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| Proposing New CSU Degree Programs Bachelor’s and Master’s LevelsOffered through Self-Support and State-Support Modes |

1. **Program Type (Please specify any from the list below that apply—delete the others)**

b. Self-Support

g. New Program, face to face and hybrid instruction

1. **Program Identification**
2. *Campus*

California State University, Long Beach

1. *Full and exact degree designation and title (e.g. Master of Science in Genetic Counseling, Bachelor of Arts with a Major in History).*

Master of Science in Global Hospitality Management

1. *Date the Board of Trustees approved adding this program projection to the campus Academic Plan.*

January 2015

1. *Term and academic year of intended implementation (e.g. Fall 2013).*

Fall 2017

1. *Total number of units required for graduation. This will include all requirements (and campus-specific graduation requirements), not just major requirements.*

30 semester units, structured to be completed in 18 months (three semesters)

1. *Name of the department(s), division, or other unit of the campus that would offer the proposed degree major program. Please identify the unit that will have primary responsibility.*

The Department of Family and Consumer Sciences (FCS), housed within the College of Health and Human Services (CHHS)

1. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree major program.*

Ronnie Yeh, Ph.D., Professor, Hospitality Management, Department of Family and Consumer Sciences

Wendy Reiboldt, Ph.D., Professor and Chair, Department of Family and Consumer Sciences

Tim Mozia, Ph.D., Associate Dean, College of Continuing and Professional Education

Terry Robertson, Ph.D., Interim Associate Dean, College of Health and Human Services

1. *Statement from the appropriate campus administrative authority that the addition of this program supports the campus mission and will not impede the successful operation and growth of existing academic programs.*

Monica Lounsbery, Ph.D., Dean, College of Health and Human Services, endorsed the proposed program. The prior Dean’s statement is enclosed.

Jeet Joshee, Ph.D., Dean, College of Continuing and Professional Education also endorsed the proposed program. His statement is enclosed.

1. *Any other campus approval documents that may apply (e.g. curriculum committee approvals).*

The Graduate Committee in the Department of Family and Consumer Sciences approved the proposal. The College of Health and Human Services Graduate Council approved the proposed program.

1. *Please specify whether this proposed program is subject to WASC Substantive Change review. The campus may submit a copy of the WASC Sub-Change proposal in lieu of this CSU proposal format. If campuses choose to submit the WASC Substantive Change Proposal, they will also be required to submit a program assessment plan using the format found in the CSU program proposal template.*

Not applicable.

1. *Optional: Proposed Classification of Instructional Programs and CSU Degree Program Code*

*Campuses are invited to suggest one CSU degree program code and one corresponding CIP code. If an appropriate CSU code does not appear on the system-wide list at: http://www.calstate.edu/app/resources.shtml, you can search CIP 2010 at http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55 to identify the code that best matches the proposed degree program. The Classification of Instructional Programs (CIP) is a National Center for Education Statistics (NCES) publication that provides a numerical classification and standard terminology for secondary and postsecondary instructional programs. The CSU degree program code (based on old HEGIS codes) and CIP code will be assigned when the program is approved by the Chancellor.*

CSU Degree program code: 05105

CIP: 52.0299

1. **Program Overview and Rationale**
2. *Provide a rationale, including a brief description of the program, its purpose and strengths, fit with institutional mission, and a justification for offering the program at this time. A comprehensive rationale also explains the relationship between the program philosophy, design, target population, and any distinctive pedagogical methods.*

Program Purpose and Description

The Master of Science in Global Hospitality Management (MSGHM) program is designed to provide students with advanced and in demand training for the modern hospitality management industry by exploring best practices, global issues, customer service, marketing trends, and other relevant skills. Preparing students with this type of industry expertise and functional knowledge is the current trend and will enhance students’ viability for entry into a dynamic multi-ethnic and multi-cultural global job market.

The program’s requirements are comprised of a 30-unit, lock-step sequence of courses covering three core components: (i) developing an advanced understanding of hospitality operations planning, foodservice administration management, cost control management, customer service management, and internship in a global hospitality environment, (ii) acquiring business analytics, statistics, and information-technology skills required to tackle real world hospitality management challenges, and (iii) demonstrating competency through a culminating project in which students interact with local industry leaders to identify business opportunities in a global environment.

Strengths

The rigorous curriculum will equip graduates with advanced knowledge and the skills needed to identify, analyze, and resolve complex hospitality challenges faced by global-scale businesses. This is accomplished through a unique combination of practical, technical, operational, strategic, and behavioral preparation.

Embedded in the curriculum is hands-on internship training with local popular hospitality organizations. The advisory board will help achieve this goal. This is an important strength of this program for preparing students to work in a global job market, because the demand is tremendous.

This program is located in Southern California, which is a prime and attractive location for an international hospitality program due to its Pacific Rim location. Southern California is a hub of virtually every conceivable attraction and entertainment venue imaginable. Cities like Los Angeles, Long Beach, Anaheim, and San Diego have a variety of attractions that make Southern California one of the most popular travel destinations in the world. This entertainment and tourist destination infrastructure is supported by the hospitality foodservice and hotel management industry.

Dr. Ronnie Yeh has been the graduate advisor for the Hospitality Management specialization within the MA in Family and Consumer Sciences and has been a graduate committee member in the Department of Family and Consumer Sciences. He will be the director for this self-support program. He will assist with advising and mentoring of students.

Finally, the proposed program has dynamic and highly qualified faculty to teach the required courses. Faculty include scholars in the fields of hotel, foodservice, customer service, and human resource management, research methods and statistics, and internship support. In addition, the department has a strong pool of part time faculty members who have considerable past and current professional industry experience in the relevant fields.

Program Philosophy and Justification

The core justification for offering this program is to meet the demand for specialized graduate training in a rapidly growing discipline. The target population includes local graduating seniors, international students, and working professionals. The general program philosophy is to graduate highly valued hospitality professional leaders capable of excelling in a dynamic business environment.

Furthermore, at the state level, in 2009 the State of California launched an initiative to focus on the hospitality programs in the California State University System. The main purpose of the initiative was to increase the enrollment and graduate more hospitality students simply because of critical workforce needs for highly qualified hospitality professionals in California.

Perhaps of equal importance, according to the California Restaurant Association, the restaurant industry is the largest retail employer in California. Nearly 30% of all retail establishments are eating-and-drinking places. Approximately 12 million persons are employed in the restaurant industry, making it the nation's largest private-sector employer. Restaurant operators report that finding qualified/motivated labor will be their biggest challenge in the 21st century. In a report put out by the California Restaurant Association, it is expected that hospitality occupations will grow faster than the total U.S. workforce, with the growth of the U.S. workforce at 14 percent and the growth of foodservice and lodging management positions at 16 percent. It states that foodservice and lodging managers account for the largest number of managerial professions in the country.  
  
Alignment with the University’s Mission

The program embraces the CSU mission to prepare the future workforce, create innovative products, services, and research. CSULB envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world. The College of Health and Human Services is committed to the university’s mission and strives to “connect, discover, educate.” The Family and Consumer Sciences Department’s mission is to prepare leaders for the Family and Consumer Sciences professions. Hospitality Management is an important part of the Family and Consumer Sciences model whose mission is to meet the needs of the industry and community by preparing individuals to become successful professionals who are capable of assuming leadership roles in a dynamic, multi-cultural, domestic, and international job market.

To further reinforce collaborations, this proposed program addresses the CSU Commission on the Extended University’s goal of meeting California’s economic and workforce development needs, increasing access to educational opportunities by serving broader constituencies, developing alternative instructional delivery systems, developing new creative programs, providing personal and lifelong learning opportunities, supporting international educational experiences, and generating new revenue.

As a globally-oriented program designed to advance its graduates’ career opportunities, the MSGHM program aligns with the University’s mission of being a “globally-engaged public university committed to providing highly-valued educational opportunities.” By offering a curriculum that responds directly to employer skillset demands, it aligns with “CSULB’s core academic purpose to graduate students with highly-valued degrees,” as described in the university’s strategic plan. The university’s 2013-2016 Strategic Priorities and Goals are also addressed, specifically by expanding CSULB’s use of instructional methods based on innovative technologies, expanding graduate programs where quality and need justifications exist, and targeting international student recruitments through General Fund and CCPE in strategic areas.

1. *Provide the proposed catalog description, including program description, degree requirements, and admission requirements. For master’s degrees, please also include catalog copy describing the culminating experience requirement(s).*

Degree Program Name

Master of Science in Global Hospitality Management (MSGHM)

Catalog Description

The Master of Science in Global Hospitality Management (MSGHM) program is designed to provide students with advanced and in demand training for the modern hospitality management industry by exploring best practices, global issues, customer service, marketing trends, and other relevant skills. Preparing students with this type of industry expertise and functional knowledge is the current trend and will enhance students’ viability for entry into a dynamic multi-ethnic and multi-cultural global job market.

Degree requirements

The degree requirements are comprised of a 30-unit, lock-step sequence of courses covering three core components: (i) developing an advanced understanding of hospitality operations planning, foodservice administration management, cost control management, and customer service management in a global hospitality environment, (ii) acquiring business analytics, statistics, and information-technology skills required to tackle real world hospitality management challenges, and (iii) demonstrating competency through a culminating project in which students interact with local industry leaders to identify business opportunities in a global environment.

The ten required courses (30 semester units) are all at graduate level, and are listed as follows:

|  |  |  |
| --- | --- | --- |
| Course Code | Course Title | Units |
| FCS 571 | International Hospitality Development | 3 |
| FCS 572 | Advanced Hotel Administration | 3 |
| FCS 574 | Cost Control in Hospitality Foodservice and Hotel Management | 3 |
| FCS 576 | Hotel and Restaurant Financial Management | 3 |
| FCS 577 | Restaurant and Dining Management | 3 |
| FCS 579 | Leadership and Strategic Management in Hospitality Industry | 3 |
| FCS 592 | Internship | 6 |
| FCS 692 | Directed Project (Culminating Activity) | 3 |
| FCS 696 | Research Methods | 3 |

Admission Requirements:

1. A bachelor’s degree in Hospitality Management or closely related field.
2. A minimum 2.75 GPA in the last 60 semester units attempted, and good standing at the last college attended.
3. A personal statement of interest.
4. Three letters of recommendation.
5. Admission Exam and English proficiency:

* Satisfactory score on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE)
* A score of 4.0 or higher on the writing portion of GMAT/ GRE

Requirements for continued enrollment:

1. Maintain a minimum of 3.0 GPA in all graduate work completed at CSULB and all graduate work transferred to meet graduate requirements.
2. Maintain satisfactory progress toward the degree objective.

Requirements for Advancement to Candidacy:

1. Complete 9 units of graduate courses, including FCS 696.
2. Maintain a 3.0 GPA for all course work attempted as a graduate student.
3. Complete Program of Study in consultation with program director.
4. Enrolled in the semester in which the Advancement to Candidacy takes place.

Requirements for Graduation:

1. Completion of 30 units of approved graduate courses with a 3.0 GPA or better.

FCS 571 International Hospitality Development (3)

FCS 572 Advanced Hotel Administration (3)

FCS 574 Cost Control in Hospitality Management (3)

FCS 576 Hotel and Restaurant Financial Management (3)

FCS 577 Restaurant and Dining Management (3)

FCS 579 Leadership and Strategic Management in the Hospitality Management Industry (3)

FCS 592 Internship in Family and Consumer Sciences (6)

FCS 692 Directed Project (3)

FCS 696 Research Methods (3)

1. Completion of the FCS 692 Directed Project with a grade of “B” or better.
2. Satisfaction of all university graduation requirements.

Catalog Description of Culminating Project

Course Number: FCS 692

Title: Directed Project- Seminar in Hospitality Management

Prerequisites: FCS 697 (Note: This pre-requisite course will be waived for MSGHM students)

Description: Student will acquire experiential skills under the guidance of a faculty advisor and supervisor/ preceptor at an approved project site. Will identify problems, design and assess a project or conduct research. Results will be presented in a thesis-style report. This serves as the culminating project for the program. Letter grade only (A-F).

1. **Curriculum –** *(These requirements conform to the revised 2013 WASC Handbook of Accreditation)*

a. These program proposal elements are required:

* Institutional learning outcomes (ILOs)
* Program learning outcomes (PLOs)
* Student learning outcomes (SLOs)

Describe outcomes (also sometimes known as goals) for the 1) institution, 2) program, and for 3) [student learning](http://www.calstate.edu/acadaff/sloa/index.shtml). Institutional learning outcomes (ILOs) typically highlight the knowledge, skills, and dispositions all students are expected to have upon graduating from an institution of higher learning. Program learning outcomes (PLOs) highlight the knowledge, skills, and dispositions students are expected to know as program graduates. PLOs are more narrowly focused than ILOs. Student learning outcomes (SLOs) clearly convey the specific and measureable knowledge, skills, and/or behaviors expected and guide the type of assessments to be used to determine if the desired the level of learning has been achieved.

Goals

The goal of this program is to provide its students with advanced skills and knowledge that are in demand in the modern hospitality industry by exploring best practices, global issues, customer service, marketing trends, and other relevant skills. Preparing students with this type of industry expertise and functional knowledge is the current trend and will enhance students’ viability for entry into a dynamic multi-ethnic and multi-cultural global management job market.

Program Learning Outcomes

These goals directly align with the program learning outcomes adopted by California State University, Long Beach and the College of Health and Human Services, and the Hospitality Program, where students must demonstrate competency in the following six areas:

* Business functions
* Financial, Revenue, and Accounting Management
* Quantitative and technical skills
* Interpersonal, leadership and team skills
* Domestic and global environment
* Legal and Ethical Issues

Institutional Learning Outcomes

Institutional Learning Outcomes highlight the knowledge, skills and abilities all students are expected to have upon graduating from CSULB.

Graduates will be:

* Well-prepared with communication, numeracy and critical thinking skills to successfully join the workforce of California and the world or to pursue advanced study;
* Critically and ethically engaged in global and local issues;
* Knowledgeable and respectful of the diversity of individuals, groups, and cultures;
* Accomplished at integrating the skills of a liberal education with disciplinary or professional competency;
* Skilled in collaborative problem-solving, research, and creative activity.

Student Learning Outcomes

Student learning outcomes are demonstrated by meeting the following learning objectives. Note that each of these learning objectives encompasses all six levels of Bloom’s Taxonomy, with emphases on levels 4, 5, and 6 (i.e. Analysis, Synthesis, and Evaluation).

1. *Business* *Functions*. Students will be able to interpret knowledge of operations relative to the provisions and distribution of goods and services in HM.
2. *Financial, Revenue, and Accounting Management.* Students will be able to relate knowledge of financial, revenue, and accounting management to operations in HM.
3. *Quantitative & Technical Skills*. Students will be able to formulate information systems, database management, and quantitative methods in HM.
4. *Interpersonal, Leadership & Team Skills*. Students will be able to evaluate foundations of management, leadership, sales and marketing, and human resources in HM.
5. *Domestic & Global Environment*. Students will be able to synthesize global perspectives and understanding diversity issues as related to HM.
6. *Legal and Ethical Issues.* Students will be able to analyze legal and ethical considerations affecting foodservice and lodging organizations.

b. These program proposal elements are required:

* Comprehensive assessment plan addressing all assessment elements;
* Matrix showing where student learning outcomes are introduced (I), developed (D), and mastered (M)

Include plans for assessing institutional, program, and student learning outcomes. Key to program planning is creating a comprehensive assessment plan addressing multiple elements, including strategies and tools to assess student learning outcomes, (directly related to overall institutional and program learning outcomes). Constructing an assessment matrix, showing the relationship between all assessment elements, is an efficient and clear method of displaying all assessment plan components.

Creating a curriculum map matrix, identifying the student learning outcomes, the courses where they are found, and where content is “Introduced,” “Developed,” and “Mastered” ensures that all student learning outcomes are directly related to overall program goals and represented across the curriculum at the appropriate times. Assessment of outcomes is expected to be carried out systematically according to an established schedule.

The proposed MS in Global Hospitality Management program has developed an assessment methodology to ensure continuous improvement and maintenance of program quality. The assessment components and procedures are similar to those currently in place for the existing graduate programs of the College of Health and Human Services and conform to the requirements put forth during the last accreditation by the American Association of Family and Consumer Sciences (AAFCS). For each course a Standard Course Outline (SCO) has been developed. Each SCO specifies course student learning objectives and suggests appropriate student assessment methods. Table 4.1 connects Program Goals, Student Learning Outcomes, and Assessments.

**Table 4.1 Connecting Program Goals, Student Learning Outcomes, and Assessment**

| Overarching Program Learning Outcomes (may also be known as Program Goals) | Corresponding Student Learning Outcomes (SLOs). (Each must directly relate to one or more Program Learning Outcomes/Goals) | Course(s) Where Student Learning Outcomes are Assessed | How often will the SLO be assessed? | \*What types if assessment activities will be used? | \*\*What type of tool will be used to score/ evaluate the activity? | \*\*\*How will assessment data be interpreted? | Who will administer the assessment and who will analyze the data?? | Reporting Assessment Data | Anticipated closing the loop strategies |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Interpret knowledge of operations relative to the provisions and distribution of goods and services in HM | Explain standards of purchasing, receiving, storage, inventory, and issuing controls as used in the hospitality foodservice and hotel industry.  Use planning, program development, program implementation and evaluation skills and techniques in an organizational setting. | 572, 574, 576, 592, 692 | At the end of each cohort (18 months) | Exam questions, culminating project | Exam scores, rubrics | Percentage of students scoring above designated level | Faculty, Directors of MSGHM Graduate program | Presentation to Chair, Dean and Associate Dean by the Director of MSGHM; biennial assessment reports to Academic Affairs | MSGHM faculty will periodically review and improve curriculum and individual course content |
| 2.Demonstrate knowledge of financial, revenue, and accounting management to operations in HM | Calculate standard costs, cost of food consumed, cost of food sold, food cost percent, daily food cost percentage, and inventory values.  Demonstrate knowledge of financial accounting techniques as used in the hospitality industry. | 574, 576, 577, | Annual evaluation | Exam questions, In-class assignments | Exam scores, problem set scores, rubrics | Percentage of students scoring above designated level | Faculty, Directors of MS GHM Graduate program | Presentation to Chair, Dean and Associate Dean by the Director of MSGHM - biennial assessment reports to Academic Affairs | MSGHM faculty will periodically review and improve curriculum and individual course content |
| 3.Analyze information systems, database management, and quantitative methods in HM | Describe the use of computers and information systems in foodservice operations including in the management of human resources, purchasing, and operational costs  Apply concepts of sales and revenue management in hotels and restaurants. | 572, 576, 577, 692, 696 | Annual evaluation | Exam questions, culminating project | Exam scores, rubric | Percentage of students scoring above designated level | Faculty, Directors of MS GHM Graduate program | Presentation to Chair, Dean and Associate Dean by the Director of MSGHM - biennial assessment reports to Academic Affairs | MSGHM faculty will periodically review and improve curriculum and individual course content |
| 4.Evaluate foundations of management, leadership, sales and marketing, and human resources in HM | Describe issues related to cultural orientations in managing human resources in international hotel and restaurant operations  Apply the principles of marketing to the international hospitality industry | 571, 572, 579 | Annual evaluation | Exam questions, group project | Exam scores, rubric | Percentage of students scoring above designated level | Faculty, Directors of MS GHM Graduate program | Presentation to Chair, Dean and Associate Dean by the Director of MSGHM - biennial assessment reports to Academic Affairs | MSGHM faculty will periodically review and improve curriculum and individual course content |
| 5.Demonstratea global perspective and understanding  diversity issues as related to HM | Evaluate the trends toward internationalization of the hospitality industry  Discuss diversity issues related to hospitality and foodservice management | 571, 577, 579, 592 | Annual evaluation | Case studies, exam questions | Problem set scores, exam scores | Percentage of students scoring above designated level | Faculty, Directors of MS GHM Graduate program | Presentation to Chair, Dean and Associate Dean by the Director of MSGHM - biennial assessment reports to Academic Affairs | MSGHM faculty will periodically review and improve curriculum and individual course content |
| 6. Analyze legal and ethical considerations affecting foodservice and lodging organizations | Interpret the effect of different legal and regulatory systems in the world on hospitality management.  Assess ethical considerations in hospitality leadership and management | 571, 577, 579 | Annual evaluation | Exam questions, In-class assignments | Exam scores, problem set scores | Percentage of students scoring above designated level | Faculty, Directors of MS GHM Graduate program | Presentation to Chair, Dean and Associate Dean by the Director of MSGHM - biennial assessment reports to Academic Affairs | MSGHM faculty will periodically review and improve curriculum and individual course content |

Table 4.2 displays where program goals are introduced (I), developed (D), and mastered (M). The SCOs for each of the courses listed contain the specific student learning outcomes related to each program goal.

