Self-Study Report

**Presented for the consideration of the
Accreditation Commission for Programs
In Hospitality Administration**

by

School of Hotel and Restaurant Administration

at

**Oklahoma State University
College of Human Environmental Sciences
210 Human Environmental Sciences West
Stillwater, Oklahoma 74078**

**The data submitted are
certified correct to the best
of my knowledge and belief**

**Patrick J. Moreo, Ed.D., CHA
Professor and Director**

24 September 2001

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APPLICATION FOR ACCREDITATION
(Document A)

Date: February 28, 2002

To: Director
Accreditation Commission for Programs in Hospitality Administration

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

Accreditation ____

Reaffirmation of accreditation _X___

Enclosed is a copy of our institutional catalog.

1. **Corporate name of institution:** Oklahoma State University

2. **Address:** 210 Human Environmental Sciences West
Stillwater, OK 74078
Telephone: (405) 744-8486

3. **Date institution was authorized or chartered:** Oklahoma State University - 1890; School of Hotel and Restaurant Administration - 1937

4. **Date institution enrolled first students in the program:** 1938

5. **Date institution awarded the first degree for graduates of the program:** 1942

6. **Type of control:** (underline appropriate category)

Public ....
Private
State...
Proprietary
County...
Independent non-profit
City...
Religious group
Other (specify) ....

7.	**By what agency is the institution legally authorized to provide a program of education beyond high school, and what degree is it authorized to grant to graduates of the Hospitality Administration program? What is the date of the authorization?**

The North Central Association of Colleges and Secondary Schools legally authorizes Oklahoma State University. The School of Hotel and Restaurant Administration is legally authorized to grant a Bachelor of Science degree to graduates of the program. The date of this authorization was 1937.

8.	**Number of instructional (semester) hours in the program:** 124

9.	**Number of hours required by state, if any:** 124

10.	**Maximum number of students enrolled at any time during the year: 2000**

11.	**Total number of students graduating from the program each year over the past three years:**

>	1998-99:
>	1999-00:
>	2000-01:

12.	**Name of the nationally recognized institutional accrediting agency, which has accredited the institution:**

North Central Association of Colleges and Secondary Schools

13.	**Name and title of the chief administrative officer of the institution:**

Dr. James T. Halligan, President, Oklahoma State University.

<div align="center">*****</div>

We will not make any promotional use of our application for accreditation before actual granting of accreditation status by the Commission. We will submit copies of our self-study report no later than twelve months from the time the application is accepted.

School Director: **Patrick J. Moreo, Ed.D., CHA, Professor and Director
		School of Hotel and Restaurant Administration**

Signature: _____

School Official: **Dr. Patricia K. Knaub, Dean,
		College of Human Environmental Sciences**

Signature: _____

MISSION AND OBJECTIVES

Standard

*1.	The program is guided by a clear mission appropriate to postsecondary education, the community of interests served, and the resources available.*
*2.	The program mission is consistent with the mission of the parent institution.*
*3.	The general program mission is clarified in specific and co-curricular objectives.*
*4.	The mission statement and program objectives are clearly stated and publicly available.*
*5.	Mechanisms are available for periodic review of the program's mission and objectives.*

Description

*1.	Prepare a statement reflecting the essential nature of your program. Because each program is evaluated in terms of its mission, the statement should clearly show the major purposes and objectives.*

MISSION OF OKLAHOMA STATE UNIVERSITY

Oklahoma State University (OSU), a modern comprehensive land grant university, serves the state, nation and international communities by providing its students with exceptional academic experiences, by conducting scholarly research and other creative activities that advance fundamental knowledge. New knowledge is disseminated to the people of Oklahoma and throughout the world.

MISSION FOR COLLEGE OF HUMAN ENVIRONMENTAL SCIENCES

The mission of the College of Human Environmental Sciences is to design and deliver innovative and superior instruction, research and outreach programs in globally oriented, scientifically based, human environmental programs which enhance individual wellness and quality of life in an ethical and socially responsible manner.

Central to the mission is the study of individuals in their natural, behavioral and constructed environments as mutually shaping systems, each changing over time and adapting in response to the other. Analyses of human environmental relationships lie at a point of convergence between the biological, physical, social, and behavioral sciences. The focus of this college is the discovery, dissemination, and application of scientific knowledge to enhance human development at all levels of environmental systems and their linkages.

Nationally accredited undergraduate programs offered in the college focus on professional preparation while emphasizing the importance of a liberal education in the arts, humanities, and sciences. Through its masters and doctoral programs, the college strives for excellence and national recognition in graduate education and research. As the human science component of the land-grant University in Oklahoma, the college serves statewide, national and international audiences through its teaching, research, and outreach activities.

MISSION FOR SCHOOL OF HOTEL AND RESTAURANT ADMINISTRATION

The mission of the School of Hotel and Restaurant Administration is to provide superior learning, research, service and outreach in a professional and caring environment.

a.   How the objectives were designed and adopted:

In 1999, the School undertook a revision of its mission statement, vision and strategic plan. The faculty undertook this examination starting in the summer of 1999 and continuing through the fall semester. The College also undertook a revision of its mission statement, vision and strategic plan in 2001.

The School's process began by inviting a professional facilitator to work with the faculty during its annual retreat. He spent an evening and almost an entire day with the group performing a Strengths, Weaknesses, Opportunity, and Threats (SWOT) analysis, and then examining and re-crafting the mission statement. After his departure, the faculty and staff continued to work on the statement and the plan. The strategic plan including goals and objectives flowed from the work accomplished since the previous plan was completed several years ago, from the College plan, and from the newly revised curriculum which the faculty had just completed.

The faculty and staff discussed each of the major goals and objectives in the plan to make certain that they supported the mission of the University, the College, and the School. The group also considered certain benchmarking points from other hospitality programs in fashioning the plan. Following is the strategic plan including goals, objectives, and strategies as written in 2000–2001.

SCHOOL OF HOTEL AND RESTAURANT ADMINISTRATION
GOALS, OBJECTIVES AND STRATEGIES

We will realize our vision and fulfill our mission by pursuing the following goals:

1. Provide an outstanding curriculum.
2. Actively recruit prospective students through an all-inclusive marketing program.
3. Develop and support quality scholarship.
4. Pursue service, interaction, outreach, and engagement with industry professionals, associations, and colleagues.
5. Pursue a close working relationship with the college and the university in support of developing and implementing an aggressive School fund raising program.

We will fulfill the goals by pursuing the following objectives and tactics.

I. Provide an outstanding curriculum
    A. Conduct a zero based curriculum review and revision
    B. Prepare recommendations for a revised curriculum and submit to the College and University by January, 2000.
    C. Develop a plan of study and worksheets reflecting the revised curriculum.
    D. Develop strategies for implementation of the revised curriculum.
    E. Assist faculty with new course development.

II. Actively recruit prospective students through an all-inclusive marketing program.
   A. Reach a minimum of 250 undergraduate and 50 graduate students by 2003.
   B. Conduct high school and community college recruiting program
      1. Counselor lunches
      2. Participate in OSU career fair when possible
      3. Consult with emeriti faculty
      4. Posters with tear offs to counselors' offices
      5. Current student and alumni visits to high schools and community colleges
      6. Encourage HRAD Advisory Board to promote the School and recruiting.
      7. Ask industry managers to promote HRAD to their employees with potential.
      8. Participate in the Hospitality Business Alliance program.

   C. Pursue internal and external transfer students.
      1. Letters to undeclared majors each semester.
      2. Open invitation to Hospitality Days.
      3. Do individual recruiting in Taylor's Dining Room
      4. Invite non-HRA students to Society of Hotel and Restaurant Administration (HRA) events.
      5. Conduct a fall "Back to School Bash inviting non-HRA students.
      6. Society does campus mall table recruiting.
      7. Speak with the "undeclared majors" club.
      8. Promote our Introduction course, Speaker Series course, and General Education courses to non-majors.

   D. Develop regular communication with alumni and industry
      1. Enhance the HRAD web page
      2. Implement regular correspondence
      3. Find lost alumni
      4. Involve alumni and industry in HRAD activities

   E. Retention
      1. Educate and train front office staff on programs and services
      2. Maintain responsive advising
      3. Maintain support of student organizations
      4. Maintain academic integrity

   F. Publicity and Promotion
      1. Keep updated faculty and graduate student "stories" – short bios – a short paragraph of what they have done and what they are pursuing.
      2. Designate a public relations coordinator who will work with the CHES communications specialist; could possibly be a HRAD GRADUATE student.

III. Develop and support quality scholarship
   A. Recruit and select faculty and staff supportive of our mission statement with special attention to "best fit" for the School's vision, mission, and culture.

   B. Provide research assistance for faculty scholarly activity.

   C. Insure that HRAD prepares graduate students to be comprehensive future scholars.

   D. Increase research and creative activity output for the School.

   E. Revise the HRAD Reappointment, Tenure, and Promotion Guidelines.

F. Develop collaborative research activities.

G. Provide professional development opportunities for faculty and staff.

IV. Pursue service, interaction, outreach, and engagement with industry professionals, associations, and colleagues.

    A. Continue active involvement of the HRAD Board of Advisors
        1. Develop working groups/committees, including the hotel, industry relations, strategic planing and resource development.
        2. Engage in planning activities with the Board.

    B. Continue active involvement with industry and professional associations at both regional and national levels including providing:
    Conferences
    Presentations
    Seminars
    Board participation

    C. Engagement with Industry
        1. Contracts and consulting
        2. Encourage and support industry presence in classrooms, labs, and on campus. Forms this could take could, among other things, include guest speakers, guest chefs, guest presenters, visiting lecturers, scholars in residence, professionals in residence, and adjunct faculty.
        3. Faculty and staff externships.
        4. Attendance at seminars and educational experiences.
        5. Presence at trade shows and conferences.

    D. Engagement with faculty colleagues nationally and internationally.
        1. Collaborative research, instruction, and outreach.
        2. Membership and leadership in scholarly organizations.

V. Pursue, a close working relationship with the College and the University in support of developing and implementing an aggressive School of Hotel and Restaurant Administration fund raising program.

    A. Pursue development of student scholarship funds

    B. Pursue development of funds for renovation of The Atherton Hotel at OSU.
        1. Work closely with College and University development offices.
        2. Pursue final funding for architectural plans for The Atherton Hotel at OSU.
        3. Pursue "cornerstone" donor and naming opportunity for the hotel.
        4. Pursue individual room donors.
        5. Pursue a bond issue of $1 to 1.5 million for the infrastructure portion of the hotel renovation project.
        6. Establish provision for continuous maintenance and refurbishing in the hotel; i.e., a reserve for replacement account.

C. Pursue development for refurbishment and maintenance (reserve for replacement) for the restaurant and teaching laboratories and seminar rooms, i.e., Taylor's restaurant, the Westside Café, the demo lab, the Davis/Lanphere distinguished professors seminar room, Cain's Conference Room, the foyer, The State Room and the skywalk.

1. Pursuit an implementation of an integrated inventory management/POS facility management system for the restaurants and of interfaced a property management system with call accounting system (CAS) for the hotel.
2. Continue to involve retired faculty in development activities.
3. Continue to encourage companies to exchange and update equipment with us.
4. Pursue resources for office furniture and refurbishment.
5. Pursue resources for a research and development center.
6. Pursue development of a multi media, technology, and computer demonstration and practice lab.
7. Pursue development of third floor space for a research/contract servicing center and teaching classrooms.
8. Provide funding for renovations of The State Room

b.   *Their consistency with the objectives of the institution?*

The following diagram illustrates the mutual support points, which the College and the School strategic plans have with each other. **Insert Diagram**

c.   *What steps are taken to ensure all constituencies understand the scope of the program's* **mission:**

The 2000-2001 Oklahoma State University Catalog clearly states the mission of the University and the College. The mission of the School appears in the HRAD student handbook and the entire strategic plan is given to faculty, and the School's Board of Advisors. It is also available to students. The plan is re-visited by faculty at the beginning of every academic year and reviewed annually by Board of Advisors of the School of Hotel and Restaurant Administration as well as by the Dean.

d.   *Why these are appropriate for post secondary education.*

The faculty in the School of Hotel and Restaurant Administration at OSU are educating students who will enter the supervisory, ultimately management, and professional ranks in the various forms of the hospitality industry. The students need technical, conceptual, and interpersonal skills. The technical information allows students to understand the basis for providing quality products and service. The conceptual information gives students a knowledge base for sound decision making. Interpersonal skills permit the student to gain an understanding of human interaction in the work place (guests and customers, employees, co-workers, owners etc).

In addition, of great importance is applying this model within the university setting. Such an application is in many ways uniquely American. We provide professional education simultaneously with general education. The student learns hotel operations and food service operations, but does so while they are learning the application of political science, for example, so they will understand how management relates to politics, economy, and social needs of the local community where they will be working. Thus the student gains excellent preparation to both continues learning and to

be a responsible leader who sees the broad picture. This is the genius of the land grant system of education in many ways and of professional education in particular.

   e.   In what ways, if any, do the objectives reflect the desire to provide services that are unique and distinctive, rather than that common to most hospitality administration programs?

The School of Hotel and Restaurant Administration uses a 63-year tradition of excellence to provide a foundation for teaching and research, which we believe to be unique and distinctive:

   (1) strong student organizational structure that provides leadership opportunities and practical experiences;

   (2) curriculum which is strongly centered on management skills developed in courses that integrate theory and practice across a variety of professional settings;

   (3) curriculum which was recently assessed and redesigned to provide students with a professional core while allowing flexibility for advanced work in enhancing breadth or depth;

   (4) *Chef's Event* unique management and technical educational experiences, which provide our students an opportunity to work with top chef's from around the nation;

   (5) history of significant and strong industry involvement;

   (6) state-of-the art laboratory facilities with the *West Side Café* quick service practice restaurant, *Taylor's* full service formal dining teaching restaurant, *The State Room Restaurant*, *The Atherton Hotel at OSU* and the *Jim Anderson Basic Food Laboratory* to do elementary food and culinary teaching as well as research.

   (7) front office practice laboratory with fully integrated with windows based MSI property management system;

   (8) the *Atherton Hotel at OSU*, an 80 room teaching hotel where students do "live" labs in front office management, service management, and housekeeping management as well as applied research projects; we are one of only a handful of hospitality programs in United States to have such a set of integrated laboratory facilities.

2.   *State the objectives of each area of specialization or concentration offered, indicating in detail (a) the kind of education and/or training offered, (b) for whom intended, (c) the expected outcome or occupation for which trained, and (d) the specific objectives of the program.*

The Bachelor of Science (B. S.) degree with a major in Hotel and Restaurant Administration may be earned by completing a minimum of 124 semester hours and maintaining a 2.0 overall GPA and no grade less than 6 credits in the Core Requirements and Professional Electives. Students, in addition to completing selected and specific

university general education requirements and a specific core of HRA courses, choose from a series of professional elective courses, with the help of an HRA advisor, to informally specialize in a particular hospitality management area, or to gain further breadth in general hospitality management, or to earn an optional minor in business administration offered through the College of Business Administration or an institutional administration/dietetics minor through the Department of Nutritional Sciences. The areas of informal specialization are Hotel Administration, Restaurant Management, Conference and Meeting Planning, Club Management, Tourism, Facility Planning and Management, and Tourism. Because any specialization from this group of courses is informal, students can choose any of the courses they desire from the list with their faculty advisor.

a.   *The kind of education and/or training offered -*

The curriculum is designed to offer professional education within the College of Human Environmental Sciences within the University framework. The education prepares students to be responsible citizen leaders and professionals who have a basic comprehension of and insight into the hospitality professions. They will have practiced supervision, leadership and critical thinking in the course of their classroom and seminar studies, their laboratory practice, and their industry internships and experiences. (A detailed course description is in Appendix and a degree sheet is in Appendix D1).

Special instructional facilities for learning include the Student Union food service; dining and food facility areas in residence halls; local hotels, restaurants, and clubs. Some laboratory experiences include: basic food preparation, experimental foods, and quantity food preparation; quick-service laboratories; a fine dining laboratory; technology laboratory, a front office laboratory, a teaching hotel laboratory, and a conference center. There is also a summer work experience program and internship program where the student gains practical hands-on experience in a position of their choice in the hospitality industry.

The professional elective courses which can be used to gain further specialization or further breadth are intended to help students progress beyond the basic core competencies of hospitality management. The objective in each of the areas is to give the student more in depth understanding and competence in that area.

b.   *for whom intended -*

The School of Hotel and Restaurant Administration program provides a wide range of professional management career possibilities for students genuinely interested in management/leadership positions with service-oriented industries. The program and its curriculum are designed to meet the needs of traditional post secondary students who would like to begin exploring their interest in hospitality management or who want to build on experiences they may already have. It is also designed to accommodate those students who transfer in from other educational institutions or from within the university. All students must meet the admission requirements of Oklahoma State University.

c.   *the expected outcome or occupation for which educating -*

Professional opportunities include a wide range of preparation for the areas of hotel operations, restaurant and food service operations, club management, sales and marketing management, human resources management, property management, accounting, and financial management, health care management and contract services

management. Graduating students may begin as supervisors, department heads, or even managers, depending upon their experience and the size and scope of the management venue. Many ultimately progress to be general managers, regional managers, corporate managers, officers, and owners.

d.   *The specific objectives of the program consistent with those above.*

The goals and objectives of the School are stated above in section 1.c. However, of all the goals, the following three contain the objectives aimed at the core of student preparation:

(1) Provide an outstanding curriculum.
(2) Actively recruit prospective students through an all-inclusive marketing program.
(3) Develop and support quality scholarship.

3.   *Provide evidence that the program has systematic procedures for reviewing and assessing its objectives.*

The School of HRA and the College of Human Environmental Sciences (CHES) are subjected to periodic program reviews for several accredited programs. These reviews cover specific programs as well as the entire School. These reviews are summarized below.

School of Hotel and Restaurant Administration Board of Advisors -- Individual faculty and the Director are paired with various board members to constantly address the needs of the School. The Board meets twice each year and reviews the progress for the previous period including planning, curriculum, industry and alumni relations, student services, development, facilities, marketing, student recruitment and placement.

Family and Consumer Sciences Association finished a complete program review in 2001. The external team assessed aspects of the HRAD program.

OSU Program Review. The Oklahoma State Regents for Higher Education Program Review (OSRHE) was completed by HRA in April of 1999. The review consisted of a 56 page report on mission, planning, faculty, goals and objectives, accomplishments, curriculum, student enrollment and placement, budget, etc. This is a mandatory review required of every department within Oklahoma State University. A program review is completed every five years and is designed to review overall accomplishments of each program. The review is used to justify the existence of programs within the university system.

4.   *Provide evidence that the program has systematic procedures for reviewing and assessing the effectiveness with which its objectives are being achieved.*

The School of Hotel and Restaurant Administration engages in ongoing and extensive assessment activities. This has been a major development for the School, the College, and the University in the last four years. The evaluation and planning section describes the assessment plan and outcomes in detail.

Appraisal and Plan of Action

1.	*Has the appraisal of educational objectives revealed any need for revision? Were stated objectives too high or too low for the students served and/or the needs of the profession?*

During the major faculty retreat in 1999 and continuing into 2000, the School completely reexamined its mission statement and strategic plan including major goals and their objectives. In addition, in 1999, the faculty completed a "zero based" redesign of the curriculum. Thus the mission, the plan, and the curriculum were appraised and renewed.

Evaluation of the current plan suggests that while not all objectives have yet been accomplished they are realistic and measurable. The specific objective of having current students and alumni do high school visits have proven difficult and needs to be reexamined in terms of its efficacy.

2.	*Are procedures for review of objectives and for evaluating the effectiveness with which they are being achieved adequate and systematically followed?*

Yes. Evaluation procedures for goals and objectives are systematic and extensive. Each of the following plays an essential role in assessing the school's ability to serve.

a)	The CHES Executive group holds an annual planning retreats yearly to review strategic plan, evaluate accomplishments, and review and develop goals.

b)	The School, the College and the University perform formalized, focused assessment activities for the School.

c)	An Advisory Board, made up of alumni and employers of graduates familiar with the qualifications and performance in the work place, helps HRA faculty review the quality of the program through:
   1. Meetings held at least twice a year.
   2. Critiques of overall adequacy of curriculum, which provide graduates with necessary employment skills.
   3. Evaluating specific course objectives and procedures for application to the program.

d)	The School faculty have a retreat before the fall and spring semester to review the objectives of the program and evaluate the effectiveness with which objectives are being achieved.

e)	An Oklahoma State Regents for Higher Education (OSRHE) Program Review represents primarily a school self study and covers all aspects of the program. The purposes of program outcomes include:
   1. A basis for making program improvements.
   2. A means of providing public assurance of program quality and accountability.
   3. A basis for a periodic report documenting progress toward meeting programmatic objectives.

3. *Are the objectives of the program as a whole and the areas of specialization well understood within the program and school community?*

Yes. The curriculum and advising areas of specialization are explained in the university catalogue and on all promotional material for the School as well as on the School's degree worksheet and in the HRA Student Handbook.

3.1 *Does the program regularly assess the fulfillment of its objectives by undertaking studies of the program's impact upon students and graduates?*

Yes, extensive assessment and evaluation procedures and analysis are in place.

4. *In appraising the program in terms of the Standard of Mission and Objectives, what strengths and weaknesses have been identified?*

4.1 *Strengths:*

The School has several strengths in terms of the three standards in this area.

1. We continue to have a strong student organization structure, which provides leadership opportunities and practical experience.
2. We have a continuing *Chef Series* giving our students hands-on experiences with top chefs from around the nation.
3. We have a strong science-based and management based program that provide students with a solid basis in hotel, restaurant, and food service management.
4. We have a history of significant and strong industry involvement.
5. We have state-of-the art laboratory facilities including "live" hands on businesses with both teaching restaurants and a teaching hotel.
6. The University and the College have supported the School in its mission for over 63 years.
7. Industry from throughout Oklahoma and the nation strongly supports the School. They serve on our board, come as part of our ongoing speakers' series, and ask us to serve on many of their boards. They were instrumental in our achieving both the William E. Davis Chair and the Charles Lanphere Professorship, both wholly located in the School of Hotel and Restaurant Administration.
8. Industry has been instrumental in our gaining *The Atherton Hotel at OSU* as a teaching hotel, and subsequently The State Room as a teaching restaurant in the School of Hotel and Restaurant Administration.

Faculty, staff, students, and alumni continue to value these strengths and to promote them to the University and professional communities. Their value and continuance is strengthened by their prominence in our strategic plan and by their constant visibility and acclaim. The University and College leadership is supportive, both with resources and with freedom to operate.

4.2   Weaknesses:

The School also has some weaknesses and areas for improvement. Undergraduate students may not be familiar enough with the entire strategic plan including all the goals and objectives.

4.3   What changes are being discussed, implemented, or planned?

Plan of Action

This will be addressed by including the student leadership groups in future reviews of the mission and strategic plan and by adding major goals of the plan into the *Student Handbook.*

The School, with increasing enrollment will have more need for a computerized classroom with appropriate hardware and software to instruct students in the basic systems used throughout the industry. This capability needs to be developed for use by both the technology classes and many others.

Plan of Action

The College has indicated that we will get updated computers for our student resource room. The faculty is investigating the possibility of having a wireless computer network in the demonstration classroom and has begun to focus development activities on planning for such a network, which could be used for interactive teaching.

There is increasing expectation that faculty engage more deeply in contracts or grants. We need to identify a way to do this while not diluting the undergraduate teaching mission, but rather finding vehicles to enhance faculty preparedness and resources available.

Plan of Action

Work with the College and the University to identify grant opportunities, which are consistent with our teaching and research objectives. Form a closer working relationship with the College Extension (continuing education and outreach) office to design and execute contracts, which will support and enhance the teaching and research objectives of the School.

EVALUATION AND PLANNING

Standard

1. All program components are routinely evaluated. Mechanisms are in place and regularly utilized for assessing the educational effectiveness of the program.
2 The results of self-evaluation processes are translated into programmatic change.
3. The program of self-evaluation and planning processes gets the support it needs to be carried out effectively.
4. The program has procedures for maintaining an ongoing record of attainment of it graduated and utilizes the information thus derived in its academic planning.

Description

1. Has the program prepared any detailed planning documents in the past three years?

The School of Hotel & Restaurant Administration (HRAD) and College of Human Environmental Sciences (CHES) are subject to periodic program reviews for several accreditation programs. These reviews, covering specific programs as well as the entire College, are summarized below.

The Oklahoma State Regents for Higher Education Academic Unit/Degree Program Review (OSRHE) review HRAD every five years. This is a mandatory review requested of every department within Oklahoma State University as a means of reviewing accomplishments. The last review consisted of a report evaluating the administrative unit on effectiveness, current faculty, specific curricular information, and criteria for academic programs within academic units. The report reviewed the academic programs in the following areas: 1) Program Finances; 2) A Review of Bachelor of Science in the School of Hotel & Restaurant Administration; 3) Program Need; 4) Relevance; 5) Availability of Alternative Education; 6) Delivery Systems; 7) Geographic Availability; and 8) Program Effectiveness.

Collegewide Accreditation Reviews

Cooperative States Research Service (CSRS) completed a review. The review included an assessment of the curriculum and all program outcomes. (Document is located in the CHES Research and Graduate Programs office, 108 Human Environmental Sciences.)

Students in HRAD take course work in the Department of Nutritional Sciences and in the College of Business. The following are accreditation/reviews in these areas:

American Dietetic Association (ADA) – The Department of Nutritional Sciences, dietetics option, meets the Didactic Program in Dietetics (DPD) academic requirements and is approved by the American Dietetic Association for 2001-2011. (Document is located in the Department of Nutritional Sciences office, 425 Human Environmental Sciences).

American Assembly of Collegiate Schools of Business (AACSB) Accreditation – The College of Business Administration at Oklahoma State University is fully accredited by the Accreditation Council of the American Assembly of Collegiate Schools of Business (1998); the only recognized accrediting organization for schools of business at the university level. (Document is in the College of Business Administration office, 201 Business.)

HRAD and CHES have also prepared several strategic planning documents. These reviews are discussed below.

CHES developed a strategic planning document for 1991 – 1995 in 1990. This document divided college goals into six areas: 1) Instruction, 2) Recruitment 3) Student retention 4) Alumni 5) Extension and 6) Research. Each goal was also broken down into specific objectives.

CHES updated this strategic planning document 2000-2001 **(Exhibit B1)**. A review of the Goals and Objectives document revealed many had been accomplished. Therefore, contained within this document are the continuing and new goals established for 2001-2002.

HRAD developed school unit strategic in 1999-2000. This plan describes the program in detail and discusses "emerging opportunities" for HRAD.

2.   *Are any being developed at this time?*

Senior Exit Survey

As part of a college wide strategy, all seniors will have an opportunity to complete a self-report evaluation survey as part of the School's capstone course required for all graduating seniors. A pilot survey was conducted in May 2001. **(Executive Summary, Exhibit B2)** It includes objectives and open-ended questions that evaluate advising, technical resources and the School's involvement in education experiences through each stage of the student's major.

Focus Group of Internship Supervisors and Employers

Also part of a college wide strategy, focus groups will be conducted to discuss with employers of HRAD graduates and/or the persons most knowledgeable of each student's job performance. These focus groups will begin in November 2001. In

addition, a pilot study of Internship supervisors was conducted in October 2000. **(Executive Summary Exhibit B3).** The internship supervisors will also be surveyed every 2 years. Of particular interest will be the readiness of students, the resourcefulness of students in adjusting to jobs, their motivation to seek new information to enhance performance, and their contribution to team efforts on the job.

