



IUPUI

**DEPARTMENT OF TOURISM, EVENT,
AND SPORT MANAGEMENT**

2021 Program Review

*Prepared by the Faculty of Tourism, Event and Sport Management at IUPUI
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Table of Contents

| | |
|---|-----------|
| A. Program Profile | 3 |
| A1. Departmental Description | 3 |
| Department History | 3 |
| Strategic Focus..... | 5 |
| A2. Characteristics of Students..... | 6 |
| A3. Characteristics of Faculty..... | 7 |
| A4. Program Resources..... | 7 |
| Program Location..... | 8 |
| Research and Community Centers..... | 8 |
| TESM Industry Advisory Council..... | 9 |
| Graduate Student Assistantships..... | 9 |
| Study Abroad | 10 |
| First-year Experience/Bridge/Themed Learning Communities..... | 10 |
| B. Program Quality and Viability | 11 |
| B1. Student learning outcomes | 11 |
| B2. Department Degree Programs..... | 12 |
| B3. Profiles of Learning for Undergraduate Success | 13 |
| B4. Experiential Learning | 14 |
| Internships | 14 |
| Capstone Courses | 15 |
| TESM Experiential Learning Labs | 17 |
| Global and Multicultural Learning..... | 18 |
| B5. Research Contributions | 19 |
| B6. Undergraduate Student Outcomes and Placement..... | 20 |
| B7. Feedback from program stakeholders,..... | 21 |
| B8. Enrollment Management Plan | 21 |
| B9. Fiscal health of the program..... | 22 |
| B10. Facilities | 22 |
| C. Program Strategic Priorities | 24 |
| C1. Program contributions to IUPUI's strategic plan..... | 24 |
| C2. Program contributions to unit-specific plans/priorities | 25 |
| C3. Program Analysis and Future Directions | 26 |
| C4. Specific questions for the review team | 29 |

A. PROGRAM PROFILE

A1. Departmental Description

The Department of Tourism, Event and Sport Management (TESM) in the School of Health and Human Sciences (SHHS) at Indiana University Purdue University – Indianapolis (IUPUI) offers a Bachelor of Science in Tourism, Event, and Sport Management with two majors, Tourism, Convention and Event Management and Sports Management, and a Master of Science with two tracks, Event Tourism (thesis research), and Sport Event Tourism (applied project). As of Fall 2020, the department has 341 undergraduate students, 12 graduate students, 13 full-time faculty, and a list of 27 part-time associate faculty. The department hosts two community engaged research centers, the Sports Innovation Institute (SII) and the Events and Tourism Institute (ETI), and manages two open-access online journals.

Department History

The Department of Tourism, Event and Sport Management began in 1970 as the department of Restaurant, Hotel, and Institutional Management (RHI) in the Purdue School of Engineering & Technology at IUPUI. From this start through 1987, RHI offered an AAS degree program with two full-time faculty members. In 1992, tourism was approved to be added to the department name. The same year, the Department of Restaurant, Hotel, Institutional and Tourism Management (RHIT) concluded its affiliation with Engineering & Technology and granting degrees from Purdue University and became a program of Indiana University. In 1994, RHIT joined the Indiana University School of Physical Education.

In 1999, a new baccalaureate degree was established, and the department name was changed to Tourism, Conventions, and Event Management (TCEM). Between 2000 and 2007, there was significant growth in the B.S. degree and declining enrollment in the AAS leading to phasing out of this program. In 2003, the school became the Indiana University School of Physical Education and Tourism Management (PETM). In 2009, after 10 years of offering a 4-year program in tourism and event management, faculty started a comprehensive curriculum review that led to a new plan of study that was launched in 2014. The current degree plan requires a 21-credit hour Certificate of Business from the Kelley School of Business, 30 credit hours of general education core (as required by Indiana Commission of Higher Education), 57 credits of courses in areas of events, tourism, hospitality, and career principles (see B2).

In 2010, TCEM launched a Master of Science in Event Tourism, one of only two graduate programs to have such a focus. The program was designed as a traditional thesis-based research program with 35 required credits. Interest in the program was quite low for the first three years which prompted faculty to reevaluate the market demand for such a graduate program. The department launched a new track in Sport Event Tourism with a prescribed “cohort” approach with 30 credit

hours designed to be completed in one year. Interest in this track (referred to internally as the “applied track” vs. the “research thesis track”) did spark additional interest in the program.

The Sport Management (SM) Program at IUPUI began as a degree track in the Department of Physical Education. Between 2007 and 2014, curriculum changes in both the TCEM and SM programs resulted in degree plans that shared many aspects, including the required certificate or minor in business. In August 2015, the Sport Management program joined the TCEM department as a major in Sports Management earning a B.S. in Tourism, Convention and Event Management. Following the implementation of the updated TCEM curriculum and addition of the sport management major, the department experienced its largest size in 2016 with 449 students and 14 full-time faculty. In October 2017, the faculty voted to change the department name to Tourism, Event, and Sport Management (TESM), effective in August, 2018. During this same time, the school of PETM voted to merge with the School of Health and Rehabilitation Sciences resulting in the new School of Health and Human Sciences (SHHS).

Since the last program review in 2014, much has changed;

1. the department has added the SM program as a major,
2. completely updated the TCEM curriculum,
3. the name of the department and bachelors degree changed,
4. joined a merger into a new school, and
5. experienced a industry-wide shutdown of sport and tourism due to the COVID-19 global pandemic.

Overall enrollment and productivity improved in some areas and declined in others. For example, credit hour generation remained somewhat steady from the addition of the SM program in academic year 2016-17 to pre-pandemic academic year 2019-2020, mostly due to the increase in enrollment in two courses approved for general education core (TESM-T 208 Tourism Geography, and TCEM-T 234, Cultural Heritage Tourism);

| Credit Hours | Subject Department | AY11-12 | AY12-13 | AY13-14 | AY14-15 | AY15-16 | AY16-17 | AY17-18 | AY18-19 | AY19-20 |
|---|--------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| SHHS School of PETM | TESM | | | | | | | | 12,059 | 12,572 |
| | TCEM | 9,461 | 8,379 | 8,153 | 10,112 | 10,549 | 12,384 | 12,399 | | |
| Course Level | 100-200 | 4,993 | 4,391 | 4,672 | 5,806 | 6,254 | 6,792 | 6,751 | 6,410 | 6,350 |
| | 300-400 | 4,426 | 3,972 | 3,457 | 4,278 | 4,218 | 5,477 | 5,502 | 5,496 | 6,036 |
| | Graduate | 42 | 16 | 24 | 28 | 77 | 115 | 146 | 153 | 186 |
| Taught to Students Within School (PED/SHHS) | | 61% | 58% | 57% | 51% | 47% | 53% | 51% | 53% | 53% |

* NOTE: current projections for AY20-21 are 10,246.

However, the department has seen a decline in enrolled majors since the peak in Fall of 2016:

| Program Plan | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 |
|---|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Tourism/Conv/Event Mgt BS | 276 | 250 | 254 | 280 | 289 | 275 | 264 | 232 | 215 | 162 |
| Sports Management BSK(prior to joining) | 132 | 103 | 115 | 116 | 116 | | | | | |
| Sports Management | | | | | | 154 | 161 | 174 | 161 | 150 |
| Grand Total | 408 | 352 | 369 | 396 | 405 | 429 | 425 | 406 | 376 | 312 |

The number bachelors and certificates has been fairly steady since the 2017-2018 academic year.

| | AY 10/11 | AY 11/12 | AY 12/13 | AY 13/14 | AY 14/15 | AY 15/16 | AY 16/17 | AY 17/18 | AY 18/19 | AY 19/20 |
|---------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Undergraduate Certificate | 22 | 20 | 23 | 24 | 29 | 46 | 58 | 61 | 51 | 57 |
| Undergraduate Degree | 96 | 109 | 106 | 98 | 92 | 124 | 121 | 143 | 143 | 140 |
| Graduate Degree | 0 | 0 | 0 | 0 | 1 | 1 | 3 | 5 | 8 | 6 |

Strategic Focus

The department began discussions of future areas of focus in Fall 2019 and began the process of looking at programs that might bring new attention, students, and credit hours for the department. During that time task groups began reviewing two certificate programs, Beverage Management and Health and Wellness Tourism, to find ways to better align with industry needs. Task groups also began discussion of an expanded program in hospitality building on the certificate and minor in hospitality. In addition, TESM graduate faculty began the planning process for a potential doctorate program in Tourism and Hospitality Education in partnership with the IUPUI School of Education.

