

Performance Assessment Format (2014-15)

Management Department Faculty

July 1, 2014-June 30, 2015

For each of the areas please use the following scale: 0=does not meet expectations, 1=meets expectations, 2=exceeds expectations. Please indicate the criteria you used for your assessment (e.g. target journal publication for 2 in intellectual contributions, national officer of professional organization for professional service for 2 in service, etc.). I would suggest an overall assessment for intellectual contributions and service, in addition to a self-assessment in each of three areas for teaching (stakeholder assessment; internal processes; and innovation, learning and growth)

Chair comments and assessment follow in red, including a summary comment at the end

Major Accomplishments and Highlights/ Self-Assessment (Intellectual Contributions) = 1

Target Journal Publications/ Submissions

Young, C. A., Nelson, D., & Nelson, K. (in press). Up, up, & away! Event planning and production in Las Vegas. *Case Research Journal*.

Young, C. A., Nicholas, T. G., Corsun, D. L., & Loth, D. (2014). The road to Tortuguero: The impact of access on tourism and social equity. *Case Research Journal*, 34 (3), 75-94. [Please note: The citation date is 2014 but the journal issue was not published until 2015.]

Other Published or Written Products

Other Forms of Intellectual Contributions

Young, C. A., Haffejee, B., & Veeh, C. (2015). The impact of diversified mentoring relationships on ethnocentrism and cultural intelligence. Presented at the *Council on Hotel, Restaurant, and Institutional Education Conference*, Orlando, FL.

Cheri should be congratulated on her target journal publication in the *Case Research Journal*, as well another acceptance in the same journal. By itself, this would merit exceeds expectations (2) in my view. However, she gave herself a 1 for meets expectations, and I presume it is because these are case, rather than discipline-based, publications. Given that she just completed her 4-year pre-tenure review, there is some urgency for her to focus on discipline-based and research in order to meet expectations for her department and APT, and this means achieving excellent in both research and teaching. I strongly encourage her to focus her efforts on the discipline-based and pedagogical publications, which seem to be in process, and to minimize her service contributions. She is such a positive contributor in terms of service to the college and other communities, and now it is important for her to reduce service and focus her efforts on her scholarship.

Major Accomplishments and Highlights/ Self-Assessment (Teaching) -- look at Paul's slides for examples and explanations

Customer Satisfaction (will be determined by SET/ no need for assessment)

Stakeholder Assessment ("Meet student needs") = 2

As evidence of meeting student needs, I have won:

- Daniels College of Business Inclusive Excellence Award, 2015
- John Wiley & Sons Innovation in Teaching Award, International Council on Hotel, Restaurant, & Institutional Education, 2014

The International Council on Hotel, Restaurant, & Institutional Education (ICHRIE) is the premier, global association of all hospitality education programs around the world, including programs offering Associate, Bachelor, Master's, and Ph.D. degrees, as well as programs at the high school level. The John Wiley & Sons Innovation in Teaching Award is the only teaching-oriented award given by ICHRIE and it recognizes an individual's implementation of innovative, creative, and effective teaching techniques in hospitality education. I was selected among all those teaching hospitality education in high schools, colleges, and universities around the world.

Additionally, my teaching has garnered other attention for the Knoebel School, primarily through my community-engaged service learning pedagogy involving the ECDC/African Community Center (ACC), a 501 (c)(3) Denver-based refugee resettlement agency. The ACC developed a job training program in the spring of 2012 entitled the Commercial Food Safety & Service Training (CFaSST) program. CFaSST is 90-hour training program for refugees on food service, sanitation, customer service, and the American work culture. The Knoebel School of Hospitality Management has been providing classroom and kitchen lab demonstration space for the CFaSST program since its inception. Additionally, we added a unique mentoring component to the refugees' CFaSST program: we partner CFaSST trainees with Knoebel School students in my HRTM 2501 Managing Human Capital course. The human capital students act as job mentors to the refugees in the CFaSST program (the protégés). The mentors treat their protégés as "employees" so as to develop skills in training, selection, and performance management. Over the course of 12 cohorts of CFaSST students, I have worked with the ACC to modify and develop my course to meet the needs of the CFaSST program and the course's learning objectives.