Creation of Hospitality Competencies using Industry Standards

Resources have been allocated to develop hospitality competencies for the School. These competencies would be based on the standards required for the Food Service Management Professional (FMP) and the Certified Hotel Administrator (CHA) designations. Once developed, each course required for specialization in the core courses of the School will be reviewed for the specific student outcomes addressed as well as evaluation procedures used to assess student proficiency of the hospitality competencies. These assessments will be evaluated for appropriateness and for their ability to help faculty track the effect of each course on a student's progress through the curriculum. It is assumed that an examination of the relationship between goal, outcome, assessment and interpretation will identify course modifications or adjustments that will help students. This will be done at all levels of the School.

The University Assessment Program (UAP)

University Assessment is currently developing rubrics for evaluation of general education courses. The purpose of this assessment is to maximize student success by the systematic gathering, interpretation, and use of information about student learning/achievement in an effort to improve general education instruction. HRAD has offered documentation of student work as a means of assisting this process.

3.   For what purposes were these documents prepared?

These documents were designed to review the effectiveness with which the program is achieving its goals and to meet requirements of the university accreditation agencies and the State Regents.

4.   How are the program's plans being evaluated?

Accreditation and Review Agencies

Accreditation and review agencies such as Accreditation Commission for Programs in Hospitality Administration, the council for accreditation of the American Home Economics Association (Family and Consumer Sciences), Cooperative States Research Service, American Dietetic Association, etc., review the program's plans. The school also evaluates its own program through the following:

University College Executive Committees

The College Deans meet with the President and other administrators periodically to discuss progress of each program in each college. The CHES Executive Group meets annually to evaluate accomplishments toward goals and revise the CHES strategic plans. HRAD faculty holds a retreat before each fall and spring semester to review the objectives and evaluate the effectiveness of the program.

College of Human Environmental Sciences Associates

This group is made up of alumni and friends of CHES. They meet twice a year. A listing of Executive Committee members is provided. This group discusses state and federal issues affecting educational programs, funding and administrative procedures at OSU. These discussions include impact on specific programs.

School of Hotel and Restaurant Advisory Board

An Advisory Board, made up of alumni and employers of graduates familiar with the qualifications and performance in the work place, help faculty review the quality of the program by meeting twice a year to discuss the following: (a) Critiquing overall adequacy of the curriculum, (b) Evaluating specific course objectives and procedures for current application in the work place, and (c) review the foodservice and lodging operations affiliated with the school.

Assessment Activities

As part of a college and university wide strategy, HRAD is involved in surveys of alumni one year and five years after graduation. The surveys, conducted by University Assessment, allow CHES and HRAD to tailor questions salient to the program. The questions for HRAD have been designed to be consistent across instruments to allow for comparisons.

All freshmen entering CHES are assessed using the College Student Inventory, which assesses their readiness for college. The results are distributed to all departments, for the benefits of the advisor. HRAD includes these results in each student file.

Freshmen are also assessed for their critical thinking disposition, a competency identified by CHES as critical to student success.

CHES students are assessed at the mid point of their college career for their critical thinking skills. Comparisons are made between the freshman assessment and the midlevel assessment.

As part of a college wide strategy, seniors were given a exit survey as part of the School's capstone course required for all graduating seniors.

5.   *Is there any relationship between the program's planning documents(s) and this self-evaluation?*

        Yes. These planning documents assess the program's effectiveness in meeting the needs of our students and providing them with the best possible education in the area of hotel and restaurant administration as expressed in this self evaluation. In addition, the accreditation procedure presents the opportunity to completely evaluate and refine the program to create the best possible educational experience for our students.

Appraisal and Plan of Action

1.   *Is the program's planning process consistent with its objectives, or will revisions be essential in these?*

        Yes. The School has planning procedures in place to meet the needs of the industry and provide sound academic training at the undergraduate level. Accreditation and review agencies, such as ACPHA, the Council for Accreditation of the American Home Economics Association, Cooperative States Research Service, American Dietetic Association, etc., review the program's academic plan, along with the university administration. Faculty also works closely with the advisory board, associates, executive groups, and alumni to identify competencies, skills, and knowledge needed for relevant and current objectives within the program. The objectives and the process are synchronized.

2.   *Are all appropriate constituencies involved in the planning process?*

        We believe the administrative, college and school meetings and retreats throughout each year give an excellent foundation for the planning process. This process is enhanced through the continual support of the advisory board, associates, and executive group. The combination of these groups provides a wide range of constituents to assist in the planning process. However, the faculty believe this support could be strengthened with increased participation of students.

3.   *Has the program established a planning mechanism for the utilization of resources and for future changes and developments?*

        Yes. The advisory group, administration, faculty, and committees provide input into future changes for the continual development of our school. The school also has a prioritized "wish list" for the program. This list is developed at the beginning of every school year and utilized to appropriate any donation funds into the direction that best suits the needs of the entire school.

4.   ***Is planning based upon adequate and continual evaluation?***

Yes. Students are encouraged to provide feedback on course content, methods of instructional delivery, and improvements to enhance learning through systematic multiple methods of assessment. An HRAD curriculum committee meets regularly to discuss industry trends and potential implications for curriculum modification

5.   ***In appraising the program in terms of the standard on Evaluation and Planning what strengths and weaknesses have been identified?***

5.1   *Strengths:*

We feel this accreditation is a strength of our program as it enhances the reputation of the school. In the same way, the American Dietetic Association and American Assembly of Collegiate Schools of Business accreditation give our nutritional sciences and business courses the guidelines necessary for a successful program.

Another strength is the support we have from the administration, advisory board, alumni, and the industry. These groups are continually evaluating our program for consistent high quality that adapts to changes.

Finally, we feel that the emphasis on assessment has helped guide us through the planning and evaluation process. The multiple methods of assessment, combined with the frequency, allow us to effectively plan and make revisions as necessary.

5.2   **Weaknesses:**

One weakness, a more systematic way of acquiring student input into the planning process must be designed. Faculty advisers of HRAD student organizations will be responsible for carrying information from faculty meetings to student organization meetings.

The presidents of these organizations will be invited to attend the faculty retreat at the beginning of every fiscal year in addition to the planning portions of all faculty meetings.

The Director provides students with an opportunity to share their educational expectations as they complete their educational experiences at Oklahoma State University. The Director is keen on making adjustments and providing change to improve the academic experience.

5.3 What changes are being contemplated in the evaluation and planning processes?

The School of Hotel and Restaurant Administration is contemplating the addition of alumni focus groups as part of the comprehensive assessment program to gain feedback and forward information to improve instruction, research, and service to the students. The insight gained will clearly be instrumental in developing goals and objectives to provide superior instruction in a face-to-face and distance learning environment.

ADMINISTRATION AND GOVERNANCE

Standard

1.   *The program is structured with sufficient operational independence, consistent with the objectives of the institution, to enable it to achieve its objectives.*
2.   *The structure of the programmatic unit provides opportunity for effective leadership that promotes the objectives of the programmatic unit.*
3.   *The courses that constitute the common body of knowledge in hospitality administration are under the administrative prerogative of the programmatic unit in hospitality administration.*

Description

1.   Describe the organizational structure of the program within the institution. Provide organizational chart(s) for administration and faculty governance structure.

The School of Hotel and Restaurant Administration (HRA) Director is ultimately responsible for the overall operation of the program. He reports directly to the College of Human Environmental Sciences (CHES) Dean who reports to the Provost and Vice-President of Academic Affairs. The Director is assisted by the Associate Director whose primary function is to coordinate the undergraduate academic program including course scheduling, organization of undergraduate advising, and student services including scholarships and placement. The Associate Director also advises on budget and financial matters. A Graduate Program Coordinator who is responsible for planning and operation of the graduate program assists the director. Each faculty member is assigned specific responsibilities which are noted on the School of Hotel and Restaurant Administration Organizational Chart and the Committee Assignment List (Appendices C1).

2..   Describe any advisory groups, internal or external, that may be used by the program to assist in meeting its objectives?

The School solicits input regarding its progress in meeting stated objectives from a number of sources.

A.   The School's Board of Advisors continues since its inception in 1992. The board had some minor changes with the appointment of a new School Director in 1998. It consists of between 18 and 22 members drawn from a balance of hospitality professional areas and geographic areas in Oklahoma and throughout the nation. The primary objective of the Board of Advisors is to provide guidance and direction for the School, to represent the School with the various groups and organizations to which the members belong, to market the School, to assist with resources, and development. The Board has task areas within it where members can concentrate their advice and efforts. These include restaurant operations, *The Atherton Hotel at OSU,* industry relations, and development.

B. The CHES Associates Executive Committee. This group is a representation of alumni and friends of CHES. A listing of Executive Committee members represents industry professional representing foodservice, lodging, and tourism sectors. This group discusses state and federal issues affecting educational programs, funding and administrative procedures at OSU. These discussions include impact on specific programs.

C. The CHES Faculty Advisory Council (FAC). Advises the Dean about issues involving the faculty, the general welfare of the college and other issues brought by the faculty, students, or the Dean. The role of this committee and processes for electing members by department are in the CHES faculty handbook

D. The HRAD faculty consistently reviews the curriculum. The faculty has primary responsibility for evaluating and updating the curriculum of the School and for making faculty search decisions with the coordination of the Director and Associate Director. It also provides formal and informal input to the Director on all issues related to scheduling, staffing, student affairs, alumni relations, development, research, extension activities, and administration of the School and its programs.

E. Student input. Each HRA student group has a faculty advisor assigned. These advisors attend meetings and provide guidance. They also receive feedback/input from students regarding program issues. Each semester the Director meets in an informal focus group with graduating students to get comments on the major areas of the School's operations, especially as perceived by the students. Not only does the focus group give evaluation but advice and suggestions on future developments as well. In addition, CHES receives student input through a college student council.

3. *Describe where the responsibility lies for formulating and administering the program, including such matters as faculty selection, retention, promotion, and tenure; curriculum; methods of instruction; admission policies; and academic standards for retention, advancement, and graduation of students.*

The responsibility for formulating and administering the program ultimately lies with the Director. Input is sought from faculty on all issues that significantly affect the program.

F. Faculty selection. Selecting new faculty is one of the most important decisions regarding the future of our program. Because the School is relatively small, the teaching faculty form a search committee of the whole chaired by the director who takes the lead in writing the position description based one the School's needs. The faculty helps refine the description.

The announcement is sent to program heads listed in CHRIE, is published in the CHRIE *Communiqué,* and in appropriate outlets in the state of Oklahoma as well as appropriate as national outlets. The committee meets as a whole to screen applicants on a first pass to eliminate those who do not meet the minimum standards and to rank those who look most promising. Each faculty committee member has a form on which to rank the applicants. The committee than makes a final recommendation to the Director on whom to bring in for interviewing.

Depending on the specifics, usually two candidates are then invited for a visit. They generally make a research presentation (if it is a tenure track position) and may do a teaching presentation in a class as well. The candidate visits with each HRAD faculty member alone or in groups and visits with the Dean, the Associate Dean, often other Department Heads and any other College administration and HRA Board member who may be available. The faculty usually also spends informal time with the candidate at meals and a reception.

After the close of interviews, the committee reconvenes, assesses input from all the interviewers, and makes a final recommendation to the Director. The Director completes final negotiations in coordination with the Dean and makes certain that throughout the process, communication stays current with all of the candidates.

G.   Reappointment, Promotion and Tenure. The School, The College of Human Environmental Sciences and Oklahoma State University have a responsibility to create an atmosphere which nurtures and supports faculty members, both as individuals and as a collective unit. To achieve and maintain excellence, an evaluation system is essential. The faculty appraisal process and reappointment, promotion, and tenure (RPT) process are the means used to encourage and evaluate the professional growth of individual faculty members. The goal is to retain and reward those faculty members who demonstrate excellence in their instruction and service performance and who are recognized for their scholarship. Criteria for reappointment, promotion, and tenure are provided in the CHES Faculty Handbook and the School's guidelines. (Exhibit Cc1).

H.   Curriculum   The curriculum is reviewed by the faculty as a whole each year during the annual retreat. Any changes which the faculty approves are coordinated by the Associate Director, approved by and the Director and forwarded to the College Associate Dean who processes the changes through the university committee. Two years ago, the HRAD faculty using a "Zero Based" evaluation and structuring technique performed a major curriculum revision. Two faculty members did much of the ground work, but then the faculty as a whole spent part of a semester in dedicated meetings to do the actual curriculum design. The faculty will do an in

depth curriculum evaluation at least every five years, consistent with the strategic plan. The Director and Associate Director manage the scheduling of courses on a semester basis.

I. Methods of Instruction   Instructional methods are chosen by a combination of the HRAD faculty as a whole in designing the curriculum, and by each instructor in structuring their course, based on the faculty approved course descriptions. The primary methods of instruction in HRA are lecture and discussion, case analysis, project practice and application, and laboratory learning and practice. There are specific courses that require a laboratory experience, such as Service Management, Basic Food Preparation, Quantity Food Production, Front Office Procedures, Lodgings and Property Management, Catering Management, etc. These laboratory experiences enable students to gain hands-on experience to have better prepare them for the industry.

J. Admission Policies   The admission policies for OSU are extensively discussed in the OSU catalog. A copy of the 2001-2002 catalog is available in the HRAD Resource Center. Admissions requirements are found in the Oklahoma State University 2001-2002 Catalog. Admission policies are formulated by the university committees and approved by the Board of Regents. The School, could, if it desired to, apply for a more stringent admission policy, but not a less stringent one.

K. Academic Standards for Retention   The standards pertaining to the retention of students pursuing study in undergraduate programs at OSU are (2001-2002 University Catalog):

0-30 semester hours	1.70 overall grade point average
or more semester hours	2.00 overall grade point average

These are university minimum standards, Catalog 2001-2002. The School also requires that students obtain a grade of "C" or better for each course they take which is required by the major as a Core Requirement and Professional Elective.

L. Advancement and Graduation of Students   HRAD students are encouraged to work with their assigned advisor throughout the program. This relationship insures successful progression through the curriculum. Each student is required to have a graduation check with the CHES Undergraduate Programs Office when the students have completed 85-100 credit hours. The purpose of this check is to insure each student is on track for graduation, has taken the necessary courses, and is projected to meet graduation grade point requirements. Depending upon the academic year degree sheet, requirements are clearly specified. The university and the college set these policies. The School also requires students to see their HRAD advisor at least once each semester to audit progress toward graduation and make revisions in their course selections as necessary.

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

The faculty of the School of Hotel and Restaurant Administration makes reviews and revises curriculum as outlined in 3.c. above. Thus, the core courses are certainly under the administrative prerogative of the program, with final approval by the college and the university.

5.   *Describe other hospitality and/or food service programs in the institution and their relationships with this program, e.g., Foods and Institutional Management, Parks and Recreation, Nutrition.*

The School of Hotel and Restaurant Administration works closely with the Department of Nutritional Sciences (NSCI). NSCI offers a nutrition course, which we require, as well as other courses, which are in our professional electives:

NSCI 2114 Basic Human Nutrition
NSCI 3133 Science of Food Preparation

HRAD offers courses, which NSCI uses as part of their degree offerings, including:

HRAD/NSCI 1114 Basic Food Preparation
HRAD/NSCI 3213 Hospitality Management
HRAD/NSCI 3553 Purchasing in the Hospitality Food Service
HRAD/NSCI 4333 Food, Beverage, Labor Cost Control
HRAD/NSCI 4365 Quantity Food Production
HRAD/NSCI 4573 Institution Organization Management

The HRA curriculum also includes the following courses as a requirement for the major:

ACCTG 2103 Principles of Accounting
STAT 2023 Elementary Statistics for Business and Economics
ECON 2103 Microeconomic Theory

The College requires certain courses for each major. The respective faculties have input into the composition and choice of those courses. The courses are as follows:

HES 1111 Explore Human Environmental Sciences
HES 3002 Contemporary Issues
FRCD 2113 Human Development in the Family

Finally, the HRA curriculum includes a section of professional elective courses, several of which are offered by other departments, and are listed below:

ANSI 3003 Meat Technology
ARCH 2003 Architecture and Society
ACCT 2203 Managerial Accounting
DHM 4163 Housing in the Culture
ECON 2203 Macroeconomic Theory
FIN 3113 Financial Management
Foreign Language
LSB 3213 Legal Business

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MGMT 4533 Leadership
MGMT 4413 Change Management
MKTG 3213 Marketing
MSIS 2103 Business Computers
MSIS 3223 Production and Operations Research
NSCI 3113 Science of Food Preparation
NSCI 3543 Food in the Human Environment

Appraisal and Plan of Action

1. *Is the organizational structure of the program clear and well defined? Does it function in the manner described in organizational chart?*

The organizational structure of the program is clear and well defined. The organization chart shows the chain of command and line of response of the School. The student organizations all have faculty advisers assigned. These faculty members keep the Director informed of all necessary actions. An appropriate committee structure is in place. (See appendix). Representatives to established College and University committees are elected from the HRAD faculty. These representatives update the Director and faculty regularly during the HRAD faculty meetings.

2. *Are the program's objectives understood and supported by the institution?   In what ways do the functions of the institutional administration, assist the program in fulfilling its mission?*

The objectives of the program are understood and supported by the institution as evidenced by the University and College's continued support described in both the financial and physical area. The administration assists the program in fulfilling its mission by supplying (a) Financial Support (refer to financial resources section), (b) Facility Support (refer to physical resources section), and (c) Administrative Support (refer to student services and library section).

Of particular note in the past few years were the extraordinary lengths which the President, the Dean and other university leaders went to in assisting the School to gain the use of The Atherton Hotel at OSU as an academic unit and laboratory. This particular accomplishment took the cooperation of administrators from throughout the campus, including the Student Union, as well as essential members of the School's Board of Advisors.

3. *Does the structure of the program provide sufficient operational independence to enable it to achieve its objectives?*

The structure of the program does provide sufficient operational independence that enables it to achieve its objectives. The CHES Dean allows sufficient independence and latitude in the management of the School. Generally, if the Director presents plans which are consistent with the missions of the College and the School and are sound academically and fiscally, the Dean provides a great deal of support and room for discretion and creativity.

4. *Does the structure provide opportunities for effective leadership to promote the objectives?*

The structure of the College and the School provides opportunities for effective leadership to promote the objectives. The School engages in a strategic planning process to identify immediate and long-range goals. These planning sessions are independent of the College's efforts. However, CHES does have a strategic plan that is used as a touchstone as HRAD develops its priorities. The college plan provides a consistent format and process for HRAD as well as the other programs within the college to establish goals that are mutually beneficial to the CHES and meet the needs of each independent program.

The structure within the School itself accommodates the academic parts of the mission as well as the laboratory operations of the restaurants and hotel. There is a broad span of control, allowing for each faculty member and operational manager to have as much autonomy as possible in order to serve the students and guests with the highest possible quality.

5. *Assess the quality of communication among the institutional governing authority, program director, faculty, and staff.*

The communication among the institutional governing authorities is quite appropriate. Communication between the School Director and the College Dean occurs on a formal basis at least once a month. In addition, informal communication between the Director and the Dean occurs very frequently. The CHES Executive Committee (including the Dean, Associate Deans, Department Heads, and School Director) meet on a weekly basis. The Dean is very accessible to the Director on an as needed basis.

Communication between the CHES Dean and the Provost/Vice President for Academic Affairs occurs on a regular basis. The Provost/Vice President for Academic Affairs and the President of the University have a thorough understanding of the mission and role of the School. University Central administration is supportive of the program.

Communication occurs on a regular basis between the School Director and the faculty and staff. Twice monthly meetings are held with the Director, Associate Director, faculty, professional, and administrative staff. These regular meetings update everyone on important college and university issues. In addition, discussion is held regarding upcoming HRAD events and progress toward HRAD goals. Agendas for the meetings usually include both standard reports from committees as well as work on special projects, events, and votes on student affairs decisions.

The School has a day and a half retreat before each academic year begins. Faculty, professional and administrative staff participate. The focus varies; depending upon what the School will be doing that year, especially vis á vis the School's strategic plan. E.g., two years a go we focused on the final strategic plan revision; last year we focused on preparation of this report and the ACPHA visit.

The director also maintains an "open door" policy. Faculty, staff, and students are able to discuss any concerns with the Director, informally, as needed. In addition, he usually visits with all faculty and staff at least once a day while touring the facilities.

6. *Is there evidence that the director comprehends and is able to address the range of issues and needs confronting the program?*

Sufficient evidence exists that the Director comprehends and is able to address the range of issues and needs confronting the program. Examples of this evidence include:

a   Active maintenance, updating, and use of the School's Board of Advisors.

b   Development and implementation of a semi-annual School newsletter.

c   Solid external relations with representatives of the hospitality industry on both a state and a national basis as evidenced by the many visitors the School receives, especially in the Colloquium – Weekly Industry Speakers Series.

d   The director is active in CHRIE and with other heads, deans, and directors in CHRIE. This provides a good understanding of hospitality education internationally for a foundation of creating, articulating and implementing vision for the School of Hotel and Restaurant Administration at OSU.

e   The Director pre-supposes the curriculum as the foundation for both student learning and faculty activity, and research.

f   Student relations are paramount; especially for having students engage with industry and for maintaining an active career placement program with the help of the associate director and the College placement office.

g   Understanding of the College of Human Environmental Sciences and its related programs so that a synergy can be created rather than a mere co-existence with the other departments.

h   Generation and stewardship of resources has be a crucial part of the Director's activities. These must be there to serve the HRA students' needs.

i   A constant quest to increase enrollment especially by emphasizing the School's approach to education which includes excellence in classroom teaching combined with excellence in laboratory learning and practice resulting in industry engagement for practice, internships and permanent placement.

7. ***In appraising the program in terms of the Standard on Administration and Governance, what strengths and weaknesses have been identified? Are plans in place or contemplated to accommodate changing needs?***

7.1 <u>*Strengths*</u>*:*

The School has several **strengths** in terms of the three standards in this area.

    a   The School's and the College's committee structures allow for a great deal of input into decisions which affect both students and faculty.

    b   Responsibility for formulating and administering the program is appropriately placed with the Director, Associate Director, Graduate Coordinator and program faculty.

    c   The organization structure of the University, the College, and the School allows very good operational independence to function efficiently and operate effectively.

    d   The relationship between the College and School leadership allows for open communication and enhancement of mutual goals.

    e   The School is encouraged to be quality centered and creative in its academic programs and entrepreneurial in its service offerings, research and continuing education–university extension activities.

7.2 <u>*Weaknesses:*</u>

The School also has some **weaknesses** and areas for improvement.

    a   The responsibilities of the Associate Director may not be clearly enough outlined to the faculty and staff.

         a   **Plan of Action** – Append a summary of position descriptions and responsibilities to the organizational chart of the School.

    b   The School's and the College's web pages are currently not clearly related to each other, thus incomplete information is on the College's pages with no clear direction to get to the more complete School pages.

         b   **Plan of Action** – Pursue discussion with the College on either incorporating all of the material from the School's site into the College's site, or establishing a link from the College's site to the School's site.

7.3 ***Are plans in place or contemplated to accommodate changing needs?***

The Director and Associate Director of the program are proactive and consistently strive to improve the administrative procedures that directly impacts the quality of life of faculty, staff, and students.

CURRICULUM

Standard

1. The curriculum is designed to meet the program's mission and objectives.
2. Subject-matter content, learning activities, and output evaluation are consistent with program mission and objectives.
3. The curriculum provides students not only with a common body of knowledge in hospitality administration, but with opportunities for students to receive a broad education and awareness of values, skills, and attitudes that will prepare them for imaginative and responsible citizenship roles in business and society. It enables them to understand and apply the concepts of problem solving in general and in organizational and industry-related issues, this common body includes the following:

A. General Education. Studies in areas of human achievement other than the purely professional are important in the education of hospitality administrators. Students shall have an opportunity for study in the natural and physical sciences, social sciences, and communication, as well as in the arts and humanities.

B. Hospitality Administration. Knowledge and understanding of the general principles of the following areas, and specific applications in hospitality management:
- *Historical overview of the hospitality industry and the profession*
- *The marketing of hospitality goods and services*
- *The operations relative to the provision of hospitality goods and /or services, including*
  foodservice management and/or lodging management and related services
- *Accounting procedures/practices*
- *Financial management of hospitality goods and services*
- *The economic environment of profit and non-profit organizations*
- *Ethical considerations and socio-political influences affecting organizations*
- *Quantitative methods and management information systems, including computer*
  applications
- *The planning for, and utilization and management of, personnel, including the improvement of student understanding of human behavior*
- *Organization theory, behavior, and interpersonal communication*
- *Administrative processes, including the integration of analysis and policy determination*
  at the overall management level and

- *Provision of sufficient areas of specialization to allow students to develop individual interests and talents.*

C.   *Work Experience. Relevant operational and/or management experience in some facet of the hospitality industry, with guidance and supervision guaranteed by the industry and the academic program.*
Commentary:
Standard 3 (a, b and c) may be met in a variety of ways. Some may prescribe individual courses in each area; others may choose different patterns to achieve the learning objectives desired. Imaginative and innovative curricula that seem to be at variance with the standard may be found to meet the intent of the standard.

4.   *The curriculum is designed to provide a sequential development and logical progression in coursework.*

5.   *The curriculum includes an appropriate mix of theoretical and applied experiences for achieving the educational objectives.*

6.   *In curricula, which are designed with more than one area of specialization or concentration, the objectives and requirements of each are clearly distinguished.*

7.   *Opportunities are provided for advanced work in some of the subject-areas, consistent with the program's objectives and capabilities.*

8.   *For each course offered specifically by the degree program or under the prerogative of the program, there is a detailed and organized instructional outline, course of study, syllabus or teaching guide showing specific objectives, subject-matter, teaching method, etc., of the course.*

9.   *The program demonstrates commitment to developing and testing innovative and experimental approaches to learning and improvement of the quality of the program.*

10.   *The program demonstrates that it has developed effective means of assessing learning outcomes.*

11.   *The curriculum provides clear evidence that the program encourages creative leadership in, and response to, social, economic, and technological developments, and the application of evolving knowledge in the behavioral and quantitative sciences.*

12.   *Curriculum review and evaluation are systematically performed and involve all appropriate communities of interest.*

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

Description

1.   *Describe the program's basic structure for program-development and program-delivery to meet the program's mission and objectives. Provide a sequential listing of courses and other program graduation requirements.*

The HRAD Bachelor of Science degree requirements provide a sequential progression of acquired knowledge in hotel, tourism, and food service administration. The course emphasis is related directly to specific theoretical principles and practical applications in the hospitality industry. The courses offered provide specialization in concentrated areas such as: hotel operations, tourism, convention and meeting planning, marketing, procurement, food production, hospitality finance, layout and design, food and beverage cost controls, hospitality technology, beverage management, organizational behavior, hospitality law, hospitality critical issues, human resource management, etc. The synergy and integrative approach to course offerings significantly affect lifelong learning, decision-making, and application process.

The primary goal is to prepare students to be critical thinkers, apply management concepts, discern how to use theoretical concepts, and be effective hospitality managers. Learning integrates knowledge from the social sciences and makes it relevant to the challenges of the hospitality industry. Managerial competencies are linked with the organization behavior principles to strengthen the students interpersonal and leadership skills.

The basic structure for instructional delivery is premised on providing students with timely knowledge, benchmarks, best practices, etc. related to their course sequence. The program of study, sequenced so that the knowledge gained from the lower level courses can be applied to the knowledge learned in the advanced courses. Advisors help the students in making decisions to take their course of study in a reasonably sequential manner. There are some digressions in the sequence of courses when the student has transferred from another university.

The University requires that students complete a minimum of 40 credit hours of general education coursework. The general education requirements are broken down into English Composition and Oral Communication, American History and Government, Analytical and Quantitative Thought "A", Humanities "H", Natural Sciences "N", Social and Behavioral Sciences "S", International Dimension "I", Scientific Investigation "L". See Appendix D1 for a copy of the current degree plan outlining the general education requirements. Two courses in the HRAD curriculum carry a university approved general education "I" designation, 1103 Introduction to Hospitality and Tourism, and 3223 International Travel and Tourism.

