

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM  
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION  
 COOPERATIVE DEGREE PROGRAM  
 WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

University of Maryland Eastern Shore - UMES  
Institution Submitting Proposal  
(University System Maryland Hagerstown - USMH)

Fall 2017

Projected Implementation Date

Bachelor of Science

Hospitality and Tourism Management

Award to be Offered

Title of Proposed Program

050800

Suggested HEGIS Code

520904

Suggested CIP Code

Hospitality and Tourism Management

Department of Proposed Program

Dr. Ernest P. Boger

Name of Department Head

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Johnette B. Bell 7/1/16  
Signature and Date

President/Chief Executive Approval

Date Endorsed/Approved by Governing Board

Date

**Academic Program Proposals  
From Degree-Granting Institutions Authorized to  
Operate in the State of Maryland**

**Off-Campus Programs**

**1. The title of the program and the degree or certificate to be awarded;**

Bachelor of Science in Hospitality & Tourism Management offered at the University System of Maryland Hagerstown (USMH)

**2. The resource requirements for the program and the source of funds to support the program for the first 2 years of program implementation;**

This proposal outlines the intent of the The University of Maryland Eastern Shore (UMES) to partner with the University System of Maryland Hagerstown (USMH) to present, at the USMH western Maryland location, the Bachelor of Science degree in Hospitality and Tourism Management (B.S.-HTM).

A full time Program Director will be retained on-site to administer the day to day operations of the program. This includes management of adjunct specialized faculty to fulfil human resource requirements. This will be augmented by hybrid and on-line course resource support from the Princess Anne and Rockville campus locations.

USMH assures and UMES confirms that existing and projected institutional facilities and equipment will meet the expanded program needs. The primary immediate challenge is with the availability of a culinary laboratory facility that is required to successfully offer 11 credit hours of required coursework. Ultimately, it is anticipated that program growth will require a culinary lab and specialized classroom similar to the UMES-HTM facilities at Universities at Shady Grove (USG). In the interim, a local commercial kitchen and dining room will serve as the culinary lab, during its non-operational hours, primarily evenings.

Financial resources are available to immediately support the initial engagement of an on-site UMES-HTM-USMH Program Director. Administrative office support and adjunct instructor support will need to increase as the program grows over the next 5 years. A key hallmark is the commitment of \$250,000 by the USMH for the design and equipment of a culinary laboratory and related start-up expenditures.

**TABLE 1: RESOURCES**

| <b>Resource Categories</b>   | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|--|---------------|---------------|---------------|---------------|---------------|
| <b>1. Reallocated Funds<sup>1</sup></b>                                | \$0           | \$0           | \$0           | \$0           | \$0           |
| <b>2. Tuition/Fee Revenue<sup>2</sup></b>                              | 62,262        | 124,524       | 246,036       | 308,298       | 370,560       |
| <b>(c + g below)</b>   |               |               |               |               |               |
| <b>a. # Full Time Students</b>   | 10            | 20            | 40            | 50            | 60            |
| <b>b. Annual Tuition/Fee Rate/Unit</b>                                 | 5,925         | 5,925         | 5,925         | 5,925         | 5,925         |
| <b>Number Units</b>  | 251           | 251           | 251           | 251           | 251           |
| <b>Subtotal Tuition</b>  | 30            | 30            | 30            | 30            | 30            |
| <b>Fees</b>  | 5,005         | 5,005         | 5,005         | 5,005         | 5,005         |
|  | 920           | 920           | 920           | 920           | 920           |
| <b>Total Tuition/Fees *1.</b>  | 5,925         | 5,925         | 5,925         | 5,925         | 5,925         |
| <b>c. Annual Full Time Revenue</b>                                     | 59,250        | 118,500       | 237,000       | 296,250       | 355,500       |
| <b>(a x b)</b>   |               |               |               |               |               |
| <b>d. # Part Time Students</b>   | 2             | 4             | 6             | 8             | 10            |
| <b>e. Credit Hour Rate</b>   | 251           | 251           | 251           | 251           | 251           |
| <b>f. Annual Credit Hours (per student)</b>                            | 6             | 12            | 18            | 24            | 30            |
| <b>g. Total Part Time Revenue</b>                                      | 3,012         | 6,024         | 9,036         | 12,048        | 15,060        |
| <b>(d x e x f)</b>   |               |               |               |               |               |
| <b>3. Grants, Contracts &amp; Other External Resources<sup>3</sup></b> |               |               |               |               |               |
| <b>4. Other Sources *2.</b>  | 165,000       | 60,000        | 25,000        |               |               |
| <b>TOTAL (Add 1-4)</b>   | 227,262       | 184,524       | 271,036       | 308,298       | 370,560       |