The Knoebel School's and my involvement with the ACC was featured on:

- 9News (see <http://www.9news.com/story/news/local/2015/02/12/du-partnership-refugees/23281753/>)
- Higher Advantage (a well-known organization within the national refugee resettlement network) (see <http://www.higheradvantage.org>)
- *Worldview* magazine, a 24-year-old quarterly magazine of news and commentary about the Peace Corps world and the only magazine dedicated to bringing the events and people of the less-developed places in this world to U.S. readers (see http://www.peacecorpsconnect.org/wordpress/wp-content/uploads/2014/12/WorldView-Winter-2014_AidingRefugeeIntegration.pdf)

The Hilton Foundation believes in the work we are doing and provided a \$130,000 grant to continue our work, and we have been invited by the Marriott Foundation to submit a grant proposal for \$300,000 to sustain and leverage the benefits of our partnership with the ACC. Of particular interest to these foundations is the impact this community-based service learning pedagogy is having on the Knoebel School students in terms of their cultural competence and leadership skills.

What has this partnership done for our students? How has this community partnership with the African Community Center influenced my research? I decided to measure, quantitatively, the impact of my teaching pedagogy on my students and my community partner. At the same time, I am contributing to the academy by investigating and questioning hypotheses put forth regarding the assumed impact of diversified mentoring relationships (such as those between my primarily White, affluent Knoebel School students and the primarily non-White, lower socio-economic status, refugees). Given our small class sizes, it has taken me two years to collect enough data to have the statistical power to test my hypotheses. But I now have pre- and post-test data on the impact of diversified mentoring relationship on our students' ethnocentrism, cultural intelligence, empathy, and humility.

Knoebel student mentors reported a statistically-significant increase in self-reported, behavioral cultural intelligence as compared to a control group of students not mentoring refugees in the CFaSST program, a finding of practical significance given that the foodservice and hotel industries have high percentages of foreign-born workers compared to other industries. Researchers note the negative attitudes and bias against workers with low English skills and foreign-born workers, so hospitality professionals must consider their own biases against and/or appreciation for diverse populations of workers. The Knoebel students participating in these mentoring relationships with refugees had the opportunity to reflect on their biases and change them.

The other course I have been teaching for the past two years is our HRTM 2401, Hotel & Resort Management. This course has traditionally moved students through the different departments of a hotel. In fact, ten years ago, hospitality programs offered separate courses in housekeeping, front office, facilities management, and overall hotel management. Now we are down to a single course, and even this has changed. From my discussions with hotel general managers (GM), I learned that their jobs have evolved from "the hotel business" to "the business of hotels" (as one GM so eloquently communicated the change to me). This means that he spends his day focused on revenue management, dealing with his asset manager, the hotel owner, and the franchisor. As the hotel industry has become "asset light" with fewer and fewer hotel companies both owning and managing hotels, GMs increasingly have to answer to a variety of "bosses" who all want the GM to maximize the profitability of every square inch of that hotel.

So the course has now evolved into two parts: hotel operations (the hotel business) followed by a focus on market segmentation, revenue management, hotel management companies, franchising, and asset-light models (the business of hotels). For hotel operations, I use a reality TV show about a luxury boutique hotel in Orange County, CA to highlight the issues

encountered in various departments of a hotel; we read a New York Times best-selling novel titled “Heads in Beds” which provides the raw and gritty side of hotel operations in New Orleans and New York City so that my students can be prepared for managing employees in the various departments of a hotel; students, in groups of three or four, use various distribution channels to book a hotel room, stay the night, and evaluate the service and the experience created using a rubric focused on the various departments of a hotel; and finally, student groups interview a general manager to get his or her opinion on various suggestions made in another book we read called “100 Tips for Hoteliers.” For the business of hotels, we do in-class exercises on market segmentation and the basics of revenue management, read articles from The Economist and Hotel News Now, and interact with industry expert guest speakers. I have worked hard to prepare our students for their upper level courses in revenue management, asset management, and valuation by sharing with our other professors the topics I cover on revenue management, asset management, etc. via a review sheet prepared for my students for their final exam.