**Table 4.2: Courses and Program Goals**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Course Number | FCS 571 | FCS 572 | FCS 574 | FCS 576 | FCS 577 | FCS 579 | FCS 592 | FCS 692 | FCS 696 |
| Course Title | International Hospitality Development | Advanced Hotel Administration | Cost Control in Hospitality Foodservice and Hotel Management | Hotel Restaurant and Financial Management | Restaurant and Dining Management | Leadership and Strategic Management | Internship | Directed Project | Research Methods |
| Units | 3 | 3 | 3 | 3 | 3 | 3 | 6 | 3 | 3 |
| 1. Business Functions | I | I | D | D | D/M | D | D/M | M | M |
| 1. Financial, Revenue, and Accounting Management | I | D | M | D | M |  | M |  |  |
| 1. Quantitative and Technical Skills |  |  | I | D | M |  | D | M | M |
| 1. Interpersonal, Leadership, and Team Skills |  |  | I |  | D | M | M |  |  |
| 1. Domestic and Global Environment | M | I |  |  | D |  | M |  |  |
| 1. Legal and Ethical Issues | I/D | I | D | D/M | M | M | M |  |  |

*“I” indicates where the SLO (Student Learning Outcome) is introduced, “D” indicates where the SLO is developed, and “M” indicates where the SLO is mastered.*

Each learning outcome is covered by at least three of the required courses. All courses cover the critical thinking learning goal and advanced level subject matter.

The level of knowledge represented by the students of a specialized master’s level program is the:

* Application of knowledge even in new and unfamiliar circumstances through a conceptual understanding of the specialization.
* Ability to adapt and innovate to solve problems.
* Capacity to critically analyze and question knowledge claims in the specialized discipline.
* Capacity to understand the specified discipline from a global perspective.

The following Table 4.3 shows a proposed assessment schedule:

**Table 4.3: Assessment Schedule for Five Cohorts**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Goal #1-  Business Functions | Goal #2-  Financial, Revenue, and Accounting Management | Goal #3-  Quant  Technical | Goal #4-  Interpersonal  Leadership  Team | Goal #5-  Domestic  Global | Goal #6-  Legal and Ethical Issues |
| Cohort 1 | Year 1, Term 1 |  | FCS 574 |  |  |  | FCS 572, 576 |
| Year 1, Term 2 | FCS 696 | FCS 577 | FCS 696 | FCS 579 | FCS 577 |  |
| Year 1, Term 3 |  |  |  |  | FCS 571 |  |
| Year 2, Term 4 | FCS 692 |  | FCS 692 | FCS 592 |  |  |
| Cohort 2 | Year 2, Term 1 |  | FCS 574 |  |  |  | FCS 572, 576 |
| Year 2, Term 2 | FCS 696 | FSC 577 | FCS 696 | FCS 579 | FCS 577 |  |
| Year 2, Term 3 |  |  |  |  | FCS 571 |  |
| Year 3, Term 4 | FCS 692 |  | FCS 692 | FCS 592 |  |  |
| Cohort 3 | Year 3, Term 1 |  | FCS 574 |  |  |  | FCS 572, 576 |
| Year 3, Term 2 | FCS 696 | FCS 577 | FCS 696 | FCS 579 | FCS 577 |  |
| Year 3, Term 3 |  |  |  |  | FCS 571 |  |
| Year 4, Term 4 | FCS 692 |  | FCS 692 | FCS 592 |  |  |
| Cohort 4 | Year 4, Term 1 |  | FCS 574 |  |  |  | FCS 572, 576 |
| Year 4, Term 2 | FCS 696 | FCS 577 | FCS 696 | FCS 579 | FCS 577 |  |
| Year 4, Term 3 |  |  |  |  | FCS 571 |  |
| Year 5, Term 4 | FCS 692 |  | FCS 692 | FCS 592 |  |  |
| Cohort 5 | Year 5, Term 1 |  | FCS 574 |  |  |  | FCS 572, 576 |
| Year 5, Term 2 | FCS 696 | FCS 577 | FCS 696 | FCS 579 | FCS 577 |  |
| Year 5, Term 3 |  |  |  |  | FCS 571 |  |
| Year 6, Term 4 | FCS 692 |  | FCS 692 | FCS 592 |  |  |

*“Term 3” in each cohort is reserved for practicum work with employers for working professionals, and internships for recent graduates or transitional professionals. That term will also include career advising and student performance reviews.*

Each learning goal will be assessed in at least two different courses. While a variety of assessment methods are feasible, program faculty will design embedded standardized assignments to be administered in selected courses. Scoring rubrics will be used where appropriate. Program faculty will be responsible for designing appropriate assessment standards.

This program will use the same assessment practices as the other CHHS graduate programs. Students will be scored using three levels of performance:

* Exceeds Expectation: Percentage of students who exceed the expected assessment standard.
* Meets Expectation: Percentage of students who meet the expected assessment standard.
* Below Expectation: Percentage of students who are below the expected assessment standard.

According to current practice, it is expected that the percentage of students who exceed and meet expectations will be 70% or greater of all students. If this benchmark is not met, a plan to improve the student learning outcome and to “close the loop” must be developed and implemented. The cycle of assessing each goal annual evaluation provides sufficient time for faculty to develop and implement curriculum improvements.

In addition to the embedded assessments, a student satisfaction survey will be administered at the end of each cohort (18 months). To ensure that the curriculum continues to meet employer needs, the placement of graduated students will be tracked and potential employers will be surveyed periodically.

1. *Indicate total number of units required for graduation.*

The total number of units for degree completion is 30 semester units, to be completed in 18 months.

1. *Include a justification for any baccalaureate program that requires more than 120-semester units or 180-quarter units. Programs proposed at more than 120-semester units will have to provide either a Title 5 justification for the higher units or a campus-approved request for an exception to the Title 5 unit limit for this kind of baccalaureate program.*

Not applicable.

1. *If any formal options, concentrations, or special emphases are planned under the proposed major, identify and explain fully and list the required courses. Optional: You may propose a CSU degree program code and CIP code for each concentration that you would like to report separately from the major program.*

Not applicable

1. *List all requirements for graduation, including electives, for the proposed degree program, specifying catalog number, title, total units required for completion of the degree, major requirements, electives, and prerequisites or co-requisites (ensuring there are no “hidden prerequisites that would drive the total units required to graduate beyond the total reported in 4c above). Include proposed catalog descriptions of all new courses.*

There are 10 courses (30 units) to be taken in a lock-step sequence for completing the program. All courses are graduate level and require graduate level standing. They are shown in Tables 4.4 and 4.5 below.

**Table 4.4: Required Courses for Graduation**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Catalog # | Course Title | Units | Major Reqmt.? (Y/N) | Pre Req. or Co Req.? (Y/N) | Elective (Y/N) | New Course (Y/N)\* |
| FCS 571 | International Hospitality Development | 3 | Y | N | N | Y |
| FCS 572 | Advanced Hotel Administration | 3 | Y | N | N | Y |
| FCS 574 | Cost Control in Hospitality Foodservice and Hotel Management | 3 | Y | N | N | N |
| FCS 576 | Hotel and Restaurant Financial Management | 3 | Y | N | N | Y |
| FCS 577 | Restaurant and Dining Management | 3 | Y | N | N | N |
| FCS 579 | Leadership and Strategic Management in the Hospitality Industry | 3 | Y | N | N | Y |
| FCS 592 | Internship | 6 | Y | N | N | N |
| FCS 692 | Directed Project | 3 | Y | Y\*\* | N | N |
| FCS 696 | Research Methods | 3 | Y | N | N | N |
|  | Total Units | 30 |  |  |  |  |

\*The four new courses identified here have been approved through all University levels but do not exist in the catalog because, until now, they were not associated with a program.

\*\*The pre-requisite for this course, FCS 697, will be waived for these students due to the unique completion of the culminating project

**Table 4.5: Course Catalog Descriptions**

|  |  |  |
| --- | --- | --- |
| Catalog # | Course Title | Course Description |
| FCS 571 | International Hospitality Development | Issues and problems in the hotel and restaurant industry from global perspective. Dynamics of human interaction in a multi-ethnic and multi-cultural global job market. Letter grade only (A-F). |
| FCS 572 | Advanced Hotel Administration | Principles of organization, administration, and leadership in hotel and lodging operations are explored. Topics include organizational management, human resource management, productivity, marketing, financial management, and quality service management as they are applied to the hotel and lodging industry. Letter grade only (A-F). |
| FCS 574 | Cost Control in Hospitality Foodservice and Hotel Management | To expose students to various aspects of controlling operational costs in the hospitality foodservice and hotel industry. The topics covered include financial management, including control of food, labor, supplies, and equipment; principles and procedures used in controlling purchasing, receiving, storing, and issuing of food, beverage, and supplies; factors affecting quality and customer satisfaction; inventory and security management; and analysis of financial reports. Field trips may be required. Letter grade only (A-F). |
| FCS 576 | Hotel and Restaurant Financial Management | Managerial and financial analysis used for planning, controlling, and decision making in the hotel and restaurant industry. Topics include ratio analysis, internal control, sales, revenue and cost management, cash control, budgeting, and feasibility studies as applied to hospitality management. Letter grade only (A-F). |
| FCS 577 | Restaurant and Dining Management | Principles of organization in commercial and non-commercial foodservice operations are explored. Includes food purchasing, receiving, storage, inventory control, marketing, organizational management, human resource management, productivity, marketing, financial management, and quality management as applied to the foodservice industry. Field required. Letter grade only (A-F). |
| FCS 579 | Leadership and Strategic Management in the Hospitality Industry | Explore principles of organization, administration, and leadership in the hospitality industry. Topics include leadership, organizational theory, strategic management, team building, motivation, communication, and quality improvement as applied to the hospitality industry.  Letter Grade (A-F). |
| FCS 592 | Internship | Field experience in which student assumes a self-directed, responsible role in an agency, business, or other community setting. Letter grade only (A-F). |
| FCS 692 | Directed Project | Student will acquire experiential skills under the guidance of a faculty advisor and supervisor/ preceptor at an approved project site. Will identify problems, design and assess a project or conduct research. Results will be presented in a thesis-style report. This serves as the culminating project for the program. Letter grade only (A-F). |
| FCS 696 | Research Methods | Prerequisite: Upper-division course in statistics.  Methodological approaches to contemporary research issues in Family and Consumer Sciences. Focuses on the design, development, and implementation of a formal research-designed project.  Letter grade only (A-F). Same course as GERN 696. Not open for credit to students with credit in GERN 696. (Seminar 3 hours). |

1. *List any new courses that are: (1) needed to initiate the program or (2) needed during the first two years after implementation. Include proposed catalog descriptions for new courses. For graduate program proposals, identify whether each new course would be at the graduate-level or undergraduate-level.*

All courses are exclusively graduate-level courses.

**Table 4.6: New Courses to appear in AY 2016-17 Catalog**

|  |  |  |
| --- | --- | --- |
| Catalog # | Course Title | Course Description |
| FCS 571 | International hospitality development | Issues and problems in the hotel and restaurant industry from global perspective. Dynamics of human interaction in a multi-ethnic and multi-cultural global job market. Letter grade only (A-F). |
| FCS 572 | Advanced Hotel Administration | Principles of organization, administration, and leadership in hotel and lodging operations are explored. Topics include organizational management, human resource management, productivity, marketing, financial management, and quality service management as they are applied to the hotel and lodging industry. Letter grade only (A-F). |
| FCS 576 | Hotel and Restaurant Financial Management | Managerial and financial analysis used for planning, controlling, and decision making in the hotel and restaurant industry. Topics include ratio analysis, internal control, sales, revenue and cost management, cash control, budgeting, and feasibility studies as applied to hospitality management. Letter grade only (A-F). |
| FCS 579 | Leadership and Strategic Management in the Hospitality Industry | Explores principles of organization, administration, and leadership in the hospitality industry. Topics include leadership, organizational theory, strategic management, team building, motivation, communication, and quality improvement as applied to the hospitality industry.  Letter Grade (A-F). |

h. *Attach a proposed course-offering plan for the first three years of program implementation, indicating likely faculty teaching assignments.*

**Table 4.7: Proposed Course-Offering Plan for First Three Years**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Semester | Cohort # | Course | | Faculty who could possibly teach |
| Year 1 | 1 | FCS 572 | Advanced Hotel Administration | Dr. Zhong |
| FCS 574 | Cost Control in Hospitality Foodservice and Hotel Management | Dr. Blecher |
| FCS 576 | Hotel and Restaurant Financial Management | Dr. Durrani |
| FCS 577 | Restaurant and Dining Management | Dr. Gustin |
| FCS 579 | Leadership and Strategic Management in the Hospitality Industry | Dr. Blecher |
| FCS 696 | Research Methods | Dr. Reiboldt |
| FCS 571 | International Hospitality Development | Dr. Yeh |
| Year 2 | 1 | FCS 592 | Internship | Dr. Blackwell |
| FCS 692 | Directed Project | Dr. Yeh |
| 2 | FCS 572 | Advanced Hotel Administration | Dr. Zhong |
| FCS 574 | Cost Control in Hospitality Foodservice and Hotel Management | Dr. Blecher |
| FCS 576 | Hotel and Restaurant Financial Management | Dr. Durrani |
| FCS 577 | Restaurant and Dining Management | Dr. Gustin |
| FCS 579 | Leadership and Strategic Management in the Hospitality Industry | Dr. Blecher |
| FCS 696 | Research Methods | Dr. Reiboldt |
| FCS 571 | International Hospitality Development | Dr. Yeh |
| Year 3 | 2 | FCS 592 | Internship | Dr. Blackwell |
| FCS 692 | Directed Project | Dr. Yeh |
| 3 | FCS 572 | Advanced Hotel Administration | Dr. Zhong |
| FCS 574 | Cost Control in Hospitality Foodservice and Hotel Management | Dr. Blecher |
| FCS 576 | Hotel and Restaurant Financial Management | Dr. Durrani |
| FCS 577 | Restaurant and Dining Management | Dr. Gustin |
| FCS 579 | Leadership and Strategic Management in the Hospitality Industry | Dr. Blecher |
| FCS 696 | Research Methods | Dr. Reiboldt |
| FCS 571 | International Hospitality Development | Dr. Yeh |
|  | 3 | FCS 592 | Internship | Dr. Blackwell |
| FCS 696 | Research Methods | Dr. Reiboldt |

1. *For master’s degree proposals, include evidence that program requirements conform to the minimum requirements for the culminating experience, as specified in* [*Section 40510*](http://www.calstate.edu/APP/documents/Title5_MastersDegree_requirements.doc) *of* [*Title 5 of the California Code of Regulations*](http://government.westlaw.com/linkedslice/search/default.asp?RS=GVT1.0&VR=2.0&SP=CCR-1000&tempinfo=TOC)*.*

The culminating experience of the proposed Master program is FCS 692: Directed Project in Hospitality Management. This course meets and exceeds the requirements by Title 5 of the California Code of Regulations, Section (b)(3)(B).[[1]](#footnote-1)

In FCS 692, Directed Project-Capstone Seminar in Hospitality Management, students will research a real company, collect data, conduct analysis and offer improvement recommendations. Corporations that routinely provide job shadow opportunities, speakers, and internships are willing to support the Capstone Seminar by providing research projects in their organizations. Furthermore, the active Hospitality Advisory Board members (including members from, for example, Hilton, Marriott, Disney, and Red Lobster) are enthusiastic about the MS program and willing to assist faculty in locating organizations that are a good match to students’ research interests. The class time will be allocated among company visits, internships, classroom instruction, and consulting with instructors. The sequential tasks as listed below are integral to the culminating experience.

1. Gain knowledge of hospitality related business practices by observing operations in a local firm as well as interviewing professionals from the local firm.
2. Document the current management practices.
3. Identify problems or opportunities related to hospitality management.
4. Collect data.
5. Analyze the data. The analysis can be mathematical model construction based on established theories in the field and rigorous assumption testing. It can also be statistical analysis that identifies patterns of business activities/results, and projects the pattern into the future to assist in decision-making.
6. Write a carefully crafted report that details the project's significance, the nature of the challenge, the objectives, the methodology and recommended solutions justified by thorough qualitative and quantitative analysis. In this task, students need to demonstrate comprehensive understanding of the managerial issues (people, product, process) facing a hospitality management professional as well as demonstrate proficiency in applying analytical models in the field. Further, students will be challenged to demonstrate critical thinking skills and find ways to bridge the gap between theory and practice.
7. Give an oral presentation to classmates, faculty, and local industry participants. Students need to be able to defend their analysis and recommendations.
8. A grade of “B” or better is required in this course to graduate. This requirement operates independently of the student’s overall GPA.
9. *For graduate degree proposals, cite the corresponding bachelor’s program and specify whether it is (a) subject to accreditation and (b) currently accredited.*

The proposed master’s degree program corresponds to the Bachelor of Science in Hospitality Management in the College of Health and Human Services, California State University, Long Beach. The Bachelor’s degree is currently accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA) however, they do not offer accreditation for Master’s degrees.

1. *For graduate degree programs, specify admission criteria, including any prerequisite coursework.*
2. A bachelor’s degree in Hospitality Management or closely related field.
3. A minimum 2.75 GPA in the last 60 semester units attempted, and good standing at the last college attended.
4. A personal statement of interest.
5. Three letters of recommendation.
6. Admission Exam and English proficiency:

* Satisfactory score on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE).
* A score of 4.0 or higher on the writing portion of GMAT/ GRE

1. *For graduate degree programs, specify criteria for student continuation in the program.*

Applicants who are admitted to the program will be subject to the university’s Graduation Writing Assessment Requirement (GWAR). All entering students are required to take the GWAR Placement Exam (GPE), except students who have previously (1) received degrees from accredited colleges and universities in the United States; or (2) received degrees from an accredited non-US institution located in a country where English is a primary language of communication; or (3) achieved a score of 4.0 or higher on the writing portion of the GMAT or GRE.

Per the requirements in section 4 of Title 5 Section 40510, students in the program must sustain “…A grade point average of 3.0 (grade of B) or better in all courses taken to satisfy the requirements for the degree, except that a course in which no letter grade is assigned shall not be used in computing the grade point average….”.

m. *For undergraduate programs, specify planned provisions for articulation of the proposed major with community college programs.*

Not applicable.

n*. Describe advising “roadmaps” that have been developed for the major.*

Table 4.8 shows the lock-step course sequence for each of the program’s four terms (spanning an 18-month period). A “term” roughly corresponds to a regular semester, but with adjustments made to accommodate the schedules of working professionals (e.g., courses offered nights and weekends, accelerated courses, hybrid courses). For example, “Term 2” may include four accelerated courses, each taught one-at-a-time, and could overlap with the parts of the winter and summer sessions.

**Table 4.8: MS in Global Hospitality Management Advising Roadmap** (18 months)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 1** | **Units** | **Term 2** | **Units** | **Term 3** | **Units** | **Term 4** | **Units** |
| FCS 572 | 3 | FCS 577 | 3 | FCS 571 | 3 | FCS 592 | 6 |
| FCS 574 | 3 | FCS 579 | 3 | Practicum | -- | FCS 692 | 3 |
| FCS 576 | 3 | FCS 696 | 3 | Advising | -- |  |  |
|  |  |  |  | Reviews | -- |  |  |
| Total Units | 9 |  | 9 |  | 3 |  | 9 |

Figure 4.1 graphically depicts the advising roadmap, including the curriculum’s pre-requisite structure. A particular strength of the program is the premium advising that will be provided by the program director(s) and faculty teaching in the program. Advising will begin at the time of admission to the program. The program orientation will emphasize the importance of students connecting with faculty on a regular basis for advising purposes. Students will be required to have one (minimum) advising meeting per term to remain in the program. Intense advising will occur prior to and during the summer practicum or internship work in “Term 3” (which typically corresponds to summer sessions). The diverse student population (e.g., working professionals, international students) will require unique practicums/internships. Term 3 also includes career advising and student performance reviews. Finally, students will receive additional advising/mentoring regarding their culminating projects.

**Figure 4.1: Degree Completion Roadmap**

****

*o. Describe how accreditation requirements will be met, if applicable, and anticipated date of accreditation request (including the WASC Substantive Change process).*

The proposed Master of Science in Global Hospitality Management degree program is housed under the Hospitality Management program in the Department of Family and Consumer Sciences. While both of the above have accredited bachelor’s degree programs, neither accrediting bodies accredit master’s degree programs.

*Accreditation Note for Master’s degree program proposals:*

*If subject to accreditation, establishment of a master’s degree program should be preceded by national professional accreditation of the corresponding bachelor’s degree major program.*

Not applicable.

# Societal and Public Need for the Proposed Degree Major Program

# *List other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program.*

Forty major universities in California, including all University of California (UC) campuses, California State University (CSU) campuses, and other major universities in the region were surveyed. Only three universities currently offer similar programs. California State University, East Bay currently has a Master of Science program in Recreation and Tourism, San Diego State University has a Master of Science program in Hospitality and Tourism Management, and California State University, Northridge has a Master of Science program in Tourism, Hospitality and Recreation Management. In addition, there are several CSU campuses that offer options, concentration, or specializations in Hospitality or Recreation Management. No UC campuses offer such specialized options in their Master of Science programs.

The California State University, East Bay Master of Science program in Recreation and Tourism targets professionals currently working in or planning to work in the field of Recreation and Tourism. The program requires 45 units to be completed and is purely online. Weekly assignments are also expected and students will not only be asked to absorb facts and theories, but also discover and create knowledge that is useful in the real world. The total cost of the program is estimated to be $17,000.