With many changes and opportunities since 2014, the department is eager to reevaluate programs, initiatives, and efforts to understand where best to focus time and resources.

When completing a departmental review, it is easy to get caught up in an evaluation of past pursuits and accomplishments. While important, there is so much more at stake. Looking back focuses on our past and, while we can learn from our successes and failures, we want to take this opportunity to focus on the TESM Department's exciting future. Rather than revisit our Mission Statement to check on our progress, we focused on a key Mission Question — ***What steps must we take to be Leading Experts creating a Premier Experiential Program in a Premier Destination teaching tomorrow's Premier Professionals?***

The Tourism, Event, and Sport Management Department recognizes its unique role in melding ***Passion, Pastime, and Professions***. For most people who love sports and travel, they are passionate about their pursuits. These experiences are tangible opportunities that people fit into their lives as pastimes. Finally, for students in our major or partners we work with, we strive to prepare professionals for careers in tourism and travel, event management, and sports management, as well as the hospitality sector that supports them.

We aspire to build our programs around three key areas:

- ◆ Creating a **rich and experiential curriculum** — short-term, intermediate, and long-term
- ◆ Cultivating a **learning environment** beyond the classroom walls — global, local, and sector-specific
- ◆ Leveraging **collaborative opportunities** between full-time faculty, adjunct faculty, and Advisory Council members

Finally, we need to strengthen and sustain consistent **marketing and messaging** that generates interest with prospective students, creates excitement with current students, and shares our outstanding work across the industry.

A2. Characteristics of Students

A major factor affecting demographic changes in TESM was the addition of the Sports Management major to the department in 2015. The Tourism, Conventions, and Event Management (TCEM) major enrolls more female-identified students (88% in 2015 and 90% in 2020), while Sports Management enrolls higher numbers of male-identified students (84% in 2015 and 79% in 2020). Sports Management students are much more likely to enter the program as new freshmen or transfer students and come from out of state, while TCEM majors are more likely to “find” the major after starting at IUPUI and be an Indiana resident. Ethnic diversity has increased slightly for the department from 18.2% in 2015 to 19.6% in 2020. Like the rest of campus, TESM has experienced demographic shifts since our last review.

The percentage of transfer students has experienced a slow decline from 31% in 2015 to 26% in 2020. Similarly, the percentage of full-time student has increased from 84% to 86% and the percentage of students under 25 has grown from 74% to 82%.

Another defining characteristic of students is that most work while enrolled a student. In particular, students are able to work in jobs related to their major, including positions with employers such as the J.W. Marriott, Indy Eleven, the Indiana Convention Center, and more. The ability of students to work in a job related to their intended career path while taking classes is a major strength of the program and one that attracts students.

A3. Characteristics of Faculty

In 2014, the department included 5 tenure-track (3 associate and 2 assistant professors), 1 clinical assistant professor, and 4 lecturers. In 2021, TESM now includes 8 tenure track (1 full, 5 associate, 2 assistant), 1 clinical assistant professor, and 4 lecturers. Below is a listing of faculty by appointment date. Further information concerning research and teaching focus can be found at: <https://shhs.iupui.edu/about/directory/index.html?department=tourism-event-and-sport-management>

- Amanda Cecil, Ph.D., Indiana University, Professor & Director of ETI– Joined TESM in 2002
- Yao-Yi Fu, Ph.D. Penn State University, Associate Professor & Assessment Coordinator– Joined TESM in 2003
- Suosheng Wang, Ph.D. Oklahoma State University, Associate Professor & Research Liaison – Joined TESM in 2003
- Soonhwan Lee, D.S.M., United States Sports Academy, Associate Professor – Joined Physical Education in 2008 and moved to TESM with SM program in 2015
- Brian Krohn, Ph.D. Clemson University, Associate Professor & Department Chair & Director of Graduate Program – Joined TESM in 2009
- Amy Vaughan, MA, Indiana University, Assistant Clinical Professor & Internship Coordinator – Joined TESM in 2012
- David Pierce, Ph.D., Indiana University, Associate Professor & Director of SII– Joined Physical Education in 2013 and moved to TESM with SM program in 2015
- Erica Shonkwiler, MBA, Butler University, Lecturer – Joined TESM in 2014
- Michael Sprinkle, M.S. Indiana State University, Lecturer – Joined TESM in 2015
- Amy Johnson, M.A. Indiana State University, Lecturer & Coordinator of Study Abroad – Joined TESM in 2015
- Geoff Sherman Ph.D., Indiana University, Lecturer & Coordinator of First Year Experience– Joined TESM in 2017
- Becky Liu-Lastres, Ph.D. University of Florida, Assistant Professor – Joined TESM in 2018
- Mona Mirehie, Ph.D. University of Florida, Assistant Professor – Joined TESM in 2018

Since the last program review, 2 faculty have left the department: Carina King, Ph.D. joined in 2008 and departed in 2015 and Susan Alvarez, joined in 2005 and departed in 2016. Two faculty were hired and left: Richard Bunning, Ph.D. University of Florida – Joined 2015, accepted new position 2017; Godwin-Charles Ogbeide, Ph.D. – Joined 2016 and accepted new position in 2019.

A4. Program Resources

The Department of Tourism, Event and Sport Management has developed specific resources to help 1) deliver a rich and experiential curriculum, 2) extend the learning environment beyond classroom walls, and 3) build collaboration between faculty, students and industry partners.

Program Location

First and foremost, the **physical location of TESM** and IUPUI in the heart of Indianapolis lends itself perfectly for experiential learning, extra-curricular activities, and collaborative industry-centered research. Indianapolis serves as arguably the best learning lab in the country. Indianapolis and the central Indiana metropolitan region offer an incredible array of opportunities, a great number of which are within walking distance of IUPUI's campus. Most of the department offices and resources are housed in the IUPUI Natatorium, a world-renowned swimming venue first built for the 1987 Pan-America games. Just across the street is the NCAA headquarters which provides a generous supply of guest speakers, volunteer opportunities, associate faculty, and research projects. Just beyond that we have two museums: the Indiana State Museum and the Eiteljorg Museum of American Indians and Western Art. Also within ½ mile of the Natatorium is the 1,000 room JW Marriott, several other hotels, the Indiana Convention Center and several restaurants. Within Central Indiana, there are over 100 event venues, over 300 restaurants, 7,500 downtown hotel rooms, and nearly 83,000 hospitality employees. Please visit <http://visitindy.com/indianapolis-planner> for more information. As this information is sent to the review team, Indianapolis is hosting the NCAA Men's Basketball Tournament hosted in a completely new and unprecedented manner and students in TESM had opportunities to learn first hand **what major sport event management is all about.**

Research and Community Centers

The department houses two centers that seek to fulfill all three of the departmental primary goals. First and foremost, these research centers serve as gateways in building collaborations between faculty, students, and industry partners. Activities in the centers allow students to engage in experiential and project-based learning through curricular and co-curricular activities. The Sports Innovation Institute (SII) was launched in 2016 with an initial collaboration between nine schools at IUPUI. Dr. Pierce was appointed as director in 2018 and has continued to expand the center in number of research projects, industry partnerships, and student participation. The Events and Tourism Institute (ETI) was launched in 2017 and after Dr. Cecil's appointment as director in 2019, the center has new strategic focus with ongoing improvements. See SII <https://sii.iupui.edu/> and ETI <https://eti.iupiu.edu> websites.

| Sports Innovation Institute (SII) | Events and Tourism Institute (ETI) |
|---|--|
| Overview: Founded in 2015, the IUPUI Sports Innovation Institute blends academic knowhow with an entrepreneurial spirit to push the boundaries of sports technology and innovation. We are an industry hub where business, researchers, educators, students, and community connect to analyze and create solutions for the business of sports. | Overview: Founded in 2017, the IUPUI Events and Tourism Institute draws upon years of event management, tourism, and destination development experience to provide leadership, expertise and innovative practices in the marketing, execution and evaluation of event tourism. With a foundation in the world of academics, we are researching, developing, analyzing, and consulting with communities, |

| | |
|--|---|
| | moving beyond education-based programs to strategic-minded solutions. |
| <p>Mission: To promote and advance innovation of all forms in the sports industry and prepare the next generation of sports innovators.</p> <p>Key Initiatives to Accomplish Mission</p> <ul style="list-style-type: none"> • Sports Innovation Podcast • Sports Innovation Journal • Indy Sports Poll • Sports Industry Jobs Report • Student Innovation Sprints • Sports Innovation Speaker Series • Senior Capstone Class • Engagement with Major Events • Complete research projects with industry partners | <p>Mission: To advance the delivery of events and tourism innovation products and services. Center faculty members and consultants assist events and tourism professionals, and community partners solve problems and advance ideas.</p> <p>Objectives: (1) Support experiential learning of undergraduate and graduate students in the TESM program, (2) support faculty members in their scholastic endeavors, (3) secure external funding (contracts and/or grants) that will allow the Center to be financially self-sufficient, and (4) partner with industry and community partners on opportunities.</p> |

TESM Industry Advisory Council

TESM considers community partnerships a key resource for our students’ success. As a result, faculty cultivate partnerships with industry organizations. Most notably, TESM has created an Industry Advisory Council which meets several times each year (August, December and May) to assist the department in reaching all three strategic goals.

