

CHRIE Communiqué

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SPECIAL ISSUE

EDUCATION

Education in a New Light

E *Looking Back and Looking Ahead*



Joy Dickerson is ICHRIE President, & Associate Professor at The Culinary Institute of America.

If there was ever any doubt that there is no “I” in “TEAM”, we simply need to look at all that we’ve accomplished as an ICHRIE village in this last year. I am awed by the work and engagement of our membership, office colleagues, and our ICHRIE Board of Directors.

Allow me to begin by thanking our outgoing members of the ICHRIE Board of Directors. Their contributions, commitment, and dedication to ICHRIE are greatly appreciated!

- Chris Roberts, has served the last three years as Vice President, President, and Immediate Past President
- Lea Dopson, who has served us as Treasurer for the last three years
- Alleah Crawford, who has served as our Director of Conferences for the past two years
- Eric Brown, who has served for four years as Director of Member Services
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- Ruth Smith, SECSA President
- Jennifer Forney, NENA President
- Chris Woodruff, Central CHRIE President
- Jean Hertzman, West Federation President
- Pearl Lin, APacCHRIE President

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E *Adapting to a Challenging Time*



Nick Thomas is Director of Education for ICHRIE and Associate Professor & Director at DePaul University.

For the second education-focused special issue of the Communiqué during my time as ICHRIE Director of Education, I have focused on one of the most pressing challenges facing higher education today: how to adapt to the global COVID-19 pandemic. I have asked our federation-level Directors of Education, as well as other members of the academy who are engaged in impactful online and global learning, to share their insights on this critically important topic. Their thoughts can serve not only as an

example of what has worked, but also what has not. I’m thankful for the time that each of the authors took to compose their submission, especially since for many, it’s the summer break. The authors made an effort in these submissions to challenge us to think about the future of our academy, to think critically about what we are doing in our respective classrooms and programs, and to continue our ongoing dialogue with one another.

As I wrote in last month’s Communiqué issue, our role as educators and administrators has never faced a more challenging time. In addition to the public health issues related to COVID-19 itself, each week seems to bring a new set of challenges for hospitality and tourism education. As we react to budget cuts, decreases in enrollment, and here in the United States the

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Join in the Excitement

Kathy McCarty, Chief Executive Officer, International CHRIE

Here we are already in the month of August and we're still dealing with the COVID-19 pandemic. In the U.S., the number of cases has not decreased as much as anticipated and we are not that far away from the start of the "usual" flu season.

Companies are making changes in the way they do business in order to protect their customers and employees. Schools are deciding how the upcoming academic year will play out.

There are still many events that are being postponed or cancelled and there's much talk about travel bans and travel restrictions. Recently, we learned that the HX Experience show held every November in New York has been cancelled—which has brought new worries about how this continuing pandemic will affect events in 2021. Not that they like it, but people are beginning to accept that many things that we once considered a normal part of our everyday lives prior to COVID-19 are probably not coming back any time soon, if ever.

This pandemic has taught us many things. It has forced us to approach decisions and solutions with a new and different mindset. It has forced us to take a deep dive into our business models and to examine new ways to approach business. It's not necessarily a bad thing to take a new approach or to look at our business models with a fresh set of eyes and perspective. I hear a lot of people talking about solutions that might involve some type of hybrid of prior models. It's looking like the new buzz word is hybrid.

One positive outcome of having to deal with COVID-19 is the growing sense of camaraderie and unity that seems to be occurring as a result of people being forced to hold meetings electronically. This seems to be especially true on all of the virtual meetings that ICHRIE members are participating in and holding. Because our members currently don't have the opportunity to network in person, they appear to be taking time during the virtual meetings to connect on a personal level.

I've also noticed an increased level of excitement during ICHRIE virtual meetings. Perhaps it's because these meetings allow all of us to feel as if we can still have discussions that show us—despite the current pandemic—that we can still work on our goals and that we can still see signs of progress. It's exciting to see the expanding number of ICHRIE members participating in these meetings, getting involved (many for the first time) and willing to contribute.

