foodservice and lodging organizations.
- Critique research papers and other professional communications.
- Use the basic research process for problem solving.
- Design and implement a research project or creative component.
- Present information in appropriate formats, including oral presentations, manuscripts, scientific reports, executive summaries, and business letters.
- Work effectively in groups.

Doctoral program outcomes:

- Formulate conceptual, theoretical, and applied approaches to solving hospitality problems.
- Develop expertise in a specific area of the foodservice and lodging industry.
- Teach basic courses in foodservice and lodging management.
- Analyze research data using a variety of statistical techniques.
- Conduct advanced research on problems in the foodservice and lodging industry.
- Disseminate research findings by writing abstracts, manuscripts, and other documents and by making professional presentations.
- Write grants to secure funding.
- State a personal philosophy of teaching and research.
- Describe the role of faculty, including curricula development and advising.

Additional details about the Hospitality Program's curriculum and student learning outcomes assessment can be reviewed at:

<http://www.aeshm.hs.iastate.edu/about/outcomes/hm>

**IV b. There is evidence that there are both direct and indirect metrics used for assessment and they are suitable and appropriate for their intended use.**

#### Direct Metrics

##### *Internship Evaluation*

The program conducts intern evaluations for students' final field experience course both at the midpoint in the internship and at the end of the internship.

These evaluations are conducted via an online survey. The link for the mid-term evaluation is <http://humansciences.aeshm470midterm-df.sgizmo.com/s3/>. The link for the final evaluation is <http://humansciences.aeshm470final-df.sgizmo.com/s3/>.

#### Indirect Metrics

**Table IV. 2** Placement Data

<b>Year</b>	<b># Grads</b>	<b># Grads Reporting</b>	<b>Seeking</b>	<b>Employed</b>	<b>% Placed</b>	<b>Average Salary (# Reporting)</b>
2012-2013	41	40	3	33	93%	\$30,295 (10)
2011-2012	35	32	2	29	94%	\$32,330 (7)
2010-2011	59	49	2	45	96%	\$31,650 (12)

**Table IV. 3** Transfer Acceptance Rates

Year	Applications				Offers				Accepts				
	RT	NRT	FT	Total	RT	NRT	FT	Total	RT	NRT	FT	Total	Percent
2014	7	12	6	25	4	8	3	15	2	2	1	5	33%
2013	7	9	6	22	5	5	2	12	3	1	0	4	33%
2012	6	13	5	24	6	7	0	13	4	2	0	6	46%
2011	10	4	10	24	9	2	2	13	9	0	1	10	77%
2010	3	0	0	3	1	0	0	1	0	0	0	0	0%
2009	3	3	0	6	0	2	0	2	0	0	0	0	0%
2008	8	4	6	18	6	2	1	9	3	0	0	3	33%

RT=Resident Transfer; NRT=Nonresident Transfer; FT=Foreign Transfer

**IV c. There is evidence that both formative and summative measurement tools exist to collect data that is used to evaluate achievement of established metrics.**

In order to determine the degree to which the established learning outcomes have been met the program uses the following measurement items.

Undergraduate students:

- Performance in specific classes and/or on specific assignments, projects, or exams in specific classes
- Successful completion of a professional internship or work experience
- Evaluation of interns by employers
- Evaluation of graduates by themselves and their employers
- Successful acquisition of appropriate positions after graduation

Graduate students:

- Acceptance of thesis/dissertation/integrative paper by Program of Study (POS) committee
- Number of student presentations to and papers for scholarly, professional, and/or lay audiences
- Successful acquisition of appropriate positions after graduation
- Number of peer-reviewed presentations and papers accepted

The department has taken steps to ensure that the program's student learning outcomes are consistent with those of College of Human Science. The following example is the procedure used by the student learning outcomes committee to assess the learning outcome of Critical Thinking/Problem Solving.

1. Mapped AESHM learning outcomes to CHS learning outcomes.
2. Developed a matrix for core courses within program areas to assess the degree to which each learning outcome is addressed at each level (introductory, intermediate, advanced).

3. Based on faculty consensus, the AESHM 275 (Retail Merchandising) course was chosen as it has enrollment of students from all program areas within AESHM (i.e. AMD, HM, and EVENTS), and the course has a critical thinking component built into the course.
4. The AESHM Outcomes Assessment (OA) representative worked with the instructor of the course to select the appropriate assignment: a team-based project that involves critical thinking/problem solving.
5. The AESHM OA representative collaborated with the instructor of the course and the chair of the curriculum committee to modify an existing rubric to be used to assess the specified learning outcome (critical thinking/problem solving).
6. Next, these three faculty members “normed” the rubric by evaluating the same assignment using the rubric and then comparing the scores given. If any of the scores on the rubric differed by more than 1 point, the three faculty members discussed their scoring decisions until they came to a consensus.
7. Once the rubric was normed, the three faculty members evaluated the 10 team-based assignments separately.
8. The AESHM OA representative collected all of the scores and recorded them in an excel spreadsheet for further summative assessment analysis.
9. The summative assessment process steps followed:
  - a. Information about the artifact(s) was/were assessed: the class, semester, number of artifacts, student year (i.e. senior, junior, etc.)
  - b. A copy of the assignment that produced the artifacts was obtained
  - c. A copy of the rubric(s) that was/were used was obtained
  - d. Results: The extent to which students are meeting the critical thinking/problem solving outcome for each performance level (introductory, intermediate, and advance) were determined

The Action plan for continuous improvement that was derived from this process follows. AESHM will begin to assess critical thinking/problem solving formatively, in order to better understand the development of their students.

**IV d. There is evidence to demonstrate that results of the assessment plan are used towards improving student learning and informing decisions on curricular changes that support graduates in achieving the Program Learning Outcomes.**

Upon conducting an analysis of assessment measures used for the assurance of student learning the following results were found.

Undergraduate curriculum:

The current assessments meet expectations. Information gathered from students, alumni, and employers have helped faculty identify areas that should be enhanced in the curriculum; strengthening financial management expertise, leadership skills, and human relations. Revised assignments and class projects will help address those issues as will the re-evaluation of the undergraduate curriculum.

### Graduate curriculum

The current assessments meet or exceed expectations. Information gathered from students, alumni, and employers have identified professional writing including grant writing as an area that could be enhanced.

During this analysis feedback that was received also help to enhance the student learning environment through changes in the program and curriculum as follows that were a direct result of the analysis.

#### Changes made to undergraduate curriculum:

- A section on leadership and professionalism has been added to the orientation course.
- Students are encouraged to study abroad.

#### Changes made to graduate curriculum:

- A graduate course in professional writing has been added.

#### **Strengths of Assessment of Student Learning:**

Core learning outcomes are emphasized and measured.

Internships are assessed thoroughly.

#### **Weaknesses of Assessment of Student Learning:**

Not all hospitality courses have been assessed thoroughly.

Utilizing alumni and industry surveys has been sporadic.

#### **Next Steps to Take:**

Formalize alumni survey.

Formalize industry survey.

Direct metrics created for all hospitality management courses.

## V. CURRICULUM

### Standards:

**V a. The curriculum should provide students not only with a common body of knowledge in hospitality administration, but also with opportunities for students to receive exposure to critical thinking skills as well as a broad education and awareness of values, skills, and attitudes that should prepare them for responsible citizenship roles in business and society.**

*General Education Academic Experience* – Discuss how you satisfy your institutional, state, and/or your regional/national accreditation requirements on general education in the following areas:

- Natural and physical sciences
- Social sciences
- Communication including both oral and written form
- Arts and humanities
- Quantitative reasoning

General Education Core (40.5 Required Credit Hours):

13 credit hours of Natural Sciences and Mathematical Disciplines

9 credit hours of Social Sciences

9.5 credit hours of Communications and Library

9 credit hours of Humanities

Other Professional Courses (13 Required Credit Hours)

ACCT 284 Financial Accounting (3 credit hours)

FSHN 167 Introduction to Human Nutrition (3 credit hours)

FSHN 111 Fundamentals of Food Preparation (2 credit hours)

FSHN 115 Food Preparation laboratory (1 credit hour)

AESHM 111 Professional Development for AESHM (3 credit hours)

AESHM 311 Seminar on Careers and Internships (1 credit hour)

The following table contains the general education content areas, as well as specific courses satisfying the respective content area. Students will receive this listing during orientation, and the hospitality advisor will review it with each student as well. In some categories, specific courses are designated for hospitality management majors to take. See also Appendix V A at end of this section.

Under Natural Sciences and Mathematical Disciplines: Students choose 6 credits of natural sciences from a list; students select between MATH 104 and MATH 150; and students are required to take STAT 401.

Under Communications and Library: ENGL 150, ENGL 250, LIB 160 are required, but students may choose from three communication courses to satisfy the remaining requirement.

Under Social Sciences: Students are required to take ECON 101 and HDFS 102; but choose from three courses (PSYCH & SOC) to complete the requirement.

Under Humanities: Students are required to take AESHM 342; but choose from a broad list of courses to complete the remaining six credit hours.