\*1. Flat rate, 12-18 Credit Hrs. – in-state tuition

\*2. 3 year distribution of \$250,000 Program Development Grant

**TABLE 2: EXPENDITURES**

| <b>Expenditure Categories</b>              | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|--|---------------|---------------|---------------|---------------|---------------|
| <b>1. Total Faculty Expenses</b>           | \$93,000      | \$93,000      | \$93,000      | \$100,000     | \$100,000     |
| <b>(b + c) below</b>                       |               |               |               |               |               |
| <b>a. # FTE</b>                            | 1.0           | 1.0           | 1.0           | 1.0           | 1.0           |
| <b>b. Total Salary</b>                     | \$70,000      | \$70,000      | \$70,000      | \$75,000      | \$75,000      |
| <b>c. Total Benefits</b>                   | \$23,000      | \$23,000      | \$23,000      | \$25,000      | \$25,000      |
| <b>2. Total Administrative Expenses</b>    | \$17,500      | \$17,500      | \$45,000      | \$45,000      | \$48,000      |
| <b>(b + c) below</b>                       |               |               |               |               |               |
| <b>a. # FTE</b>                            | .50           | .50           | 1.0           | 1.0           | 1.0           |
| <b>b. Total Salary</b>                     | \$17,500      | \$17,500      | \$34,000      | \$34,000      | \$36,000      |
| <b>c. Total Benefits</b>                   | 0             | 0             | \$11,000      | \$11,000      | \$12,000      |
| <b>3. Total Support Staff Expenses</b>     | \$3,000       | \$6,000       | \$9,000       | \$12,000      | \$15,000      |
| <b>(b + c) below</b>                       |               |               |               |               |               |
| <b>a. # FTE</b>                            | .25           | .50           | .75           | 1.0           | 1.25          |
| <b>b. Total Salary</b>                     | \$3,000       | \$6,000       | \$9,000       | \$12,000      | \$15,000      |
| <b>c. Total Benefits</b>                   | 0             | 0             | 0             | 0             | 0             |
| <b>4. Equipment</b>                        | \$12,000      | \$12,000      | \$12,000      | \$12,000      | \$12,000      |
| <b>5. Library</b>                          |               |               |               |               |               |
| <b>6. New or Renovated Space</b>           | \$100,000     | \$40,000      | 25,000        |               |               |
| <b>7. Other Expenses (facility rental)</b> | 0             | \$15,000      | \$15,000      | \$15,000      | \$15,000      |
| <b>TOTAL (Add 1-7)</b>                     | \$225,500     | \$183,500     | \$199,000     | \$184,000     | \$190,000     |

### **3. The need and demand for the program in terms of:**

#### **a. Specific local, regional and State need for the graduate;**

As the only Tourism and Hospitality degree program in the University System of Maryland, UMES –HTM graduate output is focused on the overall state need. Therefore it is important to highlight the growth in state tourism visitor spending and arrivals as they are the prime generators of HTM graduate demand.