In addition, the College requires three courses (six credit hours) of all majors in the College. These courses include introduction to the University, human development issues throughout the lifecycle, and a contemporary issues course designed to stimulate and foster the critical thinking abilities of students.

The liberal education curriculum provides the student with knowledge related to ethical issues, ethical dilemmas, and morality. The primary goal is to prepare students to be critical thinkers, apply management concepts, discern how to use theoretical concepts, and be effective hospitality managers. Lifelong learning integrates knowledge from the social sciences and makes them relevant to the challenges of the hospitality industry. The managerial competencies are linked with the organization behavior principles to strengthen the student's interpersonal and leadership skills.

The HRAD Bachelor of Science degree requirements provide a sequential progression of acquired knowledge in hotel, and restaurant administration (See Appendix D2). The course emphasis is related directly to the specific theoretical principles and practical applications of the hospitality industry.

The current professional portion of the curriculum is comprised of two sections, core requirements and professional electives. During the last curriculum revision, the faculty determined that students should complete a core group of classes that gives them experience in the fundamental skills necessary for success in any aspect of the hospitality industry. The core requirements consist of traditional hospitality management, accounting, marketing and law courses as well as courses that focus on hotel operation, foods, restaurants, and facility management.

Additional courses (professional electives) provide professional emphasis in areas such as: hotel operations, tourism, convention and meeting planning, marketing, procurement, food production, hospitality finance, layout and design, food and beverage cost controls, hospitality technology, beverage management, organizational behavior, hospitality law, hospitality critical issues, human resource management, etc. Students work with their advisor to select the courses to prepare for a successful career.

The general education requirements, College requirements, major requirements, and professional electives are evenly balanced during the four-year program. Prerequisites help determine course sequence also. The HRAD curriculum also affords the student an opportunity to complete a minor in another field, usually business, by completing additional courses in economics, accounting, finance, business law, and marketing. Some of the business minor prerequisites are already incorporated into the HRAD degree requirements.

Study of managerial principles related to organizational behavior, organizational development, and ethical behaviors enhance the student's understanding of corporate culture and philosophy of its human resources. The management component is also emphasized through the instruction of interpersonal, organizational, and leadership skills applied to the hospitality industry. They are directly linked to food service marketing, hotel operations and management, quantity food production, accounting, finance, hospitality law, equipment and facility management, sanitation, and institution administration. The student is provided opportunities to specialize in the lodging industry, for example, housekeeping, front office management, hotel systems, and management information systems related to hotels. An emphasis on the food and

beverage management aspects of the industry can be achieved by specifying courses in food and beverage control, multi-unit management, food production, dining room management, and meat technology.

During the recent zero-based curriculum, revision the new curriculum was examined in detail to determine if the core hospitality competencies were included (Appendix D3). These competencies were used as the model for assembling the both the learning competencies and the sequence of courses. The HRAD core requirements were designed so each student will participate in courses and activities that strengthen their understanding of general principles. In addition, courses in the professional electives section of the curriculum add to the foundation students receive. One focus of the curriculum revision was to ensure that subject repetitiveness was removed, but some repetition (reinforcement) was retained. In other words the faculty did not feel it was, appropriate to teach sanitation in every course, but that ethics and critical thinking should be included in various places in the curriculum so that incremental learning occurs.

To gain a complete picture of the HRAD curriculum see Appendix D4 as well as the balance of this section.

2.   *How is a new curriculum proposal developed, considered at decision-making levels, and finally adopted? Is this process clearly defined in written form and understood by all parties involved?*

Students are given opportunity, through interaction with faculty, staff, advisors, and a self-administered survey to provide input about course content, methods of delivery, grading, class discussions, requirements, etc. Also a faculty member can identify the need for a new course, develop the requirements, and propose the course. New courses and course modifications are submitted on a course action form provided by Oklahoma State University (Appendix D5). Justifications for new courses, or changes to existing courses, are also documented. The faculty, Associate Director, and Director of HRAD discuss the proposed course and its role in the existing curriculum. If agreed to by all, the request for new courses is submitted to the CHES Academic Affairs Committee.

The CHES Academic Affairs Committee is in charge of reviewing all proposed changes in existing degree plans, reviewing and revising undergraduate and graduate courses, examining curriculum committee's recommended changes in current courses, adding new courses, and eliminating courses. Action is taken when the proper documentation is submitted for review. The decision is forwarded to the CHES Dean for approval.

The course request is reviewed next by the OSU Curriculum Committee and then sent to the Provost and Vice President for Academic Affairs for approval. Once approval is received at the Provost and Vice President's level, the curriculum is submitted to the President for review and submission to the State Board of Regents for approval. The basis for evaluation is that the proposed course changes are in concert with the philosophy of the School, College, and University and do not duplicate courses all ready

in existence. The process is document in university procedures.

3.   ***How does the program realize the objectives of producing awareness of the range of human knowledge, a general education, and commitment to the professional area of hospitality administration?***

The School of Hotel and Restaurant Administration strives to be a center of scholarship in a professional environment. The mission of the School supports this through a curriculum based in both theory and application.

The overall objectives of CHES are to support the following: (a) globally sensitive curriculum, (b) scientifically based, environmental advanced level programs, and (c) life-long learning endeavors through instruction, research, and extension service. The goal of the HRAD program is to ensure that the broad education received by students will enhance their personal career development and improve technical, human relations, and conceptual skills.

The HRAD program provides a balanced curriculum. The liberal education curriculum provides the student with knowledge related to ethical issues, ethical dilemmas, and morality. For example, professionalism and ethics, encourage life-long learning, aware of people in their environment, communicate effectively, think critically, managing other effectively, information transfer, and using technology effectively. College required courses are currently being re-engineered to reflect the above in order to prepare students for responsible leadership roles in business and industry.

General education requirements provide courses in English/composition, American history and government, mathematics, humanities, natural sciences, social, and behavioral sciences. Course material in each of the general education areas that must be completed are designated as: "N" natural science, "S" social science and behavioral sciences, "H" Humanities, and "A" analytical and quantitative thought. The student is given the opportunity to take several core courses in the CHES area, along with foundation courses in accounting and economics. These courses stimulate and foster the critical thinking abilities of students as they enter junior and senior courses. The social science courses are critical for the decision-making process.

To complement the general education curriculum, HRAD courses provide the infrastructure for student knowledge building relative to the systems approach of integrating the principles of management and applying them to critical issues faced by managers in the hospitality industry. The managerial principles related to organizational behavior, organizational development, and ethical behaviors enhance the student's understanding of corporate culture and philosophy of its human resources.

The HRAD curriculum is influenced by many sectors, including hotels, institutional food service, restaurants, school and university food service, the military, airlines, clubs, hospitals, retirement community management, and long-term care facilities. The curriculum is developed to provide students with the fundamental knowledge to work successfully in these sectors as well as others. This diversity is

reflected in the expertise of the faculty members for each area of specialization. The students' exposure to state-of-the-art food service production kitchen and equipment, hotel teaching laboratories, current hospitality magazines and journals, faculty research projects, textbooks, trade resources, and participation in annual seminars and trade shows increased their breadth of knowledge. The faculty incorporates research finding, current practices, and industry experience in lectures to supplement information and validate other research endeavors. The learning process is further enhanced when students are exposed to seminars conducted by industry experts in the areas of management, finance, and marketing.

To reinforce group process and theory students are required to participate in a formal laboratory experience for the following courses: HRAD 1114, 2125, and 4365. Students participate in class based work experiences in HRAD 3363 (in The Atherton Hotel at OSU), and 4573. In HRAD 4120 (Hospitality Days), 4523, 4883 and 4983 students complete a significant industry based project. Students meet with industry professionals on a weekly basis in HRAD 2770 and 4770. Almost every other course has assignments that require students to put theory into practice and all HRAD faculty invite industry professionals to classes. This interactive approach to learning with the required work experience and internship enhances theory retention and application of conceptual and theoretical knowledge. The students gain additional insights relative to the world of work and establish a managerial style that will be useful in supervising and directing hospitality industry personnel.

The current curriculum requires work experience in two different methodologies. Each student is required to complete 400 hours of work experience in the hospitality industry prior to beginning their internship. This experience is intended to include skills that will give a student a basic understanding of the hospitality industry and let the student practice what they have learned in classes and other training venues. The faculty advisor documents this experience and no grade is awarded.

Second, each student is required to complete an internship course. This course requires an additional 400 hours of paid work, completion of a journal, and other assignments. A grade is awarded based on the student's performance in the job, completion of assignments, and evaluation by their workplace supervisor. An HRAD faculty member is responsible for teaching this class in cooperation with industry professionals. The internship experience is expected to be completed at a higher level of responsibility in a hospitality organization than the basic work experience.

An optional Advanced Management Internship course has been developed and was submitted to the University and the State Regents for Higher Education and was approved to begin spring 2002. Students seeking additional management experience beyond the basic internship would complete this course. It would entail an additional 400 hours of internship experience and comprehensive assignments.

This interactive approach to learning with on-the-job-training enhances theory retention and application of conceptual and theoretical knowledge. The students gain additional insights relative to the world of work and establish a managerial style that will be useful in supervising and directing hospitality personnel. The students have had an opportunity to practice and attain additional skills and expertise that will be the foundation for optimal and effective performance in the hospitality industry.

4.   *What requirements or provisions exist for the continuing review and appraisal of the curriculum? Are course offerings systematically evaluated to determine their quality and their appropriateness in meeting program objectives?*

Alumni, faculty, industry, and students systematically evaluate the HRAD curriculum. These respondents review course content and rank its relative importance to professional development. The information in the courses is updated, synthesized, and revised to meet the needs of the students and the hospitality industry. It is imperative that faculty present timely issues and solutions in an interesting and motivating fashion.

Students are given multiple opportunities, through interaction with faculty, staff, advisors, and self-administered surveys to provide input about course content, methods of delivery, grading, class discussions, requirements, etc. Information gained through this process is used in the individual faculty appraisal process as well as the School's process for course modifications and changes.

Alumni, faculty, industry, and students have systematically evaluated the HRAD curriculum. These respondents reviewed course content and ranked its relative importance to professional development. The courses surveyed include: accounting, meat technology, business law, computer science, economics, English composition, finance, nutrition, human development, professionalism and ethics, orientation in hotel and restaurants, food preparation, etc.

The information in the courses are updated, synthesized, and revised to meet the needs of the student as they enter the world of work. It is imperative that faculty present timely issues and solutions in an interesting and motivating fashion. Total student involvement is necessary to stimulate creative thinking. The Director reviews course evaluation forms and meets with faculty to discuss the improvement process.

The academic responsiveness and individual commitment of the faculty members are essential components to encourage continual upgrading of materials for courses offered. The students are given opportunities to evaluate courses each semester through the University Testing and Evaluation Program--Student Survey of Instruction--Oklahoma State University. This document is summarized and the faculty member is rated on a 4.00 scale in the following areas: preparation, teaching effort, devotion, knowledge level, ability to explain, positive attitude, and overall appraisal. The course evaluation descriptions are: learned a lot, workload was appropriate, assignments were relevant, and testing and evaluation were appropriate, student involvement, worthwhile course, and overall course evaluation. The written comments provide a sense of student

satisfaction with instructional delivery and content. Each category is rated and a composite rating is derived through a mean score. The faculty reviews the results of the instrument after the completion of the course and grades have been assigned. A course evaluation summary is also sent to the academic head for review. This document may signal any problems and indicate areas where improvement is needed. The objective nature of the instrument provides direct comments from the student to the faculty member. In addition, see the section on assessment for further information regarding on-going assessment activities.

HRAD faculty meets to discuss changes to the curriculum. Often this is accomplished as part of a regular faculty meeting, but it also occurs during longer meetings in a retreat format. The faculty will discuss overall changes as well as operational issues with courses during these meetings. The faculty also shares ideas with each other to improve teaching. The CHES Academic Affairs Committee (including a HRAD representative) is in charge of reviewing all proposed changes in existing degree plans, reviewing and revising undergraduate and graduate courses, examining HRAD recommendations for curriculum changes, adding new courses, and eliminating courses. Action is taken when the proper documentation is submitted for review. The decision is forwarded to the CHES Associate Dean for Academic Affairs, the OSU Curriculum Committee and then sent to the Provost and Vice President for Academic Affairs for approval.

5. ***Provide evidence that the program encourages the development and testing of innovative and experimental approaches in learning and responds creatively to social, economic, and technological developments.***

The HRAD faculty and curriculum are committed to developing and testing innovative approaches to learning and improving the quality of life of students. Case studies are used in management, operations, and human resource courses to reinforce the principles and provide innovative alternatives to traditional problems. Guest speakers for the classes are frequently encouraged to convey the importance of both industry experience and theoretical knowledge. Experiential learning is utilized throughout the student's tenure in the program. Some examples of innovative approaches to learning include the following.

The HRAD Distinguished Chef Scholarship Benefit Series is a program that features top chefs from across the United States several times each semester. The guest chef works closely with the students for one week. Food preparation techniques, food cookery demonstrations, lectures on hospitality related topics, and preparation of a signature entree for a banquet of 220 guests in Taylor's Dining Room and the Demonstration Classroom provides a unique opportunity for students to learn from a professional chef. These events are teaching tools used to give the students an appreciation for the skill level of a professional and practical experience in planning and preparing for a formal food presentation. Students participate in this program as class assignments as well as on a volunteer basis. Student managers for each event are selected through a faculty review process. The funds generated from the Distinguished Chef

Scholarship Series provide scholarship monies for student and faculty development. The program was designed to meet the current needs of industry managers who desire the ability to more effectively communicate with chefs through a better understanding of their work habits.

Hospitality Days activity is a two-day conference planned and conducted by the HRAD students. The event features industry leaders who address critical issues facing the industry and offer personal philosophies and insight. They conduct workshops and seminars related to empowerment, managerial excellence, professionalism, and leadership. A significant portion of Hospitality Days event is the job fair, which attracts approximately thirty companies that recruit and interview HRAD students during the conference. Students from other universities also attend Hospitality Days activities. Guest speakers from the hospitality industry are invited to interact with students during the annual Hospitality Days events at which business and industry representatives interact on both a professional and informal basis with students. The mentoring process does transpire, where students are exposed to the realities of working with commodities and personnel. The interaction is especially valuable, as it provides a realistic job preview of what the students are to expect as they enter the industry. The students are also given the opportunity to interview for summer internships and professional positions in the hospitality industry. The last several years, students from OSU and other universities have participated in over 300 interviews during hospitality days each year.

The students in HRAD 3363, 3403, and 3943 are given the opportunity to complete assignments at The Atherton Hotel at OSU and at the hotel front desk learning lab in HESW. The learning lab in HESW has a duplicate PM System so the students can practice before going to the front desk.

Students are exposed to a state-of-the-art food preparation kitchen, demonstration classroom with technologically designed equipment, a fine dining restaurant, and a food production laboratory. This gives them the opportunity to utilize equipment, examine human interactions of service, learn the basics about food production, respond to real-life needs in the restaurant, and participate in on-line demonstrations in the classroom. Many classes include assignments that are completed away from the University. These assignments build on the theory discussed in class and allow the students to interact with industry professionals.

The primary goal of the HRAD curriculum is to prepare students to be critical thinkers, apply management concepts, discern how to effectively use theoretical concepts, and be effective hospitality managers. Lifelong learning integrates knowledge from the social sciences and makes them relevant to the challenges of the hospitality industry. Managerial competencies are linked with the organization behavior principles to strengthen the students interpersonal and leadership skills.

The following courses include examples of innovative teaching experiences:

HRAD 2283 Hospitality Financial Management: This course provides the hospitality managerial accounting fundamentals and cost control techniques leading to the successful business operations.

HRAD 3363 Front Office Procedures course requires the student to perform a working practicum where the student works through the various phases of the front office. The hotel provides examples of hotel accommodations, housekeeping, and room service. The student is able to integrate principles with practical applications to front and back office operations.

HRAD 3623 Food, Beverage, and Labor Cost Control course works with food service establishments to conduct assessments of the operations sales history. The students utilize a spreadsheet, menu engineering techniques and other cost control systems learned in class and make recommendations to the operator relative to menu mix and contribution margin. The experience links practical application to theoretical principles.

HRAD 4120 Advanced Conference Planning/Management: This course is the planning and implementing phase of the annual Hospitality Days conference. The program includes a keynote speaker, interaction with industry professionals, and job interviews with a variety of hospitality firms.

HRAD 4293 Small Business Development: This course provides the fundamentals of business enterprise development and competition in a global environment. Business strategies relative to accounting, marketing, finance, human resources, vendor relations, employee development, facilities, fixtures, and equipment are discussed in a competitive market context.

HRAD 4333 Hospitality Finance: This course provides financial management relative to the foodservice and hotel industry. A theoretical and case study approach is used to give the students a working knowledge and applications of finance to the hospitality industry. Financial investment decisions and cash flow in the short- and long-term are discussed.

HRAD 4413 Hospitality Information Systems: This course provides baseline information relative to information systems, information technology relative to the foodservice and lodging industry. Hardware and software applications are demonstrated and applications are discussed respect to data management and improved technology to facilitate the flow of information.

HRAD 4770 Hospitality Colloquium: This course provides hospitality industry guest speakers who share their professionalism, business expertise, and insights with the students. Students are given the opportunity to ask questions and learn valuable managerial techniques

HRAD 4573 Non-Commercial and Contract Management Services: Students conduct research assignments on various aspects of the non-commercial and contract management segments of the hospitality industry. In addition, they complete two work assignments in different segments where the get hands on experience.

6. ***Provide evidence that for each course there is a detailed and organized instructional outline, course of study, syllabus, or teaching guide showing objectives, subject-matter, teaching methods, etc., of the course.***

Every faculty member at OSU, including all HRAD faculty, is supposed to present a complete course outline for each of their course(s) to each student taking that class during the first week of classes each semester. These outlines describe the purpose of the course, prerequisites, learning objectives, grading, learning techniques, assignments, research projects, and classroom management. The Executive Vice President for Academic Affairs provides guidance to the University General Faculty as to the requirements and information that must be provided to the students during the first meeting of the class and supplies an attachment containing University information that HRAD adds to every syllabus.

During the curriculum revision process course descriptions, learning objectives, and a sequence of topic delivery was developed (Exhibit D). The faculty spent a great deal of time working on these instructional outlines to reduce redundancy, and to be sure that the subjects considered to be essential for success in the hospitality industry were included in the core courses. Faculty uses the descriptions and learning objectives as a guide to developing their courses. Each faculty member has the academic freedom to deliver that material as they feel is best for learning. Syllabi for spring 2001 courses are available in Exhibit D2.

The zero-based curriculum revision process was a good example of how the faculty worked with students, faculty at other universities, alumni, industry professionals, and each other to assess what the HRAD curriculum offered compared to the needs of the hospitality industry. These efforts are continuing through the University and College assessment processes. See the section on assessment for a full description of the on-going assessment of learning outcomes.

Each year the University publishes a degree plan that clearly articulates the requirements for completion of a Bachelor's degree (Appendix D1). These plans are in effect for six years. They identify which courses should be taken to satisfy the requirements for General Education, College Requirements, the HRAD Major Requirements, and Professional Electives. If a particular course is not specified the student works with their advisor to select a course that is appropriate. The Professional elective section is the area of greatest choice for students and advisors. It is the professional responsibility of the faculty to ensure that a student's plan of study contains appropriate rigor and concentration. The faculty advisor, Director of HRAD and the Assistant Dean of CHES must approve deviations (substitutions) to the plan of study, see Appendix D6.

7.   *Describe the departmental efforts to ensure that the educational requirements are so organized as to enable knowledge and skills to be developed progressively throughout the program.*

The HRAD curriculum was developed to be comprehensive for HRAD majors. Course selection has the potential to influence the total professional development of students as competent and ethical hospitality managers. The sequential presentation of the courses with appropriate prerequisites reinforces and encourages critical thinking in the decision-making process. Faculty advises students to complete prerequisites before taking junior and senior level courses. Prerequisites allow faculty to reinforce and build on the knowledge base. Some 4000 level courses offer graduate credit.

Occasionally there will be exceptions. The goal is to emphasize that information learned in previous classes has direct application in subsequent classes. Skill building and critical thinking are paramount for student development and the ability to make rational decisions.

The HRAD program has a method to allow for advanced study of special interests and critical issues facing the hospitality industry. Under the course number HRAD 4850, special topics can be offered: such as hospitality finance, franchising, retail management, club management, and critical issues in the hospitality industry.

The Professional Electives section of the degree plan identifies the courses that provide opportunities for advanced work in some subject areas. Some of this advanced work is also included in the sequence of courses required for a Bachelor of Science degree. Students can also take courses from other departments to strengthen their plan of study in HRAD or to pursue a minor form another department on campus. Examples of HRAD sequencing / advanced work include:

HRAD 3113 Management, 3783 Human Resources, 4883 Organizational Behavior
HRAD 3553 Purchasing, 4553 Specifications, 4593 Distribution Mgmt.
HRAD 4293 Conferences and Meetings, 4120 Advanced Conf. Planning and Mgmt.
HRAD 2533 Managerial Accounting, 3623 Cost Controls, 4333 Hospitality Finance
HRAD 3363 Front Office, 3403 Housekeeping, 3943 Hotel Operations
HRAD 4163 Marketing, 4213 Sales and Catering, 4573 Non-Commercial Services
HRAD 4365 Food Production, 4663 Culinary Techniques and Catering, 4723 Beverages

The University publishes a transfer credit guide that lists courses approved for transfer credit from Oklahoma schools. This is generally for courses at the lower division level. In addition, advisors have access to the University computer system and can look up courses at other universities throughout the United States. Articulation agreements with other Universities and are developed at the by the Director of the School in cooperation with the Associate Dean for Academic and Research services in the College. The Vice-President for Academic Affairs office then reviews these agreements.

Currently one articulation agreement exists with Tulsa Community College (Appendix: D7). A second articulation agreement is in the process of being developed with the Culinary Arts program at OSU – Okmulgee.

Appraisal and Plan of Action

1. Evaluate curricular offerings in relation to the stated mission and objectives of the institution. Are any of the objectives overlooked in the curriculum? Are there any elements for which the mission does not provide clear support?

There is a need to develop an additional emphasis on research at the undergraduate level. The development of critical thinking skills is an essential component of later success in the hospitality industry. Classes generally focus on problem solving but may not highlight the importance of understanding the steps associated with research methodology. In addition, emphasis should be given to the dissemination and implementation of research results.

Industry can be more involved in courses on a regular basis. The mission and objective of the institution and the School of Hotel and Restaurant Administration are targets but the path to reach these targets is varied and is changing with increasing frequency. Inclusion of industry brings a real-world perspective to the students and faculty. In addition it would highlight curricular changes that may be needed in a more timely manner.

The curriculum was revised to reflect the need of professionalism in the hospitality industry. The result was a degree plan that provides a core as well as professional electives. It is incumbent upon the academic advisor develop an area of professional emphasis for each student that clearly reflect the student's educational needs related to the segment of the hospitality industry that they are preparing to enter. If students just take elective, courses because they are being offered then they would graduate with a quality education but lack the skills that are important for their particular area of concentration.

The upgrading of courses is facilitated by rotating course assignments to different faculty members which, in turn, stimulates interest in other related areas of expertise. HRAD courses build on information that is taught at the preceding levels. The incorporation of ethics and professionalism in all courses is a program goal.

There is a need to minimize the level of subject matter duplication for some of the managerial courses. The nature of the text may present material that is common to other courses in the curriculum. The faculty should select those texts that will minimize course duplication. The importance of repeating some theoretical construct is critical to the retention of information by the student in the learning process. Practical application of principles in problem solving case studies or in the work environment is critical for confidence building.

The implementation of a state-of-the-art point-of-sale (POS) system will integrate the quick service and fine dining restaurants, food production laboratories, and storeroom. The POS system will also enhance the students understanding of the linkages of food and beverage to the lodging industry. Efforts are underway with industry to develop the parameters for this type of POS system and secure funding.

2.   *Are the general education requirements effective in terms of the stated objectives? How effective are the rationale and requirements for general education communicated to students?*

The State Regents for Higher education have mandated that students complete two specific courses in English Composition, a specific American Government course, and one of three specific American History courses. While the total number of credit hours in each of the General Education categories is specified, the faculty and the student determine the actual courses taken for each area (a few categories have one course set). The current general education requirements are effective in providing students with a comprehensive educational experience in their course of study. The students have raised concern for several years regarding the necessity of the College requirements. For many years, the College Accreditation mandated these courses. Since the College has chosen to seek re-accreditation the CHES faculty is reviewing the structure and need for College requirements. Communication of the need for general Education courses occurs primarily in the introductory courses. If an entering freshman declares HRAD as a major advisors in CHES work with these students to plan their first year of study. These students transfer to an advisor in HRAD at the end of the first semester and reinforce the explanation of the need for General Education. Transfer students generally have completed a majority of the required General Education courses before entering HRAD.

3.   *Evaluate the various studies undertaken to assess the effectiveness of the educational program, including comparisons of student achievement, records of recent graduates in the profession, percentage of graduates continuing their education, etc. Are the data reliable and extensive enough to be used effectively?*

The various studies focused at assessing the effectiveness of our educational programs are adequate. New approaches are now being put in place to supplement existing data.

The Office of Institutional Research, Oklahoma State University provides data to CHES relative to student profiles and annual changes in enrollment and graduation percentages. The information is generic and provides overall mean averages relative to teaching loads of faculty, faculty head count, support and administrative staff, administrators, student enrollment data, undergraduate and graduate student composition, and college student enrollment and graduation statistics. The data from Institutional Research is widely disseminated and used throughout the University system. The data is reliable and accurate in providing profile information related to the department and student enrollment.

The HRAD and CHES Assessment Committees have developed and are implementing a comprehensive program for assessing current students, graduates, long-term alumni, and industry professionals. A great deal of effort has gone into this program to achieve consistency in assessment instruments. Therefore, the data received should be reliable and accurate. See the section on assessment.

4.   *How effective are the program's own mechanisms to ensure quality overall courses offered in its name?*

The individual faculty member has the technical expertise and is accountable for quality of instruction. The faculty member has the creative competencies to incorporate issues into the curriculum that will affect the life-long learning process. The overall performance of students must be monitored to determine if the learning objective has been mastered. The HRAD Director has the right to review course content and provide input to respective faculty members relative to improvement. The students are able to evaluate the teaching performance of faculty through the University Student Survey of Instruction Evaluation Form each semester. The HRAD Director reviews University Student Survey of Instruction Evaluation results and discusses methods of improvement with faculty on a regular basis. In addition, copies of the Survey of instruction results are included in each faculty member's annual appraisal and RTP documents.

An open door policy encouraged by the Director and faculty relative to positive and negative comments from students regarding instruction and laboratory experiences. The constructive comments assist in improving upon those areas of instruction that do not meet expectations. The students are given the opportunity to communicate their input to the Dean, Provost, and the President of the University. The survey of instruction is utilized semi-annually for each of the courses taught in HRAD to determine the level of effective instruction.

5.   *In appraising the program in terms of the Standard on Curriculum, what strengths and weaknesses have been identified. What steps are being taken to remedy the weakness?*

5.1   *Strengths:*

A. HRAD has a reputation for being strong in food service operations, business, and administration. The strong reputation is premised on industry expertise of faculty teaching foodservice, food and beverage cost control, hospitality marketing and management courses. Becoming proficient in the foodservice industry enhances managerial competencies of those entering the lodging industry. This emphasis is becoming more balanced as faculties with lodging, travel and tourism, and accounting and finance experience have joined HRAD.