We have an increasing level of engagement from ICHRIE members which is exciting to see! One of the best ways to get engaged in ICHRIE and to make a contribution is to serve on one or more of our many committees. We will be sending out a notice later this month asking members to let us know if they are interested in serving on an ICHRIE committee. In this era of finding our new equilibrium and looking for the best ways ICHRIE can move forward, I encourage everyone to become engaged in ICHRIE initiatives and to join in the excitement.

E

Tips for Online Communication



Catherine Curtis is Secretary for ICHRIE and Associate Professor at Oklahoma State University.

At this point, you have probably taught online. Most of us had to in Spring 2020 when the nation went on lockdown. After speaking to many of our colleagues, we find that some are teaching online either asynchronously or synchronously, or perhaps due to social distancing guidelines, they will be using some kind of hybrid model where half the students attend class on one day and the other half on another day with a portion being taught online, or some

have face-to-face classes that will end by Thanksgiving, or some combination of the above scenarios. My point being that in our upcoming Fall semester, many students and professors will find themselves in online courses again or at least some portion of their course online. However, as we venture back out into cyber space, we must not forget our connection to our students.

I have put together some tips that you can use to help your students in the online portion of your courses:

1. Communicate with your students- let them know there is a person behind the computer screen. There are many ways to communicate. You can place announcements on the announcements page of your learning management system by text or video or both, you can send emails, you can do a blast on your course's social media. Make sure that you are consistent.

2. Establish a routine. It is easier to plan your life when you know what is expected. Students have other courses, jobs, and other responsibilities. If they know what is expected and it is communicated early, the chances of success are greater. However, you should still send/post reminders, because life happens.

3. Create an Assignment sheet: most of our learning management systems have a function called something like "Course Calendar" where you can add due dates for your assignments. This is a helpful feature, use it so students will see their calendars in their class. In addition to this, you could make a downloadable assignment sheet listing all assignments with due dates and a space for students to enter their grades. This way they can keep themselves accountable. This can help them stay on track with the routine. Personally, like many others, I like to use Excel to calculate grades. I can lock in a formula and all students have to do is enter their grade for an assignment and the calculations are done. It gives the student a tool

to monitor their own progress.

4. Be online for office hours. Most of us have been encouraged to have office hours virtually. Again, another feature of many learning management systems are rooms where you can meet with students virtually or you could provide a Zoom link for virtual chats. However, be there, make sure that you are available during your posted times. Think about rebranding office hours to "drop in" or "drop by" hours, so that students know that you are there and available to chat. This way we can keep the human connection while we are virtual.

I hope that these tips were helpful and stimulate thoughts on keeping our students connected.

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uncertainty of the visa status for international students, we all realize that the future of our academy will most certainly look different in the months and years to come. But the optimist in me sees these challenges as a way to improve the students' academic experience. As we move forward, I hope that we continue to work together as the collective body of ICHRIE members. While our respective countries, states, governments, and higher education institutions may have very different approaches to handling this global pandemic, we all have a role in ensuring the hospitality spirit remains strong.

Thank you for taking some time to read this special issue. I hope you enjoy it.

-Nick





Preparing Students for the Unknown in the Hospitality Industry



Ajai Ammachathram is Director of Education for Central Federation and Assistant Professor at University of Nebraska-Lincoln.

Is it time for hospitality programs to reexamine how we address emergency and disaster preparedness within our curriculum? When it comes to preparing our students for successful career in the hospitality industry, are our graduates adaptable to unknown elements in their workplace? Are they ready to deal with emergencies and make sound decisions to protect the safety of all involved stakeholders?

The lessons from COVID-19 pandemic in the hospitality industry has provided numerous case studies to our curriculum for the next few decades. Dealing with weather related emergencies, bio-safety hazards, active shooters and violence, epidemic and pandemics requires situational preparedness skills which are vital for success in the hospitality industry. Understanding the depth of the situation and preparing accordingly is very important due to the fact we deal with many unknown elements. Our industry felt the pain in 2017 when Stephen Paddock claimed 59 lives and injured hundreds of people in Mandalay Bay, Las Vegas. Many lives could have been saved if the hotel workers knew what to look for.

We often hear the word 'resilient' in sync with the hospitality industry. What makes the industry resilient lies in its uniqueness to adapt and prepare for unforeseen situations. Adaptability makes us thrive and change to the needs of the internal and external events. Some might say adaptability is our middle name. While the world is working hard to find the right answers for the current pandemic, most organizations are scrambling to put together various aspects of emergency preparedness within their businesses while providing resources to assist their team members and the guests.