In the 2016 Tourism Marketing and Development Plan, Greg Shockley, Chair MD Tourism Development Bd. Noted that, “ 2013 visitor spending in Maryland generated close to \$2.1 billion in state and local tax revenue.” Additionally, The Maryland Office of Tourism confirms a record \$15.4 billion in overall visitor spending for fiscal year, 2014. According to data provided by D.K. Shifflet and Associates, a leading tourism industry research firm, this increase in revenue is no doubt driven by the fact that Maryland welcomed 38.2 million domestic visitors in 2014, an increase of 5.8 percent from 2013, and an increase of 40 percent from 2007’s 27.2 million visitors. Shockley continues to point out that Maryland’s 40 percent increase, representing an additional 11 million visitors from 2007 to 2014, was substantially greater than the 26 percent growth the United States saw during this time period, and significantly greater than the performance of other mid-Atlantic states. Maryland has increased market share 12 percent since 2007, far outperforming regional and national trends during this period of particular economic challenge. Enhanced performance of tourism spending and arrivals is projected for continuation meaning additional need for graduates prepared to assume entry level management roles upon graduation; hence the need for Hospitality/Tourism training beyond current Princess Anne and Rockville, MD. Locations.

#### **b. Job opportunities available to those who complete the program;**

The 2015 -2020 five year period will document the continued existence of tourism as Maryland’s 10th or 12<sup>th</sup> largest private sector employee, based on Data available from *Tourism Economics*. Additionally, The Maryland Tourism Coalition reports that Maryland tourism in 2011 supported more than 131,000 direct full-time equivalency tourism jobs in Maryland with a payroll of \$4.7 billion. This rose to 140,288 jobs by the beginning of 2014 with a direct payroll of \$5.1 billion. *Tourism Economics’* 2011 Economic Impact of Tourism in Maryland shows that travelers in Maryland spent \$14.3 billion in 2011. The same publication documents increases to \$15.0 billion in 2012 and to \$15.4 billion in 2013. Individual employment sub sector job demand is underscored by the fact that 15% of this figure reflects retail sales. Moreover, jobs related to lodging, ground transportation, and food/beverage sectors accounted for 20% each. These are the job categories for which the B.S. in HTM prepares graduates. A 1,000 hour paid work experience requirements facilitates the HTM major’s pre-graduation identification and cultivation of job opportunities post-graduation.

#### **c. Evidence of market demand through supporting data, including results of surveys that have recently been conducted;**

Macrocism Evidence of tourism market demand, which sets the stage for the Maryland state microcosm is best observed through a consideration of travel trends nationally. These travel industry trends are reflected in travel volume and economic impact.

### **Travel Volume**

In line with industry forecasts, travel has grown steadily over the past five years. The U.S. Travel Association reported U.S. domestic travel increased 4.1 percent from 2014 to a total of nearly 2.2 billion person-trips in 2015. 1. Domestic leisure travel increased 4.9 percent in 2015 to 1.7 billion person-trips. 2 Leisure travel accounted for 79.2 percent of all U.S. domestic travel in 2015. Domestic business travel grew marginally (0.8 percent) in 2015 to 454 million person-trips. International inbound travelers, including visitors from overseas, Canada and Mexico, made 75.0 million visits to the United States in 2015, almost no change from 2014.

### **Economic Impact**

U.S. Travel Association data further reveals that in 2015, domestic and international travelers spent \$947.1 billion in the U.S. This spending supported more than 8.1 million jobs directly, and generated \$231.6 billion in payroll income and \$147.9 billion in tax revenues for federal, state, and local governments. Travel spending in the U.S. by domestic and international travelers grew 2.1 percent to \$947.1 billion in 2015.<sup>3</sup> of this total, domestic travelers spent \$814.1 billion (a 2.7% increase from 2014), and international travelers spent \$133.0 billion in the U.S. declining 2 percent from 2014. In addition, international travelers paid a total of \$38.6 billion to U.S. air carriers on international passenger fares in 2015, a decline of 11 percent from 2014. Due to the slowdown of the world economy and a stronger U.S. dollar against most foreign currencies, international travelers spending in the U.S. declined after five consecutive years of growth.<sup>5</sup> However, with \$110.2 billion in U.S. residents travel spending abroad, the international trade balance in travel spending continued to show a nearly \$23 billion surplus in 2015.<sup>6</sup> Adjusted for inflation, real travel spending (in chained 2005 dollar) rose 4.1 percent in 2015. Benefiting from the declining gasoline prices, travel by auto increased notably in 2015. The Travel Price Index—a measurement of the cost inflation of travel goods and services - declined 2.6 percent in 2015.