The San Diego State Master of Science program in Hospitality and Tourism Management is web-based and targets mid-level managers with 5 to 15 years of experience who are aspiring to advance to the next level of leadership as a director, general manager, or CEO within hospitality, recreation or tourism. The program requires 30 units to be completed within 13 months, delivered in an online format which allows students to participate while continuing to work in their current occupations. The total cost of the program is estimated to be $20,000.

The California State University, Northridge Master of Science program in Tourism, Hospitality and Recreation Management targets professionals interested in developing and/or improving their knowledge of recreational sport management or tourism management. It is designed for those seeking advancement in their career settings or a change in career settings. The program requires 30 units to be completed. The total cost of the program is estimated to be $23,000.

## *Describe differences between the proposed program and programs listed in Section 5a above.*

This program (30 units – semester system) competes with three existing CSU programs: the Master of Science in Recreation and Tourism at California State University, East Bay (45 units – quarter system), the Master of Science in Hospitality and Tourism Management at San Diego State University (30 units – semester system), and the Master of Science in Tourism, Hospitality, and Recreation Management at California State University, Northridge (30 units – semester system). The proposed program primarily differs in the following aspects:

First, unlike the other three programs which are either face-to-face (CSUN) or purely online instruction (SDSU and CSUEB), this program is hybrid. This option reinforces data from the EAB report that recommends interaction between students and faculty, and greater opportunities for hands-on learning.

**Proposed Course Descriptions, Modality, and Potential Faculty**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course # and (units)** | **Title** | **Modality** | **Potential Faculty** |
| FCS 571 (3) | International Hospitality Development | On-line | Dr. Ronnie Yeh |
| FCS 572 (3) | Advanced Hotel Administration | Face-to-face | Dr. Susan Zhong |
| FCS 574 (3) | Cost Control in Hospitality Management | Face-to-face | Dr. Lee Blecher |
| FCS 576 (3) | Hotel and Restaurant Financial Management | Face-to-face | Dr. Amir Durrani |
| FCS 577 (3) | Dining and Restaurant Management | Face-to-face | Dr. Libby Gustin |
| FCS 579 (3) | Leadership and Strategic Management in the Hospitality Industry | Face-to-face | Dr. Lee Blecher |
| FCS 592 (6) | Internship in Family and Consumer Sciences | Hybrid | Dr. Gretchen Blackwell |
| FCS 692 (3) | Directed Project | Hybrid | Dr. Ronnie Yeh |
| FCS 696 (3) | Research Methods | Face-to-face | Dr. Wendy Reiboldt |

Second, the three existing programs in the region target working professionals. This program not only targets working professionals in the region and graduating seniors in related fields, but also international students. The resulting diversity in student population will be especially compelling to international students, particularly those from Asia. This program anticipates a strong demand from international students. According to the Institute of International Education, the demand for graduate-level programs in the United States from international students has continued to grow. For Fall 2011, 53% of all surveyed institutions reported increases in new international student enrollments. Among institutions enrolling over 1,000 international students, the reported increase in enrollments for 2011 was 80% compared to 65% in 2010. The top three countries of origin are China, India, and South Korea. Among those, China shows the strongest demand growth with an increase of 67% over the past five years for graduate programs alone (an increase from 53,047 students to 88,429 students) ([www.iie.org](http://www.iie.org)). This program anticipates that the trend will apply to the graduate-level hospitality management program. According to the EAB report, China and Korea send the greatest number of students to programs, but Venezuela, Chile, Taiwan, Italy, Brazil, and Argentina also contribute to program cohorts. For example, Florida International University’s Hospitality Management has been recruiting internationally for several decades.

The curriculum is designed to accommodate the needs of all potential students, including international students. According to the EAB report, “international students typically compose about half of the profiled programs.” Furthermore, they desire resident programs in which they “earn the degree residing in the United States and gaining American industry experience”. The EAB further states “San Diego State University reports that online degrees programs’ remote modality likely discourages international students from applying”.

Third, unlike the other regional degree programs, this program requires students to complete the Research Methods course and apply the acquired knowledge through the culminating project. Those courses not only train students to think critically, identify, analyze, and resolve complex business problems, they also form a solid foundation for those who wish to pursue a doctoral degree in the field. In addition, the coursework is designed to prepare students for lifelong learning in a global hospitality environment. The EAB supports this type of experience, stating “most profiled programs require students to complete experiential capstone projects with local companies to gain familiarity within the hospitality industry and equip students with prior experience as they enter the workforce.”

Finally, while the other regional programs have a tourism component in their curricula, the proposed CSULB hospitality program is unique and emphasizes purely hospitality management. Among the competing, specialized master’s degree programs in the west and south, this program provides the greatest breadth of business operational, research analysis, and hands-on skills specifically in the hospitality industry. Further, because CSULB’s location is in a prime geographic area, students enrolled in this program will enjoy the advantages of having unparalleled access to internship opportunities in organizations like Disney, Universal Studio, Hilton, Marriott, or Red Lobster, to mention but a few. The EAB report supports such experiential learning and internships, pointing out that “hospitality management programs incorporate industry exposure into curricula to prepare students for employment.”

The internship and directed project will provide hands on application and research for the students. Faculty have background in these areas, and will provide a useful and meaningful “end of degree” capstone experience; experiences that are particularly crucial for international students who want to learn the American/Western-style of management. CSULB is located in the heart of Southern California, which is one of the prime, attractive locations for an international hospitality program. Cities like Los Angeles, Long Beach, Anaheim, and San Diego have a variety of entertainment and tourist attractions that make Southern California one of the most popular travel destinations in the world. This infrastructure is supported by the hospitality foodservice and hotel management industry.

To best meet the goals of this project and to assure optimal program development, an Advisory Board of local and global industry leaders, faculty members, and CCPE representatives has been convened. The board will facilitate the finalization, implementation, and assessment of the proposed program, including course content review, website development, marketing, and planning. The EAB report and workforce data will act as a primary guide for their work. Table 5.1 below provides a curriculum comparison.

**Table 5.1: Curriculum Comparison**

|  |  |
| --- | --- |
| **MS in Global Hospitality Management, California State University, Long Beach**  (30 units) | * International Hospitality Development (3) * Cost Control in HFHM (3) * Advanced Hotel Administration (3) * Restaurant and Dining Management (3) * Internship (6) * Hotel and Restaurant Financial Management (3) * Research Methods (3) * Leadership and Strategic Management in the Hospitality Industry (3) * Directed Project (3) |
| MS in Recreation and Tourism, California State University East Bay  (45 units) | * Research Methods in Leisure Studies (4.5) * Philosophical Foundations and Theories of Leisure (4.5) * Strategies in Staff Supervision (4.5) * Organizational Development in Leisure (4.5) * Current Management Topics in Leisure (4.5) * Critical Analysis of Leisure Research (4.5) * Trends and Forecasts in Leisure (4.5) * Advanced Social Justice and Professional Ethics (4.5) * Strategic Leadership in Leisure (4.5 * Graduate Synthesis (4.5) |
| MS in Hospitality and Tourism Management, San Diego State University  (30 units) | * Leadership Immersion (3) * Theoretical Foundations in Leadership and Management (3) * Financial Management (3) * Leading in Complex Human Systems (4) * 21st Century Marketing (3) * Mastering Technology (3) * Going Green (2) * Systems Problem Resolution (3) * Capstone Case Solution and Presentation (3) * Directed Readings in Hospitality and Leadership (3) |
| MS in Tourism, Hospitality, and Recreation Management, California State University Northridge  (30 units) | * Human Resources in Recreational Sport and Tourism (3) * Marketing and Promotion in Recreational Sport and Tourism (3) * Advanced Research Method and Design (3) * Supervised Internship I (2) * Supervised Internship II (2) * Directed Comprehensive Studies (2) * Graduate Project or Thesis (2) * Trends and Issues in Hospitality and Tourism (3) * Cultural Aspects and Global Perspectives in Tourism (3) * Seminar in Tourism Planning: A Cultural and International Perspective (3) * Sustainable Tourism (3) |

## *List other curricula currently offered by the campus that are closely related to the proposed program.*

Not applicable.

## *Describe community participation, if any, in the planning process. This may include prospective employers of graduates.*

The Hospitality Program in the Department of Family and Consumer Sciences maintains a close relationship with major local employers such as Hilton, Marriott, Disney, Red Lobster, Fresh Point Produce, and Long Beach Tourism Bureau. The department has established its Hospitality Advisory Board for about 10 years. That board is comprised of industry professionals from the companies mentioned above, along with several from other local private foodservice companies. Board members meet once each semester and are actively involved in the development and improvement of the undergraduate program in Hospitality Management. The board members also serve as guest speakers, sponsor events, provide internship opportunities, guide curricular development, and serve in other important capacities.

A second Advisory Board was convened to review and advise on the development of this program. These board members, like the above-mentioned board, consist of industry professionals, CSULB faculty and staff, and the future director. Board members will meet regularly to advise on matters concerning the degree.

## *Applicable workforce demand projections and other relevant data.*

Hospitality Management professionals typically undertake an extensive range of duties, which often involve overseeing a firm’s entire operational structure. Potential employment opportunities exist in a variety of industries and organizations, ranging from lodging, foodservice, event planning, travel and tourism, cruise line, casino, non-commercial foodservice, and entertainment. Specific positions include hotel manager, restaurant manager, event planning manager, institutional foodservice manager, and many others. At more advanced levels, positions include operations director, chief operating officer, President of international operations, director of food and beverage, and so forth. In a broader sense, hospitality management positions fall into the category of professional and business services.

In 2009, the State of California launched an initiative to focus on the hospitality programs in the California State University System (CSU Hospitality Management Initiative). The main purpose of the initiative was to increase enrollment and graduate more hospitality students simply because there is a huge ongoing demand for highly qualified hospitality professionals in California.

More importantly, according to the California Restaurant Association, the restaurant industry is the largest retail employer in California. Nearly 30% of all retail establishments are eating-and-drinking places. Approximately 12 million persons are employed in the restaurant industry, making it the nation's largest private-sector employer. Restaurant operators report that finding qualified and motivated labor will be their biggest challenge in the 21st century. Hospitality Occupations are expected to grow faster than the total U.S. Workforce, including a 14% growth in the U.S. workforce, and a 16% growth of foodservice and lodging managers. In fact, foodservice-and-lodging managers account for the largest number of managerial professions in the country.

In addition, finding qualified hospitality professionals has been an issue locally and globally in the industry.

The job outlook for Hospitality professionals projected by the Bureau of Labor Statistics is shown in Table 5.2.

**Table 5.2: Job Outlook for Hospitality Professionals[[2]](#footnote-2)**

|  |  |  |  |
| --- | --- | --- | --- |
| Occupation | Number of Jobs 2012 | Job Outlook  2012-20 | Projected Employment 2020 |
| Food Service Managers | 350,000 | 5.1% | 368,000 |
| Lodging Managers | 51,400 | 8.4% | 55,700 |

The job outlook for Hospitality professionals projected by the State of California is even more promising due to California’s high density of economic activities and its concentration of job opportunities for hospitality. According to California Employment Development Department’s first-quarter projections for 2013, the projected number of new jobs in California for 2013-2020 for “Foodservice Manager”, and “Lodging Managers” is 70,800 with an overall growth rate of 51.4%, as shown in Table 5.3 below.

**Table 5.3: State of California Job outlook for Hospitality professionals[[3]](#footnote-3)**

|  |  |  |
| --- | --- | --- |
| Occupation | 2020 Projected Employment  (Change from 2013) | % Change |
| |  | | --- | | Foodservice Managers | | 62,800 (+14,600) | 30.3% |
| Lodging Managers | 8,000 (+1,400) | 21.1% |
|  |  |  |

It is important to note that this program also prepares students to be placed in a variety of additional related positions such as foodservice management company manager, cruise line manager, among many others.

1. **Student Demand**
   1. *Provide compelling evidence of student interest in enrolling in the proposed program. Types of evidence vary and may include national, statewide, and professional employment forecasts and surveys; petitions; lists of related associate degree programs at feeder community colleges; reports from community college transfer centers; and enrollments from feeder baccalaureate programs, for example.*

In this section, specific and compelling evidence of student interest in the proposed program is provided. The evidence is presented from the following perspectives: 1) enrollments from feeder baccalaureate programs; 2) job outlook; 3) salary attractiveness; 4) the influx of international students; 5) competition from other graduate programs. For each of the above, we provide multiple data sources including national data, regional data, local and statewide data, and data generated by professional organizations and associations in the field.

Enrollments from Feeder Baccalaureate Programs

Hospitality Management is a relatively new major, but job openings, attractive salaries, and the prospect for advancement have caused the academic community to take notice. With more students majoring in the subject and more programs offering courses and concentrations in it, enrollment numbers of majors have doubled in the last several years.

A search of 40 national universities in the west and south, including all California State University and University of California campuses, found that most of those universities offer Hospitality Management related courses at the undergraduate level, 14 of them being from a CSU. These programs include concentrations in hotel and lodging, and restaurant and foodservice, revealing a substantial pool of potential applicants for the proposed graduate program.

In the California State University system, 14 of its 23 campuses provide some offering in Hospitality Management (options, degrees, concentrations). In the whole state of California, there are 41 programs in the hospitality field. About 73% of the state programs in the field are at the associate’s level. This potentially represents a critical mass for feeding this proposed graduate program.

Promising Job Outlook

There is compelling evidence that Hospitality Management majors are in great demand. According to the Bureau of Labor Statistics, employment for Foodservice Managers is expected to grow 5%, Lodging Managers is expected to grow 8%, and Food and Beverage Serving and related workers is expected to grow 12%, all from 2012 to 2020.

At the graduate level, San Diego State University reports a 100% job-placement rate for master’s students who specialized in Hospitality Management and graduated in 2011.

Meanwhile, Disney has constantly provided internship positions for Hospitality students worldwide. In addition, Shanghai Disney in China is projected to open in 2015.

At the national level, the Bureau of Labor Statistics provides further, compelling evidence of a favorable job outlook for Hospitality Management graduates. The four occupations defined by the BLS---“Foodservice Manager,” “Lodging Manager,” “Hotel Front Desk Clerk” and “Food and Beverage Serving Related Workers” represents about 60% of Hospitality Management job opportunities. Table 5.2 shows the top two jobs that a candidate with a master’s degree could obtain.

The job outlook for Hospitality Management professionals projected by the State of California is even more promising due to California’s high density of economy activities and its concentration of job opportunities in Hospitality Management. According to California Employment Development Department’s first-quarter projections, the projected number of new jobs in California for “Food Service Manager,” and “Lodging Manager,” for 2013-2020, shows an impressive growth rate (Table 5.3). In addition, other Hospitality Management related jobs such as “controller,” “purchasing managers,” and “chef,” are projected to grow at a healthy rate. Although no statistics are available, new Hospitality positions such as “event planner” and “beverage director” have been touted by professional organizations for their optimistic job outlook.

Attractive salaries

Table 6.1 shows the salaries of Hospitality Management professionals in different business segments. Statistics and projections provided by the State of California’s Employment Development Department are consistent with those discussed above, as shown in Table 6.1 below.

**Table 6.1: California Salary Statistics[[4]](#footnote-4)**

|  |  |  |  |
| --- | --- | --- | --- |
| Occupation | Low Wage  25th Percentile | Median Wage  50th Percentile | High Wage  75th Percentile |
| |  | | --- | | Foodservice Manager | | $41,483 | $49,058 | $61,898 |
| Lodging Manager | $38,285 | $49,138 | $65,464 |

Influx of International Students

The program expects a strong demand from international students and, according to the Institute of International Education, the demand for graduate-level programs in the United States from international students continues to grow.[[5]](#footnote-5) For Fall 2011, 53% of all surveyed institutions reported increases in new international student enrollments. Among institutions enrolling over 1,000 International Students, the reported increase in enrollments for 2011 was 80% compared to 65% in 2010. The top three countries of origin are China, India, and South Korea. Among those, China shows the strongest demand growth with an increase of 67% over the past five years for graduate programs alone (an increase from 53,047 students to 88,429 students).

Table 6.2 below reports annual enrollments of international students by field of study, and by country of origin for graduate students. Specific data are not available for Hospitality fields, but the growth in “Business and Management” enrollment can be used as a guideline for Hospitality enrollment growth, given that Hospitality is typically a concentration within Business and Management. Note also that Business and Management continues to be the leading field of study.

**Table 6.2: Number of International Students in United States from 2007-2012[[6]](#footnote-6)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **2007-08** | **2008-09** | **2009-10** | **2010-11** | **2011-12** |
| Total International Students | 623,805 | 671616 | 690,923 | 723,277 | 764,495 |
| **Field of Study** |  |  |  |  |  |
| Business and Management | 110,906 | 138,565 | 145,514 | 155,769 | 166,733 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| **Graduate Programs** |  |  |  |  |  |
| China | 53,047 | 57,452 | 66,453 | 76,830 | 88,429 |
| India | 68,069 | 71,019 | 68,290 | 63,624 | 59,014 |
| South Korea | 24,697 | 25,463 | 23,386 | 22,486 | 21,260 |

Based on institutional knowledge, it is expected that employers in Asian countries, especially China and India, will have the strongest demand for Hospitality Management talents. In the next ten years, the two countries will inject a substantial amount of capital into their hospitality and tourism systems toward becoming vital links in global hospitality fields. State and city governments all over China have planned on developing hospitality and tourism sectors, and industry professionals with advanced knowledge are paid high salaries, given the shortage of such talents. The proposed hospitality curriculum is well positioned to attract a substantial number of international students from those two countries in particular. Moreover, involved faculty are active in international education with well-established connections to Asian universities, governments, and businesses. As such, it is reasonable to expect this program to be well recognized and received by international students.

Competition from Other Graduate Programs

Competition for this proposed MSGHM program is minimal at present. Among the 40 national universities in the west and south, only two offer a Master of Science degree specifically in Hospitality Management, and they primarily target working professionals, which is a subset of the target student body.

Compared to the two existing programs in the region, i.e., the Master of Science program in Hospitality and Tourism Management at San Diego State University, and the Master of Science program in Tourism, Hospitality, and Recreation Management at California State University Northridge, this proposed program primarily differs in the following aspects. First of all, unlike the other two programs that are either face-to-face or purely online instruction, this program is hybrid instruction.

Second, two existing programs in the region target working professionals. This proposed program, on the other hand, not only targets working professionals in the region but also targets graduating seniors in related fields. The resulting diversity in student population will be especially compelling to international students, particularly those from Asia. The curriculum for this program is designed to accommodate the needs of all three groups of potential students. Moreover, it is anticipated that this program will become one of few available programs in the Western region that caters to the needs of international students.

Third, this curriculum is different from those offered by the other three specialized programs. Table 5.1 below provides a comparison of their curricula with this proposed program. The courses listed in boldface type highlight specific differences in course offerings. Notably, this curriculum requires three quantitative methods courses, namely “Research Methods”, “Directed Research”, and “”. Those courses not only train students to think critically, identify, analyze, and resolve complex business problems, they also form a solid foundation for those who wish to pursue a doctoral degree in the field. This curricular design reflects the overall goal of preparing students for lifelong learning in a global hospitality environment.

Finally, the MSGHM emphasizes equipping graduates with employable skill sets. Among the competing, specialized master’s degree programs in the West and South, this program provides the greatest breadth of business operational, research analysis, and hands-on skills, which is embedded in the curriculum. The internship class will provide students with hands-on experience with one of the reputable hospitality organizations.

Furthermore, CSULB is uniquely situated in Southern California — at the heart of one of the world’s largest hospitality and tourism regions. The foodservice alone is the biggest industry in the State of California. Demand for highly qualified employees is huge and is the biggest challenge in the U.S. and overseas. The close proximity of California State University, Long Beach to the hospitality industry puts the MSGHM program in a unique position to network with industry leaders and assesses their management needs, which generate good job placements. The current Hospitality advisory board members support the program, and have expressed their intentions to collaborate internships and student advising.

Affordability is another competitive advantage. Due to economies of scale in administration, student advising and other services, this program can effectively run at a reasonable cost. The cost will be $19,500 for tuition, as compared to $22,950-$39,075 charged by other universities.

* 1. *Identify how issues of diversity and access to the university were considered when planning this program. Describe what steps the program will take to insure ALL prospective candidates have equitable access to the program. This description may include recruitment strategies and any other techniques to insure a diverse and qualified candidate pool*

The CSULB campus and CSU system as a whole serve a widely diverse population of students. As such, policies and procedures advancing access to the University are in place across the campus and will be employed in the proposed MSGHM program. Included in such an environment committed to diversity and accessibility is the affordability of university programs and student financial aid opportunities. The faculty identified to teach in the program have noteworthy associations with the domestic and international populations. These associations are expected to populate the program and add to its diversity of opportunities. Working relationships with the local hospitality industry as well as international universities will also be leveraged to cast a wider net in recruitment.

* 1. *For master’s degree proposals, the cite the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate program, if there is one.*

Table 6.3 below reports the number of declared undergraduate majors and the number of graduates in the Hospitality Management major option at CSULB.