There is no doubt our industry will bounce back globally from the current pandemic, how soon can a business come back depends on the organizations' skilled team members. The reality is disasters and emergencies will strike again in some form or the other. Our industry needs qualified, educated and certified professionals who will significantly contribute to the recovery process much faster than someone who lacks foundation in hospitality education. As educators, our mis-

sion is to provide targeted education that directly addresses the needs of future hospitality professionals who will create a significant impact in the industry.

Safety is a mindset and our graduates might find themselves in a delicate position to educate or enforce safe practices in their workplace. Efficiently managing employees and guests in times of disasters with hands-on leadership experience, high levels of critical thinking, compassion, adaptability and decision-making skills is going to set our students apart from the crowd. As instructors, how can we help our students gain those skills needed to handle disasters and emergencies while trying to replicate industry standards with the ever evolving and changing needs of the hospitality industry? How can we train them to develop data-driven decisions with locally informed strategies for supporting hospitality businesses and workforce development while fostering public health, inclusion, and resilience in their community?

Preparing for the unexpected is part of hospitality education. The question is, are we being intentional with our curriculum to instill safety, adaptability and emergency preparedness in our student minds along with their foundation.



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E

Besides Challenges, Will COVID Bring Us Opportunities Too?



Linchi Kwok is an Associate Professor at California State Polytechnic University, Pomona.

Few universities are designed to offer fully online curricula, especially in most hospitality programs where lab classes and hands-on experience are essential to student success. Typical hospitality faculty do not teach fully online courses either.

Within a few days when the COVID-19 pandemic hit, however, almost every institution turned face-to-face instructions into distance learning. All stakeholders in higher education face tough challenges in coping with

such a sudden and unexpected change. Yet, is there a chance that COVID-19 could also bring opportunities for us to grow?

Opportunities for organizations in higher education

According to a recent survey with 182 two-year and four-year college presidents (Lederman, 2020), the top concerns among the campus leaders included:

- Inequitable impact on underrepresented students (90% of respondents),
- A decline in overall future student enrollment (90%),
- Overall financial stability (88%), and
- Ability to afford to employ staff and faculty (80%)

Universities are finding ways to address inequity issues. Many schools also allocate available resources to meet their priority needs. Traditionally, hospitality programs are doing well in serving underrepresented students. While we are helping the current underrepresented students in the program, we should also reach out to more potential students of similar backgrounds online. For example, hospitality programs can create mini online certification programs or short video clicks that are tailored to underrepresented students. Then, hospitality programs can promote what they offer to underrepresented students on Facebook, a popular social media platform among teenagers living in a lower-income household (Kwok, 2020).

Meanwhile, we should not forget the community that supports us or our alumni who are being furloughed or lost their jobs. They want to know how we are doing, and we want to let them know we care about them. When people are spending more time at home, they can be more engaging. The question is: What can we do to better engage our alumni and the local or even global community? Will educational seminars and virtual events be helpful?

Lastly, when every class is taught in the virtual environment, is it time for us to develop an online global educational program? When the pandemic is over, we can then enhance students' learning experience with an add-on but an optional component that requires their residency on campus.

Opportunities for faculty

Nationally, there is a call for what counts for tenure or whether we should extend the tenure clock for tenure-line faculty in light of COVID-19 (Connolly, 2020). In the California State University system (23 campuses in total), for example, faculty may request to pause the tenure clock. They may also choose not to include peer or student evaluations during the pandemic period in their personnel actions for reappointment, tenure, and/or promotion.

If that is the case, will it be an excellent time to take a risk by exploring new pedagogies to improve teaching effectiveness? How about taking a bold approach to redesign the outlines for an existing course? And challenging ourselves to try new assessment methods?

In your opinion, is it possible for higher institutions and their faculty to take COVID-19 as an opportunity for learning and development? If so, in what way?

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How to Keep Hospitality in Hospitality Education After the Pandemic



Henri Kuokkanen is Director of Education of EuroCHRIE and Senior Lecturer at Institut Paul Bocuse.