The other professional courses are required as they are critical for hospitality management students. The Financial Accounting course is a foundation for hospitality-specific quantitative courses. Introduction to Human Nutrition, and Fundamentals of Food Preparation, are both foundation courses for our quantity food production management course. The Professional Development course serves as an orientation course and builds success skills for students. The Seminar on Careers and Internships prepares students for their careers.

We have designated certain courses as required (REQ in table below) for our majors to help them complete what can be a complicated process. The general education courses identified for our majors have been identified as germane to our students, and to build their skill set for leadership roles in the hospitality and tourism industry.

**Table V. 1** General Education Courses

<b>Content Areas</b>	<b>Course Number and Name Satisfying Content Area</b>
Natural and physical sciences	Biology 101, Chemistry 160 * General Electives: Astronomy and Astrophysics, Biochemistry and Biophysics, Biology, Botany, Chemistry, Entomology, Environmental Studies, Genetics, Geology, Horticulture, Meteorology, Microbiology, Physics, AMD 204
Social sciences	ECON 101 Principles of Microeconomics (REQ) HD FS 102 Individual and Family Development (REQ) PSYCH 101 Introduction to Psychology PSYCH 280 Social Psychology SOC 134 Introduction to Sociology
Communication including both oral and written form	ENGL 150 Critical Thinking and Communication1 (REQ) ENGL 250 Written, Oral, Visual, and Electronic Composition1(REQ) LIB 160 Library Instruction (REQ) ComSt 102 Introduction to Interpersonal Communication ComSt 214 Professional Communication SP CM 212 Fundamentals of Public Speaking
Arts and humanities	AESHM 342 Aesthetics of Everyday Experience (REQ) * General Electives

	African American Studies 201, 311, 325, 334, 347, 348, 353, 354 American Indian Studies 210, 346 Anthropology 340 Architecture 221, 222, 420 Art History Classical Studies Communication Disorders 286 Dance 270, 360 Design Studies 181, 292, 371 Foreign Languages History HD FS 240 International Studies 235 Landscape Architecture 371 Liberal Arts and Sciences 129,211, 381, 385 Literature (Except ENGL 205) Music 102, 302, 304, 383, 384 N S 212 Seapower & Maritime Affairs Philosophy Religious Studies Technology and Social Change 343 Textiles and Clothing 257, 342, 354, 355 Theater 106, 110, 465, 466 University Studies 385 Women’s Studies 201, 320x, 321, 336, 340, 345, 370, 374, 386
Quantitative reasoning	STAT 101 Principles of Statistics (REQ) ACCT 284 Financial Accounting (REQ) MATH 104, 105, 140, 150, 160

Hospitality Academic Experience – Provide the course number and name that satisfies the following content areas:

- overview of the hospitality industry and the profession
- the operations relative to lodging management
- the operations relative to food service management
- human resources
- the marketing of goods and services
- accounting procedures/practices
- the legal environment
- the economic environment
- management information systems
- organizational theory and foundations of management

The following table presents the hospitality content areas by listing specific courses that satisfy the respective content area (note REQ indicates required):

**Table V. 2** Hospitality Content Courses

<b>Content Areas</b>	<b>Course Number and Name Satisfying Content Area</b>
Overview of hospitality industry and the profession	HRI101: Introduction to the Hospitality Industry (REQ) HRI 289: Contemporary Club Operations HRI 260: Global Tourism Management AESHM 411D: Seminar on Current Issues: Hospitality (REQ)
The operations relative to lodging management	HRI320: Attractions and Amusement Park Administration HRI352: Lodging Operations Management I (REQ) HRI452: Lodging Operations Management II.
The operations relative to foodservice management	HRI189: Introduction to University Dining Services Management HRI233: Hospitality Sanitation & Safety (REQ) HRI380: Quantity Food Production Management (REQ) HRI380L: Quantity Food Production Management Lab (REQ) HRI383: Introduction to Wine, Beer, and Spirits HRI383L: Introduction to Wine, Beer & Spirits Laboratory HRI487: Fine Dining Event Management
Human resources	HESHM 287: Principles of Management in Human Sciences (REQ) AESHM 438: Human Resource Management (REQ) HRI439: Advanced Hospitality Human Resource Management
The marketing of goods and services	AESHM340: Hospitality and Apparel Marketing Strategies (REQ)
Accounting procedures/practices	HRI333: Hospitality Operations Cost Controls (REQ) HRI433: Hospitality Financial Management (REQ)
The legal environment	HRI315: Hospitality Law (REQ)
The economic environment	HRI455: Introduction to Strategic Management in Foodservice and Lodging (REQ)
Management information systems	HRI437: Hospitality Information Technology
Organizational theory and foundations of management	AESHM287: Principles of Management in Human Sciences (REQ) HRI438: Human Resource Management (REQ) HRI439: Advanced Hospitality Human Resource Management

Courses that satisfy the following additional content areas are presented in the following table:

**Table V. 3** Other Content Areas

<b>Content Areas</b>	<b>Course Number and Name Satisfying Content Area</b>
Facilities operations maintenance and management	HRI 233: Hospitality Sanitation and Safety (REQ) HRI380: Quantity Food Production Management (REQ) HRI380L: Quantity Food Production Management Lab (REQ)
Financial management	AESHM175D: Financial Applications for Retail and Hospitality Industries: Hospitality HRI333: Hospitality Operations Cost Controls (REQ) HRI433: Hospitality Financial Management (REQ)
Ethical considerations and socio-political influences affecting organizations	HRI101: Introduction to the Hospitality Industry (REQ) HRI315: Hospitality Law (REQ) HRI439: Advanced Hospitality Human Resource Management
Provisions for allowing students to develop a depth of knowledge or a broad exposure to the diverse segments of the industry	AESHM 170D: Supervised Work Experience I: Hospitality (REQ) AESHM 270D: Supervised Work Experience II-Hospitality (REQ) AESHM470: Professional Internship (REQ)
Strategic management	AESHM287: Principles of Management in Human Sciences (REQ) HRI438: Human Resource Management (REQ) HRI455: Introduction to Strategic Management in Foodservice and Lodging (REQ)
Leadership theory	HRI439: Advanced Hospitality Human Resource Management
Provision for an evaluative culminating experience	AESHM 170D: Supervised Work Experience I: Hospitality (REQ) AESHM 270D: Supervised Work Experience II-Hospitality (REQ) AESHM470: Professional Internship (REQ)

• **Field Experience**

○ Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision by the industry and the academic program.

- Is there a field experience component?

Our program requires 3-levels (170, 270, 470) of work experience. By the time students graduate they will have completed 600-800 hours of work experience for academic credit.

- How do the objectives of the field experience support the program learning outcomes?

Internship objectives: Students will participate in a professional work setting in preparation for a professional career in Hospitality Management. In this course,

students will reflect on their internship interactions, observations, and responsibilities. Students will evaluate their learning, strengths, skills, background, and areas for growth in preparation for a career in the hospitality industry.

▪ Detail the structure of the field experience

- Academic credit based?

Work Experience I (AESHM 170) is 1 credit; Work Experience II (AESHM 270) is 2 credits; and Internship (AESHM 470) is 3-6 credits.

- Number of hours required?

Work Experience I is 200 hours, Work Experience II is 200 hours, Internship is 180-360 hours.

- Paid or unpaid?

Either is fine, over 90% of our students complete paid internships.

- How is it monitored?

Internship Coordinator (academic adviser) must approve experiences and is responsible for grading assignments.

- How is it assessed?

Internship Coordinator grades assignments submitted via Blackboard; for the Internship requirement, a midterm and final evaluation is required from the employer.

- What is the relationship between the academic program and industry partners?

Our program has a strong relationship with the industry, which has developed over many years. Many employers attend the People to People Career Fair held each semester. Networking is also conducted at conferences such as I-CHRIE, NSMH National Conference and CMAA World Conference.

### **Identification of Required Content Areas in the Curriculum**

List the corresponding **required** course(s) that fulfill where the required content areas are introduced, emphasized and reinforced (note that **BOLD** indicates a required course).