**Table 6.3: Declared Undergraduate HM Majors and Degrees Produced**

|  |  |  |
| --- | --- | --- |
|  |  |  |

**Academic Years: 2009-2010 2011 – 2012 2012 – 2013 2013 – 2014**

Number of students:

Majors: 121 161 201 198

Minors: 29 33 28 28

Number of graduates:

Majors: 25 32 52 45

Minors: 7 16 14 15

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. *Describe professional uses of the proposed degree program.*

Graduates of the MSGHM will be well positioned for the following employment areas and positions:

1. Foodservice Management

Job titles include: Foodservice Manager, Beverage Director, Chef, Bar Manager

Those positions are categorized as “Food Service Manager” and “Food and Beverage Serving and Related Workers” in Table 5.2. Duties and responsibilities include:

* Oversee the inventory and ordering of food and beverage, equipment and supplies
* Monitor food preparation methods, portion sizes, and the overall presentation of food
* Comply with health and food safety standards and regulations
* Monitor the actions of employees and patrons to ensure everyone’s personal safety
* Investigate and resolve complaints regarding food quality or service
* Keep budgets and payroll records and review financial transactions
* Establish standards for personnel performance and customer service

1. Lodging Management

Job titles include: Human Resource Manager, Front Desk Manager, and Concierge

Those positions are categorized as “Lodging Manager” and “Hotel Front Desk Clerks” in Table 5.2. Duties and responsibilities include:

* Inspect guest rooms, public areas, and grounds for cleanliness and appearance
* Greet and register guests
* Ensure that standards for guest service, décor, housekeeping and food quality are met
* Answer questions from guests about hotel policies and services
* Keep track of how much money the hotel or lodging facility is making
* Interview, hire, train and sometimes fire staff members
* Monitor staff performance to ensure that guests are happy and the hotel is well run
* Coordinate front office activities of hotels or motels and resolve problems
* Set room rates and budgets, approve expenditures, and allocate funds to various departments.
  1. *Specify the expected number of majors in the year of initiation and three years and five years thereafter. Specify the expected number of graduates in the year of initiation, and three years and five years thereafter.*

The proposed MSGHM restructures the Hospitality Foodservice and Hotel Management concentration in the Master of Arts in Family and Consumer Sciences. The proposed MSGHM extends beyond Family and Consumer Sciences and focuses more on hospitality operational and practical training to include operations analysis, behavioral and strategic aspects of hospitality management and business analytics, and hands-on skills. The new program will prepare students for a broader range of jobs as discussed in this proposal. Correspondingly, the target student pool will be expanded. It is expected that the MSGHM program will attract three general categories of students:

1. Existing Hospitality Management baccalaureate graduates, as well as undergraduate students in fields such as Recreation and Leisure Studies, Business, and other related majors
2. International students in Hospitality Management or related fields
3. Local hospitality professionals who seek to strengthen their knowledge and advance their careers through graduate work

As a baseline for the enrollment projections, when factoring in the expanded student pool, targeted marketing, dedicated advising, and more extensive networking with local industry professionals, there is optimism that student demand will steadily increase in the next five years. Much of that growth will likely be among international students (especially China, India), given the rapidly growing Asian hospitality and tourism environment and existing relationships with Asian universities (China, Taiwan, Macau).

**Table 6.4: Enrollment and Graduation Projections over the Next Five Years (factoring in attrition of two persons per cohort)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Year | | | | |
| 1 | 2 | 3 | 4 | 5 |
| Expected Majors | 25 | 50 | 75 | 100 | 125 |
| Expected Graduates | 0 | 23 | 46 | 69 | 117 |

1. **Existing Support Resources for the Proposed Degree Major Program**

## *Note: Sections 7 and 8 should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning. A statement from the responsible administrator(s) should be attached to the proposal assuring that such consultation has taken place.*

## *List Faculty who would teach in the program, indicating rank, appointment status, highest degree earned, date and field of highest degree, professional experience, and affiliations with other campus programs. For master’s degrees, include faculty publications or curriculum vitae. Note: For all proposed graduate degree programs, a minimum of five full-time faculty members with the appropriate terminal degree should be on the program staff. (Coded Memo EP&R 85-20)*

The faculty members who will potentially teach in the proposed degree program are listed below. Attachment A provides a curriculum vitae for each of the listed faculty members, including publications, professional experience, and affiliations.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Rank | Status | Highest Degree | Degree Date | Field of Highest Degree |
| Ronnie Yeh | Associate Professor | Full time | Ph.D. | 2003 | Hospitality Management |
| Lee Blecher | Professor | Full time | Ph.D. | 2000 | Education – Policy & Organization (Higher Education) |
| Libby Gustin | Associate  Professor | Full time | Ph.D. | 1994 | Hotel and Restaurant Administration |
| Wendy Reiboldt | Professor | Full time | Ph.D. | 1992 | Family Resource Management |
| Susan Zhong | Assistant Professor | Full time | Ph.D. | 2015 | Hospitality Administration |
| Amir Durrani | Lecturer | Part time | Ph.D. | 2013 | Hospitality Management |
| Gretchen Blackwell | Lecturer | Full time | Ph.D. | 1985 | Food, Nutrition and Institution Administration |

## *Describe facilities that would be used in support of the proposed program.*

College of Continuing & Professional Education (CCPE)

The proposed MS in Global Hospitality Management is a self-support program that leverages facilities, resources, and support from the CSULB College of Continuing and Professional Education (CCPE). Facilities available through CCPE include a state-of-the-art multimedia conference room, three videoconference facilities for live meetings and classes, a computer lab with the latest hardware and software, a large distance-learning classroom, nine training rooms/classrooms with varying levels of multi-media equipment, and three conference rooms. It is expected that most courses will be held in the Foundation Building that houses the CCPE facilities.

The Department of Family and Consumer Sciences (FCS)

To supplement the CCPE facilities, FCS has a computer lab that houses 40 high-end computers capable of supporting the software, hardware and data needs of various applications. The FCS computer lab has open hours that vary each semester.

FCS has submitted a request to refurbish one classroom into an Active Learning Classroom. The results of that submission are unknown at this time. The potential classroom will have state of the art technology and allow for student directed learning modules.

## *Provide evidence that the institution provides adequate access to both electronic and physical library and learning resources*

Library Resources

Please see Attachment B for a comprehensive report prepared by Kelly Janousek, Hospitality Management Librarian of the CSULB University Library.

Other Library-Related Resources

In terms of journal coverage in the subject area, please see the Attachment C, which indicates availability of the top-ranked journals in the area of Hospitality and Tourism Management. All are available electronically and/or in hard copy.

In addition to the above named databases, the University Library has access to a wide number of hospitality and tourism databases that would support such a program. These include (but are not limited to) the following:

* Hospitality & Tourism Complete
* ABI INFORM Complete
* GreenFILE
* Academic Search Complete
* JSTOR
* Business Source Premiere
* Westlaw NEXT
* BNA Human Resources Library
* The library supports a number of statistical databases and links to datasets from government (e.g., BLS) and commercial sources.

In addition to the Hospitality and Tourism resources, there are other disciplines closely related to the field with relevant databases and library resources.

It would be reasonable to conclude that the CSULB library has more than sufficient library and learning resources to support a graduate Hospitality Management program. The library has extensive research databases and datasets available. The library also has extensive borrowing options for books and journals to support the program.

## *Describe available academic technology, equipment, and other specialized materials.*

Existing Academic Technology

Full support to staff and students in the use of technology is provided by CCPE’s Technology Enhanced Learning Center and CSULB’s Office of Academic Technology (ACT). These offices enhance student access, success, and access to high quality learning materials.

Academic Technology Services provided include the following:

* Help services
* Desktop support and system administration services
* Web and application development services
* Server hosting and server management services
* Classroom support services
* Instructional technology and multimedia services
* Technology coordination, project planning and management services
* Academic Technology to Enhance Learning and Discovery
* Instructional Technology Support Services (ITSS)
* CSU System-wide Academic Technology Services

Other Academic Technology Resources:

* Academic Technology to Enhance Learning and Discovery
* Faculty Center for Professional Development (FCPD)
* Instructional Technology Support Services (ITSS)
* CSU System-wide Academic Technology Services
* Microsoft Office Document Compatibility Problem

Campus Computer Labs

Two Open Access Computer Labs are available for current CSULB students, faculty, and staff: the ***Spidell Technology Center*,** located in the Library on the first floor and the ***Horn Center*,** located on lower campus at the Steve and Nini Horn Center. The Horn Center has 139 PC computers and 52 Macintosh computers. The Spidell Technology Center has 187 PC computers and 10 Macintosh computers. The FCS Computer Lab has 50 computers. Horn Center hours are Monday through Thursday 7:45AM - 11:00PM, Friday 7:45AM - 5:00PM and Sunday 12:30PM - 9:00PM (closed Saturdays). The Spidell Center hours follow the Library hours and generally are: Monday through Thursday 7:45AM - 11:00PM, Friday 7:45AM - 5:00PM, Saturday 10:00AM -5:00PM, and Sunday 12:30PM - 11:00PM.

CCPE Resources

CCPE is uniquely capable of providing the technical and other support that will help make the Master of Science in Global Hospitality Management (MSGHM) program successful. The College of Continuing and Professional Education enjoys one of the most technologically sophisticated support structures among continuing education units in California. CCPE is uniquely positioned to support this program. CCPE and CHHS including Department of Family and Consumer Sciences have a history of successful partnerships to develop and offer similar programs. Both colleges have the knowledge and expertise in the area of academic program development and degree offerings to students.

CCPE’s online unit, the Technology Enhanced Learning Center (TELC), will work with faculty to develop, convert, and design courses that will be suitable for online delivery. TELC is fully staffed with talented instructional designers who will be teamed with faculty and will work hand-in-hand through the development and implementation process. CCPE is committed to the provision of necessary fiscal resources as seed funding for the development of this program.

The in-house Marketing Communications division creates CCPE’s catalogs and nearly all other marketing materials. A team of four graphic artists on Macintosh workstations also contributes to the development of multimedia elements of online and other technology-enhanced courses.

There are no specific software needs for this program.

# Additional Support Resources Required

*Note: If additional support resources will be needed to implement and maintain the program, a statement by the responsible administrator(s) should be attached to the proposal assuring that such resources will be provided.*

## *Describe additional faculty or staff support positions needed to implement the proposed program.*

There are currently enough faculty in the Hospitality Management Program and the Family and Consumer Sciences Department to offer this program. If the program expands faster than anticipated, there may be a need to hire additional faculty, but that will be determined at a later date. There is a need to hire support staff, because the Director will need assistance in the program management, including admission decisions, marketing and recruiting applicants through information sessions, student advising, and working closely with the Graduate Program staff. In addition, this Director would work with the Director of Graduate Programs for maintaining the academic integrity of the program. In the beginning, the Director would need part-time assistance. With additional cohorts, this would likely result in a greater need for staff. This would be revisited on an on-going basis.

## *Describe the amount of additional lecture and/or laboratory space required to initiate and to sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy. Major capital outlay construction projects are those projects whose costs is $610,000 or more (as adjusted pursuant to Cal. Pub. Cont. Code 10705(a); 10105 and 10108)*

Primary responsibility for lab and lecture classrooms will be adequately met by CCPE facilities. However, in the event other classrooms are needed (e.g., expand to two cohorts), the lecture spaces and computer labs in FCS are sufficient to house cohorts of Masters’ students. The FCS department houses five large classrooms and a large conference room space. The utilization rate of the classrooms on weekends is very light (one or two classroom are used) and evenings are often busy, but it is likely only one classroom will be needed at a time. In addition, the computer lab can be used for certain classes.

In conclusion, the current lecture and lab space can accommodate the program proposed without issues in the next five years.

## *Include a report written in consultation with the campus librarian that indicates any necessary library resources not available through the CSU library system. Indicate the commitment of the campus to purchase these additional resources.*

Current library resources for the proposed program are sufficient. However, to maintain the quality of library resources, the college (with proceeds from the new program) could provide an annual library budget augmentation when new programs are instituted to enable the library to acquire highly recommended books requested by the program.

## *Indicate additional academic technology, equipment, or specialized materials that will be (1) needed to implement the program and (2) needed during the first two years after initiation. Indicate the source of funds and priority to secure these resource needs.*

Regarding software resources required, the proposed MS program fully overlaps with the undergraduate program. All key software packages such as MS office, Oracle Database, SAP and SAS have been installed in the current computers of FCS lab. The CSU and CSULB covers costs related to these programs. The proposed program imposes no additional cost on software.

If a future course offered in this program requires new software, this program will cover the cost by the revenue generated.

1. **Self-Support Programs**

The Masters of Science degree program in Global Hospitality Management (MSGHM) is a collaborative effort between California State University’s (CSULB) College of Health and Human Services (CHHS), and the College of Continuing and Professional Education (CCPE).

The proposed MSGHM program will be hybrid and self-support, offered through CCPE. CCPE is one of the most successful and diverse continuing education units in the state of California. CCPE partners with its seven sister colleges to offer academic programs that include eleven Master’s degrees, two Bachelor’s degree completion programs, Summer, May, and Winter Sessions, Open University, and Study Abroad. CCPE is therefore very well versed in the delivery of academic programs and in developing collaborative partnerships with other colleges on campus.

The MSGHM program primarily serves working professionals who seek advanced training to enhance their career prospects, without jeopardizing their existing employment and career progress. Accordingly, all classes are offered during evenings and weekends to accommodate continued, full-time employment. Furthermore, it is necessary to hold those classes primarily in CCPE facilities because class meetings would frequently run beyond or outside of times allowed by stateside facilities, because parking close to their classrooms is essential to students who typically needed to “rush from work,” and because stateside classrooms are not usually equipped to handle the computer-intensive, group-based exercises essential to the curriculum.

Moreover, a key benefit of the program is its ability to offer professional development through internship placements, career advising, and interaction with industry professionals and leaders. In a state support program, coordinating such activities is, of course, a resource-intensive process that often relies on the scattered and “above and beyond” efforts of overworked faculty. For the success of this program, it is essential to dedicate resources to the aforementioned activities, which would be difficult or impossible to garner otherwise from general-fund accounts.

TELC provides technical help desk support for students as well as training on specific programs within their online course environment. CCPE trains students in the effective use of digital technology early in their study so they will be comfortable in the online learning environment.

The in-house Marketing and Communications group develops all of CCPE’s content, websites, collateral, and other marketing materials. Their team of graphic artists also contribute to the development of

Finally, the hybrid nature of the program makes it possible to serve working professionals who seek advanced training to enhance their career prospects without jeopardizing their existing employment and career progress. The proposed program will therefore offer a great opportunity for those professionals who need to pursue their graduate program in both the traditional face-to-face environment as well online environment. This will greatly assist in resolving work and class schedule conflicts that could have otherwise been an issue.

In summary, it is essential that MSGHM operate as a self-support program. Doing so will allow the program to accommodate the schedules of all categories of students by offering courses only during evenings and weekends and ensure the availability of a high quality and state of the art online learning experience and environment, software, and equipment, to meet the professional development needs of students seeking career enrichment.

* 1. *Confirm that the proposed program will not be offered at places or times likely to supplant or limit existing state-support programs.*

There is no stateside counterpart of this program so the proposed program will not supplant or limit any stateside program. All classes will be conducted in CCPE facilities, including classrooms in the CSULB Foundation Building and the Studebaker Facilities during the evenings and weekends or online. None of these classrooms are used by state-support programs and their scheduling will be handled by dedicated CCPE program coordinators. Further, as indicated above, technical and other online support will be provided by CCPE.

* 1. *Explain how state-support funding is either unavailable or inappropriate.*

Operating the MSGHM program as a stateside program would require, at a minimum, stateside funding for a program director and support staff, as well as stateside funding for specialized software, scheduling of classrooms during periods in which stateside facilities are available, securing classrooms within time slots that can accommodate the working need of the students, funding for activities related to internship placement, career guidance, and industry interaction (given the career-enrichment emphasis of the program) . Stateside funds and facilities to support those requirements are unavailable at this time.

* 1. *Explain how the program is different, in one or more of the following ways, from state-supported campus offerings operating on campus.*
     1. *Primarily designed for career enrichment or retraining.*

The MSGHM program has been designed to prepare students (cohort size=25) with advanced and in demand training for the modern hospitality management industry by exploring best practices, global issues, customer service, marketing trends, and other relevant skills to enhance students’ viability for entry into a dynamic multi-ethnic and multi-cultural global job market.. Preparing students through this type of program is a trend in the CSU (CSUEB, SDSU, and CSUN), with CSULB’s Southern California location being most optimal. In contrast to state-supported campus offerings, classes are scheduled only during the evenings, weekends, and will be scheduled around students’ work schedules so they can advance their careers without jeopardizing their existing employment and career progress. Furthermore, the program’s learning objectives emphasize skills and knowledge demanded by employers. While having academic foundations, those professionally oriented objectives differ from those of state-supported programs with objectives that are predominately academic.

* + 1. *Program location is significantly removed from state-supported campus facilities.*

As discussed above, all classes will be offered on evenings and weekends, or online and will extend beyond periods that state-supported facilities are available. Accordingly, all classes will be scheduled by CCPE program coordinators and conducted in CCPE facilities

* + 1. *The program client group receives educational or other services at a cost beyond what could be reasonably provided under state support.*

The MSGHM program necessarily entails costs that would be difficult or impossible to cover if run as a state-support program. Essential program elements generating those costs include:

* Classrooms during periods when state-supported classrooms are unavailable, and the availability of parking spaces close to classroom facilities to accommodate working professionals commuting directly to class.
* Classrooms equipped with power supplies at each desk, and sufficient room for students to operate laptop computers while simultaneously referring to printed material and lecture notes.
* Internship placement services.
* Career advising services.
  1. *For self-support programs, please provide information on the per-unit cost to students and the total cost to complete the program (in addition to the required cost recovery budget elements listed in the CSU degree proposal faculty check list found earlier in this document).*

The current cost to students for most programs offered through CCPE is $650 per unit. For the 30-unit program, this would translate to a cost of $19,500 to complete the program (over an 18-month period). Students should expect to incur additional University-related expenses such as for books, parking, Student Heath Center fees, and health insurance. The tuition would be subject to re-evaluation for each new cohort.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **CCPE & CHHS - MS in Global Hospitality Management Program** | | | | | |  |  |  |  |
|  | **Program Budget - AY 16-17, AY 17-18 and AY 18-19** | | |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | **Total Program** |  |  | **Total AY 16-17** |  | **Total AY 17-18** |  | **Total AY 18-19** |
|  | **REVENUE** |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | Enrollment *(based on 25 student cohort)* |  | 470 |  |  | 213 |  | 169 |  | 88 |
|  | Units |  | 60 |  |  | 27 |  | 21 |  | 12 |
|  | Number of Sections |  | 20 |  |  | 9 |  | 7 |  | 4 |
|  |  |  |  |  |  |  |  |  |  |  |
|  | Fee/unit |  | 650 |  |  |  |  |  |  |  |
|  | **TOTAL REVENUE** |  | **916,500** |  |  | 415,350 |  | 329,550 |  | 171,600 |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | **EXPENSES** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | **Instructional Expenses** |  |  |  |  |  |  |  |  |  |
|  | Academic Salaries - (2322) |  | 133,734 |  |  | 58,659 |  | 49,251 |  | 25,824 |
| 2.00% | Academic Benefits |  | 2,675 |  |  | 1,173 |  | 985 |  | 516 |
|  | Instructional Materials |  | - |  |  | - |  | - |  | - |
|  | Other Instructional |  | - |  |  | - |  | - |  | - |
|  | **Total Instructional Expenses** |  | **136,409** |  |  | **59,832** |  | **50,236** |  | **26,340** |
|  |  |  |  |  |  |  |  |  |  |  |
|  | **Operating Expenses** |  |  |  |  |  |  |  |  |  |
|  | Program Director - (Full Professor - $8,208/term) |  | 65,664 |  |  | 24,624 |  | 24,624 |  | 16,416 |
| 2.00% | Program Director Benefits |  | 1,313 |  |  | 492 |  | 492 |  | 328 |
|  | Program Coord - (half-time, $20,000/year) |  | 53,333 |  |  | 20,000 |  | 20,000 |  | 13,333 |
| 2.00% | Program Coord Benefits |  | 1,067 |  |  | 400 |  | 400 |  | 267 |
|  | Student Assist. ($10.0 x 20 hrs./wk x 2) |  | 48,000 |  |  | 18,000 |  | 18,000 |  | 12,000 |
|  |  |  | - |  |  |  |  |  |  |  |
|  | Marketing |  | 26,666 |  |  | 10,000 |  | 10,000 |  | 6,666 |
|  | Travel (out-state) |  | 26,666 |  |  | 10,000 |  | 10,000 |  | 6,666 |
|  | Travel (in-state) |  | 13,333 |  |  | 5,000 |  | 5,000 |  | 3,333 |
|  | In House Copying / Orientation Materials |  | 1,000 |  |  | 400 |  | 400 |  | 200 |
|  | Postage |  | 800 |  |  | 300 |  | 300 |  | 200 |
|  | Dues & Memberships |  | 1,300 |  |  | 500 |  | 500 |  | 300 |
|  | Hospitality |  | 5,000 |  |  | 2,000 |  | 2,000 |  | 1,000 |
|  | **Total Operating Expenses** |  | **244,142** |  |  | **91,716** |  | **91,716** |  | **60,709** |
|  |  |  |  |  |  |  |  |  |  |  |
|  | **Indirects, Assess. & Overheads** |  |  |  |  |  |  |  |  |  |
| 6.5% | CSULB Assessment (EO-1000) (% of revenue) |  | 59,573 |  |  | 26,998 |  | 21,421 |  | 11,154 |
| 5.0% | State Pro Rata (% of Direct Cost) |  | 19,028 |  |  | 7,577 |  | 7,098 |  | 4,352 |
| 35.0% | College & Dept Return (% of Direct Cost) |  | 133,193 |  |  | 53,042 |  | 49,683 |  | 30,467 |
| 45.0% | CCPE Administration & Management (% of Direct Cost) |  | 171,248 |  |  | 68,197 |  | 63,879 |  | 39,172 |
|  | **Total Indirect & Overhead Allocations** |  | **383,041** |  |  | **155,814** |  | **142,080** |  | **85,146** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | **-** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | **TOTAL EXPENSES** |  | **763,591** |  |  | **307,363** |  | **284,033** |  | **172,196** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | **BALANCE / PROGRAM REINVESTMENT** |  | **152,909** |  |  | **107,987** |  | **45,517** |  | **(596)** |
| 50% | College/Dpt Partner Share |  | 76,454 |  |  | 53,994 |  | 22,759 |  | (298) |
| 50% | CCPE Share |  | 76,454 |  |  | 53,994 |  | 22,759 |  | (298) |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  | 16.7% |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

4-semester(18 month) Format

Expect at least three student attrition per cohort.

|  |
| --- |
| **ATTACHMENT A** **Faculty Curriculum Vitae** |

**RONNIE YEH**

*PROFESSIONAL PREPARATION*

Oklahoma State University Ph.D. 2003 Hotel and Restaurant Administration

San Diego State University M.A. 1997 Asian Studies

Oklahoma City University B.A. 1994 Asian Studies

*Professional Appointments*

2003-present Professor, College of Health and Human Services, California State University, Long Beach

2007-2010 Adjunct Professor, College of Management, National Taiwan University, Taiwan

2011-present Adjunct Professor, Department of Tourism Management, Henan University, China

*Awards*

Senior Favorite Faculty – the Class of 2009, CSULB.