The Industry Advisory Council is composed of 20+ industry professionals from the tourism, event and sport industries. The council leadership is shared by co-chairs Mike Karnuta, Vice President of the Indiana Sports Corporation; and Professor Amy Vaughan, TESM faculty. Council members also serve on two committees -- Branding/PR and Student Engagement.

The Industry Advisory Council members have participated in activities such as: a design thinking session on potential new initiatives for TESM; student yield events (meeting with prospective students); classroom guest speakers; class projects; and graduate student placements. Members also are invited to the TESM Student Capstone Showcase each year.

Graduate Student Assistantships

After the launch of the Sport Event Tourism track of the M.S. in Sport Tourism, student interest increased. However, faculty recognized the need to provide funding for students in the form of scholarships and/or assistantships. In 2016 a new assistantship program was launched that focuses on pairing industry partners with graduate students looking to get experience beyond the normal internship arrangement. External partners contract with the department to cover some or all of the cost of the assistantship in exchange for a graduate student employed 20 hours a week in an internship-type arrangement. To further the student’s experience with the industry partners,

the Sport Event Tourism track ends in a capstone course where the student acts as a 'consultant' to the contracted 'client'. These assistantships have resulting in valuable experiences for the students, often linking directly to full-time employment, and for industry partners who gain high level insight from students studying at the forefront of industry research. [Follow this link for an example](#) of where a TESM graduate student (Kennedy Weaver) engaged in community research to help a central Indiana community land a \$150,000 grant to grow youth sport tourism. [click here](#)

Study Abroad

As a tourism focused program, extending learning beyond the classroom naturally includes global learning and cultural immersion. TESM requires an international experience as a way of encouraging students to engage in cross-cultural learning. At IUPUI, our program is a natural fit to promote and lead the campus in study abroad efforts. Since 2014, TESM offered five study abroad programs. The Cruise Line Management class is the most popular and is offered every year (except 2020 and 2021 due to COVID-19) and experienced a steady increase in enrollment in the past several years. TESM also offers an eco-tourism course to Puerto Rico (postponed in 2018 due to hurricane, 2019 due to earthquake, and 2020 due to COVID-19), a semester abroad to Heilbronn, Germany, a summer international business program to Germany, a sport management and sport sociology trip to South Korea, and a recently approved (but postponed due to COVID-19) multi-cultural trip through Central Europe. In addition, the department has explored and is pursuing additional partnerships with universities in China, England, and several countries in Central Africa.

First-year Experience/Bridge/Themed Learning Communities

Through the IUPUI First-Year Experience (FYE) program, our department offers two (2) First-Year Experiences designed to instill a sense of belonging and a sense of community in first-year students while assisting them in transitioning into the college life.

In our Bridge FYE, we offer a variety of activities designed for both sport management and TCEM majors. Since 2017, we have had 25 students each year take the Bridge course. While this course is a one-credit hour course, it includes an element that allows students to move in early and take two weeks of programming before the majority of students arrive on campus. In 2017 and 2018, the students experienced programming that included an introduction to public speaking, mathematics, and English while taking a walking tour of the city of Indianapolis and a trip to the Indianapolis Zoo to meet with marketing and event staff. Faculty and students also participated by serving on panels to introduce themselves to these students and faculty included a mock lecture to give students an idea of what they would be learning. 2019 included an Innovation Pilot aligned with IUPUI plus that included a week of learning design thinking and critical problem-solving. Students concluded their experience with a public showcase of their work.

B. PROGRAM QUALITY AND VIABILITY

B1. Student learning outcomes

Each major in TESM has a set of departmental outcomes. These were refined when each curriculum was most recently revised (see B2 below).

The Tourism, Convention, and Event Management (TCEM) major has seven student learning outcomes as shown below. These learning outcomes were tied to all required courses. Faculty are expected to show them in syllabi, link them with course objectives, and incorporate them in class activities.

1. Define, apply, analyze, and execute operational principles of tourism and event management.
2. Perform effective oral and written communication skills.
3. Address and analyze tourism sustainability and trends critically and reflectively.
4. Work efficiently and productively with persons from different cultures and backgrounds.
5. Demonstrate ethical behavior and leadership skills to solve issues in a tourism-related environment.
6. Advance best practices in the tourism and event profession.
7. Practice a sense of community and civic mindedness.

In the past, indirect assessment of the outcomes were conducted through exit survey. Senior students were invited to fill out the survey in a senior-level class regarding their opinions of the TESM curriculum. However, the Office of Student Success of SHHS began doing a standardized, school-wide exit survey several years ago. Questions about those program learning outcomes are no longer part of the school-wide exit survey. From 2017-2020 these outcomes were assessed as part of a survey following the capstone project in TESM-G 499.

The Sports Management major has eight student learning outcomes:

1. Demonstrate an understanding of the unique interrelationship between sport and society
2. Demonstrate an understanding of the various revenue streams and expenses in the sport management industries
3. Demonstrate an ability to generate revenue in the sport industry
4. Identify, classify, and treat the potential risks associated with managing an event, organization, stadium, or other sport venue
5. Integrate and apply knowledge to analyze an industry issue and recommend solutions
6. Present a persuasive argument both orally and in writing
7. Demonstrate the professional behaviors necessary to successfully enter the sport industry
8. Demonstrate the ability to explore career opportunities by critically examining one's knowledge, skills, and abilities relevant to desire career goals.

Similar to the assessment of TESM learning outcomes, SM has also discontinued program level assessment. Students completing the capstone project in TESM-S 432 submit a reflection activity that prompt students to provide feedback on overall aspects of the program.

B2. Department Degree Programs

The department of Tourism, Event, and Sport Management offer a **Bachelor of Science in Tourism, Event and Sport Management** with two majors: 1) Tourism, Convention and Event Management (TCEM) and 2) Sports Management (SM) along with a Master of Science in Event Tourism with two tracks; 1) Event Tourism (research thesis), and 2) Sport Event Tourism (applied)

After three years of research and refinement, the current TCEM curriculum was launched in 2014. Key aspects of this degree are 21 credit hours in a Certificate of Business Foundations from the Kelley School of Business, 9 hours of Event Management, 9 hours of Hospitality Management, 12 hours of Tourism Management, and 24 courses in career and management, 3 credits in Global Learning and 12 hours of electives.

The Sports Management curriculum was last revised in 2016 and includes the same 21 credit hours in a Certificate of Business Foundations from the Kelley School of Business, 39 credits in sport management, 3 credits in experiential leadership, 12 internship credits, and 15 credits of electives.