B. Effort to incorporate ethics and professionalism in hotel and restaurant courses further facilitates and fosters the development of these values in students.

C. Each faculty member has professional experience. Also, they have dedication, and exhibit a caring attitude toward student learning that translates into improved learning experiences for students.

D. The HRAD learning laboratories offer the students opportunities to experience multi-unit operations, quantity food production, basic food preparation, formal dining room, quick service, a hotel, and a front office simulation lab.

E. There is student interaction with The Atherton Hotel at OSU through classes and employment opportunities. Very few HRA programs in the United States have a hotel integrated the school's academic program.

F. The students are given opportunities to work with industry leaders and members of the Oklahoma Restaurant Association, Oklahoma Hotel and Lodging Association, and other professional associations.

G. The students are given opportunities to work on special projects and on campus operational and managerial experiences.

H. The interdisciplinary approach to curriculum development is encouraged with other departments providing supporting courses for the students. The professional electives allow students to gain a cross-disciplinary education.

I. The curriculum core provides a balanced overview of the hospitality industry. Students receive instruction and practical experience in a variety of courses that will prepare them for professional success in the future.

J. The curriculum as a whole is strength. The faculty developed it from the ground up so they believe in it.

K Participation in the National Restaurant Association's Hospitality Business Alliance, beginning summer 2001 and continuing in the future.

5.2 Weaknesses:

A. The faculty spent a great deal of time developing courses for the revised curriculum that did not overlap, but that built on each other. Care will have to be taken in the future that faculty are following the outline of learning objectives for each class and not creating redundancy. This can be accomplished through a variety of means such as retreats, content analysis of syllabi, and regular discussion.
B. The program should consider developing additional articulation agreements between junior colleges in work with the university to be sure that OSU can accept transfer credits.

C. There is a need to develop additional academic focus on technology skills and conference and meeting planning. It is projected at this time that if a new faculty member is approved for HRAD that these two areas would be an appropriate academic and research concentration for this person.

D. Changes to the curriculum have all ready been identified and some have been submitted to the university for approval. The faculty needs to be alert to the fact that the curriculum needs to be responsive to the needs of industry and not assume that it is acceptable for another ten years.

E. Some courses that were proposed for the revised curriculum may not be able to be taught because of a lack of faculty FTE or other reasons. It is important to identify these situations early and develop solutions to these issues.

F.   The University process for adding, modifying, or deleting courses has an extended period that can cause delay in timely implementation of curriculum changes. This process does not necessarily keep pace with the speed of change in the hospitality industry.

6.   What needs for curricula change have been identified? What priorities have been established for these over the next two or three years?

Since the School recently implemented a revised curriculum, the need for overall long-term change is minimal at this time. However, this does not mean that change is not projected. New courses may need to be added to the curriculum that were not anticipated. Examples of new courses added subsequent to the curriculum revision include HRAD 4443 Advanced Hospitality Management Internship, HRAD 4663 Culinary Techniques and Catering, HRAD 4561 Seminar in Hospitality Management, HRAD 1771 & 3771 Colloquium sequence courses, and HRAD 4321 & 4421 Special Events Planning sequence courses. In addition, the majority of courses that end in zero (indicating variable credit hours) have been re-numbered to eliminate the variable credit hours. As mentioned earlier careful consideration will need to be given by the faculty to whether we should teach certain courses in our School, or have the students take them from another department. The faculty discusses the curriculum on a regular basis and in depth at retreats and strategic planning sessions.

FACULTY AND INSTRUCTIONAL STAFF

Standard

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

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

3.   Professional, clerical, and paraprofessional staff are available and adequate to assist instructional faculty in material preparation, supervision, tutoring, and other general tasks.

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

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

6.   Mechanisms are in place and regularly utilized for evaluating teaching effectiveness and effectiveness in career and academic advisement.

7.   There is an appropriate balance between full-time and part-time faculty/staff to enable the program's objectives to be realized.

8.   There is evidence that the professional development of the faculty/staff is encouraged, supported, and evaluated.

9.   Members of the faculty/staff demonstrate continuous professional growth, productivity, and enhancements of experience in their areas of expertise.

Description

1.   What does the program consider the duties and responsibilities of the individual faculty member? Where are these described?

Full-time faculty:

The faculty represents all ranks and levels of professional experiences. Many have had extensive industry experience in hotel, tourism, and food service. They have a wealth of personal knowledge, which adds to their level of teaching effectiveness. Many of the faculty members hold industry endorsed certifications and professional certifications. The faculty work hard in conveying and transferring this level of expertise along with theoretical concepts to the students. The full-time faculty holds advance degrees (Ed.D. and Ph.D.) in their areas of expertise, namely, hotel administration, tourism management, hospitality finance, and food service administration.

The duties and responsibilities of full-time tenure track faculty are described in various sections of the OSU Policy and Procedure Manual (available upon request), the OSU Faculty Handbook (Exhibit E1), the CHES Description of Professorial Ranks

(Appendix E1), the Annual Appraisal Documents (Appendix E2), the HRAD RTP guidelines (Appendix E3), and the position announcement for which they were hired. The faculty is currently revising the HRAD RPT guidelines.

Non-tenure track teachers follow the same professional guidelines for instruction and advisement, and service as tenure track faculty with the exception of the requirements specific to tenure and promotion.

Adjunct Faculty:
The HRAD adjunct faculty are professionals in the hospitality industry. These professionals have extensive work experience and bridge the gap between an academic environment and a hands-on industry environment. Adjunct faculty is responsible for instructing courses in convention and meeting planning, international beverage education, cost controls, and hospitality law. The Director of HRAD explains the duties and responsibilities of adjunct faculty to them.

2. How does the faculty (full-time and part-time) participate in the formulation of academic policies and practices? In curricular development and evaluation?

Faculty provides input into academic policies and practices through participation in retreats, faculty meetings, and College Committees. The HRAD advisory board meets several times a year and faculty participates in theses meetings. The Board is asked to provide input on courses, organization, and other areas important to the School. The Director and faculty take this information and integrate it into classes and School operations where they can. In addition, the Director discusses academic and policy issues with the faculty on a regular basis. Input is taken back the Dean when appropriate.

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

The University has policy and procedure letters related to appointment, promotion, salary, reappointment, tenure, and promotion. The Director and the Dean, CHES jointly decide on the rank and salary of the new faculty members. There are merit pay increases and salary increases based on the individual's level of performance when funding is available from the University. See Appendixes E1, E2, E3, and Exhibit E1 for additional information.

Each faculty member is responsible for courses of instruction relative to their level of specialization. The course teaching hours ranges between six (6) credits to ten (10) credits, approximately two to three courses per semester. The University considers 12 credit hours as a full time teaching assignment. Faculty is expected to establish a focused research program, apply for and receive extramural funding, and contribute to the body of knowledge through publications and other scholarly efforts. Each faculty members is expected to advise students, approximately 30 to 40 each, be knowledgeable about the SIS computer system, encourage, mentor, and help with problem resolution.

The entire faculty is responsible for curriculum improvement, and screening, selection, and mentoring of new faculty members and graduate students. The Director is responsible for making the final decision to hire new faculty members and providing the environment for faculty development. Faculty is required to serve on College and University committees for outreach and service. All faculty have the responsibility to adhere to performance standards for reappointment, tenure, and promotion. Each faculty is responsible to maintain professional linkages with their respective specialized area. Interdisciplinary relationship with other peers and graduate students enhance collaboration and development of critical mass for instruction and research.

4. ***Describe the mechanisms in place for evaluating teaching effectiveness. What criteria are used? How often does such evaluation occur?***

On a semester basis, students are asked to evaluate the effectiveness of classroom instruction for their respective courses. Oklahoma State University has a standardized student survey of instruction form. The survey asks the student to rate the instructor's teaching effectiveness and the activities related to the course. There is a section for student's comments relative to instructor, instruction, teaching assistants, etc. The scores are analyzed and means are determined for each category. See the Curriculum section for additional details.

The faculty members mean scores for instruction and course evaluations are compared with the overall HRAD instruction averages. Each faculty member is given the original student evaluations to study following the submission of grades. Through analysis of written open comments, the faculty can make instructional and teaching technique changes to provide an effective delivery approach. Student's comments are invaluable with adapting the individual faculty's teaching style to the student's learning styles.

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

Students tend to seek the advice of faculty that is perceived as being good academic advisors. There is no formal evaluation process for academic advising. Recruiters and major employers also tend to seek faculty they perceive as effective advisors.

All HRAD faculty are closely involved with the changes in the curriculum, course offerings, departmental policies affecting student conduct, departmental changes in managing financial and physical resources, and seeks the advice of the Director relative to departmental matters. The faculty is given an opportunity to interact with the HRAD Advisory Board members during semi-annual meetings and during faculty retreats to conduct strategic planning sessions.

6.   What are the mechanisms for communication between part-time faculty and the academic department?

Part-time faculty has the same opportunity for communication as full-time faculty. They are invited to all school and college faculty meetings, receive all formal memos, observe bulletin boards, and use informal coffee break meetings to communicate. The Director and Associate Director attempt to communicate with part-time faculty on a regular basis. Part-time faculty generally teaches at the end of the day or in the evening. This allows them to minimal interruption in their professional day and career while still being able to offer students their expertise.

7.   Describe the availability and adequacy of professional, clerical, and para-professional staff to assist instructional faculty in materials preparation, supervision, tutoring, and other general tasks.

HRAD currently has a full-time secretarial position that works with the Director. There is a full-time secretary for the general office and a work-study student that assists with financial matters. There is a financial coordinator that is responsible for all monetary transactions from the quick service restaurant, Taylor's Dining Room, catering events, and the Distinguished Chef event. Moreover, food purchases and transfers and other transactions are handled through this financial administrator. HRAD has excellent administrative support for instruction, research, and outreach. The administrative staff has been most effective in meeting the needs of students, the general public and industry professionals in answering their inquiries and providing relevant information. Tutoring is provided through the University for non-HRAD courses and by HRAD faculty as needed for courses within the major.

8.   Describe the program's efforts to encourage, support, and evaluate professional development of the faculty.

CHES funds a "New Faculty Scholars" development program. This program generally provides new faculty appointed to tenure track positions with the following:

1.   Graduate research assistant.
2.   Funds for supporting their research interests ($1,000.00)
3.   Structured instructional program on initiating and maintaining a productive research stream.
4.   Twenty-five percent release time for research.

The program is a pre-tenure commitment from the College. An annual review of individual results is conducted and continued funding is provided based on meeting stated objectives.

There are professional development funds available to each faculty member who has had their research accepted for formal presentation. The Director consistently encourages faculty to network with other professionals and expand their level of expertise. Faculty members consistently encourage one another to attend professional meetings and remain current with the developments in their respective disciplines.

Collaboration of faculty on presentations with graduate students is encouraged. The professional experience gained through the attendance of these professional meetings is brought back into the classroom and used in discussions and applications. The sharing of professional development opportunities encourages close working relationships, trust, and respect for faculty and students alike.

There has been a significant improvement in balancing the mix between faculty in tourism, hotel, and food service administration. The blending of professional experiences with classroom learning experiences enhances the faculty's learning process and self-efficacy. All faculty members are encouraged to provide time for sharing of ideas, research endeavors, and techniques in classroom instruction. We see mentoring relationships occurring among all levels of the faculty ranks.

9. ***Provide evidence of the faculty's continuous professional growth, productivity, and efforts to maintain currency with areas of expertise.***

The faculty is active in academic as well as hospitality industry professional organizations. Faculty participate in the Governor's Tourism Conference, Stillwater Convention and Visitors Bureau, the HRAD Advisory Board, the Hospitality Business Alliance, the National Association of College & University Food Service, Oklahoma Restaurant Lodging and Tourism Associations, the American Hotel and Lodging Association, CHRIE, the Graduate Education and Graduate Student Research Conference in Hospitality and Tourism and others. Selected faculty and students regularly attend the annual New York Hotel and Restaurant Show and the National Restaurant Association Show. Faculty has also completed externships at Red Lobster and Marriott.

Professional development of faculty is encouraged. CHES supports and encourages faculty to attend writing & grantsmanship seminars. The School supports faculty travel and professional development with money from the development foundation, the chef events, and other special industry contributions. Faculty are encouraged to do research and publications in their area of interest that meets the mission of the College and School. In addition, faculty are working with graduate students on a regular and increasing basis. These activities include enhancement of research skills, writing development, proposal submission, instructional development, and other scholarly areas.

The faculty resumes indicate professional productivity. There has been an increased emphasis on publications in the past two years and the papers, presentations, and proposed grants will reflect this emphasis. A summary of faculty productivity is included in Appendix E4.

Appraisal and Plan of Action

1.   How does the program ensure that part-time faculty meet the same criteria for appointment and retention as their full-time counterpart?

Part-time faculty is evaluated by their students using a university standard evaluation form. In addition, the Director holds student roundtables where input on instructional performance of both full and part-time faculty is discussed. Part-time faculty is usually used to fill, on a short term basis, specific teaching assignments. They are hired on the basis of professional experience and academic background. If instructional ability is below what is expected the Director would not ask them to return.

2.   How adequate are the provisions made for faculty (full-time and part-time) in curricular development and in formulating academic policies?

The entire faculty meets regularly to discuss and evaluate problems needing faculty input and suggestions. Each faculty member has an equal voice in these discussions. Full-time faculty, in addition to their teaching assignments, is allocated time for student advising as well as CHES and HRAD academic committee assignments. Part-time faculty normally does not have academic committee assignments. The Director has an open door policy and encourages discussion and participation in the development and formulation of academic policies.

3.   Assess how well the criteria for evaluating effectiveness in teaching and effectiveness in career and academic advisement are known and accepted by the faculty and evaluators.

The University policy on course evaluation is clearly articulated to the faculty in a letter from the Executive Vice-President and Provost each year. In addition, the annual faculty appraisal includes information regarding teaching evaluations. Advice on career planning and academic advising is the responsibility of each individual faculty member. The college surveys students and alumni indicating their satisfaction of student advising. This is a generic survey and does not identify individual faculty members.

4.   Evaluate the provisions made for professional staff development.

Staff professional development is encouraged. Information regarding seminars and training sessions is disseminated and the School usually will cover the cost of these programs. Travel to meetings and conferences are available in some cases. Professional staff has participated in the NRA show in Chicago as well as the AHLA meeting in New York. Professional staff is also asked to make presentations to the different groups within the hospitality industry.

*5.	What evidence exists to show that teaching assignments are equitably and reasonably determined?*

The Director makes classroom-teaching assignments based on the strengths and expertise of available faculty. The Director visits with faculty members as assignments are made and teaching loads are assigned with the overall HRAD mission in mind. Attempts are made to balance instruction assignments with the over all work load for each faculty member. Teaching assignments can be reviewed in Appendix E5.

*6.	Provide evidence that the program's faculty are provided equitable and reasonable research support.*

Research allocations of individual faculty members are shown on their work load sheets and their faculty profile sheets. The Dean of CHES has allocated research time and support for new faculty over the past several years. The new faculty scholars program allocates a .25 FTE release time and a graduate assistant for research, as well as a mentoring process. See section eight above.

*7.	Evaluate the effectiveness of promotion policies and procedures, salaries, and benefits, in hiring and retaining qualified faculty members.*

Tenure and Promotional policies and procedures are stated in the Faculty handbook as well as the OSU Policy and Procedures Manual. All faculty and staff benefits are based on title and length of service. These are adapted by the State Board of Regents for A & M Colleges. Salaries for hiring of faculty are negotiated by the individual faculty member, the HRAD Director, and the CHES Dean. There is significant latitude of salary based on current market price for faculty and the immediate need of the School and College. Faculty retention is based more on faculty loyalty, scholarship, and good peer relationships and the desire to meet student needs rather than on significant annual pay raises.

*8.	Assess the amount of scholarly productivity in the program area.*

Faculty productivity is listed annually on each individual faculty member's performance evaluation. New faculty participates in the College faculty Scholars program and has an experienced successful researcher to serve as a mentor for developmental purposes. In addition, the University has announced a goal to improve the overall research productivity and to achieve Carnegie One status. An additional emphasis on research and scholarly productivity is developing in the College and School because of this goal. See Appendix E4 for examples of scholarly accomplishments of the faculty.

9. Is there effective communications among the faculty and between the faculty and administration?

The HRAD Director holds regular staff meetings. The CHES Dean holds weekly meetings with the College administrative staff and department heads and has CHES faculty retreats before the start of each semester. There are special meetings called during the semester to address issues of major concern to the faculty.   The Dean also benefits from regular input provided by the college-wide Faculty Advisory Council and Faculty Affairs Committee. In addition, the Dean meets at least once a month with the HRAD Director to discuss issues specific to the program. A monthly CHES faculty meeting is also held on the third Tuesday of each month during the academic year.

There is the opportunity to correspond with the Director through interoffice memorandums and/or personal conferences and individual meetings on a formal and informal basis as needed. Our office complex offers many opportunities to visit in the hall or over a cup of coffee to discuss items of current interest that need to be decided but do not need a formal meeting to bring resolve. Our discussion process is usually a result of group consensus.

10. In appraising the program with respect to the Standard on Faculty, what problems have been identified? What proposals for improvement have been developed, implemented and/or planned? Are there significant emphases to be expected in future recruitment?

It is always difficult to evaluate faculty teaching and advising. Students rate faculty based on interest in a specific course; strict standards of the course; is the course a required course; on what academic level is the course presented; and time of day the course is offered.

Increases in the higher education budgets in Oklahoma have not kept pace with the rest of the Big XII nor the nation. Therefore funding is not available for enhancement of current faculty positions, or more importantly new faculty positions. The School is challenged to grow enrollments, but increased enrollments can put a strain on faculty resources. Currently the faculty attitude on this is still positive and it is anticipated that the high quality of work our faculty has produced in the past will continue.

STUDENT SERVICES AND ACTIVITIES

Standard

1.   Accurate and clearly stated information about admission, progression, retention, dismissal and graduation requirements is available in written form. These requirements meet or exceed the minimum standards of the parent institution.
2.   Transfer credit is granted for courses taken at another institution only when the course work and the level of the transfer applicant's achievement permit the student to complete satisfactorily the remaining upper division professional course work.
3.   Opportunities for appropriate guidance and counseling are available to all Students.
4.   The program and facilities are organized In such a way that students obtain an exposure to, familiarization with and appreciation of the dynamics and the values and norms of the industry environment.
5.   Effective procedures exist to assure the reasonable progress of students toward meeting stated graduation requirements.
6.   Students have a reasonable involvement. In the planning and evaluation of the program.

Description

1.   Describe efforts made to orient the students on the nature of the program, its relation to the program's admission, progression, retention, dismissal, and graduation requirements, its relation to the profession and to school objectives, and the study habits essential for achieving the program's goals.

Initial inquiries to the School of Hotel and Restaurant Administration (HRAD) are responded to with a letter from the HRAD Director and an application packet. The application packet contains an Application for Admissions as well as an outline of admission requirements and procedures, information on residential life, the honors program, scholarships, and financial aid. A 1-800 telephone number as well as an out of state telephone number is supplied to assist with any questions. This information is accompanied by a Bachelor of Science Degree Plan which outlines the options available to HRAD students as well as courses required for 124 hours of study. A recommended four-year plan of study outlining retention and graduation requirements, as well as a listing of course descriptions and their prerequisites are included with this letter. Three individual brochures describing the hospitality industry and its relationship to the School are also included in this initial mailing. A CHES scholarship form is mailed at this time. (Exhibit F12)

An OSU Catalog is available for students to purchase at the Student Union Bookstore. Information about admission, progression, retention, dismissal, and graduation requirements is clearly stated in the University Catalog on page 11. (Exhibit F1) In addition, the students are provided with printed information from the School regarding the requirements for receiving a bachelors of science in Hotel and Restaurant

Administration. (Appendix 1) Materials are also available upon entrance to the office in the School that outlines requirements for receiving the Bachelor of Science degree.

During the summer months, all students are offered an orientation to the University and special enrollment for new transfer students is offered in the spring. This activity includes information about career counseling, academic advising, and course selection, as well as an introduction to the campus. Students meet with academic advisors for assistance in planning of academic programs. ALPHA (the fall orientation program) is coordinated through the Office of Student Affairs. ALPHA provides opportunities for students to begin the process of adjusting the University environment prior to the arrival of continuing students. (Appendix F2) In addition, the College of Human Environmental Sciences provides each new entering student the services of a specialized student recruiter who can help the student with the admission process (Kristi Thrift, Room 114 HES).

All students who enter the University as freshmen or transfer students are required to enroll in HES 1111 (Appendix F2) or HES 3111 (Appendix F3), respectively where they are oriented to information about the program's progression, retention, dismissal, and graduation requirements as well as university life in general.

Admission

A freshman into the program must have graduated from an accredited high school or have earned a GED, have achieved a grade point average of 3.00 or higher on a 4.00 scale and rank scholastically among the top one-third of their graduating class or have attained an ACT score of 22 or higher or an SAT score of 1030 or higher. In addition, they must have completed 4 years of English, 3 years of Mathematics, 2 years of History, 2 years of Laboratory Science, 1 year of Citizenship and 3 years of Other (that includes any of the above foreign language or computer science). (Appendix F3) These requirements meet the standards of the parent institution.

Progression, Retention, Dismissal

For continued enrollment in an undergraduate program, a student must have earned a retention grade point average of 1.70 for 1-30 hours attempted and 2.00 for 31 or more hours attempted. Any student not maintaining a retention GPA will be placed on probation for one semester.   Students and their academic advisors are made aware of this situation so that effective counseling and assistance can be provided. A student on probation will be suspended when he or she earns a semester GPA of less than a 2.00 on a minimum of 12 hours of regularly graded course work. (Appendix F4)

After admission to the University, in the fall, orientation to OSU, and the HRAD program begins with a four-day session for new students and their parents (Alpha Week). New students are also matched with a Student Academic Mentor (SAM) at this time. This student mentor serves as their "buddy" throughout the fall semester, and assists in

the freshmen orientation classes. Approximately 98% of incoming freshmen go through this orientation process.

Graduation Requirements

The responsibility for satisfying all requirements for a degree rests with the student. Advisors are assigned to each student to help in this responsibility. A minimum of 18 hours of the upper division courses in Hotel and Restaurant Administration must be earned in residence and the student must be enrolled for at least 2 semesters. One hundred and twenty four hours are required for graduation. A degree sheet is provided for each student throughout the advising process. In addition, when a student has reached 90 hours a graduation check is done by the College of Human Environmental Sciences Undergraduate Dean. Beginning 2000, each student must also show documentation to his or her advisor that 400 hours of industry work experience has been fulfilled.

2.   *Describe the program's transfer policies and practices.*

The School of Hotel and Restaurant Administration's policy on transfer admissions allows students with less than seven credit hours to satisfy criteria for incoming freshmen. Those students with more than seven credit hours must have 1.70 cumulative grade point average (GPA) for 7-45 semester hours (on a 4.00 grade point scale), and a 2.00 GPA for 46 hours or more. A student must file a transcript of all work attempted. Students seeking admission from colleges or universities accredited by the North Central Association, the Middle States Association of Colleges and Schools, the New England Association of Colleges and Schools, the Northwestern Association of Colleges and Schools, the Southern Association of Colleges and Schools, and the Western Association of Colleges and Schools will be given full recognition of their credits earned providing they are in good standing at the institution from which they are transferring and they have a cumulative 2.00 GPA (on a 4.00 scale) for all work attempted. Students seeking admission from colleges or universities not accredited may be given credit if their credit is appropriate to the student's degree plan. A transfer equivalency was established between OSU Okmulgee and OSU HRAD as well as several other Colleges. (Appendix F4)

Transfer credits from accredited senior colleges apply toward the B.S degree in the same way they would apply had they been earned in residence at OSU. Students may not use transfer credits to satisfy more than one-half of the major course requirements. Transfer credits are accepted by Oklahoma State University from a junior college to meet lower-division requirements only. A minimum of 60 credit hours must be earned at a senior college. The University registrar, the Assistant Dean for Undergraduate Studies, and the Director of the School of Hotel and Restaurant Administration evaluate transfer credit.

Generally, after the University admits a student, they meet with the Director of the School of Hotel and Restaurant Administration to evaluate their transfer status. At that point, they are assigned an advisor in the School and the necessary paperwork is initiated for course acceptance.

A transfer student is one who has earned a minimum of 7 hours or more of college-level credit course work after graduation from high school. Students who have earned between 7 and 23 hours of college level credit must satisfy both freshman admission requirements. Students who have earned 24 or more hours of college credit must meet high school curricular requirements and have a 1.70 GPA for 0-30 semester hours and 2.0 for 31 or more semester hours.

Students may receive 3-6 credit hours for approved internship programs within the hotel and restaurant industry. In addition, should the student have extensive knowledge in an area, a student has the opportunity to "challenge" a course. A committee of faculty in the School does this through application to the Director.

3.   *Describe the program's policies and procedures governing the number of hours a student can receive credit for activities outside the classroom.*

Any student whose "travel, employment, extensive readings or educational experience appear to have given the student proficiency in a subject that is offered in HRAD, equivalent to the proficiency ordinarily expected of those students who take the subject in a regular course setting may apply for an examination on the subject." These students are evaluated by HRAD on an individual basis relative to their background. One to six hours (maximum 6) of degree credit consists of supervised internship in an approved work situation related to career possibilities in the hospitality industry (HRAD 3440). (Appendix F13)

4.   *Describe the program's efforts to provide opportunities for guidance and counseling, and specifically for career and academic advisement.*

HRAD begins providing academic guidance and counseling generally at the end of a student's first semester at OSU. During their first semester they are considered undecided majors (Code 5998) and receive academic advising through CHES Undergraduate Programs. In addition to advising through Undergraduate Programs, students are required to take HES 1111, which assists in orientation to Oklahoma State University. This course discusses the mission of CHES as well as the College objectives. It also assigns students academic mentors, offers career counseling, shows tutoring resources available, aids in goal setting and academic planning, and assists with library and study skills. Upon entry into CHES, HRAD students are enrolled in HRAD 1103 which is a survey of career opportunities in hotel and restaurant administration. (Exhibit F2)

At the end of their first semester students are transferred from Code 5998, CHES, undeclared, to 5161 HRAD. Students are then assigned an academic advisor in HRAD. This advisor remains with the student until graduation. "The role of the academic advisor is to assist in educational planning, including clarification of career and educational goals, curriculum planning, and short term course selection for the purpose of scholarship identification. The advisor also assists the student in awareness of appropriate referrals with regard to campus support services." (Source: OSU Catalog). Students are

encouraged to work with their advisor in selecting courses to be taken prior to each semester.

As indicated, all students may attend a summer orientation where they receive individual attention with class scheduling (Appendix F2). Students develop a close relationship with one faculty advisor in Hotel and Restaurant Administration. In addition, the University and the College has a Career Services office for Career Advising. Michelle Overstreet (Room 114) provides assistance in all areas of career development for students. She assists in career fairs, resume counseling, career searches, and interviewing techniques for students. This is an area of strength in the College of Human Environmental Sciences. In addition, the University provides personal counseling services for students (Appendix F5).