Favorite Professor – the Class of 2007 Beach Bash.

Committee of the Year Award – Educational Policies, Family and Consumer Sciences, CSULB, Spring 2006.

*Selected Publications*

* Yeh, R., Tu, Y., Chuang, N., Lin, J., & Lin, T. (2013). Hotel Employees’ Uniform and Their Self-perceptions in Southern California. Tourism Management Perspectives 6(2013), 79-81.
* Yeh, R. (2012). Hotel General Managers’ Perceptions of Business Ethics Education: the Implications for Hospitality Educators, Professionals, and Students. Journal of Human Resources in Hospitality and Tourism 11(1), 72-86.
* Tu, Y., Yeh, R., Gustin, L., Tsai, H., & Hu, S. (2011). Effects of Hotel Employees’ Uniform on Customers’ Perceptions of Employee Performance and Company Image. Journal of Travel and Tourism Research 11(1), 106-116.
* Tu, Y., Yeh, R., Chuang, N., Chen, T., & Hu, W. (2011). Effects of Employees’ Uniform on Company Image and Employees’ Self-perceptions and Customers’ Perceptions. Asia Pacific Journal of Tourism Research 16(6), 635-648.
* Hu, S., Wei, C., Schlais, M., & Yeh, R. J. (2008). The Potential of a College Town as a Retirement Community. Journal of Housing for the Elderly 22(2), 45-65.
* Blecher, L., & Yeh, R. J. (2008). Forecasting Meal Participation in University Residential Dinning Facilities. Journal of Foodservice Business Research 11(4), 352-562.
* Tsai, H., Kang, B., Yeh, R. J., & Suh, E. (2006). Examining the Hotel Room Supply and Demand in Las Vegas: A Simultaneous Equations Model. International Journal of Hospitality Management 25(3), 517-524.
* Yeh, R. J., Leong, J., Blecher, L., & Lai, H. (2005). Analysis of Hoteliers’ E-commerce and Information Technology Applications: Business Travelers’ Perceptions and Needs. International Journal of Hospitality and Tourism Administration 6(2), 29-62.
* Yeh, R. J., Martin, L., Moreo, P., Ryan, W., & Perry, K. (2005). Hospitality Educators’ Perceptions of Ethics Education and the Implications for Hospitality Educators, Practitioners, and Students. Journal of Hospitality and Tourism Education 17(2), 25-35.
* Yeh, R. J., Leong, J., Blecher, L., & Hu, W. (2005). Analysis of E-commerce and Information Technology Applications in Hotels: Business Travelers’ Perceptions. Asia Pacific Journal of Tourism Research 10(1), 59-83.
* Hu, S., Leong, J., Wei, C., & Yeh, R. J. (2005). The impacts of culinary training on healthful food preparation. Journal of Human Resources in Hospitality and Tourism 4(2), 83-97.
* Kim, Y.S., Moreo, P. J., and Yeh, R.J. (2004).  Customers' Satisfaction Factors Regarding University Food Court Service, Journal of Foodservice Business Research 7(4), 97-110*.*
* Yeh, R. J., Leong, J., Hu, S., & Tsai, H. (2004). Analysis of Hoteliers’ E-commerce and Information Technology Applications: Business Travelers’ Needs. Journal of Human Resources in Hospitality and Tourism 3(2), 101-124.
* Blecher, L., & Yeh, R. J. (2004). An Analysis of Forecasting Methods Using “Same Day of the Week” vs. “Same Day of the Menu Cycle” to Predict Participation in Congregate Lunch Programs. Foodservice Research International 14(3), 201-210.
* Chen, M., Raafat, F., Sherrard, W., Yang, H., & Yeh, R. J. (2004). Applying TQM Tools to Project Management. California Journal of Operations Management 2(1), 93-99.
* Yeh, R. J., Hsu, Cathy. H., Kim, Y, & Im, H. (2003). An Overview of Hospitality Programs in Taiwan. Journal of Hospitality and Tourism Education 15(2), 7-15 (Lead article).

*Selected Conference Presentations*

* Yeh, R., Tsai, H., & Su, Y., Tung, C (2011). Shopping Malls and Choices of Lodging: A Study of Las Vegas Visitors. Poster Presentation, Advances in Hospitality and Tourism Marketing and Management Conference, 2011.
* Yeh, R., Gustin, L., & Chuang, N. (2011). The Importance of Cross-Cultural Training for Hotel Expatriates Working in Taiwan. Poster Presentation, CHRIE Annual Conference, Denver, 2011.
* Yeh, R., Gustin, L. (2011). Effects of Hotel Employees’ Uniform on Customers’ Perceptions of Employee Performance and Company Image Standup Presentation, CHRIE Western Annual Conference, Denver, 2011.
* Chuang, N., Hu, S., Ho, J., & Yeh, R. (2010). A Study of Online Complaints in the Lodging Industry. Standup Presentation, CHRIE Annual Conference, Puerto Rico, 2010.
* Chuang, N., Hu, S., Yeh, R., & Goh, B. (2010). Guest Complaints and Employee Training. Poster Presentation, CHRIE Annual Conference, Puerto Rico, 2010.
* Yeh, R. J., Miao, S., Chuang, N., & Hu, S. (2009). Hospitality Research: Academic Journal Editors’ and Reviewers’ Perceptions of Articles’ Quality and Acceptability. Poster Presentation, CHRIE Annual Conference, San Francisco, 2009.
* Hua, P., Yeh, R. J., Chuang, N., & Hu, S. (2009). An Exploration of Airline Online Booking Behavior. Poster Presentation, CHRIE Annual Conference, San Francisco, 2009.
* Hu, S., Chuang, N., & Yeh, R. J. (2009). Techniques of Healthy Cooking: Using Okra Gum as Fat and Cholesterol Ingredient Substitutes in Drop Quick Bread. Poster Presentation, CHRIE Annual Conference, San Francisco, 2009.

*Selected Professional Service*

**Secretary,** University International Education Committee, East Asia Subcommittee,CSULB, 2012-2013.

**Management Consulting,** Yuanzhou Hotel Group, China,2012-present.

**Project Consulting,** Tourism Division - Taipei Economic and Cultural Office in LA, 2012-present.

**President,** North America Taiwanese Professors’ Association, Southern California, Fall 2009-Fall 2010.

**Editorial Reviewer,** Journal of Human Resources in Hospitality and Tourism, Fall 2005-Present.

**Editorial Reviewer,** Journal of Quality Assurance in Hospitality and Tourism, Spring 2005-Present.

**Editorial Reviewer,** Asia Pacific Journal of Tourism Research, Fall 2004-Present.

**CURRICULUM VITAE**

**WENDY REIBOLDT**

Professor, Consumer Affairs

Department Chair

Department of Family and Consumer Sciences

California State University, Long Beach

1250 Bellflower Blvd.

Long Beach, CA 90840

**EDUCATION**

1989-1992 The Ohio State University

Ph.D. Family Resource Management

Two Minors: Statistics and Sociology

1988-1989 The Ohio State University

M.S. Family Resource Management

1983-1987 Miami University

B.S. Consumer Services

Minor: Individual and Family Studies

**WORK EXPERIENCE**

Fall 2007- Department Chair, California State University, Long Beach

Present

My duties include: assuring faculty governance, coordinating reviews, hiring, scheduling, resolving conflicts, supporting faculty, mentoring, overseeing facilities, supervising staff, promoting student recruitment and retention, overseeing assessments and accreditations, promoting the department, managing departmental expenses, among other duties formerly included in the Associate Chair role below (the two positions were combined when I received additional units to chair).

Spring 2007 Associate Chair, California State University, Long Beach

In this role, I assumed the Chair duties in her absence, coordinated all internal and external reviews, implemented and wrote assessment reports for both undergraduate and graduate programs, organized the annual departmental awards banquet, researched and wrote the annual department newsletter.

2006-2007 Research Support Coordinator, California State University, Long Beach

I served as the Research Support Coordinator for the College of Health and Human Services for 3 semesters. In this role, I counseled students in the College who are working on their theses. I advised them on methodology and helped them with data coding, analysis and interpretation.

2005-2007 Graduate Coordinator, California State University, Long Beach

Duties included: coordinating graduate student admissions, managing thesis and directed project classes, processing programs of study, supervising a graduate assistant, chairing department graduate committee, overseeing graduate policies, among other duties.

2003-2006 WPE Advisor, California State University, Long Beach

I served as a reader in the WPE program since 1994. In 2002, I

became a table leader, which means I supervise 4-6 faculty at the

WPE readings. In addition, I also am a chief reader, which means I

supervise the entire room of over 30 faculty during WPE readings this is my role 1-2 times each year).

In 2003, I was asked by the Director of the Learning Assistance

Center (LAC) to serve as a WPE advisor in the LAC. In this role, I

met with students who have failed the WPE to assess their essay

and suggested appropriate resources for them so that they can

access these resources and pass the WPE.

2003-present Professor, California State University, Long Beach

Responsible for classroom instruction, conducting research, advising and mentoring students, and participating on related committees.

2002-2010 Partners for Success Cluster Leader, California State University, Long Beach

I served as a mentor in this program since 1996. In Fall 2002, I was asked by the Co-Directors to serve as a “middle manager” in the program. I became a cluster leader, supervising 5-7 faculty mentors each semester, in addition to my mentee load of approximately 10 students. In addition, I wrote a grant for the program each year (since 1997) to secure funds from the 49er shops to help pay for student meals and supplies.

1998-2007 University 100 Professor

I served as a University 100 teacher from1998-2007. In this program

I taught 3, 1-unit sections of U100 (an introduction to the college experience) to incoming freshmen and transfer students.

1998-2003 Associate Professor, California State University, Long Beach

1992-1998 Assistant Professor, California State University, Long Beach

1988-1991 Graduate Teaching and Research Associate, The Ohio State University, Columbus, Ohio.

Assisted department professors with course management, classroom instruction, and research projects.

**PROFESSIONAL WORKSHOPS**

American Council on Education (ACE) Department Chair Workshop (2008): Participated in an intensive weekend workshop covering department chair skills such as: tenure, committee service, research, balancing administrative work, budgeting, and other skill building topics.

Higher Education Resources Services (HERS) Women in Higher Education (2012): Competitively selected to attend a 2 week intensive in-residence workshop in Denver, Colorado. Workshop topics focused on higher education skills including, but not limited to: career mapping, development, mentoring, problem solving, budget and finance, administrative structure, managing staff and faculty, and publishing.

**PROFESSIONAL AWARDS AND ORGANIZATIONS**

Ohio Family and Consumer Sciences Association: Received the organization’s Outstanding Graduate Student Research Project award for my dissertation, 1993.

Dorothy D. Scott Fellowship Recipient: Received a 9-month fellowship award, which provided full financial support during my dissertation research.

American Council on Consumer Interests: Have been a member and attended many annual meetings since 1988. Have chaired the Membership Committee & Co-chaired local arrangements for annual conference, 2001.

The Dr. Consuelo Nieto Partners for Success Mentor of the Year Award: Received the first offering of the award for my involvement in the Partners for Success program, 2003.

**PROFESSIONAL HONOR SOCIETIES**

Phi Upsilon Omicron: Have been a member since 1990.

Kappa Omicron Nu: Have been a member since 1990.

Phi Kappa Phi: Have been a member of the University chapter since 1993. Served as Secretary for 4 years 91995-1999). Now serving as Vice President (since 1999).

**SELECTED PROFESSIONAL PUBLICATIONS**

Reiboldt, W. and Seiling, S. (1993). Factors related to men's award of custody. *Family Advocate*, 15(3), 42-44.

Goldstein, A.E.; Safarik, L.; Reiboldt, W.; Albright, L.; and Kellett, C.E. (1996). An Ethnographic Approach to Understanding Service Use Among Ethnically Diverse Low Income Families. *Marriage and Family Review,* 24 (3/4), 297-322.

Reiboldt, W. (1996). Comprehensive Consumer Education: Teaching Consumer Survival in the College Curriculum. *The Journal of Consumer Education*, 14, 23-27.

Vela, M.M., Toma, R.B., Reiboldt, W. and Pierri, A. (1998). Detection of Aluminum Residue in Fresh and Stored Canned Beer. *Food Chemistry*, 63(2), 235-239.

Chow, V.Y.M.; Toma, R.B.; Jacob, M.; Ertl, F.; Reiboldt, W. & Shirzadi, S. (1998). Evaluation of antifungal activities of cassia and garlic in white bread. *Journal of Foodservice Systems*, 10, 213-222.

Reiboldt, W. and Goldstein, A.E. (2000). A glimpse into the lives of Cambodian families: A qualitative discovery. *Family and Consumer Sciences Research Journal*, 28(4), 489-513.

Allred-Coyle, T.A.; Toma, R.B.; Reiboldt, W.; Thakur, M. (2000). Effect of moisture content, hybrid variety, and microwave wattage on the expansion volume of microwave popcorn. *International Journal of Food Sciences and Nutrition*, 51, 389-394.

Allred-Coyle, T.A.; Toma, R.B.; Reiboldt, W.; Thakur, M. (2000). Effect of bag capacity, storage time and temperature and sodium chloride on expansion volume in microwave popcorn. *Journal of the Science of Food and Agriculture,*

Kumar, G.; Toma, R.B.; Luke, M.; Reiboldt, W., and Dixon, R. (2000). Chromatographic methods for analyzing pesticide residues in vegetables. *The Chemist,* 77*(*6), 28-32.

Ku, K.; Toma, R.B.; Reiboldt, W., and Lee, J. (2000). Pesticide residues in imported frozen fruits and vegetables. *The Chemist*, 77(6), 15-22.

Reiboldt, W. (2001). Adolescent interactions with gangs, family, and neighborhoods: An ethnographic investigation. *Journal of Family Issues,* 22(2), 211-242.

Reiboldt, W. and Vogel, R.E. (2001). A critical analysis of telemarketing fraud in a gated senior community. *Journal of Elder Abuse and Neglect,* 13(4), 21-38.

Chu, A.C.; Toma, R.B.; Reiboldt, W., and Sheu, T.Y. (2002). Modified atmosphere packaging of cooked rice and its standard plate count. *Dairy, Food and Environmental Sanitation,* 22(2), 109-116.

Holm, S.; Toma, R.B.; Reiboldt, W., and Newcomer, C., and Calicchia, M. (2002). Cleaning frequency and the microbial load in ice cream. *International Journal of Food Sciences and Nutrition,* 53, 337-342.

Reiboldt, W. (2002) Distance education: A place for family and consumer sciences. *The Journal of Family and Consumer Sciences Education,* 19(1), 15-22.

Reiboldt, W. (2003). Factors that influence a consumer complainer’s rating of service received from a third party complaint-handling agency – the Los Angeles Department of Consumer Affairs”. *The Journal of Consumer Satisfaction, Dissatisfaction, and Complaining Behavior,* 16, 166-177.

Lyons, M.M., Yu, C., Toma, R., Cho, S.Y., Reiboldt, W., Lee, J., and Van Breemen, R.B. (2003). Resveratrol in raw and baked blueberries and bilberries. *Journal of Agriculture and Food Chemistry,* 51, 5867-5870.

Goldstein, A.E. and Reiboldt, W. (2004). The multiple roles of low income, minority women in the family and community: A qualitative investigation. *The Qualitative Report*, 9(2).

Root, A.D.; Toma, R.B.; Frank, G.C. and Reiboldt, W. (2004). Meals identified as healthy choices on restaurant menus: an evaluation of accuracy. *International Journal of Food Sciences and Nutrition*, 55(6), 449-454.

Zelenak, M.J. and Reiboldt, W. (2005). *Consumer Economics: The Consumer*

*in Our Society, 14th Ed.*. Scottsdale, AZ: Holcomb-Hathaway.

Thongtan, K., Toma, R.B., Reiboldt, W. and Daoud, A.Z. (2005). Effect of rosemary extract on lipid oxidation and sensory evaluation of frozen, precooked beef patties. *Foodservice Research International,* 16, 93-104.

Carson, D.E. and Reiboldt, W. (2005). Food and fitness fun in Los Angeles County. *The Journal of Family and Consumer Sciences.* 97*(*4), 45-46.

San Filippo, S.M.; Reiboldt, W.; White, B. and Hails, J. (2007) Perceptions of elderly self-neglect: A look at culture and cohort. *Family and Consumer Sciences Research Journal,* 35(3), 215-231.

Roberto, S.; Reiboldt, W.; Schult, D. and Sondhi, L. (2007). Consumer response to corporate scandal: The case of Martha Stewart. *The Journal of Consumer Education,* 24*,* 40-52.

Carson, D.E. and Reiboldt, W. (2007). Food and fitness in Los Angeles. *The Journal of Nutrition Education and Behavior,* 39*(*45), S1-6-107.

Zelenak, M.J. and Reiboldt, W. (2010). Consumer Economics: The Consumer in Our

Society, 15th Ed. Scottsdale, AZ: Holcomb-Hathaway.

Carson, D. E. and Reiboldt, W. (2010). Parent’s agreement to purchase healthy snack foods requested by their children. *The Journal of Family and Consumer Sciences*, 102(1), 42-48.

Carson, D.E. and Reiboldt, W. (2011). An After School Program on Nutrition and Physical Activity for Elementary School Children. *Family and Consumer Sciences Research Journal*, 39 (3), 267-278.

Gustin, L, Carson, D., and Reiboldt, W. (2012). Teaching Food Safety*. Health Education Teaching Techniques Journal,* 2, 48-55*.*

Parker, E.C.; Lee, J.; and Reiboldt, W. (2013). Responses of Youth with Diabetes and their parents to the Youth eating Perceptions Survey: What Helps Kids with Diabetes Eat Better? *Infant Child and Nutrition, 5(3),* 141-153*.*

Reiboldt, W. and Mallers, M.H. (Eds.). (2013). *Consumer Survival: Encyclopedia of Consumer Rights, Safety, and Protection.* Santa Barbara, CA: ABC-CLIO.

Lurkevych, O; Gustin, L; Blecher, L, and Reiboldt, W. (2014) College Students’ attitudes, perceived consumer effectiveness and intention to dine at a green restaurant. *International Journal of Science Commerce and Humanities*, 2(1).

**MANUSCRIPTS IN PREPARATION**

Gustin, L.; Carson, D.E., and Reiboldt, W. Educating children about nutrition and physical activity in after-school programs: Successes and challenges using a train-the-trainer approach.

Bautista, J., Reiboldt, W., Jackson, H.O., Maram, L. Generational differences in remittance practices of Filipino-Americans: A Mixed Methods Investigation.

Reiboldt, W. (shopping for new publisher - 2015). *Consumer Economics:*

*The Consumer in Our Society*, 16th Ed.