**Table V.4** Content Areas in Curriculum

<b>Content Area</b>	<b>Course(s) where Introduced</b>	<b>Course(s) where Emphasized</b>	<b>Course(s) where Reinforced</b>
Overview of the hospitality industry and the profession	<b>HRI101:</b> Introduction to the Hospitality Industry	HRI 289: Contemporary Club Operations HRI 260: Global Tourism Management	<b>AESHM 411D:</b> Seminar on Current Issues: Hospitality
The operations relative to lodging management	<b>HRI101:</b> Introduction to the Hospitality Industry	HRI320: Attractions and Amusement Park Administration <b>HRI352:</b> Lodging Operations Management I	HRI452: Lodging Operations Management II
The operations relative to food service management	<b>HRI 233:</b> Hospitality Sanitation and Safety	<b>HRI380:</b> Quantity Food Production Management <b>HRI380L:</b> Quantity Food Production Management Lab HRI383: Introduction to Wine, Beer, and Spirits  HRI 383L: Introduction to Wine, Beer, and Spirits	HRI487: Fine Dining Event Management
Human resources	<b>AESHM287:</b> Principles of Management in Human Sciences	<b>AESHM438:</b> Human Resource Management	HRI439: Advanced Hospitality Human Resource Management
The marketing of goods and services	<b>AESHM340:</b> Hospitality and Apparel Marketing Strategies	None	None
Accounting procedures/practices	<b>HRI333:</b> Hospitality Operations Cost Controls	None	<b>HRI433:</b> Hospitality Financial Management, <b>HRI455:</b> Introduction to Strategic Management in Foodservice and Lodging
The legal environment	<b>HRI101:</b> Introduction to the Hospitality Industry	<b>HRI315:</b> Hospitality Law	None
The economic environment	<b>HRI101:</b> Introduction to the Hospitality Industry	<b>HRI333:</b> Hospitality Operations Cost Controls	<b>HRI433:</b> Hospitality Financial Management <b>HRI455:</b> Introduction to Strategic Management in Foodservice and Lodging

Management information systems	HRI 437: Hospitality Management Information Systems	None	HRI 452: Lodging Operations Management II
Organizational theory and foundations of management	<b>AESHM287:</b> Principles of Management in Human Sciences	<b>AESHM438:</b> Human Resource Management	HRI439: Advanced Hospitality Human Resource Management
Exposure to critical thinking skills	<b>AESHM 170 &amp; 270</b> Work Experience I & II <b>AESHM 175D</b> Financial Applications for Retail and Hospitality Industries <b>HRI 101</b> Intro to Hospitality Industry <b>HRI 315</b> Hospitality Law	<b>AESHM 287</b> Principles of Management in Human Sciences <b>AESHM 340</b> - Hospitality and Apparel Marketing Strategies <b>AESHM 411</b> Seminar on Current Issues <b>AESHM 438</b> Human Resource Management <b>AESHM 470</b> Professional Internship <b>HRI 233</b> Hospitality Sanitation and Safety <b>HRI 333</b> Hospitality Operations Cost Controls <b>HRI 352</b> Lodging Operations Mgmt I <b>HRI 380 &amp; 380L</b> Quantity Food Production Mgmt	<b>HRI 433</b> Hospitality Financial Mgmt HRI 439 Advanced Hospitality Human Resource Mgmt <b>HRI 455</b> Intro to Strategic Mgmt in Foodservice and Lodging
Facility operations maintenance and management	<b>HRI 233:</b> Hospitality Sanitation and Safety	<b>HRI380:</b> Quantity Food Production Management, <b>HRI380L:</b> Quantity Food Production Management Lab	HRI 452: Lodging Operations Management II
Financial management	<b>AESHM175D:</b> Financial Applications for Retail and Hospitality Industries: Hospitality	<b>HRI333:</b> Hospitality Operations Cost Controls	<b>HRI433:</b> Hospitality Financial Management
Ethical considerations and socio-political influences affecting organizations	<b>HRI101:</b> Introduction to the Hospitality Industry	<b>HRI315:</b> Hospitality Law	HRI439: Advanced Hospitality Human Resource Management

Provisions for allowing students to develop a depth of knowledge or a broad exposure to the diverse segments of the industry	<b>AESHM 170D:</b> Supervised Work Experience I: Hospitality	<b>AESHM 270D:</b> Supervised Work Experience II- Hospitality	<b>AESHM470:</b> Professional Internship
Strategic management	<b>HRI 455:</b> Introduction to Strategic Management in Foodservice and Lodging	None	None
Leadership theory	<b>AESHM287:</b> Principles of Management in Human Sciences	<b>AESHM438:</b> Human Resource Management	HRI439: Advanced Hospitality Human Resource Management
Provision for an evaluative culminating experience	<b>AESHM 170D:</b> Supervised Work Experience I: Hospitality	<b>AESHM 270D:</b> Supervised Work Experience II- Hospitality	<b>AESHM470:</b> Professional Internship

**V b. The curriculum is designed to meet the program’s mission and flows from the program learning outcomes.**

- The curriculum is designed to provide a sequential development and logical progression in coursework.
- The curriculum includes an appropriate mix of theoretical and applied experiences for achieving the educational mission.
- The curriculum provides a balanced mix and flexibility in hospitality elective offerings.
- Opportunities are provided for advanced work in some of the subject-areas, consistent with the program’s mission and learning outcomes.

The HM curriculum is administered by the faculty in the HM program. The curriculum is planned to serve the program’s mission - Develop leaders for the hospitality industry. Our mission is achieved by developing curriculum that provides students with educational experiences that align with our core learning outcomes of Communication, Critical Thinking, Social Justice/Social Responsibility, and Self-assessment/Self-reflection. Educational experiences are planned to contribute to the graduate’s effectiveness as a leader in the profession. The program’s objectives provide for changing and enhancing the curriculum to assure that program graduates’ professional and personal needs are met. Students take courses in communications and library; natural sciences and mathematics; social sciences; humanities;

hospitality management; other professional courses; and electives (see Curriculum Progression Ladder). The curriculum requires 123 credit hours for graduation, and meets university graduation requirements.

**Connecting the Curriculum to Program Learning Outcomes**

List the corresponding **required** course(s) that fulfill the required content areas.

I = **Introduced:** Students are not familiar with content/skills in a course. These contents/skills are introduced.

E= **Emphasized:** Students bring basic content/skills to a course. There is concentration on enhancing content/strengthening skills and adding new content material, building more complex skills.

R = **Reinforced:** Students bring reasonable content/skills to a course as a result of content/skills being taught and/or emphasized at some previous point. Instruction continues to teach and build upon previous content/skills as well as reinforce contents/skills.

**Table V. 5** PLO's and Curriculum

Program Learning Outcome *	AESHM 170	AESHM 175D	AESHM 270	AESHM 287	AESHM 340	AESHM 411	AESHM 438	AESHM 470
1. Communication	I	I	E	E	E	E	E	R
2. Self-assessment/self-reflection	I	I	E	I	E	E	E	R
3. Critical Thinking	I	I	I	E	E	E	E	E
4. Ethics, Diversity and Social Responsibility	I	I	I	I	I	E	E	I

Program Learning Outcome *	HRI 101	HRI 233	HRI 315	HRI 333	HRI 352	HRI 380	HRI 380L	HRI 433	HRI 439	HRI 455
1. Communication	I	I	I	E	E	E	E	R	R	R
2. Self-assessment/ self-reflection	I	I	I	E	E	E	E	R	R	R
3. Critical Thinking	I	E	I	E	E	E	E	R	R	R
4. Ethics, Diversity and Social Responsibility	I	E	I	E	E	E	E	R	R	R

Program Learning Outcomes	I	E	R
Prepare, maintain, analyze, and utilize financial documents and data related to foodservice and lodging organizations	HRI 101; HRI 333; ACCT 284	HRI 433	HRI 380L; HRI 487; AESHM 470

Plan, organize, coordinate, develop, and evaluate the human resources of foodservice and lodging organizations	HRI 101; AESHM 287	AESHM 438	HRI 380L; HRI 487; AESHM 470
Implement operational sales and marketing techniques in foodservice and lodging organizations	HRI 101; AESHM 340	HRI 380	HRI 380L; HRI 487
Use technology to achieve operational efficiency and productivity in foodservice and lodging organizations	HRI 437	HRI 352; HRI 380	HRI 380L; AESHM 470
Make decisions based on integrating knowledge of functional areas for managing foodservice and lodging organizations	HRI 101	HRI 380	HRI 380L
Demonstrate leadership and entrepreneurial characteristics and professional behaviors.	AESHM 112/113; HRI 101	AESHM 311	HRI 380L; AESHM 470
Use appropriate professional written and oral communication skills.	ENGL 250; AESHM 170	HRI 315; AESHM 270	AESHM 470
Demonstrate best practices in the operation of foodservice and lodging organizations to meet customer expectations.	HRI 101	AESHM 340; HRI 380	HRI 380L; AESHM 470
Obtain food protection manager certification	HRI 233	HRI 380	HRI 380L; AESHM 470