5. ***Describe the efforts of the program to enable the student to develop an understanding and appreciation of the dynamics, values, and norms of the hospitality industry environment.***

Freshmen students are enrolled in HRAD 1103, (International Dimension) Survey of Hotels, Restaurants and Tourism. (Exhibit F6) This course outlines opportunities and gives students an overview of HRAD career opportunities. Students are also offered a capstone course their last semester which pulls together all their courses taken in HRAD and deals with current issues/problems facing the industry and soon to be facing the student. (Exhibit F7) The School of Hotel and Restaurant Administration enables students to understand and appreciate the dynamics, values, and norms of the industry through activities such as:

♦ Society of Hotel and Restaurant Administration - This is a student organization that represents all students enrolled in HRAD.
♦ High Society Catering - This is a student managed organization that contracts catering events. Students learn budgeting and operational skills relative to the catering industry.
♦ Club Managers Association of America Student Chapter - This is an organization of students interested in careers within the club and resort industry. Club Managers Association of America sponsors student activities and interacts with students to provide a good understanding of the industry.
♦ The Westside Cafe - This is a multi-unit fast food establishment located within the School. Persons from throughout the university frequent these facilities as customers. Students are employed in these facilities and are taught fast food operational procedures.
♦ HRAD Advisory Board - This is a board of industry executives that advise and work closely with the School regarding such issues as curriculum and assessment.
♦ Guest Lecturers - HRAD classes frequently invite guest lecturers from industry allowing for close student interaction.
♦ Chef Series - Recognized Chefs from industry visits the School twice a semester and work closely with students for one full week in meal preparation and service
♦ Field Trips - Students attend the annual Chicago National Restaurant Association (NRA) Show, as well as the annual New York American Hotel and Motel Association (AH&MA) show, Oklahoma Restaurant Administration (ORA) Legislative Days, ORA Food Show, and Oklahoma Dietetic Association (ODA) conferences as well as Tulsa Fest. Students visit resorts, hotels, restaurants, and various club settings on a regular basis.

♦ Hospitality Days - This is an annual conference hosted by students. Industry professionals participate and attend numerous hospitality-related events and activities.
♦ ORA-OSU School of Hotel and Restaurant Administration is an active partner with ORA. Students are frequent guests of ORA informational sessions and activities. Society is currently looking at a "helping hands" project whereby students would offer their services to the ORA as needed.

Students develop a close relationship with one faculty advisor in the School of Hotel and Restaurant Administration for academic advising. In addition, the University and the College has a Career Services office for Career Advising. Michelle Overstreet (Career Services, HES Room 114) has a very strong relationship with The School of Hotel and Restaurant Administration. She assists in School career fairs, resume counseling, career searches, and interviewing techniques for students. This is a very strong entity within the College of Human Environmental Sciences. The University also has Personal Counseling available to students to assist in fully realizing their potential through stress counseling, anxiety counseling, depression counseling, eating disorder counseling, substance abuse counseling and relationship counseling.

Each student is required to complete 400 hours of industry experience and a 320-hour internship within the industry. In addition, within the coursework, each student is required to take two classes that are taught by industry professionals (HRAD 2770 and HRAD 4770). (Exhibit F4) (Exhibit F5)

The introduction to hospitality management course (HRAD 1103) (Exhibit F6) has many industry visits and visitors representing the various segments of the industry.

The integrated capstone course (HRAD 4523) (Exhibit F7) takes real development projects and conducts feasibility and business plan studies.

Several classes have state-of-the art laboratories that allow the students to apply theoretical knowledge in a real context (HRAD 1114, HRAD 2125, HRAD 3363, and HRAD 4365). (Exhibits F8; F9; F10)

Each fall students and faculty attend the American Hotel and Lodging Show, and each spring students attend the National Restaurant Show, and the Club Managers Association World Conference. Approximately 20 students attend each of these events. Students are also active in the State Chapter of the Oklahoma Restaurant Association and Oklahoma Hotel and Lodging Association frequently assisting at events and participating in seminars and educational sessions. Each fall Tulsafest (Appendix 6) is attended in Tulsa, Oklahoma and each spring. The Legislative reception (Appendix 7) is attended in Oklahoma City.

Oklahoma State University always sends two student delegates to the NRA Salute to Excellence and is very active in both the hotel and restaurant associations at all levels. This year OSU hosted the Hospitality Business Alliance on campus. (Appendix 8)

The facilities in the School of Hotel and Restaurant Administration have been furnished by the hospitality industry. The School has acquired The Atherton Hotel at OSU and renovations are being funded by industry support. All the equipment and facilities in the labs have been provided by the industry. The School has a fine dining and a quick service restaurant that was furnished by the industry so those students could have a "real-life" experience.

Twice a semester renowned chefs are invited to the School and the students work with the chefs and other industry professionals to develop and serve a several course meal, which is offered to the public. Proceeds of these events fund further industry contact opportunities for the students.

Industry officials also mentor students on a 1-1 basis through the College of Human Environmental Sciences Mentor program. In addition, the School of Hotel and Restaurant Administration has a strong advisory board that meets twice a year (Appendix 9).

Students at Oklahoma State University are provided with extensive opportunities to understand and embrace the hospitality industry.

6. *Describe the opportunities afforded students for participation in academic planning and evaluation of the program*

Student involvement in academic planning and assessment has three components:

1. The first component involves four levels of attitude questionnaires administered to students throughout their undergraduate studies. These attitude questionnaires have been designed and implemented through the OSU Assessment Center (Appendix 11). These questionnaires will be used to assist in academic planning. The four levels include:

    A) The College Student Inventory which is administered to entering freshmen to evaluate their perceptions and expectations. Mid year, students are given the CSEQ (College Student Experience Questionnaire) to assess specific behaviors relative to student services.

    B) The Midlevel Standardized test which is administered to students when they are approximately 6-8 hours into their junior year. This test assesses academic ability, as well as attitude toward fulfillment of their academic expectations.

    C) Each department within the university administers an outcomes assessment to its graduating seniors. It is at this point that HRAD specifically measures satisfaction of HRAD students.

    D) The OSU Student Satisfaction Survey is mailed to alumni each academic year. This survey assesses student satisfaction with academic preparation while at the university.

    The School of Hotel and Restaurant Administration has also mailed a questionnaire to alumni of the HRAD program for curriculum evaluation.

2.   The second component of student involvement in academic planning and evaluation involves the OSU Student Satisfaction Committee. One undergraduate student from the OSU student body at large serves as a voting representative on this committee for assessment. This student, along with the two other students, is a member of the subcommittee for student satisfaction.

3.   The third component of student involvement in academic planning and assessment involves class evaluations. Each semester a faculty evaluation is administered to every student in each class within HRAD. This faculty evaluation permits immediate comments as to relevancy and quality of courses being taught. Evaluations are mandatory for the fall semester and voluntary for the spring semester. The HRAD director encourages frequent administration of this evaluation tool.

Students have an opportunity to verbalize their concerns and suggestions for curriculum improvement through direct contact with the Director of the School. Each semester, the Director meets with student leaders to discuss issues and concerns with them.

Graduating seniors are encouraged to complete an exit interview that is administered by the College Assessment Committee. In addition, the College Assessment Committee conducts surveys with graduates of the program to assess their level of satisfaction (See Appendix E).

7. *Describe the policies and procedures for developing and maintaining satisfactory records for each student in the program.*

Upon entrance into CHES, student files are maintained in the office of CHES Undergraduate programs. At the end of their first semester, a duplicate file is forwarded to HRAD. These files are kept in the HRAD office and are not accessible to anyone other than staff of the HRAD office, on a need-to-know basis, and the individual student.

Students with their advisors complete a B.S. Degree worksheet, which outlines the normal sequence of course requirements. Students are required to meet with their faculty advisors every semester before they are allowed to enroll. In this way, they can be advised relative to proper sequencing.

Students have 38 hours of general education courses, 58 hours of major requirements, and 6 hours of college requirements that are mandated. They may then select 17 hours of professional electives and 4 hours of open electives. (Appendix 1)

After visiting with their faculty advisors, students are released to enroll on-line or in sectioning.

Appraisal and Plan of Action

*1.	Evaluate the mechanisms the program has in place and uses to determine student satisfaction with the program, including analysis and follow-through on dropout and retention rates, graduates and contacts with employers.*

A formal comment process is being developed between the OSU University Academic Assessment Center (UAAP) and HRAD relative to student satisfaction within the Hotel and Restaurant Administration discipline. Dr. Jeff Beck serves as the School representative in this process. OSU assessment is evaluating students at 1) entrance 2) mid-freshman year, 3) junior year, and 4) senior year. This program is currently being implemented university wide. HRAD is systematically analyzing this data and using it for program renewal. Accurate record keeping on drop out and retention rates needs to be formally and systematically reviewed and evaluated by HRAD. A formal tracking system of HRAD graduates was begun in 1992 in the form of an alumni mailing list, which is maintained by University Extension Office in the College. A system for comments from HRAD employers needs to be implemented.

*2.	Does the program believe that the provisions it has made for student evaluation of the program, facilities, etc., have been and are effective in identifying problems, needs, and strengths? Have revisions been proposed to make the program more effective?*

The current provisions for student evaluation of the program and facilities are effective in identifying problems, needs, and strengths.

*3.	How adequate are the counseling services for traditional students and for special groups not only in advising and selection of courses, but in assisting the transition from various educational backgrounds, introducing methods of independent study, and meeting various ranges of personal need?*

Counseling services are provided for all students. "Help is available with the selection of an academic major, when such selections are more complicated or difficult than usual. The University Counseling Services also assist students with problems, concerns, and experiences relating to educational difficulties; i.e. study habits, unusual test taking stress, lack of motivation, or attitudes related to school." (Source: OSU Catalog)   All HRAD faculty has set office hours so students can easily access them. Students are assigned an advisor that stays with them throughout their program.

Personal Counseling Service provides a broad range of developmental, remedial and preventive activities. Disabled Student Services (DSS) "provides support services to physically and learning disabled students. The underlying philosophy of the program is to provide comprehensive support services that will facilitate the academic progress of each individual student." (Source: OSU Catalog)   Minority Programs and Services (MPS) provide comprehensive support service for "Black, Hispanic, Native-American and Vietnamese-American students. Academic development, motivation, and career goals are areas of emphasis for MPS. International Student Services (ISS) "provides assistance to more than 1500 international students. ISS "assists international students to learn about their new surroundings; use the resources of the university and community;

provide programs and services to promote academic and social adaptation; and be advocates for students throughout the University and the community". (Source: OSU Catalog) The Off Campus Student Association serves the needs of students not residing on campus. The University Honors program "is composed of a university wide general honors component and a specialized component at the College level." (Source: OSU Catalog) The office of University Academic Service (UAS) "is responsible for providing academic advisement. UAS assists students in exploring career goals, degree programs and university policies." (Source: OSU Catalog)

University Academic Assessment Program (UAAP) offers teaching, academic advising and counseling. UAAP serves as a central information center which refers students to a variety of academic and non academic support services including but not limited to the Tutorial Referral Services; the Writing Center; the Math Learning Resources Center; the University Computer Center; the Psychological Services Center; the University Placement Center, the Bartlett Center for the Studio Arts, the Gardiner Art Gallery; the Bartlett Independent Living Lab; the Colvin Center; the Edmon Low Library; the M.B. Seretean Center for Performing Arts; the Museum of Higher education in Old Central; the Student Union; the Telecommunications Center; the Wellness Center; and Resident Advisers for students living on campus. Students helping students through the OSU Mentoring system allows for positive interaction. Interdepartmental cooperation is shown in special tutoring emphasis on hospitality finance.

4.   Are services for part-time students, on or off campus equal to those provided for full-time students?

Services for part-time students are equal to those provided for full time students.

5.   How effective have the program's efforts been in enabling the student to become familiar with the dynamics, values, and norms of the hospitality industry environment for which the student is preparing?

Involvement with HRAD Hospitality Days, Distinguished Chef Scholarship Benefit Series, Oklahoma Hotel and Lodging Association, the National Restaurant Association, the Oklahoma Restaurant Association, Club Managers Association of America, School of Hotel and Restaurant Colloquium and professionals involving internships enables students to become familiar with the dynamics, norms, and values of the hospitality industry. Students have the opportunity to attend the National Restaurant Association Show, the New York American Hotel and Motel Show and the National Club Managers Associations of America Conference. CHES has a mentoring program that matches students with industry professionals. Students also do a 320-hour internship as well as 400 hours of industry work experience.

6.   In appraising the program with respect to the standard on Student Services and Activities, what strengths and weaknesses have been identified? What steps are being taken to address problems and areas of concern? What plans are under way for the next few years for enhancement of this part of the total progra**m?

6.1   Strengths:

In appraising the program with respect to the standard on Student Services and Activities, strengths are apparent in the large number of university programs available to students. The quality of life on the Oklahoma State University campus is improving relative to personal safety, new Student Union complex, new administrative offices, new student organization complex in the basement of the Student Union, undergraduate and graduate residence hall, new residence halls for married and single students, Family Resource Center, extensive computer laboratories throughout the campus, superior library facilities, athletic facilities, dining facilities, and quick-service restaurants in the Student Union.

6.2   Weaknesses:

Weaknesses appear to be the need for an orientation for HRAD students similar to the freshman orientation held in the fall.

6.3   Steps taken to address problems:
This would provide reinforcement and clearer communication to students of available services, we currently have an all-school meeting in conjunction with the Speakers Colloquium but this is more of an informational meeting rather than an orientation for new students).

6.4   Two year plan for enhance to total program:

A handbook has been developed; thus, this process is beginning. (Exhibit F14)

PHYSICAL RESOURCES

Standard

1.   The program has access to physical resources, e.g. classroom space, office support, instructional media, facilities, and equipment essential for the achievement of the objectives of the program.
2.   The program has carefully constructed, functioning, and monitored plan for the continued maintenance, replacement, modernization, and support of laboratory equipment and related facilities

Description

1.   Describe the space available for the program – classrooms, laboratories, offices, facilities, etc. Note particularly accessibility and use by individuals with handicaps.

The hospitality teaching center for HRAD was completed and occupied in August 1990. This innovative $3.3 million teaching center covers 22,500 square feet and is comprised of many unique rooms. Many schools teach theory in only a classroom setting. OSU offers them not just one-venue for real life situations, but many different avenues of 'actual' physical learning experience.

The Jim Anderson Research Food Laboratory

This laboratory has 16 student workstations with institutional production equipment and an instructor's demonstration area. These all-stainless-steel work areas are equipped with the combination of gas and electrical cooking equipment to give the students diversity. The classroom is equipped with a dry marker board and an instructor's desk. This laboratory is used for teaching basic foods, experimental cooking, and science of food preparation. It is ideal for extension food classes for the non-traditional students. There are two entrance/exit doors. This lab enables the student to cook at his or her own station instead of simply watching. This lab also enables the students to create recipes, develop knowledge and understanding of equipment, and follow the Professor's recipes and concepts. The lab teaches all recipes from entrees to main dishes to desserts.

Quantity Food Production Kitchen

This state-of-the-art teaching kitchen includes a steam cooking station, broiler-griddle-fryer station, cold pantry station, bakery, pot sink and dish washing section. Multiple dry storage and walk-in refrigerator areas are included in this spacious kitchen. Students operate this kitchen Tuesday through Friday serving Taylor's Dining Room. Students for off-site catering, on-site catering, and the Distinguished Chef Banquets also use the kitchen. The laboratory has a manager's desk and two bulletin boards. There are five entrances to quantity kitchen. One service entrance has swinging doors, one entrance to connecting demonstration classroom, one connecting door to the purveyor's

office, one employee entrance to Westside Cafe, and one set of one-way employee entrance/exit doors to Taylor's dining room.

The quantity kitchen serves in many different capacities. It serves as the back of the House for Taylor's dining. Taylor's opens 11:15 to 1:00 daily. The back of the house lab is in full force from 9:30 to 2:30. It is here that the students learn to work in a restaurant environment combined with the great learning atmosphere.

Quantity serves a full fine dining menu, with many entrees of seafood, meat, poultry, sandwiches a variety of salads, beef and pork dishes. The laboratory also challenges the students to create daily specials offering three different specials on a daily basis.

Another purpose of the Quantity Kitchen is for our Chef Series. The Chef Series is considered our number one venue for not only showcasing our facilities, but to let the students showcase their personal abilities. Twice a semester, a guest chef that is recognized in the globe to work along with the students to produce an elegant meal for 230 people. The front-of-the-house (FOH), which serves the customers, has two managers that the chef can empower. There are also two back-of-the-house (BOH) managers that the chef will work with more intently. Usually the chef comes in two days before the event and starts prep work. The BOH managers are in charge of supplying the chef with the students to assist the chef.

Wednesday afternoon is the main time for the chef to prepare the food for the next evening. Thursday afternoon is when most of the meal is being cooked for the evening. The meal is served at 6:30 p.m. on Thursday. One hour before this, the chef meets with all the FOH students to show them the menu and explain any needs the chef may have or answer any questions. At 6:40 p.m., when the meal is served, the chef to serve all 230 simultaneously in a professional and expedient manner will orchestrate 2-3 production lines of students. It is at this precise moment that the coordination of efforts from the chef, the student managers, and the student helpers all come together and the example of teamwork between all blends into a symphony of service.

Each course is served fast and efficiently. As the first course is placed on the tables, the chef is introduced to the audience. They usually explain the menu and may entertain the patron with a quick story or fact about him or her or menu. At the end of the meal, the chef is reintroduced and thanked along with the student managers. At this time, the chef is again handed the microphone and can add any (quick) additional comments.

When the chef arrives they will be accommodated in our own hotel and enjoy a night of dining with their event managers as well as a dinner with the department head, if they so choose. These events have become a staple of excellence for our school and have been enjoyed for over ten years. They have been sold out for years and the waiting list continues to grow.

The third purpose for Quantity Kitchen is to help the clubs earn revenue to sustain their travel to Chicago, New York, or wherever their clubs national convention takes

place. Club Managers Association of America and High Society Catering will do special events to raise money. As in the Chef Events, the students combined with the instructor can cater up to 175 people per event.

Taylor's Dining Room

Taylor's Dining Room is handicapped accessible, as well as it's two bathrooms. This is one of the finest in the nation, with seating in the main dining room for 135 guests. It also has an attached room that can seat another 50 guests. These rooms are divided by glass and wood doors. These doors can be opened to create a dining facility for parties of up to 185 people. The dining room is done in elegant style with four chandeliers, fine mahogany chairs, a stained glass service/beverage station, and a high ceiling. Lighting is controlled by a panel, which enables you to create any atmosphere you wish! Sconce candle lighting also adds a nice touch around the whole dining area. Dining room service management is taught in this class. It enables the student to manage the restaurant, their peers, and learn to interact with the Back of the House (Quantity Kitchen). The restaurant is open Tuesday through Friday 11:15 to 1:00 p.m. For meetings, an intercom system is available as well as a baby grand piano (electric) for entertainment. There are four entrances to the dining room. At the entrance of the dining room is one set of double doors and there is a set of one-way doors in and out of the kitchen. A fire exit door exits into the Westside Café dining room. There is a convenient entrance into the suite of the offices for the faculty and staff. The foyer into Taylor's has just been remodeled in January of 2001. Three chandeliers have been added as well as sconce lights. The carpet is a beautiful burgundy encased in a marble white ceramic tile. Four showcases of awards and fine china accent the foyer nicely.

The Atherton Hotel at OSU

The hotel is constructed in stately plantation-style buildings of Georgian architecture overlooking acres of formal gardens and majestic tree-covered walkways, which wind around Theta pond. The Hotel at OSU combines the harmonious setting of this beautiful college campus with an enhanced learning laboratory for future hotel professionals. It is part of the largest Student Union Campus in the world.

The School of Hotel and Restaurant at Oklahoma State University has become one of the five hospitality programs in the United States with its own on-campus hotel. The Atherton Hotel at OSU has 81 guestrooms and suites with restaurant and conference facilities in the adjacent Student Union. Renovation of the hotel is progressing to transform our campus hotel into a state-of-the-art educational facility and luxury hotel. The Gensler Hospitality group, world renowned for their work on hotels such as the Drake and the San Francisco Fairmont, has designed the plans for this $7 million project. A model room has already been completed. The room is designed to be used as a fund raising tool. It is an example of our new room for our future renovation of the hotel. Capital funding is in place, and construction drawings are being worked on with renovation to be completed in the near future.

Students and the learning experience waits for no one and while the physical renovations are yet to be completed our students continue to attend labs in the hotel. Front office and housekeeping laboratories are in full stride with the guest service laboratory that was scheduled to come on line in the fall semester of 2001. The front office class is using the very latest personal computer Windows based MSI property management system; in fact, this system is actually an alpha sight for this Phoenix-based Company. Additionally lab students are able to use many of the individual personal computers within the hotel that is tied to the University network, including Internet access.

The Student Union Conference Center, the largest in the country located adjacent to The Hotel, has a large ballroom, various size meeting room and case studies and a state-of-the-art theater. The meeting rooms all have teleconference capabilities. The Student Union also has an indoor shopping mall featuring a barbershop, bank, gift shop, credit union, beauty shop, and espresso shop. The centrally located food court features national franchise brands that serve regional and international meals. The Stateroom offers a more formal style dining experience and has been transferred to the School of Hotel and Restaurant Administration.

The Class Demonstration Room

The first tier of seating is handicapped accessible. This class is unique because it serves a dual purpose. This innovative five-tier classroom seats 96 students. It is designed for equipment demonstration with different electrical outlets, (110,208, and 220) water, gas, floor drains, and an exhaust system. It has a movable dry marker board that raises as a window shade to give students a view of the Quantity Kitchen and a wide screen television with VCR, a projection room, an overhead projector, and a screen for instructor's use. The classroom is electrically wired to the National University Networking for down and up linking. There are two sets of double doors that serve as entrances/exits to this classroom.

During Chef Events the marker board, which is twelve feet in length, raises straight up into the ceiling, which reveals two glass windows. Through these windows, one can get a full view of the Quantity Kitchen. As the Chef Event patrons are also in the room to enjoy table cloth service in this theatre in the half round setting. Their "show" would be watching the visiting chef and the students in the kitchen preparing an elaborate meal for up to 210 people in Taylor's Dining Room and the Demonstration Classroom.

Office Space

Ten private offices are provided for faculty. Computers are available in most of these offices. Two secretary stations are included in this area. Graduate student assistants have an office available. In the outer waiting area, there are two chairs, one table, and two additional comfortable chairs for guests of the department. A total of two doors allow access to the office suite; the front entrance door and the door allowing

access to Taylor's Dining Room. The hallways have all been newly carpeted in March of 2001.

Cain's Conference Room

A conference room is available with seating capacity of up to fifteen. A conference table that seats ten, a dry marker board and a television/VCR equip this room. Both faculty and students use this room. There is one door for access of entrance/exit to the conference room that leads into the office suite. In the even of overflow or a specific request, people are seated here for private dining during chef events. Although it is through the offices, monitors and cameras have been installed which allow these patrons to watch the dining area during speeches and presentations.

The Student Resource Room

This room is located outside our main offices. This room is made available to all students of the Human Environmental Sciences College. It has computer terminals, a study table, and periodicals and reference books available. It has a bulletin board and access into two computer stations and front office configured practice laboratory. The computers are linked to the Atherton Hotel front office computer software program. The room has a retractable wall that is locked by a key.   Front office classes use the very best Windows based MSI Property Management Systems software. The room opens into the skywalk, which connects the HES building to the Hotel and Restaurant building, which is known as HES West.

The skywalk is an area where students can take a break on the attractive teakwood furniture and study together in groups on the long teakwood tables. The skywalk area also opens into the Westside Café. This restaurant is designed to give students another learning opportunity, but earn money as well. This kitchen is operated by the students as well as managed by the students and supervised by faculty. This restaurant serves breakfast and lunch and is open Monday through Friday from 8:00 a.m. to 2:00 p.m. The Back of the House ties in with Quantity Kitchen through a middle office. The front of the house has been full renovated in August of 2000 including new furniture, tile walls, menus and lighting. All entryways and corridors are handicapped accessible.

Locker Facilities

Both men and women locker rooms are handicapped accessible. These lockers are assigned to students with laboratory experience on a semester basis. It is the responsibility of the student to obtain locks for their assigned locker. Two students may share these lockers when the space is needed. The women's lockers are located on the second floor of HES for the convenience of the students. There is one door used to access each of the locker rooms. The men's locker room is equipped with 100 lockers, shower facilities, dressing area, and restroom facility.

The W. E. Davis and C. Lanphere Conference Room

This room was newly remodeled in 2001 with all new walls, sconce lighting, and new carpeting. The furniture consists of two separate conference tables with chairs that can accommodate from 4 to 22 people. This conference room has the appropriate wiring that can be linked to the national university networks for videoconferencing and distance learning opportunities.

The entire hospitality center is accessible to the physically challenged. Three elevators are available. The entrance to the elevators for HESW is on the West End of the building. The sidewalks have accessible ramps and handicapped parking is on the southside of the building near the entrance to the elevator. In case of an emergency, the freight elevator may be used as a passenger elevator. A route free access of 36 inches has been incorporated in the building layout. The west wing has restrooms that are equipped to assist the physically challenged.

2.   *Describe the instructional media and equipment available for staff and student use.*

Instructional media equipment:
(1)   Sign Board with printer for conferencing
(2)   Televisions
(2)   Videocassette recorders
(4)   Overhead Projectors
(2)   Microphone (fixed and handheld)
(70) Instructional Video Tapes for hospitality training/management
(1)   Sound system for the formal dining room
(1)   Sound system for the demonstration classroom
(2)   Copying Machine
(1)   35mm Slide Projector
(22) Drafting Tables (215 HES)
(4)   Glass Showcases
(1)   Digital Cameras
(1)   Video Camera
(4)   Micro 2700 System (POS)
(1)   Internet virtual tour of the Atherton Hotel

If nearby and accessible facilities are used, describe and document these. Is such use arranged in formal contractual ways?

A campus map is provided to highlight the other accessible facilities used by HRAD faculty, staff, and students.

3.   Provide the program plan for the maintenance, replacement, modernization, and support of laboratory equipment and related facilities.

The school's maintenance budget is not adequate to replace equipment in the future. To meet this shortage the School builds maintenance and replacement funds from:

(a)   OSU Comprehensive Campaign and departmental efforts.

(b)   HRAD room fees for the use of facilities by outside parties is in the process of being implemented. These funds will be placed into an HRAD Building Maintenance Fund.

(c)   HRAD fundraising activities and equipment donations

A material maintenance program is provided with assistance of the physical plant employees. This program assists in increasing the service life of equipment and retaining a better salvage value at disposal periods. The audiovisual department is available to meet equipment needs that are currently not available in our school. Laboratory equipment can be rotated to provide balanced usage and repair if needed. Equipment maintenance will facilitate less down times and more efficient operational activities.

4.   Are facilities available for those involved with student counseling to ensure privacy and confidentiality?

There are seven private faculty offices and a conference room available for private counseling of students. CHES Academic Affairs office also provides counselors for freshmen and transfer students.

5.   What permanent records are maintained? (Financial information, student records, transcripts, faculty information, test scores, records of graduates, etc.). How are these organized? How are they stored? How available are they? How long are they maintained?

Student records (active) are maintained in alphabetical order for the active student population. A majority of the items is confidential, and is not disseminated without written permission from the students. They are maintained in the HRAD office and updated each semester.

Graduated students' records (inactive) are put in an archive in alphabetical order files. There is controlled access to all files. Custody is kept by the staff assistant, and the files are maintained in a neat, timely, and professional manner to insure proper access. Transcripts are maintained in the new administrative offices in the Student Union. Departmental records are maintained for seven years and later destroyed. The majority of the files are maintained in a central location, and only advisors are authorized to access them. Students are never allowed to access other student's files for review. The elements related to the privacy act are strongly enforced. The OSU Alumni Association keeps a list of graduating students and the HRAD office maintains an alumni list. Permanent

records are maintained in central administration in the new administrative offices in the Student Union

6. *If nearby and accessible facilities are used, describe and document these. Is such use arranged in formal contractual ways?*

University Food Service Center

The center is located on the West side of campus, a commissary food production system, and includes an administrative office, central office, 6600 square foot bakeshop, and 18,000 square foot warehouse. The food service does all purchasing for residential life in addition to providing support for the cafeterias serving the students living on campus. The systems provide a learning laboratory as an institutional supply sector and food services in the cafeterias across campus. There are approximately 2900 students serviced with the meal plan for residential life. The students have an option to eat at any facility for any meal and hours range from 6:30 a.m. to 8:00 p.m. Blair Dining Center, Kerr-Drummond Cafeteria, Willham Cafeteria, and Scott-Parker-Wentz Cafeteria are available for HRAD student internships. Residential Life Dining Services provides assistantships for HRAD graduate students.