There are some that would say that an entire hospitality degree online is doing our students a disservice. Arguments could include that “this field is very ‘high-touch’ and soft skill development is integrated into in-class group projects and interactions”. I challenge, however, that like anything in life - generalizing an entire category without taking into account specific variables is not wise. There are many online classes that are incredibly effective, engaging, and interactive while we have all encountered face-to-face classes that are none of the these. The challenge remains on how to build community and keep students engaged in the course during purely asynchronous learning (when students are not all logged in together). I share here five of many tips to consider as we all approach this topic!

Tip 1: Consider the flow of each module - apply fundamental concepts to their life BEFORE the lesson to peak their curiosity to learn more. I include three sections in each of my learning modules: a creativity activity, the lesson, and an application project. The creativity activity is the introduction to the lesson and takes the fundamental concepts of the day and has the student apply it to their personal life. Teaching dietary restrictions, place settings, floorplan design, etc? Have the students take selfies with their favorite snack, draw out and label their living room, or have them reconstruct place settings. Get them involved in the topic and see the relevance to their own life before applying it in the industry. These activities aren’t long - mine are five minutes max. Students frequently mention that these activities are the favorite part of the course and help them relate to the material being taught, to each other, and with me as we get to look inside each student’s life.

Tip 2: Provide authentic and relevant course material. Being realistic, we are all teaching full loads and the world is changing at an alarmingly fast rate. It would not be feasible to update every lesson each semester. I integrate up-to-date content in the creativity activities I mentioned above. Lesson on negotiation? Let’s start off role playing - you are in the middle of COVID and talking with one of your parents. One wants to go out shopping and one does not. Record it. Then foundational principles/strategies, and reflect on which you used in your earlier activity.

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Tips for Effective Teaching Online in an Asynchronous Environment



Kristin Malek, is an Assistant Professor at the University of Nebraska.

2020 turned out to be a very different year from anyone’s expectations. The impacts of COVID-19 were obviously felt everywhere, but the hospitality and tourism industry was one of the worst hit by the pandemic. Universities around the planet closed campuses and moved to online education, but hospitality educators faced, and continue to face, specific challenges. The dire situation of the industry means that not only graduate jobs but also internships, required in most programs, are threatened. Hospitality programs take pride in their practical aspects of learning. Unfortunately, such aspects do not transfer well to an online environment, and social distancing may change the way they are taught for the foreseeable future.

In France, a national lockdown was imposed on March 17, 2020. Working at a school with many visiting lecturers across the planet, I could immediately see the worldwide dedication of the hospitality educators’ community. We had to come up with ways to assure the continuity of education wherever possible, and this often meant live online classes. For some, technology had been a barrier earlier but facing the serious situation, people looked their technology-demons in the eye and slayed them swiftly. Overall, it was clear why hospitality management and hospitality management education have their own identity, separate from general business management, and that the concept of aiming at the best service extends itself to aiming at the best possible learning environment for students.

As the next academic year is nearing, many schools are asking questions about the future. These include “how to arrange physical classes with social distancing?”, “how much should be taught online?”, “how can practical training classes be arranged?”, “where do our students find internships?”, and “how will our graduates find jobs?” In Europe, the situation has improved and economies are reopening, including the hospitality and tourism industry. Universities are set to welcome students, at least partially, back on campus. However, examples from elsewhere demonstrate that there is little room for complacency, as a second wave of the pandemic could become a reality. I do not claim to have answers to the questions above, but I will focus a bit more on the first two that are closest to my own experience.

E *Serving a Course Worth Dining...Online*



Lynsey Madison is Director of Education for NENA and Assistant Professor at Community College of Philadelphia.

Like many of you, the transition to online teaching posed many questions and not a lot of answers. How are we supposed to take classes that were designed to be in person, high touch, and interactive and build them online? Take for example my Dining Room Management course. This class works in conjunction with our Culinary Arts program to prepare and serve lunch to an average of seventy people a week. How could

I replicate that experience online? The simple answer is, I can't. However, I can still achieve the learning outcomes in an online platform, I just needed to get creative and embrace the opportunity to try something new.