Based on the foundational data of the foregoing 2010-15 baseline time period, Maryland is poised to benefit from projected 2016 – 2020 growth in tourism due to its strong tourism and lifestyle products, local cuisine, waterfront destinations, cultural heritage and driving tours within short distance of many top-rated tourism attractions. Maryland tourism marketers will need to be more nimble than ever as they deal with increased marketing competition from other states, consumers' desires to expand their travel options and move away from staycations, and deal with the impact of reduced government spending. Successful travel promotion will require, as always, the best possible understanding of the consumer and the factors influencing their travel decision, as well as the best channels of communication that can deliver the highest return on investment on their advertising and promotional dollars

**UMES** believes these economic projections and the demand for enhanced professional sensitivities on the part of Hospitality/Tourism careerists bode well for expansion of the traditional B.S. Hospitality & Tourism Management degree to a physical presence at the University of Maryland System Hagerstown (USMH), Hagerstown, MD.

|                         | <b>SHARE OF MARYLAND VISITATION IN 2014</b> |
|-------------------------|---|
| <b>CENTRAL REGION</b>   | 48,2%                                       |
| <b>EASTERN SHORE</b>    | 20.9%                                       |
| <b>CAPITAL</b>          | 19.9%                                       |
| <b>WESTERN MARYLAND</b> | 7.5%  |
| <b>SOUTHERN</b>         | 3.5%  |

*Source: D.K. Shifflet & Associates, Ltd. with independent analysis by the Maryland Office of Tourism based on person-stays*

**4. A description of the following, if a similar program is offered within the same geographical region of the State:**

- a. **Similarities or differences in the degree to be awarded;**
- b. **Area of specialization; and**
- c. **Specific academic content of the program**

The University of Maryland, Eastern Shore is the only university in the USM system that offers a degree in Hospitality and Tourism Management. There will be no duplication of programs by adding an additional physical location at USMH for offering the same degree program in Hospitality and Tourism Management. There are no similar programs in the state of Maryland or in Western Maryland. The closest program of this type geographically would be at Pennsylvania State University at College Park, PA, a distance of 132 miles across state lines.

**5. A description of the method of instructional delivery, including distance education, on-site faculty, and the mix of full-time and part-time instructors**

The Bachelor of Science in Hospitality and Tourism Management will be presented primarily in a face-to-face instructional format at USMH with hybrid and on-line course support as currently presented at the main campus in Princess Anne and at the satellite USG Rockville campus. The program's primary focus is full-time students who have completed Associate Degrees. However, part-time students will be welcome and accommodated. The Program Director is projected to bring a graduate level Culinary Arts Management academic and industry background to the program, thereby anchoring the most critical teaching aspect of the program. Other courses will initially be presented by local adjunct faculty with support from on-line and hybrid faculty at USG and main campus. Beyond year 5, program growth is projected to support an additional full-time faculty member with graduate level academic and industry specialization in Hotel Operations Management.

**6. A brief description of the academic oversight, quality control, and student services to be provided.**

A full time Program Director -- UMES-HTM- USMH will administer the day to day operations of the program, including course instruction, faculty evaluation and overall academic oversight. This individual will be augmented by the engagement of adjunct specialized faculty plus, hybrid and on-line course support from the Princess Anne and Rockville locations. Administrative support will be augmented by a full-time Level 1, Administrative Assistant, ½ time initially and full time from year 3 onward. The Program Director reports directly to the HTM department chairperson on main campus, Princess Anne. Quality control will follow the successful Shady Grove USG model in that 100% congruence will be required in course syllabus format and all stated formal course objectives. The HTM department at USMH will be the outreach, conduit and contact point for all UMES student services to include: Admissions, Registrar, and Student Accounts due to the physical isolation from Main Campus in Princess Anne, MD.