All of the above mentioned facilities are accessible to students during normal working hours. There are no contractual agreements for the use of the facilities. The student pays fees for use of these facilities through their Bursar account. The fees provide access to the classrooms and services. HRAD students, like all other students, use a number of facilities throughout the campus.

Industry work sites for internships and the sales blitz in local, out-of-town and out-of-state cities, local businesses are used for practical experience in layout and design and mechanical building and equipment. Such business sites include golf and country clubs, resorts, hotels, motels, specialty restaurants, and noncommercial foodservice establishments.

Appraisal and Plan of Action

1. *Are the physical resources adequate for the achievement of the program's objectives now? How far into the future?*

Our outstanding physical resources will meet our needs for the immediate future. With constant upgrading and additional new equipment innovations and technology, we will be able to meet our physical resource objectives over the next ten years

The current physical resources will be adequate for a period of three to five years. With innovations and technology transfer, equipment will need to be added. The physical resources are adequate for the achievement of the objectives. We are in a transition phase with our computers. A recent donor supplied our department with an APTECH computer system. We have physical resources and facilities for our enrollment

capacity to double. We are working towards completion of our other objectives, increasing 5 to 10% a year.

2.   *Are the physical resources and facilities equitably available to day and evening sessions and readily accessible to the students?*

Our offices, project room, and the Westside Café, are open during normal working hours, 8 a.m. until 2 p.m. Monday through Friday and available in the evenings for student club activities. The building doors are open from 7 a.m. until 9 p.m. Monday through Friday. The building does stay open later special occasions. It is easily accessible by all students.

3.   *In appraising the program in terms of the Standard on Physical Resources, what strengths have been noted? What needs have been identified as critical in the program's efforts to fulfill its educational objectives?*

The strengths of the facility are: (1) well-equipped facility; (2) dedicated faculty and students who are willing to maintain the facilities and support HRAD's mission and goals; (3) demonstration classroom; (4) capability unlinking telecommunication in demonstration classroom; (5) three cooking systems – gas, steam and electric in basic and quantity food laboratories; (6) Cain's conference room; (7) Westside Café; (8) upscale dining facility; (9) experimental foods laboratory; (10) auxiliary hotel front office education mock-up and lobby facility; (11) appropriate facility for entry level students in separate laboratory – basic foods; (12) Atherton teaching hotel complex ,building layout, and equipment are considered state-of-the-art. The equipment and the facilities are maintained with the highest degree of professionalism. HRAD will continue to upgrade the facilities, equipment, and be at the frontier of technology. This commitment will maintain equipment viability long into the future. Scheduled routing cleaning is necessary to help maintain the life of the facility and equipment and is done of a regular basis. If necessary, manufacturers and knowledgeable industry personnel are contacted relative to the performance and maintenance of equipment that was donated.

3.1   Strengths:

The physical strengths of the program are that this innovative $3.3 million teaching center covers 22,500 square feet and is comprised of 12 rooms for the department divided into the following: two classrooms, one office suite, one project room, one conference room, an upscale fine dining facility that can be converted into two dining areas, quick service area housing, restaurant, three food laboratories, one hotel education complex (front office mockup laboratory), furnished skywalk hotel lobby lounge area, one computer laboratory, and two separate locker rooms.

A departmental maintenance fund has been established to support repairs of equipment and facilities. When groups or functions utilize the facility, a fee amount will be charged for the event. These funds are to assist with replacement of linens, carpets, furniture, equipment, and miscellaneous items for the department. The state-of-the-art

facilities are used predominately for teaching. The fact that we instruct the students to lean how to use these facilities completes our educational objective. The multiunit concept of operations gives the students a chance to experience the full spectrum of foodservice, from learning to cook to running an actual food operation (including inventory, employee scheduling, and financial analysis).

The School maintenance budget has kept our facilities upgraded and working properly. Endowments, donations, and support from the HES College enable us to grow and flourish. We also have our own in-house funds to maintain and upgrade out equipment needs. Through Taylor's Dining, the Chef Series, and High Society Catering, we can sustain our purchasing needs when necessary. In August 2000, we installed over $35,000 in equipment upgrades, which were funded from the earned revenues from the multiunit operations.

The Atherton Hotel maintains the same structure of financial endowments, donations, and support from HES to maintain the facilities and upgrade needed hotel-related equipment. With increased revenue streams and above average operating profits, the Atherton Hotel will be ready to make the needed room renovations and facility improvements.

3.2   *Weaknesses:*

The faculty needs to develop computer expertise in order to incorporate and use the newly acquired computer system.

Additional computer printers for departmental computers of the faculty would allow optimum computer usage and encourage time management. This would support research and teaching efforts.

MICROS (POS) System is adequate and fine for teaching, however it needs to be state-of-the-art. It needs to be able to do inventory and join Westside and Taylor's into a total coordination of revenues on one cash-out at the end of the day. The consolidation of business activities will enable the Operations Manager to build stronger revenue and cost control program.

Critical Needs:

The critical needs to focus on for shot-term and long-term goals are:

Short-term Goals:

1.   We will also be networked via front office software capabilities with the Atherton Hotel computer system.

2.   A new salad station and demonstration cart is planned to be added in late August of 2001. This cart is to be functional in our daily quantity kitchen in a self contained unit. This unit will serve for our salad portion of the menu in Taylor's (i.e. chicken pasta, chicken almond, house salads, etc.) It will also serve as our dessert station and will have self-contained hand washing and water station.   The dual purpose of this unit would be its use during our Chef Series for the demonstration of entrée preparation during the luncheon. We plan to install overhead mirrors and document style cameras for close-up food demonstration. One will be able to be in the demonstration classroom and watch how the chef prepares the meal. On close-up cutting and preparation moments, the students and patrons can watch the monitors.

3.   Complete the estimated $100,000 kitchen and dining area renovation of the Stateroom Dining Room in the Atherton Hotel complex. Perhaps this can be an additional teaching facility for students interested in fine dining experiences.

4.   Upgrading of the current MICROS point-of-sale system to reflect the technological advances and integrate with hand held ordering devices for Taylor's Dining Room and the Stateroom.

Long-term Goals:

1.   HRAD will integrate computer applications into the curriculum in all appropriate courses.

2.   We will continue to expand office accommodations for the staff and update our classrooms/conference rooms with state-of-the-art audio visual and videoconferencing equipment.

3.   A three to five year depreciation plan of the department's equipment needs to be created and implemented.

4.   Additional laser printers would benefit research and teaching efforts.

5.   Begin accumulating curriculum specific software and upgrade existing software for the hotel and multiunit operations.

6.   Complete the renovation project of 81 guestrooms and suites in the Atherton Hotel.

FINANCIAL RESOURCES

Standard

1.   Financial resources are sufficient to support the educational objectives and meet contractual obligations.
2.   Evidence indicates the program has sufficient financial stability to enable it to continue to meet its contractual obligations and achieve its educational objectives over a reasonable future period.

Description

1.   Describe the financial resources available to the program to meet current contractual obligations and meet educational objectives.

Revenue for HRAD is derived from these sources: (1) University Budget for HRAD, (2) Endowed Professorships, (3) Teaching Restaurants, (4) Scholarships, (5) International Programs, (6) Distinguished Chef Scholarship Benefit Series, (7) Private Sector Donation, (8) CHES Extension Courses, and (9) Revenue from The Atherton Hotel.

        A.   The FY 2000-01 financial resources available to HRA based on FY 01 Budgets, July 1, 2000- June 30, 2001

Salary and Maintenance (Main and Graduate Accounts)	
Salary	$511,700.00
Maintenance	$32,050.00
Endowed Chair Salary	$99,939.00
Maintenance	$79,400.00
Research Support	
Salary	$149,132.00
Food Labs / Units	$91,460.00
Hotel *	
Salary	$300,000.00
Maintenance (not including rent)	$80,000.00
Professional Development	$6,000.00
Scholarships and Faculty Development Received	
Scholarships	$45,000.00
Chef Event **	$76,825.00
Outreach Extension Fees Generated	$65,000.00
Total FY 01	$1,536,506.00
Total FY 00	$1,108,300.00
Percent Increase	38.64%

* Includes a full year of operation within the School
** Fall 1999 and spring 2000 total revenue, excludes food and operational expenses

The funds from the Davis Endowed Chair have been used for salary enhancement, summer salary, maintenance (operations) funding, and for graduate assistantships. The Lanphere Professorship funds were used for summer salary, for maintenance (operations), and for student research funding.

HRAD Revenue from the Teaching Restaurants was used to cover previous losses. The School anticipates that the positive revenue flow will accrue to a positive balance sheet beginning in fall of 2001. The University has agreed that any future surplus after expenses can be retained by HRA for equipment maintenance and replacements, scholarships and professional development.

Distribution of scholarship revenue continues to be an important investment in HRA students. Private gifts for scholarships are expected to increase in the next fiscal year and increase through the efforts of the CHES Development Officer, the Director of HRAD, and the faculty.

The Hospitality Studies In Switzerland Program, summer 2001, generated $49,200. This amount fully covered all program expenses with a small surplus for future development.

The Distinguished Chef Scholarship Benefit Series has provided additional revenue for HRAD. This money is placed in a student scholarship and professional development fund for faculty and students.

Private sector donations have been a significant factor in the facilities growth of the HRA program at Oklahoma State University. The School has been able to make continuous improvements with the help of private sector donations to labs, dining rooms, and other spaces.

For-credit courses, non-credit seminars, and special outreach programs generate revenue generated by courses taught through University/College extension. Extension / Outreach activities are part of the triumvirate mission of Oklahoma State University.

The Atherton (teaching) Hotel became part of the School in summer of 1999. The hotel has enjoyed increased annual revenues since the School took over management. The revenue increases are due primarily to increased ADR and some occupancy increase. The Hotel had a small reserve transfer with it, which the School used to make some immediate physical improvements including lobby carpeting and the addition of a "Club Room" level. The University has agreed that any future surplus after expenses can be retained by HRAD for physical plant and equipment maintenance and replacements and improvements. A major fund raising campaign is underway to finish raising the nearly $7,000,000 needed to completely renovate the hotel.

*2.	Provide evidence that sufficient financial resources will continue to be available over a reasonable future period to assure the programs financial stability.*

Oklahoma State University and the College of Human Environmental Sciences has continued to demonstrate their support of the 63 year old School of Hotel and Restaurant Administration. The addition of the hotel to the School and the continued commitment by the OSU Foundation and senior administration is a clear indication of the support, which the School garners. As another example, while not part of the ACPHA review, the University has requested permanent approval from the State Regents for Higher Education for the School's graduate programs and associated budget.

The College and the University continue to provide assistance for faculty development as evidenced in the Faculty Scholars Program and the funding of partial research appointments for tenure track faculty.

*3.	Describe any significant changes and trends reflected in the financial data appended.*

There has been some discussion by the University administration about the amount, if any, of merit increase for the 2001-02 academic year. A decision will be made in the late fall.

Appraisal and Plan of Action

*1.	Are the program's financial resources adequate to meet projected needs for its services?*

Based upon the information reported above, the financial resources of the School are adequate. The College administration has continually reviewed our needs and responded to them by both insuring we have continued appropriated salary and maintenance funding and the ability to control other funds, which are self, generated.

*2.	In appraising the program in terms of the standard on financial resources, what other strengths and weaknesses have been identified? what plans are underway or contemplated to remedy any weaknesses?*

The College continually challenges the School to look for new opportunities for growth and increased funding. This happens through several avenues, including our laboratory operations, contracts, grants, and extension programming. University appropriations have remained flat for the last several years and are expected to remain so for the near future.

2.1   *Strengths:*

The resources compared to other departments with comparable faculty and students are at an appropriate funding level. The college is supporting new faculty research for the first three years of employment. Each is funded .25 FTE and they are funded a research graduate assistant.

The Distinguished Chef Series has developed a successful professional development scholarship fund for students and faculty. The teaching restaurants and are now in a position to generate funds for maintenance of our School and continued improvement.

2.2   *Weaknesses:*

The State of Oklahoma budget for higher education is unlikely to receive significant increases. Fund raising for the hotel renovation has been very successful, but is at a critical juncture for raising the last $2,000,000 needed to begin the project if it is to be done as envisioned, completely and in one phase. The Atherton family donation of $2,000,000 combined with other donations and proposed bonding of another $2,000,000 brings the current total to about $5,000,000. The actual salary allocation of the School was reduced for the current fiscal year due to an open staff position which we had, to cover expenses at the College level.

2.3   *Plan of Action:*

The School will continue to work closely with the OSU Foundation to raise the final $2,000,000 needed for the teaching hotel. There are several proposals pending and tremendous support from our currently enlisted donors and board of advisors.

The School has determined the most expedient way to fulfill the open staff position, which is especially dedicated to the graduate program, now forecasted to be 44 students for the fall 2001 semester

LIBRARY AND LEARNING RESOURCES

Standard

1.   The library collection reflects a systematically planned and current acquisition program and response to faculty recommendations.
2.   Appropriate learning resources and facilities available to support the program(s) offered.
3.   The size of the facilities and amount of learning resources available are consistent with the enrollment and the institution's educational objectives.
4.   Audio-visual teaching equipment and materials are appropriate and adequate for the educational program.
5.   All learning resources are readily available and used.

Description

1.   Describe the learning resources and facilities available to support the programs offered.   Provide evidence of their accessibility to and use by faculty and students, full-time and part-time.

OSU has been a member of the Association of Research Libraries (ARL) for 30 years. It has more than 2 million volumes, making it the 98th largest academic library in the U. S. It receives more than l8,000 journals and periodicals and has more than 2.4 million microforms in its collection. It spends four times the national average to acquire books and periodicals and is 64th nationally in the number of library materials loaned to other libraries. It provides the largest library reference staff in the state with 21 reference librarians working directly with faculty and students.

The Library has a vast amount of information in its holdings, but the amount is without merit unless the students and faculty can access the information; and the OSU Library tries to be very accessible. It is open more than 100 hours weekly and open 24 hours during finals. Schedules showing hours of operation during regular semesters, intercessions, holidays, and summer sessions are published in the school newspaper and are distributed throughout the Library and on the Library's homepage.

The Library holdings, with four exceptions, are shelved in the central building which is very convenient for HRAD students since they have assignments calling for research in various disciplines such as: business, food science, nutrition, physics, and computer science. The librarians are very helpful, friendly, and available. Information and carryout sheets as to which librarians are associated with the various subject matter areas and where they can be found are located at public places throughout the Library. This is very helpful for students who need to consult with librarians from many different subject areas. Mr. Steve Locy is the librarian assigned to the HRAD collection.

The OSU Library is an official repository for federal documents and publications and has one of three most complete collections of such materials in the central United States. The document area also has United Nations documents, publications, and State of Oklahoma publications.

The patent collection is very complete. This collection was recently moved to the Center for International Trade Development on the north edge of campus, about one block from the central Library. The move freed space in the central Library and made the patent information more accessible to Oklahoma businesses and inventors who are the major users of the patent collection.

Three branch libraries house very specialized collections. The veterinary medicine branch is housed in the School of Veterinary Medicine on the west edge of campus. The architecture library is housed in the 2nd Floor of the School of Architecture building, Architecture and Technology; and the Curriculum Materials Library and laboratory is in basement of Willard Hall, College of Education. Branch libraries are staffed with Library personnel and are open to the entire university community.

The OSU Library is fully automated. The web-based on-line catalog allows library-holding searches using terminals located throughout the building. Needed material can be located by title, author, call number (Dewey), key word, or subject (Library of Congress). Since OPAC operates through the World Wide Web, anyone with access to the web can access OPAC without going to the Library. The dormitories, department offices, and many other offices across campus have Internet access. There are also 26 databases in the Library giving bibliographic citation to journals, periodicals, government documents, and other published works. National databases not owned by the Library may be searched via on-line connections. The library furnishes instructions for using OPAC and accessing CD-ROM databases. The library offers courses at no charge on how to use OPAC. Library users can use OPAC to "browse the shelves" without leaving the terminal by asking OPAC to list titles of the holdings shelved with a given call number.

The Hospitality holdings are extensive, and can be located quickly using applicable indices such as the *Lodging, Restaurant, and Tourism Index*, which is available on CD-ROM. Other indices frequently used by HRAD students and faculty are: *Food Science and Technology Abstracts, Nutrition Abstracts, Biological Abstracts, Business Periodicals Index, and F&S Index.* Databases include *AGRICOLA, ABIInform, CAB,* and *Newspaper Abstracts.* Some references widely used include *Nutritive Value of Convenience Foods, Sourcebook of Food and Nutrition, Thomas Food Industry Register, and the Encyclopedias of Food Engineering, Food Safety, Nutrition, and Food Chemistry.* Articles from journals not in the university collection are obtainable through inter-library loan. A list of hospitality related periodicals is available in Appendix

The Library collection is catalogued using the Dewey decimal classification system and has remained with this system because students are used to Dewey from public libraries. In addition, the computerization system of the Library can retrieve materials using either Dewey classification or Library of Congress subject codes. Internet computer search engines are available for student use. A library website services the research needs of the student and faculty of the University and the general population within the State of Oklahoma.

HRAD Resource Room

In addition to the University Library, the School of Hotel and Restaurant Administration provides a reading and workroom for students. This room has industry journals, equipment catalogs, books, magazines, specifications, food vendor information, etc. Several computers, telephone, and a boardroom-style table are in this area for student use. The resource room is open five days weekly during regular office hours. It is particularly helpful for students when preparing individual and team projects or developing papers.

2.   Describe the audio-visual equipment and materials available for the educational program. Provide evidence of their accessibility to and use by faculty and students, full-time and part-time.

The University, the College, and the School provide Audiovisual (AV) equipment. It is readily available and well maintained. Most AV equipment is available for classroom use at no direct cost to the school. Currently, the College is developing a plan to install LCD projectors and screens in each of the largest classrooms in the building, including the school's own HESW 202. Four Gateway destination stations, with 32 inch monitors and Pentium III computers are available for student and faculty use in any classroom in the building. In total, there are six carts with multimedia equipment available for faculty and student use. Overhead projectors are placed permanently and maintained in every classroom on campus by the individual colleges.

Educational Television

The University's internationally known, award winning educational television system can receive and originate work shops, training sessions, and professional meetings using its large satellite disk antennae. This has proved to be an effective and economical way to conduct handicapped worker training sessions simultaneously at many different downlink sites across the state, originating in HRAD. This educational television system has state of the art studios and editing equipment, technical help for taping, the latest in editing equipment, and trained technical and production professionals. Opportunities for using this system to hold conferences, teach extension classes, and provide industry-training seminars are unlimited. The school took advantage of the facility recently when a faculty member from Korea was interviewed using ISDN video conferencing capability.

HRAD Demonstration/Lecture Hall

The primary lecture hall of the School is equipped with water, electric, and gas connections and a floor drain. These allow all kinds of food and equipment demonstrations. There is also a large viewing window between this lecture hall and the quantity kitchen with a two-way microphone connecting the two areas. This allows demonstrations in the quantity food kitchen to be observed by students in the classroom. This lecture hall has a projection booth and screen and is equipped with a large screen TV as well.

Hospitality Industry Materials

Excellent films and videos from professional organizations can be ordered by faculty for classroom use from the Oklahoma Restaurant Association, the National Restaurant Association, and CHRIE.

3.   *To what extent are faculty and students involved in the formulation and implementation of library policies and procedures? In selection of books and materials? In improving library and learning resources?*

University Community Support

The OSU community considers the Library the heart of the University. In September 2000, faculty from each department on campus met and identified priorities for future development of the university. These were all compiled and combined into ten over-arching priorities. High on the list was continued and increased support for the Library. As a part of this priority setting, Central Administration is committed to the reduction of administrative costs by $10 million over a five-year period to facilitate reallocation of money to the University's top priorities. In a recent meeting with the University Library Advisory Committee Chair, confirmed administration support of the Library by stating that half of the amount cut from administrative costs would be used to benefit the Library. It is clear that the entire University community, and particularly the central administration is committed to maintaining support for and excellence in OSU's Library.

University Library Advisory Committee (ULAC)

This committee is composed of representation from each of the colleges and both graduate and undergraduate students. Faculty and students participate directly in formulation and implementation of Library policy and procedures through ULAC. ULAC reports to the University Provost. The student representatives are chosen from elected members of the Student Government Association and Graduate Student Council. An example of ULAC activities is the request for changes in lending policies, overdue fines and copying services. The committee acts on most issues involving changes to the Library. For instance, recommendations for facility improvements and expansion usually originate in the ULAC and are then forwarded to the Provost. Student participation is actively encouraged in committee discussions. ULAC standing subcommittees address facilities planning, collection development and Library automation. Students are members of each subcommittee.

Acquisitions

Even in times of economic distress, the University has always budgeted for book purchases. Most faculty request for book purchases are honored. When funds are low, subject matter librarians encourage faculty to furnish them with prioritized lists of desired books so that as funds are made available the books can be purchased.

**4.	If nearby and accessible library resources of other institutions or agencies are available and used, these should be described and documented. Is such cooperation arranged in formal, contractual ways?**

Interlibrary Loan

Through interlibrary loans, books, documents, and articles are shared with other U.S. and Canadian libraries. Within the state, an interlibrary triad has been formed among Tulsa, Oklahoma and Oklahoma State Universities with a twice-a-day pickup and delivery schedule linking the three schools. Faxing of articles or book pages is also done. Due to the increasing cost of books, particularly serials, activity in interlibrary loans is increasing. At OSU, the increase is about 20% per year for both lending and borrowing.

Appraisal and Plan of Action

*1.	Are the resources adequate in the light of present and projected needs?*

The Library resources are adequate. Based on the holdings and the fact that this is an ARL (Association of Research Libraries) library, the resources meet current undergraduate needs and the projected needs after implementation of the Masters programs as well.

*2.	Are the material collections in balance with need? Are there areas with too few or unnecessary items available in relation to numbers enrolled and the nature of the instructional program?*

The materials seem to be balanced with needs. In addition to the periodicals, abstracts, and indices for the hospitality industry, the Library holdings also meet the needs of HRAD students when studying in related areas of business and management, computer science, nutrition, food science, agricultural sciences, human behavior, physical sciences, and government policy. The Library does have "space" problems. As the size of the collection has increased, student reading and study space has decreased. The Library has partially alleviated the problem with stack rearrangements and consolidation of administrative areas. Also, installation of more efficient heating and cooling equipment has allowed area formerly reserved for physical plant maintenance to be converted for shelving and study space. However, since the collection continues to grow, a longer-term solution has been researched and developed by the ULAC for a remote storage facility that will house the rarely used items. This proposal was forwarded to the Provost, and we have every expectation that it will be accepted for construction within five years.

*3.	In the light of the total budget and the program's needs, do learning resources seem to be adequately supported?*

The University community as a whole is supportive of the Library both in terms of budgeting and in terms of overarching priorities. A part of the students' tuition fees is earmarked for the Library and Library automation. The librarians for the specific areas try hard to fill faculty requests even in times of economic downturn; and if individual instructors turn a prioritized list into their area librarian, he/she will fill those requests as funds are available.

*4.	Is the program's evaluation of its learning resources continual and effective?*

Each year students are asked to evaluate each course and each instructor (Student Survey of Instruction). Some of the questions ask students to comment on the workload, laboratory and practicum, presentation of material, and assignments. All of these directly or indirectly involve the Library and audiovisual facilities. Department Heads review these evaluations with the individual faculty member during his/her annual appraisal, and the results of the student surveys figure heavily in reappointment, promotion, and tenure decisions. It is very important to the teachers and administrators that adequate resources are available to assist in teaching excellence.

*5.	In appraising the program with respect to the Standard on Library and Learning Resources, what are the major strengths and weakness that have been identified. What plans are ready or contemplated.*

*5.1	Strengths:*

Library and Learning Resources Standard Strengths

A.	The library collection reflects a systematically planned and current acquisition program and responds to faculty recommendations. The Library collection is systematically planned and new acquisitions are budgeted every year. Area librarians encourage faculty to submit requests for books, and most of these requests are met. The area librarians also review publisher's lists of new issues in their areas and often order books without waiting for faculty requests.

B.	Appropriate learning resources and facilities are available to support the Program(s) offered.

C.	The size of the facilities and amount of learning resources available are consistent with the enrollment and the institution's educational objectives. OSU has an automated ARL library, outstanding educational television, and other learning resources consistent with enrollment and objectives.

D.	Audiovisual teaching equipment and materials are appropriate and adequate for the educational program. HRAD has a well-equipped lecture/demonstration hall, state-of-the-art teaching labs, and an excellent project room along with the University Library, audiovisual center, and educational television center.

E. All learning resources are readily available and used. Most reference materials are located in a multi-disciplinary main central library with automated referencing and open shelving. The Library is conveniently located in the center of the campus just yards from the Human Environmental Sciences Building. University audio-visual equipment is housed within the College for ease of use. A project room is located within the Department.

5.2 Weaknesses:

A. The main Library is becoming crowded, but the Facilities Plan for the OSU Library is addressing this problem.

B. The Library's shrinking space is addressed in the Facilities Plan for the OSU Library.

Library and Learning Resources Budget FY 1997-2000

Monograph purchases for the School of Hotel and Restaurant Administration (HRAD) subject area

FY	Budget (Dollars)
1997	4,233
1998	6,249
1999	6,637
2000	6,481
2001	Pending

Periodicals (magazines and journals) subscription expenditures for HRAD

FY	Budget (Dollars)
1997	2,315
1998	2,247
1999	3,155
2000	3,063
2001	Pending

Note: No HRAD periodical subscriptions have been cut, but the HRAD periodicals budget was cut to reflect the canceling of the paper subscription of *Lodging, restaurant and tourism index*. This money was rolled over into a new HRAD fund code to pick up the CD-ROM version of *Lodging, restaurant and tourism index*. The CD, which is loaded on a stand-alone station, cost $499 for FY 2000.

The Library has not purchased any significant number of research journals for any subject area for the past 4 years. However the Library has purchased several electronic databases that provide full text/full image of several research journals, business magazines and newspapers. In addition, the web delivery of these databases allows any

OSU student or professor to access these databases from anywhere on campus. Dow Jones Interactive, covering 5,500 newspapers, newswires, trade journals, and magazines is $11,403 annually. The ProQuest Direct database contains over 6,000 publications, many covering lodging, and restaurant and tourism areas. This databases supplies many full text/full image articles. For FY2000, the cost was $57,590.