Table B2a TCEM Program Goal Map

| Program Goal #1 | Program Goal #2 | Program Goal #3 | Program Goal #4 | Program Goal #5 | Program Goal #6 | Program Goal #7 |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| G100 | G100 | H205 | H305 | C301 | C401 | E304 |
| E104 | E104 | T207 | C401 | H305 | E404 | T307 |
| H105 | H105 | T208 | | C401 | G410 | |
| T107 | T107 | C301 | | E404 | G412 | |
| G110 | G110 | G315 | | G410 | G499 | |
| H205 | C301 | G410 | | G499 | | |
| T207 | E304 | G472 | | Int. Exp. | | |
| T208 | T307 | G499 | | | | |
| E304 | G472 | | | | | |
| H305 | G499 | | | | | |
| T307 | | | | | | |
| G315 | | | | | | |
| C401 | | | | | | |
| E404 | | | | | | |
| G412 | | | | | | |
| G499 | | | | | | |

Table B2b: Sports Management Program Goal Map

| Program Goal #1 | Program Goal #2 | Program Goal #3 | Program Goal #4 | Program Goal #5 | Program Goal #6 | Program Goal #7 | Program Goal #8 |
|-----------------|-----------------|-----------------|--------------------------------|--------------------------------|---|---|--|
| HPER-P 392 | HPER-P 423 | TCEM-S 301 | HPER-P 411 TCEM-H 205 | TCEM-S 332 HPER-P 432 | HPER-P 415 HPER-P 432 HPER-P 418 | HPER-P 432 TCEM-C 402 TCEM-C 301 | TCEM-E 219 TCEM-C 301 TCEM-C 402 HPER-P 211 |

The department also offers **certificate programs** in 1) Beverage Management [a Purdue Degree], 2) Cultural and Heritage Tourism, 3) Events Management, 4) Hospitality Management [a Purdue Degree], 5) Sports Tourism Development, 6) Tourism Planning and Development.

TESM also offers **minors** in 1) Events management, 2) Hospitality Management, 3) Sport Marketing, 4) Tourism Management.

TESM offers two tracks in the **Master of Event Tourism** 1) Event Tourism (research track) 2) Sport Event Tourism (applied 1-year track). (see A1 – Description).

All degree plans of study can be found at: <https://sites.google.com/iu.edu/tesm-external-review/quality-viability/curriculum> and additional information concerning degree maps can be found by searching each degree plan at: <https://igps.iu.edu/sisaadm-prd/?guest=true>

B3. Profiles of Learning for Undergraduate Success

The Profiles of Learning for Undergraduate Success (<https://profiles.iupui.edu/index.html>) include communicator, problem solver, innovator, and community contributor, which are all critical to students of any major. The four profiles are the basis for students’ learning and experience at IUPUI which can be implemented in classroom and co-curricular activities. The goal is to cultivate well-rounded and well-educated students for their life-long learning and success.

The Profiles were officially launched in 2019. Faculty are encouraged to incorporate the Profiles in teaching. The early work on the Profiles focused on helping faculty learn about it. The campus has offered workshops that introduce the Profiles and examples of implementation have been shown at workshops and on “The Profiles of Learning” website.

For the first phase of implementing the Profiles, the campus administrators asked each academic unit to select courses that will first participate in the efforts. The TSEM faculty met to discuss the Profiles and selected courses for incorporating them. The table below shows courses that were

chosen by the faculty. Implementation of the Profiles include linking them to course learning objectives, class activities, and assessment in those chosen courses.

Table B3: TESM Curriculum Mapping with the Profile:

| | |
|--|--|
| <p>Tourism: TESM T107 Tourism Planning & Development TESM E104 Principles of Event Tourism TESM T234 Cultural Heritage Tourism TESM G315 Econ Tourism & Events TESM C301 Career & Leadership Principles TESM C401 Industry Internship TESM G472 Global Tourism Seminar</p> | <p>Sport Management: TESM-S 211 Intro to Sport Management TESM-S 332 Management Principles In Sport TESM-C 301 Career & Leadership Principles TESM-S 402 Industry Internship TESM-S 432 Sports Management Consulting TESM-S 418 Sport Marketing</p> |
|--|--|

B4. Experiential Learning

Experiential learning and high-impact practices sit at the forefront of the TESM student experience. Faculty continue to cultivate industry relationships that allow for continuous improvement and opportunities for student experiences. As a hallmark of TESM programs, all majors are required to complete an internship, and several certificate programs also require or recommend internship experiences. Industry-centered high impact practices also reflect the connectedness of the program. The department delivers three capstone courses that involve semester-long experiential learning projects. Students have numerous opportunities to learn directly from industry professionals in the classroom through guest lectures, industry panels, and class projects. Outside the classroom they engage in student organizations, volunteer opportunities, and student research.

Internships

The Tourism, Event and Sport Management department recognizes the importance of internships and community partnerships and the critical role they play in contributing to students' success. As a result, since the last program review in 2014, the faculty have continued to invest more time and energy into developing these opportunities for students. In 2014, the department was called the Tourism, Event and Convention Management program and offered students internship opportunities with more than 100 partner organizations. The department did not include sport management students at that time. The sport management program moved to the department in 2016.

Amy Vaughan, Assistant Clinical Professor/Director of Internships has developed a master list of more than 170 partner organizations for both tourism/event and sport management internships. A board member of Downtown Indy Marketing Inc. and a member of the Indiana Tourism Association, she works closely with industry leaders to find internship opportunities for students.

Other TESM faculty members also contribute to internship opportunities through their networks as well. As a result, TESM students often intern at organizations such as: the 500 Festival; the Indiana Sports Corporation; The Children’s Museum; the Indiana Pacers; the Indianapolis Motor Speedway; Grand Park; J.W. Marriott; the Conrad Hotel; and Beyond Monumental Marathon.

TESM students benefit greatly from these hands-on learning opportunities. Students’ reflections on internship experiences often describe the confidence they gain from their internship. Students also often identify increased communications, social media/online/Excel and time management skills as benefits of their internship. Moreover, these internship opportunities sometimes lead to full time industry positions. We have had students move from internships to full time positions at organizations such as: the Indiana Sports Corporation; 500 Festival; the Indiana Pacers; the IHSAA; Raybourn Group International; the Conrad Hotel; the JW Marriott and the Indianapolis Motor Speedway.

Capstone Courses

At IUPUI, a capstone course is a signature, culminating experience that requires students to integrate knowledge, skills, and dispositions acquired during college and apply them in a situation that approximates some aspect of disciplinary practice. Dr. Pierce served as the Faculty Fellow for the Capstone Community of Practice for two years and was the lead author on the [Capstone Taxonomy](#) for the IUPUI High Impact Practices. There are three capstone courses within TESM. Sports Management majors complete TESM-S 432 Sport Management Consulting, and TCEM majors complete both TESM-E 404 Event Production and TESM-G 499 Event Tourism Analysis.

TESM-S 432 Sports Management Consulting. The sports management capstone course (TESM-S 432) is aligned to meet the highest impact practices outlined in the taxonomy. Since taking over the course in 2017, Dr. Pierce has aligned the pedagogy of the course to align with his role as Director of the Sports Innovation Institute. He pioneered the use of human-centered design in sport management education, authoring “Innovate with Design Thinking in the Sport Management Capstone in the Pedagogical Innovations section of *Sport Management Education Journal* in 2019 with Melissa Davies (Ohio University) and industry consultant Bryan Kryder.

The class has completed projects for the many community partners including: Grand Park, Lucas Oil Raceway, Incrediplx, USF Real Soccer Club, and Indiana Sports Corporation. The class has also tackled industry problem spaces that do not align with a specific industry partner (national shortage of sports officials; reimagining sport ticket sales departments).

- Grand Park: <https://sii.iupui.edu/Research/enhancing-the-visitor-experience-at-grand-park.html>
- Lucas Oil Raceway: <https://sii.iupui.edu/Research/lucas-oil-raceway.html>
- Referees: https://sii.iupui.edu/solutions/Recent-Work/Sports_Official_Shortage.html
- Incrediplx: https://sii.iupui.edu/Research/Incrediplx_Collaboration.html
- USF Real: https://sii.iupui.edu/Research/USF_Real.html
- Sports Officials: <https://news.iu.edu/stories/2020/01/iupui/inside/29-class-tackles-issue-referee-shortage-youth-sports.html>

Dr. Pierce has also worked with Dr. Sherman to align the TESM-S 332 course to teach the principles of design thinking so that students are better prepared to succeed in TESM-S 432. These two courses are now tightly scaffolded so that students have been exposed to and practiced design thinking principles prior to engaging in a full-semester project requiring them to complete an entire project with design thinking.

TESM-E 404 Event Production. The final course in the 3-course event management track included in the Tourism, Conventions, and Event Management major, Event Management certificate, and Event Management minor is structured as an experiential capstone where students are required to apply all knowledge gained in the prerequisites in one semester-long group project to design, plan, and execute a real event for the class “client”, typically a campus entity or organization in the community. The course follows an event management cycle, which includes strategic planning, business plan development, operational execution, and evaluation. The student group performs all functions of this cycle through deliverables, which are detailed below. These deliverables were selected based upon Meeting and Business Event Competency Standards (MBECS). The MBECS, published in 2011, was the first globally recognized occupational standards for the meeting and business event profession (Meeting Professionals International, 2012).