**SHORT MANUSCRIPTS FOR ON-LINE NEWSLETTER**

(2009-2013) FLASH – a newsletter for California Community College instructors was published monthly. I was under contract to produce 8-10 short articles each year. The articles I wrote reviewed research articles and converted them to an application-based level for community college instructors.

**Mary E. (Libby) Gustin**

**Education**

**Ph.D., Hotel, Restaurant and Institutional Management** — May 1994, Virginia Polytechnic Institute and State University, Blacksburg, VA

**Master of Business Administration** — December 1992, Virginia Polytechnic Institute and State University, Blacksburg, VA

**Bachelors of Science, Restaurant and Hospitality Management —** May 1989,

**Sciaticare Practitioner** — June 2004, Sciaticare, Santa Cruz, CA

**Rosen Method Practitioner** — December 2004, Rosen Method Institute, Berkeley, CA

**Quantum Touch Practitioner —** February 2002, Quantum Touch, Santa Cruz, CA

**Employment History**

**Teaching**

University

Assistant Professor, Fall 2009 – Present

Department of Hospitality Foodservice and Hotel Management, California State University, Long Beach, CA

Assistant Professor, Fall 1994 – Spring 2000

Department of Hotel and Restaurant Administration, Washington State University, Pullman, WA; Brig, Switzerland and Krems, Austria

Teaching Assistant, Fall 1992 – Spring 1994

Department of Hotel, Restaurant and Institutional Management,   
Virginia Polytechnic Institute and State University, Blacksburg, VA

**PUBLICATIONS IN REFEREED JOURNALS**

Gray, V., Gustin, L., Jensen, L. and Smith, K. (2015). Nutritional gains associated with transitioning from traditional child care menus to made-from-scratch menus in a Southern California Central Kitchen. Appetite

Under Review

Gustin, L. & Young, H. (2014). Effect of environmental product information and ethnicity on millennials’ brand attitude and purchase intention. *International Journal of Science Commerce And Humanities*, 2 (6),77-88.

Iurkevych O., **Gustin, L**., Blecher,L., & Reiboldt, W. (2014). College students’

attitudes, perceived consumer effectiveness and intention to dine at a green restaurant.  *International Journal of Science Commerce And Humanities (IJSCH),2(1).*

**Gustin**, M., Carson, D. and Reiboldt, W. (2012). Teaching Food Safety, *Health Education Teaching Techniques Journal*, 2, 48-55. [http://www.aahperd.org/aahe/publications/hettj/](https://mail.csulb.edu/owa/redir.aspx?C=e353b7a339c8482b9e4e34b2e292825e&URL=http%3a%2f%2fwww.aahperd.org%2faahe%2fpublications%2fhettj%2f)

Tu, Y., Yeh, R., **Gustin**, L., Tsai, H., & Hu, S. (2011). Effects of Hotel Employees’ Uniform On Customers’ Perceptions of Employee Performance and Company Image, *Journal of Travel and Tourism Research*, 11(1)106-116.

**Gustin**, M. E. (2001). Think for Yourself: Bringing Critical Thinking Skills to the Classroom, *Journal of Hospitality Education*, 13(1).

**Gustin**, M. E. and Weaver, P. A. (1996). Are Hotels Prepared for the Environmentally Minded Consumer?, *Hospitality Research Journal* (now *Journal of Hospitality and Tourism Research*), 20(2).

**Gustin**, M. E. and Kwansa, F. (1995/96). Risk Analysis for a Private Firm: A Case Study, *Journal of Hospitality Finance Management*, 4(1).

**Gustin**, M. E. and Weaver, P. A. (1993). The Mature Market: Underlying Dimensions and Group Differences of a Potential Market for the Hotel Industry, FIU *Hospitality Review*, 11(2).

Weaver, P. A. and **Gustin**, M. E. (1993) The Mature Market as the Pleasure Traveler, *Gerontology Research Review*, Fall.

Parsa, H.G., **Gustin**, M. E. and Khan, M. A. (1990). Potential Conflict Points in Franchiser-Franchisee Relations: An Exploratory Study of Fast Food Franchise Systems, *Hospitality Research Journal*, 14(2).

**PRESENTATIONS AND PAPERS IN REFEREED PROCEEDINGS**

Banks, E**.,**  **Gustin, L.,** andClaver, M (2015). Enhancing Campus-Wide Engagement Through the Development of a Service Learning Community of Practice. Presentation at the 18th Annual Continuums of Service Conference, Long Beach, California

**Gustin, L**., Claver, M., Goeller, C. and Banks, E. (2015). Fostering Grit through Engaged Learning. Presentation at CSU Symposium on University Teaching, "GRIT: Exploring perseverance, mindset and character in the classroom," California State University, Los Angeles.

Blecher, L. & **Gustin**, L. (2015). Service Learning in Hospitality Curriculum: A Review of Current Practices. *Refereed presentation for International CHRIE Conference*, S.F., CA.

**Gustin**, L. and Ha, Y. (2014). The impact of environmental product information and ethnicity on consumer brand attitude and purchase intention. Presentation at the 2nd Business Systems Laboratory International Symposium "Systems Thinking For A Sustainable Economy" Rome, Italy.

**Gustin**, M. (2013). Teaching-Decision Making Skills: Following Your Gut. Presentation for Western CHRIE Winter Regional Conference, Denver, CO.

Iurkevych, O., **Gustin**, L., Blecher, L. & Reiboldt, W. (July, 2011). College Students’

Attitudes, Perceived Consumer Effectiveness and Intention to Dine at a Green Restaurant. *Refereed presentation for International CHRIE Conference*, Denver, CO.

Yeh, R., **Gustin**, L., & Chuang, N. (July, 2011). The Importance of Cross-Cultural Training

for Hotel Expatriates Working in Taiwan. *Refereed poster session for international CHRIE* Conference, Denver, CO.

**Gustin**, M. (Feb., 2011). Preparing students for the shifts in Foodservice concerning Ethical Food. Presentation for Western CHRIE Winter Regional Conference, Denver, CO

Yeh, R. & **Gustin**, M. (Feb., 2011). Effects Of Hotel Employees’ Uniform On Customers’ Perceptions Of Employee Performance And Company Image. *Presentation for Western CHRIE Winter Regional* Conference, Denver, CO

Aghekyan, M., **Gustin**, M., & Forsythe, S. (2010 July). Brand Image, Environmental Features, and Purchase Intentions. Abstract accepted for the *European Institute of Retailing and Service Studies (EIRASSS) 17th international Conference on Recent Advantages in Retailing and Services Sciences,* Istanbul, Turkey. (First two authors had equal contribution).

**Gustin**, M. E., Kaufman, T. J., Horn, G. & Weaver, P.A. (1994). An Exploratory Study Regarding Environmentally Oriented Lodging Services, *Presentation for Council on Hotel, Restaurant, and Institutional Education.* Palm Springs, CA.

**Gustin**, M. E., & Kwansa, F (1993). Risk Analysis for a Private Firm: A Case Study, *Presentation for Council on Hotel, Restaurant, and Institutional Education.* Chicago, IL.

**Gustin**, M. E. (1993). An Overview of the Current State of Research on Energy Management in the Hospitality Industry, *Presentation for Council on Hotel, Restaurant, and Institutional Education*. Chicago, IL.

**Gustin**, M. E. and Weaver, P.A. (1992). The Mature Travel Market: Underlying   
Factors That Determine Hotel Choice, *Proceedings from Annual CHRIE Conference: Council on Hotel, Restaurant, and Institutional Education.* Nashville, TN.

**PUBLICATIONS IN TRADE JOURNALS:**

**Gustin**, L with Gustin, A. (2004, April/May ). Rosen Method A Listening Hand, *Massage and Bodywork.*

Badinelli, K., Davis, N. and **Gustin**, L. (1991). Senior Traveler Study — America’s Mature Market Not Content to While Away Their Days, *Hotel Motel Management*, 206 (14).

**FUNDING**

**GUSTIN**, L. (DEC 2010). The Current State of Production in the Food Industry (from farm to

table) and Commercial Foodservice’s Responsibility in Providing Ethical Food, Ethics Across the Curriculum grant sponsored by the Ukleja Center for Ethical Leadership. $3,000

**CHHS Lottery 2010-2011**, $5,880.99

**CHHS Lottery 2013-2014** $1,380

**IRA Service Learning Reimbursement Program, 2012** $500

**IRA Service Learning Reimbursement Program, 2013** $1200

**IRA Service Learning Reimbursement Program, 2014** $4,220

**Hybrid or Flipped Teaching Incentive Program, 2014** $5,000

**Community Center for Engagement Faculty Mentorship Award**, **2014-15**, $1,000

**IRA Service Learning Reimbursement Program, 2015** $2000

**Industry Experience**

Consultant, Quality Restaurant Concepts, Birmingham, AL 2000 – present

Senior Advisor, Vector Marketing Corporation, January 2007 – present

Business Caterer, Lisa Brady Catering, El Grenada, CA, May 2006 – October 2006

Assistant Sales Director, Residence Inn Marriott, Seattle, WA,   
September – November 1996, (Educational Institute’s Teachers Work Grant)

Head Cook, Nana Marriott – Alaska Railroad, Anchorage, Alaska, May 1996 – July 1996

Consultant, Applebee’s of North Alabama, Birmingham, AL, December 1993

Assistant Property Manager, College Park Apartments, Blacksburg, VA,   
January 1990 – August 1992

Caterer, Kathy G’s, Birmingham, AL, 1981–1988

**Related Employment**

Be You Healing (Private Practice), San Francisco, CA, July 2000 – present

**Client practice**: Stress Management therapy, massage therapist, Quantum Touch energy healer, Shamanic healing and Rosen Method practitioner

Stephka, Inc., Body Coffee, Oakland, CA, Marketing Director, 2002 – 2006

Rosen Method Institute, Berkeley, CA, Marketing Consulting, June 2003 – 2004

Team Marketing, *Promotion Event Marketing,* Kingston, NY, Event Manager, 2002

Jefferson County Council on Aging/Wellness Program, Inc, Birmingham, AL, Speaker/Teacher, September 2001 – July 2002

Festivals/Events-manager/organizer:

*Yoga Tia Chi Collective* — monthly events, San Francisco, CA, 2000 – 2003

*Javits Extracts Show*, Body Coffee, New York, NY, April, 2002

*Mystic Family Circus Better Alliance of Nations through Unity*, Maritime Hall, S. F.,CA, Sept 2001

*Fusion Festival* by I-funk, Northern CA, August, 2001

*Mystic Family Circus Bantu Circus Charity Ball* ,L. A., CA, March, 2001

*Amir Durrani*

**18012 Harvest Avenue, Cerritos, CA, 90703, Phone: 562-809-6030, Cell: 562-688-8665**

Education

2009 - 2013, Ph.D. (Hospitality Management), Iowa State University

1999, M.B.A., University of Phoenix

1998, Culinary Institute of America (CIA), Greystone, CA, Culinary Manager Training

1997, Culinary Institute of America (CIA), Hyde Park, New York, Culinary Manager Training

1994, B.A. (Marketing), Cal State University, Fullerton

Publication

Quinn, M.P., Wencel, F.E., & Durrani, A.S. (2010). Deploying Data Envelopment Analysis to Benchmark

Productivity in Multi-unit Contract Food Service Operations. *Hospitality Review*, 28(2), 12-28

Certifications

Professional in Human Resources (PHR) Certified, 2013-2016

HAACP, Serv Safe, Wine Expert Certification, Darden Restaurants

Professional Organizations

CSULB Hospitality Foodservice and Hotel Management Advisory Board Member, 2006 - 2013

Council of Hotel And Restaurant Trainers (CHART), 2001—Present

Society of Human Resources Management (SHRM), 2015—Present

Positions Held

**California State University, Long Beach** 2006—Present Position: Lecturer, Hospitality Management Department Classes taught:

* Introduction to Hospitality, HFHM 170;
* Cost Control, HFHM 277
* Beverage Management, HFHM 473
* Restaurant and Dining Management, HFHM 477
* Food Service Administration, HFHM 477/577 (Graduate Studies),

**Norms Restaurants** 7/2006—Present

Position: Director of Human Resources

Description of Job Responsibilities:

• Recruitment, selection and hiring of all salaried staff.

• Administrator for all company benefits, Paid Time Off (PTO), 401k Plan Administration, Risk Management and ACA compliance

• Management of Dispute Resolution Procedures and General Employee Relations

• Project Leader for all new store openings (West Covina, CA, 2008; Claremont, CA, 2011; Pico Rivera, CA, 2014),

* Development and facilitation of system-wide workshops and seminars.

• Responsibility for development of all front-of-the-house and culinary training materials and systems.

**Hilton Hotels** 2005—2006

Position Held: Director of Food & Beverage, Property Trainer

Description of Job Responsibilities:

• Management of all Hilton Standards including Customer Relationship Management Standards.

• Responsible for all food operations outlets including retail: Great American Grill, Atrium Café, Atrium Lounge, In-suite Dining and The Market Gift Shop. Achieved combined annual revenue of $2.5 million against budget of $1.8 million.

• Hiring, training and development of all front-of-the-house, banquet, catering and culinary staff

Positions Held (continued)

Position Held: New Property Opening Team Director, Food & Beverage

Description of Job Responsibilities:

• Food & Beverage department leader for new hotel opening “Courtyard by Marriott” in Anaheim, CA.

Worked in conjunction with Opening Team Task Force, Director of Training, and Marriott New Property

Opening Team Leader and Regional Representatives to facilitate and ensure a smooth opening.

• Provided on-site support and follow-up training to all staff members of Food & Beverage.

• Hired and trained Food & Beverage Manager, Executive Chef and banquet and catering staff

**Marie Callender’s Restaurants** 2000—2005

Position Held: Director of Hospitality & Service Training

Description of Job Responsibilities:

• Served as Project Leader for new store openings (Las Vegas, NV, 2002, Irvine, CA, 2001, Fresno, CA,

2000).

• Assisted with selecting and leading implementation of new MICROS P.O.S. System Conversion throughout the company.

• Developed and Implemented Certified Trainer program system-wide (96 company-owned and

56 Franchise-owned) and instruction of 7 interactive, multi-media power point presentation/field workshops.

• Created all front-of-house training manuals, standards manuals and Management Professional

Development Plan

• Filmed, edited and packaged 4 Corporate Training Videos on various management development topics onto various media (VHS, CD-Rom, DVD)

• Developed Corporate Take-Out program and Banquet Procedures for managers

• Editor-in-Chief for Company Newsletter

**Wolfgang Puck Grand Café** 1999—2000

Position Held: General Manager, (Puck University) Description of Job Responsibilities:

• Worked directly with Executive Chef, Sous Chef to develop operational training plans, managed execution, and measured results of operations

• Conducted periodic training workshops at Puck University

• Developed Menu Description Guide and other front-of-house training manuals

• Handled multiple large banquets, exceeding company-wide average

• Achieved best liquor and food costs in the company for an entire quarter

• Managed with integrity, honesty and fairness, upholding the culture of the company.

**Olive Garden Italian Restaurant** 1993—1999

Position Held: General Manager (Divisional Training Store) Description of Job Responsibilities:

• Designated Training Manager for the entire Los Angeles Division (88 restaurants)

• Participated in development of updated Manager-in-Training program.

• Trained 22 managers of which 6 were promoted to General Manager immediately after training and the remaining 12 were promoted to General Manager within 16 months.

• Met or exceeded goals related to business plan with limited direction and supervision

• Achieved top 10 ranking for highest overall guest satisfaction for 1998 and 1999 (Questar IVR reports)

• Achieved third best waste management record in the chain for 1997

• Achieved best operating earnings for the L.A. Division for 1997

• Achieved the company’s first highest internal Quality Assurance rating (96.8%) for the year in the L.A. Division in 1998

• Achieved L.A. Division’s third lowest employee turnover from June 1998 through September 1999

*Positions Held (continued)*

**Tony Roma’s Restaurant** 1991—1993

Positions Held: General Manager

Description of Job Responsibilities:

• Served as Project Leader for new store openings (Long Beach, CA, 1992, Universal City, CA, 1993)

• Met or exceeded goals related to business plan with limited direction and supervision

• Achieved highest sales target for 1992

• Achieved lowest hourly turnover for 12 months consecutive

• Achieved best liquor and food costs in the company for 1992

• Managed with integrity, honesty and fairness, upholding the culture of the company.

**Fields of Interest**

Human Resources, e-Training

**Languages**

English (100% fluent)

Urdu (100% fluent), spoken in Pakistan/India

Some Spanish

**Computer Skills**

Full working knowledge of the following windows-based programs:

• Microsoft Outlook, Paint, Word, Excel, Publisher

• Adobe Publisher, Acrobat, Photoimaging

• Ulead Video Editing Systems

• Videowave Professional Editor

• Dreamweaver 4.0

**Gretchen E. Blackwell**

**Education**

**Ph.D., Food, Nutrition and Institution Administration** - December 1985,

Oklahoma State University, Stillwater, OK

**M.S., Education** - May 1978, University of Wisconsin-Stout, Menomonie, WI

**B.S., Education**- December 1978, University of Wisconsin-Stout, Menomonie, WI

**A.S., Culinary Arts**- January 1975, Joliet Junior College, Joliet, IL

**Honors**

Certified Hospitality Educator, AHLEI

John Skinner Fellowship - Ph.D.

Leticia Walsh Fellowship - M.S.

**Employment History**

**Lecturer**, 2012- Present

Department of Hospitality, Foodservice and Hotel Management, California State University, Long Beach, CA

**Program Coordinator**, 1994- 2009

North Orange County Regional Occupational Program, Anaheim, CA

**Hotel Consultant**, 1994-1995

Training Department, Spectrovision. Richardson, TX

**Instructor**, 1994- 1996

Hospitality Management Program, Cypress College, Cypress, CA

**Adult & Vocational Education Instructor**, 1992- 2002

Garden Grove USD, Garden Grove, CA

**Lead Instructor**, 1990- 1996

Hospitality & Restaurant Management Program, College of the Canyons, Santa Clarita, CA

**Culinary Arts Instructor**, 1988-1989

Department of Business & Technology, Pasadena City College, Pasadena, CA

**Assistant Professor**, 1986-1987

Department of Nutrition, California State University, Chico, Chico, CA

**Visiting Assistant Professor**, 1985-1986

Department of Foods & Nutrition, Purdue University, West Lafayette, IN

**Foods & Foodservice Management Instructor**, 1979-1982

Mt. San Antonio College, Walnut, CA

Chaffey College, Alta Loma, CA

Santa Ana College, Santa Ana, CA

**Catering Manager,** 1979-1981

Santa Ana College, Santa Ana, CA,

**Food Production Manager**, 1978-1979

Marriott Corporation, Hotel Division, Newport Beach, CA

**Foodservice Supervisor**, 1975-1976

Marshall Field & Company, Chicago, IL

**Yun Ying (Susan) Zhong**

1317 Del Mar Street Unit#2 Phone: (321) 947-5172

Las Vegas, NV 89119 E-mail:zhongy3@unlv.nevada.edu

**EDUCATION**

**August 2011- July, 2015**

**University of Nevada, Las Vegas (UNLV)**

Doctor of Philosophy in Hospitality Administration

Dissertation: Customer engagement on Social Media: Will Facebook transform a commercial relationship into a personal relationship?

Dr. James Busser, Chair and Dr. Mehmet Erdem, Co-chair.

**August 2008- May 2011**

**University of Central Florida**

Master of Science in Hospitality and Tourism Management

Thesis: Quantifying the Impacts of the Recent Economic Crisis on a Local Tourism Industry and Economy

**July 2001- July 2005**

**Ji Nan University, China**

Bachelor of Arts in Business Administration and English

**ACADEMIC WORK EXPERIENCE**

Aug.2015- Present Assistant Professor, Hospitality Management in Family and Consumer Science Department, College of Health and Human Service, California State University, Long Beach *( Lodging Management, Strategic Management, and Introduction to Hospitality and Tourism)*

2014 – May 2015 Visiting Lecturer, Harrah College of Hotel Administration, University of Nevada, Las Vegas *(Strategic Management and Lodging Operation and management)*

2012 - 2014 Instructor, Harrah College of Hotel Administration, University of Nevada, Las Vegas *(Hospitality and Tourism Marketing, Technology Application in Hospitality and Tourism, and Lodging Operation and management)*

2011 - 2012 Research & Teaching Assistant, Harrah College of Hotel Administration, University of Nevada, Las Vegas *( Fellow researcher in two US national Lodging Technology Studies)*

2008-2011 Research & Teaching Assistant, College of Hospitality and Tourism Management, University of Central Florida, *Orlando ( Fellow researcher in a commissioned grant on strategic planning with Aruba)*

**RESEARCH ACTIVITIES**

**Research Interests**

Digital Distribution and Promotion, Big Data and Data Analytics, Relationship Management, Generational Difference, Tourism Impact Analysis, Memorable Experience

**Refereed Journal Publications**

1. Baloglu, S., Zhong, Y., & Tanford, S (2014). Casino Loyalty: The Influence of Loyalty Program, Switching Costs and Trust. *Journal of Hospitality and Tourism Research*. (In Print)
2. Zhong, Y. & Hertzman, J. (2014). Identifying Factors for Hospitality Students’ Interactions with Older Adults. *Journal of Hospitality and Tourism Education* (In print).
3. Zhong, Y. Y., & Hara, T. (2013). Quantifying the impacts of the recent economic crisis on regional tourism industry and economy. *FIU Hospitality Review*, 31(1), 1.

