

**Performance Assessment Format (2015-16)**  
**Management Department Faculty**  
**July 1, 2015-June 30, 2016**

**Cheri A. Young, Ph.D.**

*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)*

*The comments and rating of the chair follows at the end of the self-assessment.*

**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*.

**Works in progress:** The following manuscripts were being prepared for publication during this evaluation year. All four have subsequently been submitted, with two under revision and two awaiting reviews.

- Young, C. A., Haffejee, B., & Corsun, D. L. Developing cultural intelligence and empathy through diversified mentoring relationships. *Journal of Management Education*.
- Young, C. A., Haffejee, B., & Corsun, D. L. The relationship between ethnocentrism and cultural Intelligence. *International Journal of Intercultural Relations*
- Young, C. A., Hartley, S., Rowe, S., & Bacon, D. Hotel general managers' well-being and their transformational leadership behaviors. *International Journal of Hospitality & Tourism Administration*
- Young, C. A., Xie, K. L., & Corsun, D. L. Travelers' preferences for short-term rentals and hotels. *International Journal of Culture, Tourism & Hospitality Research*

**Other Published or Written Products**

**Other Forms of Intellectual Contributions**

Young, C. A., Xie, K., & Corsun, D. (2016). An exploratory study of VRBO guests: The choice of hotels versus short-term rentals for business and leisure travel. Presented at

the *Council on Hotel, Restaurant, and Institutional Education Conference*, Dallas, Texas in July, 2016.

Young, C. A., Rowe, S., Hartley, S., & Bacon, D. (2016). An exploratory study of hotel general managers' well-being and their transformational leadership behaviors. Presented at the *APac Council on Hotel, Restaurant, and Institutional Education Conference*, Bangkok, Thailand in May, 2016.

### **Major Accomplishments and Highlights/ Self-Assessment (Teaching) --**

**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 or been instrumental in the Knoebel School winning the following awards:

- McCool Breakthrough Award (awarded to the Knoebel School), Council on Hotel, Restaurant, & Institutional Education, 2016
- C. Thomas Howard Award for Innovative Teaching, Daniels College of Business, 2016

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 McCool Breakthrough Award is an award to honor the spirit of Willie McCool. This award is given to an individual, group, program, school, college, association, or corporation that has made a significant breakthrough or introduced a unique approach in the spirit of ICHRIE's mission. The award recognizes an event, activity, or program in the spirit of Willie McCool, a dedicated and successful astronaut and son of Audrey and Barry McCool, faculty members at the University of Nevada at Las Vegas.

The Knoebel School won the McCool Breakthrough Award given our integrated approach to teaching our students via our partnership with the ECDC/African Community Center (ACC), a refugee resettlement agency in Denver. Knoebel School students in my HOSP2501 Managing Human Capital in Hospitality mentor refugees completing a culinary training program that was designed by the ACC but is delivered at the Knoebel School. I was the creator of this partnership and have been the consistent and persistent force behind it expanding and winning numerous awards and garnering continued financial support.

The Hilton Foundation believes in the work we are doing and provided a **\$200,000 grant** to continue our work, and the Marriott Foundation provided an additional **\$75,000 in funding** 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.

The other course I have been teaching for this past evaluation year is HOSP2401 Hotel & Resort Management. Over the past years, I have completely redesigned this course and in past self-evaluations have explained the components of the course. This past year I focused on fine-tuning all components by providing rubrics for all assignments, reading guides for every single article and book chapter assigned, and even video viewing guides for the documentaries and reality shows we watch. I have developed a variety of in-class exercises to bring the material to life, each with a grading rubric. Additionally, from working with Jenn Light, I have developed a variety of methods for stimulating and providing higher quality class discussions, from “Think-Pair-Share” to “Roundtables.” Most involve having students think and write individually about a question or discussion topic before sharing with another. The act of having to write one’s thoughts first before discussing tends to lead to a higher level of comprehension and exploration.

### **Internal Processes (“Fulfill teaching commitments”) = 2**

I teach whatever is asked of me. I have never refused to teach a course and consider myself to be a team player. In baseball terms, I am a utility player; I am not out to build my own personal brand. For me it is all about the Knoebel School and Daniels College of Business.

In terms of Honors theses, I seem to be the preferred advisor for Knoebel School students pursuing an Honors thesis. Additionally, I am the professor who is willing to oversee students wanting to do independent studies. When it comes to students, it is almost impossible for me to say “no” to them.