**7. Provision for adequate and appropriate library resources within reasonable distance of the instructional site or through institution-sponsored electronic collections and databases.**

In addition to the physical library facilities and holdings of USMH, students and faculty can take advantage of the entire University of Maryland System's library holdings through inter-library loans, most especially HTM physical and electronic holdings available through the UMES main campus library in Princess Anne. USMH continually updates and adds to its information security holdings in the library as needed for existing programs. The USMH library resource budget process is geared to continuously meet all needs of existing and future programs to include UMES-HTM.

## **MHEC CONCERNS – UMES-USMH COLLABORATION – BS. HTM**

Comments prepared in response to alphabetized passages below.

***D. Faculty. (1) Students shall be taught by qualified faculty with appropriate experience. (2) At least 1/3 of the classes offered in an off-campus program shall be taught by full-time faculty of the parent institution.***

The current proposal meets this requirement. The proposal calls for a full-time Program Director with appropriate academic credentials in year 1. The standard UMES teaching credit load for a Director is 18 credits per year. For year 1, 31 total credits are projected to be offered at USMH. Going forward, barring multiple sections of same classes due to overwhelming student demand, each Fall semester a total of 43.5 credits are offered. Total credits offered for each Spring semester at 38.5. Therefore, the requirements of item D. (1&2) above are met and exceeded.

***E. An off-campus program shall:***

***(1) Be complete and coherent;***

The UMES BS HTM to be offered at USMH builds upon the success model at USG and will deliver the same complete, coherent and comprehensive program delivered at home campus. The primary target group is Associate Business degree graduates of Hagerstown Community College who are prepared to invest 3 additional years at UMES-USMH to acquire the BS. - HTM.

***(2) Provide for either real-time interaction or delayed interaction between faculty and students and among students;***

UMES has technical and logistical capability to provide the full scope of interaction between these constituencies. There will be live classes on site presented by full-time and adjunct instructors. Also, Utilizing such programs as Blackboard Collaborate and ECHO 360.

***(3) Provide appropriate oversight of the program offered by qualified faculty from the parent institution; and***

The program comes under the direct oversight of the Chairperson of the HTM program located on the Princess Anne, MD main campus. Following the successful USG model, this individual exercise full management of the off campus program through the on-site Program Director. A minimum of once monthly physical visits to the off-campus location is standard. Full time faculty at the main campus sets the standard for syllabi and student performance based objectives which are mirrored at the off-campus site.

***(4) Provide enrolled students with reasonable and adequate access to the range of academic and support services appropriate to support their learning, including academic advising, counseling, library and other learning resources, and financial aid.***

All essential support services available to main campus students, except room and board, will be available to UMES students at the USMH center. These services will be in close collaboration and partnership with the physical resources and personnel at the USMH center. The successful USG model is again cited as the benchmark for emulation.

***F. An institution has responsibility for: (1) Evaluating the program's educational effectiveness, student learning outcomes, student retention, and student and faculty satisfaction***

UMES welcomes and embraces this responsibility. The HTM program is accredited by the Accreditation Commission for Programs in Hospitality Administration (ACPHA). Those standards require that all non-campus programs meet the same standards as the home campus, otherwise accreditation is jeopardized in all locations. That process addresses effectiveness, outcomes, retention and constituent satisfaction.

***(2) Providing to faculty with professional development activities, appropriate training, and other support.***

The HTM program has a proven track record of faculty professional development including paid membership for all full time faculty members in the International Council of Hotel, Restaurant, and Institutional Education (ICHRIE, the preeminent professional association for hospitality educators.). Faculty participation in and travel to professional meetings is well documented over the history of the HTM program and will continue with the expansion to USMH.

**EB, D.Mgt. – 9/27/16**