Depending on the needs of the “client”, the students will sometimes develop and execute a first-time event, and in other cases improve upon an existing event. However, the students are always required to identify how their event or work will directly assist the “client” in fulfilling their overarching strategic plan and annual goals. The scale and scope of the events utilized vary and are highly impacted by class enrollment.

The “clients” selected for engagement are diverse and dependent on the professional connections of the instructor and opportunity within an organization for this type of activity. Some semesters have included projects for the IUPUI campus, schools within IUPUI, or TESM. It is recognized that there is a strong opportunity to utilize this class to accomplish important events on campus, while fulfilling our educational mission. When organizations outside of campus are utilized, they are most often community non-profit organizations. These organizations understand mission-based work, are the most in need and appreciative of the additional human and creative resources, and allow part of a student’s collegiate experience to include application of their skills in philanthropic capacities. Since 2014, students have worked on 46 events including the Men’s Final Four Volunteer Appreciation Event for the NCAA and Indy Sports Corp, Cooking for a Cause/Donor Drive and Activity Event for the Ronald McDonald House, Vonnegut Library Dedication for the Vonnegut Foundation, and 13 events for the school and department.

TESM-G 499 Event Tourism Analysis Students complete two capstone experience in the TCEM major. In TESM G499, students focus on development of small-to-medium tourism enterprise that fill real needs gaps in an existing destination’s product line-up. Students work with tourism destination management organizations in Central Indiana to analyze existing destination products, research travelers’ and residents’ needs, and develop business concepts that fill gaps in food & beverage, lodging, entertainment, or other tourism support services.

Students in TESM have developed business concepts for: 1) City of Greencastle and DePauw University, 2) Montgomery County and City of Crawfordsville, 3) Westfield and Grand Park, 4) Visit Hendricks County and cities of Plainfield, Danville, Brownsburg, and Avon, 5) Visit Greensburg, and 6) regional tourism development for the Roachdale Revitalization Cooperative Alliance. Several of these partnerships have resulted in positive impacts for communities including new businesses, marketing research, and new concepts for several tourism businesses. (i.e. <https://taphouseburgers.com/> and <https://www.almosthomerestaurant.com/>)

TESM Experiential Learning Labs

TESM-S 301 Selling in the Sport Industry. Students in this course have a unique opportunity to learn from Dr. David Pierce, the author of the only sport sales textbook on the market in 2017,. In the Spring Semester, the class sells for the Indianapolis Indians minor league baseball team. Since 2015, the class generated over \$100,000 in revenue for the Indians. The Indians donates 10% back to the program and the funds are used to send students to professional development experiences like the Mount Union Sport Sales Workshop and Job Fair. In the Fall semester, the class sells for the Indy Fuel minor league hockey team. We have also added smaller sales centers with the Horizon League to strengthen our partnership with IUPUI's athletic conference headquartered in Indianapolis.

TESM-H 305 Food and Beverage Operations. Students enrolled in the food and beverage management course engage in hands on learning experiences through a partnership with Ivy-Tech Community College. The Department of Hospitality Administration at Ivy Tech manage a teaching restaurant to allow culinary arts and hospitality administration students experience in running a restaurant. Students from the TCEM major participate in this restaurant through a customer service learning module. Students learn about all aspects of customer service in a restaurant from preparation to serving. The labs also introduce Ivy Tech students to our program and the 2+2 program where Ivy Tech students can transfer to IUPUI after they graduate at Ivy Tech and get a bachelor's degree in two years.

TESM-G 100 Introduction to Tourism Industry, TESM-E 104 Principles of Event Management, TESM-S 211 Introduction to Sport Management. Students in TESM are exposed to experiential learning as a part of the first-year experience. Students in entry level courses are required to participate in an event experience, many through a partnership with the National FFA organization that hosts their annual convention in Indianapolis. This convention is the largest convention of the year for Indianapolis, exposing students to many of the principles of managing large events. Even in these entry-level courses, students learn about the tourism, hospitality and event and sport management industries, then take part as a volunteer at a major event in the Indianapolis area.

Global and Multicultural Learning

The department strives to cultivate students who are globally and multiculturally minded. To achieve this goal, several study abroad programs have been offered in Africa, Europe, and the Caribbean. In addition, the department recognizes the importance of offering global and intercultural experience right at home for students.

TESM-G 472 Global Tourism Seminar. Since 2012, TESH G472 Global Tourism Seminar has connected with faculty and students of Faculty of Tourism Studies of University of Primorska in Slovenia for global exchange. Students in TESH G472 and a tourism class in Slovenia have joined together every Fall semester through videoconferencing technology twice a week in the IUPUI Global Crossroads room. Many international students from Croatia, France, Germany, Hungary, Italy, Netherlands, Romania, Spain, etc. who studied abroad at University of Primorska also joined this global experience. Therefore, TESH G472 has offered more than a bilateral connection between Slovenia and the U.S. In addition, TESH G472 has used CourseNetworking (CN) which is a social media platform for students in higher education. TESH and European students posted texts, photos, videos, and polls that promoted intercultural dialogue and learning on CN. Besides discussing global tourism topics on the CN site, students talked about food, music, art, hobbies, travel, sport, college life, holidays, etc. in Europe and in the U.S.

The results of the global experience in TESH G472 have been fruitful. Many students commented that the global experience in TESH G472 helped them learned about different cultures and various communication styles. Students also felt the experience helped them further develop skills and competencies such as patience, respects, openness, tolerance for ambiguity, clear communication skills, and active listening. This global experience in TESH G472 has received recognition from top IUPUI administrators. In a letter signed by Terri Tarr, Director of IUPUI Center for Teaching and Learning and Jerry Daday, Executive Dean of Institute for Engaged Learning, it is mentioned that Dr. Yao-Yi Fu's curriculum internationalization efforts in TESH G472 "had an important and meaningful impact in elevating the importance of effective teaching and student engagement at IUPUI."

TESM-T 306 Cruise Line Industry Since 2014, our Study Abroad program 'Cruise Line Management' has had significant growth due to marketing this opportunity as beneficial in many ways to our TESH students. Each year it seems more students are interested, and our most recent cruise class included 21 students, though the maximum is generally around 16 participants. In this specific course, the impacts on student are as wide as they are deep. We feel it's important for our students to learn about global communities, and by experiencing different cultures firsthand, contributions are made to their academic and personal growth. An additional and outstanding opportunity in Cruise Line Management is experiential learning. Spending a week on a cruise ship, immersed in the culture of this specialized hospitality industry gives students opportunities for communication with crew members in all aspects of the ship, lending to real time professional experiences. The experience, in turn, provides students reflective moments to determine if this is a line of work they might be interested in pursuing.

Study Abroad in TESM-T 234 Cultural Heritage Tourism. The development of a new study abroad program in central Europe that is embedded in TESM T-234 Cultural Heritage Tourism has had a significant impact on the department's internationalization efforts. This program was developed because of the long-term collaboration between the department and the tourism school in Slovenia. The 3-credit TESM T234 includes a ten-day visit in Italy, Slovenia, Croatia, and Austria. The mission of the program is for students to gain first-hand learning experience about cultural tourism management, impacts of cultural tourism on visitors and local communities, and development of sustainable cultural tourism in Europe. This study abroad is open to all IU students of any major. In the spring of 2020, we offered this study abroad experience for the first time and successfully recruited a group of students who planned to participate in May of 2020. Although the study abroad was cancelled due to the COVID-19 pandemic, the department plans to resume the program in the future.

Study Abroad: Explore International Sport Industry . Summer Study Abroad Program (TESM G299: Special Topics in TESM: Explore International Sport Industry) to South Korea provided opportunities to students through experiential learning activities to understand historical, cultural, and geographical characteristics of socio-demographics of South. Korea that hosted numerous mega-international sporting events including Summer and Winter Olympics, FIFA World Cup, IAAF World Championships, and Asian Games. Students also had identified understanding of key principles of operating international sport and tourism events and managerial and marketing issues of sport and sport tourism through amateur and professional sport organizations in S. Korea.

B5. Research Contributions

Within the TESM department, both junior and senior, tenure-track and non-tenure-track faculty members have kept an active research agenda in conducting research projects, publishing journal articles and book chapters, and presenting and disseminating research findings at professional meetings and academic conferences.