I'd like to share some of my solutions discovered as I embraced the "get creative" approach. In my Dining Room Management course, I broke down the various components of the class. Students spend the semester rotating through Front of the House (FOH) manager/host, server, Beverage Manager, and steward. Students during the FOH rotations are responsible for selecting the table settings and linen choices, taking reservations, creating the table diagram, assigning servers to tables, addressing and solving customer concerns and issues, and managing the class. The reservations and table diagramming are tasks that can be completed online. Taking that one step further, I incorporated current state and local guidelines for indoor dining. This gives students the opportunity to develop critical thinking skills and highlights what managers and owners are experiencing during a pandemic. For the table-escape portion, I'm having students create a Pinterest account and share the board with me. Based on each week's menu, they will select different ideas and build their vision. They will explain their selection choices in a separate document.

When students are completing the Beverage Manager rotations, they are responsible for creating a signature mocktail that compliments the menu for the week. By providing various menus, students still have the opportunity to create that drink. Sure, they won't get to make and serve it, but they will still go through the process of connecting flavor profiles and costing the drink. To make it interactive and engaging, students

will submit their recipes, the glass it should be served in, and a menu description to the discussion board and vote for the best drink of the week. I will record myself making that drink and discussing the merits and tastes of the drink. The student whose recipes receive the highest total number of votes over the semester will win a cocktail shaker bar set. Some of their discussion board topics will cover changes in alcohol laws during Covid-19 and the financial importance of alcohol sales.

Replicating the server rotations was a challenge. Many students don't realize just how hard that job can be. So, with my "get creative" hat on, I set out to showcase some of the smaller nuances that come with learning how to serve. I recruited some family to sit down and be my sample guests. I set the table four different times using different table settings varying from formal to casual and changed out the centerpieces. My guests were given acting cues that ranged from angry and difficult to chatty and time consuming. I set up cameras around the dining room to capture various angles throughout the interaction. I served different foods and wore a Go Pro to show the first-person view, I even flambéed bananas tableside for Bananas Foster. I then put the videos online and asked them to analyze the interactions and address what could have been done differently, what was good, etc.

While more time consuming than just recording a video lecture and PowerPoint, I know students need more. As I focused on changes to the Dining Room Management course, I realized on many levels I was creating an even better course. In a traditional semester, we are so busy doing, serving, and in general just trying to get through that meal service, that we often aren't going in-depth on some topics. Many of these discussions, videos, and assignments will find their way to the course when we eventually return to on-campus classes.

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Teaching Response to COVID-19



Britt Mathwich is the Director of Education of West Federation & Associate Professor at Colorado Mesa University.

Last spring, COVID 19 presented us with sudden and difficult challenges. I wanted to briefly review how Colorado Mesa University, generally, and I, worked through these challenges and what I have found to be helpful in preparing for fall classes.

The faculty were notified in March that we may need to convert to online only classes after spring break. During spring break, we were notified that would be the case and that spring break would be extended for one week. This presented challenges for faculty throughout the university.

Three of my four classes were not designed to be taught online. Our other hospitality professor had experience in online teaching. Neither of us had difficulty in converting the material to an online class. The difficulty was in communicating the change in structure to the students and overcoming their resistance.

Relative success was achieved through the following key factors:

- The university provided clear, ongoing communications to all parties.
- Significant resources were dedicated to supporting faculty and students in the conversion and ongoing implementation. This included online training, videos and personal support from distance learning as well as assistance from individual departments and colleagues.
- The ability of departmental leadership and faculty to put the time and effort into the implementation.
- The option for students with a C or above to receive Pass/ Fail grade that would not affect their GPA.
- Everyone pulled together as a team in the crisis.

From a personal standpoint, I found that clear and constant communication with students was key. Some felt lost and abandoned. One thing that seemed to help was virtual office hours. I encouraged contact by email, phone or Zoom during the office hours but was also flexible in meeting with them at other times.

Another strategy was to use an online hybrid delivery instead of fully online. The class met at the regularly scheduled time via Zoom. There was a short lecture component, but most of the time was used to discuss the online assignments and answer questions. The session was recorded for those that could not attend. I found that when we converted, several students got jobs or were otherwise engaged at the class times.

From feedback on my four courses, the students were relatively satisfied. They provided excellent feedback on how to improve for the future which will be incorporated into fall courses.