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 fourth year).

My main method for fulfilling my teaching commitments is by engaging with students outside of the classroom. Quite literally, I cannot tell you how many times I’ve gone out for coffee with students. When students are preparing their resumes, I am the one to provide detailed feedback. When it comes to dressing for an interview, I am the one to give straightforward advice to them. When it is time to figure out which job offer to accept, I am the one to talk students through the pros and cons of each offer. When it comes to negotiating salaries, I am the one to build my (primarily female) students’ courage to ask for what they are worth.

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 (sometimes at midnight to speak with former students living in Asia) so that it is more convenient for them. This past academic year I wrote 45 letters of recommendation for students (both current and former).

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

I regularly attend Jenn Light's teaching snippets to learn new tactics for engaging students in their learning.

Additionally, I learn best when I have to teach others, which I did so via presenting at the following and interacting with other panelists and audience members:

- Young, C. A. (February, 2016). Panelist for "How can we prepare students for real world problems and challenges?" as part of the University of Denver's Teaching and Learning Week.
- Young, C. A. (February, 2016). Panelist for "Ethics in hospitality" session at the Western Federation Council on Hotel, Restaurant, & Institutional Education Conference in Denver, Colorado.

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

#### **Professional**

##### **Associate Editor for:**

- *Journal of Hospitality and Tourism Research*, 2012-present
- *Cornell Quarterly*, 2013-2016

##### **Reviewer for *Case Research Journal*, 2015-present**

##### **Rocky Mountain HR | People & Strategy, 2014-2016 (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.

#### **College**

##### **Undergraduate Programs Review Committee, 2014-present**

#### **Department**

##### **Public Good Gala, 2014-present**

Creator and inspiration behind this five-course wine-pairing dinner to support the University of Denver's commitment to the public good. The Gala, with average attendance of 120 people, now raises over \$10,000 each year to support the Knoebel School's innovative partnership with the ECDC/African Community Center, a refugee resettlement agency. Refugees and Knoebel School students work the event together.

### **Assessment of Personal Goals for 2015-16**

1. Submit eight (8) manuscripts to various journals: I have now submitted four (4) articles and have one (1) more that is very close; also presented two (2) conference papers.
2. Collect sexual behavior data (using Javascript adapted Qualtrics survey for assessing implicit sexual attitudes): I have not been able to find someone who programs in Javascript and knows Qualtrics; as a result, I am focused on finishing other projects first before returning to this.
3. Submit and secure IRB approval for alcohol study: I am still waiting for my co-author to finish his part.

### **Personal Goals for 2016-17 (3-5 goals)**

1. Submit a conference paper
2. Submit two more manuscripts (P2P accommodations; refugee integration)
3. Collect data for alcohol study
4. Write a teaching case on employing refugees

With respect to research Cheri had a very productive year. She has one case in print in the *Case Research Journal*, a top journal for the college-wide target journal list. In addition, she has four other manuscripts under review, including one in a top journal of management and another at a top journal for hospitality. I would agree with Cheri with her assessment as meeting expectations, and I would assess her performance as exceeding expectations had there been one or more target journal publications in print during the year.

Cheri continues to excel as a teacher, and I would agree with her self-assessment that her performance deserves to be regarded as excelling expectations. Significant evidence of her excellent performance is reflected in her receiving the Thomas Howard Award for Innovative Teaching. Additionally, the hospitality program received a national award from the International Council on Hotel, Restaurant, & Institutional Education for the partnership with the ECDC/African Community Center (ACC), a refugee resettlement agency in Denver. Cheri has been the prime mover and driver for this innovative program. With respect to the several dimensions, Cheri goes beyond expectations with respect to meeting student needs, fulfilling teaching commitments, and engaging in continuous improvement. Of note are the 45 letters of recommendation for her students, her ongoing commitment to diversity and inclusiveness, the development of rubrics so that students understand more clearly course expectations, and the ongoing engagement with Jenn Light to learn from others and also sharing her teaching insights in workshops and other outlets.

In terms of service, Cheri clearly meets expectations, if not exceeds expectations. She contributes consistently and meaningfully to various communities. She is very involved and willing to give her time and expertise in a very collaborative and collegial manner.

Cheri continues to be a very productive and important part of the college and university. I am hopeful that several of her research projects will come to fruition in the next year, now that they have been submitted to peer-reviewed outlets.