Many of the research papers authored by the TESM faculty are published in top-tier tourism and hospitality journals, such as *Tourism Management*, *Annals of Tourism Research*, *Journal of Travel Research*, *International Journal of Hospitality Management*, *Journal of Destination Marketing and Management*, *Current Issues in Tourism*, *International Journal of Tourism Research*, *Journal of Vacation Marketing*, *Journal of Sport Management*, *Sport Marketing Quarterly* and many others. The papers authored by the TESM faculty are also highly cited. For example, Dr. Becky Liu-Lastres, a junior faculty, has received 419 citations as of now, with seven articles being cited more than 30 times each.

Lots of the department's research have been conducted through collaboration, not only within the TESM department, but also with the partners from other universities, both domestically and internationally (e.g., China, Jordan, Germany, and Australia). For instance, in 2019, Dr. Brian Krohn and Dr. Suosheng Wang collaborated with two colleagues from Indiana University Bloomington, on a comprehensive research proposal titled "Creating a More Perfect Stewardship: A National

Conversation on Preserving our National Heritage”, in bidding for a \$498,688 grant provided by the National Endowment for the Humanities (NEH). In 2021, Dr. Brian Krohn, Dr. Suosheng Wang, and Dr. Mona Mirehie collaborated with the Center for Global Sports on a research proposal for the Ministry of Sports, Republic of Rwanda, titled “Research on Rwandan Sports Infrastructure Management and on Sports Income Generation from Sports Activities”.

The faculty continuously contributes great research efforts to the local community’s quality of life and economic development by conducting research projects closely related to the community. Some of the recent examples are “Global Business Travel Association research” for Global Business Travel Association (Dr. Amanda Cecil, 2019), “Downtown Indy research assistantship program” for Indy Downtown Inc. (Dr. Amanda Cecil, 2019), “Indianapolis Motor Speedway 2019 social media command center” for Indy Motor Speedway (Erica Shonkwiler, 2019), and “Indy Jazz Fest event social media team” for Indianapolis Jazz Foundation (Eric Shonkwiler, 2019). In addition, Drs. Suosheng Wang and Yao-Yi Fu were involved in a study for the annual International Festival in Indianapolis regarding how the event contributed to promoting diverse cultures. The department has had a close relationship with the industry partners and the community, and it is expected that the connection will be kept up closer with the department’s research and community centers. For example, The Sports Innovation Institute bridges the gap between academic research and the industry through engagement in applied consulting projects with community partners. The SII has secured 15 external grants worth \$70,000 since 2016 to complete applied consulting research projects. Other projects have been completed in partnership with organizations and in-kind benefits obtained instead of a grant award. When results can be shared outside of non-disclosure agreements, the SII publishes the work in peer-reviewed journals (n = 2). As the new strategic directive of the ETI begins building momentum, there will be similar collaboration and productivity.

B6. Undergraduate Student Outcomes and Placement

Based on reported first destination data collected by SHHS in conjunction with the campus since 2016, TCEM majors have also reported an increase in the relationship of their major to their field from 65% in 2016 to 98% in 2019. Between 2016 and 2019 TCEM majors reported 99% positive outcomes. Employers hiring our students include IMS, Hilton, Crane Bay, Live Nation, and Raybourn International. A smaller subset of students pursue graduate/professional education, with programs of enrollment including Event Tourism, Philanthropic Studies, and Law.

Between 2016 and 2019 Sports Management majors reported 95% positive outcomes with 91% of them reporting they have stayed in Indiana. 2017-2019 showed continuous increase in “knowledge rate” or reports submitted and averaged 98%. Employers hiring sports management majors include Indiana Pacers, USA Track and Field, NCAA, Indianapolis Fuel. IMS, Hilton, Crane Bay, Live Nation, and Raybourn International. Graduates of TESM also seek graduate programs ranging from event management, sports management to law.

Graduates from the Certificate programs report finding jobs in Indiana as well as other locations including Chicago, Orlando, and China. Job titles include Event Associate, Assistant Department

Chair, Project Manager, Hospitality Event Host, Sales and Marketing Assistant, Corporate Volunteerism, and CARE Program Associate.

B7. Feedback from program stakeholders,

In the process of preparing for the program review and intention of launching a deeper curriculum review, interviews were conducted with industry partners from both highly engaged and not as highly engaged organizations. Similar questions were asked of alumni both from recent years and longer. Feedback was collected from participants with varying levels of engagement with TESM and/or students enrolled in TESM. Feedback generally indicates that students enter internships or first-time jobs with the skills needed, but often lack the ability to apply them in workplace and struggle to adapt and communicate effectively. Several participants noted a lack of marketing and sales related skills in the event industry, but sport students are better suited for such tasks. Other skills gaps include general knowledge of Office software and related applied skills.

When asked to place value on a TESM degree, one participant claimed the degree is a top program within the state, is more comprehensive, and pairs most with the industry when comparing interns from surrounding universities like IU Bloomington, Purdue, and Ball State. However, one participant stated although her organization uses an IUPUI facility, she does not put TESM students “lightyears” ahead but does view the degree as an advantage. In general, feedback indicates that the impact of TESM is large, and the connections between faculty and the industry enables students to benefit from such relationships.

In general alumni value the degree from TESM and commented on the value of the capstone courses as good experiences due to learning groupwork and working through concepts from first idea to finish. Several also commented that internships or other class projects led to permanent jobs in the industry.

B8. Enrollment Management Plan

Future program demand is uncertain right now due to the direct impact of the pandemic on the sports, events, tourism, and hospitality industries. With a forecast of jobs returning to more of a normal state by 2024, there are opportunities to situate our graduates on the front lines of the industry. Peak enrollment for the TESM undergraduate program was in 2016-2017, but the program has seen declines since then, most notably for the TCEM major in 2020 (24% decline from the same time in 2019) as the tourism industry has been severely impacted by the pandemic. Sport Management enrollment increased by 32% from 2015-2016 and has remained fairly steady through 2020. Peak enrollment was in 2018 with 174 Sport Management majors.

TESM has seen significant strides in both retention and graduation from 2015-2020. The 4-year graduation rate for our 2011 cohort in 2015 was 27.8% and currently sits at 43.2% for our 2016 cohort. Notably the department had two years (2018 and 2019) with 4-year graduation rates exceeding 60% (65.2% and 61.1% respectively). The increase in the 4-year graduation is positive

for the department but carries with it the challenge of ensuring enough new students are coming into the pipeline. Similarly, 1-year retention for the department is well above the campus level, reaching a peak of 86.5% for the 2017 cohort.

Enrollment strategies align with the school's overall plan and include:

1. Collaborating with development, alumni, and other stakeholders to increase the number and amount of scholarships available for incoming students.
2. Developing a school-wide culture of recruitment to include faculty, staff, students, and alumni.
3. Leveraging strengths and recognition of graduate and professional programs to positively impact recruitment and enrollment.
4. Expanding awareness in the market of our undergraduate programs to build our undergraduate pipeline (i.e. targeting geographic areas, website, social media).
5. Identifying what majors outside of those in SHHS are currently completing SHHS certificates; target those schools with high SHHS enrollment to encourage additional student enrollment.

Retention strategies include:

1. Engaging in proactive advising for specific populations of students with the end goal of supporting academic and career plans compatible with student graduation and future academic/career goals.
2. Developing collaborative ways for faculty and staff to work together to positively influence student success and retention (i.e. faculty and staff working group for gateway/entry level courses).
3. Identifying faculty/student mentors to support Under-Represented Minority students.

B9. Fiscal health of the program

Indiana University uses a fiscal management model known as Responsibility Centered Management. While details of exactly how this works are complex, the general premise is that each unit manages its own resources (including budget) or contributes to centralized services through assessments. Each IU campus also handles the details a little differently, and IUPUI has a history of extra complexity. The main impact for TESM is that SHHS is a responsibility center and thus we are very mindful of revenue generated and costs incurred. When there is a decline in credit hours within the school, we must find ways to balance our budget. This model of budgeting was a major contributor to the decision to create SHHS (see A1). Management of TESM requires a good insight into how changes in course size, sections offered, or even courses offered along with the cost of delivering the course (facilities (see B10), faculty, other course related resources, etc) can greatly impact the overall budget. Fortunately membership in SHHS includes a mix of undergraduate, graduate professional, and research activities to ensure revenue generation more balanced to reduce direct impact of reduced credit hour generation.