As we continue to revise the curriculum at the Knoebel School, I am sure the learning objectives of this course will continue to evolve. One way that I would like to continue to evolve the course is by establishing a partnership with a small hotel or inn in downtown Denver so that I could use experiential methods and our students could have a vehicle for application. This is something we discussed during our most recent faculty and staff retreat and is something I will work on for the next academic year.

Internal Processes (“Fulfill teaching commitments”) = 1

I teach whatever is asked of me and we do not offer graduate courses in the Knoebel School so it is difficult to ask to teach them as there is no one else to teach the undergraduate courses that I teach.

We do not have integrated courses in the Knoebel School, but I have been instrumental in getting my colleagues to work together, integrating the curriculum from three different courses in order to plan and execute the Public Good Gala (now going into its third year).

The only real option for me in this category, besides teaching an overload, is to engage with students outside of the classroom. Unfortunately, I have not kept a diary of all the calls and meetings with students and alumni I have had. The only evidence I have is that I post my mobile phone number on my syllabus and students text me all the time and as a result, I address their concerns, issues, and questions at all hours of the day. I still am helping former students from as far back as 1999, listening to their concerns about their careers, providing advice on how to deal with difficult superiors and/or colleagues, and writing recommendation letters. I even Skype with students and alumni at night so that it is more convenient for them. This past academic year I wrote 43 letters of recommendation for students (both current and former).

Innovation, Learning and Growth (“Engage in continuous improvement”) = 2

I have convinced some of my colleagues to adopt community-based service learning pedagogy in their courses via our partnership with the African Community Center. We now have three different courses that have integrated their syllabi to come together to plan, market, and execute the Public Good Gala, a five-course, wine-pairing dinner, as an experiential component to provide more transfer of training opportunities for the refugees and the Knoebel School students.

As an added bonus, we are now using a local “celebrity” chef, which strengthens our connections to the local restaurant industry.

While the first Gala lost money (primarily because we used a celebrity chef from San Francisco and had to pay his travel expenses), the 2nd Annual Public Good Gala on Feb. 19, 2015 sold out with 120 guests (using a local celebrity chef) with a net profit of \$2,400 from the dinner and \$2,500 from the silent auction, which was used to help financially support the Knoebel-ACC partnership.

The Gala has been shown to have a significant impact on the job placement rate for the refugees, to have a statistically-significant impact on the cultural intelligence of the Knoebel School students, and, at the same time, is financially sustainable.

Additionally, I have had Jenn Light do mid-term course evaluations in my HRTM2401 Hotel & Resort Management course this academic year as I continually transform this course.

I attended the Faculty Professional Development Workshop on *Teaching Chinese Students* in April 2015.

I am becoming an expert in community-based/service learning pedagogy as evidenced by my presentations below:

Young, C. A. (December 2014). Lessons learned along the way. Presentation to DU’s Center for Community Engagement & Service Learning’s Service Learning Scholars Workshop, Denver, CO.

Young, C. A. (October 2014). Using undergraduate students to mentor refugees. Presentation to Compact of the Mountain West’s “Community Engagement & Refugee Resettlement Programs: Building Community through Service & Learning” Webinar.

Young, C. A. (March 2014). Lessons learned along the way. Presentation to Campus Compact of the Mountain West’s “Engaged Faculty Institute: Service Learning 101,” Denver, CO.