CMU, as with other universities, is taking a very cautious approach to Fall 2020. Fall courses will be taught in person but with strict COVID 19 restrictions in place. Online and hybrid classes are encouraged when possible. Scheduling will be spread throughout the day and evening to accommodate social distancing through smaller sections. We also will be prepared to take further action if COVID 19 escalates.

I will be looking at the following in preparation for my Fall classes:

- Take advantage of learning opportunities. These can be through your university, textbook companies, online webinars, chat rooms, etc.
- Learn and use technology to engage students, particularly in online and hybrid classes. The use of Zoom and other technologies has helped with student engagement, satisfaction and hopefully learning in my classes.
- Be committed to clear, concise, and constant communication. I find every year that reviewing student feedback and rereading my schedule and rubrics that I can improve. Include virtual office hours and some flexibility at other times.
- Review student feedback from the most recent as well as previous courses.
- Collaborate with colleagues for ideas. For six weeks this summer, we are doing two campus wide one-hour webinars each week on technology use in our learning management systems and best practices. Each webinar includes a chat room at the conclusion. Great ideas come from all areas of campus. These are all recorded for future use.
- Finally, I want to go back and look at my course preps with somewhat of a blank slate. Because all my fall classes are online, I hope to use these tools and ideas to improve the interaction and engagement of my students.

The virus, while challenging, has pushed all of us to learn new methods of delivery, providing opportunities for better outcomes. I hope some of my experiences can help with future planning for the coming fall. Please feel free to contact me if you want to discuss further.

Britt Mathwich
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E

Teaching Hospitality and Tourism Management Courses During COVID-19 Pandemic



Godwin-Charles Ogbeide is Chair of the CHRIE FutureFund™ Committee and Director at Purdue University Northwest.

The unprecedented advent of the COVID-19 pandemic forced many hospitality educators to think of different ways of teaching hospitality and tourism management (HTM) courses. Whereas many programs are conducting online teaching seamlessly, many of them are struggling to connect and engage their students virtually. The purpose of this article is to make recommendations for different ways to teach and engage the hospitality and tourism students during the COVID-19 pandemic.

Let's start with the syllabus. When designing your syllabus, ask yourself the following question. "What are the essential concepts the students need to know and be able to apply"? If you critically think about it, you will agree that the essential concepts are still achievable with distance learning: video, textbook, case studies, video, textbook, case studies, reading assignments, writing, discussions, quizzes, exams, group projects, creativity, etc. If your HTM courses are designed to provide students with an effective learning experience, you can still achieve that goal via distance teaching and learning. If your university utilizes Blackboard, Brightspace, or any of the other Web-based course-management system, you can design an effective distance teaching and learning experience. Before you design your course, it is important to think of the best teaching delivery platform for your course. There are five major teaching delivery platform types (teaching types) for great teaching experience while managing safety and COVID-19 protocols. Each teaching type varies in style depending on the type of course.

Type 1 Experience (Fully Remote): This teaching type is an online asynchronous teaching delivery type in which all course objectives are achievable and accessible remotely online. If you are interested in this teaching type, you could incorporate video, textbook, case studies, reading assignments, writing, discussions, quizzes, exams, group projects, and other creative activities into the course. However, you should create time for discussion questions via the Web-based course-management system, read and evaluate your students' discussions, and respond with motivating and inspiring comments for the best learning experience. This teaching type is great for simple courses that require less instructor's attention, and without labs or hands-on component.

Type 2 Experience (Fully Remote with Live Lecture): This teaching type is an online synchronous teaching delivery type. All the course objectives are achievable and accessible remotely online, but with students' and instructor's time commitment to this remote offering just like face-to-face teaching. If you are interested in this teaching type, you could incorporate video, textbook, case studies, reading assignments, writing, discussions, quizzes, exams, group projects, and other creative activities into the course. However, your class discussions may be live, online via the Web-based course-management system, or the combination of both for the best learning experience. In addition, you should employ one of the video communications platforms (e.g., Zoom, Skype, WebEx, Microsoft Teams, etc.) for video and audio conferencing for the live lecture component of the course. Some of the tools available via the video communications platform would contribute to your teaching and learning effectiveness. This teaching type is great for any courses but not for courses with labs or hands-on component.