## Appendix A Sample Curriculum Sheet for Hospitality Management Students

### Curriculum Progression Ladder

#### Hospitality Management 4–Year Plan (123 credits)

<b>Freshman Year</b>					
<b>Fall</b>			<b>Spring</b>		
Professional Development <sup>1</sup>	AESHM 112, 113	3	Financial Applic: Retail & Hsp Indus	AESHM 175D	2
Work Experience I	AESHM 170D	1	Principles of Mgt in Human Sci	AESHM 287	3
Critical Thinking & Commun <sup>2</sup>	ENGL 150	3	Principles of Microeconomics	ECON 101	3
Intro to Human Nutrition	FSHN 167	3	HRI or General Elective		2–3
Intro to Hospitality Industry	HRI 101	3	Psych or Soc		3
Individual & Family Life Devel	HDFS 102	3	Library Instruction	LIB 160	1
	Total	16		Total	14–15
<b>Sophomore Year</b>					
<b>Fall</b>			<b>Spring</b>		
Work Experience II	AESHM 270D	2	Financial Accounting	ACCT 284	3
Written, Oral, Visual & Elec Comp	ENGL 250	3	Seminar on Careers & Internships	AESHM 311	1
Hospitality Sanitation & Safety	HRI 233	3	Fund. of Food Preparation	FS HN 111	2
HRI or General Electives <sup>3</sup>		3	Food Prep Lab	FS HN 115	1
Natural Sciences or Chemistry <sup>4</sup>		3	Principles of Statistics	STAT 101	4
	Total	14	HRI or General Electives <sup>3</sup>		5
				Total	16
<b>Junior Year</b>					
<b>Fall</b>			<b>Spring</b>		
Hospitality & Apparel Marketing	AESHM 340	3	Human Resource Mgt	AESHM 438	3
Quantity Food Production Mgt	HRI 380	3	Hospitality Law	HRI 315	3
Quant Food Prod & Serv Mgt Exp	HRI 380L	2	HRI or General Electives <sup>2</sup>		4–7
Lodging Operations Mgt I	HRI 352	3	Humanities		3
Fundamentals of Public Speaking	SP CM 212	3	Math		3
HRI or General Electives <sup>3</sup>		3			
	Total	17		Total	16–17
<b>Summer</b>					
Professional Internship	AESHM 470	3–6			
	Total	3–6			
<b>Senior Year</b>					
<b>Fall</b>			<b>Spring</b>		
Seminar	AESHM 411	1	Aesthetics of Everyday Exp	AESHM 342	3
Hospitality Op Cost Controls	HRI 333	3	Hospitality Financial Mgt	HRI 433	3
Adv Hosp Human Resource Mgt	HRI 439	3	Hospitality Strategic Mgt	HRI 455	3
HRI or General Electives <sup>2</sup>		5–6	HRI or General Electives <sup>2</sup>		3–6

<sup>1</sup> Grade of C– or better required in all AESHM and HRI courses

<sup>2</sup> Grade of C or better required in ENGL 150 and ENGL 250

<sup>3</sup> When the 4-year plan indicates HRI Group or General Electives, choice depends on courses available. However, you must have a total of 13–15 credits of HRI electives and 12–17 credits of General Electives (HRI courses may be taken to meet General Electives requirements).

<sup>4</sup> CHEM 160 required if student has not completed high school chemistry

US Diversity and International Perspectives Requirement: Students in HRI fulfill the US Diversity and International Perspectives Requirements by choosing 3 credits of coursework from each of the University–approved lists. **Note**: This sequence is only an example. The number of credits taken each semester should be based on the individual student’s situation. Factors that may affect credit hours per semester include student ability, employment, health, activities, and grade point considerations.

**V c. In curricula designed with more than one area of concentration, specialization, or emphasis that are within the control of the program, including distance education, the requirements and learning outcomes of each are clearly distinguished.**

Our curriculum does not have any concentration, specialization or emphasis that is within the control of the program, including distance education. The curriculum is designed to provide broad-based liberal education with ample opportunity to focus in hospitality management.

**V d. For each course offered specifically by the degree program or under the prerogative of the program, there is a detailed and organized syllabus.**

- The syllabus contains the course learning outcomes (CLO’s) written in a measurable taxonomy.
- The syllabus contains the linkage between course learning outcomes and program learning outcomes.
- The syllabus contains a timeline of the subject matter covered, learning activities and methods of assessment.

Course syllabi are prepared by the instructors in accordance with the standard syllabus format that has been developed for our department. A copy of the standard syllabus format will be provided in the team workroom. Students receive a syllabus on the first day of classes. Each syllabus contains a course description, learning outcomes, textbook title, list of readings where appropriate, content areas and assigned readings to be covered during each class session, course assignments, and procedures for evaluation. Course syllabi are also available on ClassWeb. Written guidelines for work experience and for internship experience are also available. The syllabi are reviewed by faculty every semester and modified based on student feedback and changes in the relevant industry. Course Learning Outcomes are developed so that they align with the Learning Outcomes for our Program, Department, College and Iowa State University.

The four learning outcomes on which our curriculum are based are:

- *Communication* - Communicate with clear purpose, workable organization and effective style in written, oral, visual and electronic (WOVE) formats without distracting errors in usage or convention.
- *Critical Thinking* - Generate, acquire and evaluate information based on scientific evidence, creative processes, and logical and ethical reasoning to make decisions and solve problems in one’s personal, professional and community endeavors.

- *Social Justice/Social Responsibility* - Articulate and demonstrate a clear concept of a just society in which individuals and groups equitably share in societal benefits within a global community.
- *Self-assessment/Self-reflection* - Consistently and realistically analyze and evaluate one's own knowledge, abilities and actions in comparison to professional standards and create action plans to enhance personal and professional efficacy.

**V e. In the event that the program involves any relationship with organizations outside of the institution, such a relationship must include a written agreement defining the learning activity and responsibilities involved and assuring that the relationship is consistent with the mission of the program.**

Our program has an agreement with ISU Dining for the Work Experience I requirement. ISU Dining will hire any incoming Hospitality Management freshmen wanting to work first semester and the student will receive 1 credit for this paid experience. A copy of the agreement form will be in the team workroom.

### **Strengths of Curriculum**

- HM has one curriculum leading to the bachelor's degree.
- HM curriculum prepares students for a variety of managerial positions in hospitality.
- HM faculty have adequate technological support for instruction and research through the Center for Technology in Learning and Teaching (CTLT), Center for Excellence in Learning and Teaching (CELT), and the Office of Distance Education and Educational Technology (ODEET).
- Work experiences are an essential component of the curriculum.
- Internship opportunities are available for students.
- The Parks Library is an excellent resource to support the curriculum.
- Instructional grants are available for faculty to enhance classroom performance.
- General education includes diversity and international requirements.
- Articulation agreements have been developed with two-year institutions in Iowa (Des Moines Community College and Kirkwood Community College).

### **Weaknesses of Curriculum**

- Curriculum does not provide wide range of course choices to students.

## VI. INSTRUCTIONAL RESOURCES

### Standards:

**VI a. The faculty is numerically sufficient to achieve the objectives of the program and to perform the responsibilities assigned to it: instruction, advisement, academic planning, curricular development, and program direction.**

Over the last three years, three successful HM Assistant Professor tenure-track position searches were conducted. Since 2008 (the last ACPHA visit) there has been significant change in the unit. Replacement positions have been approved, and in the current year we are also searching for two new lines in the program. By August 2015, HM will be at, or near full strength. Part-time lecturers and qualified doctoral students have taught classes on a temporary basis (usually a semester). Students were not delayed in their progress towards degree completion. HM has its own student advisor.

**VI b. The preparation and qualifications of all members of the instructional staff are suited to the field and level of their assignments. Those in conventional academic fields hold advanced academic degrees or present evidence of scholarship or creative achievement appropriate to their positions; those in professional or technical fields have equally appropriate preparation and attainments.**

Faculty holds appropriate degrees; full-time tenure track faculty must hold the Ph.D., while full-time non-tenure track faculty hold Master's degrees (see Faculty Profile at end of this section). Each faculty member also has industry experience (full vitae available in team workroom).

**VI c. Professional, clerical, and paraprofessional staff members are available and adequate to assist instructional faculty in materials preparation, supervision, tutoring, and other general tasks.**

The AESHM administrative team consists of four individuals (administrative assistant; account clerk; graduate secretary; receptionist/secretary), each with a number of years of service to the university. AESHM faculty receive assistance from this team in terms of instructional assistance and research project assistance. Note there is no distinction among the three programs in terms of which office team member spends what amount of time on a specific program. One full-time advisor (Mrs. Dawn Fihr) is available for the HM students. Additional advising and career services are available to students through CHS Student Services. The CHS technology team is housed in MacKay Hall, and available to assist faculty on request.

HM is a part of AESHM. AESHM has four (4) FTE administrative/clerical staff. All are skilled in essential office systems. The staff works well together, and has considerable university experience. The office team assists faculty with exam typing, instructional materials, research projects, welcoming visitors, handling reservations for the Tearoom, scheduling appointments, and other tasks that may be needed. Two (2) part-time work-study students assist the office team and advisors with generic duties. Graduate teaching assistants are employed in the Tearoom, and graduate students also serve as research assistants for faculty. When appropriate, doctoral students may assist with teaching, or actually teach class. We strive to have our doctoral students prepared to take academic positions, and

having teaching experience is critical to their success. Tutoring is available from ISU Counseling Services for a fee. One full-time, and one half-time workers assist in the Tearoom. Extension may hire additional staff depending upon projects. Faculty with research projects may also be required to hire additional staff, or will fund graduate assistants.

**VI d. Conditions of service, including appointment, promotion, salary, workload, etc. are equitable and administered ethically.**

Each faculty member has a Position Responsibility Statement (PRS) that was developed upon hire. Each year the faculty member is reviewed by the department chair, and adjustments to the PRS are made if necessary. A PRS can be revised at any time during the academic year, as faculty may receive grants, and need to allocate more time to the research project. Normal faculty load is two classes each semester. Sample PRS for hospitality management faculty will be available in the team workroom. Guidelines as to promotion and tenure are presented in the Faculty Handbook (see <http://www.provost.iastate.edu/resources/faculty-handbook> ).

- **What does the program consider to be the duties and responsibilities of the individual faculty member?**

Duties and responsibilities of HM faculty members are driven by the mission of ISU, the College of Human Sciences, and the AESHM department. Faculty are involved with teaching, research/scholarly activities, service to constituencies, and extension/professional practice. The specific amount of time each individual faculty member spends on each assigned area depends upon the faculty member's appointment and position responsibility statement (PRS).