Recently, the Library has signed contracts with major publishers enabling researchers and students to access current issues of research journals online, from any computer on campus. Specific HRAD titles is *International Journal of Hospitality Management*, *Social Science Research*, and *Annals of Tourism Research.*

Revisions Needed   SEP 2001

Staffing

Number of HA faculty: 8
Number of joint appointments:

HRAD faculty total FTE: 7.0
HRAD undergraduate faculty engaged in:

Teaching FTE:	8.42	Research FTE:0.58	Extension: 0.25

HA graduate faculty engaged in:

Teaching FTE:	2.0	Research FTE:0.58	Extension: 0

Education

	Doctorates	Masters	Bachelors	Associates	Other
Number	7.0	5	0	0	0
Total FTE	6.25	3.00	0	0	0
Teaching FTE	5.67	2.75	0	0	0
Research FTE	0.58	0	0	0	0
Extension FTE	0	0.25	0	0	0

Rank

	Prof	Assoc. Prof	Asst. Prof	Instructor	Tchg. Assoc.	T.A.
Number	2	1	4	1	2	2
Total FTE	2.00	1.50	2.00	0.75	0.75	1.25
Teaching FTE	1.92	1.50	1.50	0.75	0.75	1.25
Research FTE	1.0	0.25	0.50	0	0	0

Average Salary/Month

	HA Program	University
Professor	$	$
Assoc. Prof.	$	$
Asst. Prof.	$	$
Instructor	$	$
Tchg. Assoc.	$	$
Grad. T.A.	$	$

HOSPITALITY ADMINISTRATION PROGRAM
FACULTY PROFILE

Employment History (past 3 years)*

	Years				Years		
	1998-99	1999-00	2000-01		1998-99	1999-00	2000-01
	1	2	3		1	2	3
No. of new appts.	1	1	1	No. terminated	0	0	0
No. retired	1	0	0	No. tenured			
No. positions open							
No. frozen	1	0	0	No. Reappointed	3		
No. advertised	2	2	0				

* The above data is for faculty positions only.

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name <u>Dr. Patrick J. Moreo, Ed.D., CHA</u>   Full-time/FTE? _____<u>1.00%</u>_____
Department <u>School of Hotel and Restaurant Admin.</u> Rank/Title <u>Professor and Director</u>_____

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate	Univ. of Nevada	Business Admin.	B.S.	1969
Graduate	Cornell Univ.	Hotel Admin.	M.P.S.	1976
	Univ. of Nevada	Higher Ed. Admin.	Ed. D.	1983
Other				

EXPERIENCE	Positions	Number of Years
Present Institution		
Oklahoma State University	Professor & Director	1 yr
Other Postsecondary Institutions		
New Mexico State University	Professor & Department Head	5 yrs
Secondary or Other Schools		
Penn State University	Associate Director and Associate Professor	6 yrs
University of Nevada	Asst. Professor & Graduate Program Director	13 yrs
Relevant Industry Experience		
Howard Johnson, Braintree, MA	Motor Lodge Manager	2 yrs
Unites States Navy	Mess Manager	2 yrs
Pannell Kerr Forester, San Francisco, CA	Project Director	1 yr

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students
HRAD	4850-002	Colloquium	1 hrs		39
HRAD	4523-001*	Critical Issues	3 hrs		32
HRAD	5850-352	Seminar	1 hrs		4

* Co-teach w/Beck

Switzerland Program over the Summer

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date
"Marketplace Needs of Female Business Travelers"	**Journal of Travel and Tourism** Marketing, Vol. 8, No. 1	1999
"Hotel Front Office Operational Audit : A Questionnaire Approach"	The Bottomline, Vol. 12, No. 6	October/November, 1997
"What's In a Name ? An Exploration of Program Names in the Field of Hospitality Education"	**The Journal of Hospitality and** Tourism Education, Vol. 9, No. 2	1997

See Attachment

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

Switzerland Program: Hospitality Studies in Switzerland, June 14 – July 19, 1999

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS
- CHRIE ; KOMA CHRIE
- Oklahoma Hotel and Motel Association: Board of Directors
- Confrerie de la Chaine des Rotisseurs, Baillage de Tulsa (OK)

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name <u>Dr. Hailin Qu, Ph. D.</u>　　　　Full-time/FTE? _____1.00%_____
Department <u>School of Hotel and Restaurant Admin.</u>　Rank/Title <u>Professor, William E. Davis Distinguished</u>
　　　　　　　　　　　　　　　　　　　　　　<u>Chair and Graduate Coordinator</u>

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate	Northern Arizona University	Hotel Operation Planning Mgnt	B.S.	1987
Graduate	Purdue University	Sales & Marketing Mgnt. Computer Information System & Applications	M.P.S.	1989
Other	Shanghai Jiaotong University	Management & Microcomputer Science	Certificate	1984
	Shanghai Institute of Tourism	Hotel Operation & Management	AA. Diploma	1981

EXPERIENCE	Positions	Number of Years
Present Institution		
Oklahoma State University	Professor, William E. Davis Chair & Graduate Coordinator	6 months
Other Postsecondary Institutions		
San Francisco State University	Associate Professor	3 yrs
Secondary or Other Schools		
The Hong Kong Polytechnic University	Assistant Professor	4 yrs
Purdue University	Head/International Language School	4 yrs
Relevant Industry Experience		
Purdue University, IN	Admin. Asst. to the Director/Married Student Housing	4 yrs
Northern Arizona University, AZ	Assist. Director	5 months
Mandarin Hotel, Hong Kong	Sales Department	1 month
Xinguo Guest House, Shanghai, P.R. China	Food/Beverage Dept.	5 months
Jingjiang Hotel, Shanghai, P.R. China	Clerk	6 months
Jingjiang Hotel, Shanghai, P.R. China	Assistant Housekeeper	6 months

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students
HRAD	4213-001	Promotion/Sales	3 hrs		34
HRAD	5523—001	Crit. Iss Hosp Admin	3 hrs		6

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date
See Attachment		

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

- CHRIE ; KOMA CHRIE

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name Dr. Woo Gon ' Woody' Kim   Full-time/FTE? _____1.00%_____

Department School of Hotel and Restaurant Admin.   Rank/Title Assistant Professor_____

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate	Seoul Nat. Univ.	Linguistics	B.S.	1985
Graduate	Univ. of Houston	Business Admin.	M.P.S.	1987
	Univ. of Mass.	Hotel/Rest/Travel Administration	M.P.S.	1989
Other	Purdue Univ.	Hotel/Rest./Instit. & Tourism Admin.	Ph.D.	1995

EXPERIENCE	Positions	Number of Years
Present Institution		
Oklahoma State University	Professor	1 mo.
Other Postsecondary Institutions		
Sejong University	Assistant Professor Director of Job Placement Director of Student Cou.	4 yr. 1 yr. 1 yr.
Secondary or Other Schools		
Kyunghee University	Instructor : Hotel Planning/Design	3 mo.
Korea University	Instructor : Korean Mgmt. System	13 yrs
Purdue University	Instructor : Hosp/Mgmt. Accounting	1 yr.
Relevant Industry Experience		
Korea	Advisory Committee	2 yrs
Military Service in South Korea	Second Lieutenant	
Hosp. Valuation Services, Inc., Mineola, NY	Consulting & Valuation Analyst	
Westin Chosun Beach Hotel, Pusan, Korea	Mgmt. Trainee	

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students
HRAD	2283	Hosp. Ind. Fincl. Anls.	3 hrs		34
HRAD	4333	Hosp. Tourism Fin.	3 hrs		15

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date
Anti-Takeover Strategies for the Korean Hospitality Industry	Hotel & Tourism Management Review (Korean Journal, 14, 93-108	1999
A Comparative Analysis of the US Pleasure Travelers to South Korea and It's Neighbors	Pacific Tourism Review, 2(2), 121-134	1998
Predicting Merger Targets of Hospitality Firms (A Logit Model)	International Journal of Hospitality Management, 17, 303-318	1998
Analysis of Corporate Failure in the Korean Hotel Industry	Journal of Tourism Sciences (Korean Journal), 22 (2), 102-109	1998
Korea's Lodging Industry : Problems, Profitability, and Regulations	Cornell H.R.A Quarterly, 35 (1), 60-67	1998
The Determinants of Capital Structure Choice in the U.S. Restaurant Industry	Tourism Economics, 3(4), 329-340	1997
Hotel Choice Process of Business Travelers : An Application of Reasoned Action Theory	Journal of Tourism Sciences (Korean Journal, 21(1), 119-134	1997
Analysis of Korean Convention Industry and It's Impact on Korean Economy	Hotel and Tourism Management Review (Korean Journal), 12, 79-110	1997

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

- CHRIE ; KOMA CHRIE

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name   Full-time/FTE? 100%

Department: School of Hotel and Restaurant Administration   Rank/Title

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate				
Graduate				
Other				

EXPERIENCE	Positions	Number of Years
Present Institution		

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

**ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER**

Name   Anderson, Jim L.

Full-time/FTE? 25%

Department: School of Hotel and Restaurant Administration   Rank/Title Adj. Assistant Professor

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate	Oklahoma A & M	Animal Science	B.S.	1954
Graduate	Oklahoma State	Meat Science	M.S.	1958
Other				

EXPERIENCE	Positions	Number of Years
Present Institution		
Oklahoma State University	Adj. Assist. Professor	16
Oklahoma State University	Director	3
Industry Experience		
Restaurateur, Enid Oklahoma	Owner	20
Business Manager, Oklahoma State	Business Manager	4
Manager, Distinguished Chef Scholarship Benefit Series, Oklahoma State	Manager	5

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students
HRAD	3623				

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

APPOINTMENT:

Rank: Adj. Asst. Prof.   Years at rank: 2   Tenured: Tenure track: Non-tenured track: X

Total FTE: 1.00   HA FTE: .75   Other areas: .25   9 mo: 10. mo: 12 mo: X   Other (

Assignment: % Teaching: 50%   % Research: % Extension: 25%
                              % Admin: 25%   % Advising: % Other:

HISTORY

Education

Degree	Major	Minor	Institution	Year
B.S.	Animal Science		Okla. A&M	1954
M.S.	Meat Science		Okla. Univ.	
1958				

Professional License(s):

Experience:

	Current Institution Years		All Teaching Years	
Teaching:	Total	8	Total	8
	Grad. level		Grad. level	
	Bacc. level	8	Bacc. level	8
	Assoc. level		Assoc. level	
	Other (explain)		Other (explain)	

Relevant Industry	Total years	Highest position	Years in position
Lodging Restaurant Institutional Consulting Other	30	Corporation President	19

Work Activity Load (Three years of activity requested:current year,)

Member, O.S.U. President Campbell's University Communication Service.
Member, Oklahoma State Vo-Tech Hospitality Task Force.

Academic year reporting:

Business Manager for (3) teaching restaurants, OSU HRAD.
Manager, Distinguished Chef Scholarship Benefit Series, OSU HRAD.

Research Activity (%FTE):

Funded Research: (Source, size, time-span, responsibility, i.e. director, investigator, principal investigator)

Other Research:

♦   Mapelli Brothers Meat Company, $1000.00, 3/19/92
♦   Food Marketing Specialists, $1000.00, 4/16/92
♦   Food Marketing Specialists, $1000.00, 9/17/92
♦   Cain's Coffee, $1000.00, 10/24/92
♦   Atherton Food Service, $1000.00, 11/19/92
♦   Eskimo Joes pledge, $5,000.00, 7/15/92
♦   J&M Farms pledge, $2,000.00, 7/15/92
♦   Atherton Restaurant Systems, $50,000.00, 1992
♦   John W. Taylor adopt-a-student, $750.00, 5/15/92
♦   John W. Taylor, $600.00, 3/15/92

Publications or products resulting:

Other publications (conceptual, pedagogical)

"Eat This or Die." Oklahoma Restaurant Association, Midsouthwest Restaurant Magazine, April, 1993.

Professional Presentations: (Level of audience-local, regional, national, international)

Oklahoma Restaurant Association, Summer 1992. Two seminars on Successful, Well Designed and Profitable Menus (regional).
Oklahoma Gas & Electric Company, Spring 1993. Five workshops on Designing Menus (regional).

Teaching Assignments: %FTE .25

Class Term: Semester: X Quarter: Trimester: Other:

	Course	Credit	No. of	Hrs.	Hrs.
Amt. TA					

Term(s)	Number	Title	Hours	Students	Lect.	Lab.	Help
85-01	HRAD 4333	Food & Bev. Cost Control	3		40	3	

Advisement: % FTE

    # Graduate Advises:
      # Masters Committees: # Chaired   # Graduated
      # Doctoral Committees: # Chaired   # Graduated
    # Undergrad. Advisees: 35
      Extend to advisement:

Extension Activity: #FTE

Pinpointed (5) priority educational hospitality programs for future presentations (focus groups).
Designed educational seminars for Oklahoma Restaurant Association Trade Show - April 1993.
Presented community seminars for Oklahoma Gas & Electric customer meetings.

Consulting Activity: (amount, size, scope)

Sonic Industries, assistance in menu education.
Development of Oklahoma Restaurant Association scholarship brochure for ORA.

Committee Assignments:

    # Department: 3   # Chaired:
    # College: # Chaired:
    # University: # Chaired:

Professional Association Responsibility: (office, duties, time commitment, and level i.e., local regional, national, etc.)

Director and Past President Oklahoma Restaurant Association.

Personal Professional Development:

Other Activities:

Board of Directors -- Liberty Federal Savings and Loan Association, Enid, Oklahoma.
Board of Directors -- Enid Oklahoma Chamber of Commerce, Enid, Oklahoma.
Board of Directors -- Oakwood Country Club, Enid, Oklahoma.

HOSPITALITY ADMINISTRATION PROGRAM
INDIVIDUAL FACULTY PROFILE

NAME: Autry, Richard

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name   Full-time/FTE? 100%

Department: School of Hotel and Restaurant Administration   Rank/Title

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate				
Graduate				
Other				

EXPERIENCE	Positions	Number of Years
Present Institution		

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

APPOINTMENT:

Rank: <u>Teaching Assoc.</u>   Years at rank: 1   Tenured: Tenure track: Non-tenured track: X

Total FTE: <u>.50</u>   HA FTE: <u>X</u>   Other areas: ___   9 mo: <u>X</u>   10. mo: ___   12 mo: ___   Other (explain)

Assignment: % Teaching: .50%   % Research: % Extension:
                   % Admin: % Advising: % Other:

HISTORY

Education

Degree	Major	Minor	Institution	Year
B.S.	HRAD		OSU	1960
M.S.	Ind. Mgmt Econ.		Clemsen, S.C.	1964

Professional License(s):

Experience:

	Current Institution Years		All Teaching Years	
Teaching:	Total	1	Total	1
	Grad. level		Grad. level	
	Bacc. level	1	Bacc. level	1
	Assoc. level		Assoc. level	
	Other (explain)		Other (explain)	

Relevant Industry	Total years	Highest position	Years in position
Lodging			
Restaurant	30	Owner/Manager	28
Institutional	1	Instructor	1
Consulting			
Other			

Work Activity Load (Three years of activity requested: current year,)

Academic year reporting:

Research Activity (%FTE):

Funded Research: (Source, size, time-span, responsibility, i.e. director, investigator, principal investigator)

Other Research:

Publications or products resulting:

Other publications (conceptual, pedagogical)

Professional Presentations: (Level of audience-local, regional, national, international)

Teaching Assignments: %FTE   50

Class Term: Semester: XQuarter: Trimester: Other_____

TA Term(s)	Course Number	Title	Credit Hours	No. of Students	Hrs. Lect.	Hrs. Lab.	Amt. Help
Spring 93	4365	Quan Food Prod.	5	27	2	5	10 hrs./ week

Advisement: % FTE   0

       # Graduate Advises: _____
            # Masters Committees: _____   # Chaired _____   # Graduated _____
            # Doctoral Committees: _____   # Chaired _____   # Graduated _____
            # Undergrad. Advisees: _____
             Extend to advisement: _____

Extension Activity: #FTE   0

Consulting Activity: (amount, size, scope)

Committee Assignments:

       # Department: # Chaired:
       # College :   # Chaired:
       # University: # Chaired:

Professional Association Responsibility: (office, duties, time commitment, and level i.e., local regional, national, etc.)

♦   Past Member - Oklahoma Restaurant Association
♦   Past member, Board of Directors - Oklahoma Restaurant Association
♦   Enid Chamber of Commerce "Businessman of the Year"
♦   Volunteer at Saturday Manna (meals for the less fortunate)

Personal Professional Development:

Other Activities:

OSU HRAD Distinguished Chef Series, assisted in planning and implementing.

HOSPITALITY ADMINISTRATION PROGRAM
INDIVIDUAL FACULTY PROFILE

NAME: Leong, Jerrold

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name   Full-time/FTE? 100%

Department: School of Hotel and Restaurant Administration   Rank/Title

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate				
Graduate				
Other				

EXPERIENCE	Positions	Number of Years
Present Institution		

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

APPOINTMENT:

Rank: Assoc.   Years at rank: 6   Tenured: X   Tenure track: Non-tenured track:

Total FTE: 1.0   HA FTE: 1.0   Other areas: 9 mo: 10. mo: X   12 mo: Other (explain)
 Assignment: % Teaching: 75%   % Research: % Extension:
                   % Admin: 15%   % Advising: % Other: 10%

HISTORY

Education

Degree	Major	Minor	Institution	Year
Ph.D.	Agric. Econ.	Price Analysis	Univ. of Hawaii	1985
M.S.	Hotel Admin.		Fla. Int'l Univ.	1976
BS	Hotel Admin.		Cornell Univ.	1971

Professional License(s):

Experience:

	Current Institution Years		All Teaching Years	
Teaching:	Total	8	Total	12
	Grad. level	4	Grad. level	5
	Bacc. level	4	Bacc. level	7
	Assoc. level		Assoc. level	
	Other (explain)		Other (explain)	

Relevant Industry	Total years	Highest position	Years in position
Lodging	4	Manager_____	4
Restaurant	3	Mess Treasurer	3
		Food Service Manager	
	4	Family Owned Restaurant	4
Institutional			
Consulting			
Other			

Work Activity Load (Three years of activity requested: current year,):

♦   Teaching - Research, University Extension.
♦   Research Teaching - University Faculty Council, Secretary
♦   CHES Faculty Affairs Committe.
♦   CHES Faculty Advisory Committee.

Academic year reporting:

Research Activity (%FTE): .25%

Funded Research: (Source, size, time-span, responsibility, i.e. director, investigator, principal investigator)

♦ Computrition software program interface with HRAD and NSCI
♦ Funded Research in Consumer Preference for Agric. Products
♦ American Home Economics Assoc., principal investigator for 5-a-day program.
♦ Survey Instrument and Information Relating to Level of Nutritional Awareness.
♦ Using the food guide pyramid for rural Oklahoma families and the elderly.

Other Research:

Economic Implications of Price Supports on the U.S. Sugar Industry: Comparison of cost to consumers with and without price supports for cane and beet sugar.

Publications or products resulting:

Publications: Monographs/reports/abstracts in the Journal of the American Dietetic Association.

Other publications: (conceptual, pedagogical)

Professional Presentations: (Level of audience-local, regional, national, international)

National Meeting Presentation: Research Consumer Studies - American Home Economics Association and the American Dietetic Association Annual Meetings.

Teaching Assignments: %FTE .75

Class Term: Semester: X Quarter: Trimester: Other_____

Term(s)	Course Number	Credit Hours	No. of Students	Lect.	Lab.	Hrs. Help	Hrs.	Amt. TA
1991-93	2113	3	32	48				
1991-93	4573	3	56	32	48			
1991-93	4365	5	32	32	80			
1991-93	4883	3	16	16	60			

Advisement: % FTE

Graduate Advises:
Masters Committees: 5   # Chaired 6   # Graduated: 5
Doctoral Committees: 3   # Chaired   # Graduated
Undergrad. Advisees: 32
   Extend to advisement: program
advising

Extension Activity: #FTE

Consulting Activity: (amount, size, scope)

Committee Assignments:

        # Department: 4   # Chaired: 2
        # College: 2   # Chaired
        # University: 1   # Chaired

Professional Association Responsibility: (office, duties, time commitment, and level i.e., local regional, national, etc.)

Elected to Executive Board, OSU Faculty Council, Secretary, Faculty Council.

Personal Professional Development: Computation Software Program.

♦   Sigma Xi Scientific Research Society, full member
♦   Outstanding Teacher College of Human Environmental Sciences.

Other Activities:

Marksmanship, Commander (0-6) US Naval Reserve Executive Office, Readiness Training Unit.

HOSPITALITY ADMINISTRATION PROGRAM
INDIVIDUAL FACULTY PROFILE

NAME: Lynda Martin

Document/Exhibit C

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name   Full-time/FTE? 100%

Department: School of Hotel and Restaurant Administration   Rank/Title

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate				
Graduate				
Other				

EXPERIENCE	Positions	Number of Years
Present Institution		

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

APPOINTMENT:

Rank: Grad. Teaching Assoc.   Years at rank: 1   Tenured: Tenure track: Non-tenured track: X

Total FTE: .50   HA FTE: .50   Other areas: .25   9 mo: 10. mo: X   12 mo: Other (explain)

Assignment: % Teaching: 50%   % Research: % Extension: 25%
                   % Admin: % Advising: % Other:

HISTORY

Education

Degree	Major	Minor	Institution	Year
M.S.	Hotel/Rest. Admin.		Univ. of North Texas	1991
B.S.	Secondary Ed.		Univ. of North Texas	1974

Professional License(s):

Experience:

	Current Institution Years		All Teaching Years	
Teaching:	Total	3	Total	
	Grad. level		Grad. level	
	Bacc. level	1	Bacc. level	1
	Assoc. level		Assoc. level	
	Other (explain)	2 (secondary)	Other (explain)	

Relevant Industry	Total years	Highest position	Years in position
Lodging			
Restaurant	12	General Training Manager	11
Institutional	3	Teacher/Instructor	3
Consulting			
Other			

Work Activity Load (Three years of activity requested: current year,)

Academic year reporting: 1992-1993

Research Activity (%FTE): -0-

Funded Research: (Source, size, time-span, responsibility, i.e. director, investigator, principal investigator)

Other Research:

Unplished Masters Thesis; Personality Types of HRAD Students.
"Teaching Ethics" and "Backgrounds in Ethics" in progress.

Publications or products resulting:

Other publications (conceptual, pedagogical)

Professional Presentations: (Level of audience-local, regional, national, international)

Industry training presentations (Restaurant Operations), regional.

Teaching Assignments: %FTE .50

Class Term: Semester: XQuarter: Trimester: Other_____

Term(s)	Number	Title	Credit Hours	No. of Students	Hrs. Lect.	Hrs. Lab.	Amt. TA Help
Summer	4365	Quantity Food Prod.	5		30		20
Fall	4365	Quantity Food Prod.	5		30		20
Spring	2124	Dining Room	4		21		16

Advisement: % FTE   0

Graduate Advises:
Masters Committees: # Chaired   # Graduated
Doctoral Committees: # Chaired   # Graduated
Undergrad. Advisees:
  Extend to advisement:

Extension Activity: #FTE   .25

Coordinator: Mentoring program/stewardship prospect development.

Consulting Activity: (amount, size, scope)

Committee Assignments:

      # Department   1   # Chaired
      # College   # Chaired
      # University   # Chaired

Professional Association Responsibility: (office, duties, time commitment, and level i.e., local regional, national, etc.)

♦   OSU CHES Graduate Student Association Secretary (local)
♦   Council Hotel Restaurant and Institutional Education, member (international)
♦   Kappa Omicron Nu, member (national)
♦   Phi Delta Kappa, member (national)
♦   Oklahoma Restaurant Association, member (local)

Personal Professional Development:

- Hospitality Days Committee, OSU
- ACPHA Steering Committee
- Ethics Institute
- Hotel and Restaurant Society, member, HRAD, OSU
- Sigma Xi Scientific Research

<u>Other Activities:</u>

Scholarships: Oklahoma Dietetic Association Scholarship, Winterfelds Scholarship, OSU-HRAD
         Distinguished Chef's Scholarship, Executive Women in Hospitality Scholarship.

HOSPITALITY ADMINISTRATION PROGRAM
INDIVIDUAL FACULTY PROFILE

NAME: Kim, Yen Soon

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name   Full-time/FTE? 100%

Department: School of Hotel and Restaurant Administration   Rank/Title

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate				
Graduate				
Other				

EXPERIENCE	Positions	Number of Years
Present Institution		

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

APPOINTMENT:

Rank: Grad Teaching Assoc.   Years at rank: Tenured: Tenure track: Non-tenured track: X

Total FTE: .75   HA FTE: .75   Other areas: 9 mo: 10. mo: 12 mo: Other (explain)

Assignment: % Teaching: .75   % Research: % Extension:
                   % Admin: % Advising: % Other:

HISTORY

Education

Degree	Major	Minor	Institution	Year
B.S.				
M.S.				

Professional License(s):   Registered Dietitian

Experience:

	Current Institution Years	All Teaching Years

Relevant Industry	Total years	Highest position	Years in position

Work Activity Load (Three years of activity requested: current year,)

Academic year reporting:

Research Activity (%FTE):

Funded Research: (Source, size, time-span, responsibility, i.e. director, investigator, principal investigator)

Other Research:

Publications or products resulting:

Other publications (conceptual, pedagogical)

Professional Presentations: (Level of audience-local, regional, national, international)

Teaching Assignments: %FTE .75

Class Term: Semester: XQuarter: Trimester: Other_____

	Course		Credit	No. of		Hrs.	Hrs. Amt. TA
Term(s)	Number	Title	Hours	Students	Lect.	Lab.	Help
Fall 2000	HRAD 1114	Instructor	4	65		3	15
Spring 2001	HRAD 1114	Instructor	4	67		3	15
Fall 2001	HRAD 1114	Instructor	4	65		3	15

Advisement: % FTE   0

Graduate Advises:
Masters Committees: # Chaired   # Graduated
Doctoral Committees: # Chaired   # Graduated
Undergrad. Advisees:
  Extend to advisement:

Extension Activity: #FTE 0

Consulting Activity: (amount, size, scope)

Committee Assignments:

        # Department: # Chaired:
        # College: # Chaired:
        # University: # Chaired:

Professional Association Responsibility: (office, duties, time commitment, and level i.e., local regional, national, etc.)

- ♦ CHRIE Student Member

Personal Professional Development:

Other Activities:

HOSPITALITY ADMINISTRATION PROGRAM
INDIVIDUAL FACULTY PROFILE

NAME: Wood, Donald

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name   Full-time/FTE? 100%

Department: School of Hotel and Restaurant Administration   Rank/Title

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate				
Graduate				
Other				

EXPERIENCE	Positions	Number of Years
Present Institution		

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

APPOINTMENT:

Rank: Grad Teaching Assoc.　　Years at rank:　　Tenured:　　Tenure track:　　Non-tenured track: X

Total FTE: .75　　HA FTE: .75　　Other areas:　　9 mo:　　10. mo:　　12 mo:　　Other (explain)

Assignment:　　% Teaching: .75　　% Research:　　% Extension:
　　　　　　　% Admin:　　% Advising:　　% Other:

HISTORY

Education

Degree	Major	Minor	Institution	Year
B.S.				
M.S.				

Professional License(s):　Registered Dietitian

Experience:

	Current Institution Years	All Teaching Years

Relevant Industry	Total years	Highest position	Years in position

Work Activity Load (Three years of activity requested: current year,)

Academic year reporting:

Research Activity (%FTE):

Funded Research: (Source, size, time-span, responsibility, i.e. director, investigator, principal investigator)

Other Research:

Publications or products resulting:

Other publications (conceptual, pedagogical)

Professional Presentations: (Level of audience-local, regional, national, international)

Teaching Assignments: %FTE .75

Class Term: Semester: XQuarter: Trimester: Other_____

			Course		Credit	No. of		Hrs.	Hrs.	Amt. TA
Term(s)	Number	Title			Hours		Students	Lect.	Lab.	Help

Advisement: % FTE   0

Graduate Advises:
Masters Committees: # Chaired   # Graduated
Doctoral Committees: # Chaired   # Graduated
Undergrad. Advisees:
  Extend to advisement:

Extension Activity: #FTE 0

Consulting Activity: (amount, size, scope)

Committee Assignments:

    # Department: # Chaired:
    # College: # Chaired:
    # University: # Chaired:

Professional Association Responsibility: (office, duties, time commitment, and level i.e., local regional, national, etc.)