Type 3 Experience (First Degree Hybrid): This teaching type is the combination of online teaching with face-to-face teaching. Some of the course objectives are achievable and accessible remotely (online) while the labs or hands-on components are preferably delivered through face-to-face interactions between student and instructor, but with adherence to health and safety protocols. This teaching type is great for lab-based courses and experiential courses.

Type 4 Experience (Second Degree Hybrid): This teaching type is the combination of online synchronous teaching with face-to-face teaching for courses with too much enrollment beyond the necessary enrollment capacity for social/physical distancing in the classroom. All the course objectives are achievable and accessible via an on-site face-to-face teaching platform. However, the class would be split into groups so that each group will show up for the class in one of the class meeting days of the week while the others participate online synchronously. This teaching type is great for complex courses that require more instructor's attention, lab-based courses, and experiential courses.

Type 5 Experience (On-Site Face-to-Face): This teaching type is the traditional face-to-face teaching type. This type is good for courses in which all their learning objectives are only achievable and accessible through a variety of face-to-face teaching platforms while adhering to the necessary social/physical distancing, safety, and health protocols. This teaching type is great for the

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Articles Continued

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Tip 3: Effective ice breakers. Take your discussion board introductions to the next level. I keep my group project in my online class - and I have students treat their introductions as they would a mix of a personal dating profile and a job interview. Students have 90 seconds via video to sell themselves to their classmates on why others should want to work with them. They can include ancillary documents such as schedule for group meeting purposes, resumes, or links to social media (and they often do). Then, students have to review each classmate and rate them for pairing purposes. Students take this very seriously and are well on their way to building community by knowing who else is in the class and a little bit about their life.

Tip 4: Student creation of content - individually and as a group. Have the students create something - not just take quizzes and tests. Better yet - give them choices of what they want to create. This gives them more agency in your class. For example - my students had to show they have met design thinking processes. The process was important - so they had their choice of if they wanted to create their own podcast, video, game, or training module. Better yet, now they have this for their portfolio and we have it for program recruiting. Win-win.

Tip 5: Student reflection on learning. In an online setting teachers must be intentional about helping students reflect that they are actually learning and applying their information - not simply reading to complete an assignment they will forget about. Pay attention to what you want their reflection to focus on - almost all of my assignments include a reflection on the process, not just the outcome.

There are infinite numbers of tips and tricks or games and activities to make asynchronous online courses have strong communities and encourage high levels of engagement. These are five of my favorite strategies that I hope can be of some use!

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Articles Continued

Dickerson—continued from page 1

- Chrystel Masdupuy, EuroCHRIE President
- Ruth Smith, SECSA President
- William Frye, Special Advisor to the President

My personal and sincerest thanks go to Dr. Jeff Beck, who has served our organization as Vice President and President, and now has moved into the role of Immediate Past President. I am grateful for his leadership, his mentorship, and his friendship.

As we begin a new year as an organization, I would also like to introduce you to our 2020-2021 Board of Directors. Congratulations to all!

- Jeff Beck, Immediate Past President
- Lea Dopson, Vice President
- Lisa Slevitch, Treasurer
- Catherine Curtis, Secretary
- Jenna Lee, Director of Research
- Kimberly Severt, Director of Conferences
- Nicholas Thomas, Director of Education
- Miranda Kitterlin-Lynch, Director of Member Services
- Anders Justenlund, Director of Marketing
- Ralf Burbach, Director of Networking
- Ruth O'Rourke, Chair, ESD Board of Governors
- Faizan Ali, SECSA President
- Mary Jo Dolasinski, CentralCHRIE President
- Xander Lub, EuroCHRIE President
- Margaret Heng, APacCHRIE President
- Priyanko Guchait, West Federation President
- Theresa Lind, NENA President

While I was incredibly disappointed that we were not able to be together in Phoenix this year, I have become keenly aware that this pandemic has allowed us to connect in new and less restrictive ways. And the work we've accomplished and the new colleagues we've met online ---- has given us fresh perspective and the opportunity for new excitement and great involvement. During this past year as VP, I have felt so much positive energy and enthusiasm from you ---- and I hope you are feeling it too! Our ICHRIE organization is on the move!! Take a look at just SOME of what we've accomplished together!