**Research Grants**

1. Zhong, Y., Busser, J. & Baloglu, S. (2013). Experience Memory: a comparison with the cognitive-affective model of satisfaction. *Conrad N. Hilton Foundation Grant, University of Las Vegas, NV, $5,000.* Competitive.
2. Zhong, Y., Busser, J., & Baloglu, S. (2013). The Memorable Tourism Experience: Antecedents and Consequences. *Hotel College Seed Grant, University of Las Vegas, NV,* $6,000. Competitive.

**Manuscripts in Progress**

1. Hertzman, J. & Zhong, Y. A Model of Hospitality Students’ Attitudes towards and Willingness to Work with Older Adults. *International Journal of Contemporary Hospitality Management.* (Under Revision).
2. Philander, K. & Zhong, Y.. Twitter Sentiment Analysis: Capturing the Real Time Sentiment on Integrated Resort Tweets. *International Journal of Hospitality Management* (Under Revision).
3. Zhong, Y., Busser, J., & Baloglu, S.. A Model of Memorable Tourism Experience. *Journal of Travel and Tourism Marketing* (Under Review).
4. Rivera, M., Zhong, Y., & Croes, R.. Developing Mobile Tourism Services for a Destination: the Case of Aruba. *International Journal of Contemporary Hospitality Management* (Under review).
5. Busser, J., Zhong, Y., & Baloglu, S.. Vacation Storytelling: Relationship with Destination Experience, Satisfaction and Loyalty (90% completion)
6. Zhong, Y., Busser, J., & Baloglu, S. Study Abroad: The Impacts of Tourism Experiences for a Destination (70% completion).
7. Zhong, Y., Erdem, M., & Chang, J.. The Effect of Social Media Policy on Organization Attraction. Target for International Journal of Contemporary Hospitality Management. (50% completion)

**Industry Article and Grant Report**

1. Erdem, M., & Zhong, Y. (2011). Emerging technology: Interest in mobile apps on the rise. *Hospitality Technology*, 18.
2. Croes, R., Rivera, M., Pizam, A., Olson, E., Lee, S., & Zhong, Y. (2011). Strategic Plan for the Development of Tourism in Aruba in the 21st Century. *Grant Report to Aruba Tourism Authority*.

**Referred Conference Presentations**

1. Zhong, Y., Busser, J., & Baloglu, S. (Jan, 2015). Study Abroad: The Impacts of Tourism Experiences for a Destination. The 20th Graduate Conference for Hospitality and Tourism Research: Tampa, FL.
2. Philander, K. & Zhong, Y. (July, 2014). Social Media Sentiment Analysis as a Customer Satisfaction Measurement Tool. ICHRIE Conference: San Diego, CA.
3. Zhong, Y., Busser, J. & Erdem, M. (July, 2014). Customer Participation: Can Facebook Transform a Brand to a Friend? ICHRIE Conference: San Diego, CA.
4. Zhong, Y., Baloglu, S. & Tanford, S. (January, 2014). The Influence of Loyalty Program, Switching Costs and Trust. The 19th Graduate Conference for Hospitality and Tourism Research: Houston, TX.
5. Zhong, Y., Busser, J. & Baloglu, S. (January, 2014).Vacation Storytelling: Relationship with Destination Experience, Satisfaction and Loyalty. The 19th Graduate Conference for Hospitality and Tourism Research: Houston, TX.
6. Zhong, Y., Erdem, M., Chang, J. & Jiang, L. (January, 2014). The Effect of Social Media Policy on Organization Attraction. The 19th Graduate Conference for Hospitality and Tourism Research: Houston, TX.
7. Zhong, Y., Busser, J. & Baloglu, S. (December, 2013). A model of memorable tourism experience. The 2nd World Research Summit for Tourism and Hospitality: Orlando, FL.
8. Zhong, Y. Y., Busser, J. & Baloglu, S. (October, 2013). The impact of memorable destination experiences: A conceptual model and preliminary analysis. EuroCHRIE Conference. Freiburg, Germany.
9. Tadayuki, H., Zhong, Y. & Shapoval, V. (July, 2013). Quantifying the impacts of an economic crisis over a regional tourism industry and economy: Discussion on versatility of tourism as an industry. The 21st International Input-Output Association Annual Meeting: Kitakyushu, Japan.
10. Zhong, Y. & Hertzman, J. (July, 2013). Identifying factors for hospitality students’ interactions with older adults. ICHRIE Conference: Saint Louis, MO.
11. Zhong, Y. & Erdem, M. (March, 2013). Importance and performance analysis of hotel technology: A perspective of hotel executives. UNLV Graduate and Professional Student Association Research Forum: Las Vegas, NV.
12. Zhong, Y. & Erdem, M (August, 2012). Maximizing the economic benefits of guest-room technology through hotel guest segmentation. ICHRIE Conference: Providence, RI.
13. Zhong, Y. & Hertzman, J. (August, 2012) Generations Together: Integrating Intergenerational Service Learning into the Hospitality and Tourism Curricula. *ICHRIE Conference*: Providence, RI.
14. Zhong, Y. & Raab, C. (June, 2012). Technology as a value-added cue. *The 19th IHITA Annual Research Conference*: Baltimore, MD.
15. Zhong, Y. & Erdem, M. (June, 2012). The convergence of virtual and real socialization: hospitality students’ social media involvement and their offline relational quality. *The 19th IHITA Annual Research Conference*: Baltimore, MD.
16. Zhong, Y. & Erdem, M. (March, 2012). Documenting the perceptions on generation Z across the lodging industry supply chain: A qualitative inquiry. *UNLV Graduate and Professional Student Association Research Forum*: Las Vegas, NV.
17. Zhong, Y., Rivera, M. & Croes, R. (January, 2011). Developing mobile tourism services for a destination: the case of Aruba. *The 17th Graduate Students Research Conference in Hospitality and Tourism*: Auburn, AL.
18. Zhong, Y., Erdem, M. & Nasoz, P. (January, 2011). Mission critical guest room technology: Should hotels keep up with the technology hype? *The 17th Graduate Students Research Conference in Hospitality and Tourism*: Auburn, AL.
19. Ro, H. & Zhong, H. (2010). Can technology turn a new server into an “old” friend: Technology-assisted interaction from service relationship perspective. *The 18th iHITA Annual Research Conference*: Austin, TX.
20. Zhong, Y., Hara, T., Ro, H. & Dickson, D. (January, 2010). Quantifying the 2007 economic crisis on a local tourism industry and economy. *The 16th Graduate Students Research Conference in Hospitality and Tourism*: Houston, TX.

**Research Reviewer**

* Journal of Hospitality and Tourism Technology, 2012- Present.
* International Journal of Hospitality Management, 2014-Present
* The Annual International Council on Hotel, Restaurant, and Institutional Education Conference, 2013.
* The International Hospitality Information Technology Association Annual Conference, 2012 and 2013.

**PROFESSIONAL EXPERIENCE**

July 2004 – July 2005

*Conference Sales Representative, “New Capital” Conference, China*

* Built and updated a database for contacts of companies citywide and their HR managers.
* Sold admissions of the International “New Capital” Conference.
* Prepared sales reports and customer profiles to my supervisor.
* Recognized as the “Best Sales Representative”.

July 2005 – August 2006

*Cultural Representative, China Pavilion EPCOT, Walt Disney World, Orlando*

* Introduced and sold the merchandise that represents China’s tradition and culture.
* Promoted and sold merchandises that are of unique Chinese style.
* Collected and analyzed customers’ response to merchandise and services.
* Provided mentorship to junior members

May 2008 – December 2008

*Participant in Managerial Training Program, Rosen Shingle Creek Resort, Orlando*

* Learned hotel operations by rotating around various departments, including front desk, housekeeping and maintenance, banquet catering, restaurant, golf club, sales and marketing, reservation, security, and finance departments.
* Met with manager from each department, and discussed managerial decision making.

July 2008- January 2009

*Supervisor, Rice & Co Asian Cuisine Restaurant*

* Arranged schedules for a team of five servers.
* Managed beverage and alcohol inventory
* Served customers and handled their complaints.

September 2012- April 2013

*Industry Leader Mentee, Caesars Entertainment Corporation, Las Vegas*

* Met with my mentor, Mr. Blake Warren, Director for IT and Ecommerce Engagement on a weekly basis to discuss hotel operations and strategic decision making.
* Shadowed hotel operation at the VIP villa in Caesars Palace and shadowed the annual event organization for Total Rewards members in Flamingo Casino and Hotel.

July 2013- August 2013

*Intern, Skywire Media Inc (Mobile Marketing), Las Vegas*

* Learned Mobile Connect TM, an enterprise enabled event-trigger message marketing platform.
* Learned the application integrations between the Point of Sales system and an online Table Reserve Platform.
* Conducted product tests and make improvement suggestion for D& R on the company’s newly developed Point of Sales system

**HONORS AND AWARDS**

* First Place Award, Poster Presentation (2013), UNLV’s Graduate and Professional Student Association Research Forum, Las Vegas, NV. March 16. Competitive.
* Best Paper Award (2012), The17th Annual Graduate Students Research Conference in Hospitality and Tourism, Auburn, Al., January 4-7. (With M. Rivera & R. Croes).
* Second Place Award, Poster Presentation (2012), UNLV's Graduate and Professional Student Association Research Forum, Las Vegas, NV. March 17. Competitive.
* UNLV Graduate and Professional Student Association Service Award (2014). UNLV Las Vegas, NV. Competitive.
* Access Grant and UNLV Alumni Faculty Award (2014-2015), UNLV Las Vegas, NV ( Total of $ 4,500).
* Access Grant, UNLVino Scholarship (2013-2014), UNLV Las Vegas, NV ( Total of $3,000),
* Access Grant, Weinberger Endowment Scholarship, HFTP Scholarship (2012-2013), UNLV Las Vegas, NV. (Total of $4,400).
* HFTP & UNLVino scholarships (2011-2012), UNLV, Las Vegas, NV (Total of $ 3,750).
* Harris Rosen Scholarship (2008), University of Central Florida, Orlando, FL ($1500).
* Two Distinguished Service Certificates, The Walt Disney Company (2005, 2006).
* Four-consecutive-year university scholarships, Ji Nan University, Guang Zhou, China (2001-2005).
* Honor Graduate in Dean’s List, Ji Nan University, Guang Zhou, China (2005).

**PROFESSIONAL CERTIFICATION AND AFFLIATION**

* *Certified Hospitality Educator (CHE***)** by American Hotel and Lodging Association
* *Member of* *HSMAI*, The Hospitality Sales and Marketing Association International
* *Member of ICHRIE*, International Council on Hotel, Restaurant, and Institutional Education.
* *Member of IHITA,* International Hospitality Information Technology Association
* *Member of HFTP,* Hospitality Financial and Technology Professionals.

**EXTRACURRICULAR ACTIVITIES**

April, 2013- Present

UNLV Presidential Student Ambassador

* Competitively elected to represent the best that UNLV has to offer.
* Represent UNLV at various functions to engage with local dignitaries, state officials, community leaders, alumni, and the general public.

August, 2011- August, 2013

Council member of UNLV Graduate and Professional Student Association (GPSA)

* Represented the voice of graduate students at Hotel College in University-level issues such as tuition and education funding formula.
* Volunteered at the 2013 GPSA Research Forum.

Committee Members at Grant Sponsorship Committee at GPSA

* Reviewed and evaluated university-wide research grants and award applications.
* Presented at research workshops to promote research excellence.

August, 2011 –August 2012

Treasurer, Hospitality Financial and Technology Professionals (HFTP) Student Chapter at UNLV

* Maintained financial records and handled monetary reimbursement for HFTP student chapter at UNLV.
* Participated in a one-week HITEC Trade Show volunteer program organized by HFTP for two years (2011, 2012) .
* Attended various trade shows, including MURTEC (Restaurant Technology) Forum, Hotel Technology Forum, Consumer Electronic Shows (CES), and the 2011 International Motel, Hotel & Restaurant Show (New York).

**CURRICULUM VITAE**

**Lee Blecher, Ph.D., C.H.E., R.D.**

Department of Family and Consumer Sciences

California State University, Long Beach

**ACADEMIC PREPARATION**

*University of Southern California --- Ph.D.* (2000)

Major: Education- Policy & Organization (Higher Education)

*California State University, Long Beach - M.B.A*. (1992)

Major: Business Administration

*Oregon State University - M.S*. (1979)

Major: Foods and Nutrition

*University of California, Santa Barbara - B.A.* (1976)

Major: Humanities

**ADDITIONAL CREDENTIALS:**

Certified Hospitality Educator (#166043)

Registered Dietitian (#R621376)

Sanitation Certification Instructor/Proctor (ServSafe and National Registry of Food Safety Professionals)

**ACADEMIC EXPERIENCE**

**PROFESSOR AND HOSPITALITY MANAGEMENT PROGRAM DIRECTOR** (2001 - Present)

Professor in the Department of Family and Consumer Sciences at California State University, Long Beach, and Director of the Hospitality Management program (FT Lecturer; 1983 - 2001)

*Duties and Responsibilities*: Teach undergraduate/graduate courses within the department of Family and Consumer Sciences, direct the Hospitality Management program, program/curriculum development, actively participate in collaborations with the hospitality industry and the community, participate in professional organizations, participate in program, department, college and university level committees, advise undergraduate and graduate students, maintain activity in research, scholarly, and creative activities.

**SUMMARY OF MANAGEMENT RELATED INDUSTRY EXPERIENCE:**

* HOSPITALITY AND FOODSERVICE INDUSTRY CONSULTANT: Provided training related to foodservices and hospitality management and operations to a variety of facilities including Long Beach Aquarium of the Pacific, Long Beach Convention Center, University of California, San Diego, Caterair International, California Department of Aging, and ARCO Marine.
* ANAHEIM MARRIOTT HOTEL: Work study grant (full-time) received from the National Restaurant Association to enhance skills and knowledge in all areas of hotel food and beverage operations.
* CONSULTING DIETITIAN: Provided consultation for Title IIIc Congregate/Home delivered meal programs for Los Angeles County Area Agency on Aging and contracted to the California Department of Aging to provide training to foodservice managers.
* DIRECTOR OF FOODSERVICES: Worked for ARAMARK Services at multiple venues; responsible for the operational and financial management of foodservice operations, cafeterias, special functions, and catering/banquets.
* FOOD SERVICE MANAGER: Manager at University Student Union Cafeteria. Responsible for cafeteria services and catering functions. Duties included scheduling, training, and supervising student employees.

**INSTRUCTION AND INSTRUCTIONALLY RELATED ACTIVITIES:**

**Courses Taught:**

-Introduction to Hospitality Management (HFHM 170)

-Applied Foodservice Sanitation (HFHM 173)

-Orientation to the Hospitality Management Major (HFHM 179)

-Food Production Systems II (HFHM 375)

-Professional Integration in Hospitality Management (HFHM 379)

-Beverage Management (HFHM 473)

-Cost Control in Hospitality Management (HFHM 474/574)

-Foodservice Administration (HFHM 477/ FCS 577)

-Internship (CAFF 492C, CDFS 492A/B, FSCI 492F, HFHM 492J, GERN 492, NUTR 492K, FCS 592, GERN592)

-Directed Studies (FCSE 497/FCS 597)

**Participation in Graduate Education:**

* Graduate student project committee – Courtney Dair (Completed Summer 2015) – Chair
* Graduate student project committee – Kimberley Horton (Completed Summer 2015) – Chair
* Graduate student project committee – Jessica Murray (Completed Spring 2014) – Committee member
* Graduate student thesis committee - Oksana Iurkevych (Completed Spring 2012)- Chair
* Graduate student thesis committee - Mary Henry (Completed Spring 2009) - Chair
* Graduate student thesis committee - Kelly Weightman (Completed December 2008) - Chair

**Professional Affiliations**

* Council on Hotel, Restaurant and Institutional Education (CHRIE)
* American Educational Research Association (AERA)
* National Restaurant Association (NRA)
* California Restaurant Association (CRA)
* American Hotel and Lodging Association (AHLA)
* California Hotel and Lodging Association (CH&LA)
* California Lodging Industry Association (CLIA)
* American Dietetic Association (ADA)
* Food Service Management Education Council (FSMEC)

**Professional Development Activities (Selected-recent):**

* Attended 2015 North American Association of Food Equipment Manufacturers (NAFEM) show in Anaheim CA (Feb 2015)
* Attended California Lodging Industry Association Annual meeting (Dec 2014)
* Completed CSU *Security Awareness in the Workplace* training (Dec 2014).
* Attended workshop (Service Learning 101) to enhance Service Learning knowledge (Oct 2014)
* Attended the Annual Council on Hotel, Restaurant, and Institutional Education (CHRIE) Conference. Attended many educational sessions and presentations, plus those pertaining to program development and accreditation. Various locations. (2007,2008,2009,2010,2011,2012,2013,2014,2015)
* Attended the Annual Western Foodservice and Hospitality Expo. Los Angeles. (2008, 2010, 2011, 2012, 2013, 2014, 2015).
* Attended CRA-LA Chapter panel presentation related to current issues in the Restaurant and Hospitality Industry. (July 2014)
* Attended the Southern CA Hotel & Lodging Association Conference (2008, 2009, 2012, 2013, 2014).
* Attended the CCC Event - Retail, Hospitality & Tourism Kick-Off Meet - LB Convention Center (Dec 2013)
* Attended workshop - Outreach 101 put on by CSULB’s University Outreach (Oct 2013)
* Renewed ServSafe Managers Certification - Took Manager's Exam (June 2013)
* Renewed Certification to teach and proctor ServSafe Manager’s Sanitation Exams (May 2013)
* Attended the CCC/CSU Symposium - Hospitality Industry Trends; speakers (April 2013)
* Completed National Registry of Food Safety Professionals (NRFSP) Test Administrator – Proctor Training (Jan 2013)
* Participated in CSULB training in using new PeopleSoft System for new financial system (Nov 2012).
* Attended Annual National Restaurant and Hospitality Show which included educational presentations by industry leaders. Chicago. (2007, 2008, 2009, 2010).
* Completed CSU *Local Agency Ethics (AB 1234)* training (October 2009).
* Attended workshop entitled Born to Learn sponsored by the CSULB Faculty Development Center and Academic Advising Center. (Jan 2008).
* Attended annual California Restaurant sponsored panel presentation by CEOs from major restaurant companies discussing *Current Trends in the Industry* Orange County. (2007, 2010, 2011, 2012).
* Attended the Hawaii International Conference on Social Sciences. Attended various presentations on research related to my areas of interests and education. (2007).

**RESEARCH, SCHOLARLY AND CREATIVE ACTIVITIES**

**Refereed Publications (Articles and Abstracts)**

Iurkevych, O., Gustin, L., **Blecher, L**., & Reiboldt, W. (2014). College Students' Attitudes, Perceived

Consumer Effectiveness and Intention to Dine at a Green Restaurant, *International Journal of Science Commerce and Humanities, 2* (1), 61-73.

lurkevych, O., Gustin, L., **Blecher, L.**, & Reiboldt, W. (2010). College Students' Attitudes, Perceived

Consumer Effectiveness and Intention to Dine at a Green Restaurant [Abstract], International Council on Hotel, Restaurant, and Institutional Education Conference meeting program; July 27-30; Denver, CO: p. 115.

**Blecher, L**. (2008). A Comparison of the Learning Styles of Students Majoring in Hospitality Management

vs. Nutrition and Dietetics [Abstract], *International Council on Hotel, Restaurant, and Institutional Education Conference meeting program*; July 30-August 2; Atlanta, GA: p. 109.

**Blecher, L**. & Yeh, R. J. (2008). Forecasting meal participation in university residential dining facilities*.*

*Journal of Foodservice Business Research, 11,* 352-362*.*

Yeh, R. J. & **Blecher, L.** (2007). Hospitality Educators’ and Practitioners’ Perceptions of Ethics Education

and the Implications for Hospitality Foodservice and Hotel Management Educators, Practitioners and Students [Abstract]*, International Council on Hotel, Restaurant, and Institutional Education Conference meeting program*; July 25-29; Dallas, TX: p.128.

**Blecher, L.** (2007). Factors related to persistence toward bachelor degree completion: The impact of

race/ethnicity [Abstract]. *Proceedings of the Hawaii International Conference on Social Sciences, USA, 6*, 44.

**Blecher, L**. (2006). Persistence toward bachelor degree completion of students majoring in family and

consumer sciences*. College Student Journal, 40*, 469-484.