Dr. Robert H. Bosselman serves as Professor, and as AESHM Department Chair (Dr. Bosselman is also serving as HM Program Coordinator). Current HM faculty whom have received tenure include Dr. Susan Arendt (Associate Professor), Dr. Catherine Strohbehn (Adjunct Professor, full-time Extension), Dr. Tianshu Zheng (Associate Professor), and Dr. Lakshman Rajagopal (Associate Professor). Faculty currently on the tenure track that have not received tenure include Dr. Thomas Schrier (Assistant Professor; decision is expected spring 2015), Dr. Eric Brown (Assistant Professor), Dr. Liang (Rebecca) Tang (Assistant Professor; decision expected spring 2015), and Dr. SoJung Lee (Assistant Professor). Full-time non-tenure-eligible (NTE) positions include Mr. John Kramer (Senior Lecturer, and Tearoom Coordinator), Ms. Dawn Fiihr (Senior Lecturer, HM Advisor, Assistant HM Undergraduate Coordinator), Mrs. Carolyn Elbert (Lecturer) and Mr. Stewart Burger (Part-time lecturer for our beverage class).

Faculty are available through e-mail and phone, as well as in classes. Students may make appointments with faculty directly, or can work with one of the department clerical staff to set up an appointment. Faculty provide syllabi to all students that details their office hours, as well as responsibilities for the class. Tenure-track faculty are expected to maintain an active research agenda, producing refereed publications and grant proposals on an annual basis. All faculty are encouraged to be active in a variety of service activities, including university committees and professional organizations. While Dr. Strohbehn is assigned to extension, all faculty have the opportunity to participate in extension-related activities.

- **Where are these described?**

The PRS is developed by the AESHM chair in consultation with the faculty member. The PRS is drawn up at initial appointment and expected to be constant for the first three years of the appointment (it is recognized that revisions may be made due to changes in responsibilities, such as grants). Following a positive third-year review, another PRS would be written to cover the faculty member to tenure decision year. Following tenure decision, another PRS would be written, and then reviewed annually in the annual review process. NTE faculty would also receive an initial PRS upon hire. A full-time lecturer may be promoted to senior lecturer following six years of service. PRS are reviewed by faculty and the chair, and are the basis of annual performance reviews.

- **Describe the conditions of service for faculty, including policies and procedures on tenure and promotion, workload, salary, etc.**

HM promotion and tenure policies and procedures are identified in the AESHM Promotion and Tenure Document (see AESHM Governance Document). The ISU Faculty Handbook also details responsibilities. HM and AESHM criteria meet or exceed ISU criteria. Each year, faculty prepare an annual report of activities that quantifies their contributions to the program, department, college, university, and profession.

There is no formal salary policy. Salaries are determined upon initial hire. ISU strives to be equivalent to its peer group. Each year, the Iowa Legislature and the Board of Regents determine maximum and minimum limits of salary increases for staff. Funds for salaries are distributed by university administration to the deans of each college, who then determine allocation for each department. The AESHM department chair evaluates each faculty member annually, and recommends salary increases to the dean based upon performance.

**VI e. The faculty is substantively involved in curricular development and evaluation and in the formulation of academic policies and practices.**

Faculty meets regularly to discuss curricular issues. The HM Curriculum Committee communicates with the faculty and is charged with leading the efforts on curriculum. The HM faculty also holds an annual faculty meeting at which major curricular decisions are discussed.

All faculty have same rights and responsibilities in formulation and determination of academic policies and procedures. Temporary faculty hired for one semester for a single course would not be involved in curriculum planning and evaluation, although they would be asked for input. HM holds regular faculty meetings, as well as regular curriculum committee meetings. HM faculty can also serve on College and university committees, as well as the Faculty Senate. All faculty have voting privileges in HM faculty meetings and AESHM faculty meetings. The HM Curriculum Committee brings items to the HM faculty meetings for consideration and vote.

**VI f. Mechanisms are in place and regularly utilized for evaluating teaching effectiveness and effectiveness in career and academic advisement.**

Each semester, each class is evaluated by students using a standard form (Class Climate). The results are reviewed by faculty and the chair, and faculty makes adjustments to classes where necessary. Student input is utilized by faculty in curriculum review. Advisors are evaluated annually by students, and results are discussed by the advisor and chair, and adjustments made if needed.

- **Describe the mechanisms in place for evaluating teaching effectiveness. How often does such evaluation occur?**

A standard form is used for evaluation in each HM class. Each class is evaluated at the conclusion of each semester. Results of evaluations are tabulated and returned to the instructor, as well as AESHM chair. In addition, average ratings within AESHM and CHS are provided for comparisons. Faculty may also invite a peer to observe a class, and make suggestions for improvement. Peer evaluation is identified as an example of documentation of effective teaching to be included in faculty portfolios prepared for tenure and/or promotion.

A copy of evaluation forms used will be available in the ACPHA visiting team workroom.

- **What mechanisms are used to evaluate effectiveness of faculty in career and academic advisement? How often does such evaluation occur?**

HM has a full-time undergraduate academic advisor. While faculty may offer advice, it would likely be on an informal basis, and be related to specific classes or be job-related. The AESHM department chair may also provide advising to assist the HM advisor. Students evaluate advisors annually. There is no formal evaluation of career guidance.

A copy of the evaluation form will be available in the ACPHA visiting team workroom.

**VI g. Program core requirements are taught by full-time faculty.**

Below is a summary of the courses (alphanumeric code & instructor) for the Fall and Spring semesters in the 2013-2014 academic year.

Fall Course List	Spring Course List
HRI 101 Bob Bosselman	AESHM 112X Liz Harris
HRI 233 Lakshman Rajagopal	AESHM 113X Liz Harris
HRI 260 SoJung Lee	AESHM 170D Dawn Fiihr
HRI 289 Bob Bosselman	AESHM 170F Liz Harris
HRI 333 Jeewoo Kim	AESHM 175D Tianshu Zheng
HRI 352 Jing Yang	AESHM 211X Eric Brown
HRI 380 John Kramer	AESHM 270D Dawn Fiihr
HRI 280L John Kramer	AESHM 270P Dawn Fiihr

HRI 383 Stewart Burger
HRI 383L Stewart Burger
HRI 391 Susan Arendt
HRI 437 Tom Schrier
HRI 489 Nick Thomas
HRI 487 Nathan Stokes
AESHM 112X Liz Harris
AESHM 113X Liz Harris
AEHSM 170D Dawn Fiihr
AESHM 170F Liz Harris
AESHM 170P Dawn Fiihr
AESHM 270D Dawn Fiihr
AESHM 270F Liz Harris
AESHM 270P Dawn Fiihr
AESHM 287 Queena Liu
AESHM 340 Liang Tang
AESHM 379 Lisa Thomas
AESHM 438 Nick Thomas

AESHM 287 Eric Brown and Anh Ho
AESHM 340 Rebecca Tang and Jaewook Kim
AESHM 438 Nick Thomas
HRI 101 Bob Bosselman
HRI 201X Tianshu Zheng
HRI 230X SoJung Lee
HRI 233 Lakshman Rajagopal
HRI 260 SoJung Lee
HRI 289 Bob Bosselman
HRI 315 Nick Thomas
HRI 320X Tom Schrier
HRI 380 John Kramer
HRI 380L John Kramer
HRI 383 Stewart Burger
HRI 383L Stewart Burger
HRI 392 Susan Arendt
HRI 433 Jeewoo Kim
HRI 452 Jing Yang
HRI 455 Jeewoo Kim
HRI 489 Lakshman Rajagopal

In fall 2013, four courses were taught by doctoral students. HRI 333, Cost Control, was taught by Jewoo Kim under the direction of Dr. Tianshu Zheng. HRI 352, Lodging I, was taught by Jing Yang under the direction of Dr. Tom Schrier. HRI 487, Fine Dining, was taught by Nathan Stokes, under the direction of Dr. Lakshman Rajagopal. AESHM 287, Principles of Management in Human Sciences, was taught by Queena Liu, under the direction of Dr. Eric Brown. In spring 2014, Jewoo Kim taught HRI 433, Financial Management, under the direction of Dr. Tianshu Zheng; as well as HRI 455, Strategic Management, also under Dr. Zheng's supervision. Dr. Brown trained Anh Ho in AESHM 287, and Dr. Rebecca Tang trained Jaewook Kim in AESHM 340. Note that certain AESHM classes may be taught by Event Management team members. In fall 2013 and spring 2014, our orientation courses, AESHM 112 & 113 were taught by Liz Harris, who is Event Management advisor. AESHM 379 was an elective course in fall 2013, taught by Dr. Lisa Thomas, at that time a member of our Event Management faculty, and now back at DePaul University.

**VI h. There is an appropriate balance between full-time and part-time faculty to enable the program's objectives to be realized.**

Most classes are taught by full-time faculty. No student had their academic progress limited by the lack of full-time faculty.