- CHRIE Student Member

Personal Professional Development:

Other Activities:

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name: William E. Ryan, III   Full-time/FTE? 100%

Department: School of Hotel and Restaurant Administration   Rank/Title: Assistant Professor

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate				
Graduate				
Other				

EXPERIENCE	Positions	Number of Years
Present Institution		

TEACHING PROGRAM FOR CURRENT TERM

Department	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students
HRAD	3473	Mechanical Equipment	3	3	
HRAD	3213	Hosp Mgmt Organization			

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS

APPOINTMENT:

Rank: Manager, Student Union   Years at rank: 2   Tenured: ___   Tenure track: ___   Non-tenured track: X
Food Services, Visiting
Instructor

Total FTE: 1.25   HA FTE: .25   Other areas:1.00   9 mo: 10. mo: 12 mo: X   Other (explain)

Assignment: % Teaching: % Research: % Extension: .25
     % Admin: % Advising: % Other: 1.00 - OSU Food Service

HISTORY

Education

Degree	Major	Minor	Institution	Year
Ed.D.	Occupational & Adult Ed.	Adult & Cont. Ed.	OSU	1992
M.S.	Food Nutr. & Inst. Admin.		OSU	1989
B.S.	HRAD		OSU	1981

Professional License(s): Registered and Licensed Dietitian

Experience:

	Current Institution Years	All Teaching Years
Teaching:	Total	Total
	Grad. level	Grad. level
	Bacc. level 2	Bacc. level 2
	Assoc. level	Assoc. level
	Other (explain)	Other (explain)

Relevant Industry	Total years	Highest position	Years in position
Lodging			
Restaurant			
Institutional	18	Manager of Food Service	9
Consulting			
Other			

Work Activity Load (Three years of activity requested: current year,)

Academic year reporting: 1992-1993

Research Activity (%FTE): 0

Funded Research: (Source, size, time-span, responsibility, i.e. director, investigator, principal investigator)

Other Research:

Dissertation, "Single and Multi-unit Management in College and University Food Services", completed May, 1992

Publications or products resulting:

Ryan, B. (1991). Single and multi-unit management skill: Is there a difference in college and university food services? NACUFS News Wave, 24, 28.

Ryan B. (1992). Identification and comparison of skills required for single and multi-unit management in college and university food service. NACUFS Journal, 16.

Manuscripts Under Development.

> Delegation, The art of losing control.
> Student due process in higher education: Disciplinary versus academic probation.
> Adult students on campus: A perspective.

Other publications (conceptual, pedagogical)

Professional Presentations: (Level of audience-local, regional, national, international)

"Single and Multi-unit Management in College and University Food Services, July 9, 1992, NACUFS National Conference (national).

"Empowerment - The University Buzzword of the 90's", NACUFS National Conference - July 1993 (national).

Teaching Assignments: %FTE .25

Class Term: Semester: X Quarter: Trimester: Other_____

Term(s)	Course Number	Title	Hours	Credit Students	No. of Lect.	Hrs. Lab.	Hrs. Help	Amt. TA
Spring 1993	3553	Purch for Hosp Sys	3		37	3		0
Spring 1992	3553	Purch for Hosp Sys	3		60	3		0
Fall 1991	3553	Purch for Hosp Sys	3		45	3		0

Advisement: % FTE   0

Graduate Advises:
Masters Committees: # Chaired   # Graduated
Doctoral Committees: # Chaired   # Graduated
Undergrad. Advisees:
  Extend to advisement:

Extension Activity: #FTE   0

Currently working with HES Extension to develop a review course for individuals qualified to take the registration exam for dietitians.

Consulting Activity: (amount, size, scope)

Committee Assignments:

# Department:	# Chaired:
# College:	# Chaired:
# University:	# Chaired:

Professional Association Responsibility: (office, duties, time commitment, and level i.e., local regional, national, etc.)

♦   Secretary/Treasurer, NACUFS (National Assocation for College & University Food Service) Region VII. Responsibe for all financial and recordkeeping for the region.
♦   Chairman, Oklahoma Restaurant Association Fall meeting, statewide meeting of dietitians responsible for planning and implementing the meeting.
♦   NACUFS National Professional Standards Committee, member

Personal Professional Development:

NACUFS Leadership Institute, 1985

Other Activities:

ACADEMIC BACKGROUND AND EXPERIENCE OF
INDIVIDUAL FACULTY MEMBER

Name Beck, Jeffrey   Full-time/FTE? 100%

Department: School of Hotel and Restaurant Administration   Rank/Title: Assistant Professor

EDUCATION	Institution	Major Field	Degree	Year
Undergraduate	Indiana University	Business-Marketing	B.S.	1982
Graduate	Purdue University	RHIM	M.S.	1984
	Purdue University	Educ-Instr Design	PhD.	1996

EXPERIENCE	Positions	Number of Years
Present Institution		
Oklahoma State University	Assistant Professor	5
Other Postsecondary Institutions		
Purdue University	Visiting Assistant Professor	1
Purdue University	Instructor	3
Washington State University	Adjunct Faculty	1
Relevant Industry Experience		
Marriott Corporation	Human Resource Manager	1
	TQM Facilitator	1
	Director of Services	1

TEACHING PROGRAM FOR CURRENT TERM

Dept	Course Number	Title	Credit Hours	Contact Hrs. Per Week	No. of Students
HRAD	3363	Lodging Front Office Systems	3	4	
HRAD	4523	Integrated Capstone Seminar	3	3	
HRAD	3403	Lodging Services Management	3	3	

PULICATIONS DURING LAST THREE YEARS

Title	Periodical or Publisher	Date
See Attachment		

OTHER INSTITUTIONAL OBLIGATIONS DURING CURRENT TERM
Scholars Program, CHES
University Assessment, and CHES Assessment Committee

CURRENT MEMBERSHIPS IN SCHOLARLY ORGANIZATIONS
CHRIE
International Society for Performance Improvement
Oklahoma Hotel and Lodging Association OH&LA

**Accreditation Commission for the Programs
in Hospitality Administration**

STUDENT PROFILE FALL 2000

	CURRENT YEAR	
	Institution	Department
Undergraduate Enrollment	Fall 2000	Fall 2000
Freshmen	*	13
Sophomores	*	53
Juniors	*	58
Seniors	*	67
Special Students	*	0
Average ACT/SAT	24.17	23.16
Returning Students	*	*
Readmission	*	*
Transfers (other institutions)		
Transfers (other majors)	*	
Student Retention	1999-00	1999-00
No. of Graduates	4,455	30
No. of Academic Failures	*	*
No. of Probation	*	*
Graduate Enrollment	Fall 2000	Fall 2000
Masters	*	0
Masters (Special)	*	0
Doctoral	*	0

* Not available.

**Accreditation Commission for the Programs
In Hospitality Administration**

STUDENT PROFILE

	CURRENT YEAR	
	Institution	Department
Undergraduate Enrollment	Fall 1999	Fall 1999
Freshmen	4,068	20
Sophomores	3,543	42
Juniors	3,923	52
Seniors	4,235	75
Special Students	45	0
Average ACT/SAT	24.17	23.18
Returning Students	14,346	175
Readmission	85	
Transfers (other institutions)	2,095	10
Transfers (other majors)	*	20
Student Retention	1998-99	1998-99
No. of Graduates	4,476	35
No. of Academic Failures	*	*12
No. of Probation	*	*15
Graduate Enrollment	Fall 1999	Fall 1999
Masters	1,987	15
Masters (Special)	492	0
Doctoral	1,137	3

Standard Syllabus Form

I.   **Course Number: HRAD 1103 (International Dimension)**

II.   **Course Title: Survey of Hotel, Restaurants, and the Tourism Industry.**

III.   **Catalogue Description:**
        Study of hotels, restaurants, tourism and the hospitality industry around the world. The scope of the industry, development and history of the hospitality industry on an international basis, ethical issues, and career opportunities.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 3**

Standard Syllabus Form

I. **Course Number: HRAD 1114**

II. **Course Title: Introduction to Professional Food Preparation and Sanitation**

II. **Catalogue Description:**
    **Techniques and theories of food preparation and sanitation including use
    and selection of equipment, quality controls, presentation, and nutrient
    relationships based on food preparation systems. The theory and practice of
    food safety and sanitation.**

IV. **Prerequisite(s): None**

V. **Hours Credit: 4**

Standard Syllabus Form

I.   **Course Number: HRAD 2125**

II.   **Course Title: Service Management in Hospitality Operations**

III.   **Catalogue Description:**
        Lab 4. Analysis and development of service management skills for the hospitality industry, including leadership behavior, motivation, communication training, staffing and professionalism with an emphasis on fine dining.

IV.   **Prerequisite(s): HRAD 1114**

V.   **Hours Credit: 5**

Standard Syllabus Form

I.   **Course Number: HRAD 2283**

II.   **Course Title: Hospitality Industry Financial Analysis**

III.   **Catalogue Description:**
Financial analysis theory and practice in the hospitality industry including planning and control of revenue and expenses and analysis of financial reports, concepts, examples, and case studies to the hospitality industry.

IV.   **Prerequisite(s): ACCTG 2103**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 2533**

II.   **Course Title: Hospitality Information Technology**

III.   **Catalogue Description:**
    Overviews of computer system components, file structure, operating systems, word processing, spreadsheets, and databases utilized in the hospitality industry. The interaction between technology, oral and written communication at all levels of hospitality organizations.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 3**

Document/Exhibit E

Standard Syllabus Form

I.   **Course Number: HRAD 2770**

II.   **Course Title: Hospitality Industry Speakers Colloquium**

III.   **Catalogue Description:**
        Seminars presented by distinguished hospitality industry professionals.
        Current issues and implications for the future of the hospitality and service
        industries.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 1-3**

Standard Syllabus Form

I.   **Course Number: HRAD 2850**

II.   **Course Title: Special Topics in Hotel and Restaurant Administration**

III.   **Catalogue Description:**
         Study of specific issues of topics in hotel and restaurant administration.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 1-3**

Standard Syllabus Form

I.   **Course Number: HRAD 3193**

II.   **Course Title: Hospitality Training Program Development**

III. **Catalogue Description:**
      Study of the design, delivery and evaluation of training programs for hospitality and tourism organizations. Needs assessment, performance objectives, instructional design, and a variety of presentation methods. Organizational tools and individual development.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 3213**

II.   **Course Title: Hospitality Management and Organizations**

III.   **Catalogue Description:**
        Function and methods of management as related to the hospitality industry including management principles and analysis and decision making skills as applied to hospitality management system organizations, interpersonal relationships, and production systems.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 3223**

II.   **Course Title: International Travel and Tourism**

III.   **Catalogue Description:**
       The study of international travel and tourism for business and pleasure. The management of travel and tourism concepts in the hospitality industry and related businesses around the world. International travel industry financial management, technology, economic planning and policy formation.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 3330**

II.   **Course Title: On-Campus Internship**

III.   **Catalogue Description:**
         Supervised experience in an approved on campus work situation related to a future career in the hospitality industry. Human resource, customer service, management, or supervisory experience in multiple aspects of the department.

IV.   **Prerequisite(s): HRAD 2125, 3213, consent of instructor**

V.   **Hours Credit: 1-3**

Standard Syllabus Form

I.   **Course Number: HRAD 3363**

II.   **Course Title: Lodging Front Office Systems**

III.   **Catalogue Description:**
The organization, duties, and administration of a hotel front office. The various jobs in the lodging front office, and procedures for registering, accounting for, and checking in and out guests. Additional focus on the organizational duties, and administration of a hotel reservations, night audit, and uniformed services department.

IV.   **Prerequisite(s):   ACCTG 2103, HRAD 3213**

V.   **Hours Credit: 3**

Standard Syllabus Form

I. **Course Number: HRAD 3403**

II. **Course Title: Lodging Services Management**

III. **Catalogue Description:**
The organization and management of guest services in lodging properties.
Examination of the principles of concierge, bell staff, retail outlets, and
business services.

IV. **Prerequisite(s): None**

V. **Hours Credit: 3**

Document/Exhibit E

Standard Syllabus Form

I. **Course Number: HRAD 3440**

II. **Course Title: Hospitality Industry Internship**

III. **Catalogue Description:**
    Supervised work experience in an approved work situation related to a future career in the hospitality industry. Management and supervisory experience in multiple aspects of a hospitality organization.

IV. **Prerequisite(s): HRAD 2125, 3213, 3363, or 3943**

V. **Hours Credit: 1-3credits**

Standard Syllabus Form

I.   **Course Number: HRAD 3473**

II.   **Course Title: Mechanical Equipment and Facilities Management**

III.   **Catalogue Description:**
        Fundamentals of building and mechanical systems, maintenance and facilities management. The theory and interaction of illumination, electric wiring, plumbing, heating, ventilation, air conditioning systems. Principles of facilities management in the hospitality industry related to coordination of the physical space with guest services.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 3**

Standard Syllabus Form

I. **Course Number: HRAD 3553**

II. **Course Title: Purchasing in the Hospitality and Food Service Systems.**

III. **Catalogue Description:**
Procurement of food, supplies, and services utilized in the hospitality and food service industries. Food and nonfood materials management of the purchasing process and communication. Specification writing, menu analysis, and costing.

IV. **Prerequisite(s):**
HRAD 3133, Science of Food Preparation or concurrent enrollment.

V. **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 3573**

II.   **Course Title: Franchising in the Hospitality and Food Service Industry**

III.   **Catalogue Description:**
        Study of the history and transformation of hospitality industry chains. The organization of chains, fundamentals of franchising, sales, and growth, evaluation of franchise financial performance, and unit ownership characteristics. Quick service restaurant organizations, guest services, cost controls, sanitation, personnel management, purchasing, marketing, and time management.

IV.   **Prerequisite(s):**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 3623**

II.   **Course Title: Hospitality Industry Revenue and Cost Controls**

III.   **Catalogue Description:**
Strategies for the identification and management of revenue and cost controls in the hospitality industry. The different characteristics of hospitality revenues and costs and their relationships to products and services.

IV.   **Prerequisite(s): ACCTG 2103 and HRAD 2283**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   Course Number: HRAD 3783

II.   Course Title: Hospitality Industry Human Resources Management

III.   Catalogue Description:
        Theories and practices used for personnel management in the hospitality and
        services industries. The organization of a human resources department,
        hiring, discipline, compensation, job analysis, and performance evaluation.

IV.   Prerequisite(s): None

V.   Hours Credit: 3

Standard Syllabus Form

I.   **Course Number: HRAD 3943**

II.   **Course Title: Lodging and Property Management**

III.   **Catalogue Description:**
        **The organization, duties, and administration of hotel support departments.
        The various jobs in lodging housekeeping, engineering, security, and
        convention and meeting services. Facilities management purchasing, and
        furnishing, fixtures, and equipment concepts.**

IV.   **Prerequisite(s): HRAD 3213 and 3363**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4103**

II.   **Course Title: Hospitality Law and Ethics**

III.   **Catalogue Description:**
        Examination of the laws regulating the hospitality industry. The interrelationships between law, the hospitality industry, and the public. Exploration of ethics, how legal principles apply in a global environment, and fundamental principles of tort and contract law.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4120**

II.   **Course Title: Special Events Management**

III.   **Catalogue Description:**
        Study of special events planning, implementation, and evaluation. The interaction between the staff, the customer, guests, contractors, and others necessary to implement a successful special event. Catering through hotels, restaurants, and private companies.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4163**

II.   **Course Title: Hospitality Marketing**

III.   **Catalogue Description:**
        Strategies for marketing and decision-making in the hospitality industry. Customer identification, consumer behavior, competition, and product promotion, placement and pricing strategies.

IV.   **Prerequisite(s):**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4213**

II.   **Course Title: Hospitality Sales and Catering**

III.   **Catalogue Description:**
Fundamentals of sales and catering including sales department, publicity and advertisement, policies, and techniques used to sell the organization in all aspects of the hospitality industry. Includes planning for versatility, customer responsiveness, costing, timing, and follow up for events.

IV.   **Prerequisite(s): HRAD 2125, 3213, and 3363**

V.   **Hours Credit: 3**

Standard Syllabus Form

I. **Course Number: HRAD 4293**

II. **Course Title: Hospitality Small Business Development**

III. **Catalogue Description:**
The theories and procedures necessary to develop a small business in the hospitality industry. Financial analysis, feasibility study, pro forma creation, building and site selection, construction, and brand selection.

IV. **Prerequisite(s):**

V. **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4333**

II.   **Course Title: Hospitality and Tourism Financing**

III.   **Catalogue Description:**
      The theory and practice of operational and strategic financial policy and problems in the hospitality industry. Financial information systems, fund allocation, asset management, financial structure, and analysis of the financial environment.

IV.   **Prerequisite(s): ACCTG 2103, and HRAD 2283**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4365**

II.   **Course Title: Food Production Management.**

III.   **Catalogue Description:**
Organizing, purchasing, costing, recipe development, preparation, and service of food. Emphasis on the management of the process, budgeting, marketing, and food safety.

IV.   **Prerequisite(s): HRAD 2125, 3213, 3553, and managerial accounting.**

V.   **Hours Credit: 5**

Standard Syllabus Form

I.   **Course Number: HRAD 4383**

II.   **Course Title: Hospitality Education**

III.   **Catalogue Description:**
        An examination of the foundation, organization and operation of hospitality education, especially focused on vocational, secondary, community college, and university settings.

IV.   **Prerequisite(s): Senior standing or graduate students**

V.   **Hours Credit: 3**

Standard Syllabus Form

I. **Course Number: HRAD 4413**

II. **Course Title: Hospitality Information Systems**

V. **Catalogue Description:**
    Conceptual analysis of hospitality technology systems such as food and beverage service, housekeeping, sales, property management, personnel, accounting, front office, and inter- and intra-departmental functions. The ethical implication of technology.

IV. **Prerequisite(s): HRAD 2125, 2533, and 3363.**

V. **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4523**

II.   **Course Title: Integrated Capstone Seminar**

III.   **Catalogue Description:**
       Integration of previous classroom, laboratory, and practical experiences through development of a comprehensive project. Additional focus on applications of critical thinking, demonstration of leadership principles, interaction with industry professionals and development of an awareness of societal and ethical issues and their application to hospitality and tourism industries.

IV.   **Prerequisite(s): Senior standing or graduate**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4553**

II.   **Course Title: Specifications and Advance Purchasing**

III.   **Catalogue Description:**
Development of specifications for food, supplies, and services used in the hospitality and service industry. The product mix and its integration with the services in hospitality operation. The developing e-commerce and other technological advances in purchasing and distribution.

IV.   **Prerequisite(s): HRAD 2283, 3213, and 3553**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4560**

II.   **Course Title: Hospitality Management Seminar**

III.   **Catalogue Description:**
The issues having an impact on the hospitality industry. Exploration of the issues utilizing various strategies and multi-disciplinary approach. Discussion and interpretation of multiple perspectives with an emphasis on critical thinking, strategic decision making and the formation and innovative solutions and processes to enhance the workplace.

IV.   **Prerequisite(s): Senior or graduate standing**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4573**

II.   **Course Title: Noncommercial, Institutional and Contract Services in the Hospitality Industry.**

III.   **Course Description:**
        Organization and administration of noncommercial food and hospitality services. Business and industry, athletic venues, colleges and universities, prisons, schools, government services, hospitals, health care, assisted living, and other similar facilities. Additional emphasis on self-operated and services provided by contract management companies. The principles associated with development of a request for proposal, analysis of proposals, service evaluation, contract liaison activities and communication.

IV.   **Prerequisite(s):**
        HRAD/NSCI 3553, Purchasing in Hospitality and Food Service Systems; HRAD/NSCI 4363 (should be 4365), Quantity Food Production Management.

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4593**

II.   **Course Title: Manufacturing and Distribution of Goods and Services in the Hospitality Industry**

III.   **Catalogue Description:**
       Examination of product and service distribution channels. The characteristics and management of the sequence necessary to bring goods and services from manufacturing to market. Additional focus on the marketing concepts associated with the distribution process.

IV.   **Prerequisite(s): HRAD 4553**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4633**

II.   **Course Title: Labor Relations in the Hospitality Industry**

III.   **Catalogue Description:**
        Examination of the concepts related to labor relations in the hospitality and service industries. Emphasis on collective bargaining and applicable law. Training and development programs for the hospitality and service labor force.

IV.   **Prerequisite(s): HRAD 3213 and HRAD 3783**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4663**

II.   **Course Title: Culinary Techniques and Catering**

III.   **Catalogue Description:**
      The history of cuisine, its origin, use and impact on the culinary arts. Examination of a wide variety of foods, production techniques, presentation skills, and service styles. Upscale catering including planning and producing an event.

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4723**

II.   **Course Title: Survey of Beverages in the Hospitality Industry.**

III.   **Catalogue Description:**
        Emphasis on the international dimensions of the history, classification, production techniques, distribution, and quality factors of beverages such as wines, distilled spirits, beer, and non-alcoholic beverages. Emphasis on responsible alcohol beverage service and management techniques.

IV.   **Prerequisite(s): Age 21, Senior standing.**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4770**

II.   **Course Title: Hospitality Industry Speakers Colloquium**

III.   **Catalogue Description:**
       Seminars presented by distinguished hospitality industry professionals. Current issues and implications for the future of the hospitality and service industry

IV.   **Prerequisite(s): None**

V.   **Hours Credit: 1-3**

Standard Syllabus Form

I.   **Course Number: HRAD 4783**

II.   **Course Title: Critical Issues in the Hospitality and Tourism Industry**

III.   **Catalogue Description:**
Breadth of vision and broad perspective of contemporary issues in the management of hospitality and tourism industry organizations. Awareness of societal, economic, cultural, and international issues and their impact on hospitality and tourism

IV.   **Prerequisite(s): Senior or graduate standing**

V.   **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4850**

II.   **Course Title: Special Unit Course in Hotel and Restaurant Administration**

III. **Catalogue Description:**
     Special unit of study related to specific problems in the hospitality industry.

IV.   **Prerequisite(s): Consent of instructor.**

V.   **Hours Credit: 1-6**

Standard Syllabus Form

I. **Course Number: HRAD 4883**

II. **Course Title: Multi-Level Organizational Behavior**

III. **Catalogue Description:**
     Study of the structure and management of multilevel and multinational organization in the hospitality industry. Organizational behavior, policy and procedure, multiunit management and decision making in complex organizations in domestic and multinational hospitality organizations.

IV. **Prerequisite(s): Senior or graduate standing.**

V. **Hours Credit: 3**

Standard Syllabus Form

I.   **Course Number: HRAD 4900**

II.   **Course Title: Honors Creative Component**

III.   **Catalogue Description:**
    Guided creative component for students completing requirements for College Honors in College of Human Environmental Sciences. Thesis, creative project or report under the direction of a faculty member in the major area, with second faculty reader and oral examination.

IV.   **Prerequisite(s): College of Human Environmental Sciences Honors Program participation, senior standing.**

V.   **Hours Credit: 1-3**

Standard Syllabus Form

I.   **Course Number: HRAD 4983**

II.   **Course Title: Conference and Meeting Planning**

III.   **Catalogue Description:**
        **Planning and implementing conferences, teleconferences, conventions,
        special events, seminars and symposia. Designing, promoting, managing and
        evaluating educational events, contract management.**

IV.   **Prerequisite(s): Junior Standing**

VI.   **Hours Credit: 3**

Document/Exhibit F

Course Matrix

Please list your courses in ascending numerical order and then place an "X" to indicate which course(s) principally meets which standard in the common body of knowledge (Curriculum Standard 3b, 1-13 and Standard 3c).

The numbers at the top of Document/Exhibit F represent hospitality administration and knowledge classifications:

1. **Historical Overview of Hospitality Industry**
2. **Marketing of Hospitality Goods and Services**
3. **Operations of Hospitality Organizations**
4. **Accounting Procedures and Practices**
5. **Financial Management of Hospitality Organizations**
6. **Economic Environment: Profit and Non-Profit Organizations**
7. **Legal Environment: Profit and Non-Profit Organizations**
8. **Ethical Considerations Affecting Hospitality Organizations**
9. **Quantitative Methods Management Information Systems**
10. **Human Resources Management**
11. **Organizational Theory and Interpersonal Communications**
12. **Administrative Process & Policy Analysis**
13. **Hospitality Administration Specialization**
14. **Hospitality Work Experience and Internships**

Course Matrix

Please list your courses in ascending numerical order and then place an "X" to indicate which course(s) principally meets which standard in the common body of knowledge (Curriculum Standard 3b, 1-13 and Standard 3c).

Standard Number **Course Number and Name**	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1103-Intro Hotel, Rest, Tour, World	X	X	X			X		X			X		X	
1114-Intro Prof Food Prep	X		X					X	X				X	X
2125-Service Mgmt Hosp Ops		X	X					X			X			X
2283-Hosp Ind Financial Analysis	X		X	X	X			X	X			X		
2533-Hosp Information Technology			X						X					
2770-Hosp Ind Speakers Colloquium		X	X					X		X				
2850-Special Topics in Hotel Restaurant			X			X								
3193-Hosp Train Prog Develop										X				
3213-Hosp Mgmt Organization	X		X				X	X		X	X	X		
3223-Intrl Travel and Tourism							X					X		
3330-On-Campus Internship			X											X
3363-Lodging Front Office Systems		X	X	X					X	X				X
3403-Lodging Services Mgmt			X	X	X									
3440 - Hosp Industry Internship			X							X			X	X
3473 - Mech Equip Facilities Mgmt			X				X						X	
3553 - Prchsg Hsptly Food Serv			X		X		X	X				X		
3573-Franchising and QSR Mgmt		X	X	X	X			X		X	X			
3623-Hosp Ind Revenue Cost Control				X		X								
3783-Hosp Ind Human Resources Mgmt						X				X	X	X	X	
3943-Lodging Property Mgmt			X				X							X
4103-Hosp Law and Ethics	X						X	X				X	X	
4120-Special Events Mgmt		X	X											X
4163-Hospitality Marketing	X	X												
4213-Hosp Sales and Catering		X	X					X					X	X
4293-Hosp Small Business Develop			X	X	X		X			X		X		
4333-Hosp and Tourism Financing			X	X	X			X	X		X	X		
4365-Food Prod Mgmt		X	X	X		X	X	X			X		X	X
4383-Hospitality Education														
4413-Hosp Information Systems			X	X				X		X		X	X	
4523-Integrated Capstone Seminar			X				X				X	X	X	X
4553-Specifications Advance Purchasing			X			X						X		
4560-Hosp Mgmt Seminar		X												
4573-Noncom, Instit'l Contract Srvcs.		X	X	X		X		X		X		X		X
4593-Mfg Distr. Goods Srvcs Hosp Ind		X				X								
4633-Labor Rel in Hosp Ind								X				X		
4663-Culinary Techniques Catering			X								X			X
4723-Intr'l Beverage Educ	X		X				X							
4770-Hosp Ind Spkers Colloquium	X													
4783-Critical Issues in Hosp Tourism	X	X												
4850-Spec Course in Hotel Rest Adm													X	X
4883-Multi-level Organization Behavior		X	X		X		X	X			X		X	
4900-Honors Creative Component														
4983-Conference and Meeting Planning		X	X									X		X
Microeconomics														
Macroeconomics														
Nutrition														
Econ														

Course Matrix

Please list your courses in ascending numerical order and then place an "X" to indicate which course(s) principally meets which standard in the common body of knowledge (Curriculum Standard 3b, 1-13 and Standard 3c).

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7. Legal Environment: Profit and Non-Profit Organizations
8. Ethical Considerations Affecting Hospitality Organizations
9. Quantitative Methods Management Information Systems
10. Human Resources Management
11. Organizational Theory and Interpersonal Communications
12. Administrative Process & Policy Analysis
13. Hospitality Administration Specialization
14. Hospitality Work Experience and Internships

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