**Blecher, L**. & Yeh, R. J. (2005). Forecasting meal participation in university residential dining facilities

[Abstract]*, International Council on Hotel, Restaurant, and Institutional Education Conference meeting program*; July 27-31; Las Vegas, NV: p.156. (Refereed)

Yeh, R. J. M., Leong, J., **Blecher, L**., & Lai, H. (2005). Analysis of hoteliers’ e-commerce and information

technology applications: Business travelers’ perceptions and needs. *International Journal of Hospitality and Tourism Administration, 6* (2), 29-62.

Yeh, R. J. M., **Blecher, L**., & Hu, W. (2004). *Cross-cultural impact and learning needs for expatriate hotel*

*employees in Thailand lodging industry.* Presentation, 2nd APacCHRIE Conference, Puhket, Thailand, May 27-29, 2004.

**Blecher, L.** (2004). Persistence toward bachelor degree completion: A focus on students in family and

consumer sciences [Abstract]. *Proceedings of the Hawaii International Conference on Social Sciences, USA, 3*, 417.

**Blecher, L**. & Yeh, R. J. (2004). An analysis of forecasting methods using “same day of the week” vs. “same

day of the menu cycle” to predict participation in congregate lunch programs. *Foodservice Research International, 14,* 201-210*.*

Yeh, R. J. M., Leong, J., **Blecher, L**., & Hu, W. (2004). Analysis of hoteliers’ e-commerce and information

technology applications: Business travelers’ perceptions. *Asia Pacific Journal of Tourism Research, 10,* 61-85.

**Blecher, L**. (2004). Using forecasting techniques to predict meal demand in Title IIIc congregate lunch

programs. *Journal of the American Dietetic Association, 104,* 1281-1283.

**Blecher, L.** & Michael, W. B. (2002). Variables related to predicting system persistence of bachelor-seeking

students at four-year institutions [Abstract], *Proceedings of the Northeastern Educational Research Association Annual Conference, USA, 33,* 22*.*

**Blecher, L**. & Abbot, J. (1999). Educators: Steps to minimize liability in food production laboratories.

*Journal of Hospitality & Tourism Education, 11* (4), 17-20.

**Presentations**

Blecher, L. and Gustin, L. (2015). *Hospitality Curriculum: A Review of Current Practices.* Roundtable

Presentation at the 2015 West Federation CHRIE Conference, San Francisco, CA. (Refereed)

Iurkevych, O., Gustin, L., **Blecher, L**., & Reiboldt, W. (2010). *College Students' Attitudes, Perceived*

*Consumer Effectiveness and Intention to Dine at a Green Restaurant.* Presentation at the I-CHRIE Annual Conference, Denver, CO. (Refereed)

**Blecher, L**. (2008, July). *A Comparison of the Learning Styles of Students Majoring in Hospitality*

*Management vs. Nutrition and Dietetics.* Presentation at the I-CHRIE Annual Conference, Atlanta, GA. (Refereed)

Yeh, R. J., & **Blecher, L**. (2007, July). *Hospitality Educators’ and Practitioners’ Perceptions of Ethics*

*Education and the Implications for Hospitality Foodservice and Hotel Management Educators, Practitioners and Students.* Presentation at the I-CHRIE Annual Conference, Dallas, TX. (Refereed)

**Blecher, L.** (2007, June). *Factors related to persistence toward bachelor degree completion: The impact of*

*race/ethnicity.* Presentation at the 2007 Hawaii International Conference on Social Sciences, Honolulu, HI. (Refereed)

**Blecher, L**., & Yeh, R. J. (2005, July). *Forecasting meal participation in university residential dining facilities.*

Poster presentation at the I-CHRIE Annual Conference, Las Vegas, NV. (Refereed)

**Blecher, L**., & Yeh, R. J. (2004, July). *An analysis of forecasting methods using “same day of the week” vs.*

*“same day of the menu cycle” to predict participation in congregate lunch programs.* Presentation at the I-CHRIE Annual Conference, Philadelphia, PA. (Refereed)

**Blecher, L.** (2004). *Persistence toward bachelor degree completion: A focus on students in family and*

*consumer sciences.* Presentation, 3rd Annual Hawaii International Conference on Social Sciences, Honolulu, June 16-19, 2004. (Refereed)

Yeh, R. J. M., **Blecher, L**., & Hu, W. (2004). *Cross-cultural impact and learning needs for expatriate hotel*

*employees in Thailand lodging industry.* Presentation, 2nd APacCHRIE Conference, Puhket, Thailand, May 27-29, 2004. (accepted-not presented)

**Blecher L.** & Adams, K.D. (2003, August). *Forecasting meal demand in congregate meal sites serving older*

*adults.* Presentation at the 2003 International Council on Hotel, Restaurant, and Institutional Education Conference*,* Palm Springs, CA. (Refereed)

**Blecher, L**., & Michael, W.B. (2002, October). *Variables related to predicting system persistence of*

*bachelor-seeking students at four-year institutions.* Presentation at the 2002 Northeastern Educational Research Association Annual Conference, Kerhonkson, NY. (Refereed)

**Blecher, L**. (2002, July). Review of essay draft entitled: *Beyond dead reckoning: Research priorities for*

*redirecting American higher education* prepared by the National Center for Postsecondary Improvement located at Stanford University. (Invited; non-refereed)

**Blecher, L**., Michael, W.B., & Hagedorn, L.S. (2002, April). *Factors related to the “system” persistence of*

*students seeking the bachelor’s degree at four-year institutions*. Presentation at the 2002 American Educational Research Association Annual Conference, New Orleans, LA. (Refereed)

**Scholarly-related activities, grants/awards (Selected-recent)**

* Received competitive external scholarship grant from the American Hotel & Lodging Association Educational Foundation. This is the second time successfully competing for this grant. Allocation of $6,000/yr. in scholarships to hospitality students at CSULB. Grant is for a minimum of 3 years for a total of $18,000. (2015)
* Received competitive external scholarship grant from the American Hotel & Lodging Association Educational Foundation that allocates $3,000/yr. in scholarships to hospitality students at CSULB. Grant is for a minimum of 3 years for a total of $9,000. (2011)
* Reviewer for article entitled: Predicting Congregate Meal Program Participation: Applying the Extended Theory of Planned Behavior for the *International Journal of Hospitality Management*. (2011)
* Internal grant (Scholarly and Creative Activities award) to conduct a research project entitled: *Learning Styles of Undergraduate and Graduate Students Majoring in Nutrition and Dietetics.* Received assigned time to conduct research. (Sp 2009)

**Fundraising/Development:**

2015 13th Annual HM Annual Charity Golf Tournament/Banquet/Auction - April 13, 2015. Gross Income: $90,650 (Net: $43,368); In-kind Donations: $39,966.

Other donations/income: $18,434

2014 12th Annual HM Annual Charity Golf Tournament/Banquet/Auction - April 28, 2014. Gross Income: $74,371 (Net: $38,102); In-kind Donations: $39,758.

Other donations/income: $12,000

2013 11th Annual HM Annual Charity Golf Tournament/Banquet/Auction - April 15, 2013. Gross Income: $71,042 (Net: $35,129); In-kind Donations: $39,365.

Other donations/income: $12,800

2003-2012 Annual HM Annual Charity Golf Tournaments/Banquet/Auctions. Gross Income: $451,638 (Net: $219,624); In-kind Donations: $215,201.

Other donations/income: $63,433

**UNIVERSITY SERVICE (Selected-recent):**

2013-2016 Elected to represent CHHS on the University Resources Council

2014-2016 Elected as an alternative to the Academic Senate as representative for CHHS.

2009-Present Serve as CSULB representative on the Educational Leadership Committee of the CSU-wide Hospitality Management Education Initiative (HMEI).

2012-present FCS Department’s Graduate Committee.

2007-Present Coordinator of the HM faculty sub-area for the FCS Department. LEE BLECHER - VITAE - 2008-Present Serve on the Board of Directors of the Forty-Niner Shops, Inc. Sub-Committee

participation has included: Audit committee, Nomination committee, Personnel committee, and Finance committee.

2007-Present University Faculty Hearing Committee.

2014-2015 FCS Search Committee for both Hospitality and Nutrition positions (Chair)

2012-2014 FCS Dept RTP Committee

Oct 2013,2014 Participated with booth for the Hospitality Management program in an outreach effort at the 2013 Annual LBUSD College and Careers Night at the Pyramid, CSULB from 6-8:30 PM.

2012-2013 Alternative member of the University Curriculum and Educational Policies Council

2012-2013 Alternative member of the University Program Assessment and Review Council.

2009-2013 Serve as CSU Faculty Mentor for Amir Durrani as part of the CSU Forgivable Loan –Doctoral Incentive Program.

Spring 2013 FCS Search Committee for Nutrition position (Chair)

Jan 29, 2013 Participated in CSULB delegation to Sacramento for CSU Advocacy day.

Fall 2012 Participated in several meetings to discuss a revision of the Nutrition and Dietetics degree program. My involvement related to the Foodservice curriculum component provided by the HM program.

2008-Sp12 FCS Department’s Evaluation of Tenured Faculty Committee.

2009-2011 Faculty Council: College of Health and Human Services.

2009-2010 University post-promotion appeals committee.

2009-2010 FCS Department’s Public Relations Committee.

2008-2010 CHHS College Technology Committee.

2007-2009 FCS Department Search Committee. (Chair)

Fall 2009 Member of the University PPI 2 appeals committee.

2006-2008 CHHS Professional Development Committee.

2006-2008 University Library Committee. (Secretary)

**COMMUNITY AND PROFESSIONAL SERVICE (Selected-recent:**

2014-2015 President of the West Federation Council on Hotel, Restaurant, and Institutional Education (CHRIE) and Board member of I-CHRIE (Elected position).

2014-present Advisory Board for the LBCC Culinary Arts academic program.

Feb 2014 Hosted the 2014 Regional West Federation CHRIE conference in Long Beach CA. Served as conference coordinator.

2013-2014 Vice President of the West Federation Council on Hotel, Restaurant, and Institutional Education (CHRIE) (Elected position).

2013-2014 Participated on the scholarship evaluation committee for the California Hotel & Lodging Association Educational Foundation.

2012-Present Member of the Board of Directors of the California Hotel & Lodging Association Educational Foundation.

2012-2013 Secretary of the West Federation Council on Hotel, Restaurant, and Institutional Education (CHRIE) (Elected position).

2010-Present Advisory Board for L.A. Harbor College Culinary Program.

2007-Present Advisory board for Cypress Community College’s Hospitality and Tourism program.

2012, 2013, 2014 Coordinated with the CSU Hospitality Management Education Initiative to have CSULB

represented at a Hospitality High School Outreach Event – Experience Hospitality. Approximately 200 HS students attend. Students from the CSULB Hospitality Management program also participated.

April 2012 Participated in a job-knowledge task force to determine skills inventory required for updating training manual/text produced by the National Restaurant Association on Nutrition for Restaurant Managers (Chicago).

March 2012 Invited presentation: *Career Opportunities in Hospitality* presented at the Torres Martinez Tribal TANF Hospitality Careers Workshop, Commerce, CA (2 CSULB students also participated)

Feb 2012 Program reviewer (outside) for the Culinary Arts program at L.A. Harbor College.

July 2010 Table coordinator to lead discussion on the *future needs in academic leadership, and how to collaborate with industry* at the Dean’s and Director’s meeting at the annual Council on Hotel, Restaurant, and Institutional (CHRIE) conference.

April 2010 Faculty reviewer for CSU of proposed MS program in Hospitality Management at CSU Pomona

2009-2010 Advisory Board for the Rosemead High School Restaurant Academy.

Jan 2009 Outside member of RTP committee for faculty at Robert Morris University.

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| **ATTACHMENT B** **University Library and Learning Resources Report** |

1. **Library Services**
2. **The Library in General**

The University Library is a six-story structure which houses more than one-million volumes, more than one-million microforms, and extensive collections of other non-print materials, including a media collection that contains DVDs, CDs as well as older formats such as LPs, VHS, cassette tapes, and slides along with appropriate viewing and listening equipment. The library subscribes to close to 200 electronic databases that provide access to millions of full text articles across a multitude of disciplines.

The CSULB University Library is open more than any other library in the CSU system. The library schedule during regular session is as follows:

Monday – Thursday: 6:45 a.m. – 11:00 p.m.

Friday: 6:45 a.m. – 5:00 p.m.

Saturday: 10:00 a.m. – 5:00 p.m.

Sunday: 12:30 p.m. – 11:00 p.m.

For the week before and the week of finals, the library opens its doors for 24 hour service and provides free coffee after midnight while supplies last!

1. **Reference Services**

The Spidell Technology Center, where Reference services are located, is the place to get started with research. There are approximately 200 computers that are fully internet capable and offer access to the entirety of research services the library provides, as well as Microsoft products, many other specialized software programs, MACs, color printing, and scanners. There is a large Reference book collection with many encyclopedias, dictionaries, and bibliographies and indexes. Subject specialist librarians are available to explain and interpret these materials and are available for consultation at the following hours:

Monday – Thursday: 10:00 a.m. – 7:00 p.m.

Friday: 10:00 a.m. – 4:00 p.m.

Sunday: 12:30 p.m. – 6:30 p.m.

1. **Library Instruction**

**Research, Reference and Instruction:**

The University Library supports students, faculty, and staff with research and education on how to get information for research (information literacy). Hospitality Management (HM) students can use the Spidell Technology Center, where Reference services are located. The Librarians maintain 48 hours per week during academic year to teach one-on-one researching skills.

Hospitality Management students have a Librarian assigned, Kelly Janousek, who can provide instruction and consultations for research. The Library Instructional Program can help support two of the Student Learning Outcomes of Hospitality Management. SLO #1 Critical Thinking: by providing materials and exercises; and SLO #5 – Quantitative and Technical Skills: by providing instruction and exercises. To date, the program has only used these services in a limited capacity. Ms. Janousek has developed three department’s research literacy programs with great success to enforcing critical thinking and skill sets.

The Library’s web page, located at http://www.csulb.edu/library/ also provides research tools for students and faculty. The Library’s 24/7 chat with a Librarian online service helps students when the library is closed to answer reference/research needs.

The Hospitality Management Library has created in-depth research guides utilizing state of the art web 2.0 tools. The guide <http://csulb.libguides.com/hfhm> recommends sources for finding articles, books, reports, background (i.e. encyclopedia or topic information), citing and writing research papers.

1. **Interlibrary Loan Services (ILS)**

The realities of smaller budgets, burgeoning amounts of available information, and the increasing demands of faculty and student research have made access to other library collections in the region, state, and nation increasingly important. The Library’s Interlibrary Loan services are an unparalleled set of services that meet these needs. Easy online request interfaces and prompt fulfillment of requests to thousands by participating libraries allows for seamless access to thousands of materials the Library unfortunately cannot purchase.

Interlibrary Services offers two options to obtain materials not currently available (i.e. checked out, temporarily unavailable, we don't own it, etc.) at CSULB:  [**BeachReach**](http://www.csulb.edu/library/guide/serv/docdel.html#beachreach) **and** [**LINK+**](http://www.csulb.edu/library/guide/serv/docdel.html#LINK+) (each are described in detail below). These services are available to all current CSULB students, faculty, and staff only.

*LINK+*

Link+ is a consortium that allows for a single search to be broadcast to more than more than fifty regional libraries. This service is for books and selected media only and the delivery time is within 2-4 working days. The service is available to CSULB students and faculty via COAST, thereby allowing requests to be made from any computer anywhere in the world.

*BeachReach*  
[BeachReach](https://illiad.library.csulb.edu/LogonX.asp) allows you to request any kind of material.  Try [Link+](http://www.csulb.edu/library/guide/serv/docdel.html#LINK+) first for book requests as it has a faster service time for books.

* Articles, book chapters, conference proceedings, dissertations and books can be borrowed through BeachReach.
* Average delivery time for articles and book chapters is 2-5 business days.
* Average delivery time for books and media materials varies depending on availability and how far the item has to travel.  It can range from a few days up to two weeks.
* You will receive an email notification when your requests are electronically delivered to your [BeachReach Account](https://illiad.library.csulb.edu/LogonX.asp) or are ready for pick up.
* Books and media that cannot be delivered to you electronically can be picked up at the Circulation Desk (1st floor).

1. **The Library Web Page**

The Library’s web page, located at http://www.csulb.edu/library/ offers one-stop shopping for easily accessible information and research. Services available off the Library’s main page include:

* A current list of the Library’s hours
* Access to COAST, the Library’s catalog
* Access to the Library’s research databases
* Librarian listings by name or by subject area that includes their phone numbers, office locations, office hours, and email addresses
* Request forms for instruction sessions, consultations with a Librarian, and Interlibrary Services
* The Library’s 24/7 chat with a Librarian online service

1. **Library Collections**
2. **Philosophy**

Development and maintenance of a strong, useful and curriculum-centered collection is a joint faculty/Library venture. The faculty in the department works closely with the subject specialist librarians, recommending new materials to be added to the collection and helping to evaluate new and existing publications. The Library relies on and values this participation and attempts to maintain continuous communication with the department on other matters as well, such as addressing any concern’s faculty may have regarding any aspect of the library’s collections or services.

1. **Description**

The Library utilizes the Library of Congress classification scheme for the organization of its materials thereby approximating the academic departments. It is hard to narrow down the library materials on this subject since it is a subject that encompasses many different areas. The areas that more specifically relate to global hospitality management, but are not necessarily limited to them, can be found in the following classification stems of this scheme:

* HC, HD and HF
* TE and TS

Like other academic libraries nationwide, CSULB has seen a decline in resources available for library materials at a time when inflation and publisher price increases have driven up subscription prices. This makes maintaining the current collection difficult and subscribing to new titles challenging.

The Library currently subscribes to more than 200 electronic databases, which are the primary research tool for finding journal, magazine and newspaper articles. There are several of these databases that are used specifically for research in global hospitality management.

1. **Budget**

While the library’s core collection is robust it must also be noted that the Library is not able to augment the allocated funds for additional books and journal subscriptions for this program. In other words, while the library has been able to retain access to a healthy selection of expensive electronic databases, available funds for books have been reduced drastically; and at this time the available amount does not meet the full book needs for the college as currently constituted. Needless to say the creation of a new program will strain that budget even further. One solution is for college to provide an annual library budget augmentation, when new programs are instituted to enable the library to acquire highly recommended books requested by the program.

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| **ATTACHMENT C**  **Case Journals for Hospitality Management** |

There are 21 journals ranked for hospitality management, this list shows what is currently available at CSULB. *Complied by Kelly Janousek, MLS, Librarian for Hospitality Management.*

|  |  |  |
| --- | --- | --- |
| Ranked Journal Title | Start year paper/ electronic start | Fulltext vendor |
| Tourism Management | 1982/1995 | ScienceDirect |
| Journal of Travel Research | 1971/1999 | Sage Premier |
| Cornell Hospitality Quarterly | none/1987 | Sage Premier |
| International Journal of Hospitality Management | 1982/1995 | ScienceDirect |
| International Journal of Contemporary Hospitality Management | none/1992 | Emerald |
| Scandinavian Journal of Hospitality & Tourism | no holdings | none |
| Leisure Sciences | 1977/1998-2012 | Cancelled 2012 |
| Leisure Studies | none/1982 | Taylor & Francis Online |
| Journal of Leisure Research | 1969/1994 | ABI/Inform |
| International Journal of Tourism Research | none/1999 | Wiley-Blackwell |
| Journal of Hospitality Tourism Research | 2001/1999 | Sage Premier |
| Tourism Economics | no holdings | none |
| Tourism Geographies | 1999/2005-2012 | Cancelled 2012 |
| Journal of Tourism and Cultural Change | no holdings | none |
| Journal of Hospitality, Leisure, Sport and Tourism Education | none/2002-2011 | No longer available Fulltext in HTC |
| Journal of Hospitality & Tourism Education | None/2005 | 18 month embargo with HTC |
| **Florida International University Hospitality and Tourism Review (FIU Hospitality Review)** | 2001/1983 | HTC |
| **Journal of Hospitality Marketing & Management** | none/2000 | 18 month embargo with HTC |
| **International Journal of Hospitality and Tourism Administration** | none/2000 | 18 month embargo with HTC |
| **Journal of Foodservice Business Research** | none/2002 | 18 month embargo with HTC |
| **Journal of Human Resources in Hospitality and Tourism** | none/2002 | 18 month embargo with HTC |
| **Annals of Tourism Research** | none/1995 | Science Direct |

1. Title 5 of the California Code of Regulations, Section (b)(3)(B): “A project is a significant undertaking appropriate to the fine and applied arts or to professional fields. It evidences originality and independent thinking, appropriate form and organization, and a rationale. It is described and summarized in a written abstract that includes the project's significance, objectives, methodology and a conclusion or recommendation. An oral defense of the project may be required.” [↑](#footnote-ref-1)
2. Bureau of Labor Statistics, 2012 [↑](#footnote-ref-2)
3. State of California Employment Development Department (First Quarter, 2013) [↑](#footnote-ref-3)
4. State of California Employment Development Department (First Quarter, 2012, 2014) [↑](#footnote-ref-4)
5. www.iie.org [↑](#footnote-ref-5)
6. Institute of International Education, 2012 (http://www.iie.org/Research-and-Publications/Open Doors/Data/International-Students) [↑](#footnote-ref-6)