Cheri clearly excels in her teaching. She is innovative, creative, and seems to always be engaged in continuous improvement. This is evident in the way she revised the Hotel and Resort Management class by being current with what general managers are really doing these days. She has been the prime mover with respect partnering with the African Community Center to create a training class that is integrated into her Human Capital class. This is quite remarkable in terms of being a “great private university dedicated to the public good.” She has become a real expert in terms of combining community engagement and service learning with academic content. Real evidence of her success is being the sole recipient of the John Wiley & Sons Award for Innovation in Teaching, a national award. Her overall performance in teaching clearly exceeds expectations (2).

Major Accomplishments and Highlights/ Self-Assessment (Service) = 2

Professional

Associate Editor for:

- *Journal of Hospitality and Tourism Research*, 2012-present
- *Cornell Quarterly*, 2013-present

Reviewer for *Case Research Journal*, 2015

Rocky Mountain HR | People & Strategy, 2014-present (board member)

One of 12 people on the executive board of this professional organization focused on C-suite executive development. We organize and execute professional development programs, bringing in cutting-edge speakers including New York Times best-selling authors, top-notch consultants, and university professors.

University

Public Good Fund Committee, Reviewer, 2014-present

The University of Denver awards up to \$100,000 annually for research that promotes the public good. As a committee member, I review and decide which proposals should be funded. We review approximately 15-20 grant proposals, twice a year.

Mountain West Engagement Academy—DU Representative, Feb. 19-21, 2014

Endorsed by the American Association of State Colleges and Universities, the Coalition of Urban and Metro Universities, and the Association of Public and Land-Grant Universities, the Engagement Academy supports colleges and universities developing institutional engagement plans, effectively linking community engagement to the teaching, research, and service missions of the institution. As part of a 6-member team from DU, we developed engagement plans integrated into the DU campus as a tool for institutional effectiveness as a result of participating in this academy.

College

Undergraduate Programs Review Committee, 2014-present

Department

Project Hospitality Africa, 2014-present

Am spearheading an initiative to develop strategic partnerships in Ethiopia and Uganda for the Knoebel School. To gain a competitive advantage in the crowded field of hospitality education, the Knoebel School is seeking out African partners to provide our students with additional opportunities to increase their cultural intelligence and leadership capabilities. Currently, I am working on developing executive education curriculum, internship opportunities, and training and education facilities.

Target Journal List Committee, Knoebel School, 2015

One of two members of this committee that developed quantitative criteria free of personal preferences for establishing our target journal list. Solicited feedback from other faculty members before final list was presented and approved.

Cheri is very engaged in service at all levels and with various communities. She is an engaged person and colleague, whether it be at the professional level as a journal editor or at the local level as a member of the Rocky Mountain HR/People and Strategy organization as a board member. She is the kind of person people will naturally call upon because of her commitment and willingness to help. I would agree that she exceeds expectations (2).

Assessment of Personal Goals for 2014-15

1. Get the second case accepted for publication (DONE)
2. Submit diversified mentoring relationship manuscript for CHRIE conference (DONE) and then publication at the Journal of Hospitality & Tourism Research (in process)
3. Collect data for sexualized behavior study; prepare manuscript for presentation (couldn't get it through IRB for six months; now looking for Javascript programmer and very close; will collect data this year but will not write up results until Summer 2016)
4. Collect data for leadership wellbeing and performance study (DONE); prepare manuscript for publication in Journal of Organizational Behavior (in process, but may need more data if not enough statistical power)
5. Convince another course and professor to join the collaborative effort around the Public Good Gala and fill 120 seats at the Gala (DONE)

Personal Goals for 2015-15 (3-5 goals)

1. Submit eight (8) manuscripts to various journals
2. Collect sexual behavior data (using Javascript adapted Qualtrics survey for assessing implicit sexual attitudes)
3. Submit and secure IRB approval for alcohol study

Cheri has become a valued member of the Daniels' community. She excels in teaching and service, and I would now encourage her to devote her energy and resources to research and publications, as she prepares for her tenure review. She has an ambitious goal of submitting 8 manuscripts to various journals this year, and I very much encourage and support her focus on those submissions this year.