Currently there is one part-time faculty member. Stewart Burger teaches our beverage classes. All faculty are included in faculty meetings, as well as being able to serve on committees. There is no distinction between full-time and part-time faculty in AESHM and HM.

**VI i. Members of the faculty demonstrate continuous professional growth, productivity, and enhancement of experience in their areas of expertise.**

Each tenure track faculty member is active and produces refereed publications, and grant proposals. There is a high expectation of productivity at Iowa State University. Individual faculty vitae illustrate activity.

Faculty have been involved in different professional organizations. These include International CHRIE, The American Dietetic Association, Foodservice Systems Management Education Council, National Restaurant Association, International Society of Travel and Tourism Educators, and National School Nutrition Association (formerly, American School Food Service Association). Faculty attend international, national, regional, and local meetings of associations. Numerous faculty presentations are given at these meetings.

**VI j. There is evidence that the professional development of the faculty is encouraged, supported, and evaluated.**

Faculty are supported to attend professional meetings and industry shows. Each faculty member may request funds from the AESHM chair. The AESHM chair recommends each faculty member to attend one professional meeting annually. Examples of such meetings are the International CHRIE Conference, and the Annual Graduate Research Conference. ISU offers numerous seminars throughout the year on a variety of instructional and research topics. The Center for Teaching Excellence sponsors numerous programs.

Faculty have attended a number of conferences in the past year, including the American Dietetic Association Annual Meeting, International CHRIE Annual Conference, and the Annual Graduate Conference on Research. Faculty and graduate student presentations at each conference are a measure of the effectiveness of the program.

**Strengths of Instructional Resources:**

HM faculty work well as a team.

HM tenure-track faculty hold doctoral degrees, and have industry experience.

HM faculty are recognized nationally and internationally for their accomplishments.

HM faculty are supported in professional development activities.

Research support is available for HM faculty.

HM is well represented at national meetings.

HM faculty have a strong record of scholarly accomplishments.

**Weaknesses of Instructional Resources:**

Small faculty size limits opportunities.

Current search for faculty in finance/strategic management is critical.

Current search for faculty in foodservice is critical for future food safety research in program.

Current search for faculty in human resources is critical to continue our research program in this genre.

**Next Steps to Take:**

Three additional faculty searches (accounting & finance; foodservice management; human resources) in 2014-2015; of which 2 lines are new (by the time of the ACPHA visit, we should be able to report success on at least one search).

**ACPHA  
PROGRAM FACULTY PROFILE**

**Number of faculty**

Full Time: 12

Part Time: 1 (Stewart Burger)

Faculty Total FTE: 11.80

Faculty	Rank	FTE
BOSELMAN ROBERT	Professor	1.00
RAJAGOPAL LAKSHMAN	Associate Professor	1.00
WOHLSDORF-ARENDRT SUSAN	Associate Professor	1.00
ZHENG TIANSHU	Associate Professor	1.00
BROWN ERIC ADAM	Assistant Professor	1.00
LEE SOJUNG	Assistant Professor	1.00
SCHRIER THOMAS	Assistant Professor	1.00
TANG LIANG	Assistant Professor	1.00
FIIHR DAWN	Academic Advisor	1.00
KRAMER JOHN A D	Senior Lecturer	1.00
BURGER STEWART	Lecturer	0.60
ELBERT CAROLYN	Lecturer	1.00
STROHBEHN CATHERINE	Adjunct Professor	0.80

Total

12.40
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Other Staffing: (in FTEs):

Teaching Assistants: 8 students; 3.75 FTE (Fall 2013); 10 students; 4 FTE (Spring 2014)

Research Assistants: 5 students; 1.5 FTE (Fall 2013); 8 students; 3.75 FTE (Spring 2014)

Lab Assistants: 1.5 (Angie Rasmussen; Doreen Buckingham)

Student Employees: 0.5 (2 work study students; each works 10 hours per week)

Administrative Assistant/Clerical: 4 (Kim Magnani; Denise Nichols; LouAnn Doyle; Victoria Van Voorhis)

Other:

Number of staff available to program if no "assigned" staff exists: (in FTEs): N/A

**Faculty Education**

	Doctor	Master	Bachelor	Associate	Other
Full Time	9	3			
Part Time		1			
Total	9	4			

**Faculty Rank**

	Full Professor	Associate Professor	Assistant Professor	Lecturer/ Instructor
Full Time	2	3	4	3
Part Time				1
Total	2	3	4	4

## VII. STUDENT SUPPORT SERVICES

### Standards:

**VII a. Accurate and clearly stated information about admission, progression, retention, dismissal and graduation requirements is available in written form and on-line. These requirements meet or exceed the minimum standards of the parent institution.**

- **Describe how the program communicates to its students concerning its academic policies and procedures. This would include information about the program's admission, progression, retention, dismissal, and graduation requirements.**
  - Students are required to complete an orientation and professional development course, AESHM 112 and 113 respectively. Topics covered in these courses include university policies regarding academic progress (probation, warning, and dismissal) and graduation requirements. Information regarding program requirements are shared with students and each student is required to complete a plan to graduation. Copies of the course syllabi can be found at: <http://www.hs.iastate.edu/classweb/aeshm/> (for AESHM 113 please refer to sections 6 and 7 only). General orientation occurs in the summer, and covers the topics in a general way. Admission to the university is handled by the Admissions Office. That office is the first source of information to any student seeking entry to ISU.
- **Describe, if applicable, the program's policies and procedures governing the number of hours a student can receive credit for activities outside the classroom such as life experience, fieldwork, directed study, etc.**
  - Our program requires completion of three work experience/internship courses (AESHM 170, 270, 470). These courses are a minimum of 6 credits total and at least 600 hours per student. Students are required to complete academic work as well as work hours to successfully complete the 6 credits. These credits are offered during the fall, spring and summer terms and the program adviser is the instructor of record.

**VII b. Transfer credit is granted for courses taken at another institution only when the course work and the level of the transfer applicant's achievement, permits the student to complete satisfactorily the remaining upper division professional course work.**

- **Describe the program's transfer/change of major policies and practices from both within the institution and from another institution.**
  - Students can view coursework at other institutions and how it will transfer to Iowa State using two online resources, the Course Equivalency Guide (<http://www.admissions.iastate.edu/equiv/index.php>) and TRANSIT

(<https://transit.iastate.edu/>). Students have access to these resources via the Iowa State website, which is available for current students and prospective students. Transcripts from another institution are initially reviewed by Iowa State transfer evaluators. Once that is completed, coursework is then reviewed by the adviser to determine if transfer work should be applied to the Hospitality Program specifically. Regarding change of major course work, the advisor will review this information and determine if applicable to the Hospitality Program requirements. Consultation with the AESHM Department curriculum committee may be sought as well.

**VII c. Opportunities for appropriate and confidential academic advising and counseling are available to all students.**

Students are encouraged to meet with the HM advisor. Students have access to sign up for appointments via an online service at YouCanBookMe.com This service is posted outside the adviser's door, on course syllabi, and also available through the AESHM Department office staff. The advisor has a private office to ensure confidentiality. Information regarding counseling is shared in the orientation course, AESHM 112, and is also available on Iowa State University's website.

**VII d. Opportunities exist for students to receive exposure to career preparation services.**

- **Describe the efforts of the program to enable the student to develop an awareness of the values and norms of the hospitality industry.**
  - The following are some of the means by which students develop an awareness and appreciation of the values and norms that exist within the hospitality industry:
    - Attendance at industry conferences, shows, and events (in recent years our students have attended CMAA, NRA, and NSMH national conferences, as well as Iowa Lodging Association events)
    - Industry speakers featured in the classroom and at special programs and events
    - Class discussions of the values and norms present in the hospitality industry
    - Membership in departmental (7) and university (800) sponsored professional clubs and organizations
    - HRI 189 Introduction to University Dining Services; HRI 289 Contemporary Club Operations; HRI 320 Attractions and Amusement Park Administration; HRI 380L Quantity Food Production and Service Management; HRI 383L Introduction to Wine, Beer Spirits Laboratory; and HRI 487 Fine Dining Event Management. All courses incorporate actual work site visitation and/or classroom simulations.

Of particular note is the role of HRI students in the annual student run VEISHEA festival held each spring. Named for the original colleges at Iowa State University, VEISHEA is

the oldest student-run week-long event in the country. HRI students have been producing cherry pies during VEISHEA since its origin in 1922. In fact the making of cherry pies by our students predates VEISHEA by three years. In spring 2013, over 14,500 pies were sold with approximately \$8000 raised for student scholarships. A team of HRI students plan the entire activity. This event involves a large number of students who experience all elements necessary to produce a major industry event. Although the VEISHEA event has been retired (effective summer 2014), the Hospitality Management program plans to continue the Cherry Pie tradition in order to continue to support student scholarships.