B10. Facilities

Within the Responsibility Centered Management model at Indiana University (see B.9) classroom space has several different designations. The most open type of space at IUPUI is general inventory classrooms which are managed and updated through centralized services. These classrooms are assigned primarily by size requirements as classroom space is very limited between 9:00am and 2:45pm Mon-Thurs. Most TESM courses are delivered in general inventory classes meaning

students may have a TESM class scheduled anywhere on campus. A second designation of classroom is general inventory with departmental priority. TESM has an agreement for one such classroom, [PE 161 in the Natatorium building](#). The department does control two spaces; 1) the department has a [working lab space \(PE 074\)](#) set aside for the event production class to conduct planning and staging activities for event production and 2) the previous location of the Event Lab, [University Tower 227](#) which was converted to a small classroom (seats 16) for graduate classes and, due to a more centralized location, a place for many SHHS committee meetings.

While this arrangement of rooms is common across the campus, the scheduling of classes all over campus limits the students ability to build a deeper connection with the department and school. The nature of IUPUI's campus still leans heavily toward a 'commuter mentality' and thus students are rarely on campus for anything other than class or meetings. Add to the scattered nature of classroom assignments, students do not naturally seek a place for department or school community, despite a student lounge and [workrooms](#) available in the Natatorium.

C. PROGRAM STRATEGIC PRIORITIES

C1. Program contributions to IUPUI's strategic plan

The Department of TESM supports and advances several of IUPUI's strategic initiatives and goals. A complete listing of IUPUI's strategic plan can be found at: <https://strategicplan.iupui.edu/>

GOAL 1 Promote undergraduate student learning and success. Create more effective environments, practices, and support systems for student learning, success, and degree attainment.

Faculty in TESM continually invest considerable time and effort to develop, assess, and promote high-impact practices in the classroom. Examples of these efforts can be found in Section B4 of this document. The department excels in participating and leading these efforts through participation and leadership in campus programs and initiatives. For example, Dr. Pierce led the Capstone Community of Practice in the development of the Capstone High-Impact Practice Taxonomy and Dr. Krohn is leading the development of the Taxonomy of Global Learning. TESM faculty have participated in developing several HIP taxonomies. <https://rise.iupui.edu/resources/course-development/taxonomies/index.html>

GOAL 2 Increase capacity for graduate education. Develop tomorrow's intellectual leaders and scholars through enhanced opportunities in graduate education, especially Ph.D. and interprofessional programs.

The graduate faculty in TESM are discussing the possibility of a joint Ph.D. program with the School of Education to explore the possibility of a Ph.D. in Tourism and Hospitality Education. The department is engaged in the process of assessing the needs and placement of students that complete our Masters of Event Tourism.

GOAL 5 Leverage our strengths in health and life sciences. Advance our capabilities and contributions through interdisciplinary efforts—often referred to as interprofessional education and collaborative practice—to improve the well-being of communities and tackle important public health challenges.

The department of TESM has had a long history of research investigating the intersection of travel and tourism and impacts on resident's quality of life. With the creation of SHHS, the department has taken a renewed focus on concepts of traveler health, wellness, along with continued efforts in quality of life. Recent faculty additions of Dr. Liu-Lastres and Dr. Mirehie considerably raised the profile of TESM in research and collaborative activities related to health and wellness.

GOAL 7 Deepen our commitment to community engagement. Increase service and experiential learning opportunities, stimulate economic development, and use outreach and engagement to address urban community needs.

A major component of the high-impact practices as discussed with Goal 1 is the inclusion of community partners. Section B4 of this document outlines several, but not all, of departmental and faculty efforts to engage industry and community partners. TESM faculty are fully committed to the continued growth of collaboration with our external partners. (See descriptions in A4-Advisory Council, A4-Research and Community Centers, B4-Internships, and B4-Capstone Courses.)

GOAL 8 Strengthen internationalization efforts. Forge and expand effective international partnerships and prepare our students to be global citizens.

A department that is focused on international travel and tourism, it is natural fit to be involved with the development and growth in global learning. TESM furthers this goal through continued growth of Study Abroad (see A4) to develop new partnerships and opportunities for students to engage in semester abroad, hybrid-programs that use a combination of virtual exchange with shorter length travel abroad, and intensive programs that expose students to global cultures in two to five week programs. Dr. Fu has built a strong reputation for internationalization innovation through collaborations, virtual exchange, and development of a study abroad program designed for immersion in multiple cultures. Dr. Krohn has led efforts to grow international partnerships including efforts in Tanzania with Dr. Urtel (Kinesiology), China with Dr. Liu-Lastres and Dr. Wang, South Korea with Dr. Lee, Germany, Rwanda, Kenya, and has hosted delegates from South Africa, Uganda, Zimbabwe and the Prime Minister of Rwanda.

C2. Program contributions to unit-specific plans/priorities

In fulfilling its mission, the School of Health & Human Sciences seeks to achieve the following objectives with a commitment to diversity, equity, and inclusion.

1. Create an accessible learner-centric culture that is diverse, engaging, and dedicated to academic excellence

See B.4 – Experiential Learning discussion on how TESM continues to build a reputation for academic excellence involving hands-on learning.

2. Promote innovation and excellence in teaching and learning practices

See C.1.Goal1 for discussion.

3. Advance knowledge through applied research and scholarship emphasizing the translation of theory to practice

There is no better example of the emphasis of connecting research to practice than the development and growth of the Sports Innovation Institute and Events and Tourism Institute. Both institutes focus on connecting research to industry and continually produce research for both academic and industry audiences. See SII <https://sii.iupui.edu/> and ETI <https://eti.iupui.edu> websites.

4. Enhance civic engagement with activities characterized by:

- Collaborating within and across disciplines, the university, and community
- Establishing equitable and sustainable partnerships
- Capitalizing on our unique, urban location to support economic growth and cultural development
- Benefiting the communities of Indianapolis and Indiana, nationally, and globally.

The nature of our discipline is built upon the intersection of many disciplines, and recent efforts by the department highlight this. The most visible of these efforts is built upon partnerships in curriculum and course development. The department has been in conversations with other schools and programs for accelerated degrees such as

- 1) School of Law for a 3+2 in Sport Compliance,
- 2) School of Science and Computing and Herron School of Art for a 4+1 in Themed Attractions,
- 3) and just started discussions with the School of Liberal Arts for a potential 3+2 in Sport Journalism.

We've also discussed looking at extending or refining our current program to include areas that are becoming more critical to SHHS and our industry in Central Indiana, such as:

- 4) revision and relaunch of a certificate in Health Tourism,
 - 5) revise and relaunch our certificate in Beverage Management,
 - 6) revive some of TESM's historical focus in Hospitality to offer either a track if TCEM in Hospitality, or developing and launching a new major focused on hospitality.
- For our own graduate program, we have discussed 7) partnering with the School of Education to launch a Ph.D. Tourism Education.