- The ESD BOG has been on fire – trying a new venue for the NY Hotel Show last year, developing a virtual speaker series, developing a template for virtual induction ceremonies, creating value propositions for our potential sponsors, and are now in the infancy stages of developing a virtual student conference for our young leaders. Ruth O'Rourke and ESD BOG – applause and kudos for your great work!

- Our Reignited Deans and Directors and Department Chairs Group!! – Oh my gosh! We came together, knowing we wanted to do SOMETHING to respond to the industry devastation during the pandemic. This group – over 50 – came together and produced video for consumers, for students, and for employers! Such an inspiration. We also developed a full list of financial resource links for those displaced from the industry, as well as scholarship opportunities for students. Additionally, we delved into potential educational webinars that we could host or obtain and then house on our website. With sincere thanks to Donna Quadri-Felitti, we hosted two outstanding high-profile speakers and will be posting the webinars from the Tom Bene and Chip Rogers presentations. Excellent learning for all of us! As this group moves forward with Lea Dopson at the lead, I know they will continue to feed each other, serve as resources for each other, and grapple with the issues facing our industry. It is from this group, that we have our new tag line #hospitalitystrongertogether!

- The SIGS are re-emerging with lots of interest and enthusiasm! Our Special Interest Groups will be meeting virtually and will be developing a set of best practices in their areas of expertise. Under the leadership of Ernie Boger, Donna Albano, and Ralf Burbach, and all the SIG chairs, the vitality and power of these groups will emerge into your daily lives – rather than once or twice per year!

- We Zoomed Around the World!! Thank you, Ralf Burbach and Damien Duchamp, for spearheading this first-ever global and virtual networking effort! And thank you to every federation and ESD BOG for organizing and sharing your hour and making the day so incredibly special and connecting.

- The Strategic Planning Committee has put in tireless hours – between developing a member-value survey, compiling results, and then meeting in sub-groups to develop the strategic plan 2025. To date, we have the new values, mission, and vision statements, and are hopeful to roll out the new plan to you in the early fall. What I learned in this project and process, is that everyone has a voice.

- The Finance Committee and Revenue Generation Committee, under the leadership of Lea Dopson, has been creatively collaborating (over and over again!) to make sure we remain in a financially stable position.

- The ByLaws Committee, under the leadership of special advisor Bill Frye and secretary Catherine

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E *Articles Continued*

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Curtis — has been painstakingly reviewing every section of our bylaws for accuracy and cohesion!

- We have a location for our 2022 conference --- yes! Montreal in 2022!! And we chose a site selection company, HelmsBriscoe, to assist us in this process! Grateful to Jeff Beck for leading this effort and to the Board for their input and engagement in the process.
- Our Federations --- have remained active and connected during this global pandemic! The federations have been offering webinars since March, supporting each other in best practices, in knowledge, and in collegiality.
- AND --- the 75th Anniversary Committee! Such an inspiration! Mary Jo Dolasinski, Chair of the 75th Anniversary Committee and Kimberly Severt, Director of Conferences --- AND the 40+ ICHRIE members who have offered to be on a committee --- are generating excitement and enthusiasm and a CAN'T MISS proposition for all of us! Next year, July 2021, we will be in Washington, DC. Stay tuned, get involved, and plan your family vacation for Washington, DC next year!!

These are just SOME of the many initiatives that are happening throughout the organization.

We have lots of challenges ahead of us ---- I think we all know that. BUT, when you look at what we've accomplished this past year, you HAVE to feel OPTIMISM, as well. We're living in a world of uncertainties. But there are some things that remain: We value the Spirit of Hospitality, we value Knowledge, we value Collaboration and Participation, and we value Each Other. We are #hospitalitystrongertogether.

Let's keep the energy going as we move forward this year! I'm so grateful for the opportunity to work with you!

Cheers to all,

Joy

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off-site internship course, clinical experiences course, advanced courses with research components, or practicum courses.

Utilizing one of the above teaching types would enable you to provide effective teaching and learning experi-

ence during the COVID-19 pandemic.

In fact, many instructors may decide to stick to the distance teaching and learning experience (Type 1 and Type 2) after the COVID-19 pandemic. This is very probable if they are able to use the Web-based course-management system and the video communications platform and other online tools to effectively show their presence in the course, engage, motivate, and inspire their students for an effective learning experience.

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