- **Are there career symposiums with hospitality industry or career fairs available?**

- A college sponsored career fair, the People to People Career Fair, is offered each semester (fall and spring). Students are also encouraged to attend the Business and Industry Career Fair offered each semester. The AESHM Department has also provided transportation for students to attend the U.S. Central ICHRIE Career Fair hosted at DePaul University each January.
- Participants in the Fall 2014 People to People Career Fair are as follows: Aspen Meadows, Biaggi's Ristorante Italiano, Buffalo Wild Wings, Des Moines Marriott, ERJ Dining/Chili's Grill and Bar, FoodCorps, Hillstone Restaurant Group, Hyatt Hotels, ISU Department of Residence, Kohler Company, Orchestrate Hospitality, Sodexo, The Auto Club Group (AAA), The Sheraton Iowa City Hotel, Three Rivers Hospitality/AmericInn/Northcott Hospitality International

- **Is there a career advisement and placement center? Are the services offered appropriate and adequate to serve the mission of the program and the needs of the students?**

- College of Human Sciences Career Services provides assistance to prepare hospitality students for the job search process in the following areas: resume and cover letter preparation, mock interviews, job search skills, career exploration, career preparation workshops, classroom visits regarding programs and resources available to students to prepare them for the job market see (<http://www.hs.iastate.edu/career-services/>).

**VII e. Effective procedures exist to assure the reasonable progress of students toward meeting stated graduation requirements.**

- **Describe the policies and procedures for developing and maintaining satisfactory records for each student in the program. Is this information secure?**

- Student progress in the completion of requirements for the Hospitality Program is available through AccessPlus. Each student has access to his/her Degree Audit in this system and the system is password protected. Students

are also encouraged to meet at least once a semester with his/her advisor to review the Degree Audit and ensure its accuracy.

**VII f. The program maintains an active website that contains updated information including the program overview, mission and learning outcomes, faculty profiles, curricular offerings, academic policies, special events, and student organizations.**

The Hospitality Management program's website is maintained within the website of the Department of Apparel, Events, and Hospitality Management in the College of Human Sciences. This site is current, actively maintained and serves as an excellent resource for program information. See <http://www.aeshm.hs.iastate.edu/majors/hospitality-management/>

Program information and links included are:

- General program overview
- Program brochure
- Curriculum requirements
- 4-year plans
- Minor
- Course catalog
- Course syllabi
- Scholarships
- Transfer plans
- Learning communities
- Related majors and minors
- Honors
- Facilities
- Faculty and staff
- Graduate degrees
- Careers and internships
- Organizations and events
- Outcomes
- Student Profiles Student Profiles
- The Joan Bice Underwood Tearoom (teaching laboratory)

Related departmental information and links included are:

- HRIM Extension
- Admissions
- ISU Schedule of classes
- ISU registration information
- Scholarships and financial aid
- Advising

- Career Connections
- Student Internship Video
- Links to other programs and services within the AESHM Department

**VII g. Support services are offered for traditional students, non-traditional students, special needs students, and those students participating in distance education.**

Iowa State has a number of resources available to students. Most information is available online at the university website and includes: Student Disability Resources office (see <http://www.dso.iastate.edu/dr/>), Veterans Center (see <http://www.veterans.iastate.edu/>), and Margaret Sloss Women's Center (see <http://www.dso.iastate.edu/wc/>). The College also offers an ANTS learning community, specifically for non-traditional students. The website for Online & Distance Learning offers many resources for students as well at <http://www.distance.iastate.edu/>, although the primary medium of course delivery for undergraduates is face-to-face instruction.

**Strengths of Student Support Services :**

1. Information is available to students in a variety of formats: classroom presentations, website, and adviser meetings. There are numerous opportunities for students to become involved on campus, including over 800 student organizations.
2. The People to People Career Fair continues to grow, and we are experiencing an increase in the number of hospitality related businesses that attend.
3. Students have opportunities to evaluate Hospitality Management instructors and the hospitality adviser.
4. Students will graduate with at least 600 hours of work experience/internship hours completed.

**Weaknesses of Student Support Services:**

1. Limited number of firms actively recruiting on campus. However, we have seen an increase with the creation of the People to People Career Fair.
2. Retention rates are not calculated specifically for Hospitality Management students.
3. Student participation in Hospitality Management clubs has been limited.

**Next Steps to Take:**

1. Increase our visibility with more national hospitality firms.
2. Consider increasing the work experience requirement.
3. Increase enrollment in program.

## PHYSICAL AND LEARNING RESOURCES

### Standards:

**VIIIa. The program has access to appropriate physical resources, such as classroom space, office space, and facilities and equipment in order to satisfactorily meet the program's mission, and learning outcomes.**

HM is housed in MacKay Hall. The Joan Bice Underwood (JBU) TeaRoom is the quantity foods laboratory and encompasses a dining room and kitchen. MacKay 1 is the HM designated classroom. All program faculty are housed in separate offices in MacKay Hall. The AESHM department chair and office support staff are housed in MacKay 31. A departmental conference room is located in 29 MacKay, and a small seminar room is housed in 17 MacKay. The latter is used for small committee meetings and graduate student committee meetings. The CHS Technology team is housed in MacKay Hall adjacent to the HM offices, and MacKay 1, 17, 29, and the Tearoom (Wi-Fi and sound system in place) all have adequate technology for instructional purposes. Computer labs are available for all CHS students in MacKay Hall.

The HM program has approximately 8,963 square feet of assigned space, excluding restrooms and corridors on the ground floor of MacKay Hall. Blueprints for MacKay Hall, showing HM space, will be available in the ACPHA team workroom. With the program work experience requirement, many students may be employed in nearby hospitality facilities, including on campus locations for ISU Dining Services.

The primary facility of the HM Program is the JBU Tearoom. Comprising 2,934 square feet, it seats ~100, and includes a production kitchen and annex. The facilities are primarily utilized for HRI 380 and 380L (Quantity Food Production & Management), and HRI 487 (Fine Dining Management) fall semester. The JBU Tearoom is equipped with standard commercial large quantity food production and service equipment, although space does limit equipment options. There is also a point-of-sale register. The JBU Tearoom is up to code, licensed and inspected by the State of Iowa. HM also holds an alcoholic beverage license with the state of Iowa. The JBU Tearoom has a Coordinator, Graduate Teaching Assistants, 1.5 FTE employees, and a hired student dishwasher to support the labs.

Office space is sufficient to provide for administrative and faculty support, and separate offices for the department head and all full-time faculty. The part-time lecturer and our new full-time lecturer share an office, and graduate students share office space. On average, each faculty office is approximately 140 square feet. Room 1 MacKay Hall is officially classified as a teaching laboratory by the university. It is a 49-seat classroom controlled and scheduled by AESHM, and used for many HM classes. HM classes are also taught in other rooms within MacKay Hall, and other university buildings in proximity to MacKay Hall. The HM Reading Room (room 6 MacKay) is available for students during normal office hours to peruse trade journals, industry literature, or important materials for classes.

All HM facilities are handicap accessible. Elevators are available to all levels of MacKay Hall.

Each faculty office is equipped with a computer and printer for faculty use. Computer equipment is available in computer labs for students in MacKay. There is a portable unit available in room 1 MacKay

(computer, DVD/VCR, data projector, document camera). Rooms 17 and 29 have computer station, projector and screen. Rooms have an Ethernet connection and are wireless to facilitate student instruction.

All ISU classrooms utilized by HM faculty have overhead projectors, screens, and chalkboards/whiteboards, with minor exceptions. Large lecture halls are equipped with video projection capability. Other media equipment is available to faculty from the university's Instructional Technology Center (ITC). ITC personnel are available to assist faculty and students in the development and use of instructional materials. AESHM maintains a bank of laptop computers which can be checked out by faculty or graduate teaching assistants to take to other classroom buildings on campus. There are a few rooms on campus which do not have computer stations.

College computer labs in MacKay Hall are equipped with standard software such as Office and SPSS.

General maintenance and custodial services are provided by the ISU Facilities Planning Management and Services staff. Support includes emptying trash and cleaning floors. A maintenance engineer is housed within the building, and available to handle daily problems related to equipment and utilities.

The JBU Tearoom has a budget which includes revenues and expenses directly related to the operation. Purchase of supplies, small equipment, flatware, glassware, chinaware, and other equipment is funded from this budget. Minor renovations, such as repairing the fireplace, are also handled from this budget. Major renovations, such as the new windows, usually are provided by the university through discretionary funds available to the college. Requests for major renovations and equipment purchases are submitted as needs are known and approved as funds are available. For their age, MacKay Hall (original [west] wing 1911; main building 1926) facilities are well-maintained and in good condition.

Full-time faculty have private offices. Faculty do not directly advise undergraduate students, although some faculty may supervise honors projects, independent study work, and student clubs. The primary HM undergraduate advisor has a private office. All faculty and staff have access to the conference rooms through a reservation system, and can also use the JBU Tearoom when otherwise not in use.

**VIII b. Physical resources and facilities are equitably available for daytime, evening, and distance sessions and are located so that each student or group of students has access to them. If off campus facilities are used for programmatic instruction, describe the contractual obligations involved in retaining the use of these facilities.**

Physical resources and facilities are equitably available every day the university is open. Special arrangements may be made if space is needed outside of normal university business hours. The AESHM office maintains the room schedule for 17 and 29 MacKay.

External facilities are not used for formal instruction. Tours and field trips may be taken to various foodservice and lodging operations. Arrangements with these facilities are handled on an informal basis, and no formal contracts are used.