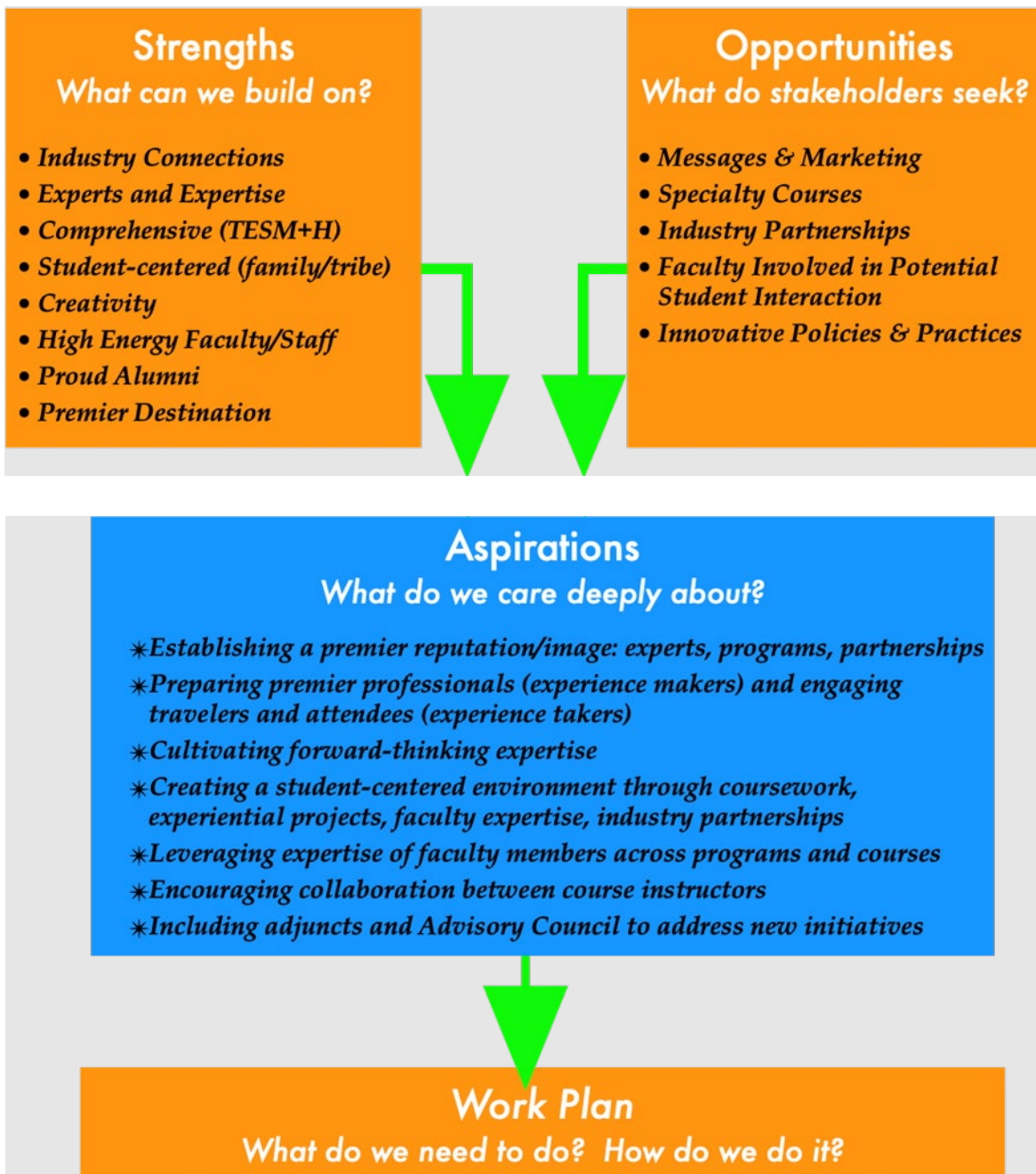
Beyond the campus, TESM has been looking to grow international partnerships with universities in across the globe. (see IUPUI goal 8 in section C.2)

C3. Program Analysis and Future Directions

We chose to use a SOAR planning methodology rather than a SWOT analysis. SOAR uses Strengths, Opportunities, Aspirations and Results providing a more positive approach to planning. It focuses on the department's strengths, seeking to understand what we are doing well and what skills and resources we have/need to be successful. By including the voices of the relevant stakeholders, we seek to understand the whole system, pushing our organization to develop forward-thinking plan that is more dynamic, creative and optimistic.

Once we identified our Strengths, Opportunities and Aspirations, we engaged all full-time faculty, department staff, and invited adjuncts and Advisory Council members to join in the conversations of each of the five work groups. Chaired by faculty members, these work groups generated a lot of exciting ideas for our team to consider. Here's an analogy to help understand what the groups produced. Each group is like a themed restaurant - Italian, Tex-Mex, Mediterranean, etc. In this document, we are sharing what we believe you need to know to choose to visit the establishment.

Once inside, there are more menu offerings, experiential nuances, and expertise in the kitchen and on the floor than you can receive from the restaurants' descriptions. The same is true for the TESM Department as well. The lists of ideas produced are exciting, challenging, and will require faculty and staff to rethink relationships, resources, and how we see our role as "...Leading Experts ...preparing tomorrow's Premier Professionals."



Industry Partnerships - Leverage the relationships with premier partners to create awareness, provide insights into the profession, and offer a deeper-dive into the industry.

- ◆ Create Summer Camps and other opportunities to expose people to the profession
- ◆ Expand student internships with existing and new industry partners
- ◆ Establish structured partnerships for credit with Indiana Sports Corporation, IMS, NCAA, professional sports teams, and premier destinations
- ◆ Engage paid Social Media Ambassadors to raise the profile and generate news around existing and new programs

Special Topics & Courses - Tap into special areas of student interest and faculty expertise to capitalize on timely topics that attract students in the major and non-majors as well.

- ◆ Explore teaching opportunities that focus on contemporary topics with short-term, intermediate, and long-term curricular timelines
- ◆ Develop 'Behind the Scenes' courses and experiences in Tourism Destinations, Event Management, Hospitality, and Sports Management
- ◆ Examine the role of Sports and Civic Engagement - exploring the role of sports in the social discourse
- ◆ Draw upon faculty expertise to offer special courses – fairs and festivals; cultural trails; food, wine, and beer; 'inside the sports bubble,' and more

Faculty & Student Interaction - Capitalize on the inherent interest in tourism, travel, sports, and events to create 'fun outside the classroom.'

- ◆ Create events on campus that create interest for other students while helping our students learn the art of event planning
- ◆ Develop a student social media ambassador program to pay or engage key students in producing social media content that promotes our students, faculty, programs, and partnerships
- ◆ Work with industry groups to create continuing education opportunities for young professionals which will raise the department's profile and encourage students for coursework (degrees and certificates)
- ◆ Explore opportunities to share our story of real-world student experiences, meeting prospective students where they are – schools, career days, advisor days, club sports venues, and more

Innovative Policies and Practices - Explore key questions that challenge assumptions about teaching, research, collaboration, and professional development.

- ◆ Investigate team teaching opportunities between faculty and industry partners to broaden experiences and perspectives for graduate and undergraduate students
- ◆ Expand hands-on learning experiences by leveraging the department's Events & Tourism Institute, Sports Innovation Institute, and the department's extensive partnerships with the tourism industry
- ◆ Ensure that there are basic and applied research opportunities for faculty and students
- ◆ Pursue additional inter-department initiatives across the IUPUI campus

Messaging and Marketing - It's not enough to have a Premier Program taught by Leading Experts because no one will know if we don't talk about it and share our story.

- ◆ Rethink the marketing strategies and events to reach prospective students focusing on the *fun, hands-on experiences, and exciting career opportunities* in our industry
- ◆ Expand and sustain a robust social media presence that focuses on *content, content, and content*, is critical to reaching prospective, and even current, students as well as alumni and partners
- ◆ Identify industry and alumni advocates to tell our stories and showcase our relationships
- ◆ Commit to ongoing messaging and marketing spearheaded by a key staff person with students ambassadors to work throughout the department to share exciting and compelling stories resulting in a narrative that addresses our Mission Question/Aspiration

Results/Outcomes

How will we know we are succeeding?

- **More students pursuing TESM degrees and certificates*
- **More students (majors and non-majors) enrolling in our courses*
- **Exciting coursework leveraging expertise, technology, and experiences*
- **Increasing collaboration between faculty, with industry, and across IUPUI*
- **Expanding research opportunities for faculty and graduate students*
- **Retention and professional development of faculty and staff*
- **Increasing reach and influence of messages and marketing*
- **Elevated image and reputation of the TESM Department by students and industry*

C4. Specific questions for the review team

1. As presented in C2.4, we have been looking into 7 specific curriculum opportunities and have interest in several seeking others. Based on your review and knowledge of the industry, which of these should be our first priority, or should we focus efforts on enhancements and extensions of current offerings?
2. The Master of Science has had low enrollment since the beginning in 2010 (between 5-9 students). Is this degree perceived to have value in the industry? In what ways can the messaging, curriculum, or assistantship program be enhanced to attract students? What is needed to attract international students to this program? (Perhaps the addition of a Ph.D. program?)
3. Several faculty conversations have focused on places that the TCEM and SM curriculum intersect. We currently have a few courses for both majors, however what areas could we/should we consider for more integration between majors?
4. What resources are missing or need expansion to help us achieve our strategic goals?
5. ***What steps must we take to be Leading Experts creating a Premier Experiential Program in a Premier Destination teaching tomorrow's Premier Professionals?***

2021 TESM Program Review Appendix Links Sent to the Review Team from Brian Krohn, Chair, Associate Professor, and Director of TESM Graduate Programs

I therefore offer one correction to the information in the review document. The faculty profiles can be found at: , <https://shhs.iupui.edu/contact/directory/index.html?department=tourism-event-and-sport-management>.

Please review this updated website at: <https://sites.google.com/iu.edu/tesm-external-review/>