**VIII c. Appropriate learning resources and facilities (libraries) are available to support the program's outcomes.**

Computers are available for student use in a variety of locations on campus. Two computer laboratories are housed in MacKay Hall. Both are staffed with a computer support employee, and are open evening and weekend hours. ISU maintains several student computer laboratories that are open 24-hours daily for student use. Students living on campus have access to on-site computer laboratories.

Classrooms and computer labs are kept in good working condition. The CHS Technology team is housed in MacKay Hall, and readily available to assist with any challenges.

The ISU Library (Parks Library) houses numerous resources available to students and faculty. The library is located directly across the street from MacKay Hall. The library and its branch facilities have over 2,500 seats for patron use, and over 100 individual research carrels. There are two library computer laboratories with 68 workstations, plus 175 workstations in general public areas. The General Collection is available on open stacks in the main library. Books and serials are shelved together using the Library of Congress subject classification system. The library is open to the public over 100 hours each week, with Reference Desk service available 64 hours each week during fall and spring semesters. Hours of operation are more limited during breaks. An online reference service, phone reference service, special subject consultation services, and individual research appointments serve to broaden the availability of reference services available to students and faculty. AESHM has its own librarian liaison, and a faculty member serves as departmental liaison to the librarian.

**VIII d. The library access system (including technical and non-technical reference materials, books, journals, and online databases) reflects the current needs of both the students and faculty in meeting the program's mission and outcomes.**

- **To what extent are faculty and students involved in the formulation and implementation of library policies and procedures in the selection of learning resources?**

The ISU Library supports teaching and research activities of faculty and students through its own collection, access to materials from the collections of other libraries, and various reference and bibliographic instruction services. The library's collection exceeds 2,500,000 volumes, including paid subscriptions, gift and exchange titles, and government publication depository titles. Approximately \$8 million is spent annually on acquisitions.

ISU Library is a member of the Association of Research Libraries, a group of the 120 largest libraries in the United States and Canada. It also belongs to Online Computer Library Center (OCLC), the Center for Research Libraries, the Bibliographic Center for Research, the Big 12 consortia, and the Greater Western Library Alliance. It maintains a large international journal and book exchange program, cooperating with

over 1,000 academies, universities, and scientific institutions in nearly 100 countries. Additional information about the library will be available in the ACPHA visiting team workroom.

The library provides a variety of research instruction services. All ISU undergraduates are required to take a 1 credit course, Library 160, which includes the basics of using an academic library and finding research materials. In addition, library faculty are available for individual class seminars that relate to a specific course. The library maintains reserve services for faculty. Print, media and electronic resources for specific courses can be held on reserve for student use.

All serial subscriptions are coded by subject, department, or program. Over thirty journals are coded to HM, while the entire collection of nearly 30,000 journals are available to all students and faculty. Online access to a number of databases is available from on, and off campus.

The library belongs to a network of libraries throughout the U.S. which enables them to obtain materials, usually free of charge, via interlibrary loan and document delivery. Turn-around times for these services average less than seven days. Availability of materials located in off-site storage is either by request or going to the storage site at posted hours each day. Access to the library's discovery tool is available via the web 24 hours every day. Students and faculty with university identification numbers have access to online databases, including full-text databases from outside the library in computer laboratories on campus, or via university library accounts off-campus. The city of Ames has a public library, and many students utilize the facility.

A library liaison program links faculty with a subject librarian from the library faculty. This arrangement provides an avenue for communication, and a means of determining how needs can be best met with budgets that never are enough. The subject librarian for HM has a master's degree in library and information science. This liaison will usually be introduced to the faculty at the first faculty meeting during the year. They will provide a brief overview of their role, and address questions from the faculty.

A member of the faculty is appointed each year as liaison to the library. The liaison, in consultation with faculty and students, works with the designated subject librarian. Purchases for all types of materials may be directed through the subject librarian. In addition, the library provides both print and electronic reserve services so faculty are able to make a wide variety of materials available to students without increasing the cost of books. The library is also strengthened by its special collections that are accessible to researchers. Periodically, faculty and students are given input as to which serials to cancel.

### **Strengths of Physical and Learning Resources:**

Office facilities for faculty and staff are adequate, and allow for confidential conversations.

Sufficient instructional equipment and materials are available in classrooms for courses.

HM has administrative control of the Tearoom, room 01 MacKay, room 017 MacKay, and room 029 MacKay, and can schedule their use when needed.

Room 01 and 29 are regularly available for student club meetings and activities.

Laboratory facilities are adequate for basic food production, service, and management principles.

Maintenance personnel keep faculty offices clean, and Tearoom equipment is in good operating condition.

Resources available through the ISU library meet present and projected HM needs.

There has been a focus on improving technology support, and as a result, students and faculty have access to and use of adequate computer facilities.

HM faculty regularly evaluate the adequacy of library hospitality management holdings, as well as the adequacy of computer learning stations available to students. These evaluations have contributed to enhanced support for HM.

**Weaknesses of Physical and Learning Resources:**

Foodservice facilities are not adequate for all types of service experiences for students.

Hours of operation for library may be limited in break periods.

MacKay Hall is limited in space, and HM is space-constrained. New faculty offices (for the four searches underway) are being designed and created from existing space in MacKay Hall.

**Next Steps to Take:**

As part of strategic planning, include long-term space analysis.

## IX. Financial Resources

### Standards:

#### **IX a. Financial resources are sufficient to support the educational objectives and meet contractual obligations.**

ISU is a state university, and receives an annual budget from the state of Iowa. The university also receives funding from tuition, indirect grant funding, and donations. The state budget is provided by a vote from the Iowa Legislature, and implemented by the Iowa Board of Regents. Each of the Regents institutions, including ISU, University of Iowa and University of Northern Iowa, receive funding based on a percentage formula.

Tuition paid by students is processed by each university, and a formula determines the return of tuition dollars to the respective colleges. The colleges in turn, return tuition dollars to the departments, based on enrollments. Indirect funding from grants is generated by individual faculty members who conduct research. Indirect costs are shared with the Office of Sponsored Research, the respective Dean's Office, and the home department of the faculty member. Donations are managed by the ISU Foundation.

ISU operates under a budget process known as Resource Management Model (RMM). The RMM rewards units with a positive utilization of resources (in other words, increase enrollments, and minimize expenses). AESHM, and therefore HM, have seen an increase in annual budgets since 2010. Like most academic programs, AESHM suffered a significant budget reduction from 2008 to 2010. AESHM enrollment has increased each year, and this has led to budget increases.

For fiscal year 2014-2015, AESHM (the department budget is not broken into programmatic divisions) has a total budget of \$4,065,458. Department salaries comprise \$2,885,120 (70.97 %) of the total, plus benefits of \$987,784 (24.3%), along with \$40,082 in supplemental faculty support (from Ag Experiment Station; faculty research), and \$122,519 (3.0%) in graduate assistantship funding. A total of \$74,473 (1.82%) is allocated for supplies and services. There were salary and benefit savings of \$44,520 applied to the departmental budget. As is typical of an academic unit, the bulk of the budget is comprised of faculty and staff salaries and benefits.

HM has a number of ISU Foundation accounts that support priorities of the program, as well as scholarships.

#### **Table IX – 1 ISU Foundation Funds Available to HM (funds are approximate)**

##### Scholarship Funds

Walker Scholarship ~ \$1,300

McKinley Scholarship ~ \$56,000

Olson Scholarship ~ \$3,000

Lewis Scholarship ~ \$53,000

Luz Lara Scholarship ~ \$500

Shaner Scholarship ~ \$1,000

#### Other Funds

Spencer Memorial ~ \$5,000  
Sunderlin HRIM Fund ~ \$900  
Struck Endowment ~ \$2,000  
Olson Endowment ~ \$58,000  
HRIM Endowment ~ \$48,000  
HRIM Development ~ \$1,000  
Zbornik Endowment ~ \$24,000  
Walsh Professorship ~ \$155  
Cherry Pies ~ \$20,000  
Hayden & Thomas ~ \$7,000

Several HM courses have a course fee, which covers specific expenses related to that class. An example would be the Quantity Production Management class, to cover purchase of uniforms and thermometers for students.

#### **IX b. Evidence indicates the program has sufficient financial stability to enable it to continue to meet its contractual obligations and achieve its educational objectives over a reasonable future period.**

- **Are there any current significant financial problems over the next five years that affect the program's ability to achieve its mission and outcomes?**

The AESHM budget has been increasing. New faculty lines have been added to HM. Faculty hiring across the university has been robust. Major renovation projects are underway across campus. While the economic downturn of 2007 – 2009 did hit ISU hard, the recovery has been strong, and ISU is positioned for many years of strong growth.

A current evaluation of state funding is underway, and will be voted on in spring 2015 by the Iowa Legislature. Known as Performance-based Funding, future funding will be based on a formula primarily weighted by number of Iowa residents enrolled. If approved, this is a significant change to the state funding model, and has the potential to bring significant resources to ISU.

#### **Strengths of Financial Resources:**

Budgets have been increasing.

HM has foundation accounts that support scholarship and program priorities.

#### **Weaknesses of Financial Resources:**

There is always a need for more expendable funds, and fundraising has not been a priority of the program.